

Committee: **Executive Committee**  
Date of meeting: **25<sup>th</sup> September 2019**  
Report Subject: **Safeguarding Performance Information for Social Services and Education - April to September 2018**  
Portfolio Holder: **Cllr John Mason, Executive Member Social Services  
Cllr Joanne Collins, Executive Member Education**  
Report Submitted by: **Damien McCann, Corporate Director of Social Services  
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Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
27.06.19	25.06.19	11.09.19			15.07.19	25.09.19		

## 1. Purpose of the Report

- 1.1 The purpose of this report is to provide Executive members with safeguarding performance information and analysis from across the Local Authority. Monitoring and reporting systems are well developed to ensure the department is able to track information and evidences that the safeguarding agenda remains a priority for the Local Authority.
- 1.2 The information provided will enable members to identify safeguarding trends and areas within the Authority that require further development to improve safeguarding practice in order to meet the safeguarding needs of children and young people within Blaenau Gwent.

## 2. Scope and Background

- 2.1 The report contains safeguarding information from Social Services from 1<sup>st</sup> April 2018 – 31<sup>st</sup> March 2019, and Education information from 3<sup>rd</sup> September 2018 – 12<sup>th</sup> April 2019.
- 2.2 This report is written in order to provide a greater focus on the safeguarding agenda. The Corporate Leadership Team and Elected Members agreed for safeguarding information to be reported to a Joint Social Services / Education and Learning Scrutiny Committee after each school term.

## 3. Options for Recommendation

- 3.1 Having scrutinised the information members can:

### Option 1

Accept the approach and information detailed in the report provided

### Option 2

Consider the information provided and provide comments on where improvement can be made to the current monitoring processes.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 The Safeguarding agenda is considered as part of the Council's Corporate Strategies that includes:

- Corporate Plan
- Corporate Risk Register
- Safe Reduction of Children Looked After Strategy

4.2 Social Services work to a number of regional and national safeguarding procedures which can be located on the South East Wales Safeguarding Children's Board website: <http://sewsc.org.uk>

5. **Implications Against Each Option**

5.1 ***Impact on Budget (short and long term impact)***

During Q4 the numbers of children on the child protection register had reduced by 19 children. As a number of children who have been on the child protection register progress to court proceedings, this reduction has impacted on the numbers of children who needed to become looked after and, as such has reduced the numbers of Local Authority court applications.

However, whilst the current numbers of looked after children (LAC) and court applications has stabilised, the LAC numbers continues to have a significant negative impact on the budget.

The Safeguarding Team has successfully appointed a permanent Safeguarding Team Manager and it is envisaged that reducing this post from 37 hours to a 30 hour post will not have a detrimental impact on the service.

The proposal for additional capacity within the Independent Reviewing Service has also been progressed with all posts now appointed to; it is therefore envisaged good practice standards in the delivery of the Independent Reviewing Service will continue to be met.

5.2 ***Risk including Mitigating Actions***

The Directorate Risk register identifies the highest risks for the Social Services Department. These are monitored within the bi-annually report of the Director of Social Services.

6. **Supporting Evidence**

6.1 Performance Information and Data (see Appendix 1).

### 6.1.2 Social Services

#### Referrals to Social Services

**Figure 1:** Shows the number of referrals made to social services from April 2018 – March 2019. The chart demonstrates a slight dip in referrals during Q's 2 & 3 however Q4 performance shows an increase of 113 referrals from the start of the year to the end of the reporting period.

**Figure 1.2:** Shows the source of the referrals as in previous quarters, Police remained the highest referring agency closely followed by Education.

**Figure 1.3:** Shows the number of referrals received on open cases during the year and as outlined in the graph the numbers of referrals continued to reduce in Q4 from Q3 and in total the numbers of referrals from the start of the year to the end of the year had reduced by 210.

This evidences the confidence in the threshold applied to referrals, decision making in Information, Advice and Assistance (IAA) and ultimately the levels of interventions provided to ensure needs are met at the earliest opportunity and thereby preventing needs escalating.

It is believed that the Supporting Change Team and the model of service delivery in preventative services such as Families First have also contributed to this trend.

