





Brighton & Hove
City Council

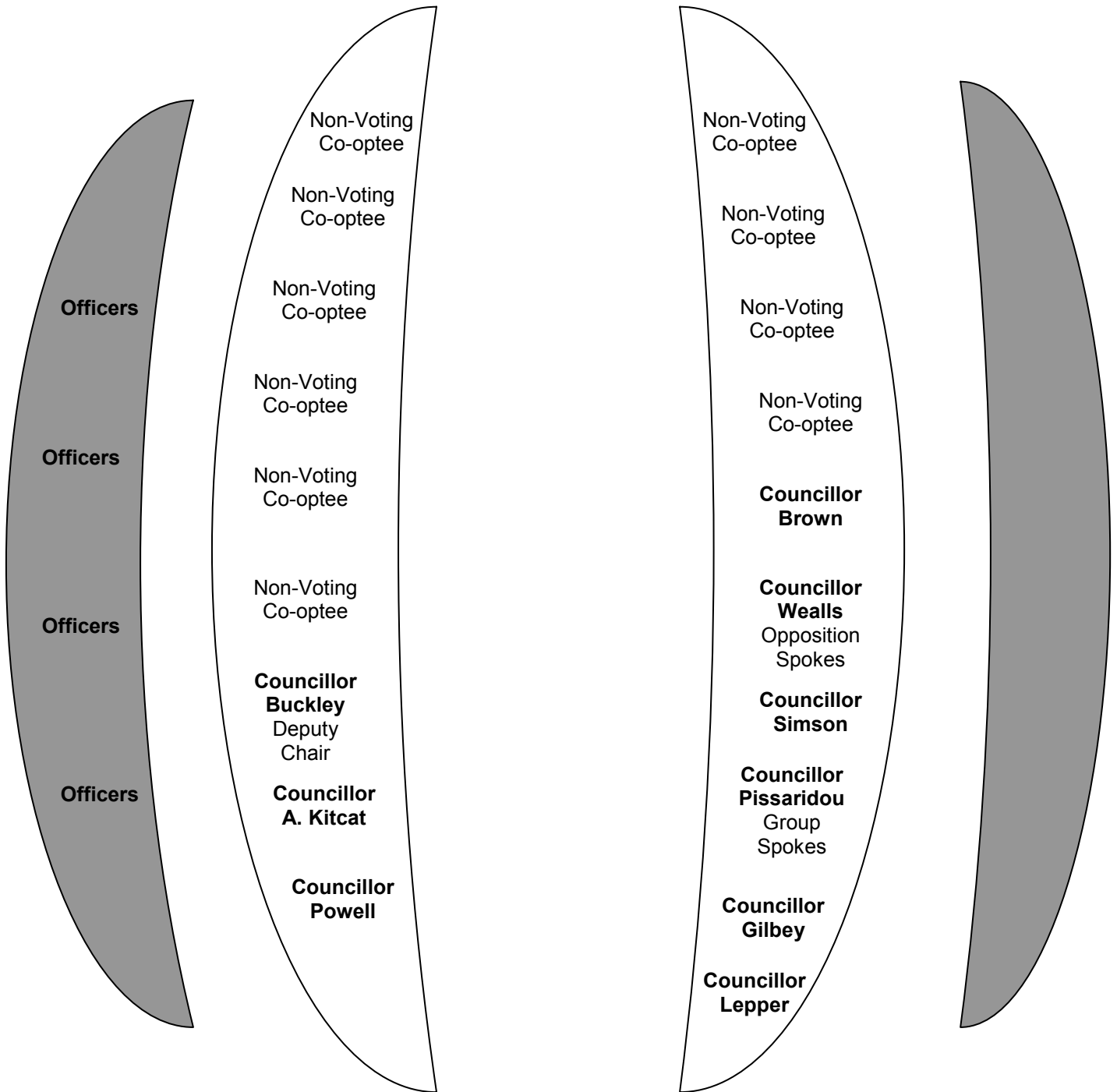
Children & Young People Committee

Title:	Children & Young People Committee
Date:	10 March 2014
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson
	Co-opted Members: Clinical Commissioning Group (1 clinical and 1 executive), Police Representative; Chair, Local Safeguarding Children Board; Chair, Learning Partnership; Youth Justice Board Representative; Parent Forum; Sussex NHS Community Health Trust; Youth Council (2); Community and Voluntary Sector; CAHMS
Contact:	Penny Jennings Democratic Services Officer 01273 291065 penny.jennings@brighton-hove.gov.uk

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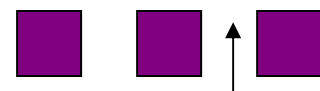
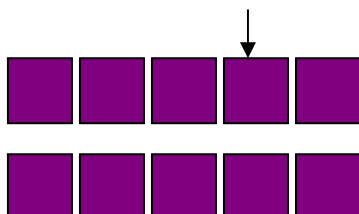
Democratic Services: Children & Young People Committee

Executive Director of Children's Services	Councillor Shanks Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



Press

AGENDA

64. PROCEDURAL BUSINESS

(a) **Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) **Declarations of Interest:**

- (a) Disclosable pecuniary interests not registered on the register of interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) **Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

NOTE: Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

65. MINUTES

1 - 10

To consider the minutes of the meeting held on 13 January 2014 (copy attached).

Contact Officer: Penny Jennings

Tel: 01273 291065

CHILDREN & YOUNG PEOPLE COMMITTEE

66. CHAIR'S COMMUNICATIONS

67. CALL OVER

- (a) Items (70 - 77) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

68. PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 3 March 2014;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 3 March 2014.

69. MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

70. OFSTED REPORTS UPDATE

This is a Standing Item which provides the opportunity for officers to update the Committee on Ofsted reports received since the last meeting of the Committee and on other relevant issues.

71. EDUCATION CAPITAL PROGRAMME

11 - 24

Report of the Executive Director of Children's Services (copy attached).

Contact Officer: Michael Nix
Ward Affected: All Wards

Tel: 29-0732

CHILDREN & YOUNG PEOPLE COMMITTEE

72. BRIGHTON & HOVE SCHOOL ORGANISATION PLAN 2013-2017

Report of the Executive Director, Children's Services (copy to follow)

Contact Officer: Michael Nix

Tel: 29-0732

Ward Affected: All Wards

73. ADMISSION ARRANGEMENTS FOR BRIGHTON & HOVE SCHOOLS 2015-2016

Report of the Executive Director, Children's Services (copy to follow)

Contact Officer: Jo Miles

Tel: 29-3653

Ward Affected: All Wards

74. RELATIONSHIPS AND SEX EDUCATION IN BRIGHTON & HOVE SCHOOLS 25 - 32

Report of the Executive Director, Children's Services (copy attached)

Contact Officer: Sam Beal

Tel: 29-3533

Ward Affected: All Wards

75. DISCUSSION DOCUMENT RE IMPLEMENTING A MULTI AGENCY SAFEGUARDING HUB (MASH) FOR BRIGHTON AND HOVE 33 - 38

Report of the Executive Director, Children's Services (copy attached)

Contact Officer: Helen Gulvin

Tel: 29-2804

Ward Affected: All Wards

76. MISSING CHILDREN POLICY AND PRACTICE GUIDANCE 39 - 112

Report of the Executive Director, Children's Services (copy attached)

Contact Officer: Richard Hakin

Tel: 29-5375

Ward Affected: All Wards

77. YOUTH INFORMATION ADVICE AND COUNSELLING SERVICES (YIACS) 113 - 118

Report of the Executive Director, Children's Services (copy attached)

Contact Officer: Philip Ward

Tel: 294270

Ward Affected: All Wards

78. PARENTS FORUM PRESENTATION

Update on the work of the Forum, including achievements and future plans.

79. ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 27 March 2014 2012 Council meeting for information.

CHILDREN & YOUNG PEOPLE COMMITTEE

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

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For further details and general enquiries about this meeting contact Penny Jennings, (01273 291065, email penny.jennings@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Friday, 28 February 2014

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 13 JANUARY 2014

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Shanks (Chair) Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson

Non Voting Co-optees: Graham Bartlett, Chair, Local Safeguarding Children Board, Rachel Travers, Amaze, Sue Sjuve, Clinical Commissioning Board, Paul Belluscio, Youth Council and Bethan Winstanley, Youth Council

Apologies were received from: Geraldine Hoban, Community Health Trust and Andrew Jeffery, Parent Forum

PART ONE

50. PROCEDURAL BUSINESS

50(a) Declaration of Substitutes

50.1 There were none.

50(b) Declarations of interest

50.2 There were none.

50(c) Exclusion of Press and Public

50.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

50.4 **RESOLVED**- That the press and public be not excluded from the meeting during consideration of any item on the agenda.

51. MINUTES

51.1 **RESOLVED** – That the Chair be authorised to sign the minutes of the meeting of 18 November 2013 as a correct record.

52. CHAIR'S COMMUNICATIONS

Schools Capital Block Grant

52.1 The Chair stated that details of the grant settlement for 2015/16 had been notified recently by the office of Secretary of State for Education. The level of settlement was (thanks to the hard work by officers of the Department), significantly better than anticipated assist in funding the additional school places which were needed across the city.

Social Worker of the Year – Short Listing

52.2 The Chair was pleased to report that Anna Gianfrancesco, Manager of the Youth Offending and Substance Misuse Service had been shortlisted for the Social Worker of the Year Award. This was a testament to her dedicated work over a number of years.

Ofsted Updates

52.3 The Chair confirmed that the above item formed the subject of a presentation to that days meeting and would as requested appear as a standing item on future agendas. It was very pleasing to note that overall results had been sustained or were improving and that measures were in place to support any schools whose results had been disappointing.

52.4 **RESOLVED** – That the contents of the Chair's Communications be received and noted.

53. CALL OVER

53.1 All of the reports on the agenda were called for discussion.

54. PUBLIC INVOLVEMENT

51a Petitions

51.1 There were none.

51b Written Questions

52.2 There were none.

51c Deputations

52.3 There were none.

55. MEMBER INVOLVEMENT

55a Petitions

55.1 There were none.

55b Written Questions

55.2 There were none.

55c Letters

55.3 There were none.

55d Notices of Motion

55.4 There were none.

56. OFSTED REPORTS UPDATE

56.1 The Head of Standards Achievement, Education and Inclusion gave a presentation providing an update on Ofsted inspections carried out during the Summer and Autumn terms of 2013 highlighting the headline results and future focus for the LA as outlined in the schedule circulated to the Committee prior to the meeting.

56.2 From September 2013 there had been an increased focus in all inspections on the attainment and progress of identified groups, including those in receipt of the pupil premium. Work to address those needs had been identified and set out as a stated priority in the LA's recently published strategy "Closing the Gap in Educational Achievement", had outlined the work that was being done to address this. Whilst the picture overall was positive, Brighton and Hove was now ranked third highest for good/outstanding results in the south east, those schools judged to be inadequate or where their results had been disappointing were highlighted as were the measures being taken to challenge and support those schools in order to improve the provision for all learners. An oral update was also given in respect of early years provision in the city in relation to private, voluntary and independent settings and it was agreed that this information would be circulated to members separately.

56.3 Councillor Pissaridou whilst pleased to note the very consistently good results for West Hove and Hangleton Infant schools respectively and the significant improvements achieved at Benfield Primary School considered that the outcome of the inspection carried out at Patcham Junior School in December 2013 was disappointing. Councillor Pissaridou asked whether this could have been foreseen. The Acting Assistant Director, Education and Inclusion confirmed that although disappointing it was acknowledged that the school had been through a period of change following the appointment of a new head and the imposition of a more rigorous inspection process. The LA was working with the school to address the issues raised and had put a range of support measures into place. It was explained that Ofsted had become more stringent in requiring

evidence of progress for all vulnerable groups (not just achievement) and the Local Authority were therefore supporting schools with the Closing the Gap strategy/interventions. It was confirmed that that the school had not been placed in special measures.

- 56.4 Councillor Simson welcomed the report which she was pleased to note would (following her request) that regular updates detailing recent Ofsted inspections would be placed on future agendas as a “standing item”. It was very helpful for members of the committee and individual ward councillors to receive up to date information in respect of Ofsted inspections carried out at schools in their wards.
- 56.5 Ms Travers, the CEO of Amaze also welcomed the report which included data relating to schools such as the Cedar Centre and Patcham House and a focus going forward at Patcham Junior School on achievement for a programme to support the school with teaching and learning of pupils who had special educational needs.
- 56.6 **RESOLVED** – That the contents of the schedule be noted.

57. WORK OF THE YOUTH COUNCIL

- 57.1 Orla Byrne and James Holmes of the Youth Council were accompanied by Ms Owens, the Practice Manager, Participation and Mr Scoble an officer from the Participation Team who gave a presentation detailing the headline areas of work carried out 2013 and outlining further areas of work it was intended would be undertaken during 2014/15. A power point presentation explaining what Youth Council was, what it had achieved to date and setting out its involvement as part of Brighton & Hove Youth Voice Vehicles, which included the Youth Council (BHYC), the Disabled Young Peoples Council, the Children in Care Council and the Youth Mayor had been circulated to Members in advance of the meeting.
- 57.2 Orla Byrne explained that the BHYC had been started in 2006 as a way for the City Council to consult with children and Young people on issues that affected them and their community which would enable young people to have their voice and opinions heard by key decision makers in order to work as a vehicle for positive change and provided young people with an opportunity to experience democracy and to see it in action. The Youth Council worked improve the quality of life and opportunities for children and young people in Brighton and Hove and sought to facilitate participation through engaging young people aged 11 – 19 (up to 25 with special needs) from across the city in the Youth Council, Disabled Young People’s Council and the Children in Care Council: collectively these groups are known as Brighton & Hove Youth Voice Vehicles.
- 57.3 James Holmes went on to explain that the Youth Council worked collaboratively with organisations offering youth service provision, including all the secondary schools, special schools and colleges across the city, to provide positive engagement activities. It worked in partnership with Community Voluntary organisations, statutory services and East and West Sussex County Councils. Over the coming year the BHYC intended to focus on:

Transport – a fairer system for young people; and

A Curriculum for Life – they would be supporting the national UK Youth Parliament campaign,

- 57.4 Councillor Buckley welcomed the presentation and sought clarification of the links between the Youth Council and other young people's groups across the city. The Participation Manager confirmed that these links were strong and that there were members of the Youth Council who had disabilities.
- 57.5 Mr Bartlett, Chair of the Local Safeguarding Children Board commended the presentation which had been very informative in outlining the breadth and depth of work carried out by the Youth Council .
- 57.5 Councillor Wealls considered that the presentation had effectively highlighted the Youth Council's achievements to date and its focus for the year ahead. If Members received advance notification of the Youth Council's scheduled meeting dates he was sure that a number of them try to attend meetings if they were free to do so. It was agreed that this information would be provided to members accompanied by more detailed information regarding the work of the Brighton and Hove Youth Voice Vehicles as a whole.
- 57.6 **RESOLVED** – That the content of the presentation from the Brighton and Hove Youth Council be noted and received.

58. PUBLIC HEALTH AND SCHOOLS PROGRAMME

- 58.1 The Committee considered a report of the Director of Public Health which provided details of bring the Public Health Schools' Programme. It was noted that this report had also been considered by the attention of the Health and Wellbeing Board.
- 58.2 It was noted that the proposed Public Health Schools' Programme took into account recent policy changes, the opportunity afforded by the arrival of Public Health in local authorities, the need to build on the good work of the Healthy Schools/Settings programme as well as the concerns of schools themselves. The programme reflected evidence based practice and would be offered to all state schools including academies and free schools. It was anticipated that in due course the programme would be rolled out to colleges. Mr Wilkinson, Deputy Head of Public Health was in attendance to present the report and to answer any questions members might have and was accompanied by Ms Lawrence, Public Health Programme Manager.
- 58.3 Councillor Wealls welcomed the report but enquired regarding the level of control that Public Health had in seeking to ensure that schools complied with their recommendations and also the delineation between public health and local authority responsibilities. Councillor Wealls also enquired whether potential mental health and wellbeing issues fell within the remit of this programme or were taken up separately.
- 58.4 The Executive Director of Children's Services explained that the Public Health Schools' Programme would form element of a wide range of information provided to schools which individual schools would be expected to prioritise and apply in a manner appropriate to their own circumstances. In the unlikely event that such information was ignored it would be a cause for concern and would be taken up.

- 58.5 Councillor Simson also enquired regarding budgetary pressures on schools to comply and the level of pupil engagement proposed. It was explained that the programme was at an early stage, it was intended to engage directly with young people as the programme rolled forward.
- 58.6 Councillor Buckley referred to the wrap around facilities such as breakfast clubs and referred to the need for them to provide balanced choices. A greater non-dairy vegetarian options needed to be provided.
- 58.7 In answer to questions by Ms Travers, CEO of Amaze it was explained that the council was currently engaged in carrying out a mapping exercise to identify the range of provision currently available, it was confirmed that this was not however, intended to assess what worked in terms of impact. Ms Travers requested that all Community Voluntary Groups were invited to supply information if this had not been done already.
- 58.8 Councillor A Kitcat enquired regarding the collection of data relating to absences from school and to the manner in which this information was used by individual schools. She was considered that children could feel under pressure to go to school when they were not well enough to do so in order to maintain an unbroken absence record. Schools seemed to respond negatively towards absences and very positively towards a 100% record. The Executive Director of Children's Services stated that overall, attendance levels across city schools were quite poor and were being addressed. That was not due however to children being absent from school as a result of genuine illness, but to continuous/persistent absence by some children across the school year. Children should not attend school if they were ill or infectious and schools should have sufficient information to manage absence effectively.
- 58.9 **RESOLVED** - That the report be endorsed by the Children and Young People's Committee.

59. CHILDREN'S SERVICES FEES AND CHARGES 2014/15

- 59.1 The Committee considered a report of the Executive Director of Children's Services which reviewed the fees and charges for Children's Services 2014/15 in accordance with corporate policy.
- 59.2 The Chair referred to amendments to the report which have been notified to Members in advance namely that, the final sentence of Paragraph 3.6.3 should be deleted as responsibility for this lay with the Music Service and fell outside the Committees' remit. It was noted that each of the appropriate Assistant Directors was present to answer any questions relevant to their service area and that the Head of Music and Arts and the Early Years and Childcare Strategy Manager would also be available to answer any questions in respect of their respective service areas.
- 59.3 In answer to questions the Head of the Music Service explained how fees were set for that service and the measures undertaken to seek to ensure that access to the service was available to those of limited financial means.

- 59.4 Councillor Brown sought clarification regarding provision of “Stay and Play” and in answer to further questions it was confirmed that support to encourage take up of free school meals by all who were entitled to them would be carried forward as part of a wider package. Councillor A Kitcat sought confirmation regarding how the cost of providing school meals was covered she was concerned that this was not used to subsidise other provision. The Acting Assistant Director, Education and Inclusion stated that she would check on this matter and would respond to Councillor Kitcat separately.
- 59.5 Councillors Pissaridou and Gilbey referred to the proposed charges for Portslade Sports Centre and it was explained that they were shown as they were because this facility remained attached to Portslade Aldridge Community College (PACA).
- 59.6 **RESOLVED** – (1) That the position on fees charged for nurseries as detailed in section 3.3 of the report be agreed;
- (2) That the position re Children’s Centres as detailed in section 3.4 of the report be agreed re consulting on introducing charging for some Children Centre activities;
- (3) That the position on fees charges for Childcare Workforce Development as detailed in section 3.5 of the report be agreed;
- (4) That the position on fees and charges for the Music and Arts Service as detailed in section 3.6 and Appendix 1 of the report be noted;
- (5) That the position on the charges for school meals as detailed in section 3.7 of the report be noted; and
- (6) That the position on fees charged by the Portslade Sports Centre in section 3.8 of the report be agreed and the fees in Appendix 2 noted.

Note: Councillors Gilbey, Lepper and Pissaridou abstained from voting in respect of the above.

**60. BRIGHTON & HOVE LOCAL SAFEGUARDING CHILDREN BOARD (LSCB)
ANNUAL REPORT SUMMARY 2012-13**

- 60.1 The Committee considered the Annual Report for 2012/13 of the Local Safeguarding Children Board updating members on progress made during that year. The report was presented by Graham Bartlett the Chair of the Board who was also a co-opted Member of the Committee. It was noted that it was a statutory requirement for the LSCB to publish an annual report evaluating the effectiveness of safeguarding arrangements for children and young people in the local area.
- 60.2 Mr Bartlett commended the work carried out by Alan Bedford, his predecessor, the report related to his final year as Chair and highlighted the key areas the Board had focused on during the period covered by the report. This report represented a historical “snapshot” but it was anticipated that with a full complement of staff now in place it would be possible to bring a report before the Committee in the providing a further update on the Boards recent activity in the Autumn of 2014.

- 60.3 The LSCB continued to work in partnership with member agencies to protect children from abuse and neglect, and to minimise any adverse consequences of abuse and the Annual Report provided an assessment of the effectiveness of local arrangements to safeguard and promote the welfare of children. Safeguarding activity was progressing well in the area and the LSCB had a clear consensus on its strategic priorities for the coming year.
- 60.4 It was noted that in line with statutory requirements and as part of the LSCB's commitment to engaging communities in safeguarding and promoting the welfare of children and young people, two Lay Members had been successfully recruited. Their role had been to bring a more 'grass roots' perspective to the work of the Board on safeguarding children; to provide a perspective from the point of a member of the public and to play a part in the oversight and scrutiny of decisions and policies made by the Board.
- 60.5 The Board was aware that its function was not well known in the wider community and in order to address this a Communications Task and Finish Group had been established which would enhance its opportunities for providing information regarding its role and work and in obtaining feedback from the public.
- 60.6 The Chair, Councillor Shanks welcomed the report which comprehensive and detailed. Councillor Pissaridou concurred stating that she had been struck by the spread of the work it undertook. She asked whether any elected Members had a seat on the Board and the Chair confirmed that she sat on this body.
- 60.7 Ms Travers, CEO, Amaze welcomed the report noting however that although there had been an increase in the numbers of initial referrals there had also been a reduction in the number of assessments, conferences and, child protection plans, enquiring whether this was due to inappropriate referrals or limited capacity in teams. Mr Bartlett explained that the number of Child Protection Plans had actually risen again to 320 for the current year but that he was hoping that this figure would reduce once the impact of the early help strategy was felt.
- 60.8 Councillor Brown sought clarification regarding appointment of the two Lay Members and it was explained that these appointments had been advertised widely and that the successful candidates had been subjected to a rigorous selection process.
- 60.9 **RESOLVED** – (1) That the Committee notes the report and supports the City Council in their contribution to keep children safe from abuse and neglect; and
- (2) That the Committee notes the challenges identified by the Board to be addressed in 2013/14.

