

NOTICE OF MEETING

**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 4 March 2015, 7.30 pm
Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

Councillor Mrs Birch (Chairman), Councillor Brossard (Vice-Chairman), Councillors Allen, Gbadebo, Ms Hayes, Heydon, Kensall, Mrs McCracken and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Two Vacancies

Parent Governor Representatives (Voting in respect of Education matters only)

Mr R Briscoe and Mrs L Wellsted

Teachers' Representatives (Non-Voting)

Miss V Richardson

Children's Social Care Representative (Non-Voting)

Ms C Barrett

cc: Substitute Members of the Panel

Councillors Ms Brown, Dudley, Mrs Hamilton, Thompson and Virgo

ALISON SANDERS
Director of Corporate Services

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Published: 23 February 2015



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Council Chamber, Easthampstead House, Town Square,
Bracknell, RG12 1AQ**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

A pre-meeting for Panel Members will be held at 7pm in the Boardroom.

Page No

1. APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS

To receive apologies for absence and to note the attendance of any substitute members.

2. MINUTES AND MATTERS ARISING

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 12 January 2015.

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3. DECLARATIONS OF INTEREST AND PARTY WHIP

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

4. URGENT ITEMS OF BUSINESS

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

5. PUBLIC PARTICIPATION

To receive submissions from members of the public which have been submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

6. **CORPORATE PARENTING ADVISORY PANEL - 10 DECEMBER 2014**

To receive the minutes of the meeting of the Panel held on 10 December 2014.

11 - 18

PERFORMANCE MONITORING

7. **QUARTERLY SERVICE REPORT**

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the Quarterly Service Report for the third quarter of 2014/15 (October to December 2014) relating to Children, Young People and Learning, giving particular attention to the outcomes of Ofsted school inspections, Special Educational Needs provision, Child Sexual Exploitation (2 documents are attached to this agenda to be read in conjunction with the QSR) and a head teacher recruitment update.

19 - 30

Please bring the previously circulated Quarterly Service Report to the meeting. Copies are available on request and attached to this agenda if viewed online.

Panel members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the Quarterly Service Report where possible.

8. **VIRTUAL SCHOOLS ANNUAL REPORT**

To consider the Annual Report on the work of the Virtual School and the impact of the service on Looked After Children.

31 - 56

OVERVIEW AND POLICY DEVELOPMENT

9. **PUPIL PREMIUM**

To consider a report explaining the amount spent and the operation and administration of the Pupil Premium grant.

57 - 60

10. **ANNUAL ADMISSIONS ARRANGEMENT**

To consider the Annual Admissions Arrangement for 2016/17.

To follow

11. **SCHOOL PLACES PLAN 2015-2020**

To evaluate the outcomes of the last published School Places Plan..

To follow

12. **EDUCATION TRANSPORT POLICIES**

The mainstream Education Transport Policy 2016/17 and the Post 16 policy 2015/16 are attached for consideration.

To follow

13. **DRAFT SUBSTANCE MISUSE OVERVIEW AND SCRUTINY WORKING GROUP REPORT**

The draft report of the review of substance misuse by, and impacting on, children and young people undertaken by a working group of this Panel is attached for approval.

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14. **CHILDREN AND FAMILIES ACT 2014**

To receive an information briefing in respect of the implementation of the Children and Families Act 2014 which comes into effect in April 2015.

To follow

HOLDING THE EXECUTIVE TO ACCOUNT

15. **EXECUTIVE KEY AND NON-KEY DECISIONS**

To consider scheduled Executive Key and Non-key Decisions relating to Children, Young People and Learning.

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DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 10 June 2015 at 7.30pm. There will be a pre-meeting for Panel members at 7pm.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
12 JANUARY 2015
7.30 - 9.47 PM**



Present:

Councillors Mrs Birch (Chairman), Brossard (Vice-Chairman), Allen, Gbadebo, Ms Hayes, Heydon, Mrs McCracken and Mrs Temperton
Mr R Briscoe, Parent Governor Representative
Mrs L Wellsted, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Executive Member:

Councillor Dr Barnard

Apologies for absence were received from:

Councillor Kensall

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Sandra Davies, Head of Performance Management and Governance
Lorna Hunt, Chief Officer: Children's Social Care
Dr Janette Karklins, Director of Children, Young People & Learning
Councillor Leake
Christine McInnes, Chief Officer: Learning & Achievement
Amanda Roden, Democratic Services Officer
David Watkins, Chief Officer: Strategy, Resources and Early Intervention

35. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 10 September 2014 be approved as a correct record, and signed by the Chairman.

36. Declarations of Interest and Party Whip

There were no declarations of interest relating to any items on the agenda, nor any indications that members would be participating whilst under the party whip.

37. Public Participation

There were no submissions from members of the public in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

38. Corporate Parenting Advisory Panel

The Panel received the minutes of the Corporate Parenting Advisory Panel (CPAP) held on 24 September 2014. The Chairman of CPAP advised that Larchwood short break respite care unit had received an Ofsted visit and was judged to be outstanding. SiLSiP activities had been undertaken over the summer and any funds

available from Members' Initiative Funds would be welcomed for future SiLSiP activities.

39. **Annual Report of the Local Safeguarding Children Board**

The Panel considered the 2013/14 Annual Report of the Local Safeguarding Children Board (LSCB) regarding the effectiveness of safeguarding and child protection practice in Bracknell Forest. This was a statutory report and the aim was to show the impact of the LSCB.

There was advice regarding data in relation to looked after children and child protection. Alex Walters was the Independent Chair of the LSCB and she reported to Lorna Hunt, Chief Officer: Children's Social Care. There were two overarching statutory requirements: to ensure the effectiveness of local services safeguarding and child protection practice; and to co-ordinate services to promote the welfare of children and families.

The LSCB Executive was a core decision making group and met six times a year, whilst the wider LSCB Partnership met three times a year. There were also individual Chair meetings with Janette Karklins, Director of Children, Young People and Learning and Tim Wheadon, Chief Executive. Alex Walters produced a report for the individual meetings to show the accountability of the LSCB.

Lead authorities had been identified and the outcomes boxes in the report gave examples of consistency and the effectiveness of local safeguarding arrangements. The role of safeguarding and the LSCB involved awareness raising and work was undertaken with Involve, a local voluntary and community sector organisation. Lunchtime workshop events were held and the voluntary sector was represented on the Children and Young People's Partnership Board.

There was one serious case review during the period of the annual report but it could not be published at present due to ongoing legal proceedings. Partnership reviews had been undertaken and different methods tested to identify learning. The Child Death Overview Panel was a key requirement and led by Dr Angela Snowling in Slough. There had been good practice as a result of this which was demonstrated in the outcomes box in the report.

The LSCB received regular performance monitoring reports regarding the impact of homelessness. A joint consultation had helped to inform the Children and Young People's Plan and the business plan going forward. The government was consulting local governments undertaking more serious case reviews. There had been auditing activity regarding substance misuse and domestic abuse.

Child Sexual Exploitation awareness training programmes had been provided for Children's Social Care practitioners, and there were new thresholds for the joint pathways group. The LSCB Conference in 2013-14 had been highly valued by attendees and the cue card had been updated and was popular among partner agencies. The newsletter was continuing to be produced and the policy and procedures group was still ongoing.

A focus on neglect would likely continue and there was a focus on how to provide evidence of ongoing improvement in this area. There had been much co-ordinated work in relation to tackling Child Sexual Exploitation. The impact of parental mental ill-health and the misuse of technology were other areas of focus. The LSCB had a small operating budget and the aim was to increase contributions from partners.

Priorities were listed in the report (minus two priorities which would be checked). The report had been considered by the Executive and submitted to the Police Commissioner as required.

In response to Members' questions, the following points were made:

- Data used in the report was that available to officers at the time of writing the report. The police collected the majority of data regarding missing children and the local authority collected data on looked after children.
- Financial contributions and expenditure in relation to the LSCB were historical and needed to be considered across the board.
- Voluntary sector representation had been reviewed following the departure of two members and representatives had been invited to fill the vacant seats on the Board.
- The Community Safety Partnership would deal with certain issues which might appear to crossover between the two partnerships. There was a Prevent Steering Group and Ian Boswell was the Community Safety Manager.
- Most work undertaken in relation to radicalisation was done in schools. This report was based on previous years work. If this area needed to be included in future years work would need to be reviewed. There was good representation on the LSCB, good attendance at meetings and the focus of work was set through priorities and agreed through the Children and Young People's Plan.
- The Child Sexual Exploitation Group had undertaken work which had led to a positive impact in this area. The Group was jointly chaired with Sonia Johnson and the police. There were clear criteria on what was high risk and what was not high risk. The Group would be revamped in February 2015.

40. **Annual Report of Children's Social Services Complaints 2013-14**

The Panel considered the Annual Report of Children's Social Services Complaints 2013-14.

The report detailed complaints and compliments, the statutory complaints procedure, legislation, and the two processes followed. 3.3 of the report detailed the timescales involved in responses to complaints. 2013-14 showed an increase in complaints but some had been deferred as they were being considered in court.

There was a statutory and corporate procedure; the statutory procedure was in relation to the children and the corporate procedure was in relation to the parents. Changes in the way Stage 1 of the corporate procedure was recorded was thought to affect the data that was presented. There was one complaints manager who worked 15 hours a week and there were costs attached to individual investigators.

The findings of the complaints were at page 176 of the agenda papers and page 177 showed the number of complaints received by different service areas. The types of complaints and resolutions were also detailed in the report. Sometimes concerns were expressed but they were not complaints as such and these were addressed to prevent them from progressing further where possible. Page 182 showed details of compliments received which gave a varied range of feedback. Safeguarding received the highest number of complaints but also the highest number of compliments. Training for staff was an ongoing process.

In response to Members' questions, the following points were made:

- Details regarding nationally comparative results at meeting timescales in response to complaints were not thought to be benchmarked but this could be checked with an attendee of the regional group or the Complaints Manager.
- There was no specific explanation for the spike in the data in the second quarter of 2013-14.
- The Under 11s Team, Disabled Children's Team and the Family Placement Team worked with adoptive parents and some workers had more involvements than others.
- The Complaints Manager did not receive benchmarking information to indicate how complaints and compliments figures compared to other local authorities. If complaints were declined it was likely to be because they were deferred or they did not meet the criteria for a complaint and the Panel would be advised of the reasons for the declines. If a concern was answered then it would not progress to a complaint. Further information on benchmarking would be sought.

41. **Quarterly Service Report**

The Panel considered the latest trends, priorities and pressures in terms of departmental performance as reported in the QSR for the second quarter of 2014/15 (July to September 2014) relating to Children, Young People and Learning.

The Panel received tabled information on 'A' Level exam results, inspection outcomes and teacher recruitment. The number of teachers recruited in Bracknell Forest was growing steadily; 1,064 teachers were currently employed in the borough as opposed to 965 in 2009. The age profile of teachers: 15% of primary school teachers were over 55 years of age and 9% of secondary school teachers were over 55 years. A third of teachers were aged 30 or under and 37% joined as newly qualified teachers (NQTs), some of which were now headteachers.

Headteachers were being encouraged to work part time and to come back after retirement to pass on valuable experience. A third of primary school headteachers were aged 56 or above and deputy primary headteachers had a young profile. There was a good track record of retaining NQT's and supporting development of teachers including middle leadership training. There was an Executive Headteacher model and currently three Executive Headships in place in the borough pending the appointment of permanent headteachers.

Ten recruitment fairs were planned for 2015; two had been held so far one of which was in Exeter and the contact details of 37 NQTs was gathered to keep in touch with them and advise of job opportunities in the borough. Recruitment managers had been invited to attend and schools could recruit trainee teachers directly at the end of their education via 'School Direct' and work with them to provide experience and training.

The Department for Education (DfE) was increasing the number of training places available. In 2015-16, 47% of primary school teachers and 32% of secondary school teachers were obtained via 'School Direct'. Schools were advised to advertise vacancies as soon as possible. NQTs were highly sought after and grants were offered to train teachers in particular subjects.

The Chairman requested that this information be monitored and expanded to include the gender profile and national figures and trends for comparison for consideration by the Panel every six months.

Her Majesty's Inspectorate (HMI) reports had been released and the findings showed the number of children attending 'good' or 'outstanding' schools. Many schools had

moved from 'good' to 'requires improvement' owing to the new tougher inspection regime and Bracknell was lower in relation to the national average. However, 73% of children attended 'good' or 'outstanding' secondary schools in the borough. Bracknell had a low percentage nationally of GCSE results grade A* - C at 22% and the implications of the HMI findings were being considered.

In response to Members' questions, the following points were made:

- The headteachers of The Pines and Jennett's Park were due to leave at Easter and in the summer of 2015. There was a national talented leader programme which was promoted by government to recruit a pool of headteachers. There were currently 22 headteachers in this programme and there was a process for targeting schools with the aim of spending £55,000 on leadership. The number of children receiving free school meals and Ofsted outcomes would be used to identify these schools.
- Headteachers usually left their posts at the end of the school year but could leave any time during the year, usually at the end of a term. Agency staff were included in figures regarding all staff currently in post. It was requested that this information be added in, in future.
- New schools could be more popular because forms of entry could be expanded in a controlled manner which was easier to establish, where as surge classrooms for schools were more difficult to establish.
- It was difficult to forecast when headteachers were likely to leave their posts and there could be legal challenge if this information was requested from them. The responsibility rested with the school and the governing body. Schools needed to announce the arrival and departure of key members of staff.
- The Ofsted figures for schools in Bracknell were up to date for all published inspections. It was requested that future reports be expanded to indicate when schools were last inspected and whether an inspection was anticipated in the current academic year and be formatted by phase and type of school.
- Advisers would attend all schools in the borough, regardless of their Ofsted report grading. The level of weighting given to pupil premium pupils by Ofsted was high. Pupil premium pupils often made expected progress but because they did not make better progress this had a negative impact on inspection findings. There was a new inspection framework from September 2014 and it was surprising that the performance of a small group of pupil premium pupils was given so much weight when other pupils were performing well.
- It was suggested that it would be useful to breakdown the information regarding Ofsted findings in future and to provide a supplement to the information.
- Pre-meetings at schools before Ofsted inspections had been found to be valuable in providing good experience and advice and pre-Ofsted monitoring support was thought to be good.
- The target was for all schools in the borough to receive an Ofsted grading of 'good' in the future. There was aspiration regarding a broader range of indicators. Much depended on the leadership in schools and schools taking advice when it was offered by the local authority. A timescale could be added to the shared vision published a year ago for this to be accomplished.
- Bracknell had slightly lower results in A* at A-Level when compared nationally. Many young people were taking one or two A-Levels with fewer taking three A-Levels. It was requested that the 'A' Level results of Bracknell and Wokingham College students be added to future updates. A report had been commissioned locally in relation to what could be done to raise standards post-16.

- It was suggested that the destination for students post-16 be added.

There were currently 105 children in care in Bracknell which was below the South East and national average. Work had been undertaken in this area over the past two years and in 2014, 15 children were subject to guardianship or special protection orders. Bracknell Forest Council was on track to meet this target again in 2015. There were 113 children on child protection plans (CPPs) in the borough and some larger families could affect these figures. Court work was a key impact of this work and children on CPPs were monitored for nine months plus.

There was a full briefing on Child Sexual Exploitation on 26 January 2015 at 7:30 pm with a joint presentation from the Children, Young People and Learning Department and the police.

The Berkshire Adoption Service was a new joint service with other Berkshire Local Authorities which was operational from 1 December 2014. There was much development work being undertaken regarding care leavers, such as with the life skills programme.

42. **Annual Report on the Statutory Roles and Responsibilities of the Director and Lead Member for Children's Services 2013/14**

The Panel considered the Annual Report on the Statutory Roles and Responsibilities of the Director and Lead Member for Children's Services 2013/14.

It was the second year this report had been produced and information was reported against the statutory responsibilities. Key messages and relevant work was being undertaken in relation to outcomes, and the statutory guidance on roles was included at Annex B of the report.

The Chairman suggested the following:

- That it might be useful to bullet point strengths, for example, on page 127 at 2.9 of the report. This could be done in future.
- A comparison in relation to the turnover of staff as it was slightly higher than in previous years, page 130 at 2.32 of the report.
- That the full and correct name of the panel be inserted at 2.36 of the report page 131.
- From page 135 onwards, the action, leading agency and priorities could be added via bullet points. It was clarified that there was more detail in the Children and Young People's Plan and this report gave a flavour of the work in relation to the statutory roles and responsibilities.

In response to a Members' question, the following point was made:

- It was predicted that a number of children would qualify for free school meals, so much mitigation had been put into place and parents had been encouraged to apply. The figures regarding this were being monitored.

43. **Working Group Update Report**

The Panel noted the Working Group update report in respect of the working group of the Panel reviewing substance misuse by, and affecting, children and young people. A further update was expected at the next meeting of the Panel. The Chairman thanked members of this working group for their contribution.

44. **Work Programme 2015/16**

The Panel considered its Work Programme for 2015/16. Panel members suggested that the Youth Offending Service was a good idea for a future working group. Any ideas should be forward to the Chairman or brought to the next meeting of the Panel.

45. **Overview and Scrutiny Progress Report**

The Panel noted the bi-annual Progress Report of the Assistant Chief Executive on Overview and Scrutiny activity over the period June to November 2014 and local and national developments in Overview and Scrutiny.

46. **Executive Key and Non Key Decisions**

The Panel noted the forthcoming Key and Non-Key Decisions relating to Children, Young People and Learning.

47. **2015/16 Draft Budget Proposals**

The Panel considered key themes and priorities for Children, Young People and Learning as outlined in the Council's Draft Budget Proposals for 2015/16.

The Executive agreed the Council's draft budget proposals for 2015/16 at its meeting on 16 December 2014 as the basis for consultation with the Overview and Scrutiny Commission, Overview and Scrutiny Panels and other interested parties. The consultation period would run until 27 January 2015, after which the Executive would consider the representations made at its meeting on 10 February 2015, before recommending the budget to Council.

Attached to the report were extracts from the 2015/16 Revenue Budget and Capital Programme. The extracts were comprised of Revenue Budget Report, Commitment Budget, Draft Revenue Budget Pressures, Draft Revenue Budget Savings Proposals, Proposed Fees and Charges, Capital Programme Report and Summary and Proposed Capital Schemes.

In response to Members' questions, the following points were made:

- The budget for Independent Reviewing Officers was included in the proposals.
- The grant for additional support for SEN changes finished at the end of March 2015 but additional provision had been made for this.
- There had been a change of responsibility in SEN legislation through the Education Funding Agency (EFA) and the Local Authority had taken on responsibility for the older group. The figures were much higher than the government had anticipated and this had created a funding issue. Buckinghamshire County Council had taken out a case against the government regarding this decision. £1.9 million additional funding was predicted as a result of this decision. Work had been undertaken on modelling and predicting numbers as some young people finished education at 19 years of age and others carried on with further education. Ways of mitigating this were being considered. The Chairman reported that the Executive Member for Children, Young People and Learning and others had challenged the government's decision.
- The Chairman suggested that there be a briefing at the next meeting of the Panel on an analysis of how pupil premium operated in schools and what schools were offering as pupil premium.

- Page 18 of the agenda papers stated savings from the Aiming High programme as -£0.108 million but page 31 stated the savings at -£0.106 million. It was confirmed that -£0.106 million was the correct figure.
- If a child was to be placed in, for example, Edinburgh there was a national set fee for adoption of £27,000 which was brought in two years ago. Children could not be placed in Bracknell if they were confidential placements. Placements were sought far and wide nationally.

CHAIRMAN

Action from the Children, Young People and Learning Overview and Scrutiny Panel 12 January 2015

In answer to the query from the last meeting of the Children, Young People and Learning Overview and Scrutiny Panel, the main reason for a complaint to be declined under the statutory complaints procedure is that the person making the complaint is not a qualifying individual - this means that they do not have parental responsibility or guardianship of the child in question.

In this current year we declined 6 Complaints:

Q1 = 1

Q2 = 4

Q3 = 1

Another reason we can decline is if the event they wish to complain about is more than 12 months ago.

There are many more reasons given in the guidance for when we can decline a complaint and the following shows examples of what is listed in the procedure: (this is not an exhaustive list).

- Disciplinary proceedings.
- Criminal proceedings.
- Grievance proceedings.
- Complaints from staff about personal issues.
- Foster Carers on their own behalf (this is dealt with under the Corporate Procedure). However, they are able to support the 'looked after child' in making a complaint regarding services provided.
- Where an appeals process already exists.
- Complaints relating to independent providers (all independent service providers are required to have their own complaints procedure in place)
- Children's Social Care is in the midst of Court proceedings with the case in question.
- Where a Tribunal has made, is making, or is about to make a determination on the specifics of the complaint (in these instances it is usual to consult with the Legal Team for confirmation /clarification).
- Where the same complaint has previously been dealt with through all stages of the complaints procedure.

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**CORPORATE PARENTING ADVISORY PANEL
10 DECEMBER 2014
5.00 - 7.02 PM**



Present:

Councillors Heydon (Chairman), Mrs McCracken (Vice-Chairman), Mrs Birch, Ms Brown and Ms Hayes

Also Present:

Councillor Dr Barnard

33. Declarations of Interest

There were no declarations of interest.

34. Minutes and Matters Arising

RESOLVED that the minutes of the meeting held on 24 September 2014 be agreed as a correct record.

35. Panel Announcements

Cue card for Corporate Parents

The Panel discussed the cue card. It was designed to be A5 like a large post card but Panel Members suggested that it be designed as a double sided fold out credit card. A revised cue card would be drafted and shown to Panel Members before circulation from the Chairman of the Corporate Parenting Advisory Panel to all Members.

(Action: Sarah Roberts)

Larchwood Ofsted

Larchwood received an Outstanding grading from Ofsted at their recent inspection. The Communications team would be liaised with in regard to publicising this good news. It had been a hard inspection. The Chairman congratulated the officers involved.

Foster Care Conference and Fostering Association

There had been a speaker at the conference on challenging behaviour, with many exercises and strong engagement. There were 'contact' sessions and two trainers, one of whom was a young person in care. There had been attempts to re-launch the Foster Carers Association but there had been no nominations for Chairman or Vice-Chairman as yet. There had been volunteers to assist with recruitment activities, to run sub-teams and events. There had been much facilitation by the Family Placement Team who would also support the association once it was up and running.

The Chairman requested an update on this by the end of January 2015.

(Action: Lorna Hunt)

36. **SiLSiP Annual Report**

Louise MacLennan, Participation Development Officer, and Katya Tagon, LAC Youth Worker were present at the meeting to discuss the SiLSiP Annual Report.

An i-Pad had been purchased for SiLSiP after the young people had undertaken training on using ipads to make films. Louise showed three films they had made: summer activities, junior residential and senior residential.

Summer Activities Film

Two residential trips were held in the summer, one for Seniors and one for Juniors. Louise and Katya had worked together and much organisation had been involved in the trips. The Juniors had one night and two days away, and the Seniors had two nights and 3 days away. The young people who participated expressed the wish for trips to be longer in future as this would allow them to do more shopping and cooking for themselves and develop their life skills. There were links in with the life skills programme and opportunities for young people to generate and demonstrate skills. The Seniors had more time to work on accreditation and did their own cooking; a roast dinner and a shepherd's pie. The young people enjoyed the experience of going away and the officers found it invaluable for those who participated. The young people also used the time to start accreditation for ASDAN awards.

The aim was to engage some of the younger children and some were now attending SiLSiP Juniors. £5,000 had been used to fund the trips in 2014 and funding for these trips to be held again in 2015 would be appreciated. Panel Members requested to be made aware of a funding amount needed for these trips for 2015. The aim was for more young people to be involved in future and to increase the trips by one night each.

