



**Notice of a public meeting of
Learning & Culture Policy and Scrutiny Committee**

To: Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, Jackson, K Myers, Wells, S Barnes (Substitute)
Dr J Dickinson (Co-opted Statutory Member)

Date: Monday, 21 March 2016

Time: 5.30 pm

Venue: The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

2. Minutes (Pages 1 - 10)

To approve and sign the minutes of the meeting held on 27 January 2016.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00pm on Friday 18 March 2016**. Members of the public can speak on agenda items or matters within the remit of the committee. To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at https://www.york.gov.uk/downloads/file/6453/protocol_for_webcasting_filming_and_recording_council_meetingspdf

- 4. Attendance of Chair of York@Large** (Pages 11 - 16)
The Chair of York@Large will be in attendance at the meeting to provide an update on how the organisation has been working with the Council and other partners to deliver joint services since it provided its last update in January 2015.
- 5. York Safeguarding Board Bi-annual Update** (Pages 17 - 68)
The report will present the latest bi-annual update from the Chair of City of York Safeguarding Children Board.
- 6. 2015/16 Third Quarter Monitoring Report - Learning & Culture** (Pages 69 - 82)
This report analyses the latest performance for 2015/16 by reference to the service plans and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.

7. Update on Implementation of recommendations from previously completed scrutiny reviews (Pages 83 - 128)

This report provides Members with an update on the implementation of the recommendations arising from four previously completed scrutiny reviews. These are the Disabled Access Scrutiny Review; the Entrepreneurship in Schools Review; the School Meals Scrutiny Review; and the Careers, Education, Information & Guidance (CEIAG) Scrutiny Review.

8. York Museums Trust SLA Scrutiny Review - Draft Final Report (Pages 129 - 156)

This draft final report presents information gathered in support on the scrutiny review of the York Museums Trust Service Level Agreement (SLA), together with the Task Group's draft recommendations for consideration by the committee.

9. Learning & Culture Policy and Scrutiny Committee Work Plan 2015/16 (Pages 157 - 158)

Members are asked to consider the Committee's workplan for the remainder of the 2015-16 municipal year.

10. Urgent Business

Any other business which the Chair considers urgent.

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

City of York Council

Committee Minutes

Meeting	Learning & Culture Policy and Scrutiny Committee
Date	27 January 2016
Present	Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, Jackson, K Myers, Wells and Dr Dickinson (Co-opted Statutory Member)
In attendance	Councillor Warters

43. Declarations of Interest

Members were asked to declare any personal or prejudicial interests not included on the register of interests, any prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda. No interests were declared.

44. Minutes

Resolved: That the minutes of the last meeting of the Learning and Culture Policy and Scrutiny Committee held on 25 November 2015 be approved and signed by the chair as a correct record.

45. Public Participation

Councillor Warters had registered to speak under public participation in relation to agenda item 5 (Report on two Petitions relating to the Relocation of the Carousel). It was agreed that he would address the committee during discussion of that agenda item.

46. 2015/16 Second Quarter Finance and Performance Monitoring Report - Learning & Culture

Members received a report which provided an analysis of the latest performance for 2015-16 and a forecast of the financial outturn position, by reference to the service plans and budgets, for all of the relevant services falling under the responsibility of

the Director of Communities and Neighbourhoods and the Director of Children's Services, Education and Skills.

Apologies were noted from the Strategy and Policy Group Manger and Finance Manager who had been unable to attend the meeting at short notice. The three assistant directors for Children's Specialist Services, Education & Skills and Communities Culture & Public Realm responded to and provided additional information on specific issues raised by Members during discussion of the report.

Resolved: That the report be noted.

Reason: To update the committee on the latest financial and performance position for 2015-16.

47. Report on Two Petitions Relating to Relocation of Carousel

Members considered a report which presented information on two petitions received by the Council in regard to the relocation of the carousel as part of the Christmas 2015 attractions. These petitions had been previously presented to Corporate and Scrutiny Management Policy and Scrutiny Committee (CSMC) in November 2015 as part of their regular schedule of petitions and had been referred to this committee as the issues raised fell within the committee's remit. Members were asked to consider whether any further action was necessary in relation to the petitions.

Members noted that both petitions had been referred to Make it York who had taken the decision to relocate the carousel as part of a plan to improve the city's 2015 Christmas attractions. Make it York had expressed concerns that some of the phrasing of the petitions had been misleading and confirmed that there had been no plans to "ban" the carousel, but that the operator had been invited to use a pitch which he used frequently during the year.

Councillor Warters had registered to speak under public participation and addressed the committee. He stated that he wanted to ensure fairness and give committee members the opportunity to ask the carousel operators, who were in attendance, any questions which they felt relevant in the same way that they were invited to ask questions of the Director of Make it York. He expressed the view that, after 28 years of the

Christmas carousel operating in St Sampson's Square and over 3000 signatures requesting its retention in that location, the committee should request a full report to consider the reasons behind this change to York's Christmas offer. He stressed that any report and potential actions needed to be concluded in a timely manner to ensure that Christmas planning for 2016, both for Make it York and the carousel operators was not overly disrupted.

Make it York's Managing Director advised Members that they had been tasked with doing things differently and taking a fresh creative approach to how Christmas worked in York including enhancing the Christmas market and broadening the breadth of the Christmas offering. The decision to move the carousel to the Eye of York had been taken with the best intentions in mind and with the idea of spreading things out across the city to include Coppergate, Kings Square, the Eye of York, Judges lodgings, and the ice trail throughout the city, rather than limiting it to Parliament Street. He advised that feedback from traders, retailers and the public had been positive and that Make it York would review what had happened last year with view to making Christmas even better next year. He stated that they were also in discussions with York Museum Trust to extend their offer at the Eye of York, Coppergate and the Museum Gardens.

In deciding what action to take, Members felt that, while it was not their role to advise on what Make it York should do, it was important to ensure that an agreement was reached in time for next Christmas. The Managing Director of Make it York advised Members that he was happy to have an early meeting with the carousel operators with regard to next year's plans. Members agreed the need for continued dialogue with Make it York around a number of ways to make York a positive destination, including ensuring there were suitable children's events and entertainment so that the needs of families and children were met.

Resolved: (i) That receipt of the petitions and the actions detailed in the report and annex be noted.

(ii) That it was agreed that appropriate action had already been taken or was planned, therefore no further consideration of this particular issue by the scrutiny committee was necessary.

Reason: To ensure the Committee carries out scrutiny's requirements in relation to petitions.

48. Make it York Update on St Nicholas Fayre & Future of Parliament St Fountain

The Committee received an update from the Managing Director of Make it York on the St Nicholas Fayre and the future of the Parliament Street Fountain.

With regard to the St Nicholas Fayre, The Managing Director of Make it York reported that the feedback they had received had been largely positive with a number of people having said that it was the best Christmas in York for some time. Make it York had invested more money in Christmas than had previously been invested and the return had been good which was a positive thing because it could be invested back into other things. A series of meetings looking at ideas for 2016 had already taken place and their ambition, in terms of a continuous improvement objective, was to try and make it even better than 2015.

The Managing Director responded to specific queries raised by Members. With regard to the increasing the area of the St Nicholas Fayre, he acknowledged that it would take time to encourage people to go further afield and that improvements could be made to some of the areas on the edge such as the Judges Lodgings. He advised that there had been positive feedback in relation to the increased width of walkways between chalets, the passageway to the Shambles Market being left open and there being clear lines of sight to both the Shambles Market and also to Marks and Spencer which had been an issue the previous year. Members accepted that space in York was limited and Parliament Street itself was a difficult area due to the cycle racks, trees and the fountain, and as such did not provide a perfect canvas for a market.

With regard to the future of the Parliament Street fountain, the Director advised that if and when Make it York were asked to express a view, it would be that a redundant fountain served no purpose and did not help with what they were trying to achieve in Parliament Street. Therefore if there was a move to remove the fountain, Make it York would endorse that positively as it would provide more space and flexibility in the street. He advised that the alternative would be to have a really fantastic

fountain or fantastic piece of art in that space but acknowledged that would be expensive.

Members echoed his views and agreed that the fountain did not currently fulfil any other purpose than as a seat and was not very ornamental. It was suggested that in the interim, consideration could be given to its use as hording to advertise events.

Resolved: That the information provided by Make it York be noted.

Reason: To update scrutiny members on the future possibilities for Parliament Street.

**49. Standing Advisory Committee on Religious Education
Annual Report & Review of York Schools' Agreed Syllabus**

Members considered a report which provided information on the role of the Standing Advisory Committee on Religious Education (SACRE) and presented its 2014-15 Annual Report. The report also provided information about the review of the agreed syllabus for Religious Education which has to be followed by all maintained schools.

The Chair of SACRE and the City of York Council School Improvement Advisor supporting SACRE attended the meeting and provided information to members on the 2014-15 Annual report and review of the agreed syllabus for religious education. Members noted that although religious education was not part of the national curriculum, it must be taught in schools by law and they acknowledged that RE lessons were useful in promoting understanding between different faiths. They were advised that the syllabus had to be produced locally (known as the agreed syllabus) and York's agreed syllabus was currently being reviewed in partnership with North Yorkshire SACRE and the Diocese of York. Members acknowledged that guidance for acts of collective worship would also be examined, working with people from other local authorities.

The Chair thanked the Chair of SACRE and School Improvement Advisor for attending the meeting and invited them to attend a future meeting to provide a further update.

Resolved: That the report be noted.

Reason: To update the committee on the work of SACRE and the outcomes in religious education in York's schools, in line with the statutory requirement to report annually to elected members.

50. School Improvement Update: Key Stage 4 Results 2015

Members received a report which provided further information about secondary school performance at the end of Key Stage 4 (KS4) in 2015 together with an update to the school performance report presented to the scrutiny committee in October 2015.

Members were advised that York had continued to perform well at end of KS4 and that KS4 attainment remained well above national and regional averages. They noted that last year York had moved into family of better performing statistical neighbours and, even with a relatively small number of secondary schools, York had been able to maintain high headline figures. For the first time this year Maths had outperformed English in terms of the percentage of pupils making expected progress from KS2. Although improvement in English was still above the regional average, changes to exam specifications and methods of assessment in English had impacted on these results.

Officers advised that 2015 had seen a narrowing of the gap between disadvantaged pupils and their peers. This has been helped by a focus put on schools by the recent narrowing the gap scrutiny review carried out by this committee with schools benefitting from having additional oversight. Much work had been done to ensure sharing of good practice across schools in the city.

The chair noted that the good results were due to the combined efforts of officers, school staff and pupils and stressed the need to keep the focus on narrowing the gap so further improvements could be made in this area.

Resolved: That the KS4 results for 2015 and the reduction in the gap between disadvantaged pupils and their peers be noted.

Reason: To update the committee on secondary school performance in 2014-15.

51. Bi-annual Progress Report on Safeguarding & Looked After Children

Members received a report which updated them on key local and national safeguarding developments since July 2015.

The Assistant Director, Children's Specialist Services, drew Members attention to the following issues covered in the report and provided further information in relation to particular points which were raised.

- Supervision Improvement Journey – October 2015 - This document reflected on work to improve delivery and effectiveness of supervision for frontline social care staff.
- Child in Need Service – Case file audits had identified strengths and areas for development feedback from families had been positive.
- Referral and Assessment (R&A) arrangements – Police colleagues were now embedded in the R&A Service.
- MOSAIC would replace RAISE (current Children's Social Care case management system) in March. This had been developed with practitioners and would enable a child's journey with the council to be recorded in one place in an instantly accessible way and would free up practitioners time so they could spend more time with families. Training would be provided.
- Disclosure and Barring Service (DBS) Checks – staff were subject to checks every 3 years and the most recent audit had found no DBS checks were outstanding.
- Storyboards – high level storyboards present a suite of information to help professionals understand the strategic planning to achieve improved outcomes for children and young people.

Members also received an update on arrangements for looked after children. They were advised that a refreshed Looked after Children Strategy had been developed, in partnership with representatives from over 30 agencies/services and in direct consultation with looked after children, to further improve the outcomes for looked after children. The message being carried through into the new strategy was that "*good enough, is not good enough*" for looked after children and officers stressed that the council could do better and would do better. The report also informed members on developments around the Corporate

Parenting Board and about encouraging wider council engagement in the protection of children.

Resolved: (i) That the service developments at paragraphs 3-38 of the report be noted.

(ii) That the work described in the Looked After Children section at paragraph 39 of the report, to refresh the strategy and improved the outcomes for Looked After Children, be noted.

(iii) That the details of the wider council engagement in the children's safeguarding agenda detailed at paragraph 48 of the report be noted.

Reason: To fulfil this committee's commitment to receive six-monthly updates on key children's safeguarding issues.

52. Learning & Culture Policy and Scrutiny Committee Work Plan 2015/16

Members considered the committee's work plan for the remainder of the 2015-16 municipal year.

The Scrutiny Officer advised Members that she was awaiting confirmation as to whether the Chair of Learning City York would be able to attend the 21 March meeting.

The Scrutiny Officer advised Members that the committee was due to receive further updates on outstanding recommendations from four previously completed scrutiny reviews. These were the Disabled Access scrutiny review and Entrepreneurship in York Schools scrutiny review which were completed in 2015, and the School Meals scrutiny review and Careers Education, Information, Advice and Guidance (CEIAG) scrutiny review which were completed in 2014, from which some recommendations were yet to be signed off.

It was agreed that an implementation update on the approved recommendations from those reviews be arranged for the next meeting on 21 March. It was also noted that a representative from Be Independent had expressed an interest in speaking to members at the meeting when the update on the Disabled Access scrutiny review was due to be received.

Members were advised that work on the two current scrutiny reviews, York Museums Trust SLA scrutiny review and the Tour de France scrutiny review was ongoing.

Resolved: That the work plan be agreed subject to the amendments detailed above.

Reason: To keep the committee's work plan updated.

Cllr Taylor, Chair

[The meeting started at 5.30 pm and finished at 7.50 pm].

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City of York Council**Learning & Culture Policy and Scrutiny Committee****21 March 2016****Report on the work of York@Large the Cultural Partnership since January 2015**

This is a report on a year's work by a large range of partners in cultural development in York. It should be understood that, aside from the organisations represented on York@Large, there are many more working with us. Leadership in the cultural sector is widely distributed. The role of York@Large is to help ensure that partners are, as far as possible, sharing plans and information, and assisting one another to achieve objectives.

We were set up as part of Without Walls, which said

Our priorities for the future are to be:

1. Recognised internationally as a cultural city
2. A diverse, inclusive and cosmopolitan city
3. An active and participative city
4. A city of high quality spaces both public and private
5. A UNESCO Creative City for the Media Arts.

(Without Walls Strategy 2011-25)

In 2015 we said that our activities should help to

- Raise the profile of the sector
- Increase the impact of the sector on the economy, wellbeing and quality of place
- Develop the capacity of the sector

1. Raise the profile of the sector*Culture in York*

The infographic is currently in the hands of the designer at Make It York. It is three sections, cultural 'assets', engagement in culture, and impact of culture. This first iteration is seen as setting a benchmark for the performance of the sector. The publication of Arts Council England's Active Lives data next year will enable us to judge the distance travelled since the last such exercise, in 2009.

Reliable information on the impacts of the sector is not readily obtained. However economic impact studies of specific impact give evidence of a highly productive sector. For instance, Aesthetica Short Film Festival 2015 generated £550k of additional value for the city, and attracted 28k attendances over

York Culture Awards

MakeItYork is managing the Awards, the presentation Ceremony for which will take place later this year on the anniversary of the UNESCO designation, 1 December. The website is live and accepting nominations in eleven categories.

<http://www.yorkcultureawards.com/york-culture-awards>

Sponsorship has been obtained for all categories with Benenden as headline sponsor. A lasting record of the event will be made. Arts Council funding has been applied for to support the commission of three new works.

Mediale

Mediale is a major international biennial that showcases media arts practice. It is one of the primary objectives of the Guild of Media Arts working with Make It York. A fundraising strategy and business plan is currently being prepared. This will involve an application for Arts Council support.

By 2020 we hope to be in a position to invite all representatives of all 116 Creative Cities in 54 countries to York for the second Mediale.

<http://www.cityofmediaarts.com/mediale-1/#medialeintro>

Increase the impact of the sector eg on the economy, education and skills, wellbeing and quality of place

Vespertine

The second and final year of Vespertine started with a very popular retrospective show of the first year's events at St Mary's. There is satisfactory progress on the projects' objectives, to enable collaboration across the sector, to increase the number of 'cultural tourists' and to bring diversity to the 'evening economy'. The group is still growing beyond its original 20 members and has a full schedule of Vespertines planned for the 'hours between work and play', that are in easily accessed places and free of charge.

<http://www.vespertineyork.com/>

Culture & Wellbeing in York

In Feb 2015 we applied successfully to become one of five national Locality Projects of the NCVO Cultural Commissioning Programme. The consortium of seven organisations is led by York Museums Trust. A consultant has worked with us this year to map the priorities of the major commissioning bodies in York, to devise a common approach to interventions based on the Six Ways to Wellbeing, and to explore opportunities for cultural commissioning in York. On 16 March York and Manchester locality projects will report back to a national seminar. We are currently working with CYC (Public Health and Social Care) on a pilot to consist of 4-6 projects designed to test the value of our approach after which we hope to see this built into the mainstream.

<http://www.artsprofessional.co.uk/magazine/article/developing-narrative-people-communities-and-place>

Quality of Place

Earlier this year we began a conversation with CYC Development Services about the cultural contribution to Quality of Place through the Local Plan. We have been invited to act as a 'critical friend' to the process as it continues.

We have been contributed to discussions about a planning framework for York Central. A cultural organisation (NRM) is at the heart of this development. This is true also for the Southern Gateway, where the plans of English Heritage for Clifford's Tower, and of York Museums Trust, are an essential aspect of the 'new' quarters that are being created.

With Beam, an national organisation specialising in the arts and environment, York Architectural Association and Bootham School we have planned a public event, Culture at the Heart of York's Future Development, to take place on 21 March, to raise the profile of culture as an aspect of planning and development.

<https://www.eventbrite.co.uk/e/public-discussion-culture-at-the-heart-of-yorks-future-development-tickets-22041749466>

York Cultural Education Partnership

This new partnership is being established with support from the regional Bridge Organisation, Cape UK. It includes CYC Education and Skills, higher and further education, schools and the cultural sector. As the first project of Digital Adventurers it is one of the first priorities of the Guild of Media Arts. With the support of the Lord Mayor the first primary school media arts workshop will take place after Easter.

Develop the capacity of the sector

The Guild of Media Arts was formally launched at Hiscox last December. We already have over 100 members. The first meeting on 11 February at the National Centre for Early Music was attended by over 80 members. They enthusiastically endorsed the key projects, Mediale and Digital Adventurers.

Members also offered practical support for apprenticeships in the sector. An Arts Council supported scheme managed by the CYC is coming to an end. There is also interest in related skills development models from other partners; Screen Yorkshire through the BFI funded Report currently underway, and Aesthetica through its Talent Development Programme.

The first Court has been elected and will meet in the next few weeks. The other Guilds have given a warm welcome to the first new trade guild in York for 700 years.

<http://www.cityofmediaarts.com/guild-1/#guildintro>

Useful Knowledge workshop series

The Universities have collaborated to develop the series which is hosted by York St John. The first workshop was held on 13 July and was on the subject of 'everyday participation'. Other meetings were planned, but have been delayed until funding issues are clarified.

York Cultural Programme Group

Seventeen major programming organisations attended the first meeting on 4 February to share their programme and development ideas for the next two years. The meeting was supported by Make It York and the group is jointly led by the National Railway Museum and English Heritage. Future meetings will establish shared themes for development. This is a vital component of the cultural 'narrative' for York which can be used as a framework by other partners or funding agencies.

Workspace

Current developments include the Guildhall, Blank Canvas (Stonebow, Gillygate and Acomb), Hiscox and ACollective

Workspace that is suitable for the sector is at a premium in York. ACollective is an example of a refurbished shared office for small creative businesses at affordable rent. Hiscox formed a business club and interviewed a number of creative businesses. Blank Canvas, based in Leeds takes over empty buildings working with developers to make temporary accommodation for a wide range of creative workers.

Stonebow, now about to be handed over, has housed Arts Barge, Plastic Fortune, York St John Fine Art and others.

The Guildhall is of great significance to the sector as it combined managed workspace, restaurant and cafe and a programmable venue, potentially offering for the first time in York a real presence for the media arts. We are involved in the development process through the Project Board.

Business to business

Inspired by the UNESCO designation Shakespeare's Globe, the organisers of Interface held the 2015 version of the annual cultural business event at the Guildhall in York. National cultural organisations met York based suppliers of creative services, resulting in a number of first time contracts for them at this level.

The regional business event Venturefest has been acquired by Make It York offering an opportunity to enhance the profile of York for creative businesses throughout Yorkshire.

York@Large

A recruitment process was undertaken at the beginning of 2015. A public advertisement for new members resulted in 13 expressions of interest. Following meetings with all applicants three new members were appointed. Three members resigned.

For the time being York@Large remains a CYC Committee. Our proceedings are published on the website. Comparators with other successful cities indicate that a cultural partnership is essential in presenting a convincing 'narrative' about the city to outsiders and guests. At present York@Large also provides a vital platform for working with statutory commissioning bodies within CYC and elsewhere.

Chris Bailey
9 March 2016

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Learning & Culture Policy & Scrutiny Committee

21 March 2016

Report of the Assistant Director for Children's Specialist Services

City of York Safeguarding Children Board – Bi-annual Update Cover Report**Summary**

1. This cover report presents the latest bi-annual update from the Chair of City of York Safeguarding Children Board. Members are asked to note and comment on the information provided.

Introduction

2. At a meeting of this Committee in June 2012 Members agreed to receive a six monthly update on key children's safeguarding issues. Since that time this Committee has received regular updates on key local and national safeguarding developments from CYC officers and bi-annual updates from the Chair of York's Safeguarding Children Board.
3. Previous City of York Safeguarding Children Board (CYSCB) updates have been provided in person by the Chair of the Board. At the same time, the Chair has also been providing bi-annual updates to the Health & Wellbeing Board (H&WBB) and YorOK. However a decision has recently been taken that the Chair will now only provide updates in person at the H&WBB, reflecting it's position as a statutory board with oversight of the whole health and social care system.
4. This Committee will continue to receive written bi-annual updates from the Safeguarding Board, and in the future these will be presented at the same time as the bi-annual safeguarding update provided by CYC officers. Scrutiny members will also receive the CYSCB newsletter to keep them informed.
5. The latest CYSCB bi-annual update is provided at Appendix A.

Recommendations

- 6. Having considered the information within this cover report and Appendix A, Members are recommended to:
 - i. Note the update report of the Independent Chair of the CYSCB
 - ii. Provide their views on the continuation of priorities for the CYSCB

Reason: To allow Members to be fully informed on key childrens safeguarding issues in York and to support Member challenge in this area.

Contact Details

Author:
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Chief Officer Responsible for the report:
Jon Stonehouse - Director, Children's Services, Education and Skills

Report Approved **Date** 11/03/15

Wards Affected: All

For further information please contact the author of the report

Appendix A – City of York Safeguarding Children Board Bi-annual Update March 2016

Abbreviations

CYSCB City of York Safeguarding Children Board
H&WBB Health & Wellbeing Board



Working with children, parents and professionals to make our childrens' lives safer.

Report of the Independent Chair - City of York Safeguarding Children Board

1. Current National Issues

1.1 National Review of LSCB's

Alan Wood has been appointed by Government to lead a national fundamental review of the role and functions of Local Safeguarding Children Boards (LCSBs). This includes the child death review process and consideration of how an intended centralisation of serious case reviews will work. This may lead to proposals for legislative change. A copy of the terms of reference is attached at **annex 1** for information. A report is required by Government by the end of March 2016. The Chair of CYSCB has provided input to the review through regional meetings and the National Association of LSCB chairs.

1.2 New Joint Targeted Area Inspections

From February 2016, Ofsted, the Care Quality Commission, Her Majesty's Inspectorate of Constabulary and Her Majesty's Inspectorate of Probation will carry out Joint Targeted Area Inspections (JTAI) of services for vulnerable children and young people. This will involve jointly assessing how local authorities, the police, health, probation and youth offending services in an area are working together to identify, support and protect vulnerable children. The first set of inspections will focus on child sexual exploitation and those missing from home, school and care. This will also involve the LSCB.

1.3 DfE Nationwide Campaign on Abuse and Neglect –

On the 3rd March 2016, the DfE launched a nation-wide communications campaign to encourage members of the public to report child abuse and neglect. The campaign is part of the [Tackling Child Sexual Exploitation](#)

Action Plan. For further details, please find attached a brief overview of the campaign at **annex 2**.

1.4 All Party Parliamentary Group for Children

Tim Loughton MP and Baroness Howarth, Co-Chairs of the All Party Parliamentary Group for Children, are leading the Group's new inquiry into children's social care.

The inquiry aims to:

- bring together evidence about the current resourcing of children's social care services and changes in the nature and level of demand
- explore the impact (or potential impact) of these changes on the delivery of children's social care services and on children and young people
- build a picture of the key elements of a successful children's services department and the challenge facing areas that are struggling to improve, and share examples of good practice
- assess whether changes are needed to policy and legislation in order to improve the delivery of children's social care services and in turn outcomes for children
- identify any learning that can be shared from Northern Ireland, Scotland and Wales.

