



Agenda

To all Members of the

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Notice is given that a Meeting of the above Panel is to be held as follows:

Venue: Council Chamber - Civic Office, Waterdale, Doncaster, DN1 3BU

Date: Tuesday, 11th December, 2018

Time: 5.00 pm

Items for Discussion:

1. Apologies for absence
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting.
3. Declarations of Interest, if any.
4. Minutes of the meeting held on Wednesday, 5th September 2018
(Pages 1 - 10)
5. Public Statements

(A period not exceeding 20 minutes for statements from up to 5 members of the public on matters within the Panel's remit, proposing action(s) which may be considered or contribute towards the future development of the Panel's work programme).

Jo Miller
Chief Executive

Issued on: Monday, 3 December 2018

Governance Services Officer for this meeting

Caroline Martin
Senior Governance Officer
Tel: 01302 734941

Doncaster Metropolitan Borough Council
www.doncaster.gov.uk

A. Items where the Public and Press may not be excluded

6. Doncaster Members of Youth Parliament Update (*Pages 11 - 14*)
7. Performance Challenge of Doncaster Children's Services Trust: Quarter 2, 2018/19 (*Pages 15 - 44*)
8. Attendance Strategy Update (*Pages 45 - 106*)
9. Work Plan Report - December 2018 (*Pages 107 - 126*)

MEMBERSHIP OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Chair –Councillor Neil Gethin
Vice-Chair –Councillor Lani-Mae Ball

Councillors Nick Allen, Jane Cox, Sean Gibbons, Nikki McDonald, John Mounsey, Frank Tyas and Sue Wilkinson

Invitee

Jim Board (Unison)

Education Co-optees*

John Hoare
Bernadette Nesbit

*Education Co-optees are invited to attend the meeting and vote on any Education functions which are the responsibility of the Authority's Executive. They may also participate in but not vote on other issues relating to Children and Young People.

Agenda Item 4.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

WEDNESDAY, 5TH SEPTEMBER, 2018

A MEETING of the CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL was held at the COUNCIL CHAMBER - CIVIC OFFICE, DONCASTER on WEDNESDAY, 5TH SEPTEMBER, 2018 at 10.00 AM

PRESENT:

Chair - Councillor Neil Gethin

Councillors Lani-Mae Ball, Jane Cox and Frank Tyas

Co-optee – John Hoare (Diocese of Sheffield Church of England) and Bernadette Nesbit (Diocese of Hallam Roman Catholic Church)

Invitee: - Jim board UNISON

ALSO IN ATTENDANCE:

Damian Allen, Director of People, Learning and Opportunities Children and Young People and Adults Health and Wellbeing Directorates

Leanne Hornsby, Assistant Director, Commissioning and Business Development

Robin MacNeill, Doncaster Opportunity Area Programme Manager

Paul Ruane, Head of Education

Paul Thorpe, Quality and Service Improvement Manager

Dr. John Woodhouse, Chair Children's Safeguarding Board

Mark Douglas, Doncaster Children's Services Trust, Chief Operating Officer

Tony Holmes, Doncaster Children's Services Trust, Principal Social Worker

Dawn Jones, Doncaster Children's Services Trust, Customer Experience Manager

Pauline Turner, Doncaster Children's Services Trust, Director of Performance, Quality and Innovation

APOLOGIES:

Apologies for absence were received from Councillors Nick Allen, Sean Gibbons, Nikki McDonald, John Mounsey and Sue Wilkinson and

		<u>ACTION</u>
105.	<u>TO CONSIDER THE EXTENT, IF ANY, TO WHICH THE PUBLIC AND PRESS ARE TO BE EXCLUDED FROM THE MEETING.</u>	
	None	
106.	<u>DECLARATIONS OF INTEREST, IF ANY.</u>	

	There were no declarations made.	
107.	<u>MINUTES OF THE MEETING HELD ON 24 JULY, 2018</u>	
	The minutes of the meeting were agreed as a correct record.	
108.	<u>PUBLIC STATEMENTS</u>	
	There were no public statements made.	
109.	<u>DONCASTER CHILDREN'S SAFEGUARDING BOARD ANNUAL REPORT</u>	
	<p>Doncaster Caring Theme</p> <p>The Chair of the Doncaster Safeguarding Children's Board thanked all those people involved in this area of work, and outlined that it was his first report, having only taken up post half way through the reporting year.</p> <p>He explained that the Safeguarding Board was active and highlighted its positive position, raising the following issues:</p> <ul style="list-style-type: none"> • Signs of Safety Model – the service led on this model, which had now been extended for use in Adult Safeguarding to provide a more consistent approach for service users. • Excellent areas of work, for example, Youth Offending provision and taking a robust approach to Child Sexual Exploitation issues and preventative methods. This successful partnership work had been successfully achieved and acknowledged by Ofsted; • High number of cases that were meeting the threshold for referral; • Children that required a high level of care being placed outside the borough and associated costs; • Aggressive investigation following 3 child deaths as a result of parents falling asleep on their child; • Large number of children and young people from other authorities being cared for in small independent homes and the requirement and ability to ensure they were safe. Reports of missing children were stretching resources within South Yorkshire Police and Health Services feeling the impact. 	

- Working Together – all partners were moving to a much simpler model removing duplication ensuring a more effective service. All services would be aligned to ensure they were properly integrated.

The following issues were raised by the Panel:

Referrals – concern was expressed that there were so many cases being presented at the referral stage where no further assistance was required, and questioned whether this was being done as it was easy to pass the problem to the Children’s Trust. It was acknowledged that there had been a clear problem with systems that sift the children and young people prior to referral. For example, the Police have national procedures to follow when a child or young person presents themselves as a child of concern, and therefore a referral was required, but the system needed to take account of whether they were at immediate risk or suffering from an unpleasant incident. Therefore the requirement of early help support was essential.

It was explained that part of the problem was the concept that a referral was encouraged however training was an essential element to ensure that thresholds were clear and culturally embedded. Concern was expressed that the ability to spend time learning was compromised due to the system being overwhelmed, with approximately 1200 cases per month requiring triage prior to a referral being required. It was stressed that it would also be helpful for the Police to have national guidance from ACPO to assist with referrals. The Board Chair stressed that the Trust’s relationship with South Yorkshire Police had greatly improved.

It was also reported there was a feeling from front line practitioners that they did not have the tools to address certain issues and that some referrals were more a feature of traumatised communities. This was noted as a strategic issue that required consideration.

Early Help – the need to make families more resilient was imperative, with partners providing assistance with early recognition of issues that required addressing, for example, from assessments undertaken in a school settings. It was stressed there should be a role for schools to assist parents but it was recognised that education establishments were already under a lot of pressure. It was acknowledged that roles in the pre-school environment had the biggest impact.

It was stressed that support at the right level was essential ensuring the best outcome for families who were referred, avoiding unnecessary alarm.

Child Protection Conferences – following concern, it was stressed that South Yorkshire Police were now in attendance at the first conference

meeting and subsequently when their presence was appropriate. It was noted that South Yorkshire Police and Children's Trust were in the same building and operating a daily duty system, therefore information was more up to date.

With regard to South Yorkshire Police it was explained that they were better informed through their own internal training. It was noted that the Police sit on the Partnership group and they were a crucial addition to the system.

Mental Health – It was noted that there was a local transformation plan containing this issue, including targeting schools and monitored by the NHS. It was noted that the Health and Adult Social Care Scrutiny Panel would be giving consideration to the Mental Health Strategy and Delivery Plan on 27th September, which the Children and Young People Scrutiny Panel had been invited to. It was noted that the Safeguarding Board had addressed young people who were arriving at Accident and Emergency with alcohol and high level need issues.

Unaccompanied Asylum Seeking Children – It was confirmed that some children and young people had turned up spontaneously and had not been part of a resettlement programme, had varying needs and must be cared for. The needs of these children and young people were wide-ranging and funding fell short of the costs to cover their requirements. It was stressed that partners must work on the assumption that they were being trafficked or that they had been abused.

Modern Slavery – In response to Members' questions, it was the opinion that this issue had not raised itself as a problem in the Doncaster area however, partners were aware of the position and underlying signs.

It was confirmed that Health partners were aware of the issues around Female Genital Mutilation but only became aware of cases when someone sought medical help. If a case arose then the Safeguarding Board would undertake an investigation into such cases. With regard to training, this and awareness raising has been undertaken , particularly with the change in population.

Local Authority Designated Officer (LADO) – Members were satisfied with people being aware of how to raise concerns and noted that this was a crucial function across the Children's Services partnership. It was stressed that receiving complaints was a positive, each of which was investigated. It was explained that if investigations found that suitable arrangements had not been put in place for the identified case, these were rectified. If establishments were not meeting the criteria, depending on the nature of the issue, improvements plan to a ban on working with children in future could be made. If there were unsatisfactory trends being highlighted by providers then they would be

	<p>investigated.</p> <p>To conclude the discussion the Safeguarding Board Chair thanked the Panel for the opportunity to discuss the work of the Safeguarding Board and Members' scrutiny and critique, which had been very helpful.</p> <p>RESOLVED:- that the report and discussion, be noted and thanks be provided to the Chair of the Safeguarding Board for attending the meeting.</p>	
110.	<p><u>ANNUAL COMPLAINTS (DCST)</u></p>	
	<p>Doncaster Caring Theme</p> <p>The Panel gave consideration to the Annual Report 2017/18 for complaints and compliments. It was noted that the Trust was continuing to take measures to maximise the potential learning from complaints to drive service improvements.</p> <p>The Customer Experience Manager had been providing a consistent 'right first time' response to complaints. This had been acknowledged as a positive during the re-inspection of 'Services for Children'. Only one complaint had escalated to Stage 2. There was also only one complaint upheld by the Local Government Ombudsman and this related to a complaint originally raised within the period 2015/16.</p> <p>It was also confirmed that if there were any trend to complaints, due to strong monitoring, this would be recognised and escalated if required. Any issues of concern were raised with managers and improvements required taken on board.</p> <p>Additional to complaints received, it was stressed there had been many compliments.</p> <p>In response to Members queries, it was confirmed that the Customer Experience Manager was responsible for deciding whether to escalate a complaint to Stage 2 of the complaints procedure but there were thresholds to meet before this could happen. It was stressed that the Trust was confident that complaints were robustly dealt with at Stage 1.</p> <p>With regard to a number of issues raised by Members, the following were noted:</p> <ul style="list-style-type: none"> • With regard to the title of Customer Experience Manager, the suggestion was taken on board with regard to the description and that it could be more children service focused ensuring service users were aware of the role; • Only one complainant had been dealt with under the Persistent 	

	<p>complainant Procedure;</p> <ul style="list-style-type: none"> • Case recording ensured robust responses being made to complainants; and • It was a statutory requirement to provide advocacy support to complainants raised by children and young people when requested. The Trust has Children’s advocates available to do this. <p>To conclude the Chair thanked the officers for presenting the information and taking on board the Panel’s comments.</p> <p>RESOLVED: that the report, be accepted.</p>	
111.	<p><u>"STORING UP TROUBLE" - PRODUCED BY THE NATIONAL CHILDREN'S BUREAU</u></p>	
	<p>Doncaster Caring Theme</p> <p>A report was presented to the Panel providing a summary of a significant major national report for which, along with a small number of other local authorities, Doncaster had been a major contributor. The report was entitled, “Sorting Up Trouble”, examining the current state of social care in England and how the current pressures within the sector could be addressed and delivery improved. Whilst it was a national report Members were being given the opportunity to give consideration locally with the ability to influence spending and national policy.</p> <p>The report highlighted that more support was required for early intervention and children in need, due to the inconsistency across local authority areas which had resulted in inequity of access to care and support and a variation in outcomes for children. It was confirmed that in Doncaster early help was provided by the Local Authority, Children’s Trust and partners and that that only 10% of cases at the front door required early help support.</p> <p>It was noted that the local authority now had responsibility for recommissioning health for early help therefore had the ability to ensure joined up support at the appropriate level.</p> <p>Members were pleased to note that the report recognised and highlighted poverty as having a negative impact on some young children therefore nationally a large piece of work was required to tackle better outcomes.</p> <p>It was noted there was financial pressure across the UK with a predicted overspend of £800m nationally this financial year. As a result of less money to spend on essential services and less resources for early help and change in demographics created additional issues. Doncaster’s partners were however working together to provide the</p>	

	<p>best service they could.</p> <p>It had been recognised by Ofsted that in Doncaster thresholds were well understood with the right children receiving the correct response.</p> <p>Members expressed concern that in recent years more complex safeguarding systems had been required, adding to traditional child protection services, thus creating additional pressures on staff and the increased demand for quality social workers.</p> <p>Doncaster was focusing on the whole system approach, with work currently being undertaken between Adult Services and the Trust ensuring a whole family robust system was in place, maximising the limited resources available.</p> <p>It was stressed that children in need were on the edge of risk and when issues were highlighted they must be addressed. It was therefore recommended that continuity of funding for the Troubled Families programme was required.</p> <p>RESOLVED: that the Government be asked to consider:</p> <ol style="list-style-type: none"> 1. The continuation of funding towards the Troubled Families programme post 2020; 2. Young People being engaged in commenting on the report both locally and nationally, particularly through Youth and Children in Care Councils; and 3. A Central Government spending review to address better outcomes for children in Poverty. 	
112.	<u>EDUCATION AND SKILLS THEMATIC UPDATE</u>	
	<p>Doncaster Learning theme</p> <p>The Panel considered a report relating to the Education and skills thematic update detailing progress since January, following the publication of the Doncaster Opportunity Area Delivery Plan.</p> <p>It was noted that stakeholder engagement had increased and as a Partnership there was a lot to be proud of. Due to time pressure on the programme and a desire to maximise impact, activity was being agreed on a rolling programme rather than on an annual basis, therefore offering greater flexibility.</p> <p>It was noted that at the current time, it seemed that more money had been allocated than being spent. This was due to activity planning, which would be start in October with benefits identified and making an</p>	

	<p>impact by the end of the year.</p> <p>With regard to the Expect Youth programme and Summer programme thanks were provided by a Member follow praise and feedback received from parents.</p> <p>RESOLVED that:-</p> <ol style="list-style-type: none"> 1. Members be made aware of activity as a ward level; and 2. Progress with the item, be noted. 	
113.	<p><u>DONCASTER EDUCATION ATTAINMENT SUMMARY 2018</u></p>	
	<p>Doncaster Learning theme</p> <p>The Assistant Director, Commissioning and Business Development presented a report providing provisional data of achievement and improvement from Early Years through to Key Stage 5 (A Level). It was noted that that the formal validated data would be released by the DFE later in the autumn term.</p> <p>Members addressed:</p> <ul style="list-style-type: none"> • Early years good uptake and the requirement to keep improving; • Key Stage 2 had seen a wider improvement and focus would now be on how this could be sustained. For example, increased work being undertaken with opportunities for improved reading and writing which in turn leads to improvement in other areas; • GCSE results – an improvement in maths with significant improvement for five schools; <p>In response to a question relating to how boys were being targeted with the issues that interest them, it was noted that over the coming weeks discussions would be undertaken with schools to congratulate them on achievements and identify what lessons could be learnt and shared.</p> <p>RESOLVED that the report and discussion, be noted.</p>	
114.	<p><u>OVERVIEW AND SCRUTINY WORK PLAN 2018/2019 - AUGUST 2018</u></p>	
	<p>The Panel gave consideration to the current work plan position and requested that an item addressing Child Poverty be added to the December meeting.</p> <p>The Senior Governance Officer outlined that she had arranged for Members of the Panel to take part in learning to cook session with Children in Care, as part of their Corporate Parenting Role. This would take place on Tuesday 4th December, at 4pm</p>	

	<p>RESOLVED that:</p> <ol style="list-style-type: none">1. The Child Poverty be added to the December agenda; and2. A Learn to Cook session be held on Tuesday 4th December at 4pm with children in care.	
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Date: 11 December 2018

To the Chair and Members of the
Children and Young People Scrutiny Panel

DONCASTER MEMBERS OF YOUTH PARLIAMENT UPDATE

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly, Cabinet Member for Children, Young People and Schools	All	None

EXECUTIVE SUMMARY

1. The purpose of this report is to provide an opportunity for Members to give consideration to reports and presentation by Doncaster Members of Youth Parliament. The presentation (to be provided to the Panel on the 11th December 2018) will provide an update on the annual Make Your Mark consultation, the priorities identified from the results and future campaign plans. The meeting is part of our ambition for Child Friendly Doncaster which enables opportunities for children and young people to be involved in decision-making processes and enables them to have a strategic platform for youth voice.

EXEMPT REPORT

2. There is no exempt information contained in the report.

RECOMMENDATIONS

3. That the Panel: -
 - i. Considers the information presented which includes key priorities of concern identified by young people across the borough.
 - ii. Seek to identify any opportunities to work more closely between the Members of Youth Parliament and the Children and Young People Overview and Scrutiny.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and developing policy.

BACKGROUND

5. There are two Member of Youth Parliament (MYP) seats for Doncaster; this is based on the population numbers of 11-18 year olds living in the borough. They are elected from Doncaster Youth Council, which is the strategic youth voice vehicle for Doncaster. Each member serves a 12-month term of office. Once elected MYPs meet with MPs and local Councillors, run campaigns, hold debates to ensure decision makers listen to the views of young people. They work to ensure young people have a say in the decisions locally, regionally and nationally. They also;

1. Provide a forum for young people to have a voice.
 2. Represent and communicate the views of young people to the decision makers and the wider community.
 3. Raise the profile of young people in a positive way.
 4. Represent young people locally, regionally and nationally.
 5. Lobby for change.
6. This report provides the results on the Make Your Mark national consultation in which the Members of Youth Parliament lead on for Doncaster. The top three issues of priority for Doncaster are:
1. Mental Health
 2. Put an End to Knife Crime
 3. Equal Pay for Equal Work
7. The Make Your Mark results presentation will be provided to the Panel (by Members of the Youth Parliament) at its meeting on the 11th December 2018. It will provide information on the following: Participation numbers of young people in the vote, the numbers of schools and organisations that took part and the priorities identified by young people. It will also identify any opportunities to work more closely with Children and Young People Overview and Scrutiny.

OPTIONS CONSIDERED

8. There are no alternative options within this report, as the intention is to provide the Panel with an opportunity to note and consider the information presented.

REASONS FOR RECOMMENDED OPTION

9. There are no specific risks associated with this report.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

10.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The work of Overview a Scrutiny has the potential to have an impact on all the Council's key objective. The make your mark consultation and the work that members of youth parliament do has the potential to impact across all the key outcomes Doncaster Working, Living, Learning and Caring.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting 	

	heritage	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes. 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance. 	

RISKS AND ASSUMPTIONS (Officer Initials DB Date 27/11/18)

11. There are no risks and assumptions.

LEGAL IMPLICATIONS [Officer Initials SRF Date 26/11/18]

12. There are no specific legal implications arising from this report

FINANCIAL IMPLICATIONS [Officer Initials DA Date 23/11/18]

13. There are no specific financial implications associated with this report. In 2018-19 a budget of £7,370 exists to support the work of the Youth Council.

HUMAN RESOURCES IMPLICATIONS [Officer Initials JC Date 26th November 2018]

14. There are no human resource implications.

TECHNOLOGY IMPLICATIONS [Officer Initials PW Date 23/11/18]

15. There are no technology implications in relation to this report.

HEALTH IMPLICATIONS [Officer Initials JC Date 26/11/18]

16. Mental health and knife crime have been highlighted as areas of concern for young people through the Make Your Mark findings. Preventive strategies to ensure good mental and emotional health in young people have been implemented across the borough but there is clearly more to be done. Consideration to emerging cultures which potentially have negative impacts on emotional wellbeing such as social media and school attainment should be given. Whilst there is no evidence knife crime particularly affects young people in Doncaster, an exploration into why this was deemed to be a concern should be carried out.

EQUALITY IMPLICATIONS [Officer Initials DB – Date 22/11/18]

17. There are no significant equality implications associated with this report. Within its program of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

18. There is no consultation required for this report.

BACKGROUND PAPERS

19. None.

REPORT AUTHOR & CONTRIBUTORS

Deborah Burton,
Engagement Manager
01302 862493
Deborah.Burton@doncaster.gov.uk

Caroline Martin,
Senior Governance Officer
01302 734941
caroline.martin@doncaster.gov.uk

Damian Allen
Director of People (DCS/DASS)

Learning and Opportunities: Children and Young People/Adult Health & Wellbeing Directorates



11th December, 2018

To the Chair and Members of the CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL

Performance Challenge of Doncaster Children's Services Trust: Quarter 2, 2018/19

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools	All	None

EXECUTIVE SUMMARY

1. This report provides a review and analysis of the operational and financial performance challenge carried out by the Director of People of the Doncaster Children's Services Trust (the 'Trust') in Quarter 2 of 2018/19 arising from the challenge meetings held between both parties.

EXEMPT REPORT

2. Not exempt.

RECOMMENDATIONS

3. The Panel is asked to:
 - i) Note and evaluate the headline operational and financial performance information and the resultant analysis;
 - ii) Question the Director of People as to the challenge which he has made of this performance and the implications this has, or may have, for the children and young people of Doncaster;
 - iii) Use the information in this report, the evidence of the Director of People and the response of the Chief Executive of the Trust to the questions posed by the Scrutiny Panel in order to draw conclusions as to the potential impact arising from performance by the Trust in its improvement journey;
 - iv) Make requests for follow up evidence in order to provide further assurance; and
 - v) Note the focus of joint improvement work for Quarter 3 2018/19.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing

performance and developing policy. This is achieved through making robust recommendations, monitoring performance of the Council and external partners and reviewing issues outside the remit of the Council that have an impact on the residents of the borough.

BACKGROUND

5. The current arrangements for holding the Trust to account are extensive and far reaching and set out in the service delivery contract between the Council and the Trust, which states:

...‘The Council’s Director for Children’s Services (DCS) will report to the Council’s Scrutiny Committee twice per annum with an on – site visit between each of those meetings, in each contract year in respect of the Trust’s performance of its obligations under this agreement (including the provision of services) Where required by the DCS the Trust’s Chief Executive (or his nominee) shall attend such Scrutiny Committee to respond to any requests for additional information made by the Scrutiny Committee in respect of the Trust’s performance of its obligations under this agreement (including the provision of the services).’

6. In order to discharge this responsibility, the Council submits this ‘split screen’ report, the first stage of which, allows the Panel to review and question the Director of Children’s Services, or his representatives. The second stage of this split screen requires the Trust to respond to the Council’s report and the specific performance issues which this has raised.

7. The overall aim of this approach is that:

- The Panel achieves a much more rounded, but focused perspective of Trust performance;
- The obligations within the contract will be properly discharged;
- The Panel is able to ‘add value’ to the accountability process, which will no longer not duplicate or overlap with existing accountability arrangements;
- The Panel is more clearly able to identify areas of good performance and underperformance, the reasons for any under performance and request ‘exception’ or ‘deep dive’ reports, so as to become better appraised of the performance issues facing the Trust and thereby make recommendations to drive forward improvement.

Scrutiny And Monitoring

8. **Governance** - Governance arrangements emphasise overarching principles to ensure joint leadership and management to improve outcomes and value for money for children and young people across the partnership and thereby ensure robust contract management. The governance arrangements ensure a ‘golden thread’ so that each fora feeds into and out of each other and also creates a forum for strategic implications to be discussed and escalated, as well as ensuring accountability. All meetings endorse common shared principles of collective responsibility, mutual respect and trust and a desire to explore opportunities for innovation, best practice and integrated working.

9. **Children's Trust Contract** - The contract is managed by a series of challenge group meetings at operational and strategic management level with scope for appropriate escalations where issues cannot be resolved, to a higher level Board.

The groups are as follows:

- **Monthly Operational Finance Meeting** – primarily this focuses on finances, chaired by the Assistant Director of Commissioning and Business Development.
- **Joint Performance and Finance Meeting** – this is the engine room and where the repository of actions sits. This is a bi-monthly meeting chaired by the Assistant Director of Commissioning and Business Development.
- **Quarterly Performance Monitoring Meeting** – This is a more formal meeting chaired by the Director of People.
- **Performance Accountability Board** – This is the Team Doncaster senior Executive level Board, which will consider any references from the Quarterly Performance Meeting which require escalation and/or are 'wicked issues' which cannot be resolved at a lower level of the hierarchy.
- **Annual Review** – Formal annual contract review at senior executive level and chaired by the Chief Executive of the Council.

Evaluation and challenge

10. As we reported in the Quarter 1 report, on 25th June, 2018 the Council and the Trust hosted an 'Annual Conversation' with Ofsted. This is a component of the new inspection framework (ILACS) which replaced the single inspection framework on 1st January, 2018 and secures a more continuous engagement with Ofsted. Under the ILACS framework and as a 'Good' Children's Service Authority, the Council and Trust will receive a shorter (of one week duration) inspection within three years of inspection, subject to maintenance of current performance. (The next being, October 2020).
11. There are also up to two focused visits within the new framework, prior to that inspection, which evaluate an aspect of the service, one of which we have been notified, is scheduled to take place on 4th and 5th of December, 2018.
12. The 'Annual Conversation' examines the inspection profile of the area and at the meeting in June 2018, considered the updated self-improvement plan, as well as wider children's issues across the partnership. From a children's social care perspective, no specific areas of concern were identified by Ofsted, with feedback stating that the self-evaluation set clear priorities and that services know themselves well. The likely focus for the next Ofsted inspection of Social Care was discussed.
13. Since the last report to the Panel, a further children's home has achieved an outstanding grading in the quarter, meaning that the quarter ended with all homes managed by the Trust being rated, good, or better.
14. The Trust is registered as a Voluntary Adoption Agency and was inspected by Ofsted in August 2018 and achieved an improved grading from 'Good' to 'Outstanding', with

the 'effectiveness of leaders and managers judged to be 'Outstanding.' Ofsted found that the Agency provides highly effective services that consistently exceed the standards of 'good'. The actions of the agency contribute to significantly improved outcomes and positive experiences for children, young people and adults.

Performance Challenge Of The Doncaster Children's Services Trust

15. At the quarterly challenge meetings, the Council holds the Trust to account for its performance during the relevant period. The review of that performance highlights areas of good performance, as well as those which represent areas of concern, or potential concern.
16. There are 20 performance indicators which form part of the contractual measures within the service delivery contract.
17. There is a further suite of 37 'volumetric' measures which are not identified contractual measures, or measures of performance and which do not form part of the contractual assessment of the Trust, but which nonetheless provide important context.
18. The table below summarises the number of contract measures on target, within tolerance and outside tolerance as at the end of Quarter 2 - 2018/19.

	Outside tolerance	Inside tolerance	On or better than target	No target specified
Social Care Pathway	1	2	4	0
Children in Care	1	0	4	0
Youth Offending Services	0	2	1	0
Family Support Services	0	1	1	0
Workforce	0	0	3	0
Total	2 10%	5 25%	13 65%	0 0%

Performance Highlights

19. The format and presentation of performance information consists of a summary of the Council's headline assessment of Trust performance by exception and is shown below in paragraphs and with indicators selected by the Council where there are areas of good and improving performance and areas of concern and potential concern, respectively.
20. The format adopted is similar to that of the Council's corporate report to the Overview and Scrutiny Management Committee and is shown at Appendix 1 and Appendix 2. Each appendix consists of two elements:
 - An Infographic overview which provides an immediately accessible illustration of the areas of performance which are good (illustrated in green), those which are of concern or potential concern (illustrated in red) and which cross reference by

the index number to those itemised in paragraphs 22.1 and 22.2 and the tables in Appendix 1 and 2 respectively.

- Tables which depict how the challenge takes place for each selected performance measure of concern or potential concern, in a two stage process and provides the content of that challenge which is summarised for the assistance of panel members.

