



County Offices
Newland
Lincoln
LN1 1YL

23 February 2023

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 3 March 2023 at 10.00 am in the Council Chamber, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(11 Members of the Council and 3 Added Members)

Councillors R J Kendrick (Chairman), W H Gray (Vice-Chairman), S A J Blackburn, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, T J N Smith, J Tyrrell, M A Whittington and R A Wright

Added Members

Church Representative: Mr M Kyle

Parent Governor Representatives: Mrs M R Machin and 1 Parent Governor Vacancy

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 3 MARCH 2023**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declaration of Members' Interest	
3	Minutes from the previous meeting held on 13 January 2023	5 - 12
4	Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers	
5	Lincolnshire Safeguarding Children Partnership (LSCP) Annual Report <i>(To receive a report from Chris Cook, Chair of Lincolnshire Safeguarding Children Partnership (LSCP) and Stacey Waller, LSCP Manager, which enables the Committee to review and comment on the work and function of the Lincolnshire Safeguarding Children Partnership and seek assurance of activity by the Partnership to safeguard and promote the welfare of children in Lincolnshire)</i>	13 - 58
6	Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision) <i>(To receive a report from Matthew Clayton, Interim Head of Capital Reform and Education Sufficiency, which invites the Committee to consider a Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision) which is being presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration for a decision on 10 March 2023)</i>	59 - 100
7	Cost of living increase for Foster Carers <i>(To receive a report from Deborah Crawford, Head of Service – Fostering, Adoption and Leaving Care, on the Cost of living increase for Foster Carers which is being presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration for a decision between 20 and 31 March)</i>	101 - 112
8	Lincolnshire School Performance 2021 - 22 <i>(To receive a report from Martin Smith, Assistant Director – Education, and Matt Spoors, Head of Service – School Standards, which provides an update to the Committee regarding standards within the sector led system)</i>	113 - 130
9	Service Level Performance against the Corporate Performance Framework 2022-23 - Quarter 3 <i>(To receive a report from Jo Kavanagh, Assistant Director – Early Help, which summarises the Service Level Performance against the Success Framework 2022-23 for Quarter 3)</i>	131 - 142

10 Children and Young People Scrutiny Committee Work Programme

143 - 148

(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which enables the Committee to comment on the content of its work programme for the coming year to ensure that scrutiny activity is focused where it can be of greatest benefit)

Democratic Services Officer Contact Details

Name: **Jess Wosser-Yates**

Direct Dial **07387 133753**

E Mail Address jess.wosser-yates@lincolnshire.gov.uk

Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements

Contact details set out above.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Children and Young People Scrutiny Committee on Friday, 3rd March, 2023, 10.00 am \(moderngov.co.uk\)](#)

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**CHILDREN AND YOUNG PEOPLE SCRUTINY
COMMITTEE
13 JANUARY 2023**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors W H Gray (Vice-Chairman), S A J Blackburn, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, T J N Smith, J Tyrrell, M A Whittington and R A Wright

Added Members

Church Representative: Mr M Kyle

Parent Governor Representatives:

Councillors: Mrs P Bradwell and S Roe were also in attendance.

Officers in attendance:-

Matthew Clayton (Admissions & Education Provision Manager), Linda Dennett (Assistant Director - Children's Health and Commissioning), Karen Dowman (Team Manager, Children with Disabilities), Charlotte Gray (Head of Service – Children's Commissioning), Tracy Johnson (Senior Scrutiny Officer), Neal Kathel (Property Team Leader, Property Development), Dave Pennington (Head of Property Development), Mark Popplewell (Head of Finance (Children's Services)), Mark Rainey (Commissioning Manager – Commercial), Heather Sandy (Executive Director of Children's Services) and Martin Smith (Assistant Director for Children's Education)

22 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

There were no apologies for absence received.

23 DECLARATIONS OF MEMBERS' INTEREST

There were no declarations of interest declared at this point in proceedings.

24 MINUTES OF THE PREVIOUS MEETING HELD 2 DECEMBER 2022

RESOLVED:

That the minutes of the previous meeting held on 2 December 2022 be confirmed and signed by the Chairman as a correct record.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
13 JANUARY 2023

25 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR CHILDREN'S SERVICES, COMMUNITY SAFETY, PROCUREMENT AND MIGRATION AND CHIEF OFFICERS

The Chairman announced that Mr. Martin, Kyle, headteacher of St. Faith and St. Martin Church of England Junior School, Lincoln, had been appointed by the diocese as the new Church Representative to sit on the Committee and the Overview and Scrutiny Management Board.

Councillor Mrs. P Bradwell OBE, Deputy Leader of the Council and Executive Councillor for Children's Services, Community Safety, Procurement and Migration informed the Committee that a youth offending service inspection was conducted this week and thanked all officers and partners involved, especially the Youth Offending Service. The Lincolnshire Secure Unit had also been subject to inspection. The results of the inspection were pending, although a positive result was expected.

26 CHILDREN'S SERVICES BUDGET PROPOSALS 2023/24

The Committee received a report from Heather Sandy, Executive Director – Children's Services, which set out the Council's Budget Proposals for 2023/2024 with specific focus on the budget implications for the Council's Children's Services activities. Mark Popplewell, Strategic Finance Lead – Children's Services, was also in attendance for this item. It was reported that:

- The Provisional Local Government Finance Settlement for 2023/2024 was published on 19 December 2022 and the Executive had considered the budget proposals on 4 January 2023. Current budget proposals were estimated as further budgetary information was required from Lincolnshire's District Councils.
- The 2022 Autumn Statement delivered by the government was more positive than expected for children's services provision which allowed greater detail in the financial plans for the next two years. Forecasts for the third and fourth year were being approached with caution given the significant financial uncertainty of current market conditions.

The Committee considered the risks facing Children's Services which could impact the budget proposals. The following areas of high risk were identified:

1. Children in Care (CiC) – this was considered a key financial risk given the increasing number of CiC, complexity, type and cost of placements, and rising local demand which was difficult to predict. It was expected that the number of CiC would continue to increase due to population growth and migration into the county through the national transfer scheme. It was assured by the Executive Director for Children's Services that assumptions had been built into the budget based on local and national trends over the last year, which was why a cost pressure of £.404m had been

identified. A range of proactive work was being undertaken to support families and prevent children needing to come into care, such as the Early Help Offer and edge of care support. In addition, placement planning was reviewed weekly to ensure options for reducing the number of high-cost external placements were considered. These pressures were being addressed through ongoing CiC transformation work, which included two new children's homes due to be opened in 2023.

2. Social Work Workforce: a financial risk was identified in recruiting and retaining social workers due to the use of agency workers to cover staffing shortages which were more expensive. Consequently, there were now additional social care apprenticeships available and an uplift in pay for social workers in frontline teams being provided to deter staff from agency work where possible. A number of social care apprentices were drawn from other teams in Children's Services such as Early Help, which were easier to recruit to. Assurance was given that these measures were starting to stabilize the social work workforce.
3. Inflation: increased costs due to inflationary pressures was also identified as a financial risk; despite that some inflationary costs were beginning to normalise, they continued to require close monitoring. Significant workforce costs were identified, and inflation and the staff pay award were being built into the budget. The majority of services were delivered in-house meaning the Council's Medium-Term Financial Plan had already built-in staff pay assumptions. Furthermore, there was an array of commissioned activities for Children's Services which impacted on the Council's budget, however contractual inflationary costs for these commissioned services had been built into the budget proposals in line with Council-wide recommendations. It was assured work was ongoing with partners to monitor the situation through contract meeting to ensure they remain financially sustainable.

Given the financial and inflationary challenges facing Local Authority maintained schools, the Government's Energy Bill Relief Scheme provided support to schools with rising energy costs, however the energy cap changes from the end of March 2023 would create additional costs for schools. Resultantly, the government had responded to this change by offering additional funding to schools to spend on energy upgrades to help save on energy bills going forward. Schools were also having to manage increased staffing costs and overcome the challenge of teacher recruitment, and there were around ten maintained schools in Lincolnshire which were experiencing a budget deficit. LCC would set a budget recovery plans with these schools on an individual basis. As the Local Authority was not allowed to fund overspends in maintained schools, it was assured there would be no financial risk to the Council. The Autumn 2022 statement had announced a £2bn increase in schools funding in each of 2023/24 and 2024/25 to respond to increased costs, especially through staff pay awards and utilities, which was welcomed.

4. National Funding Formula – the affordability of the policy decision to continue adopting the national funding formula for mainstream schools was being assessed. The Local Authority had to set an affordable schools’ formula and the Local Authority would continue to adopt the same principles as in prior years to ensure fairness in approach. An executive Councillor decision would be taken on the affordability steps, and the funding formula would be published by the 28 February 2023 deadline.

During consideration of the report, the following was noted:

- The Committee expressed concern with the loss of the Local Authorities School Improvement Monitoring and Brokering Grant and the subsequent impact this would have on supporting schools judged as inadequate or requiring improvement. Assurance was provided that maintained schools had supported the Council to repurpose the de-delegated budgets for maintained schools to maintain the provision for school improvement. Members were informed that the de-delegation budget would typically be used to provide other school improvements to schools, such as funding an interim headteacher services, however there was less demand for these services over recent years due to increased stability in the sector.
- It was noted that the Council was receiving additional grant funding from the Department for Education (DfE) to enable children’s service to provide support to other Local Authorities, such as North East Lincolnshire Council. This grant funding was separate to the budget proposals for Children’s Services and was reviewed every three months. The current funding was agreed until the end of March 2023 and work was ongoing to assess what further support would be required for the six-month period following March 2023.

RESOLVED:

1. That the Committee supports the Children’s Services Budget Proposals for 2023/24.
2. That the relevant comments be passed onto the Executive for consideration on 7 February 2022.

27 ATTENDANCE IN SCHOOLS, ELECTIVE HOME EDUCATION AND CHILDREN MISSING EDUCATION ANNUAL REPORT 2021/22

The Committee received a report from Jo Carr, Team Leader – Inclusion and Attendance Team, on the School Attendance, Elective Home Education and Children Missing Annual Report for the 2021/22 academic year. It was reported that:

- A strategy to increase attendance was launched in line with the ‘Working Together to Improve School Attendance document which was released in May 2022. This strategy

would be implemented by September 2023 and a pilot project was underway to help schools adjust.

- School attendance had not returned to pre-pandemic levels.
- The strategy would aid the recruitment of attendance officers who would facilitate a closer, collaborative relationship with schools from a multi-agency perspective.
- 87% of schools in Lincolnshire had signed up to a DfE scheme which recorded live attendance data and LCC was adopting a proactive approach in identifying and targeting individual schools to help improve attendance.
- The number of children missing education (CME) had increased with many cases being attributed to children moving which included families urgently returning to their home country without alerting schools. LCC was working to improve how CME were reported.
- Absent notices had increased as more holidays were being taken in term time.
- The number of children on reduced timetables had increased, and anxiety and mental health difficulties were cited as being responsible. It was emphasised that reduced timetables were primarily an approach which offered pupils support in eventually returning to full-time education.
- There was an increased number of children in elective home education which initially had peaked during the pandemic. Assurance was provided that ensuring parents were fully informed and prepared before transferring their children to elective home education remained a priority.

During consideration of the report, the following was noted:

- Members questioned whether elective home educated children were not returning to school following the pandemic. The Team Leader – Inclusion and Attendance Team assured that targeted support meetings were held in these cases to urge children to return to school, albeit with reduced timetables to help address potential anxieties about returning. Emotional issues were exacerbated by the pandemic and subsequent lockdowns, although it was assured that the support teams were proactive in early interventions to these pupils.
- Government plans to legislate a ‘Children Not In School’ register had been pushed back and LCC was working through the Association of Directors of Children’s Services to encourage the DfE to move plans forward.
- The remaining 13% of Lincolnshire schools that had not signed onto the DfE live data attendance register were being urgently contacted by LCC to encourage them to register ahead of the pilot scheme launch.
- Members sought assurance on whether secondary school children in elective home education were receiving a sufficient level of education, and whether they eventually

returned to classroom teaching. The Team Leader – Inclusion and Attendance Team informed the Committee that there was a key worker who supported specifically key stage 4 pupils who were home educated. Members were informed that these young people rarely returned to a classroom setting, although many accessed higher education.

- Increased CME reflected better absence reporting and LCC was working to further improve the reporting and categorising CME. It was further clarified that a pupil was classed as a CME if they had not attended school without explanation for 24 school days.
- The statistic for CME in August would be re-assessed as schools were not open during this period. The Executive Director – Children’s Services agreed that referrals of CME significantly reduced in August as schools were closed and unable to make referrals. It was agreed that Children’s Services would explore reporting annually from April to ensure the narrative surrounding attendance better reflected the trend.
- Members raised questions surrounding the reduction in home visits despite there being increased numbers of pupils in elective home education. The Team Leader – Inclusion and Attendance informed the Committee that LCC did not have the legal right to visit and check on the child, although it was assured that children’s services maintained a good working relationship with most families. Assurance was given that failed visits led to the pupil being re-classified as a CME which gave LCC the legal right to conduct a check.
- A child would be classified as a CME if they were withdrawn from formal education due to a breakdown in relations between the family and the school, which involved direct home visits and ongoing support in rebuilding the relationship or supporting the family in their applications to other schools.
- The new Attendance Team would monitor targeted schools which included independent, maintained, and special schools.
- Upon members requests, the report would be rectified to reflect ‘Lincolnshire branding’.
- It was agreed that further detail in regard to the increased number of elected home educated children would be circulated to the Committee.

RESOLVED

1. That the report be endorsed by the Committee
2. That the relevant comments be taken into consideration by Officers in finalising the strategy.

The Committee considered a report from Tracy Johnson, Senior Scrutiny Officer, which invited members to consider and comment on the content of its work programme, to ensure that scrutiny activity was focused where it could be of greatest benefit.

The following amendments were made to the published work programme:

- The Lincolnshire Safeguarding Children Partnership's annual update had been moved forward to the 3 March meeting
- The item regarding the performance of academy schools listed under 'items to be scheduled' would be incorporated into the Lincolnshire Schools Performance 2021-22 report which was also listed on the 3 March agenda.

RESOLVED

1. That the Committee's work programme be reviewed and agreed upon.

29 CONSIDERATION OF EXEMPT INFORMATION

RESOLVED

That in accordance with Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that if they were present there could be a disclosure of exempt information as defined in paragraph 3 of Part 1 of Section 12A of the Local Government Act 1972, as amended.

30 RECOMMISSIONING OF CHILDREN WITH DISABILITIES SERVICES

Consideration was given to the exempt report.

The Committee raised a number of questions which were answered by the Officers present

RESOLVED

1. That the Committee support the recommendations to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration as set out in the report
2. That the Committee's comments be passed on to the Executive Councillor in relation to this item.

8

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
13 JANUARY 2023**

31 EXPANSION OF BRANSTON COMMUNITY ACADEMY

Consideration was given to the exempt report

The Committee raised a number of questions which were answered by the Officers present.

RESOLVED

1. That the Committee support the recommendations to the Leader of the Council as set out in the report
2. That the Committee's comments be passed on to the Leader of the Council in relation to this item

The meeting closed at 12.15 pm



Open Report on behalf of Heather Sandy, Executive Director – Children’s Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Lincolnshire Safeguarding Children Partnership Annual Report 2022

Summary:

As part of the independent scrutiny of the Lincolnshire Safeguarding Children Partnership (LSCP), the Annual Report for 2022 is presented to the Committee for review and comment.

Actions Required:

The Committee is invited to review and comment on the work and function of the Lincolnshire Safeguarding Children Partnership (LSCP) and seek assurance of activity by the Partnership to safeguard and promote the welfare of children in Lincolnshire.

1. Background

Scrutiny of the Lincolnshire Safeguarding Children Partnership falls under the remit of the Children and Young People Scrutiny Committee. This is the third presentation by the LSCP to the Committee, and this update is based on the Annual Report for 2022 (see Appendix A).

The Committee’s terms of reference relating to the LSCP in the Constitution are:

1. To scrutinise the effectiveness of the Lincolnshire Safeguarding Children Partnership's arrangements for ensuring agencies work together:
 - to protect children from maltreatment and prevent impairment of children's health or development
 - to ensure that children grow up in circumstances consistent with the provision of safe effective care
 - to promote a community involvement in safeguarding children and promoting their welfare by raising awareness through publicity and training
 - to develop and review policies and procedures

- to have the safest possible practices in relation to the recruitment and selection of all those who work with children in a statutory and voluntary capacity
 - to ensure systems are in place to monitor the implementation of the lessons learnt from serious case reviews
 - to ensure the multi-agency and independent sector workforce is trained to safeguard children and improve safety
2. To review and scrutinise the Lincolnshire Safeguarding Children Partnership's strategy, business plan and annual report including any updates on progress with the implementation of the priorities in the business plan.
 3. To review and scrutinise the outcomes of any external inspection or peer review of the Lincolnshire Safeguarding Children Partnership including any action plans arising from the inspection or peer review.

2. Conclusion

The Annual Report also references two other annual reports, the Child Death Overview Panel Annual Report (Appendix B) and the Review of the Use of Restraint in the Lincolnshire Secure Unit (Appendix C). Both reports have been independently presented to the LSCP Governance meetings and scrutinised by the Partnership.

The Independent Chair and the Business Manager for the LSCP will provide a presentation on the Annual Report and the Partnership's activity to the Committee.

3. Consultation

a) Risks and Impact Analysis

Not Applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	LSCP Annual Report 2022
Appendix B	Lincolnshire Child Death Overview Panel (CDOP) Annual Report 2021/22
Appendix C	Review of the Use of Restraint in the Lincolnshire Secure Unit

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Stacey Waller, who can be contacted on 07770 610149 or stacey.waller@lincolnshire.gov.uk.



Lincolnshire Safeguarding Children Partnership Annual Report 2022



(September 2021 – September 2022)

Foreword

I am once again pleased to introduce this Annual Report on the work, co-ordination and effectiveness of the Lincolnshire Safeguarding Children Partnership. 2021 – 22 has seen a period of recovery for many following the significant and critical impact of the Coronavirus Pandemic. However, I have been proud and assured of the work of the frontline staff across the partnership as they continued to deliver vital services to safeguard our children and families.

Against the backdrop of these enormous pressures, partners have continued to strive to improve practices and services and maintained a focus on not only maintaining a high level of service delivery but equally on innovation and sector improvement.

As a product of the strengthened relationships with the Safeguarding Adults Board, the Safer Lincolnshire Partnership and the newly established Lincolnshire Domestic Abuse Partnership, we received the Strategic Needs Analysis which has informed our Strategic Priorities for the next three years. We have worked across the four partnerships to identify opportunities to collaborate, reduce duplication and ensure continued efficiencies in our work. The LSCP also maximises relationships within the East Midlands region and supports work in safeguarding children who move between Lincolnshire and our neighbouring counties.

The Lincolnshire partners have embarked on a commitment to improve responses to children who experience sexual abuse and over the last twelve months have successfully collaborated with the Child Sexual Abuse Centre of Expertise to develop and implement a pathway of resources to ensure that each child receives the support they need at the right time.

I was pleased to attend the Celebration Event for Lincolnshire school children who had attained their Junior Online Safety Officer (JOSO) awards and am keen to see this work develop with more schools taking part next year.

Here in Lincolnshire, we have a first-class partnership and I would like to thank all partners for their professional commitment to safeguarding children. I would also like to thank the Business Manager, Stacey Waller, and her staff for successfully coordinating a key business area ensuring high levels of support to our 'frontline'.

Chris Cook
LSCP Independent Chair

Introduction

2021-2022 has been a year of recovery for Services and establishing a new 'business as usual' following periods of immense demand and challenge for partners, frontline practitioners and our children and families in Lincolnshire. The full effects of the pandemic and further national and global crisis which are impacting on the day to day lives of our communities continue to be realised and present significant difficulties for families in Lincolnshire. Now, more than ever, it is critical that partners continue to work together effectively and efficiently to deliver excellent services to safeguard and promote the welfare of children across our County.

The purpose of the safeguarding arrangements, as set out in Chapter 3: Working Together to Safeguard Children 2018 is to support and enable local organisation and agencies to work together in a system where:

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

This annual report will showcase the work of the partners and reflect on the impact the arrangements have had for children and families across Lincolnshire.

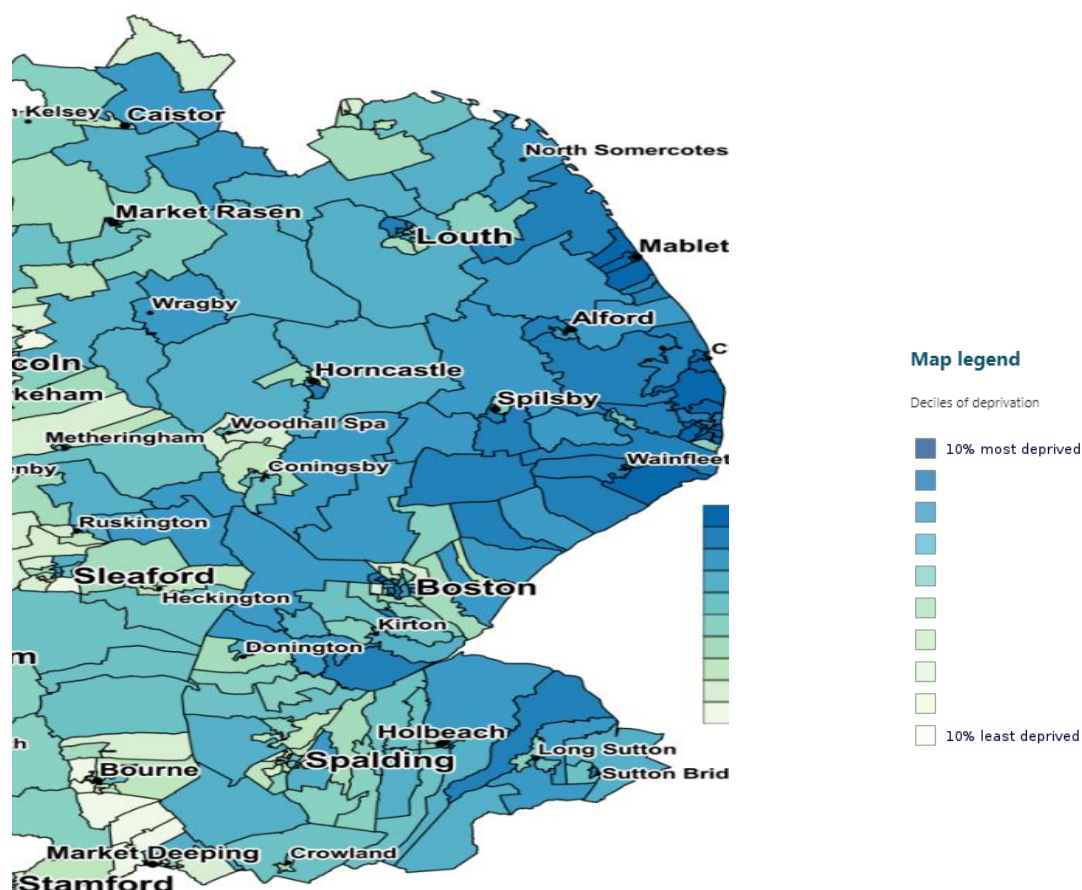
During 2021, the Safer Lincolnshire Partnership (SLP) completed the Q(quad) Collaboration Needs Analysis on behalf of all four partnerships in Lincolnshire (SLP, LSCP, Lincolnshire Safeguarding Adults Board and the Lincolnshire Domestic Abuse Partnership). The findings from this analysis has informed the identification and confirmation of the LSCP Strategic Priorities for 2022-2025.

1. Tackling Child Exploitation
2. Enhancing the Emotional Wellbeing of Children and Young People
3. Promoting Healthy Relationships
4. To identify and reduce the impact of neglect on children and young people
5. To Identify and reduce the impact of sexual and physical harm

The establishment of the Lincolnshire Domestic Abuse Partnership (LDAP) provides a clear governance around domestic abuse and this will have implications for our own work and opportunities for future collaborations to ensure that children are safeguarded and their welfare is promoted. As a result, a joint area of assurance has been agreed between the two partnerships to ensure that they work collaboratively "To identify and reduce the impact of Domestic Abuse on children, young people and their families."

Lincolnshire Context

- The 2021 Census showed an increase in Lincolnshire’s population from 713, 653 in 2011 to 768,400 in 2021. An overall increase of 7.7%
- Compared to 2011, the children and young people population (under 15s) has increased, most notably by 14.2% in Boston and 10% in Lincoln.
- There is a continuing growth in the diversity of the county's population, more than one in ten school pupils now have English as a second language.
- 109,270 children and young people attending education settings across the County.
- Lincolnshire has 388 schools (5 Nursery, 281 Primary, 53 Secondary, 18 Special, 26 Independent and 5 PRU)
- As of Spring 2021, more than 1 in 5 Lincolnshire school pupils are now eligible for free school meals.
- For 16 – 17 year olds known to the Local Authority, Lincolnshire has a higher than average number in education, employment or training, 94.9% locally compared to 93.2% nationally
- Areas of highest deprivation in Lincolnshire can be found in pockets of the major towns and along the coast. The map below highlights the Indices of deprivation for 2019 (most recent available data)



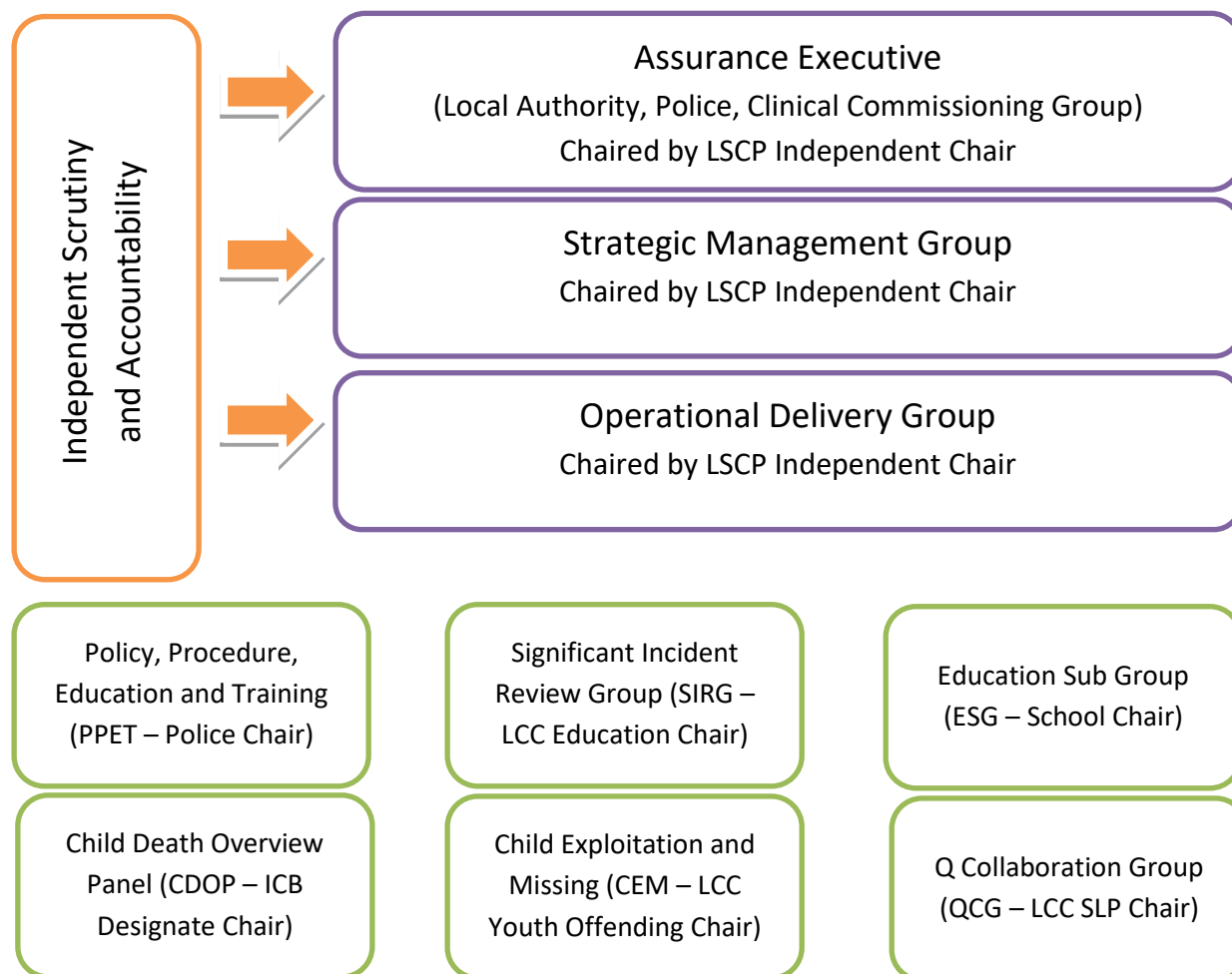
Our Partners and Partnership



1

Lincolnshire prides itself on the strength of its Safeguarding Children Partnership to effectively work to safeguard and promote the welfare of children across the county. The LSCP extends beyond the three key statutory partners and welcomes contributions, challenge and support from a wide range of agencies, including faith organisations, charities, and education providers. Partners contribute to an active work plan and deliver across a number of agenda's and priorities. This work is co-ordinated and overseen by the LSCP Sub-Groups, Operational Delivery and Strategic Management groups.

¹ In July 2022, the CCG changed to form the NHS Lincolnshire ICB, for the purposes of this report the latter will be used throughout.



Scrutiny and accountability

Our Independent Chair continues to drive forward safeguarding collaboration and partnership working so that children are best protected and safe in Lincolnshire in their homes, schools and communities. Lincolnshire has maintained the role of the Independent Chair as an effective means of providing objective scrutiny of our local multi-agency arrangements as well as the presence of a critical friend who works to promote continuous improvements.

As well as chairing our Operational Delivery Group, Strategic Management Group and the Assurance Executive, our Independent Chair has also assumed chairing responsibility for the Child Sexual Abuse Steering Group. Through these responsibilities, and strong relationships across the partnership, our Chair is well positioned to provide challenge and scrutiny to ensure co-ordinated multi-agency working to safeguard and promote the welfare of children in Lincolnshire.

In April 2022, along with the Business Manager, the Independent Chair presented last year's Annual Report to the Lincolnshire County Council's Children and Young People's Scrutiny Committee. Members of the Committee were very engaged with the work of the LSCP and offered robust challenge and support for the work being delivered. On conclusion of the

meeting, members confirmed that they were assured of activity by the partnership to safeguard and promote the welfare of children in Lincolnshire.

Scrutiny through Audit

The LSCP Quality Assurance Framework identifies the need to complete one multi-agency audit per year. The LSCP Multi-Agency Audit this year focusing on Improving Outcomes for 11-17 years old. The scope of the audit was extended to include a younger age range (initially 14-17) following a rapid review in 2021. The audit was conducted between October and December 2021 and included multi-agency auditing of 21 in scope case files, an observation of two Joint Diversionary Panels and 3 practitioner interviews. Due to challenges with national restrictions, it was not possible to engage children and families in the audit on this occasion.

The audit prompted a focus on the challenges and needs presented by this often-complex age for children. Adolescence is an age of great development and definition as children look for greater independence, autonomy and identity. Whilst it is a time of opportunity and potential for many, for some it can also be a time of vulnerability and engagement in new behaviours which also bring exposure to risks. This was highlighted through the evidence of the risk of exploitation and indicators of neglect across the sampled group.

The partnership is assured however, that services to children and families and Lincolnshire continued to be delivered to a high standard. Through the audit returns and the challenge day, many areas of good practice were clearly evidenced, and these are highlighted throughout the report in green. Partners should be proud of the work achieved during these difficult years to improve outcomes for adolescent children in Lincolnshire.

