

Corporate Parenting Committee

Wednesday 26 February 2025

2.00 pm

G02 meeting rooms 160 Tooley Street, London SE1 2QH

Membership

Councillor Jasmine Ali (Chair)
Councillor Charlie Smith (Vice-Chair)
Councillor Esme Dobson
Councillor Natasha Ennin
Councillor Youcef Hassaine
Councillor Sarah King
Councillor Maria Linforth-Hall

Reserves

Councillor Irina Von Wiese
Councillor Sunny Lambe
Councillor Joseph Vambe
Councillor Kath Whittam
Councillor Renata Hamvas

Non-voting co-opted members

Dr Mark Kerr and Rosamond Marshall

INFORMATION FOR MEMBERS OF THE PUBLIC

Access to information

You have the right to request to inspect copies of minutes and reports on this agenda as well as the background documents used in the preparation of these reports.

Babysitting/Carers allowances

If you are a resident of the borough and have paid someone to look after your children, an elderly dependant or a dependant with disabilities so that you could attend this meeting, you may claim an allowance from the council. Please collect a claim form at the meeting.

Access

The council is committed to making its meetings accessible. For details on building access, translation, provision of signers or any other requirements for this meeting, please contact the person below.

Contact

Beverley Olamijulo/ Paula Thornton on 020 7525 7234 or email:
paula.thornton@southwark.gov.uk or beverley.olamijulo@southwark.gov.uk

Members of the committee are summoned to attend this meeting

Althea Loderick

Chief Executive

Date: 18 February 2025



Corporate Parenting Committee

Wednesday 26 February 2025
2.00 pm
G02 meeting rooms, 160 Tooley Street, London SE1 2QH

Order of Business

Item No.	Title	Page No.
	MOBILE PHONES	
	Mobile phones should be turned off or put on silent during the course of the meeting.	
	PART A - OPEN BUSINESS	
1.	APOLOGIES	
	To receive any apologies for absence.	
2.	CONFIRMATION OF VOTING MEMBERS	
	A representative of each political group will confirm the voting members of the committee.	
3.	NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT	
	In special circumstances, an item of business may be added to an agenda within five clear days of the meeting.	
4.	DISCLOSURE OF INTERESTS AND DISPENSATIONS	
	Members to declare any interests and dispensation in respect of any item of business to be considered at this meeting.	
5.	MINUTES	1 - 7

Item No.	Title	Page No.
----------	-------	----------

To approve as a correct record the Minutes of the previous meeting held on 11 November 2024.

6.	REPORT - UPDATE ON MENTAL HEALTH PROVISION FOR CARELEAVERS	8 - 26
-----------	---	---------------

- To note the range of provisions available to support the mental health of our careleavers and share thoughts regarding how we continue to improve our offer.

7. SPEAKERBOX VERBAL UPDATE

- Theme: View / share experiences on employment opportunities, mental health support for care leavers, update on hub, lifelong links and revisit bright spots.

8. ADOPTION ANNUAL REPORT - TO FOLLOW

9.	VIRTUAL HEADTEACHER SUPPORT - ABSENTEEISM	27 - 59
-----------	--	----------------

- To note the Virtual Headteacher – Absenteeism update
- For the committee to feedback any comments on Southwark looked after children's attendance for consideration by the Virtual School Headteacher.

10.	CORPORATE PARENTING COMMITTEE - WORK PLAN 2024-25	60 - 63
------------	--	----------------

- That the corporate parenting committee agree the approach and work plan as set out in the report.
- That the committee review and identify any further items for consideration in the work plan.

ANY OTHER OPEN BUSINESS AS NOTIFIED AT THE START OF THE MEETING AND ACCEPTED BY THE CHAIR AS URGENT.

EXCLUSION OF PRESS AND PUBLIC

The following motion should be moved, seconded and approved if the sub-committee wishes to exclude the press and public to deal with reports revealing exempt information:

“That the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in paragraphs 1-7, Access to Information Procedure rules of the Constitution.”

PART B - CLOSED BUSINESS

ANY OTHER CLOSED BUSINESS AS NOTIFIED AT THE START OF THE MEETING AND ACCEPTED BY THE CHAIR AS URGENT.

Date: 18 February 2025



Corporate Parenting Committee

MINUTES of the OPEN section of the Corporate Parenting Committee held on Monday 11 November 2024 at 2.00 pm at Ground floor meeting rooms B and C, 160 Tooley Street, London SE1 2QH

PRESENT: Councillor Jasmine Ali (Chair)
Councillor Charlie Smith (Vice-chair)
Councillor Esme Dobson
Councillor Sarah King
Councillor Maria Linforth-Hall

OTHER MEMBERS PRESENT: Dr Mark Kerr (subject matter expert)

OFFICER SUPPORT: Alasdair Smith, Director, Children and Families
Helen Woolgar, Assistant Director – Safeguarding and Care
Elaine Reid, Head of Service: Permanence and Resources
SpeakerBox representatives
Tendai Murowe, Assistant Director, Quality Assurance and Practice Development
Claire Pitchford, Senior Service Development Officer
Andrew Fowler, Children and Adult Services
Usha Singh, Virtual Headteacher
Jessica Penketh, Children and Adult Services
Dr Stacy John-Legere, Designated doctor for Looked After Children, Southwark
Joy Edwards, Designated Nurse for Looked after Children
Hilary Towse, NHS
Ekta Gupta, children rights and participation
Joy Hopkinson, Head of Safeguarding & Community Services, Governance and Assurance (legal)
Clare Ryan, Service Manager, Looked After Children
Paula Thornton, Constitutional Officer
Beverley Olamijulo, Constitutional Officer

1. APOLOGIES

Apologies for absence were received from Councillors Natasha Ennin and Youcef Hassaine.

2. CONFIRMATION OF VOTING MEMBERS

The members listed as present were confirmed as the voting members for the meeting.

3. ELECTION OF VICE-CHAIR FOR THE CORPORATE PARENTING COMMITTEE 2024-25

RESOLVED:

That Councillor Charlie Smith be elected as the vice-chair of the corporate parenting committee for 2024-25.

4. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

The following item was identified as late and urgent which the chair agreed to accept for the reasons set out in the report:

- Item 9: Annual Virtual Headteachers report 2023-2024.

5. DISCLOSURE OF INTERESTS AND DISPENSATIONS

None were declared.

6. MINUTES AND MATTERS ARISING

RESOLVED:

That the minutes of the meeting held on 17 July 2024 be approved as correct record and signed by the chair.

MATTERS ARISING

It was noted that the draft annual health report for looked after children was considered at the last committee on 17 July 2024. It was requested that the committee be provided with another opportunity to examine the detail relating to the mental health aspect of the report. Date to be confirmed with Dr Stacy John-Legere Stacy, when agreed.

7. **SPEAKERBOX VERBAL UPDATE**

Ekta Gupta and members of Speakerbox provided the committee with a presentation of key activities and events as follows:

Residential community engagement

A residential opportunity provided to young people to cover various themes relating to conflict resolution, mental health and developing trust.

A young person talked about the opportunity provided to build a bond with officers and develop trust within this residential setting and take these lessons forward.

Care two Dance

An initiative that enabled development of confidence and experience of working with others. It was explained that the dance helped overcome anxiety and develop trust with others. The experience of dance provides an opportunity to provide 'freedom' and see others in a different light. Helped to learn about self and for the young people to know that they are not alone, providing an opportunity for shared experiences.

Podcast

Two-day workshop to promote key information tackling young people and their needs. Provides a chance to develop new skills and another platform to show young peoples views and feelings to social workers and those that work with young people.

Staff newsletter

A quarterly newsletter to:

1. Inspire and motivate staff on what young people need from the services
2. Empower young people by giving them a platform to be heard and
3. Bring back hope and positivity by creating shared goals with staff.

A young contributor of the newsletter read a moving and powerful piece about the "pressures of being a good black man".

The impact of these contributions provides an insightful and far-reaching impact on the staff that work with young people and has received positive feedback so far.

Moving forward

Discussion of engagement, life skills and employment opportunities.

In particular issues relating to pathways and the support required to assist young

people into work (preparing and capability to go straight into employment) was an identified concern on being prepared adequately for this challenge and demands.

Life skills opportunities

Expressed the importance of learning basic skills like doing laundry, cooking and finance.

Points raised in discussion

- The issue of apprenticeships and guaranteed interviews
- Joy Edwards talked about the Catch 22 project and NHS money to enable access to job in health (in all aspects of employment) to care leavers and provide a bridge to help access into work
- Employment and the need to do more
- Housing and Councillor Sarah King explained the process currently being undertaken to consult on the housing allocation policy and planned change from the numbering of bands to letters to make things more understandable. It was made clear that care leavers would get the highest priority. Explained that the new policy was still in draft and Speakerbox will be included as part of the consultation
- Councillor Sarah King suggested joint working with Councillor Batteson as the relevant cabinet lead for employment in conjunction with the chief executive and to develop this joint working on employment and housing
- Noted care leaver and housing protocol due to be considered at the next corporate parenting committee
- Issue of career advice given to young people queried. For example, certain careers will have an established pathway and the direction and understanding for young people (for example to be a lawyer). Young people present agreed that it was important to have a pathway 'plan'
- Issue of networking raised and the importance. Noted that young people should also regards officers as part of their network
- Young person raised the cost of dance classes and was given an assurance that money would be found to ensure could happen
- Elaine Reid agreed to look into the point raised on life skills and raising through the hubs.

ACTIONS:

That Councillors Sarah King and John Batteson in conjunction with the chief executive be invited to attend the next committee in view of the points made in respect of housing and employment, with a view to develop this joint working.

8. CORPORATE PARENTING COMMITTEE ANNUAL REPORT 2023-24

RESOLVED:

1. That the report contents and structure in preparation for cabinet on 7 January 2025 be noted.
2. That the 2023-24 draft priorities be agreed and recommended to cabinet.
3. The following comments were submitted at the meeting:
 - The issue of pictures and if possible, to include in report. Noted that this is subject to agreement of young people but felt important to celebrate their success
 - Request to pull out more around employment and develop further within the report
 - The committee members were requested to submit any further comments on this report by Friday 15 November 2024.

9. ANNUAL VIRTUAL HEADTEACHER'S REPORT 2023-2024

It was not possible to circulate this report five clear days in advance of the meeting due to the additional clearances processes that were required. The chair agreed to accept this report as urgent because the virtual head teacher is a key part of delivering this service for children in Southwark. The corporate parenting committee needed to be provided with the most current information on delivery of services and outcomes for children in care and care leavers, so that it could hold services accountable for work to improve the lives of our children and young people and direct the ongoing delivery of the corporate parenting strategy.

Timely reporting to the committee contributes to informed deliberations of the committee's work planning for the future municipal year.

Usha Singh, the virtual head presented to the report to committee to identify key highlights and issues.

RESOLVED:

1. That the virtual headteacher's report for Southwark looked after children be noted.
2. That the committee be kept updated on the issue of absenteeism and to receive a report to the next meeting.

10. INDEPENDENT REVIEWING OFFICERS (IRO) ANNUAL REPORT 2023-24

Clare Ryan, service manager presented the report to committee identifying key highlights.

One of the young people present at the meeting relayed her positive experience of independent reviewing officers and the value of receiving the views and support in one place.

RESOLVED:

That the Independent Review Officers (IRO) Annual Report 2023-24 be noted.

11. QUALITY ASSURANCE REPORT ON CHILDREN HOMES

Tendai Murowe, assistant director quality assurance and practice development presented the report to committee.

