# Havering
## LONDON BOROUGH

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# CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

| 7.00 pm | Tuesday 9 July 2019 | Committee Room 3B - Town Hall |
|---------|---------------------|-------------------------------|

Members 9: Quorum 3

**COUNCILLORS:**

| | | |
|---|---|---|
| Judith Holt (Chairman) | Tony Durdin | Dilip Patel |
| Christine Vickery (Vice-Chair) | Tele Lawal | Carol Smith |
| Gillian Ford | Sally Miller | Reg Whitney |

| **CO-OPTED MEMBERS:** | **Statutory Members representing the Churches** | **Statutory Members representing parent governors** |
|---|---|---|
| | Lynne Bennett, Church of England | Julie Lamb, Special Schools |
| | Jack How, Roman Catholic Church | Kathy Freeman, Primary Schools |

Non-voting members representing local teacher unions and professional associations:
Ian Rusha (NEU)

**For information about the meeting please contact:**
**Taiwo Adeoye - 01703 433079**
**taiwo.adeoye@onesource.co.uk.**

**Protocol for members of the public wishing to report on meetings of the London Borough of Havering**

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

**What is Overview & Scrutiny?**
Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.

2. Driving improvement in public services.

3. Holding key local partners to account.

4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.
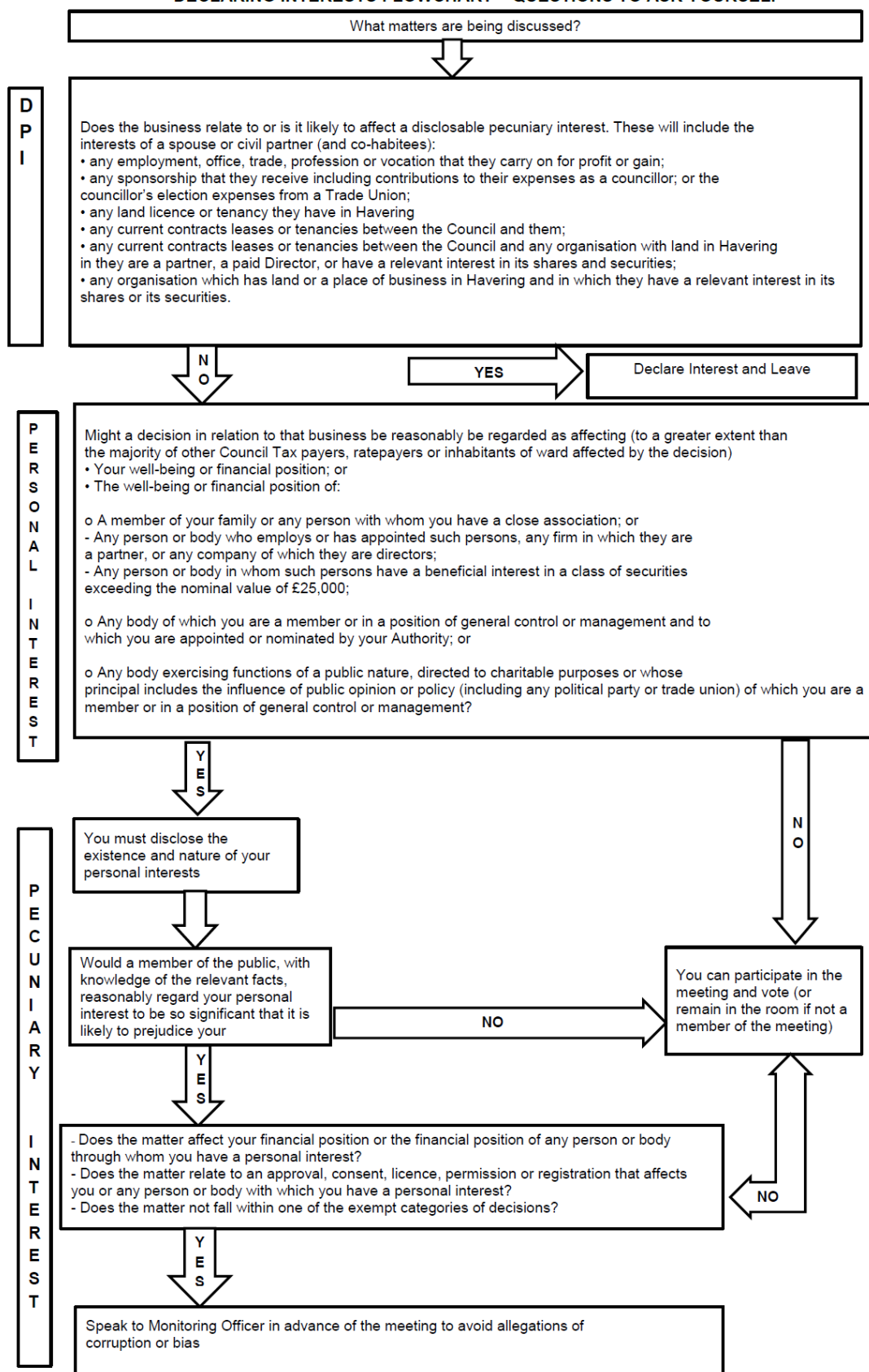
Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

## Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

**DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF**

| What matters are being discussed? |
|---|

**D P I**

Does the business relate to or is it likely to affect a disclosable pecuniary interest. These will include the interests of a spouse or civil partner (and co-habitees):
• any employment, office, trade, profession or vocation that they carry on for profit or gain;
• any sponsorship that they receive including contributions to their expenses as a councillor; or the councillor's election expenses from a Trade Union;
• any land licence or tenancy they have in Havering
• any current contracts leases or tenancies between the Council and them;
• any current contracts leases or tenancies between the Council and any organisation with land in Havering in they are a partner, a paid Director, or have a relevant interest in its shares and securities;
• any organisation which has land or a place of business in Havering and in which they have a relevant interest in its shares or its securities.

**NO** → **YES** → Declare Interest and Leave

**P E R S O N A L  I N T E R E S T**

Might a decision in relation to that business be reasonably be regarded as affecting (to a greater extent than the majority of other Council Tax payers, ratepayers or inhabitants of ward affected by the decision)
• Your well-being or financial position; or
• The well-being or financial position of:

o A member of your family or any person with whom you have a close association; or
- Any person or body who employs or has appointed such persons, any firm in which they are a partner, or any company of which they are directors;
- Any person or body in whom such persons have a beneficial interest in a class of securities exceeding the nominal value of £25,000;

o Any body of which you are a member or in a position of general control or management and to which you are appointed or nominated by your Authority; or

o Any body exercising functions of a public nature, directed to charitable purposes or whose principal includes the influence of public opinion or policy (including any political party or trade union) of which you are a member or in a position of general control or management?

**YES**

**NO**

You must disclose the existence and nature of your personal interests

**P E C U N I A R Y  I N T E R E S T**

Would a member of the public, with knowledge of the relevant facts, reasonably regard your personal interest to be so significant that it is likely to prejudice your

**NO** → You can participate in the meeting and vote (or remain in the room if not a member of the meeting)

**YES**

- Does the matter affect your financial position or the financial position of any person or body through whom you have a personal interest?
- Does the matter relate to an approval, consent, licence, permission or registration that affects you or any person or body with which you have a personal interest?
- Does the matter not fall within one of the exempt categories of decisions?

**NO**

**YES**

Speak to Monitoring Officer in advance of the meeting to avoid allegations of corruption or bias

## AGENDA ITEMS

**1    APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

**2    DISCLOSURE OF  INTERESTS**

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting.  Members may still declare an interest in an item at any time prior to the consideration of the matter.

**3    CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

**4    MINUTES** (Pages 1 - 10)

To approve as a correct record the minutes of the meeting of the Sub-Committee held on 30 April 2019 and authorise the Chairman to sign them.

**5    PERFORMANCE REPORT UPDATE - QUARTER FOUR** (Pages 11 - 30)

Report attached

**6    CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2018-19** (Pages 31 - 52)

Report attached

**7    FUTURE AGENDAS**

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

**Andrew Beesley**
**Head of Democratic Services**

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**MINUTES OF A MEETING OF THE**
**CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE**
**Committee Room 2 - Town Hall**
**30 April 2019 (7.00 - 8.50 pm)**

**Present:**       Councillors Judith Holt (Chairman), Gillian Ford (Vice-Chairman), Tony Durdin, Tele Lawal, Sally Miller, Carol Smith and Christine Vickery

Co-opted Members: Julie Lamb and Kathy Freeman

Church Representatives:
Lynne Bennett and Jack How
Non-voting Member: Ian Rusha

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from Councillor Michael Deon Burton and Councillor Reg Whitney.

Also present at the meeting were Councillors Damian White and Robert Benham.

The Chairman reminded Members of the action to be taken in an emergency.

## 33   DISCLOSURE OF INTERESTS

There were no declarations of interest.

## 34   CHAIRMAN'S ANNOUNCEMENTS

The Chairman of the Sub Committee, Councillor Judith Holt made appropriate announcements in respect of evacuation procedures etc.

Cllr Holt detailed her recent visits to three schools in the Borough, namely,
- Olive Alternative Provision Academy
- Hall Mead School and;
- Gaynes School.

In addition, Cllr Holt had visited Children's Social Services Business Support, Anita Stewart the Assistant Head of Havering's Virtual School and Tendai Dooley, head of care resources.  These visits had been very informative and more visits are planned in the summer.

Councillor Holt drew attention to various recent key decisions made in Children's Services which can be viewed on the Council's Forward Plan. All published decisions of the Council can be viewed on the Havering Website.

https://www.havering.gov.uk/info/20007/council_and_democracy

## 35    CHANGE TO MEMBERSHIP

Mrs Kathy Freeman was introduced by the Chair as a new Co-opted Member representing parent Governors of Primary Schools. Mrs Freeman has three children at Nelmes Primary School and has been a Governor there since 2017.  The Sub Committee were delighted to welcome Mrs Freeman to the co-opted membership where she will join other Co-opted Members, Lynne Bennett, Jack How and Julie Lamb.