Good Practice: Across the 21 returns and within the 6 cases that were discussed in depth at the challenge day it was identified that at least one involved professional in each case had a strong and effective relationship with each child. This was particularly evident within C69 through the work with their LPFT Clinical Lead and within cases C68, C75 and C79 where the YPLP team demonstrated a persistence in their approaches to engage with the young people and listen and respond to their goals and aspirations.

Good Practice - In relation to good practice, it was noted during the challenge day that direct work undertaken by the team around young person C75 was solution focussed and based upon the young person's aspirations. The returns indicated concerns that the child could be vulnerable to exploitation and the direct work undertaken was in response to this and an excellent example of multi-agency intervention. It was also positive to note relationship-based practice with both the young person and their carers; a whole family approach was evident. Across several cases examples were found of the use of direct work, by a professional with the closest relationship with the young person, that built upon protective factors such as strengthening education, employment and training opportunities and setting of realistic goals based upon the young person's aspirations.

Recommendations from the audit have resulted in the policies and procedures linked to Child Exploitation being reviewed and streamlined as well as work being undertaken to

understand the barriers to engaging fathers/paternal figures and a policy on Supporting Separated Parents is being written.

Significant Incident Review Group (SIRG) – Input from John O'Connor, Head of Service for Education Support, Lincolnshire County Council and Chair of SIRG

Professionals and organisations in Lincolnshire, with a role in protecting children, need to reflect on the quality of services and learn from their own practice and that of others. Good practice should be shared so that there is a growing understanding of what works well. Equally, when things go wrong, there needs to be a robust and objective analysis of what happened and why. Lessons can then be learned, and services improved to reduce the risk of future harm to children. Our Multi-Agency Safeguarding Arrangements facilitate this through our SIRG.

The group also review national publications that may contain learning for Lincolnshire such as reports produced by the National Panel for Safeguarding Children or other local area reviews.

The purpose of the SIRG is to oversee all open serious incident cases, make recommendations to the Assurance Executive for rapid reviews or local child safeguarding practice reviews, monitor the associated action plans and consider examples of good multi-agency practice. In this way the group is a contributor to the evaluation of the impact of our services and practice on each of the LSCP's priorities.

The group's membership has remained static, enjoying the stability of experience that this brings. At the end of the year, after a very long tenure, our representative from Children's Health left Lincolnshire to take up a promotion in another partnership area.

The group updated its guidance on the completion of rapid reviews and produced a practitioner guide for wider dissemination throughout partners as to what a rapid review is and why they may be asked to contribute.

All reviews that were started under the old partnership arrangements of serious case reviews (SCRs) have been published with their associated, and completed, action plans. All reviews are now conducted under the new arrangements.

Serious Incident Notifications

There were 8 cases considered by the group as serious incident notifications. One of these resulted in a rapid review which concluded that it should go on to be reviewed in greater detail as a dual local child safeguarding practice review and domestic homicide review. The other 7 did not reach the criteria for a rapid review, but 2 of them were reviewed as cases, 1 via a small working group and the other as a delegated health review. One of the cases led us to review an existing policy on dangerous dogs, leading to a rename of the policy to safeguarding children around dogs and a review of its content.

We have worked with 3 other local authority safeguarding children's partnerships on reviews this year and so developed a process for consistency when working with other areas. This

has been taken to the regional partnership meeting for sharing of good practice and comment.

Several reports have been published that the group considered and reflected on to make recommendations, or provide assurance, to the Assurance Executive of the practice in Lincolnshire:

- [‘The Myth of Invisible Men’](#) – the National Panel for safeguarding children’s thematic report in to safeguarding children under 1 from non-accidental injury caused by male carers
- [Joint Targeted Area Inspection](#) - inspection report of Solihull Metropolitan Borough Council in response to the death of baby Arthur
- [National Review in to Murders of Arthur Labinjo-Hughes and Star Hobson](#) – a nationally commissioned review to consider whether their murders reflect wider national issues in child protection
- The LSCP’s Child Death Overview Panel (CDOP) produced a thematic report on the recent suicides in Lincolnshire. This report was considered by the group and supported the recommendation that all Lincolnshire child suicides be considered for review until further notice.

Following the completion of the previous year’s rapid reviews the group published a learning bulletin for each one, for agencies to use to brief their staff on the reviews, their learning and areas of best practice. For those that have access, these are now stored securely on [Enable](#).

Practitioner Feedback – Learning Bulletins

The generation of the learning bulletins following rapid reviews that can be shared widely across the partnership has been well received. The impact surveys that partners can complete after each bulletin have been well received and rated significantly positive. Feedback from the survey has shown that the bitesize one-side of paper format is ideal for understanding the case quickly. Several comments have mentioned process/ organisations that readers have only just heard of, which helps practitioners understand Lincolnshire’s arrangements. Storing these, and future, learning bulletins in one place, on the training platform Enable, will help new practitioners learn from local reviews.

“We looked at this learning in a team meeting, spoke about all of the resources and links we had not been aware of, also raised awareness of the role of the LSCP and learning reviews.”

“Ensuring parents / carers are involved and their involvement recorded.”

“Joined up approach is crucial where multi agencies are involved with a family. Child development knowledge for the 10-14s.”

“Strengthen my knowledge and understanding.”

“The importance of following TAC procedures, and communicating with TAC Admin and/or escalating when parental consent is removed.

“There were lots of people looking out for Lucy and doing many good things for/with her, they just needed to ask more questions of her trauma as a child. Things were learnt as a result of her death.”

Policy, Procedure, Education and Training Subgroup (PPET) – input from Insp. James Hoyes, Lincolnshire Police and Chair of PPET

The Policy, Performance, Education, and Training sub-group (PPET) develops, reviews, and maintains the policies of the Lincolnshire Safeguarding Children Partnership. The purpose is to ensure that a fit-for-purpose manual is available for all professionals and the public. The sub-group is influential in what training and educational content is provided for professionals across the Partnership, including providing our own suite of training packages. By working together, the collective knowledge, skill, and expertise amongst its membership ensures that all documents, guidance, and training is usable by every professional.

PPET is attended by the three statutory partners and a vibrant and active membership of the wider partners. All members of the sub-group are engaged thoroughly with the work and offer support and insight to the Partnership. The diverse, professional experience of members is vital in the development and delivery of effective policy and procedure and the group works to ensure that the Partnership maintains a suite of documents that are easily accessed and understood by professionals and the public.

During the period covered by this annual report PPET has reviewed and refreshed 17 policies, procedures, and guidance documents. This is all published in the Partnership's [Policy and Procedures Manual](#).

Assessing the impact of the Safer Sleep for Infants Guidance, PPET completed a policy impact assessment. PPET received results from fourteen partners, with eight providing positive returns spanning across children's services, health partners, district councils, and organisations in the third sector. It is apparent the policy has had positive impact in the training on safer sleep and simplifying internal policies, by being able to refer to the LSCP's guidance. This impact has primarily been felt by practitioners within the partner agencies, but most agencies showed how the guidance has had an impact on parents and their infant children.

Case Study:

United Lincolnshire Hospital Trust provided further detail on how nurses were able to safeguard and support a mother of a three-week-old baby whose needs were not being met.

“The Safer Sleep Guidance was discussed with the nursing team and the team was signposted to the relevant resources, for both professionals and parents. Through advice and supervision, the nursing team were able to discuss and signpost the mother to all relevant information and guidance regarding the concerns [...] The nursing team contacted other agencies who can provide support to the mother including the allocated health visitor, an early help assessment was completed and a DPM [Discharge Planning Meeting] held prior to discharge.”

Through the policy impact assessment, PPET were able to establish the Safer Sleep for Infants Guidance is recognised by all partners as a valuable source of advice, information, resources and signposting.

Highlights in our programme of partner presentations have been Lincolnshire Community Health Service's (LCHS) presentation on the Dangerous Dogs and Safeguarding Children Policy and South Kesteven District Council's (SKDC) on the Joint Protocol for Missing Children and Young People.

The presentation on the Dangerous Dogs and Safeguarding Children Policy, coincidentally, followed shortly after the sad death of a baby in the east of the county due to a dog attack in March. LCHS provided a case study of a baby presenting at an urgent treatment centre with a cut to their lip after being bitten by a dog. The case study highlighted how the policy provides for effective safeguarding of the child and handover to the police for a criminal investigation. It did identify further work to ensure that all partners understand what fell into the policy, particularly in relation to the type and behaviour of the dog and age of the child.

SKDC's presentation on the Joint Protocol on Missing Children and Young People was notable as district councils are not routinely notified of a child or young person being reported missing. However, they consider the risk through other calls they received (noise complaints, neighbour disputes, ASB, etc) and are represented at MACE where they provide a suite of tactical options to disrupt the pull factors leading to children and young people being reported missing. It is apparent that the joint protocol supports internal policies and provide a useful go-to guidance document. The case study they provided has been captured in the Child Exploitation and Missing subgroup section, due to links with Operational MACE (Multi Agency Child Exploitation meetings).

Training Report September 2021-2022

The LSCP multi-agency training is an effective way of bringing together professionals from different agencies to gain a better understanding of each other's role and responsibilities for safeguarding and make a positive difference to frontline practice.

The pandemic challenged the team to ensure that the training delivery continued to provide multi agency interaction and learning. The training team responded quickly developing and delivering a wide range of easy access eLearning, virtual workshops and online briefings and webinars, that all embedding the multi-agency ethos. However, this year has set the team a new challenges as we begin to move forward post Covid. Partners all agreed that a blended approach was called for.

The team identified the courses that worked well as virtual workshops and those that needed to be face to face and then some that worked better as a combination of eLearning, workshops and face to face. In May 2022 the identified face-to-face training commenced. Attendance was poor to begin with, several partners were still unable to release staff to attend and illness was still an issue, leading to some courses having to be cancelled due to low numbers. However, since October attendance at all courses has increased, as has the demand for training. The team are reviewing and adding additional places and courses to meet demand.

The Inter Agency Safeguarding Children course is now in four inter linking modules, (previously this was delivered over 2 days). This approach has enabled the LSCP to continue joint delivery with the Early Help Consultants, an approach that is very much valued. There have been challenges, particularly practitioners being able to attend the courses in chronological order.

The evaluations have offered insight into how practitioners view a blended approach. Many have commented that they valued the face-to-face final session with comments including:

I really enjoyed the face to face activity about how a conference would look. I enjoyed the role-play activity as it really gives you an idea of what it would be like if you were to ever have to go to one.'

'The separate modules gave me time to review my knowledge. The Voice of the Child element of the training was very powerful and indicated that the child's voice could be "heard" in different ways to just listening to the words.'

The course was very informative and promoted discussion between individuals from different employment backgrounds which in itself was hugely beneficial, opening up discussions and enabling differing perspectives

November 2021-Nov 2022

Course Title	Number of courses		Number Completed/Attended	
	Nov 2020 - Oct 2021	Nov 2021 - Oct 2022	Nov 2020 - Oct 2021	Nov 2021 - Oct 2022
Inter-Agency Safeguarding Children and Young People module 1 (e-learning)	n/a	n/a	906	1046
Inter-Agency Safeguarding Children and Young People module 2	54	38	567	410
Inter-Agency Safeguarding Children and Young People module 3	54	38	539	399
Inter-Agency Safeguarding Children and Young People module 4	54	37	506	411
Child Exploitation	20	10	183	94

Recognise disguised compliance and disengagement within families	3	9	22	100
Reducing Parental Conflict	10	11	73	85
Domestic Abuse Virtual Workshops and face to face	0	15	0	123
Supporting Children with Mental Health in Lincolnshire	0	5	0	82
Safer Workforce (Recruitment)	3	4	61	63
Online Safety	8	6	62	51
Drug and Alcohol Awareness	3	3	35	24
Child to Parent/Carer Abuse Training	1	1	13	17

The LSCP training team have continued to work collaboratively with the Early Help Consultants, Domestic Abuse Partnership, Adult Safeguarding Board, Children Services, Special Educational Needs and Disability, Children and Adolescent Mental Health Services and We Are With. Many courses are co delivered, whether that is face to face, virtual workshops and briefings or pre rerecorded videos this has enabled a joined up approach. This collaboration has strengthened the delivery of the training courses and enabled the development of new courses.

The 6-year safeguarding children and young people training pathway was reviewed in the summer 2022 and a simpler format developed to assist practitioners to follow the pathway to develop their knowledge of safeguarding children. The pathway is mirrored in adults safeguarding with courses that go across both children and adults featuring in the same years. All core courses were reviewed in July and August 2022.

New courses 2021-2022

- 'Child to Parent/Carer Abuse', in partnership with The Domestic Abuse Partnership.
- 'Working with Parents and Young People that use Drugs or Alcohol' in partnership with We Are With You.
- 'Lincolnshire Paediatric Sexual Assault Referral Pathway', briefing.
- 'A Rough Guide To Not Putting Your Foot In It', in partnership with Lincolnshire Young Voices.
- 'Domestic Abuse in Practice' replacing Control, Coercive Behaviour and Stalking in an intimate relationship and Disguised compliance, in partnership with The Domestic Abuse Partnership.

The Safeguarding Managed Learning System, Enable, provides multi agency access to all Children and Adult Safeguarding and Domestic Abuse courses. All partners continue to

encourage staff and volunteers to access the training. There are now 57,000 learners registered, with 48,894 eLearning courses being completed during the last year, an increase of 13,145 from the previous year.

The Voluntary Sector Briefings that have been delivered jointly with the Adult Safeguarding Board during the last 2 years, are an excellent example of how the Lincolnshire Safeguarding Training has been promoted and there are now 6,974 Volunteers registered and completing a range of training.

Child Exploitation and Missing Subgroup (Input from Andy Cook, Head of Service, Youth Offending Team and Future4Me, Lincolnshire County Council and Chair of CEM)

Working Together to Safeguard Children (2018) outlines that it is the responsibility of all partner agencies to identify all children and young people at risk of exploitation to prevent them from becoming victims, and it is the responsibility of all partner agencies to protect and safeguard all children and young people who are experiencing exploitation from further harm.

The LSCP has placed a significant emphasis and investment on improving practice in relation to those children at risk of exploitation and within its response to missing children. The investment in a dedicated Child Exploitation Analyst role has given a strong focus around reporting and understanding of the profile of exploitation and in turn providing support to operational practice. The analyst works in close collaboration with all partners and Operational MACE to ensure that trends and issues are identified and resolved at the earliest opportunity as well as refining systems and process to assist in the identification and disruption of CE in the County.

The partnership response to child exploitation is managed through several groups and activities to ensure we are identifying, managing, and responding to risk. This starts at tactical/operational delivery level through the weekly Multi Agency Child Exploitation (MACE) meeting. The LSCP Child Exploitation & Missing (CEM) subgroup provides the partnership oversight and scrutiny and meets every six weeks reporting into the LSCP Operational Delivery Group

The partnership work related to children at risk of exploitation is strong and there is an ongoing commitment to innovate and consider best practice through both regional and national forums. Through the CEM subgroup we hold a preventative focus through our communications and campaigns provide key information related to the risks around exploitation for both parents/carers and children to ensure awareness of potential risks. During the summer, information on responding to incidents of children going missing was targeted at the East Coast of the County, due to the transient nature of the visiting population to local resorts and coastal attractions and previous elevated numbers of missing episodes during this time. Whilst teenagers at risk of exploitation were part of this group, the campaign provided safety advice for parents with children of all ages. This aimed to support key professionals in their ability to report concerns regarding exploitation but also to ensure there is community responsibility to safeguarding all children and young people.

There are strong links between children and young people being at risk of exploitation and other behaviours, in particular missing from home or care. Considerable evidence highlights that children and young people who go missing from home or care are at increased risk of being at risk of or experiencing criminal exploitation and or sexual exploitation. During 2022 partners self-assessed against The Children’s Society Missing Benchmark Tool to provide a greater understanding of our strategic response to children who go missing. The Tool identified a number of actions and steps we can take to improve our response and the partnership will continue to track progress against these outcomes during 2023.

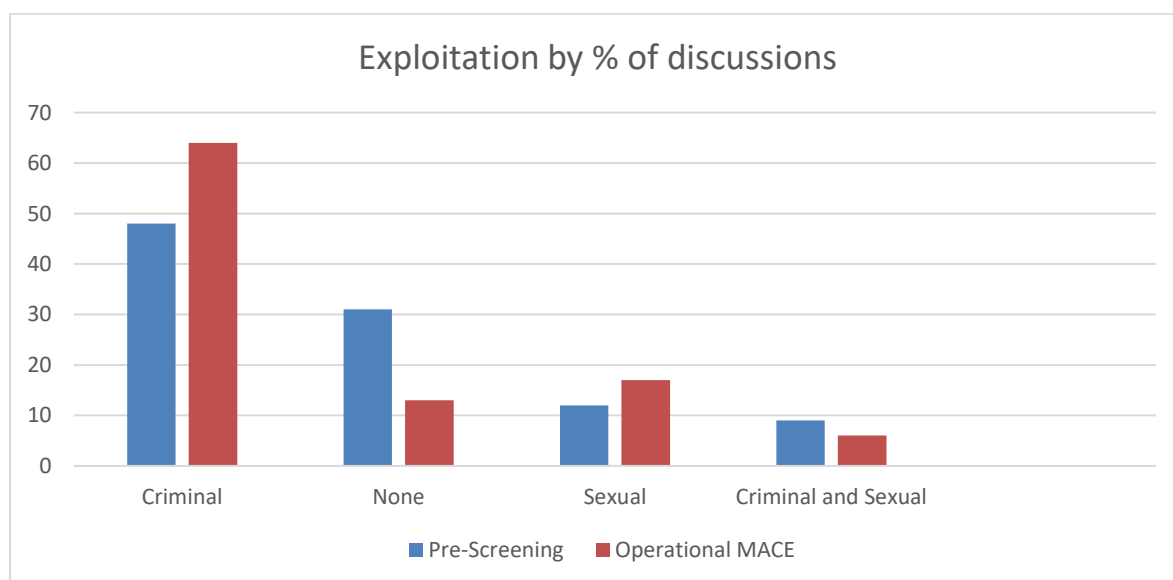
The partnership continues to support and encourage education placements to complete missing return interviews for those children who are not open to Children Services at the point of missing incident. It is really positive and a demonstration of our collaboration with schools resulting in a year-on-year increase in the number of return interviews completed by education placements. This now stands at 30% of the interviews allocated in 2022 through the front door which is a real success story of our approach in Lincolnshire.

The partnership is proud of the commitment demonstrated by all partners to tackle exploitation in Lincolnshire. 2022 saw the review of the Quality Assurance Framework to assure partners of the effectiveness of Operational MACE. The focus of activity going into 2023 will be on stakeholder engagement, audit activity, training and data analysis.

LSCP Analyst Role

Our ability to understand and respond effectively to the risks of CE necessitate a need for on-going analysis and expertise to support both the operational and strategic elements of MACE. The increase in referrals, return interviews and intelligence linked to child exploitation requires a cohesive and co-ordinated approach to capturing key themes and a clear picture of the profile of CE in Lincolnshire.

The recruitment of the dedicated CE analyst within the LSCP has generated a hugely positive impact of managing the available data and creation of reporting to highlight areas of concern and therefore a pro-active response.



Through training and practice development we are ensuring that all professionals are able to respond effectively to mitigate the risks of children going missing. The weekly MACE meeting reflects those children considered most at risk and works collaboratively to provide safety, instigate actions through disruption and enforcement against identified perpetrators and recognise and respond to locations of concern. As a result of recent changes, the focus of MACE is starting to consider more locations and persons of concerns, as opposed to being heavily reliant on victim referrals.

Senior Neighbourhoods Officer attends MACE – SKDC Policy Impact

- Location of concern identified relating to ‘young girls hanging around cars in supermarket carpark’
- Using local knowledge officer able to identify nearest Public CCTV
- Officer request further information from Children’s Services in relation to the incident that had been disclosed (i.e. date, time, descriptions)
- Officer reviewed CCTV footage of the timescales given
- In this case – nothing of evidential value observed
- As a disruption action, officer visited supermarket, liaised with managers and advice given around exploitation.
- Supermarket was given digital resources for The Children's Society **#LookCloser** campaign.
- Supermarket committed to giving staff a briefing and asking them to report any activity they suspect could be exploitation to the Police at that time.
- CCTV remain vigilant for any continued signs of possible exploitation.

Whilst all these developments continue to be taken forward, there is certainly no on-going complacency, and all partners share a clear commitment that all further learning will be assessed as practice evolves. This will ensure it provides us with a robust framework to support our shared goals in reducing the impact of children going missing and being placed at risk of exploitation.

Education Subgroup – Input from Kathryn Creaser, Safeguarding Lead for the Priory Trust, Chair of ESG

Development of school specific policies

Through the work of a task and finish group, the Education Sub Group has worked with partners from the Pupil Reintegration Team at Lincolnshire County Council to create a policy and a bank of resources to support schools and colleges with responding to incidents of sexual harassment and sexual violence. The information supplied to schools and colleges not only helps to bring consistency in practice, ensure compliance with statutory documentation, and provide invaluable guidance for safeguarding staff when they are presented with complex incidents to manage.

Stay Safe Survey

Once again this year, the Education Sub Group supported the delivery of the Stay Safe Survey for 2022. This year saw a record number of responses – 3,783 children took part in this year’s survey from 39 different secondary schools. The information garnered from the survey allows professionals to understand the lived experiences of children and young people in Lincolnshire, and will be used by the Stay Safe Partnership to help inform their resources and the Stay Safe Days moving forward.

YouTube remains the most popular app used by boys, while TikTok and Snapchat are now joint most popular with girls

The most striking difference in the proportion of bullying victims who took action can be seen by level of parental/guardian supervision

Stay Safe Partnership

The Stay Safe Partnership’s inclusion within the Education Sub Group continues to provide an excellent example of partnership working. Through the Sub Group meetings, education representatives are able to work with the Stay Safe Partnership to shape their work and ensure continued high quality delivery on topics that matter to children and young people. A good example of this is a request from the Sub Group members for the Stay Safe Partnership to work with CAMHS to look at putting together curriculum sessions that equip children and young people with the know-how to manage harmful content online, in order to help improve their mental health. Schools and colleges have seen an increase in children’s mental health deteriorating as a result of accessing harmful material online, e.g. content on self-harm and suicide. It was felt that a really useful piece of work would be to create curriculum sessions that support staff to deliver on this topic, whilst strengthening the messages delivered by the Stay Safe Partnership, CAMHS and school staff to children and young people. This work is ongoing.

A Date with Dan/Ask Dan Anything

Further to feedback received in the Stay Safe Survey, and the success of the events last year, Dan Hawbrook (LSCP eSafety Officer) has delivered a series of events for parents/carers on the topic of online safety, entitled ‘A Date With Dan’. On reviewing the success of these, a recommendation from the Education Sub Group was to replicate these sessions for practitioners. ‘Ask Dan Anything’ was created, which is an opportunity for professionals to listen to key updates from Dan and, as you may have guessed, ask him anything about online safety. The sessions have created a safe space for professionals to seek advice and guidance and improve their practice, as well as bringing together partners from across the county, providing an opportunity to discuss online safety within the context of the Lincolnshire.

Feedback received from professionals who attended the event was overwhelmingly positive, with many reflecting that it would impact their practices moving forward.

“Reassurance that there are parental controls, which can be put in place despite many parents believing there are not”

“Information about different apps and learning how to remove images from social media”
“Update on most trendy apps and their pitfalls”

“Great info and update”

Engagement in campaigns

Members from the Education Sub Group worked with partners from the LSCP to help put together the Positive Body Image campaign. Prior to its launch in August 2022, Sub Group members enabled the LSCP’s Audit & Policy Officer to meet with children and young people from three different educational settings, and the campaign was built around what these pupils said about body image and the resources they wanted sharing. As a result of this collaboration, an education resource pack was shared with schools and colleges to help them work with children and young people to promote a positive body image. Members of the Education Sub Group were unanimous in the value of the resources and the benefit they had brought to staff delivering on this topic.

The Positive Body Image social media campaign had a reach of 4612 over 7 x posts shared throughout August 2022. Additionally there were 49 post likes and 35 post shares, which only served to strengthen the campaign reach. The success of the campaign was a testament to the effective working relationships built within the Partnership.



Schools Safeguarding Assurance

The LSCP seeks assurances every year that schools and colleges are meeting their safeguarding responsibilities. The assurances are provided by a non-teaching member of the Governing Body or Board of Trustees. Historically, schools and colleges have provided their assurances in the autumn term. The Education Subgroup have been part of a consultation this year to review when the submission is made, providing feedback on the process and looking at the optimum response time. As a result, the submission time for the Schools Safeguarding Assurance has now moved to the end of the academic year, in line with maintained schools receiving sign-off from their Governing Body for their safeguarding self-assessment. Further to feedback from the Education Subgroup, a change has also been made to the submission form, to allow Multi-Academy Trusts to complete one return for all settings, with additional requests to make the process smoother under discussion.

Number of assurances returned for 2021-2022:

Returns across all provisions and phases: 309/388 – Total: 80% returned

Early Years/Nurseries – 4/5 – Total: 80% returned

(This only covers maintained nursery settings; no data available on private/independent EYs provisions.)

Primary – 233/281 (including 1 all-through) – Total: 83% returned

Secondary – 38/53 – Total: 72% returned

Special – 18/18 – Total: 100% returned

Independent – 11/26 – Total: 42% returned

PRU/Alternative – 5/5 – Total: 100% returned

Whilst this is not a statutory requirement of schools, and some academies may use alternative methods of assurance, we are striving to increase the number of returns year on year. As a result of the changes introduced this year, we have seen an increase in returns by 14% from 255 schools to 309. Through continued efforts and engagement with all schools, it is anticipated that there will be a further increase in returns for the 2022/23 academic year.

Junior Online Safety Officers (JOSO)

The Junior Online Safety Officer training (JOSO) is aimed at Year 5 pupils to provide them with the knowledge, skills and confidence to help spread e-safety messages throughout their school with pupils, teachers and parents, in their role as a JOSO (Junior Online Safety Officer).

Participating schools and pupils took part in two taught virtual sessions, delivered by Online Safety Officer Dan Hawbrook and a LSCP Training Officer. Through involvement of the Education Subgroup, the course remains relevant and up to date reflecting the key issues that have been identified nationally, but also locally by our partners in the Stay Safe Partnership through their direct work with children and young people in schools across Lincolnshire.

A drop in numbers for the take up for the JOSO course was noticed from late spring and summer term. This was explored with schools via our Education SubGroup members and we were assured that this was a consequence of school recovery from Covid 19 rather than problems or issues with the content, delivery or structure of the course.

Participating Schools Nov 2021 – Nov 2022 = 22
Total number of JOSOs trained = 79

At the end of last academic year in July, a face-to-face celebration and a virtual celebration were held for all JOSOs who had taken part in the scheme that year. JOSOs submitted their work and certificates were awarded at the event in acknowledgement of their 'Brilliant Engagement', 'Awesome Creativity' or 'Super Commitment'.

Examples of the work completed by JOSOs:–

- Holding debates and tabletop discussions in class around key safety issues such as age ratings, use of social media, screen time, fake news.
- Writing and delivering assemblies on e-safety topics and to promote the JOSOs role.
- Designing virtual and paper-based quizzes on e-safety topics such as fake news
- Creating e-safety leaflets and posters to be displayed in schools and shared with parents
- Creating worry boxes for students to anonymously post any worries or questions about staying safe online
- Holding whole school campaigns on e-safety-such as competitions to create JOSO E-safety mascot and taking part in the national Online Safety Day.
- Posting JOSO information and events on the school’s website
- Video produced and delivered by JOSOs aimed at parents on how to keep their children safe online. Link to video posted on JOSO webpage on school website
- Produced e-safety pack for parents

All schools that had completed JOSO for the last academic year were sent ‘We are a JOSO School’ certificate to acknowledge their commitment to promoting online safety in their school.

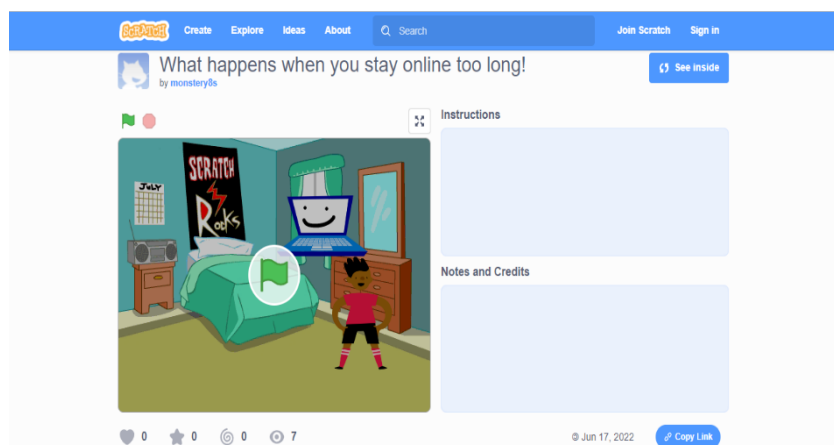
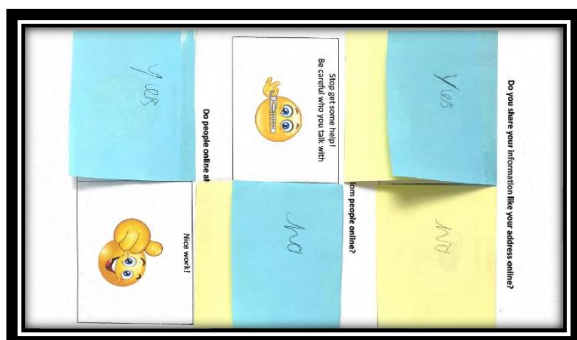
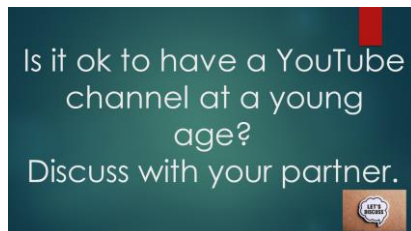
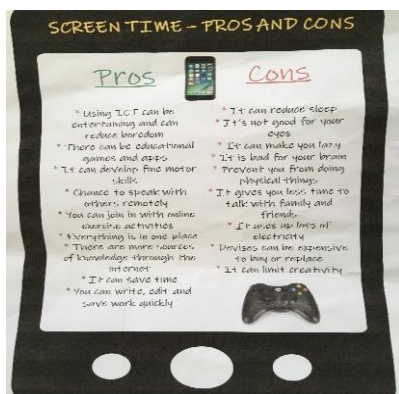


‘The certificates look great 😊’

‘Thank you very much, our JOSOs will be thrilled’

‘We’re looking forward to the celebration ’

Examples of submitted JOSO work



The JOSO course content has been refreshed and updated over the summer break this year by Dan Hawbrook (Online Safety Officer) and R T Friend (LSCP Training Officer) reflecting the key development in online safety resources nationally and taken on board themes specific to our region which have been mentioned in Education Sub Group meetings.

The refreshed two virtual training sessions and the 'Missions' for JOSOs commenced in September and reflect 'The Education for a Connected World Framework' which sets out the

knowledge children should know in relation to their age range, in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it. Following completion of these sessions, pupils will need to complete 'missions' throughout the year to earn points which will be acknowledged at the Celebration Event at the end of the academic year.

Child Death Overview Panel (Julian Saggiorato – Chair of CDOP)

What is CDOP?

The Lincolnshire Child Death Overview Panel (CDOP) reviews the death of every Lincolnshire child to see if any lessons can be learned. We are aiming to prevent future deaths where we can and to improve care and support for children, their families, and communities. The number of child deaths in Lincolnshire notified to CDOP between 1st April 2020 and 31st March 2021 was 33. Lincolnshire CDOP has completed 21 child death reviews during this period (a significant number of reviews are currently delayed whilst awaiting coroners' inquests).

Quick facts:

62% of all deaths reviewed were male

52% of deaths were under one year of age

71% of deaths were of white British ethnicity and 29% white other.

Commonest place of death was at home and the commonest cause of death was a neonatal or perinatal event, for example, being born prematurely.