(Action: Louise MacLennan / Katya Tagon)

Junior and Senior Residential Films

A review of the SiLSiP structure was planned for the new year. A decreasing number were attending the Senior group due to college and other commitments and one possibility was to join the two groups together. When involved over a long period, young people built up their skills. Young people living in care outside of the area continued to be a challenging issue to address. If young people attended activities or Children in Care Council's in other areas, this would not give them a voice in Bracknell Forest.

37. **Family Placement Recruitment Strategy**

Kim Harris, Team Manager, Family Placement gave a presentation on the Family Placement Recruitment Strategy.

This was a three year strategy, April 2014 to March 2017 which outlined how Bracknell Forest Council endeavoured to meet the needs of children in care through good quality resources. It highlighted how the Family Placement Team would achieve resources for adoption and fostering.

There had been an increase in the number and age range of children needing fostering or adoption. Ten children had adoption orders granted during 2013-14 and at 31 March 2014 there were nine Bracknell Forest children with a plan for adoption.

From April to September 2014, 18 children had plans for adoption and the current aim was to recruit a minimum of ten adoptive families per year. There was a 'Foster to Adopt' initiative and at the end of October 2014 there were 106 looked after children; 65.1% had been placed with Bracknell Forest carers, adopters or parents. The current aim was to recruit a minimum of ten foster families per year.

Types of foster care required included:

- Short term foster carers for children eight to eighteen years;
- Short term foster carers for children under five years who would either return to their birth family or move into adoption following care proceedings;
- Mother and baby assessment foster placements;
- Carers who could provide long-term foster care who could care for children into adulthood;
- Foster carers for sibling groups;
- Supported Lodgings provision for sixteen to eighteen year olds, some of whom might be out of the Borough;
- Room only lodgings carers for young people eighteen years plus.

Specialist foster placements needed to be considered to manage young people with complex social and behaviour needs, possibly via solo placements or remand foster carers.

Recruitment Initiatives 2013-14 included:

- Advertising regularly in the local newspapers with dates of sessions and National Events such as Fostering Fortnight and Adoption week;
- Posters displayed in local venues such as community centres, doctors surgeries and schools;
- Monthly Information sessions and regular preparation groups;
- Utilised connections with the 'Homes for Good' scheme with the Kerith Church.
- Advertising specifically for long term placements within and just outside of the borough boundaries;
- Social media advertising including on publications and the Bracknell Forest website;
- Advertising campaign with Tesco's.

New Initiatives included:

- A publicity campaign for children over eight years and sibling groups needing long term foster carers;
- Recruiting Adopters from outside Bracknell Forest;
- Created new Children's profiles and DVDs to establish a streamlined approach to seeking families for permanence;
- Updating Fostering and Information Packs with a new design and updated information pack which included additional information sheets;
- Short break carers who had specific skills and experience and flexible availability. New images and design for promotional items.

Future aims included:

- To recruit a minimum of ten foster carers per year;
- To review and regularly update webpage content;
- To refine the publicity materials and information packs sent to enquirers;
- To continue to hold monthly fostering information sessions;
- To continue to hold regular fostering preparation groups and implement the new 'Skills to Foster' materials;

- To hold targeted campaigns to recruit carers for older children;
- To continue to work to recruit through the 'Homes for Good' campaign in partnership with local churches;
- To create a structured publicity plan for a range of outlets, local newspapers and utilise free editorials available;
- To develop Social Media Advertising;
- To explore new mediums of advertising to increase both fostering local and out of area enquiries.
- To continue to work with Bracknell Forest Foster Carers on recruitment activities and to support all foster carers in order to increase 'word of mouth' enquiries;
- To explore other avenues that would support face to face recruitment for example, approach community groups and local business.

Adopt Berkshire was a new shared service which started on 1 December 2014 and would manage adoption recruitment and find adoptive families for Bracknell Forest children. The Family Placement Team would continue to oversee other services such as: Post Adoption, Private Fostering, Connected Persons Foster Carers, and Special Guardians.

Panel members congratulated the team on recruiting eight foster carers so far this year. The Panel noted that there would be some additional support by the communications department.

The Chairman requested an update on the Family Placement Recruitment Strategy at the next meeting of the Panel.

(Action: Kim Harris)

38. **Six Month Adoption Report**

Kim Harris, Team Manager, Family Placement presented the Six Month Report of the Adoption Service. Members also had a copy of the six monthly update from the Berkshire Adoption Advisory Service which organised and managed the Adoption Panels.

The Six Month Report was a requirement. There had been an increase in the number of children with plans for adoption and over the last six months there had been a fully staffed Family Placement Team. The Team covered areas of post-adoption and step-parent adoption amongst others, and there had been an increase in step-parent adoptions. Monthly information and preparation sessions were undertaken pan-Berkshire. An update on the adoption scorecard was awaited and Bracknell Forest had performed well nationally in the last one.

Fostering to adopt was a key area of development. The two stage approval process had been successfully implemented. Two adopters had been approved and eight were currently under assessment. Some assessments were provided in-house and some were out-sourced. Adoption activity days were used as one of the methods for family finding, particularly important for older children.

The post-adoption social worker worked with approximately 39 families at any one time and some families were caring for very challenging children resulting in much direct work including therapy. The post-adoption social worker role was busy and demanding. There had been an increase in specific guardianship assessments in the team and these guardians, once approved, needed some form of on-going support.

This was a major challenge for the department on-going and would need close monitoring as to the impact on staffing. There had been no complaints in the service.

The Panel congratulated the team on their hard work. The Panel suggested that compliments be noted in the Six Month Adoption Report.

(Action: Kim Harris)

39. **Care Leavers**

Nora Dudley, Assistant Team Manager, Leaving Care Service, gave an update on Leaving Care Services and provided a detailed report.

The Leaving Care Service continued to be part of Children's Services with the same legislation and remit but the team was now based at 76 Binfield Road and had a new Head of Service, Karen Roberts. The team consisted of three people including an Assistant Team Manager. Young people had a named worker but all members of the team worked with young people leaving care. Structural changes were being worked through positively.

The team had a positive attitude toward care leavers and there was good engagement with young people in the service. Work had been undertaken with Louise MacLennan and Katya Tagon to encourage engagement.

There was a standard cohort of young people at present and multi-agency connections were found to be useful in supporting these young people. Credit was given to other workers and teams working with the Leaving Care Services.

There had been a great deal of work undertaken recently to ensure that young people's pathway plans were reviewed and appropriate to the needs of care leavers.

There would be an impact on support work in relation to new 'Staying Put' arrangements but this would be addressed to meet the needs of our young people.

In response to a panel member question, it was noted that care leavers' accommodation was a pressure area. Whilst Rainforest Walk and Holly House were useful, they did not always suit all the needs of young people in the borough. There were just two young people in tenancies with Bracknell Forest Homes. It was difficult finding suitable placements for young people with high needs, and there were also young people in the immigration and asylum process which presented another issue.

Links were being forged with housing associations and the 'Staying Put' was an additional resource. There were no care leavers in bed and breakfast at present and the aim was to support young people to obtain a room in a shared house. Pathway plans were critical and they would be redesigned and improved in 2015.

There would be a further update on accommodation for care leavers at the March 2015 meeting of the Panel and an officer from Housing might be invited to attend the meeting.

(Action: Nora Dudley / Sarah Roberts)

40. **Draft Virtual School Annual Report**

Kashif Nawaz, Assistant Head, Virtual School presented the Virtual School Annual Report. There was a focus on impact and outcomes over the next 12 months. Objectives were a challenge and could be difficult to achieve. Support was needed to

progress in relation to Key Stage 4 results, a focus on early intervention, and a review of the provision as a virtual school would be undertaken.

Links with local businesses would be reviewed and maintaining positive aspirations was a key aim and challenge. There was a focus on provision of necessary academic and life skills. The nature of challenges of young people placed out of the borough was a concern with schools, and the Virtual School Annual Report was a key piece of evidence for Ofsted. There was an overview of the past 12 months and key messages.

In response to Members' questions the following points were made:

- The Key Stage 1 results for one child would have an impact in terms of percentages but overall the outcomes at Key Stage 2 were pleasing.
- The life chances for looked after children were improving and there was a clear pathway through with many positives.
- Not all virtual schools were as well maintained as the Bracknell Forest one but the aim was to make sure that young people placed out of borough received the equivalent support to in borough, although this was a time consuming exercise.
- A member of the virtual school team always attended PEPs. A PEP was undertaken every six months but was monitored termly and contact was maintained during the period of a PEP. There was a more strategic drive, and electronic PEPs were easier to monitor and more consistent. The aim was for smart achievable targets.
- The key worker in residential placements would monitor young people in relation to completion of homework, and additional support could be put in place if needed.
- The action plan was a working document and jointly owned. The aim was to encourage education and health to be a focus for all professionals involved with young people regardless of their role.

41. **Review of the Pledge**

Sarah Roberts, Policy and Research Officer gave an update on the Review of the Pledge.

The aim was to make it more measurable and to make the eight items simpler with standards to expand on the items. There was a survey at the Achievement Awards using new i-Pads which SiLSiP helped with and answers were entered directly into the i-Pads. The young people all understood why they were in care and overall it was a good reflection on the work which was being undertaken.

The survey identified a number of areas where further work should be undertaken with young people, particularly around their understanding of confidentiality and information sharing, and the complaints system.

The Chairman requested that the Review of the Pledge be a standing item on the agenda for future Panel meetings.

(Action: Sarah Roberts)

42. **Staying Put Policy Update**

Heather Brown, Interim Head of Service for Looked After Children gave an update on the Staying Put Strategy.

The preparation of the Staying Put Policy had proved to be complex, highlighting financial implications for Bracknell Forest Council. The Strategy was in draft at present and being considered by CMT.

Background information highlighted that from 18 years of age; young people were no longer legally in care or looked after children. However new legislation came in May 2014 regarding the need for staying put arrangements allowing young people to stay put in their foster placement if they and their foster carers were in agreement. Two young people this year remained in foster care post 18 years of age. The financial implications included foster placement bed blocking post-18. There was a recruitment strategy in place, which was currently being reviewed and various options were being considered in relation to the cost of a staying put arrangement.

There was an anticipation that not all young people would want to stay put in their placements post-18, but some may and could stay until 21 years. There were three financial options being considered by BFC:

Option 1: Match current allowances, less £27.50 weekly payment for transport, personal/pocket money, and clothing.

Option 2: Standard allowance paid to the carer based on cost neutral impact to the Council for a mainstream carer.

Option 3: Reduce the £105 per week market supplement over a three year period. This would see some reduction in income to the carer if a SP arrangement continued beyond the first year. This option was currently being considered as the best option.

In addition alternative arrangements would need to be put into place for young people going to university. It was proposed that £50 per week retainer be paid to carers during the University term, plus an additional £30 per night when the young person returned for weekends and short breaks.

The Government had given a small grant towards the costs of 'Staying Put' but it was anticipated that this would be insufficient to meet demand and therefore may cause a budget pressure.

Bracknell Forest Council had previously put measures in place when looked after children became 18 years old and this would continue until the Staying Put Strategy was agreed.

There would be an annual update on 'Staying Put' at the December Panel meetings in future.

(Action: Head of Service, Looked After Children)

43. **Exclusion of Public and Press**

RESOLVED that pursuant to Section 100A of the Local Government Act 1972, as amended, and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of the following item which involves the likely disclosure of exempt information under the following category of Schedule 12A of that Act:

- (1) Information relating to any individual (Item 44).

44. Performance Management Information

Lorna Hunt, Chief Officer: Children's Social Care presented the latest performance management information.

Adopt Berkshire Service came into effect from 1 December 2014. There were a few children on Placement Orders who would go back to court to change these to care orders. Placement stability was being closely monitored and had improved. Health checks were up 97% but dental checks were still a challenge with some young people in care who did not want to see a dentist. Care leavers had moved to be based at Binfield Road and would be able to benefit from the multi-agency working already taking place at that venue.

Peter Hodges would take over from Heather Brown as Head of Service for Looked After Children in March 2015. There was some stability in relation to staffing but a few more staff were due to leave. There would be two manager posts vacant from January 2015, the Duty team manager and an Assistant team manager in the Under 11's team. Changes in team managers could be challenging due to new managers having a lack of local knowledge.

Out of the six local authorities in Berkshire, Bracknell was third in terms of Court case timeliness performance. There was an average of 29 weeks for court cases and the aim was for 26 weeks. Statements and report writing for courts took a couple of weeks to write. It was an ongoing struggle for managers and social workers to fit in court work around their other work commitments. The legal aspect of social work kept the teams very busy.

It had been agreed that there would be 2.4 case managers, based in the joint legal team, to cover four local authorities in Berkshire. Court work was a pressure in the team, particularly for social workers who could be questioned for hours/ days under oath.

The Chairman thanked Lorna for the latest performance management information.

45. Dates of Future Meetings and Forward Plan

25 March 2015	Regulation 33 Visits Children Placed Out of Area Audit Family Placement Recruitment Strategy Care Leavers Accommodation Review of the Pledge
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Child Sexual Exploitation

Member Development Seminar
26th January 2015

Definition of Child Sexual Exploitation (CSE)

- The sexual exploitation of children involves situations where young people (or a third person or persons) **receive 'something'** (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.
- It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.
- In all cases, those exploiting the child **have power over them** by virtue of their age, gender, intellect, physical strength and/or economic or other resources.
- Violence and intimidation are common, involvement in exploitative relationships being characterised mainly by the **child's limited availability of choice** resulting from their social/economic and/or emotional vulnerability.

The government guidance requires agencies to work together to:

- Develop local prevention strategies.
- Identify those at risk of sexual exploitation.
- Take action to safeguard and promote the welfare of particular children and young people who may be sexually exploited,
- take action against those intent on abusing and exploiting children and young people in this way.

Bracknell Forest activity

Two groups meet in Bracknell Forest to monitor the work in relation to CSE:

- The LSCB Strategic Sub Group.
- The CSE Operations Group (formerly Mapping Group).
- Role of the CSE Strategic Group is to:
 - develop the LSCB Strategy and monitor the implementation of the action plan;
 - completed in June 2013 and approved by the Local Safeguarding Children's Board;
 - provide Strategic co-ordination and oversight of multi agency activity in this area of practice.
- Members of the CSE Strategic Group are the strategic leaders of the LSCB partner agencies.
- CSE Strategic Group also considers national developments and report recommendations i.e. Jay report – CSE in Rotherham 2014, OFSTED thematic Inspection Report 2014.

CSE Operational Group

- Children's Social Care (CSC) developed a multi agency professionals mapping group in late 2011 due to concerns about a number of young people, predominately females, who were regularly missing, had issues with school attendance, were using drugs and engaging in risky relationships.
- During 2013 concerns relating to CSE were highlighted in a number of high profile disclosures and criminal trials nationally. In early 2014 the mapping group was developed into a formal CSE operations group to aid the prediction and prevention of children who may be at risk of exploitation in the area.
- The Operational Group meets monthly and has representation from all relevant partners.
- The referral route to the group is usually via a CSE risk assessment tool, however it is sometime via a CAF - in these instances one outcome would be for the lead professional to complete a CSE risk assessment.

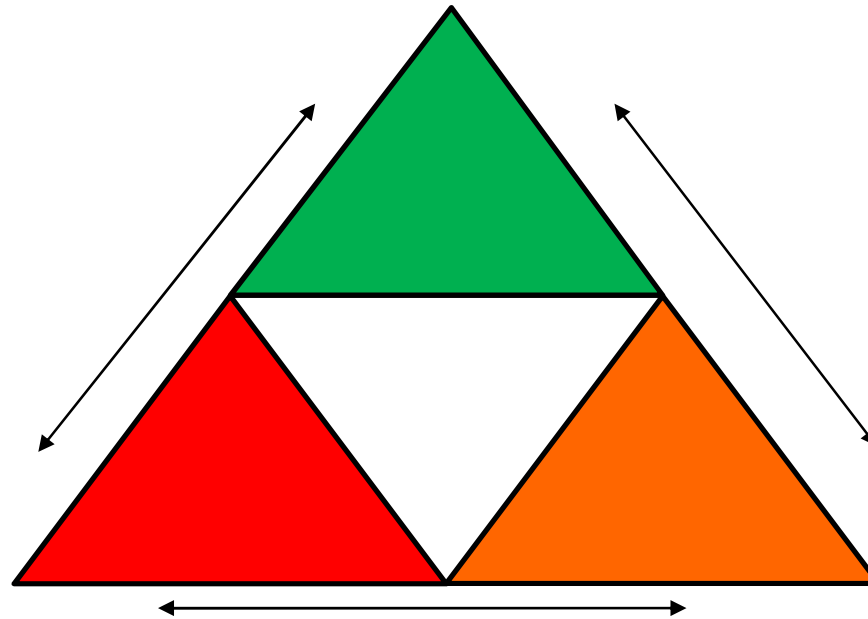
CSE Operational Group continued

- All young people who are identified as at risk of CSE are required to have a CSE action plan, this ensures everyone is clear who is doing what to minimise the risk. This may be in the form of a Child In Need, Child Protection or Looked After Child Plan. If a young person is not subject to any of these plans, a CSE action plan must be completed.
- The Operations Group reviews each young person at risk, with agreed levels of concern (1, 2, 3 or Archived), to ensure that there are sufficient actions taking place to reduce risk, as well as ensuring each relevant agency is aware of all the current information relating to a YP.
- New completed CSE risk assessment tools are discussed.
- Any concerning adults who are linked to the young people are mapped, with particular relevance to the identification of organised groups.
- The meeting is used as an opportunity to look at training and audit reviews when knowledge is shared and attendance promoted on any recommended training plus feedback on any learning from audits / reviews.

Sexual Exploitation Risk Assessment (SERA) Model

Description of young person with risk indicators in level 1

Smaller number of risk factors identified or movement from levels 2 or 3. For example: sexualised risk taking behaviours, beginning to truant from school, occasionally going missing, going to known places of concern, early signs of problem drugs or alcohol use.



Description of young person with risk factors identified in level 3

Multiple risk factors. For example: entrenched in one or more abusive relationships, contact with known perpetrators, going missing and running away from home regularly, problem alcohol and/or drug use, experience of violence, intimidation and fear.

Description of young person with risk factors in level 2

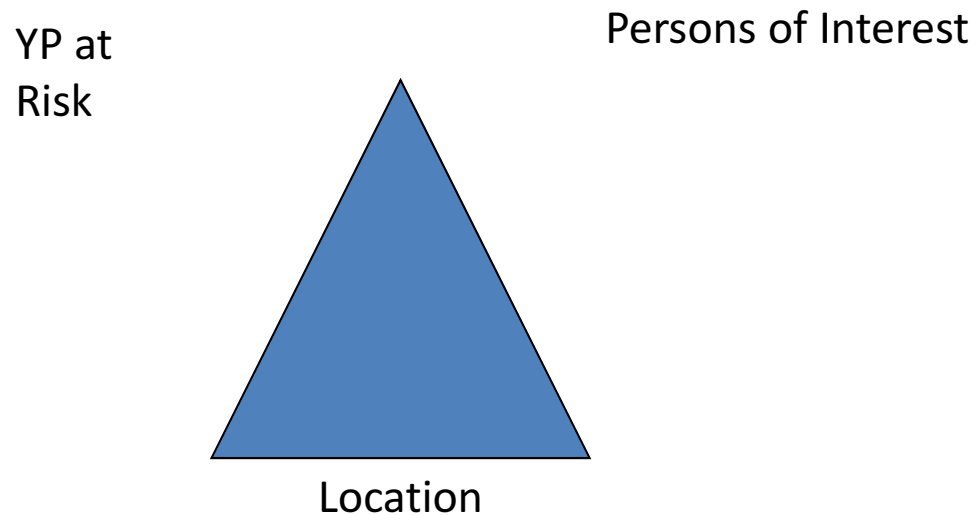
Fewer risk factors or signals (or reduction from level 3). For example: regularly going missing, swapping sex for goods, monies. Truancy regularly from school. Going to places of concern 'HOT SPOTS', involved with vulnerable peers, experiencing violence, intimidation and fear. Developing drug and alcohol use.

Underlying Causes of the Problem

We use the Problem Analysis Triangle (PAT) which recognises that for a crime to be committed, the following elements must be present:

- a Victim / YP Person at risk
- an Offender / Person of interest
- a Location

If one or more of these elements do not occur, then a crime cannot be committed. By identifying common elements in incidents that make up a problem, it may be possible to prevent further crimes by removing or altering one or more of the elements.



Current cases in Bracknell

SERA level	Number of cases
Level 1	4
Level 2	2
Level 3	2

Any questions ?

Quick Guide to Identify the Risk Indicators for Child Sexual Exploitation

<p>Level 1 - Low Level Risk Indicators</p> <ul style="list-style-type: none"> • Regularly coming home late or going missing • Overt sexualised dress • Sexualised risk taking including on the internet • Unaccounted for monies or goods • Associating with unknown adults or other sexually exploited children or young people • Reduced contact with family and friends and other support networks • Sexually transmitted infections • Experimenting with drugs and/or alcohol • Poor self image, eating disorders and/or some self harm. 	<p>Level 2 - Medium Level Indicators- any of Level 1 and ONE or more of these indicators</p> <ul style="list-style-type: none"> • Getting into cars with unknown adults • Associating with known CSE adults • Being groomed on the internet • Clipping i.e. offering to have sex for money or other payment and then running before sex takes place • Disclosure of a physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint • Being involved in CSE through being seen in hotspots i.e. know houses or recruiting grounds • Having an older boyfriend/girlfriend • Non school attendance or excluded • Staying out overnight with no explanation • Breakdown of residential placements due to behaviour • Unaccounted for money or goods including mobile phones, drugs and alcohol • Multiple sexually transmitted infections • Self harming that requires medical treatment • Repeat offending • Gang member or association with gangs.
<p>Level 3 - High Level Indicators- any of Levels 1 and 2 and ONE or more of these indicators</p> <ul style="list-style-type: none"> • Child under 13 engaging in sexual activity • Pattern of street homelessness and staying with an adult believed to be sexually exploiting them • Child under 16 meeting different adults and exchanging or selling sexual activity • Removed from known 'red light' district by professionals due to suspected CSE • Being taken to clubs and hotels by adults and engaging in sexual activity • Disclosure of serious sexual assault and then withdrawal of statement • Abduction and forced imprisonment • Being moved around for sexual activity • Disappearing from the 'system' with no contact or support • Being bought/sold/trafficked • Multiple miscarriages or terminations • Indicators of CSE in conjunction with chronic alcohol and drug use • Indicators of CSE alongside serious self harming • Receiving rewards of money or goods for recruiting peers into CSE. 	
<p>What to do if you suspect CSE:</p> <p>You can report your concerns via Crime Stoppers Tel: 0800 555 111 Call the police non-emergency Tel: 101 In an emergency dial 999 Contact Children's Social Care for the areas you are concerned about in Bracknell Tel: 01344 352020</p>	

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
4 MARCH 2015**

**ANNUAL REPORT OF THE WORK OF THE VIRTUAL SCHOOL 2013-14
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 This report introduces the attached 2013-2014 Annual Report of the Work of the Virtual School.

