Notice of Meeting

CHILDREN'S SERVICES SELECT COMMITTEE

Wednesday, 21 March 2018 - 7:00 pm
Council Chamber, Town Hall, 1 Town Square, Barking, IG11 7LU

Members: Cllr Elizabeth Kangethe (Lead Member), Cllr Melanie Bartlett (Deputy Lead Member), Cllr Syed Ahammad, Cllr Simon Bremner, Cllr Josephine Channer, Cllr Irma Freeborn, Cllr Syed Ghani, Cllr Adegboyega Oluwole and Cllr Danielle Smith

By Invitation: Metropolitan Police:
Maxine Blackledge, T/Chief Inspector
John Ross, Detective Superintendent

Co-opted Members (for education related matters):
Faith Representatives:
Glenda Spencer (Roman Catholic Church)
Ingrid Robinson (Church of England)
Parent Governor Representatives:
Vacancy (Secondary)
Vacancy (Primary)
Youth Representative BAD Youth Forum:
Georgia Harley & Tedy Sam (BAD Deputy Chairs 2017/18).

Date of publication: 8 March 2018

Chris Naylor
Chief Executive

Contact Officer: Tina Robinson
Tel. 020 8227 3285
E-mail: tina.robinson@lbld.gov.uk

Please note that this meeting will be webcast, which is a transmission of audio and video over the internet. Members of the public who attend the meeting and who do not wish to appear in the webcast will be able to sit in the public gallery on the second floor of the Town Hall, which is not in camera range.

To view webcast meetings, go to https://www.lbld.gov.uk/council/councillors-and-committees/meetings-agendas-and-minutes/overview/ and select the meeting from the list.

AGENDA

1. Apologies for Absence

2. Declaration of Members' Interests
In accordance with the Council’s Constitution, Members are asked to declare any interest they may have in any matter which is to be considered at this meeting.

3. Appointments / Resignations

The Select Committee is asked to note that Dr Jo Finch, Parent Governor Representatives (Secondary), has resigned from the Committee.

4. Minutes - To confirm as correct the minutes of the meeting held on 22 January 2018 (Pages 3 - 6)

5. Improving the Employability Prospects of Barking and Dagenham’s Young People (Pages 7 - 46)

6. Child Sexual Exploitation

   (i) Child Sexual Exploitation Briefing

   (ii) Update on Child Sexual Exploitation by Metropolitan Police

7. Vote of Thanks to Co-optees and BAD Youth Forum Representatives

8. Any other public items which the Chair decides are urgent

9. To consider whether it would be appropriate to pass a resolution to exclude the public and press from the remainder of the meeting due to the nature of the business to be transacted.

Private Business

The public and press have a legal right to attend Council meetings such as the Children’s Services Select Committee, except where business is confidential or certain other sensitive information is to be discussed. The list below shows why items are in the private part of the agenda, with reference to the relevant legislation (the relevant paragraph of Part 1 of Schedule 12A of the Local Government Act 1972 as amended). There are no such items at the time of preparing this agenda.

10. Any other confidential or exempt items which the Chair decides are urgent
Our Vision for Barking and Dagenham

One borough; one community; London’s growth opportunity

Our Priorities

Encouraging civic pride

- Build pride, respect and cohesion across our borough
- Promote a welcoming, safe, and resilient community
- Build civic responsibility and help residents shape their quality of life
- Promote and protect our green and public open spaces
- Narrow the gap in attainment and realise high aspirations for every child

Enabling social responsibility

- Support residents to take responsibility for themselves, their homes and their community
- Protect the most vulnerable, keeping adults and children healthy and safe
- Ensure everyone can access good quality healthcare when they need it
- Ensure children and young people are well-educated and realise their potential
- Fully integrate services for vulnerable children, young people and families

Growing the borough

- Build high quality homes and a sustainable community
- Develop a local, skilled workforce and improve employment opportunities
- Support investment in housing, leisure, the creative industries and public spaces to enhance our environment
- Work with London partners to deliver homes and jobs across our growth hubs
- Enhance the borough’s image to attract investment and business growth

Well run organisation

- A digital Council, with appropriate services delivered online
- Promote equalities in the workforce and community
- Implement a smarter working programme, making best use of accommodation and IT
- Allow Members and staff to work flexibly to support the community
- Continue to manage finances efficiently, looking for ways to make savings and generate income
- Be innovative in service delivery
This page is intentionally left blank
MINUTES OF
CHILDREN'S SERVICES SELECT COMMITTEE

Monday, 22 January 2018
(7:00 - 8:04 pm)

Present: Cllr Elizabeth Kangethe (Chair), Cllr Simon Bremner, Cllr Syed Ghani, Cllr Adegboyega Oluwole and Cllr Danielle Smith; Mrs Glenda Spencer and Mrs Ingrid Robinson

Also Present: Cllr Maureen Worby and Georgia Harley

Apologies: Cllr Melanie Bartlett, Cllr Syed Ahammad, Cllr Josephine Channer and Cllr Irma Freeborn,

20. Declaration of Members' Interests

There were no declarations of interest.

21. Appointments / Resignations

The Select Committee noted that Ellen Grant, Parent Governor Representatives (Primary), had resigned from the Committee.

22. Minutes - 27 November 2017

The minutes of the meeting held on 27 November 2017 were confirmed as correct.

23. Improving the Employability Prospects of Barking and Dagenham's Young People - Scrutiny Review 2017/18

The Group Manager for Integrated Youth Services, 14-19 Participation and Engagement (GMIYS), presented for consideration the initial draft recommendations for the Scrutiny review of ‘Improving the Employability Prospects of Barking and Dagenham’s Young People’, which was attached to the report. The GMIYS reminded the Select Committee of the scope of its mini review and how it had identified a gap in the consultation and experience of young people, their parents, BAD Youth Forum and businesses, around work related learning and apprenticeships. The GMIYS gave the background for each of the draft recommendations, which were set out in the draft report, and explained how the draft recommendations had emanated from the research, events and discussions, including at the 27 November 2017 meeting of the Select Committee (Minute 15, 27 November 2017 refers). The recommendations made by the Select Committee would be key to achieving improvements in the offer of work-related learning, work experience and apprenticeships for the Borough’s young people.

The Chair commented that whilst some work was ongoing under other auspices, it was important that the issues raised by the Select Committee were taken forward as the issues had been identified as a gap in service or process. The Select Committee was now being asked to consider the initial draft recommendations and give direction to officers as to whether those met its aims or needed further change, in order that the final version of the report can be produced for its 21
March 2018 meeting.

The Select Committee discussed several issues including:

- The low number of businesses represented at the 27 November meeting.

- The level of awareness amongst local business of work placements and apprenticeships schemes.

- The practical support, but not funding, which Trident provided to business for work experience placements.

- Ring-fenced placements for care leavers at the Council and the need to ascertain what training or courses they may be going into when leaving school and why.

- Noted the introduction of a grant to the Council’s care leavers for participating in training.

- The impact the Apprenticeship Levy has had in increasing the number of apprenticeships, including in the Council.

- The number and types of apprenticeships and work experience placements at the Council.

- How bright students could be identified and targeted by both the colleges and the university in the Borough and how the Council’s placement opportunities could be used to encourage bright students’ development.

- The cessation of the statutory requirement in 2012 for schools to provide careers services.

- The lobbying of schools through the 14 to 19 Partnership and Headteachers forums to actively support and promote work experience placements, apprenticeship and careers events etc.

- A list of those schools currently buying into the Council’s traded services being provided possibly as an appendix to the report.

- If possible a named careers / work placement contact for each secondary school would be useful as an appendix to the report.

- School governors have a right to details of what services are provided to their individual school and this could be provided to a school governor on request to the Commissioning Director, Education.

- The potential for Trident to undertaken whole year secondary school assemblies and events for primary school children to encourage ambition early.

In response to a question from the Select Committee the Commissioning Director, Education advised that the recommendations would be implemented,
and a proposed timescale of the actions would be included in the final report.

The Select Committee:

(i) Requested that officers check that the discussions at the meeting were reflected appropriately in the draft report;

(ii) Agreed the proposed recommendations and that the final report should be presented to the 21 March 2018 meeting for confirmation.

(iii) Noted that the monitoring of the Action Plan will be subject to the Council’s future arrangements for scrutiny being confirmed.

24. Adoption Scrutiny - Update

Councillor Maureen Worby, Cabinet Member for Social Care and Health Integration, reminded the Select Committee that its review on Adoption was published in July 2017 and the Select Committee had requested an update on progress after six months. (Minute 4, 12 July 2017 refers). The in-depth scrutiny on the scorecard performance and on the adoption service more widely Scrutiny review had occurred as the Council’s performance had been moving further away from government targets and the trend was projected to continue into 2016-17 and beyond. The Scrutiny Review had contained nine recommendations for the service to implement and this was the first update report on the Action Plan.

Cllr Worby advised that in addition to following through on the Action Plan, there had been two intensive workshops held in October and November to look at and challenge both the processes and practices and the results from those would have significant impact on how the Council operates going forward. Those changes had been driven by both the scrutiny review and because of an increasing awareness of the need to adopt a different approach.

Cllr Worby advised that process changes had been put into place since the July 2017 Scrutiny report, however, the statistics on adoption are reported on a three-yearly cycle, therefore, improvements arising from those changes would not be shown statistically until 2020 and beyond. Whilst the statistics do not show improvement currently, an important point of note was that practices had changed, and the trajectory indicated a positive change and more placements were being made within the government timescales.

Cllr Worby drew attention to the caution and willingness of the Courts to make placements, particularly with ‘hard to place’ children, which in addition to the effect on performance, may reduce the number of more challenging children available for placements. The positive side of this was that it would allow more time to find the correct long-term solution for the child, possibly through long-term fostering and would not artificially raise the expectation of a child that they will get a long-term family when they may not.

In response to a question about placing hard to place children across authorities, especially where only one borough came forward, Cllr Worby advised that this would be clearer as the regional adoption approach became more established and information sharing became more common. LBBD was happy to share
information, but this was not always reciprocated by other authorities.

Cllr Worby stated that as the lead member for adoption, she was confident that positive changes and had been made and she would be happy to provide a further update on progress in due course should Scrutiny wish to receive one.

The Select Committee received and noted the update and agreed that a further update on the progress would be welcomed, subject to the Council’s future arrangements for scrutiny being confirmed.

25. **Cabinet Forward Plan**

Noted the Forward Plan.

26. **Work Programme**

The Select Committee:

(i) Noted the Work Programme for the last meeting in the municipal year;

(ii) Noted that monitoring and follow-up arrangements will be put into place for the outstanding Scrutiny issues; and.