4 children were known to have a disability and 19% children were known to social care, comparable to the national average of 23%.

Modifiable factors

These are factors where, if actions could be taken through national or local interventions, the risk of future child deaths could be reduced.

Modifiable factors were identified in 33% of the deaths reviewed. The commonest factor was cigarette smoking during pregnancy or within the household. This is also the commonest modifiable factor nationally.

Deprivation

Over 60% of deaths occurred in the most deprived 4 deciles. The national report *Child Mortality and Social Deprivation* found a clear association between the risk of child death and level of deprivation. Over 20% of all child deaths could be avoided if children in the most deprived areas had the same mortality risk as those living in the least deprived areas.

CDOP recommendations:

1. ICON, a programme that helps parents and carers develop coping mechanisms to deal with crying infants (and so reduce the risk of abusive head trauma) has been rolled out across health partners. It is now being offered to other agencies
2. Lincolnshire CDOP carried out its first themed panel looking at suspected teen suicides and has made recommendations to the LSCP
3. The LSCP to carry out a window safety campaign

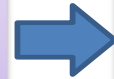


7 Minute Briefing – CDOP annual report 2021/22



What is CDOP?

The Lincolnshire Child Death Overview Panel (CDOP) reviews the death of every Lincolnshire child to see if any lessons can be learned. We are aiming to prevent future deaths where we can and to improve care and support for children, their families and communities.



The number of child deaths in Lincolnshire notified to CDOP between 1st April 2020 and 31st March 2021 was 33.

Lincolnshire CDOP has completed 21 child death reviews during this period (a significant number of reviews are currently delayed whilst awaiting coroners inquests).



Quick facts:

- 62% of all deaths reviewed were male
- 52% of deaths were under one year of age
- 71% of deaths were of white British ethnicity and 29% white other.
- Commonest place of death was at home



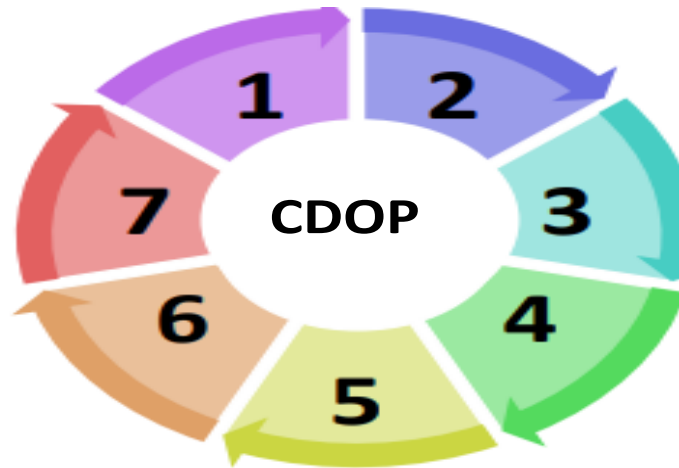
- 4 children were known to have a disability
- 19% children were known to social care, comparable to the national average of 23%.
- The commonest cause of death was a neonatal or perinatal event, for example, being born prematurely.



Modifiable factors

These are factors where, if actions could be taken through national or local interventions, the risk of future child deaths could be reduced.

Modifiable factors were identified in 33% of the deaths reviewed. The commonest factor was cigarette smoking during pregnancy or within the household. This is also the commonest modifiable factor nationally.



CDOP recommendations:

1. ICON, a programme that helps parents and carers develop coping mechanisms to deal with crying infants (and so reduce the risk of abusive head trauma) has been rolled out across health partners. It is now being offered to other agencies
2. Lincolnshire CDOP carried out its first themed panel looking at suspected teen suicides and has made recommendations to the LSCP
3. The LSCP to carry out a window safety campaign.



Deprivation

Over 60% of deaths occurred in the most deprived 4 deciles. The national report *Child Mortality and Social Deprivation* found a clear association between the risk of child death and level of deprivation. Over 20% of all child deaths could be avoided if children in the most deprived areas had the same mortality risk as those living in the least deprived areas.

Learning from Reviews

During the scope of this annual report, the LSCP has completed one Rapid Review following the murder of a child within the County. As a result of this Rapid Review, the LSCP made a recommendation to the national Child Safeguarding Practice Review Panel that a local Child Safeguarding Practice Review was required. Due to the circumstances of the child's death, a joint CSPR and Domestic Homicide Review was commissioned and is underway, with the support of the family. We anticipate the report will be published in 2023 due to the requirement for Quality Assurance by the Home Office which can take several months.

Review of use of restraint – Lincolnshire Secure Unit

Working Together to Safeguard Children 2018, in which it states, *"Where there is a secure establishment in a local area, safeguarding partners should include a review of the use of restraint within that establishment in their report, and the findings of the review should be reported to the Youth Justice Board."* The review on the use of restraint within Lincolnshire's Secure Children's Home was undertaken by the Local Authority Designated Officer (LADO) and was received by the LSCP Operational Delivery Group in December 2022. The review covered the period 1st April 2021 to March 31st 2022.

LADO were assured, through the restraint reviews undertaken during the year and observations of training and record management, that there continues to be a significant amount of evidence of positive practice within the secure establishment. Restraint was demonstrably being used as a last resort and staff focused on how they can support the young person to minimise their distress and help them calm.

"Considering all the information checked during the reviews, information from Reg 44 visits and the insight provided by the LSU deputy manager during each review visit, we have no concerns about the culture and the practice related to restraints within the LSU."





**Lincolnshire Child Death Overview Panel (CDOP)
Annual Report 2021/22**

Julian Saggiorato – Chair of Child Death Overview Panel

April 2022

Introduction

The death of a child is a tragedy that affects families and communities. They will often want to know: Why did my child die? Could this have been prevented? What can we learn from it?

The Lincolnshire Child Death Overview Panel (CDOP) reviews the death of every Lincolnshire child to see if any lessons can be learned. We are aiming to prevent future deaths where we can and to improve care and support for children, their families and communities.

This annual report contains the summary of cases discussed by CDOP in 2021/22, as well as recommendations made by the panel.

Purpose of the Child Death Overview Panel

The Lincolnshire Child Death Overview Panel was established on 1st April 2008. It is a sub-group of the Lincolnshire Safeguarding Children Partnership (LSCP).

The National Child Mortality Database (NCMD) launched on 1 April 2019 and collates data collected by CDOPs in England from reviews of all children, who die at any time after birth before their 18th birthday. There is a statutory requirement for CDOPs to collect this data and to provide it to the NCMD.

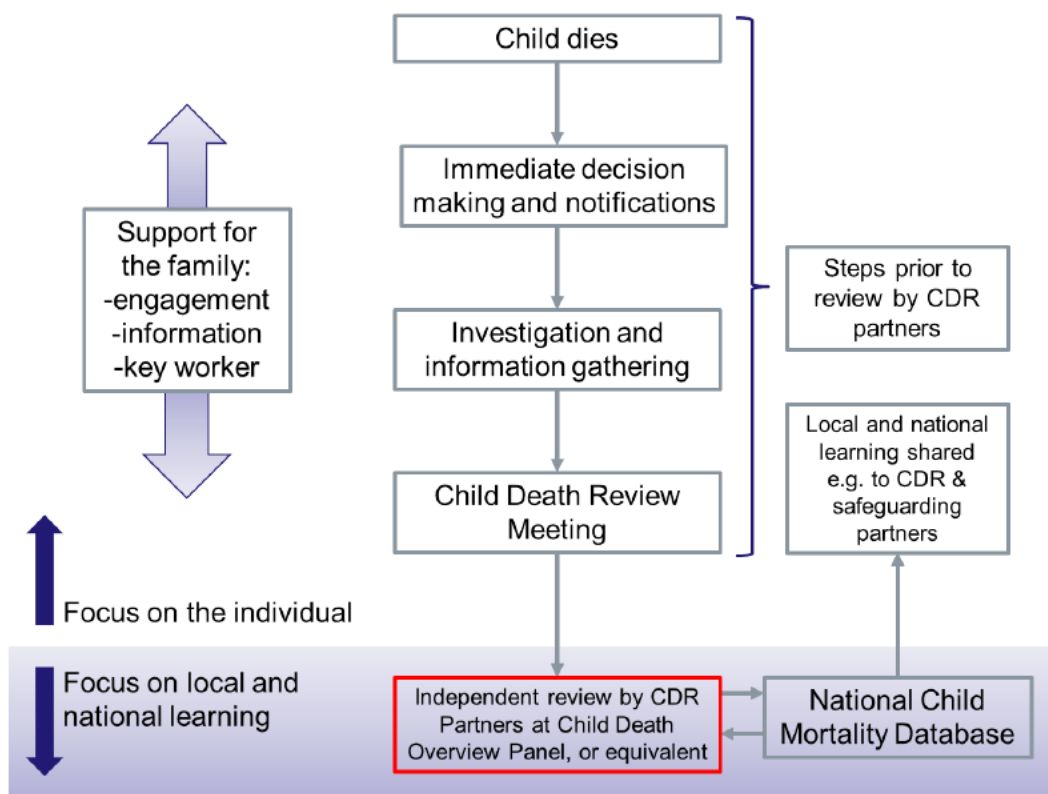
The purpose of CDOP is:

- To review all child deaths, excluding those babies who are stillborn and planned terminations of pregnancy
- To confirm the cause of death and determine any contributing factors
- Identify learning that may prevent future child deaths
- Make recommendations to organisations (including the LSCP) where actions have been identified that could prevent future child deaths or promote the health, safety and wellbeing of children
- Where a suspicion arises that neglect or abuse may have been a factor in a child's death, referring a case back to the LSCP chair to consider whether a local Child Safeguarding Practice Review is required
- To produce an annual report on local patterns and trends of child death
- To contribute to local, regional and national initiatives to improve learning from Child Death Reviews

Examples of other work resulting from the process are working groups to review local policy or local awareness raising campaigns, which are coordinated with the support of the Safeguarding Children Partnership, expert groups, national charities and frontline children's health and care services in the area.

The number of child deaths in Lincolnshire notified to CDOP between 1st April 2021 and 31st March 2022 was 33, compared to 31 the previous year. Lincolnshire CDOP has completed 21 child death reviews during this period.

The child death review process includes the whole pathway from the initial response to provide care for the child and their family, and undertake initial investigations, any detailed reviews or investigations, through to the 'child death overview' which takes a summary view of all the factors and seeks to capture any learning that could benefit the whole population of children in future. This is best explained by the diagram below, taken from the Child Death Review statutory and operational guidance.



Changes to national and local processes

Following the publication of the new arrangements that were published in Lincolnshire to meet *Working Together to Safeguard Children 2018*, Lincolnshire's child death overview panel has continued to operate in line with statutory guidance to manage an effective Child Death Review process.

The arrangements for reviewing child deaths within the county of Lincolnshire are working well, with clear governance and accountability through the LSCP. The CDR process:

- works within the legislative and guidance frameworks.
- meets the needs of families whose child has died, whilst maximising learning from any child's death to reduce the likelihood of similar occurrences where possible in the future
- allows agencies involved in the process to make a meaningful contribution within their available resources
- maximises learning from children's deaths both locally and nationally

Lincolnshire Child Death Overview Panel Members

Member	Organisation
Dr Julian Saggiorato - Chair	Designated Doctor for Safeguarding Children, Looked After Children and Adults, Lincolnshire CCG
Dr Mujeeb Pervez - Vice Chair	Consultant in Community Paediatrics/SUDIC Lead, United Lincolnshire Hospitals Trust
Lucy Gavens	Lincolnshire County Council Public Health
Dr Margaret Crawford	Named Doctor, United Lincolnshire Hospitals Trust
Gemma Cross	Named Nurse, Lincolnshire Community Health Services NHS Trust
Libby Grooby	Interim Head of Midwifery & Nursing, United Lincolnshire Hospitals Trust
Deborah Flatman	Lead Children's Nurse – Transformation, United Lincolnshire Hospitals Trust
Perce Bosworth/Jane Parks	Lincolnshire Police
Dr Amulya Nadkarni	Named Doctor, Lincolnshire Partnership NHS Foundation Trust
Jo Casey	Lincolnshire County Council Children's Services
Claire Saggiorato	Lincolnshire County Council Children's Health
Liz Cudmore	East Midlands Ambulance Service
Stacey Waller	Business Manager, Lincolnshire Safeguarding Children Partnership
Steven Batchelor	Lincolnshire Road Safety Partnership
Jill Chandar-Nair	Lincolnshire County Council Education
Hannah Page/Erica Coney	Lincolnshire County Council Administrator

Data analysis

1. Number of child deaths notified in Lincolnshire during 2021/22

33 child deaths were notified during the period from 01 April 2021 until 31 March 2022.

2. Cases reviewed at panel 2020/21

The number of child deaths reviewed by the Lincolnshire Child Death Overview Panel between 01 April 2021 and 31 March 2022 was 21.

6 out of the 21 cases took more than a year to reach the final determination. The main reasons for delay of review were other on-going investigations such as Coroner's inquest, serious case review (now Child Safeguarding Practice Review) or criminal proceedings.

There are currently 34 cases that remain open, 16 of these awaiting the outcome of a coroner's inquest (the CDOP process awaits this before closing a case at panel).

3. Breakdown of demographic characteristics

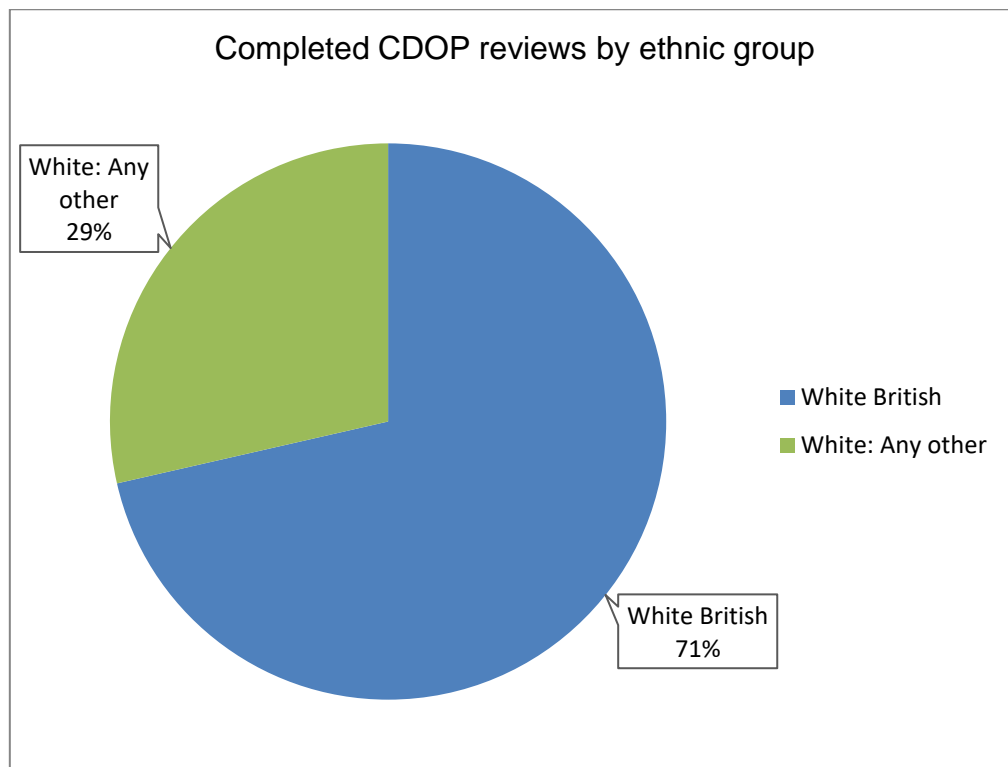
Although the number for one year are small and therefore must be interpreted with caution, the characteristics broadly reflect that seen in England the previous year.

3.1. Age and gender

Completed CDOP reviews by gender. 62% of all deaths reviewed were Male, 38% were Female.

Age group	Female	Male	Total
0 - 27 days	4	5	9
28 - 364 days		2	2
1 - 4 yrs		1	1
5 - 9 yrs	3	1	4
10 - 14 yrs	1	3	4
15 – 17 yrs		1	1
	8	13	21

3.2. Ethnicity of children



3.3. Geographical residence of child

Authority Area	Total
Boston	5
South Holland	5
East Lindsey	5
South Kesteven	4
Lincoln	2
West Lindsey	0
North Kesteven	0
Total	21

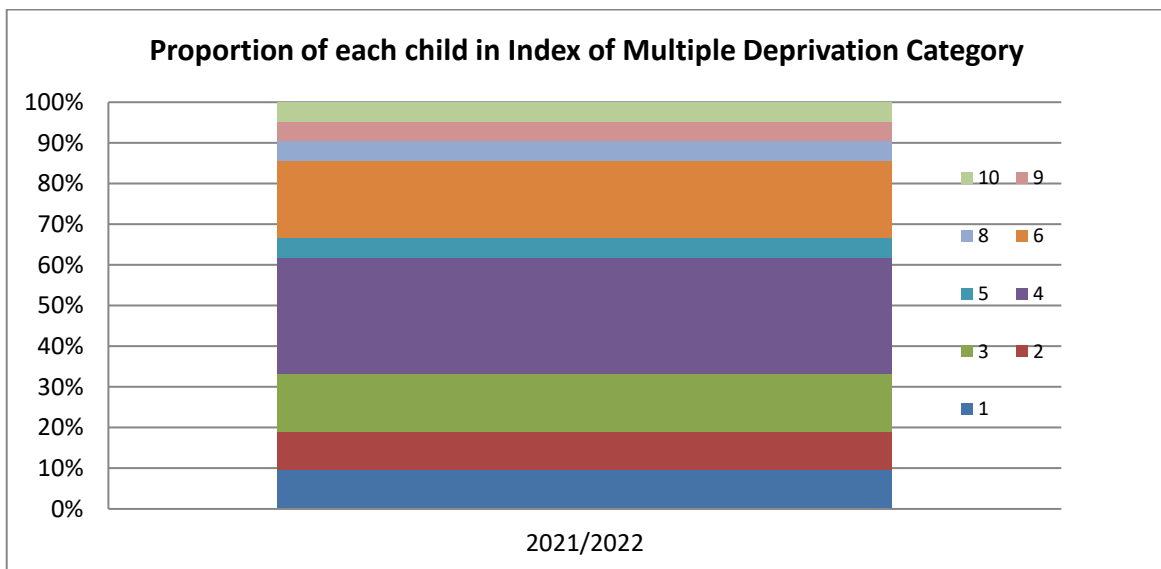
3.4. Deprivation decile

The figure below shows the proportion of child deaths that occurred in each of the deprivation deciles (calculated by full postcode of residence). Decile 1 represents the most deprived tenth of the population and 10 is the least deprived.

This shows that over 60% of child deaths occur in the 4 most deprived deciles.

The NCMD report *Child Mortality and Social Deprivation* (May 2021) found a clear association between the risk of child death and the level of deprivation (for all categories of death except cancer). It more specifically states that over a fifth of all child deaths might be avoided if children living in the most deprived areas had the same mortality risk as those living in the least deprived – which translates to over 700 fewer children dying per year in England.

It is to be hoped that those involved in planning and commissioning public health services as well as health and social care professionals pay attention to this data to develop, implement and monitor the impact of strategies and initiatives to reduce social deprivation and inequalities.



3.5 Social Care and Early Help

Out of the 21 deaths reviewed in 2021/22, there were 4 children who were known to social care at the time of their death. For Lincolnshire, this represents 19% of child

deaths which is comparable to the national average of 23% (NCMD 2nd Annual Report, June 2021). Of these, 50% had modifiable factors identified in the review. 1 child was on a Child Protection Plan (CPP) at the time of death, and the 3 others were known to social care as a Child In Need (CIN).

3.6 Children with a Learning Disability

Out of the 21 deaths reviewed in 2021/22, there were 4 children who were known to have a disability. Those child deaths have been notified to the Learning Disabilities Mortality Review Programme (LeDeR) by CDOP to assist with their review and share learning of the deaths of children with disabilities.

4. Brief summary of the SUDIC process and how it aligns to CDOP

The majority of sudden unexpected deaths in infancy or childhood (SUDIC) have natural causes and are unavoidable tragedies. The incidence of unexpected deaths in infancy or childhood is highest in infancy. About 600 babies die suddenly each year in the UK.

Professionals from a number of different agencies and disciplines will become involved following an unexpected death in infancy or childhood to try to establish the cause of the death and support the family.

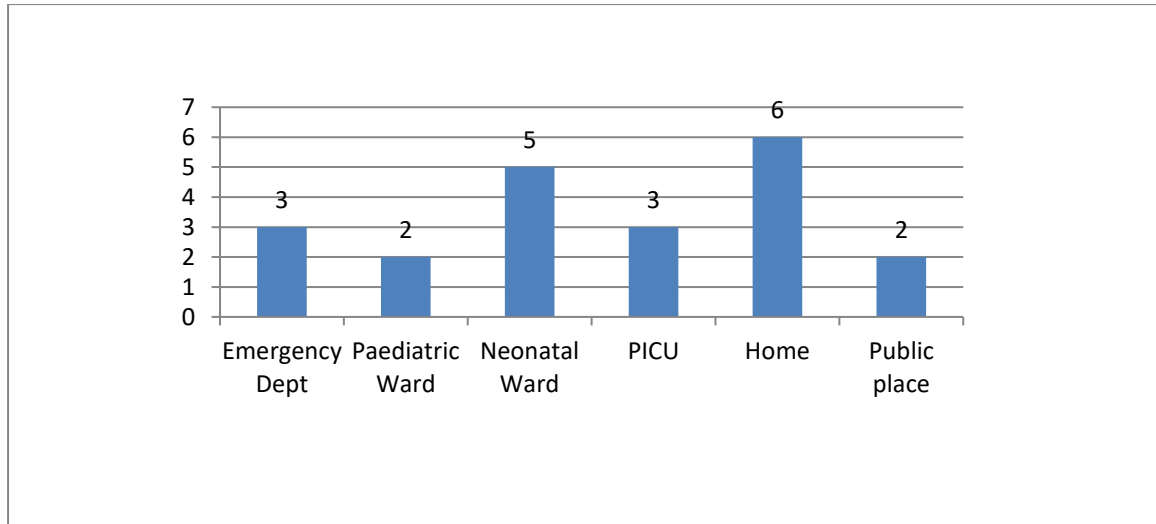
United Lincolnshire Hospitals NHS Trust established a designated SUDIC service team in May 2011. All professionals involved strike a balance between managing the sensitivities of a bereaved family and identifying and preserving anything that may help to explain why the child died. It is as important to absolve a family from blame and to recognise medical conditions, especially hereditary disorders, as to identify unnatural deaths or homicides.

Of the deaths reviewed by CDOP during 2021/22, 9 went through the SUDIC process.

5. Factors surrounding deaths

5.1. Place and time of death

The place of death was recorded as below. The commonest place of death was Home.



5.2. Cause of death

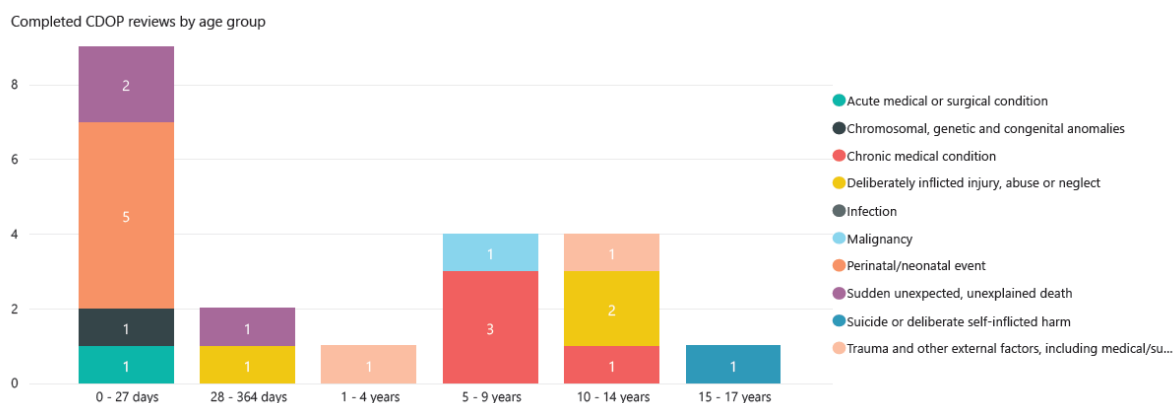
CDOP does not determine the cause of death, but records the category based upon reports such as Coroners' and other reports. The recorded causes of death for cases where a determination was reached are as below. Previous years are shown for comparison. It is possible for an individual death to be placed in more than one category should multiple factors be present

The relatively high figure of 2018/19 is due to a large number of cases being delayed for discussion due to outside factors, for example, coroner's inquests.

Category	Name & description of category	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 20212
1	Deliberately inflicted injury, abuse or neglect Includes suffocation, shaking injury, knifing, shooting, poisoning and other means of probable or definite homicide; also deaths from war, terrorism or other mass violence; and severe neglect leading to death.	1	0	0	0	3
2	Suicide or deliberate self-inflicted harm Includes hanging, shooting, self-poisoning with paracetamol, death by self-asphyxia, from solvent inhalation, alcohol or drug abuse, or other form of self-harm. Will usually apply to adolescents rather than younger children.	0	1	1	1	1
3	Trauma and other external factors, including medical/surgical complications/error Includes isolated head injury, other or multiple trauma, burn injury, drowning, unintentional self-poisoning in pre-school children, anaphylaxis and other extrinsic factors. Also includes proven medical and surgical complications or errors as the primary	1	3	3	8	2

	cause of death, but <u>excludes deliberately inflicted injury, abuse or neglect</u> (category 1).					
4	Malignancy Solid tumours, leukaemias and lymphomas as well as malignant proliferative conditions such as histiocytosis, even if the final event leading to death was infection, haemorrhage etc.	3	3	3	0	1
5	Acute medical or surgical condition For example, Kawasaki disease, acute nephritis, intestinal volvulus, diabetic ketoacidosis, acute asthma, intussusception, appendicitis; sudden unexpected deaths with epilepsy.	1	2	7	6	1
6	Chronic medical condition For example, Crohn's disease, liver disease and immune deficiencies, even if the final event leading to death was infection, haemorrhage etc. Also includes cerebral palsy with clear post-perinatal cause.	3	4	1	5	4
7	Chromosomal, genetic and congenital anomalies Trisomies, other chromosomal disorders, single gene defects, neurodegenerative disease, cystic fibrosis and other congenital anomalies including cardiac.	4	13	6	6	1
8	Perinatal/neonatal event Death ultimately related to perinatal events e.g. sequelae of prematurity, antepartum and intrapartum anoxia, bronchopulmonary dysplasia, necrotising enterocolitis and post-haemorrhagic hydrocephalus, irrespective of age at death. Also includes cerebral palsy without evidence of cause as well as congenital or early-onset bacterial infection (onset in the first postnatal week). This category includes four subcategories: immaturity/prematurity related, perinatal asphyxia, perinatally acquired infection and other perinatal/neonatal events.	8	12	3	9	5
9	Infection Any primary infection (i.e. not a complication of one of the above categories), arising after the first postnatal week or after discharge of a preterm baby. This would include septicaemia, pneumonia, meningitis, HIV infection etc.	1	2	0	2	5
10	Sudden unexpected, unexplained death Where the pathological diagnosis is either 'SIDS' or 'unascertained', at any age. <u>Excludes Sudden Unexpected Death in Epilepsy</u> (category 5).	1	2	0	2	0
	Total deaths reviewed	26	45	28	38	21

Cause of death can also be broken down by age:



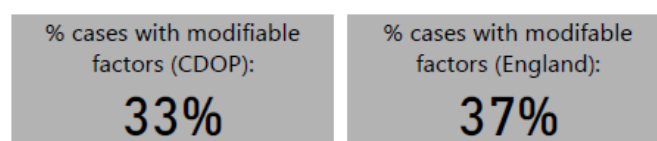
6. Modifiable Factors in Child Deaths

6.1. Definition of modifiable factors

In reviewing the death of each child, the CDOP should consider modifiable factors, for example, in the family environment, parenting capacity or service provision, and consider what action could be taken locally and what action could be taken at a regional or national level. Working Together to Safeguard Children defines preventable deaths as:

'Those in which modifiable factors may have contributed to the death. These are factors defined as those, where, if actions could be taken through national or local interventions, the risk of future child deaths could be reduced'.

7 out of the 21 (33%) deaths reviewed in 2021/22 had modifiable factors identified, compared to 58% in 2020/21.



% of cases where modifiable factors were identified by category of death

Primary category of death	Completed Reviews	Cases where modifiable factors identified	Modifiable factors identified (%)
Trauma and other external factors, including medical/surgical complications/error	2	1	50%
Suicide or deliberate self-inflicted harm	1	0	0%
Sudden unexpected, unexplained death	3	3	100%
Perinatal/neonatal event	5	3	60%

Malignancy	1		
Infection			
Deliberately inflicted injury, abuse or neglect	3		
Chronic medical condition	4		
Chromosomal, genetic and congenital anomalies	1		
Acute medical or surgical condition	1		
Total	21	7	33%

These were the most frequent modifiable factors identified;

- Parental smoking
- Maternal smoking during pregnancy (3 out of 7 cases)
- Substance/alcohol misuse by parent
- Broken window lock and restrictor
- Maternal body weight in pregnancy
- Unsafe sleeping arrangements (Co-sleeping, room temperature, and cot bumpers).
- Poor home environment (Clutter in house and lack of cleanliness)
- Socio economic deprivation in particular relating to financial difficulties and housing may have increased the risk to the child

This is in line with national data (NCMD 2nd annual report June 2021) where smoking by a parent or carer is the most frequent modifiable factor whilst parental substance misuse, maternal obesity during pregnancy, unsafe sleeping arrangements and a poor home environment are also in the top 10 national modifiable factors.

7. Themes and learning points

Since the 1st April 2016, the Lincolnshire panel notes up to three additional themes that have been present surrounding a child or family situation. These may or may not be identified as modifiable factors, and may or may not have a direct relationship to the death. Existing themes are used where possible, but new themes are identified as appropriate for each death.

Top 10 themes identified over the last six years in order of frequency;

Theme (1-3)	Count of deaths April 2016 – March 2022
<i>Consequences of prematurity</i>	45
<i>Congenital abnormalities</i>	29
<i>Maternal Smoking in pregnancy</i>	24
<i>Life limiting condition</i>	15
<i>Chromosomal abnormalities</i>	14
<i>Maternal Body Weight in pregnancy</i>	12
<i>Smoking in household</i>	11
<i>Co-sleeping - with parent</i>	8
<i>Suicide</i>	5
<i>Delay in transport to hospital</i>	5

8. 21/22 Recommendations made by the panel

1. 'ICON – Babies Cry, You can Cope' (ICON) is a programme designed to help parents and carers understand the normal crying pattern of young infants and to help them develop successful coping mechanisms. The goal is to reduce the incidence of abusive head trauma secondary to shaking of a baby. NHS Lincolnshire CCG have now rolled out the ICON programme across health, it has been offered to other LSCP partners and also promoted via a LSCP communications strategy.
2. Lincolnshire CDOP carried out its first themed panel looking at suspected teen suicides. Statistical analysis carried out by Public Health in 2018 showed that since 2001 there had been no change in suicide rates in Lincolnshire among 10-19 year olds and that since 2007, rates were lower than the national rates. On average, there is one child suicide in Lincolnshire per year.
Lincolnshire CDOP receives notification of the death of every Lincolnshire child and from January 2021 to February 2022, it has been noted that there have been six deaths that are suspected to be suicides. Due to this apparent increase a themed panel was undertaken in order to recognise any themes to help inform policymakers, commissioners, those providing services to children and young people and those involved in reviewing deaths of children and young people. As a result of this, seven recommendations have been made to the Assurance Executive of the LSCP and sign off is awaited.
3. Following the death of a Lincolnshire child who fell from a window, CDOP asked the LSCP to share information about window safety. Nationwide, one child under five is admitted to hospital every day following a fall from a building. The NCMD has already produced a briefing which can be found at [Open windows | National Child Mortality Database \(ncmd.info\)](https://www.ncmd.info/open-windows) and this also contains links to RoSPA and CAPT.
The Royal Society for the Prevention of Accidents (RoSPA) recommends that windows above the ground floor are fitted with restrictors to prevent children falling out. They also recommend that restrictors incorporating a child safely catch are best (as this avoids the complication of having to find keys in an emergency situation).