## 36    MINUTES

A Member of the sub-committee commented that the recommendations made to Cabinet by the Sub-Committee in respect of the Knife Crime and Children item were not incorporated into the minutes.  These were that further consideration should be given to the following:

- Dialogue between young people and the police;
- Safe houses;
- Ethnic minorities;
- Children sitting on Boards/Panels, i.e. giving them a voice.

Questions posed by the Sub-Committee at the last meeting had been included in a letter from the Chairman to the Lead Cabinet Member, Cllr Viddy Persaud and a response had been received and circulated to members of the Sub-Committee.

Other than the above, the minutes of the meeting held on 14th February, 2019 were agreed and signed by the Chair as a true and accurate record of the same.

## 37    REVIEW OF PERFORMANCE INDICATORS

Councillor Judith Holt introduced the Review of Performance Indicators to the Sub-Committee for thought and consideration prior to the next meeting in July, 2019.

Performance indicators (PI's) are the standards by which performance of services are measured within the Council.  Full lists of these were circulated to Members as part of the agenda pack.  These are compared over four quarters of the municipal year to monitor performance standards.  Most are

given a "rag rating" on the basis of Green (on track), Amber (at risk) and red (off track).

There are ratings under two headings relevant to the Sub-Committee: Children's Social Care and Learning and Achievement.  At page 13 of the agenda a list was presented of current PI's currently provided to the Children and learning Overview and Scrutiny Sub-Committee. The Chairman requested that Members consider these and recommend four indicators from each category to the next meeting.

A Member indicated that the information was comprehensive but the figures of the last full report would be welcome.  The full report of all performance indicators goes to Cabinet each quarter.  This would be circulated to Members for consideration ahead of the next meeting.

38     **ADMISSIONS AND INCLUSIONS**

Trevor Cook, Assistant Director for Education Services presented the Admissions and Inclusions report to the Sub-Committee. This detailed an update for Members on the progress being made to improve School Admissions and Inclusions arrangements across Havering's Schools, Academies and Alternative Provisions.

The Admissions and Inclusions Team was restructured in March 2019 and is divided into three areas, Early Years, Admissions and Inclusions.

- **Early Years**

Coordinates the admissions of children ages 0-5 into early year's provisions and schools/academies across Havering, and provides support for families accessing the early education entitlement and 30 hours.

- **Admissions**

Coordinates the admissions of children ages 5-16 into schools/academies across Havering and provides support for parents during the application process and is responsible for administering and presenting school appeals and school transport for pupils without an Educational, Health and Care Plan.

- **Inclusions**

Coordinates the Inclusions of children aged 5-16 into school/academies and alternative provisions to prevent exclusions where possible and offers alternative pathways to support pupils and set them back on track to achieve the best possible outcome from their education.

Central data bases are used to ensure children are tracked into a school place.  Reference to **Cohort** refers to those pupils entering Reception, Junior School or Secondary in September; these applications are part of a co-ordinated admissions round and are administered by the School Admissions & Inclusions Team. Applicant information is co-ordinated amongst all London Admission Authorities prior to the start of September. The law states this is compulsory for all Schools/Academies to participate in.

Outside of Cohort admissions the team also deal with **In-Year** applications. These are usually made by parents who have moved into Havering and require a school place for their child and who wish their child to transfer between schools/academies. The team will discourage unnecessary moves but parents do have the right to apply.

Schools cannot refuse to admit a child on the basis of previous attendance, behaviour or attitude towards learning, amongst other reasons. Any Havering child who is out of school where there are no vacancies at any of the schools / academies applied for, will be offered an alternative place at the school closest to the child's home with a vacancy.

The Local Authority has a statutory duty to provide pupils who have been Permanently Excluded (PEX) an education from day 6 of the PEX. The Team work with schools/academies to avoid PEX where possible and offer other alternative pathways to support pupils and set them back on track to achieve.

In addition, the Local Authority has a Statutory Duty to provide a Fair Access Protocol. This is managed by the Team who will assess the needs of the child in question to ensure the most appropriate available placement is secured as soon as possible. The Team will always seek to find an alternative placement and support to a child who is in danger of PEX and will fairly share the admission of vulnerable students across all schools. Such admissions are allocated openly through a process which has the trust and confidence of all concerned. The progress of children subject to this procedure is monitored and successes are celebrated. There is partnership working with Alternative Provision (AP) providers, most notably the Olive AP Trust.

The Team operates a cross-borough Inclusion Gateway process that has been developed in collaboration with schools to incorporate a multi-disciplinary approach. This provides a single point of contact for all referrals where pupil's needs are assessed to ensure the correct pathway is identified  at the point of need.

 The Team identifies Elective Home Education (EHE) and monitors EHE children.  It supports families by identifying schools and enabling parents to re-engage their children back into the education system if parents wish. Preparations for Positive Pathways for post 16 are supported.  There are currently around 200 EHE children in the Borough.

A Teacher is available to provide education to pupils who are in hospital, or who are leaving hospital and are not able to attend mainstream school. This is through the Hospital Education Support Service.  This is provided on a part time basis in Queens Hospital on the Tropical Lagoon Ward,

The Admissions & Inclusions Team also operates a traded service where "buy back" from schools/academies contributes towards the Team's

functions and provides alternative provision and services for pupils who are unable to engage or maintain their mainstream education.

There followed a discussion and Members were able to place questions. In response the Sub-Committee elicited the following:

- The admissions process operates through the London Inter Authority Admissions which operates Pan-London. Most schools operate a distance criterion which enables Havering children to attend their nearest school if they wish even if that school is outside the Borough e.g. Barking and Dagenham. The admissions criteria for each school will be applied fairly and impartially in each case. There is no similar coordination with Essex Schools.

- The Team work hard to identify fraudulent applications to ensure the process is lawful and fair. Havering were the first Borough to initiate a prosecution against a parent for a fraudulent application.

- The In-year Fair Access Protocol works to ensure schools with vacancies are protected so they do not become a "sink school" accommodating a disproportionate amount of children with difficult and challenging issues. The Team can require a school to go over the Published Admissions Number (PAN) to ensure a school admits a fair share of vulnerable pupils. Sometimes placements are made deliberately to facilitate a complete fresh start if in the best interests of the child. The needs of the child are always at the forefront of any placement.

- School exclusions, particularly PEX are topical in the media at present. The number is published annually but the data is currently available for 2016-17. SEN pupils are particularly vulnerable. Havering is above average with PEX. In the current academic year there have been 23 PEXs. Schools identified as having a disproportionate number will be held to account and challenged. There has been one School in the Borough that has PEX 5 children/young people. Wherever possible, the Team will work hard to facilitate a managed move. There are groups of schools that have become known for being very inclusive and these are celebrated. There is an Inclusion Quality Mark in operation.

- Recently the Team were placed on notice that a school was finding it hard to meet the needs of a particular child. As a result, a Head Teacher with skills and expertise to help in this was identified to support the school in question. The Team look to Head Teachers to put peer pressure on others to be more inclusive, working hard with children to address challenges and bring out their full potential. There is a full range of support that can be offered including practice classrooms and other interventions that helps to share good practice.

- It is hard to access successes in this area but there is some national research that can be brought to a future meeting for discussion. The Sub-Committee indicated that looking at the most successful and effective processes would be helpful.

- Success rates in Home Schooled children are monitored. Parents that EHE are registered. Olive AP Academy work hard to reintegrate children back into mainstream school but success rates can be varied. Sensitive transitions will be made on a gradual basis making sure the time is right for the child involved and ensuring full support throughout.
- Looked After Children (LAC) are a priority for admissions and the Virtual School assists with these. LAC are included in the Fair Access Protocol as a priority group.
- Alternative Provision providers work in partnership with the Police and Safeguarding Teams. Vulnerable children will not be placed into a more vulnerable position. AP providers are inspected by Ofsted.
- Havering deal with post 16 education. Young people in vulnerable circumstances will be a focus for the safeguarding team and a new partnership process of adolescent safeguarding will be launched in the autumn.
- In the transition between Primary and Secondary Schools it is a challenge to do things well. Sometimes this can be difficult in out of Borough placements for Havering children. The Team are trying to build relationships with neighbouring boroughs. They do have a duty to Havering residents. Geographically things can differ including admission criteria. Standard transition forms are currently being piloted and will be evaluated.

**The Children and Learning Overview and Scrutiny Sub-Committee noted the report and agreed to follow up on issues raised in the Work Plan for the next municipal year.**

39    **ADULT EDUCATION - DEVOLUTION AND OUTCOMES**

The Chairman welcomed Darren Purdie, Head of Education Provision and Inclusion to the meeting who presented the report to the Sub-Committee for consideration.

Presently, the London Borough of Havering delivers adult and community learning (ACL) through its Havering Adult College, The College receives a direct grant from the Education and Skills Funding Agency (ESFA) that enables the service to deliver a range of courses aimed at learners aged 19+ who can be resident in the Borough, or attend from outside. In the academic year 2017-18, Havering Adult College delivered learning opportunities to 4612 learners. The achievement rate for learners overall was 97.82%, based on the Management Information System data returned to the ESFA for that year. The last three Ofsted inspections have found the provision to be Good, and with some excellent features.

The College offers a broad curriculum covering key areas of learning; specifically, Digital & Computer Skills, Languages (including BSL), Creative & Performing Arts, GCSEs (English, Maths, Science, Psychology), English

for Speakers of Other Languages (ESOL), Floristry & Horticulture, Personal Wellbeing and Fitness, Counselling, Food & Drink, Teacher Training, History & Modern Culture, and Teaching Assistants. In addition, Family Learning, Employability provision and Skills for Life (functional English and maths), are also offered and are free at point of delivery to support groups and individuals with challenges and needs. The College also has a constantly developing 'Education for Independence' department, providing around the year learning for learners with learning disabilities and difficulties.

