

CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP

Venue: Town Hall,
Moorgate Street,
Rotherham. S60 2TH

Date: Wednesday, 19th March, 2014

Time: 2.00 p.m.

A G E N D A

1. Apologies for Absence.

For Decision:-

2. Minutes of the Previous Meeting (Pages 1 - 11)
3. Matters Arising.
4. Issues and Concerns
 - LAC Council
 - Youth Cabinet

For Discussion:-

5. ADCS Report - "What is Education For" (Pages 12 - 28)
 - Karen Borthwick to report
6. CSE Update
 - Joyce Thacker to report
7. Early Help Overview (Pages 29 - 54)
 - Warren Carratt to report
8. Looked After Children Strategy (Pages 55 - 64)
 - Paul Dempsey to report
9. Year End - Plan on a Page (Pages 65 - 71)
 - Sue Wilson to report

For Information:-

10. Local Safeguarding Children Board (Pages 72 - 84)

11. Exclusion of the Press and Public
Resolved:- That, under section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972 as amended (information relating to the financial/business affairs of any person (including the Council)).

12. Rotherham School Effectiveness Service - Self Evaluation (Pages 85 - 150)
 - Karen Borthwick to present

13. Any Other Business

14. Date and Time of Next Meeting
 - 21st May, 2014 commencing at 2.00 p.m.

CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP
Wednesday, 15th January, 2014

Present:- Joyce Thacker (in the Chair); Councillor Pickering, Ann Clark, Karen Etheridge, Sara Graham, Michael Holmes, Catherine Homer, Carole Haywood, Martin Kimber, Rachel Nicholls, Clair Pyper, Emma Royale, Susan Skalycz, Dorothy Smith, Janet Wheatley, Sue Wilson and Chrissy Wright.

Apologies for absence were received from Councillor Lakin, Steve Ashley, Tracey Blakemore, Julie Mott, Dr. Polkinghorn, Dr. Radford, Sarah Whittle

246. MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting held on 20th November, 2013, were considered and approved as a correct record.

Arising from Minute No 236 (Sarah Champion MP), it was noted that Clair Pyper had attended a meeting, together with representatives of a number of agencies and Councillors, to discuss Sarah's understanding of the situation in Rotherham with regard to CSE and a particular section of the population. Clair had supplied data which had proven this not to be the case. Discussion had taken place on whether there was more agencies could do to help parents understand the need to keep their children safe and not just with regard to CSE. It had been agreed to liaise with a particular school with regard to future work.

The meeting had also discussed engagement with communities. It was reported from Jason Harwin that funding had been secured for this work and would be discussed further at the CSE sub-group.

Arising from Minute No. 237 (Emergency Hormonal Contraception), it was noted that a report had been submitted to the Local Pharmaceutical Committee with regard to arrangements for EHC.

Resolved:- That an update on EHC be submitted to the March Partnership meeting.

247. ISSUES AND CONCERNS

The next meeting of the Youth Cabinet was to be held on 16th January, 2014, where they would be discussing the Lifestyle Survey and proposals around the Integrated Youth Service budget.

248. WARM AND WELL FAMILIES

Catherine Homer, Public Health Specialist, gave the following powerpoint presentation:-

Aim

- To conduct an indepth exploration of factors influencing the decisions and behaviour of households with children with asthma regarding keeping warm and well at home

Design

- Qualitative methods (interviews and focus groups)
- Temperature measurements
- Data collected in winter months
- Framework analysis

Who we spoke to

- 17 households
- 13 staff
- Focus groups – 2 staff, 1 school children, 1 young adults

Themes

- Knowledge and awareness
- Contextual factors
- Behaviours
- Social support and social factors
- Attitudes and beliefs

The world of parents

- Priorities and choice
 - Heat – luxury or need?
 - Needs of family members
 - Roof over head
 - Paying the bills/balancing the budget
 - Food/heating regime
 - Safety of family/possessions
- Perception of risk
 - Child becoming ill
 - Losing home
 - Getting into debt
- Responsibility and blame
 - Child's health
 - Damp/conditions/mould
 - Condition of house
 - Heating regime/equipment
- Fear
 - Losing home
 - Debt
 - Child becoming ill
 - Blame
 - Shame or embarrassment/stigmas/loss of privacy
 - Being judged
 - Losing control
- Knowledge and beliefs
 - Causes of asthma

Causes of mould/damp
 Cost heating and energy saving measures
 Preventative action
 Who can help
 Who to trust and not trust
 They have no choice sometimes

Why is fuel poverty an issue?

- It is sometimes the reason children do not attend school
- It is sometimes the reason children are ill
- It is sometimes the reason adults are physically and/or mentally unwell
- It is sometimes the reason people are in debt
- It is sometimes the reason why people are socially isolated
- It is sometimes the reason why houses seem unkempt and not looked after

Discussion ensued on the presentation with the following issues raised/clarified:-

- Properties were of mixed ownership
- Families were receiving mixed messages. Through energy efficiency measures, the properties were “wrapped” so well the house could not breathe; families could not understanding opening windows when the heating was on
- Many of the families agencies dealt with through concerns of neglect did not have the funds to heat their properties. Not only was there the increase in fuel poverty but the unsafe methods used by many to heat their homes
- There were links with the Fire Service and their Hot Spot Schemes. When they carried out safety checks they would discuss methods of safely heating the property
- In times of diminishing financial resources, any practitioner visiting families should be encouraged to give simple messages to families on keeping their family safe and warm. Pen portraits were being produced that front line staff could give to families

Catherine was thanked for her presentation.

249. CSE UPDATE

Joyce Thacker gave an update on recent activity including the following:-

- The recent media coverage over the Christmas and New Year period regarding 4 Slovak-Roma teenagers (3 from Rotherham) who had

gone missing from home. The case had been discussed extensively at a meeting of the Local Safeguarding Children's broad Sub-Committee and it was the intention to hold an event in the Roma community to impress the message of keeping children safe etc.

- "A Review of the response to child sexual exploitation in Rotherham" had been published and received a lot of media coverage
- The CSE sub-group had received a viewing of the NWG e-learning product which, subject to revisions, would be used in Rotherham for CSE awareness raising for front line staff
- South Yorkshire Police launch of "Say something if you see something" on 4th February
- Vulnerability Conference to be held on 3rd February
- Alexis Jay, Independent Inquiry lead, had been out to visit CSE 'hotspots' in the Borough. A meeting schedule was to be drawn up of the key people she would like to interview
- A multi-agency safeguarding hub was to be established at Riverside House. The Police would close the Public Protection Unit at Maltby and relocate all services, including the CSE Team, at Riverside
- Quarterly CSE plan/monitoring to be submitted to the 5th February Cabinet meeting
- Attendance at the Improving Lives Select Commission on 22nd January to give an update
- Training had been given to 50 hotel staff on the signs to look for CSE
- The first Parish Council/community event around CSE was to be held on 28th January

Martin Kimber reported that a lot of work had been done by the Council and partner agencies during the last 18 months. However, it was important that any information received regarding potential CSE was clearly recorded and information shared.

Resolved:- That the update be noted.

250. FAMILY POVERTY AND WELFARE REFORM

Carole Haywood and Michael Holmes, Policy and Partnerships, gave the following presentation:-

The Big Things

- Child Poverty Act 2010 – national and local Government to reduce child poverty and mitigate its impact
- Welfare Reform Act 2012 – save money, “make work pay” and simplify the benefits system via Universal Credit
- After peaking at 29% in 1992, relative child poverty fell steadily from mid-90s due to rising employment/Tax Credits and, more recently, stagnating wages (i.e. reduced poverty threshold)
- Poverty projected to increase during this decade as a result of benefit changes; Universal Credit should reduce poverty but was behind schedule
- A recent study put the annual cost of child poverty at £29B including £15B in services to deal with its consequences

“State of the Nation”

- 2.3M UK children (1 in 6) in relative income poverty, absolute poverty up by 275,000 in 2011/12
- 2/3s of Britain’s poor children – compared to less than ½ in 1997, were now in working families
- Coalition’s approach to deficit reduction was:-
 - Affecting young more than old and those with children more than those without
 - Seeing low income families, especially lone parents, lose out by more than their peers as a proportion of their net income
- Report’s recommendations include:
 - Increased focus on ensuring work pays so that parents who “do the right thing” were able to escape poverty
 - Adapt Universal Credit and wider Welfare Reform Programme to better tackle in-work poverty (e.g. increase funding for childcare within Universal Credit to incentivise work)
 - Work with employers to devise actions for lifting earnings without damaging employment
- Strong focus on emulating Nordic countries particularly in providing “universal, affordable and high quality” childcare

Impact of Welfare Reform

- Analysis by IFS suggested increase from 2.3M to 3.4M children living in poverty between 2010/11 and 2020/21
- Welfare Benefits Up-rating Act: 4.4M couples with children and 2M lone parents affected; CPAG suggested this alone would increase child poverty by 200,000
- Cumulative impact: Sheffield Hallam University research estimated loss of income in Rotherham to reach £91M per annum; 37% of this was due to IB/ESA and DLA/PIP changes
- Anecdotal evidence that increased “conditionality” and use of sanctions by DWP was a growing problem – families providing evidence to Council’s Scrutiny Review
- New Policy Institute’s annual report – level of benefits for families with children was around 60% of what the public considered to be a minimum standard of living

Real Life Reform

- Looking at impact of Welfare Reform on social housing tenants. Findings to date included:-
 - 36% of participants had no money left over after paying for essentials
 - Average spend on food per person per day was £2.10 in October down from £3.27 in July
 - In October, 83% said that benefit changes would affect the health of people in the household (down from 88% in July)
 - Over 60% feared that benefit changes would affect their children's education

Poverty: the Local Picture

- 22.6% of Rotherham children lived in poverty (2011 figures) – 13,205 children
 - 50% in poverty in 11 most deprived neighbourhoods vs 3% in least deprived
- Latest census: 16.7% of households with dependent children had no-one in work (14.3% nationally)
 - East Herringthorpe/Canklow over 44%
- Lone parents – 42% not working though employment had increased significant due to benefit changes
- Over 30,000 working age people claimed DWP benefits (almost 1/5), 41% of whom had been claiming for over 5 years
- Almost 1 in 3 adults in Rotherham were over-indebted, placing us amongst the highest 8% of local authority areas

Local Response

- Health and Wellbeing Strategy, Early Help and response to Welfare Reform all concerned with tackling poverty
- Child Poverty Needs Assessment – last produced in late 2010
- Need to ensure efforts were joined up working towards clearly defined objectives
- Allocation of “anti-poverty” resources should be evidence based with measurable impact/outcomes

Food Banks

- Demand had increased over the last year; issues with DWP benefits had been a factor
- Estimated that, in total, organisations provided around 600 food parcels and 2,200 cooked meals per month
- Citizens Advice Bureau referred 85 people in November/December many due to benefit delays/sanctions
- More detailed data on food bank users to be collected as part of new scheme with FareShare Yorkshire

Benefit Cap

- 27 Council tenants affected with weekly benefit loss ranging from £3

to £143. Similar number of non-Council tenants also capped. Most of the Council tenants were in rent arrears

- Direct support had been provided through existing family support structures and NAS Financial Inclusion Team
- Families given budgeting advice and helped to apply for DHPs

Housing

- Just under 4,000 Rotherham claimants affected by “Bedroom Tax” – 1,312 had children. Average weekly reduction of approximately £13
- Estimated that Bedroom Tax had increased arrears by £50K per month even with DHPs to mitigate
- Anecdotal evidence of increased stress and families struggling to cope/understand changes
- Joint CYPS/NAS proposal developed for an outreach service targeting families with evictions pending

Council Tax

- Under new local scheme, around 11,300 people were now required to pay having previously received full benefit; further 4,400 had to pay more than previously
- Nearly 8,000 of them had dependent children
- Around 6,600 Summons had been sent to the customers and over 4,000 Liability Orders obtained
- Overall significant rise in defaults with 80% increase in the numbers of both reminders and Summons issued and a 57% increase in Court cases for non-payment

DWP Sanctions

- Increase in sanctions of – particularly – JSA claimants for not meeting increasingly stringent requirements
- Families for Change, Citizens Advice Bureau, food banks, reporting that this was causing major problems
- From July, 2013 to 014, the Citizens Advice Bureau had dealt with 1,092 clients of whom 313 identified themselves as having dependent children. The total number of clients supported with all areas of law, including benefits, housing, employment etc. was 2,795 of whom 871 identified themselves as having dependent children
- Council’s Scrutiny session with sanctioned claimants outlined problems/stress and importance of support from FRP/FFC
- Exacerbated mental health problems, worried about food and heating, panicked, problems snowballed, harder to find work

Laser Credit Union

- Around 4,500 members, large number of whom are single mums
 - Increase in emergency loan requests due to DWP sanctions
 - Estimated 70% in arrears with rent and/or Council Tax
 - Tended to be prioritised over other debts so could be assumed that overall debt was increasing
 - Fund for Change had paid out over 1,100 crisis loans for total of

£140K with 70% needing money for food and bills

- Citizens Advice Bureau had seen 333 people for debt issues since July, around 40% of their clients had dependent children

Building Resilience in Newham

- “We need a welfare state that helps grow personal, community and economic resilience so that people are able to overcome life’s challenges and participate in the good life”
- *Life Changing Fund* – interest free, flexible loan fund to help people make a positive change
- *Workplace* – one-stop-shop for careers advice, training, recruitment
- “*Every Child*” Programme – universal provision for primary school children, including music, sport and reading based initiatives

Future Policy Direction

- Chancellor: “the next government will want to undertake further reductions in the welfare budget”; housing benefit likely to be targeted
- New welfare cap could see further cuts to working age benefits
- Possible further reductions to benefit cap and child benefits
- Government have axed funding for local welfare provision
- Universal Credit off track and Autumn statement’s freezing of Universal Credit Work Allowance will hit the working poor
- Labour unlikely to change course dramatically though have opposed the Bedroom Tax and, on a positive note, have talked about moving towards free universal childcare

Discussion ensued on the presentation with the following raised/clarified:-

- A review had been conducted regarding the advice on money and debt issued in the Borough. In June a contract would be commissioned that brought together all the different elements with 1 provider
- There were some very large families which were substantially affected by current and future benefit cuts and where it would never be worth the parents working because of the number of children they had – greater use of Section 17 payments by families to prop up other means of support
- There was evidence that the Government’s overall aim to change people’s attitude to work and employability was working in Rotherham – the Job Seekers Allowance number had reduced significantly particularly within young people (16.4% from November, 2012 to November, 2013)
- The National Work Programme tended to focus on people closer to the job market and isolated those furthest away. The European Structural Fund was minimal so a long term solution was required. The key was to help more people get the skills they needed to find

employment and not for the Partnership to replace income lost through the Welfare Reform Programme

- Although some of the families were the ones worked with through Families for Change, a number were those that were “under the radar”, never came forward for help and were desperately trying to do what they could with the money they had. They may be struggling financially but socially fine
- Need for the Child Poverty Needs Assessment to be updated within the context of the Health and Wellbeing Strategy
- To date a lot of the work had been supporting those who were in receipt of benefit when actually the whole picture needed to be considered
- £91M of spending power was being lost to the town. How could the environment be stimulated and jobs generated which would link back to a community moving from dependent to independent
- For many employment was hindered by the payment for child care
- The DWP could assist with preparing CVs, access to the internet and training courses. Universal Job Match was a matching service available to all

Carole and Michael were thanked for their presentation.

251. CHILDREN AND YOUNG PEOPLE'S SERVICES ACTION PLAN - 6 MONTH UPDATE

Sue Wilson, Performance and Quality Manager, presented the 6 monthly progress report on the Children and Young People's Action Plan.

Currently there were 26 actions on green, 121 on amber, 7 on red and 2 on blue.

An explanation was given for each of the red actions, the majority of which would have improved by the time of the next updated.

Resolved:- (1) That a further update be submitted to the July Partnership meeting.

(2) That a presentation be made to a future Partnership meeting on the actions that were performing well.

252. CHILDREN AND YOUNG PEOPLE'S SERVICES COMMISSIONING STRATEGY

Chrissy Wright, Strategic Commissioning Manager, presented the CYPS Commissioning Strategy for 2014-17 which aligned with the Corporate Plan, the Health and Wellbeing Strategy, life stage priorities, CYPS Service Plan and also met the new requirements of OfSTED for a commissioning plan. The commissioning priorities would be refreshed annually to reflect the priorities of CYPS to improve life chances of children, young people and their families.

It was noted that consultation on the Strategy had taken place across the Council as well as with partners in health and the VCS. Comments and amendments had been incorporated where appropriate.

Resolved:- That the CYPS Commissioning Strategy be endorsed.

253. YOUTH CABINET

The minutes of the meeting of the Youth Cabinet held on 26th November, 2013, were noted.

254. LOCAL SAFEGUARDING CHILDREN BOARD

The minutes of the Rotherham Local Safeguarding Children board meeting held on 13th September, 2013, were noted.

255. ANY OTHER BUSINESS

(a) Health and Social Care Information Centre

A meeting had been held with a representative from the above Centre to discuss a project they had been working on with regard to Child Protection Information Sharing. For a child who was either Looked After or subject to a Child Protection Plan and had a "flag" on the Social Care system, a link would be created between the 2 Social Care and Health systems to populate a "flag" against that child on the Health record. Accordingly, if a child attended any health setting in England, officials would be able to see the record for that child and ascertain if they were subject to a CPP or Looked After. If a child was no longer Looked After/subject of a CPP within a year, the "flag" would be deleted.

Rotherham had agreed to be 1 of the early adopters of the system. The HS-IC had provided the capital outlay.

