

## CHILDREN AND EDUCATION SCRUTINY COMMITTEE

**THURSDAY 12 JANUARY 2023**  
**7.00 PM**

**Bourges/Viersen Room - Town Hall**  
**Contact: Charlotte Cameron, Democratic Services Officer,**  
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### AGENDA

Page No

1. **Apologies for Absence**
2. **Declarations of Interest and Whipping Declarations**  

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification" that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.
3. **Minutes of the Children and Education Scrutiny Meeting Held on 2 November 2022** 3 – 12
4. **Call In of any Cabinet, Cabinet Member or Key Officer Decisions**  

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any three Members of a Scrutiny Committee. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee.
5. **Report on work of the Corporate Parenting Committee for the Children and Education Scrutiny Committee 2021-2022** 13 – 22
6. **Annual Report of Peterborough Virtual School for Children in Care 2020-2021 and 2021-2022** 23 – 82
7. **Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2021-22** 83 – 122

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8.	<b>Service Director Report: Children and Safeguarding</b>	<b>123 – 134</b>
9.	<b>Committee Start Time Report</b>	<b>135 – 136</b>
10.	<b>Monitoring Scrutiny Recommendations</b>	<b>137 – 140</b>
11.	<b>Forward Plan of Executive Decisions</b>	<b>141 – 164</b>
12.	<b>Work Programme 2022/2023</b>	<b>165 – 172</b>
13.	<b>Date of Next Meeting</b>	

Joint Meeting of the Scrutiny Committees – 23 January 2023

Children and Education Scrutiny Committee Meeting – 8 March 2023

#### **Emergency Evacuation Procedure – Outside Normal Office Hours**

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#### **Committee Members:**

Councillors: L Robinson (Chair), M Farooq, S Farooq, C Fenner, S Hemraj (Vice Chairman), S Lane, D Over, R Ray, B Rush, A Shaheed and H Skibsted

Substitutes: Councillors: A Bond, M Sabir and L Sharp

#### **Statutory Co-opted Members:**

Peter Cantley, Statutory Education Co-opted Member Representing the Church of England  
Dr Andy Stone, Statutory Education Co-opted Member Representing the Roman Catholic Church

#### **Non Statutory Co-opted Members:**

Parish Councillor Michael Samways, Independent Co-opted Member (non-voting)  
Sameena Aziz, Independent Co-opted Member Representing the Muslim Communities (nonvoting)

Further information about this meeting can be obtained from Charlotte Cameron on telephone 01733 384628 or by email – [charlotte.cameron@peterborough.gov.uk](mailto:charlotte.cameron@peterborough.gov.uk)

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING  
HELD AT 7.00PM, ON  
WEDNESDAY 2 NOVEMBER 2022  
BOURGES/VIERSEN ROOMS, TOWN HALL, PETERBOROUGH**

**Committee Members Present:** Councillors L Robinson (Chair), M Farooq, D Over, R Ray, B Rush, A Shaheed, H Skibsted and Co-opted Member Parish Councillor Michael Samways

**Also in attendance:** Tiffany Chan Youth Council Representative

**Officers Present:** Jonathan Lewis, Director of Education  
Fran Cox, Assistant Director of Education Capital, and Place Planning  
Belinda Evans, Complaint Manager  
Charlotte Cameron, Democratic Services Officer

**Also Present:** Councillor Lynne Ayres, Cabinet Member for Childrens Services, Education, Skills, and University.  
Councillor Ray Bisby, Cabinet Advisor to Cabinet Member for Childrens Services, Education, Skills, and University

**24. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor S Farooq, Councillor Fenner and Councillor Lane.

Apologies for absence were also received from Dr Andy Stone, Statutory Education Co-opted Member Representing the Roman Catholic Church and Peter Cantley, Statutory Education Co-opted Member Representing the Church of England.

**25. DECLARATIONS OF INTEREST AND WHIPPING DECLARATIONS**

Councillor Over and Councillor Rush declared a non-pecuniary interest as they were both members of the Transport Appeals Committee.

Councillor Skibsted declared a non-pecuniary interest as she is the Chair of Family Voice Peterborough.

**26. MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING HELD ON 4 OCTOBER 2022**

The minutes of the Children and Education Scrutiny Committee Meeting held on 4 October 2022 were agreed as a true and accurate record.

**27. CALL IN OF ANY CABINET, CABINET MEMBER OR KEY OFFICER DECISIONS**

No call-ins were received.

## 28. ANNUAL CHILDRENS SOCIAL CARE COMPLAINT REPORT 2021/22

Before the introduction of the first item, the Chair noted congratulations to Nicola Curley, Marya Ali and the Young Inspectors team as they had won a National Voice Award from the Charity, Coram.

The Children and Education Scrutiny Committee received a report in relation to the Annual Childrens Social Care Complaint Report for 2021/2022.

The purpose of the report was for the Committee to fulfil the regulatory requirement under the Children Act 1989 that the complaints procedure for children and young people are included in an annual report which would be presented to the relevant scrutiny committee.

The Complaints Manager and the Cabinet Member for Children Services, Education and the University introduced the report and highlighted key points including:

Members were reminded that this was a mandatory report required within Childrens Social Care Statutory Regulations. An appendix had been included on non-statutory complaints for children's social care as well as education services for the first time.

The statutory complaints performance was detailed in Appendix A and Members were advised that complaints had returned to normal levels after a drop due to the covid pandemic. Of all complaints, 67% received in 2021-2022 had been upheld which had been in line with the Ombudsman regulations.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members thanked the Officer for the inclusion of the non-statutory complaints.
- Members referred to the removal of conciliation meetings and sought clarification on whether there was another alternative in place. The Officer advised that the Ombudsman had asked for that process to be removed and that the complaints guidance had been updated to ensure the customer would be contacted from the beginning.
- Members queried what was required for a complaint to be considered. Members were advised that there was clear statutory guidance on what can be accepted and who from. It was further advised that if a complaint was not eligible, the team would ensure that it was dealt with by the right team.
- The Officer advised that all complaints must be recorded but could not guarantee that all would come through. Members were given the example that if a complaint had been resolved within 48 hours via a phone call, the Complaints Team would still need to be notified of the complaint.
- Members referred to the service improvements at stage 1 on page 26 and sought clarification on their progress. The Officer advised that the information was seen at stage 1 when the comment response would be issued. A quarterly report would then be issued for the Complaints Team to identify any trends that would link into service improvements, and this would be presented to service directors.
- Members queried if this system worked, and the Officer advised that it could be improved as her team were involved in the quarterly meetings pre-pandemic and would like to have that oversight again.
- Members sought clarification on how unrealistic expectations of the complaint process were dealt with. The Officer acknowledged the question and highlighted that it may not always be an unrealistic expectation and it is about what sort of information was provided upfront for parents.

- Members requested that the Director for Childrens Social Care review how better clarity could be given to service users on the expected service timeframes to help avoid complaints based on unrealistic expectations.
- Members queried how the external members on stage 3 panels were chosen. The Officer advised that Coram voices provided qualified complaint investigators who would be recruited because of their background in investigation or legal work.
- Members noted that as Coram provided the panel members, there had been an increased reliability that if a panel needed to be called, there would be panel members available at short notice.
- Members referred to the accessibility of the complaints procedure and sought clarification on who were determined to be customers. The Officer advised that both children and other users like foster carers could access the procedure. However, it was advised that those who accessed the procedure would be dealt with differently depending on their role in the process.
- Members referred to the data on page 28 and queried if there had been double counting of complaints from a child and their parents. Members were advised that often a complaint from a child would refer to something separate to what a parent may complain about, and that the data referred to each individual complaint.
- Members referred to the recent Ofsted Report for Clare Lodge and sought clarification on why the report stated there had only been one complaint given the views presented in the Ofsted report. The Officer advised that Clare Lodge had a complaint book that was dealt with on site and that only the complaints submitted through the Council's procedure were noted in the report.
- The Director of Education advised that Clare Lodge residents included children from all over the country and parental complaints would go through their parent authorities. Members noted that a log was used to deal with complaints which independent inspectors and Ofsted had access too.
- Members sought clarification on whether the complaints from Clare Lodge had led to service developments. The Complaint Manger confirmed that the young people in Clare Lodge had access to the complaints system but as they do not fall under our local authority, their complaints were dealt with elsewhere.
- Members were pleased to see the compliments section and queried how well known the process was. Members were advised that each department kept a log of their compliments and that there was a compliments form on the PCC website which would be shared with the relevant team.
- Members referred to the quarterly reporting and requested that the Complaint Manger review her team's involvement in the quarterly review of complaint outcome meetings.
- Members thanked the Officer for the reports and suggested the Officer display trends in the non-statutory complaint's appendix in the next report so the Committee could see the direction of travel.

## **AGREED ACTIONS**

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

1. Consider the report and make recommendations for further scrutiny if deemed appropriate.
2. Consider Appendix C which is provided for the first time regarding non-statutory Children's and Education complaints and comment on the level of data they may require in future reports.

The Committee also requested that the Director of Childrens Social Care:

- Provide the committee with a briefing note on how better clarity can be given to service users on expected service timeframes to help avoid complaints based on unrealistic expectations.
- Share with the Committee the link to where service users can find this information on the Council's Website.

The Committee also requested that the Complaint Manager provide the committee with an update on her team's involvement in the quarterly review of complaint outcomes for social care, including any work undertaken to review this forum.

## **29. TRANSPORT TRANSFORMATION**

The Children and Education Scrutiny Committee received a report in relation to the Transport Transformation Strategy.

The purpose of the report was to obtain the views and approval of the Committee on the Transport Transformation Strategy.

The Assistant Director Education Capital and Place Planning and the Cabinet Member for Children Services, Education and the University introduced the report and key points raised included:

This report set out the proposed position and way forward for the home-school and passenger transport strategy. It outlined the current position in relation to transport for the city and what the proposals were for the future. There had been various issues effecting transport such as capacity, modernisation and the external transport market.

The growth in Peterborough would have an impact on Special Educational Needs (SEN) and mainstream school placement requirements and transport budgets, which paired with the rise in inflation would have a significant impact on the cost of transport provision. The strategy was a joint piece of work with Cambridgeshire County Council to develop solutions.

It was noted that situations like Stagecoach bus services were out of the team's control but that there would remain an obligation to young people and adults to deliver transport services. The team would continue to work to create an environment to support access to the service of high-quality provision.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members referred to solo routes and sought clarification on why the cost for each journey was so high. The Officer advised that the cost per route varied and depended on the provision needed. For example, there were some children that needed high level ambulance provision which would cost £400 a day.
- Members were advised that the aim of the strategy would be to diversify the procurement of transport services to achieve better value for money per child per route.
- The Officer advised that large savings could be made through merging routes and that work on this would be ongoing. Members noted that they would like to see the alternative options considered, the action plan and savings progress in a secondary report.

- Members referred to the rural isolation section on page 41 and queried how rural isolation would be prevented. Members were advised that it was crucial for this strategy to work with the place planning and school organisation plan.
- Members were advised that work had been done to ensure that local children were going to school in their local area, but considerations had to be made regarding rural geography.
- Members followed up and queried how it would be ensured that village children attend village schools within a reasonable distance. The Officer advised that work would be undertaken to support small schools to consider their transport options in a difficult economic environment.
- Members noted that a key target in the place planning strategy was to be mindful of the village setting and the impact new school and housing developments would have on that.
- Members referred to the recent growth in the city and the requirement to perform statutory duties on less money and queried if any pressure had been put on central government to raise these issues. The Officer advised that it was a difficult situation and that all policies would be reviewed to consider if there were areas that were over-providing. There would be a push to work differently with families and communities to reassert what transport provision could be with the potential offer of things like personal transport budgets.
- Members noted that this was a national problem and national government had been lobbied with a consistent message from local authorities across the country.
- The Director for Education added that costs are benchmarked and that it would be hard to compare to other local authorities as Peterborough had a rural secondary school unlike some of the statistical neighbours.
- Members questioned if this strategy had been developed in line with other strategies related to SEND (Special Educational Needs and Disability) transport. The Officer advised that it was the right thing to send local children to their local school and in whatever capacity they could, the strategies would align to make that happen.
- Members were advised that current pressures included Social Emotional and Mental Health (SEMH) considerations.
- Members asked if there was a team who worked with local schools to support local children to attend their local schools. The Officer advised that transport delivery had benefitted by being within the education service as the team could incorporate admissions, place planning and transport considerations.
- Members queried whether two adults were required to be present when a child travelled in taxi. The Officers advised that appropriate and rigorous safeguarding checks were in place and a risk assessment would be completed. Most routes used a passenger assistant based on the needs of the child to ensure appropriate provision.
- Members noted that the schools where the transport costs were upward of 11-million-pound were special needs schools outside of the authority which children travelled to, to receive the right provision.
- The Youth Councillor referred to local transport bus journeys and sought clarification on work done to prevent bullying and poor behaviour. Members were advised that when there had been incidents where the child had been removed from that transport provision. Members noted that it was sometimes difficult to deal with as there was a duty to provide the child with transport provision.
- The Youth Councillor queried how alternative options like biking were dealt with in cases of extreme weather. Members were advised that parental mileage solutions could be offered and that it was important to get the young people's voice on how

they would prefer to travel to school. There had been considerations of what work could be done to encourage people to use cycle routes.

- Members asked what the furthest distance a Peterborough child travelled outside of the city for school. The Officer advised that South Cambridgeshire was the furthest with an approximate 1-and-a-half-hour drive.
- Members noted that a review had been undertaken to evaluate journeys on time rather than milage as a better means of determining an acceptable journey time.
- The Director for Education added that distance would not be the only consideration as other factors like parental preference, residential schools and a child's needs would also play a role.
- Members queried if there were criteria in place to provide alternative provision due to extreme weather. The Officer advised that there were no provisions in policy terms, but every route review includes a section on the weather. For example, on dark nights would the route be appropriate for the child to walk to or from school.
- Members referred to the eligibility criteria and the work around the communication of decision-making processes and sought clarification on how this would work for children. The Officer advised that it would be easier for mainstream transport as route decisions are based primarily on distance. However, there would need to be a focus on SEND provisions as there were more considerations that need to be made.
- Members noted that the child's education health care plan would be considered on a yearly basis to ensure that the right service is provided.
- Members queried what the expected distance for a child to bike to school was and the Director for Education advised that this was 2 miles up to 8 years old and 3 miles for 9 and above.
- Members noted that alternative offers could include the Council providing a bike so that child could have some independence in going to school. This would be a cost saving measure and would also benefit the child.

The following recommendation was made by Cllr Over and seconded by Cllr Ray, that the Transport Transformation Strategy be reviewed so that the rural implications be amended to read prevention of rural isolation from education provision with high priority given to village children attending their local village school.

The Committee voted **UNANIMOUSLY** in favour of the recommendation and the recommendation was **CARRIED**.

### **AGREED ACTIONS**

The Committee also requested that the Assistant Director Education Capital and Place Planning consider bringing a second report to the Committee based on the alternative passenger transport strategy options considered and to present to the Committee the action plan.

### **RECOMENDATION**

The Children and Education Scrutiny Committee considered the report and **RESOLVED to approve** the Transport Transformation Strategy subject to the **RECOMMENDATION** that the rural implications be amended to read prevention of rural isolation from education provision with high priority given to village children attending their local village school.



**30. SERVICE DIRECTOR REPORT, EDUCATION INCORPORATING THE PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDRENS SERVICES, EDUCATION, SKILLS, AND THE UNIVERSITY**

The Children and Education Scrutiny Committee received a report in relation to the Service Director Report for Education which incorporated the work under the portfolio of the Cabinet Member for Children's Services, Education, Skills, and the University.

The purpose of this report was to outline the latest position on Education in Peterborough. It covered national changes and the three key areas of service provided in Peterborough. The report also outlined other key progress areas in the continued focus on improving educational outcomes.

The Director of Education accompanied by the Cabinet Member for Childrens Services Education, Skills and the University introduced the report and highlighted key items including:

The Cabinet Member advised that this report had not included an update on their portfolio and a full portfolio update report would be brought to the next meeting.

The Director for Education noted that the service had been busy, and the report had been important to identify what had happened. The report referenced the national position as it was important to show how the service area had and would continue to respond to policy changes. It was noted that Peterborough's education service was the third lowest funded in the country and that brought significant challenges to service delivery.

The section on admissions highlighted the significant growth in new pupils in the city and this was as challenging as it had ever been, but the School Organisation Plan would help support service delivery.

The Director for Education wanted to celebrate the report and highlighted that the school results were the best Peterborough had ever had. The Committee were advised to recognise the significant work done in schools to reach those performance targets.

As requested, data on exclusions had been included in the report, with information on how the service operated, what strategies were in place and what was done to improve the service.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members congratulated the work of all schools in the city.
- Members referred to the shortage of places and sought clarification on whether schools could increase their offer of 2 or 3 classes per year group. Members were advised of the statutory pupil admission numbers (PAN) process for maintained schools which the council were responsible for.
- Members were advised that the provision of school places was monitored and if it felt that the PAN's were decreased or increased with a significant negative impact, they would be reviewed.
- Members sought clarification on what had been done to support schools that had capacity issues. Members were advised that maintained schools were supported through redundancy costs and restructure plans. The team would work closely with schools to support and offer advice on how best to deal with the change in capacity.
- Members referred to academies who were not declaring themselves as a financial concern and sought clarification on how many of those there were. Members were

advised that financial management in Peterborough was good, and schools held good reserves.

- Members noted that schools would be fine for the next fiscal year but beyond that there would likely be some issues.
- Members were advised that there were different processes to deal with financial deficit in academy and maintained schools. Academies had to set a balanced budget for their trust or there would be intervention from the Education Skills Funding Agency (ESFA). For maintained schools the Council required a balanced budget, if that could not happen, they would agree a repayment deficit budget with the Council.
- Members were advised that there would be no bail out payments from national government if a school was struggling. In the past, the education sector had been protected from cuts, but no confirmation had been given to confirm if this would remain the case.
- Members referred to page 108 and the submission of a business case for a feasibility study for the Duke of Bedford School and sought clarification on the process and how long it would take. Members were advised that all capital money spent within the Department would be reviewed by a third party and the submission of a business case was a requirement prior to going out to market for funding.
- Members were advised that the money had been secured for the feasibility study and the team would move forward with the plans. In the long term, the money used on the feasibility study could be recovered via Section 106 funding through the Community Infrastructure Levy.
- Members were advised that children could move schools across local authority borders and that Peterborough's mobility of pupils had been exceptionally high. The increased number of school applications would influence the Transport budget and work would be done to support this.
- Members referred to the Peterborough Organisation Plan and queried the expansion of Eye Primary School and the effect it would have on local school children. Members were advised that there were challenges through funding and work in the surrounding villages would be reviewed.
- Members referred to penalty notices for the removal of children for holiday during term time and queried what work had been done around this. Members were advised that cost of the fine was tied to a national policy, but that other work had been done to increase attendance which was at or above national average.
- Members were advised that there had been a push to work more with families to determine a good outcome for the young people.
- Members queried the future development forecasts and sought clarification on the expected numbers of children in these developments. Members were advised that there was a YEILDS process that is applied to determine the expected level of children which is built into schooling provision.

## **AGREED ACTIONS**

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

1. Note the contents of the report.
2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough Infant, Junior, Primary and Secondary schools.
3. Understand the current situation in Peterborough outlined in the Education Organisation Plan.

The Committee also requested that the Democratic Services Officer note the inclusion of the Portfolio Progress report of the Cabinet Member for Childrens Services, Education, Skills and the University on the work programme.

### 31. **FORWARD PLAN OF EXECUTIVE DECISIONS**

The Democratic Services Officer introduced the report which included the latest version of the Council's Forward Plan of Executive Decisions containing decisions that the Leader of the Council, the Cabinet or individual Cabinet Members would make during the forthcoming month. Members were invited to comment on the plan and where appropriate, identify any relevant areas for inclusion in the Committee's Work Programme.

- Members requested a briefing note on Forward Plan item Werrington Fields and Ken Stimpson Secondary School.

#### **AGREED ACTIONS**

The Children and Education Scrutiny Committee considered the current Forward Plan of Executive Decisions and **RESOLVED** to note the report.

The Committee also requested that the Director of Education provide the Committee with an update on the non-key item Werrington Fields and Ken Stimpson Secondary School, including the Section 77 response from the Department for Education.

### 32. **WORK PROGRAMME 2022-2023**

The Democratic Services Officer presented the report which looked at the work programme for the municipal year 2022/23 to determine the Committees priorities.

- Members requested that an item on Clare Lodge be considered and brought to the Committee.

#### **AGREED ACTIONS**

The Children and Education Scrutiny Committee considered the Work Programme for 2022/2023 and **RESOLVED** to note the report.

The Committee also requested that the Director of Education consider bringing a report to scrutiny focused on Clare Lodge.

### 33. **DATE OF NEXT MEETING**

The date of the Extraordinary Joint Meeting of the Scrutiny Committees was noted as being 29 November 2022.

The date of the next Committee meeting was noted as being 12 January 2023

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CHAIR

Meeting began at 7.00pm and ended at 8.57pm

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<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 5
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Dennis Jones Chair of Corporate Parenting Committee	
Cabinet Member(s) responsible:	Lynne Ayres Cabinet Member for Children’s Services, Education, Skills and the University	
Contact Officer(s):	Myra O’Farrell	Tel. 864065

**REPORT ON WORK OF THE CORPORATE PARENTING COMMITTEE FOR THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE 2021-2022**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Scrutiny Committee	<b>Deadline date:</b> N/A
<p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>Note the contents of the report and accept recommendations</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 This report is submitted to Children and Education Scrutiny Committee annually to report on the work of the Corporate Parenting Committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to advise the Children and Education Scrutiny Committee of activity carried out by the Corporate Parenting Committee in the municipal year 2021-2022

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

- Children’s Services including
- Social Care of Children;
  - Safeguarding; and
  - Children’s Health.

2.4 The report addresses all areas of the Children in Care pledge and the Care Leavers’ Charter. It specifically demonstrates to Scrutiny how the Committee has been addressing the increase in the Children in Care population; the creation of the regional adoption agency, the fostering service and Children in Care and Care Leavers’ education and training needs.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. BACKGROUND AND KEY ISSUES

4.1 Following the changes engendered by the Ofsted Inspection of 2018, the Corporate Parenting Committee has continued to work to support the needs and ambitions of the Council's Children in Care and Care Leavers.

4.1.1 The meeting format has continued to work well, especially at engaging our young people, and in-depth discussion of issues relevant to our Children in Care and Care Leavers.

#### 4.2 Work Programme and Reporting Mechanisms

4.2.1 The thematic meetings have continued with a rotating focus on three areas, placements, health and education. These are linked across the formal and informal meetings and have been effective in developing ideas and themes for Members to scrutinise. The well embedded approach enables a single topic to be considered thoroughly, enabling councillors to fully understand the complexity of the issue in the round along with scrutiny of the information presented.

4.2.2 Due to Covid restrictions the committee adapted its approach in September 2020 to being virtual and this remained in place for the whole of 2021. This year the committee has reintroduced face to face formal and informal committee meetings.

4.2.3 Power BI is now the standard reporting tool across Children's Services, and it is possible to monitor all current activity very effectively, the reports are produced from Liquidlogic which is the management tool used by all staff within Children's Social Care. The development of a static report (Dashboard) is now in place and a specific Corporate Parenting report developed.

#### 4.3 Corporate Parenting Committee Champions:

4.3.1 This has continued to be an effective use of Member influence. Champions are Members who sit on the Committee but have also volunteered to take a particular lead for an area that impacts on Children in Care and Care Leavers. The champions' scope has changed slightly in the last 12 months to reflect the changing priorities nationally.

The Corporate Parenting Champions 2021–2022 have been:

Focus	Champion	Officer Lead
Support for Care Experienced Young People (Housing, Finance and Asylum Issues)	Councillor Sandra Bond	Sean Evans
0-25 Education, Employment and Training (including the Combined Authority and Partners)	Councillor Sainsbury	Pat Carrington
0-25 Physical and Mental Health and Emotional Well Being	Councillor Robinson	Catherine York
Citizenship, Participation and Leisure activities	Councillor Howard	Nikki Hanks
Placement Sufficiency and Care Planning - Councillor Jones	Councillor Jones	Michaela Berry
Fostering	vacant	Fiona Van den Hout

4.3.2 In between each informal Committee the Corporate Parenting Champion has been responsible for the following:

- a) Meeting with the Lead Officer;
- b) Undertaking a site visit (Virtual where required)
- c) Meeting with a child in care / young person / service user / other officers and discuss their experience of the service for Children in Care; and
- d) Contributing to a brief report back to the Committee.

#### 4.4 **Outcomes from Corporate Parenting Committee**

- Reviewed the Strengths and Difficulties questionnaire used by Health, Education and Children's Social Care to ensure it works seamlessly and promotes appropriate resource allocation for children in care.
- Wrote to NHS England advocating on behalf of Children in care about the lack of available dentists in the Peterborough area. This resulted in Health improving their offer to children in care, through clear pathways for foster carers and placements to access.
- Provided scrutiny on placements out of area to lead officers
- Provided scrutiny and constructive feedback on placement stability.
- Worked collaboratively with the CIC council and the care leavers forum on promoting 'goodbye cards' when a social worker ends their involvement with children.
- Worked collaboratively with the CIC council and care leavers forum to produce personalised bags for children when leaving their placement.
- Supported the OFSTED Focused visit on Corporate Parenting in 2021
- Supported the 'Young Inspectors' inspection of the supervised contact centre.

#### 4.5 **CIC Population**

4.5.1 Between September 2020- March 2021 there was a steady increase in the number of children in care, and this peaked at 396. The impact of Covid on families has had a significant impact on Children's Services including the number of children in care.

4.5.2 As of the 31st of March 2022, there were 362 children in care. 97 out of 140 children were experiencing stable placements for over 2.5 years. This equates to 69.3%, which is 1.7% higher than last year. Performance is on a par with statistical neighbours.

4.5.3 Peterborough has continued to maintain stability of placements for children in care. At the end of April 2021 30 children had had 3+ moves within a 12-month period out of 358 children in care at month end. This is 8.4% and is a decrease in performance on last year by 0.9%.

4.5.4 We continue to be aspirational about the importance of placement stability. Performance when compared to statistical neighbours, the region and nationally is good as all of these are currently performing at 69% Whilst there has been a slight dip in performance this should be seen within the context of COVID the easing of restrictions and fatigue and significant challenges within the placement market as a whole.

4.5.4 Statutory visits to children in their placements during COVID were largely virtual. This was monitored weekly to ensure children in care were safe and well cared for in this challenging context. Face to face statutory visits resumed in March 2022. At the end of March 90.9% of children had been seen in their placements by their allocated SW. Meaning that out of 363 children who have a visit on a six weekly basis 350 were seen within this period.

#### 4.6 **Meeting Educational Needs**

4.6.1 The Virtual School continues to promote the need for all concerned with children and young people in care to have high aspirations through training of carers, social workers and designated teachers, and scrutiny by PVS staff of all Personal Education Plans. The child's voice is a priority

and the changes recommended by the Children in Care Council have been made to the section of the PEP seeking the views of children and young people. These views are a subject for discussion at the PEP meeting and targets are set with the child or young person to further any ambitions. Changes have also been made to the attainment section of the PEP to ensure greater accuracy of data.

4.6.2 Work across partners has focused on strengthening the data collected from strength and difficulty questionnaires. The assessment tool used by Health is now used routinely within the PEP meeting process termly to monitor and draw in timely resources for children in care.

4.6.3 The support of those children and young people placed out of city has been enhanced using the virtual meeting facility so PVS staff are able to attend more PEP meetings and have easier access to designated teachers. Children and young people have also found it easier to participate in their PEP meetings.

#### 4.7 **Placement Sufficiency**

4.7.1 This remains a challenge in 2021-2022, with demand outstripping supply nationally, regionally and locally. The work to stabilise placements to prevent placement breakdowns has been critical in managing the market. However, there has been an increase in children entering residential provisions in the last year, some of which traditionally would have a foster placement offer but within the current climate there isn't this option.

4.7.2 Children entering the care system are entering with more complex issues particularly those that are older teenagers. As a result, placement packages have increased significantly.

4.7.3 In an authority like Peterborough that has worked hard to maintain children and young people at home wherever this is in their best interests and that has a low number of children in care as a result, it follows that a higher proportion of those children and young people will have more challenging and complex care needs. This has created challenges for our Fostering Service in terms of trying to meet the needs of these children and has led to more placements out of area and at higher tariffs.

4.7.4 The Sufficiency strategy 2021-2024 is supporting the investment in locally based placements. This is routinely monitored and scrutinised by the Corporate Parenting committee.

#### 4.8 **Independent Care Review**

4.8.1 The Independent Care Review was published in June 2022. A number of recommendations were made, and if actioned would require legislative changes. The Government aim to review these recommendations in autumn 2022 and until this time no changes should be made.

#### 4.9 **Main Recommendations**

4.9.1 The Independent Review is a very detailed and comprehensive document. There is an appreciation that the children and families we work with are very much products of their environments, and that a great deal of change is also required in public health, housing, income and deprivation before real inroads can be made into many of the issues impacting on positive outcomes for children.

4.9.2 **The Care System**  
In the care arena, the Review proposes the creation of regional care cooperatives. These organisations would have a regional sufficiency duty, and would ultimately become responsible for all fostering services, adoption services and residential provision in the region (these are not necessarily based on current regional splits). The Review envisages that other government departments, i.e., health and justice, will support these bodies as it also wishes to close all secure



training centres and youth offending institutions and create more local secure units to meet the needs of these young people. There would be a national foster carer recruitment campaign, and an expectation that areas adopted an extended foster carer support model.

#### 4.9.3 Leaving Care

For those leaving care the Review proposes a refreshed Care Leaver Covenant, that provides those leaving care with statutory protections up to 25. It focuses on offering lifelong links programmes to young people leaving care, new powers around housing and homelessness (including legal changes) and enhancement to the leaving care grant. Staying Put, Staying Close and supported lodgings arrangements should be extended to 23, the Virtual School should provide its services until 25, and there should be extended apprenticeship support trying to address issues around education, employment and training for this group of young people. There should also be a renewed focus on the physical and mental health of those leaving care, including providing specific mental health services in local authority teams.

#### 4.10 Links to the Children in Care Council and Care Leavers' Drop In

4.10.1 The Children in Care Council continues to meet on a monthly basis and has 8 regular members. The group is well attended during school holiday periods when activities are offered in addition to the normal meeting. In the last 12 months, along with their co-chairing duties at the informal Corporate Parenting Committee meetings, the group has:

- Given feedback to foster carers, social workers, IRO's on the qualities they are looking for from them.
- Planned and delivered the annual celebration events for children in care.
- Spoken at Corporate Parenting Committee about their experiences in different placements.
- Co-chair the Informal Corporate Parenting Committee.
- Young Inspectors who are taking an active role in reviewing aspects of service delivery that they use. They have produced a report with an action plan on their activity.
- Designed 'goodbye cards' for social workers to share with children in care when they end their time with them.
- Have commissioned bespoke luggage for children in care so if they need to move they have their own luggage.

4.10.2 The 'Children in Charge' youth group for children aged between 8 and 12 continues to meet in alternating weeks. It is regularly attended by an average of 10 young people.

4.10.3 The children in care council and care leavers forum reviewed and revised the 'Our Promise to children and young people in care'.

1. We will work to keep you safe and help you keep yourself safe
2. We will do everything we can to make you feel cared about, valued and respected as an individual
3. We will be honest with you and explain if we are unable to do something we said we would do. We will not make unrealistic promises to you.
4. We will involve you in decision making so your views are listened to, and will explain when we decide something you may not like or agree with.
5. We will work to keep you in a supportive and caring environment where you feel safe and happy.
6. We will support you to maintain a healthy lifestyle and help you look after your physical and mental health
7. We will help you see your family, friends, and other people, who are important to you. If there are people we cannot support you to see we will explain why.
8. We will support you to achieve your goals and your potential, in your education, hobbies, and interests.

- 4.10.4 Even within COVID there has been a year of activity programme offered to children and young people in the summer encompassing a variety of activities and events curated by Children in Care Council members for young people to increase reach and engagement with this group.
- 4.10.5 Young people and their carers have consistently reported back how much they value this because they feel that they are part of a community.

## 5. CORPORATE PRIORITIES

5.1 This links in to the following priorities:

1. *The Economy & Inclusive Growth*
  - There are no proposals within this report and therefore there is no carbon impact.
2. *Our Places & Communities*
  - *Places and Safety (including any rural implications)*
  - *Health and Wellbeing*
3. *Prevention, Independence & Resilience*
  - *Educations and Skills for All*
  - *Children*

Further information on the Council's Priorities can be found here - [Link to Corporate Strategy and Priorities Webpage](#)

## 6. CONSULTATION

6.1 The Children in Care Council has been fully aware and consulted upon the changes referred to in this paper. The feedback from them to date is that working with the Committee is a very positive experience, and that they value the opportunity to work with the Corporate Parenting Champions.

## 7. ANTICIPATED OUTCOMES OR IMPACT

7.1 For committee members to note the contents of the report and raise any queries with members and lead officer.

## 8. REASON FOR THE RECOMMENDATION

8.1 This report has been approved by the cabinet member for Children's Services, Education, Skills and the University and signed off by Corporate Parenting Committee members.

## 9. ALTERNATIVE OPTIONS CONSIDERED

9.1 N/A

## 10. IMPLICATIONS

### Financial Implications

10.1 None

### Legal Implications

10.2 None

### Equalities Implications

10.3 None

## **Children in Care and Care Leavers**

10.4 This report provides information on the role of the Corporate Parenting Committee and relates to services provided to children in care and care leavers. This ensures that Scrutiny Committee are aware of changes to processes and the outcome for children in care and care leavers.

### **11. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

11.1 None

### **12. APPENDICES**

12.1 Appendix 1 – briefing report on numbers of CIC and placement moves

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## APPENDIX 1

### Briefing Paper :

The Chair of Corporate Parenting Committee requested an addendum to the Corporate Parenting annual report to Children and Education Scrutiny Committee to accurately reflect the figures of children in care; and provide members with a briefing note outlining the reasons why children in care move around placements.

DATE	18.12.22
Author	Myra O'Farrell Head of Service Corporate Parenting

### Background

This report should be seen as a supplementary report to the Annual Corporate Parenting report to Education and Scrutiny Comm

### Current Situation

Accurate reflect the numbers of children in care. Provide additional information on why children move from their homes.

#### **Accurate Numbers of children in care:**

The Number of children in care at the end of November was 367. This number has been adjusted to remove children who have been adopted or are over the age of 18, but who's case files remain open due to technical issues.

Those technical issues relate in part to the way in which the integrated children's system has been organised. Peterborough uses Liquidlogic as its integrated children's system.

This system is predicated upon 'workstreams' which are manually set by the allocated social worker, and other key professionals such as independent reviewing officers and team managers. There have been several occasions where when a decision has been made about a child early in the process of a child's care plan and this has been either duplicated by the system or by the person themselves duplicating the decision, which then influences the workstream type. The impact is that the case file cannot be closed until the workstream has been reset. This can mean for some children their case files have to be 'rolled back' years to then reset the workstream before it can be rebuilt onto the right plan. Invariably the issue only comes to light when the case file is due to close.

Corporate Parenting as the final service working on behalf of the child takes responsibility in working with the Liquid Logic team in rolling back and resetting the workstreams. However, this can take time as the process often involves several professionals along the journey of closure to ensure they complete tasks that were assigned to them previously to

rectify the problem. There have been other instances whereby the system has duplicated workstreams and this has added to complicating the process. Additionally, if the plan for the child changes this too can cause a problem in relation to the system.

Additional training has been requested to help social workers, independent reviewing officer and other key professionals in understanding the system better to mitigate the problems from the outset. This is planned in the new year. Corporate parenting, however, remains the key service in working through the case files that remain open.

Another problem identified has been caseloads for corporate parenting social workers who have prioritised open work over closing cases. This is relevant in relation to adoption cases whereby there is a legal requirement for the creation of an adoption file in paper form which must be then stored for 75 years. Along with this is a later life letter which requires much thought and sensitivity as the letter is written by the social worker to the child imagining they are older and able to read and understand the motives behind why they were adopted. Both activities require time. There is a plan in place for both activities to be completed, with the help of business support and family safeguarding writing in part the later life letter to explain why the child was removed.

### **Why children move round placements**

The monthly performance data for November shows that out of 367 children 28 of them moved up to 3+ times in a year. Equally, performance of children and longer-term placement stability is monitored. For Peterborough this was in November was 75.8% for children placed over 2.5 years. Both indicators are positive and above the national and regional average.

The data captures both positive and negative moves. Children can and do move if they have a plan for adoption. For younger children there is an emphasis on fostering to adopt to mitigate a further move where possible. This is a success story for Peterborough and well embedded within the fostering and adoption service.

Young people aged 16-17 can sometimes choose to end their living arrangement with their foster carer as they sometimes feel they want more freedom that semi-independence can allow. For this reason, they will move albeit making an informed decision about the pros and cons.

There can be many reasons why a child moves placements. This can relate to matching, a young person and the carer feeling the placement has come to an end, the child struggling to live with other people other than their family or risks are identified meaning the placement may have to end.

Corporate Parenting works collaboratively with the fostering service, external providers to prevent living arrangements ending where possible. The learning from endings is reflected upon, reviewed to prevent repeated moves.

### **Next Steps**

1. Refresher training for key professionals using the integrated children's system called Liquid Logic.
2. Business Support and FST are working collaboratively to close case files for adopted children.

<b>CHILDREN &amp; EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 6
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Cabinet Member for Children’s Services, Education, Skills and the University Councillor Ayres	
Contact Officer(s):	Dee Glover Headteacher Peterborough Virtual School for CiC and CPIC (Children Previously In Care)	Tel. 07917133152

**ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2020-2021 and 2021-2022**

RECOMMENDATIONS	
<b>FROM: Jonathan Lewis, Service Director Education</b>	<b>Deadline date: N/A</b>
<p>1. It is recommended that the Children and Education Scrutiny Committee:</p> <ul style="list-style-type: none"> <li>• Notes the content of the report.</li> <li>• Raise any queries or future focus they wish officers to report on at future meetings.</li> </ul>	

**1. ORIGIN OF REPORT**

1.1 This report is submitted to Children and Education Scrutiny Committee following a request by members.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to inform on the activity of the Peterborough Virtual School (PVS) and the educational outcomes of Peterborough’s Children in Care (CIC) for the academic years 2020/21 and 2021/22. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who had been in the care of Peterborough City Council for a year or more on 31 March 2022.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

Children’s Services including

- a) Social Care of Children;
- b) Safeguarding; and
- c) Children’s Health.

2.3 The Annual report supports the city council’s Prevention, Independence and Resilience corporate priority:

- 1. *Prevention, Independence & Resilience*

- *Educations and Skills for All*
- *Adults*
- *Children*

2.4 Link to the Children in care Pledge:

**Respect** - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	
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### 4. **BACKGROUND AND KEY ISSUES**

4.1 The annual reports attached at Appendix 1 and Appendix 2 include information on the work that has been undertaken by Peterborough Virtual School in the period September 2020-July 2021 and September 2021-August 2022 It includes information on attainment, inclusion, quality of provision, Personal Education Plans (PEPs), Pupil Premium Plus and the function of Peterborough Virtual School's Priorities for 2021-22.

Members are requested to note the contents of the report and identify any areas for further follow up.

### 5. **CONSULTATION**

5.1 The report will be shared with the Council's Corporate Parenting Committee.

### 6. **ANTICIPATED OUTCOMES OR IMPACT**

6.1 Children & Education Scrutiny Committee have the Annual Report on the attainment of CiC, as well as the issues that can inhibit progress, and the emotional wellbeing of children. This ensures that Committee members are informed but can also challenge where necessary.

### 7. **REASON FOR THE RECOMMENDATION**

7.1 There are no recommendations for the committee to consider. The report is for information only.

### 8. **ALTERNATIVE OPTIONS CONSIDERED**

8.1 There are no alternative options to be considered.

### 9. **IMPLICATIONS**

#### **Financial Implications**

9.1 None

#### **Legal Implications**

9.2 None

#### **Equalities Implications**

9.3 None

#### **Rural Implications**

9.4 None



### **Carbon Impact Assessment Form**

9.5

Neutral

The report contains no proposals, and therefore there are no decisions which will have an impact on carbon emissions.

### **Other Implications**

9.6

The implication for children in care and care leavers is that they can be confident that PVS will provide the highest level of support in whatever area ensuring they have every opportunity to reach their potential, whatever that might be.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1

None

## **11. APPENDICES**

11.1

Appendix 1 – Peterborough Virtual School Annual Report September 2020 – July 2021  
Appendix 2 – Peterborough Virtual School Annual Report September 2021 – July 2022

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# Peterborough Virtual School

## Virtual School Head Teacher Report

### Peterborough Children in Care Academic Year September 2020-July 2021

#### PVS (Peterborough Virtual School) Vision

We will champion the individual needs of all our children, enabling them to learn, aspire, thrive, and achieve their potential.

## Contents

Section	Title	Page
1.	Purpose of the report	1
2.	Role of the Virtual School	2-4
3.	Cohort Characteristics	5-6
4.	Training and Development	6-12
5	Learning Outcomes	13-14
6.	Inclusion	14-16
7.	Personal Education Plans	16
8.	Pupil Premium+	17-21
9.	Priorities for 2020 - 2021	21-22

## 1 Purpose of the report

The purpose of this report is to provide information on the activity of the Peterborough Virtual School for the academic year 2020-2021. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.

### 1.1 Context

The Children Act 1989 places a duty on the Local Authority (LA) to promote the educational achievement of children looked after by them, wherever they live or are educated.

- Discharge the LA's duty to promote the educational achievement of children in care wherever they live or are educated.
- To work in partnership with all agencies to ensure appropriate education provision.
- Ensure quality Personal Education Planning (PEP).
- Manage the Pupil Premium Plus funding for children in care.