Further details about the inquiry can be found at www.ncb.org.uk/appgc2016

1.5 National Working Group on Neglect

The Independent Chair of York CYSCB represents the National Association of LSCB Chairs at this group. The group released a research report on Policing and Neglect at the end of 2015 this is below at **annex 3**. It has been presented to the CYSCB and provides useful content for consideration in our local work to address neglect.

2. Regional Issues

- Peer Review – We are committed to the regional arrangements for peer review and the last review was in 2013. Therefore, we will commit to a new review later in 2016.
- Yorkshire and Humberside Chairs met with Alan Wood and DfE official on March 9th to provide input to the National review.

3. Local Update

3.1 Local Priorities

The following sections relate to the progress made in respect of the boards key priorities, identified in our annual report.

3.2 Neglect

This is an area where there is still a need to accelerate work to update plans and ensure this is reflected in the JSNA. Overall, although progress has been made in some important areas, we consider that there remains a pressing need for a coordinated response which builds on the findings of the 2012 thematic review of child neglect.

As a minimum the group need to urgently produce a draft strategy and high level action plan for the Board and this will focus on the following pieces of work.

- What do we know about neglect and what is it like in York for children?
- Prepare a new high level action plan and plan for a multi-agency learning event in the autumn.

This will remain a focus for us in the year ahead. During 2016 there is a proposal to roll out the *Graded Care Profile* across agencies with the intention of improving awareness and recognition of neglect and the quality of referrals to Children's Social Care.

Neglect remains an ongoing challenge both nationally and locally. At the end of 2014-15, 46.4% of the children subject to a Child Protection Plan in York were under the category of "neglect". This percentage has risen during the year and is higher than last year (37%)

The combined factor of 'neglect', 'parental substance misuse' and 'absent parenting' (all of which could be considered as 'neglect') is the most prevalent factor in referrals and enquiries to CSC.

Neglect has been found to be a risk factor for a range of longer-term impacts in adolescence and adulthood. Neglect may be one reason why young people go missing from home. Currently, missing children are the focus of concerns around CSE but once a child has been found, all reasons – including neglect – should be considered

The range of indicators, and the evidence about the long-term impacts of neglect, emphasise the importance of early identification to prevent significant deterioration of emotional and physical health and development in children. All professionals have a responsibility to act when they suspect neglect

3.3 Multi Agency Safeguarding Audit (S.11 Audit)

Section 11 of the Children Act 2004 places a specific duty on named agencies to comply with standards set out in the S11 Guidance. A key element of the Learning and Improvement Framework is the Section 11 audit, a tool which assists the CYSCB in ensuring that S11 agencies comply with the statutory requirements, and that other Board agencies have adequate safeguarding arrangements in place. The audit tool is a review process based on self-evaluation by partner agencies helping to identify areas of good practice and areas that need to be improved. The CYSCB has undertaken the most recent Section 11 audit jointly with North Yorkshire Safeguarding Children Board. A Section 11 challenge event was held on 29th Feb jointly with NYSCB.

Most agencies reported full compliance with the standards and are committed to produce action plans to address areas for improvement. There were no serious concerns identified.

3.4. Child Death Overview Panel (CDOP)

This is run jointly with North Yorkshire SCB.

Actions in progress

- Death Abroad: No specific process for notifications to CDOP. Routes are through GPs and coroners. The development of a 'Tell It Once' system is suggested as all deaths are registered.
- Suicide prevention update: Report due on Suicide Prevention Officer's audit. To come back to CDOP when finalised. York has arrangements led through the CAMHS Executive.
- Progress re SUDI box: To be launched formally 22/01/2016 in York but already being used.
- CDOP training is planned for May.
- Discussion of cross border deaths and who leads on investigation. Letters are to be sent to every CDOP setting out York and North Yorkshire CDOP's expectations re this.

- Summary of notifications to date: Still some backlog of meetings owing to post mortems taking up to 6 months.

3.5 Early Help

The Early Help sub group is informed and steered by the Children's Trust Board however, in accordance with the latest publication of Working Together 2015 this sub group reports to the LSCB on issues of quality, effectiveness and outcomes.

Actions in progress

- Terms of reference to be revised once the new Multi-Agency Community Hub [MACH] model is finalised.
- Ongoing review of take up of early help training. Despite providing a training offer based around identified need, take up continues to be poor. This is disappointing, particularly as evidence shows a link between attending training and assessment quality. The Children's Advice team will continue to offer a publicised menu of training and support and will further embed this within developing cluster / locality arrangements.
- New operating model for early help: This has been discussed and feedback given. Links between this work and the neglect priority outcomes have been identified.
- New Children and Young People's Plan: Early Help chapter has been reviewed by this sub group.
- Early Help action plan and scorecard have been updated
- YorOK Threshold Guidance: This is being updated by the Children's Advice Team. This is a significant piece of work and will incorporate several additional areas of risk / vulnerability (FGM, CSE, Prevent etc.)
- Transfer of 0 to 19 health services to the local authority. It is important that the CYSCB are provided with assurance that safeguarding responsibilities are clear and staff continue to have access to specialist training and advice.

3.6 Domestic Abuse

At the first meeting on 15 February 2016 the group agreed the key children's priorities to inform the groups work plan including:

- The child/young person's experiences of agency responses to domestic abuse

- Professional awareness of the impact of Domestic Abuse for children / young people
- The ability of the wider children's workforce to identify and respond to children and young people who experience domestic abuse
- The availability and access to specialist interventions for children/young people who experience domestic abuse.

The CYSCB are also pleased to see Operation Encompass (This is a scheme to inform schools of domestic abuse incidents) being considered to evaluate whether it would be viable in York. This is being led by N York Police.

3.7 Child sexual abuse including CSE

Prior to the Board meeting in February, Board members attended a performance of the 'It's Not OK' play which has been delivered to over 2000 school children on the Board's behalf as part of the 'It's Not OK' CSA&E campaign.

The CYSCB Chair wishes to thank all concerned for the excellent work and partners for providing funding and in kind support. Schools have requested a continuation of the programme for new year groups and the Chair agreed to explore opportunities via school reps and the DCS.

- It's not OK campaign is going very well, with the planned programme of seminars continuing. These are well attended and well received. Training has been rolled out to taxi drivers and primary schools amongst others.
- The group are due to meet with the new chair of the Youth Homelessness Strategy group to consider issues facing vulnerable young people as they make the transition to adulthood.
- An extraordinary half day workshop is to be arranged for April to consider further the links between CSA & E and Missing from home.
- The group reviewed the outcome of some recent mapping by North Yorkshire Police and NYCC. A separate discussion paper is being prepared by the chair of the CSA&E (incl. Missing) for the Board.
- NYP have conducted internal audit re identifying, tackling and recording CSE. Also requested a peer review from College of Policing on CSE.
- They have also delivered CSE awareness training to frontline responders and senior managers
- The Chief Constable and the PCC have pledged £3m resource redirection into tackling areas of vulnerability which include
 - a. Team to investigate online CSE offences

- b. Team to investigate child abuse offences in line with the Goddard enquiry
- c. An increase of 20 investigators into the serious crime teams
- d. The amalgamation of MAPPA and IOM to form an Offender Management Unit to tackle those who pose the most serious risk of harm
- There is still some work to be done on consistency of recording of missing children

There is still a need to ensure adequate, timely, therapeutic support available over a significant time period for adults who were child victims of abuse.

3.8 Primary Care safeguarding arrangements

The Board received a report detailing the current safeguarding arrangements in Primary Care.

Highlighted progress:

- New safeguarding arrangements have been developed across CCGs and the NHS.
- Dedicated support for GP's is being provided.
- Development of a GP forum with an action plan in place for needs and concerns. All GP practices should now have a safeguarding lead, the forum was well attended and received.
- Training of GP's - a new training strategy for GPs is being prepared aimed at delivering hot topics training around issues and concerns particular to practices when GPs are available to attend.
- Assurance – Action has begun to map current processes in Primary Care with revised requirements and will highlight and address any risks identified. The new NHS England Safeguarding audit tool has been disseminated to all GP practices. If any areas for development are identified within practices, support will be offered to ensure effective safeguarding arrangements are in place.
- A robust support network is being developed which includes practices receiving relevant safeguarding publications and alerts in a meaningful way.
- Overall the model being implemented increases resilience in the area and improves the capability, capacity & quality of Primary Care in relation to the safeguarding of children and vulnerable adults.

4. Key Implications

4.1 Resources

An agreement has been reached for the budget for 2016/17. Costs for any serious case reviews undertaken are not factored into the core budget and will therefore be allocated to funders on the same proportion as core funding.

4.2 Risks

The key risk is that the pace of development is slowed by lack of partner engagement or inadequate support to ensure the Board and sub groups keep momentum between meetings.

Any National proposals emerging from the National review may impact on Board partner commitment and require further review of the structure, priorities and work of the Board during the year.

We are still awaiting our Ofsted inspection with the programme further delayed; to be completed by the end of 2016 and the programme of targeted inspections of CSE and Missing Children have begun. Any action from the outcome of these will be integrated into the overall work of the Board.

Annexes

Annex 1 – LSCB Review ToR Summary

Annex 2 – DFE Reporting Child Abuse Campaign

Annex 3 – Neglect & Policing Briefing

Background Papers

- More detailed information can be found on the Safer York Website <http://www.saferchildrenyork.org.uk>
- Working Together 2015
- York Children's Plan
- York Health and Wellbeing Strategy
- Protocol between the City of York Health & Wellbeing Board, YorOK Board and City of York Safeguarding Children Board.

Glossary

CDOP	Child Death Overview Panel
CYSCB	City of York Safeguarding Children Board
HWBB	Health and Wellbeing Board
JSNA	Joint Strategic Needs Assessment
LSCB	Local Safeguarding Children Board
YorOK	York Children's Trust
TOR	Terms of Reference
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MACH	Multi Agency Community Hub
CAMHS	Child and Adolescent Mental Health Services
JTAI	Joint Targeted Area Inspectors
DFE	Department for Education
SUDI	Sudden Unexpected Death in Infancy
CCG	Clinical Commissioning Group
NHS	National Health Service

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REVIEW OF LOCAL SAFEGUARDING CHILDREN BOARD ROLE AND FUNCTIONS: TERMS OF REFERENCE

Aim

- To undertake a fundamental review of the role and function of Local Safeguarding Children Boards (LSCBs) within the context of local strategic multi-agency working, including the child death review process, and to consider how the intended centralisation of serious case reviews (SCRs) will work effectively at local level.

Objectives

- Examine the current role of LSCBs within the local authority multi-agency space, including a consideration of what multi-agency arrangements need to achieve locally, how that might best be achieved, and where accountability for ensuring the effectiveness of child protection arrangements should lie.
- Identify what success looks like and the factors that make LSCBs successful or unsuccessful, and consider whether alternative structures to the existing model might ultimately improve the outcomes for children and young people
- Consider the impact on the role of LSCBs arising from centralisation of the SCR process and suggest how learning from SCRs in future can be effectively embedded in local practice.
- Consider how SCRs relate to other reviews, for example domestic homicide reviews.
- Identify what makes an effective Child Death Overview Panel (CDOP) and explore which body is best placed to review child deaths to ensure that CDOPs are managed and held to account effectively.

In working towards these objectives the reviewer will need to take into consideration:

- Relevant published research and reports, including the reports from the national panel of independent experts on serious case reviews.
- The findings from the LSCB projects currently being funded by the government to pilot different and innovative ways of working.

- Findings from the SCRs: Learning into Practice Project being funded by the Innovation Programme and led by NSPCC and the Social Care Institute for Excellence.
- The triennial review of SCRs being carried out by the Universities of East Anglia and Warwick.

Scope and constraints

All options for the future of multi-agency working are open. The reviewer will take a view on what system (if any) would operate most effectively.

The government intends that the process of commissioning and publishing SCRs should be managed at national rather than local level. The reviewer should focus on identifying what issues may arise as a consequence of this change process, rather than on the details of how the centralisation process itself will operate.

The government is not proposing to withdraw the child death review process. The review will look at how well CDOPs work and propose measures to improve the learning from child death reviews.

Communications and Outputs

The reviewer will:

- Discuss the progress of the review of LSCBs at regular intervals with the overarching Project Board managed by DfE.
- Provide updates to the Child Protection Implementation Taskforce as required.
- Present interim findings to the Project Board in mid-February 2016.
- Send a written report to the Secretary of State for Education by the end of March 2016, including recommendations linked to the above objectives.

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Department for Education

Reporting Child Abuse campaign

About the campaign

Background and aims

In March 2016, the Department for Education is launching a nation-wide communications campaign to encourage members of the public to report child abuse.

The campaign aims to encourage the public to report their concerns in order to get help to children more quickly. We aim to create a new social norm around reporting and tackle the barriers that stop people taking action.

The campaign will address all forms of abuse and neglect. Many forms of abuse and neglect present alongside one another and the most common reason for a child to be in the child protection system is neglect.

Audience and messaging

Our core audience is parents aged 25-40. Research shows that this group is most likely to feel confident about reporting and can therefore be nudged into action.

But we also realise that the campaign will be seen by professionals such as teachers and healthcare professionals who work with children and are well placed to spot instances of abuse. The campaign will serve to remind them of their responsibilities.

Research for this campaign has shown that if people feel they are part of their community's response to child abuse and neglect, this reduces their fear of reporting and encourages them to report. Our messaging will therefore reassure the public that the information they give is usually part of the bigger picture.

Strategy

Our research shows, when it comes to child welfare, people want and expect to engage with their local authority's children's services. As such, our approach to delivery will be a local authority based model, mostly through regional activity and supported by national activity.

Regional activity

We will be piloting a paid-for campaign in 33 local authorities in the West Midlands and Outer London. In these areas, the DfE will pay for out-of-home (bus stop), digital (Facebook and pay-per-click) and radio advertising. These areas have been chosen to test the activity because of their dense and diverse populations.

In all other areas, we will be providing a toolkit of materials that local authorities can use to support the campaign locally, including:

- content for sharing on social media
- templates for out-of-home (bus stop) advertising
- templates for digital (Facebook and pay-per-click) advertising
- radio adverts
- messaging and creatives for you to tailor for other channels
- guidance on using the materials and adapting them for your needs
- media content, including template press releases

National activity

We will supplement the regional activity with a national PR and digital strategy. PR activity will include a Ministerial event to launch the campaign, partnerships with bloggers and parent websites, as well as stories for national and consumer press. Digital activity will include SEO optimisation for our campaign landing page.

Call to action

We will encourage the public to call their local authority's children's services phone line if they are worried, or concerned that a child has or is likely to suffer harm, neglect or abuse. To do this, we will direct the public to a landing page and text service where they can find the right phone number to call, based on their postcode.

Timing

- **15 February:** LAs receive toolkit
- **3 March:** Campaign launches: Advertising starts in pilot areas; templates and content can be used by all local authorities; PR and digital activity starts
- **June:** End of first phase of advertising
- **September:** End of first phase of PR and digital activity
- **Ongoing:** Low-cost/no-cost activities continue; templates continue to be available to local authorities; evaluation of phase one of campaign

Evaluation

We will measure the impact of campaign activity through a combination of local authority information on child abuse reporting, tracking surveys and metrics applied to each channel. These will help us measure awareness of and engagement with campaign activity, as well as changing attitudes towards reporting. We will use the insight we gather to consider the next phase of the campaign.

Get involved

Here are 3 easy ways that your local authority can be involved:

1. **Share our content on social media:** We'll be producing shareable content for Facebook and Twitter, including infographics, 'mythbusters' and case studies. You'll receive a link to the content as part of the toolkit that we send you, so that you can build it in to your plans. Or feel free to retweet and share what we post on our channels.
2. **Run the campaign in your area:** Our toolkit will include templates for out of home and digital advertising, so that you can run the campaign in your local area. These will carry the campaign creative, messaging and call to actions, and include space for you to add in your logo. You'll also receive a link to a radio advert that you can use.
3. **Provide data to help us measure success:** We need your help to evaluate and improve the campaign, so we're developing a simple excel spreadsheet for you to provide us with feedback and results on the campaign locally. We would like to know how many contacts have originated from members of the public during the campaign. We'll send this to you a few weeks before the campaign launches, as part of the toolkit.

We hope you will support this important campaign. To find out more, please contact our PR agency Munro and Foster on 0207 089 6100 or at dfechildprotectioncampaign@munroforster.com.



THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION,
VIOLENCE AND TRAFFICKING



WHAT DO WE KNOW ABOUT CHILD NEGLECT AND POLICING IN ENGLAND AND WALES?

EVIDENCE BRIEFING FOR THE NATIONAL POLICING LEAD FOR
CHILD PROTECTION AND ABUSE INVESTIGATION

Dr Debbie Allnock

November 2015

1. INTRODUCTION

1.1 The purpose of this briefing is to provide the National Policing Lead for Child Protection and Abuse Investigation with evidence for consideration in the development of a National Safeguarding Action Plan. The methodology used in the reviews can be found in an associated document¹. This briefing distils key messages from the research evidence on neglect, and considers them within the policing context in England and Wales. However, it is important to note that the research literature on child neglect and policing is almost non-existent. Therefore, the messages which underpin the actions in the National Safeguarding Action Plan are largely based on *best available evidence* rather than direct evidence. These messages are linked directly to the National Safeguarding Action Plan, which may be read alongside this briefing. The briefing is not intended to be exhaustive, but to raise awareness of the key issues associated with neglect that should be considered by the police.

1.2 This briefing covers 8 broad areas, and associated sub-areas, from the literature on neglect:

- 1) How is neglect defined, how common is it and what forms does it take?
- 2) What are the risk factors for and indicators/signs/impacts of neglect?
- 3) Do the police have a role to play in tackling neglect?
- 4) Preventing child neglect
- 5) How do the police and other professionals identify/ recognise neglect?
- 6) Once recognised, how do the police and other professionals respond?
- 7) What tools are available for identifying and assessing child neglect?
- 8) What does a strategic response to neglect look like?

2. DEFINITIONS, PREVALENCE AND FORMS OF NEGLECT

Key messages

- 1) Although neglect is defined in civil and criminal law, defining/ operationalising it in practice is challenging
- 2) The criminal law on child neglect has been clarified within the Serious Crime Bill (2015) to make it explicit that the offence covers cruelty which causes psychological suffering as well as physical harm. Recent changes have also been made to the definition of neglect in Welsh legislation
- 3) The nature and characteristics of neglect can act as barriers to its recognition by professionals
- 4) Neglect is the most common form of maltreatment in England and Wales according to both child protection statistics and prevalence studies
- 5) Neglect can take a variety of forms including: medical, nutritional, physical, lack of supervision/ guidance, emotional and educational neglect. New areas of concern – such as obesity and lack of supervision of the online environment – continue to emerge
- 6) The evidence suggests that any training provided to or commissioned by forces on child protection should include the most-up-to date knowledge of and debates about neglect

Legal and statutory definitions of neglect and responsibilities of the police

2.1 Neglect is one of the four recognised forms of child maltreatment. Child maltreatment is defined as ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power’².

2.2 Neglect is not specifically defined in the Children Act 1989. Instead, the Act provides the legal basis on which a Family Court can make a Care or Supervision Order to a designated local authority for a particular child; this legal basis or ‘threshold’ is that the child must be suffering, or likely to suffer, *significant harm*. Significant harm is defined in Section 31 of the Children Act 1989 as “ill-treatment or the impairment of health or development”. *Development* refers to physical, intellectual, emotional, social or behavioural development; *health* means physical or mental health; and *ill-treatment* refers to sexual abuse and forms of ill-treatment which are not physical. The definition of harm also includes impairment suffered by hearing or seeing the ill-treatment of another³.

2.3 Statutory guidance on child protection in England defines neglect in the following way⁴:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- *provide adequate food, clothing and shelter (including exclusion from home or abandonment);*
- *protect a child from physical and emotional harm or danger;*
- *ensure adequate supervision (including the use of inadequate care-givers); or*
- *ensure access to appropriate medical care or treatment.*

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

2.4 The Social Services and Well Being (Wales) Act 2014 recently re-defined neglect in Wales, removing the emphasis on *persistence* that remains in English guidance:⁵:

"Neglect" ("esgeulustod") means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health or, in the case of a child, an impairment of the child's development).

2.5 Section 11 of the Children Act 2004 places duties on local agencies – including the police service – to ensure that they consider the need to safeguard and promote the welfare of children when carrying out their functions. Statutory guidance in England – *Working together to safeguard children* – states that it is everyone's responsibility to keep children safe. The guidance directs *any professional* who has concerns that a child is in need or has suffered significant harm or is likely to do so, to make a referral to local authority children's social care. This can occur at any point in the duties of professionals. Where police *encounter* situations in their daily work that are cause for concern, these should be recorded and referred into multi-agency structures⁶.

2.6 The police may also receive referrals from others where there are concerns. Where there is a risk to life of a child or risk of suffering significant harm, the police may use their emergency powers under Section 46 of the Children Act 1989 to remove and accommodate children for up to 72 hours without obtaining a court order, where 'a constable has reasonable cause to believe that a child would otherwise be likely to suffer significant harm'⁷. These powers should be used in exceptional circumstances when there has been insufficient time for social workers to secure an Emergency Protection Order (EPO) from the courts.

2.7 The criminal threshold for neglect is defined in the Children and Young Persons Act 1933 (CYPA)⁸. Campaigners and legal experts have, however, argued that this definition is antiquated, failing to account for the wide range of harm done to a child through neglect⁹. In response, the new Serious Crime Act 2015 clarifies section 1 of the Children and Young Persons Act 1933 to make it explicit that the offence covers cruelty which causes *psychological* suffering or injury as well as physical harm¹⁰.

Challenges in defining neglect

2.8 Neglect is particularly problematic to define and to respond to in practice for a number of reasons:

- Neglect is considered to be the *omission* of specific behaviours by the caregivers – often without the intention to harm - rather than acts of *commission* as is characteristic of other forms of maltreatment such as sexual and physical abuse¹¹. Identifying what has *not* happened can be more difficult than identifying what *has* happened.
- Omission of care may have differential impacts on children in the same family. Omission of care may more quickly and assertively impact on a disabled child, for example, than a child without disabilities. Some children are more resilient than others, even within the same family. These issues may present challenges for professionals in making decisions about intervention¹².
- There is a focus in the UK on the *likelihood* of ‘significant harm’ to the child’s development. This means that professionals do not need a ‘decisive’ event to occur, but can focus on whether or not a child’s needs have been met. This is especially important because research shows that neglect ‘incidents’ are far less common than the cumulative harm of chronic neglect to the child’s health and development. However, determining significant harm still relies on professional judgement and knowledge. There are no established legal or medical criteria on which to rely when determining what constitutes significant harm; it may include the degree, the extent, the duration, the frequency, whether premeditated, or whether associated with threats. It could be a single traumatic event but more often is a compilation of significant events both acute and long standing which interrupt, change or damage the child’s physical or psychological development. Good professional judgement is dependent upon a good knowledge of child development and how it may be impacted on by neglect. Evidence shows, however, that professionals are not all well-equipped with this knowledge which will ultimately impact on timely decisions being taken to safeguard children. This challenge for professionals can be observed within evidence from a review/audit of child protection in Scotland, which found that some children remained at risk of significant harm for long periods despite being known to services for a considerable period of time¹³.
- Neglect manifests in different ways, for example, through physical and emotional neglect, yet the two do not necessarily occur together. It may be difficult to make a decision when a parent provides very good emotional care but may be unable to provide for the physical needs of the child. How much does one offset the other?¹⁴
- Neglect is often chronic, with harm being cumulative rather than the result of acute incidents¹⁵. It is more likely that there will be a series of concerns over a period of time that, taken together, demonstrate that the child is in need or at risk. One-off ‘incidents’ – for example, the failure to provide adequate clothing - would not necessarily qualify as neglect, but it can be difficult to determine how many times this would have to happen before intervention is required. What does ‘persistence’ mean, particularly when the law emphasises that persistence is a key consideration?¹⁶

- Neglect can span a continuum from ‘early help needs’ (children who are identified as having additional needs, who may be vulnerable and may be showing early signs of neglect) to children in ‘acute need’ (children who are suffering or who are likely to suffer significant harm¹⁷. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes). It can be difficult for professionals to distinguish neglectful parenting from parenting styles, thus obscuring where a child may be on this continuum¹⁸.
- Considerations of responsibility and intention of the omission promote confusion, and even experts disagree about this. One argument proposes that omission of care resulting from deliberate harm – or the malicious withholding of needs – is in fact abuse and should not be confused with neglect. Neglect instead, it is argued, results from parent/ caregiver ignorance or from competing carer priorities. This view recognises that, in cases of neglect, the carer is without motive and is usually unaware of the harm to the child¹⁹. Another argument, however, proposes that neglectful carer or parental acts should be considered to be neglectful irrespective of the reason why they have occurred, warning against a pre-occupation with determining carer intention as it may over-shadow concern about the impact on the child and also hinder working with parents²⁰.

How common is neglect?

2.9 Neglect is the most common form of maltreatment in England and Wales. Neglect was the most common cause for a child to be the subject of a child protection plan in England (43% of plans) and Wales (39% of plans) in 2013/2014, although this only represents those children who become known to social care authorities²¹. The most recent prevalence study of child abuse and neglect in the general population in the UK, however, also found that neglect is the most common form of maltreatment reported; 5% of under 11s (as reported by their parents or carers), 13.3% of 11 to 17 year olds and 16% of 18 to 24 year olds experienced neglect at some point in their childhoods²². The study found that 9% of 18 to 24 year olds reported having experienced ‘severe’²³ neglect by a parent or guardian in their lifetime. Males were more likely to report physical and educational neglect, whereas females were more likely to report emotional neglect. Neglect is more prevalence in Serious Case Reviews (SCRs) than previously thought. It was found to be a factor in 60% of 139 SCRs that were carried out between the years 2009 to 2011²⁴. Of 101 SCRs carried out between 2005 and 2011 where neglect was substantiated, 42% of the children subject to the SCR had no child protection plan in place at the time (their plans had been discontinued).

