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DATE: 9 January 2018

To: Members of the  
**EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE  
MONITORING SUB-COMMITTEE**

Councillor Neil Reddin FCCA (Chairman)

Councillor Nicky Dykes (Vice-Chairman)

Councillors Nicholas Bennett J.P., Alan Collins, Mary Cooke and Angela Wilkins

Parent Governor Members with Voting Rights

Emmanuel Arbenser

A meeting of the Education, Children and Families Budget and Performance  
Monitoring Sub-Committee will be held at Bromley Civic Centre on **WEDNESDAY 17  
JANUARY 2018 AT 7.00 PM**

MARK BOWEN

Director of Corporate Services

*Copies of the documents referred to below can be obtained from*  
<http://cds.bromley.gov.uk/>

### **AGENDA**

**1 APOLOGIES FOR ABSENCE**

**2 DECLARATIONS OF INTEREST**

**3 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING**

In accordance with the Council's Constitution, questions to this Committee must be received in writing 4 working days before the date of the meeting. Therefore please ensure questions are received by the Democratic Services Team by 5pm on Thursday 11<sup>th</sup> January 2018.

**4 MINUTES OF THE MEETING HELD ON 26 SEPTEMBER 2017 AND MATTERS  
OUTSTANDING (Pages 5 - 14)**

**5 PRE DECISION SCRUTINY OF PORTFOLIO HOLDER DECISIONS**

- a **GATEWAY 1 MEMBERS REPORT: HIGH NEEDS STRATEGIC PLANNING FUND REVIEW: SPECIAL EDUCATIONAL NEEDS AND DISABILITY - PROCUREMENT OF SHORT TERM CONTRACT** (Pages 15 - 26)
- b **BUDGET MONITORING 2017/18** (Pages 27 - 42)
- c **2018/19 DEDICATED SCHOOLS GRANT** (Pages 43 - 72)
- d **SCHOOLS FORUM CONSTITUTION** (Pages 73 - 120)
- e **CAPITAL PROGRAMME MONITORING - 2ND QUARTER 2017/18** (Pages 121 - 126)

## **POLICY DEVELOPMENT AND OTHER ITEMS**

- 6 **EDUCATION, CHILDRENS AND FAMILIES SERVICES PORTFOLIO DRAFT BUDGET 2018/19** (Pages 127 - 140)
- 7 **BROMLEY SAFEGUARDING CHILDREN'S BOARD REPORT 2016/17** (Pages 141 - 210)
- 8 **INDEPENDENT REVIEWING OFFICERS ANNUAL REPORT 2016/17** (Pages 211 - 224)
- 9 **VIRTUAL SCHOOL ANNUAL REPORT 2017/18** (Pages 225 - 248)
- 10 **PERFORMANCE MANAGEMENT FRAMEWORK - CHILDREN'S SERVICES** (Pages 249 - 266)
- 11 **INFORMATION ITEMS**

This item will only be discussed if a member of the Committee requests a discussion be held, in which case please inform the Democratic Services Officer 24 hours in advance indicating the aspects of the information item you wish to discuss. Questions on the briefing should also be sent to the Democratic Services Officer at least 24 hours before the meeting.

  - a **CONTRACTS ACTIVITY REPORT EDUCATION, CHILDREN AND FAMILIES PORTFOLIO** (Pages 267 - 274)
  - b **ECHS RISK REGISTER** (Pages 275 - 284)
- 12 **ANY OTHER BUSINESS**
- 13 **DATE OF NEXT MEETING**

7.00pm, Tuesday 27 March 2018

**14 LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006 AND THE FREEDOM OF INFORMATION ACT 2000**

The Chairman to move that the Press and public be excluded during consideration of the items of business listed below as it is likely in view of the nature of the business to be transacted or the nature of the proceedings that if members of the Press and public were present there would be disclosure to them of exempt information.

**Items of Business**

**Schedule 12A Description**

- |           |  |   |
|-----------|--|---|
| <b>15</b> | <b>EXEMPT MINUTES OF THE MEETING HELD ON 26 SEPTEMBER 2017 (Pages 285 - 288)</b>                     | Information relating to the financial or business affairs of any particular person (including the authority holding that information) |
| <br>      |  |   |
| <b>16</b> | <b>PRE-DECISION SCRUTINY OF EXEMPT PORTFOLIO HOLDER DECISIONS</b>                                    |   |
| <b>a</b>  | <b>CONTRACT EXTENSION: SHORT BREAKS FOR DISABLED CHILDREN (Pages 289 - 298)</b>                      | Information relating to the financial or business affairs of any particular person (including the authority holding that information) |
| <br>      |  |   |
| <b>17</b> | <b>EXEMPT INFORMATION ITEMS</b>  |   |
| <b>a</b>  | <b>EXEMPT CONTRACTS ACTIVITY REPORT EDUCATION, CHILDREN AND FAMILIES PORTFOLIO (Pages 299 - 306)</b> | Information relating to the financial or business affairs of any particular person (including the authority holding that information) |

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## **EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB-COMMITTEE**

Minutes of the meeting held at 7.00 pm on 26 September 2017

### **Present:**

Councillor Neil Reddin FCCA (Chairman)  
Councillors Alan Collins, Mary Cooke and Angela Wilkins

Emmanuel Arbenser, Special School Parent Governor

### **Also Present:**

Councillor Tom Philpott, Executive Assistant to the Portfolio  
Holder for Education, Children and Families  
Aaron Regisford, Bromley Youth Council

### **15 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Nicky Dykes and Councillor Nicholas Bennett JP. The Portfolio Holder for Education, Children and Families, Councillor Peter Fortune, also submitted apologies for absence due to illness.

### **16 DECLARATIONS OF INTEREST**

There were no additional declarations of interest.

### **17 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING**

No questions had been received from members of the public.

### **18 MINUTES OF THE MEETING HELD ON 18 JULY 2017 AND MATTERS OUTSTANDING**

**RESOLVED** that the minutes of the meeting held on 18<sup>th</sup> July 2017 be agreed.

#### **a SCRUTINY OF PORTFOLIO HOLDER DECISION: CHILD SEXUAL EXPLOITATION SUPPORT SERVICE CONTRACT Report CSD17132**

The Sub-Committee considered a report setting out a decision for the Education, Children and Families Portfolio Holder with relation to a contract for the provision of support services to children at risk of sexual exploitation which was due to end on 30<sup>th</sup> September 2017. The Chairman of Education, Children and Families Select Committee, Councillor Nicholas Bennett JP had requested that the Sub-Committee undertake pre-decision scrutiny on this

*26 September 2017*

decision due to the timescales in relation to the proposed recommendation within the report.

The Child Sexual Exploitation Recovery Service provided direct support to children and young people under the age of 18 years (and Looked After Children under the age of 21 years and living within the M25) who were at risk of being sexually exploited, and delivered awareness raising activities and training to improve knowledge and skills to help prevent child sexual exploitation and improve support for victims. A contract to provide a specialist programme of support with young people to divert them from the risk of sexual exploitation, as well as to deliver training to Bromley social workers was held by Barnardo's and was due to end on 30<sup>th</sup> September 2017. It was proposed that the Portfolio Holder for Education, Children and Families authorise the award of a further contract to Barnardo's for a period of 12 months to allow the provision of this support to be continued whilst consideration was given to the future delivery arrangements for this service. The report also set out the commissioning intentions for the future of the service.

The Director of Programmes (ECHS) and Director of Children's Social Care introduced the item and provided an explanation as to why the report was before Members at such a late stage in the contract. The Director of Programmes stressed to the Sub-Committee that the delay in presenting the report to Members had in no way affected the recommendation that was being made. Officers were confident that this was the most appropriate recommendation at this point in time. The 12 month extension that was being requested would provide the opportunity for a comprehensive review of the Service model which would be reported back to Members later in the year.

The Director of Programmes reported that this was a valuable service that was integrated into the Atlas Team and delivered good outcomes for children in a specialist area. The current contract was providing good value for money.

The Director of Children's Social Care reminded the Sub-Committee that the Atlas Team had been launched in January 2017. The forthcoming review of this contract would provide a good opportunity to undertake a review of the Atlas Team, investigate how other local authorities delivered the service in terms of best practice and identify areas of best practice. The Director of Children's Social Care confirmed that there were currently 15 young people benefitting from the Service with an additional 4 on the waiting list who the Director was confident would be incorporated into the Service. The Director of Children's services advised that in the recent Ofsted monitoring visit of CSE it was highlighted that this was the only service offered and the LA would need to consider a more wrap around service for these children.

In response to a question from a Member concerning whether 3 months was sufficient time to undertake a review of the Atlas Team prior to procuring a service, the Director of Children's Social Care confirmed that the review of the Atlas Team was a 3 to 4 week review which would be undertaken in October. The services for children vulnerable to or victim of CSE is was a very bespoke

service in a niche area which meant the market was limited. The Director of Programmes confirmed that he was confident that sufficient time had been allowed for any review.

In response to a question from the Chairman the Director of Programmes confirmed that in future Members would not be asked to approve contracts with such little time. The rule in Bromley was that any new contract had to receive Member approval within 6 months of the end of the existing contract. Contracts that were due to expire in March 2018 were now being reviewed. Moving forward the Department would be better placed to plan ahead and ensure that contract approval was sought in good time.

The Members of the Sub-Committee confirmed that they had been reassured by the information that had been provided. It was agreed that on this occasion the “call-in” provision should be waived and the decision treated as an urgent decision to ensure that the contract was in place by 1 October 2017.

**RESOLVED: that**

- 1. The Portfolio Holder be recommended to approve a further award of contract to Barnardo’s via an exemption to competitive tendering for a period of one year from 1st October 2017 to 30<sup>th</sup> September 2018.**
- 2. The decision be taken under grounds of urgency and the “call-in” provision waived in this instance.**

**19 LOCAL AUTHORITY DESIGNATED OFFICER REPORT 2016/17**

The Sub-Committee considered a report outlining the work carried out across the Borough to manage allegations made against staff who worked with children and young people in a paid or unpaid capacity during the 2016/17 financial year. There was a statutory requirement for local authorities to have clear procedures in place for responding to allegations of harm or abuse of children by staff or foster carers within the Children’s Act 2014, and the Local Authority Designated Officer (LADO) had overall responsibility for managing and coordinating allegations against those who worked with children in Bromley.

During the 2016/17 financial year, a total of 223 referrals had been reported to the Local Authority which represented a 15.5% increase in the number of referrals received and recorded from all agencies across the Borough compared to the previous year, which was in line with referrals received by other London local authorities. A number of factors had been identified as contributing to this increase, including the robust recording of all allegations whether or not they met the threshold for further action, the delivery of regular multi-agency Allegation Management Briefings and the drive to raise awareness of allegation management procedures. Where it was identified that the threshold for harm or potential harm to a child was met or there were concerns that a professional might not be suitable to work with children, a LADO Complex Strategy Investigation meeting was

convened. In 2016/17, 106 strategy meetings were convened as a result of allegations, the outcomes of which identified that two cases were founded, three were substantiated, 60 were unsubstantiated, 25 were unfounded as the referrals were assessed as malicious and 16 were ongoing cases.

The Local Authority Designated Officer introduced the report and reported that since the report had been written there had been a marked improvement in referrals from the Police.

In response to a question from the Chairman surrounding whether any conclusions could be drawn from the increase in allegations made against foster carers the Local Authority Designated Officer reported that no conclusions could be drawn. Some of the children within the placements were challenging and the same complaint could be repeatedly made, and therefore repeatedly recorded. The Director of Children Social Care and the head of the Quality Improvement Service suggested that an increase in referrals was not necessarily a bad thing and that a more positive aspect of the increase in the number of complaints could be that children felt empowered to speak up and were more confident that any issues would be taken seriously and investigated.

In response to a question concerning how foster carers were supported when unsubstantiated allegations were made the Local Authority Designated Officer explained that foster carers were provided with one to one support from their allocated social worker. The Director of Children's Social Care explained to Members that the issue was around the training provided to foster carers. The Director stressed the importance of ensuring that foster carers were provided with the reassurance that the local authority understood the pressures foster carers were facing and would support them when allegations were made and investigated.

In response to a technical question from the Chairman concerning the difference between 'founded' and 'substantiated', the Local Authority Designated Officer explained that when an allegation was 'founded' there was no doubt that the incident occurred. For an allegation to be 'substantiated' the body of evidence that had been gathered, from the investigation and witness statements, confirmed that an incident had occurred.

Responding to a comment from the Chairman surrounding the behaviour of professionals in their personal life and referrals to the LADO, the Head of Quality Improvement Service stressed that the issue was the implications of the cumulative effect of an incident or behaviour on a child.

The Local Authority Designated Officer confirmed that in relation to arrangements for peer audit meetings with colleagues in other local authorities had taken place. It had been agreed that good practice in other boroughs would be observed by the end of the year.

**RESOLVED that the report be noted.**

(Following consideration of this item Councillor Collin's left the meeting)

**20 PRIVATE FOSTERING ANNUAL REPORT**  
**Report ED18023**

The Sub-Committee considered the Private Foster Service Annual Report 2016/17.

The Private Fostering Regulations applied when children or young people aged under 16 years (or 18 years if they had a disability) lived with a person who was not a close relative for 28 days or more. The Local Authority was required to assess the suitability of this arrangement and review it under the Private Fostering Regulations to ensure the placement was able to safeguard and promote the child's welfare. Between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017, there had been a decrease in the number of Private Fostering notifications which had reduced from 19 to 12 children. This had been identified as cause for concern as the reason for the decrease in the number of arrangements was not apparent and would be discussed at the next CoramBAAF Private Fostering Special Interest Group in comparison with other local authorities.

The Group Manager: Fostering reported that there was now a need to ensure that there was consistency and speed within the process for registering private fostering arrangements. To this end a full-time Senior Practitioner Social Worker would be dedicated to supporting and raising the profile of private fostering. In addition to this an app had been developed as a reporting tool. The app provided a definition of private fostering arrangements and set out the process of reporting. Historically in Bromley private fostering arrangements had not been marketed properly and one of the roles of the Senior Practitioner Social Worker would be to market the app and ensure that professionals working with children in the Borough were aware of the app and how it should be used.

In response to a question from the Chairman the Head of Service: Fostering and Adoption confirmed that it was hard to be sure how many private fostering arrangements were in place within the Borough as the need to register such arrangements had not been publicised widely and this needed to be addressed. There was a duty to notify other boroughs of such arrangements when families moved borough.

In response to a further question from the Chairman surrounding the justification for a full-time post to support 12 children in private fostering arrangements, the Head of Service: Adoption and Fostering explained that Officers expected the number to increase when the need to register arrangements was more widely publicised. In addition to this, the Senior Practitioner Social Worker would need to liaise with schools and language schools as well as other professionals to market the app and ensure that organisations who were working with children could recognise such arrangements and report to the local authority if necessary. The Director of Children's Social Care highlighted in Bromley there was a "Caseload Promise" of between 12 and 15 cases and the number of private fostering arrangements currently recorded fell within the Promise.

**RESOLVED that the Portfolio Holder be recommended to endorse the Private**

**Fostering Service Annual Report 2016/17.**

**21 ADOPTION ANNUAL REPORT  
Report ED18018**

The Sub-Committee considered the Adoption Service Annual Report 2016/17 which was required to be produced by the adoption agency on an annual basis under the National Minimum Standards 2014.

The Adoption Service was responsible for all adoption work undertaken by the Local Authority, supporting domestic, inter-country and step-parent adoption, birth parent counselling, post-placement and post-adoption support and a range of intermediary services. Of a total of 21 children with an Agency decision for adoption, one child had been adopted, two were placed for adoption, two had been matched with an adoptive family, one child had not yet entered care and 15 children were waiting to be matched with active family finding in progress. A total of nine adopter households had been approved during 2016/17, with whom 12 children had been placed for adoption by a number of local authorities, and as of 31<sup>st</sup> March 2017, eight approved adopter households were waiting to be matched.

In response to a question from the Chairman surrounding the plans for the Regional Adoption Agency, the Head of Service: Fostering and Adoption explained that in London two models had been put forward although as yet no agreement had been reached and there were still a number of unanswered questions. There were a number of options available to Bromley, it could choose to remain within the South London Consortium or consider the Kent and Medway Model. By April 2018 Bromley would need to indicate its preferred option with final arrangements being in place by 2019.

The Chairman thanked the Officers for a very interesting and informative report and the Sub-Committee noted that the impact of recent improvements to the Service should be visible in the next annual report.

**RESOLVED that the Portfolio Holder be recommended to endorse the Adoption Service Annual Report 2016/17.**

**22 CHILDREN'S SERVICE IMPROVEMENT UPDATE  
Report ED18020**

The Sub-Committee considered a report which provided an update on progress in delivering the Children's Service Improvement Plan.

The Children's Service Improvement Plan had been developed in conjunction with partner agencies and was made up of ten priority areas which aimed to address 23 recommendations made by Ofsted following an Ofsted inspection of the Council's services for Children in Need of Help and Protection and Children Looked After which had been undertaken between 11<sup>th</sup> April 2016 and 5 May 2016 that had found the Council's services to be inadequate in all areas. For the period covering 1<sup>st</sup> May 2016 to 31<sup>st</sup> August 2017, a total of 298 had been identified for

completion. As at 31<sup>st</sup> August 2017, a total of 23 outstanding actions were RAG rated as 'Red' (8%), 142 actions were RAG rated as 'Amber' (48%) and 133 actions were RAG rated as 'Green' (44%). All actions rated as 'Red' had been highlighted in a monthly 'Exemption report' and were discussed at the meeting of the Children's Service Improvement Governance Board on 22<sup>nd</sup> September 2017.

The Director of Children's Social Care explained to Members that in September 2017, a new Secretary of State Direction was issued to Bromley. This confirmed that Bromley's Children's Services would no longer be subject to review by a Commissioner, instead the Independent Chairman of the Children's Service Improvement Governance Board was required to submit quarterly updates to the Department for Education (DfE). In addition it was noted that commitment from Bromley would ensure that the improvement of children services continued.

The final report of the Commissioner for Children's Services in Bromley had been published earlier in September 2017. In her report the Commissioner had recommended that Bromley should continue to run its own Children's Services.

There would be a further Ofsted Monitoring Visit at the end of October with the final visit taking place in February 2018. After this the Council would be back on the schedule for a full Ofsted Inspection from April 2018 onwards.

The last Ofsted visit had taken place over the 8<sup>th</sup> and 9<sup>th</sup> of August 2017. In their feedback letter to the Council the Inspectors had confirmed that they had seen no Inadequate practice in the cases that they had reviewed; Managers were making professional judgements and these were having an impact; the Authority's response to child sexual exploitation (CSE) was proportionate; and caseloads within the service were reducing with professionals utilising thresholds appropriately.

The Director confirmed that the feedback from Ofsted had been pleasing but there was still more work to be done.

In addition to the improvement agenda, there had also been the opportunity to introduce innovations to service delivery such as the Care Leavers' Hub and the Corporate Parenting Fun Day.

In relation to recruitment and retention, the Director reported that if all the offers of permanent positions were accepted nearly 80% of staff within the Service would be permanent. A great deal of effort was going into recruiting staff but managers were also ensuring that the right people were being made offers. It was important that high quality staff were in place to continue to drive the improvement agenda.

In response to a question from the Chairman, the Director of Children's Social Care confirmed that Officers were working to refresh the Member's training programme and ensure that arrangements were in place to deliver training during the induction of new Members in May 2018. The Chairman suggested it would be helpful if each Political Group Leader in the Council made training in Safeguarding and Corporate Parenting compulsory in the New Municipal Year.

*26 September 2017*

The Sub-Committee congratulated and thanked staff within the Department and across the Council for the “fantastic progress” that had been made.

**RESOLVED that the update be noted.**

**23 CAPITAL PROGRAMME MONITORING - 1ST QUARTER 2017/18  
Report FSD17072**

On 19<sup>th</sup> July 2017, the Council’s Executive received the 1<sup>st</sup> quarterly capital monitoring report for 2017/18 and agreed a revised Capital Programme for the four year period 2017/18 to 2020/21.

The Committee considered the changes to the Capital Programme for the Education, Children and Families Portfolio which included an increase of £2,597,000 to the Basic Need scheme for use in SEND capital provision, and the transfer of £776,000 from the uncommitted balance of Section 106 receipts from developers. There was also an increase of £31,000 to support delivery of the 30 Hours Funded Childcare IT Solution scheme. A net underspend totalling £3,428,000 that was mainly as a result of the S106 Education unallocated balance for 2016/17 had been rephrased into 2017/18. Schemes totalling £5m had also been re-phased from 2017/18 to 2018/19 to reflect revised estimates of when expenditure on Education schemes was likely to be incurred.

The Head of ECHS Finance reported that he did not have any information in relation to the current provision of 30 hours funded childcare. It had been difficult to encourage providers to offer the provision due to the funding provided by Government. The Head of ECHS agreed to report back to Members with up-to-date information following the meeting.

**RESOLVED that the Portfolio Holder be recommended to confirm the revised Capital Programme agreed by the Council’s Executive on 19<sup>th</sup> July 2017.**

**24 SPENDING BY PRIMARY, SECONDARY AND SPECIAL  
MAINTAINED SCHOOLS IN 2016/17  
Report ED18026**

The Sub-Committee considered a report which provided information on all revenue and capital balances held by Primary, Secondary and Special Maintained schools as at 31<sup>st</sup> March 2017, and also provided a comparison to the balances held at the same time in the previous year.

The average level of revenue balances both committed and uncommitted for Maintained Primary Schools stood at 10% of School Budget shares compared to 11% at the end of 2015/16. For Maintained Secondary Schools this figure stood at 10% (compared to 9% in 2015/16) and for Special Schools this figure stood at 7.2% (compared to 7% in 2015/16). All schools with balances in excess of 8% had been asked to complete a proforma detailing the reason for holding a high balance and their plans for reducing the balance in year. One primary school had

ended the financial year with a deficit and had been asked to provide a deficit recovery plan.

This report had also been considered at the meeting of the Schools' Forum on 21<sup>st</sup> September 2017 where it had been resolved to note the report. The Sub-Committee noted that information relating to Academies would be reported separately.

In response to a question from the Chairman surrounding the possible reasons for the high surpluses, the Head of ECHS Finance explained that there were a number of possible reasons, some schools may be being cautious whilst other schools had saved for a specific project.

**RESOLVED that the financial position of Primary, Secondary and Special Maintained Schools at the end of the 2016/17 financial year be noted.**

## **25 EXPENDITURE ON CONSULTANTS 2016/17 AND 2017/18 Report CSD17136**

The Sub-Committee considered a report outlining the total expenditure of the Local Authority on consultants across all Local Authority departments for 2016/17 and 2017/18 to date.

At its meeting on 7<sup>th</sup> September 2017, the Executive and Resources PDS Committee considered a report on Local Authority expenditure on consultants across all Council departments for both revenue and capital budgets and requested that this expenditure be considered by the PDS Committees for each Portfolio. Within the Education, Children and Families Portfolio, revenue expenditure which was focused on the need for one-off specialist advice and to respond to insufficient in-house skills or resources had totalled £84,958 in 2016/17 and £24,750 in 2017/18 to date. Capital expenditure on consultants totalled £949,622.84 in 2016/17 and £293,622.61 in 2017/18 to date.

**RESOLVED that the expenditure on consultants relating to the Education, Children and Families Portfolio be noted.**

## **26 INFORMATION ITEMS**

The Sub-Committee Information Briefing comprised two reports:

- Recruitment and Retention Fund Update
- Complaints Annual Report

In considering the Recruitment and Retention Update report, the Chairman suggested that it would be helpful to have the information that had been provided incorporated in the Annual Budget Outturn report.

In response to a question from the Chairman, the Head of ECHS Finance

confirmed that the annual retention payments were recurring payments from a reducing pot of funding used to fund a number of recruitment and retention packages.

In considering the Complaints Annual Report, the Chairman stressed the importance of continued learning from any complaints that were received. A Member suggested that in future reports it would be helpful if a definition of 'a complaint' could be provided as it appeared that the number of complaints received was very low.

**RESOLVED that the Information Briefing be noted.**

**27 ANY OTHER BUSINESS**

There was no other business.

**28 DATE OF NEXT MEETING**

The next meeting of Education, Children and Families Budget and Performance Monitoring Sub-Committee would be held at 7.00pm on Wednesday 17<sup>th</sup> January 2017.

**29 LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006 AND THE FREEDOM OF INFORMATION ACT 2000**

**RESOLVED: That the Press and public be excluded during consideration of the items of business listed below as it is likely in view of the nature of the business to be transacted or the nature of the proceedings that if members of the Press and public were present there would be disclosure to them of exempt information.**

**The following summaries  
refer to matters involving exempt information**

**30 SEN TRANSPORT VERBAL UPDATE**

The Sub-Committee received a presentation from the SEN Transport Officer providing an update on Special Educational Needs (SEN) Transport.

**RESOLVED that the update be noted.**

The Meeting ended at 8.55 pm

Chairman

Report No.  
ED18044

London Borough of Bromley

PART 1 - PUBLIC

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**Decision Maker:** Portfolio Holder for Education, Children and Families

**Date:** For Pre Decision Scrutiny by the Education, Children and Families Budget and Performance Monitoring Sub-Committee on 17<sup>th</sup> January 2018

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** GATEWAY 1 MEMBERS REPORT

**HIGH NEEDS STRATEGIC PLANNING FUND REVIEW:  
SPECIAL EDUCATIONAL NEEDS AND DISABILITY -  
PROCUREMENT OF SHORT TERM CONTRACT**

**Contact Officer:** Debi Christie, SEND Operations Manager: Services  
Tel: 020 8461 7896 E-mail: debi.christie@bromley.gov.uk

**Chief Officer:** Gillian Palmer, Interim Director of Education

**Ward:** All wards

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## 1. REASON FOR REPORT

- 1.1 Following the DfE announcement in March 2017 of the High Needs Strategic Planning Fund (HNSPF) grant, Bromley is in the process of carrying out a strategic review of its high needs provision. Through the use of this grant, the local authority is working with education settings, providers, partners and with parents and young people.
  - 1.2 A contract was awarded, following a competitive tender, to *send4change* to support phase one of the strategic review. The contract commenced in June 2017 and came to an end on 31 December 2017. The contract value was £80k, funded through the HNSPF grant
  - 1.3 This report:
    - Outlines the context of the SEND review and how this has been approached
    - Provides an update on phase one of the High Needs SEND review
    - Sets out the proposal to deliver phase two of the review
    - Seeks approval to award further contract via exemption to competitive tendering to *send4change* for the delivery of phase two of the review
- 

## 2. RECOMMENDATION(S)

- 2.1 The Deputy Leader and Portfolio Holder for Education, Children and Families is recommended to:

- i) Note and comment on the plans for phase two of the strategic review of high needs provision;
- ii) Approve the award of contract for delivery of phase two of the strategic review to *send4change* via an exemption to competitive tender for a contract period of 1 February 2018 to 30 April 2018 at a value of £32k.

### Corporate Policy

1. Policy Status: Existing policy. Existing Policy Context/Statements
  2. BBB Priority: Children and Young People.
- 

### Financial

1. Cost of proposal: <please select> £32,000
  2. Ongoing costs: Non-recurring cost.
  3. Budget head/performance centre: High Needs Strategic Planning Fund - 100870-3815
  4. Total current budget for this head: £139,624
  5. Source of funding: DfE grant
- 

### Staff

1. Number of staff (current and additional): n/a
  2. If from existing staff resources, number of staff hours: n/a
- 

### Legal

1. Legal Requirement: Statutory requirement.
  2. Call-in: Call-in is not applicable.
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Aproximately 6,000 children and young people with special educational needs and/or disabilities
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A.
2. Summary of Ward Councillors comments:

### 3. COMMENTARY

- 3.1 In March 2017, the DfE announced the High Needs Strategic Planning Fund (HNSPF) grant for local authorities to carry out a strategic review of their high needs provision. Through the use of this grant, local authorities are expected to work with schools, colleges and other providers, and with parents and young people. Bromley received a grant of £139,624.
- 3.2 The purpose of the review is to increase the local area's capacity so that the review and planning of high needs provision is high-quality and collaborative. The grant can also be used to help implement the outcomes of the review. Local authorities are required to publish the outcomes in the form of strategic plans to demonstrate transparency and accountability.
- 3.3 Following the announcement of the HNSPF grant, Bromley commissioned an independent review of its high needs funding arrangements and other key areas relating to services and provision for young people with SEN and/or Disability. The contract was awarded to send4change following a competitive tender. Phase one of the review commenced in June 2017 utilising £80k of the grant. The accountability of the review sits under the SEND governance board and is managed by the SEND Strategic Lead (Lesley Cox) and the SEND Operations Manager (Debi Christie).
- 3.4 Phase 1 of the review (July to December 2017) will result in the following key deliverables:
- A SEND strategy that has the support and engagement of all partners that makes clear evidence based recommendations for change
  - A set of evidence based recommendations that outline how the LA needs to reshape services to meet the new challenges
  - Review the sufficiency of provision in Bromley and make recommendations as to how in-borough provision might be strengthened
  - Produce a plan that will improve SEMH identification, support and provision in Bromley.
- 3.5 Review of Bromley SEND services across the age range 0-25 has included:
- Undertaking an analysis of Bromley's high needs spend
  - Developing an understanding of Bromley's current arrangements and comparisons with the national position and other London boroughs
  - Identify areas requiring development and improvement regarding the way in which needs are identified, assessed and how these needs are met for children and young people with SEND and lead to better outcomes. Establish focus groups comprising representatives across education, health, care and parent forums
  - Considering the sufficiency of special school provision in order to develop a sustainable strategy for the borough for the future.
- 3.6 The review of arrangements for pupils with social emotional and mental health needs (SEMH) has included:
- Developing a comprehensive understanding of Bromley's existing arrangements for children and young people who have SEMH needs
  - Analysing permanent and fixed term exclusion data and comparing this with the national picture and other London Boroughs
  - Having discussions with the Pupil Referral Unit, schools, and key partners to determine areas of focus
  - Evaluating the impact of current arrangements and ways in which the current model can be improved
- 3.7 This report appends the key messages that have come out of phase one (Bromley's top 10 priorities) which has been published on the Local Offer website:  
<https://bromley.mylifeportal.co.uk/media/22439/bromleystop10sendprioritiesoctober2017.pdf>

- 3.8 Since the review commenced in July 2017, there has been significant staff changes within the SEND service areas, with the departure of the Director of Education and also two Heads of Service.
- 3.9 A significant amount of time has been allowed for engagement and discussion with a wide range of stakeholders, ensuring that all views have been listened to and considered carefully. One of the key drivers in carrying out this review has been the collaborative approach to ensure that the process and outputs are developed and owned by the local area. Each of the four working groups (engagement, high needs funding, specialist placements and SEN support) are chaired by a local area representative, including LA Officers, Schools, Governor and parents.
- 3.10 The approach taken will contribute to the successful implementation of the outcomes, resulting in more sustainable change. In line with Section 19 principles of the Children's and Families Act and the SEND Code of Practice, the review has been carried out in partnership with all stakeholders, which has included LA/CCG, third sector, schools and settings, children and young people and parent/carers.
- 3.11 The sense of optimism and excitement is now tangible. It is also clear that the language of the local area is more positive and people are beginning to sense a collective momentum for change.
- 3.12 Progress of the first phase of this review has been monitored regularly, with reports presented at the SEND Governance Board on a monthly basis. In addition, regular updates and discussions take place between senior managers in the SEND Service and the Director of Education.
- 3.13 A full briefing has also been provided to Cllr Fortune (Deputy Leader and Portfolio Holder for Education, Children and Families) on 19<sup>th</sup> December 2017 outlining progress to date and next steps.
- 3.14 We are now seeking to move to phase two of the review, to consolidate the progress to date and implement the work streams identified during phase one. The outputs in phase two include:
- A full review of Bromley's Specialist Support and Disability Service, the Vision Impairment Service and the Hearing Impairment Service to determine impact of these services and value for money
  - Building on the initial sufficiency planning work, the production of a sufficiency strategy for specialist provision that identifies the breadth of need over the next 10-15 years, incorporating strategies to strengthen in-borough provision
  - An efficiencies exercise across all services that draw on high needs funding to identify where there is flex in the system to stretch services across the full 0-25yrs age range, across all settings and disabilities to reshape the service offer focussed on mainstream schools
  - A communications strategy to support the delivery of the 0-25yrs SEND five-year strategy
  - Training and development events for the local area, including a full head teacher conference for early years, schools and colleges

## **4. SUMMARY OF YOUR BUSINESS CASE**

Phase two of the review will commence implementation and build on the key deliverables and momentum of phase one. It is proposed to commission a further contract to deliver phase two to ensure capacity within the service to complete the review. The proposed contract will commence at the end of January 2018 and be completed by April 2018 at a value of £32k.

We are seeking to award the phase two contract to *send4change*, the organisation who completed phase one, via an exemption to competitive tendering. Bromley Council are currently non-compliant under the SEND Code of Practice and this work aligns very closely to the implementation of the SEND reforms and preparation for the Ofsted/CQC local area SEND Reforms Inspection, which could take place at any time.

Phase two continues directly on from the phase one review and requires an in depth understanding of the work completed so far, the infrastructure and financing of high needs provision and familiarity, knowledge and trust with all stakeholders including local authority officers. As such, *send4change* are best placed to deliver the project as they were the commissioned provider for phase one and will be able to immediately commence delivery, building on the work they have completed to date; no other provider will be able to deliver the project in the timescale and funding available.

The funding required to complete phase two of the review will be £32,000 and is part of the HNSPF grant. Confirmation has been received that the grant funding can be carried over into the 2018/19 financial year to complete this work.

### **4.1 SERVICE PROFILE/DATA ANALYSIS**

The current budget for the HNSPF grant is £139,624.

- Phase one of this review utilised £80,000
- A project focusing on demonstrating outcomes and impact was commissioned from this budget at a total cost of £20,000
- The current balance of the grant is £39,624
- Phase two of this review requires £32,000
- The remainder following delivery of all outputs will be £7,624 and should be returned to contingency

### **4.2 OPTIONS APPRAISAL**

The consultants engaged to complete phase one of the review have built up significant trust with all stakeholders over the past six months. *Send4change* are committed to completing the review and Bromley are assured of the quality of the work and the continued commitment. The local authority is therefore not seeking any other alternative options for delivery and are seeking agreement to directly award the phase two contract to *send4change* via an exemption to competitive tendering.

### **4.3 PREFERRED OPTION**

N/A – as section 4.2

### **4.4 MARKET CONSIDERATIONS**

N/A – as section 4.2

## 5. STAKEHOLDER ENGAGEMENT

This review has seen extensive stakeholder engagement. Appendix 2 details the stakeholder groups and services that have been involved in the review to date.

## 6. PROCUREMENT AND PROJECT TIMESCALES AND GOVERNANCE ARRANGEMENTS

6.1 It is proposed to award a direct contract to *send4change* via an exemption to competitive tender. The proposed value of the contract award is £32k for the period January 2018 to April 2018. The cumulative value of the proposed award is £112k (the value of the phase one contract plus the value of the proposed phase 2 contract).

6.2 The Council's Contract Procedure Rules (CPR) allow, under para 3.1 and para 13.1 of the CPR, a waiver to competitive tender, subject to approval as per section 13 of the CPR. The cumulative value of the proposed contract with *send4change* is over £100k and therefore Portfolio Holder approval is required.

- The outputs for phase two of the review are set out in section 3.14 of this report
- Phase two of this review will be monitored in the same way as phase one, details of which are set out in section 3.12
- Phase two of the review will commence following agreement and sign off and is anticipated to commence towards the end of January 2018 and completed by 30<sup>th</sup> April 2018
- The work will be managed and monitored by the SEND Strategic Lead and SEND Operations Manager and accountable through the SEND Governance Board
- Tender documentation is not relevant as per section 4.2

## 7. SUSTAINABILITY AND IMPACT ASSESSMENTS

N/A

## 8. POLICY CONSIDERATIONS

The SEND review, including strategic planning and use of high needs funding relates to a number of key policy documents, that have been taken account of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- Building a Better Bromley

## 9. IT AND GDPR CONSIDERATIONS

N/A

## 10. PROCUREMENT RULES

10.1 As the value of the proposed exemption and the cumulative value of the contract falls below the values stipulated in the Public Contract Regulations 2015, the matter can be authorised in compliance with the Council's Contract Procedure Rules, without the need to consider any authorisation requirements included in the Regulations.

- 10.2 The actions identified in the report are provided for within the Councils Contract Procedure Rules, and the proposed actions can be completed in compliance with their content.
- 10.3 It should be noted that this proposal was considered by the commissioning board on 8<sup>th</sup> January 2017 and duly agreed

**11. HR CONSIDERATIONS**

N/A

**12. LEGAL CONSIDERATIONS**

- 12.1 The value of the Contract is below the EU threshold for services and therefore not subject to the application of the Public Contracts Regulations 2015. An exception from competitive tendering can be granted under the Council’s Contract Procedure Rule 13.

**13. FINANCIAL CONSIDERATIONS**

- 13.1 The High Needs Strategic Grant actual and proposed expenditure is listed in the table below

<b>High Needs Strategic Planning Fund</b>	
	<b>£'000</b>
Grant allocation	140
Expenditure - Phase One	80
Outcomes and impact	20
Proposed Phase Two	32
Funding remaining	<b>8</b>

- 13.2 It can be seen that there is sufficient grant available to cover the proposed expenditure, with a small amount of contingency remaining.

<b>Non-Applicable Sections:</b>	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	Appendix 1: SEND review ‘top 10 priorities’ (September 2017) Appendix 2: SEND review – stakeholder engagement

Appendix 1 – Bromley top 10 priorities

## Special Educational Needs and/or Disabilities (SEND) Review - Bromley's Top 10 Priorities

### 1. Engagement with children, young people and their families

Bromley needs to engage in a more positive way with service users. Effective engagement mechanisms need to be in place so that Bromley ensures that its service users are very much part of shaping the local offer to meet the needs of children and young people with SEND.

### 2. The need to change the “powerless” script

We need to change the script from a “powerless” script to a positive “can do” script. The local authority will provide strong leadership in changing this script and promote a new mantra:

*‘All providers, partners and services have duties and responsibilities to support our most vulnerable children and young people. The local authority and its health partners will ensure that children and young people aged 0-25yrs, who have special educational needs and/or disabilities, are well supported and empowered to lead full and rewarding lives. **ALL** parties in Bromley have a shared and collective responsibility and must play their part. We will work together and challenge each other to allow us to meet our moral and legal obligations’*

### 3. Improve the support and resources available to mainstream

There is an imbalance between the resources spent on specialist provision and the amount which is spent on the SEND support offer in mainstream schools. This is creating a lack of confidence in the ability of schools to meet the needs of children and young people in their home communities and a lack of confidence for families making choices. This needs to be a long term plan which enables a shift in resources over time.

### 4. Ensure that there is a robust, consistent Bromley SEN Support Offer

Parents and young people must fully understand what the SEN support across the 0-25 age range looks like and know what outcomes they should expect from their local settings, schools and colleges. The majority of families and young people want local solutions in their local community.

### 5. Develop partnerships between schools

Schools are best placed to support each other. Bromley needs a school led, school improvement approach to SEN. Bromley needs to build on existing good practice. Some schools are excellent in their approach and provision. It is possible to be both inclusive and outstanding in Bromley.

## 6. Specialist Provision

Bromley has a range of excellent special schools and resourced provisions, most of which are full, resulting in some children and young people needing specialist provision being placed outside the borough. This is not cost effective and not what most families want. Bromley needs to ensure that its children and young people with the most complex needs have access to placements within their local community.

## 7. SEMH Arrangements

There are too many permanent exclusions in Bromley. This is not a good solution for vulnerable children. The Pupil Referral Unit (PRU) provides good provision and should continue to develop more effective relationships with all schools in Bromley to ensure that it is used to best effect.

## 8. Joint Commissioning

A joint commissioning strategy is required which sets out how the offer will be shaped to meet user requirements. Once a positive engagement approach is in place with service users, the mechanisms which bring about change through commissioning and joint commissioning need to bring about positive improvements to the local offer.

## 9. Involve the Third Sector in improving the local offer

The offer made by charities, support groups and small businesses in Bromley is under-represented in the local offer. Steps should be taken to better engage with Third sector providers in order to maximise the potential they could offer to families in Bromley.

## 10. Service Structure

Bromley should take the opportunity to shape its organisation to deliver its new set of priorities which will involve:

- A shift of focus to include supporting mainstream schools, settings and partnerships;
- A shift to a school improvement approach for SEN;
- An increased emphasis on engagement and joint commissioning.

These changes will all require a refocused and realigned local authority SEN service offer, which is able to listen, engage, commission, assess, quality assure and manage a range of complex relationships across the local area.

The local authority needs to re-establish itself as the champion of vulnerable children and young people and develop the capacity to provide positive support and challenge to bring about positive change.

## **HIGH NEEDS STRATEGIC PLANNING FUND REVIEW: SPECIAL EDUCATIONAL NEEDS AND DISABILITY- PROCUREMENT OF SHORT TERM CONTRACT**

### **Appendix 2 – SEND review stakeholder engagement**

The following stakeholder groups and services across the local area have been involved in the SEND review, which has included individual and service meetings, focus groups, conferences and follow up work with a range of groups:

Bromley Parent Voice  
Parent carers  
Young people  
Primary head teachers, inclusion leads and SENCOs  
Secondary head teachers, inclusion leads and SENCOs  
Special School head teachers  
Primary Governors  
Secondary Governors  
Early Years providers  
Further Education College  
CAMHS  
Public Health  
Clinical Commissioning Group  
Access & Inclusion  
Early intervention  
Finance  
Sensory Support Team  
SEND service (various representation)  
Strategic pupil place planning lead  
Educational Psychology  
Independent Advice and Support Service  
Commissioning  
Independent Supporters  
Post-16 Preparing for Adulthood Team  
Children's Social Care  
Adult Social Care  
Pupil Referral Units  
Inclusion Support and Advice Team  
Bromley Wellbeing  
Youth Offending Service  
Bromley Healthcare  
LBB Senior Leaders  
Bromley Councillors

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Report No.  
ED18038

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Education, Children And Families Portfolio Holder

**Date:** For Pre Decision Scrutiny by the Education, Children And Families Budget And Performance Monitoring Sub-Committee 17<sup>th</sup> January 2018

**Decision Type:** Non-Urgent                      Executive                      Non-Key

**Title:** **BUDGET MONITORING 2017/18**

**Contact Officer:** David Bradshaw, Head of Education, Care & Health Services Finance  
Tel: 020 8313 4807    E-mail: David.Bradshaw@bromley.gov.uk

**Chief Officer:** Deputy Chief Executive & Director of Education, Care and Health Services

**Ward:** (All Wards);

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1. Reason for report

- 1.1 This report provides the budget monitoring position for 2017/18 based on activity up to the end of September 2017.

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2. **RECOMMENDATION(S)**

2.1 **The Sub-committee are invited to:**

- (i) **Note that the latest projected overspend of £648,000 is forecast on the controllable budget, based on information as at September 2017;**
- (ii) **Note the full year effect cost pressures of £718,000 as set out in section 4;**
- (iii) **Note the comments of the Department in section 8 of this report; and**
- (v) **Refer the report to the Portfolio Holder for approval.**

- 2.2 **The Portfolio Holder is asked to note that the latest projected overspend of £648,000 is forecast on the controllable budget, based on information as at September 2017.**

### Corporate Policy

1. Policy Status: Not Applicable
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: Education & Childrens Services Portfolio
  4. Total current budget for this head: £46.017m
  5. Source of funding: Education & Childrens Services Approved Budget
- 

### Staff

1. Number of staff (current and additional): 1,321 Full time equivalent
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: Statutory Requirement
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): The 2017/18 budget reflects the financial impact of the Council's strategies, service plans etc. which impact on all of the Council's customers (including council tax payers) and users of the services
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. COMMENTARY

- 3.1 The 2017/18 projected outturn for the Education and Childrens Services Portfolio is detailed in Appendix 1, broken down over each division within the service. Appendix 2 gives explanatory notes on the movements in each service. The current position is an overspend of £648k.

#### **Schools Budget**

- 3.2 An element of the Education budget within the Education Care and Health Services (ECHS) department is classed as Schools' Budget and is funded by the Dedicated Schools grant (DSG). Grant conditions requires that any over or under spend should be carried forward to the next financial year.
- 3.3 The Schools' Budget is predicted to underspend by £124k during 2017/18, which will be added to the £1.6m carried forward in 2016/17.
- 3.4 A summary of the main variations is provided in the table below, and further details of the variations can be found within Appendix 2.

	<b>Variations</b>
	<b>£'000</b>
Free Early Education - 2 year olds	41
Free Early Education - 3 & 4 year olds (inc extra 15 hours)	122
Early Year Support	Cr 16
Primary Support Team	Cr 52
Schools Rates	58
Home & Hospital	169
Pupil Support Services	Cr 28
Education Welfare Officers	Cr 26
Other Small Balances	Cr 1
SEN:	
- Placements	428
- Support in FE colleges	Cr 663
- Transport	111
- High Needs Pre-school Service	Cr 118
- Sensory Support	Cr 66
- SIPS	Cr 34
- Darrick Wood Hearing Unit	33
- Complex Needs Team	Cr 20
- Outreach & Inclusion Service	Cr 45
- Early Support Programme	Cr 12
- Other Small SEN Balances	Cr 5
	<u>Cr 124</u>

#### **The Non Schools Budget**

- 3.5 The rest of the Education and Childrens budget is classed as Non Schools' budget, and this is projected to overspend by £648k. A summary of the main variances are listed below and further details are contained within Appendix 2.

	<b>Variations</b>	
	<b>£'000</b>	
Schools and Early Years		125
SEN and Inclusion	Cr	54
Other Education Strategic Functions		163
Bromley Youth Support Programme		54
Early Intervention and Family Support		-87
CLA and Care Leavers		445
Fostering, Adoption and Resources		201
Referral and Assessment Service		157
Safeguarding and Care Planning East	Cr	229
Safeguarding and Care Planning West		69
Safeguarding and Quality Improvement	Cr	207
Other small balances		11
		<u>648</u>

### **Education Division**

- 3.6 The Education element of the Portfolio is predicted to overspend by £245k. The main areas of over/under spend are highlighted in the paragraphs below and in Appendix 2 and is due to three areas in the main of:-
- 3.7 Pressure in the in house nurseries of £172k. The budget for 2017/18 assumed that a review of the service would produce efficiencies. However the review has now been put on hold and will be looked at again at a later date. The overspend has been partially offset by additional income in Early Years support and an underspend in staffing in the School standard area.
- 3.8 SEN and inclusion is underspending by £54k, mainly due to the Transport service contract payments being less than budgeted. Demand remains high for this service and can be volatile and so this will continue to be monitored closely.
- 3.9 Other strategic functions is overspending by £163k. This is partially due to additional costs of business rates together with a £128k of a £300k efficiency target given to the Education Division that has not materialised.

### **Childrens Social Care**

- 3.10 The Childrens Social Care division is currently predicted to overspend by £403k. The main areas of over/under spend are highlighted in the paragraphs below and in Appendix 2.
- 3.11 Placements for children continues to be a pressure area. The number of placements have increased above budgeted levels, particularly in independent fostering arrangements, special guardianship and kinship arrangements. These additional costs have been partially offset by increased income from the Bromley Clinical commissioning Group (CCG) of £800k. It is also assumed that further management action will take place amounting to £365k in year. If this does not materialise, then the overspend will increase further.
- 3.12 Leaving care continues to be an ongoing pressure for both the 16-17 age group and the 18+ for whom housing benefit contributes to the costs. Costs have increased as rent levels are high and the level of support needed increases. These costs amount to an overspend of £273k. In addition the expenditure relating to the 'staying put' scheme whereby care leavers can remain with their foster carers after the age of 18 is also experiencing pressures. Bromley received a grant towards this provision of £113k but the expenditure is £220k above this level. It is assumed that within leaving care there will be management action of £100k which alleviates the

pressure and is already contained within the figures above. If this does not materialise, then the overspend will increase further.

- 3.13 Court ordered Care proceedings are currently under budget. This was a major pressure in 2016/17 but is predicted to reduce significantly over the year and is currently £332k under budget for 2017/18.
- 3.14 Staffing pressures continue to be an issue in childrens social care with a high level of agency staff. However there is a drive to permanently recruit and the ambition is to have only 10% of staff being locums by the year end. If this is achieved this will reduce the pressure currently being experienced in the division. Current staffing pressures amount to over £650k.
- 3.15 To help alleviate the overspend pressures, management have introduced a freeze on some areas of the budget in childrens social care. A similar exercise was carried out in 2016/17 to offset the pressures and it is anticipated that this will achieve £350k of savings when replicated in 2017/18. Other one off funding streams have been identified such as contributions from grants which have alleviated the pressures

### **Management Action**

- 3.16 The department are exploring ways of reducing the overspend position as far as possible including reviewing placements, recruitment and retention of foster carers, expenditure freezes and ensuring maximum contributions from partners.
- 3.17 Senior Officers meet on a regular basis to scrutinise and challenge the expenditure position and formulate management action to address any issues. Any outcome from these activities will be assumed in the budget monitoring for the future and will be reported back to the sub committee in due course.

## **4. FULL YEAR EFFECT GOING INTO 2018/19**

- 4.1 The cost pressures identified in section 3 above will impact in 2018/19 by £718k. However this figure assumes that management action will take place of £1,088k for the remainder of the year which will impact on the full year effect. Management action will continue to need to be taken to ensure that this amount does not rise and have a further impact on future years.

## **5. RELEASE OF CARRY FORWARD AMOUNTS HELD IN CONTINGENCY**

### Tackling Troubled Families - £796k

- 5.1 On the 7<sup>th</sup> November 2017, the Executive agreed the drawdown of £796k to support the work of Tackling Troubled Families. As in previous years this expenditure is all grant backed. Future grant allocation will depend on the number of targeted families and the results that are achieved.

## **6. POLICY IMPLICATIONS**

- 6.1 The Resources Portfolio Plan includes the aim of effective monitoring and control of expenditure within budget and includes the target that each service department ill spend within its own budget.
- 6.2 Bromley's Best Value Performance Plan "Making a Difference" refers to the Council's intention to remain amongst the lowest Council Tax levels in outer London and the importance of greater focus on priorities.

- 6.3 The four year financial forecast report highlights the financial pressures facing the Council. It remains imperative that strict budgetary control continues to be exercised in 2017/18 to minimise the risk of compounding financial pressures in future years.
- 6.4 Chief Officers and Departmental Heads of Finance are continuing to place emphasis on the need for strict compliance with the Council's budgetary control and monitoring arrangements.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 A detailed breakdown of the projected outturn by service area is shown in appendix 1 with explanatory notes in Appendix 2. Appendix 3 shows the latest full year effects. Appendix 4 gives the analysis of the latest approved budget. Other financial implications are contained in the body of this report and Appendix 2 provides more detailed notes on the major services.
- 7.2 Overall the current underspend position stands at £648k (£718k overspend full year effect). The full year effect will be addressed in 2017/18 and 2018/19 in due course.

## **8. DEPARTMENTAL COMMENTS**

- 8.1 In Children's Social care we are continuing to interview permanent staff and the ambition is by December we will have around 10% locum staff in place. A recruitment drive over the spring/summer period has resulted in permanent staff being appointed and in the pipeline with waiting notice periods being undertaken. In addition we have been successful in converting 15 locum staff to permanent. At the beginning of the year there was only 42% permanent staff and with the work undertaken this should result in a significant increase to around 80%.
- 8.2 In addition we are ensuring that locum staff take 4 weeks leave every year which further reduces the agency cost. We are ensuring that there is a gap in terms of staff leaving and recruiting and this will support the focus on the budget. We have been very determined in Bromley we would only recruit high calibre skilled staff to work with our children and we continue with this ambition. During our Ofsted monitoring visits this has been borne out by the improvement we are making and the quality of staff and improvement in practice and outcomes for children. We are beginning another round of recruitment drives and in addition a further locum conversion event.
- 8.3 In Leaving Care the 18+ panel has been established to consider the cost of placements for this age group, we have seen reductions in the cost of placements in this cohort but equally ensuring that such placements are of good quality and support available. Our colleagues in housing are part of this panel and going forward housing benefit is being claimed. Historically there has not been such rigour around this and we are visiting the legacy cases to ensure we can reduce the historic overspend and housing benefit is claimed as appropriate. The officer in the leaving care team has worked with certain providers and has negotiated a reduction in fees for this cohort of young people. There is a stronger more developed framework around providers through the housing action plan and commissioning; assessing late entrants through the MASH and in cooperation with housing assessments and Family Group Conferencing. The on stream beds with De Paul which can take 16+ for 8 weeks for assessment are preventing some young people going outside the borough.
- 8.4 Staying Put is increasing within the service and this is a very positive outcome for our children but will need to be considered as growth within base budgets going forward, there have been no predictions for this in the past as growth area. In addition with the recent Social Work Act we will be responsible for young people up to the age of 25 and this will add a further unforeseen impact.
- 8.5 We continue to monitor placements through the weekly Placement Panel. The number of complex and challenging young people continues to require specialist placements. In addition

there is a lack of secure placements for young people who would meet the threshold but where there is no bed available. We are aware for every bed vacant there is a large number of referrals from across all Local Authorities. This is an area that is being raised at national level. The outcome of this is that young people are therefore requiring not only more specialised placements but required 2 or 3 to 1 staffing which greatly inflates the costs – resulting in being around £1,000 or more per week than a secure bed at the cost of around £6,500. In addition London Care Placements have requested increase in costs of placement by certain provider to around 8.9% and 3.9% for IFA's overall which is an example of market pressure and demand. Some costs are negotiated for less for those providers inside this agreement but other providers primarily outside London are not affiliated. There is likely to be a further rise of around 3% in the forthcoming year – these costs cannot be controlled by the Local Authority.

- 8.6 We have reviewed our children subject to S20 and any rehabilitation plans and 9 children have been returned home this year safely to parents. We continue to review all high cost placements regularly to ensure that they are meeting the needs of the children but that where possible we are returning children to resources within the borough.
- 8.7 We have received some additional CCG funding but also continue to review and concentrate on 'fair' funding with our CCG colleagues around our complex and challenging young people especially the risks and impact on their mental health and wellbeing. . We have reviewed our fostering service and how we improve the number of foster carers; how placements are used and the training that can be given to encourage them to support our young people in Bromley. We have already identified a small number of foster carers who are keen to become mother and baby placements – this carries a high risk factor and training and support is needed. However if this is achieved our children will be local to us; they will be assessed in their community and the cost of residential placements which can be in excess of £50,000 for a 12 week assessment reduced. We are also looking with Bromley College to recruit, train, support and reward those carers who are skilled to support our more challenging young people.
- 8.8 We have reviewed those children with our education colleagues who are now equally funding those children in residential placements receiving education. The majority of Education DSG funded budgets come from the high needs block and overall are showing an underspend. Where overspends have been identified these have been covered off by underspends in other areas where possible. However there are future pressures manifesting themselves in the High Needs Block of the DSG where it is predicted that there will be significant pressures over the next few years due to growing demands without the necessary increases in funding. The current root and branch review of the high needs block should help to mitigate such pressures. However, it must be remembered that some of the budgets, particularly SEN transport and placements, are 'on demand' budgets which cannot always be accurately forecast.
- 8.9 There is a requirement for all existing statement of special educational needs (SEN) plans to be transferred to the new ECHP plan by 31 March 2018. Additional budget of £115,000 is required to enable the SEN Team bring in additional staff to complete these assessments in order to meet our statutory obligations and duties. The Deputy Chief Executive received a formal letter from the Department of Education seeking assurances that we will meet the key target date of 31 March 2018. A formal letter was also received by the Bromley Parents Forum seeking assurances that these plans will be transferred by the stipulated deadline.
- 8.10 Funding to support costs in CAMHS has been identified from the Better Care Fund (BCF) of £125k for both 2017/18 and 2018/19. This will offset costs being incurred in this area. It is recommended that the Executive agree to the transfer of these funds from BCF.
- 8.11 Analysis of Risks  
The risk in the Education and Children's Services Portfolio are:

- i) loss of permanent staff/inability to recruit permanent staff/recruitment and retention of social workers
- ii) limited supply and increasing costs of residential placements
- iii) increased complexity of children
- iv) impact of Social Work Act 2017
- v) income from partners reducing
- vi) school place issues
- vii) introduction of the National Funding Formula and the impact on schools/local authority

<b>Non-Applicable Sections:</b>	Legal Implications Personnel Implications Customer Implications
Background Documents: (Access via Contact Officer)	2017/18 Budget Monitoring files in ECHS Finance Section

Education & Children's Services Portfolio Budget Monitoring Summary

2016/17 Actuals £'000	Service Areas	2017/18 Original Budget £'000	2017/18 Latest Approved £'000	2017/18 Projected Outturn £'000	Variation £'000	Notes	Variation Last Reported £'000	Full Year Effect £'000
<b>EDUCATION CARE &amp; HEALTH SERVICES DEPARTMENT</b>								
<b>Education Division</b>								
Cr 141	Adult Education Centres	Cr 506	Cr 501	Cr 495	6		Cr 19	0
6	Alternative Education and Welfare Service	0	0	0	0		0	0
432	Schools and Early Years Commissioning & QA	372	372	497	125	1	6	0
5,481	SEN and Inclusion	5,864	5,859	5,805	Cr 54	2	0	0
38	Strategic Place Planning	0	93	93	0		0	0
26	Workforce Development & Governor Services	4	4	7	3		0	0
Cr 1,274	Education Services Grant	Cr 181	Cr 181	Cr 166	15	3	0	0
0	Contingency Drawdown for ESG	0	0	Cr 15	Cr 15	3		
425	Access & Inclusion	139	46	48	2		1	0
Cr 1,134	Schools Budgets	Cr 1,282	Cr 1,282	Cr 1,282	0	4	0	0
245	Other Strategic Functions	127	35	198	163	5	98	0
<b>4,104</b>		<b>4,537</b>	<b>4,445</b>	<b>4,690</b>	<b>245</b>		<b>86</b>	<b>0</b>
<b>Children's Social Care</b>								
1,516	Bromley Youth Support Programme	1,454	1,459	1,513	54	6	50	0
1,147	Early Intervention and Family Support	1,042	1,044	957	Cr 87	7	0	0
4,041	CLA and Care Leavers	4,227	4,315	4,860	545	8	496	780
0	Management action	0	0	Cr 100	Cr 100		0	Cr 200
12,974	Fostering, Adoption and Resources	12,818	12,774	13,640	866	9	415	1,026
0	Additional contribution from the CCG	0	0	Cr 300	Cr 300		0	0
0	Management action	0	0	Cr 365	Cr 365		0	Cr 888
3,757	Referral and Assessment Service	2,981	3,002	3,159	157	10	33	0
3,056	Safeguarding and Care Planning East	2,405	2,416	2,187	Cr 229	11	Cr 315	0
4,020	Safeguarding and Care Planning West	3,645	3,645	3,714	69	12	123	0
2,825	Safeguarding and Quality Improvement	4,250	4,735	4,528	Cr 207	13	Cr 261	0
<b>33,336</b>		<b>32,822</b>	<b>33,390</b>	<b>33,793</b>	<b>403</b>		<b>541</b>	<b>718</b>
<b>37,440</b>	<b>TOTAL CONTROLLABLE FOR EDUCATION &amp; CHILDREN'S SERVICES</b>	<b>37,359</b>	<b>37,835</b>	<b>38,483</b>	<b>648</b>		<b>627</b>	<b>718</b>
Cr 8,263	<b>Total Non-Controllable</b>	2,029	2,044	2,040	Cr 4		0	0
6,911	<b>Total Excluded Recharges</b>	6,428	6,138	6,138	0		0	0
<b>36,088</b>	<b>TOTAL EDUCATION &amp; CHILDREN'S SERVICES PORTFOLIO</b>	<b>45,816</b>	<b>46,017</b>	<b>46,661</b>	<b>644</b>		<b>627</b>	<b>718</b>
<b>Memorandum Item</b>								
<b>Sold Services</b>								
Cr 134	Education Psychology Service (RSG Funded)	Cr 19	Cr 19	23	42	14	0	0
Cr 16	Education Welfare Service (RSG Funded)	Cr 35	Cr 35	6	41		0	0
11	Workforce Development (DSG/RSG Funded)	Cr 5	Cr 5	Cr 2	3		0	0
3	Governor Services (DSG/RSG Funded)	0	0	0	0		0	0
16	Community Vision Nursery (RSG Funded)	Cr 14	Cr 14	64	78		0	0
82	Blenheim Nursery (RSG Funded)	14	14	109	95		0	0
	<b>Total Sold Services</b>	<b>Cr 59</b>	<b>Cr 59</b>	<b>200</b>	<b>259</b>		<b>0</b>	<b>0</b>

**REASONS FOR VARIATIONS****1. Schools and Early Years Commissioning & QA - Dr £125k**

There is a pressure of £172k at the two in-house nurseries. This is due to the loss of the recharge from Children Social Care (CSC) following the change in the methodology used to calculate the CSC charge. There is currently a review being undertaken to look at how the nurseries can be put onto a more stable financial footing and become more self sufficient.

Early Years Support has an underspend of £15k that is due to the collection of income being higher than anticipated.

There is also an underspend in the School Standard area of £32k that is due to the underspend in staffing costs.

**2. SEN and Inclusion - Cr £54k**

SEN Transport is currently forecasted to underspend by £94k. This is due to underspends in staffing costs (£23k) and the over collection of income (£129k). These underspends are offset by the overspends in transport costs (£37k) and the other running costs (£21k).

The Education Psychologists are currently having issues recruiting to the vacant posts in their team. This is causing the statutory service they are required to provide to be underspent by £57k and Trading Service they offer to the Schools to be overspent by £42k - due to the use of expensive agency staff to provide the service. This is a net underspend of £15k.

The Special Education Needs area is currently forecasting an overspend of £71k. This is due to some posts that had grant funding attached to them to fund some of the post being removed for this financial year.

There are other small variances that total an underspend of £16k. This small variance include an underspend on the cost of the Head of Service that has been reduced due to a change in the management of the service.

**3. Education Services Grant - Dr £0k**

Final payments of the Education Services Grant (ESG) were £15k lower than the original allocation of £181k . The ESG allocation is re-calculated at the end of the grant to take into account any schools converting to academies during the year. It is currently assumed that the shortfall will be drawn-down from contingency to cover this, so no variation is being reported.

**4. Schools Budgets (no impact on General Fund)**

Expenditure on Schools is funded through the Dedicated Schools Grant (DSG) provided by the Department for Education (DfE). DSG is ring fenced and can only be applied to meet expenditure properly included in the Schools Budget. Any overspend or underspend must be carried forward to the following years Schools Budget.

here is a current projected underspend in DSG of £124k. This will be added to the £1,623k carried forward from 2016/17. The carry forward figure has been adjusted by the Early Year adjustment that has reduced the amount we received in 2016/17 by £475k. This gives an estimated DSG balance of £1,272k at the end of the financial year.