2 RECOMMENDATION(S)

- 2.1 **That the Panel considers the attached 2013-2014 Annual Report of the Work of the Virtual School.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider the 2013-2014 Annual Report of the Work of the Virtual School.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

Contact for further information

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**TO: EXECUTIVE MEMBER FOR CHILDREN, YOUNG PEOPLE AND
LEARNING
20 JANUARY 2015**

**ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL
2013 - 2014**

Director of Children, Young People & Learning

1 PURPOSE OF REPORT

1.1 To note the Annual Report of the Virtual School.

2 RECOMMENDATION

2.1 **To NOTE and APPROVE the Annual Report on the work of the Virtual School**

3 REASONS FOR RECOMMENDATION

3.1 To review the progress made by the Virtual School from September 2013 to August 2014.

4 ALTERNATIVE OPTIONS CONSIDERED

4.1 None considered.

5 SUPPORTING INFORMATION

5.1 The LA has established a Virtual School with a remit to ensure that Looked After Children receive appropriate education and achieve well. The attached report covers the period for the academic year 2013 – 14 and includes a description of the work undertaken by members of the Virtual School. The Assistant Virtual School Head reports to the Chief Adviser, who is the nominated Virtual School Head for the LA.

5.2 The report has been written to describe the work of the Virtual School and the impact of the service on Looked After Children.

Supporting information

Annex 1 Annual Report on the Work of the Virtual School (September 2013 – August 2014)

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

6.1 Not Required

Borough Treasurer

6.2 Not Required

Equalities Impact Assessment

6.3 Not Required

Strategic Risk Management Issues

6.4 None identified.

Other Officers

6.5 None identified.

7 CONSULTATION

Principal Groups Consulted

7.1 None.

Method of Consultation

7.2 Not applicable.

Representations Received

7.3 Not applicable.

Background Papers

7.4 None

Contact for further information

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Looked After Children

Annual Report of the work of the Virtual School

September 2013 – August 2014

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1. Vision and Values

Our vision is that every child and young person in care is the best they can be. We aim to enable this to happen by having a direct impact on the life experience of children and young people in care through working directly with:

- Children/young people
- Schools
- Social care staff
- Foster carers and the full range of support services, and
- Acting as their 'champion' in facilitating the best educational opportunities possible.

Our approach is to treat each child and young person as an individual. We take pupils' varied life experiences and needs into account.

The work of the Virtual School can be encapsulated in our mission statement:

'MAKING EVERY DAY COUNT FOR LOOKED AFTER CHILDREN'

On 31st March 2014 there were a total of 113 looked after children in the care of Bracknell Forest. 52 lived within Bracknell Forest and 61 in other Local Authorities. 67 were in a form of education. The Virtual School has the responsibility for ensuring all these children, both inside and outside Bracknell Forest, receive the best possible educational opportunities, in the broadest sense, to enable them to achieve their potential and more.

This annual report will outline the work of the Virtual School during the academic year September 2013 to August 2014, with a particular focus on the outcomes for children and young people.

In terms of educational achievements we strive to ensure:

- Good progress is made by all Looked After Children based on their starting point
- Needs are identified in order to match resources to those needs and plans are tailored in a personalised way to help Looked After Children meet and potentially exceed their personal targets
- We have the most up-to-date data on each Looked After Child's progress and attainment, including National Curriculum levels where appropriate
- That schools and we have good tracking systems in place
- A culture exists where Looked After Children participate in positive activities
- Attendance rates are high and given priority by schools
- Looked After Children have good access to further and higher education, training and employment.

- All those working with and supporting Looked After Children have high aspirations for their success.

The overall aim of Bracknell Forest Virtual School is to promote and champion the educational needs of all Looked After Children across the Local Authority and those children and young people placed out of authority.

The Virtual School for Looked After Children supports schools by proactively offering to:

- Track and monitor the progress of all Bracknell Forest Looked After Children
- Deliver in school interventions and placement support through 1 to 1 work from qualified teachers
- Intervene, where necessary, in admissions of Looked After Children to school and ensure key partners are familiar with the School Admissions Code
- Arrange individual tuition as required
- Access Early Years advice and support
- Monitor completion and undertake quality control of Personal Education Plans (PEPs)
- Identify individual and cohorts of Looked After Children who may need additional support.
- Provide Further Education / Higher Education advice and support
- Provide support at Looked After Children Annual Reviews and Special Educational Needs meetings
- Support transitions between schools and key stages.
- Support partnership working with agencies and Council Services
- Provide support/advice to Designated Teachers in schools, set up networks for Designated Teachers and regularly liaise with all Designated Teachers
- Maintain a database of Designated Teachers for Looked After Children at schools and Ofsted ratings of schools
- Deliver training to teachers, school governors, foster carers and partners.
- Recognise the achievements of Looked After Children through an annual awards ceremony
- Advise on the targeted use of the Pupil Premium to raise achievement.
- Advice to carers at key stages of schooling such as SATs and GCSEs.

The Virtual School has the additional role of monitoring the progress of Looked After Children who are placed in Bracknell Forest schools by other local authorities, and will offer advice and exchange information with other authorities. On the 1st of September 2014, there were 67 Looked After Children placed in Bracknell Forest Schools from other Local Authorities.

2. The Virtual School

Changes to the role of the Virtual School Head

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever he or she lives or is educated. Following an amendment to The Children and Families Act 2014, local authorities in England are now required to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated. As a result, the role of the Virtual School Head (VSH) became a statutory role. This change led to a further

emphasis on the working relationship between Social Workers, Virtual School Heads and Independent Reviewing Officers (IROs) to work in partnership to ensure that education arrangements for a child are arranged at the same time as a care placement and that an out-of-authority care placement should not be made unless there is appropriate educational provision in place before the placement is agreed.

The Team

The Virtual School currently consists of a Virtual School Head, an Assistant Head and three Looked after Children Education Support Officers (equivalent of 2.2 FT). They are all qualified teachers with several years of teaching experience across a range of settings and curriculum areas. This expertise is pivotal in ensuring that the Virtual School maintains a holistic view of the educational journey of all young people and that relevant plans are developed and effectively monitored.

Our Partners

The Virtual School recognises the importance of partnership working and actively promotes Corporate Parenting. There is an expectation that Looked After Children are the responsibility of all services and that their outcomes can only improve if those services work together. The Virtual School is an active member of the Life Chances Team and co-chairs this group supporting the development and monitoring of the action plan. The action plan is a continuous working document which is reviewed at each meeting. Our key partners include: Pupil Referral Unit, Behaviour Support Team, Education Welfare Service, SEN team, Children's Social Care, Educational Psychology, Ethnic Minority and Traveller Achievement Service, School Improvement Team, Leaving Care service, Fostering and Adoption, Independent Reviewing Officers, Information Management, Further Education Providers, Admissions Service and Welfare Call.

3. Impact and Achievements

Our plans for 2014-15 build on the work we did in 2013 – 14. During this period, we noted:

- Improved rates of children's attendance at school. There were no permanent exclusions during 2013 – 14.
- Children are doing well at school, are generally progressing in line with expected levels and Key Stage results are improving when comparing against performances from the previous year.

A key part of the work of the Virtual School is to monitor the annual attainment at the end of each key stage for LAC cohorts. The following provides an analysis of the performance of LAC in these assessments:

Key Stage 1

At 31 March 2014 there were four Year 2 LAC in the cohort. However, one was disapplied as they were working at a level significantly below Level 1 as a consequence of their special needs. The percentage attaining Level 2+ in reading remained the same as in 2013 from 2012 (i.e. 100%). The percentage achieving Level 2+ in writing reduced by 67%. Although a significant number this was mainly due to the small cohort for both years (i.e. 2013 and 2014). The percentage of LAC who achieved level 2+ in Maths reduced by 33% - all three young people achieved

L2+ in maths in 2013 but only 2 out of the 3 did so in 2014. The cohort had two (50%) children with a statement for SEN.

% KS1 Reading L2+			
	2013	2014	% Change 2013-2014
Bracknell LAC	67	100	33%
All Bracknell	91.5	90.1	-0.6%
National (LAC)	69	71	+2%

% KS1 Writing L2+			
	2013	2014	% Change 2013-2014
Bracknell LAC	67	0	-67%
All Bracknell	89.0	87.8	-1.2%
National (LAC)	61	61	0%

% KS1 Maths L2+			
	2013	2014	% Change 2013-2014
Bracknell LAC	100	67	-33%
All Bracknell	94.1	93.0	-0.9%
National (LAC)	71	72	+1%

Key Stage 2

At 31 March 2014 there were six Year 6 LAC in the cohort compared to four in 2013. Of these six, two had a statement of SEN and one was entered for the assessments. The percentage attaining Level 4+ in Maths rose from 67% in 2013 to 80% in 2014.

% KS2 Maths L4+			
	2013	2014	% Change 2013-2014
Bracknell LAC	67	80	13%
All Bracknell	84.9	84.8	-0.1%
National (LAC)	59	61	+2%

A similar increase was seen for L4+ attainment in Reading and Writing:

% KS2 Reading L4+			
	2013	2014	% Change 2013-2014
Bracknell LAC	67	80	13%
All Bracknell	88.0	89.1	1.1%
National (LAC)	63	68	+5%

% KS2 Writing L4+			
	2013	2014	% Change 2013-2014
Bracknell LAC	67	80	13%
All Bracknell	86.6	86.1	-0.5%
National (LAC)	55	59	+4%

Key Stage 4

At 31 March 2014 there were eight Bracknell Forest LAC who were eligible to take GCSEs, six less than last year. In general, the cohort size is quite small and so there can be quite wide swings of reported performance from year to year as a result. The cohort had six (75%) statemented children compared to six (43%) last year. The percentage obtaining 5 or more GCSEs grade A* to C was 12.5% in 2014, a decrease of 20.8% on the previous year figure which was of 33.3%.

% KS4 5+ A* - C grades			
	2013	2014	% Change 2013-2014
Bracknell LAC	33.3	12.5	-20.80%
All Bracknell	89.1	66.9	-22.20%
National (LAC)	74.5	62.6	-11.90%

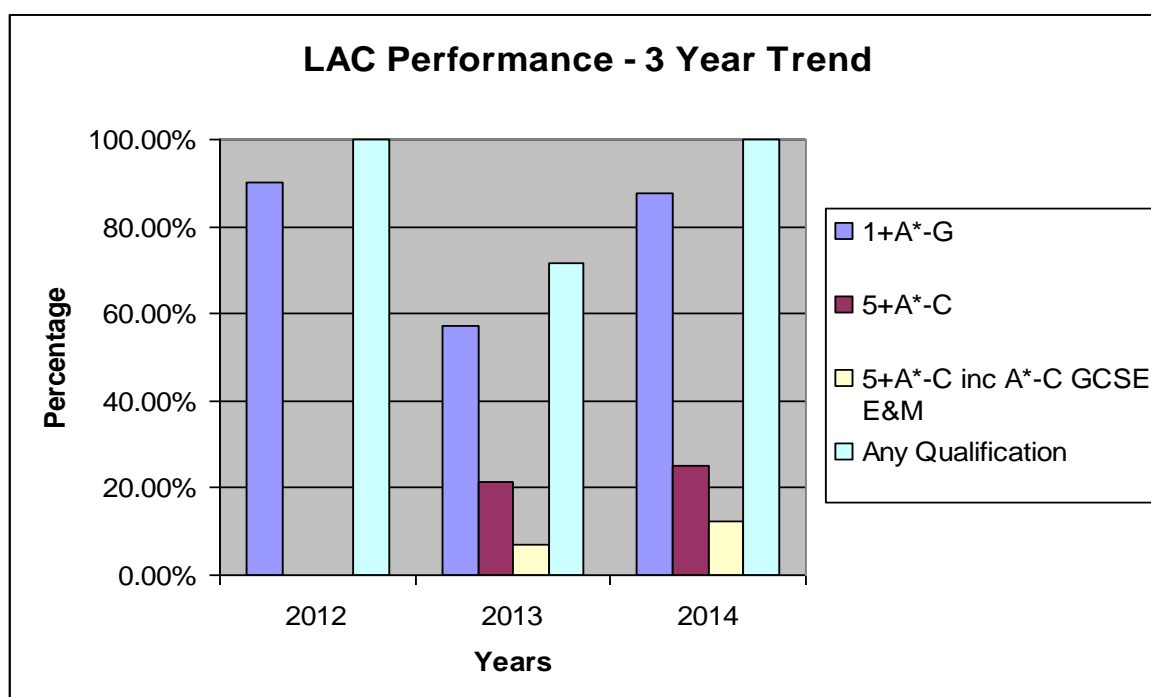
12.5% obtained 5 or more GCSE's grade A* to C, including English and mathematics in 2014, an increase on last year of 2.5%. All Bracknell Forest pupils achieving 5+ A* - C including English & mathematics has slightly increased, 63.9% in 2014 compared to 63.4% in 2013.

% KS4 5+ A* - C grades including English and mathematics			
	2013	2014	% Change 2013-2014
Bracknell LAC	10	12.5	20.80%
All Bracknell	53.9	55.0	1.10%
National (LAC)	55.4	52.1	-3.30%

The percentage obtaining at least 1 pass A* to G or equivalent was 87.5% in 2014 compared to 100% in 2013. This compares unfavorably with their Bracknell Forest peers with 97.8% obtaining at least 1 pass A* - G.

% KS4 1 GCSE pass A* to G			
	2013	2014	% Change 2013-2014
Bracknell LAC	100	87.5	-12.5%
All Bracknell	98.2	97.8	0.4%

- It is also worth observing the performance of Bracknell Forest Looked After Children over a period. Looking at the 3 year trend for this group, it is clear that certain patterns emerge. Most notably the gaps in attainment for 5+ A* - C grades including English and mathematics and the strength when looking at qualifications achieved across any assessed area:



- More young people are attending settings graded as either Good or Outstanding by Ofsted. The following table shows a breakdown for these schools:

Summer 2014

Primary (incl. Pre school/Nursery)		Total	
Ofsted Grading	Description	OLA	BF
1	Outstanding	0	0
2	Good	4	14
3	Satisfactory/Requires Improvement	1	5
4	Inadequate	0	5

29				
Secondary				
Ofsted Grading	Description	OLA	BF	
1	Outstanding	4	2	
2	Good	11	4	
3	Satisfactory/Requires Improvement	4	15	
4	Inadequate	0	1	
				41
6th Form				
Ofsted Grading	Description	OLA	BF	
1	Outstanding	0	1	
2	Good	0	0	
3	Satisfactory/Requires Improvement	0	0	
4	Inadequate	0	2	
				3
College				
Ofsted Grading	Description	OLA	BF	
1	Outstanding	1	0	
2	Good	5	0	
3	Satisfactory	3	3	
4	Inadequate	0	0	
				12
Total				85
Grand Total		OLA	BF	% of total LAC
	Outstanding	5	3	9%
	Good	20	18	45%
	Satisfactory/Requires Improvement	8	23	36%
	Inadequate	0	8	9%

The combined figure of 54% (i.e. percentage of Looked After Children attending schools inspected to be either Good or Outstanding during 2012 – 13) shows an increase of 6% on the previous year.

- The number of young people who have left care and gone on to university or higher education has gone up. There are currently 33 care leavers in further education and 9 in higher education. This is an increase of 15 from 2012 – 13 when there were 23 in a mainstream further education setting and 4 in higher education.

Special Educational Needs

One common feature of LAC is the high numbers who are on the SEN continuum. 2% of all Bracknell Forest children have a statement (Source: Schools Census

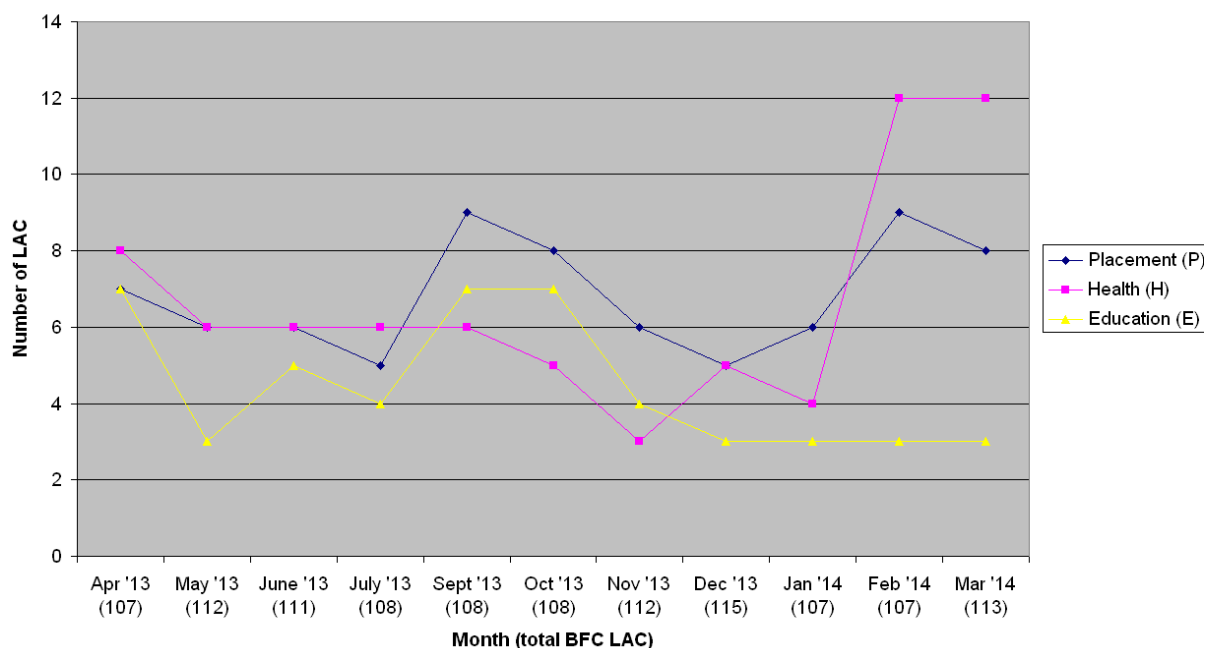
January 2014). By contrast, a larger proportion of Bracknell Forest Looked after Children have a statement for SEN. The numbers with SEN vary year by year as children come in and out of care and when in care have their needs fully explored. Of the total school age cohort of 68, 28 young people (41.1%) had a statement of SEN. The end of key stage results reflects the trend within individual year groups. The numbers of LAC with a statement of SEN across each key stage are:

- Early Years - 1
- Key Stage 1 - 2
- Key Stage 2 - 7
- Key Stage 3 - 9
- Key Stage 4 - 5
- Key Stage 5 - 4

4. Multi Agency Approach and Impact

- Engagement with the Life Chances team has led to a greater integration of the Virtual School, Education Psychology and Education Welfare services enabling joined up working to support individual children in school as well as benefiting from the input of other specialist resources. The impact of the work of the Virtual School has also been reflected in a decrease of 55% of education related concerns during the past 12 months. A typical example of greater collaboration between agencies was evident during a discussion at Life Chances Team (LCT) meetings where it was identified that both the Virtual School and Education Psychologist were having separate discussions with the same secondary school regarding the same pupil. A plan to arrange a joint meeting with the SENCO resulted in a coherent and quicker plan being put in place, and reduced the school's time in meetings.
- This improving trend combined with a positive impact on the reduction of the number of Looked After Children experiencing concerns around their Health and Placement can be seen here:

Number of LAC identified by LCT by area of concern



This chart demonstrates the impact of plans made at the LCT to address identified need, i.e. there has been a reduction in the number of children identified with concerns about their placement and education stability and a small increase in issues relating to health. During this period, there were 12 young people who had a RED status for three months or more – reflecting the complexity and the difficulty in resolving issues quickly, despite the intervention of professionals.

- In March 2011 6% of Looked After Children had missed at least 25 days of schooling in the previous year but in the following year to March 2014 3 children had missed at least 25 days of schooling. The improved situation was partly a result of the system which is in place for schools to alert the Virtual School should a looked after child be absent from school without authorisation.

Impact

It is also important to look at our progress in the national context. The Department of Education provided a statistical release 'Outcomes for Children Looked After by Local Authorities in England' which outlines the achievements of all Looked After Children in 2013 and reported the following headlines:

- Looked after Children have poorer outcomes than non Looked After Children. A high proportion (67.8%) have Special Educational Needs and their emotional and behavioural health is often a cause for concern. However, despite poor outcomes, there have been improvements for nearly all the measures in this statistical release.
- The percentage of Looked After Children achieving 5 or more A* to C GCSEs or equivalent has increased from 11% in 2009 to 15.3% in 2013.
- The attainment gap between Looked After Children and non Looked After Children for the main key stage 1, 2 and 4 measures have decreased or remained the same from 2012 to 2013. However, the gaps are still large especially for key stage 4 where 15.3% of Looked After Children achieved 5 or more A* to C GCSEs or equivalent compared with 58% of non Looked After Children. Although this gap has narrowed in recent years to 42.7% it is still higher than it was in 2009.
- Looked After Children are twice as likely to be permanently excluded from school and three times more likely to have a fixed term exclusion.

To further demonstrate the impact of the work of the Virtual School, the following anonymised case studies have been produced by the team.

Case Study 1

The school in question is a rapidly flourishing secondary school with an inspirational Head. The school has around 13.6% ethnic minority pupils with 8% EAL. Historically, the Pupil Support Department has relied on EMTAS to assess/induct and support new arrivals and EAL pupils. In November 2012, two new arrivals joined the school that were also of refugee status. The 2 Looked After Children had been placed by Children's Social Care with a foster family within the borough. The next step was to make provisions for a meaningful, challenging and yet at the same time accessible curriculum.

Actions:

The Headteacher took a lead in partnership with the Designated Teacher on implementing measures to initiate the school process for the pupils. Initial actions included provision of a half day time table and dedicated time from the Pupil Support Department to assist during the early days. A meeting was held in the presence of the two pupils, their foster family, the LA EMTAS Team Leader (who also acted as an interpreter for the meeting and subsequent sessions), a member of the Virtual School, the school Head and Assistant Head. The outcome of the meeting decided that initial sessions would include support from the EMTAS Team Leader on 2 mornings per week for an hour and a half on each day, a combination of mornings and afternoon only sessions to allow for flexibility for the pupils and lessons such as Design Technology (DT) and Physical Education (PE) highlighted as compulsory alongside English and Mathematics for the pupils to attend. The reason for Design Technology was the fact that it is taught by the Headteacher who was keen on working with the pupils in a classroom environment to demonstrate suggestive teaching and learning practices to colleagues and students.

Arrangements:

The lack of English meant that communication with the new arrivals was a serious cause for concern. The pupils were only able to communicate in their home language of Pashto. The EMTAS Team Leader initially commenced communication with a combination of Pashto and Urdu and used this as the foundation to establish the trust and confidence of the pupils who had come from a rather unsettling experience in their native country. The immediate steps were to establish the emotional well being of the pupils, their aspirations and expectations from attending secondary schooling in England. The information acquired was shared sensitively with the schools safeguarding lead to ensure that information was shared with all relevant parties.

Activities:

The curriculum experience during the first 3 – 4 weeks for the pupils was a mixture of lessons in class, on a one-to-one basis outside of class and participation in group activities around the school. EMTAS has recently developed an “Induction and Support Pack for Supporting New Arrivals” – this opportunity was used to use the program and its content. During an eight week period, the pupils had gained vital experience in attending English, Mathematics, Science, PE and DT lessons, use of computers and the purpose of a library; most of these were previously unknown to the pupils. A programme of language support was also incorporated into the pupils’ timetable. These sessions consisted of three mornings per week involving key aspects of reading, writing, listening and speaking in English.

Progress:

The previous 8 – 10 weeks have seen the pupils gain in immense confidence in taking responsibility for their own learning and progress. The keenness in the pupils to “want to know more”, develop their language and communication skills in English and yet at the same time to maintain their own cultural identity is evident for all. Firm links have been established between the school, the foster family, local social link worker and the LA in partnership with the pupils; this has been used effectively to disseminate important strands of information where necessary. Close links have been maintained between the LA and the secondary school to constantly monitor the aspects of the curriculum offered and to constantly provide flexibility with a challenging edge for the pupils to enjoy and progress during this experience.

