



Children's & Education Select Committee Agenda

Date: Thursday 20 January 2022

Time: 2.00 pm

Venue: The Oculus, Buckinghamshire Council, Gatehouse Road, HP19 8FF -
Aylesbury

Membership:

M Bull, Z Williams, T Wilson, P Birchley (Chairman), S Adoh, K Bates, D Blamires, A Collingwood, M Dormer, R Gaster, N Hussain, S James, C Jones, S Kayani, R Matthews, A Osibogun, D Summers and P Turner

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Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE	14:00	
2 DECLARATIONS OF INTEREST	14:05	
3 MINUTES OF THE PREVIOUS MEETING To approve as a correct record the minutes of the previous	14:10	5 - 10

meeting of the committee held on 11th November 2021.

4	PUBLIC QUESTIONS	14:15	
	<p>The agenda item “Public Questions” is an opportunity for people who live, work or study in Buckinghamshire to put a question to a Select Committee. The Committee will hear from members of the public who have submitted questions in advance relating to items on the agenda. The Cabinet Member, relevant key partners and responsible officers will be invited to respond. Further information on how to register can be found here:</p> <p>https://www.buckinghamshire.gov.uk/your-council/getinvolved-with-council-decisions/select-committees/</p> <p>One question has been received as follows and will be responded to at the meeting:</p> <p>1. From Mr V Nicholas</p> <p>Would it be appropriate to include Slough as a statistical neighbour in the aggregated comparative analysis of the County’s schools’ performance? Certainly this would have relevance as regards the demographic profile of Burnham Grammar School and could also perhaps be relevant for several other conurbations within the County.</p>		
5	BUCKINGHAMSHIRE SAFEGUARDING CHILDREN PARTNERSHIP ANNUAL REPORT 2020/2021	14:20	11 - 44
	<p>For the Select Committee to receive the Buckinghamshire Safeguarding Children Partnership Annual Report 2020/2021.</p>		
6	EDUCATION STANDARDS REPORT 2020-2021	15:00	45 - 84
	<p>For the Select Committee to receive the Education Standards Report 2020/2021.</p>		
7	FOSTERING, ADOPTION AND SPECIAL GUARDIANSHIP ORDERS	15:30	85 - 112
	<p>For the Select Committee to receive and note the report on Fostering, Adoption and Special Guardianship Orders</p>		
8	WORK PROGRAMME	16:00	113 - 118
	<p>For the committee to note the work programme and agree</p>		

the scoping document for the rapid review group on the recruitment and retention of social workers.

If you would like to attend a meeting, but need extra help to do so, for example because of a disability, please contact us as early as possible, so that we can try to put the right support in place.

For further information please contact: Katie Dover on 01296 531339, email democracy@buckinghamshire.gov.uk.

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Agenda Item 3
Buckinghamshire Council
Children's & Education Select
Committee

Minutes

MINUTES OF THE MEETING OF THE CHILDREN'S & EDUCATION SELECT COMMITTEE HELD ON THURSDAY 11 NOVEMBER 2021 IN THE OCULUS, BUCKINGHAMSHIRE COUNCIL, GATEHOUSE ROAD, AYLESBURY HP19 8FF, COMMENCING AT 2.00 PM AND CONCLUDING AT 3.30 PM

MEMBERS PRESENT

P Birchley, K Bates, D Blamires, A Collingwood, M Dormer, S James, R Matthews, P Turner, M Bull, Z Williams and T Wilson

OTHERS IN ATTENDANCE

A Cranmer, A Howard, S James, R Nash and H Slinn

Agenda Item

1 APOLOGIES FOR ABSENCE

It was noted that Councillors Adoh, Hussein, Jones, Kayani, Osibogun and Summers had given their apologies for the meeting. Councillor Gaster had notified the Chairman that he might be late to the meeting.

2 DECLARATIONS OF INTEREST

Councillor K Bates declared a personal interest as a Chair of Governors.

Maggi Bull declared a personal interest as a Governor of two schools.

Tony Wilson declared a personal interest as a Trustee of the Oxford Diocesan Bucks Schools Trust.

Councillor R Matthews declared a personal interest as a School Governor and volunteer at Transitions UK.

3 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of the Committee held on 9th September were reviewed. It was noted that:

- The report on the Buckinghamshire Challenge Board would come back to the committee in January 2022 as part of the report on the Education Standards Board
- Councillor Anita Cranmer and Dr Tim Jones should be added to those in attendance
- Councillor S James had submitted apologies for the meeting

RESOLVED: that the minutes of the meeting held on 9th September be AGREED as an accurate record and signed by the Chairman.

4 PUBLIC QUESTIONS

The Scrutiny Officer read out the following question which had been received, in accordance with the rules of the constitution, from Sarah Hodges:

(i) Does Buckinghamshire Council have any plans to implement an EHC Hub a digital platform supporting engagement, contributions and collaboration on EHC assessments, plans and reviews. Parents/guardians, staff and professionals can spend considerable periods of time chasing information which could be accessed online providing up to date information to all parties; and

(ii) Are there staff recruitment and/or retention issues within the SEN department and associated support services which causes delay to statutory timescales.

In answer to the question, Simon James, Service Director for Education replied as follows:

(i) Digital platform for EHC needs assessments

Between April and July 21, we piloted a new online portal for inputting, logging and tracking EHC needs assessments. The idea will be that schools, professionals and families can all input into the system as part of the EHC needs assessment process. We have rolled this out to all schools since September 2021. This is for all new EHC plans. The next phase is to train and roll out with families. A longer term aspiration is to use this system for the annual review process of EHCPs as well.

(ii) Staff recruitment and retention

There are recruitment and retention issues in the SEND service that have particularly struck the statutory service over the past six months. This has not directly impacted performance for new EHC plans but has impacted the annual review process. This is directly link to a significant increase in demand that the service has been experiencing over recent months. We are working to improve our service, particularly in relation to the administrative elements, to enable business continuity, retention of staff, and service delivery to our families.

The Chairman noted that Mr Viv Nicholas, who attended the meeting' has previously wished to submit a question to the committee that had fallen outside of the rules of the constitution. However, at the Chairman' s discretion, Mr Nicholas was permitted to briefly address the committee.

5 CHAIRMAN'S UPDATE

The Chairman introduced the newly appointed co-optees to their first meeting of the Select Committee: Maggi Bull, representing the Catholic Church; Tony Wilson, representing the Anglican Church and Zoe Williams a Parent Governor representative.

6 SEND IMPROVEMENT JOURNEY

The Chairman noted that this item related to four distinct areas of council working as stated in the Children and Families Act 2014 and the SEND Code of Practice 2015. The council had been working hard under the eight priority areas detailed in the reports to provide extensive support to children and young people across the county.

Councillor Cranmer, Cabinet Member for Children's Services, Richard Nash, Corporate Director of Children's Services, Simon James Service Director - Education, Hero Slinn, Head of Integrated

SEND and Andrew Howard, Chairman of FACT Bucks spoke to the report.

Councillor Cranmer introduced the report noting the progress made to support children and young families in Buckinghamshire. Richard Nash noted the high level of importance and prioritisation given to SEND work at the council.

Simon James summarised the report, noting that improving outcomes for child with special educational needs was a priority for the whole county of Buckinghamshire and the Special Educational Needs Strategy had been published in January 2020 to support this work. The report related to both children with Education and Health Care Plans (EHCPs), with significant long-term needs and those needing SEN support. The council was pleased with improvements made so far against the seven priority areas in the strategy but would be relentless to improve services further in the future in partnership with parents and the report also focussed on the next steps to do so. The SEND Board provided oversight and governance for this work.

Andrew Howard, Chairman of Families and Children Together (FACT), noted that families with SEND children were challenged in different circumstances and at different times, therefore experiencing the support available in different ways. The council service was working hard to address the challenges experienced by families. FACT worked at a strategic level, and had seen a significant shift in attitude towards service provision in this area. Further resources were now directed to SEND. Strategically it was hoped that the services would develop further over the next few years.

In response to questions from committee members it was noted that:

- There had been an increase in EHCPs but that the number in Buckinghamshire was in line with the national average. The numbers of EHCPs for children with autism, special needs and those with social, mental and emotional health had increased further. Sufficiency work was directed to addressing this issue. The end of the year would give a clearer picture of the numbers as those age 25 moved out of this reporting mechanism.
- The service was experiencing significant increased demand and thus was moving towards a banded funding system, implemented on a phased approach, enabling schools to plan better their provision for children. A new manager would be in place in November to look at improving processes relating to funding reaching schools in a more timely manner following an EHCP.
- 1200 replies had been received in the 2020 FACT survey of parents. Feedback was mixed depending on whether parents had received the services they required or not. Many parents reflected a positive experience of special schools and many schools had given a high level of support but additional issues had been raised through the Covid pandemic and some schools had struggled. It was clear that certain groups of children had been affected in different ways. The service aimed to be agile to adapt to these needs.
- Support for schools requiring help to provide for children's needs included maintaining communication with schools especially during the pandemic, in-reach and outreach support, inclusion units within schools which were sharing information and working with council services for example' educational psychologists.
- Each priority area detailed in the Improvement Programme was supported by an impact group which reported the progress made on improvements to the monthly Improvement Board to ensure monitoring was both sufficient and recorded. The quality assurance of work was considered to be very important.
- Preparing for Adulthood was a priority and a Lead Officer had recently been put in place to lead on this, focussing on the needs and pathways for careers and into employment for this group of young people
- Measures to help children transitioning into year 7 included the increase in Identification

of children requiring SEN support. In addition schools are made aware of the ordinarily available package of help as well as encouraged to think about what support children would require before reaching year 6. Three new posts were being set up to help children going into year 7.

- The data of the needs of children in special schools and had been analysed in depth enabling the extension of provision in schools and special units before waiting for the publication of the sufficiency strategy. The data would be reviewed each year, and it was felt possible to publish a 5-year strategy based on this work
- The Early Years team prioritised identifying children's needs as early as possible and getting the appropriate educational setting.
- The Shout Out for SEND conference focussed on the pathways and independence of young adults and provided links with employers. Roadshows would be going into schools and the council officers would also provide schools with the resources to provide these roadshows themselves.
- The aim was to increase the number of apprenticeships and internships.
- The Local Offer, provided by the Bucks Family Information Service, was under-used by parents and the aim was to encourage the awareness and accessibility of this.

7 SEND EDUCATION SUFFICIENCY

The Chairman introduced the report noting the need to provide sufficient places for children with special educational needs and disabilities within Buckinghamshire. The Chairman thanked the Officers and the Cabinet Member for the extensive work undertaken to support children and young people with these needs. Councillor Cranmer noted that the work detailed in this item fed into the work undertaken in the strategy.

Simon James noted the connection with the previous report, aiming to find places for as many children as possible within Buckinghamshire and to provide sufficient appropriate educational places for children and young people with special educational needs and disabilities. Collaboration work involved detailed communication with all special schools, inclusion units, FACT Bucks and primary, secondary and special school headteachers. 310 responses had been received about the six key proposals in the public consultation in June 2021. 84% of responders agreed the proposals were right or partly right. 16% did not agree with the proposals. The next stage would be to develop the SEND sufficiency strategy and plan, engaging with stakeholders and taking into account the consultation responses received.

In response to questions from the committee members the following points were made:

- Weekly meetings with the DFE gave support to this work
- Regular communication was held with the Regional Schools' Commissioner who welcomed this work on sufficiency
- Post 16 is a priority, and representatives from Bucks College Group attended liaison groups to understand which students required a care plan. Work was underway to improve the quality of the offer to this group. Work also focussed on routes into employment and training from special schools.
- The service would listen and adapt to the responses in the consultation. Work would take place over multiple phases. There was a possibility of opening a new school for children with social, mental and emotional issues, and expansion of some current schools. Mapping work of educational places against proposals was underway. Andrew Howard noted that this work was significant and FACT Bucks was grateful for this.
- More challenging behaviour was now being experienced, particularly from children that has not been able to access all the help they required during the pandemic, and it was the service's intention to target those children who needed the most help.
- In depth work on children placed in out of county settings had been completed and was

reported in a report to the Schools Forum last September. Last financial year, some children were brought back into placements within the county. Many of those children had a primary need and the strategy aimed to bring more back into county, especially those with social, emotional and mental health needs where there had been a significant increase in numbers. 3% or 148 children with EHCPs were currently placed outside the county. It was noted that occasionally, a child's needs were not able to be addressed in county.

- A feasibility study had been undertaken at Alfreton School which showed it was not possible to convert the boarding provision to day provision. It was important to ensure that all children with a similar need received access to the provision. On-going this school would be part of the overall solution for respite care.
- Stony Dean and Pebble Brook facilities provided high level provision for independent living.
- Parents living outside the county could apply to facilities inside the county. The aim would be to find as much provision as possible for children within the county.
- Over 1000 out of approx. 85,000 school children in Buckinghamshire in total, which included those with special educational needs, were currently home educated but the numbers were starting to drop as confidence increased in the education service. Approximately 60 with EHCPs were home schooled but this number remained consistent.

8 WORK PROGRAMME

The Chairman introduced the work programme which outlined the areas of the service's work to be examined by the committee over the forthcoming council year. The following points were noted:

- The rapid review group on the recruitment and retention of social workers would commence in January, following the adoption of the scoping document.
- That for the benefit of newer committee members it would be useful to have an overview of the mainstream work in education in Buckinghamshire. This would be considered with the Officers.
- That the reports going to the January and March committees were noted

RESOLVED that the work programme be AGREED

9 DATE OF NEXT MEETING

The date of the next meeting of the Select Committee would be Thursday 20th January 2022.

CHAIRMAN

The meeting concluded at 3.30 p.m.

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Buckinghamshire Safeguarding Children Partnership
Annual Report 2020/21



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Introduction



When I wrote my foreword to last year's annual plan Covid-19 was just starting to impact all communities across the world. I think very few people would have expected that our personal and working lives would still be affected by the pandemic over 12 months later. I am pleased to say that, throughout the crisis, Buckinghamshire recognised the continuing priority of safeguarding and appears to have responded well. I witnessed changes to working practices to ensure that services continue to be delivered and saw a renewed energy to share information and resources, where possible.

This report provides an update on the progress that has been made in the priority areas and within the subgroups. It was great to be involved in an excellent virtual conference on contextual safeguarding. This was an important output of the thematic case review into serious youth violence and provided an update on latest research and good practice and an opportunity to set out what needs to be done in Buckinghamshire. I will look forward to seeing how that enthusiasm translates into action.

Learning from case reviews is a key priority for all organisations and the Partnership has an important role to play in facilitating and scrutinising this. Over the last year four case reviews have been published. Speaking to families prior to publication they were all keen to ensure that improvements and learning came from their family's tragedies. Whilst there have been some notable successes in the last year, it is also clear from the Section 11 audit that new ways to embed the learning must be explored. For example, it is disappointing to note that less than 3% of respondents used the neglect toolkit.

It is important there are effective links between BSCP and other local boards and partnerships. A revised joint protocol for Buckinghamshire partnerships, changes to community safety made because of moving to a single council and the setting up of a domestic abuse board will all help this. We share many common themes, such as serious youth violence, domestic abuse and exploitation, and tracking progress and performance in the appropriate forum is critical.

Whilst it was good to see visible and available leadership during Covid-19, it is also true that some key work has been delayed over the last year. This annual report sets out the priority actions for the next year and in my role as independent chair of the partnership I will provide leadership and support to help to a achieve them, but will also ensure that there is effective scrutiny and challenge when needed.



Sir Francis J S Habgood, QPM
*Independent Chair for Buckinghamshire
Safeguarding Children Partnership*
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About Buckinghamshire Safeguarding Children Partnership

The BSCP is a statutory, multi-organisation partnership coordinated by a business unit, which oversees and leads children's safeguarding across the Buckinghamshire Council area. The main objective of the BSCP is to gain assurance that local safeguarding arrangements, comprised of partner organisations, are working effectively, individually and together, to support and safeguard children in its area who are at risk of abuse and neglect. The BSCP acts as a critical friend and a champion for best practice.

Over the last year the work of the Partnership along with that of its partner agencies has been significantly affected by the Covid pandemic. We have continued to work towards all our key priorities whilst being flexible to the changing landscape in relation to demand for services, impact on children and availability and resilience of the workforce. Along with our partners we are grateful for all the efforts to across the multi-agency arena to continue to drive activity to ensure that we have met or worked towards the key priorities.

Whilst the single business unit, comprising business functions of the Safeguarding Children Partnership and Safeguarding Adults Board, became embedded, we were also adapting to a largely online 'world'. The business unit continues to plan and move forward with joint strategic work, making best use of some of the working practices which have now become business as usual. The former three year business plans for both the Partnership and Board, which were designed to bring together the two structures and support a move towards contextual safeguarding, will continue. To this end the Executive agreed in April to a revision of the business plan to ensure that we are responsive to the change in needs and demand. In addition, the Executive agreed the joint training, learning and development approach, which we look forward to implementing in 2021.

Quality assurance remains our key driver across all the subgroups, using frameworks that will measure the impact of subgroup activities and challenge those working in the safeguarding arena. We also continued to ensure that our policies and procedures are embedded in the work we carry out, that toolkits, guidance and procedures draw on the knowledge of subject experts locally and nationally to inform them, and that we can demonstrate the impact of learning that has taken place.

The Partnership has an Independent Chair who provides leadership, vision and support and who is responsible for ensuring that all organisations contribute effectively to the work of the BSCP. The Chair provides accountability for the work undertaken by the BSCP by way of reports to relevant strategic committees and boards. Effective communication between the Business Manager and Chair ensures that there is a clear link between the subgroups and executive group, enabling risks, themes and opportunities to be highlighted at an executive level, and challenge, direction and opportunities to be shared into subgroups. This is supported by meetings for subgroup Chairs to provide clarity about the role of each subgroup in the priority areas and to raise any process or participation issues with the Independent Chair.

In 2020/21, the issues affecting children the most and, therefore, our priority areas remained:

- Domestic abuse
- Child exploitation
- Neglect
- Commitment to a high level improvement plan.

The Board is currently supported by five subgroups that carry out the day to day work in order to help deliver the Board's objectives and Strategic Plan. This year the new Education and Learning Subgroup has been established to maintain the joint working between the Partnership and colleagues in the education sector. This creates an opportunity to share learning and risk information, seek assurance relating to education specific themes, and to improve our 'reach' into a broader section of this workforce, for example further education, alternative provision, and the independent and faith sector. In addition, we have continued to work in accordance with the vision and aims of the Joint Protocol for cross-board working on themes such as domestic abuse, youth violence and child exploitation.

Our Vision

To work together to enable children and young people in Buckinghamshire to live a life free from fear, harm and abuse.

To ensure our approach is focused around 'talk to me, hear my voice' and it is central to everything we do.



SAFEGUARDING

Making safeguarding personal and the responsibility of everyone.



ENABLING

Enable children and young people to have choices and control over how they want to live.



COMMUNICATING

Ensure there is effective communication with youth communities in Buckinghamshire.



LEARNING

Learning from our experiences and improving how we work.

Our Partners

Working Together 2018 is statutory guidance that provides children's safeguarding with a legal framework, setting out the responsibilities of local authorities and their partners.

From a statutory perspective the three legally required bodies are:-



However, we work closely with a range of other partners:

- Oxford Health NHS Foundation Trust
- Buckinghamshire Healthcare NHS Trust
- National Probation Service
- Thames Valley Community Rehabilitation Company



Children and Young People in Buckinghamshire

23%

of the total population are children and young people.

126,409

children and young people under 18 living in Buckinghamshire (2020):

- Age 0-4 - 31,437
- Age 5-9 - 37,055
- Age 10-14 - 37,546
- Age 15 - 6,922
- Age 16 - 6,877
- Age 17 - 6,572

87,160

pupils attend state-funded schools (Jan 2020).

38%

of pupils in the January 2021 school census are Black and Minority Ethnic (BAME).

1,514

pupils attend special schools in Buckinghamshire.

9,495

pupils are eligible for free school meals.

18%

of pupils in the January 2021 school census have a first language other than English.

4,910

children and young people have Education, Health and Care Plan (EHCP) maintained by Buckinghamshire (Jan 2021).

65

children are missing from education.

8,546

with Special Educational Needs (SEN) support in Buckinghamshire schools (Jan 2021).

987

children and young people are electively home educated (May 2021).



Schools in Buckinghamshire

184

primary schools (including 36 academies/free schools).
38 infant schools
23 junior schools (inc. five academies)
123 combined schools (inc. 31 academies/free schools)

34

secondary schools.
13 selective (all academies)
21 non-selective (inc. 16 academies/free schools)
123 combined schools (inc. 31 academies/free schools)

2

All Through mainstream schools (including one academy).

2

nursery schools.

3

Pupil Referral Units
(inc. one academy).

10

Special schools
(inc. two academies).

What We Achieved 2020/2021

In August 2019 the business functions of the Safeguarding Adults Board merged with the Safeguarding Children Partnership to form one business unit. 2020 was a challenging year to embed ways of working across a newly formed joint partnership. However, the partnership, the staff and agencies which it comprised of rose to the challenge and demonstrated commitment, flexibility and resilience. The three year business plan set out a number of actions needed to reach the required outcomes and many of these have been met or are in progress. These include:

Priority 1. Talk to me, hear my voice

This year has seen an increased emphasis on contextual safeguarding with a partnership-led online conference to support this. Joint working with the Safeguarding Adult Board has also enabled us to seek assurance about the quality of referrals, assessments and plans relating to capturing the voice of family members and significant adults in order to properly assess risk and need. This is a priority reinforced by the learning from recent safeguarding practice reviews and audits and this message has been taken forward by subgroup Chairs over the year.

The team delivered on their commitment to have two learning events a year (one learning event and one online conference on exploitation) but we are committed to re-establishing in-person events whenever safe to do so. In addition, the training plan signed off in April 2021 ensures that we are seeking to provide learning opportunities which reflect the needs and experiences of vulnerable children in Buckinghamshire.

We have embedded robust commissioning and tracking processes to ensure LSCPR's are completed and action plans are embedded in a timely way. Work is continuing to ensure that the Partnership can measure changes to practice which is supported by joint working with other subgroups, such as policy and quality assurance.

Engagement with black and minority ethnic communities to capture their feedback has not progressed as hoped due to restrictions but remains a key priority, with some partnerships planned to advance this for 2021/22.

Priority 2. Neglect, exploitation and abuse

Effective joint working with Safer Buckinghamshire Board and relevant groups ensured we have a mechanism to achieve a joint approach to shared themes such as youth violence. BSCP has worked with the TVP violence reduction unit's pilot and informs a key strand of the Safer Buckinghamshire Plan around prevention of violence. Again, efforts to seek meaningful engagement with young people have been adversely affected by the pandemic but will be restarted as soon as possible. This year the Education and Learning Subgroup have defined their work plan to ensure that neglect, exploitation and abuse are leading aspects of improving services to children and young people. All subgroup work plans will be revisited after the business plan has been reviewed to take into account the effects of Covid.

The action to adopt the Exploitation Protocol's Principles to support multi-agency working to combat and disrupt sexual and criminal exploitation has been completed and the messages about this were reinforced with pop-up messages on the website and in our newsletter.

Priority 3. Ensure smooth transitions between children's and adult's services

This remains a key priority and the joint nature of the Partnership gives us increased scope to work together effectively on this. Some complex case discussion, which included transitions, took place but the role of the BSCP in scrutinising outcomes has progressed slowly. There have been positive changes to structures and processes in both children's and adult's services (local authority and partners), and while it was prudent to allow these to take place it is clear that this needs to be driven forward in 2021/22. Recent work relating to reviews has shown there is still a key area of practice to be explored, particularly where the person moving between services is care-experienced or has additional needs.