61. UPDATE ON APPRENTICESHIPS WITHIN BRIGHTON & HOVE CITY COUNCIL

- 61.1 The Committee considered a report of the Executive Director of Children's Services updating members on the progress of creating apprenticeships for young people across the council and the success in recruiting young people to these apprenticeships.

- 61.2 Councillor Powell commended the report stating that she had been requesting this information for some time requesting that periodic updates could be provided.
- 61.3 In answer to questions it was explained that there was a commitment by the council to establish 70 apprenticeships by May 2014, most of which it was hoped would lead into paid employment. Although 46 opportunities had been identified to date it was acknowledged that the impetus for provision needed to be accelerated, although it was also recognised this could be difficult against the backdrop of current budgetary pressures. Ms Travers, CEO, Amaze suggested that some Community Voluntary Sector organisations might be interested in providing placements/apprenticeships if these could be supported by centralised council training/support. It was noted that 4 placements had been guaranteed for care-leavers and that £5,000 had been contributed to support internships for young people with SEN.
- 61.4 **RESOLVED** – That the Committee notes the progress of the city council in recruiting young people to council apprenticeships.

62. YOUNG CARERS IN BRIGHTON & HOVE

- 62.1 The Committee received a presentation (including a short DVD) from Clare McKinley, Transitions and Outreach Worker accompanied by two young carers, Mercedes Walshe and Aishah Bushara who detailed their experiences and those of other young carers in Brighton and Hove. The Committee watched edited highlights from the DVD relating the experiences of young carers supported by Carers Centre projects. It was agreed that following the meeting a link would be sent to all members to enable them to watch the DVD in full.
- 62.2 It was noted that some of the current issues were: supporting parents to complete financial/benefit forms and the need for accessible/inclusive.
- 62.3 Councillor Powell stated that as someone who had been a carer from a young age herself identification the varying needs of individual carers and of carers of differing ages as highlighted both in the DVD and by the input from the two young people who had attended the Committee was valuable. Councillors Lepper and Gilbey concurred in that view considering that the presentation had been moving and heartfelt as well as informative in showing that carers of different ages could have very different needs. The support which could be provided by the LA was noted but it was considered important that every effort was made to ensure that young carers and those advising them were fully aware of the assistance and support that was available to them and how that could be accessed., advice on filling in forms and how that could be accessed.
- 62.4 Councillor Wealls referred to the apparent lack of opportunities/reduced support for carers post 18, stating that he considered there needed to be a greater focus on the needs of this group to ensure that they did not become marginalised.
- 62.5 Ms Travers, CEO, Amaze stated that the Carers Centre was clearly doing a good and very important job in providing support to young carers. The council provided support to one of their age range projects and she considered that it was important for there to be a commitment for this funding to be protected. Ms Travers also asked if NEET and closing the gap figures could be provided for young carers.

62.6 The Executive Director of Children's Services stated that it was apparent that information sharing was not as coordinated as it could be and that this needed to be addressed in concert with other partners.

62.7 **RESOLVED** – That the contents of the presentation be received and noted.

63. ITEMS REFERRED FOR COUNCIL

63.1 There were none.

The meeting concluded at 6.50pm

Signed

Chair

Dated this

day of

Subject:	Education Capital Programme		
Date of Meeting:	10 March 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2014/15.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to this service for 2014/15 and to recommend a Capital Investment Programme for 2014/15.
- 1.3 To allocate funding available in the capital programme under Structural Maintenance, Pupil Places and Condition investment for 2014/15.

2. RECOMMENDATIONS:

- 2.1 That the level of available capital resources totalling £8.887 million for investment relating to education buildings financed from capital grant, revenue contributions and borrowing be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 2 and 3 and recommend this to Policy & Resources Committee on 20 March 2014 for inclusion within the council's Capital Investment Programme 2014/15.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education Capital programme forms part of the Council's full Capital Investment Programme and was presented to Policy & Resources Committee on 13th February 2014 and Budget Council on 27th February 2014.

Capital Finance Settlement

- 3.2 In March 2013, the Government announced a two-year settlement for the education Basic Need capital allocations for 2013/14 and 2014/15.
- 3.3 In December 2013, the Government announced a two-year settlement for the education Basic Need capital allocations for 2015/16 and 2016/17. The settlement amounts to £24.679 million over the two years.

- 3.4 In January 2014, the Government announced the capital maintenance settlement and Devolved Formula Capital Grant for 2014/15.
- 3.5 Both basic need and maintenance capital allocations are funded entirely through capital grant.
- 3.6 The table below shows the allocations of capital grant funding announced for 2014/15.

	2014/15 Settlement £m
Capital Maintenance Grant	2.863
Basic Need Funding	3.961
Targeted Basic Need Programme	0.493
Devolved Formula Capital Grant*	0.528
Total	7.845

This table only includes funding allocated for building related work. It does not include budgets managed by others.

*Devolved Formula Capital is passed directly to schools and therefore is not available for the Local Authority to spend.

- 3.7 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.

Capital Resources

- 3.8 The level of projected resources must finance all capital payments in 2014/15 including existing approved schemes, new schemes and future year commitments. A summary of the resources available to finance these payments is shown in the table below.

	£m
Capital Grants (including estimates)	7.845
Revenue Contributions	0.900
Borrowing	0.142
Total Capital Resources	8.887

- 3.9 In addition to the resources identified above, the Department for Education will allocate funding for expenditure at voluntary aided schools in Brighton & Hove under several programme headings.

Capital Investment Programme

- 13.10 Funding is now allocated under three headings only: structural maintenance (under which £0.9m is available for expenditure on schools and other educational establishments); Capital Maintenance Grant (under which £2.863m, is available for expenditure on improving the condition of the school estate); and Basic Need Funding (under which £3.961 million is available for providing additional pupil places in the 2014/15 financial year).
- 3.11 Capital reprofiling and slippage arising from the 2013/14 capital programme will be incorporated into the 2014/15 programme when the capital accounts are closed in May 2014 and will be funded from existing resources carried forward.
- 3.12 An overall summary of expenditure against each of these headings for 2013/14 and 2014/15 is attached at Appendix 3 and a more detailed explanation of each item is shown below.
- 3.13 The resources table in paragraph 3.8 includes borrowing of £0.142m in respect of Dorothy Stringer School, to be repaid over 7 years, to carry out improvements to its facilities for dining and social space. The school has had a long standing concern about its very limited facilities for dining and this was raised as an issue by the Ofsted inspection team in Autumn 2013. The business case has been assessed positively and is supported on education grounds by Children's Services. The application is subject to planning consent and the target date for a decision on the planning application is 20 March.

Structural Maintenance

- 3.14 The sum of £0.9m is available for structural maintenance as a result of the transfer of revenue funding. Additional funding of £1.6m is set aside from the Capital Maintenance Grant as detailed in 3.20 below. This funding will be used to address the most urgent and important items highlighted by the condition surveys of school buildings.
- 3.15 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scoping of the works.
- 3.16 A copy of the proposed structural maintenance programme is attached at Appendix 2 to this report.

Capital Maintenance Grant

- 3.17 Legislation on both the control of legionella and asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the new legislation. It is recommended that £0.150m each be allocated to legionella and asbestos work.
- 3.18 It is recommended that £0.150m is allocated for works identified by the Fire Risk Assessments that are the responsibility of the Local Authority.

- 3.19 Issues regarding compliance in relation to ventilation in school kitchens have been raised for a number of years. Inadequate ventilation in a kitchen environment leads to very hot and humid conditions which raise the risk of accidents, hygiene problems and potential poor health of staff. It is recommended that £0.150m is allocated for this purpose.
- 3.20 A major priority of the Asset Management plan is to reduce the amount of condition related works in schools. A rolling programme of works has been prepared which currently shows a backlog of £30m. It is recommended that £1.6m is allocated to carry out additional structural maintenance in the 2014/15 financial year.
- 3.21 The work is prioritised using the Department for Education (DfE) condition criteria. The highest level of priority will be attached to the renewal or replacement of building elements which fall within Grade D (as being in bad condition, being life-expired and/or in serious risk of imminent failure) and fall within;
- Priority 1 Urgent work, which will prevent immediate closure of premises and/or address an immediate high risk to the health & safety of occupants and/or remedy a serious breach of legislation;
- 3.22 In the current year the total D1 priority work identified is approximately £2.25million excluding fees (£2.5million including fees). By allocating £1.6 million from this budget together with the £0.9m from the structural maintenance budget we will be able to address all the D1 priority works.
- 3.23 The extent of the work at each school will be the subject of further discussion with schools.
- 3.24 It is also recommended that £0.100m is allocated to carry on with the rolling programme of surveys of school premises, £0.150m is allocated for advanced design of future projects, £0.150m is allocated for adaptations to schools to accommodate pupils with special mobility or sensory needs.
- 3.25 The above allocations will leave approximately £0.163m of the available resources uncommitted. This is considered prudent until tenders for the current planned work have been received and will enable any urgent priorities which arise later in the financial year to be addressed.

Basic Need Funding

- 3.26 Basic need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.27 At its meeting on 11th March 2013 the Children and Young People Committee agreed to £1.1m being made available from the 2014/15 allocation to the cost of expanding Aldrington Primary School by one form of entry.

- 3.28 At its meeting on 11th March 2013 the Children and Young People Committee agreed to £0.5m being made available from the 2014/15 allocation to the cost of expanding West Hove Infant School, Connaught Road Annexe by one form of entry.
- 3.29 At its meeting on 11th March 2013 the Children and Young People Committee agreed to £0.9m being made available from the 2014/15 allocation to the cost of converting the former police station in Holland Road into a three form extension of West Hove Junior School.
- 3.30 Since then it has been agreed that this site needs to be a four form entry extension of West Hove Junior School. As a result of this decision it has been necessary to increase the budget to allow for the additional accommodation. It is therefore recommended that a further £1.0m is allocated to this project.
- 3.31 These three projects are on track for occupation in September 2014. They will provide high quality new places which will help to meet the demand which continues to grow for school places in South and Central Hove. The proposed programme includes provision for a further 1 form of entry (210 places) at one primary school in Hove and one primary school in Brighton in the areas where growth continues to put pressure on available places. It also includes provision for a first phase of the investment plan for the secondary sector which is being developed in order to meet the growth in secondary pupil numbers. The level of funding proposed will ensure that the Council can maintain its commitment to high quality, sustainable school buildings.
- 3.32 All new school buildings are designed to high sustainability and energy efficiency standards. Solar panels are a sustainability feature which the Council wishes to encourage. £50 000 has been identified within basic need funding to support this commitment.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 There has been no specific consultation regarding the content of this report

6. CONCLUSION

- 6.1 The proposed capital Investment programme will enable us to continue to ensure that we secure school places in areas of the city where they are required and to improve the condition of our education property portfolio.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment programme as approved by Budget Council on 27 February 2014 that were announced as part of the capital finance settlement in December 2013 and January 2014 as well as announcements previously made in March 2013 and August 2013. The schedule of investment includes potential advanced works on an additional secondary form of entry for September 2015 and will require up to £3.4m to be met through temporary funding as reported in the Capital Resources and Capital Investment Programme 2015/18 report to Policy and Resources on 13 February 2014 and Budget Council on 27 February 2014. The temporary funding will be met from the Basic Need education funding for 2015/16 announced in December 2013. The revenue implications of any capital investment including financing costs associated with borrowing will be met from existing revenue budgets in 2014/15 and onwards.

Finance Officer Consulted: Name Rob Allen

Date: 10/2/2014

Legal Implications:

- 7.2 There are no direct legal implications arising from this report. Individual projects may give rise to specific issues which will be covered by the individual reports referring to them.

Lawyer Consulted: Serena Kynaston

Date: 24/02/2014

Equalities Implications:

- 7.3 There are no equalities implications arising from this programme which would impact disproportionately on any defined groups. New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.4 There are no direct environmental implications arising from this report. The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy and Resources Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation sustainability issues generally.

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Other implications
2. Structural maintenance programme
3. Summary of allocation of funding streams in Section 3 of this report

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the Governments continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary places we face in the city. The proposals for Aldrington C E primary school and the new junior provision for Hove are an essential element in providing additional places in local areas for local children.

APPENDIX 2

Property	Description of works	Budget estimate
General works		£248,000
Coombe Road School	Repoint West facing side of clock tower	
Balfour Primary School (Junior)	Replace timber cladding to West elevation	
Blatchington Mill School	Replacement lintels and wall ties to courtyard	
Brackenbury Primary School	Refurbish girls toilet by Head's office	
Downs View School	Replace ramp to mobile in Ash Cottage garden	
Elm Grove Primary School	Refurbish lower ground floor toilets	
Fairlight Primary School	Toilet refurbishment boys & girls phase 1	
Jeanne Saunders Centre	Investigate and remedy damp to chimneys	
Jeanne Saunders Centre	Refurbish basement toilets	
Jeanne Saunders Centre	Remedial works to corroded steel beams	
Longhill School	Repair spalling concrete to Block A & Block 3	
West Blatchington Primary School	Replace wall ties to front elevation (infant side)	
West Hove Junior School	Repairs to chimney stacks phase 2	
West Hove Junior School	Lintel repairs/replacement	
Woodingdean Community Centre	Refurbish female toilets	
Woodingdean Community Centre	External redecoration & timber repairs	
Flat Roofing Works		£766,800
Blatchington Mill School	Replace roof covering above rooms 153-160	
Carden Primary School	Flat roof replacement above hall and corridor	
Coldean Primary School	Recover flat roof above rooms 13-25	
Hangleton Junior School	Replace flat roof coverings above hall, dining hall & Junior corridor	
Hove Park School	Replace corridor roofs (upper school)	
Portslade Sports Centre	Replace single storey flat roofs (West elevation)	
Woodingdean Primary School	Recover roof above classrooms 10,17&21 & YR6 corridor. Phase 2	
Downs Infant School	Recover flat roofs above main reception and offices	
Stanford Infants School	Replace flat roof	
Middle Street Primary School	Replace flat roof above hall	
Stanford Junior School	Flat roof replacement, over haul pitched roof and masonry repairs	
West Hove Junior School	Flat roof repairs to corridor flat roofs	
West Hove Junior School	Flat roof repairs (high level)	
Pitched Roofing Works		£285,000
Balfour Primary School (Junior)	Replace tiled roof above library and classrooms	
Downs Junior School	Replace pitched roofs	
Moulsecoomb Primary School	Replace pitched roof covering	
Caretaker's House		
Patcham Junior School	Recover pitched roof above class 7	
St Georges House PRU	Recover pitched roofs phase 2	
1-3 Vardean Cottages	Replacement pitched roofs	
Mechanical works		£857,000
Woodingdean Primary School	Replace boilers	
Carden Primary School	Replacement Heating phase 2	
Coldean Primary School	Replacement Heating phase 2	
Hangleton Infant & Junior Schools	Replacement Heating phase 3	
Patcham House School	Replace fan coil units	
Hertford Infant School	Replacement boilers	
Mile Oak Primary School	Replace water heaters	
Mile Oak Primary School	Replace boiler plant	
Resurfacing works		£90,000
Carden Primary School	Drainage improvement works outside KS1 & KS2	
Downs View School	Tarmac footpath between play areas	
Moulsecoomb Primary School	Resurface L-shaped playground & replace paving by steps	
Stanford Infant School	Resurface top playground/ repairs to steps	
Tilbury House	Resurfacing works leading to main entrance	
Longhill School	Resurface middle tennis court	
Stanford Infant School	Resurface car park and path	
TOTAL		£2,246,800

	Condition				Pupil Places				Totals				Scheme Totals
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17	
2013/14	£3,107,784				£3,960,649								
2014/15		£2,862,976				£3,960,650							
2015/16			£2,576,678				£12,038,759						
2016/17				£2,319,011				£12,640,697					
Receipts / reserves					£1,000,000								
Borrowing						£142,000							
Targeted Basic Need					£235,000	£493,448							
Legionella	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	
Asbestos	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	
Fire Risk Assessments	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	
Ventilation in Kitchens	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	
Condition works	<i>£1,700,000</i>	<i>£1,600,000</i>	<i>£1,500,000</i>	<i>£1,500,000</i>					<i>£1,700,000</i>	<i>£1,600,000</i>	<i>£1,500,000</i>	<i>£1,500,000</i>	
Advanced design on future schemes	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	
Surveys (condition gas etc)	<i>£100,000</i>	<i>£100,000</i>	<i>£100,000</i>	<i>£100,000</i>					<i>£100,000</i>	<i>£100,000</i>	<i>£100,000</i>	<i>£100,000</i>	
Individual Pupil needs	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>					<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	<i>£150,000</i>	£10,300,000
Portslade Re-organisation									£1,750,000	£0			£1,750,000
St Nicolas C of E Junior to Primary works and fees (2013)					<i>£500,000</i>				<i>£500,000</i>	<i>£0</i>			
Portslade Infant to Primary works and fees					<i>£1,250,000</i>				<i>£1,250,000</i>	<i>£0</i>			
Proposed new school for Hove									£1,500,000	£2,000,000			£3,500,000
Police station refurbishment (2014)		<i>£100,000</i>			<i>£1,500,000</i>	<i>£1,900,000</i>			<i>£1,500,000</i>	<i>£2,000,000</i>			
Connaught Expansion (2014)					<i>£500,000</i>	<i>£500,000</i>			£500,000	£500,000			£1,000,000
Dorothy Stringer Improvements						<i>£142,000</i>				£142,000			£142,000
Bulge Classes for September 2014									£30,000	£230,000			£260,000
Hove						<i>£100,000</i>				<i>£100,000</i>			
Brighton						<i>£100,000</i>				<i>£100,000</i>			
Furniture for other bulge classes					<i>£30,000</i>	<i>£30,000</i>			<i>£30,000</i>	<i>£30,000</i>			
Aldrington Primary School Expansion									£1,400,000	£1,340,000			£2,740,000
Extension project	<i>£350,000</i>				<i>£1,050,000</i>	<i>£1,100,000</i>			<i>£1,400,000</i>	<i>£1,100,000</i>			
Contribution towards Blatchington Mill improvement project						<i>£240,000</i>				<i>£240,000</i>			
Fund to assist with Solar PV						<i>£50,000</i>				<i>£50,000</i>			£50,000
<i>Additional Primary Form of Entry Hove for September 2015</i>						<i>£1,250,000</i>	<i>£1,250,000</i>			<i>£1,250,000</i>	<i>£1,250,000</i>		£2,500,000
<i>Additional Primary Form of Entry Brighton for September 2015</i>						<i>£1,250,000</i>	<i>£1,250,000</i>			<i>£1,250,000</i>	<i>£1,250,000</i>		£2,500,000
<i>Additional Secondary Form of Entry for September 2015 Brighton</i>						<i>£1,675,000</i>	<i>£3,325,000</i>			<i>£1,675,000</i>	<i>£3,325,000</i>		£5,000,000
<i>Additional Secondary Form of Entry for September 2016</i>							<i>£1,675,000</i>	<i>£3,325,000</i>		<i>£0</i>	<i>£1,675,000</i>	<i>£3,325,000</i>	£5,000,000
<i>Carry forward from previous year</i>						<i>-£365,649</i>	<i>£3,375,253</i>	<i>-£1,163,506</i>		<i>-£365,649</i>	<i>£3,375,253</i>	<i>-£1,163,506</i>	£1,846,098
Total Commitments	£3,050,000	£2,700,000	£2,500,000	£2,500,000	£4,830,000	£7,971,351	£10,875,253	£2,161,494	£7,880,000	£10,671,351	£13,375,253	£4,661,494	£36,588,098
Outstanding balance	£57,784	£162,976	£76,678	-£180,989	£365,649	-£3,375,253	£1,163,506	£10,479,203					

Notes

Figures in italics are not confirmed at the present time they are included as an indication only

Subject:	Relationships and Sex Education in Brighton & Hove Schools		
Date of Meeting:	10 March, 2014		
Report of:	Executive Director, Children's Services		
Contact Officer:	Sam Beal (Partnership		
	Name:	Adviser – Health and Wellbeing)	Tel: 293533
	Email:	sam.beal@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report will provide a briefing to Children and Young People's Committee on the quality and effectiveness of Relationships and Sex Education (RSE) in Brighton & Hove Schools This is in the context of the high profile being given to the subject nationally in supporting children and young people to understand concepts such as consent, and develop the skills to keep themselves safe and develop healthy relationships which are free from violence and exploitation.
- 1.2 The national guidance from the Department for Education on the delivery of Relationships and Sex Education was published in 2000 and our last local guidance for schools was published in 2003.

2. RECOMMENDATIONS:

- 2.1 That the Committee supports the review and development of the local authority *Sex and Relationships Education: Guidance for Schools* (2003) by Children's Services and the Public Health Team in consultation with schools, children and young people and key local and national partners in Health and the Community and Voluntary Sector.
- 2.2 A draft of the revised guidance to be discussed and agreed at Committee in the Autumn Term of 2014.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 Definition of relationships and sex education

Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self acceptance and mutual respect. *Sex and Relationships Education: Guidance for Schools* (2003)

3.2 **Legal Context**

The Education Act 1996 made it mandatory for all maintained schools to teach some parts of sex education (i.e. the biological aspects of puberty, reproduction and the spread of viruses) contained in National Curriculum Science across all key stages. It also states that school governors must provide an up to date policy describing the content and organisation of sex and relationship education provided outside National Curriculum Science. Secondary schools are required to provide an SRE programme to include, as a minimum, information about sexually transmitted infections and HIV. Parents and carers have the right to withdraw their children (up to the age of 19) from any and every aspect of sex and relationship education not contained within the statutory programme of study for science within the national curriculum.

