Name of Committee: Health and Wellbeing Board

Date of Committee: 13 February 2020

Lambeth Children’s Partnership update

Wards: All

Report Authorised by: Strategic Director: Children Services: Annie Hudson

Portfolio: Deputy Leader of the Council, Lead Member for Children and Young People: Cllr Jennifer Brathwaite

Contact for enquiries: Latoya Boyer, Senior Policy, Equalities & Performance Officer, Policy & Communications, 020 7926 3724 lboyer@lambeth.gov.uk

Report summary

The purpose of this report is to update the Health and Wellbeing Board on the work programme of the Lambeth Children’s Partnership. This report covers the outcomes of the LCP development meeting held on 10 December 2019.

Finance summary

There are no capital or revenue implications arising as a direct result of this report.

Recommendations

(1) To note the contents of the report.
1. Context

1.1 The Lambeth Children’s Partnership (LCP) is a sub-group of the Health and Wellbeing Board. Its chair is the cabinet member for Families and Young People and sits on the Health and Wellbeing Board. Some members sit on both boards. An update of the work of the Health and Wellbeing Board is reported to the LCP via Partner updates which is a standing item on the agenda of meetings.

1.2 The purpose of the Lambeth Children’s Partnership is to enable statutory and non-statutory agencies to work better together for children, young people and their families, both in planning and delivering services and thus improving outcomes for all children and young people.

1.3 The Lambeth Children’s Partnership is the key body for driving forward the Lambeth Children and Young People’s Plan and is committed to ensure it is effective in improving outcomes for children in the borough. It brings together all partners engaged in children’s services throughout the borough for a strategic discussion and general overview. The Lambeth Children’s Partnership has a strategic link to the Local Safeguarding Children’s Board.

1.4 The Lambeth Children’s Partnership development meeting held on 10 September was attended by:

- Cllr Jennifer Brathwaite (Chair), Deputy Leader of the Council, Children and Young People
- Tony Parker, Director of Children’s Commissioning & Community Safety, LBL/NHS Lambeth CCG
- Dan Stoten, Assistant Director of Children’s Commissioning, LBL/NHS Lambeth CCG
- Susannah Beasley-Murray, Assistant Director, Children’s Services, LBL
- Annie Hudson, Strategic Director, Children Services, LBL
- Ruth Hutt, Director of Public Health, LBL
- Harold Bennison, CAMHS Service Director, CAMHS, SLAM
- Latoya Boyer, Policy and Communications, LBL
- Clare Dudman, Assistant Director, School Quality Assurance & Partnership, Education & Learning, LBL
- Tina Nicholson, A/Detective Chief Inspector/Safeguarding, Metropolitan Police (Lambeth borough)
- Bimpe Oki, Consultant in Public Health, LBL
- Alice Woudhuysen, London Campaign Manager, Child Poverty Action Group
- Francesca Wickens, Lambeth Schools Partnership Co-ordinator, LBL
- Sam Hunt, Policy and Communications, LBL

2. Proposal and Reasons

This report has been produced as an information paper for the Health and Wellbeing Board to update that body on what was discussed and agreed at the Lambeth Children’s Partnership meeting held on 10 December 2019. Health and Wellbeing Board members
are asked to note the content of the report and provide comments if necessary. The following areas were discussed in detail at this meeting:

2.1 Programme Update Reports (Lambeth Made; Early Help; Better Start; SEND and Children at risk of Harm)

Dan Stoten, Integrated Assistant Director, Children’s Commissioning, LBL and NHS Lambeth CCG
Clare Dudman, Assistant Director, School Quality Assurance & Partnership, Education & Learning, LBL
Susannah Beasley-Murray, Assistant Director, Children’s Services, LBL

2.1.1 Lambeth Made: Lambeth Made has been progressing and developing: a briefing was presented the leadership network so all key management in Lambeth are aware of Lambeth Made. This was a positive session in moving forward the work of Lambeth Made. Behind the scenes work is happening to look at the governance, develop a more strategic plan and to formalise the project

2.1.2 Partners are asked to inform the team about how to get schools engaged and more involved

2.1.3 Reframing Early Help A new locality model went live in September. There is now more senior management capacity in all the localities to build the partnerships; this helps to reflect needs in the different areas. There are 3 estate based teams and approval has been given for work to progress in the Clapham Park Estate. Areas have been determined by the data that is known on Serious Youth Violence. Some specialist posts have been created and there are now Family Therapists in the service and there will be recruitment of a Domestic Abuse Worker. The decommissioning from Young Lambeth Cooperative has resulted in YLC workers coming into the Early Help service. New and additional funding has been secured to deliver mentoring for children in primary school and Systemic Clinicians who deliver family therapy.