Priority 4. Training, learning and development

In April 2021, the Executive signed off a training plan which sets out how we will deliver both multi-agency training, and learning and development opportunities. This will include a range of methods, including commissioning subject experts, in-house/partner subject experts and experts by experience. Practice development will use methods, such as action learning sets, and we will seek to speed up the dissemination of learning from the Partnership using accessible methods, such as animations, commissioned creative pieces, videos and TED talks (using our website). In order to support the networking function of training we have agreed to return to in-person events as soon as it is possible to do so, in a way that is equitable to all colleagues (i.e. does not exclude those who may still need to practice caution with social contact). BSCP is clear that while it has been adversely impacted by Covid, capturing the feedback and insight from vulnerable children is essential to the quality of any provision and we will take this forward in the revised business plan. The route for action and assurance for all the recommendations arising from the serious youth violence thematic practice review have been agreed and these are being driven forward by the Partnership. Additional learning around this subject was shared via an online conference.

The review of the joint protocol that exists between the Safeguarding Adults Board, Safeguarding Children Partnership, the Health and Wellbeing Board, and the Safer Stronger Bucks Board was completed and published, which led to a more concise 'user friendly' protocol. This document, which sets out ways of working to ensure efficient and connectivity between the four boards/partnerships, is a key to ensuring more cohesive strategies to support our local communities. This is supported by the Joint Chairs meeting led by Chief Executive Rachael Shimmin.

Safeguarding Children Subgroups

The Safeguarding Children Partnership has five subgroups that lead on various areas of business and help the Safeguarding Adults Board deliver on a range of priorities identified in the strategic and business plan. Each subgroup has a nominated chair and representatives from across the multi-agencies. In addition, in April 2021 the partnership started a joint Learning and Development Subgroup to drive both the implementation of the agreed training plan and also drive innovation and pace in the dissemination of learning and practice development.

Local Child Safeguarding Practice Review Subgroup

Working Together 2018 states that a Local Child Safeguarding Practice Review (LCSPR) must be undertaken by the Safeguarding Children Partnership where abuse or neglect of a child is known or suspected and either the child has died or the child has been seriously harmed and there is cause for concerns to the way in which the authority, their partners or other relevant persons have worked together to safeguard the child.

LCSPR Reports are published on our Safeguarding Children Partnership website.

During the period 2020 to 2021 the subgroup published four Safeguarding Reviews. These reviews related to Baby N, Child V and Baby S and a thematic review into serious youth violence across Buckinghamshire.

Learning from all reviews undertaken is shared within the multi-agency arena to develop and inform working practices and improve services to children, young people and their families who need support.

Some key learning themes have been taken from the LCSPRs during this period of time include recommendations that partners should:

- Ensure that the voice of the child or young person is heard, and their lived experience is captured appropriately by those working closely with them.
- Seek assurance about how agencies approach working with parents who have learning difficulties/disabilities.
- Improve communication between Adult Mental Health services and Children's Social Care when a parent has, or is suspected to have, a mental health condition.
- Seek assurance about the quality of assessments and pre-birth procedures.
- Routinely capture the voice of fathers/significant male carers and whole family view needs to be visible in assessments and records by frontline practitioners. This ensures a rounded and holistic view of the entire family to enable practitioners to make effective and informed decisions when safeguarding the child or young person including decisions based on risk.
- Ensure that partners work closely with agencies from other authorities when there are cross-border concerns in any safeguarding enquiry.
- Seek assurance that staff and agencies are able to effectively manage risk and that assessments of any kind are live documents which should be updated and triangulated with any significant event.

The LCSPR Subgroup found that some of those invited to be LCSPR panel members, or those attending the practitioner events, were not always confident about what was expected of them or what the purpose of the meetings were for. As a result of this, the subgroup developed guidance documents detailing the roles and responsibilities of those involved in the process that will now be sent to those participating in LCSPRs.

Currently learning from reviews relies on communication from subgroup and panel members back out into their workforce. While this has been effective to some extent it was recognised this year that this did not achieve the pace and reach that is needed to bring about change in practice. As part of the work plan for the subgroup there will be the development of learning tools, e.g. '7 Minute Briefing' documents, short animated videos on subjects such as professional curiosity, assessing neglect and the use of anonymised case studies used in the BSCP Learning and Development Plan. The development of the BSCP Learning and Development Subgroup will also support more prompt and creative sharing of learning from LCSPRs.

The LCSPR Subgroup have two remaining reviews ongoing; these are Family T, including the associated practice review that supports the learning from the lived experience of Family T, and Child AA, including the associated Mental Health Homicide Review report commissioned by NHS England.

Local Child Safeguarding Practice Review Subgroup

What difference did we make?

We made an impact by;

- Providing a diverse safeguarding workforce with information so that they can reflect on their practice, identify changes and help to prevent the need for future reviews.
- Acting on the wishes of family members affected by the incidents that resulted in a report by demonstrating our willingness to learn and prevent future incidents.
- Changing our processes so that we can get learning out of the Partnership more quickly to relevant agencies so that we can improve the pace of change.

Quality Performance and Improvement Subgroup (QP&I)

The subgroup has remained active throughout the pandemic and has demonstrated its tenacity to function effectively within the new normal of non-office based work. However, the impact of the pandemic has also brought about some loss of continuity and organisational memory (e.g. the group has had three Chairpersons). Despite this the subgroup is comprised of a multi-agency membership across eleven services with an average attendance of nine participants at each meeting. Emphasis on multi-agency perspective has been encouraged and is evident in the recent activities of the group. Accomplishments include the 2021 Section 11 Audit to ensure partner agencies are fulfilling their responsibilities to safeguard children and promote their welfare, specifically picking up themes from recent serious case reviews. The group participated, implemented and promoted this audit that included 145 participants, representing 18 services across the statutory, voluntary, health, education and police sector.

The group has oversight of multi-agency and single agency audits, in order to analyse performance data consisting of quantitative information relevant to safeguarding children. The members all have sight and input into the performance dashboard so as to capture the key performance indicators of each service and intervention they provide. Moving forward, there will be specific meetings focusing solely on the narrative of this data in the aim of capturing what is or isn't working well and why. This will thus inform the directive for the group to explore. The group has continued with its multi-agency audit plan by employing regular health checks as a standing agenda item. This means agencies provide internal audit briefings to the subgroup via diary invitations to partner agencies for them to present. This has proved useful in highlighting any concerns in the aim to assist with good practice.

The group have also led in the production of the most recent and new version of the Safeguarding Children's Threshold document, otherwise known as the Continuum of Need. Input for this document was sought and encouraged from multiple sectors and professionals in the aim to produce a holistic but also user-friendly effective resource for all. The presentation, content and promotion of the new Continuum of Need has proved successful and in the next phase we will be producing alternative versions to support frontline practitioners (i.e. fold down versions, online updates). In addition, the subgroup responded to sector specific feedback about the use of this new guidance. It was thus apparent that the quality of this document is sufficient but a refresher of 'how this document should be used' is needed to rebuild confidence and strengthen effective and appropriate use of this guidance as a resource. The document can be found here: www.buckssafeguarding.org.uk/childrenpartnership/professionals/continuum-of-need/

The group are also looking at BAME referrals to CAMHS, the recognition of what is neglect and how recognising it is being addressed, as well as exploring children returning to Child Protection plans within two years. There is yet to be a decision for the use of Graded Care or Oxford Health Model and with the completion of the pre-birth assessment there are multiple activities taking place within this subgroup.

Quality Performance and Improvement Subgroup (QP&I)

What difference did we make?

We made an impact by;

- Asking partners to tell us about their safeguarding work, through this dialogue we can target our offer (training, resources and what we seek assurance on) to improve outcomes for children.
- Ensured that decisions made for children are based on up to date guidance (the continuum of need) so that they can be offered the right services at the right time.
- Keeping partners informed about each others performance, risks and emerging themes. Where there is a need for multi-agency collaborative working, this can be identified and acted on.

Policy, Procedure and Practice Subgroup (PP&P)

The PP&P subgroup has remained consistently well attended with stable membership and meetings over the past year. The group has 15 members with an average attendance of 10 at each meeting, representing 11 services. The group continually review the forward plan which consist of over 60 different policies and guidance, including accessing need, joint working, children in specific circumstances and adults who pose a risk to children. Updates are provided by subject experts within the group or sourced by a group member and national/legal updates are provided by an external partner agency. The status of each document is captured with recorded updates and regular review to allow for the scrutiny and upkeep of each policy or guidance. The aim is to ensure through a system of timely and relevant updates that any member of the workforce can access relevant and helpful information. Examples of areas of progress include the Neglect Guidance Toolkit and making sure the relevant professionals are invited for input. The Schools Self Harm Guidance initiated a gathering exercise from all subgroup members benefiting from health and mental health expertise. It was also established that a re-focus on the child, not just the agency, would improve the quality of this guidance. The overlap of various documents has also highlighted and encouraged better communication between subgroups across both children and adults, as well as between agencies. This has not only supported the reduction in duplication but also the reinforcement of a joint partnership working practice.

Other areas of progress include agencies sharing their training needs and methods and how these are addressed. This has proved an effective and transparent way to monitor good practice and act on any gaps which are identified. With the group's input into the recent Section 11, good practice was captured based on feedback from frontline staff, for example, safeguarding training in the first year of employment is considered a strength in terms of it being provided and received. However, further quality assurance is needed in order to understand the impact of its effectiveness. For this reason, future audits will have an increased focus on frontline staff and service users.

The group have also worked in conjunction with the business team to update the Partnership website to not only provide correct and current information but also to have insight into who is using it and how often certain documents are viewed. This provides an understanding of the audience and it is hoped that this will develop into analysis of whether use increases, e.g. after a policy is updated or when there is learning shared from reviews. Like the PQ&I subgroup, this group also have sight of performance data and will invite the relevant subgroups highlight any areas of emerging risks or strengths. It is helpful that various members and their colleagues sit across two or more of the different groups as this further strengthens the collaborative work ethic.

Policy, Procedure and Practice Subgroup (PP&P)

What difference did we make?

We made an impact by;

- Being a central resource that anyone can access if they want to understand more about safeguarding processes.
- Ensuring that the workforce have information and policies to follow relating to current issues, e.g. the increase in self-harm.
- Providing resources for free in different formats to promote proactive improvements in practice rather than 'looking up' a policy once something has already taken place.

Children and Young People's Exploitation Subgroup

The Children and Young People's Exploitation Subgroup is a multi-agency forum that aims to support the strategic development of an effective and coordinated multi-agency response to all forms of child and young people's exploitation, including actual or likely significant harm due to child sexual exploitation, criminal exploitation ('county lines'), modern slavery, trafficking, radicalisation, exploitation as a result of being lesbian, gay, bisexual and transgender (LGBT) and in respect of being a missing child/young person. The subgroup also provides assurance about the way agencies are working individually and collectively to safeguard and support children and young people at risk of exploitation. The subgroup oversees and monitor the delivery of any multi-agency action plans and recommendations designed to safeguard and protect children, including children and young people with disabilities, who are at risk of harm as a result of exploitation.

Notable achievements over the year include:

- The introduction of the Exploitation Protocol. The purpose of this protocol is to support professionals to understand how to access support for children where there are concerns regarding exploitation. This is applicable to external professionals and local authority staff. Agencies across Buckinghamshire are committed to safeguarding children and young people from being sexually and/or criminally exploited, and children are recognised as victims of abuse. This protocol aligns with local arrangements to safeguard children and sets out a clear pathway by which to ensure all organisations work together to provide the best service possible for children and young people either at risk or exploitation or who have experienced exploitation in Buckinghamshire.
- The introduction of the Missing Children Practice Guidance, this guidance outlines what is meant by the term 'missing', defines the roles and responsibilities of the partners when a child is missing and clearly shows the processes which should be adhered to.
- The implementation of the guidance document, *Appropriate Language: Child/Adult – Sexual and/or Criminal Exploitation*. This document can be used by professionals when discussing the exploitation of children and young people, including when escalating intelligence and delivering training. It is imperative that appropriate terminology is used when discussing children and young people who have been exploited or are at risk of exploitation. Language should reflect the presence of coercion and the lack of control young people have in abusive or exploitative situations and must recognise the severity of the impact exploitation has on the child or young person.
- For the first time within Buckinghamshire, a Spotify and Instagram campaign was used in partnership with the local authority. The aim of this was to raise awareness of child exploitation and education the community in what to do and who to contact should they have concerns.

The BSCP continue to raise the profile of child exploitation within the newsletter.

Representatives from the Children and Young People's Exploitation Subgroup are also working to action the recommendations from the Thematic Review Into Serious Youth Violence (Ibbetson) as part of the youth violence priority under Safer Buckinghamshire Board action plan. This ensures that they are working effectively to the Joint Protocol and making best use of existing partner arrangements, both seeking and providing assurance within the joint meetings.

Children and Young People's Exploitation Subgroup

What difference did we make?

We made an impact by;

- Being innovative and reaching a different audience with Instagram and spotify messages about the harm caused by exploitation and how to get help.
- Promoting the use of the most appropriate and non-oppressive language when speaking to children. This improves relationships between services and children and which can lead to better assessment, plans and engagement.
- Sharing a review which describes the experience of young people in Buckinghamshire who were involved in serious violence, educating our workforce and requiring agencies to make change.

Child Death Overview Panel

The death of a child is always tragic and leaves families with a sense of shock, devastation and loss. However, it is important that we review child deaths to see whether we can learn any lessons to improve the health, safety and wellbeing of other children, or to improve the support for bereaved families. As set out in *Working Together 2015*, the BSCB has a Child Death Overview Panel (CDOP) which fulfils this function.

In the period 2019-2020 the Panel reviewed 22 child deaths. None of these were referred to the Children Safeguarding subgroup for consideration of a serious case review. 12 deaths have now been closed and 10 remain open. Of those remaining open there are ongoing processes that are being concluded to allow closure to take place.

The below data provides a very brief overview of child death. CDOP will provide their own annual report that will be available in 2020:

- 24 deaths in 2019/2020.
- 48% male, 52% female.
- 19 deaths between the ages of 0-9 and 5 deaths between 9-17.
- 19 cases involved white children.
- No cases were referred to the Safeguarding Children Partnership for consideration of a serious case review.

Child Death Overview Panel

What difference did we make?

We made an impact by;

- Understanding where there were any modifiable factors which could be used to improve the life chances for other children in Buckinghamshire.
- Responding to any of these by sharing resources in our newsletter and on the website so that anyone accessing them has up to date information.
- Bringing together a multi-agency group so that we can understand modifiable factors from different points of view, making us able to better understand the experience of children.

Budget for BSCP for 2020-2021

£304,469.00 was received from partner's contributions, training courses brought an income of £41,330.00.

Board costs	Actual Year End 2020-21
Partners contribution	-£304,469.00
Training	-£41,330.00
Total	-£345,799.00
Expenditure	£219,971.00
Total	-£125,828.00

What's next for 2021/22?

Despite the considerable environmental challenges, the Partnership, driven by the business unit, remains committed to its role as critical friend and champion of best practice. Our vision remains the same but we will update our business plan to ensure that we:

- Are able to describe and understand the impact of the pandemic on our workforce, residents and priorities.
- Have a data set (performance paper) which sets out activity, themes and multi-agency risks, which is completed by all relevant partners.
- Have a quality assurance framework that demonstrates how we will effectively scrutinize key safeguarding areas using what methods and how that will inform improvement.
- Have a completed and costed training plan with a date for implementation.
- Develop the pace and impact of the Learning and Development Subgroup so that we can disseminate learning quickly using a range of methods to reach those who need it.
- Drive the neglect piece, strategy, learning and key practice skills, including tools and integrated working.
- Market the work of the Partnership, including key documents such as the continuum of need to ensure we are clear how our work can support partners.
- Demonstrate how we are sharing learning from reviews and work more closely with the Quality Assurance and Policy Subgroup to measure changes to practice as a result.
- Update our ten year review of (former) serious care reviews to include the local child safeguarding practice reviews.
- Re-focus scrutiny on the issue of safe and supportive transitions from adults to children's services
- For any new piece of work in the subgroups, we document how we have:
 - used the voice of the service user, resident or expert by experience to inform the work.
 - agreed that we will share the learning from it (how and who do we intend to reach).
- Agreed how we will measure the success of the work.

What's Next For 2021/22?



Review plans for a joint training provision with the Safeguarding Adult Board.



Provide a new website for the Children Safeguarding Partnership.



Develop a new three year business plan.



Deliver two themed conferences.



Establish a Learning and Development Subgroup

Buckinghamshire Safeguarding Children Partnership

Section 11 Report 2021

Having regard for the need to
safeguard and promote the welfare of
children.



MARCH 2021

Buckinghamshire Safeguarding
Children Partnership

Authored by: BSCP Business Team

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- 3.** Purpose of the Section 11 Audit – a multi-agency approach
- 3.** Who are Buckinghamshire Safeguarding Children Partnership (BSCP)?
- 4.** Method – Who took part?
- 5.** Method - Questionnaires
- 6.** Results – Senior staff questionnaire
- 9.** Results – All staff questionnaire
- 13.** Results – Summary
- 15.** Recommendations & Learning
- 17.** Appendix full questionnaire results / questions and BSCP website link

Purpose of the Section 11 Audit

A multi-agency approach

This 'Section 11 Audit' was designed to allow the Buckinghamshire Safeguarding Children Partnership (BSCP), to ensure that agencies placed under a duty to co-operate by this legislation are fulfilling their responsibilities to safeguard children and promote their welfare.

The Children's Act (2004) places statutory obligation for named agencies and individuals to co-operate to safeguard children and promote their welfare. Section 11 of the Act makes clear to whom this duty applies and indicates that they must make arrangements for ensuring that their functions are discharged, having regard to the need to safeguard and promote welfare of children.

Buckinghamshire Safeguarding Children Partnership (BSCP).

The Buckinghamshire Safeguarding Children Partnership (BSCP) replaced the Buckinghamshire Safeguarding Children's Board in 2019. The current arrangements place joint responsibility for safeguarding children and young people on the Council, Thames Valley Police and the Clinical Commissioning Group. The aim is to strengthen our local delivery and build on the improvements that have been made in recent years.



Working Together 2018 is statutory guidance that provides children's safeguarding services with a legal framework, setting out the responsibilities of local authorities and their partners. By working together, we aim to enable children and young people in Buckinghamshire to live a life free from fear, harm and abuse.

Methodology

This 'Section 11 Audit' was designed by the BSCP to gather details on the practices and procedures agencies have in place to ensure that they have arrangements that reflect the importance of safeguarding. The Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out, are discharged having regard to the need to safeguard and promote the welfare of children. Whilst the BSCP requests a Section 11 audit return from all member agencies, we recognise that there are a wider number of agencies working with children and young people in Buckinghamshire. This includes a range of commissioned services voluntary, health, education and police and for this reason the audit was cascaded to the following services from various sectors:

Youth Offending Service (YOS)	Buckinghamshire Council
Bucks Healthcare NHS Trust	Oxford Health Foundation NHS Trust
CAFCASS	Action4Youth
Clinical Commissioning Groups (CCG)	Youth Enquiry Service
Children & Adolescents Mental Health Service	Street Triage
Barnardos	Thames Valley Police
Stoke Mandeville Hospital	Healthy Minds
BHT Sexual Health Services	Children's Services Education – SEND
Hertfordshire Partnership University NHS Foundation Trust	

It is important that robust safeguarding arrangements are in place within all settings. Although not all organisations are always bound by the same legal framework as statutory organisations, they are still expected to have arrangements in place that reflect the importance of safeguarding children, young people and adults with care and support needs. Where such organisations are commissioned by statutory agencies to provide services on their behalf, contract monitoring arrangements must consider whether robust safeguarding arrangements are in place. This audit tool can also be used by commissioners as part of these arrangements.

Methodology

Questionnaire

Questionnaires were the chosen method to collect information from various organisations and services, to establish their approach to safeguarding children outlined in the Children's Act Section 11. These questionnaires comprised of 31 questions in total broken down under 7 areas of consideration. The same questions were sent to Heads of Service and senior staff to be completed in full. An additional survey was also sent to front line staff and staff in less senior positions to obtain feedback from across the board from practitioners in all positions and at all levels. The survey consists of 16 questions in association to the senior staff questionnaire.

The rationale behind the focus of the audience for both questionnaires is to gain feedback from senior and non-senior staff. The feedback allowed a comparative to be made in terms of what senior staff know to be in place for their staff teams and how the staff teams receive, understand and implement these procedures and practices. For example, if senior staff answer that they support staff, but the survey results demonstrate a lack of support from management then it would allude to a conflict or miscommunication which will need to be explored further. The audit also allows services to identify what they are doing well and where they can improve. An analysis will be done on the responses received to allow the Partnership to gain an overview of the general position throughout the County.

The questionnaires consist of closed and open questions as well as RAG scales. This allows for qualitative and quantitative data which further contributes to an effective understanding of how services and practices deliver robust safeguarding measures.

In total 145 completed questionnaires were received from across the Voluntary, Health, Police, Social Care and Educational sectors.

Results

Senior Staff Questionnaire

The questionnaire was sent to 11 senior representatives across the various sectors and consisted of 31 questions under the following headings. The nature of these questions would only be able to be answered by those in a senior position:

1.0 Leadership and A

2.0 Policies and Procedures

3.0 Recruitment and Selection

4.0 Training and Development Introduction

5.0 Complaints, Allegations and Whistle Blowing

6.0 Information Sharing

7.0 Listening to Children and Young People

Q: There is a contact at senior board level to take leadership responsibility for the organisations safeguarding arrangements.		
Yes	11	No 0
Q: There is a named professional for safeguarding within the organisation		
Yes	11	No 0
Q: There is evidence that the named professional has sufficient time and support to carry out their responsibilities, and an annual appraisal reviews the job role.		
Yes	11	No 0
Q: The organisation has a clear written accountability framework for safeguarding and promoting the safeguarding of children that applies to		
Yes	11	No 0
Q: The organisation has written policies and procedures for safeguarding and promoting the wellbeing of children that is accessible to all staff,		
Yes	11	No 0
Q: The organisation has recruitment and selection procedures for all personnel, including volunteers, which is in line with BSCP's Safer Recruitment policy.		
Yes	11	No 0

Q: The organisation has a clearly communicated training plan/programme, that ensures all staff are competent to carry out their responsibilities of safeguarding and promoting the welfare of children in line with Working Together 2018.			
Yes	11	No	0
Q: The organisation has a mandatory induction process for all staff and volunteers that includes familiarisation with their responsibilities for safeguarding and promoting the welfare of children, as outlined in Working Together 2018.			
Yes	11	No	0
Q: Staff working with children receive regular supervision / appraisals on an individual or group basis as appropriate and this supports continuous professional development.			
Yes	11	No	0
Q: Your organisation has a programme/system of internal audit, review and findings (inc external inspections), that are disseminated to appropriate staff and volunteers.			
Yes	11	No	0
Q: The organisation has effective policies & systems in place to enable whistle blowing on an organisational and individual level.			
Yes	11	No	0
Q: The organisation has effective policies and procedures for dealing with allegations of abuse against members of staff and volunteers.			
Yes	11	No	0
Q: The organisation has a named senior officer or senior manager(s) with responsibility for ensuring the organisation follows these procedures effectively.			
Yes	11	No	0
Q: All complaints and allegations of abuse are recorded, monitored and available for internal and external audit.			
Yes	11	No	0
Q: The organisation has information sharing guidance which sets out the process and principles for sharing information, relevant to safeguarding and promoting the wellbeing of children, and are aware of the 7 golden rules for sharing information.			
Yes	11	No	0
Q: Staff have been provided with how to report signs of abuse, in line with Working Together 2018			
Yes	11	No	0
Q: The organisation has effective policies & systems in place to manage concerns, complaints and compliments from service users or other professionals.			