It was advised that the team are in the process of recruiting young inspectors and will be subject to peer challenge reviews from other local authorities, in addition to the usual frameworks.

Additionally, it was confirmed that Speakerbox will be consulted in the preparation of the guide to be presented to children and young people when at the home.

RESOLVED:

1. That the quality assurance framework for the council's children's homes be noted.
2. That a visit be organised for the members of the committee to the children's home.
3. That the relationship of local councillors with these homes be continued to be developed to foster a close knowledge of the home and children.

12. CORPORATE PARENTING COMMITTEE – WORK PLAN 2024-25

RESOLVED:

1. That the approach and work plan as set out in the report be agreed.
2. That the request to consider employment and housing at its next meeting be noted (chief executive and Councillor John Batteson be invited to attend).
3. That the committee revisit mental health (arising out of the annual report on

health of care leavers considered at the July meeting).

The meeting ended at 4.20pm.

CHAIR:

DATED:

Meeting Name:	Corporate Parenting Committee
Date:	26 February 2025
Report title:	Update on Mental Health Provision for Careleavers
Ward(s) or groups affected:	All
Classification:	Open
Reason for lateness (if applicable)	N/A
From:	Dr. Jenny Taylor, Virtual Mental Health Lead for Looked After Children & Careleavers

RECOMMENDATION

1. That the committee note the range of provisions available to support the mental health of our careleavers and share thoughts regarding how we continue to improve our offer.

BACKGROUND INFORMATION

2. Further to the presentation of the Annual Health Report for Children Looked After to the Corporate Parenting Committee in July 2024, the Committee have requested a further presentation (Appendix A) and workshop be tabled focusing specifically on the mental health provision available to our careleavers.

KEY ISSUES FOR CONSIDERATION

3. There are a range of issues, detailed in the presentation, that impact on both the mental health of our careleavers, and the ease which they can access support in relation to their mental health.
4. What we are currently doing across our community of services to address need is detailed, but the need/provision gap and other access and monitoring issues are highlighted for consideration.

POLICY FRAMEWORK IMPLICATIONS

5. The Annual Health Report for Children Looked After & this further report both reflect national and local policies that aim to improve the health and well-being of Southwark Children Looked After & Careleavers.

COMMUNITY IMPACT STATEMENT

6. Our careleavers are a priority group within our community and improving mental health outcomes for our careleavers is therefore a priority for the council. The presentation aims to reflect the progression of work, key achievements and future plans to continue to highlight and improve mental health needs and outcomes for our careleavers.

EQUALITY (INCLUDING SOCIO-ECONOMIC) IMPACT STATEMENT

7. There is a particular need to ensure that our careleavers, who already face a number of equality challenges, have equity of access to mental health care.

CLIMATE CHANGE IMPLICATIONS

8. No implication for climate change.

RESOURCE IMPLICATIONS

9. There would be resource implications to changing or extending our current provision, but no specific proposals with resource implications are detailed in this presentation.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Southwark Annual Looked After Children and Care Leavers Health report 2023/2024	Southwark ICB	katarzyna.zawadowska@selondonics.nhs.uk

APPENDICES

No.	Title
Appendix A	Presentation: Focussed Report on MH of Careleavers

AUDIT TRAIL

Lead Officer	Alasdair Smith, Director of Children and Families		
Report Author	Dr Jenny Taylor, Head of Clinical Service, Children's and Adults' Services		
Version	Final		
Dated	17 February 2025		
Key Decision?	No		
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER			
Officer Title		Comments Sought	Comments Included
Assistant Chief Executive, Governance and Assurance		No	No
Strategic Director, Resources		No	No
Cabinet Member		Yes	Yes
Date final report sent to Constitutional Team			17 February 2025

Supporting the Mental Health of our Careleavers

Focussed Report for Corporate Parenting committee Feb 25
Dr. Jenny Taylor, VMHL for LAC & Careleavers

Each one of our careleavers is a fantastic, unique member of our Southwark family – and they have all experienced *at least* one change of home and primary carer at a young age



Key issues for our Careleavers

- Likely to have experienced significantly more complex life events than most young people, with less support than most young people, leading to higher numbers being likely to need mental health support
- Negotiating changes in service provision from CAMHS to AMHS, often at the same time as changes in social work provision, where they live, and what they re doing in terms of school/work
- Likely to have the sorts of difficulties that we know AMHS struggles to respond to as well as we'd like
- 55% living outside Southwark, impacting on how easy it is for us to help with accessing services
- 28% being unaccompanied asylum seekers, also negotiating the complexities of country and language change



So what are we doing
to support our young
people in terms of
their mental health?



Monitoring the need/provision gap

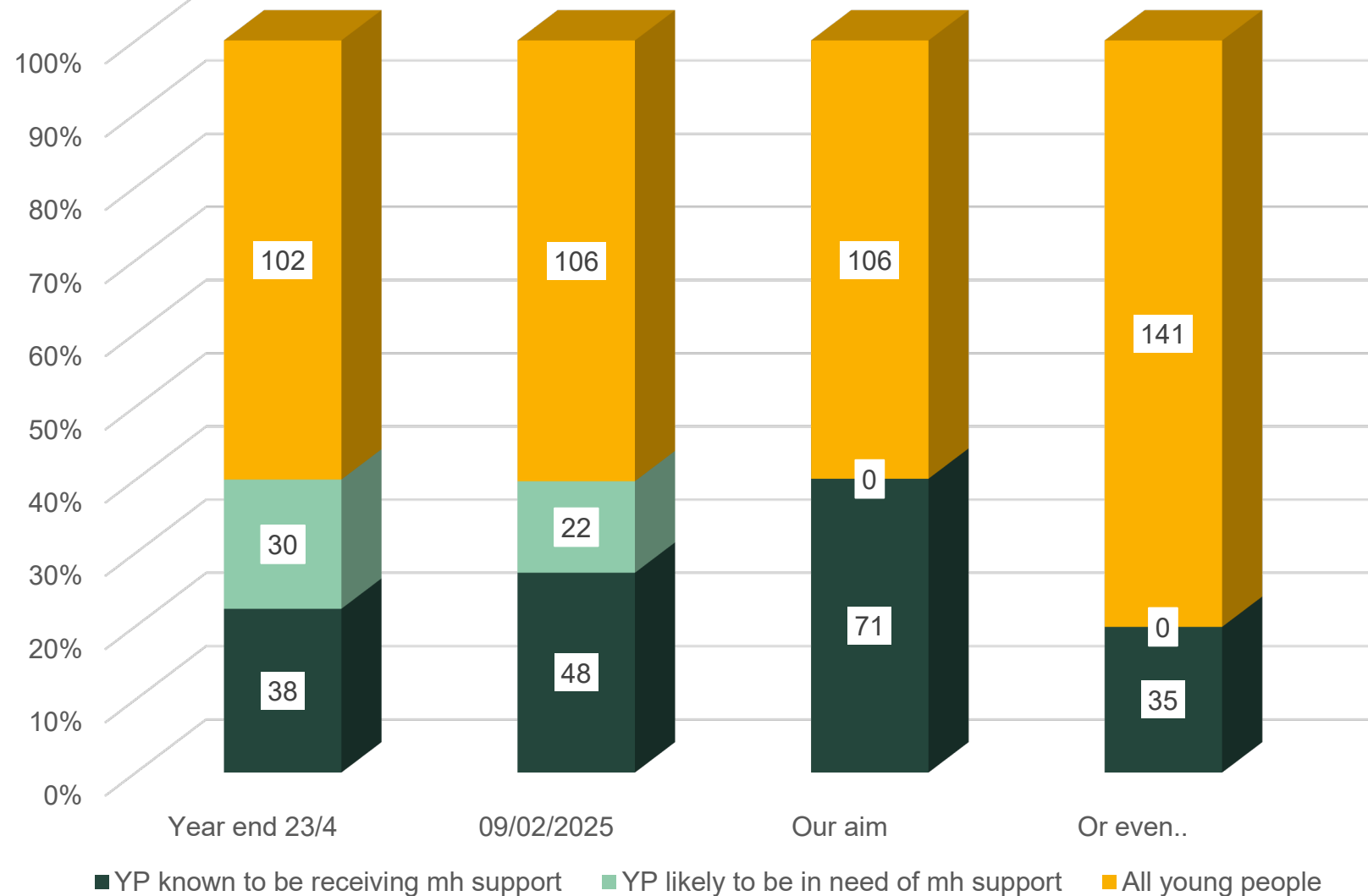
What we're currently doing:

- SDQs not used for over 16s, so projected need based on epidemiological data – 40%
- CANS being brought in in Southwark – will be used up to 18, discussions re options post 18
- Annual health assessments up to age 18
- Monitoring who's accessing services – where we have been involved with accessing the service
- Upward trajectory in terms of access

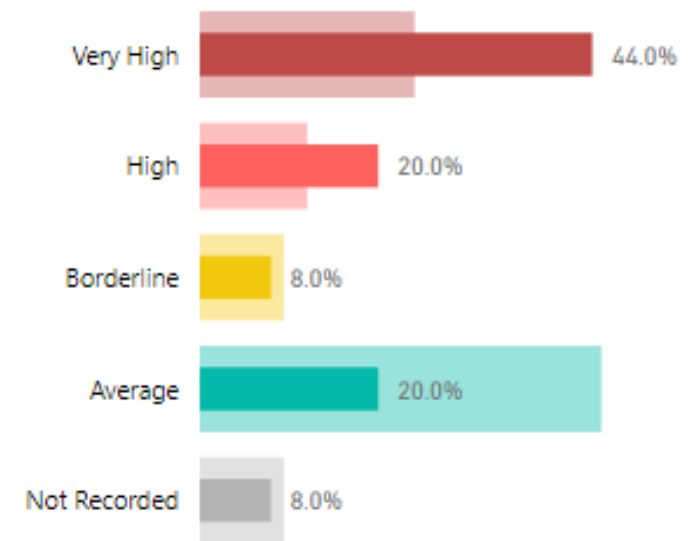
What we'd like to do better / more of:

- Know more about need and access, but this has to be balanced with young people's privacy/autonomy
- Make sure we are meeting needs proportionately for all our young people, focusing on young men and black young people in particular

Access to mental health support for 16-17 year olds



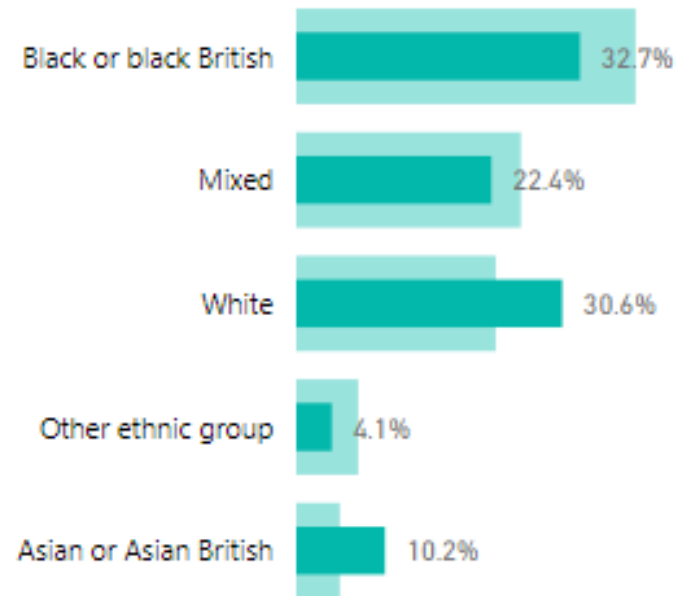
SDQ Score Rating (Where R...