Types/ forms of neglect

2.10 Neglect can take a number of different forms, although they are not necessarily mutually exclusive. Box A provides an overview of the different types/forms of neglect identified in the literature²⁵.

Box A: Types of neglect

Type/form of neglect	Characteristics associated with type/ form of neglect
Medical neglect	Where parents / carers minimize or deny a child's illness or health needs and/or they fail to seek appropriate medical attention or administer medication and treatment. A study of SCRs found medical neglect to be associated with catastrophic consequences in 5 of 46 cases which were examined ²⁶ .
Nutritional neglect	Where a child does not receive adequate calories for normal growth – also called failure to thrive. At its most extreme, nutritional neglect can take the form of malnutrition; linked to 8 of 46 cases with catastrophic consequences in the study of SCRs ²⁷ . Although not historically linked with neglect, a rise in obesity in the United States, and more recently in the UK, has promoted debate about when obesity becomes an issue of child welfare/protection ²⁸ .
Emotional neglect	Where a parent / carer is unresponsive to a child's basic emotional needs. They may fail to interact or provide affection, undermining a child's self-esteem and sense of identity. Most experts distinguish this from emotional abuse by the intention behind the action, whereby emotional abuse is inflicted and emotional neglect is an omission of care ²⁹ . Some young people who were the subject of SCRs had attempted or committed suicide (7 of 46 cases). Where this was the case, a long-term history of neglect or extreme isolation was found to be part of their circumstances ³⁰ .
Physical neglect	Where a parent/ carer does not provide appropriate clothing, food, cleanliness and living conditions. Unexplained deaths occurred in the context of neglectful care and a hazardous home environment in 10 of 46 cases examined in the study of SCRs ³¹ . Further, assumptions about neglect were found to mask the danger to a child's physical safety in 7 cases in the study of SCRs; physical assault led to death or serious injury in all of these cases ³² .
Lack of supervision and guidance	A form of neglect in which a parent/carer fails to provide an adequate level of guidance and supervision to ensure a child's safety and protection from harm. A child may be left alone, abandoned, left with inappropriate carers or they may not be provided with appropriate boundaries about behaviours such as under-age sex or alcohol use. The study of SCRs found accidents to be associated with catastrophic consequences in 9 of 46 cases ³³ .
Educational neglect	Where a parent/carer fails to provide a stimulating environment or show an interest in the child's education at school. They may fail to respond to any special needs and they may not comply with state requirements about school attendance.

3. RISK FACTORS FOR, INDICATORS OF AND IMPACTS OF CHILD NEGLECT

Key messages

- 1) 'Risks' and 'indicators' are not predictive of neglect, but they are useful as they can assist professionals to remain alert to the possibility of neglect
- 2) Individual risk factors, indicators and impacts of neglect are difficult to untangle from other forms of abuse, violence or adversity experienced by children and young people
- 3) Nevertheless, a range of risk factors have been identified in the literature as associated with child neglect. Studies have identified a range of maternal risk factors, but the literature has seriously neglected paternal contributions to neglect
- 4) Poverty has been associated with neglect in a number of studies; but the evidence is not yet robust enough to determine whether it is poverty – or other factors that may be present within disadvantage – that increase the risk of neglect. Caution is urged in making these links, as neglect has been found to occur across the socio-economic spectrum
- 5) It is more likely that neglect is a result of a complex interplay of risk factors and professionals should, therefore, avoid simplistic judgements about risk factors
- 6) Indicators / signs of neglect are many and varied across different domains of a child's life. They may manifest differently according to a child's developmental stage. Indicators may also, however, be a sign of some other underlying factor that is not related to neglect
- 7) Neglect has been found to be a risk factor for a range of longer-term impacts in adolescence and adulthood. Neglect may be one reason why young people go missing, for example. Currently, missing children are the focus of concerns around CSE but once a child has been found, all reasons – including neglect – should be considered
- 8) The range of indicators, and the evidence about the long-term impacts of neglect, emphasise the importance of early identification to prevent significant deterioration of emotional and physical health and development in children. All professionals have a responsibility to act when they suspect neglect

Risk factors for neglect

3.1 Factors which have been identified as '*risks*' for neglect are features associated with the *likelihood* of actual or future harm in children. Factors associated with an increased risk of neglect may also act as risks for other adverse outcomes – not just for neglect or maltreatment. Thus, they suggest an elevated *likelihood* of neglect, but do not directly predict neglect³⁴. Risk factors for neglect, for example, will be evident in family circumstances where neglect is not occurring. Alternately, neglect may be occurring within a family where recognised risk factors are not present. Risk factors should, therefore, be interpreted with care and professionals should not assume a causal relationship.

3.2 Understanding the risk factors for neglect is not simple. Many research studies do not disentangle different forms of maltreatment, with neglect the least likely form of maltreatment to be prioritised. Research also suggests that, in fact, children and young people often experience more than one form of maltreatment. Where they experience poly-victimization – in other words, many different forms of violence and abuse across multiple domains of their lives (for example, in the home, at school and in the community) - the emotional, social and physical costs can be considerable³⁵. The multiple adversities literature also highlights that in addition to maltreatment, children and young people often contend with a range of other adversities in their lives which are evidenced in longitudinal studies to have cumulative harmful psychosocial, educational and behavioural effects³⁶. The implications of all of this mean that it can be incredibly difficult to understand whether risk factors, indicators and impacts relate to neglect, some other form violence and abuse, some other adversity or to a complex inter-play of these things.

3.3 Nevertheless, a systematic review of risk factors for neglect³⁷ reported a range of factors associated with child neglect. Factors most strongly associated with child neglect include:

- maternal lack of social support, daily stress, low self-esteem, and impulsivity.
- low frequency of interaction between mother and child.
- and maternal fertility factors, such as unplanned pregnancies, greater number of live births and unplanned conceptions are most strongly associated with neglect.
- individual child factors, in particular, low birth weight and children with disabilities.
- family/ context factors such as low socio-economic status.

3.4 The authors of the systematic review noted that fathers have rarely been considered in this literature, and thus evidence about the contribution of paternal factors to neglect is under-developed.

3.5 Other reviews³⁸ have noted that parental mental health problems can lead to a deterioration of parenting capacity; and that maternal depression, anxiety and psychosis can impact on parent-child relationships. Substance misuse has been linked to neglect because of the impact it has on parental coping and behaviours. The presence of a parental learning disability is also cited as a risk factor. Children are twice as likely to have neglect confirmed if domestic abuse is occurring in the household. Three specific features mentioned above – parental mental health problems, parental substance misuse and domestic violence – are referred to as the ‘toxic trio’ because they have consistently been found to be in evidence when families come to the attention of social care because of concerns about a child³⁹ and have been repeatedly found in SCRs as underpinning a significant proportion of child deaths⁴⁰.

3.6 The association between poverty and neglect has been supported by a number of longitudinal studies⁴¹, including the Avon Longitudinal study in the UK⁴². Other researchers who have investigated neighbourhood and community characteristics warn, however, that the links between poverty and neglect cannot categorically be made⁴³. It may be other factors which are responsible for neglect. The Avon Longitudinal study also found, for example, that a strong risk

factor for neglect is mother and father young age which could be a mediating factor. It may be that poverty is associated with higher rates of teenage pregnancy; and it is the young age – rather than poverty – which is associated with neglect. Young mothers and fathers lack the knowledge and experience in raising and caring for children which may lead to unintentional neglect. Similarly, substance abuse has been implicated in neglect, but it may instead be that it is parenting in a stressful environment – which may increase the likelihood of substance misuse – that is associated with neglect, rather than substance use itself.

3.7 While these studies may provide pointers to elevated risk, experts also warn that:

It is rare for there to be a single clear pathway leading to either emotional abuse or neglect. If practitioners are to recognize the signs of both types of abuse, they need to be alert to the interplay of the multiple risk and protective factors that make such forms of maltreatment more – or less – likely⁴⁴.

Indicators of neglect

3.8 *Indicators* suggest a child is experiencing *actual* neglect. Indicators may appear as visible physical signs, child behaviours or parent-child interactions. However, similar to risk factors, an indicator does not signify a causal relationship; indicators may be present for a host of reasons of which neglect is not one⁴⁵. For example, what looks like neglect may, after further enquiry, be found to be caused by something else.

3.9 There is some evidence that children who experience neglect but are not otherwise maltreated may be more adversely affected than those who are both neglected and physically abused⁴⁶. Impacts can reach into adolescence and adulthood⁴⁷. Research reveals that young children who experience significantly limited caregiver responsiveness may sustain a range of adverse physical and mental health consequences that actually produce more widespread developmental impairments than overt physical abuse. These can include cognitive delays, stunting of physical growth, impairments in executive function and self-regulation skills, and disruption of the body's stress response. Indicators and signs of neglect are varied and cross many different domains of a child's life. They can also be developmentally specific. However, indicators may also be non-specific and be the result of a range of underlying factors of which neglect is only one. Indicators may also be appearing as impacts of experiences of neglect.

Children aged 0 to 6

3.10 One key indicator of neglect in very young children – indeed, newborns - is faltering growth. Developmental delay in language and communication has been observed in children as young as three years old⁴⁸. Researchers at Cardiff University carried out a range of systematic reviews on indicators of neglect among different age groups and related to different types of neglect. They examined indicators of dental neglect, for example, and found that parental failure or delay in seeking dental treatment was indicative of neglect, as was failure to comply

with treatment and failure to provide basic oral care. In turn, this was found to manifest in oral pain and swelling in children⁴⁹.

3.11 The Cardiff researchers examined the early years (children aged 0 to 6) and found the following features to be particularly associated with neglected children⁵⁰:

- Aggression, in particular, angry, disruptive behavior, conduct problems, and oppositional behavior
- Withdrawn or passivity, including negative self-esteem, anxious or avoidant behavior, difficulties interpreting emotional expressions in others
- Developmental delay, particularly delayed language and cognitive function; poor peer interactions; and transitions from ambivalent to avoidant patterns and from passive to increasingly aggressive behavior
- Emotional knowledge, cognitive function and language deterioration
- Maternal-child interactions characterized by poor sensitivity, hostility, criticism or disinterest

Children aged 5 to 14

3.12 A systematic review of the international research on indicators and signs of neglect among 5 to 14 year olds was also undertaken by the Cardiff researchers⁵¹. They found that the impact on behavior is often greatest when neglect starts early in a child's life or if the child experiences both neglect and emotional abuse. The authors' found that the following indicators may be observed in neglected children:

- *Behavioural signs*: children may be prone to aggression and hostility, show greater impulsivity and concentration or they may be quiet and withdrawn
- *Interpersonal signs*: children may show difficulties in their friendships (or not have any friends at all), they may socialize less than their peers and may be perceived negatively by their peers
- *Emotional signs*: children may show low self-confidence, find it difficult to interpret emotions, exhibit more mood swings than other children and have fewer coping skills.
- *Educational signs*: children may find it difficult to carry out complex tasks in school and may have lower IQs than their peers.
- *Parent-child relational signs*: parents of neglected children may show a lack of emotional warmth, be more negative than other parents, may make more demands of their children and fail to respond to requests for support from their children.

Young people aged 13 to 18

3.13 Finally, a review by the same researchers⁵² of emotional neglect among 13 to 18 year olds found that neglected young people may be at greater risk of victimization in other domains of their lives, may exhibit delinquency, may express a lack of confidence in their futures, may misuse substances and may exhibit depression. Neglect was identified as a risk factor for child sexual exploitation in the Office of the Children's Commissioner's Inquiry into sexual exploitation in gangs and groups⁵³. Neglect has been found in research to be associated with 'going

missing'⁵⁴ – itself a key indicator of CSE. Children may go missing because of neglect at home, and become vulnerable to CSE as a result.

4. DO THE POLICE HAVE A ROLE TO PLAY IN ADDRESSING CHILD NEGLECT?

Key messages

- 1) No UK dedicated studies on policing and child neglect were identified by this review
- 2) This may reflect wider societal/professional perceptions of the police as a professional group who *receive* referrals about more serious concerns; rather than as a professional group in a position to spot early warning signs of neglect and act on their concerns

- 4.1 No dedicated research studies on policing and child neglect in the UK were identified by this review. One possible explanation is that the vast majority of concerns related to neglect fall under the criminal threshold. Even so, the review did not identify any dedicated research studies on the police role in cases of criminal neglect either. Other researchers in the UK have also noted a distinct lack of research attention to the role of the police in child neglect⁵⁵.
- 4.2 This absence of evidence on policing and neglect is partly symptomatic of broader patterns of interest in child neglect. Neglect is comparatively under-researched in the child protection field⁵⁶, despite it being the most common cause for a child to be the subject of a child protection plan in England and Wales⁵⁷ and being the most common form of child maltreatment reported in the family, according to the recent UK prevalence study⁵⁸.
- 4.3 Arguably the lack of evidence on policing and child neglect stems also from the fact that police are not typically seen by child protection experts and researchers to be a professional group who might be in a position to intervene when there are early concerns. Rather, they are seen as a professional group who *receive* referrals *from others* only when there are more serious concerns. This is demonstrated across a number of research studies involving primary school teachers and assistants, nursery workers and assistants, midwives, health visitors, doctors, early years practitioners and school nurses – but which do not include police officers. All of the other professionals are deemed to be in a position to spot the early warning signs of neglect by virtue of their day-to-day contact with children⁵⁹. The police are positioned by experts and researchers outside of this context, as the following quote demonstrates: *We spoke to professionals who are in a position to spot the early warning signs of neglect (as opposed to police and social workers, who receive referrals about more serious concerns). Primary school and nursery teachers and assistants, primary school and nursery-based nurses, doctors, midwives and health visitors all took part in the research*⁶⁰.
- 4.4 While the remit and role of the police differs significantly from those professionals listed above who deliver universal services to children and young people, *Working Together* guidance recognises the important role of the police in early identification of concerns – not simply as ‘referrers’. The police do not merely *receive* referrals from others, but they encounter children

and families every day in their homes and in communities and this presents opportunity for improved identification of children with early needs. As the study of SCRs⁶¹ found, a significant proportion of SCRs where neglect was a factor were *unknown* to children's services. This means that other professionals who may have had contact with these children did not identify them in a timely way. At present however, virtually nothing is known about what the police understand and think about neglect, how they see their roles and responsibilities in relation to neglect, nor how they go about identifying and acting / responding to neglect. This is an area of child protection that needs urgent attention by the research community.

5. PREVENTING CHILD NEGLECT

Key messages

- 1) There are some promising approaches to the primary prevention of child maltreatment – by reducing the risk factors associated with it
- 2) There is international evidence that some programmes such as home visiting and parenting programmes may be effective; and evidence is beginning to emerge in the UK that these programmes show promise
- 3) The programmes are typically delivered by sectors such as health, education or the voluntary sector. No evidence has been found of any criminal justice approaches to the primary prevention of child neglect
- 4) The police could feasibly contribute to community awareness raising about child neglect with key partners. Ideally, this would be evaluated in order to begin developing an evidence-base on promising approaches to primary prevention

5.1 Promising interventions in the primary prevention of child neglect (in other words, preventing child neglect before it occurs) are largely delivered outside of the criminal justice system and may be population based or targeted towards particular groups at higher ‘risk’ of maltreatment, including neglect.

5.2 Those which are population based have advantages such as reaching children and young people who might not come to the attention of services or whose needs do not meet requirements for statutory intervention. Further, they are less stigmatizing and may perhaps help reach families who are typically low users of services – but who might be more likely to utilize non-stigmatising services. Examples currently delivered in the UK include Sure Start (now Children’s Centres), Health Child Programme and Inter-Disciplinary Framework and parenting programmes such as the Triple P – Positive Parenting Programme – all programmes delivered by sector agencies other than the criminal justice system⁶². Broad media and awareness campaigns present another population based approach to prevention, although the evidence on preventing neglect is absent, and the current review found no examples of or evidence for criminal justice-based campaigns. We know from evidence on prevention and awareness programmes aimed at reducing sexual violence that these programmes show promise in changing knowledge, awareness and in some cases, attitudes in the short-term. However, we do not know whether these types of programmes reduce actual rates of sexual violence⁶³. Despite this, one UK based study recommends community awareness raising as part of a broader national strategy to tackle neglect⁶⁴.

5.3 Targeted approaches to prevention are seen to be more efficient and cost-effective, directing resources through their focus on sectors which have the highest need. An example is the Nurse-Family Partnership (NFP), the cost-effectiveness of which is entirely dependent upon careful targeting of the service to socio-economically deprived, first time, teenage parents⁶⁵.

Both population based programmes (parenting programmes) and targeted programmes (Nurse-Family Partnership) have shown promise, through evaluation, in reducing the factors for child maltreatment⁶⁶, although the evidence within the UK is only just beginning to build.

6. NOTICING AND RESPONDING TO THE NEGLECTED CHILD

6.1 Given the lack of direct, focussed studies on the role of the police in child neglect, the review re-directed focus to research from other disciplines as well as research that has taken a multi-agency focus on neglect to draw out any relevant learning that might be helpful for the police. Evidence provided in the remainder of this briefing comes from one of two sources: 1) Evidence from other professionals which is used to consider the role of the police (this will be referred to as 'best available evidence') and 2) Evidence from studies with a multi-disciplinary approach which involved professionals from different sectors, sometimes including police professionals as participants. While these latter studies provide learning points for policing, they should not be considered robust studies of police practice because a) most involved only a small numbers of police participants and b) the studies were not designed specifically to examine police practice in the context of child neglect.

Professionals' views on their roles and responsibilities in providing early help

Key messages

- 1) Statutory guidance requires all professionals – including the police - to understand their roles in the identification of children and young people who would benefit from early help. Experts highlight the need for strong, strategic leadership in identifying neglect as an area for active and continuous improvement. Evidence and recommendations from experts suggest that the National Policing Lead for Child Protection and Abuse Investigation should ensure that a strong and consistent message about police responsibilities related to neglect is communicated to all forces
- 2) Best available evidence from professionals in universal services suggests that professionals more closely aligned to traditional 'early help' services are more likely than professionals without an 'early help' remit to understand their roles and responsibilities in relation to neglect and early help. Given this, and in the absence of evidence from police professionals, it is reasonable to propose that police officers might have even less understanding of their roles and responsibilities in this regard

6.2 *Working Together to Safeguard Children* (2015)⁶⁷ emphasises that early help is more effective at promoting children's well-being than reacting later. Early help means providing support as soon as a problem emerges at any point through childhood and adolescence. Effective early help involves 1) identifying children and families who would benefit from early help; 2) undertaking an assessment of need; and 3) providing early help services. The key role for the police is in the early identification of children and families. The guidance requires that all professionals *understand their role* in identifying emerging problems and *share information* with other professionals to support early identification and assessment.

6.3A systematic review of the literature on noticing and helping the neglected child found that some professionals view themselves primarily as ‘referrers’ or ‘reporters’ as opposed to a professional group who can provide early help⁶⁸. A very recent study of over 800 universal service professionals in England explored perceived roles and responsibilities in relation to identifying neglect and providing early help (the police, as a professional group, were omitted from this study)⁶⁹. The researchers found that, while many professionals in these services believed that they and other universal services have a responsibility to identify neglect and provide early help, variation could be observed both between professional groups and within professions. Professionals in roles typically associated with the provision of early help (early years practitioners, school nurses and health visitors) were more likely to understand identification of concerns and the provision of early help as their responsibility than other professionals (such as general practitioners, midwives and teachers). In the absence of any evidence about how police understand their roles and responsibilities, it is reasonable to propose that police professionals may be even less likely to view identification of neglect and early help as a part of their responsibilities, given the police are not early years providers.

Recognising (noticing) the neglected child**Key messages**

- 1) There are a range of barriers to recognizing neglect. The barriers may be the same for police professionals as for other professionals which have been examined in the research. There may be additional barriers to recognition for the police that are as yet unknown, however
- 2) Recognition of neglect is not automatically predictive of a professional response. There are a range of barriers to responding to neglect, even when recognition by a professional is clear
- 3) Research evidence indicates neglect-related training is not consistently provided across professional groupings. Research evidence on police training in neglect is absent, although police inspections highlight inconsistency in child protection training across and within forces
- 4) Inspections do not comment on the quality and content of child protection training, however. Given that most concerns about neglect fall below the criminal threshold, it is important to understand how neglect is included in wider child protection training within the police service and what status it is given within that
- 5) Police training in child protection should include specific reference to child neglect and include a range of issues that address child development and should concertededly seek to address the many barriers to recognition and response that exist
- 6) There should be a focus on best practice and on equipping the police (through training and service development) to address neglect more actively

Recognition of neglect

6.4 Research reveals that professionals have a *high threshold for recognizing emotional abuse and neglect*⁷⁰. Research has demonstrated that professionals have an even higher threshold for recognising and reacting to neglect than the public⁷¹. Furthermore, professionals have demonstrated a reluctance to act when cases are not clear cut⁷². HMIC inspections identify a similar pattern of behaviour within policing as this quote from one inspection report emphasises⁷³: *Investigations where the evidence was less clear-cut, where young people did not co-operate or where there were a number of aspects that needed to be investigated before decisions could be reached about the right course of action, were handled less well.*

6.5 *Omission of care*, as a feature of neglect, poses challenges for professionals also. Clearly abusive incidents which result in a 'crisis' are rare in cases of neglect, and therefore a child may go unnoticed⁷⁴. This could provide part of the explanation as to why HMIC inspections found that the police struggled with complex cases, although the inspection reports rarely referred to neglect.

- 6.6 There is evidence that the police *do not fully understand the links between domestic and community violence and other forms of harm*. An analysis of SCRs between 2003-2005 found police to be the agency most involved with families in cases of neglect; but usually because they were involved with community or domestic violence⁷⁵. A very recent analysis of a large domestic violence service database similarly found that in almost half of the cases of domestic violence referred to the DV service that there were other forms of harm occurring in the family – and that the police were a key agency involved prior to the referral⁷⁶. Further, HMIC inspection reports continue to identify that the links between domestic violence and other forms of harm are not systematically considered by police officers⁷⁷.
- 6.7 Professionals may find it more difficult to recognise neglect among *certain groups of children*. There is an absence of a common understanding/ definition, for example, of what constitutes ‘appropriate supervision’ among adolescents. Indeed, HMIC inspections found that police response to adolescents is generally weaker. An example inspection report from one force (although this was found to be a problem in others also) stated: *When the matter was clearly identified as one of child protection, the force responded well. In difficult or complex cases, such as those involving adolescents, the response was weaker. This was more apparent in some areas than others*⁷⁸. Research on child maltreatment has found that professionals may hold different perceptions of risk for adolescents than for younger children⁷⁹. Professionals may also find it difficult to recognise neglect in disabled children where the disability provides the focus for intervention and may be viewed as the explanation for a child’s environment rather than a child’s unmet needs⁸⁰.
- 6.8 *Expectations about child disclosure* may pose another barrier to professional recognition of neglect. Best available evidence suggests that children and young people are less likely to seek help and ‘disclose’ neglect than other forms of abuse such as CSA or physical abuse⁸¹. This may be because they do not recognise that what they are experiencing is neglectful, or because they do not want to get their parents in trouble particularly where the family may be under considerable strain already. There is evidence that some professionals make assumptions that older children are better able to voice their needs than younger children⁸²; this attitude may unwittingly close down opportunities for children to seek help.
- 6.9 Professionals may also assume that *families will reach out for help* when they need it. Asking for help, however, is complex and difficult. Whether they ask for help or not is influenced by: how far the parents/carers will think there is a problem; whether the same level of concern is shared by the parents/carers and professionals; whether the parents/carers have confidence to ask for help; whether parents/carers are worried about the stigma of asking for help; and concerns about what happens once help is sought⁸³. Parents experience help-seeking as stressful, fear their children may be removed and prior experiences may negatively impact on future help-seeking⁸⁴. Research has identified a paradox of when to ask for help – a parent in one study noted that help is not offered until it is asked for⁸⁵.

6.10 There is evidence that, for many of the reasons above, that neglectful parents are low users of universal services and parents may even conceal their problems from professionals if they fear their children will be removed. In fact, regular missed routine medical appointments can be an indicator of neglect; the analysis of SCRs in 2005-2007⁸⁶ found more than a third of the children in these cases had a history of missed appointments for immunizations and developmental checks. Thus, professionals cannot assume that parents will actively seek help when they feel they need it.

Training in neglect

6.11 Training all professionals across all services in child protection is regarded by experts as critical to ensure that professionals are able to recognise and respond to children in need or who are suffering significant harm or are likely to do so⁸⁷. It has also been deemed as important in allowing professionals to challenge other professionals⁸⁸. Training in child neglect specifically is important to ensure timely-decision making to avoid significant harm to a child⁸⁹.

6.12 The evidence is mixed regarding the extent and comprehensiveness of training in neglect across professional groups. Some professionals, such as early years and education professionals tend to report having had more training in neglect⁹⁰ than other professionals such as GP⁹¹s. The importance of training in this area cannot be underestimated; results of a poll of 1,926 professionals found that those who had received training in neglect were more likely than those who had not to report that they had identified a child that was being neglected.