The in-year underspend is broken down as follows:-

Free Early Years Education is forecast to overspend by £147k this year. The budget for the 2 year old children is expected to overspend by £41k and an overspend for 3 & 4 years old children (both normal 15 and the new additional 15 hours) £122k. Additionally there is a £16k underspend in the staffing needed to support this services. There is potential for the DSG to be clawed back by DfE, depending on the take up of early years services in the financial year. Any adjustment will be made retrospectively.

The Primary Support Team are currently projecting a £52k underspend due to the service having vacant posts while the service is re-designed.

There is a pressure of £58k on the DSG due to the increase the maintained schools having an increase in the rate bills that they have received. This was not factored into their original funding.

The Home and Hospital service has a pressure of £169k due to the splitting out of the Nightingale school from the service. The Home and Hospital service is in the process of being reviewed following the split with the Nightingale School.

There is an underspend of £28k in the Pupil Support Services area. This is due to the under use of agency and consultancy costs to provide the service.

The Education Welfare service is currently forecasted an underspend of £26k due to higher than expected income collection.

SEN placements are projected to overspend by a total of £428k. The overspend are being caused by the Maintained Day (£711k), Independent Day (£340k) and Alternative Programmes (£145k). These overspends are then offset with underspends on Independent Boarding Schools (£1,088k), Maintained Boarding Schools (£38k), Behaviour Services (£123k) and the costs of Matrix Funding (£89k). There is also an additional pressure £570k from changes to the Children's Care Plans.

SEN Support for clients in Further Education Colleges is expected to underspend by £663k this year. The reason for this is due to the underspend in the cost of placing clients in colleges. This is being offset by the cost of placements at Independent providers.

The DSG funded element of SEN Transport is projected to overspend by £111k due to the new routes that have been established the last year. The level of spend in this area has been lower in previous years. Due to the current funding regulations LBB are not permitted to increase this budget from the previous year.

The High Needs Pre-School Service is currently holding a number of vacant posts resulting in a £118k underspend. There are not currently any plans to recruit into these posts as it is expected that the service will be changing during the year with one of the classes currently being offered by this service being moved to the Riverside School. These posts will provide the funding needed to support the new service.

The Sensory Support Service is underspent by £66k. This is due to staffing costs expected to be lower than budget in year.

A number of areas (SIPS, Darrick Wood Hearing Unit, the Complex Needs Team, Early Years Programme and Outreach & Inclusion Services) all are currently projected to underspend. Most of the underspend relates to lower than expected staffing costs, but there is also a small amount that relate to running costs that are not expected to be incurred during the year. The total of all of these underspends is £76k.

There is also a total small balance of underspends of £6k. This consists of £5k under the SEN heading, and £1k from the non-SEN headings.

	Variations	
		£'000
Free Early Education - 2 year olds		41
Free Early Education - 3 & 4 year olds (inc extra 15 hours)		122
Early Year Support	Cr	16
Primary Support Team	Cr	52
Schools Rates		58
Home & Hospital		169
Pupil Support Services	Cr	28
Education Welfare Officers	Cr	26
Other Small Balances	Cr	1
SEN:		
- Placements		428
- Support in FE colleges	Cr	663
- Transport		111
- High Needs Pre-school Service	Cr	118
- Sensory Support	Cr	66
- SIPS	Cr	34
- Darrick Wood Hearing Unit		33
- Complex Needs Team	Cr	20
- Outreach & Inclusion Service	Cr	45
- Early Support Programme	Cr	12
- Other Small SEN Balances	Cr	5
	Cr	<u>124</u>

#### **5. Other Strategic Functions - Dr £163k**

£35k of the overspend relates to the additional cost of the 2017/18 Business Rate for the Widmore Centre prior to the EFA taking over the site. The takeover took longer than anticipated.

There is a pressure of £128k due to a saving allocated to Education at the start of the year that has not been identified.

#### **Children's Social Care - Dr £953k**

The main areas of under / overspending are shown below. The May projections include assumptions around increased numbers of placements, as well as controlling expenditure on staffing budgets which overspent by £1.122m in 2016/17. Assumptions made on the level of Agency and pay rates have not all materialised and therefore there has been an increase in staffing costs since the last report. The current overspend has been mitigated in part by management actions due to take place in the remainder of the financial year.

#### **6. Bromley Youth Support Programme - Dr £54k**

The £54k projected overspend in this area is due to agency staff filling vacant posts at a high rate.

#### **7. Early Intervention and Family Support - Cr £87k**

There are projected staffing underspends in the Family Support and Contact centres and the Bromley Children's project.

#### **8. CLA and Care Leavers - Dr £445k**

The cost in relation to clients leaving care continues to overspend for both the 16-17 age group and the 18+ age group for whom housing benefit contributes towards the costs.

The budget in relation to clients aged 16 or 17 is projected to overspend by £138k. Cost's have increased over the past year as children are having to be placed in accommodation with higher levels of support than they previously had.

For the 18 plus client group there continues to be differences between the amount being paid in rent and the amount reclaimable as housing benefit, mainly due to lack of supply of suitable accommodation and the rental price of properties, resulting in a projected overspend of £135k. Some additional one off funding has been identified that has offset some of these costs. This is a significant rise in the overspend reported in May which was £47k, due to both increased numbers and increased cost.

In addition expenditure relating to the 'Staying Put' grant, where care leavers can remain with their foster carers after the age of 18, is currently projecting an overspend of £220k against a grant provision of £113k. This is a reduction of £68k from the May reported figure.

Management action of £100k is also assumed in the projected outturn, with officers reviewing levels of housing benefit being claimed for care leavers.

#### Staffing - Dr £52k

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £52k net of any management action.

### **9. Fostering, Adoption and Resources - Dr 201k**

The budget for children's placements is projected to overspend by £806k by year end. This amount includes assumptions for children coming through the system however as these budgets are very volatile and are subject to large fluctuations this figure is likely to change over the course of the year. An analysis of the current projected variations by placement type is shown below.

- Community Home's / Community Home's with Education - Dr £504k (Dr £572k)
- Boarding Schools - Cr £58k (Dr £244k)
- Secure Accommodation & Youth on Remand - Dr £186k (Cr £61k)
- Transport & Outreach services - Cr £72k (Cr £72k)
- Fostering services (IFA's) - Dr £935k (Dr £775k)
- Fostering services (In-house, including SGO's and Kinship) - Dr £277k (Dr £419k)
- Adoption placements - Dr £7k (Dr £12k)

In addition to the variations above, Bromley CCG have allocated a one off payment of £300k and an additional payment of £500k as a contribution towards the continuing care costs of placements, with an additional £234k also expected to be received. Additional one off funding has been identified of £240k which will offset the overall costs

Additional funding was included in the 2017/18 budget as part of a package of growth within ECHS overall, however placement numbers have increased since the amount required was calculated, resulting in increased expenditure.

Management action of £365k is also assumed in the projected outturn, with officers reviewing costs across the service.

#### Staffing - Dr £61k

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £61k net of any management action.

### **10. Referral and Assessment - Dr £157k**

#### No Recourse to Public Funds - £0k

The current projected cost to Bromley for people with no recourse to public funding is a balanced budget. Additional budget was moved into this area in 2015/16 to deal with a previous overspend on the budget, however there continued to be a cost pressure in this area. Officers have worked to reduce the numbers being funded and currently there are approximately 23 families being supported, compared with 35 in May. The projection assumes a further reduction in numbers by the end of the financial year.

#### Staffing - Dr £157k

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £157k net of any management action.

**11. Safeguarding and Care Planning East - Cr £229k****Public Law Outline - Court Ordered Care Proceedings - Cr £332k**

Costs in relation to care proceedings are currently expected to be £332k under the budget provision of £798k. The budget for this was increased significantly in 2017/18 as a result of significant costs identified during 2016/17, which outturned with a spend of around £900k. Current year projections identify reduced costs, although the underspend has fallen from the £443k reported in May.

**Staffing - Dr £103k**

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £103k net of any management action.

**12. Safeguarding and Care Planning West - Dr £69k****Staffing - Dr £194k**

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £194k net of any management action.

**Additional funding - Cr £125k**

The Safeguarding West division includes areas such as children with disability and CAHMS. Additional funding has been identified from BCF for the CAHMS service for this year of £125k to cover costs incurred by the service

**13. Safeguarding and Quality Improvement - Cr £207k****Staffing - Dr £143k**

Staffing costs continue to put pressure on the budgets due to the use of costly agency staff which accounts for 35% of staffing costs across the division. Although there is currently an ongoing campaign to recruit permanent social workers, which has been successful, the results of this will take some time to work through resulting in continued high costs for at least part of the year. Further recruitment efforts need to be successful in order to reduce agency levels and therefore spend down to a more manageable level. The current projected overspend for this service is £143k net of any management action.

**Various Expenditure Budgets - Cr £350k**

In November 2016, a freeze was initiated on running expense budgets that were underspending at that time. An amount of budget equal to these underspends was moved to a specific code within Children's Social Care to ensure that they were not spent. Due to the continued overspend in the division it has been decided that this will be replicated for 2017/18, with a sum of £350k being identified this year.

**14. Sold Services (net budgets)**

Services sold to schools are separately identified in this report to provide clarity in terms of what is being provided. These accounts are shown as memorandum items as the figures are included in the appropriate Service Area in the main report.

**Waiver of Financial Regulations**

The Council's Contract Procedure Rules state that where the value of a contract exceeds £50k and is to be exempted from the normal requirement to obtain competitive quotations, the Chief Officer has to obtain the agreement of the Director of Resources and Finance Director and (where over £100k) approval of the Portfolio Holder, and report use of this exemption to Audit Sub committee bi-annually.

Since the last report to the Executive there were 8 waivers agreed for care placements in children's social care over £50k but less than £100k and 9 waivers agreed for over £100k. The waivers quoted relate to the annual cost of the placements, although it should be noted that some of these are short term placements where the final cost can be below these amounts.

Additionally since the last report to the Executive, there has been 3 waivers have been actioned in the Education area and they all have an annual value of less than £15k each.

**Virements Approved to date under Director's Delegated Powers**

Details of virements actioned by Chief Officers under delegated authority under the Financial Regulations "Scheme of Virement" will be included in financial monitoring reports to the Portfolio Holder. Since the last report to Executive, 8 virements have been actioned and they are :- £8k additional funding for Commissioning Managers post; £35k deletion of Primary Advisor post; £106k to fund extra resources needed to support SEN children at Academies; £8k to fund Early Years Quality Improvement post; £80k to fund new Schools Standards post; £15k to fund a post to support Early Years Outreach; £55k to fund Head of Access and Inclusion post and £13k to fund an Admin post to support to conversion of SEN Statement to ECHP's.

**FULL YEAR EFFECTS 2018/19**

Description	2017/18 Latest Approved Budget £'000	Variation To 2017/18 Budget £'000	Potential Impact in 2018/19
Children's Social Care	15,047	1,376	The overall full year effect of the Childrens Social Care overspend is £718k, analysed as Residential, Fostering and Adoption £138k and Leaving Care services (inc Staying Put and Housing Benefit clients) £580k. This assumes that management action of £1,088k is acheived in 2018/19

**Reconciliation of Latest Approved Budget****£'000****Original Budget 2017/18****45,816**

SEN Implementation Grant 2017/18

- expenditure

225

- income

Cr 225

SEN Pathfinder Grant 2017/18

- expenditure

28

- income

Cr 28

Step Up To Social Work Grant

- expenditure

915

- income

Cr 915

SEN Implementation Grant 2016/17

- expenditure

21

- income

Cr 21

**Carry forwards requested this cycle:**

SEN Pathfinder Grant 2016/17

- expenditure

14

- income

Cr 14

Early Years Grant

- expenditure

15

- income

Cr 15

LA Conversion Academies Sponsor Support

- expenditure

28

- income

Cr 28

High Needs Strategic Planning Fund

- expenditure

140

- income

Cr 140

Tackling Troubled Families Grant

- expenditure

796

- income

Cr 796

**Other:**

Support of completing ECHP Plans

115

Transfer of Central Placements Team from CE to ECHS

60

R&amp;M Water Treatment

14

Business Rates revaluation

12

**Latest Approved Budget for 2017/18****46,017**

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Report No.  
ED18039

London Borough of Bromley

**PART 1 - PUBLIC**

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Decision Maker: **EDUCATION, CHILDREN AND FAMILIES PORTFOLIO HOLDER**

Date: **For Pre Decision Scrutiny by Education, Children and Families Budget and Performance Monitoring Sub-Committee on 17<sup>th</sup> January 2018**

Decision Type: Non-Urgent Executive Non-Key

**TITLE: 2018/19 DEDICATED SCHOOLS GRANT**

Contact Officer: David Bradshaw, Head of Education, Care and Health Finance  
Tel: 020 8313 4807 E - mail: [david.bradshaw@bromley.gov.uk](mailto:david.bradshaw@bromley.gov.uk)

Chief Officer: Deputy Chief Executive & Director of Education, Care and Health Services

Ward: Borough wide

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## 1. REASON FOR REPORT

- 1.1 This report provides information on the 2018/19 Dedicated Schools Grant and how it will be allocated.
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## 2. RECOMMENDATIONS

- 2.1 The Education, Children and Families Budget and Performance Sub-Committee is requested to:-
- (i) Note the DSG allocation for 2018/19.
  - (ii) Provide any comments for consideration to the Portfolio Holder.
- 2.2 Subject to the views of the Education, Children and Families Budget and Performance Sub-Committee and those of the Schools Forum the Portfolio Holder is asked to approve the Dedicated Schools Grant allocation and the methodology of its distribution.

## Corporate Policy

Policy Status: Existing Policy

BBB Priority: Children and Young People, Excellent Council

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## Financial

1. Cost of proposal: N/A
  2. Ongoing Costs: Recurring costs
  3. Budget head/performance centre: Education Division cost centres
  4. Total budget for this head £267m
  5. Source of funding: Dedicated Schools Grant for 2018/19
- 

## Staff

1. Number of staff (current and additional): total employees – full details will be available with the Council's 2018/19 Financial Control Budget to be published in March 2018
  2. If from existing staff resources, number of staff hours – N/A
- 

## Legal

1. None
- 

## Customer Impact

Estimated number of users/beneficiaries (current and projected) – n/a

## Ward Councillors Views

1. Have ward councilors been asked for comments? N/A
2. Summary of Ward Councillor comments: N/A

### 3. COMMENTARY

3.1 The Department for Education has now confirmed the Dedicated Schools Grant (DSG) Allocation for 2018/19 as follows:

High Needs Block	Early Years Block	Schools Block	Central School Services Block	Total
£39,021,736	£21,149,813	£205,351,587	£1,964,910	£267,488,046

Full details of the allocation can be found at the following link and is also detailed in full at Appendix 1

<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2018-to-2019>

3.2 The Local Authority has looked at each of the four blocks individually to identify any financial pressures;

3.3 Early Years Block

Income	£000s	£000s
'3/4 Year Old Funding	(14,639)	
Additional 15 Hours Funding	(4,700)	
2 Year Old Funding	(1,649)	
EY Pupil Premium	(92)	
EY Disability Access Fund	(70)	
<b>Total</b>		<b>(21,150)</b>
<b>Expenditure</b>		
'3/4 Year Olds	13,748	
Additional 15 Hours Funding	4,530	
2 Year Old Funding	2,085	
EY Pupil Premium	92	
EY Disability Access Fund	70	
SEN Support in Pre Schools	450	
Central Costs	175	
<b>Total</b>		<b>21,150</b>
<b>Over/(Underspend)</b>		<b>0</b>

3.4 The Early Years (EY) Block is shown to be self-funding, although there are some areas which are deemed to be over spent but are being supported from underspends within the same block. Estimated expenditure also allows for any potential clawback as the EY Block is subject to adjustment should the number of pupils decrease during the year.

### 3.5 High Needs Block

<b>Income</b>	<b>£000s</b>	<b>£000s</b>
Baseline allocation	(42,834)	
Per Pupil funding	(3,599)	
Net Import/(export) adjustment	(201)	
High Needs Block Restated		(46,634)
High Needs Block Academy adjustment		7,612
<b>18/19 High Needs Block Total</b>		<b>(39,022)</b>
<b>Expenditure</b>		
Delegated budgets	15,719	
LA Centrally managed	25,303	<b>41,022</b>
<b>Over/(Underspend)</b>		<b>2,000</b>

- 3.6 As anticipated, the High Needs Block is projecting an overspend of £2m. At the last meeting of the Schools Forum in November, the Schools Forum considered the outcome of the recent consultation with schools regarding the LAs proposal to move £1m from the Schools Block to the High Needs Block to support the overspend. The Schools Forum did not support this proposal and the LA has submitted an application to the Secretary of State, in line with the DfE guidelines to formally request a disapplication of the regulations which would allow the £1m funding to be moved from the Schools Block to the High Needs Block without the support of the Forum. The LA is awaiting the final decision from the Secretary of State, although it is hoped that this will be received shortly.
- 3.7 If the disapplication is agreed, it is proposed that the remaining £1m overspend will be funded by a contribution of £1m from the Revenue Support Grant, subject to the final approval of Members. If the disapplication is not agreed then the funding will be used in the Schools Block and the shortfall in funding would have to come from the carried forward balance in the first instance.
- 3.8 The LA will continue to work with SEND4change to undertake a full review of current SEND spend and any savings that are identified will then be used to invest in the transitional period as we move towards effecting the proposed changes that have already been identified in the review as the LA moves towards a more cost effective and more sustainable High Needs Block position.
- 3.9 There is therefore still some uncertainty around the final figures for the Schools Block at this stage. Depending on the outcome of the decision from the Secretary of State there will be either £203.4m or £202.4m to be allocated to schools. The table below has been prepared based on the assumption that the approval will be granted.

#### Schools Block

<b>Income</b>	<b>£000s</b>	<b>£000s</b>
Primary Funding	(114,364)	
Secondary Funding	(86,644)	
Growth / Premises (Rates) Funding	(4,344)	

<b>Total</b>		<b>(205,352)</b>
<b>Expenditure</b>		
Delegated funding	202,444	
Growth funding	1,908	
<b>Total</b>		<b>204,352</b>
<b>Over/(Underspend)</b>		<b>(1,000)</b>

Nb – if approval is not granted by the Secretary of State then the delegated funding figure will increase to £203.444m

- 3.10 The LA has the option to either move to the National Funding Formula for 2018/19 (and also for 2019/20) prior to the planned introduction of the NFF in 2020/21, or to remain with the Bromley Funding Formula. The LA has consulted with schools regarding which formula should be used for 2018/19. The responses were as follows:

43 responses from Primary schools in favour of Option 5 (BFF)  
8 responses from Secondary schools in favour of Option 1 (NFF)  
1 response from a Special school

Full details of all the comments from schools can be seen at Appendices 2, 3 and 4.

- 3.11 The LA has modelled four options based on the options that were selected, using the final DSG calculations as follows;

Option 1a	NFF (based on Option 1)	Cap = +1.45%/ MFG = +0.3%	£202.443m
Option 1b	NFF ( based on Option 1)	No cap /MFG = +0.5%	£203.440m
Option 5a	BFF(based on Option 5)	No cap /MFG = +0.5%	£202.443m
Option 5b	BFF (based on Option 5)	No cap /MFG = +0.5%	£203.441m

Full details of each option showing the allocations on a school by school basis can be seen at Appendix 5. The option to be used will depend on the outcome of the decision by the Secretary of State which will impact the amount of funding available, and the views of the Schools Forum as to which funding formula should be used.

- 3.12 As the existing Bromley Funding Formula does not fully allocate the amount of funding available, the AWPU levels have been increased as follows:

AWPU funding	2017/18 funding	Option 3	Option 4
Primary	£2,930	£2,990	£3,020
Key Stage 3	£4,160	£4,223	£4,270
Key Stage 4	£4,550	£4,625	£4,670

- 3.13 Central School Services Block

<b>Income</b>	<b>£000s</b>	<b>£000s</b>
Central School Services Funding		(1,965)

<b>Expenditure</b>		2,138
<b>Over/(Underspend)</b>		<b>173</b>

3.14 LA Officers have reviewed the expenditure and believe that there are no immediate savings that can be made in the short term and therefore it is proposed that the projected overspend in this Block will be met from commensurate underspend of DSG in 2017/18.

3.15 The Schools Forum is asked to consider the views of schools as provided by the consultation responses and to agree which option should be recommended to Members for final approval – if no decision has been communicated from the Secretary of State then two options may need to be proposed.

#### **4. SCHOOLS FORUM**

4.1 A report was presented to the Schools Forum on the 11<sup>th</sup> January 2018. Any comments will be fed back to the Committee verbally at the meeting on the 17<sup>th</sup> January 2018.

#### **5. CONCLUSION**

5.1 The report and Appendices hold detailed information on funding levels for each of the blocks. It should be noted that there are funding pressures manifesting themselves, particularly in the High Needs Block where the recommendation is that the 2018/19 expenditure be supplemented by a transfer of £1m of DSG from the Schools Block to the High Needs Block (through a disapplication request to DfE) and £1m from Council RSG funding.

5.2 The disapplication request is not guaranteed and as yet no indication has been given by DfE as to whether the disapplication has been approved. If it is not approved then the recommendation would be to draw the funding down from carry forward balances which are currently £1.6m. This would be a temporary solution only as the funding is not sufficient for future years

5.3 This will also have an impact on the level of funding going to Schools

5.4 Alternative funding sources/efficiencies/ new strategies will need to be developed to balance the High Needs Block in future years. Further disapplication requests to move funding from the schools Block to the High Needs Block are likely.

5.5 SEND4CHANGE are currently carrying out a review for Bromley on the High Needs Block. This should be available in the first quarter of 2018. It is envisaged that new ways of working and solutions to funding issues will be developed in the review.

5.6 Funding to Schools can be distributed using the National Funding Formula (NFF) or the Bromley Funding Formula (BFF). Both have advantages and disadvantages to schools who will be given different levels of funding depending on the methodology used. Schools have commented on the proposals and these are contained in Appendices 2, 3 and 4.

5.7 It should be noted that the NFF will be fully introduced in 2020/21 and Bromley will no longer have an option to use other methodologies to fund Schools.

<b>Background documents</b>	Held with Finance Section
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<b>Financial Considerations</b>	Covered within overall report
<b>Non Applicable sections</b>	Policy, impact on vulnerable adults and children, personnel, legal and procurement

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		2018/19 DSG						
High Needs Block		Early Year Block		Schools Block		Central Schools Services Block		
<b>Income</b>								
Baseline		42,834,493	EY Pupil numbers	5,231	Primary Pupil Numbers	27,267	Pupil Numbers	44,195
HN Pupil numbers	827.5		Baseline £ Per Pupil	4.91	Baseline £ Per Pupil	4,194	Baseline £ Per Pupil	44
Baseline £ Per Pupil	4348.33	3,598,243		570	Total Primary Funding	114,363,797	Central Schools Services Funding	1,964,910
import/export		201,000	3 & 4 Years Old Funding	14,638,880				
<b>High Needs Block Restated</b>		46,633,736	3 & 4 Years Old Additional 15 Hrs	4,699,577	Secondary pupil numbers	16,928		
Academy Units		-2,070,000	2 Year Old Funding	1,649,448	Baseline £ Per Pupil	5,118		
PRU Places Recoupment		-1,460,000				86,643,937		
High Needs Recoupment		-2,060,000	EY Pupil Premium	91,798	growth, Premises and mobility	4,343,854		
Academy Post-16 Units		-1,170,000						
		-270,000						
Post 16 Transfer		-582,000	EY Disability Access Fund	70,110				
		-7,612,000		21,149,813		205,351,587	1,964,910	267,488,047
<b>DSG Grant Amount</b>		<b>39,021,736</b>						
<b>Expenditure</b>								
<b>Delegated budgets</b>								
Special Schools - Pre 16		7,948,690	Maintained	105,000	Academy Recoupment			
Riverside nursery		171,000			Primary SBS			
Special school growth - 25 places		510,417			Secondary SBS			
Glebe top up		1,325,980				202,443,550		
Glebe places		410,000						
BTA Top Up		1,462,725						
BBA top up		1,802,820						
BBA Growth		145,833						
Units - Maintained Places		120,000						
- LA Funded Academy Places (Vacant)		48,667						
- Maintained Top Up		83,383						
- Academy Top Up		1,418,625						
Unit Growth - 28 places		270,667						
<b>LA Centrally Managed</b>								
Darrick Wood HIU		338,970	PVI	13,642,730	Growth	1,908,037	Access and Admissions	522,740
Darrick wood Deaf centre		495,410	Additional 3 & 4 Year Old Hours	4,530,125			Licences	228,000
Pupil Referral Costs		-175,000	2 Year Old Cost	2,085,100			Capital	75,350
Progression Courses		377,840	EY Pupil Premium	91,798				4,940
Home and Alternative Provision		609,040					Schools Forum	1,000
SEN Support in Mainstream		231,450					Pupil Support Advisory Team	228,760
Matrix Funding		2,700,000					Support to Schools	46,180
Social Communication Difficulties Team		209,080	<b>Central Costs</b>				Business Support	102,190
Sensory Support		952,100	EY Admin Team	174,950			Workforce Development	29,980
Outreach and Inclusion		219,190					Schools standard	157,430
Specialist Support and Disability		238,950						
Complex Needs Team		284,980	SEN Support in Pre Schools	450,000				
Phoenix Pre School Service		1,479,348						
Early Support Programme		86,970						
SEN Transport		230,000	EY Disability Access Fund	70,110			<b>Formerly ESG Funding</b>	
Special Central		41,489					Education Welfare Service	394,750
Other Stated		54,940					Asset Management - Education	92,631
SEN Out of Borough Fees		12,534,612					Statutory / Regulatory Duties - Educ	254,090
SEN in Further Education Colleges		4,382,000					Overheads (Finance / HR / etc.)	
Special Capital		11,560						
		<b>41,021,736</b>		<b>21,149,813</b>		<b>204,351,587</b>	<b>2,138,041</b>	<b>268,661,177</b>
<b>Total</b>		<b>-2,000,000</b>		<b>0</b>		<b>1,000,000</b>	<b>-173,131</b>	<b>-1,173,130</b>
Variance								

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### Primary School responses

43 responses in favour of Option 5 (BFF)

#### Comments:

- I am concerned by the funding cuts presented and the continued cuts that schools are facing over the next three years. As a result, schools will be under greater pressure to provide the best education that they can, while having less resources to do so. I am also concerned by the unfairness of the Secondary to Primary ratio (especially in the NFF, it is noted that this are reduced in the Bromley formula). Primary schools are key to a child's early development and it is disappointing that this does not seem to be reflected. It is of great concern that the reduced funding to specialist provisions comes at a time where there is more need than ever and when all schools are required to implement the proposed changes across SEND provision. Option 5 provides the best options for all schools. Those that gain will gain the most they can. Those that loose will lose the least.
- I have chosen Option 5 because I believe that, as many schools have had a reduction in their budgets for this financial year (2017-18), having another year to get used to managing on this new budget would help with stability in schools. I also think that it is not helpful to primary schools to move to the national funding formula before we actually need to – this allows us time to plan for it, knowing that many of us may be facing a further cut at this point.
- Bickley Primary School has chosen the Bromley Funding Formula as we feel this offers the best financial outcome for Bromley Primary Schools. As we understand it, the National Funding Formula will in effect shift funding from Primary to Secondary Schools and this is not in our best interest. Whilst we want the best outcomes for **all** Bromley children, the NFF, while offering protection with the MFG, is not the preferred choice for Bickley.

- As a Head teacher of two schools, I have taken both schools into account when considering the funding formulas. For Dorset Road Infant School, the fact that the lump sum is larger under the BFF will be better for the small school. For Castlecombe, I do think that the school would be better off with the NFF (as pupil support is calculated using FSM and IDACI.) However, under the BFF the FSM payment is higher than the NFF. Therefore, for both schools together, I believe that the BFF would be better for 2018-19 than the NFF.
- As Bromley primary schools, this is the only choice for us for the next two years. We are already in very hard times, and the NFF when implemented in two years' time, looks set to exacerbate that.
- Firstly, to remain with the Bromley funding enables Primary schools a greater level of flexibility in the short term to continue to focus on Early Intervention that is nationally recognised as an area of importance. As a group of schools with a moral purpose to support all children in Bromley, I believe we need to focus on being proactive (early Intervention) rather than reactive (intervention as needed at a later time). Secondly, we all acknowledge that the NFF will mean that Primary Schools are generally worse off and I think we need to stay with the Bromley funding to give schools time to plan for these cuts.
- I feel that the Bromley funding Formula will give us time to plan for the reductions in funding which is crucial in ensuring sustainability for all primary schools in Bromley.
- After careful consideration, DWJS believes that the Bromley Funding Formula represents the best option both for us as a school and for Bromley schools in a wider sense, particularly those operating provision at KS1&2. As we know, the intention with the review of school funding and the resulting formulae, was to address a disparity between school funding at primary and secondary levels; this disparity is best addressed via the Bromley formula. Pursuing the National Funding Formula in 2018/19 would represent a backward step in this respect and would unfairly favour secondary schools over primaries, exacerbating the significant pressures already being placed on primary school budgets. Taking a more narrow view, the NFF will negatively impact DWJS relative to the Bromley Funding Formula and we see no merit in introducing such

a change sooner rather than later. Having already seen a reduction in our budget of over £35,000 this year, it makes no sense for the school to recommend a funding path that reduces our budget further and, therefore, presents a significant obstacle in the school offering the highest quality of provision that it can for its pupils. In a wider sense, with similar reductions in funding being felt proportionally by primary schools across Bromley, and with cuts to staffing now being made as a result, it is crucial that we pursue a funding path that secures provision for primary age children across the authority.

- I attended the briefing by Mandy Russell yesterday – Thank you for doing that. It was, as they always are, very clearly expressed and informative which is of great help when trying to understand a complex situation. I appreciate the time that the Finance Department put in to assist and advise schools in these difficult times of budget constraints. I do not really think that any of these options meet the needs of any schools. I believe that all schools are being under funded and that it will have a very negative effect on the education and life chances of our children. I think that the staff in schools at all levels work very hard and have continued to do so in very difficult times, demonstrating great professionalism and good will, putting the needs of children first. Downe has made cuts this current year including the loss of support staff and dinner staff. To balance the budget going forward, more cuts will have to be made. There is a limit to the amount of cuts that can be made. Every cut has a detrimental effect on the morale and workload of current staff, the necessary training to ensure professional development and actual resources for children. All of which makes it even harder to provide the same high standards that we continuously aim for. We are already providing more for less.
- Although option 5 is by no means the best for my individual school I think it is the best option for Bromley as a group of schools until we have total clarity on NFF and if and when it is to take place. The date has changed regularly and therefore does not give me a great deal of confidence in the new NFF so far. I also think that since we are all suffering under the financial crisis in education, to make the move back to national unfairness in the Secondary to Primary ratio is not something I would be rushing to do as I believe in early intervention, which then makes children better equipped to move on to Secondary schools successfully.

With weighted ratios expected to increase with the NFF I think it will make it harder for primary schools to meet all of the growing needs they face and provide for all children.

I think it is outrageous that despite the cuts primary schools already face, they are still being asked for more due to supporting the growing SEND hi-needs budget. All schools and provisions are becoming stretched too thinly. We all need to have government and LA commitment to ensuring that we have the resources to provide the best education for all children.

- We would like to opt for the continuation of the Bromley funding formula as we strongly believe it is the most appropriate option for children at Green Street Green. This formula was established to rectify a previous disparity between Primary and Secondary funding and this disparity continues to be in place. Pursuing the National Funding Formula in 2018/19 will prevent any further progress in 'closing the gap' and reintroduce the previous model favouring secondary funding over primary. There remains a degree of uncertainty around the National Funding Formula. Its introduction is taking place at a time of political upheaval, and we must therefore be cautious. It is set for a period which will be 'post-Brexit' and there may even be a general election before 2020. We do not believe it would be prudent to make a decision which will result in drastic changes to Primary school funding in Bromley against such a backdrop. The NFF will negatively impact Green Street Green Primary School relative to the Bromley Funding Formula and we see no merit in introducing such a change sooner rather than later. For our school the difference between option 1 and option 5 equates to approximately £23,000, which is about the cost of a class teacher for three days a week. At a time when budgets have already been reduced in 'real terms' the quality of our provision would be significantly affected should we need to reduce the teaching team **even** further. Finally, as a school with a specialist Speech and Language provision attached, we are deeply concerned about the impact of further budget reductions on our ability to meet the needs of all of our children. We have already struggled this year with a significant decrease in speech and language therapy support. A powerful review of SEND provision in Bromley is about to be published which will make recommendations that will require additional funding if they are to be met effectively. To further reduce Primary school funding unnecessarily at this point will impact

significantly on the capability of all schools to address and meet those recommendations.

- The Bromley funding formula is our preferred option as it retains the lump sum at a higher level than the NFF.  
The Bromley funding formula will ensure that we can support our most vulnerable pupils including pupil premium children who in our setting have a double disadvantage.  
I feel that investing in primary education across the borough will have a positive impact on all children.
- I am concerned that SEND spend has been an issue for a number of years and has not been addressed by the Local Authority despite lots of discussion. In order to ensure permanent change and not continual patches investment will be needed on behalf of the Local Authority to ensure that out borough placements are minimised. In addition cuts in funding to schools will create additional pressure as schools deal with more children with complex needs in mainstream settings. This combination will inevitably lead to huge challenges to individual schools which will have an impact on the overall development of all children in Bromley.
- Option 5 would be the best formula for our school going forward
- This consultation is set against a grossly unfair settlement for schools nationally and for schools in Bromley.  
It needs to be noted that schools nationally are suffering a £4billion cut in real terms by 2020. This is unsustainable nationally and unsustainable in Bromley. All Bromley primaries face a real cut in funding year on year over the next 3 years to an extent where for some schools providing a safe and high quality education may become impossible. To implement the proposed changes across SEND provision will require resources and training. Early intervention for all children in Bromley must be an aim. Any further cuts in Primary funding will inevitably put increased pressure on less resource. I am ambivalent about the use of the NFF or Bromley formula.

The NFF institutionalises national unfairness in the Secondary to Primary ratio, which the Bromley formula has addressed. A move to the NFF, though, would be a less turbulent process for all schools.

Option 5 provides the best options for all schools. Those that gain will gain the most they can. Those that lose will lose the least.

We should have a process that enables the misleading announcements from the Secretary of State, that all schools will gain 0.5% per child funding, to be followed as closely as possible. This promise has proved to be incorrect and unaffordable for Bromley schools. At least option 5 means no school will lose money per child.

- Option 5 is most suited for both Midfield and Leasons because although these schools will be better off with the NFF ( as pupil support is calculated using IDACI) at least the FSM element is higher with the BFF than the NFF for 2018-19
- The Bromley FF provides the best option for all schools. At least option 5 means that no school will lose money per child. We appreciate that this is a difficult position for all and the “pot” of money is only getting smaller.
- **Nexus Education Schools Trust has a range of schools across the trust from 1 form entry to schools with a resource and all will be affected adversely under the National Funding Formula. Option 5 will enable schools to have a year of stability whilst the LA reviews High Needs funding and schools can begin to plan for the long term implications of the hard NFF which will impact significantly on the education of primary school children in Bromley.**
- Modelling in scenario 5 means 95% of primary schools would be in a financially more positive situation than scenarios 1-4. Primary education builds the foundations of children’s future success and reducing primary funding even further jeopardises children’s long term life chances.
- Option 5 I feel is the best option for Bromley as a group of schools until we have confirmation on the National Funding Formula. I also believe that investing early in children’s education is cost effective rather than playing ‘catch up’ once at secondary school. I do not think it is fair that secondary schools receive so much more funding per pupil. This is historic in Bromley and certainly working in a school with a high

percentage of deprivation it has made our job very difficult indeed. We have two classes of severely autistic children and we have to subsidise this through our mainstream budget in order to meet their needs. The money we receive for 1:1 or 2:1 does not match the costs and yet the parents expect it because it is on their Education Health Plan. I urge our councillors to encourage the government to review funding for our primary children's education so that the National Funding Formula enables us to.

- I believe option 5 is the best option for Bromley as a group of schools until we have total clarity on the National Funding Formula and if and when it is to take place. Option 5 will keep the differential between primary and secondary as it is. A few years ago we fought to have the differential lowered as primary schools were inadequately funded and it was impacting on our ability to provide a breadth and depth of experiences for our children. This was changed last year and the gap widened slightly, again. A move to widen the differential even further will have a negative impact on primary schools. Early intervention is essential and adequate funding at primary will ensure that children are better equipped to move on to secondary schools successfully. Changes to SEND high needs proposals will impact on Bromley schools for those with bases and EYFS. There will be a lag in funding as prior attainment will not be an option. Investment in the Primary phase supports early intervention and impacts on long term gains for pupils' educational career. The costs associated to primary schools are the same as secondary but the pupil numbers and weighting impacts on primary budgets. Primary budgets have little room to absorb even small minus amounts to budgets.
- I strongly believe the most appropriate option to be continuation of the Bromley Funding Formula. This formula was established to rectify a previous disparity between Primary and Secondary funding and this disparity remains in place. Pursuing the National Funding Formula in 2018/19 will prevent any further progress in 'closing the gap' and reintroduce the previous model favouring secondary funding over primary. There remains a degree of uncertainty around the National Funding Formula. Its introduction is taking place at a time of political upheaval, and we must therefore be cautious. It is set for a period which will be 'post-Brexit' and there may even be a general election before 2020. We do not believe it would be prudent to make a decision which will result in drastic changes to Primary school funding in Bromley

against such a backdrop. The NFF will negatively impact Pratts Bottom Primary School relative to the Bromley Funding Formula and we see no merit in introducing such a change sooner rather than later. At a time when budgets have already been reduced in 'real terms' the quality of our provision would be significantly affected should we need to reduce the teaching team even further. The need for fresh investment in SEND in Bromley is clear with the LA being rated as 'Special measures' in this area. To implement the proposed changes across our SEND provision will require greatly enhanced resources and staff training. Early intervention for all children in Bromley must be addressed. Any further cuts in Primary school funding will inevitably put increased strain on this already significantly disadvantaged group.

- I think option 5 is the best option for Bromley as a group of schools. Option 5 keeps the ratio of funding in favour of primary schools. I believe in the importance of early intervention, which in order to be effective needs to be properly funded. With appropriate support and intervention at primary level to avoid learning gaps developing, children are better equipped to move on to Secondary schools successfully. With weighted ratios expected to increase with the NFF I think it will make it harder for primary schools to meet all of the growing needs they face and continue to provide a broad and balanced curriculum for all children.  
I think it is outrageous that despite the cuts primary schools already face, they are still being asked for more due to supporting the growing SEND hi-needs budget. All schools and provisions are becoming stretched too thinly. We all need to have government and LA commitment to ensuring that we have the resources to provide the best education for all children. I agree with the philosophy of children's SEND being met in mainstream schools, however in order for this model to be implemented effectively in ALL Bromley schools there needs to be adequate funding, to ensure all staff have the necessary expertise and to ensure that children's needs are actually being met.  
I am concerned that under new funding proposals there will be a lag in funding for schools with provisions, as the prior attainment element of the funding will not be available for children entering reception.
- Early Intervention is the key therefore we should be directing our finances towards primary schools.

- I have selected option 5 because; Hayes and Dorset Road because Option 5 retains the lump sum at a higher level than the NFF  
Option 5 for Midfield, St Mary Cray, Leasons and Castlecombe because although these schools will be better off with the NFF (as pupil support is calculated using the IDACI), at least the FSM element is higher with the BFF than the NFF for 2018-19.

I believe that staying with the BFF for 2018-19 will be better for the LA budget because many of our disadvantaged pupils come into school with very low prior attainment. If we do not provide an outstanding EYFS education they will not stand a chance of achieving in line with national by the time they are 16. Furthermore, some of them face permanent exclusion because their SEMH needs are so high, we cannot meet them in mainstream without investing in significant nurture provision as an early intervention.

We invest in 'nurture' type provision in all our schools to ensure pupil's wellbeing is catered for. We are working towards having parity of access for counselling, psychological diagnosis and support and speech and language therapy in all our schools. This is a key area in The Spring Partnership Strategic plan. The weight of funding must be loaded at the start of many of these pupil's lives or they will not be able to access mainstream education however 'inclusive' our schools are in KS2, 3 and 4.

- Anything other than Option 5 would negatively impact the quality of the education at my school. Despite my school losing-out from the move to the NFF, I think Option 4 could be argued as being the fairest for our Borough's children. Whilst I do concede that secondary schools have had a 'raw deal' in terms of funding for the past few years, and that the NFF looks set to address this, any option from 1-3 would have a catastrophic and all too sudden impact on primary school finances. The economies of scale are simply not available in primary schools, particularly small ones, to deal with any sizeable reduction in funding. If a move away from BFF was to happen, and as a move to NFF looks inevitable, I believe that a soft introduction in the form of Option 4 could be fairest for our Borough's children and would find some middle ground in the primary versus secondary debate which this subject will inevitably provide. For my school specifically, which looks set to be in a budget-deficit this year (for the first-time ever), anything other than Options 1-3 would result in redundancies, and more importantly, a potentially unsafe environment for our children.

- The BFF for 1 year would allow all schools to maintain a relative status quo and provide at least 12 months of onward relative financial stability.
- Although I am disheartened by either of the proposed funding formulae, at this stage I prefer the Bromley option as it appears to provide the best outcome for all but a handful of schools across Bromley and keeps the differential between primary and secondary as it is. In particular, if I have understood correctly, the Bromley Funding Formula appears to be more favourable to schools with higher numbers of disadvantaged pupils. The costs associated to primary schools are the same as secondary but the pupil numbers and weighting impacts on primary budgets. Primary budgets have little room to absorb even small minus amounts to budgets. Small schools are particularly vulnerable. The need for fresh investment in SEND in Bromley is clear and to implement the proposed changes across our SEND provision will require greatly enhanced resources and training. Early intervention for all children must be addressed and any further cuts in funding will inevitably put increased strain on this already significantly disadvantaged group.

- We strongly believe the most appropriate option to be continuation of the Bromley Funding Formula. This formula was established to rectify a previous disparity between Primary and Secondary funding and this disparity remains in place. Pursuing the National Funding Formula in 2018/19 will prevent any further progress in 'closing the gap' and reintroduce the previous model favouring secondary funding over primary.

There remains a degree of uncertainty around the National Funding Formula. Its introduction is taking place at a time of political upheaval, and we must therefore be cautious. It is set for a period which will be 'post-Brexit' and there may even be a general election before 2020. We do not believe it would be prudent to make a decision which will result in drastic changes to Primary school funding in Bromley against such a backdrop. The NFF will negatively impact Tubbenden Primary School relative to the Bromley Funding Formula and we see no merit in introducing such a change sooner rather than later. For our school the difference between option 1 and option 5 equates to approximately £34,000, which is about the cost of a teacher. At a time when budgets have already been reduced in 'real terms' the quality of our provision would be significantly affected should we need to reduce the teaching team

even further. Finally, as a school with a specialist provision attached, we are deeply concerned about the impact of further budget reductions on our ability to meet the needs of all of our children. A powerful review of SEND provision in Bromley is about to be published which will make recommendations that will require additional funding if they are to be met effectively. To further reduce Primary school funding unnecessarily at this point will impact significantly on the capability of all schools to address and meet those recommendations.

- After managing significant recent cuts, the funding settlement for 2018/2019 presents further challenge. The NFF itself has not achieved what we had been led to believe ie that there would be at least a 0.5% increases for all schools. After the response to the national consultation, there have been adjustments to the formula but this has not gone far enough. Whilst any further changes to the NFF are largely out of our hands, the wider picture continues to be an uncertain one - the NFF continues to be a moving target the shape of which continues to be subject to further consideration and potential change. In Bromley the introduction of the NFF at this early stage would have serious repercussions for primary schools. Further cuts will inevitably see provision adversely affected and potentially children's outcomes. Bromley primary schools have been for many years relatively poorly funded when compared to the secondary sector and it has only been relatively recently that this inequity has been addressed. The move towards a more inclusive in-borough provision for SEND is laudable. This strategy will however require adequate resources in mainstream primary schools so high quality teaching and learning is provided with additional support when required. Special needs will therefore be addressed as early as possible and children as well prepared for the transition into their respective secondary settings. Early intervention is an essential principle behind the SEND strategy, cuts to primary budgets will jeopardise its success. Whilst times are changing fast, careful and considered management of change must be an overriding aim for all Bromley schools. The use of the Bromley formula for the 2018/2019 budget would provide exactly that.

- This consultation appears to be grossly unfair in terms of settlement for schools nationally and in particular for schools in Bromley. It also prejudices against primaries versus secondaries. A £4billion cut in school funding by 2020 is unsustainable nationally as well as in Bromley. All Bromley primary schools face a real cut in funding year on year over the next 3 years – this will lead to some schools struggling to provide a safe learning environment and to maintain a high quality educational provision. The changing demographic of Bromley suggests that we need greater funding not less and our 76 primary schools are under increasing pressure to take more and more children with less and less resources – how can we hope to sustain our high performance when under such strain? The need for fresh investment in SEND in Bromley is clear with the LA being rated as ‘Special measures’ in this area. To implement the proposed changes across our SEND provision will require greatly enhanced resources and staff training. Early intervention for all children in Bromley must be addressed. Any further cuts in Primary school funding will inevitably put increased strain on this already significantly disadvantaged group. Bromley have reached their ‘rainy day’ when it comes to the SEND sector and now is the time to release their reserves and invest in this area over the next 3 years. New money is needed – robbing Peter to pay Paul is a farce!

I am disheartened by either of the proposed funding formulae but of the two at this stage I prefer the Bromley option. My rationale for this is that it seems to provide the best options for all bar 4/5 primary schools across Bromley. Those that gain will gain the most they can. For those that lose it will not be devastating as they are part of a very large MAT and can access central resources and funding. Bromley Primary Schools are rated within the top 10% in the UK and as such prepare children well for our secondary colleagues, who don’t want to be playing catch-up when the new year 7s arrive. We need more funding not less

- I am not sure any of the options are good. We are being made to make a decision with no real clarity on the NFF. The date has changed regularly and therefore does not give me a great deal of confidence in the new NFF so far. Although I am in a MAT with secondary schools I do not know if they will support us financially or have the capacity to. I think it is outrageous that despite the cuts primary schools already face, they are still being asked for more due to supporting the growing SEND hi-needs budget. All schools and provisions are becoming stretched too thinly. We all need to have government and LA

commitment to ensuring that we have the resources to provide the best education for all children.

The SEND Reform team will not be able to bring back the money form out of borough unless policy changes at council level! Until policy changes we go around in circles!

- This consultation is set against a grossly unfair settlement for schools nationally and for schools in Bromley.

For an improving school, seeking to make sustainable changes in the safety provisions and quality of education, the best option for securing effective funding is Option 5; although it will continue to create a financial pressure in meeting the needs of all pupils successfully. It has the assurance that at least no school will lose money per child.

Recent educational evidence has suggested for effective learning outcomes for pupils, issues must be addressed at the start of schooling and that requires appropriate funding. Primary funding has been reducing for the last three years. The initiative to move towards NFF supports funding in secondary schools which has required a rebalance of funding. However the current proposals do not support the increasing demands placed upon primary schools. Therefore, Option 5 could be argued as being the fairest for our Borough's primary children. Those that gain will gain the most they can. Those that lose will lose the least. However, if the proposed move to NFF looks inevitable, I believe that a soft introduction in the form of Option 4 could be the fairest for our Borough's children and would be a less turbulent process for all schools.

- Valley Primary has already had to make cuts to staffing to produce a balanced budget for 2017-18 academic year. In the current climate and to allow a gradual reduction in school budgets, Option 5 appears to be the most appropriate. Option 5 allows the school a similar level of funding in the near future which will us to maintain standards of education and care we afford our pupils. Secondary schools in the London Borough of Bromley have fared much better than primary schools for many years and the NFF would allow this continue which totally compromises the notion of ensuring sufficient funding for early intervention. While NFF 4 might be worth considering in the longer term, in the short term, we have no option but to choose Option 5 due to the fact that the London Borough of Bromley might not agree for the school to take an additional class in September 2018, the £18,000 deficit we will already face due to the vacancies across the school on Census Day and the lack of funding foe SEN means that the school will not be

able to deliver the quality of education it is well known for in the area. From looking at the projected figures for all primary schools, Option 5 also seems the fairer option for all schools.

- I have chosen to support the Bromley (Option 5) because:  
In a climate of multi-pressure on Primary schools e.g. recruitment; SEND funding etc. this represents the best deal for the Primary sector and keeps a more favourable ratio 1:1.25

The NFF is still some way off and, in political terms, a very long way off. There could be further changes to the NFF and a more equitable ratio would allow Primaries more time to prepare for changes either way. I don't see the advantage in anticipating a move to a formula (NFF) that is yet to be clearly defined and still not providing the scope for planning ahead much beyond a year.

### Secondary School Responses

8 Responses in favour of NFF with Option 1 as the first choice and Option 2 as the second choice

- This school has been severely underfunded for a number of years and it is impossible to provide the level of results and breadth of curriculum at current levels. As staffing costs in this area are high this should be reflected in the level of funding received otherwise it will become impossible to recruit staff to many of the most critical subjects. As a school that has also suffered from the lagging of the increased intake from 4 years ago this has left the school with increased costs and restricted funding, when combined with the heavy reductions in sixth form funding and increasing costs related to supporting students with diverse needs leaves the school in a difficult financial position.
- As quickly as possible, we need to address the historic underfunding in Bromley of secondary schools compared to primary schools. Only the NFF options do this and our preference is to move to the NFF as quickly as possible where it would appear from the modelling that our funding needs will be better met (Option 1).
- Coopers School would support the LA using the NFF to allocate funding to schools for 2018/19
- We would not be happy for the Bromley Funding Formula to be implemented as it proposes an inadequate amount of funding for schools, particularly Secondary schools such as ours for yet another year. This is contrary to the principles of the NFF, which was devised to address long standing unfairness. The BFF proposal removes money from the Schools Block – which has already seen a significant reduction to fund growth. Further removal of funds from the schools block to fund high needs or other areas will make it more or less impossible for school such as ours to continue to offer a good quality of education. The proposed reduction in the schools block as suggested by the BFF is much too significant in the current difficult financial context and therefore not supportable. Schools are not in position to provide a good education given the paucity of current funding, this proposal will just compound the existing financial problems.

There is a need to ensure that the NFF is implemented as far as is possible so that some fairness can be restored, something that has been lacking in Bromley in recent years. The issue of High needs funding needs an injection of investment from the council reserves; then to be recovered over a period of time via the savings made.

- With a large number of Pupil Premium students, from very challenging circumstances Harris Academy Orpington requires funding that its students deserves. As a secondary provider we are also currently under funded and this needs to be rectified as soon as possible. Standards and outcome will drop, if the correct funding is not provided. The National Funding formula needs to be introduced as soon as possible.
- I feel that it is important to move towards the NFF as soon as possible, For schools like us which are significantly underfunded in comparison to the NFF it is essential that we move to a level playing field with other schools.
- The NFF should be used as soon as possible. The re-balancing of secondary funding to be at the national rate should start as soon as possible. The increased funding in recognition of different schools need to be maximised.
- The cumulative impact of the relative underfunding in Bromley of secondary schools in comparison to primaries when compared to national averages is something which needs to be addressed. The “point” about staying with the Bromley formula being less turbulent for schools is disingenuous for those (secondary) schools which have been relatively underfunded as a result of the Bromley formula in recent years. Moreover the fact that when the NFF is modelled Bromley is one of very few London Boroughs where schools benefit only reinforces just how harsh the Bromley formula has been.

Other Comments

- From our schools point of view, we feel that it is essential to support the HN budget for 2018/19 with the £1m otherwise we are extremely concerned about the implications of a £1.7 million deficit in the HN Block and how this will be balanced. Therefore any funding model that can support this, we will support.

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## Comparisons

School Name	OPTION 1		OPTION 2		OPTION 3		OPTION 4	
		NFF	NFF	BFF	BFF	BFF	BFF	
	MFG Capping	minus £1m + 0.3% +1.45%	inc £1m + 0.5% no cap	minus £1m + 0.5% no cap	inc £1m + 0.5% no cap	minus £1m + 0.5% no cap	inc £1m + 0.5% no cap	
Alexandra Infant School		904,503	905,361	904,943	904,943	904,943	904,943	
Alexandra Junior School		1,065,985	1,067,019	1,067,493	1,068,415	1,068,415	1,068,415	
Balgowan Primary School		2,423,226	2,425,742	2,464,168	2,484,478	2,484,478	2,484,478	
Bickley Primary School		1,650,544	1,652,170	1,653,577	1,653,577	1,653,577	1,653,577	
Biggin Hill Primary School		1,471,279	1,472,751	1,473,341	1,483,579	1,483,579	1,483,579	
Bishop Justus CofE School		5,143,104	5,200,216	5,103,492	5,148,742	5,148,742	5,148,742	
Blenheim Primary School		1,112,168	1,113,254	1,114,137	1,114,137	1,114,137	1,114,137	
Bullers Wood School		5,477,022	5,537,979	5,459,212	5,510,377	5,510,377	5,510,377	
Burnt Ash Primary School		1,981,687	1,983,722	1,985,143	1,985,143	1,985,143	1,985,143	
Castlecombe Primary School		1,049,253	1,050,264	1,051,247	1,051,247	1,051,247	1,051,247	
Charles Darwin School		5,858,168	5,923,487	5,790,891	5,842,822	5,842,822	5,842,822	
Chelsfield Primary School		540,107	540,567	540,668	540,668	540,668	540,668	
Chislehurst Church of England Primary		881,082	881,915	882,491	882,491	882,491	882,491	
Chislehurst School for Girls		4,881,935	4,936,076	4,871,460	4,914,766	4,914,766	4,914,766	
Churchfields Primary School		1,833,228	1,835,098	1,835,251	1,835,251	1,835,251	1,835,251	
Clare House Primary School		1,500,247	1,501,744	1,501,964	1,501,964	1,501,964	1,501,964	
Coopers School		6,350,936	6,421,797	6,274,590	6,327,413	6,327,413	6,327,413	
Crofton Infant School		2,130,907	2,133,102	2,134,455	2,134,455	2,134,455	2,134,455	
Crofton Junior School		2,543,601	2,546,246	2,598,194	2,619,524	2,619,524	2,619,524	
Cudham Church of England Primary School		512,335	512,764	513,170	513,170	513,170	513,170	
Darrick Wood Infant School		1,121,089	1,122,182	1,122,939	1,122,939	1,122,939	1,122,939	
Darrick Wood Junior School		1,496,388	1,497,892	1,499,068	1,499,068	1,499,068	1,499,068	
Darrick Wood School		6,273,753	6,344,272	6,257,232	6,316,895	6,316,895	6,316,895	
Dorset Road Infant School		471,379	471,765	470,708	470,708	470,708	470,708	
Downe Primary School		455,835	456,197	457,226	457,226	457,226	457,226	
Eden Park high School		1,441,040	1,441,040	1,386,750	1,399,346	1,399,346	1,399,346	
Edgebury Primary School		1,148,821	1,149,886	1,165,324	1,173,424	1,173,424	1,173,424	
Farnborough Primary School		1,129,390	1,130,486	1,131,207	1,131,207	1,131,207	1,131,207	
Gray's Farm Primary Academy		1,907,930	1,909,882	1,910,199	1,910,199	1,910,199	1,910,199	
Green Street Green Primary School		1,668,906	1,670,595	1,671,472	1,673,795	1,673,795	1,673,795	
Harris Academy Beckenham		5,077,413	5,133,970	5,016,537	5,016,537	5,016,537	5,016,537	
Harris Academy Orpington		4,495,388	4,545,005	4,447,827	4,484,309	4,484,309	4,484,309	
Harris Girls Academy Bromley		3,971,299	4,015,167	3,935,398	3,968,415	3,968,415	3,968,415	
Harris Primary Academy Beckenham Green		978,395	979,333	978,027	978,027	978,027	978,027	
Harris Primary Academy Crystal Palace		1,839,685	1,841,567	1,842,636	1,842,636	1,842,636	1,842,636	
Harris Primary Academy Kent House		2,000,903	2,002,957	2,004,214	2,004,214	2,004,214	2,004,214	
Harris Primary Academy Orpington		1,896,140	1,898,082	1,898,394	1,898,394	1,898,394	1,898,394	
Harris Primary Beckenham		746,592	747,276	775,000	780,220	780,220	780,220	
Harris Primary Schortlands		1,083,859	1,084,913	1,082,722	1,082,722	1,082,722	1,082,722	
Hawes Down Primary		2,000,676	2,002,735	2,003,617	2,003,617	2,003,617	2,003,617	
Hayes Primary School		2,364,658	2,367,105	2,369,153	2,369,153	2,369,153	2,369,153	
Hayes School		5,837,310	5,859,413	5,782,848	5,838,570	5,838,570	5,838,570	
Highfield Infants' School		1,091,090	1,092,151	1,092,881	1,099,451	1,099,451	1,099,451	
Highfield Junior School		1,372,719	1,374,089	1,419,607	1,430,977	1,430,977	1,430,977	
Holy Innocents Catholic Primary School		915,208	916,077	941,147	947,657	947,657	947,657	
James Dixon Primary School		2,129,558	2,131,754	2,132,968	2,132,968	2,132,968	2,132,968	
Kemnal Technology College		2,837,696	2,868,388	2,875,471	2,899,239	2,899,239	2,899,239	
Keston Church of England Primary School		951,856	952,762	970,340	976,820	976,820	976,820	
La Fontaine		1,434,836	1,436,274	1,434,959	1,434,959	1,434,959	1,434,959	
Langley Park Primary		540,734	540,734	565,154	568,814	568,814	568,814	
Langley Park School for Boys		5,355,422	5,408,404	5,338,335	5,388,952	5,388,952	5,388,952	
Langley Park School for Girls		5,786,986	5,849,069	5,780,151	5,835,364	5,835,364	5,835,364	
Leesons Primary School		1,499,132	1,500,642	1,501,102	1,501,102	1,501,102	1,501,102	
Manor Oak Primary School		1,010,364	1,011,334	1,011,906	1,011,906	1,011,906	1,011,906	
Marian Vian Primary School		2,476,620	2,479,196	2,491,636	2,511,316	2,511,316	2,511,316	
Mead Road Infant School		521,604	522,042	521,961	521,961	521,961	521,961	
Midfield Primary School		1,900,728	1,902,678	1,902,917	1,902,917	1,902,917	1,902,917	
Mottingham Primary School		1,981,293	1,983,325	1,984,934	1,984,934	1,984,934	1,984,934	
Newstead Wood School		3,793,009	3,834,577	3,793,145	3,830,060	3,830,060	3,830,060	
Oak Lodge Primary School		2,281,401	2,283,759	2,317,565	2,336,135	2,336,135	2,336,135	
Oaklands Primary Academy		2,056,405	2,058,520	2,059,788	2,059,788	2,059,788	2,059,788	
Parish Church of England Primary School		2,406,141	2,408,639	2,443,305	2,462,115	2,462,115	2,462,115	
Perry Hall Primary School		1,669,329	1,671,020	1,674,674	1,687,484	1,687,484	1,687,484	
Pickhurst Infant Academy		1,460,930	1,462,394	1,463,627	1,463,627	1,463,627	1,463,627	
Pickhurst Junior School		1,886,253	1,888,179	1,903,650	1,919,010	1,919,010	1,919,010	
Poverest Primary School		1,619,570	1,621,190	1,620,445	1,620,445	1,620,445	1,620,445	
Pratts Bottom Primary School		447,281	447,640	447,737	447,737	447,737	447,737	

Raglan Primary School	1,700,601	1,702,329	1,702,847	1,707,705
Ravens Wood School	5,576,770	5,638,811	5,557,348	5,609,437
Red Hill Primary School	2,763,423	2,766,310	2,768,777	2,768,777
Scotts Park Primary School	2,018,054	2,020,127	2,021,984	2,021,984
Southborough Primary School	1,851,685	1,853,543	1,854,570	1,854,570
St Anthony's Roman Catholic Primary School	918,102	918,974	920,173	920,173
St George's, Bickley, Church of England Primary School	1,603,914	1,605,536	1,606,541	1,606,541
St James' Roman Catholic Primary School	858,612	859,417	859,867	859,867
St John's Church of England Primary School	1,191,162	1,191,162	1,214,453	1,222,253
St Joseph's Catholic Primary School	865,333	866,148	866,865	866,865
St Mark's Church of England Primary School	1,667,874	1,669,566	1,671,132	1,671,132
St Mary's Catholic Primary School	1,638,452	1,640,108	1,645,571	1,658,531
St Olave's and St Saviour's Grammar School	3,037,197	3,054,062	3,009,463	3,038,579
St Paul's Cray Church of England Primary School	1,309,072	1,310,335	1,311,081	1,311,081
St Peter and St Paul Catholic Primary School	997,789	998,749	999,632	999,632
St Philomena's Primary School	912,323	913,192	914,005	914,005
St Vincent's Catholic Primary School	982,957	983,901	984,139	984,139
St. Mary Cray Primary Academy	1,221,297	1,222,499	1,223,527	1,223,527
Stewart Fleming Primary School	1,925,806	1,927,779	1,929,195	1,929,195
The Highway Primary School	914,299	915,162	915,915	915,915
The Ravensbourne School	5,901,874	5,967,732	5,831,034	5,873,301
Trinity Church of England Primary School	1,953,423	1,955,424	1,957,653	1,957,653
Tubbenden Primary School	2,453,144	2,455,687	2,457,309	2,464,230
Unicorn Primary School	1,768,658	1,770,453	1,771,678	1,778,500
Valley Primary School	2,058,141	2,060,256	2,061,955	2,061,955
Warren Road Primary School	2,988,941	2,992,067	3,039,076	3,064,186
Wickham Common Primary School	1,576,341	1,577,926	1,582,493	1,595,243
Worsley Bridge Primary School	1,643,761	1,645,427	1,647,494	1,647,494
203,443,551	202,443,337	203,440,516	202,443,567	203,440,988
primary :secondary ratio	1:1.33	1:1.33	1:1.24	1:1.24
AWPU				
Pri	2972	2972	2,990	3020
KS3	4179	4179	4,223	4270
KS4	4745	4745	4,625	4670

Report No.  
ED18040

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB-COMMITTEE

**FOR PRE DECISION SCRUTINY BY THE SCHOOLS FORUM  
11<sup>TH</sup> JANUARY 2018**

**Date:** 17<sup>th</sup> January 2018

**Decision Type:** Non-Urgent Executive Non-Key

**Title:** CONSTITUTION OF THE SCHOOLS FORUM

**Contact Officer:** David Bradshaw, Head of Education, Care & Health Services Finance  
Tel: 020 8313 4807 E-mail: David.Bradshaw@bromley.gov.uk

**Chief Officer:** Deputy Chief Executive & Director of Education, Care and Health Services

**Ward:** (All Wards);

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1. Reason for report

1.1 This report provides an overview of the representation of the Schools Forum.

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2. **RECOMMENDATION(S)**

2.1 **The Schools Forum and are asked to comment on the report**

2.2 **Subject to the comments of the Schools Forum, the Sub-Committee are asked to approve the constitution of the Schools Forum.**

### Corporate Policy

1. Policy Status: Not Applicable
  2. BBB Priority: Children and Young People
- 

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: Education Portfolio
  4. Total current budget for this head: £1k
  5. Source of funding: DSG
- 

### Staff

1. Number of staff (current and additional): N/A
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: Statutory Requirement
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): The 2017/18 budget reflects the financial impact of the Council's strategies, service plans etc. which impact on all of the Council's customers (including council tax payers) and users of the services
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### **3. COMMENTARY**

- 3.1 As part of the constitution and terms of reference, the constitution of the Schools Forum is regularly reviewed to reflect any changes to the make up of the Forum in terms of member representation.
- 3.2 The Constitution was last fundamentally reviewed in September 2012 when Department for Education (DfE) introduced new Schools Forum regulations.
- 3.3 Since this point there have been no further major DfE regulations affecting Schools Forums.
- 3.4 The Constitution will be agreed at the next Education, Children and Families Budget and Performance Sub-Committee where any comments from the Forum will be considered.