Yes	11	No	0
Q: Staff participate in multi-agency meetings appropriate to their role. They take an active role in sharing information with partner agencies and address any barriers in information sharing.			
Yes *	10	No *	1
Q: As per the Safer Recruitment policy do you ensure that at least one person on any appointment panel has received accredited or quality assured Safer Recruitment training.			
Yes	8	No *	3
Q: Where relevant to the role, there is clear & accurate activity of case recording.			
No effective impact	0	Partially effective impact	Effective impact
		4	7

* detailed reason for this answer, see appendix.

NOTE: There is a total of 31 questions of which 20 are presented above. Please see appendix for answers to all 31 questions.

Results

All Staff Questionnaire

To make sure the views of those working at all levels across the Partnership are captured, a further questionnaire was sent. The questionnaire answered by 134 staff members across the various sectors consist of 16 questions in total. Open questions can be seen in the appendix, all other questions are as follows:

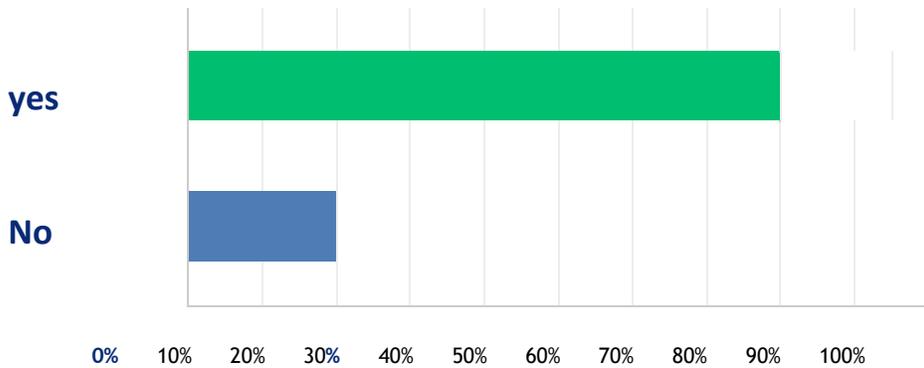
Q2 Which of the following processes have you used during any children's safeguarding work you have been involved in? Tick ALL that apply

ANSWER CHOICES	RESPONSES	
Internal Safeguarding Policy & Procedure	67.91%	91
Safeguarding Board Policy & Procedure	28.36%	38
Consultation with your safeguarding lead	54.48%	73
Consultation with the safeguarding team	57.46%	77
Best Interests Assessments	5.97%	8
Domestic abuse pathway	12.69%	17
Neglect Toolkit (Children's)	2.99%	4
CSE/CE Tool (Children's)	11.94%	16
Early Help Assessment (Children's)	17.16%	23
Multi-agency chronology (Children's)	12.69%	17
Safeguarding Thresholds Matrix (Adults)	7.46%	10
Safeguarding Thresholds Matrix (Children's)	26.12%	35
None of the above (please specify what other tools you have used to help you in safeguarding work)	11.19%	15

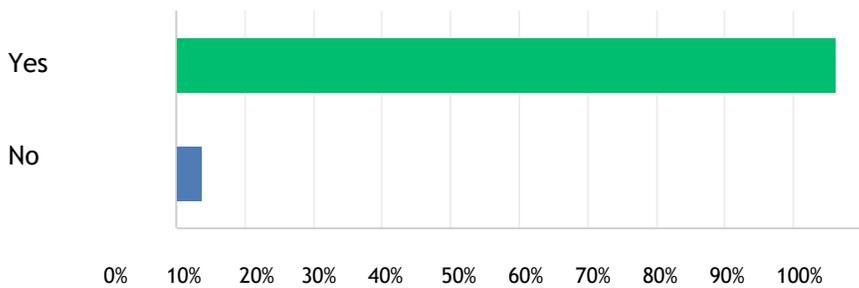
Q3 When did you last have safeguarding training?

ANSWER CHOICES	RESPONSES	
In the last 6 months	38.06%	51
6 months to 1 year	29.85%	40
1 year to 2 years	14.93%	20
2 years to 3 years	4.48%	6
More than 3 years ago	8.21%	11
Never	4.48%	6

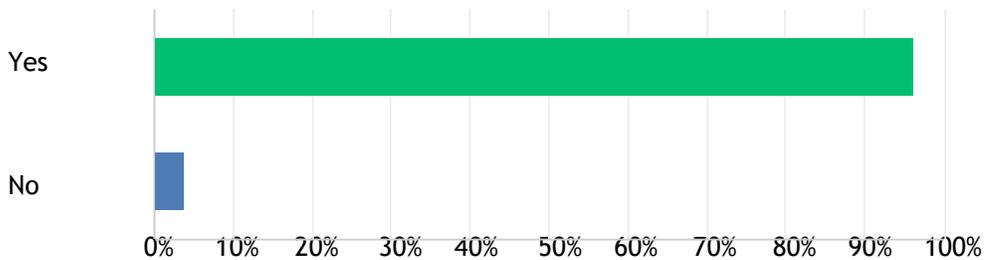
Q5. Has your organisation clearly communicated a training plan/program, to ensure you are competent to carry out your role?



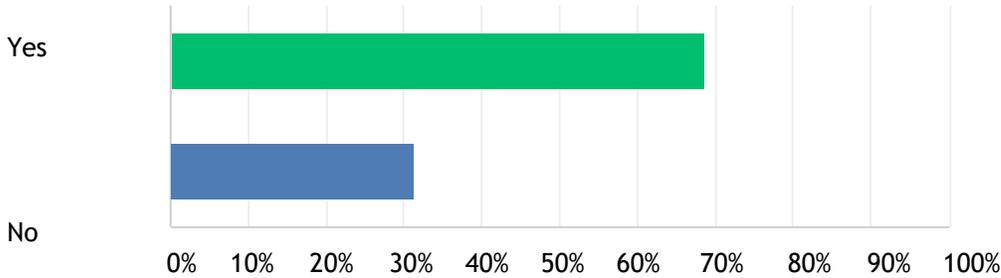
Q6. Do you feel at ease or encouraged within your organisation, to discuss safeguarding concerns or questions you may have?



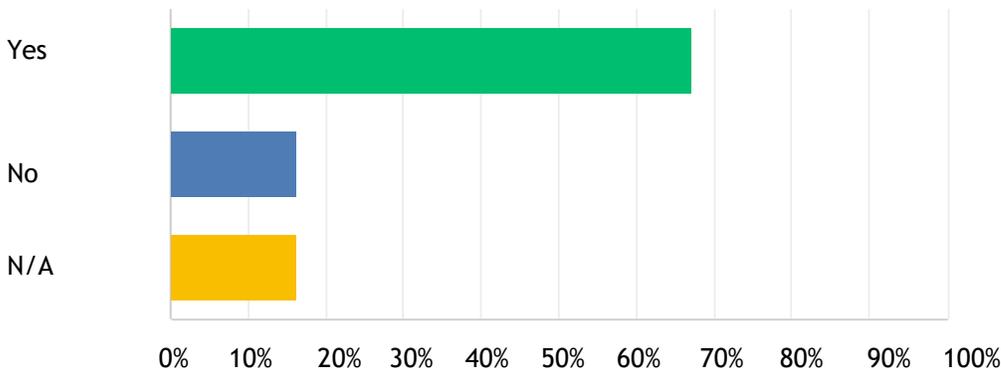
Q10. Do you know how to escalate a child safeguarding concern or incident?



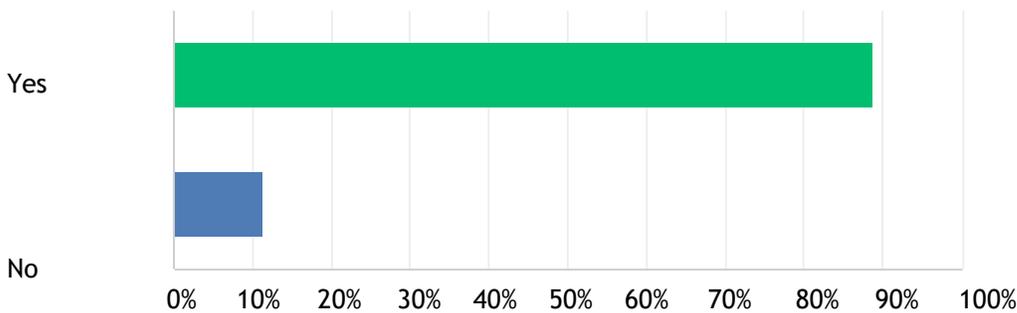
Q11. Do you receive regular Safeguarding supervision / appraisals on an individual or group basis (as appropriate), to support your continuous professional development



**Q12. Do you participate in multi-agency meetings appropriate to your role?
For example, you take an active role in sharing information with other Safeguarding services such as Police, Education, Health or Social Care?**

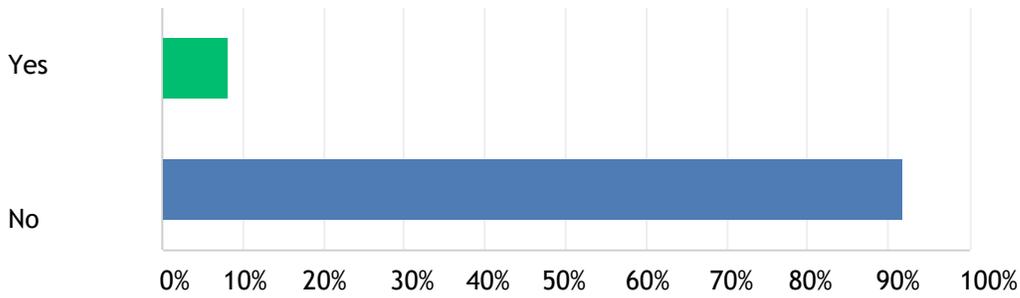


Q13. Do you feel that the children's Safeguarding lead has been available during the COVID-19 crisis (since March 2020)?



Q14 In light of your answer to question 13, has there been a change in the availability of your Safeguarding lead since the COVID 19 crisis?

Answered: 134 Skipped: 0



NOTE: Please see appendix for answers to all 16 questions.

Results

Summary

It's important to look at the replies from each service to establish a pattern that may exist within that organisation. However, for the purpose of this summary the results look at the answers in their entirety.

➡ From the results of the senior questionnaire there is an overwhelming strength in the implementation of safeguarding representatives, acknowledgement and policies from board level down. Senior staff convey a robust training program of which 90% of the all staff questionnaire agree that there are effective training programs in place.

➡ From the senior staff responses, information sharing is conveyed as a unanimous positive area of practice with the all staff responses confirming a majority attendance to share information with multiple agencies.

➡ All staff responses show that just over 30% have not received a clearly communicated training plan/program, to ensure their competence to carry out their role. However Management replies unanimously reply that this area is achieved.

➡ Sources/tools for support appear in the main to be the use of internal policies and safeguarding leads/teams. Less than 3% of respondents said they used the neglect tool kit.

➡ Just under 70% of all staff respondents have had training in the past year. However, 6 respondents confirmed that they have had no safeguarding training.

➡ Over 90% of all staff respondents feel at ease or encouraged to discuss or escalate safeguarding concerns.

➡ Over 30% of all staff respondents do not receive safeguarding supervision.

➡ Results show that CYPF feedback is sought actively, consistently and creatively.

➡ 32 out of the 134 respondents did not know who the BSCP are. Those who were aware preferred updates from the BSCP via webinars and newsletters.

➡ The results demonstrate an effective and positive response to being kept up to date with safeguarding matters. Examples in the main include team meetings, supervision and training. There also appears to be a pro-active approach to take the initiative to seek updates for one's own personal development.

➡ The comparative between the two questionnaires suggest in the main that the same message is being received and conveyed from senior staff to staff at all levels.

➡ **Impact of COVID 19**

Nearly 90% of the all staff respondents confirm that there has been a visible lead and availability has not been hindered since March 2020 when Government Covid-19 restriction came into force. The areas of concern and change highlighted were in association to the complexities of how to contact children and families and the clarity around when contact is allowed and to what degree. However, more effort and creativity to engage was acknowledged. Feedback suggest a greater awareness of safeguarding need, more alert and better multiagency working. Nevertheless, there are concerns that families are struggling in the home with children and many young people may fall under the radar.

Recommendations & Learning

- Agencies to provide assurance that staff are supported to fulfil their CPD obligations.
- Explore apart from training, did professionals engage in other safeguarding work?
- All agencies to provide evidence that mandatory training relating to safeguarding is up to date within 6 months.
- Earlier identification and appropriate intervention, highlighting the need for a multi-agency, systems approach to early help.
- Agencies to explore how to improve use of assessment tools by staff, i.e. neglect tool.
- Assurance that staff have the opportunity to access safeguarding supervision
- Explore reasons for the difference in response by senior leaders and frontline staff regarding successful training plans.
- Future questionnaires completed by managers to incorporate evidence to demonstrate reason for response. Also, consideration to gain more detail from front line staff and service users to establish implementation of safeguarding practice.
- Agree and implement an action plan based on the findings of this audit.

Appendix:

Full questionnaires and answers including link to Buckinghamshire Safeguarding Adults Board (BSAB) and Buckinghamshire Safeguarding Children Partnership (BSCP).

For queries about the full questionnaires and answers please contact bscp@buckinghamshire.gov.uk for queries relating to children or bsab@buckinghamshire.gov.uk for queries relating to adults.



<https://www.buckssafeguarding.org.uk/>

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Report to Children's and Education Select Committee

Date: 20 January 2022
Title: Education Standards Report
Author: Simon James, Service Director Education

Background

The Education Standards Report (Appendix 1) provides analysis of 2020 and 2021 assessment outcomes for children and young people in Buckinghamshire. The report is separated into the following sections:

1. Children & Young People in Buckinghamshire Overview
2. Buckinghamshire schools Overview
3. Attainment:
 - a. Impact of Covid19 on attainment measures
 - b. Key Stage Four
 - i. Strengths and areas for development
 - ii. Key data
 - c. Action plan
4. Exclusions:
 - a. Strengths and areas for development
 - b. Key data
 - c. Action plan
5. Outcomes for children in need, including children looked after:
 - a. Strengths and areas for development
 - b. Key data
 - c. Action plan
6. Ofsted Inspections:
 - a. Strengths and areas for development
 - b. Key data
 - c. Action plan
7. Covid19 support for schools
8. Elective Home Education

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Education Standards Report

Analysis of 2020 and 2021 assessment outcomes



Contents

- Introduction
- Attainment
- Exclusions
- Ofsted Inspections
- Covid19 support for schools
- Elective Home Education

Introduction

- Children & Young People in Buckinghamshire
- Buckinghamshire schools
- Assessment timeline
- Statistical Neighbours
- Attainment Gaps

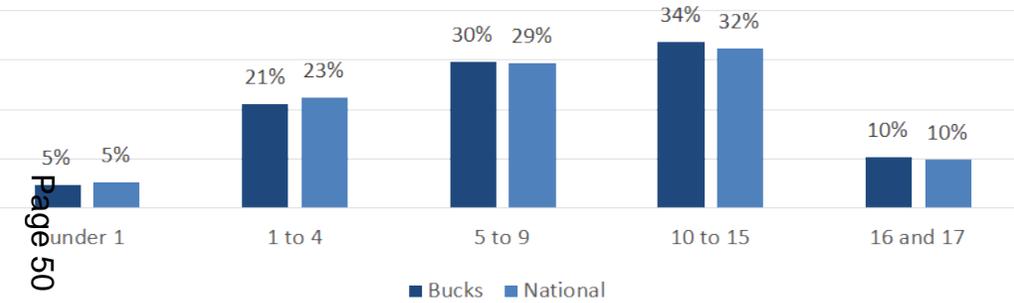
Children and Young People

23% children & young people as a percentage of total population



(Mid 2018 Population Estimate)

Children and young people by age band - Mid 2018 population estimates



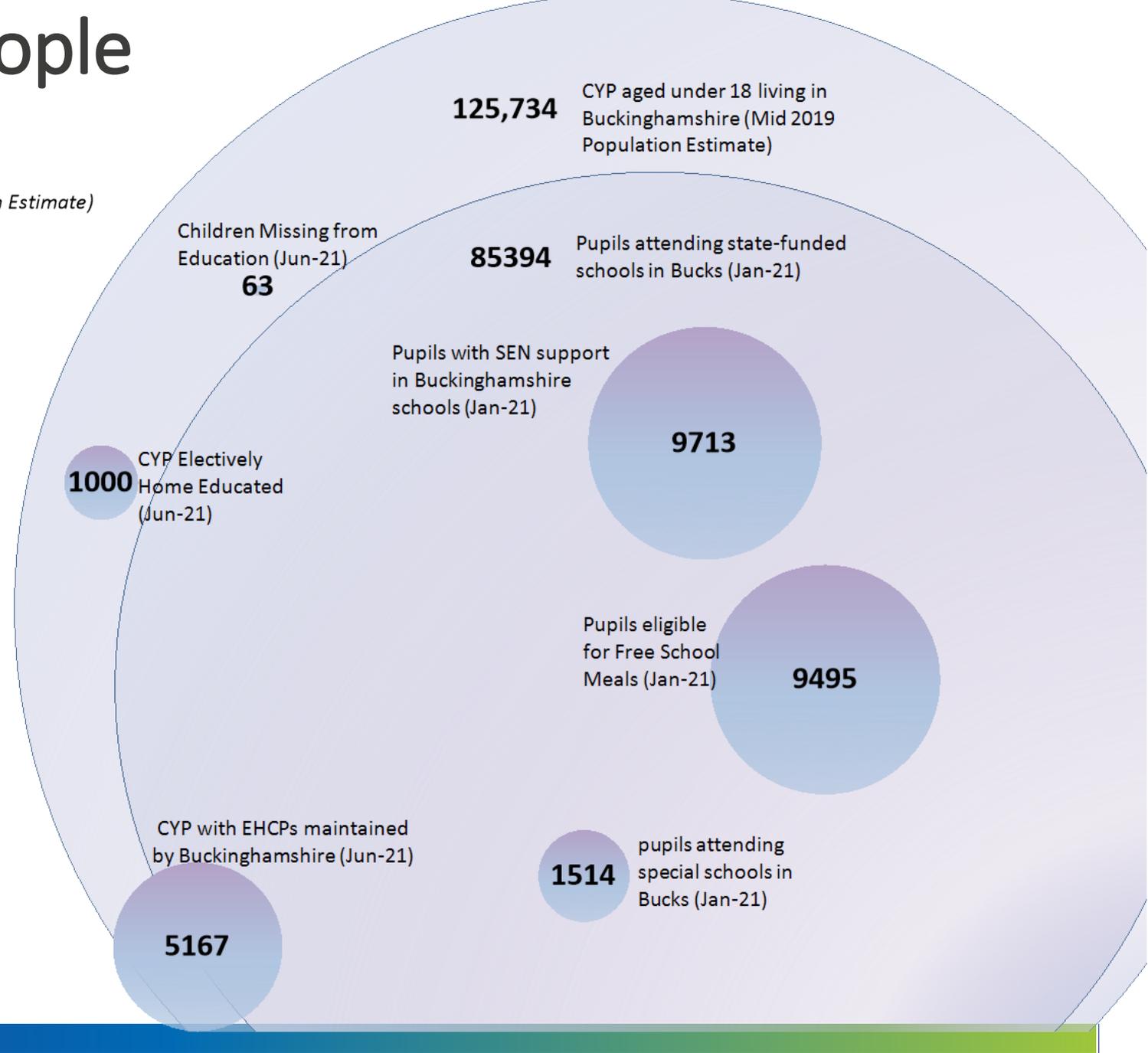
38% of pupils in the January 2021 school census are BME



18% of pupils in the January 2021 school census have a first language other than English



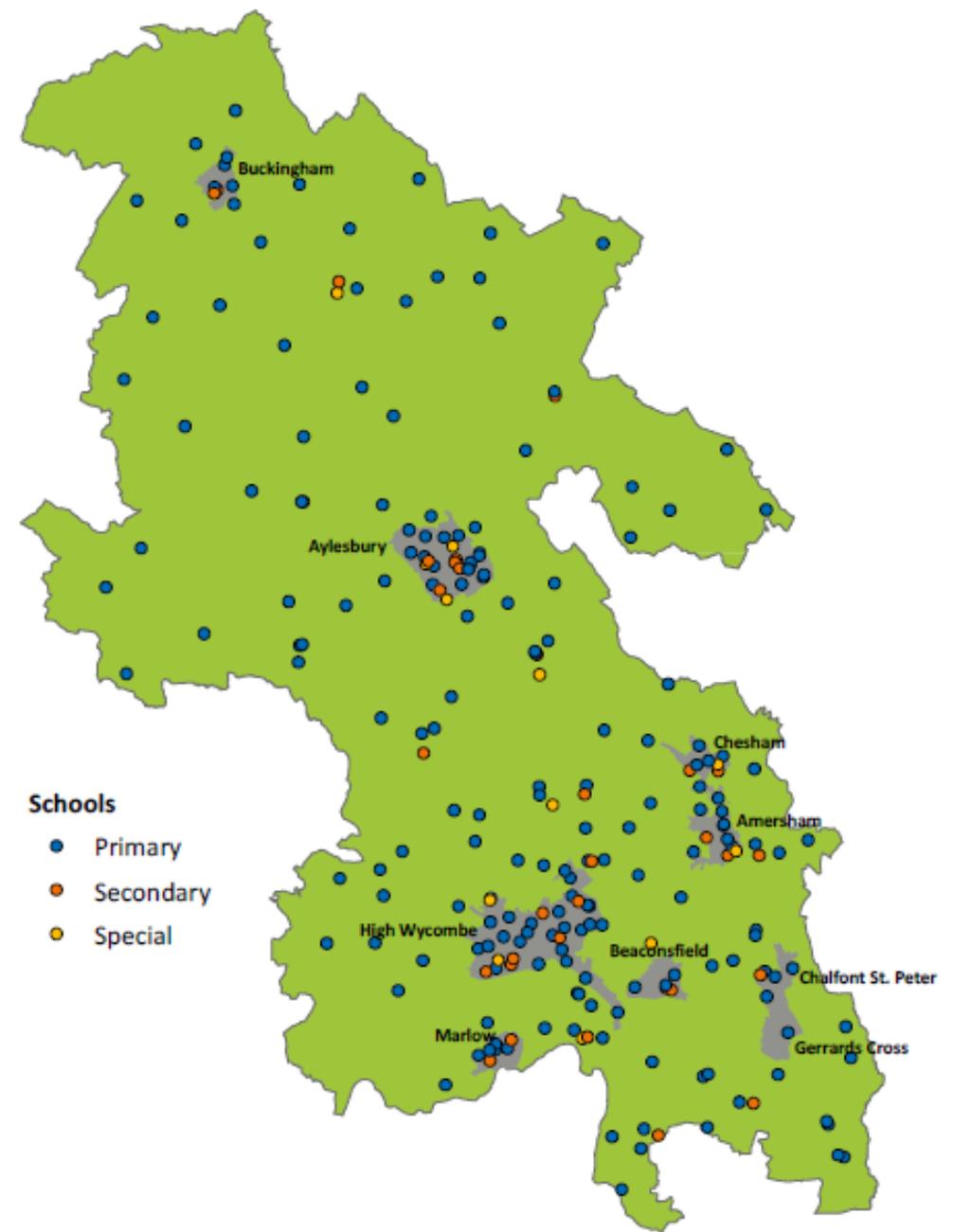
BUCKINGHAMSHIRE COUNCIL



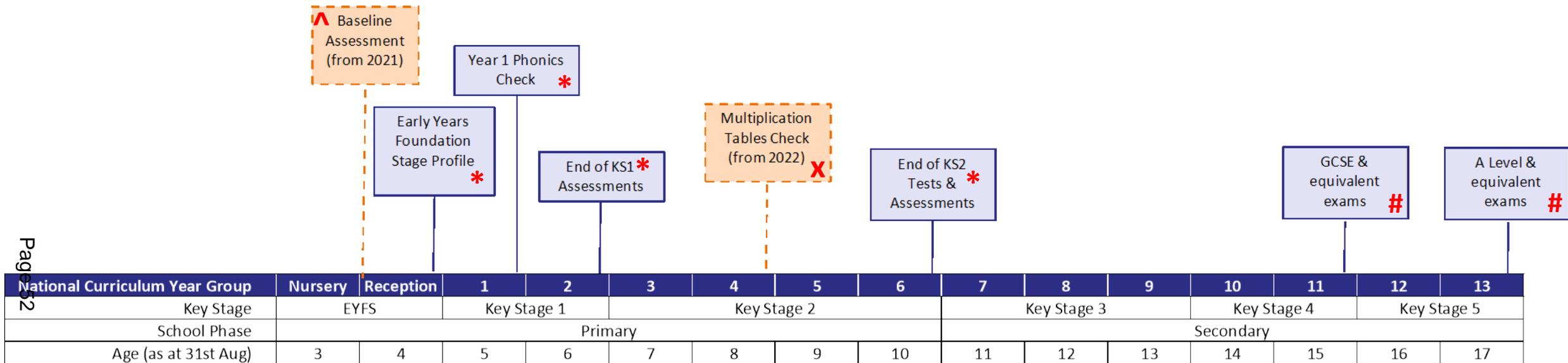
Schools – Sep21

- 185 primary schools (including 40 academies/free schools)
 - 38 infant schools (including 1 academy)
 - 23 junior schools (including 5 academies)
 - 124 combined schools (including 34 academies/free schools)
- 34 secondary schools
 - 13 Selective (all academies)
 - 21 Non-Selective (including 16 academies/free schools)
- 2 All through mainstream schools (including 1 academy)
- 10 Special Schools (including 2 academies)
- 2 nursery schools
- 3 Pupil Referral Units (including 1 academy)