### 6.1.3 Youth Services

**Figure 1.4:** Shows the numbers of Youth Service referrals during the year, and the graph shows referrals in Q4 mirroring that of Q3.

### 6.1.4 Child Protection

**Figure 2.1:** Gives the number of children (and families) on the child protection register (CPR). The summary of registrations and de-registration is given in figure 2.2. The total of 56 children to 33 families in Q4 evidences the continued trend in the decrease in numbers of children on the child protection register:-

74 in Q1  
77 in Q2  
75 in Q3  
56 in Q4

**Figure 2.3:** shows the categories of abuse, it is usual to see neglect and emotional abuse being the largest form of categorisation within Blaenau Gwent and Q4 shows no exception to this trend.

The age profile and gender of the children on the CPR is shown in Figure 2.4 with boys aged 5–9 years being the slightly largest cohort. However the

differences in boys to girls are minimal across the age ranges.

The average time a child is on the CPR is shown in figure 2.5. The Social Services Management Team review all those children on the CPR for 12 months or longer on a regular basis to ensure plans are appropriate and there is no drift.

During Q4 the majority of children were subject to registration for between 3 and 6 months. This is a change from previous quarters and may account for the overall decrease in numbers subject to re-registrations as child protection interventions may be for slightly longer periods of time but may be more effective in terms of longer term outcomes.

Senior management continues to scrutinise this information on a monthly basis to ensure there is appropriate monitoring of the trends.

**Figure 2.6:** gives the breakdown on both initial and review conferences. They show the numbers of conferences held, the number of families involved and the outcomes in terms of registered or not.

The numbers of initial conferences decreased during Q4 with 20 children being the subject of conference (14 families) and 14 children were registered (3 at birth) 3 were not registered.

63 review conferences were held with 33 de-registrations and 30 continued registrations.

**Figure 2.7:** shows the number of initial conferences held within timescales. There has been consistency practice in this area throughout the 12 month reporting period, with 100% of conferences held within timescales.

**Figure 2.8:** relates to review conferences and whilst we see a very slight dip in performance 98.4% Of the one that was outside of timescales, that conferences had to be rescheduled due to unforeseen/unplanned circumstances.

#### 6.1.5 **Referrals by Education**

**Figure 3.1:** shows an increase of 29% in referrals made by primary schools in the spring term.

**Figure 3.2:** In the secondary sector there has been a decline in the number of contacts by schools.

#### 6.1.6 **Education Information**

#### 6.1.7 **Overview**

Blaenau Gwent Council and Education Directorate is committed to ensuring that Safeguarding in Education processes are robust, fit for purpose and

are being consistently applied. To support this, the Directorate has developed and implemented a range of processes and quality assurance arrangements to ensure that it is cognisant of the safeguarding arrangements in Local Government Education settings and that they do not give cause for concern.

Moving forwards the Education element of this report has and will continue to be developed to ensure that Executive Members are provided with greater clarity on the extensive work that is undertaken in ensuring that safeguarding arrangements give no cause for concern.

In doing so, the reports that are presented from now will broaden in emphasis from the traditional family safeguarding Intra-familial focus that has historically been presented, to include the arrangements that will broaden the safeguarding focus and that include management of external safeguarding risks outside of the family context (extra-familial). This broader approach to understand the dynamic relationships across intra-familial and extra-familial settings is called 'contextual safeguarding'; which is a proven methodology to safeguard our most vulnerable learners.

#### 6.1.8 **Bullying Incidents and Restrictive Physical Interventions (RPI)**

There have been processes developed between Education and the Youth Offending Service to tackle anti-social behaviour in schools and a draft policy is in the process of being adopted to look at parenting contracts and parents.

#### 6.1.9 **Numbers of restrictive physical interventions**

Systems are in place within the Local Authority to gather incidents when Restrictive Physical Interventions (*Figure 4.1*) are used in school to manage pupils' behaviour. Following each incident the school is required to record the incident in a Bound and Numbered book and complete an incident form. The incident form is sent to the Local Authority Education Directorate where it is recorded on a central recording system.