### **4. MEMBERSHIP OF THE FORUM**

#### **Schools Membership**

- 4.1 Representation on the Schools element of the Forum is derived in the main from pupil numbers. Currently there are thirteen members made up of Heads and Governors. Current pupil numbers in each sector (primary/secondary/special, etc) have not changed significantly. However there has been further movement towards Academy conversion in the Special and PRU areas resulting in small amounts of pupils in these areas being in both Academy and Maintained settings.
- 4.2 Officers have been in contact with DfE. The advice is, much like the current arrangements with the Secondary settings, that there needs to be a representative for Maintained and Academy in Special and PRU settings, if there are settings within the borough.
- 4.3 This has meant that there needs to be an increase in the membership of the Schools Forum by two members, a Special Academy representative and a PRU Academy representative. The theory of this is that once all of these settings convert to Academy, then the representative would be deleted as there would only be a need for one representative in each area.
- 4.4 This would increase the schools element of the Forum by two to fifteen and the overall membership from eighteen to twenty.
- 4.5 All other representation remains the same.

#### **Non Schools Membership**

- 4.6 Current representation in the non schools element of the Forum is five. It is recommended that this remain the same.
- 4.7 A summary of the new constitution is below. Details of how this was derived are contained within Appendix one

## CONSTITUTION

OLD    NEW    VACANT

### SCHOOLS

Special Maintained school representative governor/head	1	1	1
Special Academy school representative governor/head	0	1	0
PRU Maintained representative head/governor	1	1	1
PRU Academy representative head/governor	0	1	0
Primary Academy head representative	2	2	1
Primary Academy governor representative	3	3	2
Primary Maintained head representative	1	1	0
Secondary Maintained head/governor representative	1	1	0
Secondary Academy head representative	2	2	0
Secondary Academy governor representative	2	2	0
	<b>13</b>	<b>15</b>	<b>5</b>

### NON SCHOOLS

Early year provider (PVI)	1	1	0
14-19 partnership**	1	1	0
Diocese CofE**	1	1	0
Diocese Catholic**	1	1	1
Joint Teacher Liaison**	1	1	1
	<b>5</b>	<b>5</b>	<b>2</b>

### OTHER NON- VOTING ATTENDEES

Portfolio Holder/Portfolio Holder Assistant	1	1	
Director of Education/Schools	1	1	
Head of Finance	1	1	
Head of Schools Finance Support	1	1	
Clerk of the Forum	1	1	
	<b>5</b>	<b>5</b>	

\*\* These members cannot vote on matters relating to the funding formulae to be used by the Local Authority

### Vacancies

4.8 Assuming the new constitutional arrangements are agreed, there are currently seven vacancies on the Forum as follows. Two are as a result of the restructuring of the membership and the other five are due to unfilled places:-

- 1 x Special Maintained
- 1 x PRU Maintained
- 1 x Primary Academy Head teacher
- 2 x Primary Academy Governors
- 1 x Catholic Diocese
- 1 x Joint Teacher Liaison

4.9 As per the terms of reference the relevant group will be asked to nominate a representative using a democratic process. The Council will assist where necessary. Where this is not possible, the Council will approach the relevant group for nominations.

## 5. TERMS OF REFERENCE OF THE FORUM

- 5.1 The terms of reference are largely unchanged apart from some minor amendments to the text.
- 5.2 Terms of reference are attached in Appendix 2. The latest DfE Forums good practise guide and regulations are contained in Appendix 3 and 4.

<b>Non-Applicable Sections:</b>	Policy, Financial, Legal, Vulnerable Adults and Children, Procurement and Personnel Implications
Background Documents: (Access via Contact Officer)	N/A

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**BREAKDOWN OF NUMBERS FOR SCHOOLS FORUM CONSTITUTION**

AVAILABLE PLACES

15 SCHOOLS MEMBERSHIP

STATUTORY PLACES REQUIRED:-

	<u>NUMBER</u>	
SECONDARY MAINTAINED	622	HAVE TO HAVE ONE PLACE AS THEY ARE PRESENT IN THE MAKE UP OF SCHOOLS ALTHOUGH IN 1 PERCENTAGE TERMS ARE LESS THAN ONE PLACE
SPECIAL MAINTAINED	356	HAVE TO HAVE ONE PLACE AS THEY ARE PRESENT IN THE MAKE UP OF SCHOOLS ALTHOUGH IN 1 PERCENTAGE TERMS ARE LESS THAN ONE PLACE
SPECIAL ACADEMY	300	HAVE TO HAVE ONE PLACE AS THEY ARE PRESENT IN THE MAKE UP OF SCHOOLS ALTHOUGH IN 1 PERCENTAGE TERMS ARE LESS THAN ONE PLACE
PRU MAINTAINED	25	HAVE TO HAVE ONE PLACE AS THEY ARE PRESENT IN THE MAKE UP OF SCHOOLS ALTHOUGH IN 1 PERCENTAGE TERMS ARE LESS THAN ONE PLACE
PRU ACADEMY	135	HAVE TO HAVE ONE PLACE AS THEY ARE PRESENT IN THE MAKE UP OF SCHOOLS ALTHOUGH IN 1 PERCENTAGE TERMS ARE LESS THAN ONE PLACE

**10**

	<u>NUMBER</u>	<u>%</u>	<u>PLACES</u>
TOTAL IN REMAINING MAINTAINED SCHOOLS	1,678	4%	0
TOTAL IN REMAINING ACADEMY SCHOOLS	42,158	96%	10
	<b>43,836</b>	<b>100%</b>	<b>10</b>

	<u>NUMBER</u>	<u>%</u>	<u>EXACT PLACES</u>	<u>EXACT MAINTAINED</u>	<u>EXACT ACADEMY</u>
PRIMARY MAINTAINED	1,678	4%	0.38	0.38	
PRIMARY ACADEMY	25,747	59%	5.87		5.87
SECONDARY ACADEMY	16,411	37%	3.74		3.74
	<b>43,836</b>	<b>100%</b>	<b>10.0</b>	<b>0.38</b>	<b>9.62</b>

	<u>NUMBER</u>	<u>MAINTAINED</u>	<u>ACADEMY</u>
PRIMARY MAINTAINED	1	1	
PRIMARY ACADEMY	5		5
SECONDARY ACADEMY	4		4
	<b>10</b>	<b>1</b>	<b>9</b>

**TOTAL OF ALL SCHOOLS MEMBERSHIP INCLUDING STATUTORY**

	<u>NUMBER</u>	<u>MAINTAINED</u>	<u>ACADEMY</u>
PRIMARY MAINTAINED	1	1	
PRIMARY ACADEMY	5		5
SECONDARY MAINTAINED	1	1	
SECONDARY ACADEMY	4		4
SPECIAL MAINTAINED	1	1	
SPECIAL ACADEMY	1		1
PRU'S MAINTAINED	1	1	
PRU'S ACADEMY	1		1
	<b>15</b>	<b>4</b>	<b>11</b>

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## BROMLEY SCHOOLS FORUM

### CONSTITUTION AND TERMS OF REFERENCE

#### 1. Membership

##### SCHOOLS

Special Maintained school representative governor/head	1
Special Academy school representative governor/head	1
PRU Maintained representative head/governor	1
PRU Academy representative head/governor	1
Primary Academy head representative	2
Primary Academy governor representative	3
Primary Maintained head representative	1
Secondary Maintained head/governor representative	1
Secondary Academy head representative	2
Secondary Academy governor representative	2
	<b><u>15</u></b>

##### NON SCHOOLS

Early year provider (PVI)	1
14-19 partnership**	1
Diocese CofE**	1
Diocese Catholic**	1
Joint Teacher Liaison**	1
	<b><u>5</u></b>

##### OTHER NON- VOTING ATTENDEES

Portfolio Holder/Portfolio Holder Assistant	1
Assistant Director of Education/Schools	1
Head of Finance	1
Head of Schools Finance Support	1
Clerk of the Forum	1
	<b><u>5</u></b>

- 1.1 Those members of the forum marked with an asterisk (\*\*) cannot vote on matters relating to the funding formulae to be used by the Local Authority.
- 1.2 On the matter of de-delegation only the relevant maintained school members of the forum will be able to vote.
- 1.3 The Education and Skills Funding Agency (ESFA) are granted observer status at forum meetings with the right to participate in discussions.
- 1.4 Other non voting attendees will attend as and when required or be part of working groups. Examples would be officers from primary, secondary, special and inclusion areas.
- 1.5 Schools membership is determined by pupil numbers. Nursery, Special, Academy, Primary, Secondary and Pupil Referral Units (PRU's) shall be represented proportionally with there being at least one representative in each of the Nursery, Special and Academy areas (assuming that they are represented in the borough).

- 1.6 Pupil number variations between each sector will be reviewed annually (before September of each academic year). Any pupil number variations can then be reviewed. Elections can then be held to rebalance the position in time for the new academic year in September/October.
- 1.7 If this results in a change to the formulation of the forum and a reduction in membership in a particular sector, then the member with the shortest length of membership should be removed from office at the last meeting of the academic year. If there are two members with equal length of membership then the Local Authority (LA) will decide.
- 1.8 School membership will be formulated by ballots in each specific area. The winner of the ballot will become the main representative of the forum.
- 1.9 Non school membership cannot exceed one third of the total membership.
- 1.10 From the schools membership, no two forum members can be from the same School or Multi Academy Trust (MAT). If this does occur then the member with the shortest length of membership should be removed from office. If there are two members with equal length of membership then the Local Authority (LA) will decide.
- 1.11 From the schools membership, alternate members will be nominated by the elected members in each area who can attend and vote in their absence. The Chair must be notified if an alternate is attending in place of an elected member.
- 1.12 The Local Authority (LA) may nominate alternate members for the non school membership
- 1.13 Observers have no voting rights but attend on behalf on the EFA to advise and guide where appropriate
- 1.14 LA Officers attendance is limited to a relevant Lead Member, Director of Children's Services (or their representative), Chief Finance Officer (or their representative), or if an officer is providing specific financial or technical advice (including presenting a paper to the Forum). Officers have no voting rights.

## **2. Alternate Members**

- 2.1 Alternate members may attend and vote on behalf of members that cannot attend the forum meeting.
- 2.2 A nominated alternate may only replace their nominated forum member.
- 2.3 Alternate members will receive the same documentation as the main nominated forum member.

## **3. Term of Office**

- 3.1 The members of the forum shall serve for 3 years from September 2017. Other members shall serve for 3 years from their date of appointment. However membership can be terminated by the LA using paragraphs 1.5 and 1.6 above.
- 3.2 Members who have reached the end of their term of office shall be eligible for re-appointment.

## **4. Vacancies**

- 4.1 When a vacancy occurs, self nomination shall be sought from the representative sector, e.g. if the vacancy is for a primary governor, nominations shall be sought from primary school governors.
- 4.2 If there is more than one nomination, an election shall be held with those in the representative sector being able to vote.
- 4.3 The exceptions to 4.2 is the Secondary non academy representative, The Special representatives and the PRU representatives. These members could be a head or a governor.

The LA will choose whether the representative should be a Headteacher or a Governor in these instances.

## **5. Functions**

- 5.1 The forum acts as a consultative body on some issues and a decision making body on others.
- 5.2 The forum acts in a consultative role for:
- changes to the local funding formula (the local authority makes the final decision)
  - proposed changes to the operation of the minimum funding guarantee
  - changes to or new contracts affecting schools (eg school meals)
  - arrangements for pupils with special educational needs, in pupil referral units and in early years provision.
- 5.3 The forum decides:
- how much funding may be retained by the local authority within the dedicated schools grant (eg for providing an admissions service or providing additional funding for growing schools)
  - any proposed carry forward of deficits on central spend from one year to the next
  - proposals to de-delegate funding from maintained primary and secondary schools (eg for staff supply cover, insurance, behaviour support)
  - changes to the scheme of financial management.
  - movement of up to 0.5% from the schools to other blocks.
- 5.4 The LA may consult the forum on such other matters concerning the funding of schools as it sees fit.

## **6. Conduct of Meetings**

- 6.1 Meetings will be held at least four times a year.
- 6.2 The chair and vice chair will be elected at the first meeting in the autumn term.
- 6.3 The vice chair will act in the absence of the chair. The vice chair will have the same powers as the chair in relation to the organisation and running of the meetings
- 6.4 Decisions are taken via a majority vote. In the event of a tie the chair will have the casting vote.
- 6.5 Each member is entitled to 1 vote (subject to paragraphs 1.1 and 1.2 above). Alternate members may vote in the place of the specific forum member that they are replacing at a schools forum meeting.
- 6.6 The quorum is 40%. The meeting can continue if inquorate but any advice given to the LA as a result of such a meeting would not have to be taken into account by the Authority.
- 6.7 The forum may have working groups but any advice formally passed to the LA must be approved by the forum as a whole.
- 6.8 Members of the forum must make declarations of interest when relevant, for example, when the forum is considering matters relating to service contracts.

## **7. Working Groups**

- 7.1 The forum will make use of working groups when carrying out its business. Working groups will identify and discuss matters that need to be taken to the forum for a decision.
- 7.2 The working groups will be formulated as required and will consist of a mixture of main forum, alternative forum, observers LA representatives and other specific experts.

7.3 The working groups will have no voting rights or decision making powers, but will provide an advisory role to the main body of the forum.

## **8. Confidentiality**

8.1 Confidential items, such as commercially sensitive information regarding contracts or personal information, should normally be discussed by forum members only.

## **9. Attendance**

9.1 If a member of the forum or their nominated alternative member has not attended for two consecutive meetings the clerk shall contact those members. If their reason for non-attendance is deemed inadequate by the chair then an election should be arranged to replace them.

## **10. Administration**

10.1 The LA will provide a clerk for the meetings of the forum.

10.2 Papers for meetings of the forum will be circulated to members during the week before a meeting, preferably at least 5 working days in advance.

10.3 All papers will be sent electronically by email.

10.4 The minutes and relevant papers of meetings (unless confidential) of the forum will be made available on the Council website.

10.5 The LA will pay the reasonable expenses of members of the forum.

## **11. Training**

11.1 Any new forum members must receive training from the local authority on finance matters within two months of taking up the position. Regular attendance at other updates will be required. Further updates will be offered by the LA when appropriate. This applies to the main forum members as well as the alternative members.

## **12. Statutory Instrument**

12.1 The constitution and terms of reference should be read in conjunction with the Statutory Instrument number 2261 (The Schools Forums (England) Regulations 2012).



Education & Skills  
Funding Agency

# **Schools forum**

## **Operational and good practice guide**

**September 2017**

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## Introduction

1. This guide is designed to provide local authority officers and schools forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It's organised into 2 sections:
  - section 1 provides information on the constitutional and organisational requirements for schools forums
  - section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the department and its partners. Other than where it's describing requirements set out in the Schools Forum Regulations 2012 it's not designed to be prescriptive. However, we hope the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The department hopes that schools forums and local authorities find this guide useful. It's been the subject of consultation with a wide variety of external partners. In particular, members of the department's Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The department is grateful for their assistance.
5. The department's website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact the Education and Skills Funding Agency (ESFA) using the [ESFA enquiry form](#).

## Section 1: schools forum regulations: constitution and procedural issues

### Regulations

8. [National regulations](#)<sup>1</sup> govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of [these regulations](#) or alternatively they can be accessed online.
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

### Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision making powers. The respective roles of schools forums, local authorities and the department are summarised in [schools forum powers and responsibilities](#). The overarching areas on which schools forums make decisions on local authority proposals are:

- de-delegation from mainstream maintained schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally
- to create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund
- to create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund
- agreeing other centrally retained budgets, including for local authority statutory responsibilities (where these relate to maintained schools only, voting is by the primary, secondary, special and PRU members of schools forum)
- funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals

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<sup>1</sup> Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure, or from de-delegated services, that is to be carried forward from a previous funding period

in the 2018 to 2019 funding year the schools block is ring-fenced. Local authorities require schools forum approval in order to move up to 0.5% from the schools block to other blocks

- in each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal

11. Local authorities should be aware that the provisions of the [Local Government Act 2000](#) restrict the delegation of local authority decisions to cabinet, a member of cabinet, a committee of cabinet or an officer of the council, which would not include schools forums. As a result, the local authority cannot delegate its decision making powers to schools forum, for example, decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It's a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the schools budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations

carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG
- use exceptional factors
- vary pupil numbers (Secretary of State approval is no longer required for increases relating to changes in admission limits or reorganisations)
- allow additional categories of, or spending on, central budgets
- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies
- move up to 0.5% from the schools block, where the schools forum don't agree, or move more than 0.5% from the schools block

Proposals will then need to be considered by the Secretary of State.

## Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the [structure of the schools forums](#) is available.

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of forum should be regularly reviewed, we'd suggest good practice is to review the membership as a standing agenda item at each meeting. Academies

members must represent mainstream academies and, if there are any in the local authority area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives, please see paragraph 28.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicating decisions, and the reasons behind them, effectively.

## Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms and there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time, for example, we'd expect this vacancy to be filled for the following term
- increasing the size of the schools forum temporarily to appoint additional academy members, then deleting schools member posts at the end of a term of office or when a vacancy arises
- considering continuity of service; where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the schools forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example;

- a secondary schools member must stand down if their school converts to an academy
- a schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group
- other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents

## Schools members

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the local authority. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group
- governors in each group
- headteachers or headteachers representatives and governors in each group
- representatives of a particular school category, for example, voluntary aided

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups don't have to be of equal size. For example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of

education provision across the local authority to ensure that there isn't an in-built bias towards any one phase or group.

## Election and nomination of schools members

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. It's good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, for example, community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question. A headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It's not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, for instance, if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee or democratic services of a local authority. This may just include the provision of advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we'd recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it's perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

38. We'd recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election
- the timescale for notifying all constituents of the election and those standing
- the arrangements for dispatching and receiving ballots
- the arrangements for counting and publicising the results
- any arrangements for unusual circumstances such as only one candidate standing in an election
- whether existing members can stand for re-election

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

## **Election and nomination of academies members**

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored and converter academies.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it's for the proprietors of academies within each of these sub-groups to elect their representatives. It's not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. It's possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

## Non-schools members

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers, see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPiS), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and four year olds and eligible two year olds comes from the dedicated schools grant, and all settings are funded through the early years single funding formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate, schools-based such as a

headteacher or governor, or someone linked more generally with the diocese, for example a member of the education board.

48. It's also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

## Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) ('executive members')
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b))
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c))

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly

manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers isn't a requirement. Many schools forums don't have such members on them and it's for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

## **The role of executive elected members**

55. A schools forum needs to ensure that there are systems in place for executive members of the council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the schools budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first hand the views of the schools forum: it's clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant cabinet meetings as members of the public, for example, when the funding formula is decided.

## **Recording the composition of schools forums**

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

## Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, for example a representative from ESFA. This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, for example, where there are highly complex issues to resolve.

## Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- any person invited by the schools forum to provide financial or technical advice
- any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible. It's best practice to record attendance at meetings as well as membership to ensure elected members are attending and contributing to discussions.

## Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- Quorum: a meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it's 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (election of a chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it's not legally obliged to do so. In practice, the arrangements for meetings should be

made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions

- Election of a chair: under the Regulations, if the position of chair falls vacant the schools forum must decide how long the term of office of the next chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as chair has a term of office as a member which comes to an end before their term of office as chair ends. The schools forum must elect a chair from amongst its own members, so it's not possible to elect an independent chair. In addition, any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of chair. Schools forums can also appoint to a position of vice chair to provide cover if the chair is absent or the post vacant
- Voting procedures: the regulations provide that a schools forum may determine its own voting procedures save that voting on:
  - the funding formula is limited to schools members, academies members and PVI representatives
  - de-delegation is limited to the specific primary and secondary phase of maintained schools members
  - retaining funding for statutory duties relating to maintained schools only is limited to maintained primary, secondary, special and PRU members
- The powers which schools forums: have to take decisions on a range of funding matters increase the importance of clear procedures. For example, decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum, for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken
- Substitutes: the local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members
- Defects and vacancies: the regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum)
- Timing: schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It's for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it's entitled to do so, it's of course good practice to allow the schools forum to set its own rules so far as possible.

## Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result, schools forums are required to be open to the public. Furthermore, papers, agendas and minutes must be publicly available well in advance of each meeting. It's good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

## Working groups

65. It's open to a schools forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the schools forum itself to consider. The groups can also include wider representation, for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the schools forum. The schools forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view. These have proved effective for larger local authorities. Examples of some working groups are for high needs and early years.

## Urgent business

66. It's good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next

scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security isn't compromised.

67. It's not legal for the chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question. However, a schools forum may wish to put in place a procedure for the chair to give the local authority a view on an urgent issue.

## **Resources of the schools forum**

68. The costs of a schools forum fall in the central school services block of the dedicated schools grant (DSG).

69. It's legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports.

## Section 2: effective schools forums

### Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it's able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- partnership: having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority
- effective support: the business of the schools forum is supported by the local authority in an efficient and professional manner
- openness: it's important that a schools forum feels it's receiving open, honest and objective advice from its local authority
- responsiveness: local authorities should as far as possible be responsive to requests from their schools forums and their members
  - schools forums themselves should also be aware of the resource implications of their requests
- strategic view: members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests
- challenge and scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area
  - the extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some

of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

## Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically, they might comprise:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This operational and good practice guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

## Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding, to ensure that members can be fully effective when detailed discussions are taking place.

## Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. It's good practice to also publish this on the website. In drawing up this cycle of meetings, in consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance, meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it's recognised that from time to time items of a confidential nature will need to be discussed. It's recommended that authorities apply the same principles that they apply to council and cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, for example placing them together at the end of the agenda.

## Preparation for a schools forum meeting

82. It's vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It's therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It's also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It's good practice for the schools forum and local authority to agree a standard for papers. It's usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of

the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An executive summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it's inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

87. Schools forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example, it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

## Chairing the schools forum

88. The chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the chair and the local authority is therefore vital. The chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of school forum business. It's good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they don't have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the chair undertakes significant

work for the local authority in another capacity, for example as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

## Clerking the schools forum

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools forum, the chair and the local authority. It's a role often undertaken by an employee of the local authority though we'd recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves
- be responsible for ensuring contact details of all members are up to date
- maintain the list of members on the schools forum and advise on membership issues in general
- assist with the co-ordination of nomination/election processes run by the constituent groups
- keep the schools forum website up to date, for example by posting latest minutes and papers etc
- monitor, on a regular basis, the schools forum and [schools funding pages](#) on GOV.UK and arrange for the distribution of any relevant DfE information to schools forum members

- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution

96. Not all of these tasks may be able to be undertaken by the schools forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

## Good practice for schools forum meetings

97. Schools forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, schools forums should consider that the level of debate held at the schools forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition, the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, for example, voting on de-delegation or changes to the funding formula.

99. Consultations with the schools forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:

- plan and consult early
- allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- an open and honest approach
- fully inclusive
- allow for ongoing dialogue
- provide feedback
- clear communications

## Meeting notes and recording of decisions

100. A vital part of the effective operation of a schools forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, schools forums must be clearly set out.

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions and, or votes. It's good practice to formally agree the accuracy of the note and minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result and we'd recommend no later than five days following the meeting.

102. In order to provide clarity about representation at each meeting, it's good practice for the minutes to record the group and/ or subgroup that each member represents against their name.

## Communication

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the schools forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the schools forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example, ensuring effective communications across the PVI sector may be more difficult than with schools, which are more likely to have existing channels of communication for example, headteacher meetings.

104. Each schools forum should therefore be clear what its channels of communication are. It's fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore, communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agendas minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents)

- an annual report on the proceedings of the schools forum
- attendance by the chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the children's services department
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members

## News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and the department. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties and updated on a regular basis.



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Funding Agency

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**2012 No. 2261**

**EDUCATION, ENGLAND**

**The Schools Forums (England) Regulations 2012**

*Made* - - - - *3rd September 2012*

*Laid before Parliament* *7th September 2012*

*Coming into force* - - *1st October 2012*

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The Secretary of State for Education makes the following Regulations in exercise of the powers conferred by sections 47A and 138(7) of the School Standards and Framework Act 1998(a):

**Citation, commencement, application and interpretation**

1.—(1) These Regulations may be cited as the Schools Forums (England) Regulations 2012 and come into force on 1st October 2012.

(2) These Regulations apply only in relation to England.

(3) In these Regulations—

“the Act” means the School Standards and Framework Act 1998;

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(a) 1998 c.31. Section 47A was inserted by section 43 of the Education Act 2002 (c.32) and has been amended by paragraph 7 of Schedule 16 to the Education Act 2005 (c.18); paragraphs 2(1), (3) and (4) of Schedule 5 and Part 6 of Schedule 18 to the Education and Inspections Act 2006 (c.40); section 165 of and Schedule 2 to the Education and Skills Act 2008 (c.25), section 194 of the Apprenticeships, Skills, Children and Learning Act 2009 (c. 22) and S.I. 2010/1158. For the meaning of “prescribed” and “regulations” see section 142(1) of the School Standards and Framework Act 1998.

“Academies member” means a member who represents the proprietors of the Academies situated in the authority’s area;

“authority” means the local authority in whose area the schools forum is established;

“early years providers” means—

- (a) persons who are registered as early years childminders or other early years providers under Chapter 2 of Part 3 of the Childcare Act 2006<sup>(a)</sup> (which provides for the compulsory registration of persons providing early years provision) or are exempt from compulsory registration by order of the Secretary of State under section 33(2) or 34(3) of that Act,
- (b) independent schools, and
- (c) non-maintained special schools,

who provide early years provision;

“early years provision” has the meaning given by section 20 of the Childcare Act 2006;

“executive member” means any elected member of the authority appointed to the executive of that authority;

“governor” includes any interim executive member of an interim executive board constituted in accordance with paragraph 2 of Schedule 6 to the Education and Inspections Act 2006<sup>(b)</sup>;

“nursery school” means a nursery school maintained by the authority;

“primary school” means a primary school maintained by the authority;

“representative” means either a head teacher or a senior member of staff representing a head teacher or a governor of a school maintained by the authority, save for in regulation 8 where it means a representative of the positions mentioned in that regulation;

“school” means a school maintained by the authority;

“school category” means one of the following categories of school—

- (d) community schools,
- (e) foundation schools,
- (f) voluntary aided schools,
- (g) voluntary controlled schools,

as described in Chapter 1 of Part 2 of the Act;

“secondary school” means a secondary school maintained by the authority;

“senior member of staff” means a principal, deputy head teacher, bursar or other person responsible for the financial management of the school;

“special school” means a community special school or a foundation special school.

(4) In these Regulations, a reference to a governing body does not include a reference to the temporary governing body of a new school and a reference to a governor does not include a reference to a member of the temporary governing body of a new school, where “new school” has the meaning given by section 72(3) of the Act<sup>(c)</sup>.

## Revocation

2. The Schools Forums (England) Regulations 2010<sup>(d)</sup> are revoked.

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(a) 2006 c.21.

(b) 2006 c.40.

(c) Section 72(3) was amended by section 215(1) of, and paragraph 106 of Schedule 21 to, the Education Act 2002.

(d) S.I. 2010/344, amended by S.I. 2010/1172.

### **Constitution of schools forum**

3. Every authority must ensure that the schools forum for their area is constituted in accordance with regulations 4 to 7 by 1st October 2012.

### **Membership: general**

4.—(1) Subject to the following paragraphs of this regulation, an authority may determine the size and composition of their schools forum and the forum members' terms of office.

(2) A forum must comprise—

- (a) schools members elected in accordance with regulation 5;
- (b) if there are any Academies in the authority's area, at least one Academies member elected or selected in accordance with regulation 6; and
- (c) non-schools members appointed in accordance with regulation 7.

(3) If, for any reason, an election for a schools member under regulation 5(1) or an Academies member under regulation 6(1) does not take place by any date set by the authority or any such election results in a tie between two or more candidates, the authority must appoint the schools member or Academies member to their schools forum instead.

(4) Schools members and Academies members must together comprise at least two thirds of the membership of the forum.

(5) At least one member must be a representative of the governing bodies of maintained schools and at least one member must be a representative of the head teachers of such schools.

(6) Subject to paragraphs (7) to (10), primary schools, secondary schools and Academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered at them.

(7) Where the authority maintain one or more secondary schools, at least one schools member must be a representative of a secondary school.

(8) Where the authority maintain one or more special schools, at least one schools member must be a representative of a special school.

(9) Where the authority maintain one or more nursery schools, at least one schools member must be a representative of a nursery school.

(10) Where the authority maintain one or more pupil referral units, at least one schools member must be a representative of a pupil referral unit(a).

(11) An authority may determine that the number of members representing schools in a particular school category must be broadly proportionate to the total number of schools in that category when compared with the total number of schools.

(12) A forum member remains in office until—

- (a) the member's term of office expires;
- (b) the member ceases to hold the office by virtue of which the member became eligible for election, selection or appointment to the forum;
- (c) the member resigns from the forum by giving notice in writing to the authority; or
- (d) in the case of a non-schools member, the member is replaced by the authority, at the request of the body which the member represents, by another person nominated by that body
- (e) whichever comes first.

(13) The authority must maintain a written record of the composition of their forum, to include—

- (a) the number of schools members and by which group or sub-group they were elected;

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(a) "Pupil referral units" has the meaning given in section 19(2B) of the Education Act 1996.

- (b) the number of Academies members; and
- (c) the number of non-schools members, their terms of office, how they were chosen and whom they represent.

### **Schools members**

**5.**—(1) Schools members must be elected to the schools forum by the members of the relevant group, or sub-group, in the authority's area.

(2) The groups are—

- (a) representatives of nursery schools, where there are any such schools in the authority's area;
- (b) representatives of primary schools other than nursery schools;
- (c) representatives of secondary schools;
- (d) representatives of special schools, where there are any such schools in the authority's area; and
- (e) representatives of pupil referral units, where there are any such schools in the authority's area.

(3) Each group referred to in paragraph (2) may consist of one or more of the following sub-groups—

- (a) where the authority exercises its discretion under paragraph (4)(a), representatives of head teachers of schools in each group;
- (b) where the authority exercises its discretion under paragraph (4)(b), representatives of governors of schools in each group;
- (c) where the authority exercises its discretion under paragraph (4)(c), representatives of head teachers and governors of schools in each group.

(4) The authority may determine that a certain number of representatives of each group must be—

- (a) head teachers or head teachers' representatives;
- (b) governors; or
- (c) head teachers or head teachers' representatives and governors.

### **Academies members**

**6.**—(1) Academies members must be elected to the schools forum by the proprietors of the Academies in the authority's area.

(2) Where there is only one Academy in the authority's area, the proprietor of the Academy must select the person who will represent them on the schools forum.

### **Non-schools members**

**7.**—(1) The authority must appoint non-schools members to their schools forum comprising—

- (a) one or more persons to represent the local authority 14-19 partnership(a); and
- (b) one or more persons to represent early years providers.

(2) Subject to paragraph (3) and regulation 4(4), the authority may appoint additional non-schools members to their forum to represent the interests of other bodies.

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(a) Section 85(2) and (3) of the Education and Skills Act 2008 (c.25) requires local authorities to include arrangements in respect of 14-19 education and training, in their local collaboration arrangements under section 10 of the Children Act 2004 (c.31).

(3) Prior to making any appointment under paragraph (2), the authority must consider whether the following bodies should be represented on their forum—

- (a) the Diocesan Board of Education for any diocese any part of which is situated in the authority's area;
- (b) the Bishop of any Roman Catholic Diocese any part of which is situated in the authority's area;
- (c) where there are any schools or Academies within the authority's area that are designated under section 69(3) of the Act<sup>(a)</sup> as having a religious character (other than Church of England or Roman Catholic schools), the appropriate faith group in respect of any such school or Academy.

(4) The authority may not appoint any executive member or relevant officer of the authority to their forum as a non-schools member.

(5) Within one month of the appointment of any non-schools member, the authority must inform the governing bodies of schools maintained by them and of Academies within their area of the name of the member and the name of the body that member represents.

(6) In this Regulation "relevant officer" means—

- (a) the director of children's services of the authority,
- (b) any officer employed or engaged to work under the management of the director of children's services, other than one who directly provides education to children or who manages such a person, or
- (c) any officer whose work involves management of, or advice on, school funding.

#### **Meetings and proceedings of schools forum**

8.—(1) The schools forum must meet at least four times a year.

(2) All meetings of the schools forum must be public meetings.

(3) The meetings are quorate if at least two fifths of the total membership is present at the meeting.

(4) The following persons may speak at meetings of the forum, even though they are not members of the forum-

- (a) the director of children's services at the authority or their representative;
- (b) the chief finance officer at the authority or their representative;
- (c) any elected member of the authority who has primary responsibility for children's services or education in the authority;
- (d) any elected member of the authority who has primary responsibility for the resources of the authority;
- (e) any person who is invited by the forum to attend in order to provide financial or technical advice to the forum;
- (f) an observer appointed by the Secretary of State; and
- (g) any person presenting a paper or other item to the forum that is on the meeting's agenda, but that person's right to speak shall be limited to matters related to the item that the person is presenting.

(5) The members of the forum must elect a person as chair from among their number and determine the chair's term of office.

(6) The members of the forum may not elect as chair any member of the forum who is an elected member or officer of the authority.

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(a) Section 69(3) also applies to independent schools (which includes Academies) by virtue of section 124B, which was inserted by regulations 2 and 3 of S.I. 2003/2037.

(7) The chair of the forum must decide upon an agenda for the meeting of the forum following consultation with members of the forum.

(8) The authority must make arrangements to enable substitutes to attend and vote at meetings of the forum on behalf of schools members, Academies members and non-schools members, in consultation with members of the forum.

(9) Apart from as provided for by paragraph (10) all members are entitled to vote on all matters put to a vote.

(10) Non-schools members, other than those who represent early years providers, must not vote on matters relating to the formulae to be used by the local authority to determine the amounts to be allocated to schools and early years providers in accordance with regulations made under sections 47 and 47ZA of the Act.

(11) Subject to paragraphs (8) to (10), the members of the forum may determine their own voting procedures.

(12) The proceedings of the forum are not invalidated by—

- (a) any vacancy among their number;
- (b) any defect in the election or appointment of any member; or
- (c) any defect in the election of the chair.

(13) The authority must promptly publish all papers considered by the forum and the minutes of their meetings on their website.

### **Consultation on contracts**

9. The authority must consult the schools forum on the terms of any proposed contract for supplies or services (being a contract paid or to be paid out of the authority's schools budget<sup>(a)</sup>) where the estimated value of the proposed contract is not less than the threshold which applies to the authority for that proposed contract pursuant to regulation 8 of the Public Contracts Regulations 2006<sup>(b)</sup> at least one month prior to the issue of invitations to tender.

### **Consultation on financial issues**

10.—(1) The authority must consult the schools forum annually in respect of the authority's functions relating to the schools budget, in connection with the following—

- (a) arrangements for the education of pupils with special educational needs;
- (b) arrangements for the use of pupil referral units and the education of children otherwise than at school;
- (c) arrangements for early years provision;
- (d) administrative arrangements for the allocation of central government grants paid to schools via the authority.

(2) The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

### **Information about consultations**

11. The schools forum must inform the governing bodies of schools maintained by the authority of any consultation carried out by the authority under regulation 9 or 10, as soon as it reasonably can.

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(a) "Schools budget" has the meaning given in section 45A(2) of the Schools Standards and Framework Act 1998.

(b) S.I. 2006/5.

### **Charging of schools forum's expenses**

12. The authority must pay the expenses of the schools forum and charge those expenses to the schools budget.

### **Members' expenses**

13. The authority must reimburse all reasonable expenses of members in connection with their attendance at meetings of the forum and charge those expenses to the schools budget.

3rd September 2012

*Jonathan Hill*  
Parliamentary Under Secretary of State  
Department for Education

### **EXPLANATORY NOTE**

*(This note is not part of the Regulations)*

These Regulations revoke and replace the Schools Forums (England) Regulations 2010.

Regulations 3 to 8 provide for the constitution of a schools forum in every local authority in England, including the election of schools members, the election or selection of Academies members and the appointment of non-schools members to the schools forum, their meetings and proceedings. The restriction on non-schools members voting, and the Secretary of State observer status, are new.

Regulations 9 to 11 require the authority to consult their schools forum before entering into certain types of contract and annually in relation to a range of financial issues and the governing bodies of schools maintained by them to be informed of any such consultation.

Regulations 12 and 13 require the authority to pay the expenses of their schools forum out of the schools budget and the reasonable expenses of its members.

An impact assessment has not been produced for this instrument as no impact on the private sector or civil society organisations is foreseen. The impact on the public sector is minimal.

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Report No.  
FSD18005

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION CHILDREN AND FAMILIES PORTFOLIO HOLDER

**Date:** For Pre Decision Scrutiny by the Education Children and Families  
Budget and Performance Monitoring Budget Sub-Committee on 17<sup>th</sup>  
January 2018

**Decision Type:** Non-Urgent Executive Non-Key

**Title:** CAPITAL PROGRAMME MONITORING - 2<sup>ND</sup> QUARTER 2017/18

**Contact Officer:** James Mullender, Principal Accountant  
Tel: 020 8313 4292 E-mail: james.mullender@bromley.gov.uk

**Chief Officer:** Director of Finance

**Ward:** All

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1. Reason for report

On 6<sup>th</sup> December 2017, the Executive received the 2<sup>nd</sup> quarterly capital monitoring report for 2017/18 and agreed a revised Capital Programme for the four year period 2017/18 to 2020/21. This report highlights changes agreed by the Executive in respect of the Capital Programme for the Education, Children and Families Portfolio. The revised programme for this portfolio is set out in Appendix A. Detailed comments on scheme progress as at the end of the 2<sup>nd</sup> quarter of 2017/18 are shown in Appendix B.

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2. **RECOMMENDATION(S)**

**The Portfolio Holder is asked to note and confirm the changes agreed by the Executive on 6<sup>th</sup> December 2017.**

## Corporate Policy

1. Policy Status: Existing Policy: Capital Programme monitoring is part of the planning and review process for all services. Capital schemes help to maintain and improve the quality of life in the borough. Effective asset management planning (AMP) is a crucial corporate activity if a local authority is to achieve its corporate and service aims and objectives and deliver its services. For each of our portfolios and service priorities, we review our main aims and outcomes through the AMP process and identify those that require the use of capital assets. Our primary concern is to ensure that capital investment provides value for money and matches the Council's overall priorities as set out in the Community Plan and in "Building a Better Bromley".
  2. BBB Priority: Excellent Council
- 

## Financial

1. Cost of proposal: Nil net effect.
  2. Ongoing costs: Not Applicable
  3. Budget head/performance centre: Capital Programme
  4. Total current budget for this head: £47.0m for the Education, Children and Families Portfolio over four years 2017/18 to 2020/21
  5. Source of funding: Capital grants, capital receipts and earmarked revenue contributions
- 

## Staff

1. Number of staff (current and additional): 1 fte
  2. If from existing staff resources, number of staff hours: 36 hours per week
- 

## Legal

1. Legal Requirement: Non-Statutory - Government Guidance
  2. Call-in: Not Applicable
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): N/A
- 

## Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments: N/A

### 3. COMMENTARY

#### Capital Expenditure- variations agreed by the Executive on 6<sup>th</sup> December 2017

3.1 A revised Capital Programme was approved by the Executive in December 2017, following a detailed monitoring exercise carried out after the 2<sup>nd</sup> quarter of 2017/18. The base position was the revised programme approved by the Executive on 19<sup>th</sup> July 2017, as amended by variations approved at subsequent Executive meetings. All changes on schemes in the Education, Children and Families Portfolio Programme are itemised in the table below and further details are included in paragraphs 3.2 and 3.3. The revised Programme for the Portfolio is attached as Appendix A. Appendix B shows actual spend against budget in the second quarter of 2017/18, together with detailed comments on individual schemes.

	2017/18 £000	2018/19 £000	2019/20 £000	2020/21 £000	TOTAL 2017/18 to 2020/21 £000
Programme approved by Executive 19/07/17	30,475	14,641	1,037	875	47,028
Approved Programme prior to Q2 Monitoring	30,475	14,641	1,037	875	47,028
<u>Variations approved by Executive 06/12/17</u>					
Schemes re-phased from 17/18 into 18/19 (see para 3.2)	Cr 8,000	8,000	0	0	0
Total amendments to the Capital Programme	Cr 8,000	8,000	0	0	0
<b>Revised Education, Children &amp; Families Capital Programme</b>	<b>22,475</b>	<b>22,641</b>	<b>1,037</b>	<b>875</b>	<b>47,028</b>

#### 3.2 Schemes re-phased from 2017/18 into future years:

As part of the 2<sup>nd</sup> quarter monitoring exercise, a total of £8,000k has been re-phased from 2017/18 into 2018/19 to reflect revised estimates of when expenditure on Education, Children and Families schemes is likely to be incurred. This has no overall impact on the total approved estimate for the capital programme. Further details and comments are provided in Appendix B.

Capital Expenditure – Rephasing in Q2 monitoring	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000	Total £'000
Basic Need	Cr 8,000	8,000	0	0	0
<b>Total Education, Children &amp; Families schemes rephasing</b>	<b>Cr 8,000</b>	<b>8,000</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### 3.3 Section 106 receipts from developers

In July 2015, the Executive agreed that the Capital Programme budget should reflect the total of S106 receipts available to fund expenditure. The approved S106 budgets for the Education, Children and Families Capital Programme are illustrated in the table.

	Total Approved S106 Budget £'000	Actuals up to FY16/17 £'000	Budget FY17/18 £'000	Budget FY18/19 £'000
Basic Need	3,596	706	1,200	1,690
Uncommitted balance (as at Nov 2017)	773	0	773	0
<b>Education, Children &amp; Families Total</b>	<b>4,369</b>	<b>706</b>	<b>1,973</b>	<b>1,690</b>

## Post-Completion Reports

- 3.4 Under approved Capital Programme procedures, capital schemes should be subject to a post-completion review within one year of completion. After major slippage of expenditure in prior years, Members confirmed the importance of these as part of the overall capital monitoring framework. These reviews should compare actual expenditure against budget and evaluate the achievement of the scheme's non-financial objectives. No post-completion reports are currently due for the Education, Children and Families Portfolio, but this quarterly report will monitor the future position and will highlight any further reports required.

## 4. POLICY IMPLICATIONS

- 4.1 Capital Programme monitoring and review is part of the planning and review process for all services.

## 5. FINANCIAL IMPLICATIONS

- 5.1 These were reported in full to the Executive on 6<sup>th</sup> December 2017. Changes agreed by the Executive for the Education Children and Families Portfolio Capital Programme are set out in the table in paragraph 3.1.

<b>Non-Applicable Sections:</b>	Legal, Personnel and Procurement Implications, Impact on Vulnerable Adults and Children
Background Documents: (Access via Contact Officer)	Approved Capital Programme (Executive 06/12/17) Capital Programme Monitoring – 2 <sup>nd</sup> quarter report (Executive 06/12/17)

EDUCATION, CHILDREN & FAMILIES PORTFOLIO - APPROVED CAPITAL PROGRAMME 6 DECEMBER 2017									
Code	Capital Scheme/Project	Total Approved Estimate	Actual to 31.3.17	Estimate 2017/18	Estimate 2018/19	Estimate 2019/20	Estimate 2020/21	Responsible Officer	Remarks
		£'000	£'000	£'000	£'000	£'000	£'000		
907558	<b>SECONDARY SCHOOLS</b> Langley Park Boys School - BSF (Building Schools for the future)	38,738	38,735	3	0	0	0	Rob Bollen	BSF One School Pathfinder; government grant £35,800k; LBB contribution £2,006k re: enhanced performance space; £316k t/f from Secondary Investment Strategy. Further £400k from DSG.
	TOTAL SECONDARY SCHOOLS	38,738	38,735	3			0		
907564	<b>PRIMARY SCHOOLS</b> Primary Capital Programme 2.7								DCSF capital grant; £800k allocated to Riverside ASD scheme £1,395k Primary Capital Programme (PCP) grant; £24k from Access initiative; £50k from extended services; £6k t/f to Highway £1,114k PCP, £250k S106' £94k t/f to Highway £2,620k PCP, £500k Children & Family Centre grant, £300k Early Years, £600k planned maint; £93k schools capital maint in 11/12; £140k revenue cont in 11/12, £94k from Princes Plain; £434k from other PCP schemes. Balance of PCP grant after allocations to Bickley, Princes Plain, Highway and Riverside ASD; £100k from maintenance re Pickhurst Infants; £144k for Crofton Juniors from School kitchens funding; £428k t/f to Highway
907564	Bickley Primary - expansion	1,463	1,463	0	0	0	0	Rob Bollen	
907564	Princes Plain Primary - expansion	1,270	1,270	0	0	0	0	Rob Bollen	
907564	The Highway Primary - partial rebuild	5,418	5,305	113	0	0	0	Rob Bollen	
907564	Other schemes funded by Primary Capital Programme grant	3,186	3,186	0	0	0	0	Rob Bollen	
	TOTAL PRIMARY SCHOOLS	11,337	11,224	113	0	0	0		
907976	<b>SPECIAL SCHOOLS</b> Glebe School expansion	4,880	4,085	795	0	0	0	Rob Bollen	Approved by Full Council 14/04/14
	TOTAL SPECIAL SCHOOLS	4,880	4,085	795	0	0	0		
906691	<b>OTHER EDUCATION SCHEMES</b> Formula Devolved Capital 2.1a	5,604	5,118	162	162	162	0	David Bradshaw	100% government grant £300k "suitability" funding in 2011/12; £11k for Farnborough scheme DDA requirement; £150k p.a from schools' revenue budget; £24k to Bickley PCP 100% DfES grant; £500k for Highway scheme, £750k for Hawes Down Co-location, grant cut by £802k; £297k revenue cont c/f from 12/13 Now funded by 11/12 capital maintenance settlement; £46k from suitability surveys; £350k to Farnborough Primary 100% government grant - 2011/12 settlement; £300k to seed challenge; £150k to security works; £150k to suitability/modernisation settlement; £80k to Hawes Down Co-Location & £93k to The Highway in 11/12; £161k t/f from modernisation fund 100% government grant 100% government grant 100% government grant. Further additions to the £558k in the Early Education for Two Year Olds scheme; £150k contribution from revenue (DSG), and £186k for the London Childcare Grant (Approved in Executive 26/11/14) Approved by Executive 19/07/17 100% government grant £3m funded from DSG and £0.577m funded from Basic Need (Executive 09/09/15) Approved by Executive 02/12/15 (scheme re-instated) Youth Capital Fund grant £72k S106 Receipts
906695	Seed Challenge Fund	2,464	1,958	506	0	0	0	Rob Bollen	
911211	Schools Access Initiative	1,390	1,118	272	0	0	0	Rob Bollen	
906718	Security Works	1,170	978	192	0	0	0	Rob Bollen	
907549	Children and Family Centres	6,662	6,612	50	0	0	0	Rachel Dunley	
906725	Suitability / Modernisation issues in schools	1,672	1,233	439	0	0	0	Rob Bollen	
906726	Capital maintenance in schools	10,183	9,464	719	0	0	0	Rob Bollen	
907974	Basic Need	84,455	43,111	17,161	22,453	865	865	Rob Bollen	
907977	Universal free school meals	387	361	26	0	0	0	Rob Bollen	
907975	Early Education for Two Year Olds	894	187	707	0	0	0	Carol Arnfield	
907980	30 Hours Funded Childcare IT Solution Scheme	31	0	15	16	0	0	Carol Arnfield	
907979	Beacon House Refurbishment	3,577	3,088	489	0	0	0	Rob Bollen	
907980	Feasibility Studies	40	0	10	10	10	10	Rob Bollen	
907556	Phoenix Pre-School SEN service - Council contribution	292	252	40	0	0	0	Rob Bollen	
907548	Youth centres - Capital improvements	72	69	3	0	0	0	Linda King	
951000	S106 - Education (unallocated)	773	0	773	0	0	0	Rob Bollen	
	TOTAL OTHER EDUCATION SCHEMES	119,666	73,549	21,564	22,641	1,037	875		
	<b>TOTAL EDUCATION, CHILDREN &amp; FAMILIES PORTFOLIO</b>	<b>174,621</b>	<b>127,593</b>	<b>22,475</b>	<b>22,641</b>	<b>1,037</b>	<b>875</b>		

EDUCATION, CHILDREN & FAMILIES PORTFOLIO - APPROVED CAPITAL PROGRAMME 2017/18 - 2ND QUARTER MONITORING					
Code	Capital Scheme/Project	Approved Estimate Jul 2017 £'000	Actual to 04.12.17 £'000	Revised Estimate Dec 2017 £'000	Responsible Officer Comments
	<b>SCHOOLS</b>				
	<b>SECONDARY SCHOOLS</b>				
907558	Langley Park Boys School - BSF (Building Schools for the future)	3	0	3	Final payment and retention to main contactors paid. Other minor outstanding cost includes consultancy cost.
	TOTAL SECONDARY SCHOOLS	3	0	3	
	<b>PRIMARY SCHOOLS</b>				
907564	Primary Capital Programme 2.7				
907564	The Highway Primary - partial rebuild	113	0	113	Scheme completed. Awaiting outstanding final payment for consultancy cost, and other legal issues. Once all outstanding invoices are paid (and dispute on the outstanding consultancy cost with Frankham is resolved), any funding that may remain can be returned to Basic Need as allocations were made from this funding source to underpin this scheme.
	TOTAL PRIMARY SCHOOLS	113	0	113	
	<b>SPECIAL SCHOOLS</b>				
907976	Glebe School expansion	795	53	795	Scheme approved by Council 14/04/14. Total Glebe works is £4.88m of which £4.8m in the capital programme is funded from DSG and Glebe school is contributing £80k to fund the multi-use games area (MUGA) (Exec. 11/02/16). The scheme is now in defect period, final accounts to be agreed.
	TOTAL SPECIAL SCHOOLS	795	53	795	
	<b>OTHER EDUCATION SCHEMES</b>				
906691	Formula Devolved Capital 2.1a	162	10	162	In and out to Schools
906695	Seed Challenge Fund	506	23	506	£100k additional allocation from DfE as reported in Executive 18/05/16. Works are managed by Schools and it is anticipated to be spent in FY17/18.
911211	Schools Access Initiative	272	48	272	Officers are looking at expanding number of places of hygiene room in schools. Works at Charles Darwin and Valley schools have completed. Works at Balgowan, and Crofton is expected to be completed by Dec'17. Works at Tubbenden has not yet commenced. As part of the savings required to balance the 16/17 Schools Budget (DSG), the Direct Revenue Financing for Schools Access Initiative has been ceased. (Executive 20/07/16).
906718	Security Works	192	27	192	Ad hoc security works for schools. Works at Beacon Academy (Fencing & Maglock), Oakland and Worsley Bridge are completed. Works are currently taking place at Churchfields and Redhill.
907549	Children and Family Centres	50	0	50	Works are managed by Operational Property and it is anticipated that works to be completed soon. Retention cost are expected.
906725	Suitability / Modernisation issues in schools	439	11	439	£350k additional allocation from DfE (Exec. 18/05/16). The funding will be used to Health and Safety works at school (in discussion with the Commissioning Board). Works are anticipated to be carried out in FY17/18.
906726	Capital maintenance in schools	719	40	719	£458k additional allocation from DfE (Exec. 18/05/16). Works are managed by (Amey). There are delays with work. Subject to Qtr 3 monitoring, the residual balance will be reviewed.
907974	Basic Need	25,161	7,600	17,161	A full detailed report on the various projects within the Basic Need Programme was reported to Executive on 19 Jul 17. This includes works at Trinity (now completed), Castlecombe (work started Feb'17), Bishop Justus (work expected to start Summer'18), Edgebury (completed), Poverest ( started in Jun'17), Stewart Fleming (now completed), and Leeson (started in Jul'17), St George (due to complete around Nov/Dec'17). £8m has been rephased into 17/18
907977	Universal free school meals	26	6	26	The works are anticipated to be completed soon.
907975	Early Education for Two Year Olds	707	0	707	Works at Poverest continues until December 2018. Works are part of a larger project for school expansion, cost of nursery works expected to be £400k. Works at Leeson, also part of larger school expansion project. Work started 24 July 2017. Works on nursery build expected completion date of April 2018. Costs from this budget £225k.
907980	30 Hours Funded Childcare IT Solution Scheme	15	0	15	Executive 19/07/17 - The new national 30 hours funded childcare entitlement comes into force on 1 September 2017. All LA's are required to secure sufficient early years places to meet local demand through the funding of places within early year's settings. Staff will be required to check eligibility and process claims for the new entitlement alongside existing funded provision for 2, 3 & 4 year old. In support of the scheme, the Department for Education (DfE) has also announced technology funding available to local authorities to implement digital systems that will administer and manage the scheme. It is anticipated £5k cost on software development, £10k for implementation during 17/18, and a further £16k cost on implementation during FY18/19.
907979	Beacon House Refurbishment	489	53	489	£3m of unspent DSG and remaining balance £0.577m from Basic Need. Details of expenditure are reported to Executive on 09/09/15. Additional allocation from Basic Need. Project currently on time and within budget. Scheme completed and Defects Liability Period to run for 12 months. Final Accounts are expected to be prepared around Spring'18
907000	Feasibility Studies	10	0	10	Block capital - Not expected to use the money this year on feasibility studies
907556	Phoenix Pre-School SEN service - Council contribution	40	0	40	Re-instated - approved by Executive 02/12/15. A payment of £160k was made to NHS.
907548	Youth centres - Capital improvements	3	0	3	Likely to complete this year.
951000	S106 - Education (un-allocated)	773	0	773	Drawdown are subject to Members approval.
	TOTAL OTHER EDUCATION SCHEMES	29,564	7,818	21,564	
	<b>TOTAL EDUCATION, CHILDREN &amp; FAMILIES PORTFOLIO</b>	<b>30,475</b>	<b>7,871</b>	<b>22,475</b>	

Report No.  
ED18037

London Borough of Bromley

**PART 1 - PUBLIC**

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Decision Maker: **EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB-COMMITTEE**

Date: **17<sup>th</sup> January 2018**

Decision Type: Non-Urgent Executive Non-Key

**TITLE: EDUCATION, CHILDREN AND FAMILIES SERVICES PORTFOLIO DRAFT BUDGET 2018/19**

Contact Officer: David Bradshaw, Head of Education, Care and Health Finance  
Tel: 020 8313 4807 E - mail: [david.bradshaw@bromley.gov.uk](mailto:david.bradshaw@bromley.gov.uk)

Chief Officer: Director of Finance

Ward: Borough wide

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## **1. REASON FOR REPORT**

- 1.1 The prime purpose of this report is to consider the Portfolio Holder's Draft 2018/19 Budget which incorporates future cost pressures and initial draft budget saving options which were reported to Executive on 10th January 2018. Members are requested to consider the initial draft budget being proposed and also identify any further action that might be taken to reduce cost pressures facing the Council over the next four years.
  - 1.2 Executive are requesting that each PDS Committee consider the proposed initial draft budget savings and cost pressures for their Portfolio and the views of each PDS Committee be reported back to the next meeting of the Executive, prior to the Executive making recommendations to Council on 2018/19 Council Tax levels.
  - 1.3 There are still outstanding issues and areas of uncertainty remaining. Any further updates will be included in the 2018/19 Council Tax report to the next meeting of the Executive.
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## **2. RECOMMENDATIONS**

### **2.1 The Education, Children and Families Budget and Performance Sub-Committee is requested to:-**

- (i) Consider the update on the financial forecast for 2018/19 to 2021/22
- (ii) Consider the initial draft 2018/19 budget as a basis for setting the 2018/19 budget
- (iii) Provide comments on the initial draft 2018/19 budget for the February meeting of the Council's Executive

## Corporate Policy

Policy Status: Existing Policy

BBB Priority: Excellent Council

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## Financial

1. Cost of proposal: N/A
  2. Ongoing Costs: Recurring costs – impact in future years detailed in Appendix 4
  3. Budget head/performance centre: Council wide
  4. Total budget for this head £49,830k Draft 2018/19 Budget
  5. Source of funding: Draft Revenue Budget for 2018/19
- 

## Staff

1. Number of staff (current and additional): total employees – full details will be available with the Council's 2018/19 Financial Control Budget to be published in March 2018
  2. If from existing staff resources, number of staff hours – N/A
- 

## Legal

1. Statutory requirement: The statutory duties relating to financial reporting are covered within the Local Government Act 1972; the Local Government Finance Act 1998; the Local Government Act 2000; the Local Government Act 2002 and the Accounts and Audit Regulations 2015.
  2. Call-in is applicable
- 

## Customer Impact

Estimated number of users/beneficiaries (current and projected) - the 2018/19 budget reflects the financial impact of the Council's strategies, service plans etc. which impact on all of the Council's customers (including council tax payers) and users of the services.

## Ward Councillors Views

1. Have ward councilors been asked for comments? N/A
2. Summary of Ward Councillor comments: Council wide

### **3. APPROACH TO BUDGETING, FINANCIAL CONTEXT AND ECONOMIC SITUATION WHICH CAN IMPACT ON PUBLIC FINANCES**

- 3.1 Forward financial planning and financial management is a key strength at Bromley and this has been recognised previously by our external auditors. This report continues to forecast the financial prospects for the next 4 years and includes the Government's provisional core funding allocations for 2018/19 to 2019/20. At the time of writing this report, further details on various grant funding is awaited and it is important to note that some caution is required in considering any projections for 2020/21 to 2021/22 as this represents the Government's next Spending Review period.
- 3.2 A strong economy with growth increases revenues which supports the Government's ability to reduce public sector debt as the gap between finances raised and spend on public services is reduced. It is important to consider the key national issues that could impact on public finances over the next four years. The overall national debt stands at £1.8 trillion and, whilst a national budget deficit continues, will increase further to beyond £1.9 trillion. The Autumn Budget 2017 identified that public sector net borrowing is expected to be £49.9bn in 2017/18. The forecast for the last year of the current Spending Round (2019/20) is for borrowing of £34.7bn and by 2021/22 borrowing of £30.1bn. The Chancellor stated that borrowing is still forecast at over £20bn in the first year of the next Parliament. The Chancellor has previously said that he is committed to returning public finances to balance 'as soon as practicable'. Elimination of the annual national budget deficit is expected to be delayed until at least 2030 on the basis of current economic forecasts. This highlights that austerity for local government is likely to continue for some time. The Autumn Budget 2017 identifies planned Government Spend up to 2022/23. From a local government perspective, there is no significant additional funding and on that basis austerity will continue. Even with the planned Green Paper on social care which has now been delayed until Summer 2018, no additional funding was identified in the Autumn Budget 2017 for social care. Therefore, the fiscal squeeze will continue and, with ongoing protection of health, education, police and other security services, the disproportionate cuts in direct funding to local government will continue over the remainder of the four year spending review period. The impact of funding reductions translates to a reduction in the Council's Settlement Funding Assessment of 37.1% by 2019/20 compared with the England average of 22.66% and London average of 20.6% for the period 2017/18 to 2019/20.
- 3.3 Recognising there are significant funding cuts facing local government, the Government remains committed with the aims of devolution which includes transforming local government and enabling it to be more self-sufficient. The Government views the new flexibilities such as the future growth forecasts from business rates, to be fully devolved to local government by 2020 combined with scope for an increase in council tax for the adult social care precept and the ongoing ability to increase council tax as methods which can reduce the impact of grant reductions. However, it is not the full solution for local government given its costs pressures and service demands.
- 3.4 The Budget Strategy has to be set within the context of a reducing resource base, with Government funding reductions continuing beyond 2020 – the on-going need to reduce the size and shape of the organisation to secure priority outcomes within the resources available. There is also a need to build in flexibility in identifying options to bridge the budget gap as the gap could increase further. The overall updated strategy has to be set in the context of the national state of public finances, with austerity continuing given the level of public sector debt, and the high expectation from Government that services should be reformed and redesigned with devolution contributing to the transformation of local government. There is also an on-going need to consider "front loading" savings to ensure difficult decisions are taken early in the budgetary cycle, to provide some investment in specific priorities, to fund transformation and support invest to save

opportunities which provide a more sustainable financial position in the longer term. Any decisions will need to consider the finalisation of the 2018/19 Budget as well as the longer time frame where it is now clear that the continuation of the period of austerity remains for local government.

- 3.5 Bromley has the second lowest settlement funding per head of population in the whole of London. Despite this, Bromley has retained the third lowest council tax in outer London (other low grant funded authorities tend to have higher council tax levels). This has been achieved by having one of the lowest costs per head of population in outer London. Despite being a low cost authority, Bromley has achieved general savings of over £90m since 2011/12 but it becomes more challenging to achieve further savings with a low cost base. Further details are provided in Appendix 3.
- 3.6 One of the key issues in future year budgets will be the balance between spending, council tax levels, charges and service reductions in an organisation starting from a low spending base. It is important to recognise that a lower cost base reduces the scope to identify efficiency savings compared with a higher cost organisation.

#### **4. CHANGES SINCE THE 2017/18 BUDGET THAT IMPACT ON THE FINANCIAL FORECAST**

- 4.1 The 2017/18 Council Tax report reported to Executive in February 2017 identified a significant “budget gap” over the four year financial planning period. Some key changes are summarised below.
- 4.2 There continues to be upward pressure on inflation and the 2018/19 Draft Budget and financial forecast assumes increased costs of 3.5% per annum for 2018/19 and 2019/20 reducing to 2.7% per annum from 2020/21. The inflation mainly relates to contract price increases. The main measure used for contract price increases is RPIX which is currently 4.0%. The Autumn Budget 2017 reported that inflation (RPI) is expected to be 3.1% in 2018/19, 2.8% in 2019/20 and 2.9% in 2020/21 and 2021/22. Currently RPI and RPIX are 3.9% and 4% respectively. A separate provision has also been reflected in the Draft 2018/19 Budget to meet the future increase in costs of the National Living Wage. Action will need to be taken by Chief Officers to fund increasing costs through alternative savings in the event that inflation exceeds the budget assumptions.
- 4.3 The Chancellor’s Summer Budget 2015 introduced a new National Living Wage with significant cost implications to the Council over the next few years. As previously expected in the financial forecast, the Chancellor announced, as part of his Autumn Budget 2017, further increases in the National Living Wage from April 2018.
- 4.4 The Government will implement the national funding formula for schools, high needs, early years and central fund. The combination in the loss of flexibility of funding between schools funding and high needs has resulted in an estimated funding shortfall of £1m to £2m in 2018/19 and 2019/20. This has major implications for the future funding of growth pressures within Special Education Needs which was previously wholly funded within the Dedicated Schools Grant. Future cost pressures are likely to be funded from the Council’s revenue budget. The Government made available a High Needs Strategic Planning Fund of £139,624 in 2017/18 and “Local authorities can use this fund to carry out a strategic review of their high needs provision. We ask that local authorities prioritise this review and planning activity, working with schools, colleges and other providers, and with parents and young people”. Members approved the release of the monies in January 2017 for the strategic review of Special Educational Needs provision. The outcome will be reported to a future meeting of the Executive.

