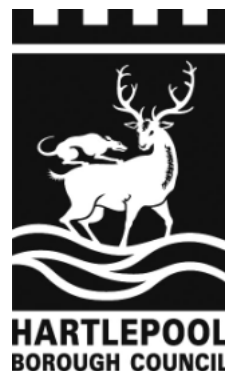


# **CHILDREN'S SERVICES PORTFOLIO DECISION SCHEDULE**



**Tuesday, 11 May 2010**

**at 10.00 am**

**in Committee Room A, Civic Centre, Hartlepool**

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

**1. KEY DECISIONS**

No items

**2. OTHER ITEMS REQUIRING DECISION**

- 2.1 Annual Review Of The Children And Young People's Plan 2009-2020 & Lord Laming: The Protection Of Children In England Local Action Plan – *Director of Child and Adult Services*
- 2.2 Approval Of Revised Instrument Of Government For St. Cuthbert's Roman Catholic Voluntary Aided Primary School – *Director of Child and Adult Services*
- 2.3 To Approve Change Of Name Of Jesmond Road Primary School And Variation To Instrument Of Government – *Director of Child and Adult Services*
- 2.4 Appointment Of Local Authority Representatives To Serve On School Governing Bodies – *Director of Child and Adult Services*
- 2.5 Targeted Mental Health In Schools (TaMHS) Programme – *Director of Child and Adult Services*
- 2.6 Homeless 16 And 17 Year Olds – Assessment Of Need And Subsequent Provision – *Director of Child and Adult Services*
- 2.7 Outdoor Centre Charges For The School Year 2010/11 – *Director of Child and Adult Services*

**3. ITEMS FOR INFORMATION**

- 3.1 Safeguarding Children In Hartlepool – *Director of Child and Adult Services*

**4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLE'S PLAN 2009-2020 & LORD LAMING: THE PROTECTION OF CHILDREN IN ENGLAND LOCAL ACTION PLAN

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The purpose of this report is to present the final draft of the Children and Young People's Plan annual review document and the Lord Laming Protection of Children in England local action plan, which is an addendum to the Living Safely section of the Children and Young People's Plan, for agreement.

#### **2. SUMMARY OF CONTENTS**

This report provides an overview of the Children and Young People's Plan annual review document (**Appendix A**) and the Lord Laming Protection of Children in England local action plan (**Appendix B**) to this report.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

This is within the remit of the Portfolio Holder for Children's Services

#### **4. TYPE OF DECISION**

Non-key

**5. DECISION MAKING ROUTE**

Portfolio Holder meeting 11 May 2010. Children's Trust Board 29 April 2010.

**6. DECISION(S) REQUIRED**

Approval is sought from the Portfolio Holder for both the Children and Young People's Plan annual review document and the Lord Laming Protection of Children in England local action plan.

**Report of:** Director of Child & Adult Services

**Subject:** ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLE'S PLAN 2009-2020 & LORD LAMING: THE PROTECTION OF CHILDREN IN ENGLAND LOCAL ACTION PLAN

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## **1. PURPOSE OF REPORT**

- 1.1. The purpose of this report is to present the final draft of the Children and Young People's Plan annual review document and the Lord Laming: Protection of Children in England local action plan, which is an addendum to the Living Safely section of the Children and Young People's Plan, for agreement.

## **2. BACKGROUND**

- 2.1. The Children and Young People's Plan 2009-2020 is owned by the Children's Trust Board and is the single, strategic, overarching plan for all local services affecting children, young people and families in Hartlepool.
- 2.2. The Children Act 2004 places a duty on Children's Trusts to prepare and publish a Children and Young People's Plan and conduct an annual review against milestones, with the appropriate involvement of all the partners to the Plan.
- 2.3. A draft of the annual review was presented to the Portfolio Holder on 13 April 2010 for information.
- 2.4. Lord Laming published The Protection of Children in England: A Progress Report on 12 March 2009. The report, made 58 recommendations for central and local government, Children's Trusts and Local Safeguarding Children's Boards. An action plan has been developed as an addendum to the Living Safely section of the Children and Young People's Plan which addresses the appropriate recommendations made by Laming.

## **3. UPDATE ON PROGRESS OF THE ANNUAL REVIEW**

- 3.1. A copy of the draft annual review document is presented with this report. Whilst the Children's Trust Manager is still waiting on a small number of responses from Children's Trust partners, the vast majority of the actions

in the Children and Young People's Plan have been updated, with significant work having been done over the last 12 months.

- 3.2. The final draft of the Children and Young People's Plan annual review will be presented to the Children's Trust Board on 29 April 2010 and the Children's Services Portfolio Holder on 11 May for agreement.

#### **4. LEGAL AND FINANCIAL CONSIDERATIONS**

- 4.1. By not producing an annual review of the Children and Young People's Plan, Hartlepool Borough Council and other Children's Trust partners risk a breach of the Children Act 2004, which may have a significant impact on Hartlepool's Comprehensive Area Assessment.

#### **5. RECOMMENDATIONS**

- 5.1. It is recommended that the Portfolio Holder agree both the Children and Young People's Plan annual review document and the Lord Laming Protection of Children in England local action plan.

#### **6. CONTACT OFFICER**

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### Appendix A: Children and Young People's Plan Annual Review 2009/10

KEY PRIORITY	GAP IN SERVICE	HOW ARE WE DOING?
<b>TACKLING INEQUALITIES</b>		
<ul style="list-style-type: none"> <li>Promote the positive benefits of breastfeeding and the negative impact of smoking and ensure that women during pregnancy and after their baby's birth receive appropriate information and support to help them address these issues</li> </ul>	<ul style="list-style-type: none"> <li>Encourage more women to instigate and maintain breastfeeding for as long as possible</li> <li>Ensure that all services work effectively together to support pregnant women to stop smoking</li> </ul>	<p>A breastfeeding strategy has been developed for Hartlepool and investment has been made in capacity to improve co-ordination across all agencies to improve breastfeeding.</p> <p>Problems have been identified with recording breastfeeding status accurately and a new process has been agreed to ensure robust coverage and prevalence data.</p> <p>A 12% reduction in the number of women smoking in pregnancy has been achieved.</p>
<ul style="list-style-type: none"> <li>Obesity and unhealthy choices among children and young people locally is a cause for concern as it has a significant impact on their long term health</li> </ul>	<ul style="list-style-type: none"> <li>Work with all stakeholders to address obesity of children and young people within the town</li> <li>Support those schools yet to achieve the National Healthy School Status award and ensure that those who already have the award continue to maintain the relevant standards required</li> </ul>	<p>Through the implementation of Healthy Schools Standard and working with schools, health eating messages have been promoted and food preparation skills developed to ensure children and young people adopt healthy eating behaviours.</p> <p>Currently 95% of schools have achieved National Healthy School Status. This is equal to 36 out of 38. The target is 100%.</p>

## 2.1 Appendix A

		Once 100% of schools have achieved National Healthy School Status then to retaining this under the new
	<ul style="list-style-type: none"> <li>• Ensure that all parents have the information that they require to support their children to make healthy choices</li> <li>• Reduce the number of children who have untreated tooth decay</li> </ul>	<p>enhanced model, schools must successfully complete an annual review to self-validate that minimum requirements are being maintained. They may then commence enhancement work.</p> <p>The MEND (Mind, Exercise, Nutrition, Do It!) Health and Wellbeing initiative for children aged 7-13 and their parents, has been established. All schools across Hartlepool have now achieved the Golden Apple Healthy Eating award for food providers.</p> <p>NHS Hartlepool met its target for the number of patients accessing NHS dental services in the last 24 months.</p>
<ul style="list-style-type: none"> <li>• Tackle teenage pregnancy and sexual health across Hartlepool, in partnership with children, young people and parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the recommendations of the Teenage Pregnancy National Support Team ensuring the delivery of the 10 priority areas for action</li> <li>• Implement the recommendations of the Tees wide Sexual Health National Support Team in particular the integration of contraception and sexual health services for young people</li> </ul>	<p>A Sex, Relationship and Education programme has been implemented in schools and advice and access to contraception and sexual health services is offered. Trained people are working with young people about issues relating to teenage pregnancy.</p> <p>A midwife has been funded to support those teenagers who do get pregnant.</p>

## 2.1 Appendix A

<ul style="list-style-type: none"> <li>• Address issues relating to length of time parents wait for a diagnosis for certain medical conditions and subsequent access to support services</li> </ul>	<ul style="list-style-type: none"> <li>• Hartlepool Borough Council and NHS Hartlepool to support the implementation of the Berrow report recommendations to transform speech and language therapy for children and young people with speech, language and communication difficulties</li> <li>• Ensure that integrated working tools (the Common Assessment Framework, Lead Practitioner role and Team Around the Child) and practices are embedded within the children and young people's workforce to support a smoother transition for those children, young people and families accessing services</li> <li>• Ensure that the 11 standards of the National Service Framework for Children, Young People and Maternity Services continue to be rolled out</li> <li>• Implement the recommendations of the national review of Child and Adolescent Mental Health Services</li> </ul>	<p>Hartlepool was successful in bidding for the Speech, Language and Communication Needs Commissioning Pathfinder Programme. A steering group is in place to take this project forward, looking at how we commission speech and communication needs services more generally based on the needs of children, young people and parent and carers as well as a thorough needs assessment.</p> <p>Training on Common Assessment Framework, Lead Practitioner and Team Around the Child is embedded in the Children's Workforce Training Plan. This will ensure that all Children's Trust Partners have access to training in these areas.</p> <p>The National Service Framework recommendations are an ongoing roll out of actions across a number of services some of which are included in the draft Healthy Child service specification. The NHS Tees strategy delivery groups (child health and maternity) are overseeing their implementation.</p> <p>A self assessment against the recommendations of the national review of Child and Adolescent Mental Health Services is to be completed during 10/11 and an action plan developed.</p>
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## 2.1 Appendix A

<ul style="list-style-type: none"> <li>Addressing the issues of substance misuse by young people and adults</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the relevant services are in place to support children and young people with alcohol or drug problems by implementing the Young Person Specialist Substance Misuse Treatment Plan</li> <li>Develop focussed work with parents who have problem drug and alcohol issues through parenting programmes and/or intensive intervention for families where there are children with a high risk of being taken into care</li> <li>Implement the 'Hidden Ham' Strategy particularly in respect of the development of dedicated services for children affected by parental drug and alcohol misuse</li> </ul>	<p>Significant changes have been made to how young people's substance misuse is to be managed in Hartlepool with the Children's Trust Board now taking overall responsibility.</p> <p>In 2009/10 Hartlepool has developed strengthened prevention arrangements that are centred on our primary and secondary schools. This 'team around the school' service allows us to focus our universal and targeted work in a totally new way. In addition, we will use the 'team around the secondary school' as a key route into treatment services.</p> <p>The Hidden Ham Action Plan is being progressed. A Hidden Ham Principal Practitioner is now in post to enhance the assessment of substance misusing parents/carers.</p> <p>Actions in the Hidden Ham Action plan are being addressed. Progress will be enhanced via the 'Think Family' project in respect of developing services for parents with a parental substance misuse and as well as for their children.</p>
<ul style="list-style-type: none"> <li>Care Co-ordination needs to be extended to meet the needs of young people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Better organisation and co-ordination of services, so that when a service closes a case, parents are not left without support</li> </ul>	<p>Care Co-ordination has continued to provide a service for Children and Young people from birth through to 18 when they make the transition into adult services.</p> <p>Adaptations have been made to the Family File which was originally developed using the materials, guidance and approaches developed nationally by Early Support,</p>

## 2.1 Appendix A

		<p>to support and empower young people in managing their own information.</p> <p>The model and approaches developed by Care Co-ordination has been used as a model of good practice in developing the new Transitions Pathway and protocols for young people with additional needs and disabilities.</p> <p>Care Co-ordination provides a framework that encourages and supports integrated working. The regular support from the Key Worker and the multi-agency forum of the Care Co-ordination Family Meeting ensures that children are not closed inappropriately to services without their needs being met. E.g. when a child is discharged from a health based service due to non-attendance at appointments. The meetings will explore with the family alternative ways of meeting their needs so that they are not left without support.</p> <p>The Care Co-ordination panel has been extended to include an Integrated Support manager and the CAF Co-ordinator. This has improved the interface between the CAF/Lead Practitioner Team around the primary and team around the secondary school processes and Care Co-ordination.</p> <p>Children referred to Care Co-ordination, who do not meet the criteria, are passed to the Common Assessment Framework Manager and relevant Integration Support Manager to follow up via their services</p> <p>When a case is closed to Care Co-ordination it is moved</p>
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## 2.1 Appendix A

		to the Team around the Child/Team around the Primary school (TAPS)/ Team Around the Secondary School (TAS) processes and a Lead Practitioner is identified ensuring that the family continue to receive support. Should children move out of the Hartlepool area with the family's position the Key Worker will be supported in sharing the Care Co-ordination care plan with the receiving Local Authority area.
<ul style="list-style-type: none"> <li>Protect children against disease through high uptake of immunisation and screening programmes</li> </ul>	<ul style="list-style-type: none"> <li>Improve the uptake of childhood vaccinations and implement the new national Human Papiloma Virus vaccination programme to protect against cervical cancer</li> </ul>	<p>Additional vaccination clinics have been offered in community setting such as schools and Children's Centres for MMR to protect more children against Measles, Mumps and Rubella.</p> <p>The Human Papiloma Virus vaccination programme has now been implemented across schools to protect girls against cervical cancer.</p>
<ul style="list-style-type: none"> <li>Ensure access and continued effectiveness of local stop smoking services so that everyone who smokes can easily find the support they need to stop, close to where they live or work</li> </ul>		Hartlepool Borough Council has secured £100k from the Department of Health to develop initiatives to work on tobacco control issues and smoking cessation.

ADDITIONAL NEEDS OF SOME YOUNG PEOPLE	
Children & Young People with Disabilities	
<ul style="list-style-type: none"> <li>Ensure that those children and young people with disabilities who are not known to the appropriate services and require support, receive information and the support they need</li> </ul>	<p>A Guide To Services for Children with additional needs and disabilities has been completed and a copy was sent to all schools, GP Surgeries, Libraries, Children's Centres etc so that families not known to the service could find out about services, how to get a copy of the guide etc. The guide is web based and links into the wider Family Information Service.</p> <p>A texting service has also been launched which allows families to sign up to receiving texts informing them of new developments in services, information about activities going on etc. This is managed by Families Information Service Hartlepool.</p>
<ul style="list-style-type: none"> <li>Promote direct payments or personal budgets to families of children with disabilities, by providing better access to information about the support available</li> </ul>	<p>Direct Payments are always promoted as an option to meet assessed needs and families are made aware of where they can gain further information in respect of Direct Payments. Families are also provided with information from support services that provide a range of services to families in the management of their direct payment. Children's services are looking at Individual Budgets and work is to commence with colleagues in Adult Services regarding how best to progress this.</p>
<ul style="list-style-type: none"> <li>Ensure that all young people with learning difficulties and/or disabilities are involved in their Section 140 assessments</li> </ul>	<p>Connexions Personal Advisors have supported all young people eligible for an assessment of their post 16 learning needs (who are not staying on at school) to participate in their assessments during the 2009/2010 academic year.</p>

Children & Young People Looked After	
<ul style="list-style-type: none"> <li>We will develop a database which collates information and identifies key health care issues for looked after children. This will support the development of services based on the identified health care needs of looked after children in order to further improve targeting of resources</li> </ul>	<p>There have been developments in the ICS system currently in use so that the health information is recorded in a way that permits reports to be drawn off to inform service planning</p>
Children & Young People from Black and Minority Ethnic Communities	
<ul style="list-style-type: none"> <li>We will ensure that advice and information about healthy diets and lifestyles is accessible to children, young people and parents/carers from black and minority ethnic backgrounds and is sensitive to cultural dietary requirements</li> </ul>	<p>It is recommended to schools that diversity and community cohesion are always considered as part of good quality Personal, Social and Health Education sessions/lessons which includes healthy eating messages.</p> <p>The National Personal, Social and Health Education Continuous Professional Development Programme is a qualification that requires 'Difference and Diversity' to be specifically focussed upon.</p>



ERADICATING CHILD POVERTY		
<ul style="list-style-type: none"> <li>• Increase the availability of supported housing for vulnerable young people</li> </ul>	<ul style="list-style-type: none"> <li>• Eradicate the inappropriate use of bed and breakfast accommodation for young people who are homeless</li> </ul>	<p>Hartlepool Borough Council Cabinet agreed a supported lodgings scheme for vulnerable young people. The procurement process for this took place between January and March 2010 with the aim of securing six supported lodgings hosts to provide accommodation for young people aged 16-24 years old. This has been completed and the contract has been awarded to Barnardo's</p>
<ul style="list-style-type: none"> <li>• Look at transport network issues in Hartlepool more closely</li> </ul>	<ul style="list-style-type: none"> <li>• More affordable transport and activities for children and young people for low income families</li> </ul>	<p>The Education and Inspections Act 2006 extended entitlement to free school travel for those pupils entitled to free school meals or whose parents are in receipt of maximum Working Tax Credit.</p> <p>Primary school pupils aged over eight, from low income families, are entitled to free travel to their nearest school where this is more than 2 miles from their home. At secondary age (11-16 years), pupils attending a suitable school that is between two and six miles from the child's home, (as long as there are not more than three nearer schools) and those attending their nearest school preferred on the grounds of religion and belief, between two and fifteen miles, (providing there is no suitable qualifying school which is nearer to the child's home) are entitled to free transport.</p>

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		Funding to meet the cost of the extended rights during the comprehensive spending review period 2008-2011 was confirmed by the DCFS. Hartlepool regularly evaluates the provision of extended rights.
<ul style="list-style-type: none"> <li>• Help families which struggle to make ends meet on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Improve job opportunities</li> <li>• Support parents to maximise their income and increase the number of people who are economically active</li> <li>• Develop the work of the Hartlepool Financial Partnership to ensure that there are better routes to financial advice and support</li> </ul>	<p>In August 2009, Hartlepool Borough Council and its partners received confirmation that their Future Jobs Fund application had been successful. Initially the Department for Work and Pensions (DWP) have contracted with the Council for 500 starts over the period of October 2009 to 31 March 2010. DWP have confirmed that the additional 220 starts will be re-negotiated once the project commences.</p> <p>There are a wide range of employment and training programmes across Hartlepool that will help parents to become economically active. Key initiatives such as the new Employment Support Allowance and Flexible New Deal programmes will provide intensive support to those individuals who have been long term economically inactive.</p> <p>Sure Start Children's Centres support partners in 'preparing parents for work'. In addition, all Children's Centres advertise job vacancies and offer support with childcare choices in order to remove barriers to work.</p> <p>The Families Information Service Hartlepool continues to support families with advice on benefit entitlement and other forms of financial support working in conjunction with partners such as Job Centre Plus who co-locate with</p>

## 2.1 Appendix A

		<p>Families Information Service Hartlepool one day a week.</p> <p>In addition Families Information Service Hartlepool continues to publicise information on accessing financial support towards the cost of childcare through a variety of media including an information booklet for parents, the new parents' newsletter, articles in Hartbeat and Hartlepool Mail and in the schools newsletter.</p> <p>Through Working Neighbourhood Funding, a Financial Inclusion Manager has been employed by Hartlepool Borough Council to progress the work of the Financial Inclusion Agenda. There are a key number of actions that have been developed by the Hartlepool Financial Partnership to prevent and protect local residents from the risks of financial exclusion including maximising the services of the Credit Union and delivering workshops in schools on money matters initiatives.</p>
<ul style="list-style-type: none"> <li>Better access to benefits advice and information for all</li> </ul>	<ul style="list-style-type: none"> <li>Consistent, high quality information is available about the range of benefits available to vulnerable young people and families</li> </ul>	<p>As part of the Hartlepool Financial Partnership's remit, regular reviews on the information provided to vulnerable groups on the range of benefits is undertaken. There are key organisations within Hartlepool who provide benefits advice such as Jobcentre Plus, Department for Work and Pensions and third sector groups such as West View Resource and Advice Centre and this is consistently of a high quality.</p> <p>Hartlepool's Families Information Service duty is for children and young people aged 0-19 years and their families and not only covers childcare but services to</p>



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		<p>support the child, young person and family as a whole. Accessibility of Families Information Service Hartlepool has been strengthened with a base in the Centre Library, outreach in the community and SureStart Children's Centres, joint working with partners (e.g. Job Centre Plus), increased resource capacity into The Directory and most recently the introduction of information kiosks or 'Pods' with touch screen information, advice and guidance for parents.</p> <p>Families Information Service Hartlepool promotes tax credits as part of its statutory duty and offers help with tax credit calculations and form filling.</p>
<ul style="list-style-type: none"> <li>• Improve services so that they meet the needs of lone parents and grandparents who are looking after grandchildren</li> </ul>		<p>Hartlepool Families Information Service has a duty to support lone parents and grandparents with information, advice and guidance on a range of family support services/issues. Bespoke information leaflets for grandparents and lone parents have been introduced.</p>

## 2.1 Appendix A

<ul style="list-style-type: none"> <li>• Better information about courses for parents and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that every young person has a goal to continue their education, enrol on a training</li> <li>• Increase the number of young people who participate in post-16 education and training and reduce the number who are not in some form of education, employment or training, including those from vulnerable groups e.g. care leavers course or gain employment</li> </ul>	<p>The Connexions Service has prioritised the September Guarantee which aims to provide all school leavers with a place in education, employment or training. In September 2009, 97.2% of Year 11 pupils and 87.5% of Year 12 pupils had an offer.</p> <p>The Connexions service achieved 7.9% against a target of 8.4% in 2008/09 and is on track for meeting this year's target despite the economic downturn nationally.</p> <p>Hartlepool's numbers of young people in education are the best in Tees Valley (October 2009) and show a 5% improvement since October 2008.</p>
<ul style="list-style-type: none"> <li>• Children and young people in Hartlepool to grow up in an environment free from the effects of poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of people with the right skills to get local employment and who are 'work ready'</li> <li>• Help people develop their entrepreneurial ideas and start up their own business</li> <li>• Continue the expansion of re-engagement programmes for the most disaffected and disadvantaged young people</li> <li>• Support families to break patterns of unemployment</li> </ul>	<p>Hartlepool Borough Council's Cabinet agreed the preparation of a strategy and action plan to tackle child poverty. This is now in draft awaiting further guidance on the Child Poverty Act to ensure the final version is compliant with new legislation.</p> <p>Through the Working Neighbourhood Fund programme there are increased numbers of programmes to improve business start-up and self-employment.</p> <p>The Future Jobs Fund coincides with the Flexible New Deal programme which commenced in October 2009 and will provide intensive support for adults who have reached the 12 months stage of unemployment. A4E and Working Links are the prime providers for Flexible New Deal in Hartlepool and Economic Development has been</p>