21. The first appendix depicts performance indicators and volumetric measures where the Council has identified that the Trust is performing above target and/or where performance has improved and provides the Trust's response.
22. The second appendix illustrates where the Council has identified specific performance indicators and volumetric measures which are below target/outside tolerance or expectations, and as such are of concern or potential concern because of the impact or potential impact of below - target performance and the explanation provided by the Trust.
23. Attached at appendix 3 is a copy of the Trust's own performance report.

Areas of Good and Improving Performance – Headline conclusions drawn by the Council

A2 - Timeliness of Single Assessments – Quarter 2 = 91 %

24. Following a considerable effort to achieve the required level of performance, the most recent four quarters have shown significant improvement, The target is a stretch target and performance remains better than the most recently published 2018 benchmark averages. Assessment timeliness is indicative of demand pressures/caseloads and the numbers of children within the system will have an obvious impact. The number of assessments open and referrals have been showing a high level over the last 12 months. The Trust has to balance efficiency of its process with assurance as to safety and is mindful of this. The Trust states that it continues to set a high standard for assessments and will ask case holders to revisit them if they do not meet these standards, this will potentially extend timescales for the sake of quality.

A3 - Percentage of case file audits rated 'Requires Improvement' or better - Quarter 2 = 100%

25. Performance is at, or above target, for the fifth quarter in succession, with 100% of case file audits achieving against this measure, of which 82% are rated as 'Good' or 'Outstanding', a slight fall from Q1 2018/19, but a substantial improvement from 48% in Q1 2017/18.

A8 - Children in Need with Open and Current Plan – Quarter 2 = 94%

26. Despite a very slight fall in Quarter 2, this remains good performance following sustained improvement from within threshold level for the previous six quarters. The methodology attached to this performance Indicator gives a more realistic assurance to oversight by including draft plans. All Children in Need should have a current plan. Current performance is almost at target and is within tolerance. The Trust has set a strict time limit threshold that no plans should be older than 6 months.

27. As the Trust states, there will always be a time-lag as cases move between thresholds. Where a Child in Need does not have a plan, the Trust knows why and is closely sighted on the particular case.

A6 - Children on Child Protection Plan for 2 Years or More (still on a plan) – Quarter 2 = 1.2%

28. An important measure of drift and delay, in the system where children may not be receiving proper oversight, showing best most recent performance, well above target. There can be valid reason why a child remains on a plan. The Trust has provided reassurance to the Council that it is carefully monitoring these cases, performance remains good overall and has consistently been so. 2018 outturn figures show Doncaster to be better than the regional and national averages and ranked 4th in the region..

B9 - Long term placement stability of Children in Care - Quarter 2 = 72 %

29. Despite a slight fall in Quarter 1 performance continues to be good and has recovered in Quarter 2. Performance at the 2018 outturn is better than all statistical comparators. This indicator measures the percentage of children in care in the same placement for 2 years or more. Stability is almost always in the interests of the child, although the ambition to achieve the optimum quality and appropriate placement and value for money may disturb this measure from time to time.

B14 Care Leavers in Employment, education and Training – Quarter 2 = 49%

30. A consistent improvement in performance over the last seven quarters which reflects the concentrated effort with this cohort and which culminates in the best most recent performance, above target and better than the 2018 outturn at national level, but slightly adrift of regional and statistical neighbour averages . As the Trust recognises, there is a need to address the high dropout rate endemic with this cohort.

FO3 - Youth Offending Service Custody Rates – Quarter 2 = 0.22

FO2 - Youth Offending services – reoffending rate after 12 months – Quarter 2 = 31%

31. These measures are susceptible to being skewed by the small cohorts from what is a large national cohort. Indications continue to be positive, despite a slight falling away in Quarter 2 for FO2 (which is still within tolerance), performance is better than all comparators at the 2016 outturn.

22.2 Performance of potential concern:-

A1 - Percentage of Re – referrals in last 12 months Quarter 2 = 27%

32. An important 'bellwether' Performance Indicator to demonstrate robustness of process. Performance in Quarter 2 remains outside target, just within tolerance, 2018 outturn performance (25.5%) is adrift of all 2018 comparator annual outturns: national average (21.9%) Statistical Neighbour average (20.5%) and regional average (22.9%). There can be a genuine requirements for a re-referral and the Trust analyses this information. Discussions then take place between the Trust and the Council around reasons for this data at a strategic level. This indicator needs to be considered against a backdrop of increasing need in the community, though that in

itself should not inevitably mean that the proportion of re-referrals should be high and the systemic issues within the whole system are undoubtedly having an impact. A challenge, work has continued to better understand what is behind the figures; it is known that these cases are at the interface of Early Help/Children in Need. The conversion of referral to assessment is very high, so it is largely these cases which are being re-referred. The Trust advises that the re-referrals are 'Children in Need', not child protection cases, which provides some degree of reassurance. The Trust has carried out a 'dip sampling' exercise and from this has identified two causal factors for the number of re-referrals: - a number of referrals which are 'stepped down' to Early Help and single agencies do not receive adequate, or any intervention and consequently become re-referred to Social care and secondly, referrals from one of the partner agencies.

33. Work continues with, the Innovation Unit to map flows throughout the children's 'whole system' to better understand identify and address the pinch points which are compromising efficiency and effectiveness of delivery and the outcome of that work which will provide recommendations and feed into future discussions as to what actions need to be taken.

A4 - Percentage of children seen within appropriate timescales - Quarter 2 = 74%

34. Whist performance has improved in the latest quarter; it remains below target and tolerance for the third successive quarter. This is a composite measure and whilst visits for statutorily prescribed and more critical intervention for Child Protection Plans and Looked After Children are timely and above target, there has been a fall in both these measures which the Trust is investigating. Children in Need compliance (66%) has improved but remains below the desired level. The Trust advises that it knows that Children in Need are being seen – some 79% within timescale, but these have not been correctly recorded on the electronic system. A small number of cases can easily skew this measure, which is indeed the case in this quarter, as the Trust reports and means that the measure can slip into and out of tolerance according to case complexity and the Trust reports that the volume of cases is having a deleterious effect on performance. The Trust has an action plan and a small working group to address misrecording.

Volumetric measures

E1 - Number of contacts into Social Care – Quarter 2 average = 1898

35. Contacts remain high and have increased further in Quarter 2. This is explicable due to high need in the community, a proportion of which is appropriate for service whether this be Social Care; Early Help or single agency intervention; however, a problem is that a proportion is not appropriate for any intervention.
36. Very few contacts to Social care require Early Help services. The vast majority are for Information, Advice and Guidance and 'No further action'. The conversion rate of contact to referral remains low and declining (18%) as a proportion, which substantiates that there is inappropriateness of referral. There is an issue of incorrect threshold application by selected partners and too many cases are referred which should have received an Early Help Assessment and possible early help intervention.

37. 70% of contacts are 'no further action' of which 50% originate from one Agency. There appears to be a significant amount of churn which is identified at assessment stage – since 48% are either resolved at assessment stage, or are inappropriate for higher level service, which is being investigated by officers of the Council and the Trust.
38. Of relevance is the need to improve engagement across the Early Help partnership including engagement by identified Lead Practitioners.
39. A high contacts figure is not necessarily indicative of poor performance and if children need to be referred to Social Care then that is 'good' performance – 'appropriateness' is the key. To some extent, the high numbers of children on a Child Protection Plan in Doncaster, would tend to support this hypothesis - Doncaster's figures are 4th highest against statutory neighbours. The problem is that there are a number of the referrals which are known to be 'inappropriate'.
40. High demand pressures have the potential to 'clog up' the machinery and impact adversely on casework and referrals and re-referrals. That said Ofsted has rated practice as 'Good' with appropriate application of thresholds.
41. More fundamentally, as referenced above, the Children's Strategic Partnership continues to work via engagement with our improvement partners, the 'Innovation Unit' to achieve a better understanding of the progress mapping of young people within the system and embed a consistent and coherent shared understanding and application of the Early Help offer and more generally the children's offer across the whole spectrum of the children's system from 'universal to acute.' As referenced earlier, the final report by the 'Innovation Unit' is expected to yield important evidence and recommendations which will help plot a more effective way to manage demand.

E34 / E35 - Number and rate (per 10,000) of Children in Need – Quarter 2 average = 1677/396

42. The numbers of Children in need remain high. At the 2018 outturn, Doncaster again displays a higher rate (441) than all other comparative Local Authorities. A high number may not be indicative of sub optimal performance if this is reflective of actual need in the community. There has been no evidence of drift and delay in the system with those subject to a Children in Need plan for more than 2 years comparable with all benchmarks and declining as a trend. The proportion of cases classified as Children in Need is higher than comparators up to 3 months, but remains lower than or equal to, comparators after 3 months and plans are progressed in a timely fashion. Again, work on demand management will seek to identify what is the story behind these figures and the detail of these cases.

E18 / E19 - Number and rate (per 10,000) of Children in Care – Quarter 2 average = 589/89

43. The rate and number of Children in Care shows an increase both in Quarter 2 and at the 2018 outturn, (86 per 10,000) which reflects national trends, albeit at a higher rate and at a rate comparable with statistical neighbours. The causes can be attributed to potentially, inappropriate application of thresholds; high need within the system, or sub-standard adoption performance, of which there is no evidence. Whilst the most recent adoption rate has fallen, it remains comparable with the regional average and better than the national average. The Ofsted inspection report provided

some assurance, but there is no sign of the trend of increasing numbers being reversed. The Trust cites robust application of Child Protection plans and the practice of the Family Court which is capturing children within this definition who would otherwise have been classified as Special Guardianship Orders.

Financial Review

44. On 16th October Cabinet approved £6.0m one-off funding for the Doncaster Children's Trust to meet the projected pressures in 2018/19 reported at month 5 including Looked After Children £4.2m, Legal & Early Help £0.6m, Family Support Services £0.4m, Safeguarding Children £0.2m, and Support Services and Management costs £0.6m.
45. The £6.0m contract variation funds the continuation of the budget pressures from 2017/18 £3.5m, and further increased demand/complexity of cases pressures in 2018/19 £1.7m. There is also an in-year saving of £2.0m of which £1.2m has been delivered on staffing restructures in the Leadership Team and Support Services, leaving a shortfall of £0.8m.
46. Following the allocation of this additional funding to budgets, Doncaster Children's Services Trust (DCST) updated position at Q2 is a projected over spend of £0.1m against the revised contract value for 2018/19. Activity analysis shows that, on average, the Trust is anticipating that it will support 72 more young people for all placement types in the care ladder, than assumed going into 2018/19.
47. The Trust's management are taking actions to secure further efficiencies including a vacancy panel to review all agency extensions and requests to recruit or temporarily cover vacant posts. A Children in Care Strategic Overview Group meets on a fortnightly basis to review all young people in care and permanence arrangements (SGO/CAO/Adoption); including considering the potential for transferring each young person to in-house provision, independent living or a permanence arrangement. A new Joint Resource panel with representatives from the Council, the Trust and Doncaster CCG started in June 2018 to ensure a more joined up approach to multi agency case management, decision making and allocation of resources in relation to Children's placements. In addition to reviewing the day to day budget management, the Trust has several reviews planned in the remainder of 2018/19 such as In House Residential model, Family Group Conferencing and Edge of Care. The Council is in discussion with the Trust regarding the timescales for the reviews and the savings plans (target/dates/ownership of the review) so the reviews can be performance managed.
48. The additional demand pressures in 2017/18 and 2018/19 which resulted in the one off additional funding of £6m being agreed by Cabinet are expected to carry on into 2019/20. Collaborative joint work will continue to be undertaken to understand, forecast, and manage the demand; this will include understanding the ongoing pressures and impact for the 2019/20 budget setting process. In addition to the actions and reviews being taken by the Trust outlined in the paragraph above, a joint Future Placement Needs Strategy group has been set up with representatives from the Council and the Trust to consider what joint commissioning work and decisions are needed in regards to the service provision that is required in Doncaster moving forward to meet the needs and complexities of the current and future children in the system. The Trust presented their 2019/20 budget proposals to their Finance and

Infrastructure Committee (FIC) on 20th November 2018, and is to present them to the Trust Board on 12th December 2018.

49. The Council is currently working with a DfE appointed person to review the options for the governance of the Trust going forward. So far this has identified the need to work closer together to understand demand and forecasts across the whole care ladder. And, to seek assurance that some immediate controls are put in place:
 - a. Demonstrable gate-keeping and approval of all new placements at Director level whereby managers are required to set out alternatives considered, overall costs and how these may in time be mitigated.
 - b. Strengthening the monitoring and forecasting of expenditure by moving away from a reliance on average costs to a single data source that captures the total costs of each child within the care ladder and the third-party contributions.
 - c. Ensuring that in- year end dates are fed into the forecast and any drift in plans is regularly reviewed at a senior level.
 - d. The Trust has committed to each of these actions.

50. Prior to the £6m contract variation, due to the forecast overspend position there was an impending pressure on the Trust's cash flow. To resolve this, the Council has taken urgent actions including providing a £1m loan, which is detailed in section 12 of schedule 5 in the contract between the Council and the Trust, delaying payments due to the Council and deferring the payment of the £2m target savings. 9/13ths of £4m (£6m additional funding less £2m savings target deferred) is to be paid on 1st November 2018 with the remaining instalments to be paid on the first of every month via the monthly contract payment. Consequently, the Trust's cash flow forecast remains healthy until March 2019.

Joint Council and Trust Focus for improvement work in the next quarter

51. Although the relationship between the Council and Trust is respectively one of Commissioner and Provider for the provision of Social Care services, the Trust is also a valued partner across the children's strategic partnership. Both parties share the ambition that children and young people should be safe, well supported, with a good start in life; receive a sound education and possess high levels of ambition and aspiration. The partnership approach of both parties is witnessed across a range of different parameters; from policy and strategy development, to front line service delivery and the implementation of national policy programmes, such as the Social Mobility Opportunity Area.

52. The partnership is formally ratified in a 'Partnership Agreement' between the Council and Trust which describes the strategic relationship and operational involvement set out in the service contract but also the three roles performed jointly by both parties: - as 'Systems Leaders'; the production of policies and strategies and management and oversight of the 'co-dependent' services; - Early help service and the Virtual school.

53. The Council and the Trust have recently established a Future Placements Needs Strategy Group that has been tasked to explore possible options and solutions to reducing the costs of children placed out of area. There has been a real sense of collaboration around this work with a desire on both sides to find solutions. This is a really good example around how both organisations can work together to benefit children and young people and to reduce the cost pressures in the system.

54. As a member of the Joint Strategic Improvement Group, the Trust plays an active role in supporting and leading improvement and inspection preparation work across the full range of children's services. This is particularly the case in the extensive work being undertaken for the prospective inspections for Children Special Educational Needs and Disabilities and for the Joint Targeted Area Inspection.
55. The Quarter 2 High Level Quarterly performance monitoring meeting between the Council and Trust took place on 1st November 2018. In addition to operational and financial monitoring, the other principal items discussed were: -

Reducing demand at the Front Door to Social care

56. The Trust commissioned the Innovation Unit to build an understanding as to why contacts to the Front Door are increasing and what this means in relation to need within the community and demand for services; work with partners to develop solutions that will address challenges, meet need earlier and reduce demand on the Front Door.
57. At national level, the issue of demand pressures has received high profile coverage and been the subject of a number of prominent reports including that which was reported to this Panel at the last meeting from the All-party parliamentary Group on young people. More recently, the ADCS 'Safeguarding Pressures report' has been published, which examines the significant increase in demand nationally, over the last 10 years, with increases in contacts of 78% and the number of Child Protection Plans, up 87%, for example. The report concludes that despite the best efforts of the early help offer, social care services are under greater pressure due to a number of factors, including wider societal determinants linked to poverty; new and greater risks to children and young people; and a growth in the overall child population. In addressing these issues, the report identifies the benefit of system change and in greater investment in preventative services.
58. The final report from the Innovation Unit is expected at the end of November 2018.

Annual Contract Review

59. Each year, the Council is required by the terms of the contract between the two parties, to carry out a review of the operation of the Children's Trust and report this by 31st December to the Secretary of State for Education. The report has two principal elements: - a retrospective review of the last year's performance and a forward looking element of the prospects for the contract and changes which might be made to the contract over the next 12 months. In last year's report there were no 'notifiable changes' made, other than changes to Governance arrangements, which were strengthened and refined and which have been reported to the Panel in the Quarter 1 report.
60. The 2017/18 Annual contract review is underway. A preparatory meeting took place on 17th October 2018, where officers from both organisations discussed and agreed the outline content of the report. Current effort is being concentrated on the retrospective element of the report, with the forward looking element awaiting the outcome of the review which was commissioned by the Department for Education as to the future operating model for Social Care delivery in Doncaster.

61. The Department for Education review commenced in August 2018, with an objective of gaining assurance as to whether a new delivery model could continue to deliver sustained improvement and positive outcomes for children and young people, balancing the Council's desire for increased budgetary control, with the Trust's need to remain operationally autonomous. Recommendations from the review have been provided by the adviser to the Minister; including any changes that may be required on the revision of the articles, contract and governance side agreement and to confirm to that any revised arrangements retain the operational independence of The Trust.
62. Given the overlapping timescales of the Annual Contract Review with the Department for Education review and the implications the latter has for the former, it was agreed at the Quarterly Performance Monitoring meeting, to request an extension to the Annual Contract review process with a revised submission date to the Secretary of State to 31st March, 2019.
63. Draft proposals to take the work forward will follow with the next steps including transition arrangements and pace and timescales.

Sector Led Improvement

64. In addition, at the Joint Strategic Improvement Group on 22nd October, 2018 the Association of Directors of Children's Services annual regional performance challenge was discussed.
65. In January of each year, the Council and the Trust jointly participate in the regional challenge event by which each of the 15 Children's Services Authorities in the region produce a self-assessment of their performance, which is robustly challenged by other Local Authorities at a set piece event and which provides an important opportunity for shared learning. The outcome of that challenge directs the regional sector led improvement activity for the forthcoming year, including the selection of Peer reviews for individual Local Authorities and identifies the common areas in need of improvement across the region, which is taken forward into regional Task and Finish groups and which seek to provide sustainable solutions for those 'wicked' intractable issues.

66. IMPACT ON COUNCIL'S KEY OBJECTIVES

Outcomes	Implications
<p>All people in Doncaster benefit from a thriving and resilient economy:</p> <ul style="list-style-type: none"> • Mayoral priority – creating jobs and Housing • Mayoral priority: Be a strong voice for our veterans • Mayoral priority: protecting Doncaster's vital services 	<p>The Council and the Trust as major partners in the Children and Families Partnership Board share the Children's plan outcome that all children should achieve their potential – in removing barriers and developing good quality service delivery children will be able to access the benefits of a thriving economy and will themselves be participants in creating and sustaining the strength of the economy.</p>
<p>People live safe, healthy, active and independent lives:</p> <ul style="list-style-type: none"> • Mayoral priority: Safeguarding our Communities • Mayoral priority: Bringing down the cost of living 	<p>Ensuring children and young people are free and feel from harm are key ambitions of both the Council and the Trust.</p>
<p>People in Doncaster benefit from a high quality built and natural environment:</p> <ul style="list-style-type: none"> • Mayoral priority: creating jobs and Housing • Mayoral priority: Safeguarding our communities • Mayoral priority: bringing down the cost of living 	<p>Delivering against the service delivery contract between the Council and the Trust has clear implications for safeguarding communities, in reducing risk and exposure of risk to children; improved early help and thus better outcomes for families.</p>
<p>Working with our partners we will provide strong leadership and governance</p>	<p>Ofsted, in its inspection report commented favourably on the relationship and governance arrangements between the Council and the Trust, recognising that formal arrangements for monitoring and challenge exceed the requirements set out in the contract between the two organisations.</p>

RISKS AND ASSUMPTIONS

67. In addition to the extensive governance arrangements described in paragraph 9, risk is managed and monitored in accordance with the Council's risk management policy on the Council's 'Pentana' system; at the Senior Leadership Team and Heads of Service meetings; within the Corporate Performance Management Framework and as a regular item on the High Level Quarterly Performance Meeting agenda.

LEGAL IMPLICATIONS [Officer Initials SF Date 13/11/18]

68. Although DCST are appointed to provide Children's Services in Doncaster, the Council retains the statutory duties itself; and the Council through its Statutory Officer the Director of Children's Services (Damian Allen) must ensure itself that satisfactory services are provided accordingly.

69. The Council's contract with the Trust contains various monitoring powers to assist the Council to assure itself that services are being delivered correctly. The work of the Overview and Scrutiny panel will assist the Council with this assurance work. Further

specific legal advice is available if required.

FINANCIAL IMPLICATIONS [Officer Initials AB Date 22/11/18]

70. DCST's Q2 financial position is outlined in the Financial Review section of the report. On a monthly basis the Council is meeting with DCST to review the financial position for 2018/19, and collaborative joint work will continue to be undertaken to understand, forecast and manage the demand; this will include understanding the ongoing pressures and impact for the 2019/20 budget setting process as the projected spend on the contract with DCST is a significant financial risk to the Council.

EQUALITY IMPLICATIONS [Officer Initials PT Date 13/11/18]

71. There are no equality implications directly arising from this report.

HUMAN RESOURCE IMPLICATIONS [Officer Initials DD Date 15/11/18]

72. There are no specific human resource implications for the council resulting from the contents of this report.

TECHNOLOGY IMPLICATIONS [Officer Initials ET Date 14/11/18]

73. There are no IT implications arising from this report.

HEALTH IMPLICATIONS [Officer Initials CW Date 13/11/18]

74. Health and social care services are inextricably linked and should be working in robust partnership to improve health and wellbeing outcomes for children and families. The move towards integrated health and social care delivery models supports these partnerships and create shared outcome objectives. Health colleagues are keen to support Doncaster Children's Trust to achieve the quality and performance levels they aspire to as this will impact on the wider health and wellbeing outcomes for Doncaster families.

FINANCIAL IMPLICATIONS [Officer Initials: ASB Date: 21.11.18]

75. DCST's Q2 financial position is outlined in the Financial Review section of the report. On a monthly basis the Council is meeting with DCST to review the financial position for 2018/19, and collaborative joint work will continue to be undertaken to understand, forecast and manage the demand; this will include understanding the ongoing pressures and impact for the 2019/20 budget setting process as the projected spend on the contract with DCST is a significant financial risk to the Council.

CONSULTATION

76. The Chief Executive of the Trust has been consulted on the content of this report.

ATTACHMENTS

- ‘Infographic’ depiction and summary record of performance challenge of highlighted performance indicators and volumetric measures of concern, or potential concern – Appendices 1 and 2
- Doncaster Children’s Services Trust – Quarter 2 report – Appendix 3

BACKGROUND PAPERS

77. Report of the Director of Learning, Opportunities, Children and Young People’s Scrutiny Panel – 11th July, 2016
Association of Directors of Children’s Services – Executive Summary, Safeguarding pressures, Phase 6

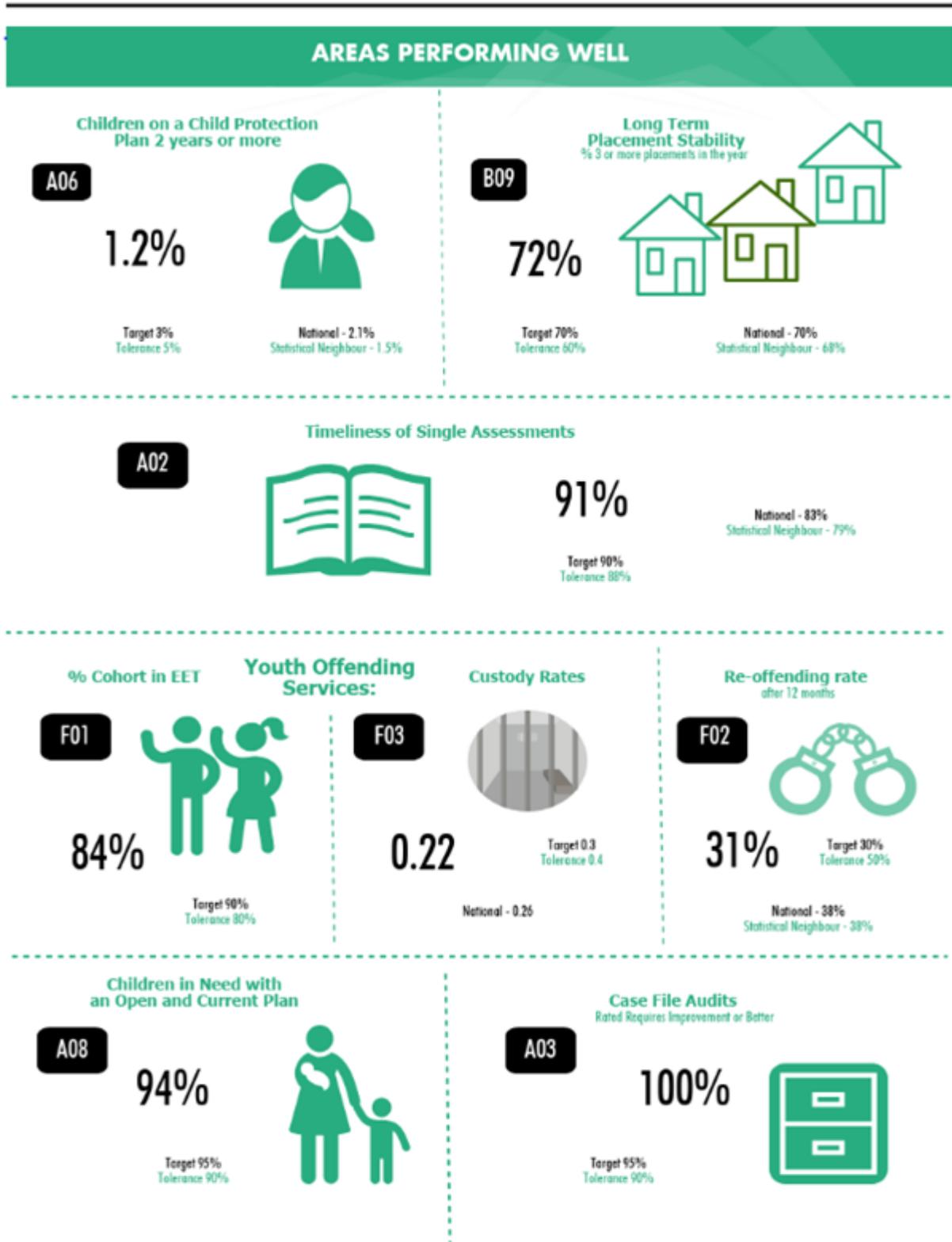
CONTACT OFFICER AND REPORT AUTHOR

Paul Thorpe - Quality and Service Improvement Manager
Commissioning and Business Development,
Learning, Opportunities and Young People’s Directorate
Email: paul.thorpe@doncaster.gov.uk
Telephone: 01302 862116

**Damian Allen,
Director of People (DCS/DASS)
Learning and Opportunities Children and Young People / Adults Health & Wellbeing
Directorates**

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Areas of Good and Improving Performance



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Areas of concern / potential Concern