6.13 There is very little evidence in relation to training across the police service. Only one UK study which reported on training included a response by a police participant who said that their knowledge about child neglect had been entirely self-taught. HMIC inspections⁹² have noted patchy training in child protection/ safeguarding across staff groupings, with specialist child protection officers demonstrating the best knowledge and holding the most experience in child protection matters. Call handlers' knowledge and training in responding to safeguarding concerns have been praised. However the inspections found that other police staff, particularly custody staff in some forces, lacked knowledge about child protection. The reports do not specify the quality and content of the training received, so it is unclear to what extent their training relates to neglect. Given that neglect does not always come labelled as a child protection issue⁹³, it may be that neglect (unless it is criminal) sits outside of the training context. It would be important to develop an evidence base on the extent of police training specifically on neglect – as opposed to child protection more broadly.

6.14 Interviewees in Gardner's (2008) study (including 100 interview participants across social care, education, the police service, health and other agencies) provided recommendations for topics that they would like to be included in training:

- Signs, symptoms, appropriate actions and reaching a judgement
- Thresholds and what to do if you're worried
- Identification and assessment tools for neglect

- The child's perspective
- The effects of neglect
- Case study scenarios, multi-agency training and reflection
- Research and practice development
- Recording and presenting evidence on neglect
- Specific subjects relevant to neglect, such as parental substance use

6.14 Lord Laming's report following the death of Victoria Climbié advised that training should be comprised of a balance between theoretical and practical training, and specifically mentions the police as a key professional group that should receive this. Importantly, police should have an understanding of child development in order to understand the impact that neglect can have on a child's development. Understanding of this can help to ensure that decisions are taken in a timely way in order to stop significant harm from occurring⁹⁴.

Responding to (helping) the neglected child

Key messages

- 1) Recognition of neglect alone does not mean that professionals will act. Professionals have reported a range of barriers to taking action when they have concerns about neglect
- 2) Lack of services and resources can be a barrier, but so can challenging multi-agency and partnership contexts

6.15 Once neglect is recognised, it might be easy to assume that professionals will act. Research has documented, however, that this does not always happen for a host of reasons. It seems that neglect in particular poses difficulties for professionals. An NSPCC survey, for instance, found that of over 200 social work practitioners and associated professionals, 76% were confident that timely action was taken in relation to physical abuse and 75% in relation to sexual abuse. In contrast, only 7% were confident that timely action is taken in response to neglect⁹⁵.

6.16 A large survey of professionals (n=2,153) by Action for Children (AfC)⁹⁶ - and supported by other research⁹⁷ - revealed that half of the professionals surveyed feel unable to act when they have concerns about neglect because of a lack of available services and resources. The AfC survey included police participants (n=200), 42% of whom said that public spending cuts had impacted on their ability to intervene in cases of child neglect.

6.17 In a review of barriers to reporting child maltreatment concerns⁹⁸, 'quality' of suspicion and of evidence was found to be a key concern among professionals, a finding supported in other research as well⁹⁹.

- 6.18 Other practitioners/ agencies are viewed by some as barriers to taking action (where professionals are mistrusted by parents/ families)¹⁰⁰; where social services are seen to have thresholds that are too high¹⁰¹; or where other professionals are seen to be failing in their responsibilities – the AfC survey found that 44% of police participants cited this as the main barrier to taking action¹⁰².
- 6.19 The emotional impact from working with families who are uncooperative, hostile or resistant can present barriers to engagement and taking action¹⁰³. Twenty-nine per cent of all professionals in the AfC survey cited this as a primary reason for feeling powerless to take action, with 20% of the police participants reporting this. Practitioners can feel overwhelmed by the enormity of a neglectful family's needs¹⁰⁴. Families may be subject to numerous referrals for intervention over many years, with experts citing the tendency towards the 'start again syndrome' as a way of coping with feelings of powerlessness – this refers to new workers attempting to promote change without fully recognising the cycle of brief improvements and relapses experienced by the children in the family¹⁰⁵.

7. TOOLS FOR IDENTIFYING AND ASSESSING NEGLECT

Key messages

- 1) There is currently no evidence base on the potential of tools to help professionals *identify* neglect
- 2) Despite this, the Welsh Neglect project have recommended the development or adoption of a screening tool for use by some front line professionals, including the police
- 3) There is more evidence on *assessment* tools for use by professionals who receive referrals about concerns and need to make decisions and assess cases
- 4) The Graded Care Profile (GCP) and the Safeguarding Assessment and Analysis Framework have been identified as promising UK assessment tools deemed to be comprehensive, with good consistency with the Assessment Framework and have clear guidance to help practitioners make sense of / analyse information. More evidence about their rigour and validity is, however, required

7.1 Several reviews and research studies have been carried out in the UK in recent years investigating tools for *assessing* child neglect, used during assessments undertaken when potential needs and concerns have already been identified by a professional or para-professional¹⁰⁶. None of these reviews or studies explored the potential of tools which might be used by a broader base of professionals in helping them to identify ‘first concerns’. A key recommendation by the Welsh Neglect project team¹⁰⁷ is the adoption of a screening tool for use by some front-line professionals such as the police¹⁰⁸. An author of one review undertaken for this project noted, however, that: *“Any potential tool for earlier identification of neglect would have to be examined carefully since if it were intended to be brief it would necessarily omit some aspects of neglect. It could prevent over-reliance on such a tool if it were described as an “aid to identifying concerns” rather than as a screening or assessment tool. There is no “one page” tool evidenced to successfully identify all instances of child neglect”*¹⁰⁹.

7.2 Regarding assessment tools, a systematic review for the Department for Education¹¹⁰ outlined the features of an ‘ideal tool’. While the police may not be the main professional assessing concerns, the following features provide pointers for specialist police officers who are involved in assessment decision-making within multi-agency structures. Features of an ideal tool include the following:

- They should provide a balance of structure in terms of professional judgement and standardisation.

- They should encourage assessment and analysis of information, which covers the full range of assessment domains that are known to be associated with children's optimal development, and thereby consistent with the Assessment Framework.
- They should be sensitive to the issue of different stages within an assessment.
- They should incorporate clear guidance with regard to assessing parental 'capacity to change'.
- They should provide guidance or pointers about how the model of Structured Professional Judgment could be incorporated or integrated into a whole system.
- They should be underpinned by a model of 'partnership working' with children and families.
- They should be clearly based on best available evidence about which factors are associated with significant harm of children.
- They should acknowledge and promote the tools use within the context of an effective relationship between the children's services professionals and the children and adults being assessed.

7.3 Barlow et al.'s review concluded that there are no existing tools that meet all of the ideal requirements listed above. The review identified the Graded Care Profile (GCP)¹¹¹ and the Safeguarding Assessment and Analysis Framework (SAAF)¹¹² to be promising UK-based tools that have some of the ideal features. These tools are noted to have good consistency with the Assessment Framework, are comprehensive and are accompanied by clear guidance to help professionals make sense of and analyse information. The review found that the only UK-developed tool to be evaluated to date in terms of inter-rater reliability is the original Graded Care Profile¹¹³ which shows high inter-rater reliability in all domains. It was also found to be workable in routine practice and user friendly¹¹⁴.

7.4 Research undertaken in Cardiff as part of the Welsh Neglect Project¹¹⁵ found that all local authorities in Wales but one were using a tool to assess child neglect. Eleven different tools were in use, the most common being the GCP¹¹⁶ (5 different modified version were in use) and the Home Conditions¹¹⁷ tool. The Cardiff research also noted factors that facilitate the use of these tools:

- a dynamic lead with a clear brief to develop systems
- good communication between agencies
- multi-agency training and opportunities for joint working
- stable staff groups
- good multi-agency links
- and adoption of approaches that fit with current infrastructure such as IT

7.5 Factors that undermine the use of these tools include:

- lack of awareness and understanding of the adopted tools
- high staff turnover
- lack of time and resource to undertake the training required
- lack of communication/ weak multi-agency links
- and difficulties engaging the parents in the assessment process

8. A STRATEGIC RESPONSE

Key messages

- 1) A national strategy for tackling neglect is recommended by numerous experts and campaigners. The Welsh Neglect Project has recommended that the Welsh Government develop a national strategy
- 2) Actions are required at all levels of society to strategically respond to neglect. Experts call on the government, LSCBs, individual agencies including the police and front-line professionals to engage in a strategic response
- 3) All agencies, including the police, should ensure there is someone with located responsibility for disseminating best practice on child neglect within agencies and with partner agencies
- 4) Good information about local support services should be available for children and families so they know where they can seek support
- 5) Procedures for responding to concerns about neglect that do not meet the criminal threshold should be reviewed. The police should work with LSCBs to determine how best this information can be shared to inform a broader picture of the scale of neglect in local areas – and regionally

8.1 A number of research reports and reviews note that a strategic response is required in tackling neglect, given the multi-faceted nature of neglect¹¹⁸. At present, there is no national strategy on neglect in England or Wales¹¹⁹, although following the extensive work of the *Welsh Neglect project*, the NSPCC and AfC have recommended that the Welsh Government develop one¹²⁰. This strategy could provide the framework to co-ordinate efforts nationally and locally so that child neglect can be identified and addressed as early as possible. A strategy also allows the opportunity to benchmark the current response, identify areas for improvement, and measure progress against those desired outcomes.

8.2 Gardner's report *Developing and effective response to neglect and emotional harm to children*¹²¹, based on a focussed literature review, a national seminar and interviews with over 100 professionals across different sectors in England recommends the following actions as part of a systematic response from the government, LSCBs, individual agencies with key responsibilities and front line professionals:

- There should be agreed information-sharing and recording of concerns about child neglect. This could, as has been recommended within the Welsh Neglect project, take the form of a national protocol for working with neglect
- There needs to be greater precision in legal and procedural terms and thresholds

- Each LSCB should have an inclusive strategy for addressing neglect, including a crisis response
- Good quality information should be provided for children, parents and concerned others, with identified contact points
- Universal and targeted provision for children and parents (separately and together) are needed that address specific components of neglect
- There should be located responsibility for achieving best practice on child neglect, in all relevant services - including emergency, community and adult services
- Staff development and training plans should address staff security, health and safety, knowledge base, supervision, audit and case work
- There should be assessment and risk analysis specific to child neglect, linking identified problems to relevant services.
- An annual review by Action for Children found that systems for collecting accurate figures in relation to neglect are inadequate, often piecemeal and localised. The review authors recognise that this can be difficult because neglect can be difficult to label, but this is also precisely why new methods and models for recording prevalence are required. There is no published information on police recording that could be assessed for its contribution to the larger picture of neglect in local areas. Forces should review their systems and their recording procedures for not just criminal neglect, but for cases where there are concerns that may arise in the course of other investigations.

9. CONCLUSIONS

- 9.1 This briefing has drawn on the academic literature (and other materials, where relevant) investigating the role of the police in tackling neglect to inform the development of a National Safeguarding Action Plan. The key messages throughout the briefing are directly linked to the actions recommended, thus (most) actions are directly embedded within the evidence base.
- 9.2 The evidence cited here is drawn primarily from research with non-police professionals, because there is a distinct lack of evidence focussed on policing and neglect. This briefing draws attention to the huge gap in knowledge around the ways in which police identify and respond when they have concerns or suspicions of neglect. The briefing argues that the police have an important role to play in identifying concerns at an earlier stage, to support families and children receiving help in a timely way.
- 9.3 A range of key messages and recommendations have been made across police processes, aimed at the National Lead for Child Protection and Abuse Investigation, local forces and front-line police professionals. Some of the recommendations are strategic and require multi-agency responses. However, the police should be active in their responses to neglect, working actively with LSCBs and partners to achieve better outcomes for children. There are specific recommendations for individual forces however, which can improve practice and response among all levels and ranks. Promising practice should be shared outwardly also with other forces and partner agencies. Finally, there are messages here for front-line police officers to alert them to their roles and responsibilities in relation to neglect.
- 9.4 Evidence in relation to policing and neglect is almost entirely absent. This briefing therefore also calls on the research community to urgently fill the gaps in knowledge that could contribute to improved policing responses to child neglect.

¹ See Allnock (forthcoming 2015). In brief, the review draws on UK or international systematic reviews and meta-analyses where possible in terms of the patterns and characteristics of neglect. Practice evidence, however, is drawn primarily from UK-based research studies since the year 2000.

² Krug, E., Dahlberg, L., Mercy, J., Zwi, A. and Lozano, R. (2002) *World report on violence and health*. Geneva: World Health Organization. (p. 59) Available at: http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf

³ The Children Act 1989. Available at: <http://www.legislation.gov.uk/ukpga/1989/41/section/31>

⁴ Department for Education (2015) *Working together to safeguard children*. London: DfE. Available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>.

⁵ Social Services and Well Being (Wales) Act 2014 Available at: <http://www.legislation.gov.uk/anaw/2014/4/section/197/enacted>. *Welsh statutory guidance (Safeguarding Children: Working Together under the Children Act 2004) is currently being updated and will reflect the new legal definition in due course.*

⁶ DfE (2015)

⁷ The Children Act 1989, Part 5, Section 6. Available at: <http://www.legislation.gov.uk/ukpga/1989/41/section/46>

⁸ (1) If any person who has attained the age of sixteen years and has responsibility for any child or young person under that age, wilfully assaults, ill-treats, neglects, abandons, or exposes him, or causes or procures him to be assaulted, ill-treated, neglected, abandoned, or exposed, in a manner likely to cause him unnecessary suffering or injury to health

(including injury to or loss of sight, or hearing, or limb, or organ of the body, and any mental derangement), that person shall be guilty of a misdemeanour, and shall be liable—

(a) on conviction on indictment, to a fine... or alternatively, ..., or in addition thereto, to imprisonment for any term not exceeding ten years;

(b) on summary conviction, to a fine not exceeding £400 pounds, or alternatively, ..., or in addition thereto, to imprisonment for any term not exceeding six months.

(2) For the purposes of this section—

(a) a parent or other person legally liable to maintain a child or young person, or the legal guardian of a child or young person, shall be deemed to have neglected him in a manner likely to cause injury to his health if he has failed to provide adequate food, clothing, medical aid or lodging for him, or if, having been unable otherwise to provide such food, clothing, medical aid or lodging, he has failed to take steps to procure it to be provided under the enactments applicable in that behalf;

(b) where it is proved that the death of an infant under three years of age was caused by suffocation (not being suffocation caused by disease or the presence of any foreign body in the throat or air passages of the infant) while the infant was in bed with some other person who has attained the age of sixteen years, to bed, under the influence of drink, be deemed to have neglected the infant in a manner likely to cause injury to its health.

⁹ Hoyano, L. (2013) *The criminal law and child neglect: an independent analysis and proposal for reform*. London: AfC. Available at: <http://socialwelfare.bl.uk/subject-areas/services-client-groups/children-young-people/actionforchildren/criminal13.aspx>; Action for Children (2012) *Keeping children safe: The case for reforming the law on neglect*. London: AfC. Available at: <http://resourcecentre.savethechildren.se/library/keeping-children-safe-case-reforming-law-child-neglect>

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¹¹ Connell-Carrick, K. (2003) A critical review of the empirical literature: Identifying correlates of child neglect. *Child and Adolescent Social Work Journal*, 20(5), 389-425; Davies, C. and Ward, H. (2012) *Safeguarding children across services: Messages from research*. London: Jessica Kingsley Publishers. Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183231/DFE-RR164.pdf

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¹⁵ Stevenson, O. (2007) *Neglected Children and Their Families*, London: Wiley.

¹⁶ Dickens (2007)

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¹⁸ Brandon, M., Glaser, D., Maguire, S., McCrory, E., Lushey, C. and Ward, H. (2014) *Missed opportunities: indicators of neglect – what is ignored, why, and what can be done?* London: DfE. Available at:

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²⁰ Dubowitz, et al. (2005) Examination of a Conceptual Model of Child Neglect. *Child Maltreatment*, 10, 173-89.

²¹ Jutte, S., Bentley, H., Tallis, D., Mayes, J., Jetha, N., O'Hagan, O., Brookes, H. and McConnell, N. (2015) *How safe are our children?* London: The NSPCC. Available at: <http://www.nspcc.org.uk/globalassets/documents/research-reports/how-safe-children-2015-report.pdf>

²² Radford, L., Corral, S., Bradley, C., Fisher, H., Bassett, C., Howat, N. and Collishaw, S. (2011) *Child abuse and neglect in the UK today*. London: The NSPCC. Available at: <http://www.nspcc.org.uk/services-and-resources/research-and-resources/child-abuse-and-neglect-in-the-uk-today/>

²³ Experiences of maltreatment were defined in the NSPCC research as severe on the basis of the type of maltreatment, its frequency, whether there were multiple forms, an injury, whether a weapon had been used, if it was defined by the victim as being abusive or would fall into a more severe category of abuse under the criminal law.

²⁴ Brandon, M., Bailey, S., Belderson, P. and Larsson, B. (2013) *Neglect and serious case reviews*. London: The NSPCC. Available at: <https://www.nspcc.org.uk/globalassets/documents/research-reports/neglect-serious-case-reviews-report.pdf>

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<https://www.actionforchildren.org.uk/resources-and-publications/research/neglect-research-evidence-to-inform-practice/>

²⁶ Brandon et al. (2013)

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¹⁰⁷ The Welsh Neglect Project is a unique project in the UK and has brought together stakeholders across Wales to collaborate and identify key areas for action. It is led by Action for Children and the NSPCC, and is funded by the Welsh Government. See Holland et al (2013) and Gardner (2014)

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¹⁰⁹ Gardner, R. (2014)

¹¹⁰ Barlow et al. (2012)

¹¹¹ The Graded Care Profile is a direct categorical scale. It was developed with the aim of providing an objective qualitative grading of the care given to a child by his/her carer, identifying strengths and difficulties and acknowledging the effort and commitment shown by the carer. The GCP aims to inform decisions about priorities, interventions and referrals, track progress, and help families and professionals bring about change through specific feedback (See Carter, B. (2012) Developing and implementing an appreciative 'quality of care' approach to child neglect practice. *Child Abuse Review*, 21, 81-98.

¹¹² The SAAF provides a systematic, robust, evidence-based and time-efficient model and a range of methods for assessing and analysing in the safeguarding context. (See website for more information:

<http://www.childandfamilytraining.org.uk/27/Safeguarding-Assessment-and-Analysis-Framework-SAAF>)

¹¹³ Srivastava, O. P. et al (2003) Common operational approach using the Graded Care Profile in cases of neglect. in: Taylor, J. and Daniel, B. (2005) *Child neglect: practice issues for health and social care*. London: Jessica Kingsley. pp131-146.

¹¹⁴ Srivastava, O. P. and Polnay, L. (1997) Field trial of graded care profile (GCP) scale: a new measure of care. *Archives of Disease in Childhood*, 76(4): 337-340.

¹¹⁵ Home Conditions Scale addresses various aspects of the home environment (for example, smell, state of surfaces in house, floors). The total score has been found to correlate highly with indices of the development of children (See Cox, A. and Bentovim, A. (2000) *Framework for the Assessment of Children in Need and their Families: The Family Pack of Questionnaires and Scales*. London: DH. Available at:

<http://www.childcentredpractice.co.uk/Websites/ccp1/Files/Content/1414994/Scales%20and%20questionnaires.pdf>

¹¹⁶ The Welsh Neglect Project is a unique project in the UK and has brought together stakeholders across Wales to collaborate and identify key areas for action. It is led by Action for Children and the NSPCC, and is funded by the Welsh Government. See Holland et al (2013) and Gardner (2014)

¹¹⁷ Gardner (2008); Burgess, C., Daniel, B., Scott, J., Mulley, K. and Dobbin, H. (2013) The state of child neglect in the UK. Watford: AfC. Available at: AfC (2014) *Child neglect: the scandal that never breaks*. Watford: AfC. Available at: <http://withscotland.org/resources/child-neglect-the-scandal-that-never-breaks>

¹¹⁹ AfC (2014) *The 11th hour: are children and families being helped too late?* Watford: AfC.

¹²⁰ Stevens and Laing (2015)

¹²¹ Gardner (2008)



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Learning & Culture Policy and Scrutiny Committee**21 March 2016**

Report of the Director of Children's Services, Education & Skills and the Director of Communities & Neighbourhoods

2015/16 Third Quarter Monitoring Report – Learning & Culture**Summary**

- 1 This report analyses the latest performance for 2015/16 by reference to the service plans and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.

Financial Analysis

- 2 Due to a number of work pressures, financial information will be reported in full detail at the next scrutiny committee.

Performance Analysis

- 3 The information provided below relates to performance indicators available at Annex A and commentary relates specifically to information available at the end of Quarter 3, which has been previously been made available at Full Council.
- 4 Looked after Children: The number of children in care remained in line with previous trends at 188. This is within the safe and expected range, which has been stable for a significant amount of time. This will continue to be monitored as a key indicator.
5. Child Protection: As predicted last quarter, the number of children subject to a Child Protection Plan increased in Q3. Earlier in the year, there was an increase in the number of cases going to Initial Child Protection Conference which impacted on Child Protection levels as these have worked through the process. Social Care Managers have looked closely at this increase, and, whilst there do not appear to be any clear emerging patterns at this stage, it is being monitored regularly by the extended management team.
6. Educational Attainment: Provisional data shows that the attainment gap between disadvantaged pupils and their peers at aged 16 (GCSEs) narrowed in 2015. York's performance was closer to the National average in 2015 than in 2014. This shows significant progress, but it will remain a priority to make further improvements. To that end, it will form a key priority within the next

Children and Young People's plan. In 2015 the Council allocated additional funding of £25,000 to support work with schools to close the gap. This money is being used to support the development of a cross city virtual network to allow schools to share best practice. This was a recommendation from the Learning and Culture Scrutiny Committee report produced in March 2015. In order to develop the network a lead school has been identified in each of the six geographical clusters. Each lead school has received funding to participate in a national programme to narrow the gap which has been facilitated by the Whole Education network. The programme provides each school with the opportunity to benefit from international research and supports them to implement school based strategies to narrow the gap. Learning from the project will be reviewed at a regional conference being hosted in York on 11th March 2016. The work being done in the lead schools will form the basis for developing the virtual cross city network during 2016 and will be launched with all schools in September 2016.

7. Personal Support and Inclusion: The number of young people starting work with Personal Support and Inclusion workers to date in 2015/16 has exceeded the annual target. Through this provision, young people get significant support to identify their goals and access help to achieve them.
8. Physical Activity: Thirty one schools and over 9,000 pupils across the city took part in the biggest ever Walk to School Week campaign in October which aimed to encourage even more children to walk, cycle or scoot to school. The scheme was also targeted at families who normally take the car, and encouraged them to consider walking or cycling to school instead.
9. Homelessness: The number of households being accepted as homeless has increased by 2 to 27 but the number of households with children has remained the same (18). The number of children in temporary accommodation has decreased to 77 (from 82), and the number of families in temporary accommodation has decreased to 40 (from 47).
10. Youth Unemployment: Figures from the Office for National Statistics highlighted a 65.96 per cent fall in the youth unemployment count since December 2014.
11. Tourism: Newly released figures by Visit York, for 2014, showed that business tourism attracted an estimated 977,000 delegates (attending a meeting or conference), generating £141 million for the local economy. Visitor numbers were up by 1.5 per cent from 6.7 million to 6.8 million annually and the number of jobs in the city supported by tourism rose from 19,000 to 20,300.

Council Plan

12. This report is directly linked to the three key priorities of the Council Plan for 2015-19: A Prosperous City for All; A Focus on Frontline Services; and A Council that Listens to Residents.

Implications

13. There are no direct implications arising from this report.

Recommendations

14. As this report is for information only there are no specific recommendations.

Reason: To update the committee on the latest financial and performance position for 2015/16.