## 2.1 Appendix A

		<p>working closely with both organisations to ensure that this new provision adds value to existing activities.</p> <p>New initiatives have been introduced including the ESF Going Forward Project, a teenage parenting programme and a leaving care project.</p> <p>There are a number of key programmes across Hartlepool to encourage business start up. For example, the Incubation System &amp; Business Skills seeks to increase the number of business start-ups within Hartlepool through a number of interventions.</p> <p>SureStart Children's Centres support parents with 'preparing for work' and equip parents with the skills required to enter the voluntary and paid employment market.</p> <p>The Children's Trust is actively engaged in working towards eradicating child poverty and Council officers are engaged with the North East Child Poverty Network.</p> <p>Child Poverty and Financial Inclusion is currently the subject of an investigation by the Scrutiny Co-ordinating Committee.</p>
<ul style="list-style-type: none"> <li>Keep people healthy so they can remain in employment</li> </ul>		<p>The Healthy Schools Standard has been promoted in Hartlepool schools, 100% of schools are engaged. Initiatives have included engagement with parents.</p> <p>HHEY Officer in place supporting SureStart Children's Centres with healthy choices.</p>

ADDITIONAL NEEDS OF SOME YOUNG PEOPLE	
Children & Young People with Disabilities	
<ul style="list-style-type: none"> <li>Ensure that the review of the current transitions arrangements results in the agreement of a robust transitions policy that is agreed and owned by all relevant partners</li> </ul>	The transitions pathway has been developed by the multi-agency Transitions Steering Group for young people with disabilities.
<ul style="list-style-type: none"> <li>Raise the awareness of the business community of the positive benefits of employing young people with learning disabilities, learning difficulties and mental health problems</li> </ul>	Hartlepool Borough Council's Employment Link Team has been undertaking a number of events with local employers to promote the benefits of employing young people with learning disabilities, learning difficulties and mental health problems. The Team has a high level of success in securing work placements and voluntary placements for this priority group.
<ul style="list-style-type: none"> <li>Ensure that young people with disabilities have the opportunity to access education, employment and training with the relevant support</li> </ul>	The majority of young people participate in their section 140 assessment (93% in 2008/09). This assesses the needs of young people with disabilities as part of their transition. Connexions staff make follow up visits to ensure the identified needs are being met by the young person's post 16 placement.
Children & Young People Looked After	
<ul style="list-style-type: none"> <li>Continue to work with the Leaving Care Team to ensure that all young people leaving care are given the relevant advice, information and support to help them access adequate housing, the right benefits and further education,</li> </ul>	The Leaving Care service continues to support Care Leavers around appropriate accommodation, education/ training / work and well being etc which are all part of the Leaving Care Assessment and Pathway Planning process. The Pathway plan is reviewable on a six monthly basis or less if need dictates.

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<p>employment or training</p>	<p>The Team have linked into the National Care Advisory Service "Care2Work" initiative which has seen a mentoring service set up in partnership with the 16-19 Coordinator Team. This is aimed at our harder to reach young people in term of NEET.</p> <p>The Leaving Care service has recently "re-badged" to become Access16 to reflect a new strand to the service around supporting 16/17 year old homeless (non Care Leavers)</p> <p>Further changes are envisaged with the Leaving Care Team/Access16 and the Settled Care Team being merged to become the Through care Team.</p>
<p><b>Children &amp; Young People from Black and Minority Ethnic Communities</b></p>	
<ul style="list-style-type: none"> <li>Support children and young people from black and minority ethnic communities to access information about further education, employment or training, paying particular attention to those whose first language is not English</li> </ul>	<p>Connexions have participated in specific activities aimed at raising the awareness of both young people and parents across the local black and minority ethnic communities to support their access information about further education, employment or training. This has involved the delivery of presentations to BME groups; incorporating diversity messages within all of the Connexions literature which highlights in each of the languages which currently predominate Hartlepool BME community to highlight the availability of our literature in these languages and arranging for the translation of key documents relating to local further education, employment or training into languages preferred by individual young people and their families.</p>

KEY PRIORITY	GAP IN SERVICE	HOW ARE WE DOING?
NARROWING THE GAP		
<ul style="list-style-type: none"> <li>Better access to a range of affordable activities for all ages and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement the core offer within the Children's Centres and Extended Services Strategy to address issues such as access to affordable childcare and activities</li> </ul>	<p>Eight SureStart Children's Centres are designated with all Phase 1 and 2 centres gaining full core offer status. Work continues on promoting Working Tax credits to ensure families can afford childcare in order for them to return to work.</p> <p>Hartlepool Families Information Service continues to offer face to face, telephone and online advice and guidance service to all parents and children and young people regarding childcare and activities.</p> <p>The Children and Young People's Service Directory, which is an on line resource for children and young people to identify where activities and support are available, continues to improve in response to users feedback.</p>
<ul style="list-style-type: none"> <li>Ensure that all children and young people have the opportunity to achieve better outcomes through their education</li> </ul>	<ul style="list-style-type: none"> <li>Work to raise attainment within the Foundation Stage Profile particularly in relation to Communication, Language and Literacy and Personal, Social and Emotional Development</li> </ul>	<p>The Early Years Outcomes Duty Plan is in place with focus on communication, language and literacy development and personal, social and emotional development. The communication, language and literacy development programme continues to be supported in schools and settings and is showing impact on Foundation Stage Profile scores. Every Child a Talker is</p>

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	<ul style="list-style-type: none"> <li>• Raise the quality of early years provision; including provision within Children's Centres and Extended Schools to ensure all children and families have access to the support they require</li> <li>• Improve the quality of services for children and young people that enable them to enjoy their education, improve their well being, enrich their lives and raise aspirations</li> <li>• Continue to increase the number of children attaining GCSEs and going into further and higher education</li> <li>• Improve performance in GCSE English and mathematics</li> <li>• Ensure that effective collaboration is in place between schools and the Children's Trust to improve educational outcomes for children and young people</li> </ul>	<p>being rolled out now within 30 settings and the impact on provision is now being seen. Personal, social and emotional development training is in place for early years practitioners with particular focus on empathy dolls.</p> <p>Early Years Outcomes Duty Plan also focuses on support for settings that have satisfactory Ofsted inspections. The Children's Centre annual review is in place with a focus on outcomes.</p> <p>Support from the Local Authority is good for settings 0-5 years old but out of schools childcare support is limited due to changes in staffing and is, therefore, being looked at in service delivery option reviews.</p> <p>There is better focus on improving the educational achievement of vulnerable children and young people to further narrow the gap e.g. Personal Education Allowance and one-to-one tuition for those children and young people who struggle.</p> <p>The successful re-location of the Hartlepool Pupil Referral Unit, which took place during summer 2009, has resulted in a fit for purpose learning environment to enable staff to plan activities to meet the needs of pupils with behavioural, emotional and social needs.</p> <p>The team of learning and teaching consultants are deployed across schools to support teachers in providing learning that is securely rooted in assessment and that informs accurate next steps. This ensures that learners are receiving a curriculum that is appropriate and</p>
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		<p>ensures progress.</p> <p>The team of consultants also work with teachers to ensure appropriate teaching strategies are used. These include quality first teaching that uses ICT and contexts to motivate learners and appropriate group work and one to one intervention to address the needs of the range of learners.</p> <p>The role of Parent Support Advisors has been developed to improve home school links in all primary schools.</p> <p>The Secondary National Team challenge staff to provide a broad and balanced curriculum in order that all young people can achieve their potential in all areas of the secondary curriculum. They have worked on super learning days with schools to enrich their experiences, delivering sessions at A/A* and C/D borderline to stimulate and engage learners. Subject leaders have been supported to develop compelling learning experiences including the development of bespoke resources.</p> <p>Standards are rising in Hartlepool School including 5 A* - C grades including English and mathematics. The 14-19 reforms agenda is being implemented to ensure all young people will have access to a range of learning pathways</p> <p>During the year there have been significant milestones achieved in the Schools Transformation Programme which aims to deliver 21<sup>st</sup> century teaching and learning</p>
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		<p>environments in the primary and secondary age sectors. Hartlepool Borough Council has appointed Northgate Education as their ICT Managed Service Provider for the Building Schools for the Future (BSF) Project. Balfour Beatty have were announced as the BSF construction partner on 30th March 2010. The new Jesmond Road Primary School will be completed by the summer of 2011, with a partially remodelled Rossmere Primary School opening in early 2012. In addition, they are currently well on with the building of the nationally recognised '<i>Space to Learn</i>' project on the site of St Hild's Church of England school. All these projects have involved young people in their key planning stages as the new facilities have been designed specifically around their future needs and will provide exciting, enjoyable and stimulating opportunities for learning for current and future generations of Hartlepool's young people.</p> <p>Hartlepool improved the number of young people achieving 5 A*-C grades and the number of A* -G grades in 2008-9; the local authority area is one of the most improved areas in the country. This has been support by an increase in the number of young people achieving level 2 and 3 qualification by the age of 19 and has narrowed the attainments gap for young people achieving level 2 and 3 by age 19 who receive free schools meals at age 15.</p> <p>Hartlepool has increased the number of young people applying for and accepting places in higher education. This has included young people from lower socio</p>
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	<p>economic backgrounds. The UCAS data for 2003-2008 indicates that there was a 34.6% increase in the actual number of accepted UCAS applicants for Hartlepool falling into socio economic groups 4- 7 (age 19 and under) and 20.4% increase in the actual number of accepted UCAS applicants for Hartlepool living within the 0-40% most deprived wards between 2003-08 (age 19 and under).</p> <p>The results for Hartlepool at Key Stage 4 in 2009 for 5 A*-C grades including maths and English were the best ever at 49% and this was just under the national average. This was an improvement of 9% from 2008; Hartlepool was the most improved Local Authority in the country along with Haringey. This was a national headline.</p> <p>The gap between those pupils entitled to Free School Meals and those not entitled to Free School Meals for 5 A*- Cs including English &amp; Mathematics was the same as the national average. It has narrowed since 2008 and Hartlepool is the only Local Authority out of the 12 regional Local Authorities to meet the national standard</p> <p>The success achieved by Hartlepool Secondary Schools this year is due to the strong collaboration that exists between them and the Local Authority, especially in supporting each other on the standards agenda in particular the focus on 5 A*-Cs including English and maths. All schools are well placed to match or even exceed their challenging Building Schools for the Future</p>
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		<p>targets by 2011.</p> <p>Specific, appropriate and tailor made intervention for all vulnerable pupil groups is a particular focus and strength of each school. Because of this it is expected that all gaps between vulnerable pupils and their less vulnerable counterparts continue to be narrowed at an at least national rate of progress.</p> <p>The Children's Trust has pre-empted the implementation of the Apprenticeships, Skills, Children and Learning Act 2009 and primary, secondary and special schools are all represented on the Children's Trust Board. Schools also have a significant role on the 0 to 11 and 11 to 19 Age Related Partnerships which are the Trust's operational groups.</p>
<ul style="list-style-type: none"> <li>• Provide more support for those children and young people who struggle with their schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain the levels of achievement in relation to GCSEs and tackle the issue of boys' under-achievements in certain subjects</li> <li>• Improve the educational achievement of vulnerable children and young people to further narrow attainment gaps including boys' performance</li> <li>• Implement Targeted Youth Support to ensure that vulnerable</li> </ul>	<p>Schools are supported in identifying pupils who are not on trajectory to achieve either / or English and maths 5 A*-C. Subsequently, appropriate intervention and targeting is supported by secondary core coordinators working alongside school personnel.</p> <p>This continues to be the main priority of schools supported by the maths &amp; English collaborative with schools and the Local Authority (this now incorporates science and proposals for behaviour and attendance and ICT.</p> <p>There is a maintained high focus on gender achievement as part of the narrowing the gap agenda. Boy friendly</p>

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	<p>young people who require additional support have access to the help that they need</p>	<p>resources are now being used in targeted schools.</p> <p>All pupils excluded for 6 days or more, including permanently excluded, receive full-time educational provision.</p> <p>Hartlepool Borough Council is on track to achieve no more than 5% Persistent Absence pupils by 2010/11. The Council exceeded its 2008/09 target by 0.1%.</p> <p>Personalised tuition packages are in place including home/hospital tuition, personal tuition, virtual learning package, individual learning packages, and equipment provided/extra lessons provided for 247 pupils.</p> <p>A full time School Attendance Officer has been appointed for missing children to address the needs of those vulnerable groups.</p> <p>Parent Support Advisors work with vulnerable families on an ongoing and individual basis depending on need.</p> <p>Service Level Agreements are now in place with alternative provision so daily attendance data is now available.</p> <p>Children involved with the Child and Adolescent Mental Health Service and finding it difficult to attend school now have an integrated health/education reintegration package incorporating a range of methods as above.</p>
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		A successful Ofsted inspection in September 2009 highlighted good practice in Targeted Youth Support. These will be used to action plan future initiatives and to embed the 'Team Around the Secondary School model further town wide.
<ul style="list-style-type: none"> <li>Address the issue of access to more open spaces that are children and young person friendly</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to other Local Authority departmental strategies, for example the Open Space Strategy to ensure that play areas and open spaces are more accessible to children, young people and their families</li> </ul>	The Council has been allocated over £1 million to develop high quality play areas. These will be developed between April 2009 and March 2011.

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<ul style="list-style-type: none"> <li>• Identify the training needs of teaching and non-teaching staff around challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve the training programmes available for teaching and non-teaching staff around challenging behaviours</li> <li>• Ensure all training issues are addressed under the Workforce Development Strategy</li> </ul>	<p>There are bespoke training opportunities with Local Authority Primary and Secondary Behaviour Consultants. Personalised programmes are available for target groups such as Higher Level Teaching Assistants, Newly Qualified Teachers, Teaching Assistants and teachers in Early Professional Development.</p> <p>Social care staff have annual training around managing challenging behaviour as part of their core training. This includes specialised initial and comprehensive training around those who display sexually harmful behaviour. Intervention technique training is also part of the annual training programme.</p> <p>The Local Authority is addressing Continuous Professional Development entitlement for all and working with the Teacher Development Agency to embed the links of professional standards, performance management and Continuous Professional Development.</p>
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<ul style="list-style-type: none"> <li>• A better approach to dealing with issues about anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a programme of education to bring together adults, children, young people and the relevant professionals (including Police Officers and Police Community Support Officers) to develop an understanding of what anti-social behaviour is and improve tolerance towards children and young people</li> <li>• The Youth Offending Service will continue to work with partner agencies to ensure early identification and support to those young people and their families who are at risk of entering the youth justice system. They will also work to reduce offending and continue to develop programmes of intervention to address the needs of those young people who offend</li> </ul>	<p>The Anti-Social Behaviour awareness day is a half day for all year 8 pupils and looks at different aspects of anti-social behaviour. One of the elements of the day is delivered by Police Officers and Police Community Support Officers looking at the impact of groups of young people; the Police School Liaison Officer delivers in all schools; the Reassurance Task Group of the Safer Hartlepool Partnership has been encouraging intergenerational work, and the best intergenerational project improving community safety was recognised this year for the first time as part of the Pride in Hartlepool Awards.</p> <p>Cleveland Police now have a 'Desk In Every Primary School'. This means that a member of the Neighbourhood Policing Team attends a nominated school and spends time with pupils and adults to talk through issues in that locality and about anti-social behaviour. The feedback on this initiative has been very good.</p> <p>As a result of securing Home Office funding for distribution to the three (north, central and south) neighbourhood managers, the central area held an event in April 2009 which brought a number of junior schools together. This one day event focused on the young people's issues in their neighbourhood. The session also included a 'hoodies' play enacted by the Police's Schools Liaison Officer. This dealt with anti-social behaviour and the stereotyping of offenders. This 'hoodies' session has</p>
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	<p>been delivered to a number of other schools throughout the year.</p> <p>Throughout the year, members of the Neighbourhood Team attend primary school council meetings. A member of the senior Police management team also attends the Secondary School Council Forum. This allows interaction with young people and an opportunity to discuss issues including what they perceive and suffer as anti-social behaviour.</p> <p>For the first time young people attended the Police Authority's Tier 3 consultation meeting in Sept 2009 alongside adults, giving them a voice and an opportunity to be listened to by adults. This meeting is held in all four policing districts in Cleveland and Hartlepool was the only one to attract young people.</p> <p>For 11 Million Day this year a group of young people problem solved issues of damage and anti-social behaviour at the allotments in Hartlepool. They engaged with adults in this process and actually presented their findings to the Council's Scrutiny Committee and allotment holders. Their findings also informed the Council's new Allotment Strategy. A massive achievement for young people.</p> <p>The Youth Offending Service has worked with partner agencies to develop the Team Around the Secondary School with a prevention worker being allocated to each secondary school, undertaking preventative work in the schools and working with young people and their</p>
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		<p>families. The team have played a significant role in the implementation of the Youth Crime Action Plan with a triage process developed for young people coming to the attention of the Police for the first time and all young people brought to the attention of the Police through Operation Stay Safe being assessed and appropriate interventions undertaken. An inspection of Youth Crime Prevention in December 2009 lead by Her Majesty's Inspector of Constabulary commented "that Hartlepool's prevention approach was, in our collective opinion, the best structured one we have seen on our fieldwork. This structure is also supported by excellent professional relationships between all agencies."</p> <p>Work with those young people who have offended has focussed upon the implementation of The Youth Rehabilitation Order and the Scaled Approach tailoring the assessed needs of the young person to the appropriate intervention level.</p>
<ul style="list-style-type: none"> <li>Support to ensure that parents/carers can fulfil their responsibilities to their children</li> </ul>	<ul style="list-style-type: none"> <li>Involve more parents in long term planning of all services</li> <li>Review childcare sufficiency and intervene where necessary</li> </ul>	<p>Parents, carers and young people were consulted on their school's behaviour policies and all reported positive outcomes.</p> <p>The Local Authority's Childcare Sufficiency Assessment and subsequent interim updates have highlighted areas that require market intervention including - the recruitment of new childminders in some wards of the town; an increase in the availability and accessibility of</p>

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	<ul style="list-style-type: none"> <li>• There has been a significant rise in the number of grandparents who are looking after their grandchildren. Support from services should address their needs as carers which can be very different from parents</li> </ul>	<p>childcare for children with a disability; additional school holiday childcare; more regular activities for older children as opposed to 'formal' childcare. The Childcare Market Officer continues to address these market gaps using parental demand information to ensure needs are met.</p> <p>The Team around the Primary School Service is working with a number of grandparents who are the main carer of their grandchildren. This is also true of other services including the Parenting Programme's, Children's Centres and Children's Fund Activities. Barnardo's have identified a specific grandparents parenting programme that we are investigating. ADVANCE are providing a respite activity session at weekends for children cared for by grandparents. We are not yet in a position where we have a grandparent's strategy and we are not sure that this is required as the Parenting strategy group is taking grand parents and their needs into account. We will continue to review this through the Parenting Strategy and preventative services.</p>
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ADDITIONAL NEEDS OF SOME YOUNG PEOPLE	
Children & Young People with Disabilities	
<ul style="list-style-type: none"> <li>We will work towards the implementation of Aiming High through the delivery of a local core offer</li> </ul>	<p>The readiness criteria for Aiming High was met to enable Hartlepool Borough Council to draw down grant funding in March 2009.</p> <p>Delivery of increased access to short break care both within universal and specialist Services has now commenced</p> <p>Joint working arrangements between Hartlepool Borough Council and Hartlepool PCT are in place with draft joint protocol pathways between health and local authority for Community Equipment Resources.</p> <p>A free texting Service for families of disabled children and a specialist toy library service for both individuals and settings, including schools have been launched.</p> <p>A core steering group in place and a parent led forum established, together with 4 focus groups and 3 additional task &amp; finish groups. 32 parents are actively involved in the Aiming High agenda, which are part of the forum, focus groups and core steering group. Aiming High has supported the delivery of 3 parent led conferences to encourage more parents/carers to become involved in re-shaping services and being involved with decision making</p> <p>A Grant Adaptation Fund is available for individuals and settings for building adaptations and specific equipment. At the moment,</p>

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	<p>the installation of up to 4 accessible changing places is being explored and new play space has been installed at Exmoor Grove.</p> <p>Aiming High funding has also supported the delivery of training in Portage and Key Worker Training.</p> <p>Hartlepool Borough Council and NHS Hartlepool have been ranked 4<sup>th</sup> in England for customer satisfaction for families of disabled children (National Indicator 54).</p> <p>A dedicated webpage is under development through the Family Information Service Hartlepool.</p> <p>Action Plan has been developed to demonstrate the increase of take up into universal and specialist services.</p>
<ul style="list-style-type: none"> <li>Implement the Inclusion Development Programme</li> </ul>	<p>Speech, Language, Communication and Dyslexia has been introduced to all schools through Headteacher briefings and Special Educational Needs Co-ordinators forums. In addition 5 schools worked as a pilot and feedback their findings to all schools via the SENCO Forum. Some schools have engaged with the materials when this area has been identified as a development need.</p> <p>The Autism Spectrum has been introduced to all schools through Heads briefings and Special Educational Needs Co-ordinators forum. There are 11 schools working to introduce the programme into school and they will feedback their work to all schools via the Special Educational Needs Co-ordinators forums in the summer term 2010. Behaviour, Emotional and Social Difficulties (BESD) materials are to be introduced into schools through the academic year 2010/11.</p>