AREAS FOR IMPROVEMENT

Repeat Referrals into Children's Social Care within 12 months



Care Proceedings on Track to be Completed within Timescale



Volumetric - Non-contractual Measures

Contacts into Children's Social Care



Number and rate of Children in Need



Measure and performance	DMBC Response	DCST Comment
<p>A1 Re-referrals in the last 12 months</p> <p>Q2 = 27%</p> <p>Target: 22% Tolerance: 28%</p>	<p>The Story Behind the Data: A significant number of the re-referrals fail to meet the threshold for social care statutory intervention, which could be a cultural legacy of risk aversion - the conversion rate to single assessment is very high (96%) but those cases which convert from assessment to statutory services is low. Of those which do require intervention most are Children in Need cases.</p> <p>The Trust has been dip sampling in an attempt to analyse step downs at 1st referral and suggests that two causal factors:-</p> <ul style="list-style-type: none"> > referrals which are stepped down to Multi-agency Early Help and single agencies which do not receive adequate or any intervention; > South Yorkshire Police Force referrals; <p>The Trust commentary identifies that a number of the re-referrals stepped down for Early Help services subsequently became re-referred within the same month and as the Trust states, further analysis is required to better understand the flows and transitions within the system. DMBC officers are triangulating data from the Early help Module To better understand the flows and pinch points.</p> <p>What is happening next:</p> <p>The proportion of cases stepped down from Social Care to Early Help services which subsequently become subject to a re-referral to Social Care, is subject to data clarification by officers of the Council and the Trust.</p> <p>The rate of re-referrals remains a concern,</p>	<p>Re-referral rates have increased slightly this quarter, within tolerance, with very little variability in the quarter. The average number of referrals reduced over the last 6 months in comparison to the same period in the previous year, yet the average number of re-referrals has remained the same. Approximately one third of re-referrals originate from the police, impacting on the rate and requiring intervention that then returns within 12 months. As new processes in EHM and LCS step up/down are embedded, we can better track the journey of a child in the case management system. New analysis demonstrates that 29% of the re-referrals in this quarter have been stepped down for Early Help services in the last 12 months, and last month 46% of the cases stepped down have stepped back up to social care within the same month. Further analysis is required to understand the Early Help offer and the reason why cases are returning back to Social Care so quickly after being safely de-escalated to Early Help. 14% of referrals which have not previously stepped down have evidence of prior multi-agency Early Help intervention before stepping up as a referral to Social Care but only 7% of these cases have had a 'reviewed' Early Help plan before being stepped up. If this rate were to increase, it is likely to positively impact on referral and re-referral rate.</p>
<p>A4 % of Children Seen within Appropriate Timescales (to include CiN, CPP, CiC)</p> <p>Q2 = 74%</p> <p>Target: 80%</p>	<p>The Story Behind the Data: The Trust advises that Children in Need are being seen, but that this is a recording issue. The Trust reports that based on case notes 79% of Children in Need have been visited, but have not been recorded on the system. A Children in Need case working group is progressing improvement and has shown an improvement of 6% since Q1. However, the Trust also reports a reduction in Children in Care and Child protection Plan visits which is being investigated again recording irregularities are suggested but this is potentially more serious, if it visits are not happening.</p>	<p>Performance for this measure has increased to 74%, now 1% below tolerance, increasing from 70%. There is some variation between each of the cohorts with timeliness for CiC visits in September at 80%, CPP 83%, Dual Registered 76% and CiN 66%. Following the sampling of CiN cases a working group has been formed and CiN visits rationalised to ensure that the recording of case contacts are accurate in LCS, further processes have been implemented across all area teams ensuring that a child must be seen and recorded within 5 days from the start of the initial C&F and then follow the routine visit of four weeks. This has already started to impact on the % of CiN visits in timescale</p>

	<p>What is happening next:</p> <p>The practice standard for visits is usually 4 – 6 weeks and there is a statutory prescription to be met in respect of children in care. Of equal importance is that children are seen alone and that the agreed frequency of visits meets practice standards and those agreed within individual plans. The issue of accurate and timely recording in respect of Children in Need visits (which are important but the lowest and least crucial has been raised and will be at all Joint Finance and Performance meetings. It is important that Children in Need are seen (which we are assured is the case) but also that this is recorded and it is these standards that must improve.</p>	<p>which has now increased by 6% from the previous quarter. When looking across all case note types we can evidence that 79% of CiN were seen within timescale, putting performance within tolerance but further work is required to embed the accuracy of recording case note types for reporting purposes to support this measure. Further investigation needs to be undertaken to understand why CiC and CPP visits have reduced, initial analysis has shown that there are some CiC which have ended but not recorded on LCS, which has a slight impact of 1% increase on the timeliness of CiC visits.</p>
<p>B8 % of care proceedings on track to be completed within 26 weeks</p> <p>Q2 = 70%</p> <p>Target: 90%</p>	<p>A decline in performance in Q2 adrift of target and tolerance. A small number of cases can easily skew this measure which means that it can slip into and out of tolerance according to case complexity and the Trust reports that the volume of cases is having a deleterious effect on performance. The Trust has been challenged on this measure and the Trust is monitoring the situation and taking action to ensure there is no drift and delay. Although this is a local measure, There is a national proxy measure which does show comparable timeliness with the national average. The Trust reports an approved restructure of its legal services to increase capacity effective from November 2018. The Trust reports that delays are due in large part to Courts not listing cases within the 26 week target where cases are still progressing through the Issues Resolution Hearing stage - this is a national trend reflected in Ministry of Justice data and is within a context of rising numbers of Children in Care.</p>	<p>Timeliness has decreased and below tolerance. 147 of the 210 cases currently in proceedings are on track to complete.</p> <p>The trend of the number of cases in proceedings is increasing month on month from 163 in September 2017 to 210 at the end of this quarter, an increase of 28%. The average number of cases in proceedings over the last 6 months has increased to 195 in comparison to 154 for the same period in the previous year. Although the percentage of cases on track to complete in 26 weeks has decreased this quarter, the actual average number of weeks in proceedings for these cases is still below the target at 22 weeks. To support the increase of cases the Trust Board has approved the proposed restructure in Legal to increase capacity, this will take place in November. Initial investigation demonstrates that there are delays due to the Courts not listing hearings within the 26 weeks where cases have not concluded at the IRH (Issues Resolution Hearing) this is also supported in Children and Young People Now, dated 2nd October where it states; 'Ministry of Justice family court data shows it took 30 weeks to dispose of a care or supervision case during April to June this year. This is two weeks longer than the same quarter in 2017 and the highest average since 2014', 'But from April to June this year, just 48 per cent of cases were disposed of within this target, which is down eight percentage points over the same period in 2017'. 'The increase in the average length of care proceedings comes as the number of children in care rises at its fastest rate in five years'.</p>
<p>FO1 Youth offending services - % currently EET</p>	<p>A decline for the third successive quarter, below target but within tolerance from what was previously consistently good performance. The Youth Offending Service management Board has agreed a new and</p>	<p>Increase of 10%. In tolerance. There is a wide variation in this measure due to changing cohort size. The Youth Offending service Management Board has agreed a new and challenging target to increase by</p>

<p>Q2 = 84%</p> <p>Target: 90%</p>	<p>challenging target to increase performance by the end of 2018/19.</p> <p>As the Trust states, cohort size is a factor which will skew values, that said</p>	<p>15% by the end of 2018/19. At the end of this quarter 16 of the 19 Young Offenders were in Education, this has increased performance by 10% on last quarter and increased by 11% since quarter 4 2017/18, now only 4% below the Youth offending service Management Target. The Youth Offending Service has a particularly strong Education Employment & Training offer for both school-age and post-16 young people. Strong links exist with local secondary schools and academies, Doncaster College and Wetherby Young Offenders Institution. In order to advocate on behalf of some of our more challenging young people, the YOS Education Co-ordinator is a standing member of the secondary inclusion panel and the Head of Service sits on the strategic education board.</p>
<p>E1</p> <p><i>Volumetric measure</i></p> <p>1898 (Q2 average)</p>	<p>Contacts remain high and have increased further in Q2. This is explicable due to high need in the community, a proportion of which is appropriate for service whether this be social care; Early Help or single agency intervention; however, a substantial proportion is not appropriate for any intervention.</p> <p>As previously identified there is a recognised need to improve engagement across the Early Help partnership including engagement by identified Lead Practitioners. Practitioners exhibit high caseloads which also compromise the effectiveness of the Early Help offer. There is also evidence of a fundamental misunderstanding of the Lead Practitioner role amongst some partners and concerns as to the capacity to undertake what is perceived to be an 'add on' to the 'day job'. There is an identified problem of Early Help cases not being picked up by Lead Practitioners, which are then becoming additions to the waiting list</p> <p>Mitigating actions: The Early Help Strategy Group continues to carry out work to investigate and seek solutions to the Early Help threshold and Lead Practitioner engagement issues identified above. A meeting has been held with Directors of academy chains to improve understanding and functionality of the Early Help offer.</p> <p>Continuous work with Health Visitors is taking place so as to improve participation with the Lead Practitioner role and there is evidence of progress being made.</p> <p>More fundamentally, the Children's Strategic Partnership will continue to work via engagement with our improvement partners, the Innovation Unit to achieve a better understanding of the tracking and progress mapping of young people within the system and embed a consistent and</p>	<p>n/a</p>

	<p>coherent shared understanding of the early help offer and more generally the children's offer across the whole spectrum of the children's system from 'universal to acute.'</p> <p>The interface of Social Care with the Early Help Hub is important. Analysis shows that 23.3% (20% in Q2) of cases which receive Social Care assessment and Social Care intervention are referred to the Early Help Hub (step downs) and a further 131 enquires to the Multi-agency Early Help Hub emanate from Social Care contacts which don't proceed to either assessment or Social Care intervention. This represents just 9.8% of the total average for contacts to social care in Q2.</p> <p>It is interesting that this latter figure has not wavered greatly over the previous quarters, which suggests that very few of those cases which do not proceed to assessment or Social Care intervention are proceeding to Early Help.</p>	
<p>E34 and 35</p> <p><i>Volumetric measure</i></p> <p>Number and rate of Children in need</p> <p>1677 396 (Q2 average)</p>	<p>Although the Q2 value has fallen, numbers remain above national and regional averages but below the statistical neighbour average. This fall may at least in part, be attributable to increased take up of single agency Early Help. It is far too early to infer this as a trend though. Children in Need plans are timely so there is no evidence of drift and delay in the system. The recorded primary need in Doncaster is 'abuse or neglect' which is considerably higher than all other benchmarks. Much of this reflects need in the community and the ongoing demand pressures at the social care front door.</p>	
<p>E18 and 19</p> <p><i>Volumetric measure</i></p> <p>Number and rate of CiC</p> <p>(589 / 89) Q2 Average</p>	<p>The rate and number show a disappointing increase in Q2 and remains among the highest in the region. The causes can be attributed to risk aversion; inappropriate application of thresholds; high need within the system or poor adoption performance. There is little evidence of the former. Although adoption performance has declined in the most recent figures. The Ofsted report provided some assurance but there is no sign of the trend of increasing numbers being reversed. The Trust cites robust appropriate transition of Child Protection Plans and the practice of the Family Court which is capturing children within this definition who would otherwise have been classified as Special Guardianship Orders.</p>	

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Quarterly Performance Report – Quarter 2, 2018/19

Reporting Period 1 July to 30 September 2018

1. PURPOSE OF THE REPORT

- 1.1. To provide an overview of Doncaster Children's Services Trust's performance position for Quarter 2 - 2018/19

2. SUMMARY POSITION

- 2.1. The contract indicator set for the 2018/19 has remained largely unchanged, since last year, with some revisions to youth offending targets and tolerances based on YOS management board expectations.
- 2.2. The table below summarises the number of contract measures on target, within tolerance and outside tolerance as at the end of Quarter 2 - 2018/19

	Outside tolerance	Inside tolerance	On or better than target	No target specified
Social Care Pathway	1	2	4	0
Children in Care	1	0	4	0
Youth Offending Services	0	2	1	0
Family Support Services	0	1	1	0
Workforce	0	0	3	0
Total	2 10%	5 25%	13 65%	0 0%

- 2.3. Ninety percent of measures currently lie within or better than target, with 65% at or above target, and increase on previous quarter. All measures can now be measured against a target and tolerance, after the two family support indicators were set targets. One measure fell out of tolerance in this quarter, after previously performing within tolerance; another remains outside tolerance for the third quarter, but shows an improvement. These are covered later in the report.

2.4. Measures at or better than Target as at end of Quarter 2 - 2018/19

Thirteen measures:

- A2 - Timeliness of single assessment
- A3 - Percentage of monthly case file audits rated as 'requires improvement' or better
- A6 - Percentage of children in child protection plan for 2 years or more.
- A9 - Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time
- B9 - Long-term placement stability of looked after children
- B10 - Stability of Placement of CiC: percentage of 3+ moves
- B13 - Care leavers aged 19-21 in suitable accommodation
- B14 - Percentage of Care Leavers in Employment, Training and Education (age 19-21yrs)
- F03 - Youth Offending Services – Custody Rate.
- C14 - Percentage of frontline FTE posts covered by Agency Staff
- C15 - Staff turnover
- C16 - Frontline staff receiving supervisions in timescale
- C17 - Outcomes for Families That Have Received Family Support on Closure

2.5. Measures within Contract Tolerance as at end of Quarter 2 2017/18

Five measures:

- A1 - Percentage of re-referrals in last 12 months
- A8 - Percentage of children in need with an open and current plan
- F01 - Youth Offending Services – %cohort currently EET
- F02 - Youth Offending Services – reoffending rate after 12 months
- C18 - Length of Intervention from Family support Services

2.6. Measures outside Contract Tolerance as at end of Quarter 2 2017/18

Two measures:

- A4 - Children seen in appropriate timescales (CIN, CPP, and CIC)
- B8 - Percentage of care proceedings on track to be completed within 26 weeks

2.7. Measures with no target currently set

No measures:

- 2.8. Further detail on each measure, along with trends and narrative can be found in appendix one.

3. OPERATIONAL MEASURES AND CONTEXT

3.1. The operational measure set was also reviewed and revised during the annual contract review. These are supplied within appendix one. A summary of the key themes emerging from this dataset is listed below

Measure	Qtr 2 2018/19	Qtr 2 2017/18	Qtr 1 2018/19
Contacts in period	5694	5600	5611
Referrals in period	991	1258	1307
Children in Need	2549	2725	2827
Children subject to CPP	323	355	358
Looked after children	593	541	582
ACPS qualified social worker average caseload*	22.1	23.4	25.2

*ACPS team caseloads are most susceptible to fluctuations in demand; therefore, this average is indicative of workforce capacity. Qualified social workers are identified, as other workers will have protected caseloads.

- 3.1.1. **Contacts:** Compared to the same period last year contact rate for the quarter increased by 2%, and are also up 1.5% on the previous quarter.
- 3.1.2. **Referral rates.** Despite the increase in contact rates, the numbers of referrals dropped by 24% from last quarter and are 21% lower than the same quarter last year. This has been achieved, in part by strengthening the immediate step down to early help pathways from initial contact. There has also been a recent increase in contacts from Police regarding child criminal exploitation (CCE) that do not require a safeguarding response, so these are not continuing through to referral. Referral rates peaked in September and October 2017, and this trend has not been repeated in 2018.
- 3.1.3. **Children in Need:** a reduction in total referrals has led to a decrease in numbers of children in need (2549, including children being assessed, CIC, CPP and Care Leavers receiving a service). Numbers of children subject to a **Child Protection Plan** have continued to reduce and are now at 323. This is due to effective de-escalation, which is not leading to children becoming subject to a plan for a second or subsequent time. Of the 139 ceasing to be on a plan in the quarter, only 8 (6%) became looked after.
- 3.1.4. The reduction in overall referrals and open cases means that average caseload has reduced, largely due to a reduction in the number of assessments being undertaken in the quarter.

However, as the latest quarter includes the school holidays and October is often the peak referring month, more time is required to understand whether this trend is permanent. Average caseload for a fully qualified social worker in our ACPS teams has dropped from 25.2 to 22.1. This, however, is a high average, with 18% of all social workers holding a case load of 26 or more.

- 3.1.5. The number of **children in care** has increased in the quarter by eleven 593, the highest rate during the lifetime of the Trust, and 10% higher than the same time last year. There is no nationally published data for comparison until December 2018. However, there is increasing emerging intelligence that other areas are experiencing similar, sometimes larger, increases in the same period, with associated budgetary pressures.
- 3.1.6. Despite the increase in numbers, the proportion of children placed out of borough remains similar to the same period last year. More children are placed with in-house foster carers than a year ago (234 vs 220) and occupancy of our in-house residential properties remains high at 90%. There were a further 22 foster carer approvals in the quarter.
- 3.1.7. Sickness rates for the quarter were 5.5%, an increase on the same period last year (4.4%). However, the sickness rates had reduced at the end of the quarter to 4.0% in September.

4. KEY EXCEPTIONS AND IMPROVEMENTS

- 4.1. We continue to report the majority of **cases audited are rated as good or better**, with 82% of cases audited in the quarter graded as good or outstanding, and only no cases graded as inadequate within the quarter; the second quarter with no inadequate cases. This quarter is the second to report from a revised audit framework, with further detail in agenda item relating to quality of work.
- 4.2. Timeliness of single assessments has returned to perform above target, with regular tracking in place to reduced drift and delay. We are performing at a level better than our previous outturn figure, National, Regional and Statistical Neighbours. At the end of the quarter, we are 10% better than the “Best” Local Authorities (those who have been graded most recently Good or Outstanding nationally).
- 4.3. Re-registration rates to child protection plans amounted to seven percent in the quarter (8 children). Only four children have remained on a plan for more than two years. Coupled with a reducing rate of children on plans, these figures mean cases are not being prematurely de-escalated.
- 4.4. Both placement stability measures (short term and long term) are above

target, and better than latest national and regional outturns. Long-term placement stability within our in-house foster carers is higher still (83%), and when compared to IFA placement stability (77%), This is due to the support offered by our fostering service, and the impact of the Mockingbird family networks that are able to prevent unplanned placement moves and support and retain carers.

- 4.5. The rates of care leavers in suitable accommodation, and in education, employment or training continue to exceed target performance, after an overhaul of performance tracking. Excluding those unavailable to the labour market due to illness, disability or pregnancy, our EET rate is 64%
- 4.6. Supervision rates for staff remain high, along with turnover rate and use of agency staff.
- 4.7. The two family support measures now have targets set against them. The proportion of families that have received support from our PAFSS teams with a reported improved outcome has increased in the quarter and is above our target figure. The Length of intervention from PAFSS services has reduced from 226 to 175 days, and is within tolerance.
- 4.8. We continue to be challenge with the rate of children reported as being seen within appropriate timescales; however, performance improved in the quarter and are now one percentage point outside tolerance. This amounts to 56 visits in the quarter. Tracking is in place to ensure that any overdue visits are quickly identified and rescheduled. There is some variation between each of the cohorts with timeliness for CIC visits in September at 80%, CPP 83%, Dual Registered 76% and CiN 66%. Following the sampling of CIN cases a working group has been formed and CIN visits rationalised to ensure that the recording of case contacts are accurate in LCS, further processes have been implemented across all area teams ensuring that a child must be seen and recorded within 5 days from the start of the initial C&F and then follow the routine visit of four weeks. This has already started to impact on the percentage of CIN visits in timescale, which has now increased by 6% from the previous quarter. When looking across all case note types we can evidence that 79% of CIN were seen within timescale, putting performance within tolerance but further work is required to embed the accuracy of recording case note types for reporting purposes to support this measure.

5. EXTERNAL EVALUATION

- 5.1. A further children's home (MD) achieve an outstanding grading in the quarter, meaning that the quarter ended with all homes good or better.
- 5.2. The Trust was inspected as a Voluntary Adoption Agency in July 2018, and achieved an outstanding judgement for overall effectiveness, with "the effectiveness of leaders and managers" also judged to be outstanding. The published report contains a number of direct quotes from carers, which demonstrates the value and confidence they have in this service.

- 5.3. The Trust anticipates two inspections in the short to mid-term, and are preparing accordingly. We anticipate a 2-day focused visit, under the ILACS framework, concentrating on services for looked after children. Following the Adoption inspection, we also anticipate an inspection of our Fostering team, as an Independent Fostering Agency. Our “Good to Great” framework of reporting, self-evaluation and performance clinics will remain core to delivering positive outcomes.
- 5.4. The Trust continues to contribute to preparations for multi-agency inspections, through the Joint Strategic Improvement Group (JSIG). We are active representatives in the subgroups to support preparations for both the JTAI (Joint Targeted Area Inspection) and SEND inspections, the latter of which is chaired by DCST. Preparations for both are well underway, with improved partner engagement and self-awareness.

6. CONCLUSIONS

- 6.1. The second quarter of 2018/19 reports relatively strong performance, with 18 out of 20 measures performance at or better than contract measures. This is despite continued high levels of demand for services. Plans are in place to address the two measures that are currently outside tolerance. Audit work also confirms that quality of practice is improving to the point where we can be confident that the majority of our casework is good or better.
- 6.2. Improvement activity continues following the recent inspection, and we can demonstrate progress against our comprehensive action plan. Changes to the governance of inspection preparation and readiness are beginning to demonstrate improved partner engagement. All children’s homes are now rated good or better.

James Thomas
Senior Head of Performance and Improvement
17 October 2018



Doncaster Council

Report

Date: 11th December 2018

To the Chair and Members of the Children and Young People Overview and Scrutiny Panel

Attendance Strategy Update

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly, Cabinet Member for Children, Young People and Schools	All	Yes/No

EXECUTIVE SUMMARY

1. The purpose of this document is to provide Overview and Scrutiny committee an update of the 'Attendance Strategy' which was discussed in Spring 2018.
2. The original 'Attendance Strategy' document came about as a consequence of cabinet's consideration of the trends in school absence in Doncaster.
3. The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.
4. Attendance is one of the three strands of the work of the Doncaster Growing Together Inclusion board, which provides overall governance for this strategy. This is strongly correlated with the work of the Social Mobility Opportunity Area which has provided further support to schools in relation to connected issues such as school exclusion and the narrowing of gaps in outcomes between groups of young people.
5. This report sets out a summary of the work undertaken in the first year of the strategy and a description of its impact in the first two terms of last year, which is all of the data that is immediately available.

EXEMPT REPORT

6. This is not an exempt report.

RECOMMENDATIONS

7. For the Panel to;
 - i. Note the work undertaken by the council since September 2017 and the impact of the project so far in a number of schools; and
 - ii. Continue to monitor the impact of this work following subsequent release of key data.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

8. The impact of high levels of school absence are a significant problem for citizens, limiting equality of opportunity, employment, economic activity, aspirations and the quality of educational provisions and their outcomes.
9. Whilst children are not attending school they are of much greater risk of harm and this presents a genuine safeguarding risk. For individual citizens there is great risk of longer term problems with employability, engagement and poverty. Reversing this trend is a priority activity.

BACKGROUND

10. Doncaster's attendance and Persistent Absentee figures have been significantly below the National Average in both compulsory phases of education for the last nine year and had worsened in the period leading up to the launch of the initial strategy. The national rank for absence in 2016-2017 was 133 / 151 for primary schools and 150/151 for secondary schools.
11. The previous report noted that 'There are a significant number of schools that are above the National Average for persistent absenteeism, with only three secondary schools at or above the National Average for persistent absenteeism. Seventeen schools have persistent absenteeism affecting over 20% of their cohort.' Students counted as persistently absent have attended school for less than 90%. This represents half a day per week. Young people with this level of absence has a significant effect on outcomes, with over 90% of students in this category failing to achieve 5 A*-C with English and Maths at GCSE.
12. Attendance is one of the three strands of the work of the Doncaster Growing Together Inclusion board, which provides overall governance for this strategy. This strategy has been delivered in tandem with our three year strategy for improving behaviour and reducing exclusions. This work has been accompanied by other initiatives under the Doncaster Social mobility Opportunity Areas aimed at improving engagement and attendance in schools.
13. The strategy was launched in the Autumn term of 2017 with the aims of delivering greater responsibility, accountability and capacity to schools in relation to the leadership and management of attendance, whilst also improving the capacity and focus of local authority teams in supporting improvements.
14. Aims of the Attendance Strategy:
 - To develop collective responsibility for driving improvements in attendance.
 - To deliver greater accountability for Doncaster schools around absence and P.A.

ensuring that schools have a whole school approach to improving attendance.

- To ensure that school improvement services have a clearly defined role in improving attendance.
- Ensure that the attendance service is having a clear impact upon schools

15. The main actions of the strategy were:

- Identifying and working with a number of schools with a three year pattern of high absence to review practice and make improvements.
- To develop a network for leaders and practitioners from all schools.
- To clarify and strengthen guidance around attendance practice.
- To review and strengthen the L.A.s practice around attendance.

16. Summary of activity 2017-2018:

- We wrote to leaders and governors from 64 schools who were identified as having long term concerns around attendance and identified them as schools requiring support. This fed into existing support and challenge processes within the local authority.
- L.A. officers visited schools conducted audits of existing practice and advised these schools on developing action plans and solutions for improving attendance. Schools have been challenged around existing approaches to attendance and a common approach to leading attendance in Doncaster schools has been developed.
- The L.A. conducted termly attendance network meetings in order to share good practice with school leaders across the borough. School leaders have shared a wide range of strategies, supported by attendance team members.
- Attendance and behaviour teams have worked together to identify schools requiring further support to reduce the impact of exclusions upon attendance and to co-develop strategy in relation to reducing exclusions. The L.A. has developed new processes for analysing attendance data alongside other outcomes in order to identify schools for intervention and further action. A growing number of schools have bought in the LA attendance service as a consequence of our work with schools.
- The L.A. conducted a review of its own practice. This triggered changes in our code of practice and the review of roles which came with the functional review. Our enforcement code has changed and our arrangements for staffing and facilitating the enforcement procedure have altered in order to ensure efficiency. A new Code of Conduct has been agreed and shared with schools.
- We have developed partnerships with local schools and collaboratives. This has led to attendance initiatives across the school system and particularly at secondary where the LA has worked with all schools in order to co-produce new policies and practices.