The HS-IC had created a joint confidentiality agreement and data sharing agreement to cover the whole country.

(b) DWP

Sue Skalycz reported that, due to shrinking staffing resources, unfortunately the DWP would no longer be able to provide representation at the Partnership. Should there be particular issues that would benefit from attendance, a representative would attend.

Sue was thanked for her contributions to the Partnership.

(c) Director of Safeguarding and Families

Permanent recruitment would commence for the above post shortly.

256. DATE AND TIME OF FUTURE MEETINGS

Resolved:- That further meetings be held on 19th March, 21st May and 16th July, 2014, commencing at 2.00 p.m.



What is Education For?

An ADCS Position Statement

The Association of Directors of Children's Services Ltd
Educational Achievement Policy Committee

February 2014

Key principles for Directors of Children's Services

Our work as leaders in local authority children's services and as an Association can be characterised by three key statements. These statements underpin the basis of this piece of work, and inform the recommendations.

The roles of directors of children's services and lead members for children's services are enshrined in legislation and underpinned by statutory guidance, most recently revised in April 2013.¹

- **A world class education is a universal right for every child.**
- **Every child has the right to an education that meets their needs and enables them to develop into a successful adult.**
- **On behalf of their local authorities, Directors of Children's Services are legally, morally, and professionally responsible for the quality of the education for every child in their local area regardless of where they receive their schooling, and are democratically accountable to local people.**

¹ <https://education.gov.uk/aboutdfe/statutory/g00206029/statutory-guidance-for-childrens-services-chiefs>

Executive Summary

The Association of Directors of Children's Services Ltd (ADCS) is the national leadership organisation in England for directors and senior leaders of children's services.

This position statement articulates ADCS members' collective views on the current education system and their aspirations for the future. It considers the purpose of education and suggests the actions local authorities could take to ensure that their local education offer meets the changing needs of their children and young people, as well as the role of business, the community and the home in developing the local education offer. The paper concludes by offering recommendations for the future, which we hope will be discussed and debated within local authorities.

Our work, collectively as ADCS and as individual senior leaders in local authorities, is underpinned by two fundamental beliefs. Firstly, that a world class education is a universal right for every child and that within that universal right each learner should be given the opportunity to fulfil their potential. Secondly, that the child and their community are at the centre of everything we do.

Every director of children's services has a moral and democratic responsibility for the quality of education in their local area, their influence is wider than those powers delivered to them by statute. Local authorities have a key role in ensuring every child achieves high quality outcomes regardless of their background or the context in which they grow up in.

This paper builds on the construct that "education" can be delivered at any age, in any setting, and that "education" should not be confused with "schooling". It is the role of local authorities to commission and quality assure the 'education offer' based on the principles of equity of access and fairness. Whilst local authorities do not control schools, they have the responsibility to know the providers in their local area and assure that their local provision is of the highest quality. Education is, can and should be delivered in a wide variety of settings. Schools have operated outside of local authority control long before the statutory position of Director of Children's Services was created in 2004, and as a result the Association does not favour one school setting over another. The reality of education provision in England is that it is delivered by a diverse range of providers including maintained schools, church schools as well as schools provided by the voluntary and private sectors.

Education, as opposed to schooling, also takes place informally within the community at all ages, from birth through to adulthood. We must also remember the crucial, most obvious place that education takes place; within the home, provided by parents and care givers, utilising a child's natural curiosity and desire to make sense of their world from the moment of birth. The local authority has a role in enhancing this informal learning, and filling the deficit when informal learning at home, especially during the early years, has not resulted in sufficient progress to provide a firm foundation for school learning, for example the Early Years Foundation Stage

(EYFS) learning and development goals including the development of speech and language, personal, social and emotional development and physical development.²

In the same way as child safeguarding and protection, education is everybody's business. This paper seeks to explore the complex relationship between the home, community, schools, business and the economy as well as recognise the opportunity to influence the future success of children and young people through their right to being healthy and well.

Since the ADCS launched its "What is Education For?" debate, the Association of School and College Leadership³ has launched "The Great Debate" and the National Association of Head teachers has launched a "Commission on Assessment"⁴ both of which explore similar themes. ADCS will pro-actively engage with both of these initiatives with the aim of bringing a local authority perspective to the debates.

²

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249995/Early_years_foundation_stage_profile_handbook_2014.pdf

³ www.greateducationdebate.org.uk

⁴ <http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/naht-commission-on-assessment/>

Purpose of education

Education is the right of every child, and is a universal basic right funded by the state. The majority of schools in England are maintained schools, with 3000 academies and free schools, funded directly by central government, operating as of May 2013⁵. Directors of children's services are responsible for the quality of education received by every child regardless of where they receive that education.

Education has the power to change lives. This paper recognises the relatively poor track record of children from disadvantaged⁶ backgrounds; those on free school meals; children in care and those taught in alternative provision settings, in achieving the "basic measure"⁷ of success as determined by the government – five A* - C grades including Maths and English at GCSE. The floor standard for schools is set at 40%⁸ of children achieving this basic measure of success but in some local authorities the gap between those children in disadvantaged groups achieving this standard and other students is getting wider.

Nationally, in 2012/13 40.9% of disadvantaged students achieved the basic measure of success compared to 67.8% of all other children⁹. Over 92,000¹⁰ disadvantaged children, including those on free school meals, in alternative provision or a pupil referral unit and those children with looked after status, did not achieve 5A*-C grades including English and Maths in 2012/13. As well as the chronic underachievement by pupils in this disadvantaged group at the end of Key Stage 4, there is also the wider issue of disengagement from education by pupils who on the face of results have achieved "success".

Research by NFER¹¹ shows that disengagement can take place amongst all students including those who are achieving the highest grades, and that there is a wider issue of whether education meets the needs of some children who, on the face of it achieve good outcomes and do not suffer from behavioural issues, special educational needs or learning difficulties. This paper briefly addresses what measures we can take to further engage those students whose experience of schooling could be further enhanced – but who are not necessarily a cause for concern in the current system.

In the current global economy, the lack of good GCSEs invariably means that these children and young people are less able to gain access to higher education, skills

⁵ Figure 3. Page 12.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/206382/Academies_Annual_Report_2011-12.pdf

⁶ Disadvantaged pupils are defined as those pupils known to be eligible for Free School Meals in any Spring, Autumn, Summer term, are taught in Alternative Provision or a Pupil Referral Unit or are looked after children.

⁷ Defined as 5A*-C grades including English and Maths at GCSE <https://www.gov.uk/government/news/parents-get-more-information-about-school-performance>

⁸ <https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013> Published 23 January 2014

⁹ <https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013> Published 23 January 2014

¹⁰ 60.1% of 154,087 disadvantaged children did not achieve 5A*-C grades including English and maths in 2012/13 = 92,606

¹¹ *Engaging the disengaged*, NFER (2012) <http://www.nfer.ac.uk/nfer/publications/ETDE01/ETDE01.pdf>

and training (including apprenticeships) and work. However, we contend that arbitrarily defined outcome measures alone must not be the sole rationale for ensuring access to world class educational opportunities. We do though, recognise that it is critically important that children gain qualifications to allow them to access not only the world of work, but also for them to access high skilled jobs as the number of low-skilled jobs are projected to continue to fall. A 2010 report by the European Centre for the Development of Vocational Education “*Skills supply and demand in Europe*”¹² showed that the number of low-skilled jobs in the UK is expected to fall by 51% while medium and high-skilled jobs will increase by 16% and 21% respectively by 2020.

Attaining qualifications is seen, by some, as the main purpose of education; the currency to be banked and traded for future success in jobs and life. We would argue that they are one measure of success in a child’s journey through the ‘school’ system. We believe that the true measure of success in any educational system must take into account the quality of adult life the young person goes onto achieve. It must take into account a person’s mental and physical wellbeing, their role in the community, their “soft” skills; self-esteem, ability to build secure and stable adult relationships, the ability to communicate effectively as well as wider issues such as employability. Indeed, the CBI argues that these softer skills are exactly those which employers value and consistently berate the current school system for not providing¹³.

Directors of children’s services have a duty to ensure that all local education providers deliver a good standard of education¹⁴ In carrying out their statutory leadership roles, DCSs need to challenge provision which they believe is inappropriate, they must ensure that each local provider offers a full range of academic and vocational options to meet the needs of all our children and young people; and do not become over-focused on one set of indicators. For some children a wide range of technical, vocational, practical as well as academic education may help them develop the skills for later life and the recent debate promoted by Lord Baker¹⁵ about the role of University Technical Colleges (UTCs) exemplifies this.

A relevant and high quality curriculum offer already exists in some of our best schools and settings, they are the ones with a broad and balanced curriculum designed to promote the talent, aptitude and ability of all children, from the very able to those with complex needs; institutions that prepare all students for further academic study, for training in a specialist area or for work and ensure their students make a successful transition. The best schools and settings deliver a wider

¹² Published in 2010 - http://www.cedefop.europa.eu/EN/Files/3052_en.pdf

¹³ Published in 2012 - http://www.cbi.org.uk/media/1845483/cbi_education_report_191112.pdf

¹⁴ Education Act (1996) S.13A

¹⁵ Sir John Cass Foundation Lecture at the Cass Business School, October 2013 cited in The Independent: <http://www.independent.co.uk/news/education/education-news/michael-gove-criticised-by-lord-baker-for-policies-based-on-his-own-educational-experience-8902485.html>

education offer beyond that of the statutory duty; one that focuses on the mental, academic and physical wellbeing of their local population.

A model for the future

This debate has been prompted by the desire of DCSs, who have, along with the lead member, statutory responsibility in their locality to create a meaningful, high quality education offer that is also designed to promote safety and wellbeing and ensure that all children, young people and adults are able to maximise their potential. To that end ADCS members are seeking to articulate what education is for, in a civilised and post-industrial society. We will be guided by the defining outcome measure: how well do our children turn out as adults?

We hope to stimulate discussion about the nature of education; its role and value in a post-industrial society and how best to deliver it, to influence the development of “content” not just get pulled into the debate about structures. The reality of the current education landscape means that this will not be easy; DCSs work across a highly differentiated system, influencing but without control, as custodians of an eco-system, not controllers of a closed system. Many of the ways of delivering education and learning are out of their direct control, but are within their spheres of influence. For example, local authorities might work with businesses to develop apprenticeship places, with the Fire Service to deliver fire safety lessons, with Alcohol Concern to deliver alcohol and substance misuse strategies or health to influence pre-natal healthy child education to parents.

Education and its role and purpose provoke debate and is very much politically contested. The legislative base is constantly shifting. Between 1988 and 2011 alone there were in excess of 27 pieces of legislation directly related to schools or education, with more changes through other pieces of primary legislation, secondary legislation or through changes to regulations where the education system was not the primary focus.

Our discussions as an organisation have considered a wide range of issues surrounding education, qualifications, structures, curricula, extra-curricular activities, entitlements and the needs of local and national economies. From our discussions, it is clear that there is no desire to impose a national model of delivery or structure of education on local authorities outside of the structures that already exist. ADCS members are keen to engage in a professional, expert debate about what could and should be delivered by a local authority and the mechanism for doing that.

There is no single model of education in either Europe or the rest of the world that members could look to, although the Finnish education system was held in high esteem by many. We recognise that the challenges facing the Finnish system – with its largely homogenous population of 5.4million people¹⁶ and a relatively high tax

¹⁶ Statistics Finland (2013), “Finland's preliminary population figure 5,445,883 at the end of September”. Accessed online at https://www.stat.fi/til/vamuu/2013/09/vamuu_2013_09_2013-10-22_tie_001_en.html

rate – are very different to those facing the English system. There are other nations within Europe and in the wider world that are deemed to be more successful at preparing their young people for adulthood than England based on PISA and other international measures. Measured by a variety of indicators, whether it is by qualifications, average earnings, healthy life expectancy or social mobility, England is not the best in the world, yet there is no single action that will rapidly transform the current system to make it the best.

Current situation

Every child's experience of education will be different; some children flourish in the current system, and that should not be forgotten. Our role is to help all children reach their potential, whatever that potential maybe. For some young people education and school provides a safe environment in which to grow and develop, where stable relationships and friendships can be established, and where they can learn and be nurtured and supported. Yet for other children the education system does not provide the opportunities that they need to become competent adults. We expect all young people to want to meet stretching targets, particularly in the core subjects, but our discussions suggest that it is time to re-evaluate what we consider as a success. There is no question qualifications should play a part in that equation, but we want to re-examine the balance between qualifications and quality of life to judge whether success on qualifications alone is an appropriate response to 11 years (and from 2015 – 13 years) of formal education, and which ignores the individuals value, worth and contribution to their community and society. Further the establishment of targets for institutions should not impact negatively upon any children, most especially the most deprived in our society.

Young people will, today and in the future, not leave school and enter into one job that they will stay in for life. It therefore becomes vitally important that our education offer supports and reflects this to allow children to develop the ability to be able to learn new skills as the world around them changes and to equip them to seize opportunities that are presented to them. The skills required to be an effective life-long learner are critical to enable them to continuously engage with training and development throughout their lives.

The needs of business including the local, regional, national, sector and global economies must also be taken into account. The establishment of University Technical Colleges is allowing for the development of highly specialised colleges - such as a focus on creative industries in Salford; marine and environmental engineering in Newhaven or engineering in Staffordshire - and this may be a means of developing local or regional curricula in the future.

The Department for Education invests an ever-diminishing amount into research to explore what works or does not work in education. In 2010-11 the Department for Education spent £27m in real terms on research and development for policy

support¹⁷ contrasted with £38m in the 2007-2008 financial year. Local systems do not sufficiently use the available evidence, and neither does central government. By furthering research into what works, and does not work in education, we can begin to move the services around that we provide dependent upon the impact they have. Current systems are based on evolution, primarily designed to deliver a skilled workforce for the industrial era. In part, this reflects where schools are located; in areas where they always have been, and many children follow their parents into the same educational institution. We accept the current financial situation has meant constraints in all areas of funding however, the current systems make insufficient use of evidence to assess the impact of initiatives on the lives of the children that they seek to help. We need our education system to be built on evidence-based research methods and pedagogy that we know works¹⁸. We would like to see the further exploration of the use of research in education¹⁹ as one way of exploring what is effective in education. How limited resources can be used effectively and efficiently must also be explored further to ensure that scarce public resources are spent well. As Dr. Ben Goldacre argues in his paper commissioned by the DfE,²⁰ it would be unthinkable for a new drug or treatment regime to be used unless rigorously trialled and validated before being accepted as a legitimate treatment for patients. So why do we think it's acceptable in education?

Multi-agency working?

Success at school and the relative benefits later in life have recently been highlighted by the World Health Organisation (WHO)²¹. After analysing the impact of youth unemployment, the WHO concluded that the issue was a potential “public health time bomb waiting to explode”. They found that being unemployed had immediate health consequences including increased risk of suicide and depression, whilst unemployment in the longer term increased the risk of stroke, heart disease and cancer. As such the education and development of our children into successful adults is both an economic and health imperative.

In a time where multi-agency working and integration is thought of as the holy grail of working behaviours across children and adults social care, the separation of education from the wider health, social care and employment agenda is at odds with the wider policy driver of integration. The inclusion of education partners on local Health and Wellbeing Boards is one way to address this gap, the role of the DCS is vital in bringing together partners to develop the role of education in delivering improved outcomes for young people. The education setting is already a vital

¹⁷ Table 2.2 (DCSF): https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34721/12-499-set-statistics-2012.xls

¹⁸ <http://www.bera.ac.uk/resources/dfe-review-evidence-education>

¹⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/62529/TLA-1906126.pdf

²⁰ Dr. Ben Goldacre, 'Building Evidence into Education' 2013, accessed on line at <http://media.education.gov.uk/assets/files/pdf/b/ben%20goldacre%20paper.pdf>

²¹ <http://www.bbc.co.uk/news/health-24745612>

gateway for delivering the children's public health agenda including vaccinations, sex and relationship education, drugs and alcohol education and anti-obesity initiatives. The wider use of the school setting by other professionals as well as teachers, offers a unique opportunity to reach children and families in a way that traditional hospital or GP services do not. In the same way that children's centres have expanded the reach of local authority early help services, schools could be used to reach more families who would otherwise have a difficulty or be unwilling to access health services elsewhere. Some successful schools already deliver health provisions, such as speech and language therapy or child and adult mental health services (CAMHS) through the school setting, not delivered by teachers, but delivered by health professions, using the school building as a hub in the local community. It is interesting to note that the local school was often the hub of the local community in the last century, and remains so in some rural settings and in many developing countries where schooling is still in its first stages of development.

The wider use of the school setting would also give greater access for some of our more disadvantaged families, not just children, to preventative health, and wider educational initiatives such as healthy eating, pro-exercise, awareness raising campaigns for certain types of cancers. Schools are a setting that parents and some grand-parents come into contact with almost every day, they have relationships with families that often a GP will not have. Co-location of services, especially in rural communities where access to services can be limited through geography alone, is one way of breaking this barrier in gaining access to whole families.

The role of business and the wider community

The education system has, over time, been criticised by the business sector for not producing enough potential employees with the relevant skills suitable for the workforce. A 2013 survey published by the Confederation of British Industry (CBI)²² showed that 55% of businesses surveyed believed that school leavers lack the right work experience and key attributes that set them up for success, including self-management (54%), problem solving (41%) and attitude to work (35%). The CBI emphasised the need for students to be well-rounded individuals as well as stretched academically whilst at school. One particular government scheme, in conjunction with employers and schools is aiming to tackle this issue. "Employers and Education Taskforce" created in 2009, the Taskforce is an alliance of the main teaching bodies, as well as employer representative bodies.