The realm of uncertainty in relation to their cases with the Home Office has meant that planning for the pupils has had to be on a term-to-term basis. An amount of funding has also been made available by the LA to assist the school introducing new resources and developing existing expertise in light of these experiences. These are currently being arranged and will assist in the continuity of the effectiveness of the service being provided to the pupils. In partnership with South East Grid for Learning (SEGfL) a process of “flash meetings” (web conference meetings) have been arranged. A partner school will be identified with Pashto/Urdu speaking students who will then be linked with our pupils to establish friendships with the aim of language and emotional development at the heart of the arrangement.

The use of ICT in language development is being explored with the pupils. The use of interactive programmes (pre-observed by EMTAS) and material will be incorporated into future support sessions. A project is currently being defined for the pupils to develop. The background to the project is for the pupils to carry out research on their home country and to present this to an audience consisting of teachers and students. This experience will be used as an opportunity for the pupils to develop their language skills and confidence and for the audience to gain an appreciation of their life experiences. The need for whole school training on EAL, cultural diversity and safeguarding vulnerable pupils had been identified and since then been delivered. This will be delivered in partnership with the pupil support department and Senior Management Team.

Case Study 2

‘M’ came into the care of the Bracknell Forest Council in Sept 2012, when he was 9 years old. He was accommodated under Section 20. Prior to this he had also had a short period of accommodation under section 20 approximately one year earlier but had not been seen by the Virtual School due to the brief period and time of year (summer holidays).

Background

‘M’ has attended 2 primary schools and has been at his current school since May 2011. He is working slightly below expected levels Maths 3b, Reading 3b, Writing 3c for his cohort (3a) and takes part in school intervention groups.

Primary/Secondary Transition

At the Personal Education Plan meeting in May 2013 it became apparent that no consideration had yet been given to ‘M’ choice of secondary school. An early PEP meeting was held in September 2013 and information on the secondary schools admissions process shared. Prior to this meeting ‘M’ with carer and M’s mother (separately) had visited the secondary school for which ‘M’ primary is a feeder school. A plan was made that ‘M’s’ mother would also visit a local academy school at up coming open evening as this is an ‘excellent’ school. Following this visit the Virtual School spoke with mother and agreed to arrange an additional visit for ‘M’ to view the school. This was arranged in liaison with the school’s designated teacher. A team member of the Virtual School accompanied ‘M’ and mother on this visit. At the request of ‘M’ and his mother an additional visit was also arranged to ‘M’s’ feeder school as he felt he had not seen enough of the school on his initial visit. Again accompanied by a member of the Virtual School and arranged with the designated teacher. ‘M’s’ social worker then discussed school choices, in view of ‘M’s’ care plan and supported ‘M’s’ mother in completing the application process.

Through this process both 'M' and his mother were given information to allow them to make an informed decision of his school choice taking into consideration his LAC status and position in the admissions process.

Case Study 3

'A' came into the care of the Bracknell Forest Council in March 2006, when he was 9 years old. He was accommodated under Section 20. After a brief period with a local authority carer he was sent to a specialist children's home in a neighbouring borough. At the time he joined, two of his siblings were already placed there. One moved out in 2006 and the other in 2011.

Primary School

'A' finished primary education at his then primary school, despite living out of the borough. 'A' was described by school as "average" at this point. His Key Stage 2 levels were:

English	Level 3
Science	Level 3
Mathematics	Level 4

Secondary School and Challenges

For Year 7, 'A' moved to a secondary school near his placement, where he remained until the end of Year 11. In Years 10 and 11, 'A's' behaviour changed dramatically at school. Up until this point he had not been operating at his full potential and a frequent reference was made as to how disorganised he was with his school work. He became quite disruptive in class and also easily distracted by others. This was relatively low-level, there were no fixed-term exclusions, but it did have an adverse effect on 'A's' learning.

Virtual School and Adviza Support

Support was stepped up by the Virtual School over this period. Extra PEP meetings were held to monitor progress at school and a tutor was provided to help at home. 'A' had always expressed an interest in entomology and said the he might ultimately like to study the subject at university. A member of the Virtual School Team took 'A' to visit the Biological Sciences Department at Reading University and also to look at an animal care course at Basingstoke College as a next step.

Adviza (formerly known as Connexions) were also involved at this point. An Adviza worker attended PEP meetings for 'A' at school. They also visited 'A' and helped to construct a revision timetable with him as his exams approached. This included helping him to tidy and rearrange his room to make it a more suitable study area. The Adviza worker also took 'A' to visit Berkshire College of Agriculture (BCA) to look at a similar course to the one provided at Basingstoke.

A particular area of concern for 'A' at school was science. He had been switched from GCSE to BTEC in Year 10 and had not completed the necessary coursework. A member of the LACES Team helped 'A' to complete some missing assignments and showed him what was required for the others that remained.

GCSE outcomes

In the summer exams of 2013, 'A' obtained 6 GCSEs at A*-G and 2 BTEC passes, including science. He is currently on a Level 2 animal care course at BCA. The Virtual School remain in contact with him. These outcomes are considerably better than they might have been at one point and reflect consistent and coordinated work with 'A' by the school, carers, Virtual School and Connexions.

5. Personal Education Plans

Every Looked After Child is required to have a Personal Education Plan (PEP). In Bracknell Forest, PEPs are monitored very closely at a local level and reported on monthly to ensure that they are reviewed on a six monthly basis. Social Workers seek the advice of the Virtual School on complex issues and a member of the Virtual School attends every scheduled PEP meeting. The PEP format was been updated during the academic year 2012/13 and again in 2013/14 following six monthly audits of it's quality and content. The improvements to the PEP were put together in consultation with Designated Teachers in the schools, SiLSiP (Bracknell Forest young people in care council), IRO's and Social Workers. From feedback received it is clear that the new format is fit for purpose and that more importantly the young person has a better opportunity to voice how they feel about their education. It also empowers the school with individualised information to draft and implement relevant plans to enable the young person to progress and achieve in line with their potential as well as to enjoy their time at school.

Members of the Virtual School have attended social care team meetings to explain the importance of a good PEP and the features of a good one. Newly qualified social workers are supported by the Virtual School at PEP meetings for their cases so that they can observe good practice. Comprehensive guidance has been written to help Social Workers with the planning that is required before a PEP meeting, how to conduct a PEP meeting and the information required from schools and what to do after a PEP meeting, to ensure completed PEPs are disseminated to schools and foster carers in a timely manner.

6. Pupil Premium Grant

In 2011/12 financial year, the government introduced the allocation of a Pupil Premium Grant for Looked After Children who have been looked after continuously for at least six months and who are in Reception to Year 11 during the financial year. The full year premium for LAC in the financial year 2011/12 was £488 and this rose to £623 in 2012/13 and to £900 for 2013/2014. In 2014/15 the Department for Education introduced a higher rate of £1,900 for LAC and extended the eligibility criteria to include those pupils who have been in care for one day or more, compared with the six months in care

For children in care schools can be very challenging places. Gaps in learning due to various reasons and their complex needs are often not always fully understood. This can lead to a lack of sufficient challenge from lessons, and unplanned school moves and other transitions can also cause problems. The Pupil Premium is therefore a valuable tool in ensuring that children in care are well supported and that some of the known issues, such as low levels of educational attainment and progress and low attendance levels are mitigated. The Bracknell Forest Virtual School uses the Pupil Premium to help build children's confidence and provide opportunities for tailored

support. Unlike in previous years, there is no requirement for the authority to pass on a set amount of funding to the school. Instead the money must be managed by the Virtual School to be used to improve outcomes as identified in the Personal Education Plan (PEP) in consultation with the designated teacher. This puts the child's needs at the centre, managed through high quality PEPs. The Bracknell Forest Virtual School aims to use the Pupil Premium Plus to improve outcomes for children in the following areas:

- Academic achievement and progress
- Wider achievement e.g. in an area in which the child is gifted and talented
- Attendance
- Inclusion (by reducing internal and external exclusion)
- Transition (e.g. between key stages or between schools)
- Mental health (overcoming the effects of attachment and developmental trauma) where this affects learning

This is done through support for learning and providing personalised learning resources. The process of administering the grant takes into account identifying the needs of individual pupils as the key to making the most effective use of the Pupil Premium. With this level of knowledge the school is able to tailor the use of the Pupil Premium to the exact needs of its recipients. The Virtual School also works closely with Early Years in developing their procedures around administering their allocation of the grant and to ensure that young people fully benefit from its use.

Case Studies

The following case studies summarise some of the opportunities for the creative use of the Pupil Premium Grant. However, it is worth noting this is still at an early stage and more time is needed to have a clear view of the impact the grant is having on outcomes for young people.

Child A was experiencing severe challenges outside school which had an emotional impact on his health and well-being towards the end of December 2013. His foster carer was finding it increasingly difficult to encourage him to maintain a healthy diet, and school teachers had noted a worrying trend of unhealthy eating habits, and a lack of focus in school. This carried over into the start of January 2014 and as a result at a planning meeting held in school further actions were agreed. In partnership with the Headteacher, it was decided that he will arrive at school earlier to have breakfast at school, and will stay in school for lunch as well. In addition to this, 1 to 1 sessions were set up for 2 afternoons a week lasting an hour each time to support him in English and maths. These were to help him prepare for his forthcoming exams and the plan was funded by the pupil premium. By attending each breakfast and lunch session between January and May 2014, he developed healthier eating habits, became visibly happier, was more engaged with adults for a professional purpose and also attempted all of his summer exams.

Child B had experienced severe relationship trauma from an early age. This resurfaced when suitable adopters were identified which also tied in with a change in school (not in Bracknell Forest). The need for a key adult in his new school was identified who would spend dedicated time each day with him. The Headteacher subsequently advertised for a relevant professional and made an appointment during the initial days of Child B joining their school. This arrangement was for the 2013 - 14 academic year. The school's commitment in meeting the needs of the young person were further reflected in the fact that despite limited funding being available through the Pupil Premium Grant, they met the difference through their own budget and found further areas of engagement for the Higher Level Teaching Assistant (HLTA). Child B

was supported in class by the HLTA (under teacher direction) for the morning and final hour in the afternoon for the autumn term and for the morning during the spring term. He was also able to see her at any point during the school day if he was concerned or anxious about anything. The summer term focused on this latter ad hoc opportunity for Child B. The emotional confidence he has developed during this period has enabled him to develop independence skills and take responsibility for his own learning. He is now a keen learner who looks forward to school. He has also been recorded as making 3 sub levels of progress across Reading, Writing and mathematics which is in line with the expected levels of progress and the targets that were set for him at the start of the year.

Child C is a keen drama student and has aspirations of pursuing her acting interests in the future. She is progressing in line with her targets and is a "bright student" according to her form tutor. The foster carers were struggling to meet the costs of Theatre Train (a drama school) but were equally keen for her to attend. Following discussions with the Headteacher, the school matched the pupil premium allocation to ensure that financial arrangements were in place for future years as well provided that the foster carers made relevant transport arrangements and that Child C continued her positive contribution at school. These positive outcomes showed Child C how professionals around her wanted her to be successful and support her ambitions. She now benefits from a more positive relationship with her foster carers, has met her end of year targets for all of her subjects and continues to develop her acting and drama skills through the professional support she receives. An attendance figure of 98.3% (for 2013/14) further represents a positive change in attitude (up from 91% for 2012/13 which was mainly due to a lack of engagement with foster carers and school in general).

Increasingly, more examples of the effective use of pupil premium are being reported. However, there appears to be a general trend amongst settings who have adopted a successful approach when working with LAC:

- Pupil Premium funding is ring fenced to spend on the target group
- A high level of expectations are maintained for the target group
- Schools thoroughly analyse which pupils are underachieving and why
- Schools use evidence to allocate funding to big-impact of strategies
- High quality teaching is vital, rather than interventions to compensate for poor teaching. Up-to-date evidence of what interventions work is found on <http://educationendowmentfoundation.org/toolkit/>
- Effective use of achievement data to check interventions' impact and to make adjustments where necessary
- Highly trained support staff
- There is a senior leader with oversight of how Pupil Premium funding is being spent
- Teachers know which pupils are eligible for Pupil Premium
- The school is able to demonstrate impact
- Governors are involved

We consistently and constantly strive to support our schools in develop their practices to ensure we learn from those that are effective.

7. Support for Looked after Children through transition to Adoption

Early childhood experience can impact on the ability of any child to learn and form relationships with peers and adults. A secure home environment, responsive carers and stable experience of school are crucial factors in children's health, and physical and emotional development.

Adopted children may present particular challenges as a consequence of early trauma. Many experience multiple losses, for instance, loss of their birth family, of one or many foster families, friends, and previous schools etc. A popular perception is that babies who are adopted are the 'lucky ones' who do not notice 'change' and that all adopted children settle in their new families and do not exhibit any difficult behaviours. However all adopted children, whether they are babies, toddlers or older, are affected in different ways by grief, loss and trauma. As a result, the difficult behaviours and attitudes they can exhibit at times can feel like an impossible challenge to overcome and parenting, caring for or teaching them may have little or no reward. It may feel like you are taking one step forward and two steps back. Adopted children often have the emotional needs of a much younger child and as such may need to make up for what they missed out on during their early years.

The Bracknell Forest Virtual School continuously provides schools with advice on aspects of creating a strong school and family partnership particularly focused on supporting children who have been adopted. Some of these are:

- arrange regular progress meetings where targets are set for the child. Ensure they are achievable, measurable and manageable to suit the child's levels/needs
- consider having a named person in school the child feels comfortable and safe with for the times when the child needs reassurance
- it is helpful if the school is aware of when birth family contact and any 'tough' anniversaries are due, as these may affect the child's emotional state and behaviour in school
- look out for patterns in behaviours and learn what triggers these so you can learn what makes a child "tick"
- adults around the child may need to help them to learn how to recognise their feelings and triggers. Use encouraging words such as "I wonder if you are feeling worried because the work was difficult?"
- communicate and share the personal achievements with one another even if they are small and don't just focus on any negative incidents. Ensure the message is the same from school and home. Do not battle against one another. The child will pick up on this and could be confused or play one against the other
- plan for change and anticipate its impact on the child. Changes to school routine need to be supported such as beginnings and endings.
- try putting them at the front of the class or next to the teacher as a consequence then they are still part of the group and the feeling of rejection is not there
- parents need to have a clear understanding of the school policies and discipline procedures and explain these to their child, on their level. It would be useful for parents and teachers to discuss the impact of school policies on the child and agree how to work with these

- share any triggers or emotional outburst between one another, including exploring how it was dealt with to find what does and doesn't work for the child
- try not to tell them not to be 'silly' or that 'it doesn't matter'. It may seem trivial to you but to the child it may really matter.
- Parts of the curriculum have the potential to trigger difficult emotions and memories of distress for an adopted child. In order to help them prepare for and manage these emotions, we recommend parents and teachers get together to discuss a child's needs and how their respective styles can complement one another to help build children's confidence in their skills. They should have support when they find participation difficult and should feel valued and included at all times.

Rehearsal and role play of possible situations may help the child make the right choices when they are presented with challenging areas such as:

- family trees or family history;
- child's personal/first memories and timelines;
- sex and relationship education;
- growth and development;
- photographs or baby/early years topics;
- changing in front of others for PE may be challenging;
- themes which include loss, failure or loneliness;
- PSHE (Personal, Social and Health Education);
- guest speakers who discuss topics such as drugs, alcohol, personal safety and the law, their uniforms could trigger memories and emotions;
- celebration dates, religious beliefs and anniversary such as father's and mother's day, Christmas and Easter celebrations.

Bringing these matters to the attention of schools has enabled them to develop their plans around creating a safe and comforting learning environment for young people who have experienced similar challenges in their life. It also provides relevant settings with an opportunity to consider appropriate strategies when planning uses for the Pupil Premium Grant which they receive for children that are entitled to this by virtue of either an Adoption Order or Special Guardianship Order by a British Court (£1,900 per child).

8. Designated Teachers Forum

Every school has a Designated Teacher whose role is to:

- identify areas of underachievement and put intervention strategies in place;
- ensure Personal Education Plans (PEPs) are up to date and progress is monitored;
- act as an advocate for Looked After Children;
- coordinate support and liaise with foster carers, school staff and agencies;
- report to the school's governing body on the achievements of the school's Looked After Children; and
- have high expectations for a child's educational and personal achievement.

Every term a designated teacher training forum is held to provide a multi-disciplinary opportunity to share practice and receive statutory training. This is generally well attended by those schools who have a Looked After Child on their roll or previous experience of working with children in care. Each Designated Teacher also has

access to “Supporting Looked After Children, A Guide for Schools” which has been produced by the Virtual School and provides important information and guidance for all settings working with Looked After Children.

9. Working with Care Leavers

Within Bracknell Forest there has been a positive attitude towards young people as they leave care. Young people will remain looked after until they are 18 or, for those accommodated under s20 and chose to leave care, they continue to be offered support as care leavers. Workers maintain contact with young people until they are 21, or beyond if they remain vulnerable and need that extended support. There are, however, some young people where it has been more difficult to keep in contact, such as where the young person rejects involvement or have chosen to live at a distant location, often because they were placed there and have developed links.

To support care leavers in making appropriate education choices the remit of the Virtual School was extended in April 2014 to reflect its commitment. Each Care Leaver is supported at the point of transition from Key Stage 4 to post 16 by a member of the Virtual School. This is coordinated by a member of the Virtual School and information is shared with relevant colleagues. We have found that young people benefit more from having direct and prompt access to specialist advice and support when needed. This has been regular theme across the 2013 – 14 academic year. A member of the Virtual School has accompanied Care Leavers to open days at colleges and universities, helped in completing application forms for various services and provided advice and guidance on relevant matters. One of the most prominent aspects of the impact of this level of flexible support has been that all Care Leavers stayed on their chosen courses throughout the academic year and regularly feedback how they found this support to be valuable. Attendance and progress data is tracked and monitored in the same way as is the case for LAC by the Virtual School.

In addition to tracking pupil progress, we also work with relevant settings to ensure their designated teacher is provided with suitable professional development opportunities. They will form an integral part of the termly Designated Teacher Forum which is coordinated and delivered by the Virtual School.

A key indicator is to monitor those young people who are now aged 19 years and who were looked after when aged 16 years and are in a form of education:

2009	2010	2011	2012	2013
10	10	10	20	15

This is to ensure that young people are not only supported in making appropriate education choices when leaving school but are also constantly advised during the course of their chosen program of study.

One of the significant aims of the work of the Virtual School is to increase numbers of care leavers entering and staying on in Higher Education. The trend for recent years has been:

Year	No. of Care Leavers in HE
2011 -12	3
2012 -13	2
2013 -14	4

There has been a significant increase in the number of Care Leavers who are either in further or higher education. This can be seen by the following figures:

Academic Year	No. in FE	No. in HE	Total	Change
2012 - 2013	20	4	24	
2013 - 2014	34	8	42	increase of 75% on previous years number

Bracknell Forest Care Leavers are currently experiencing a range of learning opportunities that not only meet their individual needs but also provides them with a clear path to their chosen ambitions.

Another important factor to aid this work is the role of the specialist advisor for LAC through Adviza (formerly Connexions). Whilst each young person has a Personal Adviza up until the age of 24, the Adviza specialist is an additional resource aimed at providing enhanced and focused support for relevant Care leaver. This is a dynamic worker and who is involved with a high number of the cohort; working intensively with around six young people at any one time and a further 20 on a lower intensity. As well as direct work she signposts young people to other specialist Adviza workers. Adviza works with young people up to the age of 19 but will extend this for care leavers where there is an established relationship. The focus of the work is to engage young people in education, training or employment and the service is not able to offer the full Personal Advisor role as set out by legislation.

Post 16 worker (transition worker)

The transition coordinator provides support for all young people who are either NEET or at risk of becoming NEET. Interventions are provided either directly through the work of the transition coordinator or through commissioned services. The range of support includes 1:1 support, particularly leading up to and through the transition into post-school participation, mentoring, extended work placements, work pairing, taster sessions and support in applying for education, employment and training. Currently the team work with young people aged 16-18 and care leavers up to the age of 21. All young people regardless of their vulnerability have access to the same level of support; however, the opportunities for education and training for young people over the age of 19 are limited due to eligibility rules from the funding agency.

9. Recognising Achievement

An annual awards event is held to recognise and celebrate the achievements and contributions of young people in care. This is proven to be an effective source of motivation both for the young people and their foster carers as it gives all those involved a good opportunity to reflect on the positive experiences of the past 12 months and share these with others in a similar situation to them. The event is also symbolic experience of the collaborative efforts of the different arms of the Local Authority that are involved in the life of a Bracknell Forest Looked After Child and our continued commitment as a caring, ambitious and dedicated Corporated Parent.

11. Objectives for 2014 - 15

The service is always seeking to improve and is striving to ensure Looked After Children are given the maximum opportunity to reach their potential and achieve their goals.

Our objectives for next year include:

- 1) Support IT colleagues to develop better systems for recording and monitoring Personal Education Plans. This will provide us with important management information to enable future planning of the service.
- 2) Continue to develop a robust system to track progress and attainment and monitor attendance for all LAC and Care Leavers. This will enable us to better identify those children in need of additional support.
- 3) Develop further training and network opportunities for Designated Teachers and other relevant professionals.
- 4) Monitor the use of the Pupil Premium Grant particularly in light of the increase and support schools in understanding how to implement and account for their plans.
- 5) Support schools to ensure they all have a nominated governor for Looked After Children and are kept aware of the latest developments affecting their role.
- 6) Continue to ensure that all Looked After Children are effectively at point of transition (irrespective of its nature) so that the most appropriate plan is developed for them. This is also relevant for Looked After Children when making post 16 decisions so that they make informed decisions and the choices made to enhance their life chances.
- 7) Further action to ensure Looked After Children attend the best possible school by monitoring schools attended against their Ofsted rating.
- 8) Continue to support other Virtual Schools when they place their Looked After Children in Bracknell Forest Schools.
- 9) Review the delivery of training to all partners to ensure they receive the best possible advice and guidance.
- 10) Develop systems to provide more detailed outcomes of work undertaken by members of the team.

Kashif Nawaz
Assistant Virtual School Head
Bracknell Forest Council

TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
DATE: 4 MARCH 2015

UPDATE ON THE USE OF PUPIL PREMIUM FUNDING 2014-15
Director of Children, Young People and Learning

1 INTRODUCTION

- 1.1 To provide an update six months into the academic year of the reviewed Bracknell Forest strategy on the use of Pupil Premium (PP) funding for the academic year 2014-15.

2 SUPPORTING INFORMATION

- 2.1 The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils from reception to year 11 and to close the gap between them and their peers. Introduced in April 2011, the fund provided additional money directly to schools for children who were registered as meeting specific criteria. Eligible for free school meals; had been looked after for 6 months or longer; or the children of parents who were currently in the Armed Services.
- 2.2 From April 2012, pupil premium funding was extended to children eligible for free school meals at any point in the past 6 years (Ever6) and a child whose parent has been a member of the Armed Services in the past 4 years (Ever4 Service child).
- 2.3 Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils. Schools are also held to account through performance tables, which include data on the attainment of the pupils who attract the PP funding, the progress made by these pupils and the gap in attainment between disadvantaged pupils and their peers.