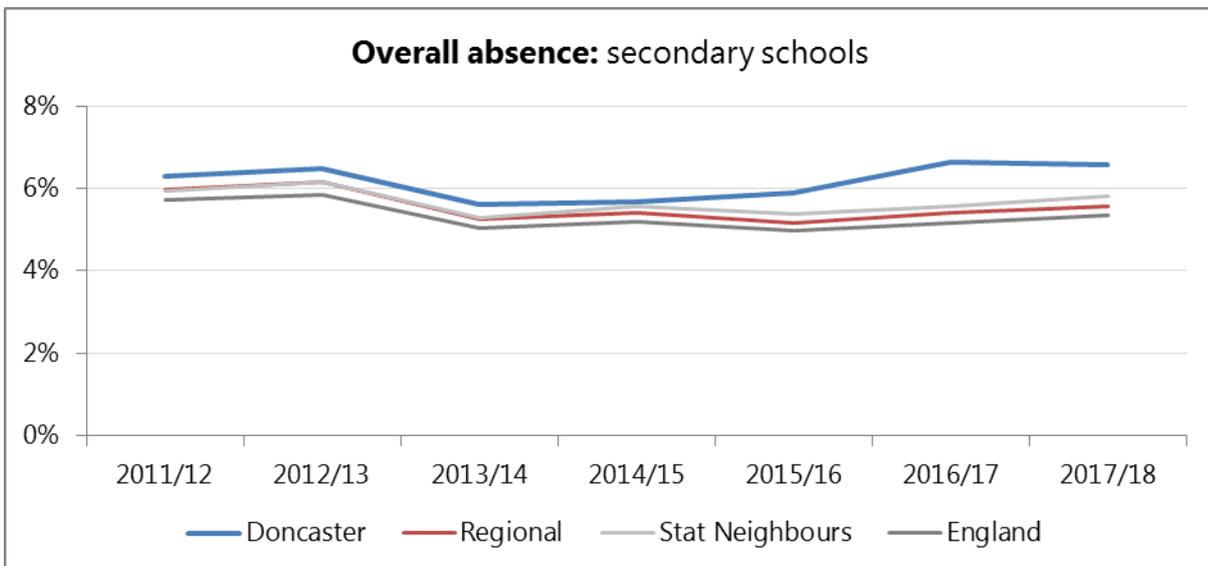
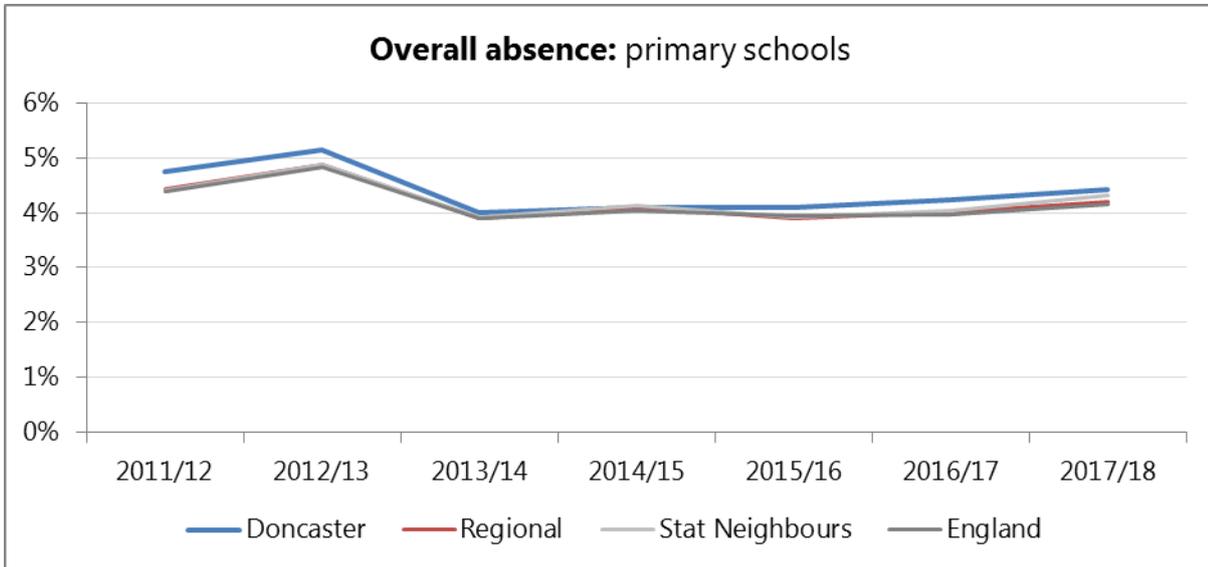
Impact upon outcomes:

17. Attendance data is available only for the first two terms of the strategy (Autumn 2017 and Spring 2018). The SFR (Statistical First Release) report set out the following outcomes and trends:

18. Overall absence has stabilised at both phases of education during Autumn and spring of the last academic year. This is in the context of a national trend which is rising sharply. Overall absence at primary remains 0.2% behind the National

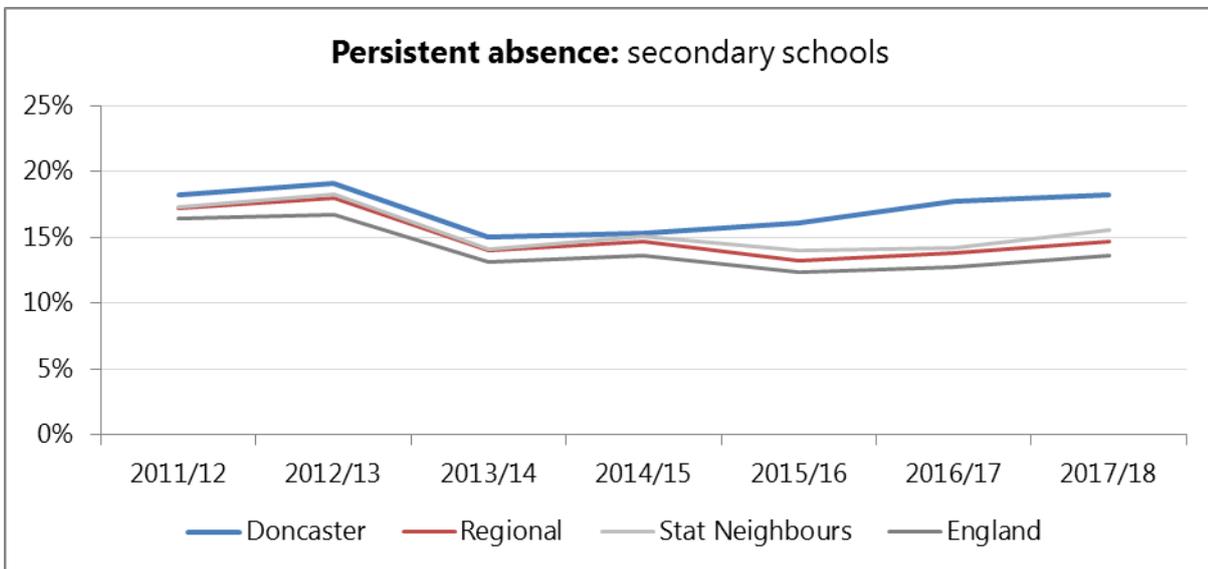
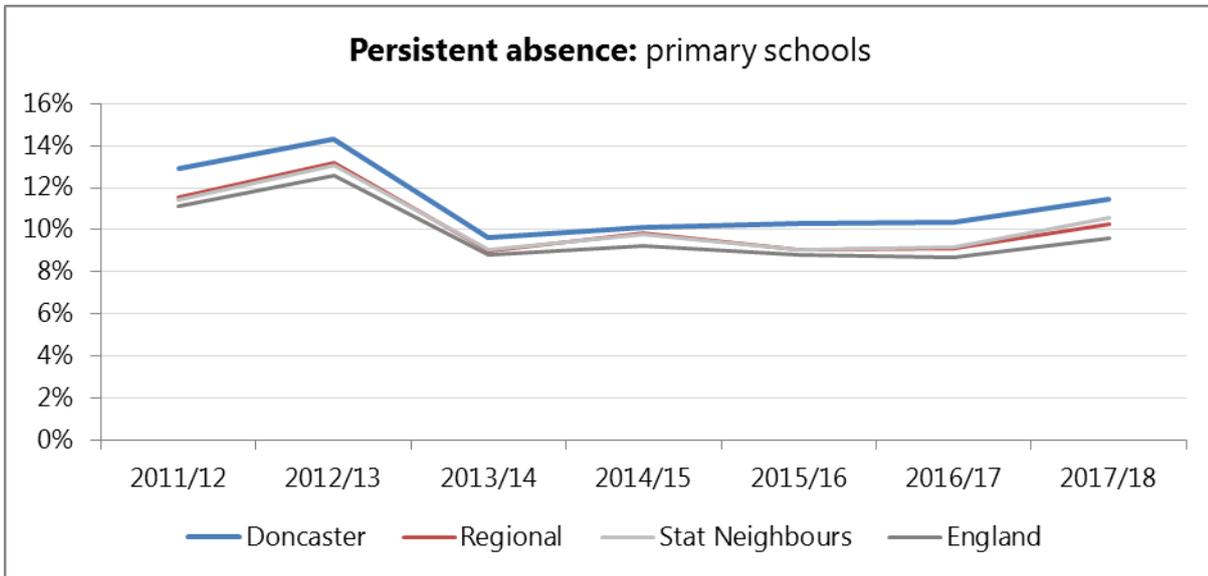
Average, but as absence has increased overall nationally and regionally, this has led to Doncaster improving its national ranking from 133 to 131st and ranking compared to 11 statistical neighbours from 10th to 9th.

19. Our secondary absence rates have remained at 6.6% whilst the national average has worsened to 5.4% and the regional average has grown to 0.2%. This supports an improvement of 2 places in the national rankings from 150/151 to 148/151. The trend in overall absence is reflected in the charts below:

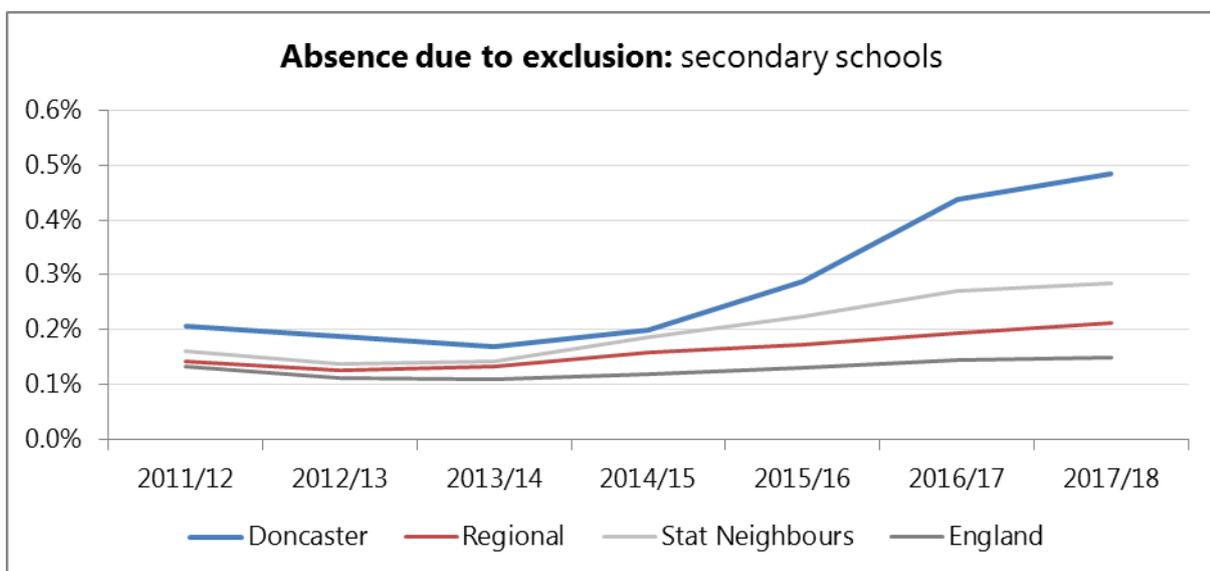
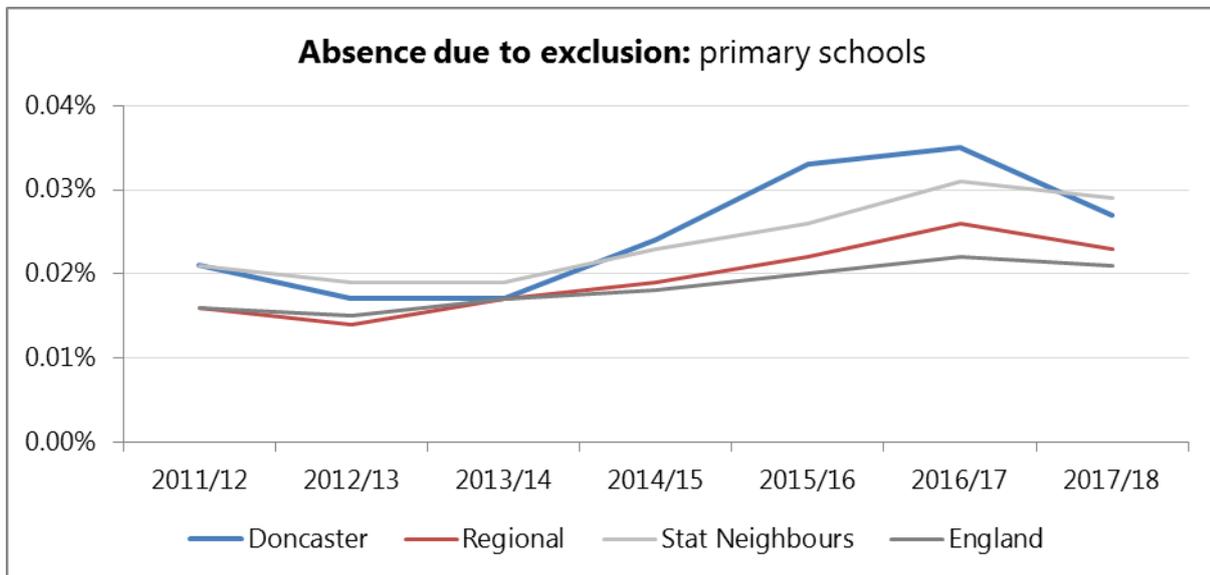


20. With persistent absenteeism (P.A), the Doncaster trends have increased whilst the national picture has worsened significantly during the first two terms of last year. The average proportion of children who are PA is now 11.5% at primary- a growth of 1.1% which is higher than the national jump from 8.7% to 9.6%. This has led to our primary performance dropping from 135 to 137 in the national rankings.

21. Whilst PA 18.1% at secondary level has grown (from 17.8%), there has been a steeper increase nationally, regionally and amongst our statistical neighbours which has led to our national rank shifting from 149 to 145. These trends are reflected in the graphs below:



22. The contribution of exclusions to these indicators is a significant concern. Exclusions in the primary phase have declined and we have improved our ranking in relation to national, regional and statistical comparators.
23. The rate of fixed term exclusions has continued to grow in the secondary sector during this period and Doncaster now stands out against all regional and statistical comparators and is bottom but one in the national ranking of local authority areas.



Data for 'focus' schools:

24. The 64 'focus' schools were identified due to their absence being a concern over the last three academic years. There are a number of schools who are causing concern in relation to other aspects of their performance or who have changed status or trust over the last two years. Nearly all schools engaged with the process and worked with the LA to review processes and develop action plans.
25. The vast majority of these schools attended the network meetings which have all averaged an attendance of over 80 schools so far.
26. 31 out of the 64 'focus' schools made immediate improvements in their overall attendance figure over the first two terms of the intervention.
27. In our focus primaries absence grew at a slower rate than in our other schools and the gap between the focus schools and the national average reduced from 0.8% to 0.7%. In relation to persistent absenteeism (P.A) the gap with the national average also dropped, from 4.5% last year to 3.8% this year. There was a small reduction in unauthorised absence within this timeframe and a small increase in the number of unauthorised holidays. The proportion of authorised holidays during this period dropped.

28. At secondary level, absence reduced by 0.1% and the gap with the national average reduced by 0.3%. Persistent absenteeism (P.A.) dropped by 0.4% across our secondary schools, with the gap with national averages reducing from 8.9% to 7.7%. The proportion of unauthorised holidays taken during this period doubled from 0.2 to 0.4.

Overall comments:

29. Absence rates have stabilised over the first two terms of the project and some schools with stubbornly high levels of absence have made improvements.

30. There has been a high level of engagement from across the sector with the attendance strategy, with strong levels of participation in networks and training and attendance at key meetings. Secondary head teachers have co-produced some key areas of strategy and we have worked with a high number of schools in developing leadership knowledge. The next phase of the strategy will be to sue resources in order to support those schools who have struggled to make improvements during this period.

31. Our intervention with schools has yielded some positive outcomes in schools where progress has been historically slow and we need to ensure that our attendance team continue to build on the dialogue which the attendance strategy has started.

32. The urgent need to address the rising levels of fixed term exclusions is critical. The LA behaviour transformation programme and the OA Inclusion Charter are critical to improving partnerships of schools at each phase and ensuring that there is a borough-wide commitment to reversing these trends.

33. Next Steps for 2018-2019

- We have begun a November public relations campaign to draw attention to the issue of attendance across the borough. This strategy has included attendance sweeps and initiatives with schools alongside a secondary phase cross-borough attendance competition which targets the period of time when attendance is at its weakest in the borough.
- Developing a parental engagement strategy with inclusion services and wider agency involvement.
- Ensuring clear accountability about the use of part-time timetables across the school system.
- Targeting messages around attendance in early years settings.
- Developing website with attendance resources for school by Spring 2019.
- Differentiate phase level networks for schools at different phases and stages. Build a single training framework for secondary schools.
- Refine the list of schools for a relaunched 'focus schools' intervention in Spring 2019. We have developed a model of intervention for our secondary academies who are struggling with attendance which will offer intensive support to our schools with the most stubborn patterns of absence. This has been co-designed with secondary schools and the Doncaster Opportunity Areas programme.
- The launch of the Opportunity Areas Inclusion Charter in reducing fixed term exclusions across the borough. This will request schools to sign up to principles around reducing exclusions and to action plan to this effect. Schools will be expected to reduce exclusions and to support each other with preventative strategies.

OPTIONS CONSIDERED

34. There are no options for consideration

REASONS FOR RECOMMENDED OPTION

35. There are no options to consider

IMPACT ON THE COUNCIL'S KEY OUTCOMES

36.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>Improve social mobility and economic activity by improving school engagement and outcomes.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>Reducing the likelihood of anti-social behaviour through school absence. Ensuring that all school prioritise student safety and have robust procedures for minimising school absence.</p>
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>Attendance is critical to all young people having a good experience of education. Our strategies aim to bring about increased engagement and an improved experience of the school system for children and families.</p>

	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>Schools become more effective in providing support and guidance for families and ensuring greater engagement with the school system and other agencies.</p>
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>We have worked with all partners within Doncaster and beyond to produce strategies and share resources and knowledge. The next phase of this work will require continued co-ordination of leadership responses across the borough.</p>

RISKS AND ASSUMPTIONS

37. Doncaster's schools and academies are monitored and challenged by their governing bodies in order to ensure that their children attend school. The Local Authority monitors school attendance as part of its school improvement strategy.

LEGAL IMPLICATIONS [Officer Initials SRF Date 28/11/18]

38. The Council has a number of legal duties in relation to the provision of education to school age children. The Council has a number of strategies aimed at improving school attendance and specific legal advice can be provided on these issues as required

FINANCIAL IMPLICATIONS [DA Date 28/11/2018]

39. The total controllable 2018-19 expenditure budget for the Attendance and Education at Home team is £851,380. The staffing posts included within this budget are subject to the on-going LOCYP Functional Analysis. Any additional expenditure arising from the Attendance Strategy will need to be fully costed to ensure that funding is available from existing resources

HUMAN RESOURCES IMPLICATIONS [DLD Date: 28.11.18]

40. There are no specific HR implications related to the content of this report. If there are any HR implications arising from specific elements of the Attendance Strategy and associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS [Officer Initials...PW Date...28/11/18]

41. There are no anticipated technology implications in relation to this report. The report author has confirmed that the reference to 'developing website with attendance resources for schools' relates to additional content on the existing Schools Portal.

HEALTH IMPLICATIONS [Officer Initials...CW Date ...28/11/18]

42. Learning outcomes and health outcomes are intrinsically linked. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). A strategic approach to improving attendance and reducing the gap in educational attainment is likely to impact positively on reducing long-term health inequalities in Doncaster. As the strategy is likely to impact predominantly on vulnerable young people, this is of particular importance. Public Health support the implementation of the strategy.

EQUALITY IMPLICATIONS [Officer Initials MO Date 28/11/18]

43. We must have regard to the extent to which the council has complied with its Public Equality Duty and give due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children including those that are disadvantaged is a core value of the Children and Young People's Plan. The attendance strategy aims to work with schools in order to reduce the impact of disadvantage and to promote inclusion and diversity in line with these values.

CONSULTATION

44. Communications in the New Year for schools updating the strategy and considering impact so far.

BACKGROUND PAPERS

45. Doncaster Attendance Strategy (January 2018)

REPORT AUTHOR & CONTRIBUTORS

Martyn Owen
Head of Service Inclusion
Email: martyn.owen@doncaster.gov.uk

Damian Allen
Director of People (DCS/DASS)



Doncaster Council

Doncaster Metropolitan Borough Council

Strategy for Attendance and Persistent Absence – Schools 2017 -18.

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ATTENDANCE STRATEGY

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1. The purpose of this document is to introduce Cabinet to the Attendance Strategy and associated delivery plan for the improvement of Attendance and Persistent Absence at school level.
2. This programme is the LOCYP response to the request for a report that investigated the scale of the issue and how it links with the Doncaster Children and Young Peoples Plan 2017-2021 and the Social Mobility Opportunity Area, enabling teams to maximise their skills and expertise on delivering improved outcomes to children and young people.
3. The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.
4. There is a sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues that schools in Doncaster face. Building on the evidence of the CYPP the Education & Skills Commission seeks to strengthen schools by improving the quality of teaching and learning, improving teacher recruitment and retention, and by ensuring that there is a broad and balanced curriculum that both meets the needs of pupils and the labour market. This is reflected in our 'Raising aspiration and achievement strategy', which sets out how local partnerships will impact upon school provision and outcomes including, specifically attendance.
5. Attendance is one of the three strands of the work of the Doncaster Growing together Inclusion board, which provides overall governance for this strategy.
6. This is strongly correlated with the ambition and intent of the Social Mobility Opportunity Area. Doncaster is set to receive £6m in funding over the next three years to improve the life chances of children and young people; an initial analysis of the challenges we collectively face has focussed on the home learning environment, narrowing the gap between disadvantaged pupils and their more affluent peers, persistent absence, and higher level qualifications.

EXEMPT REPORT

7. Not exempt.

RECOMMENDATIONS

8.

- To note that the poor performance of schools in this area is a key issue for Team Doncaster and impacts on a multitude of associated economic and social outcomes for children and young people.
- To explore underlying reasons.
- To give priority to a public attendance campaign that draws attention to the scale of the problem and the social and financial costs of allowing this position to continue, whilst setting out a clear position to the community regarding the value of attending school.
- To endorse the strategic actions in this plan and to monitor the impact of this work, notably:
 - To directly support and challenge all Doncaster schools who are performing below the National Average for attendance.
 - To offer professional development opportunities for school leaders and governors so that they are increasingly able to improve attendance in their settings.
 - To review the work of the DMBC attendance service in order to ensure greater impact upon attendance and persistent absenteeism.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

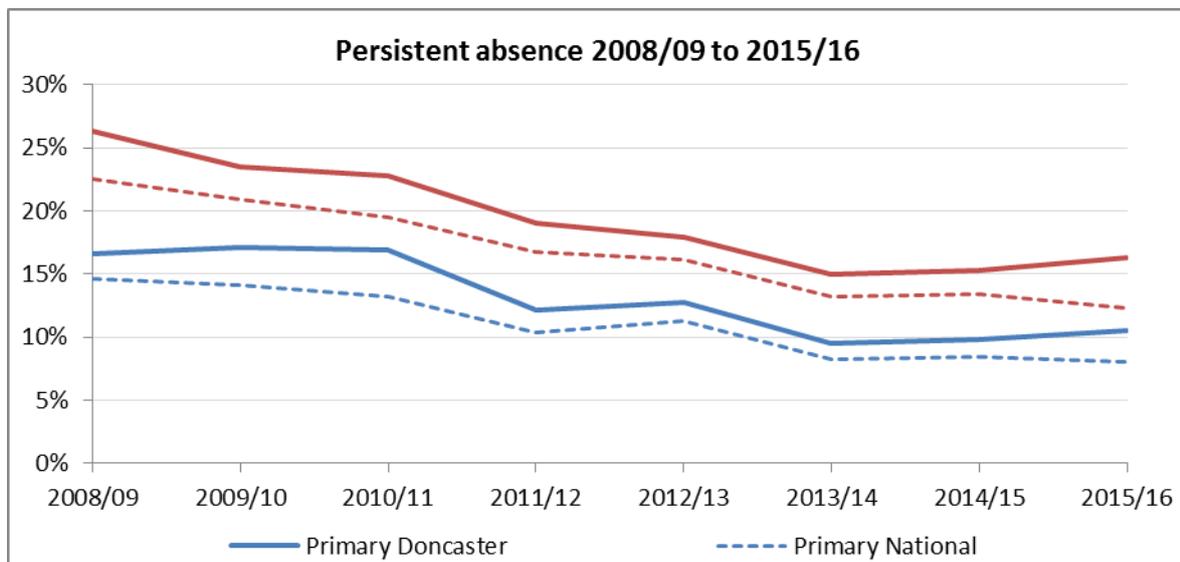
9. The impact of high levels of school absence are a significant problem for citizens, limiting equality of opportunity, employment, economic activity, aspirations and the quality of educational provisions and their outcomes.

10. Whilst children are not attending school they are of much greater risk of harm and this presents a genuine safeguarding risk. For individual citizens there is great risk of longer term

problems with employability, engagement and poverty. Reversing this trend is a priority activity.

BACKGROUND

- 11. Doncaster’s attendance and Persistent Absentee figures have been significantly below the National Average in both compulsory phases of education for the last nine years and are worsening.
- 12. Students counted as persistently absent have attended school for less than 90%. This represents half a day per week. Young people with this level of absence has a significant effect on outcomes, with over 90% of students in this category failing to achieve 5 A*-C with English and Maths at GCSE.
- 13. There are a significant number of schools that are above the National Average for persistent absenteeism, with only three secondary schools at or above the National Average for persistent absenteeism. Seventeen schools have persistent absenteeism affecting over 20% of their cohort. This is a key issue for children in the borough.



14. Aims of the strategy

- To develop collective responsibility for driving improvements in attendance.
- To deliver greater accountability for Doncaster schools around absence and P.A. ensuring that schools have a whole school approach to improving attendance.
- To ensure that school improvement services have a clearly defined role in improving attendance.
- Ensure that the attendance service is having a clear impact upon schools

15. Summary of actions:

- Conducting a Doncaster-wide campaign stressing the fundamental importance of school attendance and highlighting the risks of continuing poor performance in this area.
- To develop a Doncaster wide approach to and ownership of attendance issues.
- To identify schools who are persistently below the National Average for absence and support and challenge them to improve their practice.
- To offer a programme of professional development including networking opportunities that will develop the leadership capacity of schools in this area.
- To provide support and challenge to schools in order to reduce the impact of fixed term exclusions upon whole school attendance.
- To provide renewed leadership to schools by strengthening guidance and expectations around enforcement and day to day practice.

16. What success looks like

- There is effective targeted support in place from across the council for all schools who need to improve attendance and pupil behaviour.
- There is a consistent approach to the managing of attendance and behaviour across Doncaster.
- There is a reduction in persistent absence and an increase in pupil attendance across all schools so that the Doncaster statistics are in line with the national average..
- There is a reduction in the number of fixed term exclusions across all schools.
- There is a diminishing distance between disadvantaged pupils and their peers in relation to persistent absence and attendance.
- Improve the quality of provision (educational and therapeutic) available for CYP with behavioural difficulties both in a mainstream setting and in alternative settings.

- There are strong networks and CPD opportunities for those leading behaviour and attendance in schools.
- The L.A. and key stakeholders have a clear role in supporting the improvements in attendance, fixed term exclusion rates and the quality of behaviour provision in Doncaster.

17. Officers have been engaged in working directly with schools since October 2017. We expect to see improvements in rates of attendance and a reduction in persistent absence over the first year of the project. The strategy is expected to maintain its delivery through academic years 2017-2018 and 2018-2019.

IMPACT ON THE COUNCIL’S KEY OUTCOMES

18.

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster’s vital services</i> 	<p>Improve social mobility and economic activity by improving school engagement and outcomes.</p>
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>Ensuring that all school prioritise student safety and have robust procedures for minimising school absence. Reducing the likelihood of anti-social behaviour through school absence.</p>
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our</i> 	

	<p><i>Communities</i></p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Schools become more effective in providing support and guidance for families and ensuring greater engagement with the school system and other agencies.</p>
	<p>Council services are modern and value for money.</p>	<p>The authority will, as part of this strategy, review the effectiveness of its attendance provision in order that it impacts upon a broader range of families and schools.</p>
	<p>Working with our partners we will provide strong leadership and governance.</p>	<p>Focused training and network events are provided through the Local Authority.</p> <p>Supporting and challenging school leaders in order to improve systems and practices within their settings.</p>

RISKS AND ASSUMPTIONS

19. Doncaster's schools are challenged by their Governing Bodies, the Local Authority and OFSTED in order to ensure that children attend school.

20. The Local Authority monitors results and progress and exercises its duties in accordance with the Doncaster School Improvement Strategy.

LEGAL IMPLICATIONS

21. A local authority has a number of statutory duties concerning attendance and this strategy assists in ensuring these duties are met. Specific relevant duties include identifying children not receiving education and sending a written notice to parents; power to prosecute a parent for a child's non-attendance; publishing a Code for penalty notices to address poor attendance and

administering the penalty notice regime; and to investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from the schools' admission register.

