

## **Education and Children's Services Scrutiny Committee, Wednesday 2 March 2016**

### **Agenda Item 8 - Information Bulletin**

The Information Bulletin is a document that is made available to the public with the published agenda papers. It can include update information requested by the Committee as well as information that a service considers should be made known to the Committee.

This information Bulletin covers the following items:

- 1. Children Missing Education (CME)**
- 2. Elective Home Education (EHE)**
- 3. CYP 'Key Measures' / 'Early indicator' measures**
- 4. Raising the Bar - School Improvement update**
- 5. Schools Forum – Update**

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### **1. Children Missing Education (CME)**

#### **Education and Children's Services Scrutiny Committee Briefing Paper: Children Missing Education (CME) February 2016**

##### **1.0 Introduction**

1.1 Children Missing from Education fall into two broad categories.

1. The first category is those whose whereabouts and circumstances are known to the local authority but who have, for whatever reason, been out of education for ten school days (in the first instance contact allocated to an Education Welfare Officer).
2. The second category are those who are "lost"; children who have apparently disappeared; the authority knows neither where they are nor anything of their circumstances or possibly even of their existence.

In both of these categories the child may be being denied the right to receive an appropriate education as well as being vulnerable and exposed to a greater risk of harm. Neither situation is acceptable and it is the responsibility of all agencies that work with children and young people to support the identification and notification to the Local authority (LA) of children suspected of being missing from education.

1.2 Suffolk County Council is committed to:

- ensuring that all children who are registered at school or alternative provision attend regularly and that cases of poor attendance are followed up as quickly as possible;
- identifying children who fail to transfer after Nursery, and in Years 4, 6 or 8;
- ensuring that immediate steps are put in place to try to locate children who go missing from school in Suffolk and that assistance is given to other local authority areas from which children are missing;
- following up on cases of children who are found without any educational provision;
- monitoring children whose parents elect to educate them out of school within the powers available to LAs;
- Maintaining a database of children who appear to be missing from education;
- Working closely with other local authorities to locate children who appear to be missing from education.

1.3 Suffolk County Council will ensure that maintained schools, academies, free schools, independent schools and professionals within the county are aware of their responsibilities in relation to Children Missing Education (CME) and that they are appropriately supported to meet those responsibilities.

1.4 The Education Act 1996 (S. 436A) places a duty on local authorities to make arrangements to identify children not receiving education. The Education Act 2002, (S.175) places a statutory duty on schools and local authorities, in all their functions, to safeguard and promote the welfare of children.

1.5 It has long been recognised that: “Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being.

1.6 A small CME team works on cases where children are not on a school roll and are not home educated. This includes children that are on a school roll but their whereabouts is unknown. This is a proactive team that investigates the whereabouts of where these children have moved to and has good links with all schools in Suffolk.

- 1.7 There are established procedures for CME [Children Missing Education – Everyone’s Responsibility](#) and [A quick guide for partner agencies](#). These have been shared widely with schools and partners (Police, Health).
- 1.8 The attendance team is a member of the High risk missing children’s meeting and this links in CME and the potential of CSE so it can be dealt with at the earliest opportunity. The CME team has links with the county FGM co-ordinator within the constabulary and this again provides identification of potential FGM cases.
- 1.9 A high proportion of Children Missing from Education (CME) in Suffolk are from an ethnic minority, namely Gypsy Roma families and those from Eastern Europe. We are currently working to add CME data to Profile recording systems so that teams will be able to identify these children and work with the community to support children back into education.