(iii) Noted that the arrangements for future Scrutiny have still to be discussed, therefore, any issues which Councillors may wish to be considered for future scrutiny should be provided to the Commissioning Director, Education.
Title: Improving the Employability Prospects of Barking and Dagenham’s Young People

Report of the Commissioning Director, Education (Scrutiny Champion for the Children’s Services Select Committee)

Open Report | For consideration
---|---
**Report Author:** Tina Robinson, Democratic Services Officer | **Contact Details:**
| | Tel: 020 8227 3285
| | E-mail: tina.robinson@lbbd.gov.uk

**Accountable Director:** Jane Hargreaves, Commissioning Director, Education

**Accountable Strategic Director:** Anne Bristow, Strategic Director, Service Development and Integration

**Summary:**

The Children’s Services Select Committee (CSSC), has undertaken a scrutiny review of ‘Improving the Employability Prospects of Barking and Dagenham’s Young People’. Appended to this report is the final scrutiny report, for members’ consideration.

Recommendations of the CSSC as an outcome of the scrutiny review are key to changes leading to improvements in the offer work-related learning, work experience and apprenticeships. The report contains the findings of the scrutiny review and recommendations, which members are asked to analyse and approve.

It should be noted that this is a mini-review due to the advent of local elections in 2018 and therefore a shorter timescale than usual within which to complete it.

**Recommendation(s)**

The CSSC is recommended to review the final scrutiny report and approve so that officers are able go ahead and implement the recommendations provided.

**Reason(s)**

The topic of young people Not in Education, Employment or Training (NEET) relates to the Council’s vision to grow the Borough. Reducing NEETs is a key objective with the Borough’s manifesto corporate workplan. Improving the employability prospects of young people is key to reducing NEETs.
1. Introduction and Background

1.1 Every year each of the Council’s Select Committees agrees a work programme which lists the areas it wishes to scrutinise in the municipal year. As well as one-off agenda items, the work programme often includes a more-in depth investigation into an area of concern that is relevant to the committee’s remit, which usually involves members attending sessions outside of the standard evening meetings scheduled for the year.

1.2 For 2017/18, having received an ‘options report’ providing information on the issues a scrutiny review would involve for three different areas, the CSSC agreed that NEETs would be the topic on which to undertake a scrutiny review, due to the Council’s focus on improving performance in this area.

1.3 Due to 2018 being an election year, it was noted that the review would be slightly smaller in scope that the usual Select Committee reviews, due to the reduced timeframe in which it could be completed.

2. Proposal and Issues

2.1 The key issues that arose as part of this review are in the body of the final scrutiny report at Appendix A. The CSSC were asked to consider a draft report on 22 January 2018 and discuss its findings and the potential recommendations put forward. CSSC were asked to note that officers will continue to work on the layout, wording and overall presentation of the report between that meeting and the publication of the final version of the report in March 2018.

3. Title, Terms of Reference and Key issues explored in the report

3.1 The title of the Scrutiny Review is “Improving the Employability Prospects of Barking and Dagenham’s Young People” and the following three key questions form the Terms of Reference for the scrutiny review:

1. What do young people and parents expect and want from an offer of work experience and work-related learning, and how do they see this best contributing to young people’s employability skills?
2. How can the Council better engage with businesses to enable them to support the development of employability skills in our young people?
3. What are the views of parents and young people around apprenticeships? How might we improve the perception and take up of Apprenticeships by borough residents?

3.2 The key issues explored in the report are:

- What is Barking and Dagenham’s performance on Participation?
- What is the Council already doing to improve Participation Performance?
- What is Barking and Dagenham’s Work-Related Learning Offer?
- What is the range and quality of apprenticeships on offer to Barking and Dagenham’s young people?
- What does research tell us about best practice in Work-Related Learning and Apprenticeships?
• What do young people, parents and businesses think about Barking and Dagenham’s offer of work-related learning, work experience and apprenticeships and how might they be improved?

4. Next steps

4.1 Should the final report be agreed, the decision maker will be asked to respond to the recommendations, develop an action plan to monitor the implementation of the recommendations, and it is anticipated to present progress on the action plan in approximately six months’ time.

5. Implications

5.1 Legal and financial implications have been sought in relation to the final scrutiny report, which will contain the recommendations made as a result of this scrutiny review.

Background Papers Used in the Preparation of the Report:

Final scoping report for this scrutiny review, available at:

Children's Services Select Committee on Monday, 2 October 2017

List of appendices:

Appendix A Final report of the CSCC, ‘Improving the Employability Prospects of Barking and Dagenham’s Young People’
This page is intentionally left blank
Lead Member’s Foreword

The Children’s Services Select Committee is made up of local councillors and co-opted members who want to improve outcomes for the Borough’s children and young people by working with the Council and its partners to improve services. As a scrutiny committee, our role is to act as a ‘critical friend’ to help the Council and local agencies to improve. For the year 2017/18 the Committee agreed to conduct a review into the effectiveness of work experience, work-related learning and apprenticeships for young people in the Borough. The review was conducted as a ‘mini-scrutiny’ given the advent of local elections in 2018.

Barking and Dagenham is a hugely aspirational borough, as typified by our strapline of being ‘London’s Growth Opportunity’. We are passionate about ensuring our young people not only achieve the best qualifications they can in school, but also wanting them to gain the right set of workplace skills to see them move into their chosen career and flourish as adults. However, we know that more can be done to link our young people with industry and business, both taking advantage of local small and medium-sized enterprises, to the opportunities that Canary Wharf and the City of London have to offer. We also know that more can be done to link the right young people up with the vocational opportunities that are provided through apprenticeship qualifications.

Over the course of the review, the Committee had the opportunity to look at access to work experience, work-related learning and apprenticeships from three critical perspectives; the young person, the parent and the business. The Committee was delighted to find such widespread support for the importance of our chosen themes, and a community that completely shares our vision for the borough.

In speaking to young people, parents and businesses, and reviewing the evidence available, we set about drawing up a set of practical recommendations that that will impact positively on work experience and work-related learning provision, as well as engagement in apprenticeship opportunities.

I commend this report to all who have an interest in supporting and developing our young people as they transition to adulthood and look forward to reviewing the progress of the recommendations we have made.

Councillor Elizabeth Kangethe
Lead Member, Children’s Select Committee 2016/17 – 2017/18
Members of the CSSC 2017/18

The CSSC members who carried out this Review were:

Councillor E Kangethe  
(Lead Member)

Councillor M Bartlett  
(Deputy Lead Member)

Councillor S Ahammad

Councillor S Bremner

Councillor J Channer

Councillor I Freeborn

Councillor S Ghani

Councillor A Oluwole

Councillor D Smith

Co-optees:

Ingrid Robinson  (Church of England)
Glenda Spencer  (Roman Catholic Church)
Dr Jo Finch  (Parent Governors, Secondary)
Ellen Grant  (Parent Governors, Primary)

Youth Representatives:

Camran Ditta  (Chair, BAD Youth Forum)
Georgia Harley  (Deputy Chair, Bad Youth Forum)
Tedy Sam  (Deputy Chair, BAD Youth Forum)
List of Recommendations arising from this Review

For ease of reference, the recommendations arising from this Review are provided below.

The Committee recommends that:

1. The Council should provide better guidance for employers around discrete project work that can be conducted on placement, including sector-specific examples and the completion of Pan London log book tasks.

2. The Council should provide better guidance for employers around web-based virtual activities and challenges that can contribute to the development of work-based learning skills in young people whilst on placement.

3. A list of work experience undertaken by each young person, including those with Special Education Needs and Disabilities and Looked After Children, should be provided to the careers service following the end of each work experience block to inform careers interviews and better link young people’s work-related learning experiences to the provision of careers advice and options.

4. The Careers Service should provide apprenticeship awareness raising event(s) as part of their traded offer with schools for either academic years 8, 9 or 10.

5. The Council Apprenticeships Team should annually engage with parents of young people in Year 11 who have chosen an apprenticeship as their chosen intended destination, by writing directly to parents, and providing parent information events in schools.

6. The Trident Work Experience Team should encourage and support employers to issue certificates to young people on completion of work experience by providing adaptable templates.

7. The Council should explore with Barking and Dagenham College the opportunity to develop distance learning across all apprenticeship offers, as is seen in some other London Further Education Colleges.
1. Background to the Review

Why did the Children's Services Select Committee (CSSC) choose to undertake a scrutiny review on Supporting Young People with Education, Employment and Training?

1.1 The Council’s scrutiny committees decide what topic to undertake an in-depth review on based on the ‘PAPER’ criteria. The section below explains why according to these criteria, this was a good topic to review.

1.2 Members felt that support for young people with education, employment and training was an area where they could potentially add value by reviewing the Council’s work experience and apprenticeship offer, talking to business representatives about the range and quality they offer, and talking to young people, parents about their experiences.

<table>
<thead>
<tr>
<th>PUBLIC INTEREST</th>
<th>Research shows that NEET status is linked to multiple issues over the young person’s lifetime including under/un-employment, lower aspirations, social exclusion, poor physical and mental health, substance misuse and crime. Government has stated that the issues affecting young people who become NEET cost over £65K each in direct lifetime costs to public finances and £120K in wider lifetime costs to the economy and wider community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABILITY TO CHANGE</td>
<td>Members felt that support for young people with education, employment and training was an area where they could potentially add value by reviewing the Council’s work experience and apprenticeship offer, talking to business representatives about the range and quality they offer, and talking to young people, parents about their experiences.</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Although we are improving at a faster rate than national, the proportion of the borough’s young people who are NEET remains one of the highest in London.</td>
</tr>
<tr>
<td>EXTENT OF THE ISSUE</td>
<td>Approximately 220 young people in the academic years 12 and 13 are NEET, increasing their chances of poor outcomes in later life.</td>
</tr>
<tr>
<td>REPLICATION</td>
<td>Cabinet has prioritised work around this issue, with a number of programmes in place. This review provides additionality to this work by focusing on the role of work-related learning and apprenticeships in NEET reduction.</td>
</tr>
</tbody>
</table>
2. **Scoping & Methodology**

2.1 This section outlines the scope of the Review, which includes the areas the CSSC wished to explore and the different methods the CSSC used to collate evidence for potential recommendations.

**Terms of Reference**

2.2 Having received a scoping report at its meeting on 2 October 2017, the CSSC agreed that the Terms of Reference for this Review should be:

1. What do young people and parents expect and want from an offer of work experience and work-related learning, and how do they see this best contributing to young people’s employability skills?

2. How can the Council better engage with businesses to enable them to support the development of employability skills in our young people?

3. What are the views of parents and young people around apprenticeships? How might we improve the perception and take up of Apprenticeships by borough residents?

**Overview of Methodology**

2.3 The Review gathered evidence during the Committee’s meetings held between 2 October 2017 and 27 November 2017. Details of stakeholders and their contributions to this Review are outlined below.