The Children and Social Work Act 2017 added the duty to promote the educational achievement of previously looked after children. These duties are set out in the February 2018 statutory guidance 'Promoting the education of looked-after children and previously looked-after children'

In June 2021 we were given the additional task of promoting the education of children with a social worker. (See link to document below) A new role will be created to lead on this.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/994028/Promoting\\_the\\_education\\_of\\_children\\_with\\_a\\_social\\_worker.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf)

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Service Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher (VSH) is line-managed and supported by the Service Director of Education for Peterborough and Cambridgeshire and reports to Corporate Parenting Panel and Corporate Parenting Board. The VSH is Dee Glover who has been in post since November 2013.

## 2 Role of the Virtual School

Our role is to:

- promote high aspirations and raise achievement through challenge, support, and targeted interventions for children in care
- ensure that children in care access high quality teaching and learning
- work closely with all those involved in the care and education of children in care; providing training and support to help understand the issues and challenges they face
- co-ordinate and quality assure all Personal Education Plans (PEPs)
- monitor and challenge schools to make the most effective use of Pupil Premium Plus Grant (PPPG)
- ensure effective transition is provided between schools or specialist providers
- ensure Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- celebrate the achievements of our children in care
- lead training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools

In addition:

- provide advice and guidance to schools, parents and others for children previously in care
- promote the education of children with a social worker

The Virtual School is an additional resource, which exists to support and challenge all those involved in the education of children in care. It is involved in, or promotes nationally and locally, various initiatives to enhance the educational achievement of children in care. The Virtual School does not replace the school or educational provision of children in care. All children in care, from the age of 2 to 18 are monitored by Peterborough Virtual School. A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, to ensure every child is given the opportunity to make accelerated progress.

### Guiding Principles

- The voice of the child is of paramount importance.
- All children in our care will receive a high-quality education, which is inspiring and challenging, resulting in the best possible outcomes, aimed at reducing the educational gap between these children and those who are not in care.
- Every child in our care will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood.
- Every setting will be empowered and able to lead the changes necessary to enable our children to thrive.
- The Virtual School will meet the needs of children in our care through effective liaison and integrated work with all key partners.

## 2.1 Structure of the Virtual School September 2020

<b>LA Funded Posts</b>	
<i>Post Name</i>	<i>FTE</i>
Virtual School Headteacher	FTE
Primary Education Coordinator	FTE
Post 16 Education Coordinator	FTE
Education Advisor for Children Previously in Care	P/T

<b>Pupil Premium Funded Posts</b>	
<i>Post Name</i>	<i>FTE</i>
Secondary Education Coordinator	FTE
Specialist Teacher of Maths Primary and Forest School Lead <i>(in partnership with Ravensthorpe Primary)</i>	P/T
Specialist Teacher of Literacy Primary <i>(in partnership with Nene Valley Primary)</i>	P/T
Early Years Advisor <i>(commissioned from Early Years Team)</i>	P/T
Educational Psychologist	FTE
Primary Higher Level Teaching Assistant <i>(in partnership with Nene Valley Primary)</i>	FTE
Business Support Officer	P/T

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. Additional expert staff provide interventions for individual children who are identified as requiring support with learning or self-regulation.

### **Covid-19 Support**

The cohort of academic year September 2020 to July 2021 continued to face challenges due to Covid-19 with further school closures and disruption to examinations. Schools closed again in January 2021 but children and young people in care were again able to request a school or college place as part of the vulnerable group. Foster carers and social workers determined whether a child or young person would attend. There was increased pressure on school places due to the widening of the categories able to access a place. Most of our children and young people who wished to go to school were offered a place but there were some for whom only two or three days a week were offered.

Full PEP meetings held virtually took place during this closure to ensure transition plans for those children and young people moving to primary, secondary or Post 16 provision were in place.

There was a greater emphasis on academic progress during the January 2021 lockdown. The DfE set out the minimum amount of remote education which must be provided for each Key Stage – increasing the hours expected.

For Key Stage 1, three hours of remote education must be provided to include “both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently”.

Key stage 2 pupils should be provided with four hours remote education a day while this increases to five hours for both Key Stage 3 and 4.

Previous guidance stated that primary schools should set work totalling around three hours a day, and four hours at secondary.

This has put significant pressure on all parents and carers – PVS offered support to both carers and children and young people.

PVS support for children and stakeholders during school closures, in addition to business as usual.

- provided guidance for foster carers and social workers to support accessing school places for those children requiring the service and eligible within the 'vulnerable' group.
- Continues to provide a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues
- continued to provide work and support to those children and young people already identified by the PVS Intervention team to sustain learning momentum
- continued to fund online tuition sessions from an external provider for children and young people living out of city
- held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school
- collected and analysed school attendance data
- provided IT equipment to facilitate home working
- offered advice to carers to support learning at home and provided a resource guide to supplement work provided by schools
- challenged schools where their learning offer was not of an acceptable standard
- attended virtual transition PEP meetings for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable learners.
- January – February half term PVS set primary children a series of lockdown challenges with the incentive of a voucher, amount dependent on the number of challenges completed.

### 3 Cohort Characteristics - 31<sup>st</sup> March 2021

Peterborough Virtual School ( <i>March 31st, 2021</i> )	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	314	100%

Peterborough CiC - in Peterborough schools or education settings	201	64.0%
Peterborough CiC - in Out of Peterborough Schools or Education Settings	109	34.7%
Peterborough CiC - Pre-school or Post-16 with setting unmatched	4	1.3%

Academic Year Groups	Pupils	% of Total
Pre-school	20	6.4%
Reception	4	1.3%
Year 1	11	3.5%
Year 2	6	1.9%
Year 3	14	4.5%
Year 4	12	3.8%
Year 5	18	5.7%
Year 6	21	6.7%
Year 7	21	6.7%
Year 8	35	11.1%
Year 9	34	10.8%
Year 10	23	7.3%
Year 11	26	8.3%
Year 12	46	14.6%
Year 13	23	7.3%

Male	183	58.3%
Female	131	41.7%

Ethnicity - White British	207	65.9%
Ethnicity - Not White British	107	34.1%

*Unaccompanied Asylum-Seeking Children (UASC)	18	5.7%
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*\*There is 1 in Year 11, 8 are in Year 12 and 9 are in Year 13*

Number of Schools/education Settings attended	167	
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Special Educational Needs	Pupils	% of Total Cohort
EHCP or Statement of SEN (Special Education Needs) 36 of the children attend mainstream settings, 7 attend residential school, 41 attend special schools and 1 is in a Young Offenders Institution	85	27.1%
Academic Year Groups of SEND Cohort	Pupils	% of SEN Cohort
Reception	1	1.2%
Year 1	1	1.2%
Year 2	3	3.5%
Year 4	7	8.2%
Year 5	4	4.7%
Year 6	3	3.5%
Year 7	10	11.8%
Year 8	7	8.2%
Year 9	13	15.3%
Year 10	13	15.3%
Year 11	9	10.6%
Year 12	8	9.4%
Year 13	6	7.1%

## 4 Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information, and skills to enable them to fulfil their role in contributing to educational outcomes and raising aspirations. This has contributed to an improvement in the quality of PEPs and a greater understanding of the importance of advocacy on the part of carers. Social workers and carers are actively involved in the PEP process and more confident in challenging around Pupil Premium as an example. Our website and You Tube channel house all our training materials and are publicised through our email broadcast facility within our electronic PEP provider, foster carer newsletters and our Twitter page.

Our method of delivering training has, of course, been impacted by Covid-19 and there has been much more on a 1-1 basis using a virtual platform. This has been advantageous in that individual training rather than generic needs have been met. We will continue to offer bespoke training but will look to include 'live' events when possible.

### 4.1 Designated Teacher Training

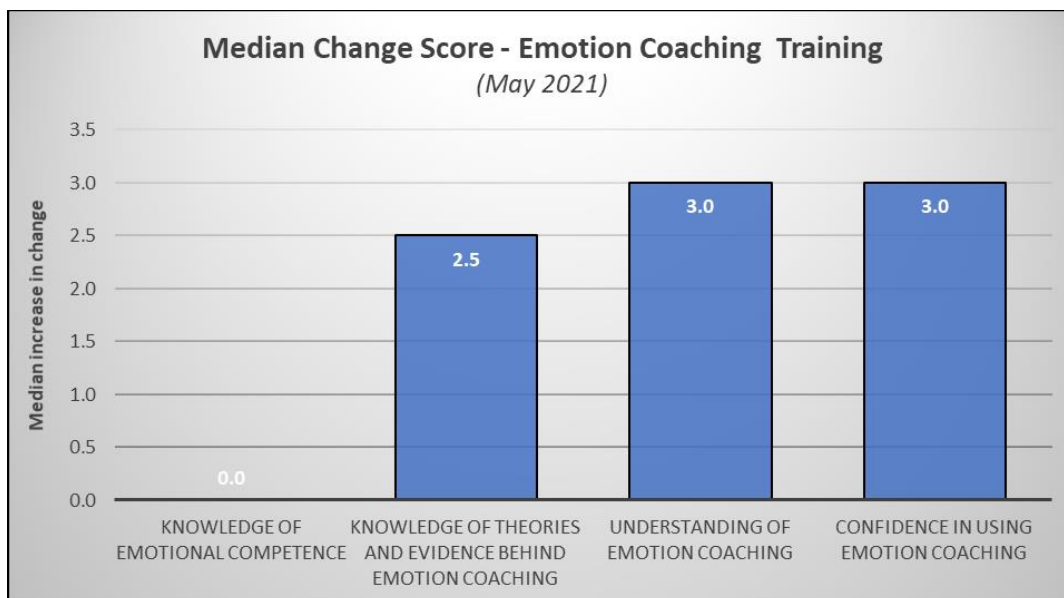
Training sessions for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required are provided regularly. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care

through excellent education planning. Much of our training provision is now online with training videos for PEP completion, the role of the Designated Teacher and the setting of SMART targets available. We did not have Designated Teacher conference during academic year 2020-2021 due to the restrictions on public gatherings and the challenges of hosting a virtual conference. However, PVS staff-maintained contact with Designated Teachers in both a supportive and challenging role. Plans are in place for a virtual conference in the Autumn Term 2021. In addition, PVS Specialist Educational Psychologist offered virtual training.

### Emotion Coaching Training Report

Emotion Coaching training (1 full day) was delivered to 50 school professionals in May and June 2021. All attendees will be offered follow up workshops in the academic year 2021-2022.

#### Quantitative Data – Emotion Coaching May 2021



The information above indicates that on average, attendees increased their knowledge and understanding of Emotion Coaching by 2.5/3 points and their confidence in using Emotion Coaching by 3 points from their initial baseline (median average used).

#### Qualitative Data – Emotion Coaching May 2021

The following is a sample from attendee feedback.

‘I now understand more about emotion coaching, and I can now embed this with our learners to help build a better relationship and to understand them and help them understand why they are feeling the way they are and how to manage themselves.’

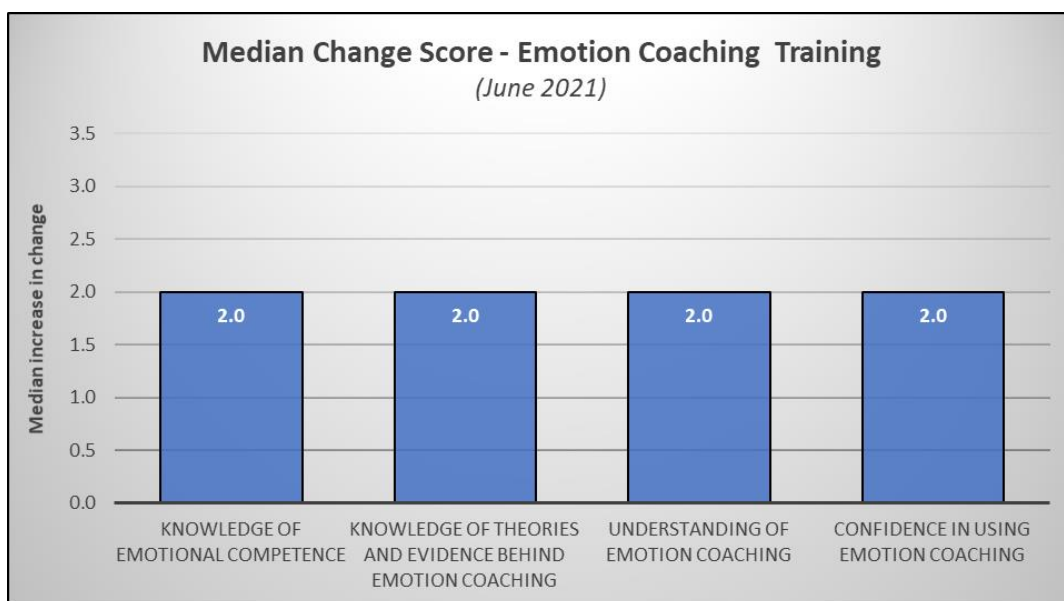
‘The training has provided me with a new skill that I can take with me to my workplace and to be able to help the young people that i work with giving them a better experience at school.’

‘Absolutely fantastic! I’m soooooo enthused to “get going” at introducing this approach in the autumn term.’

'This training will really help to support some specific children with complex needs. We have some of these strategies in place but really looking forward to sharing with the class teachers in order to better support them in the classroom. I will also share this with the Head teacher and ask them to consider a whole school approach.'

'Fantastic link to the Behaviour Steps approach - really supportive for staff, especially through the use of scripts which give that scaffold. I can see instantly how this could be applied to children across the school.'

### Quantitative Data – Emotion Coaching June 2021



The information above indicates that on average, attendees increased their knowledge and understanding of Emotion Coaching by 2 points and their confidence in using Emotion Coaching by 2 points from their initial baseline (median average used).

### Qualitative Data – Emotion Coaching June 2021

The following is a sample from attendee feedback.

'Knowing the strategies and scripts to use when dealing with children who are struggling is useful.'

'Thank you, the training was very informative and even if we may struggle to implement it as a "whole school approach" currently we are certainly hopeful we can improve our practice ourselves and helping / sharing with some of our colleagues.'

'It has made me think about the language to be used when supporting children and gave me a deeper insight to theory behind emotion coaching.'

'I have gained a greater understanding which has improved my confidence in this area.'

## 4.1 Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other matters relating to education. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice. Training has been provided by the Statutory Assessment and Monitoring Service to share the processes of requesting and securing an EHCP when required. This is particularly pertinent when children with an EHCP move to out of city schools following a care placement change. There are also training modules developed by the PVS team on our electronic PEP provider.

## 4.2 Foster Carer Training

We offer a range of training opportunities for foster carers, both in house and agency.

- Vocabulary Development
- Training Transition Training (general)
- KS2 to KS3 Transition Training
- Preparing for School Readiness
- Children Previously in Care
- PEP completion and PEP meetings.

We are increasing our offer for next academic year to include subject specific training and emotion coaching. Our Educational Psychologist is also available for consultation.

## 4.3 Connected Communities Project (Trauma Responsive)

The Connected Communities Project has developed over the last four years and this year, the cohort of schools in the project almost doubled to 21. The Connected Communities is a trauma-responsive project which aims to support schools to embed trauma-responsivity in their school environment, policy, culture, and practice. Each phase of schools undertakes a two-year programme supported by Peterborough Virtual School. The first year is a training phase and the second year takes the form of network meetings.

The Covid-19 pandemic delayed the training for both Phase 2 and Phase 3 cohorts by a term. The Phase 2 cohort finished the training phase (six full days) by December 2020 and progressed to the Network Phase, characterised by reflective practice, further embedding, and sharing of practice for the Local Authority.

### Impact and outcomes

Despite disruption by the pandemic, the following impact and outcomes have been reported by the Phase 2 cohort:

- An increase in attainment results at G.C.S.E from the secure unit.
- A revised behaviour regulation policy in a village primary school.
- The development of safe spaces for children's regulation of emotions in a majority of the schools – some schools have reported better self-regulation skills in children.
- All schools are embedding Emotion Coaching which develops children's emotional self-awareness and regulation skills, reduces exclusions, develops nurturing relationships between

adults and children, increases attainment progress (Rose, McGuire-Snieckus and Gilbert 2015) and Gus, Rose and Gilbert 2017).

- All schools have delivered trauma-responsive training to their school communities and staff have increased knowledge which has translated to their daily practice.
- All schools have begun trauma-responsive action research projects with results to be published next academic year.

### Evaluation Data Day 5 and 6

Pre and post evaluation data from respondents in Phase 2 for Day 5 and 6 is missing due to adapting to the pandemic by using virtual tools. Microsoft forms was used to capture this data but due unfamiliarity with the tool and how the information is recorded, an error occurred where the data could not be matched.

### Qualitative Data Day 5 – The Importance of Relationships

The following is a sample from attendee feedback.

‘Very useful and interesting as usual. Help with the literature review is appreciated. More practical elements to take into school and we will plan in our next update for staff especially around PACE (Playfulness, Acceptance, Curiosity and Empathy).’

‘Given us more tools to help train our staff and time to reflect on where we may and who we may need to focus more attention.’

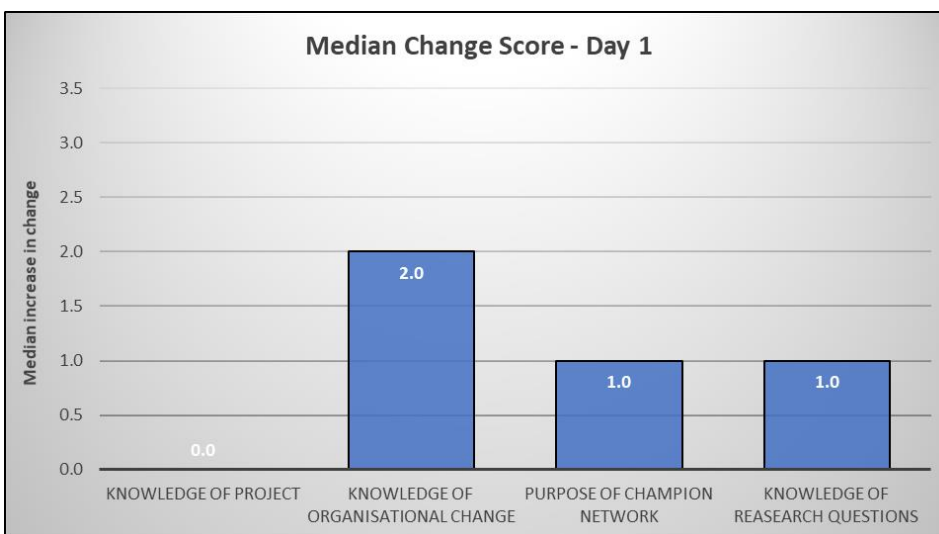
‘I have better understanding of how we can promote key adults and focused on our literature review.’

### Qualitative Data Day 6 – The Thinking Brain

The qualitative data is missing from this day due to technology issues which caused the training to be abandoned and later completed virtually. Due to this and the demands of the pandemic on school staff, the response rate for evaluation forms was low.

### Evaluation data Phase 3

### Quantitative Data Day 1 - Introduction to Connected Communities and Organisational Change



## Qualitative Data Day 1 – Introduction to Connected Communities and Organisational Change

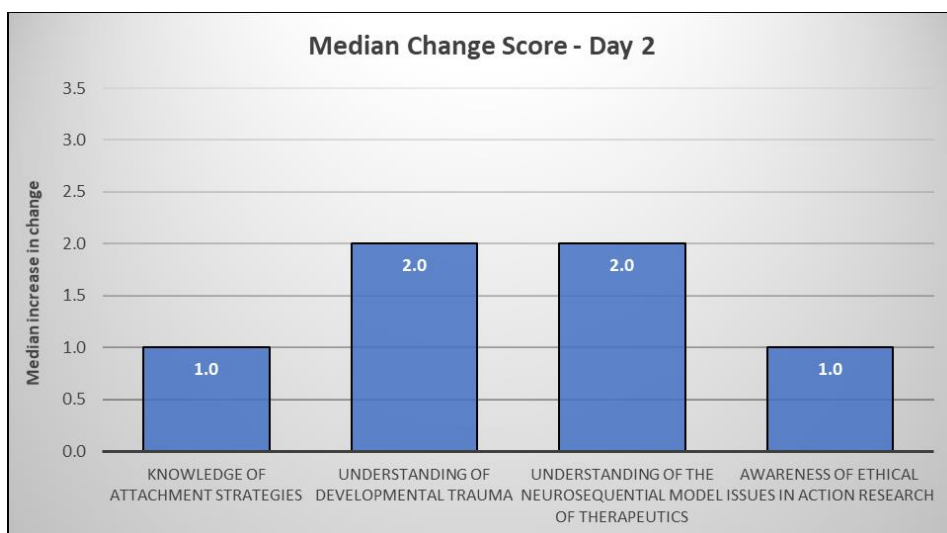
The following is a sample from attendee feedback.

‘Following the training I now have a clear vision of the project and the size of the impact that this will have on my setting. It has also provided some useful resources to support with implementing change within the setting, especially with those potential barriers that we might come up against.’

‘I have a better understanding of the vision and purpose of the project. Following the first day I feel more confident.’

‘Very informative and detailed.’

## Quantitative Data Day 2 - Attachment and Developmental Trauma



## Qualitative Data Day 2 – Attachment and Developmental Trauma

The following is a sample from attendee feedback.

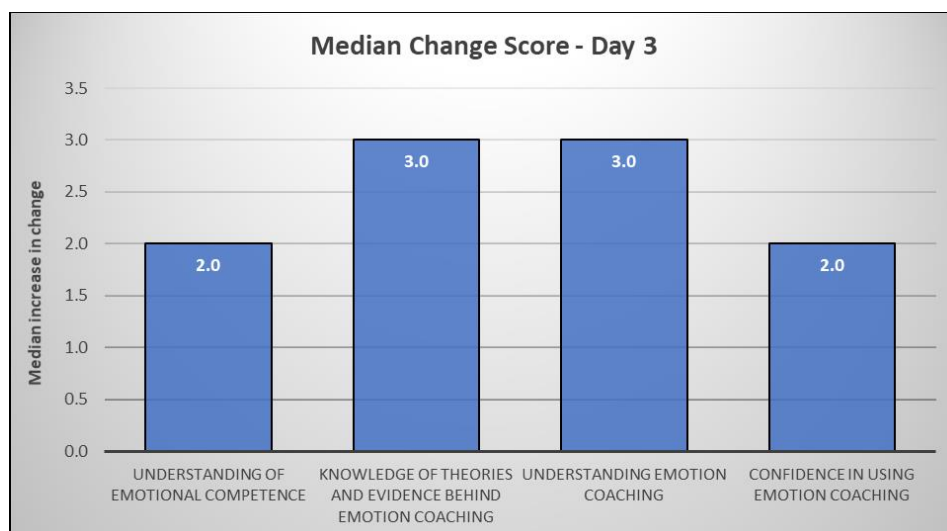
‘I have a deeper understanding of why the child is displaying difficult behaviour and reminding myself that the behaviour is communication.’

‘Such great training again. So informative I have pages of notes which I can use for the training in school. Thank you.’

‘It has given me a good insight on how trauma can be shown through behaviour as well as good understanding of how young traumas can effect brain development.’

‘I've gained a clearer understanding of attachment strategies, but more importantly, how to look at the strategies used at a particular moment and use this knowledge to support a child, or the adults supporting the children. Also, gained ideas in how to communicate this knowledge to adults in the school.’

## Quantitative Data Day 3 – Emotion Coaching



## Qualitative Data Day 3 – Emotion Coaching

The following is a sample from attendee feedback.

‘As ever such an interesting session and so thought provoking. So much to take in but all so relevant. Very much looking forward to delivering the training to staff.’

‘It was very useful to learn about the theories behind emotion coaching and I can see the benefits of emotion coaching as I use it regularly within the Nurture setting.’

‘I now understand more about how to help children regulate and how over time their thinking can change.’

‘Very informative. Practical advice and solutions.’

## Further developments (Academic year 2020-2021)

The Phase 3 cohort have completed three full days of training and begun to plan trauma-responsive action research projects. Planning is in place for the advertisement of Phase 4 to recruit another cohort of schools beginning their training in April 2022. There will also be a Connected Communities Conference to take place virtually on 22<sup>nd</sup> November 2021. This will involve external speakers and schools from the project celebrating their successes and sharing best practice with other schools from the Local Authority.

## 5 Learning Outcomes

Formal examinations and assessments did not take place for a second year and grades were based on a range of information including centre assessed grades for KS4 and KS5.

The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 or 2021 data. Therefore, in line with these recommendations, there is not any aggregated data or comparisons included within this report.

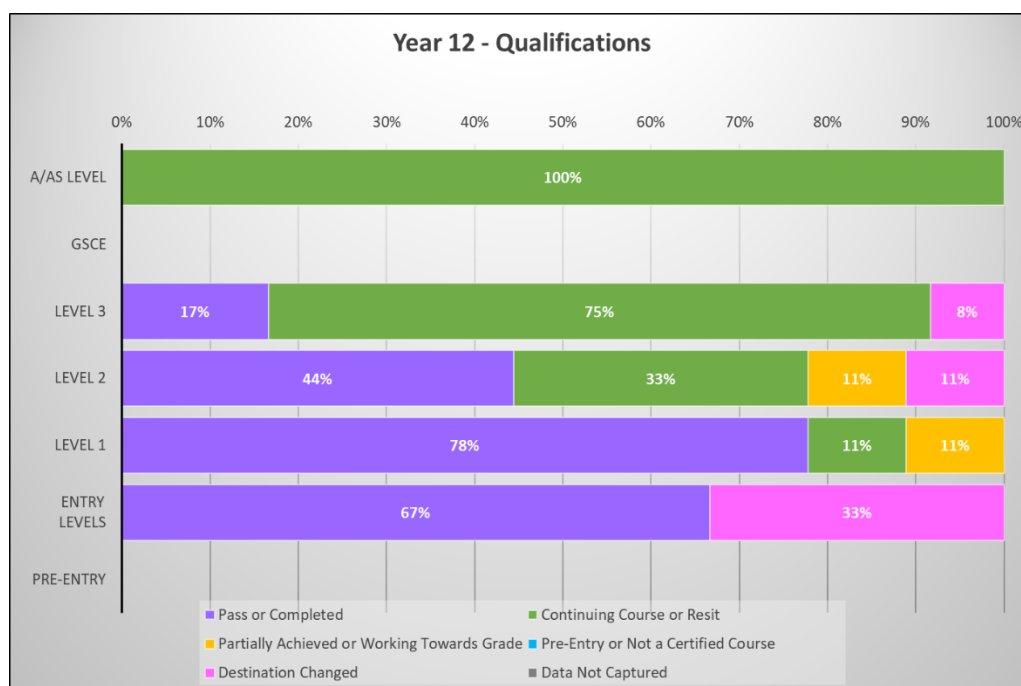
Grades were based on a range of information including centre assessed grades. A much-reduced data set is due to be published by DfE (Department for Education) in March/April 2022.

### 5.1 Post 16

#### Year 12

Of the fifty Year 12 students monitored and supported throughout the 2020-21 academic year over a fifth were unaccompanied asylum seeker children (UASC). They have primarily been doing the 'English for Speakers of Other languages (ESOL)' course at various levels. Some have moving on to 'Functional Skills' and one is working towards a GCSE Maths qualification.

Of the remaining 38 young people, two refused any engagement with education/training and one was on an apprenticeship but had to leave due to health issues. Apprenticeships and employment accounted for another 4 young people. The rest are all on further education and training with providers ranging from Technical Colleges and Sixth Forms to various special school and providers such as NACRO. Some students are working on attaining the key English and Maths qualification with Functional Skills and GCSE courses.

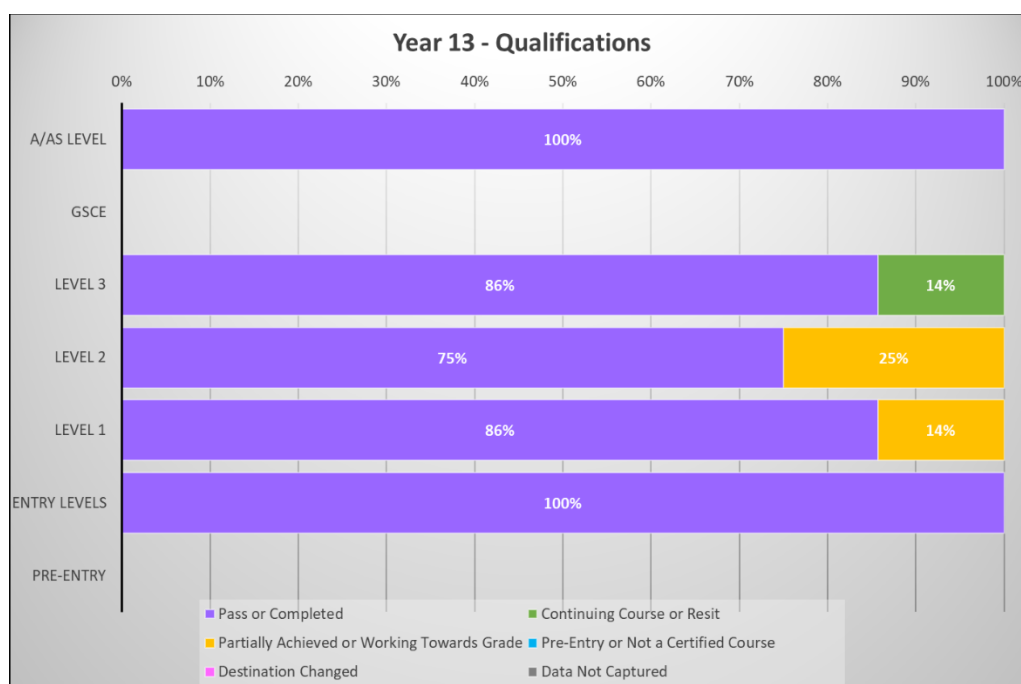




## Year 13

Over the course of the 2020-2021 academic year seventy Year 13 pupils were supported and monitored by the virtual school. An even higher proportion than Year 12 were UASC. This group equated to 29% of the whole Year 13 cohort. As with Year 12 the focus were the ESOL and Functional Skills courses, although some were doing certificate and diploma courses in such things as IT and carpentry.

The remaining forty-nine young people included 25% with an Education, Health and Care Plan (EHCP). These students are mostly doing non certificated courses, with some at special schools, some at Further Education Colleges and four who are NEET either due to illness or awaiting a suitable opportunity. The thirty- six remaining students were spread across a range of provider types and their courses were as diverse as A/AS Level Law to Level 2 Vehicle Maintenance. Five young people were intending to continue study at university with three aiming for an apprenticeship.



## 6 Inclusion

### 6.1 Absence

Indicator	Peterborough - CiC (2018-19 data)	England - CiC (2018-19 data)	Statistical Neighbour Average - CiC (2018-19 data)
Percentage of lessons missed due to authorised absence	3.7%	3.5%	3.3%
Percentage of lessons missed due to unauthorised absence	1.2%	1.7%	1.7%
Percentage of lessons missed due to overall absence	5.0%	5.1%	5.0%
Percentage of looked after children who were persistent absentees	10.6%	12.0%	11.9%

Attendance data always runs a year behind the other data releases, the 2019-20 data is not due for release until March/April 2022.

Local, National and Statistical Neighbour figures are all showing a slight upward trend with the overall absence rate up by 0.5 percentage points across the board and persistent absence increasing by 1.0 to 1.5 percentage points

## 6.2 Exclusions

Indicator	Peterborough - CiC (2018-19 data)	England - CiC (2018-19 data)	Statistical Neighbour Average - CiC (2018-19 data)
Percentage of looked after children with at least one fixed period of exclusion	12.12%	11.38%	11.48%

As part of the attendance data set the Exclusion data is also a year behind the other data sets with the 2019-20 figures due out in March/April 2022.

There has been a very small decrease in exclusion with National down by 0.29 percentage points and Local and Statistical Neighbours down by 0.8 percentage points.

The Virtual School has a duty to work with Head Teachers to try and avoid the permanent exclusion of a child in care and make sure that they have the support in place to thrive and make progress. The Virtual School has been quick in its response to any fixed term exclusions or threat of permanent exclusions so that a joint plan for the child can be implemented. No children in care were permanently excluded in the 2020 – 2021 academic year. For those children and young people who had fixed term exclusions PVS staff attended return to school meetings to support the child and carers and to ensure robust plans were in place to minimise the risk of further instances of exclusion. We receive information on fixed term exclusions from our external attendance service or are advised of these by Designated Teachers, social workers, or carers. In the case of any repeat exclusions, additional PEP meetings are held to check that all necessary support is being given.

## 6.3 Alternative Provision

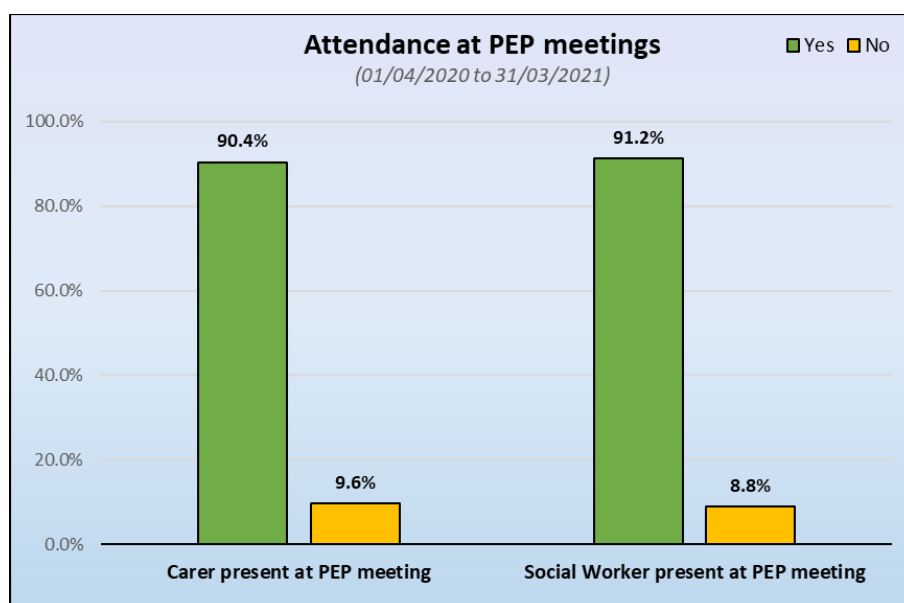
Establishment Type	Number
Number on school roll ( <i>preschool to Year 11</i> )	267
Number in independent schools	11
Number in LA Special School in city	12
Number in LA special school out of city	22
Number in PRU / AP in city	2
Number in PRU / AP out of city	1
Number with EHCPs/Statements of SEN	85

## 6.4 Quality of Provision

% CIC attending school judged to be good or better	Peterborough (2020-21)	England (2019-20)
Year 2	85%	87%
Year 6	72%	82%
Year 11	65%	61%

The lower percentage of children attending a school judged to be good or better in Year 6 is due to those schools converting to academies not being inspected, therefore previous judgements remain. It is expected that conversion to an academy and membership of a multi academy trust will drive improvements. PVS monitors all children, but those in schools judged to be less than good, are subject to closer scrutiny.

## 7 Personal Education Plans (PEPs)



Between 1<sup>st</sup> April 2020 and 31<sup>st</sup> March 2021 there were 773 PEP meetings for 254 individual children. PEP compliance is consistently at 100%. PVS supports social workers and Designated Teachers in the management of the PEP process, offering training and a fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. Our school improvement model does not require VS staff to attend every PEP meeting. VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

As illustrated above there are occasions when a social worker or care giver is unable to attend due to sickness or other unforeseen circumstances. It is at the discretion of the Designated Teacher and PVS staff whether the meeting takes place.

## 8 Pupil Premium Plus Grant (Financial Year 2020-2021)

The Pupil Premium plus Grant allocation for Financial Year 2020/2021 was £640,185

This was based on a £2345 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough City Council.

£411,884 was devolved directly to the educational settings. This amount includes the cost of partnership staff, Attachment Awareness/ Connected Communities training hub and additional Covid Recovery direct pupil support. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £228, 301 was used to support the work and improvement of the VS.

Allocation	Cost £
Additional tuition	21,064
Letterbox Club (see report below)	9,950
External PEP and Attendance Services	33,641
Staffing – EP and Early Years	144,351
Data support	1,347
Additional BSO hours	6,245
Forest School (see report below)	11,703
<b>TOTAL</b>	<b>228,301</b>

### 8.1 Letterbox Club

Once again, the Letterbox initiative has been very well received by our Primary aged cohort of children in care, of whom 74 have received seven monthly packages during 2021. Each pack is posted out by our staff to the child's home address, ensuring they get to experience the excitement of a parcel arriving at home for them. This has the added benefit of the child realising that they have a proper place within this world.

We decided, following feedback, that the younger children had greater benefit from these packs, so prioritise those in FS, KS1 and KS2. The main reason behind this is that as children get older and more expert at reading, they also develop stronger preferences, and it becomes more important that they can select their own reading materials, if they are to get the best out of them. Younger children still need guidance in selecting texts and need to experience all the genres available and suitable for them whilst they are still finding out what they really enjoy or gain most from.

Each package includes at least two newly published books (which ensures no duplicate books are sent) items of stationary to inspire writing, puppets or small toys linked to the texts for the younger children and maths games suitable for home play for all ages. This year for the first time we have added a new pack for those children who are older but have lower than expected reading skills, including books of higher maturity but lower readability, which have proved extremely helpful and fun for some of our students with special educational needs. The aim of this initiative is to encourage reading at home and to further interaction with foster carers and wider family members. Developing a language rich home environment is a priority and many children within this cohort have not had experience of this. The project contributes to building that love of literature that we so want for all our children.

For our very youngest children in care, from new babies to pre-schoolers, we have signed up to Dolly Parton's Imagination Library, and these children are sent a high-quality picture book each month direct to their home. This initiative is a little trickier as permissions are needed from all adults involved as home address details are kept on a secure system in the USA. Additionally, as new young children come into care, we need to identify them and get them signed up to make the most of this offer, which is completely free to us.

## 8.2 Forest School Report

At the start of the academic year 2020/21, following feedback from children, PVS Forest School was rebranded as 'Outdoor Learning Adventure' (OLA.) The Covid-19 pandemic significantly affected OLA: it was completely closed in the Spring term in line with Government guidance. During this time, we renovated the site (following a Child Voice exercise) to ensure the site is engaging and inviting for all who attend.

In the Autumn and Summer terms, we were unable to mix children from different 'bubbles' or to allow support staff from other settings to attend. This resulted in us offering OLA sessions on a 1:1 basis to the children who were, at the time, unable to attend their main school on a full-time timetable. OLA sessions were part of their integration programme back into the mainstream classroom by developing their key skills of resilience, problem solving, relationship building and improved self-esteem. The Covid closures also enabled improvements in our onboarding protocols by utilising technology to ensure that children fully understood what OLA was and what it looked like; we introduced a video showing children OLA and then followed this with a video call to the child in their setting so they could meet the staff and ask any questions before their first session. This enabled children to start OLA happily and confidently from the first session.

In the Autumn term 2020, in conjunction with the Primary school where OLA is based, we wrote and implemented rigorous Covid-19 Risk Assessments to ensure the safety of all who attended OLA. During this time, one child attended the setting for 1:1 sessions as part of his school timetable. Developing his prosocial skills to enable him to be school-ready was the focus and by the end of Autumn 2, the child was attending his mainstream school full-time. In the Summer term 2021, OLA provided four weekly 1:1 session for one KS2 child and three weekly 1:1 session for a KS1 child. Both children were unable to attend their main setting full-time and the focus was to develop their emotional regulation and sense of self-worth, along with building their resilience and perseverance skills. Both children demonstrated increased resilience, perseverance and emotional regulation when attending OLA and this enabled them to increase their time spent in education. Undoubtedly, the inability for the children at OLA to mix with each other prevented children developing their team-working and peer-relationship skills, however, for the children attending on a 1:1 basis, this enabled them to have dedicated adult/child time.

## 8.3 Report of the Specialist Educational Psychologist

### Type of involvement

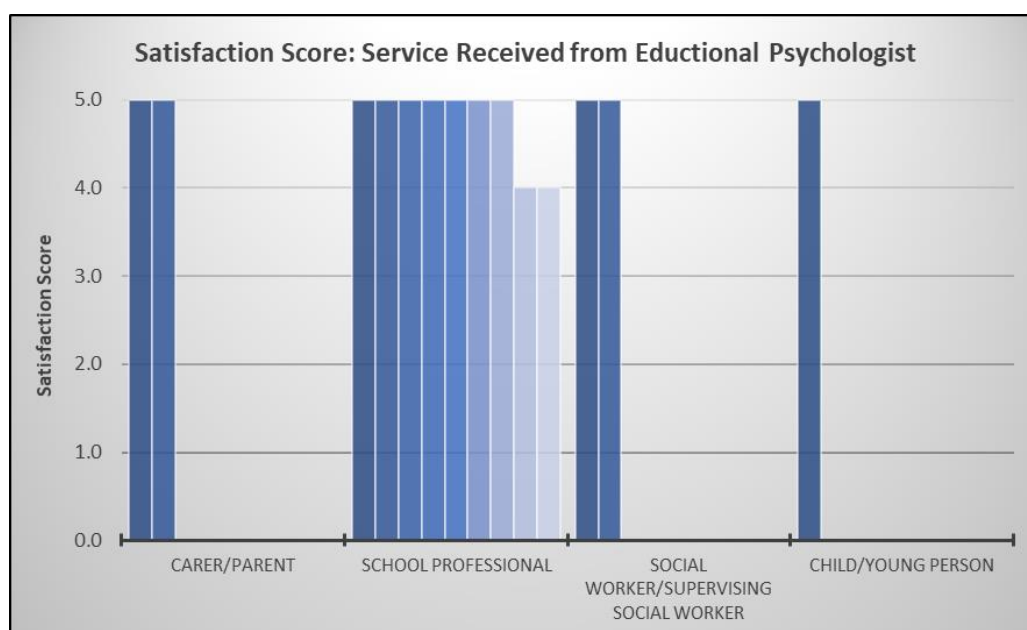
There has been Educational Psychology (EP) involvement for 39 children in care between September 2020 and August 2021.