PP and Looked After Children

- 2.4 The requirements of the scheme keep changing and from April 2014 Bracknell Forest Virtual School was able to determine how to distribute the Pupil Premium for each of their eligible Looked After Children. This is so that they can reflect the particular circumstances of a Looked After Child: for example, if the child moves to another school, leaves school, or enters year group 12 during the financial year. To deal with these circumstances, the LA makes the allocations on a termly basis to allow for these movements. Funding to support Looked After Children is available for all children who:
- have been looked after for 1 day or more
 - were adopted from care on or after 30 December 2005 left care under:
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- 2.5 The grant allocation for Looked After children will continue to be managed by the Virtual School Head in the authority that looks after those children to be used for the benefit of the Looked After Child's educational needs as described in their Personal

Education Plan (PEP). There are strict conditions to the grant the core aim of it is to support schools in creating opportunities for looked after children that would be considered above the norm at their setting. Locally the grant is used on a bespoke basis to address pupil needs including on:

- 1:1 Tuition and small group work in a range of areas: maths, literacy, science, phonics, English, reading skills, fine motor skills, speech and language etc.
- Additional Reading support
- Arts and crafts activities, equipment and resources
- Behaviour and emotional support
- Breakfast club
- Educational resources
- Coaching
- Support in developing social skills
- Educational trips
- Guitar and drum tuition books
- Equipment for college or other courses
- Music lessons including guitar, flute, keyboard, drums and singing
- Play therapy
- Resources for self esteem
- Rewards system for behaviour
- Sports and outdoor equipment
- Support through exams
- Support for work placement
- Transition to secondary school/college
- Used for rewards.

2.6 The team continues to work with schools to have a better understanding of the best uses of the grant and how to demonstrate its impact in raising the attainment of looked after children wherever they are placed.

PP and Ever6 FSM

2.7 An initial strategy was implemented in 2013-14, but analysis of data for 2014 indicated pockets of good practice and that some schools were on the way to achieving the intended impact, there was a limited impact on the disadvantage gap at most key stages across the borough. The percentage gap between disadvantaged pupils and others in BF over the last 3 years is listed below:

Key Stage	2012	2013	2014
Key stage 2 L4+ RWM	No direct comparison Approx 19%	20%	26%
Key stage 4 5 A*-C inc EN+MA	33%	33%	32%

2.8 Outcomes for the LA are typical of the South-East overall which as a region has the biggest gap for FSM pupils, so a priority has been to raise the profile of this agenda. This has led to the formulation of an action plan and the development of a Statement of Intent for the LA with regards to Pupil Premium.

2.9 Actions taken to date have included a Pupil Premium conference, the establishment of a Pupil Premium Working Party and the facilitation of a Pupil Premium network. Early indications from the Pupil Premium network show that there is willingness to

share successful practice amongst colleagues and work collaboratively to improve outcomes for these pupils across the LA. Discussions about individual school data and closing the gap are a regular feature of School Improvement meetings to increase accountability. The impact has been to raise awareness of school leaders and Governing Bodies and prompted them to prioritise actions in school to address underperformance of disadvantaged pupils.

- 2.10 At Primary level, where schools have been identified to be of concern in terms of Ofsted category and data shows that the disadvantage gap is particularly wide, there has been specifically targeted support for senior leaders to review their current policy and practice. This has enabled schools to consider more carefully the impact of interventions and funding allocations in order to maximise outcomes for their pupils in terms of attainment and progress. In particular, it has helped focus upon the task of actually closing the gap and meeting the specific needs of these pupils.
- 2.11 At Secondary level, all Bracknell Forest Secondary schools have identified Closing the Gap as a central priority, and the Curriculum Manager and Governors from all six maintained schools have had training and briefings. Secondary members of the Closing the Gap Network are scheduling additional meetings to facilitate more thorough sharing of good practice, and to identify next steps in schools. One secondary school has been successful in narrowing the gap to 18% in 2013/14 and this practice is being shared across the authority.

2.12 PP allocations 2014-15

Type of pupil	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children)	£300

Ever6FSM – those pupils recorded on the January 2014 census as eligible for free school meals (FSM) on any termly census since summer 2008, including the January 2014 school census.

Ever 4 Service Child” means those pupils recorded on the January 2014 School Census who are recorded as known to be eligible for Service Child Premium on any of the termly censuses since September 2011, including January 2014 School Census.

- 2.13 For the current financial year the following funding allocations have been received by the LA and devolved to schools:
- Total Pupil Premium funding (including FSM Ever6, Service Children Ever4 and LAC) = £3,144,995
 - Total Pupil Premium for FSM Ever6 = £2,940,995
 - Total Pupil Premium for Service Children Ever4 = £84, 300
 - Total Pupil Premium for LAC = £119,700

Target setting and projections for 2015

- 2.14 Provisional targets have been set for 2015, informed by the necessary trajectory needed order to close the gap. Officers are currently looking at individual school data to establish how far the gap will be closed based on the school's own data.
- 2.15 Discussions have taken place with senior leaders to both raise standards which will benefit all pupils, as well as set targets to accelerate the progress of identified groups in relation to overall targets in order to narrow the achievement gap. The emphasis is on improving the quality of teaching overall with targeted and high quality interventions to supplement this as appropriate.

Conclusion

- 2.16 The LA is working with schools to disseminate and implement current research and best practice in closing the gap in achievement between the national average and PP funded pupils. As school leaders and governors become more aware of effective strategies and implement these consistently we anticipate there will be an identified impact on data across Bracknell Forest schools.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 This work is intended to benefit pupils who are or have been eligible for Pupil Premium funding, to accelerate their progress and bring their achievement at least into line with the average achievement of all pupils nationally.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 There is a risk of reputational damage when in national comparisons Bracknell Forest comes low in the league tables.

Background Papers

None

Contact for further information

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
4 MARCH 2015**

**DRAFT SUBSTANCE MISUSE OVERVIEW AND SCRUTINY REPORT
Working Group Lead Member**

1 PURPOSE OF REPORT

- 1.1 This report introduces the attached draft report describing the review of the impact of substance misuse on children, young people and families undertaken by a working group of this Panel.

2 RECOMMENDATION(S)

- 2.1 **That the Panel considers and comments on the attached draft report of the review of the impact of substance misuse on children, young people and families and agrees that it be finalised by the Working Group for sending formally to the relevant Executive Members for a response.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To seek the Panel's comments on the attached draft report and agreement to the Working Group finalising it for sending formally to the relevant Executive Members for a response.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Members are invited to comment on the draft report of the review of the impact of substance misuse on children, young people and families undertaken by a Working Group of the Panel. The report is presented as an earlier draft than would normally be the case in order to report to this final meeting of the Panel before the municipal year ends and the election takes place. Accordingly, some further work is required to complete the report and a final draft can be circulated electronically to Panel Members for any further comments before the report is finalised and sent formally to the Executive Members for a response.

**6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 6.1 Not applicable.

Background Papers

None.

Contact for further information

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A Review of Substance Misuse Involving Children and Young People

by a working group of the
Children, Young People and Learning
Overview and Scrutiny Panel



Mephedrone



February 2015

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Acknowledgements

The Working Group would like to express its thanks and appreciation to the following people for their co-operation and time. All those who have participated in the review have received a copy of this report if wished.

Inspector John Goosey	Deputy Local Policing Area Commander, Bracknell, Thames Valley Police
Patsy Carvell	SMART Service Manager for Bracknell Forest

The following officers from Bracknell Forest Council:

Janette Karklins	Director of Children, Young People and Learning
Lorna Hunt	Chief Officer: Children's Social Care
Mira Haynes	Chief Officer: Older People and Long Term Conditions
Lisa McNally	Consultant in Public Health
Jillian Hunt	Head of Drug and Alcohol Services
Mairead Panetta	Head of Safeguarding Services
Karen Roberts	Head of Youth Offending Services
Debbie Coleman	Alcohol and Substance Misuse Youth Worker
Dani Ettia	Alcohol and Substance Misuse Worker
Andrea Carr	Policy Officer (Overview and Scrutiny)

1. Lead Member's Foreword

To be completed

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Councillor Mrs Gill Birch
(Lead Working Group Member)

2. Executive Summary

2.1 Problem drug and alcohol use has a destructive impact and endangers the health, safety and social wellbeing of the individual and the wider community. Substance misuse by children and young people was selected as a review topic in the 2014-15 Overview and Scrutiny work programme owing to concerns regarding the growing use of mephedrone by young people in Bracknell Forest and the resulting impact on children, young people and their families, and also the effect of parental substance misuse on children and young people. The Children, Young People and Learning Overview and Scrutiny Panel therefore established this Working Group in September 2014 to undertake a review of substance misuse by, and impacting on, children and young people and their families. The review includes actions to minimise the effects of substance misuse and the success of their outcomes. It follows on from a review of substance misuse by adults previously undertaken by a working group of the Adult Social Care and Housing Overview and Scrutiny Panel.

2.2 This report describes the work of the Working Group between autumn 2014 and spring 2015 which has consisted of fact finding meetings with relevant Council officers and partners such as the police, the Youth Offending Service and the

Substance Misuse Arrest and Referral Team; undertaking research; and visiting New Hope, Bracknell Forest's drug and alcohol treatment service. The report also sets out the findings of the review and is organised in the following sections. Members hope that the report will be well received and look forward to receiving responses to their recommendations which recognise the key importance of education, prevention and early intervention in tackling substance misuse:

- Part 1 Lead Member's Foreword.
- Part 2 Executive Summary.
- Part 3 Background information in respect of regulated Adult Social Care services and a summary of how the review was undertaken.
- Part 4 A summary of the information and evidence gathered by the Working Group.
- Part 5 Conclusions reached following the review.
- Part 6 Recommendations to the Council's Executive.

2.3 The Working Group comprised:

Councillors Mrs Birch (Lead Member) & Mrs Temperton and Mr Briscoe (Parent Governor Representative), Miss Richardson (Teacher Representative) & Mrs Wellsted (Parent Governor Representative).

3. **Background**

To be completed

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4. Investigation, Information Gathering and Analysis

Introductory Briefing and Discussion

- 4.1 The Head of Drug and Alcohol Services gave an introductory briefing in respect of young people and substance misuse. The presentation and the Young People's Needs Assessment 2012/13 previously received by the Children, Young People and Learning Overview and Scrutiny Panel were re-circulated to the Working Group together with the relevant extract of the minutes of the Panel meeting.
- 4.2 Mephedrone (commonly referred to as M-CAT) was the drug in widest use in Bracknell Forest. It was an amphetamine type stimulant which was highly addictive and gave users a significant 'high' greater than that caused by cocaine, followed by a distinct 'low' after use. Mephedrone was popular with young people and had largely replaced ketamine and ecstasy as a party drug although mephedrone and ketamine mixes were often consumed. The Drug and Alcohol Action Team (DAAT) had met police officers the week prior to this meeting to discuss the on-going issue of mephedrone use by young people in Bracknell Forest. The police had acknowledged that this was a problem requiring attention and would act accordingly.
- 4.3 Educating younger people, particularly those in the 14-15 years age group, by emphasising the side effects and damage caused by drug use could be effective in deterring its use. By the time side effects were experienced the user was addicted to mephedrone. Following treatment young people could be subject to temptation and peer pressure to resume drug misuse.
- 4.4 The DAAT had undertaken work in local schools to raise aware of the associated dangers and its work was acknowledged nationally. An upsurge in the use of mephedrone had also been witnessed in Wokingham in recent weeks. Bracknell Forest had shared some of its work including a substance misuse information leaflet with schools and parents in Wokingham in response. Although mephedrone use in this Borough had recently reduced by 5% overall, young people, mainly female, continued to present for treatment and usage amongst adults had grown proportionately as they were using it as a more financially affordable alternative to cocaine.
- 4.5 Intelligence gathering was pursued with a view to discovering sources, availability and cost of mephedrone and other drugs. Most dealers travelled to the area from London, often by train. Intelligence suggested that there were no main dealers located in the Borough. The Council shared relevant information with the police, who patrolled local areas known as drug dealing sites such as Bill Hill and Albert Road car park.
- 4.6 The number of people in treatment for substance misuse varied and at the time of the meeting there were 24 adults and 15 young people being treated for 12 weeks. 16 adults and 4 young people were retained for longer in treatment and 12 adults and a number of young people had successfully completed treatment. There were currently no cannabis users in treatment. If they presented, they would undergo a dual assessment involving the mental health services as related issues could be caused by that drug and users were likely to have complex needs. Data concerning the number of parents presenting for treatment would be gathered and shared with the Working Group although this information may not confirm the number of children and young people affected by parental substance misuse. The Working Group was advised of a situation

where counselling had assisted a 5 year old adversely affected by a parent's alcohol consumption. All adults entering treatment were asked if they had come into contact with Children's Social Care and the DAAT would liaise with Children's Social Care. The gender split of people in treatment was 75% male and 25% female. It was felt that this percentage may not be reflective of people misusing substances as women may be more reluctant to seek treatment owing to a fear that their children may be taken into Children's Social Care if they admitted substance misuse. The DAAT recognised the need to advise people that they worked with a family as a whole. Resources included a Parenting Intervention Officer who worked with parents and targeted children whose parents misused substances. There was also one person who worked with young offenders.

- 4.7 There was a brief to review services as it was felt that there were insufficient resources for early intervention work in schools, particularly in primary schools where the Alcohol and Substance Misuse Youth Worker was the only staff member. Existing resources were utilised to best effect and included counselling and work through the Family Focus initiative. Some schools provided a degree of substance misuse educational sessions for Year 6 pupils and this offered an opportunity for the DAAT to build on this via Personal, Social and Health Education (PSHE). Family Support Advisers were well equipped to identify substance misuse and referred relevant children and young people for treatment.
- 4.8 Intergenerational behaviour patterns indicated that young people were more likely to misuse substances if their parents did and this was a cycle which needed to be broken through education. Bracknell Forest's dedicated Targeted Youth Support Workers would be able to assist in this area and the creation of links with families would be beneficial. When substance misusers reached 18 years of age they were automatically transferred to Adult Services and many experienced difficulties with the transition and therefore it was suggested that the age range for Children's Services should be extended to 24-25 years. An example of a 17 year old young woman who had achieved good progress in treatment until she was transferred to a group of significantly older people and discontinued treatment as a result was shared with the Working Group. The fact that her children were then taken into Children's Social Care emphasised the need to address such issues in a holistic and innovative manner with a greater emphasis on families in preference to age grouping.
- 4.9 Consideration was being given to the use of financial resources and whether they could be targeted to greater effect. The budget was ring-fenced and grants allocated in respect of substance misuse treatment for adults was on the basis of payment by results. Services were currently provided on an in-house basis and consideration could be given to commissioning services from an external provider, possibly serving all age groups, if it would offer improved and financially beneficial outcomes. The possible merits of separating the 2 aspects of the service, prevention and treatment, was identified together with the need for more prevention work.
- 4.10 The Working Group noted that the number of young people attending and engaging with the recently introduced substance misuse counselling service sessions had grown and attendance levels were high. Members suggested that offering sessions during the school holidays would provide beneficial continuity and were disappointed to note that due to funding constraints the service was operating at full capacity and that it may become necessary to introduce a waiting list.

- 4.11 Although the number of adults misusing substances appeared to have reduced overall, the number of children and young people now entering child protection owing to parental substance misuse had increased. The Head of Children's Safeguarding met representatives of mental health service providers every 2 weeks and the latest number of families referred was 40, a reduction from 48. However, this figure fluctuated and did not necessarily reflect the number children and young people involved per family.
- 4.12 A Family Group met weekly and offered people the opportunity to share their substance misuse issues and problems. There was also a group for young mothers which met on a weekly basis although it was challenging to encourage them to attend due to their fear that admitting substance misuse would lead to their children being taken into Children's Social Care. Involving Children's Centres and working together in the community were seen as a way forward. The support and services provided via Children's Centres had recently transferred to The Willows at Priestwood at an earlier and more convenient start time. Although initial take up was limited, it was expected that the number of mothers attending would grow over time. The inclusion in Child Care Plans of the requirement to attend was sought. Resources were limited and there was one person to deliver the programme. Structured hour long sessions with different focuses were provided over a 12 week period which could be published in advance to attract people to relevant sessions. It was possible to rotate the entire 12 week programme between different Children's Centres to increase access. In the event that transport was an issue the DAAT would cover the cost of taxis. It was not possible to compel people to engage in substance misuse support and treatment services and more publicity and personal recognition of a dependency assisted.
- 4.13 Inappropriate unnecessary referrals to New Hope, Bracknell Forest's drug and alcohol treatment centre, were an issue and training was highlighted as a means to educate workers, particularly recent recruits, to identify correctly when people's substance use required treatment. Some new staff members had recently joined the workforce including a Local Area Single Assessment and Referral Service (LASARS) worker and a post working for half a day every 2 weeks in Children Social Care on an appointment basis. If the latter proved successful the Young People's Worker could perform a similar task to reduce inappropriate referrals. For example, twice weekly drug testing was considered inappropriate as a single use of cocaine resulted in traces of the drug remaining in the user's body for 2 months after. A triage approach to referrals was beneficial. Reflective practice sessions with the Substance Misuse Arrest and Referral Team (SMART) to discuss the success of treating specific cases was useful and substance misuse training for new social workers at New Hope would be beneficial.
- 4.14 When visiting the sex education nurse in secondary schools and colleges young people were invited to report any substance misuse issues for referral to the Alcohol and Substance Misuse Youth Worker. Although the formal tiered system in adults' substance misuse treatment did not apply to children and young people, a system consisting of GPs and schools constituting Tier1, targeted work by the Alcohol and Substance Misuse Youth Worker comprising Tier 2 and New Hope representing Tier 3 existed for children and young people and there would be merit in raising awareness and use of this approach. Existing training consisted of basic substance misuse awareness training for all involved with more intensive targeted training where required. Specific targeted training in respect of mephedrone could be provided. Police officers may benefit from being familiar with the appearance and smell of mephedrone and recognising people's reactions to it. Whilst teachers could be trained to detect

substance misuse and pursue early interventions, schools could not be compelled to spend their budgets in respect of this type of training.

- 4.15 Another session of Operation Ladybird, a police-led operation in partnership with the DAAT, the Probation Service and housing providers which sought to reduce crime by monitoring the movements of known offenders and discouraging them from leaving their homes and re-offending, would take place on 15 September 2014 and would target mephedrone users who had failed to attend treatment following assessment. It was not recorded how many substance misusers relapsed although if they re-presented within 6 months of completing treatment they were not considered to be new referrals. Some young people successfully completing treatment later relapsed as adults. Over the past year more substance misusers had presented with chaotic lifestyles, often involving mental health issues, than previously. Mental health conditions could pre-date and lead to drug use. Staff, including the Young People's Worker, received personality disorder training to identify low level disorders such as Asperger's Syndrome, Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD). However, these conditions did not warrant specific mental health treatment. Genetic chemical strains were thought to increase the likelihood of substance dependencies.
- 4.16 The demographics of young people using mephedrone was unprecedented and involved those from affluent backgrounds where previously young drug users tended to be from broken homes or those with limited incomes. The former were different to work with and their parents were often in disbelief over their children's drug use. The Parenting Service assisted with working with families and was able to encourage them to operate more cohesively and be more resilient. However, some families were resistant to support and did not acknowledge that they had a problem.
- 4.17 An interactive website to address heavy drinking was under development and could lead to more referrals. It was impossible to reach all alcohol misusers and many who had successfully completed treatment were prone to relapse for a considerable time after.
- 4.18 Operation Yewtree, a Metropolitan Police investigation into sexual abuse allegations, predominantly the abuse of children, against some British media personalities and others, had led to a changing pattern of referrals where a number of men were entering treatment with alcohol problems which they attributed to childhood memories of abuse being re-kindled by the investigation. It was possible that women may also seek treatment as a result of the Rotherham abuse scandal for the same reason. There was no suggestion that there were gangs of men grooming girls for sexual abuse in the Borough although there were cases of girls being abused by individual older men who they considered to be their boyfriend and risk assessments and other work had taken place in this field. The links between substance misuse and other issues, such as prostitution, were highlighted.
- 4.19 The Alcohol and Substance Misuse Youth Worker outlined her recent work in schools which had grown over the summer holidays. Sessions with every year group in each of Bracknell Forest's schools had taken place to highlight the dangers of substance misuse. Although fewer referrals for treatment had been received during August it was anticipated that numbers would increase when students returned to school. The Alcohol and Substance Misuse Youth Worker was the first point of contact in instances of substance misuse before children and young people were then referred to the Substance Misuse Worker. Most secondary schools in Bracknell Forest were receiving smoking cessation

sessions via local health services. Although a survey had indicated that fewer young people smoked than previously, it remained common in Years 10 and 11 and students, particularly boys, were requesting nicotine replacement services. Girls were more reluctant to stop smoking as they feared resulting weight gain. E-cigarettes were not provided or promoted as an alternative to cigarettes. The health implications of e-cigarettes were yet to be determined. Nicotine-free seecha pens were used by young people as cigarette alternatives and were available to 14 year olds in local shops. Some publicity and sessions to raise awareness of the negative aspects of smoking seecha pens was proposed.

- 4.20 By way of a brief update, the Head of Children's Safeguarding advised that there were currently 305 child protection plans in place and approximately 70% involved substance misuse. Of the 12 child protection conferences held up to June 2014, 7 involved alcohol misuse and 7 referred to drug misuse.

Thames Valley Police (TVP)

- 4.21 Inspector John Goosey, TVP's Deputy Local Policing Area Commander for Bracknell, met the Working Group to provide information concerning the TVP's involvement with, and response to, substance misuse, including work with local schools.
- 4.22 The Inspector reported that 114 drugs offences perpetrated by 29 offenders had been recorded in Bracknell Forest for the period from 1 April to the end of October 2014. Of these 29 offenders, 12 were aged 17 years or younger. Youth Cannabis Warnings (YCWs) had been issued and the youngest recipient had been 16 years of age. A 17 year old had been charged with the intent to supply drugs. If found to be in possession of drugs, people of 18 years and older would be issued with a Penalty Notice for Disorder, a rapid and effective disposal option for dealing with and deterring low-level, anti-social and nuisance offending, and this had been the case with two 19 year olds during the period.
- 4.23 The issue of YCWs were categorised as local disposals and not crime detections. They applied to young people aged between 10 and 17 years who admitted the offence and agreed to attend a drugs intervention session with the Youth Offending Service (YOS). The YOS was notified within 24 hours of a YCW being issued and was responsible for pursuing an interaction with the offender. The YOS's remit was working with young people of 18 years and younger. YCWs were issued on the street or in the home where the associated paperwork should be completed in the presence of the offender's parents and no arrests were made. If the young people did not co-operate with the YCW process they would be arrested and the YOS would inform their parents of the offence.
- 4.24 Whilst the majority of the recorded drug offences were associated with cannabis, which was categorised as a Class B drug under the Misuse of Drugs Act 1971, 6 of the 29 offenders had been in possession of Class A drugs, such as heroin. Of the 12 offenders who were aged 17 years or younger, 9 had received a warning, 1 had been charged with supplying drugs and another had been charged with possession of drugs. A Youth Restorative Disposal (YRD) could be applied in the case of possession of a Class A drug by young people between the ages of 10 and 17 years. A YRD was not classed as a conviction and was only applied to young people who did not have a history of offending, had accepted responsibility for their offence and were prepared to address their behaviour through the use of restorative justice in conjunction with the YOS if that was felt necessary by the police. A young person may only receive one YRD and any future offence reverted to an established criminal justice

measure. Both the victim and offender needed to agree to participate in the YRD, which was facilitated by an authorised police officer or Police Community Support Officer trained in restorative techniques. Children's Services and the YOS were informed after the YRD was issued to provide an opportunity to identify early risk factors and allow the right agencies to step in and provide appropriate support and intervention, such as a rehabilitation programme, to the young person who may be at risk of becoming further involved in criminal or anti-social behaviour.