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Report Approved Date 11 March 2016

Specialist Implications Officer(s) None

Wards Affected: *List wards or tick box to indicate all* All

For further information please contact the authors of the report

Background Papers

[2015/16 Finance & Performance Monitor 3, Executive 11th February 2016](#)

Annexes

Annex A – 2015/16 Quarter 3 Performance Scorecard

Abbreviations

CLA - Children Looked After

CPP – Child Protection Plan

CSES – Children’s Services Education and Skills

E&M – English & Maths

FSM – Free School Meals

GCSE – General Certificate of Secondary Education

KS – Key Stage

LA – Local Authority

Q3 – Quarter 3

SEN - Special Educational Needs

YTD – Year to Date

YOT – Youth Offending Team

			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Children's Social Care	148	% of care leavers in employment, education or training ADD 19, 20 & 21 - (YTD)	Quarterly	70.60%	64%	57.50%	85.00%	82.60%	79.70%	-	-	Up is Good	Bad
		Benchmark - National Data	Quarterly	-	-	45%	-	-	-	-	-		
		Benchmark - Regional Data	Quarterly	-	-	47%	-	-	-	-	-		
		Benchmark - Comparator Data	Quarterly	-	-	46%	-	-	-	-	-		
	64	% of children ceasing to be the subject of a Child Protection Plan who had been the subject of a CPP continuously for two years or longer - (YTD)	Quarterly	3.60%	5.70%	9.50%	3.90%	2.40%	3.80%	-	-	Up is Bad	Bad
		Benchmark - Comparator Data	Quarterly	-	-	-	-	-	-	-	-		
	65	% of children becoming the subject of a Child Protection Plan for a second or subsequent time - (YTD)	Quarterly	19.20%	10.90%	12.20%	25.00%	30.70%	26.20%	-	-	Up is Bad	Bad
Benchmark - Comparator Data		Quarterly	-	-	-	-	-	-	-	-			
Children's Social Care - Children Looked After	101	% of Looked After Children achieving 5+ A*-Cs GCSE including English & Maths at Key Stage 4 (Best Entry) - (Snapshot)	Discontinued	22%	24%	-	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Discontinued	15.50%	12.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Discontinued	14.60%	10.50%	-	-	-	-	-	-		
	99	% of Looked After Children achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	40%	33%	(Avail Apr 2016)	-	-	-	-	-	Up is Good	Bad
		Benchmark - National Data	Annual	45.00%	48.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	43.00%	45.00%	-	-	-	-	-	-		
	EFL1	Children Looked After per 10k (Snapshot)	Quarterly	67	61	55	55	56	52	-	-	Up is Bad	Good
Deprivation and Poverty	PHOF13	% of children in poverty (under 16s)	Annual	11.70%	11.24%	-	-	-	-	-	-	Up is Bad	Good
		Benchmark - National Data	Annual	19.25%	18.62%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	20.78%	20.63%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	2	2	-	-	-	-	-	-		

Learning & Culture Policy & Scrutiny 2015/2016

No of Indicators = 70 | Direction of Travel (DoT) shows the trend of how an indicator is performing against its Polarity over time.
Produced by the Strategic Business Intelligence Hub March 2016

			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Education (Adult)	CJGE17	% of working age population qualified - No qualifications	Annual	6.50%	6.90%	4.80%	-	-	-	-	-	Up is Bad	Good
		Benchmark - National Data	Annual	9.70%	9.40%	8.80%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	11.60%	10.60%	9.80%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	2	-	-	-	-	-		
	CJGE18	% of working age population qualified - to at least L2 and above*	Annual	79.80%	80.30%	82.60%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	71.80%	72.40%	73.30%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	68.50%	69.30%	70.00%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
	CJGE19	% of working age population qualified - to at least L3 and above*	Annual	65.60%	65.80%	68.40%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	54.90%	55.70%	56.70%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	51.20%	51.50%	52.10%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
	CJGE20	% of working age population qualified - to at least L4 and above*	Annual	41.20%	40.20%	40.30%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	34.20%	35.10%	36.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	29.40%	29.80%	29.70%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
Ques001	Total participation in education (inc PT) and work based learning	Discontinued	91%	-	-	-	-	-	-	-	Up is Good	Neutral	
Education (Young People)	83	Attainment of a Level 3 qualification by age 19 - FSM group	Annual	32.00%	23.00%	(Avail Apr 2016)	-	-	-	-	-	Up is Good	Bad
		Benchmark - National Data	Annual	34.00%	35.00%	(Avail Apr 2016)	-	-	-	-	-		
		Benchmark - Regional Data	Annual	28.00%	29.00%	(Avail Apr 2016)	-	-	-	-	-		
	ES10	Free childcare places for 2 year olds	Discontinued	-	279	-	-	-	-	-	-	Neutral	Neutral
	ES9	% Take up of early education places by eligible two year olds - (Snapshot)	Annual	-	239 (78%)	350 (70%)	-	-	-	-	-	Up is Good	Good

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			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Educational Attainment	102a	%pt gap in achievement of Level 4+ Reading, Writing & Maths at Key Stage 2 between disadvantaged pupils (eligible for FSM in the last 6 years, looked after and adopted from care) and their peers - (Snapshot)	Annual	26%	20%	19%	-	-	-	-	-	Up is Bad	Good
		Benchmark - National Data	Annual	18.00%	16.00%	15.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	20.00%	18.00%	18.00%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	15	11	11	-	-	-	-	-		
	102b	%pt gap in achievement of 5+A*-Cs GCSE (or equivalent) including English & Maths at Key Stage 4 between disadvantaged pupils (eligible for FSM in the last 6 years, looked after and adopted from care) and their peers - (Snapshot)	Annual	32%	39%	(Avail Mar 2016)	-	-	-	-	-	Up is Bad	Bad
		Benchmark - National Data	Annual	26.30%	26.70%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	30.60%	30.60%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	3	1	-	-	-	-	-	-		
	73a	% of pupils achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	77%	79%	81%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	75.00%	79.00%	80.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	73.00%	76.00%	78.00%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	2	1	2	-	-	-	-	-		
	75a	% of pupils achieving 5+ A*-Cs GCSE inc. English & Maths at Key Stage 4 (new First Entry definition) - (Snapshot)	Annual	-	62.30%	62.70%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	-	53.40%	56.30%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	-	53.90%	53.80%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	-	1	1	-	-	-	-	-		
79	% of young people who achieve a Level 2 qualification by the age of 19 - (Snapshot)	Annual	86.00%	86.00%	87.20%	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Annual	83.00%	84.50%	85.40%	-	-	-	-	-			
	Benchmark - Regional Data	Annual	81.10%	83.20%	84.10%	-	-	-	-	-			
	Regional Rank (Rank out of 15)	Annual	3	3	3	-	-	-	-	-			

Learning & Culture Policy & Scrutiny 2015/2016

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			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Educational Attainment	80	% of young people who achieve a Level 3 qualification by the age of 19 - (Snapshot)	Annual	61.7%	61.9%	63.40%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	56.10%	57.40%	58.20%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	52.00%	53.30%	53.70%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	2	2	-	-	-	-	-		
	82	% gap between young people who were in receipt of FSM at 15 who attain a Level 2 qualification by the age of 19 and their peers - (Snapshot)	Annual	31%	23%	17%	-	-	-	-	-	Up is Bad	Bad
		Benchmark - National Data	Annual	17%	16%	17%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	22%	20%	21%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	15	11	2	-	-	-	-	-		
	Attain12	KS2 attainment in English for Asian pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
	Attain120	KS2 attainment in English for Mixed race pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	3	-	-	-	-	-	-	-		
	Attain13	KS2 attainment in English for Black pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
Benchmark - National Data		Annual	N/A	N/A	N/A	-	-	-	-	-			
Benchmark - Regional Data		Annual	N/A	N/A	N/A	-	-	-	-	-			
Attain130	KS2 attainment in English for Chinese pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-			
	Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-			

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			2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT	
Educational Attainment	Attain14	KS2 attainment in Maths for White pupils	Annual	84%	87%	86%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	85%	86%	87%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	84%	85%	86%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	4	1	-	-	-	-	-	-		
	Attain140	KS2 attainment in Maths for Mixed race pupils	Annual	83%	88%	91%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	85%	86%	87%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	81%	83%	86%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	6	1	-	-	-	-	-	-		
	Attain15	KS2 attainment in Maths for Asian pupils	Annual	82%	90%	N/A	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	85%	87%	89%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	80%	84%	85%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	6	3	-	-	-	-	-	-		
	Attain150	KS2 attainment in Maths for Black pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	83%	84%	85%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	75%	81%	81%	-	-	-	-	-		
	Attain16	KS2 attainment in Maths for Chinese pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
Benchmark - National Data		Annual	95%	95%	96%	-	-	-	-	-			
Benchmark - Regional Data		Annual	95%	98%	96%	-	-	-	-	-			
Attain160	KS2 attainment in E&M for White pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-			
	Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-			
	Regional Rank (Rank out of 15)	Annual	3	-	-	-	-	-	-	-			

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			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Educational Attainment	<u>Attain17</u>	KS2 attainment in E&M for Mixed race pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	13	-	-	-	-	-	-	-		
	<u>Attain170</u>	KS2 attainment in E&M for Asian pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	2	-	-	-	-	-	-	-		
	<u>Attain18</u>	KS2 attainment in E&M for Black pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
	<u>Attain180</u>	KS2 attainment in E&M for Chinese pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
	<u>Attain19</u>	KS4 attainment 5A*-C inc E&M for White pupils	Annual	67.1%	62.2%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	60.4%	56.3%	-	-	-	-	-	-		
Benchmark - Regional Data		Annual	60.2%	54.9%	-	-	-	-	-	-			
Regional Rank (Rank out of 15)		Annual	1	1	-	-	-	-	-	-			
<u>Attain190</u>	KS4 attainment 5A*-C inc E&M for Mixed race pupils	Annual	73.1%	69.0%	-	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Annual	62.00%	57.90%	-	-	-	-	-	-			
	Benchmark - Regional Data	Annual	59.60%	50.90%	-	-	-	-	-	-			
	Regional Rank (Rank out of 15)	Annual	2	2	-	-	-	-	-	-			

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			Previous Years			2015/2016							
			2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT	
			Collection Frequency										
Educational Attainment	<u>Attain20</u>	KS4 attainment 5A*-C inc E&M for Asian pupils	Annual	73.3%	47.80%	-	-	-	-	-	-	Up is Good	Bad
		Benchmark - National Data	Annual	64.90%	61.50%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	54.80%	47.20%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	9	-	-	-	-	-	-		
	<u>Attain200</u>	KS4 attainment 5A*-C inc E&M for Black pupils	Annual	-	70.00%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	58.70%	53.70%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	51.20%	45.50%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	-	1	-	-	-	-	-	-		
	<u>Attain204</u>	KS2 attainment in English for White pupils	Annual	N/A	N/A	N/A	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Benchmark - Regional Data	Annual	N/A	N/A	N/A	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	4	-	-	-	-	-	-	-		
	<u>Attain21</u>	KS4 attainment 5A*- C inc E&M for Chinese pupils	Annual	-	-	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	80.20%	76.30%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	77.80%	70.80%	-	-	-	-	-	-		
	<u>CYPL3a</u>	% of disadvantaged pupils (eligible for FSM in the last 6 years, looked after children and fostered from care) achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	56%	63%	66%	-	-	-	-	-	Up is Good	Good
Benchmark - National Data		Annual	63%	68%	70%	-	-	-	-	-			
Benchmark - Regional Data		Annual	59%	64%	66%	-	-	-	-	-			
<u>CYPL6</u>	% of pupils eligible for FSM in the last 6 years achieving 5+ A*-Cs GCSE (or equivalent) including English & Maths at Key Stage 4 (new Best Entry definition)- (Snapshot)	Discontinued	33%	27%	-	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Discontinued	36.50%	38.10%	-	-	-	-	-	-			
	Benchmark - Regional Data	Discontinued	31.30%	33.60%	-	-	-	-	-	-			

Learning & Culture Policy & Scrutiny 2015/2016

No of Indicators = 70 | Direction of Travel (DoT) shows the trend of how an indicator is performing against its Polarity over time.
Produced by the Strategic Business Intelligence Hub March 2016

			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
Educational Attainment	EH200	% of SEN pupils with a statement achieving 5+A*-C inc English & Maths GCSE	Annual	9.8%	10.40%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	9.50%	8.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	9.30%	7.20%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	8	2	-	-	-	-	-	-		
	EH5	% of SEN (non-statemented) pupils achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	18%	30%	29%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	38.00%	42.00%	43%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	32.00%	36.00%	38%	-	-	-	-	-		
	EH6	% of SEN pupils without a statement achieving 5+ A*-C inc English & Maths GCSE (new Best Entry definition) - (Snapshot)	Discontinued	25%	25%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Discontinued	25.30%	26.60%	-	-	-	-	-	-		
		Benchmark - Regional Data	Discontinued	22.30%	23.50%	-	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Discontinued	8	9	-	-	-	-	-	-		
	Employment	PHOF41	Gap in employment rate for those with learning disabilities and the overall employment rate	Annual	66.20	65.50	60.40	-	-	-	-	-	Up is Bad
Regional Rank (Rank out of 15)			Annual	12	9	4	-	-	-	-	-		
Homelessness	HOU106	Number of 16-17 year olds accepted as homeless - (YTD)	Quarterly	2	1	1	0	0	0	-	-	Up is Bad	Good
Libraries	LIB01	Library Visits - All Libraries	Monthly	1,005,595	1,043,285	799,083	247,820	274,380	228,483	-	-	Up is Good	Bad
	LIB02	Books Borrowed - All Libraries	Monthly	-	-	778,615	199,832	221,236	193,425	-	-	Up is Good	Bad
Mental Health	PHOF39	Average strengths and difficulties score of the emotional and behavioural health of children looked after continuously for 12 months at 31 March	Annual	14.30	14.40	13.1	16.9	20.8	15.14	-	-	Up is Good	Neutral
		Regional Rank (Rank out of 15)	Annual	6	5	-	-	-	-	-	-		
NEET	117	% of Year 12-14 young people who are not in education, employment or training (NEET) - (Snapshot)	Monthly	5.10%	4.50%	4.70%	4.70%	5.10%	4.80%	-	-	Up is Bad	Neutral

Learning & Culture Policy & Scrutiny 2015/2016

No of Indicators = 70 | Direction of Travel (DoT) shows the trend of how an indicator is performing against its Polarity over time.
Produced by the Strategic Business Intelligence Hub March 2016

			Previous Years			2015/2016							
			Collection Frequency	2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT
NEET	<u>117a</u>	Number of Year 12-14 young people who are not in education, employment or training (NEET) - (Snapshot)	Monthly	-	262	257	253	207	262	-	-	Up is Bad	Bad
	<u>SE3</u>	% of Year 12-14 young people who are not in education, employment or training (NEET) who are LDD (self-defined LDD, school action, school action + or statement)	Monthly	-	25.47%	29.60%	29.60%	45.90%	43.00%	-	-	Up is Bad	Bad
	<u>SE3a</u>	Number of Year 12-14 young people who are not in education, employment or training (NEET) who are LDD (self-defined LDD, school action, school action + or statement)	Monthly	-	89	76	75	95	116	-	-	Up is Bad	Bad
Physical Activity	<u>PHOF01</u>	% of physically active and inactive adults - active adults	Annual	61.54%	66.16%	62.18%	-	-	-	-	-	Up is Good	Bad
		Benchmark - National Data	Annual	56.03%	56.03%	57.04%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	55.27%	55.28%	56.08%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	2	-	-	-	-	-		
	<u>PHOF02</u>	% of active and inactive adults - inactive adults	Annual	23.67%	21.09%	21.57%	-	-	-	-	-	Up is Bad	Neutral
		Benchmark - National Data	Annual	28.51%	28.34%	27.73%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	30.26%	28.73%	29.21%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-		
Safeguarding (Young People)	<u>CYPL15a</u>	% of pupils who reported frequent verbal bullying incidents in Primary schools. (as recorded via the 'Someone to Turn to ' pupil survey) - (Snapshot)	Annual	8.00%	3.30%	NC	-	-	-	-	-	Up is Bad	Good
	<u>CYPL15b</u>	% of pupils who reported frequent verbal bullying incidents in Secondary schools Yr 8. (as recorded via the 'Someone to Turn to ' pupil survey) - (Snapshot)	Annual	4.50%	8.50%	NC	-	-	-	-	-	Up is Bad	Bad
	<u>EFL2</u>	Children with a Child Protection Plan per 10k (Snapshot)	Quarterly	38	36	34	34	37	40	-	-	Up is Bad	Bad
	<u>PHOF06</u>	Under 18 conceptions (per 1,000 females aged 15-17) (Calendar Year)	Quarterly	22.96	21.59	15.7	-	-	-	-	-	Up is Bad	Good
		Regional Rank (Rank out of 15)	Annual	3	3	1	-	-	-	-	-		
Tourism	<u>TOU01</u>	Room Occupancy	Monthly	77%	80.90%	74.76%	79.10%	85.70%	75.40%	-	-	Up is Good	Neutral
	<u>TOU04</u>	Average Room Rate	Monthly	£71.19	£73.38	£69.66	£81.43	£85.81	£81.41	-	-	Neutral	Neutral
	<u>TOU08</u>	Visits to Attractions: Big Attractions	Monthly	NC	2,975,912	2,866,401	746,921	921,844	1,252,958	-	-	Up is Good	Bad
	<u>TOU09</u>	Visits to Attractions: Small Attractions	Monthly	NC	259,973	276,399	75,386	77,086	51,845	-	-	Up is Good	Bad
	<u>TOU11</u>	Sessions on visitYork.org	Monthly	NC	1,868,119	2,121,529	379,237	404,218	599,009	-	-	Up is Good	Neutral

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 Produced by the Strategic Business Intelligence Hub March 2016

			Previous Years			2015/2016							
			2012/13	2013/14	2014/15	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	DoT	
Tourism	<u>TOU14</u>	Parliament Street Footfall	Monthly	7,941,059	7,844,253	9,616,941	2,131,369	2,361,747	2,125,920	-	-	Up is Good	Neutral
	<u>TOU15</u>	Visitor Information Centre Footfall	Monthly	NC	481,019	488,643	107,326	144,914	103,294	-	-	Up is Good	Good
Youth Offending	<u>45</u>	% of young people ending their YOT supervised order who are NEET (New definition from 2013/14 - cumulative) - (YTD)	Quarterly	27%	28%	19.50%	31.6%	27.0%	24.6%	-	20%	Up is Bad	Neutral



Learning & Culture Policy and Scrutiny Committee
Report of the Assistant Director, Governance & ICT

21 March 2016

Update on Implementation of Recommendations from Previously Completed Scrutiny Reviews

Summary

1. This report provides Members with an update on the implementation of the recommendations arising from four previously completed scrutiny reviews. The review final reports for each of those reviews can be viewed at: [Scrutiny Review Final Reports](#)
2. This report proposes that Members sign off all recommendations considered to be fully implemented.

Background to Reviews

3. Disabled Access Scrutiny Review
In June 2014 this Committee agreed to proceed with a scrutiny topic proposed by Cllr Neil Barnes to review disabled access to York's heritage and cultural offer, with the aim of improving access for all. The following objectives were agreed for the review:
 - i. To understand legal requirements & identify best practice from elsewhere
 - ii. To assess current levels of access for those with a range of impairments
 - iii. To identify possible improvements and barriers
 - iv. Facilitate the sharing of good practice across York's network of providers
4. A Task Group was formed and at the same time they were undertaking the review, the Council was in the process of developing a new approach to delivering marketing, culture, tourism and business development in the city, which led to the creation of a new organisation - 'Make it York'. As a

result, in March 2015 when the final report was presented to the Learning & Culture Overview & Scrutiny Committee, some of the recommendations were designated for the Council - these were approved by Cabinet in April 2015. The remaining recommendations were endorsed by the Cabinet and subsequently presented to 'Make it York' for their consideration.

5. The recommendations and an update on their implementation as provided by CYC Officers and Make it York, is attached at Annex A.

6. Entrepreneurship in Schools Review

In June 2014 this Committee considered a scrutiny topic proposed by Cllr Semlyen on "School based teaching of skills related to self employment / entrepreneurship at secondary ages and at York College. Cllr Semlyen referenced York's very low record of creating new business or graduate start ups - 316th out of 326 English districts, drawing attention to there being 28% fewer York business start ups in the first 3 months of 2014, compared to 2013.

7. In response officers suggested that a review of this topic could research best practice in other Local Authority areas, and use the findings to influence providers of education and training to adapt successful models to the York context. The Committee agreed it was an important topic, and as it was felt there was a clear overlap with a previous review undertaken in 2013 on Careers Education, Information, Advice & Guidance (CEIAG), they agreed to reform the same Task Group (for further information on that previous review see paragraphs 14-19 below and Annex D).

8. Having considered their options, the Committee agreed the following review remit:

Aim:

To create a culture in York schools where entrepreneurial learning is embedded, through improving entrepreneurship education and opportunities for employability and enterprise-related activities for York pupils

Objectives:

- i. To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators
- ii. Review current practices in York to identify:

- a) The commitment of local schools and colleges to develop the relevant skills and enterprising behaviours
 - b) Local good practice
 - iii. To identify appropriate sources of employability and enterprise-related activities for York schools
9. Work on the review was completed in March 2015 and the review recommendations approved by Cabinet in April 2015.
10. Those recommendations are shown at Annex B together with an update on their implementation, as provided by the Head of Secondary School Improvement.
11. School Meals Scrutiny Review
At a meeting in June 2013, this Committee received a briefing on the take up of school meals in general, and the take up of free school meals by the Head of School Services.
12. At that time school meal take up across all York schools had been fairly static for a number of years - approx 34% of all pupils. So, in an effort to improve the take-up of school meals and free school meals the Committee agreed to undertake a scrutiny review based on the following review objectives:
- i. To explore reasons for the relatively small increase in take-up of school meals across all York schools.
 - ii. To investigate why some parents/carers who are entitled, do not register and claim for free school meals and consider how the Local Authority working with partners can encourage them to do so.
 - iii. To investigate the reasons why significant numbers of entitled pupils whose parents/carers **have** registered and claimed, do not take up the offer of a free school meal.
 - iv. To look at the effectiveness of cashless payment systems for school meals and their impact on school meal take-up.
13. The review was carried out ahead of the government's introduction of universal infant free school meals for key stage 1 (introduced in September 2014). Over a series of meetings a Task Group gathered evidence in support of the review, and their conclusions and recommendations were subsequently approved by the Cabinet in May 2014.

14. An update on the implementation of those recommendations has been provided by the Head of School Services – see Annex C.
15. Careers, Education, Information & Guidance (CEIAG) Review
In September 2012, in response to a scrutiny topic proposed by Councillor D'Agorne, the Learning & Culture Overview & Scrutiny Committee received a report detailing national and local developments in the provision of careers education information and guidance (CEIAG) to young people in schools and colleges.
16. In January 2013, the Committee received an update on the national developments, together with information on a recent thematic review into CEIAG carried out by The Office for Standards in Education (OFSTED) which had included visiting two schools in York. Initial feedback from OFSTED confirmed they were impressed with the collaboration between the schools and the Local Authority, in regard to CEIAG. However, the Committee recognised that if the provision of careers education differed between all schools in York, the conclusions from the OFSTED review would not represent the full picture. They therefore agreed it might be sensible to also look at the collaboration between 1 or 2 other schools and the Local Authority.
17. The Committee agreed to set up a Task Group to carry out the review on their behalf and agreed the following remit for the review:

'To assess the standard of CEIAG for young people in York, and where appropriate identify improvements'
18. Over a series of meetings the Task Group gathered evidence in support of the review and their draft final report was presented to the Learning & Culture Overview & Scrutiny Committee at a meeting in September 2013. All the review recommendations were subsequently approved by Cabinet in November 2013.
19. In July 2014, this committee received its first implementation update for the review. At that time, the Committee agreed to sign off three of the recommendations as fully implemented, and requested a further update on the remaining recommendations in due course. A further update was provided in February 2015 and as a result a further four recommendations were signed off.
20. The council's Connexions Service Manager has provided a further update on the remaining recommendation (iv – vi), shown at Annex D.

Options

21. Members may choose to sign off any individual recommendation where implementation has been completed, and can:
 - a. request further updates and the attendance of the relevant officers at a future meeting to clarify any outstanding recommendations relating to the above reviews or;
 - b. agree to receive no further updates on those reviews

Council Plan 2011-15

22. At the time these reviews were carried out the Council Plan 2011 – 15 was in place. Three of those reviews supported the plan as follows:
 - Disabled Access Review - The review of this scrutiny topic supports the Council's priority to protect vulnerable people.
 - Entrepreneurship in Schools Review - The review of this topic supported the Council's priority to 'Create jobs and grow the economy'.
 - School Meals Review - 'Protect vulnerable people' – by increasing free school meal take up more children from low income families would be able access a daily healthy meal.
23. CEIAG Review - Whilst the review did not directly support the priorities within the Council Plan 2011-15, it did support a recommendation within the Children & Young People's Plan made by young researchers that asked for careers information and advice to be age appropriate, and for increased links between businesses and education.

Implications

24. There are no known Financial, Human Resources, Equalities, Legal, ITT or other implications associated with the recommendations made in this report.

Risk Management

25. In compliance with the Council's risk management strategy, there are no known risks associated with this report.

Recommendations

26. Members are asked to note the contents of this report and:

- i. Sign off all recommendations that have been fully implemented.
- ii. Agree whether further updates are required in 6 months time.

Reason: To raise awareness of those recommendations which are still to be fully implemented.

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Report Approved **Date** 15 Feb 2016

Wards Affected:

All



For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – Update on Disabled Access Review

Annex B – Update on Entrepreneurship in Schools Review Recommendations

Annex C – Update on School Meals Review Recommendations

Annex D – Update on CEIAG Review Recommendations

Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

OFSTED - Office for Standards in Education

Update on Implementation of Recommendations arising from Disabled Access Scrutiny Review

Recommendations for City of York Council as approved by the Cabinet in April 2015	Update as of March 2016
i) Continue to commission the services of an organisation (such as DisabledGo) that assesses the accessibility of heritage and cultural facilities in York, beyond the lifetime of the current DisabledGo contract (which ends in 2016).	The contract with Disabled Go has been renewed for the next 3 years. The arrangements will include refreshing web content, linking more effectively with local equality representatives e.g. EAG, and with partner organisations.
ii) Communicate comprehensively through DisabledGo, with all York venues included on the DisabledGo website the benefits of including a DisabledGo link on their own website – highlighting the benefits it could bring to the venue and its visitors/customers (see paragraphs 77 & 80 of Appendix 1 of review final report).	The renewal of the DisabledGo contract will incorporate action to strengthen links with the business sector through Make it York, and explore better integration with the CYC website.
iii) Introduce an annual event around York’s disabled people past and present (see bullet point 7 in paragraph 55 and paragraph 75 of Appendix 1 of review final report).	This would require a minimum budget of £5k, without which it will not be possible to introduce such an event.
iv) Improve inter-departmental working e.g. between Reinvigorate York, Planning and Transport staff to raise and make consistent our approach to access, reminding all of the impact on the cultural/heritage offer of the barriers created by poor access to public transport and moving around the city centre (see paragraphs 71 of Appendix 1 of review final report).	Access to public transport is considered during the development of all schemes within the city. Access to the city centre is being reviewed to ensure the needs of all users are adequately addressed. Other Council departments are consulted during the development of transport and public realm schemes to ensure the requirements of all residents and visitors are included in the final layout.
v) Liaise with bus providers on policy around access and remind them of the needs of York residents and	We will engage with the city’s bus operators through the York Quality Bus Partnership and the York Bus User

visitors and the barriers poor access to public transport creates for disabled people trying to access York's heritage and cultural offer (see paragraphs 71 of Appendix 1 of review final report).	Group to highlight issues experienced by disabled people in attempting to use public transport services.
vi) Introduce a downloadable mobile application free to the public – the application to contain a comprehensive guide to accessible facilities in York. One example is the 'AccessAble' app provided by DisabledGo (see paragraph 78 of Appendix 1 of review final report).	The 'iTravelYork' website is smart phone friendly, is updated on a daily basis and includes pages specifically to assist those with disabilities (http://www.itravelyork.info/journey-planning/mobility-and-accessibility/). The Council's transport team welcomes suggestions for how these pages might be improved.
vii) If such an application is adopted, a marketing campaign should be run advising residents and visitors of the availability of the application and its benefits.	

