

NORTH YORKSHIRE COUNTY COUNCIL

YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

15th June 2012

Covering Report on the

Arrangements for Monitoring and Safeguarding Children and Young People in Education

1.0 Purpose of Report

- 1.1 The purpose of this covering report is to introduce the Monitoring Report on Safeguarding in Education and Missing Children attached at Annex A. This report provides Members of the Committee with an overview of the safeguarding arrangements for children and young people in education and early years settings.
- 1.2 Members are asked to:
- a. Note the information in this covering report
 - b. Comment on the Report attached at Annex A

- 2.0** Members will note that in accordance with the new OfSTED framework for schools issued in January 2012, work has continued to ensure all arrangements for Child Protection and Safeguarding in maintained schools remain secure and monitored.

The Report details the support and training arrangements for Maintained Schools (section 3), Early Years settings (section 4) Independent Schools (section 5) and Academies (section 6).

With regard to the management of allegations against persons who work with children (section 7) the report advises Members of the management arrangements for responding to allegations against persons working with children in schools, education service arms and early year's group settings.

Section 11 of the Report sets out the arrangements and procedures to monitor and track children missing from education which is coordinated by the Children Missing Education (CME) Coordinator.

Elective Home Education is covered in section 13 of the report and Members will recall an earlier briefing on the matter.

3.0 Recommendations

- 3.1 The Committee is asked to:
- a. Note the information in this report.
 - b. Comment on the Report attached at Annex A.

**Bryon Hunter, Scrutiny Team Leader
Policy, Performance and Partnerships
County Hall, Northallerton**

Report compiled by: Stephanie Bratcher, Corporate Development Officer
Ext: 2049
Email: stephanie.bratcher@northyorks.gov.uk
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NORTH YORKSHIRE COUNTY COUNCIL**Children and Young Peoples Service****Report to Executive Members****May 2012****Monitoring Report on Safeguarding in Education and Missing Children****1.0 Purpose of Report**

- 1.1 To update on the effectiveness of safeguarding arrangements for children and young people in education and early years settings.

2.0 Background

- 2.1 Since the previous report and in accordance with the new OfSTED framework for schools issued in January 2012, work has continued to ensure all arrangements for Child Protection and Safeguarding in maintained schools remain secure and monitored.
- 2.2 Further to reorganisation of Local Authority Early Years support the Early Years Safeguarding Reference and Working Group continue to meet with representation from an Education Safeguarding Manager, (ESM,) Quality and Improvement Service, (Q+I,) Strategic Services and an Early Years Setting Manager. Work has progressed towards the aim of providing settings with similar support, training and monitoring arrangements as schools. These arrangements will need to be developed and amended further in order to meet the requirements of the new statutory Framework for the Early Years Foundation Stage (EYFS) which will become mandatory on 1st September 2012.
- 2.3 The ESMs are involved in the current revision of the North Yorkshire Safeguarding Children Board procedures. Further to Professor Munro's review of child protection in England, the Protection of Freedoms Bill and associated amendments to the Vetting and Barring Scheme and CRB checking arrangements, DfE guidance 'Working Together to Safeguard Children' and 'Safeguarding Children & Safer Recruitment in Education' are currently being revised. New guidance is expected in the summer term and appropriate revisions will need to be made to specific Education and Early Years guidance to reflect these.
- 2.4 The Safeguarding in Education Group continues to meet termly to coordinate the Education input to the North Yorkshire Safeguarding Children Board and to disseminate information throughout the service areas. Colleagues on the Group represent the following service areas: Education Social Work Service(ESWS); Learning, Youth and Skills; Human Resources; Quality & Improvement; Access & Inclusion; Integrated Services ; Children's Social Care, (CSC) & North Yorkshire Safeguarding Children Board, (NYSCB.)