The table below shows the breakdown of the types of involvement to support children in care between September 2020 and August 2021. Some of these involvements have overlaps (e.g., sustaining placement and consultation).

Type of involvement	Number of children
Assessment to identify needs	12
Consultation with school and foster carers (multiple times for some children)	27
Sustaining placement/risk of placement breakdown	10
Preparation for adulthood	5
Return to school during the pandemic	1
Consultation with social workers	6
Indirect involvement via consultation with Peterborough Virtual School team members	6
Multi-professional meetings (multiple times for some children)	7

### Impact Data

The graph below demonstrates the satisfaction scores from children/young people parent/carers and professionals following EP involvement. Due to online working this year, there was a low response rate for evaluations as they were distributed online rather than face to face (n=14)



Of the 14 respondents, 12 rated their satisfaction at 5 (highest score) and 2 respondents rated their satisfaction as 4.

Further information was gathered from the question, 'what helped you?' Using thematic analysis, the following themes were formed from the data:

1. Thorough assessment
2. Understanding the needs of the child
3. Knowledge
4. Practical strategies and resources
5. Supportive relationship
6. Clear plan

The following examples demonstrate the themes above:

### **1.Thorough assessment**

'Having a comprehensive assessment on X to identify whether she does have additional needs, if so, what they are and what level of support she will need to help her progress through her university years and adulthood.' (Social Worker)

### **2. Understanding the needs of the child**

'A brilliant analysis of X's strengths and areas of support required for the future.' (Carer)

### **3. Knowledge**

'Understanding around emotional literacy and how we can support X to support her understanding of showing and recognising emotions.' (SENDCo)

'Having an expert on hand to discuss both general and specific aspects of areas in which I am not trained. Having direct advice helps to both develop my knowledge and support X.' (Designated Teacher)

### **4. Practical strategies and resources**

'Sensible advice given about reasons for behaviour, strategies to use. I always appreciate the advice given by the EP and find it useful.' (Assistant Head)

'Detailed report with substantial strategies to consider to support this student in school. Links to useful resources and ideas of how to deliver.' (Designated Teacher)

### **5.Supportive relationship**

'The EP has been fantastic throughout, engaged with both X and myself well, in a way we both understood and with suggestions of strategies for the future. The EP has summed X up perfectly and we both enjoyed working with her.' (Carer)

'Supported the child but also provided feedback to support my own development in use of testing building my confidence in my own judgments. Prompt professional and effective service supporting named child and provision within school generally' (SENDCo)

'I felt I really got along with her.' (Young Person)

## 6. Clear plan

'To be able to discuss concerns for the young person and come up with a plan with a review date. I was able to discuss my concerns and together we formed an action plan. The EP also directed us to appropriate training and resources.' (Designated Teacher)

### **Impact of consultation (n=13)**

Concerns before and after consultation are measured using a Likert Scale from 1 to 5 (1 meaning least concerned and 5 meaning most concerned). The following table shows the reduction in concerns following an initial consultation:

Reduction	Number of respondents
No change	4
1 point	3
2 points	5
4 points	1

Following initial consultation, 69% (9 out of 13 respondents) noted a reduction in their concerns.

## 10 Priorities for 2021- 2022

### **Priority One**

To enable children and young people in care to achieve developmental outcomes, readiness for learning and increasingly meet their learning and aspirational goals.

- 1. To ensure the effect of Covid-19 on children/YP's education is minimised.**
- 2. Virtual School will offer a wide range of training opportunities including bespoke packages according to need.**
- 3. Educational Psychology needs assessments will be available for our children on request**
- 4. The achievements of our children with an (Education Health and Care plan will be recorded to reflect progress**

### **Priority Two**

To ensure the voice of the child/young person is heard and acted upon at every opportunity.

- 1. PVS working partnership with Children in Care Council will improve**
- 2. Stakeholders will have access to information regarding the support of CYP (Children and Young People) (Children and Young People) mental health.**
- 3. Post-16 written assessments will be young person centred and accessible.**



### **Priority Three**

To ensure professionals are equipped with the necessary skills and knowledge to effectively support children and young people in care.

- 1. Designated Teachers, Social Workers and Foster Carers will be empowered to complete a high quality and compliant PEP.**
- 2. Designated Teachers, Social Workers and Foster Carers will be able to identify their responsibilities across all processes linked to CYP with an Education Health and Care plan.**
- 3. Schools will be attachment aware, and trauma informed in their practice.**

### **Priority Four**

To ensure that children and young people in care have access to high quality and appropriate provision which meets their holistic needs.

- 1. CYP, where appropriate, will be offered an AV1 device to allow their education to continue whilst physical attendance in a school setting is not possible**
- 2. S/W, DT and F/C will know the expectations of PVS to ensure positive transitions between schools.**
- 3. Provision not provided by the CYP main setting results in progress**

Dee Glover, Virtual School Head.

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## Head Teacher Report

Peterborough Children in Care

Academic Year September 2021-August 2022

### PVS (Peterborough Virtual School) Vision

To ensure all children in care receive a high quality, aspirational education which meets their holistic needs in a safe environment and relationally driven culture.

### Guiding Principles

We believe that:

- the voice of the child/young person is of paramount importance
- all children and young people in our care should receive a high-quality, aspirational education
- all children and young people in our care should have an education that meets their holistic needs
- attuned connections are integral to the well-being of all children and young people in our care, resulting in reciprocal, trusting relationships
- effective liaison and integrated working with all key stakeholders is essential for person-centred planning

## Contents

Section	Title	Page
1.	Purpose of the report	1
2.	Role of the Virtual School	2-3
3.	Cohort Characteristics	4-6
4.	Training and Development	6-11
5	Learning Outcomes	11-16
6.	Inclusion	17-20
7.	Personal Education Plans	21-22
8.	Pupil Premium Plus	22-26
9.	CPiC/CWSW	26-27
10.	Priorities for 2022 - 2023	27
Appendix 1	Glossary	28-30

## 1 Purpose of the report

The purpose of this report is to provide information on the activity of the Peterborough Virtual School for the academic year 2021-2022. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.

### 1.1 Peterborough Context

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Service Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher (VSH) is line-managed and supported by the Service Director of Education for Peterborough and Cambridgeshire and reports to Corporate Parenting Committee and Corporate Parenting Board.

Nationally, there has been a gradual increase in the numbers of Children in Care. In Peterborough, the numbers of CiC has remained broadly stable (between 350 – 374) for the last 8 years. The percentage of CiC in Peterborough who have remained within the same care placement for at least two years has increased from 69% in 2018 to 73% in 2021. This is higher than the national average. The number of Unaccompanied Asylum Seeking Children decreased in 2021 to 20 children; this reflects the national data for this year. The proportion of CiC in Peterborough with an Education Health Care Plan (29.9%) is above the national average for CiC (28.9%)

## 2 Role of the Virtual School

The Children Act 1989 places a duty on the Local Authority (LA) to promote the educational achievement of children looked after by them, wherever they live or are educated by:

- Working in partnership with all agencies to ensure appropriate education provision.
- Ensuring quality Personal Education Planning (PEP).
- Managing the Pupil Premium Plus funding for children in care.

Our role is to:

- promote high aspirations and raise achievement through challenge, support, and targeted interventions for children in care
- ensure that children in care access high quality teaching and learning
- work closely with all those involved in the care and education of children in care; providing training and support to help understand the issues and challenges they face
- co-ordinate and quality assure all Personal Education Plans (PEPs)
- monitor and challenge schools to make the most effective use of Pupil Premium Plus Grant (PPPG)
- ensure effective transition is provided between schools or specialist providers
- ensure Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- celebrate the achievements of our children in care
- lead training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools
- provide advice and guidance to schools, parents and others for children previously in care
- promote the education of children with a social worker

The Virtual School does not replace the school or educational provision of children in care; it is an additional resource, which exists to support and challenge all those involved in the education of children in care. It is involved in, or promotes nationally and locally, various initiatives to enhance the educational achievement of children in care. All Peterborough children in care, from the age of 2 to 18 are monitored by Peterborough Virtual School regardless of where they are placed. A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, to ensure every child is given the opportunity to make accelerated progress.

Peterborough Virtual School offers advice and guidance to those working with all statutory school-aged children who have been declared as being 'Previously in Care' who attend a Peterborough education setting. The remit for promoting the education of children with a social worker is also for those attending a Peterborough education setting.

## 2.1 Team Structure

### LA Funded Posts

Post Name	FTE
Virtual School Headteacher	FTE
Primary Education Coordinator	FTE
Post 16 Education Coordinator	FTE
Education Advisor for Children Previously in Care	P/T
Strategic Lead for Children with a Social Worker	FTE

### Pupil Premium Funded Posts

Post Name	FTE
Secondary Education Coordinator	FTE
Specialist Teacher Maths Primary & Forest School <i>(in partnership with Ravensthorpe Primary)</i>	P/T
Specialist Teacher of Literacy Primary <i>(in partnership with Nene Valley Primary)</i>	P/T
Early Years Advisor <i>(commissioned from Early Years Team)</i>	P/T
Educational Psychologist	FTE
Primary Higher Level Teaching Assistant <i>(in partnership with Nene Valley Primary)</i>	FTE
Business Support Officer	P/T

Recognising the needs identified in previous years, this team structure aims to achieve improvements to the educational outcomes of CIC through a school support model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. Additional expert staff provide interventions for individual children who are identified as requiring support with learning or self-regulation.

### 3 Cohort Characteristics

#### 3.1 Cohort Characteristics – Whole Virtual School

Peterborough Virtual School (March 31st, 2022)	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	317	100%
Peterborough CiC - in Peterborough schools or education settings	143	45.1%
Peterborough CiC - in Out of Peterborough Schools or Education Settings	167	52.7%
Peterborough CiC - Pre-school or Post-16 with setting unmatched	7	2.2%
Male	187	59.0%
Female	130	41.0%
Ethnicity - White British	201	63.4%
Ethnicity - Not White British	116	36.6%
*Unaccompanied Asylum-Seeking Children (UASC)	21	6.6%

*\*There is 1 in Year 11, 9 are in Year 12 and 11 are in Year 13*

	Academic Year Groups														
	Pre-school	Reception	1	2	3	4	5	6	7	8	9	10	11	12	13
Cohort Count	17	4	12	6	13	13	17	22	22	36	33	23	26	46	27
% of Total	5%	1%	4%	2%	4%	4%	5%	7%	7%	11%	10%	7%	8%	15%	9%

Source: ePEP Database – 31<sup>st</sup> March 2022

### 3.2 Cohort Characteristics - SEND Pupils

Special Educational Needs	Pupils	% of Total Cohort
Number of Schools/education Settings attended	165	
EHCP or Statement of SEN (Special Education Needs) 42 of the children attend mainstream settings, 36 attend special schools, 6 are in residential settings, 1 is on an apprenticeship, 1 is awaiting placement, 3 are NEET and 1 is in a Secure Unit	90	28.4%

Academic Year Groups of SEND Cohort															
	Pre-school	Reception	1	2	3	4	5	6	7	8	9	10	11	12	13
Cohort Count	1	3	0	7	5	3	11	7	12	13	7	8	9	4	1
% SEN Cohort	1%	3%	0%	8%	6%	3%	12%	8%	13%	14%	8%	9%	10%	4%	1%

Source: ePEP Database – 31<sup>st</sup> March 2022

### 3.3 Cohort Characteristics – Children Previously in Care

Children Previously in Care (CPiC)	Pupils	% of Total
Total number in Peterborough schools	257	100%
Primary School (including LA Maintained Nursery School) – total 59	167	65%
Secondary School – total 11	43	16.7%
All-through School – total 3	33	12.8%
Special School – total 5	14	5.4%

Source: Peterborough School Census Pupil Summary – October 2021



### 3.4 Cohort Characteristics – Children in Need or Child Protection Plans

	Children who have had a child in need plan (CiN) or child protection plan (CP) within the last 6 years			
	Child in Need (CiN)		Child protection (CP)	
	Cohort	% of cohort	Cohort	% of cohort
Total Cohort	456	100%	213	100%
Female	231	50.7%	119	55.9%
Male	225	49.3%	94	44.1%
Babies 0 to 2	71	15.6%	50	23.5%
Nursery/Preschool	27	5.9%	24	11.3%
Reception to Year 11	323	70.8%	138	64.8%
Post 16	35	7.7%	1	0.5%

CiN/CP data captured from Liquid Logic on 20<sup>th</sup> May 2022

## 4 Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information, and skills to enable them to fulfil their role in contributing to educational outcomes and raising aspirations. This has contributed to an improvement in the quality of PEPs and a greater understanding of the importance of advocacy on the part of carers. Social workers and carers are actively involved in the PEP process and more confident in challenging around Pupil Premium as an example. Our website and You Tube channel house all our training materials and are publicised through our email broadcast facility within our electronic PEP provider, foster carer newsletters and our Twitter page.

We offer both live and virtual training to allow flexibility for our target audiences.

### 4.1 Designated Teacher Training

Training sessions for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required are provided regularly. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning. We hosted a virtual conference for Designated Teachers in September 2021, and whilst successful, was a logistical and involvement challenge highlighting the benefit of ‘live events.’

We also offer:

- Emotion Coaching
- Roles and Responsibilities of the Designated Person for CPiC
- Educational Considerations for CPiC
- Bespoke training packages for settings where required



Feedback from training sessions linked to the aims of the sessions indicate an increased understanding and confidence in all areas. Examples of feedback include:

### Emotion Coaching Training

Emotion Coaching training (1 full day) is delivered termly to school professionals. Combined feedback from the 21/22 sessions indicates that on average, attendees increased their knowledge and understanding of Emotion Coaching by 1.5 points and their confidence in using Emotion Coaching by 3 points from their initial baseline.

*"This has been so informative. I really understand how effective Emotion coaching can be and how you can alter a child's way of thinking. I now feel a lot more confident when dealing with children in school, especially some of the Looked After Children who have had a lot of change in their lives. I feel that I am now more able to confidently speak to these children and think of my own emotions first." (Designated Teacher)*

*"It has enhanced the skills I endeavour to practice in my role and given me a clearer idea of how to bring it to the Senior Leadership Team for a whole school approach. I am taking away so much - thank you." (Designated Teacher)*

### Educational Considerations for CPiC Training

Educational Considerations for CPiC training runs bi-annually across two – three-hour sessions. Feedback from professionals attending the March sessions showed an average score of 4.8/5 in understanding and confidence following the sessions.

*"The training course today was packed full of really useful resources and a great mix of presentation and discussion. I would highly recommend this training course and I would like to attend any further training delivered by the team. The trainer is extremely knowledgeable and her passion for this cohort of children shines through." (DT)*

*"A very thorough training, clear resources and good to have the theory to back up practice. Thank you" (DT)*

## 4.2 Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other matters relating to education. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice. There are also training modules developed by the PVS team on our electronic PEP provider and available on our website.

Social workers attended 89% of PEP meetings in 21/22. This was a decrease of 4.8% compared to 20/21 when all PEP meetings were held virtually and is also an indicator of the levels of staff sickness that was seen in 21/22. To ensure an increase in attendance at PEP meetings, our offer to social workers has increased to weekly PEP in-person and virtual PEP clinics. Furthermore, a development for 22/23 will be to ensure that social care managers are aware of PEP meetings dates and times and will therefore be able to offer a substitute when there is social worker absence.

## 4.3 Foster Carer Training

Our Educational Psychologist is available for consultation, and we offer a range of training opportunities for foster carers, both in house and agency.

- Vocabulary Development
- How to support your child with their education – Early Years/Preschool
- How to support your child with their education – Primary
- How to support your young person with their education – Secondary
- How to support your child with their education – Post 16 (for young people in Y9-Y13)
- How to support your child/young person with transitions (focusing on moving up from Primary to Secondary school)
- Supporting school readiness and transitions to school (Early Years)
- Supporting your child as a reader (FS and KS1)
- How to support your Unaccompanied Asylum-Seeking Child (UASC)
- Making a positive contribution to Personal Education Plans
- My future self - How to support your child to develop high aspirations
- Supporting your younger child as a writer (KS1)
- Supporting your older child as a writer (KS2)
- Supporting Children with Maths at KS1 and KS2

There has been an increase in attendance at PEP meetings (+1%) in 21/22 compared to the average of the last three years following the introduction of this extended training offer. There has been an improvement in the number of PEPs with the carer section completed. This will be an area for development in 22/23.

## 4.4 Connected Communities Project (*Trauma Responsive*)

### About the Connected Communities Programme

Connected Communities is a trauma-responsive project which aims to support schools to embed trauma-responsivity in their school environment, policy, culture and practice. The first year of the course is a training phase and the second year takes the form of network meetings to embed training content and share practice. There are currently 24 settings involved in this project at different stages.

Five schools completed the project by July 2022. Semi-structured solution-focused interviews with the two school participants and Headteachers of each setting were used to collect qualitative information about the impact of the project as seen below:

What is the impact of Connected Communities In Your Setting?



The following quotes from course participants exemplify some of the main themes noted above:

A safer environment

*“Making sure the safe space is moving forwards. It is taking the safe space back to where our vision was, around the school, not just in the classroom. Children need to know they have a safe space every day. I asked a young person about lunchtime support, which is making us think about safe spaces outdoors during more chaotic times.”*

Changing policies and practice: a relational approach

*“Themes from Connected Communities are now included in our behaviour policy. It has permeated everything we do. Connected Communities has given us other strategies. What you see is staff using an increasing number of strategies tailored accordingly. There is no pressure for staff that they are getting it wrong, they call on their training and knowledge and apply the empathetic ethos, linked to policy changes.”*

Improved Emotional Literacy Skills

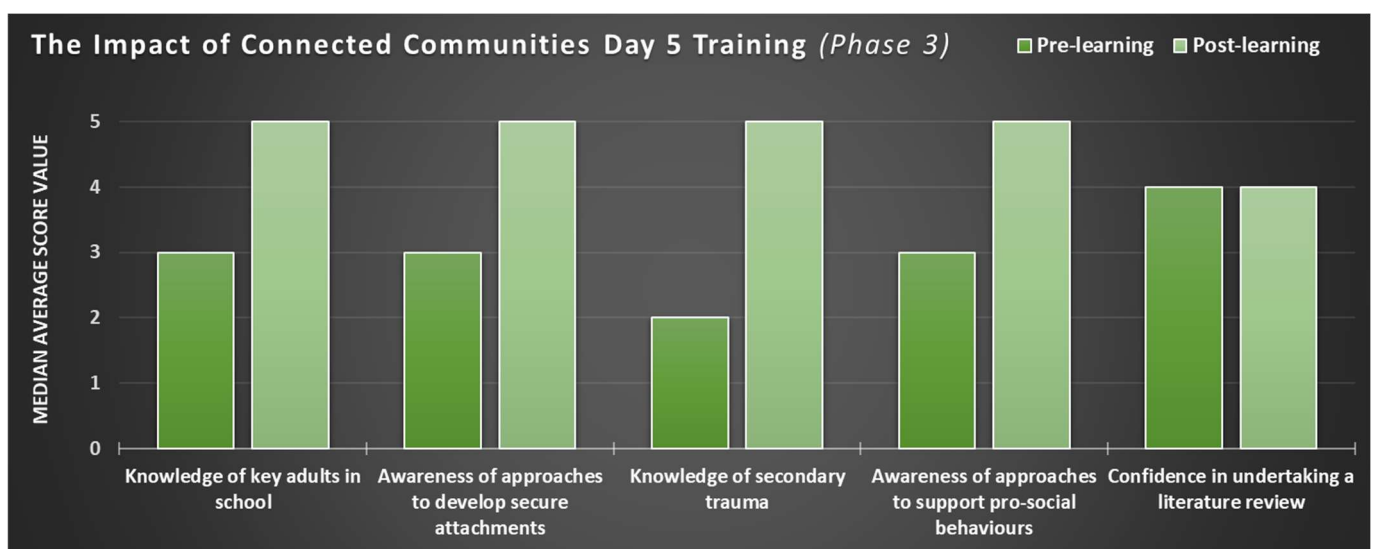
*“There are children and young people who are now regulated more frequently. Some are beginning to recognise those early feelings of dysregulation and are learning to do something about it.”*

Engagement with the trauma-informed lens

*“There is a changing culture towards understanding behaviour in school. Emotion Coaching is a tool to use to help children to regulate and to provide a greater understanding as to why behaviour may result in the tricky environment of school, why might it be tricky for them? How to work with them in the classroom rather than take it up to the Senior Leaderships Team to deal with.”*

## Evaluation Data

Quantitative and qualitative data is also collected after every training session. Below is an example of the impact of a training session showing the difference between pre and post learning:



The information above indicates that on average, attendees increased their knowledge, understanding and confidence by 1.8 points.

## Connected Communities Conference

On 21st November 2021, Peterborough Virtual School hosted a conference entitled 'Interpersonal Neurobiological Change: A Relational Challenge for 21<sup>st</sup> Century Education.' The conference celebrated the impact of the Connected Communities course on the first cohort of schools. The conference introduced a relational challenge for practitioners attending. Two external speakers were used; Luke Rogers, BEM talking about the lived experiences of children in care and Mandy Ruddock, Occupational Therapist outlining sensory needs and how to support them. The conference had 137 attendees.

The attendees were asked to rate the relevance using a Likert Scale from 1 to 5 (1 being the least relevant and 5 being the most relevant of the Connected Communities conference to the attendees' practice. The average rating was 4.74 showing the conference was relevant and supportive of the work in schools.

Below are comments from the evaluations of the attendees, most of whom were Designated Teachers:

*"Thank you for a brilliant and worthwhile conference. There was a lot of information and useful resources to take away and use within my setting. I'm excited to continue to develop this area of support within my school."*

*"Just a big thank you from the children who will come through our school. I will ensure today's learning impacts them positively."*

*"I am dedicated to changing the way my practitioners see behaviour and direct them into opening their minds to our children's complicated needs."*

## 4.5 Children in Care Council

The voice of the child/young person is of paramount importance to our work as a Virtual School. To this end, staff members attend Children in Care Council (CiCC) meetings to seek the view of Children in Care. Staff attend CiCC meetings and Informal Corporate Parenting Committee meetings.

Activities with the CiCC have included:

- Improving ePEP questions for the child/young person section
- A Logo Competition where the winners of the competition worked with a local designer to professionally produce the new PVS logo
- Sharing with a range of professionals the 'Our Ideal Workers' video made by CiCC

The impact of this work is that the Children in Care feel that their voice has been heard:

*"The CiCC reflected that they feel empowered and informed about the impact of their feedback. They enjoy the pace of work and feel their timescales and capacity is respected by the Virtual School." (Youth Voice Worker)*

One of the winners of the Logo Competition was inspired by working with the designer and now wants to pursue this as a career. This has been supported by PVS by purchasing, through Pupil Premium Plus funding, software for the young person to develop his skills.



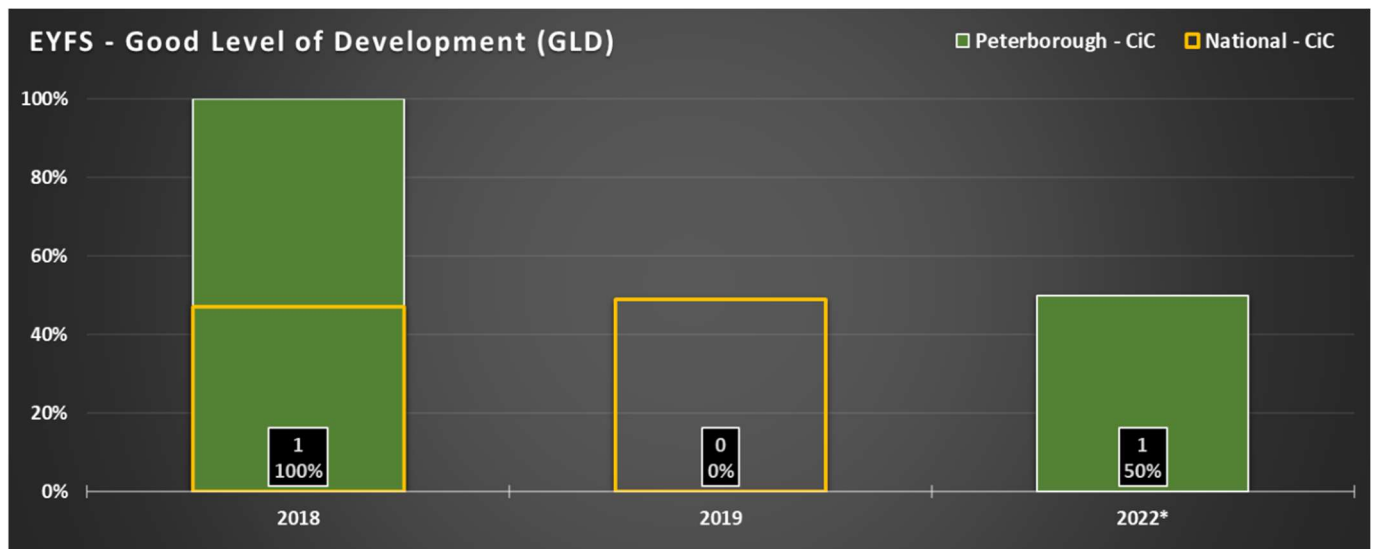
The 'Our Ideal Workers' video has been shared at all training sessions which will raise awareness of how professionals should best respond to CiC.

## 5 Learning Outcomes

### 5.1 Early Years Foundation Stage (EYFS)

This is the first set of teacher assessed EYFS judgements since 2019 with the previous two years being cancelled due to the COVID-19 pandemic

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the Early Learning Goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy.



Peterborough - CiC Cohort		
2018	2019	2022*
1	2	2

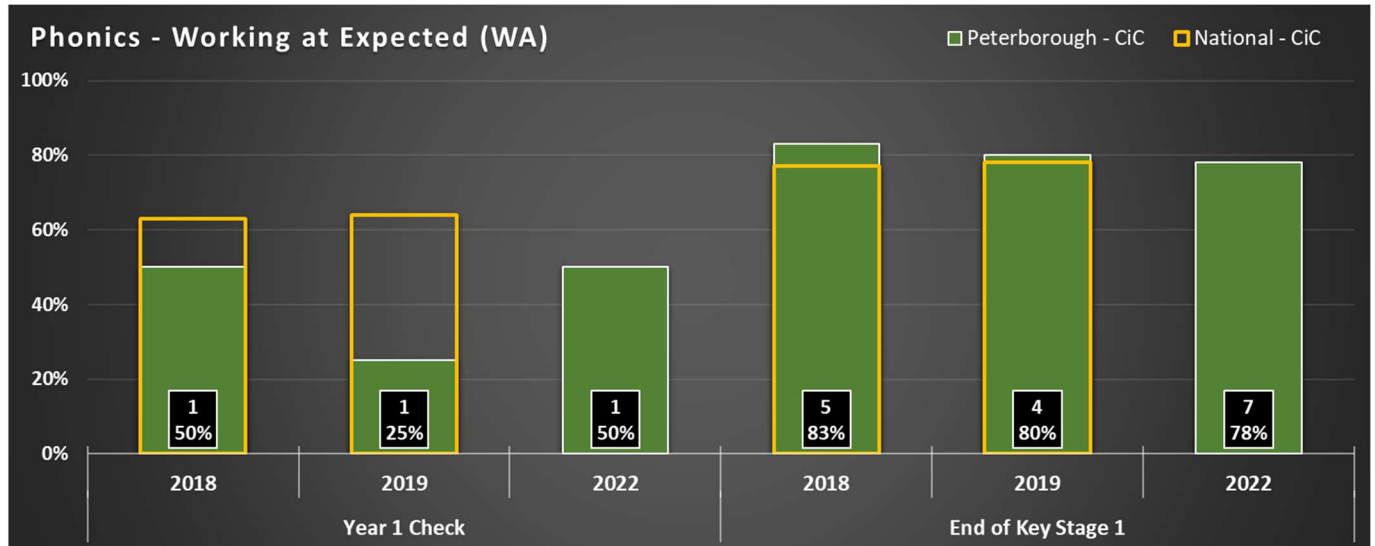
*\*The child who did not achieve GLD in 2022, was at the expected standard in all areas apart from fine motor skills and writing*

This cohort contained 2 children, so the data set is statistically unmeaningful.

To ensure that the number of CiC achieving a Good Level of Development grows in coming years, the Early Years Specialist attends all Early Years PEPs to ensure the quality of education is higher. Foster Carers have also been offered training, 'How to Support Your Child in Education: Pre-school and Early Years.' The impact of this training is currently unknown and will potentially be seen in the next academic year's results.

## 5.2 National Phonics Screening Check

These are the first phonics screening check statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of year 1 and year 2 pupils. Those pupils who took these assessments in summer 2022 experienced disruption to their learning during the pandemic.

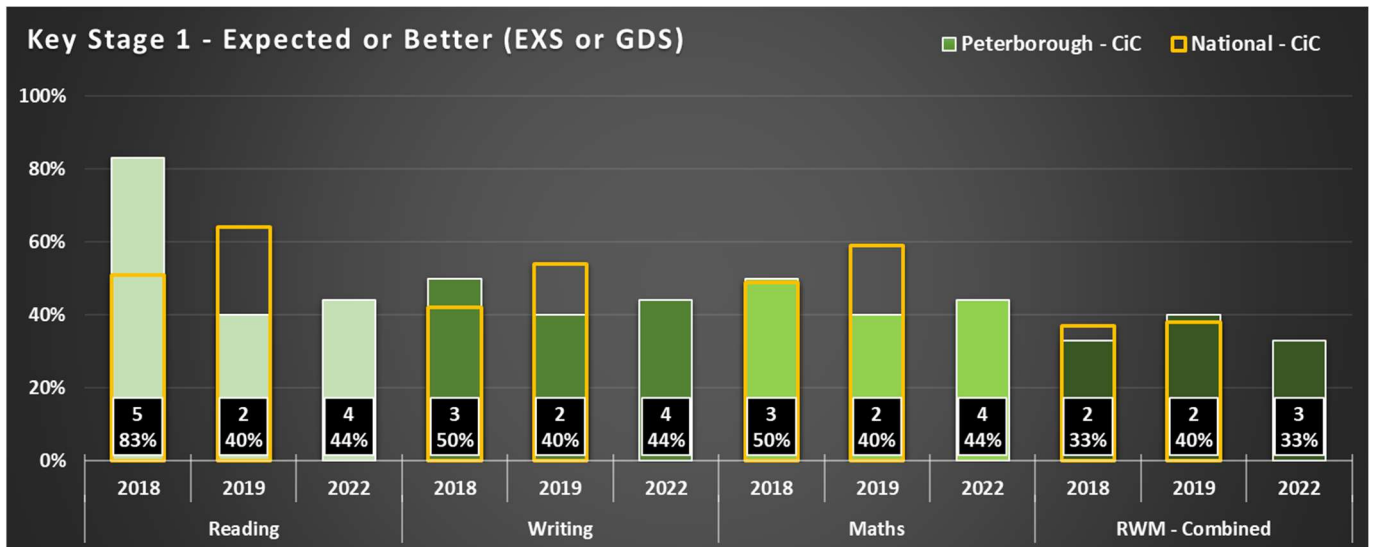


Peterborough - CiC Cohort			
	2018	2019	2022
Year 1 Check	2	4	2
End of Key Stage 1	6	5	9

The cohort size of Year 1 was 2 children. This data should therefore be read with caution due to the small data set. The cohort of Year 2 children shows 7 out of 9 children (78%) achieved the expected standard in the National Phonics Screening Check.

Supporting children to achieve this national standard was a key focus for Peterborough Virtual School's literacy intervention team who worked with settings to provide 1:1 intervention for children where required. The 2 children who did not achieve the expected standard are placed out of city and so the intervention team were unable to provide in-person intervention. They did, however, through attendance at PEP meetings ensure that sufficient support for the children was in place through their settings.

## 5.3 Key Stage 1

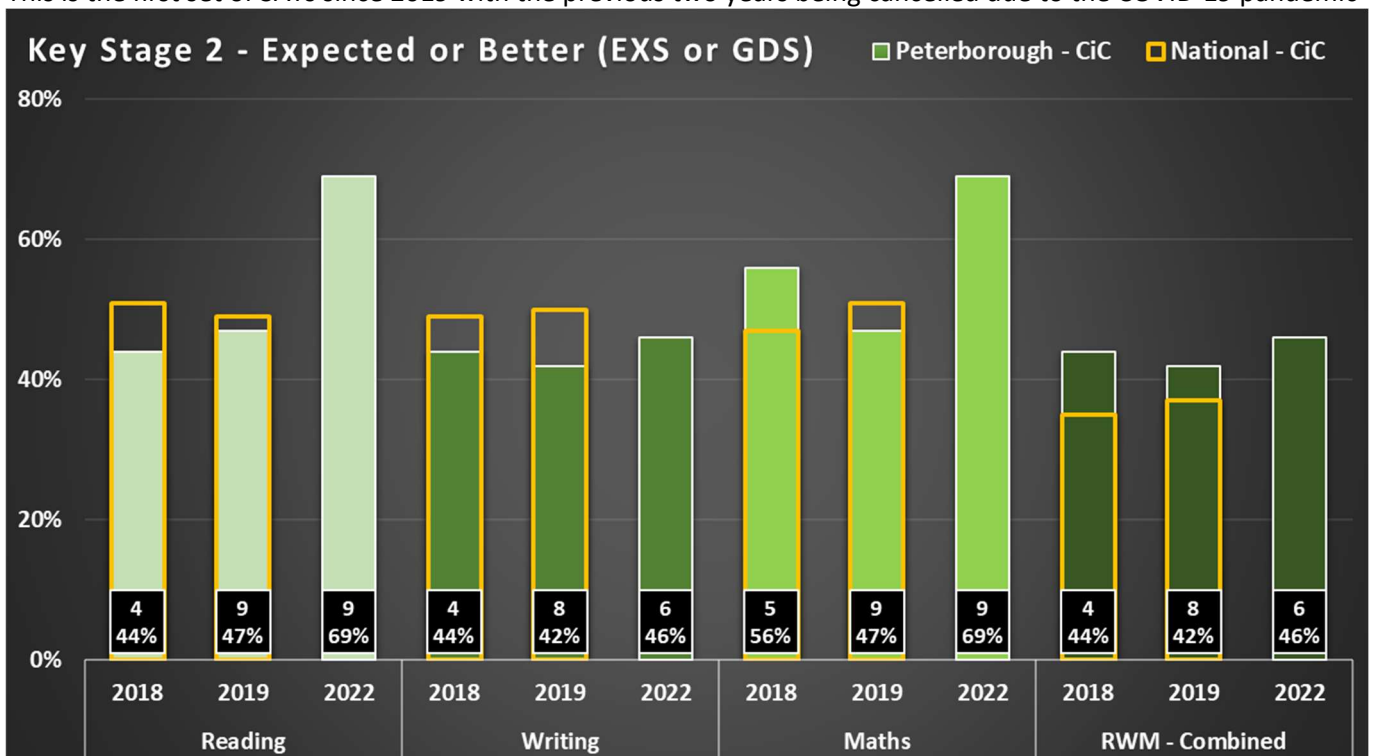


The core KS1 cohort contained 9 children. 56% of these children are educated out of city. This data shows that 44% of the cohort achieved the expected standard in reading, writing and maths with 33% achieving the expected standard in all three areas. This is broadly in line with the pre-pandemic performance in 2019.

The attainment and progress of the KS1 cohort will continue to be tracked by PVS to ensure that progress continues and is accelerated where possible. This will be done through the PEP meeting process and through the provision of Pupil Premium Plus funding to support where appropriate.

## 5.2 Key Stage 2

This is the first set of SATs since 2019 with the previous two years being cancelled due to the COVID-19 pandemic





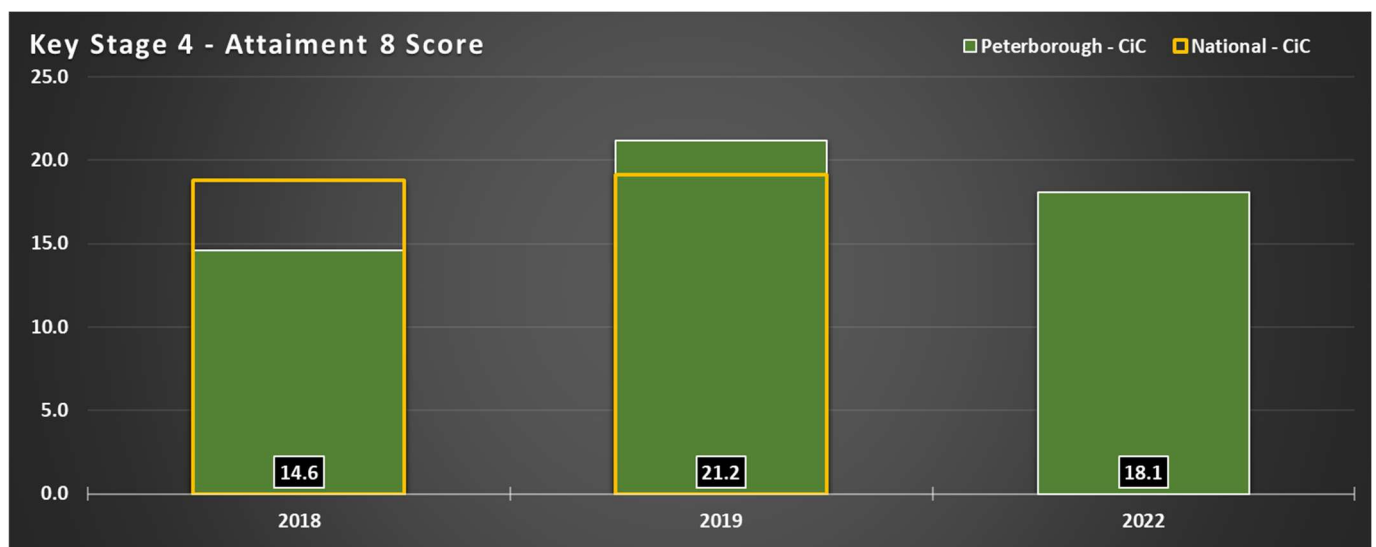
Peterborough - CiC Cohort		
2018	2019	2022
9	19	13

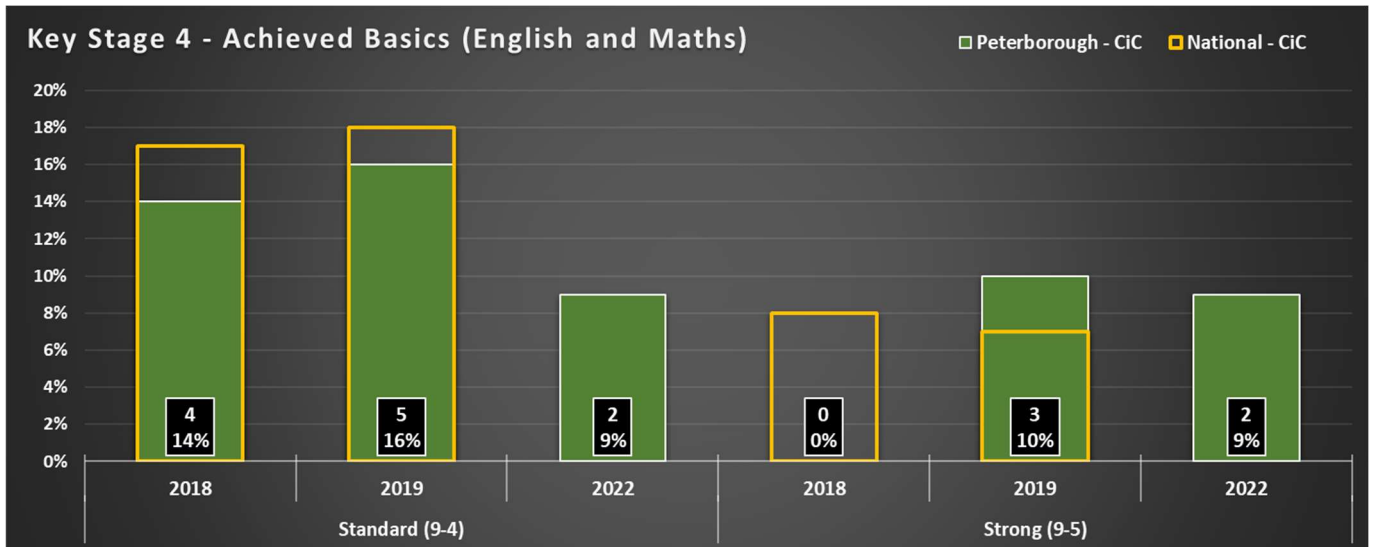
These results are still provisional, with the official CiC outcomes due in March/April 2023. Five students did not sit the Statutory Assessment Tests. The decision not to sit these assessments lies with the headteacher at the child's school in consultation with PVS. This could be for children with significant learning difficulties who are unable to access the tests or for children who experience significant emotional events in the lead-up to the assessments. The CiC students performed strongly in Reading and Maths and were on par with the rest of the LA. The teacher assessed writing figure was lower, which in turn impacted the combined figure.

The number of children achieving the expected standard in maths and reading are equal to those pre-pandemic. This is testament to the tracking of attainment at the start of the academic year and subsequent challenge to schools where required; PVS led in-person interventions; funding for tuition and discussions with settings around ensuring the children were emotionally regulated to sit the tests. The emotional regulation of children was important to highlight with settings due to Year 6 children being the most common year group in primary school to be classified as their social, emotional and mental health 'significantly affecting their learning.' (ePEP internal data)

### 5.3 Key Stage 4

This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades. This cohort had experienced a disrupted KS4 education due to the Covid pandemic.