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Assessment Timeline



Due to Covid19 restrictions the following changes have been made to the assessment timeline:

- * Statutory assessments for primary school pupils were cancelled for 2020 and 2021
- ^ Baseline Assessment was due to start in Sept 2020, but was delayed to Sept 2021
- X Multiplication Tables Check was due to become statutory in Summer 2021, but has been delayed to June 2022
- # GCSE and A Levels examinations did not take place in 2020 and 2021, with alternative assessment methods used to determine final grades

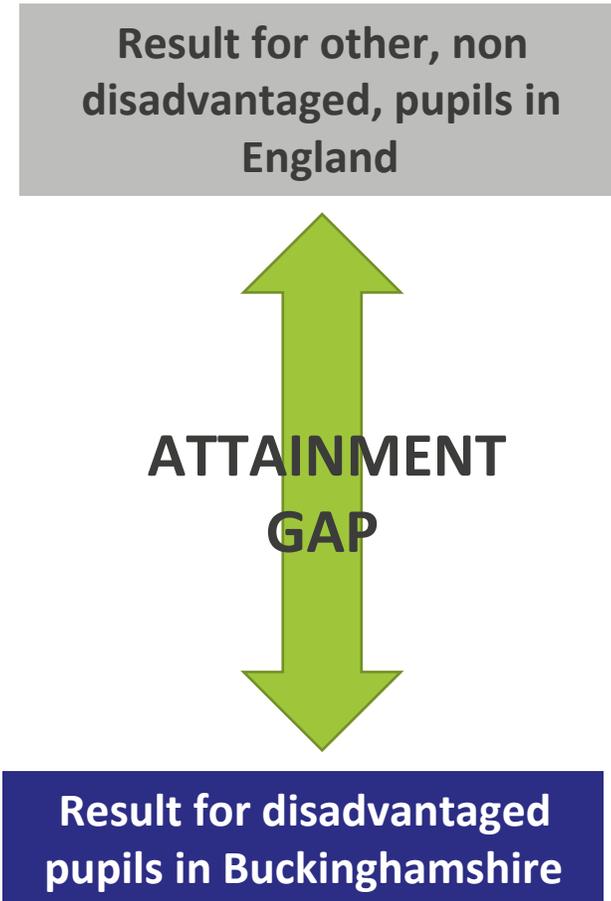
Statistical Neighbours

Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected.

In this report Buckinghamshire data is shown alongside national averages and, where available, the average for our statistical neighbour group.

Bracknell Forest
Buckinghamshire
Cambridgeshire
Central Bedfordshire
Hampshire
Hertfordshire
Oxfordshire
Surrey
Trafford
West Berkshire
Windsor and Maidenhead

Attainment Gap



The “attainment gap” measure used by Ofsted and the Department for Education, and referenced in this report, looks at the difference in performance between pupils who are classed as “disadvantaged” in the LA and the national average for other, non disadvantaged, pupils.

Disadvantaged pupils are defined as:

- those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census;
- children looked after by the local authority for at least 1 day;
- or children who have been adopted from care. Schools receive Pupil Premium funding for their disadvantaged pupils.

Attainment: Contents

1. Impact of Covid19 on attainment measures
2. Key Stage Four
 - Strengths and areas for development
 - Key data
3. Action plan

Impact of Covid19 on attainment measures

- Most attainment results are not available to report for 2020 or 2021 as Covid19 restrictions led to the cancellation or amendment of statutory assessments and exams.
- Statutory assessments for primary school pupils were cancelled for 2020 and 2021. This means that results are not available for Early Years Foundation Stage Profiles (EYFSP), Phonics Check and Key Stage 1 and 2 tests and assessments.
- The summer exam series for the both the 2019/20 and 2020/21 academic years were cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.
- This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

Key Stage Four - GCSE

Pupils reach the end of Key Stage Four in Year 11, typically when they are aged 15 at the beginning of the school year. School performance at Key Stage Four is measured by exam results in GCSEs and equivalent qualifications, as well as pupil progress from Key Stage Two to Key Stage Four.

The headline accountability measures for secondary schools are: Attainment 8, Progress 8, average points scores in the English Baccalaureate (EBacc), and destinations of pupils after Key Stage 4.

Progress 8 and Attainment 8 combine pupils' achievement across 8 qualifications:

- Mathematics (counts for two entries);
- English (counts for two entries);
- 3 qualifications in science, computer science, history, geography, and languages;
- 3 further qualifications that can be additional GCSE qualifications or any other non-GCSE qualifications on an approved list.

Limited results for KS4/GCSE at national and local authority level have been published by the Department for Education (DfE). Please note that we can only report on the data published nationally, as LAs do not have access to pupil level results for 2020 or 2021. A limited range of attainment measures were included in the published statistics, and progress measures are not available.

Areas of Strength

Overall attainment 8 scores for 2020 and 2021 are above both statistical neighbour and national averages.

Attainment 8 for disadvantaged pupils in Buckinghamshire was in line with the national average and above the statistical neighbours average for similar pupils in 2020. In 2021 Attainment 8 for disadvantaged pupils in Buckinghamshire was above both the national and statistical neighbour average.

SEND pupils in Buckinghamshire, both those on SEND support and those with EHCPs, performed above the national average at Attainment 8 in 2020. In 2021 pupils on SEND support and boys with EHCPs achieved Attainment 8 scores above the national average for similar pupils.

Attainment 8 scores in Buckinghamshire were above national average for all main ethnic groups, both genders and both pupils with English as a first language and pupils those with a different first language. In 2021 Attainment 8 for pupils eligible for free school meals was also above national.

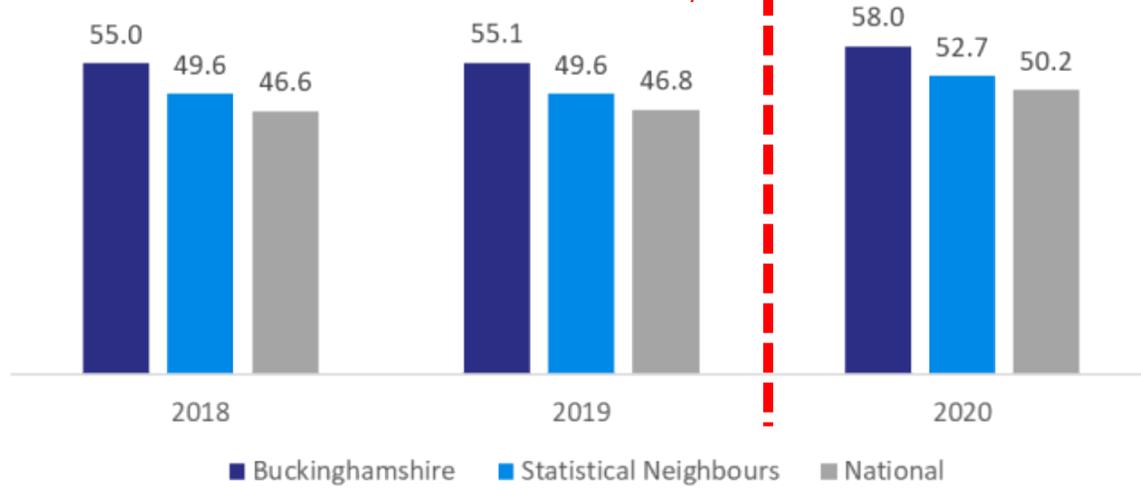
Areas for development

In 2020 Attainment 8 scores in Buckinghamshire for pupils on free school meals were slightly below those seen nationally (37.1 in Buckinghamshire compared to 38.6 nationally).

The 2021 Attainment 8 score in Buckinghamshire for girls with EHCPs (13.9) was slightly lower than the national average for similar pupils (14.5). This is a relatively small cohort in Buckinghamshire, with 85 girls with EHCPs included in performance figures for 2021.

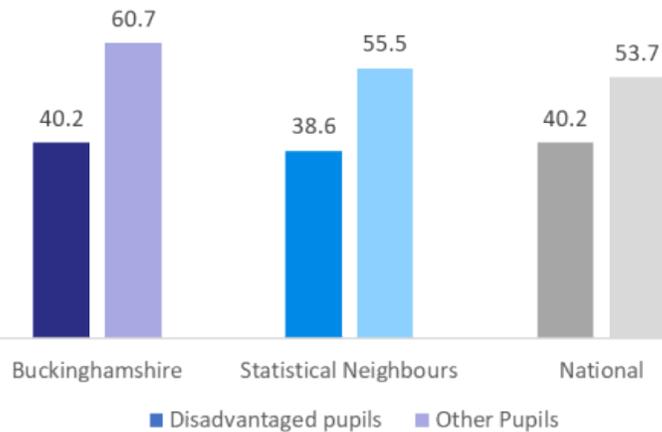
Attainment 8 measure 2020

Overall trend against benchmarks



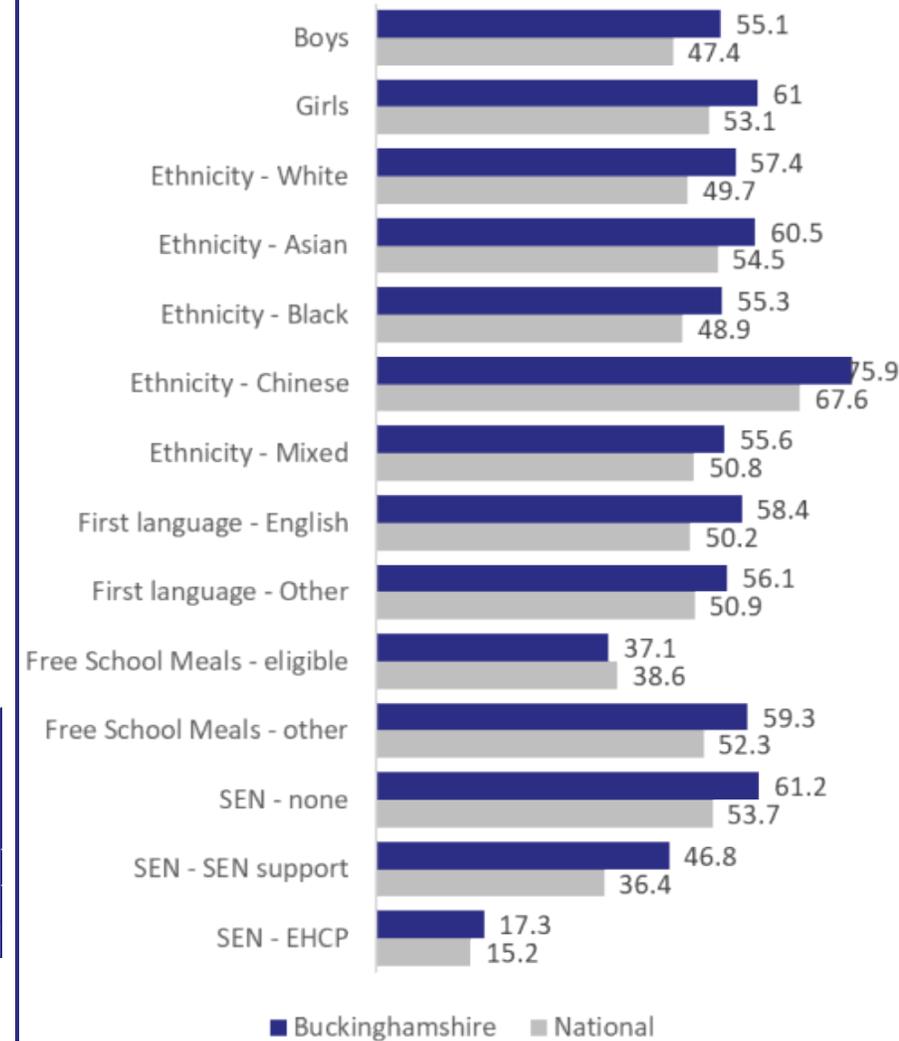
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Attainment gap 2020



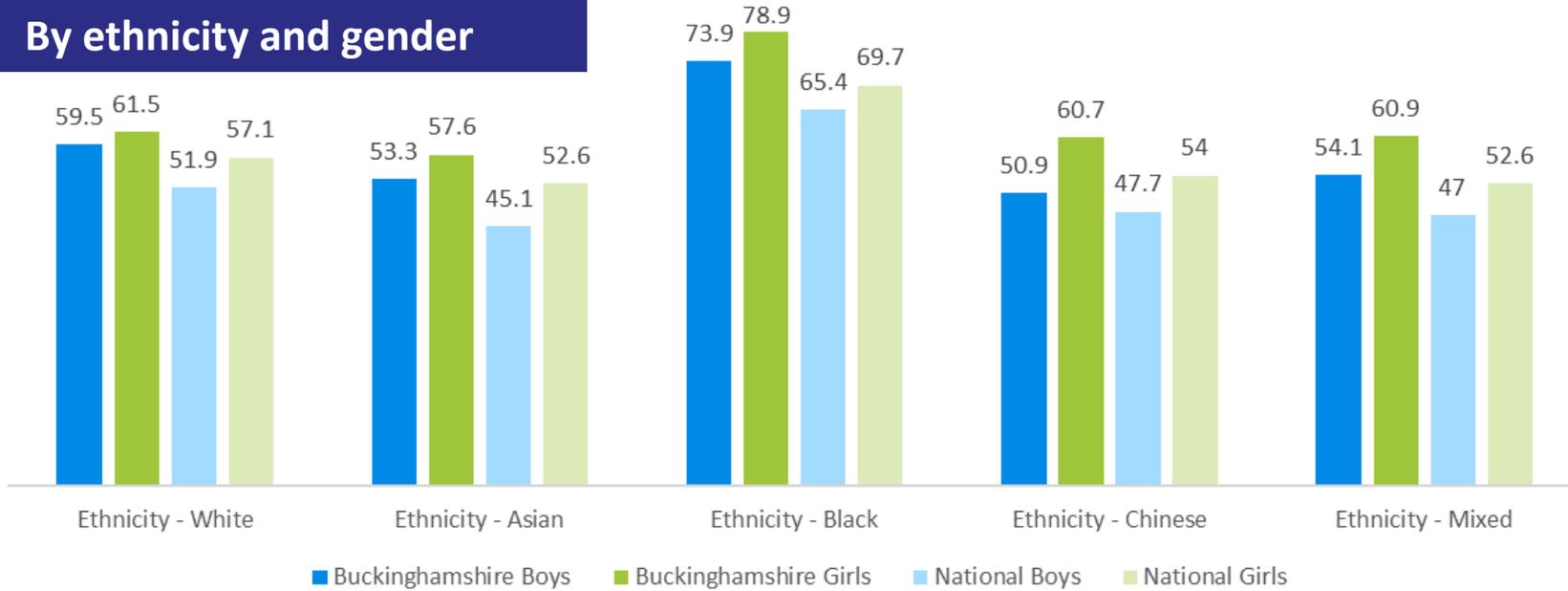
	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40.2	60.7	13.5
Statistical Neighbours	38.6	55.5	15.1
National	40.2	53.7	13.5

Key pupil groups 2020



Attainment 8 measure – pupil group detail 2020

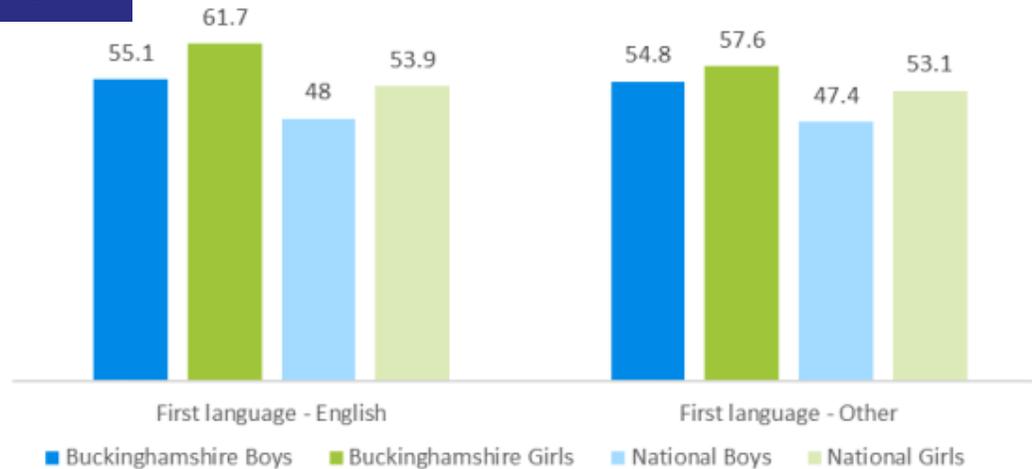
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	619	610
Ethnicity - Asian	99	87
Ethnicity - Black	18	12
Ethnicity - Chinese	188	172
Ethnicity - Mixed	2097	1983

By first language and gender

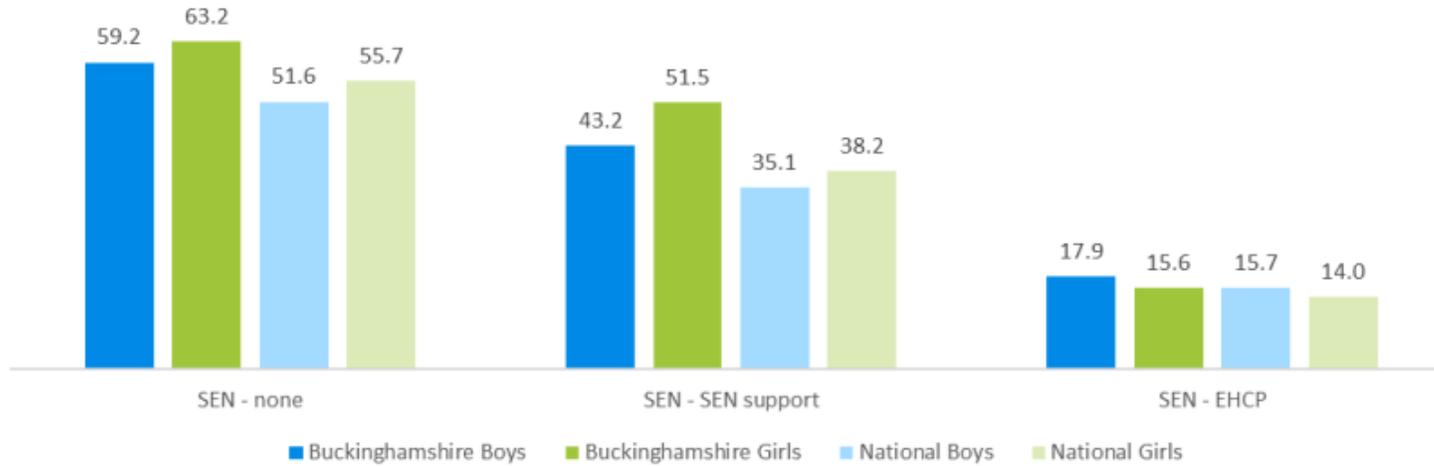


Buckinghamshire cohort

	Boys	Girls
First language - English	2469	2396
First language - Other	602	505

Attainment 8 measure – pupil group detail 2020

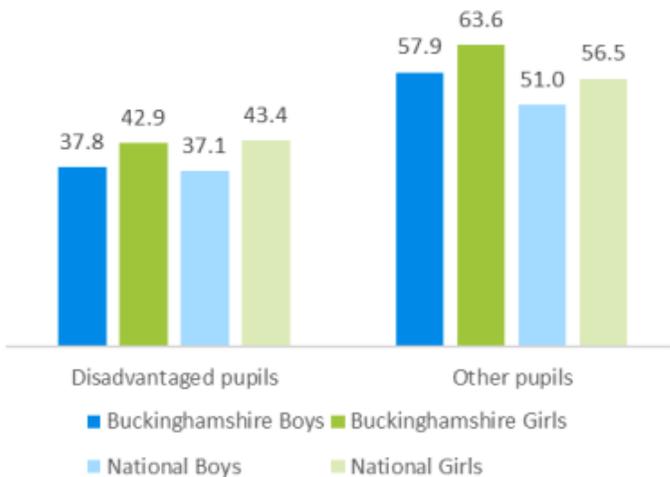
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2577	2587
SEN - SEN support	316	243
SEN - EHCP	182	76

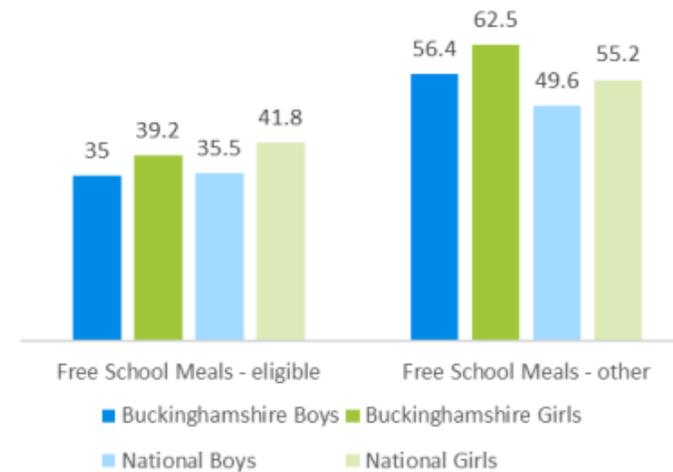
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	431	368
Other	2644	2538

By free school meal eligibility and gender



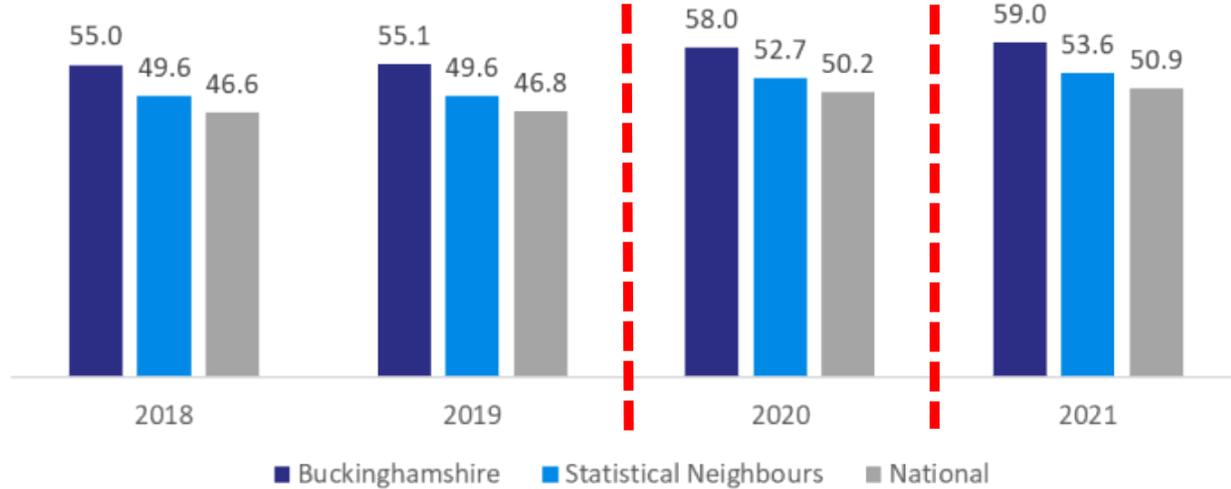
Buckinghamshire cohort

	Boys	Girls
Eligible	187	185
Other	2888	2721

Attainment 8 measure 2021

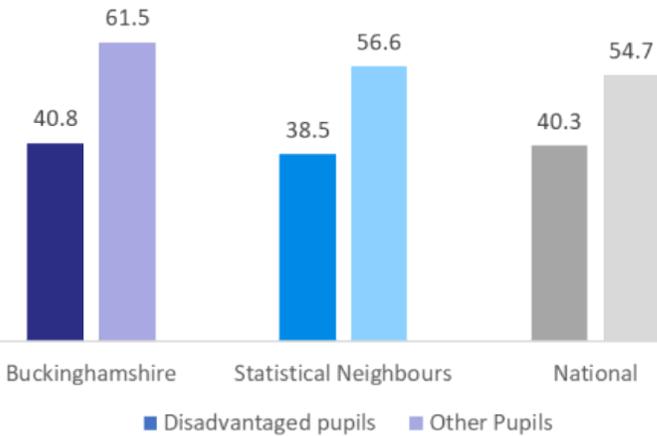
Due to the way GCSEs were awarded, results for 2020 and 2021 are not directly comparable to other years.

