

**MEETING**

**CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE**

**DATE AND TIME**

**TUESDAY 22ND SEPTEMBER, 2020**

**AT 6.00 PM**

**VENUE**

**VIRTUAL TEAMS MEETING**

To access the live stream of the meeting please use the following link: <https://bit.ly/3ihFk3m>

**TO: MEMBERS OF CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE  
(Quorum 3)**

Chairman: Councillor David Longstaff,  
Vice Chairman: Councillor Rohit Grover

**Councillors**

Julian Teare	Anne Hutton	Felix Byers
Pauline Coakley Webb	Val Duschinsky	Reuben Thompstone
Linda Freedman	Anne Clarke	Nagus Narenthira

**Substitute Members**

Ammar Naqvi	Arjun Mittra	Eva Greenspan
Stephen Sowerby	Saira Don	Kathy Levine

In line with provisions in Article 3 of the Constitution, Residents and Public Participation, requests to submit public questions must relate to a substantive item of business on the agenda and be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is at 10AM, Thursday 17<sup>th</sup> September. Requests must be submitted to Naomi Kwasa at [naomi.kwasa@barnet.gov.uk](mailto:naomi.kwasa@barnet.gov.uk)

**You are requested to attend the above meeting for which an agenda is attached.  
Andrew Charlwood – Head of Governance**

Governance Services contact: Naomi Kwasa 020 8359 6146 [naomi.kwasa@barnet.gov.uk](mailto:naomi.kwasa@barnet.gov.uk)  
Media Relations Contact: Tristan Garrick 020 8359 2454

**ASSURANCE GROUP**

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## ORDER OF BUSINESS

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1.	Minutes of the last Meeting	5 - 8
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3.	Declarations of Members Disclosable Pecuniary Interests and Non-Pecuniary Interests	
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15.	Any other exempt item(s) the Chairman decides are urgent	



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# Decisions of the Children, Education & Safeguarding Committee

11 March 2020

Members Present:-

AGENDA ITEM 1

Councillor David Longstaff (Chairman)  
Councillor Rohit Grover (Vice-Chairman)

Councillor Julian Teare	Councillor Anne Clarke
Councillor Pauline Coakley Webb	Councillor Reuben Thompstone
Councillor Linda Freedman	Councillor Felix Byers
Councillor Anne Hutton	

Apologies for Absence

Councillor Val Duschinsky      Councillor Nagus Narenthira

## 1. MINUTES OF THE LAST MEETING

The Chairman of the Committee, Councillor David Longstaff welcomed all attendees to the meeting.

In respect of the discussion held at the previous meeting on 13 January 2020 under the Annual Report on School Funding item, the Committee requested to receive a copy of the letter sent to the Secretary of State for Education.

It was **RESOLVED** that the minutes of the previous meeting held on 13 January 2020 be agreed as a correct record.

## 2. ABSENCE OF MEMBERS

Apologies were received from Councillor Val Duschinsky and Nagus Narenthira.

## 3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

None.

## 4. REPORT OF THE MONITORING OFFICER (IF ANY)

None.

## 5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

None were received.

## 6. MEMBERS' ITEMS (IF ANY)

There were none.

## 7. FAMILY SERVICES QUARTERLY UPDATE

The Chairman welcomed the report and invited Officers to present the item.

Chris Munday (Executive Director, Children and Young People), Tina McElligott (Director Children's Social Care, Help & Protection) and Brigitte Jordaan (Director Children's Social Care, Children in Care) presented and summarised the report.

Officers spoke about the detailed data, headlines and actions being taken to address the issues, as set out within the Children's services Analysis Tool (ChAT).

In response to a query about the source of contacts compared to the source of referrals in the last six months - Officers referred to page 28 of the Agenda and noted that the data could be interpreted to mean that the same contact could've been made by different agencies.

The Committee queried about the 2018-19 data for referrals and Officers explained that the data is captured at six months' intervals. In addition, it was noted that the data for the previous financial year is due to be released due to the data collation process for other LA areas.

Members asked about the process for updating schools' social workers list when a social worker leaves. Officers noted that lists are updated as soon as practically possible to ensure each school has an up to date list.

The Committee noted the data for Children Looked After (CLA) leaving care for the past six months and queried the figures for children returning home to live with parents/relatives. Officers informed the Committee that the cohort is monitored carefully and parents/relatives' circumstances are re-assessed and the arrangements around special guardians and connected carers.

In response to a query from the Committee about the number of missing episodes per CLA, it was noted that their whereabouts are known. In addition, the teams work collaboratively with partners to ensure that intelligence is gathered effectively and to try and keep children and young people as safe as possible.

Following a comment from the Committee about the data for dental checks, Officers informed that the figures are reliant on up to date data being reported into the system. As an ongoing piece of work, this area of work continues to be monitored for further improvement.

Members asked about opportunities for young people towards education and training – it was noted that more young people were placed in apprenticeships across the Council and making good progress in their placements. Further alternative opportunities have been explored whilst also making use of Live Unlimited and their contacts which has resulted in an increase in opportunities for training and apprenticeships.

The Committee requested an update on the frustrations experienced with the Children's Services IT systems and processes. Officers agreed to incorporate how this was being addressed as part of the next Quarterly Update report. (**Action:** FS Quarterly Update report)

Committee Members noted that the layout and presentation of the data within the ChAT report as being very useful. The Chairman thanked the Committee for the discussion, it was unanimously **RESOLVED**:

1. **That the Committee noted and scrutinised as above the Children's Social Care performance information provided in Appendix 1.**
2. **That the Committee noted and scrutinised as above the progress of performance against the Children and Young People's Plan.**

## 8. EDUCATIONAL STANDARDS IN BARNET 2018/19

The Chairman welcomed Ian Harrison (Education and Skills Director, Barnet with Cambridge Education) and Neil Marlow (Head of School Improvement) to present the Educational Standards 2018-19 report.

Mr Harrison highlighted the following achievements:

- The performance for secondary schools in Barnet has been very good with improvements across early years and primary schools.
- The percentage of Good and Outstanding schools in Barnet is now 96.8% and is above National, Inner London and Outer London averages.
- The percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 10% of the country.
- The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage is above the national average.

The Chairman on behalf of the Committee commended the achievements of all pupils and noted the positive interaction between Officers and schools on making continued improvements.

The Committee queried about the improvements to the attendance data. Officers informed the Committee about the work delivered with schools and the approach taken towards attendance. It was noted that improvements had been made on tackling unauthorised absences and to ensure parents and carers understand the importance of attendance.

In relation to English Writing, the Committee asked about the way in which this is assessed. It was noted that for primary pupils' English Writing there remain inconsistencies nationally with teacher assessment of writing. However, it was also noted that Barnet has made consistent improvements in this area.

The Committee requested that other achievements such as BTEC results and apprenticeship opportunities also be raised in future press release statements alongside Barnet's school achievements in GCSEs and A levels.

Officers agreed to share information with the Committee about the different pathways schools are offering alongside A-levels. (**Action**: Ian Harrison, Neil Marlow)

In response to a query from the Committee about split course options, Officers noted the challenges around timetabling and split courses at different schools. It was noted that agreement and cooperation between schools was an area that needed to be explored further.

It was unanimously **RESOLVED**:

**That the Children, Education and Safeguarding Committee note the validated results for school performance in Barnet for the academic year 2018/19 as set out in Appendix A: Summary of Educational Standards in Barnet, 2018/19.**

## **9. LIFE CHANCES STRATEGY 2020-24**

The Chairman welcomed the report and Ben Thomas, Assistant Director, Family Services joined the meeting to present the report.

It was noted that the Welfare Reform and Work Act 2016 repealed sections of the Child Poverty Act 2010 which required local authorities to produce a child poverty strategy and re-named the legislation as the Life Chances Act 2010. Mr Thomas stated that historically the Committee has received the Child Poverty Strategy and noted that this report presents the Life Chances Strategy.

Following a query about the consultation process, Mr Munday briefed the Committee about the consultation exercises, including via the consultation portal and a range of different consultation specifically for young people.

It was unanimously **RESOLVED**:

- 1. That the Children, Education and Safeguarding Committee consider and comment on the draft Life Chances Strategy 2020-24 set out in Appendix 1.**
- 2. That the Children, Education and Safeguarding Committee give approval for public consultation on the draft Life Chances Strategy 20-24.**
- 3. That following public consultation delegated authority is given to the Executive Director – Children and Young People in consultation with the committee chairman to give final approval of the Life Chances Strategy 2020-2024**

## **10. COMMITTEE WORK PROGRAMME**

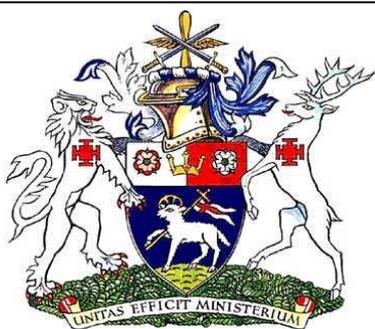
The Committee noted the standing item on the agenda which lists the business items for consideration by the Committee during 2020-21.

It was **RESOLVED** that the Committee noted the Forward Work Programme 2020-21.

## **11. ANY OTHER ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT (IF ANY)**

None.

The meeting finished at 9.10 pm



# Children, Education and Safeguarding Committee

## 22 September 2020

<b>Title</b>	<b>Member's Items in the names of Councillor Anne Clarke and Councillor Anne Hutton</b>
<b>Report of</b>	Head of Governance
<b>Wards</b>	All
<b>Urgent</b>	No
<b>Key</b>	No
<b>Status</b>	Public
<b>Enclosures</b>	None
<b>Officer Contact Details</b>	Naomi Kwasa, Senior Governance Officer <a href="mailto:naomi.kwasa@barnet.gov.uk">naomi.kwasa@barnet.gov.uk</a> 020 8359 6146

### Summary

The report informs the Committee of Member's Items and requests instructions from the Committee.

### Recommendations

1. That the Committee's instructions in relation to the Member's items are requested.

#### 1. WHY THIS REPORT IS NEEDED

- 1.1 A Member of the Committee has requested that the items tabled below are submitted to the Children, Education and Safeguarding Committee for consideration and determination. The Committee are requested to provide instructions to Officers of the Council as recommended.

<p><b>Councillor Anne Clarke - Mental health of children young people in Barnet</b></p>	<p>I ask for the Committee to receive report on the impact of the pandemic on the mental health of children and young people, and how the Council is supporting pupils' mental health as they head back to school following lockdown.</p>
<p><b>Cllr Anne Hutton - Exam results</b></p>	<p>I ask that the Committee puts on record its congratulations to all students on their exam results this year, and to all teachers and staff for their work supporting students to achieve their best.</p> <p>Waiting for exam results is always an anxious time for students, and this year has been particularly challenging given the system used during the pandemic. Some pupils will not receive results for some subjects which is wholly unacceptable and this includes students who were independent candidates, largely those taking languages spoken at home at A-level.</p> <p>I would like the Committee to receive a report at its next meeting on what impact there has been on schools, colleges and students (including vocational) of the exam-results system this summer, and what lessons have been learned so Barnet can feed-in local experiences to future national planning given the ongoing pandemic.</p>

## **2. REASONS FOR RECOMMENDATIONS**

2.1 No recommendations have been made. The Committee are therefore requested to give consideration and provide instruction.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

3.1 Not applicable.

## **4. POST DECISION IMPLEMENTATION**

4.1 Post decision implementation will depend on the decision taken by the Committee.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

5.1.1 As and when issues raised through a Member's Item are progressed, they will need to be evaluated against the Corporate Plan, Barnet 2024 and other relevant policies.

### **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

5.2.1 None in the context of this report.

### **5.3 Legal and Constitutional References**

5.3.1 The Council's Constitution (Members of the Council, Article 2) states that a Member, including appointed substitute Members of a Committee or Sub-Committee will be permitted to have one matter only on an agenda that he/she serves. Members' items must be within the term of reference of the decision making body which will consider the item.

### **5.4 Social Value**

5.4.1 Not applicable.

### **5.5 Risk Management**

5.5.1 None in the context of this report.

### **5.6 Equalities and Diversity**

5.6.1 Members' Items allow Members of a Committee to bring a wide range of issues to the attention of a Committee in accordance with the Council's Constitution. All of these issues must be considered for their equalities and diversity implications.

### **5.7 Corporate Parenting**

5.7.1 None identified in the context of this report – any substantive report will consider the implications in detail.

### **5.8 Insight**

5.8.1 None.

### **5.9 Consultation and Engagement**

5.9.1 None in the context of this report.

## **6. BACKGROUND PAPERS**

6.1 None.

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	<p><b>CHILDREN, EDUCATION AND SAFEGUARDING COMMITTEE</b></p> <p><b>22 September 2020</b></p>
<p><b>Title</b></p>	<p>Autism Plan</p>
<p><b>Report of</b></p>	<p>Chairman of the Children, Education and Safeguarding Committee</p>
<p><b>Wards</b></p>	<p>All</p>
<p><b>Status</b></p>	<p>Public</p>
<p><b>Urgent</b></p>	<p>No</p>
<p><b>Key</b></p>	<p>No</p>
<p><b>Enclosures</b></p>	<p>Appendix 1 – Barnet Autism Plan 2020</p> <p>Appendix 2 – Equalities Impact Assessments of the Barnet Autism Plan 2020</p>
<p><b>Officer Contact Details</b></p>	<p>Claire O’Callaghan, Strategy and Insight, Family Services LBB:  <a href="mailto:Claire.O’Callaghan@Barnet.gov.uk">Claire.O’Callaghan@Barnet.gov.uk</a></p> <p>Sue Tomlin, Head of Commissioning Learning Disabilities and Physical &amp; Sensory Impairment, LBB / BCCG:  <a href="mailto:Sue.Tomlin@Barnet.gov.uk">Sue.Tomlin@Barnet.gov.uk</a></p> <p>Zoë Garbett, Assistant Director CYP Commissioning, Barnet CCG:  <a href="mailto:zoe.garbett@nhs.net">zoe.garbett@nhs.net</a></p>
<p style="text-align: center;"><b>Summary</b></p>	
<p>This report contains the final recommendations and actions relating to the creation of an Autism Plan as requested by the Barnet Children’s Partnership Board to improve services and quality of life for children, young people and adults with autism as well as their families and carers. .</p>	

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Recommendations
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- |  |
|--|
| <b>1. That the Children, Education and Safeguarding Committee agrees the Autism Plan to improve services and quality of life for children, young people and adults with autism as well as their families and carers.</b> |
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## 1. WHY THIS REPORT IS NEEDED

- 1.1 The Children's Partnership Board recognised that the number of people (both young and adults) being diagnosed with autism is increasing and that people are living longer with increasingly complex health conditions. Therefore, the Board chose to review the partnership plans to support people with autism in the borough and has developed an Autism Plan for children and young people.
- 1.2 The Special Educational Needs and Disability (SEND) Strategy for the borough sets the vision, aims and priorities for delivery for young people with SEND aged up to 25. The Autism Plan sets out the detail on how the partnership will deliver this vision and aims for children and young people with Autism.
- 1.3 The Autism Plan was developed between Adults and Children's services, as a 'life course' approach - identifying what people may need at different points in their lives - rather than rely on separate plans for under 18s and over 18s as previously. The Plan has also been developed closely with education, health, voluntary sector and service users as this is integral to the success of the plan in improving provision.
- 1.4 The initial work on the Plan was taken to the Health and Wellbeing Board on 16<sup>th</sup> January 2020 to present the initial ideas on the life course approach.
- 1.5 The draft Autism Plan was then taken to the Children's Partnership Board on 13<sup>th</sup> February 2020. It was developed using:
- A development day for representatives across the partnership in October 2019, to help understand where we are at the moment
  - Survey and focus group work with parent-carers and young people, to identify where they feel we are
  - Data work to look at the numbers of children and young people, and their needs
  - Conversations with individual partners on what opportunities are available, and how to overcome current barriers
  - Reflections on best practice elsewhere, and national and international research in the area.
- 1.6 Since the Children's Partnership Board reviewed the draft plan in February 2020, the draft plan has been consulted on during February-March 2020 with:
- Barnet Schools
  - Barnet Parent-Carers Forum

- Barnet Young People
- SEND Partnership, including health commissioners/providers, education services, children's social care and adults social care

1.7 There are eight main areas in the plan, covering 35 recommendations. These areas and recommendations have been informed by the needs assessment, consultation and best practice. The table below shows what evidence has informed the development of which area of the plan. In addition to this, Appendix 2 contains local data on people with Autism broken down by protection characteristic. The insight section at 5.9 below also sets out trends arising from an analysis of local and national data.

Plan theme	Evidence supporting the theme and recommendations			
	Data and Service Mapping	Service User Feedback	Provider Feedback	Best Practice
Identification, Diagnosis and Awareness	✓	✓	✓	✓
Information, Advice and Guidance		✓	✓	✓
Early Intervention and Prevention	✓	✓	✓	✓
Formalise Crisis Pathways and Identify Gaps	✓	✓	✓	✓
Provision in Schools			✓	✓
Housing	✓	✓	✓	✓
Employment	✓	✓	✓	✓
Strategic Co-ordination (including pathways, data and leadership)		✓	✓	✓

- 1.8 As the children and young people's element covers age ranges up to 25, it contains recommendations that cover what are traditionally considered adult orientated services (e.g. Adult Social Care, employment services), but are important to bring into the action plan as they form an important part of a young person's transition into Adulthood. Therefore, any recommendations affecting over 18s have been taken to Health and Wellbeing Board for their review, and they will sign off on actions affecting over 18s. The Adults Autism action plan will also be reviewed at a future meeting of the Adults and Safeguarding committee.
- 1.9 The Autism Plan was signed off by the Children's Partnership Board in August 2020. The Chairman of the CES Committee asked for the Autism Plan to be presented at CES Committee in September 2020.

## **2 REASONS FOR RECOMMENDATIONS**

The Children's Partnership Board asked for an Autism Plan to be developed for Barnet. This has now been developed, and members of the Committee are asked to review and approve the Autism Plan.

## **3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

Not applicable.

## **4 POST DECISION IMPLEMENTATION**

- 4.1 Following the Committee's decision on the plan, the plan will be finalised and circulated to all partners. It will then be handed over to the SEND Partnership to lead the delivery of the plan.

## **5 IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 Autism and/or the Learning Disability / Autism programme (formerly Transforming Care) are a priority within the following strategies:

- Children and Young People's Plan (2019 – 2023)
- CYP Mental Health Transformation Plan (2019 refresh)
- NHS Long Term Plan

- 5.1.2 The approach taken supports the corporate and committee aims to:

- Integrate health and social care to provide services for people with complex needs
- Improve services for children and young people and ensuring the needs of children are considered in everything we do.

## **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

5.2.1 The Autism Plan has required some investment to ensure the actions are implemented. These resources are considered via each partners' budget setting and approval process, and will be reported to the SEND Partnership Board.

## **5.3 Social Value**

5.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

## **5.4 Legal and Constitutional References**

5.4.1 Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings.

5.4.2 The Children and Families Act 2014 amended the statutory framework to support children with special educational needs and disabilities. The legislation and the statutory guidance emphasise the importance of a partnership approach and developing services in co-operation with parents and young people. This legislation covers children and young people from age 0 to 25 years and therefore includes duties to children and adults.

5.4.3 The Care Act 2014 reformed the legislative framework for supporting adults with care needs. This legislation places a strong focus on prevention and delaying the need for care and support, providing information and advice for those who may be in need of services and carers and joint working between social care and health services.

5.4.4 The Autism Act 2009 requires the Government to publish an autism plan for adults with autistic spectrum disorders. Guidance under the Act requires Local Authorities to work with key partners and stakeholders to review plans for people with autism.

5.4.5 As outlined in the Barnet Children's Partnership Board Terms of Reference, Council's Constitution Article 7 – The board is responsible for reviewing

summary updates and signing off all agreed Plans and Strategies relating to Children and Young People in Barnet prior to presentation to executive groups (e.g. CES, H&WBB). The Children, Education and Safeguarding Committee has responsibility for all matters relating to children, schools and education.

## 5.5 Risk Management

5.5.1 Risk assessments will be undertaken as services and solutions are developed. Working across the life course, reviewing needs assessments and receiving feedback from families reduces the risk of developing inappropriate services and unidentified needs.

## 5.6 Equalities and Diversity

5.6.1 The 2010 Equality Act outlines the provisions of the Public-Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

5.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

5.6.3 The Autism Plan's impact on people with protected characteristics has been outlined in the Equalities Impact Assessment, which is attached to this report as Appendix 2. The Plan focuses on specific themes which are expected to have a positive impact on individuals with Autism and their families and this will particularly impact on children and young people and their parents, those with a learning disability and females who risk being under-diagnosed at present.

## 5.7 Corporate Parenting Principles

5.7.1 In July 2016, the Government published their Care Leavers' strategy *Keep on Caring* which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require *all departments* within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'

5.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;
4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
7. to prepare those children and young people for adulthood and independent living.

5.7.3 The needs of children in care with autism spectrum conditions are being considered in the plan development process.

## 5.8 Consultation and Engagement

5.8.1 The Autism Plan has been informed by a considerable programme of engagement work, including:

- 0-25 Development Day involving professionals from social care, education, health, voluntary sector and parent carers
- Parent-carer and young people surveys, which have received around 100 responses
- Four focus groups with young people in Barnet a range of different Barnet schools
- Prioritisation exercise with over 50 parents at the Social Care Conference
- Continued work with the Adults Autism Working Group, which involves parent-carer representatives
- Parent involvement in Autism Diagnostic Pathway review group
- Further 1-1 conversations on the draft plan and recommendations.

5.9.2 The summary of consultation results on the draft plan are set out below. In addition, the equality impact assessment at Appendix 2 sets out some further consultation feedback.

Feedback	Action
Plan didn't recognise the relationship between the Criminal Justice System and Autism	Added in recommendation on the Criminal Justice System
Issues facing girls with Autism are not prevalent in the plan	Actions which have the most impact on girls with Autism have been flagged in a separate briefing note on the plan.

Parent-Carers indicated that they thought that the following was the most important:	Specific actions in plan related to early intervention and prevention offer and training.
<ul style="list-style-type: none"> <li>• Early intervention and prevention team to support 5-18 year olds.</li> <li>• Improve professionals' understanding about Autism, how it presents, and how to support children, young people and adults who are Autistic</li> </ul>	
If there is a wait for diagnosis, there needs to be support for parent-carers in the meantime. This should involve the provider contacting the family to let them know expectations of wait times, keeping them updated, and signposting them to peer to peer support groups.	This has been communicated to the lead group working on this, and will be part of the action on improving diagnosis pathways
What should be "Ordinarily Available in Schools" should be clearer for parents and young people	Specific action added to plan on this
Are we looking at what diagnostic tools we use? Current tools in use favour picking up characteristics that tend to be exhibited by boys	This will be explored as part of the recommendation on diagnosis pathways
Young people don't find that information on Housing and Education/Employment for young people is clear, and that there are not enough options for them.	Specific actions on developing the Local Offer, and also on building the options for post 16 education/training and employment and housing options.

## 5.9 Insight

5.9.1 The needs analysis has been undertaken by Public Health and has been built on local data including social care, education, health and third sector data (commissioned services), and recent national research by bodies such as the National Autistic Society, and the Tizard Centre at the University of Kent.

5.9.2 The needs analysis indicated the following trends:

- The proportion of younger people being diagnosed with Autism is higher than older age groups – research indicates that this is because of better identification, and changes in diagnostic practice.
- People with Autism and their parents/carers value the support they get from school/college, health professionals, short breaks services and the voluntary sector. However, they often have to wait a long time for a diagnosis, and the "system" is difficult to navigate.
- Early intervention services in the younger years can help young people and families to be more resilient.

- More girls are being diagnosed younger, which signifies that identification is improving, but partners felt that we can always do more in this area.
- The data collected on Autism varies greatly between organisations, which results in large data gaps on what we know about people with Autism in Barnet and how they interact with services.
- There are sizable gaps in services around:
  - Housing options for people with Autism who can live independently and need a low level of support.
  - Training and employment options are limited, and young people suffers in the transition from school to further/higher education and beyond.
  - Families do not get much information following receipt of a diagnosis, and would like more structured information about what Autism is and what is available in the community to support them.

## 6 BACKGROUND PAPERS

### 6.1 Barnet SEND Strategy,

[https://www.barnet.gov.uk/sites/default/files/appendix\\_a\\_send\\_strategy\\_2017-2020.pdf](https://www.barnet.gov.uk/sites/default/files/appendix_a_send_strategy_2017-2020.pdf)

### 6.2 Barnet Children's Partnership Board, Draft Autism Plan (13<sup>th</sup> February 2020) -

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=456&MId=10223>

### 6.3 Barnet Children's Partnership Board, Autism Plan (6<sup>th</sup> August 2020) -

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=456&MId=10252&Ve r=4>

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**ALL AGES AUTISM STRATEGY ACTION PLAN - 10TH AUGUST 2020**

Autism Strategy Recommendation	Agreed Action	By Whom	By When	RAG	
<p>The Barnet Autism Plan outlines the recommendations and agreed actions which partners will undertake to develop provision for children, young people and adults with Autism in Barnet. The strategic direction for those aged up to 25 are set by the Barnet SEND Strategy. The lead person on the SEND Development Group from each of the responsible teams and organisations listed below will be responsible for ensuring these actions happen.</p>					
<p><b>Identification, Diagnosis and Awareness</b></p>					
1	An agreed statement of approach(es), language and practice used across the partnership	1a Develop and agree across health, education and social care the position statement of approach(es), language and practice used across the partnership	Cambridge Education, London Borough of Barnet - Adult Social Care and Family Services and NCL CCG (Barnet Directorate)	Sep-20	
2	Design and implement training programme, based on statement of practice for: - School and settings staff (including support staff) - Social Care and Early Help staff - Health (Mental and Physical Health) - Community Organisations - Parents and Carers - Adult Social Care Providers/Workforce - Adult Social Care workforce - Wider stakeholders including DWP (benefits), Criminal Justice, Housing, Police	2a Based on the approaches outlined in the position statement, identify training needs across the groups outlined in the recommendations	Cambridge Education	Oct-20	
		2b Develop a multi-agency workforce training plan including general awareness, specialist autism training and reasonable adjustments, as outlined in the recommendations	Cambridge Education	Oct-20	
		2c Review commissioning arrangements for delivery of parent-carer training (Cygnets)	London Borough of Barnet - Family Services	Apr-21	
3	Identify interventions that can best support people with complex needs aged 18+, whose behaviour may challenge or who may lack capacity.	3a Develop Autism Prevention offer	London Borough of Barnet - Adult Social Care	Oct-20	
4	Understand and raise awareness of the needs of people with Autism in contact with or at risk of entering the Criminal Justice System (CJS)	4a Develop a communications and training plan a joint Family Services and Adult Social Care to support staff to understand how to best identify and make adjustments to support people with Autism in the Criminal Justice System - utilising the BM and HW Barnet needs analysis	London Borough of Barnet - Adult Social Care and Family Services	Apr-21	
5	Have a clear understanding of the interplay between autism and conditions such as anxiety trauma, self harm, eating disorders and gender dysphoria, and how services can best support young people and adults in these situations	5a Horizon scanning and information, advice and guidance on best practice. Develop web pages for specific autism resources	Barnet, Enfield and Haringey Mental Health Trust	Oct-20	
		5b Consider any recommendations highlighted by the research and monitor impact	Barnet, Enfield and Haringey Mental Health Trust	Jan-21	
		6a Implement redesign of children's diagnostic pathway, including measures of impact	NCL CCG (Barnet Directorate) CYP commissioning	Oct-20	

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6	Have a clear diagnostic pathway for children and adults which reduces waits and improves access to services	6b	Track impact of redesign of children's diagnostic pathway	NCL CCG (Barnet Directorate) CYP commissioning	Apr-21	
		6c	Ensure the provision of a diagnostic pathway for adults including those who do not have a learning disability and ensuring the existence of a clear trigger from diagnostic to local authority adult services to notify individuals of their entitlement to an assessment of needs.	NCL CCG (Barnet Directorate) Adults JCT commissioners / NDD provider(s)	Oct-20	
		6d	Develop and enhance the local VCS offer to support 18+ individuals whilst on the waiting list on a priority basis.	Adults NCL CCG (Barnet Directorate) and Adult Social Care	Apr-21	
7	Evaluate current advice and support regarding sleep for children and adults with autism, and implement recommendations for service delivery in Barnet	7a	Review current advice, support and service provision around sleep for children with autism	NCL CCG (Barnet Directorate)	Apr-21	
		7b	Consider recommendations from review	NCL CCG (Barnet Directorate)	Sep-21	
		7c	Track the impact of the recommendations	NCL CCG (Barnet Directorate)	Sep-22	
8	Understand similar difficulties that present in a similar way to Autism (e.g. Foetal Alcohol Syndrome, attachment difficulties), and what support there is for young people and families	8a	Deep dive analysis of: - young people where there is an outcome of no Autism diagnosis after following the diagnosis pathway - national and international research in this area	Barnet, Enfield and Haringey Mental Health Trust	Jun-21	
		8b	Identify and implement recommendations based on the deep dive analysis	Barnet, Enfield and Haringey Mental Health Trust	Jun-21	
9	Monitor and improve community provision including waiting times and availability of therapies (speech and language, occupational therapy and physiotherapy)	9a	Implement improvement plan for therapies and track outcomes	NCL CCG (Barnet Directorate), and London Borough of Barnet - Family Services and ASC	Apr-21	
<b>Information, Advice and Guidance</b>						
		10a	Identify ways of including more interactive elements on the Local Offer website	Cambridge Education	Dec-20	

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10	Introduce more creative use of the Local Offer, how we publicise it and update it with new materials	10b	Develop and implement social media strategy to promote the Local Offer	Cambridge Education	Dec-20	
		10c	Explore use of a supported Internship to support delivery of this recommendation [Link into Recommendation 22]	Cambridge Education	Dec-20	
		10d	Evaluate the impact of 8a and 8b in increasing usage and access to the Barnet Local Offer	Cambridge Education	Dec-20	
11	Introduce post diagnostic workshops and materials to help parent-carers and newly diagnosed adults to understand what Autism is, and what is available to help	11a	Design and implement partnership post diagnostic workshop for under 7s (i.e. Royal Free diagnostic pathway)	Cambridge Education	Dec-20	
		11b	Design and implement partnership post diagnostic workshop for over 7s (i.e. BEH diagnostic pathway)	Barnet, Enfield and Haringey Mental Health Trust	Dec-20	
		11c	Understand needs of families who have been through the diagnostic pathway, and have not had a diagnosis of Autism [link into recommendation 6]	Barnet, Enfield and Haringey Mental Health Trust	Jun-21	
12	Introduce a positive campaign, promoting Autistic people and their positive role in the community	12a	Design and implement positive campaign using a range of mediums that target the message	London Borough of Barnet - Communications Team, with Family Services and Adult Social Care	Oct-20	
13	Look at expanded and formalised buddying and peer to peer support networks for individuals identified with Autism and for parent carers	13a	Explore a formalised buddying system for parent-carers of children and young people with Autism	London Borough of Barnet - Family Services and Adult Social Care	Oct-20	
		13b	Explore a formalised buddying and support group for individuals with Autism (Pegasus? Ealing YP support group?)	London Borough of Barnet - Family Services and Adult Social Care	Oct-20	
		13c	Explore enhanced use of technology for the provision of peer support	London Borough of Barnet - Adult Social Care	Apr-21	
<b>Early Intervention and Prevention</b>						
14	Review provision of daytime Short Breaks to ensure that it meets need	14a	Explore enhancement of daytime Short Breaks provision for individuals with Autism	London Borough of Barnet - Family Services and Adult Social Care	Sep-20	
15	Explore home based intervention models for school age children and young people, which will take a multi disciplinary approach to supporting children and young people with Autism who in difficulty	15a	Develop home based support model, to be targeted at primary school children with a first time diagnosis of Autism	London Borough of Barnet - Family Services with Cambridge Education	Sep-20	
16	Explore developing the provision of culturally specific support for families and carers and people with Autism in the community.	16a	Utilise existing contracts where possible to deliver training and share workshops with cultural organisations, and identify any gaps (if any) to be filled with alternative provision	London Borough of Barnet - Adult Social Care	Apr-21	

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17	Preventative support and safeguarding in line with the Care Act 2014	17a	Ensure the people with Autism and their carers, including those in transition to adulthood, have access to preventative support, information, advice and advocacy available to eligible and non-eligible groups through promotion of:- •the prevention offer e.g. advocacy, IA, wellbeing support •safeguarding policies and process	London Borough of Barnet - Adult Social Care & Family Services with Cambridge Education	Apr-21	
		17b	Develop and deliver targeted training and support for carers of people with autism - including options of delivery via the carers and young carers support services provider and lead provider for supporting people with autism (e.g. Barnet Mencap for adults)	London Borough of Barnet - Adult Social Care & Family Services with Cambridge Education	Apr-21	
		17c	Publicise arrangements for people across the autistic spectrum and their carers to access social care and carers' assessments and support through refreshing our web pages and working with our VCS	London Borough of Barnet - Adult Social Care & Family Services with Cambridge Education	Oct-20	
18	Consider My Health Passport or digital approach for young people moving from Children's into Adult Services	18a	Development and roll out of My Health Passport concept	London Borough of Barnet - Adult Social Care & Family Services with Cambridge Education	Oct-20	
<b>Formalise crisis pathways and identify gaps</b>						
19	Build specialist Learning Disability and Autism (formerly Transforming Care Programme) capacity and ability to support young people in crisis who are at risk of being sectioned, or coming into care	19a	Identify how LD and Autism services for those in crisis can be strengthened and identify any changes needed including case management	NCL CCG (Barnet Directorate) with London Borough of Barnet - Family Services	Dec-20	
20	Consider implications for New Care Models (CYP inpatient); work with specialist providers to ensure appropriate inpatient provision for this cohort	20a	Work with specialist providers to ensure appropriate inpatient provision for this cohort	NCL CCG (Barnet Directorate)	Sep-20	
21	Review provision and commissioning of overnight respite to ensure it meets need	21a	Convert a current Barnet residential provision into an overnight respite unit for under 18s	London Borough of Barnet - Family Services	May-21	
		21b	Review opportunities for overnight respite for over 18s through reopening the Approved Provider List	London Borough of Barnet - Family Services and Adult Social Care	Oct-20	
<b>Provision in Schools</b>						
22	Understand the level to which Ordinarily Available provision is being provided in schools, and if not, the barriers to this	22a	Conduct research and report back on conclusions	Cambridge Education	Dec-20	

**ALL AGES AUTISM STRATEGY ACTION PLAN - 10TH AUGUST 2020**

Autism Strategy Recommendation		Agreed Action		By Whom	By When	RAG
23	Develop inclusive approaches in Key Stages 3, 4 and post 16 education in the light of rising demand in these age groups	23a	Specialist Inclusion Team to lead work on extending inclusive approaches in Key Stages 3, 4 and Post 16 education	Cambridge Education	Sep-21	
24	Understand the prevalence and impact of informal managed moves and fixed term exclusions on children with Autism, and what improvements can be made	24a	Conduct research and report back on conclusions	Cambridge Education	Sep-20	
25	Understand how EHCPs are picking up the broader issues around children with Autism, and how they can be improved	25a	Research into how EHCPs are picking up the broader issues about children with Autism	Cambridge Education	Oct-21	
<b>Housing</b>						
26	Explore whether more creative options could be developed for families with Autistic Children, including use of Disabled Facilities Grant	26a	Identify needs and options for delivery	London Borough of Barnet - Family Services with Barnet Homes	Sep-21	
27	Increase the number of supported living units where clients require between 4 and 21 hours per week (low support)	27a	Identify requirement for supported living provision based on data/evidence, and develop solutions	London Borough of Barnet - Adult Social Care	Apr-21	
28	Better joint accommodation and support assessments for clients to enable commissioning	28a	Develop and implement identification process	London Borough of Barnet - Adult Social Care and Family Services	Oct-20	
29	Develop the over 18 Home-Instead (Crash Pad) model	29a	Review Crash Pad	London Borough of Barnet - Adult Social Care	Apr-21	
		29b	Scope what provision is needed	London Borough of Barnet - Adult Social Care	Apr-21	
		29c	Assess options and feasibility	London Borough of Barnet - Adult Social Care	Apr-21	
		29d	Implement preferred option	London Borough of Barnet - Adult Social Care	Apr-22	
<b>Employment</b>						
30	Increase the number and variety of opportunities for job roles, supported internships and work experience for people with Autism	30a	Identify what types of roles young people would like, but which aren't available	Cambridge Education	Sep-20	
		30b	Job roles to be identified and offered across the Education, Health, Care and Voluntary partnership	Cambridge Education	Nov-20	
31	Complete review of commissioning arrangements for employment and day opportunities, and implement recommendations	31a	Project in place to review and will make recommendations following completion of assessment.	London Borough of Barnet - Adult Social Care	Oct-20	
<b>Strategic Co-ordination (including pathways, data and leadership)</b>						

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Autism Strategy Recommendation		Agreed Action		By Whom	By When	RAG
32	Explore the need for an Autism Lead for the borough, to drive the implementation of the Autism Strategy Action Plan	32a	Develop what the role would look like, and how it will be delivered	NCL CCG (Barnet Directorate), London Borough of Barnet and Cambridge Education	Sep-20	
		32b	Implement role (if agreed)	NCL CCG (Barnet Directorate), London Borough of Barnet, Cambridge Education	Nov-20	
33	Develop the provision of services for people with autism as they move from being children to adults	33a	Develop commissioning plans for services for adults with autism and review them regularly or bi-annually	London Borough of Barnet - Adult Social Care and Family Services and NCL CCG (joint commissioning & children's commissioning)	Apr-21	
		33b	Plan appropriate services for older adults with Autism and ensure that mainstream services for older adults are appropriate for people with Autism	London Borough of Barnet - Adult Social Care and NCL CCG (joint commissioning & children's commissioning)	Apr-21	
34	Encode the pre, during and post diagnostic pathway, including all the developments identified above, and share with the partnership, young people and parent-carers	34a	Develop and agree the pre, during and post diagnostic pathway, and share this with partners, families and young people	SEND Partnership Board	Sep-20	
		34b	Develop a 0-25 Pathway for people transferring from children's services	London Borough of Barnet - Adult Social Care and Family Services and NCL CCG (joint commissioning & children's commissioning)	Jun-21	
35	Introduce a partnership data collection framework to ensure that all services can report how many people with Autism they are working with, what their needs are, and what the outcomes are for them	35a	Develop and agree the partnership data collection framework	SEND Partnership Board	Dec-20	
		35b	Ensure that reports are available for organisations	SEND Partnership Board	Dec-20	

## Equalities Impact Assessment (EIA)

**EIAs make services better for everyone and support value for money by getting services right first time.**

EIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for service users and staff<sup>1</sup>. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010<sup>2</sup>. They help us make good decisions and evidence how we have reached them.<sup>3</sup>

An EIA needs to be started as a project starts to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. A full EIA must be completed before any decisions are made or policy agreed so that the EIA informs that decision or policy. It is also a live document; you should review and update it along with your project plan throughout.

You should first consider whether you need to complete this full EIA<sup>4</sup>.

### **Other key points to note:**

- Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes.
- Please share your EIA with your Equalities Champion and the final/updated version at the end of the project.
- Major EIAs should be reviewed by the relevant Head of Service.
- Examples of completed EIAs can be found on the Equalities Hub

## 1. Responsibility for the EIA

Title of proposal <sup>5</sup>	Barnet Autism Plan
Name and job title of completing officer	Claire O'Callaghan, Strategy and Insight Lead, Family Services
Head of service area responsible	Chris Munday, Executive Director – Family Services, and Dawn Wakeling, Executive Director – Adult Social Care
Equalities Champion supporting the EIA	
Performance Management rep	Public Health Analyst Team
HR rep (for employment related issues)	Not applicable
Representative (s) from external stakeholders	Barnet Parent Carer Forum, North Central London Clinical Commissioning Group (Barnet Directorate), Barnet with Cambridge Education,

## 2. Description of proposal

Is this a: (Please tick all that apply)	
New policy /strategy / function / procedure / service <input type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input checked="" type="checkbox"/>
Budget Saving <input type="checkbox"/>	Other <input type="checkbox"/>
If budget saving please specify value below:	If other please specify below:
<p><i>Please outline in no more than 3 paragraphs<sup>6</sup>:</i></p> <ul style="list-style-type: none"> <li><i>The proposal which is being assessed The existing Barnet Autism Plan has been reviewed to meet current needs, and has been made into an all ages Autism Plan, with recommendations and actions to support young people aged up to 18 with autism.</i></li> </ul>	

- *The key stakeholders who may be affected by the policy or proposal* Young people and adults with autism, and their families/carers.
- *The decision-making route being taken (eg. business planning, committee) and date of decision* Final Plan will be signed off by the Children's Partnership Board, Health and Wellbeing Board, Children, Education and Safeguarding Committee and Adults and Safeguarding Committee.

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

*Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis*

<b>Protected group</b>	<b>What does the data tell you<sup>7</sup>?</b> <i>Provide a summary of any relevant demographic data about the borough's population from the <u>Joint Strategic Needs Assessment</u>, or data about the council's workforce</i>	<b>What do people tell you<sup>8</sup>?</b> <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>
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<p>Age<sup>9</sup></p>	<p>Analysis of people who have been diagnosed with Autism indicates:</p> <ul style="list-style-type: none"> <li>- 1,213 children and young people in Barnet aged 2-25 known to have Autism in Barnet (1.06% of the population)</li> <li>- Proportion of children diagnosed with Autism in Barnet was <b>higher than average for 5-14 year olds</b> (1.8% of the population), <b>compared to an overall prevalence rate of 1.1% for 2-25 year olds</b></li> <li>- <b>2,488 younger adults</b> (aged 18-64) known to be living with Autism in Barnet, which is the <b>2nd highest number of all the London boroughs</b>. Forecasts indicate that the number of young adults with autism will increase by 3.6%, by 2023</li> <li>- 524 older people (aged 65+) with Autism in Barnet, which is the 2nd highest number of all the London boroughs. This is predicted to increase by 11.5% by 2023</li> </ul>	<p>Consultation with stakeholders, parent-carers, young people and adults with autism has told us that:</p> <ul style="list-style-type: none"> <li>- There can be delays at all ages in both diagnosis and accessing support</li> <li>- That young people with Autism are anxious about their future career path and making friends in future as they come to the end of their school careers</li> <li>- That young people with Autism value the support that they get from their school/college, and from health professionals, and people who may work with them at home</li> <li>- That adults with Autism are positive about the development of an Autism and ADHD diagnosis service for North Central London</li> </ul>
<p>Disability<sup>10</sup></p>	<p><b>The plan is targeted at improving support for all children, young people and adults with Autism.</b></p> <p>In 2019, the known population with Autism was 4,012, broken down to:</p> <ul style="list-style-type: none"> <li>- 1,100 young people aged 2-17,</li> <li>- 2,488 adults aged 18-24</li> </ul>	<p>NHS Information Centre for Health and Social Care suggests that around 700,000 people are on the autism spectrum in the UK, more than 1 in a 100 people. (NICE National Prevalence Data)</p> <p>Numbers have been increasing nationally, research has indicated that this is driven by:</p>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	What does the data tell you <sup>7</sup> ? <i>Provide a summary of any relevant demographic data about the borough's population from the <a href="#">Joint Strategic Needs Assessment</a>, or data about the council's workforce</i>	What do people tell you <sup>8</sup> ? <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>
	<p>- 524 adults aged 65+</p> <p>This equates to around 1.01% of the total population of Barnet. However, this is likely to be an under estimate as some residents may have Autism, but may either have not have a formal diagnosis, and/or are not known to services.</p> <p>Not every person with Autism will have a Learning Difficulty. However, 44% of people with a known learning difficulty will have Autism. (NICE prevalence data estimate)</p>	<p>- Better understanding of autism in the community and among professionals</p> <p>- Changes in the diagnostic criteria, and its application</p> <p>(L Smeeth et al (2004), Rate of first recorded diagnosis of autism and other pervasive developmental disorders in United Kingdom general practice, 1988 to 2001, United States: BMC Medicine (ISSN: 1741-7015))</p> <p>People with Autism are <b>more likely</b> than the non Autistic population:</p> <ul style="list-style-type: none"> <li>• to have <b>difficulty at school</b>,</li> <li>• be <b>at risk of poor mental health</b>, and</li> <li>• <b>not to be in employment</b> as they get older</li> </ul> <p>(Bancroft et al (2012), <a href="#">The Way We Are: Autism in 2012</a>. London: The National Autistic Society;</p> <p>Rosenblatt, M (2008), <a href="#">I Exist: the message from adults with autism in England</a>. London: The National Autistic Society,</p> <p>The National Autistic Society (2016), <a href="#">The autism employment gap: Too Much Information in the workplace</a>)</p> <p>These research findings are supported by consultation with parent-carers, young people and adults.</p>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	<b>What does the data tell you<sup>7</sup>?</b> <i>Provide a summary of any relevant demographic data about the borough's population from the <a href="#">Joint Strategic Needs Assessment</a>, or data about the council's workforce</i>	<b>What do people tell you<sup>8</sup>?</b> <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>
<b>Gender reassignment<sup>11</sup></b>	The data on the number of people who are transgender and who have Autism has not been routinely recorded. Therefore, it is difficult to identify the number and demographics of people who may be in this category.	Engagement with voluntary sector stakeholders has indicated that there is a rising number of young people who have gender dysphoria and Autism, and who experience particularly acute mental health difficulties because of their condition. They indicated that services are relatively under developed in this area.
<b>Marriage and Civil Partnership<sup>12</sup></b>	The data on the number of people with Autism who are in a marriage or civil partnership has not been routinely recorded. Therefore, it is difficult to identify the number and demographics of people who may be in this category.	People who have been consulted in the development of the Autism Plan have not indicated positive or negative impacts on those who are married or are in a civil partnership.
<b>Pregnancy and Maternity<sup>13</sup></b>	The data on the number of people with Autism who are pregnant, or have given birth has not been routinely recorded. Therefore, it is difficult to identify the number and demographics of people who may be in this category.	People who have been consulted in the development of the Autism Plan have not indicated positive or negative impacts on those who are pregnant or who have given birth.
<b>Race/ Ethnicity<sup>14</sup></b>	2019 data on the Barnet school population indicated that over a third (38.5%) had English as an additional	Consultation with stakeholders indicated that: <ul style="list-style-type: none"> <li>- Current services try to reach families of different races or ethnicities in different ways – including using workers who speak the same</li> </ul>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	<b>What does the data tell you<sup>7</sup>?</b> <i>Provide a summary of any relevant demographic data about the borough's population from the <a href="#">Joint Strategic Needs Assessment</a>, or data about the council's workforce</i>	<b>What do people tell you<sup>8</sup>?</b> <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>
	<p>language. This is in line with the Barnet school population overall.</p> <p>Analysis of the engagement of families with Children's Social Care, shows that two largest ethnic groups to engage are White British (25%), Black/Black British African (22%) and White Other (10%).</p>	<p>language as families, and also cultivating different parent networks to help support parents provide mutual support.</p>
<b>Religion or belief<sup>15</sup></b>	<p>The data on the religious belief of people with Autism has not been routinely recorded. Therefore, it is difficult to identify the number and types of belief or religion of people who may be in this category.</p>	<p>Consultation with stakeholders indicated that:</p> <ul style="list-style-type: none"> <li>- In the belief systems of some communities, there can be a reluctance to recognise Autism and Autistic individuals, which could lead to isolation of families with Autistic children or Autistic individuals</li> </ul>
<b>Sex<sup>16</sup></b>	<p>Looking at young people with Autism in Barnet's school population, there were 195 females (16%) and 1,018 males (84%).</p>	<p>Consultation with stakeholders indicated that the under diagnosis of girls with Autism was an important issue to be addressed in the Autism Plan.</p>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	<p><b>What does the data tell you<sup>7</sup>?</b>  <i>Provide a summary of any relevant demographic data about the borough's population from the <a href="#">Joint Strategic Needs Assessment</a>, or data about the council's workforce</i></p>	<p><b>What do people tell you<sup>8</sup>?</b>  <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i></p>
	<p>However, the ratio of <b>males to females</b> diagnosed with Autism ranged from <b>3.7:1</b> for the 2-4 years age cohort to <b>6.3:1</b> for the 12-14 age cohort.</p>	<p>Feedback from schools and parent carers particularly indicated that:</p> <ul style="list-style-type: none"> <li>- Professionals did not often recognise that girls present “differently” to boys</li> <li>- That diagnosis tools currently in use are slanted more towards recognising the typical “male” presentation of Autism</li> <li>- That girls with Autism may react differently to stress, e.g. they are more likely to suffer school phobia, self harm or eating disorders, compared to their male peers.</li> </ul>
<p><b>Sexual Orientation<sup>17</sup></b></p>	<p>The data on the religious belief of people with Autism has not been routinely recorded. Therefore, it is difficult to identify the number and types of belief or religion of people who may be in this category.</p>	<p>People who have been consulted in the development of the Autism Plan have not indicated positive or negative impacts in this category.</p>
<p><b>Other relevant groups<sup>18</sup></b></p>	<p>Carers – the majority of children and young people living in Barnet (99.4%) are cared for by their parents or immediate family members.</p> <p>Children living in poverty – national data shows that</p>	<p><u>Carers</u> - Parents and carers of people with Autism were a major stakeholder consulted during the development of the plan. Their feedback was that:</p>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	<p><b>What does the data tell you<sup>7</sup>?</b>  <i>Provide a summary of any relevant demographic data about the borough's population from the <u>Joint Strategic Needs Assessment</u>, or data about the council's workforce</i></p>	<p><b>What do people tell you<sup>8</sup>?</b>  <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i></p>
		<ul style="list-style-type: none"> <li>- There were long waits for diagnosis, and difficulty connecting with services that could support them</li> <li>- That transitions to Adults Services could be made smoother, with more opportunities for employment and study</li> <li>- They value short break services, and would like more of them</li> </ul> <p><u>Children in Poverty</u>                      The impact of poverty was not raised explicitly during the consultation. However, there is national evidence that disabled children are significantly more likely to grow up in poverty than those who are non-disabled (<u>MacInnes et al. 2014</u>).</p> <p>Despite being well-reported, the reasons for the association between poverty and childhood disability are not yet fully understood (<u>Read et al. 2012</u>). Emerson et al. (2010) make the three following suggestions:</p>

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

Protected group	<p><b>What does the data tell you<sup>7</sup>?</b>  <i>Provide a summary of any relevant demographic data about the borough's population from the <u>Joint Strategic Needs Assessment</u>, or data about the council's workforce</i></p>	<p><b>What do people tell you<sup>8</sup>?</b>  <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i></p>
		<p>1) The presence of a child with a disability may increase the chances of a family descending into poverty and reduce the chances of them escaping from poverty</p> <p>2) Growing up in poverty is associated with increased exposure to range of factors, such as poorer nutrition and housing, that may increase the risk for health conditions or impairments</p> <p>3) "Third factors", such as poor parental health or parental intellectual disability, leading independently to an increased risk of both family poverty and child disability</p> <p>From Iriss, Poverty, Disability and Transitional Support, January 2019 <a href="https://www.iriss.org.uk/resources/esss-outlines/disability-poverty-transitions">https://www.iriss.org.uk/resources/esss-outlines/disability-poverty-transitions</a></p>

## 4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics <sup>19</sup>?

Protected characteristic	For <b>each</b> protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	<p>There are positive impacts for people with Autism at different ages:</p> <p>Action 6 – improving diagnosis pathways ensures that people with Autism can access a diagnosis earlier, and therefore hopefully be supported earlier, giving them a better chance of thriving in later life</p> <p>Action 13 – improving peer to peer support at all ages will help people with Autism to feel less isolated</p> <p>Actions 22-25 focus on improving in school and post 16 support to ensure that young people with Autism are able to do well in education</p> <p>Actions 29-31 focus on improving housing and employment options, so Adults with Autism in Barnet are less likely to be unemployed, and more likely to be in accommodation which is suitable for them.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	All of the actions in the Autism Action Plan are focused on improving support for children, young people and adults with Autism.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	Action 5 identifies that further work needs to happen to identify the interplay between Autism and a number of other issues facing young people. It specifically identifies Gender Dysphoria as one issue to be explored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	No actions have been identified in the plan which will specifically relate to this category.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	No actions have been identified in the plan which will specifically relate to this category.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Race/ Ethnicity</b>	<p>Action 11 on improving post diagnostic support outlines steps to improve initial support offered to families once a diagnosis has been made.</p> <p>Action 13 which focusses on improving peer to peer support will build community and cultural support around people with Autism and their parent-carers.</p> <p>Action 16 focusses on actions to build culturally specific support for people and their parent/carers with Autism in the community.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Religion or belief</b>	Action 16 focusses on actions to build culturally specific support for people and their parent/carers with Autism in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Sex</b>	<p>Action 2 on improving training for professionals will help to improve the recognition of “non typical” presentations of Autism, particularly in girls.</p> <p>Action 5 which focusses on the interplay between other conditions (e.g. eating disorders and self harm) and Autism will also positively impact women as they disproportionately have these conditions.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sexual Orientation</b>	No actions have been identified in the plan which will specifically relate to this category.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>5. Other key groups</b> Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i>	Positive impact	Negative impact		No impact
		Minor	Major	

<b>Key groups</b>	<u>Carers of people with Autism</u> The following actions positively address the issues raised by carers of those with Autism: Action 3 – Post 18 pathways Action 7 – Understanding what works to promote better sleep patterns Action 10 – Improving information on the Local Offer Action 11 – Post Diagnostic support Action 14 – Reviewing provision of Short Breaks Action 21 – Reviewing provision of overnight respite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>Children living in Poverty</u> All the actions relating to under 18s in the Autism Action Plan will be delivered without a charge to families, thereby not discriminating against those who are not in a position to pay. In addition to this, Action 10 – Local Offer, and Action 11 – Post Diagnostic Support, will ensure that families are aware of the financial entitlements that they can claim.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Cumulative impact<sup>20</sup>

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes      No     

If you clicked the Yes box, which groups with protected characteristics could be affected and what is the potential impact? Include details in the space below

## 7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures <sup>21</sup> <i>If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.</i>	Monitoring <sup>22</sup> <i>How will you assess whether these measures are successfully mitigating the impact?</i>	Deadline date	Lead Officer
All groups	Provision outlined in the plan does not benefit certain groups with protected characteristics	Annual review of the plan's impact, and whether it is negatively impacting on certain groups. SEND Partnership to then identify how this issue can be rectified	Via annual review of the plan and its impact	Annually	SEND Partnership Chair

## 8. Outcome of the Equalities Impact Assessment (EIA) <sup>23</sup>

Please select one of the following four outcomes

**Proceed with no changes**

The EIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

**Proceed with adjustments**

Adjustments are required to remove/mitigate negative impacts identified by the assessment

**Negative impact but proceed anyway**

This EIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

**Do not proceed**

This EIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

**Reasons for decision**

The Autism Plan was developed with a consideration of its impact on the protected characteristics, and has been tested with internal and external stakeholders to ensure that it can lead to a positive change for people with Autism living in Barnet.

## Sign-off

### 9. Sign off and approval by Head of Service / Strategic lead<sup>24</sup>

Name	Job title	
<input type="checkbox"/> Tick this box to indicate that you have approved this EIA	Date of approval:	
<input type="checkbox"/> Tick this box to indicate if EIA is to be published	Date of next review:	

## Footnotes: guidance for completing the EIA template

<sup>1</sup> The following principles explain what we must do to fulfil our duties under the Equality Act when considering any new policy or change to services. They must all be met or the EIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and before a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and must influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf complies with the equality duty.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

### <sup>2</sup> Our duties under the Equality Act 2010

The council has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with ‘protected characteristics’ (see end notes 9-19 for details of the nine protected characteristics). This applies to policies, services (including commissioned services), and our employees.

We use this template to do this and evidence our consideration. You must give ‘due regard’ (pay conscious attention) to the need to:

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
  - Removing or minimising disadvantages suffered by people with a protected characteristic
  - Taking steps to meet the needs of these groups
  - Encouraging people with protected characteristics to participate in public life or any other activity where participation is disproportionately low
  - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don’t:** e.g. by promoting understanding.

### <sup>3</sup> EIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive data – EIAs are public documents. They are published with Cabinet papers, Panel papers and public consultations. They are available on request.

### <sup>4</sup> When to complete an EIA:

- When developing a new policy, strategy, or service
- When reviewing an existing service, policy or strategy

- 
- When making changes that will affect front-line services
  - When amending budgets which may affect front-line services
  - When changing the way services are funded and this may impact the quality of the service and who can access it
  - When making a decision that could have a different impact on different groups of people
  - When making staff redundant or changing their roles

Wherever possible, build the EIA into your usual planning and review processes.

**Also consider:**

- Is the policy, decision or service likely to be relevant to any people because of their protected characteristics?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people who will be affected?

If there are potential impacts on people but you decide not to complete an EIA you should document your reasons why.

<sup>5</sup> **Title of EIA:** This should clearly explain what service / policy / strategy / change you are assessing.

<sup>6</sup> **Focus of EIA:** A member of the public should have a good understanding of the proposals being assessed by the EIA after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EIA)'

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

<sup>7</sup> **Data & Information:** Your EIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

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**<sup>8</sup> What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, [rosie.evangelou@barnet.gov.uk](mailto:rosie.evangelou@barnet.gov.uk) for further advice

**<sup>9</sup> Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

**<sup>10</sup> Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

**<sup>11</sup> Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

**<sup>12</sup> Marriage and Civil Partnership:** consider married people and civil partners.

**<sup>13</sup> Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

**<sup>14</sup> Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

**<sup>15</sup> Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

**<sup>16</sup> Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

**<sup>17</sup> Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

**<sup>18</sup> Other relevant groups:** You should consider the impact on our service users in other related areas.

**<sup>19</sup> Impact:** Your EIA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.

- 
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
  - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
  - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
  - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
  - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
  - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
  - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
  - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

#### <sup>20</sup> **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

#### <sup>21</sup> **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

<sup>22</sup> **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

#### <sup>23</sup> **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

<sup>24</sup> **Sign off:** You will need to ensure the EIA is signed off by your Head of Service, agree whether the EIA will be published, and agree when the next review date for the EIA will be.

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	<b>Children, Education and Safeguarding Committee</b>  <b>22 September 2020</b>
<b>Title</b>	Local Authority School Governor nominations – update
<b>Report of</b>	Chairman of the Committee, Councillor David Longstaff
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent</b>	No
<b>Key</b>	No
<b>Enclosures</b>	Appendix A (embedded within this document below)
<b>Officer Contact Details</b>	<p>Chris Munday, Executive Director, Children Services <a href="mailto:Chris.Munday@Barnet.gov.uk">Chris.Munday@Barnet.gov.uk</a> Telephone: 0208 359 7099</p> <p>Ian Harrison, Chief Executive and Director of Education and Learning, Barnet Education and Learning Service <a href="mailto:Ian.J.Harrison@Barnet.gov.uk">Ian.J.Harrison@Barnet.gov.uk</a> Telephone: 0208 359 7943</p>
<b>Summary</b>	
<p>In September 2018, the Children, Education and Safeguarding Committee received a report on the process for nominating Local Authority governors to serve on the governing bodies of Barnet schools. The committee approved the proposed changes to the process and agreed there should be a review of the new process in twelve months' time. At its meeting on 10 September 2019 the committee noted the nominations made in the school year 2018/19 and agreed that the process for making nominations described in the report should continue.</p> <p>This report describes the process that has operated since September 2018 and Appendix A sets out the details of the recommendations of the panel at the three meetings held in the school year 2019/20.</p>	

## **Recommendation**

- 1. That the Committee note the information in Appendix A of this report on the nominations of local authority governors to Barnet Schools since September 2019.**
- 2. That the Committee agrees that in future all members of the Local Authority Governor nominations panel should be members of the Children, Education and Safeguarding Committee.**

### **1 WHY THIS REPORT IS NEEDED**

- 1.1 In September 2018, the Children, Education and Safeguarding Committee received a report on the process for nominating Local Authority governors to serve on the governing bodies of Barnet schools. The committee approved the proposed changes to the process and agreed there should be a review of the new process in twelve months' time. At its meeting on 10 September 2019 the committee noted the nominations made in the school year 2018/19 and agreed that the process for making nominations described in the report should continue.
- 1.2 The agreed process for nominating local authority (LA) governors is as follows:
  - A panel consisting of one majority party councillor and one minority party councillor meets with the Governor Services and Advice Officer from the Education and Skills Service. The panel considers Local Authority Governor vacancies and possible nominations and makes recommendations on nominations to the Executive Director, Children's Services.
  - The Executive Director considers the recommendations and decides on the nominations. Nominations made by the Executive Director are reported via a Chief Officer Decision in the name of the Executive Director, Children's Services.
  - Each nomination is then reported to the appropriate Clerk to the Governing Body, advising that the Governing Body should consider appointment of the nominee, and requiring the Clerk to report the Governing Body decision, with terms of office of the LA Governor as appropriate, for the Council's records.
  - The school then decides on whether to accept the nomination and make the appointment.
- 1.3 The Chair of the panel is the representative from the majority party, currently Cllr John Hart, and the representative from the minority party is Cllr Pauline Coakley-Webb. There are two named reserves: Cllr Linda Freedman (Conservative) and Cllr Anne Hutton (Labour). If the two members disagree on a nomination, the chair has a second or casting vote.
- 1.4 When it meets, the panel considers applications (via a completed application form), which is matched to details of the skills and other eligibility criteria outlined by the Governing Body of the school with the vacancy. First preference is given to Ward

Members who have put themselves forward. The panel considers whether the Ward Member has the requisite skills and, if required, requests further information from the individual. If no Ward Members or other Councillors put themselves forward or the Ward Member/other Councillor does not have the requisite skills, other candidates, who have applied independently to Governor Services, are assessed for suitability, based on their application form/Curriculum Vitae, together with any comments from the Chair of Governors regarding desirable skills and experience being sought. The panel considers whether the other candidates have the requisite skills and selects the best candidate based on merit.

- 1.5 The panel meets termly. In the 2019/20 school year the panel met three times.
- 1.6 Details of the recommendations of the panel are shown in Appendix A.
- 1.7 On the three occasions when the panel met, the panel considered and made recommendations for nominations as follows:
  - September 2019 – 11 vacancies considered; 6 nominations agreed
  - February 2020 – 10 vacancies considered; 9 nominations agreed
  - July 2020 – 7 vacancies considered; 6 nominations agreedDue to the restrictions arising from the Covid19 pandemic, the July 2020 panel 'meeting' was conducted by email.
- 1.8 All recommendations made were agreed by the Executive Director and therefore the nominations were put forward to the relevant Governing Bodies. One nomination by the Executive Director, following the recommendation of the panel at its 2019 Autumn Term meeting, was rejected by the Governing Body of the school concerned and the panel later agreed an alternative nomination. Where recommendations for nomination were deferred, this was because the panel did not believe it had anyone suitable to nominate.
- 1.9 The percentage of LA governor vacancies after each termly meeting for 2019/20 were 5% after the Autumn 2019 meeting, 1% after the Spring 2020 meeting, and 2% after the Summer 2020 meeting, compared to 24% before the new process was implemented in December 2018. These are the lowest percentages of LA Governor vacancies on record so far.
- 1.10 As the Children, Education and Safeguarding Committee now has oversight of this nominations process, it is proposed that in future all members of the Local Authority Governor nominations panel should be members of the Children, Education and Safeguarding Committee.

## **2 REASONS FOR RECOMMENDATIONS**

- 2.1 The change to the procedure for nominating local authority governors agreed by the committee in September 2018 was intended:
  - to improve the selection of appropriately skilled governors to enhance schools' governance, by introducing more rigorous selection, informed by local knowledge of each school's context and skills required.

- to contribute to good oversight and management of schools for the benefit of children and young people.
- to ensure that the process reflects the new legislative requirements.
- to reduce delay in appointments.

The change appears to have met these objectives.

### **3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 The nominations process could be undertaken by a committee. Previous experience has found this practice to be lengthy and to result in delays in making nominations. The revised arrangements have streamlined the process, whilst retaining Member involvement and oversight.

### **4 POST DECISION IMPLEMENTATION**

- 4.1 The nomination process agreed by the Committee in September 2018 and again in September 2019 will continue to be implemented. Recommendations made by the Panel and decisions taken by the Executive Director will continue to be reported via a Chief Officer Decision.

### **5 IMPLICATIONS OF DECISION**

#### **Corporate Priorities and Performance**

- 5.1 The quality of the education offer in Barnet is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools.
- 5.2 Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:
- of opportunity, where people can further their quality of life
  - where people are helped to help themselves, recognising that prevention is better than cure
  - where responsibility is shared, fairly
  - where services are delivered efficiently to get value for money for the taxpayer.
- 5.3 The London Borough of Barnet's Education Strategy 2017-2020 sets out that good leadership and governance is a key driver to the achievement of the improvement of schools and educational outcomes.

## **Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

- 5.4 The work to drive the delivery of the council's contribution to the Education Strategy is delivered from within existing resources of the Education and Learning service, which is delivered in partnership with Barnet Education and Learning Service Ltd.

## **Legal and Constitutional References**

- 5.5 The School Governance (Constitution)(England) Regulations 2012 came into force on 1 September 2012, amendments came into force on 1 September 2014 and further amendments came into force on 1 September 2015. The Constitution of Governing Bodies of Maintained Schools 2017 contains statutory guidance for governing bodies of maintained schools and local authorities.
- 5.6 Under the Council's Constitution Article 7 (Committees, Forums and Partnerships) the terms of reference of the Children, Education and Safeguarding Committee includes responsibility for 'determining the arrangements for making nominations to the governing bodies of Local Authority administered schools.'

## **Risk Management**

- 5.7 The risk of not responding to the increased focus being placed on Governing Bodies within the Ofsted Inspection Framework is a risk to the council and the local community in terms of failing to maintain the quality of education in Barnet.
- 5.8 If responsibility for the nominations process were to be transferred back to a committee, there is a risk of delay in decision-making, leading to governing bodies carrying vacancies for a significant period of time which could impact on the effectiveness of the governing bodies and their ability to discharge their duties.

## **Equalities and Diversity**

- 5.9 The competency framework for governors states that governors should be mindful of their responsibilities under equalities legislation, recognising and encouraging diversity and inclusion. By ensuring that governors have the requisite skills to undertake the role, the process in place for nominating LA governors should ensure an improved form of school governance in terms of compliance with equalities legislation.

## **Corporate Parenting Principles**

- 5.10 Governing bodies are responsible for holding the headteacher to account. This includes assurance that the designated teacher for looked after children is properly supported and challenged to undertake this role. By ensuring that governors have the requisite skills to undertake the role of governor, this should ensure an improved form of school governance in terms of schools' complying with duties towards looked after children.

## Consultation and Engagement

5.11 Nominations have been made to a number of maintained schools. Schools have not given any negative feedback on the new process for nominating governors.

## 6 BACKGROUND PAPERS

Children, Education, Libraries and Safeguarding Committee, 12<sup>th</sup> September 2018:  
Item 9 - Report on 'Proposed change to the Local Authority School Governor Appointments Process'.

<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=9467&Ver=4>

Children, Education, Libraries and Safeguarding Committee, 10<sup>th</sup> September 2019:  
Item 9 - Report on 'Proposed change to the Local Authority School Governor nominations – update and review'.

<https://barnet.moderngov.co.uk/documents/s55005/Local%20Authority%20School%20Governor%20nominations%20-%20update%20and%20review.pdf>

## Appendix A

### Recommendations of the LA Governor Nominations Panel at meetings in Autumn, Spring and Summer terms of 2019/20

#### LA Governor Nomination Panel Meeting Report – September 2019

School	Background Note	Nomination
1. COLINDALE	Cllr Zubairi re-nominated by school.	Cllr Zabairi
2. GARDEN SUBURB INFANT AND JUNIORS	Jane Harris resigned. New nomination required.	Deferred
3. MENORAH FOUNDATION	Cllr Dean Cohen Resigned July 2019. Rabbi Jacob Ebrahimoff nominated via school. Agreed.	Rabbi Jacob Ebrahimoff
4. MONKEN HADLEY	Rosemary Gwilliam term expired August 2018. New nomination required. Deferred.	Deferred
5. NOAM PRIMARY SCHOOL	No background information available. Matthew Pearlman nominated via School. Agreed.	Matthew Pearlman
6. NORTHSIDE	Margaret Pond resigned July 2019. New nomination required	Deferred
7. QUEENSWELL JUNIOR	Tallulah Rushaya resigned 8 June 2019. New nomination required.	Deferred
8. ST MARY'S CE (EN4)	Jason Groves resigned. New nomination received for Ali Jomehri, former Co-opted Governor.	Ali Jomehri
9. ST PAUL'S CE (N11)	Emily Salinger re-nominated	Emily Salinger
10. ST PAUL'S CE (NW7)	Lisa Mazzucotelli resigned 2.4.19. Cllr Linda Freeman nominated.	Cllr Linda Freedman
11. ARK ACADEMY	No background information available.	Deferred

### LA Governor Nomination Panel Meeting Report – February 2020

School	Background note	Nomination
1. ARK ACADEMY	School requests nomination. Cllr Coakley Webb to enquire of Ward Councillors.	Deferred.
2. BARNET EARLY YEARS ALLIANCE (BEYA)	Headteacher requested nomination after resignation of former LA Governor. Dr Nick Mahony considered and approved.	Dr Nick Mahony
3. BELL LANE PRIMARY	LA Governor John Hickman passed away November 2019. Condolences recorded. Cllr Coakley Webb's nomination of Kate Elliott agreed.	Kate Elliott
4. BROOKLAND JUNIOR & INFANT	Sapna Shah's term ends March 2020. School requests re-nomination. Agreed.	Sapna Shah
5. EDGWARE PRIMARY SCHOOL	Matthew Connor (AKA Matthew Martin) resigned Sept 2019. Robert Weiner nominated by school. Agreed.	Robert Weiner
6. MATHILDA MARKS-KENNEDY (MMK) PRIMARY	Nomination received through school from Dr Ben Weiner. Agreed.	Dr Ben Weiner
7. MONKEN HADLEY CE PRIMARY SCHOOL	Rosemary Gwilliam term expired 31.8.18. Nomination for Amir Fakeeh considered.	Amir Fakeeh
8. NORTHSIDE PRIMARY	Holly Kal Weiss Resigned. Nomination received for Nam Thaker via GS. Agreed	Nam Thaker
9. QUEENSWELL JUNIOR SCHOOL	Tallulah Rushaya resigned 8 June 2019. Chair advised to postpone due to pending federation.	Postponed
10. ST MARY'S AND ST JOHN'S (SMSJ)	Joel Davidson resigned. School nominates Simon Benson. Agreed.	Simon Benson
11. ST PAUL'S CE PRIMARY NW7	Charlotte Elizabeth nominated after previous nomination was rejected by the Governing Body.	Charlotte Elizabeth

### LA Governor Nomination Panel Meeting Report – July 2020

School	Background note	Nomination
1. ARK ACADEMY	The school's governance service suggested a nomination. Cllr Coakley Webb to discuss with ward Councillors.	Deferred
2. MOSS HALL NURSERY	Brian Salinger nominated by school 20/5/2020. Current term ends 6 July 2020. Re-nominated by GB. AGREED	Brian Salinger
3. QUEENSWELL INF & JUNIOR SCHOOL	LA Governor required for new federation. Priya Nair nominated via GS. AGREED.	Priya Nair
4. SACRED HEART CATHOLIC PRIMARY (THE)	Clare Hegarty resigned. Nia Panayiotopoulos nominated via GS. AGREED.	Nia Panayiotopoulos
5. TRENT PRIMARY	Tim Tilley Nomination ends 26 April 2020. School request re-nomination. AGREED.	Tim Tilley
6. BELL LANE	The February meeting of the panel recommended Kate Elliott but the Governing Body asked for a further nomination for Terri Patterson, which the panel supported. Now the Governing Body has two LA nominations to choose from at their next meeting.	Terri Patterson
7. MONKEN HADLEY CE PRIMARY	GB have submitted nomination for Samantha Wrightson. Agreed.	Samantha Wrightson

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	<p align="center"><b>CHILDREN, EDUCATION AND SAFEGUARDING COMMITTEE</b></p> <p align="center"><b>22 September 2020</b></p>
<p align="center"><b>Title</b></p>	<p><b>Family Services Quarterly Update</b></p>
<p align="center"><b>Report of</b></p>	<p>Chairman of the Committee, Councillor David Longstaff</p>
<p align="center"><b>Wards</b></p>	<p>All</p>
<p align="center"><b>Status</b></p>	<p>Public</p>
<p align="center"><b>Urgent</b></p>	<p>No</p>
<p align="center"><b>Key</b></p>	<p>No</p>
<p align="center"><b>Enclosures</b></p>	<p>Appendix 1 – All About Me/Family Friendly Recovery Strategy                  Appendix 2 – Corporate Parenting Annual Report 2019-20                  Appendix 2.1 - Foster care Annual Report 2019-20                  Appendix 2.2 - North London Adoption Consortium Report 2019-20                  Appendix 2.3 - Virtual School Annual Report 2019-20                  Appendix 2.4 Annual Independent Reviewing Service Report 2019-20                  Appendix 3 – ChAT                  Appendix 3.1 Performance Matter</p>
<p align="center"><b>Officer Contact Details</b></p>	<p>Collette McCarthy, Assistant Director Commissioning, Family Services LBB: <a href="mailto:collette.mccarthy@Barnet.gov.uk">collette.mccarthy@Barnet.gov.uk</a></p> <p>Chris Munday                  Executive Director for Children and Young People  <a href="mailto:Chris.Munday@barnet.gov.uk">Chris.Munday@barnet.gov.uk</a></p>
<p align="center"><b>Summary</b></p>	
<p>Family Friendly is an outcome of the Council’s Recovery Framework and Corporate Plan. The Family Friendly/All about Me Recovery Strategy sets out our strategic recovery priorities and recovery intentions for service delivery as restrictions are eased and we enter in to a new operating model. Our strategic recovery priorities are:</p> <ol style="list-style-type: none"> <li><b>1. Supporting children to return to school/learning;</b></li> <li><b>2. Children’s safeguarding remains the highest context;</b></li> </ol>	

- 3. Supporting corporate parenting;**
- 4. Children’s mental health and wellbeing;**
- 5. Life chances**

As part of our recovery we have also begun to assess our practice for the possibility of an Ofsted focused visit in the autumn which will inform the annual refresh of our self-assessment. How we respond to our recovery priorities in a child centred way will form what we need to demonstrate to Ofsted inspectors during a focused visit.

This report provides an update against our strategic recovery priorities, including our preliminary assessment of practice, ahead of our annual refreshed self-assessment which will be presented to the November committee.

This report also reports on our partners’ progress against the Children and Young People’s Plan (CYPP) 2019-23.

Appendix 2 reports on the progress and outcomes for children in care and care leavers in Barnet for the period April 2019 to March 2020. It has appendices for the Annual Independent Reviewing Officer report, the Annual Fostering Report, Annual Adoption Report and Annual Virtual School Report. Reporting on key strategic priorities, it provides an overview of 2019-20, from our Ofsted “good” in May 2019, to the start of the pandemic at the end of the financial year. Building on our momentum, 2019-20 has been a year of taking stock, reflecting on our service and developing it; actioning our recommendations as we continue our journey to providing excellent services to our children and families consistently. Key areas of focus have been; ensuring that the children in our care remains central to all we do and plan; developing our placement sufficiency offer so that children are moved to the right care arrangement first time; strengthening their opportunities and educational outcomes through collaborative partnerships and innovations; ensuring we maximise opportunities and life chances for all our care experienced young people.

**Recommendations**

- 1. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the COVID-19 Family Services All about Me/Family Friendly Recovery Strategy.**
- 2. That the Children, Education and Safeguarding Committee is asked to note the updates against each strategic recovery priority.**
- 3. That the Children, Education and Safeguarding Committee is asked to note our preliminary assessment of practice ahead of our annually refreshed self-assessment in preparedness for an Ofsted focused visit.**
- 4. That the committee notes and scrutinise progress of performance against our corporate parenting responsibilities provided in Appendices 2-2.4.**
- 5. That the Committee note and scrutinise the Children’s Social Care performance information provided in Appendix 3.**

## 1 WHY THIS REPORT IS NEEDED

- 1.1 Coronavirus, or Covid-19, is widely recognised as being the single biggest issue facing the country since the Second World War. The imposed lockdown, while necessary to protect health, has had widespread individual, social and economic impacts and considerable negative effects on health and wellbeing.
- 1.2 Children are at increased risk of being exposed to these negative impacts. Nationally and locally there is an increased demand on mental health and wellbeing services. We have seen a 25% increase of anxiety related presentations due to COVID-19 in our Barnet Integrated Clinical Service (BICS) and our KOOTH online counselling service for young people.
- 1.3 Families are facing increasing pressures due to a strain on finances, the stress of isolation and managing childcare demands alongside work commitments. In Barnet, the number of work related benefits being claimed in July 2020 has tripled from claims made in February 2020. Young people are at significant risk of economic hardship with 18-24-year olds in Barnet claiming benefits up from 2.5% in July 2019, to 9.5% in July 2020; they are also more likely to be furloughed. There has been a reduction in young people in education, employment and training.
- 1.4 Children have missed a significant part of their education which will impact on their social and emotional development as well as educational outcomes. Furthermore, for some children attending school is a protective factor and forms part of their support plan. After an initial reduction of contacts into the Multi Agency Safeguarding Hub (MASH) we are now seeing an increase and with more contacts in the first two weeks of August compared to the same point last year. We are anticipating a further increase in demand once schools open for all children in September.
- 1.5 Children remain at the centre of all we do. All of our services have remained operational, albeit primarily through virtual means. Throughout the pandemic we have continued to see children, making use of technology when face to face contact has not been possible. How we maintained child centred practice during this period will be important to demonstrate to Ofsted inspectors if we receive a focused visit in the autumn.
- 1.6 Ofsted have announced that they intend to conduct 35 focused visits in local authorities between September and December 2020. The visits will be for 3 days and local authorities will be given 10 working days' notice with visits conducted off-site if an area is in lockdown. All areas of practice will be examined with a particular focus on the quality of decision-making and the use of regulatory flexibilities. They will prioritise their programme of

visits on local authorities that were due an inspection during the national lockdown, areas that Ofsted are worried about and those where they expect to see good practice. Because we were graded as Good in May we anticipate that we will be subject to a focused visit.

- 1.7 Our recovery strategy sets out our strategic priorities and how we intend to fully recover our services with detailed five stage recovery plans for each service. This report provides an update on progress against each of the strategic priorities which will inform our assessment of practice ahead of an Ofsted focused visit

## **2 REASONS FOR RECOMMENDATIONS**

- 2.1 Our strategic recovery priorities reflect the most critical issues that we need to address to ensure that children remain the highest context thought out the various stages and waves of the pandemic; they are the most pressing issues. How we respond to these priorities in a child centred way will form what we need to demonstrate to Ofsted inspectors during a focused visit.

### **Supporting children to return to school/learning**

- 2.2.1 For full return in September we have supported early years providers and schools by developing Risk Assessment templates which were collated and passed to Health & Safety and Public Health teams. All schools are expected to re-open for all pupils in September, with some schools opening on a phased basis.
- 2.2.2 Reassurance of parents is key to opening up of schools. There is a risk that parents choose not to send their children to school due to concerns about safety. This can include concerns about travelling on public transport. The change in policy on home to school transport due later this year will also have an impact. To address this, we will expand our Elective Home Education capacity to manage this possible surge. However, our focus is on transition back into school.
- 2.2.3 We have been working in partnership with the schools, developing a school action card to support schools if there is an outbreak.
- 2.2.4 Our Back to school campaign is live and supporting transition back into school. The first campaign was delivered in June and the second will launch ahead of return to school in September. The campaign signposts children, young people, parents, carers, teachers and other practitioners to a wealth of services, resources and articles aimed at supporting a smooth transition back to school. More information can be found at <https://www.barnet.gov.uk/backtoschool>. Please [see also link](#) to a short film aimed at children with young people voicing over what to expect when they

return to school in September. This film covers the fact that the return to school in September will be compulsory for all, the changes students can expect to see around school, what bubbles mean, where to go for support, reminder of good hygiene and how to get to school safely.

- 2.2.5 As far as possible, our focus throughout the pandemic has been on children continuing to learn. As children transition into school, we address any concerns of lost learning. We have participated in a 6-borough project on lost learning which is being used by schools to look at programmes in the autumn term.
- 2.2.6 Our Virtual School has been operational throughout the pandemic, adapting to new ways of working. At the start of the pandemic, tuition for all children was offered for two hours a week for four weeks to bridge the gap as schools got their online learning up and running and some children returned to school.
- 2.2.7 For children with Special Educational Needs we have maintained a range of services. In a recent visit by DfE, NHS(E) and SEND Advisor, it was concluded that *“the Barnet’s response to Covid 19 has been strong in comparison to many other areas. I am unaware of any significant initiatives taken elsewhere that have not been taken in Barnet”*.

### **Children’s safeguarding remains the highest context**

- 2.2.8 During the COVID period the ChAT report shows there has been a reduction in the number of contacts in the period of around a quarter, with 7916 contacts in the past six months, this was 9283 for the same period in 2019. Timeliness of decision making has remained at 99% since April demonstrating the MASH is managing the working arrangements imposed by the COVID pandemic very well.
- 2.2.9 Patterns of agency contacts continue to fluctuate with the biggest swings in data being recorded against police, education and health services; there has been a 14% increase in police contacts. Education contacts have halved compared to last year, whereas Health has seen 27% increase since last year. The MASH Steering Group will be looking at a breakdown of this information to better understand it. There are noted decreases against the level of contacts from all other agencies following a sharp rise in June (backlog clearance following lift of lockdown restrictions), and the July data is lower than the rolling average at this point in the year.
- 2.2.10 The Performance Matters report shows the volume of referrals (234) is 20% lower than at the same point last year (294) and 6% lower than June (249). However, the referral conversion rate for July is 16% (234 contacts progressed to statutory social work assessment) this is closely in line with the

yearly average of 17%. It is also lower than England and London average, which is positive. Low caseloads mean that there is capacity in the system if there is a spike in referrals when schools go back.

2.2.11 The number of children subject to a Child Protection Plan (162) is 4.7% lower than at the same point last year (170) and 5% lower than June 2020 (171). We have been conducting Virtual CP conferences and have had some good feedback on these. Parents find them less intimidating, and more professionals are attending, including those who would often not be able to due to other commitments, such as psychiatrists and probation.

2.2.12 Health attendance at strategy discussions has reduced, and we will work with the partnership to improve this. NHS staff have been pulled off from some core responsibilities, however MASH still have health staff so there is a need to understand why attendance has fallen.

2.2.13 Proportionately more boys are on CIN plans, and more girls on CP plans. There has been a reduction in CSE, which last year was the reason for more girls on CP plans, so we are revisiting this. We will also be looking at ethnicity data to try to understand whether families are receiving early help interventions at the right time due to some disproportionality showing in the data.

2.2.14 234 Early Help Assessments (EHAs) were opened in July which is a 29% increase on opened EHAs at the same point last year (166), and a 33% increase from June (156). 208 EHA's were closed in July which is a 12% increase on the same point last year (183) and 3% higher than the rolling average (201). Resulting in a Net difference of 26 more cases. The Multi-Agency Early Help Panels have continued to operate remotely with good attendance from all key agencies.

2.2.15 In partnership with key local providers, schools and the voluntary and community sector, a summer programme of activities has been developed building on the virtual delivery since the start of lockdown. Early Help staff have delivered on-line programmes of activity with interactive, live and pre-recorded sessions in place. Staff are virtually facilitating online sessions via Zoom for young people aged 7-19 years, and up to 25-years-old for young people with special educational needs. Pre-recorded sessions take place throughout the week via YouTube. Early Help buildings and settings are prepared to re-open; risk assessments were undertaken during June and in accordance with government guidance issued on 1<sup>st</sup> July (revised on 10/07/20).

2.2.16 Early Help practitioners have maintained weekly contact with families on the NHS shielded list and ensured weekly food deliveries, prescription collection and any additional help is identified and provided; this continued until 31/07/20 when shielding was no longer be required. Group work programmes with parents including domestic abuse and parenting programmes remain a challenge to deliver as limitations remain in place regarding social distancing and support bubbles.

### **Supporting Corporate Parenting**

2.2.17 Numbers of children in care remain stable. Some UASC came into care in the last month but during the lockdown the numbers coming into care was very low.

2.2.18 Placements stability has been good in the last 6 months. In the last month there have been some moves for very specific reasons, but largely in the last 6 months foster carers and residential homes have held the children and provided a lot of stability. Relationships in placements have been very positive. There was a group of children persistently going 'missing' because they wanted to go home, and risk assessments were completed and some of these children did go home and have remained in the care of family members.

2.2.19 Barnet has been approached by the Home Office to support Kent with UASCs. We are not willing to take anyone under the scheme until it is properly resourced. This is a London wide position.

2.2.20 Following a recruitment campaign during Fostering Week, 17 new foster carers will be approved by October, and another 6 are going through the assessment process. More recruitment campaign activity is happening, and we are approaching those that have previously enquired about foster care, about whether they would like to be assessed as supporting lodgings hosts.

2.2.21 The Executive Director chairs the Pan London Programme Board overseeing delivery of the following programmes:

- Development of Pan London Commissioning Vehicle
- Resettlement and alternative to youth custody provision
- Rees centre research to inform Pan London commissioning focusing on: Mother and baby residential; Complex adolescence including those at risk of exploitation; ASD, behaviour and/or mental health issues; and Sexually harmful behaviour
- Secure children's home provision
- Mother and Baby residential units

- SEMH/ASD provision
- Vulnerable adolescents programme

2.2.22 This programme is about transforming the placements landscape in London to drive improved corporate parenting, efficiency and effectiveness

### **Children's mental health and wellbeing**

2.2.23 The impact on children's mental health and wellbeing has been seen nationally and locally. Our local survey highlighted this as a key area of concern; 40% of children surveyed considered that the effect of the crisis is harming their mental health. There has been an increase in anxiety related presentations to our Barnet Integrated Clinical Service (BICS) and to KOOTH (our commissioned online counselling service), which has reported a 25% increase in demand. BICS has set up a help line and are delivering workshops and groups as part of an extension to their offer which will continue with the additional transformation investment.

2.2.24 Additional CAMHS transformation money has been invested into the Mental Health in Schools teams to provide additional support. Investment into parenting assessments has been made and £50K of government funding for return to school has been invested into further Schools Campaign.

2.2.25 Over 80% of childcare settings are now open and the most recent DfE submission showed 3,398 children are attending Early Years settings, 636 of these were children of key workers and 184 are vulnerable children. Only 6 settings (3%) are planning on remaining closed until September. LB Barnet nurseries at Newstead and Greentops have provided childcare services throughout the lockdown period. The Early Years team have been working with the Early Years standards team (Cambridge Education) to support with Risk assessments for providers. Network meetings have been held with all settings.

2.2.26 Six Children's Centres have remained open for midwives to deliver face to face services to the most vulnerable families. Children Centre staff have regular phone contact with families registered and have contacted all families on the new birth data list since lockdown. Children Centres organise virtual sessions such as rhyme times, cooking and story time. These, together partner services, are shared through Facebook pages. A virtual timetable has been developed for the summer, with some small face to face groups for the most vulnerable families taking place in August. The programme of summer activities has now been uploaded to the Council's Website and Children

centres Facebook pages. This borough-wide programme offers a blend of interactive on-line, sessions, pre-recorded on-line materials, telephone support, as well as targeted face-to-face sessions. The Face-to-Face sessions include buggy walks for the most isolated parents with young children, and school-readiness workshops.

2.2.27 Children's Centres have been working in partnership with Young Barnet Foundation, Libraries and Health to deliver activity packs to the most vulnerable through Foodbanks, Home Start and Burnt Oak refugee service and have delivered over 750 packs.

## **Life Chances**

2.2.28 In July 2020 the number of working aged adults claiming work related benefits was 18,105 which has tripled since February 2020 (6,455). Young people are at significant risk of economic hardship with 18-24-year olds claiming benefits up from 2.5% in July 2019 to 9.5% in July 2020 and seventeen-year olds are more likely to be furloughed. Our care leavers in education, employment or training has decreased by almost 10% compared to last year. The effects of this will have wide ranging impacts on many outcomes including skills to enter the job market, access to good quality housing and health and wellbeing. These issues will be addressed through a refreshed "Life Chances Strategy". A survey was completed to inform the strategy, with 737 young people responding. Key headlines are:

- The majority of young people consider the effect of the crisis to be harming their long-term education (53%), followed by doing much less physical activity (52%) and their mental health and well-being being affected (40%)
- Young people say they were most worried about their education and exams (58%) during lockdown, followed by staying safe from the coronavirus (34%) and their mental health and well-being (33%)
- The majority of young people think more support should be provided for dealing with stress and isolation (53%) followed by activities and exercises for children while at home (45%) and close and regular contact with teachers (44%)

## **3 Children and Young People Plan**

3.1 The following sections provide an update on progress against the Children and Young People's Plan (CYPP) 2019-23. The CYPP was structured around seven outcomes and the updates are structured accordingly. They have been provided by the partners which are members of the Children and Young People's Partnership Board. Family Services updates are not included here as they are set out in the Recovery Plan.

## **Family and Belonging**

- 3.1.1 Complex care partnership continues to work well. There has been improvement in the prevention and early help response for families with signposting of the appropriate provision when relevant. Barnet Clinical Commissioning Group (BCCG) continue to review the risk register in partnership meetings to ensure oversight and appropriate actions.
- 3.1.2 There has been a strong partnership response, through the complex care partnership meeting, to the COVID-19 pandemic including the identification of children, young people and families needing extra support. This has allowed for the development of Outdoor Spaces to allow families access to outdoor space.
- 3.1.3 The launch of Fit and Active Barnet (FAB); a campaign that encourages and inspires residents to include more physical activity into their day has proved very successful. The campaign represented a diverse range of residents to reflect the population, including age, race and disability. As of March 2020, 27,071 residents had registered for a FAB card, representing a 6,192 (29.7%) increase since 2019. 50% of members are aged 5-16yrs. Barnet's commitment to registered carers, looked after children, and care leavers provides them with enhanced benefits to the FAB Card including free swimming at any time.
- 3.1.4 The virtual London Youth Games (LYG) took place over four weeks in June/July, giving children and young people the chance to represent the Borough in a series of sport related challenges. Barnet placed 5th overall, the highest overall position in our history to date.

## **Safe and Secure**

- 3.1.5 This outcome is covered in the above sections on Family Services Recovery Plan.

## **Health and Wellbeing**

- 3.1.6 The Adolescent Crisis Team (ACT) provided essential support to the North Central London (NCL) crisis pathway through the COVID-19 response and continue to do so as CYP's mental health needs rise in this phase of the pandemic and with the return to school. A 24/7 crisis hotline was set up in the first phase of the pandemic response.

- 3.1.7 By March 2020, 101 members of school staff were trained youth mental health first aiders in Barnet exceeding the target for the financial year. Youth mental health first aiders training been paused during lockdown, however, the majority of schools in Barnet now have a youth mental first aider.
- 3.1.8 The Healthy Child Programme (HCP) provider has continued to deliver HCP health checks throughout lockdown (virtually but providing in person consultations where there were safeguarding or other concerns).
- 3.1.9 Barnet public health has worked with the BCCG and other partners to promote routine childhood vaccination during lockdown, focussing on 0-4 year vaccinations that have continued to be delivered by GP practices throughout the crisis.
- 3.1.10 Health Education Partnership (HEP) continued to support schools throughout lockdown, including support for the healthy schools award programme (with good continuation of the awards programme from early years), teacher training sessions, and resources to help schools support children's emotional and physical health.
- 3.1.11 The YP sexual health promotion service has continued to deliver support and education throughout lockdown remotely, including outreach to vulnerable young people and training sessions for school staff.

## **Education and Learning**

- 3.1.12 Attainment in key stage 2 was a real strength with Barnet CLA outperforming the same group at the expected standard both in the DfE region and nationally. Reading at greater depth was also a strength. The proportion of pupils reaching the expected standard in Reading Writing and Mathematics is roughly in line with 2018. Looking at the attainment of CLA in Barnet with no special educational needs (5 children), 100% met the expected standard in all areas. Barnet's progress score for Reading Writing and Maths is better than all comparators. Barnet's Rank for progress is within the top 10% of Local Authorities for all three measures. Barnet is ranked 1st for progress made in maths, 3rd in Reading and 5th in Writing (out of 151 LAs).
- 3.1.13 The Risk of NEET (RON) programme has now ceased August 2020 due to lack of funding and will not be continuing next year. The young people identified as Risk of NEET from September 2019 have been tracked throughout the COVID period and 90% of students have intended destinations for September 2020. We continue to work with the other 10% to identify a range of opportunities. Young people have been signposted to Barnet and Southgate College and other local providers.

3.1.14 Barnet has seen a large improvement in the attainment and progress of SEN pupils at KS4 - both for pupils receiving SEN Support and pupils with an EHC Plan. Achievement for SEN Support pupils is in the top 10% nationally.

3.1.15 100% of on time Barnet applicants received a statutory offer on primary and secondary National Offer Days, 2020. In the primary phase, 4,281 Barnet residents applied on time for Reception 2020 place; an increment of 109 compared to the previous year. Approximately 84% of Barnet children were offered a Reception 2020 place at their top choice school. In the secondary phase, 4,300 Barnet residents applied on time for a secondary 2020 place; 85% were offered a place at their top choice school.

## **Culture**

3.1.16 Barnet Youth Board has expanded the membership over the last 12 months through work with schools and organisations to ensure that young people from across the borough are well represented. Members are aged from 11-18 years (up to 25 with additional needs) and represent a wide variety of socio-economic and ethnic backgrounds.

3.1.17 Our UNICEF Child Rights staff survey received 211 responses. The study revealed that 21% of respondents have received training on children's rights while 98% said using a child rights-based approach makes it easier to challenge decisions that they think are not in the child's best interest. 54% see local authority leaders using a child-rights based approach to shape their decisions.

3.1.18 Barnet's approach to healthy streets is included in its Long-Term Transport Strategy. The final version will be presented to Environment Committee in September 2020 for approval and adoption. This strategy outlines what the council is planning to do to support delivery of the Mayor of London's Transport Strategy.

## **Co-Operation and Leadership**

3.1.19 Our Children in Care & Care Leavers survey received responses from 73 children and young people. The findings show 87% of children in care enjoy their education while 98% of children feel involved in decisions about their life and 83% of care leavers feel confident about managing their finances

3.1.20 As part of our commitment to fully represent young views, young people from across all forums (Barnet youth Board, Youth Assembly, #BOP [Children in

Care Council] and BING [SEND forum]) have had the opportunity to be involved in the following:

- Public Health consultation
- Library services consultation
- Barnet New Local Plan consultation
- Communications team Mental Health campaign
- Barnet Transport Strategy consultation (online question due to being unable to run the workshop face to face due to Covid-19)
- Covid-19 Young People Online survey

## **Communication**

3.1.21 Children and young people (CYP) have been adversely affected by the COVID-19 lockdown. The Communications team has ensured that CYP have been a target audience in the council's communications response to the emergency. Within a week of lockdown, essential information was provided for children and parents on what was happening, particularly to education arrangements. As Barnet moved out of lockdown, and settled into the 'new normal', a communications plan is in place to help young people adjust and cope.

3.1.22 August has seen the launch of the first CYP mental health campaign, timed to coincide with A-Level and GCSE results days. The campaign promoted the Kooth counselling service for people experiencing stress and anxiety. Campaign activity included posters at 200 bus stops and street display sites in the borough, targeted social media promotion, advice feature in Barnet First magazine and newsletter, and information sent to schools.

3.1.23 A dedicated Instagram channel has been launched for children and young people. Following a consultation with a panel of young people, it has been named '@BarnetYouth\_' and is targeted at 13-25. The content aims to inspire and influence CYP, focusing on education, careers, the arts and sport. We have recruited some superb influencers, including Olympians, entrepreneurs, and advocates for a range of social causes.

## **4 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

Not applicable.

## **5 POST DECISION IMPLEMENTATION**

5.1 Following the Committee's comment on the strategy and progress against priorities updates will be made accordingly. Regular monitoring of progress against the priorities will be carried out by the Senior Management Team with quarterly reports to CMT. The annual refresh of our self-assessment will be undertaken and reported to the November committee meeting.

## **6 IMPLICATIONS OF DECISION**

### **6.1 Corporate Priorities and Performance**

6.1.1 Family Friendly is a Corporate Plan outcome and a corporate recovery priority

6.1.2 The approach taken supports the corporate and committee aims to:

- Maintaining good or better services
- Improve services for children and young people and ensuring the needs of children are considered in everything we do.

### **6.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

6.2.1 Additional Spend because of COVID-19 and recovery is being tracked by the services and as of end of July, the actual additional spend so far was £830k. Further spending has been forecasted to meet additional pressure on Family Services, this includes lost income for Cambridge Education, and increased costs for services, key areas are placements and 18-25 provision. Additional investments have been made to services to aid recovery: Elective Home Education; Mental Health; Back to Schools campaign; and for Mental Health in Schools team.

### **6.3 Social Value**

6.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

### **6.4 Legal and Constitutional References**

6.4.1 Local authorities have specific duties in respect of children under various

legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings. Under the Children and Families Act 2014, local authorities must consider how the child or young person can be supported to facilitate their development and to help them achieve the "best possible educational and other outcomes

6.4.2 The Council's Constitution, Article 7 notes that the Children, Education and Safeguarding Committee has 'Responsibility for all matters relating to children, schools and education.'

## **6.5 Risk Management**

6.5.1 Risk are recorded on the Family Services Risk Register and monitored each quarter by the Senior Leadership Team with escalations to CMY if necessary. There are three key risks to recovery: Lost learning, as parents may choose not to send their children back to school due to safety concerns; The decision to stop free travel for under 18s on London transport network may impact young people in Barnet; There may be a surge in demand for services as all children return to school.

## **6.6 Equalities and Diversity**

6.6.1 The 2010 Equality Act outlines the provisions of the Public-Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

6.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

6.6.3 Protected characteristics will be reviewed as part of the needs assessments and any changes to provision will be subject to an Equalities Impact Assessment.

6.6.4 As the long-term impact of COVID-19 is materialising, we will track the potentially disproportionate impact on our children, young people and families in our regular performance monitoring.

6.6.5 We will be also be looking at ethnicity data to try to understand whether families

are receiving early help interventions at the right time due to some disproportionality showing in the data.

6.6.6 Proportionally more boys are on CIN plans, and more girls on CP plans. There has been a reduction in CSE, which last year was the reason for more girls on CP plans, so we are revisiting this.

6.6.7 As a Council we have also responded to the Black Lives Matter movement. In the initial stage, we held workshops with our staff and we are currently taking actions forward.

## **6.7 Corporate Parenting Principles**

6.7.1 In July 2016, the Government published their Care Leavers' strategy Keep on Caring which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require all departments within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'

6.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;
4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
7. to prepare those children and young people for adulthood and independent living.

6.7.3 The needs of children in care and leaving care have informed the recovery priorities.

## **6.8 Consultation and Engagement**

6.8.1 Consultation and engagement with young people is central to social work practice and service improvement across Family Services.

6.8.2 The Recovery Strategy and priorities have been informed by:

- Engagement with Family Services Senior Management Team
- Consultation with the Children & Young People's Partnership Board

6.8.3 The Young Persons 2019 Survey was a regular face-to-face survey of 500 Barnet young residents aged 11-18. Results of the survey looks at the reputation, service and local area perceptions, as well as a range of demographic and usage indicators.

6.8.4 The Young People's Online 2020 Survey was conducted with Year 5, Year 6 and all secondary school students in light of COVID-19. 853 young people responded. The results highlight concerns and worries and provide useful information to support young people, which will be used to inform a revised Life Chances strategy.

6.8.5 Barnet now have 2 members of Youth Parliament (UKYP's) and 2 Youth Ambassadors following elections held in early 2020. All are members of the Children and Young People's Partnership Board providing important voices in the decisioning making process.

6.8.6 To ensure a successful transition into independent living, some young people may need additional help. We have developed an offer for these young people through our Moving Forward project, were young people stay in shared accommodation with other young people and receive targeted support preparing them for independent living. We are now piloting it at a 4-bed property in West Hendon. 3 young people have this far moved in, and have recently been interviewed to hear their views, and to help explore ways of improving the service as well as plans for future properties. They will be interviewed a second time before they move out of the property.

## **6.9 Insight**

6.9.1 Data from Performance Matters and weekly data reports have informed the strategy as well as national and local priorities for recovery.

## **7 BACKGROUND PAPERS**

7.1 None.

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# Family Services

Document Title	
<b>Document Title</b>	<b>COVID-19 Family Services All About Me Recovery Strategy</b>
<b>Document description</b>	<p>This document sets out our strategic recovery priorities and intentions for service delivery as restrictions are eased and we enter a new operating model. Including what services and practice will be restored and what will be retained because of a positive impact during P1 business continuity practices. It sets out a 5-stage recovery plan for each service area within Family Services.</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Corporate Parenting</li> <li>• 0-25 Disability Service</li> <li>• Clinical Service</li> <li>• Support Services and Commissioning</li> <li>• Libraries</li> <li>• Education and Partnerships</li> <li>• Schools including early years setting, primary, secondary and special.</li> </ul> <p>Family Friendly is a cross cutting council priority and recovery theme workstream. This strategy will cross reference to other recovery activity that fall within the workstream which includes:</p> <ul style="list-style-type: none"> <li>• Recovery of parks</li> </ul> <p>To be read in conjunction with Family Services COVID-19 P1 Service Delivery, Business Continuity Plan and P2 Rota; Five-point recovery plans for each service area; and Greenspaces &amp; Leisure Recovery Programme (Green Spaces workstream) documentation.</p>
<b>Document Author</b>	Collette McCarthy

Version Control	
<b>Document production date</b>	May 2020
<b>Document Currency</b>	To be reviewed in line with the Family Service's COVID-19 P1 Service Delivery and Business Continuity Plan; service area recovery plans and Greenspaces & Leisure Recovery Programme.

Clearance Process	
<b>Quality approver</b>	<b>Date:</b>
Name of person and title responsible for the quality and appropriateness of the document – this should be service manager or above	Collette McCarthy
<b>Release approver</b>	<b>Date:</b>
Name of person who approved the document to be added to the document bank – this should be the Head of Service or above	Family Services Senior Leadership Team and Family Friendly SMT Sponsor

Change Control	
<b>Responsibility for approval of changes to this document</b>	Family Services Senior Leadership Team and Family Friendly SMT Sponsor



## Introduction

Children are at the centre of everything that we do and we continue a relentless focus on our “All about me” practice model and Family Friendly Council. The full impacts of the COVID-19 pandemic are not yet known but emerging data from sources such as the ONS indicate a new “child poverty and mental health emergency” in the UK. This is emerging in Barnet, we are seeing an increase in anxiety related presentations to the BIC service and the KOOTH on line counselling service and the number of young people in education, employment, training. Families are facing increasing pressures due to a strain on finances, the stress of isolation and managing childcare demands alongside work commitments. Children are missing a significant part of their education and for some the vital safety net of going to school is no longer there and access to other activities and outdoor spaces has also been limited. This document sets out our strategic intentions to support children and families to flourish and for our services to deliver in a new state of “normal” within a family friendly council.

Everyone involved in promoting the welfare, protection and care of children and young people have worked extremely hard in the face of unprecedented challenges to support the most vulnerable during this period. Staff from across the service, and with our partners, have come together to deliver services in new and creative ways ensuring that universal and early help services remain operational with a continued focus on prevention and early intervention while continuing to safeguard our most vulnerable children and young people. That is why vulnerable children attending schools has increased from 13% at the beginning of lockdown to 42% (July 9<sup>th</sup>), which is in line with the national picture, and we are performing well or better across key indicators including timeliness of decisions, statutory visits and conferences. Placement capacity is stable meaning that we have continued to be able to respond to demand already in the system and COVID-19 related placement needs. Quality remains a critical focus and supervision levels are satisfactory, and for some teams improving, and management oversight remains robust.

Our library service has delivered an enhanced on-line a digital offer while the buildings have been closed which has enabled access to a much wider range of online activities and learning materials than was available previously and has proved extremely successful. The library services, that are accessed via a building, will gradually resume in line with Government guidance and local appraisal of risk and resources.

We are now through the initial phase of managing the impact of the pandemic and our response to the social distancing measures, through the new ways of working, (COVID-19 P1 Service Delivery) are well embedded. We have not seen the severe impact on the workforce as predicted or the expected rise in demand across the system. However, we anticipate a spike in demand across the system as children begin to return to school and the economic impact starts to bite and this needs to be planned for. It is widely accepted that returning to normal is unlikely to happen, in the foreseeable future, and the fact that how things were may never be the same. This does not mean that things will not be good just different and in some ways improved, as there is agreement that some things have worked better and been more effective than before. We have moved through the immediate response to the crisis and have maintained service continuity and supported our most vulnerable. Planning to exit lock down and delivery of longer term ambitions for our Family Friendly council has begun. This strategy sets out how we will approach our Family Friendly recovery through the implementation of recovery plans for each service area and the delivery of a set of strategic intentions. The initial scope for this strategy focuses on the restoration of family services including schools, early years and libraries and the restoration of parks. Though the Green spaces & Leisure Recovery Programme. There is opportunity to bring in other parts of the council and partner services to deliver wider and longer-term ambitions to meet our strategic intentions.

## Restore, reinvent, retain

Not everything about how we have been working during this unprecedented time has been negative, indeed many things have worked better and some things less well. We want to capture that learning and retain the best of it while restoring what we can of what was good before. Across the council services are beginning to plan for recovery and an exercise was undertaken by each service to identify what practices they would Restore, Reinvent or Retain. Some of what we identified is consistent across the council such as reducing bureaucracy where we can, retaining home working, and creative use of technology to deliver services. The outputs of this exercise and some anecdotal feedback from staff have informed our strategic to approach to recovery recognising that this will be an evolving picture that will be reviewed on a regular basis.

Any changes that we make will assess the risks and mitigations that are required. We will consider and align with the Government's recovery strategy as much as we can but will also be guided by local circumstances so that what we do is done at the right time, is fit for purpose and safe for our workforce and the children and families that we support. To that end each service area will have a 5-stage plan which sets out the services and practice that will be reintroduced to reach full restoration, notwithstanding that might be different to pre COVID delivery.

## Implementation, monitoring and reporting

The Children and Young People's Partnership Board remains the strategic body with responsibility for the delivery of Family Friendly across the Council and wider partnership. The partnership is responsible for ensuring that new policy, strategy and service developments are designed to deliver Family Friendly outcomes for e.g. The Local Plan.

We will deliver the Family Friendly corporate recovery priority through the recovery plans and delivery against our strategic priorities and recovery intentions set out in this document. Monitoring will be carried out by Family Service's SLT, which will act as the Family Friendly Recovery Steering Group. Family friendly priority is a specific strategic intention that cuts across all council business and the wider partnership. The leads for other workstreams that are in scope for delivering against this priority: Greenspaces workstream (Greenspaces & Leisure Recovery Programme) will provide an update and, as necessary, attend the steering group for discussion, monitoring and agreeing updates to the Children and Young People's Partnership Board and the Corporate Recovery Steering Group. Risks associated with delivery of the Family Service's Recovery Plans, and the Strategic Intentions will be added to the existing Family services risk register under Family Friendly risks and monitored through the SLT steering group. Risks associated with the Greenspaces workstream will be documented in the Greenspaces & Leisure Recovery Programme documentation, to avoid duplication, and shared with the Family Friendly Steering Group (SLT).

## Strategic Priorities

We have six strategic priorities:

- 1. Supporting children to return to school/learning**-missed time in school is a concerning not only because of the impact on educational outcomes and impact on future life chances but because of the protective factor that attending school provides for vulnerable children and those that need safeguarding.
- 2. Children's safeguarding remains the highest context**-Ensuring capacity to respond to an expected surge in demand so that children's assessments are completed in time, visits remain in line with children's plans and other key safeguarding indicators remain strong.
- 3. Supporting Corporate Parenting**-Remaining in close contact with our care leavers is important to reducing the negative impacts of the pandemic on this group of young people. Ensuring sufficiency of quality placements to support stability and mitigate against any impacts on supply is critical to recovery.
- 4. Children's mental health and wellbeing**- ensuring services have capacity is critical to responding to the increase in demand experienced since the pandemic.
- 5. Life Chances**-lost days in school cannot be reversed and for some will have an impact on future life choices and chances. Young people are disproportionately impacted in the employment sector and are more likely to be furloughed. Families are facing increased financial hardship which will impact on childhood poverty and its negative impacts on a range of outcomes.
- 6. Parks and Greenspaces**-access to quality outdoor space is critical for health and wellbeing of children and their families particularly for families who live in poor housing. Being outdoors and taking regular exercise has a positive impact on childhood obesity and mental health.

## Recovery Intentions

**We will support children and young people to develop and flourish**

Children of all ages have missed out on a significant amount of time in school and early years settings which will impact on their learning and social and emotional development. We have done well to maintain a network of schools that have been able to offer provision to key workers and

our vulnerable children and young people. For children with SEND the impact of missing schools can be significant and we have maintained a range of services. In a recent visit the DfE, NHS(E) and SEND Advisor it was concluded that *“the Barnet’s response to Covid 19 has been strong in comparison to many other areas. I am unaware of any significant initiatives taken elsewhere that have not been taken in Barnet”*

For some children attending school is a vital part of safeguarding and is a significant protective factor. Our schools and social workers have been working together to risk assess and encourage school attendance and this joint work will continue throughout the gradual reopening of schools.

Getting children back to school is a critical part of our strategy and have implanted a “Barnet Back to School” campaign to support, children, young people, parents and carers and education staff transition back into the class room. We recognise that this is not possible for all of Barnet’s children either because of the phased return, parental preference or other reasons such as health vulnerabilities. For those children we will put in place other ways of engaging them in learning and other opportunities to support their development, for example through the provision of lap tops and 4G routers and the outdoor spaces project. We will work with schools to fully reopen in September and provide the wrap around support that is needed to ensure children are fully supported. The pandemic has highlighted that there are a number of children and families that are experiencing digital exclusion which we will address.

We are seeing negative effects on employment and training opportunities particularly for the 18-24 cohort. Economic wellbeing outcomes will be less good which in turn will impact on ability to access good quality housing, food and afford things that will help them stay connected such as laptops. Inevitably this will have a negative effect on mental health and wellbeing for some young people. We will need to work closely with local training organisations and employers to develop opportunities for young people and ensure they have the skills that the jobs market needs to increase their employability chances. These issues need to be addressed urgently through a reinvigorated “Life Chances Strategy” so that it addresses the current issues and priorities. We will commission a survey so that it is informed by what children and young people tell us.

Nationally and in Barnet we are witnessing an impact on children’s mental health and if we want our children to flourish this need addressing urgently. In Barnet we are delivering our CAMHS Transformation plan and have a strong early help offer delivered by the council through the Barnet Integrated Clinical Service (BICS). We also commission a range of services including KOOTH an online counselling service. We are seeing an increase in anxiety related presentations because of worries related to COVID and the effects it is having on job, schooling and exams, family life and worries about loved ones. We will continue to invest in these services and will monitor demand closely and increase capacity to ensure that no child or young person is without the help and support they need.

### **We will ensure Barnet is Family Friendly**

In the 2019 Young People survey 84% of young people said they felt that Barnet is a family friendly place to live and we want that to continue. Family life has been disrupted in different ways and given its cross cutting nature many services have a role to play in maintaining Barnet as a family friendly place to live. We want to maintain good, outstanding schools, attractive open places and parks to visit, leisure opportunities including restoring libraries and good quality housing.

Critical to Family Friendly is access to parks so that families can benefit from the myriad of benefits to health and wellbeing. The global pandemic and subsequent lockdown measures have highlighted the valuable contribution Barnet’s parks make to residents’ mental and physical health. With alternative

venues closed indefinitely, parks have provided a key service in ensuring residents are able to carry out daily exercise whilst observing social distancing guidelines.