Peterborough - CiC Cohort		
2018	2019	2022
29	31	22

The Key Stage 4 core cohort was 22. Two of the students were either in Hospital or Youth Custody so did not sit any exams. A further 2 students refused to sit their examinations. This is reflected in the increase (13% to 17%) in children and young people whose social, emotional and mental health was deemed to 'significantly affect their learning.' (ePEP internal data) 27% of this cohort have an EHCP. 50% of this cohort are educated out of city.

As with the other data sets, this data is unvalidated and therefore should be treated with caution. Although the final figures for all students was released on the 20<sup>th</sup> October 2022, as with Key Stage 2, the outcomes for CiC nationally will not be published until March/April 2023

The Attainment 8 score of 18.1 for the core cohort is like that achieved prior to the pandemic when it was 21.2. The basic measure for English and Maths is at least 9-4 in both subjects for a standard pass and at least 9-5 in both subjects for a strong pass. The figure for both is below the pre-pandemic figures of 16% and 10% respectively for the core cohort. This is mostly due to the maths results, with several students just 1 level below the required figure to get a Standard combined pass.

In 22/23 the attainment and progress tracking system for KS3 and 4 will be reviewed to enable finer scrutiny of attainment and progress levels throughout secondary.

## 5.4 Post 16

At the time of writing this report, the attainment and progress data for post-16 young people is not fully complete. It is therefore not possible to report on this cohort in full but a summary to date is provided.

### NEET

The average proportion of Young People who were NEET across 21/22 was 18.5%.

The number of YP who are not in employment education or training (NEET) fluctuates for Children in Care (CiC). In September of any academic year the figure is normally low and increases around November when young people (YP) either decide not to continue their course or are withdrawn / excluded from the setting. In most cases, it is due to low attendance or lack of engagement / commitment.

PVS works closely with all stakeholders to support YP and attend meetings where necessary to help sustain the education placement. All NEET YP have regular NEET Support Planning meetings at least once every half-term by working closely with them and professionals to ensure all support is in place and efforts are made to remove barriers to re-engagement with ETE (Education, Training or Employment). These opportunities can include Prince's Trust (Team Programme), Job / Work clubs, online courses, practical courses such as park ranger, traineeships, Construction Skills Certification Scheme (CSCS) card training, and various other course such as Prince's Trust 'Get Into' initiative which cover a wide range of work experience opportunities.

### Year 12

The Year 12 Post-16 cohort comprises 46 young people, 17 of whom are Unaccompanied Asylum-Seeking Children (UASC), of the one's doing their studies at Peterborough Regional College we have 75% passing their entry level courses and moving forward to other levels. Nine are doing similar courses with another provider but no results have yet been passed to the Virtual school. Many of the other students are doing practical subjects such as Bricklaying, construction and Childcare with other doing more academic subjects such as Maths and sociology with an eye to perhaps moving forward to university. Approximately 7 have become NEET for various reasons.

### Year 13

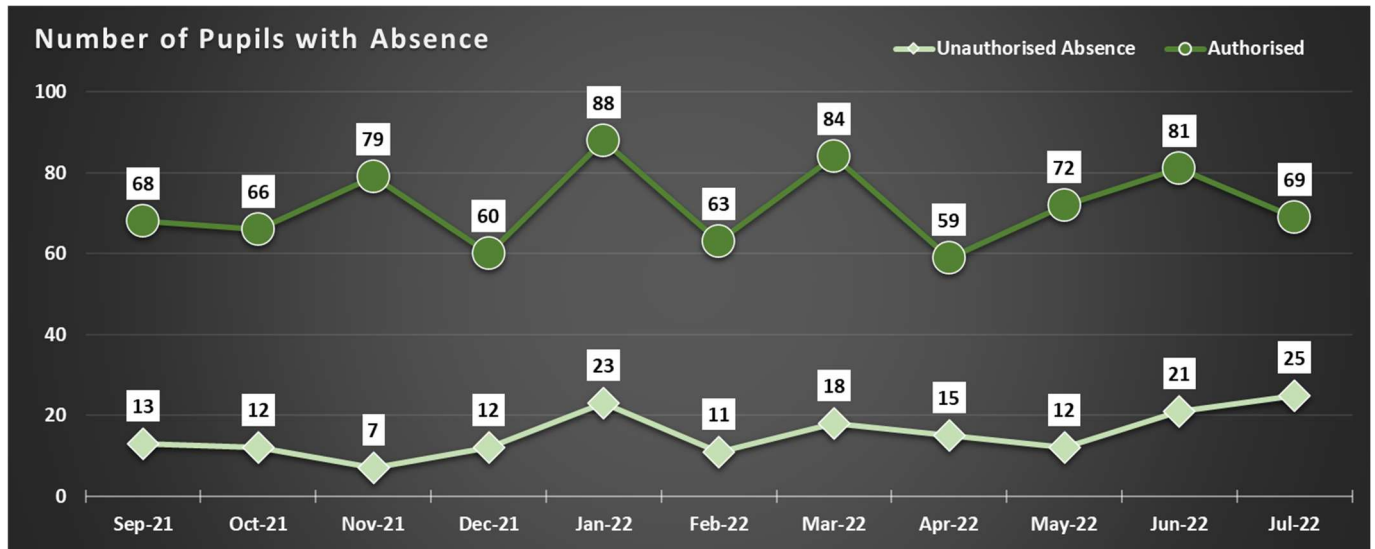
Year 13 data has been supplied by further education providers for 23 out of 50 of our Post 16 young people. The remaining providers are being regularly contacted in order to obtain further data. Nine of those 23 are Unaccompanied Asylum-Seeking Children (UASC). They have all been attending Peterborough Regional College mostly doing ESOL (English for Speakers of Other Languages) courses. They have a 78% pass rate and have been moving on the next levels or up to Functional skills.

The remaining 14 young people have been doing a wide range of subjects and levels ranging from one student doing A-Level Maths and Further maths, getting a grades A and A\* respectively to another doing a City and Guilds in Site Carpentry

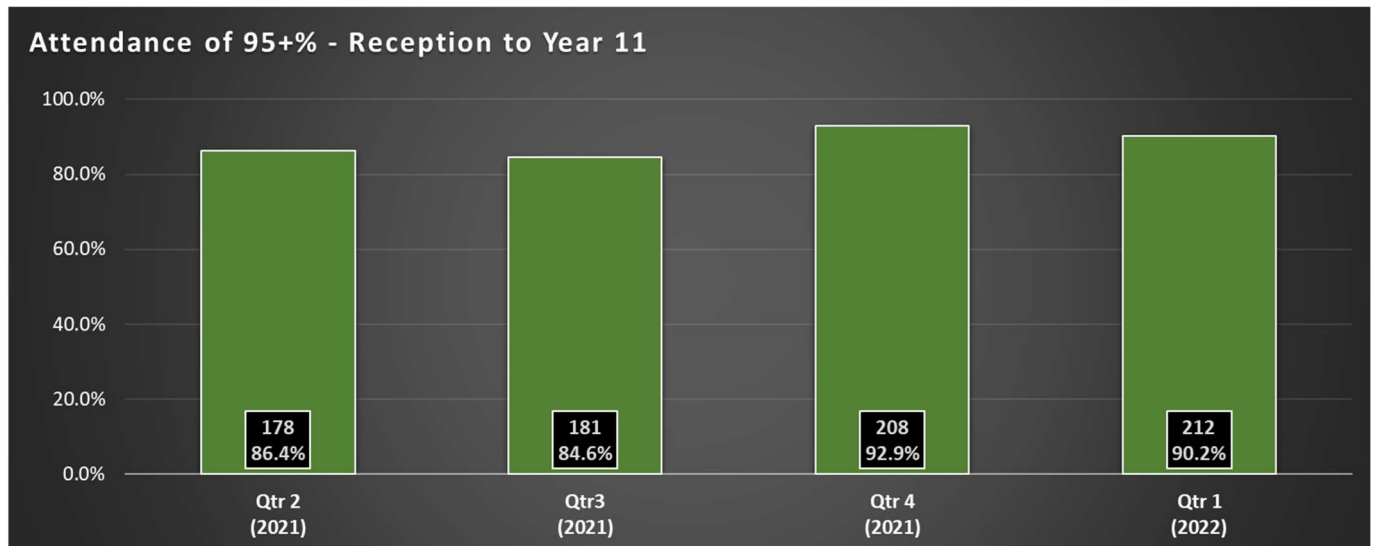
## 6 Inclusion

### 6.1 Absence

Attendance data always runs a year behind the other data releases, the 2021-22 data is not due for release until March/April 2023.

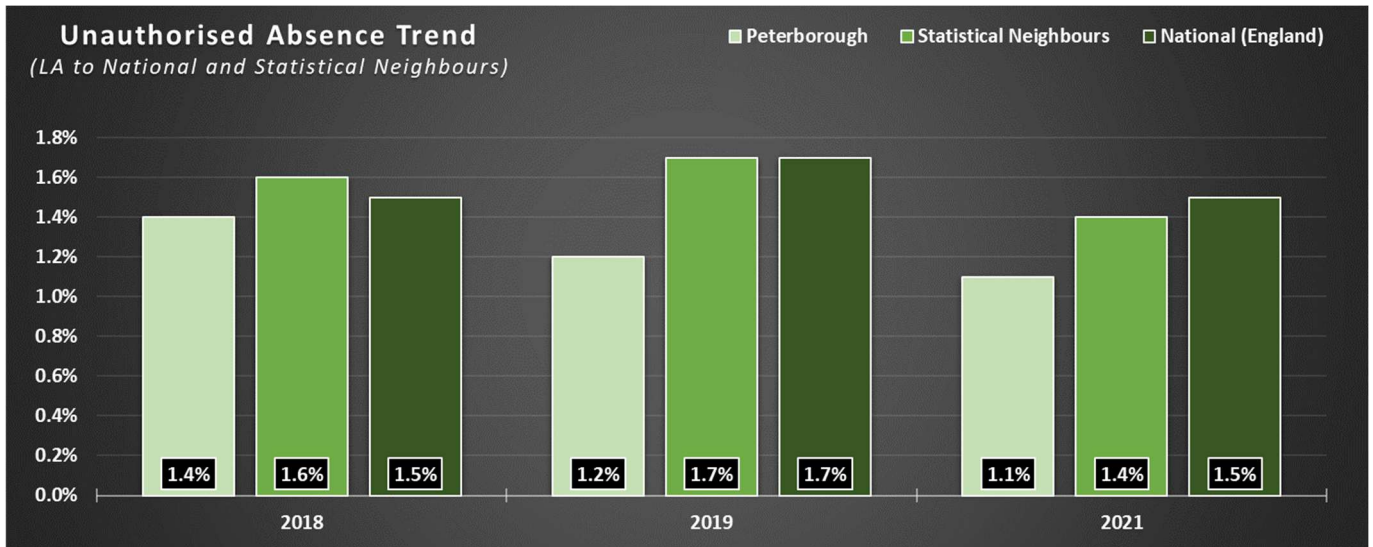


Source: Looked After Call – main dashboard

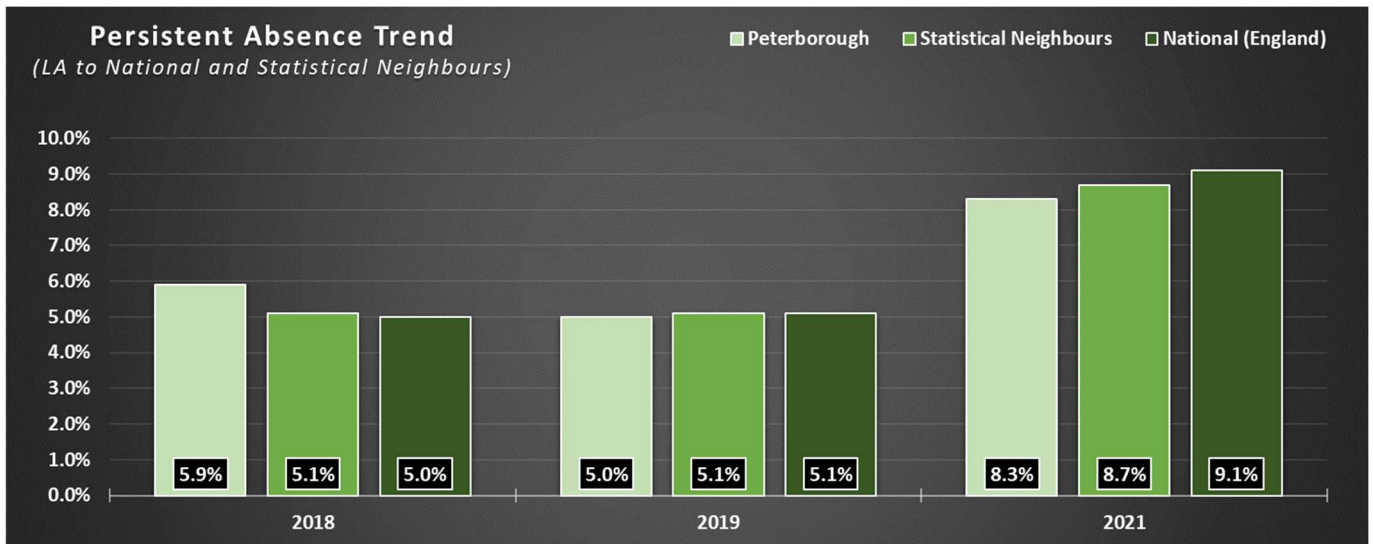


Source: Looked After Call – main dashboard

Total Cohort			
Qtr 2 (2021)	Qtr 3 (2021)	Qtr 4 (2021)	Qtr 1 (2022)
206	214	224	235



Source: DfE - Local authority interactive tool (LAIT) <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>



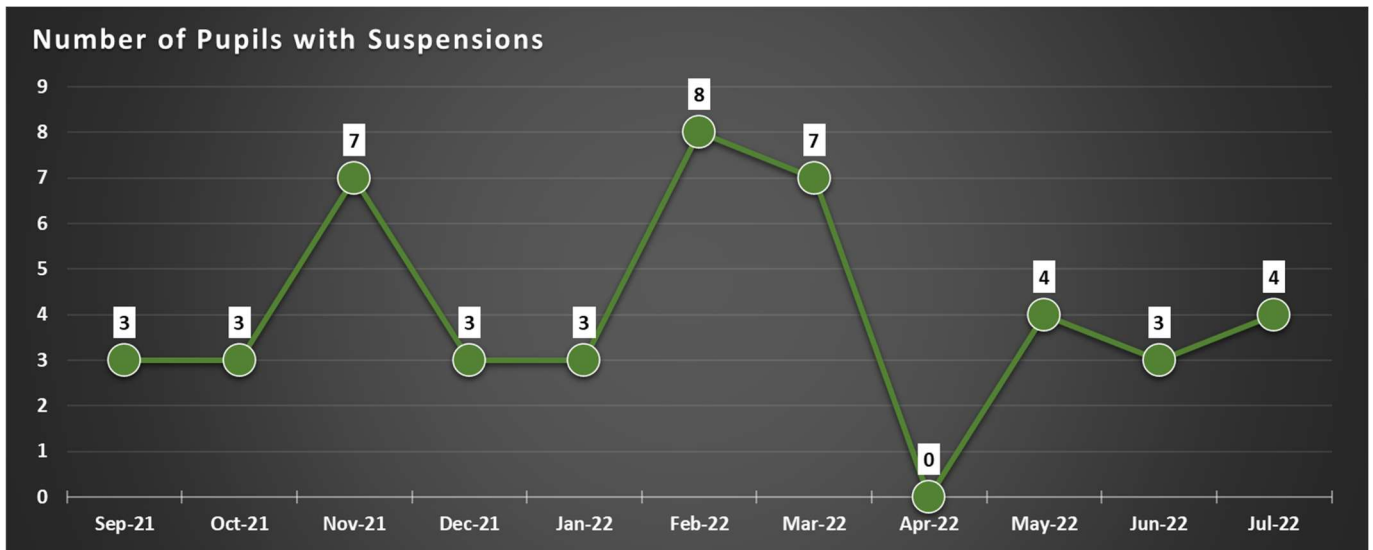
Source: DfE - Local authority interactive tool (LAIT) <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Over the past 3 recorded years Peterborough’s unauthorised absence rate has fallen year on year and has been consistently lower than our Statistical Neighbours and the National figure.

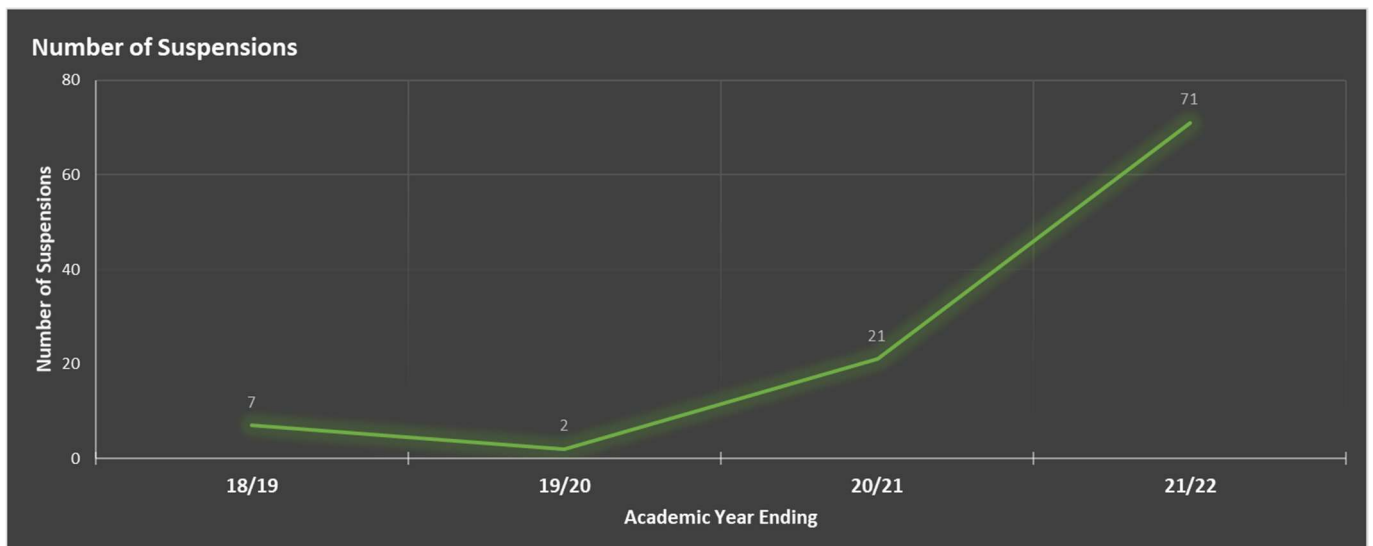
The persistent absence rate had fallen between 2018 and 2019 but has mirrored our Statistical Neighbour and National figures with a sharp rise as we come out of the pandemic. That said Peterborough’s persistent absences are lower than the National of 9.1% and below the statistical neighbour average.

This is an area to address in 22/23 to ensure that the persistent absence rate decreases from its sharp rise. The EP will support the team with strategies to support Emotionally Based School Non-Attendance to ensure they are able to offer the specialist advice required to CiC for whom this is appropriate. The Specialist Educational Psychologist will continue to be consulted as required.

## 6.2 Exclusions and suspensions



As part of the attendance data set the Suspension data is also a year behind the other data sets with the 2021-22 figures due out in March/April 2023.



Headteachers have a duty to work with the Virtual School Head to try and avoid the suspension or exclusion of a Child in Care and make sure that they have the support in place to thrive and make progress. We receive information on suspensions from our external attendance service or are advised of these by Designated Teachers, social workers, or carers. The Virtual School is quick in its response to any suspensions or threat of permanent exclusion so that a joint plan for the child can be implemented.

For those children and young people who had a suspension PVS staff attend return to school meetings to support the child and carers and to ensure robust plans are in place to minimise the risk of further instances of suspension. In the case of any repeat suspensions, additional education meetings are held to check that all necessary support is being given. An example of PVS work in this area is one Child in Care, living and attending school in Wales, was permanently excluded in 2022 but PVS assisted the social worker to appeal, and the exclusion was overturned by

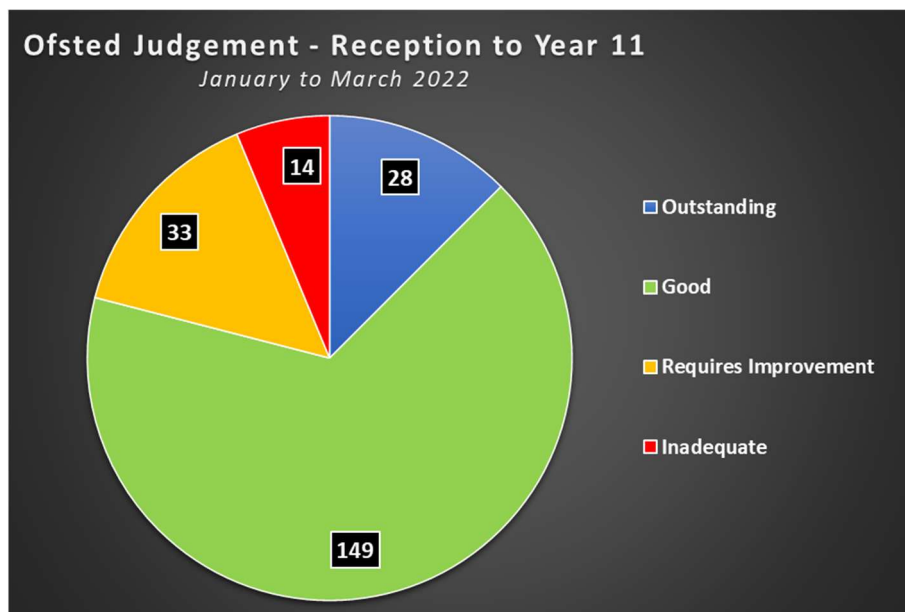
an independent panel. This enabled the child to remain in education and PVS has ensured that there has been a successful reintegration and improved engagement from the Designated Teacher to support the child ongoing.

This year has seen a significant increase in the number of suspensions for Children in Care. This is reflected in the increased referrals to social, emotional and mental health support services, along with the increased number of referrals to the Specialist Educational Psychologist. The increase in suspensions corresponds to the re-opening of schools following the pandemic. When national data is released, it is likely that the Peterborough picture will mirror the national trend of increased suspensions. This is an area for development in 22/23 to ensure that settings are applying behaviour policies flexibly to meet the needs of CiC.

### 6.3 Quality of Provision

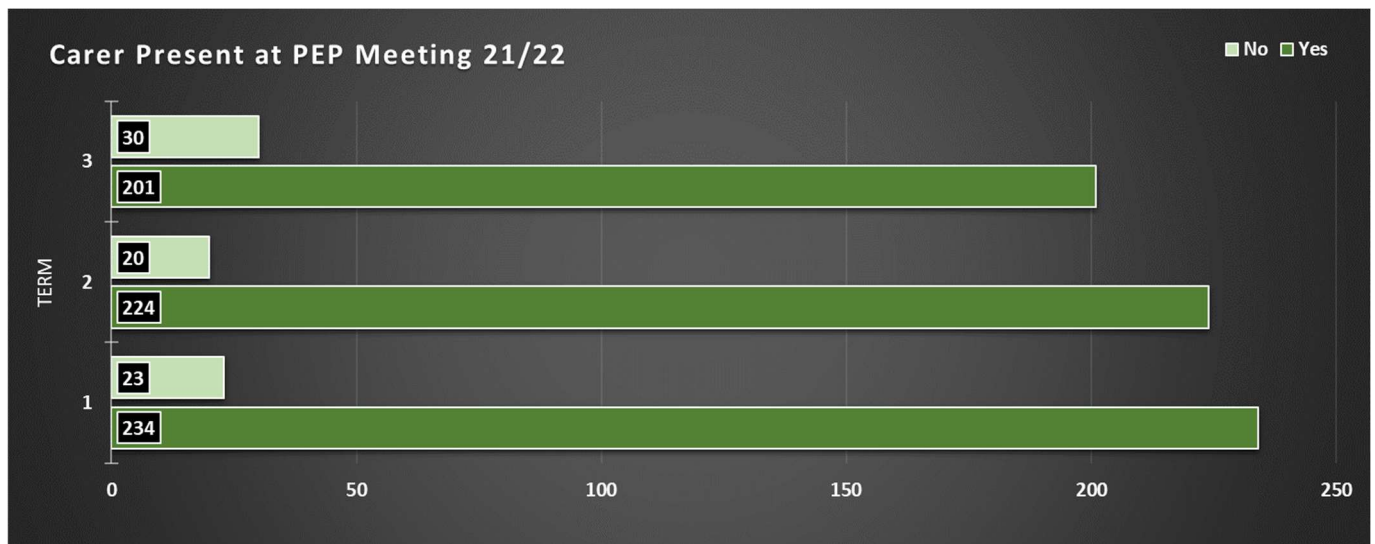
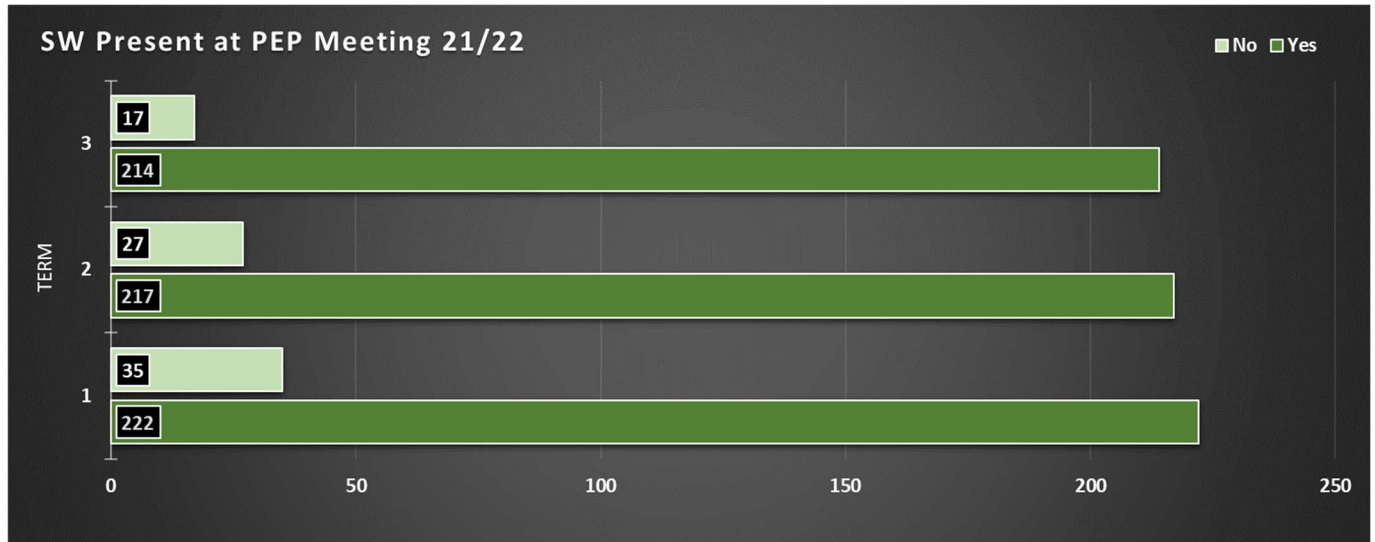
% CIC attending school judged to be good or better	
Year 2	64% (14 pupils)
Year 6	80% (20 Pupils)
Year 11	79% (29 Pupils)

The lower percentage of children attending a school judged to be good or better in Year 2 is due to several of the schools converting to academies and have not been re-inspected yet, therefore previous judgements remain. It is expected that conversion to an academy and membership of a multi academy trust will drive improvements. PVS monitors all children, but those in schools judged to be less than good, are subject to closer scrutiny.



## 7 Personal Education Plans (PEPs)

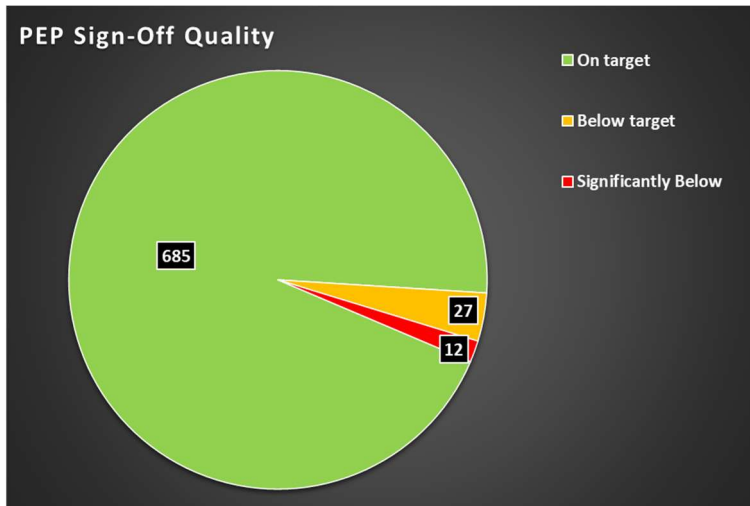
Between 1<sup>st</sup> April 2021 and 31<sup>st</sup> March 2022 there were 732 PEP meetings held. PEP meetings are led by the Designated Teacher in settings and attended by Social Worker, Carer and the child/young person if they wish to. PVS supports social workers and Designated Teachers in the management of the PEP process, offering training and a fortnightly PEP clinic. Our school support model does not require VS staff to attend every PEP meeting, however, VS staff will attend the PEP meetings for all newly into care children, when a change of school place occurs, or where a child is in crisis and attendance is requested by the school or social worker.



Attendance at PEP meetings is consistently high for both social workers (89% of all PEP meetings) and carers (90% of all PEP meetings) but there are occasions when a social worker or carer is unable to attend due to sickness or other unforeseen circumstances. In these circumstances, it is at the discretion of the Designated Teacher and PVS staff whether the meeting takes place.

Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. Most PEPs (95%) are judged to be 'on target' meaning following quality-assurance, the PEP meets the expected standard in all areas. For those that fall 'below target,' PVS staff will provide bespoke support, training and challenge to the relevant professionals to ensure rapid improvements are made.





Ensuring that PEP meetings occur and that they are a high standard is one of the most powerful tools that we have to ensuring CiC are receiving a high quality, aspirational education. The PEP meetings ensure that carers and Social Workers are aware of the educational provision for the child or young person and therefore are able to support them with a greater knowledge base. To ensure the completion of PEPs continues to improve, in 22/23, additional training ‘High Quality PEPs’ for Designated Teachers will be launched.

## 8 Pupil Premium Plus Grant (Financial Year 2021-2022)

The Pupil Premium plus Grant allocation for Financial Year 2021/2022 was £619,080. This was based on a £2345 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough City Council.

£320,329 was devolved directly to the educational settings. This amount includes the cost of partnership staff, Attachment Awareness/ Connected Communities training hub. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £298,751 was used to support the work and improvement of the VS.

Allocation	Cost £
Additional tuition	£36,761
Letterbox Club (see report below)	£9,689
External PEP and Attendance Services	£38,381
Staffing – EP, Early Years, Secondary Coordinator, Secondary Support, Literacy and Maths Leads, Primary HLTA.	£212,205
External subscriptions or commissioning	£1715
<b>TOTAL</b>	<b>£298,751</b>

## 8.1 Letterbox Club

Once again, the Letterbox initiative has been very well received by our Primary aged cohort of children in care, of whom 74 have received seven monthly packages during 2022. Each pack is posted out by our staff to the child's home address, ensuring they get to experience the excitement of a parcel arriving at home for them. This has the added benefit of the child realising that they have a proper place within this world.

We decided, following feedback, that the younger children had greater benefit from these packs, so prioritise those in FS, KS1 and KS2. The main reason behind this is that as children get older and more expert at reading, they also develop stronger preferences, and it becomes more important that they can select their own reading materials, if they are to get the best out of them. Younger children still need guidance in selecting texts and need to experience all the genres available and suitable for them whilst they are still finding out what they really enjoy or gain most from.

Each package includes at least two newly published books (which ensures no duplicate books are sent) items of stationery to inspire writing, puppets or small toys linked to the texts for the younger children and maths games suitable for home play for all ages. This year for the first time we have added a new pack for those children who are older but have lower than expected reading skills, including books of higher maturity but lower readability, which have proved extremely helpful and fun for some of our students with special educational needs. The aim of this initiative is to encourage reading at home and to further interaction with foster carers and wider family members. Developing a language rich home environment is a priority and many children within this cohort have not had experience of this. The project contributes to building that love of literature that we so want for all our children.

For our very youngest children in care, from new babies to pre-schoolers, we have signed up to Dolly Parton's Imagination Library, and these children are sent a high-quality picture book each month direct to their home.

## 8.2 Outdoor Learning Adventure Report (Formerly Forest School)

In partnership with Ravensthorpe Primary School, Peterborough Virtual School (PVS) have continued to offer primary school aged children in carefree weekly sessions on their Outdoor Learning Adventure (OLA.) OLA is based around the principles of Forest School where children participate in self-selected fun, engaging and rewarding activities that promote key skills such as resilience, problem-solving, team working, creativity, independence and resourcefulness. Activities range from cooking on the fire, to designing and making things from natural resources, to building a den to enjoy a hot chocolate in, to simply playing in the mud kitchen. The use of tools and fire are also integral parts of OLA and encourage children to identify and manage risk. OLA provides children with an opportunity to spend time outdoors, make and maintain new friendships and to enjoy themselves. To ensure the children know what to expect, PVS produced a short video showing the site and activities they may take part in: [Outdoor Learning Adventure](#)



Outdoor Learning Adventure



OLA has three core staff members consisting of two Level 3 Forest School Leaders and one Level 2 Forest School Assistant. The OLA lead liaises with schools, social workers and carers to set appropriate targets for the child to achieve at OLA. These usually focus on soft skills such as making and maintaining friendships, building resilience or trying new experiences.

In the year 2021/22, fifteen children in care benefitted from attending OLA either weekly or twice weekly. Their ages ranged from 6 to 11. All children attending OLA this year achieved their set targets. For some groups, the focus is on enriching their education and soft skills. For other groups, the focus is supporting emotional regulation enabling them to remain in full-time education; this is done through building on the child's strengths and giving them a feeling of success and belonging. A particular success in 2021/22 was a Year 6 group with a focus on emotional regulation and the skills needed to transition into secondary school. Two children, attending different primary settings, were transitioning to the same secondary school so this enabled them to make a new friendship before even starting their transition which provided reassurance. The other children also benefitted from developing their skills of making and maintaining friendships as well as how to manage risks and embark on something new. For the children who attend, OLA is a place where they smile and succeed.

*"A truly fantastic experience for X, it provided exactly what they needed. It was invaluable to build their relationship with each other....[and] it encouraged independence." (Designated Teacher)*

*"[The] prolonged exposure to the group, not just as an intervention, gave more time for relationships to develop. It was off-site provision so a chance to be with other people who don't know her (start afresh with relationships) and a chance to be with peers in a similar situation at home. [I] would thoroughly recommend it." (Designated Teacher)*

## 8.3 Report of the Specialist Educational Psychologist

Reflecting the rise in suspensions and absence concerns, there has been a significant increase in the demand for Educational Psychology (EP) involvement in 21/22, from 20/21: the number of children with whom there has been EP involvement has increased by 26% and the tasks undertaken has increased by 76%.

Type of involvement	Number of children	
	2020/21	2021/22
Total number of children supported	39	49
Assessment to identify needs	12	14
Consultation with school and foster carers including reviews of progress	27	29
Sustaining placement/risk of placement breakdown	10	3
Preparation for adulthood	5	3
Return to school during the pandemic	1	0
Consultation with social workers	6	14
Indirect involvement via consultation with PVS team members	6	15
Multi-professional meetings including PEPs and annual reviews	7	52
Total interactions/tasks	74	130

Description of SEMH* recorded on ePEP	2020/21		2021/22		Change
	Count	Proportion	Count	Proportion	
There are no concerns regarding SEMH	462	44%	374	38.5%	5.5% decrease
The CYP's SEMH sometimes affects their learning	336	32%	342	35%	3% increase
The CYP's SEMH often affects their learning	113	11%	90	9%	2% decrease
The CYP's SEMH significantly affects their learning	135	13%	165	17%	4% increase

\*Social, emotional and mental health

The increase in EP involvement is also reflected in the increase in the number proportion of, and number of children and young people whose learning is significantly affected by their SEMH. Referrals to support services for SEMH has also increased (220 referrals in 21/22, up 28% from 20/22) The data would suggest that the re-opening of schools following the pandemic has had an impact upon some CiC and further indicates the need for education settings to be using a trauma-responsive approach.

PVS will continue to work with education settings to best support CiC with their SEMH and in 22/23, a staged trauma-responsive training package will be implemented. The funding for the EP will continue.

Feedback following EP involvement, shows that professionals and carers rated the service they received as 4.8/5 and 5/5 for service satisfaction.

Concerns before and after consultation were measured and show an average decrease of 1.2 following EP involvement.

When asked ‘What Helped?’ professionals indicated the following:

*“The EP was able to provide a high level of insight about our student, reframing and organising our existing information and understanding, contextualising behaviours in historic antecedents, and providing strategies and recommendations so that we can promote feelings of security and enable social emotional progress.” (DT)*

*“Being able to unpick specific needs through a thorough assessment and pinpointing specific strategies that the student was previously masking.” (DT)*

## 9 CPiC/CWSW

### 9.1 Children Previously in Care

The Virtual School has a statutory duty to provide advice, guidance and information to education settings, parents/guardians and a range of professionals around improving the educational outcomes of CPiC.

Referrals can be made for advice, guidance and information relating to education. PVS received 27 direct referrals in 2021/22, with most referrals coming directly from education settings or from parents/guardians. Most referrals are made for primary school aged children and the most common regarding how best to support emotional and behavioural needs. When PVS receives a referral, contact is made to the referrer usually within one working day to gather background information and establish next steps. The most common follow-up action is advice/guidance via telephone or email contact.

PVS enhanced its training offer for education settings regarding CPiC. Almost half of in-city schools have attended at least one training session and 17% have attended all courses available to them.

Course	Number of Schools Completed	% of Peterborough Schools
1	37	47%
2	16	21%
3	13	17%
All 3	13	17%

Feedback from all sessions has been overwhelmingly positive with an average score of 4.55 (out of 5) which shows that Designated Teachers feel confident and have a strong understanding of their role and how best to support CPiC. In 22/23, the settings who have yet to undertake CPiC training, will be targeted to attend. The Education Advisor liaises with professionals and parents/guardians to support children previously in care, including:

- attending quarterly support groups
- delivering bespoke trainings to guardians to support their children in education
- liaising with supporting organisations and charities
- member of the Regional Adoption Agency (RAA) Partnership Board which sits quarterly
- part of the Eastern Region PCiC network group

These activities ensure the advisor is working in line with best practice and enables support to be given directly to parents/guardians as required who are then, in turn, better placed to support their children and young people.

## 9.2 Children With a Social Worker

Following the extension to the Virtual School Head role to improve the education outcomes for all children with, or previously with a social worker in the past 6-years, Peterborough Virtual School is working to create a strategic Peterborough Local Authority response.

Activity has included:

- Data collection and analysis to build an understanding of the cohort characteristics. This identified a need for improved data input for the education of CWSW in the social care recording system (Liquid Logic.)
- Promoting the extended remit of the VS within Peterborough Children's Services (particularly the Family Safeguarding teams,) the Education Directorate (attendance, EHE, admissions) and Peterborough education settings. A presentation was also made to the Regional Safeguarding Hub.
- In conjunction with advice from the Early Years Team, guidance for social workers has been created to empower them in their discussions with families of very young children, to encourage them to apply for childcare funding.
- Formation of a working-party of Designated Safeguarding Leads to share best practice and knowledge-share
- Attendance at regular Regional CIN/P virtual meetings to discuss challenges, share current strategies and best practice and to share ideas.

This resulted in increased of the role and the cohort of children concerned. The data collected will inform next steps. 22/23 will see further developments to this role with the inclusion of school visits to Designated Safeguarding Leads and a training offer to professionals to ensure improved educational outcomes for this cohort.