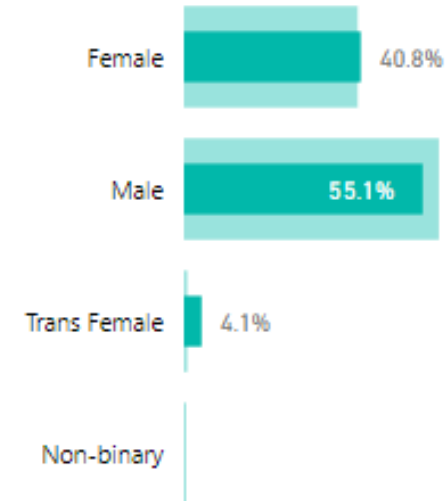
16

Disproportionality screen re access 16-17 year olds

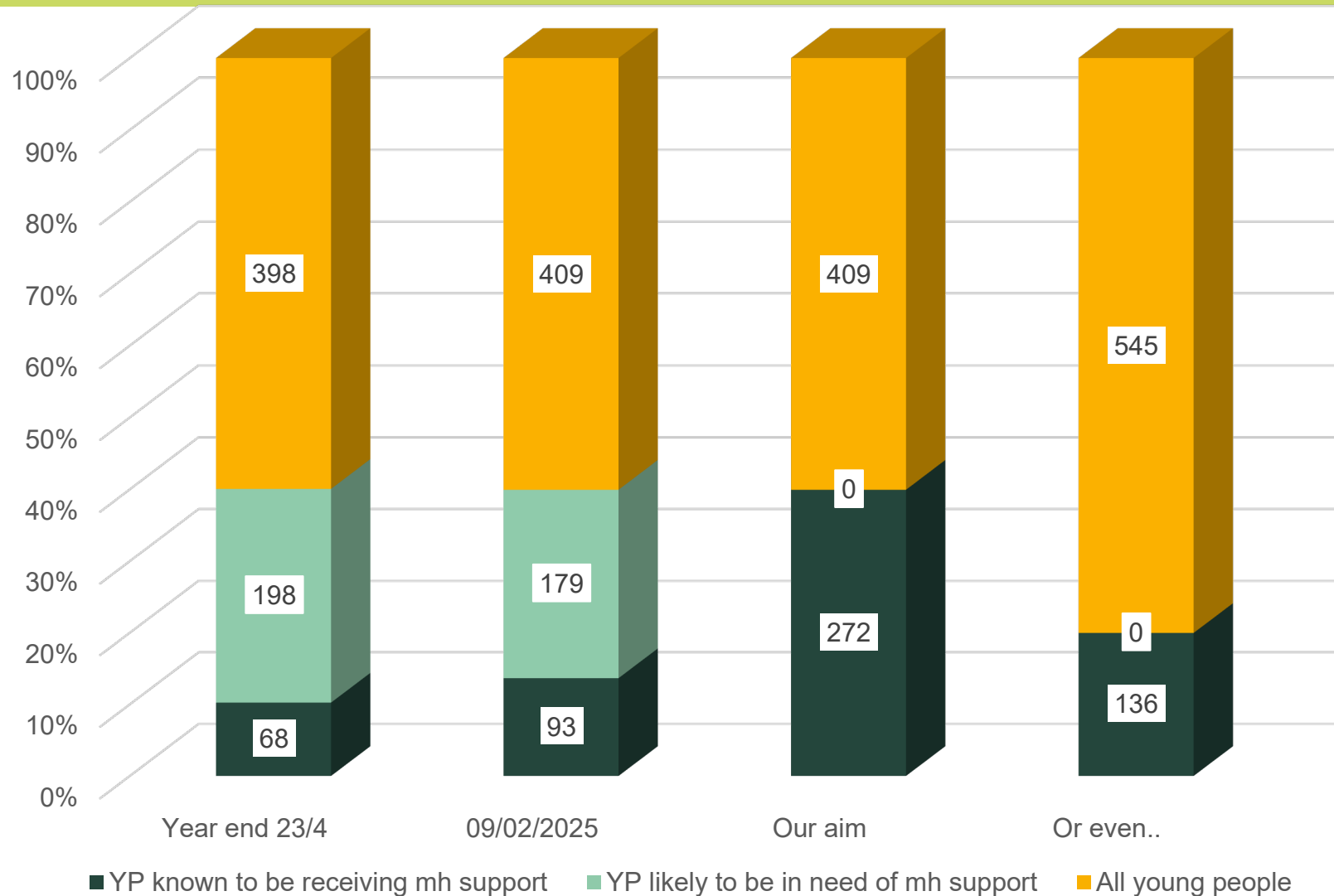
Ethnicity (Drill for DfE Desc...



Gender

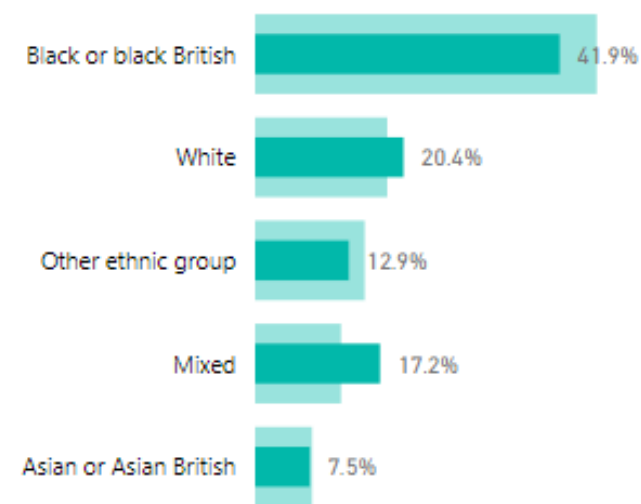


Access to mental health support for 18+

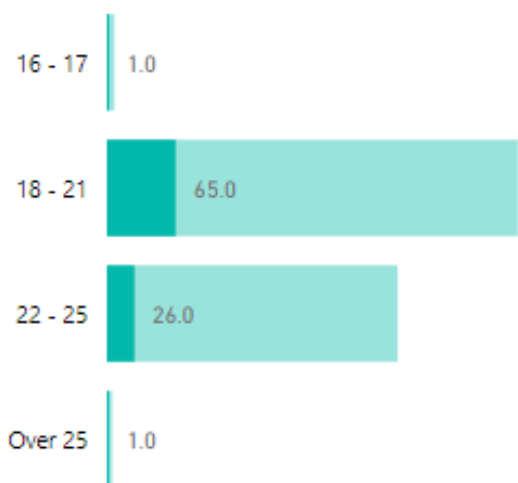


Disproportionality screen re access 18+

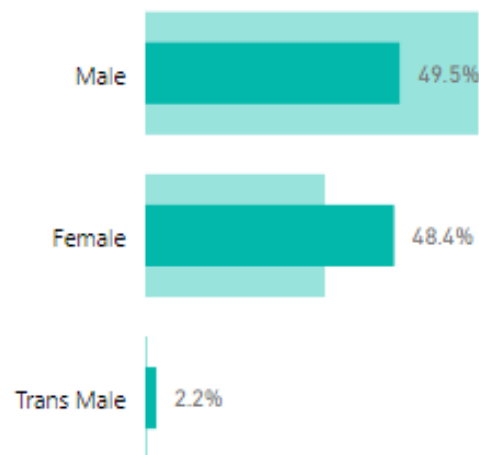
Ethnicity (Drill for DfE Descripti...



Age



Gender



Ensuring our Careleavers' mental health is being thought about as part of all our work

What we're currently doing:

- ***Embedded clinicians in our Careleavers Teams*** to help pick up when young people might need more help, and to support their mental health being thought about in all our work with them e.g. helping the SW/PA understand how distress might be impacting on the young person's interactions with them
- ***Clinicians as part of our NEET, and Complex Needs panels*** to make sure we consider how mental health might be impacting on how easy it is to find work/employment or what sort of placement or support young people need
- ***Providing specialist training to our PAs and Social Workers*** around topics such as trauma-informed practice, active listening
- ***Provide supervisory space to the Children's Rights & Participation Officers and to the IROs*** to support them in delivering excellent services to our young people

What we'd like to do better / more of:

- Have specific ***clinical input to the Access to Resources team***, to help ensure we are finding the right placements and right support for our young people when needed

Making sure neurodivergent young people's particular strengths and needs are recognised

What we're currently doing:

- ***Providing assessments where*** understanding whether they are dealing with an intellectual disability or autism is something they would find helpful or might be helpful for getting them the right support
- Providing flexible expedited autism assessments for 16 & 17 year olds via a joint clinic with GSTT
- Developing a flexible expedited autism assessment pathway for 18+ year old young people
- ***Providing support*** to neurodivergent young people and their carers to better understand their strengths & needs

What we'd like to do better / more of:

- Provide a flexible ***ADHD assessment and support*** pathway
- Consider other ways of ***supporting young people with ASD living independently***, such as groups or peer support

Providing open access / drop-in well-being support

What we're currently doing:

- Commissioning ***The Nest to provide open access support*** for young people up to 25yrs, including Southwark careleavers who are able to travel to The Nest.
- Commissioning ***Kooth*** as a service available to all our young people up to 25 years
- Hosting a ***Nest+ worker 1 day a week at Talfourd*** to see young people by appointment at a more familiar location

What we'd like to do better / more of:

- ***Increase use of existing open access services*** by understanding any current barriers to use
- Provide ***drop-in access for initial conversations about well-being / therapy needs*** at Talfourd (staffed by Nest/Clin Service)
- Re-trial ***phone/whats-app access*** to clinical service practitioners

Improving **access** to more specialist mental health care when needed

What we're currently doing:

- **Our NHS Carelink service** is a specialist service available to our 16 & 17 year olds and often extends to support them in to adult services
- **Hosting the 17-25 multi-agency mental health provision panel with commissioning**, to try to ensure no young people are left behind
- Running a '**Trusted Assessor**' **project** with our Southwark AMHS colleagues
- **Designated Therapist post** to provide flexible outreach specialist mental health provision where we can't access this via AMHS – provision can be online if distance is an issue
- Hosting trainee counsellors/therapists/psychology graduates to **increase capacity and 'grow our own'**

What we'd like to do better / more of:

- ***Improve the functioning of the Trusted Assessor pathway*** and extend it across SLAM and possibly other NHS Trusts
- ***Increase our capacity*** to provide direct work to all our careleavers, wherever they are living
- ***Understand the barriers*** to engaging young people in our services and use that understanding to improve access

Improving the *quality* of the specialist mental health support provided

What we're currently doing:

- We ensure our clinicians are trained in the ***relevant evidence-based approaches***, but are able to tailor what they do to the young person's needs and take a whole person approach working alongside other colleagues and with other family members as needed
- We understand that it can be more difficult for a careleaver to feel confident in a new relationship or to manage regular meetings so our clinicians ***provide work flexibly*** in terms of timings, locations, medium (we make use of online sessions, whatsapp etc)
- We actively work to recruit our own ***clinicians from a diverse range of backgrounds*** to increase what our therapists bring to the table and to decrease the discomfort that can be felt if mental health services seem to be full of people who are different to us
- ***Quality assuring*** work provided by private therapists

What we'd like to do better / more of:

- Have a way of ***monitoring the impact of the mental health support*** our young people are receiving across services

Lifelong Links

What we're currently doing:

- Southwark has a ***Lifelong Links*** team to support young people with re-creating connections - uniquely our Lifelong Links team has an ***embedded clinician*** to support creating those links

What we'd like to do better / more of:

- Early days in the project, will be reviewing over coming months



That's the facts and figures, now it's time to..