3.2 **Support for relationships and sex education in Brighton & Hove Schools**

The Partnership Adviser: Health and Wellbeing, Standards and Achievement Team leads local authority support for schools related to relationships and sex education funded by the Direct Schools Grant. A PSHE Adviser (0.6) funded by Public Health provides consultancy, training, network meetings, quality assurance and resources to secondary and secondary special schools and two PSHE Lead Teachers (0.4 total) offer the same support to primary and primary special schools.

3.3 **Strategic links**

Effective relationships and sex education as part of a planned programme of Personal, Social, Health and Economic Education was seen as central to the Healthy Schools Programme and will remain an important contributor to the Public Health Schools Programme and the meeting of the following outcomes:

- Increased Chlamydia diagnoses (15-24 year olds);
- Reduced under 18 conception rates;
- Improved emotional wellbeing of looked after children.

In addition; relationships and sex education contributes to a whole school approach to safeguarding and to domestic violence and sexual exploitation prevention and therefore to the Violence against Women and Girls strategy. It has been identified as a priority within the Early Help agenda. RSE leads and enriches work in schools to challenge and prevent sexism, sexual bullying, homophobia, biphobia and transphobia and develop safe, learning environments for all. Effective RSE will also make links with other risk taking behaviours such as drug, alcohol and tobacco use.

3.4 **Policies**

Exemplar RSE policies are provided to schools and support offered with policy development and consultation.

3.5 **Curriculum and resources**

From September 2014, there is no National Curriculum for PSHE Education and so a Brighton & Hove PSHE Education Programme of Study has been developed for schools based on one produced by the PSHE Association and in consultation with a range of colleagues in schools, Health, Youth Service and the Community and Voluntary Sector. This has been disseminated to schools via training events for PSHE Education co-ordinators. Curriculum Framework documents are being developed to support school delivery of key themes within PSHE Education. The

Primary and Secondary RSE Curriculum Frameworks are under-development and detail learning outcomes for each year group and provide suggested resources, some of which have been developed locally. These materials build on previous planning tools developed in Brighton & Hove but have an increased focus on safe touch, e-safety, healthy relationships, consent, gender stereotyping, family diversity, gender identity and sexual orientation. Resources and materials are available on the school's intranet (Pier2Peer). However, it is the responsibility of individual schools to determine curriculum content and resources they use. Best practice schools plan a relevant and engaging curriculum based on the needs of children and young people and involve the whole school community in developing and evaluating the programme.

Brighton & Hove Secondary, Secondary Special Schools and engagement programmes deliver a 'Core Programme' of Relationships and Sex Education and drug and alcohol education to Year 9 and 10 students to ensure a basic entitlement to key aspects of learning. Those who do not receive this entitlement are targeted for other interventions.

Organisations such as Allsorts Youth Project and the Terence Higgins Trust provide enrichment sessions to schools in Brighton & Hove and contribute to the development of resources for the teaching of inclusive relationships and sex education.

3.6 Targeted interventions

There is a single gender group work programme delivered by learning mentors in at least four primary schools to targeted Year 6 pupils with the aim of raising aspirations, strengthening friendships, self-esteem and supporting transition. Four primary schools have also piloted a 'Rising Stars' programme delivered by Rise and school learning mentors and targeted at pupils who have experienced domestic abuse within the family. This has had positive impacts on pupil behaviour and willingness to be referred to therapeutic interventions, but funding for this programme is not secure at present and discussions are taking place across Children's Services, Public Health and Community Safety to look at this.

Six out of ten secondary schools have school-based health drop-ins delivered by school nurses and targeted teenage pregnancy workers. These drop-ins provide health advice, but also provide condoms via the C-Card scheme, pregnancy testing and Chlamydia screening.

The Youth Service offer each secondary school a single gender small group work programme to students in Year 9 or 10 who are identified as being at risk of teenage pregnancy or sexually risky behaviour. RISE (Domestic Violence Service) in partnership with WISE (Sexual Exploitation Service) and Survivors Network has also piloted in 4 schools a Positive Choices programme for young women who have been in families where there has been domestic abuse or who are at risk of violence or exploitation in their own relationships. The funding for this programme in the longer term will need to be negotiated with schools.

Three schools have or are currently working with Allsorts Youth Project to provide support to individual or groups of lesbian, gay, bisexual and trans* students.

3.7 **Continuing Professional Development**

The Standards and Achievement Team provides termly network meetings and annual PSHE Co-ordinator Development Days for primary and secondary schools. At least one of these will have an RSE focus annually. Special schools are invited to mainstream networks and offered opportunities to work together. These networks are well-attended and positively evaluated. Bespoke school-based continuing professional development on planning and delivering effective RSE is offered to all schools. Training is delivered in partnership with experts from for example, British Pregnancy Advice Service, Allsorts Youth Project, Terence Higgins Trust and RISE when required to enrich the subject content. Encouraging schools to prioritise teacher training time for PSHE education is increasingly challenging.

The PSHE pages of Pier2Peer are well used by schools share and download resources and a new twitter account will be used to share disseminate local and national information, research and resources.

3.8 **Outcomes and impacts**

All secondary schools with the exception of the recently opened Kings School participate in the Safe and Well School Survey. The data in the survey is used to measure the effectiveness of relationships and sex education. The 2012 Year 10 and 11 data showed that:

- The majority of students aged 14-16 years in Brighton & Hove are not having sex (80%); those who are generally know how to access free contraception, get tested for Chlamydia and know about Emergency Hormone Contraception
- 53% of all students and 73% of sexually active students know where to get free condoms
- 87% of students feel confident about using condoms correctly
- 67% of students stated that their sex and relationships education was useful.

At school level the variations in this data set reflect the model and quality of delivery. In schools where there is tutor delivery of relationships and sex education knowledge of services is lower. In schools where PSHE has high status, is delivered by specialist teachers as part of the curriculum outcomes are improved. For example, 94% of students were confident to use a condom now or in the future in a school with a strong PSHE co-ordinator, specialist trained PSHE teachers and an hour a week on the timetable for all year groups.

National recognition has also been given to resources produced in Brighton & Hove including *Fantasy vs. Reality* (a resource produced in 2009 to support teaching about pornography) and the *Trans* Inclusion Schools Toolkit*, 2012.

3.9 **Concerns and risks**

There is high quality support for RSE available to Brighton & Hove Schools and Schools are committed to its delivery. However, demands on schools related to the national performance indicators make it increasingly difficult for schools to prioritise time to review and develop the effectiveness of RSE. The Standards and Achievement Team continue to make the arguments that effective RSE contributes to wellbeing and aspirations and therefore achievement. Monitoring

and supporting effectiveness of RSE teaching and learning across all primary schools is challenging with limited capacity to do this.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Guidance to schools promotes the importance of involving pupils and students in the development of relationships and sex education. The Standards and Achievement Team also models this through focus group discussions with pupils and students in schools and through consultation with the Youth Council (about the Core Programme content for example).
- 4.2 Colleagues in Health and Community and Voluntary Groups are regularly consulted with and involved in the development of resources such as the recently updated *HIV and Blood Borne Viruses* resource.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The review and development of the Relationships and Sex Education Guidance for Schools can be managed within existing budget.

Finance Officer Consulted: Steve Williams Date: 28/01/14

Legal Implications:

- 5.2 It is not a legal requirement for the local authority to have a *Relationships and Sex Education Guidance for Schools*, but this guidance will support schools in fulfilling their statutory duties.

Lawyer Consulted: Serena Kynaston Date: 12/02/2014

Equalities Implications:

- 5.3 Due regard to protected groups and duties under the Public Sector Duty of the Equality Act is taken in the writing of all resources. For example Allsorts Youth Project, Mosaic and Right Here contributed to the consultation on the PSHE Education Programme of Study and the document was sent to a wide range of groups including the Black and Minority Ethnic Young People's Project. Impact Assessment has identified the need to consult with black and minority ethnic young people in the development of the Relationships and Sex Education Curriculum Framework and Guidance. From April 2014, there is going to be focus on developing local resources to support the teaching of RSE to students with autistic spectrum condition.

Sustainability Implications:

- 5.4 The approach taken by the Standards and Achievement Team is to deliver training and develop and share resources and good practice which will ensure that teachers are skilled to deliver RSE. This is a more sustainable approach than schools relying on delivery by outside speakers.

Crime & Disorder Implications:

- 5.5 Effective teaching and learning in PSHE and Citizenship education supports children and young people to become good citizens and has a role in preventing crime or criminal behaviour. It also makes children and young people aware of laws related to drugs, alcohol, sexual activity and hate crime.

Risk and Opportunity Management Implications:

- 5.6 The risks and opportunities are detailed in the body of the report, specifically para. 3.8.

Public Health Implications:

- 5.7 See section 3.3 of the report

Corporate / Citywide Implications:

- 5.8 See para. 3.3 and in addition this contributes to the Brighton & Hove City Council priority to tackle inequality.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The Council could continue to provide RSE support to schools without the overarching framework of an updated guidance to schools. Time spent on guidance writing could be used to develop practice in individual schools.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 Provision of guidance for schools is supportive to them at a time when RSE continues to be a controversial and sensitive curriculum area. It is also an opportunity to state the Council commitment to this important curriculum area and to outline best practice in terms of models of delivery, curriculum content and safe learning environments. It also supports effective and clear communication with the media on the Council stance.

SUPPORTING DOCUMENTATION

Appendices:

1. None

Documents in Members' Rooms

1. Brighton & Hove *PSHE Education Programme of Study* (2014)
2. Brighton & Hove *Sex and Relationships Education: Guidance for Schools* (2003)
3. Brighton & Hove *Trans* Inclusion Schools Toolkit* (2013)

Background Documents

1. Department for Education, [Statutory Guidance on Sex and Relationship Education](#), 2000

Subject:	Discussion document - Implementing a Multi Agency Safeguarding Hub (MASH) for Brighton and Hove		
Date of Meeting:	10th March 2014		
Report of:	Executive Director for Children's Services		
Contact Officer:	Name:	Helen Gulvin	Tel: 292804
	Email:	helen.gulvin@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT**

This report is tabled to update Councillors with regards the programme development to establish a MASH in Brighton and Hove. The programme has aspirations for establishing a full MASH dealing with adults and children. Setting the MASH up will be through a staged process. The first stage will be to establish a children's MASH in the next few months. This report suggests the structure and process of the MASH alongside the governance arrangements and asks for comments and a commitment to the programme by Council members.

2. RECOMMENDATIONS:

- 2.1 That the Committee support the establishment of a Multi-Agency Safeguarding Hub as previously agreed by Brighton & Hove's Local Safeguarding Children's Board

3. RELEVANT BACKGROUND INFORMATION

- 3.1 Serious Case Reviews continue to identify missed opportunities for information sharing and effective communication between agencies. This in turn translates to missed opportunities to implement appropriate safeguarding measures before the advent of some critical (sometimes fatal) outcome.
- 3.2 A new single inspection framework led by OFSTED began this year. Its remit is the joint inspection of multi-agency arrangements for the protection of children. The introduction of the proposal document makes regular reference to the recent Munro review of child protection, and states that "the inspectorates are agreed that child protection does not begin at the point at which a referral is made to children's social care". The focus of the inspections will be on "the effectiveness of... services for children who may be at risk of harm, including the effectiveness of early identification and early help".

- 3.3 In order to address these issues and make children safer, it is proposed that Brighton and Hove establishes a MASH which co-locates key agencies and their data into a secure assessment, research and referral unit for notifications regarding vulnerable children, young people and adults. The first stage of this process is to establish a children's hub.
- 3.4 This proposal has been discussed at the Brighton and Hove Local Safeguarding Children's Board and agencies have agreed that a MASH will improve outcomes for children and eventually adults and signed up to establishing the hub.
- 3.5 Over the last five years there has been movement nationally towards the creation of multi-agency safeguarding hubs for children and adults. Hub organisation varies across authorities in order to accommodate local needs. There are principals that are accepted as being central to a successful hub.

4. The principles required:

- Strategic commitment and ownership by all agencies
- Strong accountability and leadership within the MASH
- Rotating staff members in MASH to ensure in touch and connected to home agencies
- Effective referral and assessment point and outcome based interventions provided by Early Help services – an Early Help Hub is being developed across Children's Services to meet this need, which will be launched with the MASH
- Joint Information sharing protocol across adults and children's services.
- Ongoing joint training ensuring good practice shared
- Excellent communication strategy

5. The Hub

- 5.1 A hub consists of a team of people from core agencies eg Children's Social Work services (CSW), Police, Health, Mental Health, Education, Youth Offending Team working together jointly to assess and decide on appropriate levels of information sharing required for each case. The team members continue to be employed by their own agencies but are co-located in one office to offer an integrated service. The service works to an agreed process for analysing and assessing risk.
- 5.2 The hub deals with all notifications relating to safeguarding or the welfare of children. Therefore concerns at all levels of need are processed in the hub to ensure that all available information held by individual agencies is identified and assessed together.

6. The Benefits

- 6.1 The benefits, as outlined in research results, are:
- a. A standard risk assessment and decision making process across a geographic area leads to consistency and clarity of decision making
 - b. Domestic abuse risk assessments are undertaken in the hub
 - c. Identifies victims and perpetrators of harm
 - d. Reduces the risk of information being overlooked as all agency information relevant to each child/family is identified and therefore needs fully assessed.
 - e. The most appropriate agency to meet the child's needs can be identified reducing unnecessary referrals
 - f. Effective interventions can be accessed at an early stage to prevent needs escalating
 - g. Information in the MASH is kept confidential and only disclosed on a 'need to know' basis.
 - h. MASH performance is research based and can be monitored and evaluated
 - i. A reduction in inappropriate referrals to Children's Social Work services

7. The Numbers

- 7.1 The number of Initial Contacts (consisting of those requiring advice, sending information and making a referral for further action) that have been sent to Children's Social Work services from Nov 2012 to October 2013 are 10,006
- 7.2 41% of Initial Contacts (average over 12 months) become a referral (a situation requiring further action). Amounting to approximately 4100 referrals a year and 340 a month.

8. Structure and overall responsibility

- 8.1 The Executive Director of Children's Services is appointed to fulfil the Local Authorities responsibilities regarding safeguarding. The London Model recommends that the DCS holds overall responsibility for the safeguarding activity of the MASH but that this does not remove partners own agency responsibilities. It suggests that a Local Strategic Group (LSG) is created chaired by the DCS, or answerable to the DCS. Once the MASH has been created it is suggested that this group reforms to be the Strategic Board.
- 8.2 The local Operational Steering Group develops local solutions and discusses partnership issues and solutions at the operational level. This Group should be chaired by a Senior MASH Manager and all partners operating within the MASH should attend. Issues requiring escalation will be taken to the LSG or the Strategic Board by the chair, who will be an adviser to the Strategic Forum.
- 8.3 The activities of the MASH will be reported to the LSCB who will monitor the outcomes and hold the MASH to account.

9. The Task

9.1 Agencies are working together to finally agree the detailed model but it should include the following features:

- Co-location of safeguarding staff from relevant agencies
- Information to be shared *at the point of referral* based on an agreed information sharing protocol
- The inclusion of police and social work and other agencies, decision makers.
- Shared office space
- Access to agencies' relevant IT systems
- A process for assessing agencies' referrals and information (MOGP/1s, etc)
- A protocol for identifying the correct agencies and individuals to progress the referral and a method of allocating it to them.
- All referrals about children's welfare or those at risk of harm to be directed through MASH
- A joint risk assessment process

10. COMMUNITY ENGAGEMENT AND CONSULTATION

There is full engagement with agencies represented at the LSCB and a plan of discussion and consultation with schools involving visits to school clusters.

11. FINANCIAL & OTHER IMPLICATIONS:

The project plan is not at the point of confirming costs. The aim is to share costs across participating agencies

12. Legal Implications:

There will be an information sharing protocol covering agencies work within the MASH and legal guidance is being sought on this document

13. Equalities Implications:

The establishment of the MASH will improve service delivery to all sections of vulnerable children in Brighton and Hove and will improve access to preventative services at an earlier stage in the child's life

14. Crime & Disorder Implications:

One of the aims of a MASH is to identify victims and perpetrators of harm. This will be the case for individuals and also groups and trends across Brighton and Hove. Therefore there will be improved intelligence and will enable early identification and response to issues as they arise.

15. Public Health Implications:

Information with families with regards health factors for vulnerable children at risk will be evidence based

16. Corporate / Citywide Implications:

The MASH will involve other departments co-operation and input to be effective and we are meeting with representatives of these departments to discuss/consult and develop a plan of action

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

None

Subject:	Missing Children Policy & Practice Guidance	
Date of Meeting:	10 March 2014	
Report of:	Executive Director of Children's Services	
Contact Officer:	Richard Hakin,	
	Head of	
	Service,	Tel: 29-5375
Name:	Children in	
	Need	
Email:	Richard.hakin@brighton-hove.gov.uk	
Ward(s) affected:	All	

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of the Missing Children Policy & Practice Guidance coming to Children & Young People's Committee is three-fold –
- To raise awareness of this high profile and high risk area of work in children's services, an area whose profile is being raised nationally at policy, inspection and national media level.
 - To allow members to have broad awareness of the processes which will be followed with young people, who may gain a high profile locally within different services and agencies due to repeated runaway/missing episodes.
 - To give this important strategic policy within children's services authority in terms of high level endorsement.
- 1.2 The policy has been formulated as a response for the City Council to the DFE national 'Statutory guidance on children who runaway or go missing from home or care' – published in final draft in June 2013 and finalised in January 2014. This guidance sets out some new requirements for Local Authorities which are contained within the policy document.

2. RECOMMENDATIONS:

- 2.1 That CYP Committee and members note the contents of the two new missing policy and guidance documents which seek to raise awareness of this high risk area of work.
- 2.2 That CYP Committee and members give this report endorsement in order that we can work with authority to hold services to account on delivering the best possible services and outcomes and living out the core principles set out in these documents.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The new Statutory Guidance encourages Local Authorities to both work closely with Police Authorities and also to work regionally to address the issues relating to missing children.
- 3.2 The direction of travel for the City Council is to work with our neighbouring Sussex authorities towards setting up a Sussex wide missing children policy. Such joint processes take time however and it has been felt within Children's Services leadership that we should have a local up to date policy to work to in order to help us address current issues in this area of work. This also gives the City Council something to take into discussions about an eventual joint policy.
- 3.3 We have consulted with key staff within Sussex Police, our principle partner organisation in this work, and incorporated their feedback into this Policy. It will be necessary, particularly with the introduction of the Multi-Agency Safeguarding Hub, (MASH), to have systems and processes which work well with police processes and are well understood by Police colleagues.
- 3.4 There are some limited areas of service development which will require new services to be provided, which haven't been required previously, (independent return visiting services for missing children – see Missing Children Policy section on this), but, excepting this, the policy is about new processes and systems rather than new teams or resources.
- 3.5 This policy goes further than a number of Missing Children Policies in other Local Authorities in it's scope. The Brighton & Hove policy also includes development of clear links in service pathways between those young people missing from home or care placement and those young people missing from education. These cohorts of young people are known to be significantly overlapping and it is appropriate to ensure that the pathways of help and support suitably overlap also. This also matches the ambition to have one Children's Service. In time it may also be appropriate to involve other commissioned or linked services for this group of young people more explicitly in the service pathways and to broaden the scope of the policy further.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 This policy is a response to new national policy guidance and so covers the requirements for local authorities set out in this guidance. Part of this guidance is to have both clear strategic priority to this area of work and clear processes in place for how services should identify levels of assessed risk and respond to them. There are choices perhaps about how we deliver the services set out in national guidance, but not about whether we deliver them.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The Policy aims to look at improving service delivery to a small cohort of de-stabilised young people across the City, who face a range of difficulties and disadvantages. Part of the core principles within this policy are to engage with, listen to and involve these young people in the supports being provided to them and decisions being taken about them.

The Policy and Practice Guidance has been passed onto the Children's Advocacy Service in order that the views of young people can be received on this.

Beyond this it is not viewed as addressing issues which affect whole communities in the City.

6. CONCLUSION

- 6.1 National media cases and policy initiatives have been raising the profile of the risks faced by missing children and, in particular, repeat runaway children and young people. In further response to this Children's Services Safeguarding and looked after inspections do now, under the new inspection framework, look closely at the work of local authorities in this area. Directors of Children's Services and Lead Members for Children have been asked in inspections about their knowledge of this area.
- 6.2 In saying this it is clear that the existence of this policy in itself is not sufficient for vulnerable young people. It will be the commitment and drive of key leaders to embed the principles within this policy and to deliver a priority service to these often multiply vulnerable young people which will then make a difference. The policy and practice guidance receiving approval and support through Committee and also the Local Safeguarding Children Board will provide a strong foundation and mandate for operational staff to put this into practice.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications:

There is not a budgetary request within this committee report. There will be a need to establish an independent visiting service, which doesn't currently exist for this group of young people. It is anticipated that this would be able to be done jointly with Sussex wide Authorities and also Sussex Police in order to both allow consistency of this service but also to try and share the burden of costs/achieve economies of scale. The scoping and commissioning for this is yet to take place, but all efforts will be made to deliver this service within existing budgets.

Finance Officer Consulted: David Ellis 13-02-14

7.2 Legal Implications

There are not felt to be any legally contentious issues within this Policy. As previously stated there is an expectation in national statutory guidance that Local Authorities do develop such policies and seek to improve practice in this area of work with some of the most vulnerable young people.

Name: Hilary Priestley Senior Lawyer

Date:26.02.14

7.3 Equalities Implications:

This Policy is designed to set out new service delivery priorities to a small cohort of young people at risk and to develop new systems and processes to deliver

them. There are no implications for the jobs of existing staff or for the service delivered to the wider community.

7.4 Sustainability Implications:

None.