For 2018-19, the total Adult Education Budget allocated to Havering Adult College is £1,211,100, which is comprised of:

£612,012 – Adult Skills allocation
£599,088 – Community Learning allocation

In addition, £30,000 is nominally safeguarded as Additional Learner Support funding to provide those on accredited provision with essential support (such as learning support assistants, digital equipment, etc.) to allow them fair access and equality

As of 1st August, 2019, funding will come from the GLA which should make it easier to ensure money goes directly in to Education. The GLA have been very supportive to the College and it is hoped that there will be opportunity to make application for Growth Bids which may allow for expansion and an improved offer. The Mayors strategy focuses on outcomes for Learners. It is anticipated that there will be no negative implications.

A key objective of the Skills for Londoners Strategy is to increase the number and diversity of adult learners in London gaining skills to participate in society, and also progress into further/higher or additional education. City Hall has published eight areas to be reformed under the devolution of the Adult Education Budget in London. They are:

1. Eligibility for full-funding for people in low-paid work
2. Basic English and maths skills
3. English for Speakers of Other Languages (ESOL)
4. Basic digital skills
5. Adult & Community Learning (ACL)
6. Support for disadvantaged learners
7. Support for learners with Special Educational Needs and Disabilities (SEND)
8. Addressing London's sectoral and occupational skills needs

There followed discussion and Members were able to place questions. The following responses were noted:

- Havering Adult College currently rents all of its office and delivery premises which places an additional demand on the grant that use of

traditional council facilities would help to minimise. In 2017-18, the cost of hiring venues was £61,890.

- Use is made of educational establishments. Historically the College shared premises with secondary schools. Academisation has meant that this provision now needs to be paid for.
- The devolution of funding is not just in London but in other areas.
- Subcontractors are now more localised. Havering, Barking & Dagenham, Redbridge and Newham are treated as a cluster.
- There will be a series of consultations and thus far the GLA have been very receptive to the change, offering support and guidance.
- There is a top slice on the budget of 0.5%. There is a risk that this could increase.
- The College are developing relationships with the business sector and a job broker is present. There is employability provision and a College representative attends at the local Job Centre twice a week.
- In addition there is also a focus on "Leisure and Pleasure" to help encourage a work life balance. There is an holistic approach. Family learning is delivered, often in Children's Centres.
- Partnerships are being developed and the College is very proud of the Education for independence provision. This is underutilised and work is continuing to expand uptake.
- Work is being undertaken to develop relationships with Schools and other Adult Learning providers and there is an aspiration to fully connect educational provision with the local economy.
- Ofsted recognised that the College needs to be fully utilised and accommodate varied needs including learners with special and complex needs. It is hoped to make full use of funding including Direct Payments to provide support.
- The ethos of lifelong learning is paramount and the College offers a meaningful programme. The College is not a day centre or drop off point but an effective learning environment to deliver learning for life.
- The College would like to look into making provision for ex-offenders
- Men are historically under represented but now the learners are 51% male.
- Engagement with Asylum seekers and ESOL learners has been successful.
- Localised funding is favourable in that it appears that it is bringing locality back to the College. There is a very active lobby group to secure increased funding.
- The majority of the client base favour face to face contact. There is a limited appetite for distance learning though it has not been ruled out.
- There is a broad digital curriculum with the majority of learners attending to gain elementary skills.
- There is a major role for the College in sign posting Learners to appropriate provision ensuring that any needs the College cannot meet are accessed and supported.
- There is a strong emphasis on aligning skill shortages.
- It was noted that this is the beginning of a journey for the College and updates in the future will be welcomed.

**The Children and Learning Overview and Scrutiny Committee noted the report.**

40      **FUTURE AGENDAS**

As the municipal year draws to an end, the Sub-Committee decided that discussion regarding the Work Programme would commence at the next meeting with the new membership as appointed at the Council AGM in May.

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**Chairman**

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# Havering
LONDON BOROUGH

# CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 9 JULY 2019

| | |
|---|---|
| **Subject Heading:** | Quarter 4 performance information |
| **SLT Lead:** | Jane West, Chief Operating Officer |
| **Report Author and contact details:** | Lucy Goodfellow, Policy and Performance Business Partner (Children, Adults and Health) (x4492) |
| **Policy context:** | The report sets out Quarter 4 performance relevant to the Children and Learning Overview and Scrutiny Sub-Committee. |
| **Financial summary:** | There are no direct financial implications arising from this report which is for information only. Adverse performance against some performance indicators may have financial implications for the Council. |

**The subject matter of this report deals with the following Council Objectives**

Communities making Havering           [X]
Places making Havering           []
Opportunities making Havering           [X]
Connections making Havering           []

## SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 4 (January - March 2019) and **Appendix 2**, which

sets out a list of relevant indicators available for reporting in 2019/20, for the Sub-Committee's consideration.

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RECOMMENDATIONS

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- That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

- That the Children and Learning Overview and Scrutiny Sub-Committee considers the list of indicators provided at Appendix 2 and selects a suite of indicators for monitoring during 2019/20.

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REPORT DETAIL

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1. The report and attached presentation provide an overview of the Council's performance against the eight performance indicators selected for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee in 2018/19. Four of the indicators relate to Learning and Achievement and four to Children's Services. The presentation highlights areas of strong performance and potential areas for improvement.

2. Tolerances around targets were reinstated for 2018/19 performance reporting. Performance against each performance indicator has therefore been classified as follows:

    - **Red** = outside of the quarterly target and outside of the agreed target tolerance, or 'off track'
    - **Amber** = outside of the quarterly target, but within the agreed target tolerance
    - **Green** = on or better than the quarterly target, or 'on track'

3. Where performance is rated as '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to improve performance.

4. Also included in the report are Direction of Travel (DoT) columns, which compare:

    - Short-term performance – with the previous quarter (Quarter 3, 2018/19)

- Long-term performance – with the same time the previous year (Quarter 4, 2017/18)

5.   A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (➔) means that performance has remained the same.

6.   In total, eight performance indicators have been selected for the sub-committee to monitor and all eight are available for reporting this quarter. Six indicators have been assigned a RAG status.

**Quarter 4 indicators summary**
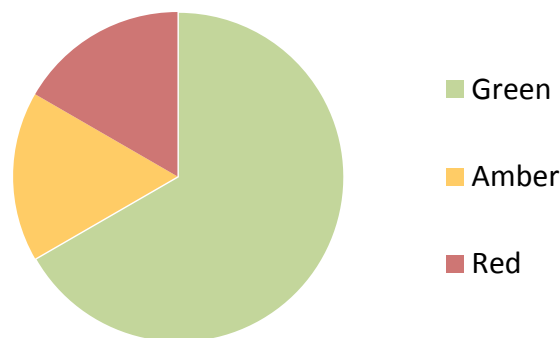


- Green
- Amber
- Red

In summary, of the 6 indicators:

**4 (67%)** have a status of **Green**
**1 (17%)** has a status of **Amber**
**1 (17%)** has a status of **Red**

This is an improvement compared to the position at the end of Quarter 3, when 50% of indicators were rated Green.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

There are no direct financial implications arising from this report which is for information only.  However it should be noted that adverse performance against some performance indicators may have financial implications for the Council.

All service directorates are required to achieve their performance targets within approved budgets.  The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas

continue to experience significant financial pressures in relation to a number of demand led services. SLT officers are focused upon controlling expenditure within approved directorate budgets and within the total General Fund budget through delivery of savings plans and mitigation plans to address new pressures that are arising within the year.

**Legal implications and risks:**

Whilst reporting on performance is not a statutory requirement, it is considered best practice to regularly review the Council's progress.

**Human Resources implications and risks:**

There are no HR implications or risks arising from this report.

**Equalities implications and risks:**

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

(i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
(ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
(iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

Equality and social cohesion implications could potentially arise if performance against the following indicator currently rated as Red does not improve:

- Number of new in-house foster carers

The attached presentation provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

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**BACKGROUND PAPERS**

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Appendix 1: Quarter 4 Children and Learning Performance Presentation 2018/19

Appendix 2: Pool of Indicators

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www.havering.gov.uk

# Quarter 4 Performance Report 2018/19

# Children and Learning O&S Sub-Committee

# 9 July 2019

www.havering.gov.uk

# About the Children and Learning O&S Sub-Committee Performance Report

- Overview of the Council's performance against the indicators selected by the Children and Learning Overview and Scrutiny Sub-Committee

- The report identifies where the Council is performing well (Green), within target tolerance (Amber) and not so well (Red).