## **2.0 Who is a child missing from education?**

- 2.1 A child or young person are missing from education if they are of compulsory school age (age 5-16) and they not on a school roll and no alternative education arrangements have been made for them.
- 2.2 A child is not missing from education if they are on a school roll but are not attending regularly or they are being home educated or they are in temporary alternative provision such as a Pupil Referral Unit in this case a referral needs to be made usually via Education Welfare Officer.
- 2.3 Some children and young people, often the most vulnerable, are at greater risk of going missing from education. These include:
- looked after children
  - children moving out of independent schools
  - children living in women’s refuges
  - young runaways
  - children who are privately fostered
  - young carers
  - children from transient families
  - teenage mothers
  - young offenders
  - children permanently excluded from school
  - children of homeless families, perhaps living in temporary accommodation
  - children with long term medical or emotional problems
  - unaccompanied asylum seekers
  - children of refugees or asylum seeking families
  - children in new immigrant families not yet established in the UK
  - children from a Gypsy, Roma or Traveller background
  - children from families in the army

2.4 Children missing from education are at much greater risk of:

- physical harm
- sexual exploitation
- becoming involved in crime
- demonstrating anti-social behaviour
- abusing drugs and alcohol
- being illegally employed
- forced marriages
- Human Trafficking

2.5 It is therefore vital that the County Council, schools and other agencies work closely together to identify children missing education and ensure that suitable education provision is made for them. This is central to help safeguard children and young people.

### **3.0 Reducing the risk of children going missing from education**

3.1 Making sure that children don't 'go missing' from education is a priority for the County Council.

3.2 The risk of children who have attended education provision in Suffolk falling through the net is reduced by ensuring that all Suffolk schools have robust systems in place for school registration and for taking children off the roll.

3.3 Existing good practice in Suffolk includes:

- measures to reduce the likelihood that children fall out of the education system, such as audits of the registers of schools; clear processes for taking children off school rolls.
- measures to identify and locate Children Missing Education, such as truancy sweeps and the provision of named points of contact to receive notification of children from and to other agencies both local and national.
- measures to re-engage the missing child with appropriate educational provision through admissions teams and area EOTAS arrangements.

3.4 Schools therefore have a clear responsibility to ensure, when children move from school to school the correct procedures are followed.

3.5 All agencies that come into contact with children and families also have a responsibility to alert the Local Authority, through the Children Missing Education Officer, if they suspect that a child is missing from education.

## **4.0 Maintaining a database of children missing from education**

4.1 Children Missing Education database is maintained by the Education Attendance Service. The Children Missing Education Officer will manage the database. The database contains information on:

- Date child/young person referred;
- Date of assessment, if necessary;
- Date form of provision determined;
- Date moved into provision;
- Date of follow up;
- Details such as ethnicity, LAC and SEN.

4.2 The database is being continually developed to provide better information to ensure that children are tracked effectively and for the purpose of annual reporting.

## **5.0 Identifying and engaging key stakeholders**

5.1 In order to prevent children going missing from education, or to find and re-engage them after they have gone missing, it is crucial that a wide variety of agencies acknowledge a safeguarding responsibility in this area. Getting all agencies to see their role in reducing the risk of children going missing from education is a priority for the County Council.

5.2 Effective multi-agency work in this area will involve information sharing, an operational involvement and recognition on the part of all key agencies of their responsibility to alert the local authority in every case where they suspect a child is missing from education. Reducing the risk of Children Missing Education and rapidly identifying and securing provision for children identified as missing will involve joint working across many agencies.

5.3 Key stakeholders include:

- Education (maintained schools, Independent schools, Academies, Free schools, EOTAS, Elective Home Education, Other Professionals, Pupil Referral Units, special schools and City Technology Colleges)
- Children's Social Care
- Health (Strategic Health Authorities, Primary Care Trusts)
- Police and police authorities
- Youth Offending Teams
- Safer Neighbourhood teams
- Young Offender Institutions
- Children's Homes
- Housing providers
- Social Care Teams
- Early Help Teams