- Hear some real stories about what's working well and..
- Hear from young people about what they think we could do better
- Ask us questions!



Meeting Name:	Corporate Parenting Committee
Date:	26 February 2025
Report title:	Virtual Headteacher – Absenteeism update
Ward(s) or groups affected:	All
Classification:	Open
Reason for lateness (if applicable):	N/a
From:	Virtual School Headteacher

RECOMMENDATIONS

1. That the Corporate Parenting Committee note the Virtual Headteacher – Absenteeism update.
2. That the Corporate Parenting Committee feedback any comments on Southwark looked after children's attendance for consideration by the Virtual School Headteacher.

BACKGROUND INFORMATION

3. As the Corporate Parent for Southwark's looked after children, Southwark Council has a responsibility to ensure that the children within our care have the best possible chance of accomplishing high educational achievements.
4. Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific circumstances.
5. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.
[Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working_together_to_improve_school_attendance.pdf)
6. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. [The link between absence and attainment at KS2 and KS4, Explore education statistics](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/123457/The_link_between_absence_and_attainment_at_KS2_and_KS4_Explore_education_statistics.pdf)
7. Legislation covering the exclusion process is explained in guidance produced by the Department for Education,
[Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123458/Suspension_and_permanent_exclusion_guidance_August_2024.pdf)
[Working together to improve school attendance](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working_together_to_improve_school_attendance.pdf)

8. The role of the Virtual School Headteacher in relation to permanent exclusion of looked after and previously looked after children is further outlined in the guidance.
[Promoting the education of looked-after children and previously looked-after children](#)

9. Other relevant DfE communications have included '[Letter to school leaders on mild illness and school attendance](#)' and '[A guide for parents on school behaviour and exclusion](#)'.

School attendance concerns are not just related to persistent absentees. There are at times less obvious patterns can easily go unnoticed. Sudden absences, for example, may well be due to illness, or a bereavement in the family, but they could also be more concerning reasons, particularly if they are unexplained.

10. In the vast majority of cases, sudden absences are explained when the child returns to school, but the Virtual School is vigilant of unexplained patterns and follows up when these patterns occur.
11. This report covers the last academic years (2023-24) and the Autumn term 2024.

KEY ISSUES FOR CONSIDERATION

Attendance of looked after children in Southwark

12. Attendance has remained a key priority for the Virtual School and Social Care and we continue to work in partnership to drive forward improvement in this area with targeted casework, data analysis, early intervention and regular multi-agency panels to agree priority actions. These include:
 - Attendance Panel – bi-weekly
 - Children Missing Education Panel – weekly.
 - Children not attending their named school – weekly.
 - SEN Children awaiting school placements – weekly.
 - The Virtual School is working closely with the council's Education Inclusion Team. This has included regular meetings about monitoring school attendance.
13. The Virtual School commissions an external attendance monitoring service that provide daily information. This includes daily phone calls for live up to date details of the reasons for absences. Each day attendance information is collected and shared with the Virtual School. The Virtual School monitors attendance patterns, suspensions, permanent exclusions and queries from missed attendance, this is forwarded to Social Workers and Education Advisors for follow up.
14. Virtual School Project Officers contact schools directly when we spot that the attendance codes they are using do not match the feedback from Education Advisors and Social Workers.
15. The Virtual School response to persistent absenteeism includes:

- **Transition funding** is offered to school where in year admissions take place to ensure attendance is supported and the education placement works.
- **We advocate for children** when there are suspensions and risk of permanent exclusion and find solutions with schools.
- **We secure education at the point of a placement change** as quickly as we possibly can, in order to offer stability of Care placements.
- **We hold a monthly attendance panel** with Social Workers present. The Education Advisors and Social Workers hold impressive knowledge of reasons for absence but also suggested approaches to improve attendance.
- **We offer** Education Psychology, Speech and language, mentors and coaches which is funded through the Virtual School Pupil Premium Plus.
- **We trigger statutory assessments for SEN** when we can spot signs that this can improve engagement and in return attendance.
- For year 11 children who are avoiding school (EBSA), **we plan ahead with Information Advice and Guidance (IAG)** so we can work towards successful transition and good attendance at Key Stage 5. We secure exam centres and work toward children sitting their exams.
- **We ensure the school is aware** of Care status, early years trauma and that school is attachment aware.
- **We offer strategy meetings** with the wider multi-agency network and involve the support of Foster Carers.

Attendance of Southwark's children continuously looked after for at least 12 months

16. This definition 12 months is used in looked after children returns because this is considered an appropriate length of time to gauge the possible association of being looked after on progress. Evidence suggests that children who are in Care for a continuous period of 12 months and more traditionally perform better than children new to Care.

- When benchmarked against London and statistical neighbours in terms of percentage persistent absence, Southwark's current performance for this group of looked after children is at 20% compared to 23.7% and 23.4% respectively.
- When benchmarked against England, Southwark's current performance for this group of looked after children is in line with England at 20%.

Table 1. Looked after children with attendance below 90% in Care for 12 months plus		
	Persistent absence %	Difference
England 2023-24	20%	0
London 2023-24	23.7%	3.7
Stat Neighbours 2023-24	23.4%	3.4
Southwark 31/12/2024	20%	

17. Southwark published figures for the 2023-24 academic year was 27% and the current 20% figures for persistent absence demonstrates a current trend in children attending school more regularly over the first term this academic year. The Virtual school will continue to apply measures in response to the rate of persistent absence with the aim to continue with a reduce instances of absence.

Attendance of all Southwark looked after children

18. Comparative data shows persistent absence rate over 2023-2024 and the current academic year to date. Looked after children persistent absence rate is currently recorded at 28% (57). Persistent absence at the same time in the 2023-2024 academic year was 29% (68).

Table 2: Persistent Absentees by Month					
2023 - 2024			2024 - 2025		
Month	Students	%	Month	Students	%
Sep-23	56	25%	Sep-24	45	22%
Oct-23	73	25%	Oct-24	56	27%
Nov-23	68	29%	Nov-24	46	23%
Dec-23	68	29%	Dec-24	57	28%
Jan-24	64	27%	Jan-25	tbc	tbc
Feb-24	65	27%	Feb-25	tbc	tbc
Mar-24	67	28%	Mar-25	tbc	tbc
Apr-24	52	21%	Apr-25	tbc	tbc
May-24	72	28%	May-25	tbc	tbc
Jun-24	60	24%	Jun-25	tbc	tbc
Jul-24	45	19%	Jul-25	tbc	tbc

Source: Welfare call analytics – PA Trends

19. Persistent and severe absentees are recorded as 44% (25) female and 56% (32) male.

Table 3: Persistent Absence by Gender				
Gender	2023-2024		2024-2025	
Female	26	37%	25	44%
Male	44	63%	32	56%

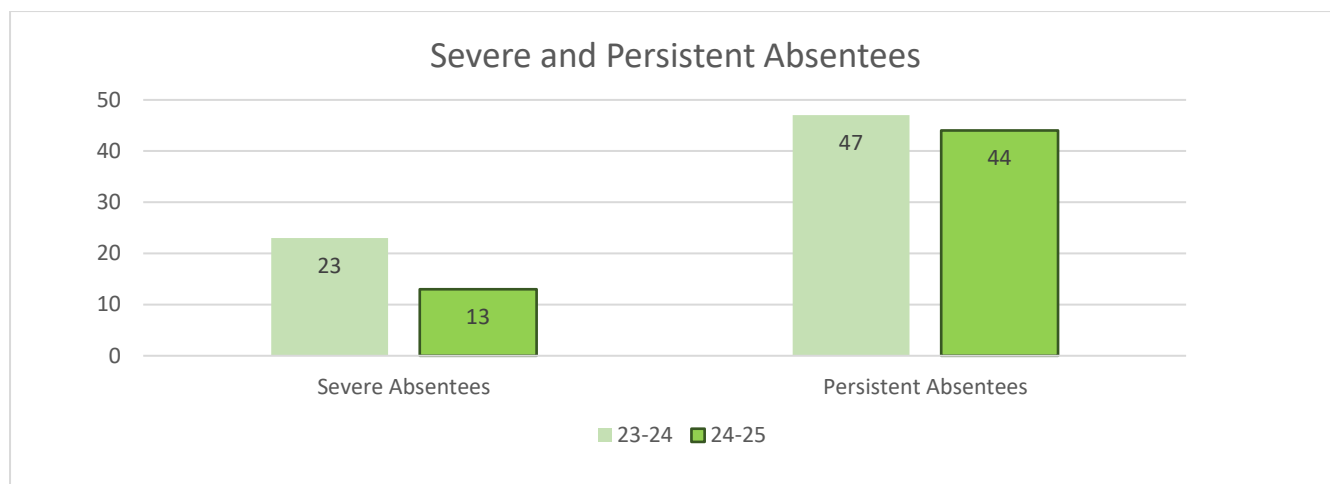
20. Children with Special Education Needs (SEN) appear to be overrepresented on the list of persistent absentees when compared to the whole statutory age cohort of looked after children. This may point to the identification of SEN is a key indicator of a child's engagement. Virtual School Education Advisors and Social Workers are looking into each instance and pursuing SEN assessments and Annual Reviews where these may be required.

Table 4: SEND profile of the Persistent Absentee Cohort				
SEN Type	2021-2022	2022-2023	2023-2024	2024-2025
EHCP	18	21 (34%)	26 (37%)	23 (40%)
SEN Support	4	6 (10%)	18 (26%)	15 (26%)
No SEN	37	35 (56%)	26 (37%)	19 (33%)
Total	22	62 (100%)	70 (100%)	57 (100)

21. Attendance in the persistent absentee cohort shows that absence predominantly occurs in the 80%-89% range. A Virtual School deep dive found that this occurs when a child may be late after registration, days of illness, suspensions and instances of schools using different codes when children are educated off-site or reduced timetables. We are looking at each instance and work is under way to correct this occurrence.

Table 5: Attendance in the Persistent Absentee Cohort by percentage of absence				
Percentage %	2021-2022	2022-2023	2023-2024	2024-2025
0% - Includes children who recently came into Care and no school place	3	11	3	8
1% - 29%	8	5	9	4
30% - 49%	3	2	11	1
50% - 59%	16	4	10	3
60% - 69%	7	8	6	9
70% - 79%	8	8	7	6
80% - 89%	14	24	24	26

22. Pupils who have missed more than 10% of school sessions are considered persistently absent, while children who have missed more than 50% of school sessions are referred to as severely absent. The graph below shows these rates over the last academic year and the autumn term in the current academic year.



23. Ethnicity of children who are persistent absentees. The ethnicity group with the highest rate of persistent absence in the academic year 2023-2024 were recorded as Mixed/Multiple ethnic groups/White and Black Caribbean (19%). The ethnicity group with the highest rate of persistently absent children in the current academic is recorded as White/British (19%).