7.5 Any Other Significant Implications:

See below.

7.6 Crime & Disorder Implications:

Vulnerable young people who go missing regularly and/or begin to dis-engage from education also are significantly more likely to both commit offences and to become the victims of crime and sexual exploitation. Case plans for this group of young people need to have close co-ordination with the Youth Offending Service, with RUOK, (the young peoples substance misuse service), with WISE, (What Is Sexual Exploitation?) and with education support services.

7.7 Risk and Opportunity Management Implications:

Young people who repeatedly go missing are often facing multiple risks in their lives from crime, substance misuse, sexual exploitation, poor self-care, falling out of education and training. The importance of working pro-actively and effectively with this group of young people is to prevent increasingly significant or serious harm to them.

7.8 Public Health Implications:

There are connections in the policy with priorities about the emotional and physical well-being of teenagers including early mental health issues, physical and sexual health.

7.9 Corporate / Citywide Implications:

Some of the principles in the Policy & Practice Guidance link in closely with Community Safety priorities and also with the Violence Against Women & Girls agenda.

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove Missing Children Policy
2. Brighton & Hove Missing Children Practice Guidance

Documents in Members' Rooms

There are none.

Background Documents

There are none.

Brighton and Hove Policy on Missing Children

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8. [Return Interviews](#)
9. [Information Sharing](#)
10. [Single Point of Contact](#)

This should be read in conjunction with the Missing Children Practice Guidance documents which sets out guidance staff working in the 3 key areas below

1. Children Missing from Home
2. Children Missing from Care
3. Children Missing from Education

January 2014

Part 1 – Corporate joint policy on missing children & young people

1. Aims

The integrated policy on Missing Children has 4 main aims:

- To set out and communicate clearly the Brighton and Hove **multi-agency response** to and the priority given to addressing the risks posed by children & young people who go missing;
- To **raise the profile** and priority of missing children across the Council and partner agencies;
- To define the routes by which **all responsible agencies** in the council and outside **share information and work together** to respond effectively when children go missing;
- To establish 2 linked key documents – firstly this document, to set out the core principles and understanding of work in this area & second to create clear a single practice guidance document which brings together the individual council policies for responding to **Children Missing From Education, Children Missing from Home, Children Missing from Care**, recognising the connections between these 3 groups and to further develop the links between practice in these areas.

In addition to these aims it is also the intention to use this policy as a platform in our discussions with East & West Sussex County Councils around setting up a Sussex wide missing children policy.

By **responsible agencies**, we mean:

- Police;
- Social Care staff and carers;
- Health;
- Education;
- Youth Services and the Youth Employability Team (YES);
- Voluntary and Independent Sector Organisations;
- Local Safeguarding Children Board (LSCB);
- Youth Offending Service;

2. Key relevant national policy and guidance

Guidance:

**Statutory guidance on children who run away or go missing from home or care
June 2013:**

<https://www.education.gov.uk/consultations/downloadableDocs/Statutory%20guidance%20on%20children%20who%20run%20away%20or%20go%20missing%20from%20home%20or%20care%20consultation%20-%20final.docx>

Working Together 2013

<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Statutory guidance for local authorities in England to identify children not receiving a suitable education 2009

<http://media.education.gov.uk/assets/files/pdf/r/statutorylaguide09.pdf>

Young Runaways – Report by the social exclusion unit (November 2002)

<http://www.bristol-cyps.org.uk/socialcare/procedures/childprotection/pdf/young-runaways-report.pdf>

UN Convention on the Rights of the Child

<http://inclusion.uwe.ac.uk/csie/unrights.htm>

3. Statement of Intent

Brighton & Hove City Council recognises that young people missing from home, care or education face potentially multiple significant risk factors. As a Council and particularly co-ordinated by Children's services we wish to make the safety and well-being of missing children and young people our top priority for all responsible agencies and the City Council recognising the very serious risks posed to them.

Risks can include physical harm, sexual exploitation, substance misuse, poor impacts on health and well being and involvement in criminal activities. Such a wide range of risk factors rarely coalesce around a specific group of children as much as they do around missing children.

The following points represent the expectations we wish to set for this area of work

- All agencies are therefore directed to work together to prevent, solve and follow-up on the problems behind children going missing from education, care and home.
- All relevant agencies, organisations and carers are required to use their professional judgement to take any action they feel is necessary to protect the safety of the child, based on an assessment of risk and to report concerns to the responsible agency. They are also required to share data and intelligence where doing so is likely to promote the safety of the child and children more widely.
- Staff in contact with the young person must actively seek to understand their circumstances and experiences which are triggering missing episodes.

These core expectations for all staff should be read alongside the missing children practice document.

4. Key practice principles for Brighton & Hove staff of working with vulnerable missing young people.

- The Children's Society Runaways Charter set out standards for Local Authorities to sign up to in working with this very vulnerable group. There are six standards set out in their section on "How runaways should be treated". These are as follows:
 - ***Be understanding, calm and relaxed with us***
 - ***Help us trust you and don't judge us***
 - ***Be straightforward and honest with us***
 - ***Listen to us and take us seriously***
 - ***Explain things to us. Give us choices and don't force us into making decisions we don't understand***
 - ***Show us respect.***

Brighton & Hove City Council accepts these standards .and will also work to the following :

- For young people who runaway regularly this is rarely, if ever, an irrational act. For those young people this makes sense in terms of the way they are viewing and understanding their lives and the people around them. Even if we have different views we should seek to understand the young person's feelings and motivations in what they are doing.

- This group of young people can also be the young people who feel most estranged from their family life and those around them, including professionals and services will be provided in a way that seeks to build rapport and trust with them.
- We will involve children in the plan as much as possible to address the problems they are facing.
- We will acknowledge in our approach that the young person we are dealing with could be involved in criminal offences or the victim of such offences or both. We will need to understand that it is difficult for them to open up about this without engagement, empathy and trust.
- We cannot know the risks a young person is facing by going missing unless the key agencies involved are actively seeking to find out. Assumptions about regularly missing young people being safe based on previous behaviour can turn out to be wrong. Brighton & Hove will aim to avoid such assumptions in their practice
- As a rule the longer a young person is missing, particularly if this is out of character or if no-one has spoken to or seen them whilst missing, then the more our concern and response should escalate. The traffic light risk grading system for young people missing from home or care in Brighton & Hove should be operated in such a way that the grading and response can be escalated during a missing episode.
- Brighton & Hove will not view repeat runaway incidents from a young person as low risk and will work to the principle that repeat running away need assessment of the issues followed by intervention/help.
- There are clear crossovers with the runaway from home group and the missing from education group of young people. Information will be shared at each stage between schools/education staff and children's services in Brighton & Hove regarding the tier of concern in each of areas. This policy overall brings together the missing from home, education and care threads of the Council's missing policy with an over-arching policy. The processes will be linked and joined at key points to reflect this.
- This is an LSCB and a Sussex Police priority area. In view of this there should be high expectations of both ourselves and one another of how we respond across the teams and services to this group of children and young people.
- Trying to locate missing children & young people is the responsibility not just of the police but also of parents, carers, care workers, social workers and other lead

professionals depending on where the young person lives. Such staff should assist in phoning known numbers and visiting known addresses.

- To work closely with our current contracted partner WISE around all issues of sexual exploitation.

5. Understanding why young people go missing

Children may go missing from home or care for a number of reasons, such as:

- Trying to protect themselves from abuse, including domestic violence.
- Trying to protect themselves from bullying.
- As a result of peer group pressures. Peer group pressures can re-enforce the risk-taking decisions being made by young people and also can create group based norms and expectations around what others might view as risky being viewed by the group as fun and ‘a buzz’.
- Being scared and/or afraid, feeling unable to cope or dis-connected from the adults around them; they may feel they are failures or not valued with regard to some aspect of their lives that has not been apparent to adults who otherwise seem close to them.
- They may have been enticed or persuaded to go missing; been abducted by an adult who is acting inappropriately and who is using the child to meet their needs; or been “thrown out” by the parents/carers.
- There are particular ‘push’ or ‘pull factors pushing or pulling away from the home. Young people may run from home due to negative factors there or to a peer group of young people/adults to whom they feel a sense of belonging or loyalty

6. Assessing Risk: Summary

In assessing the significance of a child’s absence, the above definitions and any guidance already agreed in the child’s care planning, should be taken into consideration including:

- The age of the child;
- The legal status of the child;
- Previous behaviour and history;

- The emotional needs of the child, e.g. whether there has been any variation in their mood or whether they have expressed any intention to harm themselves or others;
- Behaviour of the child as influenced by peer groups or others;
- Mental and physical health needs;
- Whether the child or young person has been the victim or perpetrator of violent, homophobic and/or racist incidents prior to disappearance;
- Whether the child or young person been subjected to bullying;
- Is the child or young person suspected to be a subject to crime in progress, e.g. abduction?
- Whether the child is perceived as running to/running from someone/something;
- The risk of offending;
- The risk that the child may be targeted for sexual exploitation.

7. Classifications of Missing Children and Young People

Guidance on The Management, Recording and Investigation of Missing Persons Association of Chief Police Officers 2005 states that children are deemed 'missing' if:

- The reason for their absence is unknown
- They are vulnerable
- Other risk factors are present

The term 'missing' is also used to describe a child or young person who has run away. Therefore the terms 'missing' and 'run away' or 'go missing' are used interchangeably. This is because key documents use a variety of words to describe these children. The definition of Children Missing Education in this document refers to all children and young people of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more).

The following definitions are taken from section 8.21 of the Sussex Child Protection Procedures. Where the policy refers to 'child' or 'children' these terms include young people under the age of 18 years

Missing Person

Anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.

Missing Child

Where the child's location or reason for absence is unknown and/or there is cause for concern for the child because of their vulnerability or there is a potential danger to the public. A child in this category must be reported to the police.

Children who go missing from home

Children within this group are composed of:

- Those who are 'not known' in the sense that although they will be known to a universal service such as school or a GP there has not been previous contact with a targeted service;
- Children who are receiving additional support from a targeted service because they are assessed to be a Child in Need. Having been missing in the past may be one factor which results in them becoming a Child in Need;
- Children who are subject of a Child Protection Plan either due to their increased vulnerability because they have been missing in the past or because there are other concerns relating to child protection.

Looked After Children

The term "looked after children" has a specific legal meaning deriving from Children Act 1989. Under the Children Act 1989 a child is "looked after" if he or she is:

1. Provided with accommodation for a continuous period of more than 24 hours (Children Act 1989, Section 20 and 21); or:
2. Is subject to a Care Order (Children Act 1989, Part 1V)

Children who become lost

Children who because of their age or due to a degree of intellectual impairment become separated from their carers, become temporarily disorientated and become missing as a result and would wish to be found. This is clearly very frightening and upsetting for all involved

Families who go missing- Not subject of this policy:

This Policy is **not** intended to respond to families who go missing to evade contact with professionals. If a child is missing in this context professionals should consult Children and Families who Go Missing Procedure

Absent

A person not at the place where they are expected to be. Clearly some children absent themselves for a short period and then return and their whereabouts are known. Sometimes children stay out longer than agreed, either on purpose or accidentally, and may be testing boundaries

Children who make telephone contact and agree a time to return, but subsequently fail to do could also fall within this definition.

This kind of boundary testing is within the range of normal teenage behaviour and not necessarily considered a risk, although a more general response such as additional parenting support and advice may be helpful as behaviour of this nature may fall within the wider safeguarding remit for services

Children Remanded to Local Authority Accommodation

A small number of young people enter care after they have been remanded to local authority accommodation (RLAA) by a Youth Court. A child who absconds from local authority accommodation when RLAA is unlawfully at large and has, in legal terms, escaped from custody. If a child who has been RLAA goes missing from a children's home or a foster placement, then the established procedures relating to escape from custody should be followed. The investigating officer will need to liaise with an appropriate officer in the areas' Youth Offending Team

Children Placed in Secure Accommodation on Welfare Grounds

In some cases young people are placed in secure accommodation on welfare grounds under Section 25 of the Children Act 1989. Once in a secure setting these young people are unlikely to abscond. Should they do so, the usual missing persons procedures would apply. When a child subject to a Secure Accommodation Order absconds this is considered a 'significant event' that should be reported to Ofsted.

8. Arrangements for Return Interviews and who offers them

Return interviews are a key way of seeking to actively find out the risks young people have been exposed to when missing as well as to listen to their concerns and difficulties and demonstrate concern for their welfare. If the young person is able to engage with this it can lead into discussions about how to prevent these situations arising in future, what help the young person may need and whether this help can make them feel less the need to run away/go missing. All runaway behaviour is a reaction to something which troubles young people and/or a seeking of attention and excitement which they may feel is lacking for them. It is this unmet need which can make runaway young people so vulnerable to exploitation.

The new national Statutory Guidance makes clear, however, that there is evidence that young people may not feel able to open up fully to their statutory key worker, to the police or to other authority figures. Once young people are beginning to get into trouble and behave in ways they know that responsible adults would disapprove of, they may be less likely to have an honest and open conversation due their fear of the consequences for themselves or others whom they seek to protect. The Guidance is based on the

results from pilot projects and authorities which have used independent return interview, (IRI), schemes provided by private sector or community & voluntary sector groups. Young people can then speak with staff who have no role in decision making in their lives and importantly no role in having to appear to make judgements about their behaviour.

The Council will decide in 2014 whether to join with a pan Sussex agreement with regards missing children and whether to join a joint commissioning process for return interviews. Brighton & Hove would wish to offer the independent return interview service, when established, to young people repeatedly missing from home or care.

Currently social workers, care workers or other key professionals will continue to do the RIs. The missing from care policy good practice guidance for return interviews will be adopted by all staff, (including care providers), and incorporated into return interview practice.

It will continue to be the case that some young people will give full details of their missing episode to their key worker or care worker. Experience in East Sussex is that not all young people need the level of independence the IRI scheme offers and the best position seems to be being able to offer a choice to young people which fits their needs. Some providers are able to offer repeat runaways a targeted key work support service to support and augment work the social worker will be doing with them and this will be considered in the specifications once decisions on providing an IRI service are made. It would also be crucial to clarify with independent IRI providers and with the young people themselves the details which need to be shared with social workers, where allocated, and any details which don't.

In relation to young people being missing from home it is the expectation in Brighton & Hove **that return interview feedback, where the interview is not carried out by the key worker, should be given promptly to social workers if the young person is subject to a CIN Plan or CP Plan.** CIN or CP Plans relate to medium or high levels of assessed risk and the return interview may be important to influence the ongoing analysis of risk. The extent of feedback from a return interview to social workers would need to be dictated by the young person's safety first and foremost and also by good practice guidance in this area.

9. Information Sharing and Notification

Information sharing regarding vulnerable missing children is critical if we are to identify their potential whereabouts and keep them safe.

The Statutory Guidance for runaway and missing children – January 2014 – states that

“Early & Effective sharing of information between professionals and local agencies is essential for the identification of patterns of behaviour. Relevant data may include times & duration of missing episodes, information from return interviews, absence data from schools etc.”

The Home Office “Safeguarding Foreign National Children Who Go Missing” guidelines states that for extended missing episodes from care of children and young people who are seeking asylum in the UK and have a pending application for this should be notified to the Home Office

The Brighton & Hove City Council Children’s Services guidance for information sharing encourages the following in order that information is shared appropriately and proportionately.

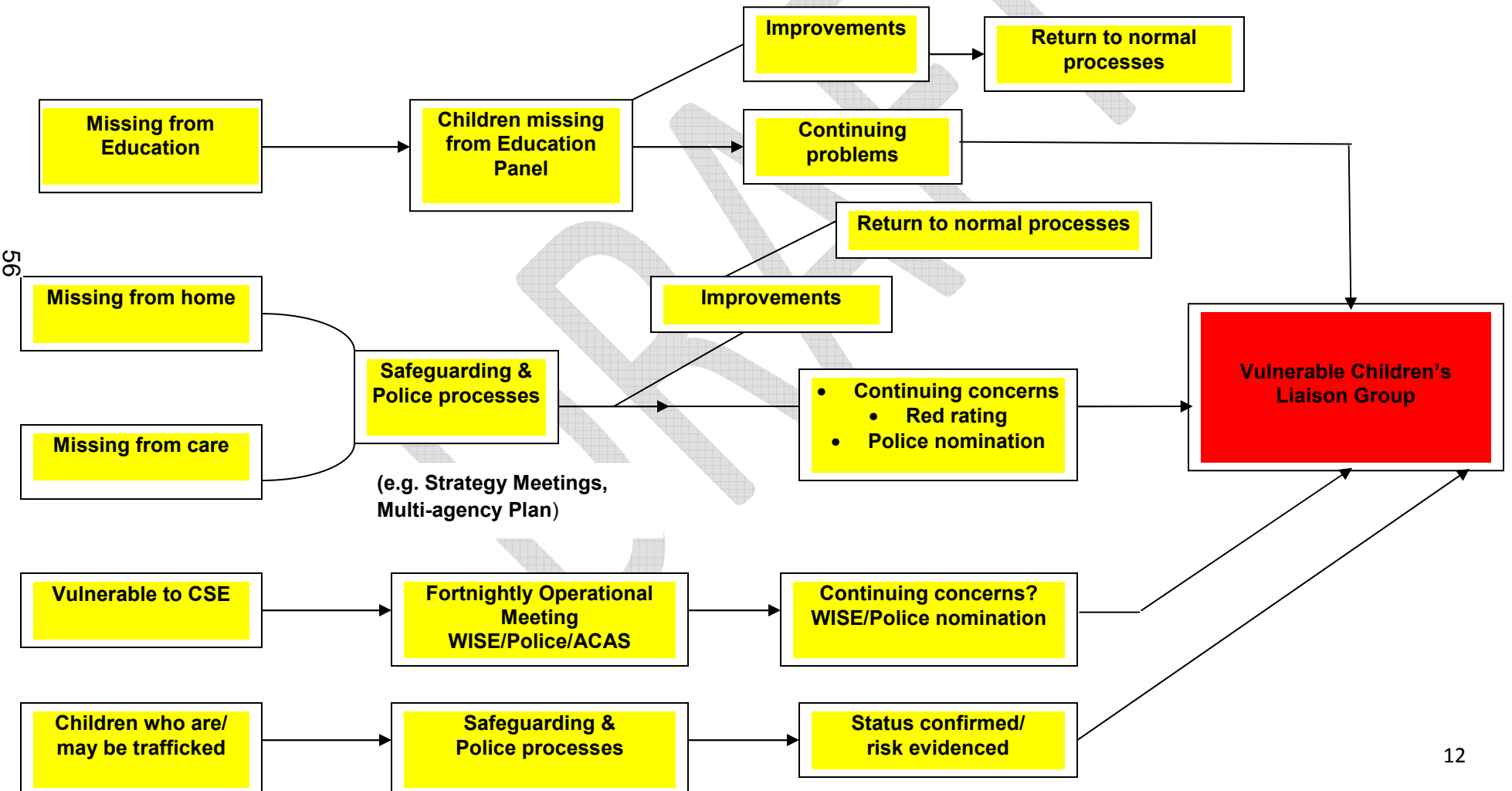
- Consider first what objective is being sought by seeking or sharing information and whether this corresponds to the overall objectives in the plan for the child.
- Discussion should be had with parents and carers about who we are sharing information with and why, unless to do so would create an unacceptable risk and/or is part of a current police investigation. We should seek their informed consent. This may also apply to older adolescents in their own right.
- If parental consent is not given then a practitioner with their manager should consider whether and argument about potential significant harm and/or a current police investigation could be reasons for over-riding the parents’ views
- We should share what is necessary, only to people who need to know it and we should ensure that records being shared are factually accurate and fair before doing so. We should record these decisions to share information and reasons for this and discuss this in meetings with parents/carers.

These parameters for information sharing should not be read as a discouragement about sharing information – these are just checks and balances. Information must still be shared where missing children episodes occur and where there are likely to be safeguarding issues/risks of significant harm to young people. The key is to try and be transparent with families about this.

Implementation of Operational Systems to Secure Information Exchange between Policy Areas

The flow chart attached shows the robust referral routes Brighton and Hove Children's Services have in place for the sharing of information.

Information Sharing between agencies



10. Single Points of Contact in the City Council relating to Missing Children

The 2013 Statutory Guidance confirms that each Local Authority should have a **Single Point of Contact, (SPOC)**, who shapes policy and ensures staff guidance is clear in this high risk area of practice.

It is crucial of course that the scope of this role is clearly defined and limited to co-ordinating and leading rather than being understood to have a responsibility for day to day practice on each individual missing case.

The SPOC for Brighton & Hove will be the Head of Safeguarding. The Head of Safeguarding is now assisted by 3 practice leads –

- Missing from Home – Head of Service – Children in Need
- Missing from Education – Manager for Behaviour & Attendance
- Missing from Care – Head of Service, Children in Care

This arrangement also ensures cover for this role during periods of annual leave. A manager with a social work qualification and experience of child protection policy and looked after children regulations is necessary to advise with authority on the most concerning child protection and child in care cases. This role will be taken by the Head of Service for Safeguarding.

The priority roles of the Brighton & Hove SPOC and the 3 Practice Leads are to:

- Provide a reporting process on key numbers and trends with the Local Information Officers regarding missing young people within the social work teams and with the C&F Performance Team;
- Provide when requested for social work teams an overview of the data, trends and issues raised for missing young people and to advise on specific issues and cases;
- For the Practice Leads to gather and share feedback from young people who have run away or are running away on what has helped or will help them;
- For the SPOC and the 3 missing Practice Leads to meet as a group bi-monthly to ensure that trends and emerging issues can be defined and tackled;
- SPOC and practice leads to ensure that there is admin staffing to support the above roles;
- To keep briefed and informed of regional and national practice on missing and vulnerable young people and to disseminate;
- To play a lead role in co-ordinating with our neighbouring authorities on developing a Pan-Sussex approach;
- To be copied into names and plans for young people missing from home graded into red band and to advise where needed on planning for them;

- Practice Leads to be appraised of the most concerning missing from education cases and whether they are also missing from home or care;
- Practice Lead of missing from home children to chair the Vulnerable Children's Liaison Group.