- Children's Centres

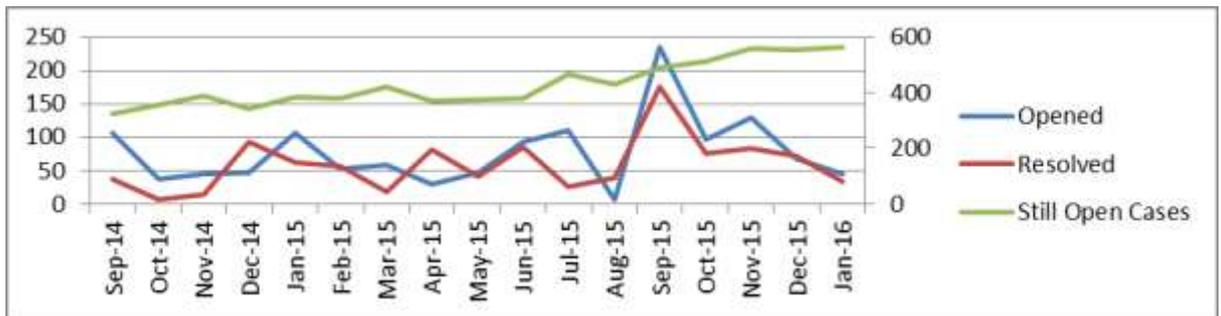
Other important partners are:

- Department of Works and Pensions (DWP)
- HM Revenue and Customs
- UK Border Agency
- Public Protection/ Fire Service
- Crime and Disorder Reduction Partnership agencies
- Voluntary and community organisations, including faith groups and Youth Services
- Women's Refuges

## **6.0 Children failing to attend regularly at school or alternative provision**

- 6.1 Cases of children who fail to attend regularly at the schools where they registered are dealt with under Education Attendance Service (EAS) Technical Guidance. (*Education Attendance Service Working Practices and Procedures 2015*).
- 6.2 The EAS takes referrals on registered pupils whose absences the school has taken appropriate steps to resolve and which are unauthorised.
- 6.3 The attendance of children at alternative provisions will be monitored by the EOTAS (Education Other Than At School) Co-ordinators, who will refer cases of non-attendance to the Lead Attendance Officer or allocated Education Welfare Officer for the provision within the Early Help Team.
- 6.4 Wherever possible, the EAS will use the *fast-track to attendance* model as encouraged by the Department for Education to return children to regular full-time attendance (whether at school or alternative provision) as quickly as possible. This might result in legal action (prosecution and/or Education Supervision Order) where parents fail to fulfil their responsibilities towards their children's education.
- 6.5 Cases for which *fast-track* management is not appropriate (because of particular or complex family circumstances), or which are subsequently identified as requiring an alternative approach, will be referred for multi-agency support via a CAF to the Early Help Teams.
- 6.6 An adapted version of the *fast-track to attendance* model will be used for 'looked after' children. This will involve the children's carers (Children's Home staff, foster carers, parents or other family members).

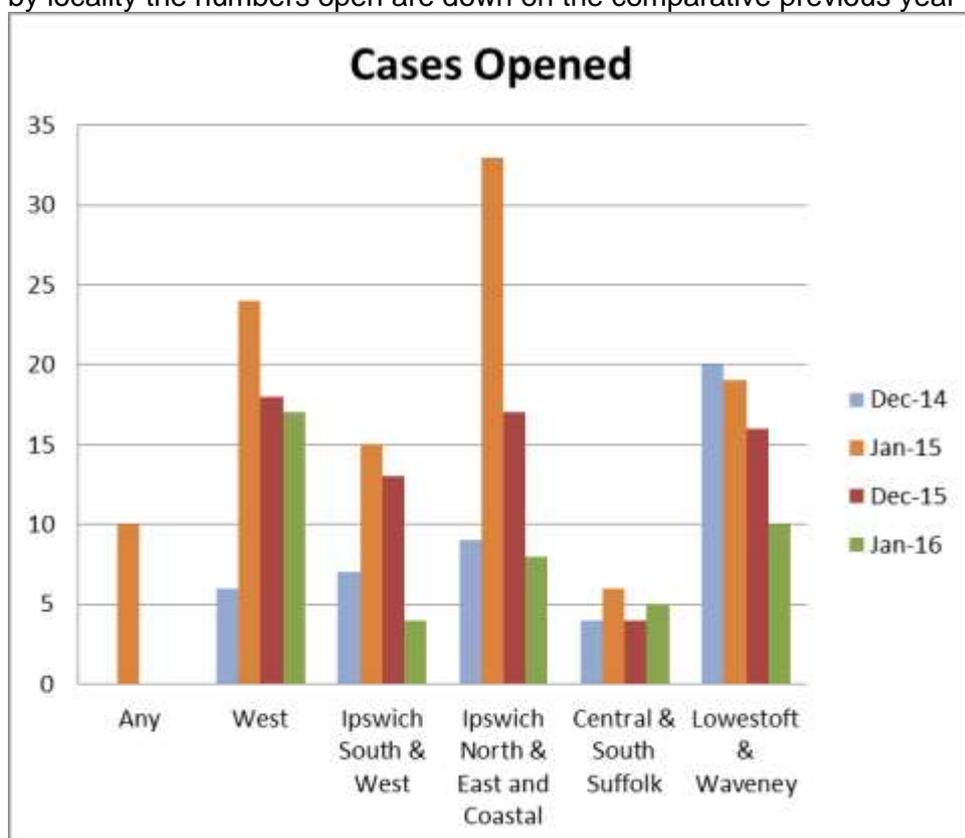
**7. What does the data and intelligence tell us about Children Missing Education in Suffolk – data January 2016**