- Where the RAG rating is 'Red', 'Corrective Action' is included in the presentation. This highlights what action the Council will take to improve performance.

www.havering.gov.uk

**OVERVIEW OF CHILDREN AND LEARNING INDICATORS**

- 8 Performance Indicators are reported to the Children and Learning Overview & Scrutiny sub-committee
- Performance data is available for all 8 indicators
- 6 of the indicators have been given a RAG status

**Quarter 4 indicators summary**
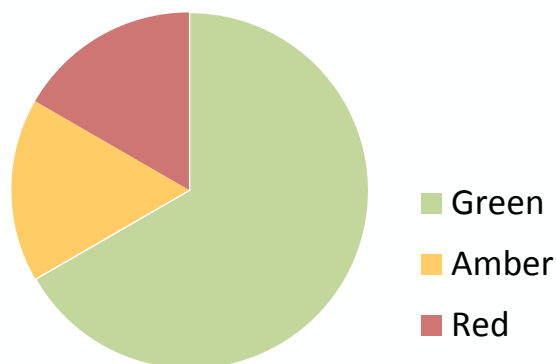


- Green
- Amber
- Red

In summary, of the 6 indicators:

**4 (67%)** have a status of **Green**

**1 (17%)** has a status of **Amber**

**1 (17%)** has a status of **Red**

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# Quarter 4 Performance – Learning and Achievement

| Indicator and Description | Value | Tolerance | 2018/19 Annual Target | 2018/19 Q4 Target | 2018/19 Q4 Performance | Short Term DOT against Q3 2018/19 | | Long Term DOT against Q4 2017/18 | |
|---|---|---|---|---|---|---|---|---|---|
| Percentage of early years providers judged to be good or outstanding | Bigger is better | ±1.5% | 80% | 80% | 91% | → | 91% | ↓ | 94% |
| **Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known** | Smaller is better | ±5% | 3.5% | 3.5% | 3.1% | ↑ | 3.6% | ↑ | 3.5% |
| Percentage of children in good or outstanding schools | Bigger is better | ±1.5% | 84% | 84% | 87.8% | ↑ | 85% | ↑ | 82% |
| Number of children missing from education at month end (average for the quarter) | Smaller is better | N/A | N/A | N/A | 7 | ↓ | 5 | → | 7 |

*Indicators shown in bold are reported to Overview & Scrutiny Board*

# Quarter 4 Performance – Children's Services

| Indicator and Description | Value | Tolerance | 2018/19 Annual Target | 2018/19 Q4 Target | 2018/19 Q4 Performance | Short Term DOT against Q3 2018/19 | | Long Term DOT against Q4 2017/18 | |
|---|---|---|---|---|---|---|---|---|---|
| Percentage of Initial Child Protection conferences held within 15 days | Bigger is better | 10% | 90% | 90% | 84% | ⬇ | 84.8% | ⬆ | 79.5% |
| Number of children missing from care, missing from home or away from placement without authorisation | Smaller is better | N/A | N/A | N/A | 98 | ⬆ | 120 | ⬆ | 126 |
| **Number of new in-house foster carers (cumulative)** | Bigger is better | ±10% | 16 | 16 | 14 | - | 7 | ⬇ | 16 |
| Number of adopters approved (cumulative) | Bigger is better | 7 | 8 | 8 | 9 | - | 7 | ⬆ | 1 |

# Highlights

- The **percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known** was recently confirmed as 3.1% for 2018/19, which is better than both the England average of 5.5% and the London average of 4.8%, and places us in the top quintile. The continued focus on tracking and reporting on the cohort has delivered successful outcomes and the targeted work carried out by Prospects Personal Advisors in supporting NEET learners has resulted in improved participation. The LA's high performance of 98.6% for the September offer (which ensures all Year 11 learners have an offer of a place before leaving school) and achieving 98% on the Activity Survey have also contributed to the low NEET & Not Known numbers in Havering.

- The **percentage of children in good or outstanding schools** has improved further during the final quarter of 2018/19 as a result of eleven schools being inspected in the period. All of these received a 'Good' judgement, with two Primaries improving their rating from 'Requiring Improvement' (RI). The **percentage of early years providers judged to be good or outstanding** also remains very comfortably above target.

- The **number of adopters approved** during 2018/19 has outperformed the target set by 1 adopter. Adopter recruitment remains focussed, intuitive, timely and thorough; enabling a more efficient process through to panel and ADM (Agency Decision Maker) sign-off.

# Improvements Required

- The **average number of children missing from education** has increased in comparison to last quarter by two children; however when compared to the same point last year, we have the same number of individuals. Two of the seven children reported are from the same family and, overall, figures remain consistently low.

- The **percentage of initial child protection conferences (ICPCs) held within 15 working days** is slightly outside of the agreed tolerance for our annual target of 90%. Year to date performance remains affected by lower performance in the first half of the year but performance was consistently above target during the last quarter and is better than the London average. There remains continued close scrutiny of performance in this area by managers within the service.

- The target for the **number of new in-house foster  carers** in 2018/19 was missed by two. Foster carer recruitment across London and nationwide is proving to be a challenge. Our recruitment and marketing is under review, with fostering ambassadors taking on a more active role. Foster Care Fortnight has seen increased activity in and around Havering in a bid to recruit more carers. Targeted recruitment will focus on carers who can meet the needs of the older young people we have seen coming into care over the last two years. Havering continues to outperform neighbouring boroughs in terms of recruitment. There are plans to collaborate with other LAs to look at recruitment and a joined-up approach to attracting the right candidates, speeding up the recruitment process and reviewing foster carer allowances; all of which impact on shaping the market.

# Any questions?

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**Children's Social Care**

*The following indicators are all reported on a monthly basis within the service and are therefore available for quarterly reporting to the Overview and Scrutiny Sub-Committee.*

Referrals and Assessments

% of referrals to Children's Social Care progressing to assessment

% of assessments completed within 45 working days

Child Protection

% of Initial Child Protection conferences held within 15 days

% of children and young people de-registered from a Child Protection Plan whose plan lasted less than 3 months

% of children and young people de-registered from a Child Protection Plan whose plan lasted more than 2 years

% of children becoming subject of child protection plan for second / subsequent time within two years

Care Proceedings

% of care proceedings under 26 weeks (based on individual children)

Looked After Children

% of looked after children with three or more placements during year

% of LAC aged under 16 who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoption and their adoptive placement together with their previous placement, last for at least 2 years

% of looked after children at 31 March placed outside LA boundary and more than 20 miles from where they used to live

% of looked after children who contributed their views to a statutory review

% of looked after young people of school age with an up to date Personal Education Plan

% of all looked after young people with an up to date medical (also reported separately for below school age and school age cohorts)

Fostering and Adoption

Average time between court decision and child being matched with prospective adopters (days)  for children who have been adopted

% Children who wait less than 14 months between entering care and moving in with their adopting family

Average time between a child entering care and moving in with their adoptive family for children who have been adopted (in days)

% of looked after children who ceased to be looked after who were adopted

% of looked after children who ceased to be looked after as a result of a special guardianship order

 % of looked after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order

% of LAC placed in LBH foster care

Total number of in-house foster carers

Number of new in-house foster carers

Leaving Care

% of young people leaving care over the age of 16 who remained looked after until their 18th birthday.

% of looked after children that leave care at 18 and remain living with their foster carers (Staying Put)

% of former relevant young people aged 19-21 who were in suitable accommodation

% of young people leaving care who are in higher education aged 19-21

% of former relevant young people aged 19-21 who were in education, employment or training

% of former relevant young people at age 18-21 who are in education, employment or training

Work Force

Number of children & young people experiencing 3+ changes of social worker within the last 12 months

## Learning and Achievement

*The reporting frequency for these indicators varies. For example, those relating to attainment, progress and the offer of school places are reported annually. Others, such as the post-16 indicators and those associated with attendance, can be reported on a quarterly or termly basis using local (provisional) data, with validated data published annually.*

### Early Years

Number of early education offers extended to disadvantaged 2 year olds *(termly using provisional local data, validated data from the DfE will be lagged)*

% of 3 and 4 year olds who have access to an early education entitlement place if their parents wish *(as above)*

% of early years providers judged to be good or outstanding *(quarterly)*

School readiness - % of children achieving a good or better level of development at age 5 *(annual)*

### Schools

% children in good or outstanding schools *(quarterly)*

% of parents receiving an offer of their first choice school *(annual)*

### Attendance

Primary school persistent absence rate *(termly using provisional local data, validated data from the DfE is released annually)*

Secondary school persistent absence rate *(as above)*

% of average attendance in Primary schools *(as above)*

% of average attendance in Secondary schools *(as above)*

Number of children missing from education *(monthly)*

### Progress

Pupil progress in 8 subjects, from the end of primary school to the end of secondary school ('Progress 8' score) *(annual)*

### Post-16

% of 16-18 year olds who are not in education, employment or training (NEET), or not known *(quarterly)*

Number of apprentices (aged 16-18) recruited in the borough *(quarterly)*

Number of apprentices (aged 19+) recruited in the borough *(quarterly)*

Special Educational Needs and Disabilities (SEND)

% of Education, Health and Care (EHC) assessments that are completed within 20 weeks *(quarterly / termly data can be reported locally but validated data is annual)*

% of all pupils with EHC plan *(as above)*

Education outcomes for Children Looked After

% attendance for children looked after *(annual)*

Outcomes for Children Looked After – % Fixed Term Exclusions *(annual)*

KS1 outcomes for Children Looked After – % working at or beyond expected standard *(annual)*

KS2 outcomes for Children Looked After – % working at or beyond expected standard *(annual)*

% of young people leaving care achieving 5 GCSEs at grade A*-C Inc. English and Maths *(annual)*

% of 16 to 19 year old care leavers who are in education, employment or training *(quarterly)*

# Havering
LONDON BOROUGH

# CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 9 JULY 2019

| | |
|---|---|
| **Subject Heading:** | Children's Services Annual Complaints Report 2018-19 |
| **SLT Lead:** | Tim Aldridge |
| **Report Author and contact details:** | Veronica Webb, 01708 432589 Veronica.webb@havering.gov.uk |
| **Policy context:** | An annual report is required as part of the remit of the Children Act 1989 Representations Procedure (England) Regulations 2006' |
| **Financial summary:** | There are no financial implications as this report is for information purposes and is required as part of the statutory complaints regulations |

## The subject matter of this report deals with the following Council Objectives

| | |
|---|---|
| Communities making Havering | [x] |
| Places making Havering | [] |
| Opportunities making Havering | [] |
| Connections making Havering | [] |

## SUMMARY

The Children's Services Complaints Annual report for 2018-19, attached as Appendix 1 provides information about the numbers and types of complaints handled by the Children's Service during 2018-19, as well as Members' correspondence. It is a requirement under the Children Act 1989 Representations Procedure (England) Regulations 2006 that the complaints annual report be published. Education falls under the responsibility of Children's Services, however these complaints are reported corporately. Children and Adults with Disabilities and enquiries relating to schools are incorporated within the Children's Services Complaints report.

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**RECOMMENDATIONS**

</div>

1. That Members note the contents of the attached report and the continued efforts made by the service to learn from complaints and enable young people to engage with the complaints process.

2. That Members note the recommendations identified from complaints and continued monitoring of these to ensure that actions are implemented to evidence service improvements.