- 4.25 Mephedrone first appeared in Bracknell Forest in 2010 and partners had worked to address its production, supply and use for approximately 2 years having become aware that it was an issue in the Borough. Although local use exceeded that in neighbouring Boroughs, a recent overspill into Wokingham had led to police undertaking some joint working with that Borough. Work to break the supply chain in Hampshire, another area with relatively high usage levels, had been successful. As use remained high in Bracknell Forest it was assumed that mephedrone was produced in the Borough and sold locally. The main dealers of Class A drugs, such as heroin and crack cocaine, travelled from London and were often young people pressured into doing so. Although mephedrone was not as harmful or physically addictive as heroin, users became addicted to the 'high' which was considerable, however, the 'low' that followed was equally extreme. Low self-esteem could sometimes be a trigger for drug use. Mephedrone was formed from legally available plant food and was less costly than other drugs. It was grey or white in colour, available in powdery or crystalline form and could be snorted, smoked or injected. The drug was a compound and analysis of batches of it in the past had revealed wide variations in its composition. Fragments of broken light bulb glass and traces of heroin, to increase its addictive qualities, had been found.
- 4.26 There was a Bracknell Forest Mephedrone Strategy which had been refreshed recently through the Drug and Alcohol Strategy Group. The Strategy Group was considering extending sessions in schools to include Year 6 in the interests of prevention. There were also operational groups relating to mephedrone, domestic violence, missing children and child sexual exploitation (CSE). The Mephedrone Group featured multi-agency work with individuals. Domestic violence could be prompted or exacerbated by substance misuse. Although a few children and young people went missing it was generally for a short time frame only and usually due to extended parties. CSE was a particular focus for the TVP and relevant partners and there were links with substance misuse. Work with risk management groups and the Local Safeguarding Children's Board had taken place to avoid abuse situations such as that in Rotherham occurring locally.
- 4.27 Intelligence had suggested that drug dealing took place at South Hill Park in the past, however, frequent visits by the police and checks for needles had led to dealers moving elsewhere. Parents could contact Crimestoppers or the police if they suspected their children were attending a party involving drug misuse.
- 4.28 The refreshed Mephedrone Strategy featured provisions for communication including e-mail contact between all staff involved to notify each other and the police of developments and required actions. There was also an alert system for circulating community messages concerning matters including substance misuse. 'Parent mail' could also be utilised to inform parents of related issues. An ongoing action required a letter and leaflet identifying the symptoms and dangers of drug misuse to be circulated to the parents of all secondary school pupils via schools on a regular basis. A concertina card concerning mephedrone, including the symptoms, dangers and sources of help, which was

directed at both parents and young people was being produced and would be available for circulation in the next few weeks. The police and specialist workers visited schools to educate against substance misuse. The police's Schools Officer briefed young people on the dangers of drug misuse. It was suggested that one possible recommendation from the review could be that the Schools Officer circulated a substance misuse leaflet in schools and to parents, possibly on parents' evenings in the interests of early intervention. Also, the option of attending parents' evenings to provide information could be explored. Further work with schools was undertaken by the Alcohol and Substance Misuse Youth Worker and her team who educated pupils from Year 7 upwards in respect of all substance misuse aspects of the Personal, Social and Health Education curriculum as teachers were not trained to deliver this. These sessions featured a different substance misuse related topic each year to avoid duplication and took the form of whole lessons whereas the Alcohol and Substance Misuse Worker attached to New Hope worked with individuals. It was felt that pupils paid more attention to substance misuse sessions delivered by outside people than they would to their own teachers as they perceived them in a different light. Sexual health education which covered all aspects including grooming and the impact of substance misuse was also provided to inform pupils and warn them of the associated dangers. It was thought that raising the profile of substance misuse issues may encourage affected pupils to seek help and support to abstain. Pupils responded to requests that they report suspicions and concerns regarding substance misuse by fellow pupils and friends, anonymously if preferred. Although Ranelagh School had previously resisted visits by the Alcohol and Substance Misuse Team, it was now amenable to this type of education. School plays depicting the dangers and consequences of drug and alcohol misuse were felt to be useful preventative tools.

- 4.29 Children's Services worked with children and young people up to the age of 19 years, or 25 years in the case of people with special needs. Older people were referred, often by the police, to New Hope.
- 4.30 There appeared to be no particular family background pattern to substance misuse by children and young people locally. Some belonged to dysfunctional or deprived families whereas others were from affluent families without a history of intergenerational substance misuse. This was also the case with teenage girls being subjected to CSE. Some parents were willing to engage with the process to tackle their children's substance misuse issues.
- 4.31 Police meticulously followed stop and search procedures when tackling drug possession and dealing and made affected young people aware of their rights. Intelligence from the public concerning drug dealing and use was pursued by police. TVP officers received a daily update briefing at the beginning of each shift to assist them to tackle drug related crime. Generally drug supply and use could influence crime levels and as Bracknell Forest was a low crime area there were resources to combat drug related crime. However, a side effect of mephedrone use was aggression which could cause some problems. The Amsterdam pilot of legalising drug use in cafés was failing as it was attracting drug tourism.
- 4.32 Information leaflets identifying the symptoms and dangers of substance misuse, some specifically relating to mephedrone, were discussed. The DAAT produced one such leaflet directed at young people, which had been circulated recently, and another for parents. The leaflets were produced in a black and white easy read format and a colour version designed to engage young people. They were intended to achieve the correct balance between warning of the risks

of substance misuse without appealing to some young people's appetite for risky behaviour and encouraging them to indulge in it. Leaflets were also circulated to schools on request and had been made available to Police Community Support Officers to increase circulation. The usual procedure was for such literature to be approved by Bracknell Forest's Communications and Marketing Team and by Members to ensure a consistent approach amongst partners. Copies of leaflets and the covering letter to parents were supplied for circulation to the Working Group. Substance misuse information for parents was also available on the Council's website.

- 4.33 A review of young people's services was being undertaken with a view to completion in January 2015 and would include consideration of additional communication channels such as social media and youth workers providing drug and alcohol sessions in schools. Although a post-examination end of year campaign had been operated in schools in previous years to discourage substance misuse by students at celebration parties, funding for this was no longer available. Being mindful that the pressure and tension in the period leading up to examinations could be a trigger for substance misuse, Youth Services would visit secondary schools regularly and respond to intelligence received from headteachers. Members of the DAAT would visit schools every 12-18 months to discuss and provide information concerning tackling and preventing substance misuse with headteachers and PSHE teachers. Unfortunately, free resources were no longer available from the 'Talk to Frank' drug information website and the DAAT were preparing alternatives as part of the Drug and Alcohol Strategy refresh.
- 4.34 The Working Group was interested in the activities of neighbouring authorities in relation to tackling substance misuse, particularly as some children and young people from Bracknell Forest attended secondary schools in other Boroughs. The approaches of different Boroughs reflected their particular substance misuse issues and in Bracknell Forest the focus was on mephedrone. Wokingham and Slough Boroughs and Buckinghamshire had experienced some increase in mephedrone use although this was not the case in Reading or the Royal Borough of Windsor and Maidenhead. As the Royal Borough had fewer young people in treatment than Bracknell Forest, this released more resources for it to employ more staff and undertake further work in schools. The review of young people's services would inform in this area.
- 4.35 The majority of substance misuse treatment referrals were via the YOT. There were currently fewer community referrals as intervention, involving the Alcohol and Substance Misuse Youth Worker, often took place at school and community level without escalating to the YOT. Referrals to Children's Social Care were also made. The Working Group sought a statistical breakdown of the source of referrals.
- 4.36 National Christmas campaigns concerning matters including drink / drug driving and risky sexual behaviour would be launched in the near future and provide an opportunity for the DAAT to raise the dangers of substance misuse, particularly mephedrone.
- 4.37 Mephedrone users tended to have affluent family backgrounds whilst Class A drug users generally stemmed from deprived and dysfunctional backgrounds.

Children's Social Care / Substance Misuse Data

- 4.38 The Head of Drug and Alcohol Services and the Head of Safeguarding Services had met in order to refine their respective substance misuse data. However, as

the DAAT's data and figures did not correspond with those of Children's Social Care as the former counted families involved and the latter measured the number of children affected, work was being progressed to synchronise and further refine data. This was the first occasion when the two service areas had worked so closely together and offered mutual benefits such as recognising commonalities and sharing facts and evidence.

- 4.39 There were currently 270 people in substance misuse treatment, of whom 168 were parents. There was a growing number of parents with substance misuse issues, some of whom had a range of problems that services had failed to resolve to date. Where only one parent misused substances the other generally supported him / her and the family. However, greater issues were experienced when both parents were substance misusers and joint working between Children's Social Care and the DAAT was undertaken in these instances. There were currently 20 families jointly comprising approximately 30-60 children known to both the DAAT and Children's Social Care who were not engaging with services as well as hoped. These families had other issues such as domestic violence, depression, anger management and unprotective partners requiring officers to tackle multiple issues in addition to substance misuse. Work to increase engagement was being pursued and included a DAAT Team Leader who was also a qualified social worker making half day planned visits to referees in order to break down barriers and encourage them to attend New Hope for treatment. The majority of new child care proceedings involved drug, alcohol and domestic violence issues.
- 4.40 Some parents had been sexually abused as children. A substance misuse link to bereavement had been identified recently where bereavement at a young age had led to substance misuse or recent bereavement at a later age had caused former substance misusers to relapse.
- 4.41 There were currently 800 open Children's Social Care cases with 20-30 children and young people in care proceedings, many of which involved substance misuse issues. The focus was on care proceedings and child protection as child safeguarding was of paramount importance. SMART was presently working with approximately 30 families.
- 4.42 There was a 9 year database relating to children and young people and the DAAT sought to track them through substance misuse services to ascertain whether they transferred to adult services and to gauge how effective the services had been. However, obtaining all the necessary information could be problematic. The police had local knowledge of intergenerational substance misuse although official records were not necessarily made. There was an intelligence sharing form produced in liaison with the drug enforcement police officer. Completed forms were passed to a 'reader' in Slough who anonymised them for records. Several forms per week were completed by each of the DAAT, youth workers and other partners. Use of the form was promoted. Some substance misuse was hidden and only came to light when crisis point was reached and referrals were made. Referrals of employees to the DAAT by local companies were not uncommon.
- 4.43 Substance misuse by pupils and students were often reported by peers unless the entire group of friends were involved. 31 young people had been reported anonymously following a substance misuse themed school assembly. Members of the Youth Council now visited schools and delivering messages to combat substance misuse could be a role for it. Although the Youth Council had been invited to take part in a substance misuse workshop to input views and respond to a related consultation, no response had been received to date

and the invitation would be repeated. Shadowing in New Hope by young people was taking place as an educational experience.

- 4.44 Although some people were entrenched in substance misuse behaviour, others ceased as a result of certain factors and life changes, such as becoming a parent. An example was given of one mother who had successfully completed substance misuse treatment and assisted others by attending the Mother and Pre-School Group to offer support and advice.
- 4.45 The Head of Drug and Alcohol Services worked closely with the local Criminal Investigation Department and other police contacts who were interdependent on each other to tackle substance misuse. The use of Class A drugs tended to lead to crime as a means of funding it and although crime levels were low locally, there were repeat offenders. Class A drugs were introduced into the Borough from London by train and dealers were most likely to disembark at Martins Heron station to avoid Bracknell town centre and from there travel around the area by hire car or bicycle. Hire cars offered anonymity and would not alert automatic number plate recognition cameras at Borough boundaries unlike cars of known or suspected criminals. Dealers could become violent towards customers who were unable to cover the cost of Class A drugs. However, where mephedrone was concerned young people were more likely to fund its purchase by saving pocket money, obtaining forms of credit from dealers or exchanging property such as mobile phones which parents would then replace in the belief that they had been lost or stolen.
- 4.46 There were 1,000 individual visits to New Hope per month. The number of visits tended to increase in February as people realised they had a substance misuse problem. The number in August 2014 had been unusually low with 25 people entering treatment. It had taken approximately 3 years to develop the New Hope service and the number of referrals had generally increased over this time.
- 4.47 Arising from an action in the notes, copies of a substance misuse leaflet were circulated. The leaflet was due for review prior to re-printing to ensure that young people could relate to it and understand it. The Working Group also received a mephedrone information document which described its use, smell, effects, chances of addiction, risks, visual signs of use, cost and purchasing, supply, links to CSE, legal status, number of users in treatment, interventions and general information. Copies of a Bracknell Forest DAAT service directory were also provided for information.

Alcohol and Substance Misuse Worker

- 4.48 The Alcohol and Substance Misuse Worker, who was part of the DAAT, gave an overview of her role which was varied. She had been in post for 8 years during which time many changes to Drug and Alcohol services had been witnessed, the most significant of which was the increase in the use of mephedrone from 2011, prior to which cannabis and alcohol had been the most prevalent drugs in use. There was currently 1 cannabis user and 1 heroin user receiving treatment, the latter being rare in young people. Ms Ettia's role had included work in schools prior to the establishment of the Alcohol and Substance Misuse Youth Worker post which was created to provide lower level preventative work in schools whilst Ms Ettia concentrated on higher level work and interventions. This doubling of resources had proved to be beneficial.
- 4.49 Work was based around the assessment of, and engagement with, referees to Drug and Alcohol services to ensure that they accessed the correct service. A

basic referral form had been replaced with a more in-depth form which acted as a screening tool to assist with capturing the correct information, making appropriate referrals and offering the required services. The Working Group were provided with a blank copy of the new form for their information. If referrals into Drug and Alcohol services were considered to be inappropriate, referees would be signposted to other services which matched needs. Following the assessment a recovery plan would be produced. Plans would typically consist of an initial harm reduction session which offered a good opportunity to influence a person's substance misuse followed by an information session concerning the particular drug(s) being misused to inform people to make informed decisions and choices. Advice was provided on the safest method of using substances such as how to avoid blood borne viruses. Interventions often consisted of 4 sessions stretched over a period of months but were delivered based on individual needs. The object of intervention was to address substance misuse and endeavour to reduce it. Family backgrounds were taken into account. Some of the young people referred to the service were obliged to attend the YOS owing to a court referral order associated with a crime for a specific amount of time but were at liberty to continue attending after the expiry of the order if they wished. Reparation through unpaid work or anger management were other interventions which may be required depending on the circumstances.

- 4.50 20-30 professionals had attended a substance misuse workshop held the previous week to obtain input and views in response to a consultation related to the review of young people's services which would consider matters including the age range for accessing services. There had been a 19% response rate to an associated survey which indicated that Drug and Alcohol services were generally held in high regard and the majority of responders knew how to refer people to them. However, some gaps in services had been identified. Some responders had indicated that they would appreciate further training in relation to substance misuse and consideration would be given to providing this, possibly via the Council's e-learning system, which could then be cascaded to schools by learners. Personality disorder training had been provided to all adult and young people workers in East Berkshire to improve staff skills, build resilience in services and reduce inappropriate referrals.
- 4.51 Substance misuse could often be the cause of mental health issues and CAMHS were reluctant to undertake interventions with young people unless they were drug free. Mephedrone could impact on mental health by causing aggression, anxiety / panic attacks and paranoia possibly leading to self-harm and suicide. A dual diagnosis approach and support had been sought from CAMHS and joint working had increased. All referrals to the CAMHS service were received by the Common Point of Entry (CPE) team who assessed and directed the referral to the most appropriate service. The CPE team was also available for advice and consultation regarding urgent concerns and would offer support in determining whether the referral met CAMHS criteria or provide advice in identifying other relevant local services. Consideration could be given to alternative, possibly double, approaches to assessments and interventions offered. There was an adult mental health worker based within the adult substance misuse services who offered a dual diagnosis service.
- 4.52 A case study involving a former substance misuser was shared with the Working Group. Although the person had progressed well and developed some resilience to deal with future life and drug issues, they continued to misuse drugs to a degree.

- 4.53 Assessments were undertaken in different locations such as schools or YOS premises and sometimes home visits were made as they offered a relaxed atmosphere. As the Alcohol and Substance Misuse Worker worked for the DAAT the team was aware of young people receiving services and at the age of 17 ½ years they would be referred to adult services if necessary avoiding any loss of continuity of services.
- 4.54 Although younger siblings of substance misusers sometimes followed the same pattern of behaviour, this was not necessarily the case as there were other drivers for individuals' drug use such as personality traits and risk taking boundaries. If siblings were considered to be at risk of harm they would be referred to Children's Social Care or the YOS prevention service. However, some people known to the Substance Misuse Services had family wide issues such as substance misuse, domestic violence, poverty or mental health conditions.

Alcohol and Substance Misuse Youth Worker

- 4.55 The Alcohol and Substance Misuse Youth Worker advised that she was 1 of a team of 3 and that her role included conducting some PSHE sessions in every school in Bracknell Forest. Every school year had a set programme she developed which covered all aspects of substance misuse. The curriculum commenced with smoking cessation with younger pupils before growing more intense and addressing the risk ladder, drugs and alcohol as pupils progressed through the school. There were smoking cessation clinics in 5 schools which were operating successfully and replaced the sessions previously provided in youth clubs. All feedback was complimentary.
- 4.56 Some young people approached the Alcohol and Substance Misuse Youth Worker directly. She would refer young people to the Alcohol and Substance Misuse Worker if their assessment indicated that this was necessary and would intervene with harm reduction and other sessions where lower level interventions were required. The Alcohol and Substance Misuse Youth Worker completed paperwork concerning substance misuse prevention and referral in schools and it was felt that promoting her role more widely amongst schools would bring benefits.
- 4.57 As there were links between substance misuse and risky sexual behaviour, sexual health awareness and guidance cards inviting 13-19 year olds to anonymously text related questions were produced. The Working Group received copies of the cards for information. There were sexual health drop-in centres in all secondary schools. It was noted that the number of people accessing screening for chlamydia in Bracknell Forest had doubled indicating that there was an increased awareness of the infection. Neighbouring boroughs had not experienced this increase. A lack of school nurses had been raised by Healthy Schools Co-ordinators as an issue at the recent workshop as there were currently only 3 serving the Borough's schools.

Consultant in Public Health

- 4.58 The Consultant in Public Health advised that CAMHS had a tiered treatment criteria and it was felt that there was a gap in Tier 2 services (see Appendix 2) which catered for children vulnerable to mental health difficulties and consisted of liaison and joint working with universal and targeted services in education, social care and health. The gap was in preventative mental health services which lacked a counsellor and needed to be made more accessible. Closing this gap by supporting mental wellbeing was a priority as factors such as low

self-esteem could lead to substance misuse. Other gaps such as assisting young people to break free from substance misusing peer groups also needed addressing. Public Health had a limited budget of £60k to commission such counselling services in 2015/16 and although a pilot was planned for next year funded by the Public Health budget alone, in the longer term the Consultant was seeking a partner provider such as the Children, Young People and Learning department for joint working and to contribute funding for the co-commissioning of a strong and sustainable joint service which would benefit all Council departments. Such a whole system approach was required to support children and young people to improve quality of life and wellbeing and to prevent mental health issues in adulthood as poor mental wellbeing in children and young people could lead to mental health conditions in adults. The Consultant had met providers and would commission services based on 3 quotes. Offers had been received and would be shared with the Working Group for its in-put. The care pathways were diagnostic in nature. Use of internet and telephone services would increase capacity and accessibility and an electronic system was favoured as it would provide privacy and offer features such as computer textual analysis to ascertain whether the user was a child or adult by their differing speech patterns. People whose condition was not sufficiently severe to warrant treatment from CAMHS would be signposted to alternative sources of support. Some providers offered face to face work in schools. Although there were voluntary workers, qualified practitioners and a structure were required. Child Line could assist in a crisis, however, a sustained and structured service was required to prevent crisis point being reached. The pupil premium could be utilised in this area, particularly with Looked After Children, to fund out of class activities to tackle anxiety and build self-esteem, confidence and resilience. It was suggested that Parish and Town Councils in the Borough may have some resources which Public Health could utilise for this purpose.

- 4.59 The DAAT sought to re-introduce assertive peer mentoring specific to substance misuse and the associated dangers such as risky sexual behaviour as it was effective. Existing peer mentoring could be expanded and training to operate related courses provided. The assistance of Public Health was invited to explore the opportunities to provide this service.
- 4.60 Although there were good national data sets concerning substance misuse, information concerning children's mental health was less readily available. Primary data collection offered the most useful information but was costly to acquire.

Youth Offending Service (YOS)

- 4.61 The Head of the Youth Offending Service (YOS) introduced her report which explained the role of the Bracknell Forest YOS and provided information relating to current caseload, governance and staffing, interventions to address a range of offences, re-offending and outcomes, and the links between substance misuse and youth offending.
- 4.62 The main role of the YOS was to work with young people to reduce offending and re-offending. The YOS Statutory Service worked with young people aged between 10 and 17 years who had offended and were subject to Statutory Youth Court Orders. The YOS Prevention Service worked with young people from 8 years of age who had not been convicted but were assessed as being 'at risk' of offending and entering the Youth Justice System. The YOS also worked with the parents and carers of young offenders and those at risk of offending.

- 4.63 Referrals to the Statutory Service came from the Youth or Crown Courts. Referrals to the Prevention Service were from a range of agencies, e.g. the police, schools, Children's Social Care and the Bracknell Forest Early Intervention Hub. YOS representatives regularly attended the Hub which was well known and established locally. At the time of the meeting the YOS's caseload was approximately 130 young people which comprised young people with statutory Court Orders, Police Cautions and those on voluntary prevention programmes. Although crime rates in Bracknell Forest had reduced in recent years, this number remained static as the YOS had re-shaped its services to access and work with younger children as earlier intervention and prevention was felt to be more effective. Work with parents / carers was carried out simultaneously. Youth Court Orders ranged in length from 3 months to 3 years, with the average length of work on Police Cautions being approximately 3 months. Prevention and intervention programmes were usually of a 3 to 6 month duration although complex cases could take up to a year to resolve. Re-offenders would return to court and receive a new court order and interventions would continue.
- 4.64 Governance of the YOS was provided by the YOS Performance Management Board which reported to the Bracknell Forest Community Safety Partnership. The YOS Management Board met quarterly and comprised the members of the Community Safety Partnership which had statutory responsibility for YOS funding i.e. the local authority, National Probation Service and NHS. Performance was measured against national statistics.
- 4.65 In accordance with the requirements of the Crime and Disorder Act 1998, the YOS planned its work around young people and their families and had a full skill set within the workforce which comprised professionals from a variety of agencies whose skills and experience complemented each other. Regular analysis of need and review of service provision had underpinned staff training and development to ensure that partnership resources were used effectively. The YOS was a multi-agency team and had a good range of specialist services 'in house' featuring case workers and specialists co-located in a single building in Binfield. Specialist services located within the YOS team included: a named accommodation officer; a substance misuse worker; a physical health worker; an education, employment and training worker; a parenting worker; and a restorative justice co-ordinator. The DAAT hosted a young people's substance misuse worker post for Bracknell Forest, 0.4 of the full time equivalent of which was commissioned by the YOS. Going forward from April 2015, the DAAT and YOS would continue to share the post of young people's substance misuse worker, according to the current secondment arrangements, which would allow for assessment and intervention to be targeted at young offenders and those young people who were at risk of offending. Although there were no plans to change the way in which these services were delivered at the time of the meeting, the service would remain flexible to respond to local trends in substance misuse as they developed during the year.
- 4.66 YOS intervention commenced with a full assessment of the young person's needs, and focused upon the criminogenic factors which contributed to the risk of offending and re-offending. Each young person underwent an initial assessment for substance misuse and the extent to which this was a feature of the behaviour which was influencing them towards offending. If that assessment suggested that substance misuse was a factor, then the young person would be referred to the YOS substance misuse worker for a full assessment and a programme of intervention.