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<ul style="list-style-type: none"> <li>Ensure that all young people with learning disabilities and/or difficulties are involved in their transitional planning arrangements</li> </ul>	<p>All young people moving from child to adult social care are included in the plans being made for them as much as is possible given their individual needs. Young people are always encouraged to attend or give their views to their Educational Reviews which include their Transition Review. Consideration is being given as to how the work being undertaken with young people can be more Person Centred particularly for those in Transition. A review of multi-agency procedures, guidance and toolkit is currently in progress.</p>
<b>Children &amp; Young People Looked After</b>	
<ul style="list-style-type: none"> <li>Continue to work with schools to ensure that children and young people looked after receive the relevant support to help them achieve their potential</li> </ul>	<p>100% of Looked After Children have a Personal Education Plan. All Looked After Children are encouraged to attend their Personal Education Plan meetings.</p> <p>Work has continued with schools to ensure that children and young people looked after receive the relevant support to help them achieve their potential. 8% Looked After Children achieved 5+A*-C GCSE (including English and maths).</p>
<b>Children &amp; Young People from Black and Minority Ethnic Communities</b>	
<ul style="list-style-type: none"> <li>Ensure that all children and young people from minority ethnic groups receive appropriate support to help their learning</li> </ul>	<p>Extra 1:1 support has been time-tabled by the Hartlepool Ethnic Minority Achievement Team Teaching Assistant.</p> <p>Extra resources have been ordered and utilised and extra funding has been allocated to schools to engage more Teaching Assistant hours.</p>

KEY PRIORITY	GAP IN SERVICE	HOW ARE WE DOING?
<b>LIVING SAFELY</b>		
<ul style="list-style-type: none"> <li>Reduce the number of placements being made beyond 20 miles from home and further improve value for money and placement choice using a Preferred Provider Partnership with the independent sector (a partner has now been chosen following a formal tendering process)</li> </ul>		<p>The preferred provider have recruited a number of carers within the 20 mile limit as has the placement team and the number outside the 20 mile limit is now restricted to those who have specific needs that require specialist provision that is unavailable in the locality.</p>
<ul style="list-style-type: none"> <li>Reduce the numbers of children looked after by strengthening integrated preventative work and targeting services to those most vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote models of good practice in early intervention and increase the availability of preventative services to stop families reaching crisis point and aid a smoother transition between services</li> <li>Continuously improve services and structures within child protection</li> <li>Strengthen the leadership and management of child protection services in Hartlepool</li> </ul>	<p>A Think Family Coordinator is now in place and making progress with an action plan. A steering group is also in place and chaired by the Director of Child and Adult services.</p> <p>The Think Family process has status at a National Level. 'Think Family' practice and ethos means helping parents/families secure better outcomes for children through more effective and better coordinated interventions by services for adults and children.</p> <p>Hartlepool Borough Council and partner agencies have been working towards a preventative agenda for a number of years. This has never been the focus of one</p>

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		<p>primary agency but has been a multi-agency approach that has grown stronger over the years and has seen both the statutory and voluntary sectors contribute resources in order to allow families within Hartlepool to achieve. Whilst this approach has been successful in Hartlepool it was felt that in order to Think Family and identify families that could be 'at risk' at the earliest opportunity, strong and clear links needed to be made with all of the services who work with children and adults. The Think Family Coordinator is leading on this work.</p> <p>Hartlepool Children's Social Care has been restructured to create a Safeguarding Assessment and Support Business Unit. This brings together all of the Child Protection field work services into one unit. An Initial Response Team has also been created so that all of the referrals into social care for initial assessment are dealt with by one manager, which is achieving greater consistency and quality. It also frees up the medium to long term teams to focus on delivering services to children subject to protection plans and complex child in need cases. A set of quality standards have also been implemented and an audit framework which ensures improved quality of services which was recognised as leading to discernable improvement by the unannounced safeguarding inspection.</p> <p>The Hartlepool Safeguarding Children's Board are in the process of creating a Business Manager position.</p>
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		<p>The Hartlepool Safeguarding Children Board has also undertaken a development day and they are now in the process of reshaping Board business and activity around Outcomes Based Accountability.</p> <p>The Board membership has been reviewed and extended and an Executive has been created which is made up of lead officers for safeguarding in 'duty to co-operate' agencies.</p>
<ul style="list-style-type: none"> <li>Embed the Integrated Children's System and ensure this is an effective tool to improve performance</li> </ul>		<p>A Research and Development Officer has been appointed to work with staff to improve the effective use of the Integrated Children's System.</p> <p>The Department for Children, Schools and Families usability tool/questionnaire has been used to identify areas for priority action.</p> <p>Work has begun on redesigning forms in line with requests from users and families. System upgrades have addressed most of the outstanding changes requested by the user group.</p> <p>Additional ICS modules (e.g. Adoption) have been purchased to improve joined up working. Protocol ICS linked directly to ContactPoint.</p> <p>Regular information/support/training sessions offered to social work teams and individuals.</p> <p>All of these are contributing to more effective use of the Integrated Children's System, however, further benefits will be seen as the changes are embedded.</p>



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<ul style="list-style-type: none"> <li>• Ensure that there are sufficient links in place to support the smooth transition into specialist services from universal and targeted services by promoting the use of integrated working tools (i.e. Common Assessment Framework, Lead Practitioner, Team Around the Child and effective Information Sharing)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there are good governance arrangements in place and robust linkages between the Local Safeguarding Children's Board and the Children's Trust</li> <li>• Develop and strengthen community policing</li> <li>• Ensure that safe recruitment and safe workforce practice is in place across all organisations that provide services to children and young people</li> <li>• Ensure that children and young people who are the victims of crime are supported and feel confident to report the crime</li> <li>• Ensure that children and young people who are the victims of crime receive relevant and timely support</li> <li>• Vulnerable young people aged 16 and 17 have a right to request an assessment from the Children's Services Department and to access services to meet</li> </ul>	<p>Hartlepool Safeguarding Children Board now report to the Children's Trust Board on a biannual basis. The first report was received in November 2009.</p> <p>As part of the preparation of the new Children and Young People's Plan, which must be published by April 2011, the Children's Trust and Hartlepool Safeguarding Children Board are exploring the possibility of shared priorities.</p> <p>A full day of training is now offered via the Child and Adult Workforce Development Team. The day is multi-agency and covers Common Assessment Framework, Lead Practitioner, Team Around the Child meetings, and how this is used within Hartlepool. The training is now available on an almost monthly basis for the next two years. The course is extremely popular and is always oversubscribed.</p> <p>Alongside the formal training we have delivered Common Assessment Framework, Lead Practitioner, Team Around the Child themed, work based briefing sessions and presentations. This was delivered to a variety of primary and secondary schools; Children Centre's and third sector organisations.</p> <p>We also have two main services within Hartlepool that provide continued support, advice and guidance to the Children's Workforce on Common Assessment Framework, Lead Practitioner, Team around the Child – Team around the Primary Schools and Team Around</p>
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	<p>their identified needs</p>	<p>School (TAPS) and the Team Around Secondary School (TASS).</p> <p>A web page has been set up within <a href="http://www.hartlepool.gov.uk">www.hartlepool.gov.uk</a> which offers advice guidance and literature for practitioners.</p> <p>The 'Think Family' model has been implemented within Hartlepool, 'Think Family' is starting to examine and evaluate how adult and child services work together in order to address unmet need and ways in which Common Assessment Framework can be the main driver to this.</p> <p>Crime Stompers are now in several areas. This is led by the Neighbourhood Teams and involves young people's workshops which include anti-social behaviour and being a good person. This programme is being developed this year and will be relaunched.</p> <p>A member of the Neighbourhood Policing Team is part of each of the 'Team Around the Schools' initiative. This initiative has been instrumental in dealing holistically with matters in a school or with a particular pupil. It can encompass many issues which includes citizenship and anti-social behaviour</p> <p>Safer recruitment training will sit within the Children's Services Workforce Development Plan. This will ensure that all Children's Trust Partners are trained in this area if they have responsibility for recruitment.</p>
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		<p>The Young Victim's Steering Group meets regularly in Hartlepool. The group have explored the issues that hinder children and young people reporting crime and or fully accessing support services in Hartlepool. In order to do this, the Youth Offending Service have explored the key issues to inform their decision-making and actions.</p> <p>The Young Victim's Steering group explore both local and national issues to form an ongoing action plan to improve the services to young victims of crime in Hartlepool. Several statutory and voluntary agencies have fully participated to make a positive difference. We are already seeing positive benefits as a result of the group's commitment to positive change and have a clear strategy to better understand and meet the needs of young victims of crime.</p> <p>Working arrangements changed in January 2010 and all 16 &amp; 17 year old young people who visit the Housing Action Team are interviewed by a member of staff from the Children's Services Department and an assessment done with them while determining their needs and assisting them to be met.</p>
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<ul style="list-style-type: none"> <li>• Ensure that the issue of 'cyber' bullying is addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to roll out and embed the bullying strategy and address the emerging issue of 'cyber bullying' via the internet and mobile phones which children and young people are increasingly concerned about</li> <li>• Address the issue of e-safety by ensuring that the relevant policies and procedures are in place across organisations and promoted to children and young people</li> </ul>	<p>E-safety continues to be addressed through schools and the Hartlepool Safeguarding Children's Board (HSCB) Strategy. E-Safety Standards have also been produced by Hartlepool. We are currently moving E Safety to a Tees-wide group this will ensure consistency and continuity for children and young people across the Tees Valley by sharing and developing appropriate systems and mechanisms for keeping safe in a digital world</p>
<ul style="list-style-type: none"> <li>• Ensure that parents/carers are supported in their responsibility to keep their children safe</li> </ul>	<ul style="list-style-type: none"> <li>• Seek to determine what can be done to help and support children, young people and their families when services are closed at night and weekends</li> </ul>	<p>An out of hours telephone service has been established to provide urgent advice to care leavers.</p> <p>Family Support Services - The new manager started work in December 2009. The restructure documentation will be completed before the end of March with full extension of hours being completed in May 2010. there are already 40% of the support staff able to work into the evenings and at weekends</p>
<ul style="list-style-type: none"> <li>• Improve road safety in the town</li> </ul>	<ul style="list-style-type: none"> <li>• Promote better and safer driving within the town and improve traffic calming measures</li> </ul>	<p>Casualty reduction through physical engineering measures is implemented at collision 'blackspots' across Hartlepool. Through the analysis of annual casualty data, schemes are introduced to address safety concerns, they include – 20 mph Zones, traffic calming, vehicle activated</p>

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		<p>signs, signing and lining projects, safer routes to schools initiatives and through the use of Police enforcement including speed camera deployments.</p> <p>The Council promotes and encourages safer driving to its staff and residents through a number of schemes. The Councils Driver Development Schemes aims to improve the safety of the fleet, and the Mayor's 'Sticking to the Limits' project encourages residents and businesses to adopt safer driving practices. In addition, any drivers that are reported for speeding have the option of attending speed awareness courses to highlight the dangers of speeding whether excessive or inappropriate.</p> <p>The Council delivers a comprehensive package of physical engineering measures, education training and publicity initiatives in addition to coordinated enforcement of road traffic law through Cleveland Police. The Council delivers training to over 12,000 school children, teenagers and young adults every year which includes practical cycle and pedestrian training, general safety awareness training, be safe be seen projects, cycle helmet wearing promotion and young driver initiatives in partnership with Cleveland Fire and Rescue and Cleveland Police.</p> <p>The Council works in partnership with NHS Hartlepool, all emergency services, residents, schools, parents and local organisations as partners to promote and encourage safer road user behaviour and casualty reduction.</p>
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ADDITIONAL NEEDS OF SOME YOUNG PEOPLE	
Children & Young People with Disabilities	
<ul style="list-style-type: none"> <li>Effective planning and support is in place to safeguard children with learning difficulties and/or disabilities</li> </ul>	The Children's Disability Team undertake its own Child Protection enquiries. Training is currently being looked at in terms of the types and level of training that those people working with disabled children require in order to effectively safeguard them. Quality Standards have also been introduced within Children's Social Care which should assist in the planning and safeguarding processes for children.
Children & Young People Looked After	
<ul style="list-style-type: none"> <li>We will continue to ensure that looked after children are well supported to live in safe environments and be protected from abuse and exploitation</li> </ul>	Placement support staff continue to work with carers and young people and staff from the Settled Care Team have continued to visit children & young people within the statutory requirements.
<ul style="list-style-type: none"> <li>Review the arrangements for children and young people's participation in looked after reviews to achieve better involvement and participation</li> </ul>	Feedback from children & young people has led to a revision of the mechanism used previously. A variety of tools will be used from 1 <sup>st</sup> April 2010.
Children & Young People from Black and Minority Ethnic Communities	
<ul style="list-style-type: none"> <li>Ensure that all children and young people coming to Hartlepool from another country, particularly unaccompanied asylum seekers are safeguarded against exploitation, by working closely with the relevant organisations to put preventative measures in</li> </ul>	The protocol has now been agreed and is available on the procedures website. Its publication has been noted in the relevant staff meetings.

place to secure their welfare	
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PROMOTING EMOTIONAL WELL-BEING		
<ul style="list-style-type: none"> <li>Understand the emotional and mental health needs of children and young people in Hartlepool and engage effectively with children, young people and their families in developing approaches to meet those needs</li> </ul>	<ul style="list-style-type: none"> <li>Promote good mental and emotional health and prevent deterioration in low level mental health problems</li> <li>Promote a holistic approach to meeting need in a flexible and responsive way</li> <li>Continue to work with schools to support the delivery of the Social and Emotional Aspects of Learning in school for all children and young people</li> <li>Promote the use of the Vulnerability Assessment Screening Tool within Hartlepool's schools, to identify children at risk of self harming</li> </ul>	<p>Universal, targeted and low-end specialist services are now available to young people aged 0-16 years. Support is available for parents through parenting programmes. Children's Fund mentoring is now available through Team Around the Primary School and the ACORN service provides therapeutic services including play therapy.</p> <p>The Common Assessment Framework and Team Around the Child processes are developing well and linking in with Team Around the Primary School and Team Around the Secondary School. The Think Family Coordinator is in place and starting to identify action plan issues for development. In January 2010 the Psychology Team will begin a programme of training, starting with the Team Around the Primary School Team, on how to run effective, solution based meetings.</p> <p>Real commitment to this evident in Behavioural, Emotional and Social Development Clusters. There were regular meetings of the 4 Behavioural, Emotional and Social Development Cluster groups.</p> <p>The Targeted Mental Health in Schools programme will address the needs of children and young people aged 5-</p>



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		<p>13 yrs. The main aims of this are:</p> <ul style="list-style-type: none"> <li>• Capacity development in universal staff via training, joint work with specialists etc.</li> <li>• Further development of integrated locality based working enhancing the Team Around the School model with a mental health strand</li> <li>• Further development of integrated processes and pathways ensuring swift and easy access to specialist services. There will be an emphasis on appropriate support and intervention pre, during and post any diagnosis of a mental health need</li> </ul> <p>An application is being made for NHS Hartlepool non-recurrent funding to increase the age range to 0-19 years and involve other setting such as Children's Centres, Foster Carers and Respite Services.</p> <p>Close links being formed between MIND and the Psychology Team to aid a holistic approach to mental health. Research shows that one of the best ways to promote good mental health in children is to help ensure good mental health in their parents.</p> <p>The Psychology Team are leading on the roll out of the Circle of Adults approach which is a problem solving technique for practitioners holding complex cases.</p> <p>The Psychology Team support schools with the delivery of Social and Emotional Aspects of Learning for all children and young people.</p>
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		<p>A questionnaire was circulated to schools in advance of the Targeted Mental Health in Schools project which will be rolled out from April 2010.</p> <p>56% of schools responded to a questionnaire regarding the emotional and mental health needs of children and young people in Hartlepool. Analysis of this data will inform the Targeted Mental Health in Schools Programme due to start in April 2010</p> <p>Plans in place to interview 80 pupils from Yr 7 – Yr 10 regarding emotional and mental health needs as part of an action research project. The results of this will inform intervention programmes in secondary schools led by the Psychology Team.</p>
<ul style="list-style-type: none"> <li>Promote access to better mental and emotional support at all levels for children and young people</li> </ul>	<ul style="list-style-type: none"> <li>When problems arise, parents, carers, children and young people and the practitioners working with them on a daily basis need swifter, more effective input from practitioners who are able to address the full range of needs</li> <li>Up-skill the children's workforce in promoting mental health and well-being including improved knowledge of risk and resilience factors and improve skills in early identification and early</li> </ul>	<p>A swift referral process is in place through schools and Parent Advice Line is operational through ACORN. Work is ongoing to secure greater involvement of the Child and Adolescent Mental Health Service in the Team Around the Primary School process including direct access to a Primary Mental Health Worker. MIND provides a staff member to the Team Around the Primary School team and this is providing an immediate pathway to services for parents.</p> <p>Plans are in place to develop integrated working processes with a focus on Common Assessment Framework, Think Family and Risky Behaviours. Training continues on assessment and Parent Support Advisors have a range of inputs on risk resilience factors. Links will</p>

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	<p>intervention as part of a common core of basic knowledge and skills</p> <ul style="list-style-type: none"> <li>• Co-ordinate support to families with children identified as needing help with emotional well being delivered through a model that has consistent approaches and equity across the Borough</li> <li>• Ensure those who have more complex mental health issues can access care and treatment that is right for them, especially when making the transition into Adult Mental Health Services</li> <li>• Provide swift easy access to specialist services including Child and Adolescent Mental Health Services, Education Psychology Services and ACORN for assessment and intervention and enable joint work where appropriate</li> <li>• Continue to progress plans to develop integrated working teams</li> </ul>	<p>be made through the Targeted Mental Health in Schools programme. The ACORN Team have provided workshops on Direct Work and these will continue.</p> <p>A key work strand of the Targeted Mental Health in Schools programme due to start in April 2010 is to further develop care pathways with an emphasis on early identification and early intervention of mental health needs.</p> <p>Work needs to be done as part of the Targeted Mental Health in Schools process to clarify and develop a chosen model for Hartlepool. High commitment is evident, however, and sign up to shared development will not be difficult. This will be developed through Team Around the School but will need some additional work around the Child and Adolescent Mental Health Service appointment process that still works on a process that some of our families find inaccessible e.g. phone for an appointment and the travel to the service.</p> <p>Parents, carers and universal practitioners can make an appointment for an initial consultation with an Educational Psychologist via their school.</p> <p>A programme of training is to be developed as part of Targeted Mental Health in Schools. Each school will receive a bespoke package according to need selected from a menu drawn up as a result of a questionnaire analysis.</p> <p>As far as possible training will be delivered by local</p>
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		<p>practitioners in the Child and Adolescent Mental Health Service, ACORN Therapeutic Team, the Psychology Team and Special School outreach teams. The aim is to develop closer relationships between practitioners in universal and specialist services so that sustainable practice can evolve from the first year of the Targeted Mental Health in Schools funding.</p> <p>Close links being formed between MIND and the Psychology Team to aid transition from children's services to adult services.</p>
<ul style="list-style-type: none"> <li>Support all parents to achieve better outcomes for them and their children and help them to fulfil their responsibilities in this area</li> </ul>	<ul style="list-style-type: none"> <li>Raise parents' awareness of the importance of emotional well being and how to promote it and to support them in doing so</li> <li>Continue to roll out and embed the Parenting Strategy</li> </ul>	<p>Parenting courses such as the Nurturing Programme and Strengthening Families focus on developing understanding of attachment and developing self confidence, security and appropriate boundaries.</p> <p>Work is now being developed to reinitiate the Parenting Challenge using Parent Support Advisors to be the key message givers.</p> <p>The number of parenting programmes in place is increasing, five new programmes started in September 2009, 38 practitioners were trained to provide accredited parenting courses. 11 parenting programmes starting in January 2010 with a total of 100 participants. Parenting Pathways are in place and advertised through Children's Centres and Team Around the School processes. A</p>

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		target of 120 parents to access Department of Children, Schools and Families accredited programmes in 2010/11 as been set in addition to those parents attending non-accredited courses.
<ul style="list-style-type: none"> <li>Explore the opportunities to extend the good practice achieved by pilot projects across Hartlepool so that more can be done to address emotional health problems at a lower level</li> </ul>	<ul style="list-style-type: none"> <li>Identify and promote what works best if things go wrong</li> <li>Consider commissioning additional low-level emotional support for children and young people</li> </ul>	<p>Team Around the Primary and Secondary School are proving effective due to their holistic approach to meeting the child and family needs. The Psychology Team will be evaluating 'what works' in these processes so that best practice can be more widely spread.</p> <p>Robust evaluation of the interventions in each school Targeted Mental Health in School action plan is central to the programme. The Psychologist for each school will provide support in baseline measures and impact measures so that 'what works best' can be shared at the Targeted Mental Health in Schools forum.</p> <p>As part of the Targeted Mental Health in Schools programme, schools will be encouraged to have a 'champion' for emotional well being. There will be a support network formed for practitioners leading this area in schools – this network will be a forum to share good practice particularly with regard to early intervention</p> <p>New Deal for Communities have funded an emotional literacy project to be rolled out across all New Deal for Communities primary schools to build on the work now mainstreamed in Stranton and Lynnfield. This will start January 2010.</p>