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Appendix 1

Vulnerable Children & Young People's Liaison Group – Terms of Reference

1) Objectives of this group

- To provide a formal multi-agency forum for discussion of some of the most vulnerable young people in the City in which the added value of good information sharing and pooling of our varied resources is recognised.
- To ensure that there is a shared approach and sign up to the safeguarding of the young people discussed.
- Due to the known overlap between those young people missing from home or care and missing from education the group will aim to prioritise discussion of young people in all 3 categories.
- To ensure that those discussed all have a multi-agency action plan.
- (Within this we may sometimes consider that some young people engage only selectively if at all with services and that it can be counter-productive to overload them with too many services).
- To seek updates on the progress of these action plans.
- To have key worker attendance, (social worker or lead professional) which allows for more informed and detailed case discussion.
- To consider the links between certain peer groups of vulnerable young people and also adults who may be targeting them and to consider from this whether wider actions are necessary.
- To provide bi-annual updates & reports on issues and trends arising from the group and also evaluating the effectiveness of this approach for the young people considered and to consider whether group members require update briefings and training.
- Measures of success would include demonstrable reductions in CSE vulnerability and repeat missing episodes.
- To liaise where it is felt necessary with other Local Authorities and agencies based outside of the City in order to ensure cross-boundary safeguarding issues are addressed.

2) Criteria for discussion

- Concern of child sexual exploitation in relation to an individual, group, area or address whether repeat missing young persons or not and initial remedies are not reducing concerns.
- Regular missing/absent child/young person and evidence of risk-taking behaviour/vulnerability and initial remedies are not reducing concerns.
- Concern that young people have arrived in the country and may have been involved in human trafficking.

- From December 2013 it will be the intention to introduce discussion regarding those children & young people who are deemed missing from education and who normal remedies are not assisting.

3) Age limits

- Under 18s are core group for most children's services who are group members.
- Care leavers up to the age of 21.
- Over 18's will be discussed normally at the fortnightly Police & WISE operational meeting. However where they are part of a peer group involving other under 18's may be discussed as associated with that under 18.

4) Membership

Permanent members

Richard Hakin, Head of Service, Children in Need Team, (Chair person)

PC Vicky Morris, Missing Children's & CSE Co-ordinator, Sussex Police

Lee Horner, CPT, Sussex Police

DS Richard Harris, Sussex Police, (AVU & CPT)

Sarah Barker, Education for Children Missing School

Cath Cottingham, ru-ok/YOS

Emma Cockerell/Dan Jones, Practice Manager, ACAS

Rachel Metcalfe, Anti Social Behaviour Housing Officer

Justine Orme, Health Adviser, Claude Nichol Clinic

Representative, Agency Placements Team

Tracie James, Practice Manager, Youth Services, East Area

Gemma Doughty, WISE

Mat Thomas, Intensive Placement Team

Steve Springett, Operational Manager, ITF

Occasional Members

Clare Smith – Team Manager, Fostering Team

(where child in care being discussed & in an in- house placement)

CAMHS member – to be confirmed

Adult Social Care, (where adults known to ASC linked with under 18 young people)

Peter Wileman, Community Safety Team

John O'Connor, YOS

5) Referral process

- Case to be nominated to Liaison Group administrator and copied to Vicky Morris, Sussex Police for checking.
- Nominations must be made 2 weeks before liaison group due unless by agreement of Chair and Police. This will allow agreed agenda to be sent out and key worker information forms collected a week before group due to meet.
- A maximum of five young people could be discussed at each meeting.
- Key workers are asked to complete the referral form and also attend the meeting or send a rep who knows of this young person – e.g. Practice Manager.

6) Case update process

Case update forms will be sent around 3 weeks after a young person is discussed at the liaison group and can form part of the agenda of the subsequent meeting. They will be sent both to the key worker and also where appropriate to nominating agencies who have key actions to follow. This is to ensure that we can track some progress on the action plans.

7) Admin support

- This will be provided by David Young. David is contactable by Council email and also on 291407.
- Admin tasks will be to co-ordinate nominations, seek key worker information and confirm key worker or delegated rep to attend, finalise agenda with Chair and Police, take minutes and circulate and also pursue updates on cases discussed. This may end up being shared between two people.

Richard Hakin
Head of Service – Children in Need
September 13

Appendix 2

***Brighton & Hove Missing Children
Practice Guidelines***

The following guidelines must be read in conjunction with Brighton & Hove Missing Children Policy

[Brighton & Hove Runaway and Missing from Home Practice Guidelines](#)

[Brighton & Hove Missing from Care Practice Guidelines](#)

[Brighton & Hove Missing from Education Practice Guidelines](#)

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Brighton & Hove Runaway and Missing from Home Practice Guidelines

September 2013

[1. Introduction](#)

[2. Scope](#)

[3. What to do before reporting a young person as missing from home](#)

[4. An agreed framework to assess and clarify risk](#)

[5. Guidance on responses to different scenarios and risk grading including triggers for Single Assessment & Section 47 Investigation](#)

[6. Conducting Safe & Well Checks when children & young people are found](#)

[7. Information sharing arrangements between Local Authorities](#)

[8. Preventive approaches in Brighton & Hove to avoid or reduce missing episodes](#)

[9. Support to families whilst their child is missing from home and follow up support](#)

[10. Responses to repeat runaways](#)

[11. Links with Child Sexual Exploitation Strategy and with WISE](#)

[12. The 16 & 17 year old age group – including those in unstable accommodation](#)

1. Introduction

Children who begin going missing from home regularly either do already or can begin to face a range of significant risks and crises in their lives. This repeat runaway behaviour can indicate problematic or abusive relationships with parents/carers or the beginnings of links with peers or adults who are encouraging their missing behaviour or perhaps even harbouring them without informing their parents. There is the risk of family breakdown, coming into care at a point where the young person has insufficient investment in doing so. There is the risk through their peer group or young adult associations of being drawn into child sexual exploitation, offending and substance misuse. They may also at this point be falling out of full time school attendance or facing regular fixed term exclusions. The significance to agencies of those young people known to be exposed to a range of such problems and risks should be great and hence it is no coincidence that the new Statutory Guidance urges Local Authorities to develop risk grading tools and triggers from these for ongoing missing cases.

For sections on **Core Principles, understanding why children go missing, assessing risk, classifications, return interviews, information sharing and single points of contact** please see the main Brighton & Hove Missing Children Policy.

2. Scope

The missing from home section of the policy draws from the definitions and understandings of runaway behaviour set out in the over-arching missing policy.

The missing from home section of this policy relates to children and young people who reside full time with their parents or with relatives with informal or formal parental responsibility and who are not in the care of this or another local authority and who are absent or missing from this care without arrangement.

The 2013 national Statutory Guidance requires Local Authorities to have a means of assessing and if necessary re-assessing the risks young people may be facing whilst absent and missing.

This missing from home policy uses the London MASH Risk Grading Matrix as the tool for Local Authorities to analyse risk at the point of receiving missing from home reports from police or others and also to allow us to re-evaluate this risk during the course of a missing from home episode, depending on the duration of this episode and the information gathered.

3. What to do before confirming that a child/young person is missing from home

Where we are working with young people who runaway/go missing from home and we are told by parents/carers that they have done so workers should be familiar with police

requirements that parents make their own initial basic enquiries before police are contacted.

- Fully search the accommodation and surrounding area/vehicles.
- Check the home for any important leads (eg mobile phones, diaries, letters, notes explaining absence, email and website activity etc), which may inform/assist the investigation to recover the child.
- Spoken with other children in the family or who live in the home to obtain relevant information about the missing child.
- Made all appropriate enquiries regards the whereabouts of the child including trying to contact the child themselves, friends, family, associates, appropriate locations, local hospitals and the local police custody office.

Having done this then the police should be informed if the whereabouts and safety of the child/young person cannot be confirmed. Police will require particular information from parents, (see following).

- Description of the child including their clothing.
- Details of where the child was last seen and with whom.
- Recent photograph.
- Relevant addresses, known associates and addresses frequented.
- Previous history of absenteeism and circumstances of where found.
- Circumstances under which the child is absent.
- Any factors that increase the risk to the child.

4. An agreed framework to assess and clarify risk

The framework set out below from the London MASH is the most detailed on the existing risk frameworks considered and so it is felt that this offers practitioners the best chance of this being well understood and consistently applied in Brighton & Hove.

It is important to refer back to definitions and principles in implementing such a tool. Going missing in itself is risky, but particularly when repeated and for a prolonged period of time. Some young people, with stable home situations, may stay out later than agreed at a party or social event and as a result the police are contacted by worried parents. If this occurs as a one off then the need for follow up may be minimal. Some young people, however, can begin with few evident risk factors within their family, link in with a concerning peer group or adult cohort and quite quickly escalate up the scale of risk and concern.

BLUE – NOT SAFEGUARDING = LEVEL 1

- Children with no additional needs and whose developmental needs are met by universal services, the Early Help pathway and where necessary a lead professional.

Indicators/Risk Factors

Subject Indicators

- Achieving key stages
- Good attendance at school/college/training
- No barriers to learning
- Planned progression beyond statutory school age
- Good physical health with age appropriate developmental milestones including speech and language
- Good mental health and psychological well-being
- Good quality early attachments, confident in social situations
- Knowledgeable about sex and relationships and consistent use of contraception if sexually active
- Stable families where parents are able to meet the child's needs
- Age appropriate independent living skills

Household Indicators

- Supportive family relationships
- Child fully supported financially
- Good quality stable housing
- Good social and friendship networks exist
- Safe and secure environment
- Access to consistent and positive activities

Adult Indicators

- Parents able to provide care for child's needs
- Parents provide secure and caring parenting
- Parents provide appropriate guidance and boundaries to help the child develop appropriate value

GREEN – Requires determination of RISK = LEVEL 2

These children have low level additional needs that are likely to be short-term and that may be known but are not being met or with additional needs – requiring multi-agency assessment and intervention.

Indicators/Risk Factors

Subject Indicators

- Occasional truanting or non-attendance
- School action or school action plus
- Identifies language and communication difficulties
- Reduced access to books, toys or educational materials
- Few or no qualifications
- NEET
- Slow in reaching developmental milestones
- Missing immunizations or checks
- Minor health problems which can be maintained in a mainstream school
- Low level mental health or emotional issues requiring intervention
- Pro-offending behaviour and attitudes
- Early onset of offending behaviour or activity (10-14)
- Coming to notice of police through low level offending
- Expressing wish to become pregnant at a young age
- Early onset of sexual activity (13-14)
- Sexually active (15+) with inconsistent use of contraception
- Low level substance misuse (current or historical)
- Poor self-esteem
- Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion

Household Indicators

- Parents/carers have relationship difficulties which may affect the child
- Parents request advice to manage their child's behaviour
- Children affected by difficult family relationships or bullying
- Overcrowding
- Families affected by low income or unemployment
- Insufficient facilities to meet needs e.g. transport or access issues
- Family require advice regarding social exclusion e.g. hate crimes
- Associating with anti-social or criminally active peers
- Limited access to contraceptive and sexual health advice, information and services

Adult Indicators

- Inconsistent care e. g. inappropriate child care arrangements or young inexperienced parent
- Inconsistent parenting, but development not significantly impaired

- Lack of response to concerns raised regarding child

AMBER –To be screened to DETERMINE RISK = LEVEL 3

These children may be eligible for a child in need service from children’s Social Care and are at risk of moving to a high level of risk if they do not receive early intervention. These may include children who have been assessed as “high risk” in the recent past, or children who have been adopted and now require additional support. If a Social Worker is allocated they will act as the Lead Professional.

Indicators/Risk Factors

Subject Indicators

- Short-term exclusions or at risk of permanent exclusion, persistent truanting
- Statement of Special Educational Needs
- No access to books, toys or educational materials
- Disability requiring specialist support to be maintained in mainstream setting
- Physical and emotional development raising significant concerns
- Chronic/recurring health problems
- Missed appointments – routine and non-routine
- Under 16 and has had (or caused) a previous pregnancy ending in still birth, abortion and miscarriage
- 16+ and has had (or caused) 2 or more previous pregnancies or is a teenage parent
- Under 18 and pregnant
- Coming to notice of police on a regular basis but not progressed
- Received fixed penalty notice, reprimand, final warning or triage of diversionary intervention
- Evidence of regular/frequent drug use which may be combined with other risk factors
- Evidence of escalation of substance use
- Evidence of changing attitudes and more disregard to risk
- Mental health issues requiring specialist intervention in the community
- Significant low self-esteem
- Victim of crime including discrimination
- Lack of age appropriate behaviour and independent living skills, likely to impair development

Household Indicators

- History of domestic violence
- Risk of relationship breakdown with parent or carer and the child
- Young carers; privately fostered; children of prisoners; periods of LAC
- Child appears to have undifferentiated attachments
- Severe overcrowding; temporary accommodation; homeless; unemployment
- Family require support services as a result of social exclusion
- Parents socially excluded, no access to local facilities

Adult indicators

- Physical care or supervision of child is inadequate
- Parental learning disability, parental substance misuse or mental health impacting on parent's ability to meet the needs of the child
- Parental non-compliance
- Inconsistent parenting impairing emotional or behavioural development
- Parent provides inconsistent boundaries or responses

RED –ENHANCED DETERMINATION OF RISK = LEVEL 4

Many of these notifications will initiate a S.47 as they may be children experiencing significant harm that require statutory intervention such as child protection or legal intervention. These children may also need to be accommodated by the Local Authority either on a voluntary basis or by the way of Court Order.

Indicators/Risk Factors

Subject Indicators

- Chronic non-attendance, truanting
- Permanently excluded, frequent exclusions or no educational provision
- No parental support for education
- High level disability which cannot be maintained in a mainstream setting
- Serious physical and emotional health problems
- Challenging behaviour resulting in serious risk to the child and others
- Failure or rejection to address serious (re)offending behaviour. Likely to be in cohort of youth offending management
- Evasive, inconsistent or shut down with carers and social workers or other key professionals about where they have been & who with when missing.
- Appears to be receiving sums of money regularly from unknown sources
- Known to be part of gang or postcode-derived collective
- Complex mental health issues requiring specialist interventions
- In sexually exploitative relationship
- Teenage parent under 16
- Under 13 engaged in sexual activity
- Frequently go missing from home for long periods
- Distorted self-image
- Young people who appear to be experiencing current harm through their use of substances

- Young people with complicated substance problems requiring specific interventions and/or child protection
- Other young people in their peer group or former peer group begin to express concerns about them
- Young people with complex needs whose issues are exacerbated by substance use
- Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation

Household Indicators

- Suspicion of physical, emotional, sexual abuse or neglect
- High levels of domestic violence that put the child at risk
- Parents who are unable to care for the child
- Children who need to be looked after outside of their own family
- No fixed abode or homeless
- Family unable to gain employment or extreme poverty
- Child or family needs immediate support and protection due to harassment/discrimination and no access to community resources

Adult Indicators

- Parent is unable to meet child's needs without support
- Parents unable to manage and risk of family breakdown
- Parent does not offer good role model e.g. condones anti-social behaviour

5. Guidance on responses to different scenarios and risk grading including triggers for Single Assessment & Section 47 Investigation

a) New/evolving cases

BLUE - This risk grading category would fit with usually first time incidents or those where a second missing episode was a few hours and where a gap between first and second missing episode was over 6 months. Response would be to re-direct to single agency support or CAF and Early Help pathway.

GREEN - This risk grading category is broadly for young people with lower risk indicators who have gone missing more than once. This can mean however that as information is gathered or a missing episode is prolonged that a decision is needed to upgrade the response to Amber. A Green Level Response would be for consideration of Single Assessment.

Where the child/young person is already open under a CIN Plan or CP then there need not be repeat single assessments for repeat episodes, however there should be evidence in the young person's plan and their review of the risk grading given and of actions/interventions being taken to address this behaviour and also in reviews and supervision notes of an ongoing risk assessment being updated by new incidents and consideration of upgrading new incidents and having a strategy meeting.

AMBER - This risk grading category relates to those young people who may go missing repeatedly, (i.e. 3 or more times), and where there are ongoing risk factors/risk-taking behaviours. A single assessment is mandatory for Amber graded missing episodes. Where more concerning information is received it may be necessary to hold a strategy discussion.

Where a young person is subject already to a CIN Plan or CP plan then if there are ongoing missing episodes and the young person's needs have not been re-assessed for 6 months they should be subject to an updating assessment.

RED - This risk grading category relates to those cases where there are multiple risk factors and evidence that significant harm may be being caused. These risks are viewed as being both significant and/or immediate. In Red graded cases a Strategy Meeting is always necessary and full S.47 investigation is likely unless the risks can be quickly tackled.

For open CIN or CP Plan cases with ongoing missing episodes there should be consideration of red graded cases going to either Vulnerable Children's Liason Group or Care Planning forum in order that managers can review risks and thresholds and agree a proportionate and effective care plan.

Police responses to the risk grading system.

Discussions have been held with key staff in Sussex Police regarding this system. What Sussex Police have agreed is that they will look at cases where the Local Authority Children's Services grade young people as an amber or red risk sympathetically and will use the intelligence to influence the grading of response which they provide. Whilst Police cannot agree to give immediate priority to all cases graded red by us when they have other life and limb priorities to attend to they are clear that they should consider all information about higher level concerns and risks carefully to plan an appropriate response. Getting the right result in this will depend on prompt and good communication and dialogue.

Information exchange regarding missing from education.

From the point of this policy being issued all single assessments, re-assessments and section 47s which are addressing young people going missing from home MUST seek and record information on whether the young person is also viewed as missing from education.

Implementation

Scoping with the carefirst and performance team will be necessary to establish this system on the database with a plan as to how long would be necessary to launch this. There would need to be amendments to the initial contact form, the single assessment form and the risks, strengths and needs form.

It is also felt that to properly implement this system there would need to be frequent information sharing between police and social work teams as to which young people remain missing beyond a day or so. In view of this it seems likely that a police computer with Compact access would need to be available at the MASH.

6. Conducting Safe & Well Checks when children & young people are found

Safe and Well checks are an essential initial response for first point of contact agencies once young people are located. They may be carried out by social workers, police officers, care staff or other authorised staff. This is in order to we can ensure that any immediate care needs a young person has are met, whether for food, medical attention, someone to talk to, to disclose to or to have adults who can help them feel safe from any immediate risks they feel are continuing.

They may lead to other forms of help being provided, (e.g. medical appointment), non-uniformed police officer being called to speak to and listen to the young person.

If the young person feels able to disclose more fully where they have been, what they have been doing and who with, then this can be reported back as a full return interview. That

young person has chosen for a reason to engage with and trust that adult with important information and so it appears then superfluous to send someone else to do the same.

Agencies should confirm with social workers, if allocated, that these safe and well checks have been done.

7. Information sharing arrangements between Local Authorities

There is more information available within the missing from care section of this policy. It is crucial however that if young people go missing from home to addresses linked with people in other local authorities, that we speak with those other LAs and also be of assistance if the converse is the case.

8. Preventive approaches in Brighton & Hove to avoid or reduce missing episodes

The implication of the risk grading system is that it is prompting and proposing action at all levels from the blue level/early reports upwards. In fact all interventions at very level are aimed at preventing/reducing missing episodes and also harm minimisation for those whose risk taking behaviour is quite entrenched.

Part of the aim of this policy is to ensure that as far as possible this is addressed throughout the tiers of involvement.

Referring back to the principles of this missing from home policy it seems clear that trying to work with young people to understand and address the causes of their runaway behaviour with them is a key part of success.

9. Support to families whilst their child is missing from home and follow up support

For young people missing from home and not yet allocated to a social worker then the primary contact for parents will be the assigned contact within Sussex Police.

For young people who have run away from home a number of times and who have a social worker then the Police will continue to be the main point of contact with any key information which will assist in locating the young person. The role of the social worker is to be involved in looking at services the young person and the family need once the young person is located. The social worker will also be looking at links with other young people or young adults which are influencing the missing episodes and working with others to ensure that responses are co-ordinated for addressing the behaviour/influence of linked young people or adults. This can include working with the police to seek evidence for use of Harbouring Warnings to adults who take in missing young people

without agreement of their parents/carers. As with young people in care it is not solely the police role to seek to locate missing young people and social workers can play a key role in ringing or visiting known associates during a missing episode.

In some families there may be particular relatives who young people are more prepared to listen to. In those circumstances they should be encouraged to ring the young person directly and ask them to return home or at least to meet with the social worker.

If the young person has any current bail, remand or youth justice order conditions around residence or curfew then it is key that the relevant staff at the Youth Offending Service are kept apprised of such missing episodes.

10. Responses to repeat runaways from home

Following single assessment if run away/missing incidents are continuing then this is likely at a minimum to meet the threshold for a child in need plan.

It is noted that in the Children in Need Policy that there is an emphasis on flexible levels of visiting frequency determined by the assessed risk and the focus of that visiting. It is also noted that this policy allows for young people and parents to contribute to their plans. It can be the experience that child protection plans offer older children less flexibility in terms of how they engage with us and it is felt that this should be at least a factor in determining whether a CIN Plan or CP Plan is more beneficial for that young person, although clearly assessed levels of risk are crucial too in making a decision around CP plans. In either tier of involvement repeat missing from home young people require pro-active engagement and help.

Please see sections 3 & 4 for information on risk grading and upgrading where missing episodes continue.

Where it is felt that normally agreed processes are not effective and missing episodes are continuing then agencies should refer the young person to the **Vulnerable Children's Liaison Group**. It is proposed that the scope of this group, which currently addresses young people who regularly go missing and who are vulnerable to CSE should also encompass nominations for discussions around those who are viewed as missing from education and where also normal remedial processes are not helping. (See Appendix 3 – Amended Terms of Reference).