## 10 Priorities for 2022- 2023

### Priority One

To Improve the Application of Trauma-Informed Practice

- An identified collective of MATs & LA Schools will sign up to an agreed set of trauma-informed guiding principles
- The number of participating schools on Trauma-Informed practice training will increase

### Priority Two

To Collaborate effectively with all Stakeholders

- Governors will understand their roles and responsibilities regarding CiC, PCiC, CWSW
- The PVS website is an effective resource to support the education of CiC
- PVS is aware of the culture, policies, processes and practices in all education settings attended by our CiC

### Priority Three

To Improve Educational Outcomes for CYP in Care

- To minimise the disruption to CYP in care's education
- All PEPs will have an increased child/young person-centred focus
- All CYP will have the opportunity to engage in enrichment activities
- The personalised progress made by CYP in care with an EHCP is recorded in the PEP

Dee Glover, Virtual School Head.  
November 2022

## Appendix 1 Glossary

Term	Definition	Comments
Attainment 8	The Attainment 8 score is a measure that ensures all students are compared rather than those on the cusp of grade boundaries	This measure was introduced to the KS4 examination system in England because previous measures were not demonstrating attainment from a wide range of subjects.  However, the attainment 8 measure can give a negative score to a child who does not sit 8 or more GCSE examinations.
CiC	Children in Care	The statutory guidance refers to looked after children (LAC); The children of Peterborough and Cambridgeshire have rejected this term in favour of Children in Care (CiC).
CiCC	Children in Care Council	A participation group of Children in Care led by the Participation Team.
CPiC	Children Previously in Care	CPiC refers to a child who left care on an order, typically a Special Guardianship Order, Child Arrangement Order or Adoption Order.  The Virtual School has a duty to provide information and advice to the parents / guardians, education professionals, and other associated professionals, where the child attends a Peterborough education setting.  This was added to the Virtual School remit in September 2018.
CWSW	Children with a Social Worker	CWSW refers to social who are children in need or under a child protection plan or who have been in the past six years.  The Virtual School has a non-statutory strategic leadership role to promote education outcomes for this cohort of children.  This was added to the virtual school remit in September 2021.
Core Cohort	DfE Core Cohort	The 'Core Cohort' is the criteria used by DfE when it publishes its National attainment data for Children in Care.  The child must have been in care for 12mths or more on the 31 <sup>st</sup> March of the assessment year
DP	Designated Person	In Early years settings and for Post 16 providers the role is termed DP as the member of staff does not have to be a qualified teacher.
DT	Designated Teacher	It is statutory for all schools to have a designated teacher, whether they currently have children in care on roll or not.
EAL	English as an Additional Language	Children whose first language is other than English.
EHCP	Education Health Care Plan	A document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

Term	Definition	Comments
ESOL	English for Speakers of Other Languages	ESOL courses can include areas such as survival English, functional language, specific speaking and listening skills, and sociocultural information.  They often have an element of citizenship training.
EET	Education, Employment or Training	EET refers to young people that have finished year 11 and are in education, employment, or training.
GLD	Good Level of Development	This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5).
Key Stage (KS)	<p>Early Years Foundation Stage <i>(Pre-school, Nursery and Reception Classes)</i> Age range 0-5</p> <p>Key Stage 1 <i>(Primary School – Years 1 &amp; 2)</i> Age range 5-7</p> <p>Key Stage 2 <i>(Primary School – Years 3 to 6)</i> Age range 7-11</p> <p>Key Stage 3 <i>(Secondary School – Years 7 to 9)</i> Age range 11 – 14</p> <p>Key Stage 4 <i>(Secondary School – Years 10 &amp; 11)</i> Age range 14 – 16</p> <p>Key Stage 5 <i>(Various Destinations)</i> Age Range 16+</p>	The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, there is a formal assessment.
NEET	Not in Employment Education or Training	NEET refers to young people that have finished year 11 and are not in education, employment, or training.
PEP	Personal Education Plan	The PEP is the education plan. It forms part of the wider care planning for the child.  This plan is statutory, it is reviewed each term.  PEPs begin when a child enrolls in early years education (from aged 2) and continues until the child turns 18.  When a young person turns 18 and is in education, PEPs continue until the end of the academic year.
PP+	Pupil Premium Plus	PP+ is additional funding for children in early years provision (the year before they start school) and for children in reception to the end of year 11.



Term	Definition	Comments
		<p>The funding is managed by the Virtual School and is used to promote education outcomes.</p>
Progress 8	<p>Progress 8 shows the students' progress across 8 subjects. This is calculated by subtracting the students estimated attainment (calculated from KS2 scores at the end of Primary school) from their actual attainment. This will be shown as a + or -. For example, 0.5 would represent a student being on average half a grade above expectation.</p>	<p>This measure was introduced and replaces previous measures based around the former A*-C grading system for GCSEs.</p> <p>This change was made because the data from the previous examination system did not reflect the progress that a child made over time, from the end of Key Stage 2 to Key Stage 4.</p> <p>The average expected progress score is 0.</p> <p>If fewer than 8 subjects are taken, the score will be reduced further; for example, dropping a subject, will affect the overall score by approximately -0.5.</p>
SAMs	<p>Statutory Assessment and Monitoring Service</p>	<p>Responsible for children and young people with an EHCP and Special Educational Needs.</p>
Statistical Neighbours	<p>Peterborough's Statistical Neighbours are:</p> <p>Bolton, Derby, Medway, Plymouth, Portsmouth, Rotherham, Sheffield, Southampton, Telford &amp; Wrekin and Walsall</p>	<p>A list produced by Department for Education (DfE) that provides each Authority with a list of statistically similar authorities based on demographic data.</p> <p>The list is periodically updated, often in the years following the National Census</p> <p>This allows for more statistically significant comparisons than just the national data.</p>
UASC	<p>Unaccompanied Asylum-Seeking Child</p>	<p>Unaccompanied Asylum-Seeking Children (UASC) are children and young people who are seeking asylum in the UK but who have been separated from their parents or carers.</p> <p>While their claim is processed, they are cared for by a local authority.</p>

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<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 7</b>
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Nicola Curley: Chair of Cambridgeshire & Peterborough Safeguarding Children Partnership Board	
Cabinet Member(s) responsible:	Cllr Lynne Ayres, Member for Children’s Services, Education, Skills and the University	
Contact Officer(s):	Joanne Procter Head of Service- Cambridgeshire & Peterborough Safeguarding Partnership Board	Email: Joanne.procter@peterborough.gov.uk

<b>CAMBRIDGESHIRE AND PETERBOROUGH SAFEGUARDING CHILDREN PARTNERSHIP BOARD ANNUAL REPORT 2021-22</b>
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<b>RECOMMENDATIONS</b>	
<b>From:</b> Nicola Curley: Chair of Cambridgeshire & Peterborough Safeguarding Children Partnership Board	<b>Deadline date:</b> N/a For information only
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ul style="list-style-type: none"> <li>The Committee members are asked to note the contents of the annual report.</li> </ul>	

**1. ORIGIN OF REPORT**

1.1 The Children and Social Work Act 2017 places a responsibility on the three safeguarding partners in each local authority area, these being the local authority, the local Integrated Care System and the chief officer of police, to make arrangements to work together to safeguard and promote the welfare of all children in their area.

Within Cambridgeshire and Peterborough the three safeguarding partners are supported in fulfilling this responsibility through the Cambridgeshire & Peterborough Safeguarding Children Partnership Board. The three safeguarding partners are also required by statute (Children and Social Work Act 2017, S18) to publish an annual report detailing their progress.

This report is submitted to the Children and Education Scrutiny Committee for information purposes.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to provide the Children and Education Scrutiny Committee members with a summary of both the work of the Safeguarding Children Partnership Board and the work of the sub committees and highlight the significant events from April 2021- March 2022

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

1. Children’s Services including
  - a) Social Care of Children;
  - b) Safeguarding;
  - c) Children’s Health.

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	<b>N/A</b>
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### 4. **BACKGROUND AND KEY ISSUES**

- 4.1 The annual report summarises both the work of the Safeguarding Children Partnership Board and the work of the sub committees and highlights the significant events from April 2021- March 2022. It recognises areas of good practice and presents statistical information about partnership safeguarding performance.

Safeguarding is about people, their safety, wishes, aspirations and needs. The partnership has been active in identifying and learning lessons through the Children's Safeguarding Practice Review subgroup. We have published two case reviews within the time period covered by this review. The learning from these reviews has been identified and disseminated through various activities including briefings, workshops and learning lessons training. The dissemination of the learning is explored in greater detail within the report.

During October 2021 the partnership board launched the local sexual behaviours tool to support professionals with the identification of normal child and adolescent development and sexual behaviours which are of concern. By the end of March 2022, the virtual training and tool has been accessed 797 times.

In the time period covered by this annual report we worked with several groups of young people across the County in relation to unconscious bias to produce a SWAY to up skill our workforce and challenge their biases. To try and improve partnership practice around unconscious bias, we have spoken to children and young people from across Cambridgeshire and Peterborough about their experiences of unconscious bias, how it makes them feel and what can be done to address it. The children and young people who we spoke to were both primary and secondary aged children from a range of ethnic and demographic backgrounds. Whilst they were a diverse group of children and young people, they had all experienced unconscious bias and they all agreed that it needed to be addressed.

They kindly gave us their permission to use their experiences and quotes within the SWAY with the express hope that it would start a conversation and help people to think about their unconscious biases. Within the first week of the unconscious bias SWAY being launched it was viewed over 300 times. The SWAY has been shared on both a local, regional and national level.

Our multi-agency safeguarding training programme has continued to be well attended. Just under 1,000 people accessed training and the virtual briefings had been viewed a total 26,134 times. This is almost two and a half times the number of views on the previous year.

The virtual training continues to be greatly received with 98% of professionals reporting that they felt that the safeguarding virtual training content met their training needs and 97% of professionals stating that the delivery of the training was right for them.

The report has been brought to the Children and Education Scrutiny Committee for information purposes

### 5. **CORPORATE PRIORITIES**

- 5.1 The report, in its entirety, links to the Prevention, Independence & Resilience (Children's) priority.

### 6. **CONSULTATION**

- 6.1 No consultation was required as part of this work

**7. ANTICIPATED OUTCOMES OR IMPACT**

7.1 To provide members with an enhanced understanding of the work of the Safeguarding Children Partnership Board in 2021-22.

**8. REASON FOR THE RECOMMENDATION**

8.1 There is a statutory requirement for the annual report to be produced.

**9. ALTERNATIVE OPTIONS CONSIDERED**

9.1 As detailed above there is a statutory requirement for the annual report to be produced.

**10. IMPLICATIONS**

**Financial Implications**

10.1 *There are no financial implications arising from the report*

**Legal Implications**

10.2 *There are no legal implications arising from the report*

**Equalities Implications**

10.3 *There are no equalities implications arising from the report*

**11. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

11.1 None Applicable

**12. APPENDICES**

12.1 Appendix A - The Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2021-22





**Cambridgeshire &  
Peterborough  
Safeguarding  
Children Partnership  
Board**

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**Annual Report 2021/22**



## TABLE OF CONTENTS

<a href="#">Forward</a>	3
<a href="#">About the Board</a>	4
<a href="#">What we do</a>	5
<a href="#">Demographics</a>	7
<a href="#">Population of Cambridgeshire and Peterborough at a glance</a>	8
<a href="#">Safeguarding Children Data 2021-22</a>	9
<a href="#">Safeguarding Children Partnership Board Priorities 2021/2022</a>	11
<a href="#">Priority One: To understand what the neglect landscape looks like across the county and embed the neglect strategies and tools across the partnership to achieve better outcomes for children and their families</a>	11
<a href="#">Priority Two: To understand what the sexual abuse landscape looks like across the county and embed the child sexual abuse strategy and tools across the partnership to achieve better outcomes for children and their families</a>	11
<a href="#">Priority Three: To agree a multi-agency approach to identifying, assessing and responding to cases of child criminal exploitation. To develop an effective approach to identifying at risk groups and preventing them from being exploited</a>	12
<a href="#">Engagement with Children and Young People</a>	14
<a href="#">Child Safeguarding Practice Reviews</a>	14
<a href="#">Rapid reviews</a>	14
<a href="#">Learning from Child Case Reviews</a>	15
<a href="#">Local Learning from Child Safeguarding Practice Reviews</a>	17
<a href="#">Learning from child deaths</a>	17
<a href="#">Contributions from the Statutory Safeguarding Partners</a>	19
<a href="#">Cambridgeshire and Peterborough Local Authority Children Services</a>	19
<a href="#">Cambridgeshire &amp; Peterborough Clinical Commissioning Group</a>	20
<a href="#">Cambridgeshire Constabulary</a>	22
<a href="#">Scrutiny and quality assurance</a>	24
<a href="#">Multi-Agency Safeguarding Training</a>	31
<a href="#">Virtual Briefings (Sways)</a>	31
<a href="#">Virtual Training</a>	33
<a href="#">Website &amp; social media</a>	34
<a href="#">Appendix 1 - List of agencies represented on the Safeguarding Children Partnership Board</a>	35





## FORWARD

**We are pleased to present the annual report of the Cambridgeshire & Peterborough Safeguarding Children's Partnership Board for 2021-22. This is presented on behalf of the three statutory partners and the local multi-agency safeguarding arrangements.**

The annual report outlines the key activities and achievements of the Board and its partners over the last year. You will see in the report that we have worked through our priorities through the year. The multi-agency safeguarding training has continued to develop and grow, front line practitioners' voices have been captured through a series of consultation surveys and forums and quality assurance and scrutiny activity has taken place. One of the key roles of the Board is to ensure that partners continue to work together effectively and this has been evidenced throughout the year. You will note that some of our priorities (child criminal exploitation) we share with our partner strategic boards (Community Safety Partnerships). We continue to work closely with other partnerships to ensure that the work is delivered jointly and consistently and there is no duplication or gaps.

Safeguarding is about people, their safety, wishes, aspirations and needs. The partnership has been active in identifying and learning lessons through the Child Safeguarding Practice Review subgroup. We have published two reviews within the time period covered by this review. The learning from these reviews has been identified and disseminated through various activities including briefings, workshops and learning lessons training. The dissemination of the learning is explored in greater detail within the report.

Over the last 12 months the safeguarding landscape has been complex, presenting many new challenges in addition to those faced day-to-day. We want to assure people that throughout the ongoing Covid pandemic, the Board has continued to work closely with both statutory and wider partners to scrutinise how safeguarding issues are addressed, gain reassurance that they are dealt with appropriately and provide a forum for sharing best practice across the partnership. It has also ensured that safeguarding children remains a key focus for agencies across the County.

Finally, we would like to thank all members of the Board for their professionalism, commitment and support. We would also like to say thank you to all agencies and frontline staff for the incredible work that they do to keep children safe from abuse and neglect

**Charlotte Black**

Executive Director, People and Communities



**Carol Anderson**

Chief Nurse



**Vicki Evans**

Assistant Chief Constable



## ABOUT THE BOARD

**Working Together to Safeguard Children 2018, set in legislation that the three safeguarding partners (Local Authority, Chief Officer of Police and Clinical Commissioning Groups) must work together with relevant agencies to safeguard and protect the welfare of children in Cambridgeshire and Peterborough**

Cambridgeshire and Peterborough are one of only a few areas nationally that had chosen to establish multi-agency safeguarding arrangements which span two local authority boundaries. The membership of the board is made up of the following organisations/agencies:



<sup>1</sup> Cambridgeshire County Council and Peterborough City Council representatives include Children Social Care, Public Health, Commissioning, Education and Elected councillors

## What we do

The purpose of the multi-agency safeguarding arrangements are to support and enable local organisations and agencies to work together in a system where:

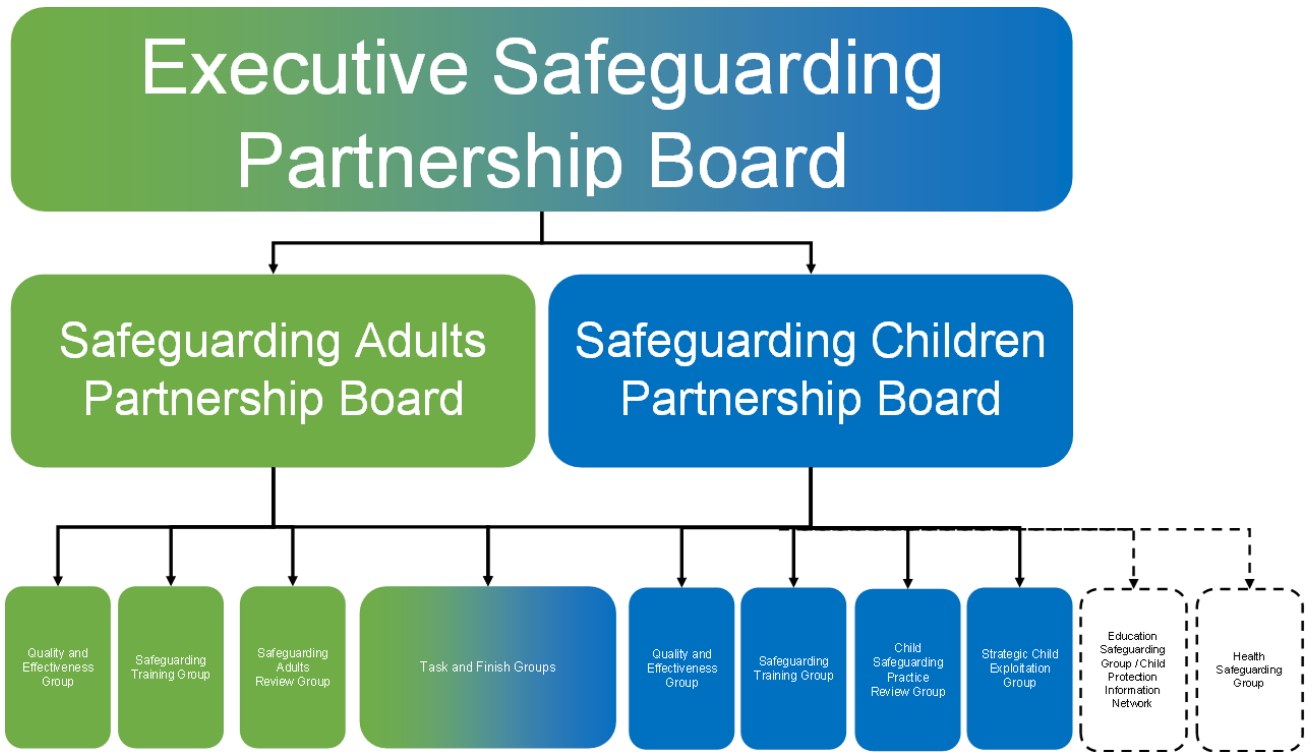
- Children are safeguarded and their welfare promoted.
- Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children.
- Organisations and agencies challenge appropriately and hold one another to account effectively.
- There is early identification and analysis of new safeguarding issues and emerging threats.
- Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.
- Information is shared effectively to facilitate accurate and timely decision making for children and families.

We do this by:

- Proactively identify and respond to new and emerging safeguarding issues and develop multi-agency policies, procedures and work streams.
- Communicate widely to persons and bodies of the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so.
- Oversee, evaluate and seek assurance on the effectiveness single/multi-agency safeguarding practice in order to drive improvement.
- Undertake Rapid Reviews and Child Safeguarding Practice Reviews to identify learning and improve practice.
- Raise awareness and train the multi-agency workforce to promote a common, shared understanding of local need in order to and provide children with the help they need.

The local safeguarding arrangements have a number of Boards and subgroups that oversee the safeguarding partnership. The most senior Board is the Executive Safeguarding Partnership Board, which is made up of membership from the 3 statutory partners (LA, CCG and Police). In addition there are members from public health, Healthwatch and the voluntary sector. The Executive Safeguarding Board considers both the children's and adults safeguarding agenda. The Safeguarding Children Partnership Board sits directly below the Executive Safeguarding Partnership Board and has wider partnership membership (Appendix 1 details those agencies who are members of the Board). The diagram below details the current governance structure.



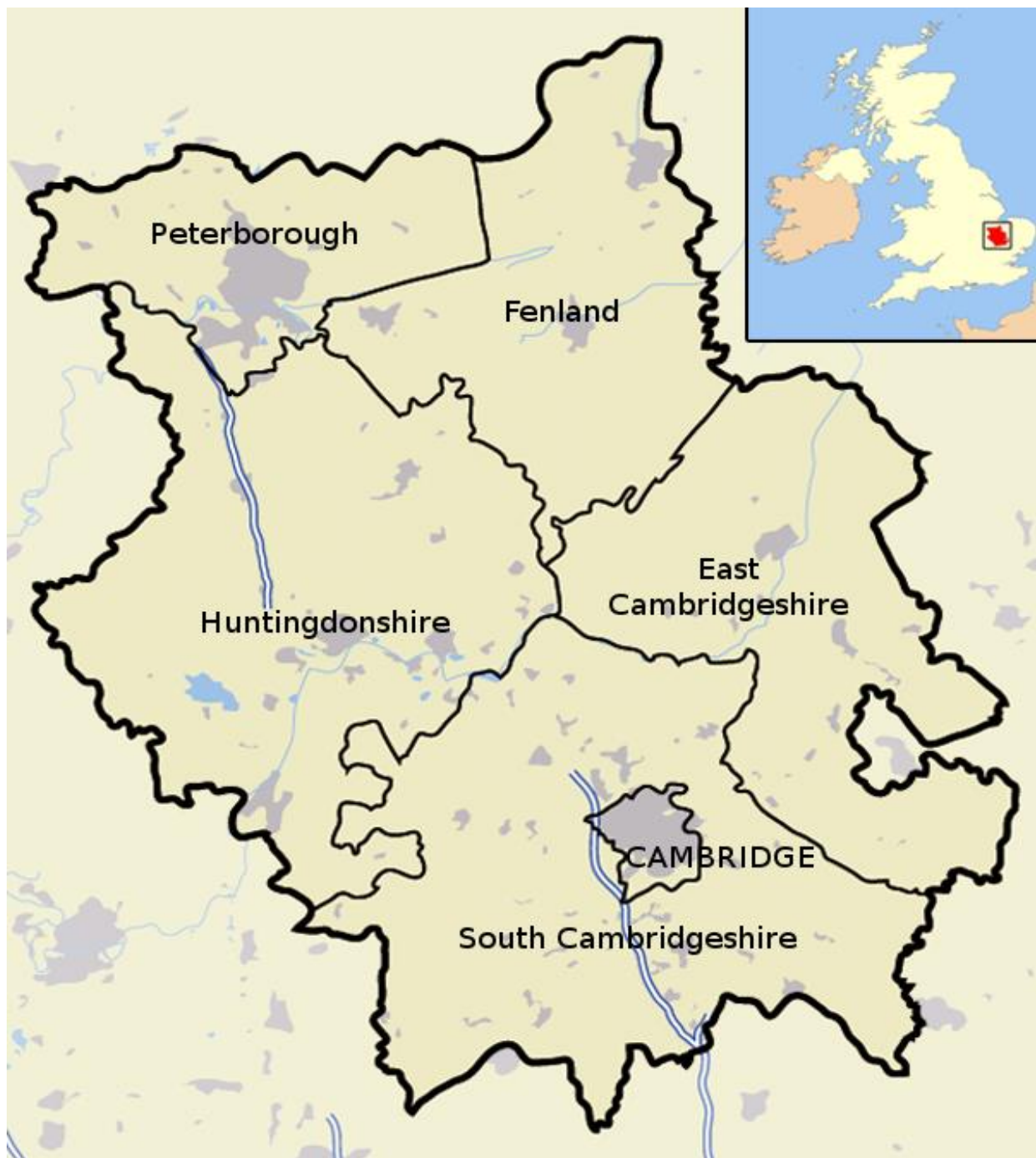


The Education in Safeguarding Group/ Child Protection Information Networks and Health Safeguarding Groups are in dotted lines as they are not Safeguarding Board groups but are established under education and health governance arrangements. The Safeguarding Children Partnership Board has maintained its links with other groups and boards who impact on child and adult services this year. These are illustrated in Figure 1. This ensures that all aspects of safeguarding are taken into account by the other statutory boards and there is a co-ordinated and consistent approach. These links mean that safeguarding vulnerable people remains on the agenda across the statutory and strategic partnership and is a continuing consideration for all members.



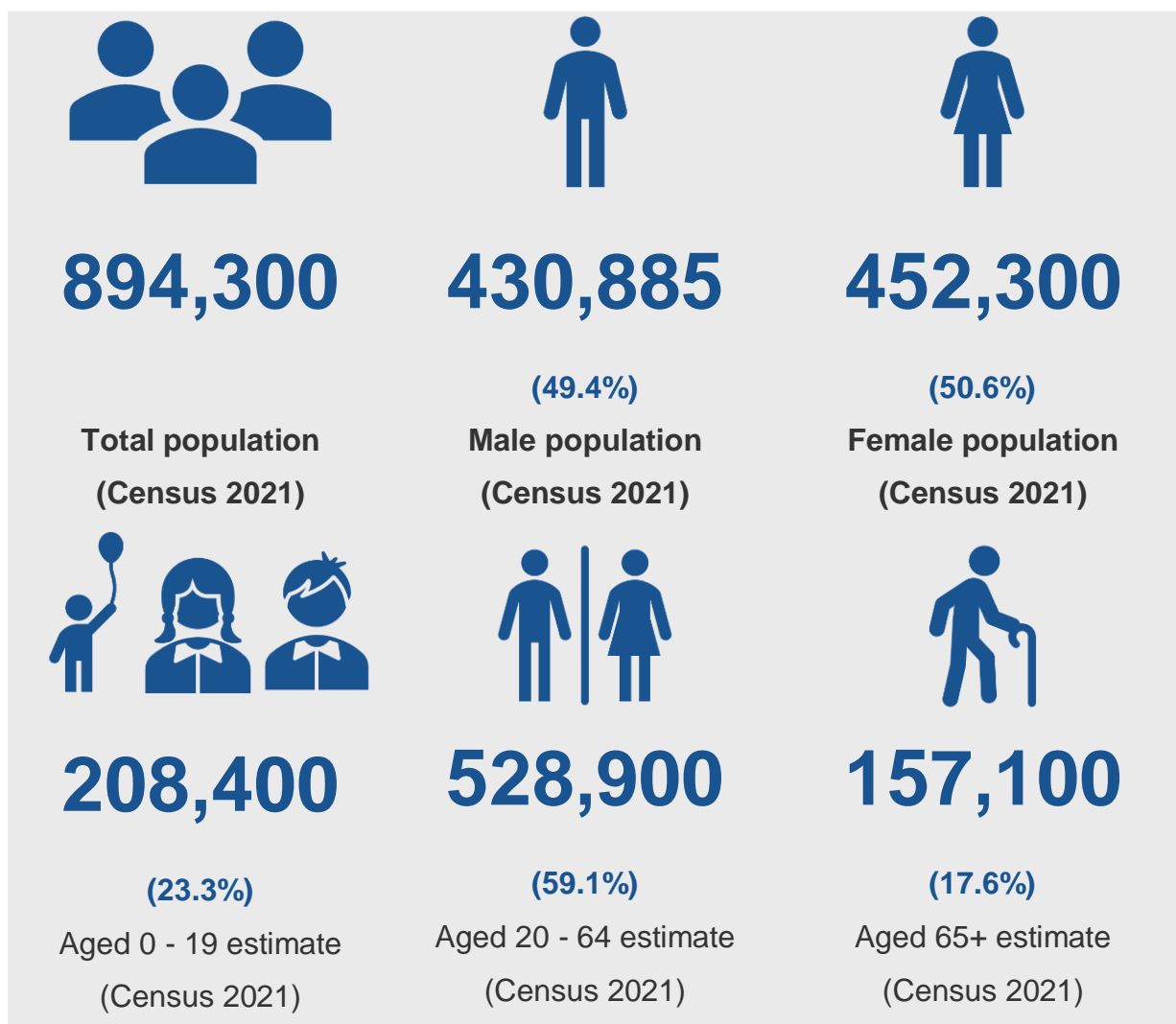
Links to other statutory boards

## DEMOGRAPHICS



Cambridgeshire covers an area 1,309 sq miles in the East of England bordering Lincolnshire to the north, Norfolk to the north-east, Suffolk to the east, Essex and Hertfordshire to the south, and Bedfordshire and Northamptonshire to the west. The county is divided between Cambridgeshire County Council and Peterborough City Council, which since 1998 has formed a separate unitary authority. In the non-metropolitan county there are five district councils, Cambridge City Council, East Cambridgeshire District Council, Fenland District Council, Huntingdonshire District Council and South Cambridgeshire District Council.

## Population of Cambridgeshire and Peterborough at a glance<sup>2</sup>



The Census 2021 total usual resident population for Cambridgeshire and Peterborough is 894,300. This is an increase of 11.1% (89,500 residents) compared to Census 2011. There has been particularly high population growth in the urban local authorities of Cambridge and Peterborough, with rises of just over 17% in both areas. Cambridge and Peterborough have seen some of the highest percentage increases in population in England since Census 2011 when compared to other local authorities, topped only by Tower Hamlets, Dartford, Barking and Dagenham, and Bedford.

Between Census 2011 and Census 2021 Peterborough's usual resident population has increased by 32,100, 17.5%, to 215,700 from 183,600. It has been one of the fastest growing local authorities both in the East of England and England.

Cambridgeshire and Peterborough's ethnic composition is primarily White (90.3%). The next largest ethnicity group is Asian (5.9%) and Black (1.3%)

<sup>2</sup> <https://cambridgeshireinsight.org.uk/population/report/view/9eb28cf5b5d045d28eeabce7819ba4f6/E47000008>

The ethnic composition of Cambridgeshire and Peterborough differs between areas. Peterborough is much more ethnically diverse, with a larger proportion of people from ‘Asian; Indian/Pakistani/Bangladeshi’ and ‘White Other’ ethnicities. There are more than 100 languages spoken in Peterborough with more than a third of children speaking English as their second language. In Cambridgeshire districts, Cambridge City is much more ethnically diverse than Fenland. Within Cambridge City 82.5% of residents identified as White compared to 97.2% of Fenland residents.

According to the Census 2011 figures, there were 2,068 people identified with the ethnic background White: Gypsy or Irish Traveller.

The traveller caravan count data provided by local authorities on the number of caravans and traveller sites, does not cover the number of occupants residing in these caravans or caravan sites. In July 2021, there were a total of 1,681 caravans on authorised (socially rented and private) and unauthorised sites. 36% of these were located in East Cambridgeshire and 35% were in Fenland<sup>3</sup>

## Safeguarding Children Data 2021-22

### Peterborough data



**2096 Early Help Assessments initiated**



**545 Section 47s completed**



**176 Children subject to a CP Plan**



**354 Children in Care**

Between April 2021 and March 2022, Peterborough Children Social Care received 12,537 contacts and initiated 2,037 referrals. 19% of all referrals started since the beginning of the financial year were re-referrals.

<sup>3</sup> <https://www.gov.uk/government/statistics/traveller-caravan-count-july-2021>

There were 1738 Single Assessments completed within the 12 month period, of which 81% were completed within timescale. 39% of single assessments completed within the timescale covered by this report resulted in no further action.

545 Section 47 enquiries were completed over the past 12 months; 42% of these led to an Initial Child Protection Conference. The number of Early Help Assessments initiated over the 12 month period is 2096. At the end of March 2021, there were 176 children on a Child Protection Plan and 354 Children in Care.

### Cambridgeshire Data



**6,180 Early Help Assessments initiated**



**1,230 Section 47s completed**



**412 Children subject to a CP Plan**



**597 Children in Care**

Between April 2021 and March 2022, Cambridgeshire Children Social Care received 25,497 enquiries and initiated 4,227 referrals. 23% of these were re-referrals.

There were 3792 single assessments completed over the 12 month period. of which, 64% were completed within timescale. 29% of the referrals resulted in no further action.

There were 1230 Section 47 enquiries completed over the past 12 months; 45% of these led to an Initial Child Protection Conference. 6,180 Early Help Assessments were initiated over the 12 month period. At the end of March 2021, there were 412 children on a Child Protection Plan and 597 Children in Care.





## **SAFEGUARDING CHILDREN PARTNERSHIP BOARD PRIORITIES 2021/2022**

### **Priority One: To understand what the neglect landscape looks like across the county and embed the neglect strategies and tools across the partnership to achieve better outcomes for children and their families**

Neglect continues to remain the most common form of child abuse across the UK. Partners across Cambridgeshire and Peterborough aim to ensure that there is early recognition of neglect cases and that from early help to statutory intervention there should be appropriate, consistent and timely responses across all agencies.

As a result of the section 11 self-assessment audit that took place in 2020 it was identified that there was a lack of professionals using assessment tools. To ensure consistency of approach across the county and partners a single countywide child neglect tool was introduced. The Graded Care Profile (GCP) child neglect assessment tool was chosen as this is a nationally recognised tool which has an established research basis. The tool was introduced in March 2021 through a series of online workshops. This virtual training was then developed into an online briefing (SWAY). The virtual training and GCP tool SWAY have been accessed 1773 times in the 12 months period covered by this report. The Board has continued to monitor how the tool was embedded in practice. Professionals and agencies report through both feedback at training and through QEG single agency performance commentaries that whilst the GCP is being used within agencies, it is not being consistently used across the partnership. To gain an understanding of why the tools wasn't being used focus groups were held with practitioners. Feedback included that the format of the tool needs further development to make it user friendly for all agencies and to include all child and adolescent developmental areas. For 2022 there will be a consultation forum to include the members from the training subgroup and the QEG to explore how to address these issues as a partnership moving forward. The findings and impact of this forum will be reported in next year's annual report.

### **Priority Two: To understand what the sexual abuse landscape looks like across the county and embed the child sexual abuse strategy and tools across the partnership to achieve better outcomes for children and their families**

The last four decades have been witness to a changing landscape of language and framings for Child Sexual Abuse (CSA). The Cambridgeshire and Peterborough Safeguarding Children Partnership Board recognises the need for cases of CSA to be acknowledged and addressed and as such it is one of the core objectives of its work.

As a result of the section 11 self-assessment audit that took place in 2020 along with the CSA surveys for children, parents and professionals the CSA task and finish group developed a new CSA strategy and implemented a suite of CSA virtual training resources. During October 2021 the partnership board

launched the local sexual behaviours tool to support professionals with the identification of normal child and adolescent development and sexual behaviours which are of concern. Whilst the virtual training and tool has been accessed 797 times. Whilst a significant amount of resources have been developed and introduced across the partnership in the last 12 months, CSA continues to be an area where further work is required. By its nature, there is often a lack of physical evidence of CSA and we need to ensure that our workforce is confident to recognise signs and indicators and have difficult conversations. To support this we will continue to run a suite of CSA training and update and re-circulate resources and briefings on CSA. We have also developed a "having difficult conversations" training to support staff. For 2022, CSA will continue to be a priority area and additional work will be undertaken including updating SARC pathways, and up skilling staff on the possible role that Child Sexual Abuse Examinations may play in a CSA case.

### **Priority Three: To agree a multi-agency approach to identifying, assessing and responding to cases of child criminal exploitation. To develop an effective approach to identifying at risk groups and preventing them from being exploited**

Child Exploitation (CE) is increasingly being recognised as a major factor behind crime in communities in the UK; it also victimises vulnerable young people and leaves them at risk of harm. The effective oversight of practice around exploitation of children and young people is governed by the Cambridgeshire and Peterborough Safeguarding Partnership Board and Countywide Community Safety Partnership. The multi-agency partnerships work closely together to ensure that young people are supported, and perpetrators are brought to justice.

A key area of development this year has been the launch of a new combined strategy covering both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). The landscape has very much changed to broader exploitation involving "County Lines" and gangs as well as Sexual Exploitation and our strategy now reflects that.

Multi-agency information sharing through "mapping" has continued throughout this year and has enabled us to support Community Safety Partnerships (CSP's) to specifically concentrate on environmental issues and understand their own unique landscape. This work will continue through Problem solving Groups. (PSG).

The Partnership assisted the Home Office with a peer review of our response to Child Exploitation and a number of best practice examples were identified such as our involvement at CSP level, any learning opportunities were immediately captured in our Strategic CE delivery plan.

The Partnership continues to develop problem solving training for all partners based on best practice identified last year, the process will allow managers to become an effective member of the PSG.

Child Exploitation training has continued throughout Covid and home working. It has become a six weekly virtual session and has allowed us to accommodate a larger number of learners than was possible when classroom based. We have developed the training to allow the learner to view video

and audio content at a point convenient to them, which allows them to control their own environment based on personal home working conditions. This has received incredibly positive feedback when seeking evaluation.

The partnership has also been heavily involved in delivering awareness raising at regional events and sharing some of our best practice with national colleagues.

Child Criminal Exploitation continues to be discussed at the QEG as part of the single agency performance monitoring to see how agencies are embedding the assessment and support of CCE into practice.

### **Cambs Against County Lines**

The Safeguarding Partnership Board worked alongside Cambridge City Council Community Safety Team to commission an Office of Police Crime Commissioner funded video resource production "Cambs against County Lines" The resource was delivered face to face to children in different schools within Cambridge City. It was imperative throughout the project that we developed a resource that was relevant to Cambridgeshire and could be used to target different age groups.

After the initial roll out a decision was made to use any remaining funding to take footage elsewhere in the county and we now have a resource that is both relevant to Cambridgeshire and Peterborough. Initial analysis from student evaluation indicates that the resource has increased their knowledge of County Lines. We are now in the process of rolling the resource out Countywide.



## ENGAGEMENT WITH CHILDREN AND YOUNG PEOPLE

### Unconscious Bias

In the time period covered by this annual report we worked with several groups of young people across the County in relation to unconscious bias to produce a SWAY to upskill our workforce and challenge their biases. Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups and they are often incompatible with our consciously held values.

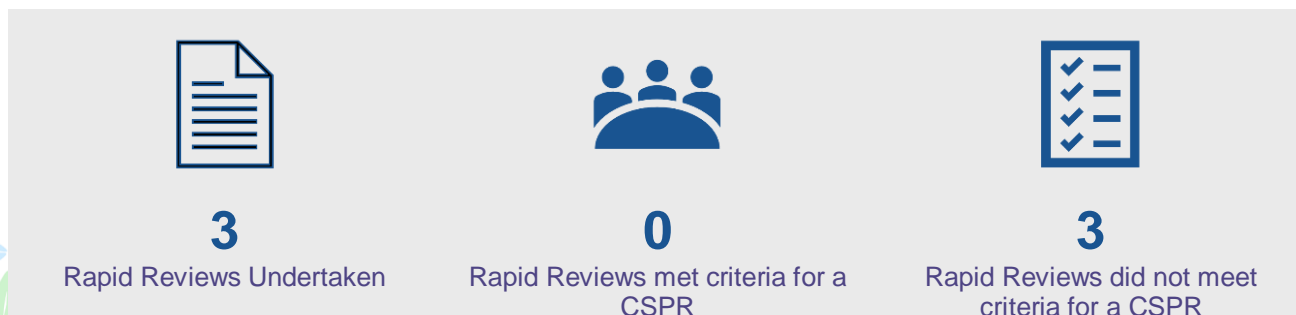
Whilst we all have biases, failing to recognise or address our bias can have catastrophic results at an individual and societal level. This is particularly true when we think about the unconscious biases that professionals/ volunteers may have and the impact it can have on children and young people.

To try and improve partnership practice around unconscious bias, we have spoken to children and young people from across Cambridgeshire and Peterborough about their experiences of unconscious bias, how it makes them feel and what can be done to address it. The children and young people who we spoke to were both primary and secondary aged children from a range of ethnic and demographic backgrounds. Whilst they were a diverse group of children and young people, they had all experienced unconscious bias and they all agreed that it needed to be addressed. They kindly gave us their permission to use their experiences and quotes within the SWAY with the express hope that it would start a conversation and help people to think about their unconscious biases. Within the first week of the unconscious bias SWAY being launched it was viewed over 300 times. The SWAY has been shared on both a local, regional and national level.

## CHILD SAFEGUARDING PRACTICE REVIEWS

The process for child safeguarding reviews involving Rapid Reviews and Child Safeguarding Practice Reviews (CSPR) has successfully been embedded into practice. The CSPR subgroup have developed a template for the completion of Rapid Reviews. All completed case reviews have action plans to ensure that the learning and recommendations are implemented. These are monitored regularly by the CSPR subgroup.

### Rapid reviews



From April 2021 – March 2022 we received 3 referrals for a statutory Rapid Review. All of these cases were scoped and discussed at multi-agency Rapid Review meetings. It was agreed that all of the cases discussed did not meet the criteria for a Child Safeguarding Practice Review and all relevant learning

had been identified as part of the rapid Review process. All identified learning was formulated into action plans and monitored. In all of these cases the National Panel agreed with our local decision making.

All of the rapid reviews had elements of good practice identified within them, this included good information sharing between agencies and the voice of the child being sought and recorded. The areas of learning included the need to check relationship statuses and who has parental responsibility, ensuring that records reflect who is present at meetings and medical examinations, recognition of injuries in pre mobile babies and the potential role of unconscious bias in practitioner's assessments of risk. Examples of how learning has been addressed includes, produced on both injuries in pre mobile babies and unconscious bias, refresh and re launch of the pre mobile baby protocol, changes in process and procedures and sharing of learning with the Family Justice Board. The learning has also been shared in a series of multi-agency workshops and the cases form the basis of case studies that are used in safeguarding training.

## Learning from Child Case Reviews



In the time period covered by this annual report there were already 7 CSPRs that were ongoing from 2020/21 and two CSPR's were completed and published.

The two published case reviews were Chris and Sam. They were twin sisters who both took their own lives within 5 months of each other. It was important that Sam and Chris were recognised in their own right and two separate case reviews were commissioned, both written by the same independent author. The case reviews were both published on the same day.

### Sam

At the heart of this Case Review is the appalling legacy of child sexual abuse; the response by agencies to this abuse and to the complex mental health conditions that can follow. Sam's life, and that of her sister and parents, illustrates the pernicious nature of child sexual abuse and the devastating impact this can have on the lives of children and families. The case review sought to understand Sam's lived experiences, including her experience of service intervention, from the age of six.

During early adolescence, Sam disclosed she had been the victim of sexual abuse from at least 6 years old. Sam self-harmed from the age of 9 years and this continued throughout her life becoming extensive and long standing. She suffered from difficulties in her interpersonal relationships, emotional dysregulation, depression, eating difficulties, anxiety and shame, and often expressed a wish to die. Sam's identical twin sister (Chris) also alleged she had been sexually abused. Sam took her own life when she was 16 and Chris took her own life five months later when she was 17.

The review concluded that there was a missed opportunity to consider what may have been going on in Sam's internal world, and to consider Sam's behaviour as a form of help-seeking behaviour which required more than the implementation of behavioural techniques. On occasions when there were opportunities to provide a multi-agency response, these opportunities were not utilised and had wide ranging implications on how Sam's needs were understood and met.

## Chris

Chris's review mirror Sam's and similarly at the heart of review is the appalling legacy of child sexual abuse and the response by agencies to this abuse and to the complex mental health conditions that can follow. This review sought to understand the lived experience of Chris, and her experience of service intervention, from the age of 6. During early adolescence, Chris disclosed she was the victim of sexual abuse from at least 6 years old. Chris self-harmed from, at least, the age of 13 years. Self-harm continued throughout her life becoming extensive and long standing. She suffered from difficulties in emotional regulation, depressive symptoms eating difficulties, anxiety and shame. She often expressed a wish to die and made several attempts to take her own life. Her identical twin sister (Sam) also alleged she had been sexually abused. Over time it was understood that the sexual abuse included allegations of repeated and extensive abuse, and the twins spoke about being abused in each other's presence by the same alleged perpetrator. Five months after Sam had taken her life, Chris also took her own life when she was aged 17.