FINANCIAL IMPLICATIONS

22. The total controllable expenditure budget for the Attendance and Education at Home team is £668,290. The staffing posts included within this budget are subject to the on-going LOCYP Functional Analysis.

Any additional expenditure arising from the Attendance Strategy will need to be fully costed to ensure that funding is available from existing resources.

HUMAN RESOURCES IMPLICATIONS

23. There are no specific HR implications related to the content of this report. If there are HR implications arising from specific elements of the Attendance Strategy and associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS

24. There are no technology implications arising from this report.

EQUALITY IMPLICATIONS

25. We must give due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that disadvantaged, is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

Introduction and Rationale

The expectation for children and young people to attend school/education every day underpins the focus of this strategy as a key factor in promoting better outcomes for all young people. It is the collective responsibility of schools, academies, Multi Academy Trusts, Local Authorities, Multi Agencies who support children and young people, parents/carers and key partners to promote and support good and improving attendance.

The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.

There is a sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues that schools in Doncaster face. Building on the evidence of the CYP the Education & Skills Commission seeks to strengthen schools by improving the quality of teaching and learning, improving teacher recruitment and retention, and by ensuring that there is a broad and balanced curriculum that both meets the needs of pupils and the labour market. This is reflected in our 'Raising aspiration and achievement strategy', which sets out how local partnerships will impact upon school provision and outcomes including, specifically attendance.

This is strongly correlated with the ambition and intent of the Social Mobility Opportunity Area. Doncaster is set to receive £6m in funding over the next three years to improve the life chances of children and young people; an initial analysis of the challenges we collectively face has focussed on the home learning environment, narrowing the gap between disadvantaged pupils and their more affluent peers, persistent absence, and higher level qualifications. By having a consistent focus on these issues we feel confident we can make significant progress in improving outcomes for children and young people.

The link between attendance, attainment and better outcomes for young people can be measured by the qualifications and relevant skills, including life skills and aspirations to secure a place within further education/training or to secure employment. Attendance is also linked to safeguarding and is a recurrent theme in Serious Case Reviews. The Local Authority and schools must act in a way that protects young people and ensure attendance is high on their respective agendas, take the necessary steps to notice, follow up and alert the necessary agencies when a child or young person is regularly absent or has a prolonged absence from their educational setting. This document will provide a corporate approach for managing attendance and absence in Doncaster.

Vision

A comprehensive strategy to reduce absence and the level of persistent absence that filters through all agencies and settings working with children and young people will be evaluated and reviewed. This document intends to help schools and services efficiently manage pupil attendance and absence procedures as set down by the statutory requirements and the guidance from the Department for Education.

Aims

- Overall attendance improves and persistent absence reduces
- Vulnerable groups of pupils attend school regularly in line with their peers
- Children and young people who are disengaged from learning can access provision that provides interest and learning
- Schools provide secure safe environments with high quality teaching and learning
- Parents, schools and partners understand their contribution and engage in promoting good attendance
- Young people will improve their life chances and reach their full potential by attending school regularly
- Young people leave school adequately equipped to access employment or further education and training and develop the relevant life skills to be successful in their adult life

The priorities of the strategy

- To create a culture across the borough that reflects the desire to raise aspiration for all Doncaster children and young people
- To develop new ways of promoting good and outstanding attendance whilst continuing to challenge, support and build the capacity of schools' own management of attendance
- To work collaboratively across teams to provide early intervention and prevention
- To identify and support vulnerable groups of children including disadvantaged children, Looked After Children, Pupils with Special Educational Needs and Disabilities, Young carers, children with health needs that impact on their learning, achievement and attainment including both Physical and Mental Health needs, and Minority Ethnic groups especially Gypsy, European Roma and Travellers of Irish heritage.
- To provide high quality, effective and targeted Local Authority Support in a timely manner.
- To ensure the Local Authority supports schools and education settings to make Full and Effective use of Legal Powers
- To ensure the overarching theme of safeguarding children is linked to all priorities.

Persistent Absence

Persistent Absence thresholds have changed from when they were first introduced in 2005/6, where pupils with attendance below 80% were originally identified in this category. This is equivalent to 1 day absent per 5 day week.

The threshold was adjusted to 85% and below in 2010/11 to raise expectations in recognition of improvements to attendance nationally. The last a change to 90% threshold level occurred in 2015/16. This is equivalent to ½ day absent per 5 day week.

Persistent Absence Threshold 80%	Up to 2009/10
Persistent Absence Threshold 85%	Up to 2014/15
Persistent Absence Threshold 90%	From 2015/16

All historic figures given for persistent absence are based on the **current** methodology of 90% threshold. This section uses the "5 terms" data as "6 terms" data is not available before 2012/13.

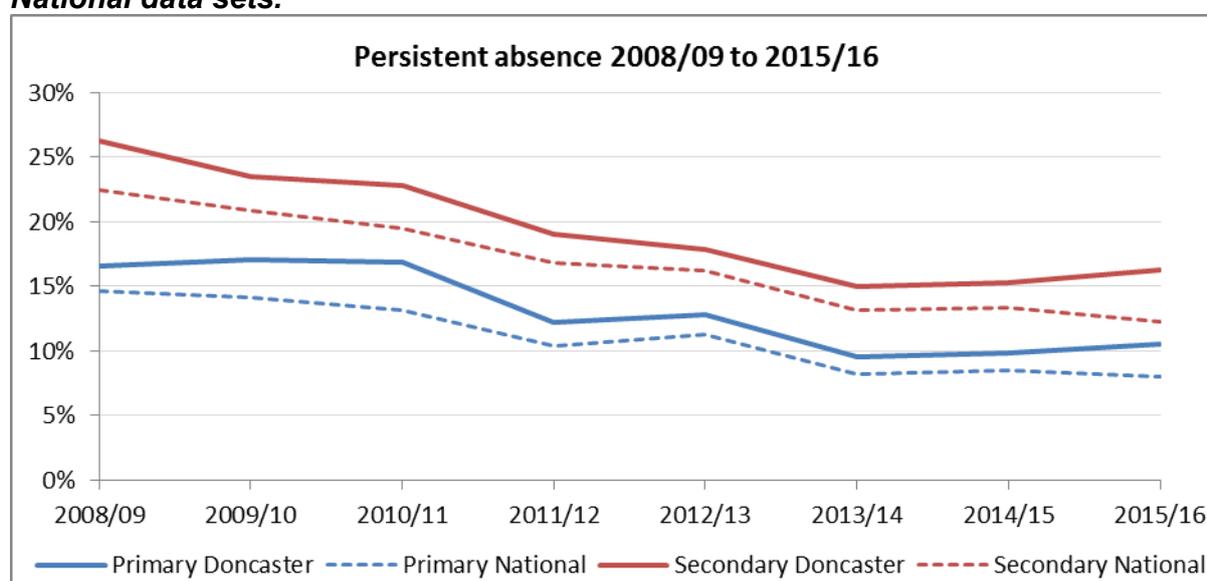
Primary Mainstream Schools Persistent Absence

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Doncaster	16.6%	17.1%	16.9%	12.2%	12.8%	9.5%	9.8%	10.5%
National	14.6%	14.1%	13.2%	10.4%	11.3%	8.2%	8.5%	8.2%
Gap	2%	3%	3.7%	1.8%	1.5%	1.3%	1.3%	2.3%

Secondary Mainstream Schools Persistent Absence

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Doncaster	26.3%	23.5%	22.8%	19.0%	17.9%	15.0%	15.3%	16.3%
National	22.5%	20.9%	19.5%	16.8%	16.2%	13.2%	13.4%	13.1%
Gap	3.8%	2.6%	3.3%	2.2%	1.7%	1.8%	1.9%	3.2%

Table 1.1- Doncaster Primary and Secondary Persistent Absence compared to National data sets.



Graph 1.1 - Doncaster Primary and Secondary Persistent Absence compared to National data sets.

Table 1.1 and Graph 1.1 show how Doncaster has always been above the figures for persistent absence for eight years, compared with National in both phases of education. In general Secondary schools in Doncaster have had a larger gap between Doncaster schools compared to national data. The highest gap was 2015/16 when the threshold for Persistent absence was increased to 90% with +3.2% above national. The lowest gap for secondary schools was 2012/13 with +1.7% above national. This was the third year when the threshold was 85% for persistent absence. When comparing the gap in 2010/11 when the 85% threshold was first introduced Doncaster gap with national was +3.3%. The trend during the five year period for the 85% threshold was improving up to 2012/13 with slight increases for the next 2 years. When the threshold was increased to 90% the gap widened to +3.2% compared to national figures in 2015/16.

In Doncaster primary schools the largest gap with national was 2010/11 with +3.7%. This coincided with the introduction of the 85% threshold. There was an improvement the following year 2011/12 where the gap was reduced to +1.8%. The gap with national was at its lowest in 2013/14 & 2014/15 at 1.3%. The gap increased when the 90% threshold was introduced in 2015/16 to +2.3%

Overall Doncaster schools have not been in line with national averages for the last 8 years up to 2015/16. Although there were improvements made they were not sustained. Each time the threshold was increased there were widening gaps with national data. This points to a need to focus on persistent absence to close the gaps with national data that must be sustained.

96% attendance means a pupil has been absent for 8/190 days in an academic year

Vulnerable pupil groups

Missed learning in the form of poor attendance, makes young people more vulnerable. The proportion of children entitled to free school meals in Doncaster has been above the national averages in both primary and secondary schools over a period of 8 years up to 2015/16. By focusing on 2015/16 there were 15.8% in primary compared to national average of 14.1% and 14.8% in secondary compared to national average of 12.9%. See table 2.1 below. Family circumstances are more diverse than ever, early childhood development is poorer than many other Authorities. Figures for free school meals in primary schools nationally are higher than secondary schools. Changes in figures year on year show how the threshold for claiming free school meals have changed not necessarily due to families having an increase in income when looking at the drop in percentages from 2014/15, this is reflected at national level as well as in Doncaster.

The largest gap in primary between national data and Doncaster was 2013/14 with a gap of +3.5% in Doncaster compared to national. In secondary schools the largest gap was 2012/13 with a gap of +1.6% from national data. This was also the highest percentage over an 8 year period in Doncaster for both primary and secondary schools, 21.2% and 16.7% respectively.

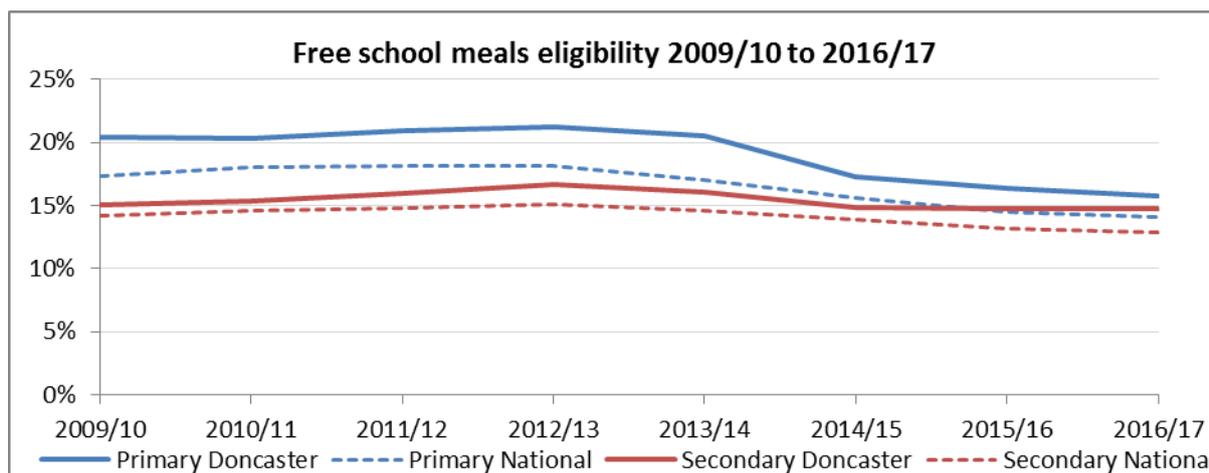
Percentage of primary school pupils eligible for free school meals

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Doncaster	20.4%	20.3%	20.9%	21.2%	20.5%	17.3%	16.4%	15.8%
National	17.3%	18.0%	18.1%	18.1%	17.0%	15.6%	14.5%	14.1%
Gap	+3.1	+2.3	+2.8	+3.1	+3.5	+1.7	+1.9	+1.7

Percentage of secondary school pupils eligible for free school meals

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Doncaster	15.1%	15.4%	16.0%	16.7%	16.1%	14.9%	14.8%	14.8%
National	14.2%	14.6%	14.8%	15.1%	14.6%	13.9%	13.2%	12.9%
Gap	+0.9	+0.6	+1.2	+1.6	+1.5	+1	+0.9	+1.9

Table 2.1 – Doncaster primary and secondary schools pupils eligible for free school meals compared to national data.



Graph 2.1 – Doncaster primary and secondary schools pupils eligible for free school meals compared to national data.

Ofsted expect schools to have a clear understanding of their vulnerable groups of pupils in relation to attendance. Schools should be able to analyse their data to demonstrate how each group is performing compared to one another. Missed learning due to poor attendance makes children and young people more vulnerable to lower educational outcomes and places them at risk in terms of safeguarding. Doncaster and partner agencies will need to work collaboratively to ensure the level of support required for these pupils is coordinated effectively to have an impact on individual pupils and families.

Vulnerable cohorts of pupils include:

- Pupils who are eligible for pupil premium
- Children and young people identified as having SEND either as a statutory EHCP or at SEN Support
- Children with a medical condition
- Children Looked After
- Children/young people subject to a child protection plan
- Children/young people classified as a child in need
- Young carers
- Gypsy/ Roma/ Travellers of Irish heritage
- Pregnant School girls/teenage parents
- Children Missing Education – either on a school roll or not allocated a place
- Children/young people who are persistently late to school
- Children and young people on part time or reduced timetables
- Children and young people who are excluded Fixed term/Permanent/ at risk of exclusion

Good attendance at school is an important factor that ensures pupils have maximum life chances and is strongly linked to educational achievement.

Pupils with 95% attendance – 73% achieve 5 GCSE A*-C or equivalent including English & Mathematics

Factors associated with absenteeism

Studies have found that many contextual factors are associated with absenteeism. Factors discussed below include neighbourhood attributes, school building conditions, pupil health conditions, and grade retaining policies.

A large scale US study by Gottfried (2014) indicates that the neighbourhood context can influence school absenteeism in urban youth. The results from the study show significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race.

Simons et al. (2010) found that building conditions in Upstate New York schools was also a contributing factor. An association was found between student absenteeism and adverse school building conditions such as visible mould, humidity, poor ventilation, vermin, building system or structural problems related to these conditions. These 43 effects were stronger in schools in lower socioeconomic areas and in schools attended by younger students.

Researchers have also investigated the impact of certain health factors, along with socioeconomic status. In a US-based study of 920 fourth grade pupils, Baxter (2011) found no statistically significant relationship between absenteeism and Body Mass Index or Socio-economic Status (operationalised as eligibility for free/reduced price school meals). This result does contradict other research (see for example Gottfried, 2014, cited above), and more robust investigation may be needed to understand the interplay of socio-economic status and absenteeism.

Finally, a quasi-experimental study by Gottfried (2013b) examined the effect of retained pupils (pupils who repeat a year) on the outcomes of other students in the same classroom. Results showed that a greater percentage of retained classmates increased other students' absence rates. Because the effect was only present on unexcused absences, and not excused absences, this suggests that grade retention increases disengagement levels in other students in the classroom.

(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p42)

**Pupils with attendance below 92% risk dropping a GCSE grade;
this is equivalent to 17 days absent in a year.**

Approaches to reduce absenteeism – in line with the impact of absenteeism on achievement

A literature review by Kearney and Graczyk (2014) identifies the need for identifying and intervening early, monitoring progress overtime, assessing functional behaviour, and the implementation of evidence-based procedures and protocols, and of team-based approaches.

Researchers have also focussed on absence due to ill health (Wilkie 2011; 2012), and approaches to keeping those pupils in education. Wilkie (2012) conducted a qualitative case study of 22 senior secondary students and their mathematics teachers. The study found widespread ambiguities about educational responsibility for students during absence due to ill health. Teachers also demonstrated surprise in finding out that their students wished to continue their studies, and also a degree of hesitance to initiate contact with students. Students nevertheless expressed their desire for teachers to remain involved with them.

Wilkie (2011) discusses the potential of using online collaboration to allow for academic continuity for pupils with absence due to chronic ill health. The study finds that early data from the 'Information and Communications Technology addressing educational disadvantage due to remoteness or prolonged absence from school' project (Royal Children's Hospital Education Institute, 2007), have demonstrated the potential of videoconferencing, online 'whiteboarding', and interactive whiteboard application sharing for pupils in this situation. The authors also acknowledge that this approach requires particular resources and infrastructures, and support for teachers.

(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p43

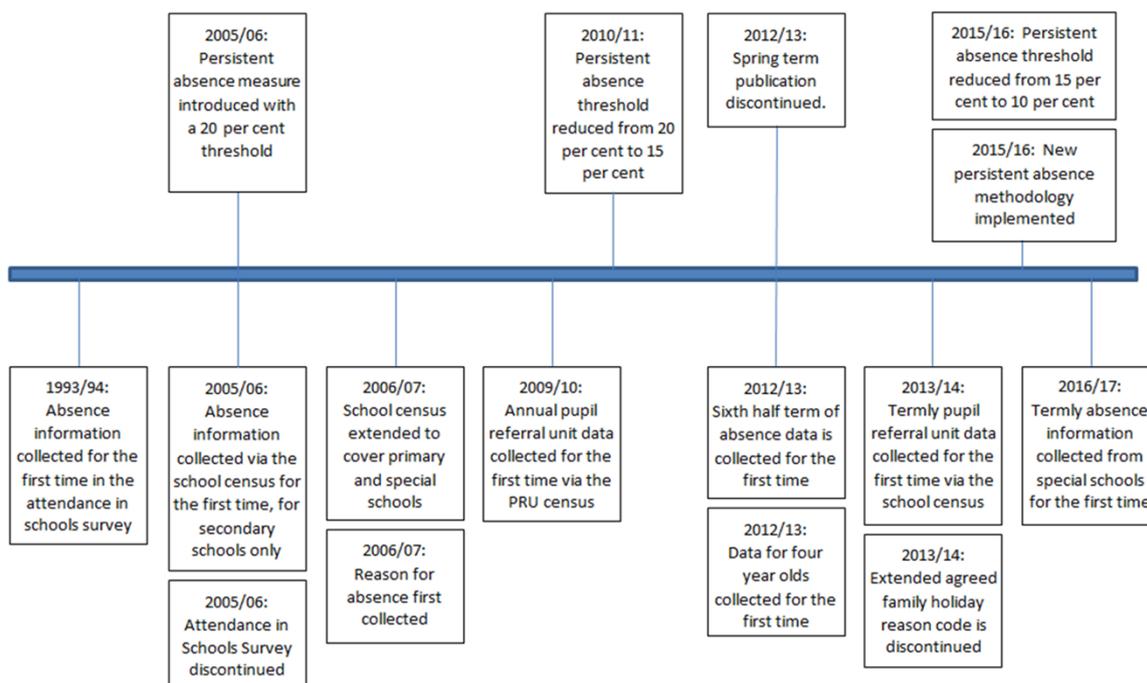
Pupils with attendance between 80% - 90% only 35% achieve 5 GCSE A*-C or equivalent including English & Mathematics

90% of Persistently Absent pupils fail to achieve 5 GCSE A*-C or equivalent including English & Mathematics.

33% of Persistent Absentees fail to achieve any GCSE grades at all.

Pupils with 50% or more absence – only 3% achieve 5 GCSE A*-C or equivalent including English & Mathematics

Attendance data collection – Timeline of key events



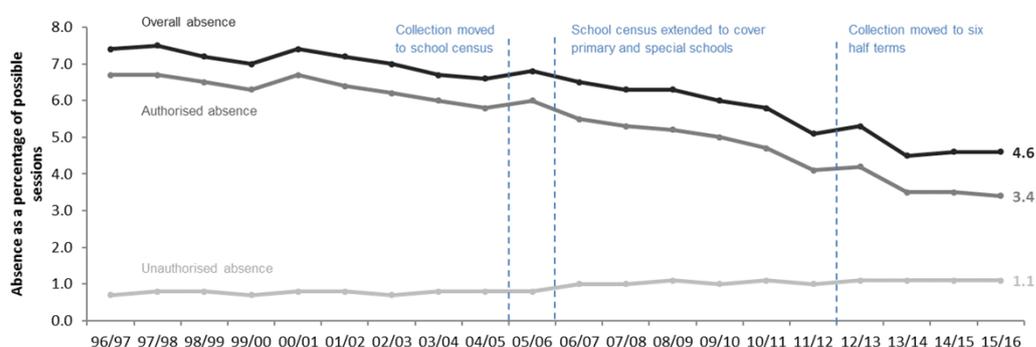
(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p55

Annex G – Absence rates over time

The chart and table below shows overall, authorised and unauthorised absence rates, comparing absence levels from when collected via the attendance in schools survey to those collected via the school census. Comparisons here are for contextual information only and should be treated with caution as the survey and census did not collect information on the same basis – see background of absence data collection for further information. Current national statistics compare absence rates to the earliest comparable academic year, 2006/07.

Table 13: State-funded primary, secondary and special schools – Absence rates 1996/97 to 2015/16



(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p56)

Doncaster compared to National - Primary school absence

		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Doncaster	Auth	5.2%	5.0%	5.0%	4.7%	4.0%	4.1%	3.0%	3.0%	3.0%
	Unauth	0.6%	0.7%	0.8%	1.0%	0.8%	1.1%	1.2%	1.3%	1.4%
	Total	5.8%	5.7%	5.8%	5.7%	4.8%	5.2%	4.2%	4.4%	4.4%
National	Auth	4.7%	4.7%	4.6%	4.3%	3.7%	3.9%	3.0%	3.1%	3.1%
	Unauth	0.6%	0.6%	0.7%	0.7%	0.7%	0.8%	0.8%	0.9%	0.9%
	Total	5.3%	5.3%	5.2%	5.0%	4.4%	4.7%	3.9%	4.0%	4.0%

Doncaster compared to National - Secondary school absence

		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Doncaster	Auth	6.4%	5.9%	5.6%	5.3%	4.7%	4.5%	3.7%	3.6%	4.0%
	Unauth	2.1%	2.2%	2.0%	2.1%	1.8%	2.1%	2.2%	2.3%	2.5%
	Total	8.6%	8.1%	7.7%	7.4%	6.5%	6.6%	5.9%	5.9%	6.4%
National	Auth	5.9%	5.7%	5.4%	5.1%	4.6%	4.5%	3.9%	4.0%	3.8%
	Unauth	1.5%	1.5%	1.5%	1.4%	1.3%	1.4%	1.3%	1.3%	1.4%
	Total	7.3%	7.2%	6.9%	6.5%	5.9%	5.9%	5.2%	5.3%	5.2%

Table 3.1 – Doncaster overall absence compared to national 9 year trend

When comparing the level of absence at primary and secondary level in Doncaster with National figures it is possible to notice that Doncaster has higher levels of absence than national in both phases. The largest gap in primary schools was 2010/11 at +0.7% whereas in secondary schools the largest gap was 2007/8 +1.3%.

Primary school absence in Doncaster compared to national had the largest gap in 2010/11 at +0.7%. The narrowest gap was +0.3% in 2013/14 remaining at +0.4% in the following two years. When considering authorised absence compared to unauthorised absence figures; Doncaster primary schools were in line with national for authorised absence from 2013/14. However the difference in absence was due to the increase in unauthorised absences in Doncaster schools since 2012/13. Doncaster ranged from 1.1% - 1.4% between 2012/13 – 2015/16 compared to national data ranging from 0.8%- 0.9% in the same period. This shows how Doncaster schools were coding absence and not authorising more absences than national levels.

In secondary schools the gap narrowed to a low of +0.6% in 2011/12 and 2014/15 increasing to +1.2% in 2015/16. The increased gap from +0.6% to +1.2% is a huge concern when looking at 2014/15 and 2015/16. The threshold for persistent absence increased nationally to 90% in 2015/16 but additional investigation is needed to explain the increase in absence between the two consecutive academic years.

When looking at fixed term exclusions for Doncaster secondary schools in 2015/16 it is clear to see the increase in absence can be linked to the data for fixed term exclusions almost doubling when compared to 2014/15. At school level Mexborough, Balby Carr, Don Valley, Ash Hill, De Warrenne, Ridgewood & Hall Cross showed marked increases in the number of fixed term exclusions in 2015/16. Outwood Adwick with the highest number of fixed term exclusions had more than doubled in 2013/14 with a slight drop in 2014/15 and 2015/16 yet remained the highest fixed term excluding secondary school in the LA.

A focus on authorised absence compared to unauthorised absence shows how Doncaster has higher levels of unauthorised absence compared to national for the nine years represented in table 3.1. Doncaster unauthorised absence has ranged from 1.8% in 2011/12 to its highest level of 2.5% in 2015/16. National data ranges from 1.3% to 1.5% during the same period. A focus on unauthorised absence and what schools are putting into place to reduce this type of absence to be in line with national should be implemented from 2017/18.

Yorkshire and Humber region average attendance is 95.3% and Persistent absence is one of the highest regions nationally at 11.3%

	Doncaster	Yorks &Humber	Stat Neighbours	National
Absence (pri)	4.4%	4.1%	4.1%	4.0%
Absence (sec)	6.4%	5.5%	5.5%	5.2%
Absence (total)	5.3%	4.7%	4.7%	4.6%
PA (pri)	11.1%	8.9%	8.5%	8.2%
PA (sec)	17.5%	14.2%	14.2%	13.1%
PA (total)	13.8%	11.3%	11.1%	10.5%

Table 4.1 – Absence and persistent absence for Primary and Secondary schools 2015/16

It is possible to consider Doncaster data with regional, statistical neighbours and national data. Table 4.1 shows how Doncaster compared with all data sets is higher for the levels of absence and persistent absence. When comparing Doncaster with statistical neighbours the gap for absence in primary schools is +0.3%, Secondary schools is higher at +0.9%. The overall gap is +0.6% for all schools in Doncaster compared to statistical neighbours. As a bench mark figure Doncaster needs to firstly come in line with its statistical neighbours, and ideally in line with national data.

The persistent absence gaps with statistical neighbours at primary level is +2.6% compared to secondary schools with a gap of +3.3%. In both cases a focus on the levels of persistent absence that are significantly higher than statistical neighbours is needed to ensure data is aligned to regional, statistical neighbours and national figures.

Data collected from Autumn 2016 for secondary schools showed levels of persistent absence for all secondary schools apart from Danum Academy. The following eight schools were above 20%. Outwood Adwick 20.6%; Trinity 20.9%; De Warrene 22%; Don Valley 24.3%; Ash Hill 25.3%; XP 26.7%; Mexborough 30.3% and Balby Carr 30.8% (placed into Special measures by Ofsted April 2017). There were six schools above national and below 20% for persistent absence – Campsmount and Hall Cross 14.8%; Ridgewood and Rossington 15.9%; McAuley 16.3% and Armthorpe 17.4%. Only 3 schools were at or below national averages for persistent absence during this period – Hayfield; Hungerhill and Sir Thomas Wharton.

Further investigation of primary schools with high levels of persistent absence needs to be carried out to identify which primary schools are partner schools for the schools with the highest levels of persistent absence. This would allow a locality action plan to be developed to concentrate resources to make improvements.

From the cabinet report that prompted this document nine primary schools were reported to have persistent absence ranging from 20.1% to 34.2% (Hexthorpe 20.1%; St Marys 20.8%; Grange Lane 22.2%; West Road 22.4%; Hillside 22.6%; Waverley 22.7%; Toll Bar 31.9%; Moss Road Infants 33.3% and Holy Family 34.2%). When we consider the figures for Persistent Absence, nationally is 8.2%, regionally 8.9% and statistical neighbours is 8.5% a focus on primary schools with excessively high levels of persistent absence must be implemented.