3. That Members note the positive feedback to services received through compliments, highlighting good practice.

<div style="border: 2px solid black; text-align: center;">

**REPORT DETAIL**

</div>

4. The number of Stage 1 complaints increased in 2018-19 by 15% from 90 in 2017-18 to 106 in 2018-19 with an increase in Ombudsman enquiries from 3 in 2017-18 to 9 in 2018-19. Complaints made directly by young people decreased from 18 in 2017-18 to 9 in 2018-19. Enquiries have dropped significantly from 50 in 2017-18 to 15 in 2018-19, however are not included in figures in the report. There were six escalations from Stage 1 to Stage 2 and no Stage 3 Reviews during 2018-19.

5. The Triage/MASH & Assessment Team received the highest number of complaints during 2018-19, which has almost doubled from 2017-18, with Intervention & Support Services second highest. These are reflective of the type of complaints received from parents around the unwelcomed intervention or decisions made regarding their children.

6. Complaints regarding attitude/behaviour of staff rose by 78% from 11 in 2017-18 to 49 in 2018-19. However, the majority were where parents were unhappy with the social worker and the content of the information within assessments which tended to be where parents were no longer together and had an acrimonious relationship. Inaccurate information was the second highest and reflects some of the reasons regarding attitude/behaviour.

7. There were 14 complaints withdrawn during 2018-19, 40 were not upheld, with 34 being partially upheld and 18 upheld. Of those upheld, resulted in mainly an apology with information/explanation being the next highest.

8. Complaints received from young people have dropped in 2018-19 and related to the level of support, particularly when leaving care.

9. Response times, although improved slightly need to be better, however escalations to Stage 2 also increased. The Social Care Complaints Team and managers need to work closely to ensure complaints are dealt with in a timely and effective manner.

10. Expenditure was incurred for 2018-19 for costs for Stage 2 and time and trouble payment of £5,546.45.

11. Monitoring information relates to all children within a family where a complaint is made. There was an increase of those 18+ with a decrease across all other age ranges. Male children being the highest amongst age ranges 10 and over. The majority of children had no disability across all age groups, and for those with a disability, the main category was 'autism/aspergers syndrome'. 'White British' is the highest reflecting the demographics of the borough, however decreased slightly in 2018-19 with increases for 'African', 'Caribbean', 'White-Black other' and 'Asian other'. 'No religion' is the highest with 'Christianity' second highest.

12. Member enquiries have decreased from 63 in 2017-18 to 47 in 2018-19 with 78% % being responded to within timescale.

13. The number of compliments is still low but has increased from 10 in 2017-18 from 19 in 2018-19, with Children and Adults with Disabilities and Learning & Achievement receiving the highest number (5). Staff will need to be reminded to send compliments to the Complaints & Information Team to be logged.

14. Children's Services continue to deliver services in line with their vision for children and young people, with an openness to learning and making improvements. This was reflected in the recent Ofsted inspection in which inspectors found improvements across all service areas. The Ofsted report identified that opportunities for workforce learning are well established and this has been pivotal in driving improvements. The report also identified that leaders in Havering are proactive in responding when issues are identified and learning from reviews and audits is well publicised.

15. Education complaints are reported corporately, however enquiries relating to schools, academies or colleges have dropped from 42 in 2017-18 to 25 in 2018-19, as these are referred to the relevant educational establishment to be taken through their own complaints procedure. There were no Ombudsman enquiries in 2018-19.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

There is a Complaints & Information Team within the Directorate. This team addresses complaints received and manages associated resource implications, which are funded from within overall service budgets.

There are no new financial implications or risks arising from this report, which is for information purposes. It should be noted however that any material increase in investigations following on from complaints could result in additional costs to the authority, which is being managed as part of the overall financial management responsibilities of the service.

**Legal implications and risks:**

There are no apparent legal implications from noting this Report. The complaints process is governed by the Children Act 1989 Representations Procedure (England) Regulations 2006.

**Human Resources implications and risks:**

The Children's Services department have identified actions to be followed through with the qualified workforce to ensure that the learning from the complaints received is firmly embedded into the training and supervision of social work staff and also addressed through the Council's Performance Development Review (PDR) process

**Equalities implications and risks:**

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

   (i)     the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
   (ii)    the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
   (iii)   foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.  The missing categories not reported within the 2017-18 report will be reported on in future reports.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

APPENDIX 1

# Children Services

# Annual Report 2018 – 2019
# Complaints and Compliments

| |
|---|
| **Prepared for:**<br><br><br>**Tim Aldridge, Director Children Services**<br><br>**Prepared by:  Veronica Webb,**<br>**Complaints & Information Team Manager** |

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# 1. Executive Summary

Children's services complaints have continued to increase over the last few years, alongside a backdrop of growing demand and increasing complexity of needs.

The continued overarching theme of complaints is where families disagree with the rationale behind interventions taking place, or are not clear on why some decisions are taken. While statutory processes are often necessary, and the right thing to do to keep a child safe, they can be overwhelming and emotive times for families. In some cases, families may not be ready to engage with services and therefore not all interactions will have a positive outcome. Our systemic model of practice, which we have been developing and implementing over the last 18 months, focusses on reducing the number of statutory interventions and working with families in a way that identifies strengths and builds resilience. The training for our staff in systemic practice develops skills in having difficult conversations and co-producing interventions to ensure the most positive outcomes.

The number of Stage 2 requests increased in 2018-19 and efforts are on-going to resolve as many complaints prior to escalation to Stage 2. It is acknowledged that the Social Care Complaints Team were not as effective as in recent years due to depletion of staff, however this is being addressed, leading to a more proactive team going forward. There have been improvements in 2018-19 for those complaints being responded to within the statutory timescales, and the Social Care Complaints Team will continue to work closely with managers and the Complaints Manager will be attending regular monitoring meetings with the Senior Management Team to ensure that this improvement continues. action

In the past there have been separate reports for Children's Services and Learning & Achievement. However Learning & Achievement complaints are reported corporately, and complaints in relation to the Children and Adults with Disabilities Team has been incorporated within the Children's report over the last few years. A separate report was not required, however information involving schools has been incorporated within this Executive Summary as follows.

Of the 25 enquiries received and recorded in 2018-19 involving schools these were referred to the relevant school or academy to be taken through their own complaints procedure. 40% (10) of these were referrals via Ofsted with 60% (6) related to bullying. Other enquiries related to issues around how teachers dealt with particular situations involving their child, or how the school was being managed.

## 2. Introduction

The 'Children Act 1989 Representations Procedure (England) Regulations 2006' govern complaints, representations and compliments received about children and young people's services.

There are three stages covered within the regulations as follows:

Stage 1 – Local Resolution
Response times are 10 working days with a further 10 working days if required. If a young person requires an advocate this should be sought for them. If the complainant is not happy with the response at Stage 1 they can request to progress to Stage 2 within 20 working days of receiving the response.

Stage 2 – Formal Investigation
Response times are 25 – 65 working days. An Independent Investigator and Independent Person are appointed at this stage. The Independent Person must be external to the organisation. Following the independent investigation, the investigation report will be sent to the complainant, along with the adjudication letter giving the decision of the Head of Service. If the complainant is not happy with the response at Stage 2, they can request their complaint to be heard by a Review Panel within 20 working days of receiving the response.

Stage 3 – Review Panel
The Review Panel is managed independently of the Complaint & Information Team via Democratic Services. The Panel must consist of three independent people, one of whom is the Chair. The Panel must be held within 30 working days from request. Following the Panel Hearing, the recommendations will be issued to the complainant, independent people, advocate and Director within 5 working days. The Director must issue their decision within 15 working days of receiving the recommendations.

## 3. Complaints Received
### 3.1 Ombudsman referrals

There was one enquiry which found maladministration and injustice in relation to foster care with six premature/informal enquires and two closed after initial enquiries.  The decision for the enquiry from 2017-18 found maladministration and injustice with no further action required in relation to Education Health & Care Plan        .

| | Apr18-Mar19 | Apr17-Mar18 | Apr16-Mar17 |
|---|---|---|---|
| Maladministration (no injustice) | | | |
| Maladministration & Injustice | **1** | **1** | **1** |
| No maladministration after investigation | | | |
| Ombudsman discretion | | | |
| Investigation with Local settlement | | | |
| Outside Jurisdiction | | | **3** |
| Investigation Discontinued | | | |
| Premature/Informal enquiries | **6** | **1** | **2** |
| Closed after initial enquiries – no further action | **2** | | |
| **Total** | **9** | **3** | **6** |

## 3.2 Total number of complaints

The total number of Stage 1 complaints in 2018-19 has increased by 15% (106) compared to 2017-18 (90), with the total number of enquiries reduced by 66% (17) from 2017-18 (50).  Enquiries do not form part of the statutory process and therefore are not included further in this report.

The number of complaints received directly from young people has dropped by half in 2018-19 to 9 from 18 in 2017-18.  This will need to be explored as to the reasons which could be as a result of direct work with young people to resolve issues they have at an early stage

| | Enquiries | Stage 1 | Stage 1 escalated to Stage 2 |
|---|---|---|---|
| 2018/19 | 17 | 106 | 6 |
| 2017/18 | 50 | 90 | 1 |
| 2016/17 | 43 | 92 | 1 |

## 3.3  Stages

During 2018-19 there were six escalations to Stage 2, this is a significant increase from one in 2017-18.  It is recognised that for the main part of 2018-19 complaints were not managed as effectively in previous years due to depletion of staff within the Social Care Complaints & Information Team.  There were no Stage 3 Reviews in 2018-19.

## 3.4  Teams

The Triage/MASH & Assessment Team received the highest number of complaints during 2018-19, which has almost doubled from 2017-18, with Intervention & Support Services second highest.

The types of complaints received by these services continue to be the same theme where intervention is unwelcomed by parents which included disagreement on information contained within assessments, unhappy with children being put on a child protection plan, unannounced visits undertaken by social workers.

