1. Background

The DSG annual contribution to children’s services is currently £272,700 per annum. Historically this was set at 10% of the staffing budget and was agreed as recognition of the work that children’s services do with schools in relation to the welfare and safety of children. The DSG contribution is no longer 10% of the staffing budget and has been effectively capped at the current level.

The Pan London Child Protection Procedures and Working Together 2015 set out the obligations and expectations on all agencies, including schools, in respect of children and young people who may be at risk of harm. The contribution from the DSG has supported the way in which these expectations have been met.

The Council has invested in dedicated resources in response to the evolving and changing demands in the world of safeguarding, especially in response to issues such as Child Sexual Exploitation (CSE) and Missing children. In addition, the Council’s commitment to providing advice, guidance and expertise to schools by MASH and in relation to Early Help has continued and the interactions between social workers, their managers and senior managers within the service and schools continues to be developed.

2. How Children’s Social Care Services utilises the DSG funding allocation

Children’s Social Care Services make effective use of the allocated funding through the provision of responsive, preventative and specialist resources designed to complement and enhance the offer within schools.

- **Specialist safeguarding leads** providing specialist support around child sexual exploitation, criminal exploitation, gangs, rooftopping (climbing high buildings), county lines, self harm, domestic abuse etc. The specialist safeguarding leads not only provide advice on individual cases but support coordinated complex multi agency meetings, mapping meetings and take a lead on behalf of the partnership in supporting the operational and partnership boards.
- Provision of **information, advice and guidance** via that Front Door, Early Help Team, EHAT and Family Information Service
- **MASH** providing safeguarding advice and triaging
- **LADO** providing advice and support to schools in the event of an allegation
• Dedicated **Targeted Youth Support for Early Help** providing focussed interventions for young people aged 12-17

3. New for 2019/20/21

**Contextual Safeguarding** programme officer (June 2019 start date) to support the partnership three year **scale up project** and a Contextual Safeguarding practice lead (April 2020 start date) will be appointed to work across the partnership in developing our protocols and response. This is a commitment and priority as part of the new Local Arrangements for Safeguarding (school being 4th partner). Contextual safeguarding conference launch of project.

**Early Help** - prevention of school exclusion project (**Change Up Project**) due to start in September 2019. This project has been coproduced by the Head of Limes, Assistant Director for Education and Assistant Director of Social Care. It will involve a wraparound service including focussed direct work with young people, parenting and family support, restorative conferencing and mediation, and behaviour support strategies. This project is designed to fall within stage 2 of the Graduated Response document developed by schools, Cognus and LBS, and is therefore an intervention that supports young people so that the need to discuss at, or refer to, the Vulnerable Pupils Panel (VPP) is reduced.

**Please see Appendix A for a full project overview**

All cases will be tracked and it is proposed that a progress report is reported back to the Schools Forum. Taking a partnership approach, individual cases will be regularly discussed to ensure that interventions are tailored to each school and individual case. Cases will be allocated according to the service criteria, currently in development with Cognus, IYS and The Limes to ensure that all available support services are dovetailed.

The new approach has been tested prior to launch in partnership with local secondary school. **Please see Appendix B for full case study**
Appendix A- Change Up Project Outline

Change up Project - Proposal Overview

- **Targeted Support** for children in secondary school with a focus on preventative work years 7 and 8 identified as at risk of exclusion (10 young people per cohort) One day per week for 6 weeks off school site at the Quad
- **Group work** including crime and antisocial behaviour, substance misuse, domestic abuse/healthy relationships,
- **Specialist Group sessions** on Mental Health, Neurodevelopmental Disorders, Anxiety, Speech and Language, Exploitation
- **One to one support** around consequential thinking
- **Youth Work** approach to building relationships
- **Open award** qualification
- **Whole family support** including parenting, access to services and restorative support, preventative work with siblings
- **Restorative support in schools** to facilitate return to school, stabilisation, conflict between school/young person/family
- **Specialist advice and consultancy** from Specialist Safeguarding Leads and Locality Psychologist