**Figure 4.1:** shows the Autumn and Summer term period from September 2018 to April 2019. The incidents of Restrictive Physical Interventions in the Autumn term were 54. This decreased significantly in the Spring Term to 12. This information is monitored by the Safeguarding Education Manger and reviewed with the Inclusion Manager. Please be advised that not all schools have submitted their information for this period. This will be reported on in the next report.

Regular monitoring of incident forms is undertaken to ensure the use of physical intervention is appropriate. From this monitoring, there are no significant patterns or trends identified in the use of interventions.

#### 6.1.10 **Numbers of bullying incidents reported which have led to exclusions**

Bullying has been identified by children and young people as a significant issue they face. An Anti-bullying Strategy has been developed by the Education Department.

**Figure 4.2:** shows that for the Autumn term, there were three reported exclusions from schools where bullying was reported as the reason for the exclusion. There was one further exclusions where bullying was reported as a secondary reason for the exclusion. This is an increase on the previous term where there was one such reported instance. In the Spring term, there were two reported exclusions from schools where bullying was reported as the reason for the exclusion, a decrease from the Autumn term. Schools collate information in relation to bullying.

Systems are in place for the Local Authority to collate detailed information in order to identify trends and anomalies and consider appropriate follow-up action.

#### 6.1.11 **Quality Assurance Visits**

The Education Directorate has developed a quality assurance process which has been in place since September 2017. As such, quality assurance visits to Local Government Education Settings (LGSES) include pupil and staff voice through pupil and staff discussions, scrutiny of training, policy, safe recruitment practice, and record-keeping of concerns. A “dip test of activity” is undertaken by the Safeguarding in Education Manager to test the robustness of the safeguarding systems and to ascertain a level of assurance. Over a two year time period, this process has been applied to Schools, Early Years settings, the Youth Service, Leisure Trust, Home to School Transport, Catering and Organisational Development.

**Figure 4.3:** Since the Quality Assurance protocol was introduced in 2017, 16 visits out of a possible 21 (76%) have been completed under this process (Figure 4.3). There have been no significant safeguarding issues identified and visits have provided reassurance that appropriate safeguarding arrangements are in place in schools and other Education Services.

#### 6.1.12 **Estyn Judgements**

All education and training providers in Wales are inspected by Estyn. The current inspection framework changed in September 2017.

Schools and other education providers are now given judgements in relation to the 5 inspection areas:-

<b>Inspection Area</b>	
<b>1</b>	<b>Standards</b>
	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills
<b>2.</b>	<b>Wellbeing and attitudes to learning</b>
	2.1 Wellbeing 2.2 Attitudes to learning
<b>3</b>	<b>Teaching and Learning Experience</b>
	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum 3.3 Provision for skills
<b>4</b>	<b>Care, support and guidance</b>
	4.1 Tracking, monitoring and the provision of learning support 4.2 Personal development 4.3 Safeguarding
<b>5</b>	<b>Leadership and Management</b>
	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning 5.4 Use of resources

Inspection area 4 covers the safeguarding element. In arriving at a judgement inspectors will consider whether the schools safeguarding arrangements are effective and give no cause for concerns. In coming to a judgment Inspectors will consider evidence such as:

- whether the school's safeguarding arrangements protect all children;
- the arrangements for the safe recruitment of staff and volunteers;
- how well the school promotes safe practices and a culture of safety;
- whether the school complies with statutory guidance in discharging its safeguarding functions;
- the arrangements of the management of bullying, harassment and discrimination, reporting of physical interventions;
- how well the school keeps pupils safe from radicalisation;
- arrangements for the provision of pupils educated off site and;
- the health and safety of the school buildings and site.

Estyn then provide judgements for each Inspection area which is made using a four-point scale:

<b>Judgement: What the judgement means?</b>	
<b>Excellent</b>	Very strong, sustained performance and practice.
<b>Good</b>	Strong features, although minor aspects may require improvement.
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement.
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths.

**Figure 4.4:** provides an overview of the Estyn judgements for schools inspected under the new arrangements from September 2017 up until March 2019.