7.1 The above graph demonstrates continued increase in open cases not been resolved to date. This is linked to the number of new cases that are being referred to the CME officer. The increase over the past 12 months has seen a steady rise. This is due schools becoming better informed of the processes to report incidents of CME. This is a positive process and ensures that we are making the best efforts possible to safeguard our children.

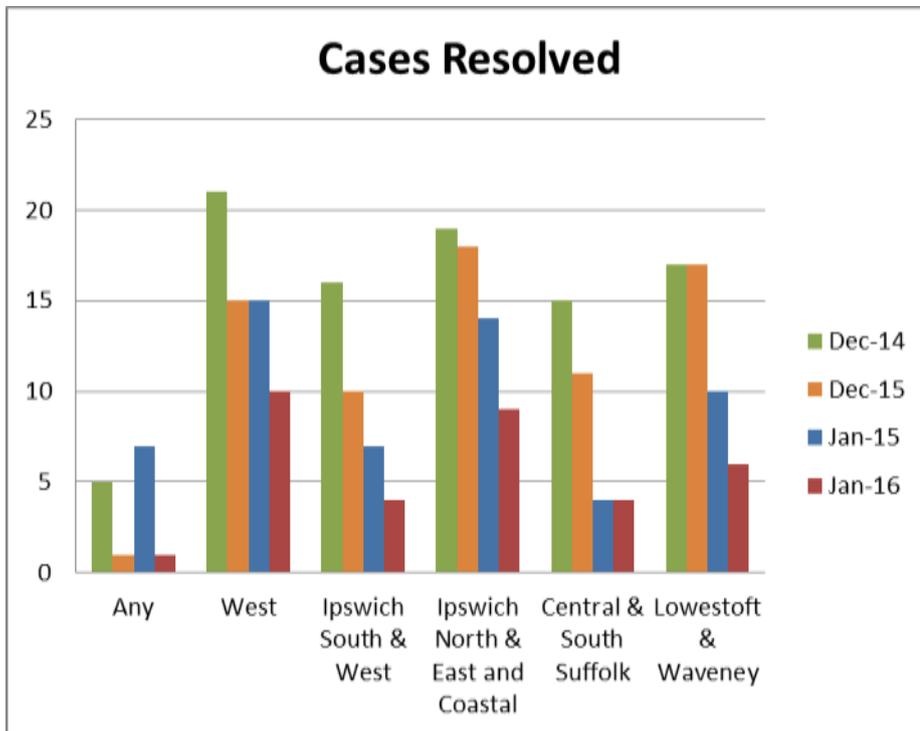
7.2 Cases Opened Greater than 180 days:  
566 cases remain open this month compared to 556 last month. Many are out of county referrals or cases where students have moved abroad.