Children & Adults with Disabilities Team complaints have doubled to eight in 2018-19 from four in 2017-18.  These referred to Education & Health Care Plans (EHCP) and the level or delay in providing equipment, or provision such as Speech and Language Therapy.



Complaints across Teams
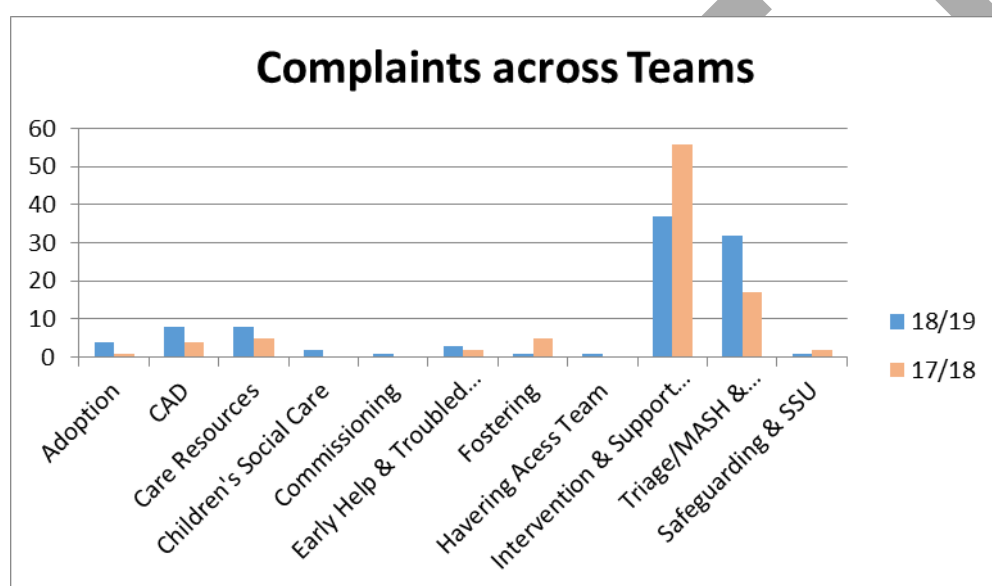
| Column1 | Adoption | CAD | Care Resources | Children's Social Care | Commissio ning | Early Help & Troubled Families | Fostering | Havering Acess Team | Intervention & Support Services | Triage/MASH & Assessment | Safeguarding & SSU |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 18/19 | 4 | 8 | 8 | 2 | 1 | 3 | 1 | 1 | 37 | 32 | 1 |
| 17/18 | 1 | 4 | 5 | | | 2 | 5 | | 56 | 17 | 2 |

## 3.5  Reasons

The number of complaints regarding attitude/behaviour of staff has risen by 78% from 11 in 2017-18 to 49 in 2018-19.  However, the majority of the complaints received reflected where parents were unhappy with the social worker where they perceived information within assessments was misleading, inaccurate, or did not reflect individual's views with a bias towards one parent.  This type of complaint reason tended to be where parents were no longer together and had an acrimonious relationship. Social work staff will need to think about and be mindful of how sensitively they work with parents particularly during times of parental separation and to ensure that they respectfully listen to all parties and accurately record their wishes and feelings in relation to their children.

Inaccurate information was the second highest and reflects some of the reasons regarding attitude/behaviour, whereby one parent did not agree with the content of an assessment and felt their views were not taken into account.  Where there was inaccurate information within an assessment that could be amended, these were.  Team Managers will be responsible for quality assuring assessments with particular scrutiny around potential bias and accurate recording of information during the assessment process.

Standard of service was the next highest and related to level or lack of support that parents or young people were receiving or felt they should be receiving.  Social Workers will need to explore the level of support which families are receiving from Children's Services during the assessment and planning phases.

**Breakdown of Complaint Reasons**

Legend:
- attitude/ behaviour of staff
- change of service
- Data protection
- delay in service
- dispute decision
- family dispute
- financial issues
- inaccurate information
- Information not provided
- lack of communication
- level of service
- non-delivery of a service
- quality of service
- safeguarding issues
- standard of service

Pie values: 49, 2, 12, 13, 5, 11, 22, 4, 12, 9, 19

Below is a comparison of complaint reasons between 2018-19 and 2017-18.  There have been increases across attitude/behaviour of staff, delays in service, dispute decisions, financial issues, inaccurate information, safeguarding issues and standard of service. Performance Development Reviews (PDR) core competencies will be discussed during team meetings on a quarterly basis to ensure that Social Workers are engaging with children and families in a respectful and collaborative manner. Teams can use quarterly complaints summaries to evaluate how children and families score attitudes and behaviours within professional relationships.

Team Managers will ensure that any anticipated disruption in service delivery is counted by support from colleagues in other teams within the service area.  Children's Services will continue to use the Quality Assurance framework and other feedback loops to understand the standards of service delivered in the community to children and families.

It should be noted that the categorisation for reasons changed during 2018-19 and therefore categories such as standard of service has combined to include level of service, quality of service and non-delivery of service.

Complaint Reasons Comparison
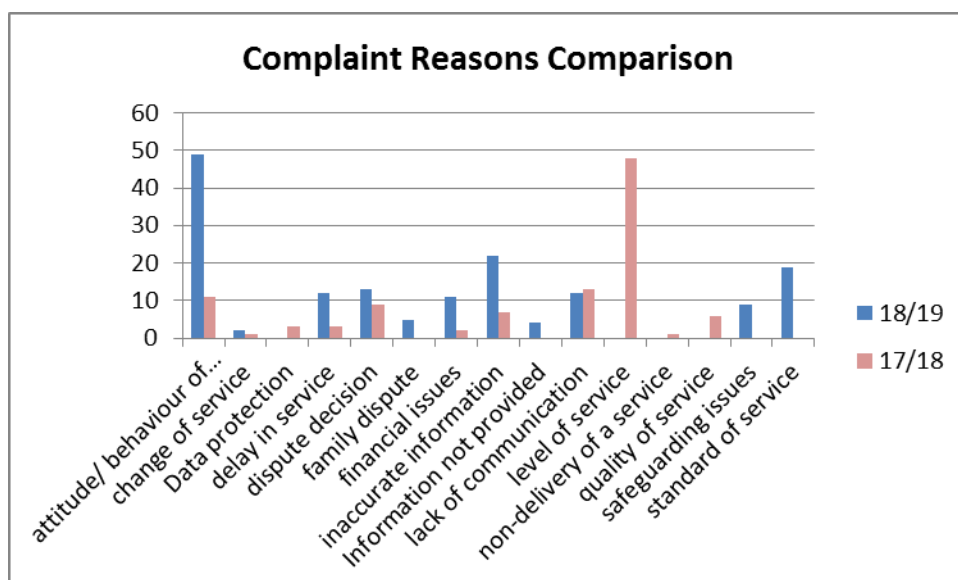
## 3.6  Outcomes & Learning

There were 14 complaints withdrawn during 2018-19, which was either through the Service resolving the concerns or where the relevant consent or information was not provided.  The majority of complaints were not upheld (40), with 34 being partially upheld and 18 upheld.

| Complaint Withdrawn | Upheld | Partially Upheld | Not Upheld |
|---|---|---|---|
| 14 | 18 | 34 | 40 |

Below shows the breakdown of those complaints upheld.  It should be noted that there may be more than one outcome to a complaint, which may have a number of complaint elements within it.  This could result in an apology being given along with a financial adjustment, or information/explanation given along with an apology and could be a combination of up to three i.e. apology being given, information/explanation and change in practice/policy.



Breakdown of Upheld Complaints
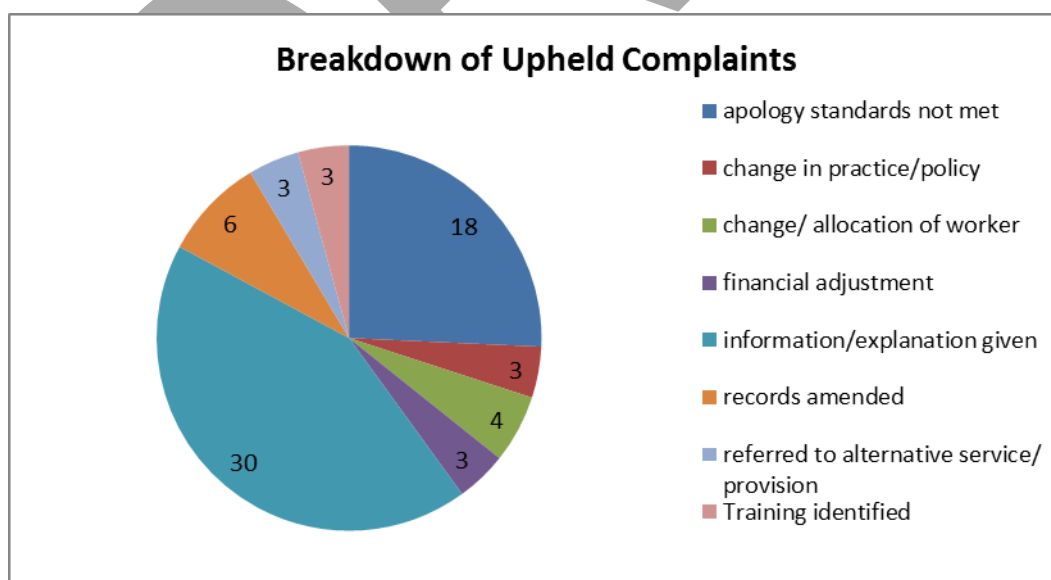
### 3.6.1 General Themes and Trends 2018/19

Although 'attitude/behaviour of staff' was the highest reason for complaint the general theme is about the intervention and the type of intervention that may occur by social workers within Children's Services. Clarifying the need for intervention may not always be possible, especially in relation to child protection concerns and therefore the Service may need to look at ways to minimise the impact to families when intervention occurs.