This page is intentionally left blank

Appendix C

Report to Youth Justice Board on the use of restraint in Lincolnshire Secure Unit

October 2022

Introduction:

This is a report to the Youth Justice Board (YJB) in line with requirements set out in Working Together to Safeguard Children 2018, in which it states,

"Where there is a secure establishment in a local area, safeguarding partners should include a review of the use of restraint within that establishment in their report, and the findings of the review should be reported to the Youth Justice Board."

Background Information

The Lincolnshire Secure Unit (LSU) falls within the Lincolnshire Safeguarding Children's Partnership. Although young people are placed at the unit from all over the country, it remains the responsibility of Lincolnshire. It has the facility to accommodate welfare placements as well as those funded by the YJB.

LSU accommodates young people on remand, sentenced by the courts and young people placed on welfare grounds. The unit accommodates both female and male young people up to the age of 18. LSU is a 12-bed unit.

As established since 2017, the LADO (Local Authority Designated Officer) service has been undertaking restraint reviews that are meant to be held quarterly. The purpose of this is to consider whether restraints are being undertaken appropriately and proportionally and to identify any learning for the unit.

Prior to the LADO undertaking a restraint review, Lincolnshire Secure Unit send a list of all restraints from the previous three-month period, and on the day, access is provided to the LADO to electronic recordings of the restraint and CCTV footage.

During the last year, LADO has undertaken two restraint reviews partly due to the Covid - 19 Pandemic and partly due to the pressures within the LADO Service. The two reviews were held on the 17/06/21 and 19/10/21.

Nevertheless, the LADO service as a whole has good oversight of the restraints, due to the fact that the service also undertakes the Reg 44 visits who dip sample restraints each visit. To maintain independence, the LADO undertaking the restraint reviews is always different from the one undertaking Reg 44 visits. Any learning or need for improvement is fed back not only to the Unit, but to the whole of the LADO service as well, informing each restraint review and Reg 44 visit.

Training:

LSU report that all care and education staff receive annual training on the use of restraint, via an internal trainer, as a minimum. LSU continues to use the Ethical Care and Control Technique (ECCR) in the event of the need for physical restraint. All care and education staff are trained in ECCR and there remains a strong focus on crisis intervention and de-escalation of potentially volatile situations to prevent the use of restraint in all matters. Restraint is used only when other methods have failed.

In the past year two LADOs have observed training, a refresher of the holds used within the Unit. During the training the LADOs present noted the emphasis that was put on consideration of the young person's experience during a restraint, and how each staff member can support the young person to minimise their distress and help them calm.

Number of restraints April 2021-March 2022

The LSU had 330 physical interventions in the last year, welfare children were involved in 191 restraints and YCS children were subject to 139 restraints. This was steep increase compared to the previous year. However, I firmly believe the increase was not down to the staff's attitude or change in practice, but it was due to the complexity of the young people placed into the unit.

During April 2021- October 2021, the unit had been very unsettled, experiencing a very high number of incidents and restraints, the majority of which involved 3 young people. During this period there was a temporary dip in July 2021 after the departure of one young person. Incidents rose again, mainly involving two young people until their departure from the Unit in October, when there was a marked reduction in restraint interventions. It was noted that during the most difficult day, a young person was involved in 22 incidents.

It is credit to the unit/staff that even through these very stressful and demanding times they maintained the professionalism and focus on the young people's wellbeing, and the Regulation 44 visits and restraint reviews have noted consistently good practice as far as restraint interventions where concerned.

Monitoring

The Secure Unit is subject to external restraint monitoring through the restraint reviews and reg 44 process. Each restraint is fully documented and both staff and the young person involved and are debriefed after the event. During staff debrief, every incident of restraint is used as an opportunity to review and identify any potential learning for the staff, and to cross-reference with the young person's risk assessment. It focuses on de-escalation and alternatives to physical intervention. LSU continue to use the framework "Secure Stairs", multidisciplinary team meetings attempt to track the efficacy of risk assessments and behaviour management strategies to minimise the need for restraint.

Managerial oversight of the restraint logs is evident. During the period when the unit experienced very high number of restraints the management understandably had fallen behind in terms of reviewing and signing off these incidents. However, this was caught up immediately as soon as the unit has started to settle again.

The Unit readily reports to the LADO whenever there is a direct allegation in respect of inappropriate conduct by a member of staff and/or if a young person sustains an injury during use of restraint.

Practice:

The method of restraint used by the LSU ensures that there is no pressure on joints, fingers or the chest, and each young person's medical history, disability and needs are also reflected in their care plan.

The incident logs remain detailed and clearly document the grounds for restraints and holds being used. Staff debrief is routinely undertaken with focus on learning from each incident. The young people are offered medical assistance and a debrief after each restraint. If refused, another opportunity is given to the young person to access medical assistance. Debrief offered to young people

are meant to detail their experience of the restraint and what could be done to avoid such intervention in the future. It was noted that young people often refuse such debrief, which may come across in the records as a missed opportunity for the young person to have their voice heard. Nevertheless, their voice is also captured during their discussion with other professionals, such as health or psychologist. During the last restraint review the LADO proposed to the unit to consider the timing of debriefs being offered to young people and whether their interaction with health professionals/psychologist could be specifically utilised for this purpose as well.

The staff strives to use de-escalation as a first port of call, to avoid restraint whenever this is possible. This is working well, in vast majority of the cases, whenever this is appropriate, the staff appear to spend time in attempting to calm the young person down, through talking, change of face, distraction etc. However, the staff are the first to identify during the debrief, if they feel that they may have fallen short in terms of attempts of de-escalate and any learning from the debrief/review is readily applied to their future practice.

It is noted that when a restraint is required, staff act quickly, and young people are consistently released at what appears to be the earliest opportunity.

The LSU seeks advice from the LADOs where appropriate and readily invites open discussion on matters concerning the safeguarding and welfare of the young people who reside there.

Considering all the information checked during the reviews, information from Reg 44 visits and the insight provided by the LSU deputy manager during each review visit, we have no concerns about the culture and the practice related to restraints within the LSU.

This page is intentionally left blank

Open Report on behalf of Heather Sandy, Executive Director – Children’s Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision) which is being presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration for a decision on 10 March 2023.

The views of the Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

1. Consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration as set out in the report.
2. Agree any additional comments to be passed on to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Children's Services, Community Safety, Procurement and Migration is due to consider a report on the Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision) on 10 March 2023.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration. Comments from the Committee will be reported to the Executive Councillor.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive Councillor for Children's Services, Community Safety, Procurement and Migration on 10 March 2023.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision) to be presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration on 10 March 2023

5. Background Papers

No Background Papers within section 100D of the Local Government Act 1972 were used in the preparation of this Report.

This report was written by Matthew Clayton, who can be contacted on 01522 555353 or matthew.clayton@lincolnshire.gov.uk.

Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Councillor Mrs P A Bradwell OBE, Executive Councillor for Children's Services, Community Safety, Procurement and Migration
Date:	10 March 2023
Subject:	Proposal for Fulstow Community Primary School to become a church school (Final Decision)
Decision Reference:	I028640
Key decision?	Yes

Summary:

The proposal under consideration is for Fulstow Community Primary School to become a church school.

At the request of the Governing Body, supported by the Diocese of Lincoln, the Local Authority (as the decision maker) is co-ordinating the process following statutory guidelines published in the Department for Education (DfE) guide "Opening and Closing Maintained Schools. Statutory guidance for proposers and decision-makers" (November 2019) in accordance with the terms of the Education and Inspections Act 2006, as updated by the Education Act 2011.

On 26 September 2022 a five-week period of consultation commenced which closed on 31 October 2022 and is further referred to later in this report in the Consultation section. A summary of written responses received is also attached in Appendix A.

Following the pre-publication consultation period, a decision was taken on 28 November 2022 to publish the proposal in a Statutory Notice on 14 December 2022. This initiated a four-week Representation Period up to 11 January 2023 when further written objections and comments may be submitted. The next stage of this process is for the LA, as decision maker, to take the final decision regarding the proposal within 2 months from the end of the Representation Period which is by 10 March 2023.

The purpose of this report is to advise the Executive Councillor on making the final decision regarding Fulstow Community Primary School, Fulstow becoming a church school.

Recommendation(s):

That the Executive Councillor for Children’s Services, Community Safety, Procurement and Migration approves the proposal for Fulstow Community Primary School, Fulstow to become a church school with effect from 1 September 2023.

Alternatives Considered:

- | | |
|----|---|
| 1. | <p>Alternatives Considered:</p> <p>For the LA to leave Fulstow Community Primary School as a non-church school, which would stop the process.</p> <p>The above alternative would have the following disadvantages:</p> <p>The school would miss out on the additional support offered by the Lincoln Diocesan Board of Education (DBE) and would remain as it is now. The benefits outlined in this report would not be realised.</p> |
|----|---|

Reasons for Recommendation:

Fulstow Community Primary School federated with North Cotes Church of England Primary School in 2018 and since then the two schools have established good relations for the benefit of all pupils, staff, parents and the wider community.

As a result of becoming a church school, it would enable the further reinforcement of these relations as they strengthen their shared vision for all, continue to build upon the already strong bond between the two schools and ultimately help to secure the longer-term future of both.

The school’s academic provision is already good but could further improve as a result of converting to church status. The school would not only keep the support and challenge from the Local Authority but in addition would receive this from the Diocesan Board of Education too. This would include guidance and direction through being able to draw upon knowledge and learn from the good practices established in other church schools across the region. All of these will empower the school to build upon their provision and help to raise standards even further.

The LA considers the proposal to be the most appropriate course of action. This proposal has the support of the Headteacher, the Governing Body and the Diocese.

1. Background

At the request of the Governing Body of Fulstow Community Primary School, Lincolnshire County Council (LCC), in collaboration with the school and Lincoln Diocesan Board of Education (LDBE), commenced consultation on the proposal for the school to become a voluntary controlled church school.

Historically, Fulstow was established as a church school, and stands on church owned land. To work more closely with LDBE, and the church family of schools, the governing body and LDBE investigated the school becoming a church school, once again. Preliminary consultation with stakeholders in 2019 indicated that responders preferred the option of a voluntary controlled school, meaning –

- i) There would be a minority of foundation (church) governors
- ii) The Local Authority would continue to be the admissions authority
- iii) The Local Authority would continue to be the employer of school staff
- iv) The school would use the Locally Agreed RE Syllabus

As a Church of England School, it would have a religious character, but it would not be a faith school. The school would continue to be fully inclusive and serve all children regardless of faith, academic ability, race, or gender.

The Secretary of State for Education has given permission under section 10 of the Education and Inspections Act 2006 (EIA), to establish a new Voluntary Controlled school and for proposals to be formally published; before that happens, it is important that the Local Authority (as the final decision maker) gather and consider all views prior to deciding on how to proceed.

As part of the process – if the proposal was implemented, the school will close, then immediately reopen the next day as a church school

Factors to be considered by Decision Makers:

Part 1 – closing the existing school

Implementation

It is proposed that Fulstow Community Primary School will close on 31 August 2023.

Reason for closure

In order for Lincolnshire County Council and the Lincoln Diocesan Board of Education to open a new voluntary controlled Church of England school they must first close the existing school.

Pupil numbers and admissions

The existing school has a Pupil Admission Number (PAN) of 10 in Year R and has capacity for 70 pupils. As of October 2022, there were 39 pupils on roll.

Displaced pupils

No pupils will be displaced as all pupils currently on roll at Fulstow Community Primary School will automatically be on roll at the new school. Parents will have the right to apply for another school if they wish, although there will be no guarantee that a place at the school of their choice will be available.

Impact on the community

As a new school will open the day after the existing school closes, on the same premises, there should be no impact on the community.

Rural primary schools

No rural primary school provision will be lost in the Fulstow area as the new school will be based at the same address.

Maintained nursery schools

There is no nursery provision at the school.

Sixth form provision

There is no sixth form provision at the school.

Special educational needs provision

Consideration of pupils with SEND will continue to take place at the new school and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEND.

Travel

As the new school will be established on the existing school site, travel arrangements will not be affected.

Part 2 – opening a new school

Implementation

It is proposed that the new school will open on 1 September 2023 at the existing school site.

The proposal to open a new voluntary controlled Church of England school will be implemented by Lincolnshire County Council and the Lincoln Diocesan Board of Education (LDBE) each carrying out their respective statutory responsibilities.

Reason for the new school

Detailed above in the Reasons for Recommendation section. In order for Fulstow Community Primary school to become a church school the existing school has to close and the new school is opened the following day on the same premises.

Category

The new school will be a voluntary controlled Church of England school opened under Section 10 of the Educations and Inspections Act 2006.

Ethos and religious character

As a Church of England School, it would have a religious character, but it would not be a faith school. The school would continue to be fully inclusive and serve all children regardless of faith, academic ability, race, or gender.

Pupil numbers and admissions

The new school will accommodate the same number of pupils as the old school which is 70 pupils of statutory school age from Year R to Year 6. It will retain a Pupil Admission Number (PAN) of 10 in Year R.

Admission arrangements

All pupils currently on roll at Fulstow Community Primary School will automatically be on roll at the new school. Parents will have the right to apply for another school if they wish, although there will be no guarantee that a place at the school of their choice will be available.

Parents who express a preference for Fulstow Community Primary School for admission for a reception class for September 2023 should note that if the proposal is agreed, a place allocated at that school would become a place allocated at the newly established school.

The 2023/2024 admissions arrangements adopted for the new school will be those determined by Lincolnshire County Council for Fulstow Community Primary school for 2023/2024). An extract of the oversubscription criteria taken from the admissions policy is shown below. The only change made to the admissions policy will be to reflect the change in the school name. Any future changes to the existing criteria would be subject to the requirements of the DfE's Admissions Code and therefore would be consulted upon.

In accordance with relevant legislation, the allocation of places for children with an

Education, Health and Care Plan (EHCP) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy and are shown below:

1. Looked after children and previously looked after children including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children with a brother or sister attending the school at the time of application, or who will be attending the school at the expected time of admission.
3. Children for whom this school is the nearest school to their home address.
4. Distance of the home address to the school. Places will be allocated to those living nearest the school first.

The complete admissions' policy can be accessed at [Fulstow Primary School – Lincolnshire County Council](#) or requested from the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

Early years provision

There will be no early years provision at the school.

Special Educational Needs and Disability (SEND) Provision

The new school is not likely to have any impact on SEND provision. Consideration of pupils with SEND will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEND.

Curriculum

The curriculum currently being taught will be unaffected by this proposal.

Relevant experience of proposers

Lincoln Diocesan Board of Education (LDBE) is the religious authority for 141 Church of England schools and academies in the diocese of Lincoln. The schools include infant, junior, primary and secondary schools in very different contexts – urban, rural and coastal serving communities with high and low deprivation. Most church schools are small and rural with less than 100 pupils on roll.

In September 2023, it is proposed that the LDBE will be the religious authority for the school in Fulstow.

The LDBE will work collaboratively with the Local Authority to support the school to provide an inclusive high-quality education for pupils of all faiths and none.

The school will become a voluntary controlled church school and therefore continue to be maintained by the Local Authority (LA). The LA will continue to be the employer and the school will continue to follow all LA policies as required.

The LDBE's role will be to support school leaders to develop a distinctive and effective church school. The LDBE will help the school develop a Christian vision which will enable all adults and pupils to flourish academically, physically, spiritually, and emotionally.

The LDBE has a successful record of supporting Church of England schools over the centuries. The current LDBE team consists of educational professionals with expertise in school leadership, governance, school improvement, Religious Education, Collective Worship, Spiritual Development, finance and administration.

The LDBE works very closely with the LA and other key partners such as the Teaching Schools to improve the quality of provision in schools. The vast majority of church schools are judged as 'good' or better by Ofsted. The LDBE has also supported a high proportion (98%) of church schools to achieve an 'excellent' or 'good' grade in the church school inspection.

Effects on standards and contributions to school improvement

The new school will continue to be led and managed by an experienced school leader, responsible for appointing skilled staff who share a strong commitment to continually improving pedagogical strategies around teaching and learning. The incumbent Senior Leadership Team already has high expectations of staff and pupils, and this will continue in the new school. The new school will maintain a robust approach to measuring pupil performance. The expectation is that all pupils will make at least expected progress from EYFS (Early Years Foundation Stage) to the end of KS 2 (Key Stage 2). Equality of opportunity for all pupils will be central to the curriculum offered at the new school. A continuous process of assessment will be used including: the use of formal and informal tests and self-assessment / moderation, drawing upon a range of evidence including observations, speaking, and listening and written learning. The new school will work in close partnership with local schools and established local professional networks; it will also work as part of the Lincolnshire diocesan family of schools where it will both contribute to and receive support around school improvement. Already established local networks will provide support for benchmarking and moderation, including sources out of the County's geographical area. Expertise from staff will be identified and used as professional support to other local schools as appropriate. Staff have the opportunity for joint working in collaboration with the new school's partner school, North Cotes C of E Primary. This provides additional capacity into the school improvement model. Staff have the opportunity for joint training, moderation, and subject leadership which in turn will drive forwards educational standards and school improvement across the local pupil community. Governance will ensure that expectations and standards are high, school leaders will be held to account.

Location and costs

The new school will be established on the existing school site at Churchthorpe, Fulstow, Louth LN11 0XL. No provision is being made by Lincolnshire County Council or the Lincoln Diocesan Board of Education for capital costs to implement the proposal because there will be sufficient space in the new school to accommodate the pupils of the predecessor school.

Travel and Accessibility

As the new school will be on the site of the existing school, pupils will be travelling the same distance as before.

Federation

Fulstow Community Primary School federated with North Cotes Church of England Primary School in 2018. This arrangement will continue.

Equal Opportunity Issues

The LA must have 'due regard' to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposal. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

There are no sex, race or disability discrimination issues arising from this proposal.

Community Cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

An enhanced relationship with North Cotes Church of England Primary School through a strengthened federation will support community cohesion. The community has had the opportunity to express their views through the representation and consultation period and those are captured and taken into account within this report.

The Consultation and Representation Period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The list of interested parties was therefore compiled comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents of current pupils, the District Council, as well as individual County, District and Parish Councillors as appropriate, along with the Diocese. The LA conducted a five-week period of pre-publication consultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice, and Complete Proposal (Appendix C), initiating a four-week Representation Period, were published in accordance with current statutory requirements.

Responses submitted during both the Pre-publication Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision.

To briefly summarise, in the stage one pre-publication consultation there were 6 valid responses in total with 3 against the proposal, 3 for the proposal and 0 neither for nor against.

During the stage one pre-publication consultation there were a few concerns raised, which are addressed below.

The concerns raised are in *italics* with collated responses below provided by the school and the diocese.

- *Education is compulsory, and school places are limited. Young people should not be obliged to attend a school with a faith character, and that will be the effect of this proposal. Religion and state education should be separated. It's not just a matter of religious education, but of the whole culture of the school and what kind of thoughts and behaviours it fosters towards those of different faiths and none.*

At primary level, when children are too young to make informed decisions of their own, they shouldn't be steered towards one way of thinking. I am against this proposal because of how exclusionary it will be. Religion belongs outside of the school system, not within it.

- *We are not a religious family and would have never chosen to send our children to a church school. We did not marry in a church, nor were our children baptised. We would prefer our children to be taught unbiased knowledge about religion and feel that it is important, particularly in our modern-day, multi-cultural society for our children to gain an oversight of all religions and faiths. My worry is that our children will be indoctrinated with Christian beliefs, which can often be very old-fashioned and often teach exclusivity and intolerance. I believe that the history of Christianity is taught from a distorted angle and that in any other subject, science would take prevalence over mythology. Before any decision is made, I would*

propose that parents are given the opportunity to see any changes in school policies.

- *I do not believe single faith-led schools have a place in a modern education environment.*

Church schools do not serve the whole community and would dissuade families from diverse backgrounds from sending their children to those schools. This would lead to reduced diversity at the school which is already overwhelmingly comprised of children from a similar demographic.

Only 7.4% of adults in England go to church on average on a Sunday, our family is not one of them. My fear is that a church school would not respect the autonomy of children in the matter of choosing their own religious values. The focus on Christianity in Religious Education concerns me greatly. It assumes that Christianity is of greater importance than any other religious or spiritual beliefs and that the Christian God is above reproach.

We live in a small village with one school. School choice is not feasible. I would not choose to send my child to a church school but would have little-to-no choice if Fulstow Primary School was to become a church school.

If the number of church schools increases, individuals and families from other religious backgrounds will feel excluded and are more likely to find a faith school which aligns with their particular beliefs, creating division, isolation and divided communities.

Schools should fairly represent the society we live in without breaking it up further into minority groups. It is not the job of publicly funded schools to instil a religious faith in children.

It is one thing for families in private to raise their children to believe what they think is true. It is quite another for schools to undertake the role of transmitting such a belief.

Teaching moral education is not dependent on faith or religion, school values can be based on shared human values and moral decency without being based around the mythology of religion

A Singular culture and belief system can be taught at home. There is no need for a religious approach to education in a modern society. Young people are thirsty for knowledge of different cultures and beliefs, the danger is that young people trust that the education they are provided with is above reproach or question. If it is directed or even suggested that one God sits above others, they are likely to believe that and become entrenched in the mythology of the same.

Becoming a church school does not necessarily lead to greater academic results. The National Foundation for Educational Research found that looking exclusively at achievement, there is no evidence at all to suggest that increasing the number of faith schools will improve the level of achievement-.

Schools should teach about religion in an objective and critical manner without being controlled by one particular religious group.

My children have both the right to an education and the right to freedom of thought and expression under the Human Rights Act. I fear that having a church school as the only available school in my village would hinder both of these rights.

The response from the school and the diocese to address these concerns is as follows:

Church schools pride themselves on welcoming those of all faiths, and none. As a family of schools, church schools offer a nurturing, spacious environment within which to learn, grow, and explore. Church schools have a Christian foundation that is inclusive, where there is no indoctrination of a Christian world view, but instead invites pupils to explore all faiths, and equips them with a religious literacy so they are able to engage in balanced discussions and express their own views in a respectful way.

Fulstow hopes to become a Voluntary Controlled (VC) school and will not be altering any part of the Religious Education (RE) curriculum – indeed, there will be no changes made to any part of the curriculum, or school policies. This includes the admissions policy. The RE curriculum will continue to teach about a variety of world religions and views. RE will continue to be objective, critical, and taught in line with regulation and statute. Church schools celebrate diversity through the curriculum. Church schools are inspected by Ofsted, as are all schools.

Collective worship will continue in school – inclusive and invitational. As the school continues to be a publicly state funded school it will continue to comply with the Equality Act 2010, and legal requirements relating to the nine protected characteristics.

It is the view of the school leadership, and the diocese – that becoming a church school would lead to closer working with other church schools – as a supportive, challenging relationship, and non-church schools. There are 141 church schools in the Diocese of Lincoln – proudly serving c.27 000 pupils, their families, and communities.

Fulstow remains a school in limbo, without conversion to church school status. The land the school is upon is in church trusteeship – and at present, the site trustees are in breach of trust. To rectify this breach, conversion to church school status would be needed. The future of schools is likely to be academy conversion – to achieve this smoothly, the question of church school status needs to be answered. The move to make Fulstow a VC school answers this question.

Most church schools in the diocese are the only school in the village/town; overwhelmingly Ofsted reports show that parents are happy with their school, as it enables all pupils to flourish.

Following the completion of the pre-publication consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor and a decision was taken on 28 November 2022 to proceed to Statutory Notice. A statutory 4-week Representation Period was entered into on 14 December 2022 commencing with the publication of the Statutory Notice (in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix C) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website at www.letstalk.lincolnshire.gov.uk/fulstow The Representation Period provided a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. There was 1 response, which was for the proposal. This respondent had also responded positively in the consultation period.

The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision-making process. Points raised can be considered unpersuasive but must not be ignored altogether.

The last stage of the statutory process would be the implementation of the proposal for Fulstow Community Primary school to become a church school on 1 September 2023.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- * Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- * Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

* Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

* Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An Impact Equality Assessment (Appendix B to this report) has been carried out.

A positive impact in relation to age is that the school's membership of the church school of families will offer the school support, which will, in turn, benefit children.

The school will have access to support from the DBE to help with capacity building and standards.

No groups of people will be adversely affected by this school becoming a church school. It will continue to serve the whole community under the same leadership and Governing Board. The staff will continue to be employed by the Local Authority. As a voluntary controlled school, the school will continue to follow all LA policies.

Joint Strategic Needs Analysis (JSNA), the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

Fulstow Community Primary School becoming a church school would support both the JSNA and the Lincolnshire Health and Well Being Strategy as follows:

- Helping to secure the future of the school and providing a supportive environment for the children, with the additional support of the diocese and a strengthened federation with the nearby North Cotes Church of England Primary School should provide a stable environment which will enhance the emotional wellbeing of the children whilst allowing them to continue their education at a rural school that can be accessed on foot or on bicycle which will help to combat childhood obesity.
- As stated previously in the report, “Staff have the opportunity for joint training, moderation, and subject leadership which in turn will drive forwards educational standards and school improvement across the local pupil community.”
- Factors which support children reaching their full potential will also promote their ability to achieve economic well-being and the positive contribution they can make.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area

The proposal will have no impact on Crime and Disorder.

3. Conclusion

A final decision is required from the Executive Councillor to determine whether to approve the proposal for Fulstow Community Primary School, Fulstow to become a church school as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during pre-publication consultation and the Representation Period must be considered.

The LA believes this proposal to be in the best interests of local children and parents, as well as educational provision in the area.

It is recommended that the proposal is agreed to ensure the best educational opportunities for the children in the Fulstow and surrounding areas. The advantages of implementing this proposal are detailed earlier in this report in the “Reasons for Recommendations” section.

4. Legal Comments:

The Council is the decision-maker for school alteration proposals of this type by virtue of the Education and Inspections Act ("EIA") 2006 as amended by the Education Act 2011 and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 made pursuant to the EIA. The decision-maker may reject the proposal, approve the proposal without modification or approve the proposal with such modifications as the Council considers desirable but only after consultation on those modifications with the governing body.

The Council as decision-maker may make the approval of the proposal conditional but only on specified matters contained in the Regulations.

The proposal is consistent with the Policy Framework and within the remit of the Executive Councillor.

5. Resource Comments:

There are no financial implications for the recommendation to approve the proposal for Fulstow Community Primary School, Fulstow to become a church school with effect from 1 September 2023.

A schools delegated budget through the national funding formula makes no distinction relating to the status of the school, such as this recommendation.

6. Consultation

a) Has Local Member Been Consulted?

Yes.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

This report will be considered by the Children and Young People Scrutiny Committee at its meeting on 3 March 2023, the comments of the Committee will be reported to the Executive Councillor prior to the decision being taken.

d) Risks and Impact Analysis

An Impact Assessment has been completed and in summary the analysis indicates that there will be no significant impact, positive or negative, arising out of the Executive Councillor's decision.

7. Appendices

These are listed below and attached at the back of the report.	
Appendix A	Summary of written responses from interested parties during consultation.
Appendix B	Equality Impact Analysis.
Appendix C	Complete Proposal.

8. Background Papers

Document title	Where the document can be viewed
The DfE guide "Opening and Closing Maintained Schools. Statutory guidance for proposers and decision-makers" (November 2019).	Opening and closing maintained schools (publishing.service.gov.uk)

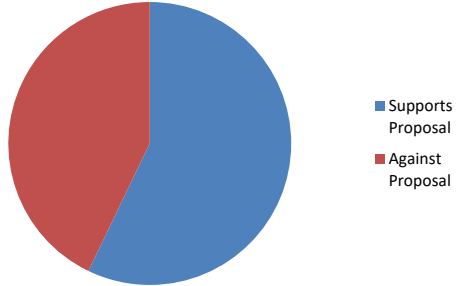
This report was written by Matthew Clayton, who can be contacted on 01522 555353 or matthew.clayton@lincolnshire.gov.uk

APPENDIX A

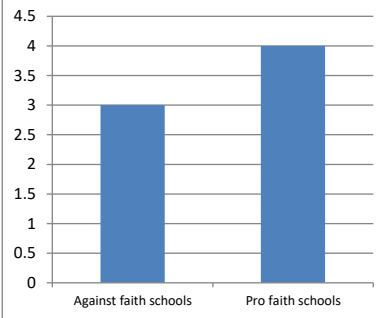
Written Responses in the Consultation and Representation Period on the proposal for Fulstow Community Primary School to become a church school

Point of View	Supports Proposal	Against Proposal	Other comments/Notes
Other	Y		I am pleased this school is continuing within the County Council family of schools as a new Church of England school.
Other	Y		I am supportive of the Fulstow Primary School becoming a Church of England (Controlled) School. However, for this to be effective I would seek assurance that the number of pupils on roll, and those projected will sustain an economically viable setting. I would also suggest that the Governing Body apply for Fulstow and North Cotes Schools to become part of the LAAT for continued support, and development of the education presently offered.
Other LA/Parish Council		Y	<p>Education is compulsory, and school places are limited. Young people should not be obliged to attend a school with a faith character, and that will be the effect of this proposal. Religion and state education should be separated. It's not just a matter of religious education, but of the whole culture of the school and what kind of thoughts and behaviours it fosters towards those of different faiths and none.</p> <p>At primary level, when children are too young to make informed decisions of their own, they shouldn't be steered towards one way of thinking. I am against this proposal because of how exclusionary it will be. Religion belongs outside of the school system, not within it.</p>
Parent/Carer		Y	We are not a religious family and would have never chosen to send our children to a church school. We did not marry in a church, nor were our children baptised. We would prefer our children to be taught unbiased knowledge about religion and feel that it is important, particularly in our modern-day, multi-cultural society for our children to gain an oversight of all religions and faiths. My worry is that our children will be indoctrinated with Christian beliefs, which can often be very old-fashioned and often teach exclusivity and intolerance. I believe that the history of Christianity is taught from a distorted angle and that in any other subject, science would take prevalence over mythology. Before any decision is made, I would propose that parents are given the opportunity to see any changes in school policies. Thank you.
Parent/Carer		Y	<p>I do not believe single faith-led schools have a place in a modern education environment.</p> <p>Church schools do not serve the whole community and would dissuade families from diverse backgrounds from sending their children to those schools. This would lead to reduced diversity at the school which is already overwhelmingly comprised of children from a similar demographic.</p> <p>Only 7.4% of adults in England go to church on average on a Sunday, our family is not one of them. My fear is that a church school would not respect the autonomy of children in the matter of choosing their own religious values. The focus on Christianity in Religious Education concerns me greatly. It assumes that Christianity is of greater importance than any other religious or spiritual beliefs and that the Christian God is above reproach.</p> <p>We live in a small village with one school. School choice is not feasible. I would not choose to send my child to a church school but would have little-to-no choice if Fulstow Primary School was to become a church school.</p> <p>If the number of church schools increases, individuals and families from other religious backgrounds will feel excluded and are more likely to find a faith school which aligns with their particular beliefs, creating division, isolation and divided communities.</p> <p>Schools should fairly represent the society we live in without breaking it up further into minority groups. It is not the job of publicly funded schools to instil a religious faith in children.</p> <p>It is one thing for families in private to raise their children to believe what they think is true. It is quite another for schools to undertake the role of transmitting such a belief.</p> <p>Teaching moral education is not dependent on faith or religion, school values can be based on shared human values and moral decency without being based around the mythology of religion</p> <p>A Singular culture and belief system can be taught at home. There is no need for a religious approach to education in a modern society. Young people are thirsty for knowledge of different cultures and beliefs, the danger is that young people trust that the education they are provided with is above reproach or question. If it is directed or even suggested that one God sits above others, they are likely to believe that and become entrenched in the mythology of the same.</p> <p>Becoming a church school does not necessarily lead to greater academic results. The National Foundation for Educational Research found that looking exclusively at achievement, there is no evidence at all to suggest that increasing the number of faith schools will improve the level of achievement-</p> <p>Schools should teach about religion in an objective and critical manner without being controlled by one particular religious group.</p> <p>My children have both the right to an education and the right to freedom of thought and expression under the Human Rights Act. I fear that having a church school as the only available school in my village would hinder both of these rights.</p>
Parent/Carer	Y		I think its a lovely idea instead of all the schools becoming academies
Other	Y		I feel strengthening relationships between schools is a good thing as part of the County Council family of schools

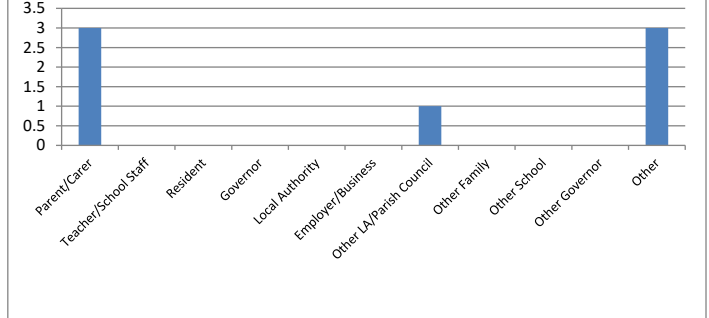
Consultation Responses Overview



Key Noted Reasons Given



Responding Consultees



Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Page 81

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Consultation on the proposal for Fulstow Community Primary School to become a voluntary controlled church school	Person / people completing analysis	[Helen Hill]
Service Area	[School Organisation Planning Team, Children's Services]	Lead Officer	Matthew Clayton
Who is the decision maker?	[Cllr Mrs P Bradwell]	How was the Equality Impact Analysis undertaken?	Discussions with the Headteacher, Diocese and relevant LA officers
Date of meeting when decision will be made	10/03/2023	Version control	[V3]
Is this proposed change to an existing policy/service/project or is it new?	New	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Directly delivered
Describe the proposed change	Lincolnshire County Council, in collaboration with the school and Diocese, will consult on the proposal for Fulstow Community Primary School to be made a church school (VC) once again – requested by the governing body and headteacher, supported by Lincoln Diocesan Board of Education (DBE).		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

Age	Primary aged children – school's membership of the church school of families will offer the school support, which will, in turn, benefit children. The school will have access to support from the DBE to help with capacity building and standards. Adults of working age – Staff – the school will continue to be their place of work.
Disability	No positive impact
Gender reassignment	No positive impact
Marriage and civil partnership	No positive impact
Pregnancy and maternity	No positive impact
Race	No positive impact
Religion or belief	The school will continue to be inclusive and welcome pupils and their families from all faiths and none. There will be no faith criteria in the admission policy.