2.1.4 Partners are asked what can we all do to be involved in the early help model? How can partners make a real tangible contribution?

2.1.5 A Better Start: Work is still ongoing to put the new structure in place and the new model of Children’s Centres will be launched in January

2.1.6 The Family Information Service has been having conversations across the sector and work has been done to ensure that the SEND local offer can be reflected better so residents can access what they need.

2.1.7 Work is ongoing to improve the take up of immunisations.

2.1.8 Children with disabilities and special education needs: Ofsted and CQC Inspection could happen in January or February. The Division will be given a week’s notice prior to inspection.

2.1.9 The division is finalising the evaluation of the service and is inspection ready Presentations have been made to partners.

2.1.10 From the recent inspection reports published it would seem more local authorities are getting priority actions across the country

2.1.11 Children at risk of harm: New Lambeth safeguarding arrangements have been established with a smaller committee. The first forum will be in late January and will focus on neglect. This will help to develop and improve practice and ensure the quality of the multiagency work.

2.1.12 Initial health assessments for children in care have improved as a result of a real focus in this area and better communication.
2.1.13 **Comments and discussion:**

**Lambeth Made:**
- A draft plan of Lambeth Made will be ready by late January.
- A key issue raised is to ensure there is effective join-up across the individual entities which Lambeth supports – such as the Lambeth Schools Partnership and Lambeth Made.

**Early Help:**
- What reduction in the number of first time entrants is being aimed for? What is the target we are trying to achieve? The Manchester Metropolitan University is looking at all of the Merlin’s coming to police between 10 – 14 years old. Case studies have also been provided for the university.
- There are BIDs who are interested in investing in CYP in Lambeth.
- Is there any interplay between schools with Social workers in the schools? Early help has been building relationships with the SW so they are able to understand the early help offer and access this as appropriate for families.
- Early Help works very closely with LEAP who run workshops for Lambeth. There is a good partnership both strategically and practically.
- What is the appetite for the i-Thrive model? The model is: Getting advice, getting help and getting more help and getting risk support. It is an integrated, person-centred and needs-led approach to delivering mental health services for children, young people and families. The Framework is needs-led and mental health needs are defined by children, young people and families alongside professionals through shared decision making. Needs are not based on severity, diagnosis, or health care pathways.
- i-Thrive model is helpful to use when having Clinicians in the community. It gives permission to work with complex cases as they can work with the i-Thrive model. There is the opportunity to think about communication and how this can improve outcomes. Every mental health service is looking for staff to deliver a more community based model.
- CAMHs services are very active in Lambeth however there is an issue of space in the borough to meet need. The service would like to offer services across the borough from 2 or 3 sites. There are some temporary spaces for CAMHs and the medium term solution has to align with long term aim.

**Children looked after:**
- Why has the take up of health assessments improved for those entering care? There has been a real focus on health and improved communications. It is very clear which staff are involved with each child and everyone is aware of the roles and working together more closely.
- There is a specialist children looked after health service which entails a Social Worker, the carer and health colleagues. Health needs are identified from the outset. Children looked after review happens within 72 hours of a child coming into care and information would be shared there.
- How are schools involved? At multiagency meetings certain information is shared. Depending on what is presented then the school would pick up and make enquiries whether a health assessment has happened for a child.
2.2 Raising the Game update: Achievement of Black Caribbean Pupils:

Francesca Wickens, Lambeth Schools Partnership Co-ordinator, Education and Learning, LBL Themed Discussion: Lambeth Careers Cluster

2.2.1 Raising the Game is a two year project, run by the Lambeth Schools Partnership, established in 2018, focusing on raising the achievement and aspirations, and reducing the exclusion of Black Caribbean pupils in Lambeth. There are 37 schools taking part 23 of which are primary schools and 14 are secondary schools.