The Taskforce aims to bring children and young people into contact with businesses and professions that they would not usually come into contact with, with the aim of raising aspirations and ambitions. Its successful "Speakers for Schools" has seen a number of high profile figures speak in schools about their career path, to showcase the possibilities for different career options to children who otherwise may have

²² http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf

followed a more traditional, low-skilled route. Research shows a positive correlation between the number of contacts between a child and employers including careers talks, speeches, visits and more formal work experience, and their future earnings. As such, exposure to different professions is a relatively cost-effective intervention if delivered in conjunction with local and regional businesses. Local public sector employers also have a positive role to play in bringing opportunities for work experience to their local children and young people. The volume of opportunities for work experience in the public sector in some areas will outweigh those in the private sector due to the local employment demographic. Local authorities in conjunction with other statutory partners and local businesses should develop a meaningful work experience and careers service to maximise their collective potential. Whilst local authority led, businesses also have a role to play in developing what the local education offer must be. They must engage with schools and local authorities to develop and shape a well-rounded education offer including providing evidence of what skills and knowledge they need their future employees to have. There is a persuasive economic rationale for the business community to help shape education, particularly those that are creating jobs.

Building and developing links to allow students, regardless of their age, perceived ability or which school they attend, to access appropriate work experience and exposure to employers that maybe outside of the traditional background of their area has the potential to both raise aspirations of those children and help them become successful adults in the future.

Is our education system effective based on the evidence?

As a nation we need to acknowledge that our approach to education does not work for some children, which is not to be pessimistic about the beneficial impact that education has for the majority. As systems leaders and professionals in the field, local authorities should review the way they interact with their local schools. Whilst many local authorities are securing a well-rounded education offer delivered by maintained schools as well as academies and free schools, there are still some that are not.

Current approaches to school improvement and engagement with schools are different in each local authority and are not helped by the recent financial constraints and the central government's changing agenda for the role of local authority in school improvement. However, the latest Ofsted framework, for inspecting the role of the local authority in school improvement, reminds us that local authorities do still have a statutory duty to secure and quality assure the 'educational offer' in schools and that therefore can, does and should have a role in school improvement. This was reinforced by HMCI Sir Michael Wilshaw, in a speech to Policy Exchange in

February 2013²³ where he stated that “local authorities still have a vital role in driving school improvement – they are statutorily obliged to ensure good provision for all children in their areas, no matter what sort of school they go to” – this disparity between the messages coming from the regulator and those coming from central government as to the role of the local authority in schools has created turbulence in the system and we would suggest that this has impacted upon the ability of some local authorities to manage the change from provider of large school improvement teams to commissioner focussing on quality assurance and demand. This has, in some instances, led to a disparate and disconnected system with regard to school improvement.

In some areas the devolution of the youth contract to city regions has had an impressive impact upon the opportunities provided to young people outside of school. Local authorities on a regional basis help to bring employers, students, apprentices and schools together to maximise their offer.

Current progression routes for children remain linear; with the accepted measure of success being the number of A*-C grades at GCSE and yet many of our children still do not meet this criterion for success. The current systems of assessment by qualification alone means that over two-thirds of disadvantaged children and nearly 80% pupils with identified SEN are currently deemed a failure by the government’s basic measure of success.

There needs to be further exploration of how students progress through their schooling, and the measure of success at the end of it. The raising of the participation age in 2013 and again in 2015 provides us with a new challenge; students will now be free to enter FE settings from the age of 14 and it is unclear what role the new UTC provision will have in providing meaningful school places. Students will also be able to do “traineeships” outside of traditional settings, all of which offer different routes to potential success. This new diversity of provision provides an additional opportunity but also challenge to the local authority and how it engages with the 14 – 19 agenda.

²³ <http://www.policyexchange.org.uk/modevents/item/sir-michael-wilshaw-creating-a-step-change-in-school-accountability-equipping-parents-and-governors-with-the-information-needed-to-assess-school-performance>

Conclusions

'Education' is not simply 'schooling'. A more eclectic and cohesive, partnership approach is required whether that is via children's centres, midwives, General Practitioners, from the charity sector or within the community. There must be a greater, formal recognition of the role these partners play in delivering aspects of the education offer. By assessing the value of our education system through qualifications alone, we lose sight of the richness of the work that is happening in communities. Developing skills in our children including resilience, emotional intelligence, confidence and wider thinking skills would prepare children for the world of work as adults, and allow them to become healthy, productive adults. Providing them with qualifications alone is simply not enough. Importantly the statutory guidance on the roles and responsibilities of the director of children's services demands that "the safety and the educational, social and emotional needs of children and young people are central to the local vision"²⁴ – that is all children in the local area. Fair access is also a crucial part of the statutory guidance; "work with local communities to stimulate and support a diversity of school, early years and 16-19 provision that meets local needs", a further move to a more diverse level of provision could improve outcomes for a wide range of children.

ADCS members remain open minded about how we achieve this broader vision of education for the 21st century. In the past 20 years alone we have seen the needs of our children change influenced by technology and society. We must equip our children to develop the skills to re-imagine solutions to the challenges we face in the modern world. Responding to the needs and challenges of each and every child is one of society's most complex issues, whether it is in education, health, housing, child protection or safeguarding. Every child is different, as is their context and situation – and our responsibility for them does not end once they enter adulthood.

In some areas the question surrounding what the role of the local authority is in education is very neatly answered, with some local authorities having a very well rounded, whole family approach to education that transcends the boundaries of the school gate. In a time of diminishing resources, the tendency is to focus on child safeguarding and protection, allowing the education system to evolve and change in a fragmented way with academies and free schools developing their own offer and operating in an autonomous fashion. Yet by working in partnership with schools, police, health, justice, fire, voluntary, private and third sector, we are more powerful than the sum of our parts. With the school budget receiving protection from central government, the proportion of public spending they receive increases. With this increased proportionality comes increased responsibility for what they deliver. As

²⁴<https://media.education.gov.uk/assets/files/pdf/s/210313versionstat%20guidance%20roles%20dcms%20lmcs%20v2%2026%20sept.pdf>

systems leaders we should be ensuring that all partners are aware of their responsibilities to educate and to help schools engage with the wider community to enhance their offer and a local sense of shared responsibility can be developed. We are clear that education, like child safeguarding and protection, is everybody's business. We have an opportunity in the establishment of Health and Wellbeing Boards to seize the initiative and through them commission differently, on a whole population level; so that, with our local partners, interventions and education can be viewed across a lifetime, rather than solely with qualifications in mind. The further engagement of partners in delivering education and skills, to ensure that children have the wider skills discussed in this paper, could have a long term impact across a wide range of services such as diminished demand on health, welfare or the justice system.

For some young people education, including schooling, is a rich experience, a balanced mix of activities that stimulate and engage them, that prepare them for the future, and get them ready and able to face an adult world. Yet for too many children, school simply becomes a holding pen until the age of 17, and until the age of 18 from 2015. If we continue to just keep children in education, without providing them with any tangible benefits, then we cannot bring about lasting change. Our discussions suggest it is time to question whether there are appropriate alternatives for children to better meet their needs if they are currently disengaged with education. Opportunities explicitly designed to encourage the self-esteem and self-confidence of children— promoting academic achievement and ability through a series of enhanced experiences outside of the school setting should not just be limited to those children who are excluded or not participating in full time education, by providing these opportunities early, the engagement of all children with education can be improved before the high level intervention takes place. By actively pursuing alternatives for children outside of special schools or pupil referral units, we would seek to provide them with alternative chances of success and avoid the need not only for the use of exclusions and suspensions but also for high level interventions during adulthood. By intervening early and re-designing the way we deliver education, we can meet the needs of more children in a more appropriate fashion. Simply churning out children after passing them through school will not break the cycle of deprivation. Some children are simply unsuited to the “factory model” education system that is currently in place and businesses consistently tell us that it does not equip them for the workforce.

The challenges associated with redesigning that model cannot be underestimated, but unless we do it, we will continue to sustain a system that is not meeting the needs of a significant proportion of our children and is not preparing them sufficiently for adulthood. One approach to re-designing education provision, based on our fundamental principle of putting children at the heart of everything we do, is to focus resources, both financial and human, on the holistic assessment of the needs of children that allows greater flexibility and freedom, leading in turn to flexible ‘learning pathways’ that suit the needs of the learner rather than the system, to ensure that

every child gets the best start in life, to ultimately reduce future pressures on the system including in the health service, social security system, police and criminal justice systems.

Recommendations

ADCS will be issuing the following recommendations in the form of an advice note to directors of children's services.

- 1. Review services for all learners:** Children's Trusts (or their local equivalent), as the statutory strategic partnership body required to commission services to improve outcomes for children, should review the spectrum of local services and pathways open to those children at risk of disengagement with education. Local solutions should be promoted which include:
 - A more fluid boundary between school, work and the community to allow for children's needs to be met on an individualised basis particularly in the context of the raising of the participation age.
 - Greater use of the business, religious and social communities to provide support, inspiration, guidance and mentoring to young people to raise aspirations on a local authority wide basis.
 - Alternative forms and patterns of education delivery for children for whom traditional delivery within mainstream school, special school or pupil referral units is not meeting their needs. These alternative forms may include input from wider statutory partners and the local community such as extended work experience, engagement with the third sector on outside of school projects such as volunteering.

- 2. Publish a cohesive local education offer:** Each local authority should publish a document including details of their local education offer inside and outside of the school setting for all children having consulted with children and young people, schools, employers, the voluntary and third sector in their local area. This document should also include clear guidance on the local admissions procedures, appeals procedures and the local authorities approach to monitoring schools' compliance with the national School Admissions Codes.

- 3. Engage with families to improve physical and mental health:** Health and Wellbeing Boards are responsible for the multi-agency commissioning of services and programmes to improve the health and wellbeing of children, young people and their families. Education settings provide unique opportunities to access and engage with families, in terms of physical settings and the relationships they have. Local authorities should ensure that there are effective mechanisms in place for Health and Wellbeing Boards to maximise the part that education partners can play in multi-agency strategies to improve the physical and mental health of children, young people and their families.

- 4. Ensure the best long term outcomes:** Local authorities, education providers and their partners should work together to help all children and young people

achieve the best possible long term outcomes such as getting a job or going into higher education, being able to make choices about housing, education, health and actively participating in society. Planning should start early and be an explicit part of conversations with children and their families as they move through education. Local authorities should facilitate the involvement of all partners in providing this support including engagement with employers, training providers, and health providers on a local authority or, in conjunction with other local authorities, on a sub-regional basis to enhance the local offer.



The Association of Directors of Children's Services
Educational Achievement Policy Committee

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Early Help Overview

Warren Carratt
Service Manager – Strategy, Standards & Early Help

So what is “Early Help”?

‘Intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person’s life.’

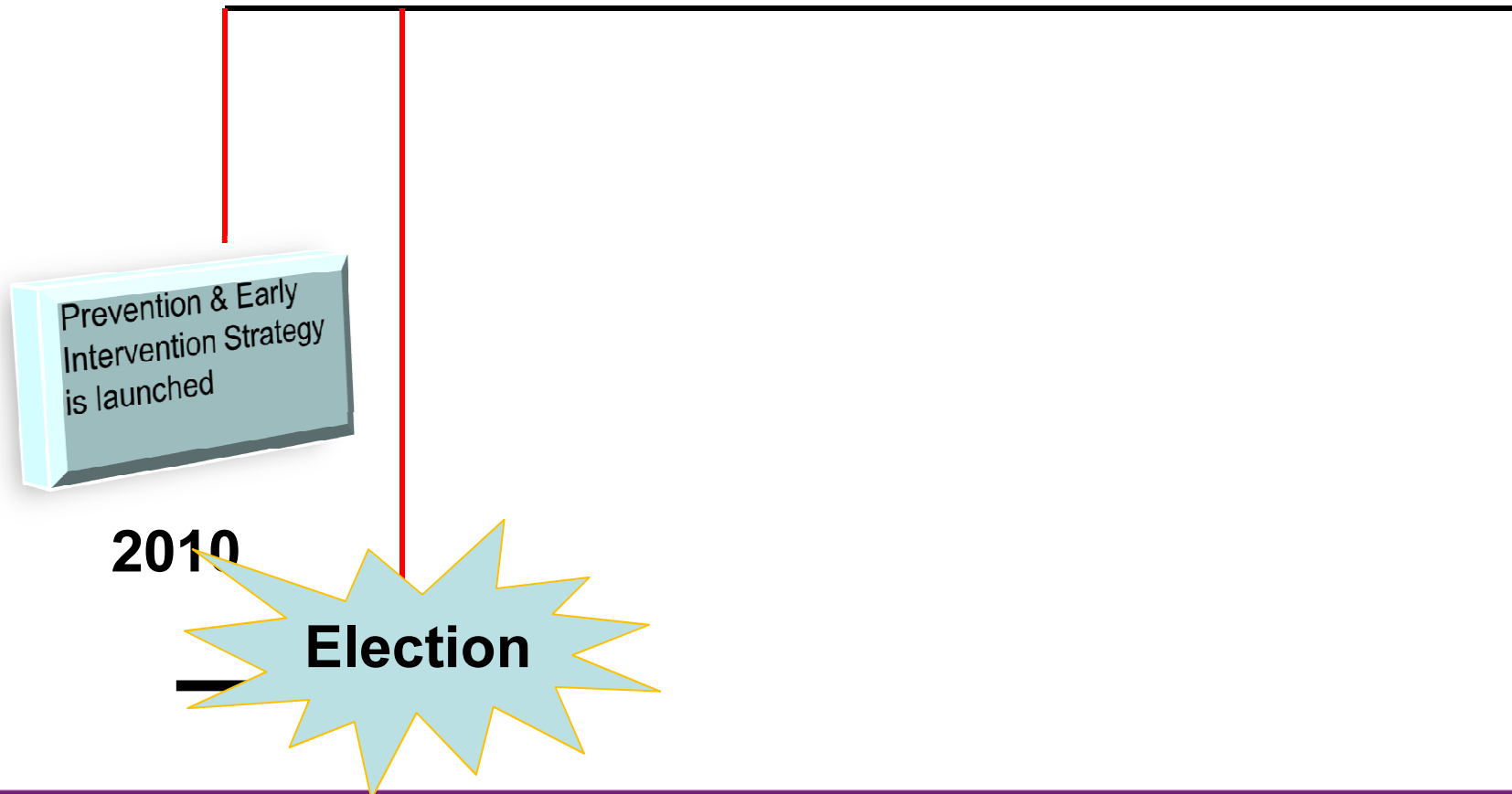
A brief history of time...



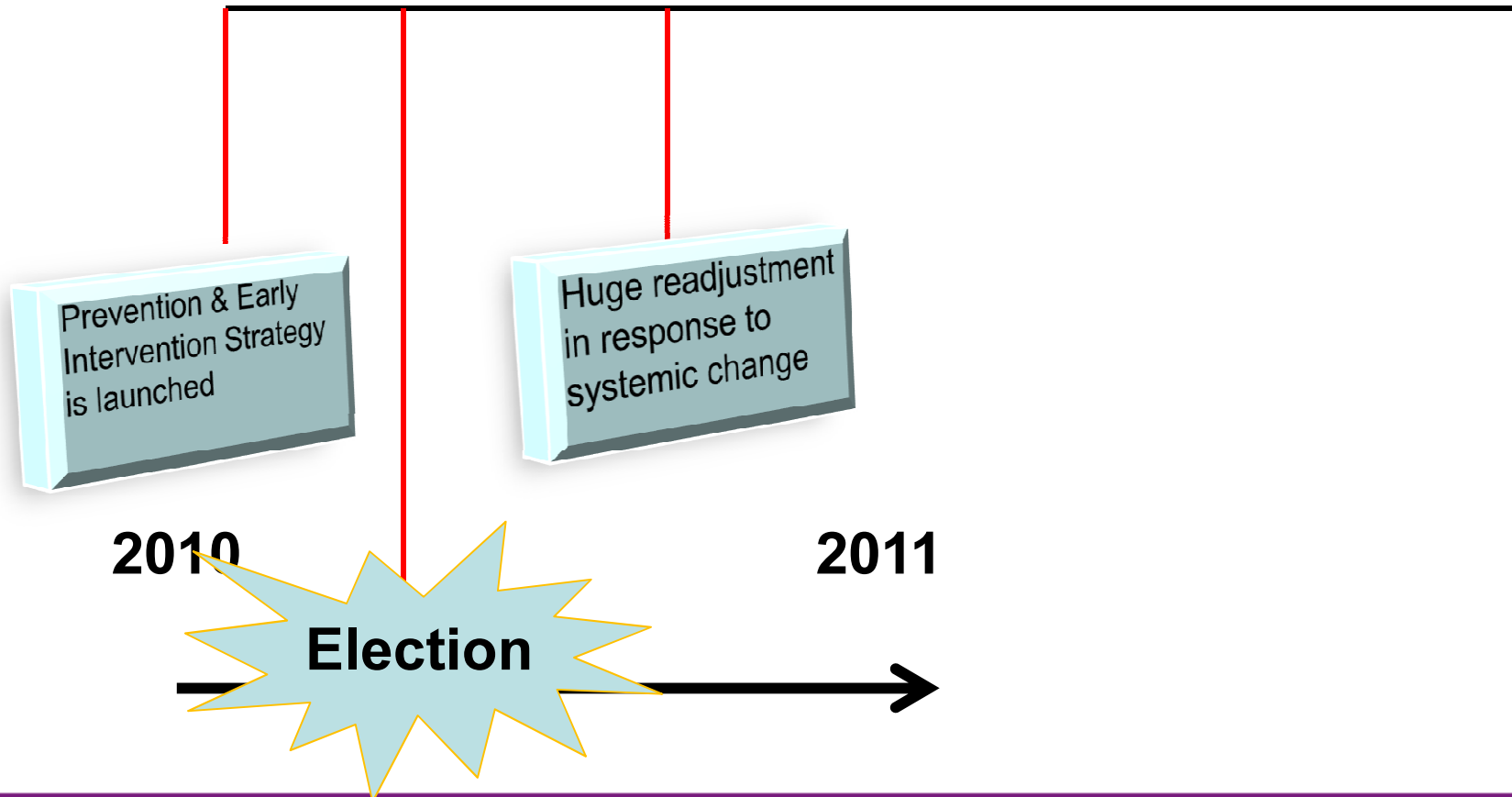
Prevention & Early
Intervention Strategy
is launched