The Parks and Open Spaces Strategy (POSS) sets a clear and ambitious vision:

*“Barnet’s greenspaces will be amongst the best in London, and LBB is seen as a national leader in the provision of suburban parks. It is committed to ensuring that its greenspaces deliver a wide range of economic, social and environmental benefits to all those who live, work in and visit the Borough.”*

There are two workstreams within the Greenspaces & Leisure Recovery Programme workstreams that will have a positive impact on ensuring Barnet is Family Friendly: the S106 Area Committee Programme which is responsible for delivery of developing a forward plan for the improvement of parks; and the Volunteers and Friends Groups workstream which will deliver increased use of parks and increased volunteering.

Libraries are another community resource that benefits the entire family by creating opportunities for engaging in learning and social activities, and access to a wealth of reading and educational materials. The enhanced online offer has proved extremely successful this will continue alongside the gradual restoration of other aspects of the library service.

### **We will support the workforce to transition to a new operating model**

We have not seen the impact on staffing capacity and the level of disruption to services that was first envisaged. Our resilience indicators have remained at a level 2 consistently and most services continue relatively normal, albeit a virtual model, levels of delivery. However, we do have c150 staff self-isolating due to long term conditions which is a key consideration in ensuring the health and wellbeing of these individuals as we gradually return to a level of normality. We have carried out risk assessments for home working, office and outside spaces which have been shared with staff by their Team manager and Head of Service who will provide assurance of implementation to SLT. We are also carrying out risk assessments on individuals when needed, in line with corporate guidance.

Family Service’s staff took part in a [COVID19 staff survey](#) in May. These are the published [results](#) which indicate some very positive findings in terms of how staff are feeling and are in the main in line with the overall response. The highlights include: most staff reported that they struggled with IT at the time of the survey, although that has since improved dramatically; most staff have adapted well to working at home, citing reduced travel time and better work-life balance as the top two benefits; most staff have adapted to remote working and are still able to work as part of a team and feel connected; staff said they felt well-informed and that they were most interested in hearing about recovery and exiting lockdown, support in remote working, and the councils’ overall COVID19 response. We will continue to promote and encourage staff to use all the main communication channels, such as the Grapevine and, First Team emails and DCS messages to stay engaged and up to date on developments.

Most of you said that you wanted to keep some of the things that we have been doing differently in lockdown. Now is the time to start talking in your team meetings and 121s with your managers and how this might look in the future.

There were a couple of things highlighted that I would like you to concentrate on – it concerns me that you most of you were either not aware or didn’t use the [home-working self-assessment](#). I’ve talked a lot about your wellbeing, and this includes your physical health, so please take time to do that now. Some of you said that you didn’t have access to PPE, so I have reattached Update 34 that tells you how and when to access it

We have been very mindful of the emotional impact on staff whether they are continuing to be out and about in the community, working from home or in self-isolation. That is why we have identified a lead for staff wellbeing and are providing materials for staff and managers and information on support available and this will continue into recovery phase and beyond. To support colleagues working in schools manage the transition we will develop a support network for schools whereby a clinical practitioner from the BIC service is assigned to each school.

A spike in demand across the system is anticipated as we move into recovery and as more children return to school. We are working with corporate HR to develop our recruitment strategy which will be based on our “grow your own” approach, the option of overseas recruitment and will identify additional capacity required. While this is being developed we will continue to recruit and use virtual means to do this.

We are also developing a fostering campaign to ensure we continue to have capacity to support current and future demand and that internal fostering is the point of first choice for most placements.

### **We will support each other**

Supporting and staying in touch with colleagues is important for mental health and wellbeing and maintaining a resilient workforce is vital to recovery. Being away from the office has its positives but can also be isolating for some people. Staff have come together in new ways to stay connected and provide vital peer support. SLT/SMT have been staying in touch through skype and teams have used this for meetings and supervisions. Other less formal staying in touch activities have included virtual coffee catch ups, regular on line get togethers, team videos and challenges. We will continue to use technology for team meetings, supervisions etc and encourage informal activities as means of staying in touch and to add a splash of fun to what is a challenging time.

Our lead for staff wellbeing has developed a support offer for staff including self-help materials, consultations and blogs which will continue.

The DCS messages have worked well in keeping the workforce updated with key messages and connected to what is happening within and external to the council. This is something we will retain during recovery and into business as usual.

### **We will support flexible and remote working**

We will continue to adopt a work from home when you can policy and will support staff to do that, linking in with cooperate colleagues on issues with IT etc. to ensure that staff have the technology required for them to do their jobs. We will use corporately approved platforms such as Microsoft Teams to facilitate mobile working. Feedback from staff has been that working from home has been less stressful and freed up time so they feel more on top of their work and that the technology, when working well, has had a positive impact on engagement with both families and colleagues. To do their jobs staff have been flexible with the hours that they work to manage childcare and other demands. This will continue during the recovery phase and will need to be considered alongside the changes to office working as capacity for hot desking will be reduced.

### **We will develop a safe office environment**

There will be times when staff are required to be in the office and this is likely to increase as we move through the recovery phase and settle into a steady state of delivering in new ways. We will retain a mixture of remote and onsite working in line with guidance and will work with corporate colleagues to ensure a safe working environment adhering to emerging guidance on social distancing.

The move to Colindale means we will have a reduced desk to staff ratio. This will reduce further in line with social distancing and we will need to agree what measures will be put in place to manage the number of staff in the office at any one time such as limiting attendance in the office to two members for each team and re-establishing the P2 rota. Individual services/teams will need to plan how this is managed guided by a set of principles informed by safety guidance, available capacity and agreed by SMT.

### **We will continue to use technology to support practice**

The use of WhatsApp, skype, ZOOM for Business and Microsoft Teams have all been central to maintaining service delivery. It has enabled social workers to stay in touch with families where physical visits have not been possible and has enabled child protection conferences, LAC reviews, MARAC and panels to continue. One social worker reported that they have had more time to spend with families in a meaningful way.

*“With regards to what works well for me I am a permanent member of I and P 7 Safeguarding social worker. I have enjoyed the video calls to children and have felt that I actually have a lot more time to talk to them in a meaningful way than always rushed in their homes after battling through traffic. I am still undertaking face to face visits but am using the video calls in between this”*

Video conferencing has worked well in bringing looked after children into their reviews enabling them to contribute more. Multi-agency attendance at virtual conferences and panels has been better than pre COVID which has enhanced collaboration. The frequency of supervision has been maintained and improved in some cases using technology.

Although using technology is no substitute for face to face meetings and contact with families it can add value particularly in improving attendance by reducing the need to travel and for engaging young people and staying in touch in between planned visits and reviews. We therefore support this to continue in a planned way and will amend practice standards accordingly.

Support and training for EHM and LCS has also been delivered through a range of technology enabled solutions, including live streaming and webinars and have proved successful and will be maintained.

### **We will streamline reporting and data**

The use of a streamlined set of key indicators has worked well for daily reporting. Although the frequency of reporting will reduce in line with London resilience requirements we will consider how to retain a more composite set of data reports into recovery phase and business as usual which focuses on what matters most, and introduce single points of contact for data analysis with clear process for how this is shared and checked.

### **We will restore services when and however possible**

Although most services have been maintained, albeit in different ways, some services have been reduced in line with P2 service planning for example children’s centre services. We will plan to restore these services while adhering to emerging guidance and will put in place plans that draw on learning from how schools have approached this and that are phased accordingly. Each service area within Family Services will develop a five-point recovery plan. A key aspect of practice will be restored as part of recovery-1:1, Family and group work and children seen by professionals in the home, school and in the community where it is practical and safe to do so.

We have been staying in touch with providers to monitor the impact on their services and to support them maintain delivery wherever possible. This has included working with providers to expand provision to ensure sufficiency of placements and joining up with regional consortium to avoid duplication of information and reduce burdens on placement providers. We have established a system

for identifying and assessing financial support needs on a provider by provider basis. We will continue this work with our commissioned services to support them to restore services as appropriate.

Libraries have continued to offer an enhanced digital offer which has been successful. There will be a gradual reintroduction of services starting with the Home Library service and we will introduce a “click and collect” services from the four core plus libraries. Other services will be resumed when it is safe and practical to do so following the 5-stage recovery plan.

**We will continue to collaborate across the system**

During this time good communication and joined up working has been more crucial than ever. Work with the community and voluntary sector through the support hub work has created new and strengthened links which should be retained. We have also seen increased collaboration at sub region and pan London level on resilience planning, placement planning and supply and distribution of PPE. We want to maintain these networks and make the most of new opportunities that will benefit families living in Barnet, in particular the joint approaches to working with providers being led by the west London consortium and sponsored by ALDCS.

**We will review our strategic plans to ensure they remain fit for purpose**

We need to plan for life being different with new and emerging issues and set of impacts brought about by the pandemic. For example, we know that children’s mental health is as important as ever although the things that concerns young people might have changed, and we know that there will be a significant economic impact which could mean increased numbers of children living in poverty. To that end we will review our plans and strategies to ensure they reflect the current context and emerging priorities starting with the Children & Young People’s Plan and Life Chances Strategy. To inform this we will commission a young people’s survey.

DRAFT

# CORPORATE PARENTING Annual Report 2019-20



## INTRODUCTION

This report seeks to inform Members about the progress and outcomes for children in care and care leavers in Barnet for the period April 2019 - March 2020. It has appendices for the Annual Independent Reviewing Officer report, the Annual Fostering Report, Annual Adoption Report and Annual Virtual School Report.

At the start of 2019-20, Barnet Children's Services was on an improvement journey, following our Inadequate Ofsted Inspection in 2017. Barnet Council took considerable steps to transition and strengthen services at pace. At the heart of the improvement journey was the resilience-based practice approach we have implemented which holds the child central and builds on their strengths. In May 2019, a full Inspection of Local Authority Children's Services (ILACS) took place. Inspectors found the service to be 'good' across the four inspection domains:

- The impact of leaders on social work practice with children and families
- The experiences and progress of children who need help and protection
- The experience and progress of children in care and care leavers
- Overall effectiveness



### **Nadhim Zahawi MP - Parliamentary Under-Secretary of State for Children and Families said...**

"Ofsted's inspection report highlights numerous examples of strong practice across the service. The council has developed a well-integrated early help service that gives access to a broad range of preventive and targeted support, underpinned by strong partnerships. Staff are tenacious and thoughtful in their work, know their children well and are prepared to go the extra mile to ensure vulnerable children are well supported in all circumstances. I am also delighted to hear that there is suitable provision for care leavers who are well supported and have access to a good range of suitable accommodation."

Building on our momentum, 2019-20 has been a year of taking stock, reflecting on our service and developing our service; actioning our recommendations as we continue our journey to providing excellent services to our children and families consistently. Key areas of focus have been; ensuring that the children in our care remains central to all we do and plan; developing our placement sufficiency offer so that children are moved to the right care arrangement first time; strengthening their opportunities and educational outcomes through collaborative partnerships and innovations; ensuring we maximise opportunities and life chances for all our care experienced young people.

The year ended with the start of the global COVID-19 pandemic. We had to shift our thinking and planning very quickly and flexibly to adapt to new ways of working in what we now know have been unprecedented times, ensuring our children and carers continue to feel held, contained and supported and prepare for the unknown in relation to children that may need to be in care, children who needed to be moved and the impact of the anxieties that the pandemic created. We efficiently adapted to new ways of remote working to ensure children, young people and families could safely remain in contact with professionals, while we also planned for face to face contact with vulnerable children in the immediate and longer term so we can ensure that they are sufficiently safeguarded from harm.

In 2020-21, we continue to work in new ways, adapting as circumstances evolve consistently ensuring that children are safe, carers are supported and we enable children to access learning and support as needed. Moving forward recovery planning will be everyone's focus with schools reopening and lockdown restrictions easing, but also understanding and planning for the economic downturn affecting our children, young people and families.

Throughout 2019-20, and moving into 2020-21, our work has been underpinned by our five pledges for our children in care and care leavers:

## OUR PLEDGES:

### Pledge 1: A Good Education

We want every child to achieve well at school and college and will help them reach their potential.

We want to continue to achieve:

- Excellent education results; for our average Progress 8 score looked after children, Barnet was ranked 18th in 2019, out of 151 Local Authorities; and we are in top 10% for end of Key Stage 2 and GCSE's progress. 8% of care leavers continued to higher education compared to 6% nationally. We are ambitious for our children in care, and we want to see more children go onto to A-levels every year. In 2019/20, 5 children in care completed A-levels
- Each child keeping their school/college consistent wherever possible - Barnet has a lower rate of fixed term exclusions for children in care compared with the similar group nationally
- Successful partnership working with the Virtual School and schools/colleges to improve attendance and further strengthen the personal education plans
- Successful Transition Hub within the Virtual School, developing it further to enable the best possible support for children coming into our care
- All children having access to a laptop to support remote home learning and education during COVID-19 enforced lockdown
- Collaboration with the whole council, businesses in Barnet and the voluntary and community sector, to provide an increased number of work placements and apprenticeships for young people and care leavers. Barnet has a lower rate of care leavers not in education, employment or training (NEET) compared to the national average of 39%

### Pledge 2: Feeling a Sense of Belonging

We want every child to be in a forever family where their needs are met and they are loved and nurtured.

We want to continue to achieve:

- All children and young people being listened to, with their views at the centre of any care plans
- A culture where we celebrate our young people and their achievements, including facilitated events such as care leavers week and Black History Month
- Most of our children in care being in foster care (63%), promoting it as our first choice. We are aiming to increase the numbers that are in Barnet in-house foster care (27%) and have revised our recruitment strategies
- That, as far as possible, all children in long term foster care are matched with their carers and supported to remain there till adulthood. We will focus on placement stability support for children when care arrangements become 'rocky' and ensure additional support is purposeful. In 2019-20, 63% remained in one placements
- Placement choices that are based on the need of the young person, and not their age. When necessary placements for young adults are extended beyond 18 to promote their development of independent skills. Furthermore, we want to continue to achieve increased numbers of young people staying put with their foster carers (11%), through promoting it to all 17 year olds in foster care
- Adoption being the right care plan, for the right children, without barriers of age, need or cultural matching; and continuing to ensure that they are well supported with their adoptive families. 9 children were adopted in 2019/2020, with 3 who were adopted in less than 1 year from when they entered care to when they were matched
- An effective response to the pandemic, were we place the children at the centre, ensuring that all children in our care and our care experienced young people are able to stay connected and do not feel isolated through the pandemic, including enabling our social workers and personal advisers to stay in contact with them through a variety of virtual means and direct contact throughout the pandemic

## OUR PLEDGES:

### Pledge 3: Keeping Healthy

We want every child to have a healthy and fulfilling life.

We want to continue to achieve:

- That all children under 9 have an initial health assessment with a paediatrician, and continue to ensure that all children have annual dental check to maintain healthy teeth and oral wellbeing
- Embedded health services; health nurse and other practitioners are now embedded in the Children in Care teams enabling better access to health services for children and young people
- Embedded clinical pathways to ensure all children and young people have access to mental health support. In 2020-21, we will develop this further through dedicated BICS clinicians sitting within Children in Care and CAMHS
- Maintained dedicated mental health provision for care leavers through Terapia (90 young people supported in 2019-20)
- Robust reviews of health assessments for all children. This also includes our unaccompanied minors in our care receiving thorough initial health assessments and access to mental health services
- All young people exiting care will continue to have a health passport detailing their health and well-being throughout childhood in support of their ongoing health needs continuing to be met
- That as many young people as possible access the gym and promote healthy living through. We will continue to promote the FAB card
- An environment where we encourage positive activity for all children in all they do, to improve their physical and mental health. We work with our partners, including Barnet Foster Carers Association (BAFCA), to support recreational activities and trips on weekends and during the holidays

### Pledge 4: Staying Safe

We want every child in our care to be safe and secure.

We want to continue to achieve:

- Successful maintained and robust professional networks for all children to ensure holistic care planning that considers a collaborative approach to how we work together to keep young people safe
- Excellent consistent working relationships with our colleagues in Youth Offending, to continue to ensure that young people known to the criminal justice system have a collaborative plan. It is encouraging that very few of our children in care are involved in gang activity (2% of those currently in care have at some point in the last 5 years been involved in gang activity)
- Continuous improvement of our practice and how we intervene with young people, making consistent use of our robust internal systems to review interventions for children and young people, including those that are regularly missing or involved in Child Sexual Exploitation and Child Criminal Exploitation. 19% of our children in care are vulnerable adolescents; and 19% of children have had a missing episode in the last 12 months, with the majority offered and engaging in return home interviews to address means of disrupting this pattern of behaviour
- A strong emphasis on the voice of the child, where we promote it in practice and staff development, and where we learn from our young people, for example through working with young people and residential staff to embed learning from the Weapons workshop, and through expanding and promoting the Strengths and Resilience Group with the support of care experienced young people
- A flexible approach to interacting with our young people; ensuring that they can communicate with their social worker and personal advisor in a means that best suits them and communicates the message that their workers value them and prioritise their views to provide a feeling of security and stability; i.e. whatsapp, video calls, email, telephone and face to face visits
- Young people feeling secure when they transition into independent living. In 2019-20 we developed an offer for care leavers to support their successful transition to independent living through the Moving Forward project, where young people stay in shared accommodation with other young people and receive targeted support preparing them for independent living

## Pledge 5: Championing Your Needs

We want to listen to young people's voices and take time to fully hear what the children in our care need, experience and are ambitious to achieve.

We want to continue to achieve:

- That all children and young people have an opportunity to attend Barnet Children in Care Council (BOP) and contribute their views to inform how we are working to best meet children and young people's needs
- A strong focus on embedding the dedicated All About Me assessment and plan to capture the narrative of a child's life journey
- Improvement of our advocacy service through implementing recommendations from recent advocacy service review report
- A recommissioned independent visitors and advocacy provision that affords our young people opportunities for support and encouragement of their wishes and feelings outside of the social work relationship
- A strong emphasis on the voice of the child whereby young people are involved in consultations activities for the council and other organisations, demonstrating our commitment to providing an excellent service informed by young people's experiences
- An effective contact centre where we ensure that children have access to positive and child focussed contact with their birth families



## OUR CHILDREN IN CARE

The children in our care are unable to be cared for by their parents for a variety of reasons. In Barnet the majority of children come into our care as a result of abuse or neglect. On 4 April 2020, 38% of children were voluntarily accommodated under S20 of the Children Act 1989, 38% were subject to Care Orders and are in our care for the long term, and 22% children were subject to Interim Care Orders and their care arrangements remain to be determined by the Family Courts.

Using our resilience based approach all social work practice in our teams across Family Services place a strong emphasis on ensuring children remain with their birth family where practically possible and where it is safe to do so. In the last year (April 19 - March 20), Barnet Family Services entered into care proceedings in respect of 131 children. Of these 131 children, care proceedings were concluded with 63 children; the remaining 68 children's proceedings were not concluded in this reporting period. This is evident in the court proceedings outcome data for the 63 children whose proceedings concluded below:

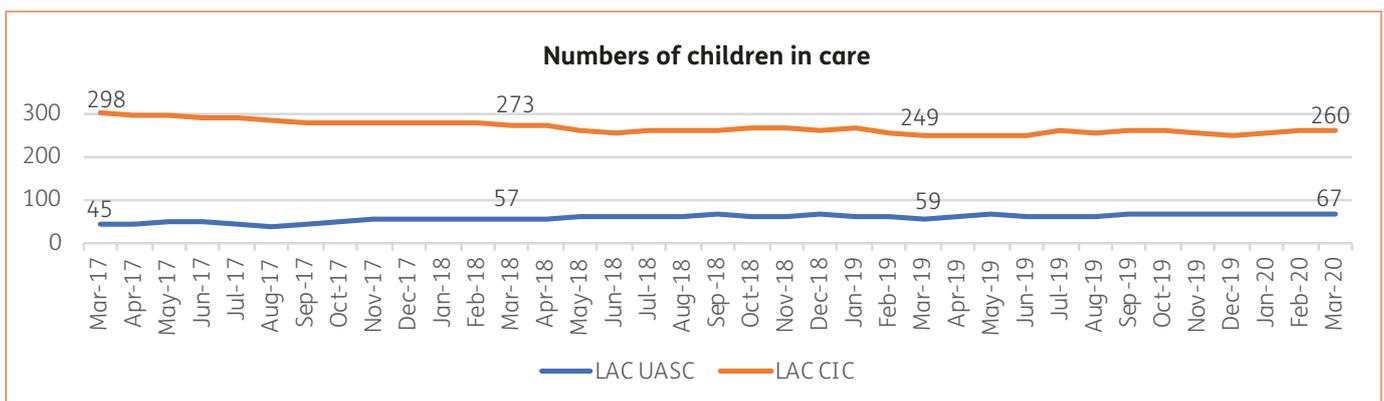
- 31 (49%) children achieved permanence through alternative care arrangements outside of the care of their birth parents.
  - o 18 of these children were placed with their wider families by virtue of Care Arrangement Orders and Special Guardianship Orders and
  - o 10 of these generally older children, became 'looked after' with a long term fostering plan.
  - o 3 children achieved plans for Adoption.
- 32 children remain or have returned home to their birth families and will remain subject to continued intervention and monitoring by Family Services interventions, however they are no longer children in care

During COVID we have not seen a rise in the issuing of care proceedings. There are currently 91 children subject to care proceedings. Between March 2020 - September 2020 Barnet issued care proceedings on 25 children, as compared to 54 children for the same period in 2019. There has however been a delay in the conclusion of some proceedings therefore it is likely that the average length of care proceedings



(currently 31 weeks for completed cases) will increase.

Barnet has stable figures of children coming into care. We had 327 children in our care on 31 March 2020 (33.7 per 10,000 children), in comparison to 312 children in care on 31 March 2019 (a rate of 32.2 per 10,000 children), and at a similar rate to 31 March 2018 (336; 34.7 per 10,000 children). Our rate of children in care is significantly lower than our statistical neighbours (45.2 in 2019). During the last few years, the number of unaccompanied asylum seekers (UASC) has slowly increased to just below the government benchmark of 68 UASC (0.07 of child population).



Below table summarises the profile of our children in care on 23 March 2020. It shows that the main cohorts are:

- Children with a family history of being on a child in need (CIN) plan or child protection plan (CP); neglect and abuse is the most common presenting factor.
- Children with special educational needs, e.g. those on ECHP plans – in the large majority of cases, this is in combination with CP/CIN history.

- Smaller cohort of young people that have history of going missing, child sexual exploitation (CSE), and/or for a small minority gang activity. Many of these young people have been through the Sexual Exploitation and Missing (SEAM) panel. Many of these young people also have history of being on CP/CIN plan.
- Unaccompanied asylum seekers

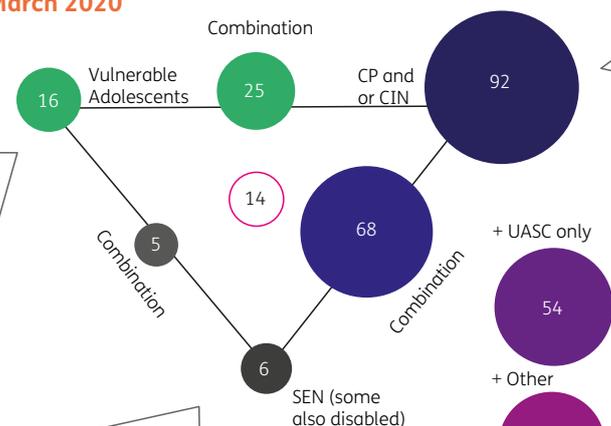
## Summary profiling of our children in care

Snapshot of 322 children 23<sup>rd</sup> March 2020

**Vulnerable adolescent** is someone who is in the vulnerable adolescents profile during the last 5 years for a minimum of one reason e.g. CSE, gangs, SEAM, Missing. Young people with only indicator as missing 1-2 times have been excluded.

This applies to **19% of our CIC**, and can be in combination with other factors e.g. SEN, CP, CIN. This cohort:

- Has an **average age of 13**, 83% of this cohort came into care at 11 years or older.
- The current cohort has on average been in care for 3 years. This decreases to 1.8 years when excluding young people with CIN/CP/SEN.
- The majority are in **residential (37%) or in semi-independent (35%)**. Only 22% are in foster care; their average age of coming into care is lower at 10.



**Special Education Needs** represents 25% of children in care, or 23% when excluding vulnerable adolescents. The large majority have past CIN/CP history.

- The average age they came into care is 7 years old. Only 15% were 11 years or older.
- This cohort is more likely to be spend more time in care; average for current cohort is 4.5 years.
- **68% are in foster care, with 27% in residential.**

**62% CIC have past history of CIN/CP.**

**29% have only past history of CIN/CP.** This cohort:

- Came in to care young (average 6 years old; 83% 10 years or younger)
- On average the current cohort has been in care for 2 years.
- **83% are in foster care, with some placed for adoption.**

61 CIC are UASC, some of these young people are also for example vulnerable and are included in the other cohorts.

**17% (54) have UASC as their key indicator.** This cohort:

- Came into care as teenagers (average age 15; 96% were 11 years or older)
- On average, the current cohort has been in care 1.5 years.
- Are in foster care (63%) or in semi-independent (33%)

In comparison to other children in care, UASC are more likely to be male (90% 31 March 2020) and to come into care when they are older (40% were 16+ 31 March 2020).

Children in Care (31st of March 2020)		CIC	UASC	Total
Gender	Female	49%	10%	41%
	Male	51%	90%	59%
Ethnicity	Any Other Ethnic Group	4%	63%	16%
	Asian	4%	21%	7%
	Black	18%	6%	16%
	Gypsy/Roma	0%	0%	0%
	Mixed	26%	0%	21%
	White	46%	6%	38%
	Not Stated	1%	4%	2%
Age started care	0-10	67%	3%	54%
	11 to 13	13%	25%	16%
	14 - 15	12%	31%	16%
	16 - 17	7%	40%	14%
<b>Total</b>	<b>260</b>	<b>67</b>	<b>327</b>	

# OUR CHILDREN IN CARE

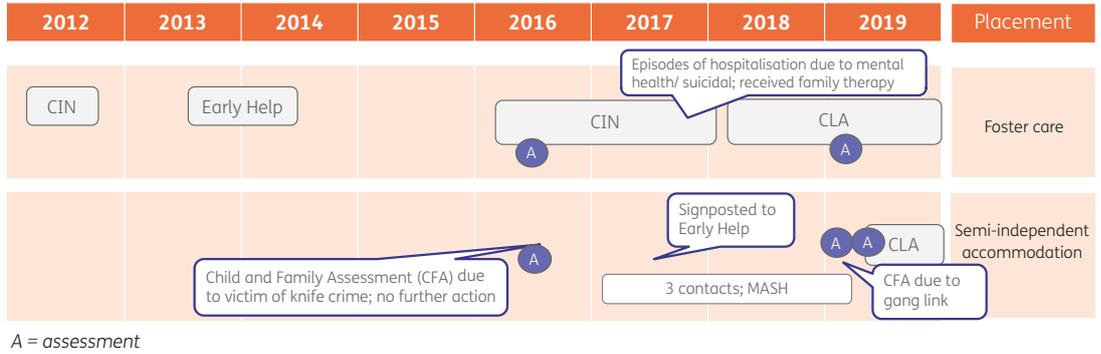
For our general population of children coming into care, there has been a decrease in children coming into care when they are 16+, down to only 7% (31 March 2020). Young people that come into care when they are older tend to become looked after due to complex reasons, from escalating mental health concerns, to family breakdown. Needs tend

to be young person centred, with mental health often an underlying issue, in many cases there have been missing episodes, and some substance misuse, and in some cases child sexual exploitation. Below graph shows two example journeys for children coming into care when they are 16+.

## Two young people coming into care aged 16+

Parental mental health is affecting family. Young person has mental health issues, including self harm, and has missing episodes

Young person with link to gangs; drug misuse; risk of homelessness



A = assessment

Our Placements Sufficiency and Commissioning Strategy 2019-2023 sets out our approach for how we will deliver a placement offer that secures sufficient accommodation for children that do come into our care as well as those leaving care (please see also next section). We have a strong foundation; with excellent placement practice and a diverse offer of suitable accommodation. Placements and pathways are planned for each child and young person, in an approach that ensures that our placements are child and young person centred, suitable and meet safeguarding concerns and needs. During 2019-20 we have further analysed our needs and set out practical steps for how we will develop our placements offer to meet the needs our children and young people. The primary focus is on development of our in-house foster carer and supported lodgings offer (were 16+ young people live with a supportive host), but we are also building a new residential children’s home at Woodside Avenue. This home will focus on therapeutic support for our most vulnerable teenagers that need wrap-around support and counselling.

Placement (31 March 2020)	No.	%
<b>Internal</b>		
LBB Fostering	87	27%
Kinship Fostering	27	8%
Placed for Adoption	15	5%
Internal Residential	11	3%
Parents	7	2%
<b>Total internal</b>	<b>147</b>	<b>45%</b>
<b>External</b>		
Independent Fostering Agency	93	28%
Semi Independent	48	15%
External Residential	34	10%
NHS	3	1%
Remand	1	0.30%
Secure Unit	1	0.30%
<b>Total external</b>	<b>180</b>	<b>55%</b>
<b>Grand Total</b>	<b>327</b>	<b>100%</b>



Our placement demand transformation is underpinned by developing our in-house offer for foster carers and supported lodgings hosts. Foster care is our preferred placement option, with the majority of our children in care placed in foster care (63%, 207 children). Where applicable, kinship foster care is considered, with 11% (24) of our children in foster care placed with other family members or relatives. If this is not an option, children are primarily placed with LBB foster carers; Barnet has 102 foster carers, and 87 (27%) children are placed with them.

In Barnet there is on-going recruitment of foster carers, from local newspaper advertisements, to posters and outreach to local community groups. In 2019-20 we have been developing our strategy with the goal to have a long-term recruitment strategy that provides an effective, aspirational, high quality campaign at best value, to meet the needs of children in care of the London Borough of Barnet.

### Ofsted said...

“The quality of services for children in care has improved since the inspection in 2017. Social workers and managers are aspirational for the children in their care and demonstrate a determination to improve children’s experiences and outcomes.”

“When children come into care, they receive effective and sensitive intervention. This includes unaccompanied asylum-seeking children, who receive a strong, supportive and quick response to meet their needs.”

### Case study

Rakim\*, travelled from his home in Middle East and arrived in the UK as an unaccompanied asylum-seeking child who was trafficked into the UK. He has been living with his foster carers since coming to the UK, enabling him to develop a trusting, caring and supportive relationship with carers who promote his well-being and advocate for his needs. Rakim will remain with his carers under a Staying Put arrangement enabling him to continue to feel settled in the only home environment he has known in the UK.

\*name and details changed

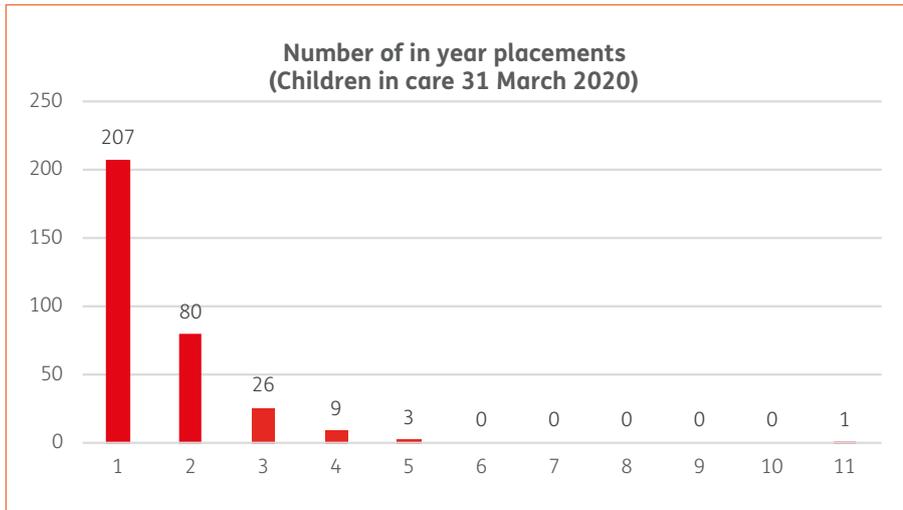


Our aim is to:

- Replace our current foster carers as they retire or resign from the service. 36% (39) of our foster carers are 60 years old or older.
- Increase the number of in-house foster carers (+20 over next 2 financial years) and therefore reduce the number of children placed within Independent Fostering Agencies (IFA). This will enable more of our young people to stay locally.
- Increase the number of supported lodgings hosts (+20 over the next 2 financial years). This will create another placement option for 16+ young people; UASC will be one of our main target groups. This will ensure that UASC can remain with one host throughout their time in care, supporting their integration into society.
- To meet the needs of children with complex needs, we aim to also target recruitment at people with a background in relevant professions, such as police officers, social workers, nurses and teachers. This has the potential to offer family based options for our emotionally complex children and be a step-down option from residential placements.
- Develop a respite option for carers that will enable our carers to manage the demands of our most complex young people.

Following Ofsted, Barnet focused on pathway planning and careful matching. This gave results and overall placement stability in the short and long term improved good placement stability in 2018-19, with aligned figures in 2019-20. 39 children and young people had 3 or more placements in 2019-20 (37 in 2018-20). Placement moves are undertaken in order to ensure a young person’s needs are best met and they are safeguarded effectively. Older young people are more likely to experience 3 or more placements, as their needs change in adolescence, or because of a safeguarding issue due to being at risk of exploitation.

## OUR CHILDREN IN CARE



COVID-19 Placement stability has remained good over the weeks of lockdown with 302 of our children having only 1 placement. Foster families and children have shown great resilience and we have seen relationships improving, behaviours more settled and some children, who have previously found the school environment challenging, are accessing learning more constructively.



During 2019-20 the number of care leavers continued to increase month on month. Since January 2020 the numbers of care leavers have stabilised. On 31 March 2020 Barnet had 323 care leavers, 105 who were UASC. Most of our care leavers are 18-20-year olds (238; 74%) with 12% (39) 21 years old and only 14% (46) 22 years or older.

**Ofsted said...**

“Care leavers are in suitable accommodation, and there is good use of staying put arrangements, including for young adults in their twenties.”

**Case study**

Robin\* came into care as a young child. They have lived with their foster carers for most of their childhood, and currently remain living with them under a Staying Put arrangement while they attend college. They return home to their foster family during holidays and consider them to be part of their family and includes them in their list of favourite people.

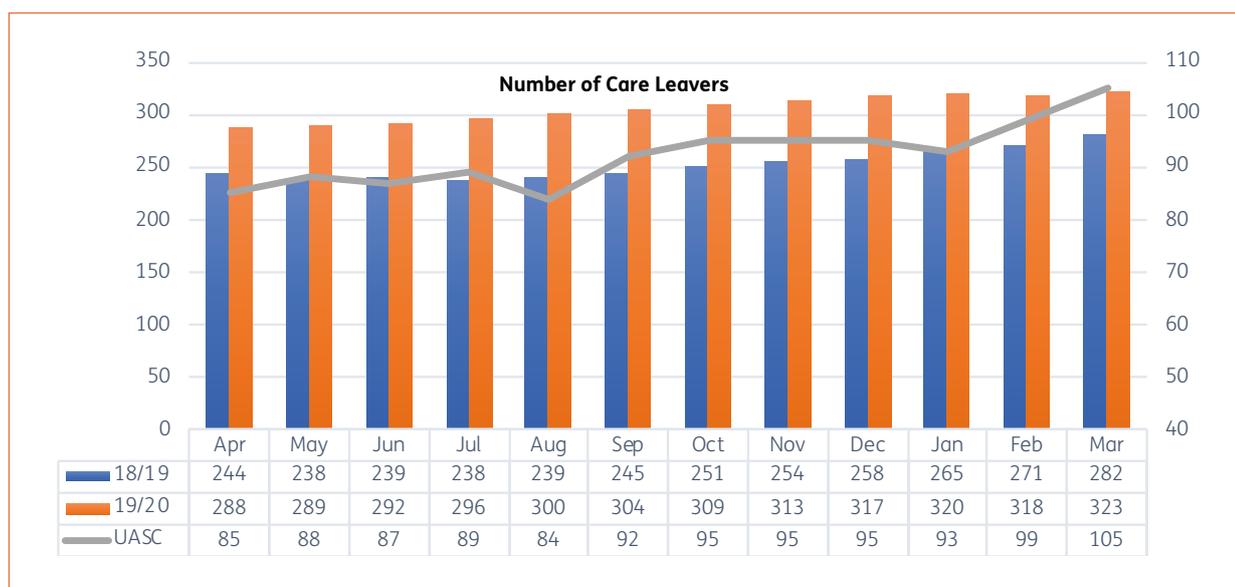
\*name and details changed

While most provision provides adequate support, some of our young people have fed back that some providers were not preparing them sufficiently for the future. In 2019-20 we have been reviewing our provision and been developing alternative accommodation offers for young people. This will be fully implemented throughout 2020-21 and 2021-22.

More than half of all care leavers now live independently (59%), up from 43% in March 2018. These young people continue to receive support from their personal adviser. We are also introducing floating support offer on a needs basis for the minority of our young people that may need additional support during a limited time, for example when they first move into their property or for additional support to ensure that they can remain within their tenancy.

Some young people remain in their children in care placement post-18 prior to moving to independent accommodation. Almost all care leavers are living in suitable accommodation (99%). Staying put has been implemented with 34 (11%) of care leavers remaining with their former foster carer. We are also introducing supported lodgings for young people that are 16-21, which will provide similar support to a staying put arrangement. This is a good option for asylum seekers; many present when they are 16+ (40%) and this is an opportunity for them to remain with the same host throughout their period in care and as care leavers.

Semi-independent accommodation has been our main offer of transitional accommodation for 16+ year olds. Now only 11% (37) care leavers live in semi-independent accommodation, down from 18% in March 2019. Some children return home but most move to their own accommodation at around 18 years. To ensure a successful transition into independent living, some young people may need to stay in semi-independent post-18. In 2019-20 we developed an offer for these young people through our Moving Forward project, where young people stay in shared accommodation with other young people and receive targeted support preparing them for independent living. We are now piloting it at a 4-bed property in West Hendon.



During the lockdown, we ensured that young people turning 18 could remain at their current placement until it was safe to move onto their own independent accommodation or alternative arrangements. Lockdown can be an isolating experience; we supported our young people throughout the lockdown through our personal advisers and key workers completing both virtual and face to face visits, but also through creating online activities. We also worked with Barnet’s Live Unlimited Charity to provide dongles and tablets/laptops for care leavers, ensuring that they could remain connected with their families and the wider world through the Internet.

The percentage of care leavers that are EET remained consistent at over 60% for most of the year but has subsequently dipped to 54% in March 2020. COVID-19 is also an economic crisis. Recessions tend to have a disproportionate impact on young people that are starting out and it is crucial that we focus on this area as we move to restarting the economy in the UK. Barnet are funding a Care Leavers Project through our 16+ service within Family Services, with multiple projects focusing on enabling care leavers to move into education, employment and training opportunities (EET). The project started in September 2018 and thus far (until August 2020), 25 Care leavers moved into EET directly due to the Care Leavers Project initiative, and out of the original cohort of 87 young people, 70 are now EET. The programme has delivered the following key outcomes in 2019-20:

- 20 care leavers have completed the Bridging the Gap programme since April 2019. It is a bespoke training, personalised learning, personal development and employability programme targeted at young people who have experienced significant trauma.
- The programme has assisted in arranging a number of apprenticeships, including 10 young people commencing Street Scene traineeships in November 2018, 8 of whom completed these in May 2019. Since May 2019, 5 young people have been through our new 'Routes into Construction' Traineeship. 10 young people have enrolled on the Skills Training Traineeship Scheme, out of which 5 have completed their training and are moving through to employment.
- Mentoring and job coaching. The young people have stated that mentoring has helped them with housing, mental wellbeing and financial budgeting. Mentoring is therefore being explored for all future care leavers and to date is working extremely well.
- 20 care leavers received the Money Management skills training through MyBnk. The courses have proved popular with young people, and further funding is being explored to make the accredited course available to all care leavers.

### Ofsted said...

“The majority of care leavers are in education, employment or training and there is a good focus on engaging young people in such activities by their personal advisers. Senior managers have been proactive in developing opportunities for care leavers through the creation of a number of apprenticeships. Personal advisers are proactive and genuinely interested in the young people, who value the support that they receive.”

### Case study

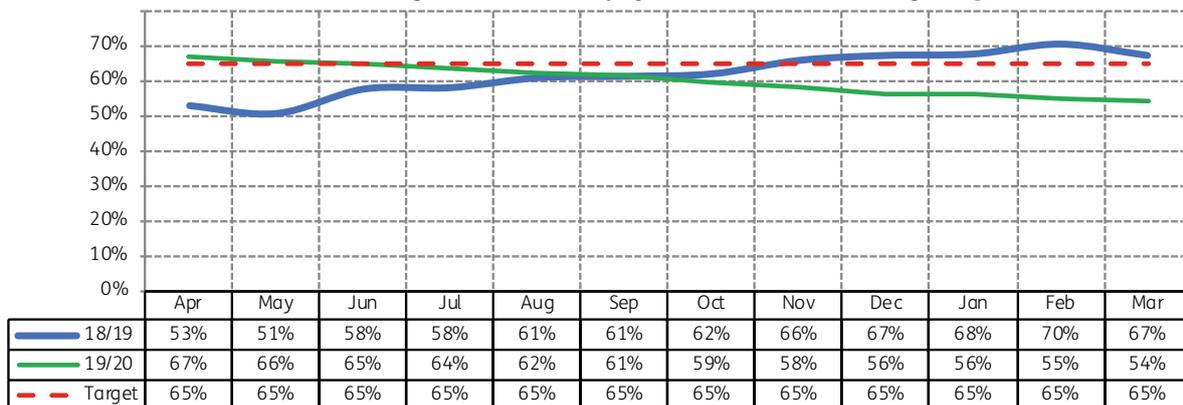
Gloria\*, became looked after as a teenager following experiencing poor mental health. Gloria continues to turn to her personal advisor in times of difficulty and stress.

As a young adult, Gloria experienced an episode of poor mental health. During this time, she reached out to her PA in crisis asking for help, who responded by driving over the Bank Holiday weekend to collect Gloria and bring her back, linking her in with relevant mental health team and support.

Gloria has now completed her degree and is working part time. She continues to drop-in to WHR and contacts her PA regularly for support and guidance.

\*name and details changed

Care Leavers (aged 19,20,21) in Employment, Education or Training - Target 65%





Our relationships with the children in our care and care leavers is key to our practice. Social workers and personal advisers keep in contact with our children and young people, undertaking regular visits and more recently catching up through virtual means. The 2019 Children in Care Survey reported that 84% of children see their social worker frequently enough, and that 98% of children feel involved in decisions that impact their lives.

### Ofsted said...

“Staff are tenacious and determined in working with young people to improve outcomes, which they do with care and sensitivity.”

“Most care leavers receive a positive level of support. The quality of pathway plans is variable and not all pathway plans are reviewed when young people’s circumstances significantly change. Better pathway plans were seen using the recently launched ‘All about me’ format, which contains greater clarity about young people’s views and aspirations and a more thorough assessment of their circumstances.”

### Case study

The lockdown has also been an opportunity for us as Corporate Parents to engage with our children in care in different ways. With the support from foster carers and social workers, our children in care enjoyed being creative during lockdown. They learned new songs, created time capsules, painted portraits and took creative pictures of their daily lives.

The ‘All About Me’ assessment and planning tool, introduced across the service in 2018/19, is our main tool for recording the views of the young person, their relationships and any care planning decisions made. The ‘All about me’ process centres on young people talking about their lived experience, and has been developed to enable the plan to become an evolving life story tool to support young people in understanding and contextualising their own biographies. All about me was highlighted in May 2019 ILACS inspection as having improved pathway planning with greater clarity about young people’s views and aspirations and a more thorough assessment of their circumstances. In 2019-20 we continued to see the impact, with nuanced and considered care planning now demonstrated in the All About Me reviews and tracking panel. The All About me review and plan process has enabled children and young people to lead their own plans and actively engage in decision making about their future. A number of young people have fed back to their social workers that they enjoy engaging in their ongoing assessment and some children and young people have used their creativity with music/art/drawing to bring their All About Me Plan to life.

## MAINTAINING RELATIONSHIPS

We have also strengthened our relationships and pathway planning through bringing in the Personal Advisers earlier during the young person's transition planning to 18. We have developed a system where young people are allocated to a leaving care pod made up of personal advisors, one social worker and a deputy team manager, just after their 17th birthday. They will then be allocated a personal advisor at 17.5 months who will work alongside the child's allocated social worker until they transition to leaving care services on or just after their 18th birthday.

At the start of the pandemic, the service rapidly changed routines and adopted new ways of working. Creative ways of connecting with children and young people and supporting carers has meant that the majority of children remain stable in their care arrangements. Visits to children in care have primarily been undertaken through virtual means, in combination of WhatsApp, Skype and facetime. Where children have needed direct social work intervention to support them during the lockdown and assist with placement stability, doorstep and garden visits have taken place. Completed audits during the lockdown evidenced good and outstanding domains regarding the child's voice and engagement, highlighting the effectiveness of the methods and suggesting that social workers are listening to our children and exploring their views. Children and young people have overall benefited from the flexible, virtual approach, with many children and young people feeding back that they have really enjoyed doing virtual activities with their workers such as joint cook along and baking sessions, and playing musical instruments together over skype or whatsapp.

Some young people seem to have been positively impacted by the lockdown, and seem to now be more settled in their placements. This may be because they have less family

contact or they feel secure having so many boundaries in place. Some children have expressed that they would rather continue communicating via phone/video than have visits. In some circumstances, phone contact/visits are less imposing and cause less disturbance on daily life. As we are moving into 2020-21, we are considering how we will listen to these wishes and ensure they inform our future ways of working. There are also indications that our young people are starting to find the constraints of lockdown very difficult and there is a level of instability creeping into some placements where carers are fatigued and children are pushing against the boundaries. Moving forward the expectation is to combine virtual and face to face visits as it suits the child and their care arrangement's individual needs.

Children's contacts with their birth families and other relatives is also important to their well-being. Children in care have continued to have contact with their birth family and those important to them in ways that individually meet their needs. Children who remain subject to care proceedings are provided with quality contact with their parents and siblings most often at our contact centre, with sessions that are tailored around their individual needs of timing and frequency. For children and young people who are in the care of the local authority under final care orders, contact with their birth family, and people important to them, is formulated through a unique care plan informed by their wishes of who they want to maintain significant relationships with. Contact arrangements for all children is regularly reviewed as part of their All About Me Children in Care reviews and is informed by the child's individual needs of timing, venue and frequency and with the individuals the child considers important to them.



2019 – 2020 has been a year of change and challenge for everyone and this is also true of the Virtual School. Back in September 2019, the academic year started without a Head Teacher for the Virtual School. Under the Executive Headteacher’s leadership, senior case workers took on additional responsibilities and ably managed a difficult period, ensuring caseworkers were able to support the young people on their caseloads and stabilising the team. A new headteacher was appointed and took up the full-time role on 20 April 2020.

### Ofsted said...

“The virtual school provides effective support for the progress and attainment of children in care. The virtual school team has a sound understanding of the progress that children are making. As a result of effective support, many make good progress from their starting points. Personal education plans are mostly of good quality; they are reviewed termly and clearly identify the support that children need. Interventions are tailored to children’s needs and support their progress well.”

### Virtual school case study

Iris\* is a teenager, and prior to coming into care, she had been home schooled. Her virtual school caseworker pro-actively ensured Iris was linked in with the transitions hub providing her with an outreach mentor to support her introduction to a more formal education style and school life. The case worker advocated for the right school for Iris to best meet her needs and alongside the outreach mentor maintained support throughout her shift from the transition hub to mainstream school. Her outreach worker continued to support Iris’ when she returned to mainstream school.

\*name and details changed

Over the year, the Virtual School instigated changes to ensure systems were as efficient as possible including a new register database and an overhaul of the finance and tracking systems. Positive links between Family Services and Virtual School were forged enabling effective working and the Virtual School has been represented at Permanency Planning Panel, Permanency Tracking Panel, VARP and Strategic MACE. The Virtual School has also attended the Pupil Placement Panel to work with education partners to address difficulties around hard to place children and made links with the school nursing team for Looked After Children. Links with schools have been supported by the introduction of a termly newsletter for Designated Teachers as well a continuation of training. A weekly Education Panel has been established to manage the allocation of caseworkers to young people who are new to our care, make decisions around the allocation of funding and track any young people needing statutory education who are without a school place.



The Virtual School has also provided enrichment opportunities for young people, many supported by the John Lyons Charity. Despite the challenges of lockdown, these have carried on, albeit in different forms. For example, this summer we had two young people who took part in a University Taster 4-Day Summer Course in conjunction with the Harrow School and 3 young people who took up the opportunity to join a STEM 5-Day Summer Course. This is an online course to build on a range of life and employment skills and raise aspirations for attending University, whilst promoting an interest in Science, Technology, Engineering and Maths (STEM). Through this they also earn a Bronze Crest Award, a nationally recognised scheme for student-led project work in STEM, which looks great on University applications.

Data for the end of 2019 showed some very positive outcomes. Highlights include:

- End of Key Stage 2 - where there is ranking data, Barnet is in the top 10% of LAs for progress in reading, writing and maths and first for progress in Maths
- For GCSEs, Barnet is in the top 10% for progress
- Barnet had a lower rate of fixed term exclusions for children in care compared with the similar group nationally
- 29% of care leavers were not in education, employment and training compared with 39% nationally

- 8% of care leavers went onto higher education compared with 6% nationally e.g. we had one young person who went to Queen Mary University to read Biomaterials for Biomedical Sciences and one who went to Norwich University to study Animation

In March 2020, COVID 19 had hit and the resilience and professionalism of the team really shone through. The team's focus was to ensure support was in place for young people as well as to reduce the burden on Designated Teachers and Social Workers. Some of the actions put in place were:

- tuition /or for all children for two hours a week for four weeks to bridge the gap as schools got their online learning up and running and some children returned to school.
- a new COVID-19 specific PEP was implemented
- caseworkers led on PEPs and attended every PEP virtually, even managing to cover an additional 65 children due to one member of staff being on long term sick with COVID-19.
- 50 laptops were distributed to children with no/limited access in advance of the DfE scheme
- a newsletter was sent out to Designated Teachers and a training session held with a focus on children in care and why the COVID-19 situation might have been particularly challenging for them

Another development was that Barnet Virtual School, in collaboration with Achieving for Children's Virtual School (Kingston, Richmond, Windsor and Maidenhead) and St Mary's University, were awarded a £750,000 research grant, for two years, by the Youth Endowment Foundation for a feasibility study to implement a Transition Hub for children in care aged 11 to 14. This is hosted at Whitefield's Secondary School and is being led by Neil Marlow. The project is to support young people who are new to care and children in care experiencing a transition in home/school placement within the care system. The service emphasises a school/ carer/student ready approach to ensure all parties working directly with the child are empowered and assisted in ensuring the best possible outcomes for the child. It is an exciting project to be involved in and we look forward to seeing the impact as the project develops.

As we move into a new academic year in uncertain times, there will be a need to continue to adapt and change but it is also an exciting time for the Virtual School where we can build on the successes of the year. We have a stable team with strong shared aspirations for the Virtual School. We have some clear areas we want to develop including how we monitor and support the attendance of our young people, how we gather children's views and how we can further our links with Family Services. The year has ended with challenging times for everyone, but for many of our young children in care, both the last few months and the next few to come, are likely to be particularly difficult. A key focus for the team will be encouraging them back into education and working with schools to ensure the new academic year starts as smoothly as possible to enable our children in care to make the maximum progress possible.



2019 Children in Care Survey reported that 85% of children in care sometimes/frequently feel down or upset about things. When asked about support they get, almost all respondents knew about at least one of the support options listed. Children are more likely to be aware of, and use, institutional settings such as doctors and hospitals, with more than half of all respondents (53%) having used their doctor for support.

### Ofsted said...

“Children’s physical and emotional health needs are well understood and met. Health assessments are up to date and timely and address known health histories. They identify all health needs and are actively followed up to ensure that these needs are met. Strengths and difficulties questionnaires inform assessments of children’s emotional health, with additional support available from relevant clinicians and in-house specialists to enable carers to care for children with complex needs and histories.”

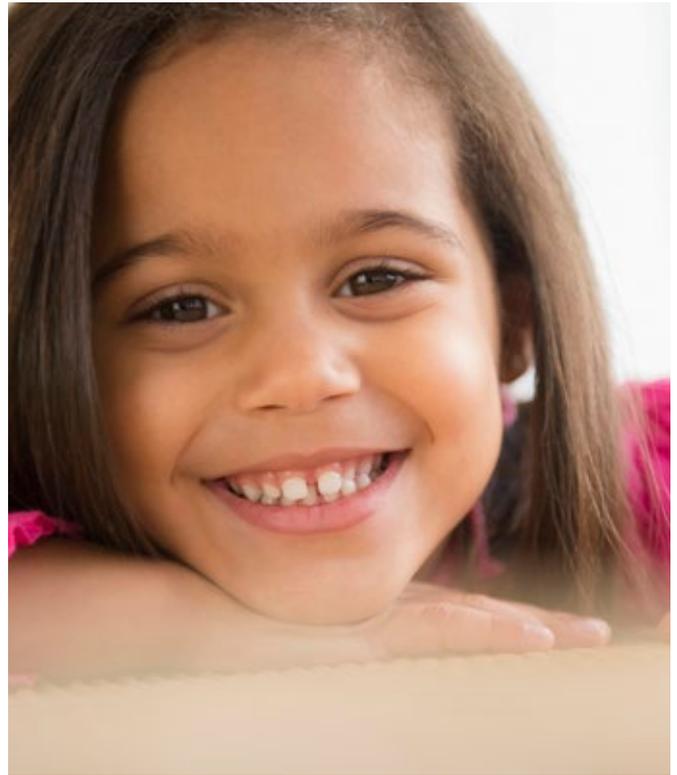
### Case study

Karim\* is now a teenager and has been in care since he was a child and has experienced multiple moves with different carers. He has a number of complex needs and has struggled with his care arrangements, despite considerable support being provided to both Karim and his carer. He is currently receiving 1:1 therapy with a BICS clinician providing him the opportunity to talk about his feelings and emotions in order to support Karim’s understanding of why he is in care and his early traumatic childhood experiences. The clinician also provides sessions to Karim’s foster carer and Karim’s birth parent, providing both adults with tools and techniques to best support Karim during his behaviour difficulties and to provide them with a space to discuss their feelings and emotional responses to Karim’s complex needs.

\*name and details changed

It is encouraging that 60% of respondents have either used, or are aware of Barnet’s online counselling service, Kooth. The service was introduced in 2018-19 and has been fully embedded in 2019-20. It has been well received by our children and young people, with 92% of users recommending the service (end of session feedback from 93 individuals). In 2019-20, Kooth chatted with 504 young people, and messaged with 1,607 young people. Anxiety and stress was the most common presenting issue. Young people also accessed articles (3,501 views) and forums (7,826 views) on a range of mental health and wellbeing topics.

For in-person and more comprehensive support, Barnet Integrated Clinical Service (BICS) offer social, emotional, behavioural and mild to moderate mental health support to children, young people and families within Barnet, including



in-house clinical service to children and young people known to the wider Barnet Family Service. BICS work within a stepped care model of delivering a range of therapeutic interventions working closely with NHS specialist CAMHS and Voluntary, Community and Social Enterprise Sector. In 2019-20 the service also developed a series of free summer and autumn workshops for children, young people, parents/carers and professionals. In response to the lockdown, BICS introduced a new podcast series to support children and carers’ well-being. These free podcasts cover a variety of themes and helpful psychological strategies that can be used whilst moving out of lockdown. In 2020-21, BICS clinicians will be embedded within Children’s Social Care, with the new Clinical Manager developing the vision for Children Social care clinicians going forward.

Furthermore, 1:1 counselling support is offered through Terapia to our care leavers (16-25-year olds), with 90 young people supported in 2019-20. This helps care leavers that have been through trauma, and challenging situations such as moving through different placements, supporting them to overcome some of their anxieties, building their self-esteem and confidence. At Rephael House, 65 children and young people were supported in 2019-20. At the house, those aged 4-12 years are offered play therapy, and 13-19 years receive age appropriate 1:1 counselling. Children and young people receive targeted support for 12 weeks, on issues ranging from parental separation/ divorce, to anxiety and school, college or work issues. In 2019-20, children and young people have seen improvement in their wellbeing (average 32%), symptoms (average 37%), and most importantly in risk management (average 48%).

We are a UNICEF Child's Rights Partner, a programme which embeds the child's voice across the partnership. This programme facilitated the participation of young people in the development of our Children and Young People's Plan, in which more than 1500 young people were engaged. Our children and young people also engage and participate in groups discussions, questionnaires, individual conversations and consultations. A larger group of young people also engage through art based projects and fun day activities.

### Ofsted said...

"Young people's views are sought and their involvement in shaping services is sensitively facilitated."

"Children are actively encouraged to take part in their reviews, although the number of children accessing advocacy is low and more needs to be done to promote the service."

### Case studies of impact

When the Head of Service attended #BOP in February 2020, young people shared they wanted more support from the Local Authority to assist with work experience. This has informed CPOG planning to develop an inventory of organisations to assist with work experience opportunities for young people in 2021.

The young people of #BOP also informed the Head of Service that they were tired of retelling 'their story' in the changes of social workers. This resulted in Barnet's commitment to develop the 'say it once' pledge in collaboration with young people, with a policy in development to inform service delivery for 2020- 2021.

There is an active #BOP Barnet on Point Child in Care Council who have led the organisation of three annual celebration events for different cohorts of children in care/ care leavers and a Youth Assembly, which provides young people with the opportunity to have their voices heard and to enable them to bring forward motions to be presented at the Children, Education and Safeguarding committee. Examples of impact on decision-making within the local authority included enforcing and redesigning the Pledge, consulting with Public Health and helped shape and design services around mental health in schools.

Throughout 2019-20, #BOP Barnet on Point has taken part in many consultations in addition to planning and designing several sessions and projects:

- #BOP Children in Care Council members participate in Skills to Foster training where they voice their experiences and needs in care and advise new foster carers how to foster good relationships with them. This will continue to be a focus for 2020-21, with #BOP also involved in foster carer and social worker recruitment.

- #BOP members engage in consultations with senior management and have their say on new policies, pledges, survey etc. In 2020-21, #BOP will continue to participate in consultations on issues that directly affect children in care such as housing, education, mental health, advocacy services, apprenticeships etc.
- The chair of the Children in Care Council has been elected Barnet's Youth Ambassador and it offers a great opportunity to children in care to directly influence policies and have a voice in key decisions that affect their lives.
- Through the project 'Upskill BOP' #BOP members learned new skills such as; softs skills, digital literacy, and critical thinking.

When young people in care were asked what BOP had done for them, responses included; built new friendships, took part in fun and positive activities, offered support and information, education and work experience advice, a place where their voices are heard and valued.

The Strengths & Resilience Group (S&R Group) is a group for children in care leavers. It started in March 2019 and is led by a care leaver and an Onwards and Upwards Social Worker. There are approximately 20 young people who regularly attend, and on average 4-5 young adults will attend each session. The aim of the group is to facilitate creative and fun ways of promoting and celebrating individual strengths of children in care and care leavers. As a group we consider life stories through creative exercises including art, activities, music and drama. A range of themes were explored, from dreams and aspirations to emotions and self-care. The group brings together young people that could learn from each other and provide a safe space for creative expression about their experiences with a view to improving emotional health and wellbeing, whilst also improving transition from child in care to leaving care. It also offers an opportunity for the young people to familiarise themselves with the services at Woodhouse Road, our care leavers hub. For example, in August 2019 we had a table at the summer BBQ with art activities around raising aspiration and this was very popular with young people producing some lovely canvases.

Based on our initial observations of what works, in 2020-21 Strengths & Resilience Group will focus on online activities with targeted work and specific subjects will be explored. The group is exploring options for targeted online forums; these will provide a network and a way to be in contact through COVID-19 lockdown and provide an opportunity for young people to support each other. The main forum will particularly look at wellbeing and the impact of COVID-19, with smaller focused online groups exploring specific subjects, from asylum to preparing for independence. Plans are also in place to provide targeted support to a group of Vietnamese female children in care.

The Ofsted inspection in May 2020 noted that usage of advocacy is low. In 2019-20, a number of activities were undertaken to improve the awareness of the service, as well as to review it, including consulting with children and young people as well as key staff. All young people who took part in the review shared they value the service and feel their advocate supports them to resolve issues and understand their needs. Advocates are seen as the young people's first port of call and an invaluable service, who go above and beyond. One young person commented: "My advocate has helped me with confidence and given me hope". We have begun to see an increase in usage of the service, and in 2020-21, we will use the results from the review to develop our approach further. Key areas include strengthening relationships between Barnet staff and the Advocacy service, for example through drop-in sessions at Woodhouse Road and better recording, as well raising awareness among children that are on child protection plans.







## Family Services

<b>Document control</b>	
<b>Document title</b>	<b>Annual Fostering Service Report</b>
<b>Document description</b>	This report provides an overview of service delivery for 2019/20.
<b>Document Author</b>	Kate Jeffrey, Head of Service, Corporate Parenting
<b>Director of Children's Services</b>	Chris Munday
<b>Document production date</b>	August 2020

## **The Fostering Service Report**

In May 2019 Ofsted completed their inspection of Barnet Children's social care and identified that services for Children are good and much improved from the previous inspection in 2017. Ofsted noted in their 2019 report that 'Children receive good-quality care from their foster-carers. Most in-house foster carers are recruited, assessed and approved within appropriate timescales. Assessments are thorough and demonstrate consideration of the impact of fostering on the whole family. Foster carers benefit from a wide range of support and training opportunity, and carers report being well supported'.

We have progressed throughout 2019-2020 with a recruitment strategy successfully generating a significant number of enquiries. Our assessments of potential carers remain thorough and robust thinking of the family as a whole and we continue to offer a good and varied training program to support their development as carers of our children.

### **Recruitment and Assessment**

In January 2020 the Carer Recruitment and Assessment Team formerly separated into two distinct teams, the Carer Assessment Team and the Fostering Recruitment and Assessment Team. The Carer Assessment Team is responsible for assessing prospective family and friends carers through Viability Assessments, Special Guardian Assessments and Reg, 24/25 assessments, while the Fostering Recruitment and Assessment team are responsible for the advertising, recruiting and the assessment of prospective foster carers for Barnet Council.

The Fostering Recruitment and Assessment team are involved with prospective carers from the point of initial enquiry, until they are formally presented to the Adoption and Fostering Panel for approval after which their approval as foster carers is ratified by the Agency Decision Maker. Carers are supported by the Fostering Support and Development post their approval.

### **Overview of performance**

#### **Approvals:**

In 2018/19, the recruitment and assessment of foster carers became the key area for focus, with additional resources created within the team to manage the assessment of family and friends carers as a separate project, although remaining in the same team. The target for foster carers and supported

lodgings carers (new scheme) was set to 35. Whilst the target was not met, 31 foster carers were successfully recruited and assessed alongside 2 supported lodgings carers.

In response to the positive recruitment figures achieved in 2018/19, an ambitious target of 37 foster carer approvals was set for 2019/20. This was to include 2 parent and child carers, 4 specialist carers for teenagers, 10 supported lodgings carers, 6 respite specialist carers for children with disabilities and 15 mainstream foster carers.

In 2019/2020 there was a significant decrease in approvals, with 8 carers successfully approved. A review of the enquiries suggest that people would make initial contact however were unwilling to progress to a screening call and assessment, preferring to be on hold. Changes in staff may also have attributed to a less robust marketing strategy and outreach work in the first half of the year.

Low enquiry to approval rates were repeated across the North London Fostering and Permanence Consortium of which Barnet is a member with 5 other Local Authorities (Camden, Enfield, Hackney, Haringey and Islington), where there was a decrease to 58 approved carers compared to 86 carers in 2018/19.

#### **Enquiries:**

As outlined in our improvement plan of 2018/2019, we introduced our digital application process to ensure consistency and ease of the application process. A decision was made that this online platform of enquiry would also provide greater scope and detail in the enquiry detail replicating the social work screening form. There was an expectation that the number of enquiries would decline after the introduction of this 'screening form', however, there would be an increase in the quality of applicants coming through.

A decline in enquiries was visible from the start of the year with only 11 enquiries being placed in April.

**Table 1: Barnet Fostering Enquiries 2018/2019 – 2019/2020**

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
Enquiries 18/19	20	33	17	18	12	14	17	17	8	13	12	13	194
Enquiries 19/20	11	33	18	18	13	14	16	16	15	12	13	22	201

During 2019/2020 we generated 201 initial enquiries up from 194 in 2018/2019. This too was replicated across the Consortium with in an increase in enquiries across all 6 Local Authorities to 1353, compared to 1275 in 2018/2019.

Barnet's ratio of enquiries to successful approvals is at 3.92%, compared to 4.2% across the Consortium, evidencing that while Barnet is slightly below the enquiry to approval ratio all Consortium boroughs have a low enquiry to approval rate. We are now robustly tracking all enquiries and undertaking specific reviews of potential carers whose initial enquiries are on hold to better understand and improve the enquiry to approved assessment ratio.

**Table 2: Fostering enquiries/approvals 2019/20**

	Barnet	Camden	Enfield	Hackney	Haringey	Islington
Number of Enquiries	<b>201</b> (194)	200 (181)	260 (234)	<b>327</b> (228)	111 (164)	<b>251</b> (274)
Number of Approvals	<b>8</b> (31)	10 (9)	15 (14)	<b>9</b> (12)	10 (15)	<b>6</b> (7)

From: *North London Fostering and Permanence Consortium Annual Report (2019/2020)*.

A focused piece of work has commenced reviewing all enquiries made between October 2019 and March 2020 to understand why so few enquiries progressed to positive assessments. This has already resulted in a positive assessment of supported lodgings carer being approved.

Consistent with previous year data the majority of enquiry sources recorded have been Outreach (36), search engine (33), with a new top performer of social media, that being Facebook (22). Use of social media is considered performing well due to the new lead generation campaigning options. Online searches are still a top source of information for those thinking of fostering, this is currently split via website and search engine enquiries with a combined total of 43 online enquiries in total.

**Table 3: Enquiry Source Data 2019/2020**

Source	Enquiries	Stage 1 (IV'S)	Stage2	Approved	Closed	Total
Search Engine	6	3	2	0	17	<b>33</b>
Outreach	15	0	0	0	21	<b>36</b>
Referral	0	1	2	0	12	<b>15</b>
Word of Mouth	7	0	0	1	12	<b>20</b>
Consortium	2	0	0	0	9	<b>11</b>
Unknown	6	1	0	0	5	<b>12</b>
Website	1	1	0	0	13	<b>10</b>
Publication	2	0	0	0	7	<b>9</b>

Poster	1	0	0	0	3	4
Previous Enquiry	3	0	1	0	4	8
Internal Comms	0	0	1	1	3	5
Social Media	12	0	0	0	10	22
Leaflet	1	0	0	0	4	5
Bus stop ad	2	1	1	0	7	11
Total Enquiries						201

### Review of targets for 2019/20

As targets for 2019/2020 of 37 foster carers was not met it is worth considering whether this was too ambitious a target. The average recruitment of foster carers for 2018/2019 across the other 5 Local Authorities within the Consortium was 11.4 carers, suggesting that to repeat the success of 31 approved carers with 37 carers the following year would be a challenge. The data from 2018/2019 did also not evidence that a large number of these carers (10) were recruited from an Independent Fostering Agency which was closing down.

Our Target for 2020 / 2021 has been reviewed in line with positive recruitment activity for the first quarter for 2020, whereby there were 24 enquiries resulting in 13 prospective carers progressing to Stages 1 & 2 of assessment by end of first quarter (June 2020).

Our revised fostering recruitment targets for 2020/2021 is for 35 carers to include:

- 15 mainstream foster carers
- 2 Parent & Child foster carers
- 4 specialist carers for teens
- 6 respite carers for children with disabilities
- 10 supported lodgings foster carers

### Objectives for 2020/2021

- Ensuring consistency across Barnet's website for an improved journey, including monitoring and reviewing the online enquiry submission, information sessions and initial visit booking systems
- Increase focus on social media presence and campaigns, including Facebook boosts, google AdWords to increase website views alongside Barnet fostering Instagram page (@barnetfostering and hashtag #more2give).

- Improve and expand Internal communications with staff and current cohort of foster carers to increase recruitment, including financial incentive.
- Targeted approach for digital communications online to include information sessions, initial visits and Skills to Foster Training to be provided digitally online
- Targeted marketing and campaign is required for each specialism of fostering such as parent and child, respite for children with disabilities and supported lodging to be supported by the Consortium recruitment activity with specific focus on parent and child and teenage carers.
- Smooth transition between assessment social work and supervising social worker from Fostering Support Service to ensure carers feel supported, held and contained throughout their first child being placed.

### **Fostering Support and Development**

The fostering support and development team are responsible for the support and development of foster carers to ensure children in their care are resilient and aspirational. The team pride themselves on ensuring that all carers are supported in furthering their parenting skills to provide warm and loving homes to care for our children, whether this is an interim arrangement before they return home to their families, or a long-term relationship beyond the child turning 18.

The support and challenge provided to Barnet foster carers focusses on the development of their skill base, particularly for those who care for children and young people with complex needs resulting from early childhood trauma and neglectful parenting. A comprehensive training offer includes high level therapeutic input for families through attuned therapeutic care and PACE training which is offered to all foster carers. BICS (Barnet Integrated Clinical Services) also offers support to carers through consultations and therapeutic sessions with the child in their care, enhancing the support provided to children and carers in the home. Additional training opportunities and support is available to carers through the Consortium, including specific training for men who foster, which is considered positive.

As of March 2020, Barnet had 102 approved fostering households, a slight decrease from the 110 fostering households in the previous year. As the data indicates, we had 16 resignations throughout the year, attributed to both foster carers retiring and carers moving to become foster carers with independent agencies. Feedback from carers who have continued to foster however with independent agencies suggest a preference to be with an agency local to their home to enable better access to training and in some instances an increase in fostering fees, despite the competitive offer Barnet

provides. Finally, in comparison with the other local authorities within the Consortium, Barnet's number of approved fostering households is in the mid-range.

63% of carer households live within the Barnet area and 37% of carer households based out of borough. In terms of diversity 63% of carers are female, 39% are of White British origin with second largest group being of Caribbean origin. The service had 9 approved carers of Jewish origin and three same sex carer households.

### **Staying Put**

The 'Staying Put' Scheme allows care leavers to stay with their foster carers after they turn 18, if the young person and foster carer agree to this arrangement. As at 31 March 2020, Barnet had 27 (8.39%) care experienced young people remaining living with their former foster parent. The data evidences a significant drop of young people remaining living with their carers under Staying Put arrangements, as in 2018/2019, 46 young people (15%) remained living with their carers post 18. This is attributed to a variety of reasons including, young people being accommodated later in adolescence and preferring to move into their own accommodation than maintain a live-in relationship with their carers, a clear Staying Put policy that is now implemented opposed to arrangements made with carers individually, and some young people graduating from university and moving on to independent living.

Staying Put placements supports young people continuing to engage in education while providing a gradual transition to living independently. Conditions conducive to the Staying Put arrangement include a positive placement that meets the young person's needs, and the will of both the young person and foster carer to continue with the arrangement.

Planning for permanence post 18 has been an area of focussed attention for care leavers in the first quarter of 2020/2021. Procedures are now in place to ensure discussions in support of Staying Put arrangements now take place at Child in Care reviews following a young person's 17<sup>th</sup> birthday, and for non-local authority carers, negotiations with their fostering agency are now taking place earlier to ensure finances are not a barrier to prevent young people remaining in their homes.

### **Supported Lodgings:**

Barnet's Supported Lodgings scheme was introduced in 2018/2019 with 2 supported lodgings carers successfully recruited in the first year. Last year in 2019/2019 we increased capacity with a further 3

supported lodgings carers successfully approved. A recommendation from 2019/2020 annual review was to provide clear documentation and procedures for supported lodgings which has developed and now in place.

#### **What we have done**

- Improved handover process from Fostering Recruitment and Assessment Team to Fostering Support team to ensure stability of carers and placements
- Improved induction for newly approved foster carers
- Supervising Social Workers now lead on Skills to Foster Training in partnership with foster carers
- Developed training to enhance knowledge and skills of foster carers, such as attuned therapeutic training and PACE training
- Staying Put carers have named supervising social worker

#### **What we need to do**

- Continued focus on individual development plans for foster carers
- Explore further therapeutic training opportunities for foster carers through the Reflective Fostering Project running in partnership with the Anna Freud Centre to commence in September 2020.
- Develop virtual support groups for foster carers to provide spaces for reflection, challenge and learning



# **North London Fostering & Permanence Consortium, (NLFPC)**

**Annual Report  
2019/20**

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# 1.0 Introductions

## **Welcome to the Annual Report of the North London Fostering and Permanence Consortium, (NLFPC)**

Dear Members,

It is a great pleasure to introduce the Annual Report for the North London Fostering and Permanence Consortium 2019-2020. The Annual Report is such a wonderful testimony of all the achievements that take place within the Consortium.

It has been a great experience to be the Chair of the Consortium and I would like to thank all colleagues and staff across the six boroughs for their ongoing support and commitment to its work.

The North London Consortium has been built on many years of successful collaboration. Members benefit from the innovation and improvements to adoption, special guardianship and fostering services. Indeed, this year has been a further success.

The transition through the adoption regionalization programme has finally taken place. We welcome our partnership with Adoption London North Regional Adoption Agency, (ALNRAA). Whilst this has been an unsettling period for social workers, they contributed positively to the development of the service, and the transitional arrangements, whilst continuing to offer families an outstanding service.

The challenge of securing sufficient foster carers, especially for teenagers, continues to be a significant challenge for all boroughs. Collaborating on fostering recruitment campaigns for the Consortium to increase the numbers of foster carers remains a high priority.

A significant number of Special Guardianship families have been provided with support and training as a result of new initiatives. Families are also supported by the commissioned Kinship Connected service which sits within Grandparents Plus.

Thank you to Lorna Rook, North London Consortium Manager for the excellent work she did for the Consortium and welcome back to Peter Stevens, who is acting as Interim Manager until a permanent replacement is appointed for Lorna. Looking forward to 2021 and the opportunity for further collaborative arrangements with our partners.

**Sally Joseph**

Head of Service, (Child Care Provision) Camden

## **Introduction from Peter Stevens, Interim NLFPC Manager.**

The six boroughs that make up the NLFPC are Barnet, Camden, Enfield, Hackney, Haringey and Islington. This Annual Report is an account of the NLFPC activity that goes on across the four service areas; Adoption (until November 2019), Fostering, Private Fostering and Special Guardianship. The information in the report spans the period 1st April 2019 – 31st March, 2020 and details collaborative working arrangements across a spectrum of activity, which continues to be developed and strengthened. However, several key factors have significantly impacted Consortium activities during this year:

1. The transition to the Adopt London North Regional Adoption Agency, (ALNRAA) dominated planning and activity over the last year and a tremendous amount of extra work was accomplished within all our services amidst managing uncertainties over the future. Whilst establishing the NLARAA represented a complex and difficult endeavour, the service is now well placed to succeed.
2. Lorna Rook, the Consortium Manager, left in November, and was greatly missed. Many of the Consortium activities continued and thanks to Managers and staff for their efforts. I was appointed as Interim Manager for 3 months at the end of January, 2020, until a permanent Manager was appointed. As a result, Consortium meetings had not been held for 3 months and, inevitably, the work of the Consortium had slowed down.
3. Finally, in February and March, 2020, Covid 19 arrived and impacted, particularly in London. As a result, the focus of all our social work turned to safeguarding the children and families we all work with, and our staff.

Consortium Fostering activity has continued with the development of online recruitment through Facebook and Twitter and refinement of the Consortium website. Boroughs continue to meet at all levels and training and placements continue to be shared. Sadly, the Parent/Child fostering scheme has run down and this, and initiatives to increase the number of teenage foster carers, will need to be a focus for 2020/21.

Special Guardians greatly benefited from the specialist Special Guardianship social work teams in each of our boroughs who provide assessments, information and support. In addition, one-to-one support and additional support groups are available from the project workers at Grandparents Plus, who are a valued addition to our Special Guardian services. Finally, the advice on overseas placements from IAC has been very important in this complex area of our Teams work.

The NLFPC benefits from the collaborative arrangements with the recruitment, marketing and communication staff. Representatives are always keen to fine-tune their approach and share their learning in this highly competitive market. There is also a huge amount of crucial behind the scenes activity that goes on, in addition to managing the websites, organizing events, developing information materials and delivering an outstanding bi-annual newsletter.

Activity to increase the engagement of service users in contributing to service planning and development has increased and there have been some significant achievements: Chairs of the Foster Care Associations have benefited from meeting to share ideas on setting up activities and engaging foster carers.

The Consortium is now developing joint publicity, information and other services to the newly created Private Fostering Teams and social workers in each of the boroughs. Regular meetings are now held with the Private Fostering leads which are already proving a positive means of innovation, and sharing and improving services.

These successes have been made possible by the goodwill and commitment to partnership working from all front line staff, managers and the Heads of Service. I am grateful to you all for making this role both satisfying

and productive and special thanks goes to Sally Joseph, Head of Service in Camden, who took over the role of chair in March, 2019.

Peter Stevens  
Interim NLFPC Manager.

## **2.0 Overview of the North London Fostering and Permanence Consortium.**

### **Constitution, membership and key services**

The North London Adoption and Fostering Consortium changed name to The North London Fostering and Permanence Consortium (NLFPC) in February, 2020. It is constituted by a Memorandum of Understanding and comprises the six London Boroughs of Barnet, Camden, Enfield, Hackney, Haringey and Islington. The Statement of Purpose details the aims, purpose and activities of the Consortium.

The NLFPC has benefited from having had a long history of successful collaborative working, initially in 2006 in adoption services, followed by fostering in 2012 and, more recently, with special guardianship in 2015 and Private Fostering in 2019. There are many benefits of working collaboratively. Savings are considerable as they provide the opportunity to negotiate reductions when commissioning services. Sharing foster placements allows more children to remain living locally, and generated savings of £ 322,400 for 2019/20 across the six boroughs. Other benefits include shared learning, the development of expertise and best practice initiatives. The increased diversity and cross fertilisation of ideas also contributes positively to innovation and outward looking behaviour within each agency. A valuable benefit is being able to provide services and training options that a single borough would struggle to manage independently.

Being part of a Consortium enabled favourable contracts to be negotiated with PAC-UK, Grandparents Plus, Fostering Network, Kate Cairns Associates(KCA), New Family Social and The Intercountry Adoption Centre (IAC).

The chairing arrangement is transferred across the 6 boroughs annually. Sally Joseph, Head of Service in Camden took over the role of chair in March 2019.

### **Structural layout and primary functions:**

Until November 2019, when Adoption was separated from the other parts of the Consortium under the Government's adoption regionalization initiative, the Consortium routinely met at various levels in relation to a wide range of activities across the four service areas: Adoption, Fostering, Private Fostering and Special Guardianship. The NLFPC manager has lead responsibility for strategic and operational service development in conjunction with the Heads of Services (HoS) from each of the agencies within the Consortium. Regular scheduled meetings now take place with the following, in relation to the NLFPCs functions:

- Heads of Service (HoS)
- Fostering Support Team Managers
- Fostering Recruitment Team Managers
- Fostering & Special Guardianship Marketing, Communication and Recruitment
- Fostering Training Managers and Coordinators
- Foster Care Association, FCA chairs across the consortium
- Parent and Child Co-coordinators Group

- Private Fostering Leads
- Special Guardianship Leads

### **London wide activity:**

The NLFPC manager regularly met with the 5 London Coordinators to share information and manage and plan activities which included:

- Hosting the Adoption and Fostering Network Meeting quarterly, attended by heads of services and service managers across London.
- Chairing the pan-London adoption and fostering panel advisors' meeting.
- Contributing strategic thinking in respect to developments and training needs through Helen Edwards at the London Adoption and Permanency Board, especially in respect to training and support needs in Special Guardian services.
- Contributing to the planning of RAA services across London.
- Sharing learning about collaborative practices with the newly appointed RAA Project Managers across London.

### **The Consortium manager is a member of:**

- Kinship Care Alliance, (KCA) Chaired by John Simmonds: this is a national steering group in respect to kinship carers including special guardians.

### **The Consortium manager attended:**

- South East Post Adoption Network (SEPAN), CoramBAFF
- Adoption and Fostering Network meetings.
- London Fostering Practitioners Forum, Fostering Network
- Kinship Care professional Group, Grandparents Plus, Chair Lucy Peake.

### **Organisational Meetings:**

The following are a list of the core meetings that routinely take place and achievements in 2019/20.

#### **Heads of Service Meetings:**

The HoS and NLFPC manager meet monthly to review, plan and develop the work of the Consortium at a strategic level. The key aims are:

- The review, planning, development and implementation of all Consortium adoption (until November 2019), fostering and special guardianship activities to ensure they are in line with the MOU and represent the most effective use of collaborative working.
- The contracting and monitoring of services: pre-and post-adoption counselling services provided by PAC-UK, the inbound and outbound services with inter-country adoption service provided by IAC, Kinship Connected contract for special guardian support and the agreement with the Fostering Network.

- The sharing of service policies and procedures.
- New initiatives, in light of emerging provision, changes in legislation, government initiatives, practice and identified need.
- Providing the Consortium Chairperson.
- Linking with the National and London Boards

#### **Achievements in 2019/20:**

- Commissioning of bespoke support service for special guardians (Kinship Connected).
- Parent and Child fostering scheme reviewed and criteria adapted in order to facilitate a wider range of placements and to fit with care proceedings time table.
- Services provided by Intercountry Adoption Services, (IAC) for inbound and outbound children reviewed and recommissioned (until April 2021).
- Agreement made to collaborate on a Consortium Fostering Newsletter whilst plans put on hold given extra commitments required for the formation of the RAA.
- Adoption (until November 2019) and fostering recruitment strategies presented and reviewed.
- Annual business plan presented and signed off – overarching principles: increase the number and range of our in house foster carers and improve sharing arrangements, find more of the right prospective adopters for the children we have waiting (until November 2019), continue to improve support for special guardian and friend and family carers.
- Using New Family Social Link Maker to share foster placements.
- Planning Consortium participation in the Reflective Fostering Research Project.

#### **Adoption Managers Meetings:**

This was the NLFPC operational management group for adoption and met six weekly until November, 2019.

The meetings were used to:

- Oversee all aspects of the consortium adoption operations.
- Share information and develop learning about best practice, policy and procedures.
- Monitor the implementation of the pre and post adoption contract with PAC-UK, and monitor the inter-country adoption contract with IAC.
- Monitor the Consortium joint membership arrangements with New Family Social and Link Maker.
- Share information on the use of Adoption Support Fund bids, referrals and services that are available.
- Discuss and share ideas for implementing new legislation, guidance, standards, best practice and training.
- Develop ideas for further joint commissioning.
- Review and contribute to the recruitment strategy.
- Review the training schedule.

#### **The Adoption Family Finders**

This Consortium group met monthly with a representative at IAC and had responsibility for:

- Updating and exchanging information on children waiting and adopters approved in the consortium: at their monthly meetings and by updating and monitoring Link Maker and Adoption Link (whilst in operation).
- Attending Adoption Exchange Events and Activity Days.
- Linking with the adoption recruitment team to inform them of children waiting and adopters approved.

### **Adoption Support Meetings**

Social workers were representative from each of the Consortium boroughs. The key aims were to:

- Share good practice and learning initiatives.
- Explore, pilot and incorporate new therapeutic services
- Promote learning from making bids to the ASF
- Contribute ideas with the training schedule.

### **Highlights in training:**

- 2 Consortium training events on Life Story Work and “Going Back to Go Forward” were attended by 22 adopters.
- In total, 12 parents attended the 4-day Great Behaviour Breakdown therapeutic parenting programme funded by the ASF.

### **Fostering Managers Meetings:**

This group is comprised of the fostering managers in support and recruitment teams; we meet every six weeks as a separate team and alternate meeting jointly, they:

- Share information, learning about best practice, policies and procedures in mainstream fostering and private fostering.
- Discuss issues arising from Ofsted inspections, new legislation, guidance and National Minimum Standards.
- Share information about vacant foster carers and children waiting for carers as part of the fostering sharing placement scheme.
- Developing areas of joint commissioning of services.
- Overseeing the Consortium Parent and Child fostering scheme.
- Planning the training schedule in conjunction with the training leads.
- Planning Consortium participation in the Reflective Fostering Research Project.

### **Achievements 2019/20: .**

- Haringey extended use of their foster carers’ men’s group across the North London Consortium - the group is facilitated by an external trainer and provides tailor made training on issues affecting male foster carers and provides support.

- Sharing Skills to Foster Schedule and openness to offering slots in borough’s training programmes to foster carers from other Consortium boroughs
- Acceptance on to the Reflective Fostering Research Project.
- Adapting to the Covid 19 pandemic by developing Consortium meetings , training and other activities online.

### Special Guardianship Leads Meeting:

The group comprises of special guardianship leads from each borough in the Consortium, and meets four weekly to:

- Share information and learning about policies, practice and procedures.
- Monitor the training schedules.
- Provide information and ideas with the support groups.
- Plan the annual social event for families.
- Set up and maintain forms, leaflets and information for the website.
- Monitor the ‘Kinship Connected’ contract with Grandparents Plus.

### Achievements 2019/20:

- Great Behavior Breakdown (GBB) therapeutic parenting training and Non Violent Resistance (NVR) reviewed and adapted for eligible special guardians funded under the ASF. 2 courses were run and more are planned.
- Enhanced decision making for children being placed overseas through continued commissioning of the outbound permanency service, (IAC).
- Leaflet for parents produced explaining role of special guardian and SGO.
- Newsletter produced.
- New Family Social contract renewed to include special guardians.

### Private Fostering Leads Meeting:

This group is comprised of the Private Fostering leads from each borough in the Consortium. It started meeting in February 2020 and meets 6 weekly to:

- Share information and learning about policies, practice and procedures.
- Develop and share publicity and information materials.
- Develop a training schedule for private foster carers, managers and social workers

### Achievements 2019/20:

- Consortium Fostering website updated with page on Private Fostering, and new Consortium website “Private Fostering North London” commissioned.

- Work commenced on sharing leaflets, posters and presentations on Private Fostering.
- Possibility of Consortium App on Private Fostering under consideration.
- Data collection of Private Fostering activity in the Consortium commenced.

## 3.0 Activities in Adoption: Matching, Placing and Recruitment (up to November 2019).

### Information Exchange

One of the key functions of the Consortium was to exchange information about approved adopters and foster carers as well as children waiting for adoption or foster placements. This was done in a variety of ways:

- Regularly updated profiles were circulated to all the adoption teams.
- In adoption family finder meetings, profiles of children to be placed and approved adopters were shared and discussed. The Inter Country Adoption Centre attended these meetings to make links between our children and their vacant adopters.
- Profiles of children were circulated to all the London Consortium Managers to circulate across London
- From April, 2014, all the NLAFC boroughs had contracts with Link Maker

### Adoption Preparation Group Organisers Meetings

These were usually held bi-monthly and involved the adoption preparation training organisers from all the Consortium members. They shared information, ideas and resources. Each Borough ran Preparation Training Groups, on a rota basis for adoptive applicants from the whole Consortium area. There was an agreed protocol in place for the content and management of these groups. Preparation groups were delivered in Stage 2 of the adoption process.

### Placing children and adopters

Placing children and adopters remained an increasing challenge, especially in London, where the numbers of children who are available had significantly dropped in comparison to the number of approved adopters, which had also dropped. Whilst the number of approved adopters and the number of children waiting were comparable in number across London, matching was not achieved for a number of reasons. The children waiting were from a broad range of ethnic backgrounds, whilst adopters were predominately white British. Furthermore, many of these children were part of a sibling group, were of an older age or had increasingly complex needs. In short there was a mismatch. Tackling this, despite initiatives such as targeted recruitment into the black and ethnic communities and increased focus on supporting prospective adopters to care for a child of a different ethnicity to themselves, had little impact. This scenario was reflective across London. The

requirement of needing a spare bedroom and the cost of housing in London was no doubt a prohibitive factor for some families who would otherwise have wished to adopt a child.

Table 1: Information sessions and adoption enquires were managed by the three northern boroughs within the Consortium collectively. The number of enquiries were divided between the three boroughs in order to reach a meaningful total. Table 1 also shows the number of adopters by household approved in 2019/20 (to November) and in the previous 2 years. The Table gives a picture of Consortium adoption activity in the first half of the year.

Recruitment had become much more selective to match the needs of the children waiting. For several years, there had been a significant drop in the number of enquires. Staff had risen to the challenge to recruit adopters from a smaller pool, and for more complex children, and maintained a high number of information sessions.

**Table 1: Enquiries, information sessions and approved adopters:**

Borough	Barnet	Camden	Enfield	Haringey	Hackney	Islington	Total
<b>Adoption Enquiries</b>						to end Sept 2019	
<b>April-November 2019</b>	51 (tri)	32	43 (tri)	51 (tri)		48	
<b>2018/19</b>	68 (tri)	146	68 (tri)	68 (tri)	46	90	486
<b>2017/18</b>	41(tri)	87	41(tri)	41 (tri)	43	86	339
<b>Info Sessions</b>							
<b>April-November 2019</b>	6 (tri)	3	6 (tri)	6 (tri)		2	
<b>2018/19</b>	12 (tri)	10	12 (tri)	12 (tri)	3	4	53
<b>2017/18</b>	12 (tri)	2	12 (tri)	12 tri	4	4	46
<b>Approved Households</b>							
<b>April-November 2019</b>	4	4	2			2	
<b>2018/19</b>	12	5	3	13	6	6	45
<b>2017/18</b>	13	4	11	15	3	4	44

The NLAFC Manager also linked in with other London Adoption Consortium Coordinators to exchange information about children needing adoptive homes.

## Numbers of Children Adopted

Table 2 provides a breakdown of stages of the adoption processes.

Table 2 shows the number of children adopted in the NLAFC by year

**Table 2: Number of children adopted**

	2016/17	2017/18	2018/19	April – Nov 2019
Number of Children Adopted	70	63	76	Enfield – 4 Camden – 0 Barnet - 7

## Adoption Recruitment: Review of Year 2018/19

### Key Messages

- Recruit families for children with a black African, black Caribbean and mixed parentage, older children (3+), siblings and those with complex/additional needs
- Raise awareness and recruit more foster to adopt placements.
- The quality of service offered by the Consortium was very high. We supported applicants every step of the way. Working in partnership with six local authorities meant that we had a wealth of experience and a wide range of children waiting to be matched.

### Target Audience

Focus on families able to provide a home for children with a BME background, older children, siblings or children with complex needs, within one hour's travelling distance of any of the consortium boroughs.

<u>Strengths</u>	<u>Weaknesses</u>
Training via consortium	Approval process time
Strong support offering	Lack of BME enquiries
Diverse mix of children	
Regular newsletter contact	
Adopter events (eg. Picnic)	
Six boroughs combined so large reach	
Well-established consortium/14 years+	

<u>Opportunities</u>	<u>Threats</u>
As LAs, broad marketing opportunities	Increased competition from adoption agencies
Improving website to include more information	Impact of selling our approved adopters
Maximise presence on social media	Budget pressures

### The Strategy for 2019/20

This strategy was to be flexible and react to the recruitment need for all six boroughs as they transition to the new set up created by the regionalisation of agencies in the London area. As the majority of enquiries were generated via the website and from outreach events, the focus was via these methods. We monitored successes and potential improvements for all campaigns throughout the year until November, and adapted the strategy accordingly. A recruitment event was held in October 2019 to coincide with National Adoption Week.

## 4.0 Activity in Adoption: Support

We were proud of the wide-ranging adoption support services our teams provide in the NLAFC. We were closely involved with London developments.

A twice annual newsletter was produced. The newsletter provided a range of subjects - inspirational stories, information on new services and is a reminder that support is available. The Editorial group consisted of adopters and social workers and owe their thanks to the Marketing and Communication Group members for producing an excellent high quality newsletter. This method of providing information directly to families was relevant. In both our adoption and Special Guardian scoping exercises and questionnaires service users identified the need for a local service with named staff as their first priority.

**“A very informative and friendly newsletter”**

The requirements for updated information were met via the website and Facebook page and fully updated NLAFC local and PAC-UK leaflets.

### Adopter Forum

Meetings took place every 3 months with a group of adopters from each of the agencies. Responsibility for contributing to the agenda was shared by individual attendees, the Chair, (the NLAFC manager), adopters, the WAF chair, social workers and managers. The Adopter forum provided a number of functions: as a quality assurance measure and in a consultative capacity. Whilst a small group, members represented the views of adopters, they provided ideas, information and feedback that contributes to the strategic planning with adoption services.

A member of the Adopter Forum was also a representative member of the London Adoption and Permanency Board.

## Adopted Adults Group

A member wrote - "Adults who have been adopted who live in North London can attend a Consortium bi-monthly support group which meets in Islington. This very successful group has been running for eight years and is one of only a handful in the UK. It provides an opportunity for attendees to discuss how adoption has influenced their lives from the practicalities of searching for birth family members to the complexities and positives of their ongoing reunion stories. The group hosts 3-4 guests a year from experts in trauma, DNA and reunion to poets and art therapists.

The group was run by a steering group of adopted adults and supported by a small group of adoption support social workers from across the Consortium. This was a unique support for adopted adults, many of whom have never met with other adoptees and provided so much experience and learning for adoption teams when considering the impact of decisions on modern day adoptions".

July, 2019.

"What a powerful feeling to sit and talk with a room of other adopted people, probably for the first time in my life." **Adopted adult attender, 2018**

"Very supportive group where people understand a lot of what I'm going through" **Adopted Adult Attender, July 2019**

I have found this group invaluable as a support and inspiration as I reached out to find my siblings. Meeting people who I did not have to explain myself to was a great relief... The whole team of volunteers have created a safe space for people to stay connected and not feel so isolated.

**Adopted adult attender July 2019**



"I love the way we connect even though our lives are so different. It's an adoption thing and it's what I was looking for." **Adopted adult attender, July 2019**

## Support Group for the parents of adopted teenagers

The consortium ran a monthly support group for the parents of adopted teenagers. The group focused on challenges parents face in adoption, strategies on managing and provides peer support. The group was well established and was developed by the insightful facilitation of Rachel Staff who has since written a book 'Parenting Adopted Teenagers'. All the adoption managers and adoption support staff recognised this as a key Consortium group, supporting up to 25 adopters of teenagers and young adults at a critical and often traumatic developmental stage. Such support enhanced family life, provided parenting strategies and reduced the possibility of family disruption.

Jennifer Cassidy and Sue Bineham took over the facilitation of the group in December 2016. Jennifer is a paediatric nurse by profession and has seventeen years' experience working in child and adolescent mental health and adoption therapy services. She also works in commissioning NHS services for children with complex physical and mental health conditions. Sue Bineham has been a qualified social worker for over 26 years. She has worked in the Adoption Support field in Camden for 11 years and in that time she has supported many adopted families. Sue has accumulated experiences over the years in group work and her experience support the facilitation process.

Jennifer Cassidy wrote "Over the last year, the parents' group has gone through a period of considerable change. For some time there have been plans to open up the group to new members. Between December and April, we have welcomed eight new members to the group. This has allowed movement and sustainability at the same time meaning that some of the parents who have attended from the beginning felt that the group was now in a stable place to continue and they could leave. We would like to acknowledge the time and energy of those parents who have left in making the group what it is today.

Welcoming new members into the group gave an opportunity for change and development within the group and many new ideas about the structure and running of the group were being implemented.

The group did a self-evaluation session and this is some of the feedback that was received:

- Parents give each other; 'Support is amazing', 'everyone understands', and it is therapeutic, comforting, offers relief,
- Facilitators offer; their expertise, practical advice, make sure everyone is heard, are non-judgmental and professional.

The group continued to be a space for therapeutic discussion about targeted subjects chosen by the group. It also offered a forum for learning, practical advice and emotional support. The group was also very keen to feed into developments in relation to the regionalisation of adoption.

**The following was written by a member of the group.**

*"Parents of Adopted Teenagers meet once a month on a Saturday for 3 hours with facilitators to share experiences and learn about the difficulties of being an adopted teenager. We focus on how we navigate parenting during these challenging years. We value the shared understanding and experience we all bring as well as the support and input of the facilitators.*

*The group has been going for 7 or 8 years and many of us who were there at the beginning are still attending. It has been a lifeline for many of our families. We have welcomed several new members to the group recently and this has worked well.*

*We have very varied discussions, one recently explored contact with birth families which raised so many issues we will be coming back to it. The vulnerability of our young people and the risky situations they find themselves in is a constant background to all our stories. Working more positively with safeguarding professionals is a subject we discuss regularly. We would like to discuss the policy round letterbox contact and believe it should not stop at 18 years if the participants want it to continue.*

*We have been briefed about the regionalisation of adoption and hope we can continue to influence policy through our lived experience of parenting some of the most traumatised young people". July 2019*

## **NLAFC Adoption Support Handbook**

Hard copies of the adoption support handbook was provided to new adopters and the updated link was sent to all existing adopters and could also be found on the NLAFC website – [www.adoptionnorthlondon.co.uk](http://www.adoptionnorthlondon.co.uk) on each agencies website and at IAC and the WAF website.

## **The Adoption Support Fund (ASF)**

Table 6 provides figures for the ASF applications for the NLAFC.

**Table 3: Individual ASF applications:**

<b>Borough</b>	<b>Barnet</b>	<b>Camden</b>	<b>Enfield</b>	<b>Hackney</b>	<b>Haringey</b>	<b>Islington</b>	<b>Total</b>
<b>April-Nov 2019</b>	31	15	28	74		46	
<b>2018/19</b>	254	27	29	66	76	61	513
<b>2017/18</b>	39	32	35	39	72	41	258

The adoption support team collaborated effectively over a range aspects: to share information, extend their directory of resources, seek advice on streamlining ASF applications, provide updates on in-house and local services, identify and pilot new therapeutic resources.

## 5.0 Relationships with external Agencies in Adoption

### **We Are Family (WAF)**

WAF is a successful and vibrant post adoption support community started in June 2013 by a group of adopters. Whilst WAF started in the NLAFC area but quickly spread across London and the South East and became a registered charity in 2015. WAF represent adopters at local and regional level. Their annual reports and accounts can be found here (<https://wearefamilyadoption.org.uk/about-us/our-governance> ). Across London WAF now has 900+ members, of which more than 240 members belong to WAF Hackney/Islington (Aka WAF HI).

WAF are proactive with offering approved and prospective adopters a supportive network which they describe as 'organic buddying' and emphasise that 'rather than offer advice they offer community'. Their support activities include regular meetups, information sharing and other initiatives, for instance they offer playgroup meet ups, parent support meetings and other social activities. WAF HI members also enjoy the offers from the two specialist WAF groups: single adopters and prospective adopters. They stress that they are peer-to-peer and therefore do not offer advice or therapy.

With a small grant from Islington Community Chest they were in the process of building the skills of the facilitators of both the WAF HI parent support group (which meets fortnightly) and the Single Adopters North (which meet monthly). Training was provided in September by Zach Gomm and Denise Gilding of Rewire Your Future.

The NLAFC recognised the enormous value that WAF has to established adopters and those seeking to adopt and worked closely with local parents to assist them develop their network in London. WAF, within the NLAC, has certainly flourished. Regular meetings have taken place. WAF publishes a weekly blog, written by different adopters, thereby giving a voice to different parents from the community. Some write a one off, others return regularly with blogs. It is now possible to subscribe directly through the WAF website (<https://wearefamilyadoption.org.uk/blog/subscribe>).

For further information about WAF please visit their web site: <https://wearefamilyadoption.org.uk>

MLS - WAF Member, July 2019

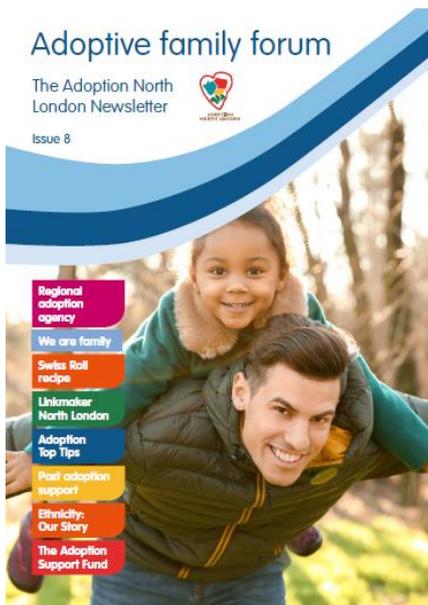
## 6.0 Activities in Fostering

### **Fostering Recruitment: Review of Year 2019/20**

#### **Recruitment Activity:**

The NLFPC Marketing and Communications Group team is responsible for the Consortium's marketing and communication strategies. These detail the planned actions associated with achieving the main objective of recruiting more adoptive and foster families for the children in all six consortium boroughs. The Consortium is

particularly focusing on children with a BME background, siblings and children with complex needs for adoption and foster carers who can care for teenagers



The team's work includes; writing the strategic marketing plan, planning and co-ordinating the Consortium's recruitment events – including those during National Adoption Week and Foster Care Fortnight, organising and attending community events, stands at other events, managing the adoption, fostering and special guardianship Consortium websites, social media pages and digital marketing campaigns.

The team are also responsible for retaining brand identity and producing the Consortium leaflets for recruitment and support, and the Consortium newsletters for foster carers, adopters and special guardians. Their behind the scenes work is crucial to the smooth running and success of many Consortium activities. They provide an excellent service.

## Focus on websites and social media overview

The North London Adoption and Fostering Consortium websites are fully administered by the Consortium Marketing and Communications Group.

The adoption and fostering websites are used as an information sharing and recruitment tool and can be found at [www.adoptionnorthlondon.co.uk](http://www.adoptionnorthlondon.co.uk) and [www.fosteringnorthlondon.co.uk](http://www.fosteringnorthlondon.co.uk).

The Special Guardianship website can be found at [www.specialguardiansnorthlondon.co.uk](http://www.specialguardiansnorthlondon.co.uk) and provides a range of information about training, support groups, advice and signposting information.

In addition, the Consortium has Facebook, Twitter and YouTube accounts to aid in the recruitment of adopters and foster carers and help raise awareness through a mix of online sources.

The Consortium Marketing and Communications Group is a pro-active team with many years of experience in publicity and promotional campaigns in the sector. There is a strong working relationship between members and achievements over the past year include website improvements, maintaining and expanding a schedule of social media presence, digital marketing campaign and ongoing updates to literature.

Establishing a Consortium approach is a new initiative on this scale. Activity in these first steps have been achieved, namely communication, direction and working as a team. More recently this approach has been strengthened with a full complement of staff representing all boroughs in the Consortium. A recruitment strategy was proposed, sanctioned and followed through on successfully. A brand is being established and the solid ground work for this has been put in place.

## Objectives for the year 2019-20

- To raise the profile of the North London Fostering Consortium
- To generate quality enquiries
- To recruit foster carers for teenagers
- To recruit mainstream carers

In order to achieve this, focus was to be placed on the on the following three strands:

- Improving online presence: Improve website performance and social reach
- Foster carers for teenagers: Recruit six teenage foster carers across the Consortium
- Parent and child: Recruit six parent and child carers across the Consortium

## Key Messages:

- Local carers for local children.
- Better all round to foster through the council rather than with independent agencies.
- The quality of service offered by the Consortium is very high.
- We are a partnership of six local authority fostering agencies. We have a wealth of experience, training and support to offer.
- Use your professional experience to help local children. Fostering is a career choice for many.

## Recruitment and Retention Activity by Agency

There was an increase in fostering enquiries received in 2019/20 (1353) compared to 1275 in 2018/19. However, the number of approvals decreased to 58 compared to 86 in 2018/19.

**Table 4: Fostering enquiries/approvals 2019/20**

	Barnet	Camden	Enfield	Hackney	Haringey	Islington
Number of Enquiries	<b>204</b> (194)	200 (181)	260 (234)	<b>327</b> (228)	111 (164)	<b>251</b> (274)
Number of Approvals	<b>8</b> (31)	<b>10</b> (9)	<b>15</b> (14)	<b>9</b> (12)	10 (15)	<b>6</b> (7)

## Website Enquiries

Unlike adoption, the fostering arm of the Consortium is only able to receive enquiries via the website, or directly to the individual boroughs. Those who visit the website are responded to on a rota basis, unless they specifically request a follow up from a particular borough, or they are interested in an area not supported by the borough next in line i.e. baby carers or supported lodgings. Over the period of April 2019 to March 2020, 26 enquires were received through the website and when probed further they advised that they visited the site as a result of both online and offline sources. This indicates that a mixed approach is still beneficial for the Consortium and its individual boroughs.

## Joint information events and stalls

Activity this financial year was very limited as no budget was allocated for Consortium advertising.

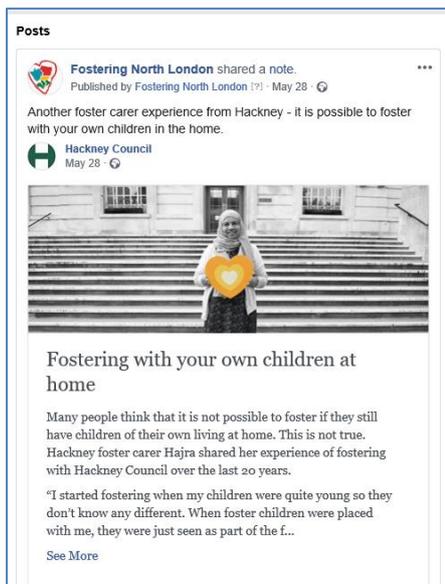
## Website improvements



Changes are regularly made to the fostering website ([www.fosteringnorthlondon.co.uk](http://www.fosteringnorthlondon.co.uk)) to coincide with scheduled events and video promotions, and to include Private Fostering.

Traffic to the Consortium website increases significantly for each digital marketing and social media campaign but result in a small number of direct enquiries. It is possible that enquiries that could have been made on the Consortium site ended up being placed on an agency's website within the Consortium instead.

## Maintaining and expanding social media presence



The Consortium profile has risen through the use of social media. We have Facebook, Twitter, Instagram and YouTube accounts. Social media messaging is free and we can finely tune what we want to say in a controlled way. Any paid advertising remains mainly through Facebook as the platform allows focus on specific messages and flexibility with costs and duration.

This year on Facebook, as with previous years, we have been busy promoting our information sessions and sharing stories and interesting content from around the country that ring true to all fostering services.

The regular promotion of our scheduled information evenings and pushing out positive stories at key times, especially Foster Care Fortnight, Christmas, and New Year, helps to maintain continual engagement throughout the year

## Digital marketing campaigns

Recognising that digital channels are increasingly being used for enquirers' research into fostering the marketing group explored how the Consortium can be more digitally orientated too.

The online campaign in March 2019 had the goal of generating enquiries from residents across North London who would be interested in fostering teenagers and siblings and to drive traffic to the Fostering North London website. This was also used to promote the Consortium's joint adoption event.

The online advertising carried out with this campaign resulted in 1,582 people clicking through from the adverts for more information; this is over 5% of the people that saw the adverts. Average click through rates (CTR) vary according to platform and industry, however anything over 2% is considered to be a good performance.



However, looking closely at the results and the division of clicks between the fostering and adoption adverts, we estimated that less than 10% of these were generated for fostering. This showed that the interest in adoption still remained greater than the interest in fostering and may have accounted for the lack of fostering enquiries received during this period. Despite this, the Fostering North London website visits saw a 6.8% increase during the March campaign thus achieving the aim of increasing traffic to the website.

### Branded literature and advertising



Changes to literature in the year paid particular attention to the continuity of branding colour coded to each service area (adoption, fostering, special guardianship) respectively.

### Strategy and activity plan for 2019/20

Providing placements locally for children provides the best outcomes. Placement shortage and cost of placement expenditure therefore should remain a key feature for all agencies. Building on the Consortium brand, raising awareness and continuing with the Consortium approach to recruitment is recommended. Budget for 2019/20 was £5,000 although this was withheld to cover the increased cost of support developments to Special Guardians. It will return to £5,000 in 2020/1.

Based on the lower budget, focus and spend were centred more on online activity to make the most of this money with the potential of trying at least one new activity, the 12 Days song and film, and promo,

at Christmas.

By focusing more on using our existing channels and keeping spend to a minimal meant more exposure on our social media platforms and websites. We refreshed the websites and programmed more frequent content to our social media pages, including a form for people to register their interest directly from our social media messaging.

With a limiting budget for Consortium activity, one way of still working together to increase awareness of the Consortium and its benefits was through co-ordinated borough activity.

## Consortium Specialist Fostering Scheme: Parent and Child Scheme

The scheme started in July 2013 and currently has 3 approved foster carers, one of whom has a placement. One has a mother/baby placement at present as she was not getting placements. One needs careful matching and is mainstream fostering at present. One potential foster carer is being assessed.

A review of the scheme in 2017 highlighted:

- High levels of satisfaction reported by the foster carers in the support they receive from their link coordinator.
- The placements provide the consortium value for money. These placements cost £850 per week + staff time. This compares to £2,680 average cost of a residential placement per week or an average cost of £2,000 for an IFA placement per week.
- Local arrangements for contact
- Quality assurance of the placement and assessment arrangements.

With such clear benefits to the Consortium boroughs, it is of great concern that the Scheme has significantly reduced operations. The reasons are not clear but:

- There has been no advertising for new carers
- There is low awareness among the Consortium Fostering Teams about the scheme
- There is no longer a specific training for foster carers who wish to join the Scheme.

## Fostering Recruitment and Retention Activity by Agency:

Table 5 provides a range of data collected over two years. Although unfortunately some data is not fully complete, there is sufficient data to highlight that the trend for some boroughs experiencing a significantly higher number of placements completed in care proceedings under full care orders, as opposed to SGOs, is continuing. This has continued to lead to increasing the number of friend and family foster carers. Children placed with in-house foster carers and IFAs has continued to rise in most boroughs. The demand for local foster carers, especially for older children is a pressing concern for all boroughs, as is the increasing use of IFA placements, with the high costs this

**Table 5: data as of 31st March, 2020 (data as of 31st March 2019 in brackets)**

	Barnet	Camden	Enfield	Hackney	Haringey	Islington	Total
<b>Total number of In-house Foster Carers</b>	102 (110)	71 (72)	121 (119)	101 (105)	155 (154)	163 (145)	713 (691)
<b>Total number of children placed with IFAs</b>	91 (94)	23 (21)	104 (97)	152 (134)	111 (119)	124 (94)	605 (559)

<b>Number of teenagers (11 plus) placed In-house.</b>	51 (68)	13 (46)	85 (84)	75 (61)	97 (95)	64 (69)	385 (444)
<b>Number of teenagers (11 plus) placed in IFAs.</b>	58 (56)	17 (18)	64 (66)	94 (83)	85 (82)	105 (69)	423 (374)
<b>Number in Staying Put arrangements.</b>	21 (26)	18 (12)	41 (14)	35 (23)	22 (4)	30 (21)	167 (100)
<b>Number of Reg 24s.</b>	13 (10)	15 (8)	10 (20)	33 (17)	19 (8)	17 (27)	107 (90)
<b>Number of Kinship Foster Carers</b>	7 (8)	15 (10)	12 (10)	24 (21)	30 (20)	26 (19)	114 (88)
<b>Number of UASC</b>	64 (59)	50 (34)	67 (20)	38 (43)	27 (50)	58 Data not provided	304

### Private Fostering:

The Consortium Private Fostering Managers and Leads now meet six weekly to share information and practice, and develop resources for all those involved in Private Fostering.