Table 6: Southwark Persistent Absence - Ethnicity				
Ethnicity	2023-2024		2024-2025	
Asian/Asian British/Any other Asian Background	2	4%	1	2%
Asian/Asian British/Bangladeshi	1	1%	0	0%
Black/Black British /African	4	6%	10	18%
Black/Black British/Any other Black background	7	10%	8	14%
Black/Black British/Caribbean	6	9%	8	14%
Mixed/Multiple ethnic groups/Any other Mixed background	12	17%	6	11%
Mixed/Multiple ethnic groups/White and Black African	2	3%	1	2%
Mixed/Multiple ethnic groups/White and Black Caribbean	13	19%	8	14%
Other Ethnic Groups/Any other ethnic group	5	7%	3	5%
White / British	12	17%	11	19%
White/Any other White Background	2	3%	1	2%
Not Stated/Information not yet obtained - not refused	3	4%	0	0%
Mixed/Multiple ethnic groups/White and Asian	0	0%	0	0%

Total	70	100%	57	100%
--------------	----	------	----	------

24. Actual attendance in the persistent absentee cohort by Year Group indicates that children in Key Stage 4 are overrepresented with 32 (56%) children recorded as persistent absentees:
- Absence in this group is largely due to Emotionally Based School Avoidance (EBSA) and SEN sufficiency issues, which is a current concern across many Local Authorities. Intensive work is taking place to turn this around and improve access to education for this groups.
 - 9 children in KS4 had a change of Care placement.
 - All children in this group were offered additional tuition and exceptionally funded tuition to work towards the exam. Exam centres are arranged accordingly so children can sit exams.
25. Actual attendance in the persistent absentee cohort also shows an increase in children primary school age. 5 children in this group were new to Care.
26. There are 4 Unaccompanied Asylums Seeking Children (UASC) appearing in the group of persistent absentees. These absences relate to securing suitable education and reduced English for Speakers of Other Languages (ESOL) courses that are available. Efforts to secure the best education option for ESOL can lead to delays. Interim education is in place while education provision is sought.
27. The cohort numbers for Years R to Year 6 shows an increase in the Autumn term of this year. Early spring term 2025 data now shows that of the 15 children:
- 1 has now ceased care
 - 7 children have improved attendance, and they are no longer reporting as persistent absentees. leaving the current number of persistent absentees at 7 of those 15
 - It is predicted that by the end of the year the number for this cohort of children will decrease as the trend already demonstrates this.

Table 7: Attendance in the Persistent Absentee Cohort by year Group				
Curriculum Year	2021-2022	2022-2023	2023-2024	2024-2025
Year R to Year 6	11	8	6	15
Year 7	2	2	2	4
Year 8	5	3	2	2
Year 9	7	9	10	4

Year 10	15	12	19	12
Year 11	19	28	31	20
Total	59	62	70	57

28. Reasons for absence in the group of persistent absentees show that a contributor to missing school episodes is linked with change of Care placements. The Virtual School and Care team managers have put systems in place to ensure that education forms part of the earliest discussions when a change of Care placement is being considered. This has had considerable impact in ensuring education is secured as the placement change occurs.
29. Instances where children are suspended or where behaviour contributes to absence and engagement concerns are addressed on a child-by-child basis and support is put in place according to the needs identified.
30. There were 24 children had a change of Care placement during the Autumn term.
31. With regards to the authorised/unauthorised absences:
- 14 Children had only unauthorised absences
 - 22 Children had only authorised absences
 - 21 Children had a mix of both.

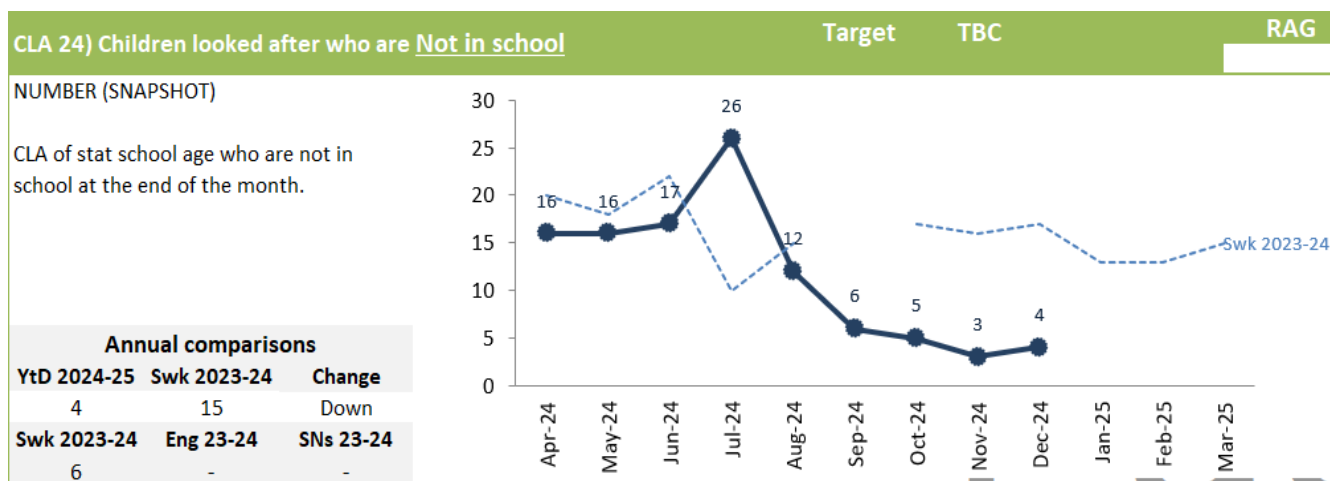
Table 8: Southwark Absence reasons PA cohort – Reasons

Year	2021-2022		2022-2023		2023-2024		2024-2025	
Medical	0	0%	5	8%	1	1%	3	5%
Emotionally based School Avoidance	0	0%	7	0%	0	0%	0	0%
Change of Care placement	32	54%	39	62%	59	87%	24	42%
New to Care	9	15%	8	13%	0	0%	0	0%
UASC	3	5%	1	2%	0	0%	0	0%
Suspensions (Authorised)	9	15%	3	5%	3	4%	0	0%
Authorised Absence	0	0%	14	23%	22	31%	19	33%
Illness	0	0%	7	11%	8	11%	5	9%
Lates	0	0%	4	6%	0	0%	10	18%

Unauthorised Absence	0	0%	12	19%	28	40%	13	22%
Complex case	0	0%	0	0%	0	0%	1	2%
Family Holiday (not agreed)	0	0%	0	0%	2	3%	1	2%
Reduced timetable	0	0%	0	0%	1	1%	5	9%

Children with No School Place

32. Children missing education are defined by the Department for Education as 'children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school' (Children Missing Education: guidance for local authorities'.
33. Southwark Virtual School strives to ensure that looked after children are in education. Schools are the safest place for children to be and through partnership work with key professions, instances where children are out of education are addressed swiftly to ensure that education placements are secured without delay.
34. The graph below plots the number of children with no school place recorded from April 1924 to December 1924. 26 children had no school place in July 2024. In the last term Southwark Virtual School and Care colleagues have brought this number down to 4.



35. There are currently 4 children not in a school place. All have full time education offers.

Table 9: Southwark children currently not in a school place	
Child:	Reason
Child 1 – EHCP NCY 9	A school has recently been named on the EHCP and school placement is imminent. Full time education is in place.

Child 2 – No SEN NCY 10	Recently came into Care with no school place. Permanence is being established. Full time education is in place.
Child 3 – EHCP NCY 11	Currently recovering from a medical episode and period of hospitalisation. Full time tuition is in place.
Child 4 – No SEN NCY 11 (UASC)	Enrolment for college ESOL course has been completed. A start date is imminent. Full time education is in place.

36. Some reasons children or young people may be missing education:

Table 10: Reason a child may have no School Place during an academic year	
Reason a child may have no school place	What we do in response
A significant contributing factor delaying school placement is SEN sufficiency across the country.	Southwark Virtual School and Care colleagues work with SEN teams and Local authorities to address this.
The child/young person may be new into Care and due to where the child/young person is placed, they are not able to attend their existing school. Proximity of new placement means the child cannot attend their existing school.	Southwark Virtual School liaises with the named school to provide outreach education until a new school place is secured. Southwark Virtual School supplement education with commissioned tuition and will work with Care colleagues and Local Authority admissions teams to secure a new school place. Southwark Virtual School will work with School Admissions teams to ensure that applications are made to 'Outstanding' or 'Good' schools close to the new Care placement.
The child moves Care placement as an emergency.	
Prior to coming into Care, the child was electively home educated.	
The child may leave secure or residential Care which had education on site and now requires a school place in a new placement setting.	Southwark Virtual School will work closely with Care colleagues, Youth Justice Service Colleagues, SEN colleagues and/or School Admissions teams to secure a school place that is appropriate to the needs of the child. Full time education is made available on an interim basis.

The child/young person may be excluded and new education provision is being arranged.	Southwark Virtual School will advocate for children to avoid permanent exclusions. This will include exploring alternatives to permanent exclusion with school leadership and Social Care. In cases where permanent exclusion is final, the Virtual School will work collaboratively with SEN colleagues, Alternative Provision teams and Social Care colleagues to secure a new school place as soon as possible. Full time education will be put in place in the interim.
The child/young person may be placed in an area which lacks alternative provision options and mainstream may not be suitable.	Virtual School will explore a new Local Authorities Local Offer and liaise with admissions teams in the area to secure an understanding of the range of options. liaise with Care and SEN colleagues to ensure new schools are consulted with. Full time will be put in place in the interim.

Children at Risk of Missing Education

37. Southwark Virtual School also monitors looked after children considered at risk of missing education as part of the weekly CME panel. Children are at risk of missing education if:

- There is a change of Care placement in the near future
- The child is at risk of a permanent exclusion or there are concerns around engagement
- The child has an EHCP and there is a delay in the SEN consultation process.

Children Not attending their Named School

38. Southwark Virtual School also monitors looked after children who have a named school but are attending a different provision. Reasons for this and action taken are set out in Table 11 below:

Table 11: Reason a child may not be Attending their named School	
Reason	Possible impact and what we do in response
A child may be on a managed move to a different school with an aim to improve behaviour	Southwark Virtual School will offer additional support to the school to avoid a managed move. When a managed move is unavoidable, we work with both schools to ensure that the managed move is successful in the instances. Transition support is offered to mid-year admissions arrangements.

A child is directed off-site by the Headteacher of their named school	Southwark Virtual School and will work with schools when a headteacher takes a decision to direct a looked after child off-site. We negotiate all options and where a direction off-site is presented option, we ensure that the child is directed off-site to provision on a dual registered basis. This is a statutory requirement and a significant protective measure for looked after children
Emotionally Based School avoidance	Child avoids attending an education provision EBSA. Information advice and guidance is offered, and a child's view is sought to look at alternative options for education that could secure attendance.
Suspension and Permanent exclusion	Addressed on a child-by-child basis with the school and identified support is put in place.
Hospitalisation	Hospital education is secured, and a school place is either reinstated or secured after discharge.
Change of Care placement	A school place is secured once permanence is established.

Suspension/Permanent exclusion Data

39. In the current academic year, there has been no permanent exclusions to date. There have been 3 instances where a school reported an intention to exclude and Virtual School officers and Social Care have been able to negotiate support or secure an alternative placement.
40. Southwark Virtual School recorded one **permanent exclusion last year.**
- One student in NCY 10 was excluded for possession of a prohibited item. A new school was sourced for the student with bespoke package of support in place, including transition support. The current attendance of this child is 69% and The Virtual School is working collaboratively with the child's professional network to improve attendance and promote successful transition back into school.
41. The table below shows comparative data over a 5 year period for the suspension and permanent exclusion of Southwark looked after children.