2010

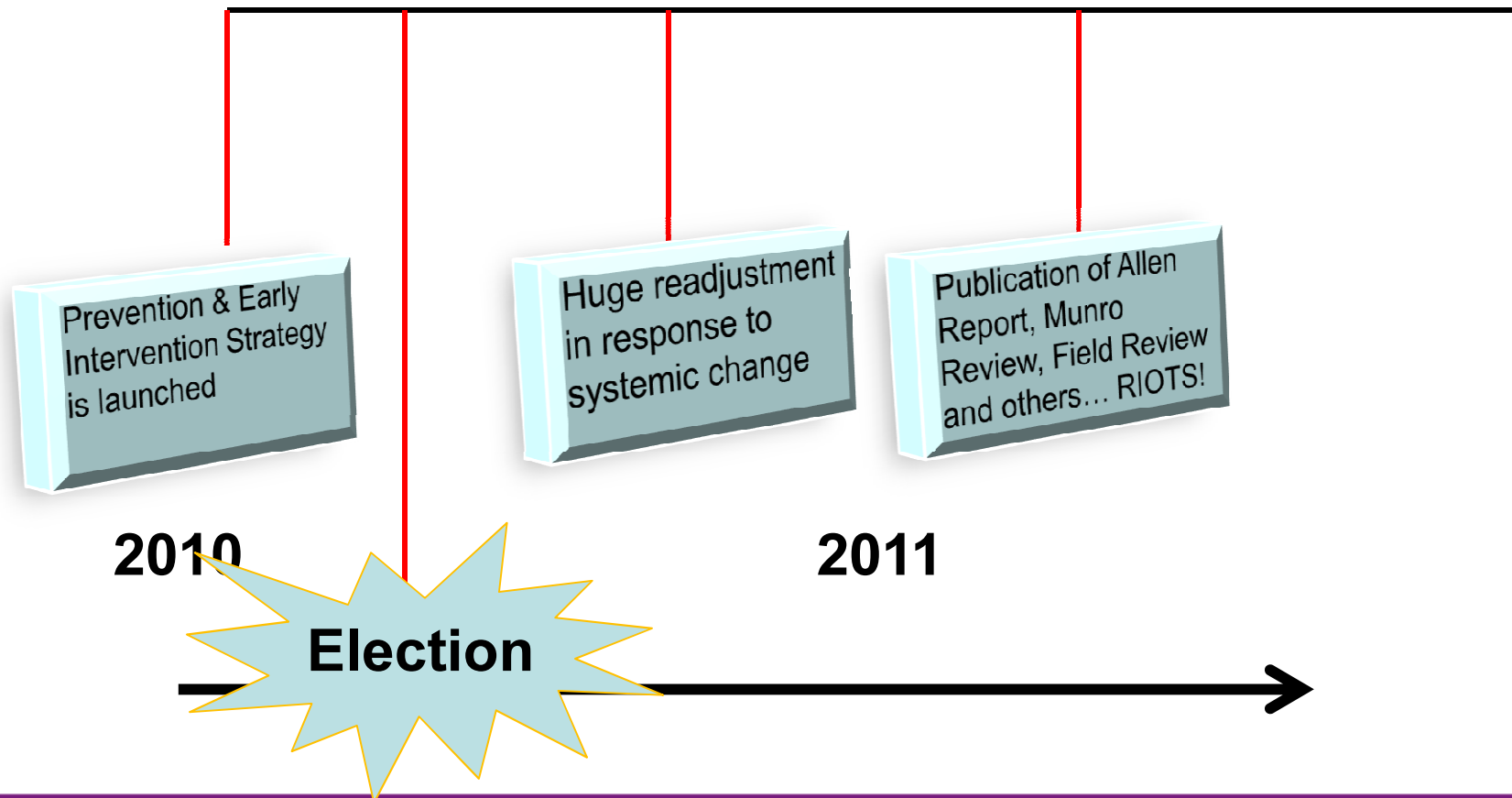
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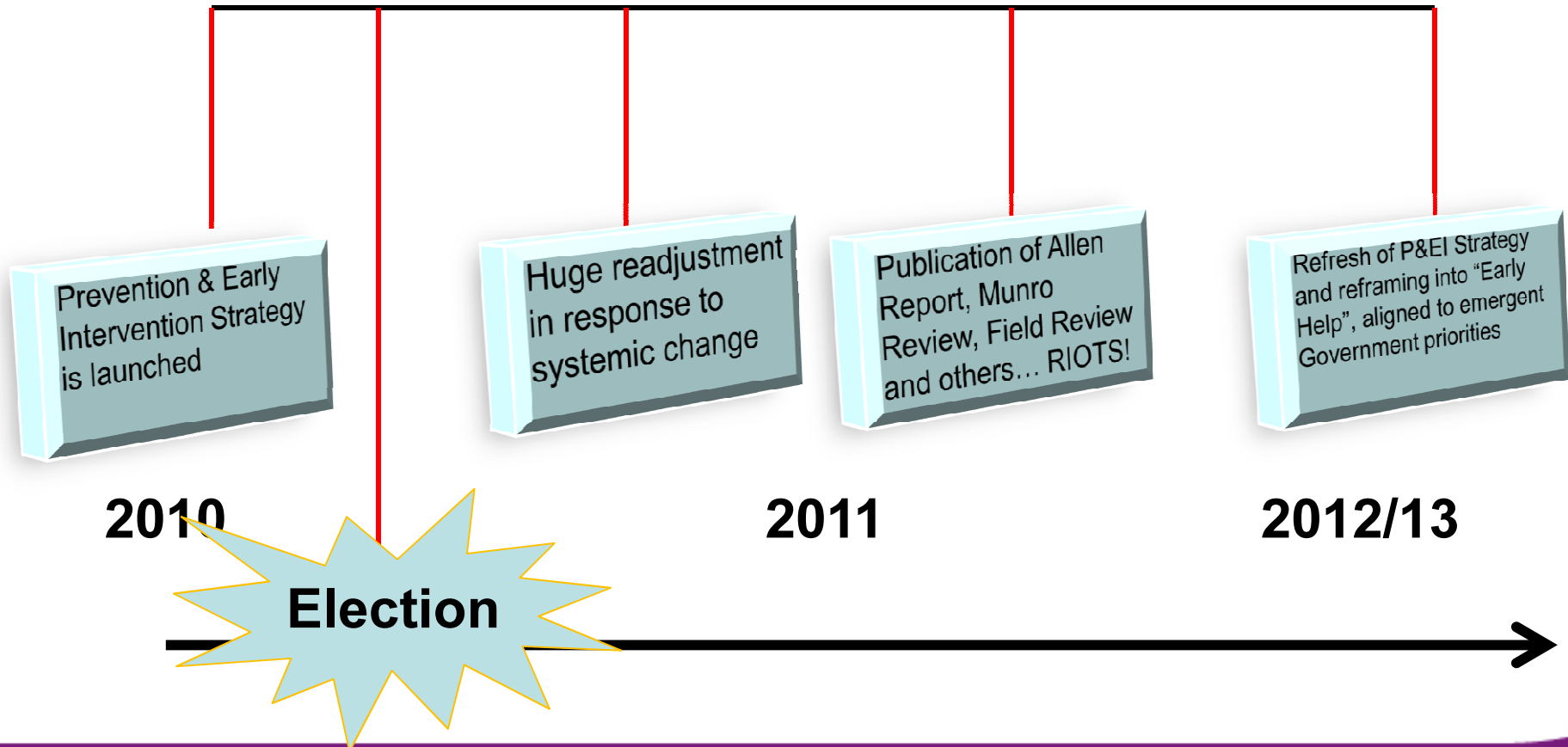
A brief history of time...



A brief history of time...



A brief history of time...



Statutorily

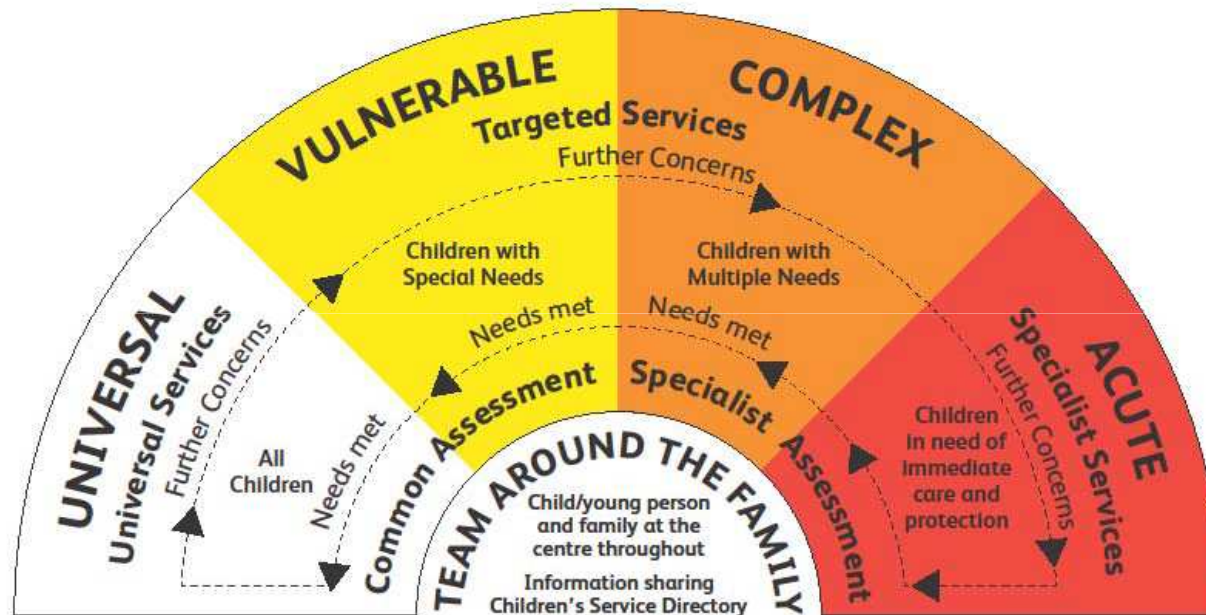
- Working Together 2013 puts requirement on LSCB to assure itself of the effectiveness of Early Help provision.
- No duty on individual agencies (and taken away from schools!), but expectation there and in OfSTED framework

H&WB Strategy

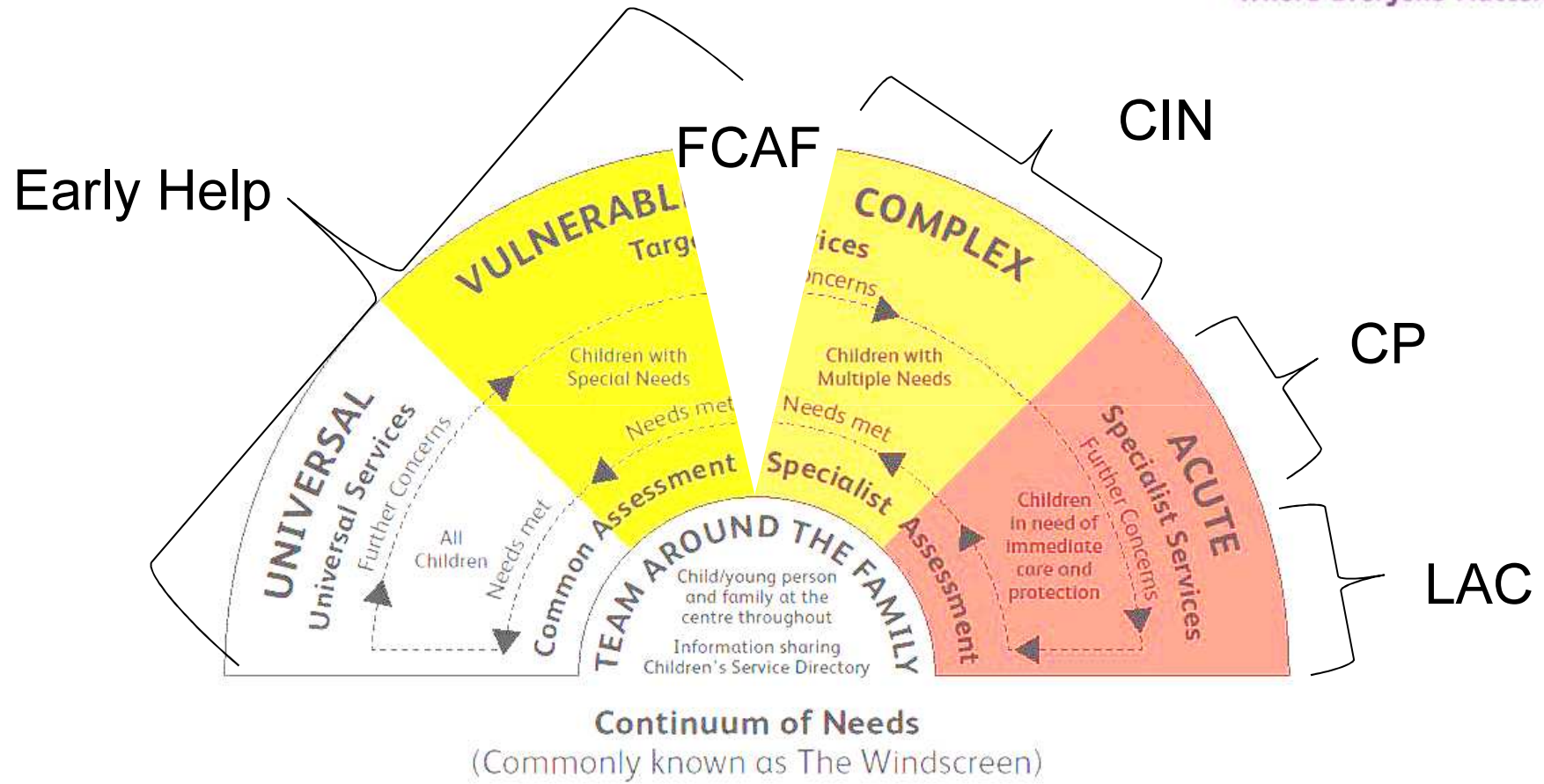
Links to all priorities, but specific strong links with:

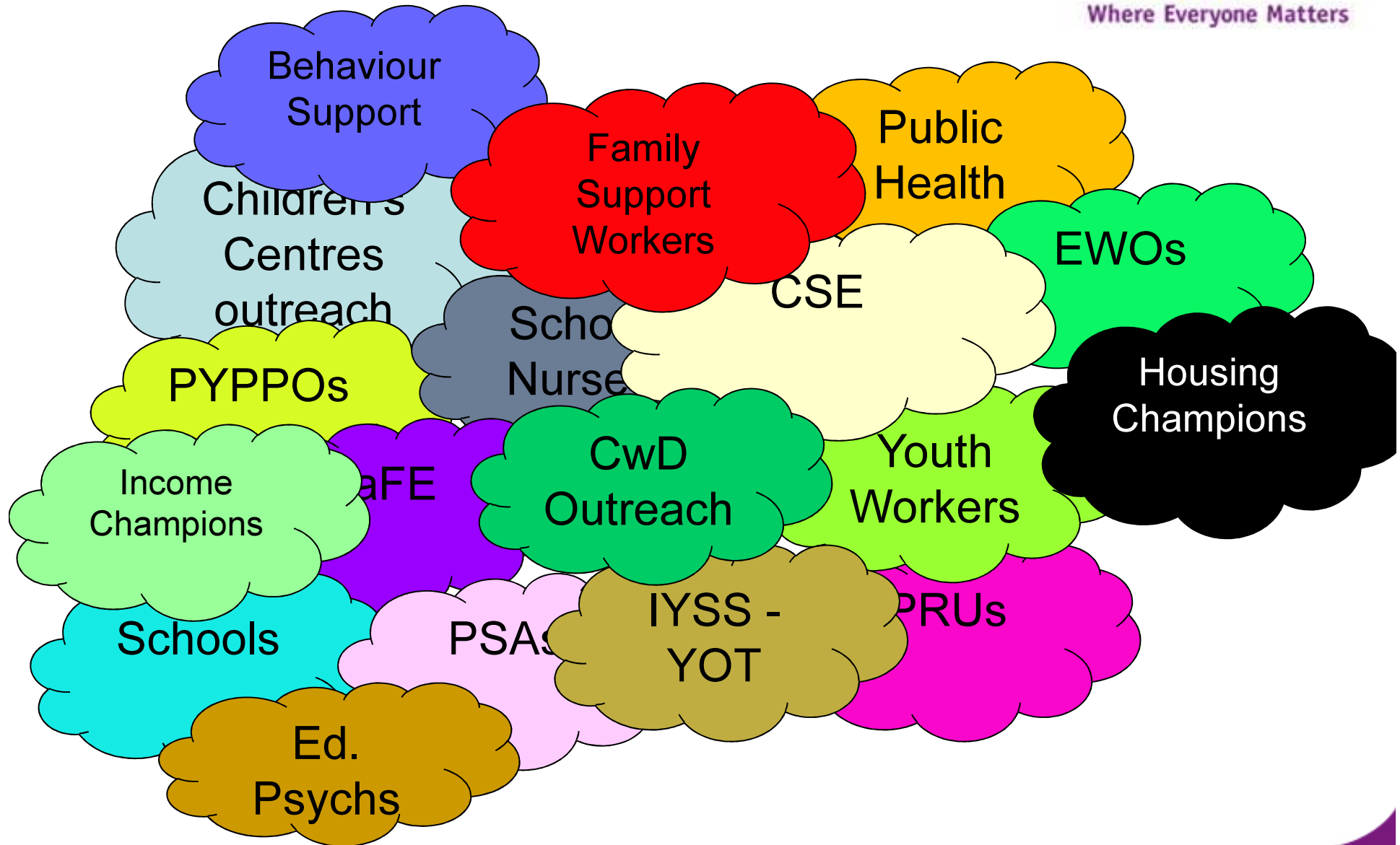
- Dependence to independence
- Aspirations & expectations
- Prevention & Early Intervention