- 4.67 Substance misuse could be an influential factor in the whole range of offences committed by young people, from shoplifting to offences of violence in more serious cases. Where substance misuse was a factor in the offending, it was common for alcohol and / or drugs to have been used recreationally with peers and this could impact negatively on the judgement, self-control and behaviour of the young people who ultimately committed offences together. The YOS also worked with a small number of young people whose misuse of substances was more entrenched and problematic, affecting other areas of their lives and their relationships with their families. Another factor could be the home environment where parents and / or siblings were substance misusers which could have the effect of normalising frequent and excessive use from an early age.
- 4.68 Given the known evidence based link between substance misuse and offending, it was crucial that the YOS had a clear and accessible pathway for referral to specialist substance misuse intervention at the earliest opportunity to enable the appropriate level of advice, guidance and treatment to be provided, ideally as soon as the young person began engagement with the YOS. Outcomes were generally very positive, particularly through early intervention where a programme of harm reduction was put in place and parents engaged with the preventative work. In a small number of cases where the substance misuse was more entrenched and the young person had become physically and / or psychologically addicted, positive outcomes were more difficult to achieve, as the lifestyle tended to be more chaotic with relapses occurring frequently. In these cases, long term motivational interviewing was the approach taken to address the problem with some good outcomes achieved in very challenging cases.
- 4.69 In terms of re-offending, the most recent national data on the Ministry of Justice website indicated that Bracknell Forest had a significantly lower percentage of young people re-offending compared with the average for the Thames Valley, South East and England, (i.e. Bracknell Forest 25.3%, South East 35.3%; Thames Valley 31.2%; England 35.4%). The YOS Management Board also tracked a local cohort of young people to measure re-offending in 'real' time, as the national data was retrospective.
- 4.70 A cohort of 58 young people who started supervision with the YOS between January and March 2013 were 'tracked' during 2014. Of these, 17 (29%) re-offended. During the same period 17 young people commenced substance misuse treatment programmes. Of these, 7 young people successfully completed treatment with a 'drug free' outcome. Of the remaining 10 young people, 4 completed treatment with an 'occasional user' outcome, 2 remained actively in treatment, 2 moved out of the area and 2 disengaged from treatment. Of the 17 young people who commenced treatment during the period, 5 re-offended.
- 4.71 In relation to outcomes of the YOS Prevention Service, during 2013 there were 75 referrals of young people assessed as being at risk of offending. The YOS Prevention Service was entirely voluntary, and of the 75 who were referred 38 young people voluntarily engaged in a programme of intervention, with parental support. Of these 38, only 1 young person went on to offend. Of the 37 who failed to engage with the programme offered, 11 young people became offenders. All of the young people who engaged with the prevention programme had a substance misuse assessment carried out. As these young people were being worked with at an early stage, most of the work carried out in respect of substance misuse focused on awareness raising and harm reduction to prevent any emerging problems escalating.

- 4.72 Although parents could refer their children there were few direct parental referrals and it usually occurred in conjunction with the school. Parents needed to sign up to the Prevention Service and the majority did and were pleased to engage. However, in the case of a custodial sentence, parents who refused to engage and co-operate may be served with a Parenting Order if the need could be demonstrated to the court. 1 in 20 parents would not co-operate with the process and approximately half did not engage to a sufficient degree. 2 Parenting Orders had been issued during the last 2 years. Families with intergenerational crime proved to be the most challenging to work with. A snapshot of how many young people with substance misuse issues themselves or in their families was provided. The current caseload had parents who were in treatment for substance misuse and cross references were made. In January 2015 there were 3 cases where young people misused substances and their parents were in treatment for it.
- 4.73 The majority of younger children in prevention work had family issues and a multi-agency approach involving Children's Social Care was required. Specific work with other young people could relate to bullying, aggression or stealing at school. Early signs of problems often emerged at school. As resources were limited, risk of offending was prioritised. The caseload at the time of the meeting mainly consisted of 10-11 year olds who would be the subject of harm reduction work to make them aware of the dangers of substance misuse.
- 4.74 Mental health and other conditions such as ADHD and autism could lead to criminal behaviour and the YOS was finding that in the region of 15 young people receiving services at any one time were being diagnosed with, or awaiting the results of possible diagnosis of, these conditions. The YOS was trained to deal with young people with these conditions and had access to a range of resources tailored to their needs. Efforts were made to enhance understanding of the criminal justice system and the consequences of criminal behaviour. At the time of the meeting the YOS was currently working with 5 young people with mental health problems such as ODD which rendered them opposed to any type of discipline and their behaviour could be very challenging. Substance misuse by young people with such conditions exacerbated the problem and if in a position where they were unable to build friendships it could make them vulnerable to becoming part of a manipulative peer group. Increased service provision at CAMHS was sought to meet the need to refer such young people for support before they were in a position where they entered the court system.
- 4.75 The links between substance misuse and youth offending were well researched and evidence based. The YOS responded to this by commissioning a specialist young people's substance misuse worker from the DAAT for 15 hours per week. All young people were assessed for the degree to which substance misuse was an influential factor in their offending (or risk of offending in Prevention Service cases). The range of offences was wide and the length and type of treatment offered was dependent upon the needs and risks of each young person. In terms of outcomes, it was clear that early intervention and prevention were more effective than intervention with those with entrenched problems, or in cases where there was intergenerational substance misuse within the family. However, in the latter case, successful outcomes were being achieved although these took longer and were more resource intensive.
- 4.76 Substance misuse was a key factor with young people who re-offended. These young people tended to have many criminogenic factors present in their lives including family dysfunction and breakdown in addition to substance misuse. In

these cases there was a range of agencies involved with the families and the YOS was often part of a multi-agency plan around the child and family.

- 4.77 It was a breach of the Bail Act to retain young people in police cells overnight unless they were dangerous. Those retained were likely to be 17 years old and an appropriate adult would be required as part of the interview stage. If an adult family member was unable to attend the YOS the Council's Emergency Duty Team would undertake the role. If necessary, emergency foster care could be provided overnight to keep younger children out of cells. There were currently 15 volunteers who had been recruited, and trained and were supported to act as appropriate adults and work in reparation. Volunteers were vetted and very few who approached had criminal records.
- 4.78 Courts were reluctant to give custodial sentences to young people unless they were necessary as they could harm their life chances and credible punitive alternatives such as court orders, warnings, supervision and intervention were pursued. Community reparation such as working in the community was an alternative. Persuading young people and their families to realise the negative effects of their behaviour and transform was effective although this approach was time consuming with young people who had become more hardened to crime. Young people in need with a custodial sentence would be visited 5 days into their sentence and then every 6 weeks after for progress monitoring. Consideration would be given to their lives and family background and they would be assisted with reintroduction to the community under custodial supervision. Those who had been in prison for 3-6 months would be on licence at the completion of their sentence. 29 offences had been monitored during the last quarter of 2014 and 5 monitored in January 2015. Young people were fully assessed against 13 criteria including substance misuse, family background and issues at school before a plan was tailored to their needs and priorities. The plan could be a combination of restrictions and interventions to address problems and issues such as one to one counselling which was key to good outcomes.
- 4.79 As detecting internet crime was a challenge for the police, there was limited evidence of young people committing it, however, many put themselves at risk on the internet. Work by the Community Safety Partnership and in schools raised awareness of the risks of CSE, the internet etc.

Children's Social Care and Substance Misuse Including Data

- 4.80 The Chief Officer: Children's Social Care gave a presentation regarding the impact of substance misuse on Children's Social Care services. The presentation outlined the national picture, the impact of substance misuse on families, sources of referral of young people to the DAAT, care proceeding court work, Child Protection Plans as at October 2014, missing children / child sexual exploitation, young carers, Department of Education and Association for Clinical Pastoral Education drug advice for schools, targeted youth support concerning substance misuse, multi-agency working opportunities, case studies, Children's Social Care / DAAT monthly surgeries and next steps for the Children, Young People and Learning department's work.
- 4.81 In terms of the national picture, the National Drug Treatment Monitoring System (NDTMS) estimated that one-third of the treatment population had parental responsibility for children; many families required specialist support to help them stabilise, keep children safe and maximise the life chances of those affected by substance misuse; services needed to provide effective responses for parents who needed treatment as this was crucial to strengthening families

and protecting children from harm and damaged futures, particularly when delivered within a whole family approach and in collaboration with Children's and Adults' Social Care; two-thirds of child protection cases and serious case reviews had parental drug use, poor parental mental health or domestic abuse as a contributory factor; and parental involvement in the criminal justice system was also a risk factor (162,000 children had a parent in prison).

4.82 Substance misuse impacted on families as parental substance misuse could reduce the capacity for effective parenting. Children and young people with substance misusing parents were more likely to develop problems such as poor school attendance, low educational attainment, behavioural issues and may become substance misusers themselves. This was a reason for the whole family approach which had been developed. Some children's health or development could be impaired to the extent that they were suffering or likely to suffer significant harm. If a substance misuser was a parent their treatment outcome was likely to be affected (positively or negatively) by the demands being placed on them in caring for their children. Whole family approaches, by working closely together (drug and alcohol services, young carer services and parenting and family services), could help meet the needs of parents whose substance misuse was adversely affecting the whole family. The Think Family programme had helped to fund local authorities to provide targeted support to families which may include substance misuse problems. Nationally accessing treatment was seen as a protective factor in families where there was drug or alcohol misuse.

4.83 Sources of referral of young people aged 13-17 years (average 69 young people) to the DAAT in 2013/14 were as follows:

Education	30%
YOS	23%
Family/friends/self	20%
Children's Social Care	9%
Health	7%
Housing	4%
Other	7%

4.84 With regard to care proceeding court work, of court cases ending October 2012 to October 2014, 16 (32%) out of 50 families had substance misuse as a primary factor resulting in costly proceedings to take children into adoption, special guardianship or foster care. In December 2014, 4 out of 12 families were in the Pre Court proceeding stage. 3 London Boroughs, Gloucester and Milton Keynes had trialled a Family Drug and Alcohol Court (FDAC) with good outcomes. An evaluation report of the 3 London Boroughs indicated that funding had been obtained from the Home Office and Ministry of Justice and that approximate savings of £5,000 per family had been achieved through this approach. Although the long term benefits had not been calculated this would be carried out in the future. The Working Group received a copy of the evaluation report. Bracknell Forest was working with the other Berkshire unitary authorities to develop a local FDAC feasibility / proposal. Components of a successful FDAC included:

- Families had to agree to use the FDAC and accept they had a substance dependency problem which was adversely affecting their ability to care for their child.
- Between court hearings, work took place under the supervision of the FDAC Team and in conjunction with related local services. The Team

reported directly to the district judge who met with the parents every two weeks to review progress.

- There was an expectation that lawyers on both sides would largely drop back and only be involved when legal matters needed to be resolved (known as lawyer hearings).
- The FDAC Team would consist of input from Health and the local authority. There was no additional funding for this.
- Work was currently being undertaken in terms of the estimated costs of establishing a Berkshire Wide FDAC and the number of families who would be eligible.

4.85 Child Protection Plans as at October 2014 were as follows:

- 135 Children & Young People - 41 children (26 parents) had substance misuse as a primary concern.
- 3 of the parents had intergenerational substance misuse.
- 2 young people in the families went on to become substance misusers.
- 11 families had domestic violence as a key issue.
- Other factors were criminal behaviour, involvement with drug dealers, involvement in sex working, bereavement, mental health issues, poverty and poor parenting skills.

4.86 The following factors related to missing children / CSE:

- During October to December 2014, the CSE Operational Group discussed 19 girls, 10 of whom had links to both drugs and alcohol, 3 to substance misuse only and 4 to alcohol misuse only. Young people's substance misuse workers were core members of the CSE Operational Group / Missing Children's Panel and worked assertively to engage with these young people to reduce risk and harm.
- Mephedrone became a concern in 2011 and subsequently became strongly linked to CSE. Initially older males of 18 to 25 years of age were associating with younger females aged 14 to 16 years and providing them with free mephedrone in return for sexual favours.
- Recently, there had been reports of parties with under age females and sexual favours exchanged. It was yet to be established whether mephedrone was used to entice young females to attend these parties or if the use meant that they became less inhibited and more likely to engage in sexual activities.
- There appeared to be a strong correlation between children going missing and substance / alcohol misuse.

4.87 Where young carers were concerned, details of the needs of whoever the child was caring for were not currently routinely held. This could change as new legislation was introduced and whole family assessments may be required. The number of young carers was currently low and some examples of young carers receiving support were:

- 1 child whose parent had an alcohol problem had now been placed with another family member.
- 1 child who had cared for a parent with a problem was now in the care of another family member due to other reasons but remained a carer.
- 1 family had drug and alcohol problems in the past but this was not the case now and the children were young carers due to other physical needs of the parent.

- 4.88 Numbers were low and the co-ordinator had identified the need to work more closely with New Hope.
- 4.89 As part of the statutory duty on schools to promote pupils' wellbeing, schools had a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Department of Education and Association for Clinical Pastoral Education provided drug advice for schools and the Government's Drug Strategy 2010 ensured that staff had the information, advice and power to: provide accurate information on drugs and alcohol; tackle problem behaviour in schools, with wider powers of search and confiscation; and work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- 4.90 Challenges were staff training, promoting a clear understanding of the curriculum and programmes of study, adoption of a clear drugs and alcohol policy which included guidance on confidentiality, establishing links with local partners and organisations, and a network of support for pupils.
- 4.91 Targeted youth support concerning substance misuse featured a team which delivered a service in conjunction with the DAAT. School referrals were triaged and issues were addressed or referred upwards depending upon the complexity. The team could deliver the PSHE programmes in all schools for Years 7 -13 which included awareness of the dangers of the misuse of drugs, alcohol and legal highs, and smoking cessation courses. Bracknell and Wokingham College had made a commitment to provide two weeks of substance misuse workshops, these had been offered to all new students during their registration and covered drugs, alcohol and legal highs.
- 4.92 Multi-agency working opportunities pursued by the Drug & Alcohol Strategic Group (chaired by the Chief Officer; Older People & Long Term Conditions) were:
- To work within the agendas of health, social care and criminal justice to improve and tackle the systems, processes and service level agreements relating to the commissioning of specialist alcohol and drug treatment systems.
 - To monitor emerging trends in terms of legal highs and other psychoactive drugs and develop and monitor local strategies to reduce the impact locally.
 - To share intelligence on activity in service areas to identify critical areas for work.
 - To monitor the effectiveness of existing services and identify areas in need of improvement.
- 4.93 The Partnership Joint Tasking (chaired by Local Area Police Commander) worked: to adopt a multi-agency approach to crime and anti-social behaviour, to share information with other agencies to support robust enforcement in respect of emerging trends in criminal behaviour, and to reduce the impact of or the fear of crime in the community.
- 4.94 Work undertaken by the Drug and Alcohol Operational Group (chaired by the YOS Team Manager) consisted of:
- Sharing good practice between agencies.
 - Carrying out the tasks delegated by the Strategic Group e.g. leaflets for schools in relation to legal highs.
 - Sharing information regarding substance misuse in the community.

- Identifying gaps in service to be raised at strategic level.
- 4.95 Roles undertaken by the Mephedrone Operational Group (chaired by the Young People's Substance Misuse worker DAAT / YOS) were:
- Identifying gaps in service to be raised at strategic level.
 - Monitors those reporting to be using mephedrone and shares concerns and relevant information (December 2014, 17 adults and 12 young people under 18 years).
 - Red / Amber / Green system relating to each individual to identify concerns, progress and monitoring requirements.
 - Cases were removed where mephedrone was no longer being used or where there was no longer any information on the individual.
 - Partners believe the drug may be manufactured in or just outside the Borough. Any knowledge reported to drug workers was passed on to the Area Intelligence Team.
- 4.96 These groups monitored any changes in trends and any increases in substance misuse. Professionals were given the opportunity to discuss specific cases and look at specific interventions.
- 4.97 The Working Group was provided with 2 case studies of parents with substance misuse issues and noted the outcomes.
- 4.98 The Children's Social Care / DAAT had monthly surgeries during which the representative from DAAT:
- Discussed initial Child Protection Conferences, plans of work where substance misuse had been an issue or was a current concern and investigations under Section 47 of the Children Act 1989 which placed a duty on local authorities to investigate and make inquiries into the circumstances of children considered to be at risk of 'significant harm' and, where these inquiries indicated the need, to decide what action, if any, it may need to take to safeguard and promote the child's welfare.
 - Informed social work professionals of the remit / interventions New Hope offered ensuring that Child Protection / Children in Need plans were as effective as they could be, with appropriate referrals to New Hope.
 - Explained the process of accessing the prescribing service, in addition to ways of monitoring and addressing risks, particularly alcohol users (for example using a breathalyser test).
 - Discussed longer term cases to identify a way forward. Some were already in treatment and contact had been made with others to discuss concerns.
 - Made joint home visits with the Duty Team in relation to concerns with parents and binge alcohol misuse. This was a developing piece of work, taking forward a joint working approach to best promote the welfare of the children and young people that Children's Social Care (and New Hope) worked with.
 - Discussed cases New Hope may have and any referrals needed to Children's Social Care.
 - Met social workers, making face to face contact and establishing a rapport was valuable and promoted and strengthened working relationships.
- 4.99 Next steps for the department's work were:
- Continue for Children's Social Care / DAAT to work closely together – monthly surgeries / joint home visits.

- Expand information sharing when referrals were made to New Hope.
- Ensuring substance misuse testing continued to be available, £3.5k (April – December 2014).
- Staff being able to access reflective practice sessions once per month at New Hope.
- Training / raising awareness in schools would continue to be targeted where it was most needed. Options in respect of providing sessions in primary schools would be explored.
- Explore the option of an integrated adult and young people's service to increase capacity, resilience and adopt a whole family approach in future commissioning plans.
- Explore setting up a Pan Berkshire Family and Drug Alcohol Court, which would have cost implications.

4.100 The Working Group noted that substance misuse referrals were often from fellow pupils and acknowledged that a network of pupil support was a key factor which it wished to improve. School staff turnover was identified as an issue and the importance of training to identify substance misuse and offer support and make treatment referrals was highlighted. Although peer mentoring and training within schools was felt to be good, newly qualified teachers did not receive any substance misuse teacher training. Although the DAAT training programme was accessible to teachers and there were national resources to fund and cascade e-learning were available in the event of a large number of new teachers requiring training, additional training for both newly qualified and established teachers was sought to enable them to detect early signs of substance misuse and then offer support and signposting to services. As substance misuse could have a negative impact on the misuser's appearance and health, it was suggested that awareness raising in schools include 'before and after' substance misuse pictures to highlight this as a disincentive.

4.101 The link between GP surgeries and substance misuse was critical and doctors were encouraged to recognise the signs of substance misuse and make referrals where necessary. Education services and the police made the greatest number of referrals to New Hope. Audits of assessments occasionally referred to substance misuse which could be across the wider family and as grandparents were being increasingly relied on to provide childcare this could be an issue. Drug and alcohol testing services were procured by SMART and recharged to Children's Social Care where necessary. Drug testing policies were rolled out to Children's Social Care and key workers. Random testing was recommended as frequent testing was considered to be too punitive and discouraged people from attending treatment. As cannabis remained in the body for 28 days after use frequent testing could be misleading. Testing strands of hair was effective but costly. Adult Social Care, Children's Social Care and the DAAT worked in partnership leading to favourable outcomes. The review of Children's Social Care had found that closer working with Adult Social Care would be beneficial. The emphasis was changing to a broader team with individual expertise and increased multi-tasking.

4.102 The proportion of parents in treatment as a percentage of all in treatment was higher in Bracknell Forest than the national average and this was seen as positive as a higher number of parents in treatment was a protective factor for children. The DAAT raised concerns with Children's Social Care where parents became involved in substance misuse treatment. Male parents were generally more included to seek treatment opportunities than females who were concerned their children may be taken into care if they admitted to substance misusing. As part of the review of Children's Services, the DAAT was exploring

means of making treatment services more accessible in the community to encourage people to seek early assistance before matters escalated.

SMART (Substance Misuse Arrest and Referral Team)

4.103 SMART was contracted by the DAAT to provide Bracknell Forest's drug and alcohol recovery services on a payment by results basis. Originally a charity providing substance misuse services in arrest and prison situations, SMART had expanded to deliver all types of drug and alcohol services across the Thames Valley. It had been developing and delivering innovative drug and alcohol treatment services since 1996 and believed everyone had the ability to change and worked with people to assist them to achieve and maintain a better quality of life and to meet their hopes and aspirations. Its clients were instrumental in designing, implementing and evaluating their own tailored recovery journey in collaboration with their family, their community, SMART workers and partners. Reaching and maintaining recovery required more than absence of drugs and / or alcohol and recognising that substance misuse did not occur in isolation, SMART addressed all factors leading to it such as wellbeing needs, relationship difficulties and mental health issues. Recovery plans assisted vulnerable people to face many challenges such as access to secure housing, education, employment opportunities and a supportive community.

4.104 SMART's Bracknell Forest Recovery Service provided a range of services for people with drug and alcohol issues living in the Borough which included:

- Drop-in service
- Structured day Programme
- Group support (including Cannabis, Stimulant and Women's Groups)
- One-to-one support sessions
- Harm Reduction advice
- Complimentary Therapies

This service was for anyone in Bracknell Forest experiencing problems with their drug or alcohol use. Most services (excluding the Open Access Drop-in and Family and Carer services) required referral from the Bracknell Forest LASARS. In addition to the Bracknell Forest Recovery Service, SMART offered other services including education and awareness raising for students and teachers which could feature bespoke sessions.

4.105 The way forward was greater integration of children's and adults' substance misuse services. SMART consisted of a team of 3 based at New Hope who were multi-skilled and multi-tasking sharing all areas of service provision. Although children and young people's substance misuse services did not differ from those provided for adults, services were tailored to the individual's needs irrespective of age. Some young people discontinued treatment at the point of transferring from children's to adults' services and efforts were made to prevent this. The SMART team attended regular triage meetings with representatives of the YOS in advance of referrals of new clients. In addition to mephedrone, children and young people being supported by SMART misused cannabis and alcohol. Although none were alcohol dependent, they tended to 'binge' drink at weekend parties. Many substance misusers had not been taught any boundaries and these needed to be instilled into them to enable them to control their anger and articulate their emotions. SMART had an interface with CAMHS and treated substance misuse before referring young people with mental health issues to CAMHS.

4.106 Of the 218 adults in treatment, 44 were parents with dependents of whom 30 (64%) were involved with Children's Social Care. It was possible for families not involved with Children's Social Care to have problems and these were referred to a counsellor if necessary. There was close partnership working between SMART and Children's Social Care who shared client reports and follow up work. Every parent in treatment and their children were risk assessed and children were invited to discuss their parents' substance misuse. A successful initiative was the 'recovery café' which was held on Friday afternoons and where mothers may, for example, sell cakes they had baked to pay for treats for themselves or their children whilst working towards a health and hygiene certificate. Domestic violence was in issue with some families and support could be provided through the Family Support Group which operated outside services, involved the entire family and was led by parents.