11. Links with Child Sexual Exploitation Strategy and with WISE

The Child Sexual Exploitation, (CSE), Pathway in Brighton & Hove sets out how those young people being actively worked with by WISE can be discussed in the fortnightly CSE Operational Meeting with WISE worker, Police leads and ACAS manager. Those of

continuing concern, where normal processes are not impacting are referred up to the **Vulnerable Children's Liaison Group**. In a number of cases the young people are both regularly missing and also seen as at risk of CSE and both of these issues would be part of the focus of discussion and planning at the Vulnerable Children's Liaison Group.

12 - the 16 & 17 year old age group – including those in unstable accommodation

The new National Statutory Guidance urges Local Authorities not to overlook the needs of 16 & 17 year olds who can be as at much or more risk as their younger counterparts when regularly missing. Their legal ability to consent to sexual activity for example should not disguise their vulnerability to exploitation, particularly in combination with alcohol or drugs. Some of these 16 & 17 year olds may have experienced partial or total family breakdown and be sofa surfing or living in temporary or supported accommodation. Who in these cases is ensuring they are staying somewhere safe each night and keeping themselves safe?

The new Council Joint Commissioning Strategy for homeless young people is aiming to look at tiers of support and accommodation provision for just such vulnerable young people.

It is agreed within this policy that these young people should be considered under the risk grading matrix in section 3 and subject to the agreed processes through ACAS or CIN Team as needed.

DRAFT

Brighton & Hove Missing from Care Practice Guidelines

November 2013

Scope

Guiding Principles

Procedures to be followed

Secure Accommodation

Missing From Care Interviews

Scope

These procedures relate to all Looked After Children who are looked after by Brighton and Hove City Council, whether they are placed in or outside of the City boundary. These procedures relate to children who are the subject of:–

- Police Powers of Protection, Section 46 Children Act 1989
- Emergency Protection Orders, Section 44 Children Act 1989
- Interim Care Order, Section 38 Children Act 1989
- Section 20 Accommodated 1989 Children Act 1989
- Remanded into Local Authority Care
- Placement Order but not yet adopted under Section 52 of the Adoption and Children Act 2002

Young people aged 18 and over who are care leavers having previously been a Looked After Child are covered by separate procedures. (Missing Care Leaver Procedure).

Guiding Principles

(Please see also Core principles in the main Brighton & Hove Missing Children Policy).

1. When children/young people go missing from care their welfare and protection is paramount.
 2. Children/young people go missing for a variety of reasons. They must be found as quickly as possible, returned to a safe place, and have a clear opportunity to say what made them go missing. Workers must listen to their reasons with respect and act accordingly and then assist the child/young person from feeling they need to go missing again.
 3. All appropriate information must be shared with the Police and other professional agencies in order to facilitate the safe return of a child/young person.
 4. Planning ahead for the possibility of a child/young person going missing is essential and should form part of the placement plan for the child or young person. Early strategies, appropriate interventions and pro-active support from workers/carers should be in place to encourage children/young people not to go missing. There is a link between going missing and placement stability, and placement stability/network meetings must be held where it is believed there is a risk of a young person going missing.
 5. There is a clear link between missing and increased risk of sexual exploitation. Workers must be very alert to potential signs of sexual exploitation. The definition of sexual exploitation from the National Working Group is as follows, 'the sexual exploitation of children and young people under 18 involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, affection, money) as a result of performing and/or other performing on them, sexual activities'.
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength, economic and/or other resources.
6. When children/young people are missing, we need to be careful about making judgements they are safe. We do not know what we do not know and no assumptions about safety must be made in the absence of clear verified information.
 7. All care plans and risk assessments should be regularly reviewed, updated and recorded to include the following:-

- i. the degree and nature of risk and vulnerability if the child goes missing;
- ii. the views of the child/young person and those with potential responsibility to be taken if the child/young person goes missing;
- iii. the level of supervision/support that care staff will provide for the child
- iv. how parents/carers and significant other family members will be informed if the child/young person goes missing;
- v. consideration of any external influences in a child/young person's life;
- vi. the likelihood of the child being harboured, any previous episodes, location frequented by the child/young person and trigger incidents;
- vii. agreed interventions.

8. Where children in care go missing social work staff, involved care staff and their managers should be pro-active alongside the police in checking known contact phone numbers and addresses in order to ensure that very active attempts are made to find the child/young person by all who know them. During Council working hours it is not expected that the search responsibilities rest just with the police.

Procedures to be followed

As of June 2013 definitions of absent and missing were introduced.

Missing – a missing person is anyone whose whereabouts are unknown, whatever the circumstances of disappearance. He or she will be considered missing until located and his or her wellbeing, or otherwise established.

Absent - 'A person not at a place where they are expected, or required to be'. The clear expectation is that unless there is clear, verifiable information that confirms a child/young person is safe, they must be deemed to be missing and every child regardless of circumstances must be deemed by the Local Authority as missing within four hours.

These definitions strengthen the ability for the Local Authority to deem a young person missing at an early point, rather than wait several hours to see if they return. Sussex Police will listen to views about an early pro-active response where social care staff can present evidence that the whereabouts of the young person are not known and also that there are known and significant risks.

Immediately information comes to light that a child/young person is missing a Missing from Care Record must be opened on Carefirst. A missing form must be sent the same day to:-

- Head of Service
- Head of Safeguarding
- Assistant Director
- Child/young person's IRO

- EDS

This form must include information relating to the following:-

- Name of child/young person
- Date of Birth
- Placement
- Care status
- Circumstances relating to the child/young person going missing
- Specific risks relating to the child/young person being missing

Immediately upon being found the same people must be informed of the child/young persons return and any relevant information relating to the period when missing.

In all circumstances where a child/young person in care has been **missing for more than 24 hours, a Strategy Meeting must be called** to which the Police are invited. In all cases where a child/young person goes missing who is the subject of Police Protection, the Police must be informed immediately. (This meeting must take place within 3 days of a child/young person being missing). If the circumstances relating to a child/young person are particularly concerning then an immediate Strategy Meeting should be convened. If the child/young person is found before the Strategy Meeting takes place, consideration must be given to the Strategy Meeting going ahead to consider the circumstances relating to the child/young person's missing episode.

The Strategy Meeting needs to consider the following:-

- Information relating to potential risk/harm
- At what stage publicity will be sought (this needs to be agreed by CiC Service Manager)
- Information relating to possible locations
- What contact has there been with child/young person
- Whether secure accommodation should be considered
- A clear strategy for finding the child/young person
- Any additional specific information which should be passed

All Strategy Meetings must be minuted and the minutes circulated within 48 hours of the meeting. A date must be set for the next Strategy Meeting in the event of a child/young person not being found (this will need to be brought forward if there is evidence of potential/actual harm/risks increasing).

Upon return a Missing from Care Interview must be held (see section of Missing from Care Interviews).

In situations where a child/young person is missing for periods of time, but not enough to trigger the action points in the protocol, a Strategy Meeting must be considered with any rationale not to hold a Strategy Meeting clearly recorded.

Regardless of the circumstances where there have been **three missing or absent episodes within a six month period, then a Planning Meeting must be convened** (Police must be invited). This should look at the broader care planning issues around the young person as well as looking at specific missing episodes.

An agreed framework to assess and clarify risk

(Please see also the Principles around assessing risk in the Brighton & Hove Missing Children Policy).

The framework set out below from the London MASH is the most detailed on the existing risk frameworks considered and so it is felt that this offers practitioners the best chance of this being well understood and consistently applied in Brighton & Hove.

It is important to refer back to definitions and principles in implementing such a tool. Going missing in itself is risky, but particularly when repeated and for a prolonged period of time. Some young people, with stable home situations, may stay out later than agreed at a party or social event and as a result the police are contacted by worried parents. If this occurs as a one off then the need for follow up may be minimal. Some young people, however, can begin with few evident risk factors within their family, link in with a concerning peer group or adult cohort and quite quickly escalate up the scale of risk and concern.

In applying this grading also to young people missing from care it is acknowledged that such grading may be applied fairly quickly in the circumstances that we know the young person and their risk taking behaviours well. The blue grading used in the missing from home section will not be used for children in care. It is expected that if young people in care go missing on a repeated basis then they are likely to be graded as Orange or Red, rather than the lower gradings. Most young people in care are in care due to the instability and difficulty in their lives and consequently are more likely to experience a number of vulnerabilities compared to the general population.

GREEN – Requires determination of RISK = LEVEL 2

These children have low level additional needs that are likely to be short-term and that may be known but are not being met or with additional needs – requiring multi-agency intervention. Having a lead professional or team around the child.

Indicators/Risk Factors

Subject Indicators

- Occasional truanting or non-attendance
- School action or school action plus
- Identifies language and communication difficulties
- Few or no qualifications
- Slow in reaching developmental milestones
- Minor health problems which can be maintained in a mainstream school
- Low level mental health or emotional issues requiring intervention
- Pro-offending behaviour and attitudes
- Early onset of offending behaviour or activity (10-14)
- Coming to notice of police through low level offending
- Expressing wish to become pregnant at a young age
- Early onset of sexual activity (13-14)
- Sexually active (15+) with inconsistent use of contraception
- Low level substance misuse (current or historical)
- Poor self-esteem
- Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion

Household Indicators

- Parents/carers request advice to manage their child's behaviour
- Family require advice regarding social exclusion e.g. hate crimes
- Child or young person unsettled in placement and struggling to form positive, stable relationships there
- Associating with anti-social or criminally active peers
- Not accessing contraceptive and sexual health advice, information and services
- Young person is now in care but experienced the above difficulties in their background.

Adult Indicators

- Where living at home - Inconsistent care e. g. inappropriate child care arrangements or young inexperienced parent
- Where living at home - Inconsistent parenting, but development not significantly impaired
- Where living at home - Lack of response to concerns raised regarding child OR
- Young person is now in care but experienced the above difficulties in their background.

AMBER –To be screened to DETERMINE RISK = LEVEL 3

For young people in care they may or may not be happy to be in care and also have positive relations with their foster carers or care workers. For a few young people this

unhappiness can play out by regularly going missing – either to run away from care situations they don't like or to run away to friends or family who might explicitly or complicitly encourage or allow this. In each case the risks associated with the people or places they run to must be as fully investigated as possible. Additionally preventive strategies, working closely with the young person, must be developed to address such underlying causes of runaway behaviour for young people in care. These may include children who have been assessed as “high risk” in the recent past, or children who have been adopted and now require additional support. If a Social Worker is allocated they will act as the Lead Professional.

Indicators/Risk Factors

Subject Indicators

- Short-term exclusions or at risk of permanent exclusion, persistent truanting
- Statement of Special Educational Needs
- Disability requiring specialist support to be maintained in mainstream setting
- Physical and emotional development raising significant concerns
- Chronic/recurring health problems which young person not accepting help with
- Young person missing appointments – routine and non-routine
- Under 16 and has had (or caused) a previous pregnancy ending in still birth, abortion and miscarriage
- 16+ and has had (or caused) 2 or more previous pregnancies or is a teenage parent
- Under 18 and pregnant
- Coming to notice of police on a regular basis but not progressed
- Received fixed penalty notice, reprimand, final warning or triage of diversionary intervention
- Evidence of regular/frequent drug use which may be combined with other risk factors
- Evidence of escalation of substance use
- Evidence of changing attitudes and more disregard to risk
- Mental health issues requiring specialist intervention in the community
- Significant low self-esteem
- Victim of crime including discrimination
- Lack of age appropriate behaviour and independent living skills, likely to impair development

Household Indicators

- When living at home - history of domestic violence, risk of relationship breakdown with parent or carer and the child; privately fostered; children of prisoners; periods of LAC
- Child appears to have undifferentiated attachments
- When living at home - Severe overcrowding; temporary accommodation; homeless; unemployment, family require support services as a result of social exclusion, no access to local facilities OR

- For children and young people in care some of these factors may have been present recently in their family background.

Adult indicators

- When living at home - Physical care or supervision of child is inadequate or parental learning disability, parental substance misuse or mental health impacting on parent's ability to meet the needs of the child, non-compliance with professionals, inconsistent parenting impairing emotional or behavioural development, inconsistent boundaries or responses OR
- For children and young people in care some of these factors may have been present in their recent family background.

RED – ENHANCED DETERMINATION OF RISK = LEVEL 4

Many of these notifications will initiate a S.47 as they may be children experiencing significant harm that require statutory intervention such as child protection or legal intervention. These children may also need to be accommodated by the Local Authority either on a voluntary basis or by the way of Court Order.

Indicators/Risk Factors

Subject Indicators

- Chronic non-attendance, truanting
- Permanently excluded, frequent exclusions or no educational provision
- High level disability which cannot be maintained in a mainstream setting
- Serious physical and emotional health problems
- Challenging behaviour resulting in serious risk to the child and others
- Failure or rejection to address serious (re)offending behaviour. Likely to be in cohort of youth offending management
- Evasive, inconsistent or shut down with carers and social workers or other key professionals about where they have been & who with when missing.
- Known to be part of gang or postcode-derived collective
- Part of a peer group who mutually influence going missing from foster or children's home as well as pro-offending and risk taking behaviour
- Appears to be receiving sums of money regularly from unknown sources
- Complex mental health issues requiring specialist interventions
- In sexually exploitative relationship
- Teenage parent under 16
- Under 13 engaged in sexual activity
- Frequently go missing from foster or children's home for long periods
- Distorted self-image
- Young people who appear to be experiencing current harm through their use of substances

- Young people with complicated substance problems requiring specific interventions and/or child protection
- Other young people in their peer group or former peer group begin to express concerns about them
- Young people with complex needs whose issues are exacerbated by substance use
- Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation

Household Indicators

- Young person has a history of being exposed whilst at home to a range of risk factors, instability and abuse caused by adult mental health, substance misuse, learning difficulty and domestic abuse and this has begun to cause significant issues in the young person forming stable and trusting relationships with carers and professionals.
- Young person is finding it hard to make a commitment to being in their foster home or children's home due to above reasons
- Strong push and pull factors repeatedly influencing the child or young person's behaviour.
- No-one in network of carers and key professionals is able to get clear information from the young person on what they are doing for large periods of time.

Guidance on responses to different scenarios and risk grading including triggers for Single Assessment & Section 47 Investigation

GREEN - This risk grading category is broadly for young people with lower risk indicators who have gone missing more than once but not repeatedly. This can mean however that as information is gathered or a missing episode is prolonged that a decision is needed to upgrade the response to Amber. A Green Level Response would be for consideration of Single Assessment. For young people in care a strategy meeting would be held and it is expected that this would contain an updated assessment of risk in view of the missing episode or episode. For those young people in care who go missing regularly managers may take the view that a free-standing risk assessment is necessary.

For young people in care there must be evidence in reviews and supervision notes of an ongoing risk assessment being updated by new incidents and consideration of upgrading new incidents on top of the evidence of this in the strategy meetings.

AMBER - This risk grading category relates to those young people who may go missing repeatedly, (i.e. 3 or more times), and where there are ongoing risk factors/risk-taking

behaviours. A single assessment is mandatory for Amber graded missing episodes. Where more concerning information is received it may be necessary to hold a strategy discussion.

Where a young person is subject already to a CIN Plan or CP plan then if there are ongoing missing episodes and the young person's needs have not been re-assessed for 6 months they should be subject to an updating assessment.

RED - This risk grading category relates to those cases where there are multiple risk factors and evidence that significant harm may be being caused. These risks are viewed as being both significant and/or immediate. Strategy Meetings for missing young people in care in this red risk band should always re-evaluate risks and recommend pro-active actions to address these risks. Red graded children in care cases should normally be referred to Vulnerable Children's Liason Group or Care Planning forum in order that managers can review risks and thresholds and agree a proportionate and effective care plan, unless actions agreed at strategy meetings or child in care reviews are starting to be effective in reducing risk. In some of these cases managers will need to be aware of whether legal advice is becoming necessary to test whether secure accommodation thresholds on welfare grounds are being met.

Police responses to the risk grading system.

Discussions have been held with key staff in Sussex Police regarding this risk grading system and they have agreed that they will work closely with social work teams to look sympathetically at cases where the Local Authority Children's Services grade young people as an amber or red risk and will use the intelligence the local authority provides to influence the grading of response which they provide. Getting the right result in this will depend on prompt and clear communication between our services.

Secure Accommodation (Section 25 1989 CA)

Section 25 of the Children Act sets out the criteria which must be met before a child can be placed in secure accommodation. It states that a child being looked after by the Local Authority may not be placed, and if placed, may not be kept in secure accommodation unless it appears:-

- a. that he/she has a history of absconding and is likely to abscond from anything other than secure accommodation, and
- b. if he/she absconds he/she is likely to suffer significant harm or,
- c. if he/she is kept in anything other than secure accommodation he/she is likely to injure him/herself or other persons.

If the criteria are satisfied, there is a mandatory duty on the Court to make the Order. Children under the age of 13 cannot be placed in secure accommodation without the permission of the Secretary of State.

A child/young person may be placed in secure accommodation for up to 72 hours without a Court Order. This can only be agreed at Assistant Director/Director level.

A Court may make an Order for up to 3 months on a first application, but can make an Order for 6 months on a subsequent application (after 3 months).

These Orders are Orders of last resort and once made should only continue as is necessary and unavoidable.

In circumstances where a Secure order may, as part of the Care Plan, have to be considered, an advocate for the young person must be identified, to help explain a potential outcome of continued absconding/risk taking behaviour. Secure accommodation will only be considered when all other interventions have been exhausted.

Missing from Care Interviews

Missing from Care Interviews must be undertaken in all cases where a young person has been missing for more than 6 hours.

These interviews must be considered by the Social Worker and not by the carer (mindful that it may be circumstances in the young person's placement environment which contributed to them going missing).

Consideration must always be given to approaching the Advocacy Service regarding an Independent Advocate undertaking the interview. Consideration must always be given to cases where there are repeated missing episodes for a referral for an Independent Visitor.

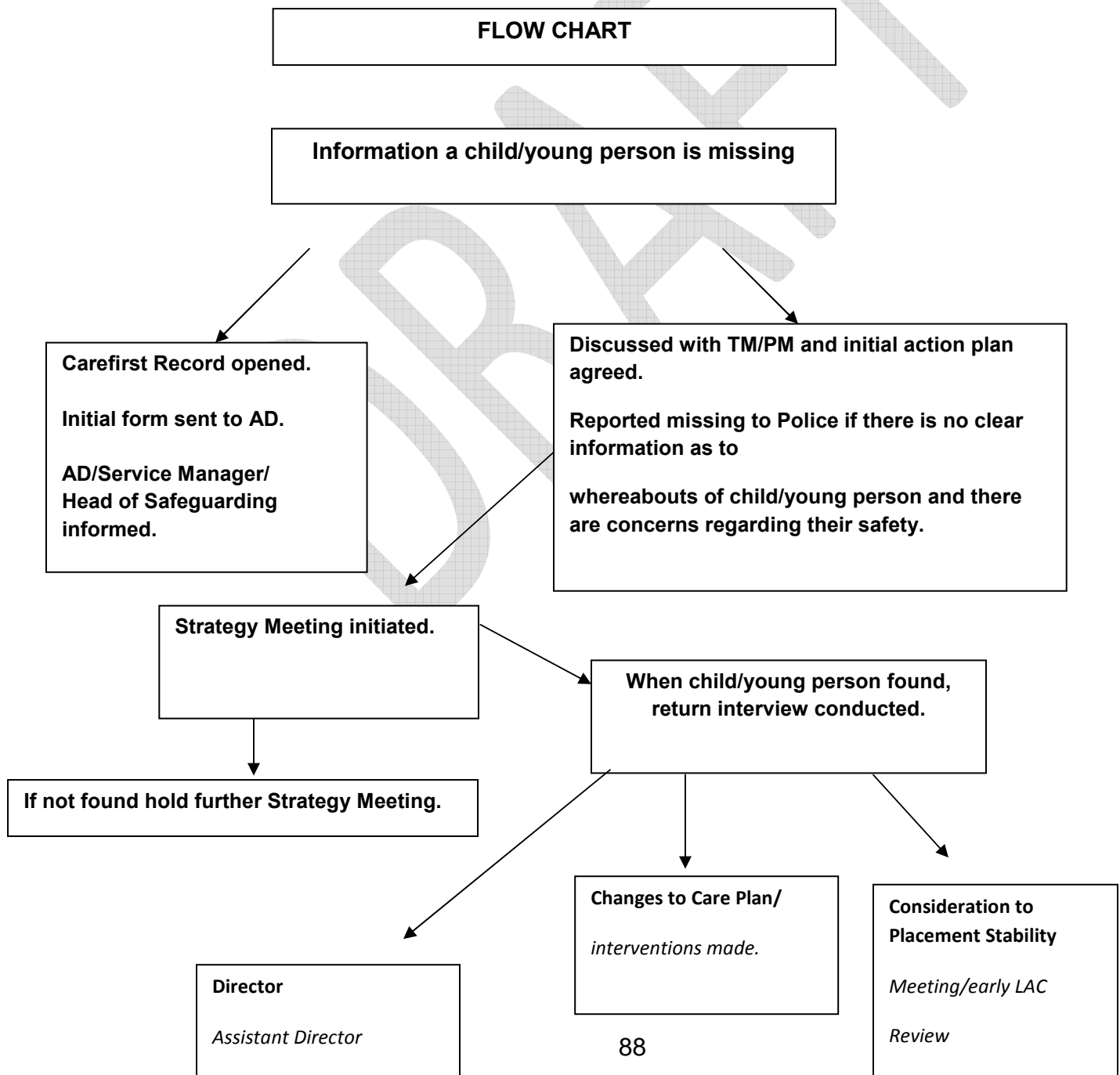
The purpose of Missing from Care Interviews is to clarify (amongst others) the following:-

- Are they well?
- Where have they been?
- Who were they with?
- Has any exploitation taken place?
- Did they feel safe?
- Who did they contact?
- Where did they go?
- What can we do too?
- How can we help you too?
- What is going on in placement?
- What would have stopped you going?
- If you are away you will?
- Being clear how information they give you will be shared
- If they do not have an advocate, do they want one?