- 4.5 There are further cost pressures, including the impact of the full year effect of children social care spend in 2017/18 totaling £1,118k. However, there are potential savings arising from the significant previous investment in children's social care services of an estimated £250k in 2019/20 rising to £1m per annum by 2021/22, which has been reflected in the financial forecast.
- 4.6 Details of various grant allocations for 2018/19 are still awaited at the time of writing this report.
- 4.7 Given the scale of savings identified and any inherent risks, the need for longer term financial planning, the significant changes that may follow with a new Government relating to new burdens (there were many changes introduced by the previous coalition Government that resulted in net additional costs for the Council), effect of ongoing population increases and the potential impact of other public agencies identifying savings which impact on the Council's costs, a prudent approach has been adopted in considering the Central Contingency Sum required to mitigate against these risks. If the monies are not required during the year the policy of using these resources, in general, for investment to generate income/savings and provide a more sustainable financial position should continue
- 4.8 The latest forecast indicates that despite having a balanced budget in 2018/19 there remains a significant budget gap in future years that will need to be addressed, particularly from 2020/21.

## **5. FINANCIAL CONTEXT**

- 5.1 Key issues include;
- 5.1.1 Two of the Council's main activities which are grant funded are schools and housing benefits. Both of these areas of spend continue to be ring-fenced.
- 5.1.2 A high proportion of the Council's spend relates to third party payments, mainly contracts, which can limit flexibility to change spend levels as well as providing greater inflationary pressures (e.g. the impact of the National Living Wage).
- 5.1.3 As reported in previous years, the majority of the Council's spend relates to just a few service areas.

## 6. LATEST FINANCIAL FORECAST

6.1 A summary of the latest budget projections is shown in **Appendices 5 and 6** and are summarised in the table below:

	2018/19	2019/20	2020/21	2021/22
	£m	£m	£m	£m
<b>Variations Compared with 2017/18 Budget</b>				
<b>Grant Loss</b>	<b>8.5</b>	<b>14.0</b>	<b>18.4</b>	<b>22.2</b>
<b>Cost Pressures</b>				
Inflation (including impact of National Living Wage)	9.1	19.1	27.5	34.4
Welfare Reforms and Impact on Homelessness	2.0	4.3	5.8	7.8
Homelessness Reduction Act	0.7	0.7	0.7	0.7
Environmental Services contract & other key contracts	0.0	2.0	4.0	4.0
Full year effect of adult social care spend not funded by IBCF	0.0	1.0	1.0	1.0
Children's Social Care	1.1	1.1	1.1	1.1
Real Changes (see Appendix 6)	2.0	1.6	2.0	2.5
<b>Total Additional Costs</b>	<b>14.9</b>	<b>29.8</b>	<b>42.1</b>	<b>51.5</b>
<b>Income / Savings</b>				
Savings from Office Accommodation Review	0.0	-0.6	-0.6	-0.6
Acquisition of Residential Properties to Accommodate Homeless (Mears)	-1.0	-1.9	-1.9	-1.9
Additional Income Opportunity (Amey)	-0.5	-0.7	-0.9	-0.9
Additional Income from Business Rate Share	0.0	-0.6	-0.9	-0.9
Impact of London Pilots of Business Rates	-2.9	0.0	0.0	0.0
Interest on balances - additional income	-0.6	-0.2	-0.1	0.0
Release general provision in contingency for significant uncertainty/variables	-2.0	-2.0	-2.0	-2.0
Savings from recommissioning/retendering of various contracts	-1.1	-1.1	-1.2	-1.2
Fall out of Commissioning Programme funding	-0.5	-0.5	-0.5	-0.5
Savings from Childrens Social Care linked to Invest to Save funding	0.0	-0.3	-0.8	-1.0
<b>Total Income / Savings</b>	<b>-8.6</b>	<b>-7.9</b>	<b>-8.9</b>	<b>-9.0</b>
<b>Other Changes (includes use of non-recurring funds)</b>				
New Homes Bonus - Support for Revenue Budget	-1.9	0.8	2.8	3.8
Collection Fund Surplus 2014/15 (set aside to meet funding shortfall in 2018/19)	-4.9	0.0	0.0	0.0
Collection Fund surplus 2015/16 (£6401k carry forward to 2018/19 and 2019/20)	-0.7	-5.7	0.0	0.0
Collection Fund surplus 2016/17	-7.9			
Collection Fund surplus 2016/17 set aside to support the 2019/20 Budget	7.9	-7.9	0.0	0.0
Projection of future year collection fund surplus	0.0	-4.0	-3.0	-2.0
<b>Total Other Changes</b>	<b>-7.5</b>	<b>-16.8</b>	<b>-0.2</b>	<b>1.8</b>
<b>Council Tax</b>				
Increase in Council Tax Base to reflect additional properties and increased collection rates	-1.6	-2.3	-2.9	-3.6
Impact of 3.99% Increase in Council Tax (including Adult Social Care Precept)	-5.7	-11.6	-17.8	-24.2
<b>Total Council Tax</b>	<b>-7.3</b>	<b>-13.9</b>	<b>-20.7</b>	<b>-27.8</b>
<b>Remaining "Budget Gap"</b>	<b>0.0</b>	<b>5.2</b>	<b>30.7</b>	<b>38.7</b>

The above table shows, for illustrative purposes the impact of a council tax increase of 3.99% in 2018/19 (including adult social care precept). Each 1% council tax increase generates on-going annual income of £1.4m. The financial forecast assumes an ongoing increase in the Adult Social Care precept beyond 2019/20. It should be noted that the current legislation only provided powers for this precept until the end of 2019/20.

## 7. DETAILED DRAFT 2018/19 BUDGET

7.1 Detailed draft 2018/19 Budgets are attached in Appendix 1 and 2 and will form the basis for the overall final Portfolio/Departmental budgets after any further adjustments to deal with service pressures and any other additional spending. Under the budget process previously agreed, these initial detailed budgets are forwarded to PDS committees for scrutiny and comment prior to the next Executive meeting in February.

7.2 Appendix 1 sets out the growth and savings attributable to the Education, Children and Families Portfolio

7.3 Appendix 2 sets out:-

- A summary of the Draft 2018/19 Revenue Budget for the Portfolio showing actual 2016/17 expenditure, 2017/18 budget, 2018/19 budget and overall variations in planned spending between 2017/18 and 2018/19
- A high level subjective summary for the Portfolio showing expenditure on employees, premises etc.
- A summary of the main reasons for variations per Portfolio in planned spending between 2017/18 and 2018/19 together with supporting notes.

7.4 Schools Budget

Since 2003/04, the Council has received funding for the 'Schools Budget' element of Education services through a ring fenced grant, more recently through the Dedicated Schools Grant (DSG).

7.5 The implementation of the National Funding Formula (NFF) will begin in 2018/19. Funding has been split into four new blocks, Schools, High Needs, Early Years and Central Spend DSG. The funding splits are detailed in the table below:-

<b>PROVISIONAL DSG FUNDING</b>	<b>SCHOOLS</b>	<b>HIGH NEEDS</b>	<b>EARLY YEARS</b>	<b>CENTRAL</b>	<b>TOTAL</b>
	<b>£'000</b>	<b>£'000</b>	<b>£'000***</b>	<b>£'000</b>	<b>£'000</b>
BASELINE	196,976	47,062	20,000	1,976	266,014
BASELINE ADJUSTMENT	1,540	-1,540	0	0	0
'NEW' BASELINE	198,516	45,522	20,000	1,976	266,014
PROVISIONAL ALLOCATION 2018/19	201,363	46,340	20,000	1,926	269,629
FINAL 2018/19 ALLOCATIONS	205,352	46,634	21,150	1,965	275,101
INCREASE/(DECREASE) £	6,836	1,112	1,150	-11	9,087
INCREASE/(DECREASE) %	3.4%	2.4%	5.8%	-0.6%	3.4%

7.6 The baseline adjustment was made by DfE and is a technical movement of funding and responsibility from the high needs block to schools. Final allocations have been announced and are driven mainly by pupil numbers. The increases being seen in the schools block are

due to primary pupils increasing from 26,803 in the provisional estimate to 27,267, an increase of 1.7%. Secondary pupils have increased from 16,529 to 16,928, an increase of 2.4%. The per pupil increase will therefore be at a lower level.

- 7.7 The High Needs Block is seeing pressures coming through the system. Although there are increases in funding predicted year on year, predictions for expenditure are rising at a faster rate. This is due to growth in pupil numbers in this area, Government extending the scope of the High Needs Block from ages 5 to 19 to 0 to 25 and historical baseline funding adjustments.
- 7.8 Current predictions suggest that there will be a funding shortfall of between £1.0m and £2.0m p.a. for the next 3 years in the High Needs Block
- 7.9 Early Years funding has increased mainly due the extension of the 15 hours entitlement to 30 hours entitlement for eligible families which added an additional £2m of DSG to the block.
- 7.10 The DSG continues to be ringfenced for funding the provision of Education, the vast majority of this has to be passed directly to maintained schools and academies. Further ringfencing arrangements introduced under the National Funding Formula mean that as a rule no funding can move between individual blocks.
- 7.11 However a disapplication to these arrangements can be made. Bromley requested a transfer of £1m (about 0.5% of the Schools Block Grant) from the Schools Block to the High Needs Block which was rejected by the Schools Forum. Bromley has therefore forwarded the case to the DfE for their consideration. A decision is expected shortly.
- 7.12 In previous years the Portfolio Holder has agreed a package of funding to set the Schools budget following consultation with Schools Forum, Head teachers and Governors. The Executive is asked to agree that this process should take place again for 2018/19. Further detail of the DSG is contained within another report on the same agenda.
- 7.13 In 2017/18 a grant was given to Bromley to fund a strategic review of High Needs and SEND provision. This is now underway and recommendations are expected early in 2018. It is hoped that this review will help Bromley refocus some of the areas within the High Needs Block and affect some savings. However efficiencies and savings are expected to be more medium to long term rather than quick wins.

## **8. IDENTIFYING FURTHER SAVINGS**

- 8.1 There were 1,335 statutory duties as at June 2011, as identified by the National Audit Office. There has been no overall reduction in statutory duties to date despite significant funding reductions.
- 8.2 Chief Officers previously undertook “Baseline Reviews” which identified the full cost of services and their resultant statutory and non-statutory functions with scope for achieving savings as well as action to mitigate any negative service impact.
- 8.3 The scale of savings required in future years cannot be met by efficiency alone – there will be a need for a reduction in the scope and level of services. The council will need to continue to review its core priorities and how it works with partners and key stakeholders and the overall provision of services.
- 8.4 A significant challenge is to consider discretionary services which, if reduced, could result in higher cost statutory obligations. Therefore, it is important to consider the risk of ‘unintended consequence’ of reducing discretionary services adversely impacting on the cost of statutory services.

- 8.5 Chief Officers will explore the opportunities for further savings, as well as income opportunities, to address the medium term budget gap.
- 8.6 The Council will need to seek primarily to balance its revenue budget over the financial forecast period and it remains essential to contain Council spending within original budget estimates to mitigate against further cost pressures. However the Council could consider utilising balances, where necessary, to smooth the impact of the savings requirement throughout the period.

## **9. POSITION BY DEPARTMENT – KEY ISSUES/RISKS**

- 9.1 We have seen significant changes to the universal offer in children's services with the redesign of our youth service to give a much greater focus on statutory provision. The potential loss of our universal youth service, a significant source of both referrals and early intervention activities, means that we need to rely heavily on partners to continue to signpost those most at risk to our statutory services, including into the CAF process.
- 9.2 The Bromley Children Project has extended much of its reach to support families who are on the cusp of universal and targeted support. With the Threshold document being published by the Bromley Children Safeguarding Board and the Partnership events taking place with the Head of Service of EIS being the lead this has impacted on a better understanding of multi-agency partnership working and more appropriate referrals to the statutory services. We are evidencing appropriate referrals coming into the MASH which ensures that families are receiving the help they need at the right time by the right professional.
- 9.3 Key challenges remain in reducing children social care caseloads and improving practice to ensure that children and young people are safeguarded. A range of actions are being undertaken to address:
- Recruitment of experienced qualified social workers – at the beginning of the year there was 42% permanent staff resulting in a large spend on agency staff. By the end of the year this will have increased to around 78% with continued attention to recruitment drives as well as 'converting' agency workers – the impact of the roadmap to excellence and to some extent the IR35 change has had impact in Bromley. In addition the visibility of managers, support, small team pods and the vision has added to the change
  - Recruitment of experienced managers and heads of service – all Heads of Service are now permanent and are experienced senior managers – this has been highlighted throughout the monitoring visits by our regulators
  - Setting clear caseload levels – which are monitored (Caseload Promise and Challenge) our caseload promise was between 12 – 15 and we are now around this target with continued drive to recruit this will be on target going into the 2018. This area continues to be a feature at every Governance Board on a monthly basis.
  - Focussed training plan January – March 2017 covering key areas that will improve practice – We have concentrated on a quarterly plan of training to ensure that we capture themes from our audits and practice weeks and other quality assurance activity and can establish 'live and bespoke' training to meet the needs and improve practice and outcomes. We are launching a front line manager course in January which will support training and also the retention of our managers. Our social workers are able to access good quality defined training which has improved practice.

- Continued implementation of the quality assurance framework –We are now entering phase 2 of our quality assurance improvement with new focus around quality rather than quantity and this will further drive us from the current position of requires improvement to Good for the impending full inspection in 2018.

- New arrangements for authorising placements – all placements are authorised by the Director of Children Social Care who chairs the placement panel with our partners to ensure that we share good practice but also financial contribution from our CCG partners.

9.4 Pace across all actions needs to be increased and this is being addressed through the refocussed “Children’s Services Improvement Team” meetings and CS Governance Board. Pace has been at the heart of our improvement journey and this has been widely recognised by our regulators who have been impressed with the pace and change that has occurred in children’s social care. The Children’s commissioner recommended to the Minister that Bromley should continue to run its children’s services and that the leadership and improvement made is recognisable but sustainable for the future. In addition the Independent Chair of the Governance Board is a challenge and support to the Local Authority and is now in the position of reporting directly the DfE on a quarterly basis in relation to progress and impact for children.

9.5 The ongoing risk to the Children’s service area is the complexity of children requiring a statutory service, the increase and identification of children subject to CSE, Missing and Gangs; some late entrants to care with very complex histories that require specialist placements. In addition whilst the cohort of Looked After children and care leavers remains relatively stable the need for specialist placements outside the area continues to rise. These providers are not within the Pan London agreement and therefore costs have risen over the last year to near 6.9% and likely to increase further with limited placements. In addition the capacity for secure beds across the country is very limited and this has caused the LA to use standalone placements for very complex and risky young people with a high level of support staff which results in further financial burden.

9.6 The Social Work Act will have a financial and resource impact in two specific areas – the first being that Care Leavers will be supported by the Local Authority up to the age of 25 years. The second is that any child living within Bromley who has been adopted can expect/apply to be supported by the Virtual School. Children who are adopted from outside this authority are not obliged to ‘register’ and understandably do not always divulge this to their school and therefore the numbers are unknown as is the burden to the LA in delivering these services.

9.7 The Education Department continues to deliver effective services at a time when the landscape is an evolving one and presenting considerable financial challenge and providing for increasing complexity of childrens needs requiring a statutory service. The SEND reforms have brought additional funding to support change but the extension of education, health and care plans through to age 25 has yet to work its way through the system and it is anticipated that this will have associated additional financial burdens for the DSG high needs block. The funding for the education capital programme remains uncertain and there is concern that the increased pressure to create bulge classes will create further DSG pressures.

9.8 The introduction of the National Funding Formula (NFF) in 2018/19 holds risks for Education. The high needs block funding is insufficient to meet the demands that are currently manifesting themselves.

9.9 A disapplication request has been lodged with DfE to transfer £1m of funding from the Schools Block to the High Needs Block to support the increased demand. This is currently

being reviewed by DfE and a decision is expected shortly.

- 9.10 A strategic review of the High Needs Block is currently underway and recommendations are expected early in 2018. However efficiencies and savings are expected to be more medium to long term rather than quick wins.

## **10. IMPACT ON VULNERABLE ADULTS WITH CHILDREN**

- 10.1 The draft 2018/19 Budget reflects the Council's key priorities which includes, for example, supporting vulnerable adults with children and being ambitious for all our children and young people.

## **11. POLICY IMPLICATIONS**

- 11.1 The Council launched the updated "Building a Better Bromley 2016-2018" and the budget proposals reflect the Council's priorities. "Building a Better Bromley 2016-2018" identifies key priorities as follows

- Ensure financial independence and sustainability;
- Invest in our business and our people
- Ambitious for all our children and young people
- Enhance our clean and green Borough.

- 11.2 Ensure financial independence and sustainability priorities include:

- Strict management of our budgets to ensure we live within our means
- Working to achieve the benefits of the integration of health and social care
- Early intervention for our vulnerable residents

## **12. PERSONNEL IMPLICATIONS**

- 12.1 Staff, departmental and trade union representatives will be consulted individually and collectively on any adverse staffing implications arising from the Draft 2018/19 Budget. Managers have also been asked to encourage and facilitate staff involvement in budget and service planning.

## **13. LEGAL IMPLICATIONS**

- 13.1 The adoption of the budget and the setting of the council tax are matters reserved for the Council upon recommendation from the Executive. The Local Government Finance Act 1992 (as amended) requires the Council to set an amount of Council tax for each financial year and provides that it must be set before 11th March in the financial year preceding that for which it is set. Sections 73-79 of the Localism Act 2011 amended the calculations billing and precepting authorities need to make in determining the basic amount of Council tax. The changes included new sections 31 A and 31 B to the Local Government Finance Act 1992 which has modified the way in which a billing authority calculates its budget requirement and basic amount of Council Tax.

- 13.2 Schedule 5 to the Localism Act 2011 inserted a new section 52ZB in the 1992 Act which sets out the duty on billing authorities, and precepting authorities to each determine whether their relevant basic amount of council tax for a financial year is excessive. If an authority's relevant

basic amount of council tax is excessive, the provisions in relation to the duty to hold a referendum will apply.

- 13.3 The Education Act 2005 introduced the concept of a funding period, which allows for the introduction of multiple year budgets rather than the setting of financial year budgets.
- 13.4 Executive is being requested to delegate the setting of the schools budget funded through the Dedicated Schools Grant to the Education, Children and Families Portfolio Holder.
- 13.5 The making of these budget decisions at full Council is a statutory responsibility for all Members. Members should also have regard to the changes from the Localism Act relating to council tax increases and the recent introduction of the Adult Social Care precept. The Council has a number of statutory duties which it must fulfill by law – although there can be an element of discretion on level of service provision. The Council also discharges a range of discretionary services. The Council is not bound to carry out such activities in the same way as it is for statutory duties – although it may be bound contractually to do so. A decision to case or reduce provision of a discretionary service must be taken in accordance with sound public /administrative law decision making principles. The Council must also comply with the Public Sector Equality Duties in section 149 of the Equality Act 2010. In doing so, the council must have due regard to elimination of discrimination, harassment and victimization, advance equality of opportunity and foster good relations with persons who share a protected characteristic.
- 13.6 The Local Government Act 2003 included new requirements to be followed by local authorities, which includes the CIPFA Prudential Code. This includes obligations, which includes ensuring adequacy of future years reserves in making budget decisions and section 25 of that act requires the Director of Finance to report on the robustness of the estimates made for the purposes of calculating the Council Tax and the adequacy of the reserves. Further details to support these obligations will be reflected in the 2018/19 Council Tax report to be reported to the February meeting of the Executive.

<b>Background documents</b>	Finance monitoring, Estimate Documents, etc all held in Finance Section
<b>Financial Considerations</b>	Covered within overall report

**EDUCATION AND CHILDRENS PORTFOLIO**

<b>GROWTH</b>	<b><u>£'000</u></b>	<b><u>£'000</u></b>
<u>Education</u>		
Impact of National Funding Formula grant - High Needs Block growth	1,000	
Ceasing of the Education Services Grant	181	
Efficiency savings from in house nurseries not realised	<u>125</u>	1,306
<u>Childrens Social Care</u>		
Allocation of Full Year Effects pressures of 2017/18 in 2018/19	718	
Increased costs of Children's Social Care Placements	<u>400</u>	1,118
Total Growth		<u><u>2,424</u></u>
<b>SAVINGS</b>	<b><u>£'000</u></b>	<b><u>£'000</u></b>
<u>Education</u>		
Mobile Phone contract savings	-1	
Travel Training Contract reduction	<u>-15</u>	-16
<u>Childrens Social Care</u>		
Mobile Phone contract savings		-5
Total Savings		<u><u>-21</u></u>

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# BROMLEY SAFEGUARDING CHILDREN BOARD (BSCB)

ANNUAL REPORT 2016-2017

## FOREWARD BY THE INDEPENDENT CHAIR

In April 2016, the Council's services for children in need of help and protection and children looked after was inspected by Ofsted, as was the Local Safeguarding Children Board (LSCB). The inspection report published in June 2016 found that London Borough of Bromley Children's Services were 'Inadequate' and that the LSCB 'Required Improvement'. The Ofsted report and the information in this Annual Report speak for themselves. We had lost our grip, performance suffered and the inspection was the wakeup call we needed.

In June 2016, the Secretary of State appointed Frankie Sulke CBE as a Children's Commissioner. This was the first of a number of key appointments. The most significant from an improvement point of view being that of Ade Adetosoye OBE to Deputy Chief Executive and Executive Director Education, Care and Health Services. Recruited and appointed by the Chief Executive of London Borough of Bromley, Doug Patterson, Ade has ensured a clear focus, invigorated and supported staff and built a stronger management team. His relentless commitment to improved services is complemented and reflected in the work of Isobel Cattermole, the Independent Chair of the Bromley Children's Services Improvement Governance Board.

Whilst an Ofsted inspection can be positive, a negative outcome can and does impact on staff, especially if not placed in context. In the pre-inspection context of Bromley too many managers lacked grip and staff were working in an environment epitomised by high caseloads and high supervision ratios - a recipe for disaster in any environment.

In the weeks following my appointment as Independent Chair of the Safeguarding Children Board, in January 2017, I spent time with many of the teams across children's social care. What I found were people who care about what they do and staff who recognised and valued the steps taken by the new regime to increase the quality of their supervision. It was clear that the investment made by the council to support the Executive Director's promise to reduce caseloads was working. There are good people here, at and across all levels and agencies, not least the tiny team in the LSCB who I want to formally thank for doing so much with so little. It is our intention to reinforce their number this year.

From the Board's perspective, we have reviewed our structure, improved our systems and begun to strengthen our relationships, not least with schools. We are now keenly focused on the context of children's lives in Bromley and are working hard to wrap the services the partnership can deliver around our young people and their families, when, where and how they need it.

As 2016/17 year closed there was and is a clear sense of optimism and an appetite to push ahead. We have set foundations for better, smarter partnerships and committed to ensuring the health and wellbeing of all our staff, a vital issue, if we are to sustain the work required to make Bromley's children safer.

Looking forward we still face significant challenges. In a world of cuts and cost savings, pressure can be relentless and no one is immune from the need to do more with less. However, I am confident that the council is committed to sustaining the improvement they have invested in and will ensure that we do everything in our power to demonstrate value for money and a willingness to eradicate duplication of effort and waste.

Whilst mindful of the uncertainty and challenges brought about by the Wood Review, we will make good use of the options it provides to flex, think and do some things differently. Uncertainty is unhelpful, so let me finish on a point of clarity. The Board will continue to be the platform from which partners support our children and reinforce our journey of improvement.

My personal commitment is this: there will be no let-up and there will be no opting out.

Jim Gamble

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## ABOUT THE ANNUAL REPORT

# The BSCB Annual Report 2016-17 is a transparent assessment of the effectiveness of safeguarding and the promotion of child welfare in Bromley

Pages 7 to 22 set out the governance and accountability arrangements for the BSCB. They provide information about the structures in place that support the BSCB to do its work effectively.

Pages 24 to 48 set the context for safeguarding children and young people in Bromley, highlighting the progress made by the partnership over the last year and the challenges going forward.

Pages 49 to 57 highlight the lessons that the BSCB has identified through its Learning & Improvement Framework and the actions taken to improve child safeguarding and welfare as a result of this activity.

Pages 59 to 64 describe the range and impact of the multi-agency safeguarding training and briefings delivered by the BSCB.

Pages 64 to 68 set out the priorities going forward and the key messages from the Independent Chair of the BSCB to key people involved in the safeguarding of children and young people.

In line with statutory requirements and best practice, the BSCB annual report 2016/17 has been sent to the following:

- Chief Executive LBB
- The Lead Member for Children's Services
- The Director of Children's Services
- The Chair of the Health and Wellbeing Board
- The Chair of the Community Safety Partnership
- The Independent Chair of the Bromley Safeguarding Adults Board
- Bromley Youth Council
- The Mayor's Office for Policing and Crime

**This Annual Report covers and reports on activity between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017**

## GLOSSARY OF TERMS

ABH	Actual Bodily Harm	LA	Local Authority
BCCG	Bromley Clinical Commissioning Group	LAC	Looked After Child
BAME	Black, Asian and Minority Ethnic	LADO	Local Authority Designated Officer
BSCB	Bromley Safeguarding Children Board	LBB	London Borough of Bromley
CAF	Common Assessment Framework	LSCB	Local Safeguarding Children Board
CAFCASS	Children and Family Court Advisory and Support Service	MAP	Multi Agency Panel
CAIT	Child Abuse Investigation Team	MAPPA	Multi Agency Public Protection Arrangements
CAMHS	Child and Adolescent Mental Health Services	MARAC	Multi Agency Risk Assessment Conference
CCG	Clinical Commissioning Group	MASE	Multi Agency Sexual Exploitation
CDOP	Child Death Overview Panel	MASH	Multi Agency Support Hub
CHIN	Child in Need	NHS	National Health Service
CME	Children Missing Education	NSPCC	National Society for the Prevention of Cruelty to Children
CP	Child Protection	OFSTED	Office for Standards in Educ, Children’s Services & Skills
CPP	Child Protection Plan	PF	Private Fostering
CRIS	Crime Reporting Information System	PPU	Public Protection Unit
CSC	Children’s Social Care	PRUH	Princess Royal University Hospital
CSE	Child Sexual Exploitation	PSHE	Personal, Social and Health Education
DBS	Disclosure and Barring Service	PSP	Pupil Support Plans
DfE	Department for Education	QAPM	Quality Assurance and Performance Monitoring Sub Grp
DSL	Designated Safeguarding Lead	RAS/R&S	Referral & Assessment Service
DVIP	Domestic Violence Intervention Project	RHI	Return Home Interviews
ED	Emergency Department	SCR	Serious Case Review
EWS	Education Welfare Service	SDVC	Specialist Domestic Violence Court
EHE	Elective Home Education	SEND	Special Educational Needs and Disability
EIFS	Early Intervention and Family Support	SRE	Sex and Relationship Education
FGM	Female Genital Mutilation	TAC	Team Around the Child
FJR	Family Justice Review	UASC	Unaccompanied Asylum Seeking Children
GP	General Practitioner	VAWG	Violence Against Women and Girls
ICPC	Initial Child Protection Conference	YOS	Youth Offending Service
IHA	Initial Health Assessment		

## THE BOARD

### Context

The Bromley Safeguarding Children Board (BSCB) is the key statutory body overseeing multi-agency child safeguarding arrangements across Bromley. Governed by the statutory guidance in Working Together to Safeguard Children and the Local Safeguarding Children Board (LSCB) Regulations 2006, the BSCB comprises senior leaders from a range of different organisations. It has two basic objectives defined within the Children Act 2004; to co-ordinate the safeguarding work of agencies and to ensure that this work is effective.

In April 2016, the London Borough of Bromley was subject to a Review of the Effectiveness of the LSCB as part of an Ofsted Inspection of Services for Children in Need of Help and Protection, Looked After Children and Care Leavers. The BSCB was given the judgement 'Requires Improvement'. The inspection judged that the BSCB complies with its statutory responsibilities and the requirements of 'Working Together 2015' and that a number of improvements have been made to board organisation. However, it concluded that the board 'needs to develop a more critical overview of practice and performance to understand fully the quality of practice in safeguarding services, and the experiences of children and young people in Bromley'. Since the Ofsted inspection, the BSCB team and partners have been dedicated to addressing the recommendations set out in the Ofsted report and have made a significant number of changes to the focus of the Board's work.

### 2016 Ofsted Inspection

The Council's services for children in need of help and protection and children looked after were inspected by Ofsted between 11th April and 5th May 2016. As mentioned above, Ofsted also carried out an inspection of the Bromley Safeguarding Children Board at this time. The inspection report published on 27 June 2016 found that Bromley's children's services were 'Inadequate'.

In June 2016 the Secretary of State under the provisions of Section 497 A appointed Frankie Sulke CBE as a Children's Commissioner to assess and make recommendations on how to improve children's services in Bromley. The Commissioner worked alongside children's services, members and partner agencies to complete her assessment. The first report recommended that a DfE Commissioner undertake a further six months scrutiny of the service and was shared with Ministers in September 2016. Frankie Sulke was appointed for a further six months. In May 2017 the Commissioner will submit her final report with recommendations to Ministers.

Authorities judged as 'inadequate' are subject to further monitoring activity from Ofsted. The first was on Tuesday 8th and Wednesday 9th November 2016, the second took place on Wednesday 22nd and Thursday 23rd February 2017; with further visits scheduled for May, August and October 2017 and February 2018.

The Children's Services Improvement Plan was submitted to Ofsted in September 2016. The Plan, which comprises of 10 priorities, covers the 23 Ofsted Report recommendations with 306 actions.

The service has introduced a range of improvements following the Ofsted inspection in April 2016 including the following:

- **Leadership and Management**

In November 2016, the Children's Services Improvement Governance Board (CSIGB) appointed an independent Chair, Isobel Cattermole (an Independent Consultant with extensive experience in Children and Adult Social Care) to Chair the Governance Board which has the membership of multiagency partners together with Children's Social Care and Members. Monthly meetings include regular focus and scrutiny on practice improvement and performance-related issues.

In December 2016, the council appointed a permanent Deputy Chief Executive & Executive Director of Education Care and Health (Ade Adetosoye CBE) and Director of Children's Social Care (Janet Bailey) to lead on the improvement agenda. At this time "***The Roadmap to Excellence - Delivering better outcomes for children and families***" was developed and launched; providing a clear direction and ambition for Children's Social Care. As well as this, the ***Social Work Practice Standards*** were developed and the ***Caseload Promise*** setting caseloads for Social Workers at between 12 and 15 children:

- Referral and Assessment: 12-15
- Safeguarding and Care Planning: 12-15
- Court Team: 8-10
- Children Looked After: 10-12

The rationale, as part of the 'promise' and investment made available by Members of the Council, was to enable Social Workers to carry out their statutory work within an environment that enables them to develop relationships with families and children; ensure any support or intervention is effective and proportionate and, above all, make a difference for children and their family; improving outcomes. Its purpose is to ensure that Social Workers and their managers produce good quality written work and improve practice, alongside ensuring that professional judgements are made and our social care workforce continues their own professional development and reflective practice. This sits alongside our ambitious workforce development plan demonstrating the support for their journey from the beginning of their career to more senior roles within the organisation.

In January 2017, Jim Gamble QPM was appointed to the role of Independent Chair of Bromley's Safeguarding Children Board. Jim was awarded the Queen's Police Medal for distinguished service in a former role and is currently independent chair of the City and Hackney Safeguarding Children Boards. Under his leadership The City of London and London Borough of Hackney became the first Boards to be judged outstanding by Ofsted.

Member's responsibilities have been realigned so that the Portfolio holder for Education also holds responsibility for Children's Services. A comprehensive training and development programme for members has been developed, circulated and commenced. The contact details of the Children's Social Care senior management team has been circulated to members for ease of access.

The Council commissioned an experienced external consultant from the Local Government Information Unit to undertake Member-development training to support them in their role. The consultant has observed a Care Services Policy Development and Scrutiny Committee and reported back initial observations from this. A training and support package and dates are being developed for autumn 2017.

Following the outcome of the inspection, recruitment and retention of quality and experienced staff was recognised as a priority for the department. The Executive demonstrated its commitment to this by approving the drawdown of additional funding to support the implementation of the Improvement Plan and the service set up a Recruitment and Retention Board to focus on this area of work.

Extra capacity within the Children's Social Care senior management team has been created in order to provide clear lines of responsibility, accountability and oversight. This has included an increase in the number of Heads of Service from 4 to 7. All the Heads of Service are experienced and 6 are permanent with one Head of Service being contracted for one year to ensure continuity.

Funding has also been used to realign the current departmental structure and recruit additional social workers and Team Manager posts. These posts have been created to enable the caseload promise to be fulfilled and the additional management capacity to support practitioners has ensured a workforce with the skills and experience to implement the improvement plan and promote good outcomes for children. In November 2016, the service introduced additional capacity to the Referral and Assessment Service (RAS) by realigning the Family Assessment Support Team (FAST) Team as a fifth Referral and Assessment Duty Team to help improve the operational functionality of front door work. A second Group Manager and sixth RAS team was introduced from February 2017.

Two specialist teams have been created (Court Team in September 2016 and Atlas Team in January 2017) in order to ensure that the service has dedicated, experienced and skilled resources available to respond to care proceedings cases and where children are at risk of child sexual exploitation and/or missing. The Atlas Team is a co-located team with police officers and therapeutic provider offering services to children who have been victims or are likely to be at risk of CSE. The service has planned its first Corporate Parenting Fun Day, due to take place on Sunday 30 July 2017. The event will aim to create a sense of a Corporate Family, giving children, young people and foster carers an informal opportunity to meet officers, managers and elected members.

- **Quality Improvement Framework**

The Quality Improvement Team introduced a Quality Assurance Framework including a robust monthly auditing schedule in September 2016, with the first audits completed in October 2016. This activity continues to be well supported across the service with feedback and learning from all audit

activity regularly disseminated. The monthly audit and improvement programme has also included a number of thematic ‘deep dive’ audits covering specific areas agreed by the Director of Children’s Social Care.

The outcomes desired as part of this Phase 1 were as follows:

- Establish a culture of service audits
- Ensure ownership of quality assurance
- Identify areas for change
- Identify improvement
- Establish a feedback loop to staff through various forums
- Improve outcomes for children

The Board has received, throughout the year, reports on deep dives and auditing activity by the Head of Service of the Quality Improvement Service and has noted the progress.

In December 2016, three Practice Consultants commenced a programme of audits of live cases to quality-assure decision making in real time, provide feedback to front line staff and to facilitate continuous improvement and learning. The process, called ‘Triple lock’, is a systemic approach which supports line managers in good decision-making, whether this is dealing with children in need, child protection or children looked after. This process does not replace the existing line management responsibilities and decision making points; rather working in parallel with current processes. Auditors have been monitoring themes, and have been co-ordinating benchmarking of practice, which they feedback.

The Quality Improvement Service has planned its first practice development week (called “*Practice Week*”) for members of the senior management team (including the Leader, Chief Executive, Deputy Chief Executive, Director of Children’s Social Care and Portfolio Holder) for April 2017. This will include the following activities and observational opportunities; Review Child Protection Conferences, LADO (Local Authority Designated Officer) Strategy Meetings, CLA (Child Looked After) Reviews, Child in Need Meetings, CSE MAPs (Multi Agency Planning) Meetings, Team-Based Discussions and Live Audits. Feedback will be used to strengthen practice and inform the development of a second practice development week; scheduled for 9<sup>th</sup> to 12<sup>th</sup> October 2017.

In addition to this the Multi Agency Safeguarding Hub (MASH) /RAS service hosted an open day for schools to share the work of the front door and have a better understanding of the work, volume and decision making. A further open day is planned for health colleagues in 2018.

- **Scrutiny and Challenge**

The service has set up a number of Panels at key decision-making points to provide further overview and scrutiny of practice. These include:

<b>Placement Panel</b>	To facilitate discussion and approval of placements and funding arrangements within Children's Social Care (CSC) and with partner agencies
<b>Public Law Outline</b>	Sets out what should happen before care proceedings are issued
<b>Legal Gateway Panel</b>	Responsible for hearing all new cases and providing management oversight and scrutiny of all cases where a Legal Planning Meeting has been requested by CSC
<b>Pre-Proceedings Tracking Meeting</b>	To ensure that all cases in pre-proceedings are monitored and that all the assessments and other agreed tasks on the cases are progressing to the agreed deadlines
<b>Early Permanency Panel</b>	Focuses on children and young people entering care in Bromley to scrutinise care plans and to ensure that all aspects of care arrangements, permanency and contingency plans are in place
<b>Care Leavers' Placement Panel</b>	Responsible for ensuring care leavers are in suitable accommodation, have the appropriate level of support and clear transition plans into adulthood
<b>Long Term Fostering Permanency Surgery</b>	Reviews and tracks permanency plans for all young people who are not yet matched and secured in long term fostering placements
<b>Child in Need Panel</b>	Focuses on cases that have been subject to Child in Need for over nine months, whether the plan is purposeful or if the case should be stepped up, down or closed
<b>Transfer Panel</b>	Case transfer meetings focus on ensuring the effective and efficient transfer of cases between Bromley Children Services

In February 2017, the service introduced a series of quarterly seminars entitled **"Getting to Good"**. The seminars are open to all practitioners, managers and group managers from across all service areas and highlight learning from auditing and practice improvement. In addition, Managers Forums are regularly scheduled to share information and learning and support practice.

The service has reviewed and simplified the escalation process, which is regularly monitored and reviewed by Senior Managers at SMT and performance data is included in the monthly Risk Management Matrix. Cases that are not resolved within agreed timescales are referred to the Director of Children's Social Care for resolution within 28 days.

The service has recruited a specialist Children in Need (CIN) Chair to independently review CIN cases. The purpose of this role is to chair the first CIN meeting following step down from a child protection plan and make sure that all CIN get the right help at the right time to help them to reach their full potential.

- **Partnership Working**

This year, the London Borough of Bromley has hosted monthly multi-agency partnership events co-ordinated by the Early Intervention Services and supported by the BSCB and attended by a wide range of Bromley agencies. These events have been key to sharing best practice, understanding the child's journey and cascading important learning. It has also been a vital way of developing partners' commitment to Bromley's improvement journey. Feedback has been very positive, one attendee describing it as an excellent event and a good opportunity for networking.

The Children's Executive Partnership Board has been set up and held its inaugural meeting in March 2017. The partnership whose membership includes the police, schools, health, parents and carers and the voluntary sector will be monitoring and reviewing the Children and Young People Plan which is currently being developed.

- **Support to the Existing Workforce**

In December 2016, the Deputy Chief Executive and Executive Director Education, Care and Health Services (ECHS) organised a series of sessions to launch the Communication Roadmap "**Line of Sight**", "**Training Programme**", "**Practice Standards**" and "**Caseload Promise**".

Frontline staff are also encouraged to attend the monthly "**Listening to you**" sessions in order to ascertain views from all staff. The Director of Children's Social Care holds monthly "**Tell me**" sessions to enable staff to discuss any issues or concerns regarding the service in an informal and confidential manner. In addition, the Deputy Chief Executive & Executive Director of Education, Care and Health and Director of Children's Social Care both undertake regular "**floor walking**" in all areas of the service so they are visible and accessible to staff. A staff survey is scheduled to take place in 2018 to gather further intelligence.

Email updates from the Chief Executive and Senior Management continue to inform members of staff about key changes and developments within the service including the ongoing monthly ECHS Staff Surgery.

A comprehensive Practice Development Plan commenced in January 2017 for members of staff including mandatory training modules. The Practice Development Plan is reviewed quarterly and is bespoke and able to reflect the needs of the staff as we identify areas of support and training. Intensive training by Safer London to social workers is planned for the summer of 2017 around CSE and Sexually Harmful Behaviour.

The "**Threshold of Needs**" document has been reviewed, updated and launched by the Bromley Safeguarding Board.

The service continues to progress work streams to support the implementation of the new IT management system **Eclipse**; scheduled for launch in December 2017.

All Social Workers have access to a laptop to facilitate mobile working arrangements. This has enabled staff to access and update records following visits rather than needing to return to the office to access IT.

In January 2017, the Deputy Chief Executive & Executive Director of Education, Care and Health set up the Social Work Practice Development Group; a group of frontline practitioners who act in an advisory function on a wide range of professional practice developments, and whose members act as the champions of quality outcome-focused practice in Bromley. This group meets monthly and has a forward work plan. which has included the compilation of the **Resource Directory** (a central reference guide outlining all the Council's services which support vulnerable children and their families), assisting with defining the progression pathway for social workers and launching a **"Break Out"** resource room for practitioners. The service plans to formally launch the reviewed and updated **Career Progression Pathway** for Social Workers In June 2017 which demonstrates how the service values staff and wants to recognise and support those with the skills and expertise required to shape the service. A further development has been the identification of a provider to deliver a front line manager programme which will be supporting Team Managers across the service and will be accredited to support their development. The first phase of the programme will be starting in January 2018.

Following a review and revision of the London Borough of Bromley Children's Social Care processes and procedures, the new **Procedure Manual** has been developed in collaboration with tri.x, and will be formally launched on 17 July 2017. To compliment this, the service's internal SharePoint pages are being reviewed and updated to reflect what practitioners need to see to help them in their role; as well as a revision and relaunch of the Children and Families section of the London Borough of Bromley Internet Site to ensure that the public are better able to access key service information and pathways. This work has been linked to the revision of the BSCB to ensure that information and resources are consistent and accessible.

All actions within the Improvement Action Plan are set in the context of the **"Building a Better Bromley"** Key Priorities for 2016-2018 by being ambitious for all our children and young people through:

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children
- Providing the best possible service to deliver appropriate support to all children and young people
- Ensuring the best possible future for the children and young people of Bromley, with a clear focus on supporting the most vulnerable through:
  - Safeguarding children and young people within schools and the community
  - Listening to the views of children and young people to influence the decisions that are made about them
  - Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs.

The Independent Chair of the BSCB is a member of the Children's Services Improvement Board and the BSCB Team has contributed to driving forward the improvements demonstrated during Ofsted monitoring visits throughout 2016-17. In March 2017, the BSCB assumed strategic oversight and monitoring of the Ofsted Improvement Priority (8) to tackle CSE, Missing and Gangs.

## Key Roles and Relationships

### The Independent Chair and the BSCB Team

Annie Callanan was the Independent Chair of the BSCB from April 2015 until December 2016. Jim Gamble QPM has been the Independent Chair of the BSCB since January 2017. The Independent Chair is tasked with leading the Board and ensuring it fulfils its statutory objectives and functions. Key to this is the facilitation of a working culture of transparency, challenge and improvement across all partners with regards to their safeguarding arrangements. The Chair is accountable to the Chief Executive of the London Borough of Bromley and met with leaders frequently during 2016-17. The Director of Children's Services also continued to work closely with the Chair on related safeguarding challenges.

The BSCB is supported by one full time Business Manager (job share) and one full time Business Support Officer. They ensure the smooth running of the Board's day to day business.

Whilst being unable to direct organisations, the BSCB does have the power to influence and hold agencies to account for their role in safeguarding. This influence can touch on matters relating to both local and national arrangements that impact directly on the welfare of children and young people.

### Partner Agencies

"The Chair of the Board and its members work closely together" - London Borough of Bromley Ofsted Report, 2016

All partner agencies across the Bromley are committed to ensuring the effective operation of the BSCB. This is supported by a Constitution that defines the fundamental principles through which the BSCB is governed. Members of the Board hold a strategic role within their organisations and are able to speak with authority, commit to matters of policy and hold their organisation to account.

Following the inspections of LBB CSC and the BSCB in April 2016, Bromley Clinical Commissioning Group (CCG) commissioned an independent healthcare consultant to conduct a review of safeguarding children and children looked-after arrangements across the health economy (NHS and private). The review did not raise any serious concerns. It concluded that the CCG has strong effective safeguarding children leadership in place across the health economy and at the interface with the BSCB and Improvement Governance Board. A composite SMART action plan for areas for improvement is monitored by the Bromley CCG Safeguarding Children Health Economy Forum.

The Metropolitan Police Service Safeguarding Survey received the highest response from Bromley officers; demonstrating how they are increasing the level of engagement and understanding of safeguarding by frontline officers. This is in line with the MPS 'Spot It, Stop It' campaign. Dedicated borough resources have seen a significant increase in police attendance at Strategy Meetings to provide a multi-agency response. Additionally, there has been an increased use of protective measures such as Child Abduction Notices and an increase in the number of law enforcement powers, such as warrants.

### Designated Professionals

The Designated Doctor and Nurse take a strategic and professional lead on all aspects of the health service contribution to safeguarding children. Designated professionals are a vital source of professional advice. The Designated Doctor came into post towards the end of this reporting year. The full-time Designated Nurse has continued to demonstrate her value by offering challenge and support to partners. This includes the escalation of cases as recommendation for learning review, overseeing the scrutiny of leadership and safety at a tier 4 mental health provision, chairing an editorial group for the development of multi-agency protocols for FGM, Parental Mental Health and Information Sharing, and leading on health contributions to the BSCB dataset.

### Relationship with Other Boards

The Independent Chair of the BSCB is a member of the Health and Wellbeing Board and has developed links between the two boards with regard to strategic use of the Joint Strategic Needs Assessment. The Chair is also a member of the monthly Children's Services Improvement Governance Board to ensure that the BSCB is part of the post-Ofsted improvement journey, and has had strategic oversight of key partnership areas such as CSE since March 2017. A focus for 2017-18 will be to set up a regular Inter Board Chairs meeting, to include the Chairs of the BSCB, the Bromley Safeguarding Adults Board, the Community Safety Partnership and the Health and Wellbeing Board. This meeting will be responsible for the coordination of leadership, collective awareness, and the coherence of respective plans when reporting back to individual Boards and will consider the strategic risks and key issues across safeguarding including children, young people, families, adults, those leaving care, and communities.

### Lay Members

The attendance of Lay Members at Board Meetings and a variety of other forums has been key to offering a different perspective which provides insight into the realities of life in Bromley. The Lay Members (Marina Laurie and Valerie Burton) operate as full members of the BSCB, participating as appropriate on the Board itself and in various projects. They have shown commitment to the work of the Board in coordinating and ensuring the effectiveness of safeguarding arrangements. The BSCB is hugely grateful to the Lay Members for their dedication, time and effort. This year, our lay members have:

- attended all BSCB Board meetings
- participated in Board discussions and challenged partners on access to referral and assessment channels for young people in difficulties
- taken an active role in selecting a web designer and then subsequently in the design of the new BSCB website
- attended the Child and Family Forum. At one of the meetings, a report was presented on the subject of resilience in young people and how to foster it, useful and relevant to the work of the board in promoting the health and wellbeing of young people.
- taken part in the BSCB development day in November 2016
- acted as key members of the team during the BSCB's consultation events with children and young people in Bromley.

From April 2017, the Lay Members will start submitting written updates to the BSCB to ensure the full work of the Lay Members is accurately reported and reflected to the BSCB. In addition, a Lay Member is to take part in The Mental Health Strategy Stakeholder Event to report back to the Board and to pursue the safeguarding agenda specifically for children.

## Board Membership and Attendance

“The LSCB should ensure that there is critical enquiry and challenge in relation to the core safeguarding activity undertaken by all agencies”.

**(Recommendation from BSCB Ofsted Report, 2016)**

The Board met four times during the 2016-17 and had a membership made up of representatives from all statutory partners. The Board also has representation from the Portfolio Holder for Education, Children and Families, and Head teachers from two Bromley Schools. A list of current Board Members is set out at the back of this report. The Board oversees the work of the sub groups which meet between the quarterly board meetings and scrutinises agency reports from across the partnership. The agenda offers opportunities for information sharing and discussion, but also encourages questioning and challenge. Following the Ofsted report recommendation, the BSCB now captures all challenges raised by the Independent Chair and partners inside and outside of Board meetings in an Impact Log. The Independent Chair has also reviewed governance arrangements and reconfigured sub groups in or order to improve oversight and scrutiny.

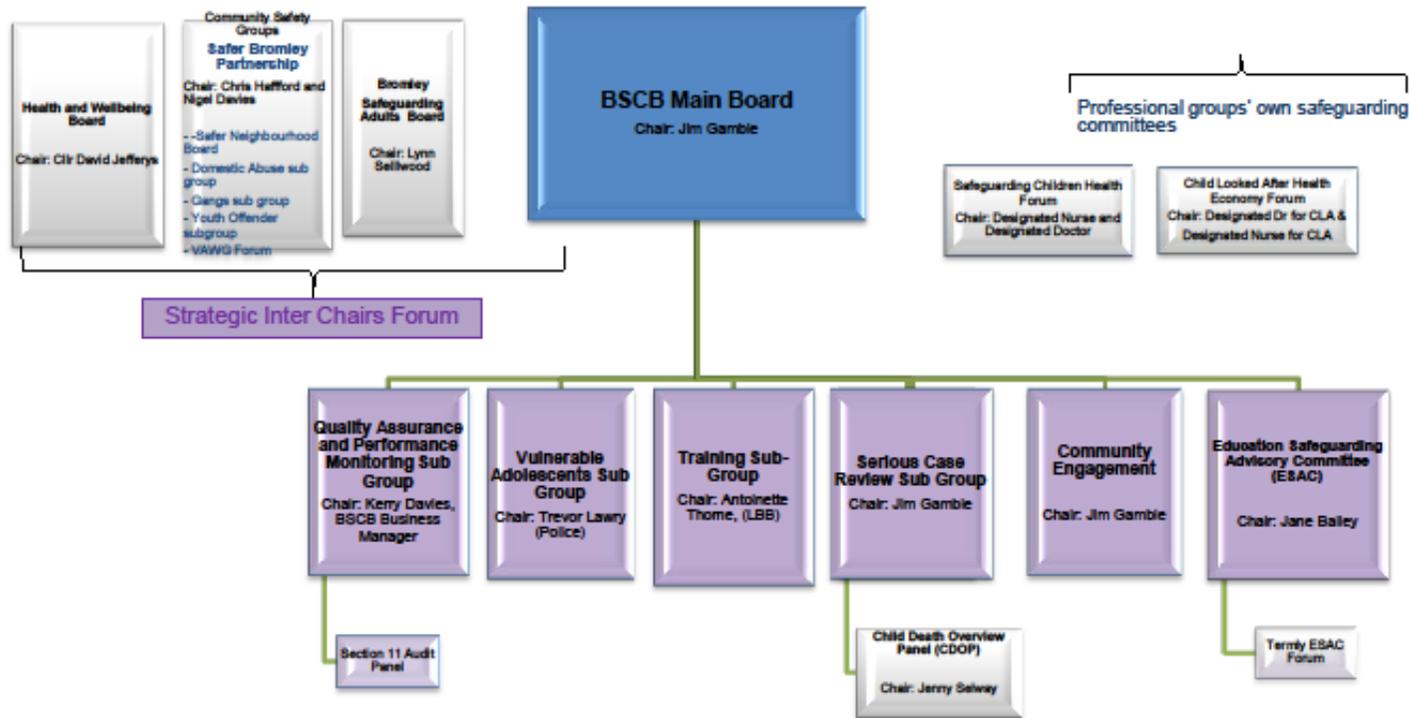
There were some fluctuations around attendance rates sometimes associated with changes of staff changes within agencies. Attendance rates remain subject to ongoing monitoring and agencies are robustly challenged if attendance decreases. This has been a key area of focus for the Chair. The attendance rates by agency for 2016-17 to the four main Board meetings are set out below.

The BSCB now regularly reviews performance through reference to its risk register, self-assessment process and partner agency updates submitted to each Board meeting. During 2016-17, key risks identified as having the potential to impact on the BSCB’s ability to carry out its statutory objectives included reductions in public sector funding, the abolition of LSCBs via the Children and Social Work Act 2017, the development of effective partner agency data sets, stakeholders not being sufficiently aware of the BSCB and the regular updates it provides.

	Attendance	Number of seats per organisation
Independent Chair	75%	1
Statutory DCS	50%*	1
London Borough of Bromley, Children's Social Care	100%	2
London Borough of Bromley, Education	100%	1
London Borough of Bromley, Youth Offending Service	100%	1
London Borough of Bromley, Public Health	50%	1
National Probation Service	75%	1
London Community Rehabilitation Company	0%	1
Lay Members	100%	2
Children & Family Court Advisory & Support Service	0%	1
Bromley Secondary School Representative	100%	1
Bromley Primary School Representative	100%	1
NHS England	50%	1
Bromley Clinical Commissioning Group	100%	2
Bromley Portfolio Holder Care Services	75%	1
London Ambulance Service	0%	1
Kings College Hospital	25%	1
Metropolitan Police Service – Bromley Borough	75%	1
Metropolitan Police Service – Child Abuse Investigation Team	75%	1
Bromley Healthcare	50%	1
Oxleas NHS Trust	100%	1

\*DCS in post from December 2016

# Bromley Safeguarding Children Board structure 2017



Updated August 2017

## BSCB Sub Groups

The initial focus of the new Independent Chair has been to review and reconfigure BSCB governance, structure and sub groups. Below is an outline of each sub group, priorities and achievements over the last year.

### Quality Assurance and Performance Monitoring Sub Group

The Quality Assurance and Performance Monitoring (QAPM) Sub Group is central to the effective functioning of the BSCB. The sub group met 5 times during 2016-17. The sub group was chaired by the independent Chair until December 2016 and is now chaired by the BSCB Business Manager. The QAPM subgroup takes responsibility for monitoring standards in safeguarding arrangements and other operational aspects of local safeguarding. It checks how well single-agency safeguarding arrangements are working and is able to provide robust challenge to improve practice and outcomes for children and young people.

This year the work of the QAPM sub group included:

- A multi-agency audit of ten cases where neglect featured which did not meet the threshold for a statutory social care response
- Starting a multi-agency audit of CSE cases (historic and current). This was published after April 2017
- Scrutiny of Section 11 returns and ongoing monitoring of improvement through a S11 action plan
- Revision of the BSCB performance management information dataset (including a half day workshop facilitated by a peer independent chair)
- Quarterly scrutiny and challenge of performance information with challenge and follow up (includes 'triangulation' meetings)
- Challenge sessions on: care leavers' Education, Employment and Training (EET) and accommodation; children looked after placed in residential placements; late bookers to maternity services; young people presenting to the Emergency Department following an overdose
- Scrutiny of Child Wellbeing Needs Assessment and Risk Assessment following proposed changes to School Health Service
- Scrutiny of single agency's audits, inspection reports, deep dives and peer reviews
- Robust challenge of a tier 4 mental health provider's performance
- Monitoring BSCB performance against the post Ofsted Improvement Plan and post YOS inspection Improvement Plan
- Developing a new Practitioner Survey for roll out in late 2017.

### Training Sub Group

The BSCB Training Sub Group meets 4 times a year to evaluate the BSCB training provided and to agree the training programme for the following year. It is chaired by the Head of Workforce Development at LBB. This year it achieved the following:

- Increase in numbers attending training (948 attendances at multi-agency training/briefings)
- Reduction in late cancellations/no shows to training courses (89% of people who booked actually attended)
- Increase in the number of attendees from the third sector, private sector and schools

- 78% of people evaluated their classroom based course as Excellent with a further 21% evaluating it as Good. Nobody said any course was poor
- Very well received Annual Conference on Safeguarding Children in a Digital Age with 68% of attendees saying it was extremely useful and a further 28% saying it was very useful to their work with children
- 1489 people completed online learning modules in safeguarding children

#### Vulnerable Adolescents Sub Group

The Vulnerable Adolescents Sub Group has been in place since February 2017 and subsumed the Vulnerable Children Sub Group and post-Ofsted Working Group for CSE (child sexual exploitation), Missing and Gangs. The sub group is chaired by the Deputy Borough Commander and has had a primary focus on ensuring robust and effective arrangements are in place for the following three priority areas of risk:

- Child Sexual Exploitation (including Harmful Sexual Behaviours)
- Children and young people missing from home, care and education and
- Children and young people exposed to risk through gang involvement or association

It met monthly for the first quarter and then every other month. Priority actions were to develop a Vulnerable Adolescents Strategy and underpinning multi-agency protocols for CSE, missing children and children at risk of gang involvement. The development of risk assessments, training and performance data will be crucial to this work. Once arrangements for these priority groups are well embedded, the sub group will review its work plan to consider other vulnerable groups.

#### Serious Case Review Sub Group

The Serious Case Review (SCR) Sub Group was chaired by the Director of Quality & Governance, Bromley CCG until January 2017. It is now chaired by the Independent Chair of the BSCB and meets quarterly. In addition, extra-ordinary meetings are held when the unexpected death of a child requires further enquiry and cross-partner investigation. The purpose of the sub group is to: consider instances of significant harm to, or the death of a child that may meet the criteria set out in section 5 of the Local Safeguarding Children Boards Regulations; to agree how learning can best be captured, distilled and shared; to act as the core group when an SCR is initiated and to maintain critical oversight of action plans resulting from SCRs and learning reviews.

The Child Death Overview Panel (CDOP) now reports directly to the SCR Sub Group. The BSCB Business Manager attends CDOP meetings and all Rapid Response meetings for unexpected deaths of children in Bromley. CDOP and Rapid Response is a standing item of the SCR Sub Group. During 2016/17, the SCR Sub Group:

- commissioned one Bromley SCR and one joint SCR with Lambeth (learning will be published in 2017/18 annual report)
- commissioned one multi-agency learning review (Learning Review 1).

- reviewed an unpublished SCR from a neighbouring borough to extrapolate local learning for Bromley as the child was in receipt of some Bromley services.

### Community Engagement Sub Group

A new Community Engagement Sub Group will be in place by May 2017. The sub group will provide a platform to listen, learn and reflect on the experiences and feedback from our children and young people, their families and carers. It will be responsible for the development and maintenance of the BSCB Communication Strategy, networking and surveying opportunities, reality checking, providing an opportunity to be heard and to challenge, capture impact and cascade strategies.

### Policy and Procedures Editorial Groups

Policy and Procedures Editorial Groups have been chaired by the Designated Nurse, Head of Safeguarding at Bromley CCG. This year, the following multi-agency protocols have been developed and published:

- Bromley Parental or Carer Mental Ill Health Procedure (October 2016)
- Children's Safeguarding Information Sharing (March 2017)

An editorial group also commenced the review of the multi-agency protocol for child sexual exploitation and missing children; as well as the Threshold of Needs Guidance and Escalation Policy. These are due to be published by summer 2017. Reviews of the BSCB Protocols regarding Substance Misusing Parents and Working with Neglectful Families have commenced and are planned for publication in winter 2017.

### Education Safeguarding Advisory Committee

The overall aim of Education Safeguarding Advisory Committee (ESAC) is to ensure that all children and young people are safeguarded in their place of learning. The ESAC is chaired by the Director of Education, LBB. The Committee meets quarterly in advance of BSCB Board Meetings.

During the year, ESAC has run termly Safeguarding Education Forums attended by safeguarding leads for the different educational settings, to facilitate the effective dissemination of key safeguarding messages and learning. This year the committee has focussed on the review of the BSCB audit tool for education settings as well as raising awareness of the DBS Update Service, MASH referral processes and quality of referrals and the role of the Local Authority Designated Officer (LADO).

It is recognised that further development of the relationship between social care and schools is required and therefore an Education Safeguarding Officer will be in post from April 2017 to advise schools on safeguarding and facilitate more effective dialogue with social care. This role will be central to the functioning of ESAC.

### Health Economy Safeguarding Children Forum

The Health Economy Safeguarding Children Forum is chaired by the Bromley Clinical Commissioning Group (CCG) Head of Safeguarding / Designated Nurse. It provides a professional network for named safeguarding professionals (nurses and doctors) across the NHS and private sectors. The Forum helps support these professionals to link the work of Bromley CCG, BSCB and NHS England and informs their work plans, training, supervision and their Boards. Learning from local and national reviews is shared and recommendations discussed. An audit schedule is in place and new policies are shared for comment. The monitoring of work streams and action plans from CCG and BSCB subgroups also occurs, with constructive challenge and support encouraged between professionals. Speakers have included Bromley Child Protection Information Sharing (CP-IS) managers and the Children's Society Training team for Seen and Heard. The Forum meets bi-monthly. Examples of topic areas covered in the Forum during 2016/17 include:

- Ofsted Inspection of LBB Safeguarding/CLA and BSCB
- Children Sexually Exploited, Missing, Gangs and Trafficking
- Audit presentations from each organisation throughout the year e.g. Bromley Health Care Audit– Child Protection Medical Reports – community paediatricians, GP Child Protection Reports Views of Children, Emergency Department, Mental Health Audit Princess Royal University Hospital
- DFE consultation on the mandatory reporting of Child Abuse and Neglect

### Financial Arrangements

Partner agencies continued to contribute to the BSCB's budget for 2016-17, in addition to providing a variety of resources, such as staff time, accommodation and IT for the BSCB Team and free venues for meetings and training. Agency contributions totalled £178,432. This income ensured that the overall cost of running the BSCB were met.

NOMS (Probation) reduced their contributions to the BSCB by £200 this year, My Time Active ceased to contribute financially as per a long term transition agreement, and Bromley Healthcare were unable to contribute the increased amount requested in 2015-16, a late adjustment was therefore made in April 2016 as shown below. The impact of these reductions was minimised by the BSCB by generating significant additional income from our Annual Conference and training this year together with securing some increased contributions by other statutory partners. This additional income together with prudent financial management and London Borough Bromley's agreement not to recharge for training administrator and management oversight in 2016-17 has resulted in a healthy carry forward of £59,297 into 2017-18. Additionally £20,000 has been put in SCR Reserves. With two Serious Case Reviews already agreed (and underway) for 2017-18 and an ambitious new business plan, this carry forward is essential to balance the budget next year.