Sex	[No positive impact]
Sexual orientation	[No positive impact]

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

The school will be fully inclusive and welcome all adults and pupils of different backgrounds, cultures, religion and ability.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Page 86

Age	[No perceived adverse impact]
Disability	[No perceived adverse impact]
Gender reassignment	[No perceived adverse impact]
Marriage and civil partnership	[No perceived adverse impact]
Pregnancy and maternity	[No perceived adverse impact]

Race	[No perceived adverse impac]
Religion or belief	[No perceived adverse impac]
Sex	[No perceived adverse impac]
Sexual orientation	[No perceived adverse impac]

Page 87

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

No groups of people will be adversely affected by this school becoming a church school. It will continue to serve the whole community under the same leadership and Governing Board. The staff will continue to be employed the Local Authority. As a voluntary controlled school, the School will continue to follow all LA policies.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at engagement@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

To ensure that all interested parties are made fully aware of the process and have the opportunity to take part in the consultation process and that their views are taken into consideration before a final decision is taken

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	Details of the proposal and how to respond were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses were recorded and analysed to be taken into consideration by the decision maker
Disability	Details of the proposal and how to respond were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses were recorded and analysed to be taken into consideration by the decision maker
Gender reassignment	I
Marriage and civil partnership	I
Pregnancy and maternity	I
Race	I
Religion or belief	Details of the proposal and how to respond were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses were recorded and analysed to be taken into consideration by the decision maker

Sex	I
Sexual orientation	I
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	<p>Yes. Details of the proposal and how to respond were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses were recorded and analysed to be taken into consideration by the decision maker</p>
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	<p>If the decision is made for Fulstow Community Primary School to become a church school then the statutory guidelines will be followed.</p>

Further Details

Are you handling personal data?	<p>Yes</p> <p>If yes, please give details.</p> <p>Consultation responses incorporated name and first part of postcode of respondent, however providing a name was optional and these details will remain confidential. All responses are stored on an area in Sharepoint which is restricted to the School Organisation Planning Team</p>
--	---

Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	[N/A]	[N/A]	[N/A]

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
[V1]	[Lincolnshire County Council, in collaboration with the school, will consult on the proposal for Fulstow Community Primary School to be made a church school (VC) once again – requested by the governing body and headteacher, approved of by Lincoln Diocesan Board of Education (DBE), with a proposed implementation date of 1st September 2023.]	[Helen Hill]	[12/01/2023]		

V2	Added in some additional references to the DBE and the additional support to the school which will be available if the proposal is implemented.	Matt Clayton	16/09/2022		
----	---	--------------	------------	--	--



Complete Proposal

For the

**Proposal to establish a new Church of England
Voluntary Controlled School on the site of
Fulstow Community Primary School.**

MATTERS TO BE SPECIFIED IN SECTION 15 (1) AND 10 OF THE EDUCATION
AND INSPECTIONS ACT 2006, AS AMENDED BY THE EDUCATION ACT 2011

14 December 2022

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the proposal for Fulstow Community Primary School to become a church school.

In order for a new church school to be established we firstly have to close the existing school. This is proposed to take place on 31 August 2023 with the new school opening at the same premises on 1 September 2023.

Part 1 – closing the existing school

Implementation

It is proposed that Fulstow Community Primary School will close on 31 August 2023.

Reason for closure

In order for Lincolnshire County Council and the Lincoln Diocesan Board of Education to open a new voluntary controlled Church of England school they must first close the existing school.

Pupil numbers and admissions

The existing school has a Pupil Admission Number (PAN) of 10 in Year R and has capacity for 70 pupils. As of October 2022 there were 39 pupils on roll.

Displaced pupils

No pupils will be displaced as all pupils currently on roll at Fulstow Community Primary School will automatically be on roll at the new school. Parents will have the right to apply for another school if they wish, although there will be no guarantee that a place at the school of their choice will be available.

Impact on the community

As a new school will open the day after the existing school closes, on the same premises, there should be no impact on the community.

Rural primary schools

No rural primary school provision will be lost in the Fulstow area as the new school will be based at the same address.

Maintained nursery schools

There is no nursery provision at the school.

Sixth form provision

There is no sixth form provision at the school.

Special educational needs provision

Consideration of pupils with SEND will continue to take place at the new school and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEND.

Travel

As the new school will be established on the existing school site, travel arrangements will not be affected.

Part 2 – opening a new school

Implementation

It is proposed that the new school will open on 1 September 2023 at the existing school site.

The proposal to open a new voluntary controlled Church of England school will be implemented by Lincolnshire County Council and the Lincoln Diocesan Board of Education (LDBE) each carrying out their respective statutory responsibilities.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by completing and submitting a short online survey at www.letstalk.lincolnshire.gov.uk/fulstow or in writing to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk All responses must be received by the deadline of 11 January 2023.

Reason for the new school

Fulstow Community Primary School federated with North Cotes Church of England Primary School in 2018 and since then the two schools have established good relations for the benefit of all pupils, staff, parents and the wider community.

Historically, Fulstow was established as a church school, and stands on church owned land. To work more closely with LDBE, and the church family of schools, the governing body and LDBE investigated the school becoming a church school, once again.

As a result of becoming a church school, it would enable the further reinforcement of these relations as they strengthen their shared vision for all, continue to build upon the already strong bond between the two schools and ultimately help to secure the longer-term future of both.

The school's academic provision is already good but could further improve as a result of converting to church status. The school would not only keep the support and challenge from the Local Authority but in addition would receive this from the Diocesan Board of Education too. This would include guidance and direction through being able to draw upon knowledge and learn from the good practices established in other church

schools across the region. All of these will empower the school to build upon their provision and help to raise standards even further.

Category

The new school will be a voluntary controlled Church of England school opened under Section 10 of the Educations and Inspections Act 2006.

Ethos and religious character

As a Church of England School, it would have a religious character, but it would not be a faith school. The school would continue to be fully inclusive and serve all children regardless of faith, academic ability, race, or gender.

Pupil numbers and admissions

The new school will accommodate the same number of pupils as the old school which is 70 pupils of statutory school age from Year R to Year 6. It will retain a Pupil Admission Number (PAN) of 10 in Year R.

Admission arrangements

All pupils currently on roll at Fulstow Community Primary School will automatically be on roll at the new school. Parents will have the right to apply for another school if they wish, although there will be no guarantee that a place at the school of their choice will be available.

Parents who express a preference for Fulstow Community Primary School for admission for a reception class for September 2023 should note that if the proposal is agreed, a place allocated at that school would become a place allocated at the newly established school.

The 2023/2024 admissions arrangements adopted for the new school will be those determined by Lincolnshire County Council for Fulstow Community Primary school for 2023/2024). An extract of the oversubscription criteria taken from the admissions policy is shown below. The only change made to the admissions policy will be to reflect the change in the school name. Any future changes to the existing criteria would be subject to the requirements of the DfE's Admissions Code and therefore would be consulted upon.

In accordance with relevant legislation, the allocation of places for children with an Education, Health and Care Plan (EHCP) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy and are shown below:

1. Looked after children and previously looked after children including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children with a brother or sister attending the school at the time of application, or who will be attending the school at the expected time of admission
3. Children for whom this school is the nearest school to their home address.

4. Distance of the home address to the school. Places will be allocated to those living nearest the school first.

The complete admissions' policy can be accessed at [Fulstow Primary School – Lincolnshire County Council](#) or requested from the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

Early years provision

There will be no early years provision at the school.

Special Educational Needs and Disability (SEND) Provision

The new school is not likely to have any impact on SEND provision. Consideration of pupils with SEND will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEND.

Curriculum

The curriculum currently being taught will be unaffected by this proposal.

Relevant experience of proposers

Lincoln Diocesan Board of Education (LDBE) is the religious authority for 141 Church of England schools and academies in the diocese of Lincoln. The schools include infant, junior, primary and secondary schools in very different contexts – urban, rural and coastal serving communities with high and low deprivation. Most church schools are small and rural with less than 100 pupils on roll.

In September 2023, it is proposed that the LDBE will be the religious authority for the school in Fulstow.

The LDBE will work collaboratively with the Local Authority to support the school to provide an inclusive high-quality education for pupils of all faiths and none.

The school will become a voluntary controlled church school and therefore continue to be maintained by the Local Authority (LA). The LA will continue to be the employer and the school will continue to follow all LA policies as required.

The LDBE's role will be to support school leaders to develop a distinctive and effective church school. The LDBE will help the school develop a Christian vision which will enable all adults and pupils to flourish academically, physically, spiritually, and emotionally.

The LDBE has a successful record of supporting Church of England schools over the centuries. The current LDBE team consists of educational professionals with expertise in school leadership, governance, school improvement, Religious Education, Collective Worship, Spiritual Development, finance and administration.

The LDBE works very closely with the LA and other key partners such as the Teaching Schools to improve the quality of provision in schools. The vast majority of church schools are judged as 'good' or better by Ofsted. The LDBE has also supported a high proportion (98%) of church schools to achieve an 'excellent' or 'good' grade in the church school inspection.

Effects on standards and contributions to school improvement

The new school will continue to be led and managed by an experienced school leader, responsible for appointing skilled staff who share a strong commitment to continually improving pedagogical strategies around teaching and learning. The incumbent Senior Leadership Team already has high expectations of staff and pupils, and this will continue in the new school. The new school will maintain a robust approach to measuring pupil performance. The expectation is that all pupils will make at least expected progress from EYFS (Early Years Foundation Stage) to the end of KS 2 (Key Stage 2). Equality of opportunity for all pupils will be central to the curriculum offered at the new school. A continuous process of assessment will be used including: the use of formal and informal tests and self-assessment / moderation, drawing upon a range of evidence including observations, speaking, and listening and written learning. The new school will work in close partnership with local schools and established local professional networks; it will also work as part of the Lincolnshire diocesan family of schools where it will both contribute to and receive support around school improvement. Already established local networks will provide support for benchmarking and moderation, including sources out of the County's geographical area. Expertise from staff will be identified and used as professional support to other local schools as appropriate. Staff have the opportunity for joint working in collaboration with the new school's partner school, North Cotes C of E Primary. This provides additional capacity into the school improvement model. Staff have opportunity for joint training, moderation, and subject leadership which in turn will drive forwards educational standards and school improvement across the local pupil community. Governance will ensure that expectations and standards are high, school leaders will be held to account.

Location and costs

The new school will be established on the existing school site at Churchthorpe, Fulstow, Louth LN11 0XL. No provision is being made by Lincolnshire County Council or the Lincoln Diocesan Board of Education for capital costs to implement the proposal because there will be sufficient space in the new school to accommodate the pupils of the predecessor school.

Travel

As the new school will be on the site of the existing school, pupils will be travelling the same distance as before.

Federation

Fulstow Community Primary School federated with North Cotes Church of England Primary School in 2018. This arrangement will continue.

Consultation

The consultation originally began on 26 September 2022 with a letter, incorporating relevant information and reasons for the proposal sent to a wide range of interested parties, as required by guidelines issued by the DfE. Parents of the school were also informed of the consultation.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 31 October 2022. A copy of the information from the letter commencing consultation and a simple online survey were also published on the County Council website under the website 'Let's Talk Lincolnshire' www.letstalk.lincolnshire.gov.uk/fulstow

All written responses received during consultation have been provided to the Executive Councillor for consideration in the decision-making process. To briefly summarise there were 6 valid responses in total with 3 against the proposal, 3 for the proposal and 0 neither for nor against.

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in March 2023. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision-making process.

What will happen now?

Any person or organisation may object to or make comments on this proposal by completing and submitting a short online survey at www.letstalk.lincolnshire.gov.uk/fulstow or in writing to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk. A consultation response form is available on request from the School Organisation Team or from Fulstow Community Primary School. Paper response forms should be returned by the deadline to either the school office or directly to the School Organisation Team using the contact details provided.

At the close of the 4-week representation period (statutory formal consultation) on 11 January 2023 responses will be collated and analysed and a further report will be presented to the Executive Councillor for a final decision in March 2023. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

Copies of documents related to this proposal will be published online at www.letstalk.lincolnshire.gov.uk/fulstow.

This page is intentionally left blank



Open Report on behalf of Heather Sandy, Executive Director – Children’s Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Cost of living increase for Foster Carers

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Cost of living increase for Foster Carers which is being presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration for a decision between 20 and 31 March 2023.

The views of the Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

1. Consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration as set out in the report.
2. Agree any additional comments to be passed on to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Children's Services, Community Safety, Procurement and Migration is due to consider a report on the Cost of living increase for Foster Carers between 20 and 31 March 2023.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration. Comments from the Committee will be reported to the Executive Councillor.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive Councillor for Children's Services, Community Safety, Procurement and Migration between 20 and 31 March 2023.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Cost of living increase for Foster Carers to be presented to the Executive Councillor for Children's Services, Community Safety, Procurement and Migration between 20 and 31 March 2023

5. Background Papers

No Background Papers within section 100D of the Local Government Act 1972 were used in the preparation of this Report.

This report was written by Deborah Crawford, who can be contacted on 01522 552781 or deborah.crawford@lincolnshire.gov.uk.

Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Councillor Mrs P A Bradwell OBE, Executive Councillor for Children's Services, Community Safety Procurement and Migration
Date:	20 - 31 March 2023
Subject:	Cost of living increase for Foster Carers
Decision Reference:	I029231
Key decision?	Yes

Summary:

The Government announced in Autumn 2022 a 12.4% uplift to the National Minimum Allowance paid to foster carers to help cover the cost of caring for a child in care. The Department for Education has confirmed that the funding for this uplift is provided through the Local Government Finance Settlement for 2023/24 through an increase in the core spending powers. The allowance is the minimum payment all fostering providers should pay to foster carers to cover the costs of caring for a child. The allowance increases with the child's age.

Lincolnshire has a strong core offer of support to foster carers and currently sit in the top quartile for payments made to foster carers across the region. There is however a national shortage of foster carers across the country and as a Council we need to continue to evidence the extent of our support to foster carers.

The Government's increase to the National Minimum Allowance is in recognition of the increased costs being faced by fostering households in caring for a child looked after by the Local Authority, and reinforces that all households should be supported financially, professionally and emotionally in the volunteering role they undertake.

Recommendation(s):

That the Executive Councillor for Children's Services, Community Safety, Procurement and Migration approves the increase of all Lincolnshire's foster carer rates by 12.4% from April 2023 in line with the Government's increase to the National Minimum Allowances.

Alternatives Considered:

1. Not to pass on the full extent of the increase and therefore increase the rates by less than 12.4%

This would be possible because the Council's rates are already above the National Minimum Allowance. This would avoid cost for the Council. However, the Local Government Finance Settlement for 2023/24 provides financial support for the 12.4% uplift to the National Minimum Allowances through an increase in funding for Council's core spending powers. It is considered important to retain the strong financial support to carers in Lincolnshire and to maintain the differential between the National Minimum Allowances.

Reasons for Recommendation:

Lincolnshire are a fostering first authority that benchmarks well against regional and national comparators. The uplift will ensure that the Council as Corporate Parent will meet its statutory duty to continue to provide financial support to fostering households in covering the basic costs of caring for a child and in meeting the needs of the children they care for. It is equitable to apply the uplift across all of the fostering age brackets and to apply to all carer households, including those that are mainstream and kinship approved carers. This will reinforce the work of the Children in Care Transformation Programme by securing the continued commitment of foster carers and enhancing recruitment and retention.

Lincolnshire fostering service demonstrates value for money and is effective in delivering an outstanding service, resulting in excellent outcomes for Lincolnshire children. This recommendation further underpins the recruitment, retention and support strategy which reflects Lincolnshire's strong position in competing with the independent market.

This recommendation is integral to reducing the need for reliance upon costly external placements, including residential care, and such a recommendation supports the Children in Care Transformation Programme ambitions. Recruitment and retention of Lincolnshire's foster carers is key to our sufficiency strategy and the priority of reducing the spend on externally commissioned placements for Children in Care. There is a substantial risk to the stability and growth of the Lincolnshire's fostering community, by not applying the stated uplifts to allowances.

1. Background:

In Lincolnshire, fostering households are often seen as the foundation of the social care system for children in care (where all efforts have been made to maintain the children within the family network) and play an invaluable role in providing loving, secure and nurturing environments where children can be safeguarded, thrive and recover from earlier trauma.

Lincolnshire are fortunate enough to have a strong kinship care offer as well as dedicated and enthusiastic families all over the county willing to open their homes and care for non-related or known children. The need to continue with this established kinship approach and strengthen practice by unlocking the family network is a broader concept from the 'independent review of children's social care' as identified by Josh MacAlister (Chair) in June 2022.

Sufficiency remains a problem, both across the independent residential and independent foster care provider market and this is unlikely to change in the short term. Recruitment and retention of Lincolnshire's foster carers is at the core of service priorities to secure sufficient local resource for local children whilst trying to manage and ease the cost to the Council's budget of using externally commissioned placements / services.

2. Lincolnshire Children in Care:

Children in care numbers as of 1st December were **756** and of this number **520** children are placed with foster carers, which equates to 68.8% of the Children in Care, this is further spilt as follows:

- 472 (62.4%) are placed with LCC approved foster carers
- 48 (6.4%) are placed with Independent Fostering Agencies

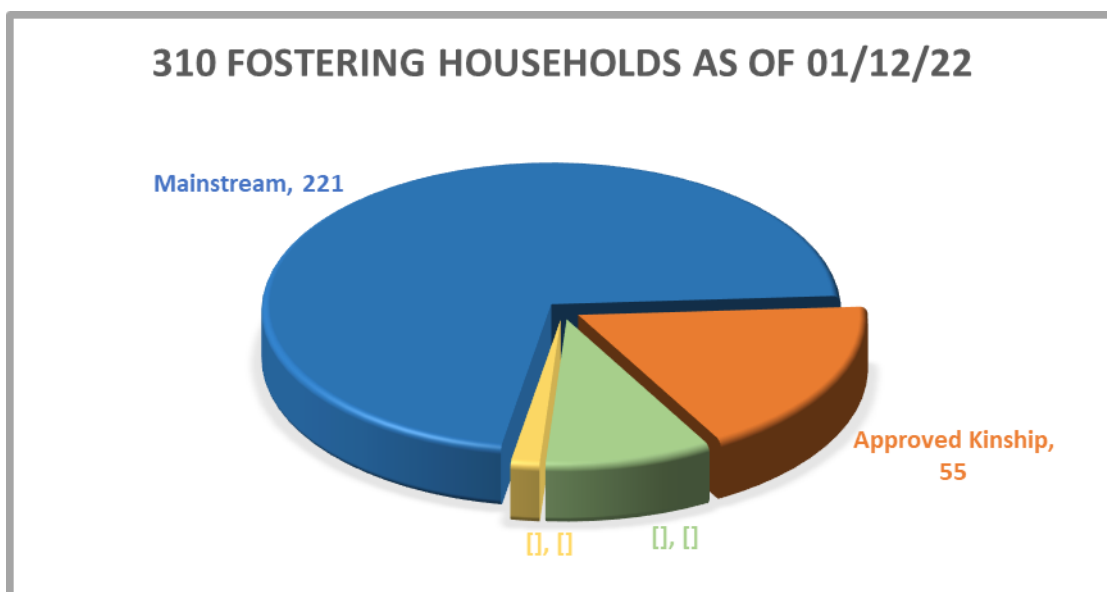
The composition of children in care placements is considered a really important factor from a financial impact perspective to the Council. Although Lincolnshire has faced challenges with increasing the number of approved foster carers, which is being encountered nationally, the high proportion of children in care with Council approved foster carers ensures greater value for money is being achieved and delivers a lower average cost per Children in Care compared to national in addition to Lincolnshire's favourable per 10,000 Children in Care numbers.

Lincolnshire's average weekly cost per child in care (2020 latest available data) is £886 compared to the national average of £1,070. It is important Lincolnshire maintain and grow its levels of approved foster carers.

3. Lincolnshire Foster Carers:

There were 310 fostering households as of 1st December 2022, these are spilt into the following categories:

- 221 Mainstream
- 55 Approved Kinship
- 29 Temporary Kinship
- 5 Foster to Adopt



4. Current Budget:

The overall Children in Care budget for 2022/23 is £36.123m and £11.948m (33.15%) covers the annual fostering budget, for fostering allowances, staffing costs, and externally commissioned foster placements for 520 children as of 1st December 2022.

Further analysis and comparison suggest the average externally commissioned foster placement is £846.00 against the average weekly cost with Council approved foster carers of £441.62 (exc overheads), which equates to being 47% cheaper and demonstrates value for money.

5. Fostering Allowances:

Lincolnshire has been and continues to be a Fostering Agency that pays an allowance that is for the child and this complies within the Government recommended Minimum Weekly Allowances as advised in April 2022. It is recognised by the Government that the allowances are to meet the costs of caring for a child with additional payments depending on:

- If the child has specific needs
- How many children are being fostered
- The carers skills and experience
- The fostering service

In addition to the basic fostering rates Lincolnshire also host a limited number of other fostering rates which are paid instead of the basic fostering rates for the following specialist placements:

- Placement Plus
- Emergency Placement
- Mother & Baby
- Special Child Rate

- Children with Disabilities
- Remand Basic
- Remand Enhanced

Each fostering household are also awarded an additional four weeks' allowances in total at the same rate of pay for birthday, festival and summer holidays.

6. Independent Fostering Sector:

The circumstances where children are placed outside of Lincolnshire County Council's fostering households and within the independent sector occurs where no in-house suitable placements are available due to matching considerations, capacity or the child's needs are deemed to be too complex.

With the increased numbers of children in care nationally and locally, it is acknowledged that the reliance on commissioned services has grown (48 children in Independent Fostering Agency households)

7. Current Landscape - The shortfall in Fostering Households Nationally and future predictions

The recent data published by National Statistics on www.gov.uk on 17th November 2022 confirmed that the number of children cared for has reached a total of 82,170, up by 2% on 2021. This has been a continuing trend over the last decade and combined with the growth from the National Transfer Scheme has resulted in the numbers in Lincolnshire reaching a significant peak.

The national concern and discussion relating to the increased gap between the number of children in care and the reduced numbers of foster carer households has been highlighted by Fostering Network and Foster Talk who are both recognised national organisations that support and champion the role of fostering households across the nation.

The State of the Nation Report published by the Fostering Network in December 2021 reiterated the importance of the retention and recruitment of foster carers owing to the numbers reducing from this sector. This was further highlighted by Josh MacAlister who recommended the critical path would be for 9,000 more fostering homes to be identified to ease the burden and provide more homes closer to communities. Community Care magazine reported on 25th November 2022 that the shortage of foster carers deepens with more leaving than ever before. They also highlighted from the Ofsted Data released in early November 2022 that over 5,435 households nationally were deregistered compared to 4,035 that were approved.

8. Financial Implications

The recommendation to provide a 12.4% increase to all Lincolnshire foster carer rates from April 2023 (using 1 December 2022 data) will be an increase in costs of £0.703m. The 2023/24 Council budget agreed by the Full Council in February 2023 included a 3% increase for foster carer allowances (or £0.160m). The additional costs of £0.543m will be met from the additional funding received through the Local Government Funding

Settlement for 2023/24. Nationally, Local Authorities funding for core spending powers will increase by £5bn (or 9%) in cash terms, of which £3.85bn is distributed through the Social Care Grant for adult and children’s social care. The additional costs will be drawn down by the Council’s agreed contingency budget in 2023/24 and is to be applied on a permanent basis.

Detail	Total Amount - based on 56.14 wks	Current Spend - based on 56.14 wks	Difference
12.4% uplift to all allowances	£6,376,271.90	£5,672,839.77	£703,432.13

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision-making process.

All children and young people have a right to be treated equally and have their disability, gender, ethnic, cultural, religious, and linguistic needs met. As corporate parents for children and young people in care, it is essential that the council is able to demonstrate that it considers equality implications in all decisions made in relation to children in care and care leavers. This has been taken into account during the preparation of this report.

The proposed payment will help to secure the stability of foster carer provision and make for an attractive offer to prospective new foster carers. This will increase the number of foster placements the Council is able to make with a consequent impact on the wellbeing of young people including those with a protected characteristic.

Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS) in coming to a decision.

The proposal has considered the priorities within the JSNA and JHWS for the Council's children in care community and how these align with the key objectives in relation to reducing inequalities and promoting the health and wellbeing of all children in care.

Increasing and sustaining fostering families is a key component in offering children a secure base to ensure that they develop, have enriched experiences thus improving their quality of life, mental health, physical and emotional wellbeing.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

Foster Care provision positively offers a safe and secure home where children have the chance to individually grow and develop. The combination of this positive experience enables children to experience a more fulfilling and positive life, improves educational opportunities, shapes behaviours that create a better framework for developing and building relationships which are some of the critical factors in reducing anti-social behaviours and reducing crime.

3. Conclusion

Fostering plays a significant role in the Council's ability to care for young people for whom it is responsible. It remains a consistent challenge, however, to attract foster carers in sufficient numbers to meet the Council's requirements. Attracting and retaining the Council's own approved foster carers can be shown to be a cost-effective and effective way of delivering our responsibilities.

Approving an uplift to the full extent of the government's announcement and the funding given will assist the Council in maintaining and expanding its foster care offer.

4. Legal Comments:

The Council has the power to give the uplift recommended.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor

5. Resource Comments:

The recommendation to provide a 12.4% increase to all Lincolnshire foster carer rates from April 2023 will secure the stability of the Council's own foster carer provision and make for an attractive offer to prospective new foster carers, which is an important approach to both supporting children locally and financial effectiveness.

The overall cost increase of the recommendation is £0.703m. The 2023/24 Council budget agreed by the Full Council in February 2023 included a 3% increase for foster carer allowances (or £0.160m). The additional costs of £0.543m will be met from the additional funding received through the Local Government Funding Settlement for 2023/24. Nationally, Local Authorities funding for core spending powers will increase by £5bn (or 9%) in cash terms, of which £3.85bn is distributed through the Social Care Grant for adult and children's social care. The additional costs will be drawn down by the Council's agreed contingency budget in 2023/24 and is to be applied on a permanent basis.

6. Consultation

a) Has Local Member Been Consulted?

N/A

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

This report will be considered by the Children and Young People Scrutiny Committee at its meeting on 3rd March 2023 and the comments of the Committee will be reported to the Executive Councillor.

d) Risks and Impact Analysis

See the body of the report

7. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Deborah Crawford, who can be contacted on 01522 552781 or deborah.crawford@lincolnshire.gov.uk.

This page is intentionally left blank



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Lincolnshire School Performance 2021 - 22

Summary:

This report provides an update regarding standards within the sector led system. The report uses un-validated performance data from Lincolnshire schools national testing and examinations in 2022. The report and appendices will cover outcomes at Early Years, Key Stage 1, Key Stage 2, Key Stage 4, and Key Stage 5.

Actions Required:

The Committee is invited to review and seek assurance on the outcomes for Lincolnshire schools for the academic year 2021/2022.

1. Outcomes:

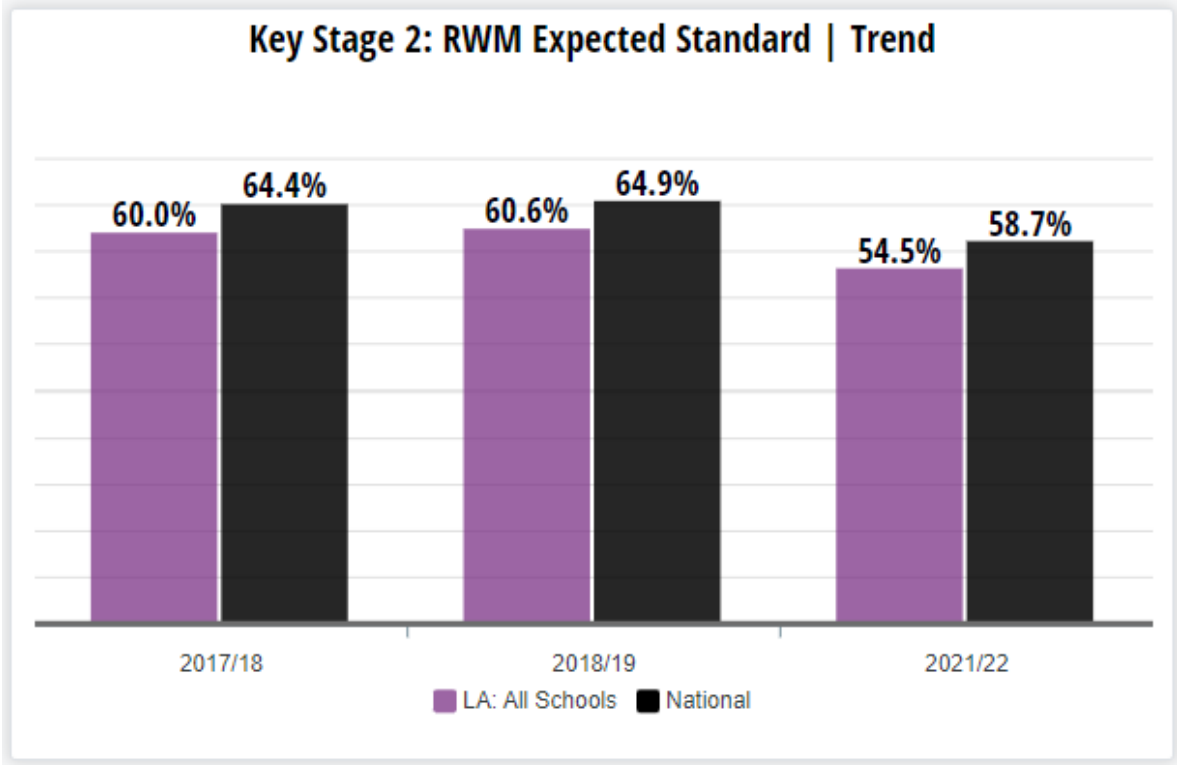
Statutory National Curriculum Assessment and Examinations

It should be noted that due to changes in assessment methodology, direct comparisons between 2019 data and 2022 should not be made.