One of the most consistent learning identified by all agencies was the need to provide a multi-agency joined up approach to meeting Chris's needs. Concerns were highlighted by all involved agencies that this was not a feature of the work; this led to silo approaches and a fragmented knowledge of Chris and her lived experiences.

Gaps in crisis/home treatment services for children with significant mental health needs compromised her treatment, recovery and well-being.

## Key messages from both Sam's and Chris's reviews

***Professionals rely too heavily on children to verbally disclose abuse.*** Children are unlikely to tell someone that they are being sexually abused, particularly when the perpetrator is known to them. Therefore, parents, professionals and the public must understand and know how to respond to the signs and symptoms of child sexual abuse (JTAI 2020)

It is of vital importance that any child who is exhibiting sexualised behaviour, outside the normal range for their age and development, is responded to by an ***approach informed by an understanding of***

**sexual abuse** and an appreciation of children's deep reluctance to speak out about abuse. How adults react will frame a child's understanding of what they are trying to communicate.

Taking a trauma informed approach in our work can enable this shift away from asking "What is wrong with you?" towards an orientation of "**What has happened to you?**", enabling the possibility of survivors of abuse being seen by themselves and others as just that – survivors (RIP, 2018)

**Think CSA: Think Twins!** The impact of CSA on the relationship between the twin sisters and the specific nature of this abuse needed to be actively considered.

There needs to be an acceptance that **parents are often doing the best they can** in very difficult circumstances and an understanding that parental fear and pain may be communicated by anger and frustration directed at professionals, which needs to be responded to in a non-blaming / non-judgemental way.

## Local Learning from Child Safeguarding Practice Reviews

Quality assurance activity (section 11 self-assessment) undertaken in 2020 recommended that there be a renewed focus on the strategic leads of agencies effectively disseminating the findings from case reviews to their workforce. To support partners in promoting the key findings from child case reviews the independent partnership board service has developed and provided supportive multi-agency training and information packs.

At the conclusion of a case review, an action plan is developed and implemented. This is monitored through the CSPR sub-group. This is followed by a series of multi-agency workshops being held to ensure that the learning is disseminated across the partnership and electronic learning packs on each case are cascaded across the partnership. The packs include a professional's briefing on the case review, a seven-minute briefing and a set of power point slides with information and practice links contained within. The learning pack can be used in single agency training or discussed as bite sized sessions within team meetings and supervision.

The lessons learned both nationally and locally feature within the biennial Thematic CSPR/SCR report that are presented at the QEG and held as discussion points at the Training Subgroup for implementation into wider workforce practice. Additionally, the cases and the learning are written into the virtual briefings and online training and are promoted at termly safeguarding workshops.

During 2021 a 'Database of Learning' was developed. The database records the details and findings from all child case reviews (both SCRS and CSPRS) and Safeguarding Adult Reviews (SARs) across the county. This allows further scrutiny of themes and trends arising from case reviews and is reported within the Thematic CSPR /SCR report back to the CSPR, QEG and Training Subgroup.

## LEARNING FROM CHILD DEATHS

**Over the last year 2021/2022, the deaths of 36 children were reported to the Child Death Overview Process (CDOP) across Cambridgeshire and Peterborough, this is two more than**

***2020/2021 but 10 less than 2019/2020. There were 22 in Cambridgeshire and 14 in Peterborough. 61% of these children were babies under one year old compared to the national average in the UK which is 62%. Two deaths (out of 36 reported) were suicides. The number of cases reviewed were 39 - some of these were reported to CDOP as early as 2018.***

One of the purposes of the child death review process is to identify 'modifiable' factors for each child that dies. That is any factor which, on review, might have prevented that death and might prevent future deaths. During 2021-2022 there were 13 child deaths where a modifiable factor was identified by the panel. 25 deaths were unmodifiable and one was unable to be accurately assessed due to inaccurate information. 41% of cases reviewed were completed within 6 months, 26% of cases reviewed this year were completed within 12 months and 33% were over 12 months old when review took place. One of the reasons for the delay remains the current backlog locally for Coronial Inquests. The DfE acknowledges that reviewing child deaths is an extremely complex task and these figures are not used as a performance measure.





# CONTRIBUTIONS FROM THE STATUTORY SAFEGUARDING PARTNERS

## Cambridgeshire and Peterborough Local Authority Children Services

In 2020/21 we said that for all those working with children, young people and their families, that was a year like no other. Sadly, that year wasn't unique, and we didn't know then that 2021/22 was going to be equally as difficult, for many people.

Despite the continuing challenges of emerging from the pandemic and the associated financial pressures facing all services, we continue to work effectively with partners across the system to ensure that children are safeguarded and their needs are met. There are areas of increasing stress in the system, especially in terms of mental health services and appropriate placements for the full range of children, but our staff continue to work with care and dedication to try and improve outcomes for children on a daily basis.

It is likely that we will continue to see the impact of the Covid-19 pandemic for some time to come, despite the best efforts of all concerned including – schools, health services, social care, voluntary and community services, and families themselves.

Despite the challenge of the pandemic, the war in Ukraine and the cost-of-living crisis affecting many families, Children's Services have continued to grow and develop. Achievements in 2020/21 included:

- Proprietary work was undertaken for the transformation of Early Help, Targeted and Specialist Services for Children and Vulnerable at Risk Adolescents, with the launch of the Strong Families, Strong Communities Strategy.
- Improvement of our Family Safeguarding offer continued - having a dedicated model of social work that is understood and supported by front line staff, families, and partners, is seen as a key factor in improving practice and delivering better outcomes for children. The reduction in the number of Children in Care in the County is an early indicator of improvement. The LSCP Independent Scrutineer highlighted the contribution Family Safeguarding is making to Children's Services practice in Peterborough and Cambridgeshire.
- Once in Care, children rarely move other than in a planned way. Emergency placements are rare. If a child's placement is under pressure, placement disruption meetings are organised swiftly to mobilise a multi-agency team around the child and their carers.
- The quality assurance service continues to serve as the eyes and ears of the service and ensures that managers and leaders have a clear line of sight to practice. Audit reports have provided a sound basis to understand practice quality and where improvement activity needs to focus.
- All staff receive good quality professional supervision in accordance with policy.
- The child's journey is subject to management oversight, challenge, and critical reflection through effective supervision.
- All MASH enquiries/RFI/EDT interventions and RHIs are informed by chronologies that are up to date, in line with policy, to inform intervention and analysis of risk.



- The Service has completed good quality enquiries that are proportionate and conducted in partnership with parents and all those who hold PR.
- All children/young people and their families are meaningfully consulted to ensure their views, and the impact of our intervention are identified, recorded, and considered.
- We create a safe space for conversations on mental wellbeing/emotional wellbeing within the Service.
- Issues of equality and diversity to be identified and recorded explicitly for all children/young people.
- We continue to respond to the increase in complexity of the challenges facing our most vulnerable children, young people and families.
- Peterborough was selected as one of the 75 Local Authorities to receive funding to implement Start for Life and Family Hubs programme.
- Work with health colleagues has improved the management and oversight of Tier 4 bed provision
- Moving the CCC Assessment Teams under the line management of the IFD and Assessment Service has resulted in a more consistent application of threshold and a clearer line of communication for referring agencies
- Other key achievements have been to consolidate the development of the shared approach to fostering and the Regional Adoption Agency, enabling both to flourish and focus on recruitment now that the implementation processes have concluded.

A key success in 2021/22 is our improved ability to listen and respond to the feedback from those who participate in, and / or receive our services. Feedback from all participation groups and activities is discussed with members of the Children in Care Council and Care Leaver Forum on a regular basis. Examples of service user feedback influencing service provision in the year include:

- Training of a Young Recruiters group set-up
- The formation of a Young Trainers group which deliver training to prospective foster carers
- The implementation of some changes to Supervised Contact Centres
- The creation of two animated feedback videos
- Co-production of a new version of the Children in Care Promise
- Duffle bags shared with social workers to use to pack belongings when taking a child into care or moving placement and more!

It is hard to think of a period that has relied more heavily on the extraordinary commitment of staff and managers in our services and in partner agencies. Despite the enormous challenges, that commitment and dedication has resulted in real achievements across services for vulnerable children, young people and their families.

## **Cambridgeshire & Peterborough Clinical Commissioning Group**

The Cambridgeshire and Peterborough CCG's Safeguarding Team have continued to embed the Think Family approach and work across all age groups since they merged into one team in 2020-2021. The

role of the Safeguarding People Team is to provide support to the health system and provide ongoing monitoring and assurance of safeguarding practice to ensure all providers of health care services have competent and well-trained staff who can safeguard vulnerable people.

The Health Safeguarding Group has been amalgamated to enable a 'Think Family' approach across all health safeguarding provider teams. A full review of the terms of reference have allowed for a better platform for sharing learning, risks and updates, with the meetings chaired by the Designated Doctor for Safeguarding Children, the Designated Nurse for Safeguarding Children and the Designated Nurse for Safeguarding Adults.

All Safeguarding People Team policies have been reviewed and updated in readiness for the transition to an ICS on the 1 July 2022. As part of this piece of work the Prevent and MCA policy have undergone a full review, with up-to-date information and resources included. The Safeguarding People Team have reviewed the safeguarding supervision policy to ensure all appropriate practitioners receive regular supervision, and the NHS Cambridgeshire and Peterborough safeguarding policy has been reviewed and now covers both adult and child safeguarding across the life cycle.

In total from April 2021 – March 2022 the Safeguarding People Team have responded to 94 general safeguarding children enquiries and had a total of 731 interactions with primary care staff to support with safeguarding. The Safeguarding Lead GP forum has seen an increase in attendance throughout the year with ten sessions hosted and 151 GP Lead's in attendance, with a variety of cases discussed and supported by the Safeguarding Named Nurses and colleagues across Primary Care.

The Deputy Designated Nurse for Safeguarding Children has driven forwards the Safeguarding Officer Apprenticeship, with the occupational proposal now finalised and ready to be presented to the route panel for agreement to progress to a full standard. There has been involvement from a wide variety of sectors in support of this, such as, Police, Education, Voluntary sector and Fire & Rescue. We hope this will be agreed in 2022/2023.

The Designated Nurse and Doctor for Children in Care continues to ensure that the health needs for children in care are addressed

The number of children in care as of March 2022 are:

<b>Cambridgeshire County Council</b>	<b>597</b>
<b>Peterborough City Council</b>	354

As the Safeguarding People Team move into 2022-23, they will continue to align their priorities with that of the Partnership Safeguarding Board and will continue to influence the system wide culture, ensuring that safeguarding is everyone's business and that staff have the right skills and knowledge to recognise and report safeguarding concerns. The Safeguarding People Team will continue to

support work towards being a preventative health system, ensuring staff are trained and receiving regular supervision to identify and report concerns at the earliest opportunity.

## **Cambridgeshire Constabulary**

Cambridgeshire Constabulary continues its active membership of the Safeguarding Children Partnership Board. Over the past 12 months we have been represented at Executive and Board level by Assistant Chief Constable Vicky Evans, Detective Chief Superintendent Mark Greenhalgh (Head of Crime and Vulnerability) and Detective Superintendent John Massey (Head of Protecting Vulnerable People Department). The constabulary is also represented at all the key subgroups to the board where we relish the opportunity to engage with all our partners on the board's priorities, seeking to support, challenge and learn from all our colleagues in our shared goal of continual improvement.

The past twelve months have seen a dramatic increase in the number of Child Sexual Abuse (CSA) and Child Sexual Exploitation (CSE) offences owing, in part, to the delayed reporting and increased online offending that successive COVID lockdown periods precipitated. Equally, the response to Violence Against Women and Girls (VAWG) has led police forces nationally to demand improvements in our own performance and approach. Both these elements have meant that we have been enormously grateful for the support and perspective of our partners as we seek to protect and improve the lives of the most vulnerable children within Cambridgeshire and Peterborough. The enduring partnership support has been invaluable in guiding our response to these challenges and generating new, positive initiatives and successful outcomes.

Our Vulnerability Focus Desks and Early Intervention Domestic Abuse Desks are now a year old and have greatly enhanced our overall response to children at risk from Domestic abuse, sexual abuse or criminal exploitation. Children exposed to DA are specifically identified and supported within enhanced protocols, capturing the Voice of the Child, and protective steps are then initiated while one of the three OPCC funded perpetrator programmes live this year, focuses on Child to Parent Violence and institutes a diversionary programme to greatly reduce the risk of reoffending and harm. Our Missing Exploited and Trafficked (MET) Hub continues to work with the Local Authority SAFE Team and our own Young Persons Early Intervention Officer in order to engage with children at risk of exploitation and divert them from a cycle of harm, abuse and criminality. Our dedicated Child Abuse Investigation and Safeguarding Units continue to produce remarkable results despite unprecedented demand and are responsible for embedding learning from Child Safeguarding Practice Reviews. They also lead on providing vital child protection and child death protocol training across the constabulary.

Co-ordination and governance of this activity is supported through the Constabulary's VAWG strategy which went live at the turn of the year. This contains four strands: Project Kaizen (Domestic Abuse); Project Eleos (Serious Sexual Offending); Project Boyd (Offender Management); and Project Artemis (CSE / CSA). Specifically, within Projects Artemis and Eleos we have secured government funding to enhance our response to sexual offences through the acquisition of two digital media vans and three additional phone download facilities which will greatly increase the speed with which digital material

can be extracted, reduce the time police retain victims' phones and strengthen their confidence in the police and CJ process. We are also incorporating the feedback from SADA, a 3rd sector partner who attend our DASV panel, on children's interactions with police to improve our response to future abuse, neglect and vulnerability investigations. Finally, police are leading a Task and Finish sub group of the partnership DASV to identify more effective protocols for investigating Indecent Image Of Children offences where children are sending the images of themselves to other children; this will identify ways to provide welfare support and learning without unnecessary criminalisation and without reducing our targeting of exploiters and adult offenders. Such elements have helped the Force achieve a rating of 'Good' within the Peel Report in respect of our provision for Vulnerability.

As we look ahead to the next twelve months, we remain confident that through our partnership structures, oversight and critical friend challenge within the Board we will meet the above challenges successfully.



## SCRUTINY AND QUALITY ASSURANCE

### Requirement for independent scrutiny

Working Together 2018 stipulates that the partnership has a duty to show **there is independent scrutiny** to provide assurance in judging the effectiveness of multi-agency arrangements to safeguard and promote the welfare of all children in a local area, including arrangements to identify and review serious child safeguarding cases. This independent scrutiny can form part of a wider system which includes the independent inspectorates, single assessment of the individual safeguarding partners and the Joint Targeted Area Inspections.

Whilst the decision on how best to implement a robust system of independent scrutiny is to be made locally, safeguarding partners should ensure that the scrutiny is objective, acts as a constructive critical friend and promotes reflection to drive continuous improvement.

The independent scrutiny should consider how effectively the arrangements are working for children and families as well as for practitioners, how effectively the safeguarding partners are providing strong leadership and agree with the safeguarding partners how this will be reported.

### Local scrutiny arrangements

For 2021 to 2022 the scrutiny function of the partnership was discharged through an independent scrutineer who provides a scrutiny assurance report at each Executive Safeguarding Board meeting (Quarterly).

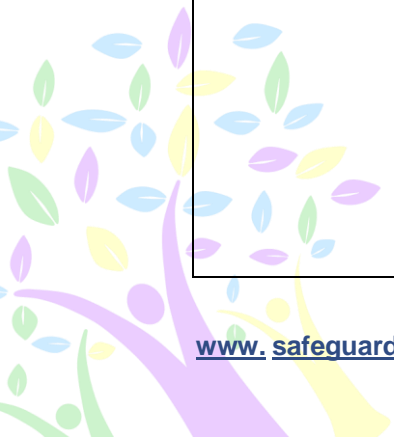
In addition to the activity undertaken by the scrutineer, there is a significant range of scrutiny functions that are currently in place. These offer additional assurances of the safeguarding and partnership arrangements. A number of these functions are undertaken by the Independent Safeguarding Partnership Service (Business Unit).

The table below evidences the additional robust scrutiny of the partnership arrangements across both adults and children's outside of the scrutineer's role.



Type	What we scrutinise	Activity
Single agency operational practice	Quality of single agency and multi-agency practice  Decision making  Professional challenge/escalation  Impact/outcomes	Single agency quality assurance activity.  Single agency inspections.  Serious incidents.  Performance management information.
Partnership working and multi-agency practice	Single agency and multi-agency practice  Decision making  Professional challenge/escalation  Impact/outcomes	Independent scrutiny of Case reviews through independent chair of the case review groups.  Head of Service for Safeguarding Partnership Boards chairs some of the case review panel meetings.  Independent authors for case reviews.  JTAI and other inspections.  S11 self-assessment and adult equivalent – this includes agency challenge sessions.  Regular QA assurance activity undertaken by business unit staff, including audits, surveys, thematic reviews, dip samples and case reviews.  Qualitative performance reporting through the Quality & Effectiveness Groups on a quarterly basis. They are held 4x a year, each one addresses one of the business priorities in the form of a single agency commentary.  Surveys and consultations with children and young people, parents and professionals.

111



		<p>Multi-agency workforce development feedback and impact process.</p> <p>The Head of Service for the Safeguarding Partnership Boards chairs the following meetings;</p> <ul style="list-style-type: none"> <li>• Quality &amp; Effectiveness Groups (adults and children)</li> <li>• Exploitation Strategic Group</li> <li>• Exploitation Delivery Group (CSP's)</li> <li>• Various task and finish groups.</li> </ul> <p>The Training &amp; Development Subgroup is Chaired by a member of the Independent safeguarding partnership service (business unit)</p> <p>Validation of single agency training</p> <p>Head of Service for Safeguarding Partnership Boards has independent oversight of the partnership budget.</p> <p>Head of Service Safeguarding Partnership Boards and other members of the Independent Safeguarding Partnership Service (Business Unit) are members of various boards/meetings where they scrutinise practice.</p>
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## Quality Effectiveness Group (QEG)

**This group is responsible for monitoring the individual and collective effectiveness of the safeguarding practice carried out by the agencies represented on the Children’s Safeguarding Partnership Board. QEG advises and supports the Board in achieving the highest safeguarding standards and promoting safeguarding across Peterborough and Cambridgeshire through evaluation and continuous improvement. During the twelve months covered by this report, the following quality assurance activity has taken place:**

**A Single Agency Performance Commentary** is completed by partners for each of the Board’s priorities with each priority being reviewed at QEG twice a year. This includes agencies qualitatively reporting on each priority under headings that include: what has worked well, areas for improvement and what the agency has done to contribute to those improvements, where multi-agency support is needed and issues to be escalated to the Executive Board. This process has worked well, and its impact is evidenced through the numerous changes in processes and policies and additional training courses being offered as a result of the scrutiny at QEG.

**Multi-Agency Training Impact** on Professional Practice Report is completed annually and presented at QEG and the Training Subgroup (see training section below for evidence of impact). The Partnership Board also continues to endorse single agency safeguarding training to ensure that training provided to the wider safeguarding workforce is robust, fit for purpose and contains consistent messaging. In the past 12 months a total of 7 courses have been validated for the Early Years Cambridgeshire County Council. A new more streamlined endorsement process covering both the children’s and adult’s single agency training submissions has been successfully piloted throughout 2021/2022 and will be officially launched during the latter part of 2022.

**Section 11 Self-Assessment Audit.** This audit is undertaken, in line with the Children Act 2004, every two years, to ascertain if agencies across the partnership are effectively safeguarding and promoting the welfare of children and young people in accordance with their section 11 statutory responsibilities. The last 2020 Section 11 audit was reported on in the previous annual report. The next Section 11 audit is due to take place towards the end of 2022 and will be reported on in next year’s annual report.

The **Biennial Thematic Review** of the Professional Themes found within Local Serious Case Review and Child Safeguarding Practice Reviews from 2019- 2021 was completed early 2022 and presented to the partnership board groups. In 50% of cases good practice was found in risk assessments and plans, trusted relationships between professionals and children and positive support and advice from professionals. The most common professional theme identified in all the cases as needing improvement was sharing information. To provide a regular and a more inclusive local picture surrounding child reviews, for 2023 the thematic review will become an annual audit and will include Rapid Reviews.



## Independent Scrutineer's Report and Findings

Independent scrutiny is a statutory requirement for the Cambridgeshire and Peterborough Safeguarding Partnership Board, as required by the Children and Social Work Act 2017, with guidance provided through 'Working Together' 2018.

The two Local Authority areas of Cambridgeshire and Peterborough have joined together and created one safeguarding partnership across the areas along with one countywide police force and one countywide Clinical Commissioning Group. This is widely seen as good practice and has created a much more effective and inclusive multi-agency focused safeguarding partnership. Cambridgeshire and Peterborough's agreed (Nov 2020) methodology that has been used for this scrutiny report is best known nationally as 'Six Steps for Independent Scrutiny: Safeguarding children arrangements.' This has been adapted from the publication of the same name by Pearce, J (2019) Institute of Applied Social Research, Luton, University of Bedfordshire.

The six themes to be explored to provide assurance of partnership safeguarding activity are covered below:

### **A) The three core partner leads are actively involved in strategic planning and implementation.**

The Cambridgeshire and Peterborough Safeguarding Executive Partnership Board have agreed the following priorities for the Safeguarding Children Partnership Board from April 2021 – March 2022. The four priorities are in summary:

- i. Child Neglect
- ii. Child Sexual Abuse (CSA)
- iii. Child Exploitation (CE)
- iv. Learning from Child Safeguarding Practice Review's (CSPR)

The assembly of a knowledgeable and informed task and finish group led by the independent partnerships head of service has brought about agreed changes to using one agreed child neglect assessment tool across the partnership.

The activity to achieve delivery against the CSA priority has been excellent. As well as an engaged and knowledgeable task and finish group, led by the Designated Doctor and the safeguarding partnership team head of service. The new policy and procedures that have been produced includes an innovative new local sexual behaviour assessment tool and is excellent.

The activity against the CE priority is equally impressive. The Home Office regards the Cambridgeshire and Peterborough approach as national good practice. The safeguarding partnership have invested in a mostly dedicated role to tackle CE and this is clearly reaping benefits as demonstrated for example by local mapping exercises.

During the year the partnership board has signed off two CSPRs and to support embedding the learning into management and frontline practice has produced a CSPR learning pack for each case review.

The Safeguarding Executive Partnership Board met in autumn 2021 to consider a number of issues that had arisen in the partnership mostly caused by the pandemic. This meeting was titled 'safeguarding pressures.' I was present at the meeting and was suitably impressed with the agreed position of the statutory partners to resolve the issues.

In January 2022 at the executive partnership board meeting the strategic partners felt that the current priorities are continued as they are still the appropriate one's for the partnership, but also in order to ensure the proposed outcomes are embedded. They are considering further whether to add any other priority to these one's.

**B) The wider safeguarding partners (including relevant agencies) are actively involved in safeguarding children.**

The safeguarding children partnership have included a wide list of relevant agencies including schools and all health providers who are appropriately informed of and engaged with the safeguarding children partnership arrangements and safeguarding children priorities. This is demonstrated and evidenced well by the membership and contribution to the work of the partnership, in particular the sub-groups and task and finish groups.

Another well evidenced example is the attendance at the last two children board meetings. This involved on average thirty attendee's from sixteen different statutory and voluntary agencies. I attended both of those meetings which were extremely well chaired, each agency and individual were enabled to, and did adequately contribute to discussions and decision making.

**C) Children, young people and families are aware of and involved with plans for safeguarding children.**

The partnership have also been working with twenty-five young people and a school on consultation for Safe Lives/Equality, receiving good feedback to inform future work.

A number of agencies have extensive engagement with children, young people and their families, it would be of great assistance to the safeguarding partnership if agencies could share with them relevant engagement and feedback from children and their families on a regular basis.

**D) Appropriate quality assurance procedures are in place for data collection, audit and information sharing.**

There are mechanisms in place for the three statutory partners to collect and analyse relevant data pertaining to safeguarding children. This happens through the Quality Effectiveness (QEG) Sub-Group. The QEG operates well with the data it has and has an extremely good multi-agency audit programme. Evidence of scrutiny is mainstreamed into partnership activity. The partnership has a very healthy Section 11 audit programme which also involves an innovative practitioners survey to accompany it.

The sharing of partnership data could be improved though with what they supply to QEG, they could also be supplying to QEG on a regular basis the result of single agency audit activity.



**E) There is a process for identifying and investigating learning from local and national case reviews.**

I have attended a Child Safeguarding Practice Review sub-group meeting which was chaired well by the independent chair who is very experienced and able. The CSPR group showed that it carries out all of its statutory responsibilities, but appeared to have an extensive agenda, it has though made some good progress on SCRs and iterations to its processes during the year.

I presented a scrutiny a report in November 2021 in relation to two reviews to the executive board. The way that the partnership managed engagement with the family is of national good practice.

Dr Russell Wate QPM



## MULTI-AGENCY SAFEGUARDING TRAINING

**Due to government restrictions during the continuation of the pandemic, most staff from organisations were still required to work from home where possible. Face to face training continued to be suspended whilst the Partnership Boards multi-agency online and virtual training offer grew from strength to strength. In response many of the temporary measures put in place to support professionals learning and to facilitate the training during 2020 have developed into a mainstay programme of virtual online activities and briefings which has grown and diversified to include identified safeguarding areas of need for partners safeguarding training.**

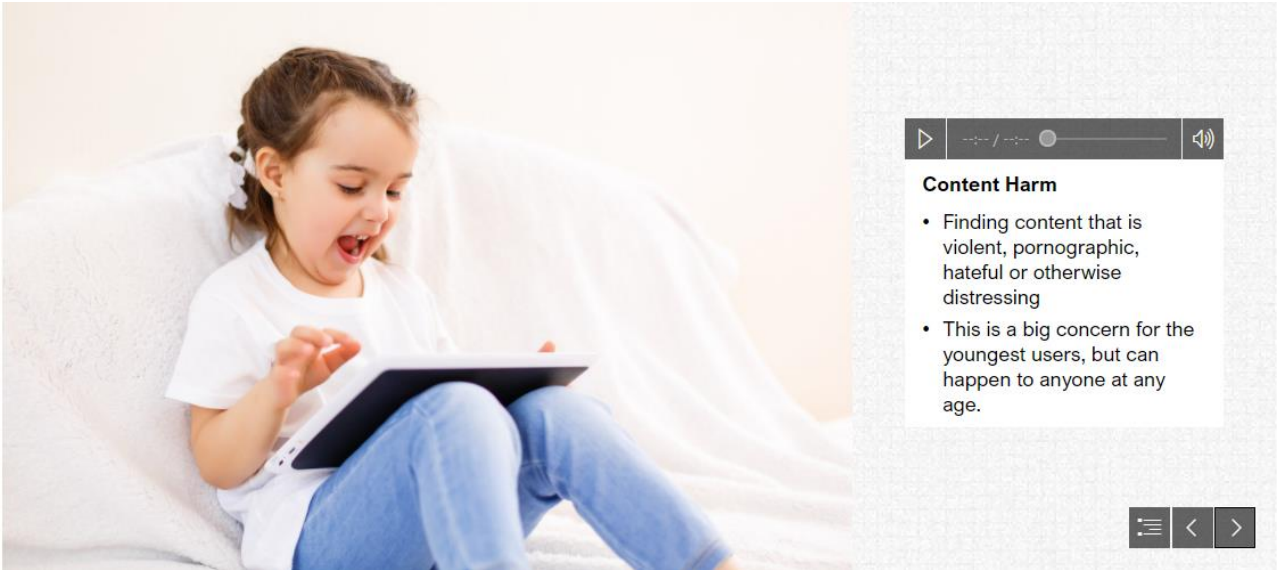
The Covid 19 Information page on the Safeguarding Partnership Board website continued to offer supportive information on Covid 19, vaccinations, local safeguarding arrangements, links to useful agency resources, presentations on basic safeguarding children and safeguarding adults at risk, leaflets, briefings and video links and a link to CPSPB online training. Feedback from volunteers and working professionals included that the Sways were clear and concise, 'good', 'informative', 'comprehensive' and 'really useful.' have found the information 'invaluable' and 'informative' to support their knowledge of safeguarding and what to do if they had safeguarding concerns.

### Virtual Briefings (Sways)

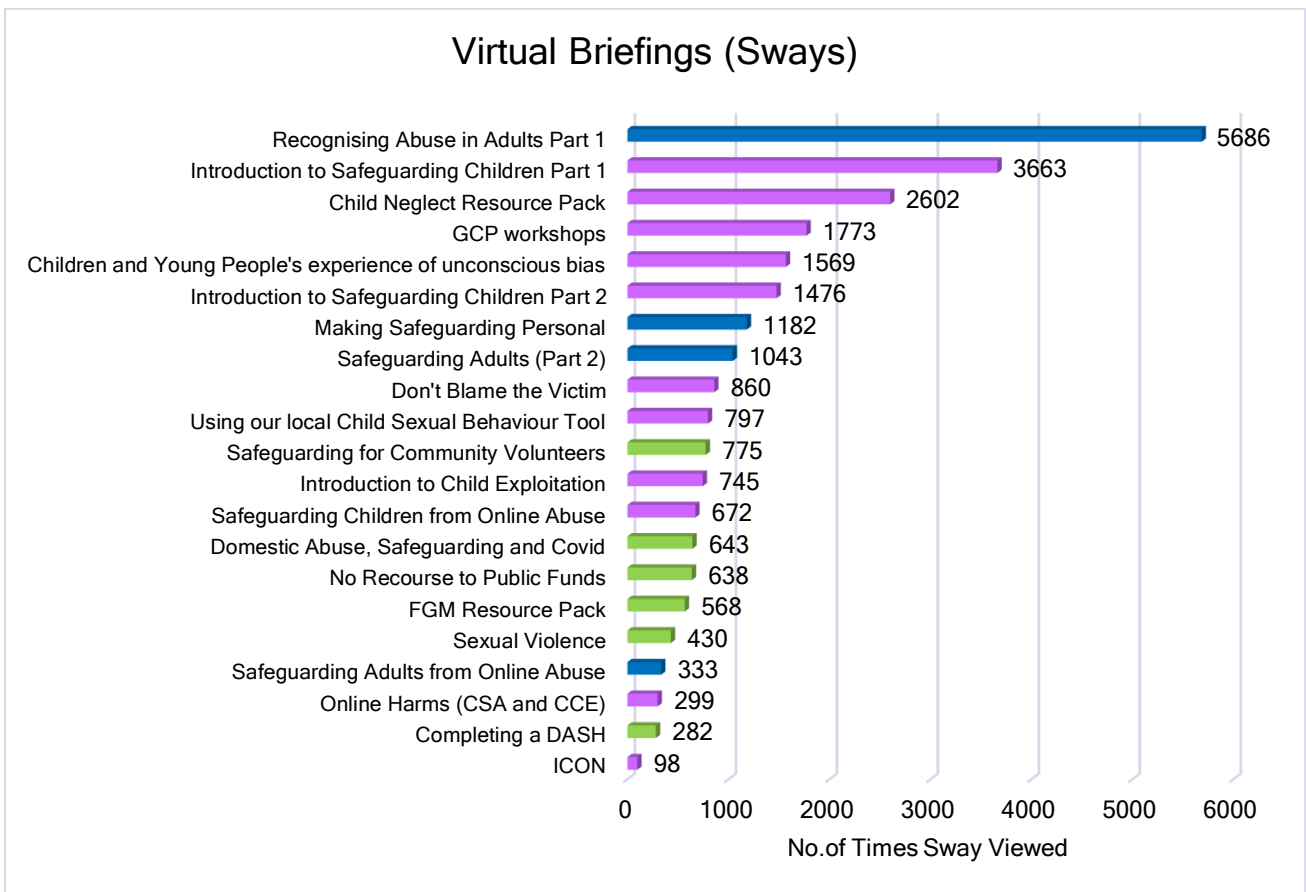
**Virtual briefings were first developed by the Partnership Board during 2020 as a response to providing safeguarding training / information during Covid times. Locally, these are referred to as SWAYs (on the Microsoft Team platform). In essence, these are a presentation but each slide has an audio that discusses the content of the slide. Generally, they last around 20 minutes per briefing. The virtual briefings are available on the Partnership Board website and can be accessed at any time. As a result, staff who are working night shifts, weekends or early shifts can all access the training at their convenience. To support a blended approach towards learning, participants of the multi-agency online safeguarding training are also required to access the SWAYs either prior or post their safeguarding training sessions.**

The virtual briefings have continued to be developed and focused on locally identified areas of safeguarding risk as well as the Board's priorities. The SWAYs are a hugely successful and useful resource. For those professionals who complete the SWAY there is a downloadable certificate as proof of completion. Most professionals gave the SWAYs a 4 to 5, star exceptional rating and described them as, 'clear and concise', 'good', 'informative', 'comprehensive' and 'really useful.'. They continue to be very well received by agencies and have been used and adapted within our local partners' resources as part of single agency training and have been utilised by other safeguarding boards across the Country.





Between April 2021 and March 2022, the virtual briefings had been viewed a total 26,134 times almost two and a half times the number of views on the previous year. For 2021-2022 there were 7 new Virtual Briefings developed.



**Key**  
 Adults  
 Children  
 Both Adults and Children

## Virtual Training

**Virtual Training was developed during 2020 from existing face to face training materials and condensed into 60 or 90 minute sessions. These sessions were initially facilitated by members of the Independent Safeguarding Partnership Service and during 2021 and 2022 have started to include partners leading specific sessions on identified safeguarding priorities.**

As with the briefings, the virtual training has focused on safeguarding risks and the Board's priorities. As part of a rolling programme, the training focused on Child Neglect, Child Sexual Abuse (CSA), Child Criminal Exploitation, Fabricated and Induced Illness, Working Together and Termly workshops on the latest safeguarding messages. Safeguarding partners have facilitated training on the Early Help Offer, Sexually Harmful Behaviour, Domestic Abuse and Young Carers.

41 training sessions took place during April 2020 to March 2021 where 1,106 people attended virtually. This is nearly a 50% increase on the virtual courses offered in the previous year. As the demand for the training has been so great up to 75- 100 places on each course are now available for professionals to attend.

The virtual training continues to be greatly received with 98% of professionals reporting that they felt that the safeguarding virtual training content met their training needs and 97% of professionals stating that the delivery of the training was right for them. Professionals' comments included:

- Good liked the use of videos / liked the use of theory
- Excellent / Brilliant, thank you
- Detailed and informative / concise and to the point
- This was absolutely perfect and very powerful and well presented
- Delivering virtually did not take away from the session at all and still allowed interaction
- I have found online training extremely useful, particularly during the Covid pandemic and associated restrictions. It gives me the opportunity to 'attend' a lot more training sessions over the course of the year without impacting on my work load.

Whilst the face to face training provision has always been well attended it would never have reached the number of people who have accessed the Virtual Briefings and training. It is to the credit of the Partnership that whilst other areas in the region stopped all training delivery, locally we evolved and adapted to both the lockdown environment and slowly coming out of the pandemic.



## WEBSITE & SOCIAL MEDIA

Over the past year we have had 500,662 page views and 81,669 users to the website.

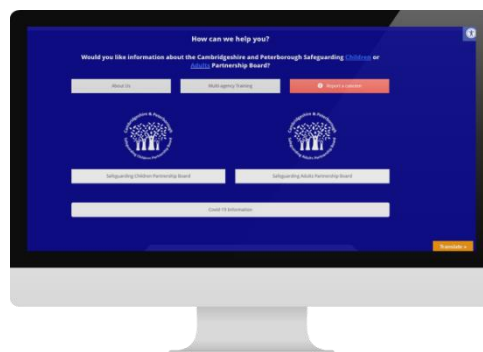
On average, a user spent an average 2 minutes per session on the website, and the bounce rate has remained close to 4% which would indicate users find what they are looking for quickly.

Apart from the home page, the 'Making a Referral' page was the most visited page on the site, followed by Multi-agency Training page and our virtual SWAY briefings pages.

54% of visitors reached our site via entering keywords into search engines. 66% accessed the site via a desktop device (i.e. Laptop) and 31% accessed the site via a mobile.

Feedback from visitors includes:

- *Its really easy to use, very clear and content is good.*
- *Easy to manoeuvre around the website*
- *Breadth of training resources available and are easily accessible*
- *the clarity, layout and range of information available far exceeded what was expected*



### Our social media presence

The CPSPB uses Twitter, Facebook and Instagram for all sorts of communications from the latest safeguarding news to events that the Safeguarding Partnership Board are hosting.

If you haven't yet followed us, please do!



@cplscb



@cplscb



@cpsafeguardingboard



## **APPENDIX 1 - LIST OF AGENCIES REPRESENTED ON THE SAFEGUARDING CHILDREN PARTNERSHIP BOARD**

- Cambridgeshire and Peterborough Local Authorities including
  - Children Social Care
  - Public Health
  - Elected Members
  - YOS
- Clinical Commissioning Group
- Cambridgeshire Constabulary
- Education
  - Primary School
  - Secondary School
  - Further Education
- East of England Ambulance Service
- Cambridgeshire and Peterborough Foundation Trust
- Cambridgeshire Community Services
- Royal Papworth Hospital
- North West Anglia Hospitals
- Cambridge University Hospital
- Office of the Police and Crime Commissioner
- Ely Diocese
- Cambridgeshire Fire and Rescue
- Cambridge District Council – representing District Councils
- Cross Keys Homes – representing Housing
- National Probation Service
- CAFCASS
- Healthwatch (Voluntary Sector)
- Department for Work and Pensions





Contact details: 01733 863744

Email: [safeguardingboards@cambridgeshire.gov.uk](mailto:safeguardingboards@cambridgeshire.gov.uk)



<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 8</b>
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Elaine Redding, Executive Director for Children's Services	
Cabinet Member(s) responsible:	Councillor Lynne Ayres, Cabinet Member for Children's Services, and Education, Skills and University	
Contact Officer(s):	Elaine Redding, Executive Director for Children's Services	Tel. 01733 863655

**SERVICE DIRECTOR REPORT: CHILDREN & SAFEGUARDING**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Executive Director of Children's Services	<b>Deadline date:</b> N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Note and comment on the performance indicators and other measures of the effectiveness of children's services within the report;</li> <li>2. Note the likely inspection activity by our regulator, Ofsted, within the next month.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 This report was requested by the Children and Education Scrutiny Committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 This report provides Members with an overview of children's services performance in Peterborough and outlines the impending Ofsted Inspection of the service.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

- Children's Services including
- a) Social Care of Children.
  - b) Safeguarding; and
  - c) Children's Health.

**3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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## 4. BACKGROUND AND KEY ISSUES

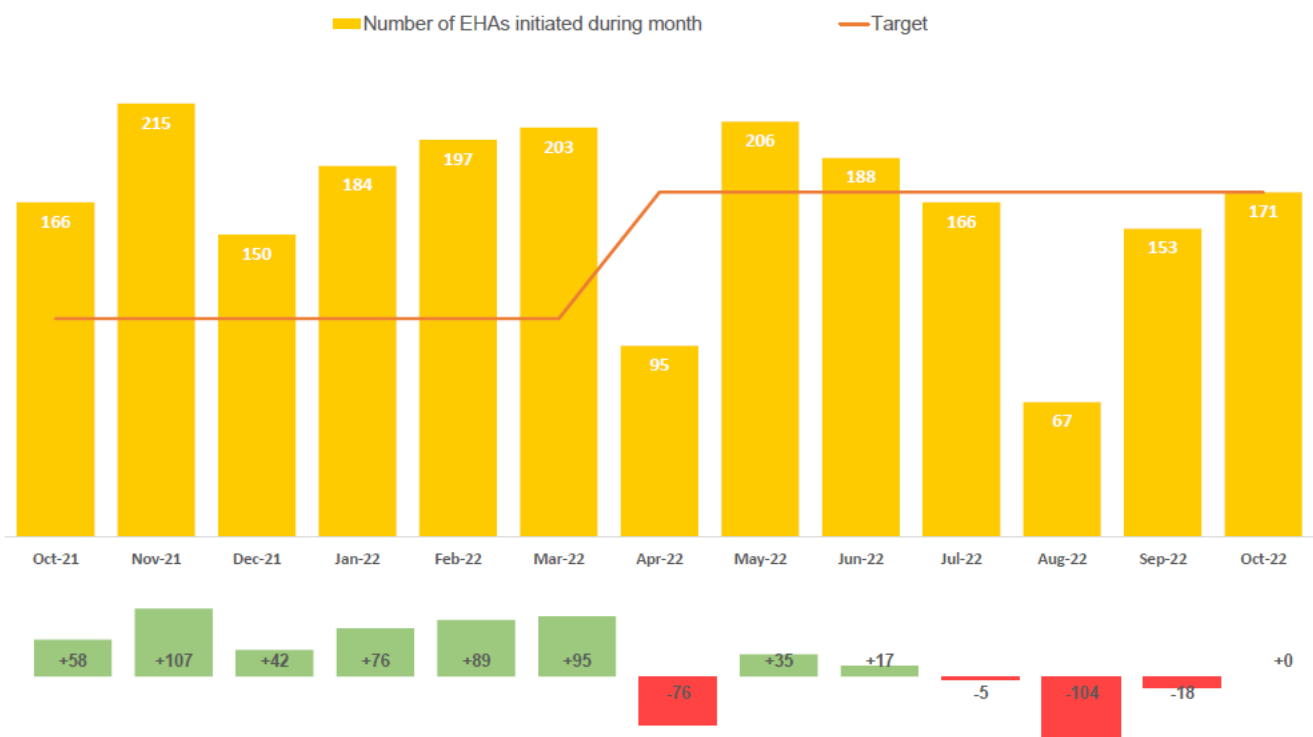
### Background

4.1. This report provides an overview of the performance of children’s services in Peterborough, starting with early help, the work of the Integrated Front Door, including the Multi-Agency Safeguarding Hub, services to children in need provided by the Family Safeguarding service, and finally considering corporate parenting services. All performance information is as at the end of October 2022, the most recent data available at the time this report was prepared.