How schools can promote attendance and reduce persistent absence

In order for attendance and persistent absence to improve across Doncaster opportunities to identify and share good practice will be necessary. Nationally recognised good practice in schools who have successfully tackled poor attendance and persistent absence have the following in place:

- The Attendance Leader is a member of the Senior Leadership Team who provides reports to The Senior Leadership Team/Governors and directs the strategic leadership of attendance across the school
- The Attendance Policy is regularly reviewed - annually- clearly identifies how attendance is managed and monitored, with clear systems, roles and responsibilities of staff/leaders and shared with all stakeholders to reflect practice within the school. Governors are consulted along with other stakeholders and ratify the policy
- There is a dedicated Governor responsible for attendance, who is knowledgeable and actively engaged in monitoring pupil attendance to support and challenge the school leadership team
- There are realistic yet challenging annual targets set by governors and used as an indicator of whole school performance and progress
- All registers are completed in line with the school procedures as part of safeguarding children by encouraging punctuality and regular attendance to school
- An admission and attendance register is accurately kept by the school and regularly quality assured by a senior member of the leadership team and are in line with statutory requirements
- Follow the statutory regulations and requirements for removing pupils from the admissions register
- All registers record a morning and an afternoon attendance mark for all pupils

- First day calling procedures are in place with robust and timely follow up to ensure all pupils are accounted for in terms of safeguarding
- The school analyses its data in terms of whole school, groups, vulnerable cohorts and individual pupils to spot patterns and any changes in attendance to promote efficient and timely monitoring and referral systems that provide support when appropriate
- The school uses the national attendance codes correctly as regards authorised and unauthorised absence, including a rigorous approach to sanctioning holidays in term time in line with LA and national guidelines.
- Notify the LA of any unexplained absences above 10 continuous school days clearly documenting what the school had done to ascertain the whereabouts of a child as part of safeguarding procedures
- The school works in partnership with parents/carers by actively seeking to develop effective and strong links for the benefit of pupils.
- Have a system of interventions that are internal to the school or external such as Early Help Assessments to support a pupil to improve their attendance
- Make referrals to the LA for any statutory casework / fixed penalty notices whilst continuing to support a child to attend using whole school systems
- Keep accurate records of interventions/support offered to encourage good and improved attendance. Early intervention, a chronology of all contact linked to pupil absence with the pupil, parents/carers and other agencies. This evidence may be required if legal proceedings are in place
- Archive registers for three years and make them accessible to LA Officers when required
- Schools across the LA share good practice and work together to ensure children have access to fulltime education
- Free schools/Academies can purchase support from the LA

Pupils who are persistent absentees in Primary School are likely to be Persistent Absentees at Secondary School.

How the Local Authority will promote attendance and fulfil statutory duties

- The local authority receives national data sets as part of the Statistical First Release (SFR) in order to measure the success of Doncaster, whilst being in a position to make comparisons with the Yorkshire and Humber region, with statistical neighbours and at national level.
- The national figures will be the benchmark to make direct comparisons with individual schools. This ensures targets are linked to national expectations and raises aspirations as part of school improvement across Doncaster.
- The LA will set realistic but challenging attendance targets for attendance and persistent absence. Progress against these targets will enable the LA to demonstrate that the early intervention and prevention approach is having a positive impact on the children, young people and families that have been supported across all schools.
- The LA will track and monitor attendance as a means of targeting resources in support of early intervention and prevention to support schools as they manage attendance at school level.
- The LA will offer a traded service of Officers that schools can choose to access as additional support and to fulfil statutory processes. This service will be coordinated by a Senior Officer as LA Lead for Attendance.
- A team of LA Officers, school staff and partners will form an Attendance Strategy Group to deliver this plan, monitor its effectiveness, report to key members of the LA and schools

- Ensure all multi agency safeguarding processes are followed and feedback to schools
- Provide opportunities for school professionals to receive regular updates, share good practice and access relevant training
- Develop strategies to promote and celebrate good attendance at schools and for pupils attending out of authority provision
- The strategy will consider any changes to local authority and schools responsibilities around part time timetables and exclusions.

LA Statutory duties

- Where children of compulsory school age are not receiving suitable education, the LA has a duty to initiate legal proceedings
- Monitor and challenge school attendance registers and data for all schools who access LA support
- To ensure all schools comply with the Registration Regulations, England 2006 and all other legislation related to attendance
- To follow and implement the appropriate legislation linked to child employment and entertainment.
- To have a rigorous and robust process for Children Missing Education and ensure schools are aware of the process and engage with it effectively
- To issue penalty notices for absence following the agreed protocol
- To comply with the legal duty to service School Attendance Orders on parents/carers
- When a parent/carer breaches a School Attendance Order the LA will initiate proceedings against them
- Where a child of school age is not receiving suitable education the LA has a duty to consider the use of an Education Supervision Order.

Free School Meal Pupils attendance nationally is 93% compared to Non Free School Meals Pupils attendance nationally is 95.9%.

Free School Meal Pupils Persistent Absence nationally is 21.6% compared to Non Free School Meals Pupils attendance nationally is 8.2%.

Admissions, Attendance and Pupil Welfare Service

Statutory Duties of this team include Children Missing Education and Elective Home Education

- ✓ Prepare court papers and attend trials to fulfil the responsibilities of the full casework and evidence strong support and challenge
- ✓ Ensure the safeguarding of children not seen in accordance with the 10 day reporting
- ✓ Issue Penalty Notices in line with the locally agreed protocol

Children Missing Education

- ✓ Children Missing Education (CME) are defined as children of compulsory school age who are not on a school roll and who are not receiving a suitable education elsewhere: for example, at home, privately, or in alternative provision (Education and Inspections Act 2006)
- ✓ Children missing from education are amongst the most vulnerable in our communities. They may be from disadvantaged families, travelling communities, immigrant families, be unaccompanied asylum seeking or trafficked children, or be at risk of neglect or abuse and it is vital that all practitioners work together to identify and re-engage these children back in to appropriate education provision as quickly as possible. Any child who is identified as not being on roll at a school and not receiving any appropriate education MUST be placed on the Children Missing Education Register. This includes children who have applied for a school place but not yet admitted to a school and children who have been removed from a school register before being placed on another school roll. Doncaster Council has developed and implemented a robust, effective and sustainable system for monitoring and preventing children being missing from education. The procedures in place will ensure early identification, location and engagement of the children who are missing from education and will ensure Doncaster Council meets its statutory duties relating to the provision of education and safeguarding the welfare of children missing education (Section 14 (1), S7, S437 (1), S19 (1), S19 (4a) of the 1996 Education Act, S175 of 2002 Education Act, Circular 11/99 Social Inclusion: the Local Education Authority role in pupil support, Children's Act 2004;)
- ✓ The procedures will help to ensure that all children in Doncaster achieve the five core outcomes under the Children's Act (2004): 'Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Well-Being'. It is the responsibility of all professionals who work with children to ensure the following procedures are implemented.
- ✓ It is often the case that another agency becomes aware of the existence of a child living in the area but not in education before the Local Authority becomes aware. Links are made with all relevant stakeholders in order to raise awareness of children missing from education and the procedures to notify the Local Authority.

Children go missing from the education system for various reasons. For instance, they may:

- Fail to start school at Reception, never entering the authority's system
- Fail to complete transition between Key Stage 1 and 2 or Key Stage 2 and 3
- Be excluded from school and further provision is not immediately put in place
- Be withdrawn by parent/carer
- Have parents/carers who chose Elective Home Education, but following advice and support the education provided is unsuitable to the child's age, aptitude and ability and any special needs they may have
- Leave Private/Independent Schools
- Seek refuge due to Domestic Abuse
- Become homeless
- Have long-term medical or emotional health problems
- Move to a different Local Authority and no school place is identified

- Arrive in the country via asylum, refugee status or as EU nationals
- Leave the country

Children not engaged in education provision can be exposed to greater risks including being at risk of physical harm or neglect, sexual exploitation, anti-social behaviour and/or criminal activity. These children need to be re-engaged back into education quickly in order to achieve their full potential and reduce the risk of harm.

- ✓ At the time of writing this report Doncaster have 233 active cases on CME of which 205 are pupils who have applied for and are waiting to go on roll at a school.

Elective Home Education Team – Statutory duties

- ✓ Parents who elect to home educate must inform their child's school, in writing, of their intention to do so. On receipt of this letter a school can remove the child from their roll. The school should forward the parent's letter, together with the school's information form, to the Local Authority via the School's Portal system (LAGAN). The Local Authority Elective Home Education team will then contact parent to request further information and to arrange a visit if appropriate. If a child is on roll at a Special School then a Review must be called as the Local Authority have to agree to the removal from school roll to home educate. If the child has never attended a school then parents are under no legal obligation to inform the Local Authority that they are home educating.
- ✓ A parent who elects to home educate takes on full responsibility for their child's education provision, including any financial costs. They do not have to follow the National Curriculum or adhere to 'school hours'. Parents do not have to accept a visit from the EHE Officer and may choose to submit a written report instead.
- ✓ Parents are responsible for providing an education that is 'full time and suitable'. The Local Authority has no statutory duty to monitor EHE but has duty to intervene if they believe a suitable education is not being provided. In Doncaster the aim is to support parents by providing advice and guidance around home education. If, however, following this support it appears that suitable provision is not in place steps would be taken to return the child to school. A referral is made to the In Year Fair Access Panel for a school place to be allocated. A School Attendance Order may be issued if the child does not attend the allocated school.
- ✓ At the time of writing this report the current number on EHE in Doncaster was 380, approximately 90 of these are Travellers. The figure is steadily rising. Nationally the number on home education is rising with some Authorities reporting that their numbers have tripled or quadrupled. In Doncaster (and Nationally) the rising numbers also reflect a change in the circumstances for a family choosing to home educate. There has been an increase in SEN pupils particularly those on the Autistic Spectrum or those awaiting a diagnosis. That number has gone from below 5% of the cohort to above 10% in three years. There has also been a rise in the numbers of pupils at risk of exclusion, those with attendance issues at risk of prosecution and those with Social Care/Early Help involvement – Doncaster's most vulnerable young people. The EHE team endeavour to visit any new EHE family where concerns have been expressed either by school or another agency promptly so that a return to school can be actioned, where necessary, with as little interruption to the child's education as possible. The EHE team would also challenge schools where parents indicate that they have been 'encouraged' to home educate i.e. to avoid prosecution, exclusion.
- ✓ For some families the decision to home educate is both rewarding and successful with their children progressing on to lead fulfilling lives. Children from this cohort do go on to take

GCSEs, enrol at sixth forms, enter University. The EHE Officer aims to support these families by providing useful information and signposting to opportunities available in Doncaster. Currently the EHE Officer is working with a local school to look at providing a GCSE exam centre that can consistently provide opportunities for EHE young people to take a range of GCSE exams.

Admissions, Attendance and Pupil Welfare Service – Traded Offer to schools

Since April 2017 schools have an opportunity to purchase support from the Local Authority by requesting the level of service they believe they need to support their overall attendance and persistent absence.

- ✓ Provide bespoke tailored support for the individual school to reduce Overall Absence and Persistent Absence
- ✓ Analyse data to plan intervention, offer advice and guidance to schools
- ✓ Work to tackle Overall Absence and Persistent Absence in partnership with other Doncaster agencies and services
- ✓ Ensuring that Doncaster residents with siblings and friends in different schools are supported and challenged with some consistency across Doncaster
- ✓ Support full complex cases with barriers to attendance through quality casework, assessments of need, family work, intervention and wider multi agency approaches through to legal proceedings when appropriate
- ✓ Support the Implementation of a whole school policy and initiatives to tackle attendance
- ✓ Undertake regular checks of attendance registers and ensure processes are in place with school to ensure a timely and planned approach to non attendance and punctuality
- ✓ Support schools to promote and reward good attendance
- ✓ Provide updates in legislation and implementation around attendance
- ✓ Support schools to identify and initiate Penalty Notices unauthorised absences due to holidays in term time when it is part of the schools attendance policy
- ✓ Liaise and check with other agencies including the Early Help Hub for wider service involvement and to avoid isolated working or duplication.
- ✓ Issue Penalty Notices in line with the locally agreed protocol
- ✓ Provide quality assurance for school attendance registers, coding and data production.
- ✓ Work with partners to cascade relevant information to protect the most vulnerable
- ✓ Education Welfare Officers work with schools to identify and support children and young people who are not attending school regularly. This role involves complex casework and implementing initiatives.
- ✓ Home visits are made to the family homes and assessments are undertaken as appropriate alongside referrals to other agencies and partners for additional support.

Special Educational Needs & Disabilities (SEND) pupils with an Education Health & Care Plan (EHCP) attendance nationally is 92.3% compared to pupils without SEND & EHCP attendance 95.8%.

Special Educational Needs & Disabilities (SEND) pupils with an Education Health & Care Plan (EHCP) Persistent Absence nationally is 22.6% compared to pupils without SEND & EHCP Persistent Absence is up to 3 times lower at around 7.5%.

Individual schools should have systems that will allow them to create reports to identify if they are in line with national data for SEND and other vulnerable groups. It is expected that schools can demonstrate how vulnerable groups perform to cohorts within their own school as well as national levels.

Irish Traveller attendance nationally is 82.1% and Gypsy Roma Traveller pupils is 87.3%.

Irish Traveller persistent absence nationally is 63.2%.

Role & responsibilities of wider partners

The Behaviour and Inclusion Team

- Ensure statutory functions in respect of Fixed Term and Permanent Exclusions from any education setting are adhered to without exception.
- Ensure pupils who are permanently excluded are financially supported to access high quality alternative education provision.
- Triage and case manage in collaboration in schools to reduce permanent exclusions and the frequency of Fixed Term Exclusions within the Authority by coordinating managed moves, provision changes, personalised learning and OOA placements via the Behaviour Panel.
- Management of Alternative provisions- PRU's, AP providers & cluster Learning Centres to ensure they are providing outstanding education provision for young people with specialist needs.
- Develop outreach provision that meets the needs of young people and focuses on progress towards clear outcomes
- Lead Outstanding Behaviour Programme including multi-agency collaboration
- Add value to current behaviour support practices within schools, academies & PRU's via training and Network opportunities

Doncaster Children's Services Trust (DCST) (Social Care)

- ✓ DCST Children's Social Care under take assessments of children in collaboration with other relevant professionals.
- ✓ The assessment will look at all aspects of the child's developmental needs, including their educational needs.
- ✓ Social workers include educational needs and attendance when working with families and ensure that good attendance is built into plans as a priority, children not on a roll in school identified by Social Care will be referred to Children Missing from Education / Admissions and Attendance Pupil Welfare Service. The Attendance, Admissions & Pupil Welfare Service will also make referrals to the D.C.S. Trust, supporting Working Together 2015.
- ✓ Securing good school attendance and educational provision is paramount to raising aspirations and achievement. Professionals will include attendance statistics in any early help, stronger families, PEP, team around a child, CIN plans and CP Plans. Any named social worker will be notified without delay where absence is noted, and the DCST Social Workers will work in

partnership with named designated safeguarding leads in schools/academies to recognise any risks identified with poor attendance, for example CSE.

Communities Area Team

The aim of the Stronger Families Programme is to improve the way families are supported to improve their lives using a whole family approach through a lead practitioner model and building resilience; as well as reduce the demand on high cost services by identifying and intervening in families earlier.

- Doncaster successfully delivered the first phase of Stronger Families between 2012 and 2015, supporting over 1000 families and successfully *'turning around'* (DCLG criteria) 870 families as agreed with the Government.
- This has enabled Doncaster to be eligible for the Expanded Programme (AKA Phase 2) which is proposed as a 5 year programme (2015 -2020) with the first year guaranteed and the subsequent four to be agreed after the General Election May 2015 as part of the Autumn Spending Review statement in November.
- The Expanded Programme is named as such because it does just that, it has widened the eligibility criteria for families to be included so that local areas will be able to include the families that are of most concern to them, high cost or fit local priority issues. This programme is based on 6 family themes which families must have at least two to be eligible. These themes are:
 - 1. Parents and children involved in crime or anti-social behaviour.**
 - 2. Children who have not been attending school regularly.**
 - 3. Children who need help.**
 - 4. Adults out of work or at risk of financial exclusion and young people at risk of worklessness.**
 - 5. Families affected by domestic violence and abuse.**
 - 6. Parents and children with a range of health problems.**
- Stronger Families is not a service that can be referred into, it is a transformational programme and hence Stronger Families is everyone's business.
- We have there sought to embed the programme into all current services, agencies and partners current working rather than creating a separate team / service.
- There is additional support for services/ agencies / partners in terms of the innovation fund and posts are also funded by the programme to empower the change required to deliver true service transformation and enable services to work holistically across the family in a "stronger families ethos" of working

Magistrates

- Legal Services, represented by the lawyer who has conduct of the particular matter, will fulfil the legal obligations in relation to the legal process concerning enforcement of school attendance and will liaise with the Local Authority Attendance leader to address any issues of concern. Key to this process is ensuring accurate and up to date documentations and statements are produced timely and provided to Legal Services for the court process.

- Legal Services will promote Doncaster's school attendance enforcement guidance and prosecution policy with magistrates and will seek to raise awareness of relevant issues through the Court as necessary. This will help to ensure that magistrates have a shared understanding of attendance issues and the criteria used when pursuing a prosecution with the aim of achieving better outcomes for our young people through evidencing the importance of education and the strategies Admissions Attendance and Pupil Welfare Service use to try to effect change before a prosecution.
- There is therefore likely to be a reduced likelihood of ineffective outcomes as a result of legal action having been taken against the parent of a non-attending child.

Police

- There are 4 School Police Officers across Doncaster. Part of their work includes supporting children and young people to attend school regularly. Depending upon their availability Police Officers have attended school attendance panel meetings for individual pupils if they are involved with the police.
- Officers will stop pupils who are out in the community during school time to check why they are not in school. As follow up they will contact the school to say they have stopped a pupil in the community. Police officers reinforce the expectation that pupils should be in school.
- Police Officers have been known to support school staff to do home visits when pupils are not in school. This is on an ad hoc basis due to resource and other duties taking the first priority.

Local Authority Safeguarding Team

- Working together, schools and the wider council staff must understand mandatory reporting duties and how to refer concerns to social care and access Doncaster Safeguarding Children Board (DCSB) child protection policy and procedures. Line managers are responsible for ensuring their staff can demonstrate their understanding via induction 1:1 meetings and Performance Development Reviews (PDR).
- Safeguarding training - all staff must access Safeguarding training at Level 1.
- DCSB has a free online learning module for staff to complete. DCSB/Engage Doncaster advertise a range of face to face additional safeguarding courses for example Signs of Safety and Early Help. All staff need to be aware of how to access safeguarding training. Other types of training linked to Safeguarding include: Designated Safeguarding Lead Level 3; Anti bullying; LGBTQ support and Trans toolkit; Prevent; FGM; CSE; Online safety; Safeguarding Health checks in partnership with Partners in Learning (PiL); Governor training and policy and procedures.
- The package provides appropriate training and advice to schools on safeguarding the welfare of children and child protection issues. This might include giving advice about vulnerable children, risk factors and record keeping for safeguarding. It covers training specific to children looked after by the Local Authority, young carers, children subject to child protection plans, and those living with domestic abuse.
- When schools are investigating patterns of absence they should consider Child Sexual Exploitation (CSE) indicators, advice is provided by the team (3 minute guide).
- Reporting and ensuring schools implement any lessons learned from local or national serious case reviews where attendance was a factor.

Post 16

The Education and Skills Act 2008 increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training to age 18 or until they achieve a full Level 3 qualification, whichever is the sooner.

For Raising the Participation Age, learning is defined as:

- ✓ Full-time education, school, college or home education
- ✓ Work based learning including Apprenticeship
- ✓ Part-time accredited education or training for 280 hours per year (the equivalent of 1 day per week) if they are employed, self-employed or volunteering for more than 20 hours per week

Virtual School – Looked After Children

- ✓ Doncaster Council is the Corporate Parent to 538 Children Looked After (CLA) of whom 444 are of compulsory school age and attend schools in and beyond Doncaster. The Virtual School is a way of thinking about all these children as if they were pupils of one school with a Virtual School Head overseeing all aspects of their education including their attendance.
- ✓ Raising the educational attainment of all CLA is both a national and local priority and the Virtual School Head has a statutory duty to monitor outcomes for CLA and ensure that all staff are working together to promote the educational attainment of CLA by Doncaster wherever they are placed.
- ✓ (Children's Act 2004 S52). This includes working with the Admissions Attendance and Pupil Welfare Service to ensure that all CLA have good attendance.

Virtual School – Gypsy, Roma, Traveller (GRT) and English as an Additional Language (EAL)

- ✓ The team supports vulnerable minority groups, including Gypsy, Roma and Travellers of Irish heritage, in having equitable access and inclusion into education.
- ✓ The Virtual School holds regular monitoring meetings with schools at which attendance is discussed for all GRT pupils. Where patterns of poor attendance are identified support and challenge takes place.
- ✓ Schools are also recommended to produce an annual report to their Governors which includes data showing how the attendance of GRT pupils as a group compares to the rest of the school. Key to this process is identifying what actions the school is taking to improve attendance for these vulnerable ethnic minority groups.
- ✓ The Virtual School also plan to offer training for the local authorities EWOs as well as school attendance officers around strategies to improve GRT attendance, (early in the autumn term) engaging parents in the whole process.

Early Years

Research demonstrates that Children with poor attendance in their Early Years provision have little chance of recovering lost learning at the same rate as their peers who have attended regularly.

- ✓ The Statutory Framework for the Early Year Foundation Stage (2017) and the Common Inspection Framework (2015) expects Early Years practitioners to promote good attendance within their settings.
- ✓ The reasons for children to attend regularly at their Early Years setting are to support their learning and development, to make sure that children are kept safe, their wellbeing is promoted and they do not miss out on their entitlements and opportunities.
- ✓ Good attendance promotes good outcomes for children. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.
- ✓ The Early Years Inspection Handbook states: *'Although attendance at the setting is not mandatory, providers should be alert to patterns of absence that may indicate wider safeguarding concerns,. Inspectors will explore how well providers work with parents to promote children's good attendance, especially the attendance of children for whom the provider receives the early years pupil premium' (Page 41, point 160)*
- ✓ The EYFS guidance states that providers *'should have good policies and procedures in promoting, supporting, recording and monitoring the attendance of children in the EYFS; this includes keeping accurate records of the daily times of arrival and departure for each child. It is in the best interests of children and families that all settings are aware of effective practice. Settings are required to keep full registration details for every child, as specified in the EYFS (3.76 a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person;)*
- ✓ The Early Years Service advises settings through both direct intervention, guidance and training of the following;
- ✓ Doncaster schools should operate similar procedures in their maintained Nursery and Reception classes as they do in compulsory mainstream to promote good attendance
- ✓ Through the Doncaster Early Years Entitlement Funding agreement and the Doncaster Early Years Safeguarding Audit that has been implemented across settings, there is an expectation that Private, Voluntary and Independent Settings will follow up on absences.
- ✓ The guidance in the Directory states that providers should seek to find reasons for any absence and the likely date of return and inform the Local Authority as soon as possible if the child is not returning to the setting. The Local Authority will not reclaim funding for a child who is temporarily absent during their free entitlement hours.
- ✓ Safeguarding training courses advise that if a setting has safeguarding concerns about a child and this child subsequently leaves the setting or a child has extended or an irregular pattern of attendance, this information is passed on to Social Care as quickly as possible, and also that, Early Years providers should have a protocol and operate a first day absence telephone call to the parent/carer. If there is a pattern of attendance or non-attendance a home visit is made.
- ✓ Before a child starts school a transition document is completed by any registered setting within Doncaster and given to the receiving school so as the receiving school have knowledge of their attendance whilst at nursery.

Elected members

- ✓ Provide scrutiny of attendance, the initiatives and the breakdown of data across Doncaster. Support celebration events and media coverage.
- ✓ Consider central resources and wider partnership working.
- ✓ Link with council wide attendance management and strategy for council staff
- ✓ Identify a member as the Attendance Champion.

Parents and Carers

- ✓ Parents have a responsibility to ensure their child has regular attendance to school.
- ✓ They have legal responsibilities to ensure regular attendance at nursery and in schools and academies.
- ✓ Parents are expected to respond to concerns about attendance working in partnership with schools, Admissions Attendance and Pupil Welfare Service and other relevant support services

Governing Bodies

- ✓ As part of the overall Leadership and Management of a school or Academy, the governing body must reassure itself that the school keeps admission and attendance registers in accordance with the regulations. By identifying a Governor with responsibility for Attendance to work with the designated senior Leader for Attendance there will be a better understanding of the attendance practice of the school.
- ✓ The Governing body should also ensure that the school has an attendance policy and practice which reflects Doncaster Council's School Attendance Strategy, receive termly information in relation to Overall Attendance and Persistent Absence and ask the Head teacher/Principal to account for a decline in absence or poor rates of progress or celebrate share and promote the good practice throughout the school.

School partnerships

- ✓ Work together to develop common policy and practice across all schools in Doncaster Council.
- ✓ Offer peer support and scrutiny on improving attendance. Consider, where appropriate, the pooling of resources to support school attendance.
- ✓ Seek representation for pupils with attendance difficulties through links with the Health and Well Being Board and Doncaster Children's Safeguarding Board

Systems Support Team

- ✓ Provide relevant, accurate and up to date information and data to enable practitioners to monitor and manage attendance of pupils within Doncaster schools and academies.
- ✓ Assist services in developing appropriate strategies for increasing attendance, and understanding the reasons for absence by assisting relevant professionals in the interpretation of data / information

Youth Offending Service

- Pre-sentence reports include information for the court about how a young person is doing at school including their attendance and behaviour to help inform sentencing.
- Post sentencing young people on a Youth Conditional Caution or court order are allocated a Case Manager who completes an AssetPlus assessment which includes how they are engaging with school. If there are problems that require support then a referral is made to the YOS Education Co-Ordinator. Support can include transporting young people to school to

improve their attendance, working with the young person and their family to encourage good attendance (e.g. visual timetables where appropriate) and behaviour and attending school meetings. EPIC early intervention crime prevention clients may also be referred for a short piece of education work if required.

- We work to a target of 90% of young people engaged in ETE at the end of their order.
- The YOS Education Co-Ordinator attends and produces reports for DMBC Secondary Inclusion Panel, a multi-agency approach to improving behaviour and attendance. Checks are done for IYFAP Panel and the Panel is attended if any clients are discussed.
- The YOS Education Co-Ordinator works collaboratively with the Virtual School, Education Welfare Officers (including CME) and school Attendance Officers as required (attend attendance meetings, home visits, school visits, etc.) to improve attendance of clients.
- During a young person's order they will have regular appointments with their Case Manager who will encourage good school attendance and behaviour. This will also happen at order reviews.
- If a young person receives an Intensive Surveillance and Supervision requirement with their order then 15 hours of education becomes an enforced part of their order with breach of order possible for missed education attendance.

Health

- ✓ Clinical Commissioning Group (CMG), Medical Officers, General Practitioners, School Nurses, Child and Adult Mental Health Service (CAMHS)
- ✓ Health practitioners are encouraged to support improvements to attendance by offering, when possible, appointments for pupils of compulsory school age out of school hours.
- ✓ Health practitioners should aim to address inappropriate condoned parental absence for medical reasons and consider the ability of the pupils to access appointments for specialised services (e.g.) CAMHS and work with schools/academies and locality teams to address these matters
- ✓ Health practitioners attend any support meetings where health was identified as the main reason for poor school attendance and work with the child, family and other professionals to ensure physical health needs were being met and any appointments accessed. Should a parent persistently fail to take a child to an appointment, then this could be seen as Neglect and the appropriate action would be taken in relation to safeguarding the child.
- ✓ The School nursing team offer an e clinic appointment system where young people can have an 'on line' chat with the team. We have Facebook and Twitter and the School nursing app where young people can access our team for support and advice.
- ✓ Every secondary school has a Health & Well-Being clinic every 2 weeks where young people can access the team face to face
- ✓ We have a Single Point of Contact (SPOC) where a young person, family member or professional can refer in to our service at any time.