**Table 6: Private Fostering activity in each borough in the Consortium 2019/20:**

<b>Borough</b>	<b>Referrals</b>	<b>Assessments</b>	<b>Approvals</b>	<b>Current number of PFC's</b>
<b>Barnet</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>11</b>
<b>Camden</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>Enfield</b>	<b>17</b>	<b>9</b>	<b>4</b>	<b>5</b>
<b>Hackney</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>9</b>

<b>Haringey</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>
<b>Islington</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>
<b>TOTAL</b>	<b>54</b>	<b>42</b>	<b>26</b>	<b>33</b>

**There are plans to:**

- Develop a Consortium Private Fostering website.
- Develop publicity and explanatory leaflets for parents, private foster carers, privately fostered children and professionals.
- Share assessment and other forms and procedures.
- Develop Consortium training to include private foster carers, social workers and managers.
- Develop a peer review process to share good practice.

These developments will hopefully lead to a higher identification and reporting of private fostering arrangements; a better service to all those involved in private fostering; and improved inspection reports to and from Ofsted.

## 7.0 Relationship with External Agencies

### The Fostering Network

Joanna Adande (Fostering Network Consultant for London and Eastern Regions) attends the NLFPC Foster Carer Associations Chairs meetings which take place every quarter, chaired by the NLFPC Manager. A 3 year Membership contract with the Fostering Network has been signed. As well as the financial benefits achieved by having a Consortium membership arrangement, the closer working partnership with Fostering Network has improved information sharing and enabled the Consortium to benefit from the extensive fostering resources and experience of the Fostering Network.

Joanna Adande, our Consortium lead from the Fostering Network writes – “North London Adoption and Fostering Consortium has agreed to continue membership of The Fostering Network for a further three years, starting from 1<sup>st</sup> April 2019. This gives all NLFPC approved fostering households and NLFPC staff access to a wide range of benefits designed to help them provide the best possible care for the children and young people they look after.

Essential benefits for all children’s services staff, including:

- Tailored support for recruitment of new foster carers including participation in our annual benchmarking survey;
- Expert practice advice and guidance from our practice support team and member helpline;
- The latest information on developments in the sector through forums, e-news and online;
- Special member rates on our training, events and resources, such as The Skills to Foster.

**Essential support for all NLAFC foster carers, including:**

- Legal protection insurance scheme with a 24 hour helpline, assistance at police interview and cover for legal costs;
- Financial advice on income tax, mortgages, pensions and welfare benefits;
- Access to advice on all aspects of fostering through our member helpline;
- Peer support through an online community of thousands of foster carers from across the UK;
- Discounts tailored for foster families, such as holidays, home insurance and days out.

A full list of benefits is available at [www.fostering.net/membership](http://www.fostering.net/membership). Advice and guidance through the Member Helpline is available Monday - Friday, 10am-3pm on 020 7402 9582.

In addition to the above benefits, NLFPC also received two free training days in the first year of the agreement and a further three training days will be organised over the subsequent two years of the agreement. “

Joanna Adande, Fostering Network, July 2019

### **Kate Cairns Associates(KCA):**

By purchasing online training packages from KCA in quantity, the Consortium benefits from a special pricing discount of £1 per online course, resulting in a saving of about £300 per annum to the Consortium boroughs. Staff and foster carers are positive in their feedback about the quality of these online training courses, and the efficiency of the support services they receive from KCA. In 2019/20, 296 online training courses were purchased for Consortium foster carers. With the shift to online training for foster carers since the Covid 19 pandemic, it is anticipated that the Consortium boroughs will collectively order 500+ courses from KCA in 2020/1.

## **8.0 Activity in Special Guardianship Services**

A framework for support based on local and national research findings have been established. Key areas of support in place are:

- Support groups
- A social activity day for the family
- Sign posting for services
- Welcome/Information pack
- Leaflet on being a Special Guardian
- Website with advice, training and contact details
- Duty systems for support
- Best practice assessment templates and support needs template
- Training programme providing induction and specialist areas based on what research and kinship carers state they need support with (behaviour, contact and life story work – see appendix 6)
- Enfield host information sessions for those being assessed and other boroughs are working towards doing so

- Life story material

A twice annual high-quality Newsletter is sent to Special Guardians which includes articles of interest, information about services and accounts of personal experiences.

The PAC-UK contract has now been extended to include support services to NLFPC Special Guardians.

## Data on Special Guardian Orders (SGOs) Made

Table 7 provides numbers on full assessments completed on prospective special guardians in each agency. Although the Table records 238 in 2019/20 compared to 253 in 2018/9, Barnet were only able to report on 3 months activity. It is probable that the number of full assessments actually increased in 2019/20, and it is noticeable that Enfield, again, had a very high number of assessments.

**Table 7: Prospective Special Guardian full assessments completed (not including viability assessments).**

Number of full assessments completed	Barnet	Camden	Enfield	Hackney	Haringey	Islington	Total
2018/9	31	29	59	36	51	47	253
2019/20	16 (from Jan to March 2020)	36	67	44	40	35	238

Table 8 figures identify that overall there has been a significant increase in the number of SGOs issued within the NLAFC in 2019/20 from 105 the previous year to 129.

**Table8: Number of Special Guardianship Orders granted in the LAC & Non LAC.**

	2017/18	2018/19	2019/20
<b>Barnet</b>	37 + 3 non LAC	18	29
<b>Camden</b>	12	14 + 5 non LAC	11 + 4 non LAC
<b>Enfield</b>	19 + 13 non LAC	20 LAC + 9 non LAC	37 + 5 non LAC
<b>Hackney</b>	12 + 5 non LAC	21+ 15 non LAC	17
<b>Haringey</b>	21 + 2 non LAC	17	16 + 2 non LAC
<b>Islington</b>	28 LAC + 9 Non LAC	15 + 4 non LAC	19 LAC 3 non LAC
<b>Total (subject to Care proceedings)</b>	117	105	129
	149 inc non LAC	138 inc non LAC	143 inc non LAC

**Table 9: Number of known Special Guardian breakdowns (per family not per child) 2018/20.**

Number of known breakdowns	Barnet	Camden	Enfield	Hackney	Haringey	Islington	Total
2018/9	4	2	2	4	4	2	18
2019/20	3	1	4	3	0	9	19

## Support Services for Special Guardians

There are significant contrasts in the varying levels of support being offered to Special Guardians across the consortium. Note, Haringey’s support data includes signposting and support offered on telephone and from advice bases, and support with contact, whilst the data in all other agencies only includes support offered by an allocated social worker.

There has been an improvement in the number of ASF applications in 2018/19 compared to the previous year. In total, 82 applications were made in 2017/18, as significant rise compared to 35 applications in the previous year. ASF applications for Special Guardians, however, is still a relatively low number when compared with the total number of ASF applications for Adoption Services (513).

**Table 10: Special Guardianship support in the NLAFC 2018/20**

	Barnet	Camden	Enfield	Hackney	Haringey	Islington	Total
<b>SG Allowance (children)</b>							
<b>2019/20</b>	248	163	208	227	166	216	1228
<b>2018/19</b>	200	165	208	219	170	222	1,184
<b>SG worker support</b>							
<b>2019/20</b>	32	18	45	50		79	
<b>2018/19</b>	31	20	35	59	230	50	425
<b>Supporting Contact</b>							
<b>2019/20</b>	5	5	35	18	No data	42	
<b>2018/19</b>					Data included		

	5	21	32	30	with support	37	
<b>ASF applications</b>							
<b>2019/20</b>	4	6	13	9	9	22	63
<b>2018/19</b>	33	3	11	15	1	19	82

## **Commissioned Support Services:**

### **Report from Grandparents Plus, Kinship Connected North London 2019-20**

“Kinship Connected continues to work across the six North London boroughs; Enfield, Haringey, Barnet, Camden, Islington and Hackney. Through this programme we have been able to offer help and support to 57 special guardians, against an annual target of 60. One-to-one support continues for 28 of these special guardians and is now complete for the remaining 18, with reviews undertaken to record their outcomes. In addition, we continue work with Special Guardians and other types of Kinship Carers who were formerly registered through our pilot, Relative Experience and the first year of our commissioned Kinship Connected Service.

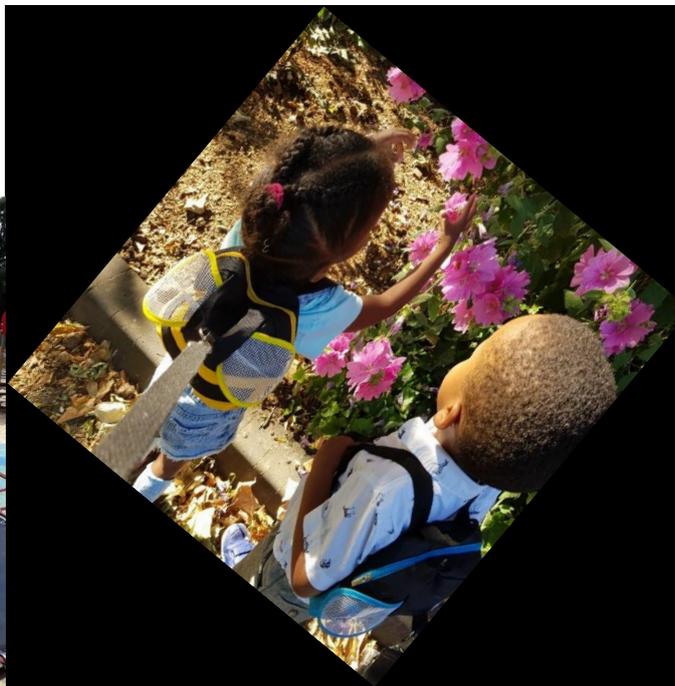
Kinship Connected has been able to offer help and advice over the year dealing with a wide range of issues such as stopped SG allowances, temporary exclusions from schools, advocacy at CIN meetings, identifying therapeutic interventions for SG children by sign posting to ASF courses made available through NLAFC. We have directed SG’s to workshops looking at Contact, Telling Difficult Stories, Mindfulness, GBB and Theraplay amongst others. We are able to advertise the course and inform the local authorities of the SG’s wanting to participate. We have signposted kinship carers to our advice line, who have been able to give advice on Benefits and apply for grants covering items such as fridges, washing machines, beds and activities for the children.

We have been able to help a few carers work through some very difficult circumstance with a couple of Special Guardians making the very hard decision of giving up and SGO in the child’s best interest. This has been very tough but necessary for either the physical and emotional wellbeing of those involved, which has meant that the child has been placed somewhere where all their needs can be met. We have had a number of service users who have either battled illness themselves or someone within their support network has. The Coffee Mornings have offered a great amount of support in those situations.

One of our key focuses for the year has been self-care. Grandparents Plus ran a workshop on self-care and we continue to encourage our service users to remember themselves and take some time for themselves.



We held a very successful Celebration Day last October whereby Families joined us at the Science Museum for a great day out. This along with our days out at the park was a great opportunity for children and SG's to come together.



The first Kinship Care Week was launched in October 2018 and Support Groups and Coffee mornings participated in taking pictures with our selfie frame.



We have attended 36 local authority support groups which we are able to impute into and have run 39 coffee morning across all 6 boroughs. Kinship Connected clients have been involved in focus groups that are informing Government in making policy changes, helping to adapt and develop therapy workshops and have volunteered with Grandparents Plus in various capacities.

Here are a few quotes from Special Guardians that have accessed the service during the course of this year.

“My life has been up in the air at the moment and I don’t know what I would have done without the support of the Kinship Carer Project Worker or Grandparents Plus Advice Line. I must have been a right pain at times but the Project Worker always got back to me and answered every question I had. I can’t thank them enough”.

PO – Enfield Special Guardian

**“I look after my sister’s children a 6-year-old boy and 12-year-old girl. I was encouraged and inspired by the project worker to do volunteering with Grandparents Plus as a Grants Application Volunteer. It really gave me insight in the role we do as Special Guardians. The volunteering is so fulfilling when you know you are making a difference in the life of a child with a challenging background. I have also made new friends”.**

CK – Hackney Special Guardian

“I’ve had a Special Guardianship Order for my granddaughter since 2016. Being a Special Guardian at my age and when you have raised your child and think the job is done this is very challenging. During the SG assessment I attended workshops which I was signposted to by Grandparents Plus that were crucial in making sense of the dramatic changes in my life. Whenever I need, I seek advice from Grandparents Plus and I feel supported as this is an organisation I can rely on”.

FL – Islington Special Guardian

**“I live in Islington and my great niece was placed with me earlier this year from another local authority. I have no help or guidance during the process and was lift feeling abandoned when the child was placed with**

no means of support. I got in touch with the Kinship Connected Project Worker and she was able to direct me to services and give me key pieces of advice that I never knew, such as where and how to access therapy and how to challenge the local authority that had placed her to get the right things in place. The help and advice has been invaluable as I felt very down”.

VT – Private Special Guardian Islington”

**The Outbound Permanence Service** is based at IAC- The Centre for Adoption which is a registered adoption agency. It is concerned with the placement of Looked After Children in England (in care proceedings) in permanent placements, with connected persons overseas. This includes through Special Guardianship, Convention and Non-Convention adoption or other permanent orders. Initially funded by the DfE, from 1<sup>st</sup> April 2018 it operates as a subscription service and offers services to all subscribing English Local Authorities.

The service has received 457 case enquiries from 84 Local Authorities in England since its inception, covering 79 countries and is staffed by social work specialists and a legal researcher. The purpose of the service is not only to offer case consultation to social workers, managers and legal advisors, but also to promote and advocate for best practice in the placement of these children.

**Service aims:**

- Improve practice and permanence planning for Looked After Children, resulting in a permanent, loving and stable home;
- Develop specialist advice for local authority social workers and legal departments to assist their care planning for children when considering placement overseas;
- Improve practice by offering a range of resources to assist social workers and lawyers undertaking this work;
- Offer advice in advance of LA's contacting the Adoption Central Authority (the DfE in Darlington);
- Raise awareness and influence policy and practice in this complex and specialist area.

**The elements of the service:**

- Specialist Advice Line, open to professionals 3 mornings a week, staffed by two experienced social workers and a legal researcher. Contact can be through telephone or email and offers information to social workers/ managers assisting them to 'think through' a developing permanence plan where one option may be to place a child overseas. This covers essential elements such as: planning for the best permanence option, negotiating the legal process, avoiding unnecessary delay, preparing for a successful transition, and planning ahead for post-placement support.
- General Factsheets on Convention and Non-Convention Adoption, Special Guardianship, Features of Orders Comparison Chart, Undertaking an Overseas Viability;
- Country Factsheets: include general information, legal processes, immigration, health, education, adoption support. Ad hoc research on other countries;
- Factsheets for carers overseas for use in assessments e.g. talking to a child about their story, moving to a new country, attachment and managing challenging behaviour;
- Children's story booklets to assist with direct work with children, and to help with transitions.
- Sharing knowledge across LA's and from IAC's library of resources for use by our subscribers, learning from case feedback and harnessing knowledge for future advice.

1.

Offering 'Network Days' to LA social workers and solicitors – these are workshops on Special Guardianship or Convention Adoption, with presentation and discussion on related topics.

- To raise awareness by speaking with the judiciary, at legal conferences and by liaison work with CAFCASS, CFAB, Coram BAAF.

### **North London Fostering and Permanence Consortium statistics:**

#### **Financial year 01/04/19-31/03/20**

The number of referrals to the Outbound Permanence Service by the six north London local authorities:

- Barnet - 13 enquiries: Albania, Denmark, Uganda, USAx2, Greece, Poland, India, Ghana, Ireland, Romania, Philippines
- Camden - 7 enquiries: Pakistan, Jamaica, Australia, Ireland, Sierra Leone, Lithuania, Ireland
- Enfield - 7 enquiries: USA, Zimbabwe, Morocco, Tanzania, Scotland, Colombia, Ghana
- Hackney - 8 enquiries: France, Israel, Colombia, Jamaica, Algeria, Turkey, Nigeria, Iraq
- Haringey - 2 enquiries: Italy, Greece
- Islington- 6 enquiries: Italy, Estonia, Cameroon, USA, Pakistan, France

### **Case examples:**

Advice is produced by an experienced social worker with input from a legal researcher.

#### **Greece:**

##### **1yr old baby, Turkish father, Albanian mother.**

Outbound offered advice to both the SW and the legal team on:

- Immigration issues
- Recognition of an SGO in Greece – explanation of the legal options including an SGO flow chart
- Consideration of adoption
- Greek lawyer contact details
- List of translators
- How to obtain a police check
- Availability of services including health and education

#### **Nigeria:**

##### **3 children, one with special needs**

- Recognition of an SGO in Nigeria – explanation of the legal options including an SGO flow chart
- Nigerian Factsheet: includes a summary of the legal options and general living conditions.
- Availability of services including health and education
- Viability assessment template with overseas focus
- Carers worksheets for use during the assessment on 'Moving to another country' and 'attachment'
- Advice on the services available in Nigeria including special needs services
- Name of an ISW for the SGO assessment

[outbound@icacentre.org.uk](mailto:outbound@icacentre.org.uk)

0208 447 4752

## PAC-UK: Service agreement arrangements



Since 1<sup>st</sup> October, 2014, the Consortium has had a contract with PAC-UK to provide a comprehensive range of pre and post-adoption and permanence support services in 4 different locations across the consortium. PAC-UK is a nationally known and well-respected adoption agency and we are very pleased to be working collaboratively with them.

The contract is innovative in that the services are available to all permanent carers in the consortium – adopters, Special Guardians and long-term foster carers. It includes the Education service developed by PAC-UK.

PAC-UK service includes:

- Pre- and post-adoption and SG order birth parent counselling
- Counselling to all service user groups involved in adoption and permanence
- Parent and Family consultations
- Adoption Advice Line 5 days per week
- Education Help Line two mornings per week

Feedback from staff and those who have taken up a service throughout the period of the contract in all aspects of their services has been consistently very good. Furthermore, PAC-UK was awarded an outstanding again in their Ofsted rating in December, 2017.

<b>October 2018 - September 2019</b>			
<b>Advice Line users</b>			
<b>Contact Type</b>	<b>Standard</b>	<b>Education</b>	<b>Total</b>
Special Guardian	11	2	13
<b>New Special Guardian referrals</b>		<b>All Special Guardians offered appointments</b>	
<b>LA</b>	<b>Number of Special Guardians</b>	<b>LA</b>	<b>Number of Special Guardians</b>
Barnet	1	Barnet	1
Camden	1	Camden	2
Enfield	4	Enfield	3
Haringey	2	Islington	1
Islington	1	<b>Total</b>	<b>7</b>
<b>Total</b>	<b>9</b>		

<b>October 2019 - April 2020</b>			
<b>Advice Line users</b>			
<b>Contact Type</b>	Standard		
Special Guardian	14		
<b>New Special Guardian referrals</b>		<b>All Special Guardians offered appointments</b>	
<b>LA</b>	Number of Special Guardians	<b>LA</b>	Number of Special Guardians
Barnet	1	Barnet	1
Enfield	3	Camden	1
Haringey	2	Enfield	4
Islington	3	Haringey	1
<b>Total</b>	<b>9</b>	Islington	2
		<b>Total</b>	<b>9</b>

As can be seen from the Tables above, the usage of Counselling and advice line services by Consortium Special Guardians has doubled in the last 6 months, reflecting the need for a renewed contract for these services after the existing contract with PAC expires on 31<sup>st</sup> March, 2021.

## 8.0 Training

The NLAFC manager arranges annual training schedules with training leads and social workers across adoption, fostering and special guardianship services. Please refer to appendix 3, 4 and 5 for the schedules.

All courses are quality assured. Certificates can be issued to attendees to evidence continuing professional development. Because we buy in our training for all six consortium boroughs, which are attended by up to 60 staff, we can buy high quality training at affordable prices, rather than staff attending high cost external courses. Most training costs £20 - £30 per attendee. Since February, 2020, all Consortium training has had to be delivered online. This has resulted initially in a curtailed programme, although this is now developing well.

## **Joint training of adopters**

Six consortium training courses were run each year for approved adopters, hosted on a rolling bases by the Adoption Support Team. These provide useful sources of information. Feedback from parents highlighted that whilst the range of courses on offer was helpful the more comprehensive parenting programmes were the type of training that really made a difference. In response, an arrangement for very sought after training 'The Great Behaviour Breakdown therapeutic parenting training' with Denise Golding and Zach Gomm was set up in 2016 on a rolling bases (three times a year) financed under the ASF. Further to this, a number of training events took place in collaboration with We Are Family, WAF.

## **Fostering Training**

Training leads meet every quarter and share links and best practice. An annual meeting is coordinated with the fostering team managers to coordinate the training schedules. The following has been agreed:

- A consortium protocol for the sharing of training at no cost.
- Each borough hosts one course for foster carers, see training schedule, appendix 5.

Kate Cairns Associates provide a wide range of e-course learning for foster carers which the Consortium foster carers can access at a significantly reduced price.

## **Special Guardianship Training**

The core trainings for special guardians are 'Telling Difficult Stories' which centres on life story work, 'Managing Behaviour Through Demonstrating Therapy Techniques' and 'Managing Contact'.

Attendance has increased through promoting the training with the project workers at Kinship Connected.

In addition, informal training takes place at the support groups. A range of mainly in-house speakers provide information to special guardians on topics such as: claiming the pupil premium and school transitions, claiming benefit entitlements and healthy living styles.

A range of training has also been provided that is accessed through the ASF, (please refer to the schedule, appendix 6).

## **9.0 Pan London Wide Activity**

The London Consortium Coordinators worked together to collaborate and provide a range of services.

## **Adoption and Fostering Network**

Meetings took place every quarter and were attended by Heads of Services across London. The Coordinators organised and managed the agenda and administration. The meeting was chaired by the Consortia chair's host. Reports were routinely provided by CoramBAAF, The Fostering Network and CAFCASS. Since November, 2019, these meetings have been organized by Helen Edwards and the Fostering Network and focus on a fostering agenda.

## **Training for Panel members**

Induction and refreshers training is managed by the London coordinators and is offered 3 times a year.

## **London Adoption and Permanency Board**

Contributing to strategic planning through Helen Edwards on issues such as development of the RAA, recruitment of adopters and staff training needs.

# **10.0 Recommendations for 2020/1:**

- Parent/child fostering scheme:

The scheme needs re-booting. Consortium funds need to be allocated to recruiting new carers to the scheme and providing appropriate training for them. Because some boroughs struggle with recruiting scheme carers, there should be consideration to permitting boroughs to have more than 1 carer each.

- Teenage foster carer recruitment:

The high number of teenagers placed by all boroughs in IFA's is costly and can involve separating children from their families and communities. There is a need for funding to be allocated to ongoing Consortium recruitment and a specialized training programme for carers to take harder-to-place teenagers.

- Contract for counselling/therapy sessions for SG's:

The existing contract with PAC-UK expires on 31<sup>st</sup> March, 2021. The contract provides therapy/counselling sessions for SG's and is currently included in the contact PAC have with Adoption North London. ANL have funded the whole contract this year but will only fund adoption next year. Therefore, a new contract to provide this service for SG's will be needed in April, 2021. I suggest a Working Group be started in the Autumn to draft a specification for Heads of Service to agree, and the procurement process commenced thereafter.

# 11.0 Appendices

## Appendix 1: The NLFPC Budget 2019/20:

	£	£	
<b>SPECIAL GUARDIANSHIP</b>			
Support	3,200		Newsletter x 2 year, Social Event, PAC-U services
Training	5,000	SGs and staff	3 in-house for SGs, 2 staff ,
Kinship Connected	82,000	Annual service fee.	Increased service, 2 project workers, 12 referrals.
	<u>          </u>	<b>90,200</b>	
<b>FOSTERING</b>			
Training	6,500	Foster carers and staff	6 inhouse and 2 staff training events
Fostering Recruitment	5,000		
Fostering Initiatives	5,000		
	<u>          </u>	<b>16,500</b>	
<b>ADDITIONAL COSTS</b>			
Administration Costs	2,000	Finance and Admin	
Salary	37,200	60% of current 1.0 fte	
Travel	1,000		
	<u>          </u>	<b>40,200</b>	
<b>Total</b>		<b>146,900</b>	
<b>c/fwd</b>		<b>-15,000</b>	
<b>Revised</b>		<b>131,900</b>	
by Borough		<b>21,983</b>	
Proposed Borough contribution to the RAA		<b>29,366</b>	total transfer £176,193
<b>Proposed 19/20 Agency Contribution</b>		<b>51,349</b>	
Current 18/19 Agency Contribution		<b>52,910</b>	Total NLAC
<i>Diff</i>		<b>-1,561</b>	
		<b>-9,367</b>	
Increase in IAC contract		<b>12,000</b>	

Recommendation to retain current levels of contribution at £52,910 to part-mitigate increase in IAC contract.

Difference to be met from RAA budget.  
 Agency contribution per borough for NLFPC -  
 £23,545.

## Appendix 2: Benefits of Sharing Fostering Placements data and savings, 2019/20

Placing children and young people within the NLFPC has a number of significant benefits:

- Children remain local, remaining in their community, with less disruption to their education, managing contact and continuity with accessing services.
- Savings are made by the placing authority. Costs are reduced by approximately £400 per week when compared to the cost of placing with IFAs. There was a total of 806 fostering weeks shared across NLFPC in 2019/20. This generated savings of £322,400 across the Consortium. Refer to Table 11 below for individual borough savings. In addition, further savings are likely to include travel costs, accessing in-house contact services and reduced traveling time.
- Foster carers have reduced periods with no child in placement, contributing positively to their retention.

**Table 11: NLFPC placements made by borough, 1<sup>st</sup> April 2019 – 31<sup>st</sup> March 2020.**

BOROUGH	NUMBER OF PLACEMENTS PROVIDED	NUMBER OF PLACEMENTS MADE ( and to which borough)	NUMBER OF WEEKS PROVIDED	SAVINGS TO PLACING BOROUGH
BARNET	5	2 - Hackney	168	£67,200
CAMDEN	2	0	99	£39,600
ENFIELD	1	0	61	£24,400
HACKNEY	2	3 – Barnet	144	£57,600
HARINGEY	6	2 – Islington 1 – Enfield 1 Camden	325	£130,000

<b>ISLINGTON</b>	9	1 – Camden 1 – Haringey	9	£3,600
<b>TOTAL</b>			<b>806</b>	<b>£322,400</b>

### **Appendix 3: NLFPC Training Schedule for adopters 2019**

- Going back to go forward

Trainer: Louis Sydney

Dates: 14<sup>th</sup> June, 2019

- Building Resilience to Stress Less

Trainer: Gill Tree

Free online televised training package. Ask your support team

- Talking to your adopted child about their life story – aimed at 11-18 year olds

Trainer – Judith Ellis

Date: 12<sup>th</sup> June

Host: Barnet [Margaret.Sheehan@barnet.gov.uk](mailto:Margaret.Sheehan@barnet.gov.uk)

- Great Behaviour Breakdown (GBB) model

Trainer: Denise Golding and Zach Gomm

- Dates: 6th Series - 13th, 14th 20th May 3rd June 2019 and 24th September, 2019

SEPAN conference - focus on contact - Date: 28th October. 5 places

### **Appendix 4: NLFPC Schedule for Foster Carers 2019/20**

- **Trauma, attachment**

Trainer: Dawn Samuels

Host: Barnet

Date: 9<sup>th</sup> July, 2019

Number of places: 6

Training lead: Gail Williamson

Email Gail.williamson@barnet.gov.uk

- **Self-Harm**

Trainer: Dr Mark Natham

Host: Camden

Date: 31st October, 2019 (10-12:00)

Number of places: 12

Training lead: Samantha Grenardo

Email: Samantha.Grenardo@camden.gov.uk

- **Strategies and signs dealing with dyslexia, dyspraxia, ADHD**

Trainer: ?

Host: Enfield

Tracey.moore

Date: November 5th 2019

Number of places: 12

Training lead: Tracey Moore

Email: Tracy.Moore@enfield.gov.uk

- **Working with birth families and Meaningful Contact**

Trainer: Tracey Miller and Prudencia Woode

Host: Haringey

Date: 22<sup>nd</sup> Jan 2020

Number of places: 30

Training lead: June.Hosein@haringey.gov.uk

- **Gender identity, sexuality and gender fluid Health and Wellbeing**

Trainer: Peter Bachev,

Host: Hackney

Date: 19th March 2020

Number of places: 12

**Train the Trainer: Skills to Foster (selected foster carers and social workers)**

Trainer: Astell Evans

Dates: 18th, 19th & 25th November and 2nd December 2019 and a refresher on the 17th Feb, 2020.

Host: NLFPC

**Appendix 5: NLFPC Training Schedule Special Guardians 2019/20**

Free training provided by the North London Consortium:

- **Therapy Informed Techniques**

Trainer: Julia Davis

Host: Islington

Islington – June 13<sup>th</sup>, 2019

Numbers: 3 per agency

- **Telling Difficult Stories**

Trainer: Judith Ellis

Host: Enfield

Date: 11<sup>th</sup> Oct, 2019.

Numbers: 3 per agency

- **Contact**

Trainer: Julia Davies

Host: Camden

Date: 14<sup>th</sup> Feb 2020

Date: Numbers: 3 per agency

Training organized or promoted by the North London consortium financed under the **ASF for eligible Special Guardians** – Great Behavior Breakdown, (GBB) Mindfulness, Non Violent Resistance, NVR, Body and Soul– all delivered on a rolling program.

- **Great Behavior Breakdown**

Aim: Therapeutic Parenting skills for Special Guardians

Trainers: Denise Golding and Zach Gomm

Venue: Laycock Centre, Highbury & Islington, N1 1TH

Dates: Series 2: 24th, 25th June, 16th, 17th Sep, 28th, 29th Oct (6 days)

Series 3: 4th, 5th, November, 2<sup>nd</sup>, 3<sup>rd</sup> December, 10<sup>th</sup>, 11<sup>th</sup> February (6 days)

Followed by 6 webinars, monthly over 6 months.

Numbers: 12 participants

- **Mindfulness for Special Guardians**

Aim: Mindfulness can really help regulate mood and better manage stress.

Trainer: Jo Temple, Clinical Psychologist

Venue: Laycock Centre, Highbury & Islington, N1 1TH

Dates: Series 1: 8 sessions weekly from 26<sup>th</sup> April with a break for half-term.

Series 2: 8 sessions commencing 11<sup>th</sup> October, 2019

Number of Places: 12

- **Body and Soul**

Aim: Social, fun and creative trauma informed groups for children and teenagers with support to carers

Junior Explorers 5-7 years

Explorers 8-12 years

Teen Spirit 13-18 years

Dates: Commencing on Saturdays in October, 2019

- **Non Violent Resistance, NVR delivered by PAC-UK**

Aim: For eligible Special Guardians: when children and young people are presenting challenging, destructive or violent behavior.

Trainer: Sue Dromey - Practice Manager/Integrative Child Psychotherapist (PAC-UK)

Dates:

23, 30 Jan 6, 20, 27 Feb 6, 13, 20, 27 March 3 April (10 sessions)

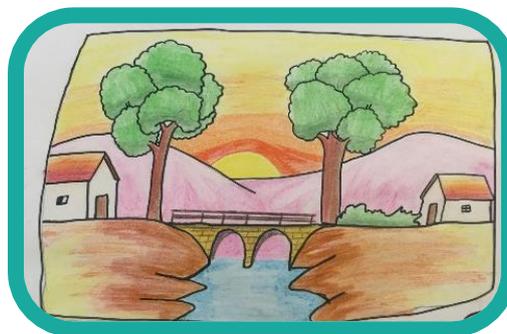
Venue: Kings Cross

Number of Places: 12

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**BARNET VIRTUAL  
SCHOOL  
ANNUAL REPORT  
2019-20**



Pictures are competition entries from young people looked after by Barnet on theme of 'something you are proud of making or doing in lockdown'.

## THE VIRTUAL SCHOOL

The Virtual School is the key educational advocacy service for all children in care (CIC), whether educated in Barnet or placed out of authority. The focus of our statutory duty is to improve educational outcomes through challenging and supporting schools, academies and specialist settings to ensure that CIC:

- Attend school on a full-time basis
- Receive the best possible opportunities as learners by accessing mainstream education or where appropriate specialist or alternative provisions and through attending school which are judged to be at least good in Ofsted inspections
- Maintain at least expected rates of progress relative to their starting points on becoming looked after
- Close the achievement gap with their peers

The Virtual School acts as a champion for CIC by fulfilling the responsibilities of being a highly ambitious, proactive and effective 'Corporate Parent'. There is a clear emphasis on the need to raise aspirations and improve rates of progress and to close the attainment gap between CIC and their peers.

The Virtual School is not a registered educational provider - it is each school/academy that is directly responsible for improving the rates of progress and educational outcomes of CIC on roll. However, through the effective use of Personal Education Plans (PEPs), the Virtual School holds schools and academies to account in relation to the:

- provision offered
- level of aspirations encouraged
- setting and reviewing of SMART targets
- attendance of young people
- reduction of fixed term exclusions and need to find alternatives to permanent exclusions

The Virtual School team is responsible for ensuring that Pupil Premium Plus for children in care is managed to improve educational outcomes and has primary responsibility for ensuring that there is a suitable education in place for all children in care, this includes overseeing admissions, managed moves and education moves brought about through care placement moves. The Virtual School team works with children at times of placement change, school change and periods of challenge in their lives to ensure that engagement with education is sustained. It also provides advice and information to support children who were previously looked after and are now subject to adoption orders, special guardianship orders and child arrangement orders.

## 1. Key Performance Indicators 2019-2020

KPI	Outcome
Average Progress 8 score of looked-after children in the top 10% when compared to CIC nationally.	Barnet was ranked 18 <sup>th</sup> in 2019 out of 151 Local Authorities so just outside the top 10%
Gap between (i) A8 for Barnet CIC and A8 nationally for all pupils and (ii) P8 for Barnet CIC and P8 nationally for all pupils is in the top quartile.	Achieved for progress (18/151) but not for attainment (99/151)
90% of 0-16 year olds PEPs are completed within statutory timeframes each term.	Achieved
75% of 16-17 year olds PEPs are completed within statutory timeframes each term.	Achieved
RWM in KS2, at the expected standard, is in the top quartile	Ranking data for attainment is not available but every CIC without SEN achieved at least the expected standard in RWM. Attainment was a real strength with Barnet CIC outperforming the same group at the expected standard both in the DfE region and nationally. For progress, where there is ranking data; Barnet is in the top 10% of LAs for progress in reading, writing and maths and first for progress in Maths
The percentage of 16-17 year olds who are NEET is below 20% by the end of March 2020	Achieved

## 2. School Context

		2018/ 2019	2019/2020
<b>Nursery</b>			11
<b>Statutory age group</b>	<b>Number of pupils</b>	191	196
	<b>Reception</b>		4
	<b>Key Stage 1</b>		16
	<b>Key Stage 2</b>		43
	<b>Key Stage 3</b>		51
	<b>Key Stage 4</b>		82
	<b>Boys/girls</b>	111/80	113/83
	<b>% of children from ethnic minority groups</b>		70.6%
	<b>% of children SEN support</b>		19.8% (39)
	<b>% of children with EHCPs</b>		24.9% (49)
			Out borough 33
	<b>Number of unaccompanied asylum seekers</b>	18	25
	<b>Children without a school place</b>		0

		2018/ 2019	2019/20
<b>Post 16 age group</b>	<b>Post 16</b>	157	135
	<b>Male/female</b>	113/44	96/39
	<b>% of children from ethnic minority groups</b>		78.5%
	<b>% of children with EHCPs</b>	14%(19)	
		In borough	Out borough
		3	11
	<b>Number of unaccompanied asylum seekers</b>	39	67
	<b>NEET 16 – 17 years</b>		11
<b>NEET 18+ years</b>		14	

### 3. COVID-19

It is a strange time to be writing an end of year report as COVID-19 has changed so many things and this true of the Virtual School. Much of the information usually reported on is simply not available e.g. end of year outcomes, attendance, so the report data will be a little different from previous years. However we do now have the full outcomes for 2018-19 (see Appendix 1) and hope to have initial outcomes reported from schools for this year's Year 11 and 13, by the time of the meeting.

As with most organisations, the Virtual School has had to adapt working practices in the light of the pandemic. This has been a difficult period and staff have had to adjust to working from home. We have also been a caseworker down from the March 23<sup>rd</sup> 2020 until mid July as one member of the team suffered complications as a result of suspected COVID-19. This meant caseworkers had to take on approximately an additional 10 young people each.

In response to the pandemic several actions were implemented:

- tuition was put in place for all children for two hours a week for four weeks to bridge the gap as schools got their online learning up and running and some children returned to school. For some children who were unable to return to school, this was extended
- a list of online learning resources was put together to support foster carers.
- a COVID-19 specific PEP was implemented
- caseworkers led on PEPs to reduce the pressure on Designated Teachers and social workers
- caseworkers attended every PEP virtually
- targets on PEPs were adapted in the light of provision available in schools for children.
- 50 laptops were distributed to children with no/limited access in advance of the DfE scheme. Names for other children were collated to be part of the DfE scheme
- worked with Welfare Call and Family Services to try and get a picture of attendance although this proved very challenging until schools reopened more widely
- a newsletter was sent out to Designated Teachers with a focus on children in care and why the COVID-19 situation might have been particularly challenging for them and how to help with the transition back into school. Our Educational Psychologists led a training session for Designated Teachers on the same topic
- our Educational Psychologists also offered consultations to any foster carers who were struggling with engaging their young people with learning at home

#### 4. Attendance (statutory age children)

Absence over time – children in care for more than 12 months (Local authority interactive tool - LAIT)

% absence from school of children who have been looked after continuously for at least 12 months												
Local Authority, Region and England		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Change from previous year
302	Barnet	6.70	7.80	5.20	6.30	6.80	6.40	4.00	5.50	3.40	6.40	3.00
988	Outer London	-	-	-	4.30	4.20	4.20	4.10	4.50	4.60	4.40	-0.20
	Statistical Neighbours	5.71	4.86	4.48	3.95	3.74	3.83	3.75	3.93	4.10	4.20	0.10
970	England	5.80	5.50	4.70	4.40	3.90	4.00	3.90	4.30	4.50	4.70	0.20

Persistent absence over time (attendance less than 90%) Local authority interactive tool - LAIT)

% of children looked after who are classed as persistent absentees												
Local Authority, Region and England		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Change from previous year
302	Barnet	-	-	-	11.30	18.30	18.00	6.70	10.60	7.40	10.50	3.10
988	Outer London	-	-	-	10.50	9.60	10.30	10.00	11.70	11.20	10.00	-1.20
	Statistical Neighbours	-	-	-	11.30	8.37	9.40	11.60	11.18	11.66	10.36	-1.30
970	England	-	-	-	10.10	8.90	9.00	9.10	10.00	10.60	10.90	0.30

#### Current year attendance based on all statutory age CIC

	Autumn 2019	Spring 2020 – up to school closure date
<b>Overall attendance rate</b>	91.46%	91.3%
<b>Persistent absence rate (children with attendance of below 90%)</b>	27.64%	23.86%

In the school year 2018-2019, Barnet CIC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%). Persistent absence was almost in line (10.50% compared with 10.90%). Attendance will be a priority for 2020-21.

Actions to further improve attendance include:

- Analysis of absence reports in Welfare Call to ensure accuracy – it has been difficult to get accurate reports easily due to errors.
- Monitoring absence if in alternative provision.
- Contextual attendance information included in PEPs.
- Investigate anomalies in pupil's individual reports. For example, confirming day 1 provision on FTE and ensuring off site education is marked accordingly.
- Ensure caseworkers are getting weekly reports of attendance for their caseload
- Introduce half termly attendance monitoring meeting to track attendance and identify pupils who are persistently absent and or whose attendance is dropping off from Autumn 2020

## 5. Exclusions - Summer Term 2020

	Number of fixed-term exclusions			Number of permanent exclusions		
	Autumn 2019	Spring 2020	Summer 2020	Autumn 2019	Spring 2020	Summer 2020
No of pupils	10	7	1	0	0	0
No of exclusions	14	15	1	0	0	0
No of days excluded	36	42.5	1	0	0	0
No of exclusions with day 1 provision	13	14	0	0	0	0

N.B In the academic year 2018-19, Barnet had a lower rate of fixed term exclusions than the same group nationally (8.16% compared with 11.67%)

Of the children who received a fixed term exclusion in the Spring term, the majority of

	In Borough						Out of Borough					
	Fixed-period exclusions			Permanent exclusions			Fixed-period exclusions			Permanent exclusions		
	Aut 2019	Spr 2020	Sum 2020	Aut 2019	Spr 2020	Sum 2020	Aut 2019	Spr 2020	Sum 2020	Aut 2019	Spr 2020	Sum 2020
Total no of pupils	5	1	0	0	0	0	5	6	1	0	0	0
Total no of days lost	26	7	0	0	0	0	10	35.5	1	0	0	0

children were boys in secondary provisions. Only two exclusions did not have day one provision. Typical reasons for exclusions continue to be:

- Physical assault on an adult or child
- Verbal abuse
- Threatening behavior

Exclusions enforced without clear reason are challenged by the Virtual School and schools are expected to provide alternative education from the first day of the exclusion, whether this be a placement at an alternative school or tutoring. As part of the Virtual School strategy this is communicated to schools as soon as we are made aware of an intention to exclude or an exclusion. We offer schools whole school intervention and support for staff on understanding of trauma and how to enable staff to work differently with the traumatised child through a researched approach.

## 6. School Places

Number of children currently without a school place: 0

Number of directions for a school place: 1 requested

### Changes in circumstances Summer Term 2020

No. of pupils:	Same School Place	Change in school place
Same placement	169	7
Change in placement	9	5

Looking at the Summer Term, there were a number of young people who changed placement and schools. These were due to a number of reasons including:

- Moving placements so needed to change schools
- Moving back to live with a parent from an out of borough residential unit
- Moving from an emergency placement to a new residential home with education on site
- Moving to live with extended family

### Educational Provision – Ofsted Judgements

	Total	No in good /outstanding schools	No in requires improvement /inadequate school	Reason for placements in requires improvement /inadequate school
<b>In Borough school</b>	100	99	1	School became RI whilst child was already attending
<b>Out of Borough school</b>	88	83	5	School is attached to residential home Child attending already Carer preference and nearest school Awaiting move to specialist provision

## 7. Personal Education Plans (PEPs) - Summer Term 2020

	Total Number of PEPs	Number of PEPs completed within statutory time frames	Number of incomplete PEPs/not uploaded.
Statutory	196	196	0
Post 16	135	134	1

The Personal Education Plan (PEP) for each child includes progress and attainment information as well as recording interventions, often funded through the Pupil Premium Plus Grant, to ensure the child achieves well. The Virtual School works in partnership with teams in Children and Families and with Designated Teachers in schools, to ensure that each child has an up to date, effective and high-quality PEP that focuses on education outcomes.

Information provided as of the 31<sup>st</sup> March 2020. The number of incomplete PEPS is due to one post 16 young person being in prison

Over the whole year, 66.6% of PEPs rag-rated as green, 30.9% as amber and only 2.5% of red.

## 8. Achievement

We are unable to report on current achievement as many schools did not assess attainment and progress at the end of the Spring and Summer Terms due to the early closing of schools.

### Summary of Results for Children in Care 2018- 9

**N.B. Please see Appendix A for full 2018-2019 outcomes**

Please note that the statistics presented in these reports are based on low numbers of children. Although they may indicate differences compared with previous results, the low numbers involved mean that caution should be exercised when comparing data or making generalisations about cohorts.

#### EYFS (5 year olds)

	Eligible children	% achieving a good level of development	The cohort size is too small to be significant and 3 out of the 6 children had identified SEND. 50% of the children reached expected in all Prime Areas. The weakest area was literacy where 33% achieved expected.
National CIC	2440	48%	
Barnet all	4558	74.6%	
Barnet CIC	6	33.3%	

Phonics (6 year olds)

	<b>% reaching the benchmark (32)</b>	<b>Average score</b>	Again the cohort size is small – only 7 children. However results of CIC in Barnet is significantly above CIC nationally and in line with ‘all’ children in Barnet. 100% of the children with no recorded SEND, reached the expected standard.
<b>National CIC</b>	63%	29.3	
<b>Barnet all</b>	86%	35	
<b>Barnet CIC</b>	85.7%	33	

Key Stage 1 (7 year olds)

	<b>Barnet CIC</b>	<b>National CIC</b>	Again the cohort size is small with only 6 children in the Barnet CIC cohort. Barnet CIC achieved well in reading and in line with maths with CIC nationally. Writing was weaker but is an improvement over three years.
<b>Number of children</b>	6	3240	
<b>Working at the expect standard in reading</b>	66.7%	53%	
<b>Working at the expected standard in writing</b>	33.3%	43%	
<b>Working at the expect standard in maths</b>	50%	51%	

Key Stage 2 (11 year olds)

	<b>Barnet CIC</b>	<b>National CIC</b>	This cohort has 10 children with a high percentage children with EHCPs (30%) and a high number of children in care for more than a year. Attainment in this key stage was a real strength with Barnet CIC outperforming the same group at the expected standard nationally. Reading at greater depth was also a strength. The proportion of pupils reaching the expected standard in Reading Writing and Mathematics is roughly in line with 2018. Looking at the attainment of CIC in Barnet with no special educational needs (5 children), 100% met the expected standard in all areas.
<b>Number of children</b>	10	4430	
<b>Working at the expect standard in reading</b>	70%	50%	
<b>Working at the expected standard in writing</b>	80%	51%	
<b>Working at the expect standard in maths</b>	70%	52%	
<b>Working at the expected standard in reading, writing and maths</b>	60%	32%	

### Progress scores

Progress data is based on the nine pupils in the 903 cohort (looked after for more than a year) in year 6 in 2019. Of the nine pupils three have an EHC Plan and two are categorised as SEN Support, all of whom attended a mainstream school. It shows a very positive picture in terms of progress.

	Barnet	National	Inner London	Outer London	Stat Neighbours	Rank
Reading Progress	4.9	-0.2	0.1	1.3	0.69	3 <sup>rd</sup>
Writing Progress	2.9	-0.8	-0.4	-0.6	-1.45	5 <sup>th</sup>
Maths Progress	4.4	-1.00	-0.4	-0.3	-1.45	1 <sup>st</sup>

- Barnet's progress score for Reading Writing and Maths is better than all comparators.
- Barnet's Rank is within the top 10% of Local Authorities for all three measures
- Barnet is ranked 1<sup>st</sup> for progress made in maths.

### KS4 – 2018/19

	Barnet	National	Inner London	Outer London	Statistical Neighbours	Barnet's Rank
4+ in English and Maths	16.7%	18%	23%	19.4%	28%	N/A*
Attainment 8	17.1	19.2	21.8	19.2	18.41	99
Progress 8	-0.83	-1.23	-1.18	-1.12	-1.37	18

Of the 14 young people matched to the National Pupil Database on roll at a state funded school in the 2018/19 academic year, three have an EHCP and two were categorised as SEN Support. Of these young people, two attended Special schools.

- The attainment 8 score for looked after pupils in Barnet's 903 cohorts is below all comparators.
- The progress 8 score for looked after pupils in Barnet's 903 cohorts is better than all comparators and is narrowly outside the top 10% of local authorities in the country.

Wider data is available from NCER, looking at a fuller cohort of 34 children – 14.7% with EHCPs. From this, it is possible to look in more detail at the impact of certain contextual factors (see Appendix 1 for full details).

- CIC in Barnet with no SEN made better progress than similar children nationally, particularly when at school in borough.
- Children going into care at least 12 months before the end of Year 11, underperformed compared to a similar group nationally. However progress in Barnet was a strength for both this group and children in care for less than 12 months compared with similar groups nationally.
- Three or more placement changes had an impact on the progress of children.

## 9. Post 16 Cohort

The team has two full time case workers who focus on the post 16 cohort – Frazier Stroud and Aiysha Iqbal.

	In Borough	Out of Borough
Apprenticeship		1
Working	1	2
College/6 Form/SEN Provision*	33	69
NEET	11	14

\*This includes those who are in prison with education on site.

### Young people who are NEET

At Post-16 the young people not in education, employment or training present a significant challenge and engaging them is no easy task. The category includes those in psychiatric units, pregnant or who frequently go missing thus are even harder to engage in education or training.

However, a positive is that in 2019, 29% of Barnet's care leavers were NEET compared with 39% of the similar group nationally. This was a 12% improvement on the previous year. Additionally, 8% of care leavers in Barnet went on to higher education compared with 6% nationally.

### Action undertaken

1-1 work providing advice and guidance regarding action planning for the future.  
Support for young people who are NEET regarding applications for courses.  
Course ideas/opportunities provided on a regular basis to professional network.

### Next steps

Follow up on progress on a regular basis (weekly or bi-weekly).  
Continue to build relationships and trust through meetings and telephone contact.  
Support young people with interviews/visits when possible.  
Maintain regular communication with professional networks so as not to duplicate actions.  
Refer to BEETs if young person is not engaging

### Higher Education

We were delighted that in 2019, we had a number of young people who went onto university. Young carer leavers from Barnet went to:

- Queen Mary University to read Biomaterials for Biomedical Sciences
- Norwich University to study Animation
- Winchester University to read Education Studies
- Kingston University to study Performing Arts
- Hertfordshire University to do a Diploma in Marketing and Digital Communications

This year, we have young people who want to study Criminology, Law, Sports Science and Computer Science depending on their A level results. We also have a young person hoping to start an Economics and Finance degree, but this will be delayed a year due to his immigration status.

## 10. Staffing

Following the restructure of the Virtual School, an Interim Leadership Plan was implemented, and Julie Locke and Maria Skoutaridou acted up until Sarah Deale joined the Virtual School full time at the beginning of the Summer Term as headteacher. Paul Whitcombe, Executive Headteacher, reduced to 1 day/week from January 2020. However due to COVID-19 and the induction of a new headteacher, he gave additional time as part of his LNI role.

It has been a difficult year for staffing as having two terms without a substantive head was challenging. Covid-19 has had a significant impact on workload, particularly as one staff member has been off all term suffering from the aftereffects of the virus, mean a caseload of over 60 young people had to be shared out among the existing caseworkers.

### 10.1 Current Staffing

Staff member's name	Position	Additional comments
Paul Whitcombe	Executive Head Teacher	1 day a week
Sarah Deale	Headteacher	Full time from 20 <sup>th</sup> April 2020
Julie Locke	Senior Case worker	Upper School – KS3
Maria Skoutaridou	PEP Coordinator with additional responsibilities	PPG funded
Allan Newby	Caseworker	EYFS/Primary/UASC PPG funded
Catherine Rooney	Caseworker	KS2/3 Enrichment
Ornella Rochfort	Caseworker	KS 3/4
Frasier Stroud	Caseworker	Post 16
Aiysha Iqbal	Caseworker	Post 16
Amy Wight	Outreach Learning Mentor	Transition Hub
Nathanael Ribas	Outreach Learning Mentor	Transition Hub

### 10.2 Professional Development

Staff were due to take part in ELSA training run by the Educational Psychology Team, but this had to be postponed due to COVID19. The National Association of Virtual School Heads Annual Conference, due to be attended by four members of staff, was also cancelled. Ongoing training for the team included attachment and trauma training and the Educational Psychologists have recently worked with the team on a Pathways activity to identify strengths and areas for development for the school. Caseworkers also attended the following training:

- An introduction to understanding pupils with autism
- New to Early Years – observation, planning and assessment
- Team Teach – foundation level/basic level
- Designated Teacher Safeguarding training
- New to Virtual School Headship online training
- Integra training
- Emotion Coaching
- Covid-19 experiences of Looked After Children and supporting their transition back to school
- Transitioning back to the new normal

### 10.3 Supervision

Caseworkers had 1:1 supervision with the senior caseworker monthly.

A group supervision is carried out to support more difficult cases and share expertise. This is supported by the Educational Psychology Team who also carry out supervision for the senior members of the team.

## **11. Finance**

The Pupil Premium Grant (PPG) is used, either directly or indirectly, to promote the educational achievement of Barnet's Children in care. The financial year 2019-20 has been challenging and it has been difficult to get a complete understanding of the budget allocated and changes to it and the spend from April 2019 as there have been significant staff changes in the Virtual School and the Finance Team.

## 12. Engagement with Stakeholders

### 12.1 Children

#### Enrichment Activities – Catherine Rooney

Term	Activity	Age group	Number	Impact
Autumn/ Spring	TextNow Reading Programme* – ongoing project	6-14 years old	10 young people	Examples of impact:  Child A: Reading Age Increased by 1 year and 9 months  Child B: Reading Age Increased by 3 years  Child C: Reading Age Increased by 5 months.
Ongoing	A New Direction – ongoing 1-year project	13-17 years old	4 young people	Arts enrichment programme for young people in care co-designed with Care Leavers, addressing issues and topics they feel are pertinent to them. Young people who are participating are building a community through a creative platform, supporting each other during transition phases, raising public awareness of this process, learning about their rights and having their voices heard.
Autumn/ Spring	Debate Mate	16-19 years old	5 young people	Young people developed many skills including: thinking on their feet, structuring an argument, backing up their argument etc, public speaking skills whilst learning to articulate their views clearly. This was done in a very engaging, fun way using topics that were relevant to them.
Spring	Jamie's Farm Residential Trip	12-16 years old	2 young people (originally 4 young people but 2 dropped out a few days before the trip as they were not allowed to bring their mobiles)	Therapeutic residential trip where each young person had individual goals to work towards (e.g. self-confidence or leadership skills) whilst developing general skills such as teamwork, independence and learning about nature, sustainable environments and caring for animals.
Summer	Lumina Project	Year 12	2	University Taster 4-Day Summer Course for Y12 - in conjunction with the Harrow School, young people aiming for University will take part in this online course between 6 <sup>th</sup> and 9 <sup>th</sup> July 2020. The course offers: (i) useful talks from informed speakers, (ii) on-hand experts including Oxbridge lecturers, admissions tutors, graduates and undergraduates, (iii) university-style tutorials, presentations, subject tasters and Q&A panels (iii) tailored preparation materials and reading lists to

				take away. The course will be tailored to their specific interests/subject areas, with young people only needing to take part in the seminars which are of interest to them.
Summer	Exscitec	Year 10 – Year 12	3	STEM 5-Day Summer Course for Y10 to Y12 – young people will take part in this online course to build on a range of life and employment skills and raise aspirations for attending University, whilst promoting an interest in Science, Technology, Engineering and Maths (STEM). There are lots of fun workshops and activities throughout the course for young people to learn more about STEM subjects and university life. The days will consist of online talks and ‘lectures’, live Q&A sessions and small group work. All resources for the summer camp (robots, bridges etc.) will be sent to the young people. They can also earn a Bronze Crest Award, a nationally recognised scheme for student-led project work in STEM, which looks great on University applications!
Summer	Strength in Horses	Year 7 - Year 12	5	Equine Assisted Therapy 5-Half Day Summer Course for Y7 to Y12 – ‘Strength and Learning Through Horses’ provides an alternative experience for young people who sometimes find it difficult to engage in traditional therapy and classroom settings but thrive in the inclusive outdoor setting of the stables. The expert team of Clinic Psychologists, Psychotherapists and Horse Behaviour Experts work with young people helping them to translate the horse’s behaviour into observations which are meaningful for the young person. The outcomes to be achieved includes: (i) Engagement with the therapeutic process (ii) Confidence building, assertiveness and increased self-awareness (iii) Relational difficulties including building effective communication and trust (iv) Problem solving, team work and developing more helpful interactions with others (v) Specific skills development including supporting engagement in education and work settings (e.g. listening, persistence, and patience).

\*TextNow® is a reading programme that increases young people’s motivation and engagement in reading. It has been specially designed to meet the needs of young people who are reluctant or struggling readers.

It provides structured one to one reading sessions for 20minutes each weekday for 10 weeks delivered by the Carer who acts as a reading coach who stimulate the young person’s enjoyment of reading. All young people are assessed at the beginning and end of the programme.

#### Stepladder Project – Ornella Rochfort

This is a tailor-made incentivised learning programme for 15-17 year olds who have been in care for at least one year (with Child Trust Fund). Online modules covering Literacy, numeracy, financial capability, future planning and employment are completed, resulting in a monetary contribution to their savings account, which they can access when they turn 18. 91 Young people have been identified as eligible and caseworkers are following this up.

There are now 22 young people successfully registered and 2 full completions of the programme. Caseworkers are working closely with the Step Ladder mentor to confirmed

registrations of young people in order to monitor user engagement and follow up with those who haven't registered yet.

We expect the number of registration and engagement to increase as Caseworkers continue discussing the programme in PEP meetings and reaching out to relevant network such as foster carers, schools, Designated Teachers and the young people directly.

## **12.2 Family Services**

The Virtual School has continued to work closely with Family Services. We attend a number of meetings including Permanency Panel, Permanency Tracking Meeting and Vulnerable Adolescents Panel ensuring a clear link with the wider team. The Virtual School are also represented on CPOG, a multi-agency group which coordinates and advances the Corporate Parenting plan in Barnet to improve outcomes for children in care and care leavers.

## **12.3 Designated Teachers**

January saw the launch of the first newsletter which was sent to all Designated Teachers (D.T.s) and school offices. This is a termly newsletter aimed to improved communication and raise the profile of the Virtual School. It outlines any changes to procedures within the virtual school, updates in relation to funding, laptops or tuition, upcoming training opportunities and any other relevant information. During the Covid-109 period, we sent out an additional newsletter which our Educational Psychologists contributed to with strategies and guidance around supporting our young people to transition back into education. This was followed up with virtual training session for all D.T.s on the same topic. In the Autumn Term, there will be a 'New to Designated Teacher course' and a session delivered jointly by the E.P.S and I.A.T. around Black Lives Matter.

## **12.4 Foster Carers**

Although the main training day for Foster Carers had to be cancelled, there were sessions held in both the Autumn and Spring Terms. In November a session was offered on 'Attachment, behaviour and learning: its relevance in understanding and addressing disruptive/challenging behaviour' and in February there was a session on 'Self-esteem & identity in CIC'. During the COVID-19 period, the Virtual School supported carers as they adjusted to home schooling. Along with phone call support, suggested websites and where to access support was sent at the beginning of lockdown and tuition was put in place for 2 hours a week for 4 weeks for every young person to bridge the gap whilst schools set up home learning. Our E.P.s also offered consultation slots to any carers who were struggling with engaging their young person. Thinking forward to the new school year, with the help of the E.P.s, a newsletter will be sent to foster carers in September to help them support their young people transition back into school. We will also be holding two training sessions after the half term break.

## **12.5 Educational Psychology (E.P.)**

The Educational Psychology Service provided 2 days support to the team during the Autumn and Spring Term. However due to the pressures of COVID, they have only been able to provide 1.5 days of support for the Summer Term. Over the year, they have supported the team in a variety of ways including:

- Supervision for senior members of the team
- Work Discussion Groups for caseworkers to explore working practices
- Consultation sessions for caseworkers to explore complex cases
- Direct pieces of work / assessments with young people, carers and schools for complex cases
- Training for caseworkers, designated teachers and carers

- Newsletter article to support D.T.s with young people returning to school
- Consultation slots for foster carers
- Research focus (currently post UASC young people with suspect learning needs)

#### 12.6 **SEND and Inclusion**

Within the Virtual School there are a high number of children with special educational needs. Over the spring term, the Virtual School met with the SEN team on a fortnightly basis to explore cases where an EHCP application was underway or where young people with an EHCP were moving between schools and colleges and also attended the Complex Needs Panel on a monthly basis to discuss and agree applications for EHCP assessments and funding requests.

#### 12.7 **Pupil Placement Panel**

The Virtual School attends the fortnightly Pupil Placement Panel, a multi-agency group which monitors all statutory age pupil without a school place and formulates plans to ensure a school placement is identified or an education plan put in place.

#### 12.8 **Inclusion Advisory Team (I.A.T.)**

The Virtual School has continued to benefit from the support of the I.A.T. team. The team were due to deliver the foster carer conference and Speech, Language and Communication Training for DTs and Carers but was cancelled due to COVID-19. IAT have also worked closely with Virtual School staff and delivered literacy support to identified students who were behind and is supporting the transition from Year 6 to Year 7. The team have also been used to support schools where there has been a need.

Moving forward into the new school year, I.A.T are supporting with training sessions for foster carers and Designated Teachers (as outlined above), as well as providing support to schools and some additional casework. This will release one member of staff to focus on how we can better track and address young people with low attendance and on developing pupil voice.

### **13. Research Projects**

We are exploring the possibility of a research project around the appropriateness of the provision of some Semi-Independent Housing. A meeting was held with Dr. Catherine Carroll from St Mary's University regarding this on 28.04.2020 and it was agreed to hold another meeting after the government consultation regarding unregulated provisions for children in care is published. The consultation has been extended.

[\(https://consult.education.gov.uk/unregulated-provision/unregulated-provision-children-in-care/\)](https://consult.education.gov.uk/unregulated-provision/unregulated-provision-children-in-care/)

We have also been working with the Virtual School EPS to look more closely at the issues for UASC young people who may have additional learning needs. An initial meeting was held in June and a small working party has been established including a representative from Barnet and Southgate College.

### **14. Transition Hub (YEF Project)**

Achieving for Children's Virtual School (Kingston, Richmond, Windsor and Maidenhead), in collaboration with Barnet Virtual School and St Mary's University were awarded a £750,000 research grant, for two years, by the Youth Endowment Foundation for a feasibility study to implement a Transition Hub for children in care aged 11 to 14 who are dealing with a significant transition in their lives e.g. new to care, new school, change of placement or school. This is hosted at Whitefield's Secondary School and was launched in October 2019

Barnet TEAM (Transitioning Everyone to Achieve More) Hub continues to advance its role in supporting children new to care and children in care experiencing a transition in home/school

placement within the care system. As with other provisions, the Hub has had to adjust to a virtual platform in which all students are on a bespoke virtual outreach support service around their social, emotional and academic needs. This outreach service occurs up to twice weekly for the first six weeks, which then gradually reduces as the child becomes better equipped to manage their difficult personal circumstances as a result of trauma, also taking into consideration the additional challenges arisen due to Covid-19. The service emphasises a school/carer/student ready approach to ensure all parties working directly with the child are empowered and assisted in ensuring the best possible outcomes for the child.

The Hub received positive feedback on the impact its service is having on the children attending from a recent Virtual Carer Ready Forum. Our Educational Psychologist attached to the hub, successfully explored with carers the impact that trauma has on a child's 'window of tolerance' as well as sharing useful strategies to support their child when they are 'in crisis'. Carers and children alike were also glad for the extra-curricular provision over the summer half term. The Hub's joint Hub-Carer approach to fostering better child-carer relationships was done through a weekly timetable of activities suited to the child's interests. Carers were also encouraged to attend as well as partake in daily activities with their child. The week of activities ended with a Virtual Quiz/Party, consisting of puzzles, competitions and Karaoke. A programme of activities is planned for the summer break.

Sarah Deale June 2020

## APPENDIX 1

### CIC Data 2018-2019 Academic year

The following data is a mixture of data published by the DfE in a Statistical First Release (SFR) and data which is available to us as a local authority. Some data comes from NCER and is not to be shared with a wider audience. Due to small cohort sizes some data is not published in their SFR due to sensitivity and confidentiality reasons.

### EYFS

	Eligible	Ineligible	CIC Matches	GLD <sup>1 2</sup>	Avg. Total Pts.Score <sup>2</sup>
NCER National (CIC)	2,440	20	100.0%	48.0%	30.1
DfE Region - London (CIC)	200	0	100.0%	46.0%	30.4
Local Authority - Barnet (all schools)	4,558	15	-	74.6%	35.1
Virtual School - Barnet	6	0	100.0%	33.3%	29.2

The cohort size is too small to be significant and 3 out of the 6 children had identified SEND. 50% of the children reached expected in all Prime Areas. The weakest area was literacy where 33% achieved expected.

### Phonics

	% reaching the benchmark (32)	Average score
NCER CIC	63%	29.3
BARNET all	86%	35
BARNET CIC	85.7%	33

Again the cohort size is small – only 7 children. However results of CIC in Barnet is significantly above CIC nationally and in line with ‘all’ children in Barnet. 100% of the children with no recorded SEND, reached the expected standard.

## KS1 2018-19

CONTEXT	Virtual School	DfE Region (CIC)		National (CIC)	
Item	Value	Value	Gap	Value	Gap
Cohort	6	300	n/a	3,240	n/a
Gender (Boys)	66.7%	53.0%	+13.7%	53.0%	+13.7%
SEN Support	33.3%	35.0%	-1.7%	35.0%	-1.7%
EHCP/Statement	0.0%	11.0%	-11.0%	9.0%	-9.0%
CIC 1 year+	33.3%	44.0%	-10.7%	54.0%	-20.7%
Educated in LA	83.3%	57.0%	+26.3%	71.0%	+12.3%
SDQ average	8.5	12.3	-3.8	13.2	-4.7

## ASSESSMENTS

Subject	Level	Virtual School	DfE Region (CIC)		National (CIC)	
Subject	Level	Value	Value	Gap	Value	Gap
Reading	≥EXS	66.7%	56.0%	+10.7%	53.0%	+13.7%
	GDS	0.0%	11.0%	-11.0%	10.0%	-10.0%
Writing	≥EXS	33.3%	46.0%	-12.7%	43.0%	-9.7%
	GDS	0.0%	6.0%	-6.0%	4.0%	-4.0%
Maths	≥EXS	50.0%	51.0%	-1.0%	51.0%	-1.0%
	GDS	0.0%	7.0%	-7.0%	8.0%	-8.0%

Yet again the cohort size is small with only 6 children in the Barnet CIC cohort. Barnet CIC achieved well in reading and in line in maths with CIC nationally. Writing was weaker but is an improvement over three years.

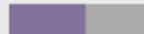
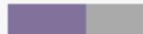
Establishment	Indicator	Cohort	Average of Years	Values (& YoY* vs Self)				Trend Viz.	YoY* vs Nat (CIC)		
				2016	2017	2018	2019		'16 to '17	'17 to '18	'18 to '19
Virtual School	Reading ≥ EXS	6	52.4%	50.0% -7.1% pts	42.9% -7.1% pts	50.0% +7.1% pts	66.7% +16.7% pts		-9.1% pts	+7.1% pts	+15.7% pts
	Writing ≥ EXS	6	24.9%	37.5% -8.9% pts	28.6% -8.9% pts	0.0% -28.6% pts	33.3% +33.3% pts		-10.9% pts	-29.6% pts	+32.3% pts
	Maths ≥ EXS	6	58.5%	62.5% -4.0% pts	71.4% -8.9% pts	50.0% -21.4% pts	50.0% 0.0% pts		+6.9% pts	-24.4% pts	0.0% pts

+8.9 %  
% pts  
pts

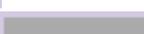
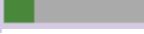
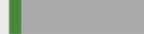
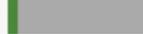
## KS2 2018-19

The proportion of pupils reaching the expected standard in reading, writing and maths for Barnet were not published in the SFR.

From NCER, we have looked at our own data for CIC. This shows a cohort of 10 children with a high percentage children with EHCPs (30%) and a high number of children in care for more than a year.

CONTEXT	Virtual School	DfE Region (CIC)		National (CIC)	
Item	Value	Value	Gap	Value	Gap
Cohort	10	490	n/a	4,430	n/a
Gender (Boys)	40.0% 	52.0% 	-12.0%	54.0% 	-14.0%
SEN Support	20.0% 	34.0% 	-14.0%	35.0% 	-15.0%
EHCP/Statement	30.0% 	19.0% 	+11.0%	19.0% 	+11.0%
CIC 1 year+	90.0% 	68.0% 	+22.0%	72.0% 	+18.0%
Educated in LA	70.0% 	53.0% 	+17.0%	70.0% 	0.0%
SDQ average	13.6 	12.9 	+0.7	14.0 	-0.4

## Attainment

Subject	Level	Virtual School	DfE Region (CIC)		National (CIC)	
		Value	Value	Gap	Value	Gap
RWM	≥EXS/Exp. Std.	60.0% 	44.0% 	+16.0%	37.0% 	+23.0%
	GDS/High Score	0.0% 	3.0% 	-3.0%	2.0% 	-2.0%
Reading (test)	≥Exp. Std.	70.0% 	58.0% 	+12.0%	50.0% 	+20.0%
	High Score	20.0% 	15.0% 	+5.0%	12.0% 	+8.0%
Writing (TA)	≥EXS	80.0% 	57.0% 	+23.0%	51.0% 	+29.0%
	GDS	0.0% 	8.0% 	-8.0%	6.0% 	-6.0%
Maths (test)	≥Exp. Std.	70.0% 	60.0% 	+10.0%	52.0% 	+18.0%
	High Score	10.0% 	13.0% 	-3.0%	9.0% 	+1.0%
	Conf. Int.	±3.34 +0.55 to +7.23	±0.50 -0.85 to +0.15	n/a	±0.16 -1.25 to -0.93	n/a

Attainment in this key stage was a real strength with Barnet CIC outperforming the same group at the expected standard both in the DfE region and nationally. Reading at greater depth was also a strength.

The proportion of pupils reaching the expected standard in Reading Writing and Mathematics is roughly in line with 2018. Looking at the attainment of CIC in Barnet with no special educational needs (5 children), 100% met the expected standard in all areas.

**Progress scores**

The CIC SFR was released with some elements of Barnet’s data omitted. There was a total of nine pupils in the 903 cohort in year 6 in 2019. Of the nine pupils three have an EHC Plan and two are categorised as SEN Support, all of whom attended a mainstream school. In CIC SFR, it showed a very positive picture in terms of progress.

	Barnet	National	Inner London	Outer London	Stat Neighbours	Rank
Reading Progress	4.9	-0.2	0.1	1.3	0.69	3 <sup>rd</sup>
Writing Progress	2.9	-0.8	-0.4	-0.6	-1.45	5 <sup>th</sup>
Maths Progress	4.4	-1.00	-0.4	-0.3	-1.45	1 <sup>st</sup>

- Barnet’s progress score for Reading Writing and Maths is better than all comparators.
- Barnet’s Rank is within the top 10% of Local Authorities for all three measures
- Barnet is ranked 1<sup>st</sup> for progress made in maths.

## **KS4 – 2018/19**

Due to the numbers included much of the data is marked as confidential. This is the case with small cohorts, as the numbers are small they are deemed to have the potential to identify individual children. Two elements which are included in the published data is Barnet's KS4 data is Attainment 8 and Progress 8.

Of the 14 young people matched to the National Pupil Database on roll at a state funded school in the 2018/19 academic year, three have an EHC Plan and two were categorised as SEN Support. Of these young people two attended Special schools.

	Barnet	National	Inner London	Outer London	Statistical Neighbours	Barnet's Rank
4+ in English and Maths	16.7%	18%	23%	19.4%	28%	N/A*
Attainment 8	17.1	19.2	21.8	19.2	18.41	99
Progress 8	-0.83	-1.23	-1.18	-1.12	-1.37	18

- The attainment 8 score for looked after pupils in Barnet's 903 cohorts is below all comparators.
- The progress 8 score for looked after pupils in Barnet's 903 cohorts is better than all comparators and is narrowly outside the top 10% of local authorities in the country.
- The proportion of young people in the 903 cohort attaining a 4+ in English and Maths GCSE is below all comparators.
- Directly comparing against the national, London, Inner London and Statistical neighbours average is difficult due to cohort sizes. There were only 24 matched pupils in Barnet's the 903 cohort in year 11 last year. Nationally there were 5370, Inner London 320, outer London 430 and in Statistical neighbours 193.

\* the rankings are not available for this measure. Barnet's data was not published in the final DfE releases. This data is derived from our own data. Due to small numbers the DfE deemed our data to be too sensitive to release nationally due to the small numbers of children and young people involved.

Wider data is available from NCER, looking at a fuller cohort of 34 children.

CONTEXT	Virtual School	DfE Region (CIC)		National (CIC)	
Item	Value	Value	Gap	Value	Gap
Cohort	34	1,170	n/a	7,410	n/a
Gender (Boys)	50.0%	58.0%	-8.0%	55.0%	-5.0%
SEN Support	17.6%	22.0%	-4.4%	23.0%	-5.4%
EHCP/Statement	14.7%	15.0%	-0.3%	18.0%	-3.3%
CIC 1 year+	70.6%	66.0%	+4.6%	73.0%	-2.4%
Educated in LA	58.8%	52.0%	+6.8%	66.0%	-7.2%
SDQ average	11.7	12.4	-0.7	13.7	-2.0

Looking at this data it is possible to look in more detail at the impact of certain contextual factors.

	Attainment 8			Progress 8		
	Virtual School	Barnet - all	National CIC	Virtual School	Barnet - all	National CIC
No SEN (16)	26%	59.7%	29.6%	-0.81	0.68	-1.02
No SEN in borough (8)	30.9%			-0.87		
No SEN out borough (8)	21%			-0.72		
No SEN, 1 or 2 placements (10)	26.9			-0.63		
No SEN, 3+ placements (6)	24.4			-1.34		
CIC 12 months + (24)	17.1%	54.5%	19.1%	-0.83	0.53	-1.78
CIC less than 12 months (10)	13.3%	54.5%	14.6%	-1.63	0.53	-2.02
Girls (17)	18.9			-1.16		
Boys (17)	13			-1.12		

CIC in Barnet with no SEN made better progress than similar children nationally, particularly when at school in borough.  
 Children going into care at least 12 months before the end of Year 11, performed better both in Barnet and nationally. However progress in Barnet was a strength for both this group and children in care for less than 12 months compared with similar groups nationally.

Three or more placement changes had an impact on the progress of children.

### **Attendance 2018/19 academic year**

	Barnet	National	Outer London	Statistical Neighbours	Barnet Rank
Attendance rate	93.6%	95.3%	95.6%	95.9%	136
Authorised Absence Rate	3.6%	1.4%	1.5%	1.29%	148
Unauthorised Absence Rate	2.8%	3.3%	2.9%	2.91%	43
PA	10.5%	10.9%	10%	10.36%	58

- Barnet’s attendance rate for children in care is below all comparators and within the 4<sup>th</sup> quartile for Local authorities in the country.
- Barnet’s authorised absence rate is lower than all comparators and the ranking is in the 4<sup>th</sup> quartile.
- Barnet’s unauthorised absence rate lower when compared to all comparators.
- Barnet’s Persistent Absence rate is roughly in line with all comparators.

### **Exclusions 2017/18 Academic year**

Exclusions data traditionally lags behind other data sets released by the DFE, this is due to the way in which the data is collected. Exclusions data is collected from the census two terms previously.

	Barnet	National	Outer London	Statistical Neighbours	Barnet's Rank
CIC Fixed Term Exclusions %	8.16%	11.67%	10.85%	11.72	10

- Barnet’s rate of exclusions for children in care is lower than all comparators.
- Barnet is ranked inside the top 10%

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## Family Services

<b>Document control</b>	
<b>Document title</b>	<b>Annual Independent Reviewing Service Report</b>
<b>Document description</b>	This report provides an overview of service delivery for 2019/20.
<b>Document Author</b>	Samantha Maynard, Principal Independent Reviewing Officer
<b>Contributors</b>	Donna Swanberg, Head of Safeguarding, Quality Assurance & Workforce Development.
<b>Director of Children's Services</b>	Chris Munday
<b>Document production date</b>	10 May 2020

## Service Structure and Delivery

The Independent Reviewing Service is managed within the Safeguarding, Quality Assurance and Workforce Development Service to ensure that the Independent Reviewing Officers' (IRO's) input and contribution to social work practice and care planning for children and young people is distinct from case holding service areas. The Head of Service for Quality Assurance and Safeguarding has a direct line of accountability to the Executive Director of Children's Services.

IROs' play an important role in ensuring that the local authority fulfils its responsibilities as Corporate Parent for the children it looks after by ensuring that they receive a good service that meets their range of needs and are provided with safe, stable care that enables them to flourish and achieve. IROs' provide quality assurance of children and young peoples' care plans by monitoring the effectiveness and progress of care planning, alongside, providing challenge to the professional systems responsible for supporting children and young people in care as necessary.

The IRO's core functions, tasks and responsibilities are set in statutory guidance section (25B(1), 1989 Act): The IRO Handbook: Statutory Guidance for Independent Reviewing Officers and local authorities on their functions in relation to case management and review for Looked After Children (Department for Children, Schools and Families, 2010).

This sets out requirements for chairing the child's review and monitoring the child's case on an ongoing basis as below:

- Monitor the performance by the local authority of their functions in relation to the child's case;
- Alert senior managers of identified areas of poor practice or patterns of concern;
- Recognise and report on good practice
- Participate in any review of the child's case;
- Promote the voice of the child and ensure that any ascertained wishes and feelings of the child concerning the case are given due consideration by the appropriate authority;
- Ensure the care plan for the child is informed by an up to date assessment and fully reflects the child's current needs and that actions are set out in the plan are consistent with the local authority's legal responsibilities towards the child.
- Prevent drift in care planning and delivery of services to children
- Make sure that children's care plans given proper consideration and weight to their wishes and feelings, and that they understand the implications of any changes made to his/her care plan.
- Ensure children understand how an advocate can help

The IRO Team is comprised of four permanent full-time Independent Reviewing Officers and one Fostering Independent Reviewing Officer who chairs annual foster carer reviews who are supervised by the Principal Independent Reviewing Officer. There is one dedicated Conference and Reviewing Support Officer who supports the team. Additionally, two providers have been commissioned to provide additional IRO capacity when required.

The service has recently taken strategic responsibility (and line management) for two Child Participation Officers to increase the opportunities for collaboration and coproduction with children and young people.

Statutory Guidance recommends that IROs hold caseloads of between 50 to 70 Looked After Children, to deliver a good quality of service that includes the full range of functions set out in the IRO handbook. Caseloads have remained within statutory guidelines and average 62-65 per IRO.

## Annual performance 2019/20

For the 338 children that were in care in the reporting period 2019/20; the data and performance indicators show:

- 96.6% of Looked After Children Reviews were held within statutory timescales
- 91.3% of children and young people participated in their Children in Care reviews.

There is an increase in children that were in care in the reporting period 2018/19 (13 children); alongside a slight increase in reviews held in statutory timescales (from 93.6) and a slight decrease in child participation (from 94%).

Ofsted inspection findings in July 2019 states that IRO oversight in most cases is good and IRO's are providing appropriate challenge and escalate concerns when necessary, which has resulted in better planning for children. It was recognised that statutory reviews are taking place regularly and the use of midway reviews and tracking was increasing but this needs to be more consistently evidenced on case files.

Ofsted Inspection findings published in July 2019 note "In most cases, oversight of children's progress by independent reviewing officers (IROs) is good and is recorded in children's records. Statutory reviews are held regularly, with increasing use of mid-point reviews. IROs are appropriately challenging and escalate concerns when necessary, which has resulted in better planning for children" The report recognised improvements in children's outcomes and acknowledged that care planning was clear, focused and included realistic actions and timescales. A need to ensure assessments were updated to inform plans for children with complex needs or when their circumstances have significantly changed was further noted and this developed has remained under scrutiny through management oversight, performance data and quality assurance reports.

## Child Participation

***Promote the voice of the child and ensure that any ascertained wishes and feelings of the child concerning the case are given due consideration by the appropriate authority;***

A key priority for the year was to fully embed the Child Participation model and in line with the previous year workshops/forums were held with young people to obtain their views and suggestions about how we could improve the services provided and to encourage their meaningful participation. A new child friendly consultation booklet and record of the review were re-designed in collaboration with young people.

-The consultation booklet and was implemented in May 2019 with an electronic version becoming available in July 2019.

-From 1st December 2019, the record of review is written in the form of a letter to the child or young person in simple language according to the child's age and level of understanding.

-Many of the young people who took part in the initial workshops/forums have since transitioned to the Onwards and Upwards Service and the service has been identifying and engaging with different children and young people to enhance child participation and feedback. Two events (bowling) were held in October and December 2019 with children and young people aged between 7-17 years.

-Feedback from the IRO's is that the young people engaged positively outside the formal setting of a review and enjoyed the events. However, it was recognised that the age range was too varied to get meaningful engagement from the younger cohort.

-Older children were able to freely give feedback about their experiences in care and clear views about their care plans.

- Future events will take place three times a year (February, May and October half terms) and be split into specific age ranges. In addition, IRO's will identify young people who they feel will benefit from being taken out individually at midway points and young people who are reluctant to attend their reviews.

## Focus on Care Planning

***Ensure the care plan for the child is informed by an up to date assessment and fully reflects the child's current needs and that actions are set out in the plan are consistent with the local authority's legal responsibilities towards the child.***

Continued focused activity has taken place during the year to improve the quality of care planning and the participation of children and young people in their reviews. Consultation and joint working between social work teams and IRO's in the care planning process is now embedded and respectful challenge is well established.

In line with the Ofsted recommendation 2019, to update assessments of need when circumstances change for children in care, there has been continued focus on the implementation of the 'All About Me' assessment/care plan as this requires the voice of the child to be evidenced throughout their care planning. Performance data reflects the efforts being made to enable children and young people to participate in their reviews and contribute to their care plans and pathway plans directly or indirectly.

When there is a need to drive improvements in a child's care planning, IRO challenge is clear and consistent and is evidenced in discussions, emails and/or face-to-face meetings with the social work teams and in escalation reports. As with the previous year, most escalations are in relation to process issues and resolution in most cases is swift. When raised, practice alerts are being addressed quickly by the social workers and team managers.

#### ***Prevent drift in care planning and delivery of services to children***

IRO's are engaging in robust conversations with social work teams and partner agencies and this is ensuring that any potential for drift is reduced and issues are mostly resolved in a timely manner. Where there is the need for formal escalation, this is tracked, monitored by the Principal Reviewing Officer and where necessary escalated to Heads of Service.

#### ***Alert senior managers of identified areas of poor practice or patterns of concern & recognise and report on good practice***

The Principal Reviewing Officer provides focused feedback and support to ensure that IRO's provide appropriate and respectful challenge to professionals when care plans are not sufficiently addressing or progressing the support children need to achieve good outcomes. Appropriate escalation of concerns is evidenced as necessary leading to timely resolution. The IRO also provides feedback on good practice to ensure social workers are clear that their work is having a positive impact on outcomes for the child.

## **IRO Footprint**

#### ***Monitor the performance by the local authority of their functions in relation to the child's case***

The Principal Reviewing Officer attends the weekly Permanence Tracker Meeting, weekly Permanency Planning Panel and monthly Vulnerable Adolescents at Risk Panel; this enables the IRO service to contribute to planning, provide positive feedback and/or raise concerns about progression of permanency for the children and young people who are discussed.

The All About Me Assessment is now fully embedded into the case recording system but is not always available for reviews. In most cases there is discussion between the IRO and the social work team prior to the review to ensure the information sharing is up-to-date and the IRO is aware of any developments in the case.

## 2020/21 Priorities

### Child Participation Model

***Make sure that children's care plans given proper consideration and weight to their wishes and feelings, and that they understand the implications of any changes made to his/her care plan***

A key priority for the year ahead is to continue working with children and young people in the quarterly workshops/forums being held to hear their views and suggestions about how we can improve services provided to them and encourage their meaningful participation. Also, to increase the collection and recording of parent and service user feedback to help improve services and where appropriate build relationships with them to support the children and young people they are involved with.

### IRO Practice Development

There is a need to ensure that all IRO's continue to develop their capacity to drive high quality care planning activity and to monitor the effectiveness of children's plans by providing respectful and robust challenge to professionals when plans are not achieving good outcomes for children, and to do so consistently.

The IRO's are being supported to achieve these aims through increased levels of supervision - both formal and informal, and group supervision. In addition, IRO's have attended training not only specific to the role but also to the role of social worker to ensure any knowledge is current. Knowledge gained from training days will be shared across the IRO service and wider service where relevant. The Principal Reviewing Officer works with the Practice Development Team to support the IRO's practice through learning.

The Principal Reviewing Officer is quality assuring the IRO's work through comprehensive review of minutes looking at quality, detail and if an accurate picture of the child's care arrangements has been recorded. There will be ongoing live observation of the IRO's chairing reviews to give feedback and support learning.

Data is used to support management oversight and the development of the IRO service. This includes individual performance data and the monitoring of statutory 6 requirements i.e. timescales of decisions and minutes to prevent practice falling below expected standards.

In line with the Ofsted recommendation 2019 and the requirement for IRO's to promote advocacy support for children in care, there has been increased focus in this area to ensure that IRO's are routinely ensuring that they are ensuring children understand how an advocate can help and enabling access to an advocate as required.

## **IRO Workshops**

CIC process workshops facilitated by IROs' were due to commence in April 2020 but have been put on hold due to the Covid-19 lockdown. These will now be completed as a digital training offer supported by the Principal Independent Reviewing Officer and Workforce Development Team. The workshops will focus on children in care processes and care planning with an emphasis of the timescales, expectations and process for the All About Me assessments and plans.

## **Conclusion**

The Independent Reviewing Service in Barnet continues to develop and the child participation model has contributed to a more inclusive and child-centred service. The views of children and young people are central to the changes to practice and the model has had a significant positive impact upon the relationships between children and their IRO's. There IRO footprint is more evident in cases and where appropriate, respectful challenge to drive improvements in care planning for children is taking place.

The relationship between the IRO service and the social work teams has improved significantly during the last year due to the individual IRO links to the social work teams and improved communication between partner agencies i.e. Children's Guardians and the Virtual School. This is providing a stronger framework for collaboration between professionals in driving care planning which is leading to good outcomes for children.

Challenge provided by IRO's is being positively received and responded to. Practice alerts are responded to quickly which is reducing the need for formal escalation and improving working relationships. There is a need to ensure that IRO escalations remain focused on driving continued improvements in the quality and timeliness of decisions made and actions agreed in children's reviews.

The focus for the IRO service this year is to continue to develop in line with children and young people's wishes and input and to ensure that all midway tracking and contact is recorded robustly. The focus on advocacy support will continue until this can be demonstrated as routine in practice. Bespoke practice development and training will be implemented to support evidencing the impact that IRO's they have on the circumstances and experience of the children that they are involved with.

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# Children's services Analysis Tool (ChAT)

Based on Ofsted's ILACS Annex A dataset (2019)

## Barnet

18 August 2020

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Headline figures

**Contacts**

Contacts in the last 6 months 7,916

**Early Help / Common / Targeted Assessments**

Early Help in the last 6 months 1,260

**Referrals**

Referrals in the last 6 months 1,303

**Social Care Assessments**

Total assessments in the last 6 months 1,406

Assessments completed in the last 6 months 1,139

Ongoing assessments 267

**Section 47 enquiries and Initial Child Protection Conferences (ICPCS)**

Section 47 enquiries in the last 6 months 348

ICPCs that started from an S47 in the last 6 months 105

**Children in Need (CIN)**

Total CIN in the last 6 months 2,892

CIN started in the last 6 months 1,295

CIN ceased in the last 6 months 1,440

Current children in need (snapshot) 1,452

**Child Protection Plans (CPP)**

Total CPP in the last 6 months 272

CPP started in the last 6 months 98

CPP ceased in the last 6 months 103

Current children subject of a child protection plan (snapshot) 169

**Children Looked After (CLA)**

Total CLA in the last 6 months 385

CLA started in the last 6 months 61

CLA ceased in the last 6 months 65

Current children looked after (snapshot) 320

**Care leavers**

Care leavers currently in receipt of leaving care services 335

**Adoptions**

Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 12 months 41

Children adopted in the last 12 months 6

Children waiting to be adopted (snapshot) 32

Children with decision reversed in the last 12 months 0

**Adopters**

Prospective adopters in the last 12 months 0

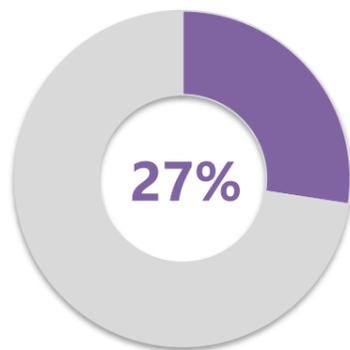
## Contacts in the last 6 months

from 19/02/2020  
to 18/08/2020

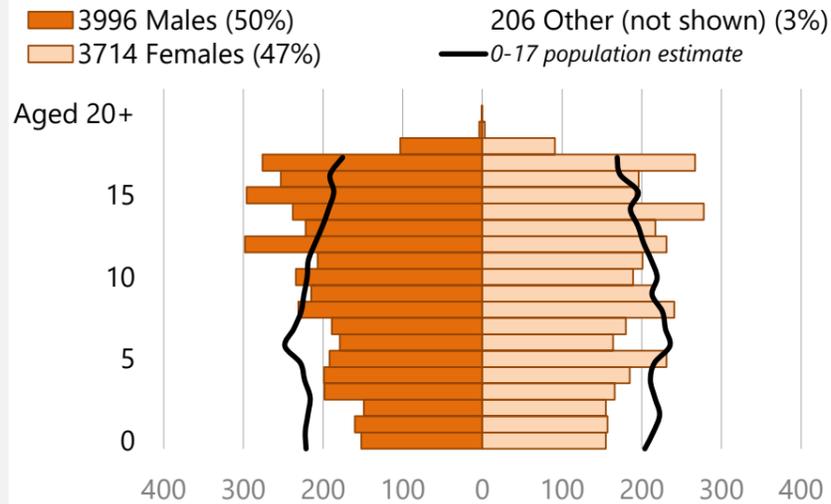
### 7916 contacts

#### Contacts that also appear on the Referrals list

Yes No



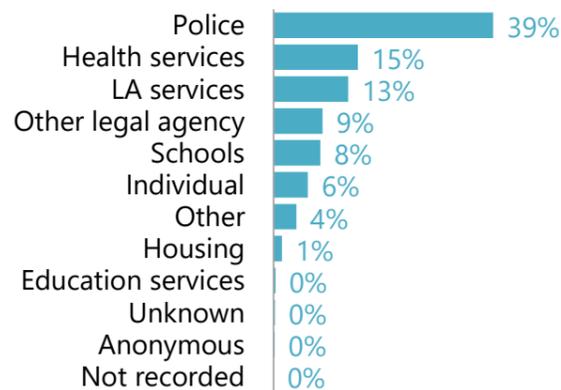
#### Age and gender



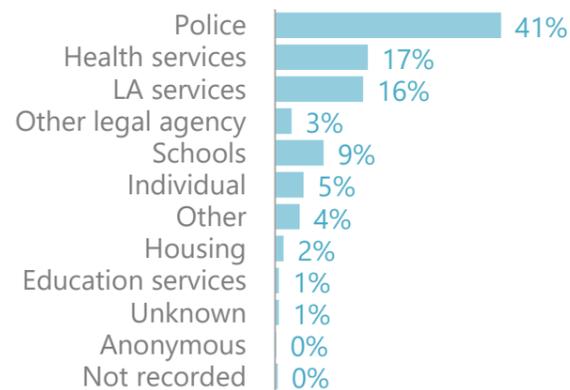
Other' includes not recorded, not stated, or neither M/F

#### Source of contacts compared to source of referrals

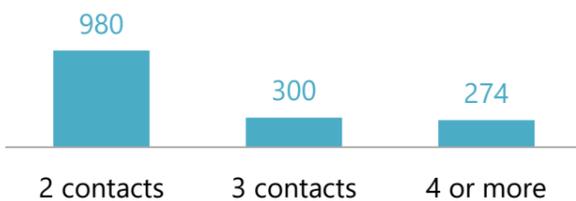
##### Contact source



##### Referral source comparison



#### Children with multiple contacts in period



#### Ethnic backgrounds

White	30%
Mixed	12%
Asian or Asian British	7%
Black or black British	12%
Other ethnic group	8%
Not stated	29%
Not recorded	1%

See page 20 for comparisons

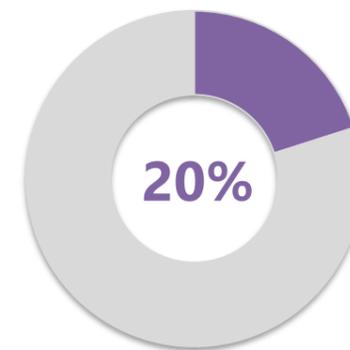
## Early Help in the last 6 months

from 19/02/2020  
to 18/08/2020

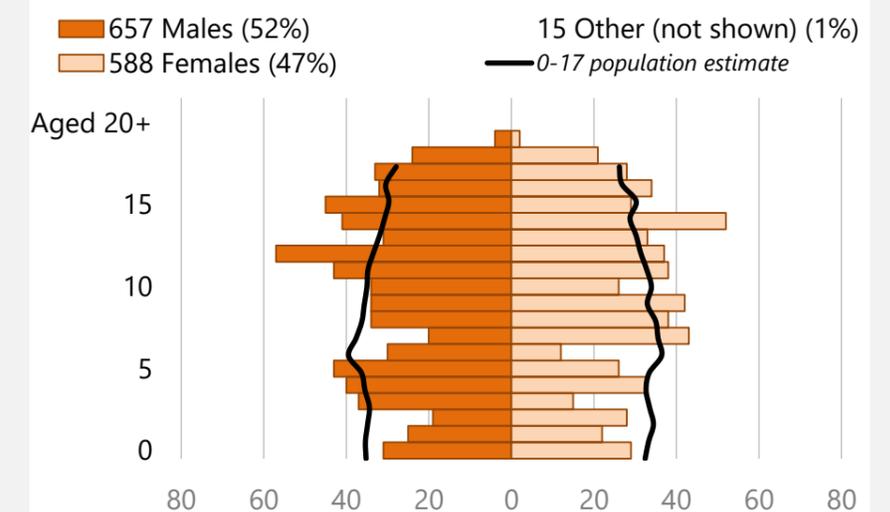
### 1260 Early Help / Common / Targeted Assessments

#### Early Help cases that also appear on the Referrals list

Yes No

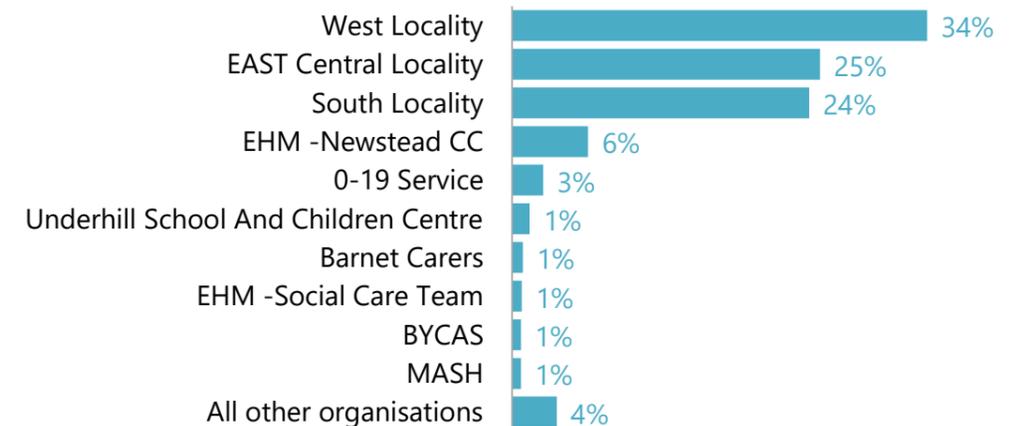


#### Age and gender

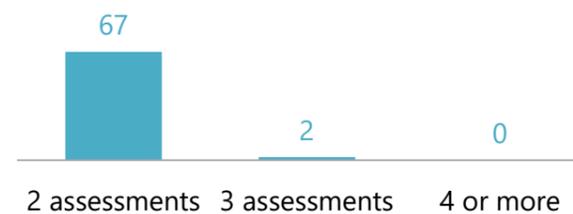


Other' includes not recorded, not stated, or neither M/F

#### Organisation completing assessment



#### Children with multiple records in period



#### Ethnic backgrounds

White	37%
Mixed	12%
Asian or Asian British	9%
Black or black British	15%
Other ethnic group	9%
Not stated	15%
Not recorded	0%

See page 20 for comparisons

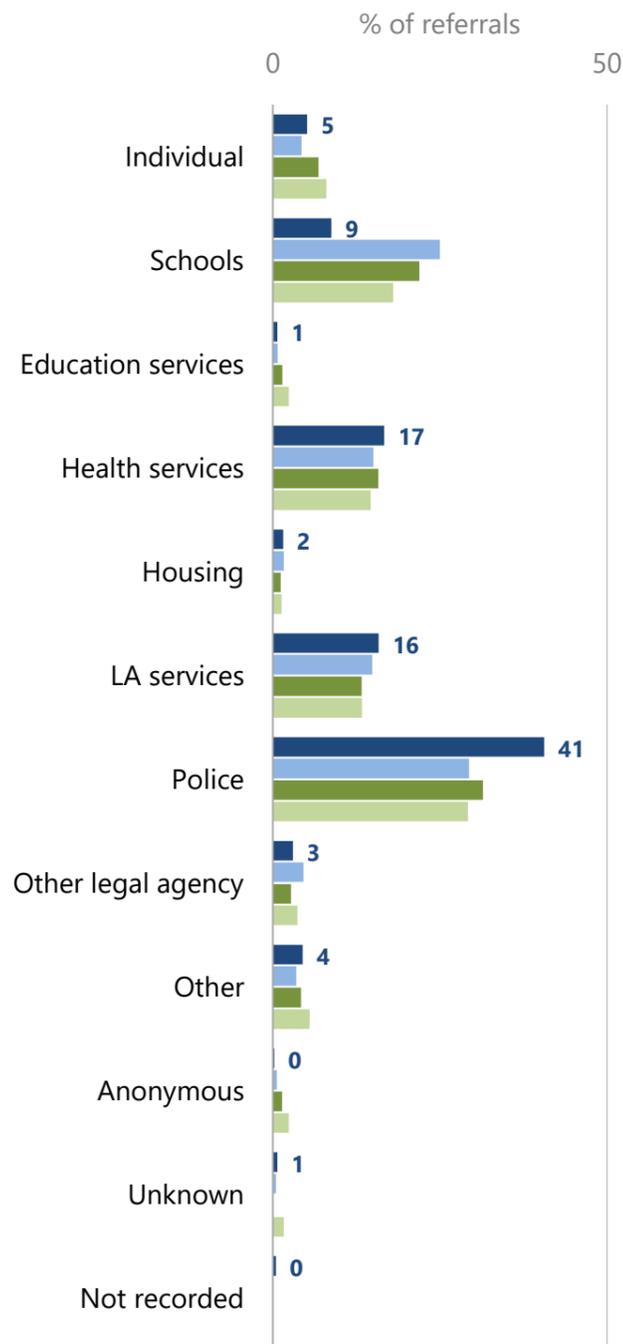
## Referrals in the last 6 months

from 19/02/2020  
to 18/08/2020

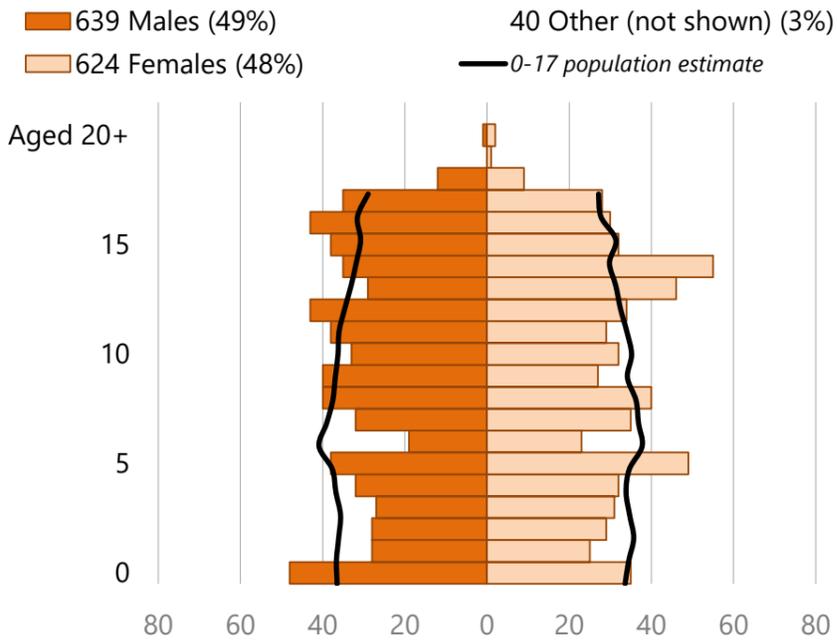
### 1303 referrals

#### Source of referral

■ Last 6 months ■ LA 18-19 ■ SNs 18-19 ■ Eng 18-19



#### Age and gender



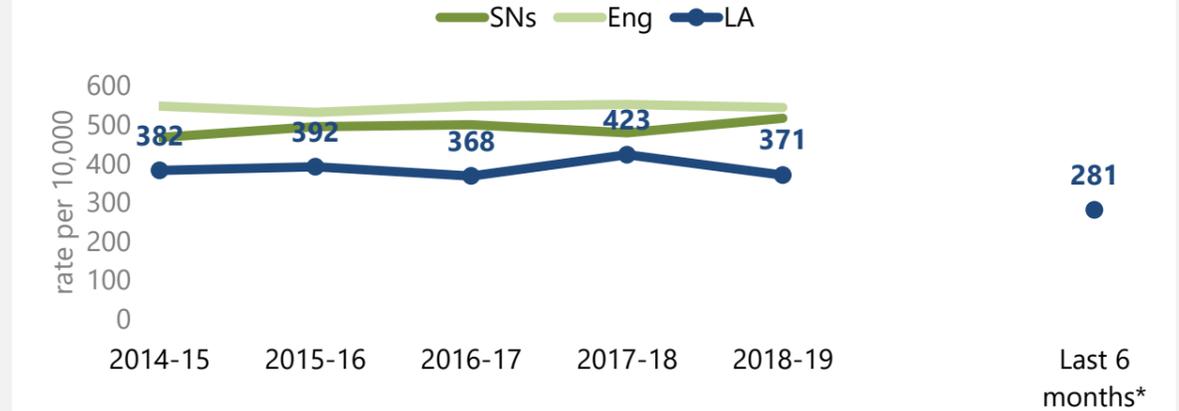
Other' includes not recorded, not stated, or neither M/f'

#### Ethnic backgrounds

White	35%
Mixed	17%
Asian or Asian British	11%
Black or black British	11%
Other ethnic group	11%
Not stated	13%
Not recorded	0%

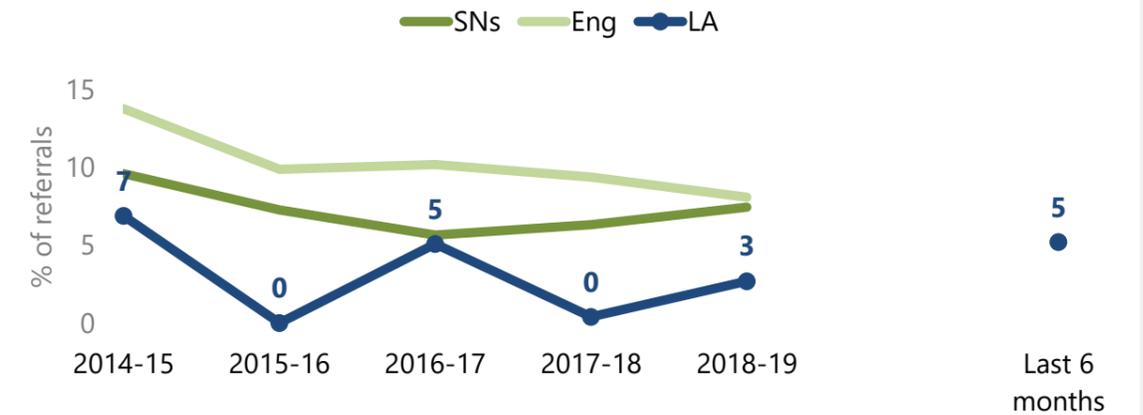
See page 20 for comparisons

#### Rate of referrals per 10,000 children aged 0-17



\*Annualised rate for comparison purposes

#### Referrals with No Further Action (NFA)

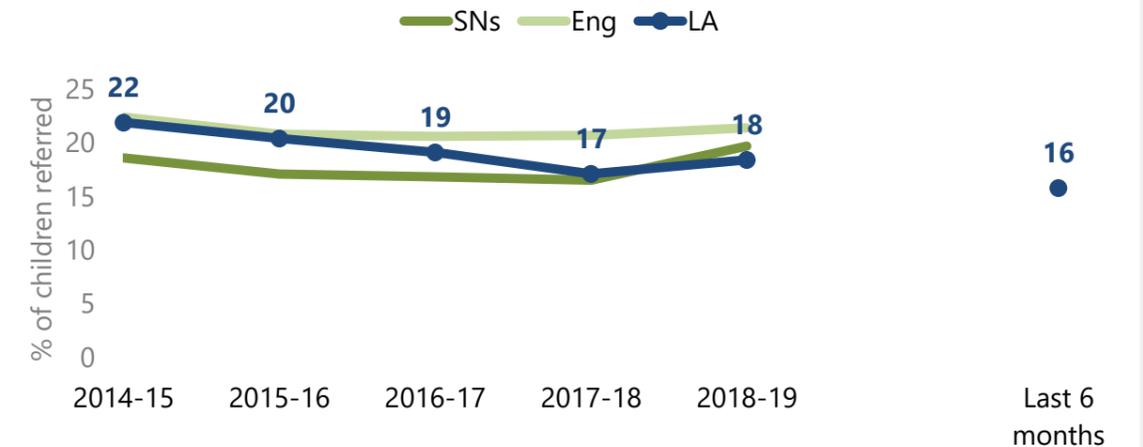
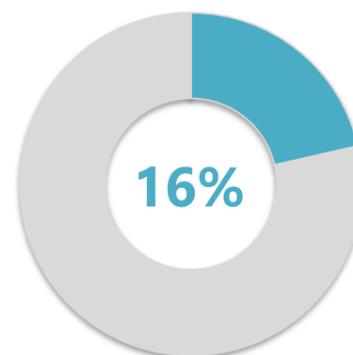


#### Re-referrals: children with a previous referral within 12 months of their latest referral

**196 children with previous referrals within 12 months of latest referral**

■ Re-referral ■ First referral □ Not recorded

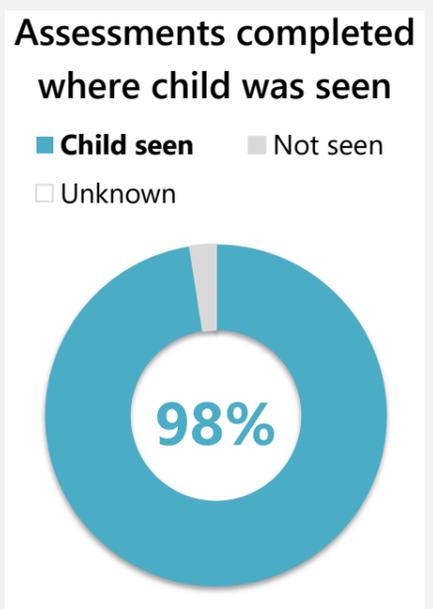
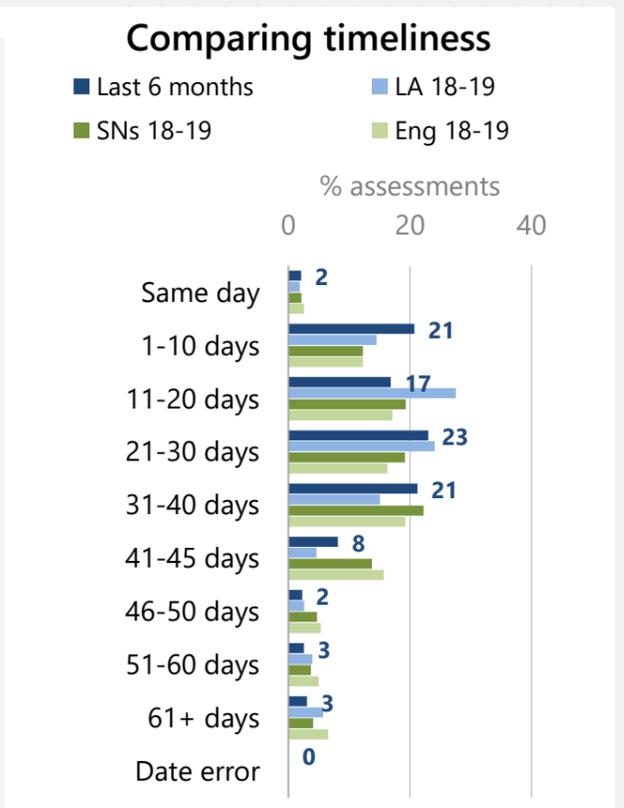
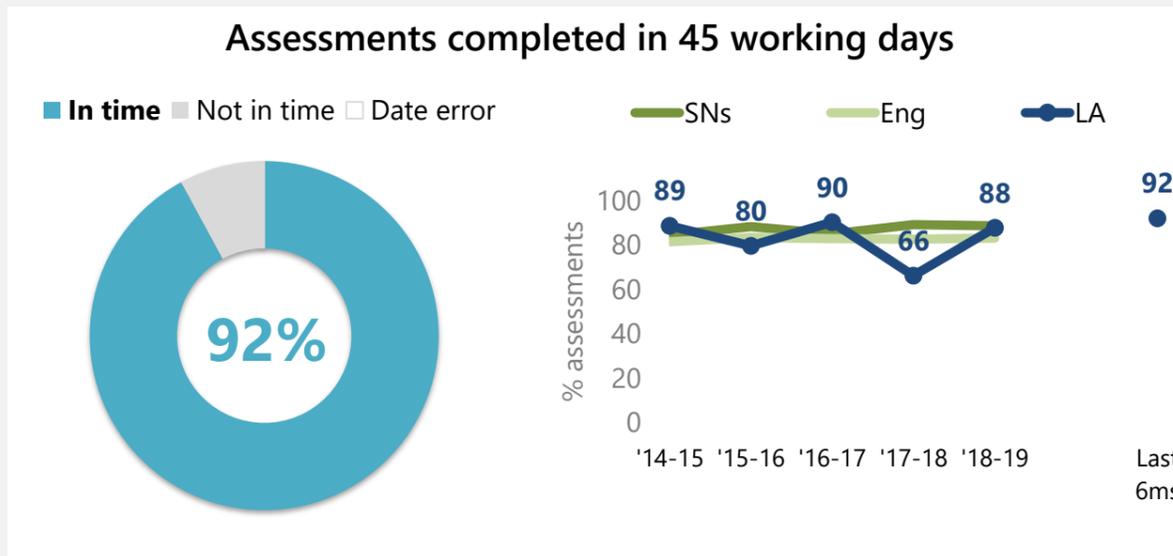
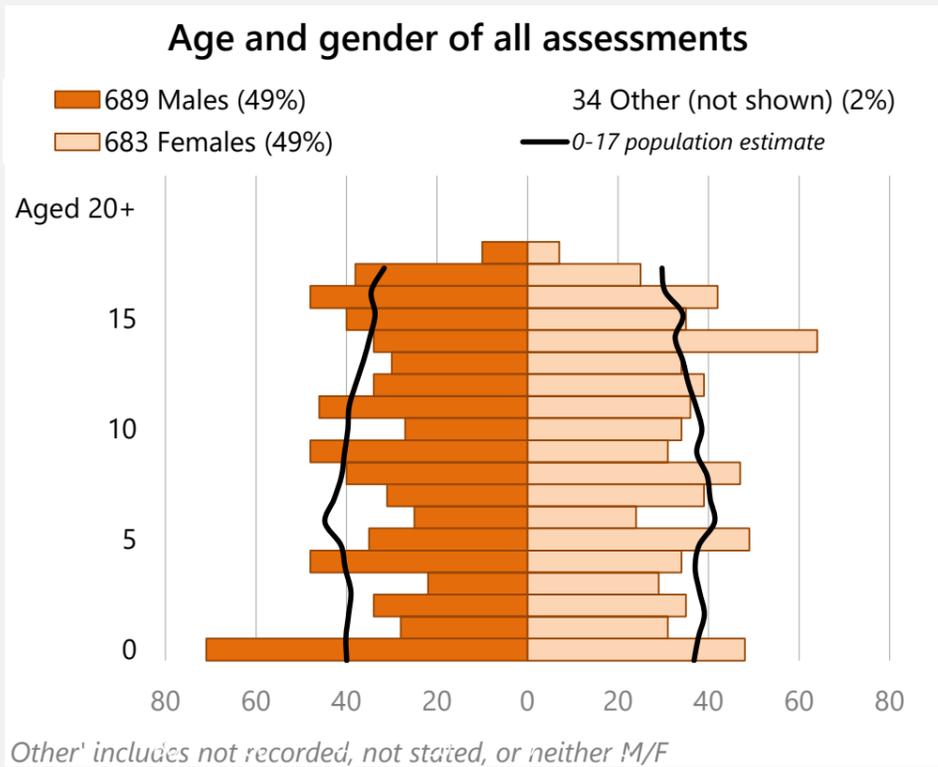
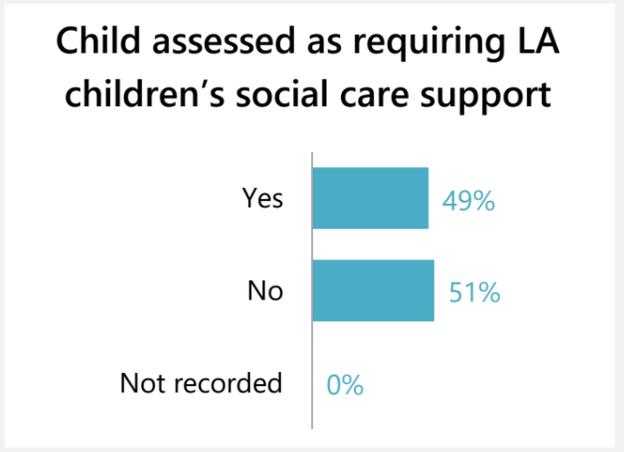
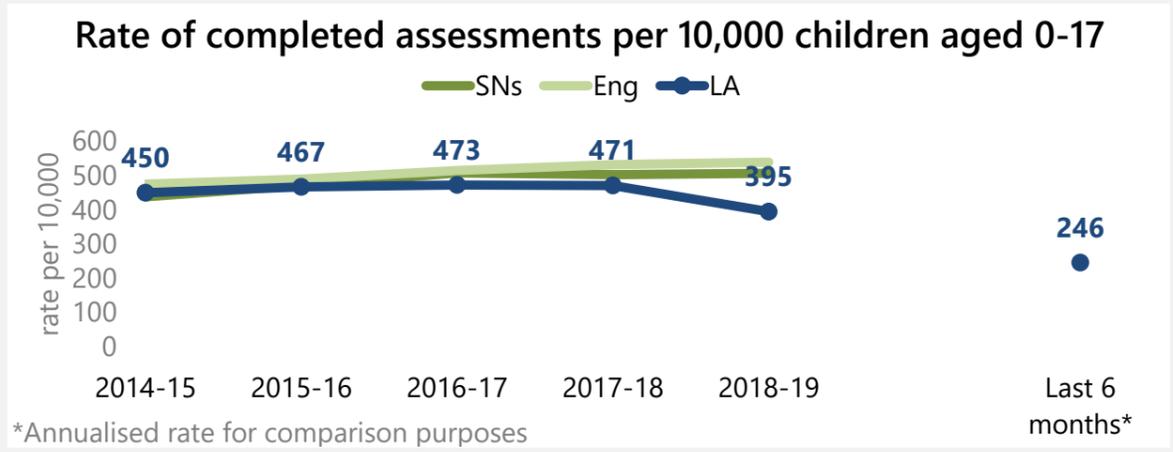
First referral	1,046
1 prev referral	154
2 prev referrals	38
3 prev referrals	4
4+ prev referrals	0
Not recorded	0



Assessments in the last 6 months

from 19/02/2020  
to 18/08/2020

1406 total assessments  
267 open assessments  
**1139 completed assessments**

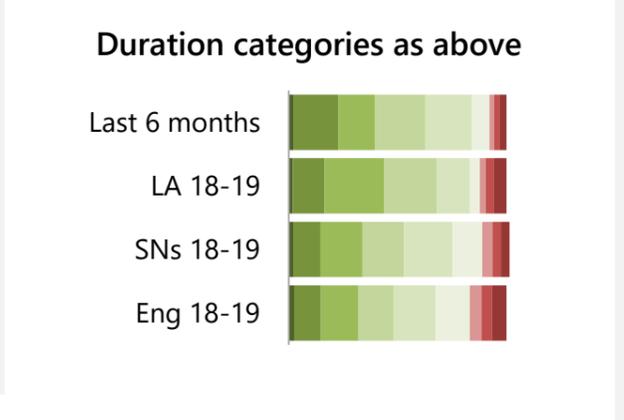
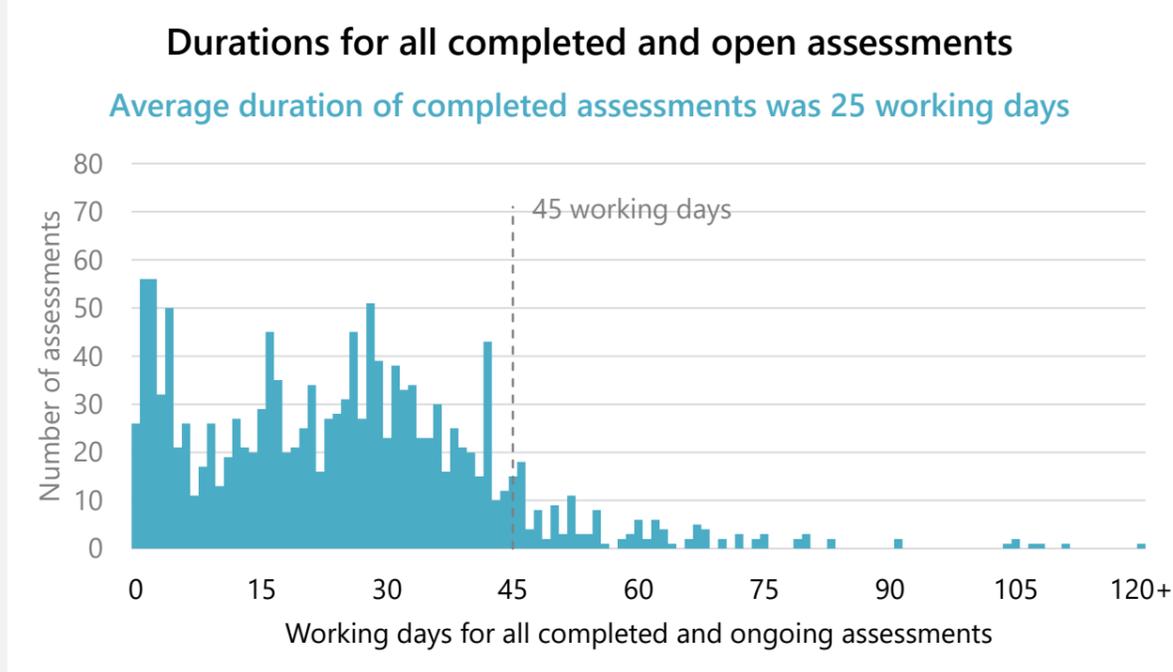


### Ethnic background

White	37%
Mixed	19%
Asian or Asian British	9%
Black or black British	14%
Other ethnic group	12%
Not stated	5%
Not recorded	0%

See page 20 for comparisons

61 assessments (4%) for children with a disability

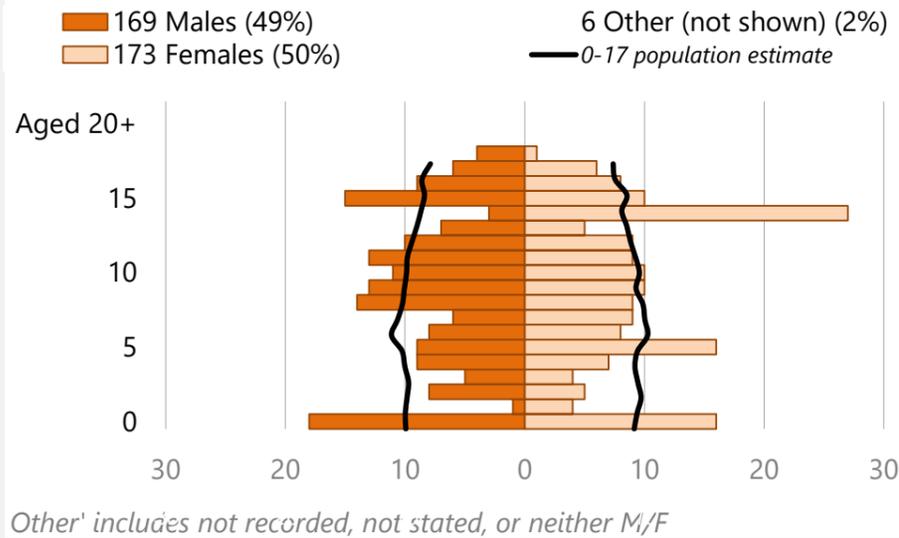


Section 47 enquiries in the last 6 months

from 19/02/2020  
to 18/08/2020

348 Section 47 enquiries

Age and gender

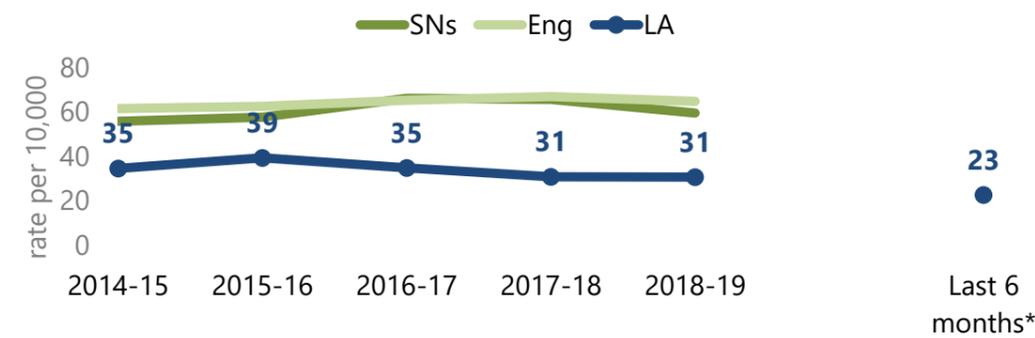


105 Initial Child Protection Conferences (from S47 in period)

**72%** of completed S47s **did not require an ICPC**

ICPC not required may include S47s for open CPP where ICPC was not required, and may exclude children where an ICPC was required but has not yet occurred

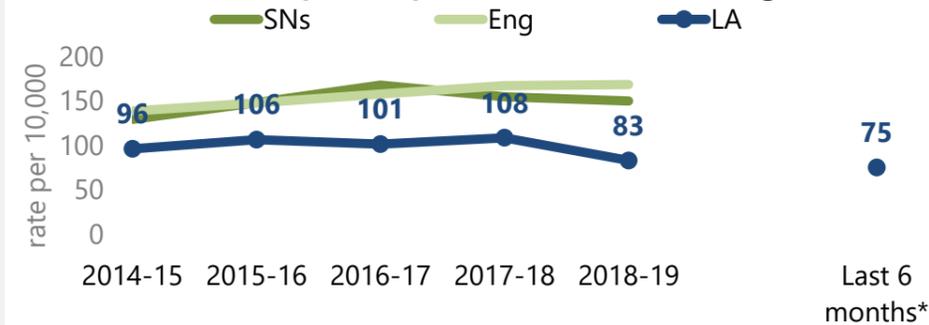
Rate of ICPCs per 10,000 children aged 0-17



4 child(ren) with a repeat ICPC within 12 months of latest Section 47

**86%** of ICPCs resulted in a child protection plan

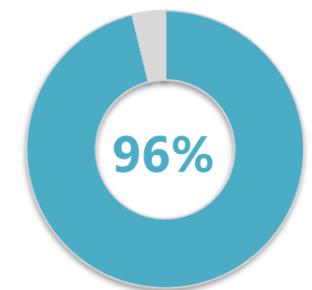
Rate of S47 enquiries per 10,000 children aged 0-17



ICPCs occurred within 15 working days of the strategy discussion date

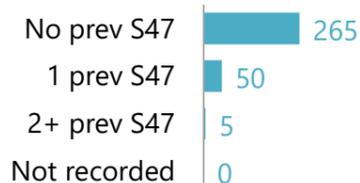


■ In time  
■ Not in time  
□ Date error



22 S47s (6%) for children with a disability

Children with a repeat S47 within 12 months of latest

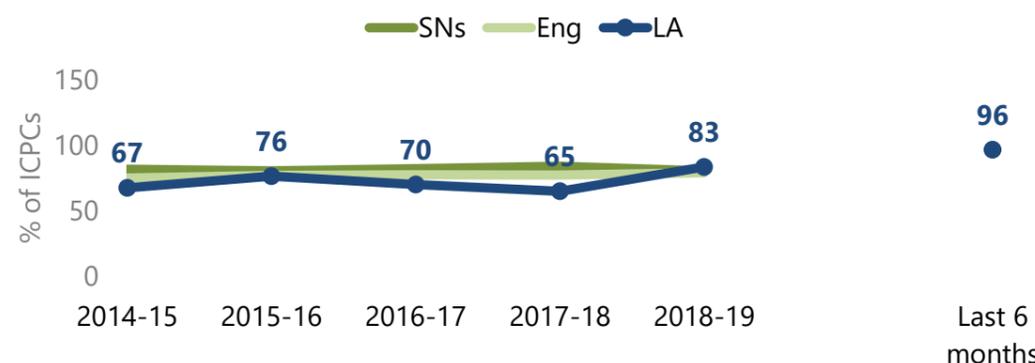


Ethnic background

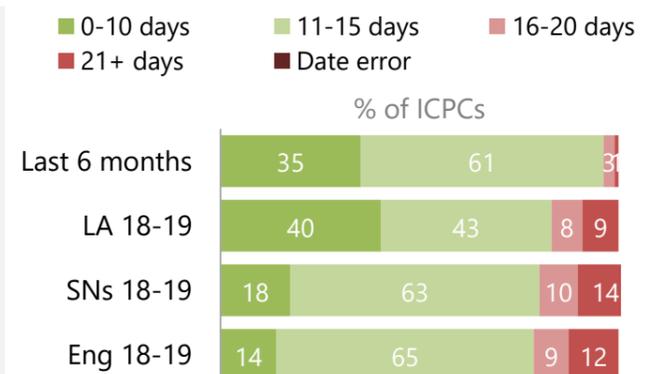
White	34%
Mixed	20%
Asian or Asian British	3%
Black or black British	22%
Other ethnic group	12%
Not stated	5%
Not recorded	0%

See page 20 for comparisons

Trend of ICPC timeliness (within 15 days of S47 start)



Comparing ICPC durations



Children in Need (CIN) - total, started, and ceased in the last 6 months

from 19/02/2020  
to 18/08/2020

### 2892 total CIN in 6 months\*

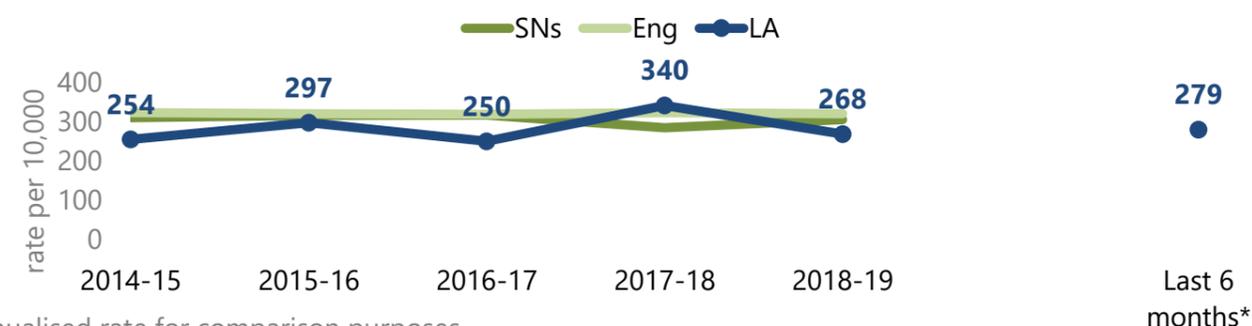
\*Note: the numbers of children in need reported in ChAT are not directly comparable to published CIN census statistics due to an undercount of referrals and care leavers.