### 4.2. Key Performance Information: Contacts, Referrals, Early Help and Assessments

4.3. This section provides information about the number of contacts and referrals into children’s services, how many of these progressed to assessments, and information about the number of children and young people who have an active early help assessment.

4.4. The chart below shows the number of new Early Help Assessments started each month:



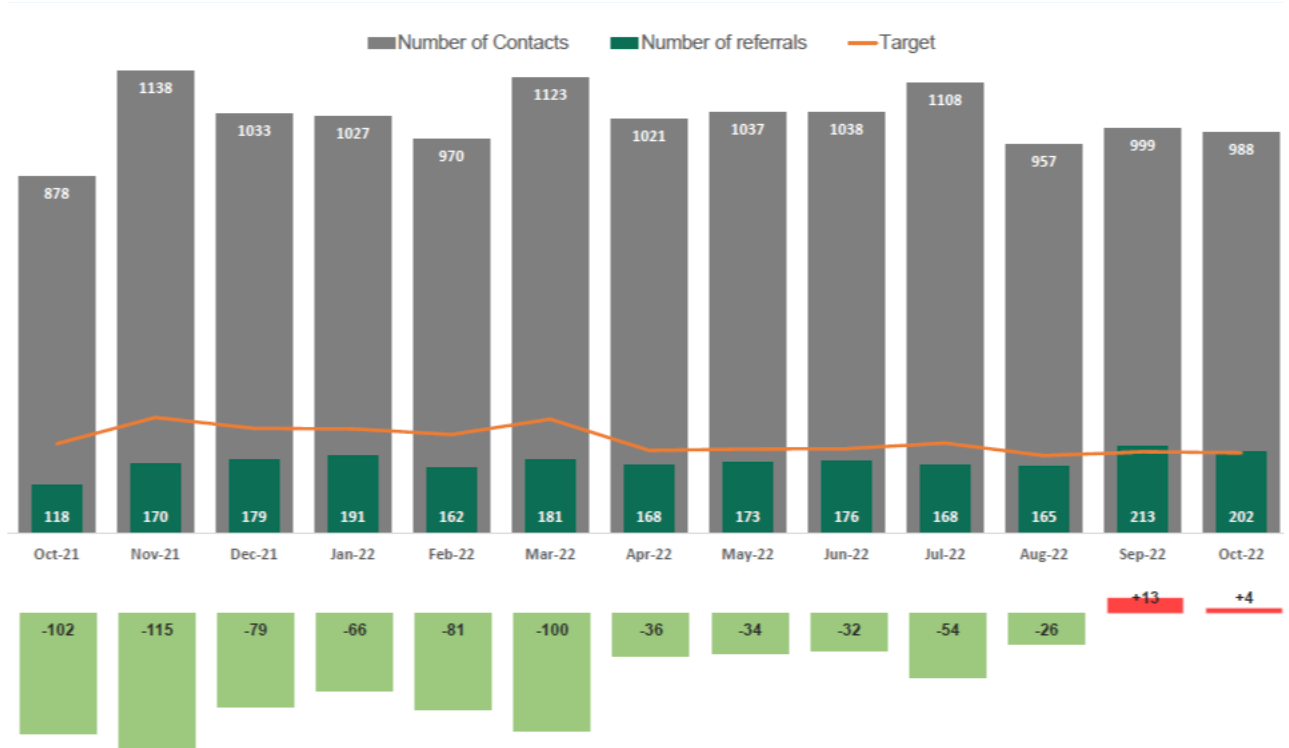
4.5. The number of Early Help Assessments initiated in October 2022 shows an increase, this is often the case following the summer holiday period.

4.6. Many more children than the numbers shown in this chart are being supported at an early help level. Early help assessments are completed where a child or young person has more complex needs such that they may require the additional support from two or more services.

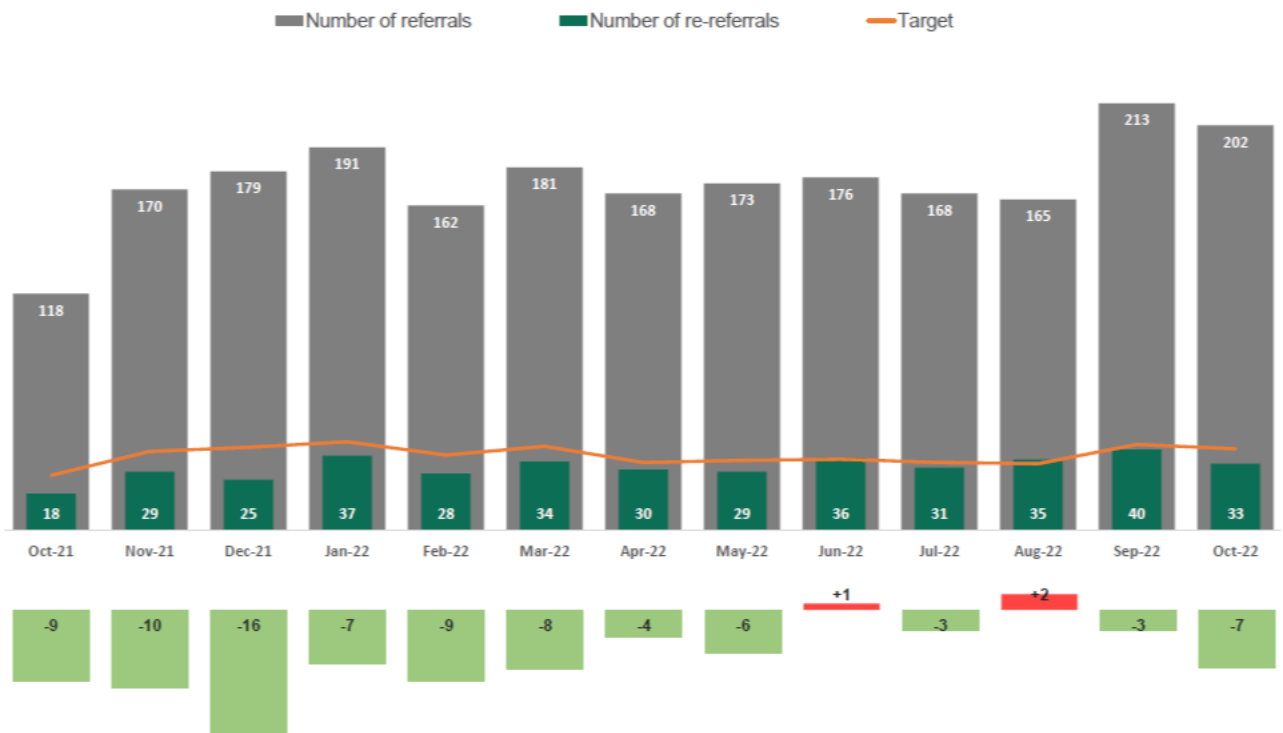
4.7. Following feedback from the Strong Families, Strong Communities consultation the service is now known as Targeted Support Service.

4.8. Effective early help services are vital in ensuring that children, young people and families receive the support they need without their difficulties escalating to the point that support is needed from statutory children’s services.

4.9. The next chart below provides information about contacts and referrals over the last 12 months:

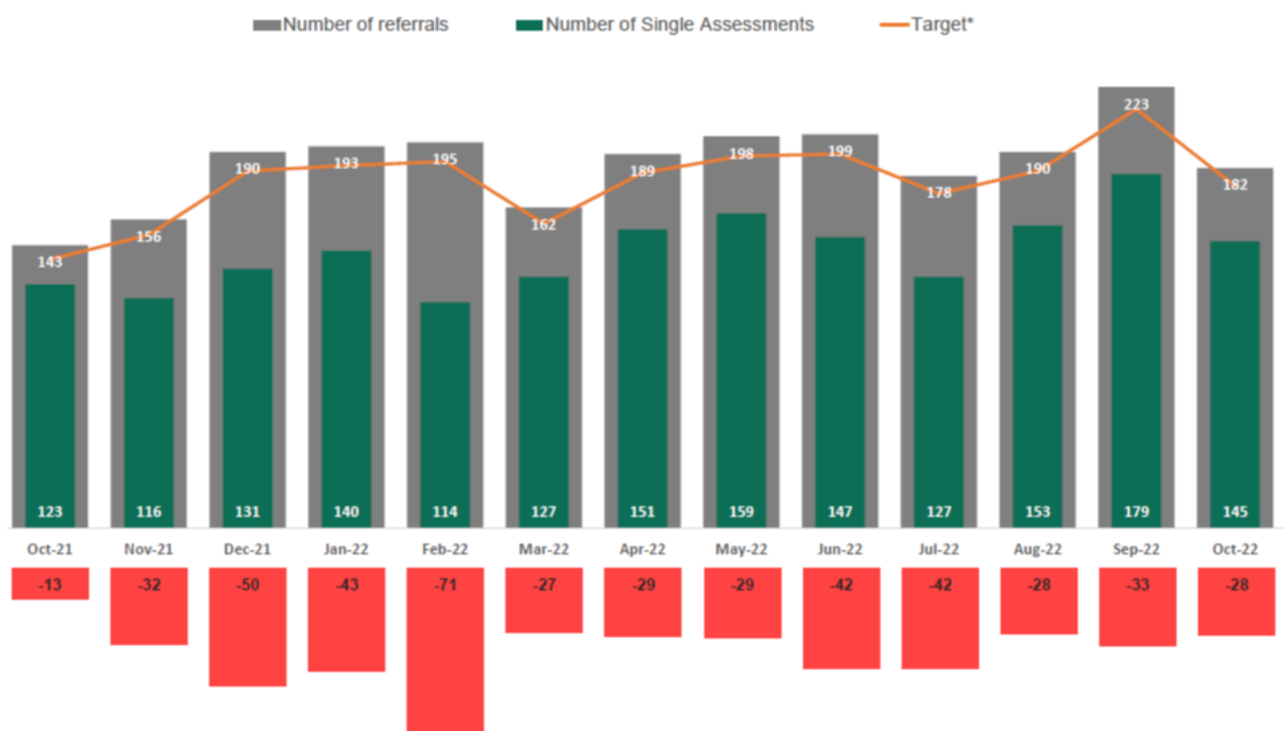


- 4.10. Our year to date performance in this area is that 17.7% of contacts proceed to referrals, which is a little below our target of 20%. Our performance is generally consistent in this area, which is positive considering the various contextual challenges at present.
- 4.11. We undertake regular dip-sampling of the decision as to whether a contact may indicate a need for further enquiries to be made and so become a referral; this audit process consistently shows that decision making in this area is consistent and appropriate. The lower conversion rate from contact to referral is therefore likely to be a continuation of pattern of other agencies giving us information about children and young people that we do not need.
- 4.12. We continue to work with our partners in this area; many are understandably worried that by not passing on information about a child or young person, something may be missed, and a child may experience harm as a result. Receiving too many contacts also has its risks, however, since we need to sift through more information about more children which may make it more likely that we miss information about a child about whom we should be concerned.
- 4.13. The chart below shows the proportion of re-referrals within 12 months of a previous referral over the year to date. This is a measure of the extent to which our response to the original referral has been successful in addressing the concerns raised:

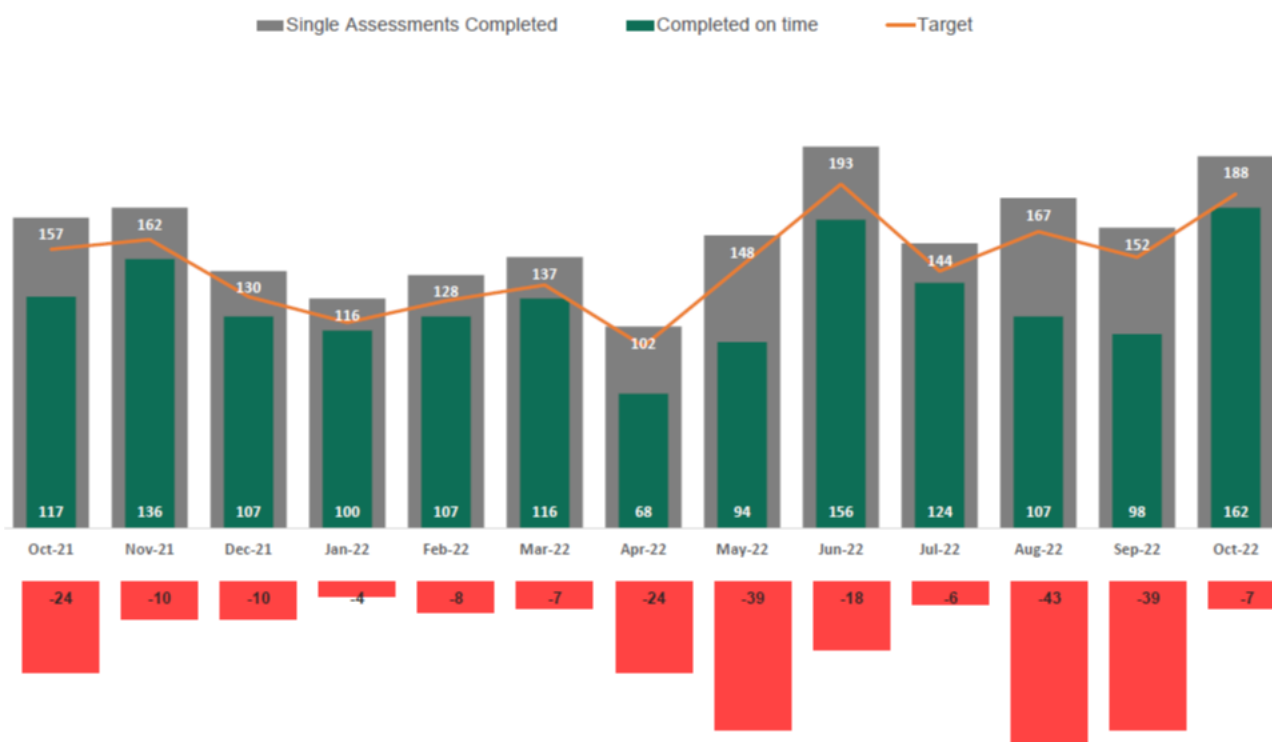


4.14. Our year to date performance is that 18.5% of referrals are re-referrals; this compares increasingly well with both national and statistical neighbour performance, which is 20%, and implies that we are making good decisions first time on most occasions. It is possible for a re-referral rate to be too low; this would indicate that the service is keeping cases open for too long. This would result in increasing caseloads for social workers, and families experiencing delays in the progression of care plans.

4.15. The following chart shows the proportion of referrals that proceed to a single assessment by Children’s Social Care:



- 4.16. This chart shows that fewer than the target of 95% of referrals progress to an assessment; this has been a consistent picture for some time. This is positive in that it means we are not progressing cases to assessment unnecessarily, the target figure is to be reviewed.
- 4.17. The chart below shows the proportion of single assessments completed within 45 working days. Our year to date performance is currently standing at 73.9%, which is below national performance and statistical neighbour performance of 84%.

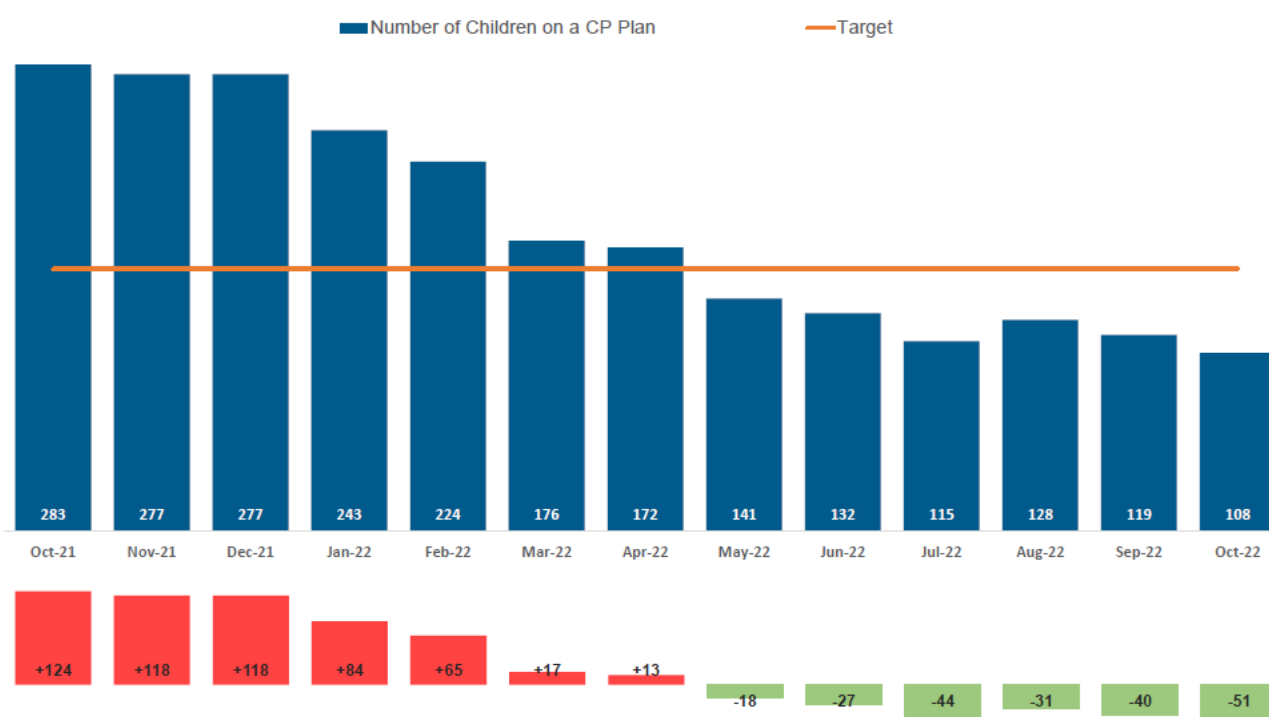


- 4.18. Audits of the quality of assessments show a generally good picture; they generally include a good analysis of risks and protective factors and develop effective plans to address identified needs. They make good use of information held by partner agencies. The lived experience of the child is mostly considered well, and the extent to which cultural competence is considered and included within plans for children is improving.
- 4.19. Overall, the picture that emerges from the early help service and the assessment area of the children’s social care service is a positive one, despite some continuing issues around timeliness.

**Family Safeguarding**

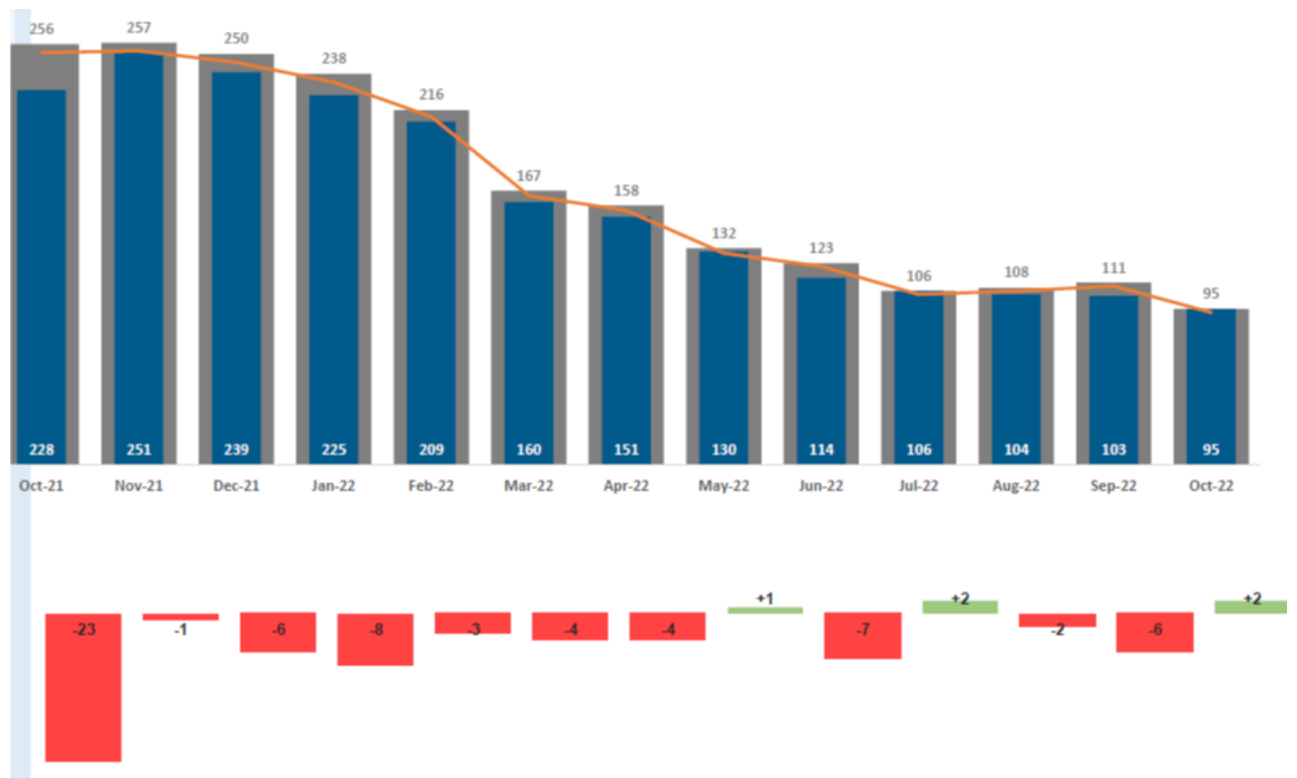
- 4.20. Our family safeguarding teams work with children and young people in need and in need of protection, as identified by their child and family assessment. Where issues cannot be safely resolved for the child, this part of the service is also responsible for issuing care proceedings and/or seeking other legally permanent parenting options for the child.
- 4.21. The Family Safeguarding service consists of multi-disciplinary teams that include adult practitioners who work with parents who are struggling with domestic abuse in their relationship, substance or problematic alcohol misuse or mental and emotional health difficulties. The original pilots have now been expanded into one of 3 national rollout programmes under the banner of the Strong Families Supporting Children sponsored by the Department for Education. Peterborough is often asked to advise or support other Local Authorities when they are considering adopting the model and we are part of the national development programme led by Hertfordshire.

- 4.22. As noted in previous reports, Family Safeguarding is associated with better outcomes for our most vulnerable children and young people and the need to issue fewer care proceedings and so have lower numbers of children coming into care than would otherwise be the case.
- 4.23. Children living in the community who are subject to child protection plans are the children about whom we are most concerned. As noted in previous reports, this was an area where we had seen an impact from the Covid-19 pandemic and associated lockdowns. Children and young people were less visible to services during lockdowns in particular, which resulted in some children being referred to our service later than they might otherwise have been, and after the risks they were facing had escalated.
- 4.24. Child Protection numbers rose significantly in the lockdowns. As these concluded, numbers stabilised and then began to reduce significantly as can be seen in the chart below. Reassuringly, this reduction has not been accompanied by an increase in the numbers of children coming into care, suggesting that our Family Safeguarding model has continued to be effective in enabling our most vulnerable families make the changes they need in order to provide the stable and loving homes that their children need:



- 4.25. Prior to the pandemic, the number of children subject to a child protection plan was consistently below the 180 mark compared with 108 children as of the end of October 2022. This is a low figure and takes us to a rate of 20.6 per 10,000. This is significantly lower than our statistical neighbours, and indicates the success of the Family Safeguarding approach, which is associated with lower numbers of children on a child protection plan. Using Family Safeguarding means that we are able to prevent more children from reaching the 'in need of protection' threshold.
- 4.26. Other indicators of our performance in supporting good outcomes for children subject to child protection plans also remain positive; we currently have no children subject to a plan who have previously been subject to a plan in the last two years. This is important because where there are these levels of concerns about a child, then we should ensure that plans to safeguard them proceed without delay.
- 4.27. The chart below shows the proportion of visits to children subject to child protection plans that have been carried out in accordance with the required timescales:

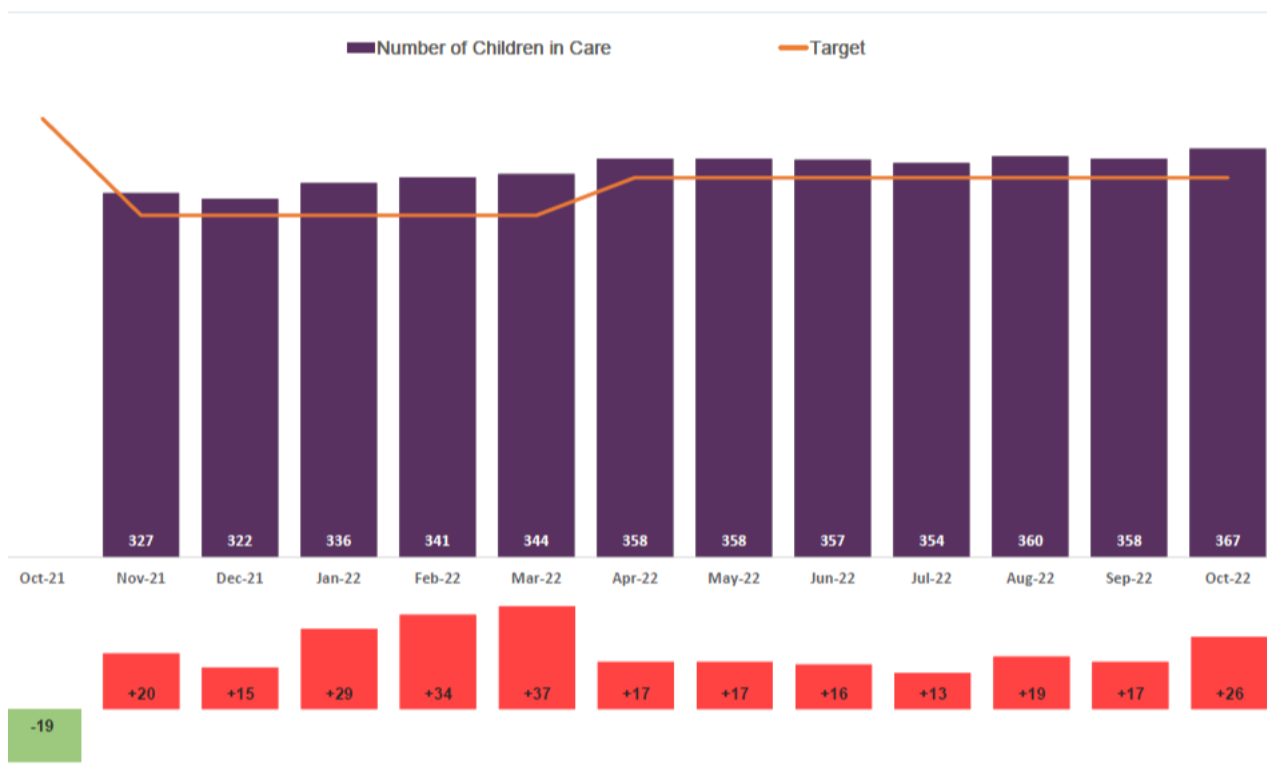




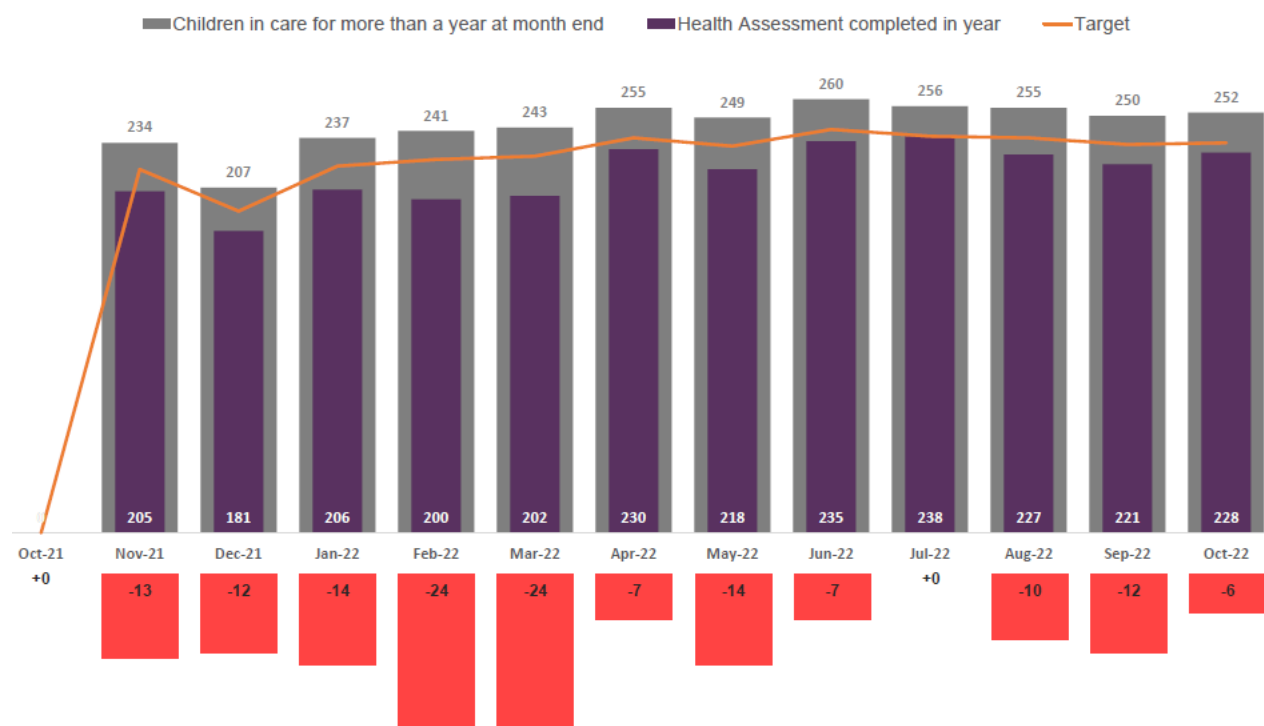
4.28. Current performance is 100% - this is excellent performance and becomes more possible as numbers reduce.

4.29. **Corporate Parenting**

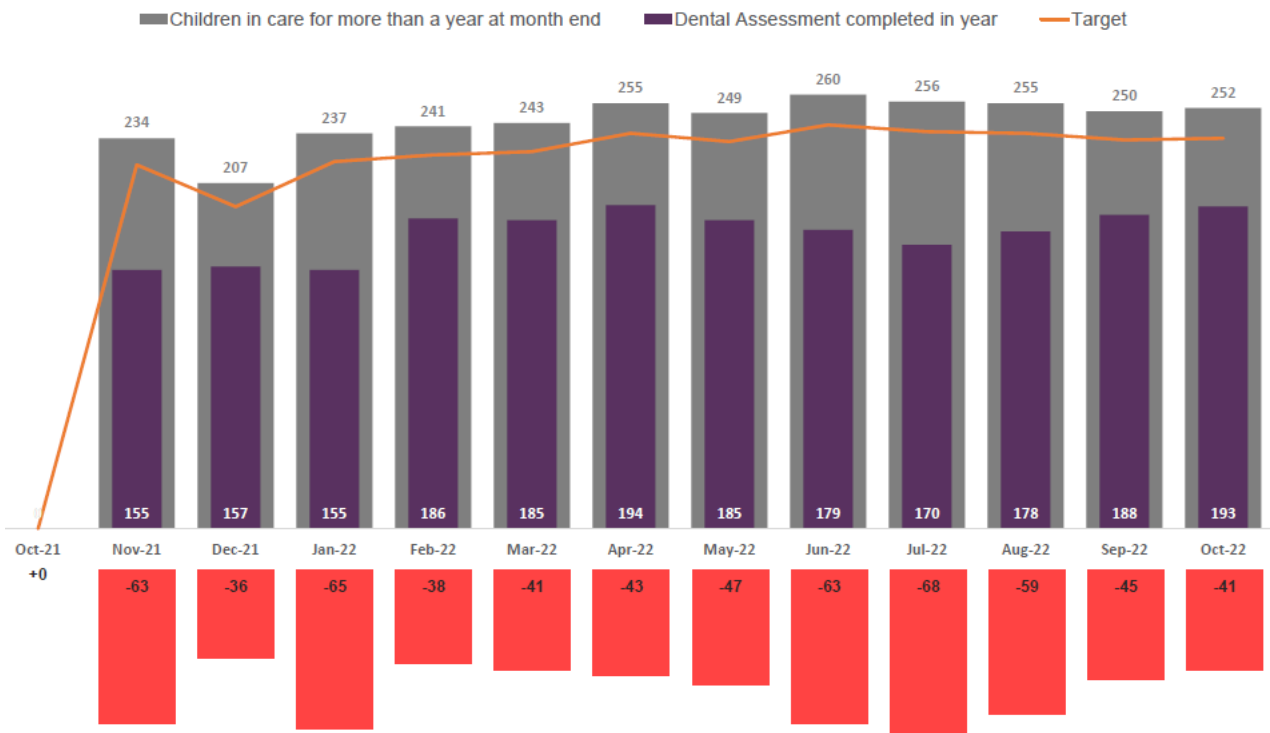
4.30. The local authority continues to perform very well in relation to preventing children and young people coming into care and ensuring that those who do need to come into care spend the minimum time in care before moving to permanent homes through adoption, Special Guardianship, or a return to the care of their parents. The following chart shows the number of children in care at the end of October 2022.



- 4.31. Our performance in relation to the proportion of children and young people in care who are in stable placements is also good, while the proportion of children and young people in our care who experience three or more changes of placements has continued to improve and is now at 7.6%. Our performance in relation to placement stability also needs to be viewed in the context of our low overall numbers. A smaller overall population of children in care means that a higher proportion of those in care will have very complex needs. Maintaining placement stability rates above national performance levels is therefore more of an achievement than it might first appear. This is also in the context of serious placement sufficiency challenges across the entire country.
- 4.32. Performance in respect to the timeliness of visits is at 96.5% - this is a little below our stretch target of 98%, there has been consistency in completion of visits.
- 4.33. The chart below details the proportion of annual health assessments for children in care that are undertaken within timescale:



- 4.34. Current performance is 90.5%, our target is 93% and we continue to work with colleagues in Looked After Children Health Team to reach this position.
- 4.40 There has been an improvement in access for children in care to a dentist and in October 2022 76.6% had their dental check within time.



4.41 This is an area where we will continue to improve performance wherever we can, and we are working on ways to for children in care to access dental care.

4.4.2 Performance in relation to the proportion of children and young people in care who have Personal Education Plans [PEPs] continues to be very good, reflecting the close working relationship between Children’s Services and the Virtual School:



## **4.7 Expected inspection activity in Children's Services**

- 4.7.1 Peterborough's last graded inspection was in July 2018, when the outcome was Good overall. Ordinarily, graded inspections take place once every three years, but the pandemic has resulted in delays to the Ofsted inspection timetable. Because we are a Good authority, our inspection will be a short one of one weeks' duration. These inspections take place without notice, and the service has been preparing for the last few months to be ready for whenever the Inspectors arrive.

We continue to benefit from a largely stable and very committed staff team, although we do face some challenges in relation to particular areas of work. We have worked hard to mitigate these issues and are confident that our children are still receiving a good service from the Authority. There have been senior leadership change in recent months, but it is evident that Children's Services have received support from the entire corporate team and that the Chief Executive and the Leader are well sighted on the key issues for children and vulnerable young people in the City.

That said, there are always things that we can improve on, and we welcome external scrutiny since this can help us to continue to shape our services positively.

## **5. CONSULTATION**

- 5.1 Consultation has taken place with key officers and key partner service areas including business information services for performance data.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 That Committee:
- Gains an overview of how key performance information in relation to children's services in Peterborough;
  - Has an opportunity to discuss the activities of the Portfolio Holder in supporting children's services in Peterborough.

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 Children's services support and help to protect some of the most vulnerable children and young people in the City. How well the service performs is therefore properly a matter of significant importance to leaders and Members.
- 7.2 It is more important than ever that Scrutiny Committee has the opportunity to understand, explore and scrutinise the way that we support and safeguard our vulnerable children and young people.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 There are no applicable alternative options available

## **9. IMPLICATIONS**

### **9.1 Financial Implications**

Members will be aware of the continuing challenges for the Council in respect of the financial situation for Peterborough and the increasing savings targets attached to most areas of Council business. Children's Services recognises that there is a continuing commitment to protect and promote services for children and families, and we will also benefit from the significant grant being offered to promote the development of Family Hubs over the next three financial years.

The three savings target areas for Children's Services are: reunification of children in care to their birth families in a timelier manner; increase in Council fostering places enabling us to reduce the number of children placed in more expensive agency placements; and increasing income in respect of the provision of some services for children with complex needs. The first target is on track to be addressed over this and next financial year; the increased income target is recognised

to be very dependent on work with our health partners and is at risk in this financial year; and the fostering target is now accepted to be focused in the wrong way. We do need to make significant changes in our fostering service and offer, and the Service is developing a more comprehensive business case to help expand upon this.

In order to continue to make the savings required in year, we are in the process of identifying mitigations that will feed into the wider savings pot.

### **Legal Implications**

9.2 There are no direct legal implications arising from this report.

### **Equalities Implications**

9.3 There are no direct implications for equalities issues arising from this report.

### **Rural Implications**

9.4 There are no particular implications for rural communities in Peterborough arising from this report.

### **Carbon Impact Assessment**

9.5 The report contains no proposals for changes to service delivery and therefore there is no decision to take which may impact carbon emissions of the council or the city

### **Carbon Impact Assessment**

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 None

## **11. APPENDICES**

11.1 None.

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<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 9
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Rochelle Tapping, Director of Law and Governance and Monitoring Officer		
Cabinet Member(s) responsible:	Councillor Coles, Cabinet Member for Finance and Corporate Governance		
Contact Officer(s):	Charlotte Cameron, Democratic Services Officer	Tel. 01733 384628	

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING START TIME 2023-2024</b>
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<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Rochelle Tapping, Director of Law and Governance and Monitoring Officer	<b>Deadline date:</b> N/A
It is recommended that the Children and Education Scrutiny Committee agree the start time for all Children and Education Scrutiny Committee meetings for the Municipal Year 2023-24.	

**1. ORIGIN OF REPORT**

1.1 This report is submitted to the Children and Education Scrutiny Committee meeting following the Full Council decision on 24 July 2019 to allow Committees to decide their own start times for each new Municipal Year.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to allow the Children and Education Scrutiny Committee to discuss and agree the start times for meetings from the beginning of the Municipal Year 2023-24. The draft schedule of meetings will be agreed at a meeting of Full Council.

2.2 This report is for the Children and Education Scrutiny Committee to consider under Council Standing Order section 4.4.1

*The timings of normal committee meetings will be agreed by the committee for the next municipal year in January of the preceding municipal year (or as near to this time as possible).*

**3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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**4. BACKGROUND AND KEY ISSUES**

4.1 At the Constitution and Ethics Committee on 8 July 2019 the Committee agreed by majority to recommend to Council that all Committees can agree their start times for each Municipal Year. This was again agreed by majority at the Full Council meeting on 24 July 2019.

- 4.2 The Council standing orders have been updated to reflect this decision and gives Committees the opportunity to decide their own start time.
- 4.3 In order for the start times to be incorporated into the draft meeting schedule it is important for the Committee to make a decision on this before the relevant Full Council meeting.
- 4.4 Council standing orders allow the Committee to agree its start time every Municipal Year, thereby allowing the Committee to change the start times if it is felt that the start time was not suitable.
- 4.5 The Committee will need to decide the best start time and will need to weigh up attendance at meetings and the impact on the Council and members of the public.
- 4.6 The Committee start time in recent years has been 7pm.

## **5. CONSULTATION**

- 5.1 Consultation has already taken place with the Constitution and Ethics Committee and all Councillors at Full Council in July 2019.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 It is anticipated that the Committee will agree a start time for meetings for the Municipal Year 2023-24 and this will be proposed as part of the draft meeting schedule.

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 The recommendation allows the Children and Education Scrutiny Committee to debate the start time of the meeting and make recommendations following debate.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 There are no financial implications.

### **Legal Implications**

- 9.2 There are no legal implications

### **Equalities Implications**

- 9.3 There are no equalities implications

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 Minutes of the Constitution and Ethics Committee 8 July 2019  
Report to Full Council 24 July 2019

## **11. APPENDICES**

- 11.1 N/A



<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 10
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Rochelle Tapping, Director of Law and Governance	
Cabinet Member(s) responsible:	Councillor Coles, Cabinet Member for Finance and Corporate Governance	
Contact Officer(s):	Charlotte Cameron, Democratic Services Officer	Tel. 01733 384628

### **MONITORING SCRUTINY RECOMMENDATIONS**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Director of Law and Governance	<b>Deadline date:</b> N/A
It is recommended that the Children and Education Scrutiny Committee:	
<ol style="list-style-type: none"> <li>1. Considers the responses from Cabinet Members and Officers to recommendations made at previous meetings as attached in Appendix 1 to the report and provides feedback including whether further monitoring of each recommendation is required.</li> </ol>	

#### **1. ORIGIN OF REPORT**

- 1.1 In accordance with the constitution Scrutiny Committees may make reports and recommendations to the Cabinet and/or full Council and/or any Committee in connection with the discharge of any of the Council's functions. This report is therefore provided as part of this process to ensure the monitoring of any recommendations which have been made by this committee.

#### **2. PURPOSE AND REASON FOR REPORT**

- 2.1 The report enables the Scrutiny Committee to monitor and track progress of recommendations made to the Executive or Officers at previous meetings.
- 2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. *Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:*

*The Scrutiny Committees will:*

- (a) *Review and scrutinise the Executive, Committee and officer decisions and performance in connection with the discharge of any of the Council's functions.*
- (b) *Review and scrutinise the Council's performance in meeting the aims of its policies and performance targets and/or particular service areas;*
- (c) *Question Members of the Executive, Committees and senior officers about their decisions and performance of the Council, both generally and in relation to particular decisions or projects;*
- (d) *Make recommendations to the Executive and the Council as a result of the scrutiny process.*

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. **BACKGROUND AND KEY ISSUES**

4.1 Appendix 1 of the report sets out the recommendations made to Cabinet Members or Officers at previous meetings of the Scrutiny Committee. It also contains summaries of any action taken by Cabinet Members or Officers in response to the recommendations.