Education Standards and Effectiveness Officers

- ✓ Discuss Overall and Persistent Absence rates with Headteachers /Principals and liaise with Admissions, Attendance and Pupil Welfare staff regularly.
- ✓ Provide support and challenge in the process of target setting when appropriate
- ✓ Share schools' good practice in relation to attendance
- ✓ Support schools to improve through the school of concern process

School of concern:

The Local Authority has a clear legal responsibility to monitor school performance and to intervene where necessary. The Education Standards and Effectiveness team will work gather information from a range of sources including StEPS reports, parental concerns and OFSTED inspections. There are a variety of potential triggers for a school being classified as a 'school of concern'. Poor attendance is one of these potential triggers alongside other areas such as attainment, progress, exclusions or safeguarding concerns. When a school is identified as a School of Concern the L.A. will work with schools and academies in order to diagnose priorities, broker support and ensure that there is clear impact. The L.A. will monitor this through a sequence of 'School of Concern' meetings

Early Help Hub

With parental consent the Early Help Hub uses data to identify vulnerable families which includes young people with issues such as Persistent Absenteeism, SEN/D, school exclusions and Anti-Social Behaviour. This information is then shared with relevant practitioners who can support the family appropriately. The Early Help Hub and Multi-Agency Safeguarding Hubs include Senior Education welfare practitioners.

The Pupil Level School Census

The Pupil Level School Census is a termly electronic return. Information about absence will be collected for each pupil who has attended for at least one session during a particular period. The periods and dates of returns are:

- Between 1 September - 31 December on 3rd Thursday in January
- Between 1 January - Easter Sunday on 3rd Thursday in May
- Between Easter Monday - 31 May on 3rd Thursday in September

The September census will also collect data for 1 September to 31 May replacing the annual Absence Return

Next steps actions as follow up from this report:

1. Create an LA Attendance Strategy Team with representatives from different teams within the LA to collaborate and disseminate information to their teams and become part of their individual team action plans for academic year 2017/18 in to 2018/19.
2. All schools to receive a letter at the start of autumn term 2017 informing them about the Doncaster focus on reducing persistent absence and increasing attendance across all schools. All schools with PA above National figures (autumn term 2016 figures) of 13.1% = Secondary; 8.2% = Primary; 26.9% = Special schools; all schools = 10.5%; will become target schools from September 2017. This should be for Primary and Secondary schools. The letter will also explain schools who are above National will fall into the category of School of Concern.
3. The School of Concern category for attendance will include challenge, support and building capacity of schools to improve attendance and reduce Persistent Absence so it is in line with national with the aspiration of being better than national figures. Each school in this category will be set a target for attendance and Persistent Absence for the academic year 2017/18.
4. Training for School Governors regarding Attendance and Persistent Absence. Chair of Governors to receive notification of falling into the category of school of concern and what they can do to ensure their school improves. Headteachers/Principals performance management to reflect this category to show improvement and movement to achieve the new target during the academic year.
5. In line with data, the use of pupil premium funding to promote attendance for disadvantaged pupils will be a focus of the input from School Improvement. Also, SEND funding will be considered for those pupils who receive additional funding to meet the needs of their SEND.
6. A regular termly network and training event will be provided at the beginning of each term. This will be aimed at the School Strategic Leader for Attendance and the School Attendance Administrator. This will be an opportunity to access training, share good practice and develop strategies for schools to implement and report back on in subsequent Network meetings. There should be other training events/ support made available for schools to buy in as needed.
7. The LA will take the lead on borough wide Attendance initiatives at key points in the year where the data shows attendance usually dips. November; March and May are indicated as months of the year when there is a dip in attendance. This should complement/inform whole school initiatives run during these months. The support from partners to supply prizes and incentives for individual pupils with 100% and improved attendance during these months are needed. This will need to be marketed and promoted across the borough during these times.

8. The Attendance traded service must be regarded as a quality service that schools will want to buy in. It must be value for money and targeted at areas that have maximum impact. This will need to be developed further based on intelligence from the attendance team and schools. Doncaster could allocate some time free with the expectation the school buys in top up as a target school.
9. If the LA does not currently have a fast track initiative, to implement it by launching with schools and settings to provide guidance of when this will apply. Need to ensure Legal Services are kept up to date with this as it will result in a need for increased court time for the Fast Track penalty notices to be issued by the magistrates.
10. The use of Fixed Penalty Notice fines for absence will be routinely issued where pupils are not regularly attending and parents/carers are failing to ensure regular attendance to school in line with the Education act 444. This will need to be driven by schools who will refer cases on to the Attendance Team to carry out legal work and progress cases through this system.
11. Schools should ensure pupils are able to access fulltime education by refraining from using part time timetables for extended periods of time.
12. In year admissions should ensure a pupil is allocated a school swiftly and schools must ensure they are enrolled onto their admissions roll and register within a specified time frame to reduce the amount of time a pupil is without education provision.
13. An EWO/ LA Officer should be allocated to a pupil who is awaiting a school place to ensure they are safeguarded and quickly placed on a school roll. Maybe not with over 200 cases. Currently an administrator maintains records and alerts the CME team if a pupil has not taken up an offer of a school place.
14. School Improvement Officers will routinely provide support to schools to train staff to analyse data, identify strategies and interventions to improve attendance in the short and long term.
15. Schools will be required to review and update their Attendance Policy to ensure it reflects practice, meets legal requirements and demonstrates how staff work collectively to promote good and improving attendance. This will include whole staff training.
16. An attendance code analysis should be carried out at LA level and schools level to understand how the use of relevant coding explains absence data in particular. This can also be done at pupil level to explain the types of absence as a means of preventing absence in the future.
17. A focus on the use of 'B' and 'D' codes to ensure they are correctly applied.
18. A focus on codes for exclusion 'E' and the use of 'C' code and reasons for use at school level. Particularly pupils who receive a reduced timetable for a period of time to avoid exclusion.
19. The use of illness code 'I' to identify pupils and areas where high numbers of absence is caused by illness. This may require the support of health professionals to identify pupils with ongoing medical needs and the support they need to improve school attendance. This will include physical and mental health professionals.

20. The Virtual school team working to support Children in Care to improve their attendance to school and challenge schools to provide a full time education for this cohort of children.
21. Staff training via Partners in Learning to promote attendance via subject leader network meetings and other training for school professionals.
22. The use of Specialist Leaders in Education (SLE) with expertise in Attendance to support, challenge and build capacity with a commitment from schools to release SLEs with this expertise to share best practice.
23. At the end of the academic year celebrate success of schools to reduce Persistent Absence and increase Attendance.
24. Schools to reinforce how staff should welcome pupils back into school following absence, how they catch up with missed work/ lost learning, provided with support to return to school after an extended absence, e.g. circle of friends, copies of notes from lessons missed and an opportunity for an adult to get them back on track.
25. Schools to identify key pastoral staff and their capacity to support pupils with poor attendance.
26. Schools to carry out 'pupil voice' surveys such as 'The Lifestyle survey' to identify their views on attendance to school.
27. Multi agency approach to support pupils to access education and receive full time education.
28. Investigate how schools support disadvantaged pupils by utilising their pupil premium funding to encourage good and improving attendance for this cohort of pupils.
29. A focus on unauthorised absence and what schools are putting into place to reduce this type of absence to be in line with national should be implemented from 2017/18.
30. Further investigation of primary schools with high levels of persistent absence needs to be carried out to identify which primary schools are partner schools for the schools with the highest levels of persistent absence. This would allow a locality action plan to be developed to concentrate resources to make improvements.
31. When we consider the Persistent Absence figures for nationally is 8.2%, regionally 8.9% and statistical neighbours is 8.5% a focus on primary schools with excessively high levels of persistent absence must be implemented.
32. Conduct an Attendance Deep Dive for schools with exceptionally high levels of PA.

Monitoring and reviewing

Doncaster Council in partnership with its schools and academies owns the attendance strategy and is accountable for its delivery. This strategy will be reviewed in July 2019

Priorities and success criteria

- Attendance to increase across Doncaster schools and close the gap between the National Average to be in line or better than National average
- Persistent absence will decrease across Doncaster schools and close the gap between National average to be in line or better than National average

- Attainment to increase based on data that links GCSEs to attendance resulting in improved levels of attainment and outcomes for pupils, this includes vulnerable pupil groups; disadvantaged learners; SEND; LAC, Young Carers, minority ethnic groups
- Reduction in the number of young people Not in Employment Education or Employment (NEET)
- Reduction in absence due to holidays in term time
- Reduction in the number of children accessing education provision on a part time or reduced timetable
- A reduction in the number of fixed term exclusions that create absence and persistent absence
- Reduction in number of children requiring Child in Need (CiN); Child Protection Plans; taken into the care of the LA.
- A reduction in the use of absence codes for unauthorised absence
- Attendance/absence codes are correctly utilised to reflect the reason for absence or attendance as part of education provision
- Action plan to be achieved, reviewed and developed in line with key findings.

Appendix 1

From the cabinet report Summer 2017

1. The purpose of this report is to provide an update on the current position regarding persistent absenteeism in schools and academies across the borough and ascertain if underlying issue of high levels of persistent absence across the authority can be attributed to the attendance of any particular vulnerable group of children or young people, or rather a generic issue around wider attendance issues linked to school culture, aspiration and achievement.

Proposed Actions/Update

5. The steps actioned illustrated below provide the basis of a broad suite of actions to be undertaken to target schools with high persistent absence, and thus monitored and challenged under the schools of concern process.
 - In the absence of a substantive Admissions, Attendance and Pupil Welfare Service Manager, which has proven hard to appoint to, identify an interim resource to over the development of this programme.
 - Establish a secondary Senior Standards and Effectiveness Officer with oversight for attendance; to be recruited as part of the recruitment drive to appoint to the remaining vacant management posts.
 - Develop a borough wide strategy and programme for attendance, including the adoption by schools identified as causing concern in relation to persistent absence, including devising a clear action plan and targeted interventions from traded services, standards and effectiveness and attendance services, reinforcing the importance of good attendance.
 - Use the school of concern process to raise attendance issues with individual schools. The school of concern process now includes the schools identified above, all of which have persistent absence figures higher than the national average.
 - Aligning with the recommendations identified in the behaviour review, liaise with the behaviour service to challenge specific schools with high exclusion rates, mitigating, where possible an adverse negative impact on attendance.

- Monitor the effective use of pupil premium to ensure that individual schools with high levels of persistent absence target funding appropriately, against a clear action plan, the details of which can be assessed through the schools of concern process.
- Match the schools with the highest levels of absence with appropriate 'traded services', including the attendance service provision, provided through the attendance and pupil welfare service.
- Proactively work with those schools of concern without 'traded services' buy back to purchase the service on a bespoke/targeted basis.
- Through education services, including standards and effectiveness and attendance and pupil welfare services, provide robust challenge to those schools where persistent absenteeism is a significant issue.
- As part of an overall action plan, develop targeted initiatives in specific secondary academies to encourage good attendance. This would involve a whole school approach to developing resilience, self-esteem and aspiration where students can develop an understanding of the importance of attending school in terms of future prospects and life chances.

OPTIONS CONSIDERED AND REASONS FOR RECOMMENDED OPTION

6. The following options have been considered when reviewing persistent absence issues across schools in Doncaster.
 - Do nothing – this is not an option as raising persistent absence figures significantly impacts upon the achievement of children and young people, their life chances and potentially surrounding communities
 - Develop a targeted and focussed borough strategy and action plan to identify an action plan as part of the schools causing concern process and support schools with significantly high figures of persistent absence.

Appendix 2

Legislation Statutory Intervention – Attendance Legal proceedings

The Admissions Attendance and Pupil Welfare Service carries out the Local Authority's legal function to enforce school attendance from the Education (Pupil Registration) (England) Regulations 2006 and The Education (Pupil Registration) (England) (Amendment) Regulations 2010.

The available measures are:

- Prosecution of parents under sections 444 (1) / 444 1 (A) of the Education Act 1996
- Section 444 (1) Education Act 1996 states 'if a child of compulsory school age who is a registered pupil at a school fails to attend regularly, his / her parent is guilty of an offence'. This offence is one of 'strict liability', a legal term that means that the offence is committed whether the parent knew the child was absent or not. It is not a defence to say that the parents have tried everything in their power to get the child to school. The parent's efforts could be raised in mitigation if they were found guilty but would not amount to an outright defence. Defences against Section 444 are specific and set out in that section of the Act. The penalty for the offence is a fine of up to £1,000 for each parent with the option of a conditional or absolute discharge. One of the available defences, absence due to an 'unavoidable cause', only relates to a cause connected with the child.
- Section 444 (1)(A) Education Act 1996 as inserted by S72 Criminal Justice and Courts Act 2000, includes that both parents can be prosecuted for an aggravated offence when the child fails to attend school with the parent's knowledge but the parent fails without reasonable excuse to cause the child to attend. This offence carries a maximum fine of £2,500 and/or 3 months imprisonment.
- The aggravated offence was introduced after the consultative exercise 'Tackling Truancy Together'. If parents facing the aggravated offence fail to turn up at court it is likely that a warrant for their arrest would be issued.
- The possible outcomes following a conviction for the lesser offence are a fine, an Education Supervision Order, Community Order, a Parenting Order, a Conditional Discharge or an Absolute Discharge. For the aggravated offence all the above are an option, however a custodial sentence is possible.

PACE Cautions -Police and Criminal Evidence Act 1984.

- The Code of Practice attached to the act sets out the conduct that persons who are charged with the duty of investigating offences or charging offenders' should observe when carrying out their duties, in particular the conduct of interviews and recording of statements under caution.
- School Attendance Orders S437-443 Education Act 1996
School Attendance Orders (SAOs) are used when a child of compulsory school age is not registered at a school and not receiving suitable education and where the Local

Authority believes that the child should attend school will be served in writing to the parents requiring them to satisfy the Local Authority within a period specified. They are not to be used for children who are on the roll of a school. Failure to comply with an SAO will lead to a prosecution under section 443 and is a criminal offence carrying a maximum fine of £1,000 per parent.

- Parenting contract (Antisocial Behaviour Act 2003) is a voluntary agreement / contract between school and the parent; sometimes the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.
- Penalty Notices (inserted into the Education Act 1996 by section 23 Anti-Social Behaviour Act 2003; and Section 105 of the Education and Inspections Act 2006) will be considered when holidays are taken in school time, impacting on a pupils attainment following warning, the Penalty Notice will be issued and needs to be paid within a maximum of 28 days, failure to do may result in prosecution for the non-attendance.

Education Supervision Order (ESO):

- The Local Authority may apply for an ESO, when appropriate, rather than a prosecution against parents for poor attendance. Before initiating a prosecution under section 444(1) or (1)(A) of the 1996 Education Act, or after failing to comply with a SAO a Pupil Welfare Officer will consider whether it is appropriate to apply for an ESO under Section 36 of the 1989 Children Act to the Family Court. The ESO is usually granted for a period of up to 12 months at a time.
- The purpose of an ESO is to place a young person who is not being properly educated under the supervision of the Local Authority as opposed to the parent having full responsibility for the choices regarding the child's education therefore enabling the Local Authority more control in educating a child of compulsory school age.
- ESOs are 1989 Children Act Orders and as such the welfare of the child is paramount. Parents must obey the reasonable directions given under an ESO and persistent failure to comply is a criminal offence in the Magistrates Court under Section 444(1) of the 1996 Education Act.

Parenting Orders

- Magistrates may impose a Parenting Order under S8 Crime and Disorder Act 1998 if they feel this is suitable and could help prevent further pupil absence. The Order will require parents to attend counselling or guidance sessions for up to three months. It may specify other requirements, for example, ensuring the child is escorted to and from school for up to 12 months. Non-compliance with a Parenting Order can result in a further prosecution by the Police and carries a fine of £1,000 if convicted.

Penalty Notices for parents of Truants

- Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 introduces Penalty Notices as an alternative to prosecution.
- The penalty is £120 but is reduced to £60 if paid within 21 days of receipt of notice.

- If the Penalty Notice is not paid within 28 days the matter may proceed to court for prosecution under Section 444 (1) of the 1996 Education Act 17
- If the attendance of a child improves but the Penalty Notice remains unpaid then the parent may still be prosecuted

Appendix 3

The local procedures on DSCB website refer to procedures for challenging attendance - see

http://doncasterscb.proceduresonline.com/chapters/p_ch_missing_educ.html?zoom_highlight=attendance

Definition and Overview

The statutory guidance Children Missing Education (September 2016) sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and, where it is not followed, the local authority should have reasonable grounds for not doing so.

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have;

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life;

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Statutory guidance for local authorities: Children missing education (September 2016).

Risks

Each year children living in Doncaster will either fail to start in a new school or appropriate education provision, become lost from school rolls or fail to re-register at a new school when they move home.

These 'missing' children can be vulnerable, and it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as

possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.
- Children who remain disengaged from education are potentially exposed to higher degrees of risk.

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

When families move between local authority areas it can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities – either regionally or nationally – and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or the provision of electronic or distance learning packages where these are available.

Research has shown that many children from Gypsy, Roma and Traveller (GRT) families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer within the local authority, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education.

Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) for advice on making arrangements to ensure continuity of education for those children when the family moves.

Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that children are receiving, or return to, appropriate full-time education.

Indicators

Schools

As a result of daily admissions registration, schools are particularly well placed to notice when a child has gone missing. If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability by making reasonable enquiries, and refer (see also Referrals Procedure) any concerns about the child to Children's Services.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in 'Keeping Children Safe in Education' September 2016 statutory guidance.

All schools are required to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.

Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral (see Referrals Procedure) should be made to children's social care (and the police if appropriate).

Other Agencies

Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, then this information should be passed to the Pupil Tracking Officer with any details they have of the child in question. If they have concerns about the welfare of the child they should refer to Children's Services.

Pupil Tracking Officer

The Pupil Tracking Officer (or CME Officer) should ensure through the Education Welfare Officer that reasonable enquiries are made - e.g. home visits, liaison with the Children's Services Trust and/or Housing - and notify the school if it appears that the child has moved out of the area.

If no information is forthcoming within 2 days, the Pupil Tracking Officer should alert her/his manager, who should inform the Children's Services Trust and the Police in writing.

Protection and Action to be Taken

Head teachers should inform the Pupil Tracking Officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

In the following circumstances a referral to Doncaster Children's Services Trust and /or the Police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is Looked After;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

Where a child on a school roll is missing, the child's name may not be removed from the school roll until s/he has been continuously absent for at least 4 weeks and both the school and the education service have failed, after reasonable enquiry, to locate the pupil and her/his family. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer in the Local Authority must also be informed.

In these circumstances the child's name is kept on a centrally held register, and should be clearly identified as missing from education.

Where the child's name has been removed from the school roll, but s/he has not been located, the Head Teacher should arrange for the pupil's records to be retained until the child is located. They may be held centrally according to local arrangements.

Where a Head Teacher has been notified by a parent that a pupil is receiving education other than at school, and has removed the child's name from the school roll, notification must be given to the education service within 10 school days; the pupil's records should then be transferred to the education service to be stored in accordance with local arrangements.

If a school receives a new pupil without receiving information about the pupil from his or her previous school, the school should contact the Pupil Tracking Officer.

If the Pupil Tracking Officer becomes aware the child has moved to another school s/he should ensure all relevant agencies are informed and arrangements made to forward records from the previous school.

Issues

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Schools should endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence has occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.

Further Information

This guidance should be read in the context of the statutory duties upon local authorities and parents as set out in the following:

- The Education Act 1996 section 436A;
- The Education Act 2002;
- The Children Act 1989;
- The Children Act 2004;
- Statutory guidance for local authorities: Children missing education (September 2016);
- Elective Home Education Guidelines;
- School Admissions Code;
- School to school service: how to transfer information;
- The Education (Pupil Registration)(England) Regulations 2006, as amended (Education law regarding pupil registration where a child is on a school roll); The Education (Pupil Registration) (England) (Amendment) Regulations 2013; as amended The Education (Pupil Registration) (England) (Amendment) Regulations 2016. In particular the guidance provides for professionals seeking to exercise their duty under the following Acts to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 175 of the Education Act 2002;
- And Section 11 of the Children Act 2004. Additionally, this guidance seeks to ensure that the duty to co-operate to improve the well-being of children under section 10 of the Children Act 2004[32] is discharged. All schools will have a designated teacher for looked after

children. These teachers are ideally placed to assist when identifying those looked after children currently in school who may be at greater risk of going missing from education.

Attendance and P.A. strategy- Objectives, actions and initial timeframe for set up:

Objective and actions	Timeframe for set up
<p><i>To develop collective responsibility for driving improvements in attendance.</i></p> <ul style="list-style-type: none"> ✓ Create an LA Attendance Strategy Team with representatives from different teams within the LA to collaborate and disseminate information to their teams and become part of their individual team action plans for academic year 2017/18 in to 2018/19. AAPW to clarify and communicate high expectations for officers, schools, governors and parents. This includes holidays, language around expectations, evidence based decisions. ✓ The LA will take the lead on borough wide Attendance initiatives at key points in the year where the data shows attendance usually dips. 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO to approach 4 officers with strategic roles around attendance in order to convene a group for 9/17. Identify common strands of strategy for their areas. ✓ MO Set out timeline of activity. ✓ Consider high profile launch of Doncaster Attendance strategy with elected members , senior and middle leaders etc. 9/17 ✓ Investigate partners for the delivery of an LA led Attendance campaign at key times in the academic year based on best practice and data led. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Consider high profile launch of Doncaster Attendance strategy with elected members , senior and middle leaders ✓ Publication of expectations and strategies to support initiatives to all professionals involved. ✓ Clear messages are communicated to all key teams within council including elected members, social care colleagues, LOCYP managers, behaviour, school effectiveness etc. ✓ November- 'second wave' of strategy launch after HT in media, schools and council with info re 'fast track', clear message on holidays etc.
<p><i>To deliver greater accountability for Doncaster schools around absence and P.A.</i></p> <ul style="list-style-type: none"> ✓ All schools to receive a letter at the start of autumn term 2017 informing them about the Doncaster focus on reducing persistent absence and increasing attendance across all schools. All schools with PA above National figures (with some regard to proportionality) become 'focus schools'. ✓ The Focus school category for attendance will include challenge, support and building capacity 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ LG/MO Profile and risk assess all schools against 3 year trend in data with S&E colleagues ✓ LG/MO to speak to PR/ LH. Both to speak at 'School briefing' about this strategy 9/17. ✓ Letter to schools should alert them to becoming an attendance focus school and how the LA intends to support them. Include an invitation to a meeting of schools in this category to launch the programme with schools in this category. ✓ MO/LG/SP All focus schools have termly visit from MO/SP/LG so that provision is evaluated and action plans are drawn up and reviewed. A timeline for 'deep dives' is published.

<p>of schools to improve attendance and reduce Persistent Absence so it is in line with national.</p> <ul style="list-style-type: none"> ✓ Training for School Governors regarding Attendance and Persistent Absence. Chair of Governors to receive notification of falling into the category of school of concern and what they can do to ensure their school improves. Training available for governors with attendance role. ✓ Schools will be required to review and update their Attendance Policy to ensure it reflects practice, meets legal requirements and demonstrates how staff work collectively to promote good and improving attendance. 	<ul style="list-style-type: none"> ✓ Support and capacity building provided to schools by officers with a track record of improving attendance and reducing PA to ensure credible support to schools as part of launch. ✓ The L.A. strategy for pupil premium will link explicitly to on-going work on auditing and improving attendance policy and practice in schools. ✓ Develop a training slide set to be used with a range of audiences regarding attendance and PA ✓ Agree an LA Target for attendance and PA for 2017/18 and 2018/19 moving towards national averages and then to be better than national averages. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ All attendance focus schools to have a clear support plan led by the LA that is developed with the school and regularly RAG rated half termly. LA to use the support plans to identify the type of support schools need collectively and provide training/share practice. Support plan to be available for school governors as part of monitoring process. ✓ Arrange a training session with SESOs to explain the attendance strategy and how they can challenge school leaders with regard to attendance. Also signpost where schools can obtain support. ✓ Governor training session to be developed with key messages regarding attendance and advice/guidance for Governors to challenge school leaders, encourage GB to set a performance target for the schools leadership that includes attendance/PA target to be achieved during 2017/18 ✓ Info pack and model policy sent to schools 10/17 ✓ Session at Attendance network 11/17 ✓ Offer a critical friend approach to current school policies for attendance, Officers with expertise in developing and reviewing policies that reflect school practice to provide this service. This can be follow up from the SESO meetings. ✓ School briefing meetings will include exchange between SESO and AAPW over attendance targets and strategies/pupil premium action planning.
<p><i>To ensure that school improvement services have a clearly defined role in improving attendance.</i></p> <ul style="list-style-type: none"> ✓ A regular termly network and training event will be provided at the beginning of each term. This will be aimed at the School Strategic Leader for Attendance and the School Attendance Administrator. ✓ School improvement officers conduct termly discussion with schools regarding PP attendance when reviewing PP outcomes and plans. ✓ Offer a programme of staff training on managing attendance through PIL. ✓ Introduce termly attendance networks 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO to meet with PIL to discuss brokering, training and SI package. 9/17 ✓ LG/MO to meet PR re use of attendance data in SI meetings. 9/17. ✓ LG/MO to produce pack of info to guide conversations. 9/17 <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Training for school leaders on data analysis and targeting pupils/pupils groups for intervention through Behaviour and attendance network. ✓ Termly network meetings to spotlight good practice in schools so others can implement interventions and campaigns in their own schools. Create a learning community that is mutually supportive
<p><i>Ensure that the attendance service is having a clear impact upon schools</i></p>	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO/SP to undertake evaluation of EW team- looking at KPIs and consistency of work. 9/17 ✓ MO/ SP Action planning with EW team regarding whole

<ul style="list-style-type: none"> ✓ Quality assure the strands of work undertaken by the attendance team. ✓ Refocus resources in order to maximise impact-including allocation of additional resources to areas of need. ✓ Consider using ‘fast track’ initiative if officers and members are convinced that this will work locally. ✓ Consistent use of FPN. ✓ An attendance code analysis should be carried out at LA level and schools level to understand how the use of relevant coding explains absence data in particular ✓ Base SLA for AAPW on a clear analysis of need and likely impact. 	<ul style="list-style-type: none"> attendance strategy. 9/17 ✓ If Fast Track is implemented work with Legal Services/ Magistrates to ensure additional time is allocated for the Fast Track cases. ✓ MO/ SP Identify and clarify operational and S.I. roles in supporting schools to review and improve attendance. 9/17 ✓ MO/SP 09/17 to study evaluations of FT strategies and report to A.D.s on its impact ✓ Single attendance target setting process for all schools agreed by L.A. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Launch Fast Track system with schools to ensure they fully understand which cases are suitable for this process. Provide examples of case studies/scenarios to help them to identify how best to utilise this system. ✓ SP/MO Use of extra time to implement FT and system reviews of attendance. EWO and AAPW team managers support strategy timeline in schools. ✓ Code analysis at LA and individual school level to be shared with key stakeholders and inform next steps ✓ All schools set targets for absence and P.A. Based on how to achieve the LA targets for attendance and PA set for 2017/18 and 2018/19.
<p><i>Minimise the impact of weaker behaviour practice upon attendance</i></p> <ul style="list-style-type: none"> ✓ Behaviour strategy includes attendance and school improvement representatives. ✓ Minimise the use of part-time timetables across the authorities. 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ Ensure that behaviour team members sit on Attendance strategy group and vice versa. 9/17 ✓ Work with behaviour colleagues to profile extent and impact of this practice 9/17 ✓ MO/LG to be part of the task and finish group of the Behaviour Review to establish guidance and best practice for reduced timetables. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ A focus on reduced timetable practice across schools to be highlighted across stakeholder groups including Governors to challenge schools who regularly use this as an intervention. As part of the focus on attendance schools should be transparent about the number so of pupils on reduced timetables. Ensure that any pupil on a reduced timetable is monitored and reviewed regularly. Guidance and best practice to be school Improvement Teams to have this item as a regular agenda item for their visits. 11/17 ✓ Share AP with schools for reducing and monitoring PT timetables. 11/17
<p><i>Ensure that admissions functions rapidly in order to minimise time out of school.</i></p> <ul style="list-style-type: none"> ✓ Ensure that in-year admissions are all processed rapidly so that children lose as little time as possible. ✓ Ensure that IYFAP and inclusion panels are screened, minuted and policed so that practice is transparent and based upon a collective will to achieve the best outcomes for Doncaster 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO/SP Analysis of current data on IFAP. ✓ MO to meet with heads in order to gather views regarding improvements to IYFAP processes and build consensus for fortifying partnerships around mobility. ✓ Clear strategy for ensuring cohesion, parity and equality across all L.A. panels 9/11 ✓ MO/LG to be part of the New panels task group identified in the Behaviour Review

children.	<p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Conduct an in depth analysis and review of reasons why pupils are presented at IFAP, how long it takes from being identified as requiring a school place and the time frame before they are accessing full time education. ✓ New IYFAP procedures in place.
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Appendix 5 – Letter to Focus schools –September 2017

Dear (Name of Headteacher/Principal)

Doncaster Council Attendance Strategy 2017/18

A new Local Authority strategy focused on school attendance is being launched this academic year following an LA review of school attendance and persistent absence. In the Doncaster Children and Young People’s Plan 2017-2020 school attendance and persistent absence were highlighted as areas where significant improvement is required. This not just a priority for the local authority, but for all partners, as reflected in the problem diagnosis for the Social Mobility Opportunity Area, which again highlighted persistent absence as a key challenge that Doncaster faces. We believe that the local authority has a key role to play in supporting schools to improve attendance and reduce persistent absence so that outcomes for children in all school can improve further.