Overall trend against benchmarks



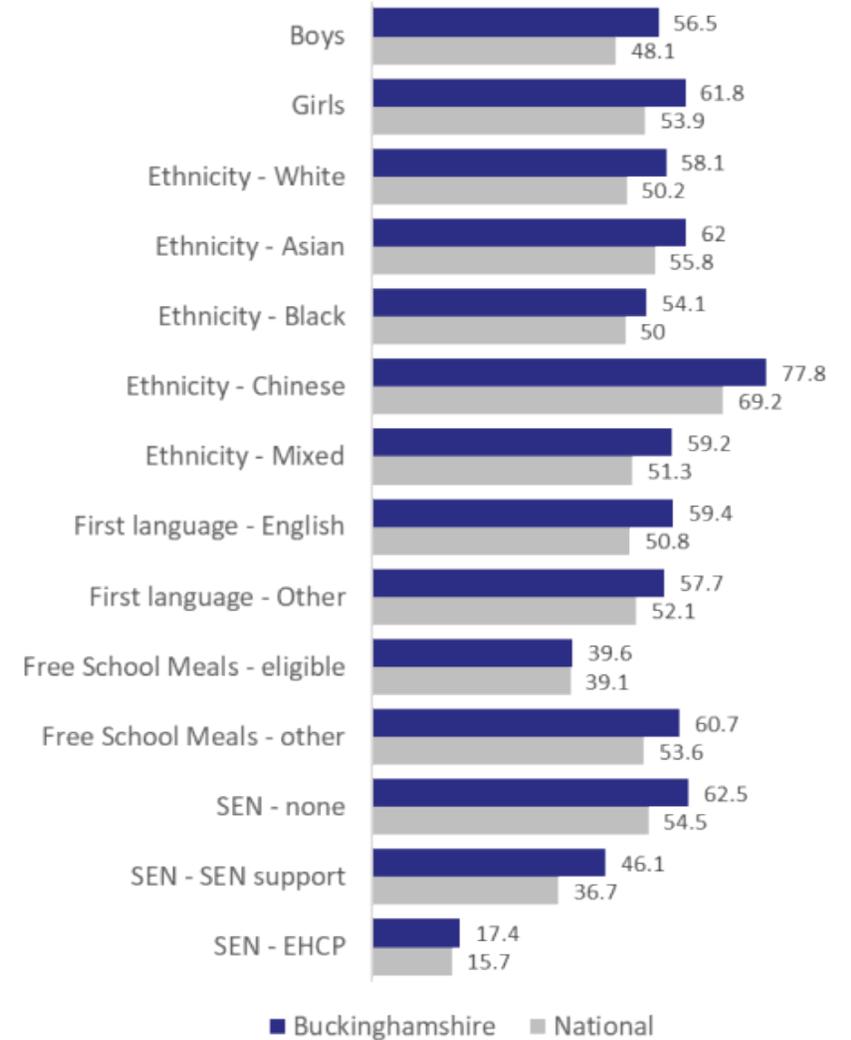
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Attainment gap 2021



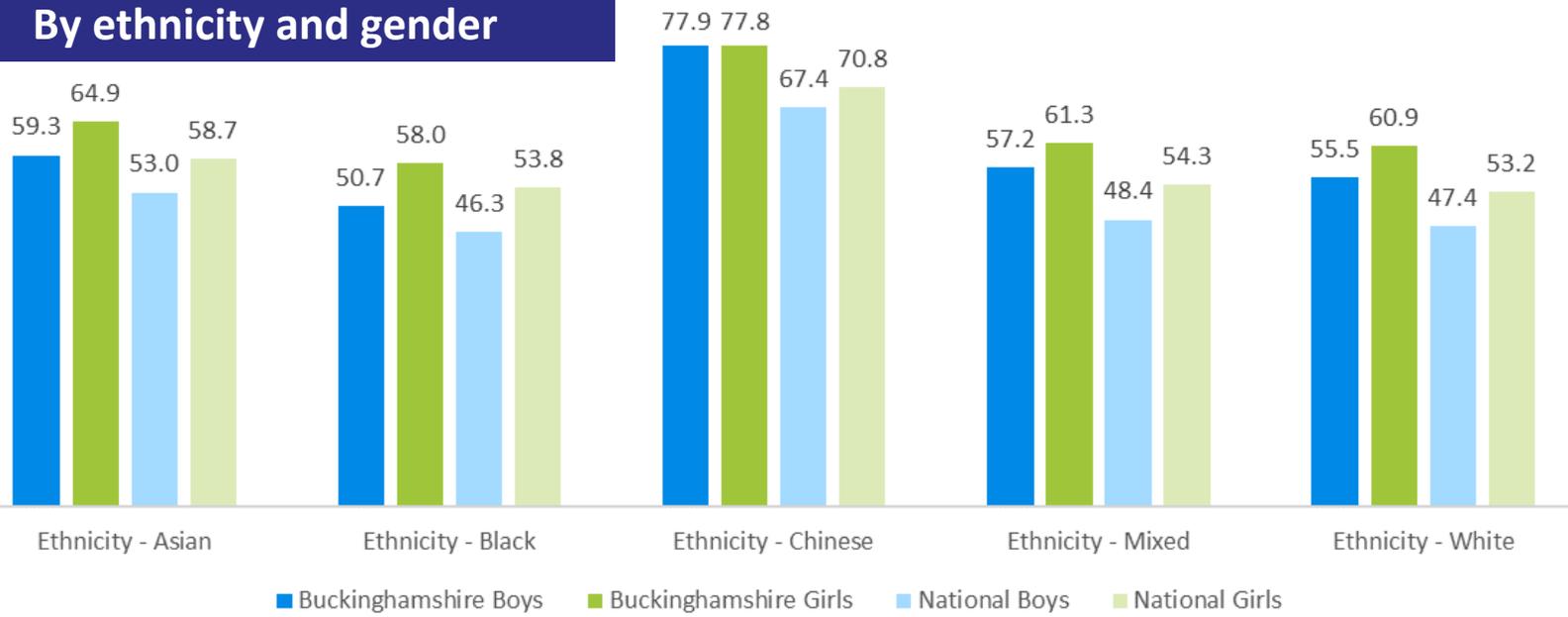
	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40.8	61.5	13.9
Statistical Neighbours	38.5	56.6	16.2
National	40.3	54.7	14.4

Key pupil groups 2021



Attainment 8 measure – pupil group detail 2021

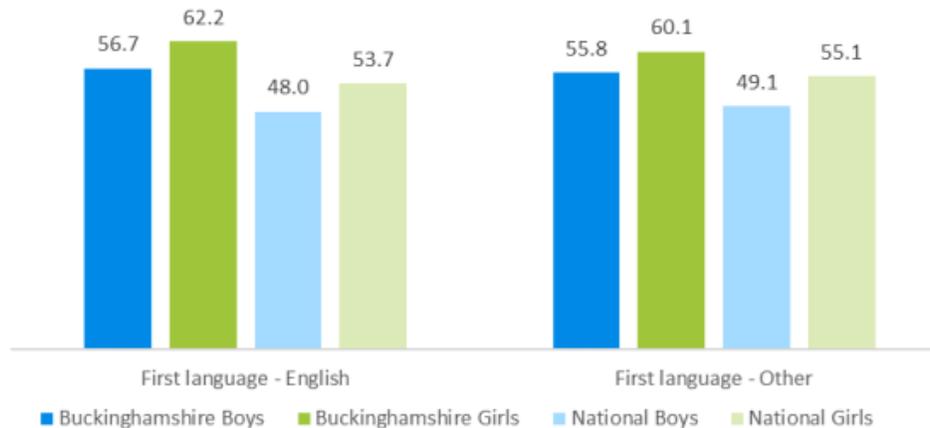
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - Asian	677	623
Ethnicity - Black	115	98
Ethnicity - Chinese	24	22
Ethnicity - Mixed	191	177
Ethnicity - White	2084	1945

By first language and gender

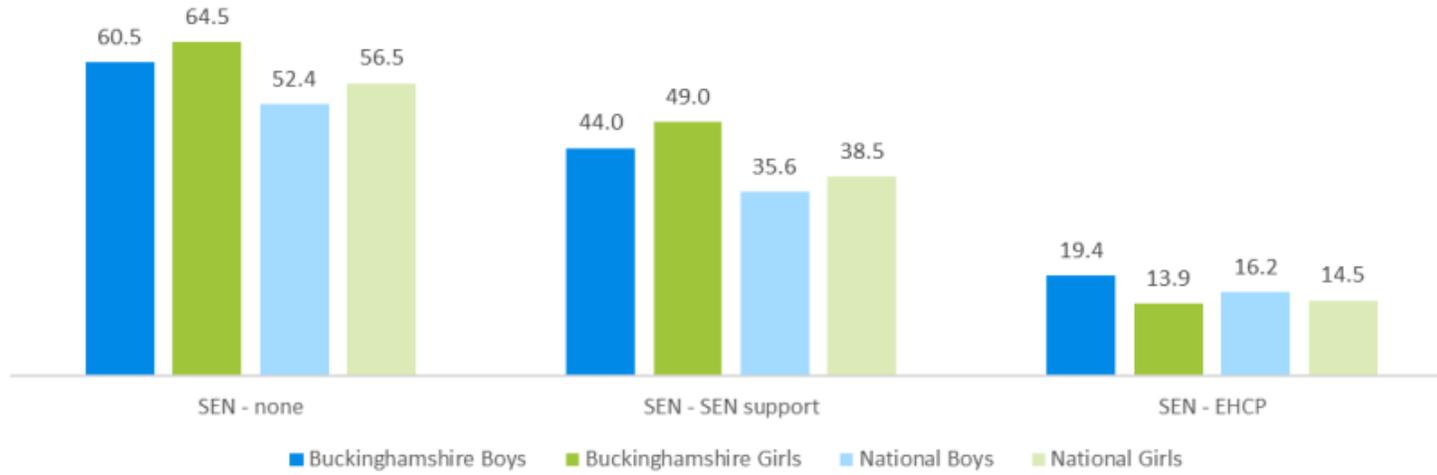


Buckinghamshire cohort

	Boys	Girls
First language - English	2542	2423
First language - Other	602	485

Attainment 8 measure – pupil group detail 2021

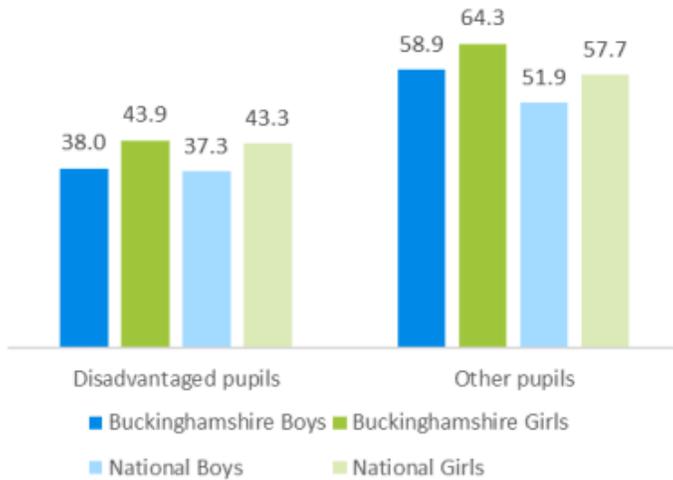
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2651	2608
SEN - SEN support	320	223
SEN - EHCP	183	85

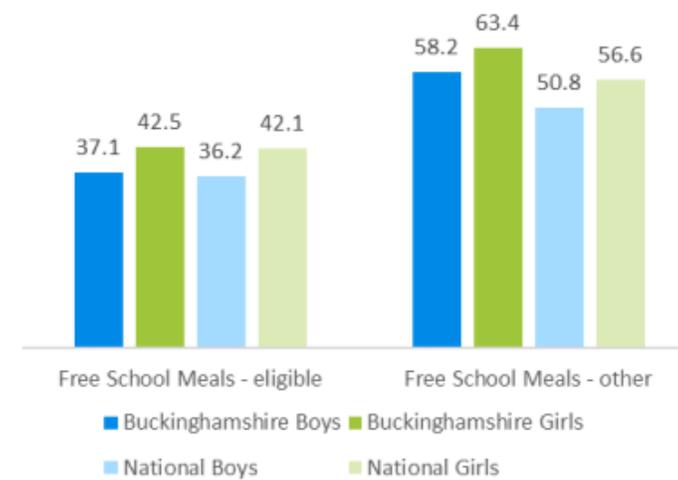
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	370	349
Other	2784	2567

By free school meal eligibility and gender



Buckinghamshire cohort

	Boys	Girls
Eligible	250	220
Other	2904	2696

Action Plan

What we will do	What this should achieve	Time
<p>The Side by Side School Improvement Programme focusses on schools where a risk assessment identifies areas for development and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. In 2021/22, school based ‘champions’ with expertise and a proven track record in raising attainment for FSM and disadvantaged pupils will be recruited, trained and deployed to work with schools identified as having the largest FSM/disadvantaged attainment gap.</p>	<p>Identified schools are supported to develop and implement strategies leading to enhanced Attainment 8 outcomes for FSM/disadvantaged pupils in 2022.</p>	<p>Academic Year 21/22</p>
<p>The Buckinghamshire Challenge Board of representative headteachers and local authority officers work to identify best inclusive practice in supporting disadvantaged and vulnerable pupils to achieve nationally and locally and to work with the community of schools within Buckinghamshire and other agencies to develop programmes of support and challenge, inclusive practice and early help for disadvantaged and vulnerable children</p>	<p>Development of an evidence informed strategy, rooted in local and national best practice and shared amongst all schools to raise standards.</p>	<p>Academic Year 21/22 - – Academic Year 23/24</p>
<p>Buckinghamshire Challenge Board ‘From Mitigation to Success: Tackling Educational Disadvantage’ Project. This is a bespoke program, rooted in research evidence, to provide opportunities for schools across the county to learn from successful practitioners and schools. The program will include three conferences throughout each academic year, open to all schools, reviewing evidence of what works in Buckinghamshire and developing and embedding effective implementation and evaluation plans. Identified schools will also take part in coaching network meetings to trial new strategies, share success and challenges build up an evidence bank of what strategies work to raise achievement for disadvantaged/FSM pupils within the Buckinghamshire context.</p>	<p>Successful strategies for driving improvements in achievement for disadvantaged pupils in Buckinghamshire are identified and shared.</p>	<p>Academic Year 21/22 – Academic Year 23/24</p>

Exclusions

- A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as the number of permanent exclusions divided by the number of pupils (x100).
- Fixed period exclusion, now known as suspension, refers to a pupil who is excluded/suspended from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation. The fixed period exclusion rate is calculated as the total number of fixed period exclusions, divided by the total number of pupils (x100).

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The figures presented cover the 2019/20 academic year, which is the latest data published by DfE. This year was interrupted by the first national lockdown on 23 March 2020, during the spring term. Schools remained open for vulnerable children and children of key workers. While permanent exclusions and suspensions were still possible throughout the academic year, school closures have had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.

- Data for the 2020/21 academic year is still being collected and validated by DfE, and is not due to be published until March 2022. Internal tracking data suggests that the 2020/21 permanent exclusions rate in Buckinghamshire is lower than in 2019/20.

Areas of Strength

Overall permanent exclusions and suspensions are lower than national averages, and have been for the past 3 years.

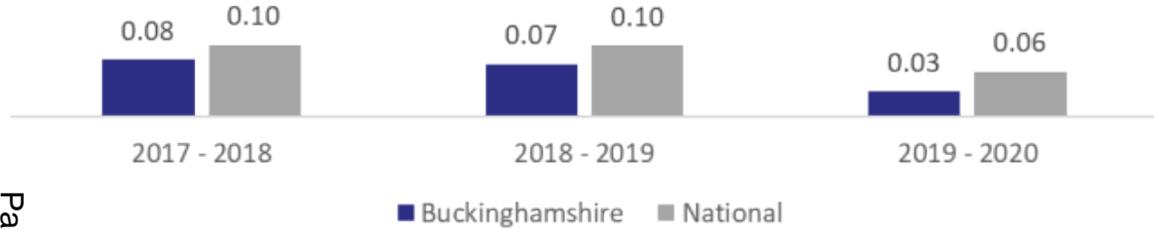
When viewed individually, primary and secondary school exclusions and suspensions are also below national average.

Areas for development

Permanent exclusions and suspensions from special schools in Buckinghamshire were higher than the national average in 2019-20.

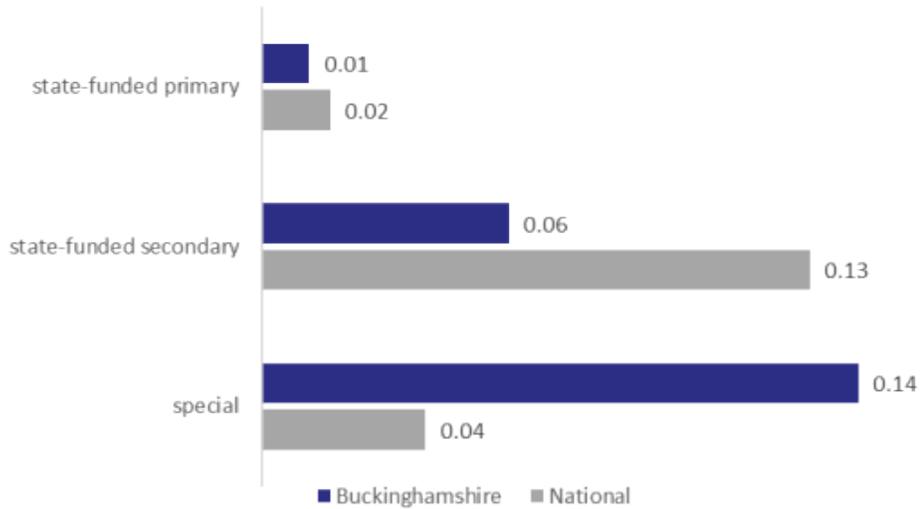
Permanent Exclusions Rate

Trend



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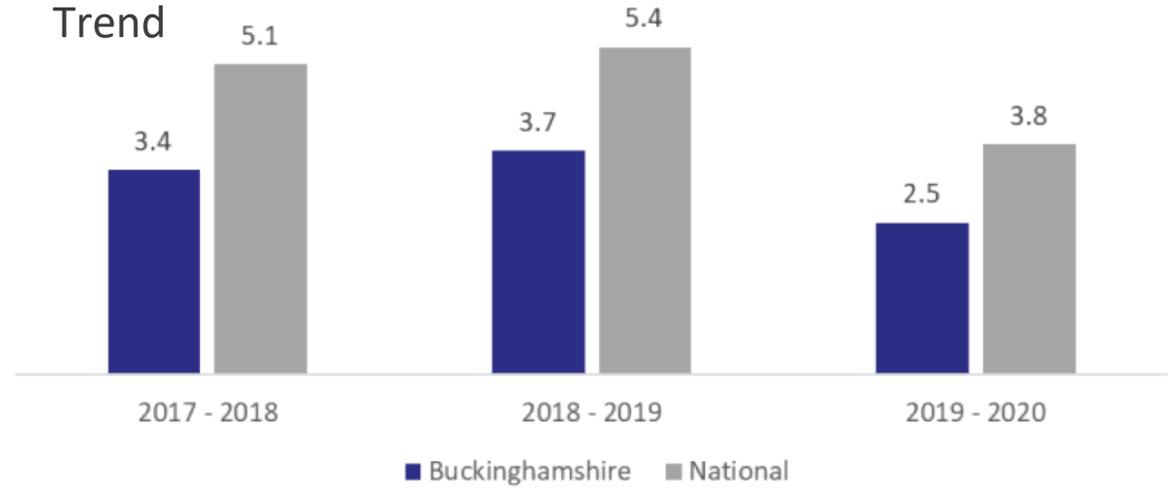
2019 – 2020 by school type



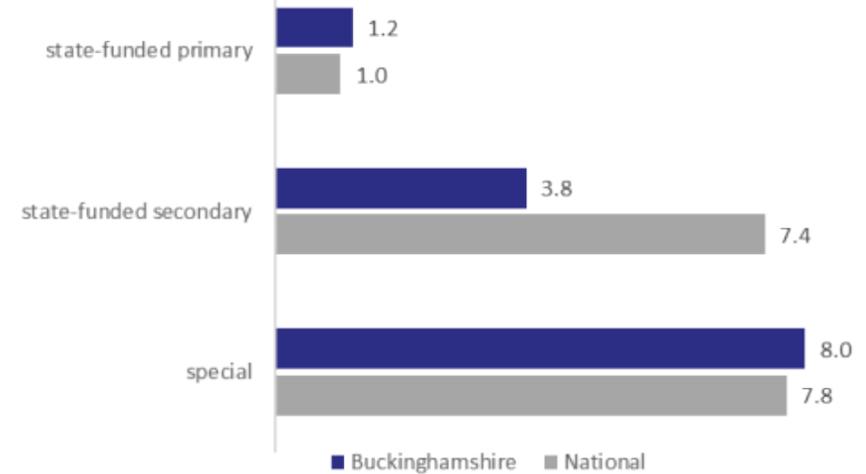
BUCKINGHAMSHIRE COUNCIL

Fixed Period Exclusions/Suspension Rate

Trend



2019 – 2020 by school type



Action Plan

What we will do	What this should achieve	Timeframe
<p>Primary permanent exclusions to be discussed at the Primary Executive Board to identify more inclusive ways of working.</p>	<p>Upskill school colleagues in inclusive practices thus minimising permanent exclusions.</p>	<p>2021-22 academic year</p>
<p>Each special school has been provided with one allocated EHC coordinator who will meet with each special school on a regular basis; weekly/fortnightly as required. Complex cases will be discussed at each meeting and going forward exclusions will form part of the discussions. If a child appears to be at risk of a rising number of fixed period exclusions or a permanent exclusion a team of professionals will be formed, to include an E&R officer</p>	<p>The team will provide advice and guidance to the school, child and family to avert the risk of a permanent exclusion and ensure the child is supported appropriately. Including referring schools to the SEN Code of Practice, Buckinghamshire Graduated Approach and reasonable adjustments.</p> <p>Robust challenges will be given to ensure Exclusion Guidance is followed.</p>	<p>Ongoing</p>

Outcomes for children in need, including children looked after

- DfE publish outcomes at LA level based on 3 social care cohorts:
 - **CINO at 31 March** = children in need, excluding children on a child protection plan and children looked after. This includes children on child in need plans as well as other types of plan or arrangements
 - **CPPO at 31 March** = children on a child protection plan, excluding children looked after.
 - **CLA 12 months at 31 March** = children looked after (excludes children who are in respite care in their most recent episode during the reporting year).