The details of the Missing from Care Interviews must be clearly recorded on the case file. The episode must be discussed in supervision and an analysis of risk/harm completed. Any changes to the Care Plan must be considered such as changes to:-

- Care Plan (bring forward LAC Review)
- Contact arrangements
- Expectations
- Return home or placement with extended family members
- Health Care Plan
- PEP or POP
- Identity Plan

The Supervision Record must also indicate what interventions are being pursued to address the issues of missing.



Brighton & Hove Children Missing Education Practice Guidelines

October 2013

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1. Introduction

This policy outlines Brighton & Hove City Council's procedures for identifying, registering and tracking children missing education and to develop strategies for identifying those at risk of missing education. It is intended to ensure Brighton and Hove City Council is meeting its statutory duty to identify and support those children identified as missing, or at risk of becoming missing from education.

Children Missing from Education (CME) in this document refers to all children of statutory school age who are not receiving a suitable education by being registered at school or otherwise.

This policy has been produced to assist the Local Authority to meet its statutory responsibilities relating to the provision of education and the safeguarding and welfare of children. It is related to current Legislation and Related Guidance (S436A – Education and Inspections Bill 2006) and the recommendations of Every Child Matters 2004 to ensure that every child and young person has the opportunity to fulfil their potential and no child slips through the net.

The **national definition** of a child missing education is:

- Not on a school roll or being educated otherwise (e.g. at home, privately or in alternative provision) and who have been out of educational provision for more than four weeks.
- Registered at school, but for a period of four weeks or more, have not attended school or alternative education provision.
- Registered at school but their family has moved without providing a forwarding address or details of a new school.

2. Why Children go Missing from Education

Children may go missing from the education system because they:

- Fail to start appropriate provision and do not enter the system.
- Fail to complete transition at Key Stage 2 to 3 and 3 to 4 (eg not given school of choice)
- Cease to attend due to unofficial exclusion
- Withdrawn by parent/carer
- Transfer between Local Authorities
- Permanent exclusion
- Move to another authority or return to their country of origin

Children missing from education are at a greater risk of:

- Physical harm and exploitation
- Substance abuse
- Anti-social behaviour
- Crime
- Illegal employment
- Becoming Not in Employment, Education or Training (NEET)

It is therefore essential to have a systematic and robust process in place to log the incident, track the progress of searching for the child and when located ensure the child is returned to education in a speedy and efficient manner.

3. Reducing the Risk of Children Going Missing from Education

This policy identifies the procedures currently in place to reduce the risk of children falling out of the education system and going missing.

The Education (Pupil Information) (England) Regulations 2000 (S1 2000/297) (as amended by S1 2001/1212 and SI 2002/1680) govern the transfer of information from school to school when a child moves school. In particular, regulation 10(3) provides that “The Headteacher of the pupil’s old school shall send the information (the common transfer information and educational records) within 15 school days of the pupil’s ceasing to be registered at the school”

CTF 2 is the electronic version of the Common Transfer Form which schools are statutorily required to send to a pupil’s receiving school within 15 days of their leaving. The CTF guidance to schools issued by the Department of Education helps to make a positive contribution to inter-authority working, ensuring that children do not disappear from the system. The Children Missing Education Officer is the nominated officer who is responsible for searching the Lost Pupil Database for details of children with no recent school history. This is supplemented by local authority guidance both to ensure that schools continue to follow Brighton & Hove’s policies in respect of casual admissions, removing students from roll, referrals to the Access to Education Service and to promote consistency in school administrative procedures.

It is essential to have systems in place that ensure that all children, once identified and located, are not subsequently allowed to disappear. These include:

- Sharing and receiving information from other agencies to identify those at risk of becoming CME.
- Regular training of school staff on CME procedures.
- Ensuring all partner agencies have access to updated information on CME.

- Regular truancy sweeps by the Access to Education Service.
- Continue to develop procedures that identify children missing education through liaison with other Local Authorities and access to national database School to School (S2S).
- Putting measures in place to re-engage CME, e.g. referral to relevant education panels for further professional support.

The officer undertaking the registration and monitoring of these children will play a key role in achieving this.

The Children Missing Education Officer is located in the Access to Education Service.

3a. The role of the children Missing Education Officer

- Maintain and update the Children Missing Education Database
- Undertake the tracking process of CME
- Co-ordinate casework and contribute to assessment to determine appropriate provision for a child
- Provide relevant data as required and an annual report
- Raise awareness of procedures via presentations and training to teams on referral routes and circulating leaflets to professionals and public.
- Reminding school of the Education (Pupils Registration England) Regs 2006 regarding the removal of children from school rolls and the need to create a Common Transfer File (uploaded onto the DFE S2S secure website) when a child has left school to an unknown destination.

4. Identifying and Engaging Stakeholders

In paragraph 17.97 of the Victoria Climbié Inquiry Report, Lord Laming recommended that: “Front line staff in each of the agencies which regularly come into contact with families with children must ensure that in each new contact, basic information about the child is recorded. This must include the child’s name, address, age, the name of the child’s primary carer, the child’s GP and the name of the child’s school if the child is of school age. Gaps in this information should be passed on to the relevant authority in accordance with local arrangements”

It is necessary to continue to raise awareness amongst Stakeholders about how to inform the LA about children missing from education, in order to ensure that agencies apply this principle consistently. It is often the case that another agency is aware of the arrival or the existence of a child living in an LA but not in education, before the LA is aware.

Stakeholders include School secretaries/administrators, Housing, A & E Departments, Health services, Social Care, Police, Homeless Hostels, Women’s Refuge, and SEN Caseworkers.

Up to date information on how to contact the CME Officer to make a referral is sent to all agencies working with children to raise awareness of the need to track and monitor missing children. This will remind agencies of the need to notify the LA if they suspect a child is missing from education. This will identify children at risk who have entered Brighton and Hove. This process is repeated on an annual basis.

5. Information Sharing

In order to locate children and young people who are believed to be resident in Brighton & Hove, a network of agencies with which information can be shared is in place. The key partner agencies are:

- Schools – academies, maintained, special schools and independent schools.
- School Admissions
- Children’s Social Care
- Health
- Police authorities
- Youth Offending Services
- Housing providers
- 14-16 providers
- NB – separate arrangements are in place for children in care who miss education through Welfare Call who proactively call schools to check attendance of children in care.

It is to be remembered that children who are both missing from education provision and whose current whereabouts are unknown are likely to be deemed vulnerable.

It is in the interests of other agencies for children to be enrolled in education and attending regularly, not only because of the welfare of the child but also in order that agencies can fulfil their responsibilities.

6. Common Assessment Framework

The use of the Common Assessment Framework (CAF) is key in assessing needs and improving services to children, young people and families. A CAF enables a child’s needs to be assessed in a multi-agency way, to decide what, if any, response is needed. If a response is required it is likely to be of a lower order than if the issue had been allowed to escalate.

The CAF enables practitioners to liaise with any other professionals who might have already completed an assessment for the child and share concerns with them. This means that professionals from different agencies can work more effectively together, build a picture of a child’s needs over time and develop a more appropriate response.

7. Locating and Referral

A clear and easily accessible referral form is available on the Brighton and Hove City Council website and attached as Appendix 2.

Referral from within Brighton & Hove City Council

- The child does not appear at entry to Reception
- The child does not appear at the allocated school at transition from Infant to Junior and Primary to Secondary
- Referral from school to the MASH or Early Help Hub when child ceases to attend (not attended for 2 weeks and there has been no contact with parents)
- Children permanently excluded from school
- Children stopped on a Truancy Sweep
- Children placed in a Women's Refuge
- Children Educated Other than at School
- Children removed from the school roll (unofficial exclusion)
- Children in care who are not attending school should be notified immediately to key social worker or through Welfare Call.

Referral of pupils who may be new to Brighton & Hove

It is the responsibility of all officers within Children's Services to notify the Children Missing Education Officer of any information received from another Authority regarding a child who may be missing from education who it is believed is residing in Brighton & Hove.

Once this information has been logged on the Children Missing Education database the CME officer will undertake investigations to try and locate the child. This may include visiting an address where the child is believed to be living. Contact may also be made to other agencies e.g. Social Care, Police, Housing and Health. Close liaison with School Admissions will take place to check if a preference form has been received.

If the child is found, discussions will take place with the parent and School Admissions to secure educational provision. If the child is not found within two months, the CME Officer will update the database and inform the notifier.

Parents of children moving into Brighton & Hove will often contact school admissions directly to seek a school placement.

There will be occasions when School Admissions are unable to allocate the school preferred by the parent and the parent will inform Admissions that they do not intend taking up the school place offered or the school allocated will inform school admissions or the CME officer that the parents are not taking up the allocated place. The Children Missing Education officer will then make further enquiries and work with the parent regarding educational provision.

If the parent informs the admissions team or the school that they intend to home educate this must be referred immediately to Gavin Thomas, Education Other Than at School Co-ordinator.

8. Truancy Sweeps

Brighton & Hove Access to Education Service work with Sussex Police undertaking regular truancy sweeps across the city. Guidelines agreed between Brighton & Hove Access to Education Service and Sussex Police are in place.

A number of truancy sweeps will take place per academic year and areas will be targeted in line with local information obtained from Police, Schools and from members of the public who may contact the Access to Education service to inform them where young people are known to be.

These operations have proved to be effective in identifying children who are outside of the education system. The majority of those identified on sweeps are accompanied by an adult and are absent from school for a justifiable reason.

Any young person identified on a truancy sweep as not being registered at school will be referred to the Children Missing Education officer.

9. School admissions – Rising 5's, Primary and Secondary Transfer

There are close links between the CME Officer, schools and school admissions. When children do not take up school places that have been offered the school will inform school admissions who will, after some initial checks, refer the pupil to the CME Officer for further investigation.

In order to ensure these children are identified as early as possible and to enable the Access to Education Service to undertake enquiries regarding their educational provision, the following has been agreed.

- School Admissions will provide the CME Officer with a copy of the list issued to schools for entry to Reception and transfer to Year 7.
- The CME Officer will identify with all schools at the beginning of term children who have not arrived. They will then check with School Admissions to ascertain whether an alternative school placement has been allocated or whether contact has been received from the parent i.e placement at independent school. They will also check with the EOTAS Service whether the parent has informed the LA that they intend to educate other than as school. This should be completed within 5 school days.
- If after these investigations it is found that the child does not appear to be receiving an education, the CME Officer or the EOTAS Service will write to parents making arrangements to visit the home address to establish what

arrangements are being made for the child's education. This should be done within a further 5 school days.

- If it is felt that the child is not receiving an appropriate education under the terms of the Education Act 1996, the Access to Education Service will serve a Notice of a School Attendance Order requiring the parent to register their child at a school to be agreed by School Admissions.

10. Children Placed in Women's Refuge

Women fleeing domestic violence may be allocated a place at a Women's Refuge. The whereabouts of the women and any children entering the Refuge must be kept confidential. The children will need to be kept safe, found a school place without delay ensuring understanding and empathy of parental preference to ensure disruption to the child's education is kept to a minimum and allow them to have a structured day at a time when their lives may be in turmoil.

There is a named Access to Education Officer with responsibility for children placed in the Women's Refuge (this must always be a female worker). The Access to Education Officer will be contacted by the Refuge when a school age child becomes resident. They will visit the parent and support them to complete a preference form. The Access to Education Officer will then liaise with School Admissions to allocate a school place and discuss any transport implications.

The Access to Education Officer will contact the child's previous school and arrange for school files etc to be sent direct to the LA, thus preserving the anonymity of the child's whereabouts.

The receiving school will contact the Access to Education Officer once the child has started. When a permanent address is identified for the family within Brighton & Hove and should a change of school be necessary, normal transfer procedures will apply.

11. Children Educated Other Than At School

Section 7 of the Education Act 1996 provides that: "the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable to age, ability and aptitude and to any special educational needs he/she may have, either by regular attendance at school or otherwise". This allows parents to remove their child from school and provide them with education at home.

When parents withdraw their child from school to do this, and the child is of compulsory school age, the name of the child can only be deleted from the admissions register of the school when the parents inform the school in writing as provided by the *Education (Pupil Registration) Regulations 1995 under Regulation 9(1)(c)* "that he/she has ceased to attend

the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school”

It is then the duty of the proprietor of the school to inform the LA within 10 working days *under Regulation 13 (3)* “when the name of a pupil has been deleted from the admission register in accordance with regulation 9(1)(c) the proprietor shall make a return to the local education authority giving the full name and address of that pupil within ten school days immediately following the date on which the pupil’s name was so deleted”

Parents of pupils with Statements of SEN may educate their children at home even though the LA remains responsible for ensuring that the education the child receives is suitable. The Statement must stay in force and the LA must ensure that parents can make suitable provision, including providing for all their children’s special educational needs. If parent’s arrangements are suitable, the LA is relieved of their duty to arrange provision directly, but it still remains the LAs duty to ensure the children’s needs are met.

Parents do not need to inform anyone if their child never starts school. The procedure for identifying and monitoring any child of statutory school age and who is known to the LA that fails to start school at 4+ is outlined in Flowcharts 1 and 2

The LA can intervene if it has reason to believe that parents are not providing a suitable education and may issue a School Attendance Order under section 437(1) of the Education Act 1996. It may also apply to court for a child assessment order under S43 of the Children Act 1989 if it has reasonable cause to do so (which will only be where there is a risk of significant harm to the child)

The Access to Education Service and the Education Other Than at School Service have agreed a joint protocol for identifying and monitoring children removed from school to be educated at home. The Elective Home Education policy can be found at:

<http://www.brighton-hove.gov.uk/content/children-and-education/schools/home-education>

12. Children Who Cease to Attend School

If a child ceases to attend school or fails to return from a holiday and the school has not been informed that the child has transferred to another school, it should upload the Common Transfer File (CTF) to the S2S database. It should inform the CME Officer. The school should also provide any additional information which may be useful e.g. other agency involvement.

Social Care has a responsibility for children on the Child Protection Register. If a child on the CPR goes missing, Social Care must be informed

If a Looked After Child goes missing, social care will hold the case and links are in place to ensure that the CME officer works with both the school and social care.

Once referred, the school must keep the CME Officer informed of any additional information it receives about the child.

The CME Officer will complete initial enquiries:

- Home visit - forwarding address identified
- Information forwarded to receiving Authority
- School admissions in receiving Authority contacted
- Receiving school identified
- School records transferred

If the whereabouts of a child are identified, no further action is required

If whereabouts not identified:

- Enquiries should be made of other sources using appropriate forms e.g. Social Care, NHS, Police and other agencies as appropriate

Depending on the information received from other agencies, the case may need further investigation and may need further monitoring.

13. Children Being Removed from School Roll - Guidance

Deletions from the admission register are provided by the Education (Pupil Registration) Regulations 1995 (S1 1995/2089), as amended by the Education (Pupil Registration) (Amendment) Regulations 1997 (S1 1997/2624) and the Education (Pupil Registration) (Amendment) (England) Regulations 2001 (S1 2001/2802) and the name of a pupil of compulsory school age may only be deleted from the attendance register on the ground prescribed by these regulations. The pupil registration regulations can be found at:

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made>

14. Children Permanently Excluded from School

Section 19(1) of the Education Act 1996 requires every Local Authority to make arrangements for the provision of suitable education at school or otherwise for those children of compulsory school age who are permanently excluded from school.

Once a pupil has been permanently excluded from school, the school must inform the Exclusions Co-ordinator. The Governing Body must convene a meeting within 15 school days to determine whether or not the exclusion is to be upheld.

The Exclusions Co-ordinator will attend the Governors meeting. If the exclusion is upheld by the Governors, the Exclusions Co-ordinator will arrange to either send by post or visit the parent at home to obtain a completed preference form.

If the child is resident in Brighton & Hove the form will then be passed to School Admissions to identify an alternative placement to support the LAs responsibility to provide alternative placement within the statutory timescales. If the child resides in another Authority's area , the Exclusions Co-ordinator will inform the relevant Authority that the child has been excluded. It is the responsibility of the Authority in which the child resides to identify appropriate provision and monitor the child.

If the form is not completed on the same day as the exclusion meeting, within the following 5 school days, the Exclusions Co-ordinator will arrange for a visit to the home to take place in order to complete it. School Admissions will then allocate a school place and inform the Exclusions Co-ordinator.

The Exclusions Co-ordinator will liaise with school/parent/pupil regarding integration into the receiving school ensuring the parents are aware of their legal responsibility for ensuring regular attendance even if the pupil is on a part-time timetable as part of the integration.

15. *Children with a Gypsy/Traveller background and children from transient families.*

East Sussex Traveller Education Service work with Brighton & Hove Children's Services to ensure that Traveller children and those from other transient backgrounds gain access to their legal entitlement to an education that meets their needs, promotes the inclusion and achievement of Traveller children and to enable Traveller children and families to become independent users of the education system.

A protocol is in place which outlines the admission, re-admission and removal from the school roll of highly mobile children. More details are available at:

<http://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/downloads/travellers/Traveller Commissioning Strategy 2012.pdf>

16. *Fair Access Protocol*

Details of the Fair Access Protocol can be requested from Brighton and Hove City Council, School Admissions.

17. *Unofficial exclusions and reduced timetables for pupils.*

In order to ensure the safeguarding and welfare of children and young people it is vital that pupils are not excluded unofficially or placed on a reduced timetable without alternative provision during school hours. For information related to unofficial exclusions please see Appendix 4.

18. Young People Not in Education, Employment or Training

The Youth Employability Service (YES) works with young people who are not in Education, Employment or Training (NEET). In addition, as part of the Early Help Strategy, YES offers support to young people in year 11 who are deemed to be at risk of becoming NEET. Most of the client group are between 16 and 18 and have left compulsory education, so they do not officially fall under this policy. However, with the Raising of the Participation Age (RPA) by 2015 all young people should remain in learning up to their 18th birthday. As part of RPA, YES is required to track all young people aged 16 to 18 to ascertain their current situation in terms of their learning and this information is recorded on the Aspire database.

YES advisers can be contacted to check whether they have any information about a young person who is missing from education or information about older siblings which might be helpful. YES also has a well-used social media / Facebook presence which could prove to be a useful means of contacting or getting information about a missing young person.

19. Child Sexual Exploitation and Trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation, whether or not they have been forced or deceived. This includes sexual exploitation, forced labour such as domestic servitude and forced criminality.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. One of the key indicators in identifying cases is that children can be regularly missing school or education or not taking part in education.

The CME Officer liaises on a regular basis with the Missing Persons and CSE Co-ordinator, Sussex Police. CSE and Trafficking training is undertaken and referral routes to relevant agencies are clear, including referral to Social Care and/or use of the National Referral Mechanism (NRM).

Appendix 1

Children Missing Education – Schools Referral Procedure

Pupil Absent and School unable to contact parents

When school identifies that a pupil is not in school and remains absent for 10 school days all efforts should be made to locate the pupil before referring to the Access to Education Team for further investigation.

Where the pupil remains absent from school, the school will contact the Children Missing Education Officer.

The pupil must remain on roll until all reasonable enquiries have been completed.

The pupil must remain on roll until at least 20 days of unauthorised absence.

Once it has been confirmed that the pupil may be deleted from the register the school must upload the pupil's CTF (Common Transfer File) to the Lost Pupil Databases via the S2S website with an agreed file destination and then to inform the Children Missing Education Officer.

Notice of withdrawal of pupil and name of new school provided

When the school is advised that a pupil is to be withdrawn it should complete a School Leaver CME Referral Form and forward it to the CME Officer.

The CME Officer will contact the receiving local authority to ensure that an application for a school place has been made.

The school should transfer the pupil's CTF to the new school, where applicable.

Notice of withdrawal of pupil and name of new school not provided

When a school is advised that a pupil is to be withdrawn it should complete the School Leaver CME Referral Form and forward it to the CME Officer as soon as possible.

The CME officer will contact relevant parties to try and ascertain pupil whereabouts.

If future provision remains unknown the pupil's CTF should be transferred to the S2S Lost Pupil Database using an agreed destination code.

The pupil must remain on roll for 20 days.

Notice of withdrawal of pupil when family move abroad

When a school is advised that a pupil is to be withdrawn and will be moving abroad it should complete the School Leaver CME Referral Form and forward it to the CME Officer as soon as possible.

Once the pupil has completed his/her last day, they may be removed from the school roll.

The pupil's CTF should be transferred to the Lost Pupil Database via S2S using the agreed given destination code.

When a pupil is withdrawn without warning

When a school is advised that a pupil has been withdrawn without advance warning it should contact the Children Missing Education Officer immediately.

The CME Officer and school will work together to try and locate the pupil in the first instance.

The CME Officer will carry out further investigations. If there is no further contact with the family or from a new school, the pupil may be deleted from the register after 20 school days since the pupil's last attendance.

If future provision is still unknown the pupil's CTF should be transferred to the Lost Pupil Database via S2S using the agreed given destination code.

When a pupil is withdrawn to be home educated

As soon as a school is advised that a child is being withdrawn to be educated at home it should inform the Education Other than at School service (using the referral to Children Missing Education form).

The notification **must** be received in writing from the parents.

Once this notification has been received the pupil may be deleted from the school roll.

The pupil's CTF should then be transferred to the local authority via S2S using the agreed given destination code.

When a reception age pupil fails to arrive

When a place has been accepted

If the pupil fails to attend on the start date, the school must follow up the absence in the usual way to establish the reason.

If the school is unable to contact the family, the pupil should remain on roll and their education welfare officer or equivalent should conduct enquiries and refer to the CME Officer.

If the pupil remains absent after 20 school days and if all reasonable enquiries have been made the pupil can be removed from the school register.

When a place has not been accepted

If the family has not accepted a school place then the pupil need not be placed on roll. The school may wish to keep the place open until the pupil has been confirmed in provision elsewhere.

The CME Officer should be informed so that appropriate enquiries can be made.

When a pupil fails to make the transition to Secondary School

When contact made with family

If the school have been advised by parent that the pupil will not be attending the pupil need not be placed on roll.

The CME Officer must be informed.

When no contact made with family

If no contact has been made with the family to say that the pupil will not be attending, the pupil should be placed on roll and absence followed up in the usual way.

If the pupil remains absent after 20 school days the school should contact the CME Officer to make further enquires.