Recommendations for Make it York as approved by the Cabinet in April 2015	Update as of March 2016
viii) Full access for all to the city and its attractions should be one of Make it York's key aspirations'.	Access to York and its hotels, attractions, shops and restaurants is a crucial part of product development for the city. Working within the restrictions some buildings face we prioritise making York as welcome to all. This is an ongoing initiative and we will continue to talk to new businesses and advise they take guidance from the experts in the field of access. Review of the St Nicholas Market infrastructure included the provision for access to all chalets.
ix) Work with venues to assess their interest in accessing DisabledGo's best practice guides, with the intention of charging a fee covering the costs of those guides.	Disabled Go has been highlighted at attraction meetings for both large and small attractions. Euansguide.com (an online user generated content website) is a relatively new website and York has been one of the first cities to have a

	significant presence. We are highlighting both as important resources for visitors with accessibility issues to read reviews and get advice from fellow travellers.
x) Promote and encourage York's live music venues to achieve the Live Music Industry's Charter of Best Practice (see paragraphs 44-45 & 70 of review final report).	Further work needed to reach live music venues. MIY worked closely with the Great Yorkshire Fringe to ensure accessibility to their Parliament Street event was as easy as possible.
xi) Promote and encourage York's heritage and cultural venues to sign up to Visit England's National Code of Visitor Attractions and seek accreditation to Visit England's Visitor Attraction Quality Assurance Scheme (see paragraphs 47-48 & 70 of Appendix 1 of review final report).	Accreditation through Visit England is a recommendation to all attractions and accommodation providers. NB under the review of Visit England and Visit Britain the continuation of all of their accreditation schemes are under review and we will monitor this closely and advise businesses accordingly.
xii) Assist in the sharing of good practice across York's network of heritage and cultural providers (see paragraphs 81-82 of Appendix 1 of review final report), by: <ul style="list-style-type: none"> • Ensuring any future membership scheme they introduce, includes Accessibility (as well as Health & Safety) as a requirement; • Promoting the use of the link to the DisabledGo website to the providers it works with, as a minimal standard of access information and; • Signposting the link on each venue's website in response to requests for access information from disabled visitors; • Promoting the 'Safe Places' Scheme; • Including a link to 'yourlocalcinema' when displaying details of cinemas in York 	Disabled GO and euansguide.com highlighted to Visit York members as useful tools to ensure details of accessibility are marketed as sources of advice. We also detail the yourlocalcinema site. We are currently reviewing the visityork.org website in terms of its advice and recommendations for disabled visitors and will ensure all relevant content is included.

<p>xiii) Create a best practice accessibility-related award at the annual Visit York Tourism Awards (see paragraph 74 of Appendix 1 of review final report).</p>	<p>In line with regional and national tourism awards it is crucial that all categories at the Awards consider accessibility rather than one specific award. All categories include specific criteria around accessibility and the judging panels and mystery visits will all take a business approach to accessibility extremely seriously in the final judging.</p>
<p>xiv) Create and deliver training opportunities for public transport staff and staff at heritage and cultural venues, shops, cafes, restaurants etc to promote good practice (see paragraph 71 of Appendix 1 of review final report).</p>	<p>Planning in progress for this to be built into the MIY remit for business support</p>
<p>xv) Liaise with those organisations that participate, to improve disabled access to future 'Residents Festival' events (see paragraph 72 of Appendix 1 of review final report).</p>	<p>Access to all residents was encouraged as part of the 2016 Residents Festival and new attractions taking part in 2016 were in the whole accessible to all including the inclusion of the York Museums Trust attractions including York Art Gallery.</p>

Update on Implementation of Recommendations arising from Entrepreneurship in Schools Scrutiny Review

Recommendation as approved by the Cabinet in April 2015	Update as of March 2016
<p>i. Support the Introduction of an Enterprise Governor at each school (See paragraph 22 above and paragraph 48 of Appendix 1 of review final report).</p>	<p>This was taken forward following an initial input at the Director’s termly Headteachers’ Briefing in April 2015. Enterprise Governors have been appointed at all secondary schools with additional support provided through Leeds City Region Funding. School level audits have been carried out and 3 priority strands identified:</p> <ul style="list-style-type: none"> ▪ Access to, and understanding of, Labour Market Information ▪ Embedding employer engagement into the curriculum ▪ “Careers fairs” type activity <p>It is hoped to support these through the next round of Local Enterprise Partnership funding.</p>
<p>ii. An annual 'Tenner' challenge be introduced, funded by £1500 donation, linked to charitable aim (Lord Mayor's Charity) and facilitated by CYC or through partnership working with a “sponsor”. Participation in the challenge to be encouraged through the Enterprise Governors.</p>	<p>No progress to report - prior to publication of the report I informed Officers supporting the scrutiny that the School Improvement Team would not have the capacity to support this activity.</p> <p>Minutes of the Executive meeting of 25 June 2015 state: Members noted that Minster Law had offered a donation of £1,500 to fund the first annual ‘Tenner’ challenge, part of the review’s recommendations, and that David Scott had offered to co-ordinate the first event.</p>

iii. A Young Entrepreneurs Award be introduced as part of the annual Press Awards - for winners of the 'Tenner' challenge, as part of Business Week.	See above.
iv. Entrepreneurship opportunities and involvement of businesses/employers be included in new Careers, Education, Guidance & Inspiration Menu. (See paragraph 46 of Appendix 1 of review final report)	The 2015/16 offer document is attached at Annex B2.
v. The Children's University and the advantages of participating in their modules and the long term benefits they can bring, to York schools be promoted. (See paragraph 20 above and paragraphs 50-52 and 54-72 of Appendix 1 of review final report)	We have continued to promote this opportunity; it is, for example, included the above document.
vi. The review final report to be sent to York's primary schools to help encourage and promote entrepreneurship.	As Chair of the Scrutiny Task Group, Cllr Scott agreed to write a letter to all schools and include a link in the letter to the final report on the Council's website We are unable to confirm whether this was done.

Preparing Young People for the Future:



City of York Careers, Education, Information Advice and Guidance (CEIAG), Enterprise and Employability Offer to schools and colleges

This document has been produced to advise secondary school and college leadership teams and governing bodies how to deliver their statutory duties to provide careers guidance for pupils from years 8 to 13. It had been produced by the Local Authority with a range of local partners who wish to work with schools to provide a comprehensive range of activities which can support and add value to school and college careers education, enterprise and guidance activities. This offer is not an exhaustive list and we hope to work with you add to the range of activities on offer over the coming years.

Secondary schools and colleges can effectively deliver their statutory duties in relation to careers advice and guidance through partnership with the Local Authority, Secondary Schools, National Careers Service, employers, Colleges and training providers, HEIs and the voluntary and community sector to ensure all young people in York have access to high quality independent, impartial, information, advice and careers guidance. This CEIAG, Enterprise and Employability Offer sets out our ambition for a broad framework for careers education, guidance including activities and employer engagement from Key Stage 2 onwards that will equip young people with the right skills and knowledge to make informed decisions and succeed in future employment.

Statutory Guidance: Careers Guidance and Inspiration in schools (March 2015)

- The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
- The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships and other vocational pathways
 - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.
- Impartial is defined as showing no bias or favouritism towards a particular education or work option.

- The non-statutory departmental advice on careers guidance and inspiration in schools sets out some common features of inspirational, high quality advice and guidance.
- Schools should provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. Schools should also consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.

Ofsted School Inspection Handbook January 2015.

Inspectors should explore:

- the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance
- the impact of this guidance in helping young people to make informed choices about their next steps
- how well the school meets the needs of all vulnerable groups of pupils, including reducing the numbers who do not continue to education, employment or training
- how well the school works with families to support them in overcoming the cultural obstacles that often stand in the way of the most able pupils from deprived backgrounds attending university.

What constitutes good careers guidance?

Evidence from Ofsted shows that a well designed programme of careers education supported by access for young people to individual careers guidance and work related learning and activities can support high levels of attainment and progression. However provision is patchy and variable in quality.

Gatsby, the Association of School and College Leaders and the National Association of Head Teachers in their report of 2014 on good career guidance written by Sir John Holman have made a judgement of what good looks like in the form of 8 benchmarks identifying different dimensions of good career guidance. For more information visit: gatsby.org.uk/goodcareerguidance

In our offer for providers we have set out how programmes and activities can contribute to the 8 benchmarks.

The Benchmarks

1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for wide range of career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experience of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help exploration of career opportunities, and expand their networks.
7	Encounters with further and higher education	All students should understand the full range of opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

CEIAG, Enterprise and employability offer to schools and colleges from partners

Over the next few pages we have set out details of a range of local partners who are able to offer services to schools, young people and parents. This includes one to one guidance for young people, mentoring, support for the curriculum, visits to colleges and universities, work related learning and work experience and employers visits and activities. Some of the activities on offer are statutory and already available to schools, some are available on a traded basis, whilst much of the offer is pre-funded and freely available for schools to take up. It will be effective as part of a well planned and timely framework of careers education information and guidance and work related activities.





City of York Council
West offices, Station Rise
York YO1 6GA

Support with Benchmarks:
1, 2, 3, 7 & 8

Contact/Manager

Steve Flatley | 01904 552367 | steve.flatley@york.gov.uk

John Thompson | 01904 553004 | john.thompson@york.gov.uk

The Local Authority has statutory duties under the Learning and Skills Act 2008 to secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan in their area.

It also has to make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training.

The Local Authority Connexions Service offers information, advice, guidance and support to young people age 13 to 19 (and up to age 25 to those who are disabled) at risk of becoming NEET. The 14 - 19 and Skills Team works with providers to secure provision for young people and produces information for young people, parents, schools and colleges on the range of opportunities available.

Statutory services

Secondary KS3,KS4

Targeted Impartial, careers advice guidance and support for young people age 13 to 19 in compulsory and full time education who are vulnerable and/or at risk of disengaging from education. Specialist support for those who have special needs, are Looked After Children and those who their current institution and Connexions have identified as disaffected from education and at risk of NEET, in a one to one or group setting

Traded Services to CYC schools and FE colleges

- Able to assist in developing CEIAG and employability programmes.
- Staff development to effectively advise and support young people in transition.
- Support in working towards national quality standards in careers guidance.
- Any other areas where you may need support.

Free and funded services to schools and FE colleges

- Support and challenge to deliver the new statutory duty in relation to careers guidance and inspiration through the curriculum using the Prepared For the Future and ACEG frameworks. Support for working towards CEIAG Quality Standards.
- Advice and support in commissioning and evaluating independent and impartial careers guidance.
- Annual booklet for parents and young people in years 9 and 11 explaining year 10 and post 16 options.
- Our annual Steps to Success event where young people and parents get the opportunity to meet school 6th forms, colleges, universities, training providers and employers to learn more about post 16 options and the range of higher education and employment opportunities available to them.
- Support for engagement with regional and national projects such as Local Enterprise Partnership (LEP) funded initiatives bringing employers and schools together and European Social Inclusion Fund (ESIF) programmes.
- Support in delivering the Duke of Edinburgh Award for young people.



c/o York St John University,
Lord Mayor's Walk,
York YO31 7EX

Support with Benchmarks:
2, 3, 4 & 7

Contact/Manager

Paul Murphy | 01904 876349 | p.murphy@higheryork.org

Higher York provides a 'Single Point of Contact' for schools in York, North Yorkshire and parts of East Riding which offers easy access to the outreach activities of the partner HE institutions. A partnership of five local HE Providers (University of York, York St John University, York College, Askham Bryan College and Craven College), Higher York is part of the National Network for Collaborative Outreach.

For up to date information and to find out more about opportunities available:

Email: contactus@higheryork.org Web: www.higheryork.org/schools/

Free services to schools and FE colleges from the local HE providers

Services and activities

A range of outreach activities is available to York schools; these are mainly aimed at Key Stages 3 and 4, although some are also available to primary schools.

All the partner universities and colleges work collaboratively to offer a wide range of outreach activities for schools aimed at raising aspirations, encouraging young people to progress to higher education and helping them to make the right choices about their future. The focus is on finding out about HE in general rather than any particular institution. Activities are particularly aimed at young people who may not otherwise have considered progression to HE.

Primary KS2

The Children's University is particularly aimed at Key Stage 2 and offers employer/student led opportunities around different industries.

Web: www.yorkcares.co.uk/programmes/york_childrens_university/

Secondary KS3, KS4, KS5

The partnership's Core Offer available to all secondary schools and colleges includes:

- On site visits and activities which give an insight into HE and a feel for University life:
 - Open days at all partner institutions
 - Academic Taster days at all partner institutions to provide an opportunity to find out more about particular subject areas
 - Opportunities to attend Master Classes and similar events
 - Bespoke visits arranged for individual schools on request
- Talks, presentations and information sessions about various aspects of HE and student life including:
 - Different routes into HE
 - Student finance and funding
 - Applying for HE
 - Writing a personal statement
 - Welfare and pastoral support

Sessions can be delivered by both HE student support teams and by Student Ambassadors and/or Students' Union representatives. They can be aimed at various audiences e.g. pupils, parents and carers, teachers and careers guidance staff

- Attendance at schools' own options evenings and similar events to provide information and answer questions about HE
- Activities to support particular groups of students, for example pupils with special needs and/or disabilities, looked after children, young carers
- Activities targeted at pupils interested in specific routes into HE for example vocational programmes, apprenticeships
- Activities targeted at encouraging progression into non-traditional routes e.g. women into science and engineering

Whilst some activities involve on site visits, a number of these activities can also be delivered on school sites.

University of York

In addition to the Core Offer, some schools and students may be able to access the following events and activities offered by the University of York:

- Green Apples – opportunities across York based FE and HE partners
- Excellence Hub for Yorkshire and Humber – academic taster days and IAG events for a range of age groups and interests
- Next Step York – targeted programme for Year 12 and 13 students
- The Big Deal – enterprise competition for Year 9 and 10 students
- York Science Outreach Centre – science related activities
- YSIS - York Students in Schools – classroom and subject support in schools provided by student volunteers
- Mentoring opportunities – employer and/or student led
- York Cares – mentoring, coaching and business opportunities for young people

Please note that some of these activities have restricted access for reasons of practicality, or because they are specifically designed for pupils eligible for free school meals or the pupil premium and/or have no experience of HE in the family.

Web: www.york.ac.uk/study/undergraduate/outreach/

York St John University

In addition to the Core Offer, some schools and students may be able to access other events and activities offered by York St John University including:

- Green Apples – opportunities across York based FE and HE partners
- North Yorkshire Higher Education Collaboration project – targeted programme for year 7-11 students in Coastal and Selby schools
- York St John University COMPACT scheme – opportunities for KS5 pupils
- Aiming High Primary School project – targeted activities for KS2 pupils in primary schools
- Summer School – a three day residential for targeted year 10 students in schools across the region

Some of these schemes are designed for schools and pupils who meet certain criteria. Please contact us for more information.

Web: www.yorks.j.ac.uk/study/visit-us.aspx



18-19 Colliergate,
York YO1 8BN

Support with Benchmarks:
1, 2, 3, 4, 5 & 6

Contact/Manager

Angela Kavanagh 01904 656 655 | email: angela.kavanagh@aspire-igen.com

The National Careers Service, supported by qualified careers advisers, has helped millions of people improve their working lives by providing information, careers and skills advice that's tailored to the individual. The Government has now asked the National Careers Service to play a role in connecting schools to opportunities to deliver inspirational careers activities.

Free and funded services to schools and FE colleges

The National Careers Service Inspiration Programme in York and North Yorkshire provides a portal for schools and colleges, promotes effective employer engagement, an understanding of the job market and quality, planned CEIAG with impact so that young people can make good decisions about their futures.

The Inspiration portal - <http://inspiringyandh.co.uk/> includes:

- Local job market information
- Employer section introducing employers to how they can work effectively with schools and colleges
- A brokerage facility to put employers in contact with schools and colleges
- Resources to help inspire young people
- An events calendar
- Links to organizations that can support with inspirational activities, quality CEIAG and employer engagement.

Free impartial services to young people and parents:

The National Career Service offers information and professional advice about education, training and work to adults and young people age 13 years and over. Pupils and their parents can access support via a website, helpline and web chat.

The website <https://nationalcareersservice.direct.gov.uk>

The website is all age and includes job profiles, skills tests, course searches, job search advice and job market information. A mobile website and app is also available.

National Contact Centre Tel: 0800 100 900

To support pay-as-you-go clients and those with no access to landlines, there is a facility to book a free call back on the website.





IT Centre, Innovation Way,
York Science Park,
Heslington, York, YO10 5NP

Support with Benchmarks:
2, 3, 4, 5 & 6

Contact/Manager

Yvonne Emmerson 01904 567616 | email: yvonne@nybep.org.uk

Based on over 20 years' experience as an Education Business Partnership, NYBEP offer a wide range of services to schools/colleges that support careers education, enterprise, employability, the personal development of students and employer engagement.

Statutory services

Primary KS2

We can support statutory areas of the curriculum but do not formally deliver statutory services.

Secondary KS3, KS4

We can support statutory areas of the curriculum but do not formally deliver statutory services.

Traded Services to CYC schools and FE colleges

Services and activities

Many of our services are purchased by school/college customers however, we actively seek funding from employers, government and other agencies allowing us to offer some services free of charge or at subsidised rates.

Primary KS2

Some of our programmes are differentiated for use with primary age students. Modules include finance and maths, science, aspirational career thinking and understanding where I live. More information can be found on our website: <http://www.nybep.org.uk/719/buildandtrade>

Secondary KS3, KS4

Most of our services are aimed at secondary age students, particularly KS4. These include: Work Experience – different levels of service, all include access to placement database and health and safety vetting (placements can be pre or post-16, block or extended)

Our learning modules include enterprise programmes, careers fairs, events and speed networking, aspirational/inspirational careers sessions, careers and curriculum related STEM programmes, CV and interview experience plus broader employability programmes. Information can be found on our website: <http://www.nybep.org.uk/721/exploreandtrade> Key to all our delivery is direct contact with local employers/apprentices.

We will also support schools by brokering links with employers to meet specific curriculum needs.

We can also support schools with access to U-Explore on-line careers resources.

Free and funded services to schools and FE colleges

Services and activities

We actively seek funding from employers, government and other agencies allowing us to offer some services free of charge or at subsidised rates, however, this does vary over time.

Current examples include:

- The provision of STEM Ambassadors to support relevant curriculum areas (STEMNET funded)
- Employability programmes targeted at students at risk of NEET (ESF funded)
- Our annual Inspirations STEM event (sponsored)
- Employer-led programmes and challenges – most of these have elements of enterprise learning whilst providing information about work roles/opportunities within specific sectors or with individual employers – in York we will frequently have a number of employer programmes available during a typical year.

Primary KS2

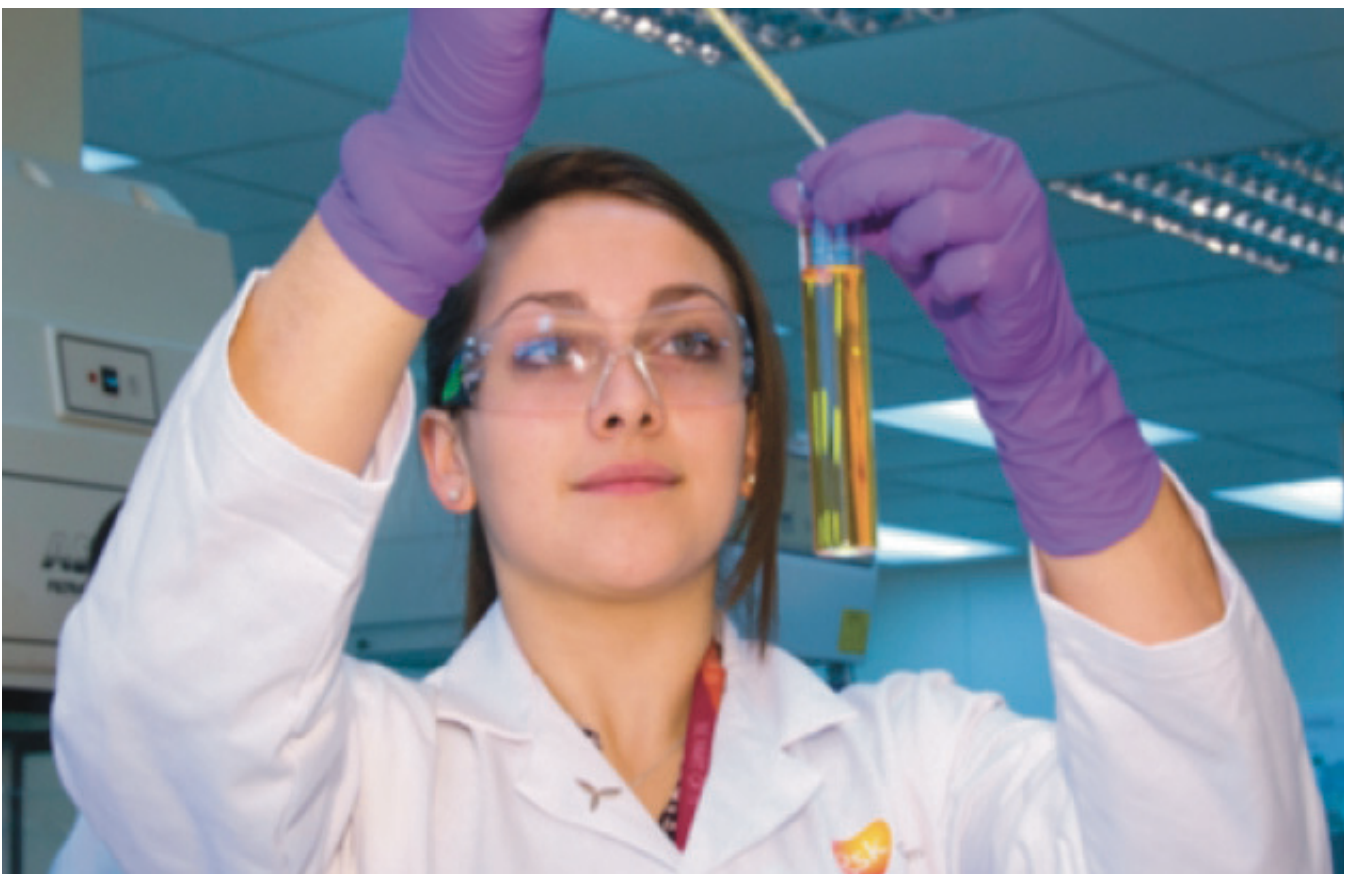
Some of the above services are relevant at KS2 but mainly KS4.

Secondary KS3, KS4

Most of our services are targeted at KS4 students. We also work in KS3 and post-16.

Further additional services

We frequently customise or expand our services to meet the specific needs of schools and employers and like to be creative and innovative in using our expertise to respond to new opportunities.





West Offices, Station
Rise, York YO1 6GA

Support with Benchmarks:
2, 3 & 5

Contact/Manager

Beverley Wills 01904 553008 | beverley.wills@york.gov.uk

Julia Massey 07769 640241 | julia.massey@york.gov.uk

York Apprenticeship Offer (supported by funding from Leeds City Region)

The YAO partnership is made up of the 'main six' training providers delivering Apprenticeships in the city (Babcock Training, CITB, LearnDirect, YH Training Services, York College and York Learning), along with the Local Authority Connexions Team and the National Apprenticeship Service.

Co-ordinated by the LA 14-19 and Skills Team, the **YAO is an impartial free service aimed at schools to improve the understanding and knowledge about the Apprenticeship route and encourage more young people to consider this option as a progression route.** The offer helps schools to meet their statutory duties around Careers Education Information and Guidance (CEIAG).

Since the YAO began in April 2012, approximately 125 sessions have been delivered to over 6500 young people still in education.

Free and funded services to schools and FE colleges

Services and activities

School inputs – The Apprenticeship inputs are flexible to meet the needs of the target groups. Ranging from overview presentations to full year groups/assemblies, targeted sessions to young people that have expressed an interest in Apprenticeships, practical sessions on how to apply, attendance at staff training/governor meetings etc.

Weekly Apprenticeship Vacancy Bulletin – this takes two forms: 1) the latest vacancies shared with schools, to be displayed on noticeboards; and 2) an e-shot of the latest vacancies, top tips, vacancy of the week, details of events and videos, emailed direct to anyone (young people, careers co-ordinators, parents) that has expressed an interest.