3.0 Maintained School Support and Training

- 3.1 NYSCB provides a range of interagency training courses, including courses with regard to specific issues for both frontline staff and managers. These are open to all Education staff who are encouraged to attend. However, due to the volume of staff working in schools and limitations of the numbers of places available it is necessary to provide significant additional single agency training to meet the statutory training requirements for school staff.
- 3.2 Newly appointed Head Teachers (HTs) & Designated Senior Persons (DSPs) receive a Child Protection Induction information pack and are asked to complete Child Protection Basic Awareness training. They are then invited to attend a one day training course in "Understanding the Process" delivered by ESMs in partnership with Police, Children's Social Care and an Independent Review Officer. Three of these courses were delivered in the 2010 – 2011 academic year and one in the 2011-2012 academic year, with a total of 83 attendees. A further course is to be delivered in the summer term.
- 3.3 In order to meet DfE standards that all DSPs receive refresher training at least every two years, four sessions of child protection 'refresher training' sessions were delivered during 2010 -11 and there have been, to date, six sessions during 2011-12, with 174 attendees. A further four sessions are planned for the 2012 summer term.
- 3.4 Schools are advised that all new staff should undertake NYSCB e-learning basic awareness child protection training as part of their induction. The Education Social Work Service continues to support the delivery of Whole School Child Protection training. This training, written and regularly updated by the ESMs, is delivered to the whole school either by the DSP or by qualified ESW staff at least every three years, in line with DfE requirements for refresher training. Training uptake and compliance is monitored and schools are advised when they are due to refresh the training.
- 3.5 During 2010-11 & 2011-12 the ESMs delivered nine Governor training sessions for Nominated governors for Child Protection & Chairs of Governing Bodies, attended by 195 governors. These sessions outline governor's strategic responsibilities and the statutory role and responsibility of the Governing Body in safeguarding and promoting the welfare of pupils. For the academic year 2012-2013 the arrangements for delivering training to school governors will be revised and ESMs will be offering the training to clusters of governors on request.
- 3.6 Qualified social workers within the ESWS advise DSPs where there are concerns about a child's welfare and ESMs are available for support where more complex child protection concerns arise. The ESW Service provides arrangements to support schools who are unable to attend Child Protection meetings, for example, during school holiday periods.
- 3.7 An updated sample Child Protection policy for schools is issued annually. Schools are also provided with a checklist/audit tool which school managers and governing bodies may use to audit arrangements and provide information

to the Local Authority about how their statutory safeguarding duties are being discharged. Any concerns regarding school performance and /or compliance with standards, and/or concerns about the management of allegations against staff and volunteers in schools are reported by the ESM to senior Q+I staff.

3.8 Ofsted judgements for North Yorkshire schools: (See Appendix A)

Pupils Feel Safe

- 97.2% of primary schools good or outstanding, none inadequate
- 89.6% of secondary schools good or outstanding, none inadequate
- 90% of special schools good or outstanding, none inadequate
- 100% of pupil referral services good or outstanding

Effectiveness of Safeguarding Procedures

- 71.3% of primary schools good or outstanding , 0.5% inadequate (i.e. one junior school with regard to recording, which has been addressed)
- 80% of secondary schools good or outstanding, none inadequate
- 88.9% of special schools good or outstanding, none inadequate
- 100% of pupil referral services good or outstanding

4.0 Early Years Support and Training

4.1 As in 3.1 due to the volume of staff working in Early Years settings and limitations of the numbers of places available on NYSCB training, it is necessary to provide significant additional single agency training to meet the statutory training requirements for Early Years staff.

4.2 Comprehensive audit and guidance tools regarding Safeguarding and Promoting Welfare and Suitable People and detailed policy guidance documents have been issued to all Early Years group settings. These tools are used by settings to audit arrangements and for Teaching and Learning Consultants to monitor compliance with statutory requirements. They will be reviewed and revised in the summer term in light of the new Framework for the EYFS.

4.3 A review of training of Early Years Designated Lead Practitioners, (DLPs) was undertaken, and, due to a significant identified shortfall in them accessing appropriate interagency training an additional ten training sessions were delivered from Oct 2010-March 2011, attended by 210 delegates.