From the data held by the Local Authority and compared with national data, Doncaster is one of the lowest ranked Local Authorities in the country for attendance and persistent absence. National figures show the Doncaster average for attendance in primary schools is 95.6% compared to National of 96%. In Secondary schools the data shows national averages at 94.8% and Doncaster schools 93.6%. When focusing on persistent absence Primary schools national average is 8.2% compared to Doncaster at 10.5% Secondary persistent absence national 13.1% compared to Doncaster at 16.3%. Ofsted compare schools to national averages as regards attendance and persistent absence data. The aim is to bring Doncaster schools in line with national data in the first instance, moving towards being better than national average in the future.

As part of the Attendance Strategy, schools with lower attendance and higher persistent absence than national will become a focus for support from the local authority. From centrally held data (name of school) will be a focus school 2017/18.

LA Officers plan to visit identified schools in the autumn term 2017 in order to agree how we can support you to make improvements. There will be a series of network meetings for school Attendance Leaders and their Attendance Administrator this academic year. Individual schools can be supported by Attendance Specialists with a track record of improving attendance at school and Local Authority Level. Governors will be provided with training on Attendance and Persistent absence to enable them to effectively support and challenge their schools on Attendance.

Impacting on system wide issues requires collective leadership and appropriate support programmes. On this basis, an initial meeting will be scheduled at your school at a mutually convenient time to discuss how the local authority can support your school to improve attendance. A Local Authority Officer will be in contact with you over the coming weeks in order to discuss this further.

Old letter.

Dear (Name of Headteacher/Principal)

Doncaster Council Attendance Strategy 2017/18

A new Local Authority strategy focused on school attendance is being launched this academic year following a LA review of school attendance and persistent absence.

You will be aware of the strong links between raising pupil attainment and improving progress with pupil attendance, based on your own school data. At Local Authority level it has been decided that schools need to be supported to improve overall attendance and reduce persistent absence to improve outcomes for children and young people in Doncaster.

From the data held centrally and compared with national data, Doncaster is one of the weakest Local Authorities for attendance and persistent absence. National figures show the Doncaster average for attendance in primary schools is 95.6% compared to National of 96%. In Secondary schools the data shows national averages at 94.8% and Doncaster schools 93.6%. When focusing on persistent absence Primary schools national average is 8.2% compared to Doncaster at 10.5% Secondary persistent absence national 13.1% compared to Doncaster at 16.3%. Ofsted compare schools to national averages as regards attendance and persistent absence data. The aim is to bring Doncaster schools in line with national data in the first instance moving towards being better than national average in the future.

As part of the Attendance Strategy, schools with lower attendance and higher persistent absence than national will become a focus school. From centrally held data (name of school) will be a focus school 2017/18.

It is intended that individual schools will be visited by LA Officers in the autumn term 2017 to discuss attendance and identify the support needed to improve. There will be a series of network meetings for school Attendance Leaders and their Attendance Administrator this academic year. Individual schools can be supported by Attendance Specialists with a track record of improving attendance at school and Local Authority Level. Governors will be provided with training on Attendance and Persistent absence to enable them to effectively support and challenge their schools on Attendance.

An initial meeting will be scheduled at your school at a mutually convenient time to discuss the focus school for attendance strategy and how the Local Authority can support your school to improve attendance. You will be contacted by a Local Authority Officer in September 2017.



Doncaster Council

11th December, 2018

To the Chair and Members of the
Children and Young People Overview and Scrutiny Panel

OVERVIEW AND SCRUTINY WORK PLAN 2018/2019 – December 2018

Relevant Cabinet Member(s)	Wards Affected	Key Decision
The Mayor	All	None

EXECUTIVE SUMMARY

1. The Panel is asked to consider the Overview and Scrutiny Work Programme for 2018/19, receive an update on progress and agree future items for consideration.

EXEMPT REPORT

2. The report is not exempt.

RECOMMENDATIONS

3. The Committee is asked to:
 - a) Review the Overview and Scrutiny work plan attached at Appendix A;
 - b) Agree when items be programmed for consideration or removed from the work plan;
 - c) Consider the Council's Forward Plan of key decisions attached at Appendix B.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Regular review of the Overview and Scrutiny work plan enables the Committee to ensure it remains relevant and is responding to important issues for citizens and the borough. The work plan update helps support openness, transparency and accountability as it summarises outcomes from overview and scrutiny activities. Citizens are able to contribute to the work of overview and scrutiny by attending meetings or contributing to reviews.

BACKGROUND

5. Overview and Scrutiny has a number of key roles which focus on:
 - Reviewing decisions made by the Executive of the Council;
 - Policy development and review;
 - Monitoring performance (both service indicators and financial); and
 - Considering issues of wider public concern.

6. An updated version of the work plan is regularly presented to OSMC and Panels for consideration. The Panel is asked to consider the unresolved issues in Appendix A and agree when items should be programmed or removed from the list. It should be noted that the work plan highlights those items that have been considered and those that are planned at the time this agenda is published.

Council's Forward Plan of Key Decisions

7. Attached at Appendix B is the Council's Forward Plan of key decisions for consideration by the Panel.

OPTIONS CONSIDERED

8. There are no specific options to consider within this report as it provides an opportunity for the Panel to review its work plan for 2018/19.

REASONS FOR RECOMMENDED OPTION

9. There is no recommended option.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

- 10.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and policy development through robust recommendations, monitoring performance of the Council and external partners, services and reviewing issues outside the remit of the Council that have an impact on the residents of the Borough.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a</p>	

	<p>borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and 	

	<p>self-reliance by connecting community assets and strengths</p> <ul style="list-style-type: none"> • Working with our partners and residents to provide effective leadership and governance 	
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RISKS AND ASSUMPTIONS

11. To maximise the effectiveness of the Overview and Scrutiny function it is important that the work plan is manageable and that it accurately reflects the broad range of issues within its remit. Failure to achieve this can reduce the overall impact of the function. National research has identified that over ambitious work plans that include too many items are a common cause of frustration for Scrutiny Members as they fail to achieve any outcomes. The work plan will continue to be reviewed at each ordinary meeting and officers will advise on the capacity available to undertake any additional work. This provides an opportunity to ensure work plans can be regularly monitored and reviewed.

LEGAL IMPLICATIONS (SRF 21/11/18)

12. The Council's Constitution states that subject to matters being referred to it by the Full Council, or the Executive and any timetables laid down by those bodies, Overview and Scrutiny Management Committee (and its panels) will determine its own Work Programme (Overview and Scrutiny Procedure Rule 6a).

Specific legal implications and advice will be provided as required on matters brought to the panel.

FINANCIAL IMPLICATIONS (SB 21/11/18)

13. There are no specific financial implications arising from this report.

HUMAN RESOURCES [JC 26/11/18]

14. Whilst there are no specific HR implications related to the contents of this report it is possible that some may arise as a result of issues that are detailed. Any HR implications which arise due to actions taken in relation to the contents of this report should be addressed at the appropriate time through relevant reports and governance arrangements.

TECHNOLOGY IMPLICATIONS [PW 23/11/18]

15. There are no specific technology implications in relation to this report.

HEALTH IMPLICATIONS [RS 20.11.2018]

16. This report provides an overview on the work programme and as such there are no specific health implications associated with this report. Within its programme of work, Children and Young People Scrutiny Panel will need to ensure it is able to review how the Council addresses health inequalities within its policies and programmes and ensure that these do engender inequalities.

EQUALITY IMPLICATIONS [CR 20.11.18]

17. This report provides an overview on the work programme and there are no significant equality implications associated with the report. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

18. During May and June 2018, OSMC and the standing Panels held work planning sessions to identify issues for consideration during 2018/2019.

BACKGROUND PAPERS

19. Agenda, guidance and draft work plan produced following OSMC work planning events held during May and June 2018.

REPORT AUTHOR & CONTRIBUTORS

Christine Rothwell, Senior Governance Officer

☎ 01302 735682 ✉ christine.rothwell@doncaster.gov.uk

Damian Allen
Director of People
**Learning and Opportunities: Children and Young People/
Adults Health and Wellbeing Directorates**

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** Please note dates of meetings/rooms/support may change

OVERVIEW & SCRUTINY WORK PLAN 2018/19

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
May		Mon 11th June, 2018 at 1pm 12noon pre meeting Rm 413 CR	Wed, 23rd May 2018, 3 pm CR		Thurs., 31st May 2018, 3:30 pm – CR
		<ul style="list-style-type: none"> Work planning – HASC O&S 	<ul style="list-style-type: none"> Work planning – CYP O&S 		<ul style="list-style-type: none"> Work planning C&E O&S
June	Wed, 6th June 2018, 10 am – CM	Tues 12th June 2018, JHOSC Representative Only CR	Tues 12th June 2018, 5:30 pm – Council Chamber CM	Wed 13th June 2018, 11am CM	
	<ul style="list-style-type: none"> Work planning – OSMC 	JHOSC - South Yorkshire, Derbyshire, Nottinghamshire and Wakefield 10.30am - Members Briefing 1.00pm – Formal Meeting	<ul style="list-style-type: none"> Children and Young People's Plan - Annual Impact Report Child Poverty Overview Youth Parliament Scrutiny Work Plan 	<ul style="list-style-type: none"> Work planning – R&H O&S 	
	Thurs, 28th June 2018, 10 am – Council Chamber CM	Monday 25th June 2018, 10am Council Chamber CR			
<ul style="list-style-type: none"> Youth Justice Plan Qtrly Finance & Performance Report – Qtr 3 <ul style="list-style-type: none"> DMBC - to include; SLHD Scrutiny Work Plan 	<ul style="list-style-type: none"> Resources Allocations Process 				
July	Thurs, 19th July 2018, 12noon – Council Chamber CR	Mon, 2nd July 2018, 10am – Council Chamber CM	Tues, 24th July 2018, 9am – Council Chamber CR		Friday 27th July at 9.30am – Council Chamber CM
	<ul style="list-style-type: none"> State of the Borough Assessment/DGT – Data Analysis – Briefing session <p>To follow meeting:</p>	<ul style="list-style-type: none"> Doncaster's strategic health and social care plans – to include information on alternative service delivery models and Place Plan (CCG Jackie Pederson/Cath 	<ul style="list-style-type: none"> Doncaster Children's Trust (split screen) Children's Trust and DMBC Update on Learning Provision Organisation 		<ul style="list-style-type: none"> Flood Overview <ul style="list-style-type: none"> Overview of drainage Boards – structure and their operation Audit case studies

FP – Forward Plan Decision

CR, CM or AS – Officer Responsible

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
	<ul style="list-style-type: none"> Community Engagement Strategy workshop following OSMC 2pm 	Doman) <ul style="list-style-type: none"> Public Health Protection Assurance Report Health inequalities – BME Health Needs Assessment Scrutiny Work Plan 	Board and Learning Provision Strategy – Overview and on relationships with Academies and LA Schools <ul style="list-style-type: none"> Scrutiny Work Plan 		
Aug		Monday 6th August, 2018 10am – site visit (CR)			
		Smile Day Centre Visits as part of the Alternative Service Delivery Models Project			
Sept	Thurs, 13th Sept. 2018, 10am – Council Chamber (CM)	Thurs, 27th Sept 2018, 10am – Council Chamber (CM)	Wed, 5th Sept 2018, 10am – Council Chamber (CR)	Wed, 19th Sept. 2018, 10am – Council Chamber (CM)	
	<ul style="list-style-type: none"> Qtrly Finance & Performance Report – Qtr 4 <ul style="list-style-type: none"> DMBC SLHD Scrutiny Work Plan 	<ul style="list-style-type: none"> Your Life Doncaster (Adults Transformation) Mental Health – Overview, Strategy and Delivery Plan (CCG) Scrutiny Work Plan 	<ul style="list-style-type: none"> Annual Complaints (DCST) Doncaster Children’s Safeguarding Board Annual Report “Storing up Trouble” – Produced by the National Children’s Bureau Education and Skills thematic update Schools Performance tables Scrutiny Work Plan 	<ul style="list-style-type: none"> Members Briefing - Update on Hatfield Headstocks. 	
Oct	Thurs, 4th Oct 2018 – 10am Council Chamber (CR)	Monday 22nd October – Full Day – Barnsley MBC (CM)		15th October 2018, 1pm – Council Chamber (CM)	Tues 23rd Oct 2018 – 10am – 3.30pm, Council Chamber (CR)
	<ul style="list-style-type: none"> Gambling Policy Scrutiny Work Plan 	Regional Joint Health Overview and Scrutiny Committee – <ul style="list-style-type: none"> Hospital Services Review Integrated Care System 		<ul style="list-style-type: none"> Doncaster Inclusive Growth Plan Wool Market – Update Scrutiny Work Plan 	<ul style="list-style-type: none"> Flood Review- improvements since 2007 Floods – Evidence gathering from partners.

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Nov	Friday, 2nd Nov 2018, 10am – Council Chamber (CR)	Thurs, 29 th Nov 2018, 10am – Council Chamber (CM)			Wed 28 th Nov 2018 - 12:30pm to approx. 2:00pm, 007A
	<ul style="list-style-type: none"> Community Safety Strategy Brexit Scrutiny Work Plan 	<ul style="list-style-type: none"> Carers Charter Mental Health theme – Prevention (DMBC) Suicide Prevention – (Public Health) Update on Inspection and Regulation Scrutiny Work Plan 			<ul style="list-style-type: none"> Social Isolation & Loneliness
Dec	Thurs, 6 th Dec 2018, 10am – Council Chamber (AS)		Tues 4 th December, 4pm – Cooking session with Children in Care (CR)		
			Tues, 11 th Dec 2018, 5pm - Council Chamber (CM)		
	<ul style="list-style-type: none"> Qtrly Finance & Performance Report – Qtr 2 DMBC SLHD Complaints and Compliments Annual Report Scrutiny Work Plan 		<ul style="list-style-type: none"> New Make Your Mark presentation – Youth Council Doncaster Children’s Trust (split screen) Children’s Trust and DMBC Attendance – Impact on Strategy and Performance update and Inclusion Plan (SEND) Scrutiny Work Plan 		
Jan	Mon, 21 st Jan 2019, 10am – Council Chamber (CM)	Mon 28 th Jan 2019, 1pm Doncaster – TBC			
	<ul style="list-style-type: none"> DCST Financial Overview Report 	Joint Health Overview and Scrutiny Committee South			

FP – Forward Plan Decision

CR, CM or AS – Officer Responsible

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
		Yorkshire, Derbyshire, Nottinghamshire and Wakefield Thurs, 31st Jan 2019, 2pm Council Chamber (CM) <ul style="list-style-type: none"> • Doncaster Adult's Safeguarding Board Annual Report • Veteran Plan (to include a reference to mental health agenda) (DMBC and NHS CCG). • Integrated Commissioning Model (CYP led) Invite CYP O&S - TBC. • Scrutiny Work Plan 			
Feb	Thurs, 7th Feb 2019, 10am Council Chamber (CR)				Wed, 13th Feb 2019, 10am (CR)
	<ul style="list-style-type: none"> • Budget • Corporate Plan 				Crime and Disorder <ul style="list-style-type: none"> • Community Safety Priorities Update • CCTV impact of Strategy • Update following Domestic Abuse Strategy Modern Slavery • Complex Lives to include Amber Project • Scrutiny Work Plan
	Thurs, 28th Feb 2019, 10am Council Chamber (AS) <ul style="list-style-type: none"> • Qtrly Finance & Performance Report – Qtr 3 <ul style="list-style-type: none"> ○ DMBC ○ SLHD • Scrutiny Work Plan 				

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Mar	Thurs, 28th Mar 2019, 10am Council Chamber (CM)	Thurs, 21 st Mar 2019, 10am Council Chamber (CR)	Tues, 5 th Mar 2019, 5 pm Council Chamber (CR)	Wed, 13 th Mar 2019, 10am Council Chamber (CM)	
	<ul style="list-style-type: none"> Scrutiny Work Plan 	<ul style="list-style-type: none"> Mental Health Theme – Dementia (NHS CCG) Better Mental Health Plan End of Life Plan Your Life Doncaster Update Public Health Protection Update on Inspection and Regulation Scrutiny Work Plan 	<ul style="list-style-type: none"> Youth Council – Feedback on key issues Behaviour Transformation Programme – focus on tracking fixed term and permanent exclusions Social Mobility Opportunity Area Delivery Plan (including information on curriculum for life requested at 24/7/18 meeting) (deferred from December) Scrutiny Work Plan 	<ul style="list-style-type: none"> Housing Investment Plan – following Housing Needs Analysis overview. Homelessness – Update on position and recs from 16/17 Panel review and impact of PSPO Place Marketing – Update on position and recs made from previous Panel review Scrutiny Work Plan 	
April					
May					

** Please note dates of meetings/rooms/support may change

POSSIBLE ISSUES FOR FUTURE CONSIDERATION - TBC

3rd Sector/ Assets/ Commissioning –acute end of life Adult Social Care	Yorkshire Ambulance Service reconfiguration (YAS) Inclusion of Ambulance Service Response Times & Criteria (TBC)	Youth Council feedback on (TBC); a) Update on Curriculum for Life (including outcome of Personal, Social, And Health Education (PHSE) audit) b) Feedback on Youth Surgeries c) Expect Youth – Response/Monitoring exercise align/where are they locating activity/where can young people go?	Moved from provisional date in December – date TBC • Emerging Local Plan • Housing Needs Analysis Overview • Update on Key Decision ESIF grant for delivery of New Business Support in Doncaster	Street Scene – fly tipping and street cleaning – how is it dealt with and comparisons with rural and urban areas. Possible invite to like authority. How is rubbish dealt with on private land?
	Personal Budgets/Direct payments	Child Poverty (TBC)		Social Isolation & Loneliness (TBC)
	Learning Disabilities Strategy			
	Substance abuse			
	Alternative Service Delivery Model			

** Please note dates of meetings/rooms/support may change

		(TBC)			
		Health & Wellbeing Strategy			
		Hospital Services Review – Maternity Provision			
		Well North_Well Doncaster Update			
OVERVIEW & SCRUTINY WORKPLAN 2019/2020					
	27 th June 2019 Quarter 4 Finance and Performance report	Update from Public Health with the progress on the new initiatives being undertaken to support people with gambling addiction and actions taken through the Gambling and Financial Inclusion Group	Children and Young People Plan (DMBC & CCG) – previously addressed by CYP O&S June 2018 but will need future consideration	Update on Hatfield Headstocks (and future options)	An update on the South Yorkshire Waste (September 2019/2020)
				Update on large centres located outside of Doncaster including Mexborough, Askern and Thorne.	Green Future - 2019
				Update on local connectivity through an invite to SYPTE Update in the Enterprise Market Place	Environment Strategy - 2019

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DONCASTER METROPOLITAN BOROUGH COUNCIL
FORWARD PLAN FOR THE PERIOD 1ST JANUARY TO 30TH APRIL 2019

The Forward Plan sets out details of all Key Decisions expected to be taken during the next four months by either the Cabinet collectively, The Mayor, Deputy Mayor, Portfolio Holders or Officers and is updated and republished each month.

A Key Decision is an executive decision which is likely:-

- (a) to result in the Local Authority incurring expenditure which is, or the making of savings which are, significant having regard to the Local Authority's budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions in the area of the Local Authority;
- (c) any decision related to the approval or variation of the Policy and budget Framework that is reserved to the Full Council.

The level of expenditure/savings which this Authority has adopted as being financially significant is £250,000.

Please note in addition to the documents identified in the plan, other documents relevant to a decision may be submitted to the Decision Maker. Details of any additional documents submitted can be obtained from the Contact Officer listed against each decision identified in this plan.

In respect of exempt items, if you would like to make written representations as to why a report should be considered in public, please send these to the contact officer responsible for that particular decision. Unless otherwise stated, representations should be made at least 14 days before the expected date of the decision.

KEY

Those items in **BOLD** are **NEW**

Those items in **ITALICS** have been **RESCHEDULED** following issue of the last plan

Prepared on: 30th November, 2018 and superseding all previous Forward Plans with effect from the period identified above.

Jo Miller
Chief Executive

MEMBERS OF THE CABINET

Cabinet Member For:

Mayor - Ros Jones
Deputy Mayor - Councillor Glyn Jones

Councillor Nigel Ball
Councillor Joe Blackham
Councillor Rachael Blake
Councillor Nuala Fennelly
Councillor Chris McGuinness
Councillor Bill Mordue
Councillor Jane Nightingale

- Housing and Equalities
- Public Health, Leisure and Culture
- Highways, Street Scene and Trading Services
- Adult Social Care
- Children, Young People and Schools
- Communities, Voluntary Sector and the Environment
- Business, Skills and Economic Development
- Customer and Corporate Resources.

Some Decisions listed in the Forward Plan are to be taken by Full Council

Members of the Full Council are:-

Councillors Nick Allen, Duncan Anderson, Lani-Mae Ball, Nigel Ball, Iris Beech, Joe Blackham, Rachael Blake, Nigel Cannings, Bev Chapman, Phil Cole, John Cooke, Mick Cooper, Jane Cox, Steve Cox, Linda Curran, George Derx, Susan Durant, Nuala Fennelly, Neil Gethin, Sean Gibbons, John Gilliver, Martin Greenhalgh, Pat Haith, John Healy, Rachel Hodson, Charlie Hogarth, Mark Houlbrook, David Hughes, Eva Hughes, Glyn Jones, R. Allan Jones, Ros Jones, Ken Keegan, Majid Khan, Jane Kidd, Nikki McDonald, Tosh McDonald, Chris McGuinness, Sue McGuinness, Bill Mordue, John Mounsey, David Nevett, Jane Nightingale, Ian Pearson, Andy Pickering, Cynthia Ransome, Tina Reid, Andrea Robinson, Kevin Rodgers, Dave Shaw, Derek Smith, Frank Tyas, Austen White, Sue Wilkinson, Jonathan Wood, Paul Wray.

WHEN DECISION IS EXPECTED TO BE TAKEN	KEY DECISION TO BE TAKEN	RELEVANT CABINET MEMBER	DECISION TO BE TAKEN BY	CONTACT OFFICER(S)	DOCUMENTS TO BE CONSIDERED BY DECISION MAKER	REASON FOR EXEMPTION – LOCAL GOVERNMENT ACT 1972 SCHEDULE 12A
15 Jan 2019	Approval of Visitor Economy Strategy	Councillor Bill Mordue, Portfolio Holder for Business, Skills and Economic Development	Cabinet	Scott Cardwell, Assistant Director of Development scott.cardwell@doncaster.gov.uk	Visitor Economy Strategy	Open
24 Jan 2019	To approve a Local Council Tax Reduction Scheme for Doncaster Council from 1st April 2019.	Mayor Ros Jones	Council	Marian Bolton, Head of Revenues and Benefits marian.bolton@doncaster.gov.uk		
12 Feb 2019	To approve admission arrangements for the 2020/21 Academic Year	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	Neil McAllister, School Organisation Manager neil.mcallister@doncaster.gov.uk		Open

26 Feb 2019	Quarter 3 2018-19 Finance and Performance Report	Mayor Ros Jones	Cabinet	Faye Tyas, Head of Financial Management faye.tyas@doncaster.gov.uk, Louise Parker, Head of Service Strategy & Performance Unit Manager Louise.Parker@doncaster.gov.uk	Revenue Budget 2018/19 Capital Programme Budget 2018/19	Open
26 Feb 2019	St Leger Homes Performance Report 2018/19 Quarter 3	Councillor Glyn Jones, Deputy Mayor, Portfolio Holder for Housing and Equalities	Cabinet	Stephen Thorlby-Coy, Head of Business Excellence, St Leger Homes Stephen.Thorlby-Coy@stlegerhomes.co.uk		Open
4 Mar 2019	To approve the 2019/20 Corporate Plan	Mayor Ros Jones	Council, Cabinet	Allan Wiltshire, Head of Policy and Partnerships allan.wiltshire@doncaster.gov.uk		Open

4th Mar 2019	To approve the Revenue Budget 2019/20	Mayor Ros Jones	Council, Cabinet Decision to take to Cabinet 12th February 2019 prior to Full Council approval	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk	Revenue Budget 2018/19, Council 5th March 2018 Quarter 2 2018-19 Finance and Performance Report, Cabinet 20th November 2018	Open
4th Mar 2019	To approve the Capital Strategy and Capital Programme 2019/20 to 2022/23	Mayor Ros Jones	Council, Cabinet Decision to take to Cabinet 12th February 2019 prior to Full Council approval	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk	Capital Programme 2018/19 to 2021/22, Council 5th March 2018 Quarter 2 2018-19 Finance and Performance Report, Cabinet 20th November 2018	Open
4th Mar 2019	To approve the Council Tax and Statutory Regulations 2019/20	Mayor Ros Jones	Council, Cabinet Decision to take to Cabinet 12th February 2019 prior to Full Council approval	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk	Revenue Budget 2019/20, Council 4th March 2019	Open

4th Mar 2019	To approve the Treasury Management Strategy 2019/20 to 2022/23	Mayor Ros Jones	Cabinet, Council Decision to take to Cabinet 12th February 2019 prior to Full Council approval	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk	Treasury Management Strategy 2018/19 to 2021/22, Council 5th March 2018 Quarter 2 2018-19 Finance and Performance Report, Cabinet 20th November 2018	Open
4th Mar 2019	To approve the Housing Revenue Account Budget 2019/20	Mayor Ros Jones	Council, Cabinet Decision to take to Cabinet 12th February 2019 prior to Full Council approval	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk	Housing Revenue Account Budget 2018/19, Council 5th March 2018 Quarter 2 2018-19 Finance and Performance Report, Cabinet 20th November 2018	Open