**BROMLEY SAFEGUARDING CHILDREN'S BOARD 2016-17**

£

**INCOME**

2015-16 Carry forward (including SCR Reserves and £10k 'earmarked' project costs)	52,196
Bromley CCG	21,614
Oxleas NHS Trust	21,614
Bromley Healthcare CIC	10,324
Bromley Healthcare CIC (full invoice was not paid for previous year. Adjustment in 2016-17)	-4,919
Kings College Hospital NHS Trust	21,614
Metropolitan Police	5,000
Bethlem And Maudsley Hospital School	615
CAFCASS	550
National Probation Service	800
Community Rehabilitation Company	1,000
London Borough of Bromley (including one-off contribution of £55k)	94,801
London Fire Brigade	500
Training income (including annual conference)	55,610
<b>TOTAL INCOME</b>	<b><u>281,319</u></b>

**EXPENDITURE**

BSCB SALARIES, including independent Chair, lay members expenses and temp BSCB Auditor	153,527
TRAINING COSTS, including e-learning and annual conference	36,612
SCR/Learning Review COSTS, including Chronolator license	5,152
OTHER costs, including general office expenses, venue hire, website project design and build	6,732
SCR Reserves	20,000
<b>TOTAL EXPENDITURE</b>	<b><u>222,022</u></b>

As part of its Corporate Social Responsibility (CSR) programme, Ineqe Group Ltd funded the complete cost of the design and development of the new BSCB apps and Twitter account. As a leader in its field, Ineqe continues to support the BSCB in its programme of work focussing on safeguarding and technology and social media. Work commenced at the end of this financial year with the apps and a Take Five video to raise awareness of CSE being launched in July 2017.

Going forward, it is essential that the BSCB receives adequate resources at the beginning of the financial year in order to effectively plan its work and achieve its priority objectives.

## COMMUNICATION

Significant work has been undertaken by the BSCB in developing its digital ability to communicate with all stakeholders. A new website has been central to this work, alongside the creation of a Twitter account.

### THE BSCB WEBSITE [www.bromleysafeguarding.org/](http://www.bromleysafeguarding.org/)

A BSCB Communications Task and Finish Group commissioned a new website based on feedback from children and young people, parents and carers, and members of the children's workforce in Bromley. The development of the website was a considerable piece of work in 2016-17 and we are very proud of the end product.

The new site includes separate sections for people working with children, for parents and carers, and for children and young people. Issues including CSE, E-Safety, Gangs, Harmful Cultural Practices, Radicalisation, Emotional Health and Wellbeing; Domestic Abuse, Bullying, Substance and Alcohol Misuse and Sexual Health have their own sections of the website with advice, signposting to resources, tips and information tailored to the specific audience. There are specific pages for young carers, children in care, licensed premises, and educational establishments. We now have videos embedded, a News section to promote our surveys and new products and a live Twitter feed. The BSCB multi-agency training programme is accessed through the website and the Training and Resources section is a rich source of learning from audits, reviews and partnership events.

### TWITTER [@BromleyLSCB](https://twitter.com/BromleyLSCB)

BSCB's Twitter account was launched in January 2017 and has been steadily increasing its number of followers. BSCB uses Twitter to share information about local and national safeguarding campaigns and promote local learning events and BSCB products to the children's workforce in Bromley as well as children, young people and families in the Borough. BSCB has supported the following campaigns through Twitter and our website this year: NSPCC's Share Aware 'Tips for Parents', Safer Internet Day, E-Safety and CSE awareness; NSPCC's 'Talk PANTS' and Preventing Child Sexual Abuse; Private Fostering Week; DfE's Tackle Child Abuse; World Autism Awareness Week; Barnardo's and NSPCC FGM campaigns; and Young Minds and NSPCC's good mental health campaigns.

## SAFEGUARDING CONTEXT IN BROMLEY

Children and young people under the age of 20 years make up 24.3% of the population of Bromley. 35.0% of school children are from a minority ethnic group. The health and wellbeing of children in Bromley is generally better than the England average. The infant mortality rate is better than the England

average. The child mortality rate is similar to the England average. The level of child poverty is better than the England average with 15.5% of children aged under 16 years living in poverty. The rate of family homelessness is worse than the England average. Children in Bromley have better than average levels of obesity: 8.0% of children aged 4-5 years and 16.2% of children aged 10-11 years are classified as obese. The hospital admission rate for alcohol specific conditions is lower than the England average. The hospital admission rate for substance misuse is higher than the England average.

Nationally, the rate of young people aged under 18 being admitted to hospital because they have a condition wholly related to alcohol is decreasing, and this is also the case in Bromley. The admission rate in the latest period is lower than the England average. Nationally, the rate of young people aged under 18 being admitted to hospital as a result of self-harm is increasing. This is not the case in Bromley where the trend is decreasing. The admission rate in 2013/14-2015/16 is also lower than the England average. Nationally, levels of self-harm are higher among young women than young men.

**(Public Health England - Child Health Profile, March 2017)**

### Bromley Safeguarding Snapshot

- Approximately 80,000 children and young people under 18
- 24% of total population
- Bromley ethnic groups are Black African (7%), White and Black Caribbean (3%) and Black Caribbean (3%). Other White group, which include Gypsy or Irish Travellers, is 6%.
- Children in Need with a Statement 32.3%
- 10% of Primary school children in receipt of free school meals
- 8% of secondary
- 481 children lived in families with domestic violence (Child Wellbeing Needs Assessment 2015/16)
- 1,000 known to Young Carers programme. Carers Bromley 2016-17 assessments
- The number of looked after children was 281 in April 2016 and 174 lived with foster carers.

### Bromley Demographics

The London Borough of Bromley is an outer London borough. There are approximately 80,000 children and young people under the age of 18 years, representing 24% of the total population. Of these, around 21,000 are aged less than five years. Around 18% of Bromley's population are from BAME. The largest ethnic groups are Black African (7%), White and Black Caribbean (3%) and Black Caribbean (3%). The Other White group, which includes Gypsy or Irish Travellers, is 6%.

### MASH Enquiries and Referrals

The number of enquiries received by MASH has fluctuated throughout the year, peaking at a high of 854 in March. Previous years have seen highest numbers in July but numbers in Bromley rose generally in the earlier part of the year following the 2016 Ofsted inspection. The lowest month for enquiries was December with 668; this is in line with seasonal trends over the last few years.

The three biggest sources of enquiries to MASH were:

- Police (52%)
- Health (13%)
- Schools (12%)

33% of all children with MASH enquiries have been referred through to CSC for an assessment this year. This conversion rate increased to 41% in January and reduced to 35% in March. 4% more referrals have been passed to CSC in 2016-17 than in 2015-16 and the number of referrals is significantly higher than the previous year.

MASH enquiries were responded to in a timely way from the point that they were accepted, but enquiries need to be accepted sooner following submission.

181 referrals have been recorded by teams (outside of MASH) throughout the year; these referrals have not come through MASH. Some of these were contacts on open cases but some were new referrals resulting in social work assessment.

A sixth team and additional Group Managers were introduced within the Referral and Assessment Team from 1st February 2017 to provide more capacity to work the increasing numbers of referrals from MASH and to reduce caseloads for workers. Almost a quarter of the year's social work assessments were completed in the last 2 months of the year. The increase in referrals after the Ofsted inspection has increased the number of social work assessments undertaken this year by 28% from 2015-16.

68% of social work assessments have been completed within 45 days in the year. This is below the target of 80% and below the 2015-16 national average of 81%. Again this reflects the increase in referrals and was addressed by the increase in social work capacity. The monthly outturn has varied significantly throughout the year; ranging from 50% in July to 82% in November.

The most common factor identified at the end of social work assessments in the year was 'concerns about the child's parent/carer being the subject of domestic violence'. This was followed by 'concerns that services may be required or the child may be suffering or likely to suffer significant harm due to emotional abuse'.

### Children in Need

In 2016-17, 4549 children were open to CSC at some point. At the 31st March there were 2294 children in need. This is 316 per 10,000 children in the Bromley population, and slightly below the 2015-16 national average of 338 per 10,000. 4549 is 18% higher than last year and is felt to be largely due to the impact of the inadequate Ofsted inspection.

Locally, our Child in Need cohort are those children who have been assessed to be in need by a completed social work assessment (excluding CLA, care leavers, CP, PF). This has been recorded and reported since July 2016.

Children with a disability are categorised into three further subcategories of Child in Need based on their level of need. Disabled Children Team CIN have the same level of safeguarding need as those Children in Need without a disability.

The total number of children assessed to be in need has fluctuated throughout the year reaching a high of 721 in September. The lowest number of children in need was 638 in January, and this increased to 692 in March. The Disabled Children Team CIN numbers do not show much of a monthly variance.

Over the year, 7 children have been child in need for over 24 months. By the end of the year there were no children in need for 19 to 23 months.

From October to February the timeliness of CIN visits improved. In March the way visit information was recorded on the CareFirst system was reviewed and changed. During this period of transition it was not possible to report total numbers. Managers have been using weekly reports to monitor this at child level and new data will be presented in April 2017.

Once a child has been assessed and the decision is to progress the case as a Child in Need, the case will be transferred to the Safeguarding or Disabled Children's Team. The numbers of cases open as a Child in Need in the Referral and Assessment Team for longer than 1 month was 13. This has reduced from a high of 39 in September.

The LBB Children's Social Care Child in Need Protocol was revised in January 2017 and a CIN Chair appointed in February 2017 enabling increased clarity of process and expectation; as well as increased oversight and focus; particularly of those children stepped down from a CP plan.

The Child Protection Information Sharing programme (CP-IS) is a national database system led by NHS England that connects social care child IT systems with those used by the NHS in unscheduled care settings. The CP-IS red flag gives health professionals across the country the ability to see whether a child has a child protection plan or is a child looked-after, regardless of the local authority where that plan was created or updated. The Bromley CCG CP-IS Implementation Group was convened in February 2017. All relevant providers have CP-IS in their organisational work streams and are preparing to go live.

### Section 47 Investigations and Initial Conferences

1661 Strategy Discussions were held in 2016-17 and 1335 Section 47 enquiries commenced. This is more than double the volume for 2015-16.

501 children went to Initial Child Protection Conferences (ICPCs) in 2016-17. This is a 57% increase from 2015-16. The average monthly number for 2016-17 was 42; ranging from the lowest number of 20 in April up to 69 in December. Per 10,000 children in Bromley, 69 had an ICPC which is an increase from 43 in the previous year and now above the National average of 63.

84% of children going to ICPC did so within 15 days of S47. This is slightly lower than 2016-17 (86%) but above the National average of 77%. There were also multiple S47s commencing for the same child. Work on strengthening the recording of S47 has been a feature of improving practice.

### Children Subject to a Child Protection Plan

There were 342 children subject to a Child Protection Plan (CPP) at the end of 2016-17. This is a reduction from the high of 362 in December, but is still a significant increase from 230 12 months ago. 342 represents 47 per 10,000 population and is only slightly above the national average rate of 43. The Safeguarding and Care Planning East Team had the highest number of CPP.

The highest category of abuse for CPP is Neglect (154, 45%) followed by Emotional abuse (138, 40%).

There were 9 children who had been subject to a CPP for longer than 2 years; one of these is over 3 years. 11 children have been CP for 19-23 months. In 2016-17 there have been 16 children who ceased to be subject to a CPP that was longer than 2 years. This is 5.1%, which is lower than 6.4% in 2015-16 but higher than the National average of 3.8%.

82 children have been subject to a Child Protection Plan for a second or subsequent time in 2016-17. This constitutes 31 more than the previous year but a slight drop in the percentage to 19.2% - this is 1% higher than the national average.

### Care Proceedings

A new Care Proceedings form was introduced in July 2016. Most teams were using this form by January 2017 and child level reporting is in place.

There were 108 children in care proceedings at the end of 2016-17. 168 children had care proceedings issued in 2016-17 which is double the number for the previous year. For the children for whom care proceedings were concluded in 2016-17, the average duration was 18.5 weeks which is well within the 26 week guidelines.

Work continues to ensure that recording is accurate on every case so that numbers can be reported from the CareFirst system.

### Children Looked After

There were 288 children looked after at the end of 2016-17. This number has remained stable throughout the year. 288 represents 40 per 10,000 population and is significantly below the national average rate of 60 and the statistical neighbour average 51. 41% of the CLA cases are held in the CLA team and 21% in the Leaving Care Team. The remaining children were in 7 other teams.

46 children have been in 3 or more placements this year. This is 16 more children than in the previous year and is 15.9% of all CLA, above the National average of 10%. 58% of children looked after under the age of 16 have been in care for 2.5 years and in the same placement for 2 years. This is below the previous year's outturn of 72% and the national average of 68%.

74% of current CLA are in foster placements. Of these 59% are with in-house carers, 25% with Independent Fostering Agencies (IFAs) and 15% are in connected persons placements. 19% of CLA are in residential placements, 4% in independent living, 2% in adoptive placements and 2% are placed at home. 18% of children are placed outside of Bromley and more than 20 miles from where they used to live. This is 2% less than last year but above the national average of 13%.

32% of children are looked after under Section 20, this is 7% lower than last year as there are now more children with Full Care Orders.

61 children were missing from care for 276 instances in 2016-17 and 53 CLA were away from placement without authorisation 202 times. The increase in missing incidences for our CLA can be explained partly by improved recording together with a more focussed response by the Atlas Team and a dedicated Missing Co-ordinator. Further analysis of the increase also explains the changing patterns. 84% of missing incidences relate to 15-17 year olds, compared to 74% last year. 30% of missing incidences were within 1 year of becoming looked after, an increase from 25% last year. The increase in the incidences is in line with the increase in children recorded as going missing and the number of missing incidences per child has reduced from 4.8 to 4.5. Although the number of incidences has increased, the average number of days missing has reduced from 3 to 2 since last year. The longest instance is much shorter; 44 compared to 154.

Of the 58 care leavers aged 17 and 18; only 2 were not in touch on their birthday. Of the 56 in touch, 90% were in suitable accommodation (the rest were in custody) and 76% were in EET. These outturns are better than the national figures for 2015-16. The outturns for 19-21 year old care leavers are below the national averages. 21% of the 151 care leavers were no longer in touch on their birthday compared to 8% nationally. 74% were in suitable accommodation (4 care leavers in custody, 2 care leavers in B&B back in April 2016), compared to 83% nationally, and 46% were in EET, just below the 49% nationally.

## Placement Stability, Type and Location

### Adoption

20 children have been adopted from care in 2016-17. This is 11% of children ceasing to be looked after, the same as last year and below the national average of 15%. 8 children have been newly placed for adoption in the year, compared to 18 in 2015-16. There are currently 6 children placed for adoption and a further 19 have been agreed for adoption and are waiting to be placed.

14% (25) CLA have ceased to be looked after due to a Special Guardianship Order; 4% more than last year and above the national average of 12%.

The publish scorecard looks at data over the last 3 years and will continue to be affected by the long adoption timeframe of a 15 year old in 2015-16. The timeliness has been much improved for adoptions in 2016-17 only; but the DfE thresholds have not yet been met. The 3 year average outturns have reduced for both of the 2 main indicators but remain significantly above the DfE thresholds. The percentage of children waiting less than 14 months between entering care and moving in with their adoptive family has improved to 44% from 37% last year.

### Fostering Households

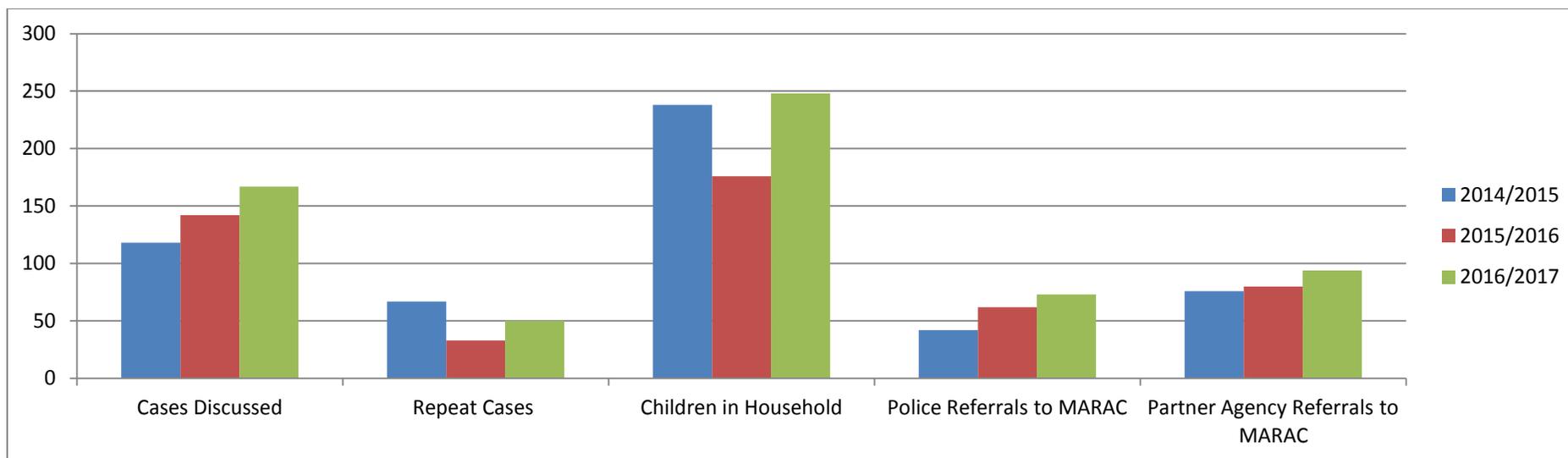
There are currently 115 approved foster carer households (including respite and connected persons). This is a reduction from 123 at the end of 2015-16. The reduction has come in the number of approved connected persons households, which has dropped from 14 at the beginning of the year to 5 now. There have only been 3 newly approved connected person households this year and 11 new mainstream foster carer households.

### Domestic Violence and Abuse

Ensuring a robust and effective multi agency response to Domestic Violence and abuse is a priority for BSCB. Domestic violence is one of the key themes of Safer Bromley Partnership's Strategic Assessment Report around keeping victims and their families safe and holding perpetrators to account. Further detail on the progress made is set out later in this report.

The Multi-Agency Risk Assessment Conference (MARAC) is a process which aims to allow statutory and voluntary agencies to give a consistent and structured response to managing the risk in cases of Domestic Abuse. During 2016/17, 167 cases were discussed at MARAC which is an increase on previous years. There were 248 children in the households of these cases. Referrals from agencies continue to increase.

The table below sets out MARAC referrals over the last three years.



Data provided by the SafeLives

### Elective Home Education

“The local authority has a good understanding of the reasons why parents choose to home educate their child, and holds good information on children’s individual circumstances”. London Borough of Bromley Ofsted Report, 2016

As of July 2016, 212 children were registered as receiving elective home education (EHE) compared with 122 in 2011/12, 139 in 2012/2013; and 146 in 2013/2014 and 178 in 2014/2015. There has been a steady year on year increase. This is not confined to Bromley, but seen as a national trend. Bromley has a high point of engagement between the education advisor and EHE families, with 89% success with 1:1 face to face visits compared with neighbouring LAs of Lewisham (50%) and Croydon (60%). Clear systems of escalation for non-engagement are embedded. The main reasons given for EHE remain consistent year on year with the greatest reason of philosophical preference, accounting for 27% of declarations; followed by bullying and anxiety issues accounting for 18% of declarations and 10% of declarations linked with dissatisfaction with the school. It should be noted that the gender split of students declaring EHE is balanced.

The ethnic breakdown of students appears to be representative of the demographic mix of the population of Bromley; 56% of EHE declarations coming from a white British background and 19% from a minority ethnic background. This appears representative of the demographic student population of Bromley with 63% of 49371 student population coming from a white British background and 34.87% coming from a minority ethnic background.

A clear protocol exists between Bromley CSC and the Education Welfare Service to manage EHE arrangements. These arrangements remain subject to ongoing and robust scrutiny by Senior Leadership Team and Portfolio holders.

#### Private Fostering

“The LSCB should ensure that the arrangements for children privately fostered comply with statutory guidance, and that they are safe and that their health and well-being are properly promoted.”

**(Recommendation from BSCB Ofsted Report, 2016)**

A private fostering (PF) arrangement is where a child under the age of 16 (under 18, if disabled) is cared for by a person other than their parent, person with parental responsibility or a close relative for 28 days or more. BSCB monitors the arrangements in place for privately fostered children in Bromley. The QA&PM sub group considers the quarterly data on private fostering and the BSCB receives the local authority (LA) annual report to scrutinise the arrangements the LA has in place to discharge its duties in relation to PF. Progress in 2016/17 has included regular scrutiny of progress by the BSCB, strengthening the links with language schools who are a significant source of referrals and setting up robust systems when cases progress through CSC safeguarding teams to prevent drift and delay. Bromley Annual Private Fostering Report 2016/17 provides a full analysis of Private Fostering activity.

The BSCB Business Manager contributed to the PF Awareness campaign which took place in July 2016. Materials were published and distributed widely and included printed, web-based and social media. Information was circulated to GP surgeries, libraries, Children’s Centres, education establishments, leisure centres, resident associations, faith groups, churches and council buildings. The LBB website and new BSCB website includes a PF webpage.

There were 12 PF notifications during 2016/2017. This represents a decrease in PF notifications from 19 in the previous year; the reasons for this decrease are not clear. A significant number of referrals during 2016/17 were from language schools ( 5 out of 12 notifications). PF arrangements ended with the majority of children returning to their family home ( 9 children). Outcomes for other children included transferrals to Safeguarding teams – during 2016/17 a change of process was instigated whereby all transferring cases were presented to a Case Transfer Panel to ensure the timely transfer of cases. At the end of March 2017 there were 7 children privately fostered in Bromley. Private Fostering now has a designated Private Fostering Lead within the Fostering Service. Future plans include an App for Private Fostering which will be available to all from summer 2017.

#### Young Carers

Young carers are young people who care for a family member who is affected by a long term illness, disability, mental health issue, alcohol or substance misuse or HIV. Carers Bromley’s Young Carers Service supports young carers aged 4 - 18 years.

Carers Bromley is in contact with over 1,000 young carers living in the London Borough of Bromley.

Oxleas NHS Foundation Trust has a Carers lead and a young carers website was launched this Autumn 2016. The site helps the young person identify themselves as a young carer and has links to support systems.

**SEND (Special and Educational Needs)**

In 2016, there were 54,398 of children and young people aged 0-19 attending Bromley schools. Of this cohort, 5,544 (10.19%) are receiving SEN Support (primary age 10.9% and secondary age 9.5%). There are 1,621 (2.98% of the school population) with EHC Plans/statements.

Figures show that within identified vulnerable groups captured on the school census, Bromley has 1,403 children and young people receiving free school meals, 690 who have English as a second language and 61 identified as from the traveller population:

	<b>Travellers</b>	<b>Service Children</b>	<b>EAL</b>	<b>Free School Meals</b>
SEN Support	58	1	534	1,047
Statement	3	0	109	258
EHC Plan	0	0	47	98
	<b>61</b>	<b>1</b>	<b>690</b>	<b>1,403</b>

*Data source: January school census (returned Jan'17)*

Bromley schools have a higher percentage than outer London or national of pupils with

- Specific learning difficulties
- Severe learning difficulties
- Social, emotional and mental health needs
- Hearing impairment
- Autistic spectrum disorder

Bromley schools have a lower percentage than outer London or national of pupils with

- Moderate learning difficulties
- Multi-sensory impairment
- Profound and multiple learning difficulties
- SEN support but no specialist assessment of type of need

During 2017, SEND services will participate in a number of reviews to ensure that forthcoming national SEND reforms can be successfully implemented.

#### Children with Disabilities

The numbers of children with disabilities known to the Disabled Children's Team decreased from the highest of 435 in May; reducing to 407 in March.

#### Youth Offending

Bromley Youth Offending Services (YOS) is responsible for the supervision of children and young people, resident in the borough of Bromley who are subject to out of court (youth caution, youth conditional caution and diversion) and statutory court disposals. Under section 37 (1) of The Crime and Disorder Act 1998, the principal aim of the Youth Justice System is the prevention of offending by children and young people.

The Strategic aims of the Bromley Youth Offending Service are reflected in the themes addressed in the YOS Improvement Plan for 2016 / 2017. These are:

- To reduce offending
- To protect the public
- To protect the child or young person
- To ensure that the sentences passed by the courts are served
- That the YOS partnership monitors and supports the YOS service
- That YOS interventions are effective and re-offending is reduced
- That there is a culture of continuous improving practice

The service has worked very hard to increase its impact and effectiveness, and address the areas for development identified within the 2015 HMIP Full Joint Inspection. Their efforts have been rewarded and acknowledged by the vastly improved key judgements following the 2017 HMIP Full Joint Inspection; with improved performance in each of the judgement areas.

Some of the specific achievements by YOS in 2016-17 include:

- Continued downward trend of First Time Entrants (FTE's) into the Criminal Justice System
- Strong focus on getting young people into Education, Training and Employment
- Committed and dedicated staff team; following successful recruitment and increased focus on support and development of the team
- Effective and continuously developing multi-agency partnership work; with working relationships further strengthened and

clarified through development of revised joint working protocols with key partner agencies (including strengthened joint working with Children's Social Care)

- Multi-disciplinary team with specialist service input and expertise (Health, Education etc. - including the School Nursing Service)
- Increase in variety of Reparation Schemes for Young Offenders in Bromley
- YOS Management Board Workshop (March 2016)
- Reviewed, revised and updated Bromley YOS policies, protocols and joint working arrangements in collaboration with Children's Social Care Procedure Manual revision (January to July 2017)
- Further embedding of core elements of good practice including; motivational interviewing techniques, *Signs of Safety* (to facilitate positive change) and restorative justice to repair the harm

- Better use of information to strengthen data management to improve the impact of the work of the service
- Enhanced production of quality gatekept reports to the Courts; supported by proportionate and credible community support packages, receiving consistently good feedback from sentencers
- Working to adhere to PACE Concordat and have produced a local protocol to ensure that vulnerable young people are not unnecessarily kept overnight in police cells
- Staff training delivered to embed the AssetPlus assessment framework
- Expansion and strengthening of the service's reparation activity

The service is constantly seeking to move forward and improve, and in the period 2017-19 YOS will have the following important key priorities to achieve, including:

- Reducing re-offending by working more effectively with Early Help
- Increasing focus on victim support and public protection
- Working in partnership with Police and other multi-agency colleagues to strengthen early identification and response to child sexual exploitation (CSE) and increasing monitoring and intelligence-sharing of gang-related activity across the borough
- Increasing focus on the individual safety, wellbeing and learning styles of our young people within our assessments and interventions
- Increasing the number and quality of these interventions
- Strengthening the effectiveness and impact of our collaborative partnership working with commissioned and external agencies

### Children's Mental Health

Bromley has a single point of access for children and young people experiencing emotional or mental health issues, this is provided by the Community Wellbeing Service (Bromley Y). Specialist Child and Adolescent Mental Health Services (CAMHS) is provided by Oxleas NHS Foundation Trust in Bromley. It is based at two sites – Stepping Stones House and Phoenix Centre.

2016-17 marked the second of five years of the National CAMHS Transformation Plan which aims to improve access and timeliness of access to services. Early local impact includes an increase in referrals to the front door with a particular increase in self-referrals and referrals from schools. There have been

fewer referrals to specialist CAMHS indicating that earlier intervention is working. SDQ scores have consistently improved as a result of interventions. There has been a 36% reduction in specialist hospital admissions in 2016-17 and a stable number of A&E presentations. An audit of presentations at PRUH Emergency Department by patients under 18 with mental health issues was requested by the QAPM subgroup for April 2017.

A new telephone advice line for those with eating disorders is now open.

The Board has escalated concern to NHS England regarding the local availability of adolescent Tier 4 mental health beds following local cases which have caused concern. This challenge was raised in 2016-17 financial year and was escalated in 2017/18. A triangulation visit to the Emergency Department area where young people with mental health issues stay prior to admission is planned by the BSCB Independent Chair to better understand the context.

A total of 52 referrals were made to Children's Social Care this year from Bromley CAMHS and Adult Mental Health Services.

Kent House is a 20 bed Tier 4 low secure hospital for young people aged 12 – 18 years with mental health needs requiring a low secure environment. The Hospital also has an OFSTED-registered school which supports the young people with educational attainment. Over the past few years, due to mixed findings from CQC Inspections and frequent changes of ownership, BSCB has been maintaining oversight of the safeguarding arrangements. Following a Care Quality Commission Inspection (October 2016) that highlighted a small number of areas that needed strengthening, Bromley CCG and the Chair of BSCB continue to meet with NHS England, who commission the service, to gain assurance that the safeguarding arrangements and settings meet minimum legal requirements and that there are established and robust links in place between the CCG, NHS England and BSCB.

#### MAPPA

Multi-Agency Public Protection Arrangements (MAPPA) are the statutory measures for managing sexual and violent offenders. The Police, Prison and Probation Services (Responsible Authority) have the duty and responsibility to ensure MAPPA are established in their area and for the assessment and management of risk of all identified MAPPA offenders. The purpose of MAPPA is to help reduce the re-offending behaviour of sexual and violent offenders in order to protect the public from serious harm, by ensuring all agencies work together effectively.

There are 110 Category 1 Registered Sex Offender's (RSO's) and 183 Category 2 Violent offenders in Bromley subject to MAPPA scrutiny.

#### Alcohol and Substance Misuse

Bromley Changes is a young people's drug and alcohol support service who works with young people aged 10-18. They work with young people who are residents in the borough of Bromley or who have a connection with Bromley such as attending a Bromley school. They work with young people who need support around their substance misuse as well as giving information around the affects and associated risks of substance misuse. Bromley Changes is a confidential service which aims to provide young people with the necessary information around substance misuse so that young people can make their own informed choices. In 2016/2017, the Bromley Changes service received a total of 176 referrals which is an increase on previous years. They were also able to engage with over 3,000 students in the same year by providing drugs and alcohol workshops in schools.

### Mental Health

Oxleas NHS Foundation Trust continues to promote a 'Think Family' approach in adult mental health services focussing on finding the hidden child, understanding the effect and impact of family situations on a child. Developments include introduction of an information sharing form between Oxleas Adult Mental Health Services, Bromley Health Visitors and Midwifery Services and introduction of a Bromley Perinatal Mental Health Service. Adult Mental Health Specialist Advisor 'drop ins' are well embedded and have been a valuable opportunity for practitioners to discuss cases and for the safeguarding team to review referrals to children's social care with the practitioner.

### Trading Standards

Protecting children from accessing products like cigarettes, alcohol, knives and fireworks is an important contributor to reducing the risk to health of young people. By restricting access to alcohol and fireworks to young people LBB Trading Standards Team also help to reduce the potential for anti-social behaviour in the community.

Between April 2016 and March 2017, the trading standards team carried out 13 under age sales operations, where police cadets aged between 16 and 17 were sent into businesses to attempt to purchase age restricted products. Nearly 200 test purchases were made resulting in 26 sales of cigarettes, alcohol and fireworks by 17 shops. Around 115 businesses were targeted, based on intelligence received or generated through pro-active engagement. With regards to sales of alcohol, 9 of these resulted in licensing reviews. In most cases additional conditions on the licence were imposed although one business was prohibited from selling alcohol for two weeks.

More recently, LBB has worked with another trading standards authority to effect the removal from sale of imitation food soap bars which could tempt children to bite and with young children, potentially inhale sharply and try to swallow, putting them at risk of choking or damage to throat.

This year LBB will also be looking to support the MOPAC knife strategy by working closely with small businesses who sell knives, testing compliance through test purchasing and adopting a zero tolerance policy to any trader who sells a bladed product to a person under the age of 18.

## PROGRESS IN BROMLEY

### Early Help

“Assessments for early help intervention are timely and lead to a range of appropriate services. The borough commissions an extensive range of effective early help and statutory services for children and families”

(London Borough of Bromley Ofsted Report, 2016)

Children and young people in Bromley continue to have access to and benefit from a wide range of early help services that are focused on meeting the diverse needs of local communities. Increasing the number of children and their families taking up early help services has remained a priority for BSCB. There has been an increase from last year on the number of step-downs from statutory social care.

The Early Help Strategy has a focus on ensuring the right help is provided at the right time and in the right place. The interface between early help and child in need/child protection is clear through the management of all referrals via the MASH. The CAF team are embedded within the MASH two days a week to help decision making in relation to thresholds and signposting MASH colleagues to services within Early Intervention and Family Support (EIFS). A total of 408 holistic EIFS family assessments were completed by the Bromley Children Project team during this reporting year.

EIFS comprise of the Bromley Children Project which includes Children and Family Centres, Family Support and Parenting under SureStart Children’s Centres and the Tackling Troubled Families agendas, the Information Advice and Support Service, the Common Assessment Framework (CAF) Team, and the Family Contact Centres.

The progress and impact of a range of local early help services is set out below:

#### Family Support and Parenting work

- Over 365 parents attended evidence-based parenting programmes delivered by Bromley Children Project – this was in excess of 2,290 sessions
- The number of families referred to the Bromley Children Project for support continues to grow. This year we received 833 family referrals compared to 711 last year. Contained within this were 187 step-downs from statutory social care, an increase from 139 last year. Alongside this 597 families were closed to the service
- The Signs of Safety changes to the EIFS Assessment Tool have been embedded
- A total of 408 holistic EIFS family assessments were completed by the Bromley Children Project team during this reporting year

#### Tackling Troubled Families

- Tackling Troubled Families is a Payment by Results (PbR) model. During this reporting year Bromley achieved a grant settlement of £675,400 of which £94,400 was PbR.

- Bromley's target cohort for Phase 2 is 1,660 families plus an additional 249 for the Early Adopter period, totalling 1,909 families across the five years six months

### Children and Family Centres

- The number of visits to the Children and Family Centres reached an all-time high this reporting year of 85,236
- The co-location of the Health Visiting Service continues to show positive benefits. There is now closer working as a result and families at risk are held more securely as health visitors are becoming more familiar with the range of services and support available through the Children and Family Centres
- Health clinics delivered in the Children and Family Centres by Bromley Healthcare Health Visitors had over 17,000 attendances
- The Midwifery 'Early pregnancy Parent Education' Classes continue to grow with over 1,270 people attending these sessions in 2016/17
- A course commissioned by Children's Social Care is now being delivered for parents of children on a Plan for Neglect - 'Caring for your Child'
- 1,340 people have used the Sensory Rooms in the Children and Family Centres including families with children displaying traits of sensory related conditions but awaiting official diagnosis. The spaces are also used by children with diagnosed special educational needs and disabilities

### Information Advice and Support Service

- This year saw a massive increase in the number of families accessing the service with 530 cases opened compared to 372 the previous year. The most common reason for seeking support from Information Advice and Support Service was for support related to SEN Support Stage and a perceived level of support from the school

### Common Assessment Framework

- The number of CAFs logged with the CAF Team during this reporting year was slightly down on the all-time high of 2015/6, at 726
- BCP and Early Years increased their CAFs cases whereas there were a decrease in partnership CAFs (BCP 367, schools 295 and all health partners 56)
- The pattern of CAFs by age with the greatest proportion logged for children aged 5-10, followed by those for young people aged 11-16. There was a 100% increase in the number of CAFs logged for young people aged 17+, this rose to 14
- Over 50% of all CAFs relate to parental issues impacting on the children, followed by behavioural issues. Special Educational Needs, rose to third most common primary reason for a CAF

### Domestic Violence and Abuse

The Safer Bromley Partnership has identified domestic violence as one of the key themes of the Community Safety Strategic Assessment Report and is committed to keeping victims and their families safe and holding perpetrator to account.

The DV and VAWG (Violence Against Women and Girls) Strategic Group is a sub group of the Safer Bromley Partnership and works on its behalf to lead on the effective monitoring, scrutiny and governance of the multi-agency responses to DV. It consists of senior managers across social care, health, police, education and voluntary sector. The DV/VAWG Forum and the MARAC (Multi-Agency Risk Assessment Conference) Steering Group report to the DV and VAWG Strategic Group. The [VAWG Strategy 2016-2019](#) was launched in 2016.

MARAC is a process which aims to allow statutory and voluntary agencies to give a consistent and structured response to managing the risk in cases of Domestic Abuse. MARAC is used to consider cases of domestic abuse that are categorised as High Risk. The Bromley MARAC is held on a monthly basis and is chaired by Police and LBB Safer Communities. Relevant agencies are able to share up to date risk information, with a comprehensive assessment of a victim's needs and decide upon the most appropriate way to lower or manage the identified risks. The number of cases considered at MARAC has continued to increase and reflects a more robust response to providing multi-agency support to victims and children at risk of domestic violence and abuse.

The Independent Domestic Abuse Advocacy Project had 2 full time Independent Domestic and Sexual Violence Advisors (IDSVA's) placed within the Bromley Metropolitan Police Community Safety Unit and 1 full time Community IDSVA. The project increased victim safety and worked to improve conviction rates for domestic abuse crimes by providing dedicated support, advocacy and advice to victims. It supported 342 victims during 2016/17 from their first point of contact with the police:

- Service User demographics show that the victims of domestic abuse in Bromley had 212 dependants
- 36.5% of victims were aged between 26-35 years old..
- 13.7% of victims that were supported by the service were male from various relationship types

Domestic Violence Intervention Project (DVIP) is a holistic intervention designed to address intimate partner violence. The project received 80 referrals for perpetrators during a 2 year period to address intimate partner violence (the main referrer being Children's Services). The following figures are for a 2 year period (2015/2016 and 2016/2017):

- 38 perpetrators were assessed as suitable for the programme
- 17 men completed 30 hours of treatment

There are clear pathways for victims via the One Stop Shop (OSS) - 324 clients attend the service in the year 2016/2017. The OSS is a crucial starting point for victims by offering a wide range of services under one roof, including a Police Officer, a family law solicitor, Bromley Metropolitan Police and other DV service providers:

- 219 of those attending sought advice from a the solicitor
- 102 from housing

- 51 sought advice from the Police
- 147 from specialist domestic violence/abuse services

Victim/Survivor Support Groups (12 week courses) received 109 referrals during 2016/2017. It aims to help women make sense of what has happened to them, to recognise potential future abusers and to help women gain confidence to improve their lives. During the year it had:

- 21 referred from Bromley Children's Social Care
- 11 referrals the Bromley Children's Project
- 93% of service users reported understanding the effects of domestic abuse on children

Bromley CCG received funding to implement the IRIS project which is a General Practiced-based domestic violence training and referral service. This helps support GPs and their staff to identify and assess victims early and ensure the right intervention occurs. This approach also takes into account the experiences and needs of children and young people affected by domestic abuse.

Maternity staff in Kings College Hospital NHS Foundation Trust have received training this year on domestic abuse from the Domestic violence advocate at the Princess Royal University Hospital (PRUH) as part of their annual safeguarding update. The training was positively evaluated by the majority of staff.

BSCB continued to offer safeguarding training on domestic abuse to multi agency professionals who work in a range of services including adult social care, the police, substance misuse agencies and schools through new courses commissioned by the Bromley Safeguarding Adults Board.

## Neglect

The impact of neglect on children and young people impacts on children's outcomes both in the short term and long term and it often co-exists with other forms of abuse and adversity. It is the second most common category for Child Protection Plans in Bromley and the most common reason for child protection plans in the UK. The BSCB commissioned a multi-agency audit on Neglect in 2016/17. This audit aimed to examine early intervention and partnership work for children experiencing neglect and thresholds within Children's Social Care.

The BSCB plans to publish a multi-agency protocol for Working with Neglectful Families in winter 2017.

Oxleas NHS Foundation Trust continues to raise awareness of neglect. A chronology template has been devised to assist with the analysis of risk factors and practitioners have been made aware of 'disguised compliance' which can hinder recognition.

## Child Sexual Exploitation

“The LSCB should ensure that multi-agency arrangements for the oversight of children missing and at risk of sexual exploitation are underpinned by effective information sharing, performance monitoring and action planning, and are strategically coordinated and monitored by the Board”.

**(Recommendation from BSCB Ofsted Report, 2016)**

A new CSE Coordinator post was created by Children’s Social Care; with a very experienced individual recruited to set up a specialist CSE Team and strengthen and develop the response and arrangements to CSE in collaboration with partners across the borough.

A strategic lead has been appointed by all partner agencies and the BSCB Independent Chair has written to all agencies to request they publicise this role in training and on agency intranets.

In October 2016, Police and Children’s Social Care CSE Awareness-Raising Event was attended by 99 multi-agency representatives, including secondary schools.

The strengthened and developed MAP meetings were recognised by Ofsted as improving the outcomes and scrutiny of children

The BSCB’s annual conference in November 2016 was focused on the topic of ‘Safeguarding Bromley’s Children and Young People in a Digital World’ and was attended by 146 multi agency attendees. It included presentations by CEOP (Child Exploitation Online Protection Centre), Child Net, and the Predatory Offenders Unit. The day had a strong focus on child sexual exploitation and received very good feedback on the relevant and up to date information.

The Atlas Team was launched in January 2017 as a joint enterprise between CSC and the Police. The team sits under the CSC Head of Service for Referral and Assessment to strengthen the link to the ‘front door’ teams. In March the team co-located with MASH and the public protection desk, which links missing children from care and home. This reconfiguration driven by the combined leadership of the Deputy Chief Executive (LBB), Director of Children’s Social Care (LBB) and Independent Chair BSCB is designed to further strengthen inter-agency relationships, improve information sharing and focus practice. This initiative also ensures that experienced workers are available for consultation and advice in relation to recognising CSE within the wider context of child protection. The aims and objectives of the Atlas team now includes the development of the gangs work stream and future profiling.

The BSCB Vulnerable Adolescents Sub Group has been in place since February 2017 and subsumed the Vulnerable Children Sub Group and post-Ofsted Working Group for CSE (child sexual exploitation), Missing and Gangs. The sub group’s primary focus has been CSE, missing children and children involved with gangs; it challenges performance against the Improvement Plan actions, initiating multi-agency work streams to drive

improvement where progress has been slower than expected. Initial priority actions have been to develop a Vulnerable Adolescents Strategy and underpinning multi-agency protocols for CSE, missing and gangs.

In March 2017, the newly appointed Independent Chair held a CSE Round Table Event in order to seek assurance from partners that nobody was aware of an allegation or report regarding CSE that they believe has not been appropriately escalated or that they think may have been withheld or hidden. This event was well attended and gave partners the opportunity to demonstrate their effectiveness in addressing CSE. Following this, the BSCB assumed strategic oversight and monitoring of the Ofsted improvement priority to tackle CSE, Missing and Gangs. The post Ofsted improvement plan for CSE and Missing Children is a standing agenda item at BSCB Board meetings. CSE has been a key focus of presentations given by the Independent Chair of the BSCB at the monthly multi-agency partnership events and in summer 2017 the BSCB will launch CSE short videos, linked to the BSCB websites. The BSCB will also hold launch events for the revised CSE protocol alongside multi-agency training on CSE.

As part of the BSCB's commitment to access the authentic voice of children and families in Bromley they have formed a Community Engagement Sub Group. This group is populated by members of the community and includes young people themselves, as well as business reps, parents and young people with special needs. CSE will be the subject of review and discussion at these meetings.

The use of the Sexually Active Risk Assessment Tool is being promoted in CAMHS.

In 2016, Bromley Borough Police has continued to strengthen its response to safeguarding by investing in a dedicated safeguarding manager at inspector level and four detective constables. Frontline officers have been trained in Child Sexual Exploitation and missing children and there is now a briefing process for neighbourhood officers to be aware of the Registered Sex Offenders living on their wards so they can provide an additional level of monitoring in the community.

The CSE Single Point of Contact within Borough Police meets all victims of CSE and builds a safeguarding relationship with them.

During the 2016/17 the MPS has developed a safeguarding audit unit. This has focused on CSE, Missing and indecent images of children. Learning has been embedded by face to face meetings with officers involved in the cases, team meetings and incorporated into locally delivered training days. Borough Police have provided safeguarding information to parents in the Glades shopping centre and its schools unit delivers safeguarding advice in school assemblies. In addition the Police work alongside the Prison Service and Fire service in delivering 'Impact' days in schools which encourage young people to consider issues of CSE and internet safety.

The Designated Professionals for Safeguarding Children and Named professionals from Bromley Healthcare have been working closely with Children's Social Care Head of Services for MASH and Referral and Assessment to improve the quality of strategy discussions and meetings. This has included the introduction of conference calls and consideration of protected time slots to support the right health staff to take part. A Multiagency Strategy Discussion

Protocol has been drafted. Through this process, the health needs of children experiencing Child Sexual Abuse (CSA) have been highlighted and Community Paediatricians are now included in all strategy meetings in which there are CSA concerns.

## Missing Children

The Vulnerable Adolescents Sub Group's initial primary focus has been on ensuring robust and effective arrangements are in place for CSE, missing children and children involved with gangs. Priority actions for spring 2017 are to agree a multi-agency Vulnerable Adolescents Strategy and underpinning multi-agency protocols for CSE, missing and gangs.

There is now a Missing Person Risk Reduction Officer within Bromley Borough Police. Training is provided to all frontline staff as well as briefing packs of missing young people.

Discussions have taken place to consider whether there can be health involvement in the Return Home Interviews e.g. sexual health checks, physical and emotional wellbeing checks; with the Bromley CCG Head of Safeguarding planning to facilitate the placing of a Sexual Health Nurse within the Atlas Team. Going forward the partnership will be working to strengthen the Return Home Interview process to ensure that they are completed in a timely manner and analysed in order to understand the profile of missing children and links to CSE and Gangs.

## MISSING FROM EDUCATION

"The local authority is more effective in tracking and identifying children and young people missing education.....with staff demonstrating tenacity and determination in locating them"

**(London Borough of Bromley Ofsted Report, 2016)**

The Education Welfare Service through their Children Missing Education Officer (CME) continue to ensure that Bromley Council is meeting its statutory responsibilities in regard to the identification, monitoring and tracking of children missing or not receiving a suitable education. This includes liaison with MASH where there are safeguarding concerns. The work of the EWS team fits closely with other strands of work to support vulnerable pupils including supporting schools and families to prevent poor school attendance, truancy, exclusions and supporting schools and families to get children back to school once absence has occurred. The team liaises closely with Bromley Children's Project and Admissions services.

Whilst robust referral and tracking procedures are in place, children continue to leave the borough without a known destination. The majority of these cases are tracked and traced by the Education Welfare Service and Child Missing Education Officer (CME). From September 2015 to July 2016, the EWS received 213 CME referrals. The majority of pupils referred to the CME officer either moved out of the borough or remained resident in the borough but transferred to an out of borough school: Bromley School 100 / Out of Borough School 16/ Out of Borough Destination/Known 44/ Moved overseas confirmed 36/ Returned to school of origin 3/ Identified as EHE 10/ In receipt of home tuition as provided by LA 3.

## Female Genital Mutilation (FGM) and Harmful Practices

The Multi Agency FGM Protocol, developed by the BSCB, is well embedded across Bromley and will be reviewed in 2018. This is a joint document with the Bromley Safeguarding Adult Board as it includes referral pathways for children, pregnant women and adult women who are not pregnant. The document was distributed widely and the BSCB requested that managers embed the protocol through training and supervision. The protocol also signposts to the on-line FGM training provided by the Home Office which was endorsed by partners.

Bromley Clinical Commissioning Group (BCCG) commissioning managers and contracts team are ensuring FGM pathways and mandatory reporting is included within service specifications. The head of safeguarding is a member of the NHS England pan-London FGM Steering group and uses the information from this group to inform the local FGM health agenda. BCCG Safeguarding Children Health Dataset includes indicators around numbers of FGM identified in children, young people and adult women and is reported to the BSCB.

Midwifery reports to health visitors if a client has had FGM. The midwife or health visitor refers a case into the MASH if concerns about the baby are identified before or following delivery. Any new case of an adult disclosing would be reported under the mandatory reporting process.

Kings College Hospital NHS Foundation Trust has introduced a new IT system in maternity which includes an FGM assessment. When women book for care they are asked about FGM. If FGM is reported, the system takes the midwife to an FGM risk assessment tool. Once this has been completed it links to the Department of Health leaflet on FGM (2015) which is available in 12 languages which the midwife can print for the woman to take home.

In January 2016, the GP Academic half day conference had FGM as part of the programme. Health professionals are now reporting (mandatory) identified cases of FGM as per NHS England guidance. The Health Education England, e-FGM educational programme is provided free to all healthcare professionals including school nurses, practice nurses, health visitors and GPs and was disseminated across the health economy via the safeguarding health forum.

FGM information has been updated on the Oxleas intranet and includes Mandatory Reporting duties and what to do to support women and girls who have undergone FGM.

## Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a statutory duty on responsible authorities to have due regard to the need to prevent people from being drawn into terrorism. Responsible authorities are local authorities, schools, further and higher education, the health sector, prison, probation and the police. Further information can be found in national [Prevent Duty Guidance](#).

PREVENT is part of the Government's counter terrorism strategy which is known as CONTEST. PREVENT aims to stop people becoming terrorists or supporting terrorism. The objectives of the PREVENT strategy are:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

The Home Office recognises Local Authority areas across the UK on the basis of risk as either priority or non-priority areas. Bromley has been deemed to be a non-priority area and as such receives no specific funding for Prevent activity.

The Community Safety Team co-ordinates the Prevent Strategy on behalf of LBB. The Chief Executive Corporate Leadership Team acts as the Strategic Prevent Panel and receives an annual update on the authority's response to the duty. The Safer Bromley Partnership oversees the delivery of the outcomes of the Prevent Action Plan. Prevent is one of the key priorities of the 2016-2020 Safer Bromley Partnership Strategy.

The Home Office have produced a DVD based training package called WRAP (Workshop to Raise Awareness of Prevent). It is designed to help make staff aware of their contribution in preventing vulnerable people being exploited for extremist or terrorist purposes. It details when, how and where to refer concerns about vulnerable individuals. Presentations have been given to senior managers in order that they can ensure relevant staff have training to help them identify individuals at risk to being drawn into radicalisation. All LBB staff are able to attend a WRAP via the LBB Learning & Development team. The BCSB are also arranging for Train the Trainer sessions to be made available for Designated Safeguarding Leads within local schools in order that new and existing staff are kept up to date with the Prevent agenda and can cascade training within their setting.

Bromley has a clear referral process which is linked to existing referral pathways in order to avoid duplication. In most cases, referrals are sent directly to the Prevent police via the relevant safeguarding leads. In the case of children, this will be the MASH team, or the LADO in cases of adults who are working with children. Concerns about adults will be via the Safeguarding Adults Early Intervention Teams. A Prevent Strategy/Channel Referral Process has been produced which sets out the referral contact points.

Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. Case referrals over the past 12 months covered a wide range of behaviours and situations including: use of extremist language, abuse of position of trust, mental health and antisocial behaviour.

Channel supports Prevent. It is a confidential and voluntary process where safeguarding professionals meet to discuss options which can be offered to a person who has been identified as being vulnerable to being drawn into violent extremism. It operates in the same way as existing multi agency panels. Core members include the police, mental health, education, adults and children's services. It is chaired by the Head of Community Safety. There is an agreed terms of reference, membership, confidentiality agreement and information sharing agreement. The panel meets monthly as a Prevent Case Management Board which will agree collectively on whether a referral will be accepted as a Channel case.

During 2016-17, five WRAP (Workshop to Raise Awareness of Prevent) training sessions were held for LBB staff; 68 attendees were from the children's workforce. In November 2016, the Prevent Lead reported the Prevent action plan to the Vulnerable Adolescents Sub Group, shared the referral pathway and addressed partners' questions and challenge. The Prevent Lead will present to the full BSCB Board in June 2017. The BSCB also plans to deliver WRAP 'Train the Facilitator' sessions to schools throughout 2017 so that schools have the expertise to train their own staff on the Prevent agenda.

Oxleas NHS Foundation Trust introduced new Prevent learning requirements this year, comprising 'Awareness' (levels 1 and 2) and 'Practice', with the latter requiring participation in a WRAP. At the point of introduction, evidenced Awareness compliance was less than 8% of the target audience comprising some 2,000 staff. Prevent Awareness compliance exceeded the 80% target in less than 4 months.

### Local Authority Designated Officer (LADO)

In accordance with Working Together to Safeguard Children 2015 the London Borough of Bromley like all Local Authorities has a designated officer with overall responsibility for managing and co-ordinating allegations made against staff who work with children.

LSCBs have a responsibility for ensuring that the correct procedures are in place for investigating allegations against adults who work with children. This role is undertaken by a Local Authority Designated Officer (LADO). The LADO should be informed of all allegations and should provide advice and guidance to ensure cases are dealt with and resolved in a timely manner. The LADO post sits within the Quality Improvement team. From April 2017, a Safeguarding Education Senior Practitioner will be managed by the LADO to serve as a link between schools and Social Care. This role will ensure that schools understand the thresholds within Children Social Care and that their safeguarding is robust and challenging.

- There were 223 referrals made to LADO in 2016-17
- There has been an increase from 2015-16 which was 193. The increase in the number of referrals is positive and in line with referrals within the London Reginal Boroughs. One of our neighbouring boroughs, Croydon had 215 referrals whilst Wandsworth and Bexley had 261 and 178 respectively. The increase is also a reflection of the increased awareness and knowledge of the LADO process. Organisations within Bromley appear to be having a better understanding of what the role of the LADO is and where they are unsure, there is evidence that that they are seeking advice and support
- Of the 223 referrals, 106 cases met the threshold for a LADO Complex Strategy Investigation meeting
- In regards to the overall outcomes of the cases referred, 2 cases were founded, 3 were substantiated, 60 were unsubstantiated, 25 were unfounded as the referrals were assessed as malicious and 16 are ongoing cases

- 10 of those cases were sent to the Disclosure and Barring Service (DBS) and 41 cases involved a criminal investigation with 2 leading to conviction and caution. In the previous year, there were 2 cautions, 1 non-custodial and 2 custodial
- It is worth noting that although 5 had an outcome of substantiated/founded outcome, the matters alleged which were founded did not necessarily meet the threshold for a DBS referral. In those cases, although what was alleged did occur, discussions between the LADO and relevant organisations and Human Resources professionals assessed that the issues were not significant enough to require the member of staff to be barred from working with children
- The unsubstantiated outcome appears to be the highest outcome in regards to the investigations undertaken. This is usually where there is not enough evidence to substantiate the allegation even when it meets the threshold for a LADO complex Strategy Meeting

#### Analysis of LADO Referrals

- Out of the 223 allegations/referrals made, 106 were of a physical nature, 42 sexual, 26 emotional, 25 inappropriate behaviour and 24 fell under the category of neglect
- The category/referrals of physical harm continue to remain the highest both in this current year and the previous. Referrals from schools mainly tend to be of physical harm. 90 of the overall referrals were allegations against education staff, 23 related to secondary school staff, 47 related to primary school staff, 2 related to independent school staff, 15 to special school whilst 3 related to college staff
- The referrals in respect of sexual abuse and or misconduct have doubled since the last couple year. In 2015/16, there were 24 referrals and in 2014-15 there were 27 referrals. This is not unusual when compared to other boroughs and may be due to increased awareness in what constitutes sexual abuse/misconduct in working with children and in the personal life of professionals. A number of these referrals have come from the police /CEOP team who have been tracking online sexual exploitation. The increased use of social media may also be accountable for the increase in the number of referrals
- There is currently a drive within the London Borough Bromley to increase awareness around Child Sexual Exploitation through the newly formed ATLAS team and this supports professionals to become more aware
- 24 allegations were against 17 Foster Carers and there appears to have been an increase in the last two years where there were 10 referrals in 2014-15 and 19 in 2015/16. 16 of the referrals against foster carers were returned for a Standard of Care Investigation and 11 of those returned panel. The LADO has recently started to have quarterly meeting with the Fostering and Placement Group Manager to identify common themes, track cases and promote positive working relationship
- The number of referrals from the police and about police professionals are generally low in Bromley and this view is shared with regional LADOs across London. In 2014-15, there was no referral from and about the police. In 2015-16, there 4 referrals and in 2016-17, there was 1 referral

against the police and 3 in respect of personal life referral. In March 2017, the LADO met with the Bromley Police Safeguarding Children Manager to discuss the need for better working together and greater awareness

#### Raising LADO Awareness

- The LADO runs a LADO quarterly lunch time briefing for all professionals in Bromley
- The LADO also presents at the Bromley Multi Agency Partnership events. There have been two events involving the LADO during 2017 and two more planned to take place before the end of the year
- The LADO has attended team meetings across Children Social Care and other teams to raise awareness and offer training
- The LADO has also undertaken training with Governors of schools in Bromley

#### Plans for the Future

- The LADO role is quality assured through practice observation and case supervision. In April 2017, LBB will conduct a practice week where the Deputy Chief Executive and Executive Director for Education, Care & Health Services of Bromley will observe a LADO Complex Strategy meeting
- The LADO has agreed to form a sub audit committee to undertake peer audit with regional LADOs. This is due to start before the end of the year
- The LADO will also promote in house audits of at least 4 LADO cases per year -two founded and two unfounded
- Continue awareness-raising through multi-agency events and team meetings

## LEARNING AND IMPROVEMENT

### The Child's Voice

"The LSCB should actively seek the views and opinions of children and young people, and engage them in a systematic manner in order to ensure that it is aware of and benefits from their experiences".

**(Recommendation from BSCB Ofsted Report, 2016)**

Throughout 2016-17, the BSCB continued to hold its quarterly Board meetings in community settings. These included Bullers Wood Secondary School and St Mary's Catholic Primary School. Board members explained the role of the board and asked children and parents separately about the most urgent safeguarding issues they face where they can obtain safeguarding information and where to go if they have a concern about a child's safety. In addition, the Business Manager attended Bromley Youth Council in June 2016 to consult on the new website design and content and talk about safeguarding

concerns as well as meeting with the Living in Care Council in September 2016 to discuss effective engagement methods of communication. In November, the Bromley Youth Council closed the BSCB annual conference with a very well received presentation and short film on personal safety.

Following the Ofsted report recommendation, the Independent Chair visited Bromley Youth Council in March 2017 to propose a number of joint projects including digital footprint surveys in order to better understand how local children and young people are using technology, particularly social media and any safeguarding risks they are taking. A draft memorandum of understanding will be agreed in 2017 and a new Community Engagement Sub Group will be set up with the Bromley Youth Council.

Oxleas NHS Foundation Trust employs a Young People's Participation Worker who facilitates a range of participation activities in each of its Boroughs. In Bromley the Bursting Stigma Group runs every Wednesday. Feedback gathered through these processes is reported into the Directorate Patient Experience Group where it informs future plans and actions.

Borough Police have engaged with young people in school assemblies and 'Impact' days and support the Bromley Youth Council and the 'Speak Out' challenge.

This year Bromley CCG Communications and Engagement Team have led on engaging children and families in transformation of services programme, such as CAMHs.

### The Community's Voice

In March 2017, the Independent Chair attended a Forum of Bromley Parent Voice, an organisation which seeks to improve services for children and young people with additional needs or disabilities and their families by working in partnership with statutory and voluntary agencies and by contributing towards the development of policies and practices. The Independent Chair values this partnership and will be seeking ways to ensure that Bromley Parent Voice can contribute to the work of the BSCB.

As part of the Independent Chair's reconfiguration of the Board's structure, a new Community Engagement Sub Group will be in place by May 2017. The Sub Group will provide a platform to listen, learn and reflect on the experiences and feedback from our children and young people, their families and carers. It will be responsible for the development and maintenance of the LSCB Communication Strategy, networking and surveying opportunities, reality checking, providing an opportunity to be heard and to challenge, capture impact and cascade strategies. Members will include representations from Bromley Youth Council, Bromley Parent Voice, Bromley Children and Families Voluntary Sector Forum, local businesses, and faith communities.

## Reviews of Practice

Serious Case Reviews are undertaken to learn lessons and improve the way in which local professionals and organisations work together to safeguard and promote the welfare of children. LSCBs must always undertake a Serious Case Review (SCR) when the following criteria are met under Regulation 5 of the 2006 LSCB Regulations.

- (a) Abuse or neglect of a child is known or suspected
- (b) Either (i) the child has died; or (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child

Where the SCR criteria has not been met, the BSCB can also undertake smaller-scale multi-agency case reviews. Whatever the type of review, the principles are still the same with the aim being to share information, identify good practice and establish the key lessons that will help to improve safeguarding arrangements.

- During 2016-17, the SCR Sub Group has met on four occasions
- One Bromley SCR was commissioned and one joint SCR was commissioned with Lambeth (learning will be published in 2017-18 annual report)
- One multi agency learning review was commissioned (Learning Review 1)
- Bromley reviewed an unpublished SCR from a neighbouring borough to extrapolate local learning for Bromley as the child was in receipt of some Bromley services
- All decisions made by the Chair were communicated with the National Panel of Experts

### LEARNING REVIEW 1

This Learning Review focussed on the safeguarding elements of a maternal death where the mother had a known medical condition. There were significant safeguarding issues within the family which led to the two children being subject to a Child Protection Plan at the time of the mother's death. Over the time period of the scope of this review a number of agencies were involved. Professionals across the agencies had little understanding of the impact of the mother's chronic condition on her wellness and the impact on caring for her children. Prior to her death, there was a deterioration in her self-care and a disengagement from professionals. She did not recognise the risks her second partner posed to her children.

A key aspect of this review was professionals' curiosity. Professionals met on a number of occasions to discuss the family but needed to further explore what was really happening in the family and impact on the family as a whole. Recommendations from the Learning Review include the following:

- Multi-agency meetings must consider both medical and social issues relating to the parents and how this impacts on parental capacity. Medical opinion should be sought if there is lack of knowledge relating to health conditions
- When an adult presents with vulnerabilities such as learning difficulties, agencies should consider referring to adult services to undertake an assessment or signpost to appropriate services such as the voluntary sector

- When a case has domestic violence, substance misuse or mental health issues, each agency should ensure that the interplay between the toxic trio is considered in assessment and documented
- All agencies are to ensure that the use of chronologies / case histories is accepted practice and that it is evidenced that they are used to inform assessments and safeguarding supervision
- All agencies should provide evidence through quality assurance that their current safeguarding processes, systems and policies demonstrate continuous improvements are taking place

Progress has been made in addressing the learning from this review. This includes improved GP communication with Case Conferences, GP sign up to the Local Enhanced Service and training, tracking processes regarding invites to case conferences, a Vulnerability Panel held by the Director of Nursing at Bromley Healthcare, Quality Assurance audits on representation at Strategy Meetings and a briefing for GPs on the need to use child protection codes in parent health records. GPs and Health Visitors also hold quarterly meetings to consider child protection cases for the under 5s. Children's Social Care has reviewed its Practice Standards for Excellence during 2016/17 and includes the promotion of chronologies and Legal Gateway Meetings.

## Auditing

### SECTION 11 AUDITS

The Section 11 Audit is the BSCB's primary audit to examine the safeguarding arrangements within agencies and provides the Board with reassurance that agencies are doing what they can to ensure the safety and welfare of children and young people. Section 11 (S11) of the Children Act 2004 places a statutory duty on key agencies and bodies to make arrangements to safeguard and promote the welfare of children. On a biannual basis, the BSCB undertakes an audit of local organisations to establish reassurance that they are compliant with these expected safeguarding standards.