The children in need census includes any child referred to children's social care services in the year as well as any open case for whom the local authority was providing services. Ofsted's Annex A List 6 largely covers this cohort, with the exception of those with only an open referral and those accessing leaving care services.

For this reason the published children in need census statistics are not directly comparable to ChAT, however there is considerable overlap with ChAT undercounting the true value as it excludes open referrals and care leavers.

### 1295 CIN started in 6 months

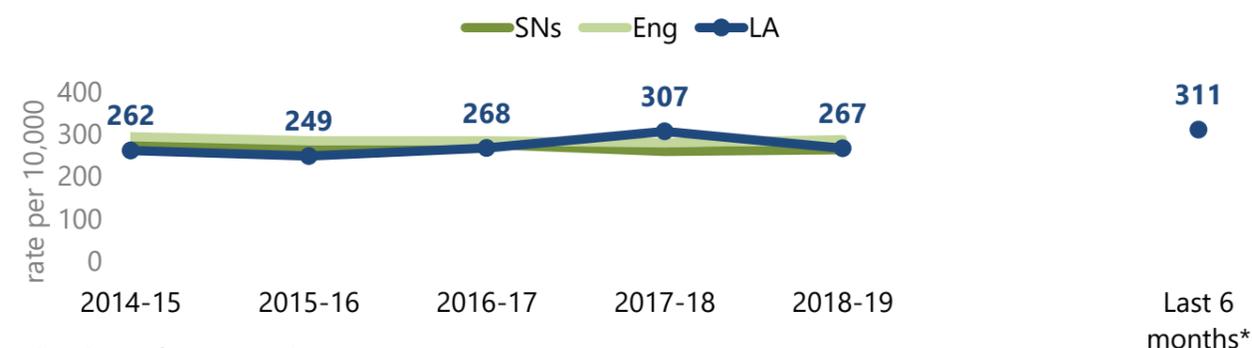
Rate of children who started an episode of need per 10,000 children aged 0-17



\*Annualised rate for comparison purposes

### 1440 CIN ceased in 6 months

Rate of children who ended an episode of need per 10,000 children aged 0-17

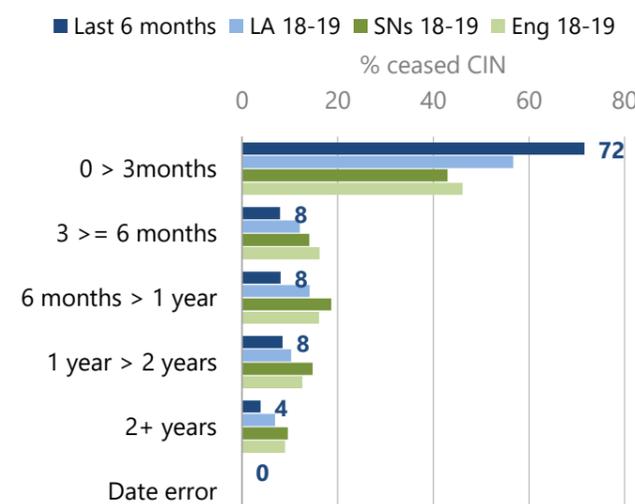


\*Annualised rate for comparison purposes

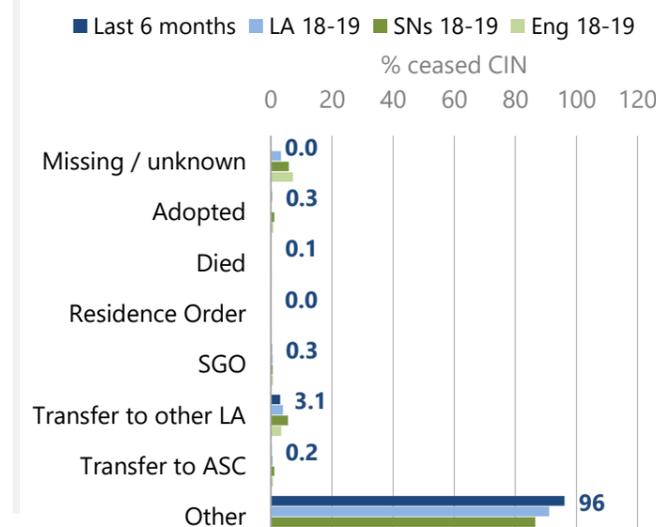
#### Cases included in Annex A / ChAT

Case status of children on CIN list	Number	Percentage
Looked after child	318	11%
Child protection plan	166	6%
Child in need plan	473	16%
Open assessment	226	8%
Closed episode	1,440	50%
Case status not recorded	269	9%
Total (excluding case status unknown)	2,623	91%

#### Comparing CIN ceased durations



#### Comparing CIN ceased reasons



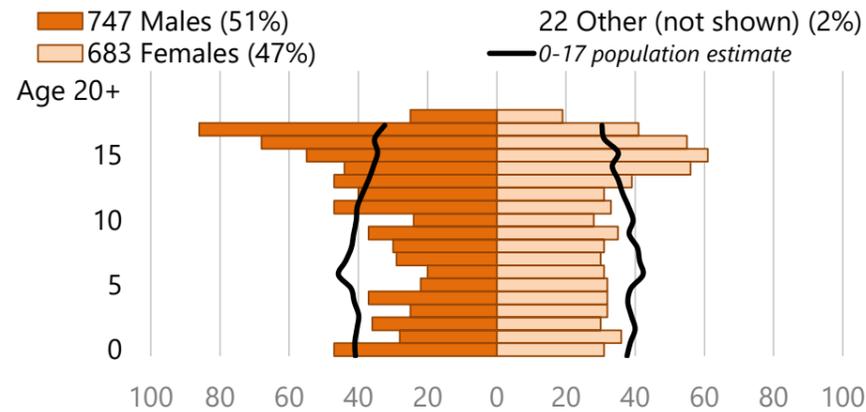
Children in Need (CIN) with an open episode of need

Snapshot 18/08/2020

# 1452 Children in Need with an open episode of need\*

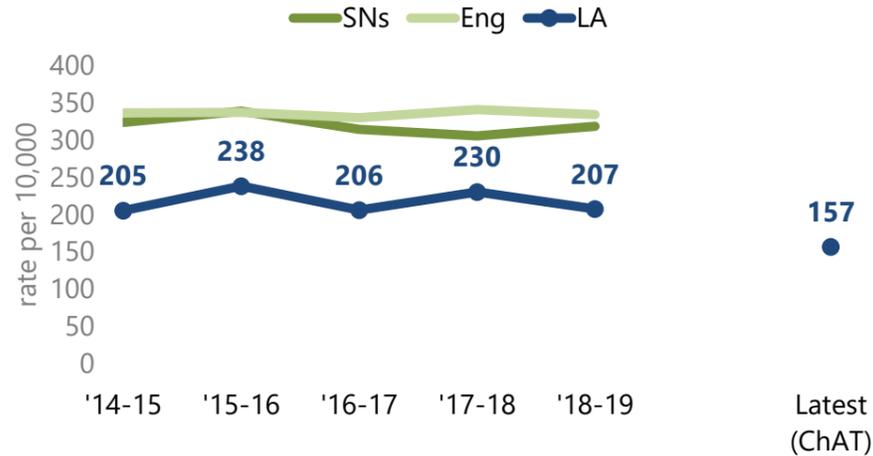
\*Note: Annex A figures in this section are not directly comparable to the published Children in need census statistics (see note on page 8)

## Age and gender

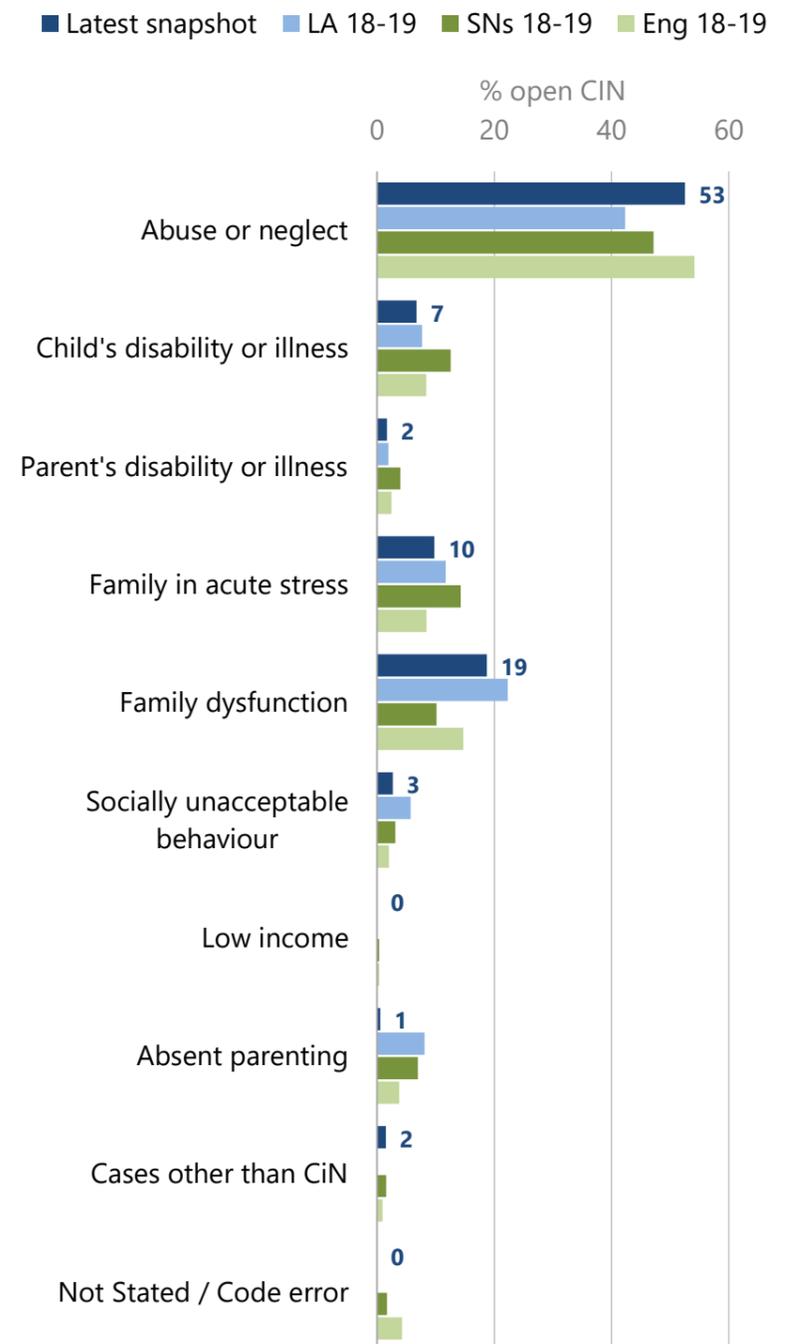


'Other' includes not recorded, not stated, or neither M/F

## Rate of open CIN per 10,000 children aged 0-17\*

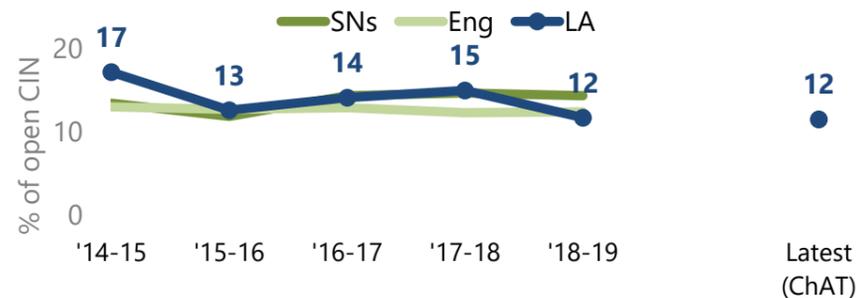


## Comparing primary need of open CIN

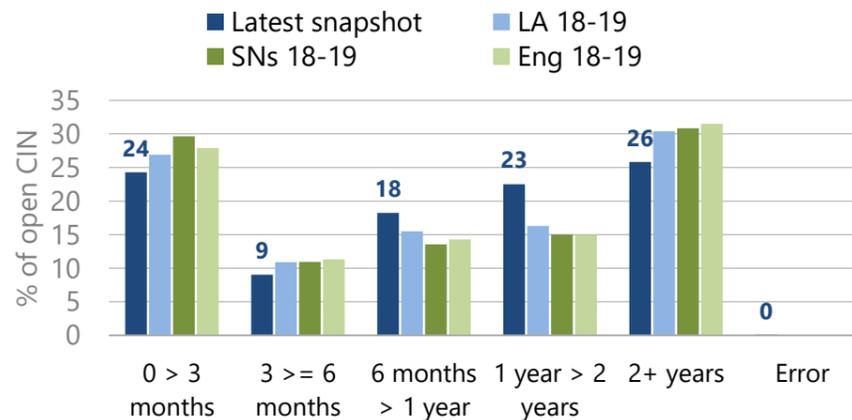


## 167 children (12%) with a disability

### CIN with an open episode of need with a disability



## Comparing episode duration of open CIN

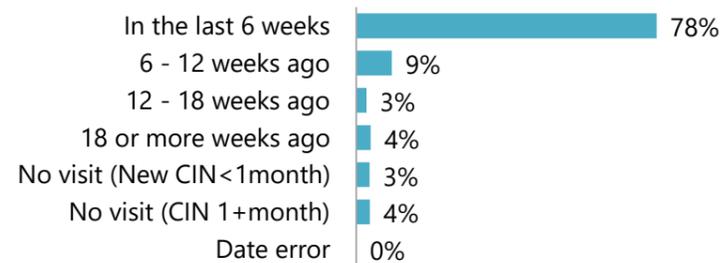


## Ethnic background

White	37%
Mixed	18%
Asian or Asian British	8%
Black or black British	15%
Other ethnic group	13%
Not stated	6%
Not recorded	0%

See page 20 for comparisons

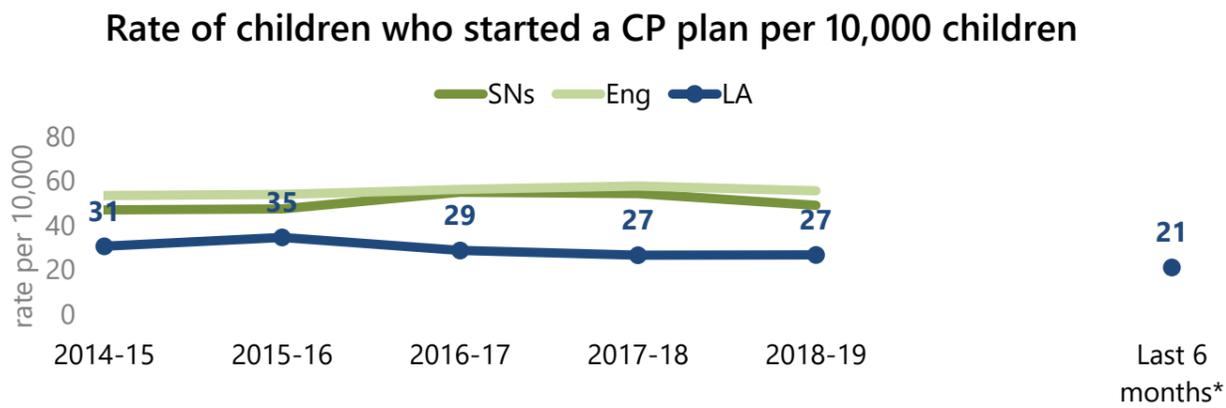
## Time since the child's latest social worker visit



Child Protection Plans (CPP) started and ceased in the last 6 months

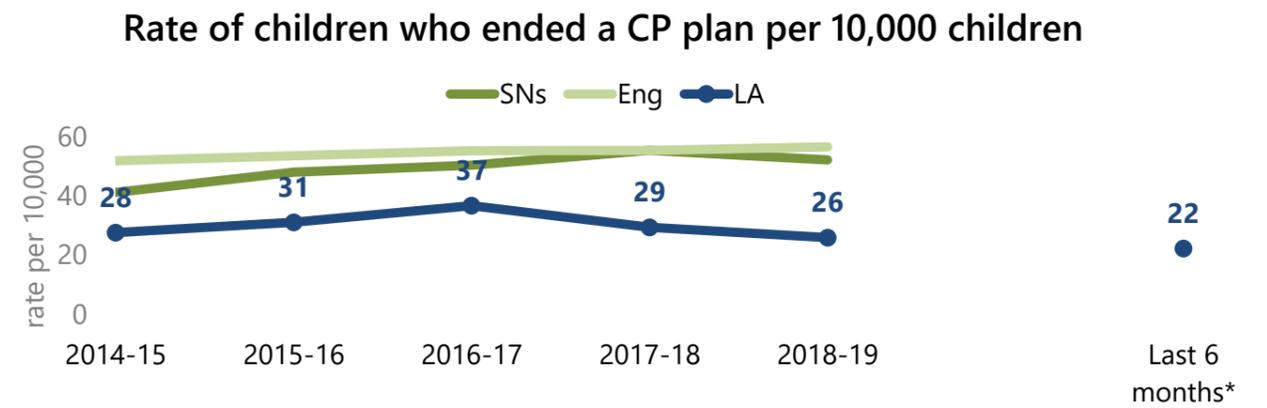
from 19/02/2020  
to 18/08/2020

### 98 CPP started in 6 months



\*Annualised rate for comparison purposes

### 103 CPP ended in 6 months

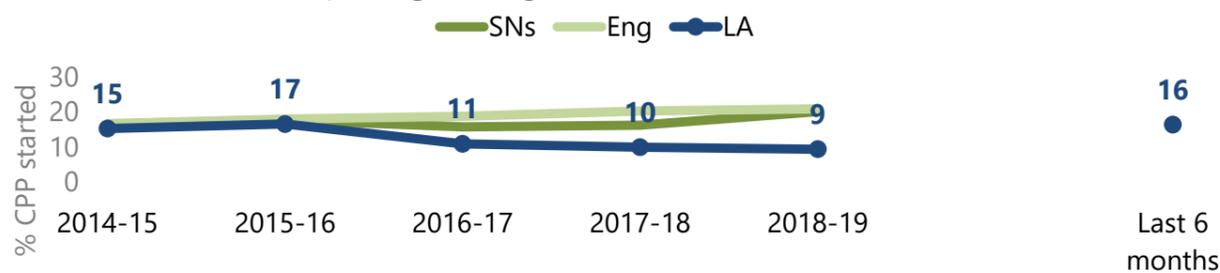


\*Annualised rate for comparison purposes

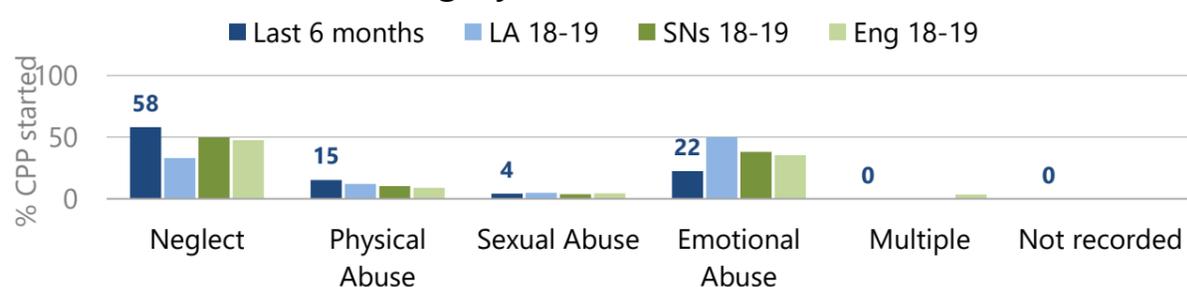
### Re-registrations for children who started on a CP plan (ever)



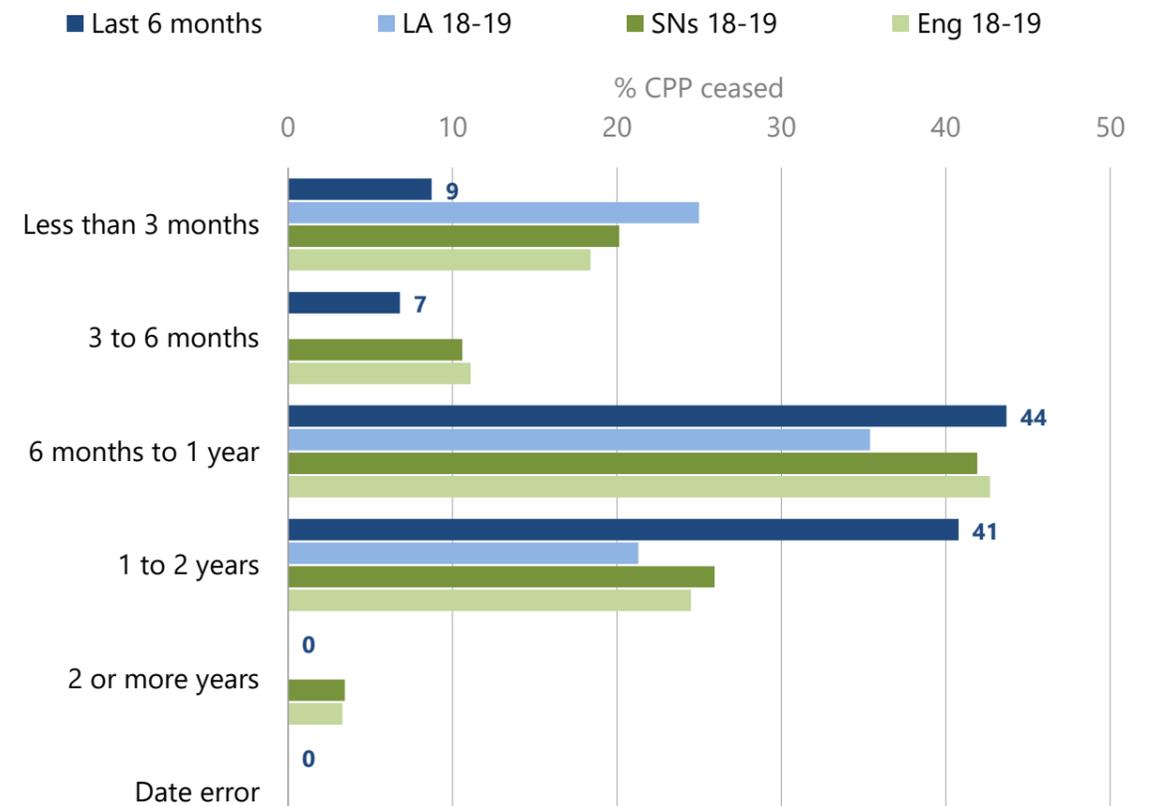
### Comparing re-registrations for CPP started



### Initial category of abuse for CPP started



### Comparing plan durations for CPP ended



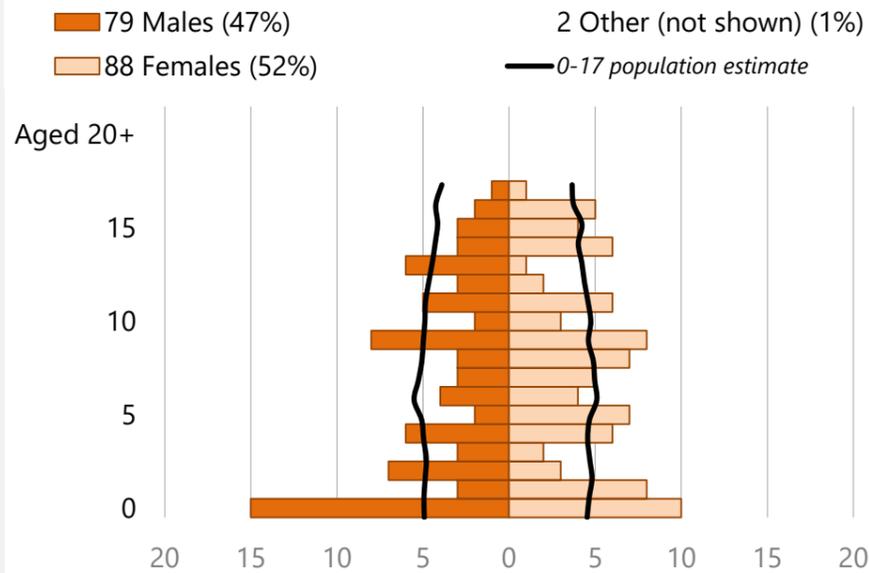
0 of 103 children ended a CP plan after 2 years or more

Child Protection Plans (CPP) currently open

Snapshot 18/08/2020

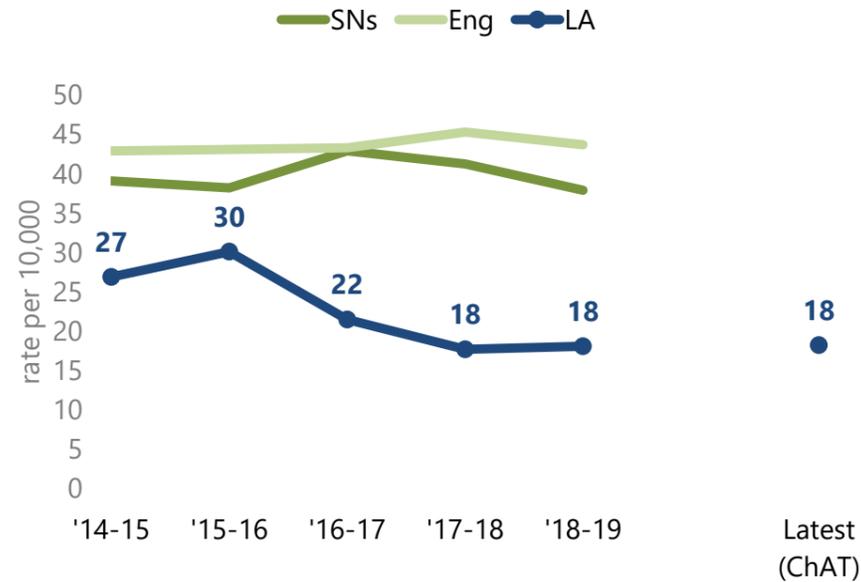
# 169 children currently subject of a Child Protection Plan (CPP)

### Age and gender



Other' includes not recorded, not stated, or neither M/F

### Rate of CPP per 10,000 children aged 0-17

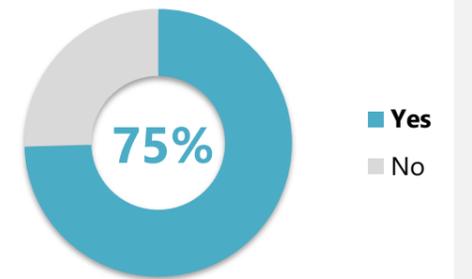


### Time since the child was last seen



Open CPP **seen alone** at their last social work visit

(excludes Not recorded or N/A)



### Ethnic background

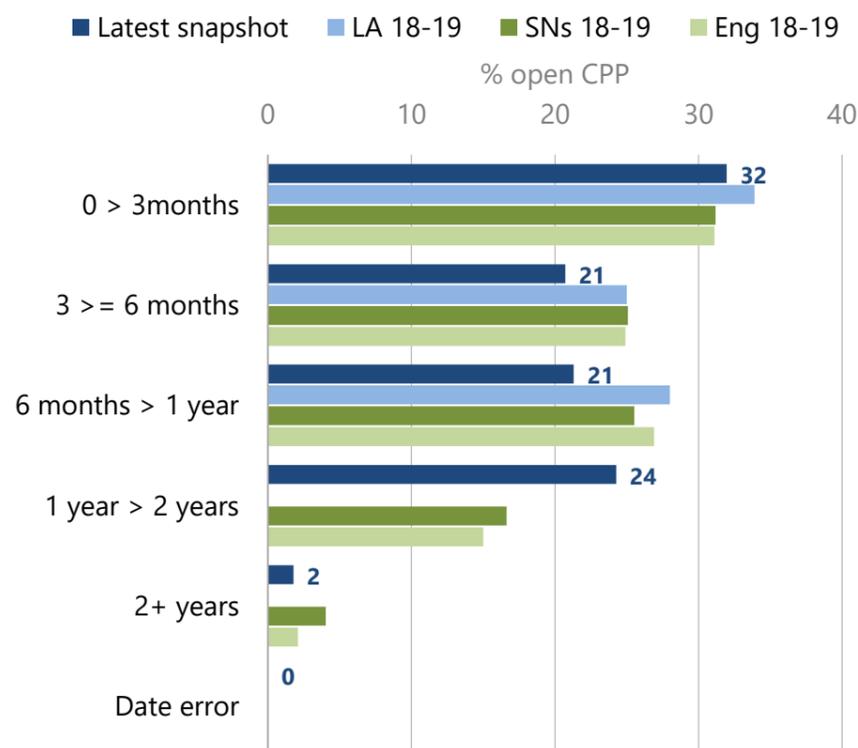
White	42%
Mixed	19%
Asian or Asian British	2%
Black or black British	20%
Other ethnic group	13%
Not stated	1%
Not recorded	0%

See page 20 for comparisons

### 16 children (9%) with a disability

7 open CP subject to Emergency Protection Order or Protected Under Police Powers in last 6 months

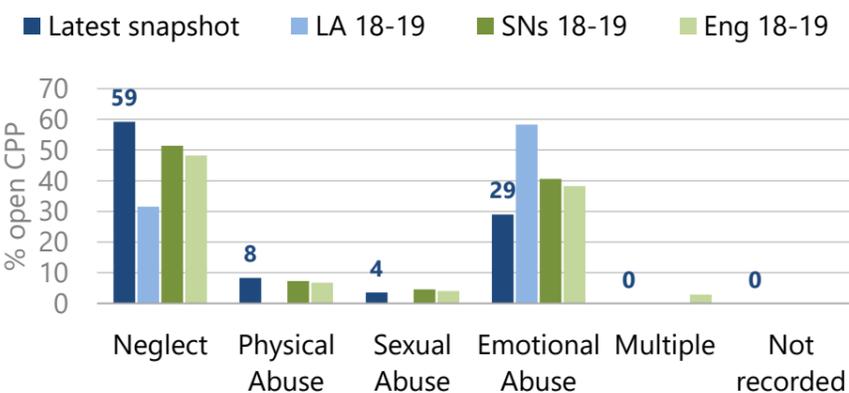
### Comparing duration of open CP plans



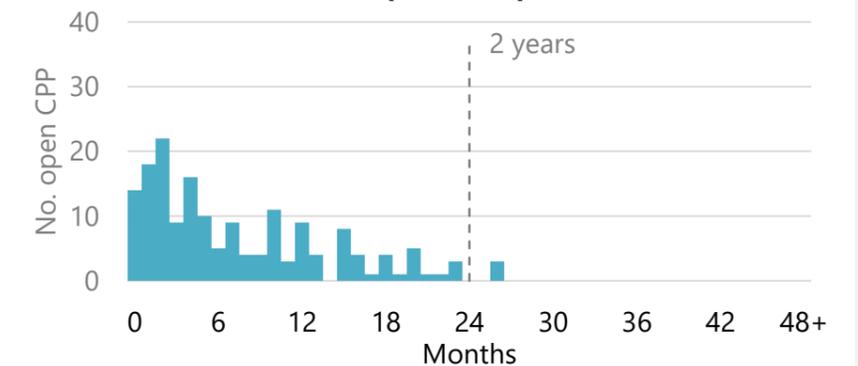
### Time since the child's latest review



### Latest category of abuse for current CP plans



### Duration of current open CP plans (in months)

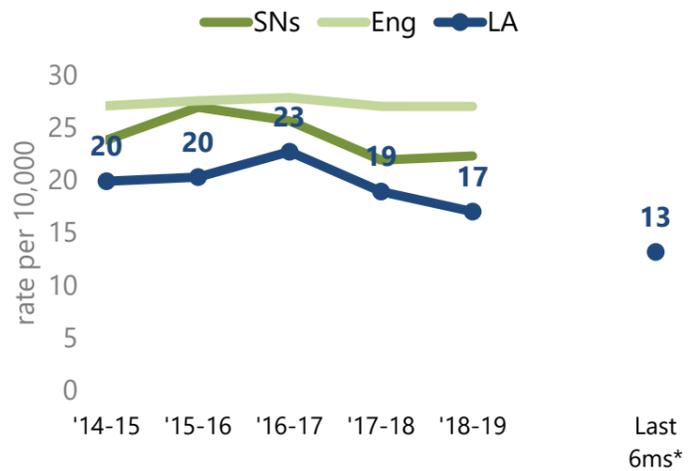


Children Looked After (CLA) started and ceased in the last 6 months

from 19/02/2020  
to 18/08/2020

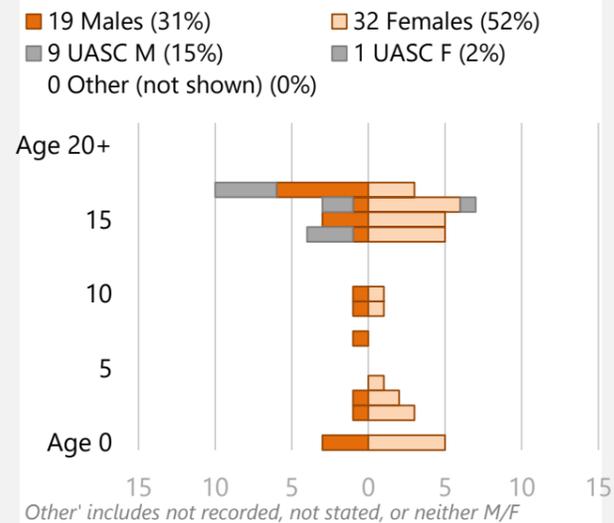
### 61 CLA started in the last 6 months

Rate of CLA started per 10,000 children



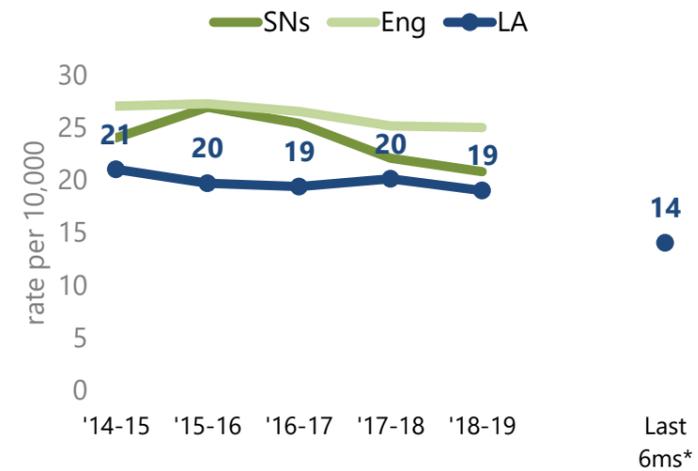
\*Annualised rate for comparison purposes

Age and gender



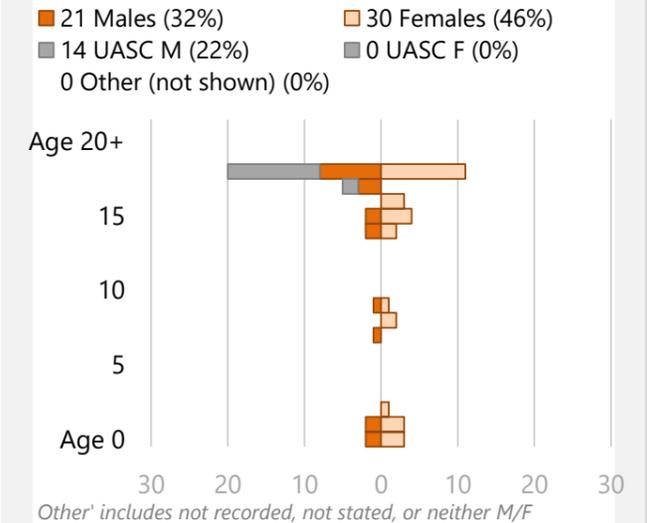
### 65 CLA ceased in the last 6 months

Rate of CLA ceased per 10,000 children



\*Annualised rate for comparison purposes

Age and gender



\*Annualised rate for comparison purposes

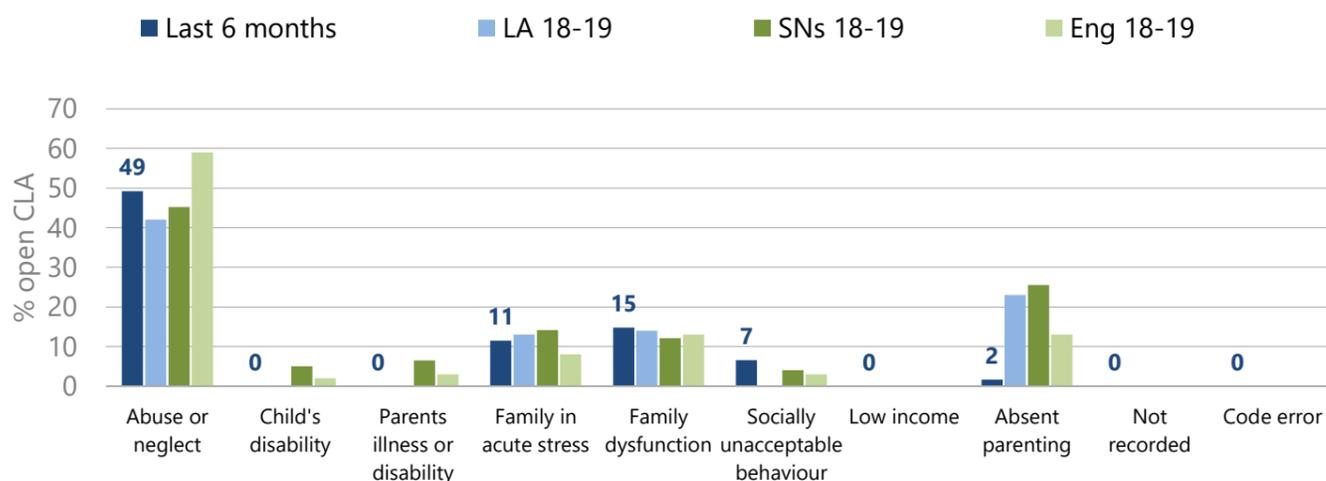
16%

10 of the 61 CLA starters were unaccompanied asylum seeking children (UASC)

20%

12 of the 61 CLA starters have previously been looked after

Comparing the primary need of CLA starters



### Reason episode of care ceased

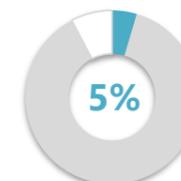
Adopted



Last 6 months 3%

2018-19 (published)  
LA 7% SNs 8% Eng 12%

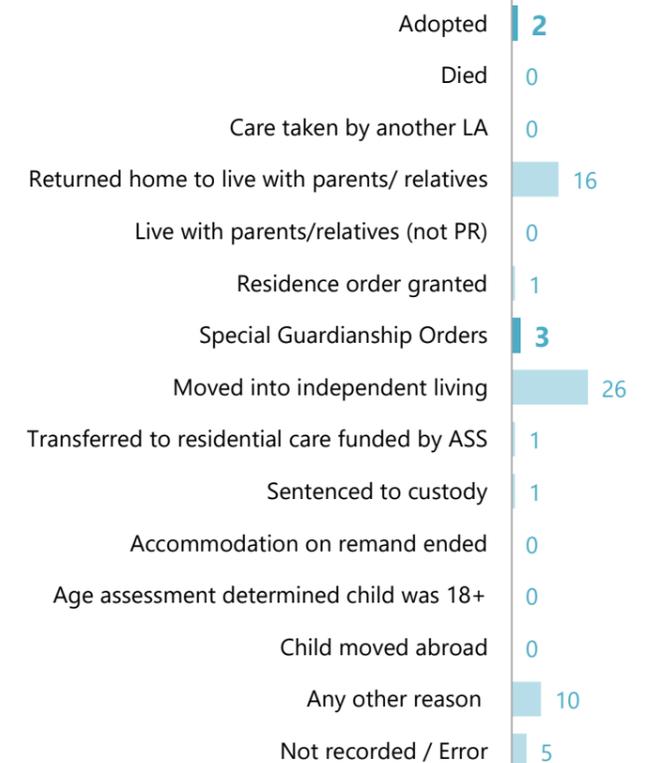
Special Guardianship Order



Last 6 months 5%

2018-19 (published)  
LA 3% SNs 19% Eng -

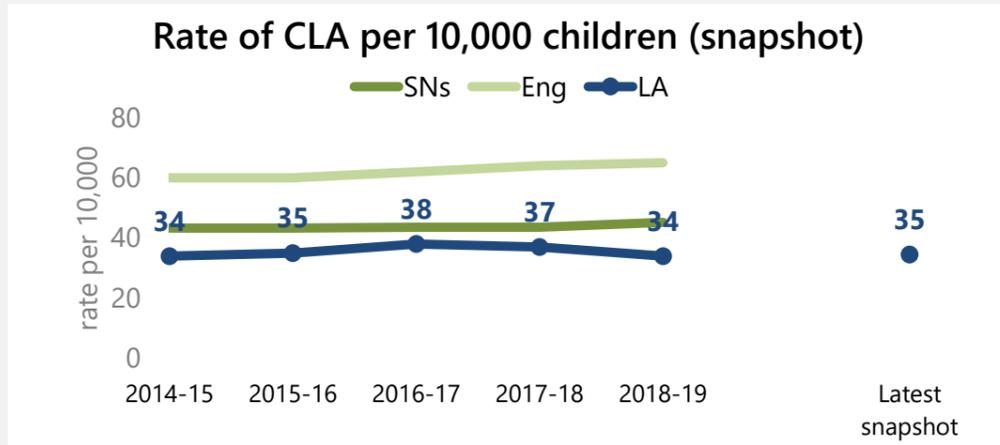
Number of CLA ceased by reason in the period



Children Looked After (CLA) with an open episode of care

Snapshot 18/08/2020

### 320 Children Looked After (CLA) with an open episode of care



#### Ethnic background

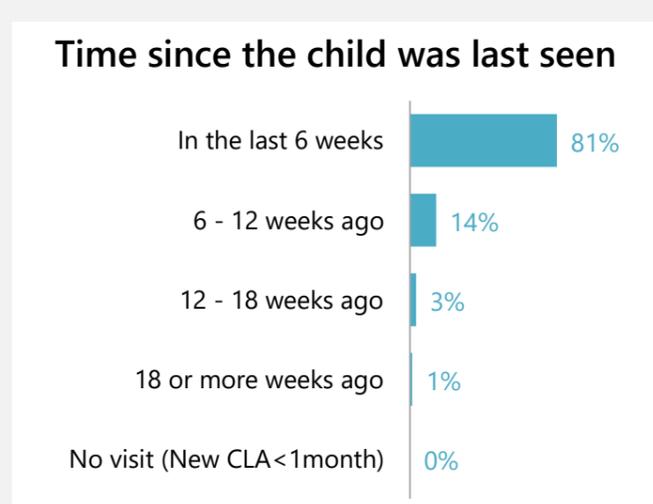
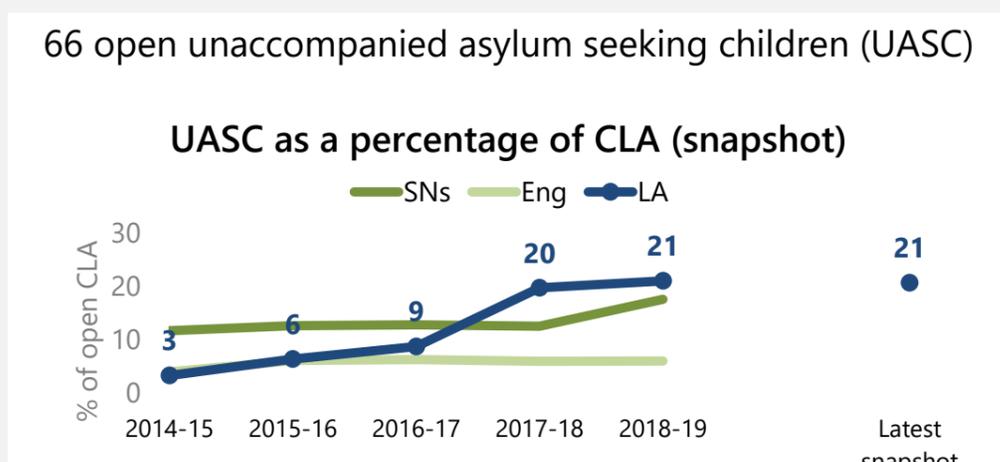
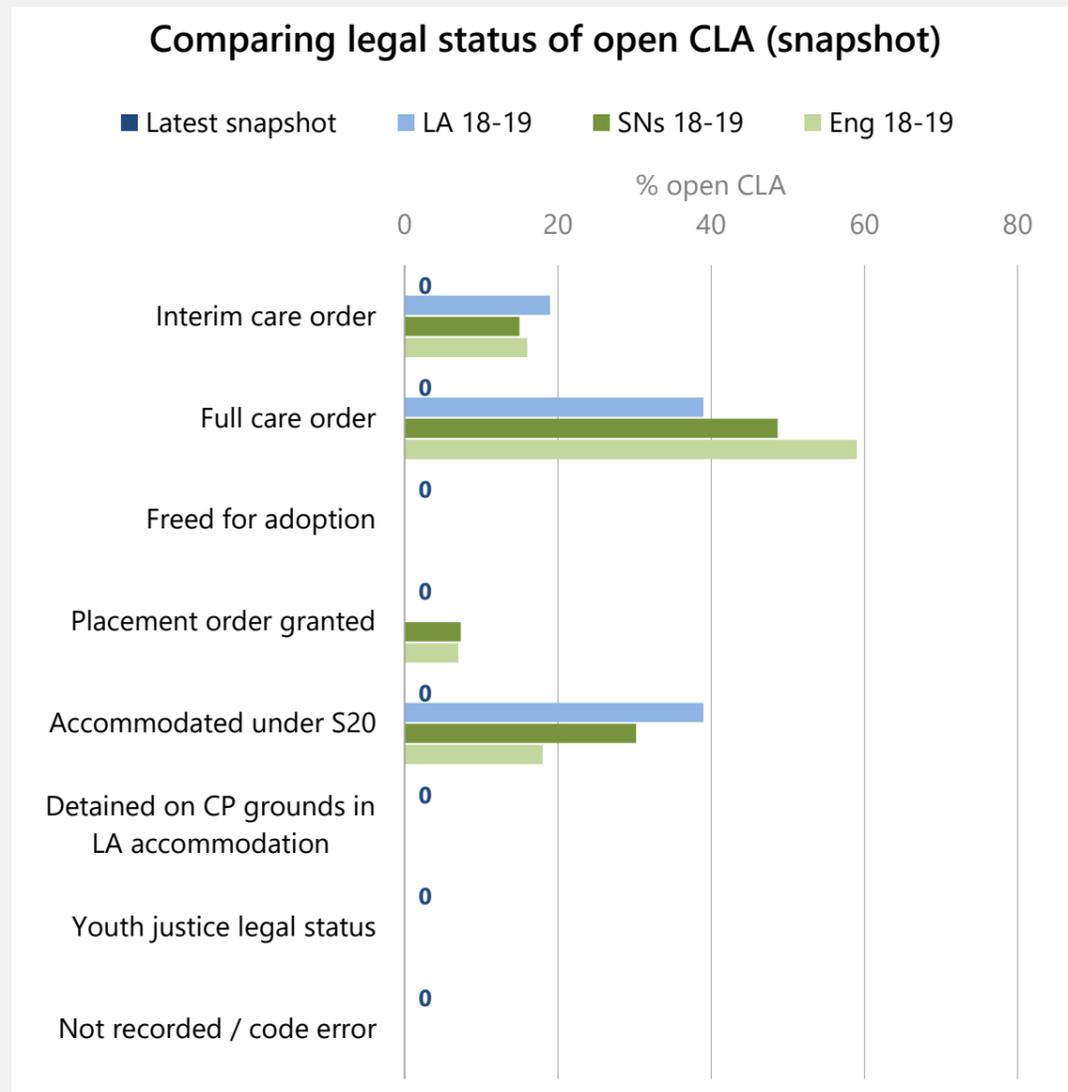
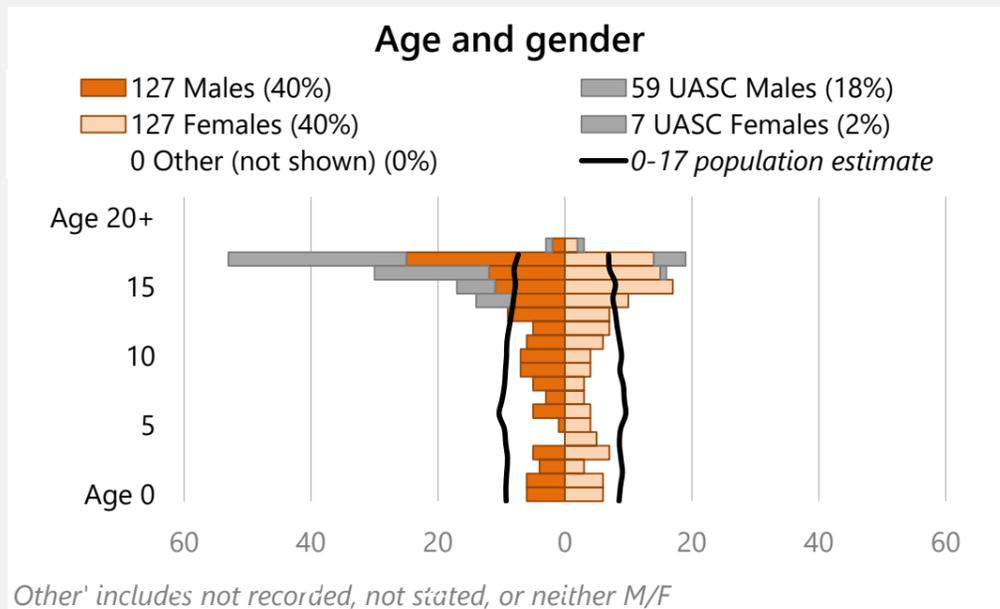
	All CLA	Not UASC	UASC
White	39%	48%	6%
Mixed	20%	25%	0%
Asian or Asian British	6%	4%	17%
Black or black British	16%	18%	6%
Other ethnic group	16%	4%	65%
Not stated	2%	1%	5%
Not recorded	0%	0%	2%

See page 20 for comparisons

29 children (9%) with a disability

#### Permanence plan

	Number	%
Return to family	0	0%
Adoption	0	0%
SGO/CAO	0	0%
Supported living	0	0%
L/T residential	0	0%
L/T fostering	0	0%
Other	0	0%
Not recorded	320	100%

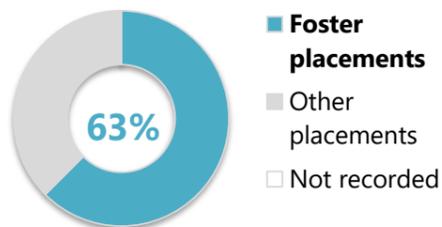


Children Looked After (CLA) placements

Snapshot 18/08/2020

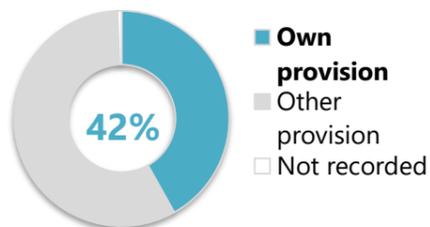
CLA placements by type and provision

Foster placements



LA 2018-19 65%  
SNs 2018-19 70%  
Eng 2018-19 72%

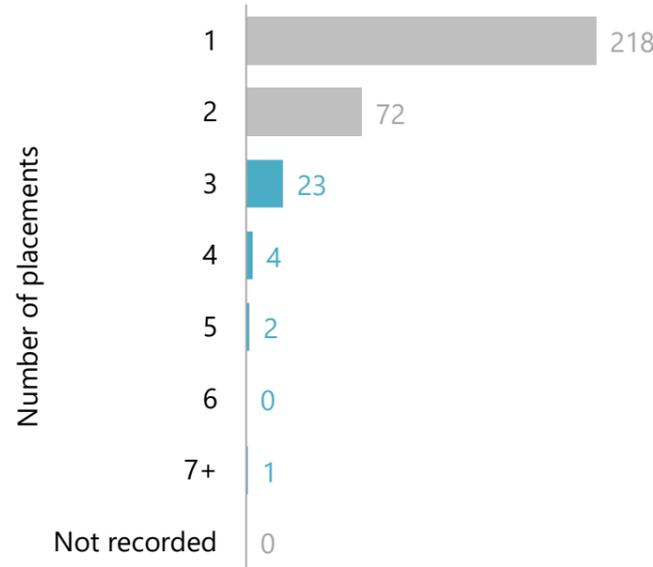
Own provision



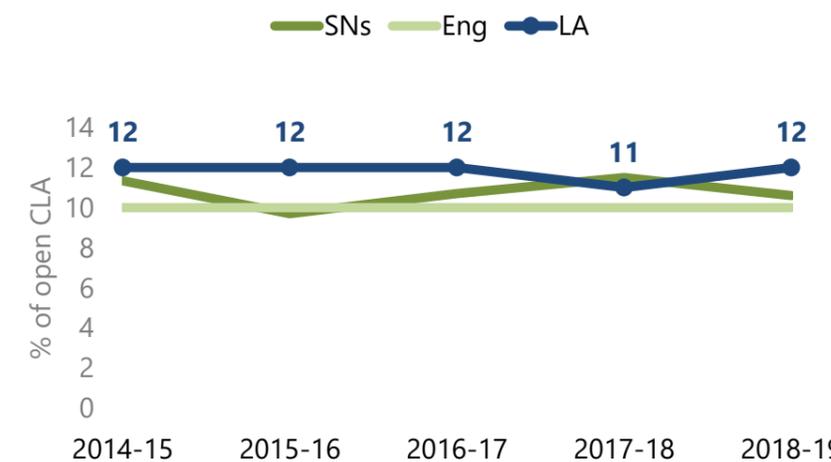
LA 2018-19 47%  
SNs 2018-19 41%  
Eng 2018-19 50%

Placement type (open CLA)	Own LA	Private	Other	Total
Foster placement	111	83	6	200
Placed for adoption	12	0	3	15
Placed with parents	0	0	8	8
Independent living	0	0	0	0
Residential employment	0	0	0	0
Residential accommodation	2	51	0	53
Secure Children's Homes	0	1	0	1
Children's Homes	9	24	2	35
Residential Care Home	0	0	0	0
NHS/Health Trust	0	0	1	1
Family Centre	0	3	0	3
Young Offender Institution	0	1	0	1
Residential school	0	3	0	3
Other placements	0	0	0	0
Temporary placement	0	0	0	0
Total placements	134	166	20	320

Number of placements in the last 12 months

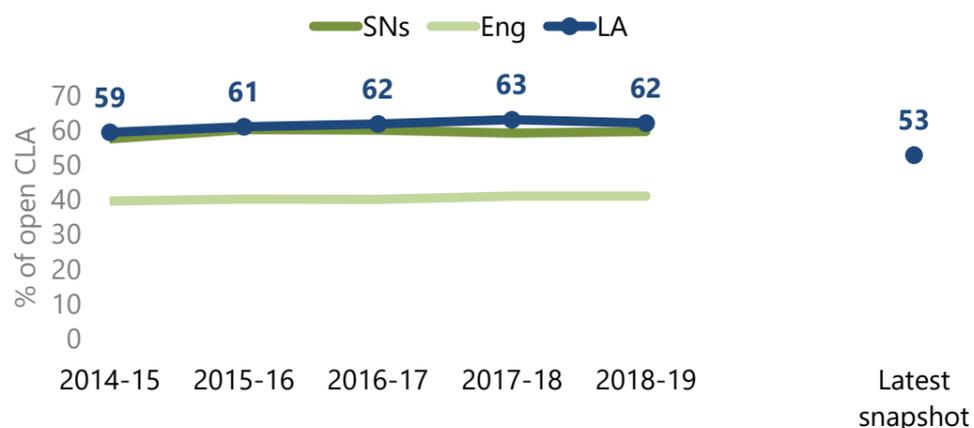


Comparing short term placement stability



Due to limited data in the Annex A dataset, ChAT does not present short-term stability alongside published statistics

CLA placements out of borough

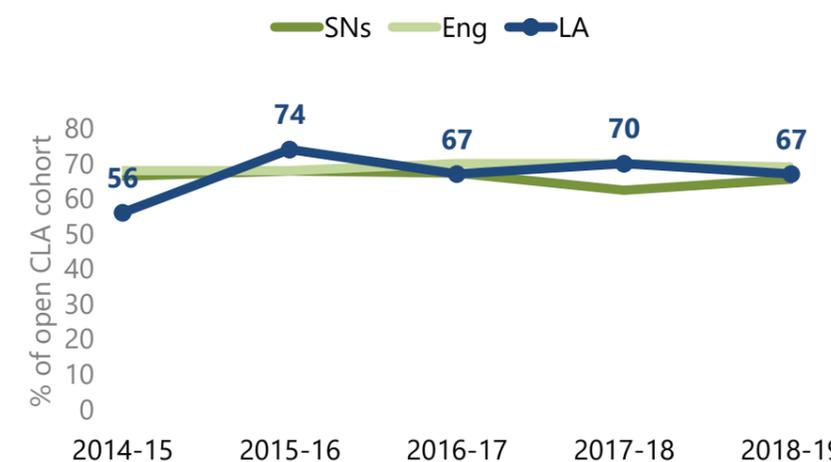


Duration of placements

Duration of latest placement for each current CLA aged under 16 who have been looked after for 2½ years or more



Comparing long term placement stability



Due to limited data in the Annex A dataset, ChAT does not present long-term stability alongside published statistics

Children Looked After (CLA) health and missing/absent from placement

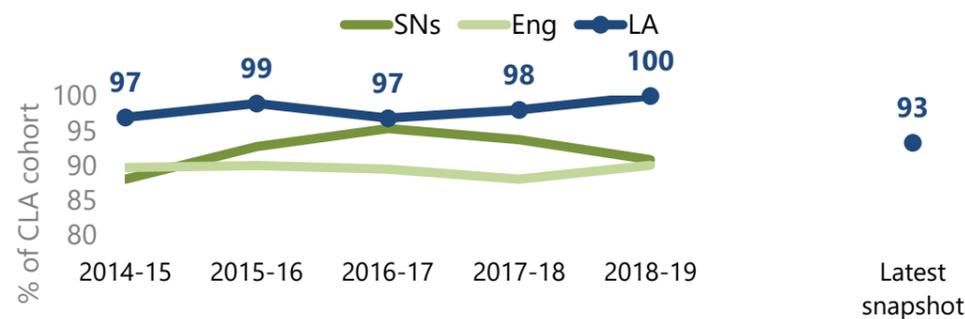
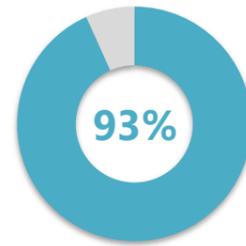
Snapshot 18/08/2020

### Health

208 current open CLA looked after for at least 12 months

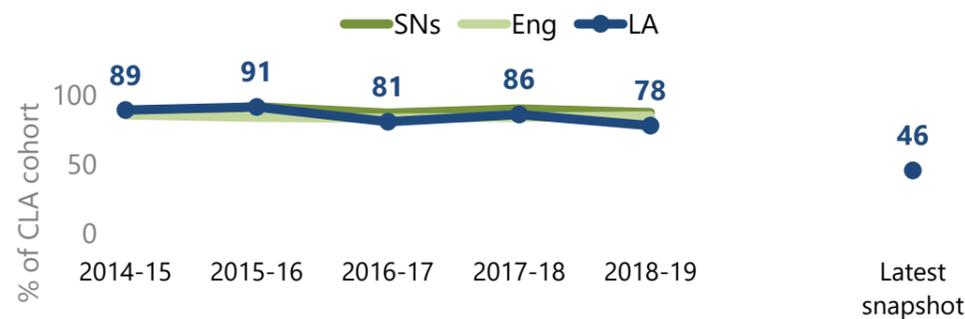
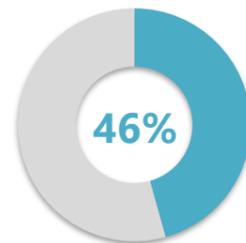
#### Health assessments

Current open CLA who have been looked after for at least 12 months with an up to date health assessment (in the last 6 months for CLA aged under 5, and in the last 12 months for CLA aged 5-plus)



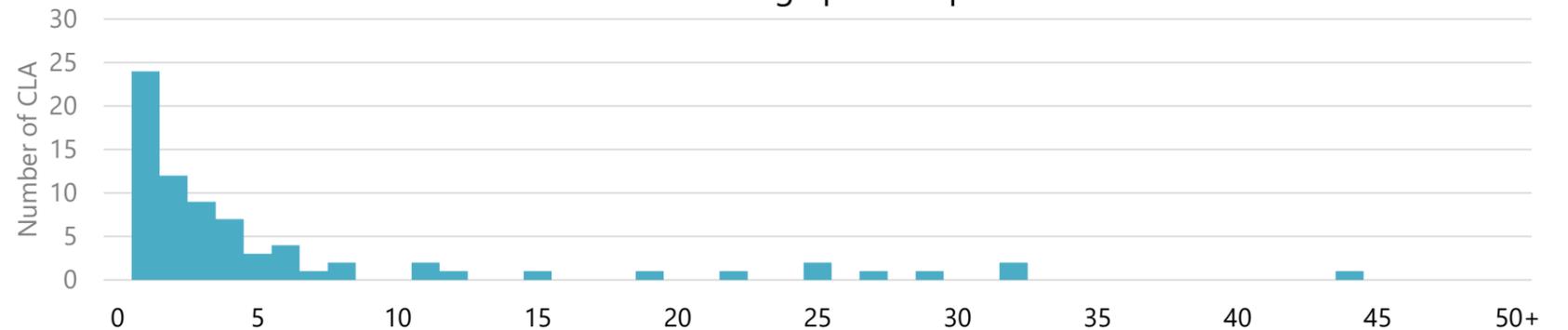
#### Dental checks

Current open CLA who have been looked after for at least 12 months who have had a dental check in the last 12 months.



### Missing from placement

Number of missing episodes per CLA



75 of 385 looked after children had a missing incident in the last 12 months

	Latest data	LA 18-19	SNs 18-19	Eng 18-19
Number of all CLA with a missing incident	75 of 385	87		
Percentage of all CLA with a missing incident	19%	18%	13%	11%
Total number of missing incidents for all CLA	#N/A	856		
Average number of incidents per CLA who went missing	-	9.8	5.8	6.2

#### Missing incidents - return home interviews

	Latest data	
Missing children offered return interview	58 of 75	77%
Missing children not offered return interview	17 of 75	23%
Missing children return interview offer not recorded	0 of 75	0%
Missing children where return interview was n/a	0 of 75	0%



	Latest data	
Missing children accepted return interview	45 of 58	78%
Missing children not accepted return interview	13 of 58	22%
Missing children return interview acceptance not recorded	0 of 58	0%

### Absent from placement

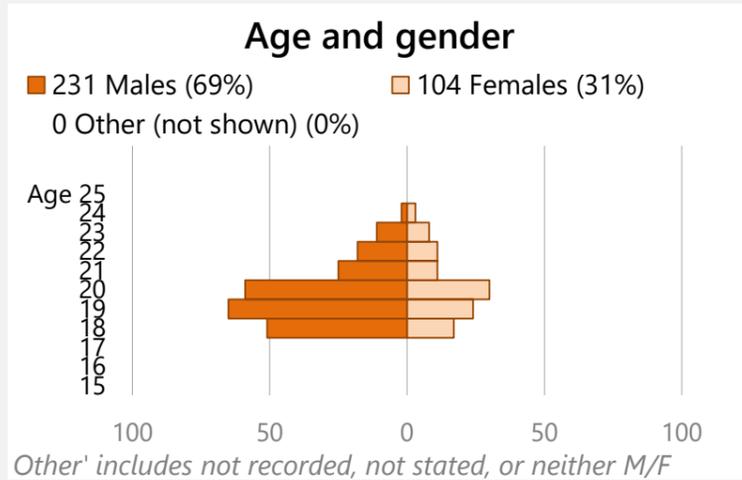
40 of 385 looked after children had an absent incident in the last 12 months

	Latest data	LA 18-19	SNs 18-19	Eng 18-19
Number of all CLA with an absent incident	40 of 385	49		
Percentage of all CLA with an absent incident	10%	10%	7%	3%
Total number of absent incidents for all CLA	#N/A	213		
Average number of incidents per CLA who were absent	-	4.3	3.4	3.8

Care leavers currently in receipt of leaving care services

Snapshot 18/08/2020

### 335 care leavers

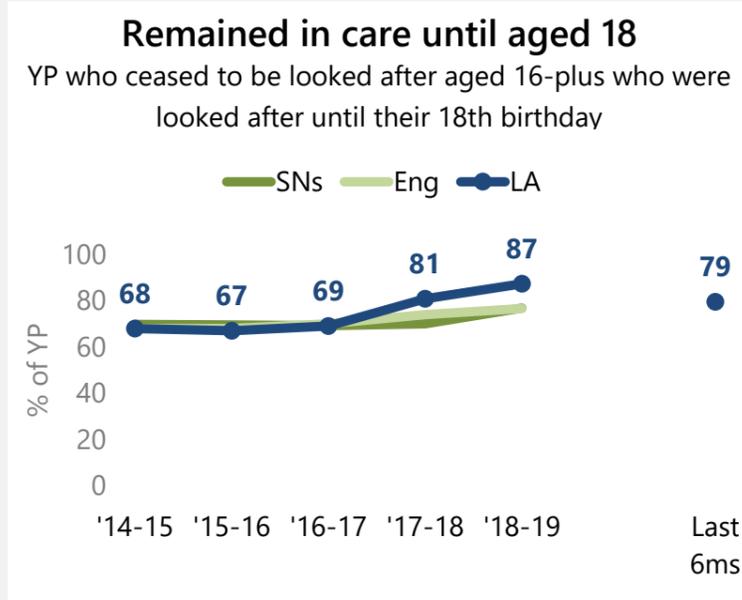


#### Ethnic background

White	31%
Mixed	14%
Asian or Asian British	11%
Black or black British	24%
Other ethnic group	20%
Not stated	0%
Not recorded	0%

See page 20 for comparisons

37 (11%) care leavers with a disability



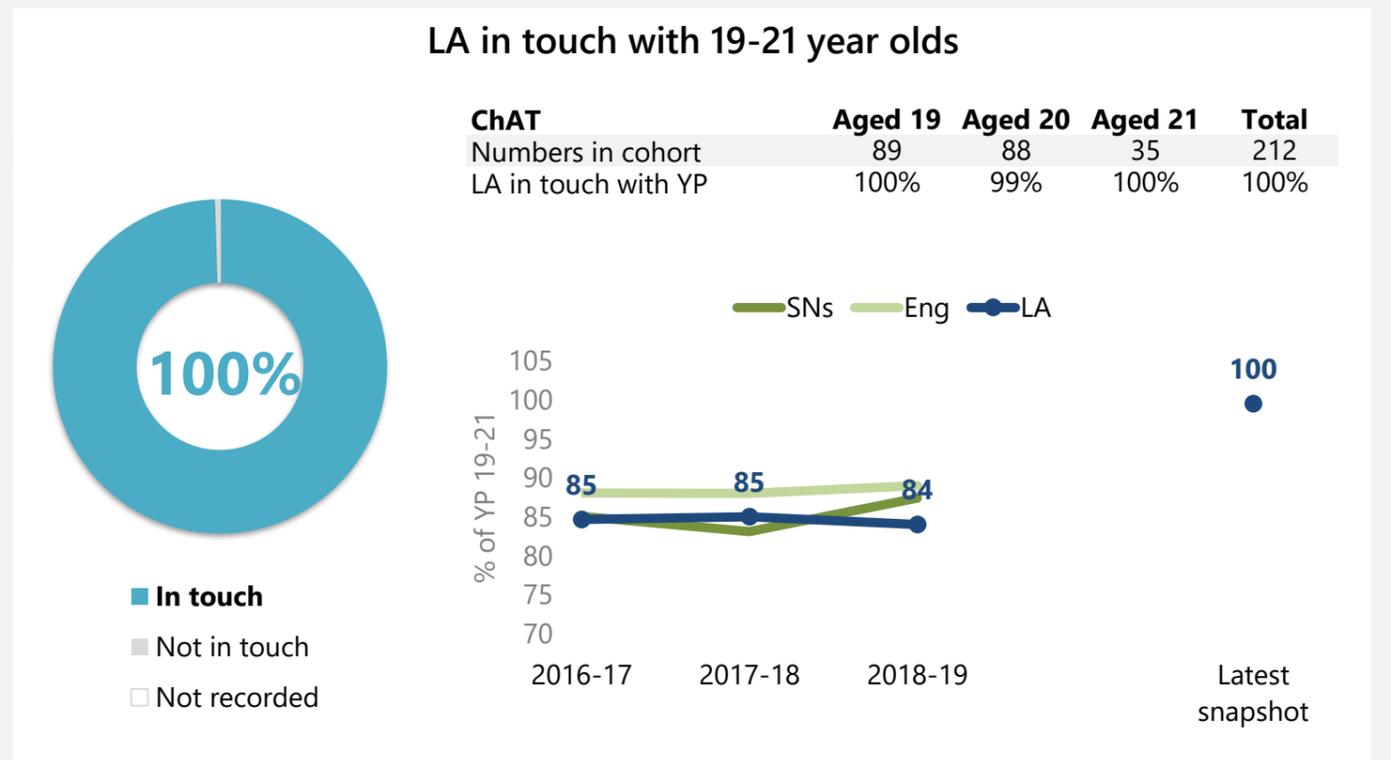
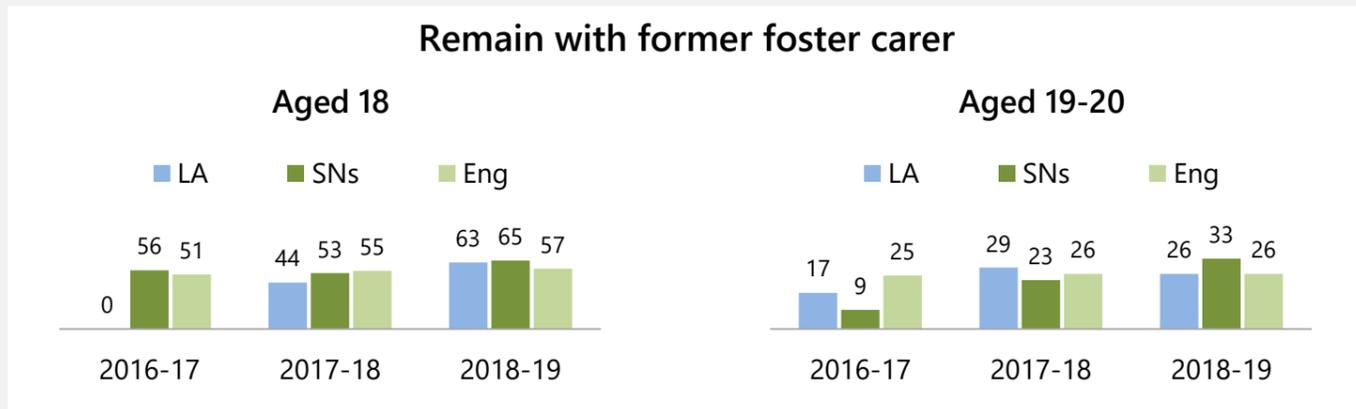
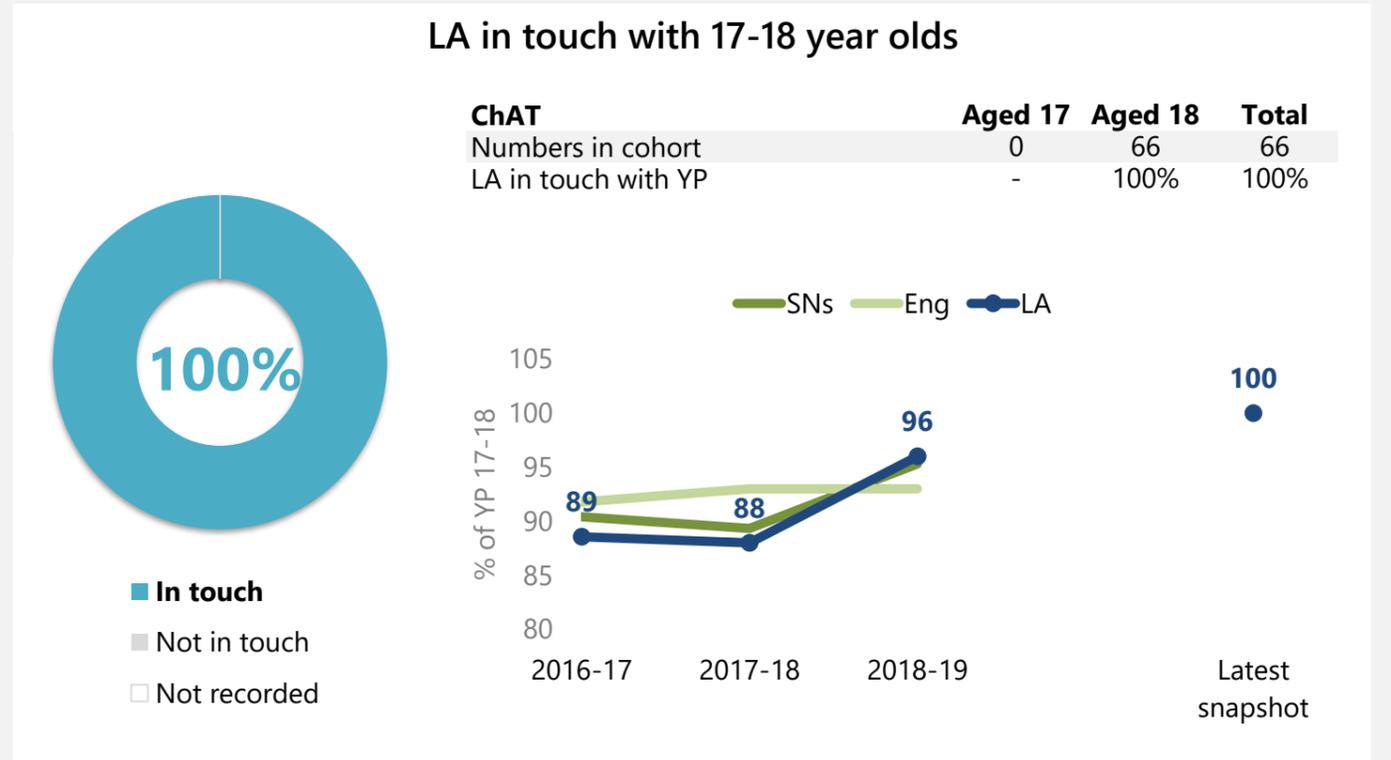
#### Eligibility category

Relevant	0
Former relevant	330
Qualifying	4
Other	1
Not recorded	0

Relevant = YP aged 16-17 no longer looked after and eligible for leaving care services.

Former relevant = YP aged 18-25 eligible for leaving care services.

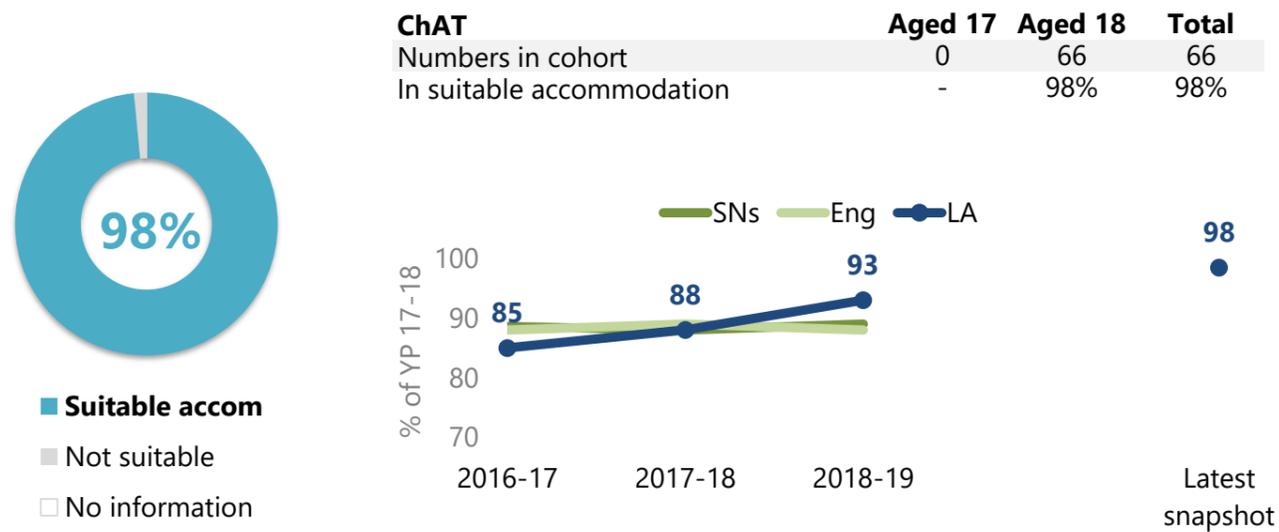
Qualifying = YP aged 18-25 in receipt of support but not eligible for full leaving care services.



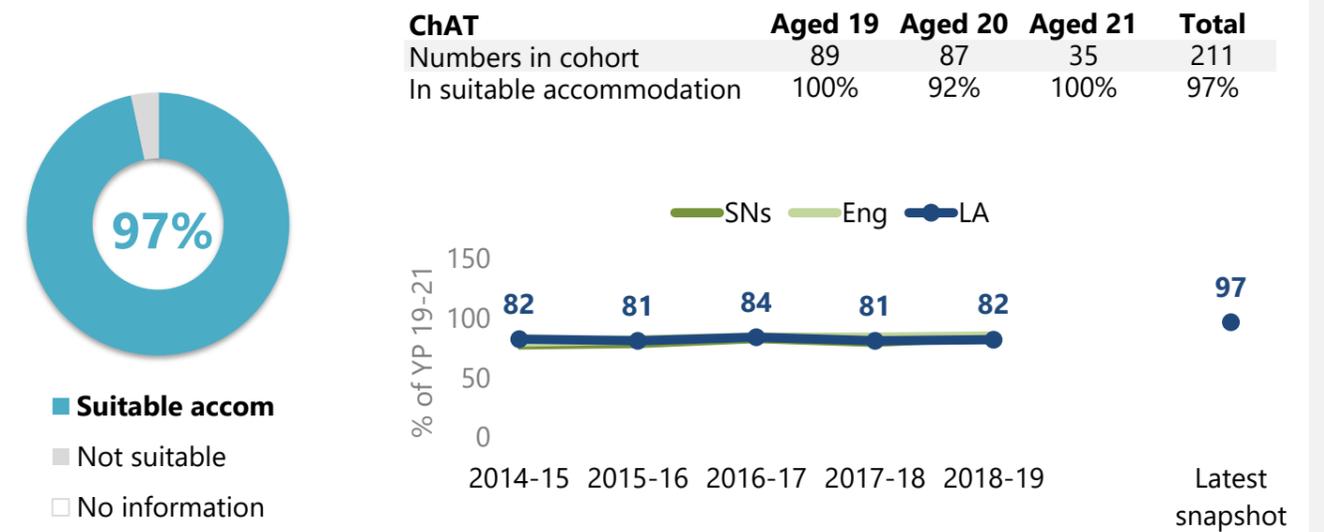
Care leavers accommodation suitability and type

Snapshot 18/08/2020

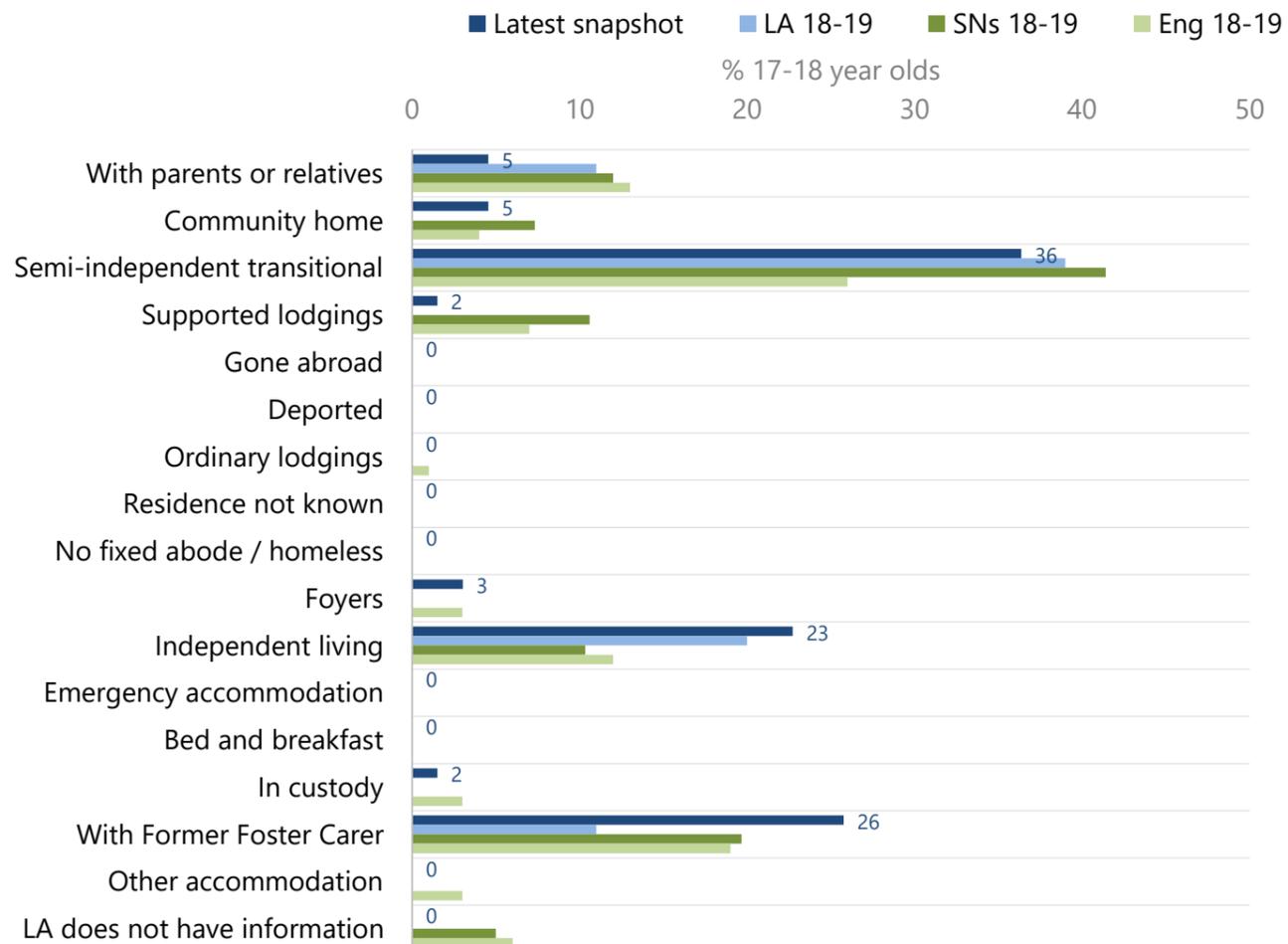
Accommodation suitability of 17-18 year olds



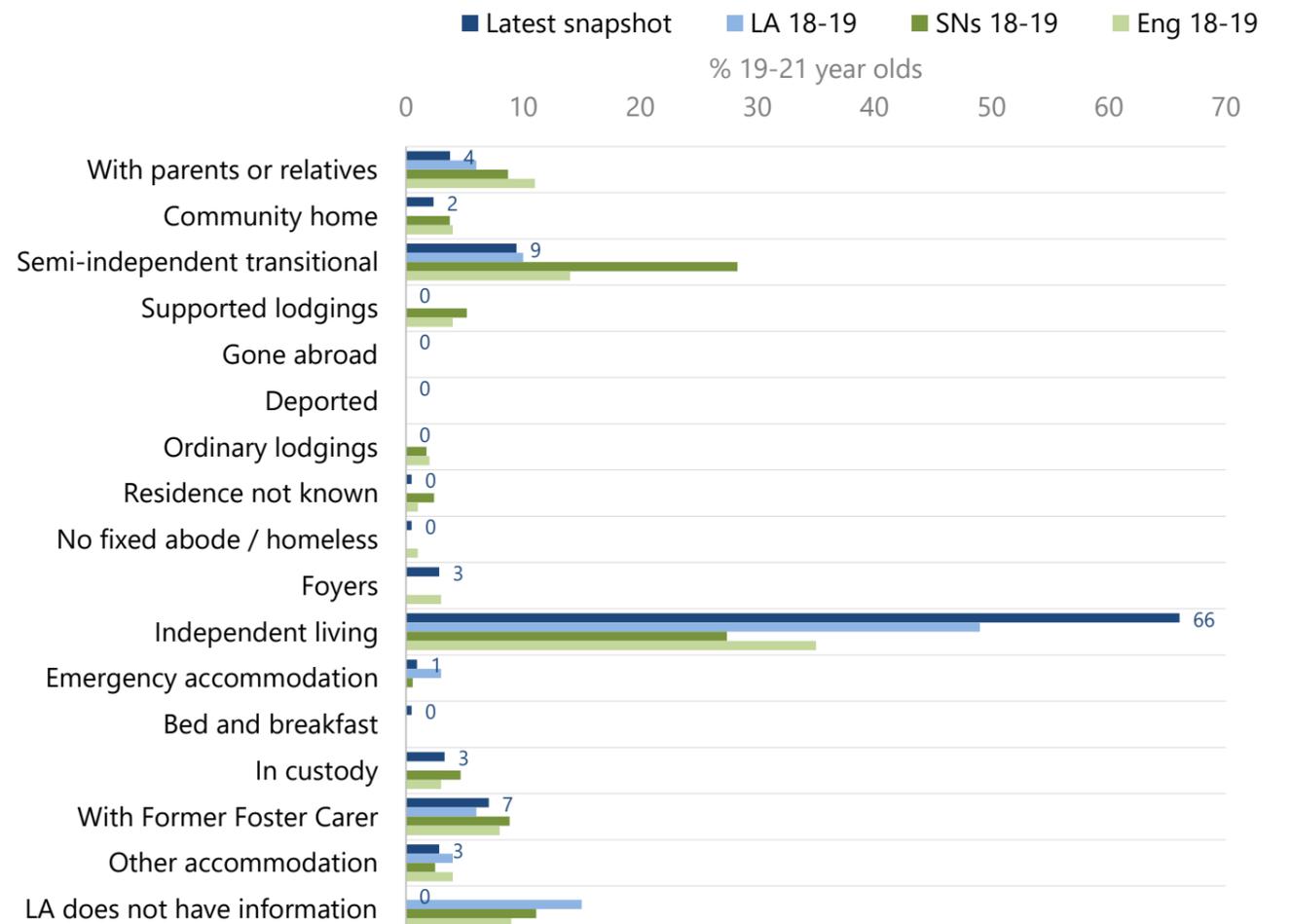
Accommodation suitability of 19-21 year olds



Accommodation types of 17-18 year olds



Accommodation types of 19-21 year olds

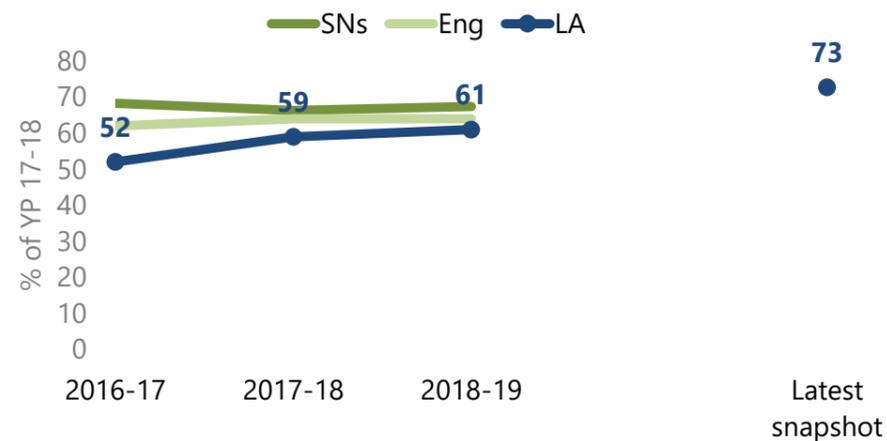
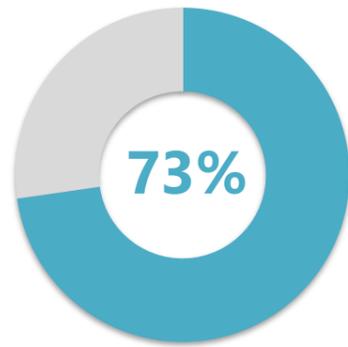


Care leavers activity (Education, Employment, or Training)

Snapshot 18/08/2020

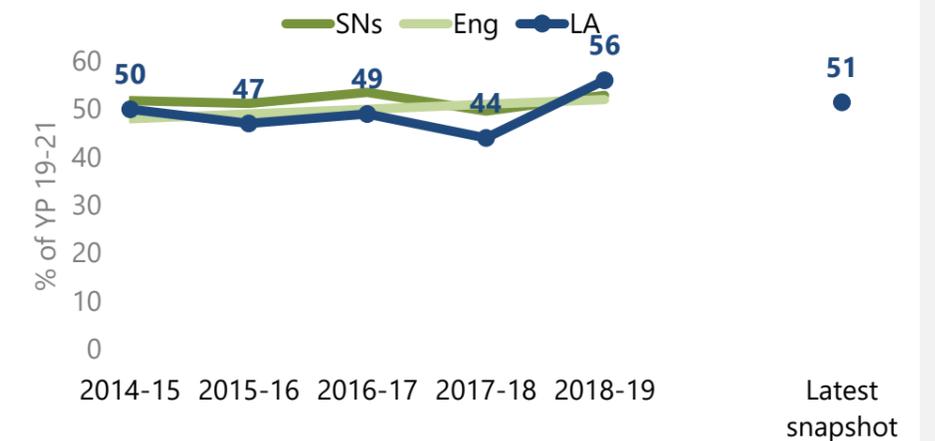
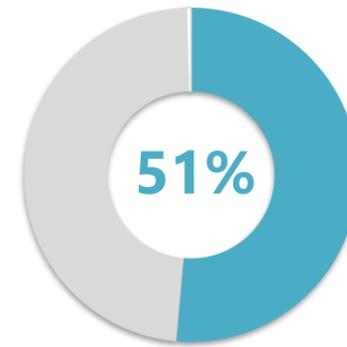
Education, Employment, or Training (EET) of 17-18 year olds

ChAT	Aged 17	Aged 18	Total
Numbers in cohort	0	66	66
In EET	-	73%	73%

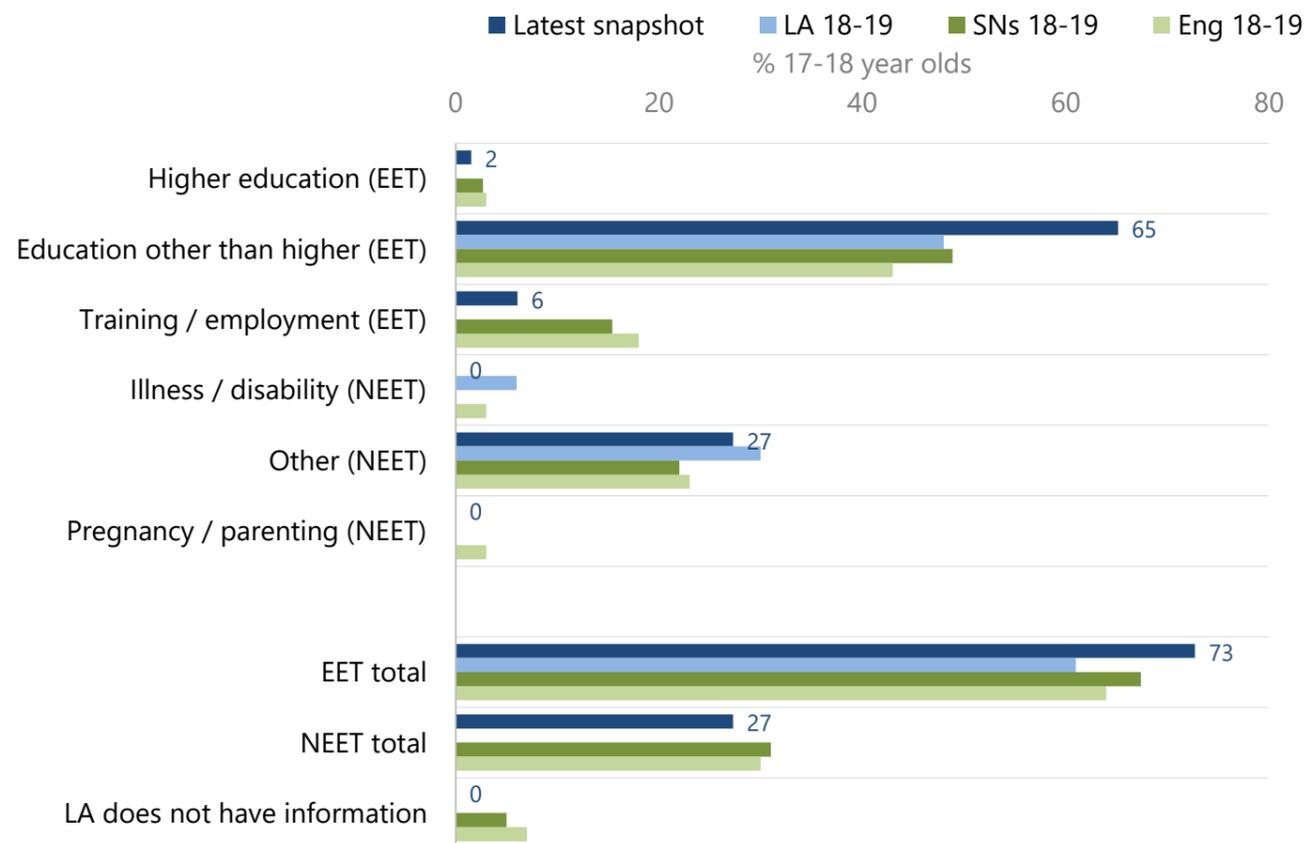


Education, Employment, or Training (EET) of 19-21 year olds

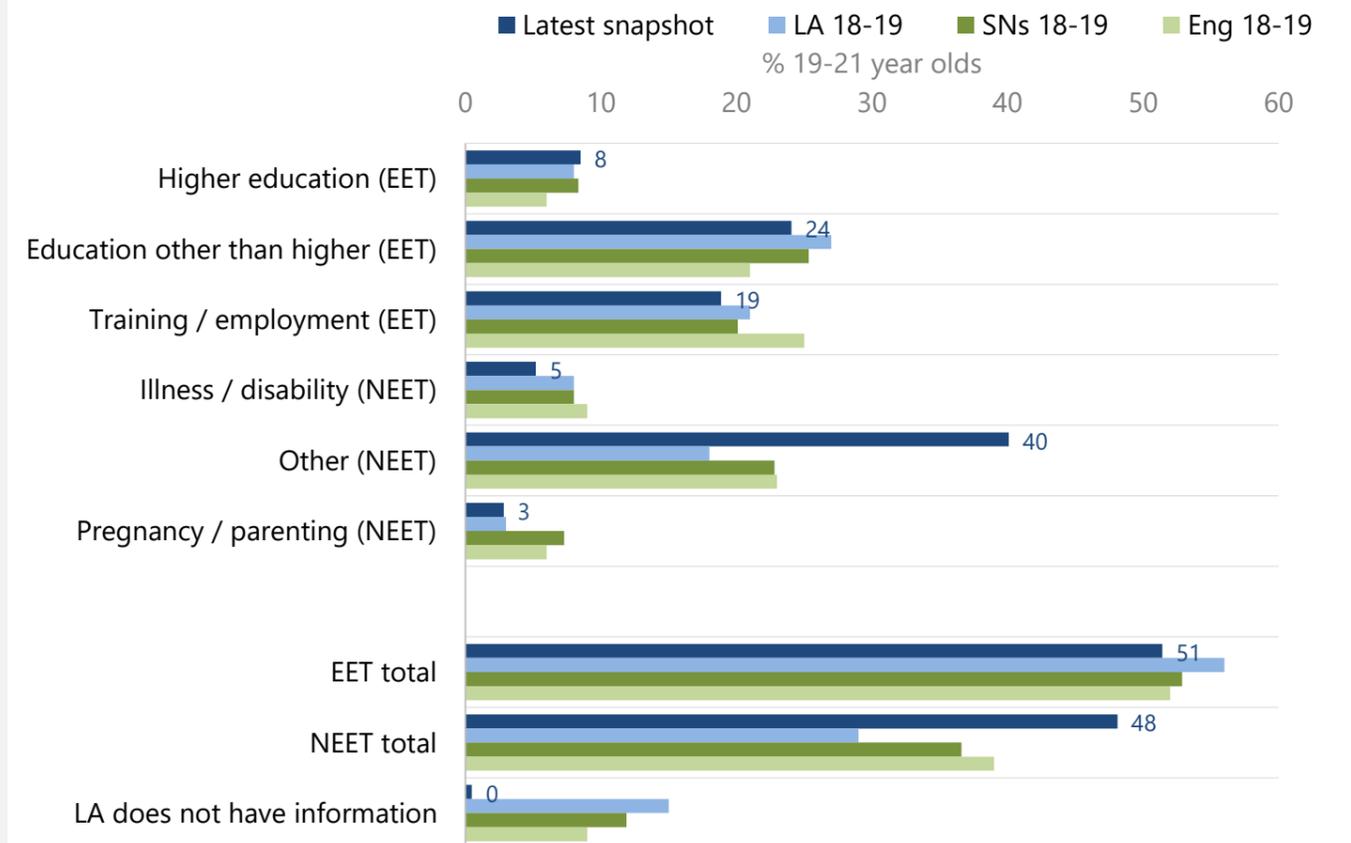
ChAT	Aged 19	Aged 20	Aged 21	Total
Numbers in cohort	89	88	35	212
In EET	57%	49%	43%	51%