E: york.apprenticeships@york.gov.uk

Apprenticeship facebook page (yorkapprenticeships) - Used to keep in touch with individuals that have expressed an interest in Apprenticeships. Similar to the bulletin, it provides the latest information on events, vacancies and top tips.

Apprenticeship Recruitment Events – held once or twice a year at City of York Council West Offices, at which young people and parents can meet with recruiting employers, training providers and employment agencies

Apprenticeship Recruitment Service for Smaller Businesses – the Business Engagement Team is funded to work with smaller businesses to increase the take-up of Apprenticeships amongst 16-24 year olds. The team has already worked with 100 SMEs to create 86 different high quality Apprenticeship opportunities in everything from Para-legal to Insurance Broking to Social Media and Marketing to Dental Nurse, Pharmacist and Funeral Directing! This is an important strand of work to open up opportunities for young people

York Apprenticeship Talent Match – as part of the talent match process for young people and businesses, the team is starting to offer a more tailored service to help young people find and move into Apprenticeship opportunities. This includes support with CV writing and interview technique. We are currently reviewing how this service can be extended.

Secondary KS3, KS4

The majority of school inputs are to young people in Years 10-13 (both KS4 and KS5). However we have also attended events for young people as young as Year 6 (KS2).

Further additional services

In addition this service is also available to other groups of individuals including JCP claimants, city wide events etc.



Cares is an initiative of
Business in the Community

C/O University of York, Careers,
Heslington, York YO10 5DD

Support with Benchmarks:
2, 3, 5 & 6

Contact/Manager

Jacqui Gunter, Manager 01904 432499 | jacqui.gunter@york.ac.uk

York Cares is an employee-volunteering charity with 40 employer members and access to 24,000 employees. York Cares currently co-ordinates York Children's University and is extending its programmes into secondary schools. See www.yorkcares.co.uk for more details.

Free and funded services to schools and FE colleges

Services and activities

Student and employee led activities designed to excite children and young people in learning, broaden horizons and raise aspirations.

Primary KS2

York Children's University including employer/student-led modules shaped around different industries and including a workplace experience (e.g. Law and Justice, Money, Retail, Advertising), Children's University lectures and the Children's University Passport to Learning scheme and annual graduation ceremony at the University of York.

Secondary KS3, KS4

Under development

One-to-one mentoring – school students who are at risk of underachieving work through 'personal challenges' with university mentors and attend a confidence-building day hosted by an employer.

Group coaching – school students explore a particular academic subject and related industry over 4-6 weeks supported by university students and local employers. Subjects/industries might include healthcare and nursing, finance, media and marketing, engineering, science and technology etc.

Annual take-over day – teams of school students take-over the boardroom and tackle a real-world problem supported by employees.





Sim Balk Lane, York, YO23 2BB

Support with Benchmarks:
2, 3 & 7

Contact/Manager

Lucy Walker (Senior Marketing Officer, Schools Liaison)

01904 770239 | lwalker@yorkcollege.ac.uk

The College is the largest provider of 16-19 education and work based learning in the sub region and offers a wide range of subjects, levels and modes of study. During the 2013/14 academic year there were 8,300 students, of whom 6,500 were in EFA/SFA funded education (i.e. 16 – 18, adult provision and apprenticeships). 2,300 were funded by other means e.g. Higher Education (approx 600), International students (approx. 150), approximately 71 were on schools links programmes and the remainder were on full cost provision.

Free and funded services to schools and FE colleges

Secondary KS3, KS4

Attendance at:

- parent/carer Events
- school assemblies, careers events, group tutorials (year group presentations)
- cross city CEIAG events e.g. 'Steps to Success' Event (held in October)

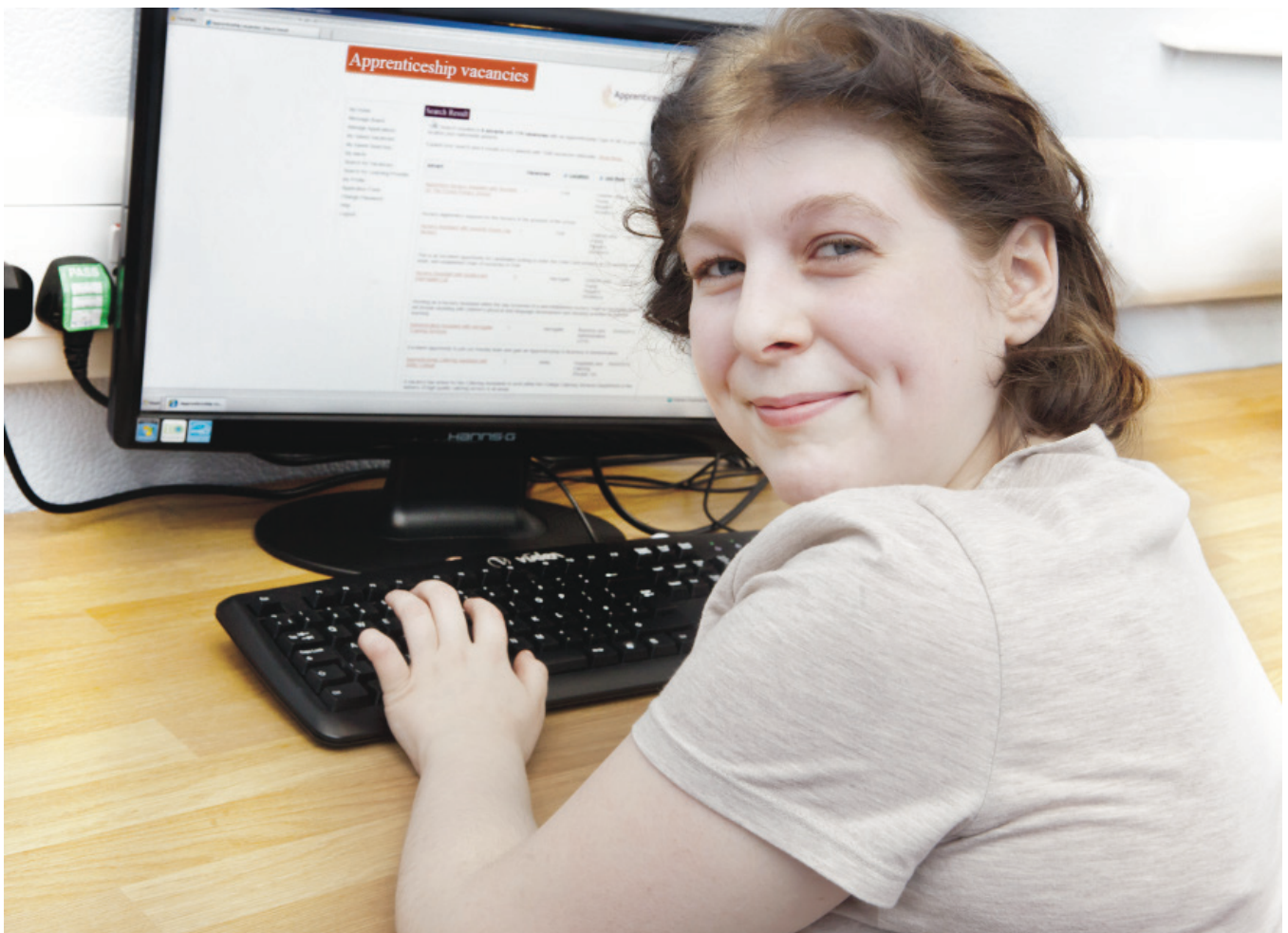
Hosting prospective students through Taster Events and New Student Days

Provision of Guidance Interviews, held at York College on a fortnightly basis

5 Open Events held throughout the year (for FE and apprenticeships), 3 for HE

Further additional services

- Information events held for Careers Advisers
- Some College/School curriculum links for specific subjects/topics exist
- Production of annual Course Guide (Prospectus)
- Hosting small group, or family, visits to the College
- Participation in Green Apples initiative
- Invitation to College events for prospective new students
- Oxbridge event held for those aspiring to progress to top universities
- Employer Engagement events also held to promote apprenticeships
- Bespoke sessions for KS4 to raise aspirations of students and explain College HE offer
- Stands with information re HE and Higher Apprenticeships for careers events for Sixth Forms





Askham Bryan, York, YO23 3FR

Support with Benchmarks:
2, 3 & 7

Contact/ Manager

Mary Hair (Schools Liaison) 01904 772277 | mary.hair@askham-bryan.ac.uk

Askham Bryan College is a specialist land-based College operating on a dispersed model across the North of England. The College offers Further and Higher Education courses to the land-based sector and beyond. The College is predominantly land-based with around 78% of full time FE course provision in 2013/14 defined as land-based (81% including HE). New programmes have extended the offer to Sport (Football and Outdoor Adventure Sport) and Uniformed Public Services (at York).

The 2013/14 student population was made up of 1627 16-18 year olds (the great majority of whom are following full-time courses). There were also approximately 530 work based learning students studying for land-based NVQs. The College also provides a range of Higher Education courses at Foundation and Honours degree levels accessed by around 497 students.

Free and funded services to schools and FE colleges

Secondary KS3, KS4

Attendance at:

- School progression events
- School assemblies, careers events, bespoke group tours of the College, feed into NYBEP's series of careers engagement sessions with schools across the City.
- Attendance at 'Steps to Success' Event (held in October at the racecourse)
- Up to 6 Taster sessions held on Wednesdays on set dates
- Up to 4 Saturday Morning open events split between Higher Education and Further Education
- At least 6 Information Evenings held throughout the year (for FE and Apprenticeships)

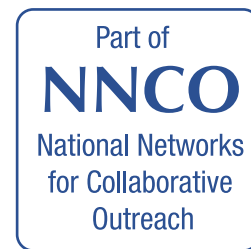
Further additional services

- The College hosts the Opportunities Fair for Entry and Level 1 provision.
- Production of Prospectus and spin off information materials.
- Group tours on request.
- Participation in Green Apples initiative.
- Will attend initiatives such as speed networking and mock interviews.
- Link into to STEM events where possible (Big Bang and Inspirations).
- Bespoke sessions for KS4 to raise aspirations of students and explain College HE offer.
- Information stand with information re Higher Education/Apprenticeships for Sixth Forms.
- Run commercial events such as 'Lambing Day' and 'Countryside Day' to showcase the College resources and estate.





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your business
with an
Apprentice
in York



Update on Implementation of Recommendations arising from School Meals Scrutiny Review

Recommendation as approved by the Cabinet in May 2014	Update as of March 2016
<p>i. That the School Services Team/ Benefits Team carry out an annual check to identify those parents who are entitled, but not registered for FSM, and write to them to encourage them to claim.</p>	<p>This check has been carried out for the last three years. It has resulted in an increase in the number of parents submitting applications for free school meals, enabling the schools to be able to claim additional funding through the pupil premium. The challenge of universal infant free school meals means all pupils in the first three years of compulsory education are now entitled to free school meals (it is not linked to low income). This does mean that some parents see no reason to apply for free school meals in those first three years, not realising that free school meal pupils attract pupil premium funding for the school.</p>
<p>ii. The Local Authority should consider whether there is a role for it to act as advisor and/or broker/facilitator of innovative arrangements between those schools not in York’s Local Authority contract.</p>	<p>Over the last few years the Local Authority has seen more schools withdraw from the central school meals contract delivered by ISS Education. Some schools have chosen to use other catering providers or have taken school meals catering in-house. The School Services Team (School Meals) have continued to make closer links with those schools not in the central contract, this has resulted in the majority of schools buying back the Local Authority’s School Meals Catering Monitoring Service. They recognise the expert advice and support those staff offer and are willing to pay for this service.</p>
<p>iii. Schools should be encouraged to be more flexible in when and how often parents can pay for school meals to ensure those on a low income are not excluded.</p>	<p>The introduction of universal infant free school meals have assisted in removing the stigma of identifying which pupils are on free school meals and those that are not. Alongside this more schools are now using on-line payment systems meaning it is now almost impossible to identify pupils who pay for meals and who do not.</p>
<p>iv. Catering providers who provide school meals in primary schools, be approached to work with the LA and schools to reduce the price of meals for</p>	<p>The central school meals contract re-negotiation following the introduction of universal infant free school meals allowed the price of meal being charged for Key Stage 2 pupils being reduced from £2.25 to £2.00 (This began in September 2014). We have managed to hold the</p>

<p>those pupils in key stage 2, taking account of the expected significant increase in number of meals provided</p>	<p>price at £2.00 since then. However the introduction of the living wage is likely to mean an increase in the school meal price from April 2016. As more schools move away from a central contract we are likely to see an increasing variation in school meal prices across all York schools.</p>
<p>v. Closer working relations be developed between the LA, schools and catering providers across York to promote the benefits of eating a healthy school meal - this to be run alongside the commencement of free school meals for all pupils in key stage 1.</p>	<p>The current central catering contract is due to expire in July 2017, the indications are that we will move away from a central school meals catering contract. As indicated earlier however it is envisaged that schools will continue to want to buy-in those specialist services (including catering) offered by the School Services – Catering team. This should enable all York schools to continue to offer healthy school meals. Different schools will offer different things in terms of choices, but is clear UIFSM has not seen any deterioration in the quality of food being provided.</p>
<p>vi. LA to monitor the introduction of free school meals in key stage 1 to look at the impact on primary schools with particular emphasis on space within the kitchen, access to appropriate equipment, the impact on the school day, and the possible knock on effects on key stage 2, with a report to Scrutiny in 12 months time</p>	<p>The introduction of free school meals in key stage 1 has inevitably seen an increase in the number of pupils eating a school meal each day. The average take-up across those primary schools in the central City of York contract (KS1 & 2) for the 2013/14 was 36%. In 2014/15 following the introduction of universal infant free school meals the average take-up increased to 59% (across KS1 & KS2). During 2014/15 the take-up in KS1 was 79% compared with 43% in KS2, unfortunately we have no comparable data for 2013/14.</p>

Update on Implementation of Recommendations arising from Careers, Education, Information & Guidance (CEIAG) Scrutiny Review

Recommendations approved by Cabinet in Nov 2013	Implementation Status as of July 2014	Update as of February 2015	Update as of March 2016
<p>iv. Develop some form of CYC charter mark that can be awarded to schools that meets the criteria recommended above (following the publication of the forthcoming report on the recent Ofsted review referred to in paragraph 4 above).</p>	<p>The Local Authority has developed a “Prepared for the Future framework” self evaluation toolkit which enables schools to benchmark themselves against statutory guidance and nationally recognised frameworks.</p> <p>This self evaluation toolkit provides a more accessible and achievable framework for secondary schools, given the increasing demands on school time, resources and budgets.</p> <p>7 secondary schools out of 9 have engaged in this process which has enabled the Local Authority and schools to identify and share good practice.</p>	<p>All secondary schools have engaged with Prepared for the Future Framework. It is showing variations in practice and quality in the delivery of CEIAG through the curriculum and the availability of individual careers advice to young people.</p> <p>Currently, there is no appetite on the part of schools to work towards a form of CYC charter mark unless it has currency to national frameworks.</p> <p>We will work with the National Careers Service to adopt a charter mark linked to the nationally recognised quality mark and will challenge and support schools to work</p>	<p>In September 2015 York secondary schools were invited to apply to take part in a 2 year quality standards project funded by North Yorkshire County Council and York, North Yorkshire and East Riding Learning Enterprise Partnership, supported by the University of Derby.</p> <p>3 schools (Millthorpe, Joseph Rowntree and Archbishop Holgate successfully applied and are working towards the national kitemark, Quality in Careers Standard with 15 schools from North Yorkshire.</p>

		towards when they fulfil the local framework , possibly from September 2015	Through our local CEIAG learning network we are optimistic that other schools will engage in quality awards.
v. Each young person should be offered a career interview.	<p>To date, approximately 1800 young people from years 9 to 13, the vast majority in year 11, from 8 schools have been offered careers guidance interviews through targeted support and commissioning by schools in 2013/14. In addition, schools have their own pastoral systems to guide young people through transitions at age 14, 16 and 18.</p> <p>Due to the changing statutory duties of secondary schools and the Local Authority and reductions in staffing and capacity in 2013/14, the Local Authority will offer targeted 1 to 1 careers guidance and support to all young people with special educational needs and disabilities (SEND), looked</p>	<p>Not all young people are currently being offered individual careers guidance interviews. There is some very good practice but it is not consistent across the secondary schools system. The Local Authority (LA) works with all secondary schools in York to support young people at risk of Not in Education, Employment or Training (NEET) focusing on children and young people with special needs, those looked after by the Local Authority (LA) and those with attendance issues. These young people are offered individual careers guidance. All young people at Applefields and</p>	<p>This is a secondary school statutory responsibility with which we are continuing to support and challenge our secondary schools.</p> <p>Since the last update there has been some progress with some excellent practice. However, the picture in York schools remains patchy.</p> <p>1 additional secondary school buys in independent careers guidance for pupils bringing the total that commission services to 2 schools as well as 3 schools that employ their</p>

	<p>after children (LAC) and those identified by the schools as disengaged from education from September 2014.</p> <p>For the majority of children and young people for whom careers guidance is the responsibility of secondary schools, they have been provided with a list of approved providers including freelance careers advisers and careers companies with a good local track record.</p>	<p>Danesgate are offered individual careers guidance and support.</p> <p>In relation to secondary schools and their duty to provide careers guidance, 3 secondary schools employ their own careers adviser and 1 buys it from careers guidance provider. The 4 schools use various systems to prioritise or target young people but also offer careers guidance to any young people from year 8 or 9 and year 11 who request it.</p>	<p>own careers adviser. 4 schools still don't commission any independent one to one careers guidance but use their pastoral systems and work with partners such as Higher York, NYBEP, York Cares, the National Careers Service and post 16 providers to provide young people with careers information and advice.</p> <p>Given the Local Authority's reduced role in this area we have produced with schools and partners a local CEIAG Offer, bench marked against the nationally recognised Gatsby Benchmarks, to enable schools to plan and deliver provision.</p> <p>The Local Authority continues to offer</p>
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			targeted, impartial, one to one careers advice to young people who are in care through the Virtual School, those who are SEND and those at significant risk of becoming NEET.
vi. There is a need to provide greater scope for involvement by employers in schools – see paragraph 63 of final report.	<p>The Local Authority is working with headteachers and Learning City York to support schools to deliver their new statutory duties and the Careers Guidance and Inspiration Agenda. We are also working with our respective Local Enterprise Partnerships (LEPs) to secure additional resources. One recent example of LEP involvement includes the production of key sector fact sheets and local labour market information in the Leeds City Region.</p> <p>This strand, however, is an area of some complexity and risk which needs a degree of</p>	<p>Most schools do not use the traditional 2 week block work experience model but use many variations which usually have a focus on a targeted group who are either vulnerable students and more motivated students looking for post 16 employment. Many schools are building strong relationships with employers or use the service brokered by North Yorkshire Business and Education Partnership (NYBEP).</p> <p>We are working with partners including National</p>	<p>Through a nationally programme funded via the recently established Careers and Enterprise Company ,the Local Authority is working with our respective LEPs to support secondary schools to link up with enterprise advisers who will broker local and national employers in inspirational activities to engage young people in the world of work, improve their enterprise and employability skills and promote greater career awareness.</p>

	<p>coordination and individual school take up, while balancing this against constraints that schools may encounter.</p> <p>The Local Authority is working with school leaders and key partners such as the National Careers Service and North Yorkshire Business Enterprise Partnership to ensure that we rise to the challenge of providing young people with high quality contact with employers and employees as envisaged in the new statutory Guidance.</p> <p>We are working with key sector leads such as construction, retail and rail. A recent careers and skills event organised at West Offices in partnership with North Yorkshire Construction Training Group focused on opportunities and career paths into the construction industry, attended by local employers and schools.</p>	<p>Careers Service (NCS), NYBEP, York Cares, the universities and colleges to develop a CEIAG Offer which provides a menu of employer activities linked to an agreed framework. This will be in place from September 2015.</p> <p>Employment and skills plans are being written into CYC procurement tenders to ensure that we secure locally targeted employment and training opportunities for residents. Two large contracts will provide opportunities for schools and colleges to get involved with:</p> <ul style="list-style-type: none"> • Community Stadium • Derwenthorpe Housing Development. <p>Opportunities for work experience will be offered via NYBEP and York College and opportunities for site visits, curriculum</p>	<p>All but 1 secondary school are taking part in this project with support from designated enterprise governors who were established during a pilot phase in Summer 2015.</p>
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	<p>High quality local and regional labour market information is available to and used by schools to raise occupational awareness amongst young people.</p> <p>In one example, a school has close links with employers including during Ambitions Week which is for all students from year 7-11, in which speakers from various businesses were invited to school. In year 9 there is an activity during an industry day where students set up their own business and make products which they showcase to a panel of judges including local business people.</p>	<p>projects and visits to schools are available.</p> <p>Following the publication of Lord Young’s “ Enterprise for All” and with support of government funding through Leeds City Region, we are working with school governing bodies to identify an enterprise governor for each school to champion the enterprise and employability agenda.</p> <p>We will be working with all secondary schools to audit existing activity that helps young people to prepare for their future career aspirations and identifying gaps ahead of more funding becoming available across the City Region for schools to bid for to commission new activity.</p>	
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Feedback from Scrutiny Committee in July 2014

The Scrutiny Committee agreed to sign off recommendations i, ii and iii as these had been fully implemented, but agreed not to sign off the remaining recommendations because:

- iv. Officers were still developing the framework.
- v. Adjustments in statutory duties needed to be assessed and brought back to the Committee.
- vi. The Local Authority was still continuing to actively work on stronger links between schools and employers.
- vii. That the Committee should continue to receive further updates regarding recommendations vii.
- viii. Officers were continuing to look at ways to improve this provision.
- ix. Pending whilst officers explored ways to work with schools and colleges.
- x. Pending until a copy of the letter had been seen by the committee and results had been accessed.

Feedback from Scrutiny Committee in February 2015

The Committee agreed to sign off recommendation (vii) – (x) as fully implemented, and requested a future update on the remaining recommendations (iv – vi) in order to observe how they were progressed

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Learning & Culture Policy & Scrutiny Committee

21 March 2016

Report of the York Museums Trust Scrutiny Review Task Group

York Museums Trust (YMT) Scrutiny Review – Draft Final Report**Purpose of the Review**

1. At the outset of its review the task group asked that options be brought forward to meet the following objectives:
 - To ensure that the Council's financial contribution to YMT:
 - supports the core purpose of the museums and the collections
 - reflects and furthers the distinctive interests of York residents in the city's museums
 - provides long-term confidence in the Council's commitment to the museums in order to secure the commitment of other funders / investors
 - gives YMT a viable financial planning window
 - supports an agreed capital development plan that YMT and the Council will take forward in partnership
 - To identify the most appropriate custodianship arrangements to:
 - provide protection in perpetuity for the buildings and collections, ensuring that they are conserved and remain in the city
 - ensure that the collections continue to grow
 - To enable YMT to operate effectively as a business-like charity

Consultation

2. A Council press release was issued in early March 2016 in support of this review, suggesting members of the public may like to submit their views via email on what they hope for from York's museums in the future. Only a limited number of submissions were received – see Annex A.

3. The press release also suggested that members of the public may like to participate in the review by registering to speak at the Task Group's final meeting or at this meeting of Learning and Culture Scrutiny and Policy Committee.
4. Representatives from YMT attended all of the Task Group meetings and contributed to the discussion on the information provided.

Information Gathered

5. Over a number of meetings the Task Group received information in support of the review. This included:
 - Ideas for core partnership objectives in any future agreement
 - A presentation from YMT with regard to its current financial plan
 - A presentation from YMT on its emerging capital development ideas
 - Information on the current legal structure of the relationship between the Council and YMT
 - Information on the current charities, the properties and collections, and the potential for a new charitable scheme

6. Core Partnership Objectives

The following list of core partnership objectives was presented for the Task Group's consideration. These were drawn from the founding documents from when YMT was established and subsequent "Partnership Delivery Plans", enhanced and updated to reflect the Task Group's discussion at its first meeting and the objectives that the Task Group set out:

- Creation of museum and gallery provision capable of contributing to positioning York as a world class cultural centre
- Provision that is a source of inspiration and enjoyment for all and a stimulus for learning and skills development
- The protection and conservation of the collections, gardens and buildings for future generations including improved storage
- Promotion of the city's museums and collections through a varied range of activities which could include exhibitions, displays, community projects, volunteering opportunities, formal learning for schools, informal activities for families, and adult learning
- Increased access to the city's collections, gardens and buildings and increasing visitor numbers, especially young people

- Recognition of the special significance of the museums and gallery for York residents through the maintenance of pricing incentives for York residents and opportunities for free access
- The facilitation of outreach activities and pricing mechanisms designed to encourage visits by those who do not traditionally use the museums or gallery
- Excellent customer service and visitor experience
- Improved public realm¹ through capital investment and imaginative interpretation schemes
- Active international partnerships to enhance public programmes, to increase YMT's and the city's reputation, and to raise funds
- Retention of registered museum status and development of the designated collections to ensure maximum public benefit
- The maintenance of the Museum Gardens on the Register of Parks and Gardens of Special Historic Interest maintained and the register of botanical gardens
- Public access to the Museum Gardens daily (except relevant Christmas / New Year holidays) unless closure is necessary for reasons of public safety
- Effective, open and transparent governance including effective access and equalities policies covering trustees and staff recruitment practices

7. Current Financial Plan

YMT provided an indicative 3 year financial plan, based on current funding levels from the Council and Arts Council England, for the Task Group's consideration - see Annex B. The purpose of this was to demonstrate a potential format in which YMT could present their future financial plan to the Council annually, as public information, for the purpose of negotiating the Council's financial contribution to YMT.