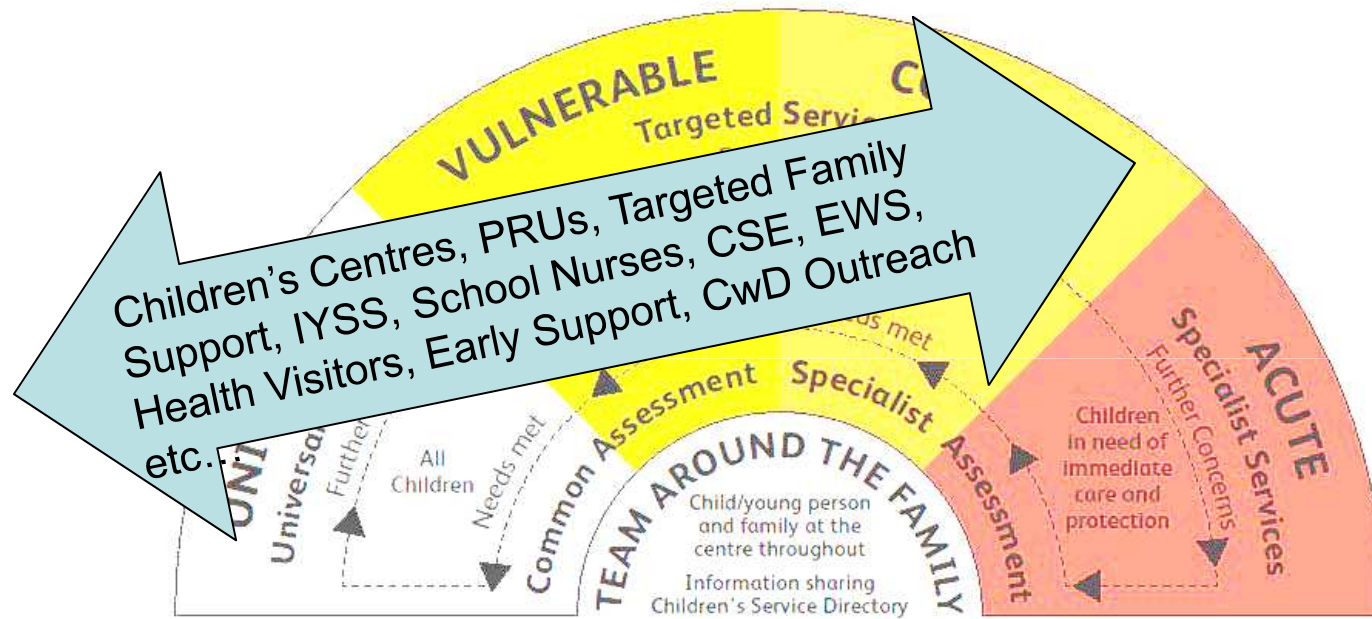
Continuum of Need



Continuum of Needs
(Commonly known as The Windscreen)







Continuum of Needs
(Commonly known as The Windscreen)

Pathways to whole family EH

- CC working with 0-5
- Targeted Family Support working with primary aged children
- IYSS working with teenagers/young adults
- CDT Outreach working with SEN

Role of EHAT

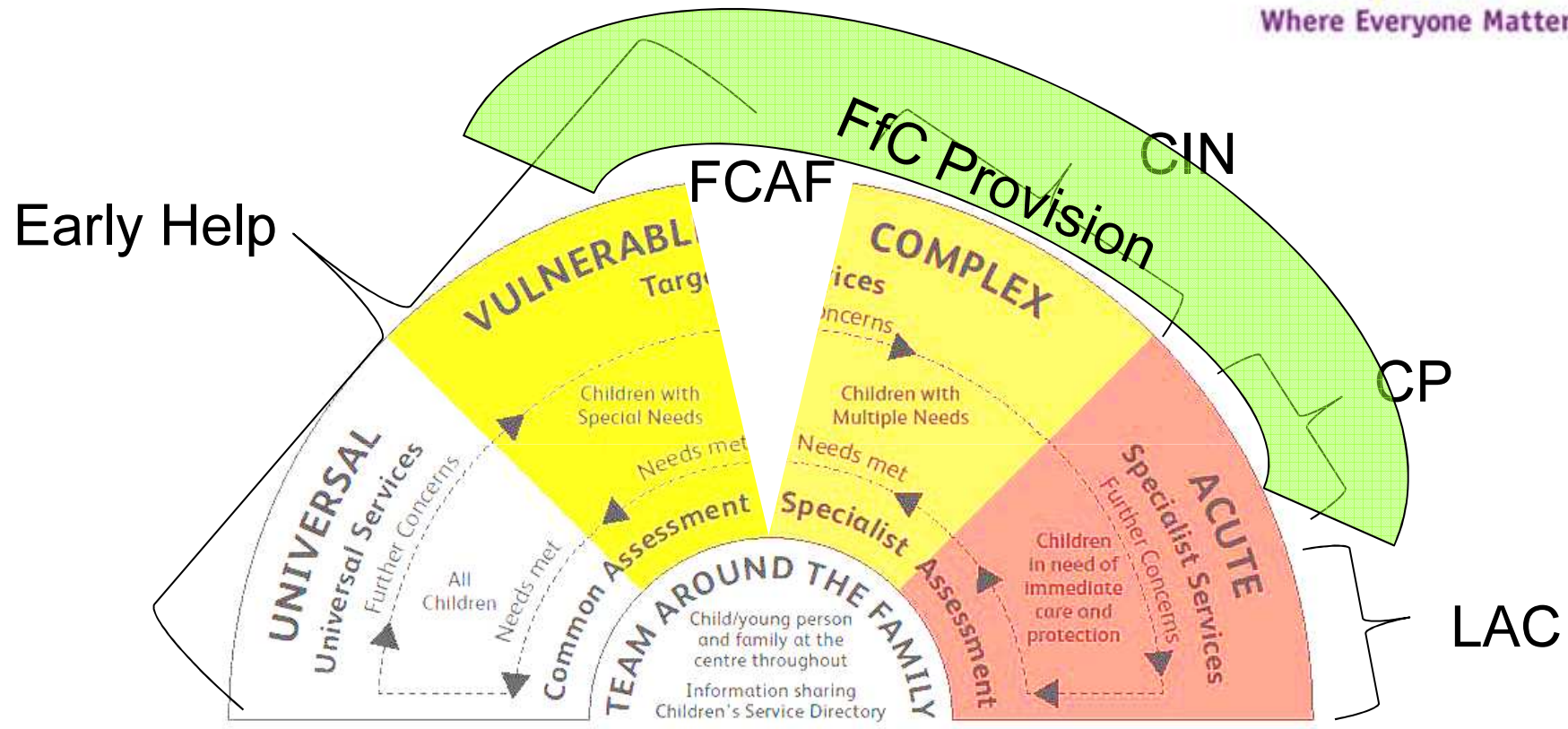
- To provide coordination of step downed contacts from CART
- To be a central point of contact for families requiring EH
- To broker services where required
- NOT to replace localism, but support where this isn't in place.

EH Challenges

- Predominantly unqualified workforce
- Many issues underpinned by adult mental health (mild to moderate)
- If it works, social care need never become involved
- Linked into broader societal context e.g. welfare reform
- Often about case management
- NOT social care aftercare!

Trends

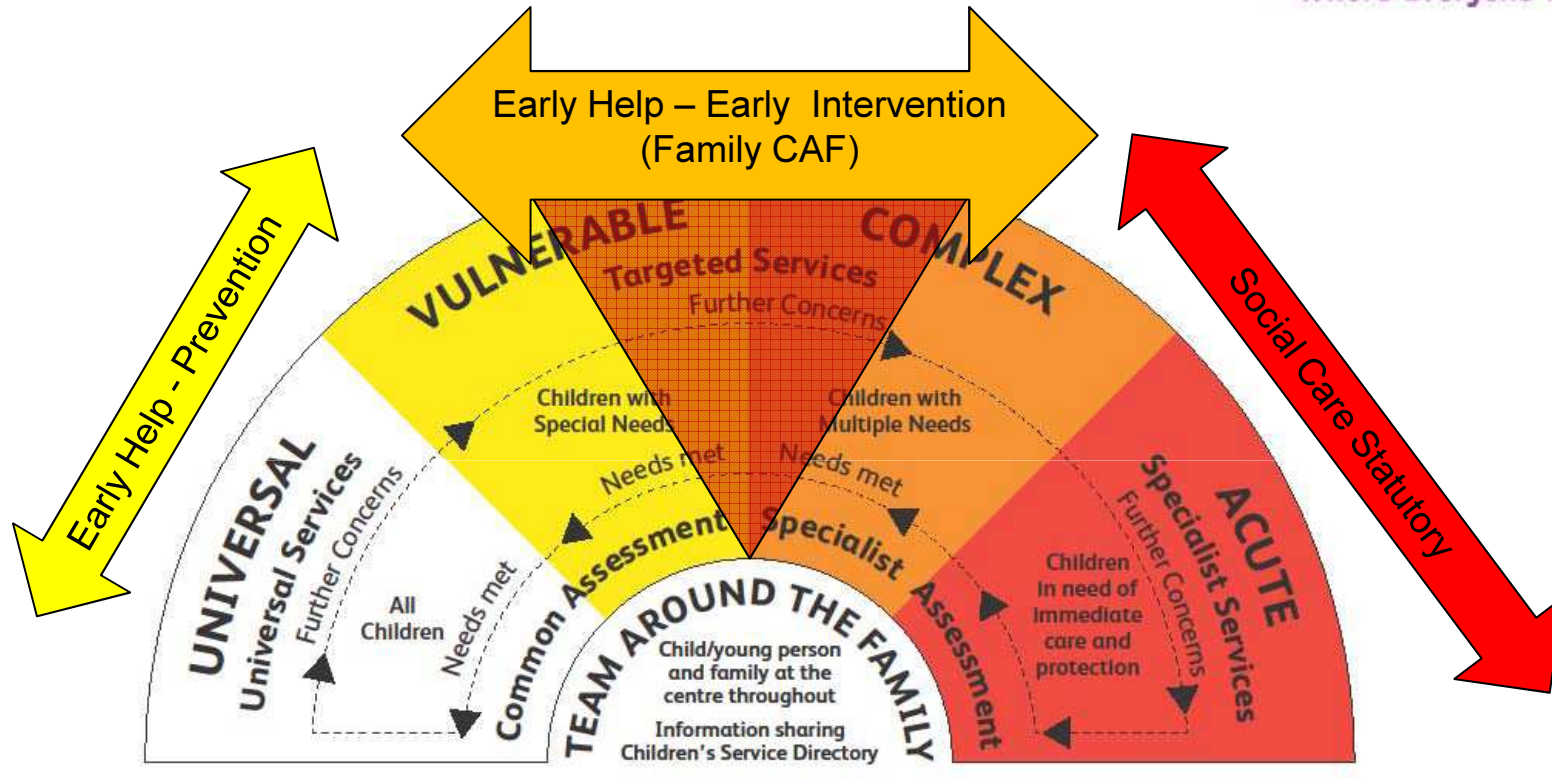
- Schools disengaging from lead working, but need is still there.
- Interdependent with other provision e.g. CAMHS, EPS, CDC etc
- Early Help is part of a wide ranging system: where one or more areas of support are reduced, the impact on the whole system needs to be assessed.



Continuum of Needs
(Commonly known as The Windscreen)

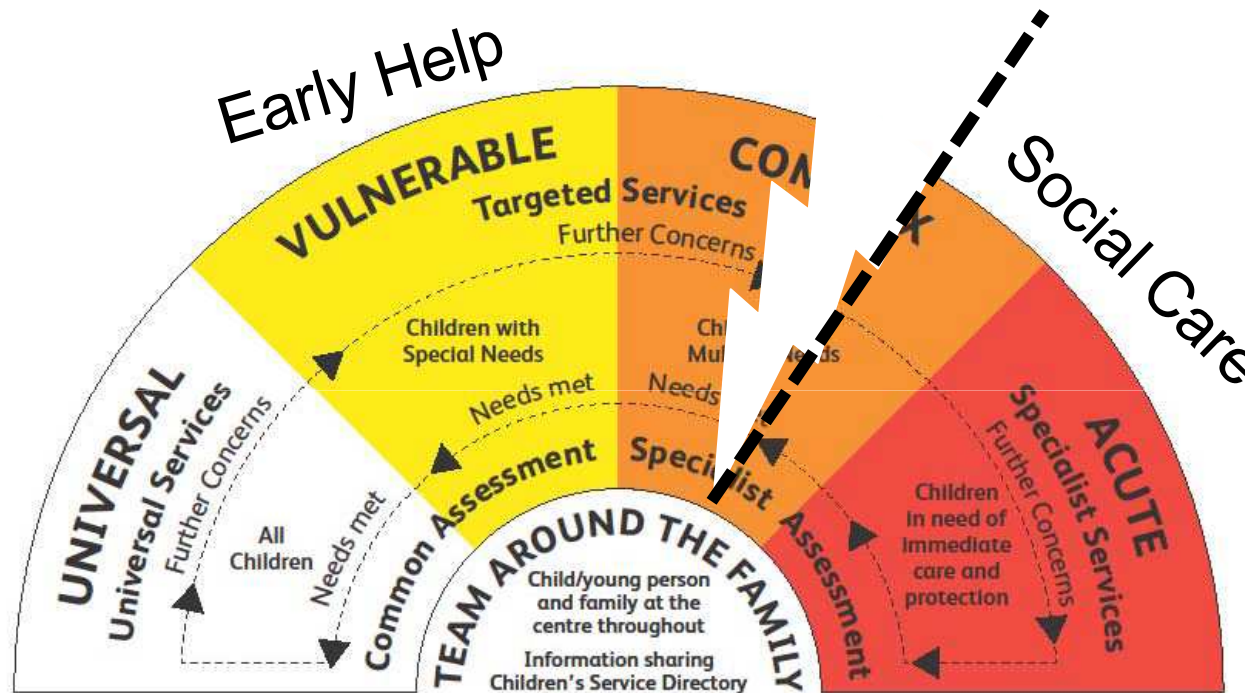
FfC Provision

- Providing **connectivity** (not duplication) of existing provision, or new provision where gaps are identified
- Evidence based
- Co-working where required with existing services
- **Only** for families with poor attendance and ASB or worklessness
- Little overlap with, PRUs, Parenting etc
- Subject to rigorous PbR scrutiny and challenge from audit and DCLG.
- FRP focused on most complex cases (social care).



Continuum of Needs
(Commonly known as The Windscreen)

Where's the Gap?



Continuum of Needs
(Commonly known as The Windscreen)

Causal Factors

- Reduction in services and/or Service re-design
- Limitations of existing initiatives (e.g. Families for Change)
- History of chronic, long-term neglect
- Insufficiency of planned, facilitated step-down
- Where to go for challenge/support?

Early Help Support Panel

A multi-agency forum, where:

- services can be commissioned and where innovative, fast-track approaches can be tested
- The quality of multi-agency work can be assured and challenged, where required
- Support for families can be brokered

What we value

Localism, and the capacity, trust and freedom of local services to provide effective early help within their own communities **wherever this is possible.**

What we know

- We are not yet providing excellent, integrated early help services
- Some services are commissioned and/or delivered by the “centre” and not community based.
- We do not and will not unite early help provision under one management line or organisational umbrella (nor should we)
- The system is being pushed apart
- Practitioners WANT to succeed, though they need help and better awareness of pathways to access this.
- Social Care are a key partner, and the way this interfaces with Early Help providers is in constant need of review and revision

Questions?

ROTHERHAM LOOKED AFTER CHILDREN STRATEGY – 2013 – 2015**1. INTRODUCTION**

1.1. Rotherham Metropolitan Borough Council takes its role as Corporate Parent to looked after children very seriously. Members and officers understand that looked after children as a group are more vulnerable than their non-looked after peers and that in general, outcomes and life chances are poorer for looked after children than for other children.

1.2. At the same time, it is also recognised that children and young people in care, like their non-looked after peers, need additional support to overcome disadvantage, and have the potential to succeed and prosper in life, so long as they are afforded the right support and opportunities, and the awareness that they as a group are more vulnerable to poor outcomes does not translate into a self-fulfilling prophecy of low aspiration.