Work is underway to create a database of DLP's training in order that ESMs can monitor compliance with statutory requirements for both initial and refresher training and identify and remedy any shortfall.

ESMs will, from May 2012 attend Early Years Leadership Forums at least annually to update managers on safeguarding developments.

4.4 All other staff from Early Years settings continue to receive training through the Workforce Development Unit, thirteen sessions were provided in 2010-2011 and a further nine sessions in 2011-2012. It is intended that, later in 2012, ESMs will write a training package for DLPs in order that, like schools, they will have access to materials to train their own staff, rather than rely on external training providers.

- 4.5 Following recent reorganisation of services, Early Intervention Managers now provide the first point of contact for advice to Early Years settings staff with welfare concerns. The ESMs provide advice and support with regard to more complex child protection issues. ESMs also offer advice and support to NYCC staff who support settings.
- 4.6 Work is currently underway to collate emergency contact numbers for private Early Years settings managers, in order that, as for schools, there is a system for accessing information and securing attendance at meetings regarding children subject to child protection concerns arising in holiday periods.
- 4.7 Ofsted judgements for North Yorkshire Early Years Group Settings: (See Appendix A)

Children Feel Safe

- 88.7% good or outstanding, none inadequate

Effectiveness of Safeguarding Arrangements

- 87.8% good or outstanding, none inadequate

5.0 Independent Schools

- 5.1 The Education Social Work Service has continued to support Independent Schools with their arrangements for safeguarding through delivery of the one day NYSCB conference for Independent Schools and Further Education Colleges in April 2011. Further contact with the independent sector is generated through the LADO arrangements with significant levels of referral, including an increase in historical allegations. Requests for any additional support for independent schools with regard to trading and charging arrangements will mirror the arrangements for Academies.

6.0 Academy Schools

- 6.1 For the four of those eight recently established Academies who have entered into a trading agreement with the ESWS, the arrangements remain as for maintained schools.
- Where the Academy has not entered into an agreement and is commissioning safeguarding support from a third party, the Headteacher/DSP may contact Children's Social Care for advice in relation to child protection concerns, staff can access the NYSCB training programmes. The Safeguarding Children's Board is currently considering the monitoring arrangements.

7.0 Management of allegations against persons who work with children

- 7.1 The Education Safeguarding Managers have, since 2007, been the appointed Local Authority Designated Officers (LADOs) for managing arrangements and responding to allegations against persons working with children in schools, education service arms and early years group settings. From April 2010 to March 2011 there were 112

referrals and between April 2011 and March 2012 there were 127 referrals relating to staff and volunteers working in or on behalf of education services and settings.

- 7.2 General Managers in CSC have been, from 2007, the LADOs for all other staff across the children's workforce in North Yorkshire. Further to CSC reorganisation, from April 2012, the ESMs have assumed this role and are now managing all allegations against persons working with children across the county, rather than just those in education sectors as had been the previous arrangement.
- 7.3 New DfE Guidance, 'Dealing With Allegations of Abuse Against teachers and Other Staff' was issued in July 2011 and has been implemented by ESMs, (LADOs). NYSCB Allegations Against Staff procedures have been redrafted in accordance with this guidance and it is anticipated that the principles of the new guidance will be incorporated in the expected 2012 'Working Together To Safeguard Children.'
- 7.4 The ESMs (LADOs) record statistical data which is included in the dataset for the quarterly return to the NYSCB.