Table 12: Suspension and Permanent exclusion Data					
Cohort	2017/18	2018/19	2022/23	2023/24	2024/25
Virtual School Roll - School Age	341	328	267	257	218
Children subject to Suspensions	63(18%)	51 (16%)	37 (14%)	43 (17%)	16 (7%)

Number of Suspensions	145	108	82	101	25
Number of Permanent exclusions	1	2	0	1	0

42. The Virtual School is committed to promoting a trauma-informed approach in all our schools to support the inclusion and educational progress of children who have experienced Adverse Childhood Experiences (ACEs). Trauma-informed relational practice:

- Creates environments in which all staff can more successfully respond to the needs of disadvantaged and vulnerable learners.
- Has been proven to reduce suspensions and permanent exclusions which disproportionately affect children who are disadvantaged.
- Provides positive incentives for children to attend school as it promotes belonging and listening to the child's voice by emotionally available adults.
- Improves pupil outcomes in relation to engagement with learning.

43. The table below relates to the reasons for permanent exclusions of Southwark looked after children. In some instances, suspensions were requested by Southwark Virtual School, as the Virtual School was challenging the practice of 'informally' excluding young people.

44. Where there were instances of possible permanent exclusion, suspensions or a short direction off site were suggested as other possible sanctions.

Table 13: Southwark CLA Suspensions - Reasons						
Reasons	2022-2023		2023-2024		2024-2025	
Drug/Alcohol Related	2	2%	2	2%	1	4%
Aggressive Behaviour	0	0%	0%	0%	0	0%
Bullying	1	1%	0	0%	0	0%
Damage	1	1%	2	2%	0	0%
Disruptive Behaviour	0	0%	0	0%	7	28%
Persistent Disruptive Behaviour	26	32%	29	28%	0	0%
Drug and Alcohol Related	0	0%	0	0%	0	0%
Non - Cooperation with staff	0	0%	0	0%	0	0%
Physical aggression towards staff & pupils	0	0%	0	0%	0	0%
Physical Assault - Pupil	9	11%	16	16%	3	12%
Physical Assault Against an Adult (Staff)	1	1%	10	10%	4	16%
Racist Abuse	1	1%	1	1%	0	0%
Theft	2	2%	3	3%	0	0%
Truancy	0	0%	0	0%	0	0%

Unacceptable Behaviour	0	0%	0	0%	0	0%
Verbal Abuse/Threatening Behaviour Adult	2	2%	16	16%	5	20%
Verbal Abuse/Threatening Behaviour Pupil	5	6%	4	4%	0	0%
Other	24	29%	18	18%	4	16%
Abuse against sexual orientation and gender identity	2	2%	0	0%	0	0%
Inappropriate use of social media or online technology	1	1%	0	0%	0	0%
Use or threat of use of an offensive weapon or prohibited item	2	2%	0	0%	1	4%
School Yet to Clarify	2	2%	0	0%	0	0%
Sexual Misconduct	1	1%	0	0%	0	0%
Total	82	100%	101	100%	25	100%

Policy framework implications

45. The Borough Plan has a commitment to 'give young people the best opportunities in life'. The Virtual School report demonstrates working with and for children and across a multitude of stakeholders and professionals to achieve this commitment.

Community, equalities (including socio-economic) and health impacts

Community impact statement

46. This education of looked after children is an important aspect of their care, and the work described in the report is expected to make an impact on the future life chances and opportunities for this part of the community.
47. The decision to note this report has been judged to have no or a very small impact on local people and communities.

Equalities (including socio-economic) impact statement

48. This report encompasses educational services provided to all children and young people in care of LB Southwark and includes details of the ethnic breakdown of this cohort as well as their Special Educational Needs.
49. The council is committed to providing fair and just services, addressing inequality. The provision of good and effective education services to looked after children is an important way that the council and its partners demonstrate commitment to eliminate discrimination, advance equality of opportunity, and foster good relations between different people.

Health impact statement

50. This paper considers the education of children and young people in care of LB Southwark. Good education outcomes are closely correlated with positive health and well-being.

Climate change implications

51. There are no overt implications regarding climate change

Resource implications

52. There are no resource implications of this report, which is provided for information.

Legal implications

53. There are no additional legal implications at this time.

Financial implications

54. This paper is for information only. There are no financial implications attached.

Consultation

55. The annual report includes case studies which aim to reflect the direct experiences of children and young people in care of LB Southwark

SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

Assistant Chief Executive – Governance and Assurance

56. A concurrent was not applicable for this report.

Strategic Director of Resources

57. A concurrent was not applicable for this report.

Other officers

58. None.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Equalities Act 2010	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link: https://www.legislation.gov.uk/ukpga/2010/15/contents		
Council Assembly, 25 November 2020 – Item 6.1 – Appendix A Refresh of the Council Plan: Borough Plan	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link: https://moderngov.southwark.gov.uk/documents/s92006/Appendix%20A%20Southwar%20Borough%20Plan%202020.pdf		
Department of Education: SEND	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link: https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities		
The Health Inequalities Framework 2020	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link: https://moderngov.southwark.gov.uk/documents/s90726/Appendix%201.pdf		
Climate Change Strategy	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link:		

Background Papers	Held At	Contact
https://www.southwark.gov.uk/environment/climate-emergency/reaching-net-zero/our-plan-for-net-zero		
Southwark Stands Together	Education Directorate, Children and Adult Services, 4 th floor, 160 Tooley Street, SE1 2QH	Usha Singh 020 7525 54076 07548712129
Link: https://www.southwark.gov.uk/engagement-and-consultations/southwark-stands-together		

APPENDICES

No.	Title

AUDIT TRAIL

Lead Officer	David Quirke-Thornton, Strategic Director of Children and Adult Services		
Report Author	Usha Singh, Virtual School Headteacher		
Version	Final		
Dated	17 February 2025		
Key Decision?	No		
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER			
Officer Title		Comments sought	Comments included
Assistant Chief Executive – Governance and Assurance		No	No
Strategic Director of Finance and Governance		No	No
Cabinet Member		No	No
Date final report sent to Constitutional Team			17 February 2025

Attendance, Children Missing Education and Exclusion report

Contents

Attendance, Children Missing Education and Exclusion report.....	1
RECOMMENDATION	3
BACKGROUND INFORMATION.....	3
Attendance of looked after children in Southwark	4
Attendance of Southwark's children continuously looked after for at least 12 months	5
Attendance of all Southwark looked after children	6
Children with No School Place	11
Children at Risk of Missing Education.....	13
Children Not attending their Named School	13
Suspension/Exclusion Data	14

RECOMMENDATION

1. That the Corporate Parenting Committee notes this report from Southwark Virtual School in response to the request for an overview of the work, including data in relation to attendance, suspensions and exclusions of Children in Care of London Borough of Southwark.

BACKGROUND INFORMATION

2. Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific circumstances.
3. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.
[Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/Working_together_to_improve_school_attendance.pdf)
4. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. [The link between absence and attainment at KS2 and KS4, Explore education statistics](https://education-statistics.blog.gov.uk/2024/08/01/the-link-between-absence-and-attainment-at-ks2-and-ks4/)
5. Legislation covering the exclusion process is explained in guidance produced by the Department for Education,
[Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/Suspension_and_permanent_exclusion_guidance_August_2024.pdf)
[Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/Working_together_to_improve_school_attendance.pdf)
6. The role of the Virtual School Headteacher in relation to exclusion of looked after and previously looked after children is further outlined in the guidance.
[Promoting the education of looked-after children and previously looked-after children](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)
7. Communications to schools from the DfE.
[Letter to school leaders on mild illness and school attendance](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/Letter_to_school_leaders_on_mild_illness_and_school_attendance.pdf)
[A guide for parents on school behaviour and exclusion](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/A_guide_for_parents_on_school_behaviour_and_exclusion.pdf)
8. **Not just persistent absentees:**
 - There are at times less obvious patterns can easily go unnoticed. Sudden absences, for example, may well be due to illness, or a bereavement in the family, but they could also be more concerning reasons, particularly if they are unexplained.
 - In the vast majority of cases, sudden absences are explained when the child returns to school, but the Virtual School is vigilant of unexplained patterns.

Attendance of looked after children in Southwark

9. Attendance has remained a key priority for the Virtual School and Social Care and we continue to work in partnership to drive forward improvement in this area with targeted casework, data analysis, early intervention and regular multi-agency panels to agree priority actions.
 - **Attendance Panel** – bi-weekly
 - **Children Missing Education Panel** – weekly.
 - **Children not attending their named school** – weekly.
 - **SEN Children awaiting school placements** – weekly.
 - The Virtual School is working closely with the **council's Education Inclusion Team**. This has included regular meetings about monitoring school attendance.
10. The Virtual School commissions an external attendance monitoring service that provide daily information. This includes daily phone calls for live up to date details of the reasons for absences. Each day attendance information is collected and shared with the Virtual School. The Virtual School monitors attendance patterns, suspensions, exclusions and queries from missed attendance, this is forwarded to Social Workers and Education Advisors for follow up.
11. Virtual School Project Officers contact schools directly when we spot that the attendance codes they are using do not match the feedback from Education Advisors and Social Workers.
12. How we respond to persistent absenteeism:
 - **Transition funding** is offered to school where in year admissions take place to ensure attendance is supported and the education placement works.
 - **We advocate for children** when there are suspensions and risk of exclusion and find solutions with schools.
 - **We secure education at the point of a placement change** as quickly as we possibly can, in order to offer stability of Care placements.
 - **We hold a monthly attendance panel** with Social Workers present. The Education Advisors and Social Workers hold impressive knowledge of reasons for absence but also suggested approaches to improve attendance.
 - **We offer** Education Psychology, Speech and language, mentors and coaches which is funded through the Virtual School Pupil Premium Plus.
 - **We trigger statutory assessments for SEN** when we can spot signs that this can improve engagement and in return attendance.
 - For year 11 children who are refusing school, **we plan ahead with Information Advice and Guidance (IAG)** so we can work towards successful transition and good attendance at Key Stage 5. We secure exam centres and work toward children sitting their exams.
 - **We ensure the school is aware** of Care status, early years trauma and that school is attachment aware.
 - **We offer strategy meetings** with the wider multi-agency network and involve the support of Foster Carers.

Attendance of Southwark's children continuously looked after for at least 12 months

13. This definition 12 months is used in looked after children returns because this is considered an appropriate length of time to gauge the possible association of being looked after on progress. Evidence suggests that children who are in Care for a continuous period of 12 months and more traditionally perform better than children new to Care.
14. The table below shows the persistent absentee rate of Southwark's children continuously looked after for at least 12 months.
- When benchmarked against London and statistical neighbours in terms of percentage persistent absence, Southwark's current performance for this group of looked after children is at 20% compared to 23.7% and 23.4% respectively.
 - When benchmarked against England, Southwark's current performance for this group of looked after children is in line with England at 20%.

Percentage looked after children with attendance below 90% in Care for 12 months plus		
	Persistent absence percentage	Difference
England 2023-24	20%	0
London 2023-24	23.7%	3.7
Stat Neighbours 2023-24	23.4%	3.4
Southwark 31/12/2024	20%	

15. Southwark published figures for the 2023-24 academic year was 27% and the current 20% figures for persistent absence demonstrates a current trend in children attending school more regularly over the first term this academic year.
16. The Virtual school will continue to apply measures in response to the rate of persistent absence with the aim to continue with a reduce instances of absence.