1.3. This strategy is an ongoing initiative, rather than a completed piece of work. It sets out improved outcomes for all our children and young people in care and what needs to be done by all those involved in the development and delivery of services to looked after children. Whilst the local authority is the lead agency in developing and implementing this strategy, it has and is being developed and implemented by a range of professionals working in the local authority and key partner agencies, such as, for example, colleagues in health and education. For a full list of group members see 1.6 below.

1.4. This document and the strategy are separate to but linked to and informed by the following:

- The Corporate Parenting Strategy
- The Children and Young People's Plan 2013-16
- The Looked After Children Statement
- The Corporate Parenting Promise to Looked After Children
- The Pledge to Looked After Children

1.5. A Looked After Children Strategy Group has been established to develop and implement this strategy. The group meets regularly to take the work forward, and has developed smaller sub project groups to take the lead on individual priority areas.

1.6. The Looked After Children Strategy Group is made up of multi-agency professionals working with looked after children in local authority services and professionals working with looked after children in key partner agency services. Membership of the group is as follows:

Paul Dempsey – Service Manager, Family Placements and Residential Services, RMBC, CYPS.

Phil Bradley – Service Manager, Children in Need North and Looked After Children, RMBC, CYPS

Claire Sneath – Virtual School Head – Education

Martin Smith – Get Real Team Manager – Education

Sara Whittaker – Team Manager, Looked After and Adopted Children Support and Therapeutic Team, RMBC, CYPS

Karen Holgate - Looked After Children Nurse, Health
Adrian Hobson – Commissioning, RMBC, CYPS
Paul Stinson – Commissioning, RMBC, CYPS
Morri McDermott – Operations Manager, Residential Services, RMBC, CYPS
Lisa Duvall – Voice and Influence Officer, RMBC, CYPS
Andy Symcox – Fostering Recruitment Team Manager, RMBC, CYPS
Helen Mangham – Adoption Team Manager, RMBC, CYPS
Rebecca Wall – Independent Reviewing Team Manager, RMBC, CYPS
Mark Connolly – Service Manager, Action for Children Looked after Children and Leaving Care Service.
Anne Hawke – Performance and Improvement Officer, RMBC, CYPS

2. STRATEGY DRIVERS

2.1. There are a number of key drivers for developing an updated strategy for looked after children, as follows:

- The local authority and partner agencies are responsible for making sure that outcomes for Looked after Children are as good as possible in all aspects of their lives as children, young people and in achieving successful independence as adults. This needs to be reviewed and refreshed in conjunction with looked after children.
- The need for a shared vision and agreed priority objectives for all those working with looked after children, both within the local authority and with partner agencies and professionals.
- The requirement and aspiration to improve outcomes for our looked after children.
- The need to ensure our services match up to the new requirements set out in the new Ofsted inspection framework for Children in Need of Help and Protection, Children Looked After and Care Leavers.
- The need to ensure that looked after children services are good value for money, such that we achieve maximum benefit to children's wellbeing and outcomes from our budget, and we invest in services that are evidence based and have a positive impact.

3. STRATEGY DEVELOPMENT

3.1. The work in developing and implementing this strategy is essentially centred on answering four key questions:

3.2. As a service, (the word 'service' here is used to refer to the whole package or range of services provided by the local authority and partner agencies to looked after children) where do we want to be?

This is about our vision for the service and for looked after children, and identifying priority objectives.

3.3. Where are we now?

In order to answer this question we need to understand how well we are performing in improving children's outcomes in all the key areas. Where are we strong and where are we less strong? Have we already taken sufficient action to improve outcomes or services for the future or is further action or new initiatives required?

What do children and young people say about our services? What about foster carers, adopters, and parents?

3.4. How will we get from where we are now to where we want to be?

What strategies and action programmes do we need to initiate in order to improve services and outcomes? From reviewing services around the country and learning from theory and practice, what should we be doing differently? What are children and young people telling us to do in order to improve services? We will need to identify and focus on what works.

3.5. How will we know we are there?

This is about setting clear goals and targets at the outset so that we can measure our progress. Examples include our performance against national performance indicators, outcomes from Ofsted inspections of looked after children services, and the extent to which feedback from children and young people indicates that services are improving and that they are involved in decisions about their lives and service delivery and service development.

4. WHERE DO WE WANT THE SERVICE TO BE?

4.1 Vision

As a group of multi-agency professional involved in developing and delivering services to looked after children we asked ourselves:

What kind of service do we want to be?

And, how do we want to approach our work?

We have resolved to:

- **Have high aspirations for looked after children**
- **Be strong and inspiring leaders**
- **Have a clear and consistent focus on education**
- **Do all that is possible to ensure looked after children enjoy stable, safe and permanent relationships**
- **Listen and account for the voice of looked after children and young people**
- **Understand and implement what works in improving outcomes**
- **Provide the kind of care and support for looked after children that we would expect and would be good enough for our own children**

4.2. Priority Objectives

The above vision statements set out some key principles about how we will deliver looked after children's services. The following priority objectives define what key achievements and improvements we will be striving to make over the next two years in relation to looked after children's outcomes.

All of the objectives are measureable and they relate to key aspects of children's development. They have been identified as it is clear that success in achieving them will have a significantly positive impact on children during their childhood and in their ability to develop successfully and happily as adults.

Priority Objective 1:

To improve the degree and timeliness of placement stability and permanence and ensure children are able to enjoy continuity of relationships.

Priority Objective 2:

To improve the emotional wellbeing and physical health of looked after children.

Priority Objective 3:

To improve educational progress and attainment and narrow the gap between attainment of looked after children and their non-looked after peers.

Priority Objective 4:

To improve the support for and opportunities open to care leavers sufficiently to increase the number and proportion of them who are in employment, educations or training (EET)

Priority Objective 5:

To listen to children and young people so as to ensure that their views influence their own plans, as well as wider service delivery and development.

5. ACHIEVING OUR PRIORITY OBJECTIVES

In taking the strategy forward we have asked ourselves those four key strategic questions, where do we want to be, where are we now, how do we get from where we are now to where we want to be, and how will we know when we get there, in respect of each of the five priority objective we have identified.

In addition, key services and teams working with looked after children will develop their annual service development plans based around how they develop to meet the five objectives.

The following sections look at these questions for each of our objectives.

6. PRIORITY OBJECTIVE 1:

To improve the degree and timeliness of placement stability and permanence and ensure children are able to enjoy continuity of relationships.

6.1. Where do we want to be?

6.1.1. We want a Sufficiency Strategy that delivers the necessary number and range of accommodation options for looked after children in and local to Rotherham.

6.1.2. We want our organisational structures to promote continuity of relationships for looked after children with staff and carers and not to create barriers to continuity.

6.1.3. We want our fostering service to provide placements for the range of children and young people requiring them and to leave us less dependent on independent sector fostering and residential provision, much of which is at a distance from Rotherham.

6.1.4. We want numbers of children adopted to be high and for children adopted to be placed with their prospective adopters at the earliest point in their journey as possible.

6.1.5. We want placement breakdowns to be reduced to a minimum, and support for placements to prevent breakdown to be increased and to include therapeutic input, and planned wraparound support.

6.1.6. We want to be using innovative methods to recruit adopters for sibling groups, disabled children, and older children so that we can secure adoption for as wide a group of children as possible.

6.1.7. We want to proactively seek legal permanence for looked after children through supporting extended family, foster carers, and other connected persons to secure Special Guardianship Orders.

6.1.8. We want our performance against national performance indicators in respect of placement stability for looked after children to improve compared to now and to be better than the national averaged performance and that of our statistical neighbours.

6.1.9. We want our numbers of children adopted to increase, for timeliness to improve compared to now, and for performance on both, as well as adoption scorecard performance, to be better than national average performance and that of our statistical neighbours.

6.2. Where are we now?

6.3. How will we get from where we are now to where we want to be?

The following are actions that are already being taken to move the service from where we are to where we want and need to be.

6.3.1. Development of a new Sufficiency Strategy to improve the number and range of placement options for looked after children and young people. Work is on-going on development and delivery of this strategy but the following key actions have been identified:

- Development of a new in-house fostering resource, 'Fostering Plus' to accommodate adolescents and children with complex needs in local family placements. The service will provide more intense placement support, including therapeutic support, in order to reduce placement breakdown and improve stability. It is intended that the service, as it grows, will reduce the need to place young people in residential accommodation and to place them at distance from Rotherham.
- Maintaining additional staffing in our adoption service in order to build and improve upon our success in 2013/14 in increasing the number of children placed for adoption and adopted.
- Development of a new 'Fostering to Adopt' initiative, in line with Government and Ofsted requirements. Fostering to Adopt aims to place children whose plans are very likely to be adoption with prospective adoptive parents who are also approved as foster parents before the child's plan for adoption has been legally endorsed by the Court. This allows for children to be placed with their forever parents at a younger age.

- Reviewing and revising our commissioning strategy in relation to independent residential accommodation. Commissioners will work with the market to develop more independent provision for our use in and much closer to Rotherham.
- Review of the service and remit of Silverwood Local Authority Children's Home to explore number and nature of placements offered.

6.3.2. Development of roadshow workshops on placement stability for staff. The workshops will be delivered to children's social workers and staff in family placement and residential services over the early months of 2014. The workshops focus on good practice in achieving placement stability and are informed by theory and research findings.

6.3.3. Restructuring the model of service delivery for care leavers and for looked after children aged 16 and 17 to ensure that organisational structures promote continuity of relationships. The current LAC service for 16 and 17 year olds and the leaving care service are provided by Action for Children.

Currently, when Looked after Children reach age 16 they have to have a new social worker and move to the Action for Children service. They also have to change to a new personal adviser when they turn 18 and move from Action for Children's under 18 team to their over 18 team. We think these changes are not helpful for young people at these key transition points in their life and can be avoided. From April 1st 2014 the service detailed above will be run in-house directly by the Council. The new model will allow for young people to keep the same social worker up to age 18 when they leave care and the same personal advisor from age 16 to 25.

These changes will help us to achieve continuity of relationships for young people.

6.4. How will we know when we get there?

6.4.1. Placement stability statistics for looked after children according to Government performance indicators will be significantly improved compared to now, higher than the national average, and higher than statistical neighbours.

6.4.2. The proportion of our looked after children placed in family placements compared to residential placements will have increased compared to now, and will be above the national average and higher than statistical neighbours.

6.4.3. The number of children adopted from care will have increased compared to now

6.4.4. The percentage of children adopted who are placed within 6 months and within 12 months of the decision that they should be adopted has improved and is higher than the national average and statistical neighbours.

6.4.5. Our performance on all measures of the adoption scorecard has improved compared to now and is higher than the national average and statistical neighbours.

6.4.6. The proportion of our looked after children placed out of borough will have decreased significantly and be below the national average and statistical neighbours.

6.4.7. Children and young people tell us that they have good stable relationships, they feel safe, have people they can talk to if worried or feeling unsafe, and they feel attached to and part of the family/residential home that they live in.

7. PRIORITY OBJECTIVE 2:

To improve the emotional wellbeing and physical health of looked after children.

7.1. Where do we want to be?

7.1.1. We want to be able to improve children and young people's emotional wellbeing from when they first become looked after and to be able to demonstrate that we are doing so. We will need to make systematic use of the Strengths and Difficulties Questionnaire to measure progress here.

7.1.2. We want to have a good understanding of the needs of our looked after population in relation to emotional wellbeing and have therapeutic services and placements options to respond to and meet all such need.

7.1.3. We need a CAMHS strategy and service for looked after children that allows for looked after children in need to have prioritised and timely access to services.

7.1.4. We need all staff and carers involved with looked after children to understand normal and abnormal child development, theories on attachment theory, separation and loss and for their work parenting and care for looked after children in way than

7.2. Where are we now?

7.3. How will we get from where we are now to where we want to be?

7.3.1. We will systematically use the Strengths and Difficulties Questionnaire as a means to measure children and young people's emotional wellbeing on entry to care and periodically to measure progress.

7.3.2. We will use collated results for the Strengths and Difficulties Questionnaire to inform our commissioning and delivery of therapeutic services.

7.3.4. Commissioners will work with the local CAMHS to ensure there is provision of sufficient services to meet the needs of our looked after children population.

7.3.5. The Looked After and Adopted Children's Support and Therapeutic Team(LAACST) will support the new Fostering Plus foster care placements to ensure placements for adolescents and children with complex needs benefit from therapeutic input.

7.3.6. Managers and commissioners will work with CAMHS, the LAACST and other identified services to develop therapeutic support services for young people who have been sexually exploited.

7.4. How will we know when we get there?

8. PRIORITY OBJECTIVE 3:

To improve educational progress and attainment and narrow the gap between attainment of looked after children and their non-looked after peers.

8.1. Where do we want to be?

8.1.1. We want all children to progress and achieve in education to their full potential.

8.1.2. We want to reach a position where almost all of our looked after children progress at least 2 levels between key stages

8.1.3. We want a higher proportion of looked after children to achieve 5 A to Cs at GCSE level compared to now.

8.1.4. We want the gap between attainment of looked after children and attainment of their non-looked after peers to reduce.

8.1.5. We want all staff and carers involved with looked after children to have a good understanding about education and to act as champions and advocates promoting children's involvement, progress and attainment.

8.1.6. We want key educational staff in the local authority and in schools, for example Designated Teachers, to understand about the particular needs of looked after children.

8.1.7 We want to support as many of our young people as possible to go to university.

8.1.8. We want our Virtual School to cater for children and young people aged 0 to 25.

8.2. Where are we now?

8.3. How will we get from where we are to where we want to be?

8.3.1. Our Virtual School Head Teacher is now deployed full time in this role and can from now on focus exclusively on it.

8.3.2. Revising Personal Education Plan templates to ensure the document more requires clear details about educational progress and attainment.

8.3.3. Establishing a new procedure for the completion of Personal Education Plans which involves the Designated Teacher in the school taking the lead role.

8.3.4. Establishing a new joint education and social care panel, chaired by the Virtual School Head Teacher, to address individual admissions/exclusion cases. Panel to meet monthly and include Virtual School Head Teacher, Service Manager looked after Children, Get Real Team Manager and Admissions Officer/Manager.

8.3.5. Work towards extending the remit of the Virtual School so that it spans age 0 to 25.

8.4. How will we know when we get there?

9. PRIORITY OBJECTIVE 4:

To improve the support for and opportunities open to care leavers sufficiently to increase the number and proportion of them who are in employment, educations or training (EET)

9.1. Where do we want to be?

9.1.1. We want a more integrated service for older young people looked after and care leavers and one that promotes continuity and stability of relationships.

9.1.2. We want a higher number of care leavers aged 19 in education, employment or training compared to now and to have a proportion higher than our statistical neighbours.

9.1.3. We want all care leavers to be living in suitable accommodation.

9.2. Where are we now?

9.3. How will we get from where we are now to where we want to be?

9.3.1. The LAC service for young people aged 16 and 17 and the leaving care service is being transferred on April 1st 2014 to become a service run in-house directly by the local authority again. The new model of service proposed will enable young people to maintain their existing social worker up to age 18, rather than having to change social worker at age 16 in the current service, and to retain the same personal advisor from age 16 to 25 rather than having one before age 18 and a different one beyond 18.

9.3.2. We will develop our ability to enable young people in foster care to stay living with their foster carers through enhancement of a range of 'Staying Put' and supported lodgings arrangements.

9.3.3. We will look to work with voluntary organisations to enable young people to take advantage of opportunities to volunteer that will develop their confidence, skills, experiences and employability.

9.4. How will we know when we get there?

10. PRIORITY OBJECTIVE 5:

To listen to children and young people so as to ensure that their views influence their own plans, as well as wider service delivery and development.

10.1. Where do we want to be?

10.2. Where are we now?

10.3. How will we get from where we are now to where we want to be?

10.3.1. Development and support of the LAC Council so that it is as representative as possible of looked after children and takes a key lead role steering and

championing looked after children's involvement and influence on service development and service delivery.

10.3.2. Regular collation and review of consultation papers completed by children and young people for their statutory looked after children review and the review of the foster carers.

10.3.3. Annual survey of looked after children covering same issues as those covered by the national annual survey undertaken by the Children's Commissioner, so as to allow for comparison with what young people across the country are saying about being in care.

10.3.4. On-going involvement of young people in staff recruitment, and staff and foster carer training.

10.3.5. On-going training for staff and carers on listening and engaging with children and young people.

10.3.6. Regular meetings between the Elected Members on the Corporate Parenting Panel and the LAC Council.

10.3.7. Supporting the LAC Council to review the extent to which the local authority and partner agencies are delivering on promises made in the Pledge to Looked after Children.

10.3.8. Involvement of the LAC Council in the development of this LAC Strategy.

10.3.9. Communication strategy to be developed to ensure that all children and young people know about their 'entitlements' as looked after children and care leavers.

10.4. How will we know when we get there?

Paul Dempsey,
Service Manager, Family Placements and Residential Services
14.1.14

Children and Young People's Action Plan 2013 – 2016

Highlights from the 1st Progress Report:
December 2013

Priority 1: We will ensure children have the best start in life

91 schools(76%) now have a 'Food in schools Policy' which incorporates all food provision including packed lunches

The new joint 2 year old Health and Education Review (Integrated joint Health/Education assessment) has being successfully piloted at Aughton Early Years children centre and is in the process of being rolled out to all children's centres in Rotherham in 2014

81 established breastfeeding friendly public places and 65 active breast buddies in Rotherham

Launch of the antenatal pathway on the 16th September with parents now being offered pre birth and new birth visits

The Childhood and adolescent vaccination programme continues to maintain above 90% coverage for all the childhood vaccinations with a slight variation for MMR which in the second quarter achieved 89.9%.