Key Stage 1 (Aged 7): This is a local measure of Reading, Writing and Mathematics. In Reading 63% of pupils attained the expected standard, in writing 53% and Mathematics 65%. These percentages are broadly in line with national and regional averages. The gap between Lincolnshire and National is also broadly the same year on year. Writing remains the weakest area in this Key Stage. This reflects the national picture.

Key Stage 2 (Aged 11): This is a national measure of Reading, Writing and Mathematics combined (a pupil achieved age related or above in all three subjects). Nationally outcomes have fallen since 2019, and this is reflected in Lincolnshire.

Over 60% of Lincolnshire’s primary schools are maintained by the Local Authority.
 The gap in 2022 between National and Lincolnshire has narrowed over time.



The proportion of pupils known to be eligible for free school meals (FSM) attaining the expected standard is now broadly in line with Statistical Neighbours in Reading, Writing and Mathematics in 2022.

37.5% of Lincolnshire’s FSM pupils achieved the expected standard compared with the National FSM cohort at 41.6% and Statistical Neighbour average of 37.3%.

The cohort of Special Educational Needs (SEN) support pupils attains broadly in line in Reading, Writing and Mathematics combined (RWM), with our national, regional, and statistical neighbours. The progress this group makes is above our Statistical Neighbours for mathematics and reading and also above National for mathematics.

Lincolnshire’s children with Education, Health and Care Plans (EHCPs) attain above our regional and statistical neighbours and equal to National in RWM combined. These children also attain above national, regional and statistical neighbours in mathematics and reading. The progress they make is also above regional and statistical neighbours in mathematics and above national and statistical neighbours in reading. Writing attainment is in line with regional and statistical neighbours.

The outcomes of English as an Additional Language (EAL) pupils in Lincolnshire remain below National, regional and statistical neighbours’ rates.

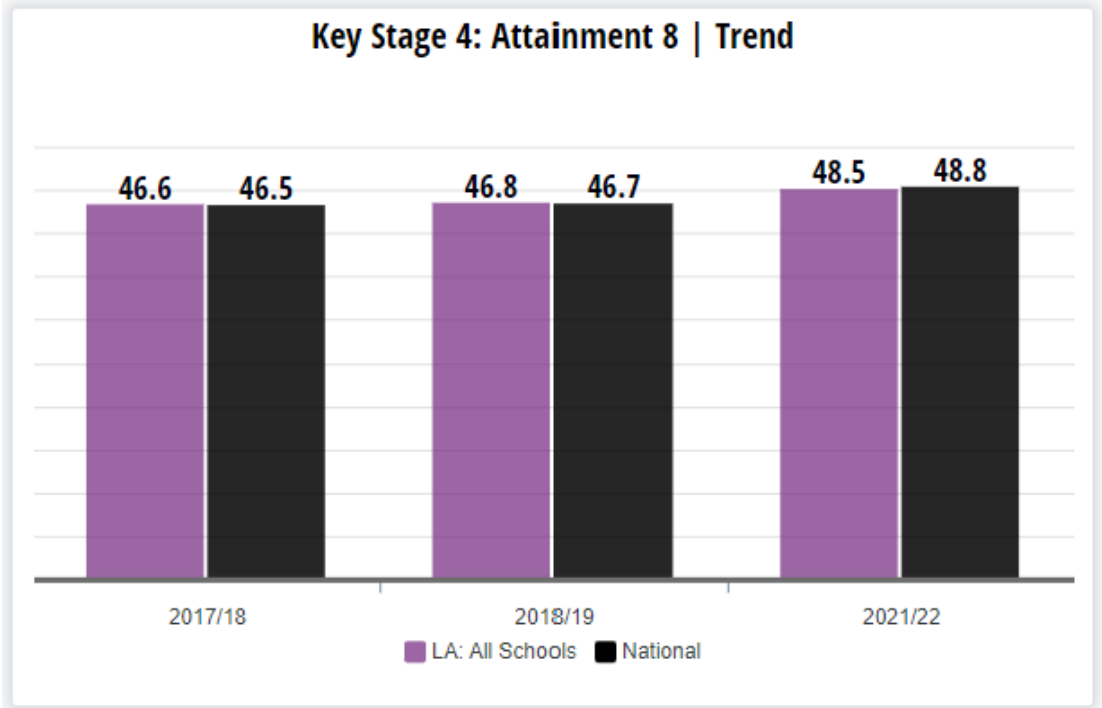
Key Stage 4 (Aged 16): A standard pass is deemed a grade 4 and a good pass being a grade 5. This is then calculated into Attainment 8 and Progress 8 scores. The subjects included are double weighted English and Mathematics and then a combination of Science,

Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects.

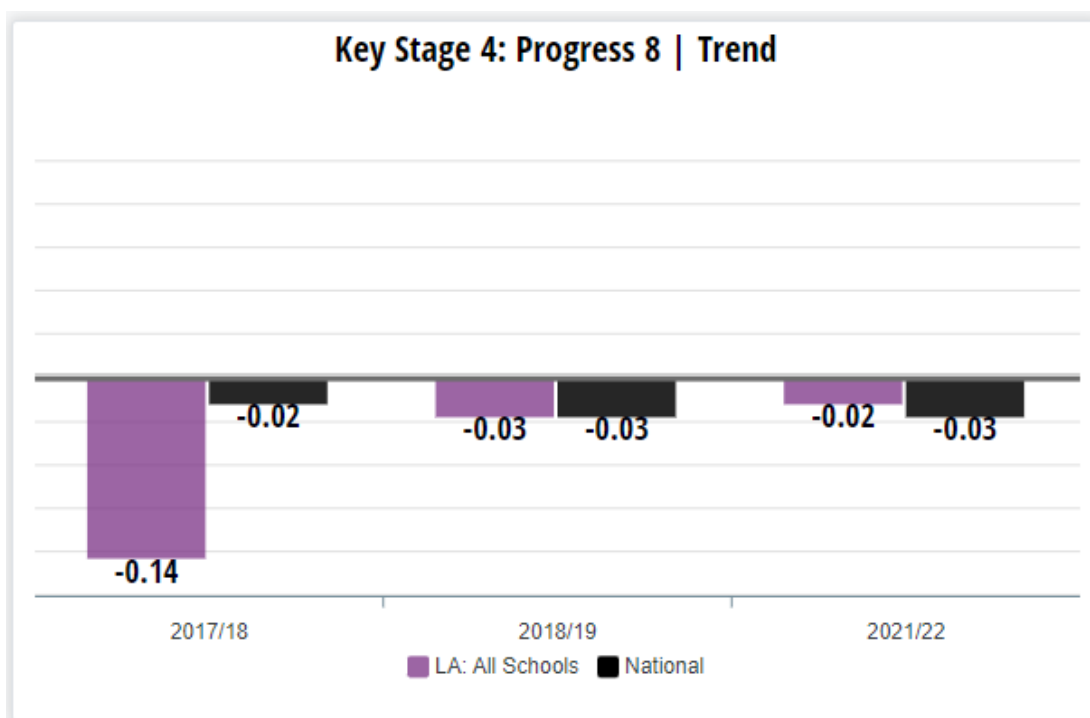
50 of Lincolnshire’s 52 secondary schools are academies.

Lincolnshire is currently broadly in line with National, East Midlands, and Statistical Neighbours, and below the Selective Authority average in the schools’ average of pupils achieving 9-5 in English and Mathematics GCSE.

Lincolnshire's average Attainment 8 score per pupil has improved at 48.5 and is in line with National at 48.8, but above East Midlands and Statistical Neighbour average at 47.6 and 47.2, respectively. Lincolnshire is below the selective area average of 51.3.



The Average Progress 8 score in Lincolnshire has also improved over time at -0.02. We are in line with National (State-Funded), East Midlands and Statistical Neighbours average of -0.03, -0.03 and -0.09.



Pupils eligible for Free School Meals (FSM) make as much progress as this group achieves nationally.

SEN support pupils in Lincolnshire continue to perform above the levels of their SEN peers nationally on average. They attain above National for strong passes in English and mathematics by 1.2% and for English Baccalaureate (EBacc) by 0.13% and Attainment 8 by 1.4%. The progress they make is also above National by 1.8.

Pupils with EHCPs progress is above National from their starting points.

Those pupils with English as an additional language (EAL) progress is above this group nationally (0.66 compared with 0.55) and attain broadly in line (49.9 compared with 50.5).

2. Conclusion and Actions

Lincolnshire’s children achieve well overall. Although starting points are below in Key Stage 2, by the end of the Key Stage 4 young people catch up and outcomes are broadly in line with National. There remains a spread of performance across schools and districts in the county and support for education improvement is essential to maintain our trajectory of improvement and to support communities and children.

The Education Improvement Strategy: The Lincolnshire Education Team works very closely with our two main partners in the sector – the Lincolnshire Learning Partnership (LLP), and the Teaching School Hub (TSH), along with the Lincoln Diocese. Together, representatives of each group work on our Lincolnshire Education Group (LEG) to steer and drive our Education Strategic One Plan (ESOP). A key part of this is The Strategy for School Improvement. All maintained schools continue to receive at least one termly visit from their Education Locality Lead, to ensure that their school is in a strong position

moving forward. LEG now provides regular leadership briefings for school leaders which are well attended by leaders in both maintained schools and academies.

Locality Leads have now begun to support schools to engage more efficiently with the other Local Authority services from Childrens' Services, Social Care, and Early Years and Child Care, in order to build a cohesive package of challenge and support for schools and families.

Education Locality Leads continue to support school leaders to develop their curriculums so that pupils are able to learn from wider experiences such as educational visits and visitors to the school. Curriculum adjustments will be informed by an understanding of the critical content for progression in each subject.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure that pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching.

In addition to this the Education Team now supports or works collaboratively with our key partners within the education sector:

The Lincolnshire Learning Partnership (LLP): The Lincolnshire Learning Partnership (LLP) is a vital part of a sector-led model of school improvement.

The Lincolnshire Learning Partnership Board (LLPB) is a strategic board of Lincolnshire headteachers from a range of schools and academies, who represent a partnership of many Lincolnshire schools and academies.

The LLPB mission is that:

- All children and schools in Lincolnshire are our collective responsibility
- Every child and school are known, valued and supported to achieve
- No school is more important than an individual child's needs

The LLPB acts as our voice of the system and has been instrumental in informing policy change in Lincolnshire and in ensuring that headteachers have a collective voice.

Teaching School Hub: We are proud that we have a Lincolnshire school as a key strategic partner in this new Department for Education (DfE) initiative.

Our Teaching School Hub has collaborated with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (what used to be called NQTs) and the new National Professional Qualifications (NPQs) as well as being a central place for schools for access to other hubs and nationally designated specialist centres. The Hub also has DfE approved, and quality assured, additional professional development programmes for teachers.

3. Consultation

a) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Key Numbers Report 2022
Appendix B	Outcomes for Early Years and Key Stages 1, 2 and 4 by District
Appendix C	Outcomes for Pupil Groups in Key Stage 2 and Key Stage 4 by District

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by *Matt Spoors* who can be contacted on 07826959326 or by e-mail at matt.spoors@lincolnshire.gov.uk

2022 EYFSP

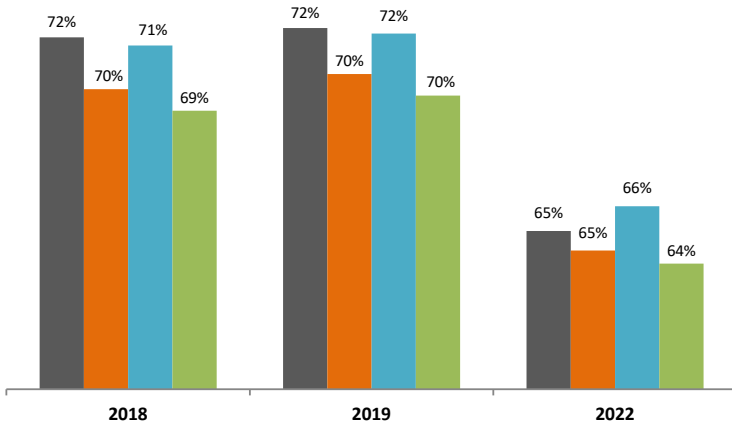
7,663

Lincolnshire children assessed for the Early Years Foundation Stage Profile in 2022

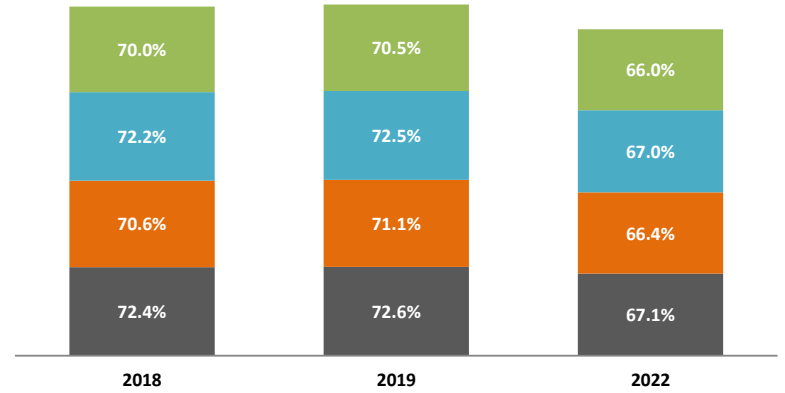
64.1%

Achieved Good Level of Development in 2022

Achieved Good Level of Development



Achieved Expected in Communication & Language and Literacy



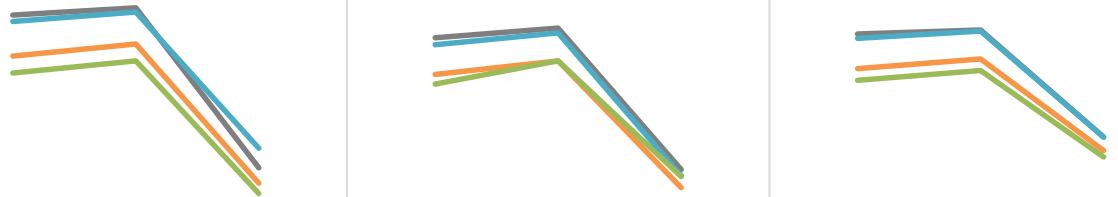
Achieved Good Level of Development

Achieved Expected across all Early Learning Goals

Achieved Expected in Communication & Language and Literacy

	2018	2019	2022	2018	2019	2022	2018	2019	2022
England	71.5%	71.8%	65.2%	70.2%	70.7%	63.4%	72.4%	72.6%	67.1%
East Midlands	69.8%	70.3%	64.5%	68.3%	69.0%	62.4%	70.6%	71.1%	66.4%
Statistical Neighbour	71.2%	71.6%	66.0%	69.8%	70.5%	63.1%	72.2%	72.5%	67.0%
Lincolnshire	69.1%	69.6%	64.1%	67.8%	69.0%	63.0%	70.0%	70.5%	66.0%

3 Year Trend Comparison



Data sourced from: <https://www.gov.uk/government/statistics>

2022 Phonic Decoding

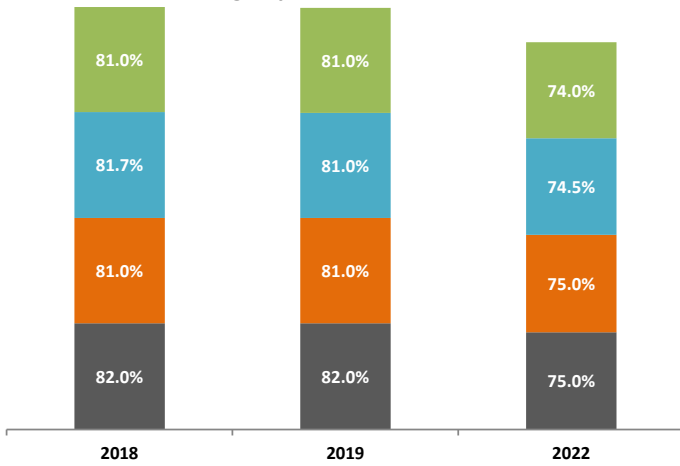
8,013

Lincolnshire children assessed in Phonic Decoding in 2022

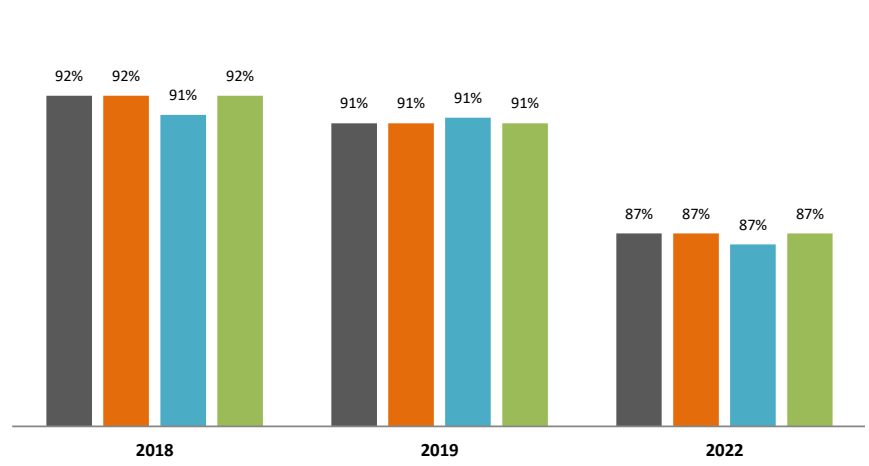
87.0%

Met the expected standard by the end of Year 2

Meeting Expected Standard Year 1



Meeting Expected Standard Year 2



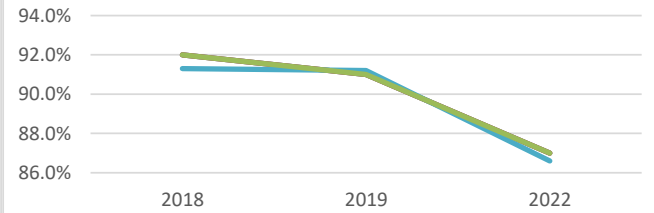
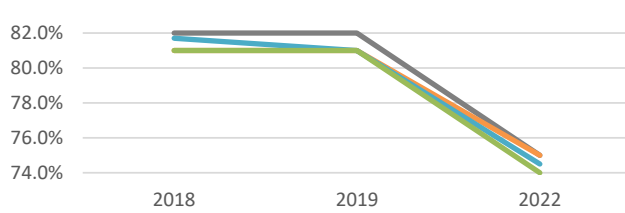
Meeting Expected Standard Year 1

	2018	2019	2022
England	82.0%	82.0%	75.0%
East Midlands	81.0%	81.0%	75.0%
Statistical Neighbour	81.7%	81.0%	74.5%
Lincolnshire	81.0%	81.0%	74.0%

Meeting Expected Standard Year 2

	2018	2019	2022
England	92.0%	91.0%	87.0%
East Midlands	92.0%	91.0%	87.0%
Statistical Neighbour	91.3%	91.2%	86.6%
Lincolnshire	92.0%	91.0%	87.0%

3 Year Trend Analysis



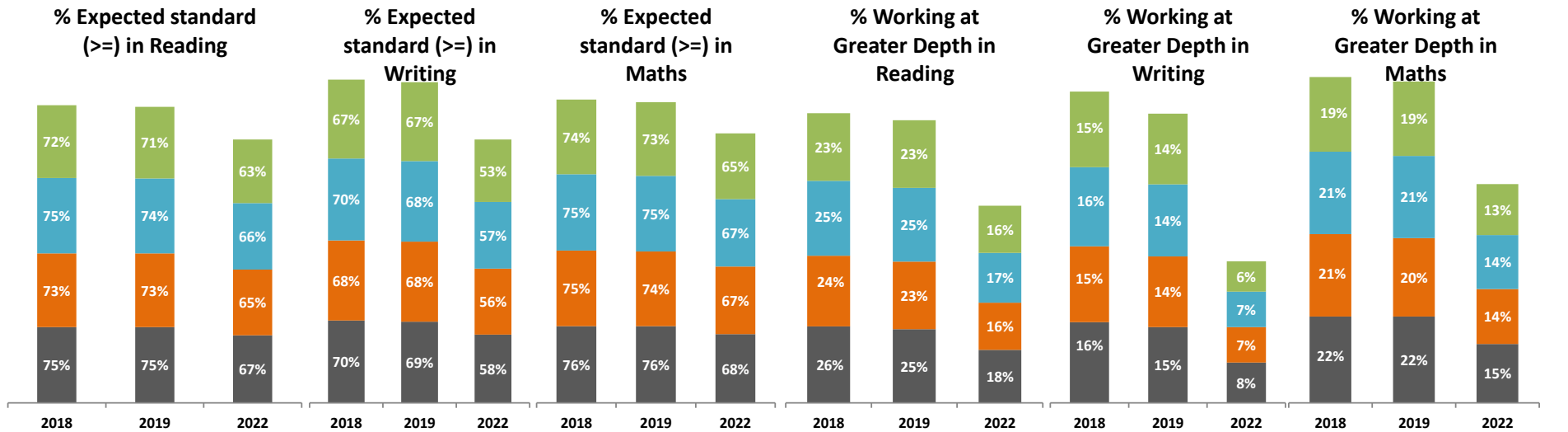
Data sourced from: <https://www.gov.uk/government/statistics>

2022 Key Stage 1

8,057

Lincolnshire children assessed in Key Stage 1 in 2022

Page 121



	% Expected standard (>=) in Reading			% Expected standard (>=) in Writing			% Expected standard (>=) in Maths			% Working at Greater Depth in Reading			% Working at Greater Depth in Writing			% Working at Greater Depth in Maths		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
England	75.0%	75.0%	67.0%	70.0%	69.0%	58.0%	76.0%	76.0%	68.0%	26.0%	25.0%	18.0%	16.0%	15.0%	8.0%	22.0%	22.0%	15.0%
East Midlands	73.0%	73.0%	65.0%	68.0%	68.0%	56.0%	75.0%	74.0%	67.0%	24.0%	23.0%	16.0%	15.0%	14.0%	7.0%	21.0%	20.0%	14.0%
Statistical Neighbour	74.8%	74.3%	65.9%	69.6%	68.4%	56.6%	75.4%	74.9%	66.9%	25.4%	25.0%	17.0%	15.7%	14.3%	7.0%	21.0%	20.9%	13.7%
Lincolnshire	72.0%	71.0%	63.0%	67.0%	67.0%	53.0%	74.0%	73.0%	65.0%	23.0%	23.0%	16.0%	15.0%	14.0%	6.0%	19.0%	19.0%	13.0%



2022 Key Stage 2

8,516

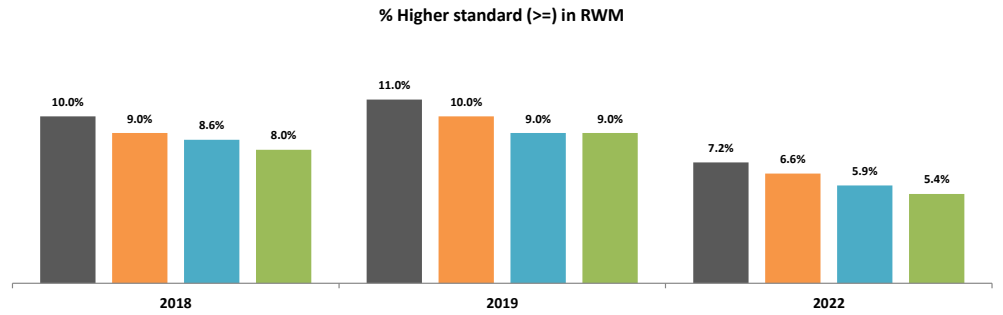
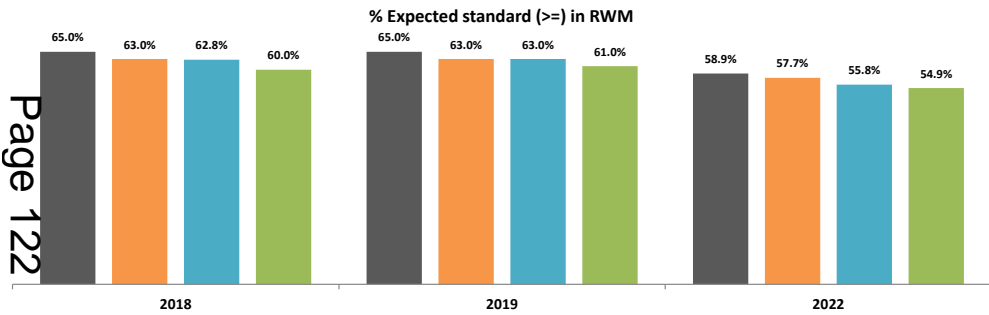
Lincolnshire children assessed in Key Stage 2 in 2022

54.9%

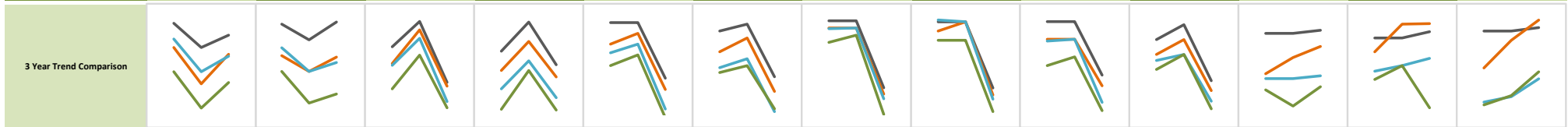
Lincolnshire children Expected Standard in Reading, Writing & Maths in 2022

5.4%

Lincolnshire children Higher Standard in Reading & Maths and Greater Depth in Writing in 2022



	% Expected standard (>=) in Reading			% Higher standard (>=) in Reading			% Expected standard (>=) in Maths			% Higher standard (>=) in Maths			% Expected standard (>=) in GPS			% Higher standard (>=) in GPS			% Expected standard (>=) in Writing			% Working at Greater Depth in Writing			% Expected standard (>=) in RWM			% Higher standard (>=) in RWM			Progress Score in Reading			Progress Score in Writing			Progress Score in Maths		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
England	76.0%	74.0%	75.0%	28.0%	27.0%	28.1%	76.0%	79.0%	71.8%	24.0%	27.0%	22.6%	78.0%	78.0%	72.8%	35.0%	36.0%	28.4%	79.0%	79.0%	69.7%	20.0%	20.0%	12.8%	65.0%	65.0%	58.9%	10.0%	11.0%	7.2%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
East Midlands	74.0%	71.0%	73.4%	26.0%	25.0%	25.9%	74.0%	78.0%	71.3%	22.0%	25.0%	21.3%	76.0%	77.0%	71.8%	32.0%	34.0%	26.3%	78.0%	78.0%	68.8%	19.0%	20.0%	12.1%	63.0%	63.0%	57.7%	9.0%	10.0%	6.6%	-0.5	-0.3	-0.2	-0.1	0.1	0.1	-0.4	-0.1	0.1
Statistical Neighbour	74.7%	72.0%	73.3%	26.5%	25.0%	25.6%	73.8%	77.0%	69.5%	20.1%	23.0%	19.2%	75.2%	76.0%	70.0%	29.7%	31.0%	23.4%	77.9%	78.0%	68.1%	20.2%	20.0%	11.6%	62.8%	63.0%	55.8%	8.6%	9.0%	5.9%	-0.6	-0.6	-0.5	-0.2	-0.2	-0.1	-0.8	-0.7	-0.5
Lincolnshire	72.0%	69.0%	71.1%	25.0%	23.0%	23.6%	71.0%	75.0%	68.8%	18.0%	22.0%	17.9%	74.0%	75.0%	69.2%	29.0%	30.0%	23.8%	76.0%	77.0%	66.0%	18.0%	18.0%	10.3%	60.0%	61.0%	54.9%	8.0%	9.0%	5.4%	-0.7	-0.9	-0.7	-0.3	-0.2	-0.5	-0.8	-0.7	-0.4



Data sourced from: <https://www.gov.uk/government/statistics>

2022 Key Stage 4

8,051

Lincolnshire pupils assessed in Key Stage 4 in 2022

47.1%

% 9-5 in English and Maths GCSEs

67.4%

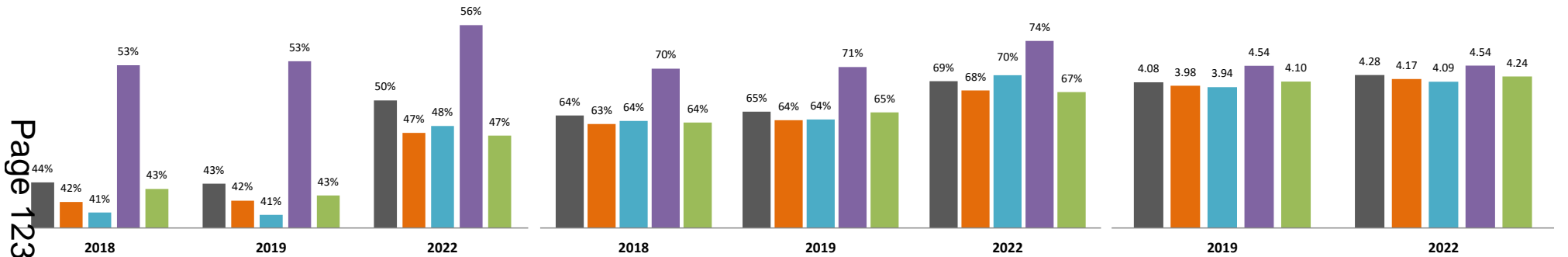
% 9-4 in English and Maths GCSEs

% 9-5 in English and Maths GCSEs

% 9-4 in English and Maths GCSEs

English Baccalaureate Average Point Score per pupil

Page 123



	English and Maths GCSEs - % Pupils entered for components			% 9-5 in English and Maths GCSEs			% 9-4 in English and Maths GCSEs			English Baccalaureate % entered			English Baccalaureate Average Point Score per pupil			Average Attainment 8 score per pupil			Average Progress 8 score		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
England	97.0%	97.1%	96.4%	43.5%	43.4%	49.8%	64.4%	64.9%	68.8%	38.5%	40.1%	38.8%	4.05	4.08	4.28	46.6	46.8	48.8	-0.02	-0.03	-0.03
East Midlands	97.3%	97.4%	96.7%	42.0%	42.1%	47.3%	63.3%	63.8%	67.6%	35.8%	36.2%	35.7%	3.94	3.98	4.17	45.5	45.8	47.6	-0.09	-0.06	-0.03
Statistical Neighbour	97.5%	97.5%	96.7%	41.2%	41.0%	47.8%	63.7%	63.9%	69.6%	33.5%	35.2%	32.6%	3.92	3.94	4.09	45.6	45.6	47.2	-0.05	-0.06	-0.09
Other Selective Authority*	97.5%	97.1%	96.4%	52.5%	52.8%	55.6%	70.4%	70.6%	73.9%	40.1%	44.7%	41.9%	4.49	4.54	4.54	51.1	51.3	51.3	0.07	0.03	-0.03
Lincolnshire	97.2%	97.8%	96.7%	43.0%	42.5%	47.1%	63.5%	64.8%	67.4%	40.9%	41.7%	38.7%	4.10	4.10	4.24	46.6	46.8	48.5	-0.14	-0.03	-0.02