8. Capital Development Ideas

YMT also provided a presentation on their emerging capital development ideas – see Annex C. Again, the purpose of this was to demonstrate the

¹ All the publicly owned and publicly accessible land associated with the museums and gallery i.e. the squares, pathways, right of ways, gardens and open spaces, as well as the buildings and facilities

type of information that the Council might receive from YMT annually as part of the process for developing and renewing the funding agreement.

9. The Current Legal Structure and the Potential for a New Charity

10. **Legal Structure:** The Task Group received information on the key legal agreements that currently govern the relationship between YMT and the Council:

- YMT's Memorandum and Articles of Association
- The Funding Agreement
- The Transfer Agreement
- The Building Leases
- The Collections Loan Agreement
- The Scheme for the Yorkshire Museum and Gardens Charity
- The Kirk Deed

11. It was noted that these agreements were created at a time when circumstances were very different. The principal issues noted with the current arrangements were that:

- Since 2002 the Council's support to YMT has decreased by 74% in real terms such that it now represents less than 10% of YMT's income. The implications of this are that:
 - The Council has much less control, in practice, over YMT's actions
 - It is unrealistic to expect the relationship to continue on the basis of detailed reporting back on a myriad of specific targets
 - YMT increasingly needs to be able to operate as a self-sustaining organisation, adapting their business model and seeking new ways to create funds
 - YMT has already created a new relationship with its visitors, including York residents, through the creation of the YMT card. The inappropriate inclusion of clauses within building leases relating to access for York residents (clauses which would not normally be found in building leases) needs to be addressed
- The Council has not maintained the 5 year funding agreement. It was noted that it will be essential to restore the confidence of other funders through a new funding agreement.
- The Collections Loan and Management Agreement has only 11 years left to run. Furthermore, it provides that any additions to the collections

are transferred to the ownership of the City Council. Given the lack of legal protection for the collections of the Art Gallery and Castle Museum potential major donors do not have sufficient confidence to transfer their collections into the ownership of a local authority. As a result, the city is missing out on potential significant collections: the best that can be achieved in these cases is a long-term loan. There is a real risk at present of the collections failing to grow and potentially significant new collections going elsewhere.

- The leases have 21 years left to run. This is insufficient to attract further major investment funding.
- The above issues taken in the round mean that there is now inadequate protection for the long-term security of the city's museum buildings and collections.

12. **The Yorkshire Museum and Gardens Charity:** The Yorkshire Museum was originally opened in 1830 by the Yorkshire Philosophical Society. The Yorkshire Museum & Gardens is a linked charity to YMT, sharing its charity registration number (1092466) and being treated as forming part of YMT for registration and accounting purposes.
13. YMT is the managing trustee for the Yorkshire Museum & Gardens whilst the Council is the custodian trustee. The duties and responsibilities of a managing trustee and a custodian trustee are different. The role of custodian trustee is limited in scope but important as the custodian trustee formally holds the trust property and can refuse permission for changes which constitute a breach of trust. In this way it acts as a check on use of the assets outside of the initial agreed charitable purpose.
14. The managing trustee on the other hand is responsible for the general control and management of the administration of the charity, including the exercise of any power or discretion exercisable under the trust. A managing trustee has the ultimate responsibility for directing the affairs of the charity, ensuring it is well run and meeting the objectives for which it has been set up. There is, in relation to the financial affairs of the charity, a duty of care and a duty to act with integrity, along side the other trustee duties.
15. All of the property of the Yorkshire Museum and Gardens charity is subject to the terms of the Charities Act and the particular land and buildings listed within the Scheme have an additional level of protection in that they must be retained for use for the object of the charity.

16. **The Kirk Deed:** There is a separate Charity Commission Scheme document in relation to the Kirk Collection of Bygones and again the Council is custodian trustee and YMT is managing trustee in the same way. This Scheme relates to that part of the Castle Museum collections that was originally donated to the City by Dr Kirk in the 1930s.

Analysis

17. In regard to the future legal relationship between the Council and YMT, having considered the information provided, the Task Group agreed that it should be based on two key building blocks, replacing all the current agreements and leases:
- A funding agreement which would govern how the Council would fund YMT
 - A charity with a governing document or scheme, which would set out how the buildings and collections would be managed
18. The Funding Agreement
The Task Group agreed with a proposal that the future funding agreement be made up of four core elements:
- i) *Common Partnership Objectives for Museums Provision* – The Task Group agreed the appropriateness of the suggested objectives listed at paragraph 6.
 - ii) *Agreed Reporting Mechanisms* - The Task Group agreed that it would be appropriate for YMT to continue to report back to the Council via Learning and Culture Scrutiny Committee twice a year. The report should cover the activities of both YMT and the Council, highlighting development and challenges against:
 - The Core Partnership Objectives
 - The Long-Term Financial Plan
 - The Capital Development Plan
 - iii) *A Long-Term Financial Plan* - Having considered the example 3 year financial plan at Annex B, the Task Group agreed that the format and level of detail was appropriate to inform the negotiation of the Council's annual contribution to YMT; however, they agreed that it would be preferable to extend it to form a 5 year rolling plan in order that it would provide a planning window more consistent with the capital

development plan and the funding cycles of the Arts Council. It was also agreed that a narrative would be needed to support the figures presented providing a commentary on issues such as expected income levels and the variables that could affect this, planned efficiency measures, levels of reserves required and so on.

The Task Group noted that the financial plan would need to provide for a healthy bottom line that would provide a contingency against shortfalls in income, build up depleted cash reserves, assist with the cash-flow requirements of capital projects, and provide match funding for capital projects (it was noted that the indicative levels forecasted in the indicative version at Annex B will not do that).

iv) *A Projected Capital Development Plan* – it was noted that YMT were at an early stage of developing a new capital development plan, focussing on:

- The Castle Museum
- The Museum Gardens
- Storage Consolidation
- Yorkshire Museum - expansion of Public Space

The Task Group agreed that the development plan should identify the respective roles of YMT and the Council within it, the financial areas where YMT would seek support from the Council and other areas where the Council can support delivery of the plan. It should also set out:

- Timescales
- Projected capital requirements
- Outline fundraising strategy
- Connections with partner projects
- Project management and procurement strategies
- Risk assessments

19. The Process for Updating the Funding Agreement

In considering how best to establish, maintain and update the Funding Agreement, it was proposed that an annual discussion take place between YMT and the Council. In support of that discussion YMT would need to provide their refreshed 5 year financial plan and an updated capital

development plan. It was also proposed that the annual discussion should take place during August-September each year so that the product of the discussion can be factored into the Council's annual budget setting process. Once the budget for the following financial year is set in February the updated Funding Agreement can be formalised by the relevant Executive Member.

20. It was recognised that it is essential for the Council to continue to make an annual revenue contribution to YMT and that it will not be helpful to YMT for this contribution to be capitalised. It was also recognised that the Council would need to provide YMT with as much certainty about its funding contribution over the life of the 5 year financial plan as it could (recognising that the Council cannot commit future administrations with regard to grant funding levels).
21. It was agreed that the Council's financial contribution should be in respect of the core purpose of maintaining and operating the properties managed by YMT.
22. Charitable Scheme

Consideration was given to the multiple legal agreements currently in place. It was agreed that improved protection is needed for the buildings and collections to ensure that:

- The existing collections remain in the city
- York's collections are used to full advantage for the benefit of York's residents and visitors
- The collections grow

In order to identify the most appropriate custodianship arrangements to ensure the above, the Task Group were asked to consider the benefits of putting all the museum and gallery assets onto a similar basis to those of the Yorkshire Museum and Gardens, i.e. under a charitable scheme, which has the Council as custodian trustee and YMT as managing trustee. In considering that approach the Task Group agreed that any new scheme should:

- Put a double-lock protection on the assets so that neither YMT nor the Council could dispose of or use them outside of the terms of the governing document or scheme without the other's consent (and, in the case of the core assets, the Charity Commission)

- Provide clarity and consistency of approach regarding the long-term use and management of the assets
- Reassure potential donors to the collections regarding the long-term security of their donations
- Reassure potential funders, legacy donors and others regarding the long-term security of their contributions
- Demonstrate the long-term commitment of both the Council and YMT to a partnership approach to protect, preserve and enhance the assets for the public good

Review Recommendations

23. At its final meeting in March 2016 the Task Group agreed to make the following review recommendations:
24. In regard to the Council's financial contribution to YMT that:
 - i. A Funding Agreement be developed and maintained consisting of four elements: *Common Partnership Objectives for Museums Provision; Reporting Mechanisms; A Long-Term Financial Plan; A Projected Capital Development Plan*, as set out in paragraph 18
 - ii. YMT provide a 5 year rolling financial plan with commentary (at the level of detail given in Annex B) to support the Council in its consideration of its contribution to maintaining YMT's core business.
 - iii. YMT provide a long-term capital development plan to inform the Council's consideration of its support of YMT's capital development programme.
25. In regard to future custodianship arrangements:
 - iv. A consistent charitable framework to be implemented for all assets and collections, which addresses the objectives set out at paragraph 6, and which, together with the proposed Funding Agreement, replaces the various current legal agreements.

26. To ensure YMT can operate as an effective business-like charity:
- i. The *Common Partnership Objectives for Museums Provision* at paragraph 6 be endorsed as the partnership's long-term shared intentions
 - ii. The reporting arrangements set out at 18 ii) to be adopted and this committee to receive bi-annual reports on developments and challenges with respect to the Common Partnership Objectives, the Financial Plan and the Capital Development Plan as the basis for discussion on shared opportunities for the partnership between the Council and YMT

Reason: To inform the future renewed agreement between YMT and the Council, and to conclude this review in line with scrutiny procedures & protocols

Implications

27. **Legal** – In regard to recommendation (iii), in an effort to ensure one coherent approach across all museums and assets, appropriate legal advice will need to be sought to identify the best approach e.g. whether the existing charitable scheme can be extended or whether a new scheme is required, before a report is made to the Executive Member. Discussion will also be required with regard to whether all the assets should be included in the charity or whether there should be any exceptions.
28. There are no other known implications associated with the recommendations arising from this review.

Risk Management

29. Without a renewed funding agreement between the Council & YMT it will not be possible to ensure long-term confidence in the Council's commitment to the museums or secure the commitment of other funders / investors.

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Report Approved **Date** 16 March 2016

Wards Affected:

All



For further information please contact the author of the report

Background Papers: None

Annexes:

- A** – Online Consultation Feedback
- B** - Indicative long-term financial plan
- C** - Copy of Presentation on YMT Development Plans

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YMT Scrutiny ReviewOnline Consultation Responses

1	<p>I attended the York residents' weekend with my children, as I do every year.</p> <p>I was really saddened this year to see a huge queue at the art gallery. The gallery was rammed. I understand it was the same at the museums. Locals want to have access to these venues, and should be able to 'pop' in with their children for educational visits over the year.</p> <p>As I understand it, numbers have dramatically fallen for visits to the art gallery since these charges have been brought in.</p> <p>Would it not be possible to agree / write in to the contract free access for York residents to the York Museums Trust properties one weekend a month? There is much evidence that people who get into a gallery or museum free then make a donation, buy a cake, or something from the shop. This would be a 'win win' – locals are happy, the gallery and museums still get some revenue.</p>
2	<p>It would be a gesture of goodwill to allow those of us that work in York to have free admission too. Our shopping in the main is done in York, we park our cars in York, we work for York employers but we get no benefit at all.</p>

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Revenue Income & Expenditure - £'000

	Forecast	Draft Budget			Indicative Forecast			Indicative Forecast		
	Total 2015/16	Staff 2016/17	Other 2016/17	Total 2016/17	Staff 2017/18	Other 2017/18	Total 2017/18	Staff 2018/19	Other 2018/19	Total 2018/19
Unrestricted Income										
Admissions	2055			2345			2369			2392
YMT Card Sales	148			265			267			270
Gift Aid	226			294			297			300
ACE Major Partner Museum	1230			1230			1230			1230
City of York Council	605			605			605			605
Enterprises Income	865			1220			1224			1229
Museum Development	349			349			349			332
Other Unrestricted Income	120			89			85			85
Total Revenue Income	5600	-	-	6397	-	-	6426	-	-	6443
Charitable Expenditure										
Costs incurred by Enterprises	573	260	652	912	265	654	919	267	656	923
Curatorial	839	476	339	815	484	339	823	489	332	821
Learning	410	270	100	370	274	100	374	277	100	377
Gardens	203	171	40	211	174	40	214	175	40	216
Marketing	494	219	266	485	223	266	489	225	255	480
Premises	625	105	513	619	107	507	614	108	514	622
Visitor Services	1075	977	192	1169	994	192	1186	1004	192	1196
Trust Central Costs	1136	621	634	1255	632	634	1266	638	634	1272
Museum Development	349	169	180	349	171	177	349	173	159	332
	5133	3008	2265	5273	3060	2255	5315	3090	2226	5316
Total Revenue Expenditure	5706	3268	2917	6185	3324	2909	6233	3357	2882	6239
Increase/(Decrease) in Unrestricted Reserves	(107)			212			193			203

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York Museums Trust

2016-21

Capital Projects

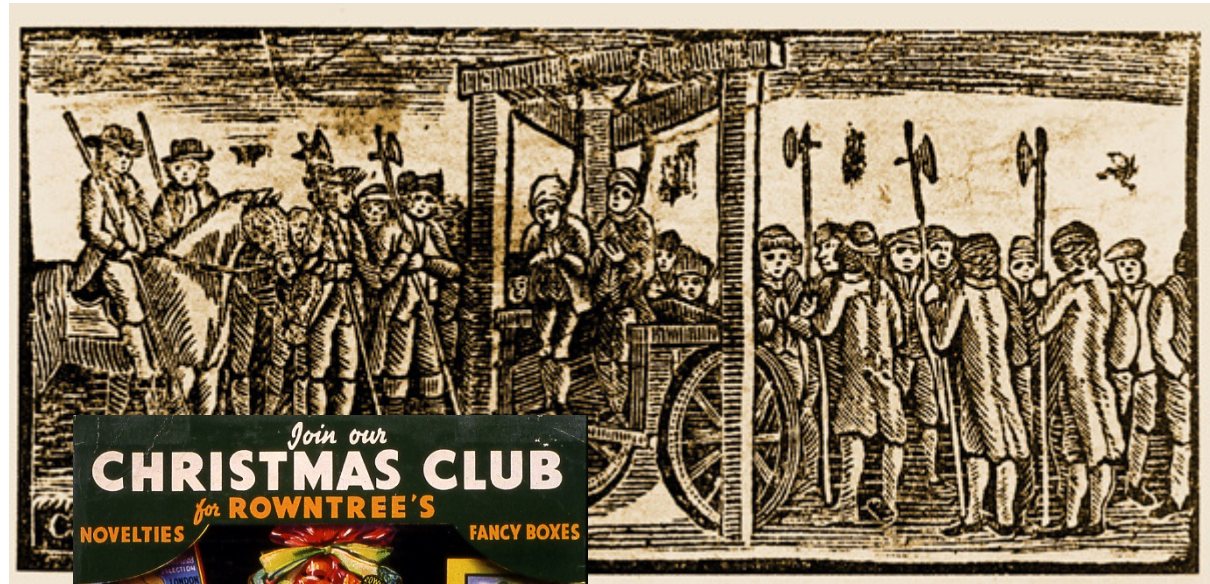
York Castle Museum



York Castle Museum



York Castle Museum



York Castle Museum



York Castle Museum



Collections rationalisation at Birch Park



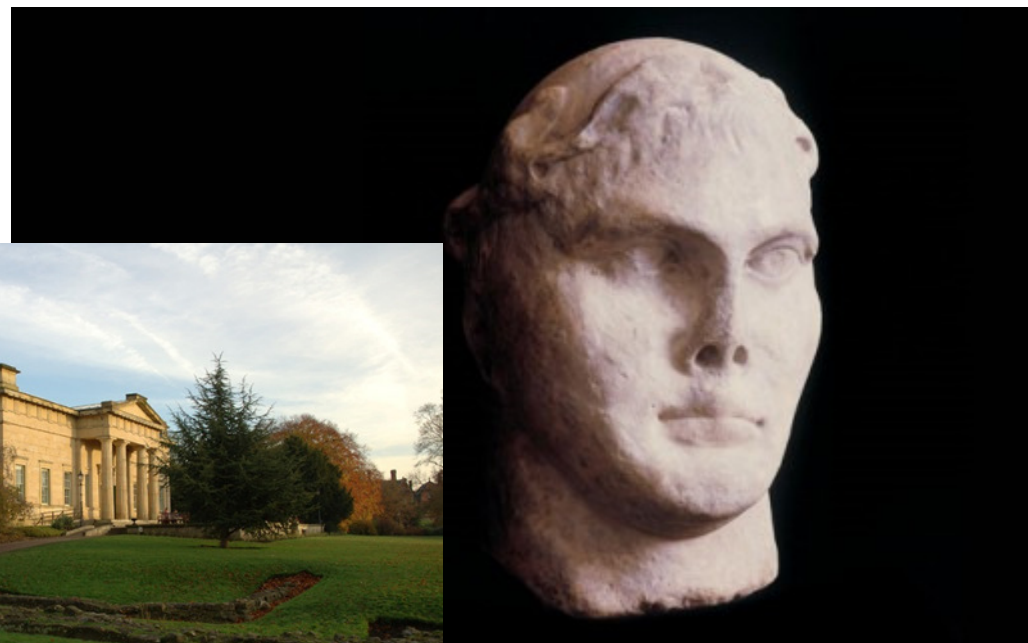
York Museum Gardens



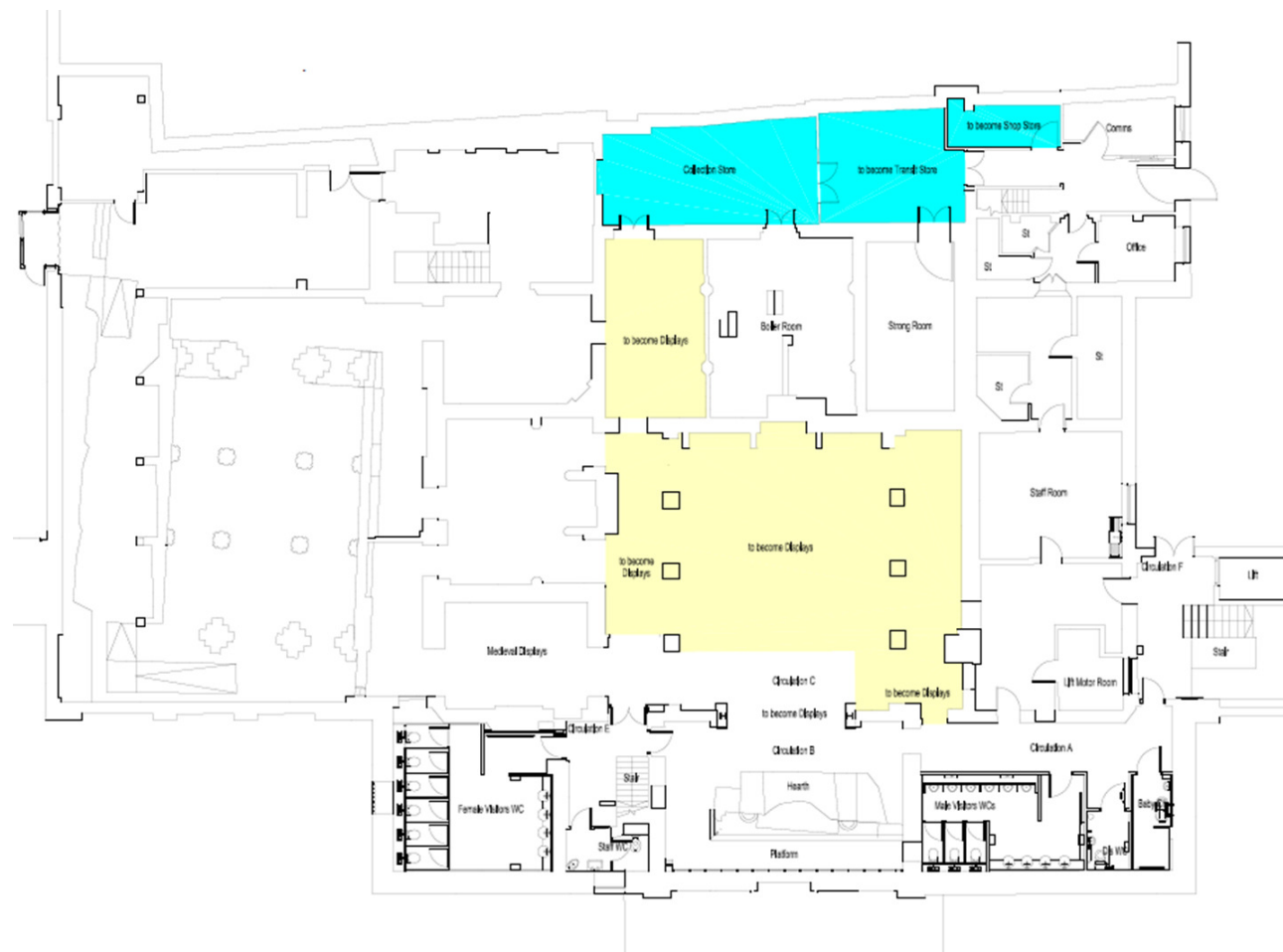
York Museum Gardens



Yorkshire Museum



Yorkshire Museum



Capital programme costs

- York Castle Museum £15m +
Bid preparation: £700,000
- Collections storage at Birch Park £1.5m
- York Museum Gardens £1m
- Yorkshire Museum £800,000

Provisional Meeting Dates	Learning & Culture Policy & Scrutiny Committee– Draft Work Plan 2015-16
Mon 22 June 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. Introductory Report inc. Ideas on Potential Topics for Review in this Municipal Year 2. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Janet Barnes) 3. Explore York Libraries and Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 4. Feasibility Report on proposed TdF Scrutiny Review 5. Update on Parks Development (Dave Meigh) 6. Draft Workplan 2015/16 & discussion re future topics
Tues 29 July 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. Attendance of Executive Member for Culture, Leisure & Tourism – Priorities & Challenges for 2015/16 (Cllr Ayre confirmed) 2. York Museums Trust Funding Report (Charlie Croft) 3. Report on ‘Make it York’ & Attendance of Managing Director (Steve Brown) 4. Bi-annual progress report on Safeguarding & Looked After Children (Eoin Rush) 5. Update on Implementation of Children & Families Bill (Eoin Rush) 6. Workplan 2015/16
Tues 15 Sept 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal SLA Performance Bi-annual Update Report (Liz Wilson) 2. Report on ‘Make it York’ & Attendance of Managing Director (Steve Brown) Deferred from previous meeting 3. Attendance of Executive Member for Education, Children & Young People's Services - Briefing on Priorities & Challenges for 2015/16 4. Year End Finance & Performance Monitoring Report (Richard Hartle) 5. First Quarter Finance & Performance Monitoring Report (Richard Hartle) 6. Workplan 2015/16 & City Walls Topic Registration Form
20 Oct 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. York Safeguarding Board Bi-annual Update & Attendance of Chair (Simon Westwood) 2. Explore York Libraries & Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 3. School Improvement and Ofsted Update on Schools Performance (Maxine Squire) 3. City Walls Scrutiny Review Feasibility Report (John Oxley) 4. Workplan 2015/16

<p>Wed 25 Nov 2015 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Learning Services Self-Assessment Overview Report (CC) 2. Introductory Report on Reframing the Relationship between CYC & YMT (CC) 3. Update on Implementation of 'Narrowing the Gap' Scrutiny Review Recommendations (Maxine Squire) 4. Workplan 2014/15
<p>Wed 27 January 2016 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Second Quarter Finance & Performance Monitoring Report (Richard Hartle) 2. Update on 2No. Petitions Relating to Parliament Street Carousel (Referred by CSMC) 3. Make it York Update on St Nicholas Fayre & Future of Parliament St Fountain (Steve Brown) 4. SACRE (Standing Advisory Committee on RE) Annual Report & Review of York Schools' Agreed Syllabus 5. School Improvement Update - Key Stage 4 Performance 2015 (Maxine Squire) 6. CYC Bi-annual progress report on Safeguarding & Looked After Children (Eoin Rush) 7. Workplan 2015/16
<p>Mon 21 March 2016 @ 5.30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of York@Large (Chris Bailey - attendance confirmed) 2. York Safeguarding Board Bi-annual Update (Will Boardman) 3. Third Quarter Finance & Performance Monitoring Report (Richard Hartle) 4. Update on Implementation of recommendations from previously completed scrutiny reviews 5. YMT SLA Scrutiny Review - Draft Final Report 6. Workplan 2015/16
<p>Tues 24 May 2016 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of Learning City (Alison Birkenshaw - attendance confirmed) 2. Attendance of Cabinet Member for Education, Children & Young People's Services – Update on Priorities & Challenges for 2015/16 & Priorities for 2016/17 (Invite sent) 3. Attendance of Cabinet Member for Leisure, Culture & Tourism – Update on Priorities & Challenges for 2015/16 & Priorities for 2016/17 (Invite sent) 4. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report (Liz Wilson – attendance confirmed) 5. Learning Services Bi-annual Performance Update (Charlie Croft)