Note that for some measures data is not available for all 3 cohorts.

Only 2020 outcomes are currently available, with 2021 outcomes due to be published in March 2022.

Areas of Strength

Although there is no early years data this year, we gather evidence through feedback at PEP meetings. This is very positive from our nurseries, carers and reception teachers and is encouraging that despite the covid challenges our children continue to develop good communication, language and understanding the world.

Overall, we are very pleased with our key stage 4 outcomes and although it has been a very challenging time for our students, there have been benefits for some in being awarded teacher assessed grades. For many of our young people the pressure of exam day can be overwhelming and often they do not perform at their best.

A level: All have achieved A grade (or equivalent) in all areas.
100% pass rate.

Areas for development

Published 2020 KS4 outcomes for all 3 cohorts were slightly below the national average for similar pupils.

Development of careers work that supports positive career choices.

Increased holiday engagement activities to ensure children stay engaged in positive activities and have opportunities to explore a wider worldview.

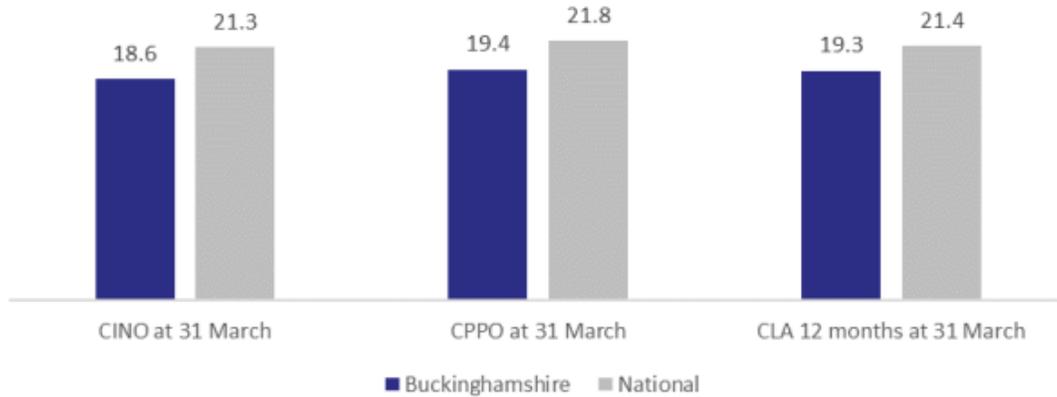
Development of new duties for the virtual school, widening the remit to be an Education Champion for all children open to a social worker.

Number of pupils attending state-funded schools 2019/2020

	primary	secondary	special
CINO at 31 March	588	441	308
CPPO at 31 March	203	130	24
CLA 12 months at 31 March	67	110	50

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KS4 Attainment 8 Score 2020



Context

% of pupils eligible for Free School Meals



% of pupils with SEN Support



% of pupils with Education, Health & Care Plans (EHCP)



Action Plan

What we will do	What this should achieve	Timeframe
<p>Careers project: we trial a careers lead position within the team.</p>	<p>Each young person from year 7 upwards will have an ongoing careers record. This would document all activities they were able to take part in through their school's career programme and would highlight gaps when measured against the Gatsby benchmarks. The Virtual School would then supplement and widen the opportunities.</p>	<p>From September 2021</p>
<p>Holiday enrichment activities: From September we can offer additional extra-curricular opportunities to our young people through the school holidays.</p>	<p>Plans include work with the national trust, further projects with Wycombe wanderers football club and the development of events for our UASC cohort.</p>	<p>From September 2021</p>
<p>Extension of the new duties – Strategic leadership of support for children with a social worker.</p>	<p>We see this as an exciting opportunity to undertake this crucial piece of work across our Buckinghamshire schools and really make an impact on the outcomes of our children with a social worker.</p>	<p>From September 2021</p>

Ofsted Inspections

- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.
- Routine Ofsted inspections were suspended from March 2020 to September 2021:-
- From Spring 2021, Ofsted introduced monitoring visits. These were conducted remotely and focused specifically on the quality of the school’s remote learning provision and preparations for students to return to school from March 2021 onwards. These visits did not result in a change of judgement.
- In Summer 2021, Ofsted monitoring inspections commenced, focusing on inadequate and requires improvement schools. All monitoring visits have had positive feedback.
- From September 2021 a full inspection program resumed. 13 Buckinghamshire schools have been inspected since September (9 primary schools, 3 secondary school and 1 special school), although not all inspection reports have been published yet.

Areas of Strength

- The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90% in 2019. This is a one percentage point increase since 2018, and is five percentage points above National (85%).
- The percentage of children in Buckinghamshire Early Years settings rated as Ofsted good or outstanding has increased from 88% in 2015 to 96% in 2019. This has remained stable since 2018 and is in line with National.
- Spring monitoring visits to six schools in Buckinghamshire were undertaken and positive in the vast majority of cases.
- In the summer term 2021, Ofsted undertook monitoring inspection activity. Six monitoring inspections took place in Buckinghamshire and none resulted in a change in judgement, with progress in all schools recognised to be positive.

Areas for Development

- As of 31st March 2020, 16 schools in Buckinghamshire were rated Requires Improvement and 8 were rated as Inadequate by Ofsted (5 of these have subsequently become academies, and the judgement relates to the predecessor school).
- Ofsted will be commencing inspection of outstanding schools. Many of the outstanding schools in Buckinghamshire have not been inspected for over five years during which time there have been significant changes to the Ofsted inspection framework, specifically in 2019 and 2021.

School Ofsted Inspections

As at 31st August 2021, 233 Buckinghamshire schools had been inspected by Ofsted.

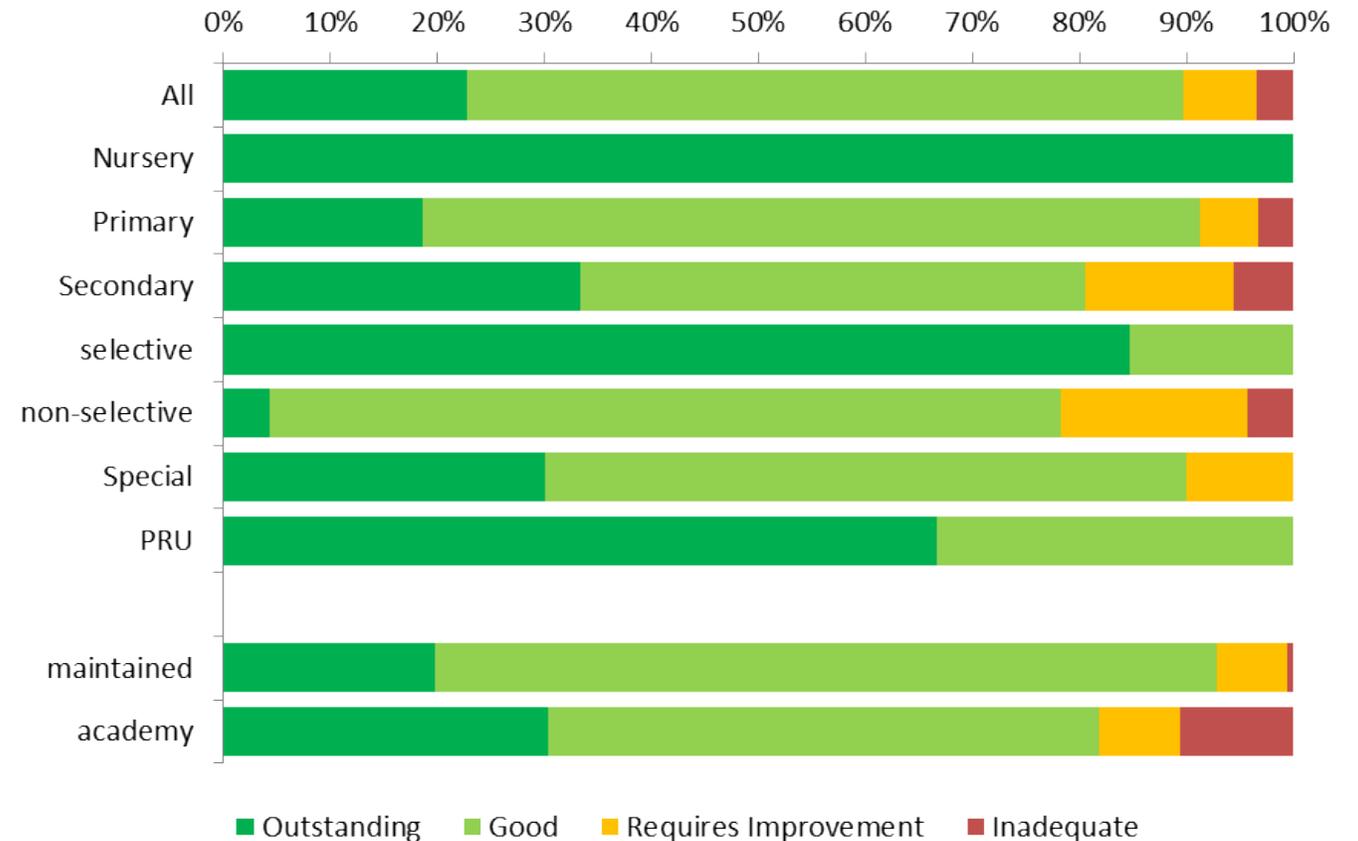


Outstanding	53
Good	156
Requires Improvement	16
Inadequate	8

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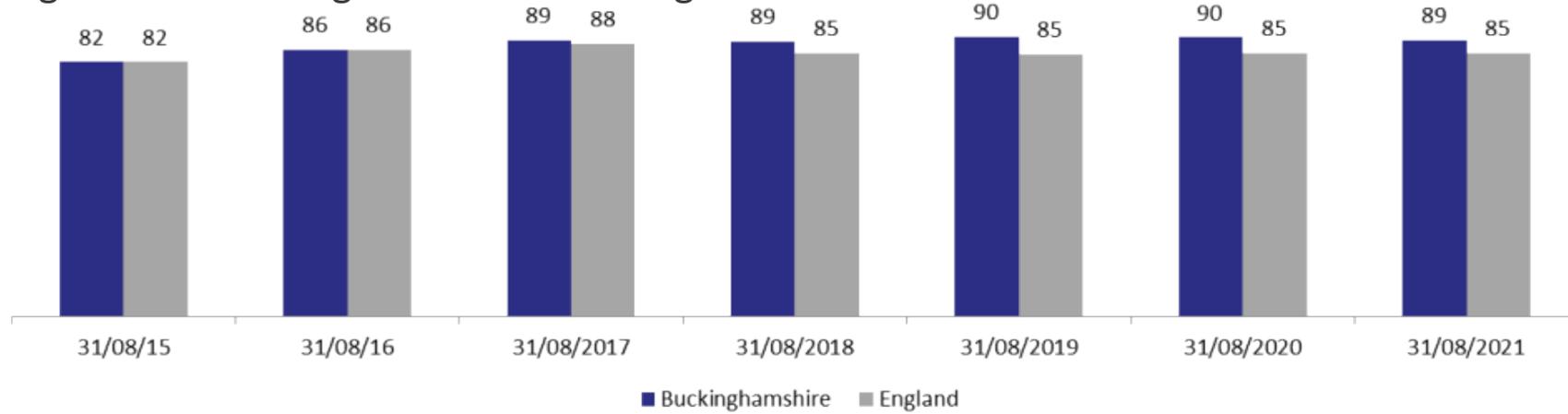
Of the 8 schools graded inadequate 5 have subsequently become academies, and the judgement relates to the predecessor school. One school judged to require improvement has also changed their sponsorship arrangements since their last inspection.

% Ofsted ratings by school type



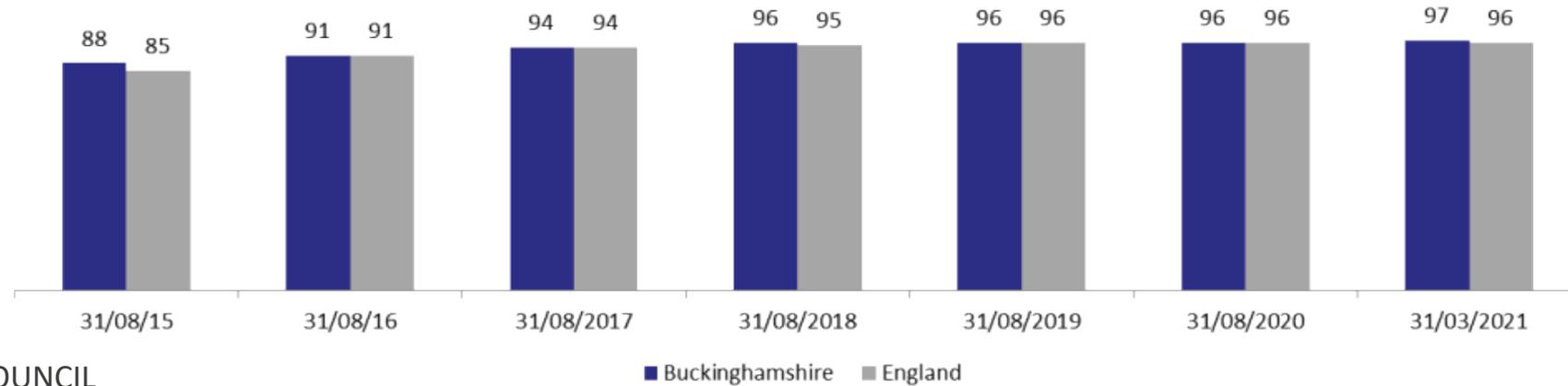
School Inspections

% of pupils attending a school rated good or outstanding



Early Years Inspections

% of active early years registered providers rated good or outstanding at their most recent inspection



Action Plan

What we will do	What this should achieve	Timeframe
<p>Team Around the School meetings provide regular monitoring opportunities for schools at risk of dropping an Ofsted category, to ensure milestones towards improvement are achieved. Collaboration between governors and LA supports to achieve 360 degree approach. Targets incorporate priorities informed by Ofsted recommendations.</p>	<p>A co-ordinate support programme for schools to reduce the risk of a school dropping an Ofsted category at next Inspection.</p>	<p>On-going for identified schools</p>
<p>The Side by Side School Improvement Programme deploys local leadership experts from within the Buckinghamshire school system to work with schools at risk to challenge and support. Side by Side Leadership Champions were deployed in 26 schools in FY 2020/21. Side by Side conferences throughout the academic year support schools to raise whole school improvement. Topics for academic year 2021/22 include the new Ofsted framework delivered by our regional Ofsted HMI, Literacy, Curriculum, Middle Leadership, Pupil Assessment and Safeguarding.</p>	<p>Local leadership experts support whole school improvement. Side by Side conferences disseminate good practice and ensure school leaders are kept abreast of Ofsted changes, latest educational thinking and pedagogical developments.</p>	<p>On-going throughout the academic year.</p>
<p>Prioritised outstanding schools will be offered school improvement support. This will identify areas for development and ensure preparedness for their forthcoming Ofsted visit.</p>	<p>Outstanding schools are up to date on latest Ofsted framework expectations and can plan effectively for the visit.</p>	<p>Autumn and Spring term.</p>
<p>Effective governance is essential to deliver challenge and support for school leadership to drive systematic improvements in school, in line with the Ofsted framework. Through the establishment of a traded service for school leaders and governors we will enable governors to have access to high quality, good value training and Buckinghamshire-focused development opportunities. We will also establish effective governor networking groups across the county to share best practice and work with the Buckinghamshire Association of School Governors to support high quality information provision to governing boards.</p>	<p>Upskilling of governors will enable effective challenge and support to school leadership</p>	<p>On-going throughout the academic year</p>

Covid19 support for schools: Contents

1. Support for Pupils
2. Support for Families
3. Support for Schools and School Leaders

School Liaison

- Twice weekly meetings with headteacher representatives, service leads and public health from March 2020
- Introduction of twice weekly “Huddle” meetings for schools to ensure schools were kept abreast of latest guidance.
- Guidance summaries and model documents shared.
- Supported schools through a COVID focused Ofsted visit.
- An allocated contact for all schools throughout lockdown.
- Weekly liaison with Department for Education

Allocation of digital devices

- DfE funding through LA
 - 54 disadvantaged NCY10
 - 781 CYP with social workers
- Rothschilds Foundation (KS1)
 - 1146 devices & 229 wi-fi access - **£119,180**
- BC funding (other vulnerable children)
 - 431 devices & 74 wi-fi access - **£44,580**



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Daily attendance reports

Regular attendance collection/reporting to support schools, social care and public health

- Pupil level during first lockdown Mar20-May20
- School level reporting from Jun20



Transitions

- Working group with headteachers to develop model transitions forms and transition day policies

Allocation/distribution of Winter and Local Support Grant

Digital food vouchers for vulnerable children & young people eligible for Free School Meals, 2 year old funded places and Early Years Pupil Premium

- Christmas holidays = 10,475 x £30
- February half term = 10,512 x £15
- Easter holidays = 10,822 x £40
- May half term = 10,906 x £15
- Summer holidays = 11,100 x £70
- **Total £1,845,400**



Term time FSM food vouchers

Bulk purchase of digital food vouchers for schools to use to support eligible children and young people to provide support during school closures when national FSM scheme wasn't running

- Jan 2021 national lockdown = 11,322 x £15 vouchers
- Study leave period for years 11 and 13 = 990 x £15 vouchers
- **Total £184,680**



Holiday Activity & Food Programme (HAF)

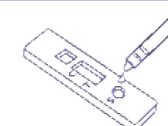
Allocation/distribution of digital vouchers to be spent on sport/activity equipment for Easter holidays, plus provision of holiday club places.

- Easter holidays = 5,870 x £10 vouchers - **£58,700**
- Easter holiday places offered = **363**
- Summer holiday places offered = **12,300**



Lateral Flow Testing

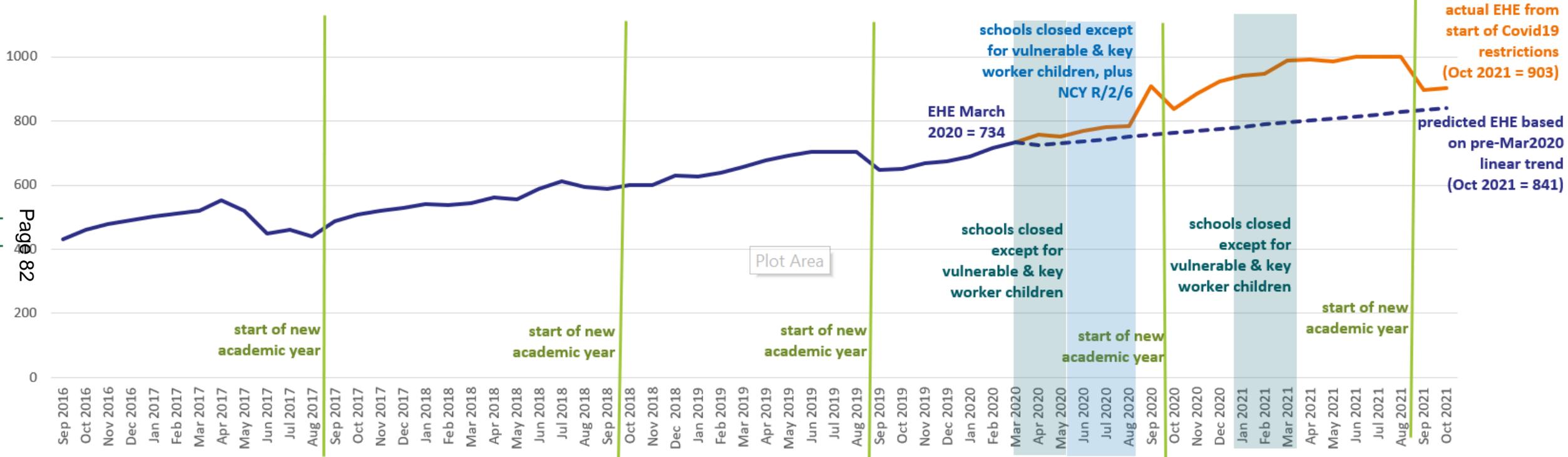
Support for onsite testing in schools and collection of results Jan-Mar21
25 schools, 48,654 test results



Elective Home Education

- The number of children educated at home has increased significantly since the start of the Covid19 pandemic and the first national lockdown.
- In March 2020 there were 734 children recorded as elective home education (EHE) in Buckinghamshire. At the end of July 2021 this figure had increased to 1002. The start of a new academic year saw numbers fall slightly, with 903 pupils recorded as EHE at the end of October 2021.

Number of Elective Home Education (EHE) children (open involvements on ONE)



Action Plan

What we will do	What this should achieve	Timeframe
Recruit additional Elective Home Education Officers to increase capacity of EHE Team (currently 1.53 permanent FTE staff).	Meet the demand of increased volumes of Elective Home Educated children and ensure we are compliant with the relevant duties.	Autumn Term 2021
Prioritising and managing vulnerable cases, including multi-professional working to support the education and welfare planning for home educated children and young people who are known to other services (Children's Social Care, Early Help and SEND).	Ensure that the most vulnerable children who are electively home educated are receiving a suitable education in safe and appropriate home circumstances or are referred for intervention.	Ongoing
Provide training on Elective Home Education to schools and other practitioners and professionals.	Increase knowledge of professionals that come into contact with home educating parents, on Elective Home Education and the understanding of rights of children, the responsibilities of parents and local authorities and knowledge of relevant law.	Spring Term 22

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Report to Children's and Education Select Committee

Date: 20 January 2022

Title: Fostering, Adoption and Special Guardianship Order

Author: Sandra Carnall, Head of Service for Children's Care Service and Children's Commissioning.