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<ul style="list-style-type: none"> <li>• Ensure that no child or young person experiences isolation or social exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all children and young people are adequately supported in the major transitional points within their lives</li> <li>• Provide support for children and their families to better access services through Children's Centres</li> </ul>	<p>Team Around the School and Children's Centres process now covers 0-16 and is designed to identify vulnerability early and respond with effective short term interventions to avoid later crisis. This process is further enhanced by the Parent Support Advisers in each primary school.</p> <p>Making and keeping friends, developing social skills and developing self esteem/assertiveness (to protect against bullying) will be key focus areas in the Targeted Mental Health in Schools programme.</p> <p>Quality Circle Time is a whole school approach to developing emotional literacy and will be heavily promoted in 2010. A nationally renowned trainer, Jenny Mosely, has been provisionally booked.</p> <p>A transitions pathway has been developed on multi-agency basis by the Transitions Steering Group for young people with disabilities.</p> <p>Person Centred Planning training is about to be undertaken and rolled out to support transitions, particularly for young people with complex needs.</p>
<ul style="list-style-type: none"> <li>• Ensure that any child or young person who has been the victim of bullying, physical or emotional abuse or neglect is adequately supported to prevent a decline in their emotional</li> </ul>		<p>Policies are now strong in each school and support is available from the school improvement team through a qualified and experienced therapeutic social worker.</p> <p>Training for school staff and pupils is available on a range of interventions including circles of friends, Big Red Bus approach and peer mentoring, to ensure low level support is available in schools.</p>

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<p>well-being</p>		<p>The Psychology Team will shortly receive intensive training in Cognitive Behavioural Therapy (CBT) to provide increased support for more complex cases. This approach will be particularly suitable for young children aged 3-8 years.</p> <p>A member of the ACORN Team is supporting a group of Foster Carers using Filial Therapy approaches. This approach is based on attachment theory and is particularly successful for children who are looked after. It helps support the formation of safe, secure attachments between child and carer and provides a great deal of emotional support for all parties.</p>
<ul style="list-style-type: none"> <li>Involve children, young people, parents and carers in the planning and development of services</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote and develop the YP Smile Awareness as a method of improving and increasing the participation of children and young people in the decision making process</li> <li>Ensure that the participation of children and young people is promoted across all organisations</li> </ul>	<p>A Children's Trust Stakeholder group has been developed to increase the involvement of children and young people in the work of the Trust. A greater involvement in town wide processes such as residents groups and neighbourhood forums could also be utilised to gather a wide range of young people's views.</p> <p>Barnardo's have an agreement until March 2011 and will continue to work across services to establish 7 vision statements. 11 Million Day has been successful and needs to maintain its momentum. Work continues on challenging the idea that participation can only be facilitated by participation workers.</p>

	<ul style="list-style-type: none"> <li>Develop a more robust framework for the involvement of parents, grandparents and carers in strategic planning</li> </ul>	<p>Nine looked after children; two children with disabilities and the child of a foster carer have completed accredited training in recruitment and are actively involved in supporting interviewing panels Successful bid to the Young Inspectors Programme by the Youth Service.</p> <p>The participation of young people was rated as outstanding in a recent (September 2009) Ofsted inspection.</p> <p>All secondary schools are now involved in the town wide Schools Council. North Hartlepool has an area wide primary school council and this will be widened in 2010.</p> <p>Two parent led conferences have taken place in relation to Aiming High for Disabled Children.</p>
<b>ADDITIONAL NEEDS OF SOME YOUNG PEOPLE</b>		
<b>Children &amp; Young People Looked After</b>		
<ul style="list-style-type: none"> <li>Deliver safeguarding services based on a thorough assessment of the needs of children and young people and maintain the focus on the child throughout</li> </ul>		<p>Multi agency assessments are carried out in compliance with the Department of health Assessment Framework which has an underpinning principle of maintaining the focus on the child. Regular audit of assessments are carried out with Children Social Care as part of the Quality Assurance Framework.</p>
<ul style="list-style-type: none"> <li>Deliver continuous improvements in services for looked after children providing high quality placements to deliver continuity of care, education, health and social and</li> </ul>		<p>Strengths and Difficulties Questionnaires are completed on an annual basis for Looked After Children to promote early identification of emotional and mental health issues. 98% of</p>



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emotional development	Looked After Children had a Strengths and Difficulties Questionnaire completed and any emotional or mental health issues addressed.
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### Appendix B: Lord Laming – The Protection of Children in England: Action Plan

Recommendation	Progress	Further Action
<b>Directors of Children's Services, Chief Executives of Primary Care Trusts, Police Area Commanders and other senior service managers must regularly review all points of referral where concerns about a child's safety are received to ensure they are sound in terms of the quality of risk assessments, decision making, onward referrals and multi-agency working.</b>	The Hartlepool Safeguarding Children Board has reporting arrangements in place for 'duty to cooperate' agencies to report on their front line safeguarding arrangements within their organisation on an annual basis	Hartlepool Safeguarding Children Board will complete a multi-agency audit of access criteria, thresholds and decision making and will report the findings and recommendations to the Board  The Children's Trust Age Related Partnerships will include regular reviews of all points of referral within their annual work plan, which will then be regularly reported to the Children's Trust Executive
<b>All Directors of Children's Services who do not have direct experience or background in safeguarding and child protection must appoint a senior manager within their team with the necessary skills and experience.</b>	Hartlepool Children's Services has in place a third tier manager reporting directly to the Director of Children's Services who is a qualified social worker and has the necessary skills and experience to undertake the role.	
<b>Every Children's Trust should ensure that the needs assessment that informs their Children and Young People's Plan regularly reviews the needs of all children and young people in their areas, paying particular attention to the general need of</b>	Work is now underway to rewrite the Children and Young People's Plan in line with new statutory requirements. This will be based on a robust needs assessment and will strengthen the priorities for Children in Need and safeguarding.	

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<p><b>children and those in need of protection. The National Safeguarding Delivery Unit should support Children's Trust with this work. Government Offices should specifically monitor and challenge Children's Trusts on the quality of this analysis.</b></p>		
<p><b>The Department for Children, Schools and Families should revise Working Together to Safeguard Children to set out clear expectations at all points where concerns about a child's safety are received, ensuring intake/duty teams have sufficient training and expertise to take referrals and that staff have immediate, on-site support available from an experienced social worker. Local authorities should take appropriate action to implement these changes.</b></p>	<p>The revised Working Together to Safeguard Children Guidance was published on 17 March 2010.</p> <p>Hartlepool Safeguarding Children Board is member of the Tees-wide procedures group which has been tasked with the priority action of producing a revised set of child protection procedures.</p>	<p>Hartlepool Safeguarding Children Board is preparing to revise and update its child protection procedures to implement changes in the new Working Together document.</p>
<p><b>Children's Trusts must ensure that all assessments of need for children and their families include evidence from all the professionals involved in their lives, take account of case histories and significant events (including previous assessments) and above all must include direct contact with the</b></p>	<p>Safeguarding and Targeted Services has a Quality Standards document for practice which covers these requirements.</p>	<p>An evaluation of the effectiveness of the Common Assessment Framework will be undertaken and requirements will be incorporated in the evaluation tool</p> <p>The Children's Trust will receive reports on aggregated data from audit activity.</p>

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<b>child.</b>		
<b>Local authorities must ensure that 'Children in Need', as defined by Section 17 of the Children Act 1989, have early access to effective specialist services and support to meet their needs.</b>	Children referred as Children in Need under Section 17 receive an initial assessment of need to determine what service are required. The Local Authority has a range of specialist services to support children in need and these are being reviewed and reconfigured to create more effective services	
<b>The Social Work Task Force should establish guidelines on guaranteed supervision time for social workers that may vary depending on experience.</b>	The Local Authority has produced updated (January 2010) policy and procedures in relation to supervision of staff in Children's Social Care.	A guidance document to support policy and procedure is to be produced
<b>Children's Trusts should ensure a named, and preferably co-located, representative from the police service, community paediatric specialist and health visitor are active partners within each children's social work department.</b>		The Children's Trust will receive a report regarding this recommendation to consider how it can achieve named officers and consider options around co-location. The Children's Trust will further consider methods to ensure health visitors are active partners within each Social Work department
<b>Children's Trusts should ensure that all staff who work with children receive initial training and continuing</b>	Hartlepool Safeguarding Children Board delivers an annual programme of training in safeguarding including multi-agency,	

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<b>professional development which enables them to understand normal child development and recognise potential signs of abuse or neglect.</b>	<p>tier 1 safeguarding training to the wider children's workforce in Hartlepool.</p> <p>Child Development is included within Children's Services Training Framework (Children's Workforce)</p>	
<b>All Children's Trusts should have sufficient multi-agency training in place to create a shared language and understanding of local referral procedures, assessment, information sharing and decision making across early years, schools, youth services, health, police and other services who work to protect children. A named child protection lead in each setting should receive this training.</b>		This recommendation will be referred to the Children's Trust Infrastructure Group to develop an action plan for implementation and to ensure that the Children's Services Training Framework meets the requirements
<b>Local Safeguarding Children Boards should ensure all Serious Case Review panel chairs and Serious Case Review overview authors are independent of the Local Safeguarding Children Board and all services involved in the case and that arrangements for the Serious Case review offer sufficient scrutiny and challenge.</b>	The revised Tees-wide Serious Case Review Practice Guidance reflects these requirements	
<b>The Children's Trust and the Local</b>	The Children's Trust is chaired by the	Hartlepool Safeguarding Children Board is

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<b>Safeguarding Children Board should not be chaired by the same person. The Local Safeguarding Children Board chair should be selected with the agreement of a group of multi-agency partners and should have access to training to support them in their role.</b>	Portfolio Holder for Children's Services and Hartlepool Safeguarding Children Board is currently chaired by the Director of Children's Services.	moving to independent chairing arrangements and the person appointed will receive induction and training tailored to their individual requirements
<b>Local Safeguarding Children Boards should include membership from the senior decision makers from all safeguarding partners, who should attend regularly and be fully involved as equal partners in Local Safeguarding Children Board decision making.</b>	Hartlepool Safeguarding Children Board submits annual reports to Children's Trust. Minutes of Hartlepool Safeguarding Children Board are available for review by the Children's Trust in terms of decision making.	
<b>Local Safeguarding Children Boards should report to the Children's Trust Board and publish an annual report on the effectiveness of safeguarding in the local area. Local Safeguarding Children Boards should provide robust challenge to the work of the Children's Trust and its partners in order to ensure that the right systems and quality of services and practice are in place so that children are properly safeguarded.</b>	Hartlepool Safeguarding Children Board reports to the Children's Trust on a bi-annual basis. They publish an annual report which is submitted to the Children's Trust  Both the Terms of Reference of the Children's Trust and Hartlepool Safeguarding Children Board have been updated to reflect arrangements around governance and accountability.	

	Relevant matters highlighted by Hartlepool Safeguarding Children Board are taken to Children's Trust on a needs basis.	
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## Appendix B: Lord Laming – The Protection of Children in England: Action Plan

Recommendation	Progress	Further Action
<b>Directors of Children's Services, Chief Executives of Primary Care Trusts, Police Area Commanders and other senior service managers must regularly review all points of referral where concerns about a child's safety are received to ensure they are sound in terms of the quality of risk assessments, decision making, onward referrals and multi-agency working.</b>	The Hartlepool Safeguarding Children Board has reporting arrangements in place for 'duty to cooperate' agencies to report on their front line safeguarding arrangements within their organisation on an annual basis	<p>Hartlepool Safeguarding Children Board will complete a multi-agency audit of access criteria, thresholds and decision making and will report the findings and recommendations to the Board</p> <p>The Children's Trust Age Related Partnerships will include regular reviews of all points of referral within their annual work plan, which will then be regularly reported to the Children's Trust Executive</p>
<b>All Directors of Children's Services who do not have direct experience or background in safeguarding and child protection must appoint a senior manager within their team with the necessary skills and experience.</b>	Hartlepool Children's Services has in place a third tier manager reporting directly to the Director of Children's Services who is a qualified social worker and has the necessary skills and experience to undertake the role.	
<b>Every Children's Trust should ensure that the needs assessment that informs their Children and Young People's Plan regularly reviews the needs of all children and young people in their areas, paying particular</b>	Work is now underway to rewrite the Children and Young People's Plan in line with new statutory requirements. This will be based on a robust needs assessment and will strengthen the priorities for Children in Need and safeguarding.	



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<p><b>attention to the general need of children and those in need of protection. The National Safeguarding Delivery Unit should support Children's Trust with this work. Government Offices should specifically monitor and challenge Children's Trusts on the quality of this analysis.</b></p>		
<p><b>The Department for Children, Schools and Families should revise Working Together to Safeguard Children to set out clear expectations at all points where concerns about a child's safety are received, ensuring intake/duty teams have sufficient training and expertise to take referrals and that staff have immediate, on-site support available from an experienced social worker. Local authorities should take appropriate action to implement these changes.</b></p>	<p>The revised Working Together to Safeguard Children Guidance was published on 17 March 2010.</p> <p>Hartlepool Safeguarding Children Board is member of the Tees-wide procedures group which has been tasked with the priority action of producing a revised set of child protection procedures.</p>	<p>Hartlepool Safeguarding Children Board is preparing to revise and update its child protection procedures to implement changes in the new Working Together document.</p>
<p><b>Children's Trusts must ensure that all assessments of need for children and their families include evidence from all the professionals involved in their lives, take account of case histories and significant events (including previous assessments) and above all</b></p>	<p>Safeguarding and Targeted Services has a Quality Standards document for practice which covers these requirements.</p>	<p>An evaluation of the effectiveness of the Common Assessment Framework will be undertaken and requirements will be incorporated in the evaluation tool</p> <p>The Children's Trust will receive reports</p>

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<b>must include direct contact with the child.</b>		on aggregated data from audit activity.
<b>Local authorities must ensure that 'Children in Need', as defined by Section 17 of the Children Act 1989, have early access to effective specialist services and support to meet their needs.</b>	Children referred as Children in Need under Section 17 receive an initial assessment of need to determine what service are required. The Local Authority has a range of specialist services to support children in need and these are being reviewed and reconfigured to create more effective services	
<b>The Social Work Task Force should establish guidelines on guaranteed supervision time for social workers that may vary depending on experience.</b>	The Local Authority has produced updated (January 2010) policy and procedures in relation to supervision of staff in Children's Social Care.	A guidance document to support policy and procedure is to be produced
<b>Children's Trusts should ensure a named, and preferably co-located, representative from the police service, community paediatric specialist and health visitor are active partners within each children's social work department.</b>		The Children's Trust will receive a report regarding this recommendation to consider how it can achieve named officers and consider options around co-location. The Children's Trust will further consider methods to ensure health visitors are active partners within each Social Work department

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<p><b>Children's Trusts should ensure that all staff who work with children receive initial training and continuing professional development which enables them to understand normal child development and recognise potential signs of abuse or neglect.</b></p>	<p>Hartlepool Safeguarding Children Board delivers an annual programme of training in safeguarding including multi-agency, tier 1 safeguarding training to the wider children's workforce in Hartlepool.</p> <p>Child Development is included within Children's Services Training Framework (Children's Workforce)</p>	
<p><b>All Children's Trusts should have sufficient multi-agency training in place to create a shared language and understanding of local referral procedures, assessment, information sharing and decision making across early years, schools, youth services, health, police and other services who work to protect children. A named child protection lead in each setting should receive this training.</b></p>		<p>This recommendation will be referred to the Children's Trust Infrastructure Group to develop an action plan for implementation and to ensure that the Children's Services Training Framework meets the requirements</p>
<p><b>Local Safeguarding Children Boards should ensure all Serious Case Review panel chairs and Serious Case Review overview authors are independent of the Local Safeguarding Children Board and all services involved in the case and that arrangements for the Serious</b></p>	<p>The revised Tees-wide Serious Case Review Practice Guidance reflects these requirements</p>	

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<b>Case review offer sufficient scrutiny and challenge.</b>		
<b>The Children's Trust and the Local Safeguarding Children Board should not be chaired by the same person. The Local Safeguarding Children Board chair should be selected with the agreement of a group of multi-agency partners and should have access to training to support them in their role.</b>	The Children's Trust is chaired by the Portfolio Holder for Children's Services and Hartlepool Safeguarding Children Board is currently chaired by the Director of Children's Services.	Hartlepool Safeguarding Children Board is moving to independent chairing arrangements and the person appointed will receive induction and training tailored to their individual requirements
<b>Local Safeguarding Children Boards should include membership from the senior decision makers from all safeguarding partners, who should attend regularly and be fully involved as equal partners in Local Safeguarding Children Board decision making.</b>	Hartlepool Safeguarding Children Board submits annual reports to Children's Trust. Minutes of Hartlepool Safeguarding Children Board are available for review by the Children's Trust in terms of decision making.	
<b>Local Safeguarding Children Boards should report to the Children's Trust Board and publish an annual report on the effectiveness of safeguarding in the local area. Local Safeguarding Children Boards should provide robust challenge to the work of the Children's Trust and its partners in order to</b>	Hartlepool Safeguarding Children Board reports to the Children's Trust on a bi-annual basis. They publish an annual report which is submitted to the Children's Trust  Both the Terms of Reference of the	

<b>ensure that the right systems and quality of services and practice are in place so that children are properly safeguarded.</b>	<p>Children's Trust and Hartlepool Safeguarding Children Board have been updated to reflect arrangements around governance and accountability.</p> <p>Relevant matters highlighted by Hartlepool Safeguarding Children Board are taken to Children's Trust on a needs basis.</p>	
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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** APPROVAL OF REVISED INSTRUMENT OF GOVERNMENT FOR ST. CUTHBERT'S ROMAN CATHOLIC VOLUNTARY AIDED PRIMARY SCHOOL

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### SUMMARY

#### **1. PURPOSE OF REPORT**

To inform the Portfolio Holder of the change of the size of the Governing Body of St. Cuthbert's Roman Catholic Voluntary Aided Primary School and variation to the Instrument of Government for the school with effect from 1 September 2010.

#### **2. SUMMARY OF CONTENTS**

The report sets out the background to the Governing Body's decision to change the size of the Governing Body and subsequent variation to the Instrument of Government.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder is responsible for all education and childcare matters.

#### **4. TYPE OF DECISION**

Non Key

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio – 11 May 2010

**6. DECISION(S) REQUIRED**

To note the decision of the Governing Body of St. Cuthbert's Roman Catholic Voluntary Aided Primary School to increase the size of the Governing Body.

To approve the variation to the Instrument of Government to reflect the change in size of the Governing Body from 1 September 2010.

**Report of:** Director of Child and Adult Services

**Subject:** APPROVAL OF REVISED INSTRUMENT OF GOVERNMENT FOR ST. CUTHBERT'S ROMAN CATHOLIC VOLUNTARY AIDED PRIMARY SCHOOL

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**1. PURPOSE OF REPORT**

- 1.1 To seek approval from the Portfolio Holder for Children's Services to a variation to the Instrument of Government for St. Cuthbert's Roman Catholic Voluntary Aided Primary School from 1 September 2010.

**2. BACKGROUND**

- 2.1 The Governing Body of St Cuthbert's Catholic Voluntary Aided Primary School in accordance with the School Governance (Constitution) (England) Regulations 2007, has reviewed the size of the Governing Body and in accordance with the regulations the Instrument of Government has been varied accordingly to reflect the change in constitution.
- 2.2 At its meeting held on 4 March 2010, the Governing Body formally approved an increase in the size of the Governing Body and draft instrument. The Governing Body gave consideration to a number of constitutional models during its deliberations taking into account the requirements of the School Governance (Constitution) (England) Regulations 2007.
- 2.3 The proportion of places on the Governing Body which must be reserved for different categories of Governors of a Voluntary Aided School as set out in the School Governance Constitution (England) Regulations 2007 are as follows:
- Parented Governors – at least 1, but enough to total at least one third when counted with Foundation Governors who are eligible to be Parent Governors
  - Staff Governors – at least 2, but no more than one third, including the Headteacher.
  - Local Authority Governors – at least 1, but no more than one tenth
  - Foundation Governors – outnumber other Governors by 2.



- 2.4 The Director of Education in the Diocese of Hexham and Newcastle has approved the change in size of the Governing Body and subsequent variation to the Instrument of Government as set out in **Appendix 1**.
- 2.5 The change in the size of the Governing Body will increase as follows:
- 8 Foundation Governors – increase of 2
  - 2 Parent Governors – increase of 1
  - 3 Staff Governors – increase of 1
  - 1 Local Authority Governor – no change

### **3. RECOMMENDATIONS**

- 3.1 To note the decision of the Governing Body of St Cuthbert's Roman Catholic Voluntary Aided Primary School to increase the size of the Governing Body.
- 3.2 To approve the revised Instrument of Government in accordance with the School Governance Constitution (England) Regulations 2007 with effect from 1 September 2010 as set out in **Appendix 1**.

### **4. CONTACT OFFICER**

Ann Turner, Governor Support Officer  
Child and Adult Services Department  
Hartlepool Borough Council  
Telephone: 523766  
E-mail address: [ann.turner@hartlepool.gov.uk](mailto:ann.turner@hartlepool.gov.uk)



**DIOCESE OF HEXHAM AND NEWCASTLE**  
**INSTRUMENT OF GOVERNMENT**



1. The name of the school is St Cuthbert's Roman Catholic Voluntary Aided Primary School.
2. The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with the canon law and teachings of the Roman Catholic Church and in accordance with the Trust Deed of the Diocese of Hexham and Newcastle and in particular:
  - a) religious education is to be in accordance with the teachings, doctrines, disciplines and general and particular norms of the Catholic Church.
  - b) religious worship is to be in accordance with the rites, practices, disciplines and liturgical norms of the Catholic Church.and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.
3. The school is a voluntary aided school.
4. The name of the Governing Body is "The Governing Body of St Cuthbert's Roman Catholic Voluntary Aided Primary School".
5. The Governing Body shall consist of 14 Governors of which there shall be:
  - a) 8 Foundation Governors (including 3 Foundation Governors eligible to be Parent Governors);
  - b) 2 Parent Governors;
  - c) 3 Staff Governors;
  - d) 1 LA Governor.
6. The total number of governors is 14.
7. The Bishop of the Diocese of Hexham and Newcastle (or any person exercising Ordinary jurisdiction on his behalf) shall have the right to appoint Foundation Governors.
8. The instrument of Government comes into effect on 1<sup>st</sup> September 2010.
9. This instrument was made by order of Hartlepool Borough Council Local Authority on .....
10. A copy of this instrument must be supplied to the Trustees in accordance with the school's trust deed and to the Director of Schools of the Diocese of Hexham and Newcastle.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** TO APPROVE CHANGE OF NAME OF  
JESMOND ROAD PRIMARY SCHOOL AND  
VARIATION TO INSTRUMENT OF GOVERNMENT

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### SUMMARY

#### **1. PURPOSE OF REPORT**

To request the Portfolio Holder for Children's Services to approve the change of name of Jesmond Road Primary School to Jesmond Gardens Primary School with effect from 1 June 2011 to reflect the change in location of the school and subsequent variation to the Instrument of Government for the school.