2.2.2 The project is based on the research, data and recommendations of Dr. Feyisa Demie.

2.2.3 The project focuses on Black Caribbean pupils and aims to: close the historic attainment gap of 7-10% and improve life chances; raise aspirations address and reduce disproportionately high rates of exclusions

2.2.4 The impact of the National Black Caribbean Achievement Project in narrowing the achievement gap (2003-2011) reduced the 18% gap in 2004 to 8% in 2013, if this rate of improvement had continued the gap would have been closed by 2019. However for KS2 for Reading, Writing and Maths combined there was an 11% gap in 2016 and an 8% gap in 2017. The achievement gap for GCSEs (5+ A*- C incl. English and Maths) was 16% in 2016 and 9% in 2017.

2.2.5 A factor impacting the achievement gap and which is also very concerning, is the disproportionate exclusion rates of Black Caribbean pupils with 27 permanent exclusions in 2017/18 compared to other ethnicities. The lowest rates being for those from a White (British, Portuguese, Other) background, where 6 pupils were excluded in the same period. The second highest rate was for those from a Black African background totalling 9 exclusions and the next highest rate which was 7 pupils who were from Mixed White/ Black Caribbean background.

2.2.6 The outcomes being aimed for by the end of the project are to reduce the gap for all Key stages by 7 - 8% and to reduce the number of permanent exclusions of Black Caribbean pupils over the two years of the project

2.2.7 There are a number of interventions developed by the project that have taken place:

- **Head Teacher Coaching where** heads challenged each other on the full suite of data relating to Black Caribbean pupils’ achievement at their schools, identified interventions and reviewed the impact of interventions and prioritised the needs of these pupils.

- **Aim High**: A programme of events for black Caribbean pupils (with over 1200 pupils attending) in year one who will benefit from hearing from over 30 inspirational black individuals from a range of professional and academic backgrounds including the first ever Black person to chair the British Science Association. Over 400 students from Lambeth secondary schools attended Aim High sessions at Lambeth Town Hall in October 2019. There was a real appetite from professionals wanting to get involved in the project. A similar event is planned for primary school in February 2020 where over 600 pupils will attend.

- **Parental Engagement Network**: A project that encourages parental and carer engagement in their child’s educational journey from the very start through fun activities, play, reading together and developing a home learning culture. Work in the second year of the project focuses on transition stages. There have been 3 events this year and 2 are planned in the New Year.
- **Diversifying the Curriculum**: An initiative to create more inclusive curriculum materials for both primary and secondary, in core subjects as well as humanities, which schools can use to diversify their curriculum.

- **Behaviour for Learning and Avoiding Exclusion**: Training for teachers and learning mentors to manage behaviour positively, and a focus on alternatives to permanent exclusion.

- **Unconscious Bias Training**: In the second year, heads and chairs of governors took part in a two-part Unconscious Bias training, led by Tharoor Associates.

2.2.8 Final data evaluating the project will be available in March 2020 and the interim data that is available for year one does show improvements such as:

2.2.9 In KS2, schools within the *Raising the Game* project, Black Caribbean pupils have improved their results by 11% from last year. This is compared to all Lambeth Schools where the improvement for Black Caribbean pupils is 3% compared to last year.

2.2.10 GCSE results for Black Caribbean pupils in 2019 have also improved since last year for 4 – 9 results (standard pass) by 3.7%. Please note that only 2 secondary schools do not take part in the project.

2.2.11 There are also early indications from Lambeth data that the rate of exclusions for Lambeth resident Black Caribbean pupils has dropped by 18% since 2017/18.

2.2.12 Some of the successes of year one include:

2.2.13 Each school produced a Raising Attainment Plan at the beginning of the project in order to formally prioritise Black Caribbean achievement. This was monitored by SIAs and has been produced again for year 2.

2.2.14 Head teachers valued the coaching, as well as the opportunity to share best practice and challenges alike. This intervention was agreed by heads as a crucial start to the project.

2.2.15 Materials for a more inclusive primary curriculum were developed in the following areas: English, Science, Art and History.

2.2.16 Parental Engagement Network in year one focused on early years and KS1. Schools gave very positive feedback about the PEN activities and learning has been embedded in schools.