4.107 The payment by results system had been piloted successfully for 2 years. SMART's contract was for a 3 year duration with a possible extension to 5 years and tenders would be invited for renewal in April 2015. SMART and the DAAT worked well together and although the SMART Service Manager was answerable to the Head of Drug and Alcohol Services for performance, she had autonomy in service delivery. SMART produced leaflets in respect of all types of drugs which outlined their unit values, characteristics, effects, side effects and signs of use. Although client information was not shared with family members without permission, in the event of people not attending for treatment their family would be contacted to ensure that they were safe and home visits could be made if necessary. The support of spouses and partners was a significant factor in people's recovery. It was the more affluent parents who were in denial of their children's substance misuse as there may be no indication of it and they perceived it as occurring in poorer chaotic families. Substance misuse by young people from poorer backgrounds was more likely to become apparent as there was greater likelihood of them becoming involved in the criminal system owing to crimes to fund substance misuse. Although some people felt they had failed as parents when their children misused substances, this was largely not the case and attention was focused on the misusing young people and not their parents.

Research Findings

4.108 According to Public Health England¹:

- 20,032 young people (under 18 years) accessed specialist substance misuse services in 2012-13. This was a decrease of 656 individuals (3.2%) since 2011-12 and a decrease of 1,923 individuals (8.8%) since 2010-11.
- The most common routes into specialist substance misuse services were from youth offending teams (30%) and mainstream education (17%).
- Of the 20,032 young people accessing specialist substance misuse services in 2012-13, the majority were white British (81%). Two thirds were male (66%). Just over half (52%) were aged 16 or over.
- The majority of young people accessing specialist services did so with problems for cannabis (68%) or alcohol (24%) as their primary substance.
- 81% of young people accessing specialist services stated they were living with their family or other relatives. 5% stated they had an accommodation status of either living in care or living independently as a looked after child.

¹ Young People's Statistics from the National Drug Treatment Monitoring System

- Of those entering services in 2012-13 just over half (51%) were in mainstream education. 19% stated they were not in education or employment.
- The majority of those entering specialist substance misuse services did so reporting multiple vulnerabilities (74%).
- Of the 29,157 first and subsequent interventions starting in 2012-13, 28,820 (99%) began within three weeks of referral. The average (mean) wait to commence specialist interventions for first interventions was 1.8 days.
- The majority of young people in specialist services received a psychosocial intervention only (43%) or a psychosocial intervention in combination with a harm reduction intervention (41%). 165 of the young people in specialist services received a pharmacological intervention (0.8%).
- The average (mean) number of days a young person accessed their latest episode of specialist interventions for during 2012-13 was 154 days (just over 5 months). Crack cocaine users tended to spend the longest time accessing interventions, on average around 6.5 months (201 days).
- 12,947 young people exited specialist substance misuse services in 2012-13 and 10,208 (79%) of these did so because they no longer needed young people specialist interventions.
- Of these 10,208 clients, 6,512 (66%) received a referral back into wider young people services. Less than 1% received a referral onto adult drug or alcohol treatment

4.109 Problematic alcohol misuse by parents can contribute to child abuse, neglect and harm. Estimates suggest 3 in 10 children (under 16) may have a parent with an alcohol problem. Alcohol problems may also overlap with deprivation such as bad housing, poverty, ill health and poor educational attainment by children. The prevalence on social work case loads is likely to be higher. Problematic alcohol use often features in²:

- Serious Case Reviews
- Child neglect, physical and sexual abuse
- Domestic abuse and domestic violence
- Mental and physical health issues

² 'Essential Information for Social Workers' supported by the British Association of Social Workers

5. Conclusions

From its investigations, the Working Group concludes that:

- 5.1 Prevention and early intervention are crucial to protect children and young people from the harm associated with substance misuse by themselves or their parents / guardians.
- 5.2 Although substance misuse can be intergenerational, it is not limited to households of limited means or chaotic lifestyles and occurs amongst all types and ages of people in all sectors of society.
- 5.3 There is a link between substance misuse, particularly mephedrone locally, and child sexual exploitation. Substance misuse also has links with children going missing, poor educational attainment and crime.
- 5.4 Education is vital to prevent substance misuse by children and young people and to alert their parents to it.
- 5.5 A programmed, consistent and joined up partnership approach to substance misuse prevention education in schools would be beneficial.
- 5.6 A substance misuse peer mentoring scheme in the Borough's schools would be a beneficial method of supporting children and young people with related issues.
- 5.7 Additional training for both newly qualified and established teachers would enable them to detect early signs of substance misuse and then offer support and signposting to services.
- 5.8 The substance misuse information leaflet produced by the DAAT is in need of updating and should reflect a common approach by all partners to educating against and preventing substance misuse.
- 5.9 The production of awareness raising booklets to alert parents to the signs and symptoms of substance misuse by their children would be beneficial.
- 5.10 A step guide to recognising and acknowledging a substance misuse issue and its potential impact on the family and signposting towards assistance and treatment would be useful.
- 5.11 Closer family-wide substance misuse working between Children's Social Care and Adult Social Care would be advantageous.
- 5.12 The sharing and comparing of substance misuse data with partners and neighbouring authorities would enhance opportunities to identify and respond to related issues.
- 5.13 Substance misuse can often be the cause or result of mental health issues and low self-esteem. The identified gap in CAMHS Tier 2 preventative mental health services requires closing to support mental wellbeing. Increased CAMHS service provision is also required to assist young people to break free from substance misusing peer groups and to support young people at risk of offending and entering the court system owing to substance misuse.

5.14 Some difficulties have been experienced in engaging with mothers with substance misuse issues and encouraging them to admit to the problem and to make use of the assistance and support on offer.

6. Recommendations

It is recommended to the Executive Members for Children, Young People & Learning and for Adult Services, Health & Housing, where appropriate, that:

- 6.1 Following consultation with the Youth Council and / or other relevant groups of local young people, the substance misuse leaflet be updated on a partnership basis to ensure that up to date information is disseminated and that all partners are working together with common understanding and goals.
- 6.2 High quality awareness raising booklets including 'before and after' pictorial content be produced to alert parents to the signs and symptoms of substance misuse by their children.
- 6.3 A step guide to recognising a substance misuse issue, acknowledging its potential impact on the family and seeking advice / assistance / treatment to overcome it be produced.
- 6.4 A substance misuse peer mentoring scheme be introduced in Bracknell Forest schools to support children and young people with related issues.
- 6.5 Additional training for both newly qualified and established teachers be provided to enable them to detect early signs of substance misuse and then offer support and signposting to services.
- 6.6 A programmed, consistent and joined up partnership approach to substance misuse prevention education in schools involving substance misuse youth workers, the Youth Offending Service, police and other relevant organisations be adopted.
- 6.7 Opportunities be taken to pursue closer family-wide substance misuse working practices between Children's Social Care, Adult Social Care and Public Health.
- 6.8 Efforts be made to secure the closure of the gap in CAMHS Tier 2 preventative mental health services and to increased CAMHS service provision to assist young people to break free from substance misusing peer groups and support young people at risk of offending and entering the court system owing to substance misuse.
- 6.9 A Berkshire-wide substance misuse data sharing protocol be developed to enable comparisons with other local authorities and to facilitate identification and response to issues.
- 6.10 In recognition of the link between substance misuse and child sexual exploitation, relevant groups such as Children's Social Care, the police and the Local Safeguarding Children's Board strategic group be requested to monitor this situation and report to the Children, Young People and Learning Overview and Scrutiny Panel on request on a regular basis.
- 6.11 Where appropriate, child protection plans include the requirement for parent(s) / guardian(s) to attend a relevant substance misuse support or treatment programme.

7. Glossary

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Service
Council	Bracknell Forest Council
CPE	Common Point of Entry for referrals
CSE	Child Sexual Exploitation
DAAT	Drug and Alcohol Action Team
FDAC	Family Drug and Alcohol Court
FSA	Family Support Adviser
GP	General Practitioner
LASARS	Local Area Single Assessment and Referral Service
Meow Meow / Drone / Sniff / M-Cat / Meph	Mephedrone – a powerful synthetic stimulant drug closely chemically related to amphetamines
New Hope	Bracknell Forest's Drug and Alcohol Treatment Centre
ODD	Oppositional Defiant Disorder
O&S	Overview and Scrutiny
PSHE	Personal, Social and Health Education
SMART	Substance Misuse Arrest and Referral Team
YCW	Youth Cannabis Warning
YOS	Youth Offending Service
YRD	Youth Restorative Disposal

BRACKNELL FOREST COUNCIL

CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY PANEL

WORK PROGRAMME 2014 – 2015

Terms of Reference for:

CHILDREN AND YOUNG PEOPLE'S SUBSTANCE MISUSE OVERVIEW AND SCRUTINY WORKING GROUP

Purpose of this Working Group / anticipated value of its work:

- | | |
|----|---|
| 1. | The purpose of this working group is to carry out a review of substance misuse by, and impacting on, children and young people and their families. It includes actions taken to minimise the effects of substance misuse and the success of their outcomes. |
|----|---|

Key Objectives:

- | | |
|----|---|
| 1. | To define substance misuse in the terms of this review (e.g. alcohol and illicit drugs, not prescription drugs or 'legal highs'). |
| 2. | To establish the extent and type of substance misuse by children and young people in Bracknell Forest (through case studies and focus groups). |
| 3. | To measure the impact of substance misuse on children, young people and their families in terms of educational achievement in addition to physical and mental health and wellbeing. |
| 4. | To explore the extent to which drug and alcohol misuse by parents is the reason for children and young people being referred into children's social care locally. |
| 5. | To review the degree to which substance misuse by parents and other family members influences the likelihood of children and young people assuming the same habits as they are seen to be the norm. |
| 6. | To identify and evaluate measures to prevent and intervene in substance misuse. |
| 7. | To explore the relationship between criminal activity and children and young people's substance misuse. |

Scope of the work:

- | | |
|----|---|
| 1. | Substance misuse by children, young people and their family members in Bracknell Forest. |
| 2. | The physical and mental health implications of substance misuse by children and young people. |
| 3. | Relevant Public Health data and information. |
| 4. | Actions to intervene in substance misuse and the outcomes. |
| 5. | Criminal activity associated with children and young people's substance misuse. |
| 6. | Partnership working. |

Not included in the scope:

- | | |
|----|--|
| 1. | Substance misuse by adults unconnected with children and young people. |
| 2. | Investigating the supply of drugs. |

Terms of Reference prepared by:

Andrea Carr

Terms of Reference agreed by:

Children and Young People's Substance Misuse Overview & Scrutiny Working Group

Working Group Structure: Councillors Mrs Birch & Mrs Temperton and Mr Briscoe (PGR), Mrs Wellsted (PGR) & Miss Richardson (Teacher Representative)

Working Group Lead Member: Councillor Mrs Birch

Portfolio Holder: Councillor Dr Barnard

Departmental Link Officer(s): Jillian Hunt and Mairead Panetta

BACKGROUND:

1. Substance misuse by children and young people was selected as a review topic in the 2014-15 Overview and Scrutiny work programme owing to concerns regarding the growing use of mephedrone by young people in Bracknell Forest and the resulting impact on children, young people and their families, and also the effect of parental substance misuse on children and young people. This review also follows on from a review of adult substance misuse previously undertaken by a working group of the Adult Social Care and Housing Overview and Scrutiny Panel.

SPECIFIC QUESTIONS FOR THE PANEL TO ADDRESS:

1. What percentage of local children and young people misuse substances?
2. What is available to support children and young people misusing substances?
3. How many Bracknell Forest children and young people are referred to Children’s Social Care as a result of substance misuse by their parents or carers?
4. Is there any evidence of intergenerational substance misuse?
5. What impact does substance misuse have on the wellbeing, mental health, educational attainment and life chances of children and young people?
6. What more can be done to prevent and reduce substance misuse?
7. Is there a co-ordinated partnership approach to give consistent messages to children and young people concerning substance misuse?

INFORMATION GATHERING:

Witnesses to be invited / met

Name	Organisation/Position	Reason for Inviting / Meeting
Janette Karklins	BFC, Director of Children, Young People & Learning	To provide information on the impacts of substance misuse by, and on, children and young people.
Lorna Hunt	BFC, Chief Officer: Children’s Social Care	As above.
Jillian Hunt	BFC, Head of Drug & Alcohol Services	To advise on substance misuse data, services and outcomes.
Debbie Coleman	BFC, Alcohol and Substance Misuse Youth Worker	To bring the youth service’s perspective to the review.
Lisa McNally	BFC, Consultant in Public Health	To advise on the mental health and Public Health aspects of substance misuse.

Dani Ettia	BFC, Substance Misuse Worker	To share information concerning substance misuse.
Mairead Panetta	BFC, Head of Service, Safeguarding	To receive an understanding of the safeguarding implications associated with substance misuse.
Karen Roberts	BFC, Head of Youth Offending Services	To explore the links between substance misuse and youth offending.
Patsy Carvell	SMART (Substance Misuse Arrest & Referral Team) Service Manager	As above.
Police Representative	Thames Valley Police	To gain information concerning the police's involvement and response to substance misuse.

Site Visits

Location	Purpose of visit
New Hope	To explore drug and alcohol treatment services.

Key Documents / Background Data / Research

1. Young People's Needs Assessment 2012/13
2. Various publications relating to data, good practice, guidance and interventions associated with young people's substance misuse issued by the NHS, Public Health England, the National Treatment Agency for Substance Misuse and the National Drug Treatment Monitoring System etc.
3. The report of the O&S review of adult substance misuse previously undertaken by a working group of the Adult Social Care & Housing Overview and Scrutiny Panel.

TIMESCALE

Starting: September 2014

Ending: March 2015

OUTPUTS TO BE PRODUCED

1. Report of the review with conclusions and recommendations.

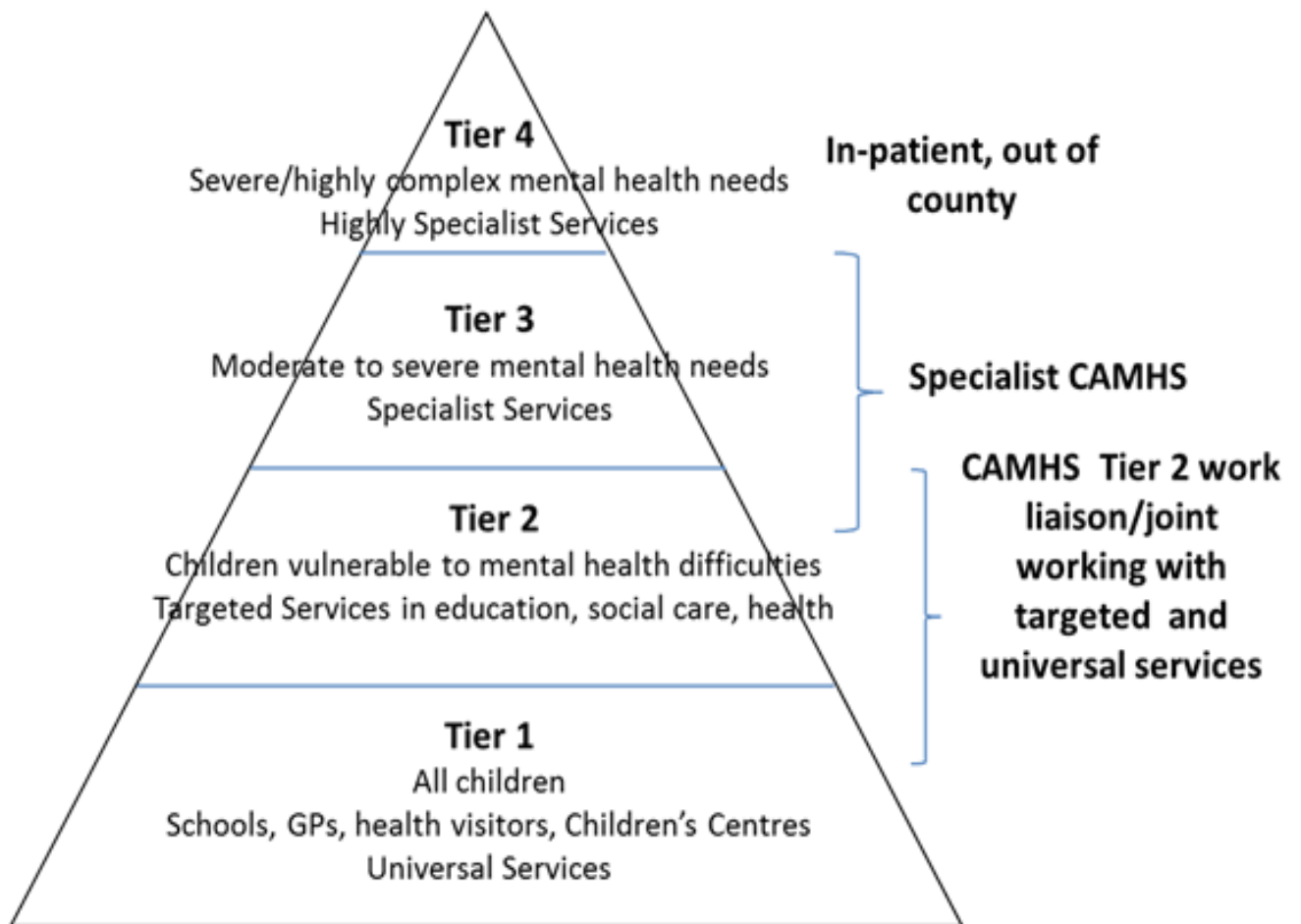
REPORTING ARRANGEMENTS

Body	Date
Report to the Children, Young People and Learning Overview and Scrutiny Panel	4 March 2015

MONITORING / FEEDBACK ARRANGEMENTS

Body	Details	Date
Reporting to Children, Young People and Learning Overview & Scrutiny Panel by Executive Member.	Oral or written report	Spring / Summer 2015

The Four-Tiered CAMHS Framework



For further information on the work of Overview and Scrutiny in Bracknell Forest, please visit our website on:

<http://www.bracknell-forest.gov.uk/scrutiny>

or contact us at:

Overview and Scrutiny Chief Executive's Office

Bracknell Forest Council

Easthampstead House

Town Square

Bracknell

Berkshire

RG12 1AQ

101

or email us at overview.scrutiny@bracknell-forest.gov.uk

or telephone the O&S Officer team on 01344 352283

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
4 MARCH 2015**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive decision item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

Richard Beaumont – 01344 352283

e-mail: richard.beaumont@bracknell-forest.gov.uk

Andrea Carr – 01344 352122

e-mail: andrea.carr@bracknell-forest.gov.uk

CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL**EXECUTIVE WORK PROGRAMME**

REFERENCE:	I052109
TITLE:	Implementation of the Special Education Needs and Disabilities (SEND) Reforms in relation to the Resources Allocation System, Personal Budgets and the Fair Access Resource Panel
PURPOSE OF REPORT:	To approve the continued implementation of the SEND reforms within the existing budget.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	17 Mar 2015
FINANCIAL IMPACT:	Within the existing budget.
CONSULTEES:	Parents, children and young people
CONSULTATION METHOD:	Consultation took place during 2014 regarding Personal Budgets

REFERENCE:	I050794
TITLE:	Schools Annual Environmental Management Report 2013/14
PURPOSE OF REPORT:	For the Executive Member to approve the Schools Annual Environmental Management Report 2013/14
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	17 Mar 2015
FINANCIAL IMPACT:	Within existing budget.
CONSULTEES:	Officer groups, schools
CONSULTATION METHOD:	Meetings with interested parties.

Unrestricted

REFERENCE:	I052363
TITLE:	Proposals for the 2015-16 Early Years and High Needs Block elements of the Schools Budget
PURPOSE OF REPORT:	To agree budget proposals for the 2015-16 Early Years and High Needs Block elements of the Schools Budget.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	25 Mar 2015
FINANCIAL IMPACT:	Within existing resources.
CONSULTEES:	Schools Forum
CONSULTATION METHOD:	Report presented to the Schools Forum.

REFERENCE:	I051654
TITLE:	Annual Admission Arrangements 2016/17
PURPOSE OF REPORT:	For the Executive Member to agree the School Admissions Arrangements for 2016/17
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	No financial implications
CONSULTEES:	None at this time.
CONSULTATION METHOD:	No consultation required as no changes made to arrangements

Unrestricted

REFERENCE:	I052555
TITLE:	Extension of the Symbol Contract
PURPOSE OF REPORT:	To agree the allocation of £60,000 from the Prevention and Early Intervention Reserve to finance the cost of a two year contract extension with Symbol, to support 5 families at any one time.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	Before 31 Mar 2015
FINANCIAL IMPACT:	To be funded from a £60,000 allocation from the Prevention and Early Intervention Reserve.
CONSULTEES:	Children's Social Care Team Managers and Social Workers
CONSULTATION METHOD:	Through face-to-face discussion.

REFERENCE:	I051898
TITLE:	Mainstream Education Transport Policy 2016/17 and Post 16 Policy 2015/16
PURPOSE OF REPORT:	To approve the Mainstream Education Transport Policy 2016/17 and Post 16 Policy 2015/16.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	None
CONSULTEES:	None.
CONSULTATION METHOD:	None as no changes made to either policy

Unrestricted

REFERENCE:	I052568
TITLE:	School term dates and holidays 2016/17
PURPOSE OF REPORT:	For the Executive Member to agree the pattern of school term and holiday dates for 2016/17.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	No direct financial impact
CONSULTEES:	Consultation with headteachers, school staff, professional associations and governors
CONSULTATION METHOD:	Pre-meetings and restricted web consultation

REFERENCE:	I051471
TITLE:	Staying Put Policy
PURPOSE OF REPORT:	For the Executive to approve a Staying Put Policy for Looked After Children wishing to remain in their foster care placement past the age of 18 and up to 21.
DECISION MAKER:	Executive
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	Full details of the funding to be provided by the Government have yet to be received. The report will outline the implications and options for this Council.
CONSULTEES:	Children, Young People and Learning Departmental Management Team Corporate Parenting Advisory Panel Foster carers
CONSULTATION METHOD:	Via meetings

Unrestricted

REFERENCE:	I051719
TITLE:	Troubled Families (Family Focus) Programme - Phase Two
PURPOSE OF REPORT:	To agree the continuation of the Troubled Families (Family Focus) Programme into Phase Two and the associated funding requirements.
DECISION MAKER:	Executive
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	Within existing budget
CONSULTEES:	Children, Young People and Learning DMT Family Focus Reference Group
CONSULTATION METHOD:	Meetings with interested parties

REFERENCE:	I052110
TITLE:	Update on Provision for Young People Not In Education, Employment or Training (NEET)
PURPOSE OF REPORT:	To approve the update on activities to support young people who are NEET.
DECISION MAKER:	Executive
DECISION DATE:	31 Mar 2015
FINANCIAL IMPACT:	None
CONSULTEES:	Not applicable
CONSULTATION METHOD:	Not applicable

Unrestricted

REFERENCE:	I051102
TITLE:	Response to Children, Young People & Learning Overview and Scrutiny Panel Working Group review on Substance Abuse
PURPOSE OF REPORT:	To determine the Executive's response to the recommendations in the report by a working group of the Children, Young People & Learning Overview and Scrutiny Panel Working Group review on Substance Abuse
DECISION MAKER:	Executive
DECISION DATE:	23 Jun 2015
FINANCIAL IMPACT:	None
CONSULTEES:	None
CONSULTATION METHOD:	None

REFERENCE:	I051899
TITLE:	School Places Plan 2015-2020
PURPOSE OF REPORT:	To approve the annual update of the School Places Plan that describes latest pupil data, forecasts of pupil numbers for the next five years and a commentary on the need to add school capacity.
DECISION MAKER:	Executive
DECISION DATE:	15 Dec 2015
FINANCIAL IMPACT:	No direct financial impact as a result of the Plan.
CONSULTEES:	Professional partners
CONSULTATION METHOD:	Through discussion at meetings and comments on draft papers