Attendance of all Southwark looked after children

17. Comparative data shows persistent absence rate over the 2023-2024 and the current academic year to date. Looked after children persistent absence rate is currently recorded at **28% (57)** to date. Persistent absence at the same time in the 2023-2024 academic year was 29%(68).

Table 1: Persistent Absentees by Month					
2023 - 2024			2024 - 2025		
Month	Students	%	Month	Students	%
Sep-23	56	25%	Sep-24	45	22%
Oct-23	73	25%	Oct-24	56	27%
Nov-23	68	29%	Nov-24	46	23%
Dec-23	68	29%	Dec-24	57	28%
Jan-24	64	27%	Jan-25	tbc	tbc
Feb-24	65	27%	Feb-25	tbc	tbc
Mar-24	67	28%	Mar-25	tbc	tbc
Apr-24	52	21%	Apr-25	tbc	tbc
May-24	72	28%	May-25	tbc	tbc
Jun-24	60	24%	Jun-25	tbc	tbc
Jul-24	45	19%	Jul-25	tbc	tbc

Source: Welfare call analytics – PA Trends

18. Southwark persistent and severe absentees are recorded as 44% (25) female and 56% (32) male.

Table 2: Persistent Absence by Gender				
Gender	2023-2024		2024-2025	
Female	26	37%	25	44%
Male	44	63%	32	56%

19. Children with Special Education Needs (SEN) appear to be overrepresented on the list of persistent absentees when compared to the whole statutory age cohort of looked after children. This may point to the identification of SEN is a key indicator of a child's engagement. Virtual School Education Advisors and Social Workers are looking into each instance and pursuing SEN assessments and Annual Reviews where these may be required.

Table 3: SEND profile of the Persistent Absentee Cohort

SEN Type	2021-2022	2022-2023	2023-2024	2024-2025
EHCP	18	21	26	23
SEN Support	4	6	18	15
No SEN	37	35	26	19
Total	22	62	70	57

20. Attendance in the persistent absentee cohort shows that absence predominantly occurs in the 80%-89% range. A Virtual School deep dive found that this occurs when a child may be late after registration, days of illness, suspensions and instances of schools using different codes when children are educated off-site or reduced timetables. We are looking at each instance and work is under way to correct this occurrence.

Table 4: Attendance in the Persistent Absentee Cohort by percentage of absence

Percentage %	2021-2022	2022-2023	2023-2024	2024-2025
0% - attendance Includes children who recently came into Care and no school place	3	11	3	8
1% - 29%	8	5	9	4
30% - 49%	3	2	11	1
50% - 59%	16	4	10	3
60% - 69%	7	8	6	9
70% - 79%	8	8	7	6
80% - 89%	14	24	24	26

21. Ethnicity of children who are persistent absentees. The ethnicity group with the highest rate of persistent absence in the academic year 2023-2024 were recorded as Mixed/Multiple ethnic groups/White and Black Caribbean (19%). The ethnicity group with the highest rate of persistently absent children in the current academic is recorded as White/British (19%).

Table 5: Southwark Persistent Absence - Ethnicity				
Ethnicity	2023-2024		2024-2025	
Asian/Asian British/Any other Asian Background	2	4%	1	2%
Asian/Asian British/Bangladeshi	1	1%	0	0%
Black/Black British /African	4	6%	10	18%
Black/Black British/Any other Black background	7	10%	8	14%
Black/Black British/Caribbean	6	9%	8	14%
Mixed/Multiple ethnic groups/Any other Mixed background	12	17%	6	11%
Mixed/Multiple ethnic groups/White and Black African	2	3%	1	2%
Mixed/Multiple ethnic groups/White and Black Caribbean	13	19%	8	14%
Other Ethnic Groups/Any other ethnic group	5	7%	3	5%
White / British	12	17%	11	19%
White/Any other White Background	2	3%	1	2%
Not Stated/Information not yet obtained - not refused	3	4%	0	0%
Mixed/Multiple ethnic groups/White and Asian	0	0%	0	0%
Total	70	100%	57	100%

22. Actual attendance in the persistent absentee cohort by Year Group indicates that children in Key Stage 4 is overrepresented with 32 (56%) children recorded as persistent absentees.

- Attendance in this group is largely due to school refusal and SEN sufficiency issues, which is a current concern across many Local Authorities. Intensive work is taking place to turn this around and improve access to education for this groups.
- All children in this group were offered additional tuition and exceptionally funded tuition to work towards the exam. Exam centres are arranged accordingly so children can sit exams.
- 9 children in KS4 had a change of Care placement.
- All children in this group were offered additional tuition and exceptionally funded tuition to work towards the exam. Exam centres are arranged accordingly so children can sit exams.

23. Actual attendance in the persistent absentee cohort also shows an increase children occurrence for children of primary school age. 5 children in this group were new to Care.

24. There are 4 Unaccompanied Asylums seeking children appearing in the group of persistent absentees. These absences relate to securing suitable education and reduced English for Speakers of Other Languages (ESOL courses) that are available.

Table 6: Attendance in the Persistent Absentee Cohort by year Group

Curriculum Year	2021-2022	2022-2023	2023-2024	2024-2025
Year R to Year 6	11	8	6	15
Year 7	2	2	2	4
Year 8	5	3	2	2
Year 9	7	9	10	4
Year 10	15	12	19	12
Year 11	19	28	31	20
Total	59	62	70	57

25. Reasons for Absence in the group of persistent absentees show that a contributor to missing school episodes is linked with change of Care placements. The Virtual School and Care team managers have put systems in place to ensure that education forms part of the earliest discussions when a change of Care placement is being considered.

26. Instances where children are suspended or where behaviour contributes to absence and engagement concerns are addressed on a child-by-child basis and support is put in place according to the needs identified.

27. 12 children who was PA had a change of Care placement during the Autumn term.

Table 7: Southwark Absence reasons PA cohort – Reasons								
Year	2021-2022		2022-2023		2023-2024		2024-2025	
Medical	0	0%	5	8%	1	1%	3	5%
School Refuser	0	0%	7	0%	0	0%	0	0%
Change of Care placement	32	54%	39	62%	59	87%	24	42%
New to Care	9	15%	8	13%	0	0%	0	0%
UASC	3	5%	1	2%	0	0%	0	0%
Suspensions (Authorised)	9	15%	3	5%	3	4%	0	0%
Authorised Absence	0	0%	14	23%	22	31%	19	33%
Illness	0	0%	7	11%	8	11%	5	9%
Lates	0	0%	4	6%	0	0%	10	18%
Unauthorised Absence	0	0%	12	19%	28	40%	13	22%
Complex case	0	0%	0	0%	0	0%	1	2%
Family Holiday (not agreed)	0	0%	0	0%	2	3%	1	2%
Reduced timetable	0	0%	0	0%	1	1%	5	9%

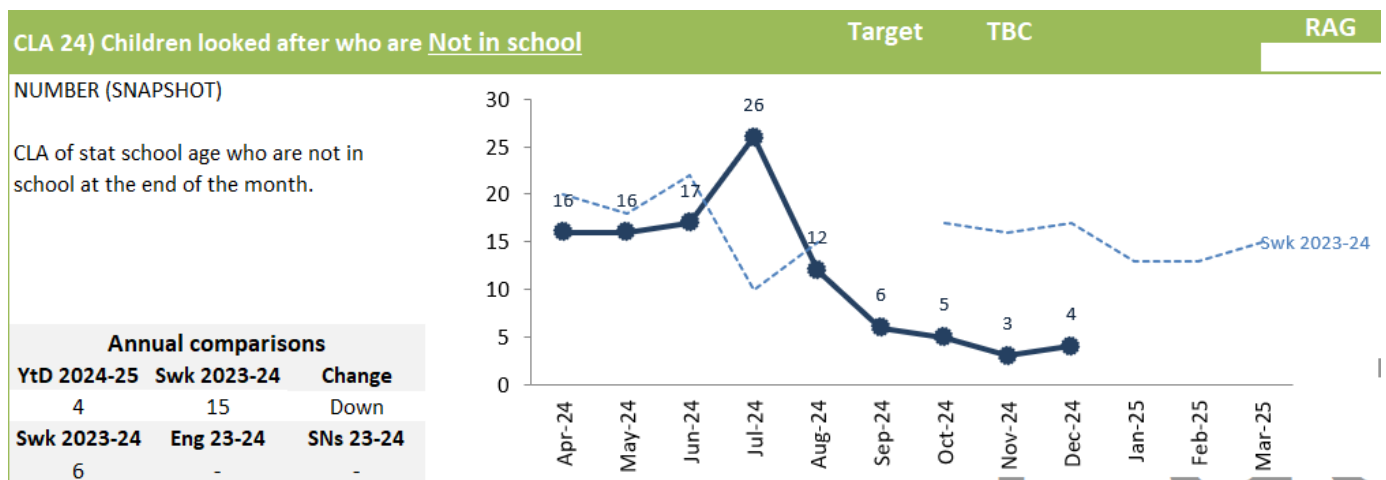
Children with No School Place

“Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school

[Children Missing Education - Guidance for Local authorities](#)

28. Southwark Virtual School strives to ensure that looked after children are in education. Schools are the safest place for children to be and through partnership work with key professions, instances where children are out of education are addressed swiftly to ensure that education placements are secured without delay.

29. The graph below plots the number of children with no school place recorded from April 24 to December 24. 26 children had no school place in July 2024. In the last term Southwark Virtual School and Care colleagues have brought this number down to 4.



30. There are currently 4 children not in a school place. All have full time education offers.

Table 9: Southwark children currently not in a school place	
Child:	Reason
Child 1 – EHCP NCY 9	A school has recently been named on the EHCP and school placement is imminent. Full time education is in place.
Child 2 – No SEN NCY 10	Recently came into Care with no school place. Permanence is being established. Full time education is in place.
Child 3 – EHCP NCY 11	Currently recovering from a medical episode and period of hospitalisation. Full time tuition is in place.
Child 4 – No SEN NCY 11 (UASC)	Enrolment for college ESOL course has been completed. A start date is imminent. Full time education is in place.

31. Some reasons children or young people may be missing education:

Table 8: Reason a child may have no School Place during an academic year (CME)	
Reason a child may be CME	What we do in response
A significant contributing factor delaying school placement is SEN sufficiency across the country.	Southwark Virtual School and Care colleagues work with SEN teams and Local authorities to address this.
The child/young person may be new into Care and due to where the child/young person is placed, they are not able to attend their existing school. Proximity of new placement means the child cannot attend their existing school.	Southwark Virtual School liaises with the named school to provide outreach education until a new school place is secured. Southwark Virtual School supplement education with commissioned tuition and will work with Care colleagues and Local Authority admissions teams to secure a new school place. Southwark Virtual School will work with School Admissions teams to ensure that applications are made to 'Outstanding' or 'Good' schools close to the new Care placement.
The child moves Care placement as an emergency.	
Prior to coming into Care, the child was electively home educated.	
The child may leave secure or residential Care which had education on site and now requires a school place in a new placement setting.	Southwark Virtual School will work closely with Care colleagues, Youth Justice Service Colleagues, SEN colleagues and/or School Admissions teams to secure a school place that is appropriate to the needs of the child. Full time education is made available on an interim basis.
The child/young person may be excluded and new education provision is being arranged.	Southwark Virtual School will advocate for children to avoid exclusions. This will include exploring alternatives to exclusion with school leadership and Social Care. In cases where exclusion is final, the Virtual School will work collaboratively with SEN colleagues, Alternative Provision teams and Social Care colleagues to secure a new school place as soon as possible. Full time education will be put in place in the interim.
The child/young person may be placed in an area which lacks alternative provision options and mainstream may not be suitable.	Virtual School will explore a new Local Authorities Local Offer and liaise with admissions teams in the area to secure an understanding of the range of options. liaise with Care and SEN colleagues to ensure new schools are consulted with. Full time will be put in place in the interim.