2.2.17 The behaviour, led by Betsy Nelson, has led to the creation of Fair Access Panel for KS3, as well as an Inclusion Fund. There is ongoing work around creating a respite space as well as a more inclusive KS4 offer for excluded students.

2.2.18 Some schools have taken the initiative to do research on Black Caribbean underachievement in their particular schools.

2.2.19 Other local authorities, as well as charities and other organisations, have approached Lambeth to collaborate.

2.2.20 There has been lots of activity happening already in year 2 including:

2.2.21 The year 2 Launch of *Raising the Game*, with five more primaries joining the project.

2.2.22 Opening up opportunities within the project to non-RtG schools within the LSP, e.g. primary curriculum materials now available via LSP website.

2.2.23 Holding 15 *Aim High* events with more than 400 secondary students in attendance, and 28 volunteer inspirational speakers present. To date, over 1500 pupils have attended *Aim High* events in 2018 and 2019.

2.2.24 Working closely with Patrick Vernon on several interventions including a schools’ competition linked to the republish of 100 Great Black Britons, as featured in *Aim High* secondary.
2.2.25 Hosted three unconscious bias training sessions for heads and chairs of governors, report to follow.

2.2.26 Key activities for 2020:

- Develop, copyright, launch and disseminate materials for a more inclusive secondary curriculum by spring 2020.
- Materials to be uploaded from PEN sessions to the LSP website for all LSP schools to access.
- Incorporate pupil voice more into practice within the project.
- Focus on Black Caribbean achievement at the Annual Heads Conference in March 2020. The keynote speaker will be Andrea Parker, RtG.
- Continue to forge links with other local authorities and local organisations. The project are working with Haringey and Hackney as they longer term plans.
- Develop a *Raising the Game* ‘toolkit’ with audit tools, service directory, case studies from the project etc.
- Deliver a comprehensive evaluation of the *Raising the Game* project in Autumn 2020, to share best practice and ensure sustainability and longevity of the project.
- Develop afterschool sessions on “How parents can support their children” in collaboration with Rt Hon Stephen Lawrence.

2.2.27 Comments and discussion:

- Are exclusions fixed term? For fixed term exclusions schools only have to report every term and what comes out in final data results usually differs
- What are the results for the other children as the gap could still be increasing? The gap was closed more. As it is only year 1 of the project it is hard to attribute this to only Raising the game. There would need to be deeper analysis
- Data for KS1 would be useful
- Parents need to have a vision for their child so parents need to be involved more and more
- Are all schools involved? Some secondary schools have good will from teachers. Coaching and unconscious biased training was received well. However there is an issue that has been going on for generations and issues are systemic. Schools need to offer much more high quality service as generations continue to have same outcomes and are attending the same schools.
- Once school has focus on a particular issue this needs to be kept. Ensuring the success is sustained and is permanent
- So many people have been volunteering their time as people are really committed and welcome Lambeth doing this initiative
- Over the summer we need to think how we going to mainstream this. There should be a real focus on Parents and pupils and we have to be very creative. We need to explore what helps BCA children who are already doing really well. How do we find out what helps and then sustain this?
- What can the wider LCP do to help? There is an important link between this and early help. Families are struggling and this leads to a fall in education. How do we better communicate with housing? We know that having a place to study improves the outcomes for children. How do we address overcrowding or think about this in our interventions?
- Having a strong alumni is key as students can see those who used to come to the school striving and being successful. It is also vital to have a diverse workforce.
• Curriculum materials need to represent the community and people can then really see there is an expectation to do well
• What can we add to the success as Head teachers? Overall quality of the provision needs to be much better
• Embrace and engage the community and parents voice and see how we can utilize what is already happening out there like Black thrive, Black Dads, young mums? How do we explain it to the groups that are already out there so they can support raising the game?
• People in those organisations do not usually have a good relations with schools and trust is not there. Very key to build relationships so they are able to see that we are working towards the same outcomes
• Heads of primary schools would like to see how head teachers of secondary schools work with parents as there are several barriers including reduced communication and accessibility. Proactive actions are needed in secondary schools
• Actions of 2020 should be more focused on community