Agencies audited during the year ending March 2017 were:

- Kings College Hospital
- Greenbrooks Urgent Care Centres
- South London and Maudsley NHS Foundation Trust
- Bromley Clinical Commissioning Group
- BMI Healthcare
- Youth Offending Service
- Public Health
- Oxleas NHS Foundation Trust
- Bromley Changes (substance misuse service for young people), part of Change Grow Live
- My Time Active (run leisure centres and childcare in the borough)

- London Ambulance Service
- British Transport Police
- CAIT
- Borough Police

A live action plan captures all issues arising from the scrutiny of Section 11 challenge sessions. Progress is monitored at QAPM Subgroup meetings. As a result: the Urgent Care Centre has introduced a child friendly feedback form and staff now undertake DV and Think Family training as part of their safeguarding training; NHSE agreed to conduct a Deep Dive at one of their providers following escalation from BSCB; there is improved regular information sharing between CSC and CAMHS; whistle blowing policies, complaints procedures and managing allegations against professionals procedures have been improved for one agency.

CAMHS NHS Foundation Trust: Additional assurance was sought in respect of practitioners knowing who the Trust Lead for CSE was and how CAMHS practitioners were supported in asking difficult questions in respect of domestic violence and abuse. The Safeguarding Children Policy and procedures will be updated to indicate that the Head of Safeguarding is the single point of contact for partner agencies for all groups of vulnerable children. The CAMHS annual safeguarding training will address the issue of asking difficult questions in relation to domestic violence and abuse.

In 2015/16, 37% of schools did not respond to the BSCB request to complete a Section 11 audit, possibly due to the large number of academies in the Borough. There has been a misunderstanding nationally that LSCB audits do not apply to academies. However, throughout 2016 the Education Safeguarding Advisory Committee has dedicated time into reviewing the audit tool with school representatives in order to make it more relevant to schools. Schools were asked to resubmit their audits in early 2017 and there was a 95% response rate. The next step in 2017/18 is to bring together a panel of BSCB Board members to consolidate the data across schools, identify trends, themes, patterns and good practice across schools. In addition the panel will test the submissions by auditing a selection of audits that have been self- assessed as red, amber and green. Feedback will be provided to schools.

#### MULTI AGENCY CASE AUDITS

Systematic multi-agency case auditing allows the BSCB to deliver one of the best learning opportunities across agencies; directly engaging them in a process that reflects upon, assesses and measures professional practice across a wide spectrum of agencies. BSCB has identified examples of positive safeguarding practice being undertaken by the partnership. Learning from the themes and issues identified via the audit have led to tangible improvements and plans to impact on longer term issues.

Two multi-agency audits were commissioned by the BSCB in 2016/17: a large scale Neglect audit and an audit of Child Sexual Exploitation (CSE). The learning from the CSE audit will be reported on in the annual report 2017/18. All audits result in an outcome focussed action plan that the QA Sub Group use to track and evidence improvements in front-line practice and processes.

The impact of neglect on children and young people impacts on children's outcomes both in the short term and long term and it often co-exists with other forms of abuse and adversity. Future vulnerabilities for young people with additional associated risks of harm as they grow up.

It is the second most common category for Child Protection Plans in Bromley and the most common reason for child protection plans in the UK.

This audit aimed to examine early intervention and partnership work for children experiencing neglect and thresholds within Children's Social Care.

The following strengths were identified in the cases audited:

- Supportive relationships with parents (emotional & practical support)
- Identifying and supporting difficulties families are facing e.g. health, housing, employment
- Effective challenge to parents
- Direct work with children included examples of skilled and thoughtful work around children with disabilities
- A flexible service being offered to a mother by a nursery together with a range of practical supports

### Key Lessons for Professionals

**Early naming of neglect** - The audits identified the importance of the early naming of neglect to help professionals focus on identifying potential risk.

Are you familiar with the signs and symptoms of neglect?

Do you utilise chronologies and appropriate information sharing to identify patterns of neglect?

Do you use SMART plans with clear, child-focused actions and outcomes to gauge the impact of the work?

**Assessment of parental capacity for change** e.g. parents presenting as responsive with vulnerabilities such as a history of substance misuse or mental health.

Do you assess and respond to underlying issues which impact on parenting and the relationship with the child?

Do you seek specialist advice on issues such as substance misuse and domestic violence?

GPs – Do you consistently use record coding of vulnerabilities which will assist in the identification of neglect?

**All professionals - if you have unresolved concerns about the response by health in any case, this can be escalated to the Designated Nurse at Bromley CCG.**

**Skilled support to child around sharing their experiences of harm** e.g. children's wider views are heard whilst children not being asked about their experiences of harm.

Do you support children to share their difficult experiences e.g. neglectful care / exposure to parental substance, by asking them directly?

Do you seek advice and guidance in supervision to support you in how to do this?

Social Workers - do you explain to children in an age-appropriate way why you are involved with their family?

**Identifying and responding to needs around Diversity** e.g. interpreters being used on the initial contact however limited further use disempowering parents from fully participating.

Do you support children and parents with language needs?

**Case management and supervision** - Limited reflective supervision providing support, guidance and a focus on outcomes

Managers – Do you enable practitioners to reflect on cases? Are supervision records up-to-date and management decisions clearly recorded?

**Assessment and plans for each child** - The individual needs of all children within a household to be identified.

Do you consider and respond to the needs of all children within a household taking the history into consideration?

**Application of thresholds** - This was an area that agencies needed support in helping them understand how and why certain decisions are made and by receiving proportionate feedback from CSC.

Do you make reference to the Bromley Threshold of Need tool in your day to day work? Download a copy from BSCB website

**Challenge and escalation around thresholds** - There were no escalation of cases by partner agencies where concerns remained about a child.

Do you seek out missing information when you remain concerned about a child and utilise Bromley Escalation procedures when concerns remain?

### **Raising Awareness about Neglect**

A Neglect Strategy and action plan with a clear focus on associated vulnerabilities and local context is in the process of being implemented. The BSCB will agree and sign off the Neglect Strategy and associated action plans for 2017. Monitoring of the implementation of relevant actions will continue by the BSCB.

Two learning events were held for multi-agency practitioners and managers which shared the key themes and practice issues from the wider range of agencies were debated increasing ownership and understanding around neglect within Bromley.

### **SINGLE AGENCY AUDITS**

CAMHS NHS Foundation Trust undertook a Child Protection Record Audit which showed a lack of consistency in recording details of a child protection (CP) plan on RiO system. There was variance in working practice where a child was on a CP Plan e.g. a report was not always submitted to CP conference. As a

result, a CAMHS Safeguarding Summary document has been launched which sets out the role and responsibilities of CAMHS practitioners where a child is the subject of a CP Plan.

Bromley CCG undertook an audit on General Practitioners' contribution to Safeguarding Children processes in Bromley. The audit aimed to gain information regarding the contribution made by GP practices to the safeguarding children processes in Bromley, specifically to investigate the quality of information provided by GPs in written reports for case conferences, both initial and review. The audit looked at a random sample of 15 GP reports submitted for conferences; both initial and review, between September 2015 and May 2016. Overall, 66% of reports evidenced that the GP had engaged with the safeguarding process and reviewed the child and family records and provided information that would be useful for conference. There was a great deal of variability between the reports in terms of amount of information provided. Recommendations included more training for GPs on quality case conference reports and to triangulate the views of the Quality Assurance unit on the quality of GP case conference reports in the next GP case conference reports audit.

Kings College Hospital NHS Foundation Trust's early intervention audit demonstrated that staff in maternity are active in identifying families that need additional support to prevent their difficulties escalating. An audit for young person's attendances to ED with mental health issues showed that there was an increase in self-harm attendances at the Princess Royal University Hospital (PRUH).

### **Children's Social Care Audit Programme**

The Quality Improvement Service implemented a new audit programme October 2016. The focus of the audit programme was continuous learning and improvement with the focus on quality of practice; in addition to improving the skills of staff teams in respect of auditing and using audit findings to improve practice.

The single case audit tool covered 7 key practice areas to enable a detailed look at the quality of practice. The overall audit findings were incorporated in the audit matrix which is reported to the Improvement Governance Board and the Director of Children's Social Care's Senior Management Team (SMT).

During 2016-17 the focus has been on understanding where improvements can be made to underpin more effective practice and interventions.

#### **Audit Headlines:**

- There was evidence of improvement in audit outcomes; with the trajectory in the number of inadequate audits having decreased
- The outcome of case re-audits remained variable with a need for increased evidence of discussion between manager and practitioner of audit findings

- There was evidence of improved care planning for children and young people
- There needs to be continued focus on improving the evidence of the child’s voice through direct work, observations, etc.

## Performance Data

“The LSCB should establish a performance dataset that ensure that it can measure progress against its key priorities” Recommendation from BSCB Ofsted Report, 2016.

The QAPM Subgroup held a workshop event in June 2016 facilitated by a peer independent Chair from a Good LSCB. The full dataset was scrutinised and a revised set of principles agreed. Each key safeguarding partner then revised their part of the dataset according to the requirement of the Board. Some sections were completely revised whilst others refined to better match the Board’s priorities. A key focus in 2016-17 was improving the data for CSE/Missing and the new Atlas Data Analyst worked with partners to gather a complete picture.

The first full year of collating the new BCCG Safeguarding Children and Children Looked-after Health Economy Dataset has been completed. This has been a huge undertaking led by the BCCG Head of Safeguarding and Performance Analysts with full engagement from safeguarding leads across provider organisations and the BSCB Managers. It is exciting to see the emerging trends and patterns across safeguarding activities. This is ‘shining a light’ on services or areas of care which require more focused challenge and support from BCCG and directly improving the safeguarding arrangements and thus outcomes for vulnerable children and young people. The next phase of this approach is to undertake ‘deep dives’ into areas identified by the data which we need further assurance on e.g. suicide attempts by children and young people.

In 2016-17 the Metropolitan Police provided data at borough level from their central Intelligence Team. Data scrutinised by the QAPM in 2016-17 included serious sexual offences, rape, domestic violence incidents and sanction detection rates for those crimes. The indicators selected were the same for all London LSCBs and there was no scope for additional local priorities. This was unsatisfactory and the London Safeguarding Children Board challenged the Met Police on behalf of the 32 London boroughs. As a result a new ‘safeguarding dashboard’ is in development with much greater capacity to provide localised data. It is not yet clear when this will be shared with LSCBs.

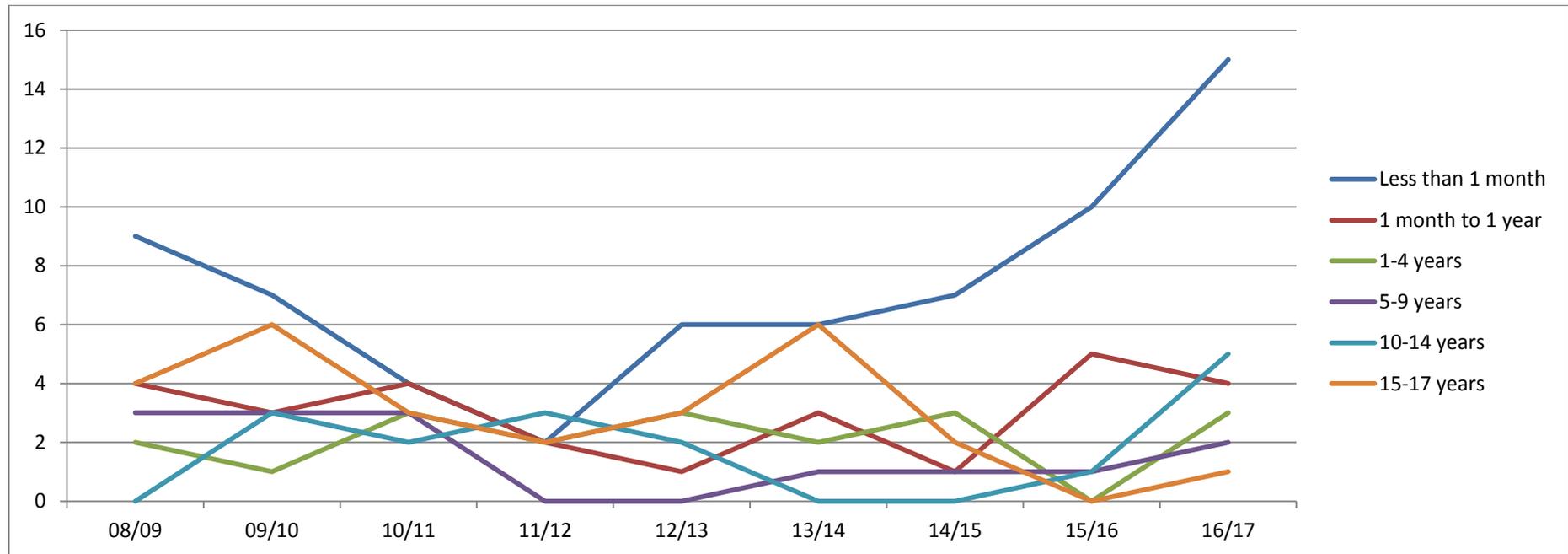
## THE CHILD DEATH OVERVIEW PANEL

The Child Death Overview Panel (CDOP) is chaired by a Consultant in Public Health and enables the BSCB to carry out its statutory functions relating to child deaths.

### CDOP facts and figures

- A total of 169 deaths of children and young people have been reviewed since April 2008
- In 2016/17 there were 30 deaths of CYP who lived in Bromley (an increase from 17 deaths in 2015/16). The vast majority of the increase in deaths was due to the recording of very premature babies who showed some signs of life as a child death

### Age at Death of Bromley Children, 2008-2017



- 20 of these were unexpected deaths (defined as a death which was not expected 24 hours previously). 11 of the 20 deaths were very premature babies
- 37 cases were reviewed by CDOP during 2016/17 and completed

- The rate of infant mortality (deaths of children under the age of 1) in Bromley is very low at 2.3 per 1000 live births. This is lower than the national rate of 3.9. It may be expected to increase in future as the deaths of more premature babies are included in these figures
- The rate of deaths in CYP aged 1-17 in Bromley is 11.9 per 100,000 children aged 1-17 years. This is similar to the national rate of 12.0

As part of its functions the CDOP is required to categorise the preventability of a death by considering whether any factors may have contributed to the death of a child and if so whether these could be “modified” to reduce the risk of future child deaths. Professional challenge is a key part of the CDOP process.

During 2016/17 the CDOP identified modifiable factors in 4 (13%) of the deaths classified as unexpected. This is lower than the national rate of 24% although the numbers locally are small and not statistically significant.

#### CDOP impact

- Sharing learning with Public Health England regarding a child who died of measles, and promoting MMR vaccination uptake in Bromley
- Sharing learning with paediatric heart specialists in Kings College Hospital about a case of congenital heart disease operated on soon after birth who developed serious complications leading to death in adolescence (before screening for late complications of this surgery had started)

## TRAINING AND DEVELOPMENT

### Annual Conference 2016

The BSCB’s annual conference in November 2016 was on the topic of ‘Safeguarding Bromley’s Children and Young People in a Digital Age’ and was attended by 146 multi-agency attendees. It included presentations by CEOP (Child Exploitation Online Protection Centre), Child Net, The Breck Foundation, The Predatory Offenders Unit and Bromley Youth Council. 68% of attendees found the conference ‘extremely useful’ with a further 28% saying it was ‘very useful’. 59% said the conference was extremely relevant to their jobs’ with a further 38% saying it was very relevant/helpful. Feedback included:

“A good multi-agency mix of participants from social workers, teachers, foster carers and support workers, police - it was brilliant.”

“Good that speakers discussed issues for all ages of young people – both primary and secondary age.”

“A well organised and informative day. Covered many different areas. Lots to take back to school.”

“An excellent conference with very up-to-date, relevant information.”

### Classroom based face to face courses

The training provision for 2016-17 is the second year of a three year commissioned programme. This year, the programme consisted of 27 different courses run in 61 sessions, attended by a total of 663 people across the different agencies. This was an increase of 82 people compared to last year.

There were 739 bookings made for our training courses in 2016-17. 89% of people who booked on a classroom based course actually attended. This is an improvement from 84% last year. This is a very high proportion and is attributed to the 'no show/late cancellation' charge implemented by the BSCB Training Sub Group). In 2016-17, 39 charges for late cancellations/no shows were made. The Training Sub group routinely looks at no show/cancellations and line managers are informed in each case. The Board continues to support this policy; however, charges will be reduced from 1st April 2017 following challenge made by health agencies who felt the charges were prohibitive.

There were several new courses this year (shown with an asterisk in the table below). The 'Safeguarding neglected children' course was decommissioned and replaced with two new courses: 'Introduction to Safeguarding Neglected Children' and 'The Challenge of Safeguarding Neglected Children in Families with Complex Needs'. These will run for one year and be re-evaluated. This increase in training places is as a result of learning points in Bromley's 2015 multi-agency audit on neglect.

Additional courses on domestic abuse were commissioned by the Bromley Safeguarding Adults Board (BSAB) this year on behalf of BSAB and BSCB. The BSCB's existing 'Working with perpetrators of DV' ran until September 2016 then it was replaced by the new courses. The new programme includes foundation, intermediate and advanced levels. Three sessions were delivered by the end of the financial year. This offer will increase for 2017-18.

Four training sessions on 'Prevent' ran in 2016-17 reaching 68 people from the children's workforce in Bromley. The BSCB will commission 'train the trainer' sessions for WRAP in 2017-18 in order to reach all school staff working in the borough.

#### [Seminars, briefings, MAPEs and other multi-agency learning events](#)

In addition to the half day and full day classroom based courses, the BSCB also ran three shorter briefing/seminar sessions in 2016-17. The topics covered included managing allegations against professionals and learning from SCRs featuring neglect. We do not require staff to book for these events as they are less formal than training courses. Typically they are one or two hours.

There were fewer BSCB lunchtime briefings this year as following the Ofsted inspection of April 2016, a series of twelve Multi Agency Partnership Events (MAPE) were commissioned by London Borough Bromley in partnership with key partners to run until December 2017. Rather than duplicate, the BSCB worked with the organisers of MAPE to ensure priority areas were covered. The BSCB Team presents at each MAPE. Three sessions were delivered before 1 April 2017. A further nine will run in 2017-18.

Another addition to the training calendar in 2016-17 was the CSE Awareness Training Event in October 2016. This was a full day and 99 multi-agency staff attended. This was organised by the police and local authority.

## BSCB Training - Uptake, number of courses, number of attendees and evaluations 2016-17

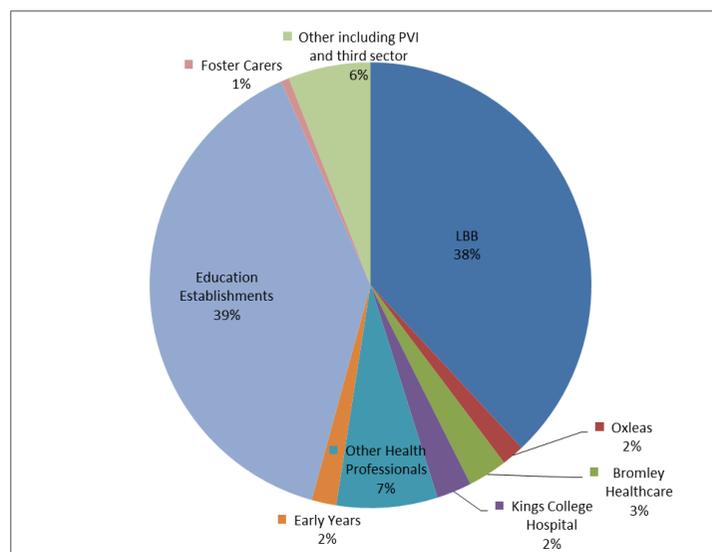
Capacity for each course is usually 18 people due to the size of the rooms available.

Course Title	No. of sessions run over the year	Total no. of attendees
Face to face classroom learning * =new course for 2016-17		
Group 3	6	84
Group 3 Refresher	3	28
Group 4/5	3	34
Group 4/5 Refresher	2	13
Introduction to Safeguarding Children	2	22
Early Help: Understanding & Using Common Assessment Framework (CAF)	3	25
CAF: developing confidence chairing TAC	4	34
*Child trafficking awareness	2	19
Child Sexual Exploitation	2	28
*Domestic Abuse Foundation	2	18
*Domestic Abuse Intermediate	1	5
Working with Perpetrators of Domestic Abuse	1	14
Effective Supervision - Successfully Safeguarding Children & YP	2	11
Effective Supervisory Skills - Facilitating Reflective Practice	1	7
*Engaging Hard to Reach Families	1	7
Safeguarding Children for Designated Teachers	3	51
Safeguarding Children for Designated Teachers - refresher	3	36
Safeguarding Disabled Children	2	20
Introduction to Safeguarding Neglected Children	2	23
The Challenge of Safeguarding Neglected Children in Families with Complex Needs	3	26
Teenagers who self-harm	1	10
Developing Confidence in Working with Diversity	1	7
Introduction to Parental Mental Ill Health	2	28
Parental Mental Ill Health - Working Better Together to SG the Child & Adult	2	25
Parental Substance Misuse	2	13
Safeguarding Young Carers	1	7
*Prevent	4	68
SUB TOTAL for face to face classroom courses	61	663

Seminars, briefings, MAPEs and other multi-agency learning events		
SEMINARS: Allegations Against Professionals	2	27
BRIEFING: learning from SCRs featuring neglect	1	41
CSE Partnership Awareness Event October 2016 (full day)	1	99
MAPE 1,2 and 3 (half day each), delivered by 31/3/2017	3	118
SUB-TOTAL for lunchtime briefing/MAPEs/CSE events	7	285
TOTALS (classroom-based courses and lunchtime briefings/seminars/MAPE) 2016-17	68	948

BSCB aims to have a multi-agency mix of professionals at every training course as we believe this is key to fostering trust and confidence among the children’s workforce in Bromley. It is a challenge for some agencies to send their staff to our multi-agency training as their training budgets have reduced dramatically in the last two years resulting in some difficult decisions about where to prioritise their staff development. Health agencies and police have struggled with this the most as their organisations have introduced more mandatory online learning modules for children’s safeguarding. The BSCB has continued to challenge those agencies whose staff are not attending sufficient multi-agency training.

A breakdown of agencies attending our classroom based, face to face BSCB training for the year 2016-17 is below:



The BSCB consistently provides training of a high standard, with course participants agreeing that courses are useful and relevant to their needs. Each course is subject to user evaluation. Overall feedback across all courses showed that 78% of the attendees judged the courses to be Excellent. Evaluation scores have improved every year for the past three years.

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>2014-15</b>	68%	30%		
<b>2015-16</b>	73%	25%	2%	
<b>2016-17</b>	<b>78%</b>	<b>21%</b>	<b>1.4%</b>	<b>0%</b>

Since 2014, the BSCB has had a comprehensive evaluation process which includes pre and post training evaluation, as well as a two month follow up evaluation with attendees for all courses to identify the impact of training and whether training has been applied. Each course is allocated to a member of the Training sub group to monitor, dependent on their specialist area. Where a course consistently has a low score, indicating low impact, attendees are contacted to obtain more specific details, which is then fed back to the trainer to amend content or delivery. Poor evaluations can lead to unsatisfactory trainers being replaced or courses decommissioned. Furthermore, certificates can be withheld if individuals do not apply the training and the BSCB also expects that this is followed up by supervisors and line managers during supervision.

All trainers are required to submit an evaluation form to evaluate how well the course went. Questions include how relevant the course was to the experience of the delegates and whether any organisational issues emerged during the training. Forms are submitted to and followed up by a manager in the Workforce Development team. The Training Sub group routinely analyses evaluation data and also carries out 'mystery shopping' of courses to ensure quality and impact.

#### E-Learning Courses

The BSCB's free e-learning courses for Group 1 and 2 training which was introduced in 2012 continues to be good value for money. The BSCB and BSAB commission a provider together with neighbouring boroughs to achieve economy of scale. This year Bromley's e-learning package consisted of 11 courses suitable for the children's workforce. These courses make up the Group 1 and 2 training offer. The advantage of online training is that delegates can learn at a time and pace that suits them. A breakdown of the number of people taking the BSCB e-learning courses for 2016-17 is below.

915 people completed the Level 1 Safeguarding Children module this year compared to 279 last year. This is a significant improvement and ensures the 'safeguarding is everybody's business' is reaching a much broader audience. Participants included pharmacists, childcare staff, housing, adult services staff, healthcare assistants and those working as volunteers.

<b>Online learning course (called 'ME Learning') April 2016 March 2017</b>	
<b>COURSE TITLE</b>	<b>Number Completed</b>
Autism Awareness	56
Data Protection Act	46
Domestic Abuse	43
E-Safety - Risks to Children	55
E-Safety - for Parents	10
Information Sharing and Consent for people working with Children	28
Managing Conflict - Children's Workforce	11
Safeguarding Awareness	30
Safeguarding Children - Level 1	915
Safeguarding Children - Level 2	223
Safeguarding Children with Disabilities	72
<b>TOTAL NUMBER OF PEOPLE COMPLETING ONLINE COURSES</b>	<b>1489</b>

## **PRIORITIES FOR NEXT YEAR AND BEYOND**

BSCB Vision: "Children and young people in Bromley are seen, heard and helped; they are effectively safeguarded, properly supported and their lives improved by everyone working together."

This Business Plan for 2017-19 replaces the Business Plan 2015-18 as part of the review and reconfiguration of the BSCB following the Ofsted inspection of 2016 which graded the BSCB as 'requires improvement'. It acknowledges the inadequacy of previous approaches which lacked strategic oversight. The

BSCB is moving away from monitoring the functions of the board and will now shift our focus more firmly on the context of the lives of our children in Bromley and demonstrate a commitment to grip, pace and impact.

In the context of impending change, the structure of this Business Plan will allow us flex to meet the challenges and embrace the opportunities of the Children and Social Work Bill.

### PRIORITY 1: THE LOCAL SAFEGUARDING CONTEXT

Outcome: Children and young people at risk of specific vulnerabilities in Bromley are seen, heard and helped. They are effectively protected from harm by robust and coordinated multi-agency intervention and support. The BSCB and partner agencies focus on how to safeguard children and young people in the context of their lives at home, in friendship circles, health, education and public spaces including social media – context is key.

**Actions:** To monitor the ongoing effectiveness and impact of the partnership in responding to previous Business Plan priorities of CSE, Missing, Gangs, Domestic Violence, Neglect, Radicalisation and FGM. To work with partners to deliver comprehensive, multi-agency arrangements that tackle the identified safeguarding priorities set out below; and to evaluate their impact on children and young people:

- Domestic Violence (abusive relationships linked to CSE and Gangs)
- Mental Health
- Authentic voice of Children with special and educational needs
- Authentic voice of Children Looked After

### PRIORITY 2: EARLY HELP & EARLY INTERVENTION

Outcome: Children and young people receive effective early help and appropriate interventions when needs are identified and/or problems arise.

**Actions:** To evaluate the effectiveness of early help arrangements Bromley.

### PRIORITY 3: STRONG LEADERSHIP AND STRONG PARTNERSHIP

Outcome: The BSCB leads the safeguarding agenda, is professionally curious and challenges the work of partner organisations, and commits to an approach that learns lessons, embeds good practice and is continually influenced by children, young people and their families. A key focus within Priority 3 is how the BSCB and partner agencies commit to Making the Invisible Visible. This reflects the importance that the BSCB and partner agencies apply to ALL children and young people living in Bromley being seen, heard and helped.

**Actions:**

- In the context of the Children and Social Work Bill and the proposed abolition of LSCBs, partner agencies will continue to commit to engaging in robust arrangements that coordinate and ensure the effectiveness of how children and young people are safeguarded

- The BSCB and partners successfully deliver against the Business Plan and associated work plans set for the BSCB and its sub groups / working groups
- Continue to strengthen the governance interface between the BSCB and other key strategic forums and Chairs
- Maintain the BSCB Learning & Improvement Framework; scrutinise & challenge performance; identify, disseminate and embed lessons; engage with children, young people and families and evaluate the impact on outcomes
- To communicate and raise awareness about safeguarding to individuals, organisations and communities
- To consistently promote the importance of effective and swift information sharing, promoting a culture that puts the protection of children before the protection of information

#### PRIORITY 4: A HEALTHY WORKFORCE

**Outcome:** In the context of reducing public sector funding, the BSCB listens to partners and seeks reassurance that agencies have in place effective arrangements to support their staff deliver high quality safeguarding practice.

**Actions:** The BSCB sets up a task and finish group to lead on designing and implementing a thorough health check of the organisational arrangements in place to support effective safeguarding practice.

#### TECHNOLOGY AND SOCIAL MEDIA

The BSCB business plan aims to develop and deliver services that meet the needs of the children they seek to safeguard. This in the context of children's lives; at home, in care, in education and health, with family and friends and in all the offline and online spaces they frequent. The BSCB recognises that children's access to technology and use of social media is not novel and distinct; rather it is fundamentally integrated in the lives of young people. We further recognise that the context within a child's offline life; neglect, emotional or physical abuse or living in the shadow of abusive relationships is often reflected in the online 'digital footprint' children, young people and many adults now create.

We have therefore discarded the development of an e-safety strategy on the basis of its singular focus on technology and will instead, be developing a strategy and suite of supporting documents focused on safeguarding children and young people within the context of their real lives and their access and use of technology. In the toolkit supporting this strategy, professionals will be provided with policy, guidance and checklists that will assist safeguarding professionals identify and support children and young people in need of help and protection. This will be available in summer 2017.

In addition the BSCB will be developing Apps to support professionals so that they have immediate access to the guidance they need. The BSCB App will include information on subjects such as thresholds of needs, escalation, what to do if you are concerned about a professional and how to get help if you are concerned about a child. Videos on CSE will also be available for professionals on the BSCB website.

The BSCB's annual conference in November 2016 was on the topic of 'Safeguarding Bromley's Children and Young People in a Digital Age' and was attended by 146 multi-agency attendees. It included presentations on the topic of on-line grooming (child sexual exploitation and radicalisation) and meeting strangers on line via gaming. Bromley Youth Council also presented their experiences and views on social media. Feedback from attendees was excellent and referred to the 'very up to date, relevant information' and one attendee said that 'my eyes were opened to a few things'.

## WHAT YOU NEED TO KNOW

THE BSCB WEBSITE <http://bromleysafeguarding.org/>

TWITTER @BromleyLSCB

### CHILDREN AND YOUNG PEOPLE

- Nothing is more important than making sure you are safe and well cared for
- As adults, sometimes we think we always know best...we don't..... and that's why your voice is so important
- This is about you and we want to know more about how you think children and young people can be better protected
- We want to talk to you more often and we want to know the best way to do this..... please help
- If you are worried about your own safety or that of a friend, speak to a professional you trust or speak to ChildLine on **0800 1111**

### PARENTS AND CARERS

- Public agencies are there to support you and prevent any problems you are having getting worse...Don't be afraid to ask for help
- Tell us what works and what doesn't when professionals are trying to help you and your children
- Make sure you know about the best way to protect your child and take time to understand some of the risks they can face
- You'll never get ahead of your child when it comes to understanding social media and IT – but make yourself aware of the risks that children and young people can face

### THE COMMUNITY

- You are in the best place to look out for children and young people and to raise the alarm if something is going wrong for them.
- We all share responsibility for protecting children. Don't turn a blind eye. **If you see something, say something.**
- If the child lives in Bromley, call the Multi Agency Safeguarding Hub (MASH) on **0208 461 7373/7379 7026** during working hours
- If you need to speak to someone out of office hours contact the Out of Hours Duty Service on **030 0303 8671**
- You can also call the NSPCC Child Protection helpline on **0808 800 5000**

### FRONT-LINE STAFF AND VOLUNTEERS WORKING WITH CHILDREN OR ADULTS

- Make sure children and young people are seen, heard and helped... whatever your role
- Your professional judgement is what ultimately makes a difference and you must invest in developing the knowledge, skills and experiences needed to effectively safeguard children and young people. Attend all training required for your role
- Understand the importance of talking with colleagues and don't be afraid to share information. If in doubt, speak to your manager
- Escalate your concerns if you do not believe a child or young person is being safeguarded
- Use your representative on the BSCB to make sure that your voice and that of the children and young people you work with are heard
- If your work is mainly with adults, make sure you consider the needs of any children if those adults are parents

### LOCAL POLITICIANS

- You are leaders in your local area. Do not underestimate the importance of your role in advocating for the most vulnerable children and making sure everyone takes their safeguarding responsibilities seriously
- Councillor Peter Fortune is the Portfolio Holder for Education and Children and Families and has a key role in children's safeguarding - so does every other councillor
- You can be the eyes and ears of vulnerable children and families... Keep the protection of children at the front of your mind

### CHIEF EXECUTIVES AND DIRECTORS

- You set the tone for the culture of your organisation. When you talk, people listen - talk about children and young people
- Your leadership is vital if children and young people are to be safeguarded
- Understand the capability and capacity of your front-line services to protect children and young people - make sure both are robust
- Ensure your workforce attend relevant BSCB training courses and learning events
- Ensure your agency contributes to the work of BSCB and give this the highest priority. Be Section 11 compliant
- Advise the BSCB of any organisational restructures and how these might affect your capacity to safeguard children and young people
- Keep engaged with the safeguarding process and continue to identify children who need early help and protection

### THE POLICE

- Robustly pursue offenders and disrupt their attempts to abuse children
- Ensure officers and police staff have the opportunity to train with their colleagues in partner agencies
- Ensure that the voices of all child victims are heard, particularly in relation to listening to evidence where children disclose abuse
- Ensure a strong focus on MAPPA and MARAC arrangements

### HEAD TEACHERS AND GOVERNORS OF SCHOOLS

- Ensure that your school / academy/ educational establishment is compliant with ‘keeping children safe in education’ (DfE, 2016)
- You see children more than any other profession and develop some of the most meaningful relationships with them

### CLINICAL COMMISSIONING GROUPS

- CCGs in the health service have a key role in scrutinising the governance and planning across a range of organisations
- Discharge your safeguarding duties effectively and ensure that services are commissioned for the most vulnerable children

### THE LOCAL MEDIA

- Safeguarding children and young people is a tough job
- Communicating the message that safeguarding is everyone’s responsibility is crucial - you can help do this positively.
- Hundreds of children and young people are effectively safeguarded every year across the borough of Bromley

## BSCB MEMBERSHIP (AS AT AUGUST 2017)

### Independent Chair

Jim Gamble QPM

### BSCB Team

Kerry Davies	Board Business Manager (Job Share)
Joanna Gambhir	Board Business Manager (Job Share)
Hazel Blackman	Business Support Officer

### Board Members

Ade Adetosoye	Deputy Chief Executive and Executive Director Education, Care and Health Services (statutory DCS),
Jane Bailey	Director of Education
Janet Bailey	Interim Director Children's Social Care
Deidre Bryant	Head of Service, National Probation Service
Valerie Burton	Lay Member
Khalil Campbell	Senior Service Manager CAF/CASS
Deborah Carter	Deputy Head Teacher, Bullers Wood School

Jane Clegg	Director of Nursing, NHS England
Sonia Colwill	Director of Quality Governance and Patient Safety, CCG
Kerry Davies	BSCB Business Manager (job share)
Helen Dyer	Bromley CFVSF Chair (third sector)
Darren Farmer	Quality Governance Assurance/ Stakeholder Engagement Manager, London Ambulance
Jenny Flavill	Designated Dr, Consultant Community Paediatrician
Peter Fortune	Portfolio Holder, Care Services
Joanna Gambhir	BSCB Business Manager (job share)
Gillian Halden	Interim Head of Service Quality Assurance
Debbie Hutchinson	Deputy Director Nursing, Kings College Hospital
Marina Laurie	Lay Member
Trevor Lawry	Deputy Borough Commander, Borough Police
Fiona Martin	DCI Child Abuse Investigation Team (CAIT)
Sadie McClue	Head of Safeguarding (Designated Nurse), Bromley Clinical Commissioning Group
Betty McDonald	Head of Youth Offending Service
Jenny Selway	Consultant Public Health Medicine (Chair of CDOP)
Lucien Spencer	Area Manager, London CRC
Isobel Vassallo	Head Teacher, St Mary's Catholic Primary School
Natalie Warman	Director of Nursing, Therapies and Quality Assurance, Bromley Healthcare
Jane Wells	Director of Nursing and Safeguarding, Oxleas NHS Trust



# **INDEPENDENT REVIEWING OFFICER (IRO) SERVICE**

## **ANNUAL REPORT**

**2016-2017**

**An Annual Report of the Independent Reviewing Officer (IRO) Service  
for Bromley's Children Looked After**

**The report contains a summary of the work completed by Bromley  
Independent Reviewing Officers between  
1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017**

**Report Author - Wendy Kimberley, Group Manager  
CSC Quality Improvement & Safeguarding  
Education and Care Services**

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## 1. Introduction

- 1.1 The Independent Review Officers' (IRO) role in Bromley is subject to continued improvement following the Ofsted single inspection in April 2016. This report is written in context of the overall Improvement Plan and details work undertaken in 2016-17 and objectives for 2017-18. The service is committed to achieving best outcomes for children and young people in Bromley.
- 1.2 The IRO service is set within the framework of the IRO Handbook; linked to revised Care Planning Regulations and Guidance which were updated June 2015. The responsibility of the IRO has changed from the management of the review process to a wider overview of the case; including regular monitoring and follow-up between reviews. The IRO has a key role in relation to the improvement of care planning for children looked after and in challenging drift and delay.
- 1.3 This report provides a summary of how the IRO service monitors the performance of the local authority in relation to its children looked after. It summarises the development of the IRO Service over the past year and provides statistical analysis of the performance of the service in relation to Bromley's children looked after population. It highlights good practice and areas which require improvement for the year ahead.

## 2. Role and Function of the Service

- 2.1 Since 2004 all local authorities have been required to appoint IROs to protect children's interests through the care planning process. The requirement to appoint IROs arose from concerns that the care planning for looked after children could 'drift'. IROs must be independent from the immediate line management of the case. The effectiveness of their role has subsequently been questioned as to whether they can be sufficiently robust in their challenge of the local authority. Therefore, an attempt was made to strengthen the IRO role through statutory guidance and the IRO Handbook.
- 2.2 The Children and Young Persons Act 2008 extended the IROs' responsibilities from monitoring the performance by the local authority of their functions in relation to only a child's *review* to the more encompassing role of monitoring the performance by the local authority of their functions in relation to a child's *case*.
- 2.3 The Legal Aid Sentencing and Punishment of Offenders Act (LASPO) Act 2012 came into force on 1/12/12. As a result, all young people aged 16 and 17 who are remanded into custody are now regarded as looked after children. During 2016/17 there were 8 young men and 1 young woman on remand.
- 2.4 As part of the monitoring function, the IRO also has a duty to monitor the performance of the local authority's function as a corporate parent. The IRO should highlight any areas of poor practice. This should include identifying patterns of concern emerging not just around individual children but also more generally in relation to the collective experience of its children looked after of the services they receive. The IROs therefore consult with the social work team and manager on any identified issues arising from the care plan or implementation of the care plan; where necessary escalating unresolved concerns to an appropriate level in the local authority's management structure, and/or if necessary to CAF/CASS.
- 2.5 The main forum through which the IRO carries out their monitoring role is the statutory looked after reviews.

These take place regularly at the following times:

- First review: within the first 28 days of the child becoming looked after
- Second review: within 90 days
- Subsequent reviews: at 180-day intervals
- When a child or IRO requests one
- When significant events occur

2.6 The primary task of the IRO is to ensure that the care plan for the child fully reflects the child's current needs. The actions set out in the plan should be consistent with the local authority's legal responsibilities towards the child. As corporate parents, each local authority should act for the children they look after as a responsible and conscientious parent would act.

2.7 The review should, wherever possible, take place at the child's placement with the attendees being the people most closely involved with the child; and those people the children want to be in attendance. Parents, residential workers, foster carers and their support workers, social worker and the IRO are the expected attendees. Reports from other professionals such as Education and Health (including CAMHS) are also received. In some circumstances to ensure sensitivity to children and parents, it may be necessary to hold a series of meetings to facilitate all views to be heard (e.g. where a child does not want their parents or another professional to attend a review).

### 3. Independent Reviewing Team

3.1 The IROs are employed by the London Borough of Bromley. They are line-managed by a Quality Improvement Group Manager. The Head of Quality Improvement Service reports to the Director of Children's Social Care. As required by statutory guidance, their management is independent of the immediate case-management of Bromley's children looked after.

3.2 Since April 2016 the staffing establishment has been 5.5 full-time IROs. The guidance states: The IRO should be an authoritative professional with at least equivalent status to an experienced Children's Social Work Team Manager:

- Bromley's IROs have extensive relevant social work experience
- There are four male and two female IROs
- There are three IROs from a BME background

3.3 In addition to the core function of monitoring and reviewing children's care plans, the IRO Service is also involved in:

- Meetings on individual cases
- Planning forums where policy and procedures are developed (e.g. health, education, participation and professional standards groups)
- Audit work
- Training
- Linking with teams
- Assisting with complaints and access to records requests
- Working with the commissioning team to monitor the quality of placements.

3.4 The team has representation in the following meetings:

- Corporate Parenting Group
- Health Forum
- Newly-implemented 18+ Panel

- Early Permanency Panel
- Placements Panel
- National IRO Network (attendance is on a rota basis)

- 3.5 Statutory guidance recommends that the caseload for a full-time IRO should be between 50 and 70 looked after children; to enable the delivery of a quality service. In 2016-17 each IRO has held a caseload of 55-60 children. Caseload management has to take into consideration the geographical location of placements and travelling time. The National and London IRO Manager networks have identified that caseloads exceeding 60 have a significant impact on the IRO's ability to fulfil the full requirements of the statutory guidance. Those authorities with significantly higher caseloads have been awarded inadequate judgements in the single inspection framework.
- 3.6 A child or young person coming into care will be allocated an IRO within 24 hours of placement. The IRO will then make contact with the allocated social worker and the child or young person. It is good practice for the IRO to visit the child before the day of the Review. The purpose of the visit is to introduce themselves, discuss the role of the IRO and the purpose of Reviews. The IROs attempt to achieve this whenever possible.
- 3.7 Ideally a child looked after will retain the same allocated IRO for their duration in care unless the IRO leaves the employment of the local authority. In exceptional circumstances there may be a change of IRO.

#### 4. Profile of Children Looked After in Bromley: 2016-17

Gender		
Bromley Residents 0-17yrs		Snapshot
Gender	Population	Children Looked After
Male	37,030 (51%)	167 (58%)
Female	35,840 (49%)	121 (42%)
Unborn	0	0
Unknown	0	0
<b>Total</b>	<b>72,870 (100%)</b>	<b>288 (100%)</b>

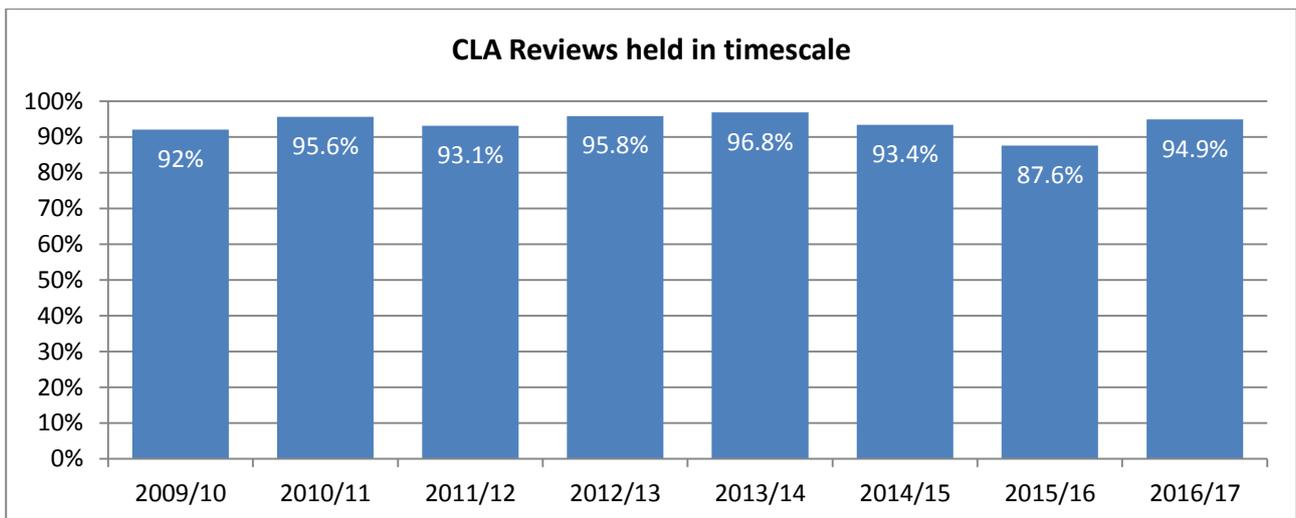
Age		
Bromley Residents 0-17yrs		Snapshot
Age	Population	Children Looked After
Unborn	0	0
0-4yrs	20,810 (29%)	40 (14%)
5-9yrs	21,940 (30%)	45 (16%)
10-12yrs	11,640 (16%)	53 (18%)
13-15yrs	10,880 (15%)	72 (25%)
16-17yrs	7,610 (10%)	78 (27%)
<b>Total</b>	<b>72,880 (100%)</b>	<b>288 (100%)</b>

Ethnicity		
Bromley Residents 0-17yrs		Snapshot
Ethnicity	Population	Children Looked After
Asian	5400 (7%)	8 (3%)
Black	12,040 (17%)	55 (19%)
Mixed		32 (11%)
Other	3,070 (4%)	3 (1%)
White British	52,370 (72%)	162 (56%)
White Other		28 (10%)
Unknown	0	0
BME	20,510 (28.1%)	98 (34%)
<b>Total</b>	<b>72,880 (100%)</b>	<b>288 (100%)</b>

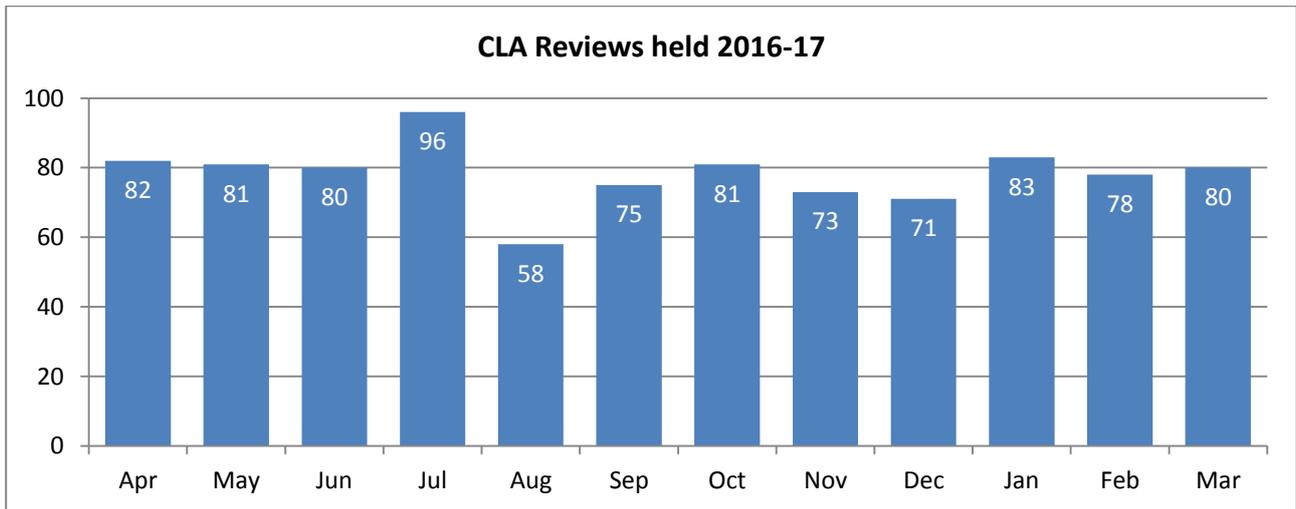
## 5. Activity of the IRO Service

- 5.1 From April 2015 to March 2017 the total number of looked after children has fluctuated between 264 and 301. This variance has remained fairly consistent since 2010. There have been a total of 184 new admissions into care (from 177 children) during the year and 183 episodes of care have ceased (177 children left care). Children may leave care because they have been adopted or placed on a special guardianship or a child arrangement order. Some young people will have turned 18; others will have returned home.
- 5.2 The total number of individual children and young people's CLA reviews held in 2016-17 was 938. 94.9% of these Reviews were held within statutory timescales, an increase from 2015-16. The Service's target is 100%. A key issue impacting on this figure is:

- Placements with Connected Persons not recorded as S.20



- 5.3 Monthly activity for IROs is shown below and averages at 14 children's reviews per 20 working-day month for each IRO (without taking into account annual leave, bank holidays and other duties required of the IRO within the service). The average time for the Bromley IRO service to write up the report for the Review is 12 working days. The IRO Handbook states that the IRO should produce a full record of the review within 15 working days.



- 5.4 The Bromley IRO Service is supported by business support officers who have responsibility for the setting up of reviews including sending out invitation letters, consultation forms and reminder letters. They play a very significant part in helping to ensure reviews are kept within statutory timescales. They also send out the IRO reports following the Review. They scan any associated Review documents onto the Children's Social Care database.
- 5.5 They assist in maintaining the electronic systems for the child and have the responsibility of ensuring that the initial and subsequent health checks take place within the statutory timescales. They send out the paperwork for children looked after medicals and for entering data for medical and dental appointments; including adoption medicals.

## 6. The Children in Our Care

- 6.1 As at 31 March 2017 43.8% of our children looked after were placed with Bromley foster carers. 18.8% were with Independent Fostering Agency (IFA) foster carers. A further 11.1% were with extended family members or friends, as Connected Persons Placements. A further 18.8% of children looked after were in residential placements and 2.1% were in a pre-adoptive placement.
- 6.2 Children's Social Care is committed to improving permanency for all children looked after which is outlined in the Department's Permanency Strategy. In 2016-17 20 children were adopted; an increase from 15 in 2015-16.
- 6.3 As at 31<sup>st</sup> March 2016, 15 children were subject to an adoption plan and awaiting an adoption placement (carried over from the previous financial year). A further 21 children became subject to Adoption plans in 2016/2017.

Out of the total of 36 children (15+21):

- 12 children were matched with an adoptive family during the year 2016-17
  - 8 children had their adoption plan rescinded during 2016-17
  - 16 children were actively being found an adoption placement as at 31<sup>st</sup> March 2017
- 6.4 There were 8 children looked after placed with prospective adopters during the year. Of these:
- 2 children were granted the Adoption Order during the year

- 6 children were in their adoptive placements as at 31<sup>st</sup> March 2017 and work with them and their adopters was undertaken to ensure they achieve permanency through an Adoption Order in 2017-18

6.5 25 children left care on Special Guardianship Orders (SGO); 15 to former foster carers and 10 to other carers. This is an increase from the previous year when 13 left care on a SGO.

6.6 Local authorities have, for a number of years, had an obligation to identify sufficient placements locally for their children looked after. There has been recent significant focus on young people at risk of sexual exploitation. This has galvanised Government to ensure that children are only placed at a distance from home (and in particular in residential accommodation) where there is good reason for this to be the case.

6.7 The changes to the regulations introduced additional requirements on local authorities and, in particular, the DCS to ensure that there are robust processes in place to ensure that care planning (especially when it is felt that the needs of the child are best met in a placement away from the local authority area) takes into account the associated possible risks and puts safeguards in place to reduce the risks. Sometimes a residential placement at a distance may be chosen specifically to protect a young person who has been identified as at significant risk of sexual exploitation.

6.8 As of 31st March 2017, 162 children were placed outside of the borough boundaries. Of these 162 children:

51 were placed more than 20 miles from their home address, of which:

- 19 (37%) were placed with foster carers
- 5 (10%) were placed with connected person foster carers
- 26 (51%) were placed in residential accommodation.
- 1 (2%) were placed with a parent

Of the 26 children and young people placed in residential accommodation:

- 13 (25%) are children with a disability

In relation to the types of placements for the 26 children placed in residential accommodation:

- 3 (9%) were placed in secure/YOI settings
- 0 (0%) were placed in mother & baby units
- 23 (85%) were in children's homes

6.9 When scrutinising the care plan, IROs will always consider whether the placement is meeting all the needs of the child. Consideration will be given to whether an alternative placement closer to Bromley would lead to better outcomes for the child. The safeguarding and wellbeing of the child is the primary concern.

## 7. Children and Young People's Participation

7.1 A child's wishes and feelings are taken into full consideration in the care planning and review process. The IRO will always attempt to meet with the child prior to the Review. 98% of children and young people aged 4 and over participated in their Review. They may have participated by attending their Review and speaking for themselves, or may have conveyed their views via the *Mind of My Own* (MOMO) advocacy app, through an advocate or their IRO.

7.2 There were 793 CLA aged 4 and over who had a CLA review in 2016-17; of these, 785 (97.7%) participated. Below is a table showing the participation classification for the reviews in the year

<b>Participation Code</b>	<b>Child Attendance &amp; Involvement</b>	<b>Number of Reviews</b>	<b>% of Reviews</b>
<b>PN1</b>	<b>Child physically attends and speaks for him or herself</b>	<b>459</b>	<b>58%</b>
<b>PN2</b>	<b>Child physically attends and an advocate speaks on his or her behalf</b>	<b>90</b>	<b>11%</b>
<b>PN3</b>	<b>Child attends and conveys his or her view symbolically (non-verbally)</b>	<b>0</b>	
<b>PN4</b>	<b>Child physically attends but does not speak for him or herself, does not convey his or her view symbolically (non-verbally) and does not ask an advocate to speak for him or her</b>	<b>4</b>	<b>1%</b>
<b>PN5</b>	<b>Child does not attend physically but briefs an advocate/IRO to speak for him or her</b>	<b>71</b>	<b>9%</b>
<b>PN6</b>	<b>Child does not attend but conveys his or her feelings to the review by a facilitative medium (i.e. MOMO)</b>	<b>161</b>	<b>20%</b>
<b>PN7</b>	<b>Child does not attend nor are his or her views conveyed to the review</b>	<b>8</b>	<b>1%</b>
<b>TOTAL</b>		<b>793</b>	<b>100%</b>

7.3 Some young people are encouraged to chair or co-chair their own Review.

7.4 During 2016 children and young people have been asked to complete a questionnaire following Reviews to ensure we understand we are meeting their needs and to help us make improvements in the way reviews are held.

7.5 In partnership with the Living in Care Council (LinCC) the pack given to every newly child looked after now has a dedicated section on the IRO and an age appropriate information leaflet on the role of the IRO and their contact details.

7.6 IROs make efforts to contact children and young people between their Reviews. This may be through visiting the children or through phoning them. Not all children want this additional contact and the children's wishes are taken into account. The IRO's contact is likely to be more frequent if the child is not in a settled permanent placement.

## 8. Impact of the IRO Service on Outcomes for Children and Young People

8.1 All authorities are required to have in place a procedure for escalating concerns. In Bromley there is a process for escalating concerns between IROs and the local authority. This is used if the IRO has more serious concerns about the progress of the care plan and has not been able to resolve the issue informally with the case-holding manager. The formal escalation process is initiated by the IRO and cannot be ended until the IRO is satisfied that the concern has been appropriately addressed and resolved. The Department's Escalation Policy is available in the London Borough of Bromley Children's Social Care Procedure Manual and has been recently updated. This document includes templates for the IRO to complete for each stage of the process.

8.2 The table below shows the number of formal IRO escalations over the previous two years.

	2014-15	2015-16	2016-17
<b>Total number of children where issues have been escalated and resolved</b>	<b>36</b>	<b>34</b>	<b>54</b>

8.3 Examples of issues escalated over the past year are:

- Delay in implementing significant Review decisions
- Placement Order not having been rescinded
- Delay in recording the PEP meeting
- Delay in completing the Connected Person Assessment
- Pathway Plan not having been updated
- Social worker visits to the child being outside of the statutory timescale

8.4 Where there are concerns relating to implementation of the care plan, resources or poor practice, IROs will initially liaise with the team and seek to resolve things informally.

8.5 Since April 2017 a revised escalation process has been in place which reflects the revised team structures. The service introduced 20-day timescale in March 2017.

8.6 Other practice issues may be resolved outside of the escalation procedure either through the IROs' midway monitoring or through informal raising of issues. Increasingly IROs are meeting and discussing concerns at earlier stages and using informal processes to resolve straightforward issues.

8.7 IROs participate in auditing casefiles and contribute to learning through dissemination of the audits with social workers and partner agencies.

## 9. Contribution to Service Improvement for Children Looked After

9.1 IRO monitoring activity is recorded and monthly escalation reports are presented to the Children's Social Care (CSC) Senior Management Team (SMT). This includes, both points relating to individual children, and also concerns that are more generalised across the service to inform strategic planning.

9.2 A strong relationship between the Living in Care Council (LinCC) and the Independent Reviewing Service is also seen as essential in service improvement for looked after children. Nobody is in a better position to know what the service is like on a day-to-day basis than the children and young people who are in receipt of the service.

9.3 This IRO Annual Report is also an important tool for improving the service for children looked after. For this reason this report will be presented to:

- Children's Social Care (CSC) Senior Management Team (SMT)
- Living in Care Council (LinCC)
- Corporate Parenting Strategy Group
- Lead Member for Children's Services
- Care Services and Education Portfolio Members
- Bromley Safeguarding Children Board

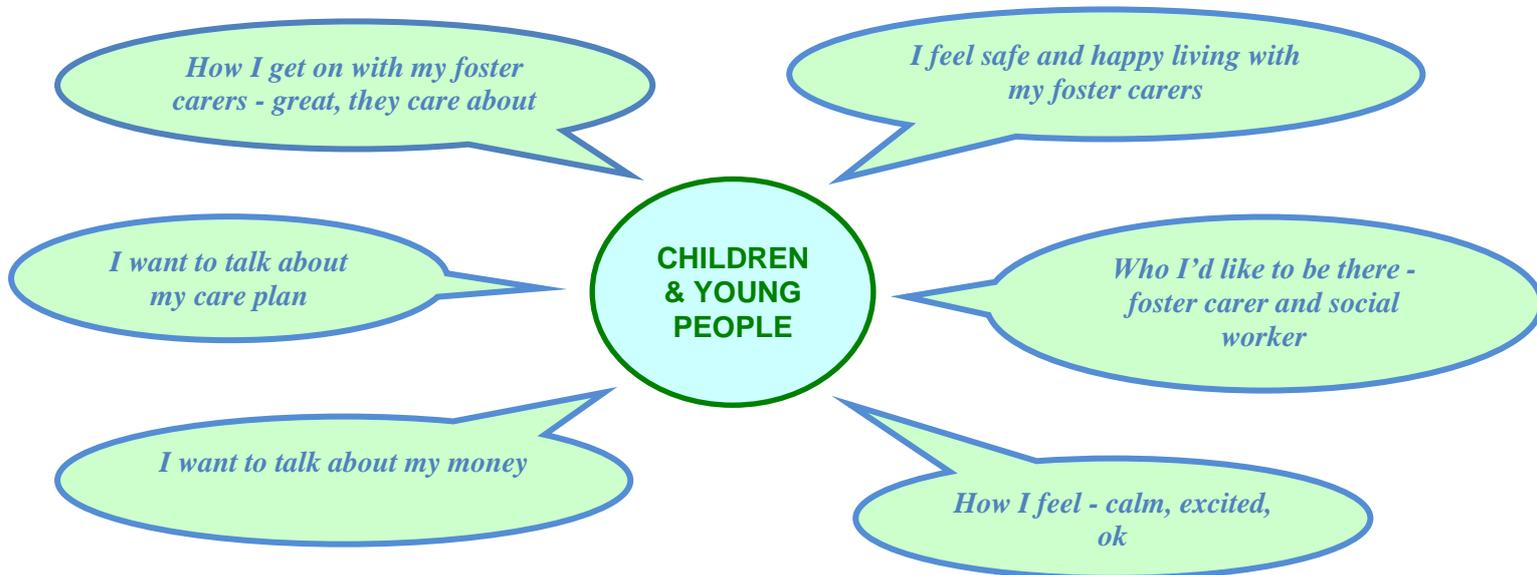
9.4 In addition, the Annual Report is a public document and will be published on the London Borough of Bromley website and the Bromley Children Looked After website.

## 10. Quality Assurance of the Independent Reviewing Service

10.1 Every effort is being made to strengthen the IRO service in line with the Improvement Plan. To this end, two pieces of connected work are being planned for the service. One is an independent review of CLA Review minutes and the other is a review of the role of *Signs of Safety* in reviews. In context of the latter, each reviewing officer is being observed and given detailed feedback.

10.2 Reviewing consultation documents has enabled the service prioritise young people's needs and given young people the opportunity to share good news about what's happening in their lives while in care.

10.3 Examples of what young people said in preparation for their reviews:



## 11. Recruiting, Retaining and Developing Skilled and Knowledgeable Staff

11.1 The IRO Service in Bromley has up until this year had a good record of retaining staff (both IROs and the business support staff) but there has been some movement this year and the service is recruiting to two full-time posts.

- 11.2 Learning is shared through supervision. Changes in legislation, recent case law and new procedures are discussed; as well as practice issues. Reflective practice is promoted through IROs' auditing work. Feedback from observations of Reviews is a useful learning tool. In addition all IROs have been trained in using the *Signs of Safety* model in order to enable use of this approach in supervision and reviews
- 11.3 IROs are actively encouraged to attend relevant training. Examples of training attended over the past year include the BSCB Annual Conference and the London IRO Annual Conference. As part of their social worker registration with the Health and Care Professions Council (HCPC), the IROs must maintain a record of their continuous professional development; outlining all activities that have contributed to their ongoing learning. A team away session enabled focus on the quality of care plans.

## 12. Safeguarding Children and Young People in our Care

- 12.1 The statutory requirements for the IRO in relation to safeguarding are found in 3.40 of the IRO Handbook:

*"In most cases where a child who is the subject of a child protection plan becomes looked after it will no longer be necessary to maintain the child protection plan. There are however a relatively few cases where safeguarding issues will remain and a looked after child should also have a child protection plan. These cases are likely to be where a local authority obtains an interim care order in family proceedings but the child who is the subject of a child protection plans remains at home, pending the outcome of the final hearing, or where a child's behaviour is likely to result in significant harm to themselves or others.*

*Where a looked after child remains the subject of a child protection plan it is expected that there will be a single planning and reviewing process, led by the IRO, which meets the requirements of both the Regulations and the guidance Working Together to Safeguard Children"*

- 12.2 A small percentage of children were subject to joint Child Protection/CLA Plans. For the majority of these children the Child Protection Plan was ended at the first or second Review after they became looked after. They were either safeguarded by the legal proceedings or were no longer at risk of significant harm because their circumstances had changed by becoming looked after. New procedures are now in place to ensure that children who become looked after are not subject to a Child Protection Plan.
- 12.3 The IRO will address any safeguarding concerns that are raised within the reviewing and monitoring process. Young people who are assessed to be at risk of sexual exploitation are referred to the Multi-Agency Planning (MAP) meeting.

## 13. Progress on Developments for 2015-16

- 13.1 Review and revise the existing escalation processes so that these are routinely utilised by IROs.

**Outcome: Completed.**

- 13.2 Mandatory training session for all IROs and Group Manager, Quality Improvement Service on practice standards and requirements of their role.