Children at Risk of Missing Education

32. Southwark Virtual School also monitors looked after children considered at risk of missing education as part of the weekly CME panel. Children are at risk of missing education if:

- There is a change of Care placement in the near future.
- The child is at risk of an exclusion or there are concerns around engagement.
- The child has an EHCP and there is a delay in the SEN consultation process.

Children Not attending their Named School

33. Southwark Virtual School also monitors looked after children who have a named school but are attending a different provision. Children can attend other provision when:

Table 10: Reason a child may not be Attending their named School	
Reason	Possible impact and what we do in response
A child may be on a managed move to a different school with an aim to improve behaviour	Southwark Virtual School will offer additional support to the school to avoid a managed move. When a managed move is unavoidable, we work with both schools to ensure that the managed move is successful in the instances. Transition support is offered to mid-year admissions arrangements.
A child is directed off-site by the Headteacher of their named school	Southwark Virtual School and will work with schools when a headteacher takes a decision to direct a looked after child off-site. We negotiate all options and where a direction off-site is presented option, we ensure that the child is directed off-site to provision on a dual registered basis. This is a statutory requirement and a significant protective measure for looked after children
School Refusal	Child is refusing to attend an education provision. Information advice and guidance is offered, and a child's view is sought to look at alternative options for education that could secure attendance.
Suspension and Exclusion	Addressed on a child-by-child basis with the school and identified support is put in place.
Hospitalisation	Hospital education is secured, and a school place is either reinstated or secured after discharge.
Change of Care placement	A school place is secured once permanence is established.

Suspension/Exclusion Data

34. In the current academic year, there has been no exclusions to date. There have been 3 instances where a school reported an intention to exclude and Virtual School officers and Social Care have been able to negotiate support or secure an alternative placement.

35. Southwark Virtual School recorded one **Exclusion last year.**

- One student in NCY 10 was excluded for possession of a prohibited item. A new school was sourced for the student with bespoke package of support in place, including transition support. The current attendance of this child is 69% and The Virtual School is working collaboratively with the child's professional network to improve attendance and promote successful transition back into school.

36. Southwark CLA – Suspension and Exclusion Data. The table below shows comparative data over a 5 year period.

Table 9: Suspension and Exclusion Data					
Cohort	2017/18	2018/19	2022/23	2023/24	2024/25
Virtual School Roll - School Age	341	328	267	257	218
Children subject to Suspensions	63 (18%)	51 (16%)	37 (14%)	43 (17%)	16 (7%)
Number of Suspensions	145	108	82	101	25
Number of Exclusions	1	2	0	1	0

37. The Virtual School is committed to promoting a trauma-informed approach in all our schools to support the inclusion and educational progress of children who have experienced ACEs.

Trauma-informed relational practice:

- creates environments in which all staff can more successfully respond to the needs of disadvantaged and vulnerable learners.
- has been proven to reduce suspensions and exclusions which disproportionately affect children who are disadvantaged.
- provides positive incentives for children to attend school as it promotes belonging and listening to the child's voice by emotionally available adults.
- improves pupil outcomes in relation to engagement with learning.

38. The table below relates to the reasons for exclusions of Southwark looked after children. In some instances, suspensions were requested by Southwark Virtual School, as the Virtual School was challenging the practice of 'informally' excluding young people.

39. Where there were instances of possible exclusion, suspensions or a short direction off site were suggested as other possible sanctions.

Table 10: Southwark CLA Suspensions - Reasons						
Reasons	2022-2023		2023-2024		2024-2025	
Drug/Alcohol Related	2	2%	2	2%	1	4%
Aggressive Behaviour	0	0%	0%	0%	0	0%
Bullying	1	1%	0	0%	0	0%
Damage	1	1%	2	2%	0	0%
Disruptive Behaviour	0	0%	0	0%	7	28%
Persistent Disruptive Behaviour	26	32%	29	28%	0	0%
Drug and Alcohol Related	0	0%	0	0%	0	0%
Non - Cooperation with staff	0	0%	0	0%	0	0%
Physical aggression towards staff & pupils	0	0%	0	0%	0	0%
Physical Assault - Pupil	9	11%	16	16%	3	12%
Physical Assault Against an Adult (Staff)	1	1%	10	10%	4	16%
Racist Abuse	1	1%	1	1%	0	0%
Theft	2	2%	3	3%	0	0%
Truancy	0	0%	0	0%	0	0%
Unacceptable Behaviour	0	0%	0	0%	0	0%
Verbal Abuse/Threatening Behaviour Adult	2	2%	16	16%	5	20%
Verbal Abuse/Threatening Behaviour Pupil	5	6%	4	4%	0	0%
Other	24	29%	18	18%	4	16%
Abuse against sexual orientation and gender identity	2	2%	0	0%	0	0%
Inappropriate use of social media or online technology	1	1%	0	0%	0	0%
Use or threat of use of an offensive weapon or prohibited item	2	2%	0	0%	1	4%
School Yet to Clarify	2	2%	0	0%	0	0%
Sexual Misconduct	1	1%	0	0%	0	0%
Total	82	100%	101	100%	25	100%

Meeting Name:	Corporate Parenting Committee
Date:	26 February 2025
Report title:	Corporate Parenting Committee – Work Plan 2024-25
Ward(s) or groups affected:	All
Classification:	Open
Reason for lateness (if applicable):	N/a

RECOMMENDATIONS

1. That the corporate parenting committee agree the approach and work plan as set out in the report.
2. That the committee review and identify any further items for consideration in the work plan.

BACKGROUND INFORMATION

Role and function of the corporate parenting committee

3. The constitution for the municipal year 2024-2025 records the corporate parenting committee's role and functions as follows:
 - a. To secure real and sustained improvements in the life chances of looked after children, and to work within an annual programme to that end.
 - b. To develop, monitor and review a corporate parenting strategy and work plan.
 - c. To seek to ensure that the life chances of looked after children are maximised in terms of health, educational attainment, and access to training and employment, to aid the transition to a secure and productive adulthood.
 - d. To develop and co-ordinate a life chances strategy and work plan to improve the life chances of Southwark looked after children.
 - e. To recommend ways in which more integrated services can be developed across all council departments, schools and the voluntary sector to lead towards better outcomes for looked after children.
 - f. To ensure that mechanisms are in place to enable looked after children and young people to play an integral role in service

planning and design, and that their views are regularly sought and acted upon.

- g. To ensure performance monitoring systems are in place, and regularly review performance data to ensure sustained performance improvements in outcomes for looked after children.
- h. To receive an annual report on the adoption and fostering services to monitor their effectiveness in providing safe and secure care for looked after children.
- i. To report to the council's cabinet on an annual basis.
- j. To make recommendations to the relevant cabinet decision maker where responsibility for that particular function rests with the cabinet.
- k. To report to the scrutiny sub-committee with responsibility for children's services after each meeting.
- l. To appoint non-voting co-opted members.

National and local context for care leavers

- 4. There is national momentum towards improving outcomes for care leavers. The government introduced 'Keep on Caring' strategy in 2016, increased council statutory duties to care leavers in the Children and Social Work Act in 2017, appointed a national Adviser for Care Leavers who produced a report in 2018, alongside the national launch of the Care Covenant. The council has responded to the various recommendations, for example by prioritising education, employment and training outcomes for care leavers in the Council Plan and developing the care leaver local offer as well as increasing service capacity for the extended personal adviser duties to 25.
- 5. Although much has been done to improve services and outcomes for care leavers, the council has an ambition to go above and beyond, by creating the best Leaving Care Service possible, by co-designing this with young people, learning from other organisations and trialling new ideas to test what works best.
- 6. In 2017 the council and Catch22 received funding from the DfE Social Care Innovation Programme to work in partnership to design and test new ways of working to support care leavers. The Care Leavers Partnership (CLP) works to improve outcomes for young people in Southwark by working across boundaries, reshaping the service delivery model, unlocking capacity in the community, and co-designing solutions. There are a number of strands that the CLP is working on to achieve our goals.

KEY ISSUES FOR CONSIDERATION

- 7. The corporate parenting committee review and update the work plan each

meeting. Following the beginning of the municipal year 2019-20, and reflecting on the momentum towards improving outcomes for care leavers, the opportunity has been taken to review how the committee works and present proposals to refresh this in relation to: non-voting co-opted members; committee approach; and work plan and suggested agenda items.

Corporate Parenting Committee work plan 2024-25 – draft outline

1 April 2025

- Speakerbox verbal update
- Employment charter (requested July 2024 committee).

SpeakerBox

8. SpeakerBox, established in 2005, ensures that the views of looked after children and care leavers are used to influence decision making that affects their care and support particularly service planning and design. Representing children and young people between 8 and 24 years the group also provides a peer to peer networking support system for looked after children. The programme is operated independently and run by the young people themselves, although it is supported by the council's children services and councillors.

Community, equalities (including socio-economic) and health impacts

Community impact statement

5. The work of the corporate parenting committee contributes to community cohesion and stability.

Equalities (including socio-economic) impact and health impact statement

6. Relevant issues will be addressed in the reports submitted to the corporate parenting committee.

Climate change implications

7. The work plan process for the committee has no direct implications.

Resource implications

8. There are no specific implications arising from this report.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street London SE1 2QH	Paula.thornton@southwark.gov.uk
Web link: http://moderngov.southwark.gov.uk/ieListMeetings.aspx?CId=129&Year=0		

APPENDICES

No.	Title
None	

AUDIT TRAIL

Lead Officer	Alasdair Smith, Director of Children and Families		
Report Author	Beverley Olamijulo/ Paula Thornton, Constitutional Team		
Version	Final		
Dated	14 February 2025		
Key Decision?	No		
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER			
Officer Title		Comments Sought	Comments included
Assistant Chief Executive – Governance and Assurance		No	No
Strategic Director of Resources		No	No
Cabinet Member		No	No
Date final report sent to Constitutional Team			

CORPORATE PARENTING DISTRIBUTION LIST (OPEN)**MUNICIPAL YEAR 2024-25**

NOTE: Original held by Constitutional Team; all amendments/queries to
Paula.thornton@southwark.gov.uk; Beverley.olamijulo@southwark.gov.uk

Name	No of copies	Name	No of copies
Membership		Paula Thornton/Beverley Olamijulo	5
Councillor Jasmine Ali (Chair)	1		
Councillor Maria Linforth-Hall	1	Total:	9
Councillor Charlie Smith (Vice-Chair)	1		
Councillor Natasha Ennin	1	Dated: 18 February 2025	
Electronic versions (No hard copy)			
Councillor Esme Dobson			
Councillor Youcef Hassaine			
Councillor Sarah King			
Reserve members – electronic copy			
Councillor Irina Von Wiese			
Councillor Sunny Lambe			
Councillor Joseph Vambe			
Councillor Kath Whittam			
Councillor Renata Hamvas			
Co-opted members			
Mark Kerr (email)			
Rosamond Marshall (email)			
Children's Services - electronic versions (No hard copy)			
Alasdair Smith			
Legal – electronic version (no hard copy)			
Sarah Feasey / Joy Hopkinson			