Inaccurate information and recording practices needs to be reinforced, and with the implementation of the Liquid Logic system for Children's Social Care records this should address this area. Children's Services will also undertake quality assurance of assessments and plans and use service user feedback to reduce / minimise this from happening. Social Workers could also invite families to reflect on the progress of the assessment or intervention at various phases of engagement with them to make sure that their lived experience is fully understood.

There has been a reduction in the number of young people making complaints directly and this could be due to the utilisation of the Cocoon which has resulted in young people being able to discuss their concerns in an informal environment with early resolution.

### 3.7    Response times

Response times have decreased in 2018-19 and it is noted that during this time the Social Care Complaints & Information Team were depleted and impacted on effectively managing and ensuring responses were dealt with within the required timescales. However, managers also need to understand the importance of responding within timescale and although it is acknowledged that there may be competing priorities, it should be noted that delays in responding leads to escalations, which require more of their time.

|  | Within 10 days | | 11-20 days | | Over 20 days | |
|---|---|---|---|---|---|---|
|  | Apr18-Mar19 | Apr17-Mar18 | Apr18-Mar19 | Apr17-Mar18 | Apr18-Mar19 | Apr17-Mar18 |
| Stage 1 | 18 | 15 | 30 | 28 | 44 | 47 |
| % | 17 | 21 | 28 | 31 | 42 | 48 |

### 4.    Expenditure

Expenditure incurred for a Stage 2 investigation and time and trouble payment relates to a complaint in 2017-18 which concluded in 2018-19. Expenditure for the Stage 2 investigations for 2018-19 will be shown in 2019-20.

|  | Publicity/ leaflets | Independent investigators | Payments | Total |
|---|---|---|---|---|
| Apr 2018 – Mar 2019 |  | £5,346.45 | £200.00 | £5,546.45 |
| Apr 2017 – Mar 2018 |  |  |  |  |

### 5. How Complaints were received

Email and telephone are the preferred method of contact in 2018-19, although it is noted that complaints received on-line have increased, while those received by letter has decreased

slightly.  From the table below, 2017-18 also included enquiries and therefore does not show a true comparison to 2018-19.

| | Letter | E-mail | Complaint Form | Telephone | In Person | Online | Social networking |
|---|---|---|---|---|---|---|---|
| 2018/19 | 12 | 55 | 6 | 18 | 3 | 13 | |
| 2017/18 | 19 | 85 | | 24 | 2 | 7 | 2 |

## 6.    Monitoring Information
## 6.1   Age & Gender

There has been an increase in the number of children 18+ involved in complaints in 2018-19, for those leaving care requiring support with finances.  There was a decrease across all other age ranges.
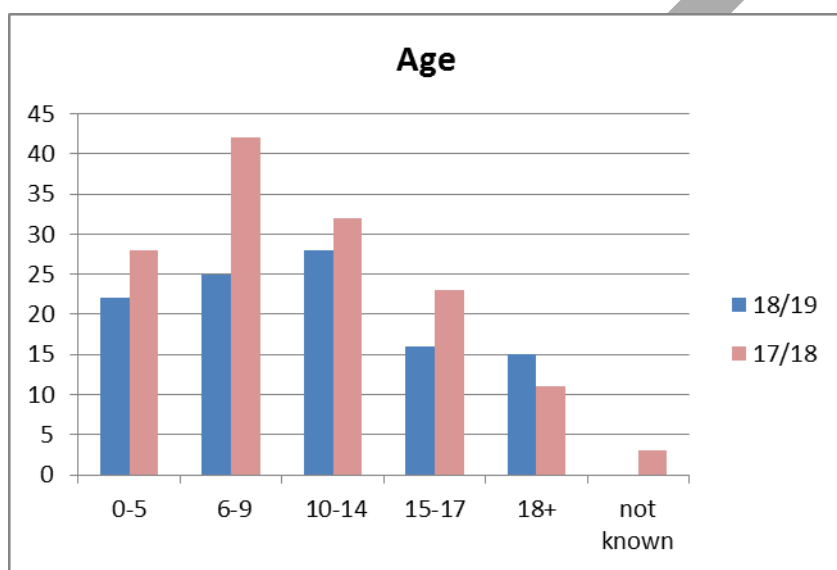


The breakdown below shows the gender breakdown against age.  Within the 0-5 and 6-9 age group the majority are female, while for the older age groups from 10 years old onwards are mainly male.
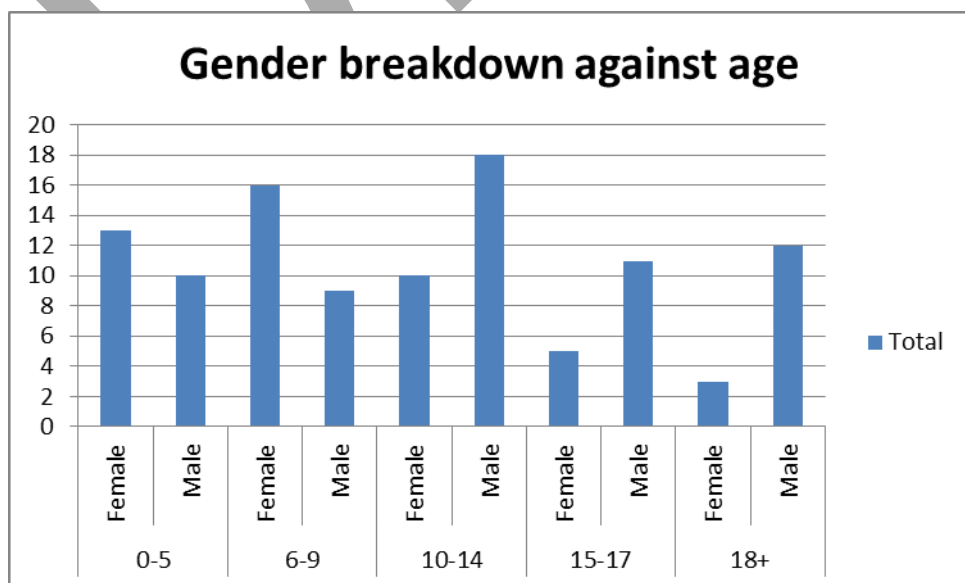
## 6.2 Disability

The breakdown below shows that the majority of children are recorded as not having a disability. However it is noted that a number of entries are blank and this may be improved going forward with the Liquid Logic system which may provide more detailed information. From those that indicate a disability, these refer to an Autism/Aspergers Syndrome diagnosis, communication, learning or mobility disability.
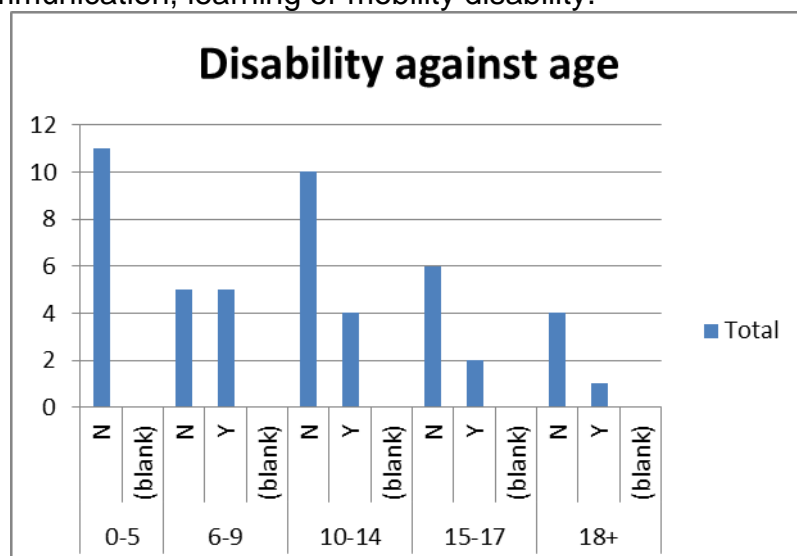


## 6.3 Ethnicity

There has been a decrease in the number of 'White British' in 2018-19 compared to 2017-18, with increases in those with an 'African' heritage, 'Mixed-White & Black', 'Caribbean' and 'Asian other'.
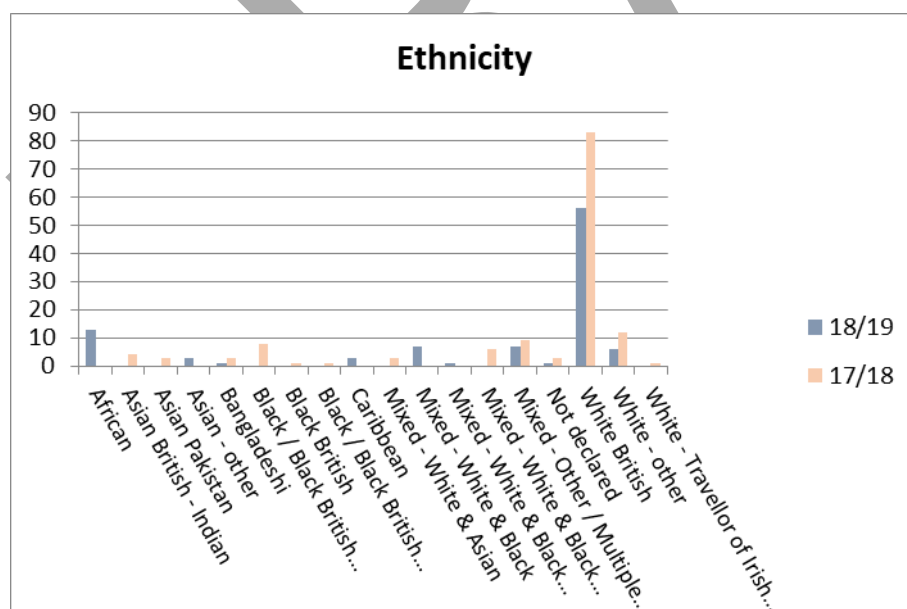