During the period all schools inspected have received a judgement against care support and guidance. Blaenycwm Primary School received a judgement of excellent (12%), 4 schools (50%) received a judgement of Good and 3 (37.5%) schools received a judgement of adequate.

#### 6.1.13 **Operation Encompass**

Operation Encompass was initially launched in Cornwall in 2011 to address limitations in the early sharing of information between Police and schools. Its vision is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

The purpose of Operation Encompass is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident, children will often arrive at school distressed and staff unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support in a way that means that they feel safe and included.

The pilot across Gwent was launched in early February 2019 and is part of the Gwent Early Action Together Programme that deals with Adverse Childhood Experiences (ACES). Operation Encompass does not replace or supersede existing protocols, or singularly address child welfare. As such, the process should always be followed in conjunction with current safeguarding procedures and practitioner guidelines; it is designed to reinforce safeguarding and ensure children's well-being is of paramount importance and ensure that the school is able to effectively support a child following such an incident.

#### 6.1.13 **Pilot process**

Through this process the Police share 'Operation Encompass' information with the Local Authority and schools under the powers and requirements set out in the Children Act 2004 (Section 10 and 11). The Act charges the Police and other statutory agencies with the responsibility of working together to safeguard children.

Section 10 (2) of the Act states: 'The arrangements are to be made with a view to improving the well-being of children in the authority's areas so far as relating to:–

- Physical and mental health and well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- The contribution made by them to society; and
- Social and economic well-being.

It is the responsibility of the designated safeguarding person (DSP) in each school, to ensure that the information they receive from the police is used proportionately and appropriately to meet the needs of the children and young people. Only the minimum amount of information necessary is provided. It is also the DSPs responsibility to record, store and secure all information in line with existing child safeguarding processes.

**Figure 4.5:** shows the number of domestic abuse incidents reported during the period and the number of children involved. When further analysed it is noted that the majority of the children affected are of primary school age (133/66%). With:-

- One child experiencing 5 incidents of domestic abuse;
- Of the cases reported during the period:
  - 3 cases were high risk
  - 47 – medium
  - 151 – standard

Risk is assessed on a case by case basis by a professional against a risk tool known as the Dash checklist. The purpose of the Dash risk checklist provides a consistent and simple tool for practitioners who work with adult victims of domestic abuse in order to help them identify those who are at high risk of harm and whose cases should be referred to a MARAC meeting in order to manage their risk.

#### 6.1.14 **Compliance Reporting**

The Police compliance target for recording the school name on the PPN is 90%. The Police continue to work with officers so that from September a direct notification to schools can be submitted.

The Operation Encompass Pilot is presently being evaluated to inform next steps, hopefully for rolling out a direct process with schools in the Autumn term 2019. The evaluation of the pilot will form part of the next Scrutiny report along with a further update on Operation Encompass.

#### 6.1.15 **Elected Home Educated (EHE):**

Elective Home Education (EHE) is when parents/carers decide to provide home based education for their child rather than sending them to school. Home educated children are therefore not registered at mainstream or special schools. The law states that all parents have a duty to ensure that their child receives an efficient, full time education suitable to their age, ability and aptitude, and to any special educational needs they may have

either by regular attendance at school or otherwise. Children who are home educated are not required to follow any specified curriculum or meet criteria for the number of learning hours and provision can be anywhere on a continuum from a formal, structured, schedule-based and mostly within the home environment, through to autonomous or child-led education or unschooling.

**Figure 4.6:** The total number of children electively home educated as of March 31<sup>st</sup> 2019 was 73. At the same point in 2018 the number was 67.

**Figure 4.7:** sets out the number of secondary age pupils who have become EHE or who have returned to school from being EHE during the Autumn and Spring term.

**Figure 4.8:** sets out the number of additional pupils who have become EHE or who have returned to school from being EHE during the Autumn and Spring term.

**Figure 4.9:** provides a breakdown by year group of EHE pupils.

Members should note that there are appropriate processes in place to monitor elective home education with formal visits held to check on the suitability of education. However, it is recognised that the number of EHE children is high and as a result EHE is considered a key priority for the Education Directorate. Activity this year has focused on working with schools, the Education Achievement Service and other services regarding early identification, engagement and support, as well as engaging with parents to encourage the establishment of support networks and encourage school enrolment.