**Presentation by Group Managers**

2.4 On 2 October 2017, the Council’s Group Manager for Integrated Youth Services, 14 – 19 Participation & Engagement, delivered a presentation on Council’s current work experience and work-related learning offer and the Council’s current engagement with businesses around supporting young people’s employability, which covered the following:

- Who delivers this work?
- What is the current offer?
- Examples of career insight events
- Examples of employer visits
- How many are reached?
- How are opportunities sourced?
- Which schools participate?

The Council’s Group Manager for Employment and Skills delivered a presentation on Apprenticeships, which covered the following:

- Overview
- National commitments and Apprenticeship Levy
- Apprenticeship levels and new standards
Meeting with Young People in Secondary School and Further Education at The Vibe Youth Centre

2.5 Members of the CSSC had a lively meeting with young people on 10 October 2017 to discuss their understanding and experience of work experience and apprenticeships.

Meeting with Parents of Young People at Secondary School and Further Education at Eastbury Comprehensive School

2.6 Members of the CSSC met with parents of young people on 9 November 2017 to discuss their understanding of work experience and apprenticeships and their involvement in supporting young people to make choices which will affect their future career path and prospects.

Meeting with Representatives of Businesses who provide Work Experience and Apprenticeships Opportunities to the Borough’s Young People

2.7 On 27 November 2017 representatives of businesses who provide work experience and apprenticeships opportunities to the Borough’s young people attended an CSSC meeting for discussions to enable members to obtain a view as to the range and quality of the offer to young people.

Research

2.8 During the Review, Council Officers considered the following pieces of research and evidence:

- ‘Accelerating NEET Reduction’ (LBBD Cabinet Report, 2017);
  https://moderngov.barking-dagenham.gov.uk/Internet/ieDecisionDetails.aspx?id=3149

- ‘Work experience and related activities in schools and colleges’ (DfE, 2017);

- ‘Towards an employer engagement toolkit: British teachers’ perspectives on the comparative efficacy of work-related learning activities’ (The Careers Enterprise Company, 2017);
• ‘Not just making tea…Reinventing work experience’ (UK Commission for Employment and Skills, 2014); 
  http://dera.ioe.ac.uk/19359/1/not-just-making-tea-guide.pdf

• ‘Indicators of successful transitions; teenage attitudes and experiences related to the world of work’ (Education and Employers’ Research, 2017).
  https://www.educationandemployers.org/research/indicators-of-successful-transitions/
3. Introduction

What do we mean by Supporting Young People with Education, Employment and Training and Why is it Important?

3.1 Under legislation entitled ‘Raising the Participation Age’, young people are now required by law to participate in Education, Employment or Training until the academic year until which they turn 18 years of age (‘Participation of young people in education, employment or training: Statutory guidance for local authorities’, DfE 2016). Whilst there are no sanctions on individuals should they be Not in Education, Employment or Training (NEET), the Local Authority has a statutory duty to support those who are NEET into positive, Employment, Education and Training (EET), destinations.

3.2 Before it can support young people who are NEET, the Local Authority needs to establish the education status of each young person in Year 12 and 13. Where the education status of a young person is not yet established, they are referred to as ‘Unknowns’ or ‘Not Knowns’. Therefore, at any given time, a young person in years 12 and 13 may be either in EET, NEET, or Unknown.

3.3 Leading research from York University (‘Estimating the life-time cost of NEET: 16-18 year olds not in Education, Employment or Training’, 2010) estimates that the lifetime cost of someone who is NEET is £56,000. By contrast, the Department for Culture Media and Sport have stated it is over £65,000 in direct lifetime costs to public finances and £120K in wider lifetime costs to the economy and wider community.

3.4 There are wider social benefits and outcomes to continuing in education, employment or training post-16 as EET status has been linked to various long-term issues including, but not limited to, un/under-employment, economic inactivity, poor health and wellbeing, substance misuse and abuse. In addition, someone who is NEET at least once, is 7.9 times more likely to become NEET again (Audit Commission, 2010).

3.5 In Barking and Dagenham, as at July 2017 (the last reliable figures for the 16-17 academic year) 4% of young people are known to be NEET. This is higher than the average for England (3.2%), statistical neighbours (3.2%) and East London (2.3%). LBBD is in fact consistently one of the poorest performers in London for NEET numbers, albeit one of the best (i.e. lowest figures) for young people whose education status is Unknown. Additionally, by the end of the 2017 financial year, the Borough was second highest for Job Seekers Allowance (JSA) claimants in London in the 18 – 24 age group.

3.6 Reducing NEETs, and addressing the longer-term social consequences is, therefore, a key priority for the Council. This is reflected in the Borough Manifesto which incorporates feedback from residents on key priorities. The Manifesto seeks to address several areas linked to NEET status including:

- Skills & Education – educational attainment levels to be better than the London average;
- Employment & Enterprise – unemployment to be lower than the East London average and income improving faster than the London median;
• Health & Wellbeing – personal wellbeing above the London average.

3.7 The Council’s Corporate Plan 2017/18 has a Social Progress Index and key performance indicators also include reducing the percentage of NEET 16-18 year olds.

The Role of the Local Authority (Council) in Supporting Young People with Education, Employment and Training

3.8 The Education and Skills Act 2008, set out statutory duties on local authorities in relation to the participation of young people in education or training, otherwise known as ‘Raising the Participation Age’ (RPA). Young people have, since 2015, been required to participate in education, employment or training until the academic year in which they turn 18. The statutory guidance, last updated in 2016, provides details on what the Local Authority must do. The principal statutory duties are:

• Local authorities must promote the effective participation in education and training of 16 and 17-year olds in their area, so that these young people fulfil the duty to participate in education or training. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place;
• Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17-year olds who are not participating in education or training;
• Local authorities must secure sufficient provision for all young people aged 16 to 18 and up to age 25 with an Education, Health and Care (EHC) plan in their area;
• Local authorities must make available to all young people aged 13-18 and to those up to age 25 with an EHC plan, support that will encourage, enable or assist them to participate in education or training.

3.9 As set out above, we have a duty to track young people. Our in-house Tracking Team have been very successful in reducing the level of Unknowns in the Borough. We have made strong improvements in our tracking capabilities since 2013. A small
NEET support team also sits within the Community Solutions service delivery block within the Council. This team supports those young people who have been identified by the Tracking Team as being NEET into Education, Employment, or Training (EET).

3.10 It goes without saying that the most effective way of reducing NEETs is to stop young people becoming NEET in the first place. As well as working closely with schools and colleges through the 14-19 Partnership, the Local Authority provides a traded service to schools for the provision of careers advice, and work experience and work-related learning.

**What is Work Experience and Work-related Learning?**

3.11 A national overview of work experience and work-related learning activities in schools and colleges is provided in the 2017 DfE report ‘Work experience and related activities in schools and colleges’. Although non-statutory, schools and colleges nationally offer a range of work-related learning activities, from careers events / fairs to mock interviews and 1 to 2 week(s) work experience placements. Work-related learning also includes industry visits, which see groups of students from one or more schools visit a business for a tour or more structured learning activity.

3.12 Work experience placements are found to serve multiple purposes, including experience of the world of work, employability skill development and experience to help guide future career decision-making. Here, schools emphasise the importance of experiencing the world of work, while colleges stress a need for students to develop and apply skills learnt during study programmes.
What are Apprenticeships?

3.13 An apprenticeship is a real job with training, which allows young people to earn while they learn, as well as gain a formal qualification at a college of training provider, typically an NVQ. Apprenticeships take between one and five years to complete and cover 1,500 job roles in a range of industries, from engineering to accountancy, public relations to veterinary nursing. There are three levels of Apprenticeship available, depending on applicants’ skills and qualifications: Intermediate Apprenticeship (level 2), Advanced Apprenticeship (level 3) and Higher Apprenticeship (level 4 or above).

3.14 Apprenticeships are available to anyone who is 16+, with the majority beginning at level 2. There are different entry requirements depending on the sector and job. The minimum that apprentices are entitled to earn to depends on their age and length of time on a programme. Starting at £3.50 (as of April 2017) per hour – if an apprentice is under 19 or in their first year – this rises to £5.55 in the second year for those aged 18 to 20, then to £6.95 for 21-24-year-olds, and then up to the National Living Wage of £7.20 if they are over 25.
4. What is Barking and Dagenham’s Performance on Participation?

This Section compares Barking and Dagenham’s performance in relation to the number of young people who are in education, employment or training, against national and London rates.

Barking and Dagenham’s NEET data

4.1 Barking and Dagenham’s performance in reducing the numbers of young people aged 16-18 who are NEET or Unknown has improved substantially over the past four years. This is demonstrated by the key Department for Education’s national measure of the November – January average number of NEET and Unknowns as a proportion of the whole cohort. This switched to a December – February average in 2016. Figure 1 demonstrates that Barking and Dagenham has improved its performance to better than national average. The London average figure is 5.3%, so the Borough is just below the London average.

Figure 1. % of 16 or 17 year olds NEET or Not Known 2013 - 2016

4.2 However, the majority of the progress made has been in the reduction of Unknowns, with NEETs appearing to be stubbornly high (see figure 2). The reduction in Unknowns has been largely achieved through better coordination of Council and partner resources. For example, having access to the Council’s Revenue and Benefits database to ensure contact details are up-to-date to enable more accurate tracking. Better and more accurate data sharing between services has also reduced levels of dependency on more costly tracking interventions, such as door knocking.

Figure 2. Numbers of young people NEET or Unknown in LBBD 2013 - 2016
4.3 The Borough’s high NEET figures are translating into high levels of youth unemployment. Whilst there has been a fall of 63% in the 18-24 Jobseeker Allowance (JSA) claimant count over 2013-17 in Barking & Dagenham, this compares to a 65% reduction in East London. Looking over a period of the last two years (Oct 2015 – Oct 2017), it shows that the reduction has stalled in the Borough, where there has been a 4% reduction compared to a 13% fall in East London. The Borough’s 18-24 JSA claimant count remains amongst the highest in London.

Figure 3. Barking and Dagenham 18-24 Claimant Count, 2013-2017
5. What is the Council already doing to Improve Participation Performance?

5.1 The ongoing annual work of the local authority in raising levels of participation at post-16 and driving down NEETs is guided by the borough’s 14-19 Participation Plan, which is currently being developed into a larger strategy. The Plan sets out core annual activities against four overarching themes:

- An effective programme of pre-NEET prevention work, including a focus on preventing drop-outs;
- Improved outreach and marketing of existing services;
- Effective data sharing and partnerships;
- Improved support for vulnerable groups.

5.2 Work is additionally supported by a local Providers’ Forum, which pulls together a large range of local partners that are funded to deliver pre-NEET and NEET work with young people. Thirty-eight providers are currently members, with 98 individuals. Members include contractors and delivery partners for the national European Social Fund NEET Youth Programme. This comprises eight inter-related strands and a potential maximum investment of over £1.5m into NEET reduction locally over four years.