Summary of Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Description</th>
<th>Lead</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day (5 hours) off site provision at the Quad for 6 weeks</td>
<td>Range of interventions group work and 1:1 support</td>
<td>Laura Noulton</td>
<td>1 x RFC 1 x Locality FSW 2 x TYS EH worker</td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
<td>Laura Noulton/Craig Edmunds</td>
<td>Brian Duffus - YouThink Diane Leavers - DA</td>
</tr>
<tr>
<td>Specialist Group Sessions - delivered as part of the one day off site provision</td>
<td>Focussed group session CSE, Exploitation, Speech Language and Communication, Mental Health, ASD/ADHD</td>
<td>Lisa Ogden Rose Christopher SSL</td>
<td>Lisa Ogden Rose Christopher SSL</td>
</tr>
<tr>
<td>Open Awards Level 1 Qualification in Skills for Further Learning and Employment - delivered as part of the off site one day provision</td>
<td>Modular Programme consisting of one Mandatory Unit, followed by one personal unit on issues such as anger, self esteem, decision making</td>
<td>Caroline Ekoku</td>
<td></td>
</tr>
<tr>
<td>Whole Family Support - graduated in length and intensity dependant on family needs</td>
<td>Direct work with parents to support parenting strategies and provide practical support, including work with siblings</td>
<td>Sarah Duggan/Claire Nelson</td>
<td>1 x RFC 1 x Locality FSW</td>
</tr>
<tr>
<td>Early Help Team</td>
<td>Working in partnership with schools, delivering &amp; role modelling restorative support</td>
<td>Claire Nelson/Tanya Edridge Cook</td>
<td>Early Help Team - Restorative Family Coaches</td>
</tr>
<tr>
<td>Specialist Safeguarding</td>
<td>Consultative support, mapping, strategies, advice</td>
<td>Sara Ward</td>
<td>3 x SSL</td>
</tr>
</tbody>
</table>
CASE STUDY - Prevention of School Exclusion

Family Story (brief background)

Anna (case anonymised) was discussed at the Vulnerable Pupil panel as the School were increasingly concerned about Anna’s challenging behaviour, inability to adhere to school rules and the additional difficulties she faced at home including:

- Concerns around Child Sexual Exploitation;
- Missing Episodes
- Sexualised behaviour - boyfriend is said to be 14 but unknown;
- Parental Capacity;
- Mother’s alcohol misuse and violent behaviour;
- Anna’s Cannabis use;
- Stealing

As a result, Anna was at risk of exclusion and/or being considered for a ‘CARE’ (Child at Risk of Exclusion) placement at the Limes College. It was agreed to hold a Senior Officer Meeting in order to agree a coordinated response to provide the support that Anna, her family and the school needed to stabilise her school placement and address the concerns.

Family Journey (summary of work undertaken)

A tailored package of support was developed, directly by the Locality Team reducing any delays in allocation of support and the number of transition points usually encountered when a case is referred via RAS. The work focussed on allocating a specific keyworker to build the trusted relationships required to successfully engage with Anna and her family, and coordinate the response with the schools and multi-agency partnership. Work included:

- A coordinated Senior Officer Meeting to plan approach
- Initiation of ICPC and CP Plan
- Assessment of need Locality Team
- Intensive daily intervention from an allocated worker to support Anna to attend school, and address issues around behaviour, sexual health and CSE alongside holistic family support to resolve identified issues
- Liaison and coordination of support ensuring the School, family and Locality Team worked collaboratively
- Work with family to ensure appropriate boundaries and supervision are in place as part of a Child Protection Plan and signed written agreement
- Referral and support for Anna to attend appointments at Switch
- Exploration and referral to positive activities and support available from the Integrated Youth Support Team
- Restorative Support through a Family Group Conference to engage the wider family network in understanding Anna’s needs and working as a family to provide support and intervention
- Referral to MST and initial home visit
- Support for Anna to access support via the School Nurse for a health assessment, including her sexual health
Family Outcomes *(What difference did the intervention(s) make? What are you most proud of?)*

The relationships and partnership approach are still in their early stages, however initial outcomes include:

- Anna is now accessing her education by attending an alternative provision; the risk of exclusion has been minimised with plans for her to return to mainstream school at least one day a week from Sept 2019 and forward plans for her to complete her GCSE’s in partnership with the college are in place.

- Anna is receiving the most appropriate medical support, advice and intervention to reduce the risk of pregnancy and Sexually Transmitted Infections.

- MST are working with the family to improve emotional well being, family relationships and communication; in order to prevent family breakdown.

- Family Group Conference held, and plan in place with friends to support father around his use of alcohol. Review meeting held, and strategies to support Dad’s resilience revisited to ensure he utilises the family network when finding abstinence challenging.

- Anna is gaining a greater understanding around the causes and impact of cannabis use through her work with SWITCH.

- There has been a reduction in the number of reported missing episodes, and there is ongoing work around disclosure of where she is staying.

Family Challenges *(What challenges did you/the family face?)*

There continues to be needs within the family that will be addressed via the Family Support Worker, Social Worker and Child Protection Plan. Improvements are in their infancy, but the family continues to engage fully with the process and are accepting of support.