#### **2. SUMMARY OF CONTENTS**

The report sets out the background to the change of name and varying the Instrument of Government for Schools.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder is responsible for all education and childcare matters.

#### **4. TYPE OF DECISION**

Non key decision.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio meeting on 11 May 2010.

**6. DECISION(S) REQUIRED**

The Portfolio Holder for Children's Services of requested to approve the change of name of the school and subsequent variation to the Instrument of Government.

**Report of:** Director of Child and Adult Services

**Subject:** TO APPROVE CHANGE OF NAME OF  
JESMOND ROAD PRIMARY SCHOOL AND  
VARIATION TO INSTRUMENT OF GOVERNMENT

---

**1. PURPOSE OF REPORT**

- 1.1 To seek approval from the Portfolio Holder for Children's Services to change the name of Jesmond Road Primary School to Jesmond Gardens Primary School with effect from 1 June 2011 and subsequent variation to the Instrument of Government.

**2. BACKGROUND**

- 2.1 In accordance with the School Governance (Procedures)(England) Amendment Regulations 2007, the Governing Body of Jesmond Road Primary School at a meeting held on 22 March 2010, unanimously approved a change of name of the school from Jesmond Road Primary School to Jesmond Gardens Primary School with effect from 1 June 2011, to reflect the school relocation to its new building and in accordance with Regulation 31 of the School Governance (Constitution)(England) Regulations 2007, the Instrument of Government has been varied accordingly to reflect the change of name.

**3. RECOMMENDATIONS**

- 3.1 That the Portfolio Holder for Children's Services approve the change of name of Jesmond Road Primary School to Jesmond Gardens Primary School with effect from 1 June 2011.
- 3.2 That the Portfolio Holder for Children's Services approve the variation to the Instrument of Government with effect from 1 June 2011 as attached at **Appendix 1**.

**4. CONTACT OFFICER**

Ann Turner, Governor Support Officer  
Child and Adult Services Department  
Hartlepool Borough Council  
Telephone Number: 01429 523766  
Email Address: ann.turner@hartlepool.gov.uk



## **INSTRUMENT OF GOVERNMENT**

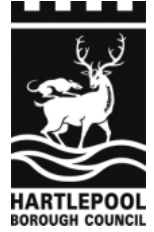
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1. The name of the school is: JESMOND GARDENS PRIMARY SCHOOL
2. The school is a Community School.
3. The name of the Governing Body is the "The Governing Body of Jesmond Gardens Primary School"
4. The Governing Body shall consist of:
  - a) 6 Parent Governors
  - b) 4 LA Governors
  - c) 4 Staff Governors
  - d) 4 Community Governors
5. Total number of governors 18
6. This Instrument of Government comes into effect on 1<sup>st</sup> June 2011
7. This Instrument was made by order of Hartlepool Local Authority on
8. A copy of the Instrument must be supplied to every member of the Governing Body (and the Headteacher if not a Governor)

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** APPOINTMENT OF LOCAL AUTHORITY  
REPRESENTATIVES TO SERVE ON SCHOOL  
GOVERNING BODIES

---

### **SUMMARY**

#### **1 PURPOSE OF REPORT**

To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative Governors to serve on school governing bodies where vacancies currently exist and to those where terms of office will expire in the summer and autumn terms 2010.

#### **2 SUMMARY OF CONTENTS**

The report summarises the process for inviting applications for representative governors and the criteria for their selection.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

It is the responsibility of the Portfolio Holder to decide the appointment of Local Authority representative school governors following advice from the General Purposes Committee.

#### **4 TYPE OF DECISION**

Non-key decision

#### **5 DECISION MAKING ROUTE**

Portfolio Holder's meeting on 11 May 2010.

## **6 DECISION(S) REQUIRED**

Approval by the Portfolio Holder of the recommendations of the General Purposes Committee, in respect of the appointment of representative Governors to serve on school governing bodies where vacancies exist and those which will occur in the Summer and Autumn Term 2010.



**Report of:** Director of Child and Adult Services

**Subject:** APPOINTMENT OF LOCAL AUTHORITY  
REPRESENTATIVES TO SERVE ON SCHOOL  
GOVERNING BODIES

---

## **1. PURPOSE OF REPORT**

- 1.1 To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school governing bodies where vacancies currently exist and to those where terms of office will expire in the summer and autumn terms 2010

## **2. BACKGROUND**

- 2.1 Applications are invited from members of the general public, elected members and those governors whose term of office is about to expire or have expired who are interested in serving or wish to continue serving as a Local Authority representative governor on school governing bodies.
- 2.2 The following criteria were agreed by the Borough Council for the recruitment of Local Education Authority representative governors in 2000. Local Authority governors should be able to show:
- demonstrable interest in and commitment to education;
  - a desire to support the school concerned;
  - a commitment to attend regular meetings of the governing body (and committees as appropriate) and school functions generally;
  - good communication/interpersonal skills;
  - ability to work as part of a team;
  - a clearly expressed willingness to participate in the governor training programme.
- 2.3 A schedule setting out details of vacancies together with applications received in respect of the vacancies was considered by members of the General Purposes Sub Committee at their meeting held on 16<sup>th</sup> April 2010 – **Appendix 1**.

### **3. RECOMMENDATIONS**

- 3.1 The Portfolio Holder for Children's Services approve recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school Governing Bodies. A schedule outlining recommendations of the General Purposes Sub Committee is attached at **Appendix 1**.

### **4. CONTACT OFFICER**

Ann Turner, Governor Support Officer, telephone 523766

# Child and Adult Services In Hartlepool

*Every Child Matters*



## VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

11 May, 2010

**Contact Officer: Ann Turner**  
**01429 523766**

## 2.4

### Appendix 4

#### VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
<b>Barnard Grove Primary School</b>			
Councillor R Cook	1 vacancy	No interest expressed	No recommendation
Mr J M Kay			
<b>Clavering Primary School</b>			
Councillor R Cook	1 vacancy	No interest expressed	No recommendation
Councillor T Fleming			
<b>Eldon Grove Primary School</b>			
Mrs P A Vaughan	2 vacancies	No interest expressed	No recommendation
<b>Fens Primary School</b>	Vacancy vice		
Councillor Ms A Lilley	Councillor Ms A Lilley	Councillor Ms A Lilley Mrs P Rayner	Councillor Ms A Lilley
Councillor A Preece	Term of office expires 6 <sup>th</sup> June 2010		Mrs P Rayner
Mrs P Rayner	Vacancy Vice Mrs P Rayner term of office expires 31 <sup>st</sup> August, 2010		
<b>Grange Primary School</b>			
Councillor R Flintoff	1 vacancy	No interest expressed	No recommendation
<b>Greatham Primary School</b>			
Mrs P Brotherton	Vacancy Vice Mrs. P. Brotherton Term of office expires	Mrs P Brotherton Miss A G Pout Does not wish to be re-considered	
Miss A G Pout	31 <sup>st</sup> August, 2010		Mrs P Brotherton
	Vacancy Vice		
	Miss G Pout Term of office expires 20 <sup>th</sup> August 2010		

## 2.4 Appendix 4 VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
<b>Rift House Primary School</b>			
Councillor D. Young	Vacancy Vice	No interest expressed	No recommendation
Councillor S. Akers Belcher	Mr. J. Blackham		
<b>Rossmere Primary School</b>			
Mrs M Smith	2 vacancies	Mrs C M O'Rourke	Mrs C M O'Rourke
<b>Seaton Carew Nursery</b>			
Councillor G. Lilley	Vacancy Vice	No interest expressed	No recommendation
	Mr. L. Brown		
<b>St. Helen's Primary School</b>			
Mr J Ibbotson	Vacancy	No interest expressed	No recommendation
Miss C Lamb			
Councillor R Atkinson			
<b>Stranton Primary School</b>	Vacancy Vice Councillor J Lauderdale	Councillor J. Lauderdale	Councillor J Lauderdale
Councillor J. Lauderdale	Term of office expires 31 <sup>st</sup> August 2010		
Mr. P. Gleeson			
<b>West Park Primary School</b>			
Mrs S Kirby	1 vacancy	No interest expressed	No recommendation
Mrs M Boddy			

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** TARGETED MENTAL HEALTH IN SCHOOLS  
(TAMHS) PROGRAMME

---

### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To inform the Portfolio Holder about the Targeted Mental Health in Schools (TaMHS) Programme.

To seek approval for the TaMHS Project Plan including the proposed spending of the TaMHS Grant.

#### **2. SUMMARY OF CONTENTS**

Hartlepool has been invited, as part of Phase 3 of a programme launched in 2008, to be part of Targeted Mental Health in Schools (TaMHS). The aims of the programme are to:

- improve mental health outcomes for children and young people via interventions delivered through schools;
- test 'effective' models of effective early intervention work within school based settings, which have a clear impact on improving mental health outcomes for children and young people at risk of and experiencing mental health problems;
- integrate effective early intervention models as part of wider Local Authority and Primary Care Trust (PCT) systems of assessment, referral and intervention work within targeted support services and specialist Child and Adolescent Mental Health Services (CAMHS);

One year of funding (£222,500) is available for the development of innovative models of therapeutic and holistic mental health support in schools aimed at children and families, for those children and young people aged 5 – 13 who are at risk of or experiencing mental health problems.

A small group of stakeholders have been working on the Project Plan (See **Appendix 1**) which, because of the nature of the one year funding, focuses on sustainable developments to improve levels of integrated support to children and young people experiencing emotional health difficulties through three activity strands:

- Training for the schools workforce to support 'whole school approaches' to meeting the emotional health and well being needs of children and young people in universal provision as far as possible
- The implementation of evidence based targeted interventions for those children and young people identified as needing additional targeted support
- Developing clear pathways to specialist support when necessary.

The Hartlepool TaMHS Programme aims to involve all schools and to link the planning for emotional wellbeing with the Healthy Schools programme to ensure sustainability. The proposal is that each school will receive £4,000 to release staff for training and resource targeted interventions for vulnerable groups. Further funding will be used to increase capacity within the Educational Psychology Team in order to carry out TaMHS development work.

### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues

### **4. TYPE OF DECISION**

Non key decision

### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 11 May 2010

### **6. DECISION(S) REQUIRED**

To approve TaMHS Plan and proposed use of TaMHS Grant

**Report of:** Director of Child and Adult Services

**Subject:** TARGETED MENTAL HEALTH IN SCHOOLS  
(TAMHS) PROGRAMME

---

## **1. PURPOSE OF REPORT**

- 1.1 To inform the Portfolio holder about the Targeted Mental Health in Schools (TaMHS) Programme.
- 1.2 To seek approval for the TaMHS Project Plan including the proposed spending of the TaMHS Grant.

## **2. BACKGROUND**

- 2.1 Longitudinal studies carried out in Great Britain between 1999 and 2007, by The Office of National Statistics, show that 10% of children and young people aged 5 – 15yrs have a diagnosable mental health need.
- 2.2 The statistics around mental health issues in children and young people could be illustrated in a more meaningful way as follows:
  - In a primary school with 250 pupils approximately 25 children will have a diagnosable disorder in connection with their mental health. Of these 7 children will have an anxiety disorder, 1 will be seriously depressed, 12 will have a conduct disorder and 4 will have hyperkinetic disorders or severe Attention Deficit Hyperactivity Disorder (ADHD). Some children will have more than one of these conditions. Boys will be more affected than girls.
  - In a secondary school of 1400 students approximately 140 will have a diagnosable mental health need. Of these 46 will have anxiety disorder, 18 will be depressed, 62 will have conduct disorder and 14 will have hyperkinetic disorders or severe ADHD. Some young people will have more than one of these conditions. Boys will be more likely to have a conduct or hyperkinetic disorder and girls are more likely to have anxiety disorders.
- 2.3 The joint Department for Education and Skills and Treasury review, 'Aiming High for Children: supporting families' published in March 2007, identified a lack of capacity in 'lower level' mental health support as a 'barrier to delivering early interventions for children at risk of mental health problems'. In response, it set out a clear Government commitment to provide funding 'to ensure that local areas can build on and roll out effective practice in supporting children and young people with social and emotional difficulties in schools'. As a result, the Department for Children



Schools and Families (DCSF) received £60million funding for three years from 2008 until 2011, for targeted work in and close to schools for children and young people at risk of and/or experiencing mental health problems.

2.4 The Targeted Mental Health in Schools (TaMHS) programme forms part of the programme of work to deliver Public Service Agreement 12 (improve the health and wellbeing of children and young people) and is bringing together a range of partners involved in the delivery of child and adolescent mental health services including local authorities, Primary Care Trusts, participating schools and other agencies including the third sector at strategic and operational level to deliver flexible, responsive and effective early intervention mental health support for children, young people and their families.

2.5 The key objectives of TaMHS are to:

- improve mental health outcomes for children and young people via evidence based interventions delivered through schools, by building on and further developing the universal elements such as the Social and Emotional Aspects of Learning and the National Healthy Schools programmes;
- test a range of models of early intervention and targeted work within school based settings, which have a clear impact on improving mental health outcomes for children and young people at risk of and experiencing mental health problems, which can be sustained and mainstreamed beyond 2011;
- make positive changes to the school culture in relation to promoting children and young people's mental health;
- increase school staff skills, knowledge and ability to work with children and young people at risk of and experiencing mental health problems;
- integrate effective early intervention models as part of wider local authority and PCT systems of assessment, targeted support and referral work within targeted support services and specialist CAMHS;
- reduce inappropriate referrals to specialist CAMHS and involve CAMHS staff in consultation, training and supervision in those schools participating in TaMHS;
- understand factors promoting the successful implementation of effective models at strategic and operational levels so that the lessons can be used to inform the development of further targeted psychological wellbeing and mental health services across local areas; and

- understand the barriers (structural, cultural, financial and professional) to the successful implementation of effective models of targeted work in schools at strategic and operational levels.
- 2.6 Hartlepool has been invited to be part of Phase 3 of this TaMHS programme. One year of funding (£222,500) is available for the development of innovative models of therapeutic and holistic mental health support in schools aimed at children and families, for those children and young people aged 5 – 13 who are at risk of or experiencing mental health problems.
- 2.7 This TaMHS opportunity comes at an optimum time as it builds on the work already identified in the Children's and Young People's Plan under the improving emotional wellbeing priority area.

### 3. PROPOSALS

- 3.1 A small group of stakeholders, including representation from Schools, PCT, the Local Authority and the Community / Voluntary sector have been working on the Project Plan (See **Appendix 1**). It has been important to expedite planning and work within pressing deadlines required by DCSF in order to release the funding and ensure the grant is spent within the prescribed time limits. A strong focus within the Project Plan is that of sustainable developments to improve levels of integrated support to children and young people experiencing emotional health difficulties through three activity strands.
- Training for the schools workforce to support 'whole school approaches' to meeting the emotional health and well being needs of children and young people in universal provision as far as possible
  - The implementation of evidence based targeted interventions for those children and young people identified as needing additional targeted support
  - Developing clear pathways to specialist support when necessary.
  - Focusing on sustainable developments in this way is of vital importance given the temporary nature of the funding.
- 3.2 The Hartlepool TaMHS Programme aims to involve all schools and to link the planning for emotional wellbeing with the Healthy Schools programme to further ensure sustainability.
- 3.3 The proposal is that each school will receive £4,000 to be active partners in the TaMHS Programme. This funding can be used to release staff for training and buy resources for targeted interventions for vulnerable groups. Some school clusters have considered pooling funding to commission specialist intervention.

- 3.4 As part of the programme each school will nominate a TaMHS Champion to coordinate the work in school and act as the single point of contact. This is likely to be the Special Educational Needs Co-ordinator (SENCO), Parent Support Adviser (PSA) or School Inclusion Coordinator. The TaMHS Champions from each school will be supported in forming a network that meets half termly to problem solve and share best practice. This network will hopefully continue after the life time of the funding and help with sustainability.
- 3.5 An individual TaMHS action plan will be drawn up for each school by a member of the School Senior Leadership Team, the School TaMHS Champion and the Educational Psychologist for the school.
- 3.6 These action plans will include generic training for all staff on mental health/well being issues together with more specific training for key staff. Action plans will also include targeted interventions for specific groups of children and/or parents according to each school's needs. The plans must include baseline data, specific aims and evaluation methods appropriately linked to the aims. Early identification and early intervention will be a key theme within the planning.
- 3.7 The Educational Psychologist will offer support throughout the TaMHS project and meet formally with the school at the beginning (baseline/action plan) middle (interim progress report) and end (final evaluation). Some of the TaMHS funding will be used to increase capacity within the Educational Psychology Team in order to carry out TaMHS development work
- 3.8 As well as the work at individual school level there will be second strand to the TaMHS project. This will look at pathways to therapeutic services (such as CAMHS, Acorn, Psychology Team, voluntary services) to further develop integrated working and swift access to specialist services when necessary.
- 3.9 The Principal Educational Psychologist will undertake the role of TaMHS Project Manager. The investment in this role will ensure the programme is led and managed to ensure best use of TaMHS funding during the life time of the grant. It will also ensure the TaMHS Programme is integrated into existing processes (eg TAPS / TASS) thereby ensuring sustainability after the grant. Also the Project Manager will fulfil the requirement from DCSF to undertake a robust process evaluation and data analysis to ensure outcomes for children and young people are improved as a result of TaMHS. Regular reports will be provided for the Children's Trust Board.
- 3.10 It is proposed that investment is made in dedicated administrative support to ensure that professional time (eg Educational Psychologists, CAMHS staff etc) is spent on direct intervention / training rather than the administration around these processes. The TaMHS programme will lead

to a whole raft of training and professional development opportunities and it would be false economy for specialists to spend time booking venues, ordering equipment, photocopying etc rather than commissioning a part time administrator. Similarly admin support could assist with the collation and presentation of data allowing the project manager to spend more time on the actual analysis and evaluation. Such support will be of great help in ensuring the grant conditions and evaluation processes are met.

3.11 The TaMHS Programme is well supported by the PCT with commissioners and CAMHS colleagues being active partners in the planning and implementation of the project. A bid for matched funding is currently going through PCT procedures. A successful outcome to this bid would allow the programme to run for a second year and for new practices to become embedded within schools and therapeutic services.

3.12 The proposed use of the TaMHS Grant is as follows:

<b>Financial Year April 2010 – Mar 2011</b>		
<b>Resource</b>	<b>Cost £</b>	<b>Reason</b>
School Funding 38 x £4000	152,000	To enable all schools to take part and plan bespoke interventions according to local need
Specialist training, printing, resources	12,000	To upskill the universal workforce in the early identification and early intervention of mental health needs
Trainee Educational Psychologist	30,750	To increase capacity in the Educational Psychology Team so that EPs can be actively involved in TaMHS development work whilst continuing to meet the demands of statutory work.
Administrative Support	12,250	To ensure that professional time is spent on direct intervention / training rather than the administration around these processes. To collate data to ensure the grant conditions and evaluation processes are met
Project Manager	15,500	To ensure the programme is led and managed and integrated into existing processes (eg TAPS / TASS) thereby ensuring sustainability after the grant. To analyse data, evaluate impact and inform

		the Children's Trust Board of findings.
<b>Total</b>	<b>222,500</b>	

- 3.13 The grant conditions are very tight and a very robust monitoring procedure by DCSF is to take place each quarter to ensure conditions are being met. The timescales set by DCSF required an early submission of the Project Plan to secure the funding on offer. The proposed spend has therefore already been accepted by DCSF with the caveat that the plan is a working document and subject to some changes pending further consultation with wider stakeholders and Portfolio Holder approval.

#### **4. RISK IMPLICATIONS**

- 4.1 There is a risk of losing the grant funding if the project is not agreed and delivered within the tight timescales prescribed by the DCSF.

#### **5. FINANCIAL CONSIDERATIONS**

- 5.1 All costs relating to the TaMHS Programme will be met by the TaMHS Grant.

#### **6. DIVERSITY AND EQUALITY**

- 6.1 Children from vulnerable groups are likely to benefit most from the TaMHS Programme. Interventions will be accessible within the school and devised to the needs of the local children rather than a 'one size fits all' approach.

#### **7. SECTION 17**

- 7.1 Early identification and early intervention for children and young people experiencing mental health needs will help to improve the emotional wellbeing for these young people and reduce the risk negative outcomes.

#### **8. RECOMMENDATIONS**

- 8.1 To approve TaMHS Plan and proposed spend of TaMHS Grant.

**9. REASONS FOR RECOMMENDATIONS**

- 9.1 To ensure TaMHS funding is spent in line with the conditions of the grant.

**10. CONTACT OFFICER**

- 10.1 Jacqui Braithwaite, Principal Educational Psychologist, 284209

**Project Initiation Document  
Version 2.0**

**TARGETED MENTAL HEALTH IN SCHOOLS (TaMHS) PROGRAMME**

**PHASE 3: April 2010 – March 2011**

**Lead Officer:**

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Principal Educational Psychologist  
Child and Adult Services**

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**1. Purpose.**

The purpose of this Project Initiation Document is to clearly define the Targeted Mental Health in Schools Project, to form the basis of its management and the assessment of its overall success – it is a working document to be reviewed throughout the life of TaMHS project implementation. The PID answers the following fundamental questions:

- what is the project aiming to achieve?
- why it is important to achieve the stated aims?
- who will be involved in managing the project and what are their roles and responsibilities?
- how and when will the arrangements discussed in here be put in to effect?