8.0 Multi Agency Public Protection Arrangements (MAPPA)

- 8.1 Education is represented on the Multi Agency Public Protection Arrangements (MAPPA) as a 'duty to cooperate partner,' complementing representation from Children's Social Care and the Youth Justice Service on the MAPPA Strategic Management Board. An ESM represents Education on the MAPPA Core Group to review Level 3 (high risk) offenders. These arrangements are subject to ongoing review as part of the MAPPA Key Performance Indicators.
- 8.2 ESW Area Operations Managers are the Single Points of Contact, (SPOCs,) for MAPPA level 2 Risk Management meetings. A Senior ESW represents Education as appropriate at Level 2 meetings to share information and ensure appropriate safeguarding action is taken where there are identified risks to school age children.
- 8.3 Annual levels of attendance at MAPPA Strategic Management Board and Level 3 meetings are good and exceed the MAPPA Key Performance Indicators. Between April 2011 and March 2012 there were 82 lower risk Level 2 meetings of which 34 were attended by Education staff. However information on attendance as provided by the MAPPA unit does not disaggregate the information between North Yorkshire and York nor does it indicate the number of cases involving possible risk to children. The MAPPA unit have been requested to further breakdown the statistics to determine attendance by North Yorkshire Education in those cases where there are risks to children. Analysis of this data will be used to set priorities and avoid any unnecessary attendance at Level 2 meetings.
- 8.4 The MAPPA Annual Report is circulated electronically to DSPs in all schools.

9.0 Multi Agency Risk Assessment Conferences (MARACs)

- 9.1 MARACs : facilitate monitor and evaluate effective information sharing between multi agency partners, to enable appropriate interventions to safeguard high risk victims of domestic abuse and their families; identify high risk victims of domestic abuse and

offer support and guidance to reduce the threat of further harm and repeat incidents of domestic abuse; provide a multi agency safety plan for each victim and their immediate families; identify wherever possible whether the perpetrator poses a risk to other individuals or to the wider community; and identify any child contact or child protection concerns within the family environment.

- 9.2 The ESW Area Operations Managers are the Single Points of Contact (SPOCs) to coordinate the educational input to MARACs involving children and education staff attendance at these meetings. From April 2011- March 2012 there were 262 MARAC meetings involving children. Further analysis is planned to ensure consistency of attendance across all areas.
- 9.3 An updated Domestic Abuse Reference pack was issued to all schools and settings in September 2011. The pack raises awareness of the prevalence of domestic violence, its impact on children, training opportunities available to staff and what staff in schools can do to support pupils living with domestic abuse, including dealing with disclosures and when and how to refer to other agencies. These support materials, with suitable modification, have also been issued to Children's Centres and a Targeted Youth Service version is due for distribution. Staff involved also have access to Safety Planning Training.

10.0 Education and Early Years Common Assessment Framework (CAF) and Children Social Care (CSC) referrals

- 10.1 Education and Early Years feature significantly in the initiation of CAF assessments. In the period March 2011- April 2012 there were 719 CAFs initiated, 317, (44%) of which were by Education and Early Years, predominantly from Primary Schools and Children's Centres who are supported by Parent Support Advisers. Referrals for secondary age children appear to be mostly initiated from agencies other than schools.
- 10.2 Data gathered from ICS provides information regarding all contacts to CSC by source. During the period March 2011- April 2012 there were 9,957 contacts of which 1,073, (10.77%) were from Education and Early Years. Of the total number of contacts to CSC, 57% resulted in a referral, and a further 16.6% resulted in initiation of child protection enquiries. Further work is required to analyse the conversion rate of contacts to referrals, including for child protection enquiries, across referral sources.

11.0 Missing Children

- 11.1 Arrangements to monitor and track children missing from education remain in place, coordinated by the Children Missing Education, (CME,) Coordinator who receives notifications of all children who have left a school with no known destination. Where, following contact by the CME Coordinator with the schools, it has not been possible to identify where the children are, a referral is made to the Education Social Work Service who make further attempts to locate the child. 513 such referrals to the ESWs were made between January 2011 and December 2011, therefore referral rates remain consistent with previous years.