7.3 Cases Opened – see graph below  
44 new cases were opened this month compared to 66 last month. The beginning of the spring term has historically been busy and we presently are dealing with a backlog of cases, but this is being resolved. It can be seen that by locality the numbers open are down on the comparative previous year



7.4 Cases Resolved:

34 cases were resolved this month compared to 72 last month. There is currently a backlog of cases to be closed, and this is being dealt with and the February figures will show an improvement more in line with comparative data.



7.5 General observations:

There was a spike at the beginning of the spring term with roll removal referrals which is to be expected as schools discover children and families have moved. 261 were input onto the roll removal database in January compared to 90 in December. Whilst some of the 261 were backlog from December, the increase remains significant compared to the previous month, and is a big increase on Jan 2015 when 150 roll removal forms were received. However this is in line with the improvement in communications to schools and what the schools are required to report.

7.6 The Attendance team is currently holding a number of Attendance Networking meetings for schools in the Suffolk locality team areas where CME is an agenda item and the CME officer is explaining in depth to schools staff what CME is and what action is required by school staff to report incidents.

7.7 The challenge for the CME team is to reduce the number of open cases, by reviewing all open cases on the current data base, some that are now historic especially. This will provide a more realistic and up to date case load and allow there to be more focused work on live cases.

7.8 To be proactive to reduce the number of open cases a temporary worker is going to be employed to conduct the research and where appropriate close cases. This worker will be in post by the end of February start of March 2016.

For further information, please contact: Stuart Hudson, Suffolk Troubled Families Co-ordinator, and Strategic Lead for School Attendance. 01473 7205200 or [Stuart.hudson@suffolk.gov.uk](mailto:Stuart.hudson@suffolk.gov.uk)

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## 2. Elective Home Education (EHE)

### Education and Children's Services Scrutiny Committee Briefing Paper: Elective Home Education February 2016

#### 1. What does it mean if a child is Electively Home Educated?

1.1 Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to and should not be confused with Home Tuition which is education provided by a local authority for pupils who for a variety of reasons are unable to attend school.

1.2 The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. The vast majority of parents meet their statutory duty by sending their children to school. A relatively small number of parents exercise their right to educate their children at home. Parent's duties regarding education are set out in Section 7 of the Education Act 1996, which states:

*"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:*

*(a) to his age, ability and aptitude, and*

*(b) to any special educational needs he may have, either by regular attendance at school or otherwise"*

1.3 An "efficient" and "suitable" education is not defined in the Education Act 1996 but "efficient" has been broadly described in case law<sup>1</sup> as an education that "achieves that which it sets out to achieve".

1.4 A "suitable" education is deemed to be one that "primarily equips a child for life within the community of which he is a member, rather than the way of life

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<sup>1</sup> Mr Justice Woolf in the case of R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust (12 April 1985)

in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".

- 1.5 This latter definition is important because it allows home educating families considerable flexibility in how they choose to educate their children.
- 1.6 There is no legal definition of "full-time" Education. Children normally attend school for between 22 and 25 hours a week for 38 weeks of the year, but this measurement of "contact time" is not relevant to elective home educating families where there can be almost continuous one-to-one or small group contact and education may take place outside normal "school hours".
- 1.7 The type of educational activity offered by parents can be varied and highly flexible and home educating parents are **not** required to:
  - teach the National Curriculum
  - provide a broad and balanced education
  - have a timetable
  - have premises equipped to any particular standard
  - set hours during which education will take place
  - have any specific qualifications or make detailed plans in advance
  - observe school hours, days or terms
  - give formal lessons
  - mark work done by their child
  - formally assess progress or set development objectives
  - reproduce school type peer group socialisation or match school-based, age specific standards.
- 1.8 When a parent elects to home educate they also take on all responsibility for their child's education, including financial responsibility.

## **2. What are the councils duties regarding Electively Home Educated?**

- 2.1 The Department for Education recommends that local authorities provide written information about elective home education that is clear, accurate and sets out the legal position, roles and responsibilities of both the local authority and parents. This information should be made available on the local authority website
- 2.2 Local authorities also have a statutory duty under section 436A of the Education Act 1996, updated by the Education and Inspections Act 2006, to establish the identities, so far as it is possible, of children in the county who are not receiving a suitable education. The duty applies in relation to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision). Government guidance makes it very clear that this duty **does not** apply to children who are electively home educated.
- 2.3 Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis. There is no right to see a child or to monitor

the programme of study they are following. Parents are encouraged to share information but they have no legal duty to do so.