**2. Introduction.**

Hartlepool has a longstanding strategic commitment to partnership working to improve mental health and emotional well-being outcomes for all children and young people. As such Hartlepool Children's Trust Board welcomes the opportunity to use the funding made available by the Targeted Mental Health in Schools (TaMHS) project to take a substantial step forward in the development of a comprehensive multi-agency early intervention mental health service for children and young people aged 5-13. However in order to achieve the aim of improving outcomes for **all**, a separate funding bid will be made to the PCT for non-recurring funding. A successful application would result in being able to extend the age range to 0-19 yrs and would enable support for the developments to continue for an additional year, thereby embedding the approach and ensuring sustainability.

Seven of Hartlepool's seventeen wards are among the 10% most deprived in England, with five of these wards being in the top 3%, (2007 Index of Multiple Deprivation). Along with such poverty come factors that significantly contribute towards poor mental health.

This project will systematically bring together and evaluate the effectiveness of existing and planned streams of work across the borough to promote mental health and emotional well-being. This includes priorities identified by the Children's Trust, including the PCT, and highlighted within the Children and Young People's Plan and the CAMHS Strategy. A key strength of this programme is the central involvement of schools from the outset within the Team Around the School Model of support. Hartlepool has a strong history of effective partnership working with the voluntary sector, which will be involved as an active partner at all levels of project development, workforce development and service delivery.

Success in this proposal will accelerate the implementation of these strategies in relation to:

- **Capacity development** - including the up-skilling of all staff in universal services in relation to the identification and early intervention of children and

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young people at risk of developing mental health needs, as well as the development of mental health leads in schools.

- **Graduated Response** - capacity building in universal services will enable a graduated response to take place prior to the involvement of specialist services.
- **Integrated processes** – through further development of referral pathways for CAMHS, the Acorn Therapeutic Team and Educational Psychology Services (EPS) aligned with the common assessment framework, lead professional role and locality based working arrangements
- **Integrated locality based working** – enhancing the Team Around the School model with a mental health strand to establish a core and extended offer for emotional health and well-being in addition to services and interventions developed at a locality, school or individual level to meet differing needs.

### 3. Aim/Vision.

The aim of this project is to provide a programme of mental health promotion and early intervention for children (5 -13) and their families prioritising those who are at increased risk as a consequence of disadvantage.

Within this total target population we aim to improve mental health and emotional well being outcomes for **all** children and young people aged 5 -13yrs through the further development of whole school approaches linked to SEAL and Healthy Schools. This enhanced primary prevention (wave 1 work), will help to preclude the possibility of a problem developing in the first place.

However the focus will be on supporting those children with;

- **Mild, early** stage problems (15%) through developing the skills and knowledge of the children's workforce and the provision of locality based information and consultation services. This work will strengthen the secondary prevention (wave 2 work), by targeting intervention at an early stage before difficulties manifest as a defined mental health problem, and doing so in a holistic, flexible and responsive way.
- **Moderate** difficulties (7%) through the provision of targeted, evidence based interventions (as part of a whole systems, multi-modal approach to meeting their needs) to support children, young people and their families with conduct and anxiety based difficulties.

In addition the development of more robust pathways will further support those children and young people who fall into the following groups;

- **Severe problems** (2%) through earlier identification and access to an appropriate range of specialist CAMHS and other services. This further development (wave 3 work), will provide swifter access and a more coordinated response from specialist services and help to reduce the severity, duration or recurrence of established disorders.

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- **Vulnerable groups** such as Looked after Children, children with SEN/LDD, young people attending the PRU, children and young people who have been bereaved or suffered other kinds of separation and loss and young carers will be a particular focus for receiving multi-modal (parent/carer, child, school/whole systems) targeted support. In Hartlepool, in 2009, there were:
  - 155 looked after children;
  - 57 children with a child protection plan;
  - 303 children with a statement of special educational needs.
  - 606 children in need receiving social care services.

The vision is that TaMHS in Hartlepool will achieve the following;

- support school staff working to promote pupils' mental health and emotional well being;
- develop accessible, targeted services for the most vulnerable children and families through schools;
- work in an integrated way with existing school systems and families and across the full range of services for children and young people;
- promote links between schools and the community and voluntary sector to deliver innovative early intervention services;
- be seen to be effective so that during the life of the project service commissioners and head teachers are convinced that they should make the best elements of the service an integral part of mainstream provision;
- clarify an understanding of pathways so service users and professionals know what to expect and who will provide it;

To support the vision we intend to;

- up-skill workforce working with 5-13yrs in promoting mental health and emotional well being including improved knowledge of risk and resilience factors and improved skills in early identification and early intervention as part of a common core of basic knowledge and skills;
- raise parents awareness of the importance of emotional well being and how to promote it and support them in doing so;
- coordinate support to families with children identified as needing help with emotional well being delivered through a model that has consistent approaches and equity across the borough;
- provide swift access to specialist services including CAMHS/EPs for assessment and intervention and enable joint work where appropriate and to targeted services.

We hope to achieve this using a range of evidence based interventions including;

- small group sessions with a focus on developing problem solving skills, pro-social behaviour, and changing thinking patterns;
- working with parents to reinforce small group work above;
- family based approaches addressing full range of family needs;
- individual support and or therapy taking a cognitive behavioural approach;
- play based approaches to develop attachment and relationships;
- enhancing structured listening services in schools;
- rolling programme of multi-agency training and bespoke training;
- consultation with EP for practitioners in universal services;
- parenting programmes (some with specific focus e.g. managing ADHD);
- accessible up to date information in a range of formats including good telephone and web based help and advice;
- individual casework with referred children and their carers at a tier 2 level of intervention, where a high quality and purposeful assessment informs a clear plan of action which includes exit strategies for support;
- improved identification and targeting of at risk groups/families;
- 6-12 wk individual packages of multi-modal support involving parent, child and setting where appropriate;
- Improved clinical supervision of outreach support packages to ensure quality assurance.

**The approaches used will be determined by the schools / settings senior leadership team in negotiation with their Educational Psychologist and will be based on an audit of their needs. The subsequent action plan will be an integral part of the Healthy Schools planning and will help schools meet the increased demands of the new Ofsted framework.**

#### **4. Outcomes.**

The general aspirations and outcomes for the TaMHS project have been identified as:

- a more confident frontline early intervention workforce by provide improved training and practice support for universal staff and other key workers
- confident parents with an awareness of the importance of emotional well being and how to promote it.
- a graduated response to meeting the needs of children and young people at risk of developing mental health needs with on going evaluations providing evidence as to what works well.
- Improvements in integrated working and clear pathways providing swift and easy access to specialist services.

A separate evaluation plan will need to be developed to determine how, when and by whom each of the above outcomes can be measured.

## **5. Scope.**

As Hartlepool is in phase 3 of the TaMHS project with only one year of funding it is important to involve as many schools / settings as possible. This will maximize the number of practitioners able to access training and facilitate support networks needed for sustainability. The project will therefore involve:

- All primary and secondary schools who wish to be involved including special schools and the PRU
- Family workers and other school support staff especially Parent Support Advisers and Social Inclusion Coordinators who may take on the role of the TaMHS champion as the 'Emotional Wellbeing Lead' in school
- Specialist Services including: Child and Adolescent Mental Health Services (CAMHS); The Educational Psychology Team, The Acorn Therapeutic Team and Outreach Teams from Special Educational Needs Provision
- The Team Around the Primary/ Secondary School
- Parenting Support Services
- School improvement services,
- Family workers and other school support staff;
- Community and voluntary agencies that form part of each school's community;

## **6. Objectives, Outputs & Targets.**

The practical objective is to develop a multi-agency approach that draws on the skills, resources and knowledge of a number of agencies, disciplines and professions.

The principal objectives of the project are:

- To foster earlier provision of services for children and young people, aged 5-13 yrs, who are at risk of or who are already beginning to experience mental health problems
- To develop school staff, other staff linked to schools (eg Parent Support Advisers) and parents' understanding of emotional well being and their capacity to teach resilience skills to children and young people who are already showing signs of mental health problems
- To develop a wider range of early intervention services
- To Further develop care pathways which links to swift and easy access to service delivery

See **Appendix A** for key deliverables

## **7. Project Success Criteria.**

At Local Authority Level:

- Children and young people, aged 5-13 yrs, who are at risk of or who are already beginning to experience mental health problems will have their needs identified earlier

## Appendix 1

- Parents and the universal workforce will have greater understanding of emotional well being and will be more confident in their ability to support children and young people who are already showing signs of mental health problems
- The development of a wider range of early intervention services offering a graduated response to increasing mental health needs
- The integration of care pathways which provides swift and easy access to appropriate services

At the Individual School Level:

There will not be a 'one size fits all' measure of impact. It will be important not to use broad measures such as attendance rates, exclusion rates or referral rates which can be insensitive measures of the impact of interventions in the short term. Therefore specific evaluation and impact measures within each school / setting will be tailored to their action plan. For example if the aim of a school is to raise the self esteem of a particular cohort then a self esteem measure must be used. If however the intention is to improve resilience then a standardized measure of resilience must be used. Such evaluation will be important at local level so that senior leaders will know which interventions need to be mainstreamed in their setting.

### 8. Key Assumptions.

- Hartlepool has a proven track record of integrated services and strong partnerships. Confidence is therefore high that the TaMHS project will be a successful programme built on already strong foundations.
- That posts can be recruited to quickly.
- That strategic managers for CAMHS, Acorn Therapeutic Team and the Educational Psychology Team have the drive and capacity to further develop integrated pathways of care.
- That schools / settings will 'buy in' and understand the need for capacity building in the universal workforce rather than wanting increasing amounts of ongoing external support.

### 9. Constraints.

The key challenges of the project will be;

- Agreeing a practical model of mental health with a shared understanding of what an effective multi-agency mental health service looks like;
- to find out how the overlapping skills, knowledge and standpoints of everyone involved can be used in the most effective way;
- developing an emotionally healthy environment in schools;
- developing sustainability of the principle aspects of TaMHS;
- Capacity of teams
- Capacity of managers in a small authority where many officers are responsible for numerous and wide ranging work streams
- Limited funding over just one financial year

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- Limited timescale of just one year to develop, implement and mainstream a new way of working

### 10.External factors.

These can be identified as;

- national/local transformation efficiency reviews;
- Building Schools for the Future (BSF) and Primary Capital Programme
- National review of CAMHS
- Forthcoming general election / funding insecurities
- Impact of 'credit crunch' and poverty on children and families ie increase in mental health needs
- New ways of working in schools eg schools forming partnerships, commissioning services etc

### 11.Strategic Links.

The Children's Trust Board sets the key priorities in the CYPP. The key priorities for this project can be identified as good emotional health and wellbeing, development of early intervention services, integrated services and sustainable children's services. Therefore the project will have clear links to;

- children & young people's plan;
- parenting strategy;
- targeted youth support;
- CAMHS strategy;
- substance misuse strategy;
- integrated processes;
- CAF developments;
- Children's Trust Board;
- Youth justice plan.

### 12.Work Strands & Priorities.

In the first instance these will be;

- whole school development (i.e. training, SEAL, Risk and Resilience, Circle Time, Mental Health First Aid);
- development /implementation of targeted services Menu and commissioning of further services;
- pathway development;
- ongoing project development via operational group
- ongoing evaluation development
- development of a communication plan

### **13.(Inter) dependencies.**

These can be identified as;

- Additional funding application from PCT non recurring funding stream
- Healthy Schools development
- SEAL Development;
- consultancy time/finance;
- care pathway development;
- parenting strategy;
- substance misuse strategy / Risky Behaviour Strategy
- community and voluntary groups;
- transitions;
- Aiming High Strategy
- Teenage Pregnancy Strategy
- Think Family Strategy

### **14.Key Milestone Dates (Project Plan).**

A range of deliverables relating to this project have been agreed, see project plan for more details on timescales for project delivery (attached at Appendix 1):

### **15.Key Risks.**

Our Risk Management Plan aims to:

- identify those risks which might impact the project;
- provide the basis for a Risk Containment Plan and the basis of Risk Management Plan;
- ensure each risk is analysed for probability and impact;
- ensure that there is an agreed containment plan for each risk (the plan might be to do nothing for identified risks);
- identify an appropriate contingency plan (as part of the containment plan) for high risks;
- allocate ownership for the risks and its containment;
- establish and monitor a procedure for reviewing and evaluating risks on an on-going basis; adding new risks, removing obsolete risks and updating current risks;
- report the status of current risks.

A periodic review by the project board of the risks identified, and any necessary contingency plans will take place.

Key risks can be identified as follows;

- Staffing – Capacity in Specialist teams to deliver training, support TaMHS
- recruitment of staff for short term project if required
- Resources - costs may be higher than expected;



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- Buy in - ownership by schools during a time of great change in the Local Authority
- Mainstreaming - long term sustainability.

### 16.Key Issues.

Once interventions are approved, they are considered to be controlled. Any changes will be treated as Project Issues. Project Issues may be raised at any time during the project, by anyone with an interest in the project or its outcome.

### 17.Structure (Governance & Accountabilities).

The TaMHS project management arrangements have been developed in the context of the existing range of services provided in Hartlepool.

#### Overall strategic management;

Overall responsibility for the success of the project will rest with Hartlepool Borough Council and the Primary Care Trust. The Principal Educational Psychologist is the named lead for liaison with central government and regional CAMHS advisors.

The project steering group will ensure that;

- all of the services that are funded by TaMHS in Hartlepool work together effectively and the project is implemented in a well co-ordinated way;
- all staff and services are fully engaged and there is no overlap and duplication
- the skill mix and sharing of responsibilities within the team is effective;
- innovative approaches are fully integrated with the existing structures and services to make the most effective partnership possible;
- the project is well evaluated and the evaluation provides clear messages about the effectiveness of the project.

The project group will report periodically to the Tees-Wide CAMHS strategy group and the Children's Trust Board.

Co-ordinated intervention in schools;

Head Teacher representation on the steering group will ensure liaison with each of the secondary schools and feeder schools in order to:

- offer another means of communication and representation for schools;
- ensure that there is a coherent approach to service delivery within each identified school.

There will be a need to maintain an oversight of implementation of the project in schools in particular to ensure that;

- the project is effectively integrated with and supporting the borough's existing Think Family Strategy (TAPS , TASS )

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- school and community interests are adequately reflected in the project's working arrangements as they develop;
- work to help the most vulnerable pupils make the transition to senior school is fully developed.

**18.Resources.**

Funding of the project in 2010-11 will be provided through the phase 3 TaMHS grant monies. This will be £222,500 and will be ring fenced to support TaMHS development. Breakdown as follows;

<b>Financial Year April 2010 – Mar 2011</b>		
<b>Date</b>	<b>Resource</b>	<b>Cost £</b>
Apr 2010 – Mar 2011	Project Manager	15,500
Apr 2010 – Mar 2011	School Funding 38 x £4000 *	152,000
Apr 2010 – Mar 2011	Specialist training, printing, resources	12,000
Apr 2010 – Mar 2011	Trainee Educational Psychologist (including Evaluation)	30,750
Apr 2010 – Mar 2011	Business Support Worker	12,250
<b>Total</b>		<b>222,500</b>

\* School funding will be allocated on receipt of a TaMHS action plan drawn up by the school's senior leadership team in partnership with their Educational Psychologist. The plan will contain actions at both the whole school and targeted level of intervention. The funding will be used for backfill to enable staff to be released for training and intervention programmes to ensure the approach is sustainable.

To further support the project the following internal staff and resources will be utilised;

- use of existing project management resources ;
- project team members;
- additional PCT monies if bid approved
- internal quality and project assurance;
- further staff input as required.

**19. Exit Strategy.**

After the lifetime of the funding the successful aspects of the programme can be mainstreamed due to;

- the significant investment in developing skills of the universal workforce and mental health leads in schools and other settings;
- the commitment by T3 CAMHS/Educational Psychology Service/ Acorn Team to continue to support front-line workers through professional consultation;
- the commitment of CAMHS/EPS/Acorn team to continue developing joint working practices to improve capacity and enhance the services;
- the strategic commitment to promote emotional well-being through Children's Trust arrangements.

**20. Stakeholders.**

The stakeholders can be identified as follows;

- Hartlepool Borough Council;
- Primary Care Trust;
- TEWV Trust CAMHS;
- North Tees and Hartlepool Foundation Trust;
- Hartlepool schools;
- voluntary sector;
- Community partnerships;
- Children and young people and their parents/carers

**21. Communications.**

The project steering group will develop a communication plan with agreed reporting timescales using the following template :

Stakeholder	Method of Communication	Frequency of Communication	Information Provider	Information provided

**22. Quality.**

Essentially the quality expectations of the project relate to whether the 'service' is fit for purpose. Quality control of the project will be conducted through the project group and also by key stakeholders – i.e. Head Teachers at relevant points throughout the project.

**23. Current Status of Project and Plans.**

- funding due April 2010
- steering Group established;
- PID under development;
- planning stage commenced;
- project plan under development.

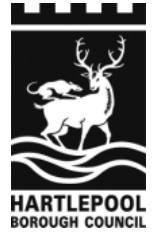
### Project Plan

Project Phase	Deliverable	Time scales
1. Planning	PID (22.1.10 deadline) <ul style="list-style-type: none"> <li>• Communication and Consultation Plan</li> <li>• Quality plan</li> <li>• Risk management plan</li> <li>• Draft management model</li> <li>• Plan for equitable resource distribution</li> <li>• Evaluation plan</li> <li>• Develop engagement framework</li> </ul> Training & skills analysis/menu of services & training developed	Nov 09 – Feb10
2. Increasing capacity through workforce development and training	Implementation of engagement Framework <ul style="list-style-type: none"> <li>• Identify TaMHS champion in each school</li> <li>• Agree approaches to identify 'at risk' groups</li> <li>• Establish baseline data within each setting</li> <li>• Agree individual action plans and evaluation methodology</li> <li>• Identify and plan for specific training needs</li> <li>• Formation of TaMHS network</li> <li>• Delivery of universal training</li> </ul>	Feb 10 – Aug 10
3. Implementation (of individual school action plans)	Project Initiated <ul style="list-style-type: none"> <li>• Delivery of more specific training</li> <li>• Delivery of action plan in schools</li> <li>• Monitoring of milestones within action plan</li> <li>• On going evaluation</li> <li>• On going support and challenge for TaMHS at school level by a range of professionals</li> <li>• Interim evaluation – report to National TaMHS team</li> </ul>	Sep 10 – Mar 11
4. Care Pathways	Pathway Development Day Option development & consultation Decision on pathways Implementation Evaluation & review	Jan 2010 – Aug 2010

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** HOMELESS 16 AND 17 YEAR OLDS –  
ASSESSMENT OF NEED AND SUBSEQUENT  
PROVISION

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The report will present the background and recent developments in the provision of services to homeless 16 and 17 year old young people and present options for variations in service provision.

#### **2. SUMMARY OF CONTENTS**

This report outlines the legislative basis for meeting the needs of these young people and describes the current arrangements in Hartlepool for meeting the needs of this group. There has been a significant House of Lords ruling that affects provision of services to homeless young people, this will be summarised and proposals will be offered for consideration about changes required both as a result of this ruling and to ensure we continually improve the options available to this group of young people.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder is the Lead Member for Children Looked After by the Local Authority.

#### **4. TYPE OF DECISION**

Non Key

**5. DECISION MAKING ROUTE**

Children's Services Portfolio – 11 May 2010

**6. DECISION(S) REQUIRED**

The Portfolio Holder supports the following three recommendations:

Support the re-designation of the current temporary Young Person's Accommodation Officer post to a permanent Personal Adviser post working between the Youth Offending Service and the Through Care Team. This post is part funded by the Youth Offending Service and will fulfil their requirement for a named Accommodation Officer.

That assessment of all requests for accommodation by homeless 16 & 17 year olds to be completed by the Through Care Team and determine need under the Children Act 1989 and provision by the Child & Adult Services Department in conjunction with Housing staff.

That a monitoring system is developed to determine the overall demand for accommodation by 16 & 17 year old young people in Hartlepool and to use that information to inform the review of Hartlepool's Homelessness Strategy that is due to be published by July 2010.

**Report of:** Director of Children's Services

**Subject:** Homeless 16 and 17 year olds – Assessment of Need and subsequent provision

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## **1. PURPOSE OF REPORT**

- 1.1 The report will present the background and recent developments in the provision of services to homeless 16 and 17 year old young people and present options for variations in service provision.

## **2. BACKGROUND**

- 2.1 Members of the Children's Services Scrutiny Forum met formally from 13 January 2009 to 21 April 2009 to discuss and receive evidence relating to the role and responsibility of Hartlepool Borough Council in tackling youth homelessness. The Scrutiny Forum considered the needs of all young people and reviewed the provision of appropriate accommodation available to those young people. Their report was presented to Cabinet on 27<sup>th</sup> July 2009 and the Closing the Loop report and Action Plan was considered by the Children's Services Scrutiny Forum on the 10<sup>th</sup> September 2009.

- 2.2 One of the Actions was:

*"The viability of the jointly funded Young Person's Accommodation Officer (currently temporary) being reviewed as a permanent appointment."*

- 2.3 This report will explore the reasons for the proposed changes and relate this to one of the most significant House of Lords Judgements in this area of work.

## **3. LEGAL CONSIDERATIONS**

- 3.1 The Homelessness Code of Guidance for Local Authorities defines homelessness as being where someone does not have "accommodation that they have a legal right to occupy, which is accessible and physically available to them (and their household) and which it would be reasonable for them to continue to live in"<sup>1</sup>.