Implementation of the maternity tariff in March 2013 which increases the link between payment and quality of care

Capital funding has been awarded to 10 providers to create 359 new 2 year old places in areas of need

The Family Information Service now shares information on eligible children with Children's Centres so 1:1 support can be provided to support parents to take up their entitlement where needed

Good performance in NCMP (National Child Measurement Programme) for reception year children, where Rotherham has made significant progress in reducing the number of children who are overweight or obese Progress at year 6 continues to improve with Rotherham now achieving the England average

Increase access to counselling through provision of drop –in sessions including self-referral for secondary school students and sustained delivery of 1:1 mental health support and counselling by Rotherham & Barnsley Mind in Rotherham Schools, including primaries

Intensive support interventions, including the Family Nurse Partnership and the GROW teenage pregnancy service, work to prevent second pregnancies by educating, supporting and advising teen families

Priority 2: We will engage with parents and families

A performance management framework for Early Help has been developed and endorsed by the TFSG and the LSCB.

The updated family CAF now includes the requirement for CYPS to systematically screen for drug and alcohol use making referrals and asking for specialist help at the earliest possible stage

The women's group with crèche facility continues to run at the Clearways premises weekly and provides a one stop shop for women with young children/who are pregnant. Recent activities include:

- First aid training and a visit from fire safety officers
- Advice around stopping smoking with the smoking cessation service due to visit the group
- Table top sale and Christmas party for the women and children (with visit and present from Father Christmas). The money raised from the sale will be used for a day trip out in spring 2014
- Access to the medical, nursing and midwifery services

Young Carer's card launched September 2013

An Early Help Support Panel to provide a point of escalation for "stuck" families has now being established will be reviewed on a 6 monthly basis

- 8 schools and settings are currently championing the Charter
- 22 schools and settings are working through the full process
- 41 schools and settings are either working through the full process, have expressed an interest/requested consultations, have made a commitment to beginning the full process at some stage in the future or have declared their commitment to the principles

The funky monkey café continues to be used by service users who attend with children in their care.

A recent move to new premises has being received positively by attendees and the group already appear to feel more ownership and control of the café.

With RDaSH support and that of partner agencies, including Lifeline, the group is moving closer to being genuine service user led which would support more family orientated sessions

Priority 3: We will reduce the harm to children and young people who are exposed to domestic abuse, alcohol/substance misuse and neglect

Agreement has been made that the FCAF will be amended to reflect separate reporting boxes for drugs and alcohol, there will also be an additional box to note the AUDIT score
The AUDIT tool has been 'localised' and will form part of the FCAF package and training

The CMAP (Child's Multi-agency Assessment Protocol) has been agreed by partners at the December LSCB and an implementation plan is now in place with a proposed live date of April 2014

The recommissioning of alcohol services to deliver more preventative work and training/education opportunities is now operational.
This is being delivered by Lifeline and the specification includes capacity for training workforces

In April 2013 the Early Help Prospectus for low level DA training, and the RLSCB Prospectus for Module 2 training were launched.
Training will continue in 2014/15

- Provision has been commissioned until March 2014 to help facilitate step down from CART onto Early Help
- Step down processes have been firmed up and training has taken place with social workers
 - Monthly allocation meetings taking place in localities to facilitate step down for families meeting FfC Criteria

The primary scheme of work for PSHCE has been updated to include links to Expect Respect resource
This is Abuse campaign materials are now being sent to secondary schools

- All partners who develop alcohol messages to adopt the single alcohol message, this is being delivered through the:
- Call it a Night eLearning package being shared with partners
 - Request issued for the single message to be included in the IYSS newsletter, Healthy Schools and VAR

The transition plan for Know the Score into CAMHs has been redeveloped and is under close performance monitoring.
The service continues to respond to changing local needs

Priority 4: We will work with partners to eradicate child sexual exploitation

- Three independent reviews of Rotherham CSE services have now been published;-
 - HMIC Review of South Yorkshire Police Response to CSE
 - Barnardo's Rotherham Practice Review
 - Rotherham Local Safeguarding Board Chair Review of Response to CSE
- Each of these reports includes a number of recommendations and highlight areas for improvement which will inform and shape the 2014 CSE strategy and action plan review
- The Rotherham reviews also all commented on the passion, determination, commitment and enthusiasm of both front-line staff and senior managers across agencies to eradicate CSE.

- A Nurse Practitioner has joined the CSE Team.
- Barnardo's have funded four satellite workers, one in each South Yorkshire CSE Teams

- 1560 partnership staff, business representatives, parish councillors and young people have attended CSE training workshops
- 3209 young people have participated in informal curriculum sessions on CSE and related issue with the Integrated Youth Support Service
- A CSE 'Train the Trainer' programme has started to be rolled out
- All secondary schools are now engaged in the CSE awareness programme for young people
- Rotherham Healthy Schools have worked with schools to develop age appropriate CSE materials, launched in the Autumn term

- A review of police intelligence and development has been completed and internal police referral routes clarified
- There has been an increase in staffing within the CSE team including the recruitment of two CSE police analysts for South Yorkshire. One of which is dedicated to Rotherham and will enable an improved analysis of intelligence

- A variety of criminal intervention techniques are successfully used to cease CSE activity and potential activity as early as possible. In the most recent quarter there have been;
 - 1 further attrition activity, total of 7 for the year compared to 3 for the whole of 2012-13
 - 7 abduction notices, total of 27 for the year compared to 28 for the whole of 2012-13
- There have been
 - 20 interviews under caution for the year
 - 10 individuals on police bail and 2 on remand
 - 11 cases pending court

Priority 5: We will focus on all children and young people making good progress in their learning and development

Take-up of early education by 3/4 year olds for the Summer term 2013 was at 97%. This is an increase of 6.5% on the same period in 2012/13

73% of all schools judged to be good or outstanding for overall effectiveness compared to the national average of 78%
73% of all schools judged to be good or outstanding quality of teaching compared to the national average of 78%.

The following activities have taken place in Libraries and Customer Service Centres:

- 1,320 children from 4 – 11 completed the Summer Reading Challenge
- 1,803 Bookstart/treasure packs delivered
- 4,720 attendances at Rhyme-time sessions in libraries/customer service centres
- 9,884 pupils visited libraries as class visits
- 15,690 skills based activity sessions in libraries
- Chatterbooks is being delivered in Riverside House, Aston library/customer service centre, Dinnington library/customer service centre, Maltby library, Mowbray Gardens library, Thurcroft library, Wath library, Wickersley library

96.4% (2013 leavers) Learning Disability assessments completed for learners with Statements or those with significant additional needs

The number of primary schools below the new floor standard has reduced from 9 in 2012 to 6 in 2013
Two of the schools below the new floor standard are sponsored primary academies

- KS2-KS4 progress by 3 levels in mathematics increased by 4.3% to 70.3%
- KS2-KS4 progress by 3 levels in English increased by 3.3% to 75.3%

At KS2 the gap between the performance of girls and boys was reduced by 0.5% in L4+ reading, writing and mathematics combined. The gap is 9.6% compared to the national average gap of 7%
At KS4 the gap between the performance of girls and boys at 5A*-C inc E&M is 10%, this is in line with national averages

- LDD NEET is 9.3%, 10.5% last year
- Teenage mothers NEET is 66.4%, 70.5% last year

Priority 6: We will target support to families in greatest need to help access learning/employment opportunities

- A pilot multi-agency EU Migrant /Roma 'family induction day' was held at Lifewise on the 17th September 2013
- The event was attended by 125+ adults and children who attend 6 local schools
- The event has been evaluated, with feedback from both the adults and children who attended the event and also the range of professionals who were involved in organising and delivering each aspect of the day
- An evaluation report has been produced and distributed to key stakeholders
- A further event has been scheduled for 10.02.14 and incorporates the findings from the evaluation

- The percentage of 2013 year 11 leavers currently in learning in Rotherham has evidenced an overall improvement as a result of the work with schools around Risk of NEET indicators and negotiation of targeted support packages for students through IYSS: 96.3% (3402) as at Nov 13 compared to 95.6% (3406) in Nov 12
- The percentage and total numbers of year 11 leavers NEET has continued to reduce across Rotherham: 2.2% (77) as at Nov 13 compared to 2.9% (102) in Nov 12
- Improvement achieved for vulnerable groups identified as being at risk of NEET: 91.9% in learning (1051) in 2013 in comparison to 1058 (90.5%) in 2012

Youth support workers are accompanying young people seeking work to visit the Job Centre to ensure that they get the best access possible to available vacancies and are also supporting young people to apply online

- September guarantee met
 - Year 11 students – 98.5%
 - Year 12 students - 88.5%
- Evidenced improvement in RPA

- An EU Migrant Community Engagement Officer was appointed in July 2013
- This officer has supported the swift resolution of CME cases and facilitated the admissions and appeals process for EU Migrant families

Partnership arrangements have been established with Rotherham College and Dearne Valley College to provide targeted work for young people identified by the School liaison officers and College support services as needing one to one support to overcome barriers to engagement

Rotherham Local Safeguarding Children Board (RLSCB)

Minutes from the meeting of Rotherham Local Safeguarding Children Board (RLSCB), held on Friday 13th December 2013, 12:30pm – 2:30pm at Riverside House

In attendance:

Steve Ashley - Chair	Independent Chair, Rotherham Local Safeguarding Children Board
Sonya Chambers – Minute Taker	Administrative Officer, Rotherham Local Safeguarding Children Board
Ruth Fletcher-Brown (with John Radford)	Suicide Prevention Lead, Rotherham Public Health
Tracey Slater - Member	Patient Experience Manager, Nursing Directorate, NHS England (South Yorkshire and Bassetlaw)
Chris Prewett – Deputy for Deborah Wildgoose	Head of Safeguarding, Rotherham, Doncaster and South Humber NHS Foundation Trust (RDASH)
Shona McFarlane - Member	Director of Health and Wellbeing, Neighbourhoods and Adult Services, Rotherham Metropolitan Borough Council
Sue Wynne - Member	Rotherham's Women's Refuge
Phil Morris - Advisor	Business Manager, Rotherham Local Safeguarding Children Board
John Radford - Member	Director of Public Health, Rotherham
Catherine Hall - Advisor	Head of Safeguarding, Rotherham Clinical Commissioning Group
Jason Harwin - Member	Chief Superintendent, District Commander, Rotherham South Yorkshire Police
Tracey McErlain-Burns - Member	Chief Nurse, The Rotherham NHS Foundation Trust
Clair Pyper - Member	Interim Director of Safeguarding Children and Families, Children and Young People's Services, Rotherham Metropolitan Borough Council
Alexis Jay - Observer	Appointed to undertake the Independent Investigation into Child Sexual Exploitation in Rotherham
David Polkinghorn - Member	General Practitioner, Clinical Commissioning Group, Rotherham
Councillor Paul Lakin – Participating Observer	Lead Member for Children and Young People's Services, Rotherham Metropolitan Borough Council
Joyce Thacker – Member	Strategic Director of Children and Young People's Services, Rotherham Metropolitan Borough Council
Sue Cassin - Member	Executive Lead for Safeguarding at the Clinical Commissioning Group, Rotherham
Warren Carratt - Advisor	Service Manager - Strategy, Standards and Development, Children and Young People's Services and Rotherham Local Safeguarding Children Board
Richard Burton - Member	Lay Member, Rotherham Local Safeguarding Children Board
Kevin Stevens - Advisor	Safeguarding Quality Assurance Officer for Rotherham Local Safeguarding Children Board and Children and Young People's Services
Nick Whittaker - Member	Head Teacher, Hilltop and Kelford Schools

Apologies:

Anne Riley - Member	Service Manager, Children and Family Court Advisory and Support Service (CAFCASS)
Pete Horner - Member	Public Protection Unit Manager, South Yorkshire Police
Dawn Peet – Deputy for Tony Carlin	Safeguarding Officer, South Yorkshire Fire and Rescue
Deborah Wildgoose – Member and Vice Chair	Deputy Director of Nursing, Rotherham, Doncaster and South Humber NHS Foundation Trust (RDASH)
Tracy Holmes - Advisor	Head of Corporate Communications and Marketing, Chief Executive's Department , Rotherham Metropolitan Borough Council
Jane Skupien - Member	Head Teacher, Sitwell Infants School
Sarah Mainwaring - Member	Head of Probation – Rotherham, South Yorkshire Probation Trust
Sherif El-Reftee - Advisor	Designated Doctor, The Rotherham NHS Foundation Trust
Dave Stopford - Member	Detective Chief Inspector, South Yorkshire Police
Paul Grimwood - Member	Youth Offending Services Manager, Rotherham Metropolitan Borough Council
Dorothy Smith - Member	Director of Schools and Lifelong Learning, Children and Young People's Services, Rotherham Metropolitan Borough Council
Robin Williams - Advisor	Service Solicitor for Children and Young People's Services, Rotherham Metropolitan Borough Council
Zafar Saleem - Advisor	Community Engagement Manager, Community Engagement Team, Rotherham Metropolitan Borough Council
Debra Wadsworth - Member	Lay Member, Rotherham Local Safeguarding Children Board

Agenda item:

Action:

1. Welcome, apologies and introductions

Attendance and apologies were recorded as above.

The Chair began by saying that the focus of this meeting needs to be about how different agencies can work together to safeguard children, and not a forum for receiving presentations that are not necessarily relevant to this work.

The Chair therefore proposed that in future, the agenda of this meeting should cover the following key areas:

- The performance of the partnership.
- Any emerging issues that can be raised on the day.
- A thematic discussion item to iron out critical areas of work.

Action
1

2. Previous RLSCB minutes from 13.09.2013 and matters / actions arising

Please refer to Appendix One for updates on actions.

3. Safeguarding Children National Performance Indicators - update report (standing item) – Clair Pyper

Clair Pyper apologised that the paper for this item had not been distributed in advance and will send it out electronically after the meeting.

Action
2

Performance on Initial and Core Assessments is going down. Both of these are red indicators and a lot of work has been done to try and understand why and to turn these around. Rotherham Council's Performance Team has been looking at the underlying causes to try and identify why there is a lack of promptness in undertaking assessments to keep children safe.

However, the team was unable to gain any greater understanding of this issue, therefore an independent person with both an Ofsted and Social Care background was brought in to undertake an investigation. This independent person has since spent time with both the Contact And Referral Team (CART) and the Duty Team, and he found that the number of cases being referred in is too high for CART to deal with due to the number of Social Workers in CART and the deployment of workers. Basically, the team is currently dealing with far higher numbers of contacts and referrals than the number of people in the team can cope with, bearing in mind that the team has a broad remit and also deals with other issues such as licensing and disclosure and barring checks. The question now is how to address this in terms of deploying resources.

Some examples of good assessments were found, but these had not been done in a timely manner.

CART has been overwhelmed due to many partner agencies referring cases that have not met the threshold for Social Care, therefore there is a broader issue to address here relating to multi-agency thresholds and referral forms.

More is understood now about the failure to meet these performance indicators in terms of what needs to be done about it, but thought needs to be given to how partner agencies contribute to the contact and referral

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process.

The Chair said the CART issue was worrying as this is a critical part of the Social Care process. He asked if addressing this problem would delay the proposed setting up of a Multi-Agency Support Hub (MASH), and Clair Pyper said that it needed to be looked at before MASH.

Temporary staff can be put into CART immediately to address the issue in the short terms, meanwhile the deployment of permanent staff can be properly considered. However, Social Workers work in CART on a rota basis, and whilst they are working in CART they are away from their own caseloads, so this has a knock on effect. Warren Carratt said that the recruitment process had already started to look at securing additional resources.

Councillor Paul Lakin said that Rotherham LSCB needs assurance that these performance issues will be put right. He added that he was confident that the service being providing is safe, but it is not timely enough.

The Chair stated that there needs to be the right balance between quality and timeliness.

Kevin Stevens pointed out that putting this into context, Rotherham ranks 38th out of 161 authorities in terms of its contact and referral bombardment rate. Therefore if Rotherham were in line with other areas nationally, it would actually be receiving 1200 fewer referrals.

Clair Pyper expressed frustration that no matter how many times guidance on Social Care thresholds is sent out to partner agencies, inappropriate referrals continue to be received. This is despite, in response to feedback from agencies, the threshold guidance being shortened to make it easier to follow – it can even now be displayed as a poster. It is the responsibility of agencies to ensure that they communicate to their relevant workers what the thresholds are and how to use them. Whilst Clair Pyper accepted that sometimes a professional may refer what seems initially to be an insignificant issue because of fears it may become more serious, she argued that CART is currently being used as a filtering service.

The Chair said that he could see how the problem had occurred if agencies have been encouraged to refer, therefore consideration needs to be given to how to get the threshold message across without discouraging proper referrals.

David Polkinghorn reminded everyone that it is not just CART that can provide advice regarding referrals, as there is an advice service as well which provides workers with the opportunity to speak to an experienced professional about whether or not to refer a case. Dr Polkinghorn added that his own experience of CART had been good, apart from that he doesn't always get to know the outcome of a referral Clair Pyper replied that the issue of feedback was being looked at.

Phil Morris informed the meeting that it is not all negative news as a recent review found that School Nurses have been making excellent referrals.

The Chair asked what the answer was to the problem of inappropriate

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referrals. Clair Pyper answered that she would take the responsibility of asking agencies to reinforce the Social Care thresholds to staff along with use of the Multi-Agency Referral Form (MARF). Once this process is working properly, focus can shift to how individual agencies work with children and developing pathways to ensure that the right agencies are working with the right children.

Action
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With regard to the other indicator rated as red - the timeliness of adoption placements, although this is currently showing as red, it is actually improving, but what isn't shown is that the total number of children covered by this indicator is higher than the national average. However, it was argued that it is better for the children to take the time to ensure that the right placement is found for them, even if this delay has an adverse effect upon the performance indicator.