- 2.4 Under Section 437(1) of the Education Act 1996, local authorities can intervene if it appears that parents are not providing a suitable education. This section of the act states that:

*"If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education."*

- 2.5 Where information comes to light that a home educated child is not receiving a suitable education the local authority requests that parents provide evidence that the child is receiving a suitable education. Where this is not forthcoming, the local authority will issue a school, attendance order to the parent. Whilst we prefer to work positively with parents, if there is no evidence made available that a child is receiving a suitable education within the wide parameters afforded to home educating parents, then a school attendance order will be issued and a school place will be identified. If the child fails to attend, the normal non-school attendance procedures will then be followed.
- 2.6 A parents' right to educate their child at home applies equally where a child has special educational needs (SEN) irrespective of whether the child has an Education, Health & Care (EHC) plan or a statement of SEN.
- 2.7 For a child with an EHC plan or a statement, who is registered at a mainstream school, parents can remove the pupil from roll in the same way as for children who are not the subject of an EHC plan or statement of special educational needs.
- 2.8 Where the child is on the role of a special schools parents do need to request permission from the local authority to remove the child.
- 2.9 Where a child who is home educated has a statement of SEN or an EHC plan, the local authority retains a duty to maintain and review it annually as set out in the Code of Practice for SEN (2014). We would expect parents to be involved in the review process. However, it is not mandatory to see the child or the home as part of the review. Where parents wish for only minimal contact and there are no other concerns, the Annual Review can serve as the annual meeting for EHE purposes. Parents do not have to arrange provision detailed in the statement or EHC plan, but do have a duty to provide an education suitable to their child's age, ability and any special educational need.
- 2.10 Local authorities also have a duty under section 175(1) of the Education Act 2002 to safeguard and promote the welfare of children. This section states:

*“A local authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children.”*

- 2.11 It is important to note however that section 175(1) does not extend local authorities’ functions or powers. It does not, for example, give local authorities powers to enter the homes of, or otherwise see, children for the purposes of monitoring the provision of elective home education.
- 2.12 It is therefore vitally important that the threshold for intervening in a family where a child is being electively home educated should be the same as that for any other child or family where there are clear evidenced concerns about a child’s welfare. The fact that a parent has exercised their right to home educate should not prevent the local authority from intervening where concerns about a child’s welfare have been identified.
- 2.13 In concluding this section it is important to bear in mind that very many home educating families make a deep and meaningful commitment to educating their children. Often they will structure all family life around learning and development opportunities in order to create a suitable and appropriate educational experience.
- 2.14 There are however a small number of families who do not necessarily show this commitment to home education and the council focuses its finite resources in prioritising this group of children and families.

### **3. How does Suffolk County Council meet its duties regarding Elective Home Education?**

- 3.1 To meet our duties with regard to elective home education the council maintains a small team (1.5 FTE) of staff who oversee this area of work. The team works closely with the Early Help Team and in particular the attendance service. There are also strong links to teams within social care.
- 3.2 As required by the Department for Education the local authority maintains an elective home education web based resource where parents can obtain the appropriate information about responsibilities, resources and appropriate contacts are signposted.
- 3.3 The council maintains a detailed database of home educating families. Where evidence comes to light that a family is not demonstrating commitment to provide a suitable education the council will first issue a ‘Notice to Satisfy’, if this does not yield evidence that a child is receiving a suitable education within the parameters allowed to home educating parents then a School Attendance Order will be issued.
- 3.4 The elective home education team seek to foster a positive relationship with home educating parents, offering advice about the choice to home educate and its implications and signposting suitable resources. The home education

team do not provide education. This is down to parents who have made the choice to educate their child to provide.