Recommendations:

For members of the Select Committee to note (a) the placement options for looked after children and (b) the progress made against our Placement Sufficiency Strategy.

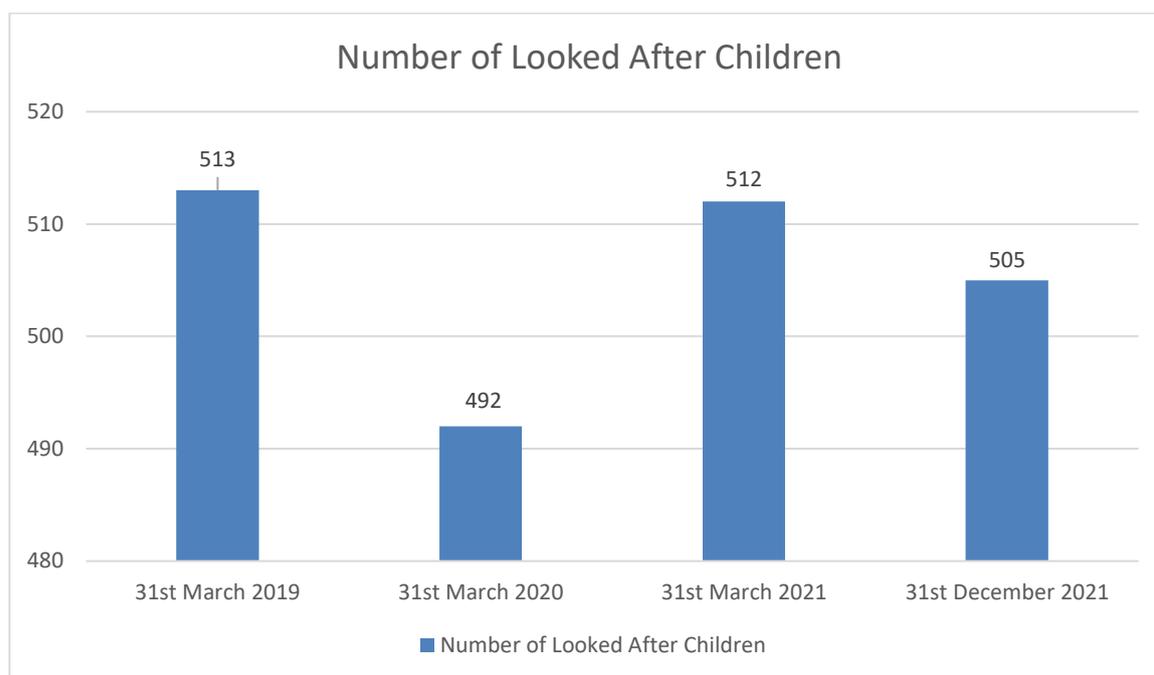
1. Background and introduction

1.1 Within Children's Services, the inhouse placements service includes separate teams for foster carers and adopters. Each team currently has a recruitment team, family finders and placement support workers. Their roles have adapted with the increase in the number of special guardianship orders that have been granted and this work is currently completed across both teams. In addition to these two teams, we also operate 4 in-house children's homes and one semi-independent unit.

1.2 Whilst the pandemic has significantly impacted the service, we have also learnt about alternative ways to engage carers and young people which has been positive. Our children's homes have remained open throughout the pandemic and have put in place extensive plans to respond to the virus. We have, however, seen a significant increase in the number of foster carers, adopters and special guardians requesting support as a result of the additional pressures they are experiencing through Covid. This was particularly noticeable when schools closed.

2. Fostering and Adoption Team Performance

2.1 Despite the COVID 19 challenges, the number of our children in care has remained consistently between 490 and 520 for the last 3 years. We have, however, seen an increase in children with complex needs requiring high-cost packages of care.



3. Fostering

3.1 As shown in the table below, over the last two years we have made good progress in relation to fostering placements for our looked after children. We want to build on this success and further increase our in-house capacity to improve local placement choices for looked after children, reducing our reliance on independent and more costly placements.

	31-Mar 2019	31-Mar 2020	31-Mar 2021
Number of looked after children	513	492	512
Number and % of children in care living with foster families	342 67%	350 71%	360 70%
Number and % of children placed with a Buckinghamshire /in house carer	155 45%	189 54%	186 51%
Number and % of children placed with an Independent Fostering Agency	187 55%	161 46%	174 48%
Number and % of children in care living outside the local authority area	272 53%	227 46%	270 53%

3.2 We have consistently placed 70% of our looked after children in foster placements this year which is in line with the national average. This year, we are focusing on the recruitment of carers who are able to provide care for sibling groups and parent and child placements.

3.3 Our current recruitment strategy considers the learning from the last 3 years to ensure that we are targeting carers who are committed to caring for our children in the short and long term. In addition, our recruitment campaigns this year alongside our social media campaigns have included holding an event in the Eden Shopping Centre, High Wycombe. Our third 'it takes a village' event focused on recruiting carers and adopters who could care for siblings. Cuppa and Cake with a carer; an informal session when prospective

carers have the opportunity to meet informally with some of our experienced carers. In the last quarter the number of enquiries has started to decline, we are continuing to consider new and innovative recruitment events/campaigns.

3.4 The fostering team are in the process of submitting a bid to the Service Innovation Board for funding for a readiness checker, similar to the one we have implemented for adoption. If the bid is successful, we aim to implement this from autumn 2022. Research indicates that other Local Authorities who have adopted this approach have had the same level of success as our adoption team.

4. Fostering recruitment 2019 – 2021

Year	Number of Approvals	Mainstream fostering placements generated	Respite
2019 - 2020	22 households	27	5 respite carers
2020 - 2021	21 households	27	2 respite carers
2021 – Dec 2021	11 households	19	2 respite carers
Booked at panel between Jan 2022 – Mar 2022	8 households	16	0

4.1 We currently have 155 fostering households (including respite only carers) caring for 196 children. We now have more children placed with our inhouse provision than independent fostering agencies (180). This has not been the case previously. With the expected growth in the number of fostering households, we need to increase the fostering support team with 2 additional fostering social workers in line with our recruitment and retention strategy.

4.2 Last year we were successful in securing two funding bids from the Department for Education (DfE). The first to set up a Mockingbird project. The research indicates that this model of foster care improves outcomes for children by improving the stability of foster placements. The current bid includes all of the set-up fees and we have received an early indication that the DfE will cover the costs for the second year. At this point, we will review the project to ensure the objectives have been met and to consider whether we continue with the project. The second bid is a one-off payment of £20,000 to provide intensive therapeutic support to six children who are at risk of placement breakdown. We are working closely with the children in care team to identify the children who will benefit from the intensive support.

5. Adoption

5.1 Our adoption team has continued to see a high level of registrations of interest. A successful social media recruitment campaign and delivery of training for staff and adopters has ensured that we continue to provide a high-quality service. Last year, the post order team worked with the corporate digital services team to develop a readiness checker to help engage potential adopters. This year, we will be building on the success of this project to complete a second digital project to raise awareness of our offer earlier to reduce adoption and Special Guardian Order breakdowns. The team have also expanded their support offer through the adoption support fund. This has enabled upskilling of staff and implementation of more specialist support groups to ensure all adopters and special guardians are able to access support which reflects their needs. The adoption support fund is currently agreed until March 2022, we await the outcome from the DfE regarding whether this will be extended, or the application criteria changed.

6. Adoption data

Date	Adopters Recruited	Children Adopted	Special Guardianship Orders Granted
2019/2020	11	24	33
2020/2021	30	26	23
2021 – Dec 2021	13	18	19
In progress	5	-	-

6.1 We currently have 235 children who are subject to a special guardianship order (SGO) and 147 adopted children who continue to receive means tested financial support from the Local Authority.

6.2 The Post Order team is working with 171 children, this work includes assessment of needs, life story work, direct work and play therapy. They are also monitoring the therapeutic packages that have been commissioned from the adoption support fund.

6.3 Nationally, the number of children being placed for adoption has dropped over the last 3 years. We have not experienced a decline in children being placed for adoption. Our Early Permanence work has been a strength, with 8 babies this year being placed with Early Permanence carers.

7. Next steps and priorities

- 7.1 Permanence remains a central focus across the service. Our aim is to ensure that whenever possible young people are placed in long-term placements (long-term fostering, adoption and special guardianship) which are able to effectively meet their needs. We have over the last 2 years increased resources focused on family finding and matching to help us identify the best matches for young people.
- 7.2 Review the current structure of the fostering and adoption teams to ensure that all children receive a high quality of service, embed learning from working in the pandemic and changes to practice that have enhanced service delivery and ensuring that we maximise the staffing resources available to provide a service that can meet the needs of our children now and in the future.
- 7.3 Build on the joint work with housing colleagues to enhance the social housing options for care leavers that will complement our staying put offer.
- 7.4 Increase the capacity of the fostering panel to ensure we are able to maximise the opportunities for children to be matched long term with their carers in a timelier way.
- 7.5 Secure funding for an Independent Reviewing Officer to provide independent oversight and scrutiny for foster carers household reviews.
- 7.6 Develop clear processes and protocols for relatives/foster carers who would like to pursue a special guardianship order and ensure we have a robust support offer in place.

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Sufficiency Strategy

2021-24



Our strategy to help us provide the right place at the right time for our looked after children.

We want to make sure that we have appropriate accommodation options, both now and in the future, that support our looked after children to achieve the best possible outcomes, whilst ensuring best use of available resources.

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First published: April 2021

This strategy will be reviewed annually.

Views of our We do Care! Council

We Do Care! is a group of children and young people who are either looked after or are leaving the care of Buckinghamshire Council and want to make sure other looked after children and young people have their voices listened to.



Buckinghamshire Children in Care Council

What is covered in this strategy?

This strategy sets out a summary of the action we will be taking over the next three years to make sure that we can provide placements for all children who need care. It is made up of four main areas and within each of these it covers a number of topics.

1. Permanence

Where possible we want all our children to be in placements which will provide them with long term placement stability, and where appropriate to leave care. We describe this as achieving permanence for that child. Although it is sometimes necessary to move a child to provide them with a better placement our aim is to minimise the number of times each child changes placement as this can be very disruptive. To achieve permanence, it is essential that all our teams work effectively together to support each placement.

Permanence can be achieved in a number of ways, not simply through adoption, for example a child can move to a special guardianship order or be matched for long term fostering. Each of these options gives the chance for the child to achieve stability and achieve their potential.

2. Fostering recruitment and retention

There are three main types of foster care available to our children who are looked after. Where possible we keep children with people, they already have some form of relationship with, this type of placement is called family and friends foster care. When a child is first referred to us, we will speak to any proposed carers to assess whether they will be able to provide the support that child needs. If we cannot find a suitable related carer, we will try to place them with one of our Buckinghamshire Council carers or 'in-house' carers. Only where we cannot identify an in-house placement to meet their needs will we then look to place them with an independent fostering agency (IFA). These placements are more likely to be out of the county and are also usually more costly.

3. Commissioning

There are some services which we are unable to provide ourselves. This may be because we do not have the required specialist skills or may reflect the fact that we do not have sufficient capacity to deliver these services. Where this is the case, we will commission services from others; however, it is essential that we manage this effectively to make sure that these placements support our vulnerable children to achieve their full potential.

4. Residential care

Where children have needs which cannot be met through other types of placement we will seek to identify a residential home in which they can live. This more intense environment can ensure that children are given the help they need 24 hours a day. Where this type of placement is made we will review it regularly to ensure that it is still the best way to meet their needs and to support them to move to a fostering or more permanent placement when appropriate.

Vision for children looked after

Every parent wants the best for their child. When a child becomes looked after, the local authority becomes the 'corporate parent' responsible for the child during the period which they are in care. We want all children in our care to be healthy, safe and happy, do well at school and enjoy good relationships with their peers. We want our young people to be able to make the most of leisure opportunities, hobbies and interests, and to grow towards adulthood equipped to lead independent lives and to make their way as adults into higher education, good careers and jobs, and achieve financial security.

It is evident that the quality of placements strongly relates to children and young people 'doing well' in care – the higher the quality, the better children and young people do' (Sinclair et al, 2007). It is therefore the aim of this strategy to ensure that across all areas of our services supporting children who are looked after we aspire to achieve the best possible placements for our young people.

Legal context

Section 22 of the Children Act 1989 (amended by the Children and Young Persons Act 2008) places a general duty on local authorities to secure, so far as reasonably practicable, sufficient accommodation within the authority's area which meets the needs of children that the local authority are looking after, and whose circumstances are such that it would be consistent with their welfare for them to be provided with accommodation that is in the local authority's area.

Sufficiency Duty Statutory Guidance describes the accommodation required for a child looked after that: is near the child’s home; does not disrupt his/her education or training; enables the child to live with an accommodated sibling; where the child is disabled, is suitable to meet the needs of that child; and is within the local authority’s area, unless that is not reasonably practicable.

Commissioning standards in the sufficiency duty statutory guidance are also important, emphasising individual assessment and care planning; commissioning decision; strategic needs assessment; market management; collaboration; and securing services.

Position statement

Buckinghamshire Council is located in the South East of England and has a population of approximately 540,100. This figure has risen steadily from 522,000 in 2014 and is forecast to increase by a further 70,400 by 2039 as a result of an ambitious growth agenda and plans for new housing¹.

Of this population, 19% are aged 65+ and 30% 0-24, this is similar to trends across the South East more widely although Bucks has a slightly higher proportion of young people than the rest of the region². 86% of the county population are of White ethnicity, the remaining 14% are defined as Black, Asian, mixed or other³.

Although overall the county population is the second least deprived in England, it does have a number of areas of deprivation, mostly in the urban areas or Aylesbury and High Wycombe (see appendix 1).

Our children looked after (CLA) needs analysis

Measure	31-Mar-19	31-Mar-20	31-Mar-21
Number of looked after children	513	492	512
Number and % of children in care living with foster families	342 67%	350 71%	360 70%
Number and % of children placed with a Buckinghamshire /in house carer	155 45%	189 54%	186 51%
Number and % of children placed with an Independent Fostering Agency	187 55%	161 46%	174 48%
Number and % of children in care living outside the local authority area	272 53%	227 46%	270 53%

¹ ONS population data
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/latest>

² Same source as above

³ Census 2011

Summary of progress over the past 3 years

Across the period of the sufficiency strategy we have focused on building close working relationship across the service and wider teams to ensure young people are effectively supported. In particular in the past 6 months we have worked closely with our partners in CAMHS to put in place training and support with a focus on therapeutic support and closer working with the virtual school. This ensures that our carers and staff are best able to support young people who have more complex needs.

Permanence remains a central focus across the service. Our aim is to ensure that whenever possible young people are placed in long-term placements which are able to effectively meet their needs. We continue to hold regular permanence tracking meetings to identify any blockers or issues which may be preventing a young person from achieving permanence. We have also increased resources focused on family finding and matching to help us identify the best matches for young people.

Covid-19 has significantly impacted the service. This has been really challenging time, for example, the extension of timelines for proceedings, have reduced progression and increased anxiety for carers/adoption. Although, we have also learnt a lot such as about alternative ways to engage carers and young people and this has been really positive. Our children's homes have remained open throughout the pandemic and have put in place extensive plans to respond to the virus. We have, however, seen a significant increase in the number of adopters and special guardians requesting support as a result of the additional pressures they are experiencing through Covid.

Over the course of the last 3 years we have delivered significant growth of our in-house fostering service. As of April 2021, we are now at 51% in-house and 49% external compared to April 2018 24% and 61%. (NB the 24% is for mainstream in-house carers only and doesn't include friends and family/connected persons carers, who we usually count as in-house. Adding those back in takes the in-house figure for April 2018 to 39%). We exceeded our target last year and remain on track to do this again. We have also continued to increase family & friends placements ensuring that this option is always considered first when we are looking for a placement. This ensures that young people wherever it is appropriate are given the opportunity to remain within their family network.

The adoption service has focused recently on maximising the impact of digital recruitment. Following an award-winning project to implement an online adoption readiness checker we have seen a significant increase in registrations of interest. We are now working on a second digital project which will enable them to identify where they can access support. The team have also expanded their support offer through the adoption support fund. This has enabled upskilling of staff and implementation of more specialist support groups to ensure all adopters and special guardians are able to access support which reflects their needs.

Since April 2018, we have opened 3 new children's homes and fully renovated our existing Aylesbury home. We currently have 7 children within our in-house children's homes. This will enable us to continue to place more young people within the county and ensure we are able to provide high quality placements. We have a 19 bed residential children's home service. Following the success of Newlands Ofsted registration on the 19th June 2021 we have 4 operational homes.

Our new children's Home provision Newlands located in High Wycombe was delayed in opening due to the pandemic causing a shortage of available building materials to proceed. However, since the ease of restriction the builders were able to continue the project which has now allowed the building works to be completed. Recruitment has been a challenge due to professionals not leaving their employment due to the uncertainty of COVID. The home is in the closing stages of full registration with Ofsted.

Buckinghamshire Council currently has 24 children aged 16 – 18 years and 36, 19 – 21-year olds placed in semi-independent placements. 14 of the 19-21-year olds are Unaccompanied Asylum Seekers who do not have rights to social housing. The number of commissioned semi-independent provision has remained stable over the last 12 months. However due to mental health needs, we do have a higher number of children/care leavers with enhanced support packages.

Alongside developing our new children's homes, we have also renovated our existing Aylesbury semi-independence provision, Redwood house, to provide an opportunity for young people aged 18 to develop their independence. Following the opening of Redwood house, we initially opened 3 apartments, however from 01/07/2021 we have furnished the 4th apartment to allow opportunity for an UASC to be placed within the home. As part of this we have also focused on building stronger relationships with providers and implementing a set of minimum standards to ensure that all provision for 16 -18 year olds is of a high standard and supports young people to live independently. The aim of introducing minimum standards is to provide guidance relating to placing children looked after and care leavers age 16 & 17 (and in certain circumstances care leavers aged 18 and older) in placements and accommodation which is not regulated under the Care Standards Act 2000 and as a result is not inspected by Ofsted. The standards have been supported via a multi-agency approach which has welcomed by Thames Valley Police, Environmental Health and discussed within the Buckinghamshire Council Strategic Exploitation & Missing Meeting.

In order to support the delivery of local, good quality semi-independent placements that meets the needs of our young people, the Council has now established a Dynamic Purchasing Vehicle (DPV) to procure and commission semi-independent accommodation for young people in Buckinghamshire. Potential suppliers will be required to go through an accreditation and enrolment process which sets out our minimum quality standards

required to join the DPV. If successful in meeting these minimum standards, the supplier will be enrolled on to the system and will be able to start offering services for young people in Buckinghamshire.

One area where we have focused specifically in the past 6 months is developing specialist placements alongside external providers to ensure we can meet the needs of all young people. This has included, working closely with our health colleagues, putting in place a project to develop specialist disability placements for young people who need step down provision from hospital. Within the fostering team we have now recruited to the fostering operations manager post which brings together both in-house and external fostering oversight to ensure a consistent and high-quality provision.

Our Priorities

If we are to achieve the best outcomes for all these children, we need to ensure that all our placement services are fit for purpose and continue to grow and develop. Across all of the services we deliver, we seek to make sure that all decisions are centred on the views of the child and family. We also aim to focus on reducing wasted time or resource so that we can focus on achieving the right outcomes for our children who are looked after. As a result of the increasing numbers of children in care and the pressure resulting from this, it is now more important than ever that we make sure that we focus on achieving these aims.

Priority 1

Ensure that all internal processes are focused on the child and maximise the impact of money spent to ensure that the best outcomes are achieved.

Actions:

1. Make sure that the voice of the child is at the centre of everything that we do.
2. Ensure that all processes are as efficient as possible and minimise any potential wasting of resources.

Expected outcomes:

- Increased value for money achieved across all placements.
- Clear decision-making processes and clarity around roles and responsibilities throughout the placement process.
- Better communication between teams and improved information sharing.
- All systems are fit for purpose and support effective management of information throughout process.

Priority 2

To work effectively in partnership across the whole of Children's Services to ensure that young people are effectively safeguarded in all placements, both internal and external, and that there are clear processes and procedures in place to manage this. This should include:

- Managing self-harm including putting in place additional training for staff and carers
- Ensuring all unregulated placements for over 16's provide high quality support and meet the needs of our young people and support referrals to CAMHS when appropriate
- Regular quality assurance monitoring across the service.

Actions:

1. All staff to regularly renew child protection training
2. Implement improved processes around tracking of LADO and safeguarding investigations and issues
3. Ensuring information is shared appropriately where transitions take place between service areas.

Expected outcomes:

- Clear decision-making processes and clarity around roles and responsibilities throughout the placement process.
- Better communication between teams and improved information sharing.

Priority 3

Increasing complexity of need presented.

Actions:

1. Review availability of in-house therapeutic support to allow us to provide more support to those children placed in-house.
2. Work closely together in partnership with services supporting looked after children with special educational needs.
3. Increase number of children in Staying Put arrangements

Outcomes:

- Better value for money.
- Higher proportion of children within residential placements located within the County and nearer to their home.
- Earlier recognition of any issues within placements to improve outcomes for our children who are looked after.

Priority 4

There is not always sufficient support available for children to achieve their long-term care plans and so looked after children are remaining in placements which may not best meet their needs.

Actions:

1. Continue to complete regular monitoring of the permanence arrangements and identify opportunities to remove blockers
2. Put in place necessary support for our carers and children in care to enable long term placements. This covers placement support such as therapeutic intervention but also investment such as capital funding to ensure the carer's home can meet the needs of the children placed with them.
3. Continue to raise awareness of and assist carers to apply for Special Guardianship Orders wherever suitable to ensure that this option is available to achieve permanence for children who are looked after.
4. Review all approved connected carers at 6 months to see whether an SGO would be more appropriate to meet the child's long-term needs.

Expected outcomes:

- Increase placement stability and so minimise the damaging effects of additional placement moves for already vulnerable children.
- Granting more SGO arrangements will:
 - Enable young people to escape the intrusion and stigma that are sometimes attached to being looked after.
 - Young people have the security of knowing that they are legally part of their carer's family.

Priority 5

Further develop our long-term placement support services to achieve and secure improvements in service delivery.

Actions:

1. Increase our early intervention and therapeutic offer to provide the additional support for adopters funded through the Adoption Support Fund (government funding to provide therapeutic support to adoptive families) and also to special guardians.
2. Integrating our approach to adoption and special guardianship so that all long-term placement receives an equivalent level of support
3. Implement a digital project to raise awareness of the support that is available to adopters and special guardians.

Expected outcomes:

- Reduced placement breakdowns through ensuring placements are adequately supported, helping us avoid further disruption for vulnerable children.

Priority 6

Continuing to recruit sufficient adopters including targeting specialist carers for those who are longer to place.

We have used foster to adopt (Reg 24 or Reg 25) to place children with siblings already with adopters. Increased use of Early Permanence fostering and adoption of older children by their foster carers.

Actions:

1. Raise awareness of support for those who have adopted through more effective use of social media
2. Put in place recruitment activity to identify potential adopters to meet the ethnicity and needs of all young people placed for adoption
3. Maintain quality and quantity of matches through a review of processes to ensure they are robust and achieve what is right for the child.