**Outcome: Completed** - All IROs have completed care planning training and other mandatory training.

- 13.3 An independent quality assurance review and audit of CLA Reviews; to scrutinise and challenge IRO practice and ensure CLA reviews meet statutory requirements. Review to include consideration of IRO caseloads and administrative systems, quality of minutes and children's consultation and mid-way monitoring. Report to identify key areas for improvement and a SMART IRO improvement action plan to be monitored by the Group Manager, Quality Improvement Service.

**Outcome: Commissioned and underway from March 2017.**

- 13.4 Joint work with Bexley IRO service to provide peer challenge.

**Outcome: Completed.**

## **14. Areas for Continued Development in 2017-18**

- 14.1 Continue emphasis on practice learning through the *Practice Weeks* in April and in October 2017 to enable senior officers and leaders to meet children and young people and observe child care reviews.
- 14.2 Embed the IRO/CP daily Duty Service.
- 14.3 Linking with operational teams, to share good practice and bring back themes and messages from the teams to strengthen relationship with the operational services.
- 14.4 Be actively involved within the newly-revised Induction Programme for all new staff; which will contribute to the raising of standards of practice for incoming and newly appointed staff and enable the service to recognise and meet the needs of the social work workforce.
- 14.5 Promote the development of revised consultation documents for children and young people devised by LinCC.
- 14.6 Promote and monitor the adherence to the Social Work Practice Standards.
- 14.7 Continue to actively participate in the auditing programme and maintain oversight and good consistent communication with operational teams.

**Wendy Kimberley**  
**September 2017**

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# **Bromley Virtual School**

## **Annual Report**

### **2016/2017**

**Helen Priest, Head Teacher, Bromley Virtual School  
08/12/2017**

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## **1. The Purpose of the Annual Report**

- 1.1 The purpose of this annual report is to outline the activity and impact of Bromley Virtual School during the academic year 2016-2017. The report includes full details of the educational outcomes of Bromley Children Looked After (CLA). It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our looked after children.
- 1.2 Data contained in this report is for looked after children who were in the care of the LB Bromley for the academic year 2016/17 and includes outcomes\*\* for all children who have been in care for a year or more as at 31<sup>st</sup> March 2017.

*\*\* N.B. This data is not validated until the publication of the Statistical First Release, expected between December 2017 and March 2018.*

## **2. Introduction**

### **2.1 Role and Function of the Virtual School**

The Virtual School has the overall responsibility for monitoring the education of Children Looked After (CLA), supporting them and providing interventions to ensure that they achieve the best possible educational outcomes. We strive to achieve this by:

- Coordinating and quality assuring all Personal Education Plans (PEP)
- Monitoring and challenging schools to make effective use of Pupil Premium
- Tracking academic attainment, progress, attendance and exclusions
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and providing them with additional educational support
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to students, schools and carers
- Ensuring effective transition between schools or specialist providers
- Encouraging our young people to have high aspirations about their futures and remove barriers to further education
- Leading training for Foster Carers, Designated Teachers, school
- Engaging in Multi-Agency Partnership events to ensure needs of CLA in schools are understood and that partners are aware of their corporate parenting responsibilities
- Member of the Placement Panel as advisor on education for CLA
- Member of the Corporate Parenting Board
- Support to the Living in Care Council (LinCC)
- Member of the Placement Panel as advisor on education for CLA
- Celebrating the achievements of our children

## 2.2 Role and Function of the Virtual School Head Teacher

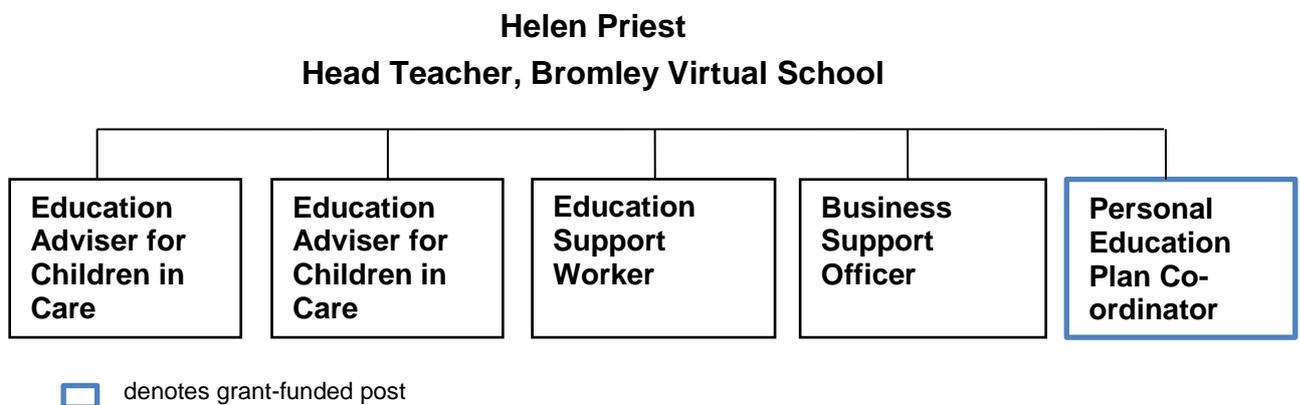
The role and function of the Head Teacher for the Virtual School is largely strategic and she is the lead officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's children looked after, including those placed outside the home authority's boundaries. In order to achieve this, she must know: who is on the roll of the virtual school; where they live and where they go to school; know, at any time, how they are progressing and achieving ; determine what actions to take if they are not doing well enough; and evaluate the impact of actions taken to improve attainment.

2.2.2 The role requires the Virtual School Head Teacher to establish relationships with the schools in which Bromley's children are placed so that effective planning and target-setting can be undertaken and data on progress and attainment can be exchanged. With this information, the Virtual School Head Teacher can identify children who are at risk of underachieving and determine what action to take to secure appropriate support or interventions.

## 2.3 Virtual School Staffing

The Virtual School began academic year 2016/17 with a full complement of staff and the staffing group remained stable until a few weeks before the end of the year with the retirement of one of the Education Advisers. With such a small establishment of staff it is not possible to allocate rigid caseloads and workers continue to support broad ranges of students. There is an inevitable amount of cross-over and the entire team is kept abreast of the needs of children for whom there are concerns through a weekly monitoring exercise.

2.3.1 Chart showing staffing structure of the Virtual School through the academic year.



2.3.2 Within this structure, the roles of the Education Advisers are vital. These posts are occupied by highly qualified and very experienced senior teachers or managers who are capable of providing a high level of support and challenge to schools.

- 2.3.3 One Education Adviser has continued to be responsible for all of the Early Years work, identifying children who are eligible for funding at 2 years old and beginning statutory PEP work in the term in which they become 3. She continues to monitor and support these children through to secondary transfer, ensuring that each YR6 student has a Personal Education Plan (PEP) meeting in the summer term to which the receiving secondary school is invited. The Early Years work undertaken by the Adviser has been recognised in the National Virtual School network as a model of good practice and secondary schools have welcomed the detailed information about the looked after children they are welcoming that the Secondary transfer PEP provides.
- 2.3.4 The second Education Adviser provides the Virtual School with support and expertise in all things relating to Special Educational Needs (SEN) across the entire age range of the Virtual School. With a disproportionately high number of CLA exhibiting SEN, this support is invaluable and allows the Virtual School to support children, foster carers, schools and social workers by attending as many SEN Annual Reviews as possible as well as ensuring that children's needs are assessed in an appropriate and timely way and that statutory assessment is undertaken if or when necessary.
- 2.3.5 Many children have un-diagnosed and unmet special needs when they become CLA. This is usually because poor attendance and frequent school moves can make assessment very difficult. When they become CLA, however, and achieve a degree of stability and improved attendance, we are able to act quickly, often in partnership with our colleagues in the Education Psychology team to secure assessments.
- 2.3.6 The Education Support Worker Role provides support and advice for young people aged 15 -25 and those working with them.
- 2.3.7 The Pupil Premium Co-ordinator role, funded by the Pupil Premium Plus grant, is responsible for administering pupil premium funding, providing training and assessing the suitability of requests for funding from schools and ensuring that funding is allocated in a timely way.

### **3. Summary of Achievements of the Virtual School Since the Last Annual Report**

- 3.1 The April 2016 Inspection of services for children in need of help and protection, children looked after and care leavers, reported that:  
*'The virtual school team knows the circumstances of individual children well and routinely monitors their progress, including those children and young people who are causing concern and those who are living outside of the area. It intervenes quickly where outcomes for children start to decline. As a result,*

*children looked after receive timely and effective help that enables them to stay in school and achieve well. The achievements of children and young people looked after are celebrated on an individual level by education professionals and their carers, and also at an annual celebration evening where children receive recognition for their efforts. This is valued by children and young people, as it promotes their self-esteem.*

*Personal education plans seen by inspectors were generally of good quality, due to the effective work undertaken by the virtual school to improve the quality of information used to plan children's next steps in education. This helps carers, for example, to take action to support children's specific learning and development needs. The pupil premium is mostly used effectively to support their progress and attainment through individual tuition and, increasingly, to support their social and emotional well-being.*

*A high proportion of children looked after have special educational needs, and most make good progress from their starting points. In 2014/15, at age seven, a third of children looked after achieved age-related expectations in reading and mathematics, and half did so in writing. Most make the progress expected of all children between the ages of seven and 11, when nearly two thirds achieve age-related expectations in English and mathematics. The progress that they make from age 11 to 16 is significantly better than children looked after nationally. In 2014/15, a quarter of 16-year-olds achieved five GCSEs including English and mathematics. These are the best results ever for children looked after in Bromley, narrowing the achievement gap with other Bromley pupils. An increasing proportion of young people who start Year 12 in education remain in education, reflecting the early identification of young people who are at risk of becoming NEET (not in education, employment or training).'*

- 3.1.1 The Virtual School has continued to build on its success in the last academic year and is particularly proud of the work to improve the quality and effectiveness of PEPs. With support from social work managers, the number of PEPs completed for students up to the end of YR11 has increased to the highest it has ever been. The provision of training for social workers and Young People's Assistants (YPAs) in the 16+ Leaving Care team as well as a similar commitment from managers, has created an environment in which post-16 PEPs are showing corresponding improvements in frequency and quality.
- 3.1.2 The Virtual School has worked with colleagues from the Performance and Information team to review PEP documents to ensure they fulfil best practice criteria. This has involved aligning the three current assessments to create a single document which will allow workers to select only the appropriate sections for the year group in which the child is working and will leave out any unused sections from the completed document. The PEP will function like any other assessment within the care planning system thereby making it easier for social work managers and the Virtual School to track PEP activity and completion.

- 3.1.3 The Virtual School has undertaken a review of the SEN status of Bromley Children Looked After. The initial purpose of this work was twofold: to cleanse the data held in the system and to ensure that the Virtual School knew when Annual Reviews were due. The work has facilitated an increase in the number of Annual Reviews attended by the Virtual School but has also allowed us, as corporate parents, to make a greater contribution to individual Education, Health and Care Plans making sure that they take account of new diagnoses and changes of circumstances and that every CLA has a reviewed plan reflective of the most up to date information and assessment of their needs.
- 3.1.4 The Head Teacher of the Virtual School has contributed to Improvement Planning across the Children Looked After team, the 16+ Leaving Care team and the Fostering, Adoption and Resources team throughout the year. As part of this work, the Virtual School reviewed a sample of care plans to look for evidence of long-term education planning for children. This piece of work has led to a project to review the quality and effectiveness of PEPs in Bromley and across London and an on-going exercise in embedding education planning in the care-planning process.
- 3.1.5 The Head Teacher of the Virtual School has contributed to a series of multi-Agency Partnership events, delivering training on the work of the Virtual School and the needs of Children Looked After in school to a range of partners, including, The Safeguarding Board, Schools and Early Years Settings, Health Services and the Police.
- 3.1.6 The Head Teacher of the Virtual School has been involved in planning for and monitoring the SEND reforms agenda as part of a multi-agency working group. The current progress-monitoring practice of the Virtual School has been embraced by this group and has contributed to plans to improve target setting and progress monitoring in Education, Health and Care Plans as well as effective quality assurance of provisions in which Bromley children are placed throughout the country.

### **3.2 Continued Professional Development (CPD) for Virtual School Staff**

- 3.2.1 It is vital that, like other education professionals, the Virtual School staff is able to access high quality CPD. This ensures the credibility of the advice and guidance we provide to both education and social care colleagues. As a service, the Virtual School has to keep itself informed of the constant changes both the education world and in children's social care.
- 3.2.2 The Head Teacher of the Virtual School is a member of the National Association of Virtual School Head Teachers (NAVSH) and attended the annual conference in March. This is a charitable organisation which supports research into the education and learning of Children Looked After and represents the views of Virtual School Head Teachers in National arenas such as Ofsted, the DfE and the Association of Directors of Children's Services

(ADCS). The National conference provides an opportunity to contribute to policy-making and to keep abreast of new developments.

3.2.3 The Head Teacher of the Virtual School has also attended a number of network meetings for VSHs in London throughout the year.

3.2.4 Other training and development opportunities have included:

- Raising Educational Achievement for Disadvantaged Children - 1 day conference
- Contract Database Training (half day)
- Diversity in its Widest Form (half day)
- Understanding Thresholds (half day)
- Occupational Health Training for Managers (2 hours)
- Signs of Safety Training (2 days) for all staff
- Sickness and performance Management Training (2 hours)
- Welfare Call Attendance and Attainment Tracking Training (half day)
- Getting to Good seminars

### 3.3 **Working with other Professionals**

3.3.1 Almost all of the work of the Virtual School is undertaken in partnership with other professionals including but not limited to: social workers; foster carers; residential staff; education officers in all relevant authorities; teachers and senior managers in schools and alternative provisions; clinical and educational psychologists; psychotherapists; and colleagues from Youth Offending teams.

3.3.2 Co-location with Special Educational Needs (SEN), the Transition to Adulthood Team, Education Welfare Service (EWS) and Education Psychology Service (EPS) remains vital to the work and function of the Virtual School and the sharing of information both in day to day conversations and in a variety of multi-agency arenas continues to reduce drift and enable the ongoing streamlining of cross-discipline work in the authority. In the last year, we have welcomed the inclusion of the Virtual School in the Youth Offending Services' Risk Panel meetings and in Children's Social Care strategy meetings about children missing from care. Out of the latter, we have been able to develop the practice of inviting schools to take part in risk assessment meetings and to share in the safety planning exercise for children who abscond. This has given schools a better insight into how the local authority assesses risk and has provided them with the tools they need to undertake in-school safety planning.

3.3.3 Close working with the SEN and Preparing for Adulthood teams continues to benefit our children in care as there are disproportionately high numbers of CLA undergoing statutory assessment and being given EHC plans. Around

15 CLA are undergoing statutory assessment in Bromley and other authorities at any time.

3.3.4 In the last year, the Virtual school has delivered training to foster carers and adopters. Bespoke training packages have also been delivered to various staffing groups in individual schools, including alternative provisions and schools in the independent sector. The termly Designated Teachers' Forum continues to be well received by schools, attracting between 30 and 40 teachers and Head Teachers each term, including partners from the independent sector. As well as providing an opportunity for the Virtual School to disseminate information and allow for the exchange of ideas, this forum is also an arena for consultation. It is gratifying to know that our partner schools are willing to release staff time and resources for the purposes of reviewing policy and practice and for refining paperwork.

### **3.4 The Impact of the Children and Social Work Act**

3.4.1 The Children and Social Work Act gained Royal Assent in May 2017. There are two main provisions within the Bill that will affect the Virtual School:

3.4.2 Firstly, it has extended the role of the Virtual School Head Teacher to include promoting the interests of children who have been adopted or who are in long term care permanent arrangements (under an adoption, special guardianship or a child arrangements order).

3.4.3 In addition, it has introduced a new set of measures in respect of care leavers. These include a new requirement on local authorities to consult on and publish a local offer setting out the support available for care leavers and allowing all care leavers to have support from a personal adviser up to the age of 25 if they need it (previously it was only those in education and training who have access to this support after age 21).

3.4.4 It is too early to assess the full impact of these changes on the virtual school but early indications suggest that by bringing adopted children under the remit of the Virtual School Head Teacher there will be a doubling of the monitoring and support work currently undertaken by the Virtual School. Identifying and profiling the cohort of 'Post-LAC' children in the borough is not a simple task. It is dependent on self-disclosure by parents or guardians and is, by default, only required if there is a problem in school or if the parent has reason to believe that it will entitle them to a service or other provision. Enquiries with the DfE have, so far, yielded the figure of 202 post-LAC children identified as recipients of Pupil Premium Plus across 61 (mostly primary) schools in the borough. Even taking into consideration only the remaining maintained and academy schools in Bromley, it can be extrapolated that the number will rise to over 300. The proportion of adopted children in independent schools in the borough is likely to be higher but putting a number on them would be pure speculation.

3.4.5 The Virtual School already shares the responsibility of providing support to care leavers up to the age of 21 with the 16+ Leaving Care team but the new requirement to provide education support and guidance will apply to all relevant young people up to the age of 25, should they request it. The current remit to monitor and report on education, training and employment status is also likely to broaden, which will mean maintaining contact with further and higher education establishments, gathering data and preparing reports.

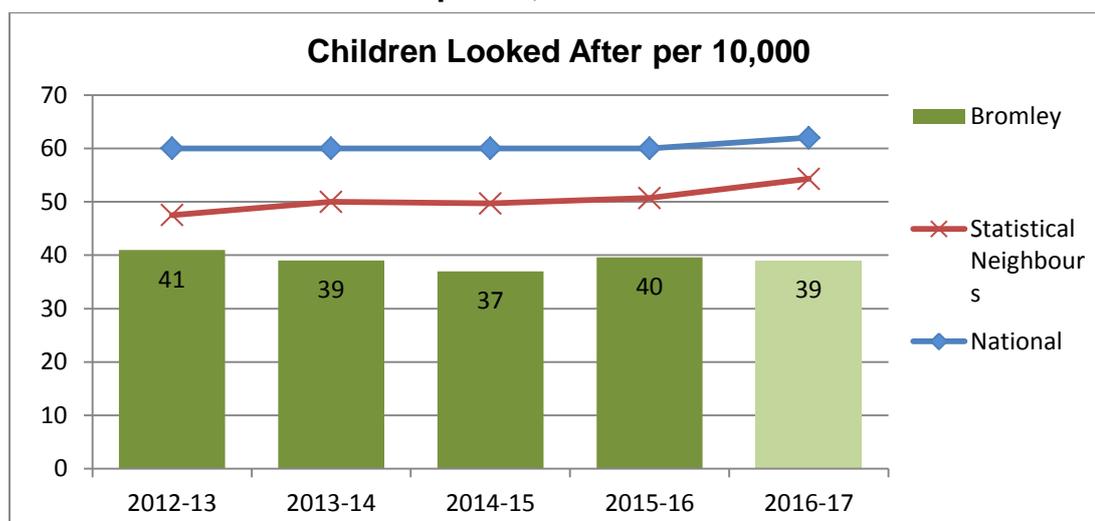
3.4.6 Consultation on the guidance for local authorities and schools is being undertaken as this report is being prepared and the expectation is that it will be published early in 2018.

#### 4. Bromley’s Looked After Population and the Virtual School Roll

##### 4.1 Children Looked After: numbers as at 31/03

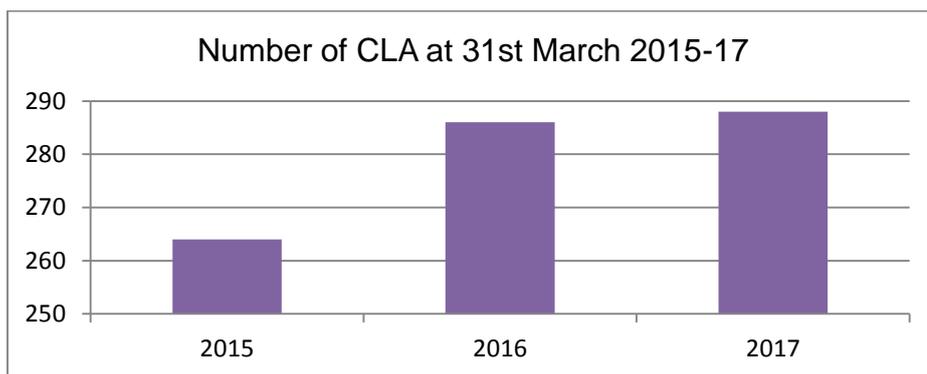
The numbers of children looked after per 10,000 in Bromley remain lower than those in statistical neighbours and significantly lower than the National picture.

##### 4.1.1 Children looked after: rates per 10,000



4.1.2 Over the last 3 years, however, numbers have increased by 9% and, though the increase has slowed, it has had a significant impact on the Virtual School. Generally speaking, the additional children are at the extremes of the age range which means that the work of the Virtual School for each of them is likely to be more intense. Every one of the early years PEPs is attended and written up by an education adviser, requiring a substantial amount of travelling if the children are placed out of authority for adoption. Older adolescents entering the service are often out of education and, as well as securing new provisions, the Virtual School also has to track education history and establish historic attainment and need. These tasks, some of which have to be duplicated every time the child is moved, put considerable additional pressure on the Virtual School.

## 4.2 CLA numbers as at 31<sup>st</sup> March

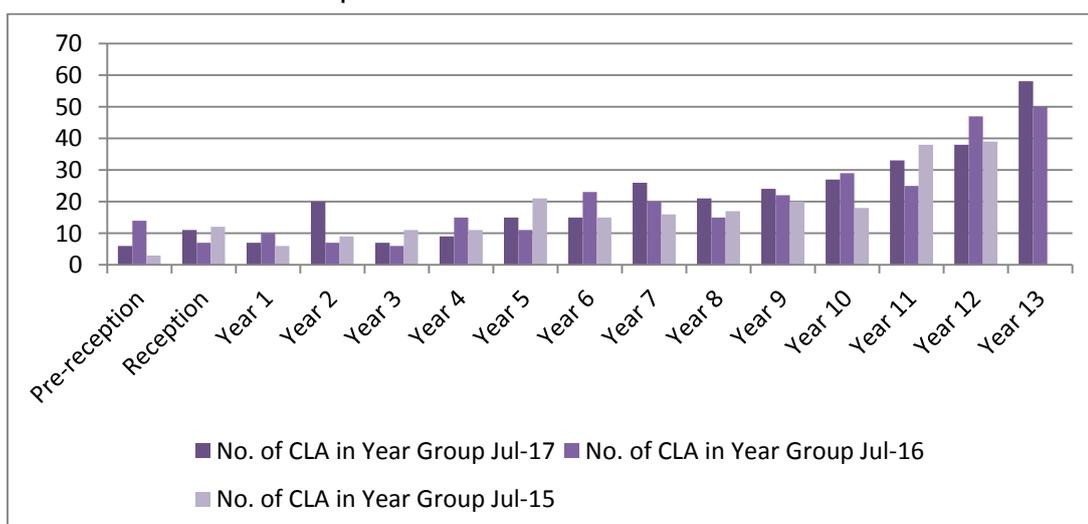


At 31st March	Number of CLA
2015	264
2016	286
2017	288

## 4.3 Bromley Virtual School Year Group Cohorts as at 31/07

The table at 4.3.1 shows a snapshot of the year group cohort sizes at the end of the academic year. It does not take account of variations through the year as children become looked after and are subsequently rehabilitated or become subject to child arrangement orders. Throughout the year, however, children and young people aged 3-19 are added to the roll of the Virtual School for as little as 1 day (at which point the student is eligible for a Pupil Premium Plus allocation) or a week or for the remainder of their school career.

### 4.3.1 CLA in each Year Group 2015-2017



*N.B. The numbers in this graph include post-18 CLA in YR13, who are provided with a full service by the Virtual School even though they are no longer CLA*

4.3.2 Because of the mobility of the CLA population, the population of the Virtual School - and individual year group cohorts within the Virtual School - can vary significantly from year to year. As any other school would agree, this complicates planning and attempts to predict outcomes at cohort level; because the percentage weighting carried by an individual child can vary hugely from year to year, the expectation of annual improvements in outcomes is a challenge to manage.

4.3.3 Although, as the graph shows, the increase in numbers from reception to YR13 is obvious and expected, what is less predictable are the 'bulges'. The current YR8 cohort (shown as YR7 in the July 2017 column) is exceptionally large and is, somewhat unusually, made up largely of children who have been looked after for several years (some for over 7 years) and who will probably remain in care until they reach adulthood. Although relatively stable, this cohort does present some challenges in terms of capacity and resources and, if it follows the expected growth curve, could double in size by the time it reaches YR11. Bulges lower down the age group, such as the 2017 YR2 cohort may not be so significant in the longer term because the permanency plan for a number of those children is adoption.

#### 4.4 **Ofsted rating of schools for Bromley CLA**

4.4.1 No Bromley CLA have been placed in schools that are not Ofsted rated good or better during the last academic year.

4.4.2 73.5% of Bromley CLA are in schools that are rated good or outstanding.

4.4.3 9 children are in schools rated requires improvement. 8 of them became looked after during the last year and have remained in their existing schools to maintain stability. One student is placed in a residential special school where the residential provision received a Requires Improvement judgement during the year. A full risk assessment was undertaken by the Virtual School, SEN and the Children with Disabilities team before a decision to maintain him in placement with a series of monitoring visits to assure ourselves of his safety and wellbeing.

4.4.4 One student is in a school that received an Inadequate judgement in July of 2017. The Virtual School is monitoring his progress through YR11 and is satisfied that he is making good progress.

4.4.5 A large percentage of Bromley CLA - 22.5% - are in schools that have been converted to academy status and have not yet been inspected, including 12 children in the local authority's own alternative provisions and special

schools. The Virtual School is uniquely placed to continue to oversee the quality of the provision received by the children who are in such provisions through PEP activity, SEN annual reviews and other meetings through the school year.

## 5. Educational Attainment of Bromley CLA

5.1 Life without National Curriculum levels continues to complicate the collection and collation of education data for Virtual Schools nationally. Because the Virtual School has children in dozens of different education provisions, each with its own attainment measures and codes for reporting, it remains difficult to interpret the data we are collecting and impossible to contextualise the progress of children against their previous individual trajectories or against other children nationally.

5.1.1 Working with Welfare Call, the organisation which collects attendance data for Bromley CLA, we have created, and subsequently refined a mechanism by which schools can report on the attainment and progress of our children against national age-related expectations within 5 broad categories. These are: Below; Working Towards; Achieved; Secured; and Significantly Above. Although we have experienced a little teething trouble, this system has been universally accepted by schools and, at least in key stages 1-3, we are able to record attainment in this way.

5.1.2 Progress is not the same as attainment and, although we are currently reviewing this practice, schools are asked to make a judgement about progress in English and maths based on their expectation of the student and not against any standardised measure. This is because it is possible to see outstanding progress from a child who will never meet age-related expectations and vice-versa. Progress measures are as important as attainment in terms of alerting us to the support and assessment needs of individual children.

## 5.2 Key Stage 1 Outcomes Summer 2017(Age 7 years)

5.2.1 17 children in care ended KS1 in August 2017. Of these, 6 had been continuously looked after for at least 12 months (to 31<sup>st</sup> March 2017) and these pupils form the **reporting cohort**.

5.2.2 Table showing numbers of children who achieved expected standard at KS1

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
Bromley CLA	50% (3 Of 6 pupils)	50% (3 Of 6 pupils)	50% (3 Of 6 pupils)
Bromley	80%	74%	80%
National	68%	68%	75%

5.2.3 2 children (33%) in the cohort have a statement of SEN or EHC plan and were working below the level of assessment at the end of YR2. The remaining children have all exceeded expected progress since foundation stage progress. It is noteworthy that none of the 3 children who achieved expected at KS1 had previously achieved good levels of development (GLD) at Foundation Stage.

5.2.4 Table showing pupil level data for KS1 in 2017

<i>Date of birth</i>	<i>Attended school in/out of borough</i>	<i>Length of time CLA</i>	<i>SEN</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
2009	OUT	6-7 years		AS	EXS	AS
2010	IN	1-2 years	Action	AS	EXS	AS
2010	OUT	7-8 years	EHCP	U	BLW	U
2010	IN	2-3 years		NS	WTS	NS
2010	OUT	4-5 years	Statement	BLW	BLW	BLW
2009	IN	1-2 years		AS	EXS	AS

### 5.3 Key Stage 2 Outcomes Summer 2017(Age 11 years)

5.3.1 Key Stage 2 outcomes, though not as high in percentage terms as last year, are in line with the expectations of the Virtual School in that the YR6 cohort achieved their expected levels of attainment and many of them exceeded the expected progress since KS1, even if they did not reach national age-related expectation.

5.3.2 23 children in care ended KS2 in August 2017. Of these, **9** had been continuously looked after for at least 12 months (to 31<sup>st</sup> March 2017) and these pupils form the **reporting cohort**.

5.3.3 After standardisation, national age-related expectation at age 11 is now recorded as 'AS' (at standard). Children who have been assessed by their teachers as having reached the standardised level, but who have not had the test are recorded as EXS.

5.3.4 Table showing numbers of children who achieved expected standard at KS2

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>SPAG</i>
Bromley CLA	56% (5 of 9 pupils)	44% 4 of 9 pupils	44% 4 of 9 pupils	56% 5 Of 9 pupils
Bromley	83%	84%	85%	84%
National	761%	76%	75%	77%

### 5.3.5 Table showing pupil level data for KS2 in 2017

<i>Date of birth</i>	<i>in/out of borough</i>	<i>Length of time CLA</i>	<i>SEN</i>	<i>SPAG</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Achieved expected level of progress from key-stage 1-2 in Reading Writing &amp; Maths</i>
2005	IN	4-5 years	School support	AS	AS	WTS	NS	Y
2006	IN	1-2 years	Action	AS	AS	EXS	AS	Y
2006	IN	7-8 years	Action	AS	AS	EXS	AS	N
2005	OUT	2-3 years	Stat assess	NS	NS	WTS	NS	N
2006	OUT	3-4 years	EHCP	NS	AS	EXS	NS	Y
2006	IN	3-4 years	EHCP	NS	NS	PKG	NS	N
2005	IN	7-8 years	EHCP	DID NOT TAKE TEST	DNS	DNS	DNS	
2006	OUT	7-8 years	EHCP	AS	NS	EXS	AS	N
2006	IN	1-2 years		AS	AS	WTS	AS	Y

**Legend:** AS – At standard; EXS - working at the expected standard (teacher assessment); WTS - Working towards standard; NS – not at standard; PKG – Below Key Stage (did not take the test); DNS – did not take the test

5.3.6 7 of the 9 children in the reporting cohort (78%) have identified special educational needs, with four of them already having an Education, Health and Care Plan (EHCP) and another under statutory assessment. One child is recorded to have been below the level of assessment and did not sit SATS tests. His results, however, are included in the cohort outcomes as that is government expectation.

5.3.7 Progress measures at Key Stage 2 have changed, since the curriculum changes introduced for September 2015. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in the group have made the same progress as those with similar prior attainment, with a positive score meaning they have made more progress. 6 of the 9 children in the cohort exceeded expected progress between KS1 and KS2 in Reading and Maths and 5 children achieved this in writing. Only 4 children, however, achieved or exceeded expected progress in reading, writing and maths combined.

## 5.4 Key Stage 4 Outcomes 2017

25 children in care ended YR11 in August 2017. Of these, **19** had been continuously looked after on roll in YR11 for at least 12 months (to 31<sup>st</sup> March 2017) and these pupils form the **reporting cohort**.

5.4.1 Within this cohort young people accessed their education in a variety of settings:

- Mainstream: 8 (42%), 5 in borough, 2 out of borough and 1 independent
- Special School: 7 (38%), 1 in borough and 6 out of borough
- Alternative Provision: 4 (21%) all out of borough

5.4.2 26% of the reporting group of CLA left year 11 with five or more GCSEs at grade 4+ (equivalent to A\*-C) including English and Maths in the summer of 2017. Though the small cohort size means that this data will be suppressed in national reporting, GCSE outcomes for Bromley Looked After children are likely to place Bromley in top 5-10% nationally. National data for CLA attainment will not be available until the publication of the Statistical First Release, expected between January and March 2018.

5.4.3 GCSE outcomes with local and national comparator information

	<i>English 4+</i>	<i>Maths 4+</i>	<i>English and Maths 4+</i>
Bromley CLA	26% (5 of 19 pupils)	26% (5 of 19 pupils)	26% (5 of 19 pupils)
Bromley	81%	75%	71%
National	75%	69%	64%

5.4.4 GCSE outcomes 2017 with historical context

	2017 Reporting Cohort of 19 pupils	2016 Reporting Cohort of 12 pupils	2015 Reporting Cohort of 19 pupils
5 A* - C incl. English and Maths	26% (5 pupils)	25% (3 pupils)	26% (5 pupils)
5 A* - C	26% (5 pupils)	25% (3 pupils)	37% (7 pupils)
5 A*-G	47% (9 pupils)	42% (5 pupils)	63% (12 pupils)
1 A*-G	84% (16 pupils)	50% (6 pupils)	84% (16 pupils)

**N.B.** it should be noted that national reporting is based on the number of CLA **actually on roll in YR11**. In 2017, two students were held back a year (and so are not reported here) and one 17 year old is included in this data, having completed YR11 in September after having previously missed a year of education.

- 5.4.5 8 young people in the reporting cohort have an EHC plan. This equates to 42% of the reporting cohort against a national figure of 2.8% (all children). A further 6 children in this group were receiving additional support in school without recourse to an EHC plan, making a total of 74% with identified special or additional needs.
- 5.4.6 3 of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2014) or during Key Stage 4.
- 5.4.7 10 experienced one or more placement changes during KS4 and 5 of those required a change of education provision.
- 5.4.8 Only 6 young people in last year's reporting group were in Bromley schools at the end of YR11. Of the students placed out of authority, 10 were in specialist residential school settings or residential placements with special or alternative education provision; two of these CLA have severe disabilities and are below the level of academic assessment. Statistics show that pupils do equally well in out of borough schools when they are settled and receiving adequate support. Children do less well when they experience disruption and school changes and 3 young people in this cohort became increasingly difficult to engage during YR11. Their school attendance dropped and they were subsequently not entered for GCSE or alternative qualifications or they failed to turn up for exams.

5.4.9 Table showing pupil level data with number of years in care and SEN

DOB	Length of time CLA	Placed In/Out of borough	SEN	No. of GCSE	Maths 4+	Eng 4+	5 A - C inc. English & Maths	5 A - C
2000	1-2yrs.	Out		8	•	•	•	•
2001	2-3 yrs.	In		2				
2000	2-3 yrs.	Out	School support	3				
2001	2-3 yrs.	Out		2				
2001	2-3 yrs.	Out		10	•	•	•	•
2001	3-4 yrs.	Out		4				
2001	3-4 yrs.	In	School support	7				
1999	3-4 yrs.	Out		8	•	•	•	•
2001	3-4 yrs.	Out	School support	5	•	•	•	•
2001	4-5 years	In	School support	10	•	•		
2001	4-5 yrs.	Out	EHCP	1				

2001	5-6 yrs.	Out	Statement	0				
2001	6-7 yrs.	Out	Statement	1				
2001	6-7 yrs.	In		9	•	•	•	•
2001	7-8 yrs.	In		1				
2000	8-9 yrs.	Out	Statement	1				
2000	10-11 yrs.	Out	Statement					
2000	11-12 yrs.	Out	School support					
2001	11-12 yrs.	Out	Statement	3				

## 5.5 Post-16 Engagement

- 5.5.1 Building on the work of previous years, and working closely with carers, social workers and schools, we managed to maintain good levels of engagement from the GCSE cohort over the summer with 16 (84%) of the group progressed to education or training at the beginning of the autumn term in September. The remaining 3 young people all secured places in colleges during the first half of term.
- 5.5.2 The previously reported trend of more young people remaining in school sixth forms has continued and this appears to be the result of schools offering a wider range of subjects and qualifications in KS5 as well as their ability to accommodate re-takes in maths and English for students who did not achieve a grade 4 or above (equivalent to a C grade). All students starting a level 1 or 2 qualification in college are now required to continue to work towards achieving a level 2 qualification in maths and English, whether GCSE or functional skills and this still seems to surprise some young people. The Virtual School is securing 1:1 tuition for young people re-taking maths and English if it is requested, for both YR12 and YR13 young people.
- 5.5.3 Better tracking of the engagement of young people post-16 shows that increasing numbers are remaining in Further Education Colleges to undertake level 3 qualifications but this has not, to date, translated into those young people moving on to university in larger numbers. 8 of the care leavers who started university in this autumn did so after leaving the sixth form of a school. We know that there is a higher drop-out rate among CLA and care leavers in college than in sixth forms but it is not clear why those completing A-level equivalent courses are choosing to progress to university.
- 5.5.4 Working together, the 16+ Leaving Care team and the Virtual School have sought to identify the barriers to engagement to those young people who are persistently not in Education Training or Employment (NEET) and to provide options for engagement for them. Bromley College provided a link to a European Social Fund (ESF) project which appeared to provide a resource for persistent NEETs, providing key workers and personal assistants who would meet with young people and work with them through to full engagement in the project in college. After

several months of work, however, it became clear that the project did not have the capacity to do the substantial outreach work required to connect with this group of young people and the partnership was ended. The Virtual School, social workers and young people’s advisers continue to work with these individuals, supported by Hayley Cella in her role as vulnerable NEET co-ordinator. Hayley is located in the 16+ Leaving Care team for 5 days in each fortnight.

## 6. Attendance

6.1 The attendance of most Bromley CLA continues to be very good and is the same as all other Bromley children but for some children, regular school attendance is challenging. Some children have been poor attenders or not attending at all when they come into care and some find regular school attendance very hard when their families or placements are disrupted or they have other social, emotional or mental health issues, especially during adolescence.

6.1.2 Persistent absence is measured by the number of children whose attendance is less than 85% and, although we have remained below the national figure, reducing this figure remains a challenge for the Virtual School. During academic year 2016/17, the biggest factor affecting attendance figures was placement disruption (which, conversely, is often related to non-attendance and/or poor behaviour in school). When CLA change placements out of authority, it can take weeks and sometimes months to secure education provision for them, especially if they have an EHC plan or if a mainstream school is not appropriate. The Virtual School will put additional resources in place for these students, in the form of 1:1 tuition (either face to face or online) or alternative provision in an assessment centre or alternative education centre or work experience. Attendance at this provision is closely monitored and young people are visited frequently but, despite all offers of support, some young people continue to refuse to engage and attend.

6.1.3 Table showing Bromley CLA persistent absence

	Sep 14-July 15	Sep 15 - July 16	Sep 16 - July 17
Bromley CLA looked after 1 yr+ persistently absent	7.2%	8.4% (10 children)	10.7% (13 children)
All CLA looked after 1 yr+ persistently absent	9%	9.1%	Not available
All children (England) persistently absent	11%	10.5%	Not available

## 7. Exclusions

7.1 After a nine year period of no permanent exclusions, 1 child (YR10) was excluded permanently from a Bromley school following a violent and pre-meditated attack on another student in front of other students and staff.

7.1.1 Table showing fixed term exclusions with historical context.

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2013/14	120	22	9	9	18
2014/15	80	20	8	11	19
2015/16	56	14	6	7	13
2016/17	88	15	8	6	14

7.1.2 After a number of years in which the number of days of fixed term exclusions was reduced, 2016/17 saw an unexpected rise.

7.1.3 27 days are accounted for by one student. This student had several short fixed term exclusions before a final, longer period which was excluded in order to allow for the Virtual School to secure a specialist assessment provision for him. He was one of only 2 students who were moved to new schools to avoid permanent exclusions last year. Both students are doing very well in their respective new provisions

7.1.4 The Virtual School attends re-integration meetings wherever possible.

## 8. Pupil Premium Plus

8.1 The Virtual School Head Teacher has complete and sole responsibility for the distribution of Pupil Premium Plus (PPG+) of £1,900 for children in years Reception to YR11 and £300 for children in Early Years\*. Data contained within this section relates to the financial period April 2016-March 2017.

\*As set out in 'Pupil Premium 2016 to 2017: conditions of grant' DfE/EFA March 2016

8.1.2 The revised allocation of Pupil Premium Plus for CLA to the local authority in 2016-2017 was £431,300, based on 227 children. The Virtual school top-sliced each individual entitlement of £1,900 by £500 in the first instance in recognition that not all children have the same level of need.

8.1.3 A total of £283,236 went directly to schools through the pupil progress monitoring forms. This sum includes £40,198 allocated for children who were subsequently adopted or rehabilitated home during the financial year.

8.1.4 Children who change schools during the year may attract double funding, particularly if they have special or additional needs not yet addressed by an EHC plan and the allocation for all children is reviewed throughout the year through the Personal Education Plan (PEP). Some schools receive significantly more than the adjusted £1,400 allocation for an individual student and others failed to request funding despite repeated emails and phone calls to request the return of the monitoring form.

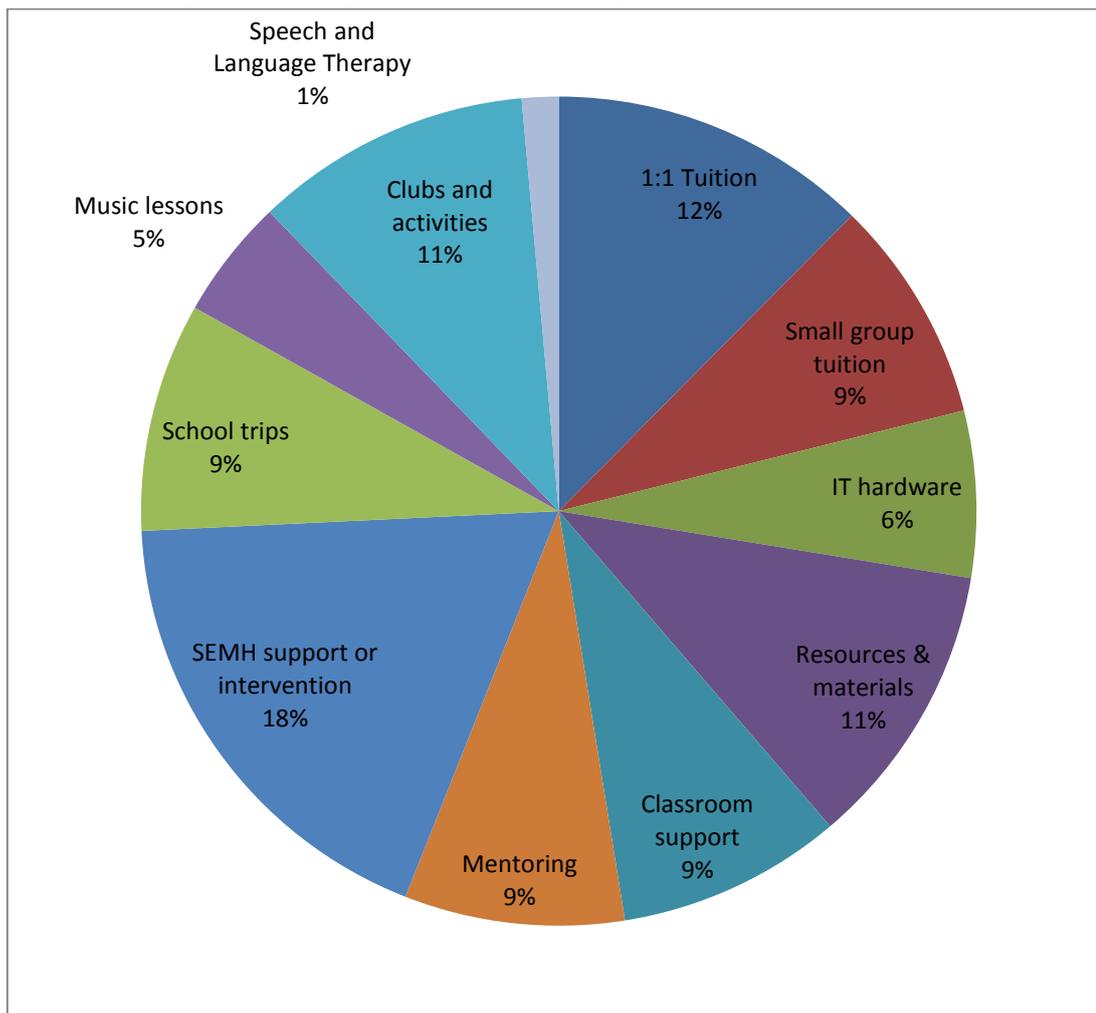
8.1.5 A further £29,729 was spent on additional resources (including computers) and support for children in schools and around £80,000 was accounted for by 1:1 tuition or Alternative provision provided by the Virtual School from top-sliced funds.

8.1.6 Table showing use of Pupil Premium Plus funds in financial year 2016/17

	Allocated PP+ funding
<b>Delegated to Schools</b>	£241,838
<b>Delegated to Schools for children no longer CLA</b>	£40,198
<b>Delegated to Early Years providers</b>	£1,200
<b>Additional payments</b>	£29,729
<b>Training for schools</b>	£4,400
<b>1:1 tuition and alternative provision</b>	£80,000
<b>Grant funded staff</b>	£30,000
<b>Total</b>	£427,365

8.1.7 Schools have continued to increase spend of Pupil Premium Plus on support for social, emotional and mental health (SEMH), with just over a quarter of all funding used for mentoring or other SEMH support in school. Other significant areas of spend include educational resources, computer equipment and music lessons. The chart, below, shows a breakdown of spend by schools.

### 8.1.8 Chart showing use of Pupil Premium Plus by schools



## 9. Moving forward: Challenges for the Virtual School in 2017-2018

- 9.1 Data shows that children placed out of borough do equally as well as students educated in Bromley when their placements are stable and their social and emotional needs are being met. Equally, young people experiencing the most difficulties struggle to engage with education and to experience success wherever they are. Although early notification of planned placement changes is helpful, finding Ofsted rated good or better schools or alternatives for children placed out of authority remains a challenge. The Virtual School will seek to reduce the amount of time that children remain out of school when their placements change.
- 9.2 PEP completion is improving and data is now being included in the weekly performance reports to the senior management team. The quality of PEPs is also improving, with most PEPs now showing clear target setting and planning for the short to medium term future. The Virtual School will increase its influence in long-term care planning by ensuring that education planning is an integral part of the care-planning process as a whole.

- 9.3 Regular PEP training for social workers new to Bromley and occasional training on other education matters will be built into the Children's workforce Development Plan and training offer. Virtual School staff will continue to provide desk-side training for individual workers and to model good practice in PEP meetings.
- 9.4 The Virtual School will build on its successful 16+ transition work, which has seen 100% of young people engaged in Education or training at the beginning of YR12 for the past 2 years. It will do this by using Pupil Premium Plus funding to engage a 'connexions-type' worker to attend all spring term PEPs for YR11 Children Looked After. This worker will ensure that 16+ transitions are adequately scrutinised in the meeting and that every young person has a suitable post-16 destination. Where this is not the case, the worker will undertake 1:1 work with the young person, offering careers advice and identifying a pathway to engagement. The Virtual School will also engage new and existing partners to reduce the number of young people who fall out of their post-16 courses during YR12 and to provide support and access to alternative provision for those that struggle to attend or who find themselves not in education, training or employment for any other reason.
- 9.5 The work of the Virtual School informs the judgment of the quality and effectiveness of services provided to children in care. The Head Teacher for the Virtual School will continue to provide strong leadership and support to social workers, foster carers, schools and other partners in order to achieve the best possible outcomes for Bromley children wherever they are.

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Report No.  
ED18043

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Children and Families Budget and Performance Sub-Committee

**Date:** 17 January 2018

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** Performance Management Framework – Children’s Services

**Contact Officer:** Naheed Chaudhry, Assistant Director Strategy, Performance and Business Support  
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**Chief Officer:** Ade Adetosoye

**Ward:** All

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1. Reason for report

1. To enable the sub-committee to discuss and comment on the attached framework document which describes key performance management arrangements for Bromley’s children’s services.
2. To inform the sub-committee of a proposed reporting regime for key performance measures to be reported to the sub-committee at future meetings.

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2. **RECOMMENDATION(S)**

1. The sub-committee notes and comments on the Performance Management Framework document.
2. The sub-committee agrees:
  - a) To receive a report at its next meeting in March 2018 providing options and rationales for key performance indicators to be reported to the sub-committee.
  - b) To thereafter receive a quarterly report on the agreed performance indicator set commencing with quarter one 2018-19 data.

### Corporate Policy

1. Policy Status: Not Applicable:
  2. BBB Priority: Children and Young People F
- 

### Financial

1. Cost of proposal: No Cost:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre:
  4. Total current budget for this head: £
  5. Source of funding:
- 

### Staff

1. Number of staff (current and additional):
  2. If from existing staff resources, number of staff hours:
- 

### Legal

1. Legal Requirement: Non-Statutory - Government Guidance:
  2. Call-in: Not Applicable:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. COMMENTARY

- 3.1 Following the disappointing Ofsted inspection of key children's services in 2016, the council, with relevant partners, has been engaged in implementing an improvement plan to secure a step change in the management and delivery of those services. The work has been overseen by the Children's Services Improvement Governance Board on which both the Portfolio Holder for Education, Children and Families and the Chair of the Children and Families Select Committee sit.
- 3.2 Key findings of the inspection included that senior leaders, including elected members, and managers lacked a comprehensive understanding of the strengths and weaknesses of the services provided and that performance management information was not being used effectively to improve practice and service delivery.
- 3.3 Part of the improvement plan, therefore, has been the development of a more robust approach to performance management at all levels in the organisation and in the children's services partnership. Significant progress has been made to date in securing the improved services and outcomes for children required. The attached framework document is designed to articulate key roles and responsibilities in respect of performance management for staff, managers, elected members and partners and the arrangements for appropriate oversight of performance going forward.
- 3.4 While the sub-committee is invited to comment on the document as a whole, this report is also seeking to focus, specifically, on the role of policy development and scrutiny in the overall performance management framework for children's services.
- 3.5 There are many and various targets and indicators used to 'weigh and measure' the performance of children's services. These may be reported externally, eg to the regulator and in statutory returns to central government or, perhaps more importantly, to inform operational and senior managers in the day to day delivery of services and to enable strategic managers, Executive Members and the council's scrutiny function to be appropriately sighted on performance issues.
- 3.6 Performance information needs to be relevant to the audience receiving that information and used to make a difference – eg to inform changes in practice, policy or resourcing – which would not otherwise be achieved without that information. While it would be both inappropriate and impractical, for example, for the Budget and Performance Sub-Committee to receive the level of performance reporting needed by operational managers, it is important that an appropriate range of measures are reported on a regular basis to inform the Sub-Committee's support and challenge role.
- 3.7 It is proposed, therefore, that at its next meeting in March 2018, the Select Committee's Budget and Performance Sub-Committee considers and selects a suite of appropriate performance measures which would then be subject of a performance report to the sub-committee on a quarterly basis, commencing in June 2018.
- 3.8 This report would be in addition to the thematic reports eg Annual Safeguarding Report; Annual Corporate Parenting Report already received by the Sub-Committee which will continue to provide relevant specific performance information.

#### **4. IMPACT ON VULNERABLE ADULTS AND CHILDREN**

4.1 A performance management framework which reinforces roles and responsibilities and which ensures that appropriate performance information is provided at the appropriate level in the overall performance management system will support the council's ambition to improve services for children and young people including those vulnerable to poorer outcomes.

#### **5. POLICY IMPLICATIONS**

5.1 It is intended that the Performance Management Framework document is part of the overall suite of policies and procedures informing the governance, management and delivery of children's services.

#### **6. FINANCIAL IMPLICATIONS**

6.1 There are no specific financial implications arising from this report.

#### **7. LEGAL IMPLICATIONS**

7.1 There are no specific legal implications arising from this report.

#### **8. PERSONNEL IMPLICATIONS**

8.1 The framework document is designed to support individuals in roles connected with the governance, management and delivery of children's services.

#### **9. PROCUREMENT IMPLICATIONS**

9.1 There are no procurement implications arising from the report.

<b>Non-Applicable Sections:</b>	None
<b>Background Documents: (Access via Contact Officer)</b>	Appendix One – Performance Management Framework for Children's Services

**London Borough of Bromley**  
**Performance Management Framework**  
**Children's Services**

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## **1. Introduction**

- 1.1 Bromley Council is ambitious to improve the quality of services it delivers directly or commissions from external suppliers and to increase the value for money achieved for local residents and taxpayers through better use of the public funds the council receives. These ambitions require a clarity of purpose for the council and a relentless focus on performance, continuous improvement and innovation.
- 1.2 This document provides a framework for managing performance of the council's services for children, in particular for those children vulnerable to poorer outcomes than their peers. It is in line with the development of a similar framework for adults' services and of performance management arrangements more broadly across the council's services.

## **2. Corporate Context**

- 2.1 Since 2010, with measures such as the abolition of the Audit Commission, the ending of the Comprehensive Area Assessment regime and the Localism Act, significant external drivers of performance management in local authorities have been removed. Councils now have greater autonomy in the ways in which they manage their own performance and demonstrate accountability to local residents, although some council services, particularly those provided to meet the needs of the most vulnerable, remain closely scrutinised and regulated by central government.
- 2.2 At the same time, councils face major challenges including significant reduction in central government funding and the increasing demand for services as a result of population growth and the impact of other demographic factors such as an ageing population and an increase in the numbers of vulnerable individuals and families. Public expectations of services provided by local authorities also continue to increase.
- 2.3 At a local level, in the face of these challenges, Bromley Council needs to plan effectively and increase the efficiency and impact of the services it delivers and commissions. Robust performance management is essential if the council is to succeed in meeting its challenges.

## **3. Children's Services**

- 3.1 The council has a wide range of statutory responsibilities to deliver or commission universal, targeted and specialist services for children, young people and their families. Services need to be focused on improving outcomes and life chances for young people to meet the ambitions which are articulated in the current 'Building a Better Bromley' strategy as:

*'we will ensure the best possible future for the children and young people of Bromley, with a clear focus on supporting the most vulnerable...'*

- 3.2 These ambitions require the input of a number of different services working together towards common aims and objectives. Outside the council, partner agencies include the police service, NHS Trusts and the community and voluntary sectors. Within the council, the key services with responsibilities for children are found within the ECHS department's Children's Social Care, Education, Housing and Public Health Divisions. Young people with continuing social care needs into adulthood receive transitions services from the Adults Social Care Division.

- 3.3 In 2016, Bromley's Children's Social Care Services were rated as inadequate by Ofsted. Within its broader judgements, Ofsted identified that senior leaders and managers did not have a comprehensive understanding of the strengths and weaknesses of the services provided to vulnerable children and their families and lacked sufficient understanding of the issues to take appropriate action to improve performance and practice. Performance management information that existed was not being used effectively and quality assurance arrangements were inadequate.
- 3.4 Following the inspection, an external commissioner was appointed to support the rapid improvement needed to improve services. An independently chaired multi-agency 'Children's Services Improvement Governance Board' was established and a 'Children's Services Improvement Plan' is being implemented. A core element of the plan is encapsulated in the 'Journey to Excellence' strategy, through which the new management team has sought to provide vision, a clear direction for service improvement, a culture of shared ambition and leadership at all levels and strengthened partnerships across key agencies.
- 3.5 There is a clear focus on improving both the quality of practice and also the tools to judge improvement woven throughout the supporting 'Roadmap to Excellence' documentation. Key performance improvement tools identified include the Director's 'Line of Sight', connecting the most senior management to frontline practice; more effective use of performance monitoring and quality assurance information at all levels; and stronger engagement with staff and service user views and perspectives.
- 3.6 Bromley has committed to ensuring that performance management and quality assurance processes are made more rigorous, robust and analytical and that senior leaders and elected members provide critical challenge based on accurate, analytical performance reports. Performance monitoring and scrutiny at all management levels is being tightened to ensure it is used effectively to drive improvements. This Performance Management Framework is designed to more comprehensively support the stronger focus on the performance of children's services the council has committed to adopt.
- 3.7 Since Ofsted's inspection and as part of the post inspection service improvement implementation, children's services partner agencies agreed the need to strengthen the governance and delivery of partnership practice in the borough. In addition to strengthening the governance role of the existing LSCB, a new Children's Executive Board has been established which will put in place and implement a new Children and Young People Plan for Bromley. This plan will define priorities for children's services for the coming years, measurable objectives and a suite of key performance indicators 'owned' by partner agencies.
- 3.8 The introduction of formal business planning in the EHCS department is a further important step in defining the priorities, objectives and targets against which the performance of services will be judged going forward. Each division will have its own business plan, not only capturing the service improvement priorities identified through the Ofsted inspection process but also the other local priorities for children's services, including those within the current 'Building a Better Bromley' strategy, as defined by the Executive, Portfolio holders, partnership governance bodies and those emerging from continuing needs analysis.
- 3.9 Strengthened performance management arrangements need bespoke capacity to service and sustain the processes and tools required. In early 2018, a review of the

department's Strategy, Performance and Business Support Division will be completed to ensure its fitness for purpose to support improved strategic and operational planning and performance management.

#### 4. What is Performance Management?

4.1 In simple terms, performance management is defined as:

*“taking action in response to actual performance to make outcomes for users and the public better than they would otherwise be” (IDeA 2006)*

4.2 This definition clearly indicates that performance management is an active pursuit designed to make a difference rather than simply the passive monitoring of performance, important though the monitoring process is in the overall performance system.

4.3 Effective performance management is characterised by:

- A clear understanding of needs achieved through rigorous needs analysis
- Explicit aims, objectives, priorities and targets for services
- Clear plans, strategic and operational in nature, informing service delivery
- Relevant performance measures enabling judgements to be made on whether services are achieving what is required
- Performance reporting at the right levels to enable appropriate decisions and actions to be taken in a timely manner

4.4 These characteristics can be summarised thus:

**Understand.....Plan.....Do.....Review.....Revise**



4.5 Effective performance management is predicated on achieving clarity of the differing roles and responsibilities of individuals in the performance management system and on the development of a performance culture across council and partner agencies through which individuals share improvement ambitions, are motivated to achieve

excellence, are supported and resourced accordingly and are thereby held to account for their performance.

## **5. Performance Management Responsibilities**

- 5.1 Performance is everyone's business in Bromley. The council's elected members, managers and staff share responsibility for the governance, management and delivery of services and for striving for continuous improvement and excellence. Users of services and residents rightly expect high levels of performance and accountability from the council.
- 5.2 The differing but complementary roles and responsibilities of the council's elected members and officers in respect of performance management are summarised below:
- 5.3 **Elected Members** act in the public interest, working for the benefit of the borough as a whole. The Executive and Portfolio Holders are responsible for the administration of the council's affairs and set the policy context for council services. The Leader of the Council directs the Chief Executive who is accountable, with the Corporate Leadership Team (CLT), to the Leader and respective Portfolio Holders for the effective delivery of council services.
- 5.4 Portfolio Holders have responsibility for:
- Agreeing with senior officers the strategic direction of services and performance improvement priorities
  - Developing and overseeing relevant Portfolio Plans
  - Providing strategic oversight of the effectiveness of performance management arrangements in council services
  - Holding senior managers – The Executive Directors and Departmental Leadership Teams (DLT) – to account for the performance of services for which they are responsible
- 5.5 The Policy Development and Scrutiny Committees (PDS) provide support and challenge to the Executive and Portfolio Holders through:
- Contributing to the development of council plans for services
  - Examining whether plans are being implemented effectively
  - Receiving reports on performance, asking challenging questions about areas of underperformance, and making recommendations accordingly to the Executive
- 5.6 In Bromley the core children's services fall within the remit of the Portfolio Holder for Education, Children and Families and the Education Children and Families Select Committee and its Budget and Performance Sub-Committee. The housing, public health and adults social care services relevant to children fall within the remit of the Portfolio Holder for Care Services and the Care Services Policy Development and Scrutiny Committee.
- 5.7 **The Corporate Leadership Team (Chief Executive, Executive Directors and Directors)** is responsible for ensuring council services perform effectively and achieve objectives set by central government, relevant regulators and the council's Executive through:

- Advising Elected Members on the setting of the strategic direction and performance improvement priorities for council services
  - Setting appropriate outcome based targets and performance standards
  - Receiving strategic level performance reports and acting on areas of underperformance
  - Ensuring that there is robust performance management and a strong performance culture embedded across all council services
- 5.8 In Bromley, the relevant services for children fall within the remit of the Deputy Chief Executive/Executive Director of Education, Care and Health Services and the Directors of Children’s Social Care; Education; Adults Social Care, Housing and Public Health.
- 5.9 **Departmental Management Teams and Divisional Directors** are responsible for the day to day performance management of operational and strategic services through:
- Promoting and embedding a strong performance management culture across individual council departments
  - Holding Heads of Service to account for the performance of their areas of responsibility
  - Monitoring service performance and standards across all service areas
  - Ensuring performance management is integrated into business and service planning and into the appraisal and supervision processes for individual staff
- 5.10 In Bromley, all relevant children’s services fall within the remit of the Education, Care and Health Services Department.
- 5.11 **Heads of Service and Team Managers** are responsible for managing and improving performance effectively within their particular service areas by:
- Promoting the performance management culture within specific service areas
  - Regularly receiving and analysing data and intelligence in respect of the performance of specific services and staff
  - Identifying performance improvement requirements of services and staff and planning accordingly
  - Implementing service improvement plans
- 5.12 **All Staff** have their own responsibilities in respect of performance management and service improvement through:
- Maintaining awareness of relevant council and departmental priorities
  - Being aware of their own performance against relevant objectives and targets, and occupational or professional standards where they exist
  - Being committed to meeting personal and service improvement needs
  - Adhering to data quality principles and complying with data entry requirements of their individual roles

## 6. Performance Management Arrangements for Children's Services

- 6.1 **Needs Analysis** enables the understanding of current levels of performance and the need for performance improvement and development. It provides managers with information on demand for services, the efficiency of services currently delivered and their effectiveness in achieving desired outcomes. In undertaking needs analysis, service gaps and resourcing issues may also be identified. Needs analysis should be used, therefore, as a key tool in informing service commissioning.
- 6.2 Needs analysis is undertaken by a number of sources – eg by the Strategy, Performance and Business Support Division or as part of the Joint Strategic Needs Assessment (JSNA) led by the Public Health Division. Needs analysis is also undertaken by ECHS commissioning staff as part of the routine commissioning cycle.
- 6.3 **Planning** enables needs analysis to be translated into specific aims, objectives, targets and actions. Plans exist at a number of different levels:
- 6.4 Strategic level plans include:
- Building a Better Bromley
  - Portfolio Holder Plans
  - Bromley Children and Young People Plan
  - Bromley Safeguarding Children Board Plan
- 6.5 Operational level plans include:
- ECHS Department Business Plan
  - Divisional Business Plans
  - Heads of Service/Thematic Plans
- 6.6 All levels of plans contain SMART targets and relevant performance indicators.
- 6.7 **Performance reporting and review** takes place routinely by different levels of management and governance of children's services. Performance reports contain datasets of quantitative, qualitative and outcome performance indicators and measures relevant to the audience receiving the reports.
- 6.8 Examples of quantitative indicators include numbers of children referred to CSC services; numbers of requests for EHC plans for children with SEN and disabilities; numbers of assessments undertaken; numbers of children looked after; numbers of homeless families – essentially measures of demand for services.
- 6.9 Qualitative indicators include the proportion of assessments, care proceedings, adoptions, EHC Plans completed within nationally prescribed timescales; proportion of homeless decisions made within 30 days; number of days families spend in temporary accommodation – essentially measures of the efficiency of services.
- 6.10 Outcome measures may include numbers of children who remain at home following the receipt of early help services; numbers of young offenders who avoid custody following YOS interventions; numbers of adoption breakdowns; numbers of children on second or subsequent child protection plans, numbers of care leavers in education or training – these indicate the effectiveness of services.
- 6.11 Performance reports are designed to be useful and user-friendly with trajectory, trend, polarity and benchmarking information provided. Increasingly, data items are linked and triangulated to support practice e.g. linking data on children missing from

home, missing education and those vulnerable to sexual exploitation. There is a commitment to further develop reporting on inter-connections between datasets and the level of analysis of data provided.