#### 4. What does the data and intelligence tell us about Electively Home Education in Suffolk?

4.1 The vast majority of parents in Suffolk meet their statutory duty regarding their children’s education by sending their children to school. A relatively small number of parents elect to home educate, currently around 0.5% of the school age population in the county.

#### 4.2 Headline elective home education information

Current number of children known by the council to be home educated: 446

Current number of children with Statements of SEN/EHC Plans: 17

Current number of cases where schools attendance orders have been served: 7

**Table 1.)** Reason cited for electing to home educate 2015-16 (*where known*)

	%
Distance/access to local school	1
Religious/cultural beliefs	4
Philosophical/ideological views	11
Dissatisfaction with system/school	15
Bullying	5
Medical problems	5
Short term intervention for particular reason	4
Child's unwillingness/inability to go to school	4
SEN	2
Family reasons	5
Prefer not to disclose	3
Reason not known to LA - Blank Return	41

**Table 2.)** Ethnicity (*where known*)

	%
Any Other Black Background	0.2
Any Other Ethnic Group	0.2
Any Other White Background	2.0
Gypsy/Roma	2.0

Information Not Obtained	45.0
Irish	0.2
Traveller Of Irish Heritage	0.3
White And Asian	0.2
White And Black Caribbean	0.9
White British	49.0
Asian Bangaldeshi	0.0
Asian Indian	0.0
Asian Pakistani	0.0
Black African	0.0
Mixed White and Black African	0.0
Mixed White and Black African	0.0
Chinese	0.0
Total	100.0

4.3 In recent years the number of families choosing to home educate because of issues with schools appears to have increased. Schools, many of which sit outside the control of the council, as well as officers in teams within the council actively seek to resolve parents' issues to secure a child's return to school.

## 5. What are our current priorities regarding Electively Home Educated children?

5.1 Within the finite resources available for this work the current key priorities are:

- Ensuring continued signposting of information for home educating parents and those considering home education
- Fostering a positive relationship between home educating families and the local authority
- Maintaining an up to date and accurate record of home educating families in the county, so far as the local authority can within the legislation
- Targeting resources where information comes to light that a child may not be receiving a suitable education
- Using statutory powers such as school attendance orders when there appears to be no suitable education in place and not commitment from parents to provide it
- Ensuring local authority staff are clear that the thresholds for intervening when there are concerns about the welfare and safety of a home educated child, are the same as for all children for whom there are concerns

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### **3. CYP ‘Key Measures’ / ‘Early indicator’ measures**

#### Key Measures / Early Indicators for Children’s Services

Indicators and measure of need for children’s services are many and varied and will present in different combinations and at different levels of seriousness which may change over time. Effective assessment of an individual child’s needs is the foundation of work in Children’s Services, a process that requires the skills, knowledge and professional judgement of practitioners to ascertain the child’s needs, the parent’s ability to meet those needs, and the impact of wider family and environmental factors. Key factors against which need is recorded are:

- Substance misuse (Alcohol & Drugs)\*
- Domestic violence\*
- Mental health disorder\*
- Learning / physical disability or illness
- School attendance\*
- Young carers
- Private fostering
- Unaccompanied asylum seeking child (UASC)
- Missing children
- Child sexual exploitation
- Trafficking
- Gangs & Groups
- Socially unacceptable behaviour\*
- Self-harm
- Neglect
- Emotional, Physical and Sexual abuse
- Female genital mutilation
- Abuse linked to faith or belief

These needs may in turn arise from a range of family relationship, social, economic and cultural factors.