Another performance indicator relating to the stability of looked after children's placements for two years plus is also rated as red – this needs attention as the more often children are moved, the more potential issues this causes. A meeting was held with CAMHS this week to look at this issue.

Another red indicator is the one relating to children who have been subject to child protection planning for two years or longer – this is currently the case for twenty children. Whilst it could be argued that these children should be taken into care, there isn't always the justification to do so. Some serious thought needs to be given to what to do with these families. It was clarified that twelve of these twenty children are actually only from two families – one sibling group of five and another of seven, therefore this accounts for more than 50% of the children. Large sibling groups such as these inflate the figures and can be misleading. The Chair asked Phil Morris and Kevin Stevens to do a sample on these twenty children to look more closely at the issues affecting them.

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4

Another national indicator linked in to the above is that fewer children are now subject to subsequent child protection planning.

Consideration is currently being given to how to use the Graded Care Profile on neglect cases.

With regard to those performance indicators rated as green, it should not be forgotten to acknowledge the work that staff have done to achieve these positive results.

Picking up on the earlier point raised by David Polkinghorn, John Radford said that it is critical for agencies to receive feedback from CART regarding all referrals, if agencies are to improve the quality and appropriateness of their referrals. Warren Carratt replied that a training package was being developed for staff to ensure that this feedback happens.

4. CYPS Improvement Plan – Clair Pyper

Clair Pyper reported that the end of the previous Improvement Plan had almost been reached, and the Improvement Panel recognised that some issues will always be ongoing e.g. neglect, therefore there needs to be a continued focus to address these ongoing problems.

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The Improvement Panel has decided to shift its focus onto the new Ofsted framework and to undertake a self-evaluation to identify Rotherham's existing strengths as well as any gaps, with specific actions for all agencies (i.e. not just Social Care). This work will also be progressed via other forums e.g. the Voluntary Sector meeting in January.

Rotherham LSCB needs to reassure itself that the continuous work on neglect and on the quality of referrals to Social Care, as well as any new areas of work that link into the Ofsted framework, have been implemented.

5. Rotherham Independent Reviewing Officer Service - Annual Report for the Year April 2012 - March 2013 – Clair Pyper

Clair Pyper explained that this report was for information to the LSCB. The Chair said that this was a very useful report in outlining exactly what the role of an Independent Reviewing Officer involves.

Warren Carratt questioned how to report updates about this service to the LSCB as reassurance, but without duplicating reports that go to the Corporate Parenting Board. Phil Morris undertook to arrange a meeting with the relevant people to clarify governance monitoring systems.

Action
5

6. Working Together 2013 – update report

A covering report was provided for the following three items, discussed in further detail below.

6.1 Learning and Improvement Guidance – Warren Carratt

Warren Carratt explained that the LSCB had been required to publish this guidance.

In terms of a serious case review model, Rotherham has looked at examples from other areas – Phil Morris has asked Doncaster LSCB to share theirs.

The Learning and Improvement Guidance consolidates what is in place in Rotherham and it accounts for the Sub Groups i.e. the 'delivery vehicles' of the LSCB.

Joyce Thacker asked how to get the message out to staff to reinforce how training fits in to their safeguarding practice, so that if they are asked by Ofsted whether they can evidence that they have undertaken training on specific areas, they are able to link any training they've done into Ofsted requirements. Warren Carratt explained that the 'Triple A' project will address this by providing a recognisable 'branding' for staff.

6.2 Multi-Agency Threshold Guidance – Phil Morris

Phil Morris explained that this guidance was another requirement from Working Together 2013.

6.3 Children's Multi-Agency Assessment Protocol – Clair Pyper

This was also required guidance to provide definitions about sections of the Children Act.

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This is a 'hub' document, which points to other relevant sources.

7. RLSCB Sub Group update reports:

7.1 Serious Case Review Sub Group – Pete Horner

Phil Morris provided an update in the absence of Pete Horner.

The Serious Case Review Sub Group has not met for some time as no cases have recently been referred for consideration.

However, next week's meeting will be going ahead to look at a serious case review from Croydon, as two Rotherham agencies were involved with this (RDASH and TRFT).

7.2 Child Sexual Exploitation Sub Group – Jason Harwin

Recent key topics of discussion at the Child Sexual Exploitation Sub Group were the Barnardo's Review and the HMIC Report, which were discussed in more detail at this morning's extraordinary RLSCB meeting.

7.3 Performance and Quality Assurance Sub Group – Tracey McErlain-Burns

This Sub Group has now effectively closed down following the establishment of two new Sub Groups – the Performance Sub Group and the Quality Assurance Sub Group - to split the workload. Outstanding actions from the former Sub Group have been discharged to the new Sub Groups as appropriate.

7.4 Learning and Improvement Sub Group – Clair Pyper

Changes to the terms of reference for this Sub Group have now been agreed and some potential new members have been approached.

A recent agenda item for this Sub Group has been Early Help and the take up of Early Help training, including work on thresholds.

Bina Parmar from the National Working Group has offered to present a demonstration of their e-learning package at January's meeting of the Child Sexual Exploitation Sub Group.

A conference will be held on the theme of suicide and self-harm – Clair Pyper to discuss with Ruth Fletcher-Brown.

The Multi-Agency Assessment Protocol was signed off by Rotherham LSCB. It fits with both Working Together guidance and recommendation by the government. Consideration now needs to be given to how it will work in practice in terms of agencies supplying information. Social Workers depend upon information from other agencies to build up a picture of a case, so whilst Social Care will lead on the work, contribution from partner agencies is crucial.

Kevin Stevens reported that there is a move towards the direct input of case information, which means that individual login accounts will need setting up

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to enable this. Tracey McErlain-Burns said that NHS email accounts follow workers if they move to another area, which means that they could still have access to cases that are no longer part of their workload. Kevin Stevens explained that in Social Care, historical workers stay on SWIFT to provide context to the case information but they are no longer active users.

7.5 Child Death Overview Panel and Suicide and Self-Harm Update presentation – John Radford & Clair Pyper

It was clarified that the item regarding suicide and self-harm will be a closed section of the minutes, because disclosure would breach confidentiality of a number of young people and their families. This is therefore available as a separate document.

The CDOP update report contained three recommendations:

1. That the Rotherham Foundation Trust review the mechanisms and operation of midwifery liaison with social services.
2. That the Board support the revised Child Death Review Process
3. The Board note the need for all staff dealing with vulnerable families the importance of smoking, alcohol, not breast feeding and sleeping position as risk factors that must be addressed to reduce sudden infant death. All staff must support families into services to address these issues and provide advice on sleeping.

With regard to recommendation 1, John Radford explained that the recent review of a child death highlighted the need to act quickly on the balance of probability rather than awaiting reports.

With regard to recommendation 3, it was pointed out that the risk factors for sudden infant death are also common features of neglect cases. There is the perception that a sudden infant death is a natural death, but many of the factors listed above are preventable. The Chair commented that sudden infant death seems to have disappeared from the national agenda. John Radford said that there is an increased risk of these deaths in deprived areas. In a recent case, it was positive to see that a mother had taken on board the safe sleeping message as a Moses basket was seen in the home. Tracey McErlain-Burns said that agencies cannot always be sure that messages have got through to service users and interpreters are used where necessary, as well as leaflets in different languages.

Catherine Hall reported that she had presented an item on sudden infant death on behalf of Rotherham at an event in London. She explained that midwives now undertake visual assessments with new mothers by asking them to demonstrate certain actions, e.g. how they put their baby to bed. Whilst agencies cannot become complacent about this issue, a lot of work is already happening.

David Polkinghorn said that managers need to be mindful about constantly telling professionals they could do more when services are already stretched.

The Chair asked if the LSCB could be assured that enough work was being done in Rotherham with new arrivals to England from other countries, who don't speak English and who come from a culture where messages like the safe sleeping campaign were not publicised. David Polkinghorn replied that the problem is that these cases are often caught late.

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8. RLSCB 2013 – 2016 Business Plan (standing item) – for monitoring – Phil Morris
- Key points covered in the Business Plan include:
- Suicide.
 - Barnardo’s ‘Train the Trainer’ training in January.
 - The new requirement for the Voluntary Sector to undertake Section 11 self-audits.
 - An update regarding the children’s advocacy service – it was questioned whether it be worth the LSCB receiving a midway review on this, and Clair Pyper said that there was already enough information to bring to the next LSCB meeting. This service provides an effective means of capturing the child’s voice.
 - The protocol between the LSCB and the Health and Wellbeing Board will be approved in January.
9. Lay Member tenure
- The tenure for Rotherham LSCB Lay Members is two years.
- It was agreed that a third Lay Member will be appointed to cover periods of absence.
- Richard Burton agreed to remain in post and a further post will be advertised.
10. For information:
- 10.1 Minutes from meeting of RLSCB Sub Group Chairs held on 20.11.2013
- Joyce Thacker mentioned that an important issue discussed at the previous meeting of the RLSCB Sub Group Chairs was the problem of obtaining information from schools for child protection conferences during school holidays. Nick Whittaker agreed to discuss this with Dorothy Smith outside of today’s meeting.
- 10.2 Budget update report (standing item) – Karen Potts
- This report was submitted for information and no issues were raised.
- 10.3 Report on Winterbourne View – Shona McFarlane
- This report was submitted for information and no issues were raised.
11. Any other business
- Richard Burton noted that the maximum age a child can be fostered up to has recently been extended to age 21, and he asked whether this had created extra demand for foster carers. Joyce Thacker responded that this was a positive move in terms of providing continuity for existing foster children, but it does mean that foster carers cannot take extra children on if they are already at full capacity, therefore it will possibly create some pressure in terms of finding available placements. Phil Morris questioned why it is not the same for children in residential placements, who become independent at the age of 16.

Action
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**Agenda
item:**

Action:

12. Future agenda items

- The performance of the partnership.
- Any emerging issues that can be raised on the day.
- A thematic discussion item to iron out critical areas of work.
- An update regarding the children's advocacy service.

13. Dates of future meetings:

- Thursday 6th March 2014, 1pm – 4pm
- Thursday 5th June 2014, 1pm – 4pm
- Thursday 4th September 2014, 1pm – 4pm
- Thursday 4th December 2014, 1pm – 4pm

Appendix One

Actions Points Raised / On-Going as at 13.12.2013

No:	Owner	Details	Update
1.	Sonya Chambers	<p>The Chair proposed that in future, the agenda of this meeting should cover the following key areas:</p> <ul style="list-style-type: none"> • The performance of the partnership. • Any emerging issues that can be raised on the day. • A thematic discussion item to iron out critical areas of work. <p>Sonya Chambers to update the agenda as appropriate.</p>	
2.	Clair Pyper	<p>Clair Pyper apologised that the Safeguarding Children National Performance Indicators had not been distributed in advance of the 13.12.2013 RLSCB meeting and will send it out electronically afterwards.</p>	
3.	Clair Pyper	<p>The Chair asked what the answer was to the problem of inappropriate referrals to Children's Social Care. Clair Pyper answered that she would take the responsibility of asking agencies to reinforce the Social Care thresholds to staff along with use of the Multi-Agency Referral Form (MARF).</p>	
4.	Phil Morris & Kevin Stevens	<p>The Chair asked Phil Morris and Kevin Stevens to do a sample on the twenty children who have been subject to child protection planning for two years or longer to look more closely at the issues affecting them.</p>	
5.	Phil Morris	<p>Warren Carratt questioned how to report updates about the Independent Reviewing Officer service to the LSCB as reassurance, but without duplicating reports that go to the Corporate Parenting Board. Phil Morris undertook to arrange a meeting with the relevant people to clarify governance monitoring systems.</p>	
6.	John Radford	<p>The Chair said that he liked the suggestion regarding active intervention on Google searches in Rotherham to check if anyone is accessing suicide websites, therefore John Radford will look into this.</p>	
7.	Joyce Thacker	<p>Councillor Lakin asked whether it is possible to block suicide websites, and Joyce Thacker undertook to speak to the head of IT to see if such websites can be accessed from school computers and via the council's internet system.</p>	

8.	Clair Pyper	An update on the children's advocacy service to be brought to RLSCB on 06.03.2013.	
9.	Nick Whittaker & Dorothy Smith	Joyce Thacker mentioned that an important issue discussed at the previous meeting of the RLSCB Sub Group Chairs was the problem of obtaining information from schools for child protection conferences during school holidays. Nick Whittaker agreed to discuss this with Dorothy Smith outside of today's meeting.	
10.	Deborah Wildgoose & Clair Pyper	Rotherham, Drug and Alcohol Services, Adult Mental Health Services and Children's Social Care are working together effectively to address any safeguarding concerns. The required audits, as stated in the Ofsted recommendations to LSCBs, are underway in Rotherham and the results will be reported back to Rotherham LSCB.	On-going. Deborah Wildgoose to meet with Clair Pyper to clarify exactly what is required. <u>13.12.2013</u> Clair Pyper is meeting with Deborah Wildgoose in the New Year to discuss what will be audited and which audit tool will be used.
11.	Phil Morris	Notify Liz Thackray of the point of contact for feeding back updates on the Childline project.	<u>13.12.2013</u> Liz Thackray is to keep in contact with Phil Morris and an update will be provided to RLSCB on 05.06.2013.
12.	Sue Wilson	Send performance reports to Sonya Chambers for distribution to Board Members, allowing them to review current performance.	<u>13.12.2013</u> Sonya Chambers to chase this up.
13.	Steve Ashley	Discuss with Clair Pyper how the Performance sub group are going to review information and ensure that key points are translated into meaningful information for the RLSCB.	<u>13.12.2013</u> Steve Ashley said that in the New Year, key performance indicators will be produced for RLSCB to focus on. Steve Ashley will chair the Performance Sub Group in first instance until it is up and running, but a new Chair will be sought to take over mid-2014.
14.	Phil Morris	Arrange a meeting for Steve Ashley to meet LADO, Jill Brookes, to allow an understanding of her role and how things are progressing.	<u>13.12.2013</u> This meeting has not yet taken place.
15.	Steve Ashley	Discuss potential chairs for the performance sub group with Phil Morris	<u>13.12.2013</u> This will be Steve Ashley in the short term.
16.	Sonya Chambers	Update signatures on RLSCB Constitution	<u>13.12.2013</u> Ongoing as not all received yet.

17.	Steve Ashley	Meet with Kevin Stevens to discuss the Multi Agency Review of Serious Child Neglect report further and establish how it fits into the RLSCB. Table for the December RLSCB meeting.	<u>13.12.2013</u> Steve Ashley suggested that an extraordinary RLSCB meeting is convened to look at this.
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Actions Discharged on 13.12.2013

No:	Owner	Details	Update
18.	Sonya Chambers	Table an update for the RLSCB to be briefed on the progress towards the 7 recommendations	On-going Planned for December 2013 Board meeting DISCHARGED
19.	CSE Sub Group	The processes for when children are placed out of area need to be strengthened	On-going - The Exploitation sub group requested that Safe at Last conduct a review requested by Clair Pyper. Has this action been taken forward by CSE Sub group? DISCHARGED – discussed at 13.12.2013 RLSCB meeting.
20.	Pete Horner	Provide an update regarding the restructure of the Criminal Investigation Department of South Yorkshire Police, which would affect the Public Protection Unit	On-going. The restructure is still on-going. Update to be provided when finalised. DISCHARGED – Jason Harwin said that more detail would be available for the 06.03.2013 RLSCB meeting.
21.	Shona Macfarlane	Provide an update to the December Board on the actions taken from the Ofsted – What About Children report	On-going. To be discussed at December RLSCB meeting. DISCHARGED – as already covered by action point 10.

22.	Clair Pyper	Provide an update on how Child S' family would be supported following the publication of the Home Affairs Select Committee report into child sexual exploitation	On-going. Update to be provided at December meeting. <u>13.12.2013</u> Clair Pyper explained that this was an old action that had been completed. DISCHARGED
23.	Performance Sub Group	Performance Sub Group to include all data sets from other agencies.	DISCHARGED – covered by action 13.
24.	Steve Ashley	Meet with Linda Alcock to discuss the lack of LADO referrals in certain agencies.	DISCHARGED – meeting arranged.
25.	Steve Ashley	Attend the Performance Sub group to gain an understanding of the information reviewed.	DISCHARGED – Steve Ashley to chair this meeting.
26.	Jason Harwin	Provide Sonya Chambers with an updated CSE delivery plan for distribution.	DISCHARGED – done.
27.	Sonya Chambers	Circulate the CSE action plan to Board members	DISCHARGED - circulated for the extraordinary RLSCB meeting on morning of 13.12.2013.
28.	Jason Harwin	For the next RLSCB meeting in December provide a progress update for this sub group along with an agenda item to discuss the delivery plan.	DISCHARGED – discussed at 13.12.2013 RLSCB meeting.
29.	Sonya Chambers	Circulate the link to the Governments response to the Home Affairs Select Committee report.	DISCHARGED – done.
30.	Joyce Thacker & Cllr Lakin	Report to go to the Children, Young People's and Families Partnership on 20 th November, 2013.	DISCHARGED – done.
31.	Sarah Mainwaring Tracey Slater	Discuss the issues Probation is having with the new mental health legislation.	Completed in that the pathway for Mental Health Treatment Requirement has been established so contact with Tracey was not required. DISCHARGED – issue resolved.
32.	Phil Morris	Provide Debra Wadsworth with the previous year's information relating to LADO cases.	<u>13.12.2013</u> Phil Morris confirmed that he had done this. DISCHARGED

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