- 6.12 Performance indicators are, however, only indicators of performance and to be used appropriately need to be supported by additional performance information and intelligence which may include benchmarking against other authorities; results of external inspection or peer review; findings of internal audit and quality assurance processes; staff feedback and, importantly, feedback from service users. Performance reports are, therefore, increasingly analytic in nature, designed to readily focus the attention of operational services, managers and governance bodies.
- 6.13 It is worth repeating that performance information is not simply presented to ‘tell the story’ and be monitored but, more importantly, to enable appropriate support and challenge and decisions to be made which ‘make a difference’ to performance and outcomes for service users.
- 6.14 Scheme for performance reporting and review is as follows:

#### Governance and Corporate Management

- CLT and the Executive will receive a monthly top level performance report which focusses on the Building a Better Bromley themes. Specific priorities have been identified in respect of children and young people including safeguarding children in schools and the community and ensuring the health and wellbeing of those children vulnerable to poorer outcomes than their peers.
- The Executive Director provides a routine update on children’s services improvement and strategic issues arising at each meeting of the Executive.
- The Executive Director currently commissions an annual independent ‘Assurance’ report on the performance of children’s services against the council’s statutory responsibilities.
- The Portfolio Holders for Education Children and Families and for Care Services will receive monthly reports on a larger set of indicators in respect of services for or affecting children. The Portfolio Holders will also receive monthly Accountability Reports from Divisional Directors. Together, these reports support the executive role of the Portfolio Holders.
- The Education Children and Families Select Committee (via the Budget and Performance sub-committee) will receive quarterly reports on an agreed suite of key performance indicators in respect of children’s services. These reports will act as a ‘health check’ on performance of these services to enable elected members to be appropriately sighted on performance issues.
- The Portfolio Holder for Education, Children and Families provides a regular update report to the Select Committee on the performance of children’s services.
- The Portfolio holder is a member of Bromley’s Children’s Services Improvement Governance Board and Safeguarding Children Board
- The Leader of the Council, Portfolio Holder for Education, Children and Families with the Chief Executive and the Executive Director of Education, Care and Health Services meet quarterly with the Independent Chair of the Bromley Safeguarding Children Board. This meeting enables the Chair to

hold the council to account for its leadership of the local safeguarding children 'system' and raise performance issues with the council's leaders.

- The council has an annual programme of internal audit which routinely includes elements of children's services. Audits examine compliance with statutory and regulatory requirements and the council's own policies and procedures, providing further information in respect of performance and, in particular, the value for money, of council services.

#### Partnership Governance

- There are a number of key governance structures which oversee partnerships of agencies working with children and families. Performance reports will routinely be provided to each meeting of the Bromley Safeguarding Children Board; Children's Executive Board; Health and Wellbeing Board and the Safer Bromley Board. These reports will reflect the partnership nature of much of the work with vulnerable children and their families and promote the shared accountability across agencies for the improvement of services and outcomes.
- Chairs of these partnership groups meet on a quarterly basis to identify cross cutting issues, opportunities and challenges.
- Partner agencies in the Bromley Safeguarding Children Board undertake annual Sec 11 self assessments in respect of their contributions to local safeguarding practice and outcomes. These form the basis of challenge meetings held by the Independent Chair.
- The Independent Chair currently provides central government (DfE) with a quarterly report on the functioning and effectiveness of the Safeguarding Children Board.
- There are annual thematic reports provided to a range of governance bodies which provide 'snapshots' on performance of key services. These reports include the annual Safeguarding Children and School Standards reports. Specific reports on Bromley's children looked after and care leavers are also provided to the council's Corporate Parenting Board.

#### Departmental Management

- The ECHS Departmental Leadership Team will receive more detailed monthly reports on performance from Divisional Directors. These reports will focus on the Divisional Business Plan priorities and targets for the ECHS Divisions. The reports enable the department's most senior managers to determine the progress in implementing Business Plans and to take decisions needed to ensure these plans are 'on track' for delivery. They will also assist the identification of any cross cutting issues in respect of services to children and their families.

#### Children's Social Care Services

- A comprehensive monthly 'Performance Digest' is provided to the Director of Children's Social Care Services and the Divisional Senior Leadership Team. This digest is key in terms of the effective operational management of children's social care services. It enables performance issues to be highlighted and dealt with in timely manner. Cross cutting issues across the division's services can also be readily identified.

- The Performance Digest is used to inform monthly 'Performance Surgeries' held by the Director of Children's Social Care Services with individual Heads of Services. This process promotes the accountability of lead officers for individual services and the formal communication of key performance issues to the Director.
- The digest is used by Heads of Service and team managers with their staff groups to support the effective day to day management of these services.
- Weekly 'data days' are also held with team level reports provided to individual team managers. Detailed information is reviewed with team members enabling performance and data quality issues to be identified and resolved in a timely way. This process promotes the ownership of, and accountability for, performance at team manager and individual practitioner levels.
- Since the Ofsted inspection of 2016, 'Risk Matrix' reports on a smaller number of key performance indicators have been provided to senior managers and, onwards, to the Children's Services Improvement Governance Board. These reports provide information on critical areas of practice and include data on volumes and caseload; referral and assessment; plans for children; social worker visits and escalations of concerns of Independent Reviewing Officers and CP Conference Chairs. While primarily designed to provide re-assurance to the regulator and to central government that service improvement is robust, these reports also support the discipline needed to ensure that improvement is sustained.
- The Division's quality assurance measures include regular case auditing which provides managers and practitioners with information on the quality of casework and the application of professional standards in social work practice in Bromley. Audit findings are fed back to those involved in individual cases and thematic issues can inform practice development and training programmes. The division also leads the multi-agency audit programme commissioned by the Bromley Safeguarding Children Board.

#### Education Services for Children

- The majority of the early years and school provision in Bromley is delivered by the private and independent sectors and by Academies. Nevertheless, the council retains duties and powers to ensure the best possible educational outcomes for the borough's children and young people.
- The council must also seek to ensure that early years settings and schools engage within the partnership approach required in respect of early help, children in need and safeguarding services for children vulnerable to poorer outcomes.
- Demographic information is routinely analysed in respect of the demand for childcare, early education and school places in the borough. This information is used by early years managers to inform their influencing and management of the local childcare market and by pupil place planners to enable the council to meet its sufficiency duty for school places.
- Formal educational attainment, attendance and exclusion data on Bromley's children and young people is available on an annual basis and is analysed and reported in the annual School Standards Report. This high level report provides a 'snapshot' of the performance of Bromley's early years settings and schools.

- A monthly Performance Digest provides more timely data and information to the Education Division's Senior Leadership Team. The Digest provides year to date information on a range of key indicators including early years Ofsted ratings, access of 2+yr olds to free early education, safeguarding training in the early years sector; schools Ofsted ratings, admissions and school attendance, absence and exclusion data; information on children home educated and missing education; penalty notices for non-attendance; and data on the EHC assessment and planning process for children with SEN.
- Information from these reports, along with the more detailed intelligence held by teams within the Education Division, is used by managers in the Education Division to deploy and manage performance of their staff.
- There is routine liaison across the Education and Children's Social Care Divisions in respect of practice and performance issues affecting vulnerable children, for example in the implementation of the SEND reforms, the operation of the Virtual School for Looked After Children or in respect of specific safeguarding issues in schools. Operational managers and Heads of Service are empowered to resolve such issues wherever possible, with escalation to Directors when necessary.
- The Education Director and representatives of the borough's primary, secondary and special schools sit on the key multi-agency governance bodies for children's services including the Safeguarding and Children's Executive Boards.

#### Housing and Children's Services

- The Housing Division has a key role in supporting the council's work with vulnerable children including fulfilling duties towards homeless families and homeless young people aged 16+ and in providing appropriate housing options for Bromley's care leavers.
- High level performance data including homelessness applications, acceptances, use of temporary accommodation, families and young people in priority need categories is provided to the Division's Senior Leadership Team on a monthly basis.
- A wider range of more detailed performance indicators eg numbers of young people in floating support accommodation; numbers of care leavers provided with starter or other tenancies, is available to Heads of Service and operational managers to inform day to day practice.
- There is routine liaison between housing caseworkers and colleagues in children's social care services in respect of specific concerns around vulnerable children. Escalation procedures are in place to ensure Heads of Service and the Divisional Directors are sighted on practice and performance issues and can intervene appropriately.
- A social worker is embedded in the Housing Division's Young People's Team to promote integrated child in need/housing need assessment of 16+yr old young people presenting as homeless. Appropriate professional supervision of this officer is provided by the Children's Social Care Division.
- The Division has a number of contracts with providers of temporary accommodation and floating support provision which clearly specify the borough's expectations in respect of vulnerable families and children's safeguarding. A local provider forum is in place which enables thematic issues eg impact of evictions without notification; support for younger tenants,

to be raised. Providers are encouraged to make use of safeguarding training commissioned by the BSCB.

- Senior Housing Division managers sit on key governance bodies in respect of vulnerable children including the BSCB and the council's Corporate Parenting Board.

### Adults Social Care

- For young people with specific continuing care needs and eligibility for services as adults eg young people with learning difficulties; physical disabilities; mental health needs, transitional protocols and arrangements between children's and adults' services are in place.
- Information on numbers of young people who may require transitional and adults services is routinely shared between children's and adults services to inform planning assumptions including demand for services, commissioning and budgetary implications.
- Adults' services teams seek early involvement in assessment and planning for individual young people with children's services colleagues. This process addresses the more limited eligibility criteria for adults' services which exist, and is designed to manage expectations of young people and families.
- Individual Transitions Plans are monitored by operational managers and Heads of Service. Escalation procedures are in place for the Directors of Children's Social Care and Adults' services to resolve issues arising in individual casework.
- The director and adults' services SLT receive performance information routinely through a monthly performance digest. Operational managers and Heads of service make use of more detailed data to inform day to day management of the services. Complaints findings contribute to the understanding of performance issues at this level.
- Adults services are represented at senior management level in key governance bodies for children's services including the Safeguarding Children Board, the Children's Executive Board, and the SEND/SEN reforms Governance Boards.

### Public Health Services for Children

- Improving the health and wellbeing of children forms a core element of Bromley's overall Health and Wellbeing strategy. The Public Health Division commissions universal, targeted and specialist services for children and young people including community health services; sexual health services; substance misuse services; and services in respect of domestic violence and violence against women and girls. Many of these services play a key role in working with vulnerable children and young people.
- As, predominantly, commissioners of services from NHS Trusts and other providers, public health staff are responsible for specifying the outcomes required from services, contracting effectively with providers and for ensuring compliance with the council's contracts. Performance management information and reporting on KPIs is undertaken at regular contract meetings with providers.

- The Public Health Division leads on Bromley's approach to Joint Strategic Needs Assessment, engaging with children's services across the statutory and voluntary sectors in respect of work designed to inform and support strategic and operational commissioning of children's services, including those for vulnerable children.
- In addition to providing professional leadership of the borough's Health and Wellbeing Board, the Director of Public Health sits on key governance bodies including the Safeguarding Children and the Children's Executive Boards.

## **7. Performance Management of Commissioned Children's Services**

- 7.1 In addition to the children's services delivered directly by council staff, Bromley commissions a range of other services from external suppliers via contracts and spot purchasing arrangements.
- 7.2 As articulated in the 'Direction of Travel for Bromley as a Commissioning Organisation', while the process of commissioning transfers responsibility for the delivery of services to a third party, the council continues to be accountable for achieving the desired outcomes of those services and for ensuring value for money from the council's funding. It follows that outcomes need to be specified in detail within contracts and funding agreements, that appropriate performance measures are identified and that robust performance management/contract compliance arrangements are in place.
- 7.3 In Bromley, the main responsibility for contracting and contract management of specific services for children lies with relevant operational Heads of Service.
- 7.4 Staff in the ECHS department's Programmes Division provide professional and technical support to operational Heads of Service for options appraisal, contract specification, procurement, tender evaluation and council decision-making processes.
- 7.5 Operational Heads of Service are expected to undertake appropriate contract monitoring to ensure specifications are met by providers and to report on contract performance as required. By exception, staff in the Programmes Division may support operational Heads of Service in respect of specific compliance issues.
- 7.6 Detailed guidance on procurement and contract management has been produced and is available on Bromley's intranet and operational managers are also supported by a specific training offer.

## **8. Appraisal and Supervision**

- 8.1 Appraisal and supervision arrangements are key elements in the overall performance management framework. On at least an annual basis, managers complete appraisals with individual members of staff in which their performance is reviewed and forward objectives and targets set. Additionally, learning and development needs of staff members are identified which inform an annual staff training programme. Staff then receive regular ongoing 1-1 supervision in line with the council's staff supervision policies in which performance issues are routinely considered.

Report No.  
ED18041-1

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Education Budget & Performance Monitoring Sub-Committee

**Date:** 17<sup>th</sup> January 2018

**Decision Type:** Non-Urgent                      Non-Executive                      Non-Key

**Title:** Contract Register & Contracts Database Update

**Contact Officer:** Laurence Downes, Head of Programme Delivery, Education, Care & Health Services

**Chief Officer:** Ade Adetosoye, Deputy Chief Executive and Executive Director, Education, Care & Health Services

**Ward:** All Wards

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1. Reason for report

- 1.1 This report presents an extract from November 2017's Contracts Register for scrutiny by PDS Committee – all PDS committees will receive a similar report each cycle.
- 1.2 This report is based on information covering all Portfolios, which was produced on 21 November 2017 and presented to Contracts Sub-Committee on 30 November 2017.
- 1.3 The Contracts Register appended to the corresponding 'Part 2' report ED18041-2 includes a commentary on each contract.

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2. **RECOMMENDATIONS**

That PDS Committee:

- 2.1 reviews the appended £50k Contracts Register (which also forms part of the Council's commitment to data transparency) and
- 2.2 notes that the Contracts Register appended to the corresponding Part 2 report ED18041-2 contains additional, potentially commercially sensitive, information in its commentary.

### Impact on Vulnerable Adults and Children

1. Summary of Impact: The appended Contracts Register covers services which may be universal or targeted. Addressing the impact of service provision on vulnerable adults and children is a matter for the relevant procurement strategies, contracts award and monitoring reports, and service delivery rather than this report.
- 

### Corporate Policy

1. Policy Status: Existing Policy:
  2. BBB Priority: Excellent Council:
- 

### Financial

1. Cost of proposal: - N/A
  2. Ongoing costs: - N/A
  3. Budget head/performance centre: N/A
  4. Total current budget for this head: - N/A
  5. Source of funding: - N/A
- 

### Personnel

1. Number of staff (current and additional): - N/A
  2. If from existing staff resources, number of staff hours: - N/A
- 

### Legal

1. Legal Requirement: Statutory Requirement:
  2. Call-in: Not Applicable:
- 

### Procurement

1. Summary of Procurement Implications: Improves the Council's approach to contract management
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): N/A
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments: N/A

### 3. COMMENTARY

#### Contracts Register Background

- 3.1 The Council has 230 active contracts with a Total Contract Value (TCV) greater than £50k.
- 3.2 The appended Contracts Register details key information concerning the 43 contracts in the Education, Children & Families Portfolio (as of 21 November 2017).
- 3.3 The Register is generated from the Council's Contracts Database (CDB) which is administered by Commissioning & Procurement Directorate and populated by the relevant service managers (Contract Owners) and approved by their managers (Contract Approvers).
- 3.4 As a Commissioning Council, this information is vital to facilitate a full understanding of the Council's procurement activity and registers are reviewed by the Commission Board, the Corporate Leadership Team, and Contracts Sub-Committee as appropriate.
- 3.5 New registers will be produced four times a year – though the database itself is always 'live'.
- 3.6 Each PDS committee is expected to undertake detailed scrutiny of its contracts – including scrutinising suppliers – and hold the Portfolio Holder to account on service quality and procurement arrangements.

#### Contract Register Summary

- 3.7 The table below summarises key data from the 230 contracts contained in November 2017's £50k+ Contracts Register Report (which covers all six Portfolios).

#### All Portfolios

Issue	Data	September 2017	November 2017
<b>Contracts (&gt;£50k)</b>	All Portfolios	<b>265</b>	<b>230</b>
<b>Flagged as a concern</b> 	All Portfolios	11	14
<b>Contracts by Portfolio</b>	Care Services	106	91
	Environment	20	21
	Education, Children & Families	60	43
	Public Protection & Safety	6	6
	Renewal & Recreation	19	14
	Resources	54	55
<b>TOTALS</b>		<b>265</b>	<b>230</b>
<b>Contracts by Risk Index</b>	Red	19	17
	Amber	95	77
	Yellow	123	103
	Green	28	33
<b>TOTALS</b>		<b>265</b>	<b>230</b>
<b>Contracts by Procurement Status</b>	Red	96	91
	Amber	73	55
	Yellow	29	26
	Green/other	67	58
<b>TOTALS</b>		<b>265</b>	<b>230</b>

- 3.8 There are fewer contracts in the November 2017's combined PDS Register (230) compared with September 2017 (265) because some services have been consolidated into single contracts and some contracts have expired. For information, there are currently 264 expired contracts (all values) in the CDB, which helps to improve the Council's corporate memory.
- 3.9 Key information, for this Portfolio, extracted from November's £50k+ Contracts Register.

#### Education, Children & Families (EC&F) Portfolio

Issue	Data	September 2017	November 2017
Contracts	£50k+	60	43
Concern Flag		0	1
Risk Index	Red	5	4
	Amber	22	13
	Yellow	23	15
	Green	10	11
<b>Portfolio Total</b>		<b>60</b>	<b>43</b>
Procurement Status	Red	38	25
	Amber	14	11
	Yellow	1	3
	Green	7	4
<b>Portfolio Total</b>		<b>60</b>	<b>43</b>

EC&F has 43 (19%) of the Council's 230 contracts (valued at greater than £50k)

#### Contract Register Key

- 3.10 A key to the Contracts Register is set out in the table below.

Register Category	Explanation
<b>Risk Index</b>	Colour-ranking system reflecting eight automatically scored and weighted criteria providing a score (out of 100) / colour reflecting the contract's intrinsic risk
<b>Contract ID</b>	Unique reference used in all related committee reports and authorisations
<b>Owner</b>	Manager/commissioner with day-to-day budgetary / service provision responsibility
<b>Approver</b>	Contract Owner's manager, responsible for approving data quality
<b>Contract Title</b>	Commonly used or formal title
<b>Supplier</b>	Main contractor or supplier responsible for service provision
<b>Portfolio</b>	Relevant Portfolio for receiving procurement, contract monitoring and budget monitoring reports
<b>Total Value</b>	Total Contract Value i.e. the contract's value from commencement to expiry of formally approved period (i.e. exc. any extensions which have yet to be approved)
<b>Original Annual Value</b>	Value of the contract its first year (which may be difference from the value in subsequent years, due to contract start-up costs etc)
<b>Budget</b>	Approved budget for the current financial year. May be blank due to: finances being reported against another contract; costs being grant-funded, complexity in the finance records e.g. capital (also applies to Projection)
<b>Projection</b>	The expected spend by the end of the current financial year
<b>Procurement Status</b>	Automatic ranking system (green, yellow, amber, red) based on value and proximity to expiry designed to alert Owners to take procurement action. Red flagging typically means the contract is nearing expiry and is not a criticism (as all contracts will ultimately become red).
<b>Start &amp; End Dates</b>	Approved contract start date and end date (excluding any extension which has yet to be authorised)
<b>Months duration</b>	Contract term in months
<b>Attention </b>	Red flag denotes Commissioning & Procurement Directorate concern regarding procurement arrangements (also see C&P Commentary)

<b>Commentary</b>	Contract Owners provide a comment where either the Risk Index or Procurement Status is ragged red or amber. Commissioning & Procurement Directorate may add an additional comment for Members' consideration if appropriate <i>The Commentary only appears in the Part 2 register</i>
<b>Capital</b>	Most of the Council's contracts are revenue-funded but capital contracts are separately identified (and listed at the foot of the Contracts Register) because different reporting / accounting rules apply

## **Contract Register Order**

- 3.11 The Contracts Register is output in Risk Index order. It is then ordered by Procurement Status, Portfolio, and finally Contract Value. Capital contracts appear at the foot of the Register and contracts of concern (to Commissioning & Procurement Directorate) are flagged at the top.

## **4. IMPACT ON VULNERABLE ADULTS & CHILDREN**

- 4.1 The Corporate Contracts Register covers all Council services: both those used universally by residents and those specifically directed towards vulnerable adults and children. Addressing the impact of service provision on the vulnerable is a matter for the relevant procurement strategies, contracts, and delivery of specific services rather than this summary register.

## **5. POLICY IMPLICATIONS**

- 5.1 The Council's renewed ambition for the borough is set out in the 2016-18 update to [Building a Better Bromley](#) and the Contracts Database (and associated Contract Registers) help in delivering all of the aims but especially in delivering the aim of being an 'Excellent Council'. For an 'Excellent Council', this activity specifically helps by 'ensuring good contract management to ensure value-for-money and quality services'.

## **6. PROCUREMENT IMPLICATIONS**

- 6.1 Most of the Council's (£50k plus) procurement spend is now captured by the Contracts Database. The database will help in ensuring that procurement activity is undertaken in a timely manner, that Contract Procedure Rules are followed, and that Members are able to scrutinise procurement activity in a regular and systematic manner.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 The Contracts Database and Contract Registers are not primarily financial tools – the Council has other systems and reports for this purpose such as FBM and the Budget Monitoring reports. However, the CDB and registers do contain financial information both in terms of contract dates and values and also budgets and spend for the current year.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no direct personnel implications but the Contracts Database is useful in identifying those officers directly involved in managing the Council's contracts.

## **9. LEGAL IMPLICATIONS**

- 9.1 There are no direct legal implications but the Contracts Database does identify those contracts which have a statutory basis and also those laws which should be complied with in delivering the contracted services.

9.2 A list of all (irrespective of value) the Council's contracts may be found on [Bromley.gov.uk](http://Bromley.gov.uk) to aid transparency.

<b>Non-Applicable Sections:</b>	None
Background Documents: (Access via Contact Officer)	Contracts Register Reports to <a href="#">Contracts Sub-Committee</a>

**Contract Register Report +£50k Education, Children & Families: November 2017**

Risk Index	MAIN CONTRACT DATA						FINANCE DATA				CONTRACT TERMS					
	Contract ID	Owner	Approver	Contract Title	Supplier Name	Portfolio	Total Value	Original Annual Value	Budget	Projection	Proc. Status	Start Date	End Date	Months Duration	Attention	Capital
●	123	MARK SMITH	Janet Bailey	Children's - Network Services, inc. Child-Minding, Buddying and a Sitting Service for Children and Young People with Learning and/or Physical Disabilities	Bromley Mencap	Education, Children and Families	240,000	95,000	101,170	101,170	■	01/04/2015	31/03/2018	36		
●	190	Philippa Hesketh	ADE ADETOSOYE	Education - Provision of Full Time Education for Permanently Excluded Pupils and Pupils at Risk of Permanent Exclusion	Bromley Educational Trust	Education, Children and Families	4,515,000	1,505,000	1,472,010	1,501,945	■	01/09/2015	31/08/2018	36		
●	225		Janet Bailey	Mental Health - Community Well-Being Service For Children And Young People	Bromley Y	Education, Children and Families	1,345,983	448,661	299,650	294,110	■	01/12/2014	30/11/2017	36		
●	122	MARK SMITH	Janet Bailey	Children's - Holiday and Saturday Group Base Short Break Services for Children and Young People with Learning and/or Physical Disabilities	Riverside School	Education, Children and Families	750,000	169,133	174,260	174,260	■	01/04/2015	31/03/2018	36		
●	306	HELEN NORRIS	ADE ADETOSOYE	Education - Health Needs Child Specific Funding in Schools	Multiple Mainstream Schools and Academies	Education, Children and Families	651,900	436,950	214,950	265,394	■	01/04/2016	31/03/2018	24		
●	192	HELEN NORRIS	ADE ADETOSOYE	Education - SIPS Support to Multiple Pre-schools and Nursery Settings	Multiple Pre-schools and Maintained Nurseries	Education, Children and Families	451,400	451,400	225,700	225,700	■	01/04/2016	31/03/2018	24		
●	1439	Philippa Hesketh	ADE ADETOSOYE	ICT - Capita ONE Integrated Management Information System	Capita Business Services Ltd	Education, Children and Families	123,202	123,202	125,800	125,800	■	01/04/2017	31/03/2018	11		
●	16	DEBI CHRISTIE	ADE ADETOSOYE	Education - Framework for Passenger Transport Services - Lot 1 - SEN and Non-SEN Children Transport Services	Multiple Suppliers	Education, Children and Families	15,644,000	3,911,000	4,706,050	4,697,891	■	01/09/2015	31/08/2019	48		
●	3684	DEBI CHRISTIE	ADE ADETOSOYE	Parallel Framework for Passenger Transport Services (SEN and Non-SEN Children & Vulnerable persons Transport Services)	Various	Education, Children and Families	15,644,000	3,911,000			■	01/09/2017	31/08/2019	24		
●	317	DEBI CHRISTIE	ADE ADETOSOYE	Education - Top-Up Funding for Burwood Special School Places (Substantive Contract)	Bromley Educational Trust	Education, Children and Families	3,175,500	1,058,500	1,831,342	1,873,572	■	01/09/2016	31/08/2019	36		
●	3690	MAYA VADGAMA	DEBI CHRISTIE	Travel Training Contract	Bexley Accessible Transport Scheme (BATS)	Education, Children and Families	105,000	105,000	120,000	105,000	■	01/09/2017	31/08/2018	11		
●	125	SUE STALEY	Janet Bailey	Children's - Family Group Conference	Daybreak Family Group Conferences	Education, Children and Families	149,934	74,967	93,330	75,000	■	01/04/2016	31/03/2018	24		
●	343	RACHEL DUNLEY	Janet Bailey	Children's Cleaning Service for Children & Family Centres & Nurseries	Lodestar Cleaning Contracts Ltd	Education, Children and Families	121,640	60,820	69,400	69,400	■	01/08/2016	31/07/2018	24		
●	3604	DEBI CHRISTIE	ADE ADETOSOYE	Special Educational Needs Strategy and Review	SEND4CHANGE	Education, Children and Families	80,000	80,000	219,624	219,624	■	08/06/2017	31/12/2017	6		
●	339	BETTY MCDONALD	Janet Bailey	Education - Youth Offending Information System Annual Maintenance	CACI Ltd	Education, Children and Families	54,322	11,343	9,000	9,000	■	01/04/2013	31/03/2018	60		
●	1465	HELEN NORRIS	ADE ADETOSOYE	IT Network - IT Support and Supplies to Specialist Support and Disability Service	Structured Network Solutions UK Ltd	Education, Children and Families	66,027	22,009	9,000	9,000	■	01/02/2017	31/01/2020	36		
●	189	LINDA KING	Janet Bailey	Education - Post-16 Learner Tracker and Transition Support	Royal Borough of Kingston upon Thames	Education, Children and Families	126,390	42,130	44,800	41,800	■	01/04/2015	31/03/2018	36		
●	3609	RACHEL DUNLEY	Janet Bailey	Skills Acquisition Early Intervention and Prevention Services to Various Providers 2017/18	Multiple Supplier	Education, Children and Families	64,381	64,381	64,381	64,381	■	18/04/2017	31/03/2018	11		
●	3606	RACHEL DUNLEY	Janet Bailey	Health and Wellbeing Early Intervention And Prevention Services to Various Providers 2017/18	Multiple Supplier	Education, Children and Families	60,438		60,438	60,438	■	18/04/2017	31/03/2018	11		
●	313	SUE STALEY	Janet Bailey	Children's - Support Services to Children at Risk of Sexual Exploitation	Barnardo's	Education, Children and Families	131,700	55,000	60,400	60,400	■	01/07/2016	30/09/2018	27		
●	312	SHAM KIDANE	Janet Bailey	Children's - Independent Visitor Service for Children Looked After	Asphaleia Ltd	Education, Children and Families	52,870	26,435	25,000	25,000	■	01/08/2016	31/07/2018	24		
●	179	DOREEN PENDERGAST	Philippa Hesketh	Education - Co-ordination of admissions between 32 London boroughs	London Grid For Learning Trust	Education, Children and Families	112,000	14,000	16,771	16,771	■	01/04/2004	31/03/2020	192		
●	315	DEBI CHRISTIE	ADE ADETOSOYE	Education - Family Support Services for CYP with Social and Communication Needs	Bromley Mencap	Education, Children and Families	79,188	26,477	35,000	26,477	■	08/07/2016	07/07/2019	36		
●	316	DEBI CHRISTIE	ADE ADETOSOYE	ICT - Dynamic Purchasing System for SEN Placements	London Borough of Croydon	Education, Children and Families	60,000	15,000	15,000	23,750	■	01/08/2016	31/07/2020	48		
●	2610	ROBERT BOLLEN	ADE ADETOSOYE	Poverest Primary School Expansion Works	Neilcott Construction Ltd	Education, Children and Families	4,927,940	4,927,940			■	30/06/2017	09/11/2018	16		Capital
●	1440	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - New Build Extension at the Glebe	Lakehouse Construction Ltd	Education, Children and Families	3,675,725	3,675,725			■	01/04/2015	31/03/2018	36		Capital
●	1437	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Castlecumbe Primary School 2 Storey Extension	Neilcott Construction Ltd	Education, Children and Families	2,379,083	2,379,083			■	01/04/2017	31/03/2018	11		Capital
●	342	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Bishop Justus School Courtyard Extension	Woodbar Ltd	Education, Children and Families	561,633	561,633			■	31/07/2016	31/01/2018	18		Capital
●	3655	ROBERT BOLLEN	ADE ADETOSOYE	Phase 1: Summer Works At Bromley Beacon Academy Orpington Campus Association With Basic Needs Provision 2014-18	Sphere Group Ltd	Education, Children and Families	320,559	320,559			■	01/07/2017	01/09/2018	14		Capital

Risk Index	Contract ID	Owner	Approver	Contract Title	Supplier Name	Portfolio	Total Value	Original Annual Value	Budget	Projection	Proc. Status	Start Date	End Date	Months Duration	Attention	Capital
●	3620	ROBERT BOLLEN	ADE ADETOSOYE	Accessibility Improvement and Hygiene Suite Installation Summer Works at Crofton Junior School	Ensigna Construction Limited	Education, Children and Families	284,731	284,731			■	24/07/2017	01/09/2018	13		Capital
●	2606	ROBERT BOLLEN	ADE ADETOSOYE	Capital Works at Leeson's Primary School	The McAvoy Group Ltd	Education, Children and Families	3,599,139	2,132,000			■	01/07/2017	30/06/2019	24		Capital
●	162	ROBERT BOLLEN	ADE ADETOSOYE	Education - Consultancy Services - Multi-Disciplinary Lead Consultancy for expansion works at the Glebe	Pick Everard	Education, Children and Families	241,019	230,469			■	31/12/2013	31/03/2018	51		Capital
●	346	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Internal Works at Oaklands, Trinity & St John's Schools	Sphere Group Ltd	Education, Children and Families	184,711	184,711			■	31/08/2016	31/01/2018	17		Capital
●	3654	ROBERT BOLLEN	ADE ADETOSOYE	Summer Works Providing Additional Classroom and Resource Space At St John's CE Primary School	Sphere Group Ltd	Education, Children and Families	138,428	138,428			■	01/07/2017	01/08/2018	13		Capital
●	135	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Asbestos Services at Various Schools re H&S Audit	Riverside Environmental Services Ltd	Education, Children and Families	132,610	132,610			■	01/06/2015	31/05/2018	36		Capital
●	136	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Electrical Services Maintenance at Various Schools re H&S Audit	Melray Ltd	Education, Children and Families	121,884	121,884			■	01/06/2015	31/05/2018	36		Capital
●	145	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction of Modular Accommodation at Malcolm, Midfield, Scotts Park and Worsley Bridge Primary Schools	Built Offsite Ltd	Education, Children and Families	557,700	370,500			■	01/05/2015	01/09/2019	52		Capital
●	332	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Lightning Protection Services at Various Schools re H&S Audit	Mitie Property Services UK Ltd	Education, Children and Families	97,163	97,163			■	01/06/2015	31/05/2018	36		Capital
●	141	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Mechanical Services Maintenance at Various Schools re H&S Audit	Mitie Property Services UK Ltd	Education, Children and Families	87,993	87,993			■	01/06/2015	31/05/2018	36		Capital
●	144	ROBERT BOLLEN	ADE ADETOSOYE	Education - Construction - Water Hygiene Maintenance at Various Schools re H&S Audit	Mitie Property Services UK Ltd	Education, Children and Families	64,884	64,884			■	01/06/2015	31/05/2018	36		Capital
●	163	ROBERT BOLLEN	ADE ADETOSOYE	Education - Consultancy Services - Multi-Disciplinary Services for Hygiene Room Equipment Store at Leeson's Primary School	Keegans Ltd	Education, Children and Families	95,220	95,220			■	31/10/2014	31/10/2018	48		Capital
●	174	ROBERT BOLLEN	ADE ADETOSOYE	Education - Consultancy Services - Project Management and Employer's Agent Services in support of the Expansion at Midfield Primary School & Burwood School	Bailey Partnership	Education, Children and Families	89,400	34,500			■	12/05/2014	30/09/2018	52		Capital
●	314	CATHERINE PIMM	ROBERT BOLLEN	Education - Consultancy Services - Multi-Disciplinary Services for the Reconfiguration and extension of SEN Provision at Tubbenden Primary School	ig9 Ltd	Education, Children and Families	65,875	65,875			■	31/07/2016	30/09/2018	26		Capital

## London Borough of Bromley

### PART 1 - PUBLIC

## Briefing for Education, Children and Families Budget and Performance Monitoring Sub-Committee Wednesday 17 January 2018

### ECHS DEPARTMENTAL RISK REGISTER

Contact Officer: Naheed Chaudhry, Assistant Director: Strategy, Performance and Business Support  
Tel: 020 8461 7554 E-mail: [naheed.chaudhry@bromley.gov.uk](mailto:naheed.chaudhry@bromley.gov.uk)

Chief Officer: Ade Adetosoye, Deputy Chief Executive and Executive Director ECHS

#### 1. Summary

- 1.1. This information briefing provides the Education, Children and Families Budget and Performance Monitoring Sub-Committee with the current Education, Care and Health Services Departmental Risk Register (Appendix A), being the output of a 'check and challenge' process undertaken by Zurich, the Local Authority's insurers.

#### 2. THE BRIEFING

- 2.1 Zurich were commissioned by Internal Audit to carry out a 'check and challenge' exercise on the current risk registers for each of the three departments. The aim of this was to provide the Departmental Management Teams (DMT) and the Corporate Leadership Team (CLT) with an independent discussion on risk and one which challenged, refreshed and validated the current risk register content.
- 2.2 Zurich attended the October Corporate Risk Management Group (CRMG) meeting to discuss their findings and recommendations prior to the Corporate Leadership Team's approval of each refreshed risk register and presentation of the same to the Audit Sub Committee on 8<sup>th</sup> November 2017.
- 2.3 The Education, Care and Health department's refreshed risk register is attached as Appendix A and Members' attention is drawn to those risks of relevance to the Education, Children and Families Portfolio as detailed in the table overleaf.

Risk Reference	Risk
1	Failure to deliver ECHS Financial Strategy
3	Failure to deliver effective Children's Services
4	Recruitment and Retention
7	Business Interruption/Emergency Planning
8	Contracts and Service Level Agreements
9	School Place Planning

10	Not in Education, Employment or Training (NEET)
11	SEN Transport
12	SEN Reforms
13	School Standards
14	Youth Offending
15	Out of Borough Placements
16	Foster Carers
17	Care Leavers' Accommodation
20	Data Collections
21	30 hour funded childcare for three and four year olds of working parents

## ECHS Risk Register

											DATE LAST REVIEWED:		09/10/2017	
REF	DIVISION	RISK TITLE & DESCRIPTION (a line break - press shift & return - must be entered after the risk title)	RISK CAUSE & EFFECT	RISK CATEGORY	GROSS RISK RATING (See next tab for guidance)			EXISTING CONTROLS IN PLACE TO MITIGATE THE RISK	CURRENT RISK RATING (See next tab for guidance)			FURTHER ACTION REQUIRED	RISK OWNER	
					LIKELIHOOD	IMPACT	RISK RATING		LIKELIHOOD	IMPACT	RISK RATING			
1	All	<b>Failure to deliver ECHS Financial Strategy</b>	<p><b>Cause(s):</b></p> <ul style="list-style-type: none"> <li>- Continual reduction in Central Government funding</li> <li>- Demographic changes</li> <li>- Increased demand for services</li> <li>- Demand led statutory services (c. 80% of operations) which can be difficult to predict</li> <li>- Increasing cost volatility due to rise of complex, high cost families or placements requiring services.</li> </ul> <p><b>Effect(s):</b></p> <ul style="list-style-type: none"> <li>- Lower than anticipated levels of financial resource</li> <li>- Failure to achieve a balanced budget</li> <li>- Failure to secure economy, efficiency, and effectiveness of use of resources leading to a Qualified Independent Auditors' Report</li> <li>- Objectives of the service not met</li> <li>- Reputation is impacted</li> <li>- Wider goals of the Council are not achieved</li> </ul>	Financial	5	5	25	<ul style="list-style-type: none"> <li>- Budget monitoring and forecasting</li> <li>- Regular review of medium term strategy</li> <li>- Regular reporting to DLT and Members via the Committee reporting process</li> <li>- Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money</li> <li>- Monitor demographics, economic indicators and develop insight into future demand</li> <li>- Match financial planning to Council priorities</li> <li>- Internal audit framework</li> <li>- Early intervention with service users</li> <li>- Constantly reviewing service operations for potential efficiencies</li> </ul>	4	5	20		ECHS DLT Ade Adetosoye, Janet Bailey, Sara Bowrey, Naheed Chaudhry, Paul Feven, Stephen John, Nada Lemic, Gillian Palmer	
2	Adult Social Care	<b>Failure to deliver effective Adult Social Care services</b> The Council is unable to deliver an effective adult social care service to fulfil its statutory obligations including the safeguarding of Adults	<p><b>Cause(s):</b></p> <ul style="list-style-type: none"> <li>- Increasing demand</li> <li>- Above compounded by associated longer waiting lists leading to deteriorating condition and ultimately increased service user / carer costs</li> <li>- Failure to deliver effective safeguarding arrangements</li> <li>- Failure to comply with statutory requirements including the Care Act</li> </ul> <p><b>Effect(s):</b></p> <ul style="list-style-type: none"> <li>- Impact on life chances and outcomes for service users</li> <li>- Failure to keep vulnerable adults safe from harm or abuse</li> </ul>	Legal, Reputational	4	4	16	<p><b>Care Act</b> - Redesigned processes, including amending forms, and operational procedures in place and Care Act compliance training</p> <p><b>Better Care Fund</b> - Programme overseen by the Interim Director of Programmes and the CCG</p> <p><b>Safeguarding</b> - 1. Multi Agency Bromley Adult Safeguarding Board (BSAB) in place. 2. BSAB Training programme (E Learning and Face to Face). 3. Awareness training for vulnerable groups. 4. Care Act compliance training</p> <p><b>Recruitment</b> - Dedicated HR programme of support in place to recruit social workers to front line posts</p> <p><b>Performance Monitoring Framework</b> - Review of Performance Management Indicators</p> <p><b>Procurement and Contract Monitoring</b> - Effective procurement framework and contract monitoring arrangements to ensure acceptable quality of service provision and value for money</p>	3	4	12		Director, Adult Social Care (Stephen John)	
Page 277	Learning Disability Service	<b>Failure to deliver effective Learning Disability services</b> Failure to assess service users, establish eligibility criteria and carry out the review process.	<p><b>Cause(s):</b></p> <ul style="list-style-type: none"> <li>- Failure to identify and meet service users' needs</li> <li>- Provision of service to ineligible clients</li> <li>- Provision of service prior to/without appropriate authorisation</li> <li>- Failure to manage the transition process of service users from Children's Services to Adult Services leading to increased risk of Judicial Review</li> </ul> <p><b>Effect(s):</b></p> <ul style="list-style-type: none"> <li>- Costs associated with Legal process</li> <li>- Ongoing care package costs as a result of Legal process outcome</li> <li>- Placement predictions leading to financial pressures (cross refer ECHS Budget risk)</li> </ul>	Legal, Reputational	4	4	16	<ul style="list-style-type: none"> <li>- Close monitoring of placements and eligibility criteria</li> <li>- Budget monitoring and forecasting</li> <li>- Regular review of medium term strategy</li> <li>- Regular reporting to DLT and Care Services PDS</li> <li>- Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money</li> <li>- Hold provider to account for poor performance</li> <li>- Monitor demographics, economic indicators and develop insight into future demand</li> </ul>	4	4	16	Review effectiveness of new controls implemented post audit in Q4 (?) 2017	Director, Adult Social Care (Stephen John)	

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					LIKELIHOOD	IMPACT	RISK RATING		LIKELIHOOD	IMPACT	RISK RATING			
3	All Children's Social Care, Safeguarding and Education Sections	<b>Failure to deliver effective Children's services</b> The Council is unable to deliver an effective children's service to fulfil its statutory obligations in Safeguarding and Education and protect those at risk of significant harm or death, sexual exploitation or missing from care	<b>Cause(s):</b> - Increasing demand - The Secretary of State could determine that the Council is failing to deliver its Children's Social Care services to an adequate standard and approve alternative delivery arrangements as the most effective way of securing and sustaining improvement. This arrangement could include the removal of service control from the authority.  <b>Effect(s):</b> - Impact on life chances and outcomes for children	Legal, Reputational	4	5	20	- Multi Agency Bromley Children's Safeguarding Board (BCSB) in place and BCSB Training programme - Dedicated HR programme of support in place to recruit social workers to front line posts - Review of Performance Management Indicators - Effective procurement framework and contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Appointment of Deputy Chief Executive with Director of Children's Services responsibility (in post December 2016) - Appointment of Director, Children's Services (in post December 2016) - £950k available for immediate use to build capacity and £2.3m available on a recurring basis for Children's services - Performance Framework - Quality Assurance Audit Programme - Children's Service Improvement Action Plan refocussed to ensure that Heads of Service and Group Managers are delivering the actions relevant to their teams. - Key events and supporting material developed to ensure improving practice is at the heart of the organisation - Review of team structures - New process for authorising placements developed - Continued reduction of caseloads - Development of CSE and missing unit (ATLAS team in place) - Training plan for qualified social workers and other professionals (Jan - Mar 2017)	4	4	16		Director, Children's Services (Janet Bailey)  Interim Director, Education (Gillian Palmer)	
4	All	<b>Recruitment and Retention</b> Failure to recruit and retain key skilled staff with suitable experience/qualifications	<b>Cause(s):</b> - Failure to compete with other organisations to recruit the highest quality candidates to build an agile workforce - Small pool of experienced Social Workers, particularly children's  <b>Effect(s):</b> - Failure to identify and meet service user needs - Provision of service to ineligible clients - Provision of service prior to/without appropriate authorisation - Lack of skill set results in an inability to deliver effective adults, children's and public health services to fulfil statutory safeguarding obligations, impacting on life chances and outcomes	Personnel	5	4	20	- Dedicated HR role to support managers in recruiting social workers to front line posts - Joint meetings held between HR and employment agencies to improve the quality and speed of locum assignments - Repromotion and review of the current Recruitment and Retention package - Repromotion of the 'no quit' policy - Recruitment drive to convert locums to permanent staff - Commissioning of improvements to the Council's recruitment web site to include a video virtual tour of the Council - Support in effectively managing staff performance - Provision of training measures to include targeted leadership and management training programmes including partners and other stakeholders - Tailored individual career plan for staff - Training and quality assurance of practice - Provision of regular monitoring information to feed into the corporate governance dashboard	3	4	12		Director, Adult Social Care (Stephen John)  Director, Children's Services (Janet Bailey)  Director, Public Health (Nada Lemic)  Director, Housing (Sara Bowrey)	
5	Housing Needs	<b>Failure to deliver effective Housing Needs services</b> The Council is unable to deliver an effective Housing Needs service to fulfil its statutory obligations	<b>Cause(s):</b> - very demand led - lack of trained staff - homelessness is increasing number and complexity of cases  <b>Effect(s):</b> - Impact on life chances and outcomes for individuals and families in need of Housing Services - Reputational damage - Legal challenge	Legal	4	4	16	- Focus on preventing homelessness and diversion to alternative housing options through:- - Landlord and Tenancy advice support and sustainment - Assistance (including financial aid) to access the private rented sector - Access to employment and training - Debt, money, budgeting and welfare benefits advice, including assistance to resolve rent and mortgage arrears - Sanctuary scheme for the protection of victims of domestic violence - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money	3	4	12	- Seek new and alternative forms/supply of temporary accommodation - Ensure the successful implementation of the More Homes Bromley initiative to ensure the supply reduces the reliance on nightly paid accommodation - Continue to develop partnership working with private sector landlords to assist households to remain in private sector accommodation - Work innovatively with a range of providers to increase access to a supply of affordable accommodation - Produce and maintain the new London Borough of Bromley Homelessness strategy ensuring that the strategy promotes partnership working to reduce and prevent homelessness	Director, Housing (Sara Bowrey)	

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5a	Housing Needs	<b>Temporary Accommodation</b> Inability to effectively manage the volume of people presenting themselves as homeless and the additional pressures placed on the homelessness budgets	<b>Causes:</b> - changes in government funding - rising number of placements (approx. 20 per month)  <b>Effect(s):</b> - Failure to fulfil statutory obligations - Impact on life chances and outcomes for individuals and families in temporary accommodation - Increased risk of legal challenge due to provision of unsuitable accommodation (including shared accommodation) - Pressure on other services	Social	5	4	20	- Focus on preventing homelessness and diversion to alternative housing options through:- - Landlord and Tenancy advice support and sustainment - Assistance (including financial aid) to access the private rented sector - Access to employment and training - Debt, money, budgeting and welfare benefits advice, including assistance to resolve rent and mortgage arrears - Sanctuary scheme for the protection of victims of domestic violence - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money	5	4	20	- Seek new and alternative forms/supply of temporary accommodation - Ensure the successful implementation of the More Homes Bromley initiative to ensure the supply reduces the reliance on nightly paid accommodation - Continue to develop partnership working with private sector landlords to assist households to remain in private sector accommodation - Work innovatively with a range of providers to increase access to a supply of affordable accommodation - Produce and maintain the new London Borough of Bromley Homelessness strategy ensuring that the strategy promotes partnership working to reduce and prevent homelessness	Director, Housing (Sara Bowrey)
5b	Housing Needs (Housing Strategy)	<b>Capital Grant</b> Failure to deliver the Council's affordable housing strategy in support of statutory obligations Lack of infrastructure in place where growth is occurring (Section 106 monies)	<b>Cause(s):</b> - Lack of availability of external capital grant (Housing Associations) to deliver key housing schemes - Lack of available suitable sites within the borough on which to develop new affordable housing schemes over the short to medium term  <b>Effect(s):</b> - An inadequate supply of housing will lead to an inability to meet housing needs of a range of client groups in support of statutory housing and homelessness duties.	Social	4	4	16	- Lead negotiations on the affordable housing provision on section 106 applications, ensuring that the affordable housing obligation reflects local adopted planning policy and local statutory and high priority housing need - Determination at planning stage to ensure collection of obligations due - Conditions attached to funding received to ensure it is spent on preventing homelessness	3	4	12	- Review of proposed legislation as it develops	Director, Housing (Sara Bowrey)
6	Public Health	<b>Inability to deliver an effective Public Health service</b> The Council is unable to deliver an effective Public Health service to fulfil its statutory obligations	<b>Cause(s):</b> Reduced budget which has led to funding cuts, reduced service and redundancies. Withdrawal of non-statutory services.  <b>Effect(s):</b> - Increased clinical risk to patients and Bromley residents - Reputational risk to council - Gaps and potential blocks in health service between NHS and Local Authority	Professional, Legal, Reputational	4	4	16	- Working with partners including the CCG and Hospital Trust to jointly deliver Public Health functions and mitigate impact of cuts - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money	3	4	12	Plans for further integration with CCG	Director, Public Health (Nada Lemic)
	All ECHS Divisions	<b>Business Interruption / Emergency Planning</b> Failure to provide Council services or statutory requirements of mass illness/fatalities scenario following a business interruption or emergency planning event	<b>Cause(s):</b> - Business Interruption could be caused by Loss of Facility (fire, flood etc.), Staff (illness, strike) or IT (cyber attack). - Mass fatalities or illness has a range of causes and this risk to the council could be caused by council staff being impacted resulting in failure to manage statutory requirements of mass illness/fatalities scenario (e.g. registering of deaths within timescales)  <b>Effect(s):</b> - Business interruption - failure to deliver services, loss of customer / resident satisfaction. - Emergency planning - failure to deliver statutory duties.	Personnel, Reputational	2	5	10	Business Interruption - Civil protection and emergency planning policies in place at corporate level overseen by the Corporate Risk Management Group - Business Continuity Plans in place at service level - Contracts contain business continuity provision - Communication to all staff prior to all impending industrial action, informing of any possible service disruption as well as explaining implications of strike action for individual staff members  Emergency Planning - Robust plans in place, including Outbreak Plan, Flu Plan and Pandemic Flu Plan - Alert system via the South East London Health Protection Unit (SEL HPU) - Annual Flu vaccination programme in place	1	5	5		ECHS DLT

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8	All ECHS Divisions	<b>Contracts and Service Level Agreements</b> Failure to effectively procure and/or manage key contractors or partners, leading to the department being unable to deliver key services, including attracting appropriate contractors or partners to deliver services	<b>Cause(s):</b> - Failure of provider - Provider withdrawing from the contract  <b>Effect(s):</b> - Failure to deliver required quality/quantity/value for money services	Contractual, Partnership	4	1	4	- Timely and effective procurement process - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Business Continuity plans - Contracts Sub-Committee established (a sub-committee of the Executive and Resources PDS Committee which considers a range of contracts issues including legal requirements, contract clauses and contract management to ensure value for money). - Traffic light system in use to assess the current status of each procurement project and any projects with a red status are tracked and reported to fortnightly divisional management team meetings - Commissioners and Procurement and Contract Compliance staff implement recovery plans for projects with red status alerts in order to mitigate all risks and to ensure that the department operates within financial regulations	3	1	3	- Ensuring appropriate adjustment of prices following introduction of the National Living Wage	ECHS DLT
9	Education	<b>School Place Planning</b> Failure to meet the statutory requirement to ensure education is available to meet the needs of the population in the area	<b>Cause(s):</b> - Failure to secure sufficient Primary and Secondary school places in the area - Failure to provide/commission sufficient educational placements for children with disabilities and special educational needs - Failure to ensure sufficient alternative provision - Difficult to open new schools - can't do it directly, site restrictions, free schools only current route for new school - Planning consent - members / planning consent  <b>Effect(s):</b> - Disruption to Education - Impact on life chances for young people	Political, Legal	4	4	16	- Implementation of the Basic Need programme - Implementation of the Primary and Secondary School development plans - Regular review of medium term strategy - Monitor demographics, economic indicators and develop insight into future demand (including birth rate, dwelling stock and migration) - Maintain relationships with ESFA	2	4	8		Interim Director, Education (Gillian Palmer)
	Education	<b>Not in Education, Employment or Training (NEET)</b> Failure to meet requirements of Education, Care and Skills Act 2008 - duty on all young people to participate in Education, Employment or Training until their 18th birthday	<b>Cause(s):</b> - Lack of control over Academies  <b>Effect(s):</b> - Disruption to Education - Impact on life chances for young people	Professional, Legal	3	2	6	- Provision offered by Bromley Youth Support Programme (BYSP) - Advice and Guidance Drop in sessions - One to one support - Looked After Children NEET support - YOT NEET support - Provision offered by Bromley Education Business Partnership (BEBP) - Bromley Youth Employment Scheme (YES) - Bromley Flexible Learning programme - Mentoring programme - Skills Xtra - Work experience for Children Looked After - N-Gage - Youth Contract - Tracking service in conjunction with South London CCIS Service - 'Door knocking'	3	2	6		Interim Director, Education (Gillian Palmer)

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11	Education	<b>SEN Transport</b> Failure to provide appropriate transport to educational establishments for children and young people with special educational needs	<b>Cause(s):</b> - Fluctuating demand year on year - Difficulty in retaining - £800k overspend - Produces worry in political environment - members - Rising numbers of children meeting criteria for transport provision and associated increase in costs (cross refer ECHS budget risk where budget position is highlighted)  <b>Effect(s):</b> - Disruption to education due to poor transport provision - Impact on life chances and outcomes for children and young people	Contractual, Partnership  Financial	3	3	9	- Budget monitoring and forecasting - Regular review of medium term strategy - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Monitor demographics, economic indicators and develop insight into future demand - Travel Training Programme - Route review and rationalisation - Sharing routes with other boroughs - Supporting parents to take up reimbursement of parental mileage	3	3	9	Review of policy - post election to get to mutually agreeable outcome.	Interim Director, Education (Gillian Palmer)
12	Education	<b>SEN Reforms</b> Failure to manage the transition process of service users from Statements to Education, Health and Care plans leading to an increased risk of Judicial Review	<b>Cause(s):</b> - How you assess and describe a children's need  <b>Effect(s):</b> - Costs associated with the Legal process - Ongoing care package costs as a result of Legal Process outcomes	Financial Legal Customer/ Citizen Reputational	3	4	12	- Close monitoring of placements and eligibility criteria - Budget monitoring and forecasting - Regular review of medium term strategy - Regular reporting to DLT and Care Services PDS - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Hold provider to account for poor performance - Monitor demographics, economic indicators and develop insight into future demand	2	4	8	Dedicated project - £115k	Interim Director, Education (Gillian Palmer)
13	Education	<b>School Standards</b> Failure to provide appropriate support to remaining maintained schools in category of concern	<b>Cause(s):</b> - Failure to provide effective and timely moderation and monitoring of statutory testing at EYFS, KS1 and KS2 - Failure to ensure that LA appointed governors for maintained schools are appointed in a timely manner and have appropriate skills to perform their duties  <b>Effect(s):</b> Impact on life chances and outcomes for children and young people	Professional	3	3	9	- One maintained primary school receiving direct intervention from School Improvement Team. Primary Support Advisor for English leaves post in summer 2017, remaining resource of 0.5 Primary Maths Advisor. Assuming no other remaining maintained schools go into support category and all convert in line with current plans by summer 2018 risk is medium to low. Appointment to new post of Head of School Standards will add capacity and new skills to the team and help improve support offer for schools. - Strategic challenge will remain to develop new relationships with schools to champion improved achievement and attainment, close the gaps for underperforming groups to ensure the best outcomes for children and young people in Bromley	2	3	6	New Head of school standards	Interim Director, Education (Gillian Palmer)
Page 281	Education	<b>Youth Offending</b> Failure to deliver effective youth offending services to protect children and young people and reduce their vulnerability	<b>Cause(s):</b> - Increase in youth offending  <b>Effect(s):</b> - Impact on life chances and outcomes for children - Failure to protect the public and actual or potential victims (assessment of risk to others and planning to manage the risk and protect the public)	Professional  Reputational	3	4	12	- Learning from the Youth Justice follow up inspection of February 2017. Action plan to be developed - Annual Strategic Plan 2016/17 implementation - Youth Justice Board case file audit (March 2016) - Improved inspection result	2	4	8		Director, Children's Services (Janet Bailey)
	Education  Children's Social Care	<b>Out of Borough Placements (Children and Young People)</b> Inability to reduce reliance on out of borough placements  Financial implications	<b>Cause(s):</b> - Failure to provide/commission sufficient local placements for children with disabilities, special educational needs, and children in care  <b>Effect(s):</b> - Parental appeals to Tribunals resulting in more costly out of borough placements - Cost implications of out of borough placements (Cross refer ECHS Budget risk)	Professional  Financial	3	3	9	- Close monitoring of placements and eligibility criteria - Budget monitoring and forecasting - Regular review of medium term strategy - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Monitor demographics, economic indicators and develop insight into future demand	3	3	9	Carrying out a review of how to move this forward.	Interim Director, Education (Gillian Palmer)  Director, Children's Services (Janet Bailey)

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16	Children's Social Care	<b>Foster Carers</b> Failure to meet the statutory requirement to ensure sufficient local placements to satisfy need	<b>Cause(s):</b> - Failure to recruit sufficient carers, particularly for adolescents, siblings, disabled children, parent and child placements, and BME children  <b>Effect(s):</b> - Lack of suitable carers from independent foster care sources leading to the arrangement of more expensive alternatives - Impact on life chances and outcomes for children	Professional	4	2	8	- Reviewed and refreshed recruitment strategy - Reviewed and refreshed Fostering web pages including rebranding and improved navigation - Carried out two borough wide leaflet distributions, via council tax information and environmental information - Monthly drop in sessions	3	2	6	- Market test the recruitment of the Foster Carer service through a negotiated procurement process for a contract term of three years with the option to extend for a further two years - Establish a sub group of the Corporate Parenting Strategy group to lead on the development of improved support packages for Foster carers to enable them to Care for children and young people with complex needs and/or challenging behaviour	Director, Children's Services (Janet Bailey)	
17	Housing Needs	<b>Care Leavers' accommodation</b> Failure to provide a sufficient range of safe and suitable housing for care leavers	<b>Cause(s):</b> - Failure to appropriately risk assess housing provision offered to care leavers  <b>Effect(s):</b> - Impact on life chances and outcomes for Care Leavers	Legal	3	3	9	- Review of all young people in B&B accommodation (post 18 years) undertaken and all were moved into more suitable accommodation. - Pathway plans updated to ensure appropriate support provided in relation to health and education needs. - Full strategic needs assessment of Bromley's young people's accommodation needs funded by DCLG commissioned from St Basils (a specialist service in young people's housing) to inform future decision making and help streamline the housing pathway. - BIS team to work closely with colleagues in the Housing Teams (S&R and Allocations) to review the housing pathway for care leavers and to identify suitable accommodation options for care leavers. - Undertake a review of the current homelessness strategy, ensuring it sets out the policy for housing all young people. - Develop a policy for vulnerable homeless and care leavers as part of the homelessness strategy, outlining the housing pathways, all placement options and alternatives to bed and breakfast accommodation. - Develop and implement a risk assessment framework for care leavers to be used before any placement in new accommodation. - Amend the wider housing policy to ensure it aligns to the new care leaver placement strategy - The BIS Team to adopt the risk assessment tool in practice to ensure that all accommodation to be provided to care leavers is assessed for its suitability, as a safe and secure base, prior to the placement being commissioned.	2	3	6	- Develop a communication plan to promote the 'Staying Put' policy with all foster carers and young people with a view to increasing take up of this ensuring:- - that staying put opportunities are discussed as early as possible - clarity is given to foster carers about the level of support, including financial support they will receive through the staying put policy - Potentially developing a framework for tendering this service	Director, Housing (Sara Bowrey)	
Page 282	Housing Needs	<b>Welfare Reform</b> Impact of Welfare Reform legislation (including Universal Credit).	<b>Cause(s):</b> - Universal Credit payments commenced on 18th January 2016 in Bromley for single people only. From this time, there is no separate Housing. - Benefit payment direct to the Landlord Further roll out planned for 2018 which will increase the impact of this reform  <b>Effect(s):</b> - Increased Rent Arrears - Subsequent evictions and landlords reluctant to rent properties to claimants.	Social	4	3	12	- Notification, advice and support provided through:- - Housing Association transfers - Negotiations with landlords - Budgeting/debt advice - Moves to cheaper areas - Prevention grants/welfare fund/Credit union loans and savings - Access to child care and employment	3	3	9	- Work in partnership with Housing Benefit, the DWP, partner landlords and Social Care to minimise the impact of the Welfare Reform Act	Director, Housing (Sara Bowrey)	
	Adult Social Care	<b>Deprivation of Liberty Safeguards</b> Failure to prevent unlawful deprivation of liberty	<b>Cause(s):</b> - Risk increased due to change in legislation increasing scope.  <b>Effect(s):</b> - Failure to comply with statutory requirements pursuant to Section 4 and paras 129, 180 and 182 of Schedule A of the Mental Capacity Act 2005 (as amended to incorporate the Deprivation of Liberty Safeguards 2009)	Legal	3	4	12	- Core administrative function maintained - Framework in place to deliver the functions of the Best Interest Assessor and the 'Section 12' Doctor	2	4	8		Director, Adult Social Care (Stephen John)	

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20	Strategic & Business Support Services	<b>Data Collections</b> Failure to undertake statutory statistical data collections; including pupil census, attainment data and key adults' and children's social care information, thereby adversely affecting government grant allocations and performance assessments	<b>Cause(s):</b> - Business Interruption  <b>Effect(s):</b> - Failure to commission effectively - Adverse impact on the timing and quality of decision making	Data and Information	3	3	9	- Schedule of statutory returns has been incorporated into the Performance and Information team's work programme - Specialist members of the team for each area - Other staff trained to provide 'back up' for specialist members of the team - Good project planning in place to co-ordinate all data collections including contributions from other services	1	3	3		Assistant Director, Strategic and Business Support Services (Naheed Chaudhry)
21	Education	<b>Addition of '30 hours funded childcare for three and four year olds of working parents from 1st September 2017'</b> The Council is unable to provide sufficient places within the local sector to fulfil its Statutory Duty	<b>Cause(s):</b> - Insufficient places within local sector resulting in Local Authority failure to meet its statutory duty - Inability to implement a suitable IT system which supports efficient and timely processing of funding claims  <b>Effect(s):</b> - Parental complaints about insufficient places, negative publicity and reputational damage - Official notification from DfE regarding failure to fulfil statutory duty - Delays in payment to providers, destabilising local businesses. - Complaints from Private, Voluntary and Independent providers and reputational damage	Political, Customer, Reputational	3	3	9	- Detailed sufficiency planning in process - Introduce process for capturing vacant nursery placements as part of the claim submissions - Monitor eligibility, confirmations and take up of places to predict growth of demand - Work with ECHS Change and IT provider to ensure best fit IT solution within deadlines	2	3	6		Interim Director, Education (Gillian Palmer)

Remember to consider current Internal Audit priority one recommendations when identifying, assessing and scoring risks.

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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