Audit work also informs our understanding of the relationship between needs and outcomes. For example children in care are more likely, (without indicating a direct causal relationship), to have had as part of their experience / background parents that have been in care themselves, families where mental health and substance misuse has been prevalent, fractured education outside of mainstream school. As research and predictive modelling advance this has the potential to develop into more sophisticated correlations which may help target interventions

The Ofsted Inspection report positively commented on the identification of needs and risks:

*“Staff working in the MASH have a good understanding of the threshold criteria.*

*Risks and needs are identified, assessed and prioritised appropriately, leading, in the vast majority of cases, to a suitably swift response.”*

*“Assessments are undertaken promptly and children receive a service that suits their needs.”*

*“For children who require protection, action is taken promptly and risk is well understood.”*

In the minority of cases it is acknowledged that *“risks are not sufficiently explicit or clearly articulated, and analysis, particularly of the ‘toxic trio’, is not sufficiently well developed.”* Practitioner skills development and consistently effective of management oversight continue to be important objectives for CYP

For further information contact Graham Beamish, Head of Programmes, Children & Young People’s Services, Tel. 01473 265369, Email:

[graham.beamish@suffolk.gov.uk](mailto:graham.beamish@suffolk.gov.uk)

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#### **4. Raising the Bar - School Improvement update**

At its meeting on 8 Sep 2015 the Committee requested a regular review of the ‘state of play’ of the Council’s progress on implementing the Ofsted Action Plan for the Council’s School Improvement Service.

The January 16 ‘snapshot summary’ of the Post Ofsted Action Plan is available electronically online with the published documents for the 2 March 2016 meeting of the Education and Childrens Services Scrutiny Committee (Agenda Item 8 – Annex), at <http://committeeminutes.suffolkcc.gov.uk/>.

*[Due to its size, 44 pages, it has not been included in the printed pack].*

Given members interest in this area it was felt prudent to share the most recent review of the plan in its entirety. Please note the plan is a live document used by teams in their ongoing work. The plan has been subject to change and amendment, not least because of the changes to all the measures used to judge school performance, some of which are still to be defined by government. Modification and amendments to the plan reflect this. There will be further significant changes in the next month. The document needs to be read in the above context.

For further information contact Adrian Orr, Deputy Assistant Director Education and Learning, Tel: 01473 264709, Email: [adrian.orr@suffolk.gov.uk](mailto:adrian.orr@suffolk.gov.uk)

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## 5. Schools Forum – Update

At the Education and Children’s Services Scrutiny Committee meeting of 11 June 2014, the committee requested that a regular update be provided about the Schools Forum activities as an item in the Information Bulletin.

Information about the Schools Forum is publicly available, however the location has been changed recently from the old ‘schoolsurf’ website to the ‘[Suffolk Learning](http://www.suffolklearning.co.uk/leadership-staff-development/schools-accountancy/schools-forum)’ website: <http://www.suffolklearning.co.uk/leadership-staff-development/schools-accountancy/schools-forum>.

In the period since the last meeting of the Education and Children’s Services Scrutiny Committee, on 3 December 2015, the Schools Forum has met once, on 14 January 2016. The papers are available at the following link: <http://www.suffolklearning.co.uk/leadership-staff-development/schools-accountancy/schools-forum/schools-forum-meetings--2016/2016-01-14:-meeting-papers>. The agenda covered:

- Minutes of meeting held on 22 October 2015 and matters arising
- Reporting back from working groups and partner organisations
  - a) Resource Allocation Group
  - b) VFM Group
  - c) Safeguarding Board
  - d) Children’s Trust
- 2016-17 Schools Block Submission
- Financial Pressures in Early Years
- High Needs Block Update
- Schools Forum Development
- Academy Debts
- Update on the Comprehensive Spending Review
- Forward Agenda

The next meetings of the Schools Forum will be on the following dates (all at 9.00am–1.00pm):

- 5 May 2016 [Venue: Elizabeth Room, Endeavour House, Ipswich]
- 4 July 2016 [Venue: Orwell Room, Kesgrave Conference Centre]
- 13 October 2016 [Venue: Ropes Hall, Kesgrave Conference Centre]
- 15 December 2016 [Venue: Ropes Hall, Kesgrave Conference Centre]  
(To be held for pro-forma issues, but maybe cancelled if not required)

For further information about the Schools Forum contact Gavin Bultitude, Assistant Director - Resources and Support, Children and Young People’s Services, Tel. 01473 264575, Email: [gavin.bultitude@suffolk.gov.uk](mailto:gavin.bultitude@suffolk.gov.uk)

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