## 6.4 Religion

Information recorded shows that 'no religion' status is the highest, with 'Christian' being the second highest. It is encouraging to see that a number of different religions have been

recorded and efforts should be made to ensure this information is captured consistently. Children's Services to ensure that all relevant demographics are recorded on the case files at the point of allocation.
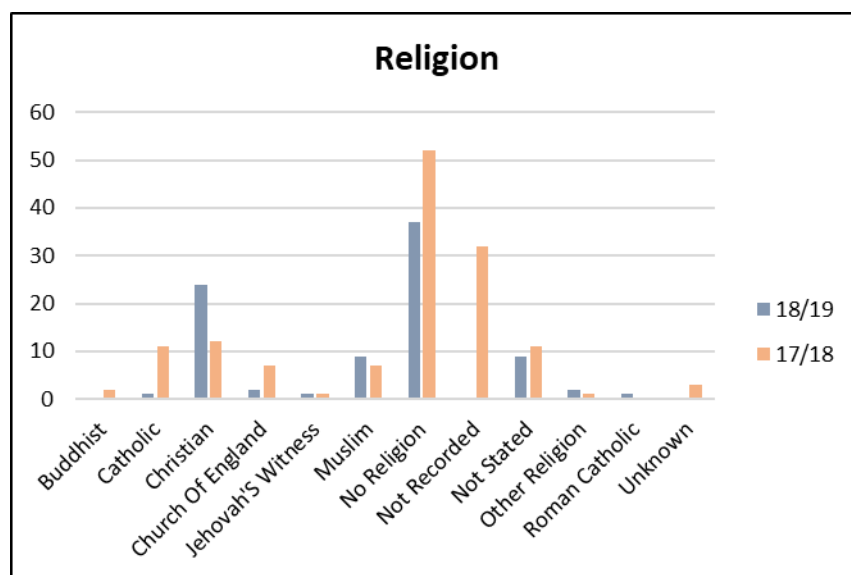


## 7. Members Correspondence

During 2018-19 a decision was taken that members correspondence reports were not circulated due to difficulties with reports being produced via CRM. However those recorded for Children's Services in 2018-19 are provided below, with 72% (34 of 47) being responded to within timescale.

|  | 2018/19 | 2017/18 |
|---|---|---|
| Members Correspondence | 47 | 63 |

## 8. Compliments

The total number of compliments received in 2018-19 increased from 10 in 2017-18 to 19. This also includes compliments received for Learning & Achievement, who with Children and Adults with Disabilities Team both received the highest. Figures are still low and efforts need to be made to ensure that compliments are sent for recording purposes.
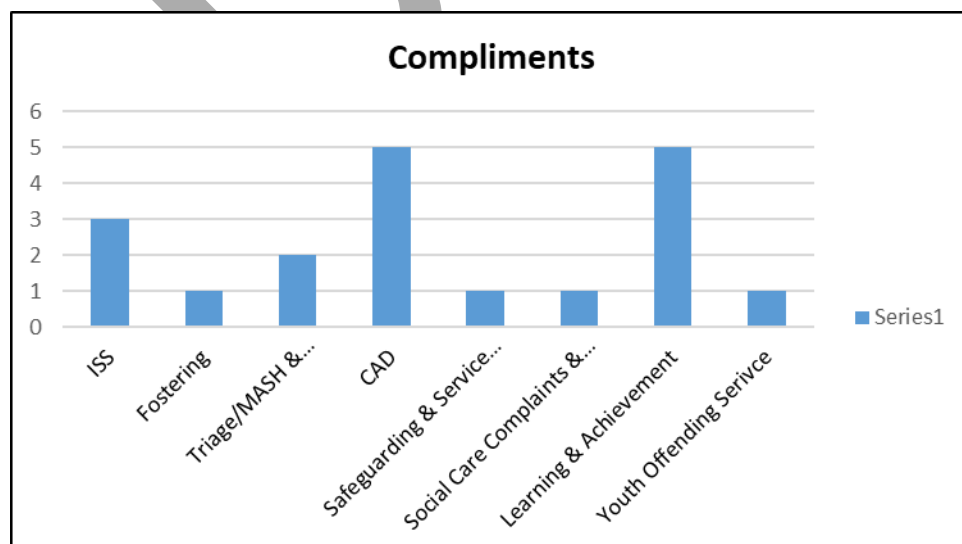
Some examples of compliments received are given below:

A father writes to an Advanced Practitioner 'thank you for all the help and care you have given … and myself over the last 6 months.  I do not think we would be where we are now without your professional and caring approach.'

A mother gives positive comments during a Child Protection Conference Review stating that the social worker had helped and listened to her during work with herself and her children and had experienced a very positive working relationship with the social worker.

A foster carer is thrilled about the child she is caring for being nominated for an award at school and writes to the Advanced Practitioner.. 'if it wasn't for your support and guidance he would not be where is now.'

A father writes to the Social Care Complaints Manager 'I do appreciate that this has taken up a large amount of your time, so I thank you for that.'

A Court Magistrate is impressed with a Youth Offending Services Practitioner report to Court and described it as 'a report of the highest quality.'

## 9.    Conclusion

There has been a significant increase in the number of complaints for Children's Services.  Complaints can be very emotive where a number of parents do not accept decisions and the interventions by Children' Services.  This has resulted in a number of parents remaining dissatisfied and wanting to progress to Stage 2, resulting in a very high number of Stage 2 requests within 2018-19.

Unfortunately the increase in both the number of complaints and the number of Stage 2 progressions impacted on the effectiveness of the Social Care Complaints Team at a time when the team was depleted for most of 2018-19.  However, going forward we are looking to develop the team to be more proactive, customer focused and more effective.  Plans to include complaints within the recently implemented Liquid Logic Children's Social Care system should assist with closer monitoring and improvements with response times.

Closer working with teams will also be essential in ensuring that managers take responsibility for responding to complaints within timescale and that they are supported to do so.  Attending team meetings will be a way to do so and these will need to be planned effectively.

With the complexity of complaints involving children, the family dynamics that can be involved in these type complaints and the increasing volume, care needs to be taken to ensure that complainants feel able to complain, feel supported and confident that their complaint will be dealt with in a fair and thorough way.  This may sometimes result in timescales being exceeded, however complainants need to be kept informed and updated throughout the process.

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## 10. Complaints Action Plan

| Issues Identified | Lessons Learnt | Action to be taken | Department | Timescale | Review |
|---|---|---|---|---|---|
| | | | | | |
| S47 – parents not given sufficient information about process | • Parents to be provided with all relevant information about child protection processes at the beginning of our engagement with a family.<br>• Clear explanation/ information about process | • Team managers sign off S.47's in the service<br>• Social workers to give clear and concise information about process | Triage/MASH & Assessment<br><br>ISS | On-going | Leaflets not distributed due to possible changes. Will look at information sharing processes over the next 6 months to look at developing an information resource for children and families. |
| Important information is not always recorded appropriately | • Information leading to an action/decision should be recorded in detail.<br>• Information needs to be recorded accurately | • Work is already being undertaken to look at improved recording across the service.<br>• Assessments to identify clearly fact from opinion and identify the source of the information. | All | On-going<br><br>Twice yearly practice week audits. Monthly case file audits by team managers. | Managers continue to carry out case file audits to ensure recording is appropriate.<br><br>Introduction of 'Obsession with Assessments' training/briefing sessions introduced to reinforce the need for accurate reporting.<br><br>Introduction of Liquid Logic from December 2018 will also help this. |
| Better communication around contact arrangements and case progression | • Communication around changes in contact with families.<br>• Communication gap when social worker leaves. | • To explore better communication re contact arrangements and case progression<br>• All families will be notified in writing when there are significant changes in service delivery for example, a change of Social Worker. The allocated Social Worker will also complete a handover whenever this is possible to | All | On-going | Management arrangements were strengthened during 2014-2015 and a further restructure of teams took place in 2016-17 and in 2018 to assist in improving practice overall. It is improving and ensuring better communication with families and better handovers is being addressed in supervision and through the Council's Personal Development Review (PDR) process. The embedding of systemic supervision across the service is also improving this. |

| | | | | | |
|---|---|---|---|---|---|
| | | introduce the new worker. | | | Use of generic emails to ensure continued communication when a social worker leaves service areas to ensure consistency. |
| S7 reports/court reports **–** inaccurate information/interpretation of information | | | | | Managers to quality assure and sign off all reports that go to Court |
| Improved response times | • Responses need to completed in a timely manner. | • Complaints to be tracked on a weekly basis by Senior Leadership Team within Children's Services | Assistant Director/SLT | On-going | Complaints representation on quarterly monitoring meetings with SLT. |
| Assessments – | • data breaches from copy and pasting<br>• source of information to be clearly identified<br>• care re bias of father's views<br>• information from professional discussions may be backtracked. | • The ICS assessment templates have been remodelled in line with our systemic model of practice. This allows more time for social workers to reflect on the information they are inputting into the assessments. Following the restructure, management oversight and grip has been strengthened thereby allowing for greater quality assurance of assessments.<br>• The allocation system of work in the assessment service has been strengthened which has reduced caseloads and the urgency for work to be completed in a fast paced environment. This will allow more thoughtful and reflective time thereby strengthening practice. | Assessment & ISS | Quarterly review of audit findings which is tracked via SMT | |

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| | | | | | |
|---|---|---|---|---|---|
| Representatives/ Advocates | • Clearly identify role and level of formality for someone acting on someone else's behalf | • At the commencement of a complaint Complaints & Information Team clarify role of individual acting on someone else's behalf and to understand that role throughout the process | Complaints & Information Team | On-going | |
| General communication | • Telephone contacts to be followed up in writing<br>• Clarify when a case is closed to an individual rather than service. | • Will be picked up within teams and through the new social care system.<br>• Workers are to clearly specify whether the case is being transferred/reallocated and communicate to families. | All | On-going | |
| | • | • | | | |

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