Whilst the number of EHE pupils overall has seen a small increase, the work carried out in the last two terms has ensured the rate of rise has been positively impacted.

#### 6.1.16 **Attendance**

##### **Context**

The key Attendance Guidance is the Welsh Government Guidance entitled: 'All Wales Attendance Framework' (November 2012). The resulting document provides standards and guidance for practitioners to ensure greater consistency of practice throughout Wales. It also aims to enable the Education Welfare Service (EWS) and schools to deliver services that are consistent, accessible and of a high standard. Most importantly it is intended to be a practical resource toolkit for use by staff working within the EWS.

**Figure 4.10:** At the end of March 2019 secondary school attendance was 93.2% compared to 92.9% in March 2018.

**Figure 4.10:** At the end of March 2019 primary school attendance was

95.0% compared to 94.9% in March 2018.

**Figure 4.11:** shows a comparison of attendance for each school for 2017/18 to 2018/19.

Whilst there has been a slight improvement in both primary and secondary school attendance there still needs to be further improvements in attendance and a reduction in persistent absenteeism.

### **Persistent Absenteeism**

In April 2018 reducing persistent absenteeism (PA) was made a corporate priority and a plan is in place to address this.

PA is identified when a pupil misses 20% or more of school sessions or attendance is 80% or below. The statistical information gathered includes pupils who have authorised and unauthorised absence including illness, medical appointments, exclusions and holidays during term time. PA is likely to be the consequence of a number of contextual factors affecting individual pupils and therefore teachers, inclusion officers and support workers will continue to determine the primary reason(s) for a pupil's absence and advise specific and bespoke support in addition to the regular implementation of school / LA absence procedures.

**Figure 4.12:** shows a comparison of PA rates in March 2019 compared to March 2018.

The number of Persistent Absentees remains higher than last year, except for pupils in early years' settings. However, the numbers of PA in all phases has decreased since February 2019. At the end of the 2017/18 academic year all children that were PA were identified and their attendance recorded so that progress could be monitored during the 2018/19 academic year. The average attendance for these children has improved in all phases compared to July 2018 when they were originally identified as PA.

#### **6.1.17 Exclusions**

##### **Context**

The key Exclusion Guidance is the Welsh Government Guidance entitled: 'Exclusion from Schools and Pupil Referral Units' (April 2015). By law, head teachers, governing bodies, LAs and independent appeal panels must have regard to this guidance when making decisions on exclusion and administering the exclusion procedures and appeals. There is a strong expectation that the guidance will be followed unless there is good reason to depart from it.

The Council's Exclusion Guidance for schools, as well as including much of the WG guidance, provides additional local information such as process flowcharts, a standardised reporting format and a checklist for head teachers to ensure that the decision to exclude has been carefully

considered and is being used as a last resort.

**Figure 4.13** show the number of exclusions for 2017/18 and 2018/19 broken down between primary and secondary schools.

### **Secondary School Exclusions**

**Figure 4.14:** Whilst there has been a slight increase in the number of exclusions and the days of exclusions there has been a decrease in permanent exclusions.

### **Primary School Exclusions**

**Figure 4.15:** Whilst there has been an increase in the number of exclusions and the days lost to exclusion it is partly attributed to the fact that two primary schools had a significantly higher number of exclusions between September 2018 and March 2019 in comparison to the previous period.

**Figure 4.16:** provides a breakdown of exclusions by year group.

20 exclusions were pupils who had no additional learning needs indicated, 181 exclusions were pupils who had no additional learning needs, 43 exclusions were pupils who were school action, 140 exclusions were pupils who were school action plus and 48 exclusions were pupils who had statements. For those 48 pupils with statements the total number of days lost were 92 days.

19 exclusions amounting to 36 days were lost to children who are looked after.

Pupils in year 8 and 9 had the highest number of exclusions and days lost to exclusions and the Education Department has worked hard to prevent some of these pupils being permanently by realigning the work of Positive Futures.