The Council is additionally working on a large bid to the Life Chances Fund (a Social Impact Bond) which would see the introduction of bespoke coaching for young people at risk of becoming NEET at post-16. If successful, this will begin in early 2019.
5.3 The introduction of the Providers’ Forum has been key in reducing NEETs. As well as acting as a physical network, where providers can bring cases to discuss, information regarding opportunities for young people is shared virtually across the network several times a week. The Forum is also supported by a Provider Directory, which lists current provision to prevent and reduce NEETs across the 16-24 age range. The directory is published on the Council website and updated monthly.

5.4 Work with these providers, and referrals to them, is underpinned by the provision of NEET drop in sessions delivered by three Council staff in three locations, four times a week, as part of Community Solutions. NEET young people in Year 12 and 13 can book an appointment with a qualified careers adviser, who works with them to re-engage them in education, employment or training. Evening appointments are also available.

5.5 A workshop involving key the Council’s Cabinet Members with a portfolio interest in NEETs and Local Authority leads was held in January 2017 to discuss strategies to further reduce our levels of NEETs, both generally and within priority groups. A series of core proposals and actions were identified and developed into an action plan which was further discussed and finalised at a further workshop held in March. Progress against this action plan is closely monitored. A number of core, longer-term projects were signed off by the Workforce Board in April 2017 as part of the action plan and are currently in place or being taken forward.

5.6 Given the substantial work already being undertaken to tackle NEETs, the Children’s Services Select Committee decided to focus specifically on the provision of work experience and work-related learning as a means of NEET prevention, as well as apprenticeships.

STEM (Science, Technology, Engineering, Manufacturing) professionals morning at Castle Green
6. What is Barking and Dagenham’s Work-related Learning offer?

6.1 The Council has managed work experience placements and work-related learning on behalf of secondary schools for over 20 years, via the Trident Team. Initially this was subsidised by the Council, but since 2011 the team has been a fully traded service with schools. In addition, most schools buy into the Council-run careers service.

6.2 The Trident Team consists of an Employer Engagement Manager, a Visiting Officer who sets up and verifies placements, and three Work Experience Coordinators who are responsible for placing students, pre and post-16. The Careers Service Manager also manages the Aim Higher Programme which supports young people to access Higher Education, and has a team of in house and freelance Careers Advisers that work with schools.

6.3 Pre-16 work experience placements are usually for two weeks, with Post-16 being one week (although longer for vocational qualifications such as Health and Social Care). In addition, mock interviews are held with Year 10s in some schools, alongside a range of employer visits and careers insight days for pre and post-16 students. For those undertaking work experience, Pan London log-books are issued which students should complete on placement.

Dagenham Park, Barking Abbey and Sydney Russell Students visit Lloyds of London.

6.4 Approximately 1,600 students are placed a year into work experience and 500 reached through careers events pre-16. Post-16, approximately 430 students are placed a year into work experience and 200 reached through careers events. Opportunities are sourced and managed through termly meetings with Work-Related Learning Coordinators in schools, as well as through strong links with local
Education-Business Partnerships such as the East London Business Alliance. A number of work experience placements are also sourced by young people themselves through family and other connections.

6.5 There are variety of career insight events that are organised for schools, ranging from pathways to engineering, law and medicine, to events themed around the cultural and creative industries and health professions. Industry visits include trips to the likes of Morgan Stanley, Lloyds of London and Simply Business (listed in the Times as amongst one of the best organisations in the UK to work for). Employer visits typically include structured activities for young people and go far beyond a simple tour of the building.
7. **What is the Range and Quality of Apprenticeships on Offer to Barking and Dagenham’s Young People**

7.1 Barking and Dagenham Council is committed to creating apprenticeship opportunities for our residents as well as supporting young people into apprenticeship opportunities within and beyond the Council. It has taken a number of innovative steps to increase participation in apprenticeships from vulnerable groups, such as Care Leavers. These include providing a guaranteed interview for to any Care Leaver wishing to undertake an apprenticeship, as well as introducing a transition grant to mitigate Care Leavers losing other benefits in taking up apprenticeship opportunities.

7.2 Each year the Council offers apprenticeships within the Council’s own workforce, in areas ranging from business admin to teaching assistants to trade apprenticeships in plumbing, electrical, carpentry, plastering and painting and decorating. Council apprenticeships pay from a minimum of £170 per week up to the London Living Wage. In addition, our Job Shop service works with local businesses to offer a variety of apprenticeships ranging from accountancy to construction.

7.3 Support for young people to access apprenticeships is provided by an Apprenticeships Job Broker within the Community Solutions who supports with:

- Finding the right apprenticeship by linking candidates with a suitable training provider and employer;
- Providing careers advice on a one-to-one basis;
- Helping to create or update an existing CV;
- Enhancing interview skills and techniques;
- Support with completing job applications as well as putting you forward for Council apprenticeships;
- Providing access to computers for job searching;
- Providing ‘better-off-in-work’ calculations and benefit advice.

7.4 The Council’s Careers Service discusses apprenticeship options with young people, via careers interviews and events, in schools that buy into the service. Young people will also explore apprenticeship options through work related learning and work experience. In addition, national services such as the National Careers Service (https://nationalcareersservice.direct.gov.uk/, which provides webchat and telephone support) and National Apprenticeship Service (https://www.gov.uk/apply-apprenticeship) are promoted. The Apprenticeship Job Broker conducts visits in schools across the academic year to speak to young people. In 2017, 6 of the borough’s secondary schools took up this offer, with some hosting multiple visits.

7.5 To support young people’s engagement with apprenticeship options, the Local Authority’s Tracking Team conducts an annual ‘Intended Destination’ survey with all Year 11s i.e. the last year of statutory school, which provides an indication of what each young person is intending to do at Post-16. Details of the Intended Destination survey are shared with relevant providers for follow up. In the case of those young people who have recorded an apprenticeship as their intended destination, this is shared with the Apprenticeships Job Broker who then writes to each young person.
8. What does Research tell us about best practice in Work-related Learning and Apprenticeships?

Recommendations based on Research and Best Practice

Work experience and work-related learning

8.1 The value of work experience for young people to enable them to become work ready is widely evidenced nationally. A recent report by The Careers and Enterprise Company surveyed teacher perspectives on various work-related learning activities (‘Towards an Employer Engagement Toolkit: British Teachers’ Perspectives on Work-Related Learning Activities’, 2017). In summary:

- 92% of teachers perceived that work experience is effective in improving student understanding of the world of work;
- 77% of teachers perceived that work experience to be effective in giving students a realistic sense of career choices and what they need to do to secure their job objectives;
- 76% of teachers perceived that work experience to be particularly effective for borderline achievers in understanding the world of work.

In addition, work experience was ranked first in terms of effectiveness by teachers from a list of sixteen work-related learning activities.
8.2 The DfE research report ‘Work experience and related activities in schools and colleges’ (2017, DfE), summarises good practice as proposed by schools and colleges to the delivery of work-related learning and work experience.

Figure 4. Summary of good practice in the delivery of effective work-related learning activities.

- Young people are supported in researching the company that they are due to work for
- Employers meet with staff/young people to better understand the student’s abilities/needs
- Employers offer a programme of activities which allow young people to develop their skills/knowledge
- Employers can access support in setting up a placement

• Employers provide feedback on the performance of a young person
• Young people reflect on their experience
• Staff in schools and colleges appraise the effectiveness of their offer

Monitoring, evaluation and review

Preparatory activities

Identification of work experiences

Availability of work-related activities

- Young people are actively involved in the identification of work experience placements
- Young people are given guidance/support to help them find a work experience placement
- Young people/staff have a range of opportunities to engage with employers

- Work-related activities are delivered as part of a structured programme
- Activities support career decision-making, provide experience of the world of work and help with the development of employability skills

8.3 The report ‘Not Just Making Tea...Reinventing Work Experience’ (UK Commission for Employment and Skills, 2014), goes further and provides several practical recommendations to make work experience as meaningful and as beneficial as possible, both for the young person and the host organisation. These include:

Ensuring businesses have **good quality information** to discuss careers with young people whilst they are on placement;

Setting up **mock interviews** for young people ahead of placement;

**Talks in schools or site visits** can help to dispel long-standing myths about specific jobs and gives employees valuable skills and experience as well;

**Challenges, competitions and project work** are fun and interesting ways to give young people a flavour of the world of work;
Mentoring is one of the best ways of building young people’s confidence and employability skills and can help employers encourage the creation of a talent pipeline into their businesses as well as developing and motivating their existing staff;

Virtual activities can complement work on site, especially for providing good quality information, setting up business challenges, competitions and project work, and mentoring, as all of these could be done online.

8.4 It is important to note that the Trident Team already meet some of the recommendations above, such as the provision of interviews and talks in schools. Pan-London log books with key tasks are issued to students but they are not being used extensively enough. Better and/or reinforced guidance around project work that can be conducted on placement would support employers in providing a more meaningful and worthwhile experience for young people. In addition, assemblies should be routinely offered to better prepare students.

RECOMMENDATION

1. The Council should provide better guidance for employers around discrete project work that can be conducted on placement, including sector-specific examples and the completion of Pan London log book tasks.

2. The Council should provide better guidance for employers around web-based virtual activities and challenges that can contribute to the development of work-based learning skills in young people whilst on placement.

8.5 Better guidance for employers around project work that can be conducted on placement would support a more meaningful placement experience for both the young person and employer. In addition, better guidance for schools around web-based and virtual activities would encourage young people to better develop their work-related skills, particularly as the CSSC found such strong support for the principle of work experience from young people and parents.

Apprenticeships

8.6 Whilst there is considerable guidance for employers and training providers around best practice in the provision of apprenticeships, there is comparatively little for councils. The ‘Apprenticeships Toolkit’ from London Councils reinforces the need for local councils to embed apprenticeships into their strategic planning
around workforce development, as well as strategies to reduce and prevent NEETs. Specifically:

- Councils are encouraged to adopt a holistic and strategic view on Apprenticeships through their members and senior management teams;

- Apprenticeships should be included in any strategy or policy covering employment, equality and diversity, regeneration, procurement, wellbeing, children’s and young people’s services, anti-social behaviour, healthy communities and the 14 – 19 Agenda;

- Identify which senior managers have skill shortage areas or are keen on workforce development already through the use of the National Graduate Development Programme interns or trainees and speak to them about their views on apprenticeships.

8.7 ‘Apprenticeships – how local government is making a difference’ (The Smith Institute, 2016), identifies specific best practice within Labour-run councils around the promotion and delivery of apprenticeships. These include:

- The provision of ring-fenced interviews for vulnerable groups for in-house apprenticeship opportunities;

- The provision of specific apprenticeship opportunity events, involving local businesses as well as larger employers and council contractors looking to recruit apprenticeships;

- The provision of pathway events in schools and colleges to promote the apprenticeship pathway to young people who might be considering an apprenticeship as an option.
9. Feedback from the Committee’s Visits

Meeting with Young People at The Vibe

9.1 Members of the CSSC met with a large group of young people on 10 October 2017 to discuss their understanding and experiences of work experience and apprenticeships.