Activity types of 17-18 year olds



Activity types of 19-21 year olds



Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 12 months from 19/08/2019 to 18/08/2020

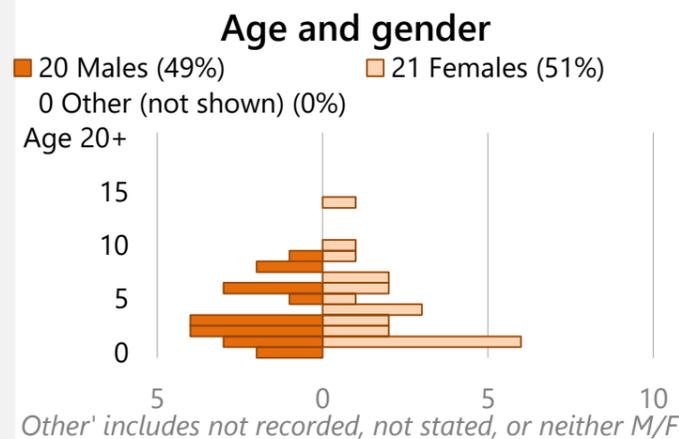
## 41 children

- 6 Child/ren adopted last 12 months
- 32 Child/ren waiting to be adopted (16 Child/ren waiting with placement order)
- 0 Child/ren with decision reversed

### Ethnic background

White	56%
Mixed	32%
Asian or Asian British	7%
Black or black British	5%
Other ethnic group	0%
Not stated	0%
Not recorded	0%

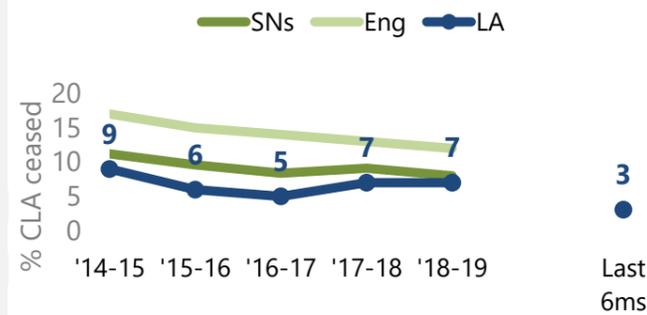
See page 20 for comparisons



1 children (2%) with a disability

## Of the 65 children who ceased to be looked after in the last 6 months, 2 was/were adopted (3%)

### Children ceased who were adopted



### Children aged 5-plus who were adopted

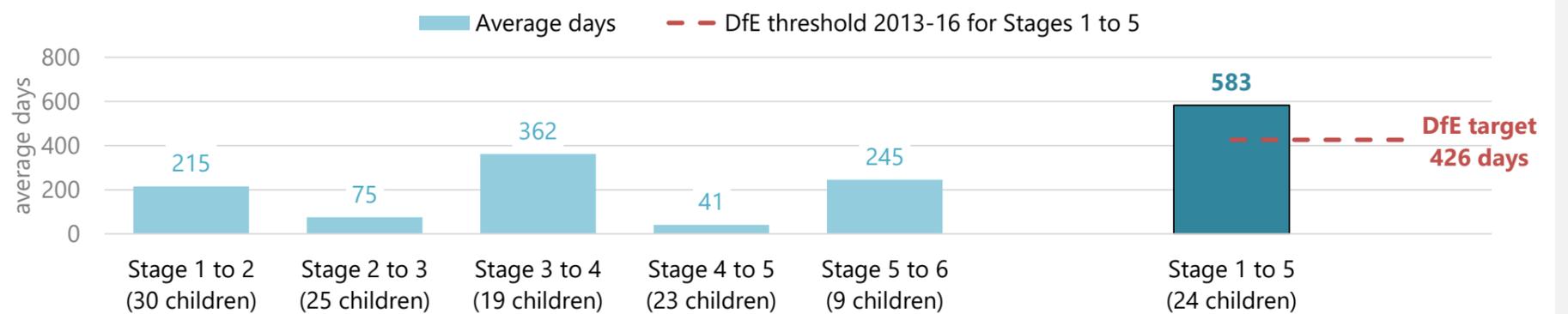
0% 0 of the 54 children aged 5-plus who ceased to be looked after in the last 6 months were adopted

### Comparing 5-plus adoptions

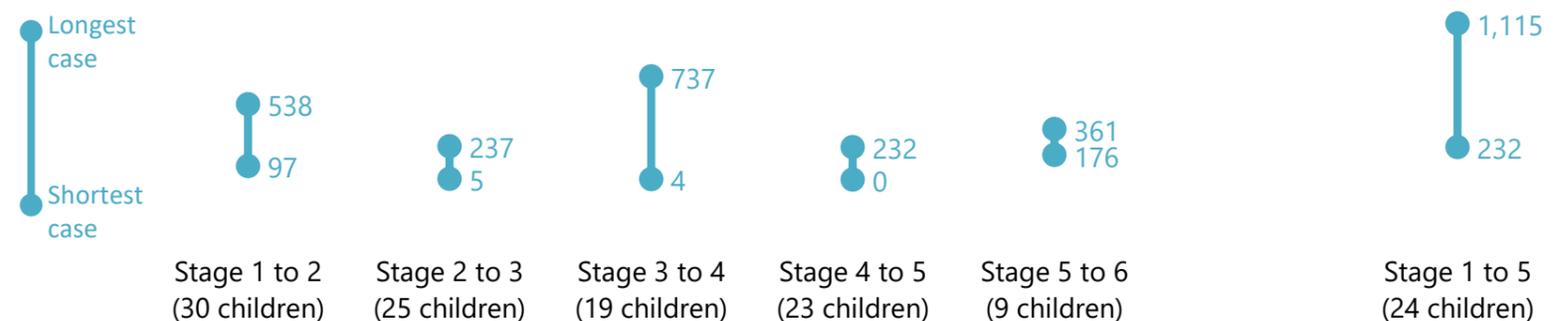
LA last 6 months	0.0%
LA 2013-16 (3 yr average)	2.0%
SNs 2013-16 (3 yr average)	5.0%
Eng 2013-16 (3 yr average)	5.0%

## Timeliness of each stage of the adoption process

### Average duration of each stage (number of days)



### Range in days between shortest and longest cases at each stage

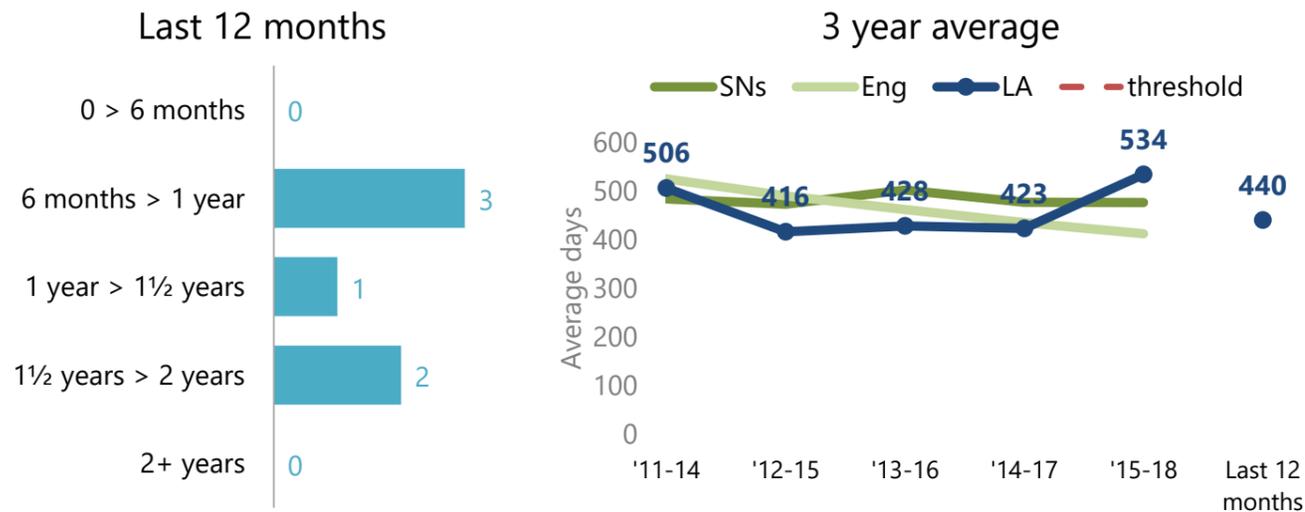


Adoption benchmarking

from 19/08/2019  
to 18/08/2020

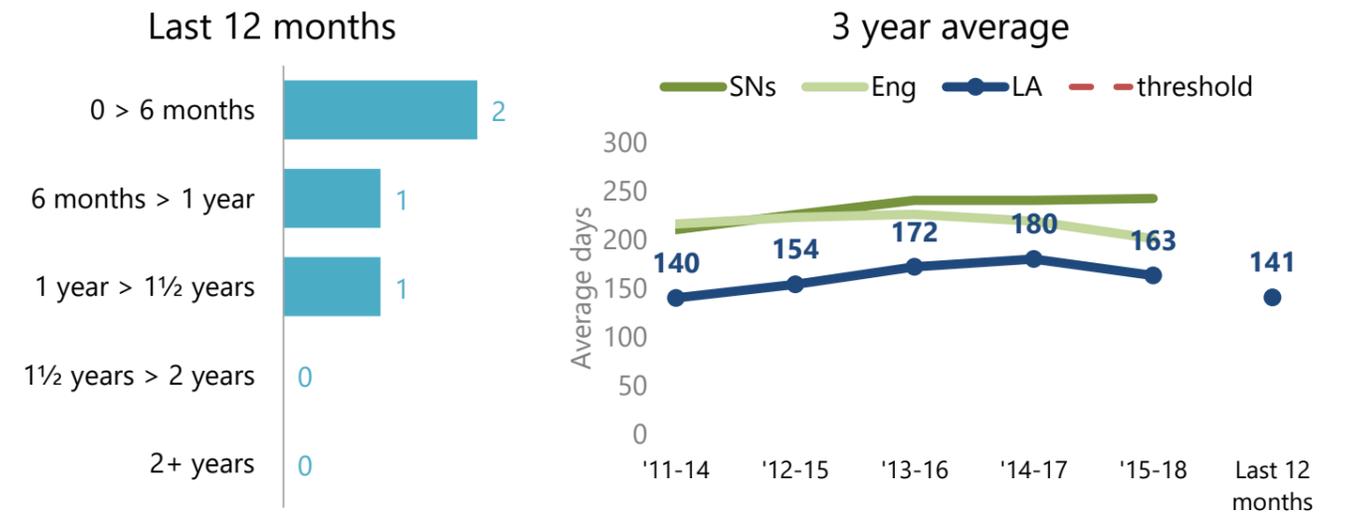
(A10) Time between entering care and placed with family for adopted children

**440 days** Average number of days between entering care and moving in with adoptive family for adopted children (adjusted for foster carer adoptions)  
**6 children**



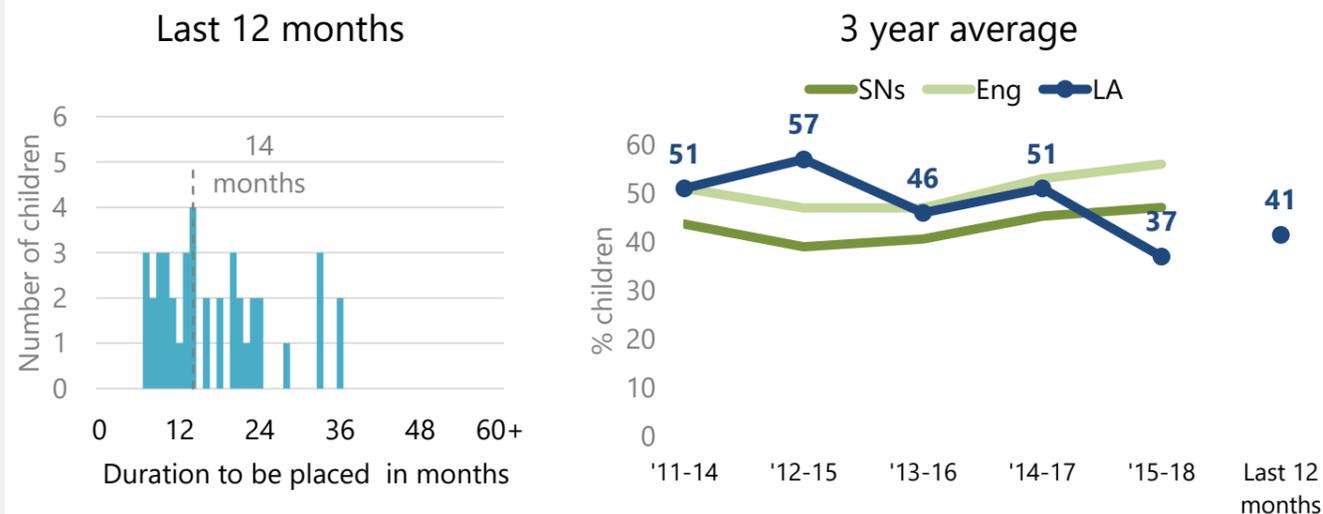
(A2) Time between placement order and deciding on a match

**141 days** The average number of days from the date of the placement order to the date the child was matched to prospective adopters  
**4 children**



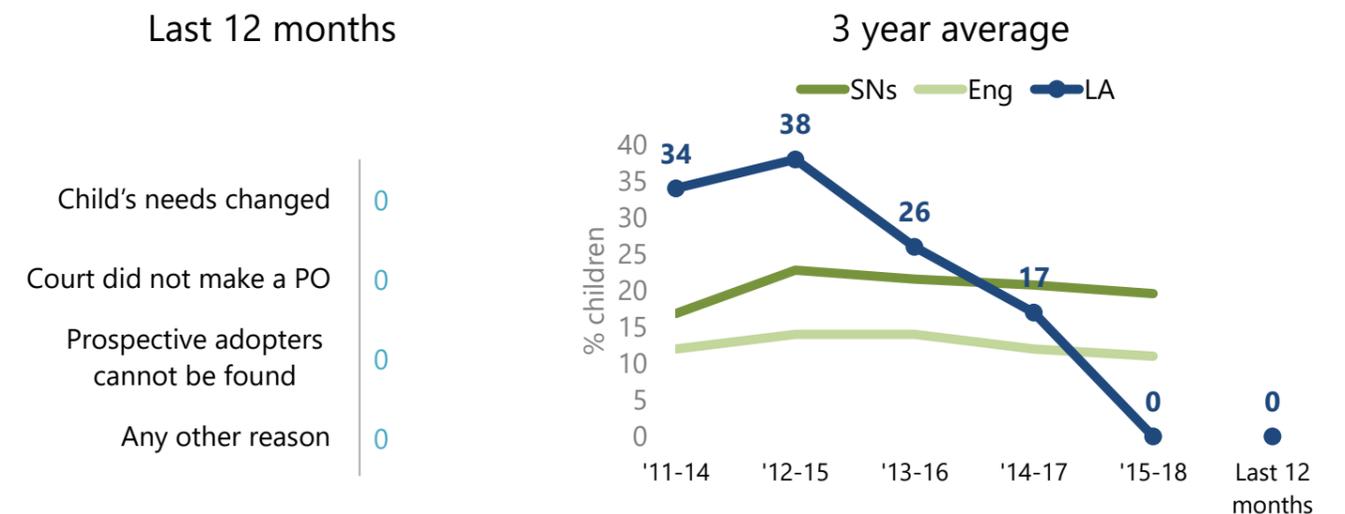
(A3) Time between entering care and placed for adoption

**41%** Children placed who waited less than the threshold between entering care and being placed for adoption (threshold: 14 months for 2013-16)  
**17/41 children**



(A5) Permanence decision changed away from adoption

**0%** Children where there was a decision that the child should no longer be placed for adoption  
**0/41 children**



Prospective adopters in the last 12 months

from 19/08/2019  
to 18/08/2020

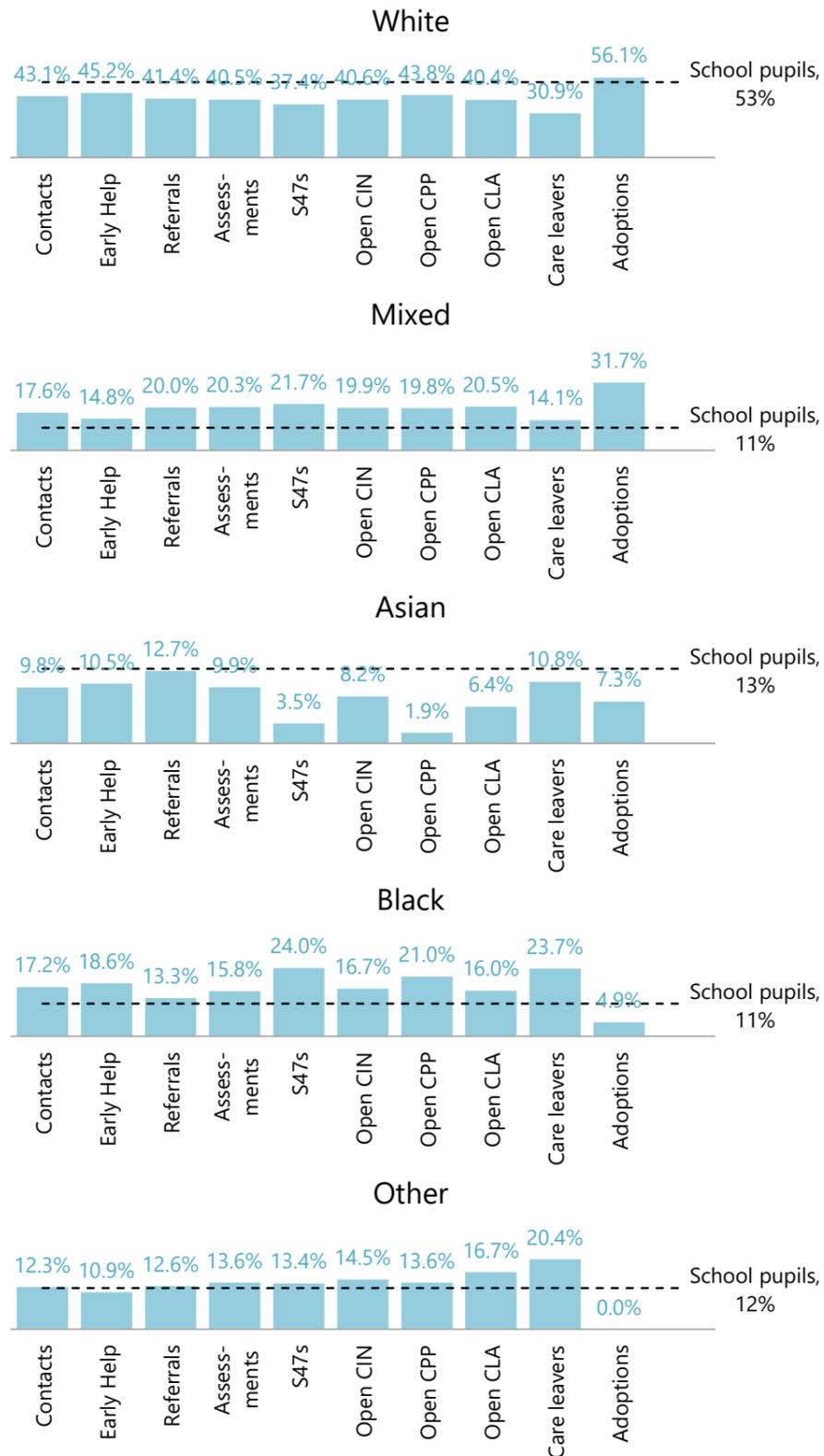


## Demographics of children across all areas of children's social care

Snapshot 18/08/2020

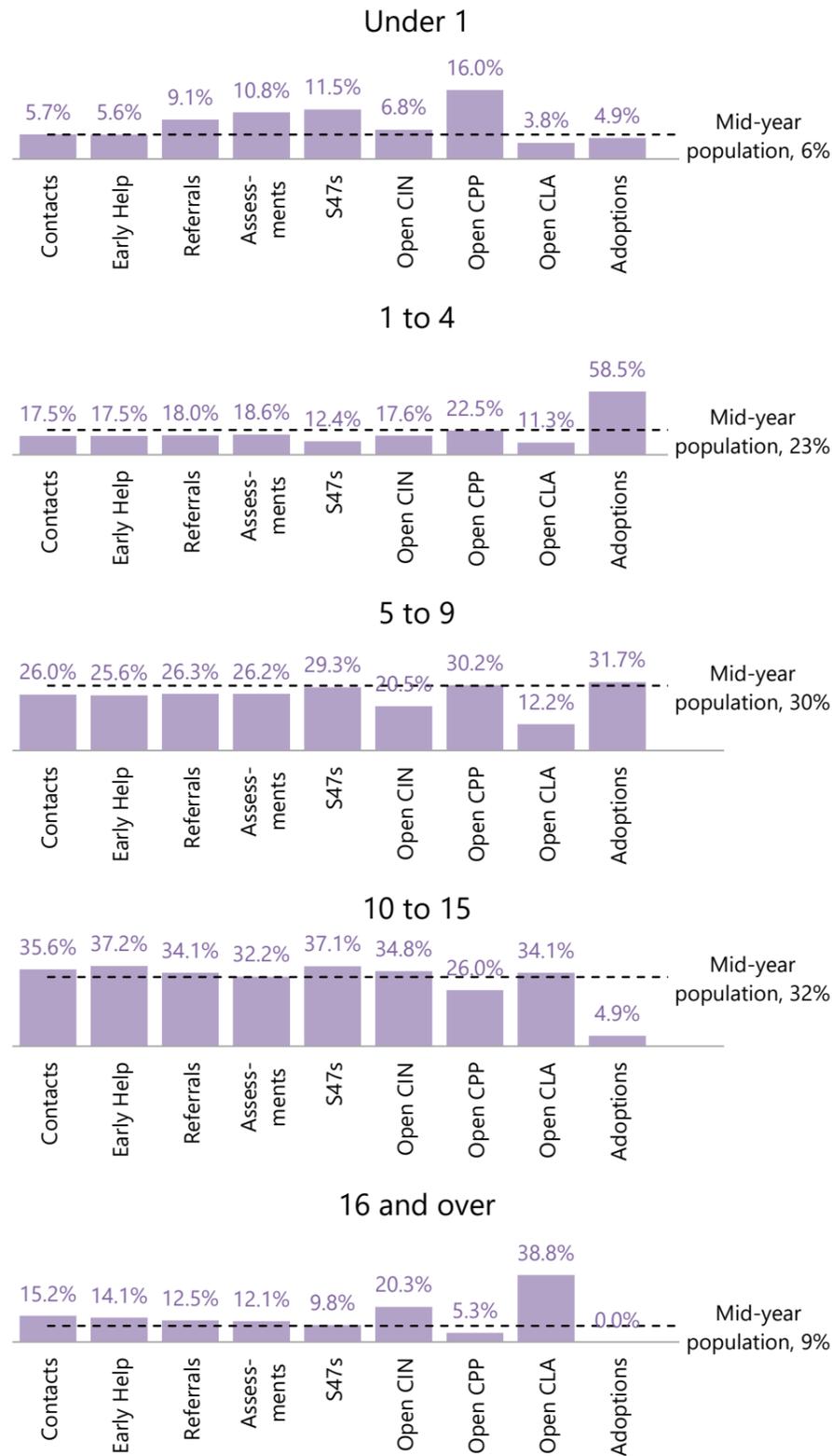
### Ethnicity

ChAT\* compared to pupils in the LA schools (Jan-19)  
\*percentage of known ethnicity only



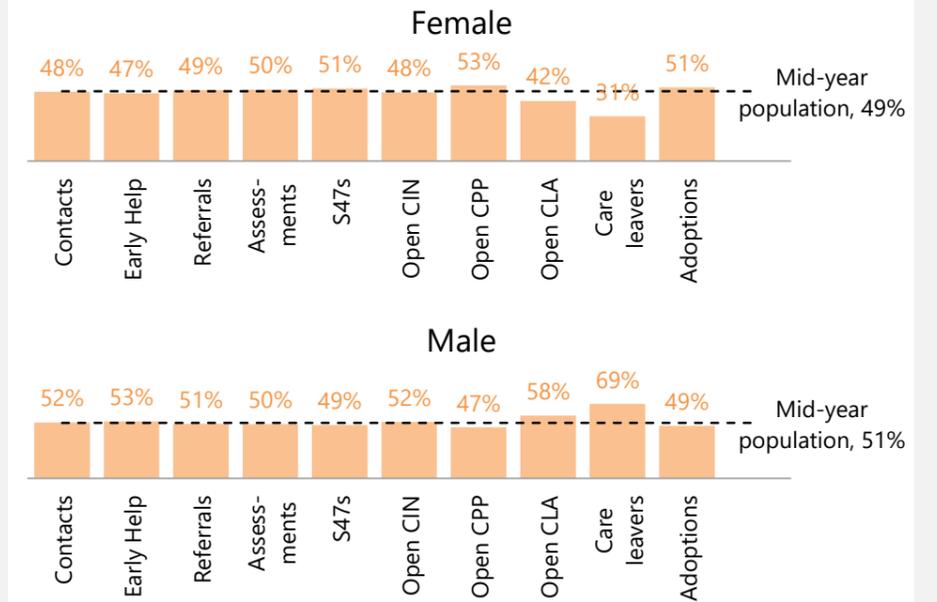
### Age

ChAT\* compared to mid-year population estimates (ONS-2018)  
\*percentage of known age only



### Gender

ChAT\* compared to mid-year population estimates (ONS-2018)  
\*percentage of Male / Female genders only, excludes Other



### Comparing CLA demographics

CLA figures compared to published population statistics

#### Ethnicity

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
White	40	53	lower -25%	42	53	lower -21%	74	74	no dif 0%
Mixed	21	11	higher 89%	19	11	higher 79%	10	6	higher 64%
Asian	6	13	lower -52%	c	13		4	11	lower -65%
Black	16	11	higher 36%	17	11	higher 48%	8	6	higher 38%
Other	17	12	higher 35%	15	12	higher 25%	4	2	higher 64%

#### Age

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
Under 1	4	6	lower -34%	6	6	higher 6%	5	5	lower -6%
1 to 4	11	23	lower -51%	9	23	lower -61%	13	23	lower -43%
5 to 9	12	30	lower -59%	12	30	lower -60%	18	29	lower -39%
10 to 15	34	32	higher 6%	36	32	higher 12%	39	32	higher 20%
16-plus	39	9	higher 316%	37	9	higher 297%	24	10	higher 138%

#### Gender

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
Male	58	51	higher 13%	59	51	higher 15%	56	51	higher 9%
Female	42	49	lower -14%	41	49	lower -16%	44	49	lower -10%

Comparisons of headline figures and performance data to published statistics

The table below shows the Local Authority's latest data for each indicator as calculated in ChAT, and the direction of travel since the latest published statistics (where available).

Decreasing, low is good



Increasing, high is good



No change, not RAG rated



Lowest 25% quartile, low is good



Highest 25% quartile, high is good



Mid 50% range, not RAG-rated



Indicator	Latest data (ChAT)			Latest published statistics for all local authorities					Date
	LA	Direction of travel		LA	SNs	Eng	LA compared to mid-50% range of all LAs		
Referrals received (annual rate per 10,000 of children)	281	Decrease	←	371	517	545	Lower	○	2018-19
Referrals to social care that were within 12 months of a previous referral (%)	16	Decrease	←	18	20	21	In range	○	2018-19
Assessments completed (annual rate per 10,000 of children)	246	Decrease	←	395	506	539	Lower	○	2018-19
Assessments completed within 45 working days (%)	92				89	83			2018-19
Children subject to section 47 enquiries (annual rate per 10,000 of children)	75	Decrease	←	83	150	168	Lower	○	2018-19
Children subject of an initial child protection conference (annual rate per 10,000 of children)	23	Decrease	←	31	60	65	Lower	○	2018-19
Initial Child Protection Conferences held within 15 working days of the start of the section 47 enquiry (%)	96	Increase	→	83	80	79	In range	○	2018-19
Children in need (snapshot rate per 10,000 children)	157	Decrease	←	207	318	334	Lower	○	2018-19
Children who are the subject of a child protection plan (snapshot rate per 10,000 children)	18	Increase	→	18	38	44	Lower	○	2018-19
Children who became the subject of a CP plan for a second or subsequent time (%)	16	Increase	→	9	20	21	Lower	○	2018-19
Children who ceased to be on a CP plan whose plan lasted 2 years or more (%)	0	-	↑ ↑	c	3	3	Higher	○	2018-19
Children who are looked after (snapshot rate per 10,000 children)	35	Increase	→	34	45	65	Lower	○	2018-19
Children looked after who had a missing incident in the period (%)	19	Increase	→	18	13	11	Higher	○	2018-19
Children looked after who were away without authorisation in the period (%)	10	Increase	→	10	7	3	Higher	○	2018-19
Children looked after who had their teeth checked by a dentist in the last 12 months (%)	46	Decrease	←	78	88	85	Lower	○	2018-19
Children looked after who had their annual health assessment (%)	93	Decrease	←	100	91	90	Higher	○	2018-19
Children who ceased to be looked after in the period who were adopted (%)	3	Decrease	←	7	8	12	Lower	○	2018-19
Children who ceased to be looked after in the period due to a Special Guardianship Order (%)	5	Increase	→	3	19	-	Lower	○	2018-19
Children leaving care over the age of 16 who remained looked after until their 18th birthday (%)	79	Decrease	←	87	77	77	Higher	○	2018-19
Care leavers aged 19-21 in suitable accommodation (%)	97	Increase	→	82	85	85	In range	○	2018-19
Care leavers aged 19-21 in education, employment, or training (%)	51	Decrease	←	56	53	52	In range	○	2018-19
A1 - Average time between entering care and moving in with family for children who were adopted (days)	440	Decrease	←	576	577	486	Higher	○	2015-18
A2 - Average time between LA receiving placement order and LA deciding on a match with family (days)	141	Decrease	←	163	242	201	In range	○	2015-18

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PERFORMANCE MATTERS SCORECARD

	Previous Year	Q1 - June 2019	Previous Year	31st July 2019	Previous Year	31st August 2019	Previous Year	Q2 - September 2019	Previous Year	31st October 2019	Previous Year	30th November 2019	Previous Year	Q3 December 2019	Previous Year	31st January 2020	Previous Year	29th February 2020	Previous Year	Q4 March 2020	Previous Year	30th April 2020	Previous Year	31st May 2020	Previous Year	Q1 June 2020	Previous Year	31st July 2020	Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.			
<b>Contacts</b>																																			
Number of Contacts	1,429	<b>1,480</b>	1,564	<b>1,560</b>	1,195	<b>1,078</b>	1,209	<b>1,562</b>	1,450	<b>1,619</b>	1,544	<b>1,520</b>	1,231	<b>1,406</b>	1,369	<b>1,654</b>	1,378	<b>1,391</b>	1,789	<b>1,358</b>	1,407	<b>1,151</b>	1,516	<b>1,197</b>	1,480	<b>1,406</b>	1,560	<b>1,477</b>	<b>5,231</b>	↑	-83	↓	<b>1,538</b>		
<b>Source of Contacts</b>																																			
Police	409	<b>528</b>	576	<b>620</b>	474	<b>427</b>	461	<b>456</b>	554	<b>554</b>	469	<b>489</b>	410	<b>510</b>	538	<b>639</b>	436	<b>526</b>	603	<b>542</b>	507	<b>421</b>	513	<b>493</b>	528	<b>522</b>	620	<b>652</b>	<b>2,088</b>	↑	+ 32	↑	<b>571</b>		
Education	246	<b>272</b>	155	<b>272</b>	5	<b>20</b>	176	<b>259</b>	234	<b>284</b>	289	<b>299</b>	263	<b>248</b>	192	<b>264</b>	231	<b>258</b>	365	<b>198</b>	159	<b>73</b>	202	<b>75</b>	272	<b>116</b>	272	<b>128</b>	<b>392</b>	↑	-144	↓	<b>221</b>		
Health Services	247	<b>256</b>	265	<b>218</b>	198	<b>216</b>	177	<b>277</b>	190	<b>271</b>	265	<b>257</b>	201	<b>230</b>	176	<b>208</b>	214	<b>219</b>	258	<b>226</b>	228	<b>184</b>	212	<b>181</b>	256	<b>218</b>	218	<b>300</b>	<b>883</b>	↑	+ 82	↑	<b>254</b>		
LA Services	219	<b>181</b>	224	<b>191</b>	187	<b>152</b>	151	<b>185</b>	192	<b>245</b>	255	<b>176</b>	155	<b>185</b>	187	<b>209</b>	205	<b>133</b>	207	<b>128</b>	192	<b>201</b>	237	<b>201</b>	181	<b>200</b>	191	<b>150</b>	<b>752</b>	↓	-41	↓	<b>195</b>		
Legal Agency	152	<b>84</b>	126	<b>98</b>	132	<b>112</b>	95	<b>215</b>	96	<b>136</b>	145	<b>132</b>	115	<b>122</b>	115	<b>142</b>	105	<b>97</b>	140	<b>102</b>	141	<b>90</b>	169	<b>88</b>	84	<b>175</b>	98	<b>106</b>	<b>459</b>	↓	+ 8	↑	<b>127</b>		
Individual	71	<b>71</b>	118	<b>61</b>	93	<b>75</b>	70	<b>78</b>	100	<b>49</b>	66	<b>61</b>	34	<b>36</b>	81	<b>68</b>	98	<b>66</b>	57	<b>79</b>	83	<b>97</b>	68	<b>89</b>	71	<b>97</b>	61	<b>67</b>	<b>350</b>	↓	+ 6	↑	<b>75</b>		
Other	73	<b>69</b>	83	<b>66</b>	51	<b>39</b>	59	<b>55</b>	59	<b>43</b>	38	<b>84</b>	21	<b>53</b>	49	<b>83</b>	62	<b>64</b>	103	<b>58</b>	65	<b>68</b>	79	<b>51</b>	69	<b>53</b>	66	<b>62</b>	<b>234</b>	↑	-4	↓	<b>66</b>		
Housing	12	<b>19</b>	17	<b>34</b>	55	<b>37</b>	20	<b>37</b>	25	<b>37</b>	17	<b>22</b>	32	<b>22</b>	31	<b>41</b>	27	<b>28</b>	56	<b>25</b>	32	<b>17</b>	36	<b>19</b>	19	<b>25</b>	34	<b>12</b>	<b>73</b>	↓	-22	↓	<b>29</b>		
Timeliness of decision making	54%	<b>51%</b>	35%	<b>44%</b>	72%	<b>88%</b>	62%	<b>91%</b>	39%	<b>87%</b>	49%	<b>70%</b>	47%	<b>67%</b>	59%	<b>78%</b>	54%	<b>80%</b>	41%	<b>87%</b>	32%	<b>99%</b>	62%	<b>99%</b>	51%	<b>99%</b>	44%	<b>99%</b>	<b>99%</b>	↓	55%	↑	<b>87%</b>		
Percent of Contacts going to Referral	21%	<b>14%</b>	20%	<b>19%</b>	26%	<b>16%</b>	25%	<b>11%</b>	23%	<b>15%</b>	23%	<b>16%</b>	20%	<b>14%</b>	19%	<b>19%</b>	20%	<b>20%</b>	17%	<b>17%</b>	16%	<b>16%</b>	19%	<b>17%</b>	14%	<b>18%</b>	19%	<b>16%</b>	<b>17%</b>	↓	-3.0%	↓	<b>17%</b>		
<b>Referrals</b>																																			
Number of referrals	299	<b>213</b>	309	<b>294</b>	313	<b>171</b>	299	<b>176</b>	330	<b>242</b>	350	<b>238</b>	251	<b>196</b>	255	<b>311</b>	280	<b>272</b>	296	<b>225</b>	232	<b>189</b>	284	<b>201</b>	213	<b>249</b>	294	<b>234</b>	<b>873</b>	↓	-60	↓	<b>247</b>		
<b>Source of Referrals</b>																																			
Police	85	<b>39</b>	79	<b>74</b>	120	<b>68</b>	77	<b>38</b>	99	<b>68</b>	88	<b>86</b>	54	<b>60</b>	102	<b>96</b>	83	<b>67</b>	66	<b>66</b>	65	<b>77</b>	68	<b>99</b>	39	<b>95</b>	74	<b>118</b>	<b>389</b>	↑	+ 44	↑	<b>80</b>		
Education	85	<b>51</b>	65	<b>92</b>	6	<b>11</b>	76	<b>62</b>	75	<b>61</b>	89	<b>51</b>	108	<b>47</b>	53	<b>75</b>	72	<b>80</b>	103	<b>46</b>	28	<b>7</b>	62	<b>13</b>	51	<b>15</b>	92	<b>13</b>	<b>48</b>	↓	-79	↓	<b>51</b>		
Health Services	57	<b>39</b>	54	<b>26</b>	53	<b>34</b>	52	<b>33</b>	47	<b>39</b>	47	<b>29</b>	39	<b>41</b>	34	<b>38</b>	47	<b>55</b>	35	<b>30</b>	25	<b>43</b>	52	<b>33</b>	39	<b>49</b>	26	<b>46</b>	<b>171</b>	↓	+ 20	↑	<b>41</b>		
LA Services	41	<b>46</b>	59	<b>57</b>	58	<b>24</b>	50	<b>27</b>	32	<b>44</b>	79	<b>33</b>	33	<b>32</b>	41	<b>61</b>	30	<b>33</b>	41	<b>26</b>	48	<b>35</b>	60	<b>33</b>	46	<b>37</b>	57	<b>33</b>	<b>138</b>	↓	-24	↓	<b>40</b>		
Legal Agency	18	<b>13</b>	17	<b>10</b>	23	<b>7</b>	7	<b>4</b>	23	<b>4</b>	11	<b>5</b>	8	<b>4</b>	8	<b>9</b>	11	<b>6</b>	13	<b>13</b>	19	<b>8</b>	17	<b>2</b>	13	<b>7</b>	10	<b>7</b>	<b>24</b>	↔	-3	↓	<b>8</b>		
Individual	7	<b>9</b>	17	<b>15</b>	29	<b>17</b>	16	<b>6</b>	25	<b>8</b>	15	<b>14</b>	6	<b>4</b>	11	<b>16</b>	23	<b>22</b>	10	<b>16</b>	14	<b>5</b>	10	<b>10</b>	9	<b>20</b>	15	<b>4</b>	<b>39</b>	↓	-11	↓	<b>12</b>		
Other	5	<b>16</b>	18	<b>16</b>	15	<b>3</b>	12	<b>3</b>	19	<b>15</b>	19	<b>18</b>	3	<b>8</b>	4	<b>13</b>	9	<b>7</b>	14	<b>26</b>	27	<b>14</b>	12	<b>11</b>	16	<b>14</b>	16	<b>10</b>	<b>49</b>	↓	-6	↓	<b>13</b>		
Housing	1	<b>0</b>	0	<b>4</b>	9	<b>7</b>	9	<b>3</b>	10	<b>3</b>	2	<b>2</b>	0	<b>0</b>	2	<b>3</b>	5	<b>2</b>	14	<b>2</b>	6	<b>0</b>	3	<b>0</b>	0	<b>12</b>	4	<b>3</b>	<b>15</b>	↓	-1	↓	<b>2</b>		
<b>Early Help</b>																																			
Number of Open EHA/Universal Plus	719	<b>857</b>	693	<b>840</b>	640	<b>738</b>	622	<b>743</b>	679	<b>823</b>	691	<b>862</b>	689	<b>955</b>	827	<b>958</b>	842	<b>1,015</b>	900	<b>915</b>	973	<b>802</b>	831	<b>792</b>	804	<b>735</b>	840	<b>777</b>	<b>3,106</b>	↑	-63	↓	<b>923</b>		
Number of EHA/Universal Plus Opened	129	<b>133</b>	123	<b>166</b>	78	<b>141</b>	102	<b>160</b>	142	<b>208</b>	160	<b>192</b>	100	<b>222</b>	260	<b>186</b>	159	<b>244</b>	238	<b>198</b>	193	<b>175</b>	178	<b>115</b>	141	<b>156</b>	166	<b>234</b>	<b>680</b>	↑	+ 68	↑	<b>198</b>		
Number of EHA/Universal Plus Closed	119	<b>137</b>	139	<b>183</b>	131	<b>243</b>	120	<b>155</b>	85	<b>128</b>	148	<b>153</b>	102	<b>129</b>	122	<b>183</b>	144	<b>187</b>	180	<b>298</b>	120	<b>288</b>	179	<b>125</b>	168	<b>213</b>	183	<b>208</b>	<b>834</b>	↓	+ 25	↑	<b>201</b>		
<b>Assessments</b>																																			
Assessments Completed	302	<b>216</b>	294	<b>252</b>	274	<b>258</b>	277	<b>203</b>	372	<b>253</b>	332	<b>221</b>	295	<b>171</b>	290	<b>261</b>	290	<b>260</b>	290	<b>264</b>	279	<b>273</b>	334	<b>229</b>	216	<b>266</b>	252	<b>230</b>	<b>732</b>	↓	-22	↓	<b>241</b>		
Timeliness	93%	<b>88%</b>	90%	<b>94%</b>	87%	<b>81%</b>	79%	<b>83%</b>	85%	<b>73%</b>	89%	<b>87%</b>	94%	<b>87%</b>	87%	<b>87%</b>	92%	<b>86%</b>	87%	<b>91%</b>	89%	<b>81%</b>	93%	<b>84%</b>	88%	<b>91%</b>	94%	<b>90%</b>	<b>90%</b>	↓	-4%	↓	<b>85%</b>		
Child Seen	95%	<b>97%</b>	97%	<b>98%</b>	94%	<b>98%</b>	95%	<b>95%</b>	97%	<b>98%</b>	96%	<b>98%</b>	99%	<b>94%</b>	96%	<b>95%</b>	97%	<b>99%</b>	97%	<b>99%</b>	99%	<b>99%</b>	99%	<b>98%</b>	97%	<b>97%</b>	98%	<b>97%</b>	<b>97%</b>	↔	-1%	↓	<b>97%</b>		
<b>S47</b>																																			
Number of Section 47	88	<b>83</b>	82	<b>80</b>	67	<b>60</b>	54	<b>48</b>	70	<b>63</b>	78	<b>56</b>	67	<b>54</b>	46	<b>58</b>	75	<b>68</b>	73	<b>88</b>	74	<b>37</b>	80	<b>46</b>	83	<b>54</b>	80	<b>50</b>	<b>50</b>	↓	-30	↓	<b>66</b>		
Multi-agency Strat Discussions (meeting date)	57	<b>46</b>	57	<b>49</b>	32	<b>29</b>	53	<b>37</b>	47	<b>41</b>	60	<b>30</b>	29	<b>34</b>	43	<b>41</b>	42	<b>37</b>	40	<b>62</b>	49	<b>31</b>	47	<b>30</b>	46	<b>44</b>	49	<b>30</b>	<b>30</b>	↓	-19	↓	<b>41</b>		
Police	52	<b>46</b>	57	<b>47</b>	30	<b>29</b>	50	<b>37</b>	47	<b>41</b>	59	<b>30</b>	29	<b>33</b>	42	<b>41</b>	41	<b>37</b>	39	<b>60</b>	48	<b>30</b>	45	<b>30</b>	46	<b>44</b>	47	<b>30</b>	<b>30</b>	↓	-17	↓	<b>41</b>		
Education	44	<b>36</b>	31	<b>23</b>	6	<b>7</b>	33	<b>21</b>	22	<b>21</b>	46	<b>19</b>	22	<b>19</b>	29	<b>24</b>	25	<b>19</b>	26	<b>38</b>	22	<b>11</b>	29	<b>10</b>	36	<b>26</b>	23	<b>12</b>	<b>12</b>	↓	-11	↓	<b>22</b>		
Health	49	<b>41</b>	44	<b>43</b>	30	<b>21</b>	41	<b>30</b>	37	<b>27</b>	42	<b>21</b>	17	<b>21</b>	25	<b>25</b>	29	<b>19</b>	29	<b>40</b>	43	<b>20</b>	36	<b>22</b>	41	<b>36</b>	43	<b>22</b>	<b>22</b>	↓	-21	↓	<b>29</b>		
Number of ICPC	9	<b>17</b>	10	<b>9</b>	18	<b>11</b>	12	<b>8</b>	15	<b>7</b>	11	<b>11</b>	8	<b>1</b>	3	<b>7</b>	15	<b>6</b>	11	<b>5</b>	7	<b>14</b>	9	<b>10</b>	17	<b>13</b>	9	<b>10</b>	<b>10</b>	↓	+ 1	↑	<b>10</b>		
Timeliness of ICPC	78%	<b>85%</b>	70%	<b>82%</b>	83%	<b>69%</b>	83%	<b>89%</b>	93%	<b>100%</b>	91%	<b>100%</b>	87%	<b>50%</b>	100%	<b>88%</b>	93%	<b>100%</b>	100%	<b>60%</b>	88%	<b>93%</b>	90%	<b>100%</b>	85%	<b>92%</b>	82%	<b>100%</b>	<b>100%</b>	↑	18%	↑	<b>93%</b>		
S47 Not leading to ICPC	70%	<b>72%</b>	71%	<b>65%</b>	63%	<b>62%</b>	69%	<b>58%</b>	77%	<b>75%</b>	67%	<b>75%</b>	90%	<b>85%</b>	70%	<b>86%</b>	65%	<b>81%</b>	68%	<b>83%</b>	72%	<b>59%</b>	65%	<b>59%</b>	72%	<b>61%</b>	65%	<b>66%</b>	<b>66%</b>	↑	1%	↑	<b>77%</b>		
Multi-agency involvement in ICPC																																			

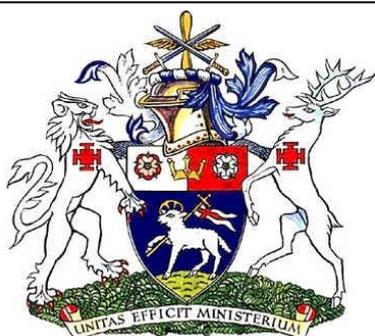
PERFORMANCE MATTERS SCORECARD

	Previous Year	Q1 - June 2019	Previous Year	31st July 2019	Previous Year	31st August 2019	Previous Year	Q2 - September 2019	Previous Year	31st October 2019	Previous Year	30th November 2019	Previous Year	Q3 December 2019	Previous Year	31st January 2020	Previous Year	29th February 2020	Previous Year	Q4 March 2020	Previous Year	30th April 2020	Previous Year	31st May 2020	Previous Year	Q1 June 2020	Previous Year	31st July 2020	Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.	
ICPC leading to Plan	9	17	6	9	17	11	12	8	15	7	10	11	6	1	2	7	15	4	10	4	7	13	9	8	17	12	9	9	9	↓	-	↔	8
<b>CIN</b>																																	
Number of CiN Cases	566	552	550	550	531	552	538	560	559	554	570	547	573	538	599	518	631	494	590	469	555	492	559	496	532	494	550	479	1,961	↓	-71	↓	567
Number started	49	51	65	48	40	50	64	49	103	60	76	46	52	28	86	28	82	32	51	59	42	64	58	62	51	45	48	39	210	↓	-9	↓	51
Visits	62%	65%	66%	67%	61%	59%	69%	56%	69%	51%	69%	60%	63%	65%	72%	70%	75%	66%	72%	75%	67%	87%	62%	81%	65%	80%	56%	87%	84%	↑	31%	↑	70%
<b>Length of CiN</b>																																	
0-3 Months	24%	25%	29%	24%	28%	25%	30%	23%	35%	26%	34%	22%	30%	23%	33%	20%	32%	30%	33%	22%	29%	27%	26%	31%	27%	30%	24%	28%	29%	↓	4%	↑	27%
3-6 Months	31%	24%	23%	26%	22%	25%	21%	26%	21%	25%	21%	22%	23%	24%	26%	25%	31%	22%	27%	22%	25%	19%	26%	18%	24%	21%	26%	23%	20%	↑	-3%	↓	25%
6-9 Months	20%	20%	21%	15%	23%	18%	21%	20%	19%	21%	16%	21%	13%	19%	15%	12%	15%	16%	18%	19%	17%	20%	20%	17%	20%	14%	15%	13%	15%	↓	-2%	↓	18%
9-12 Months	5%	7%	6%	6%	7%	9%	8%	7%	5%	9%	4%	8%	6%	14%	5%	13%	8%	12%	7%	11%	9%	10%	10%	11%	8%	12%	6%	11%	11%	↓	5%	↑	11%
12 Months +	20%	24%	21%	29%	20%	23%	20%	24%	19%	21%	20%	20%	25%	17%	27%	17%	20%	17%	27%	19%	27%	18%	23%	21%	23%	29%	25%	24%	↑	-4%	↓	26%	
<b>CP</b>																																	
Number of CP Cases	170	190	173	201	195	211	193	203	181	182	178	190	167	185	158	183	173	163	168	159	172	164	168	169	190	171	170	162	162	↓	-8	↓	181
CP Plans Started	23	37	15	28	32	21	23	14	22	15	19	20	12	5	4	14	39	8	17	12	16	16	14	17	37	19	16	11	44	↓	-5	↓	15
CP Plans Ended	26	17	12	17	10	11	25	22	34	36	22	12	23	10	13	16	24	28	22	16	12	11	18	12	17	17	36	20	43	↑	-16	↓	18
<b>Category</b>																																	
Emotional abuse	67	90	72	98	85	0	86	89	91	67	94	65	85	66	84	63	93	57	91	54	88	57	82	49	90	48	79	44	44	↓	-35	↓	59
Neglect	54	74	55	69	64	0	64	74	50	76	54	84	56	81	55	80	61	78	59	80	64	78	72	83	74	96	76	92	92	↓	+16	↑	73
Physical abuse	32	21	29	27	31	0	30	34	29	33	24	34	20	31	17	32	17	21	16	19	16	21	10	23	21	19	11	21	21	↑	+10	↑	25
Sexual abuse	17	5	17	7	15	0	13	6	11	6	6	7	6	7	2	8	2	7	2	6	4	7	4	5	5	8	4	5	5	↓	+1	↑	6
Visits (10 day)	52%	76%	63%	67%	64%	62%	73%	64%	67%	57%	75%	67%	75%	78%	71%	72%	77%	77%	75%	70%	83%	83%	77%	86%	76%	83%	64%	85%	85%	↑	21%	↑	74%
Visit (4 week)	87%	94%	88%	92%	89%	92%	90%	99%	92%	86%	93%	85%	94%	92%	97%	91%	94%	92%	93%	94%	95%	93%	98%	96%	94%	99%	99%	99%	99%	↔	0%	↔	93%
Seen alone	49%	51%	49%	49%	50%	51%	52%	49%	51%	49%	50%	39%	49%	47%	42%	48%	55%	50%	52%	46%	51%	39%	49%	42%	51%	54%	49%	62%	62%	↑	13%	↑	48%
Conference timeliness	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	↔	0%	↔	100%
<b>CLA</b>																																	
Number of CLA	313	312	316	320	325	318	327	328	329	330	322	318	324	311	321	326	318	326	312	327	313	320	315	317	312	318	320	319	319	↑	-1	↓	322
UASC	62	63	60	64	61	65	67	66	65	70	64	68	67	67	62	66	61	67	59	65	65	60	66	59	63	63	66	66	↑	+3	↑	65	
Started	8	14	17	28	24	15	17	19	16	16	7	13	12	9	14	23	13	8	11	17	14	7	9	5	14	9	10	10	22	↑	-	↔	14
Ceased	14	17	14	20	15	17	15	9	14	14	14	25	10	16	17	8	16	8	17	16	12	14	11	8	17	8	2	9	31	↑	+7	↑	14
Stability - Same Placement	290	283	284	275	279	265	270	265	265	259	251	239	243	226	237	230	230	220	203	214	302	315	303	305	283	296	290	289	289	↓	-1	↓	259
- 1 Move (2 Placements)	20	27	29	40	40	45	45	55	47	58	51	62	58	67	64	74	66	73	72	75	12	5	11	11	27	20	26	27	27	↑	+1	↑	49
- 2+ Moves (3+ Placements)	3	2	3	5	6	8	12	8	17	13	20	17	23	18	20	22	22	33	37	38	0	0	1	1	2	2	4	3	3	↑	-1	↓	14
Reviews	77%	76%	82%	64%	82%	57%	79%	58%	74%	57%	70%	57%	80%	58%	76%	56%	94%	57%	94%	59%	83%	51%	77%	62%	76%	68%	72%	79%	79%	↑	7%	↑	60%
Visits	81%	86%	89%	83%	83%	82%	86%	87%	90%	85%	85%	83%	89%	78%	89%	85%	89%	89%	93%	92%	94%	94%	87%	87%	86%	87%	87%	88%	88%	↑	1%	↑	86%
Initial Health Assessments - Due	30	41	37	60	56	82	75	96	93	115	109	130	114	140	124	150	138	171	149	180	14	16	18	10	9	5	10	7	38	↑	-3	↓	96
- In Time %	60%	68%	65%	65%	61%	56%	63%	51%	67%	54%	65%	53%	64%	54%	64%	52%	66%	56%	66%	55%	63%	81%	70%	80%	68%	80%	70%	71%	78%	↓	1%	↑	61%
- Missing Data	2	2	3	8	6	10	7	11	9	12	11	19	14	21	15	22	16	23	19	24	1	3	4	1	2	1	4	2	7	↑	-2	↓	13
<b>Placements</b>																																	
Capacity - in house fostering (vacancy)	DATA NOT PREVIOUSLY REPORTED																				14	-	10	-	13	-	13	10	↔	n/a	-	3	
Capacity - in house residential (vacancy)	DATA NOT PREVIOUSLY REPORTED																				3	-	3	-	2	-	2	3	↔	n/a	-	1	
Capacity - short breaks (vacancy)	DATA NOT PREVIOUSLY REPORTED																				6	-	4	-	6	-	6	4	↔	n/a	-	1	
RHI	14	9	17	9	19	3	17	5	29	4	15	14	7	9	8	6	13	6	7	12	12	6	9	4	9	5	9	9	24	↑	-	↔	8
<b>Care Leavers</b>																																	
Number of Care Leavers	239	292	238	296	239	300	245	304	251	309	254	313	258	317	265	320	271	318	282	323	288	328	289	327	292	335	304	340	340	↑	+36	↑	320

PERFORMANCE MATTERS SCORECARD

	Previous Year	Q1 - June 2019	Previous Year	31st July 2019	Previous Year	31st August 2019	Previous Year	Q2 - September 2019	Previous Year	31st October 2019	Previous Year	30th November 2019	Previous Year	Q3 December 2019	Previous Year	31st January 2020	Previous Year	29th February 2020	Previous Year	Q4 March 2020	Previous Year	30th April 2020	Previous Year	31st May 2020	Previous Year	Q1 June 2020	Previous Year	31st July 2020	Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.									
LA in touch	95%	<b>93%</b>	96%	<b>91%</b>	94%	<b>88%</b>	94%	<b>92%</b>	92%	<b>90%</b>	93%	<b>89%</b>	93%	<b>88%</b>	89%	<b>91%</b>	87%	<b>91%</b>	89%	<b>85%</b>	98%	<b>93%</b>	95%	<b>94%</b>	93%	<b>97%</b>	92%	<b>94%</b>	<b>94%</b>	↓	2%	↑	91%								
Accommodation suitability	94%	<b>95%</b>	94%	<b>95%</b>	92%	<b>95%</b>	91%	<b>95%</b>	90%	<b>95%</b>	90%	<b>95%</b>	90%	<b>95%</b>	96%	<b>95%</b>	96%	<b>96%</b>	95%	<b>94%</b>	95%	<b>91%</b>	94%	<b>93%</b>	95%	<b>94%</b>	95%	<b>94%</b>	<b>94%</b>	↔	-1%	↓	94%								
EET	58%	<b>65%</b>	58%	<b>64%</b>	61%	<b>62%</b>	61%	<b>61%</b>	62%	<b>59%</b>	66%	<b>58%</b>	67%	<b>56%</b>	68%	<b>56%</b>	70%	<b>55%</b>	67%	<b>54%</b>	67%	<b>51%</b>	66%	<b>51%</b>	65%	<b>55%</b>	61%	<b>55%</b>	<b>55%</b>	↔	-6%	↓	56%								
<b>Caseloads</b>																																									
DAT	14.0	<b>15.6</b>	16.2	<b>17.0</b>	16.2	<b>16.3</b>	16.9	<b>13.0</b>	15.8	<b>12.5</b>	16.4	<b>12.5</b>	14.7	<b>12.7</b>	13.6	<b>12.5</b>	15.6	<b>13.6</b>	15.6	<b>15.4</b>	18.5	<b>10.6</b>	15.6	<b>11.8</b>	15.6	<b>11.6</b>	17.0	<b>12.5</b>	<b>12.5</b>	↑	-4.5	↓	14.7								
I&P	19.3	<b>17.1</b>	16.8	<b>17.3</b>	16.3	<b>17.5</b>	15.3	<b>17.9</b>	15.9	<b>17.9</b>	16.4	<b>17.5</b>	15.0	<b>17.5</b>	16.4	<b>17.9</b>	16.8	<b>16.9</b>	16.7	<b>16.1</b>	17.5	<b>14.4</b>	17.1	<b>14.6</b>	17.1	<b>14.7</b>	17.3	<b>14.9</b>	<b>14.9</b>	↑	-2.4	↓	18.1								
REACH	12.5	<b>8.8</b>	10.8	<b>14.0</b>	10.5	<b>13.6</b>	16.5	<b>11.3</b>	17.3	<b>11.3</b>	11.3	<b>11.2</b>	9.3	<b>11.3</b>	9.5	<b>11.2</b>	10.0	<b>10.6</b>	9.0	<b>9.3</b>	9.5	<b>8.5</b>	8.8	<b>9.0</b>	8.8	<b>9.3</b>	14.0	<b>9.8</b>	<b>9.8</b>	↑	-4.2	↓	11.7								
CIC	12.9	<b>12.4</b>	12.9	<b>12.4</b>	12.2	<b>12.5</b>	13.5	<b>12.5</b>	13.6	<b>13.0</b>	13.4	<b>13.0</b>	13.1	<b>13.1</b>	13.2	<b>13.3</b>	13.0	<b>13.3</b>	12.7	<b>13.5</b>	12.4	<b>13.1</b>	12.4	<b>13.3</b>	12.4	<b>12.6</b>	12.4	<b>12.4</b>	<b>12.4</b>	↓	-	↔	14.0								
0-25	19.5	<b>15.2</b>	22.3	<b>16.5</b>	16.4	<b>16.3</b>	15.2	<b>16.9</b>	17.8	<b>16.9</b>	16.8	<b>16.9</b>	14.8	<b>16.9</b>	13.5	<b>16.8</b>	15.6	<b>16.8</b>	17.0	<b>14.8</b>	16.7	<b>14.2</b>	15.2	<b>14.5</b>	15.2	<b>16.2</b>	16.5	<b>16.6</b>	<b>16.6</b>	↑	+ 0.10000	↑	17.4								
O&U	18.9	<b>19.3</b>	19.1	<b>19.5</b>	20.6	<b>19.9</b>	19.2	<b>19.9</b>	18.0	<b>19.9</b>	18.2	<b>19.9</b>	19.7	<b>19.9</b>	21.5	<b>19.5</b>	19.1	<b>19.3</b>	21.5	<b>20.5</b>	20.1	<b>19.7</b>	19.3	<b>18.5</b>	19.3	<b>18.8</b>	19.5	<b>20.4</b>	<b>20.4</b>	↑	+ 0.89999	↑	21.3								
<b>Youth Offending</b>																																									
First Time Entrant numbers	6		9		4		2		2		5		4		8		5		6		0		-	<b>1</b>		-	<b>1</b>		<b>0</b>	<b>1</b>	-	-	-	-							
Out of Court Disposal numbers																													<b>3</b>	<b>9</b>	-	-	-	-							
Breaches number																													<b>0</b>	<b>0</b>	-	-	-	-							
Custody numbers	1		0		0		0		0		0		1		0		0		1		1							<b>1</b>	<b>0</b>		-	-	-	-							
Number of children in custody overnight																												<b>38</b>	<b>25</b>		<b>27</b>	<b>65</b>	-	-	-						
<b>Vulnerable Adolescents</b>																																									
Missing Children (Home)	13	<b>20</b>	14	<b>26</b>	15	<b>17</b>	16	<b>11</b>	32	<b>16</b>	11	<b>23</b>	15	<b>15</b>	16	<b>17</b>	21	<b>22</b>	21	<b>13</b>	17	<b>12</b>	27	<b>15</b>	20	<b>14</b>	26	<b>15</b>	<b>56</b>	↑	-11	↓	17								
Missing Episodes (Home)	14	<b>27</b>	16	<b>29</b>	17	<b>18</b>	22	<b>12</b>	38	<b>17</b>	13	<b>29</b>	15	<b>19</b>	22	<b>21</b>	23	<b>27</b>	23	<b>17</b>	22	<b>18</b>	31	<b>23</b>	27	<b>24</b>	29	<b>30</b>	<b>95</b>	↑	+ 1	↑	21								
Missing Children (Care)	36	<b>39</b>	37	<b>33</b>	32	<b>44</b>	34	<b>27</b>	36	<b>31</b>	32	<b>26</b>	25	<b>21</b>	33	<b>18</b>	33	<b>23</b>	36	<b>26</b>	36	<b>15</b>	37	<b>19</b>	39	<b>22</b>	33	<b>28</b>	<b>84</b>	↑	-5	↓	27								
Missing Episodes (Care)	124	<b>113</b>	125	<b>94</b>	112	<b>94</b>	121	<b>65</b>	99	<b>83</b>	60	<b>63</b>	51	<b>52</b>	67	<b>36</b>	70	<b>40</b>	84	<b>48</b>	81	<b>57</b>	103	<b>40</b>	113	<b>61</b>	94	<b>61</b>	<b>219</b>	↔	-33	↓	65								
SEAM (New)																													<b>0</b>	-	<b>3</b>	-	<b>10</b>	-	<b>1</b>	<b>4</b>	↓	n/a	-	<b>0</b>	
SEAM (Reviews)																														<b>6</b>	-	<b>14</b>	-	<b>17</b>	-	<b>18</b>	<b>38</b>	↑	n/a	-	<b>2</b>
Cases known to VARP																														<b>35</b>	-	<b>41</b>	-	<b>50</b>	-	<b>50</b>	<b>126</b>	↔	n/a	-	<b>6</b>
SIRM																														<b>0</b>	-	<b>0</b>	-	<b>1</b>	-	<b>1</b>	<b>1</b>	↔	n/a	-	<b>0</b>
<b>Supervision</b>																																									
DAT	34%	<b>42%</b>	24%	<b>31%</b>	32%	<b>27%</b>	60%	<b>29%</b>	43%	<b>30%</b>	53%	<b>38%</b>	48%	<b>35%</b>	52%	<b>16%</b>	39%	<b>39%</b>	44%	<b>64%</b>	58%	<b>89%</b>	75%	<b>97%</b>	69%	<b>93%</b>	69%	<b>94%</b>	<b>94%</b>	↑	25%	↑	49%								
I&P	53%	<b>60%</b>	33%	<b>40%</b>	49%	<b>33%</b>	78%	<b>57%</b>	61%	<b>54%</b>	54%	<b>50%</b>	46%	<b>45%</b>	62%	<b>32%</b>	46%	<b>65%</b>	58%	<b>56%</b>	76%	<b>69%</b>	62%	<b>82%</b>	49%	<b>87%</b>	49%	<b>87%</b>	<b>87%</b>	↔	38%	↑	56%								
0-25	26%	<b>41%</b>	43%	<b>48%</b>	39%	<b>44%</b>	51%	<b>52%</b>	55%	<b>56%</b>	59%	<b>58%</b>	57%	<b>57%</b>	61%	<b>54%</b>	58%	<b>49%</b>	51%	<b>41%</b>	63%	<b>71%</b>	97%	<b>95%</b>	88%	<b>97%</b>	88%	<b>92%</b>	<b>92%</b>	↓	4%	↑	60%								
CIC	69%	<b>79%</b>	72%	<b>37%</b>	59%	<b>36%</b>	71%	<b>43%</b>	54%	<b>31%</b>	44%	<b>29%</b>	21%	<b>30%</b>	50%	<b>41%</b>	57%	<b>60%</b>	61%	<b>52%</b>	82%	<b>71%</b>	40%	<b>100%</b>	59%	<b>94%</b>	59%	<b>95%</b>	<b>95%</b>	↑	36%	↑	52%								
O&U	50%	<b>56%</b>	54%	<b>19%</b>	46%	<b>23%</b>	35%	<b>21%</b>	49%	<b>27%</b>	28%	<b>20%</b>	36%	<b>26%</b>	48%	<b>23%</b>	40%	<b>14%</b>	46%	<b>44%</b>	57%	<b>57%</b>	74%	<b>90%</b>	44%	<b>89%</b>	44%	<b>91%</b>	<b>91%</b>	↑	47%	↑	38%								
REACH	34%	<b>97%</b>	45%	<b>51%</b>	35%	<b>48%</b>	67%	<b>67%</b>	41%	<b>59%</b>	31%	<b>52%</b>	44%	<b>59%</b>	79%	<b>54%</b>	60%	<b>63%</b>	86%	<b>53%</b>	100%	<b>85%</b>	52%	<b>69%</b>	82%	<b>97%</b>	82%	<b>99%</b>	<b>99%</b>	↑	17%	↑	63%								

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## Children, Education and Safeguarding Committee

**22 September 2020**

<b>Title</b>	Barnet Young People’s Survey November 2019 & Young People Online Survey July 2020
<b>Report of</b>	Chairman of the Committee- Councillor David Longstaff
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent Key</b>	No
<b>Enclosures</b>	Appendix 1: Young People Survey November 2019 Appendix 2: Young People Online Survey July 2020
<b>Officer Contact Details</b>	Chris Munday, Executive Director, Children and Young People <a href="mailto:Chris.Munday@Barnet.gov.uk">Chris.Munday@Barnet.gov.uk</a> Ben Thomas, Assistant Director, Family Services <a href="mailto:Ben.thomas@barnet.gov.uk">Ben.thomas@barnet.gov.uk</a>

### Summary

The Young Persons Survey (YPS) is a bi-annual face-to-face survey of Barnet young residents aged 11-18, undertaken by an independent research company. 500 Barnet young people were interviewed between 12<sup>th</sup> November – 20<sup>th</sup> December 2019. The survey looks at the reputation, service and local area perceptions, as well as a range of demographic and usage indicators.

Following the COVID-19 crisis, children in Barnet are facing new challenges. The government lockdown left many in uncertain situations with high levels of anxiety. An online survey was carried out, aimed at Year 5, Year 6 and all secondary school students, to which 853 young people responded between 8<sup>th</sup> July – 30<sup>th</sup> July. The results highlight concerns and worries and provide useful information to support young people, which will be used to inform a Life Chances strategy.

This paper seeks comments from the Committee on the results of the two surveys.

## **Recommendations**

- 1. That the Children, Education and Safeguarding Committee consider and comment on the Young People’s Perception Survey results set out in Appendix 1.**
- 2. That the Children, Education and Safeguarding Committee consider and comment on the Post Covid-19 Online Survey results set out in Appendix 2.**

### **1. WHY THIS REPORT IS NEEDED**

- 1.1 The YPS provides important insight on what young people think about living in the borough, their perception of the council, the services they receive, and also helps to understand young people’s priorities and concerns
- 1.2 The results of the YPS help to inform decisions, processes and procedures that directly affect children and young people. It enables the opportunity to directly target improved services assisting with better outcomes.
- 1.3 The YPS provides important information on the views of young people in Barnet. (See Appendix 1)
  - The majority of young people (84%) feel Barnet is a family friendly place to live which is in line with 2017 and an increase from 2016 survey (81%)
  - All results regarding the council’s image have improved. Young people think the council:
    - is doing a good job (92%, up from 73% in 2017)
    - provides the services young people need (86%, up from 71% in 2017)
    - does enough to keep young people safe (75% - up from 69% in 2017)
    - acts on the concerns of young people (67%, up from 66% in 2017)
    - listens to the concerns of young people (63%, up from 54% in 2017)
    - involves young people when making decisions (60%, up from 57% in 2017)
    - keeps young people informed (60%, up from 52% in 2017)
- 1.4 The post COVID-19 online survey helps to provide understanding of the worries and concerns young people may have during the crisis enabling improved targeting of services to provide support.
- 1.5 The results of the post COVID-19 survey inform a revised Life Chances strategy as well as future priorities. Young People’s views will help develop better ideas to provide support and improve outcomes.

- 1.6 The YPS online survey reveals the impact of COVID-19 on children and young people (See Appendix 2)
- The majority of young people consider the effect of the crisis to be, doing less physical activity (51%) followed by harm to their long-term education (50%), and their mental health and well-being being affected (43%)
  - Young people say they were most worried about their education and exams (55%) during lockdown, followed by staying safe from the coronavirus (35%) and their mental health and well-being (34%)
  - The majority of young people think more support should be provided for dealing with stress and isolation (51%) followed by close and regular contact with teachers (46%) and exercises for children while at home (45%)

## **2 REASONS FOR RECOMMENDATIONS**

- 2.1 The committee is asked to provide scrutiny and feedback responses that will assist in developing policies and strategies to drive improved outcomes. It will ensure the work has effective oversight and input.

## **3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 The alternative option is to not to conduct surveys gathering the views of young residents. However, this could have a profound impact on inequality and successful outcomes.

## **4 POST DECISION IMPLEMENTATION**

- 4.1 The views of young people will affect policy, procedures and decision making. It will help inform planning and development of strategies affecting children and young people supporting improved outcomes. This will be in addition to the feedback and comments from members during the meeting.

## **5 IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 Ensuring that residents live happy, healthy, independent lives with the most vulnerable protected is one of the Council's three strategic outcomes set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:
- of opportunity, where people can further their quality of life
  - where people are helped to help themselves, recognising that prevention is better than cure

- where responsibility is shared, fairly where services are delivered efficiently to get value for money for the taxpayer.

## **5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

The work to drive improve outcomes utilising the results of the survey will be delivered from within existing resources of the Council and its partners.

## **5.3 Social Value**

- 5.3.1** The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wide social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

## **5.4 Legal and Constitutional References**

- 5.4.1** Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings.
- 5.4.2** The Council's Constitution, Article 7 notes that the Children, Education and Safeguarding Committee has 'Responsibility for all matters relating to children, schools and education.'

## **5.5 Risk Management**

The nature of services provided to children and young people provides a certain element of risk. Poor information can affect response or affect decision making that could lead to poor outcomes. Good quality data reduce this likelihood and increase the chances of children developing into successful adults and achieving and succeeding. The results of the respective surveys reduce risk and help to drive forward improvements towards good outcomes.

## **5.6 Equalities and Diversity**

5.6.1 The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

5.6.2 The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. The approach taken was to ensure that a representative sample of children and young people were interviewed and data about this is included in Appendix 1.

5.6.3 Protective characteristic questions relating to age, disability, race, religion and sex were asked during the respective surveys. Analysis of data is used to determine if measures are needed to support particular groups. An action plan will be developed to address any issues revealed which officers will take responsibility for delivering.

## **5.7 Corporate Parenting Principles**

5.7.1 In July 2016, the Government published their Care Leavers' strategy *Keep on Caring* outlined that the "... [the government] will introduce a set of corporate parenting principles that will require *all departments* within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'

5.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;

4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
7. to prepare those children and young people for adulthood and independent living.

## **5.8 Consultation and Engagement**

- 5.8.1 Consultation and engagement with children and young people is central to developing strategies that provide support and improve outcomes. It is important that the work is child-centred and that we know, understand and capture their lived experience which leads to service improvement.
- 5.8.2 The Young Persons Survey (YPS) is a regular face-to-face survey of 500 Barnet young residents aged 11-18.
- 5.8.3 The Young People's Online Survey was conducted with Year 5, Year 6 and all secondary school students. 853 young people responded.

## **6. BACKGROUND PAPER**

None

# BARNET COUNCIL YOUNG PERSONS SURVEY

February 2020

Research conducted by:



**OPINION RESEARCH SERVICES**



# Introduction

This presentation summarises the findings from the Autumn 2020 Young Persons Survey (YPS).

## Methodology

- Barnet Young Persons Survey is a face-to-face quota survey of Barnet residents aged 11-18
- It measures reputation, service and local area perceptions, as well as a range of demographic and usage indicators.
- 500 Barnet young people were interviewed between 12<sup>th</sup> November – 31<sup>st</sup> December 2019.
- Confidence intervals for a sample of 500 is +/-4.4% at the 95% confidence interval.

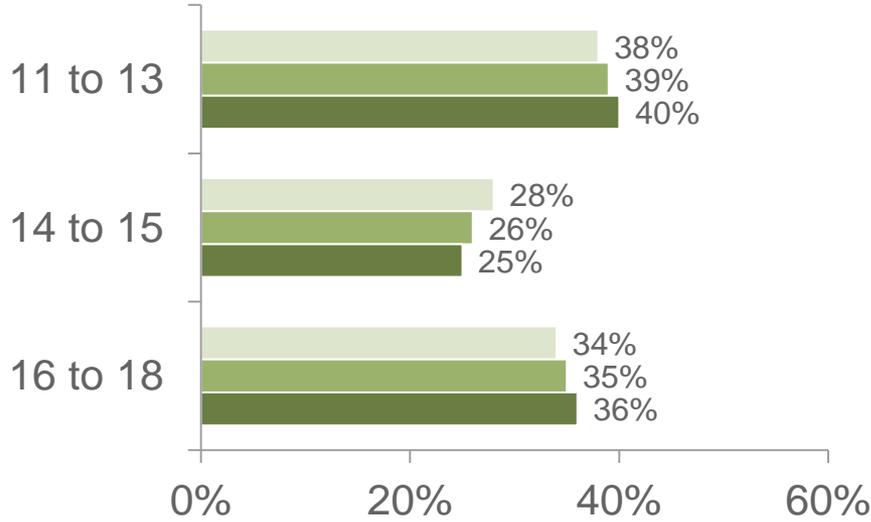
## Benchmarking

- This is the third wave of the YPS, the first was conducted in Autumn 2016 and the second in Autumn 2017. The intention is to bring out the voice of young people – what may be important to adults may not be important for young people.
- Where possible, findings from the YPS are also compared with the Adults Barnet Resident Perception Survey (RPS) Autumn 2017 where a representative random sample of c.500 Barnet residents (aged 18 or over) between 10<sup>th</sup> October - 13<sup>th</sup> November 2017 were surveyed. All RPS interviews were conducted via telephone.
- The LGA's national polling on resident satisfaction with councils, which surveyed a representative random sample of 1,004 British adults (aged 18 or over) between 13<sup>th</sup> and 16<sup>th</sup> June 2019. All interviews were conducted via telephone.

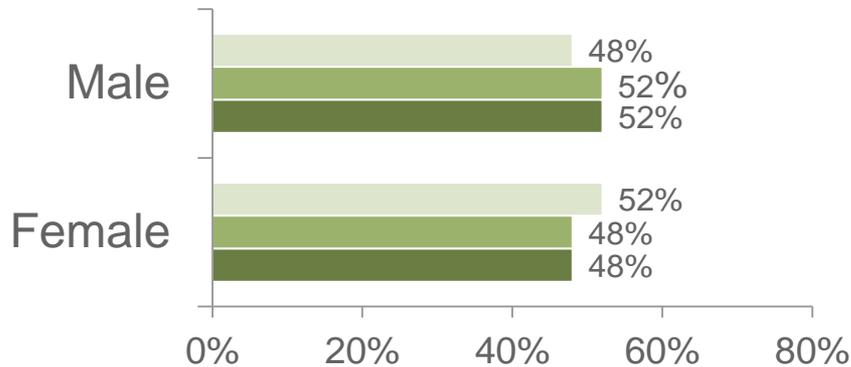
# Sample Profile

## Age

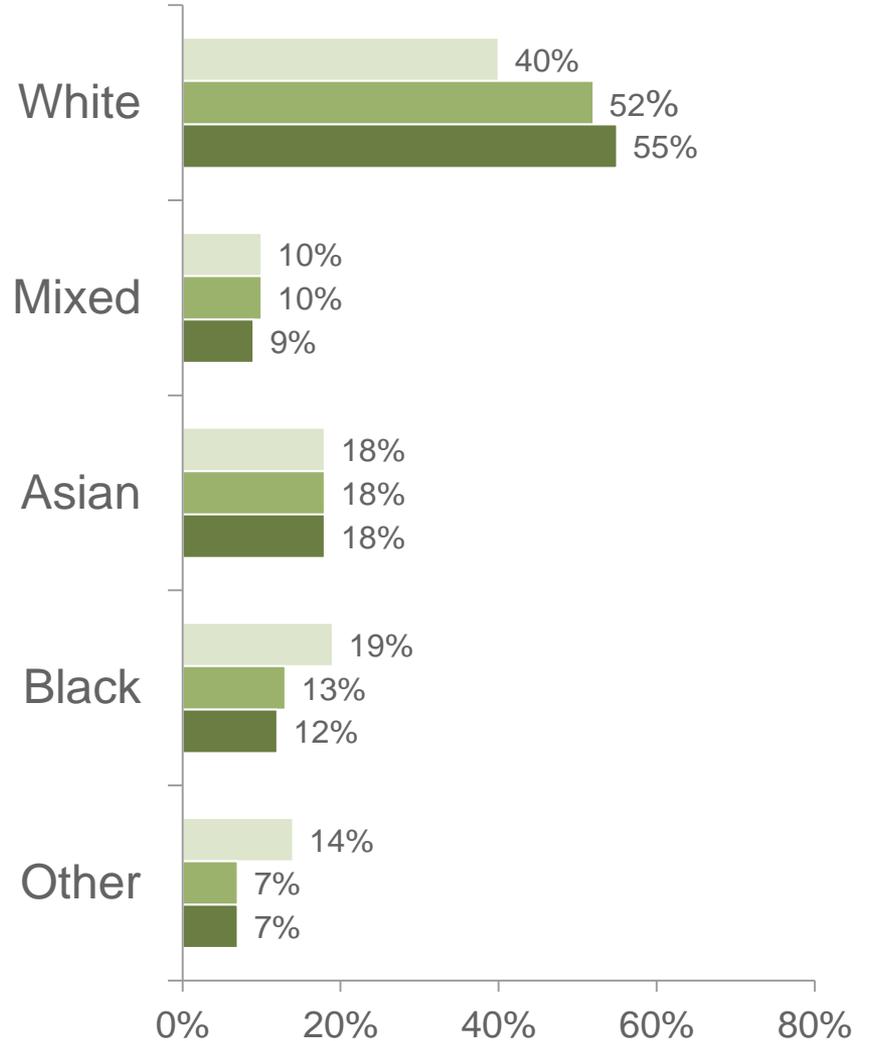
- Unweighted sample
- Weighted sample
- Barnet population



## Gender



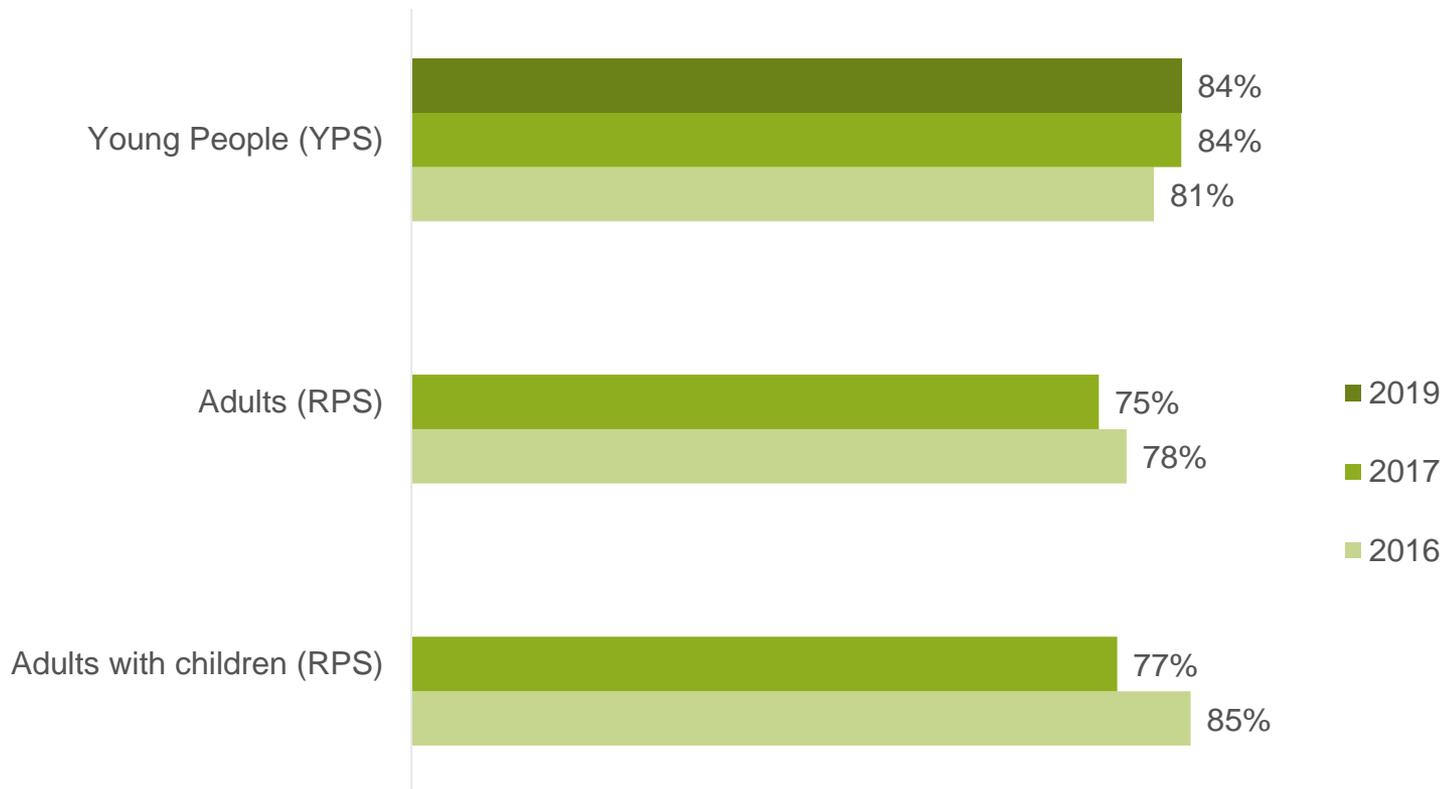
## Ethnicity



# Barnet a Family-Friendly Borough

# Barnet a family-friendly place to live

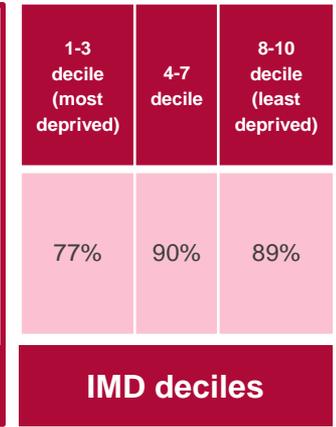
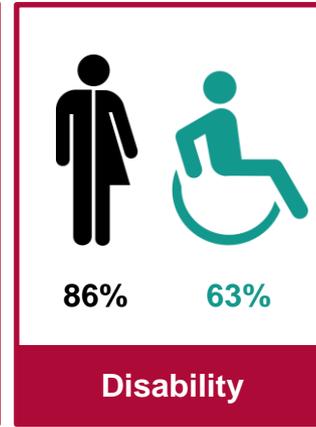
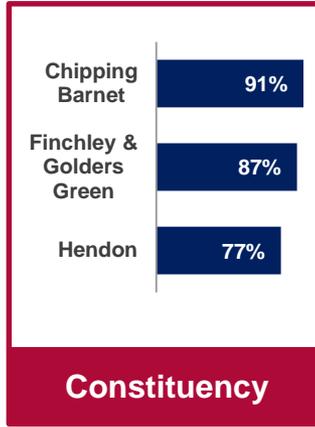
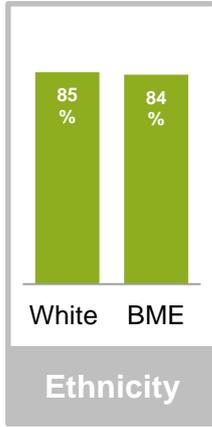
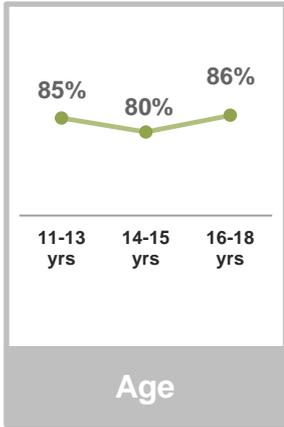
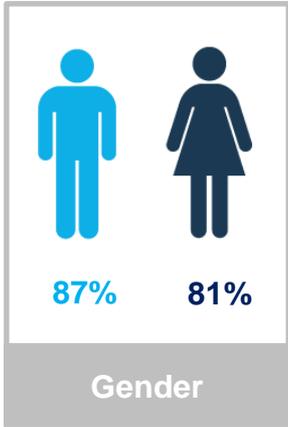
The proportion of young people who feel Barnet is a family friendly place to live both remains in line with previous waves. When compared with the most recent adults survey, young people are significantly more likely to feel that their local area is a family friendly place to live (+9%).



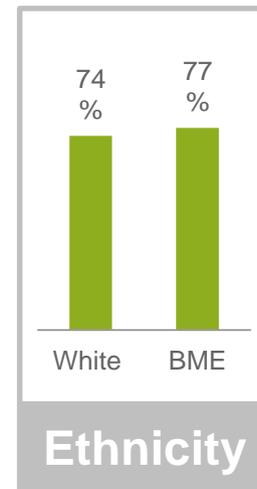
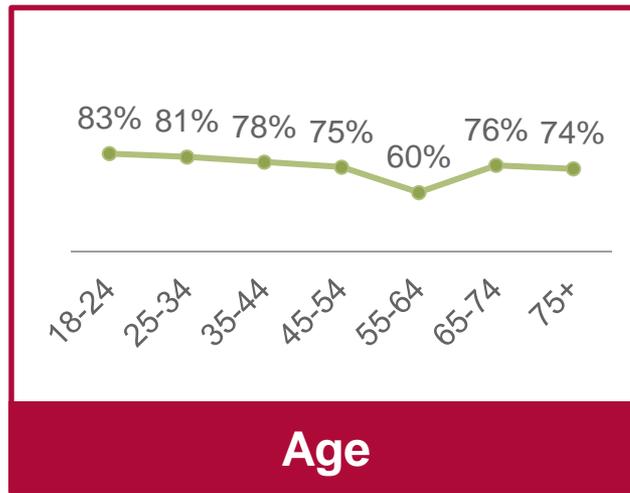
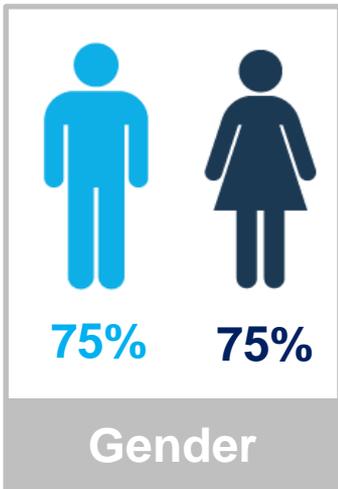
# Those who find Barnet a to be a family friendly place to live...

84% of young people find Barnet family friendly – constituency, disability and level of deprivation is a key factor for this concern.

Young People Survey (2019)



Adult Resident Survey (2017)

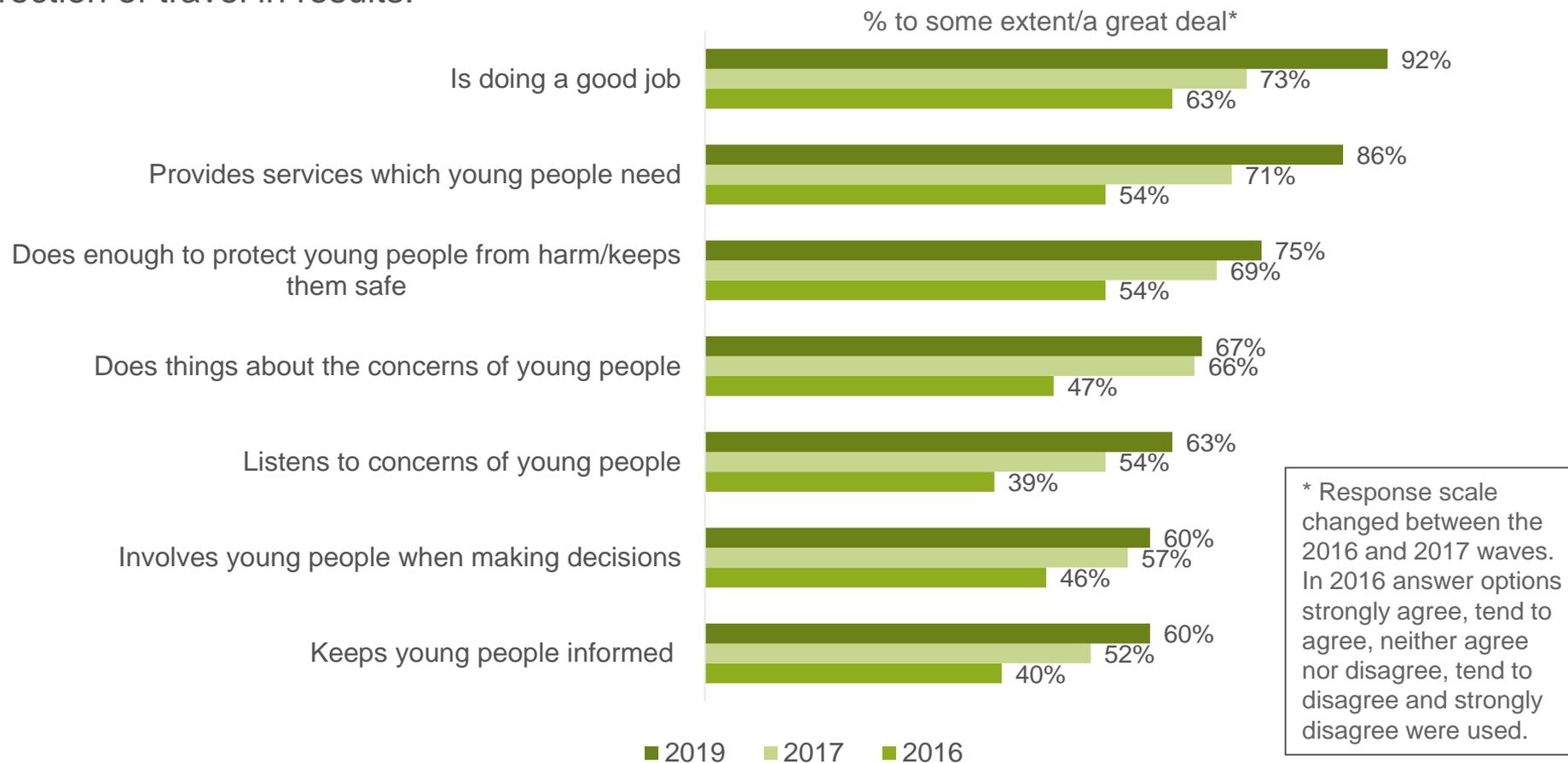


# Image of the Council

# Image of the Council – over time

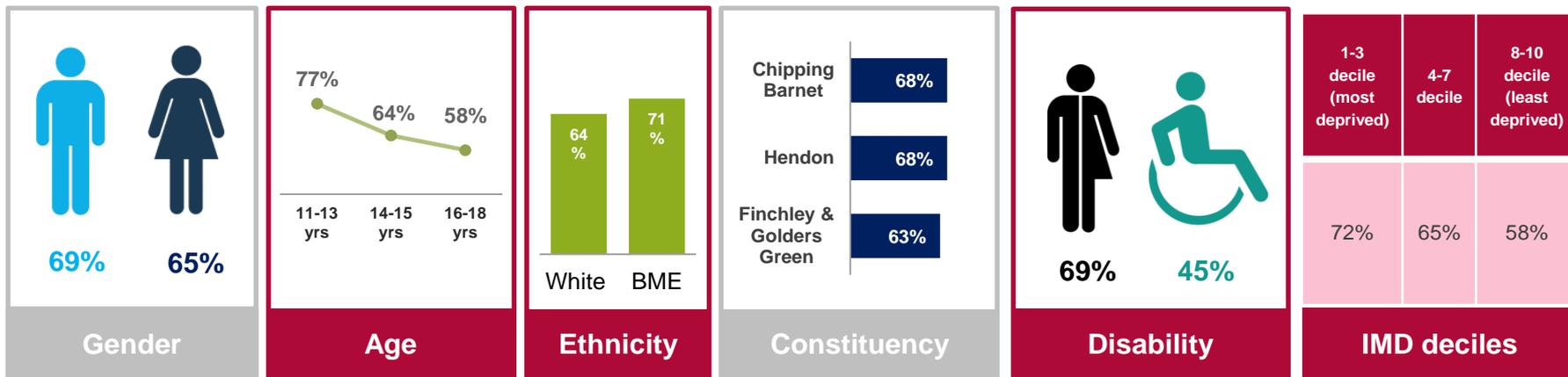
Since 2016 all measures of the councils image have improved wave on wave amongst young people.

However, it should be noted that the response scale for this question was changed in 2017 to align the national adults and own adults survey which may account for some of this upward direction of travel in results.



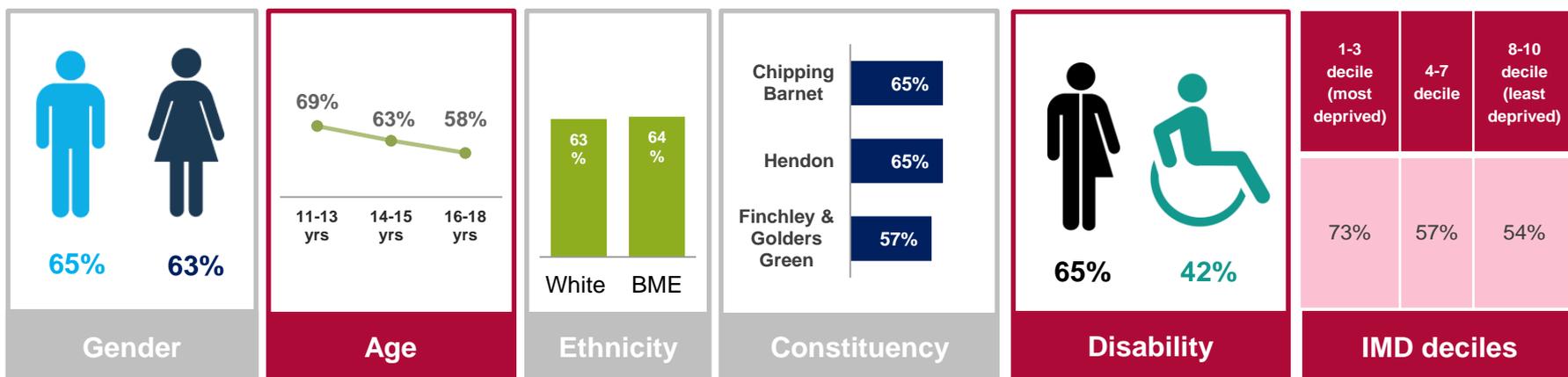
# 67% feel the council acts on their concerns

Young People Survey (2019)



# 63% feel the council listens to their concerns

Young People Survey (2019)

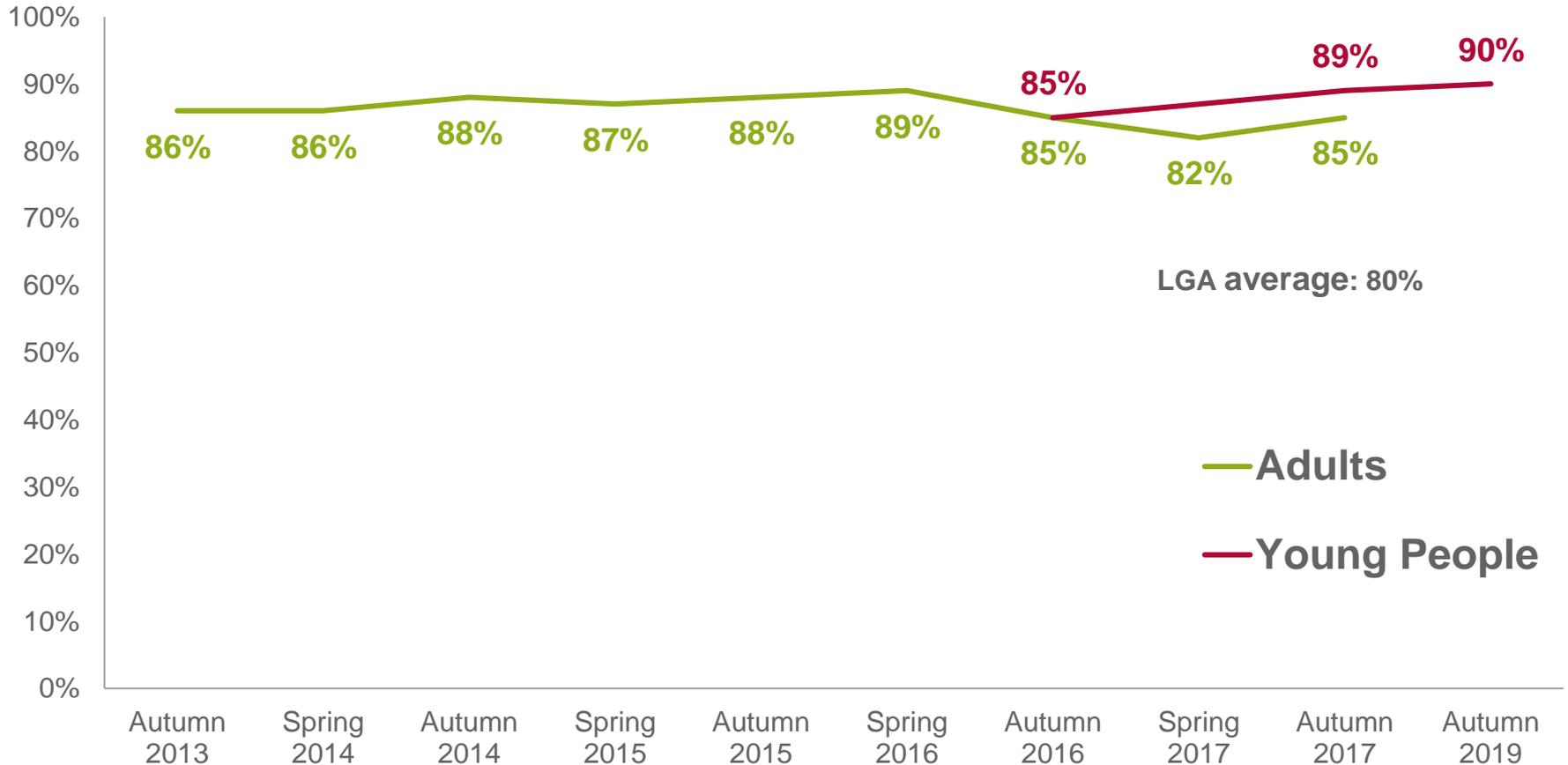


# Satisfaction with Local Area

# Satisfaction with the local area (long term trends)

Adults satisfaction with the local area has remained high and consistent for a number years.

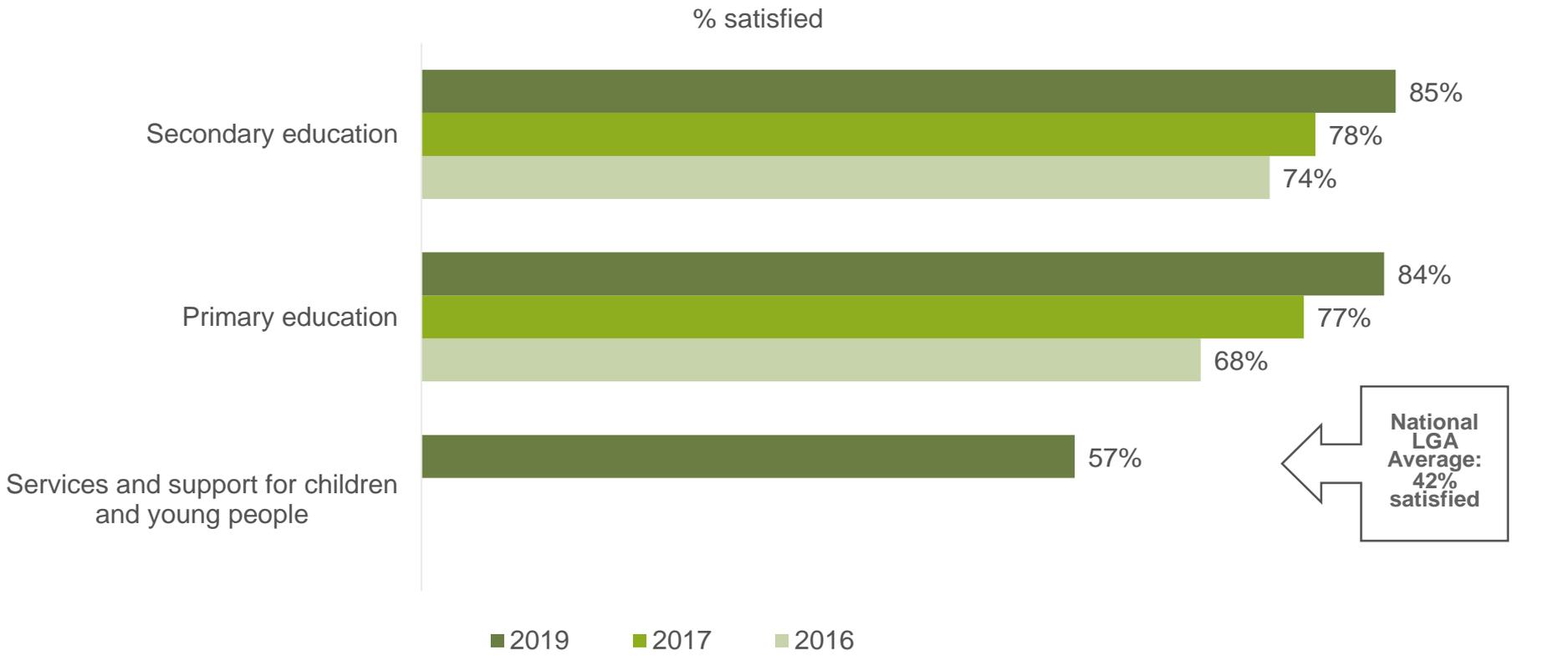
The majority of young people (90%) are happy with their local area as a place to live which is in line with the previous wave but significantly higher than the most recent results for adults.



# Barnet Services

# Children and family services – comparison to previous years

Satisfaction with secondary and primary education have both significantly increased by 7 percentage points when compared with 2017.

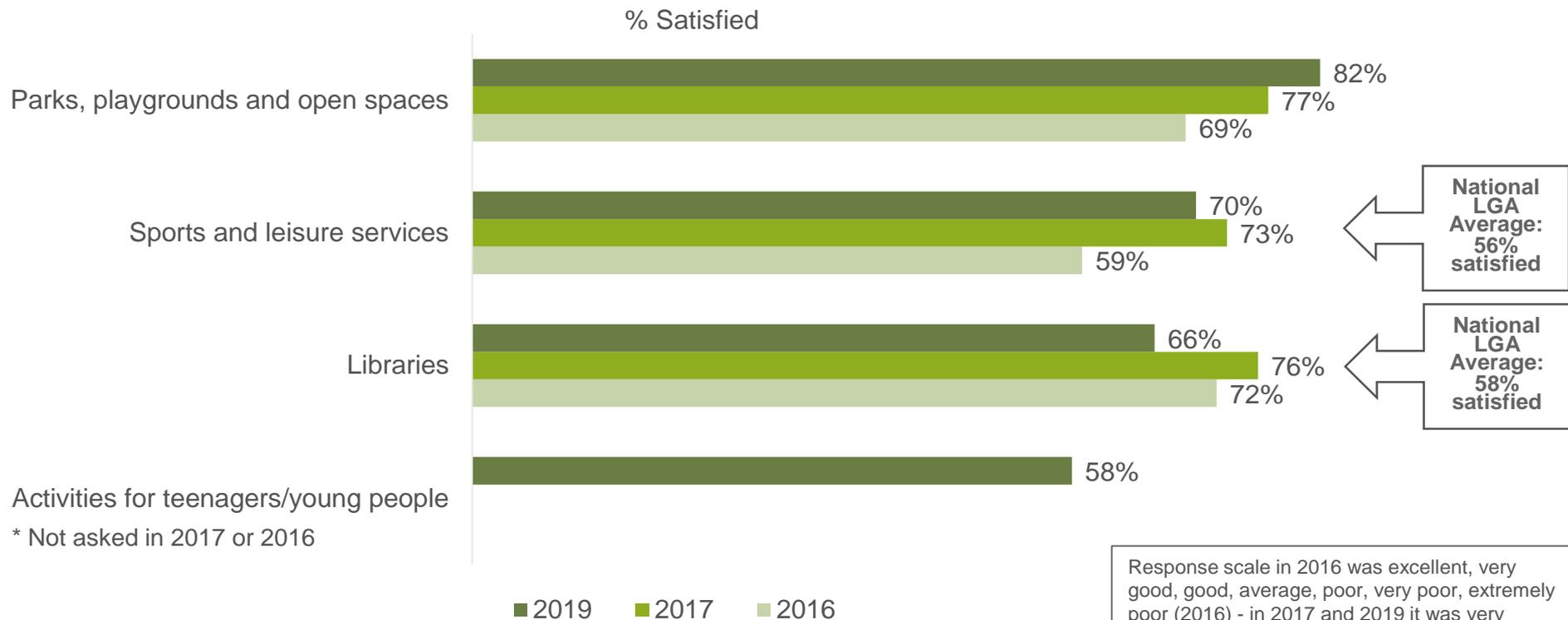


Response scale in 2016 was excellent, very good, good, average, poor, very poor, extremely poor (2016) - in 2017 and 2019 it was very satisfied, fairly satisfied, neither satisfied nor dissatisfied, fairly dissatisfied, very dissatisfied.

# Other services satisfaction – comparison to previous years

Satisfaction with parks, playgrounds and open spaces has increased significantly by 5 percentage points since 2017.

Satisfaction with libraries on the other hand has decreased significantly by 10 percentage points.

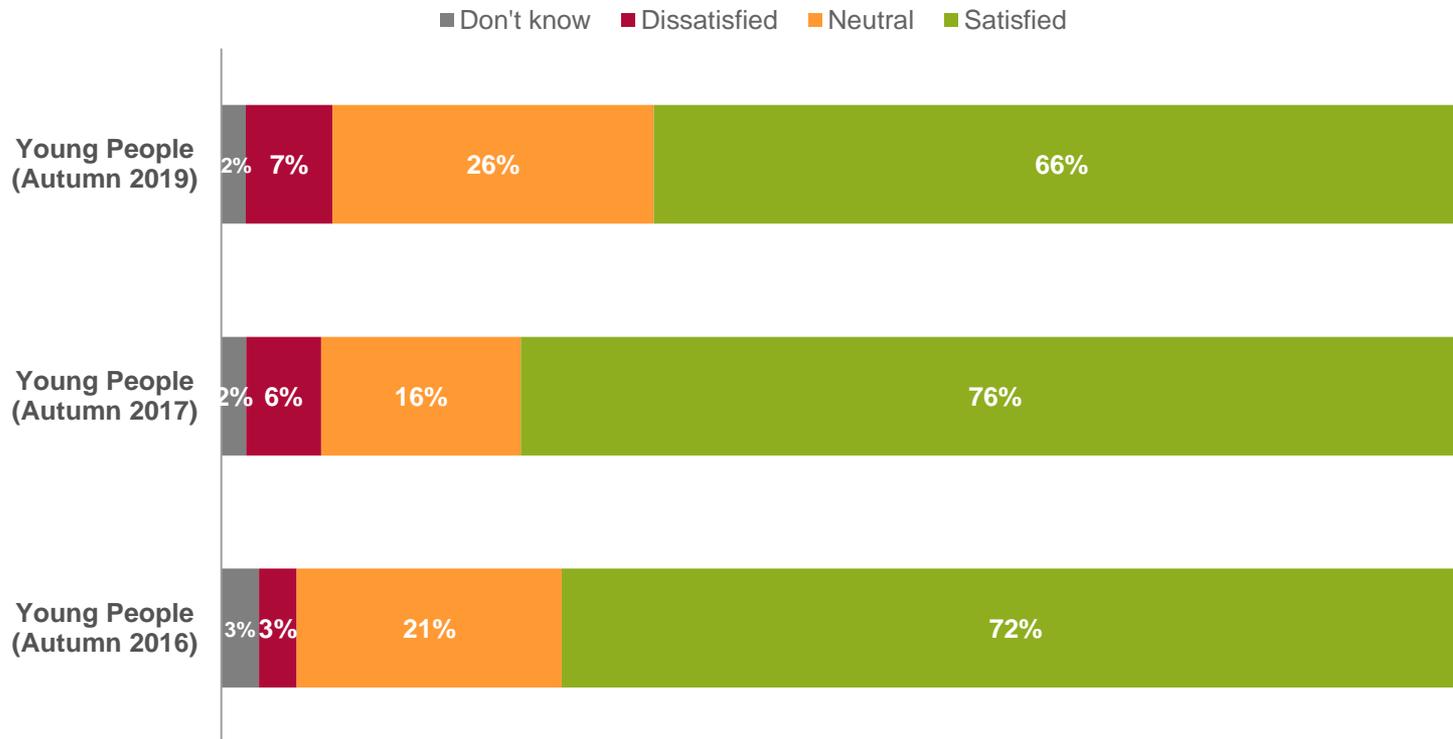


Activities for teenagers/young people

\* Not asked in 2017 or 2016

# Satisfaction with libraries

It's important to note that the proportion who are dissatisfied with libraries has remained consistent when compared with 2017 – it is the proportion who answered 'neither' which has increased (16% in 2017; 26% in 2019).