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<sup>1</sup> Department for Communities and Local Government - Homelessness Code of Guidance for Local Authorities, 2006



- 3.2 Under the Housing Act 1997, Local Authority Housing Departments have a statutory duty to tackle homelessness and ensure that information about homelessness and the prevention of homelessness is available free of charge. This legislation underpins the Homeless Act 2002, which placed greater responsibility on Local Authorities in ensuring that they accepted “homeless 16 and 17 year olds as priority cases for rehousing”<sup>2</sup>, although the responsibility for finding suitable accommodation for homeless young people under the age of 18 lies with the Local Authority's Children's Services.
- 3.3 For those young people who find themselves homeless over the age of 18 the responsibility for finding suitable accommodation falls to the Local Authority's Housing Department, or for those with complex needs Adult social care services. However, for young people in care, the Children (Leaving Care) Act 2000 made provision that the Local Authority should ensure that all those preparing for and leaving care should have a pathway plan, which included an element relating to accommodation and support. The Children and Young Persons Act 2008 reaffirms that it is the “general duty of the local authority to secure sufficient accommodation for looked after children”<sup>3</sup>.
- 3.4 The House of Lords Ruling (G v Southwark LBC) on 20<sup>th</sup> May 2009 stated that:
- “local authorities should presume any lone, homeless children should be provided with accommodation under section 20 of the 1989 Children Act. Where the criteria for section 20 have been met, Children's Services do not have the discretion to choose to use section 17 powers instead to provide accommodation”*<sup>4</sup>
- 3.5 The implications of the Judgement means that where 16 & 17 year olds have previously been accommodated under housing legislation, now all 16 & 17 year olds presenting as homeless have to be assessed with the presumption that care services should be provided under the Children Act 1989. When new young people present themselves as homeless to the local authority, they will have to be assessed and support provided to keep them with their families if at all possible. Where it is not possible, they will need to be accommodated under section 20 of the 1989 Children Act.

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<sup>2</sup> Joseph Rowntree Foundation – Housing Choices and Issues for Young People in the UK, 2008

<sup>3</sup> Children and Young Persons Act 2008

<sup>4</sup> The House of Lords Ruling (G v Southwark LBC) (May 2009)

- 3.6 The Department for Children, Schools and Families has confirmed that the House of Lords Ruling should be applied by all local authorities and will consider its implementation at future announced inspections of individual authorities. They have indicated that there will be no additional funding arising from this judgement, arguing that as it has always been the responsibility of local authorities since the implementation of the Children Act 1989 on 14<sup>th</sup> October 1991. Lack of resources will not be accepted as a reason for poor services within any inspection and there is a need to realign funding to ensure that this duty – (rather than a power) – is met.
- 3.7 The **duty** is contained in section 20 of the Children Act while there is a **power** under section 17 of the Act. However, the Department for Children, Schools and Families have confirmed while local authorities have powers to accommodate under section 17, they have a duty to accommodate under section 20 and a power cannot be used to circumvent a duty.
- 3.8 By providing accommodation under section 20 for a period exceeding 13 weeks, the local authority then has an additional set of responsibilities placed upon it since the young person will then be entitled to receive all of the provisions under the Children (Leaving Care) Act 2000. This would include the provision of accommodation and maintenance until their 18<sup>th</sup> birthday. After their 18<sup>th</sup> birthday, if they are in some form of education or training then further financial responsibilities are placed on the local authority. The support can last until the end of the course or the young person's 25<sup>th</sup> birthday. If the young person is in higher education then there is also a further £2,000 bursary payable each year to the young person. The provisions of the Children (Leaving Care) Act 2000 were designed to follow through the corporate parent approach to young people who had been looked after for some time and for whom there was effectively no parent taking responsibility for them. The reaffirmed approach in relation to homeless 16 and 17 year olds has added them to the longer term corporate parent commitments of the local authority which will have an additional financial implication.

#### 4. CURRENT ARRANGEMENTS

- 4.1 Currently, there is a tripartite protocol involving the Housing Advice Team and Youth Offending Service in the Regeneration & Neighbourhoods Department and the Safeguarding and Targeted Services Division of the Child and Adult Services Department. The protocol ensures that there is full co-operation between the 3 divisions that are involved in accommodation issues for 16 & 17 year olds.

- 4.2 A shared element of the protocol is the joint appointment of a Young Person's Accommodation Officer who is located in the Housing Advice Team. This post has been graded in line with relevant housing staff and is currently at Band 9. This post has always been a temporary one as since most of the funding has accrued from time limited grants. One of the intentions of the post was to develop resources accessible to young people with whom the three services are involved. In addition to that development role, the post holder has also been part of the small team that interview everyone presenting themselves as homeless to the Housing Action Team. Young people were redirected to that post holder and they worked with the young person directly to resolve their homelessness issue if they were not known to either of the other two services. A joint approach would take place if either, or both, of the other services were already involved. The Youth Offending Service are required to have a Named Accommodation Officer and this post fulfilled that requirement, given its dual role of development and direct work and hence their significant contribution to the funding of the post. While a number of resources have been generated e.g. Gainford House that specialises in young people from 16 up to 25 with substance misuse in their background, there still remains a lack of suitable alternative accommodation. Another item from the Children's Services Scrutiny Forum's Action Plan is the development of such resources. Other resources have been identified to take that piece of work forward.
- 4.3 The vast majority of young people, who present themselves as homeless and seek help, do so by approaching the Housing Advice Team. For the year ending 31<sup>st</sup> March 2009, 273 young people aged 16 or 17 had presented themselves as homeless to the team. Work with them, often in conjunction with Children's Services' staff, led to only 9 where a full homelessness duty was accepted by the authority.
- 4.4 For the vast majority of cases, the work done with the young person and sometimes their parents by the Housing Advice staff concentrated on dealing with the issues that were presented by the young person and their parents. The focus of the work was to support the young person to return home or to live temporarily with a family member while the family resolved their own difficulties. This pragmatic approach led to the vast majority of the young people presenting themselves as homeless not meeting the criteria of the housing legislation leading to the figure of 9 young people receiving the full homeless provision from Housing. When one of the other services was already involved, the approach was a co-ordinated one and usually led to the same result. The other two services, however, use formal, holistic assessment processes to gather and analyse the circumstances of the young person and their family. Housing staff are not required to use that type of approach in determining whether the criteria for homelessness are met. Consequently, a number of the young people would return and present themselves as homeless at a later date to get a similar response from Housing staff. Social Workers use the nationally applied

Assessment Framework when dealing with people and one of the outcomes of the assessment is that the young person is a 'Child in Need'. That status is a passport to the provision of services. The aim of the assessment is to identify issues that are affecting the young person and their family and how they can be resolved using the resources of the department or others at the request of the department. This can include the provision of accommodation.

- 4.5 The Through Care Team have a prime responsibility to find suitable accommodation for young people leaving care and generally they have done so successfully. As part of finding suitable accommodation for young people, staff have been active, sometimes with other services, in encouraging the private sector to develop accessible accommodation or expand on existing resources. An example is the support that was given to encourage the extension of Nightstop that provides emergency accommodation overnight in volunteers' own homes to Hartlepool. They also use the Assessment Framework – including Pathway Plans for those leaving care – and consequently would be well placed to do the required assessments. All of the staff are qualified Social Workers but the current establishment has little or no capacity to absorb further work. In addition Social Workers can access support staff to undertake subsequent short term direct work with young people to help them return home safely and to re-establish positive relationships in the household and reduce the incidence of repeat referrals.
- 4.6 The Youth Offending Service are obliged to have a Named Accommodation Officer whose main functions are to ensure that the accommodation needs of their service users are met. The role includes encouraging increases in options for placement and developing new or extended provision. They would also provide advice to staff about housing issues. Previously the tripartite funded post has met the requirement for this post and any alternative arrangement would need to continue to do so. The post holder need not be located full time in the Youth Offending Service offices but needs to visit regularly to offer a service to service users, staff and senior managers.

## 5. OPTIONS

- 5.1 Options for the location of an additional member of staff are YOS, Duty Team, Initial Referral Team [IRT] and Leaving Care Team [now Through Care Team]. Detailed discussion of options in relation to the location of an additional worker are given in **Appendix 1**

## **6. FINANCIAL CONSIDERATIONS**

- 6.1 Child and Adult Services already has revenue budget provision of £4,000 that was the contribution made to the joint post. The Youth Offending Service has made provision to spend £15,000 from grant sources and the Housing Advice Team has contributed £11,000 per year as well as providing the office and managerial support to the post.
- 6.2 The cost of appointing a qualified Social Worker would be £41,627 per year [top of scale + on cost] since they are graded Band 10 to 12.
- 6.3 A risk to the financial arrangements for this post is the continued support from the three funding sections. The Youth Offending Service funding is grant based with no certainty about how long the grant funding will be made available or if it will become part of their mainstream funding. However, since the Service is now managed within the Child and Adult Department there can be more certainty about the direction of policy in relation to budget provision. The Housing Advice Team contribution may be subject to any future departmental efficiency reviews and as such their contribution may reduce or stop in future, this would have to be by agreement between all the partners.

## **7. RECOMMENDATIONS**

- 7.1 To restructure and re-designate the current temporary Young Person's Accommodation Officer post to a permanent Personal Adviser post and locate the post in the Through Care Team [formerly the Leaving Care Team].
- 7.2 That assessment of all requests for accommodation by homeless 16 & 17 year olds to be completed by the Through Care Team and determine need under the Children Act 1989 and provision by the Child & Adult Services Department in conjunction with Housing staff.
- 7.3 That a monitoring system is developed to determine the overall demand for accommodation by 16 & 17 year old young people in Hartlepool and to use that information to inform the review of Hartlepool's Homelessness Strategy that is due to be published by July 2010.

## **8. REASONS FOR RECOMMENDATIONS**

### **8.1 The Portfolio Holder supports the following three recommendations:**

Support the re-designation of the current temporary Young Person's Accommodation Officer post to a permanent Personal Adviser post working between the Youth Offending Service and the Through Care Team. This post is part funded by the Youth Offending Service and will fulfil their requirement for a named Accommodation Officer.

That assessment of all requests for accommodation by homeless 16 & 17 year olds to be completed by the Through Care Team and determine need under the Children Act 1989 and provision by the Child & Adult Services Department in conjunction with Housing staff.

That a monitoring system is developed to determine the overall demand for accommodation by 16 & 17 year old young people in Hartlepool and to use that information to inform the review of Hartlepool's Homelessness Strategy that is due to be published by July 2010.

## **9. BACKGROUND PAPERS**

Closing the Loop report and Action Plan - the Children's Services Scrutiny Forum - 10<sup>th</sup> September 2009.

Department for Communities and Local Government - Homelessness Code of Guidance for Local Authorities, 2006

Joseph Rowntree Foundation – Housing Choices and Issues for Young People in the UK, 2008

Children Act 1989

Children and Young Persons Act 2008

House of Lords Ruling (G v Southwark LBC) May 2009

## **9. CONTACT OFFICER**

Jim Murdoch Head of Business Unit (Resources & Specialist Services)  
Child and Adult Services Department Hartlepool Borough Council  
01429 287180

**Option Appraisal****Background**

The G v Southwark judgement clearly pointed out the duty of the Local Authority to assess all 16/17 year old young people who are declaring themselves homelessness. Their circumstances should be assessed using the Assessment Framework (initial assessment) with a view to determining all of the circumstances and determining whether the young person is a child in need (including being a child in need of accommodation) and how those needs will be best met. Experience has shown that qualified Social Workers are those best placed to undertake such assessments.

The Youth Offending Service (YOS) have a requirement for a Named Accommodation Officer (NAO) to ensure that they have a designated person who can assist the staff working with young offenders to ensure that those young people have suitable accommodation. Part of that role is to encourage and enhance the development of additional accommodation resources for young people – probably in conjunction with staff of the Housing Action Team primarily but also others who have an interest in this field. The current level of work is estimated to occupy only half of a week. The YOS Managers are keen to act in conjunction with others in this area of work and are fully supportive of the concept of a joint appointment with the elements of the Local Authority required to deal with homeless 16 and 17 year olds.

Joint work in the past between YOS, Housing Action Team and Young Persons Service has led to a number of differing arrangements in relation to a joint appointment and this has been revised regularly in the light of experience. The clarity of the G versus Southwark judgement in determining the responsibility has led to further discussion and revision of the arrangements for any future joint funded post. It must be recognised that the Housing Action Team retain some responsibilities for this group of young people and are keen to fulfil those responsibilities in conjunction with any other proposals.

The reconfiguration of the services within the Safeguarding and Targeted Division has resulted in an Initial Referral Team that provides the initial assessment in respect of all referrals accepted by the Department. Thereafter, if there continues to be relevant work for staff of the Division, it is then passed to the relevant Safeguarding and Assessment teams. The vast majority of 16 and 17 year old homeless young people present themselves as such to the Housing Action Team that is located in Park Tower. Practice guidance that has been in existence for many years has emphasised that young people should not be routinely asked to move between buildings to receive a service that ought to be supplied jointly by departments of the Authority. If this practice guidance is to be followed then some system whereby assessing Social Workers are available at the Housing Action Team location as well as the Duty Team point in the Civic Centre needs to be devised.

Staff of the Leaving Care Team are very experienced in moving young people from care settings into placements that will prepare them better for independent living. There are a range of these resources, but determining with the young person which is the most appropriate is one of their skill areas, as well as managing the interface between the young person and their family or extended family that often provide the best option for children nearing adulthood.

Between January and March 2010, a pilot scheme was set up whereby a temporary additional member of staff of the Leaving Care Team was appointed to enable the whole team to participate in the pilot whereby one of the team was present during opening hours in the Housing Action Team location in Park Tower and actually undertook the initial assessment of all 16 and 17 year olds presenting as homeless. At times, they were assisted by Housing Action Team staff.

Near the end of the pilot period, there was 3 way discussions between YOS, Housing Action Team and Leaving Care staff. Areas of difficulty were identified in relation to the computerised database of the Children's Services since all new cases must be initiated on the database by the Duty Team. This involved some duplication in work but was becoming more manageable. The needs of YOS were not fully met since they required the designated person to attend 2 or 3 times per week at their location to participate in relevant meetings where the needs of young people were being considered. Housing Action Team Managers suggested that in future they could provide a "covering" service to permit the designated person to attend the YOS meetings. The HAT staff have been dealing with these referrals for many years and consequently still feel competent to do the very initial work in dealing with them. Leaving Care staff had the view that it was a significant change in the normal work pattern which is much more concentrated on long term work with young people but recognised that they did have the skills to undertake this work. The level of work certainly could not be accommodated within the existing staff establishment.

### Options

Options for the location of an additional member of staff are YOS, Duty Team, Initial Referral Team [IRT] and Leaving Care Team [now Through Care Team]. Considering each in turn:

YOS – their need is specific and relates exclusively to young offenders. Their needs could be met by a person with relevant experience but not necessarily with a Social Work qualification. If such a person were appointed then their ability to meet the requirements of the authority in terms of G v Southwark would not be met.

Duty Team – they are all located in the Civic Centre and their working practice does not include doing visits to the homes of those seeking a service. They have a very small number of Social Workers – rather having a number of Contact Officers whose skills include gleaning information but not assessment skills. As the only staff group who are permitted to add individuals to the Data base, their involvement in any system is necessary. However, their location, working style and skill mix does not lend itself to that being the location of an additional member of staff.

IRT – they are located in Bevan House and are all skilled Social Workers whose practice involves completing assessments using home visits to achieve that. They do not have any long term work – passing any such work to the Safeguarding and Assessment Teams in the same building. They would have sufficient staff to permit them to have a daily presence at Park Tower to deal with those 16 and 17 year old young people presenting themselves as homeless provided that they were given the additional Young Persons Accommodation Social Worker. They could complete the initial assessment but have little expertise in taking the work forward as part of the assessment which is a difficulty since the vast majority of the presenting young people have their situation resolved in a few days. To ask them to develop that area of expertise acts against their main function which is to assess referrals in a timely fashion. If the assessment concluded that an extended piece of work needed to be



done then the case would be transferred to the over 11 Safeguarding Team in Bevan House if the young person was not accommodated. However, if the young person was accommodated as part of the intervention, then discussion would need to take place about the case being transferred to the newly formed Through Care Team that incorporates the Settled and Leaving Care Teams that exists to work with young people who are looked after and are moving to independence from care.

Through Care Team – They are located in Victoria Buildings and all of their staff are experienced Social Workers who are able to do initial assessments and some of them already have the skills and experience to assist young people into independent living arrangements and support them there [former Leaving Care Team members]. They are also the most experienced staff in supporting children and young people in foster care [formerly Settled Care Team staff]. Consequently if they were charged with doing the initial assessments of those presenting as homeless they would have the expertise to extend their involvement if the outcome was accommodating the young person and subsequently moving them on to independent living without a need to change worker. If the outcome of the assessment was continuing work with the young person and their family without accommodating the young person, the case could be transferred to the over 11 Safeguarding Team in the same way as from the Initial Referral Team as happens currently. It must be noted that entitlement to Leaving Care Services is accrued after 13 weeks of being accommodated – even if the period of accommodation starts after the 16<sup>th</sup> birthday – as it would in respect of those 16 and 17 year old young people who become accommodated under section 20 as a result of the assessment.

### Conclusions

Regardless of the team that will provide the base for the work, there will be a need for an additional Social Worker. The rest of the team will need to be able to substitute for them during annual leave etc and this may influence the choice of base for this additional worker. If the policy of only Duty initiating new individuals on the data base then either the additional worker is managed by them or a simple mechanism is agreed to ensure that previously unknown or closed cases are created/re-activated by the Duty Team at the instigation of the worker based in another team. This can be easily achieved without compromising confidentiality or the policy. The job description would need to recognise elements of development work as well as the direct work.

Funding for the post would come from the YOS that already funds to the level of £15,000 and the Safeguarding and Targeted Services Division. The funding for the balance would need to be met by reconfiguring the current Leaving Care budget by reducing the level of support to the whole range of services without impacting adversely on individual young people. The contribution of the Housing Action Team would be to provide office space and facilities to the worker when interviewing young people as well as a back for short periods of absence – while the Accommodation Social Worker travelled to Park Tower. The Housing Action Team would also retain their responsibility to deal with those young people who having been assessed, absolutely refuse to accept the provision of accommodation under section 20 offered by the Child and Adult Department but, by definition, are also vulnerable young people under the Homelessness legislation.

As the provision of accommodation would be under section 20 then a budget will need to be identified to meet those costs rather than under section 17 that are

currently used. Access to the funding that meets such costs, including the fostering allowances, would be the obvious source for that provision.

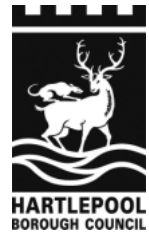
On the basis of the information above it appears that the most effective base for the additional worker is the Through Care Team. That would give the maximum synergy with existing responsibilities and skill set. The location of the Through Care Team is equidistant between Park Tower and the Civic Centre making it easily manageable for the post holder to be based with the Through Care Team and to travel on foot to the other two buildings to interview 16 and 17 year old young people who present themselves as homeless in either setting and can also regularly attend meetings with the staff of the Youth Offending Service that is also a short walk away from the Through Care Team location.

However, the development role within the post sets it apart from the rest of the team. In addition, it will provide a resource for the Through Care Team, YOS and 16/17 year old homeless young people for the Safeguarding Service. It is proposed that until the functioning of the post is reviewed after 6 months and, if necessary, after a further 6 months the post should be managed directly by the Head of Business Unit (Resources & Specialist Services) who already manages the Participation Officer post on the same basis.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

**11 May 2010**



**Report of:** Director of Child and Adult Services

**Subject:** OUTDOOR CENTRE CHARGES FOR THE SCHOOL YEAR 2010/11

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To request the Portfolio Holder to determine the charges to be set by Hartlepool Borough Council for Hartlepool schools attending the Carlton and Lanehead outdoor centres for the school year 2010/11. Both centres operate in accordance with joint arrangements between former Cleveland Local Authorities – Hartlepool and Middlesbrough. Stockton and more recently Redcar and Cleveland Borough Council's withdrew from the partnership arrangements due to financial constraints.

To note the 2010/11 charges relating to external users of the Carlton Centre which have been determined by the Joint Authority Steering Group at their meeting of 22 March 2010.

#### **2. SUMMARY OF CONTENTS**

The report details proposed charges for Carlton Outdoor Education Centre and Lanehead Centre, Coniston with effect from 1 September 2010.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

#### **4. TYPE OF DECISION**

Non – key

#### **5. DECISION MAKING ROUTE**

Portfolio Holder's meeting on 11 May 2010.

## **6. RECOMMENDATIONS**

It is recommended that the Portfolio Holder:

- Agrees the proposed charges for Hartlepool Schools to use the Carlton Centre as set out at paragraph 3. (Table 1) with the basic daily rate set at £28.00 with effect from 1 September 2010
- Agrees the proposed charges for Hartlepool Schools to use the Lanehead Centre as set out at paragraph 4.1 (Table 3) with the basic daily rate set at £28.00 with effect from 1 September 2010
- Notes the charges for Carlton Centre users outside the joint agreement as determined by the Joint Authority Management Group as set out at paragraph 3.6 (Table 2).

**Report of:** Director of Child and Adult Services

**Subject:** OUTDOOR CENTRE – CHARGES FOR SCHOOL YEAR 2010/11

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## **1. PURPOSE OF REPORT**

- 1.1 To request the Portfolio Holder to determine the charges to be set by Hartlepool Borough Council for places at the outdoor education centres covered by joint arrangements.