Key messages from the Visit in relation to Work Experience

- Members of the CSSC found that careers insight visits to key businesses e.g. in the City of London do take place in schools.
- Many students feel thoroughly prepared for work experience through Personal, Social and Health Education lessons in some schools, with follow up work also conducted.
- Students reported a wide range of options, with some also receiving a certificate at the end.

“We choose our work experience via the Trident website. You rank what you would like to do from 1 to 6 and are given a big range of options, which is really good.”

“At our school if you know what you want to do, you fill in the form and your parents sign it. If you’re not sure, you can use the Cascade website. You do a quiz on the work on it and at the end it gives you work experience options to tailored to how you answered the quiz.”

- However, CSSC Members also found that there was variability from school to school. In some schools, students felt that work experience was not explained properly, which results in young people not engaging as well as they might. Some students felt they were ‘left to it’ and weren’t provided with sufficient support to help them to find placements.
- For some placements in more vocational settings, students find that they are not practical enough, although it is accepted that health and safety can limit the options of what work can be undertaken.
- Whilst employer visits do take place, only certain students are selected to go, which is sometimes seen as unfair.
- Work experience is not referenced in careers interviews, so links are not made between work experience and careers advice in schools.

“Work experience seems to be very limited and only the higher performing students are offered it. We are not told about it in class.”

“Work experience doesn’t cater to practical work or for people who are more practical.”

“Careers visits take place e.g. to the City. I feel that only certain students get chosen i.e. teachers’ favourites.”
9.2 CSSC Members found that young people perceive that there is inconsistency in the provision and delivery of work experience. Whilst in some schools good support is given, in others young people feel they are ‘left to it’ which is reinforcing some negative perceptions of work experience. Similarly, whilst employer visits are available and seen as beneficial, there is the perception that selection of these opportunities is unfair. Further, no links are made between work experience and young people’s careers interviews in school, which undermines the value of work experience.

This session led members to recommend that:

**RECOMMENDATION**

3. *A list of work experience undertaken by young people in each participating school must be provided routinely to the careers service to inform careers interviews and better link young people’s work-related learning experiences to the provision of careers advice and options choices.*

9.3 Whilst inconsistencies in the support for work experience across schools is more challenging to tackle, particularly as the service is traded, the CSSC felt that the links between the provision of work experience and careers advise can be easily and significantly improved. By providing lists of work experience undertaken to careers advisers, the CSSC judge that work experience will be more meaningful and more closely aligned with careers advice and the aspirations of young people.
Again, the CSSC found that there is inconsistency between young people's experiences, with some schools actively promoting apprenticeships and others less so. However, even where schools do promote apprenticeships, this seems to be left until Year 11, which the CSSC judge to be too late.
These discussions led members to recommend that:

RECOMMENDATION

4. The Careers Service should provide apprenticeship awareness raising event(s) as part of their traded offer with schools for either academic years 8, 9 or 10.

9.4 The CSSC found that information around apprenticeships is provided too late to students (and parents). The Careers Services already provide a range of pathways events and should seek to provide an event around apprenticeships at an earlier stage so that young people are better informed about pathways into employment and particular careers.
Meeting with Parents of young people to discuss their understanding of work-related learning and apprenticeships

9.5 Members of the CSSC met with a group of parents at Eastbury Comprehensive School on 9 November 2017 to discuss their understanding of work experience and apprenticeships.

Key messages from the visit with parents:

- CSSC Members found that there was widespread support amongst parents for the provision of work experience and work-related learning.
- Individual parents reported very positive experiences for their children who had undertaken work experience, particularly those that had sourced their own placements.

“My son did his work experience at his old primary school and it went very well. It helped him grow and me to trust him more.”

“My second daughter went to a Post Office Sorting station for her work experience. There were lots of older people working there and she was able to teach them some computer skills which made her feel valued.”

- Whilst parents were fully supportive of work experience and work-related learning, they did not feel sufficiently involved in the process, and would welcome the opportunity for parents, young people and schools to meet together.
- Some parents also believe that work-related learning, including teaching skills of entrepreneurship, starts too late and believe that it should begin in Year 8, particularly as this is not an exam year and, therefore, provides schools with some curriculum flexibility.
- Most parents reported that they were not routinely informed about apprenticeships by schools and understanding therefore varied.

“I have a mixed perception of apprenticeships as my daughter went to a careers event at the Excel Centre (a few years ago) and she was told that she was too bright for apprenticeships, giving the impression that apprenticeships were only for less able people. She was really disappointed as she did not want to go to university, which is what she ended up doing.”

“I also feel Year 8 is the right year to focus young people’s minds on possible future aspirations. They have settled in by this time and do not have the stress of choosing their subject options and upcoming GCSE exams.”
9.6 CSSC Members were pleased to note such widespread support for work experience and work-related learning. Parents want more of it and at an earlier stage. The CSSC noted that parents were not informed enough about apprenticeships and therefore did not feel empowered to support their children in making choices related to apprenticeships.

This session led members to recommend that:

RECOMMENDATION

5. Council Apprenticeships Team to engage with parents of young people who have chosen an apprenticeship as their chosen intended destination, by writing directly to parents annually, and providing parent information events in schools.

9.7 The CSSC noted that the council annually collects information around young people’s intended destination at post-16. This is not being used effectively enough for those that have indicated an apprenticeship as their chosen pathway. Given the variability in the understanding parents have around apprenticeships as oppose to ‘A’-levels and other options, the CCSC believe that council Apprenticeship Team should do more to engage with parents directly.
Meeting with Representatives of Businesses who offer work-related learning and Apprenticeships to Barking and Dagenham’s Young People

Donna Finley, Operations Director of the Barking Enterprise Centre, attended the CSSC on the 27 November to discuss the work experience, work-related learning and apprenticeships from the perspective of businesses. The CSSC Members asked a range of questions around businesses’ experience of providing work experience, work-related learning and apprentices.

Key messages from the meeting with businesses:

- CSSC Members found that there was support from businesses for work experience and work-related learning, with some very positive examples cited.
- Local businesses work well with the Trident Team through the process of placing students.
- Local businesses value the role that apprenticeships play in transitioning young people into the world of work.

“We have two apprentices with us and they are essential to the smooth running of the organisation.”

- The variability of work experience students varied considerably, and businesses wondered what more could be done to better prepare young people beforehand and match them to placements.
- Businesses do not routinely recognise or celebrate young people’s participation in work experience.
- Concerns were raised around the impact of releasing apprentices for one day a week to go to college, particularly where a business employs multiple apprentices undertaking courses at the same college. Some colleges offer distance learning options, but far from all.

“We don’t provide certificates to our work experience students, but it’s perhaps something we should do.”
CSSC Members were pleased to note the considerable commitment that the Barking Enterprise Centre in particular makes in supporting the young people’s skills agenda locally. Some real barriers were identified to making work experience, work-related learning and apprenticeships more effective, with practical suggestions given that could remove them.

This session led members to recommend that:

RECOMMENDATION

6. Trident Work Experience Team to encourage employers to issue certificates to young people on completion of work experience by providing adaptable templates.
7. Barking and Dagenham College to be encouraged to introduce opportunities for distance learning for all apprenticeship offers.

The CSSC noted that young people’s participation on work experience wasn’t always celebrated or acknowledged. It was felt that many businesses would value the opportunity to reward young people by issuing certificates that celebrate and record the completion of work experience placements.

The CSSC was struck by the issue raised around releasing apprentices for college study days, particularly where a business is employing several apprentices. It is unfortunate that some businesses are choosing not to partner with the Borough’s own FE college because distance learning is not offered. The CSSC believes that Barking and Dagenham College should be encouraged and supported to develop distance learning for the apprenticeships they provide, giving greater flexibility to local businesses in managing their apprentices.
10. Next steps

10.1 This report will be submitted to the Cabinet Members for Economic and Social Development and Educational Attainment and School Improvement. If the recommendations are accepted, the Strategic Director for Service Development and Integration will be asked to draw up an Action Plan describing how the recommendations will be implemented. In six months’ time, the CSSC will request a monitoring report explaining the progress of the implementation of the recommendations and whether anything could be said of the early impact they have had on outcomes.
The CSSC would like to extend its thanks to the following for contributing to this Review:

Members thank the following for their contribution to this Review:

- The young people who took part in discussions at The Vibe Youth Centre on 10 October 2017;
- The parents of young people who took part in discussions on 9 November 2017 at Eastbury Comprehensive School and to Stavey Primus, Parent Support Adviser, in helping to arrange the session;
- Donna Finley, Operations Director at the Barking Enterprise Centre who attended the meeting of the CSSC on 27 November 2017.

Members also thank the following Council officers for their support during this Review:

- Erik Stein: Group Manager, Integrated Youth Services, 14 – 19 Participation & Engagement
- Masuma Ahmed: Democratic Services Officer
- Terry Regan, Group Manager, Skills & Employment
- Brigid Gosby, Employer Engagement Manager
- Rosalind Hall, Careers Service Manager and Aim Higher Coordinator
11. **Appendices**

11.1 The table below summarises the 2017-18 level of traded service that the Local Authority has with secondary schools with regards to the provision of careers advice and guidance and work experience. It is important to note that schools may make their own arrangements to provide this independent of the Local Authority.