Data sourced from: <https://www.gov.uk/government/statistics>

2022 Key Stage 5

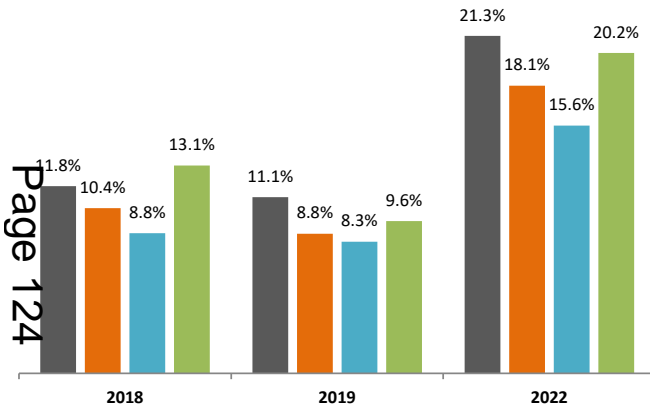
2,230

Lincolnshire Students entered for one or more A level or applied A level

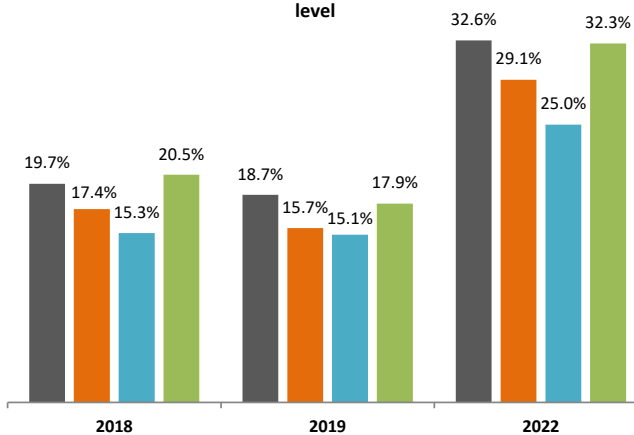
22.7%

Students Achieved Grades AAB or better at A level,
of which at least two are in facilitating subjects

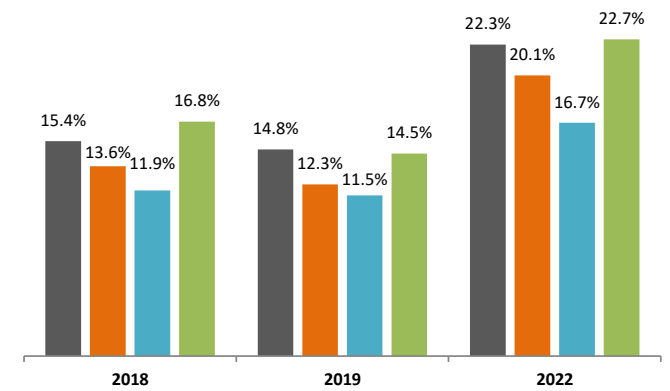
Percentage of Students Achieving 3 A*- A Grades or better at A level



Percentage of Students Achieving Grades AAB or better at A level



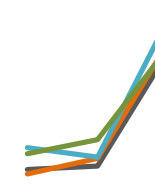
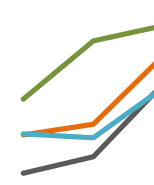
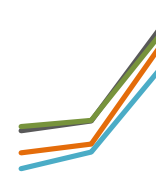
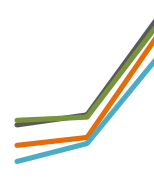
Percentage of Students Achieving Grades AAB or better at A level, of which at least two are in facilitating subjects



Page 124

	% of students achieving 3 A*-A grades or better at A level			% of students achieving grades AAB or better at A level			% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects			A level Students Average Point Score per entry			Academic Students Average Point Score per entry			Tech level Students Average Point Score per entry			Applied General Students Average Point Score per entry		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
England	11.8%	11.1%	21.3%	19.7%	18.7%	32.6%	15.4%	14.8%	22.3%	32.35	32.90	38.19	32.53	33.07	38.25	31.49	32.12	34.94	29.09	29.21	33.26
East Midlands	10.4%	8.8%	18.1%	17.4%	15.7%	29.1%	13.6%	12.3%	20.1%	31.23	31.66	37.23	31.32	31.80	37.26	32.96	33.37	36.02	28.93	29.49	33.58
Statistical Neighbour	8.8%	8.3%	15.6%	15.3%	15.1%	25.0%	11.9%	11.5%	16.7%	30.35	31.33	36.04	30.45	31.37	36.01	33.00	32.85	34.79	29.86	29.53	34.41
Lincolnshire	13.1%	9.6%	20.2%	20.5%	17.9%	32.3%	16.8%	14.5%	22.7%	32.60	32.78	37.83	32.76	33.10	37.90	34.33	36.57	37.15	29.65	30.15	33.42

3 Year Trend Comparison



8.2 – Lincolnshire School Performance 2021 -22

EYFSP	% Achieved GLD		
	2019	2022	Gap
Boston	65.5%	60.7%	-4.8%
South Holland	65.5%	61.4%	-4.1%
City of Lincoln	66.5%	58.6%	-7.8%
East Lindsey	68.9%	60.8%	-8.1%
West Lindsey	69.5%	64.5%	-5.0%
South Kesteven	71.7%	69.7%	-2.0%
North Kesteven	76.2%	69.7%	-6.5%

Phonics	% EXS+ Y1			% EXS+ by end Y2		
	2019	2022	Gap	2019	2022	Gap
Boston	77.4%	71.3%	-6.1%	90.5%	85.1%	-5.4%
City of Lincoln	76.9%	72.5%	-4.4%	86.9%	84.8%	-2.2%
East Lindsey	80.4%	67.1%	-13.2%	92.9%	85.3%	-7.7%
North Kesteven	85.0%	81.1%	-3.9%	92.6%	90.8%	-1.8%
South Holland	78.3%	72.7%	-5.6%	90.1%	84.8%	-5.3%
South Kesteven	81.9%	75.7%	-6.2%	91.8%	86.7%	-5.1%
West Lindsey	81.7%	76.7%	-5.1%	91.0%	89.1%	-1.9%

KS1	% EXS+ R			% EXS+ W			% EXS+ M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	63.9%	55.6%	-8.3%	61.0%	47.0%	-14.0%	67.9%	59.0%	-8.9%
City of Lincoln	71.1%	62.2%	-8.9%	65.5%	49.3%	-16.2%	73.1%	61.2%	-11.9%
East Lindsey	68.4%	60.3%	-8.1%	63.9%	49.7%	-14.2%	70.3%	61.5%	-8.9%
North Kesteven	67.7%	61.5%	-6.2%	63.7%	54.1%	-9.6%	71.2%	65.1%	-6.1%
South Holland	73.8%	64.7%	-9.1%	69.3%	54.1%	-15.2%	74.7%	68.0%	-6.7%
South Kesteven	73.5%	65.8%	-7.7%	67.7%	55.1%	-12.6%	73.6%	66.2%	-7.4%
West Lindsey	76.0%	69.2%	-6.8%	71.6%	60.6%	-11.0%	77.6%	70.6%	-6.9%

KS2 (Revised)	% EXS+ RWM		% EXS+ R		% EXS+ W		% EXS+ M		Reading Progress		Writing Progress		Maths Progress								
	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap							
Boston	59.8%	53.8%	-6.0%	65.7%	68.5%	2.9%	77.5%	68.4%	-9.1%	77.4%	69.5%	-7.9%	77.4%	69.5%	-7.9%	77.4%	69.5%	-7.9%	77.4%	69.5%	-7.9%
City of Lincoln	53.8%	51.4%	-2.4%	62.9%	65.5%	2.6%	71.5%	63.7%	-7.7%	70.5%	64.6%	-5.8%	70.5%	64.6%	-5.8%	70.5%	64.6%	-5.8%	70.5%	64.6%	-5.8%
East Lindsey	57.2%	52.9%	-4.3%	65.6%	69.4%	3.7%	73.5%	65.7%	-7.7%	71.4%	65.1%	-6.3%	71.4%	65.1%	-6.3%	71.4%	65.1%	-6.3%	71.4%	65.1%	-6.3%
North Kesteven	68.3%	63.9%	-4.4%	75.3%	78.5%	3.1%	82.8%	73.1%	-9.6%	80.9%	76.6%	-4.3%	80.9%	76.6%	-4.3%	80.9%	76.6%	-4.3%	80.9%	76.6%	-4.3%
South Holland	60.0%	52.7%	-7.3%	69.6%	69.8%	0.1%	75.1%	65.4%	-9.7%	74.3%	66.2%	-8.1%	74.3%	66.2%	-8.1%	74.3%	66.2%	-8.1%	74.3%	66.2%	-8.1%
South Kesteven	62.6%	52.8%	-9.8%	70.4%	71.6%	1.2%	79.3%	60.9%	-18.4%	75.9%	69.3%	-6.6%	75.9%	69.3%	-6.6%	75.9%	69.3%	-6.6%	75.9%	69.3%	-6.6%
West Lindsey	60.3%	55.5%	-4.8%	70.5%	71.5%	1.0%	77.3%	65.9%	-11.4%	73.6%	68.4%	-5.3%	73.6%	68.4%	-5.3%	73.6%	68.4%	-5.3%	73.6%	68.4%	-5.3%

KS4 (Prov)	Progress 8		Attainment 8		Ebacc APS		% 9-5 E& M		% 9-4 E& M				
	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap	2019	2022 Gap			
Boston	-0.33	-0.24	0.09	44.4	1.8	3.82	0.12	34.9%	38.3%	3.3%	60.4%	64.4%	3.9%
City of Lincoln	-0.27	-0.30	-0.03	42.8	-0.3	3.69	-0.05	33.6%	38.0%	4.4%	58.1%	59.5%	1.4%
East Lindsey	-0.14	-0.21	-0.07	45.2	1.1	3.95	0.08	40.0%	44.5%	4.5%	59.8%	64.1%	4.2%
North Kesteven	-0.11	-0.06	0.05	46.1	3.0	4.01	0.35	40.9%	48.2%	7.3%	66.4%	70.3%	3.8%
South Holland	-0.03	0.06	0.10	46.9	0.5	4.14	-0.09	42.2%	44.0%	1.8%	64.5%	64.7%	0.2%
South Kesteven	0.35	0.38	0.03	51.4	3.1	4.55	0.28	50.6%	56.9%	6.3%	70.2%	75.0%	4.8%
West Lindsey	0.05	-0.01	-0.06	50.8	0.7	4.45	0.07	51.8%	52.7%	0.9%	71.8%	69.5%	-2.3%

8.3 – Lincolnshire School Performance 2021-22

KEY STAGE 2:

Free School Meals

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-1.8	-1.0	0.8	-0.6	0.4	1.0	-1.1	-0.3	0.8
City of Lincoln	-2.0	-1.1	0.9	-0.6	-0.5	0.1	-1.3	-0.7	0.6
East Lindsey	-1.9	-1.2	0.7	-0.6	-0.9	-0.3	-1.7	-1.5	0.2
North Kesteven	-1.3	-1.0	0.4	-1.3	-1.5	-0.2	-1.0	-0.9	0.1
South Holland	-2.1	-1.7	0.4	-0.8	-1.2	-0.4	-1.9	-1.2	0.7
South Kesteven	-2.2	-2.0	0.2	-1.5	-3.0	-1.5	-2.0	-2.1	-0.1
West Lindsey	-2.0	-2.9	-1.0	-1.3	-2.9	-1.5	-2.3	-2.8	-0.5

Non Free School Meals

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.7	0.1	0.8	0.8	1.2	0.3	0.4	0.6	0.1
City of Lincoln	-0.8	0.2	1.1	-0.2	0.9	1.0	-0.4	0.7	1.0
East Lindsey	-0.5	-0.7	-0.2	0.1	-0.2	-0.3	-0.5	-0.2	0.3
North Kesteven	-0.6	0.1	0.7	0.1	0.4	0.2	-0.1	0.3	0.4
South Holland	0.0	-0.1	-0.1	0.0	0.1	0.1	0.1	0.2	0.1
South Kesteven	-0.8	-0.5	0.3	0.3	-1.3	-1.6	-0.7	-0.2	0.5
West Lindsey	-0.6	-0.5	0.0	-0.5	-0.1	0.4	-1.6	-0.7	0.9

English as Additional Language

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	1.1	-0.1	-1.1	2.3	1.3	-1.1	3.2	1.8	-1.4
City of Lincoln	-0.6	1.1	1.7	1.0	2.0	1.0	1.3	2.6	1.3
East Lindsey	-1.3	0.2	1.4	2.0	1.4	-0.6	2.6	1.9	-0.7
North Kesteven	0.8	-0.2	-1.0	3.7	1.9	-1.8	2.9	2.4	-0.5
South Holland	1.1	-0.2	-1.3	1.6	1.0	-0.5	3.0	1.1	-1.9
South Kesteven	1.2	0.4	-0.8	3.2	-0.3	-3.5	2.3	2.0	-0.3
West Lindsey	0.0	1.7	1.7	0.5	2.2	1.6	0.7	1.4	0.7

Not English as Additional Language

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-1.6	-0.2	1.4	0.0	0.8	0.9	-0.9	-0.3	0.6
City of Lincoln	-1.2	-0.5	0.7	-0.6	0.1	0.7	-1.0	-0.2	0.8
East Lindsey	-0.8	-0.9	-0.1	-0.1	-0.5	-0.3	-0.9	-0.7	0.2
North Kesteven	-0.7	-0.1	0.6	-0.1	0.0	0.1	-0.3	0.0	0.3
South Holland	-0.5	-0.5	0.0	-0.4	-0.4	-0.1	-0.7	-0.4	0.3
South Kesteven	-1.1	-0.9	0.2	-0.2	-1.8	-1.5	-1.1	-0.8	0.3
West Lindsey	-0.8	-1.3	-0.5	-0.7	-1.0	-0.3	-1.8	-1.4	0.4

Not Special Education Needs

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.7	-0.1	0.6	1.0	1.0	0.0	0.4	0.4	0.0
City of Lincoln	-1.0	0.2	1.1	0.3	1.0	0.7	-0.5	0.5	1.0
East Lindsey	-0.3	-0.3	0.0	0.3	0.2	-0.1	-0.5	-0.4	0.2
North Kesteven	-0.4	0.2	0.6	0.4	0.6	0.1	0.0	0.3	0.4
South Holland	0.0	-0.1	-0.2	0.5	0.3	-0.2	0.1	-0.1	-0.2
South Kesteven	-0.5	-0.4	0.2	0.5	-1.1	-1.6	-0.4	-0.3	0.1
West Lindsey	-0.6	-0.9	-0.3	-0.3	-0.3	0.0	-1.6	-1.1	0.5

Special Education Needs - Support

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-1.7	-0.2	1.5	-0.6	1.3	1.9	-0.4	0.5	0.9
City of Lincoln	-1.6	-1.2	0.4	-1.9	-1.1	0.8	-1.1	-0.6	0.5
East Lindsey	-2.6	-2.1	0.4	-1.3	-2.1	-0.8	-1.5	-1.1	0.4
North Kesteven	-1.9	-0.9	1.0	-2.5	-1.8	0.7	-1.4	-1.0	0.4
South Holland	-0.7	-1.8	-1.1	-1.5	-1.6	-0.1	-0.7	0.1	0.8
South Kesteven	-3.0	-2.5	0.5	-2.3	-3.8	-1.6	-2.8	-1.3	1.5
West Lindsey	-1.4	-1.9	-0.5	-1.6	-2.9	-1.3	-1.9	-1.6	0.3

All Special Education Needs

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-1.6	-0.3	1.3	-0.8	1.1	1.8	-0.5	0.3	0.8
City of Lincoln	-1.4	-1.5	-0.1	-2.1	-1.5	0.6	-1.0	-0.9	0.1
East Lindsey	-2.5	-2.7	-0.2	-1.4	-2.5	-1.2	-1.6	-1.6	0.0
North Kesteven	-2.0	-1.4	0.6	-2.5	-2.3	0.3	-1.5	-1.1	0.4
South Holland	-1.5	-1.8	-0.4	-2.4	-2.1	0.3	-1.3	-0.2	1.1
South Kesteven	-3.1	-2.6	0.5	-2.2	-3.9	-1.7	-2.8	-1.5	1.3
West Lindsey	-1.5	-2.6	-1.0	-1.8	-3.3	-1.5	-2.1	-2.1	0.0

Special Education Needs - EHCP

KS2 (Revised)	Reading Progress			Writing Progress			Maths Progress		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	0.1	-0.9	-0.9	-2.3	0.0	2.3	-1.8	-0.7	1.2
City of Lincoln	0.2	-5.0	-5.3	-3.3	-4.4	-1.1	0.0	-3.1	-3.1
East Lindsey	-2.3	-5.0	-2.8	-2.1	-4.4	-2.3	-2.7	-3.3	-0.6
North Kesteven	-2.4	-4.0	-1.6	-2.9	-4.9	-2.0	-1.8	-1.8	-0.1
South Holland	-5.9	-2.1	3.8	-7.3	-4.8	2.5	-4.8	-2.1	2.7
South Kesteven	-4.7	-3.0	1.7	-0.9	-4.2	-3.3	-3.1	-2.4	0.7
West Lindsey	-2.7	-5.3	-2.7	-2.6	-4.7	-2.0	-3.8	-4.1	-0.3

KEY STAGE 4

Free School Meals

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.75	-0.53	0.21	34.8	37.4	2.6	2.92	3.11	0.19	19.0%	22.1%	3.2%	39.2%	41.4%	2.2%
City of Lincoln	-0.56	-0.84	-0.29	32.3	31.7	-0.6	2.68	2.64	-0.04	20.3%	20.5%	0.2%	33.6%	36.5%	2.9%
East Lindsey	-0.54	-0.68	-0.13	33.8	34.9	1.1	2.74	2.84	0.10	17.3%	22.4%	5.1%	30.4%	40.9%	10.5%
North Kesteven	-0.46	-0.53	-0.06	38.5	38.2	-0.3	3.21	3.29	0.07	21.7%	23.2%	1.4%	41.3%	47.5%	6.2%
South Holland	-0.25	-0.53	-0.28	37.6	35.1	-2.5	3.15	2.89	-0.26	18.1%	24.3%	6.2%	40.3%	39.6%	-0.6%
South Kesteven	-0.14	-0.13	0.01	37.9	39.8	1.8	3.17	3.36	0.18	18.5%	30.5%	11.9%	45.7%	48.2%	2.5%
West Lindsey	-0.56	-0.57	-0.01	36.0	37.6	1.6	3.02	3.15	0.13	19.7%	29.9%	10.3%	34.2%	46.5%	12.3%

Non Free School Meals

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.21	-0.14	0.06	44.7	46.5	1.8	3.91	4.03	0.12	37.1%	42.4%	5.3%	63.4%	70.3%	6.9%
City of Lincoln	-0.17	-0.09	0.08	46.2	46.5	0.3	4.10	4.10	0.00	35.9%	43.1%	7.2%	62.1%	66.2%	4.0%
East Lindsey	0.01	-0.03	-0.04	49.2	50.8	1.5	4.38	4.50	0.12	43.9%	51.7%	7.8%	64.9%	71.6%	6.7%
North Kesteven	-0.03	0.03	0.07	47.6	51.3	3.6	4.17	4.56	0.40	42.4%	52.2%	9.8%	68.3%	73.8%	5.5%
South Holland	0.03	0.24	0.21	49.2	50.8	1.6	4.38	4.38	-0.01	44.6%	48.0%	3.3%	66.9%	69.8%	2.8%
South Kesteven	0.45	0.48	0.03	54.2	57.3	3.1	4.84	5.11	0.27	54.0%	61.0%	7.0%	72.8%	79.1%	6.3%
West Lindsey	0.21	0.14	-0.07	54.7	55.0	0.4	4.83	4.88	0.06	56.5%	57.3%	0.8%	77.3%	74.2%	-3.1%

English as Additional Language

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	0.43	0.20	-0.22	42.0	43.4	1.4	3.75	3.84	0.10	28.0%	34.7%	6.6%	53.0%	61.3%	8.3%
City of Lincoln	0.49	0.51	0.01	47.4	47.2	-0.2	4.38	4.36	-0.02	36.9%	45.0%	8.1%	58.3%	66.7%	8.4%
East Lindsey	0.59	0.13	-0.46	49.1	49.9	0.8	4.67	4.45	-0.22	44.7%	51.3%	6.5%	68.4%	74.4%	5.9%
North Kesteven	0.22	0.66	0.45	48.8	55.9	7.1	4.36	5.34	0.98	34.5%	62.5%	28.0%	58.6%	79.2%	20.5%
South Holland	1.00	1.18	0.18	45.2	52.0	6.8	3.97	4.46	0.49	27.2%	43.0%	15.8%	56.8%	68.9%	12.1%
South Kesteven	0.90	0.99	0.09	50.1	56.0	5.9	4.47	4.99	0.52	42.9%	57.1%	14.3%	65.5%	78.2%	12.6%
West Lindsey	0.73	1.04	0.31	64.4	63.8	-0.6	6.01	5.99	-0.03	74.3%	63.9%	-10.4%	88.6%	77.8%	-10.8%

Not English as Additional Language

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.52	-0.38	0.13	42.7	44.8	2.0	3.68	3.81	0.13	37.3%	39.8%	2.5%	62.9%	65.6%	2.7%
City of Lincoln	-0.34	-0.40	-0.06	42.2	41.8	-0.5	3.67	3.60	-0.07	33.3%	37.1%	3.8%	58.0%	58.5%	0.5%
East Lindsey	-0.15	-0.22	-0.06	45.0	46.2	1.1	3.93	4.02	0.09	39.9%	44.3%	4.4%	59.6%	63.8%	4.2%
North Kesteven	-0.11	-0.07	0.04	46.0	49.0	3.0	4.00	4.34	0.34	41.1%	48.0%	6.9%	66.6%	70.1%	3.5%
South Holland	-0.11	-0.08	0.03	47.1	46.7	-0.4	4.16	3.99	-0.17	43.9%	44.1%	0.2%	65.4%	64.1%	-1.3%
South Kesteven	0.31	0.34	0.03	51.5	54.4	2.9	4.55	4.81	0.26	51.3%	56.9%	5.7%	70.6%	74.8%	4.2%
West Lindsey	0.02	-0.05	-0.07	50.3	51.0	0.7	4.39	4.47	0.08	51.0%	52.3%	1.3%	71.2%	69.2%	-2.0%

All Special Education Needs

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.50	-0.76	-0.26	33.1	26.0	-7.2	2.73	2.08	-0.65	16.0%	7.6%	-8.4%	34.6%	19.6%	-15.0%
City of Lincoln	-0.79	-0.78	0.02	21.9	24.2	2.4	1.75	2.02	0.27	5.1%	12.9%	7.8%	15.3%	21.0%	5.7%
East Lindsey	-0.56	-0.69	-0.14	27.4	27.9	0.5	2.27	2.29	0.02	14.0%	14.8%	0.8%	29.8%	27.3%	-2.4%
North Kesteven	-0.43	-0.31	0.11	32.1	34.2	2.1	2.65	2.77	0.12	16.9%	19.8%	2.8%	31.1%	32.9%	1.9%
South Holland	-0.62	-0.41	0.21	28.4	29.4	1.0	2.34	2.41	0.07	12.7%	18.2%	5.5%	28.9%	31.1%	2.2%
South Kesteven	-0.24	-0.10	0.14	35.3	39.9	4.7	2.98	3.41	0.43	28.5%	32.3%	3.8%	39.7%	49.7%	9.9%
West Lindsey	-0.70	-0.81	-0.10	28.8	27.3	-1.6	2.32	2.22	-0.09	14.2%	13.3%	-0.9%	30.0%	24.2%	-5.8%

Not Special Education Needs

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.27	-0.16	0.12	45.7	47.2	1.6	4.02	4.09	0.07	41.2%	43.1%	1.8%	69.1%	71.4%	2.3%
City of Lincoln	-0.14	-0.17	-0.03	47.9	47.4	-0.5	4.23	4.15	-0.08	40.6%	44.9%	4.3%	68.5%	70.0%	1.5%
East Lindsey	-0.04	-0.11	-0.06	49.0	50.4	1.4	4.32	4.43	0.10	45.7%	51.2%	5.5%	66.4%	72.4%	6.0%
North Kesteven	-0.06	-0.02	0.03	48.3	51.3	3.0	4.22	4.59	0.37	44.7%	52.4%	7.7%	72.0%	75.7%	3.7%
South Holland	0.13	0.19	0.06	51.9	52.2	0.3	4.63	4.49	-0.14	50.2%	50.8%	0.6%	74.1%	73.6%	-0.6%
South Kesteven	0.44	0.48	0.04	53.9	57.8	3.8	4.80	5.14	0.34	54.1%	62.4%	8.3%	75.0%	80.6%	5.6%
West Lindsey	0.16	0.11	-0.04	54.1	55.3	1.2	4.77	4.89	0.12	57.4%	59.0%	1.5%	78.0%	76.7%	-1.3%

Special Education Needs - Support

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	-0.53	-0.71	-0.19	33.6	28.9	-4.7	2.78	2.32	-0.46	16.8%	9.2%	-7.6%	35.5%	23.7%	-11.8%
City of Lincoln	-0.52	-0.48	0.05	27.1	29.9	2.8	2.17	2.50	0.33	5.3%	16.8%	11.5%	18.9%	26.1%	7.1%
East Lindsey	-0.25	-0.47	-0.22	34.2	34.8	0.6	2.84	2.89	0.04	16.8%	20.8%	4.0%	37.9%	36.6%	-1.3%
North Kesteven	-0.47	-0.28	0.19	32.7	35.8	3.1	2.75	2.91	0.16	18.0%	22.8%	4.8%	30.0%	36.6%	6.6%
South Holland	-0.25	-0.10	0.15	34.5	36.6	2.1	2.87	3.02	0.16	15.9%	23.0%	7.2%	35.7%	39.5%	3.8%
South Kesteven	0.11	0.17	0.05	43.2	46.3	3.1	3.65	3.96	0.30	37.1%	39.1%	2.0%	50.9%	59.1%	8.2%
West Lindsey	-0.37	-0.73	-0.36	34.5	30.6	-3.8	2.80	2.51	-0.29	17.8%	15.1%	-2.7%	36.7%	25.8%	-10.9%

Special Education Needs - EHCP

KS4 (Prov)	Progress 8			Attainment 8			Ebacc APS			% 9-5 E& M			% 9-4 E& M		
	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap	2019	2022	Gap
Boston	0.02	-1.00	-1.02	23.1	12.0	-11.1	1.62	0.95	-0.67	0.0%	0.0%	0.0%	14.3%	0.0%	-14.3%
City of Lincoln	-1.37	-1.48	-0.11	11.0	11.6	0.5	0.88	0.94	0.06	4.7%	4.2%	-0.5%	7.8%	9.7%	1.9%
East Lindsey	-1.26	-1.42	-0.16	12.7	10.8	-2.0	1.02	0.80	-0.22	8.1%	0.0%	-8.1%	12.2%	4.1%	-8.1%
North Kesteven	-0.19	-0.51	-0.32	28.6	24.1	-4.5	2.12	1.88	-0.24	11.1%	0.0%	-11.1%	37.0%	9.1%	-27.9%
South Holland	-1.78	-1.40	0.38	9.2	10.0	0.8	0.70	0.77	0.07	2.5%	5.3%	2.8%	7.5%	8.8%	1.3%
South Kesteven	-1.23	-1.12	0.11	12.4	16.8	4.5	1.04	1.42	0.38	3.6%	7.7%	4.1%	7.3%	15.4%	8.1%
West Lindsey	-1.67	-1.03	0.64	12.0	18.4	6.4	0.88	1.48	0.59	3.3%	8.6%	5.2%	10.0%	20.0%	10.0%



Open Report on behalf of Heather Sandy, Executive Director – Children’s Services

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Service Level Performance against the Corporate Performance Framework 2022-23 - Quarter 3

Summary:

This report summarises the Service Level Performance against the Success Framework 2022-23 for Quarter 3. All performance that can be reported in Quarter 3 is included in this report.

Lincolnshire County Council (LCC) is undergoing a large system wide Business Intelligence Transformational Change Programme. Part of the Transformation Programme is to fully utilise Microsoft Power BI as a Business Intelligence platform across the organisation.

The Corporate Performance Team (CPT) is a significant driver of this delivery covering all operational and statutory reporting requirements for LCC. CPT has developed a new Power BI dashboard which with effect from Quarter 2 the Service Level Performance will be displayed, replacing the Lincolnshire Research Observatory (LRO).



Full service level reporting to all scrutiny committees can be found here: [Corporate plan – Performance data - Lincolnshire County Council](#)

Actions Required:

The Committee is invited to review and comment on the performance of the measures that are either above or below the target range.

1. Background

This report will summarise the Service Level Performance measures for the Children and Young People Scrutiny Committee. There are eight measures that should be reported at Quarter 3. In Quarter 3:

- 1 measure that exceeded their target 
- 4 measures that achieved their target 

- 3 measures did not meet their target ✖

1.1 Children are Healthy and Safe

1.1.1 Measures that exceeded their target

PI 26 - Average time taken to match a child to an adoptive family ☆

Actual: 161

Target: 175

Performance in Quarter 3 remains significantly better than the target range set at the start of the year. This is due to continued attention to family finding at the earliest opportunity, so that once children are subject to a Placement Order there is wherever possible a placement already identified so that practice is timely and effective.



Benchmarking as at March 2020

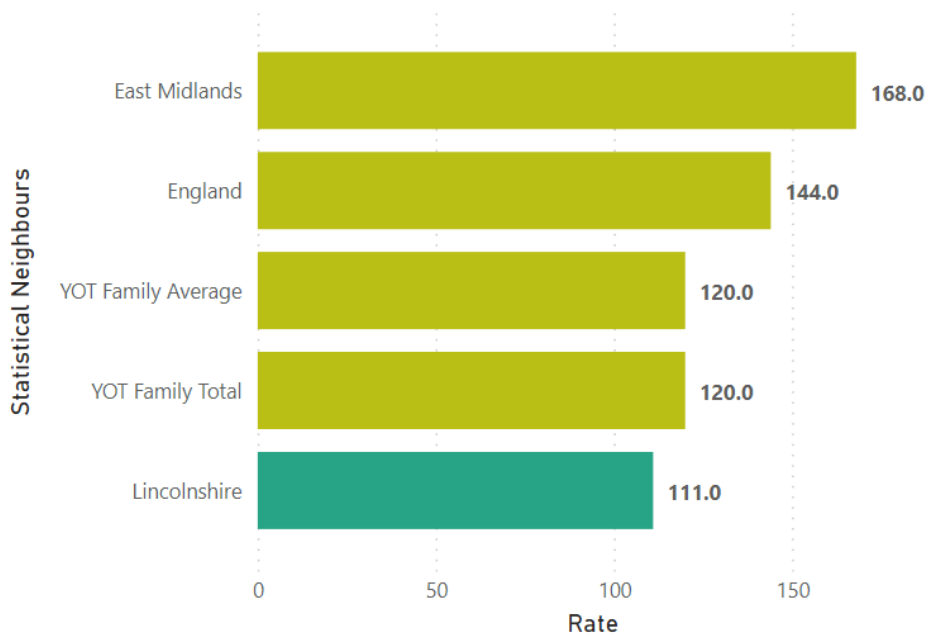
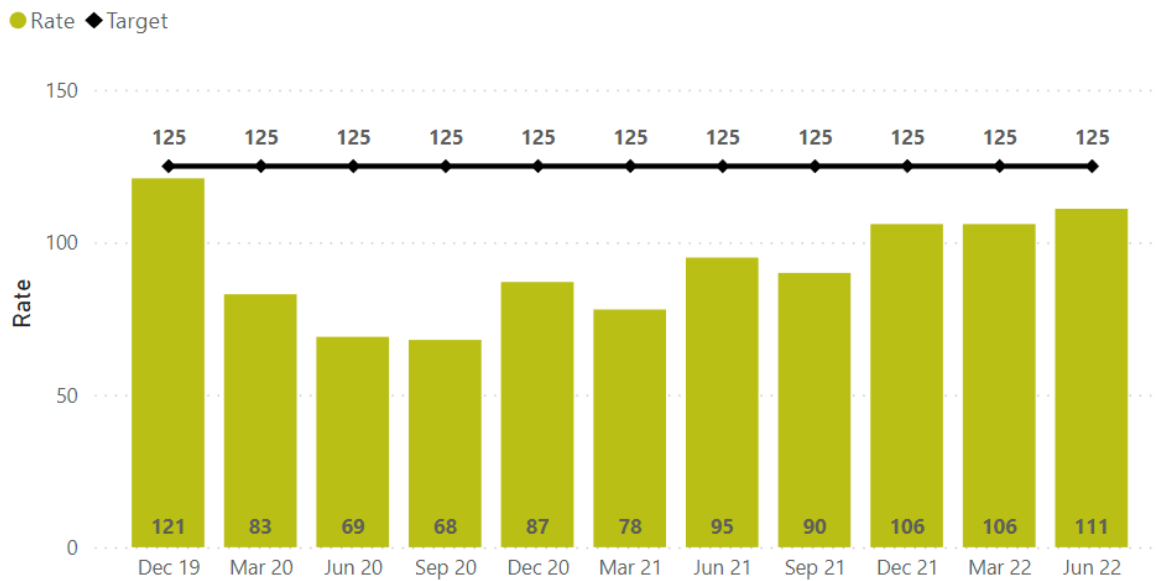
1.1.2 Measures that Achieved their target

PI 15 – Juvenile first time offenders ✓

Actual: 111

Target: 125

Quarter 3 reports a slight increase in the rate of Lincolnshire's first time entrants into the Youth Justice system since the previous quarter; the actual number of additional young people is three. We are still below our target rate of 125 and significantly lower than that of the National (144), Regional (168) and Youth Offending Team (YOT) Family (120) rates.