2.3 Themed discussion: Child Poverty

Bimpe Oki, Consultant in Public Health, LBL
Alice Woudhuysen, London Campaign Manager, Child Poverty Action Group

2.3.1 A range of drivers contribute to poverty:
– rising living costs (housing) which is a particular issue in London,
– Low pay and unemployment, flexible and secure part time work which largely impacts women
– inadequate access to resources to function in society
– inadequate social security benefits
– around £27bn a year has been taken out of social security spending since 2010
– most benefits for working-age families has been frozen however this will be removed in April 2020
– cuts to universal credit mean that it will not deliver on its promise to make work pay or reduce child poverty. Policy is currently being reviewed so this will disappear as it is having a detrimental impact on families
– child benefit set to lose 23% of its value this decade. There is currently a campaign for an additional £5 per week to be added.

2.3.2 The cost of housing is the main factor for London's high poverty rates. More people in poverty live in Private Rented Sector than any other housing tenure and the number of children living in poverty in PRS tripled in last decade. 7 in 10 households in Temporary Accommodation in England are in London and 80% of these households include children

2.3.3 Earnings have not kept pace with price increases and are not in line with the cost of living which is worse for those in part time work.

2.3.4 Low pay - 1 in 5 jobs in London pay below the London Living Wage, including 50% of part time jobs – most carried out by women. London’s maternal employment lowest of any region in the UK, with 53% women with children employed in London, compared to 65% across the UK. This may be because these families are not able to rely on informal childcare.

2.3.5 Childcare in London costs at least a third more than the UK average
2.3.6 700,000 children are living in poverty in London which is almost equivalent to 11 children per classroom up to the age of 18 years old. In 2018 43% of Lambeth children were living in poverty after household costs were taken into account. According to the Indices of Multiple Deprivation 2019, 23% of children up to age 15 were living in income deprived families in Lambeth. This figure increases to 30% for those aged 60 and above. Lambeth ranks 38 out 317 most deprived areas in England.

2.3.7 Child poverty is a relatively similar picture across all wards in Lambeth. Families in Lambeth are experiencing real challenges with more families are using foodbanks and a significant increase at the Brixton Foodbank this year, 1 in 2 disadvantaged students not achieving GCSE target standard, 1 in 10 households in arrears for at least one bill and unable to pay an unexpected bill and 14 London Living Wage hours pay for 25 hours nursery.

2.3.8 In Lambeth poverty can manifest in many ways including: parents going without food to ensure children are fed; unable to afford healthy foods; material poverty is a real issue with parents unable to provide correct school uniform; parents excluded if they need to take time off work; lack of awareness of appropriate support and advice; problem with affordable childcare; Social stigma therefore families do not want to ask for help; sub-optimum living conditions that could exacerbate health conditions; impacts on health of parents and an increase in risky behaviours and poor outcomes for children and young people. Feedback from the Lambeth Poverty and Health Summit that took place in November 2019 was a very engaging event and there was some very valuable feedback and insights that echoed these issues. Stakeholders involved are working together to bring together a report.

2.3.9 The impact on health outcomes for the most deprived means an increased risk of infant mortality, less likelihood to breast feed, more likely to suffer with child obesity, more likely to need tooth extractions, more likely to attend A&E attendance and attend hospital for asthma. Poverty is bad for health and poor health can lead to poverty.

2.3.10 Despite overall improvements, poverty is a major issue for Lambeth and contributes significantly to health inequalities and certain groups are at greater risk of poverty (lone parents, those with disabilities, BAME, carers, older people).

2.3.11 There has been significant growth in the borough but not everyone has benefited.

2.3.12 There are opportunities that need to be engaged and explored more such as Anchor institutions, local businesses, voluntary & community organisations, community expertise and capital and regeneration initiatives.

2.3.13 Recommendations from local stakeholders include: Ensure people know what support is available to them already and they are supported to use it (health and social services, debt advice, family planning, immigration advice, benefits, other); Use schools as hubs –Parents are often familiar with coming to schools (primary); Provide more services for children and young people outside of school hours, at schools. These can provide healthy meals as well as good care and activities while parents work (i.e. enabling parents to work and earn more); Activities during the school holidays (children particularly vulnerable then and families find this time particularly hard); Teach skills for older pupils and their parents e.g. budgeting, healthy cooking, welfare advice, jobs advice etc; Provide housing support –availability of suitable housing, flexible rent support and involve
those with lived experience in initiative design and to mentor or advise/support others (young people as well as for parents).