<table>
<thead>
<tr>
<th>School</th>
<th>Careers buy in 17-18 (£)</th>
<th>Name of careers lead</th>
<th>Name of work experience lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints</td>
<td>66 days face to face interviews, assemblies, parents’ evenings etc Y13 Employability Day</td>
<td>Nicola Thompson</td>
<td>Susan Edwards</td>
</tr>
<tr>
<td>Barking Abbey</td>
<td>0</td>
<td>Nicky Jarvis and Lucy Glendinning</td>
<td>Nicky Jarvis</td>
</tr>
<tr>
<td>Dagenham Park</td>
<td>66 days face to face interviews, assemblies, parents evenings etc</td>
<td>Alan Hunnable</td>
<td>Same</td>
</tr>
<tr>
<td>Eastbrook</td>
<td>Y13 Employability Day Careers Education Review</td>
<td>Debbie Mouser</td>
<td>Katie Davies</td>
</tr>
<tr>
<td>Eastbury</td>
<td>66 days face to face interviews, assemblies , parents evenings etc.</td>
<td>Stuart Gander</td>
<td>Same</td>
</tr>
<tr>
<td>ELUTEC</td>
<td>0</td>
<td>Janice Tricks</td>
<td>Unknown</td>
</tr>
<tr>
<td>Greatfields</td>
<td>0</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>Jo Richardson</td>
<td>66 days face to face interviews, assemblies , parents evenings etc.</td>
<td>Amy Howe</td>
<td>Same</td>
</tr>
<tr>
<td>Riverside</td>
<td>0</td>
<td>Ryan Hoy</td>
<td>Same</td>
</tr>
<tr>
<td>Robert Clack</td>
<td>66 days face to face interviews, assemblies , parents evenings etc.</td>
<td>John Hamill</td>
<td>Same</td>
</tr>
<tr>
<td>Sydney Russell</td>
<td>66 days face to face interviews, assemblies , parents evenings etc</td>
<td>Denise Russell</td>
<td>Same</td>
</tr>
<tr>
<td>Warren</td>
<td>5 days face to face interviews and assemblies</td>
<td>Sydney Racon</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
**Title:** Child Sexual Exploitation Briefing  

**Report of the:** Commissioning Director; Children’s Care and Support  

<table>
<thead>
<tr>
<th>Open Report:</th>
<th>For Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Report Author:**  
Teresa DeVito; Head of Service for Safeguarding and Quality Assurance  

**Contact Details:**  
Tel: 020 227 2318  
E-mail: teresa.devito@lbld.gov.uk  

**Accountable Divisional Director:**  
Chris Bush (Commissioning Director, Children’s Care, and Support)  

**Accountable Director:** Anne Bristow, Strategic Director, Service Development, and Integration  

**Summary:**  
This report provides the Children’s Services Select Committee (CSSC) with an overview and analysis of Child Sexual Exploitation (CSE) in Barking and Dagenham. The report aims to bring to the Select Committee’s attention the latest data relating to CSE, provide an overview of the context and challenges on this topic and outline activity that has been, and will be, taken.  

**Recommendation(s)**  
The Children’s Services Select Committee is recommended to:  
(i) Note content of the report and comment upon further action that is to be taken.  

**Reason(s)**  
Children’s Services Select Committee have requested a general briefing on Child Sexual Exploitation in Barking and Dagenham to develop understanding, facilitate meaningful challenge and determine any areas for future scrutiny.
1. Introduction and Background

What is Child Sexual Exploitation?

1.1 Defining child sexual exploitation (CSE) is difficult, as the boundaries between sexual abuse (which includes CSE) and exploitation are often hard to determine. As models of CSE have changed, definitions are adapted to reflect this. In February 2017, the Department of Education published: *Child sexual exploitation: Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*. In July 2017 Barking and Dagenham Safeguarding Children Board adopted this definition for use across the professional partnership.

1.2 The following points show the factors that are common to all the definitions for child sexual exploitation:

- It is a form of sexual abuse;
- It involves under-18s; It is an exploitative situation in which a young person is manipulated, coerced, or deceived into sexual activity to receive something they want or need, or it is to the advantage of the perpetrator;
- There is an imbalance of power;
- The abuse does not always have to be physical and can be perpetrated using technology.

Who is at risk of child sexual exploitation?

1.3 The diversity of victims of CSE cuts across all cultures, social backgrounds, ethnicities, and gender identities. Victims come from different backgrounds and what makes one child vulnerable to CSE is individual to them. However, there are some factors that increase a child’s vulnerability, such as having a learning disability, or going online to talk to strangers. The first response to children, and support for them to access help, must be the best it can be from social workers, police, health practitioners and others who work with children and their families.

1.4 CSE victimisation is not exclusive to young females and can equally apply to males yet they are often missed or not identified as victims of CSE. Whilst it is impossible to generalise, research indicates that male and female victims have a common range of factors that increase their risk of exploitation. Among these are:

- experiences of childhood abuse; poverty; family conflict; poor parental role models;
- an unsettled care history; a history of running away; homelessness; learning and mental health difficulties;
- drug and alcohol misuse; and financial problems caused by addictions.

1.5 However, children without any predisposing vulnerabilities or risk factors can also be at risk of exploitation through use of the internet, social media, and gaming. Many children will experience multiple types of sexual exploitation that are complex and overlapping. Perpetrators will often use a variety of ways to trap a child that limit their choices and their ability to exit or avoid the abuse.

Appendix 1 explains the most common methods of exploitation used.
Barriers to victims accessing support services

1.6 Sexual exploitation is a form of child abuse that raises unique issues for any agency involved in safeguarding children. Often, victims may be considered ‘hard-to-reach’ because they are not known to agencies. Where they are known, they may be considered ‘challenging’, as they often refuse any services, or may not recognise the exploitative nature of their relationships. In some cases, young people will have emotional links with perpetrators, and with others in criminal networks, as well as personal involvement in criminal activity such as drug use and dealing.

1.7 Children and young people may exhibit extreme forms of defensiveness, demonstrated through anger and hostility if concerns about their lifestyles are expressed, and this will also serve to keep professionals away. Fear, stigma, and shame can often make it difficult for young people to disclose their experiences of sexual exploitation to support agencies, and young men may have experienced exploitation that presents challenges for workers. The indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours’. It requires knowledge, skills, professional curiosity, and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given.

1.8 Some male victims describe having been attracted to the social aspects of relationships with older men, or the opportunity to explore their sexuality. In many cases, statutory agencies working in child protection may not recognise or identify a young person as a victim of exploitation, often thinking a victim has consented. In the absence of any police disruption or legal prosecution, perpetrators may continue to control children and young people – for example, via text and mobile phone contact. Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk. Everyone should be alert to the potential signs and indicators of child sexual exploitation, as well as other forms of abuse, and exercise professional curiosity in their day-to-day work.

2. CSE in Barking and Dagenham

2.1 The local partnership has a multi-agency plan to combat CSE. The plan requires the involvement of all partners and is monitored by the Local Safeguarding Children Board (LSCB). However, CSE is very complex, and children are often reluctant to disclose experiences of exploitation due to misplaced feelings of loyalty and shame. Many children and young people may not recognise what they are experiencing as abuse or that they require support or intervention, believing they are in control or in a healthy consensual relationship. Because of this there will inevitably be under-reporting.

2.2 Barking and Dagenham ranks highly on several indicators that may contribute to the exploitation of vulnerable young people. The borough is in the most at risk 10% in terms of deprivation, rate of repeat abortions and rate of substance abuse treatment. It also features in the top 50% for the rate of mental health admissions.

2.3 Trying to understand the scale of CSE victims is challenging but Barking and Dagenham’s high scores on multiple indicators suggests there may be many young people who could be at risk of CSE victimisation.
2.4 Of the 152 areas in England, Barking & Dagenham ranked joint 17th based on the victim-based risk factors.

![Diagram of victim-based risk factors](image-url)

2.5 A Multi-Agency Safeguarding Hub (MASH) was introduced in 2014 to improve the way local safeguarding partners can refer and respond to concerns. The MASH has well-established referral pathways for CSE and allows for timely intelligence-sharing across a range of agencies. This assists in the process of early identification, information gathering and allows for a coordinated response to CSE. MASHs across London are also helping to strengthen cross-borough information sharing. The Metropolitan Police Service (MPS) has officers based in the MASH who have CSE experience and knowledge and who link with social work practitioners and managers to share information.

2.6 The London Child Sexual Exploitation Protocol procedures are set out for the Police and partner agencies for safeguarding and protecting children from sexual exploitation. Barking and Dagenham has also introduced monthly MASE (Multi-Agency Sexual Exploitation) meetings that are chaired by the Police to determine local profiles of CSE.

2.7 MASE meetings bring together CSE leads to share information, review individual referrals, and ensure action is being taken; providing a coordinated approach with other London boroughs and an opportunity for professional challenge and learning. Intelligence from the MASE meetings is shared at a local level and across borough boundaries to inform both the operational and strategic response.
2.8 In November 2016, an inspection report by Her Majesty’s Inspectorate of Constabulary (HMIC) was published. This report severely criticised the Metropolitan Police for their work on child protection, including CSE. The report stated that “The MPS still needs to do more to understand the extent and nature of CSE locally within each borough, and particularly across London. At present, there is insufficient information and intelligence about CSE in London, especially in terms of knowing where perpetrators live and offend, and links to missing children. Furthermore, the information and intelligence about CSE that does exist is not used effectively to safeguard children. While some individuals in other agencies know about children who are at risk and the work the police may be doing to manage that risk, better analysis of all the information held by all relevant agencies could lead to more targeted and effective work to protect children and prevent offending. Such analysis would also help refine the requirement of what information should be gathered by which agency.”

2.9 One of the ‘immediate’ actions arising from this report was: “improving staff awareness of the links between children going missing from home and the risk of sexual exploitation, particularly where there are repeat episodes”. Staff from the Council and across the safeguarding partnership, including the police, have been working to a plan to improve responses to CSE, including developing a new CSE Strategy. Separately the police have in place a response to HMIC on improvements to the concerns raised in the report.

2.10 90% of all Local Authorities have seen rises in Police recorded child sex offences, however, the rise in Barking and Dagenham has been relatively small compared to the national average. This low rise in an area scoring highly on risk factors may be indicative of victims not coming forward or being identified. In 2015 the Met featured highly amongst forces with the largest discrepancy between overall crime rates and child sex offence rates. This may have indicated an issue with under-reporting or under-recording by the police which seems to be borne out in the HMIC report.

2.11 The majority of CSE victims live at home, but children who go missing from care are more vulnerable to sexual exploitation. A total of 235 children in Barking and Dagenham were reported missing during the year from April 2016 to March 2017. Of these, 41 missing children (17.4% of the total number) were identified at risk of CSE. Of these:

- 19 children (8% of the total number of missing children) were in the care of Barking & Dagenham
- 11 children (4.6% of the total number of missing children) were placed in the borough by other authorities
- 11 children (4.6% of the total number of missing children) were not in the care of the Local Authority
- Whilst there has been a slight decrease in the number of children reported missing, there has been a 34.8% increase in the number of missing children identified as at risk of CSE.
- The number of children placed in Barking & Dagenham by other boroughs who have been reported missing and are at risk of CSE has increased by 58.6%
- The most significant increase (83.9%) has been amongst missing children identified at risk of CSE and not in LA care. Of these 11 children, 7 were subject to Child Protection or Child in Need Plans at the time of being reported missing. This indicates an improved position in recognising and identifying children thought to be at risk of CSE who are not in care.
3. CSE Data

3.1 There is currently no national or regional dataset for Child Sexual Exploitation, so at present we are unable to compare Barking and Dagenham’s performance against other areas. To provide a local understanding of risk factors relating to CSE, it is recommended that every area in the country should have its own local multi-agency plan. The plan should be based on an inter-agency assessment of a range of factors to provide a ‘Problem Profile’.

3.2 The key aim of the Problem Profile is to provide an analysis of child sexual exploitation locally, the characteristics of CSE including who the victims are and who the perpetrators are. It also seeks to identify existing and emerging trends in child sexual exploitation and make recommendations as a result. The profile includes a 12-month snapshot and uses individual data from Police and Social Care which is cross-referenced with information from education, youth offending, substance misuse, children centres and preventative services, to build up a local profile. A singular area focus will not adequately capture patterns of harm and risk as cases of child sexual exploitation will frequently cross local authority, police force and even country boundaries in terms of the movement of both perpetrators and victims.