Benchmarking as at June 2022

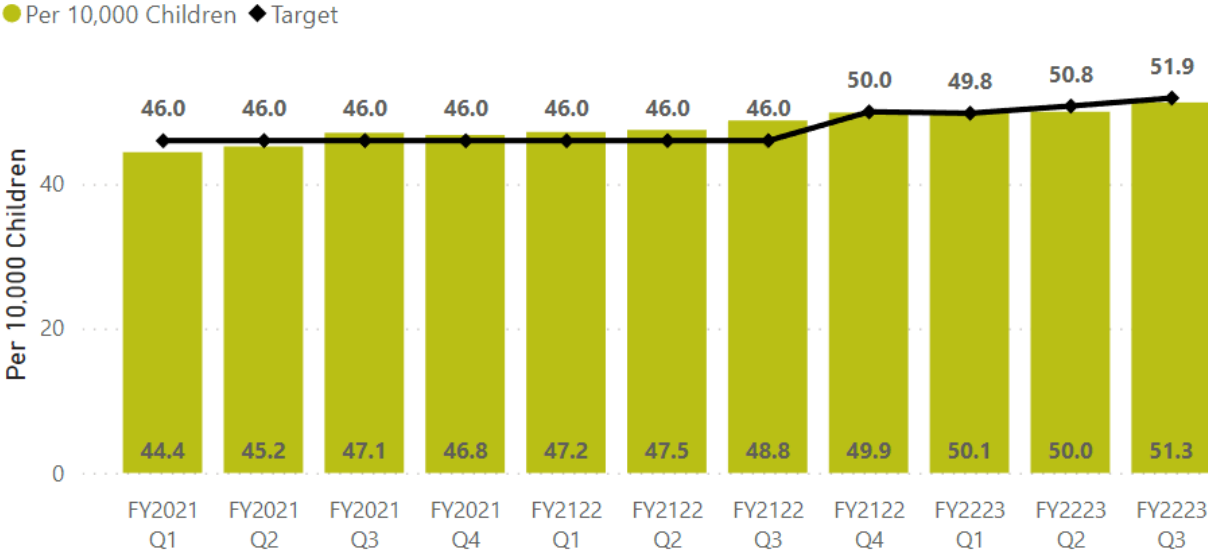
PI 23 – Children in Care ✓

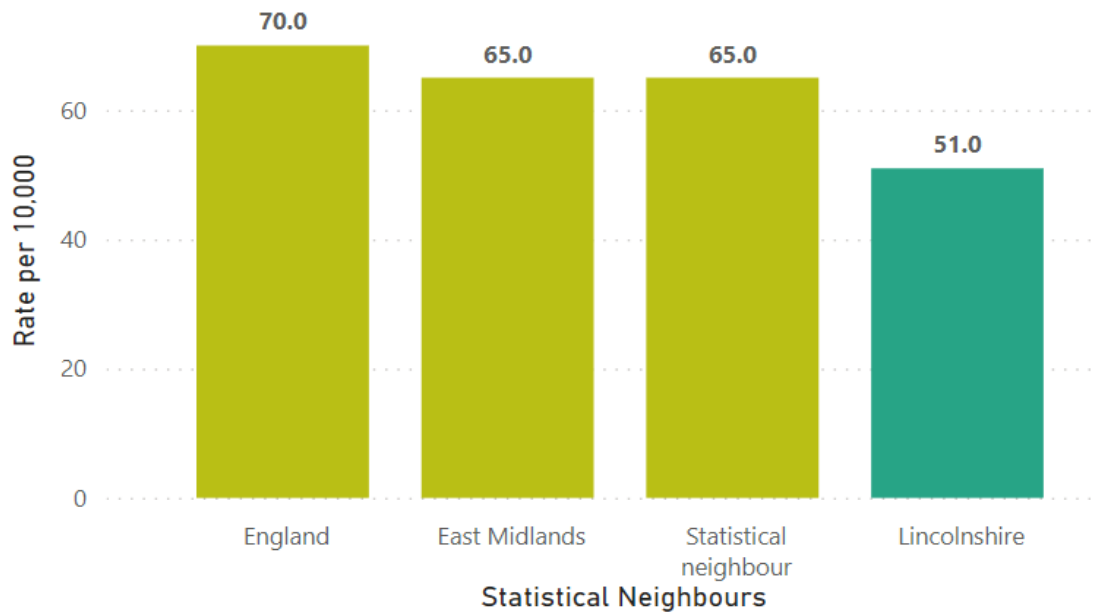
Actual: 51.3
Target: 51.9

This measure continues to achieve target; however, this target has been revised upward in comparison to recent years to take into account the effects of the National Transfer Scheme and the number of children in care per 10,000 remains at a relatively high level compared to recent years. Whilst the figure has risen slightly from last quarter, this increase was expected, and the target was profiled at the start of the year to take this into account.

The recent growth in numbers is attributable to the Council’s safeguarding responsibilities and is partly attributable to the number of unaccompanied asylum-seeking children that have arrived as part of the new temporary mandated National Transfer Scheme. The expectation is that Lincolnshire will take a maximum of 103 children which equates to 0.07% of the general child population and therefore there continues to be a likely impact of growth going forward.

Despite the recent growth and the potential for future increase, there continues to be an emphasis on prevention from children coming into care and exit planning from the care system where it can be achieved. However, even with the increase, the Lincolnshire number of Children in Care (CiC) per 10,000 remains significantly below the most recent published figures both nationally and by our statistical neighbours (70 per 10,000 and 65 per 10,000 respectively as of 31 March 2022).





Benchmarking as at March 2022

PI 24 - Children who are subject to a child protection plan ✓

Actual: 408

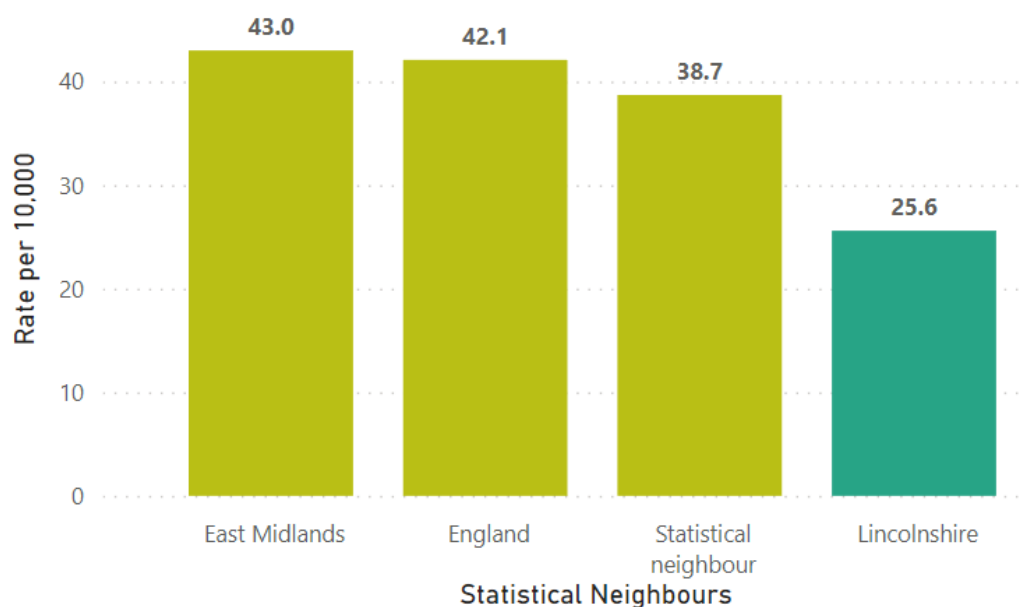
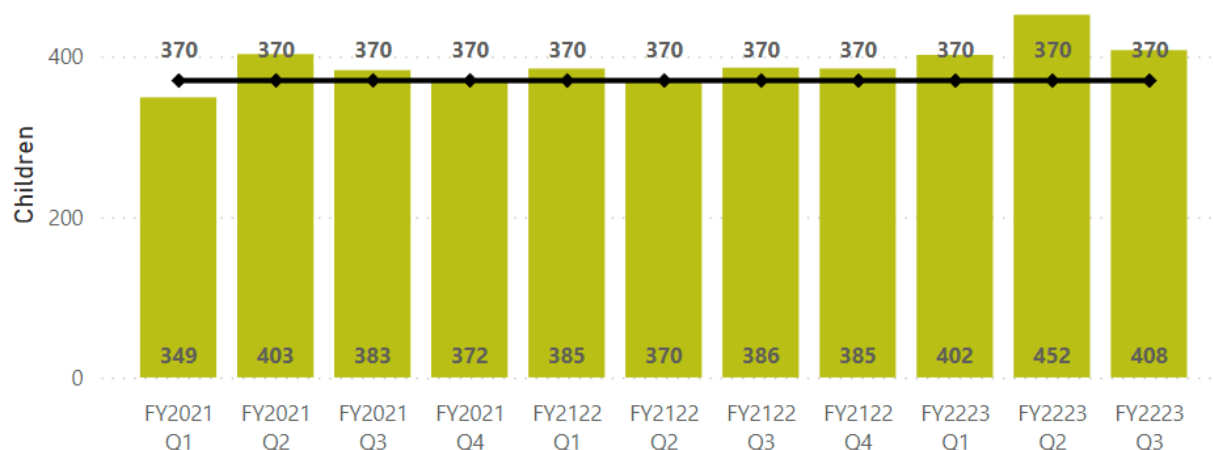
Target: 370

The number of children subject to a Child Protection Plan at the end of Quarter 3 is 408. This is an improvement on the Quarter 2 figure of 452 and a positive trajectory in terms of this measure is anticipated.

The number of children subject to a Child Protection Plan does fluctuate as the decision for a child to be made subject to, or remain on, a child protection plan is based on the risk factors present for the individual child. We continue to see a lasting impact from the public health pandemic, and the increased pressures and financial hardship upon families and on parenting capacity as a result of the cost-of-living crisis at the current time, which is evident particularly in families where there are a number of children.

Child protection plans create safety, and it is important that risk is recognised and managed through plans where appropriate. Early intervention with families and effective risk management continues to take place to ensure that only the right children are subject to a child protection plan.

● Children ◆ Target



Benchmarking as at March 2022

1.1.3 Measures that did not meet their target

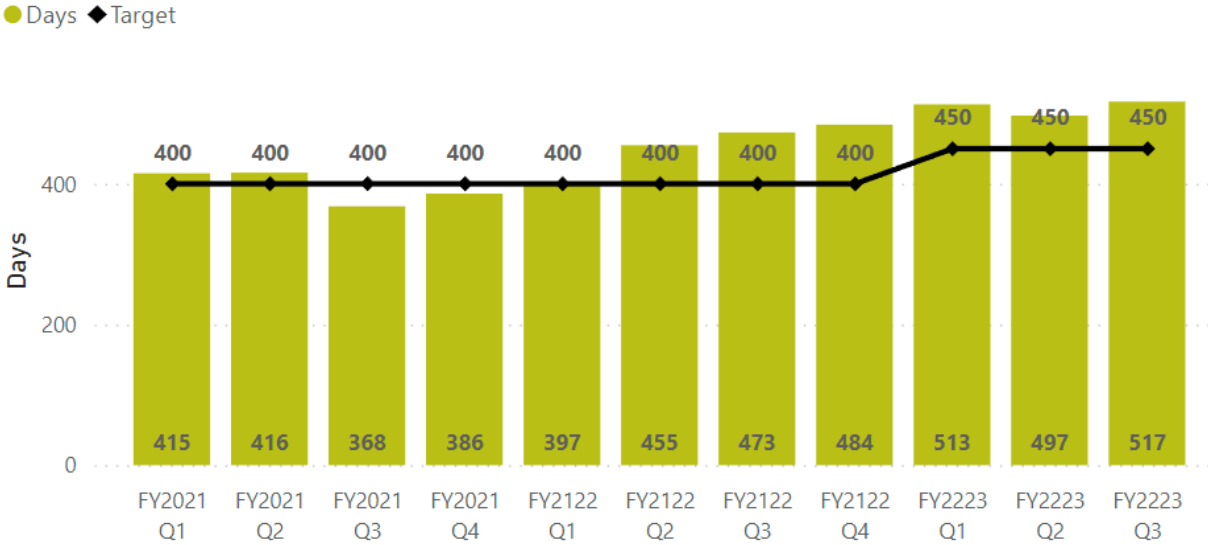
PI 25 - Average time taken to move a child from care to an adoptive family ✖

Actual: 517

Target: 450

With the continued delays in cases getting through the court and the gradual recovery from the Covid-19 pandemic, Lincolnshire has failed to meet this target this quarter, as all of the children captured in this data will have been delayed in the Covid pandemic. There has been significant delay in getting cases through the courts during Covid, and this will continue to have some impact on the statistics and data for this year and accounts for the increased timescales.

This measure is a 'rolling' three yearly average. As we have moved forward, the calculation has considered more of the period covered by the pandemic, which has in turn increased the rolling average figure. It is important to note that the figure presented includes some rare anomalies which have also adversely affected the overall timescales, such as one case which lasted for over 2000 days due to an unusual amount of disruption. There are also some children later adopted by their foster carers, but this measure does not properly take in to account the time they began living with those families, producing a longer timescale than there was in reality.

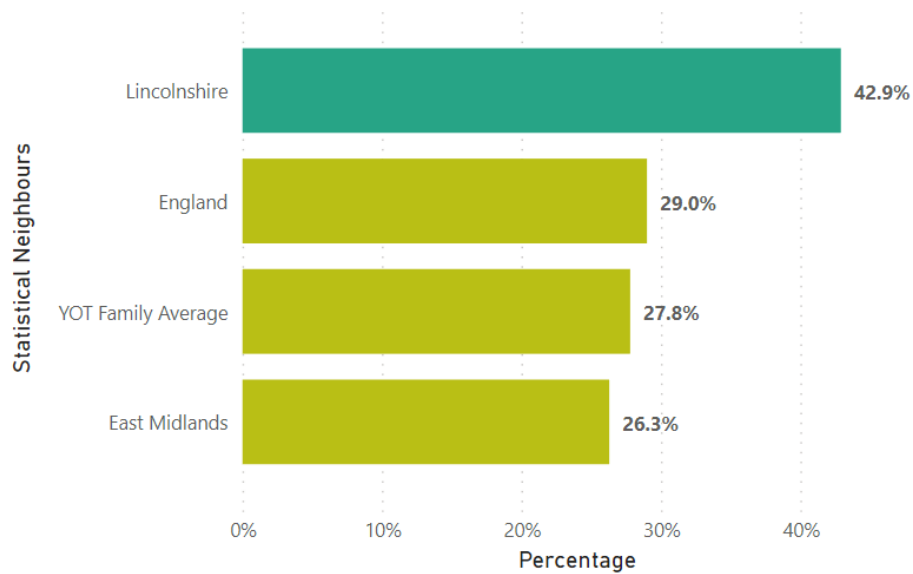
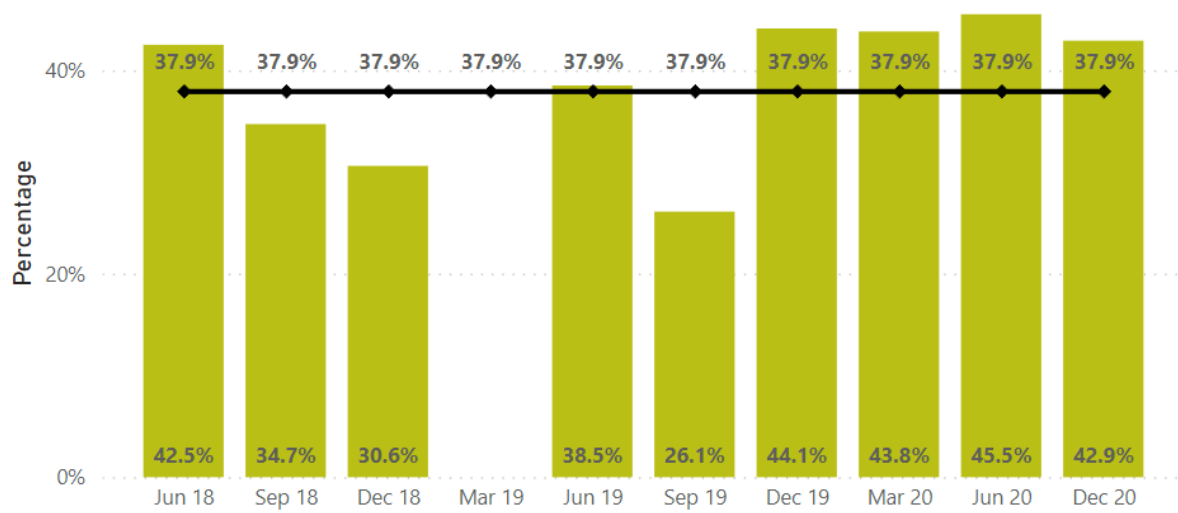


PI 125 - Juvenile Re-offending ✖

Actual: 42.9
Target: 37.9

Lincolnshire's rate of reoffending in Quarter 3 has dropped slightly since the last reportable quarter (Quarter 1). Unfortunately, Quarter 2 data is still unavailable and will be updated as soon as possible. Our rate still sits above that of our target of 37.9% however, as is always the case, the small size of Lincolnshire's youth offending cohort tends to lead to a higher rate of reoffending. The reduced rate in Quarter 3 can also be seen in the National (29.0%), Regional (26.3%) and Youth Offending Team (YOT) Family (27.8%) rates so we hope to see this continue in subsequent quarters.

● Percentage ◆ Target



Benchmarking as at December 2020

1.2 Learn and Achieve

No measures are reported in Quarter 3.

1.3 Readiness for Adult Life

1.3.1 Measures that exceeded their target

None in Quarter 3.

1.3.2 Measures that Achieved their target

PI 46 - Care Leavers in suitable accommodation ✓

Actual: 92

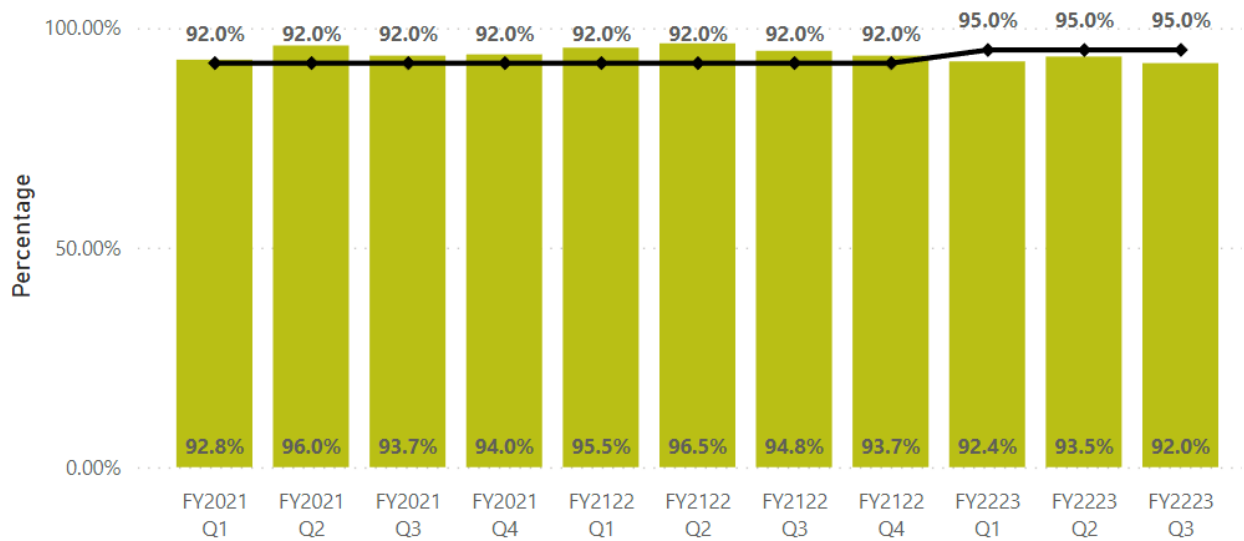
Target: 95

Ordinarily the proportion of young people in suitable accommodation for 19-, 20- and 21-year-olds runs at between 94% and 95%.

The definition of the suitability of accommodation is very strict, and whilst the definition would deem some of the accommodation options unsuitable, the young person might be making an informed choice (as an adult) about where they live and how they live. For example, the monthly tracker identified a number of young people who are choosing to live with friends and sleep on their sofa. This is deemed unsuitable, but the decision to live on a friend's sofa is the informed choice of the young person. We also know of one young person who is choosing to live in a caravan on their ex foster carers driveway. This is by mutual agreement and the young person is very happy there living close to their support network. This is still deemed as unsuitable. There is also a small number of young people in temporary accommodation, provided by the District Council, whilst the housing authority is addressing homelessness and finding a long term solution with the leaving care service.

In addition to the above, custody is also always deemed unsuitable and there has been a very small increase as two further young people went to prison in this time. Ironically, being in custody qualifies as being in education, training and employment but is deemed as unsuitable accommodation. The numbers of young people in custody affect this figure and is beyond our control. Lincolnshire has eight young people in custody, two of which are serving life sentences. Each young person is offered support and housing options to take up should they wish to.

The Corporate Parenting Manager monitors unsuitable accommodation on a case by case basis every month.



Benchmarking as of March 2022

1.3.3 Measures that did not meet their target

PI 45 - 16-17 year old Children in Care participating in learning ✖

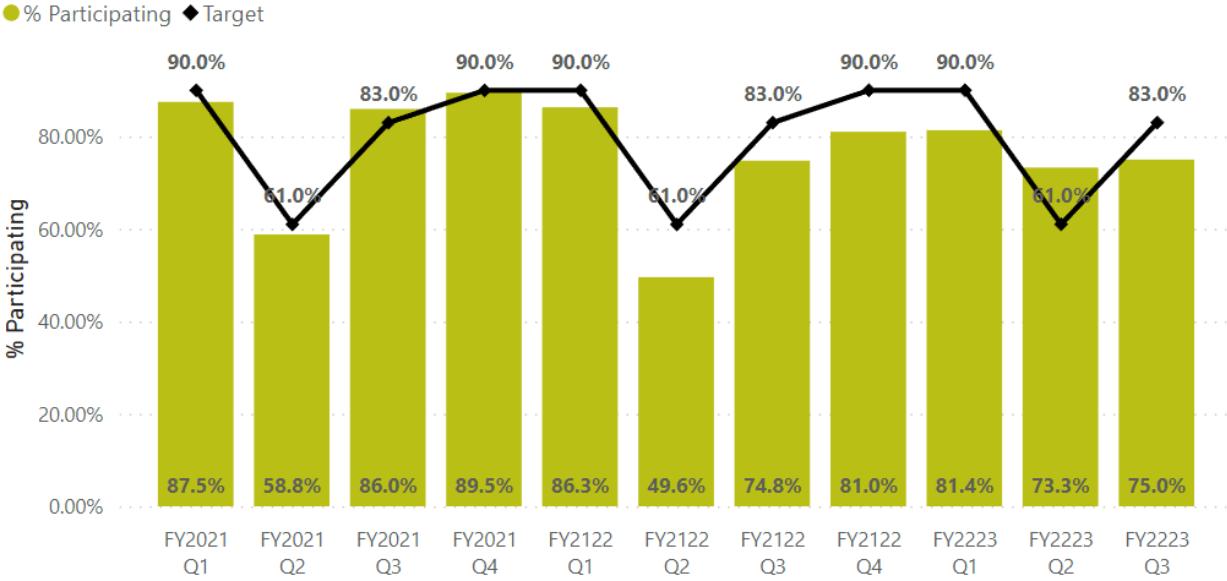
Actual: 75

Target: 83

The performance for this quarter is below the lower target tolerance by 3%, however, it is a slight improvement on Quarter 3 last year.

All of our 16 and 17 year olds are supported by the Virtual School through the Personal Education Planning Process. This brings young people, their social workers, carers and providers together on a termly basis to focus on educational need and ensures that our young people are supported appropriately while participating in learning.

As some of our young people in care struggle to access or sustain engagement in learning, access to therapeutic support and/or alternative routes into educational opportunities are explored through the Personal Education Plan and may be supported by Post 16 Pupil Premium funding.



2. Conclusion

The Children and Young People Scrutiny Committee is requested to review and comment on the report.

3. Consultation

a) Risks and Impact Analysis

Not Applicable

4. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Jo Kavanagh, who can be contacted on jo.kavanagh@lincolnshire.gov.uk.

This page is intentionally left blank



Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Children and Young People Scrutiny Committee
Date:	03 March 2023
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. The Committee is encouraged to highlight items that could be included for consideration in the work programme.

Actions Required:

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

1. Background

Current Items

For reference, the Committee's items for this meeting are set out below: -

3 March 2023			
	Item	Contributor	Purpose
1.	Lincolnshire Safeguarding Children Partnership (LSCP) Annual Report 2022	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Yearly Update

3 March 2023			
Item		Contributor	Purpose
2.	Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision)	Matthew Clayton, Interim Head of Capital Reform and Education Sufficiency	Pre-Decision Scrutiny (Executive Councillor Decision on 10 March 2023)
3.	Cost of living increase for Foster Carers	Deborah Crawford, Head of Service - Fostering, Adoption and Leaving Care	Pre-Decision Scrutiny (Executive Councillor Decision between 20 – 31 March 2023)
4.	Lincolnshire School Performance 2021 - 22	Martin Smith, Assistant Director – Education Matt Spoons, Head of Service - School Standards	Performance Scrutiny
5.	Service Level Performance Reporting against the Success Framework 2022-23 – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

Planned Items

The Committee's planned items are listed below:

21 April 2023			
Item		Contributor	Purpose
1.	Update on Community Response to High Level Mental Health Needs	Charlotte Gray, Head of Service – Strategic Commissioning	Policy Review
2.	Social Care Reform Consultation	Carolyn Knight, Head of Service - Quality and Standards and Principal Social Worker	Consultation
3.	Outcomes from the Inspection of the Youth Offending Service by His Majesty's Inspectorate of Probation	Andy Cook, Head of Service - Future4Me/Youth Offending	Inspection Outcome

21 April 2023			
Item		Contributor	Purpose
4.	Sutterton Fourfields Primary School – Two Class Extension and Existing site drainage works (EXEMPT)	Dave Pennington, Head of Property Development Alison Toyne, Project Manager, Corporate Property	Pre-Decision Scrutiny (Leader Decision between 2- 5 May 2023)
5.	Lincoln St Francis School - Refurbishment and External Works as part of the SEND Building Communities of Specialist Provision Strategy (EXEMPT)	Eileen McMorrow, Programme Manager SEND Strategy Teri Marshall, Senior Project Manager – Corporate Property	Pre-Decision Scrutiny (Leader Decision between 2 - 5 May 2023)

16 June 2023			
Item		Contributor	Purpose
1.	Gosberton House Academy - New Block Extension and External Works as part of the SEND Building Communities of Specialist Provision Strategy (EXEMPT)	Eileen McMorrow, Programme Manager SEND Strategy Teri Marshall, Senior Project Manager – Corporate Property	Pre-Decision Scrutiny (Leader Decision between 26 and 30 June 2023)

21 July 2023			
Item		Contributor	Purpose
1.	Holbeach William Stukeley School (To be confirmed)	Alison Toyne, Project Manager, Corporate Property	Pre-Decision Scrutiny
2.	Service Level Performance Reporting against the Success Framework 2022-23 – Quarter 4	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

08 September 2023		
Item	Contributor	Purpose
1. Service Level Performance Reporting against the Success Framework 2023-24 – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

20 October 2023		
Item	Contributor	Purpose
1. Update on the Building Communities of Specialist Provision Strategy	Sheridan Dodsworth, Head of Special Educational Needs and Disability Eileen McMorrow, Programme Manager, Special Schools Strategy Dave Pennington, Head of Property Development	Policy Review (Yearly Update)
2. Children's Services Annual Statutory Complaints Report 2022-23	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny

01 December 2023		
Item	Contributor	Purpose
1. Service Level Performance Reporting against the Success Framework 2023-24 – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

Items to be scheduled

- Review of Children and Young People Mental Health Services

2. Conclusion

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme. A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

4. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 07552 253814 or by e-mail at tracy.johnson@lincolnshire.gov.uk.

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 01 MARCH 2023

DEC REF	MATTERS FOR DECISION	REPORT STATUS	DECISION MAKER AND DATE OF DECISION	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE CONSIDERED	OFFICER(S) FROM WHOM FURTHER INFORMATION CAN BE OBTAINED AND REPRESENTATIONS MADE (All officers are based at County Offices, Newland, Lincoln LN1 1YL unless otherwise stated)	DIVISIONS AFFECTED
I028640	Proposal for Fulstow Community Primary School to become a voluntary controlled church school (Final Decision)	Open	Executive Councillor: Children's Services, Community Safety, Procurement and Migration 10 Mar 2023	Interested parties as DfE guidance including school staff, schools, County, Parish and District Council's, MPs, Trade Unions and Diocese.	Reports	Admissions and Education Provision Manager - Children's (Education) E-mail: matthew.clayton@lincolnshire.gov.uk	
I028647	Lincoln St Francis School - Refurbishment and External Works as part of the SEND Building Communities of Specialist Provision Strategy	Exempt	Leader of the Council (Executive Councillor: Resources, Communications and Commissioning) Between 02 May 2023 and 05 May 2023	Children and Young People Scrutiny Committee	Reports	Head of Property Development E-mail: dave.pennington@lincolnshie.gov.uk	
I028654	Gosberton House Academy - New Block Extension and External Works as part of the SEND Building Communities of Specialist Provision Strategy	Exempt	Leader of the Council (Executive Councillor: Resources, Communications and Commissioning) Between 26 Jun 2023 and 30 Jun 2023	Children and Young People Scrutiny Committee	Reports	Head of Property Development E-mail: dave.pennington@lincolnshire.gov.uk	