4.2 The progress status for each recommendation is indicated and if the Scrutiny Committee confirms acceptance of the items marked as completed, they will be removed from the list. In cases where action on the recommendation is outstanding or the Committee does not accept the matter has been adequately completed it will be kept on the list and reported back to the next meeting of the Committee. It will remain on the list until such time as the Committee accepts the recommendation as completed.

### 5. **ANTICIPATED OUTCOMES OR IMPACT**

5.1 Timelier monitoring of recommendations made will assist the Scrutiny Committee in assessing the impact and consequence of the recommendations.

### 6. **REASON FOR THE RECOMMENDATION**

6.1 To assist the Committee in assessing the impact and consequence of recommendations made at previous meetings.

### 7. **BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

7.1 Minutes of the Children and Education Scrutiny Committee meeting held on 2 November 2022

### 8. **APPENDICES**

8.1 Appendix 1 – Recommendations Monitoring Report

**APPENDIX 1**

**RECOMMENDATION MONITORING REPORT 2022/23**

**CHILDREN AND EDUCATION SCRUTINY COMMITTEE**

Updated: 3 JANUARY 2023

139

Meeting date Recommendations Made	Portfolio Holder / Directorate Responsible	Agenda Item Title	Recommendation Made	Action Taken	Progress Status
2 November 2022	Cllr Lynne Ayres, Cabinet Member for Childrens Services, Education, Skills and University	<b>TRANSPORT TRANFORMATION</b>	The Children and Education Scrutiny Committee considered the report and <b>RESOLVED to approve</b> the Transport Transformation Strategy subject to the <b>RECOMMENDATION</b> that the rural implications be amended to read as the following prevention of rural isolation from education provision with high priority given to village children attending their local village school.	The Assistant Director Education Capital and Place Planning confirmed that the report has been amended accordingly.	<b>Completed</b>

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<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 11
<b>12 JANUARY 2023</b>	<b>PUBLIC REPORT</b>

Report of:	Rochelle Tapping, Director of Law and Governance	
Cabinet Member(s) responsible:	Councillor Coles, Cabinet Member for Finance and Corporate Governance	
Contact Officer(s):	Charlotte Cameron, Democratic Services Officer	Tel. 01733 384628

**FORWARD PLAN OF EXECUTIVE DECISIONS**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Democratic Services Officer	<b>Deadline date:</b> N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

**2. PURPOSE AND REASON FOR REPORT**

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) *Hold the Executive to account for the discharge of functions in the following ways:*

ii) *By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions.*

**3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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**4. BACKGROUND AND KEY ISSUES**

4.1 The latest version of the Forward Plan of Executive Decisions is attached at Appendix 1. The Forward Plan contains those Executive Decisions which the Leader of the Council believes that

the Cabinet or individual Cabinet Member(s) can take and any new key decisions to be taken after 31 January 2023.

4.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these executive decisions, or to request further information.

4.3 If the Committee wished to examine any of the executive decisions, consideration would need to be given as to how this could be accommodated within the work programme.

4.4 As the Forward Plan is published fortnightly any version of the Forward Plan published after dispatch of this agenda will be tabled at the meeting.

## **5. CONSULTATION**

5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.

## **7. REASON FOR THE RECOMMENDATION**

7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 N/A

## **9. IMPLICATIONS**

### **9.1 Financial Implications**

N/A

### **9.2 Legal Implications**

N/A

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

## **11. APPENDICES**

11.1 Appendix 1 – Forward Plan of Executive Decisions

# **PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS**

PUBLISHED: 3 JANUARY 2023

**PART 1 – FORWARD PLAN OF KEY DECISIONS**

**KEY DECISIONS FROM 31 JANUARY 2023**

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>Termination of the Council's Agency Worker Contract – KEY/31JAN2023/01</b> - Termination of the Council's agency worker contract with OPUS</p>	<p><b>Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance</b></p>	<p><b>January 2023</b></p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>N/A</p>	<p>Relevant internal and external stakeholders</p>	<p>Mandy Pullen Assistant Director HR and Development Email: mandy.pullen@peterborough.gov.uk Tel: 01733 863628 Mobile: 07920 160379</p>	<p><b>Corporate Services</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Electricity Contract Renewal - 1st Oct 2024 - 30th Sep 2028 - KEY/31JAN23/02</b> - Renewal of the Council's electricity contract following the end of the existing agreement on the 30 September 2024.</p>	<p><b>Cabinet</b></p>	<p><b>13 February 2023</b></p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Chris Yates, Acting Head of Finance for Corporate Services, Tel:01733 384552, Email:chris.yates@peterborough.gov.uk</p>	<p><b>Corporate Services</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Commissioning Behavioural Insights Research &amp; Interventions, Smoking and Pregnancy Incentivisation Pilot, and Sexual and Reproductive Health Needs Assessment – KEY/31JAN23/03</b> - There are three elements to this key decision regarding three Public Health commissioning and prevention areas</p> <p>Behavioural Insights Research: Commissioning Behavioural insights research will help us to understand people's health related behaviours and shape interventions to improve health outcomes</p> <p>Smoking in Pregnancy. There are relatively high smoking rates amongst pregnant women in Peterborough. Pregnant smokers will be offered incentives to stop smoking(vouchers) This is in line with national evidence that this is an effective means of reducing smoking rates during pregnancy.</p> <p>Sexual and Reproductive Health (SRH) Needs Assessment: This will provide information about the sexual and reproductive health needs of the Peterborough population. The information will help inform the development of sexual and reproductive health services in the area</p>	<p><b>Cabinet</b></p>	<p><b>13 February 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>This is engagement with both service users and providers. Smoking in pregnancy, we have consulted with service providers and other partners within the system.</p>	<p>Danielle Leek, senior public health manager Email:Danielle.Lee@Cambridgeshire.gov.uk Tel:07772471230</p>	<p><b>Public Health</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>



<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>Approval for additional external public health funding to be allocated to the Integrated Sexual and Reproductive Health Services as part of the ongoing Section 75 - KEY/31JAN23/04 -</b> Central funding has been allocated to meet the increases in NHS Agenda for Change staff salaries who are employed in commissioned sexual health services. It is mandatory this is given to our commissioned NHS providers.</p>	<b>Cabinet</b>	<b>13 February 2023</b>	Adults and Health Scrutiny Committee	All Wards	N/A	Joseph Keegan, Commissioning Team Manager for Substance Misuse and Sexual and Reproductive Health, Tel: 07795302393, Email: joseph.keegan@cambridgeshire.gov.uk	<b>Public Health</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>Extension of the contract for the Adults and Children Integrated Drug and Alcohol Treatment Service with Change Grow Live (CGL) for a an additional 2 years with an end date of the 31st of March 2026 - KEY/31JAN23/05 -</b> The current contract ends on the 31st of March 2024. However, because of multiple grant additions that go beyond this end date an extension is required to ensure that the additional funding is fully evaluated.</p>	<b>Cabinet</b>	<b>13 February 2023</b>	Adults and Health Scrutiny Committee	All Wards	A detailed needs assessment has just been completed and involved extensive consultation.	Joseph Keegan, Commissioning Team Manager for Substance Misuse and Sexual and Reproductive Health, Tel: 07795302393, Email: joseph.keegan@cambridgeshire.gov.uk	<b>Public Health</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

**PREVIOUSLY ADVERTISED KEY DECISIONS**

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>1. Peterborough City Council Housing Related Support Procurement / Commissioning - KEY/24MAY21/02 –</b> To Procure / Commission Peterborough City Council Housing Related Support Services. Service redesign and change form annual Grant Agreements to longer term contracts.</p>	Cabinet	13 March 2023	Growth, Resources and Communities Scrutiny Committee	All Wards	Soft market testing is underway. A Housing Related Support Commissioning Strategy has been agreed and has received all the relevant approvals	Sean Evans, Head of Service Housing Needs, Email: <a href="mailto:sean.evans@peterborough.gov.uk">sean.evans@peterborough.gov.uk</a>	Place and Economy	To be submitted, Housing Related Support Commissioning Strategy for Cambridgeshire & Peterborough 2020 - 2022. Procurement / Commissioning information.
<p><b>2. Article 4 Direction - KEY/28MAR2022/01 –</b> To agree to formulate an Article 4 Direction for public consultation that requires property owners in Bretton, Fletton &amp; Woodston, Hargate &amp; Hempstead, Hampton Vale, Park and Central wards, to obtain planning permission when converting single homes or residential properties into HMOs, alongside relevant planning policies to support this.</p>	Cabinet	13 February 2023	Growth, Resources, And Communities Scrutiny Committee	Bretton, Fletton & Woodston, Hargate & Hempstead, Hampton Vale, Park, North and Central.	Formal public consultation within relevant wards	Jim Newton, Assistant Director Planning & Building Control (Interim) Email: <a href="mailto:jim.newton@peterborough.gov.uk">jim.newton@peterborough.gov.uk</a>	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>3. Clare Lodge and agency resource - KEY/28MAR2022/02 -</b> Relating to the supply of temporary agency requirements at Clare Lodge</p>	Cabinet	January 2023	Children and Education Scrutiny Committee	All Wards	Legal, Procurement, Service area, Clare Lodge, agency providers	Steve McFaden, Business, Strategy & Infrastructure Manager Clare Lodge, 01733 253246	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>4. Award of Insurance Contract - KEY/1AUG22/02 -</b> The existing contract for the Councils insurance arrangements runs from 1 April 2018 - 31 March 2023. (MAR18/CMDN/113). Discussions are now being held with insurance specialists and the Procurement Team to set out the specification requirements so that this contract can go out to tender with award expected in late January 2023 / early February 2023.</p>	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	1 April 2023	Growth, Resources, And Communities Scrutiny Committee	All Wards	Consultation internal (Procurement), external (insurance broker advisors).	Steve Crabtree. Chief Internal Auditor. Tel: 01733 384557. Email: <a href="mailto:steve.crabtree@peterborough.gov.uk">steve.crabtree@peterborough.gov.uk</a>	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.  The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
<p><b>5. Towns Fund Business Case for The Vine Project – KEY/29AUG22/01</b> Assurance for Towns Fund Business Case Summaries for submission to DLUHC to apply for government funding for the Vine project. The total grant application for the project is over £12m from government.</p>	Cabinet	16 January 2023	Growth, Resources and Communities Scrutiny Committee	Central	Towns fund board consulted and approved the programme of submissions.	Karen Lockwood, programme manager, 07825 902794. <a href="mailto:Karen.Lockwood@peterborough.gov.uk">Karen.Lockwood@peterborough.gov.uk</a>	Place and Economy	Cabinet report to be submitted for consideration September 2022

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>6. <b>Cambridgeshire County Council's Pseudo Dynamic Purchasing System (Dps) For Individual Service Fund (Isf) Services - KEY/12SEP22/03</b>            Authorise Peterborough City Council to utilise Cambridgeshire County Council's Pseudo Dynamic Purchasing Services (DPS) Agreement for the Provision of Individual Service Funds (ISF) Services to purchase ISF Services up to the value of £6,000,000 (six million pounds). Authorise the Executive Director, People &amp; Communities to enter into the required call off contracts following the competitive process, as required under the DPS, with the successful provider who has been selected to deliver the Services.</p>	<p><b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b></p>	<p><b>January 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>N/A</p>	<p>Shairbano Shaukat, Commissioning Officer, TEL 07739 320000, <a href="mailto:shairbano.shaukat@peterborough.gov.uk">shairbano.shaukat@peterborough.gov.uk</a></p>	<p><b>Public Health</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p>7. <b>Direct Payment Support Services – KEY/7NOV22/06 -</b>  This 5-year contract is due to end in February 2023. Approval is sought to extend this contract for an additional two 12-month periods (1+1) at a total value of £250,984. This will increase the aggregated contract to £878,444. It is further requested that delegated authority to award be granted to the Executive Director, People &amp; Communities, Cambridgeshire and Peterborough.</p>	<p><b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b></p>	<p><b>January 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Direct payment service users engaged through satisfaction survey, soft market test to evaluation interest in the provider market, market engagement event to inform service providers about the service and Council's vision, operational head of service, Direct Payment Monitoring Officers, Finance Managers, adult and childrens' commissioners reviewed service specification and social care practitioners shared their views on the professional support from the service.</p>	<p>Leneva Nwachukwu, Commissioner, 01954 286002, <a href="mailto:leneva.nwachukwu@cambridgeshire.gov.uk">leneva.nwachukwu@cambridgeshire.gov.uk</a></p>	<p><b>Public Health</b></p>	<p>Cabinet Member's Decision Notice, Joint Commissioning Board report v7 dated 26th July 2022 (meeting held 27th July). Appendix 4 should be exempt from public circulation as it includes specific characteristics of real-life service users which may make them identifiable to members of the public, if known, this may cause these individuals embarrassment and cause people in need of the support service to be reluctant to seek help, if they believe data about their circumstances are being publicised.</p>
<p>8. <b>Charging residents and developers for replacement bins – KEY/21NOV22/01 -</b> Currently all replacement household bins are replaced for free, if implemented, if you lose your bin or damage it you will be required to pay for a replacement.</p>	<p><b>Councillor Nigel Simons, Cabinet Member For Waste Street Scene And The Environment</b></p>	<p><b>January 2023</b></p>	<p>Climate Change and Environment Scrutiny Committee</p>	<p>All Wards</p>	<p>Via the budget setting last financial year and FSWG</p>	<p>James Collingridge, Assistant Director of Operations, 01733 864736, <a href="mailto:james.collingridge@peterborough.gov.uk">james.collingridge@peterborough.gov.uk</a></p>	<p><b>Place and Economy</b></p>	<p>A CMDN.</p>
<p>9. <b>Refugee Resettlement Befriender Contract Award – KEY/21NOV22/02</b> To award a contract to provide services and support to resettled refugee families under the United Kingdom Resettlement Scheme and the Afghan Relocation and Assistance Programme.</p>	<p><b>Councillor Steve Allen, Deputy Leader and Cabinet Member for Communication, Culture and Communities</b></p>	<p><b>31 January 2023</b></p>	<p>Growth, Resources and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Soft market testing with potential suppliers has taken place</p>	<p>Ian Phillips Head of Communities and Partnerships Integration Email: <a href="mailto:ian.phillips@peterborough.gov.uk">ian.phillips@peterborough.gov.uk</a></p>	<p><b>Place and Economy</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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10. <b>Disposal of Ground Rent at Hereward Cross – KEY/05DEC22/01</b> - Disposal of ground rent at Hereward Cross	<b>Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance</b>	<b>January 2023</b>	Growth, Resources, And Communities Scrutiny Committee	Central Ward	Part of the approved disposal programme	Felicity Paddick, Manager - Estates and Valuation Email: felicity.paddick@nps.co.uk Tel: 07801 910971	<b>Corporate Services</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.  The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
11. <b>Allocation of Funding for PIRI – KEY/05DEC22/02</b> - To confirm the allocation of funding for the PIRI project	<b>Councillor Marco Cereste, Climate Change, Planning, Housing and Transport</b>	<b>February 2023</b>	Climate Change and Environment Scrutiny Committee	East & Central Wards	Relevant internal and external stakeholders	Elliot Smith, Commercial Manager - Email: elliot.smith@peterborough.gov.uk	<b>Place &amp; Economy</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
12. <b>Procurement of a DPS for The Construction of Large-scale Adaptations to Domestic Properties to Provide Disabled Living Facilities and The Provision of Repairs Assistance to Low Income and Vulnerable, Owner Occupiers of Domestic Properties from 1 Jan 2023 to 31 Dec 2027 with optional 4 yearly extensions to 31 Dec 2031 - KEY/05DEC22/03</b> - Procurement of a Dynamic Purchasing System for the Construction of Large-scale Adaptations to Domestic Properties to Provide Disabled Living Facilities and The Provision of Repairs Assistance to Low Income and Vulnerable, Owner Occupiers of Domestic Properties.	<b>Councillor Marco Cereste, Climate Change, Planning, Housing and Transport</b>	<b>January 2023</b>	Adults and Health Scrutiny Committee	All Wards	Soft Market Testing and Contractor Engagement Event	Sharon Malia - Housing Programmes Manager – Email: sharon.malia@peterborough.gov.uk Tel: 07920 160632	<b>People Services</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p><b>13. Adult Social Care IT system procurement 2023</b>  <b>KEY/05DEC22/05</b> - The description you have provided is too long to fit onto are document, so would the following amendment be ok instead:</p> <p>The contract for the current Adult Social Care system, Mosaic, ends in July 2023.</p> <p>Continuing with the incumbent will avoid disproportionate technical difficulties, diseconomies, and significant disruption to the delivery of service.</p> <p>In addition, there has also been over 2 years investment in developing the required processes and digital engagement within the solution to ensure the product meets the needs of the service and the service users.</p> <p>With the new contract, and in line with our IT Strategy, we are also proposing to move Mosaic out of our data centre to hosted by the supplier – i.e. run in the cloud.</p>	Cabinet	16 January 2022	Adults and Health Scrutiny Committee	N/A	N/A	Kirstin Clarke, Assistant Director P&C Email: kirstin.clarke@cambridgeshire.gov.uk & Chris Stromberg, Head of Business & Digital Systems Email: chris.stromberg@cambridgeshire.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>14. Extension of the current Section 75 agreements for the Healthy Child Programme (HCP) in Peterborough (Health Visiting, Family Nurse Partnership and School Nursing) - KEY/05DEC22/06</b> - The Cabinet Members are recommended to authorise the extension of current Delegation and Partnering Agreement with Cambridgeshire County Council in order to extend the Section 75 agreements with Cambridgeshire Community Services (CCS) and Cambridgeshire and Peterborough (CPFT) Foundation Trust relating to:</p> <p>(i) The provision of Health Visiting and Family Nurse Partnership Services, whereby CCS and CPFT will exercise the health-related function to the Local Authorities for the duration of 12 months between 1 April 2024 and 31 March 2025; and</p> <p>(ii) The provision of School Nursing Services, whereby CCS and CPFT will exercise the health-related function to the Local Authorities for the duration of 12 months between 1 April 2024 and 31 March 2025.</p>	Cabinet	13 March 2023	Children and Education Scrutiny Committee	All Wards	Will be undertaken as part of the work on Family hubs and developing the new service specification	Jyoti Atri, Director of Public Health, Email Jyoti.Atri@cambridgeshire.gov.uk	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<b>15. Education Systems Contract Award – KEY/19DEC22/01</b> Procuring a cloud-based system for Education which will provide a single view of service user details to improve service delivery.	<b>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and the University</b>	<b>March 2023</b>	Children and Education Scrutiny Committee	All Wards	Procurement, Finance, Legal, Service area	Lucy Sweatman, Education Programme Manager, 07548342557	<b>People Services</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>16. Review of the Local Plan – KEY/19DEC22/04</b> 1. To authorise officers to commence a review of the Local Plan; and 2. To approve the Local Development Scheme (LDS), which set out a timetable for the production of a new Local Plan, and bring it into effect from 16 January 2023"	<b>Cabinet</b>	<b>16 January 2023</b>	Climate Change and Environment Scrutiny Committee	All Wards	Relevant internal and external stakeholders	<a href="mailto:gemma.wildman@peterborough.gov.uk">Gemma Wildman, Principal Planner, 01733 863824 gemma.wildman@peterborough.gov.uk</a>	<b>Place and Economy</b>	Local Development Scheme (LDS)
<b>17. Phase 3 business case for the ARU Peterborough University – KEY/16JAN23/01</b> To consider and approve the full business case for phase 3 of the ARU Peterborough University development, as shareholder of the Peterborough HE Property Company Ltd.	<b>Cabinet</b>	<b>16 January 2023</b>	Children and Education Scrutiny Committee	All Wards	Public consultation has taken place. A further consultation for Additional Licensing Scheme will take place following approval.	Adrian Chapman	<b>Place and Economy</b>	Full Business Case document
<b>18. Licensing Schemes – Raising Housing Standards – KEY/16JAN23/02</b> Approval of submission of an application for a Selective Licensing Scheme to Government. Exploration of Additional Licensing Schemes for the city, and the undertaking of a public consultation where analysis identifies such schemes would be beneficial.	<b>Cabinet</b>	<b>16 January 2023</b>	Growth, Resources and Communities	All Wards	Public consultation has taken place. A further consultation for Additional Licensing Scheme will take place following approval.	Peter Gell, Assistant Director Regulatory Services, 01733 453419, peter.gell@peterborough.gov.uk	<b>Place and Economy</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

151

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>19. <b>Child Weight Management Procurement – KEY/16JAN23/03</b>To support the competitive procurement, through an Invitation to Tender (ITT) process, of a Child Weight Management service across Cambridgeshire and Peterborough. This includes delegating authority to Cambridgeshire County Council to act as the lead commissioner.</p>	<p><b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b></p>	<p><b>January 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Co-production work ongoing, in collaboration with the Cambridgeshire and Peterborough Adopting Innovation Hub. Consultation work already undertaken with Pinpoint, a voluntary organisation supporting children with SEND. Pinpoint will continue to input in to the specification and will help to evaluate specific questions within the tender relating to complex needs.</p>	<p>Imogen Gray, Senior Public Health Manager. <a href="mailto:imogen.gray@cambridgeshire.gov.uk">imogen.gray@cambridgeshire.gov.uk</a></p>	<p><b>Public Health</b></p>	<p>CMDN</p>



**PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE**

**DECISIONS TO BE TAKEN IN PRIVATE**

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>Procurement of Infrastructure Services – KEY/31JAN2023/06 -</b>                      To approve the expenditure for the procurement of critical infrastructure services that are required to support the day to day operation of the Council's IT systems and services.</p>	Cabinet	13 March 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	N/A	Julian Patmore, Head of Operational Services, Tel: 07980 895 010, Email: julian.patmore@peterborough.gov.uk	Corporate Services	CMDN, Contract (which will be exempt) & Business Case  The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).

**PREVIOUSLY ADVERTISED DECISIONS TO BE TAKEN IN PRIVATE**

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>1. Peterborough Limited Subsidiary Structure</b> - Approval is sort to create a subsidiary organisation to Peterborough Limited to aid the efficient and effective future delivery of services.</p>	Cabinet	February 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	N/A	Kitran Eastman Managing Director - Peterborough Ltd Email: <a href="mailto:Kitran.Eastman@peterboroughlimit.ed.co.uk">Kitran.Eastman@peterboroughlimit.ed.co.uk</a>	Place and Economy	Commercial Sensitivity of Peterborough Limited  The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
<p><b>2. Approval of transfer/sale of Regional Pool car park to facilitate phase 3 of the university project – KEY/2JAN2023/01</b> - Phase 3 of the university project is due to be constructed on the Regional Pool car park with the transfer to be completed by no later than 12th February 2023.</p>	Cabinet	16 January 2023	Growth, Resources, and Communities Scrutiny Committee	Central	Relevant internal and external stakeholders	Felicity Paddick, Manager of Estates NPS. Tel: 07801 910971 Email: <a href="mailto:felicity.paddick@nps.co.uk">felicity.paddick@nps.co.uk</a>	Corporate Services	The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
<p><b>3. Confirmation of the arrangements to transfer the services provided by NPS Peterborough Ltd following termination of their agreement in relation to property and estates – KEY/2JAN2023/02</b> - Cabinet decision JUN22/CAB/07 approved the termination of the agreement with NPS Peterborough Ltd. This report sets out the proposed arrangements for the transfer of those services provided under that agreement.</p>	Cabinet	16 January 2023	Growth, Resources, and Communities Scrutiny Committee	All Wards	Relevant internal and external stakeholders  The staff of NPS Peterborough Ltd and the relevant trade unions	Cecilie Booth - Director Resources and S151 Officer Email: <a href="mailto:cecilie.booth@peterborough.gov.uk">cecilie.booth@peterborough.gov.uk</a>	Corporate Services	An exempt annex containing information in category 1, 2, 3,4 and 5 of paragraph 10.4 of the Constitution
<p><b>4. Debt write-offs in excess of £10,000 - KEY/1AUG22/03</b> - Approval of debt write-offs in excess of £10,000 if applicable for Non-Domestic Rates, Council Tax, Housing Benefit overpayments and Sundry Debtor accounts.</p>	Cabinet	16 January 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	None	Chris Yates, Finance Manager - Business Operations, Tel:01733 384552, Email <a href="mailto:chris.yates@peterborough.gov.uk">chris.yates@peterborough.gov.uk</a>	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

**PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

**DECISIONS FROM 31 JANUARY 2022**

<i>DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DIRECTORATE</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</i>
<b>Operating Model City College - Review of the Operating Model of City College</b>	<b>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</b>	<b>March 2023</b>	Children and Education Scrutiny Committee	All Wards	None	Jonathan Lewis, Service Director: Education. Tel: 01223 507165. Email: jonathan.lewis@cambridgeshire.gov.uk	<b>People Services</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

## PREVIOUSLY ADVERTISED DECISIONS

DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
1.	<p><b>Approval of the leasehold disposal of a brownfield site to a care provider –</b> A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p>	Councillor Cereste, Cabinet Member for Climate Change, Planning, Housing and Transport	January 2023	Growth, Resources, And Communities Scrutiny Committee	Park	<p>Relevant internal and external stakeholders.</p> <p>A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p>	Felicity Paddick, Manager - Estates and Valuation, Tel: 07801 910971 Email: felicity.paddick@nps.co.uk	Corporate Services	The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
156	<p><b>2. Approval of the Peterborough Sufficiency Strategy</b> Every top tier local authority is required to publish a sufficiency strategy. This must set out how we seek to avoid children coming into care through the provision of family support services, and identify steps that we are taking to ensure that we have sufficient placements for children in care in our area, so that as many children and young people in care can live locally, provided that this is in their best interests.</p>	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University	January 2023	Children and Education Scrutiny Committee	All Wards	There has been widespread consultation including with children and young people in care.	Elaine Redding, Email:elaine.redding@peterborough.gov.uk	Peoples Services	Scrutiny Report
	<p><b>3. Werrington Fields and Ken Stimpson Secondary School -</b> Following a public meeting held on 20 September 2021 at Ken Stimpson School, a decision needs to be taken on whether or not to proceed with plans to erect a fence to enclose part of the school's playing fields. The area is currently open access to the public. The school has not been using the area for over two years due to concerns over the safeguarding risk to the young people attending the school.</p>	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University	January 2023	Children and Education Scrutiny Committee	Werrington	Public meeting held on 20 September 2021 at Ken Stimpson School. Prior to this, a detailed background information document was circulated to interested parties.	Jonathan Lewis, Service Director, Education Email:jonathan.lewis@peterborough.gov.uk	Peoples Services	<p>Cabinet Member Decision Notice, Background Information Document</p> <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
	<p><b>4. Approval to enter into a Section 75 Partnership Agreement with Cambridgeshire and Peterborough NHS Foundation Trust</b> This agreement will ensure the provision of CPFT mental health specialist working with mental health practitioners who are part of multiagency Family Safeguarding teams working as part of children's social care safeguarding teams.</p>	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University	January 2023	Children and Education Scrutiny Committee	All Wards	Relevant internal and external stakeholders	Helen Andrews, Children's Commissioning Manager helen.andrews@cambridgeshire.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<b>5. PCC/CCC Delegation Agreement for jointly procured Floating Support service</b> - Approval of Delegation Arrangements to allow CCC to implement and manage this contract on behalf of PCC	<b>Councillor Howard, Cabinet Member for Adult Social Care, Health &amp; Public Health</b>	<b>January 2023</b>	Adults and Health Scrutiny Committee	All Wards	Feedback sought from existing customers, staff and external partners/stakeholders prior to commencing re-procurement	Lisa Sparks, Senior Commissioner (ASC Commissioning), 07900163590, <a href="mailto:lisa.sparks@cambridgeshire.gov.uk">lisa.sparks@cambridgeshire.gov.uk</a>	<b>Public Health</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>6. Approval and Endorsement of a new countywide Infant Feeding Strategy</b> - Decision sought to approve and endorse a countywide Infant Feeding Strategy developed collaboratively between Public Health and the Cambridgeshire & Peterborough Clinical Commissioning Group (CCG). This decision includes approval of overall strategy and underpinned action plans required to implement this.	<b>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</b>	<b>January 2023</b>	Children and Education Scrutiny Committee	All Wards	Maternity Voices Partnerships, who are made up of service user representatives and key stakeholders spanning maternity, health visiting and the third sector have coproduced the strategy alongside Local Authority and CCG colleagues.	Amy Hall, Children's Public Health Commissioning Manager, <a href="mailto:amy.hall@peterborough.gov.uk">amy.hall@peterborough.gov.uk</a> , 07583040529	<b>Public Health</b>	Paper and Strategy to be submitted closer to the Cabinet meeting
<b>7. Approval of Delegation Agreement for Floating Support Service</b> - Requesting approval to delegate authority to CCC to enable them to deliver a new jointly commissioned Floating Support service on behalf of PCC.	<b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b>	<b>January 2023</b>	Adults and Health Scrutiny Committee	All Wards	Feedback gathered from existing customers, service staff and external stakeholders/partners.	Lisa Sparks - Senior Commissioner - <a href="mailto:lisa.sparks@cambridgeshire.gov.uk">lisa.sparks@cambridgeshire.gov.uk</a> - 07900163590	<b>Public Health</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>8. Approval to award a grant for a Mental Health Supported Living service.</b> - Approval to award a grant for revenue funding to Eastlands Mental Health Supported Living Services, for a period of 1 year period, from April 2023.	<b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b>	<b>January 2023</b>	Adults and Health Scrutiny Committee	All Wards	Consultation not required as seeking no change to existing service	Lisa Sparks - Senior Commissioner - <a href="mailto:lisa.sparks@cambridgeshire.gov.uk">lisa.sparks@cambridgeshire.gov.uk</a> - 07900163590	<b>Public Health</b>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>9. Extend Grant funded lunch clubs and award grant for AgeUK Day Centre</b> - To retrospectively approve the funding of various lunch clubs and an AgeUK Day Centre to include:            Bharat Hindu Samaj Lunch Club            Italian Community Centre Lunch Club            South Grove Community Centre (formally known as FILEF Lunch Club)            AgeUK Orton Day Service</p> <p>The provision commenced in April 2022 and will run until March 2024. The grant funding comes to a total of £73,508</p>	<p><b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b></p>	<p><b>January 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>North, Fletton and Woodston</p>		<p>Claire Cluer - Commissioning Manager (Day Opportunities Review) 01480 372314, claire.cluer@cambridgeshire.gov.uk</p>	<p><b>People Services</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>10. Uplift in payments for delivery of public health services in primary care</b> – Stop smoking, NHS Health Checks and Long-Acting reversible contraception services are delivered in primary care. This CMDN seeks approval for an uplift in the price paid for each unit delivered.</p>	<p><b>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</b></p>	<p><b>January 2023</b></p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Consultation has been undertaken with the local medical committee which represents gps.</p>	<p>Val Thomas Deputy Director of Public Health, 07884 183373 val.Thomas@cambridgeshire.gov.uk</p>	<p><b>Public Health</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published</p>
<p><b>11. Acquisition of 4 Royce Road, Peterborough</b> - Acquisition of industrial premises at 4 Royce Road adjacent to PCC owned land</p>	<p><b>Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance</b></p>	<p><b>January 2023</b></p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>East Ward</p>	<p>N/A</p>	<p>Felicity Paddick, Manager - Estates and Valuation            Email: felicity.paddick@nps.co.uk            Tel: 07801 910971</p>	<p><b>Corporate Services</b></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>

**PART 4 – NOTIFICATION OF KEY DECISIONS TAKEN UNDER URGENCY PROCEDURES**

<b>DECISION TAKEN</b>	<b>DECISION MAKER</b>	<b>DATE DECISION TAKEN</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DIRECTORATE</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</b>
<p><b>Hilton Garden Inn Hotel Charge Consent DEC22/CMDN/61</b></p> <p>The Cabinet Member:</p> <ol style="list-style-type: none"> <li>1. Authorised the council's solicitors to grant consent and issue a certificate of compliance for the grant of a Lease and Easement at Plot 1A, Hilton Garden Hotel, Fletton Quays by Fletton Quays Hotel Ltd.</li> <li>2. Authorised the council's Legal and professional fees in respect of the grant of consent are to be met by the Grantee.</li> </ol>	<p><b>Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance</b></p>	<p><b>22 December 2022</b></p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>Stanground and Woodston</p>	<p><b>N/A</b></p>	<p>Helen Harris, Senior Estates Surveyor Email: <a href="mailto:helen.harris@nps.co.uk">helen.harris@nps.co.uk</a> Tel: 01733 384534</p>	<p><b>Corporate Services</b></p>	<p>Decision Notice</p>

## FORWARD PLAN

### **PART 1 – KEY DECISIONS**

In the period commencing 28 clear days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below in **Part 1**. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

If the decision is to be taken by an individual Cabinet Member, the name of the Cabinet Member is shown against the decision, in addition to details of the Councillor's portfolio. If the decision is to be taken by the Cabinet, this too is shown against the decision and its members are as listed below:

Cllr Fitzgerald (Leader of the Council), Cllr Steve Allen (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Howard; Cllr Coles and Cllr Simons.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis to reflect new key-decisions. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services Team one week before the decision is taken.

### **PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE**

Whilst the majority of the Executive's business at the Cabinet meetings listed in this Plan will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

### **PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

You are entitled to view any documents listed on the Plan, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to [philippa.turvey@peterborough.gov.uk](mailto:philippa.turvey@peterborough.gov.uk) or by telephone on 01733 452460.

All decisions will be posted on the Council's website: [www.peterborough.gov.uk/executivedecisions](http://www.peterborough.gov.uk/executivedecisions). If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic and Constitutional Services Manager using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.



## DIRECTORATE RESPONSIBILITIES

Please note that all Directorates have been colour coded. Each decision will be colour coded in accordance with the below.

### **CORPORATE SERVICES DEPARTMENT** Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Financial and Resources

Internal Audit, Insurance and Investigations

Peterborough Serco Strategic Partnership (Business Support, Corporate Procurement, Business Transformation and Strategic Improvement, Customer Services, Shared Transactional Services)

Communications

Commercial & Property

Registration and Bereavement Services

Commercial & Property

Delivery and Transformation

Health & Safety

Human Resources & Workforce Development - (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

Digital, Data Analytics, Risk & IT Services

Transformation and Programme Management Office, Business Intelligence, Commercial, Strategy and Policy, Shared Services

### **PEOPLE SERVICES DEPARTMENT** Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Commissioning

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

Performance and Information (Performance Management, Systems Support Team)

### **LEGAL AND GOVERNANCE DEPARTMENT** Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Corporate Lawyers

Constitutional Services, (Democratic Services, Electoral Services, Executive and Members Services) - (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Information Governance, (Freedom of Information and Data Protection)

### **PLACE AND ECONOMY DEPARTMENT** Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Development and Construction (Development Management, Planning Compliance, Building Control)

Planning Growth and Environment (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment)

Housing and Homelessness

Highways and Transport (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads, Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

Employment and Skills

Community Safety

Regulatory Services

Emergency Resilience & Planning

(Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls)

### **PUBLIC HEALTH DEPARTMENT** Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Health Protection, Health Improvements, Healthcare Public Health.

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## Children and Education Scrutiny Committee Work Programme 2022/23

Updated: 3 JANUARY 2023

Meeting Date	Item	Indicative Timings	Comments
<b>Meeting date: 5 July 2022</b>  <b>Joint Scrutiny Meeting</b>	<b>Medium Term Financial Strategy</b>  <b>Contact Officer: Cecilie Booth</b>		
<b>Meeting date: 14 July 2022</b>  Draft report deadline: 27 June Final report deadline: 4 July	<b>Appointment of Co-opted Members 2022-2023</b>  <b>Contact Officer: Paulina Ford</b>		
	<b>Update On LASEND Accelerated Progress Plan Submission</b>  <b>Contact Officer: Jonathan Lewis</b>		
	<b>Peterborough SEND Update: Hub Provision and Service Performance</b>  <b>Contact Officer: Jonathan Lewis</b>		
	<b>Review of 2021/22 and Work Programme 2022/23</b>  <b>Contact Officer: Paulina Ford</b>		
	<b>Forward Plan of Executive Decisions</b>  <b>Contact Officer: Paulina Ford</b>		

Meeting Date	Item	Indicative Timings	Comments
<p><b>Meeting date: 8 September 2022</b></p> <p>Draft report deadline: 19 August Final report deadline: 26 August</p> <p><b>ADJOURNED</b></p> <p>Following the passing of Her Majesty the Queen, this meeting was adjourned.</p>	<p><b>Service Director Report, Childrens and Safeguarding</b></p> <p><b>Contact Officer: Nicola Curley</b></p>		
	<p><b>Update On Best Start In Life, Infant Feeding Strategies And The Recommissioning Of Breastfeeding Peer Support And Healthy School Support Services</b></p> <p><b>Contact Officer: Raj Lakshman/ Helen Freeman</b></p>		
	<p><b>Family Hubs and Start for Life</b></p> <p><b>Contact Officer: Lisa Riddle</b></p>		
	<p><b>Household Support Fund</b></p> <p><b>Contact Officer: Jonathan Lewis</b></p>		
	<p><b>Forward Plan of Executive Decisions</b></p> <p><b>Contact Officer: Charlotte Cameron</b></p>		
	<p><b>Work Programme 2022/2023</b></p> <p><b>Contact Officer: Charlotte Cameron</b></p>		

<b>Meeting date: 13 September 2022</b>  <b>POSTPONED</b>  <b>Joint Scrutiny Meeting</b>	<b>Medium Term Financial Strategy</b>  <b>Contact Officer: Cecile Booth</b>		
<b>Meeting date: 4 October 2022</b>  <b>Re-arranged meeting from 8 September 2022.</b>	<b>Service Director Report, Childrens and Safeguarding</b>  <b>Contact Officer: Nicola Curley</b>		
	<b>Update On Best Start In Life, Infant Feeding Strategies And The Recommissioning Of Breastfeeding Peer Support And Healthy School Support Services</b>  <b>Contact Officer: Helen Freeman</b>		
	<b>Family Hubs and Start for Life</b>  <b>Contact Officer: Lisa Riddle</b>		
	<b>Household Support Fund</b>  <b>Contact Officer: Jonathan Lewis</b>		
	<b>Forward Plan of Executive Decisions</b>  <b>Contact Officer: Charlotte Cameron</b>		
	<b>Work Programme 2022/2023</b>  <b>Contact Officer: Charlotte Cameron</b>		

<b>Meeting date: 11 October 2022</b>  <b>CANCELLED</b>  <b>Joint Scrutiny Meeting</b>	<b>Medium Term Financial Strategy</b>  <b>Contact Officer: Cecilie Booth</b>		
<b>Meeting date: 2 November 2022</b>  Draft report deadline: 14 October Final report deadline: 21 October	<b>Annual Childrens Social Care Complaint Report 2021/22</b>  <b>Contact Officer: Belinda Evans</b>		
	<b>Transport Transformation</b>  <b>Contact Officer: Fran Cox</b>		
	<b>Service Director Report, Education Incorporating the Portfolio Progress Report for the Cabinet Member for Childrens Services, Education, Skills and the University</b>  <b>Contact Officer: Jonathan Lewis</b>		
	<b>Forward Plan of Executive Decisions</b>  <b>Contact Officer: Charlotte Cameron</b>		
	<b>Work Programme 2022/2023</b>  <b>Contact Officer: Charlotte Cameron</b>		

<b>Meeting date: 29 November</b> Draft report deadline: 10 November 2022 Final report deadline: 17 November 2022 <b>Joint Scrutiny Meeting</b>	<b>Sustainable Future City Council Strategy and Priorities 2022 – 2025</b>  <b>Contact Officer: Jens Gemmel von Döllinger, Sustainable Future City Council Director</b>		
<b>Meeting date: 12 January 2023</b> Draft report deadline: 16 December Final report deadline: 23 December	<b>Corporate Parenting Annual Report</b>  <b>Contact Officer: Myra O’Farrell</b>		
	<b>Annual Report of Peterborough Virtual School for Children In Care 2020-2021 and 2021-2022</b>  <b>Contact Officer: Dee Glover</b>		
	<b>Cambridgeshire and Peterborough Safeguarding Children Board Annual Report</b>  <b>Contact Officer: Joanne Proctor</b>		
	<b>Service Director Report, Childrens and Safeguarding</b>  <b>Contact Officer: Elaine Redding</b>		
	<b>Committee Start Time Report</b>  <b>Contact Officer: Charlotte Cameron</b>		
	<b>Monitoring Recommendations Report</b>		

	<b>Contact Officer: Charlotte Cameron</b>		
	<b>Forward Plan of Executive Decisions</b>		
	<b>Contact Officer: Charlotte Cameron</b>		
	<b>Work Programme 2022/2023</b>		
	<b>Contact Officer: Charlotte Cameron</b>		
<b>Meeting date: 23 January 2023</b>	<b>Medium Term Financial Strategy</b>		
<b>Joint Scrutiny Meeting</b>	<b>Contact Officer: Cecilie Booth</b>		
<b>Meeting date: 8 March 2023</b>	<b>Service Director Report, Education</b>		
Draft report deadline: 17 February Final report deadline: 24 February	<b>Contact Officer: Jonathan Lewis</b>		
	<b>SACRE RE Syllabus</b>		
	<b>Contact Officer: Carley Holliman, Assistant Director Schools &amp; Settings Improvement / Amanda Fitton, RE and SACRE Advisor</b>		
	<b>Review of the Regional Adoption Agency Arrangements</b>		
	<b>Contact Officer: Ricky Cooper</b>		
	<b>Clare Lodge Report</b>		
	<b>Contact Officer: Alisson Bennet</b>		
	<b>Monitoring Recommendation Report</b>		



	<b>Forward Plan of Executive Decisions</b>		
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**Pending Items -**

**Short Breaks Provision and Young Carers**

**Cabinet Member for Childrens Services and Education, Skills and University Portfolio Progress Report**

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