Key Messages: Victims/At Risk

- 162 children in total were flagged as at risk of or subject to CSE by either the Police, Children’s Social Care or by both agencies;
- 91% of the children and young people were female
- 87% were teenagers
- 6% were aged under-12
- 47% were white British
- 38% open to Children’s Social Care (statutory service/ snap-shot figure)
- 23% were reported missing/absent at some point during the year

Key Messages: Perpetrators

- 36 out of 48 suspects were male
- The age of perpetrators ranged from 13 – 60
- 45% of perpetrators were aged under-20
- The most common form of CSE is Peer-on-Peer abuse.
- Most perpetrators were classified as either White European or African/Caribbean

Linking, Risk Factors and Themes

- High proportion (15%) of victims experienced school exclusion with the majority being female and white British.
- Attendance data was variable for victims, ranging from 22% to 100%
- Very low numbers were identified with SEN
- Educational attainment levels of victims are low at all Key Stages
- 20% of victims had been reported missing with a high number of instances of ‘repeated missing’ reports
- 10% of victims known to substance misuse (drug and alcohol) services and 12% known to Youth Offending
- 66% of victims had accessed Children’s Centres in early years, with 34% having been subject of a CAF
4. **What are we doing?**

4.1 Understanding and responding to CSE requires professionals, parents, and the public to understand how to identify children and young people at risk. This year has seen the commencement of a considerable amount of work to increase understanding of and responses to CSE.

4.2 The focus of the Multi-Agency Sexual Exploitation (MASE) group has changed to respond to the revised Metropolitan Police CSE Operating Protocol that was published in June 2017. The aim of the group, that meets monthly, is to focus resources toward disruption and prosecution and to problem solve where there are barriers.

1.3 Attendance at MASE has been reviewed and it is now a much more strategic meeting, attended by decision making managers from across the partnership. Information is shared and joined up with those responsible for missing children, domestic abuse, and Gangs.

1.4 The CSE Risk Assessment has been reviewed and updated following user feedback and is now used by a range of professionals to assist with their thinking and understanding of children at risk of CSE.

1.5 A directory of CSE resources has been developed. This includes resources available locally, nationally, and on-line. The resources are targeted for a range of ages and include parents and carers. The Directory can be found on the Safeguarding Board website.

1.6 We now have over 60 CSE Champions from across the multi-agency partnership in LBBD. During 2017 three CSE Champions Forums were held and in 2018 they will be held quarterly. The CSE Champions are trained to understand CSE and to pass on this knowledge within their own agency.

1.7 There has been a range of training delivered: in August 2017, all LBBD parks and green space staff attended CSE awareness training delivered by police. In November 2017, 42 foster carers attended CSE awareness training. Also, in November 17, the police and CSE coordinator jointly delivered CSE awareness training to parents of young people working with the Youth Offending Service. This is in addition to training to social workers and other staff throughout the year.

1.8 A comprehensive programme of CSE awareness raising activity has been planned for the week leading up to CSE Awareness Day on 18th March 2018. This includes:

- A social media campaign through Twitter, Facebook.
- The distribution of CSE leaflets for young people across schools in the borough. The leaflets were designed with the support of the Young People’s Safety Group and will include a link to the BAD Youth Forum “grooming” film as well as useful numbers and websites.
- A table of other activity as attached in Appendix 2.
1.9 Consultation with young people has taken place to ensure that CSE in the borough is better understood and a full time CSE Advocate for young people with Autism and /or SEN works in the Borough through Barnardo’s.

1.10 A full-time worker from Victim Support offers 1:1 sessions with children and young people and some training to practitioners.

1.11 A worker provided by Safer London has been secured and began working in the borough in January 18. She will work with 10 young people affected by CSE and provide a consultation surgery for practitioners and several school awareness raising sessions.

1.12 The Huggett Women’s Centre in Dagenham is funded through the Big Lottery. Women and girls from the age of 11 years can access a range of groups and services through Huggett. This includes empowerment and advocacy as well as access to a range of services such as Rape Crisis.

1.13 Most recently we have supported a successful funding bid that will provide the borough with one full time worker who will work with young people and schools and advising on sexual behaviour. This will include training for social workers and other front-line practitioners.

5. Challenges: Common Themes

5.1 The work in the borough will continue to focus upon the themes that have arisen as part of national reviews and learning from Child Sexual Exploitation:

- Lack of understanding about the impact of CSE, its effects on victims and their ability to protect themselves.
- Lack of understanding about the nature of grooming, the degree of control exerted by perpetrators.
- Children often did not recognise they were being exploited.
- Professional misunderstanding about consent and view of victim’s credibility.
- Weaknesses in engaging with and understanding young people.
- Inadequate understanding of family and social context or history.
- Assessments not involving the young people themselves.
- Focus predominantly on dealing with the young people’s ‘difficult behaviour’ not enough consideration as to what was behind it.
- Failure to understand the needs of adolescents and the impact of adolescent neglect.
- Attitudes towards the young people & assumptions about ‘lifestyle’ choices.

6. Next Steps

- Continue to educate children and young people about the nature and risks of child sexual exploitation (both online and offline) and how to access support;
- Consider the levels of knowledge and understanding of the wider workforce, so that everyone working with children and young people can play their role in prevention of CSE.
- Continue to educate the wider community so they can identify, and report concerns and seek support.
- Develop a pathway of support for young people transitioning to adulthood so that they can access support aged 18+
- Continue our work towards a coordinated approach to managing CSE by linking with other strategies, including violence against women and girls, and youth violence and gangs.

List of appendices:

i) **Appendix 1** – Common Methods of Child Sexual Exploitation
ii) **Appendix 2** – CSE Awareness Week, Program of Events
This page is intentionally left blank
Common Methods of Child Sexual Exploitation

**Peer-on-Peer exploitation** - This form of exploitation usually takes place within peer or friendship groups. For example, a young person being given alcohol or drugs in exchange for sex. Peer exploitation sometimes occurs concurrently with peer domestic abuse, although it can also be linked to gang involvement. Although the age of the perpetrator and victim might be the same or similar, there will inevitably be a form of power control, manipulation, or coercion.

**Sexual Exploitation in gangs and groups** - Gang exploitation is very broad in nature and used within an internal gang hierarchy and as a weapon of retribution against other gangs.

The sexual exploitation of children is used in gangs to:

- Exert power and control over members;
- Initiate young people into the gang;
- Exchange sexual activity for status or protection;
- Entrap rival gang members by exploiting girls and young women; and
- Inflict sexual assault as a weapon in conflict.

**County Lines** - typically involves inner city/ London criminal gangs travelling to smaller locations to sell drugs. The gangs tend to use a single property, generally belonging to a vulnerable person, as a base for their activities. This is often taken over by force or coercion.

Perpetrators employ various tactics to evade detection, including rotating gang members between locations so they are not identified by law enforcement or competitors, and using
women and children to transport drugs and money in the belief that they are less likely to be stopped and searched by police.

Young people involved in county lines activity are at risk of sexual and criminal exploitation. These situations will often become apparent to professionals when young people who have been missing are located outside of the London area and there is no apparent reason for them being there and they have no apparent means to have travelled to the location in which they are found. Children in such circumstances could have been trafficked for sexual exploitation, criminal exploitation or both and she be referred to the National Referral Mechanism (NRM) for further investigation.

**Organised/ networked CSE and trafficking** - Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities, where they may be forced or coerced into sexual activity with multiple men. This sexual activity may occur at “parties” or in brothels, and the young people involved may recruit others into the network.

Organised exploitation varies from spontaneous networking between groups of perpetrators to more serious organised crime where young people are effectively “bought and sold”. In such circumstances, children can be trafficked for sexual exploitation either within or across Local Authority boundaries, across counties and across international borders.

**Relationship model** - The perpetrator befriends and grooms a child into a ‘relationship’ whereby the child believes them to be their boyfriend or girlfriend. The child is likely to believe they are in a loving relationship initially. The perpetrator may then coerce or force them to have sex with friends or associates. The perpetrator may be significantly older than the victim, but not always.

**Online exploitation** - This model uses technology to target and exploit young people alongside grooming and exploitation through texts and picture messages. Perpetrators can use the internet to commit offences internationally, as young people can be accessed through apps, sites, and games. Anywhere a child could have contact with a risky adult is a location where they are at risk of CSE.

**Youth produced sexual imagery** - Images are sent from one person to another using channels such as email, instant messaging, and social networking sites. Once shared, these images remain in the public domain forever. Children are targeted by perpetrators and coerced to take pictures or videos of themselves, often with promises that the image won’t be shared and is part of developing a relationship. The images may be used for distribution or sale to other perpetrators and they may be used to blackmail the victim to do further sexual acts or to threaten the child to keep quiet or risk the images being distributed to friends, family, or the wider public.

**Opportunistic child sexual exploitation** - This may occur quickly and without any form of grooming. Typically, perpetrators identify vulnerable young people who may already have been groomed or sexually abused. The perpetrator will offer the child/ young person a “reward” or payment in exchange for sexual acts. The perpetrator may be linked with a network of abusive adults.

The commercial or ‘street based’ sexual exploitation of children was previously referred to as ‘child prostitution’ and still takes place on the street and in private and public places. A
young person exchanges sex for money or drugs – often a ‘transaction’ which does not involve being groomed by the abuser. A young person may become involved in commercial sexual exploitation because of ‘survival’ when they are homeless or because someone is controlling them – even when the young person feels they are doing it out of ‘choice’, it is only because of constrained choices and is still a form of exploitation.