Response scale in 2016 was excellent, very good, good, average, poor, very poor, extremely poor (2016) - in 2017 and 2019 it was very satisfied, fairly satisfied, neither satisfied nor dissatisfied, fairly dissatisfied, very dissatisfied.

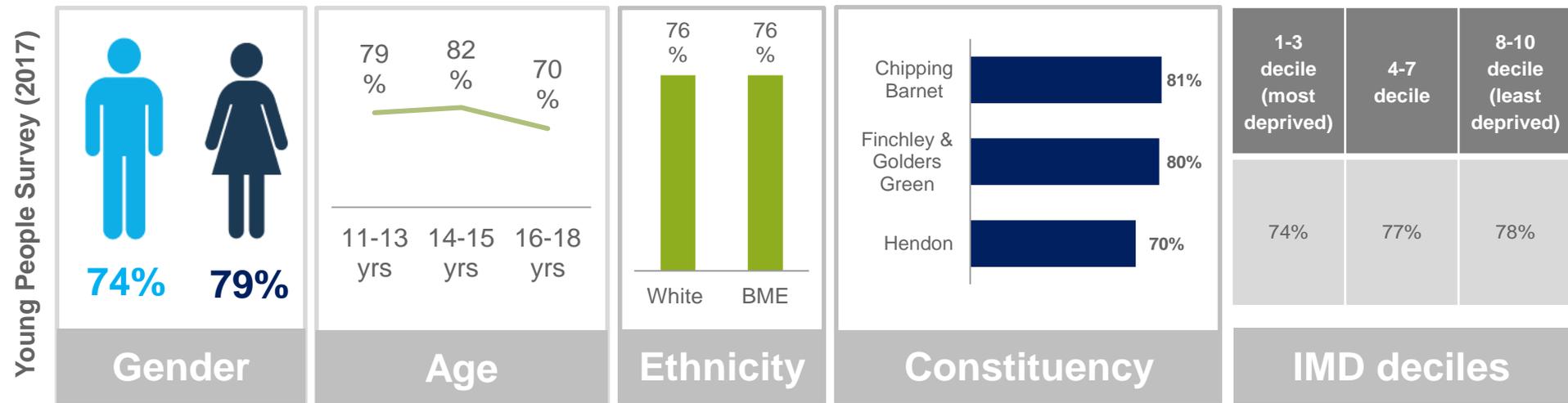
When asked about priorities moving forward (see slide 55), Libraries ranked 15 out of 17, which suggests this is a service that partners should focus less of their time and money on.

# Satisfaction with libraries

66% of young people were satisfied with libraries in **2019**.



76% of young people were satisfied with libraries in **2017**. Please note, no significant testing has been performed on the 2017 results.



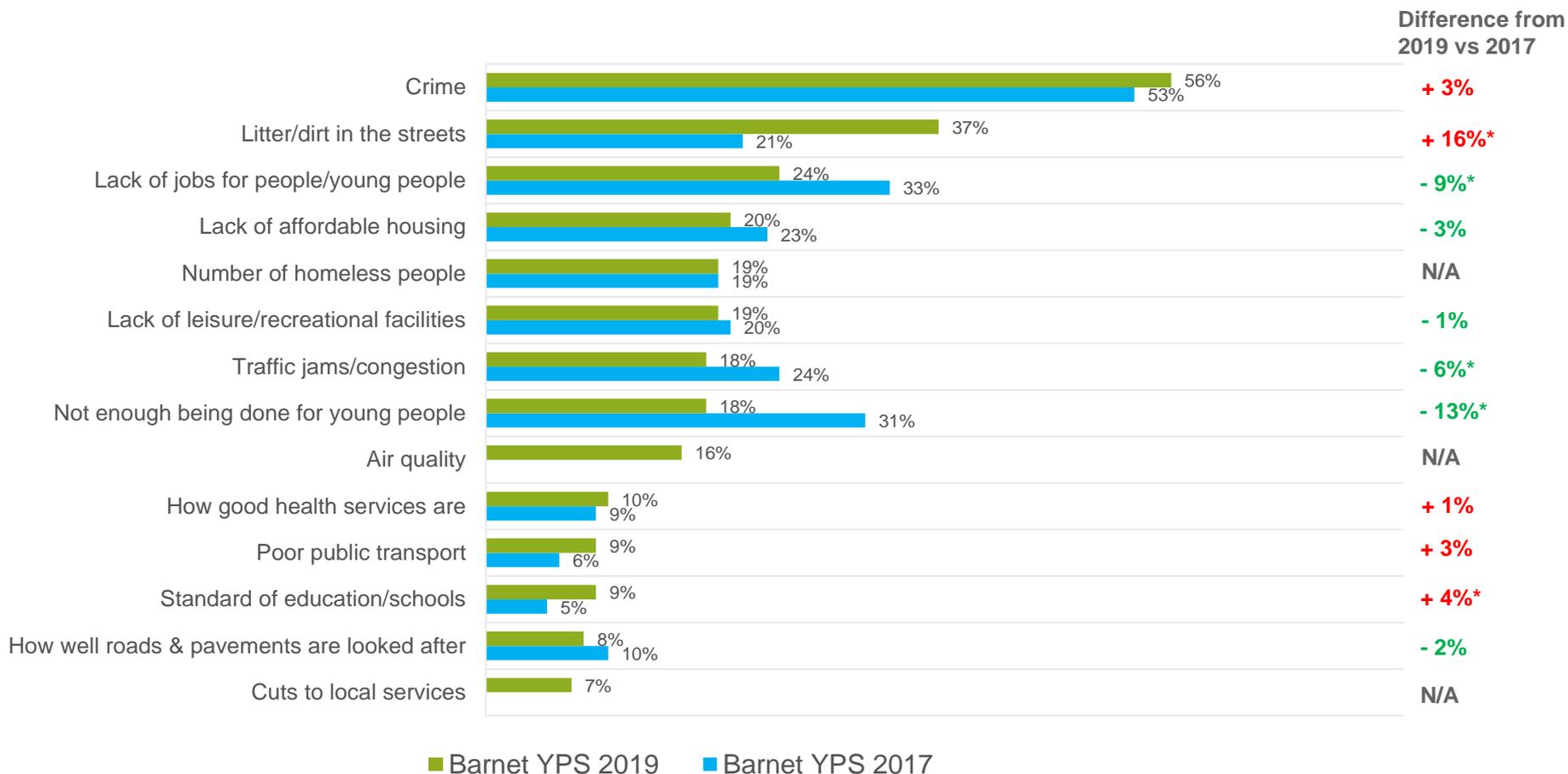
**Question:** We would now like to know what you think about different services in this area. Please say what you think about these services even if you have not used them yourself (YPS/RPS)  
**Source:** Barnet Council Young People Survey (2019) of 500 residents 11-18, carried out by face-to-face

# Young People's Concerns

# Young peoples' top three concerns 2019 vs. 2017

The level of concern with crime has stabilised with only a 3% increase when compared with 2017 – this is in contrast to the 13% increase between 2016 and 2017.

**It is still the top concern for young people, however, with litter/dirt in the streets at number 2 (previously number 6) and lack of jobs at number 3 (previously number 2).**



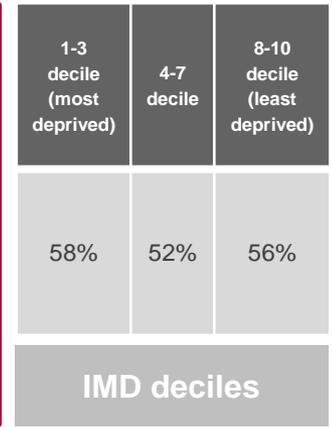
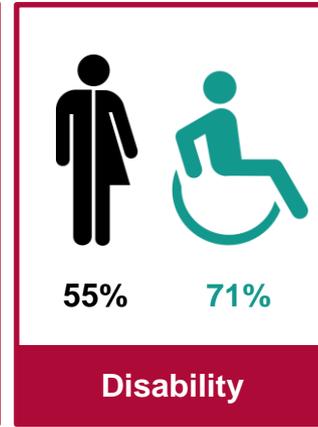
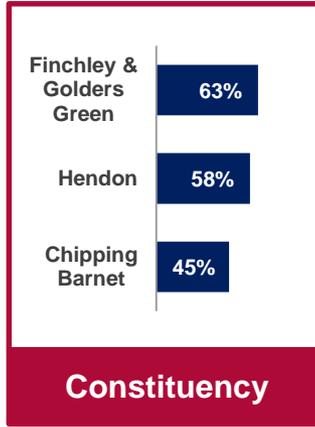
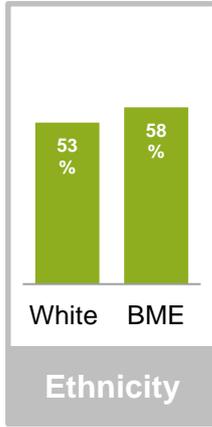
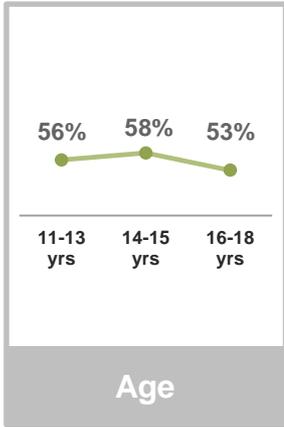
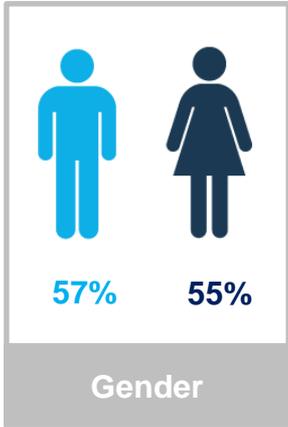
# Young people's top three concerns by resident constituency



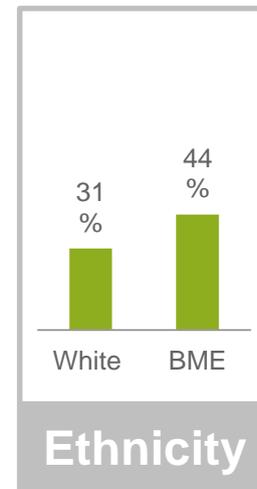
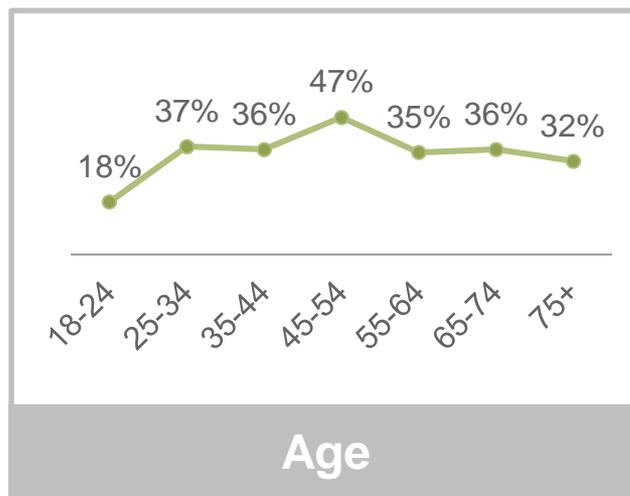
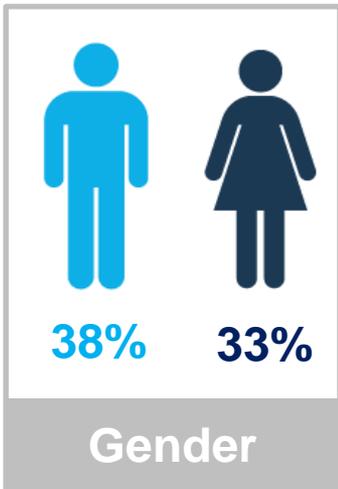
# Those who feel most concerned about crime are...

Local area and disability has a significant impact on the level of concern about crime

Young People Survey (2019)



Adult Resident Survey (2017)



250 **Question:** Which, if any, of the following are you worried about? (YPS) / Of these, which three things are you PERSONALLY most concerned about? (RPS)

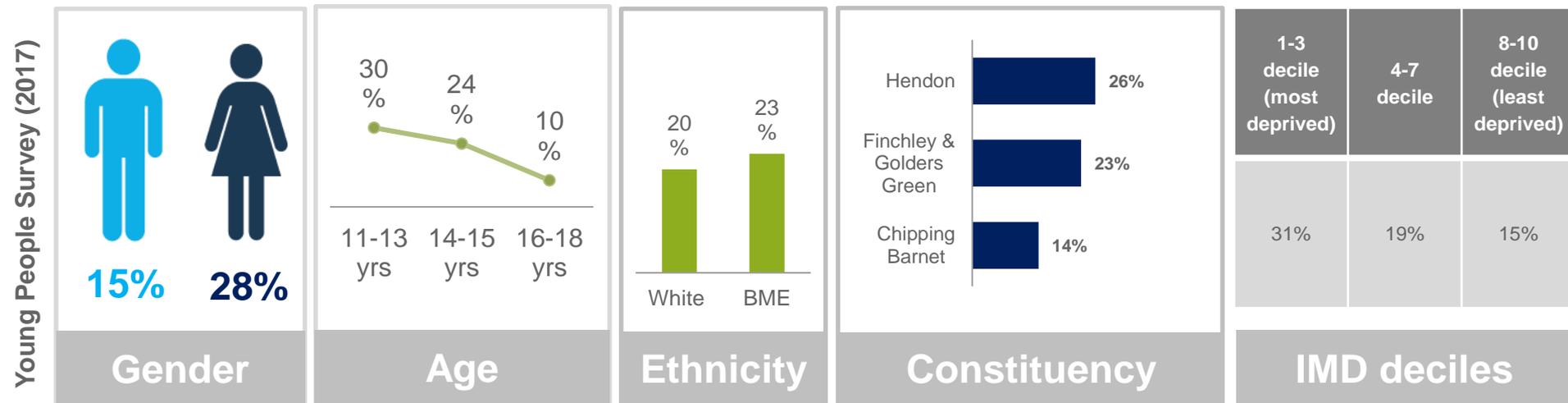
**Source:** Barnet Council Young People Survey (2019) of 520 residents aged 11-18, carried out by face-to-face/Barnet Council resident perception survey (2017) of c.500 residents 18+, carried out by telephone

# Those who feel most concerned about litter/dirt in the streets are...

37% of young people said they were concerned with litter/dirt in the streets in **2019**.



21% of young people said they were concerned with litter/dirt in the streets in **2017**. Please note, no significant testing has been performed on the 2017 results.



201 **Question:** Which, if any, of the following are you worried about? (YPS) / Of these, which three things are you PERSONALLY most concerned about? (RPS)

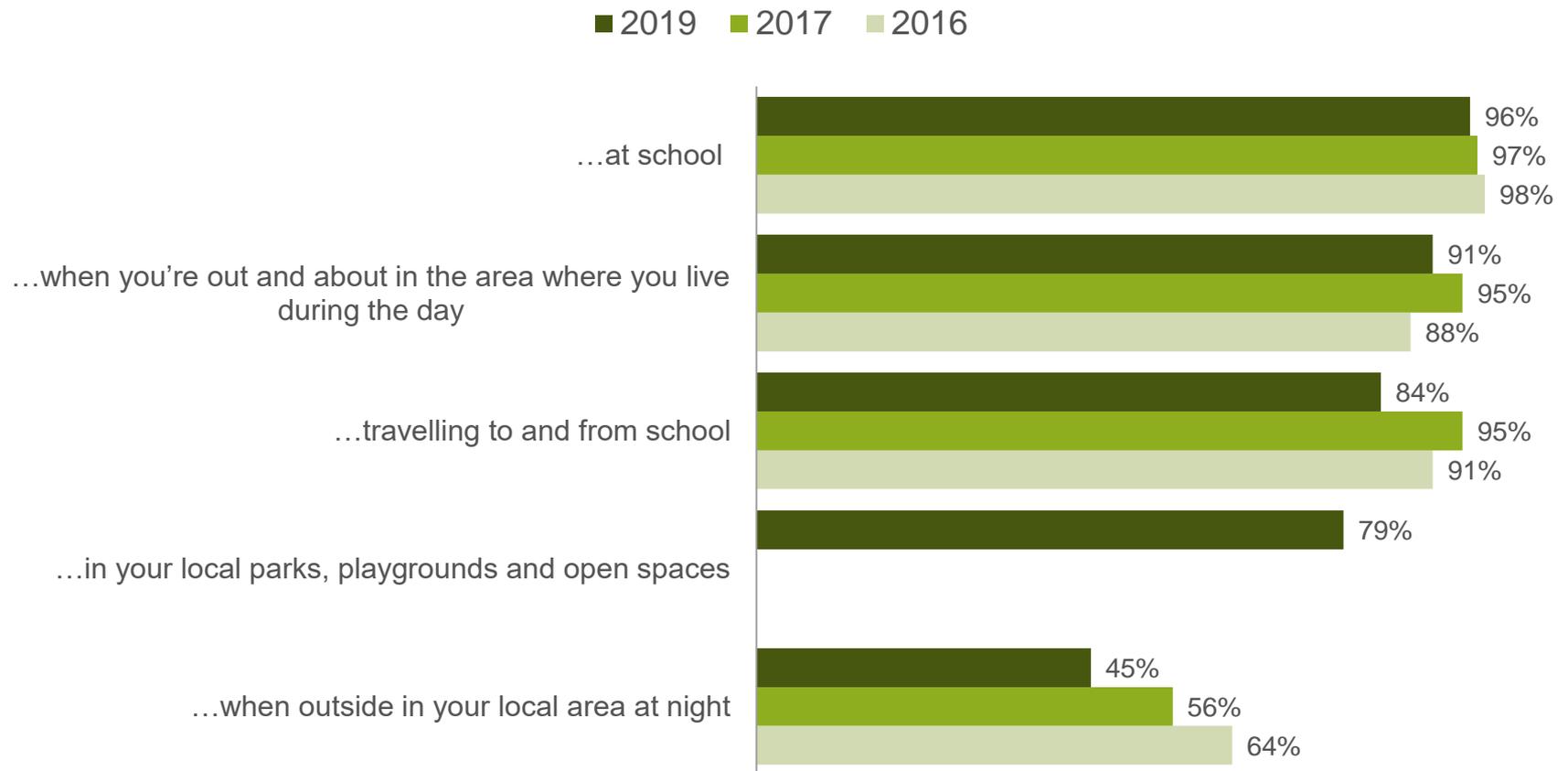
**Source:** Barnet Council Young People Survey (2019) of 520 residents aged 11-18, carried out by face-to-face/Barnet Council resident perception survey (2017) of c.500 residents 18+, carried out by telephone

# Young People's Personal Safety

# Where do young people feel most safe?

The majority of young people feel safe at school and when they're out and about in the area where they live.

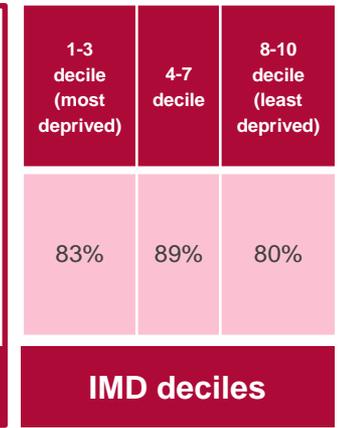
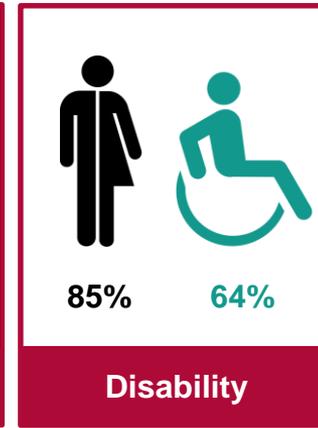
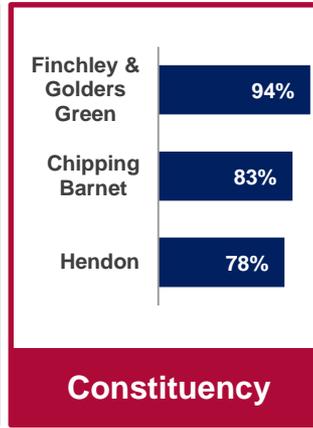
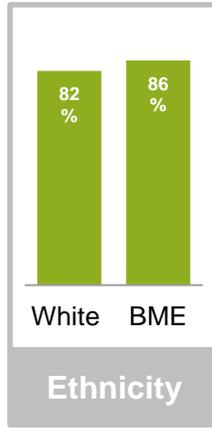
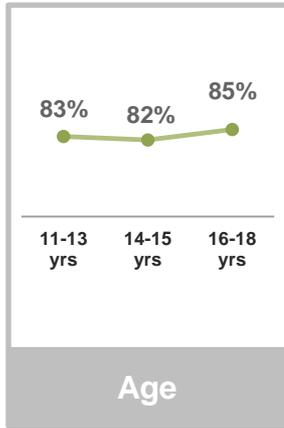
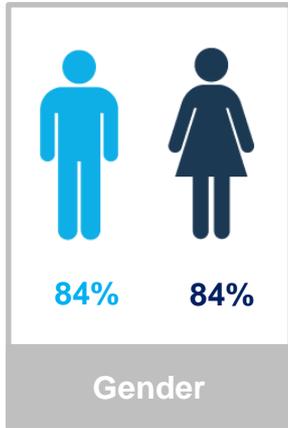
However, when compared with 2017, fewer young people feel safe travelling to and from school and outside in their local area at night (both down 11%\*)



# Young people travelling to and from school

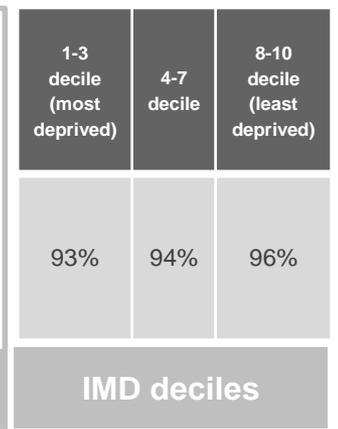
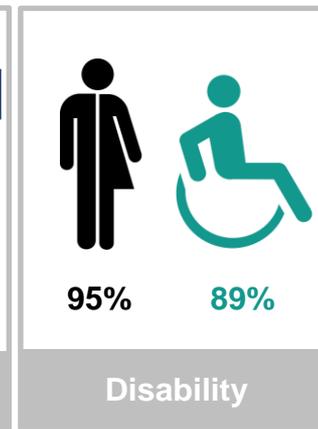
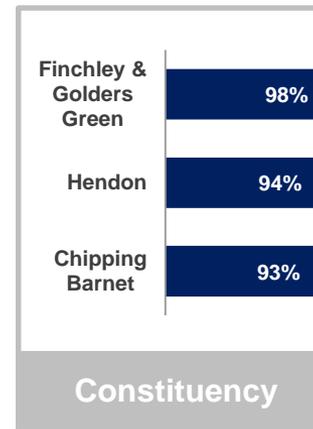
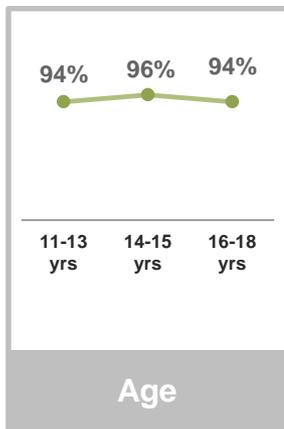
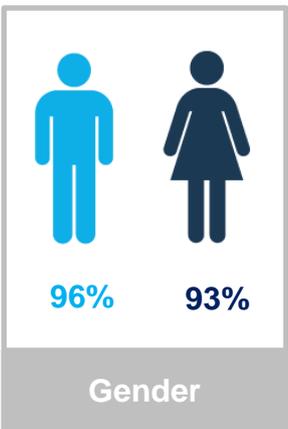
84% of young people said they felt safe travelling to and from school in 2019.

Young People Survey (2019)



95% of young people said they felt safe travelling to and from school in 2017. Please note, no significant testing has been performed on the 2017 results.

Young People Survey (2017)

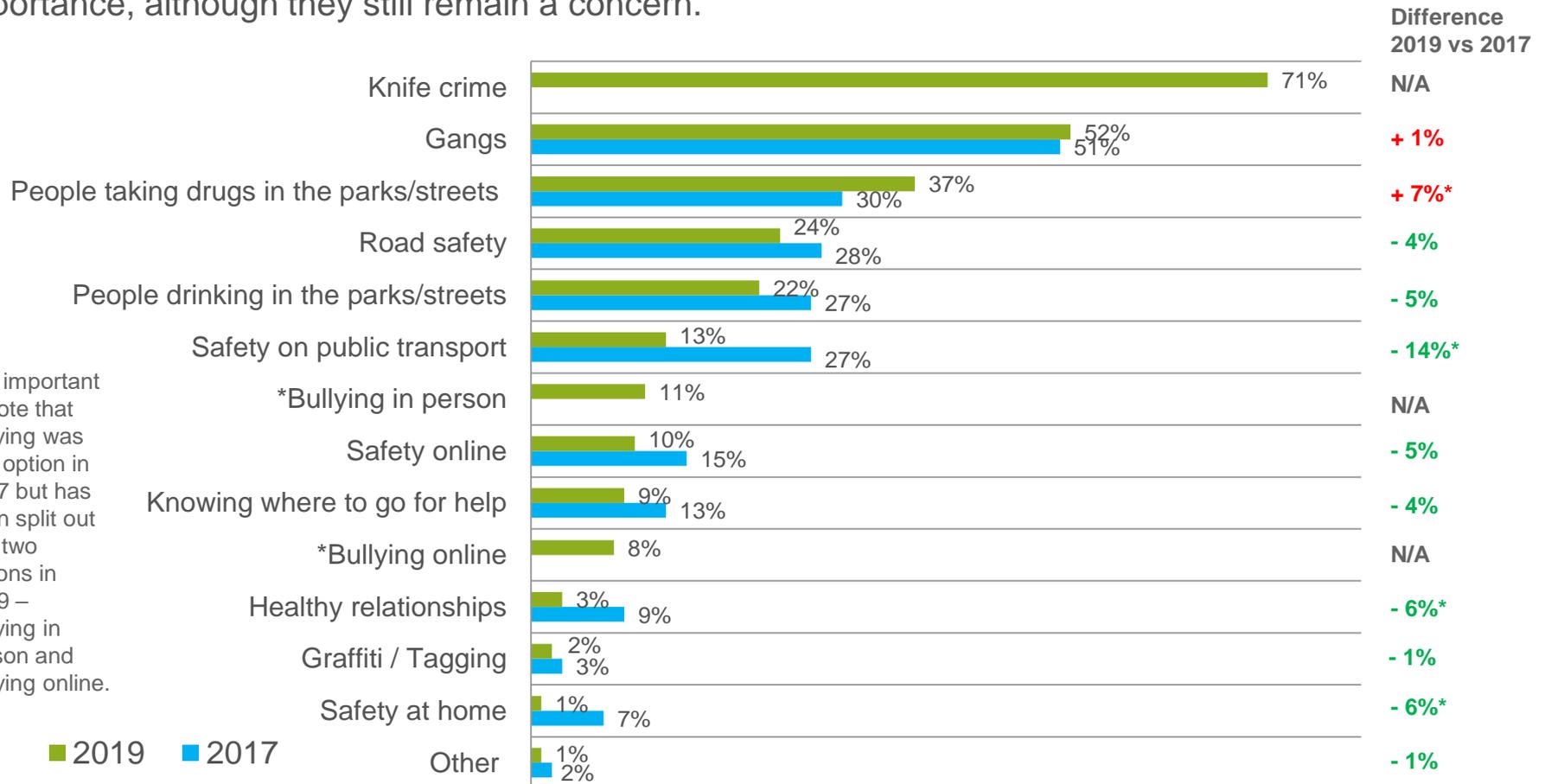


**Question:** Thinking about your local area, how safe/unsafe do you feel...  
**Source:** Barnet Council Young People Survey (2019) of 500 residents aged 11-18, carried out by face-to-face.

# Young people's personal safety concerns

Young people's top personal safety concern is knife crime (71%), which was a new option added for this survey. Other top concerns include gangs (52%) and people taking drugs in the parks and on the streets (37%), which were also in the top 3 last year (1st and 2nd – road safety was 3rd).

Some of the downward shifts in the graph below can be explained by the addition of the new 'knife crime' option – i.e. many have chosen this option, meaning other issues have moved down the list in relative importance, although they still remain a concern.



\*It's important to note that bullying was one option in 2017 but has been split out into two options in 2019 – bullying in person and bullying online.

■ 2019 ■ 2017

# Young persons' top three safety concerns by resident constituency

This slide indicates the top three safety concerns and how they compare across each constituency. Overall levels of concern across Barnet: Knife crime (71%), gangs (52%), and people taking drugs in the parks streets (37%).

## Chipping Barnet

- 1<sup>st</sup> Knife Crime (61%)
- 2<sup>nd</sup> Gangs (46%)
- 3<sup>rd</sup> People taking drugs in the parks/streets (35%)

## Finchley and Golders Green

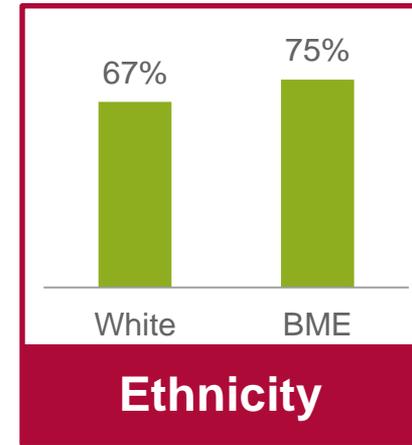
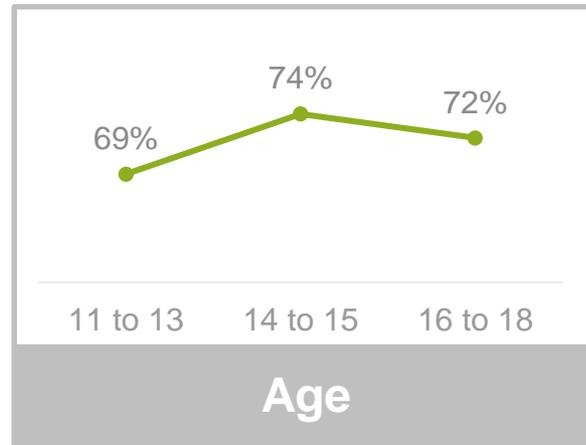
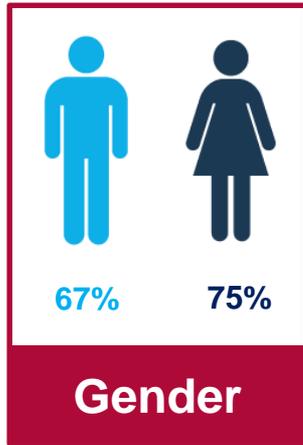
- 1<sup>st</sup> **Knife Crime (75%)**
- 2<sup>nd</sup> **Gangs (58%)**
- 3<sup>rd</sup> **People taking drugs in the parks/streets (41%)**

## Hendon

- 1<sup>st</sup> **Knife crime (74%)**
- 2<sup>nd</sup> **Gangs (53%)**
- 3<sup>rd</sup> People taking drugs in the parks/streets (39%)

# Those who consider knife crime to be a safety concern...

71% of the young people are concerned with knife crime. Girls, those who are 14-15 years old, BME and most deprived are significantly more likely to be to be concerned. Concern about knife crime varies by area with 3 in 4 young people in Finchley and Golders Green and Hendon concerned.



	1-3 decile (most deprived)	4-7 decile	8-10 decile (least deprived)
Concerns over knife crime	75%	65%	71%

**IMD deciles (YPS)**

257 **Question:** Thinking about your own safety, what issues are you most concerned about? You can choose up to three answers.

**Source:** Barnet Council Young People Survey (2019) of 500 residents aged 11-18, carried out by face-to-face

# Improving the Lives of Children & Young People

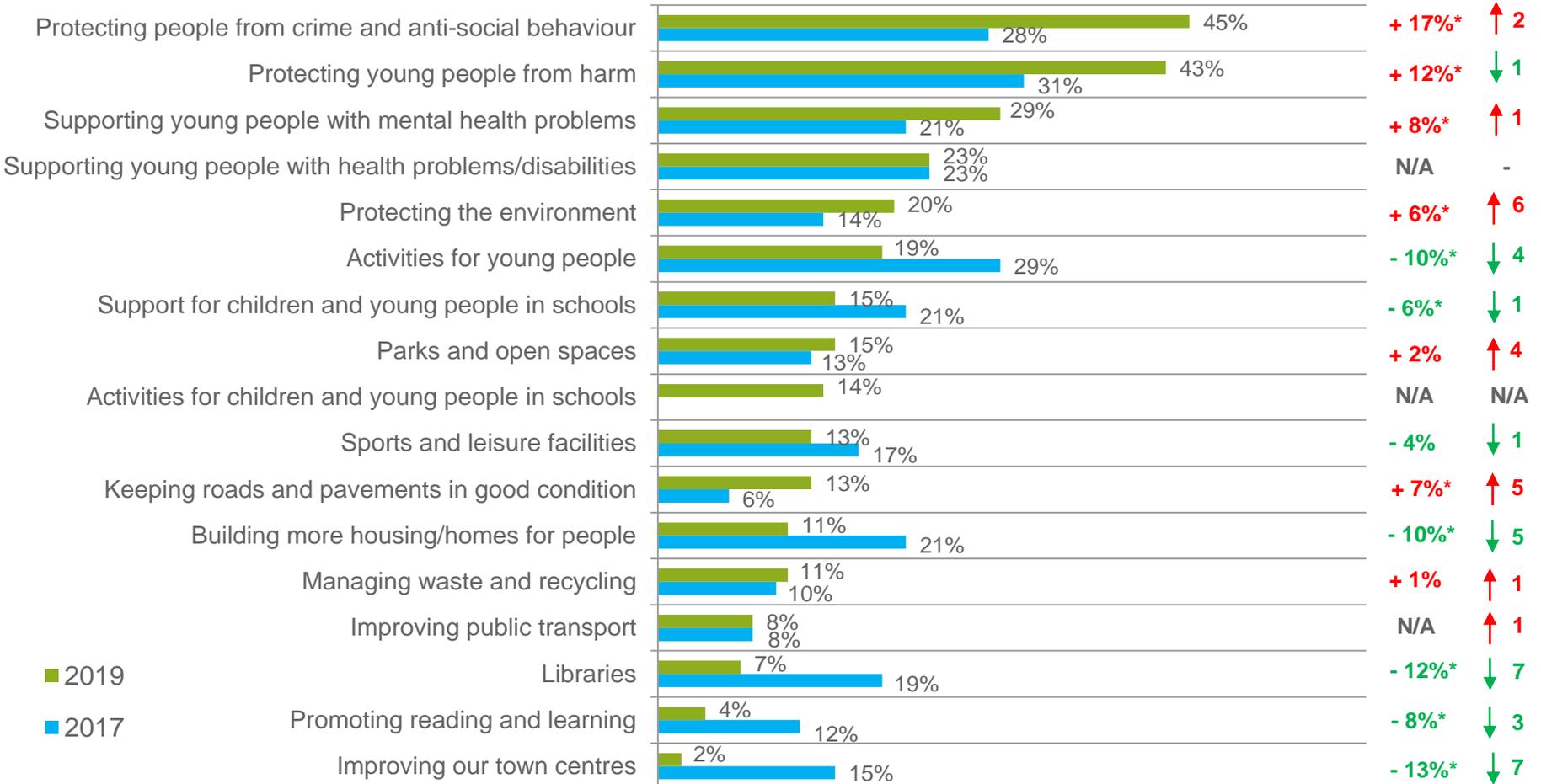
# Young People's top priority for the Council and Partners

Young peoples top priority has changed - it is now protecting people from crime and ASB. In 2017, the top concern was protecting young people from harm, followed by activities for young people and protecting young people from crime and ASB.

There have also been other changes, for example, activities for young people dropping from 2<sup>nd</sup> to 6<sup>th</sup> and libraries falling from 8<sup>th</sup> to 15<sup>th</sup>.

Difference from 2017

% rank



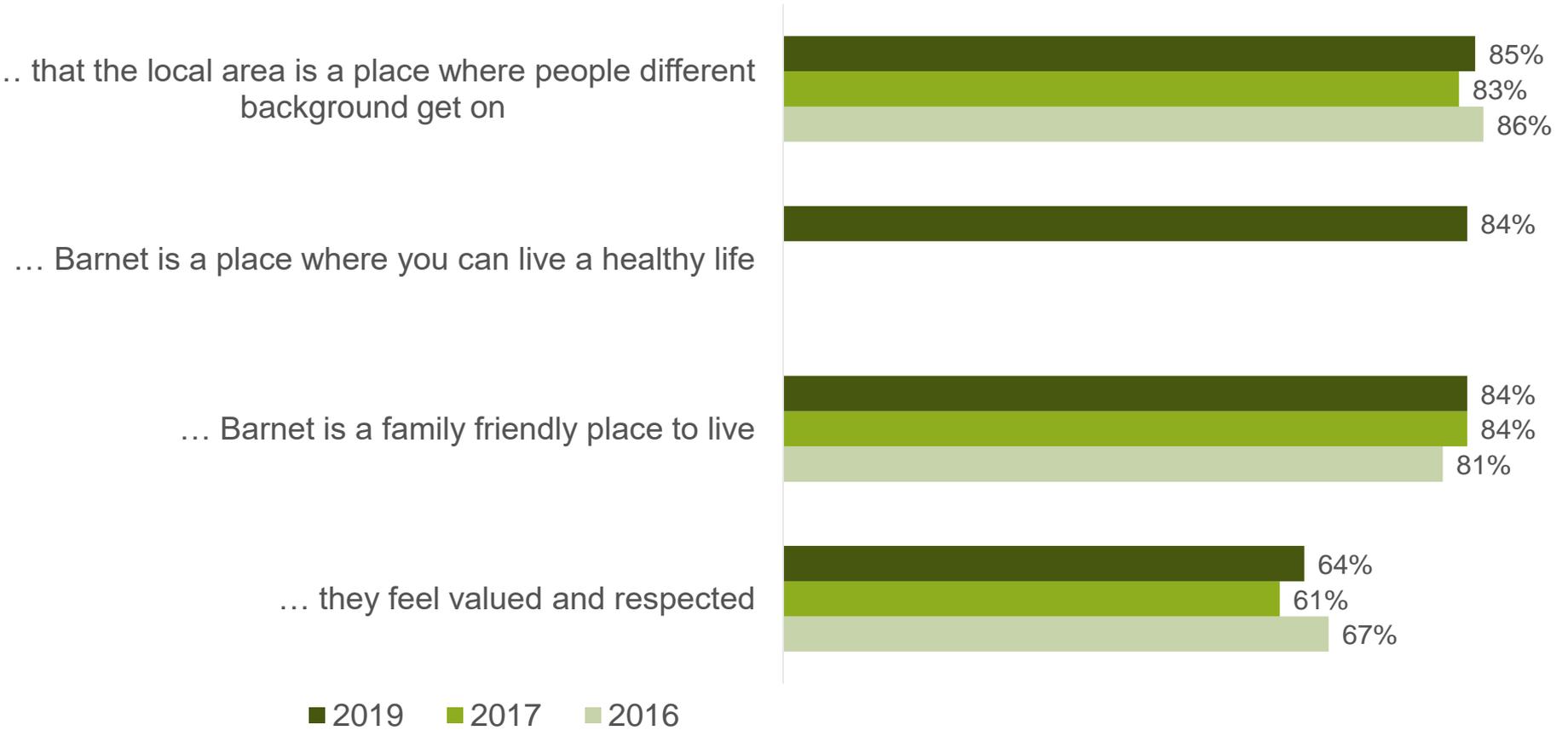
■ 2019

■ 2017

# Respect and Consideration

# Community and Cohesion – over time

Where comparable to the 2017 survey, all young people rate each community cohesion measure either the same or slightly more positively.



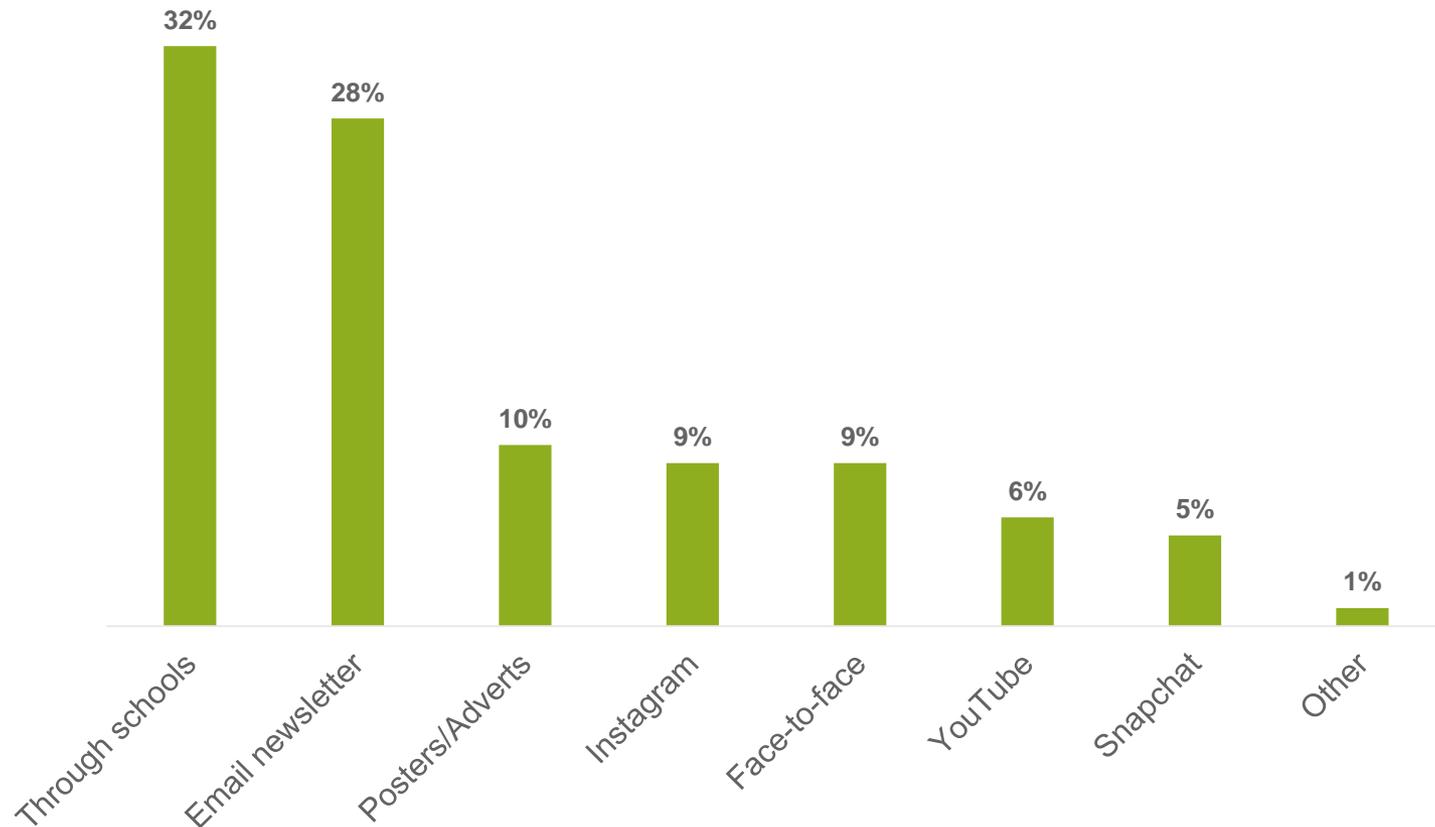
**2019** Questions: To what extent do you agree or disagree that your local area is a place where people from different ethnic backgrounds get on well together?; To what extent do you agree or disagree that Barnet is a family friendly place?; To what extent do you feel valued and respected?; To what extent do you feel that Barnet is a place where you can live a healthy life?  
Source: Barnet Council Young People survey of 500 residents 18+ , carried out face to face

# Communications

# Young people's preferred methods of communication

The majority of young people expressed a clear preference for the council to reach them either through schools (32%) or via an email newsletter (28%).

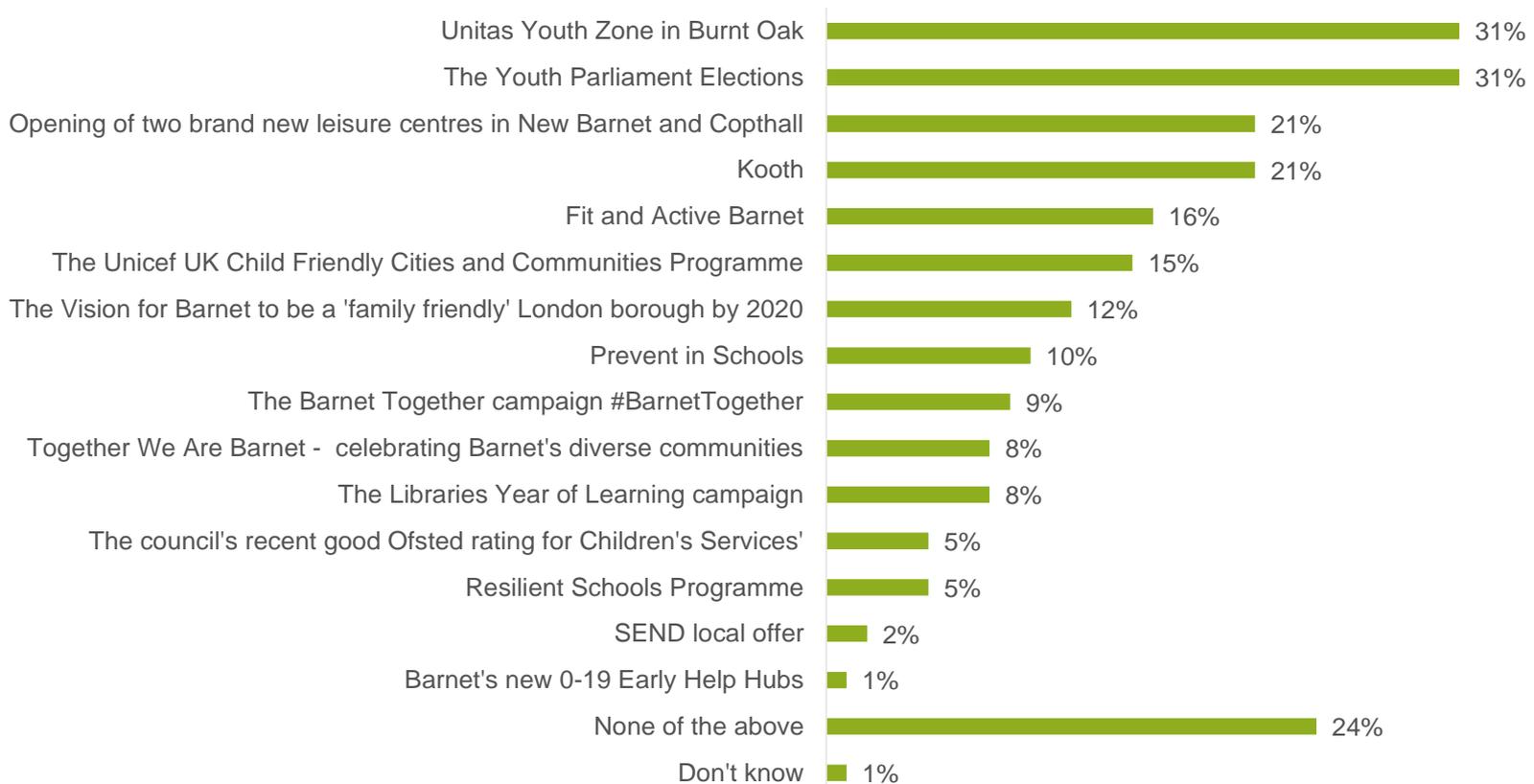
This question isn't directly comparable to the 2017 YPS but 'through schools' was also the most popular response when young people were asked for their communication preferences.



# Awareness of what the council is doing

Three quarters (75%) of young people surveyed have heard of at least one of the following pieces of work Barnet Council is doing – this is significantly higher when compared with the 2017 survey (55%).

Very few other comparisons can be made with the 2017 survey, only that significantly more have heard of the campaigns regarding the Youth Parliament Elections (+15%) and significantly fewer have heard about the Vision for Barnet for be a 'family friendly' London borough by 2020 (-7%).



# Personal Wellbeing

# Personal Wellbeing

Young people were asked to rate how satisfied they are with their life and how happy they felt yesterday on a scale of 0 to 10 – 0 being not at all and 10 being completely.



# Conclusions

# Key perception indicators



<sup>+</sup>RPS Autumn 2017 question wording: 'Involves residents when making decisions'

# **COVID-19 Young People Online Survey**

**July 2020**

**Children's Service**

# Contents

- **Introduction**
- **Sample Profile**
- **Overview of findings**
- **How worried are young people about coronavirus**
- **Effects on young people during the recent lockdown**
- **Young peoples top three worries about the pandemic**
- **Home schooling challenges**
- **Impact on social life and friendships**
- **Extra support during the pandemic**
- **Personal Wellbeing**

# Introduction

This report summarises findings from the recent COVID 19 Young People Survey 2020.

## Methodology:

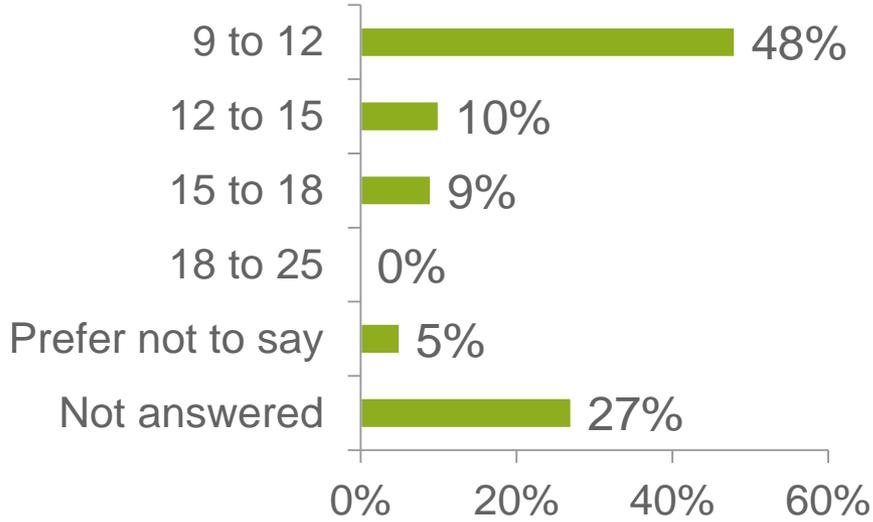
- the COVID-19 survey took place from 7 July to 30 July 2020 with 853 responses from young people
- the survey was exclusively conducted online, promoted via school headteachers and youth forums
- Headteachers were asked to encourage their pupils to complete the survey
- Barnet Parent Carers forum and SENDIAS were also asked to promote the survey

## Calculating and reporting on results

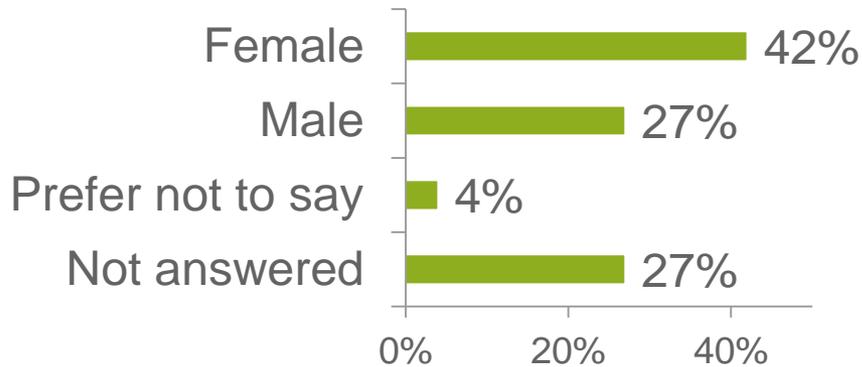
- The results for each question are based on “valid responses”, i.e. all those providing an answer (this may or may not be the same as the total sample) unless otherwise specified. The base size may therefore vary from question to question.

# Sample Profile

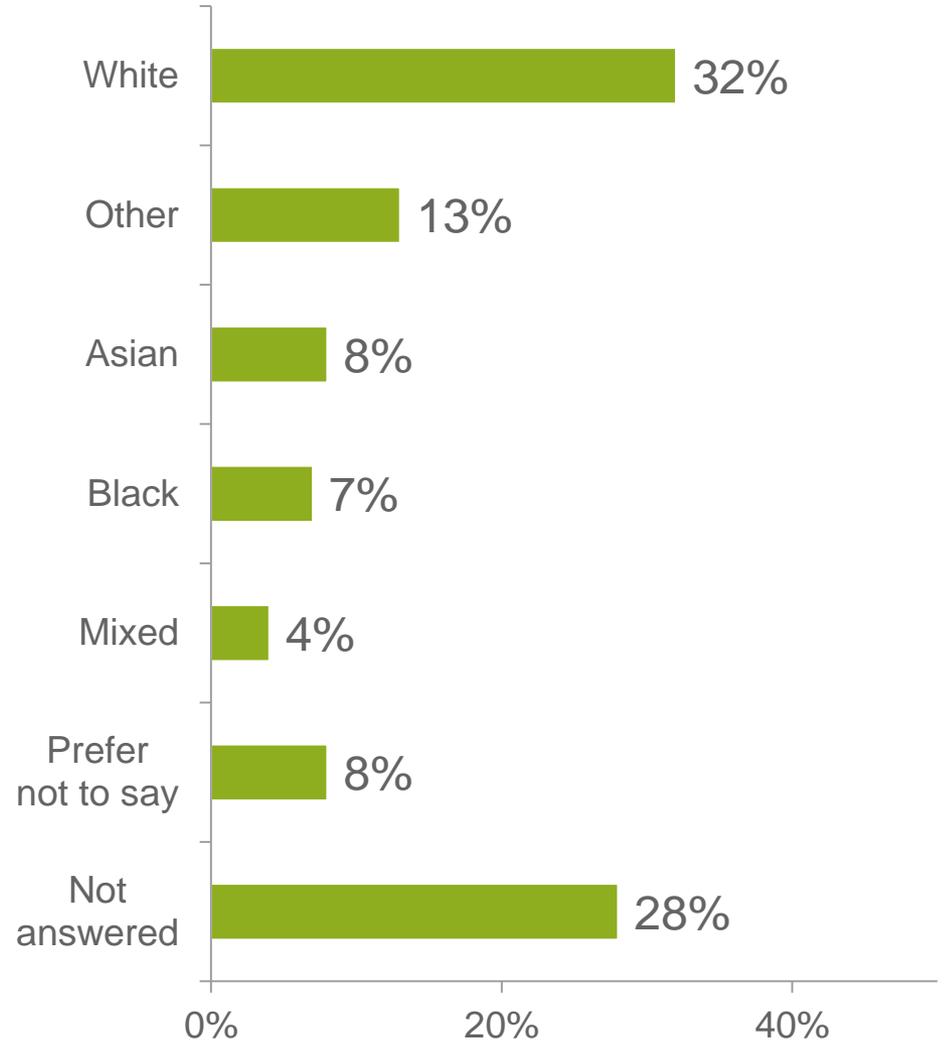
## Age



## Gender



## Ethnicity



# Overview of findings

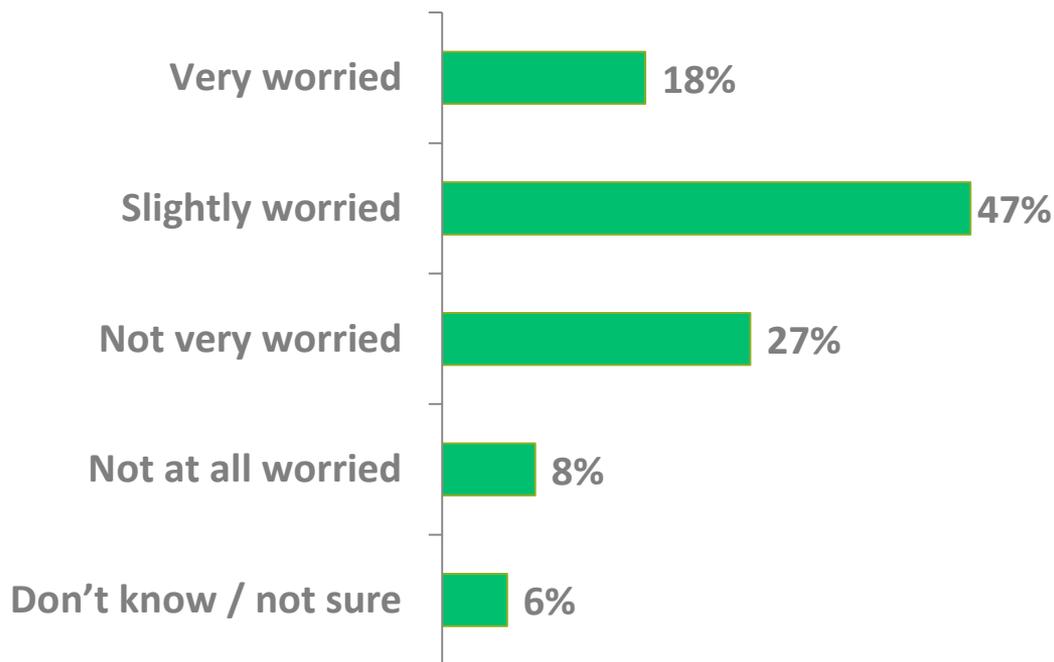
# Overview –key highlights

- Overall, the COVID 19 Young Person Survey results highlight the worries and concerns children and young people have over the COVID-19 crisis.
- The majority of young people consider the effect of the crisis to be, doing less physical activity (51%) followed by harm to their long-term education (50%), and their mental health and well-being being affected (43%)
- Young people say they were most worried about their education and exams (55%) during lockdown, followed by staying safe from the coronavirus (35%) and their mental health and well-being (34%)
- The majority of young people think more support should be provided for dealing with stress and isolation (51%) followed by close and regular contact with teachers (46%) and exercises for children while at home (45%)
- The findings also give some further insight on where else we need to focus our support in order to ensure the health and well being of all young people.
- Some segmentation analysis of key demographics have been provided in this report and further analysis will be conducted over the coming months to help provide more insight on where to focus our support for young people.

# How worried are young people about coronavirus

- The chart below shows that two thirds of young people (65%) indicated that they are worried about coronavirus.
- A further third (35%) indicated that they were not worried about the virus. The remainder indicated they did not know or were not sure (6%)

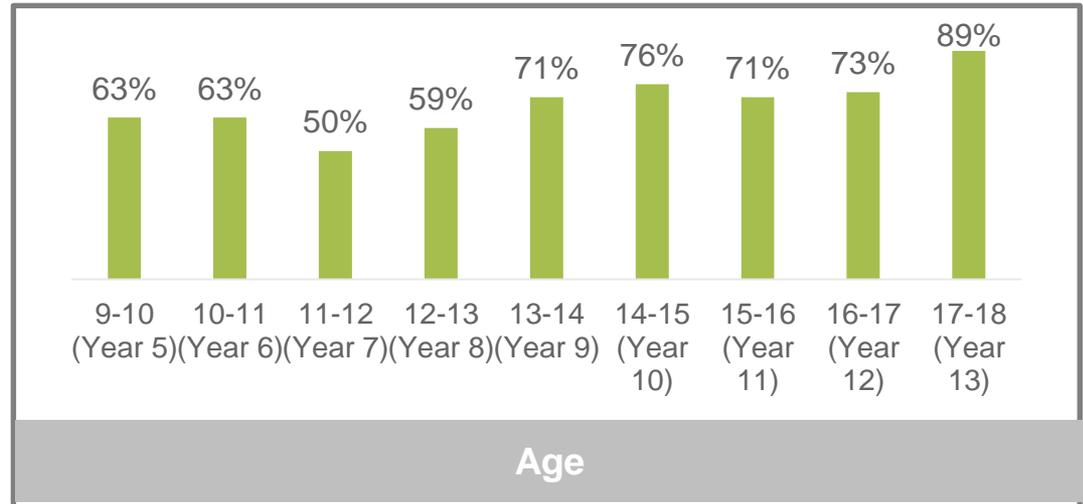
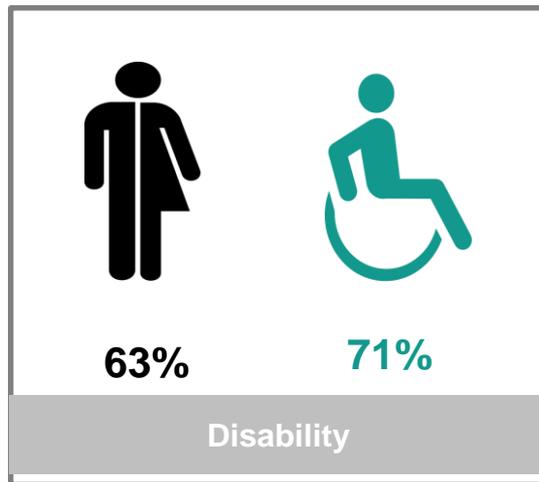
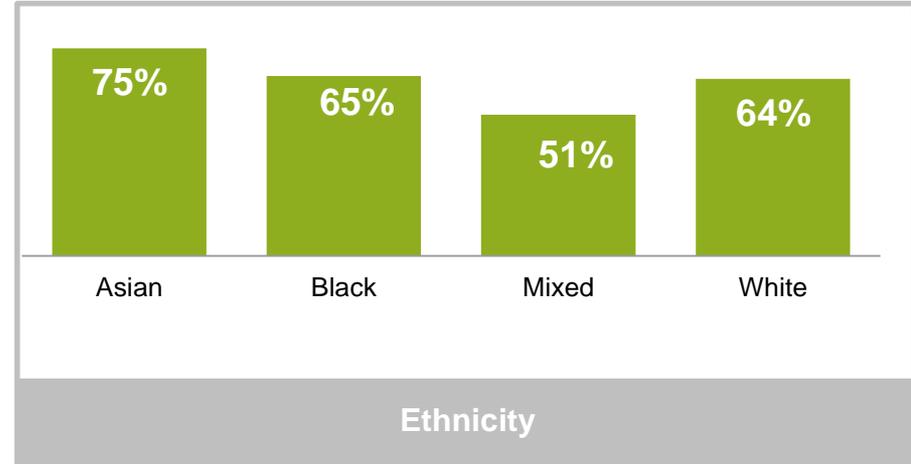
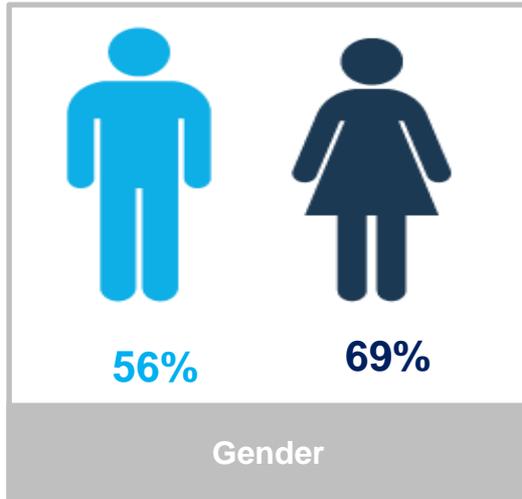
Q1 How worried are you about coronavirus?



Base: 853

# Who are more likely to be worried about Coronavirus?

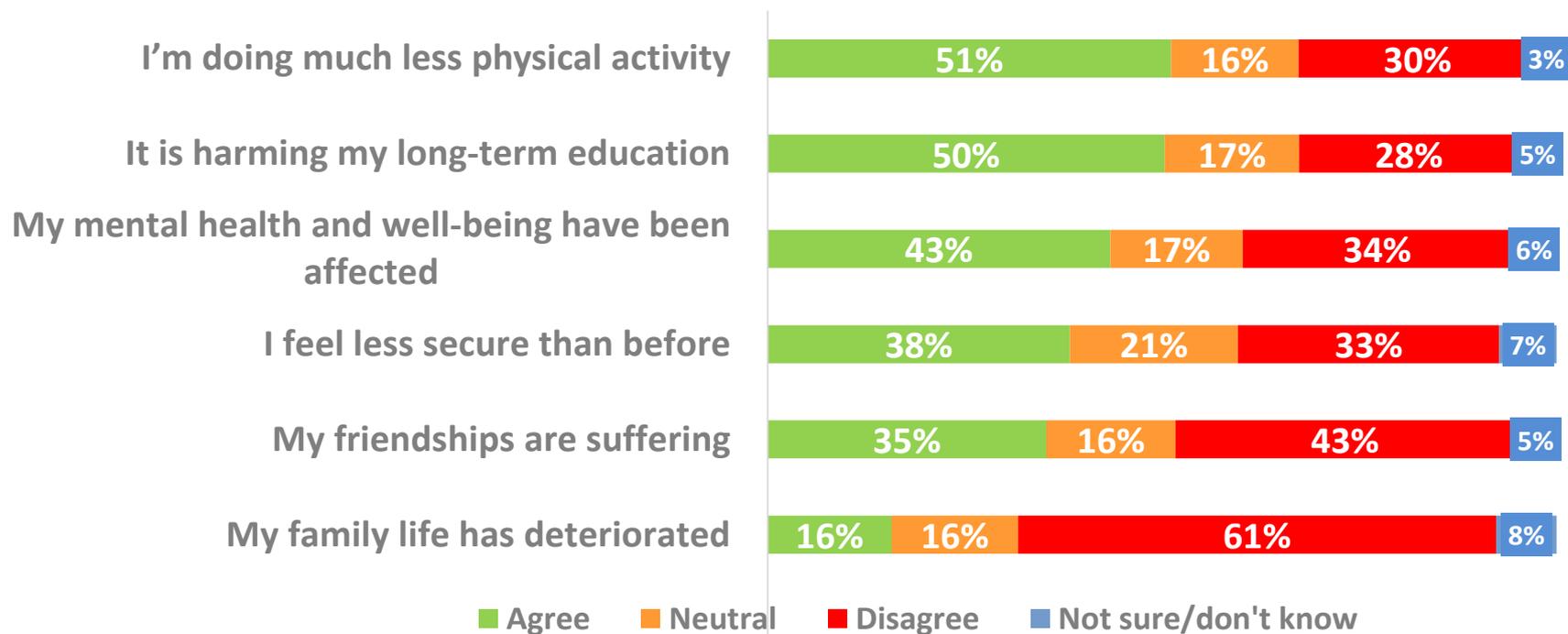
- Young people of Asian ethnic origin, girls, those with a disability, and young people aged 13 years old and above are more likely to be worried about coronavirus



# Effects on young people of the recent lockdown

- Half of young people indicated they have been doing less physical activity compared to prior the pandemic (51%) and half indicated that they felt the pandemic is harming their long-term education (50%).
- Around two fifths indicated they felt their long term mental health and well being had also been affected (43%), and felt less secure than before the pandemic (38%).
- A third felt their friendships were suffering (35%). Positively only a small minority felt their family life had been affected (16%)

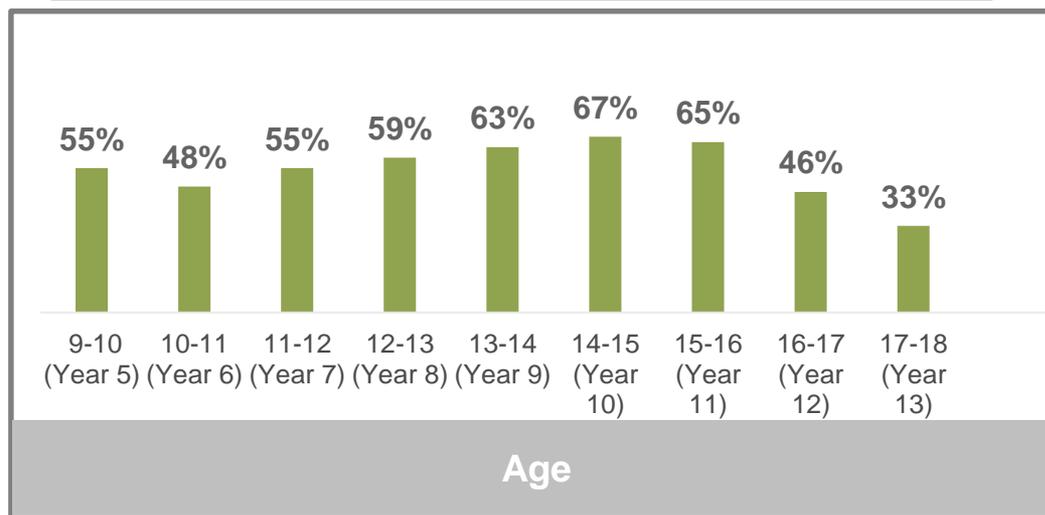
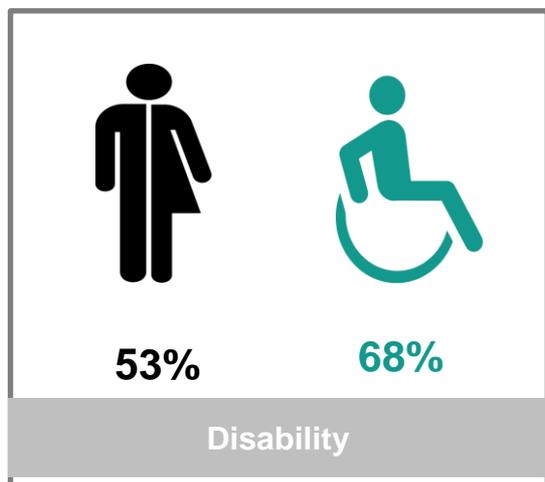
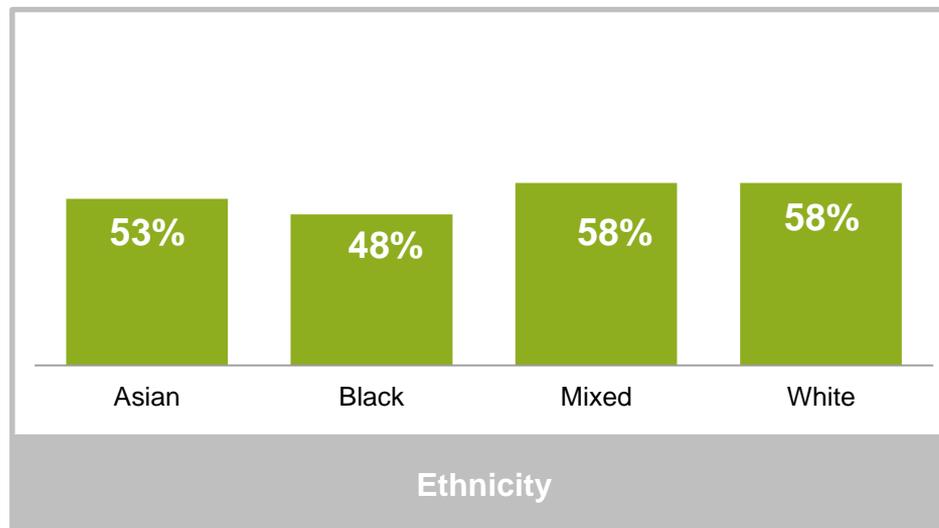
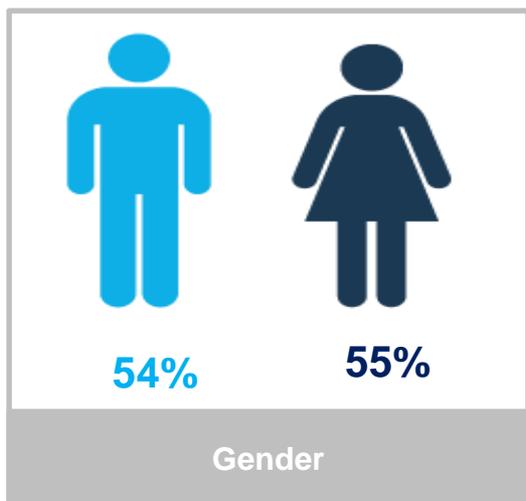
Q To what extent do you agree or disagree with the following statements about how the recent lockdown has affected you?



Base: 745

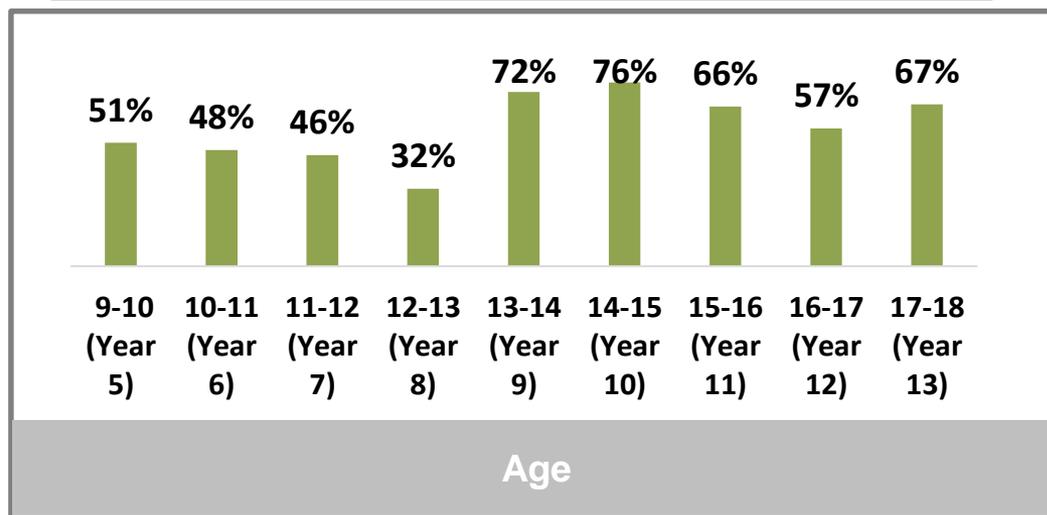
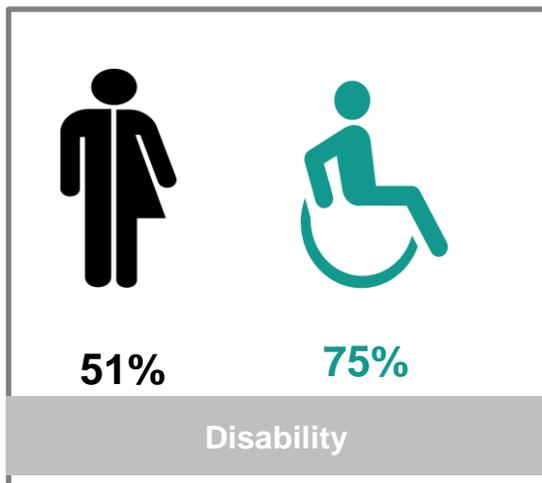
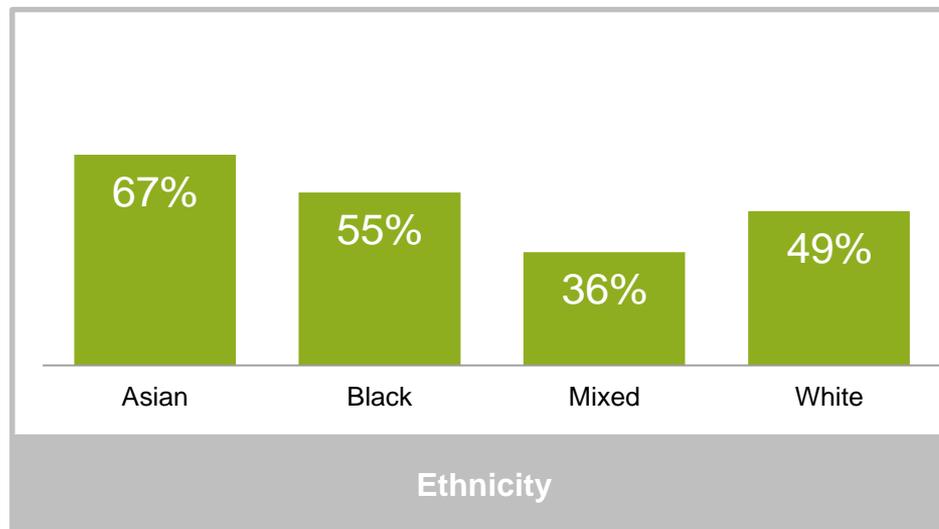
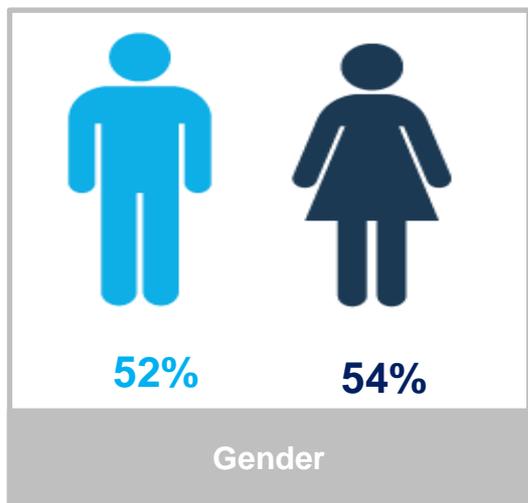
# Who are more likely to be doing less physical activity?

- Young people of White or Mixed ethnic origin, with a disability, and those aged 13 to 16 years old are more likely to be doing less physical activity.



# Who are more likely to agree the pandemic is harming their long-term education?

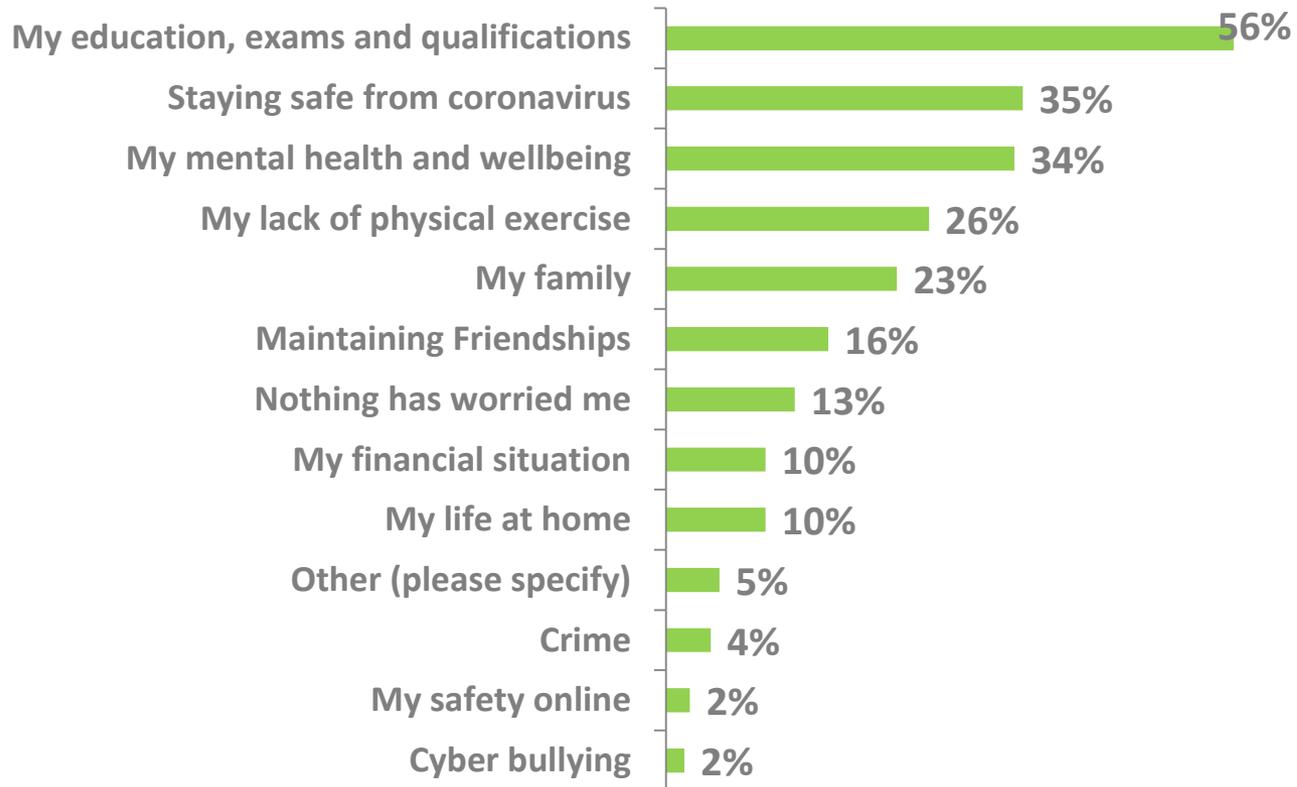
- Young people, of Asian and Black origin, with a disability, and year nine and ten students are more likely to agree the pandemic is harming their long term education.



# Young peoples top three worries about the pandemic

- Young people's top three worries about the pandemic are their education and exams during lockdown (56%), followed by staying safe from the coronavirus (34%) and their mental health and well-being (34%). Around a quarter of young people indicated that their lack of physical exercise and their family were one of their top three worries.
- Young people are less likely to indicate that Crime (4%), their online safety (2%) and cyber bullying (2%) was one of their top three worries

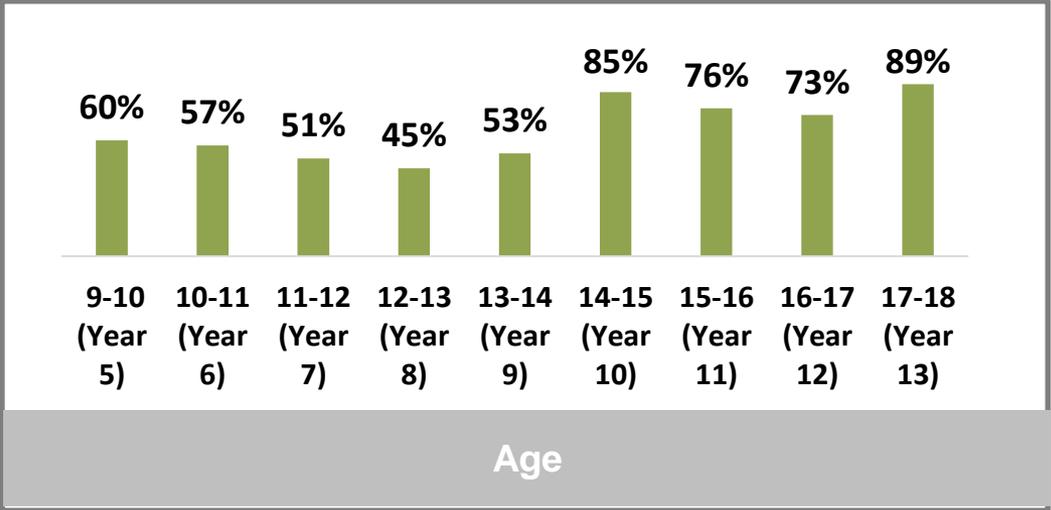
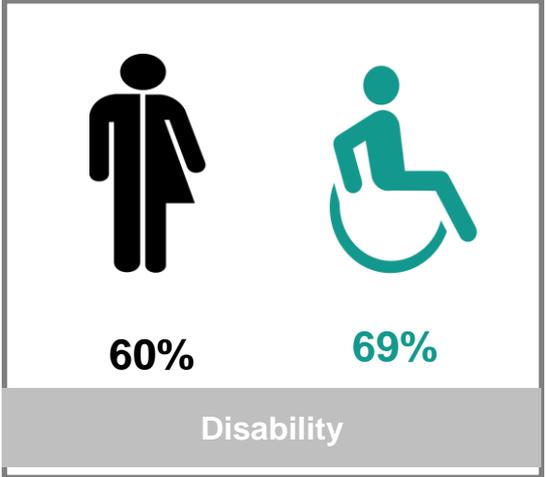
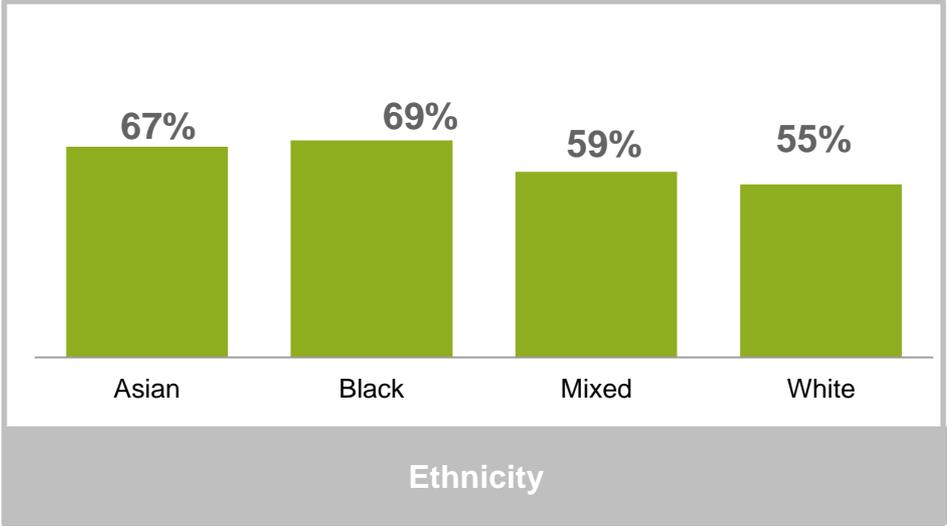
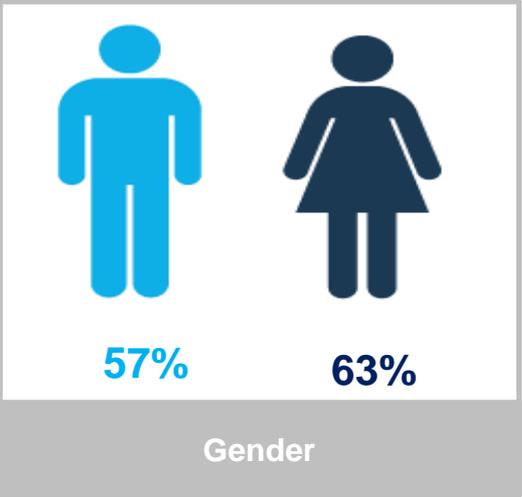
Q. What has worried you most during the recent lockdown? Tick up to three options only



Base: 730

# Who are more likely to be worried about their education, exams and qualifications?

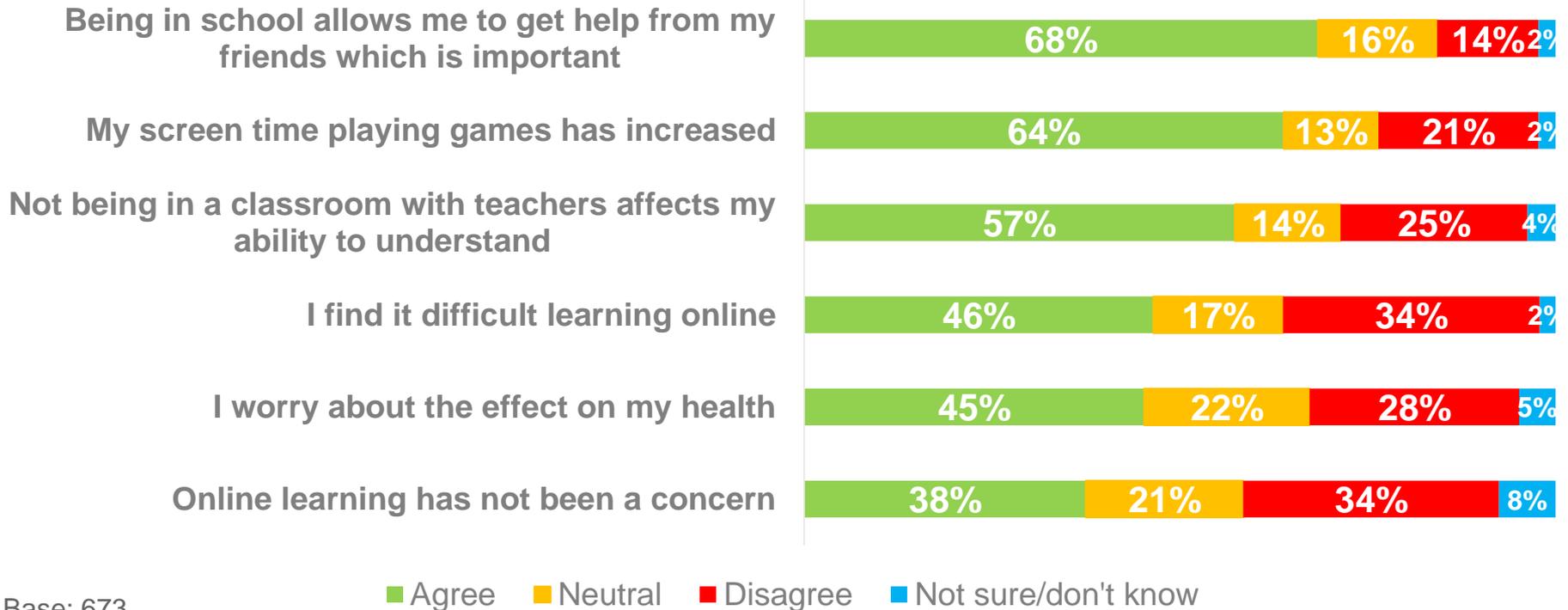
- Girls, young people of Asian and Black origin, with a disability, and year ten to year 13, are more likely to be worried about their education, exams and qualifications.



# Home schooling challenges

- Nearly three fifths of young people indicated that not being in school with a teacher affects their ability to understand. Just under half indicated that they found it difficult learning online (46%) and that they worry about the effect of online learning on their health (45%).

Q Being out of the classroom has meant more screen time online. To what extent do you agree or disagree with the following statements about learning online?

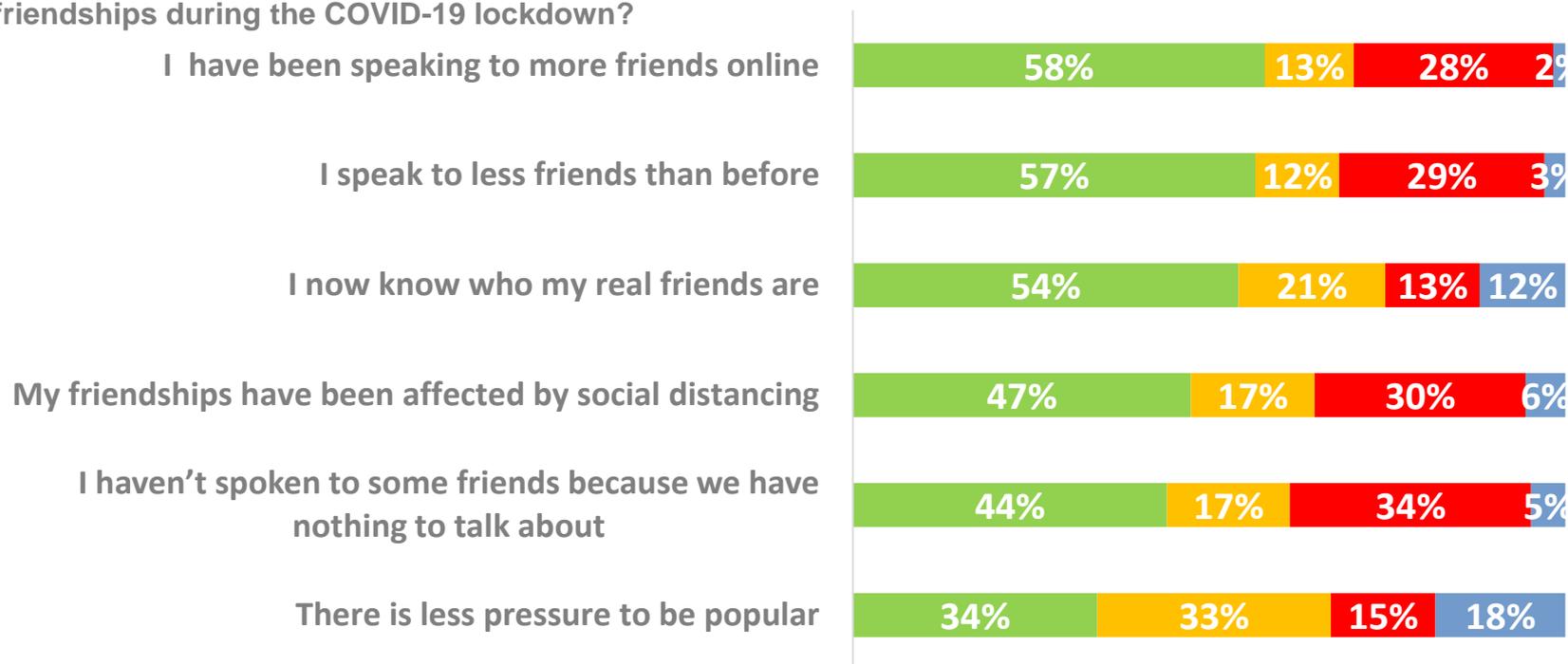


Base: 673

# Impact on social life and friendships

- Three fifths of young people indicated that during the lockdown they were speaking more to friends on line (58%), however that they also spoke to friends less during the lockdown (57%) .
- Around half agree they now know who their real friends are (54%) and that their friendships have been affected by social distancing. Two fifths (44%) indicated that they have not spoken to some friends because they have nothing to talk about.

Q. To what extent do you agree or disagree with the following statements about your social life and friendships during the COVID-19 lockdown?



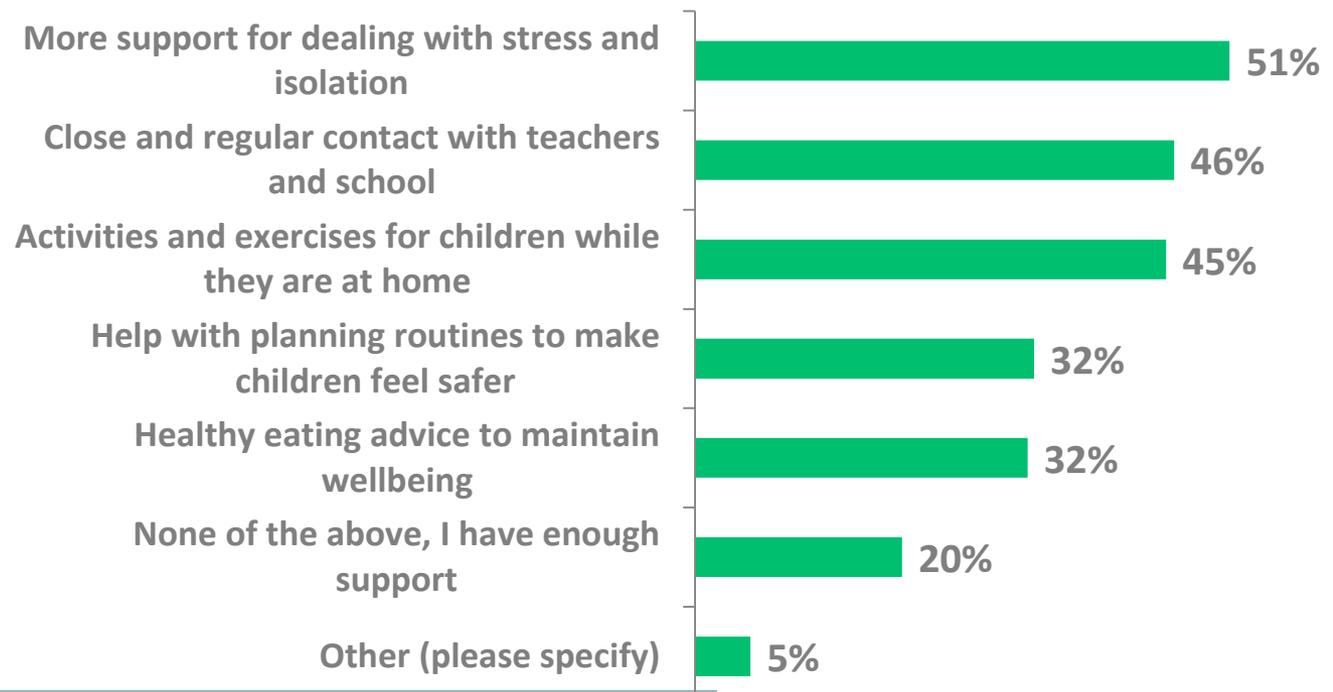
Base: 651

■ Agree 
 ■ Neutral 
 ■ Disagree 
 ■ Not sure/don't know

# Extra support during the pandemic

- Around half of young people indicated that they would like more support for dealing with stress and self isolation (51%), more close and regular contact with teachers and schools (46%), and more activities for children and young people while they are at home.
- A further third indicated they would like help with planning routines to make children and young people feel safer (32%), and healthy eating advice to maintain well being (32%).

Q What extra support do you think should be provided to help young people cope?



Base: 651

# Personal Wellbeing

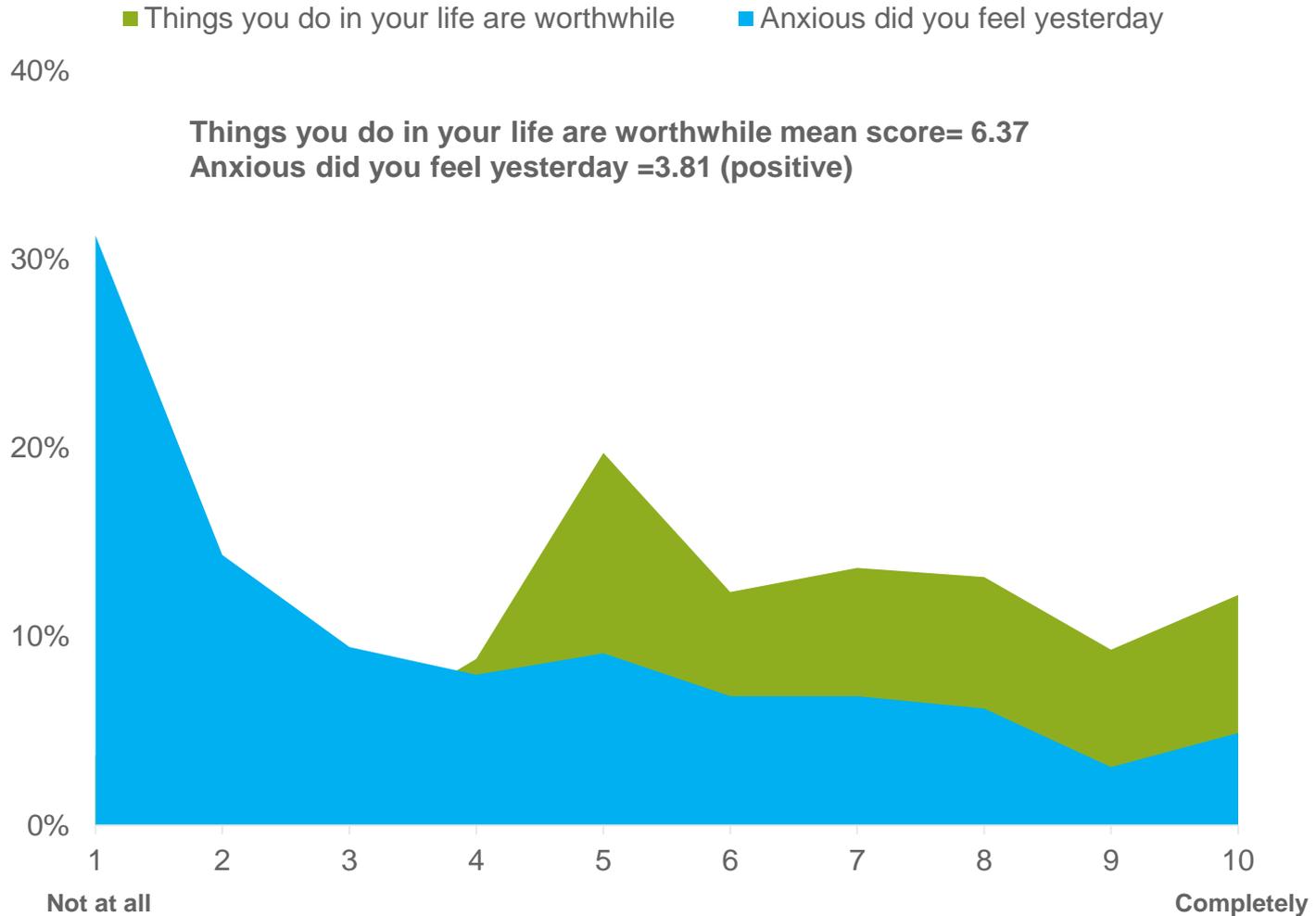
Young people were asked to rate how satisfied they are with their life and how happy they felt yesterday on a scale of 0 to 10 – 0 being not at all and 10 being completely.



Base: 651

# Personal Wellbeing

Young people were asked to rate whether they feel the things they do in their life are worthwhile and how anxious they felt yesterday on a scale of 1 to 10 – 1 being not at all and 10 being completely.



Base: 651

	<p style="text-align: right;">AGENDA ITEM 11</p> <p style="text-align: center;"><b>Children, Education and Safeguarding Committee 22<sup>nd</sup> September 2020</b></p>
<p style="text-align: center;"><b>Title</b></p>	<p style="text-align: center;"><b>The future delivery of the Education and Skills Service</b></p>
<p style="text-align: center;"><b>Report of</b></p>	<p>Chairman of the Committee - Cllr David Longstaff</p>
<p style="text-align: center;"><b>Wards</b></p>	<p>All</p>
<p style="text-align: center;"><b>Status</b></p>	<p>Public, save exempt Appendix C which contains financial information about a body in accordance with Paragraph 3, Schedule 12A Local Government Act 1972</p>
<p style="text-align: center;"><b>Urgent</b></p>	<p>No</p>
<p style="text-align: center;"><b>Key</b></p>	<p>No</p>
<p style="text-align: center;"><b>Enclosures</b></p>	<p>Appendix A - Full Business Case (including Appendix 1 - Initial analysis of options; Appendix 2 - Options assessment against the evaluation criteria; Appendix 3 - Summary of consultation responses), and additional appendices to the Full Business Case:</p> <ul style="list-style-type: none"> <li>• Appendix 4 – Consultation report</li> <li>• Appendix 5 - Joint response from trade unions</li> <li>• Appendix 6 – Joint trade unions petition</li> <li>• Appendix 7- NAHT response</li> </ul> <p>Appendix B - Equalities Impact Assessment</p> <p>Appendix C – Exit Agreement for termination of contract with Mott MacDonald- <b><i>Exempt appendix</i></b></p> <p>Appendix D- Shareholders Agreement in relation to the Barnet Education and Learning Service</p> <p>Appendix E- Barnet Education and Learning Service (BELS) Annual Business Plan</p>

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## Summary

In April 2016 Barnet entered into a new seven-year strategic partnership with Mott MacDonald, trading as Cambridge Education, to provide all of the council's education services. The partnership was established in consultation with Barnet schools following a detailed options appraisal and procurement process. The aim of establishing the partnership was to:

- Maintain Barnet's excellent education offer
- Maintain an excellent relationship between the council and schools
- Achieve the budget savings target for the service up to 2020.

The contract was due to expire on 31st March 2023 with an option to extend for any period up to a maximum of three years, potentially extending the contract up to the end of March 2026.

As a result of the complexities and consequences of the COVID-19 crisis on Mott MacDonald's business, the council and Mott MacDonald agreed that the termination of the Education and Skills contract may be the most appropriate course of action. The council and Mott MacDonald entered into negotiations regarding the future of the contract, with a view to agreeing a controlled exit by mutual consent. This meant that the council needed to consider urgently the best way of delivering the Education and Skills service in the future in order to protect the council, its relationship with schools and services for children and young people.

A confidential report was submitted to the council's Policy and Resources Committee on 17th June 2020, setting out the current situation and giving authority to the Executive Director for Children and Young People to make a decision, in consultation with the Commercial Director and Chairman of the Children, Education and Safeguarding Committee, to continue negotiations with Mott MacDonald and to terminate the contract if satisfactory terms could be reached and to consult with interested parties on alternative delivery options.

A chief officer in consultation with committee chairman Delegated Powers Report was published on 6<sup>th</sup> July 2020, setting out the agreed Heads of Terms for the termination of the contract with Mott MacDonald and the decision to terminate the contract with the Heads of Terms appended as a confidential report. A consultation with schools and the Steering Group of the Parent Carer Forum ran from 19<sup>th</sup> June to 3<sup>rd</sup> July and the results from this were set out within the report. An Equality Impact Assessment was also completed and was appended to the report. These were considered alongside the further analysis of the options that had been undertaken and the report set out the decision to implement option 2, which was to transfer all of the Education and Skills services and staff into a Local Authority Controlled

Company and to novate the current contract with Mott MacDonald, with the contract with ISS to provide catering novating to the council.

The Children, Education and Safeguarding Committee is asked to note the content of the report, the decisions that were set out in the Delegated Powers Report on the 6<sup>th</sup> July and the operational steps that have been taken to implement the decision.

## **Officers Recommendations**

- 1. That the Children, Education and Safeguarding Committee note the content of the report.**
- 2. That the Children, Education and Safeguarding Committee note the decision to terminate the current contract with Mott MacDonald.**
- 3. That the Children, Education and Safeguarding Committee note the decision to novate the current contract with Mott MacDonald to the newly created Barnet Education and Learning Service Ltd and for the option to extend the contract to 31<sup>st</sup> March 2026 to be exercised.**
- 4. That the Children, Education and Safeguarding Committee note the decision to novate the current contract which Mott MacDonald holds with ISS to provide catering services to the council and to commission Barnet Education and Learning Service Ltd to manage the contract on behalf of the council.**
- 5. That the Children, Education and Safeguarding Committee note the Shareholder Agreement in relation to Barnet Education and Learning Service and the annual Barnet Education and Learning Service Business Plan.**

### **1. WHY THIS REPORT IS NEEDED**

- 1.1 Barnet is well known for the excellent quality of its schools and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.

### **2. STRATEGIC CONTEXT**

- 2.1 In April 2016 Barnet entered into a new seven-year strategic partnership with Cambridge Education, to provide all the council's education services. The partnership was established in consultation with Barnet schools following a detailed options appraisal and procurement process as set out in the report approved by the Council on 8th December 2015. The strategic objectives when establishing the partnership were to:
  - Maintain Barnet's excellent education offer
  - Maintain an excellent relationship between the Council and schools

- Achieve the budget savings target for the service up to 2020.
- 2.2 The contract was due to expire on 31st March 2023 with an option to extend for any period up to a maximum of three years, potentially extending the contract up to the end of March 2026.
- 2.3 The performance against all three of the stated objectives for the partnership has been strong and the benefits that were expected from the partnership have been realised. Educational progress and achievement have improved consistently year on year. 96.8% of Barnet schools are good or outstanding and Barnet is now in the top 10% for almost all measures and the top 5% for many of the measures. The £1.885m budget savings target for the service up to 2020 has been achieved and the excellent relationship with schools has been at least maintained.
- 2.4 There is also a very strong and experienced management team in place within the Education and Skills service, which has the confidence of schools, members, Council officers and other stakeholders.
- 2.5 The table below provides a summary of the performance against the strategic objectives.

Strategic Objective	Summary of performance
1. To maintain Barnet's excellent education offer	<ul style="list-style-type: none"> <li>• Educational progress and achievement have improved consistently year on year</li> <li>• 96.8% of Barnet schools good or outstanding</li> <li>• Barnet now in the top 10% for almost all measures and top 5% for many of the measures</li> <li>• All areas for improvement identified in the original business case have been significantly improved.</li> <li>• 2<sup>nd</sup> in the country for both Progress 8 and Attainment 8</li> <li>• In the top 10% for all measures for disadvantaged pupils</li> </ul>
2. To maintain Barnet's excellent relationships with schools	<ul style="list-style-type: none"> <li>• Schools have been engaged in the governance arrangements for education and skills through boards and sub-groups.</li> <li>• Successful engagement with schools that require improvement, evidenced through improved results.</li> <li>• Traded income levels have been maintained despite financial challenges facing schools.</li> </ul>

Strategic Objective	Summary of performance
3. To achieve the budget savings target for the service	<ul style="list-style-type: none"> <li>• All of the MTFs savings that were built into the contract have been achieved.</li> <li>• 200k of further savings have been delivered through the transfer of the Early Years Standards team and Barnet Early Years Alliance SLAs.</li> <li>• There has been no gainshare delivered through the contract.</li> </ul>

### **The impact of COVID-19 on the delivery of the contract**

- 2.6 The unprecedented nature of the COVID-19 pandemic had significant impacts on the contract delivery model and Mott MacDonald notified a Force Majeure event under the contract in April, noting the potential effect of the event (covid19) on the performance of the obligations under the contract with the council. Under this Force Majeure event the council provided temporary financial support to mitigate against these impacts, in accordance with Cabinet Office guidance.
- 2.7 As a result of the complexities and consequences of the COVID-19 crisis there would have needed to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract. This could have included changes to the terms and conditions of staff and salary arrangements and other commercially confidential conditions, which would have been unacceptable to the council and would have undermined the delivery of the service.

### **Report to Policy and Resource's Committee on 17<sup>th</sup> June**

- 2.8 A report was submitted to the council's Policy and Resources Committee on 17th June 2020, setting out the situation and giving authority to the Executive Director for Children and Young People to make a decision on the future arrangements for the current contract and, if this decision involved terminating the current contract earlier, considering what options were appropriate for future delivery of the services. This report was confidential due to the negotiations between the council and Mott MacDonald being ongoing. The Committee resolved the following:
1. That the Policy and Resources Committee note the content of the report, the success of the contract with Cambridge Education to date and the impact of COVID-19 on Mott Macdonald's future and therefore the delivery of the contract.
  2. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People, in consultation with the Commercial Director and the Chairman of the Children, Education and Safeguarding Committee, to continue discussions with Mott McDonald on termination of the current contract and to agree to the termination of the contract if satisfactory terms are negotiated.
  3. That the Policy and Resources Committee agree the initial options appraisal and that, if a decision is taken to terminate the contract with Cambridge Education, two options of transferring the Education and Skills service either back in-house and/or into a Local Authority Controlled Company (LACC) are taken forward for further appraisal in a Full Business Case.

4. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People to consult with schools and other key stakeholders on the two options for the future delivery of the Education and Skills service.
  5. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People, in consultation with the Chairman of the Children, Education and Safeguarding Committee, to make the following decisions:
    - (i) agree the business case and decide which of the two options to implement;
    - (ii) take all operational steps to facilitate the implementation of the agreed option, including but not limited to transfer of staff, setting up any required corporate body, novate any existing contracts, including exercising any option to extend until 31 March 2026 and agreeing terms of any new contract for delivery of services, subject to the term not continuing beyond 31 March 2026.
  6. In addition to a Delegated Powers Report and reporting to the Children, Education and Safeguarding Committee on the educational outcome of decisions on this matter, the chairman of the Children, Education and Safeguarding Committee is instructed to report back to the next meeting of the Policy and Resources Committee on the contractual and financial decisions taken in this matter and the implications thereof with as much of the report as possible taken in public session.
  7. That the Policy and Resources Committee notes that officers continue to work closely with suppliers to ensure that appropriate supplier relief arrangements are in place and to monitor the impact of Covid-19 on their sustainability.
- 2.9 Schools and the Steering Group of the Parent-Carer Forum were consulted on the proposed options, in case a decision was made to terminate the contract between the council and Mott MacDonald. The timescale was limited to ensure that any future decisions fit into the academic year. Consultation was open between 18th June and 3rd July. A summary of the responses is set out in Appendix 3 of the Full Business Case and a report is provided in Appendix 4.
- 2.10 Under both options on which schools and the Steering Group of the Parent Carer Forum were consulted it was proposed that the ISS contract would continue and that the contract would be novated to the council, which meant the current contract under which ISS provides a catering service to schools would change from being a contract between Mott MacDonald and ISS to a contract between the council and ISS. Under both options, the Education and Skills service would be asked to manage the contract on the council's behalf.