#### **6.1.18 Leisure Trust**

As the Council is commissioning this service it is satisfied that there are appropriate measures in place to safeguard children and young people. The Leisure Trust has robust child protection procedures in place and staff are trained to the appropriate level in safeguarding. As a quality assurance mechanism, child protection referrals made to Social Services will be monitored on a quarterly basis by the Trust and the Council.

The Safeguarding Lead for the Leisure Trust is a member of the Corporate Safeguarding Leads Group which meets quarterly.

#### **6.1.19 Information from other Directorates**

The Corporate Safeguarding Policy requires a Designated Strategic Safeguarding Lead in each Directorate. The Lead is responsible for ensuring all staff are aware of the Corporate Safeguarding Policy and that

necessary staff have received safeguarding training. Quarterly meetings are due to be reconvened with the Leads and the Service Manager responsible for the Safeguarding Unit in Social Services to ensure they are undertaking these responsibilities.

#### 6.1.20 **Allegations of abuse made against professionals**

During Q4 there were five professional strategy meetings held and two outcome meetings. Of the five, four were following concerns raised about teachers and one was following concerns raised about a foster carer.

The total number of initial professional strategy meetings for the reporting year was 11. 10 from Education in connection with teaching staff and one foster carer concern.

#### 6.2 **Expected outcome for the public**

Those children who are assessed to be at risk of harm are protected and safeguarded, and that the Local Authority adheres to legislation regarding statutory intervention.

#### 6.3 **Involvement (consultation, engagement, participation)**

The development of the Corporate Safeguarding Policy and the Departmental Safeguarding Leads meetings help ensure all departments within the Authority are aware of their responsibilities for safeguarding and are kept updated with any emerging issues or trends within safeguarding.

Termly meetings also take place with the Safeguarding Leads from all the schools and monthly meetings take place between the Safeguarding Team and lead Education staff.

The SEWSCB local Safeguarding Network group also reviews the safeguarding information to ensure all partner agencies are as fully aware as possible.

#### 6.4 **Thinking for the Long term (forward planning)**

The Annual Council Reporting Framework (ACRF) enables Social Services to plan for the future as spend, risk and performance is continuously reported on and provides a baseline of where the department is currently and where it needs to be in the future.

#### 6.5 **Preventative focus**

The work undertaken by the Social Services Directorate looks to promote a preventative approach to practice through early identification and intervention.

## 6.6 **Collaboration / partnership working**

The South East Wales Safeguarding Children's Board and its sub groups ensure a multi-agency collaborative approach to safeguarding. Blaenau Gwent fully participates in the Children's and Adult Safeguarding Boards.

Additionally the Corporate Safeguarding Policy ensures each department has safeguarding leads and these meet together on a quarterly basis looking at safeguarding across the whole Authority. The Leisure Trust lead also participates in this meeting.

Throughout Q4 partnership working with the Police has progressed through the Early Action Together programme which will run for 12 months. Plans have been made to include a Detective Sergeant (DS) within the IAA service area funded and supported by the Early Action together Programme, Gwent Police and the Crime and Commissioner grant. The programme has built in a rapid review at the 6 month point to assess the impact and outcomes of the programme. The proposal is that the DS will quality assure all police referrals into the department.

## 6.7 **Integration (across service areas)**

All local authorities and partner agencies work together on safeguarding through the South East Wales Safeguarding Children's Board and Gwent wide Adult Safeguarding Board.

## 6.8 **EqlA (screening and identifying if full impact assessment is needed)**

N/A.

## 7. **Monitoring Arrangements**

The Local Safeguarding Network Group is a sub group of the South East Wales Safeguarding Children Board and Gwent wide Adult Safeguarding Board. This group is made up of multi-agency representation from within Blaenau Gwent who monitors and reviews the safeguarding information and performance. This group has direct links with the Youth Forum to ensure the voice of the child is fully considered and heard on safeguarding issues.

## 8. **Background Documents / Electronic Links**

- *Appendix 1*

REF: SPISSEA-S2018.2463