- 11.2 Previous plans to develop the system to work nationally through Contact Point were revised following the Government's decision not to proceed with a national database, so information continues to be held at Local Authority level. North Yorkshire data is currently being migrated from the existing Central Pupil Database to the Impulse System and this should improve the timeliness of tracking by ensuring that schools data is refreshed on a shorter and more regular basis.
- 11.3 Procedures to respond to incidents involving 'Children Who Go Missing from Home and Care' have been implemented in partnership with NY Police, NYSCB and Children and Young Peoples Service. Children and young people who are reported to the Police as missing, or runaways, are now offered a return interview to assess need. These interviews are carried out by the caseworker in CSC if the child or young person is an open case to CSC, or by an Education Social Work or Targeted Youth Support worker for all other children and young people.
- 11.4 North Yorkshire Police have a dedicated officer for missing children who is responsible for ensuring that information is transferred daily to NYCC Customer Contact Centre. Cases are filtered, processed and tracked by the Children Missing Education Officer based in the ESW Service using a protocol and procedures agreed by all parties. Since the arrangements came into place in September 2010 there have been 1881 referrals.
- 11.5 The NYSCB panel, established to introduce these arrangements, has remained in place to monitor the roll-out of the process, consider levels of activity and monitor trends. The membership of the panel has been revised to give further consideration to the needs of young people at risk of sexual exploitation.

12.0 Child Death Overview Panels

- 12.1 Education is represented on the Child Death Overview Panel (CDOP) by the Principal Education Social Worker, coordinating reports from schools and settings through the ESW Service. The number of referrals this year is projected to be slightly down on last years figure of 50 and referrals to the panel continue to relate mainly to pre-school children and children born with life limiting medical conditions. Cases which have involved school age children have prompted the issuing of advice to schools on the management of children suffering from asthmatic conditions.

13.0 Elective Home Education (EHE)

- 13.1 North Yorkshire has historically enjoyed well developed arrangements and mostly positive relationships with families who choose to home educate their children and these were recognised at a national level and considered in the 2009 DCSF Review of Elective Home Education. However, tension between Local Authorities and Home Educators in general increased markedly following the publication of Graham Badman's 'Report on Elective Home Education' and this resulted in an increase in the number of families who refused to cooperate with the Authority's monitoring visits. Local arrangements to monitor and support Home Educators have since been aligned with Pupil Referral Service areas in order to provide locally based expertise to families and further dates have been arranged to provide opportunities to offer joint LA/ EHE discussions. Both of these initiatives have contributed toward the rebuilding of a

positive relationship with individual families and the EHE community within North Yorkshire.

- 13.2 The recommendations from the 'Badman Report' were removed from the Education legislation agreed by Parliament in April 2010 and further national guidance has yet to be provided.
- 13.3 Multi-agency professional groups for both casework and strategy are established and supported by Q+I and ESW services. There are currently 202 children we are aware of who are being educated at home and this reflects the slow but steady pattern of increase that has been evident in recent years.

14.0 Representation on the North Yorkshire Safeguarding Children Board

- 14.1 The Principal Education Social Worker sits on the NYSCB and its Executive and chairs the Operations sub-group. Education Safeguarding Managers, Senior ESW staff, an HR Manager and TYS Manager continue to represent the education service on NYSCB sub groups and working groups. The ESMs contribute to the Audit and Training sub groups and various task groups and continue to deliver multi-agency training on behalf of the NYSCB.
- 14.2 Representative Head teachers or Designated Senior Persons and Early Years representatives are being included in the Safeguarding Board Locality Forums arrangements in response to 'Working Together to Safeguard Children' requirements.
- 14.3 The Principal Education Social Worker represents Education on the NYSCB Serious Case Review (SCR) sub group and an ESM authored the Individual Management Reviews for the SCR which is currently underway. The ESMs have all undertaken training in the completion of Individual Management Reviews in order to provide a pool of staff capable of supporting any future reviews.
- 14.4 All recommendations for Education from SCR and Learning the Lessons Reviews are implemented by the Education Safeguarding Managers and monitored by the Education Social Work Service Management Team.

15.0 Recommendations

- 15.1 That Members note the content and potential implications of the developments detailed in the report.

Cynthia Welbourn Corporate Director
Children and Young Peoples Service

Report prepared by Alan Critchlow, Principal Education Social Worker

Contact details: alan.critchlow@northyorks.gov.uk

Background documents: None

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