### **Consultation with schools**

- 2.11 Headteachers were invited to attend one of two meetings (using MS-Teams) held on Friday 19<sup>th</sup> June, at which representatives of the council and Mott MacDonald explained the current situation and the proposal to consult on two options and answered questions. A consultation document was issued to all schools later the same day. The document invited each school to respond to a survey, with one response per school. Headteachers were asked to consult their chair of governors (or chair of Academy Trust) or all governors. A link to the survey was sent to schools on Monday 22<sup>nd</sup> June. The consultation document was emailed to chairs of governing bodies on

Tuesday 23<sup>rd</sup> June. Schools were asked to respond to the survey by 4pm on Friday 3<sup>rd</sup> July.

2.12 The consultation document was intended to give schools a summary of the current position and of the options being considered, alongside the analysis carried out so far by council officers. The survey asked the following questions:

1. Do you agree with the strategic objectives for the future delivery model for the Education and Skills Service?

Please give a rating against each of the objectives (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree):

- To deliver the best possible education outcomes
- To deliver financial savings
- To maintain good relationships with schools
- To minimise disruption to the service through the implementation of one of the options indicated above

2. Please choose your preferred option for delivery of the Education and Skills services:

- 1) Bring the service back in house
- 2) Transfer all services into a Local Authority Controlled Company
- 3) Don't know/no preference

3. What level of involvement do you believe schools should have in the future delivery of the Education and Skills Service?

Please give a rating against each of the following (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree):

- 1) School representatives on a partnership board or consultative forum
- 2) School representatives on the board of directors (LACC model only)
- 3) Other role – please specify

4. The contract is due to expire on the 31st March 2023 with an option to extend for a further three years to 31st March 2026. Do you agree that if the contract is transferred to a LACC, the current contractual terms should be extended to March 2026 to provide stability for the service? YES or NO.

2.13 A summary of the responses from schools is shown in Appendix 3 of the Full Business Case and the consultation report is provided in Appendix 4. There was slightly stronger support from schools for Option 2 (transfer the service into a LACC) with 46% (37 schools) preferring this option compared to 42% (34 schools) preferring option 1 (transfer the service in house).

## **Consultation with the Steering Group of the Parent-Carer Forum**

- 2.14 The Steering Group of the Parent-Carer Forum was invited to attend a meeting (using MS-Teams) held on Thursday 25<sup>th</sup> June, at which the Executive Director, Children's Services and the Assistant Director, SEND and Inclusion (who is jointly employed by the council and Cambridge Education) explained the current situation and the proposal to consult on two options, and answered questions. A consultation document had been issued to members of the Steering Group the previous day. The document invited members of the Steering Group to respond to a survey by 4pm on Friday 3<sup>rd</sup> July.
- 2.15 The survey asked for a response from members of the PCF Steering Group to the same questions as schools were asked to respond to.
- 2.16 A summary of the responses from members of the Steering Group of the Parent-Carer Forum is included in Appendix 3 of the Full Business Case and the consultation report is provided in Appendix 4. All respondents (100%, 5 respondents) from the Steering Group of the Parent Carer Forum preferred option 2 (transfer the service into a LACC) with no respondents preferring the in-house option.

## **Briefings with staff and unions**

- 2.17 All Education and Skills service staff were invited to one of four meetings (on MS-Teams) by the Education and Skills Director on Thursday 18<sup>th</sup> June, at which representatives of Mott MacDonald and the council briefed staff on the current situation and the proposal to consult schools and the PCF Steering Group on two options and answered questions. Staff were informed that consultation on their transfer under TUPE regulations to either the council or a Local Authority Controlled Company would begin on Monday 6<sup>th</sup> July and was expected to last until Monday 20<sup>th</sup> July. A briefing document was sent to all staff on Friday 19<sup>th</sup> June. Staff were invited to send any comments or questions by 4pm on Friday 3<sup>rd</sup> July.
- 2.18 Trade unions representatives were invited to a meeting (on Skype) by the Education and Skills Director on Tuesday 23<sup>rd</sup> June, at which representatives of Mott MacDonald and the council briefed them on the current situation and the proposal to consult schools and the PCF Steering Group on two options and answered questions. The unions were informed that consultation on the transfer of staff under TUPE regulations to either the council or a Local Authority Controlled Company would begin on Monday 6<sup>th</sup> July and was expected to last until Monday 20<sup>th</sup> July. The briefing document and consultation document for schools were sent to unions representatives on Monday 22<sup>nd</sup> June.
- 2.19 A summary of the key comments from staff and trade unions is included in Appendix 3 of the Full Business Case. The majority of staff (24 staff) supported transferring the service in-house rather than into a LACC (16 staff). The trade unions supported transferring the service in-house.
- 2.20 The NAHT submitted a response to the briefing document. This is attached at Appendix 7. This stated that members working within Cambridge Education and affected by this

proposal were unanimous in their support for the establishment of an LACC in line with Option 2 of the consultation document.

### **Delegated Powers Report on 6<sup>th</sup> July**

- 2.21 Discussions with Mott MacDonald regarding the termination of the contract continued following the Policy and Resources Committee meeting of 17<sup>th</sup> June 2020. These progressed in a constructive manner and satisfactory key commercial terms were agreed in principle. These ensured, as a minimum, that the termination of the contract would not result in any additional cost to the council. On that basis, the Executive Director for Children and Young People, in consultation with the Chairman of the Children, Education and Safeguarding Committee, the Chief Executive, the Finance Director the Commercial Director, took the decision through a Delegated Powers Report on the 6<sup>th</sup> July that the termination of the contract should proceed with a view to the contract being terminated with effect from 31<sup>st</sup> August 2020.
- 2.22 Through the Delegated Powers Report on the 6<sup>th</sup> July, the Executive Director for Children and Young People, in consultation with the Chairman of the Children, Education and Safeguarding Committee, also took the decisions:
- To novate the current contract with Mott MacDonald to the newly created Barnet Education and Learning Service Ltd and for the option to extend the contract to 31<sup>st</sup> March 2026 to be exercised.
  - To novate the current contract which Mott MacDonald holds with ISS to provide catering services to the council and to commission Barnet Education and Learning Service Ltd to manage the contract on behalf of the council.

## **3 REASONS FOR RECOMMENDATIONS**

- 3.1 The Committee is asked to note the decision to terminate the contract with Mott MacDonald, which was on satisfactory terms as outlined in the Exit Agreement set out in exempt Appendix C.
- 3.2 The Committee is asked to note the decision to novate the contract to the new company Barnet Education and Learning Service Ltd and to extend the contract to 31<sup>st</sup> March 2026.
- 3.3 The Committee is asked to note the decision to novate the current contract which Mott MacDonald holds with ISS to provide catering services to the council and for Barnet Education and Learning Service to manage the contract on behalf of the Council in order to provide continuity with the current model.
- 3.4 Following the decisions taken through the Delegated Powers Report on 6<sup>th</sup> July, operational steps were taken to implement the decisions in line with the delegated authority agreed by Policy and Resources Committee on the 17<sup>th</sup> June. A Joint Programme Review Board between the council and Mott Macdonald, chaired by the

Commercial Director, was established to oversee the implementation of the decisions. The operational steps and key milestones are summarised in the following paragraphs.

- 3.5 Cambridge Education undertook a TUPE consultation with staff and the unions between 6<sup>th</sup> and 27<sup>th</sup> July.
- 3.6 The Barnet Education and Learning Service was registered with Companies House on 6<sup>th</sup> July. An interim Chief Executive was appointed, one day per week from 15<sup>th</sup> July to 28<sup>th</sup> August, to facilitate the smooth transfer of services and staff.
- 3.7 A report was taken to Full Council on 23<sup>rd</sup> July, at which the appointments of the following council officers and elected members to the Barnet Education and Learning Service Ltd. were approved:
  - Councillor David Longstaff (Chairman of the Children, Education & Safeguarding Committee and Lead Member for Children’s Services)
  - Mr Chris Munday (Executive Director for Children & Young People)
  - Mr Ben Thomas (Assistant Director, Education, Strategy & Partnerships)
- 3.8 All the Education and Skills staff, including the Senior Management Team, transferred from Cambridge Education to the Barnet Education and Learning Service on the 1<sup>st</sup> September, with the same staffing structure. The Education and Skills Director became the Chief Executive of the Barnet Education and Learning Service.
- 3.9 The contract with Mott Macdonald terminated on 31<sup>st</sup> August and novated to the Barnet Education and Learning Service on 1<sup>st</sup> September. The contract was extended to 31<sup>st</sup> March 2026 at the point of novation.
- 3.10 The contract between Mott Macdonald and ISS to provide catering services novated to the council on 1<sup>st</sup> September.
- 3.11 A report is being taken to Policy and Resources Committee on 24<sup>th</sup> September, at which it is recommended that the Committee approves a Shareholder Agreement in relation to Barnet Education and Learning Service (attached at Appendix D) and the annual Barnet Education and Learning Service Business Plan (attached at Appendix E). This sets out the matters that only the Council as sole shareholder can determine (including the Reserved Matters) and ensures that the Council has an appropriate level of control over BELS to meet the so-called Teckal exemption from public procurement rules permitting the direct award of the contract to the company without pursuing a competitive procurement process.
- 3.12 The Reserved Matters are set out at Schedule 3 of the Shareholders Agreement and require Council approval for key strategic and high level financial decisions to be made by BELS. They relate to:
  - i. The Constitution of the Company
  - ii. Officers and Shareholders of the Company
  - iii. The future direction and development of the Company
  - iv. The management of the business of the Company, including key financial decisions

- 3.13 The Business Plan sets out the approach the Company will take in undertaking the Company's business for the next Financial Year. Reserved Matters can be approved in advance if they are included in the approved annual Business Plan.
- 3.14 The Committee is asked to note that clause 3.2 of the Shareholder's Agreement says that the Business Plan for BELS will be approved in future years by the Children, Education and Safeguarding Committee on the Council's behalf, and that Reserved Matter 9 prevents any spending by BELS that is not in accordance with approved spending by the Executive Director of Children's Services in the exercise of statutory officer functions and in accordance with BARNET's Financial Regulations.

## **4 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 4.1 Recommendations are to note decisions that have been made and so there are no alternative options to consider.

## **5 POST DECISION IMPLEMENTATION**

- 5.1 The Barnet Education and Learning Service will work to deliver the annual Business Plan adhering to the requirements of the Shareholder Agreement.

## **6 IMPLICATIONS OF DECISION**

### **6.1 Corporate Priorities and Performance**

- 6.1.1 Barnet is well known for the excellent quality of its schools and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success and one of the key priorities within the Corporate Plan.

### **6.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

- 6.2.1 The financial impact of terminating the contract is set out in Appendix C which marked exempt as it contains commercially confidential information.
- 6.2.2 The Business Case (attached at Appendix A) set out the budget position for 2020/21, showing that the Education and Skills service is provided at a total annual gross cost of £15.45m, funded by £4.78m from the Dedicated Schools Grant, which is ring-fenced, and generation of income of £3.36m. This leaves a net budget of £7.32m.
- 6.2.3 The financial impact of the two options, against the baseline of Cambridge Education continuing to deliver the contract, is set out in the Business Case. This showed that the in-house option would lead to extra net costs of £542,000 whereas the LACC option

would result in a saving of £161,000. The difference between the two options is therefore net expenditure of £703,000.

6.2.4 There have also been some one-off costs required in order to deliver the project to establish the LACC and transfer the staff and services into the LACC. These are forecast to total £90,000 and are being charged to the Covid budget as they have been incurred due to Covid.

### **6.3 Social Value**

6.3.1 The Public Services (Social Value) Act 2012 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

6.3.2 The options appraisal set out the advantages and disadvantages of each of the options and the rationale for the decision in order to achieve best value.

### **6.4 Legal and Constitutional References**

6.4.1 The Council has general and specific duties and powers in relation to delivery of education functions. Some of these functions can be contracted out to an external provider, whereas others must continue to be delivered by the Council. Under the current contract, some staff are on joint employment contracts to allow them to exercise council functions. This includes SEN and education welfare services. This arrangement would continue when the service is delivered by the LACC.

6.4.2 Public procurement rules must be followed in relation to awarding new contracts; however, the Public Contracts Regulations 2015 permit the Council to award a contract to a controlled company without conducting a competitive tendering process, where the 'control' and 'function' tests are satisfied. These are that the Council exercises over the Company a control similar to that which it exercises over its own departments, and that more than 80% of the activities of the Company are carried out in the performance of tasks entrusted to it by the Council. The Shareholders' Agreement satisfies the 'control' test, and the Company will be providing more than 80% of its services to the Council. Contract Procedure Rule 6.1 also permits the awarding of a contract directly without undertaking a competitive tendering exercise in exceptional circumstances if approved in advance by the Commercial & ICT Services Director.

6.4.3 The Council's Constitution, Article 7 notes that the Children, Education and Safeguarding Committee has 'Responsibility for all matters relating to children, schools and education.'

### **6.5 Risk Management**

6.5.1 The council has an established approach to risk management, which is set out in the Risk Management Framework. In accordance with this, a risk register has been

maintained and overseen by the Joint Programme Review Board. Project risks were identified, along with mitigation measures, throughout the project and have been successfully managed.

## **6.6 Equalities and Diversity**

6.6.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and
- other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services.

6.6.2 An Equality Impact Assessment was carried out in relation to staff and has been appended to the full business case.

6.6.3 It is considered that the chosen option of transferring the Education and Skills Service to a LACC will not have a negative impact on this group of staff. There were no redundancies and all terms and conditions, including their pensions, were protected through the TUPE transfer.

6.6.4 Those that were in the LGPS scheme remained in the LGPS scheme and retained their continuous service. Those that were on a Mott Macdonald Aviva pension, which is what they were recruited onto, transferred to an Aviva pension with the Barnet Education and Learning Service that is the same as their previous scheme. Any new staff can join the same scheme. The LACC has an 'open' LGPS scheme, which gives the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.

6.6.5 It is considered that the transfer protected staff from the risk of a negative impact if they were to have remained with Mott MacDonald. Mott MacDonald indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could have included changes to the terms and conditions of staff and salary arrangements if staff had remained employed by them.

6.6.6 With the in-house option all current and new staff would have been automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the Mott MacDonald scheme (Aviva), albeit that employee contributions would have increased from the current rate of 4.5%. It would have meant that all staff would have been covered by the Modification Order, which would have meant that their continuous service would have transferred if they had moved from their job with the council to a job with another body covered by the Modification Orders, such as a local

authority or school. This may have had a positive impact for staff. However, the estimated additional cost of all staff being in the LGPS scheme was £818,000, which may have had to be met through reductions to jobs or services.

6.6.7 Some staff and the trade unions expressed views that the transfer will have a negative impact on protected characteristics because it will promote a two-tier workforce. These views are summarised in the consultation summary of the Full Business Case. For the reasons set out above it is not accepted that it will have a negative impact compared to their current employment status and mitigations are set out in the sections below.

6.6.8 It was recognised that the transfer would constitute a significant change and, in accordance with the Council's Managing Organisational Change Policy, the change was managed in a way that sought to minimise the disruptive effects of change. This included formal TUPE consultation which ran from 6<sup>th</sup> July to 27<sup>th</sup> July, in which all staff were offered 1:1s.

6.6.9 There will also be continued monitoring of data around protected groups to ensure employment opportunities for staff in minority groups.

6.6.10 It is anticipated that there will be no impact on service users as a result of this change because there are no proposed changes to the levels of service provided.

## **6.7 Corporate Parenting**

6.7.1 In line with the Children and Social Work Act 2017, the council has a duty to consider Corporate Parenting Principles in decision-making across the council. The outcomes and priorities in the refreshed Corporate Plan, Barnet 2024, reflect the council's commitment to the Corporate Parenting duty to ensure the most vulnerable are protected and the needs of children are considered in everything that the council does.

6.7.2 There are services in scope for this project which support Children in Care and Care Leavers specifically, such as the Virtual School, as well as the overall service which impacts on these groups through improving educational outcomes overall. Barnet is now in the top 10% for measured achievement for all disadvantaged groups and this remains a high priority for the service.

## **6.8 Consultation and Engagement**

6.8.1 A summary of the consultation with schools and the Steering Group of the Parent Carer Forum and the engagement that took place with staff and unions is set out in sections 2.27 to 2.36 above. A summary of the responses to the consultation is set out in Appendix 3 and the consultation report is provided in Appendix 4. A summary of comments from staff and the unions is set out in Appendix 3 of the Full Business Case.

## **7 INSIGHT**

7.1 A range of data and information were used to inform the initial options appraisal.

## 8 BACKGROUND PAPERS

- 8.1 Education and Skills Future delivery of service for Children, Education, Libraries and Safeguarding Committee on 12<sup>th</sup> January 2015:  
<https://barnet.moderngov.co.uk/documents/s20181/Education%20and%20Skills%20Future%20Delivery%20of%20Services.pdf>
- 8.2 Referral to Full Council- Education and Skills future delivery of service on 8 December 2015:  
<https://barnet.moderngov.co.uk/documents/s27817/Report%20to%20Council%20-%20CELS.pdf>
- 8.3 Delegated Powers Report- Future Delivery of Education and Skills on 6<sup>th</sup> July 2020:  
<https://barnet.moderngov.co.uk/ieDecisionDetails.aspx?ID=7505>

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# Full Business Case

## Future of the Education and Skills Service

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Date:	6 <sup>th</sup> July 2020
Service:	Education and Skills

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## **1. Introduction and strategic context**

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- 1.1 Barnet is well known for the excellent quality of its schools and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.
- 1.2 In April 2016 Barnet entered into a new seven-year strategic partnership with Mott MacDonald, trading as Cambridge Education, to provide all of the council's education services. The partnership was established in consultation with Barnet schools following a detailed options appraisal and procurement process. The aim of establishing the partnership was to:
- Maintain Barnet's excellent education offer
  - Maintain an excellent relationship between the council and schools
  - Achieve the budget savings target for the service up to 2020.
- 1.3 The contract is due to expire on 31st March 2023 with an option to extend for any period up to a maximum of three years, potentially extending the contract up to the end of March 2026.
- 1.4 The performance against all three of the stated objectives for the partnership has been strong and the benefits that were expected from the partnership have been realised. Educational progress and achievement have improved consistently year on year. 96.8% of Barnet schools are good or outstanding and Barnet is now in the top 10% for almost all measures and the top 5% for many of the measures. The £1.885m budget savings target for the service up to 2020 has been achieved and the excellent relationship with schools has been at least maintained.
- 1.5 There is also a very strong and experienced management team in place within the Education and Skills service, which has the confidence of schools, members, Council officers and other stakeholders.
- 1.6 The table below provides a summary of the performance against the strategic objectives.

Strategic Objective	Summary of performance
1. To maintain Barnet's excellent education offer	<ul style="list-style-type: none"> <li>• Educational progress and achievement have improved consistently year on year</li> <li>• 96.8% of Barnet schools good or outstanding</li> <li>• Barnet now in the top 10% for almost all measures and top 5% for many of the measures</li> <li>• All areas for improvement identified in the original business case have been significantly improved.</li> <li>• 2<sup>nd</sup> in the country for both Progress 8 and Attainment 8</li> <li>• In the top 10% for all measures for disadvantaged pupils</li> </ul>
2. To maintain Barnet's excellent relationships with schools	<ul style="list-style-type: none"> <li>• Schools have been engaged in the governance arrangements for education and skills through boards and sub-groups.</li> <li>• Successful engagement with schools that require improvement, evidenced through improved results.</li> <li>• Traded income levels have been maintained despite financial challenges facing schools.</li> </ul>
3. To achieve the budget savings target for the service	<ul style="list-style-type: none"> <li>• All of the MTFs savings that were built into the contract have been achieved.</li> <li>• 200k of further savings have been delivered through the transfer of the Early Years Standards team and Barnet Early Years Alliance SLAs.</li> <li>• There has been no gainshare delivered through the contract.</li> </ul>

## 2. Rationale

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- 2.1 Mott MacDonald operates under the name of Cambridge Education for their education services. Their core business is management, engineering and development consultancy. The unprecedented nature of the COVID-19 pandemic has had significant impacts on the contract delivery model and Mott MacDonald notified a Force Majeure event under the contract in April, noting the potential effect of the event (covid19) on the performance of the obligations under the contract with the council. Under this Force Majeure event the council is providing temporary financial support to mitigate against these impacts, in accordance with Cabinet Office guidance.
- 2.2 As a result of the complexities and consequences of the COVID-19 crisis there would have needed to be substantial revisions to the way in which Mott

MacDonald delivered the Education and Skills contract. This could have included changes to the terms and conditions of staff and salary arrangements and other commercially confidential conditions, which would have been unacceptable to the council and would have undermined the delivery of the service. Mott MacDonald are not yet in a position to exercise any rights to terminate as a result of this Force Majeure event, however both parties can negotiate a termination.

- 2.3 In the light of this, the council and Mott MacDonald agreed that the termination of the Education and Skills contract may be the most appropriate course of action. The council and Mott MacDonald entered into negotiations regarding the future of the contract, with a view to agreeing a controlled exit by mutual consent. This meant that the council needed to consider urgently the best way of delivering the Education and Skills service in the future in order to protect the council, its relationship with schools and services for children and young people.
- 2.4 A report was submitted to the council's Policy and Resources Committee on 17th June 2020, setting out the current situation and giving authority to the Executive Director for Children and Young People to make a decision on the future arrangements for the current contract and, if this decision involved terminating the current contract earlier, considering what options are appropriate for future delivery of the services. This report was confidential due to the negotiations between the council and Mott MacDonald being ongoing. The Committee resolved the following:
1. That the Policy and Resources Committee note the content of the report, the success of the contract with Cambridge Education to date and the impact of COVID-19 on Mott Macdonald's future and therefore the delivery of the contract.
  2. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People, in consultation with the Commercial Director and the Chairman of the Children, Education and Safeguarding Committee, to continue discussions with Mott McDonald on termination of the current contract and to agree to the termination of the contract if satisfactory terms are negotiated.
  3. That the Policy and Resources Committee agree the initial options appraisal and that, if a decision is taken to terminate the contract with Cambridge Education, two options of transferring the Education and Skills service either back in-house and/or into a Local Authority Controlled Company (LACC) are taken forward for further appraisal in a Full Business Case.
  4. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People to consult with schools and other key stakeholders on the two options for the future delivery of the Education and Skills service.
  5. That the Policy and Resources Committee delegate authority to the Executive Director for Children and Young People, in consultation with the Chairman of the Children, Education and Safeguarding Committee, to make the following decisions:

- (i) agree the business case and decide which of the two options to implement;
  - (ii) take all operational steps to facilitate the implementation of the agreed option, including but not limited to transfer of staff, setting up any required corporate body, novate any existing contracts, including exercising any option to extend until 31 March 2026 and agreeing terms of any new contract for delivery of services, subject to the term not continuing beyond 31 March 2026.
6. In addition to a Delegated Powers Report and reporting to the Children, Education and Safeguarding Committee on the educational outcome of decisions on this matter, the chairman of the Children, Education and Safeguarding Committee is instructed to report back to the next meeting of the Policy and Resources Committee on the contractual and financial decisions taken in this matter and the implications thereof with as much of the report as possible taken in public session.
  7. That the Policy and Resources Committee notes that officers continue to work closely with suppliers to ensure that appropriate supplier relief arrangements are in place and to monitor the impact of Covid-19 on their sustainability.
- 2.5 Schools and the Steering Group of the Parent Carer Forum were consulted on these proposed options, in case a decision was made to terminate the contract between the council and Mott MacDonald. The timescale was limited to ensure that any future decisions fit into the school year. Consultation was open between 18th June and 3rd July. A summary of the responses to the survey is set out in section Appendix 3 and a consultation report is provided at Appendix 4.

### **3. Services in scope**

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- 3.1 All of the services that are in the current core contract with Mott MacDonald (MM) are in scope for transfer of services under option 1 or option 2, apart from catering. A small number of staff in the SEN and Education and Welfare services are on joint employment contracts between MM and the council, as their work relates to statutory functions of the council.

Strategic and financial management of the service:

- Strategic oversight of the Education and Skills service
- Strategic support and advice to the Schools Forum
- Management of the Dedicated Schools Budget and the distribution of funding to schools (including SEN place-funding and top-up funding)

School improvement:

- Statutory local authority services, such as monitoring, supporting and challenging schools, and intervening in maintained schools where necessary
- Virtual School

Special educational needs:

- SEN Assessment and Placements team
- SEN Transport – commissioning and assessment
- SEN Transport – brokerage, contract and budget management
- Educational psychology team
- SEN specialist support services (DSG funded)

Admissions and sufficiency of school places:

- Pupil place planning
- Admissions Service (DSG funded)
- Vulnerable pupils
- Education welfare service

Post 16 learning

- 14 - 19 service to ensure sufficiency and breadth of supply
- Monitoring, tracking and supporting participation
- Careers, Information, Advice and Guidance service

Other traded services to schools:

- Governor services
- Barnet Partnership for School Improvement (BPSI)
- Newly Qualified Teachers support
- Educational psychology
- Education Welfare Service
- Connect (formerly North London Schools International Network)
- Inclusion Advisory Team (formerly High Incidence Support Team)
- Modern Language Assistants
- Data Service

One additional service has also been added to the service within the contract as a variation:

- Early Years Standards Service

Additional DSG funding has been approved for:

- An additional School Admissions post
- A Teacher of Visually Impaired (previously provided by a school)

3.2 In addition to the core services in the contract there are Cambridge Education Special Projects (CESPs) which are agreed each year with individual services. These are also in scope for transfer under option 1 or option 2.

- Previously Looked after Children
- Care Leaver Participation Project
- Troubled Families Partnership Network (Education Welfare)
- KS2 moderation and phonics grant
- Access for all - Routes into Construction
- PPG Funded posts in the Virtual School (PEP co-ordinator and caseworker)
- Risk of NEET

- Skills Escalator
- Transport brokerage for Family Services
- Educational psychology support to the Youth Offending Team
- Educational psychology support to REACH
- Cygnets parent carer support (autism team)

## Catering

- 3.3 Under both options on which schools and the Steering Group of the Parent Carer Forum were consulted it is proposed that the ISS contract will continue and that the contract will be novated to the council, which means the current contract under which ISS provides a catering service to schools will change from being a contract between Mott MacDonald and ISS to a contract between the council and ISS. Under both options, the Education and Skills service will be asked to manage the contract on the council's behalf.

## 4. Options considered

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- 4.1 In response to the request by Cambridge Education to terminate the contract with the council, officers considered 4 options in an initial options appraisal.
1. Bring the service back in house
  2. Transfer all services into a Local Authority Controlled Company
  3. Ask Cambridge Education/Mott MacDonald to continue to deliver the service
  4. Re-procure the service through a competitive tender
- 4.2 This initial options analysis was included in the confidential report that went to Policy and Resources Committee on the 17th June, at which the recommendation was agreed that only options 1 and 2 should be taken forward for consultation and further analysis in a full business case. It was agreed that the council would choose Option 1 or Option 2, in the light of responses to consultation, if it was decided to terminate the existing contract. If it was decided not to terminate the existing contract, because agreement could not be reached on the terms of termination, the council may still choose option 3.
- 4.3 If agreement could be reached on the terms of termination of the existing contract, it was agreed that Option 3 (Ask Cambridge Education to continue to deliver the contract) should not be taken forward because:
- The covid19 pandemic may have an adverse effect on the performance of the obligations under the contract with the council.
  - As a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary

arrangements and other commercially confidential conditions, which would be unacceptable to the council and would undermine the delivery of the service

- LBB would have to continue to pay the Mott MacDonald management overheads.
- Increased time and money spent by LBB on robust contract management and legal costs.

4.4 It was agreed that Option 4 (Re-procure the service through a competitive tender) should not be taken forward because:

- The procurement process would be time consuming and would lead to the existing contract having to continue for some time.
- There would be a significant cost to undertaking a procurement.
- Risk that no providers bid for the contract as there is no market currently.
- Risk that staff leave

4.5 The two options which were therefore taken forward for consultation and further analysis in a full business case were options 1 and 2:

Option 1: Bring the service back in house

Option 2: Transfer all services into a Local Authority Controlled Company (LACC)

Appendix 1 provides outline descriptions and the advantages and disadvantages of each model.

## **5. Objectives and criteria for evaluating the models**

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5.1 The strategic context that has led to LBB having to consider the future model for the Education and Skills service has been the impact of COVID-19 on Mott MacDonald. However, the strategic objectives for the education and skills service remain the same as those set out in the original business case:

- To deliver the best possible education outcomes
- To deliver financial savings
- To maintain good relationships with schools

5.2 The options must also take account of the current context and so the ability to minimise disruption to the service, through a timely implementation of the new model, is a fourth objective against which the options will be assessed.

5.3 Assessment criteria against each objective:

It was agreed that the detailed analysis of the two remaining options should be done against the following evaluation criteria against each of the objectives:

**To deliver the best possible education outcomes**

- Will the option enable the improvement in educational attainment and progress to continue?
- To what extent is the option effective at allowing continued focus on education and reducing corporate tasks?

**To deliver financial savings to the council**

- To what extent will the option provide an opportunity to increase traded income?
- To what extent will the option enable the delivery of further savings?
- What is the cost of delivering and implementing the option?

**To maintain good relationships with schools**

- To what extent will the option enable the involvement of schools in the governance and strategic direction of the service
- To what extent does the option protect and maintain the excellent partnership arrangements between the council and schools.
- To what extent do schools support the option?

**To minimise disruption through the implementation of the chosen model**

- How quickly can the option be implemented?
- To what extent will the option minimise disruption to staff and leadership within education and skills during the implementation?
- To what extent does the option minimise the risk of staff leaving?

5.4 Appendix 2 provides an options appraisal linking to the key objectives and evaluation criteria set out above. The appendix only shows evaluative comments against each of the assessment criteria rather than 'scores', as it is felt that both options are acceptable and include many merits and the aggregate score for each option is likely to be very similar.

## **6. Current financial position**

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6.1 The two following tables provide an overview of the budget position for 2020/21, setting out:

- The Education and Skills income streams in 20-21
- The Education and Skills expenditure budget in 20-21

This is a provisional budget that has been provided by Cambridge Education.

<b>Income Streams</b>	<b>Income (£)</b>
<b>Item</b>	
<i>Core Funding - Main Contract</i>	6,129,683
<i>Early Years Standards Team - Contract Variation</i>	410,000
<b>DSG Funding</b>	<b>3,690,811</b>
Indexation income	904,752
Allowable Assumptions Income	185,659

<b>Income Streams</b>	<b>Income (£)</b>
Sub-total	<b>11,320,905</b>
<b>Traded Services Income from Schools:</b>	
SEND & Inclusion	675,351
School Access & Corp Services	442,617
School Improvement	1,606,040
Post 16 Education & Skills	34,739
<b>Total</b>	<b>2,758,747</b>
<b>CESP Income:</b>	
Additional DSG for extra Admissions Officer	40,000
KS2 Moderation and Phonics grant	13,000
Extra funding for DSG inflation 20-21	102,254
Grant for previously Looked After Children	30,000
PPG funded posts - Virtual School	74,905
Educational Psychology support – REACH	41,644
Educational Psychology support – YOS	52,788
Education Welfare Officer with Troubled Families	57,384
Cygnets parent carer support	67,850
Skills Escalator	37,500
Risk of NEETS project	28,762
Care Leavers Participation Project	80,689
Transport Brokerage for Family Services	30,600
Routes into Construction	47,192
Teacher of Visually Impaired	27,675
Unified Reward- SEN Transport	40,000
<b>Total</b>	<b>772,243</b>
ISS Contract Income	<b>602,107</b>
<b>Total</b>	<b>15,454,002</b>
<b>Total core adjusted for AA and pensions</b>	6,782,179
<b>Total DSG</b>	4,776,505
<b>Total traded (no adjustments for covid19)</b>	2,758,747
<b>Total commissioned projects (excluding DSG)</b>	534,464
<b>Total ISS</b>	602,107
<b>Total</b>	<b>15,454,002</b>

<b>Expenditure Streams</b>	<b>Expenditure (£)</b>
<b>Item</b>	
School Access and Corporate Services	1,745,286
School Improvement	2,407,178
SEND & Inclusion	4,662,315

Post 16 Education & Skills	438,351
SEN Transport	4,924,464
Central Services	915,137
<i>Mott MacDonald Staff Costs</i>	<i>449,454</i>
<b>Total</b>	<b>15,542,185</b>
<b>Net Loss</b>	<b>88,183</b>

6.2 The table above shows that the overall position for the services in the contract is:

- A net loss of £88,000 is forecast for 20/21 under the current model.
- However, if the Mott MacDonald Staffing Costs, which total £449,000, are excluded, this would result in a surplus of £361,000. Both options 1 and 2 options are expected to be able to deliver the services covered by these costs at a lower sum.
- There would be other additional costs under both options, such as additional pensions costs under the in-house option and additional cost for HR/payroll/administration which are currently undertaken by Mott MacDonald.

6.3 As outlined above, the Education and Skills service is currently provided at a total annual gross cost of £15.45m. This is funded by £4.78m from the Dedicated Schools Grant, which is ring-fenced, and generation of income of £3.36m. This leaves a net budget of £7.32m

6.4 The service is forecast to have a deficit of £88,000 in 2020/21 with the current model. However, the budgeted costs include Mott MacDonald management overheads of £449,000. This sum would be saved with either of the two options, less the cost of any functions that will still need to be provided, such as HR and payroll, insurance, pension administration, legal advice and audit costs. An initial estimate is that these could be up to £200,000, thus reducing the saving to £250,000. For the LACC option there would also be the additional cost of company administration, estimated to be a further £50,000. There would also be some one-off costs in 2020/21 required in order to deliver the project to pay for legal costs and other set-up costs. The savings in 2020/21 would reflect this.

6.5 There were existing Medium Term Financial Strategy savings for the council of £100,000 in 2022/23 and a further £50,000 in 2023/24, which were predicated on achieving additional traded income, through selling services to other local authorities, from which LBB would receive a gainshare from Mott MacDonald. The savings were not guaranteed through the contract and were high risk because currently there is a very limited market for selling services to other local authorities.

6.6 With the in-house option all staff transferring would be auto-enrolled onto the LGPS, for which the estimated cost is £818,000. This would not be required

for the LACC option.

- 6.7 With the LACC option, a client function would still be required to manage the service effectively. This would be the same function as has been in place while Mott MacDonald have delivered the service, using existing structures within the Council. The service will be overseen by the Executive Director, Children and Young People and more closely commissioned by the Assistant Director, Education, Strategy & Partnerships. The contract will be managed by the Commercial Performance and Development Manager. With the in-house option it is assumed that there would be a saving on the current contract management resourcing, which would no longer be required. This is estimated to be 0.5FTE Assistant Director, costing £65,000 including oncosts.
- 6.8 The financial impact of the two options is set out in the table below. This is against the baseline of the current contractual arrangements of Cambridge Education continuing to deliver the contract. The financial impact of terminating the contract are set out in Appendix C which is marked exempt as it contains commercially confidential information.
- 6.8 The following table shows the financial difference between the 2 options, indicating that option would lead to extra net costs of £542,000 while option 2 would result in a saving of £161,000. The difference between the two options is therefore net expenditure £703,000.

**Table showing the financial impact of options 1 and 2 against the baseline of the current contractual arrangements**

<b>ITEM</b>	<b>OPTION 1 - TRANSFER IN HOUSE</b>	<b>OPTION 2 - TRANSFER INTO LACC</b>
Current deficit underwritten by Mott MacDonald	-£88,000	-£88,000
Additional pension costs*	-£818,000	0
Saving on Mott MacDonald management costs	£449,000	£449,000
Additional costs for functions Mott MacDonald are undertaking	-£150,000	-£200,000
Saving on LBB contract management	£65,000	0
<b>OVERALL IMPACT</b>	<b>-£542,000</b>	<b>+£161,000</b>

\*The additional pensions costs are based on all staff currently in the Mott MacDonald Aviva pension scheme auto enrolling into LGPS with the in-house option and transferring into a similar pension scheme to the current Mott MacDonald Aviva pension scheme with the LACC option

## 7. Consultation and engagement

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### Schools

- 7.1 Headteachers were invited to attend one of two meetings (using MS-Teams) held on Friday 19<sup>th</sup> June, at which representatives of the council and Mott MacDonald explained the current situation and the proposal to consult on two options, and answered questions. A consultation document was issued to all schools later the same day. The document invited each school to respond to a survey, with one response per school. Headteachers were asked to consult their chair of governors (or chair of Academy Trust) or all governors. A link to the survey was sent to schools on Monday 22<sup>nd</sup> June. The consultation document was emailed to chairs of governing bodies on Tuesday 23<sup>rd</sup> June. Schools were asked to respond to the survey by 4pm on Friday 3<sup>rd</sup> July.
- 7.2 The consultation document was intended to give schools a summary of the current position and of the options being considered, alongside the analysis carried out so far by council officers. The survey asked the following questions:
1. Do you agree with the strategic objectives for the future delivery model for the Education and Skills Service?  
Please give a rating against each of the objectives (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree):
    - To deliver the best possible education outcomes
    - To deliver financial savings
    - To maintain good relationships with schools
    - To minimise disruption to the service through the implementation of one of the options indicated above
  2. Please choose your preferred option for delivery of the Education and Skills services:
    - 1) Bring the service back in house
    - 2) Transfer all services into a Local Authority Controlled Company
    - 3) Don't know/no preference
  3. What level of involvement do you believe schools should have in the future delivery of the Education and Skills Service?  
Please give a rating against each of the following (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree):
    - 1) School representatives on a partnership board or consultative forum
    - 2) School representatives on the board of directors (LACC model only)
    - 3) Other role – please specify

4. The contract is due to expire on the 31st March 2023 with an option to extend for a further three years to 31st March 2026. Do you agree that if the contract is transferred to a LACC, the current contractual terms should be extended to March 2026 to provide stability for the service? YES or NO.

7.3 A summary of the responses from schools is shown in Appendix 3 and a consultation report is provided at Appendix 4.

### **Steering Group of the Parent Carer Forum**

7.4 The Steering Group of the Parent Carer Forum was invited to attend a meeting (using MS-Teams) held on Thursday 25<sup>th</sup> June, at which the Executive Director, Children's Services and the Assistant Director, SEND and Inclusion (who is jointly employed by the council and Cambridge Education) explained the current situation and the proposal to consult on two options, and answered questions. A consultation document had been issued to members of the Steering Group the previous day. The document invited members of the Steering Group to respond to a survey by 4pm on Friday 3<sup>rd</sup> July.

7.5 The survey asked for a response from members of the PCF Steering Group to the same questions as schools were asked to respond to.

7.6 An analysis of the responses from members of the Steering Group of the Parent Carer Forum is included in Appendix 3

### **Staff and unions**

7.7 All Education and Skills service staff were invited to one of four meetings (on MS-Teams) by the Education and Skills Director on Thursday 18<sup>th</sup> June, at which representatives of Mott MacDonald and the council briefed staff on the current situation and the proposal to consult schools and the PCF Steering Group on two options, and answered questions. Staff were informed that consultation on their transfer under TUPE regulations to either the council or a Local Authority Controlled Company would begin on Monday 6<sup>th</sup> July and was expected to last until Monday 20<sup>th</sup> July. A briefing document was sent to all staff on Friday 19<sup>th</sup> June. Staff were invited to send any comments or questions by 4pm on Friday 3<sup>rd</sup> July.

7.8 Trade unions representatives were invited to a meeting (on Skype) by the Education and Skills Director on Tuesday 23<sup>rd</sup> June, at which representatives of Mott MacDonald and the council briefed them on the current situation and the proposal to consult schools and the PCF Steering Group on two options, and answered questions. The unions were informed that consultation on the transfer of staff under TUPE regulations to either the council or a Local Authority Controlled Company would begin on Monday 6<sup>th</sup> July and was

expected to last until Monday 20<sup>th</sup> July. The briefing document and consultation document for schools were sent to unions representatives on Monday 22<sup>nd</sup> June.

- 7.9 A summary of the key comments from staff and trade unions is included in Appendix 3.

### **National Association of Head Teachers (NAHT)**

- 7.10 The NAHT submitted a response to the briefing document. This is attached at Appendix 7. This stated that members working within Cambridge Education and affected by this proposal are unanimous in their support for the establishment of an LACC in line with Option 2 of the consultation document.

## **8. Evaluation of options**

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- 8.1 A description of the two options is set out in Appendix 1, which includes tables setting out the potential advantages and disadvantages of each option.
- 8.2 Appendix 2 gives an appraisal of each option against each of the evaluation criteria in section 5 above.
- 8.3 Appendix 3 summarises the outcomes and analysis of the consultation with schools and the Steering Group of the Parent Carer Forum and a report is provided at Appendix 4. Appendix 3 also summarises the main comments from staff and trade unions and the full trade union response is provided in Appendix 5.
- 8.4 The main arguments in favour of option 1 (Bring the service back in house) are:
- It would mean that all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%.
  - It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.
  - The majority of staff (24 staff) support transferring the service in-house rather than into a LACC (16 staff).
  - The trade unions support transferring the service in-house.
- 8.5 The main arguments in favour of option 2 (Transfer all services into a Local Authority Controlled Company) are:

- It is the closest to the current model, which means little change for schools and other partners and a clear focus on delivering educational support to schools.
- It would give the service more autonomy, which would allow the service to make swifter decisions and would attract and retain creative and experienced staff who may prefer working in a more autonomous organisation, providing a more flexible approach and ways of working, freeing up managers at all levels to be innovative and to focus on priorities and outcomes.
- There was slightly stronger support from schools for Option 2 (transfer the service into a LACC) with 46% (37 schools) preferring this option compared to 42% (34 schools) preferring option 1 (transfer the service in house).
- All respondents (100%, 5 respondents) from the Steering Group of the Parent Carer Forum preferred option 2 (transfer the service into a LACC) with no respondents preferring the in-house option.
- NAHT members working within Cambridge Education and affected by this proposal are unanimous in their support for the establishment of an LACC in line with Option 2 of the consultation document.
- With option 1 (Bring the service back in house), the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.
- The overall financial impact of the transfer, once implemented, is estimated to be a saving of 161k, whereas the option of transferring the service to the council would mean increased costs of £542,000.

## 9. Timescale

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- 9.1 If the council agrees to terminate the current contract with Mott MacDonald and approves option 1 or option 2, work will be undertaken to implement the option and to mobilise the contract, with a view to commencing service provision under the new arrangements on 1<sup>st</sup> September 2020.

Key dates/milestones	Timeline
First Directors appointed	6 <sup>th</sup> July
Staff Engagement – TUPE Formal Consultation	6 <sup>th</sup> July to 27 <sup>th</sup> July
Issue Transfer Letters & Packs to TUPE staff	31 <sup>st</sup> July
Contract approved	31 <sup>st</sup> August
Staff Transfer complete	31 <sup>st</sup> August

ISS contract novation to the council	1 <sup>st</sup> September
Transfer of Responsibility / Contract Start date	1 <sup>st</sup> September

## 10. Recommendation

10.1 Based on the evaluation of the options and the responses to the consultation it is recommended that the council approves:

- Option 2 – Transfer the service to a Local Authority Controlled Company

## 11. Expected benefits of option 2

Benefit type	Description of the benefit	Who will benefit	Expected benefit value	Financial year that the benefit will be realised	Benefit owner	How will the benefit be measured	Baseline value (£,% etc) and date
Financial benefit-cashable	Cashable savings from management fee and overheads	Residents	161k	From 20/21	Executive Director-Children and Young People	As set out in contract	19/20 budget
Non-financial benefit	Maintenance of current service levels	Schools, service users, residents, staff	N/A	From 20/21	Executive Director-Children and Young People	As set out in contract	19/20 service levels
Non-financial benefit	Ability to respond quickly to emerging commercial opportunities	Schools, service users, residents, staff	N/A	From 20/21	Executive Director-Children and Young People	As set out in contract	N/A
Non-financial benefit	Specific education focus brings the service closer to the market and ensures decisions are made based on customer needs	Schools, Service users, Residents, Staff	N/A	From 20/21	Executive Director-Children and Young People	As set out in articles of new company	N/A

Non-financial benefit	Governance arrangements enables schools to play a greater role in influencing the strategic direction of the service	Schools	N/A	From 20/21	Executive Director-Children and Young People	As set out in articles of new company	N/A
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## 12. Risks of option 2

12.1 A risk log will be maintained as part of the project. The below sets out the key risks that have been identified at this stage

Risk	Impact	Likelihood	Mitigating actions
There is a risk that a delay in the implementation of the option or a failure to implement it effectively leads to a dip in performance or adversely affects the transferring employees.	High	Medium	<ul style="list-style-type: none"> <li>The current provider and the council are experienced with TUPE transfer mobilisations.</li> </ul>
There is a risk that staff will leave due to concerns about the transfer.	Medium	Medium	<ul style="list-style-type: none"> <li>Staff will TUPE with at least the same terms and conditions as currently</li> <li>Early and frequent engagement and consultation with staff</li> <li>A timely decision will help to reduce uncertainty for staff.</li> </ul>
There is a risk that schools do not continue to purchase services.	High	Low	<ul style="list-style-type: none"> <li>The traded services provided to schools will be the same as they are currently</li> </ul>

## 13. Costs/investment appraisal for option 2

13.1 The financial implications of the two options against the baseline of the current contractual arrangements are set out in section 1.31. The estimated annual saving of transferring into a LACC is a savings of 161k. If the service transfers on 1<sup>st</sup> September 2020 then the savings in 20/21 will be 80k.

13.2 The table below sets out the estimated savings against the current MTFS savings:

	20/21 (£000)	21/22 (£000)	22/23 (£000)	23/24 (£000)
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Current MTFS annual savings profile	0	0	100	50
Current MTFS incremental savings profile	0	0	100	150
Projected savings through LATC transfer	80	81	0	0
Cumulative projected savings through LATC transfer	80	161	161	161

- 13.3 There will also be some one-off costs in 20/21 required in order to deliver the project to deliver the project to transfer the staff and services into the LACC. These are estimated to be 100k.

## Appendix 1

### Analysis of options

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#### **Option 1 - Bring the service back in-house**

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This would involve a TUPE transfer of all of the existing staff into the council. Many of the staff remain the same that were in the original TUPE to Cambridge Education so the majority of staff are likely to be retained, however with any TUPE there is a risk that some staff may leave. As with any staff joining a local authority, staff would be auto enrolled onto the Local Government Pension Scheme, which would impact the financial cost of the service. Based on current staffing this is estimated to be £818k per annum.

#### **Governance**

The council would become responsible for appointing and managing staff. The council would have strategic oversight of services and would continue to consult with schools on service provision and strategic direction.

The partnership structure would be similar to the current arrangements, with the partnership boards for key education strategies and education strategies going from partnership boards to the Children and Young People's Partnership Board.

With this option the catering contract with ISS would transfer to the Council.

This option would also save on the Cambridge Education management overheads for future years less the cost of any functions that will still need to be provided, such as HR and payroll, insurance, pension administration and audit costs. The net saving from this is estimated at £300k.

<b>Potential advantages</b>	<b>Potential disadvantages</b>
Relatively quick to implement	Additional costs as staff recruited by Mott Macdonald after the contract transferred, as well as new recruits in the future, would be auto enrolled onto LGPS.
Saving on the management costs, less the cost of any functions that will still need to be provided, such as HR and payroll, insurance, pension administration and audit costs.	Would increase time requirements from senior staff in the council to deal with education related issues and decisions
Would remove the need for contract management, other than for the ISS contract.	Risk that traded income would reduce as schools may be less likely to buy from the council resulting in a reduction in services
Staff likely to transfer back in house so risk of staff leaving is low	Potentially less involvement from schools in governance arrangements compared to LACC option.
Greater control of finances and so potential to deliver further savings	Potentially less flexibility to develop traded services and thus generate additional

	income.
Opportunity for greater integration with children’s social care and other council services.	A less autonomous organisation may lead to some staff choosing to leave.
Recruiting new staff may be made easier, if LGPS is part of the remuneration package and all staff are subject to Modification Order	Financial risk sits with the council
Focus would be on Barnet and Barnet schools	

## **Option 2 - Transfer the service into a Local Authority Controlled Company**

This model would involve the council setting up a Local Authority Controlled Company (LACC) and transferring the Education and Skills services to the company.

A Local Authority Controlled Company would be a company wholly owned by the council, but with substantial autonomy to manage and deliver services. It would be a company dedicated to the delivery of education services to schools, settings and local communities. Any profits would be re-invested in education services or paid to the council for investment in local services. There would be a Board of Directors, which would include headteacher representation. As with other options, the existing staff and senior management of the Education and Skills service would be expected to remain in post.

### **Legal Form**

The LACC would be a separate legal entity but would be wholly owned by the local authority. The legal form would be a company limited by shares – any profit generated would be reinvested in services or distributed back to the local authority. The company would be structured as a ‘Teckal’ company in order to be able to award or novate a contract to the company without undertaking a competitive procurement process.

### **The sub-contract with ISS to provide catering services**

Under this option, the catering contract with ISS would be novated to the council, rather than transferred to the LACC. If the ISS sub-contract were novated to the LACC, the ISS traded income of c.£10m would count toward the traded income total and so significantly exceed the 20% maximum threshold to qualify for the Teckal exemption.

However, the LACC would be commissioned to manage the ISS contract on behalf of the council.

### **Governance**

The LACC would have a Board of Directors, which would set the direction for the company and oversee all matters relating to budgets, staffing and the operation of services. The

Articles of Association would set out requirements for LA officers and/or members to be elected to the board, as well as Head Teacher representatives.

The rest of the governance structure would be similar to the current arrangements with boards for key education strategies and education strategies going from partnership boards to the Children and Young People’s Partnership Board.

### Contracting arrangements

The current contract with Mott MacDonald would novate to the new LACC. This would mean that all of the current contractual requirements, such as around Key Performance Indicators, would remain as they are currently.

The technical legal steps to incorporate a company are relatively straight forward and can be done quickly.

### Financial implications

This option would save on the Mott MacDonald management overheads. These costs could be saved, less the cost of any functions that will still need to be provided, such as HR and payroll, insurance, pension administration, company administration, legal advice and audit costs. The net saving on this is estimated to be £250k.

It would also mean that there would be no requirement for existing staff who did not TUPE transfer to CE from the council to be on LGPS so they could transfer to a pension scheme that is broadly similar to the Motts scheme and any new staff could join the same scheme. This is not a saving but means that there should be no increase in pension costs, which there would be with the in-house option.

Potential advantages	Potential disadvantages
Enables the development of a specialist education focused organisation solely focused on delivering best education outcomes for children and young people.	Would require a bigger project, with more time and resourcing, to implement than bringing in-house.
Builds on the existing partnership between the council and schools with increased ownership from schools who could be represented on the Board of Directors	Requires investment to develop the model - legal, tax, pensions advice
Offers leaders and managers greater autonomy and flexibility to develop education focussed policies, processes and delivery, where they are not subject to statutory functions	Less control from the council than if the service were in-house. That autonomy brings many of the benefits but is also a risk.
Allows for opportunity to be innovative and for schools to be directly involved in the development and strategic direction of the company.	Reliance on Teckal exemption would limit overall ability to grow traded income beyond 20% but there is an option to establish a subsidiary company
Being a separate company allows the service area to continue to be structured outside of the council's framework of decision making for non	Ultimate financial risk still sits with the council

statutory functions, resulting in more flexibility for the operating model, subject to existing governance arrangements.	
Potentially less expensive than insourcing because there is no requirement for existing staff who did not TUPE transfer to CE from the council to be on LGPS so they could transfer to a pension scheme that is broadly similar to the Mott MacDonald scheme and new staff could join the same scheme	Continuing potential challenge in recruiting new staff, if LGPS is not part of the remuneration package, especially for more senior posts.
Savings on the Mott MacDonald management costs less the cost of any functions that will still need to be provided, such as HR and payroll, insurance, pension administration, company administration, legal advice and audit costs.	Continuing potential challenge in recruiting new staff, as the company is not subject to the Modification Order, meaning staff lose continuity of service when they leave to join another LA.
Continued freedom to sell services and generate new income, subject to 20% external trading restriction; and potential to bid for grant funding opportunities only open to external bodies	
Any profit would be distributed back to the local authority or reinvested in education services.	
Focus would be on Barnet and Barnet schools	

**Appendix 2**  
**Options assessment against the evaluation criteria**

<b>OBJECTIVE 1- To deliver the best possible education outcomes</b>		
Assessment criteria	Bring in-house	Transfer services into a LACC
<b>Will the option enable the improvement in education attainment and results to continue?</b>	Staff will TUPE providing continuity. The service would be part of an organisation that has many strategic foci and there would be less autonomy. Risk of reduced income impacting on services	Staff will TUPE providing continuity. Enables the development of a specialist education focused organisation solely focused on delivering best education outcomes for CYP with ownership from schools and greater autonomy for leaders and managers
<b>To what extent is the option effective at allowing a focus on education and reducing corporate tasks?</b>	Brings a wider range of corporate priorities and greater corporate requirements beyond education. LBB does, however, have good schools as a priority in the corporate plan	Organisation would be solely education focused. Could enable rapid decision-making with a minimum of bureaucracy. Would provide autonomy to leaders and managers.
<b>OBJECTIVE 2- To deliver financial savings to the Council</b>		
Assessment criteria	Bring in-house	Transfer services into a LACC
<b>To what extent will the option provide an opportunity to maintain or increase traded income?</b>	Barnet schools still likely to buy services from LA but reduces likelihood of securing further income from schools outside Barnet or other LAs	The ability to be autonomous, involve schools strongly in governance and react quickly to opportunities is likely to result in good levels of traded income
<b>To what extent will the option enable the delivery of further savings?</b>	This will deliver savings on an external provider management fee and overheads. Increased control will give increased ability to make further savings. However, the cost of pensions will increase significantly	This will deliver savings on an external provider management fee and overheads. Pensions will be less expensive than in-house and traded income likely to be strong.
<b>What is the cost of delivering and implementing the option?</b>	Bringing in house would require a project to undertake the TUPE back into the Council.	A project will need to be set up to establish the new entity and transfer all staff into this. There will need to be tax, legal and pensions advice in establishing the new entity.
<b>OBJECTIVE 3- To maintain good relationships with schools</b>		
Assessment criteria	Bring in-house	Transfer services into a LACC
<b>To what extent will the option enable the involvement of schools in the governance and strategic direction of the service</b>	Reduced opportunity for schools to be involved in governance arrangement with in-house service compared to LACC. However, many of the existing structures can be maintained	The current governance arrangements with schools can largely be maintained. There will be an opportunity to enhance school ownership through formally being part of the organisation's board.

<b>To what extent do the schools support the option?</b>	This model was preferred by slightly fewer (42%) of the schools that responded	This model was preferred by slightly more (46%) of the schools that responded
<b>OBJECTIVE 4 - To minimise disruption through the implementation of the chosen model</b>		
<b>Assessment criteria</b>	<b>Bring in-house</b>	<b>Transfer services into a LACC</b>
<b>How quickly can the option be implemented?</b>	This would require consultation and decision-making to be undertaken before transferring staff into the Council	This would require establishing a new legal entity, consultation, decision making and transferring all of the staff into it.
<b>To what extent will the option minimise disruption to staff and leadership within education and skills for the implementation?</b>	This option would require transferring all of the staff into the Council.	This option would require establishing a new legal entity and transferring all of the staff into it.
<b>To what extent does the option minimise the risk of staff leaving?</b>	Many of the staff worked for LBB previously and LBB will be seen as safe option. However, staff value the benefits that the autonomy of being in a separate organisation brings so this risks losing that	The autonomy this model would bring would be the closest to the current arrangement. There will be opportunities for staff to have greater control and ownership.

## Appendix 3

### Responses to consultation

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#### **Summary of results from the consultation with schools and the Steering Group of the Parent Carer Forum**

A full report of responses from the survey is attached at Appendix 4. A summary of the key findings is as follows:

- There was broad agreement with all four of the strategic objectives – with even the least popular objective being given a ‘strongly agree’ or ‘agree’ rating by more than three-fifths (62.5%) of all respondents to the survey.
- Schools and the Steering Group of the Parent Carer Forum most strongly agreed with the strategic objective to deliver the best education outcomes.
- There was a slightly stronger preference from schools for Option 2 (transfer the service into a LACC) with 46% (37 schools) preferring this option compared to 42% (34 schools) preferring option 1 (transfer the service in house).
- All respondents (100%, 5 respondents) from the Steering Group of the Parent Carer Forum preferred option 2 (transfer the service into a LACC) with no respondents preferring the in-house option.
- Almost all respondents (97%) believed there should be school representatives on a partnership board or consultative forum.
- Taken as a whole, more than two-thirds of respondents (68%) agreed that if the contract is transferred to a LACC, the current contractual terms should be extended to March 2026 to provide stability for the service. Amongst the Steering Group of the Parent Carer Forum, this was a unanimous 100% in favour of extension, whilst amongst schools it was 76% in favour of extension, versus 24% against.

#### **Joint response from unions to consultation document**

The following unions submitted a joint response to the consultation document on 30<sup>th</sup> June 2020.

- UNISON
- NEU
- GMB
- NASUWT
- Association of Educational Psychologists (AEP)

The full response is included as Appendix 4.

The summary contained within their report is set out below, together with the Council’s response to each theme:

The two options of in-house provision or establishing new Local Authority Controlled Company (LACC) are examined using 12 key criteria (see Table 1) with **in-house provision having significant advantages over the latter.**

1. The Council's draft Equalities Impact Assessment is significantly flawed because it concludes there is 'No Impact' for any of the equality groups when in fact there is a **Positive Impact for all equality groups with the in-house option** but a **Major Negative Impact for all equality groups with the LACC option.**

Response – the EIA submitted was in draft format and has been updated to reflect the consultation responses including mitigating actions. We do not accept that there is a negative impact on all equality groups.

2. We have examined the ability of Education and Skills to retain and recruit qualified and experienced staff and conclude that the continuity of service and quality of pension schemes are fundamentally important. The LACC option fails on both these criteria.

Response – the ability of this service to retain and recruit qualified and experienced staff has continued following transfer to Cambridge Education. Staff who transfer will retain their existing terms and conditions under TUPE.

3. A sustainable motivated workforce to provide the range and quality of services required by schools, parents and children for their physical and mental health is dependent on the retention of the existing staff and the recruitment of new qualified and experienced staff is critically important to ensure high quality services for Barnet Schools.

Response – we agree and we believe the current staff and leadership team are highly motivated and that an outsourced model with greater LA control provides sustainability.

4. A divided, demoralised workforce as a result of a differential in terms and conditions combined with an inability to retain and recruit qualified staff is inherent in the LACC model and will have a long lasting negative impact in education and the community.

Response – within Cambridge Education there are already staff on different terms and conditions and some staff who have chosen not to enrol in the pension scheme. Staff have mixed views on this as set out below, however the service has operated successfully under Cambridge Education.

5. The Council has failed to prepare a full Equality Impact Assessment for the consultation process.

Response - An initial EIA was prepared, but this has been updated to reflect the consultation responses.

6. The Council has stated that the Equality Impact Assessment and the full business case will only be completed after the consultation feedback deadline of 4pm 3 July 2020. This contradicts Government policy set out in the Green Book, and ignores over a decade of established custom and practice in Barnet and is likely to fail to take full account of key and other unforeseen emerging issues.

Response – it is common practice to feed in the results of consultation responses to an EIA, as respondents will often raise valid issues that are relevant to the assessment.

7. The multinational Mott MacDonald's use of the Force Majeure contract clause raises many questions given that Barnet's Education and Skills contract represented just 0.23% of the company's £771m annual turnover in 2019. The fact that all local authorities with education responsibilities, teachers and parents are confronted by the same impact of COVID-19 raises questions over the real motives of this decision.

Response – the Council has accepted the validity of the Force Majeure notice. Many large multinationals and local authorities are experiencing extreme financial hardship as a result of the Covid-19 pandemic and are having to fundamentally review their services in response to this.

### **Recommendations**

We strongly recommend that Barnet Council transfers Education and Skills staff from Cambridge Education back to direct employment in the Council.

We recommend that the contract management functions of the ISS catering contract, which is going to be novated to the Council, are established in the Education Department.

### **Education and Skills staff responses – 3<sup>rd</sup> July, 4pm**

24 staff have expressed support for the in-house option.

16 staff have expressed support for the LACC option.

The following comments represent the key points that have been made:

1. I strongly believe we need to come back in house so we can retain staff with expert knowledge whilst all being on the same terms and conditions as new members of staff. It is not acceptable to be working with colleagues knowing full well they will be on different terms and conditions, it leads to a two tier system within the workforce.
2. I believe that the LACC option is, after lengthy consideration, best because:
  - My understanding is that, if we transfer to the council, then, it appears they will have to make a substantial saving in pension contributions. This would then, surely, make jobs in education and skills less secure?
  - As the main part of my role is to work directly with schools to support, monitor and challenge them (and as an ex-headteacher) – I do believe that it is vital that schools have a direct 'voice' in how education services operate. I believe that the LACC would give the schools that essential input, accountability and feedback that will ensure we best support schools in providing high quality provision for CYP in Barnet. This, after all, is our key purpose.
  - I believe that the LACC would give us, as a service, more autonomy and therefore even greater opportunity to become a model of excellence.
3. In regards to the consultation, I would much prefer the LACC option. Returning to Barnet, I think it's possible we would have more staff lose their jobs.

4. In terms of continuity of service, with the LACC, there would be inequality of opportunity for staff who wish to move from the LACC to a LA since it will be at the discretion of that LA whether they can transfer with continuity of service. This means that some people may be offered the opportunity depending on their job and others will not. Under the LA any staff wishing to transfer to another LA will have guaranteed continued service within the relevant timescale.
5. I don't see any advantage to going to a council-run company except that it will save the council money. For the service, the very much poorer pension we currently get with CE – which I had no idea about whatsoever until the transfer discussions and which I've found really disappointing – is very significant. It makes recruiting quality candidates for vacancies extremely difficult.
6. I would prefer us to become a company owned by Barnet council rather than going back into the council itself. I feel we would have more autonomy this way and would work in a similar way to our current working practices.
7. My preference is for the Local Authority Controlled Company model for the following reasons:
  - It is the closest to the current model, which means little change for schools and other partners and a clear focus on delivering educational support to schools.
  - It would enable continued close partnership with schools.
  - Retaining the current staffing structure would minimise any disruption to our various initiatives and developments.
  - It would be more responsive to need, because it is a leaner structure and decisions are made nearer to the front line. We would be able to respond and react more swiftly to changing needs and circumstances, through our streamlined processes.
  - There is close scrutiny and accountability within the current service and tight control of budgets, with clarity about how budgets are allocated and linked to priorities; the LACC model would enable us to retain these benefits.
  - A LACC would give the service more autonomy, which would allow the service to make swifter decisions.
  - There would be a greater sense of ownership by staff – a feeling of being part of a smaller team dedicated to supporting schools.
  - We think that joint working across education, social care and health has improved significantly over the last year or so and would want to build on that.
  - The current structure of the Education and Skills service and links between teams provides a coherent graduated approach to SEN over the spectrum of responses - from quality first teaching and differentiation, linked to school improvement, to SEN Support, and EHCPs.
  - We think the LACC model would attract and retain creative and experienced staff who may prefer working in a more autonomous organisation.
  - The LACC model supports a more flexible approach and ways of working, freeing up managers at all levels to be innovative and to focus on priorities and outcomes.

- We are attracted to a model where profits are re-invested in education services or paid to the Council for investment in local services.
8. Writing in support of in-house solution: Terms of employment that other LA's offer such as continuity of service as well as a LGPS or TPC's are much more favourable for teachers and employees and without these under a LACC there are more likely to be challenges with staff retention, leading to higher turnover of staff and difficulties in recruiting high quality staff.
  9. Terms of employment that other LA's offer such as continuity of service as well as a LGPS or TPC's are much more favourable for teachers and employees and without these under a LACC there are more likely to be challenges with staff retention, leading to higher turnover of staff and difficulties in recruiting high quality staff.
  10. I would like to add to my submission, as I didn't give the reasons for my decision:
    - A LACC will give a consistency and continuity of approach and structure during what will be demanding and challenging post-Covid times;
    - Having parent carer representation at a Company Board level enables increased influence at a strategic level, and more effective scrutiny by those in receipt of services;
    - A LACC would be least disruptive, and be closest to what we have now, which is highly successful - 'if it's not broken, don't fix it';
    - A LACC would be more autonomous, enabling greater flexibility and responsiveness to the needs of schools and vulnerable pupils and their families;
    - A LACC promotes a greater sense of belonging for staff, a clear identity and working on shared goals;
    - A LACC will have a distinct and successful 'brand' that can be traded outside of Barnet;

### **Joint trade union petition signed by members of Cambridge Education workforce**

A joint trade union petition was submitted which had been signed by 61 members of Cambridge Education workforce. This is attached at Appendix 6. The petition stated the following:

Dear Chris Munday and Councillor Longstaff

We are asking you to consider the following statement signed by members of Cambridge Education workforce.

We the undersigned wish to let you the decision makers understand the strength of feeling that exists amongst the workforce in relation to recent events.

This disruption could not have come at a worse time.

Cambridge Education staff have been valiantly continuing to support Barnet Schools, other settings and young people during this pandemic. Now, at a time when we are mobilising to support Barnet Schools reopening in September, we are facing an unknown future.

Whilst we understand there are two options being considered, both the documents and presentation are heavily in favour of the staff being transferred into a Local Authority Controlled Company.

We want the uncertainty to end by being transferred back into the Council as transferring to an LACC will mean ongoing stress and anxiety at a time when we need to be focussed on supporting schools, settings, young people and their families.

The response to the petition is as follows:

We appreciate staff are concerned about uncertainty, which is why the Council has sought to make timely decisions to try to ensure the new service is operational in time for the new school term. Transferring the services into the LACC will mean the same leadership team is managing the staff and services, there will be similar partnership arrangements with schools and the performance indicators will be the same. It is hoped that this continuity will reduce any stress and anxiety that staff are feeling. There will also be continued support available through staff supervision and at which any additional support that may be needed can be identified.

### **National Association of Head Teachers response**

NAHT submitted the following response attached at Appendix 7:

#### **Future delivery of the council's Education and Skills service**

##### **NAHT Consultation Response**

6<sup>th</sup> July 2020

##### **Introduction**

As well as representing school leaders across the London Borough of Barnet, NAHT also represents a number of senior staff members and Learning Network Inspectors working within the Education and Skills service in Barnet.

As such the options appraisal process on the future delivery of the service following Mott McDonalds decision to end the current contract will potentially impact upon our members' roles in the future.

Having consulted with NAHT members affected by the proposals we make the following submission.

##### **Financial Position**

Members are concerned that the financial impact of transferring the service back under Council control will have a potentially negative impact on service delivery in the future.

NAHT notes the estimated additional cost associated with transferring existing staff who are not currently members of the Local Government Pension Scheme onto the scheme. There is a concern that this added cost and future financial liability will lead to a need to make cost savings elsewhere within the current staffing structure. This in turn could mean that service delivery levels suffer as staff capacity reduces.

Members are keen to ensure all staff working within the service are employed on terms and conditions which are comparable to those working directly within Local Government, this includes access to a high-quality pension.

Whilst there is concern at the impact the added cost the LGPS will have on the service in the future, members also seek reassurance that, in the event the proposal to set up an LACC is agreed, every effort will be made to offer staff transferring to the LACC a good quality pension.

### **Governance and Oversight**

NAHT members believe that the arrangements for governance, oversight and decision making which currently exist within Cambridge Education should continue as it is widely felt that these work well and allow the primary service users i.e. school leaders, the ability to shape services around the needs of schools locally.

Members feel that a move back into council control would serve to slow down decision making and to diminish the voice that school leaders currently have in the design and provision of services locally.

### **Preferred Option**

NAHT members working within Cambridge Education and affected by this proposal are unanimous in their support for the establishment of an LACC in line with Option 2 of the consultation document.

## Appendix 4 – Responses to Consultation – based on 90 responses

### 1. EXECUTIVE SUMMARY

#### 1.1. Response to the consultation

- A total of 90 responses were received.
- Of these, 85 were from schools and 5 came from the Steering Group of the Parent Carer Forum
- This meant the majority of responses (92%) came from representatives from schools, whilst the remaining 8% came from the Steering Group of the Parent Carer Forum.

#### 1.2. Summary of key findings

- There was broad agreement with all four of the strategic objectives – with even the least popular objective being given a ‘strongly agree’ or ‘agree’ rating by more than three-fifths (62.5%) of all respondents to the survey. Schools and the Steering Group of the Parent Carer Forum most strongly agreed with the strategic objective to deliver the best education outcomes.
- There was slightly stronger support from schools for Option 2 (transfer the service into a LACC) with 46% (37 schools) preferring this option compared to 42% (34 schools) preferring option 1 (transfer the service in house).
- All respondents (100%, 5 respondents) from the Steering Group of the Parent Carer Forum preferred option 2 (transfer the service into a LACC) with no respondents preferring the in-house option.
- Almost all respondents (97%) believed there should be school representatives on a partnership board or consultative forum.
- Taken as a whole, more than two-thirds of respondents (68%) agreed that if the contract is transferred to a LACC, the current contractual terms should be extended to March 2026 to provide stability for the service. Amongst the Steering Group of the Parent Carer Forum, this was a unanimous 100% in favour of extension, whilst amongst schools it was 76% in favour of extension, versus 24% against.

## 2.1 Method

A report was submitted to the council's Policy and Resources Committee on 17th June 2020, setting out the current situation and giving authority to the Executive Director for Children and Young People to make a decision on the future arrangements for the current contract and, if this decision involved terminating the current contract earlier, considering what options were appropriate for future delivery of the services. This report was confidential due to the negotiations between the council and Mott MacDonald being ongoing.

Schools and the Steering Group of the Parent-Carer Forum were consulted on a number of proposed options, in case a decision was made to terminate the contract between the council and Mott MacDonald. The timescale was limited to ensure that any future decisions fit into the school year. Consultation was open between 18th June and 3rd July.

This report reflects the result of that consultation.

## 2.2 Questionnaire design

The consultation comprised of a questionnaire developed in Survey Monkey, which was published as an online link. It was sent confidentially to Head Teachers, chairs of School Governors and the Steering Group of the Parent Carer Forum. In particular the questionnaire asked for responses on;

- Extent that respondents agreed or disagreed with the strategic objectives for the future delivery model for the Education and Skills Service;
- Preferred option for delivery of the Education and Skills Service;
- Level of involvement respondents believe schools should have in the future delivery of the Education and Skills Service; and
- If the contract is transferred to a LACC, whether the current contractual terms should be extended to March 2026 to provide stability for the Service

Those identifying themselves as representing the Steering Group of the Parent Carer Forum were routed past questions 2, 3, 4 and 5.

## 2.3 Response to the consultation

- A total of 90 online questionnaires were completed, with 85 coming from representatives of schools (e.g. head teachers, chairs of governors, etc.) and 5 from the Steering Group of the Parent Carer Forum.

The report below provides the detailed analysis from the results of each of the questions asked.

## 1 What type of respondent are you?

Of the 63 respondents who answered this question:

Represented a school	94.44%	85
Were a member of the Steering Group of the Parent Carer Forum	5.56%	5
	<b>Answered</b>	<b>90</b>
	<b>Skipped</b>	<b>0</b>

## 2 What is the name of your school?

Amongst the 85 respondents who answered this question, the following schools were represented

Akiva  
All Saints N20  
All Saints NW2  
Barnfield  
Beis Yaakov Primary School  
Bell Lane Primary School  
BEYA : Three Nursery Schools  
Broadfields  
Brookhill Nursery School  
Brookland Infant and Nursery School  
Brookland Junior  
Brunswick Park  
Chalgrove Primary  
Christ Church CE School  
Christ's College Finchley

Claremont / Childs Hill  
Colindale  
Coppetts Wood Primary School  
Cophall School  
Courtland  
Cromer Road primary School  
Dangrove  
Deansbrook Infant School  
Dollis Primary  
East Barnet School  
Edgware Primary School  
Etz Chaim Jewish Primary School  
Fairway  
Finchley Catholic High School  
Foulds  
Friern Barnet School  
Garden Suburb Infants  
Grasvenor Avenue Infant School  
Hasmonean MAT  
Hendon School  
Hollickwood  
Holly Park School  
IJDS  
JCoSS  
Kisharon School - Special  
Livingstone Primary and Nursery School  
Mapledown  
Martin Primary School  
Menorah Foundation School  
Menorah Primary School

Mill Hill County High School  
MMK  
Monken Hadley  
Monkfrith School  
Moss Hall Nursery School  
Noam Primary School  
Northgate School  
Northside  
Oakleigh School  
Osidge  
Queen Elizabeth's Girls' Sschool  
Queenswell Infant School  
Queenswell Junior School  
Rosh Pinah  
Sacred Heart  
Saracens High School  
St Agnes Catholic Primary  
St Andrew the Apostle Greek Orthodox Secondary school  
St Catherine's Catholic Primary  
St John's CE Primary School  
St Joseph's  
St Mary's N3  
St Michael's Catholic Grammar School  
St Paul's N11  
St Paul's NW7  
Sunnyfields  
The Annunciation Catholic Junior School  
The Henrietta Barnett School  
The Hyde School  
The Pavilion

Trent CE Primary School  
 Trent CE Primary School  
 Watling Park  
 Wessex Gardens Primary  
 Whitefield School  
 Whitings Hill School  
 Woodcroft Primary  
 Wren Academy  
 UNIDENTIFIED (x2)

Those who were identified as representing the Steering Group of the Parent Care Forum were routed past this question.

### 3. What type of school are you?

Of the 85 respondents who answered this question:

Nursery school	5.88%	5
Primary school (including infant and junior schools)	69.41%	59
Secondary school	17.65%	15
All-through school	2.35%	2
Primary special school	1.18%	1
Secondary special school	2.35%	2
Pupil Referral Unit	1.18%	1
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>0</b>

Those who identified as representing the Steering Group of the Parent Carer Forum were routed past this question

4. **How are you responding?**

Of the 85 respondents who answered this question:

Jointly as a headteacher and chair of governors	88.24%	75
Individually as a headteacher	9.41%	8
Individually as a governor	2.35%	2
<b>Answered</b>		<b>85</b>
<b>Skipped</b>		<b>0</b>

Those who identified as representing the Steering Group of the Parent Carer Forum were routed past this question

5. This question followed on from question 4. It invited respondents to highlight if they were responding individually, and if they were, to give their reasons for this. 9 respondents elected to give reasons:

- In two cases, busy time with time constraints
- In one case, the chair of governors had recently passed away;
- In one case the chair of governors was busy;
- In one case, the school didn't have a governing body as part of a Trust;
- In two cases there was a difference in opinion between the head, chair and/or governors; and
- In one case it was felt that current work arrangements had not allowed for consultation to take place
- One respondent marked their comment as N/A.

6. **To what extent do you agree or disagree with the strategic objectives for the future delivery model for the Education & Skills Service?**

Respondents were invited to tick one option on each row. Of the 89 respondents who answered this question:

School Responses	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know/Not Sure
To deliver the best possible education outcomes	85.71% 72	13.10% 11			1.19% 1	
To deliver financial savings	32.14% 27	28.57% 24	28.57% 24	3.57% 3	5.95% 5	
To maintain good relationships with schools	77.38% 65	20.23% 17	1.19% 1		1.19% 1	
To minimise disruption to the service through the implementation of one of the options indicated above	64.29% 54	28.57% 24	4.76% 4		1.19% 1	1.19% 1
	<b>Answered</b>	<b>84</b>				
	<b>Skipped</b>	<b>1</b>				

With respect to schools who responded, there was strong agreement from respondents who answered this question that delivery of the best possible education outcomes was the most important strategic objective for the delivery model, with 98.81% of the 84 respondents who opted to answer this question either strongly agreeing (85.71% / 72) or agreeing (13.10% / 11) with this statement.

There was a similar response rate for maintaining good relationships with schools (97.61%) with 77.38% (65) strongly agreeing and 20.23% (17) agreeing with this statement.

A slightly lower percentage of respondents (92.86%) either agreed or disagreed with the strategic objective of minimising disruption to the service through the implementation of one of the options, with 64.29% (54) strongly agreeing and 28.57% (24) agreeing.

The least favourable objective was to deliver financial savings – with almost just over three-fifths either strongly agreeing (32.14% / 27) or agreeing (28.57% / 24) with this statement.

The summary for the respondees from the Steering Group of the Parent Carer Forum is provided in the table below.

The Steering Group of the Parent Carer Forum Responses	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know/Not Sure
To deliver the best possible education outcomes	80.00% 4	20.00% 1				
To deliver financial savings	20.00% 1	60.00% 3		20.00% 1		
To maintain good relationships with schools	60.00% 3	40.00% 2				
To minimise disruption to the service through the implementation of one of the options indicated above	80.00% 4	20.00% 1				
	<b>Answered</b>	<b>5</b>				
	<b>Skipped</b>	<b>0</b>				

7. **If you disagree with any of these statements, please give reasons for your answer**

This was a free-text box. Of the 89 respondents, nearly 10% (9) chose to leave a statement. These statements are replicated below:

- At this stage we do not know the impact of COVID19 and what is going to be required of schools to meet the challenges of bringing students back to school
- I am not sure that we can deliver the best possible educational outcomes whilst trying to save money.
- Although in the current financial climate funding cuts may be inevitable it should not be a strategic objective to prioritise financial savings above service delivery
- We do not believe that to deliver financial savings should be an objective.
- We feel that it has already been stripped back too much already. We would like you to be more transparent on how the savings are being made and if the money saved is going back into our schools.
- Cost should not be the overriding factor when making decisions
- We have had ten years or more of cost cutting - enough
- Any further cuts in education provision are not supportable
- We do not agree with making financial savings unless they have to be made - as this leads to a detrimental effect on education.

8. **Please choose your preferred option for delivery of the Education & Skills Service**

Respondents were invited to select one option only. Of the 90 respondents who responded to the survey in total, 81 respondents from schools chose to answer this question, whilst all five respondents from the PCF answered.

**School Responses**

Option 1: Bring the service back in house	41.98%	34
Option 2: Transfer the service into a Local Authority Controlled Company	45.68%	37
No preference	4.94%	4
Don't know/Not sure	7.41%	6
	<b>Answered</b>	<b>81</b>
	<b>Skipped</b>	<b>4</b>

**The Steering Group of the Parent Carer Forum Responses**

Option 1: Bring the service back in house	0.00%	0
Option 2: Transfer the service into a Local Authority Controlled Company	100.00%	5
No preference	0.00%	0
Don't know/Not sure	0.00%	0
	<b>Answered</b>	<b>5</b>
	<b>Skipped</b>	<b>0</b>

9. Respondents to question 8 were then invited to give reasons for their answer if they so wished. Of the 90 that had answered question 8, 62 had opted to leave a comment. As a free text box, these were understandably quite wide-ranging, and below is a reflection of the main themes.

**Those in favour of Option 1:**

- Smoother transition if you retain and recruit existing staff / work more seamlessly and give better control of the service / LA would have better control and the provision would be Barnet-focused / fastest solution / solution that offers the least disruption to the service

- This is the most straightforward and time effective solution which wouldn't necessarily rule out the possibility of a LACC at a later time / least disruptive solution
- CE was an LA-controlled company that could no longer deliver – why would the next one be any different / outsourcing has not and will not deliver the service we want

**Those in favour of Option 2:**

- Feel it would deliver best level of service-focused high quality and specialist support / more opportunities to develop a bespoke service
- Work with the council but have a greater degree of flexibility and manoeuvrability so it can maximise opportunities with wider range of partners / LACC has a clearer structure and shorter decision-taking lines / better focus on education / potentially give the service more scope to respond to needs of schools
- Shared ownership and responsibility with schools directly involved in the development and strategic direction / board made up of teachers, Governors, etc, means all views are represented / more flexibility and chance for the Forum to have direct representation on the Board / like the idea of representative Headteachers being part of the Board of Directors
- This has worked well with other local authorities / experienced this approach in a county, and it worked incredibly well

10. **What level of involvement do you believe schools should have in the future delivery of the Education & Skills Service?**

Respondents were invited to select one option on each row. Of the 90 people who filled out the survey, 86 responded to this question, 81 from schools and 5 from the Steering Group of the Parent Carer Forum:

<b>SCHOOL RESPONSES</b>		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know/Not Sure
School representatives on a partnership board or consultative forum		71.60% 58	23.46% 19	1.23% 1			2.47% 2
School representatives on the board of directors (LACC only)		54.32% 44	17.28% 14	6.17% 5	1.23% 1		3.70% 3
		<b>Answered</b>	<b>81</b>				
		<b>Skipped</b>	<b>4</b>				
<b>THE STEERING GROUP OF THE PARENT CARER FORUM RESPONSES</b>		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know/Not Sure
School representatives on a partnership board or consultative forum		80.00% 4	20.00% 1				
School representatives on the board of directors (LACC only)		60.00% 3	20.00% 1				
		<b>Answered</b>	<b>5</b>				
		<b>Skipped</b>	<b>0</b>				

11. Respondents to question 10 were then invited to give reasons for their answer if they disagreed with any of the suggestions for school involvement. Of the 88 that had answered question 10, just 2 had opted to leave a comment, and these are replicated in their entirety below:

- The responsibility of being part of a Board of Directors and will 1 or 2 HT's represent the interests of the schools;
- We feel that there needs to be transparency about which headteachers are on the boards and why they were chosen

12. **Are there any other roles you believe schools should be involved in as part of future delivery of the Education & Skills Service?**

Respondents were invited to tick one box only in the 'yes' or 'no' question. Of the 90 people who responded to the survey, 76 opted to answer this question:

**SCHOOL RESPONSES**

Yes	33.80%	24
No	66.20%	47
	<b>Answered</b>	<b>71</b>
	<b>Skipped</b>	<b>14</b>

**STEERING GROUP OF THE PARENT CARER FORUM**

Yes	20.00%	1
No	80.00%	4
	<b>Answered</b>	<b>5</b>
	<b>Skipped</b>	<b>0</b>

13. Respondents who had answered 'yes' to question 12, were then invited to leave a comment in a free-text box. Of the 25 who had answered "yes" to question 12, 23 elected to leave a comment. These are replicated in their entirety below:

- Use of school staff to support delivery of training, for example heads being interviewed on the headteacher training courses
- any opportunities for schools to be involved are valued
- Governors involved as well.
- A voice for staff at this level. A role for staff representation specifically in regards to how the schools run and the sort of work places we create. Well being etc
- All sectors should be involved on the partnership board or consultative forum; Early Years , Special , Primary and Secondary and Adult Education
- Not at this point but would like the opportunity to give further thought to this.
- Any roles which have a direct impact on the quality of education schools can provide, Schools should be represented on all relevant boards
- Schools should be represented on all relevant boards
- Presumably, but can't think of any at the moment.
- Schools are currently represented on a variety of bodies overseeing various aspects of the service - these should stay
- Continue to work within committees as is currently in place
- Independent school's representative on the recruitment panel
- I think there should be headteacher representation on all committees and departments that make decisions relating to the education community of children in schools in Barnet.
- Quality assurance.
- Helping to identify training needs.
- SEND (x2)
- Providing a centralised space for managed moves/ in year fair access when Heads can come together and help make the decisions which are right for the child
- Direction of the Education and Skills service.
- Consulted at least annual on emerging needs / priorities
- Better representation of special schools
- Training and Development
- This will become apparent as things progress

14. **Do you agree that if the contract is transferred to a LACC, the current contractual terms should be extended to March 2026 to provide stability for the service?**

Of the 90 people who had responded to the survey, 86 opted to answer this 'yes' or 'no' question – 81 from schools and 5 from the Steering Group of the Parent Carer Forum:

**SCHOOL RESPONSES**

Yes	74.07%	60
No	25.93%	21
	<b>Answered</b>	<b>81</b>
	<b>Skipped</b>	<b>4</b>

**STEERING GROUP OF THE PARENT CARER FORUM**

Yes	100.00%	5
No	0.00%	0
	<b>Answered</b>	<b>5</b>
	<b>Skipped</b>	<b>0</b>

15. Respondents who had answered 'no' to question 20 were then invited to give reasons for their answer. 23 responses were received. Responses have been collated into a collection of themes, and these are highlighted below:

- The LACC would need to prove itself in the next 2.5 years before any contract renewal
- You would be stuck for 6 years ... is this a three-year option
- We do not think the LACC option is the right option at this time / should be considering an in-house only model at this time / now is not the time to debate a company

- Should be reviewed first before extending to 2026
- Only if there is a break clause to accommodate under-performance

## 16. **Are there any other comments you wish to make?**

Of the 90 people who had responded to the survey, 20 opted to provide additional comments. Four of these simply wrote 'no', meaning that there were 16 substantive responses. These substantive answers are replicated in full below.

- Option 1 is the best option in the time-frame that school leaders have been given. We still have reservations that this model will not deliver the intended because this has been rushed through. We need to deliver Option 1 as a means of giving school leaders and the council enough time to bring forward other options that are available to the school. We need to be involved in what will be happening with Option 1 and how leaders will be involved in decision making. At Bell Lane we are looking for collaboration between schools in Barnet so that no school is left behind.
- Please protect pensions and terms and conditions of employees
- The selection process for headteachers to join the boards should be open and transparent with potentially application and wider vote.
- We feel that is crucial that this a partnership between headteachers and the service provider.
- Our preferred model for the service would be similar to Herts for Learning. "
- Although we have chosen option 2, we are concerned about the length of time this may take to set up. Is there an interim solution to ensure that services continue with little disruption while the company is being organised?
- "The current model works well because it is wholly focused on education and the schools, through the representation on the strategic partnership boards, are key stakeholders. We are involved in decision making and feel consulted. Speaking as a HT, I trust the leadership. Schools must be involved in any future model - this is crucial.
- The council controlled model looks precarious, with current financial situation, but the benefits to the employees regarding the Local Authority Pension Scheme, as well as the fact that VAT would not be paid, would need to be factored in. However, as a joint HT/GB decision, there was a feeling that we don't have enough knowledge to commit to one model."
- Will we provided with the results of the consultation? How much weight will the results of the consultation actually have?
- Happy with the service we get and the people who provide it to us - would very much like it to continue. Thanks.
- This must be a very difficult time for staff - we appreciate the time and thought that has gone into efficiently coping with such a problem
- There was overwhelming consensus that the running of services should return to the council. We also consulted staff. This also appears to be the view of other stakeholder via unions.

- I hope that the option of a LACC will be the model that allows for the most flexibility while retaining accountability and being open to scrutiny
- All our answers are contingent on the quality of the leadership of the LACC.
- As the result of Covid is it the best time to bring in new changes?
- It is very hard to make a recommendation
- Given the rapid changes that have occurred, the school believes that any form of stability is core. Creating a company would take longer than an in house solution and, given the current crisis, speed and stability would be preferable. A LACC can be considered properly over time.
- Whilst understandable, timing is deeply unfortunate for Barnet schools. We would prefer a rapid and smooth transition to in house.
- The board of directors must contain at least 1 person with experience of running a successful company

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## **Why Barnet's Education and Skills must be an in-house service**

June 2020



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The **European Services Strategy Unit** is committed to social justice, by the provision of good quality public services by democratically accountable public bodies. The Unit continues the work of the Centre for Public Services, which began in 1973. Research and strategic advice for public bodies, trade unions and community organisations include analysis of regional/city economies and public sector provision, jobs and employment strategies, impact assessment and the effects of marketisation, privatisation, public private partnerships and transformation.

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## Tables

1. Comparison of in-house and LACC options using key criteria
2. Comparison of 2015 and 2020 Equality Data

## Summary

The two options of in-house provision or establishing new Local Authority Controlled Company (LACC) are examined using 12 key criteria (see Table 1) with **in-house provision having significant advantages over the latter**.

1. The Council's draft Equalities Impact Assessment is significantly flawed because it concludes there is 'No Impact' for any of the equality groups when in fact there is a **Positive Impact for all equality groups with the in-house option** but a **Major Negative Impact for all equality groups with the LACC option**.
2. We have examined the ability of Education and Skills to retain and recruit qualified and experienced staff and conclude that the continuity of service and quality of pension schemes are fundamentally important. The LACC option fails on both these criteria.
3. A sustainable motivated workforce to provide the range and quality of services required by schools, parents and children for their physical and mental health is dependent on the retention of the existing staff and the recruitment of new qualified and experienced staff is critically important to ensure high quality services for Barnet Schools.
4. A divided, demoralised workforce as a result of a differential in terms and conditions combined with an inability to retain and recruit qualified staff is inherent in the LACC model and will have a long lasting negative impact in education and the community.
5. The Council has failed to prepare a full Equality Impact Assessment for the consultation process.
6. The Council has stated that the Equality Impact Assessment and the full business case will only be completed after the consultation feedback deadline of 4pm 3 July 2020. This contradicts Government policy set out in the Green Book, and ignores over a decade of established custom and practice in Barnet and is likely to fail to take full account of key and other unforeseen emerging issues.
7. The multinational Mott MacDonald's use of the Force Majeure contract clause raises many questions given that Barnet's Education and Skills contract represented just 0.23% of the company's £771m annual turnover in 2019. The fact that all local authorities with education responsibilities, teachers and parents are confronted by the same impact of COVID-19 raises questions over the real motives of this decision.

### Recommendations

- We strongly recommend that Barnet Council transfers Education and Skills staff from Cambridge Education back to direct employment in the Council.
- We recommend that the contract management functions of the ISS catering contract, which is going to be novated to the Council, are established in the Education Department.

## Part 1

# Appraisal of Options

**The Council's own view** of a LACC or Local Authority Trading Company (LATC) was **evident in 2014** when it compared the potential benefits and risks of a Local Authority Trading Company and concluded the following:

- An LATC cannot secure additional external funding
- An LATC carries risks of lack of entrepreneurial expertise and associated ability to develop new products and markets
- Use of the Teckal exemption would limit the ability to trade outside the Borough
- Without additional investment from the Council and/or increased income, non-DSG funded services would be reduced to a statutory minimum
- Redundancies may still be required

### **(London Borough of Barnet (2014) Education and Skills Alternative Delivery Model)**

The above reflects the experience of Your Choice Barnet (YCB)

In addition, the Department for Digital, Culture, Media & Sport (2017) advice on alternative delivery models identified a number of potential disadvantages of a LACC (LATC) should a Teckal LATC wish to develop new (non-statutory) service lines, the income from these services is **limited to 20% of the LATC's total turnover**.

- *“the LATC may be required to transfer surpluses back to the council, limiting the LATC's ability to develop new services;*
- ***should the LATC be able to retain a proportion of the surpluses it has generated, these would be subject to corporation tax;***
- ***like any company, LATCs are required to pay VAT;***
- ***the process of establishing an LATC can be complicated, resource intensive and time consuming;***
- *the process would be undertaken ‘on top of the day job’ by library service staff, while it requires close working with a number of council departments (such as legal, finance, HR, property/premises etc.) and support from external experts;*
- *as a Teckal LATC needs to be owned and controlled by one or more councils, there is limited potential for other stakeholders (such as staff, community groups, or Friends Groups) to influence the strategic direction of the company;*
- *due to its close association with the council, a Teckal LATC is unlikely to achieve charitable status;*
- *the ability of a Teckal LATC to access external funding is limited because it is owned by a public body” (Department for Digital, Culture, Media & Sport (2017) Alternative delivery models explained).*

### **Comparison of in-house and LACC options**

The table on page 6 and 7 is based on experience of in-house services and the transfer of services to arms length trading companies in Barnet and other local authorities.

Table 1: Comparison of in-house and LACC options using key criteria

	In-house	LACC	
✓	<b>Retain and recruit qualified and experienced staff to maintain quality of services</b>		✗
	Ability to retain existing staff and recruit new qualified and experienced staff from other local authorities is a very significant advantage to maintain and improve quality of service.	Current recruitment difficulties will continue and potentially worsen. LACC will be competing for staff from local authorities with better terms and conditions. Gaps in service delivery will be inevitable.	
✓	<b>Flexibility to adapt, innovate and develop new services</b>		✗
	Scope to nurture innovation with staff involvement.	Innovation frequently exaggerated and not achieved.	
✓	<b>Respond effectively to needs of different types of schools</b>		✓
	Equal ability to meet this objective.	Equal ability to meet this objective.	
✓	<b>Focus on needs of children and young people in Barnet</b>		✗
	Single focus on needs in Barnet and drawing on lessons on other Councils.	Focus on Barnet will reduce in direct relation to the LACC contract wins.	
✓	<b>Avoidance of a two-tier workforce</b>		✗
	Unified terms and conditions is essential to retain staff and to create a cooperative working environment which is reflected in service delivery.	A two-tier workforce is divisive, creates workforce churn, reduces consistency and reliability and promotes inequalities in the workplace.	
✓	<b>Reduce inequalities and discrimination</b>		✗
	Corporate commitment to reducing inequalities, occupational risk assessments and to reduce inequalities caused by wider determinants of health.	This model increases likelihood of discrimination of female and BAME employees due to promotion of two-tier terms and conditions.	
✓	<b>Strengthen partnership between Council and schools</b>		✗
	Direct collective representation of Heads through the Primary Heads and Secondary Heads Forums already exists and could be strengthened if necessary.	Another Board of Directors, possibly with Head representation, but indirect and frequently a slow process.	
✓	<b>Increase Council operational and financial control</b>		✗
	Council will have direct control of all education services plus management control of ISS catering contract.	Indirect control and of the ISS catering contract.	
✓	<b>Greater integration with children's social care and other council services</b>		✗
	Scope to increase integration with other council services which is increasingly important in early intervention.	Less likely as organisation will be focused on obtaining contracts in other local authorities.	
✓	<b>Cost of implementing option</b>		✗
	Very small transfer costs and removal of contract management costs.	Set-up legal and company costs for a LACC will be significant for the Council.	

✓	<b>Commercial risks</b>		X
	No increased risks over and above Council provision.	No market analysis available or information about new contracts obtained by Cambridge Education and there is evidence that some schools withdrew from the ISS catering contract.	
✓	<b>Financial risks</b>		X
	No increased risks.	Increased risks – procurement and bid costs, contractual performance cost risks, management & delivery costs in other local authorities.	

### Lack of option appraisal criteria in staff briefing

The initial analysis of options is crudely based on comparing the advantages and disadvantages of the in-house and LACC options but does not establish clear criteria for the comparison. For example, a claimed advantage for the LACC is “*increased ownership from schools who could be represented on the Board of Directors*” but that issue is absent from the in-house option. In addition, there is an attempt to detail the potential advantages of the LACC to a far greater extent than the in-house. Two key commercial statements about selling services to generate new income and profit are considered not have a potential disadvantage despite the fact that these issues have previously been crucial issues for Barnet (and many other local authorities).

Barnet Council already has an existing LATC, The Barnet Group Ltd, which operates the Barnet Homes housing service and Your Choice Barnet (YCB).

The Council is extending the corporatisation of the local authority which reduces democratic accountability and is little more than a vehicle **to cut terms and conditions of staff delivering public services.**

### Financial impact

The Council has indicated that the transfer of staff in-house is “estimated to be £640k per annum”. This option would include the transfer of the ISS catering contract to the Council which could save “an estimated £300k” on management overheads. The LACC option would also save on management overheads “estimated to be £250k.” The set-up costs of the LACC are not identified.

This financial data is very vague and it is essential that the financial implications of the options are verified together with their liability for corporation tax and VAT.

This reinforces our concern that the Council is taking serious risks both to the services to Schools and the workforce by not carrying out and publishing full details for the Option Appraisals and Full Business Cases including Equality Impact Assessments on the two options including a EIA of the two tier workforce that currently exists in this workforce.

## Part 2

### Terms and conditions are critical for quality of service

The Council has established arms length companies primarily as a means of cutting the terms and conditions of staff in services transferred to The Barnet Group Limited (TBG). TBG now operate Barnet Homes (managing the Council housing stock), Your Choice Barnet (YCB) services to people with learning and physical disabilities and TBG Flex, a recruitment company within the group for the recruitment and employment of new staff. There are several subsidiary services or 'sub-brands' within TBG.

The transfer of learning and physical disability services to the newly established YCB in 2012 was followed by a financial crisis, **a £1m loan from Barnet Homes** and a restructure which merged some services and meant job and wage cuts despite strong trade union and community opposition (Campaign Against Destruction of Disabled Support Services, 2013). **There are no longer any shift enhancements and only Christmas Day is paid at extra rates. This gave workers in Supported Living and the respite unit around a minimum 10% wage cut. One year later all staff pay was cut further by 9.7%.**

**The pay cuts meant those workers were issued with new contracts** and were out of NJC terms and conditions. YCB gave an undertaking that they would not pay below the London Living Wage. All other terms and conditions remained. TBG agreed that the £1million loan from Barnet Homes to YCB would not have to be paid back by further cuts to terms and conditions. However, apart from those on the London Living Wage, **other staff have not had a pay rise.**

Three years later TBG established TBG Flex as another LATC to provide recruitment and employment agency services to supply workers to YCB and Barnet Homes. However, its terms and conditions are very much less favourable than YCB and Barnet Homes. Critically there is no access to the Local Government Pension Scheme (LGPS). TBG Flex employees who work on the Barnet Homes contract receive the NJC pay awards (2% last 3 years). Those working on the YCB contract through TBG Flex have not received these pay awards.

#### Key employment issues

##### Continuity of employment - Modification Order

The Redundancy Payments (Continuity of Employment in Local Government etc (Modification) Order 1999 gives an employee the right to count employment service with an 'associated employer' towards the service requirement for a redundancy payment. We understand that Cambridge Education does not recognise length of service and the existing LATCs in Barnet **are not covered by the Order**. Requests to Barnet Council officers to confirm whether the new LACC will be covered by the Order have not yielded a response.

If the LACC is not covered by the Modification Order then the LACC will have **significant difficulty in recruiting qualified and experienced staff** on which it is dependent for the delivery of professional services in Education and Skills. It means that potential recruits will have to sacrifice years of continuous service which makes jobs in Barnet's Education and Skills services much less attractive for staff to join.

**Professional staff in Education and Skills** have recently expressed concern about the service's ability to retain and recruit experienced staff which has a direct bearing on the quality and continuity of services available to schools, parents and children in Barnet.

## **Pension Scheme**

Of the **151 employees on the TUPE list** to transfer to the Council or a LACC, 69 employees are former Barnet staff previously transferred to Mott MacDonald. 65 of these employees are in the LGPS, 3 are in the TPS and one is not in a pension scheme. The remaining **82 employees** were appointed by Cambridge Education of whom 65 are in Mott MacDonald pension scheme with Aviva. In the Aviva scheme employees are automatically enrolled at the minimum level of 4.5% of their reference salary and Mott MacDonald will match up to a 7% contribution if employees increase their contribution above the minimum level. The basic pension contribution would be 9% (4.5 plus 4.5) with a maximum joint equal contribution of 14% (7.0 plus 7.0). The remaining 17 employees are not in a pension scheme.

**Not being part of a defined benefits pension LGPS or Teachers Pension Scheme is also a very obvious disadvantage for anyone joining Education and Skills.**

TBG Flex employees do not have LGPS or TPS pensions. Their Flex Choice pension scheme has two schemes dependent on grade. In the 5% Flex Fund the employer will contribute up to a maximum of 5% to match employee contributions, although the employee can contribute over 5% but this will not be matched by the employer. The 10% Flex Fund operates on the same basis to employer maximum contribution of 10% (TBG Flex Pension and Benefits, 2019).

## Part 3

# Equalities, fairness and equity

The Council's draft Equalities Impact Assessment is significantly flawed because it concludes there is 'No Impact' for any of the equality groups when in fact there is a **Positive Impact for all equality groups with the in-house option** but a **Major Negative Impact for all equality groups with the LACC option**.

Only a **partial Equalities Impact Assessment** has been made available to trade unions based on the Council's Equalities Impact Assessment Template – July 2019. It consists of a comparison of Cambridge Education Staff Data with London Borough of Barnet Data. The data reveals the Cambridge Education contract:

- has a predominately female workforce - 79.05% compared to the Council workforce which is 58.74% female.
- a slightly younger workforce with 62.16% being aged under 49 compared to 55.15% in the Council.
- a larger proportion of Asian workers 12.84% compared to 8.46% in the Council workforce.
- a smaller proportion of black workers – 14.18% compared to 15.93% in the Council.
- a larger proportion of white British – 48.65% plus 15.55% white British - Greek Cypriot, Turkish, Irish and other – a total of 64.2% white compared to 40.76 white British and 10.89% in the same other white categories of 51.65%

Table 2 compares equality information in the 2015 Equality Impact Assessment and the draft information available in 2020. In both cases the data is exclusively for the Education and Skills services and excludes the ISS school catering contract.

Table 2: **Comparison of 2015 and 2020 Equality Data**

	2015	% of service	2020	% of service
Number of employees	135		148	
Female	115	85.0	117	79.05
Male	20	15.0	31	20.95
Age 18-49	126	55.0	92	62.16
Ethnic Group				
Asian and other	12	9.0	19	12.84
Black and other	0	0	15	14.18
Mixed	0	0	9	6.08
White and other	92	68.0	95	64.20
Unknown	15	11.0	3	2.03

Sources: Equalities Impact Assessment of Cambridge Final Tender, 2015 and Appendix 1: Comparison of Cambridge Education Staff Data with LBB Data, 2020.

Key changes between 2015 and 2020 include:

- Increase of 13 employees;
- The number of female employees remained virtually static but male employees increased by 11;
- The number of employees aged 18-49 increased from 55% to 62% by 2020;
- The ethnicity data is more difficult to compare because of the high level in the unknown category in 2015;
- The number and percentage of Asian employees has increased by 7 and 3.8% respectively;

- The percentage of white employees increased slightly but had a small decline as a percentage of the total number of employees

The consequences of the COVID-19 pandemic and its unequal impact on Black, Asian and Minority Ethnic communities led Public Health England to publish recommendations which are applicable to policy making in all public services. It has **exacerbated existing inequalities and discrimination and highlighted the need for much stronger and proactive strategies to eliminate inequalities.**

We reprint the recommendations in full:

“1. Mandate comprehensive and quality **ethnicity data collection and recording** as part of routine NHS and social care data collection systems, including the mandatory collection of ethnicity data at death certification, and ensure that data are readily available to local health and care partners to inform actions to mitigate the impact of COVID-19 on BAME communities.

2. Support **community participatory research**, in which researchers and community stakeholders engage as equal partners in all steps of the research process, to understand the social, cultural, structural, economic, religious, and commercial determinants of COVID-19 in BAME communities, and to develop readily implementable and scalable programmes to reduce risk and improve health outcomes.

3. Improve **access, experiences and outcomes of NHS, local government and integrated care systems commissioned services** by BAME communities including: regular equity audits; use of health impact assessments; integration of equality into quality systems; good representation of black and minority ethnic communities among staff at all levels; sustained workforce development and employment practices; trust-building dialogue with service users.

4. Accelerate the development of **culturally competent occupational risk assessment tools** that can be employed in a variety of occupational settings and used to reduce the risk of employee’s exposure to and acquisition of COVID-19, especially for key workers working with a large cross section of the general public or in contact with those infected with COVID-19.

5. Fund, develop and implement **culturally competent COVID-19 education and prevention campaigns**, working in partnership with local BAME and faith communities to reinforce individual and household risk reduction strategies; rebuild trust with and uptake of routine clinical services; reinforce messages on early identification, testing and diagnosis; and prepare communities to take full advantage of interventions including contact tracing, antibody testing and ultimately vaccine availability.

6. Accelerate efforts to **target culturally competent health promotion and disease prevention programmes** for non-communicable diseases promoting healthy weight, physical activity, smoking cessation, mental wellbeing and effective management of chronic conditions including diabetes, hypertension and asthma.

7. Ensure that **COVID-19 recovery strategies actively reduce inequalities caused by the wider determinants of health** to create long term sustainable

change. Fully funded, sustained and meaningful approaches to tackling ethnic inequalities must be prioritised” (Public Health England, 2020).

There is a clear **two-tier workforce** operating in Cambridge Education. We have requested an EIA for the former LBB TUPE'd staff and those staff on CE Terms and Conditions. **To date this has not been provided.** It is our view that the LACC option is inherently unfair and its financial model appears to perpetuate inequality in the workforce at a time when employers should be looking to combat inequality in the workplace.

## Part 4

# Mott MacDonald use 'Force Majeure' to terminate Barnet Education and Skills contract

Barnet Council outsourced the Education and Skills services including catering to Mott MacDonald trading as Cambridge Education in 2016. Mott MacDonald then sub-contracted the catering service to ISS.

### Force Majeure

In April 2020 Mott MacDonald informed Barnet Council that they intended to use the Force Majeure contract clause to withdraw from the contract.

*“As a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract. This could include changes to the terms and conditions of staff and salary arrangements and other commercially confidential conditions, which would be unacceptable to the council and would undermine the delivery of the service.*

*In the light of this, the council and Mott MacDonald have agreed that the termination of the Education and Skills contract may be the most appropriate course of action” (London Borough of Barnet: Consultation document for Schools, 2020).*

The contract agreement between the London Borough of Barnet and Mott MacDonald Limited trading as Cambridge Education defines Force Majeure as:

*“any event outside the reasonable control of either Party affecting its performance of its obligations under this Agreement arising from acts, events, omissions, happenings or non-happenings beyond its reasonable control and which are not attributable to any wilful act, neglect or failure to take reasonable preventative action by that Party, including acts of God, riots, war or armed conflict, acts of terrorism, acts of government, local government or regulatory bodies, fire, flood, storm or earthquake, or disaster or for a period of twelve (12) months from the Services Commencement Date any industrial dispute in relation to Transferring Authority Employees (save for such industrial dispute arising from the actions of the Supplier) but otherwise excluding any industrial dispute relating to the Supplier or the Supplier Personnel not arising from an act or omission of the Authority prior to the Service Commencement Date or any lawful general strike arising from the actions of the Authority or any other failure in the Supplier’s or a Sub- contractor’s supply chain;”*

The contract gives the Council and the contractor full or partial termination rights *“...if a Force Majeure Event endures for a continuous period of more than one hundred and eighty (180) days.”*

International lawyers Dillon Eustace report *“There is no standard definition of force majeure, so what will constitute such an event will depend on how the particular contract is drafted.”* Furthermore, they conclude:

*“Force majeure clauses have generally been interpreted quite strictly and any ambiguity has been construed against the party seeking to rely on the clause. In interpreting the application of a force majeure clause to COVID-19, the Courts will consider the contract as a whole and whether, as a result of the virus, performance has been rendered impossible or whether it has merely been hindered. It will not be sufficient to show that the relevant party’s obligations have just become more difficult or expensive to perform. It must also be demonstrated*

*that the COVID-19 pandemic is the sole reason for not meeting those obligations.”* (Dillon Eustace, 2019).

On 29 January 2020 the two patients in York were the first to test positive for Covid-19 in the UK. On the 30 January the World Health Organisation (WHO) declared a global health emergency. The first case of Covid-19 to be passed inside the UK was confirmed on 29 February 2020 and the same day the WHO raised the Covid-19 alert to the highest level (British Foreign Policy Group, 2020).

Mott MacDonald informed the Council of its decision to withdraw from the contract in early April but this was just over 90 days into 2020 and only half the time period when a Termination Notice could be issued under the terms of the contract.

### **Barnet situation**

Barnet Council keeps referring to Mott MacDonald as “an employee-owned company” (London Borough of Barnet, 2020) but more importantly is ‘a global engineering, management and development consultancy’ with a £771m turnover in 2019 and a post-tax profit of £22m (Mott MacDonald, 2020). Barnet’s education contract represents just 0.23% of its annual turnover in 2019.

There seems to be more to this decision than the impact of COVID-19. The conditions the company faced were no different from those confronting local authorities and other private contractors. Why has there not been an avalanche of similar contract terminations? And why did the Council keep the Mott MacDonald’s decision secret for so long? Every school in Britain is facing complex problems but teachers and local authorities don’t abandon education.

It is entirely reasonable for service users, staff, trade unions, elected members and the public to know the full reasons why Mott MacDonald decided to withdraw from or abandon Barnet Council’s Education & Skills £1.8m annual contract in April 2020 which was not due to end until March 2023 and could have been extended for a further three years. They did not wait to see the how the pandemic developed and how the lockdown would gradually be reduced.

Significantly, Barnet Council knew about Mott MacDonald’s decision for 11 weeks before it informed staff and the trade unions about the company’s decision on 17 June 2020. Staff and trade unions were recently presented with a briefing outlining a timetable to consider two options of returning the service in-house or transferring it to a new Local Authority Controlled Company (LACC or LATC) with a very tight timetable to decide on the option on 6 July and transfer the service on 1<sup>st</sup> September. The school catering contract, which Cambridge Education subcontracted to ISS, will be novated to the Council and managed in-house or by the LACC.

The Council does not intend to publish the final business case or the final Equalities Impact Assessment. This raises three important issues.

**Firstly**, the Council has broken custom and practice in Barnet because there the trade unions always had an opportunity to respond to outline and full business cases.

**Secondly**, they are **ignoring the Government’s Green Book** which sets out best practice on these matters. Para 3.11 states *“Research, consultation and engagement with stakeholders and the wider public, should be conducted at an early stage. This provides understanding of the current situation and valuable insights into potential improvements.”*

**Thirdly**, it questions what the Council has been doing between early April and 17 June before it started consultation with headteachers, staff and trade unions. Either it had done very little work other than to rule out two other options of retendering the contract or asking Cambridge Education/Mott MacDonald to continue to deliver the service, neither of which

were not viable options given the timeframe, or it may have developed a more detailed options appraisal and business case but refuses to make them available for consultation. Furthermore, there is no reference to an impact assessment being undertaken which we consider essential in the circumstances.

## Part 5

# Conclusion and recommendations

The quality of many, if not most, of Education and Skills services is highly dependent on the retention and recruitment of qualified and experienced staff. This is hindered by a lack of continuity of service and/or limited defined contributory pension schemes where the final pension is highly dependent on the level of individual employee and employer pension contributions in contrast to collective defined benefit schemes.

**The analysis of the two options in Table 1 illustrates the significant advantages of an in-house provision.**

The establishment of a new LACC for Education and Skills is a high-risk strategy and given the short timetable to develop a response to Mott MacDonald's decision to exit the contract, the best overall solution is to transfer the services to in-house provision.

### Recommendations

- We strongly recommend that Barnet Council transfers Education and Skills staff from Cambridge Education back to direct employment in the Council.
- We recommend that the contract management functions of the ISS catering contract, which is going to be novated to the Council, are established in the Education Department.

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## **Future delivery of the council's Education and Skills service consultation.**

**26 June 2020.**

Dear Chris Munday and Councillor Longstaff

We are asking you to consider the following statement signed by members of Cambridge Education workforce.

We the undersigned wish to let you the decision makers understand the strength of feeling that exists amongst the workforce in relation to recent events.

This disruption could not have come at a worse time.

Cambridge Education staff have been valiantly continuing to support Barnet Schools, other settings and young people during this pandemic. Now, at a time when we are mobilising to support Barnet Schools reopening in September, we are facing an unknown future.

Whilst we understand there are two options being considered, both the documents and presentation are heavily in favour of the staff being transferred into a Local Authority Controlled Company.

We want the uncertainty to end by being transferred back into the Council as transferring to an LACC will mean ongoing stress and anxiety at a time when we need to be focussed on supporting schools, settings, young people and their families.