Appendix 2



Children Missing Education Referral Form

This form should be used to refer any child believed to be missing school/out of education.

Please complete as much of the form as possible.

Young Person's Name:	
Date of Birth:	
Address:	
Last School:	
Any other relevant information:	
Referrer's Name:	
Contact details:	

Please send completed form to:

Children Missing Education Officer
Access to Education Service
Brighton and Hove City Council
Kings House
Grand Avenue
Hove
BN3 2SU
Phone: 01273 291310
e-mail: cme@brighton-hove.gov.uk

Appendix 3



Referral to the Access to Education Service Pupil Removed from School Roll

To: Sarah Barker, Children Missing Education Officer

School:

Referred by:

Position:

Childs Name:	DOB
Childs Address:	Name of Parent/Carer:
	Parent/Carer Phone No:
Date last attended:	Date removed from school roll:
Reason for removal as specified in the Pupil Registration Regulations:	

Has the pupil moved to another area YES/NO

Has contact been made with receiving authority (give details)YES/NO

Has receiving school been identified (give details) YES/NO

CTF completed YES/NO

Child admitted to receiving school YES/NO
(give details)

If child's whereabouts are not clear the LA and School must work together to try and establish where the child is before the child can be taken off roll.

Please return this form to: Sarah Barker, CME Officer, Brighton and Hove City Council, 3rd Floor, Kings House, Grand Avenue, Hove BN3

Appendix 4

Unofficial Exclusions and Reduced Timetables for Pupils

1. Introduction
2. Promoting positive behaviour and early intervention
3. The Brighton & Hove Context
4. The legal context – removing pupils from school roll and from school site
5. Reduced timetables and unofficial exclusions
6. Procedures for managing reduced timetables
7. Dual Placements
8. Formal reporting to the Local Authority

1. Introduction

This good practice guidance seeks to clarify the terms under which the school timetable may be reduced for particular pupils and how Brighton & Hove Education Access to Education Service together with our schools can jointly manage this. The main source material is 'Improving Behaviour and Attendance: Guidance on Exclusion for Schools and Pupil Referral Units' – September 2008. Head teachers, teachers-in-charge of PRUs, governing bodies (and PRU Management Committees), LAs and Independent Appeal Panels "must by law have regard" to the DCSF guidance.

In order to safeguard and promote the welfare of children and young people in Brighton & Hove, it is vital that pupils are not excluded unofficially or placed on a reduced timetable without alternative provision during school hours. This is particularly important for children in care. Brighton & Hove Children's Services acknowledge the additional pressure that can be placed on foster placements and therefore strongly advise schools not to exclude or reduce timetables for children in care.

This guidance should be read in conjunction with Brighton & Hove's Attendance Strategy, Behaviour Strategy and the Children Missing Education Strategy and should meet the legal requirements set out in the Pupil Registration Regulations 1995. Advice on Keeping Pupil Registers and School Attendance Codes can be found on www.dcsf.gov.uk/schoolattendance.

2. Promoting positive behaviour and early intervention

It is a fundamental human right, enshrined in the UN Convention on The Rights of the Child, and put into force through European and domestic legislation, that children have a right to an education.

Schools have a duty to have effective policies and training in place, which enables the promotion of good behaviour and consistently managed procedures for dealing with misbehaviour. (See Part 1 of the DCSF guidance)

Excluding a child is therefore a serious matter, and in order to be lawful must only be done in accordance with the law. Schools that use practices to remove a child from school - temporarily or permanently - otherwise than in accordance with the law, render themselves liable to criminal prosecution or civil complaint.

3. **The Brighton & Hove Context**

An alternative to exclusion is the use of an inclusion room as part of a school's behaviour policy. Some of our schools have used this strategy very effectively to maintain the inclusion of pupils and reduce exclusions. Governors have a role in agreeing and monitoring school behaviour policy.

Brighton & Hove Children's Services is committed to working in partnership with schools to address incidents of unofficial or illegal exclusions which can result in pupils falling out of education for indefinite periods, sometimes becoming lost to the education system, resulting in considerable disadvantage. Brighton & Hove Children's Services has a duty to ensure that Children Missing Education are identified and that action is put into place to resume full time education as soon as possible. We already have effective strategies in place to reduce the number of pupils excluded from school and these have been extremely successful.

4. **The legal context - deleting pupils from the school roll**

Regulation 8 of the Pupil Registration Regulations 1995 which can be found on www.opsi.gov.uk/legislation stipulates the circumstances when schools can delete pupils from the registers; they cannot delete pupils from the registers in circumstances other than those stipulated in the regulations and they cannot delete pupils from the attendance register until they are deleted from the admissions register. In 2006 further amendments were made to this legislation:

- i. Schools can agree to all pupils registering at more than one school rather than only those in special circumstances, which was the case in the 1995 regulations. Linked with this change is a new restriction that pupils registered at more than one school cannot be deleted from a school's registers unless one of the other schools agrees to the deletion.
- ii. The 2006 regulations introduce a requirement that both the school and the local authority make reasonable enquiry to locate a pupil who fails to return from extended leave of absence before deleting the pupil from the registers.
- iii. If a pupil is certified as unlikely to return to school for health reasons, the pupil or his parents must indicate that the pupil does not intend to continue his education at the school beyond compulsory school-age.

- iv. The regulation allowing the deletion of pupils with four week continuous absence is now restricted to unauthorised absence but retains the requirement for both the school and the local authority to try to locate the pupil before the deletion is made.
- v. Schools can only delete pupils who are in custody if they are serving a sentence of at least four months. They cannot delete pupils who are in custody for any other reason.

The legal context – ‘Removing pupils from a school site’

Pupils regularly receive their education at locations other than the site of the school at which they are registered, for example, field trips, sporting activities, work experience and provision at Further Education colleges. These are routine arrangements for groups of pupils. There are three exceptional circumstances in which pupils may be removed from school sites, these are:-

1. There is sufficient evidence that a pupil has committed a disciplinary offence and in these circumstances the pupil may be excluded from school for a fixed period or permanently, but only in accordance with the Education Act and Regulations.
2. A pupil is accused of a serious criminal offence, which took place outside the school’s jurisdiction. In these circumstances the head teacher may consider that in the best interests of the pupil concerned and of the school community as a whole that the pupil should be educated off site for a fixed period. This arrangement is subject to regular review and is not an exclusion. (See paragraphs 29 - 31 of the DCSF guidance).
3. If, for medical reasons (for example, the child is suffering from a serious communicable disease) a pupil’s presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the head may send the pupil home that day after consultation with the parents. This is not an exclusion and but an authorised absence for medical reasons. (See paragraph 34 of the guidance)

These are the **only** circumstances in which pupils may be legally removed from the school site. In all of these circumstances, the child must remain on the school roll.

Parents should never be pressured into removing their child from the school under threat of a permanent exclusion, nor should pupils’ names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in the DCSF guidance have been adhered to (see section on unofficial exclusion in paragraphs 25 - 28 of the guidance).

Permanently excluded pupils may not be taken off roll until the Discipline Committee has ratified the exclusion and the period during which an appeal by parents or pupil (over 18 years old) can be lodged has expired. For the circumstances in which a pupil may be removed from a school roll please refer to the Education Pupil Registration Regulations 2006 (DCSF).

Informal or unofficial exclusions are illegal regardless of whether they are agreed with parents or carers. Legal issues include:-

- They amount to a breach of the child's fundamental right to education
- The school has a duty to safeguard the welfare of its pupils and by sending a child home unlawfully, Head teachers may be in breach of this duty especially where the child suffers harm as a result
- For pupils with Special Educational Needs reduced timetables contravene the SEN Disability Act and the Disabilities Discrimination Act and may impede the fulfilment of a child's Statement
- There is no Department of Education guidance on managing reduced attendance and consequently arrangements have no legal basis
- There is no mechanism for review or appeal if formal exclusions process not followed, however parents and students may give informed consent to a managed move to avoid permanent exclusion
- There is no educational provision for pupils unofficially excluded
- It is a criminal offence to keep registers incorrectly, or to remove a child from the school roll otherwise than in accordance with the Regulations
- Department of Education Exclusions guidance to schools and LAs, revised September 2008, contains explicit reference to illegality of unofficial exclusions.

5. Reduced timetables and unofficial exclusions

It is for the reasons set out above that we need to work together to ensure that pupils and schools are supported and that children remain safe. Head teachers (and those in an 'acting' role) in schools are sometimes tempted to 'soften the blow' of a formal exclusion by sending pupils home for a 'cooling off' period or recommending that parents keep their children at home for a variety of reasons. Such informal agreements with parents are often justified as avoiding an exclusion that would appear in the child's school record or as a means of maintaining the child in school. However, they do not allow the true nature of a child's Special Educational Needs to be recorded nor do they enable Head teachers to analyse issues at whole school or group level, which can be addressed through positive support and interventions. Examples of unofficial exclusion reported to the LA include:-

- Pupils sent home for disciplinary reasons without formal exclusion procedures being followed - this may include informal arrangements being made with parents or by coercion
- Pupils who should be marked as unauthorised absence marked as authorised absence, or in worst case scenarios as attending
- Pupils sent home where there are attendance problems – particularly where legal proceedings are in process
- following a fixed period exclusion, a pupil remains out of school
- awaiting a reintegration interview which may be indefinitely delayed and the pupil does not return to school (see paragraph 20 of the exclusions guidance for information on reintegration interviews);

- parents being advised that if their child returns to school after the fixed period ends, that the child will be permanently excluded
- Pupils sent home or advised not to attend during the period of the school OfSTED Inspection
- Parents are strongly encouraged to de-register their child and apply to Electively Home Educate even though they may not be fully aware of their responsibilities in relation to this
- Pupils placed on study leave for periods longer than the recommended guidance
- Pupil eventually removed from school roll although not registered with another school
- As reduced timetables should only be recorded as an authorised absence, it will have an impact on the overall attendance rate for the school (percentage achieved)

6. **Procedures for managing reduced attendance**

- Reduced timetables **should only** be negotiated through Pastoral Support Programmes, Annual Reviews or Attendance Support Meetings or through re-integration meetings and must have an agreed date for the return to full time education.
- Reduced attendance must be a formal agreement between the school, parents, the child (as appropriate) or young person.
- Reduced timetables should be time-limited. Under normal circumstances a 4 week gradual return to full-time attendance is sufficient except in exceptional circumstances, for example a child who is suffering from a medical or psychological condition and it is not possible for the child to attend school full time.
- Arrangements must be kept under regular review and include:-
 1. a detailed assessment of the child's needs
 2. clearly documented IEP, PSP and PEP reviews (as appropriate) showing interventions and outcomes – there may be multi-agency working by the Schools and Community Area Teams
 3. a detailed action plan which informs the LA of the timetable and demonstrates clear planned progression from part-time to full time provision that specifies additional help and support required
 4. details of how the school will ensure that the child's educational provision is maintained.
 5. it is the school's responsibility to ensure a package of full time support is provided for the time when the child is not in school, this could be through youth support services, supervised work at home which must be returned and marked, SAM learning, counselling sessions.
 6. details of how the pupil will access their entitlement to the full national curriculum
 7. a date when full time provision in school will be achieved, usually no more than twenty school days from commencement
- The pupil should be managed within the context of the Code of Practice for SEN including support provided from school funds for pupils who do not have a Statement of Special Educational Need - advice should be sought from the SEN Assessment Team for pupils with a Statement of SEN or from appropriate professionals within the Schools and Community Area Team

- For Statemented pupils, reduced timetables should be agreed through an Annual Review and their Statement amended to reflect the new arrangement with regular monitoring reviews
- For Children in Care, the planning needs to include anyone defined as a 'parent' (the LA if the child is subject to a care order, legal guardians, foster parents and birth parents if appropriate)
- A Social Care representative needs to be involved if the child or family have an allocated social worker
- When pupils are temporarily engaged in part-time attendance the register should reflect the agreed arrangements and should be marked as an authorised absence
- Once the period of a fixed term exclusion is ended the pupil has a right to return to school; schools must not block this if the parent does not attend a "re-admission" meeting. Nevertheless, pupils re-integrating to school after a long fixed term or permanent exclusion may benefit from gradual, supported re-integration to prevent further exclusion.

7. **Dual Placements**

It is sometimes appropriate, and may be in a Statement of SEN that a pupil should have dual placement between mainstream and special school.

It is vital that the two educational establishments maintain contact regarding the pupil's attendance at both schools.

8. **Formal reporting to the LA – Reduced Timetables and Unofficial Exclusions**

The Local Authority requests information on pupils attending part-time from Head teachers, it the responsibility of the Head teacher or representative to provide this information.

If a LA officer becomes aware of a pupil on reduced timetable or has been unofficially excluded they should discuss this with the Head teacher.

October 2013

Subject:	Youth Information, Advice and Counselling Services (YIACS)		
Date of Meeting:	10th March 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Philip Ward	Tel: 29-4270
	Email:	Philip.ward@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 This report proposes the commissioning of Youth Information, Advice and Counselling Services (YIACS), under the delegated authority of the Director of Children's Services, as a single point of access for young people across the city in order to improve outcomes for young people.
- 1.2 There is national and local evidence that confirms the impact and value of YIACS but there has never been a joined up commissioning response to this provision in Brighton & Hove. With current funding arrangements, including key contracts, due for review before April 2015, there is an opportunity to commission an integrated, single point of entry YIACS service. The proposal is to test the longer term sustainability of a one-stop-shop YIACS model in a city central location, drawing upon the needs assessment outlined in the commissioned report 'Review of Youth Advice Services in Brighton & Hove' (January 2013).

2. RECOMMENDATIONS:

- 2.1 That the committee approves the procurement of a new and integrated Youth Information Advice and Counselling Service (YIACS), as set out in section 3.
- 2.2 That the committee grants delegated authority to the Director of Children's Services to award the contract following the recommendations of the evaluation panel and the results of the tendering process.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In January 2013 a Review of Youth Advice Services in Brighton and Hove was commissioned by Children's Services in response to concerns about the long-term sustainability of the city's existing, well-regarded youth information, advice and counselling (YIACS) provision. The paper provided local and national evidence for the efficacy of an integrated YIACS model and the importance of ensuring access for young people to holistic, young person-friendly drop-in services that can offer early help, intervention and prevention responses to a wide range of inter-related needs.

- 3.2 In response to the report, a task and finish group was created to investigate the sustainability of Young People's YIACS. The resulting vision for YIACS in the city consists of a city-centre 'hub' where young people aged 13-25 years can access information, advice, and support on a diverse range of issues that include:
- social welfare issues, e.g. benefits, housing, debt, employment and training
 - practical issues, e.g. careers, money management, independent living skills
 - wider personal and health issues, e.g. relationship and family problems, sexual health, drugs and alcohol, healthy eating, smoking
 - mental and emotional health issues, e.g. stress, depression, low self-esteem, self-harm
 - provision of community counselling services as well as satellite provision through outreach sessions at appropriate venues across the city.
- 3.3 Currently the main YIACS providers, Impact Initiatives and Sussex Central YMCA, are commissioned to provide the following services for young people aged from 14 to 25
- Youth Information, Advice and Counselling Services:
 - Youth Advice Centre (YAC), Blatchington Road, delivered by Sussex Central YMCA, offering general information and advice (IAG), early identification and brief intervention work for sexual health and substance misuse, full clinical contraception and sexual health services and counselling.
 - Young People's Centre (YPC), Ship Street, delivered by Impact Initiatives, offering counselling services
 - Housing Advice Services from Ovest House, West Street, delivered by Sussex Central YMCA, and early identification and brief intervention work for sexual health and substance misuse.
- 3.4 In addition, the Youth Employability Service (YES) offers employment, education and training (EET) IAG from the YAC site in Blatchington Road. This is a core council service and is not part of the YIACS funding arrangements. The council Youth Service also provides targeted information, advice and guidance via its mobile Youth Bus at various locations across the city.
- 3.5 This vision of a city-centre 'hub' does not necessarily imply a single building with services located under one roof. The important element is the provision of a single, coherent 'pathway' via an initial single point of access. The task and finish group's vision under current circumstances, which tests the ability to deliver from separate sites, is as follows:
- the Youth Information and Advice element, including housing advice, to be delivered from Ovest House
 - Counselling services delivered from the Young People's Centre (YPC) in Ship Street and from the YAC until March 2015.
- 3.6 Ovest House and the drop-in at YPC are 5 minutes apart and would be the main entry points / 'front doors' with signposting or referral to counselling services at YPC or YAC as appropriate. This would also include the pilot 'on-line' counselling programme which is being trialled at the moment.

- 3.7 The Clinical provision for sexual health is also within walking distance at CASH, Morley Street and GUM, at Sussex County Hospital. The additional investment within the YIACS model will therefore be related to early identification and brief interventions attached to the prevention of risk taking behaviour.
- 3.8 This YIACS model is entirely consistent with the Single Youth Referral Pathway which has been developed as part of the emerging Early Help Strategy. It is also an integral part of the Young People's 16-25 Accommodation Pathway which forms part of the Housing and Support Joint Commissioning Strategy. It will also fit well with the proposed development of an Early Help Hub and the Multi Agency Safeguarding Hub (MASH), although details around this are still to be worked out.

4. BUDGET AND OTHER CONSIDERATIONS

- 4.1 Together the council (Children's Services, Public Health and Housing) and the Clinical Commissioning Group currently invest approximately £300,000 to commission the advice, information and counselling services included in this proposal. This level of funding is available to commission YIACS provision from April 2015.
- 4.2 In addition, YMCA and Impact Initiatives generate income from a number of different resources such as external grants, different local authority departments, rental of space and Council Grants to fund other elements of information and advice. The YES contribution for EET IAG is council funded as part of the core Stronger Families, Youth and Communities budget.
- 4.3 The longer term sustainability of the current structure is now in question because:
- The Housing department has agreed to roll over the YMCA housing advice contract until March 2015 but will retender the service for April 2015
 - The funding for counselling services delivered by YMCA and Impact Initiatives is currently renewed on an annual rolling contract basis. In future, any provision of this funding will have to follow procurement rules and standards and this could result in a new provider of these services.
 - The budget for sexual health services is being rolled forward until March 2015 and will ensure that CASH services are available
 - Provider organisations are having to reshape their service delivery to respond to pressures such as rent, leases etc in a tight economic situation and this creates the need for a more system wide response to support continuation of service delivery.
 - Sussex Central YMCA moved their Information and Advice provision, including sexual health advice, from YAC to Ovest House in December 2013. From January 2014 they have been delivering these services from a new integrated advice hub at Ovest House. YAC Counselling will continue to operate out of Blatchington Road until March 2015 but all IAG drop-in facilities will cease after March 2014.
 - This will have a knock-on effect for YES who will also move from YAC by April 2014, with a view to delivering IAG support from the Ovest House premises.

5. JOINT COMMISSIONING PROPOSAL

- 5.1 It is proposed that the available funding should be 'joined together' in a joint commissioning approach. This would require a 'prospectus-style' specification set out in 'lots' within the prospectus, so that each different element of the service, required by the different funders, is delivered.
- 5.2 The specification will be outcome-based and include the different elements / lots required by each of the funding organisations. It will be made clear that bidders can bid for individual 'lots', different combinations of 'lots' or for the whole of the YIACS contract.
- 5.3 The timescale for this proposal is tight. Initial advice from Procurement is that the specification should be written and issued by July 2014 in order to follow due process to procure new service provision to start on April 1st 2015.

6. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 6.1 There is a debate as to whether the counselling budget should be included within a tendering process because of the timescales required by housing advice contractual arrangements.
- 6.2 Even if the counselling budget is put out to tender, there has been recent discussion as to whether it is best combined within the YIACS model or whether there should be further thought about creating a health-based 'wellbeing' centre for young people within the context of the whole pathway and drawing in other partners.
- 6.3 However, the 'prospectus model' is not intended to be inflexible – as we are taking things forward we can respond to contingencies / new developments and opportunities e.g. confirmation of new commissioning/funding.

7. COMMUNITY ENGAGEMENT & CONSULTATION

- 7.1 Engagement and consultation with young people and other stakeholders will be carried out prior to the publication of the proposed prospectus. Sussex Central YMCA carried out a similar engagement and consultation exercise with their YIACS clients before moving their main provision from YAC to Ovest House.

8. CONCLUSION

- 8.1 The proposal is that a joint commissioning / prospectus approach, under the delegated authority of the Director of Children's Services, be agreed in order to establish a local Youth Information, Advice and Counselling Service (YIACS) as part of the Early Help Strategy and Hub. The conclusions from the strategic review outlined in 3.1 above together with the local operational issues, opportunities and challenges described in section 4.3 provide a rationale for this approach, to be implemented from April 2015.

9. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The funding of the current service is via a number of different sources. It is not envisaged that the new arrangements will require any additional resources or generate any budget savings. All service redesigns need to be carefully costed and monitored to ensure value for money principals are maintained.

Finance Officer Consulted: David Ellis

Date: 06/02/14

Legal Implications:

This report sets out the proposed future service model for the provision of advice, information and counselling services for young people. This model should ensure that the Council continues to be in a position to provide services to vulnerable children in need in accordance with S17 Children Act 1989.

Lawyer Consulted:

Name Hilary Priestley

Date: 26/02/14

Equalities Implications:

- 9.1 An appropriate Equalities Impact Assessment will be undertaken prior to the procurement process.

Sustainability Implications:

- 9.2 There are no sustainability implications.

Any Other Significant Implications:

- 9.3 Not applicable.

Crime & Disorder Implications:

- 9.4 This proposal is consistent with the council's approach to tackling crime and disorder.

Risk and Opportunity Management Implications:

- 9.5 The risks have been fully assessed in the work of the Task and Finish group as described in 3.2.

Public Health Implications:

- 9.6 Public Health is integral to this proposal and provides some of the funding for sexual health advice.

Corporate / Citywide Implications:

This proposal is consistent with the priorities in the Corporate Plan in particular Tackling Inequality and Modernising the Council.

SUPPORTING DOCUMENTATION

Appendices:

1. None

Documents in Members' Rooms

1. None

Background Documents

1. None