**Familial child sexual exploitation** - Children can be sexually exploited by their parents and/ or other family members, who may arrange the abuse of the child and/ or control and facilitate the sexual exploitation. Where a child or young person is sexually exploited within their family network, their siblings and/ or child relatives are at increased risk of also suffering sexual exploitation.
This page is intentionally left blank
**Appendix 2**  
CSE Awareness Week  
Draft Programme of Events  
12 to 16 March 2018

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
</table>
| Monday 12 March  | **Meet the CSE Advocates and IDSVAs**  
Drop in  
9.30 to 11.30  
Venue: Relish  

“*Come and get yourselves a coffee with our Young People’s Advocates, they will be based at Relish and happy to chat about their roles and answer any questions you might have*”  
Target audience: Social workers and partners  

**ALL DAY EVENT: Refresh of Operation Make Safe; Police East Area BCU**  
Target Audience: Local businesses |
| Tuesday 13 March | **Police Cadets Presentation:**  
* Murder Games  
* The Life and Death of Breck Bednar  
Film depicting the risks of online grooming |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Target Audience</th>
<th>Location</th>
<th>Booking Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 14th March</td>
<td><strong>ALL DAY EVENT: CSE Training for multi-agency partners; 9.30 to 4.30; Delivered by Safer London</strong>&lt;br&gt;Target Audience: Front line practitioners across the multi-agency partnership.&lt;br&gt;Booking required through Learning and Development Team.</td>
<td></td>
<td>Jo Richardson School</td>
<td></td>
</tr>
<tr>
<td>Thursday 15 March</td>
<td><strong>Online Safety Presentation</strong>&lt;br&gt;10.00 am to 11.00 am&lt;br&gt;Council Chambers Barking Town Hall&lt;br&gt;Target Audience: Social workers, their managers and practitioners working with children and young people.&lt;br&gt;No booking required.</td>
<td></td>
<td>Council Chambers Barking Town Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Police Cadets Presentation: Murder Games&lt;br&gt;The Life and Death of Breck Bednar</strong>&lt;br&gt;Film depicting the risks of online grooming&lt;br&gt;4.30 pm to 5.30 pm&lt;br&gt;Council Chambers Barking Town Hall&lt;br&gt;Not suitable for Primary aged children</td>
<td></td>
<td>Jo Richardson School</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Target Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Friday 16th March | **London CSE Conference**  
Facilitated by MET Police  
9.00 am to 2.00 pm  
Guildhall  
London  
Target Audience: CSE Police, MASE Chairs and CSE Coordinators  
Places by invitation. | Secondary aged pupils and their parents/carers and practitioners working with children and young people  
No booking required |
East Area BCU
Safeguarding Command
Barking & Dagenham Children’s Services Select Committee
Update on Child Sexual Exploitation
21 March 2018

This report will provide CSSC members a briefing on the East Area BCU, Safeguarding structure, an overview of current CSE demand and an update on areas of concern highlighted within the 2016, HMIC Inspection report, specific to Child Sexual Exploitation.

1. Background

1.1 The implementation of the East Area BCU in March 2017 saw the creation of Safeguarding Command as one of the four pillars of local policing. Safeguarding Command includes the previous separate policing areas of Barking & Dagenham, Havering and Redbridge as well as the specialist commands of Child Abuse Investigations (CAIT) and Serious Sexual Assault Investigations (Sapphire).

1.2 Detective Supt John Ross leads East Area Safeguarding Command. It is organised into two portfolios:

   (i) Investigations - teams for Domestic Abuse, Child Abuse and Serious Sexual Assault

   (ii) Safeguarding Hub - Child Sexual Exploitation & Missing Persons Investigative Teams, MARAC referral team, Researchers and three MASH teams based in Local Authority Buildings

1.3 Each portfolio is led by a Chief Inspector.

2. Demand

CSE Demand Barking & Dagenham

<table>
<thead>
<tr>
<th>Crime Type</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non crime</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>Rape</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Other Sexual Offence</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Harassment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Violence Against The Person</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Possession of Drugs</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other Notifiable Offence</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other Theft</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>122</td>
</tr>
</tbody>
</table>
3 Performance

3.1 Implementation of the BCU model of policing is likely to be a 2-year programme of work. It is far more than a restructuring of people; it is in some areas, a fundamental change to what we do and how we do it – cultural change. This is certainly the case in Safeguarding Command. For many of our staff it is the single biggest change they have experienced in their policing career to date.

3.2 One of the real strengths of the BCU design is that it takes policing themes that used to tangential to core policing business, includes these in to the Safeguarding strand that in turn has become one of the four pillars of local policing. Child protection is one such theme that is now included in core daily business, instead of the previous focus upon the traditional policing themes such as the MOPAC 7.

3.3 In addition to the internal structural and cultural developments, much of the focus of Safeguarding Command in 2017 has been on embedding its themes in to core daily business across the whole of the BCU and shifting the business focus on to the harm agenda. This includes for example, CSE, Missing children, children living in DA households, etc.

3.4 Review of existing working practices within the BCU CSE team identified a strong focus towards victims. The team had a strong drive to engage with and safeguard every potential victim, which of course is very positive. The review also identified a much lessor focus on perpetrators, redressing this is one of the internal cultural changes we aspire to deliver. Our vision is to deliver a positive intervention against perpetrators of CSE in addition to safeguarding the victim, in the knowledge that many perpetrators access more than one victim, thus maximising the reach of our intervention.

3.5 As such, we have a strong focus on the issuing of CAWNs and the execution of search warrants (for any criminality) at addresses of perpetrators. Whilst this approach has shown signs of positivity already, it is very much work in progress and requires further embedding. The next element of development of our approach to perpetrator intervention is to embed use of the ‘Achilles Heel’ approach in respect of their continued ‘harmful’ behaviour. This would see such perpetrators identified across agencies for a holistic, targeted approach – benefits, tax, car insurance, etc.

3.6 The table below shows some statistical achievement of our focus. The first two months of 2018 are already leading to considerably better achievement in these areas than previous years.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAWN</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Warrants</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>CSE Team Strategy Meetings</td>
<td>N/A</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>
3.7 More recently work has been undertaken with central performance colleagues to define what measures can be used to define success. This is still underway with the intention of having a framework in place by the beginning of the new financial year. Corporately the MPS has developed a Safeguarding Performance Dashboard that details multiple areas of Safeguarding performance. This is currently under review and will be available to share with partners in the very near future.

3.8 One of the expected significant benefits of the BCU model was the embedding of the CAIT Referrals Desk Detective Sergeant within LBBBD MASH. This commenced in March 2017 and has received strong recognition from partners. It allows early, holistic strategy conversations in the MASH between all key professionals and feedback is that this delivers the most effective decision-making in the timeliest way.

3.9 The below data shows our delivery of child strategy discussions within 24 hours. The MPS ambition is 90% and our achievement is amongst the best in the MPS. The variations in month on month performance is a result of referral volume fluctuation due to school holiday periods for example. The below data shows a higher percentage of face to face strategy discussions within Children's Social Care in Jan & Feb 2018 in comparison to Jan & Feb 2017 when CAIT were remotely positioned in Barkingside.

<table>
<thead>
<tr>
<th>B&amp;D CAIT Referrals Strategy Discussion - 24hrs</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Feb</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>March</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

4. Resource

4.1 Responding to HMIC recommendation regarding governance and oversight of child protection practices, Commander Richard Smith is the MPS Head of Profession for Safeguarding, reporting to Assistant Commissioner Hewitt. Mr Smith chairs a Child Protection & Vulnerability Delivery Board meeting with all BCU Safeguarding leads, which scrutinises all areas of child protection.
4.2 On a local level, Child Sexual Exploitation Investigations Teams have the following structure:

1 Detective Chief Inspector
1 Detective Inspector
1 Detective Sergeant
4 Detective Constables
2 Police Constables

4.3 Following a recent significant uplift in staff (not posts) the CSE team is now fully staffed.

4.4 The EA BCU CSE team share the same office space as the EA Missing Persons team. This assists with information sharing and fast time risk management if a child or young person at risk of CSE has a missing episode. We have found in practice this arrangement means the two teams work seamlessly together on relevant matters.

4.5 The CSE team predominantly investigate all level 1 CSE investigations and non-contact level 2 matters. Level 1 are categorised as those which involve a vulnerable child or young person, where there are concerns they are being targeted and groomed and where one or more of the CSE warning signs have been identified. However, at this stage there is no evidence of any offences.

4.6 Colleagues from the central MPS Sexual Exploitation Team investigate level 2 (contact) & 3 CSE investigations. Level 2 are categorised as those with evidence a child or young person is being targeted for opportunistic abuse through the exchange of sex for drugs, perceived affection, sense of belonging, accommodation (overnight stays), money and goods etc. This includes being sexually exploited through the use of technology, without receiving any reward: e.g. through the exchange of indecent images on-line. The likelihood of coercion and control is significant.

4.7 Level 3 are categorised as those concerning a child or young person whose sexual exploitation is habitual, often self-denied and where coercion or control is implicit.

4.8 EA BCU has 14 Safeguarding Researchers who also share the same office space as CSE colleagues, enabling the tasking of researchers to assist in identifying perpetrators of CSE.

4.9 To improve investigations into all child protection matters, implementation of the EA BCU saw an experienced CAIT referrals Detective Sergeant being positioned within the Barking & Dagenham MASH. This has been received very positively by L.A partners; this has streamlined access to CAIT experts for strategy discussions and enables the creation of CSE crime investigations following initial partnership referral.
4.10 In addition to the dedicated resource to CSE, East Area Safeguarding Command hold a twice daily risk management meeting, chaired by the ‘on duty’ Safeguarding Detective Inspector. If deemed necessary, the DI has authority to flex staff within teams and request additional BCU resource. A supervisor from each area of expertise will participate and brief the duty DI on areas of risk / vulnerability. The agenda includes briefing on any child who remains in police custody post-charge and escalating any issues preventing identification of alternative, secure accommodation. Additionally the Duty DI will review the use of Police Protection Powers, ensuring designated officers have recorded a rationale in respect of its use and minimising the time the child spends in police care.

5. Training

5.1 As referred to in the Quarter 3 Post Inspection Update published in November 2017, training within MPS remains a challenge. The most recent Child Protection & Vulnerability Delivery Board has commenced work on scoping the skill set of those colleagues working with BCU CSE teams. Whilst work continues on a training needs analysis, colleagues from EA BCU CSE team have received input / one to one advice from SET colleagues regarding CSE Investigation management.

5.2 To raise staff awareness of the link between Missing and CSE, the recent MPS staff Personal Development Days were Safeguarding focussed with Missing and CSE being the main topics. Attendance at this training programme was mandatory and delivered MPS wide. The ‘Spot It, Stop It” campaign followed shortly after. An internal campaign to encourage MPS staff to think differently about the signs that a child is at risk.

5.3 In response to the HMIC concerns regarding lack of CSE crime supervision, CSE supervisors now utilise the Action Decision Review page on CSE crime reports. CSE crime reports can be lengthy due to the occasions spent supporting vulnerable victims into feeling empowered to disclose offences. Use of the ADR page on the crime report finds a quick reference / audit trail of supervisory review and oversight.

6. MASE

6.1 The Multi Agency Sexual Exploitation meeting has been substantially reworked in the last year. This included the terms of reference and data gathering process as defined by the CSE London Protocol published June 2017.

6.2 The meeting is chaired by the EA BCU CSE Detective Inspector. It utilises the VOLT formulaic approach (Victims, Offenders, Locations, Times). Trends are examined at this meeting and barriers / tasking opportunities are identified.
6.3 As part of the Pan London CP Procedure, LBBD, EA BCU and other key partners have created an Investigation Management Board and Strategic Board in response to a complex, CSE concern involving a number of young people within Barking & Dagenham. This is significant as it is the first of its kind within East Area and is ensuring our partnership is providing a long term, support programme to those young people and families involved.

Maxine Blackledge
T/Chief Inspector
EA Safeguarding Hub