	<b>Name</b>	<b>Job Title</b>
1	Frazier Stroud	Virtual School Caseworker
2	Julie Locke	Virtual School Caseworker
3	Catherine Rooney	Virtual School Caseworker
4	Maria Skoutaridou	Virtual School Caseworker
5	Aiysha Iqbal	Virtual School Caseworker
6	Ornella Rochfort	Virtual School Caseworker
7	Adnaan Shaikh	Transport brokering systems co-ordinator

## Future delivery of the council's Education and Skills service consultation.

**26 June 2020.**

8	Ann East	Lead Advisory Teacher of the Deaf
9	Ciaran MacAlister	Education Employment and Training Adviser
10	David Bickell	Senior Transport Contracts Management Coordinator
11	Eileen Heron	Early Years Advisory Teacher
12	Gina Mime	Lead Specialist PD/CMN Advisor
13	Abdul Hamza	Transport Brokering Senior Solutions Co-ordinator
14	Jacqueline May	Transport Brokering Systems Coordinator
15	Jenny Boyce	Childminding Quality and Support Officer
16	Karen Littleton	Lead Advisory Teacher for Vision Impairment
17	<a href="#">Kathleen Tripp</a>	Lead Autism Advisory Teacher
18	Elizabeth Severn	Advisory Teacher for Literacy Difficulties
19	Maggie Hill	Early Years Advisory Teacher
20	Mandy Beauchamp	Advisory Teacher (Multi-Sensory Impairment)
21	Maria Skoutaridou	PEP Manager
22	Mary Helmore	Team Lead, Specialist Team
23	Mo Hooper	Children Missing Education & Courts officer
24	Parminder Chana	Educational Psychologist
25	Peter Kiratzi	Brokerage Systems Co-

## Future delivery of the council's Education and Skills service consultation.

**26 June 2020.**

		26Ordinator
26	Polly Hanchett	Advisory Teacher, Vision Impairment
27	Ricky Rebello	Head of Transport Brokerage and Contract Management
28	Rosie Rebeiro	SLCN Advisory Teacher, Specialist Team.
29	Sangeeta Kerai	SEN Casework Officer
30	Edith Okoye	Senior SEN Casework Officer
31	Natasha Davis	SEN Casework Officer
32	Aneliese Pittman	SEN Casework Officer
33	Sian Hunter	SEN Casework Officer
34	Sinead Garvey	SEN Casework Officer
35	Mohammed Islam	Business Support Officer
36	Nanda Gorasia	Senior Business Support Officer
37	Declan Varleigh	Business Support Officer
38	Sharon Glover	Operations Manager – Post 16 Education and Skills
39	(Celia) Susie Edwards	Childminding Quality and Support Officer
40	Wendy Roach	Children Missing Education Officer
41	Craig Wain	Education Welfare Officer
42	Zoreena Daniels	Post 16 Programme Officer
43	Amy Gibb	Educational Psychologist
44	Laura Gray	Educational Psychologist
45	Nina Robinson	Senior Practitioner Educational

## Future delivery of the council's Education and Skills service consultation.

**26 June 2020.**

		Psychologist
46	Janchai King	Senior Practitioner Educational Psychologist
47	Aimee Cole	Educational Psychologist
48	Allan Newby	Virtual School Caseworker
49	Sarah Johnson	QTVI (qualified teacher for vision impairment)
50	Mala Perera	Autism Advisory Teacher
51	Aneetha Robban	Traded Service Business Support
52	Shamimur Mayub	Transport System Coordinator
53	Jody Paul Ade	Business Support
54	Martell Pottinger	Business Support Officer
55	Claire McDonough	Admissions Officer.
56	Kim Miller	Autism Advisory Teacher
57	Emily Haley	EWO & Troubled Families Worker
58	Sara Mansi	BEAM lead/ Autism advisory team
59	Caroline Crooke	SEN Manager
60	Lucy Payne	Advisory Teacher for Hearing Impairment
61	Shamimur Mayub	Transport Brokering systems coordinator
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**Future delivery of the council's Education and Skills service consultation.**

**26 June 2020.**

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**Please return the completed signed statements  
to [contactus@barnetunison.org.uk](mailto:contactus@barnetunison.org.uk)**

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## **Future delivery of the council's Education and Skills service**

### **NAHT Consultation Response**

6<sup>th</sup> July 2020

#### **Introduction**

As well as representing school leaders across the London Borough of Barnet, NAHT also represents a number of senior staff members and Learning Network Inspectors working within the Education and Skills service in Barnet.

As such the options appraisal process on the future delivery of the service following Mott McDonalds decision to end the current contract will potentially impact upon our members' roles in the future.

Having consulted with NAHT members affected by the proposals we make the following submission.

#### **Financial Position**

Members are concerned that the financial impact of transferring the service back under Council control will have a potentially negative impact on service delivery in the future.

NAHT notes the estimated additional cost associated with transferring existing staff who are not currently members of the Local Government Pension Scheme onto the scheme. There is a concern that this added cost and future financial liability will lead to a need to make cost savings elsewhere within the current staffing structure. This in turn could mean that service delivery levels suffer as staff capacity reduces.

Members are keen to ensure all staff working within the service are employed on terms and conditions which are comparable to those working directly within Local Government, this includes access to a high-quality pension.

Whilst there is concern at the impact the added cost the LGPS will have on the service in the future, members also seek reassurance that, in the event the proposal to set up an LACC is agreed, every effort will be made to offer staff transferring to the LACC a good quality pension.

#### **Governance and Oversight**

NAHT members believe that the arrangements for governance, oversight and decision making which currently exist within Cambridge Education should continue as it is widely felt that these work well and allow the primary service users i.e. school leaders, the ability to shape services around the needs of schools locally.

Members feel that a move back into council control would serve to slow down decision making and to diminish the voice that school leaders currently have in the design and provision of services locally.

#### **Preferred Option**

NAHT members working within Cambridge Education and affected by this proposal are unanimous in their support for the establishment of an LACC in line with Option 2 of the consultation document.

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## Equalities Impact Assessment (EqIA)

**EqIAs make services better for everyone and support value for money by getting services right first time.**

EqIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for service users and staff<sup>1</sup>. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010<sup>2</sup>. They help us make good decisions and evidence how we have reached them.<sup>3</sup>

An EqIA needs to be started as a project starts to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. A full EqIA must be completed before any decisions are made or policy agreed so that the EqIA informs that decision or policy. It is also a live document; you should review and update it along with your project plan throughout.

You should first consider whether you need to complete this full EqIA<sup>4</sup>.

### **Other key points to note:**

- Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes.
- Please share your EqIA with your Equalities Champion and the final/updated version at the end of the project.
- Major EqIAs should be reviewed by the relevant Head of Service.
- Examples of completed EqIAs can be found on the Equalities Hub

## 1. Responsibility for the EqlA

Title of proposal <sup>5</sup>	Interim assessment of future delivery of Education and Skills Service
Name and job title of completing officer	Ben Thomas- Assistant Director- Education, Strategy and Partnerships
Head of service area responsible	Ben Thomas- Assistant Director – Education, Strategy and Partnerships and Ian Harrison - Education and Skills Director
Equalities Champion supporting the EqlA	Rosie Evangelou
HR rep (for employment related issues)	Sharni Kent

## 2. Description of proposal

Is this a: (Please tick all that apply)	
New policy /strategy / function / procedure / service <input type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input type="checkbox"/>
Budget Saving <input type="checkbox"/>	Other <input checked="" type="checkbox"/>
If budget saving please specify value below:	If other please specify below: Change in provider for a service
<p><i>Please outline in no more than 3 paragraphs<sup>6</sup>:</i></p> <ul style="list-style-type: none"> <li><i>The proposal which is being assessed</i></li> </ul> <p>In April 2016 Barnet entered into a new seven-year strategic partnership with Mott MacDonald, trading as Cambridge Education, to provide all of the council's education services. The partnership was established in consultation with Barnet schools following a detailed options appraisal and procurement process. The aim of establishing the partnership was to:</p> <ul style="list-style-type: none"> <li>Maintain Barnet's excellent education offer</li> </ul>	

- Maintain an excellent relationship between the council and schools
- Achieve the budget savings target for the service up to 2020.

The contract is due to expire on 31st March 2023 with an option to extend for any period up to a maximum of three years, potentially extending the contract up to the end of March 2026.

The performance against all three of the stated objectives for the partnership has been strong and the benefits that were expected from the partnership have been realised. Educational progress and achievement have improved consistently year on year. 96.8% of Barnet schools are good or outstanding and Barnet is now in the top 10% for almost all measures and the top 5% for many of the measures. The £1.885m budget savings target for the service up to 2020 has been achieved and the excellent relationship with schools has been at least maintained.

### **Service delivery and impact of COVID-19**

Mott MacDonald, an employee-owned company, operate under the name of Cambridge Education Ltd for their education services. Their core business is management, engineering and development consultancy.

The unprecedented nature of the COVID-19 pandemic has had significant impacts on the contract delivery model and Mott MacDonald notified a Force Majeure event under the contract in April, noting the potential effect of the event (covid19) on the performance of the obligations under the contract with the council. Under this Force Majeure event the council is providing temporary financial support to mitigate against these impacts, in accordance with Cabinet Office guidance.

As a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract. This could include changes to the terms and conditions of staff and salary arrangements and other commercially confidential conditions, which would be unacceptable to the council and would undermine the delivery of the service.

In the light of this, the council and Mott MacDonald have agreed that the termination of the Education and Skills contract may be the most appropriate course of action. The council and Mott MacDonald have now entered into negotiations regarding the future of the contract, with a view to agreeing a controlled exit by mutual consent.

This means that the council needs to consider urgently the best way of delivering the Education and Skills service in the future in order to protect the council, its relationship with schools and services for children and young people.

The two options which were taken forward for consultation and further analysis, should the contract end, were option 1 and option 2:

Option 1: Bring the service back in house

Option 2: Transfer all services into a Local Authority Controlled Company (LACC)

### **Summary of options**

#### Option 1- Bring service back in house

- This would involve a TUPE transfer of all of the existing staff into the council. As with any staff joining a local authority, staff would be auto enrolled onto the Local Government Pension Scheme.
- Staff would retain their terms and conditions and continuity of service.
- The council would become responsible for appointing and managing staff. The council would have strategic oversight of services and would continue to consult with schools on service provision and strategic direction.
- The partnership structure would be similar to the current arrangements, with the partnership boards for key education strategies and education strategies going from partnership boards to the Children and Young People's Partnership Board.
- The catering contract with ISS would transfer to the Council.

#### Option 2- Transfer all services into a Local Authority Controlled Company (LACC)

- This model would involve the council setting up a Local Authority Controlled Company (LACC) and transferring the Education and Skills services to the company.
- The company would be a separate legal entity to the council. It would be wholly owned by the council, but with substantial autonomy to manage and deliver services.
- The company would be dedicated to the delivery of education services and any profits would be re-invested in education services or paid to the council for investment in local services.
- There would be a Board of Directors, which would have council and headteacher representation. The partnership structure would be similar to the current arrangements, with the partnership boards for key education strategies and education strategies going from partnership boards to the Children and Young People's Partnership Board.
- As with in-house, all of the existing staff and senior management of the Education and Skills service would TUPE transfer to the new company.
- Under this option those currently with Local Government Pensions Schemes would continue on LGPS and those on a Mott MacDonald pension would transfer to a similar scheme in the new company.

- Under this option the catering contract with ISS would transfer to the Council and would be managed by the Education and Skills Service on behalf of the council.

The services in scope for this project are:

- Strategic and financial management of the service
- School improvement
- Special educational needs (SEN) services (including management of SEN transport)
- Admissions and sufficiency of school places
- Vulnerable pupils
- Post 16 learning
- Traded services within the Education and Skills delivery unit:
  - Catering service
  - Governor clerking service
  - School improvement traded service (Barnet Partnership for School Improvement)
  - Newly Qualified Teachers support
  - Educational psychology (part-traded)
  - Education Welfare Service (part-traded)
  - North London Schools International Network (NLSIN)

There are 145 staff in the Education and Skills service in scope for the transfer.

Although the Catering service is in scope for the project under both options the contract would novate to the council. This will not result in any changes for the staff or the service and so these staff have not been included within the assessment.

### **Recommended Option**

The consultation with schools and the Parent Carer has concluded. Staff and unions have been briefed and have sent through feedback on the proposals. A summary of all of the responses as well as analysis of the different options is included in a Full Business Case. The recommendation is that the Education and Skills Service and all the staff should be transferred into a Local Authority Controlled Company.

- *The key stakeholders who may be affected by the policy or proposal*

- The key stakeholders are:
  - Staff in the Education and Skills Service
  - Schools and Early Years settings
  - Children with SEND and their parent carers

- *The decision-making route being taken (eg. business planning, committee) and date of decision:*

At the Policy and Resources Committee on the 17<sup>th</sup> June 2020 it was agreed that the decision on the future model for delivering the Education and Skills service would be delegated to the Executive Director – Children and Young People, in consultation with the Chairman of the Children, Education and Safeguarding Committee. The decision is being taken as through a Delegated Powers Report on 6<sup>th</sup> July. The report includes results from the consultation with schools and the Parent Carer Forum, responses from staff and the Unions, and a Full Business Case with this Equalities Impact Assessment appended.

APPENDIX 1 provides the staff data for Education and Skills staff, broken down into those on different pensions, and LBB staff as a whole. There are 145 staff in the Education and Skills Service.

### 3. Supporting evidence

**What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?**

*Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis*

	<b>What does the data tell you<sup>7</sup>?</b>	<b>What do people tell you<sup>8</sup>?</b>
<b>Protected group</b>	<i>Provide a summary of any relevant demographic data about the borough's population from the <a href="#">Joint Strategic Needs Assessment</a>, or data about the council's workforce</i>	<i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>

<b>Age<sup>9</sup></b>	There is a higher percentage of staff under 40 in the Education and Skills Service (40%) than in the LBB workforce as a whole (34%). Just less than two thirds of staff under 40 are in the Aviva scheme and one quarter are in LGPS. For over 40s, less than a third of staff are in the Aviva scheme and nearly half are on LGPS.
<b>Disability<sup>10</sup></b>	Twice as high a percentage of staff with a disability in the Education and Skills Service (8%) as in the LBB workforce as a whole (4%).
<b>Gender reassignment<sup>11</sup></b>	There are no staff in the service that have had gender reassignment
<b>Marriage and Civil Partnership<sup>12</sup></b>	Cambridge Education do not collect data on marriage and civil partnership
<b>Pregnancy and Maternity<sup>13</sup></b>	There is currently one member of staff on maternity and one is pregnant
<b>Race/ Ethnicity<sup>14</sup></b>	There is a slightly lower percentage of Black and Minority Ethnic staff in the Education and Skills Service (29%) than in the LBB workforce as a whole (32%). There are twice as many Black and Minority Ethnic staff in the Aviva scheme than Black and Minority Ethnic staff in the LGPS scheme.
<b>Religion or belief<sup>15</sup></b>	There is a higher percentage of Christian staff in the Education and Skills Service (49%) than in LBB as a whole (40%). There is also a higher percentage of Jewish staff in the Education and Skills Services (7%) than in the LBB workforce as a whole (2%).
<b>Sex<sup>16</sup></b>	Higher percentage of female staff in the Education and Skills workforce (79%) than in the LBB workforce as a whole (59%). There is a slightly higher percentage of female Education and Skills staff in the LGPS than in the Aviva scheme. There are more than twice as many men in the Aviva scheme than in LGPS.

**Sexual Orientation<sup>17</sup>**

A lower percentage of staff preferred not to say in the Education and Skills Service (7%) than in the LBB workforce (15%). There is a slightly lower percentage of gay men and slightly lower percentage of gay women/lesbians in the Education and Skills Service than in the LBB workforce as a whole although numbers are low.

**Other relevant groups<sup>18</sup>**

**4. Assessing impact**

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics <sup>19</sup>?

Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Is there an impact on staff? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	

<p>Age</p>	<p>There is a higher percentage of under 40s staff in the service than in the LBB workforce as a whole.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Just less than two thirds of staff under 40 are in the Aviva scheme and one quarter are in LGPS. For over 40s, less than a third of staff are in the Aviva scheme and nearly half are on LGPS. Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p> <p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<p>job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
<p><b>Disability</b></p>	<p>There is a higher percentage of staff with a disability in the service than in the LBB workforce as a whole.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p> <p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

	<p>contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
<b>Gender reassignment</b>	There are no staff in the service that have had gender reassignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Marriage and Civil Partnership</b>	<p>Cambridge Education do not keep data on marriage and civil partnership. However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p> <p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<p>changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonal scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
<p><b>Pregnancy and Maternity</b></p>	<p>These individuals will retain their right to return to a similar role as they would if they remained employed by Mott MacDonal. Managers are aware and employees will be kept updated and included in any relevant communications. This will be handled appropriately as per the equalities legislation.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p>				
	<p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p>				
	<p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				

DRAFT

Race/  
Ethnicity

There is a slightly lower percentage of Black and Minority Ethnic staff in the Education and Skills Service (29%) than in the LBB workforce as a whole (32%).

However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.

There are twice as many Black and Minority Ethnic staff in the Aviva scheme than in the LGPS scheme. Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Mott's Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.

It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonal. Mott MacDonal have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonal delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.

With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonal scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a

	<p>job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
<p><b>Religion or belief</b></p>	<p>There is a higher percentage of Christian and Jewish staff in the service than in the LBB workforce as a whole.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p> <p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

	<p>contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
Sex	<p>There is a much higher percentage of women in the service than in the LBB workforce as a whole.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>There is a slightly higher percentage of female Education and Skills staff in the LGPS than in the Aviva scheme. There are more than twice as many men in the Aviva scheme than in LGPS. Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p> <p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<p>changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
<p><b>Sexual Orientation</b></p>	<p>A lower percentage of staff preferred not to say in the Education and Skills Service (7%) than in the LBB workforce (15%). There is a slightly lower percentage of gay men and slightly lower percentage of gay women/lesbians in the Education and Skills Service than in the LBB workforce as a whole.</p> <p>However, it is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.</p> <p>Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

	<p>It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.</p> <p>With the in-house option all current and new staff would be automatically enrolled into the Local Government Pension Scheme, which has more favourable terms than the current Mott MacDonald scheme (Aviva), albeit that employee contributions would increase from the current rate of 4.5%. It would mean that all staff would be covered by the Modification Order, which means that their continuous service will transfer if they move from their job with the council to a job with another body covered by the Modification Orders, such as a local authority or school.</p> <p>This may have a positive impact for staff. However, the current estimated additional cost of all staff being in the LGPS scheme is £818,000, which may have to be met through reductions to jobs or services.</p>				
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5. Other key groups Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i>	Positive impact	Negative impact		No impact
		Minor	Major	

<p><b>Key groups</b></p>	<p>Stakeholder groups are affected by this decision. This includes schools and therefore children and parents are indirectly impacted by this decision, as well as children with SEND and their parents. The decision is assessed as having a neutral impact on these groups, as the contractual terms will remain the same. There is a possibility of a minor positive impact, as the LACC model projects a small saving and protects the service from risk of cuts by remaining with Mott MacDonald. However, this saving would need to be set against savings targets set by the Council and therefore it is not guaranteed to be reinvested in the service.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**6. Cumulative impact<sup>20</sup>**  
 Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes      No     

Whilst not a cumulative impact, some staff and the trade unions have expressed views that the transfer will have a negative impact on protected characteristics because it will promote a two-tier workforce. These views are summarised in the consultation summary of the Full Business Case. For the reasons set out above it is not accepted that it will have a negative impact and mitigations are set out in the section below.

**7. Actions to mitigate or remove negative impact**  
 Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures <sup>21</sup> <i>If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.</i>	Monitoring <sup>22</sup> <i>How will you assess whether these measures are successfully mitigating the impact?</i>	Deadline date	Lead Officer
Staff	View expressed by some staff and trade unions as set out in Section 6	Ongoing consultation via the TUPE process	Through TUPE consultation report	End of TUPE consultation	Julie Huggins-Mott MacDonald
Staff	View expressed by some staff and trade unions as set out in Section 6	continued monitoring of data around protected groups to ensure employment opportunities for staff in minority groups	Report on equalities data from the service as part of contract monitoring	End of year reporting	Ben Thomas/Ian Harrison

## 8. Outcome of the Equalities Impact Assessment (EqIA)<sup>23</sup>

Please select one of the following four outcomes

**Proceed with no changes**

The EqIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

**Proceed with adjustments**

Adjustments are required to remove/mitigate negative impacts identified by the assessment

**Negative impact but proceed anyway**

This EqIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

**Do not proceed**

This EqIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

**Reasons for decision**

It is considered that the recommended option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There are no planned redundancies and all terms and conditions, including their pensions, would be protected through the TUPE transfer.

Those currently in the LGPS scheme would remain in the LGPS scheme and they would retain their continuous service. Those currently on a Motts Aviva pension, which is what they were recruited onto, would transfer to a pension scheme that is broadly similar to their current scheme and any new staff could join the same scheme. The LACC could have an 'open' LGPS scheme, which would give the company the discretion to enable staff who are not currently in the LGPS and new joiners the opportunity to join the LGPS but only if that is affordable.

It is considered that the transfer will protect them from the risk of a negative impact if they were to remain with Mott MacDonald. Mott MacDonald have indicated that, as a result of the complexities and consequences of the COVID-19 crisis there would need to be substantial revisions to the way in which Mott MacDonald delivered the Education and Skills contract, which could include changes to the terms and conditions of staff and salary arrangements if staff remain employed by them.

## Sign-off

### 9. Sign off and approval by Head of Service / Strategic lead<sup>24</sup>

Name: Chris Munday

Tick this box to indicate that at you have approved this EqIA

Date of approval: 06/07/2020

Tick this box to indicate if EqIA has been published

Date EqIA was published: .....

Embed link to published EqIA:

Date of next review:

APPENDIX 1- DATA

		Total LBB Data		Total of CE Data		CE LGPS		CE Friends Life/AVIVA		CE TPS		No Pension	
		No.	% of LBB	No.	% of Service	No.	% of Service	No.	% of Service	No.	% of Service	No.	% of Service
<b>Number of Employees</b>		<b>1808</b>		145									
<b>Gender</b>	Female	1062	58.74	115	77.70%	53	35.81%	48	32.43%	2	1.35%	12	8.11%
	Male	730	40.38	30	20.27%	7	4.73%	17	11.49%	1	0.68%	5	3.38%
	Unknown	16	0.88										
<b>Date of Birth</b>	Under 18	3	0.17%										
	1994-1997 (18-21)	17	0.94%										
	1993-1986 (22-29)	204	11.28%	20	13.51%	1	0.68%	16	10.81%			3	2.03%
	1985-1976 (30-39)	393	21.74%	40	27.03%	14	9.46%	23	15.54%			3	2.03%
	1975-1966 (40-49)	380	21.02%	31	20.95%	12	8.11%	15	10.14%			4	2.70%
	1965-1951 (50-64)	706	39.05%	52	35.14%	32	21.62%	11	7.43%	2	1.35%	7	4.73%
	1950-1941 (65-74)	74	4.09%	2	1.35%	1	0.68%			1	0.68%		
	1940 and earlier (75+)	3	0.17%										
	Unknown	28	1.55%										
	<b>Ethnic Group</b>	Arab	1	0.06%									
Asian or asian british - bangladeshi		26	1.44%	4	2.70%	1	0.68%	2	1.35%			1	0.68%
Asian or asian british - indian		110	6.08%	8	5.41%	3	2.03%	4	2.70%			1	0.68%
Asian or asian british - pakistani		17	0.94%	3	2.03%	2	1.35%					1	0.68%
Asian other			0.00%	3	2.03%			3	2.03%				
Black or black british - african		133	7.36%	6	4.05%	1	0.68%	4	2.70%			1	0.68%

Black or black british - caribbean	155	8.57%	5	3.38%	3	2.03%	2	1.35%				
Black other		0.00%	4	2.70%			3	2.03%			1	0.68%
Chinese	7	0.39%										
Information refused	3	0.17%	3	2.03%	2		1	0.68%				
Mixed - asian & white	2	0.11%	3	2.03%	1		2	1.35%				
Mixed - white and asian	5	0.28%										
Mixed - white and black african	15	0.83%	2	1.35%			1	0.68%			1	0.68%
Mixed - white and black caribbean	14	0.77%		0.00%								
Not known	6	0.33%	3	2.03%			1	0.68%			2	
Other asian background	23	1.27%										
Other black background	30	1.66%										
Other ethnic group	5	0.28%	2	1.35%	1	0.68%	1	0.68%				
Other mixed background	23	1.27%	3	2.03%			3	2.03%				
Other white background	7	0.39%										
Prefer not to say	46	2.54%										
White - british	737	40.76%	72	48.65%	37	25.00%	28	18.92%	2		5	3.38%
White - greek cypriot	13	0.72%	7	4.73%	5	3.38%	1	0.68%			1	0.68%
White - other	138	7.63%	10	6.76%	3	2.03%	5	3.38%	1	0.68%	1	0.68%
White - turkish cypriot	4	0.22%	1	0.68%	1	0.68%						
White irish	42	2.32%	3	2.03%			2				1	

	Information not yet obtained			3	2.03%			3	2.03%				
<b>Religion</b>	Agnostic	54	2.99%										
	Atheist	79	4.37%										
	Buddhist	8	0.44%										
	Christian	727	40.21%	61	41.22%								
	Hindu	80	4.42%	4	2.70%								
	Humanist	4	0.22%		0.00%								
	Jain	5	0.28%	1	0.68%								
	Jewish	41	2.27%	11	7.43%								
	Muslim	92	5.09%	7	4.73%								
	No Form Returned	3	0.17%		0.00%								
	No Religion	246	13.61%	22	14.86%								
	No Response On Faith	51	2.82%	28	18.92%								
	Other Faith	50	2.77%										
	Prefer Not To Say	138	7.63%	9	6.08%								
	Sikh	8	0.44%	2	1.35%								
<b>Sexuality</b>	Bisexual	14	0.77%										
	Gay Man	14	0.77%	1	0.68%								
	Gay Woman/ Lesbian	19	1.05%	1	0.68%								
	Heterosexual	1232	68.14%	105	70.95%								
	Information Refused	266	14.71%	10	6.76%								
	Other	3	0.17%	28	18.92%								
<b>Disability</b>	Hearing	10	0.55%										
	Learning Difficulties	24	1.33%										
	Mental Illness	6	0.33%										
	Mobility	7	0.39%										
	Other Disability	8	0.44%										

	Physical Co-Ordination	1	0.06%										
	Reduced Physical Capacity	8	0.44%										
	Speech	1	0.06%										
	Vision	7	0.39%										
	Yes			11	8.11%								
	No			106	82.43%								
	No response			28	19.31%								

DRAFT

## Footnotes: guidance for completing the EqIA template

<sup>1</sup> The following principles explain what we must do to fulfil our duties under the Equality Act when considering any new policy or change to services. They must all be met or the EqIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and before a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and must influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf complies with the equality duty.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

### <sup>2</sup> Our duties under the Equality Act 2010

The council has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with 'protected characteristics' (see end notes 9-19 for details of the nine protected characteristics). This applies to policies, services (including commissioned services), and our employees.

We use this template to do this and evidence our consideration. You must give 'due regard' (pay conscious attention) to the need to:

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
  - Removing or minimising disadvantages suffered by people with a protected characteristic
  - Taking steps to meet the needs of these groups
  - Encouraging people with protected characteristics to participate in public life or any other activity where participation is disproportionately low
  - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don't:** e.g. by promoting understanding.

### <sup>3</sup> EqIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive data – EqIAs are public documents. They are published with Cabinet papers, Panel papers and public consultations. They are available on request.

### <sup>4</sup> When to complete an EqIA:

- When developing a new policy, strategy, or service

- 
- When reviewing an existing service, policy or strategy
  - When making changes that will affect front-line services
  - When amending budgets which may affect front-line services
  - When changing the way services are funded and this may impact the quality of the service and who can access it
  - When making a decision that could have a different impact on different groups of people
  - When making staff redundant or changing their roles

Wherever possible, build the EqIA into your usual planning and review processes.

**Also consider:**

- Is the policy, decision or service likely to be relevant to any people because of their protected characteristics?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people who will be affected?

If there are potential impacts on people but you decide not to complete an EqIA you should document your reasons why.

<sup>5</sup> **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

<sup>6</sup> **Focus of EqIA:** A member of the public should have a good understanding of the proposals being assessed by the EqIA after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EqIA)'

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

<sup>7</sup> **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?

- 
- Is the service having a positive or negative effect on particular people or groups in the community?

**<sup>8</sup> What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, [rosie.evangelou@barnet.gov.uk](mailto:rosie.evangelou@barnet.gov.uk) for further advice

**<sup>9</sup> Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

**<sup>10</sup> Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

**<sup>11</sup> Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

**<sup>12</sup> Marriage and Civil Partnership:** consider married people and civil partners.

**<sup>13</sup> Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

**<sup>14</sup> Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

**<sup>15</sup> Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

**<sup>16</sup> Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

**<sup>17</sup> Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

**<sup>18</sup> Other relevant groups:** You should consider the impact on our service users in other related areas.

**<sup>19</sup> Impact:** Your EqlA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.

- 
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
  - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
  - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
  - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
  - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
  - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
  - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
  - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

#### <sup>20</sup> **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

#### <sup>21</sup> **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

<sup>22</sup> **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

#### <sup>23</sup> **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

<sup>24</sup> **Sign off:** You will need to ensure the EqIA is signed off by your Head of Service, agree whether the EqIA will be published, and agree when the next review date for the EqIA will be.

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

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**Dated**

**2020**

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**BARNET COUNCIL  
AND  
BARNET EDUCATION AND LEARNING SERVICE  
LIMITED**

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**SHAREHOLDERS' AGREEMENT  
IN RELATION TO  
BARNET EDUCATION AND LEARNING SERVICE  
LIMITED**

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**BETWEEN:**

- (1) **BARNET COUNCIL** of 2 Bristol Avenue, Colindale, London, NW9 (**BARNET**); and
- (2) **BARNET EDUCATION AND LEARNING SERVICE LIMITED** (company number 12724128) whose registered office is at 2 Bristol Avenue, Colindale, London, NW9 (the **Company**).

**BACKGROUND**

- (A) The Company is a wholly owned subsidiary of BARNET.
- (B) BARNET and the Company are entering into this Agreement to ensure that BARNET retains control over the strategic direction and key decisions of the Company.

**IT IS AGREED** as follows:

**1 DEFINITIONS AND INTERPRETATION**

- 1.1 In this Agreement, unless the context requires otherwise:

**Accounting Reference Date** means 31<sup>st</sup> March

**Articles** means the articles of association of the Company as amended or replaced from time to time in accordance with this Agreement

**Board** means the board of directors of the Company from time to time

**Business** has the meaning given in clause 2

**Business Day** means a day (other than a Saturday or Sunday) on which banks are open for business in England

**Business Plan** means the document setting out the approach the Company shall take in undertaking the Business for a Financial Year, and as the same may be varied or updated from time to time in accordance with the provisions of this Agreement

**Companies Act** means the Companies Act 2006

**Deed of Adherence** means a deed in the form or substantially in the form set out in Schedule 2

**Director** means a director of the Company

**EIR** means the Environmental Information Regulations 2004 and any subordinate legislation made under the Regulations from time to time, together with any guidance and/or codes of practice issued by the Information Commissioner or relevant government department in relation to such legislation

**Encumbrance** includes any mortgage, charge (fixed or floating), pledge, lien, hypothecation, guarantee, trust, right of set-off or other third party right or interest (legal or equitable) including any assignment by way of security, reservation of title or other security interest of any kind, howsoever created or arising, or any other agreement or arrangement (including a sale and repurchase agreement) having similar effect

**Financial Year** means each financial accounting period of 12 months ending on the Accounting Reference Date other than in relation to the first accounting reference period which shall run on and from the date of this Agreement to and including the Accounting

Reference Date in the following calendar year, or such longer or shorter period as BARNET shall from time to time determine

**FOIA** means the Freedom of Information Act 2000 and any subordinate legislation made under the Act from time to time, together with any guidance and/or codes of practice issued by the Information Commissioner or relevant government department in relation to such legislation

**Intellectual Property** means patents, inventions, registered designs, trademarks, applications for any of the foregoing or the right to apply therefor in any part of the world, design rights including community designs, database rights, copyrights, rights in the nature of copyright, topography rights, trade names, logos, get-up, domain names, know-how and trade secrets, and any similar or equivalent rights arising or subsisting anywhere in the world

**Prohibited Act** means any of the following acts:

- (a) to directly or indirectly offer, promise or give any person working for or engaged by BARNET a financial or other advantage to:
  - (i) induce that person to perform improperly a relevant function or activity; or
  - (ii) reward that person for improper performance of a relevant function or activity;
- (b) to directly or indirectly request, agree to receive or accept any financial or other advantage as an inducement or a reward for improper performance of a relevant function or activity in connection with this Agreement;
- (c) committing any offence:
  - (i) under the Bribery Act 2010;
  - (ii) under legislation creating offences concerning fraudulent acts;
  - (iii) at common law concerning fraudulent acts relating to this Agreement or any other contract with BARNET; or
  - (iv) defrauding, attempting to defraud or conspiring to defraud BARNET

**Reserved Matters** means the matters specified in Schedule 3

**Working Hours** means 9.00 a.m. to 5.00 p.m. on a Business Day

1.2 In this Agreement, unless the context requires otherwise:

1.2.1 references to clauses, paragraphs, recitals and Schedules are references to clauses and paragraphs of, and recitals and schedules to, this Agreement. The Schedules form part of this Agreement and shall have the same force and effect as if expressly set out in the body of this Agreement, and any reference to this Agreement shall include the Schedules. The recitals and headings to clauses and Schedules are for convenience only and shall not affect the construction or interpretation of this Agreement;

1.2.2 a reference to a statute or a statutory provision includes a reference to:

- (a) the statute or statutory provision as modified or re-enacted or both from time to time (whether before or after the date of this Agreement); and
  - (b) any subordinate legislation made under the statute or statutory provision (whether before or after the date of this Agreement), provided that any such modification, re-enactment or legislation made after the date of this Agreement does not materially change the relevant provision;
- 1.2.3 references to a **person** shall be construed so as to include any individual, firm, corporation, government, state or agency of a state or any joint venture, trust, association or partnership (whether or not having separate legal personality);
- 1.2.4 references to any gender shall include every gender, and the singular shall include the plural and vice versa;
- 1.2.5 a person shall be deemed to be **connected** with another if that person is connected with that other within the meaning of section 1122 Corporation Tax Act 2010;
- 1.2.6 words and expressions defined in the Companies Acts shall have the same meanings when used in this Agreement;
- 1.2.7 references to a **party** or the **parties** are to a party or the parties to this Agreement from time to time and any person who agrees to be bound by the provisions of this Agreement from time to time but, for the avoidance of doubt, shall not refer to any person who has ceased to have any obligations under this Agreement from time to time;
- 1.2.8 in construing this Agreement, the rule known as ejusdem generis rule shall not apply nor shall any similar rule or approach to the construction of this Agreement and accordingly general words introduced or followed by the word(s) **other** or **including** or **in particular** shall not be given a restrictive meaning because they are followed or preceded (as the case may be) by particular examples intended to fall within the meaning of the general words;
- 1.2.9 references to a **month** shall be construed as a reference to a period starting on one day in a calendar month and ending on the day immediately preceding the numerically corresponding day in the next calendar month or, if there is no numerically corresponding day in the next calendar month, the last day in the next calendar month;
- 1.2.10 any requirement upon BARNET to procure a particular matter or thing shall be deemed to include an obligation to exercise its powers as a shareholder of the Company, and to use its reasonable endeavours to procure that any Director appointed by it shall (subject to his fiduciary and other legal duties owed to the Company) exercise his powers as a director, to procure such matter or thing; and
- 1.2.11 references to a document in the **agreed form** are to a document in a form agreed by BARNET and initialled by or on behalf of each of them for the purpose of identification.

## 2 THE BUSINESS

- 2.1 The business of the Company (the **Business**) shall be:
  - 2.1.1 to provide education and learning services primarily within the London Borough of Barnet
  - 2.1.2 to undertake the Business in accordance with Business Plan.

2.1.3 to undertake such other business(es) as BARNET may from time to time determine in accordance with Schedule 3; and

### **3 BUSINESS PLAN**

3.1 Other than in respect of the first Financial Year, where the Business Plan will be in agreed form and approved by BARNET on or as soon as reasonably practicable after the date of this Agreement, the Company shall prepare a Business Plan for each Financial Year before the relevant Accounting Reference Date and in accordance with the timetable approved by the BARNET from time to time.

3.2 The Business Plan shall be embedded in the BARNET annual business planning process which is approved by the Children, Education and Safeguarding Committee on behalf of BARNET, and adopted by the Company, subject to any changes or revisions required by BARNET, in accordance with 6.1.

### **4 ACCESS TO INFORMATION RELATING TO THE COMPANY AND/OR THE BUSINESS**

4.1 The Company shall promptly provide to BARNET:

4.1.1 any documents or information (including but not limited to board minutes, management accounts and annual accounts) relating to the Business of the Company;

4.1.2 draft annual accounts in accordance with BARNET's year end timetables as notified by BARNET;

4.1.3 final audited annual accounts in accordance with BARNET's year end timetables as notified by BARNET;

4.1.4 copies of Board meeting papers prior to the meeting of the Board to which they relate, and minutes of Board meetings five (5) Business Days after the relevant Board meeting to which they relate; and

4.1.5 any other information reasonably required by BARNET from time to time.

4.2 BARNET and its authorised representatives (including internal and external auditors and other inspection bodies) shall have the right, on giving to the Company reasonable advance notice, during normal Working Hours to inspect the books and records of the Company from time to time and to be supplied with all trading, financial management information, monthly reports, quarterly reports and minutes of any progress meetings and other information in such form as it or they may reasonably require to keep it properly informed about the business and affairs of the Company, and shall have the right (at its expense) to take copies of any such books and records or parts thereof.

### **5 FINANCING THE COMPANY AND RETURNS**

5.1 The parties envisage that the initial working capital of the Company shall be made up of either equity subscribed by BARNET or loans made to it by BARNET.

5.2 If it requires any additional finance, BARNET may (at its entire discretion) provide a loan facility to the Company on terms to be agreed between the parties.

### **6 MANAGEMENT OF THE COMPANY**

6.1 Subject to clause 6.2, BARNET and the Company agree that the Company shall not undertake a Reserved Matter without the approval of BARNET, which approval may be given either in writing or at a general meeting.

- 6.2 Any Reserved Matter specifically set out in a Business Plan shall be deemed approved via the approval of the Business Plan, and the Board shall have delegated authority to implement such Reserved Matters.
- 6.3 With the exception of the Reserved Matters, the Business and all affairs of the Company shall be managed by the Board in accordance with the Business Plan. To that end but subject to those exceptions, the Board shall have full and complete authority, power and discretion to direct, manage and control the Business and the affairs and properties of the Company, to make all decisions regarding those matters and to perform any and all other acts or activities customary or incidental to the management of the Business.
- 6.4 BARNET and the Company agree to maintain the Board for the duration of this Agreement and agree (and agree to procure) that the Board shall operate in accordance with the provisions of this Agreement.
- 6.5 BARNET shall procure that the Company from time to time, and in so far as it may legally do so, the Company agrees that it shall:
- 6.5.1 carry on and conduct its Business and affairs in accordance with:
- (a) its Articles;
  - (b) the Business Plan;
  - (c) all laws relating to companies as amended from time to time;
  - (d) sound governance and good business practice; and
  - (e) in a proper and efficient manner, for its own benefit; and
- 6.5.2 use all reasonable endeavours to obtain and, if necessary, maintain in full force and effect all licences (including statutory licences), consents and authorities necessary to own and operate its assets and to carry on its Business properly and effectively.

## **7 BOARD OF DIRECTORS**

- 7.1 BARNET agrees to procure that the number of Directors of the Company shall not be less than 5 and not more than 10. BARNET shall determine the minimum and maximum number of Directors of the Company from time to time subject to compliance with the provisions of this Agreement and the Articles.
- 7.2 BARNET shall be entitled to appoint and remove Directors to the Board in accordance with the Articles and this Agreement.
- 7.3 The Board shall include at least 2 Directors who shall be officers of BARNET having suitable experience and skills,
- 7.4 In addition to those roles detail at clause 7.3, BARNET may allocate specific roles to the Directors including company secretary and such other roles as determined by BARNET from time to time.
- 7.5 BARNET may nominate a Director, and remove a Director whom it nominated, by giving notice to the Company. The appointment or removal takes effect on the date on which the notice is received by the Company or, if a later date is given in the notice, on that date. A person proposed as a Director shall not be appointed unless he has accepted and signed the letter of appointment in the form scheduled to this Agreement at Schedule 5 or such other terms as BARNET may determine from time to time, and has provided a signed and dated original thereof to the Company.

- 7.6 BARNET shall indemnify and keep indemnified the Company against any claim connected with a Director's removal from office by BARNET.
- 7.7 The Company may have a company secretary and if the Board so decides this BARNET may appoint and remove the company secretary from time to time by giving notice in writing to the Company. The appointment or removal takes effect on the date on which the notice is received by the Company or, if a later date is given in the notice, on that date.
- 7.8 The parties intend that meetings of Directors shall take place at least once each year.
- 7.9 The quorum at any meeting of the Board (or any committee of the Board) shall be 2 Directors appointed by BARNET. The parties shall use their respective reasonable endeavours to ensure that any meeting of the Board (or meeting of a committee of the Board) has the requisite quorum.

## **8 TRANSFER OF SHARES**

- 8.1 BARNET and the Company shall not create any Encumbrance over, transfer, or otherwise dispose of or give any person any rights in or over any share or interest in any share in the Company unless it is (a) permitted under this Agreement (and in particular Schedule 3) or the Articles and (b) carried out in accordance with the terms of this Agreement and the Articles (as the case may be).

## **9 NEW SHAREHOLDERS**

- 9.1 Admitting a person as a new shareholder of the Company is a Reserved Matter and shall also be subject to such person executing a Deed of Adherence.

## **10 TERMINATION**

- 10.1 Subject to the provisions of clause 10.2, this Agreement shall continue in force until BARNET agrees to terminate it by serving written notice on the Company.
- 10.2 This Agreement shall, unless BARNET otherwise agrees, automatically terminate on the effective date of a winding up of the Company.
- 10.3 Termination of this Agreement in respect of BARNET for any reason shall not affect any accrued rights or liabilities of any person or any liability or obligation arising under or pursuant to the Articles or any other agreement or arrangement between any of the parties hereto and save where this Agreement expressly provides to the contrary, affect the provisions of:
- 10.3.1 clause 1 (*Definitions and Interpretation*);
  - 10.3.2 this clause 10 (*Termination*);
  - 10.3.3 clause 12 (*Assignment and Sub Contracting*);
  - 10.3.4 clause 14 (*Remedies and Waivers*);
  - 10.3.5 clause 15 (*Entire Agreement*);
  - 10.3.6 clause 17 (*Conflict with the Articles*);
  - 10.3.7 clause 18 (*Severance*);
  - 10.3.8 clause 21 (*Notices*);
  - 10.3.9 clause 22 (*Costs and Expenses*);

- 10.3.10 clause 23 (*Set-off*);
- 10.3.11 clause 24 (*No Partnership or Agency*);
- 10.3.12 clause 25 (*Counterparts*); and
- 10.3.13 clause 27 (*Governing Law and Jurisdiction*),

which shall continue in full force and effect after termination.

10.4 Where the Company is to be wound up and its assets distributed, the parties shall agree a suitable basis for dealing with the interests and assets of the Company and shall endeavour to ensure that:

- 10.4.1 all existing contracts of the Company are performed to the extent that there are sufficient resources;
- 10.4.2 the Company shall not enter into any new contractual obligations;
- 10.4.3 the Company is dissolved and its assets are distributed as soon as practical in accordance with clause 10.5; and
- 10.4.4 any other proprietary information or Intellectual Property Rights belonging to or originating from a party shall be returned to it by the other party and all such proprietary information or Intellectual Property Rights shall be erased from the computer systems (to the extent possible) of the party who is returning it.

10.5 In the event of the Company being wound up, the assets of the Company remaining after payment of all debts and liabilities of the Company and of all costs, charges and expenses of winding up the same, shall be distributed amongst the current shareholders of the Company as unanimously agreed between such shareholders, subject always to the final decision of any liquidator.

## **11 UNLAWFUL FETTER ON BARNET COUNCIL'S POWERS**

11.1 Notwithstanding any other provision contained in this Agreement, BARNET shall not be bound by any provision of this Agreement to the extent that it would constitute an unlawful fetter on any statutory power of BARNET, but any such provision shall remain valid and binding as regards all other parties to which it is expressed to apply.

## **12 ASSIGNMENT AND SUB-CONTRACTING**

12.1 This Agreement is personal to the parties and no party shall assign, transfer, subcontract or deal in any other manner with any of its rights and obligations under this Agreement without the prior written consent of the other party. Each party hereby undertakes and represents to the other party that it is entering into this Agreement only for its own benefit.

12.2 This Agreement shall be binding on and shall endure for the benefit of each party's successors.

## **13 FURTHER ASSURANCE**

13.1 Each party shall at its own cost and expense, on being required to do so by another party now or at any time in the future, do or procure the doing of all such acts and things and/or execute or procure the execution of all such deeds and documents in a form satisfactory to such other party which such other party may reasonably consider necessary for giving effect to this Agreement.

## **14 REMEDIES AND WAIVERS**

- 14.1 No delay by any party in exercising, or failure by any party to exercise, any right, power or remedy provided by law or under this Agreement or any document referred to in it shall:
- 14.1.1 operate as a waiver of that or any other right, power or remedy; or
  - 14.1.2 affect the other terms of this Agreement or any document referred to in it.
- 14.2 The single or partial exercise of any right, power or remedy provided by law or under this Agreement or any document referred to in it shall not preclude any other or further exercise of it or the exercise of any other right, power or remedy.
- 14.3 A waiver of any breach of or default under this Agreement or any document referred to in it shall not constitute a waiver of any other breach or default and will not prevent a party from subsequently requiring compliance with the waived obligation.
- 14.4 The rights, powers and remedies provided in this Agreement or any document referred to in it are in addition to and (subject as otherwise provided in this Agreement) not exclusive of any rights, powers and remedies provided by law.

## **15 ENTIRE AGREEMENT**

- 15.1 This Agreement and the documents referred to in it (including the Articles and any Deed of Adherence) constitute the entire agreement between the parties relating to the Company and supersede all previous agreements between the parties relating to such matters.
- 15.2 Each of the parties acknowledges that in agreeing to enter into this Agreement it has not relied on any representation, warranty, collateral contract or other assurance (except those set out in this Agreement and/or the documents referred to in it) made by or on behalf of any other party before the signature of this Agreement. Each of the parties waives:
- 15.2.1 all rights and remedies which, but for this clause 15.2, might otherwise be available to it in respect of any such representation, warranty, collateral contract or other assurance; and
  - 15.2.2 all rights and remedies, other than remedies for breach of contract available in respect of a breach of this Agreement and/or the documents referred to in it, which, but for this clause 15.2, might otherwise be available to it in respect of the falsity of any representation or warranty set out in this Agreement and/or the documents referred to in it,
- provided that nothing in this clause 15.2 shall limit or exclude any liability for fraud or dishonesty on the part of any party.

## **16 VARIATION**

- 16.1 No variation to the terms of this Agreement shall be effective unless made in writing and signed by each of the parties and any person who agrees to be bound by this Agreement.

## **17 CONFLICT WITH THE ARTICLES**

- 17.1 If any provision of this Agreement is inconsistent with a provision of the Articles, then the terms of this Agreement shall prevail and BARNET agrees to procure the making of any amendment to the Articles at the next general meeting of the Company required in order to make them consistent with the provisions of this Agreement.

## **18 SEVERANCE**

- 18.1 If any provision of this Agreement shall be found by any court or administrative body of competent jurisdiction to be invalid or unenforceable, such invalidity or unenforceability shall

not affect the other provisions of this Agreement which shall remain in full force and effect.

- 18.2 Without prejudice to the generality of clause 18.1, if any provision of this Agreement or the Articles shall be found by any court or administrative body of competent jurisdiction to be unenforceable against or by the Company, BARNET shall procure that the provision is nevertheless put into effect to the greatest extent possible.
- 18.3 If any provision of this Agreement is found to be invalid or unenforceable but would be valid or enforceable if some part of the provision were deleted, the provision in question shall apply with such deletions as may be necessary to make it valid or enforceable.
- 18.4 The parties agree, in the circumstances referred to in clause 18.1 and if clause 18.3 does not apply, to attempt to substitute for any invalid or unenforceable provision a valid or enforceable provision which achieves to the greatest extent possible the same effect as would have been achieved by the invalid or unenforceable provision but for such invalidity or unenforceability.

## **19 FREEDOM OF INFORMATION**

- 19.1 BARNET and the Company acknowledge that each of them is subject to the requirements of the FOIA and the EIR and each Party shall, where reasonable, assist and co-operate (at its own expense) with the other Party for the provision of information to enable that Party to comply with these information disclosure obligations.
- 19.2 Where the Company receives a request for information under either the FOIA or the EIR in relation to information which it is holding on behalf of BARNET in relation to the Company, it shall:
- 19.2.1 transfer the request for information to BARNET as soon as practicable after receipt and in any event within two Business Days of receiving a request for information;
  - 19.2.2 provide BARNET with a copy of all information requested by BARNET, which is in its possession or power in the form that BARNET requires within ten Business Days (or such longer period as BARNET may specify) of BARNET requesting that information; and
  - 19.2.3 provide all necessary assistance as reasonably requested by BARNET to enable BARNET to respond to a request for information within the time for compliance set out in the FOIA or the EIR.
- 19.3 Where BARNET receives a request under FOIA or EIR which relates to the operations of the Company, it shall notify the Company and afford it an opportunity to make any comments or representations in respect of the disclosure of the information sought. The Company shall respond within five (5) Business Days of receipt of this notification. BARNET shall take into account any such comments or representations in so doing and shall not respond to the request until the five (5) day response period referred to above has passed.

## **20 PREVENTION OF BRIBERY**

- 20.1 The Company:
- 20.1.1 shall not, and shall procure that any Director, officer, employee, adviser or representative of the Company shall not, in connection with this Agreement commit a Prohibited Act;
  - 20.1.2 warrants, represents and undertakes that it is not aware of any financial or other advantage being given to any person working for or engaged by BARNET, or that an agreement has been reached to that effect, in connection with the execution of this Agreement, excluding any arrangement of which full details have been disclosed in writing to BARNET before execution of this Agreement.

- 20.2 The Company shall:
- 20.2.1 if requested, provide BARNET with any reasonable assistance, at BARNET's reasonable cost, to enable BARNET to perform any activity required by any relevant government or agency in any relevant jurisdiction for the purpose of compliance with the Bribery Act;
  - 20.2.2 within five (5) Business Days of the date of this Agreement, and annually thereafter, certify to BARNET in writing (such certification to be signed by an officer of the Company) compliance with this clause 20 by the Company and all persons associated with it or other persons who are supplying goods or services in connection with this Agreement. The Company shall provide such supporting evidence of compliance as BARNET may reasonably request.
- 20.3 The Company shall have an anti-bribery policy (which shall be disclosed to BARNET) to prevent any Director, officer, employee, adviser or representative of the Company from committing a Prohibited Act and shall enforce it where appropriate. The Company shall also have an anti modern slavery policy.
- 20.4 If any breach of clause 20.1 is suspected or known, the Company must notify BARNET immediately.
- 20.5 If the Company notifies BARNET that it suspects or knows that there may be a breach of clause 20.1, the Company must respond promptly to BARNET's enquiries, co-operate with any investigation, and allow BARNET to audit books, records and any other relevant documentation.
- 20.6 BARNET may terminate this Agreement by written notice with immediate effect if the Company, Director, officer, employee, adviser or representative of the Company (in all cases whether or not acting with the Company's knowledge) breaches clause 20.1.
- 20.7 Any notice of termination under clause 20.6 must specify:
- 20.7.1 the nature of the Prohibited Act;
  - 20.7.2 the identity of the party whom BARNET believes has committed the Prohibited Act; and
  - 20.7.3 the date on which this Agreement will terminate.
- 20.8 Any dispute relating to:
- 20.8.1 the interpretation of clause 20; or
  - 20.8.2 the amount or value of any gift, consideration or commission;
- shall be determined by BARNET and its decision shall be final and conclusive.
- 20.9 Any termination under clause 20.6 will be without prejudice to any right or remedy which has already accrued or subsequently accrues to BARNET.

## **21 NOTICES**

- 21.1 Any notice or other communication to be served under this Agreement shall be delivered or sent by first class post, or electronic communication to the party to be served at its address, or email address as set out in Schedule 4 or in any Deed of Adherence (as the case may be).
- 21.2 Subject to clause 21.3 and in the absence of earlier receipt, any notice or communication shall be deemed to have been served:

- 21.2.1 if delivered personally, at the time of delivery;
  - 21.2.2 if sent by first class post, two (2) Business Days after the date of posting; and
  - 21.2.3 if sent by email, twenty four (24) hours after the time of sending
- 21.3 Any notice or communication served under this Agreement outside Working Hours in the place to which it is addressed shall be deemed not to have been served until the start of the next period of Working Hours in such place.
- 21.4 In proving service of a notice or communication, it shall be sufficient to prove that delivery was made or that the envelope containing the notice or communication was properly addressed and posted as a prepaid first class letter, that the facsimile message was transmitted to the facsimile number of the recipient, or in the case of electronic communication, that it was sent in accordance with the guidance issued by the Institute of Chartered Secretaries and Administrators.

## **22 COSTS AND EXPENSES**

- 22.1 All costs and expenses in relation to the negotiation, preparation, execution and carrying into effect of this Agreement and all other documents referred to in it shall be borne by BARNET, save for any private advice sought by the Company which shall be for the cost of the Company.

## **23 SET-OFF**

- 23.1 All amounts falling due under this Agreement shall be paid in full without any set-off or counterclaim.

## **24 NO PARTNERSHIP OR AGENCY**

- 24.1 Nothing in this Agreement is intended to or shall operate to create a partnership between the parties or any of them, or to authorise any party to act as agent for any other party, and no party shall have authority to act in the name or on behalf of or otherwise to bind any other party in any way.

## **25 COUNTERPARTS**

- 25.1 This Agreement may be executed in any number of counterparts, and by the parties on separate counterparts, but shall not be effective until each person who is a party at the date hereof has executed at least one counterpart.
- 25.2 Each counterpart shall constitute an original of this Agreement, but all the counterparts shall together constitute but one and the same instrument.

## **26 CONTRACTS (RIGHTS OF THIRD PARTIES) ACT 1999**

- 26.1 The parties to this Agreement do not intend that any of its terms should be enforceable, by virtue of the Contracts (Rights of Third Parties) Act 1999, by any person who is not a party to this Agreement.

## **27 GOVERNING LAW AND JURISDICTION**

- 27.1 This Agreement is governed by and shall be construed in accordance with the laws of England and each party submits to the exclusive jurisdiction of the courts of England for all purposes relating to this Agreement.
- 27.2 Each party irrevocably consents to any process in any legal action or proceedings arising out of or in connection with this Agreement being served on it in accordance with the provisions of

clause 21. Nothing contained in this Agreement shall affect the right to serve process in any other manner permitted by law.

AS WITNESS the hands of the parties or their duly authorised representatives the day and year first before written

DRAFT

THE COMMON SEAL of  
THE MAYOR & BURGESSES OF  
THE LONDON BOROUGH OF BARNET  
Was hereunto affixed  
In the presence of the following as  
Authorised by Article 11.5 of the  
Constitution  
Published in January 2018

**Chief Officer**  
**Head of Governance**

**Officer with delegated authority of**  
**Head of Governance**

**Monitoring Officer**

.....  
**Signature**

.....  
**Full Name**

.....  
**Position**

Executed as a deed by )  
**BARNET EDUCATION AND )**  
**LEARNING SERVICE LIMITED**

Acting by two directors ) .....  
) **Director**  
)  
) .....  
) **Director**  
)

## SCHEDULE 1– PARTICULARS OF THE COMPANY

- 1 **Registered number:** 12724128
- 2 **Date of incorporation:** 6 July 2020
- 3 **Place of incorporation:** England and Wales
- 4 **Class of company:** Private company limited by shares
- 5 **Registered office:** 2 Bristol Avenue, Colindale, London, NW9
- 6 **Accounting Reference Date:** [ ]

DRAFT

**SCHEDULE 2 – DEED OF ADHERENCE**

**THIS DEED** is made on

2020

(A) BY [ ] of [ ] (the **Covenantor**) in favour of the persons whose names are set out in the schedule to this deed and is **SUPPLEMENTAL** to the Shareholders' Agreement dated [ ] 2020 made by (1) Barnet Council, and (2) Barnet Education and Learning Service Limited (company number: 12724128) (the **Shareholders' Agreement**)

**THIS DEED WITNESSES** as follows:

- 1 The Covenantor confirms that it has been given and read a copy of the Shareholders' Agreement and covenants with each person named in the schedule to this deed to perform and be bound by all the terms of the Shareholders' Agreement, except Clauses [ ] and [ ], as if the Covenantor were a Shareholder who is party to the Shareholders' Agreement.
- 2 This deed is governed by the laws of England and Wales.

**IN WITNESS WHEREOF** this deed has been executed by the Covenantor and is intended to be and is hereby delivered on the date first above written.

[Parties to Shareholders' Agreement including those who have executed earlier deeds of adherence.]

Executed as a deed by affixing ) Seal:  
the common seal of )  
**BARNET EDUCATION AND )**  
**LEARNING )**  
**SERVICE LIMITED )**  
in the presence of )  
)  
)  
..... )  
**Director )**  
)  
)  
..... )  
**Director/Secretary )**

### **SCHEDULE 3 – RESERVED MATTERS**

All Reserved Matters shall only be effective if approved by BARNET. BARNET can formally delegate this authority to a named officer or officers by notice in writing to the Company.

Any dispute relating to whether or not something is material under Reserved Matter 17 will be determined by BARNET and its decision shall be final and conclusive.

The following matters are Reserved Matters unless (where relevant) they have been approved in advance in writing by BARNET:

#### ***Constitution of the Company***

1. Varying in any respect the Articles or the rights attaching to any of the shares in the Company.

#### ***Officers and Shareholders of the Company***

2. Agreeing the appointment of all BARNET Directors.
3. Agreeing the removal of all BARNET Directors (including any terms on which Directors are removed from their office as Directors).
4. Approving the admission of further shareholders to the Company or agreeing any rights or restrictions attaching to any shares allocated to such new shareholders.

#### ***Future direction and development of the Company***

5. Agreeing to enter into or entering into any debt facility or loan agreement.
6. Forming any subsidiary or acquiring shares in any other company or amalgamating or merging with or otherwise forming legal participatory arrangements in any partnership or joint venture or any other company or business undertaking (incorporated or not) that reduces BARNET's control of the Company.
7. Selling or disposing of any part of the Business.
8. Entering into any arrangement, contract or transaction that involves any spending that is not in accordance with approved spending by BARNET's Executive Director of Children's Services in the exercise of statutory officer functions and in accordance with BARNET's Financial Regulations.
9. Passing any resolution for its winding up or presenting any petition for its administration (unless it has become insolvent).
10. Apply for the listing or trading of any shares in its issued capital or debt securities on any stock exchange or market.

#### ***Management of the business of the Company***

11. Changing the Company's registered office.
12. Changing the Company's name.

13. Creating or agreeing to create a charge, security or Encumbrance over the Company's assets, shares or income.
14. Adopting or agreeing changes to remuneration and redundancy policies of the Company.
15. Establishing or amending any pension scheme.
16. Changing the nature of the Business or commencing any new business which is not ancillary or incidental to the Business.
17. Appointing and changing the Company's auditors.
18. Agree to make or making any loan (otherwise than by way of a deposit with a bank or other institution, the normal business of which includes the acceptance of deposits or in the ordinary course of business) or granting any credit (other than in the normal course of trading or giving any guarantee (other than in the normal course of trading) or indemnity (other than in the normal course of trading).
19. Changing the financial year end of the Company.
20. Increasing or reducing the amount of its issued share capital, granting any option or other interest over or in its share capital, redeeming or purchasing any of its own shares or otherwise altering, or effecting any reorganisation of, its share capital.
21. Declaring a dividend and adopting the Company's dividend policy and any replacement of or alteration thereto.

## SCHEDULE 4 – CONTACT DETAILS

### BARNET COUNCIL

Address: 2 Bristol Avenue, Colindale, London, NW9  
For the attention of: Ben Thomas  
Email address: [Ben.Thomas@Barnet.gov.uk](mailto:Ben.Thomas@Barnet.gov.uk)

### BARNET EDUCATION AND LEARNING SERVICE LIMITED

Address: 2 Bristol Avenue, Colindale, London, NW9  
For the attention of: Ben Thomas  
Email address: [Ben.Thomas@Barnet.gov.uk](mailto:Ben.Thomas@Barnet.gov.uk)

or, in each case, such other address/or email address as may be notified by the relevant party to the other parties from time to time.

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## SCHEDULE 5 – BARNET DIRECTOR APPOINTMENT LETTER

[Date]

Dear [ ],

### **BARNET EDUCATION AND LEARNING SERVICE LIMITED (the “Company”)**

1. This letter contains the terms which we have discussed and agreed for your appointment as a Director of the Company. By accepting this appointment, you agree that this letter is a contract for services and is not a contract of employment and you confirm that you are not subject to any restrictions which prevent you from holding office as a Director.
2. Similarly we confirm that we have obtained confirmation from Barnet Council that notwithstanding any provision in your employment contract with them they agree to your taking on this role as Director and are taking it on at their request and that the appointment will not affect your salary from Barnet Council and Barnet Council recognises that you will need to spend the hours necessary to properly perform your duties as a Director.
3. Your appointment is made pursuant to and is subject to the Company's articles of association and the terms and conditions set out in the shareholders' agreement dated on or around the date hereof and made between (i) Barnet Council, and (ii) the Company (**Shareholders' Agreement**). Save where expressly given another meaning in this letter, the defined terms in this letter shall bear the meanings given to them in the Shareholders' Agreement.
4. Your appointment shall commence on the date hereof and, subject to the remaining terms of this letter, shall continue unless or until terminated by either party giving the other not less than one (1) months' notice in writing. Your appointment shall be reviewed by the Company on or around the first anniversary of your appointment.
5. Subject to receiving the prior written authorisation of Barnet Council (**Authorisation**) you shall be paid a fee for:
  - 5.1 each Board meeting and/or committee meeting and/or shareholders' meeting including telephone meetings (**Meetings**) which you attend; and
  - 5.2 for the performance of such lawful tasks as may reasonably be requested of you by the Board (and which you agree to and do perform),  
  
(Authorised Work)
6. The Company shall reimburse you for all reasonable and properly documented expenses that you incur in performing the duties of your office. The procedure and other guidance in respect of expense claims is available from the Company.
7. On termination of your appointment, you shall only be entitled to such fees as may have accrued to the date of termination, together with reimbursement in the normal way of any expenses properly incurred before that date.
8. The Board as a whole is collectively responsible for the success of the Company. The Board's role is to:
  - provide entrepreneurial leadership of the Company within a framework of prudent and effective controls which enable risk to be assessed and managed;
  - set the Company's strategic aims, ensure that the necessary financial and human resources are in place for the Company to meet its objectives, and review management performance; and

- set the Company's values and standards and ensure that its obligations to its shareholders and others are understood and met.
9. The Company shall keep you fully informed of all activities of the Company and shall supply you with full management accounts and accounting information relating to the Company on a monthly basis by email and hold regular meetings of the Board. Further, the Company shall ensure it provides secretarial services to the Company and advises the Board on legal matters and risks as they arise. The Company confirms it has had permission from Barnet Council to use and will use its policies in areas such as anti-bribery and other legal risk areas to ensure the Company operates properly under the law and to reduce risk to Directors.
  10. You will be expected to prepare for (by amongst other things reading the relevant board papers) and attend the Meetings. You will receive details of all Meetings in advance. There will be not less than two Board meetings per year, and it is envisaged at the date hereof that there will be approximately 4 Board meetings per year.
  11. Unless the Board specifically authorises you to do so, you shall not enter into any legal or other commitment or contract on behalf of the Company.
  12. You will not, whether during the appointment or after its termination, except in the proper course of your duties or as required by law, use or divulge, and shall use all reasonable endeavours to prevent the use or disclosure of, any trade or business secrets or any information concerning the business or finances of the Company or of any dealings, transactions, or affairs of the Company or any client, customer or supplier of the Company or which comes to your knowledge during the course of this appointment and will comply with the provisions of clause 21 (Freedom of Information) of the Shareholders' Agreement as if they applied to you. You will, however, be entitled to disclose such information to Barnet Council and to any party to whom Barnet Council is entitled to disclose information. The Company shall not publish any information about the Director (which is not otherwise a matter of public record) without letting the Director check the proposed disclosure or publicity. Before responding to an FOIA request the Company shall notify the Director in advance of any disclosure which names the Director.
  13. During the term of the Director's appointment with the Company and thereafter, the Company shall not take action which is intended, or would reasonably be expected, to harm the personal reputation of the Director or which would reasonably be expected to lead to unwanted or unfavourable publicity for the Director. Nothing herein shall prevent the Company making any truthful statement in connection with any actions or investigations by the Company or any other authorised regulatory body or in any legal proceedings. In the event that any damage is done to the reputation of the Director through the actions or omissions of the Company arising from his appointment as a Director in breach of this clause, the Company shall indemnify and hold harmless the Director for any costs, claims, liabilities or expenses incurred arising from such matters (including, without prejudice to the generality of the foregoing, for the costs of any reputation management and/or other similar advice).
  14. The Company has directors' and officers' liability insurance and is required to maintain such cover for the full term of your appointment. The indemnity limit is £1,000,000 (ONE MILLION POUNDS) (current at the date of this letter). A copy of the policy document is available from the Board.
  15. The Company hereby undertakes fully to indemnify you against all liabilities that may be incurred as a result of your office to the extent permitted by sections 232 and 234 of the Companies Act 2006.
  16. The appointment as a Director of the Company will automatically cease:-
    - in the event that you resign as a Director (by the service of one month's written notice upon the Company); or

- if you are an employee of Barnet Council, in the event that such employment ceases; or
- if you are disqualified from acting as a Director under the Company's articles of association or by law; or
- if you commit a material breach of your duties as a Director in respect of your obligations under this agreement; or
- upon the lodgement or delivery of a notice from Barnet Council removing you from the office of Director in accordance with the terms of the Shareholders' Agreement.

17. Without limitation to the paragraphs above, in signing this letter, you acknowledge that your office is subject to the terms of and you will comply with the Shareholders' Agreement. You acknowledge that your appointment may be determined as permitted under the terms of the Shareholders' Agreement. You acknowledge that upon cessation or determination (however arising) such termination you will vacate office in relation to the Company forthwith without raising any claim whatsoever against the Company or Barnet Council in relation to your vacation of office or removal from office.

18. On the cessation or determination of your appointment (howsoever arising), you agree that you will promptly return to the Company all papers and property of the Company which are in your possession or under your control.

Please indicate your acceptance and acknowledgement of these terms by signing the attached copy and returning it to me.

Yours sincerely

.....  
 Signatory, duly authorised  
 for and on behalf of **BARNET EDUCATION AND LEARNING SERVICE LIMITED**

I agree to and acknowledge the terms and conditions set out above relating to my appointment as a director of **BARNET EDUCATION AND LEARNING SERVICE LIMITED**

Signed

Dated

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# Barnet Education and Learning Service Business Plan

**2020-21**

13<sup>th</sup> August 2020 – approved by the BELS Board

Commercial – in confidence



## Executive summary

This Business Plan sets out the key plans for Barnet Education and Learning Service for the period September 2020 to March 2021. It includes the business's vision, outcomes and objectives, as well as its strategies for both service development and business development.

This plan for the Barnet Education and Learning Service business sits alongside the council's Education Strategy 2017 to 2020 and the updated strategy that will be developed in the autumn term 2020. It has been developed to ensure that Barnet Education and Learning Service is able to play a full part in helping to deliver the education strategy and the council's aim of making Barnet the most Family Friendly Borough.

The plan draws on the Barnet with Cambridge Education draft business plan for 2020-21, which was reported to the LBB-CE Contract Monitoring Board in January 2020. Much of that plan was necessarily put on hold as a result of the covid19 pandemic.

This plan includes an extended context section, which sets out the key developments and activities of the Education and Skills service through the covid19 crisis from the closure of schools on 20<sup>th</sup> March to the planned re-opening of schools in September 2020. It also includes as an appendix the service's plan for continuing support for the full re-opening of schools from September.

The plan summarises the key developments in the first part-year of the contract between Barnet Education and Learning Service and the council. The plan will be kept under review by the education and learning service between September 2020 and March 2021, while a new Annual Plan for 2021-22 is developed for discussion with the council in February/March 2021.

# 1 Background

In September 2020, Barnet Council entered into a new strategic partnership with Barnet Education and Learning Service (BELS), a company wholly-owned by the council, to provide the council's education services. The partnership was established in consultation with Barnet schools and the steering group of the Parent-Carer Forum.

The aim of establishing the partnership is to

- Maintain Barnet's excellent education offer;
- Maintain an excellent relationship between the Council and schools
- Achieve further budget savings if required.

The partnership is governed by a series of boards on which schools, settings and other stakeholders are represented that steer the strategic direction of the partnership in delivering school improvement, services for children with special educational needs and school place planning.

## 2 Vision, Objectives, and Outcomes

### 2.1 Vision

Our vision is that together we will maintain and, where possible, improve upon the high quality of education support services, of which the education community is justly proud, and we will continue to build a successful education business that sets support to schools, children, and families in Barnet on a long-term, sustainable footing while providing a return to the Council, Barnet Education and Learning Service (BELS) and schools themselves.

This vision for the Barnet Education and Learning Service business sits alongside the strategic vision for education in Barnet, which is set out in the Education Strategy 2017 to 2020, which will be updated this year. The vision and objectives for the business are intended to ensure that Barnet Education and Learning Service is able to play a full part in helping to deliver the education strategy and the council's aim of making Barnet the most Family Friendly Borough.

### 2.2 Outcomes

We will seek to ensure:

- Excellent provision of education and skills services, in order to establish Barnet's position as a top 10% local authority on key measures of pupil achievement and school performance.
- Sustained improvement of those services requiring additional focus and support.
- Strengthening of existing and development of new, supportive relationships, between the Council and schools.
- Achievement further budget savings if required.

### 2.3 Objectives

We are committed to working with a clear and well-defined performance monitoring regime, where we will be judged both on our ability to deliver services effectively through Operational Key Performance Indicators, but also on our ability to work with a wide range of stakeholders to achieve the outcome focussed Strategic Performance Indicators.

### 3 Operational Environment

This business plan is set against the following background:

- The Inspection of Local Authority Children’s Service in Barnet took place in May and the inspection report was published in July 2019. The service was graded as Good by OFSTED, a substantial achievement, given the judgement of inadequate just two years earlier. The report included positive comments on the Virtual School and our work on home education, children missing education and prevention of NEET for children in care and care-leavers.
- The council continues to face severe financial constraints and has had to continue to make significant additional savings.
- Schools have continued to face financial constraints. The National Audit Office estimated that schools faced an 8% increase in cost pressures between 2014-15 and 2019-20. Maintained Schools faced additional budget pressures in 2019-20 as a result of the charging of £1m of the cost of services previously funded through the ESG to the budget shares of maintained primary and secondary schools. School funding improved in 2020-21 as a result of the Minimum Funding Guarantee (+1.84%) and the arrangements for teacher pay and pension grants. Some schools have seen reductions in funding but this relates to falling pupil numbers. Most secondaries are receiving more funding in real and actual terms whilst a number of primaries are getting less in total due to falling rolls.
- In the meantime the council’s High Needs budget has continued to face significant pressures due to the growing number and complexity of children and young people with SEND, and due to the additional demands arising from the SEN Reforms. The position was made more manageable in 2020-21 as a result of the 8% increase in the High Needs block allocation to the council.
- Local authorities are expected to continue to have a key role in the planning and provision of school places, co-ordination of admissions, school attendance, funding and support for pupils with special educational needs, maintaining participation in education for 16- and 17-year olds, the education of looked after children and a range of other services. The Local Authority continues to have a key role in school improvement support for maintained schools.
- The government continues to encourage schools to consider becoming Academies but the pressure to do so now tends to be limited to schools that have been placed into an OfSTED category (special measures or serious weaknesses). The council supports schools wishing to convert and will encourage schools to do so if that seems appropriate (e.g. to strengthen school to school support for schools that are struggling to be successful or for budgetary reasons as part of a group of schools with shared leadership). It seems likely that small numbers of maintained schools will convert over the next few years but most primary schools are likely to opt to remain in the maintained sector.
- The council, through the Barnet Education and Learning Service will encourage all Barnet schools to work together in school partnerships in order to optimise the amount of

school to school support and to reduce dependency on the local authority, whilst continuing to maintain and improve standards.

## **Covid19**

### **March to May 2020**

Schools were closed on 20<sup>th</sup> March 2020 as a result of the covid19 pandemic. The Education and Skills service supported schools and settings before closure on managing reduced numbers of staff and dealing with pupils and staff showing symptoms and then made sure schools and settings closed appropriately from 23<sup>rd</sup> March

The service supported schools and early years providers that remained open for vulnerable and key workers' children, including supporting the pairing of schools where appropriate and it kept the Barnet website updated on which schools were open and closed.

The Education and Skills service also supported schools with on-line/home learning – placing content for school staff on the BPSI website and working with schools on information and materials for parents via school websites. The service surveyed schools on their support for home learning and it organised training/sharing practice events on IT platforms e.g. Google Classrooms, MS Teams etc.

E&S staff liaised with families of vulnerable children to encourage them to attend schools/settings e.g. the education welfare team linked with schools and social workers.

Officers also worked with our catering provider, ISS, to maintain provision of school meals for pupils attending and meals or food parcels for FSM pupils working from home.

Education staff ordered computers for vulnerable children via the DfE scheme.

Between April and July the Barnet Partnership for School Improvement (BPSI) ran virtual training, on a pay as you go basis, which was well attended by schools. The training focused on the schools' response to the situation e.g. revisions to the curriculum, supporting pupils effectively when they return etc.

Officers have also run free training for school staff on loss, bereavement, anxiety etc. and have supported schools that suffer bereavements in their communities e.g. death of pupils, staff and parents

Frequently Asked Questions on SEN issues were produced with schools and settings and available on the Local Offer (SENDCovid19).

An SEN home learning survey was undertaken with Barnet schools, including special schools, to inform development and sharing of home learning materials/resources, which were made available on the Local Offer. Differentiated home learning materials for pupils with SEN were developed and made available on the Local Offer;

Virtual training was provided to schools and settings on dealing with anxiety of pupils with SEND and staff; on transitions; and on changes to SEN legislation.

Families of early years children with SEN supported virtually by the BEAM team and families of school age children with Autism were supported virtually, and accessed training from the Autism team.

There was close liaison between SEN teams and special schools to support their offer to families and plans to re-open.

Between March and July the Transition Hub continued to support Looked After Children between the ages of 11 and 14 to make successful transitions into either a new school or the same school but as a child new to care. This support successfully switched to a virtual delivery model when schools closed.

### **June to September 2020**

On average 9,000 students attended Barnet schools in the second half of the Summer Term. At the same time the Education and Skills service continued to support schools with online/home learning and to update the Home Learning and Well Being Hub and promote this regularly to schools and PVI's. The school improvement team created Google Classroom and MS Team forums for secondary schools as a support network for home learning.

Officers also continued to hold regular virtual meetings with all PVI managers, primary headteachers, secondary headteachers, Deputy and Assistant Heads and Designated Safeguarding Leads. Learning Network Inspectors carried out School Effectiveness Visits with maintained primary and secondary schools to talk about their plans to adapt their curriculum in September.

The service also produced a 'Handbook for Governors', to support the work of school governors during the covid19 pandemic. The handbook included information on the essential work for governing bodies during the pandemic and advice on virtual governance, safeguarding, the well-being of staff and other matters.

The Education and Skills service has worked with five other London Boroughs on a "Lost Learning Project" which will result in a report with recommendations that will be fed back to all schools. The traded school improvement service, BPSI, has developed a Covid19 Learning Recovery Project for primary schools to sign up to from September. So far over 30 schools have signed up.

The Education and Skills service has also produced a Transition Strategy for Year 11, 12 and 13 students and encouraged all secondary schools to sign up to this strategy, The strategy includes a 'Transition Entitlement' for each student e.g. support from school; mentor provided if school not able to provide (from our Post-16 Team or volunteers); dedicated helpline for students; transition events for Year11 transitioning to Y12 and for Y13, across the borough; and signposting students to available courses etc.

The Education and Skills service has also produced additional materials for key points of transition into and from primary schools, specifically into the foundation stage and from the end of Key Stage 2 into Key Stage 3 (i.e. primary to secondary).

The modification to the Regulation for statutory timescales for EHC Needs assessments and plans remains in place until 25th September. Despite this, the Education and Skills service has continued 'business as usual' with the EHC Plans – all plans have been completed within the statutory timescale (with no exceptions) from the beginning of 'lockdown'.

The DfE and NHS England visited Barnet on 30th June – mainly looking at Barnet's SEND response to Covid 19: "The response from Barnet to Covid 19 was very strong" (DfE SEN Adviser).

The SEN team held its first SEND conference for Teaching Assistants in July, with over 100 TAs taking part. Places were heavily over-subscribed. Feedback was very positive and more training specifically for TAs will be delivered in future.

Cygnets training has continued for parents of children with Autism.

The 'Open Spaces' initiative for families is running over the summer – providing access to outdoor spaces for families of children with SEND.

All SEND Workstreams have been reviewed: Key themes for all the workstreams include: Transitions; voice of the child/young person; BAME and Covid 19 recovery; and restoration.

Modifications to Section 42 of the 2014 Children and Families Act will not be renewed after July. What this means is that the full range of provision in Education, Health and Care (EHC) Plans will need to be secured. Since May, services have been able to provide a different “offer” for children and young people with an EHC Plan, but they will not be able to do so from August.

Regular meetings have been held between Education and Skills officers and special schools, including a recent multiagency meeting with Health, Education and Social Care and special schools to support full opening of special schools in September.

Strategic SEND Planning workshops for schools will take place in early September.

The SEN service is celebrating difference through the “It’s Okay to be Different” competition. It is open to Barnet schools, and children and young people in Barnet. Entries can take many forms, e.g. poem, song, short film, picture, letter, etc. The competition closes on 11th September 2020. Prizes for the top 3 entries of an Amazon voucher will be presented at the autumn SENCo conference.

The Transition Hub ran a summer programme with Looked After Children who met the criteria for support from the Hub. This support was a blend of both virtual and face to face.

### **Plans for the full opening of schools from September**

The Education and Skills service, in collaboration with Barnet Public Health and the Health, Safety and Wellbeing team, developed an updated Risk Assessment template for schools to use for the full reopening in September. The large majority of schools have adopted this format. As in previous phases of the covid19 lockdown, Education and Skills staff have offered support and advice to schools in completing their risk assessments and have been in regular liaison with the trade unions. The service has been collecting the Risk Assessments from schools and has been forwarding them to Barnet Public Health and Health, Safety and Wellbeing teams for comment/approval.

The service has also developed a plan for 'Recovery Planning support for schools' for full reopening of schools in September. The plan is shown as an appendix to this business plan. The plan will be adopted by Barnet Education and Learning Service and will be implemented by the Education and Skills staff transferring from Cambridge Education to BELS on 1<sup>st</sup> September.

## 4 Service Development

### 4.1 Service Developments in 2019-20

This section of the plan is lifted from the Barnet with Cambridge Education draft Business Plan for 2020-21 and describes key business developments in the Education and Skills service in 2019-20.

#### 4.1.1 Children's Services Inspection and Safeguarding

Officers and headteacher representatives attended the Improvement Board, the Executive Committee of the BCSB and other key groups and continued to provide support for the council's improvement plan. The Inspection of Local Authority Children's Service in Barnet took place in May 2019 and the inspection report was published in July. The service was graded as Good by OFSTED, a substantial achievement, given the judgement of inadequate just two years earlier.

The report included positive comments on the Virtual School and our work on home education, children missing education and prevention of NEET for children in care and care-leavers.

The Education Safeguarding Action Plan 2018-19 was implemented and a plan for the 2019-20 school year is now in place and being implemented.

#### 4.1.2 Development of Strategic Plans for the education service

All four strategies have been reviewed or are scheduled for a review by the end of the financial year:

- School Improvement Strategy – reviewed at SSSPB in October 2019 and SPB in November.
- SEND Strategy – reviewed at SEND Board in October 2019 – plans to consult on changes and to produce revised strategy early in 2020.
- School Places Strategy – update reported to SPB in November.
- Education Strategy – updated strategy agreed at SPB in March 2019. A further update will be provided in March 2020.

#### 4.1.3 Organisational development

A review of the structure of the Education and Skills service took place between July and August 2019. This was designed to achieve efficiency savings and to reduce the cost base for some traded services, taking advantage of some staff retiring or leaving for other jobs.

The review brought all business support officers across the service under a single line-management structure and moved specialist finance functions to the finance team.

The changes will result in efficiency savings of over £200,000 in a full year, with no adverse effect on services.

Since that restructure, there has also been a restructure of the leadership of the Virtual School and a new Virtual School headteacher has been recruited.

#### 4.1.4 Accommodation and 'The Way We Work'.

Education and Skills managers worked closely with the council in ensuring a smooth move of the Education and Skills service to Colindale in June. Education and Skills managers also helped to deliver The Way We Work programme, rolling out Office 365 and Skype to all staff and ensuring staff were trained in their use. In addition staff have made extensive use of MS Teams.

#### 4.1.5 Development of IT systems

**SEN Gateway software for Synergy:** Initial scoping has been completed. A detailed plan for introducing the new module is being developed with a view to phasing in the new module between January and August 2020.

#### 4.1.6 Efficiency savings

**Transport:** Our internal review of developments since the review of passenger transport and of the operation of the SLA is scheduled for completion in January 2020 and we will then discuss any issues with the council. In the meantime there has been continuous liaison and good co-operation between the transport brokering team (CE) and the Passenger Transport Service in Street Scene (LBB).

The Dynamic Purchasing System has been used to procure external transport services.

**Management of the High Needs block of the DSG:** The financial recovery plan has been implemented, though savings have been partly offset by continuing pressures from the growth in the number and complexity of EHCPs.

#### 4.1.7 Special Projects

CE has continued to deliver a range of projects commissioned by the council – actual projects and funding as below:

The post-16 team has also continued to deliver the BOOST project, with £80,000 of funding being paid via Barnet Homes.

Projects	Actual funding in 2019-20
EP Support for REACH	£40,628
Interim Leadership of Virtual School	£90,438
EP Support for Youth Offending Service	£51,500
Care leavers participation project	£78,720
Education Welfare officer and troubled families project team	£54,887
Skills Escalator	£37,500
Risk of NEET Project	£32,922
Section 106 - Access for All - Routes to Construction	£70,546
EY Data Collection – <i>all-year</i>	£21,602
<i>Family Services taxi review and transport brokerage</i>	£22,032

#### 4.1.8 Early Years standards

There was a smooth transfer of this service from the council to Barnet Education and Skills Service on 1 April and the team has continued to operate as normal since then. We commissioned the Early Years lead from Hackney Learning Trust to help us carry out a review of the EY standards function in December, reporting in January. We shared the findings with council colleagues and communicated any changes affecting settings to relevant stakeholders.

#### 4.1.9 Catering

Meal numbers have increased to date and year on year, excluding schools that exited the contract from April 2019. The current uptake is 72% in Primary, which is growth of about 1.5% year on year. This is well above the national average for school meals.

A small number of schools have exited the contract as a result of getting a better price with other caterers. This now has an overall impact on the cost of the contract as exiting schools supported the losses from Kosher meals and loss-making schools within the contract.

ISS has delivered a programme of themed activities this year, from Green Fingers Gardening Week to international, friendship and space themed events.

At the end of July ISS ran a back to basics workshop for all kitchen managers. This was aimed at ensuring the teams understood what the minimum basics standards are, management training, staff development and school engagement. They also ran a session at The Healthy Schools Forum:

Over the past year ISS has done extensive training with all the kitchen teams. Training carried out includes:

- Kitchen Mangers Food Safety Training – this is a one-day course above the basic level 2 training.
- Safeguarding
- Allergens and special diets,
- Toolbox talks around health and safety
- Data protection
- Menu planning

From September, ISS have been rolling out contract specific awards, such as Best serve displays, Extra attention to detail, Engagement with pupils and Going the extra mile.

Several school-based teams received outstanding achievement awards for external health and safety and food safety audits, scoring over 95%, with no red flags.

With the agreement of CMB, a mid-term review of the contract will take place in January and February 2020, involving CE, ISS and school representatives. This will focus on pricing, discounts and the offer for both the main school meals service and for Kosher meals.

## 4.2 Service Developments planned for 2020-21

This section of the plan is lifted from the Barnet with Cambridge Education draft Business Plan for 2020-21. BELS will continue to implement these plans during the remainder of the financial year 2020-21.

### 4.2.1 Review of Strategic Plans for the education service

The Education and Skills service will keep the following strategic plans under review, reporting on progress to the relevant partnership governance bodies:

- Barnet School Improvement Strategy
- Barnet Special Educational Needs and Disabilities Strategy
- Barnet School Places Strategy
- Barnet Education Strategy 2017-20

An Education Strategy for 2020-2023 will be developed in discussion with the council and headteacher representatives, ahead of wider consultation. This will take account of any new education policies or legislative, regulatory or funding changes announced by the government since the General Election on 12<sup>th</sup> December 2019.

### 4.2.2 Organisational development - Structural Changes

No major structural changes are planned at this stage for 2020-21 but there will be a review of SEND and Inclusion services, which may lead to proposals for structural change.

Consideration will be given to implementing some staff changes to achieve the efficiency savings envisaged in the structural review in 2019. Staffing for traded services and projects will be reviewed in the light of school decisions on buy-back of services for 2020-21 and the availability of funding for projects.

Changes may also be needed in response to new education policies or legislative, regulatory or funding changes announced by the government following the General Election on 12<sup>th</sup> December 2019.

### 4.2.3 Accommodation

#### **Colindale**

In order to facilitate and enable Family Services to occupy the whole of the second floor when they move from NLBP to Colindale (originally expected in March) officers liaised with council officers to plan the relocation of the Education Service from its current footprint on the second floor to a similar/corresponding footprint on the third floor. We have worked to ensure there is minimum disruption and that the quality of accommodation is as good as it was before for staff. Lockdown occurred just as E&S staff were due to move to the third floor.

#### **Professional Development Centre**

As the redevelopment of Claremont School has now been scheduled for early in the Brent Cross redevelopment programme, we may have to vacate the current PDC (PDC@Claremont) as early as 2021. We will therefore begin to explore alternative options for a future PDC.

#### 4.2.4 IT systems

**SEN Gateway software for Synergy:** The new module will be phased in between now and August 2020. Full implementation, including staff training, will take longer.

#### 4.2.5 Efficiency savings

The main developments will be:

##### Transport

We will begin discussions with the council shortly over possible ways to achieve efficiency savings by changing the way in which passenger assistants are managed.

At the same time, we will continue to review routes and passenger assistant allocations and make use of the Dynamic Purchasing System to ensure we maximise efficiency in brokering and contracting out transport services on behalf of the council.

##### Management of the High Needs block of the DSG

We will continue to implement the High Needs Block Recovery Plan and to seek other ways of balancing the growing demand pressures with the budget available.

#### 4.2.6 Special Projects

Barnet Education and Learning Service will continue to deliver special projects commissioned by and agreed with the council. Additional projects will be discussed and agreed as the need arises. Currently the following projects are planned for 2020-21.

Projects	Estimated funding in 2020-21	Comment
EP Support for REACH	tbc	checking
EP Support for Youth Offending Service	tbc	checking
Care leavers participation project	£80,689	CESP agreed
Education Welfare officer and troubled families project team	£54,887	CESP agreed
Skills Escalator	£37,500	Funding to July
Risk of NEET Project	£28,762	Funding to July
Section 106 - Access for All- Routes to Construction	£47,192	Funding to August
EY Data Collection	tbc	Checking
<i>Family Services transport brokerage</i>	£30,600	CESP agreed

The post-16 team has also continued to deliver the BOOST project in 19-20, with £80,000 of funding being paid via Barnet Homes.

#### 4.2.7 Catering

Note that the BCE draft plan indicated that this section would be reviewed in light of the mid-term review of school meals provision, beginning in January 2020. That review was interrupted by the covid19 crisis and will need to resume and be completed. This section of the plan will then be updated in liaison with ISS.

ISS aims to increase income for the Barnet Contract by x% (subject to the review) in the financial year (2020-21) and this will be achieved through:

- Increasing the meal uptake in Barnet primary and Special schools where uptake is low
- Increasing uptake at mid-morning break in Barnet secondary schools
- More Barnet schools buying back into the service in later years
- Additional out of borough schools buying into the service in later years
- Sustainable growth in external and internal hospitality catering services

#### Uptake

ISS will continue to bring the following approaches and initiatives to Barnet to develop the service, to increase uptake and underpin consistent meal number growth:

- Maintaining our recently confirmed - repeat accreditation for silver food for life – offering comfort to our customers around our offer and the products used every day.
- Attending school council meetings to explore opportunities to develop external kiosks and cashless vending machines in secondary schools.
- Deliver Parent Taster session for new parents offering example menus and nutritional information
- Engage with Jewish schools to continue develop the Kosher menu and manage costs
- Embedding the improved special dietary needs process at each site following strict guidelines that keep our customers safe.
- Continuing to market and promote the food service through a published plan, focusing on food education and fun with initiatives such as:
  - Great British Bake Off
  - Holding our popular FEED days (Food Education Event Day)
  - Nutritional Assemblies
  - Ensuring that our secondary marketing concepts are reflective of current food trends on the High Street – keeping secondary students engaged
- Continual investment into school facilities, equipment, and projects to support sustainable growth in meal uptake
- Providing craft skills and customer care training through our SWAHT, 'I Can' and Food for Life training, the first to be certified by the Soil Association
- Delivering our communication plan that ensures that we are effectively reaching all stakeholder groups.
- Sharing best practice from across the whole estate and supported and underpinned with the wider business.

## 5. Services & Pricing

This section is lifted from the draft BCE plan – to be reviewed and updated by BELS.

Note that most traded services were diverted towards providing support for the council's covid19 strategy during the period from mid-March to August. The service has taken the opportunity, in discussion with headteachers, to move a number of services onto a school-year delivery cycle with effect from September 2020. That includes BPSI, Governor Services, the Inclusion Advisory Team, the Educational Psychology Services, the Education Welfare Service and the Careers, Information and Guidance Service.

### 5.1 Pricing of traded services

For 2020-21 we tried to keep changes to pricing levels to a minimum, in recognition of the budget pressures schools are facing. Most traded service prices have been subject to an inflation-only increase of 2.5% increase. The exceptions are:

- BPSI – no increase for inflation, due to the potential impact of any increase on take-up and because it makes more sense financially to seek to retain subscribers and win more.
- Connect - There will be a standard membership charge and separate arrangements for consultancy (see below). The standard membership charge will rise by 2.5% for all schools.
- Modern Language Assistants – increase of 2% to reflect expected increases in salaries (set by the British Council).
- Governor Services – the offer was restructured, removing the separate GAO offer. Those schools that had bought the combined GAO and training service will now pay less but those purchasing training only will pay more, with GAO advice added to the training offer.
- Data Services – Whilst the FSM eligibility service will have a 2.5% increase; the separate charge for FFT will increase at a higher rate to ensure we recoup the increased charges levied by the Fischer Family Trust. Other services will be offered as a package (see below).
- Education Welfare Service – a 2.5% increase on day rates but above inflation increases for advice only service and charges for Court sessions for non-subscribing schools to reflect actual costs.
- Information, Advice and Guidance – daily rates to rise from £190 to £210 to ensure full cost recovery.
- Educational Psychology Service – averages out at no increase, in order to keep the offer competitive, but restructuring of charges - a sliding scale of EP charges instead of steps.
- Inclusion Advisory Service (previously called the HIST Team) – works out at more or less the same rate as in 19-20 but with charging restructured to include preparation time, report-writing, travel etc. to align with the BPSI offer.

### 5.2 Barnet Partnership for School Improvement (BPSI)

- Subscription rates frozen and improved/extended offer (Connect, bespoke governor training, data training, link to IAT hours) – all designed to maximise take-up.

### 5.3 Connect

- Connect - Consultancy now offered through BPSI. BPSI subscribers may use BPSI hours to purchase Connect consultancy if they are subscribers to the standard Connect service (emails, newsletter, webinars). Non-BPSI members will pay a higher rate for consultancy hours. After some years of being in deficit, the service is now expected to break even.

#### 5.4 Modern Foreign Languages

- Service to continue as now, with charges for MLA increasing by 2%. Subscribers to Connect will be offered a slightly discounted rate compared with non-subscribers.

#### 5.5 NQT support

- Charges to increase by 2.5% for NQT Appropriate Body fees and for training.

#### 5.6 Governor Services

- Offer restructured, removing the separate GAO offer. Training and advice being offered at £1200. Modern Governor and NGA removed from the package and offered separately at £229 and £92 respectively.

#### 5.7 Data Services

- 'FSM eligibility checking' charges to rise by 2.5% but we will refund the subscription at the end of the financial year if our checks have not identified any extra pupils eligible for PPG. That means no school buying the service will do so without securing extra pupil premium funding (which for one child will cover the subscription cost).
- FFT – We will charge schools separately for FFT and increase the price due to the FFT increase of 7.5% and expectation of lower buyback than current year (schools were surveyed over subscriptions for FFT).
- Nexus – We will charge schools separately for Nexus – between £250 and £350 per school (depending on size of school) to cover our subscription costs and staff time.
- RouteMAP to be charged separately (£349).
- We will also offer a Combined Data Package (FFT, Nexus and RouteMAP) at a discounted price compared to purchasing the services separately.

#### 5.8 Education Welfare Service

- Option 1 (single half-day) to be deleted – as no take-up.
- Increase rates by 2.5%
- Advice only service up to £400 for primary, £500 for secondary.
- Court sessions for non-subscribing schools to be charged at £200.

#### 5.9 Information, Advice and Guidance

- Daily rates to rise from £190 to £210 to ensure full cost recovery.
- New consultancy offer re Gatsby Benchmarks
- Considering sales to schools in other LAs – checking sensitivity issues and pricing/cost issues first.

#### 5.10 Educational Psychology Service

- Averages out at no increase, in order to keep the offer competitive, but restructuring of charges - a sliding scale of EP charges instead of steps.
- Subject to commissioning decisions and budgets, the EP service will continue to offer commissioned services in relation to:
  - Schools and other providers, including the Virtual School for LAC.
  - YOT and REACH
  - Universities offering doctoral training courses for EP training.

### 5.11 Inclusion Advisory Team (IAT)

- Rates for specialist teachers working with schools will be comparable to those charged in 19-20. Hourly charges will decrease from £100 an hour to £70 an hour, but settings will be charged for more of the preparation time, report-writing, travel etc. to align with the BPSI offer, making the rates equivalent. Schools that buy into both BPSI and the Inclusion Advisory Service will be able to transfer up to 5 hours of consultancy per year between the services.

### 5.12 Specialist Teams

- Subject to commissioning decisions and budgets, the Autism Advisory Team will continue to offer commissioned services in relation to the Barnet Autism Diagnostic pathway, including training for parent carers whose child has a diagnosis of Autism.
- In addition to services currently offered free to schools and settings, all parts of the specialist inclusion service will now offer commissioned services. Therefore schools or settings will be able to commission additional services for HI, VI, PD etc.
- Proposals being developed for an expanded offer relating to the autism strategy and to address any shortage areas (VI, Downs, SEMH etc.). Would require extra DSG or CCG funding, or a mixture.

### 5.13 Post-16 Education and Skills projects

In addition to the IAG traded service, the Post 16 team are delivering a number of projects during 2019-20, all of which help to maintain the current capacity of the service to support the skills agenda and to keep NEETs to a minimum

Current projects are listed below:

- The BOOST Project in Burnt Oak and Childs Hill - Supports NEET young people in these areas into EET (funded through Barnet Homes)
- The CLA Project - Works with Care Leavers to ensure that they are engaged in EET
- The Skills Escalator Project - Supporting adults on Housing benefit to upskill into better paid employment
- The RONI Project - Identifies school aged YP who are at risk of becoming NEET and works with the school to engage appropriate interventions
- Section 106 - Access for All - Routes to Construction - Working with schools and construction companies to support progression into training, apprenticeships and employment.

There are challenges in maintaining the current offer due to uncertainties over future funding, much of which derives from sources external to the council. Continued funding of the BOOST project has yet to be confirmed and funding for the last 3 projects listed ends in July/August 2020.

### 5.14 School Meal prices

[Subject to mid-contract review of school meals price, offer, discounts, etc, including the separate Kosher offer].

## Education and Skills service 'Recovery Planning support for schools' for full re-opening of schools in September

Issues / Areas	Action	By whom*	When
<b>Opening buildings</b>		*see key below table	
1. Ensuring schools have adequate and comprehensive risk assessments for full reopening.	Produce risk assessment templates for schools to use for whole school and for individual Staff. Organise meetings with HTs and DSLs to discuss Ras. Collect in Risk assessments from schools and share with Barnet PH and H&S. Schools receive feedback on risk assessments if necessary.	LNIs/MK  NM  LNIs Barnet PH/SHaW	July '20  July '20  July '20  August '20
2. Ensuring schools have sufficient resources to support them in keeping staff and pupils safe: e.g. hand sanitiser hand wash, PPE if required, thermometers etc.	Support schools to procure appropriate safety equipment, as advised by the Public Health team. Ensure schools have up to date guidance on use of PPE including face masks and are provided with links to videos demonstrating safe removal.	AD/PH team	August '20
3. Challenge of schools opening and closing, if staff or students are confirmed to have Covid-19 and have been attending school.	Liaise with Barnet PH team to provide guidance Schools to contact their LNIs for guidance (e.g. redeployment of pupils etc.).	LNIs	Ongoing from 1 <sup>st</sup> September '20
4. Ensuring staff are safe to work if they have symptoms.	Provide advice on testing and test and trace from DfE guidance.	PH Team	July '20
5. Ensure all building compliance checks are up to date: PAT testing, water testing etc.	Buildings team to offer advice if required.	AD	Ongoing
6. Support schools in finding cover if site/premises staff and/or DSLs/First-Aiders are unable to work.	LNI team to broker support from other schools Maintain list of cover DSLs and first aiders.	LNIs	Ongoing

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
7. Support schools with the maximising distance message by installing signage outside schools.	NM to liaise with Transport, Travel Plan and Street Scene Team to install markings and signage outside schools.	NM/ Transport/ Travel Plan / Street Scene Teams	August '20
<b>Budgets and procurement</b>			
8. Schools may need advice on the budgetary implications of the closure and in helping them to find alternatives to companies and organisations that they were using that have gone into liquidation e.g. supply agencies, after school sports clubs etc	Budget advice by school finance business partners. Budget planning advice from former headteachers brokered through BPSI. LNI to share information and recommendations from schools.	Traded service NM/ BPSI/LNIs  LNIs	Ongoing
9. Support with budget and licensed deficit applications for schools still in financial difficulty	Budget advice by school finance business partners. Licensed deficit information from school funding team. NM and LNI to meet with HTs and CoG if necessary	Traded service SFT  NM/LNIs	Ongoing
10. Information on available grants and other funding for schools	Ensure schools are advised on any grants or funding they can apply for	LNIs/ School Funding Team	Ongoing
<b>People</b>			
11. Challenge of dealing with the loss and trauma that the school communities will have faced and continue to face i.e. deaths of parents, staff and even pupils; continuing fears.	Part of EPS non-traded offer. Offer Critical Incident Support. BICS support and training offer.	NM/BB EPS and LNIs	Ongoing
12. Recognising that staff will need support in coming back to work, re-establishing routines etc.	Offer CPD (BPSI) and management advice (LNIs).	NM/BB LNIs and EPS BPSI team	August and Sept '20

Issues / Areas	Action	By whom*	When
13. Recognising that when schools re-open there will still be staffing shortages with some staff self-isolating, vulnerable category or having the virus: e.g. reallocating staff to different year groups, prioritising particular year groups, pupil attendance rotas (considering families with siblings).	Offer CPD (BPSI) and management advice (LNIs).	NM/BPSI/LNIs	Ongoing
14. Difficulties of social distancing in early years.	Produce additional advice documents for Nursery, Reception and Year 1.	HC/LNIs	July '20
15. Continuing fear among staff about health risks.	Meet regularly with unions.	IH/NM/HT Forums	July '20 and ongoing from then
16. Continuing fear among parents about health risks and reluctance to send children into school	Develop a communication strategy to assure parents of arrangements being made that will keep children and staff safe. Weekly surgery for DSLs.	NM/TMc/Comms Team/LNIs	August '20 Sept 20
17. Welcome and induct new headteachers, deputy headteachers and assistant headteachers.	<ul style="list-style-type: none"> <li>• Update Handover Checklist for new HTs.</li> <li>• Run Welcome Event for new HTs, DHTs and AHTs virtually.</li> </ul>	KD/HM NM/CW	July '20 10 <sup>th</sup> Sept '20
<b>Teaching and Learning/School Effectiveness</b>			
18. The challenge of a full re-opening and maintaining Home Education support for those cohort pupils at home.	Provide advice to schools, drawing on DfE guidance and continue to develop the Virtual Home Education Hub.	NM and LNIs	Ongoing

Issues / Areas	Action	By whom*	When
19. Supporting schools with the recovery curriculum and making up for lost learning.	<ul style="list-style-type: none"> <li>• Summer Provision Survey.</li> <li>• Ensure summer provision available across borough.</li> <li>• Hold initial meeting for headteachers.</li> <li>• Launch BPSI Recovery Action Plan and Covid Learning Recovery Programme (CLRP) – see attached.</li> <li>• Run CLRP.</li> <li>• Hold further meetings with HTs, DHT/AHTs, SENCos, DSLs.</li> <li>• Run training through BPSI for subject leaders, teachers and support staff.</li> <li>• Ensure learning from Lost Learning Project communicated to schools</li> </ul>	NM NM/Fam Ser NM/LNIs LNIs  LNIs/BPSI LNIs/SEN Team  BPSI  KD/MS	7 <sup>th</sup> July '20 21 <sup>st</sup> July '20 July/Sept '20 14 <sup>th</sup> July '20  Sept-Dec '20 Ongoing from Sept '20 From Sept '20  August '20
20. Appropriate and effective monitoring and challenge of, and support to, schools.	<ul style="list-style-type: none"> <li>• Update School Improvement Strategy.</li> <li>• Review Network composition, creating an additional primary network to ensure even greater and more focused support, monitoring and challenge to schools.</li> <li>• LNIs to focus Autumn Term School Effectiveness Visits on recovery curriculum in line with the Ofsted "visits" to schools.</li> </ul>	NM/LNIs NM/LNIs  LNIs	Aug '20 Aug '20  Sept-Dec '20
21. Transition support for Year 11, 12 and 13 students.	<ul style="list-style-type: none"> <li>• Create Yr 11,12,13 Transition Strategy and get schools to sign up to it.</li> <li>• Follow up call to each school to discuss their responsibilities.</li> <li>• Helpline set up for students and each student has mentoring provided either by school, Post-16 Team or trained volunteers.</li> <li>• Run Yr 11/12 and Yr 13 Events to support pathway choices.</li> </ul>	NM/MS/Post-16 Team MS  Post-16 Team/Barnet volunteers Post-16 Team	July '20 July '20  August '20 August '20

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
22. Arrangements for Nursery and reception transitions – do extended settling arrangements need to be in place?	Review in discussion with heads and develop advice and share good practice.	NM/LNIs	August '20
23. Schools may need advice/support with EYFS /KS1 / KS2 teacher assessments.	Issue advice and support to nursery and primary schools.	SM	August '20
24. School staff require quality training/CPD.	<ul style="list-style-type: none"> <li>BPSI to continue to run training virtually and record the sessions to enable staff to access when convenient.</li> <li>NQT Programme to run training virtually.</li> </ul>	BPSI	Sept '20
		SM	Sept '20
<b>Early Years Settings</b>			
25. In addition to the above, ensure PVI and childminders have the necessary specific advice and guidance to fully open in September.	EY Standards Team to provide advice and run network meetings for settings managers and childminders.	BP/EY Team	Ongoing
26. Settings staff require quality training/CPD.	EY Standards Team to continue to run training virtually and record the sessions to enable staff to access when convenient.	BP / EY Standards	Ongoing
<b>Governors</b>			
27. Ensure governors are kept updated about DfE and Ofsted guidance and requirements for schools.	Information and advice distributed to governors through emails, Director's Report to Governors and virtual meeting for Chairs and Vice Chairs in Autumn.	GP/IH/KD	Ongoing
28. Governors require quality training and support.	Governor Services Team to run training virtually and record the sessions to enable governors to access when convenient.	GP	Ongoing
<b>SEND</b>			
29. Ensure that schools are kept up to date with changes to service 'offers' (including Health) in light of temporary changes to legislation, (Section 42, CF Act re provision and extension to the 20 week timescale for new EHCPs).	Circulate information via Schools Circular, Local Offer Newsletter, SENCo Zone on the Local Offer, SENCo meetings, communication with Heads of Special schools and ARPs.	HP	Ongoing

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
30. Fear among many parents/carers of health risks to children with special educational needs, especially those with extreme clinical needs.	Develop a communication strategy with parents/carers. Special Schools and ARPs to assure parents/carers of arrangements being made that will keep children safe. Regularly update the Parent Carer Zone on the Local Offer with this information.	HP	August/September
31. Ensure that children and young people with SEND in receipt of SEN transport, have access to their transport from September (as some companies, e.g. taxi firms, may no longer be operating).	Operational planning by the SEN Transport Brokering Team.	RR	August/September
32. Ensure sufficient appropriately trained Passenger Assistants to support CYP on SEN Transport, as necessary.	Operational planning by the SEN Transport Brokering Team.	RR	August/September
33. Possible problems with provision in EHCPs being met particularly if they involve Health, once 'reasonable endeavours' is lifted. Health may not be able to deliver due to being involved in Covid-19 response if there are local 'lockdowns'.	Check DfE advice and provide guidance to SEN team, partner agencies, schools and settings.	HP	Ongoing
34. Schools and settings may need support to interpret and apply any changes in SEND legislation.	Provide guidance to schools and settings on how to interpret and apply any changes in SEND legislation.	HP	September
35. Schools may need further guidance and advice on how to meet the requirements of provision in EHC Plans.	Provide guidance and advice to schools on how to meet the requirements of provision in EHC Plans.	HP/LO	September
36. Ongoing review of arrangements for Annual Reviews, including what new professional information/advice (including Health) will be needed and how this will be obtained.	Provide further advice on arrangements for Annual Reviews, including what new professional information/advice (including Health) will be needed and how this will be obtained.	HP/LO	September
37. Difficulties in social distancing for many pupils with SEND, implications of this, access and use of PPE, as appropriate and necessary.	Follow DfE Guidance and provide advice to schools as necessary.	HP	September

Issues / Areas	Action	By whom*	When
38. Schools may need support and advice to maintain continuity and consistency of support for pupils with SEND (as far as possible), including those in receipt of SEN Support, and who do not have an EHC Plan.	Provide further 'virtual' support to schools through challenge workshops and SENCo forums to maintain continuity and consistency of support for pupils with SEND, including those pupils who do not have an EHCP.	HP/BB/LO	September
39. Schools may need further support and training on the identification of SEND, as there will be less assessment over time.	Provide guidance and training to schools on the identification of SEND.	HP/BB/LO	September
<b>Other Vulnerable pupils</b>			
40. Looked After Children require support from the Transition Hub during the summer holidays.	Transition Hub to continue with remote in-reach and outreach support during summer plus some face to face sessions with students at Unitas.	TH staff/Unitas	August '20
41. Challenge of increasing numbers of vulnerable children e.g. new into care or with a named social worker, due to pressures at home during the lockdown.	Discuss what additional guidance and support schools may need with social care, schools and others and develop advice and arrange support.	NM/Family Services	August '20
42. Schools may need advice on supporting pupils without EHCPs but who are extremely clinically vulnerable e.g. challenge of providing home schooling support and schools being open for other pupils.	Continue to provide advice and support on home education, as many pupils may still be at home. Maintain home education hub. Share good practice.	NM/LNIs	Ongoing
<b>Other</b>			
43. Transport for students to school – some mainstream students travel long distances to get to school on public transport.	Liaise with Barnet PH team and provide advice on children's use of public transport. If necessary, transport brokering team to look at offering other forms of transport.	AD AD/RR	September
44. Schools will need advice/guidance re: <ul style="list-style-type: none"> <li>• absence coding where pupils are receiving education at home due to isolation.</li> </ul>	EWS to review, check DfE guidance and issue advice	AD/EWT	September

Issues / Areas	Action	By whom*	When
<ul style="list-style-type: none"> <li>challenging parents where there is no reason for a pupil to be at home.</li> </ul>			
45. Guidance around home visits and alternative arrangements.	Liaise with Barnet PH team over guidance on home visits; develop guidance for staff, in liaison with social care, including arrangements for PPE if required and risk assessments.	AD (with HP)	August '20
0. Schools will need advice/guidance about resuming the in-year school admission process and rolling over admission waiting lists.	Guidance to be circulated to all schools.	LF/FA	July and September
1. Schools may need advice on the dates for the resumption of statutory data return to the DfE.	List of dates to be circulated to all schools.	KD	September

AD – Alison Dawes NM – Neil Marlow HP – Helen Phelan LNIs – Katie Dawbarn, Helen Morrison, Paul Whitcombe, Louise Yarwood, Helen Cheung, Jane Morris EY Standards – Beth Patrick, Eileen Heron, Maggie Hill, Susie Edwards, Jenny Boyce	PH – Public Health BB – Barley Birney LO – Linda Orr JW – Jasmine West EWT – Education Welfare Team RR – Ricky Rebello SM – Steve Marshall	TMc – Tina McElligott EPS – Educational Psychology Service SHaW – Safety, Health and Wellbeing Team LF – Liz Ferrie FA – Ferzana Arif KD – Karanjit Dhami
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**London Borough of Barnet  
Children, Education and  
Safeguarding Committee  
Forward Work Plan  
2020-2021**

Contact: Naomi Kwasa 020 8359 6146 [naomi.kwasa@barnet.gov.uk](mailto:naomi.kwasa@barnet.gov.uk)

Title of Report	Overview of decision	Report Of* ( <i>officer</i> )	Issue Type (Non key/Key/Urgent)
30 November 2020			
School Improvement Strategy	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Education and Skills Director	<b>Non-key</b>
School Places Strategy	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Education and Skills Director	<b>Non-key</b>
SEN Strategy update	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Executive Director, Children and Young People	<b>Non-key</b>
Barnet Education Strategy 2020/2023	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Education and Skills Director	<b>Non-key</b>
Life Chances Strategy 2020-24	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Executive Director, Children and Young People	<b>Non-key</b>
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	<b>Non-key</b>
11 January 2021			

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76 Reports will be in the name of the Chairman of the Committee (with report officers listed above)

<b>Title of Report</b>	<b>Overview of decision</b>	<b>Report Of* (officer)</b>	<b>Issue Type (Non key/Key/Urgent)</b>
Barnet Safeguarding Children Multi-agency Annual Report	To consider and comments on the report.	Executive Director for Children and Young People Assistant Director, Education, Strategy and Partnerships	<b>Non-key</b>
Annual Report on School Funding	To note and approve the recommendations.	Executive Director for Children and Young People Education and Skills Director, Barnet with Cambridge Education	<b>Non-key</b>
Childcare Sufficiency Assessment	The Committee to note the report.	Early Years and Primary Lead Executive Director for Children and Young People Assistant Director, Family Services	<b>Non-key</b>
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	<b>Non-key</b>
<b>10 March 2021</b>			
Lead Member for Children's Services Annual Report	The Committee to receive and note the report.	Executive Director for Children and Young People	<b>Non-key</b>
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	<b>Non-key</b>
<b>5 May 2021</b>			
Annual Complaints Report Family Services	The Committee to receive and note the report.	Executive Director for Children and Young People	<b>Non-key</b>

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38 Reports will be in the name of the Chairman of the Committee (with report officers listed above)

Title of Report	Overview of decision	Report Of* ( <i>officer</i> )	Issue Type (Non key/Key/Urgent)
Voice of the Child Report	Annual Report on Barnet Youth Parliament and VOC.	Voice of the Child Coordinator Executive Director for Children and Young People	<b>Non-key</b>
Annual Report from the Corporate Parenting Advisory Panel	The Committee to note the report.	Executive Director for Children and Young People	<b>Non-key</b>
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	<b>Non-key</b>

4  
 Reports will be in the name of the Chairman of the Committee (with report officers listed above)