2.3.14 There are some key actions that Lambeth can do to tackle child poverty in the borough:

- Listen to residents and be proactive in seeking views of families on low incomes about life in the borough
- Provide support & incentives for businesses & other local employers to become accredited London Living Wage employers
- Provide comprehensive joined-up support on universal credit
- Reduce minimum payments for low-income and vulnerable residents in your CTR Scheme to below 10% (Lambeth’s is 20%)
- Advertise all job vacancies with flexibility as the norm
- Ensure there is enough affordable childcare for low income families
- Make use of powers to enforce private rented sector conditions
- Embrace new expectations within the Homelessness Reduction Act
- Protect and improve uptake of existing food policies & publicly-funded nutrition programmes (Healthy Start, FSMs & holiday food)

2.3.15 Partners asked to consider how we can assess assets more and utilise these?

2.3.16 How do we harness community assets more?

2.3.17 Comments and discussion:

- Single earner households are more at risk even when earning a decent wage
- Sometimes people who come for advice are made to feel ashamed and therefore do not come for advice and support
- There is a planned training for staff who see residents who come to the Civic centres as stories of how people are feeling treated when they are telling their stories is coming to light more and more.
- 2 top things LA should do to make an impact in reducing child poverty?
- There needs to be a statutory duty to do a Child poverty strategy and look at work around advice provision. How many people are in debt to the council and is that tipping them into a further debt?
- We do have advice to do in Lambeth? What is the quality of the advice?
- Schools and child poverty – Agency staff do not get paid for annual leave and illness and even staff that are with us for a long time. A cleaning job is put together with catering jobs to make more hours for staff. Part of London Citizens organisation – citizenship fees for children are so costly at around £1000 per application and How would you get that together for one child and even more
- 25% of students are from Latin American community and they have brexit fees etc. Lots to manage.
- How do we engage with the community and the expertise out there whether it be individuals or organisations?
- Parents have to work so are unable to attend important school meetings
- Schools measure uses a postcode to look at deprivation. An A- E score given is the criteria for funding amount given to schools.
- A study has been carried out to look at cost of school day. Work is currently being done to bring together schools, LA’s and families to look at this. More needs to be done to see the impact on families and alleviate burden on families.
3 Finance
3.1 There are no capital or revenue implications arising as a direct result of this report. It should be noted that service planning has been undertaken with consideration of the current funding available and takes account of the Council’s medium term financial strategy.

4. Legal and Democracy
4.1 There are no legal comments arising from this report but specific legal advice may be provided as required.

5. Consultation and co-production
5.1 The report provides an update for the Health and Wellbeing Board. Consultation has been carried out for many of the projects discussed by the LCP board.

6. Risk management
6.1 None

7. Equalities impact assessment
7.1 The report provides an update for the Health and Wellbeing Board. An Equality Impact Assessment has not been produced for the purpose of this report but will be produced for many of the projects discussed by the LCP at this meeting.

8. Community safety
8.1 None

9. Organisational implications
9.1 Staffing and accommodation

None

10. Health
10.1 None

11. Timetable for implementation
11.1 The next meeting of the LCP is Tuesday 10 March 2020
## Audit trail

## Consultation

<table>
<thead>
<tr>
<th>Name/Position</th>
<th>Lambeth cluster/division or partner</th>
<th>Date Sent</th>
<th>Date Received</th>
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<td>Deputy Leader of the Council, Lead Member for Children and Young People</td>
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<td>Annie Hudson</td>
<td>Strategic Director Children Services</td>
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<td>Tony Parker</td>
<td>Director, Commissioning and Improvement</td>
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<td>Grace Gbadmosi</td>
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## Report history

| Original discussion with Cabinet Member | | |
| Report deadline                        | | |
| Date final report sent                 | | |
| Report no.                             | | |
| Part II Exempt from Disclosure/confidential accompanying report? | Yes/No |
| Key decision report                    | No |
| Date first appeared on forward plan   | N/a |
| Key decision reasons                   | N/a |
| Background information                 | None |
| Appendices                             | None |