Expected outcomes:

- Prevent placement escalation and support permanence
- Reduce risks for a child resulting from being looked after: already separated from the birth family and foster carer, breakdown of a placement with their permanent carers can be extremely disruptive for a child.

Priority 7

Providing a range of offers for those aged 18 and over to ensure they are able to continue to meet their potential once they cease to be looked after.

Actions:

1. Put in place a supported lodgings offer through recruitment of foster carers who can provide a bed to those who are aged 18 and over within a family environment
2. Support those who are moving back home
3. Work with our housing teams to ensure that all young people are prepared for independence prior to their 18th birthday and where appropriate they are supported to access appropriate housing
4. Continue to develop our in-house semi-independence offer to provide a range of provisions for those aged over 16

5. Ensure a smooth transition process is in place where young people are moving on to be supported by adult social care services.

Expected outcomes:

- Increased availability of accommodation for Buckinghamshire young people particularly in the south of the county where there is currently a deficit.
- Increased placement stability and outcomes through better quality testing of local provisions to ensure they can meet young people's needs.
- Better local offer available to young people in terms of choice of locations and styles of accommodation and support.

Priority 8

The need to continue to grow our in-house services to meet the needs of more young people who need a fostering placement.

Actions:

1. Continue to review and improve our offer to potential carers to encourage them to foster with Buckinghamshire Council rather than an independent agency
2. Increase support and training for our carers to enable them to meet the needs of young people with more complex needs
3. Implement specialist recruitment to meet the needs of young people who have more complex needs, are aged over 10 and those who are part of larger sibling groups.

Expected outcomes:

- Continue to grow our in-house fostering service and meet the needs of all our young people
- Reduce the number of young people placed outside of the County.

Priority 9

Our limited control over the market is resulting in pressures within our external placements budgets and difficulty in identifying suitable placements for all children within the required timescales. We need to ensure that all young people regardless of where they are placed are supported effectively.

Actions:

1. Use business intelligence to direct commissioning practice and ensure a joined-up approach to managing placements whether in-house or through an external agency

2. Review and improve our unregulated placements to ensure these are always effectively monitored and meet the expected quality standards
3. Improve placement planning and deliver a joined-up approach to identification of specialist residential provision to reduce reliance on emergency placements
4. Work with our advocacy services to understand the needs of all young people placed with external agencies
5. Continue to integrate our in-house and external placement teams to ensure effective joint working.

Expected outcomes:

- Ensure value for money within services which are commissioned
- A joined-up approach to commissioning all services which we cannot provide in house
- Closer working with partners to ensure effective coordination of our needs and their offer.

Priority 10

The demand driven nature of preventative work which results in us not being able to provide support early enough to some of our most vulnerable children.

Actions:

1. More effective use of business intelligence to develop our edge of care service offer so that we can achieve the maximum impact in supporting vulnerable families and return children home.
2. Continue to extend our support offer to those involved in the adoption process including renewal of contract to support parents whose children have been removed
3. Put in place a contract to support those at high risk of repeat removals and explore putting in a PAUSE approach for vulnerable young people.

Expected outcomes:

- Earlier support for families, to prevent escalation of issues and where possible keep children at home.
- Give individuals the tools to help them solve their own problems and also be more resilient in the future while making sure they know where they can go for help when they need it.

Priority 11

The high proportion of children placed out of county. While this is appropriate for some young people due to their specific needs and complex circumstances, it has significant financial implications and can impact on positive outcomes for children.

Actions:

1. Embed our new children's home offer to deliver a consistent high-quality service to all young people placed in in-house residential
2. Explore opportunities to share spare capacity within our children's homes with other local authorities
3. Explore opportunities for additional block contracts to provide a level of pre-paid private residential placements within the county
4. Work closely with our partners in the CAMHS service to support all young people placed out of county.

Expected outcomes:

- A higher proportion of children within residential placements located within the County and nearer to their home
- Increased residential placement stability through more in-depth assessment of need and better-quality testing of local provision
- Improved value for money through reduced use of high cost external residential placements where this does not reflect the level of need.

Outcomes of this strategy

There is not a 'one size fits all' approach to supporting families in the community or for improving outcomes for Children Looked After. Different cohorts of children require different approaches. This strategy has identified some of the key challenges we face in meeting our sufficiency duty and actions proposed to make sure we are better placed to meet these challenges and deliver financially sustainable services.

Our aim is to strengthen the range of preventative and support services/interventions we offer to ensure that our children who are looked after are able to achieve their full potential.

We will monitor this strategy by regularly measuring key performance indicators.

Throughout the life of this document we will continue to work with our children in care, care leavers and key partners to develop our plans and priorities. We want this strategy to be a 'live' document and so we will publish an updated version each year. We will also review this strategy every 6 months and if we believe significant change has occurred, we will also publish an interim update. A summary of the actions identified is set out in the below action plan which will be monitored by the children looked after project board which meets monthly and the change for children board which meets on a six-weekly basis.

Action plan

Category	Action	Details	Deadline	Lead individual	Progress update March 2021	Progress update October 2021
Process improvements	Child focused approach	Make sure that the voice of the child is at the centre of everything that we do.	August 2021	Head of Children's Care Services	As corporate parents we are working with our children and young people in care to ensure that they are given the opportunity to shape the services provided to them.	Completed. Practice Standards implemented across all teams. Managers completing monthly service wide audits. Project in progress with Luke Rodgers to ensure we work in partnership with children in care and care leavers.
	Process review	Ensure all processes are efficient and minimise any potential waste of resources.	October 2021	Head of Children's Care Services	A number of policy process reviews have been completed in the last year. Over the last year we have been members of the 'West London Alliance' which gives us access to more placements and helps us to ensure we are achieving best value for money options for external placements.	On track.
Safeguarding our children	Staff training	All staff to regularly renew child protection training.	Commencing April 2021, bi-annually thereafter	Head of Children's Care Services	A training audit has been completed for all staff to ensure they remain compliant with all mandatory training including safeguarding training.	This is ongoing.
	LADO and safeguarding process	Review and implement improved processes around tracking of LADO and safeguarding investigations and issues.	May 2021	Head of Children's Care Services	A review of the joint working protocol was completed in March 2021. The LADO service continue to provide a high level of support to the teams to ensure that all allegations against persons of trust are dealt with appropriately.	Regular meetings are now taking place between LADO and fostering to review open cases and draw out learning. Allegations policy and training has been updated.
	Information sharing	Ensuring information is shared appropriately where transitions take place between service areas.	Placement planning meetings held within 72 hours of a child being placed.	Head of Children's Care Services	Regular meetings take place between placements teams to manage placement transitions and ensure any safeguarding concerns are shared effectively.	On track – reviews of the last 20 children who came into care to ensure placement planning meetings taking place.
Achieving permanence	In-depth review of placements	Review all looked after children placements to understand where there are opportunities to support permanence.	Regular review through resource panel and additional extraordinary panels where required	Head of Children's Care Services	A twice weekly resource panel is held to review all new and extended placements to ensure that they continue to meet the child's needs. A monthly permanency tracking panel is in place to ensure that permanency plans are progressed within the child's timescales.	A weekly permanency tracking panel is in place to ensure that permanency plans are progressed within the child's timescales.
	Review of Resource Panel Process	Update processes for placement review via LCS to ensure all placements are regularly brought before resource panel and the details are captured within the child's records.	Annual review October 2021	Head of Children's Care Services	Process review has been completed and changes implemented.	On track, scope widened to include Complex Needs Panel

	Edge of care support	Ensure all children who are at the edge of care and those becoming looked after are part of a Family Group Conference/Meeting. Maximise the FGC mediation offer for all 16 plus who have left home where there are no safeguarding concerns.	September 2021	Director Children's Social Care	On track.	Developing this for Post Order Support where breakdown is a possibility.
	Placement support	Put in place therapeutic intervention, training, and investment for our carers to support placement permanence	Review of CAMH's contract March 2022.	Head of Children's Care Services	We have commissioned a CAMH's worker to work solely with the children placed within our children's homes. We have named CAMH's Practitioners who have case discussions to the fostering/adoption teams. CAMH's are supporting the delivery of mentalization training for all carers – fostering, residential and adopters.	Need an update from CAMHS about when named worker will be reallocated to fostering and dates for presenting next mentalisation training.
	Special Guardianship Orders	Raise awareness of and assist carers to apply for SGO wherever possible. Identify a worker to lead on IFA carers who would support an SGO if the support package covered the financial support required.	April 21	Head of Children's Care Services	We continue to prioritise SGOs and have seen a steady increase in the number of SGO assessments and placements made over the past 18 months. Last year 17 SGOs were granted.	A worker has been allocated from the connected team to speak to carers (mainstream, connected and IFA) about the benefits of SGO. She has devised an information booklet and is visiting team meetings to speak about the offer. Support to SG's includes a monthly support group, bespoke training on different topics and social events.
	Adoption Life storyworkers	Increase the number of life story workers available to work with all children whether their care plan is SGO, long term fostering or adoption	May 2021	Head of Children's Care Services	On track	2 Full Time LSW's in post for preadoption direct work and provision of books to meet statutory requirements. Post Order Therapeutic LSW in post.
	Connected carer reviews	Review all approved connected carers at 6 months to see whether an SGO would be more appropriate to meet the child's long-term needs	June 2021	Head of Children's Care Services	On track	This is ongoing. A worker has been allocated from the connected team to speak to carers about the benefits of SGO.
	Adoption support fund	Increase our early intervention and therapeutic offer to provide the additional support for adopters funded through the Adoption Support Fund, government funding to provide therapeutic support to adoptive families	March 2022	Head of Children's Care Services	We continue to grow and extend the support available to our adopters/SGO. The Adoption support fund has been agreed until March 22. We are in the process of exploring with Early Help Colleagues from Children and Adult Services what interventions they may be able to offer should the funding cease.	Ongoing.

	Adoption awareness	Use social media to raise awareness of adoption	Comms plan review to be completed by May 2021	Head of Children's Care Services	Our move to digital recruitment over the last year has yielded positive results with 30 adopters being recruited. For the next 3 years we need to refine our recruit process to ensure we are able to recruit adopters who can accept children with additional needs, sibling groups and children from black and minority ethnic groups. We have held 2 focused 'it takes a village' recruitment campaigns and we aim to build on the success with future campaigns. We have seen positive engagement with our social media. We have delivered campaigns across this platform e.g. National Adoption Week, LGBT+ A&F week, Pride Month. Taking the purple ribbon theme, we have developed a colour and strapline to signal Bucks Adoption.	We have now held 3 focused 'it takes a village' recruitment campaigns and we aim to build on the success with future campaigns. Additional resources include podcasts by adopters and Blogs including adoption SW's.
	Adoption support groups	Increase targeted support groups for carers to allow early intervention where a placement might be at risk of breaking down	June 2021	Head of Children's Care Services	To enhance our universal offer to families we have embarked on a programme of training for staff in the team so that we can deliver additional group work and offer more services. We have recently put in place a youngerpeople's group which has received a positive response.	We now run a Young people support group and 2 groups for younger children in addition to 2 social events for families each year. Adopters are signposted to a local active AdoptionUK support group led by adopters.
	Adoption match quality	Maintain quality and quantity of matches through a review of processes to ensure they are robust – what's right for the child, as praised within the Ofsted report	Quarterly feedback to be provided by Adoption and Fostering Advisors at Team Meetings, commencing June 2021	Head of Children's Care Services	We have recruited 30 adopters in 2020/21, we aim to build on this success to recruit adopters for harder to place children.	Robust support plans for children being matched are in place with regular reviews until the adoption Order is made. Child and family also supported with therapeutic intervention from the start of placement where this is an assessed need with a transfer to an allocated worker in the Post Order Support team.
	Semi- independent blockcontracted beds	Develop 32 block beds to develop equal provision in both the north and south of the county	June 2021	Head of integrated commissioning	This service offer is currently under review by the commissioning team	Completed, we are also expanding our own in-house provision, one four bed unit operational and plans to develop a 3-bed unit by January 2021.
	Staying Close	Put in place the support for those moving home when they reach 18	Impact and Outcomes review to be completed September 2021	Director Children's Social Care	We are currently undertaking a pilot of 3 young people to complete this work	Review of pilot to be completed by December 2021 to consider role out for all children if appropriate.
Fostering recruitment and retention	Our offer to carers	Review the journey of all foster carers recruited over the last 3 years to assess whether any changes/improvements can be made to our offer to foster carers	May 21	Head of Children's Care Services	On track.	This has been completed and an action plan and strategy have been written for the next 3 years.

	Fostering support and training	Increase support and training for carers so that they will want to carry on working for us	June 21	Head of Children's Care Services	During the pandemic all of our training has been provided virtually, as we move out of the restrictions, we will assess whether this continues to be the case or whether we will return to a mixture of virtual and classroom training.	Training is now a mix of face to face and virtual. Support groups are back face to face with 3 groups on offer and a virtual reg 24 and men's groups. New training manager recruited and will be in post in Dec 2021. Need to go back to CAMHS about dates for therapeutic training.
	Increase local engagement	Raise awareness of fostering with Buckinghamshire. Support the fostering friendly scheme and encourage other businesses to become fostering friendly employers	Comms plan review to be completed by May 2021	Head of Children's Care Services	We continue to work with local businesses to engage them to support fostering. We have attended the Buckinghamshire Supplier Event to raise awareness of what we do as a fostering team and will also attend the next one of these. As a result of this one of our suppliers has registered as fostering friendly.	Lots of work is ongoing in this area. Comms plan has been updated. Plan to link in with Aylesbury and Wycombe mosques. Linked in inclusion board and other parish groups.
Commissioning services from others	Commissioning business intelligence	Use business intelligence to drive effective commissioning practice including use of a Dynamic Purchasing System or equivalent.	Quarterly reviews of the data commencing June 2021	Head of integrated commissioning	Through our membership of the West London Alliance, we have access to the 'Care Place' Dynamic Purchasing Vehicle. This helps us to make sure we have access to the most placements and that we are paying a fair price for each placement. In parallel we are also working closely with providers to help them to understand our needs and help them develop their offer to be sustainable.	Alongside the effective practice standards names as 'Buckinghamshire Council Minimum Standards and Expectation' has applied an effective level of requirements for providers to meet. These standards have allowed further opportunity for young people to gain improved skills to live independently, opportunities to talk about their health and wellbeing impacts. Buckinghamshire Council will only seek placements from Care Place called Dynamic Purchasing Vehicle. By using this electronic system allows Social Care and the leaving care team identify specific support needs which then can be added to the young person care plan and pathway.
	Specialist residential provision	Work with SEN to deliver specialist residential provision for looked after children with a high level of needs.	SEN recruitment of specialist commissioner for residential schools and day schools July 2021	Head of Service for SEN	Review of joint working currently being undertaken between SEN and social care to ensure that we have clear remits, protocols, and procedures in place.	Within September and October, a business case was applied to identify the increasing need for 2 SEN Commissioning Officers. Children's Commissioning and SEN applied a joint project to ensure clear remits and protocols are applied. November 1 st , 2021, 2 new SEN commissioning officers will be applied to the team supporting the identification of quality provision through contractual management.

Residential care	Placement reviews	Review all out of county placements at least every six months and where it is safe and appropriate to do so, we consider alternative placement arrangements.	Every 6 months	Head of Children's Care Services	Every placement is reviewed through the weekly resource panel on a 6- monthly basis. This ensures we have regular oversight of all placements. As mentioned about the proportion of placements with external providers has reduced significantly in the past year which has meant we have been able to keep more young people within the county.	By applying our 4 th home has allowed an opportunity for 4 further young people to live within county. Currently we have 2 in placement which were identified through our weekly resource panel, planning applied to apply a successful move has allowed young people to be closer to the important people to them.
	In-house provision	Increase in house residential provision by opening four additional homes.	June 21	Head of Children's Care Services	Our fourth Buckinghamshire County Council home for looked after children is on track to open in May 2021. The project to develop our fifth home is currently under review to ensure that this is the best use of resources.	Our 4 th home opened in August 2021, situated within High- Wycombe. The home is registered with Ofsted regulation 2015 alongside a registered manager and a skilled staffing team. We have 2 Buckinghamshire young people in placement. The home is awaiting its first inspection with Ofsted. Our 5 th home project is within early stages of its category. However, we have discovered the need for a high-level support provision identifying the needs of young people who are exploited.
	Welfare bed	Develop a home with a welfare bed to reduce our dependence on external emergency placements.	Mar-19	Head of Children's Care Services	Completed – Our third home has one welfare bed which can be used to place children for a short period of time ahead of them moving into a longer-term placement.	We no longer have a welfare bed allocated within our home. We recognised the importance of applying stability for young people within a residential family home setting. All young people whether short term or long term will be assessed by the homes matching assessment while working with CAMHS supporting decision making.
	Therapeutic support for homes	Review our therapeutic support to allow us to increase support to those children placed in-house.	March 22	Head of Children's Care Services	Complete - Working in partnership with CAMHS we have developed specialist support for our homes including access to a clinical psychologist and support with placement matching.	Our partnership working with CAMHS continues, enabling joint health care practices providing collaborative evaluation of assessment, regular visits to the homes providing direct psychology and support to young people and Bucks employed care workers. CAMHS and in house residential implemented a joint model project applying AMBIT. Adaptive Mentalisation Based Integrative Treatment . This has allowed the same response to developmental challenges.
	Special Educational Needs	Work more closely in partnership to support those with special educational needs or disabilities.	Ongoing	Director Children's Social Care	SEND improvement project is working to ensure a joined-up approach to service delivery.	Fortnightly meetings in place with SEND to discuss complex children who receive a service from both areas. Improve joined up working.

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Select Committee Work Programmes 2021/22

Children's and Education Select Committee (Chairman: Patricia Birchley, Scrutiny officer: Katie Dover)

Date	Topic	Description & Purpose	Lead Officer	Contributors
9 September 2021	Schools: 1. Attainment Gap	For members to understand issues around the attainment gap in Bucks.	Simon James	Anita Cranmer, Simon James, Richard Nash
	2. Mental Health Support in schools	Mental health in children considered to be a priority by the committee – members to hear of work ongoing in this area and provide input in to plans.	Simon James	Anita Cranmer, Simon James, Richard Nash
11 November 2021	SEND (including preparing for adulthood)	To understand the SEND provision and improvement plans and to provide input in to support given to children.	Simon James	Anita Cranmer, Julie Ward, Simon James
	Sufficiency of Places Issues	For members to understand issues around the sufficiency of schooling places in Bucks and provide feedback.	Simon James	Anita Cranmer, Simon James
20 January 2022	Buckinghamshire Safeguarding and Children's Partnership Annual Report	To receive and to give feedback on the annual report of the Buckinghamshire Safeguarding and Children's Partnership.	Palvinder Kudhail	Anita Cranmer, Palvinder Kudhail
	Fostering, Adoption and Special Guardianship Orders	To provide members with an overview of the placement options for looked after children, as well as sharing the progress made against our Placement Sufficiency Strategy and the current challenges we face.	Palvinder Kudhail	Anita Cranmer, Palvinder Kudhail

	Education Standards Board Report	To share the key information relating to educational outcomes for Children & Young People in Buckinghamshire for the academic year 2020-21.	Richard Nash Simon James	Anita Cranmer
	Rapid review scoping paper	To agree the approach to a rapid review group on the recruitment and retention of social workers	Katie Dover	Mark Dormer, Katie Dover
10 March 2022	OFSTED inspection update	Review the outcomes of the Ofsted report following the Ofsted inspection during November 2021.	Richard Nash	Anita Cranmer, Richard Nash

Rapid Review Group Proposed Scope

Title	Review of the Recruitment and Retention of Children's Social Workers in Buckinghamshire
Select Committee Chairman	Cllr Birchley, Chairman of the Children's and Education Select Committee
Chairman of Review Group	Cllr Mark Dormer, Vice-Chairman of the Children's and Education Select Committee
Scope reviewed and signed-off by	Kelly Sutherland, Scrutiny Manager
Author	Katie Dover, Senior Scrutiny Officer & Cllr Mark Dormer
Date	December 2021
What is the problem that is trying to be solved?	<p>National context:</p> <p>The problem of recruiting and retaining enough qualified social workers has caused concern for local authorities for over 10 years and has been experienced in varying degrees in different areas of the country depending on local and national factors.</p> <p>The factors at the source of the issue include the particular stresses involved in social work, the level of caseloads and the attraction of greater salaries, more training, flexibility or other opportunities elsewhere.</p> <p>The September 2020 government statistics report stated that while 31,854 social workers were in post across the country during the preceding year, that there were 6,113 vacant posts. This is 19.1 % of posts compared to 17% of posts in 2017 and 16.5% of posts vacant in 2018.</p> <p>Local Context in Buckinghamshire:</p> <p>Buckinghamshire has experienced similar issues in recruiting and retaining social work staff as other authorities across the country. For example, some social workers have been attracted by higher salaries in London.</p> <p>This has in part been addressed by supplementing permanent social worker staff with agency staff at a higher cost to the authority. The total number of qualified social workers in Buckinghamshire in October 2021 was 339 of which 221 were permanent staff (65%) and 118 (35%) were agency staff. In addition, 53 posts were vacant. The latest statistics of September 2020 from Gov.uk show that of the national number of 31,854 of children's social workers there was an agency rate of 15.4% i.e. 5806 social workers. This number has remained fairly static for a while as in 2006 this number was 5500.</p> <p>Since 2019, the authority has set up a social work academy to develop and support new social workers and therefore aid their recruitment and retention. Two cohorts of new qualified social workers have been brought into the</p>

	<p>academy, 19 in 2019 and a further 16 in January 2021 with 2 extra in June from the “Step Up Programme. All these social workers are supported in their first few years of work. It is hoped that a further 20 social workers will join the academy in April 2022.</p> <p>Buckinghamshire has also invested in training and support for social workers throughout their time with the authority, but there may be more that can be done to sustain the support given.</p>
What might the Rapid Review Achieve?	<p>The rapid review group will seek to act as an independent and ‘critical friend’ during this review of the recruitment and retention of social workers in Buckinghamshire.</p> <p>Key lines of enquiry will include:</p> <ul style="list-style-type: none"> • Explore the current recruitment practices in Buckinghamshire, looking at good practice and any perceived issues/ gaps • Assess the HR processes available to assist the recruitment of social workers • Understand the retention initiatives used by the council e.g. competitive salaries, managerial practices, supportive culture • Collate examples of good practice from other councils • Understand in more detail the issues impacting on the recruitment and retention of social workers <p>Overall aim – to identify areas for development and improvement</p> <ul style="list-style-type: none"> • Consideration of the financial costs to the council
Is the issue of significance to Buckinghamshire as a whole? Is this topic within the remit of the Select Committee?	Yes.
What work is underway already on this issue?	Louise Cole Children’s Services Business Partner, to meet with the group to update on this.
Are there any key changes that might impact on this issue?	How has Brexit/pandemic impacted our social workers?
What are the key timing considerations?	Ofsted review of Children’s Services underway in November means a delay of the start of the rapid review.
Who are the key stakeholders & decision-makers?	<p>Vulnerable children.</p> <p>Social Workers – especially recently recruited & graduates of the academy</p> <p>HR staff involved in resourcing campaigns</p> <p>Cabinet Member for Education and Children’s Services</p> <p>Corporate Director for Children’s Services</p>
What are the resource implications in doing this piece of work?	Attendance at rapid review group meetings – Councillors Dormer, Birchley, Bates and Matthews. Richard Nash and HR representative; Louise Cole Business Partner, Liz Williams, Finance Director, Children’s Services Meeting preparation, research and report writing – Service Directors and Senior Scrutiny Officer

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