## **2. BACKGROUND**

- 2.1 Two outdoor centres, Carlton and Lanehead, are the subject of joint arrangements between Hartlepool and Middlesbrough Councils. Redcar and Cleveland withdrew from the partnership arrangement during 2009 but still support their schools to attend the centre with a degree of subsidy funding. Due to financial pressures they are however unable to commit funding over the longer term. Stockton was previously part of the joint arrangement but withdrew in 2004.
- 2.2 Hartlepool is the lead Authority for Carlton which is generally used by primary aged pupils, whilst Middlesbrough leads on Lanehead which is generally for secondary aged pupils. Running costs of each centre are funded by annual contributions from the joint authorities in accordance with a Partnership Agreement. Schools attend the centres in accordance with an agreed allocation process and each authority partially recovers its costs via “subsidised charges” levied by them to the schools in their areas. Historically the charges levied by Hartlepool have been significantly lower than those levied by both Middlesbrough and Redcar and Cleveland Councils.
- 2.3 The Carlton Centre reopened in 2007 after completion of an extensive capital refurbishment scheme which significantly upgraded facilities. Hartlepool schools have made full use of their allocated days since the reopening and feedback has been positive.
- 2.4 New charges come into effect on 1 September to coincide with the start of the school year. Up until 2008/09 increases in charges to Hartlepool schools were broadly in line with inflation. For the last two years following consultation with schools, the Portfolio Holder agreed increases above inflation which:
- a) Recognised and partially addressed the divergence in subsidy levels between joint authorities
  - b) Recognised the substantially improved facilities at the Carlton Centre

- c) Provided modest contributions towards the Department's efficiency savings targets.

- 2.5 As in previous years for 2010/11 those Hartlepool pupils whose parents are on low income (e.g. income support, income based job seekers allowance or a family income below £16,040 per annum, the upper threshold for Child Tax Credit) will have their fees remitted in full by the LA. This mirrors Free School Meals entitlements so that pupils from low income families are able to attend the centre with the rest of their class. In recent years approximately 1/3 of pupils' charges have been funded by the departmental budget, which for 2010/11 has been set at £24,622 for Carlton and £5,175 for Lanehead. Based on previous years demand, the proposed increases (highlighted below for Hartlepool School Groups) can be accommodated within these budgets.
- 2.6 The Portfolio Holder is advised to note that the DCSF is currently consulting on proposals to extend access to Free School Meals for primary age children starting in September 2010. If approved, eligibility will also be granted to Key Stage 1 pupils whose parents are in receipt of Working Tax Credit but have a household income less than £16,190. Key Stage 2 pupils would become eligible in September 2011. The LA is unable at this stage to assess the additional cost implications for Free School Meals (which will be covered by additional Government Grant) but it would seem sensible and appropriate to use the same criteria for Carlton Centre fee remissions although there will be no government grant to support this. Precise additional costs cannot be determined but it should be possible to contain this within the department's annual budget setting process.

### **3. PROPOSED CHARGES FOR 2010/11 - CARLTON OUTDOOR EDUCATION CENTRE**

#### **A) Hartlepool School Groups**

- 3.1 Discussions at the Carlton Steering Group during 2007 brought to light the wide divergence in rates charged by each Authority to the schools in their areas. This has arisen over time and reflects local decisions. Steering Group members felt however that these differences were unhelpful and that a move towards standardisation would be a positive step. This would alleviate discrepancies in that schools within a few miles of each other were paying different rates to use the same facilities.
- 3.2 Whilst Hartlepool rates had historically been subject to inflation only increases, Middlesbrough Council have taken conscious steps to reduce subsidy levels to schools as a necessity in setting a balanced departmental budget. This has also been the case for Redcar and Cleveland. In 2008/09 and 2009/10 above inflationary increases were approved for Hartlepool schools although they remained lower than those levied by Middlesbrough.

- 3.3 The overall financial position of the Carlton Centre has been discussed with Headteachers at recent statutory consultation events, most recently on 3 February 2010. Hartlepool schools remain very supportive of the Centre and strongly indicated that they would support a further increase in 2010 from £23 to £28 per day. This will bring Hartlepool charges broadly in line with Middlesbrough who will be charging £29 per day during 2010/11 to their schools.
- 3.4 As noted at paragraph 2.5 above it is relevant to note that historically approximately 1/3 of pupil charges relate to low income families and are therefore funded from the departmental budget. Proposed charges for 2010/11 were discussed at the Carlton Steering Group and are set out below compared to 2009/10. Some individual charges have increased, some have decreased and some have stayed the same:

Table 1 – Hartlepool School Groups	Current 2009/10	Proposed 2010/11
<b>Residential Charges;</b>		
Pupils and teachers/other adults supervising pupils (1 instructor to 10/12 pupils) per 24 hour period	£23.00	£28.00
Additional instructor per day	£110.00	£110.00
Additional instructor per half day	£63.00	£60.00
<b>Additional charges per person:</b>		Separate charges
Bed and Breakfast	£12.00	
Fully catered accommodation per 24 hours		
o Adult	-	£36.00
o Child (up to 12 years)	-	£32.00
Bed Only	£8.50	£20.00
Breakfast     Light	£3.25	£3.00
Cooked	£4.50	£4.50
Lunch/Packed Lunch	£3.00	£3.50
Evening Meal / Dinner		
o Adult	£6.50	£9.00
o Child (up to 12 years)	£6.50	£8.00
Supper	£2.00	£1.75
Tea/coffee/tray bakes per head	-	£1.50
Tea/coffee/ per head	-	£1.00

#### **b) Fees and Charges from External Users**

- 3.5 Following Stockton's withdrawal, the Carlton Centre was allocated a new annual income target for external customers to cover the loss of funding from Stockton and for 2008/09 this target of £79,000 was comfortably exceeded. Redcar and Cleveland's withdrawal put further pressure on the Centre to generate additional income last year and interim price changes were agreed by the Steering Group in an attempt to maximise income and attract new customers. As a consequence, the centre received external

income totalling £167,917 during 2009/10. For 2010/11 the external income target has been set at £220,062.

- 3.6 Revised charges for 2010/11 were proposed and agreed by the Joint Authority Steering Group at their meeting of 22 March 2010. These charges are included in Table 2 below for the Portfolio Holder's information and ratification.

**External Users - School Groups Outside the Joint Arrangement**

Table 2 – External Users	Current 2009/10	Proposed 2010/11
<b>Residential Charges</b>		
Fully catered accommodation with instruction in standard activity programmes per 24 hrs		
o Adult	£47.00	£48.00
o Child (up to 12 years)	£43.00	£44.00
Fully catered accommodation only		
o Adult	£36.00	£40.00
o Child (up to 12 years)	£32.00	£36.00
Bed Only	£20.00	£20.00
Camping only per person	-	£5.00
<b>Day Visitors 9.00 -16.30 (minimum group size of 10)</b>		
Instruction only per person		
o Full Day	£25.00	£26.00
o Half Day	£13.00	£13.50
Evening session per person (2 hrs maximum)	£6.00	£6.00
<b>Conference room hire</b>		
o Per day	£100.00	£50.00
o Per hour	-	£8.00
<b>Additional charges per person</b>		
Breakfast Light	£3.00	£3.25
Cooked	£4.50	£4.75
Lunch / Packed Lunch	£3.50	£3.75
Evening Meal / Dinner		
o Adult	£9.00	£9.50
o Child (up to 12 years)	£8.00	£8.25
Supper	£1.75	£1.80
Tea/coffee/tray bakes per head	£1.50	£1.60
Tea/coffee/ per head	£1.00	£1.00
<b>Other Charges</b>		
Additional instructor per day	£110.00	£100.00
Additional instructor per half day	£60.00	£60.00
Additional minibuss per day	-	At cost
Team Building / Corporate Events		
Tailor made to suit customer requirements	From £45.00	Price on request



Exclusive use of the Centre - available for a maximum of 68 people, fully catered accommodation with instruction	£3,000.00	Price on request
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#### 4. PROPOSED CHARGES FOR 2010/11 - LANEHEAD CENTRE, CONISTON

- 4.1 With effect from 2008/09 charges for attendance at Lanehead and Carlton were brought into line and it is recommended that this continues in 2010/11. Increased charges for school use of Lanehead are therefore proposed as follows;

##### Hartlepool School Groups

Table 3	Current 2009/10	Proposed 2010/11
<b>Residential Charges;</b>		
Pupils and teachers/other adults supervising pupils (1 to 12 ratio) per 24 hour period	£23.00	£28.00
<b>Additional charges per person:</b>		
Bed and Breakfast	£12.00	£23.00
Lunch	£4.00	£4.00
Afternoon tea/supper	£1.50	£1.50
Dinner	£6.25	£8.00

#### 5. RECOMMENDATIONS

- 5.1 It is recommended that the Portfolio Holder:

- Agrees the proposed charges for Hartlepool Schools to use the Carlton Centre as set out at paragraph 3. (Table 1) with the basic daily rate set at £28.00 with effect from 1 September 2010
- Agrees the proposed charges for Hartlepool Schools to use the Lanehead Centre as set out at paragraph 4.1 (Table 3) with the basic daily rate set at £28.00 with effect from 1 September 2010
- Notes the charges for Carlton Centre users outside the joint agreement as determined by the Joint Authority Management Group as set out at paragraph 3.6 (Table 2).

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

11 May 2010



**Report of:** Director of Child and Adult Services

**Subject:** SAFEGUARDING CHILDREN IN  
HARTLEPOOL

---

### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.

To provide an analysis of statistical information in relation to safeguarding activity between October 2009 and March 2010.

#### **2. SUMMARY OF CONTENTS**

The report provides the Portfolio Holder with information on the arrangements for safeguarding children in Hartlepool. The report provides statistics of children receiving social care services including children in need (537 as at 31/03/10), children subject to protection plans (136) and children looked after (174).

The report details the current staffing structure of the service and information in relation to staff vacancies, cover arrangements and staff absence.

Team managers and Heads of Business Units closely monitor social work caseloads to ensure these are maintained at manageable levels and that only children receiving a service are active on social work caseloads. The report also includes details of complaints and compliments received about the service during the period under review.

Hartlepool LSCB is the co-ordinating body that manages safeguarding arrangements in the town. The work of the LSCB is delivered through an annual work plan and a number of sub groups that implement the plan.

**3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues

**4. TYPE OF DECISION**

Non key

**5. DECISION MAKING ROUTE**

Children's Services Portfolio Meeting on 11 May 2010.

**6. DECISION(S) REQUIRED**

That the Portfolio Holder notes the contents of this report;

**Report of:** Director of Child and Adult Services

**Subject:** SAFEGUARDING CHILDREN IN  
HARTLEPOOL

---

**1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.
- 1.2 To provide an analysis of statistical information in relation to safeguarding activity from 1 October 2009 to 31 March 2010.

**2. BACKGROUND**

- 2.1 This report is being produced to provide the Lead Member for Children's Services with details regarding activity in relation to safeguarding children. In 2008, the Department for Children, Schools and Families published updated 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' This document highlights the key roles for the Lead Member (LM) which includes, amongst other things, *'ensuring a clear focus on safeguarding and promoting the safety and welfare of children across all agencies, especially children looked after.'* The statutory guidance details that *'In order to ensure that co-ordinated action is in place to safeguard vulnerable children, the LM should receive regular reports from the DCS about how services are being delivered.'*
- 2.2 This report provides the portfolio holder with information regarding safeguarding activity in Child and Adult Services between 1 October 2009 and 31 March 2010.

**Activity in Safeguarding and Specialist Services**

- 2.3 The last report to the portfolio holder received on 1 December 2009 reporting on safeguarding activity in the second quarter of 2009/10 noted that there were 847 children in the town receiving a service from children's social care. As at 31 March 2010, exactly the same number, 847 children, were receiving a service, however the make up of the group has noticeably changed. The breakdown of children receiving a service (with 30/09/09 date in brackets for comparison purposes) is as follows:

- Children in need 537 (577)
- Children subject to a protection plan 136 (110)
- Children looked after 174 (160)

- 2.4 This data shows that there is an increase in the numbers of children who are subject to more formal interventions, i.e. subject to protection plans or being looked after and fewer children are being supported as children in need. Nationally there is an emerging picture of significant increases in children subject to protection plans and looked after and from the data it is apparent that activity in Hartlepool is in line with national trends. Throughout the report, comparisons with national data will be detailed to assist in understanding the issues as they present themselves in Hartlepool. From initial contact through to case planning, there is a pattern of increasing demand which is impacting upon the workloads of social workers.
- 2.5 The number of contacts being received by the duty team in the last six months of 2009/10 was 3907 contacts, this averages at 651 per month but across the period varied between 608 and 699. In the first 6 months of 2009/10 the average number of monthly contacts was 542 showing a 20% increase in the monthly average between the first half of the year and the second. National figures report an increase of 24.6% in the number of initial contacts in the two years between third quarters of 2007 and 2009. The current level of contact activity places a huge strain on the duty team given the number of contacts that progress to referrals and a review of the contacts needs to be undertaken to consider whether some of the work can be delivered differently. It is also worthy of note that there is simultaneously an increasing pattern of contacts for adults social care which are dealt with by the duty team.
- 2.5 The average number of contacts progressing to referrals is 12%. In the last six months, a total of 470 referrals were received by Safeguarding and Targeted Services which averages out at 78.3 per month, this is a decline on the average number of referrals in the first half of the year (91). Since October 2009, the service has had a new structure in place which has separated the referral and assessment process from longer term interventions. There is now an Initial Response Team (IRT) that receives the referrals from the Duty Team with these being passed to one manager rather than four as per the previous arrangements. It is anticipated this should lead to greater consistency and decision making in responding to referrals to children's social care. The team managers of the IRT and Duty Team meet regularly to discuss contacts, referrals and the transfer and allocation process. This meeting also includes the Preventions Team Manager to ensure that where children are not identified as requiring a social care service, they are appropriately referred into the Team Around the School arrangements.

- 2.6 Following the unannounced inspection of safeguarding in November 2009, an additional social work post has been created in the Duty Team and the service is also creating an additional social worker post in the IRT from a reconfiguration of existing services.
- 2.7 The changes in the structure of the service seem to be having a positive impact upon the referrals by category. Each referral is coded to a set of categories required by the DCSF, these are:
- N1 – Abuse or neglect
  - N2 – Child's disability
  - N3 – Parental illness or disability
  - N4 – Family in acute stress
  - N5 – Family dysfunction
  - N6 – Socially unacceptable behaviour
  - N7 – Low income
  - N8 – Absent parenting
- 2.8 In the last six months of the year, there have been much steadier trends in referral category. In line with previous reporting, categories N1, N4 and N5, continue to make up the vast majority of reasons for referrals to children's social care. However, as previously reported in December 2009, there were, on a monthly basis, dramatic rises and falls in the referral category type. In the second half of the year, there has been greater consistency in the patterns of referral type with some fluctuations but settling into a more predictable trend.
- 2.9 The numbers of children subject to child protection plans continues to rise as has been reported now since December 2008. During the period under review, there was an increase from 110 children at the end September 2009 to 136 children at the end of March 2010. This equates to a 23% increase. In February 2010 there were 142 children subject to protection plans but March saw a net decrease to the final outturn number for the period. In comparing the position to the same time last year, across the year as a whole there has been a 68% increase in the number of children subject to protection plans. Within the division, a piece of work is being undertaken to understand the reasons for this increase. Early indications suggest there are a number of factors impacting upon these statistics including the internal restructure within the division, the 'Baby Peter effect' and significant changes in the numbers and type of contacts and referrals coming from key partner agencies, most notably the police and probation.
- 2.10 On a regional and national level, local authorities are reporting significant increases in numbers of children subject to protection plans some at a lower rate than has become apparent in Hartlepool but at least 28 local authorities nationally have shown an increase of more than 50%. The small size of Hartlepool means that absolute numbers

are small and therefore any change in numbers can have a significant impact upon the percentages making comparisons highly volatile.

- 2.11 The table below details the breakdown of categories of concerns for children subject to protection plans as at 30 September 2009:

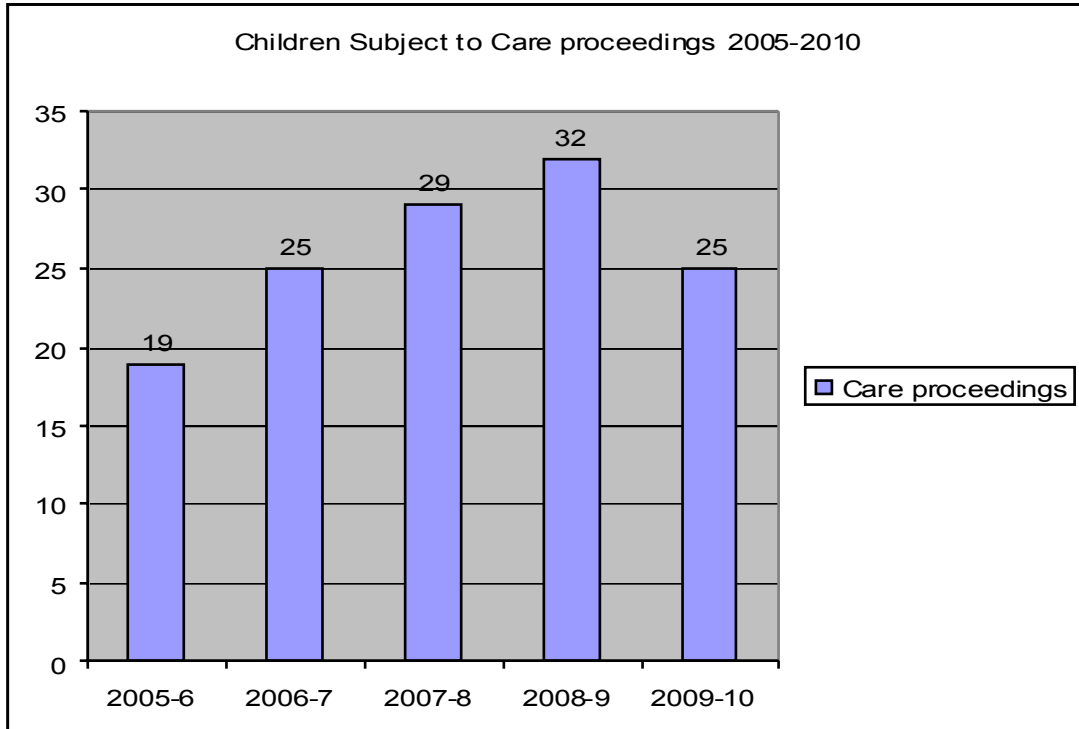
CATEGORY	NUMBER
Neglect	96
Physical Abuse	18
Emotional Abuse	3
Sexual Abuse	19

The category of neglect continues to be the main reason children become subject to protection plans (71%). This figure has remained constant across the year. In recognition of the impact of neglect on children and this being the biggest indicator of significant harm for children in the town, Hartlepool Safeguarding Children Board has agreed that in the work plan for 2010/11 it will focus on two main outcomes to 'turn the curve' and effect change for children, one of these outcomes will focus on neglect. In addition, Hartlepool LSCB is planning a local conference for multi agency safeguarding practitioners with a focus on neglect.

- 2.12 There are currently 174 children looked after by Hartlepool Council, compared to 160 in the previous report. Of these 86 children are subject to legal orders under the Children Act 1989, 14 children are subject to Placement Orders under the Adoption Act 2002 and 74 children are accommodated under Section 20 of the Children Act 1989. In addition, 21 children are receiving short break care on a regular basis as part of a family support package. The vast majority of these children are children with disabilities who access short break care services from Exmoor Grove. Over the course of the past year, this number has reduced from 27 in April 2009 this is due to an increased take up of direct payments by families giving them more control over the resources they access. In response to this, a review of the provision at Exmoor Grove has been completed and proposals will be presented to the portfolio holder in the coming months about how this service can be reconfigured to meet the changing needs of and increase choice for children with disabilities.

- 2.13 Although not fully reflected in the looked after figures, over the last five years there has been a significant increase in the number of cases that are being dealt with through care proceedings. The table below demonstrates this rise and although a fewer number of proceedings commenced in 2009/10, it should be noted that proceedings can take between 40 and 70 weeks to conclude so a number of cases will continue into the next year. Cases before the court are sometimes adjourned without orders and the children are therefore accommodated under section 20 of the Children Act 1989.

Court work is a complex area of practice requiring highly skilled and experienced professionals. It is also a very time consuming area of work not only for the social worker in terms of preparation of statements and court appearances but also in terms of facilitating contact ordered by the Court. The Council is currently committed to facilitating approximately 1,000 hours of contact per month, most of which arises from contact orders determined by the Court.



Team	Current Cases	Pending
Safeguarding and Assessment Team 1	11 cases currently in proceedings	2 Pending
Safeguarding and Assessment Team 2	12 cases currently in proceedings	3 Pending
Safeguarding and Assessment Team 3	1 case in proceedings	
Settled Care Team	2 cases currently in proceedings	

- 2.14 Of the children looked after by Hartlepool Council, the vast majority live either inside the council boundary or within the Tees Valley region. Some children are placed in long term foster placements in the north east region and a minority of children reside in specialist residential homes or schools in other parts of the country and these placements reflect the child's needs for specialist services. The following table shows a breakdown of the placement type of children looked after by the Council.



PLACEMENT TYPE	NUMBER OF CHILDREN	%
Foster care	148	85%
Residential home/school	9	5%
Placed for adoption	10	6%
Placed with Parents	6	3%
Independent Living	1	1%
<b>Total</b>	<b>174</b>	<b>100%</b>

- 2.15 Over the last six months, a draft looked after children strategy has been prepared which outlines the vision for the Council and Children's Trust as corporate parents, reflects upon current services and areas of strength and identifies key strategic priorities to be delivered to improve outcomes for children looked after in Hartlepool. This document is currently out for consultation with a view to the final strategy being produced by 31 May 2010. Once finalised, this strategy will form the basis of the work of the Council and Children's Trust for the coming three years in planning and delivering high quality services to children looked after across the five Every Child Matters outcomes.

### Staffing

- 2.16 The service employs a total of 124.5 staff to work with children and their families. In September, the service implemented its planned restructure with a reshaping of the fieldwork teams to separate the short term initial assessment and child protection enquiries work from the longer term intervention with children with complex and acute needs. This restructure is now embedded and staff seem positive about the value of the changes made and the benefits realised. The service is seeing a significant improvement in performance in relation to initial assessments both in terms of timeliness and quality. The restructure has however highlighted some real challenges faced by the long term teams in terms of the mismatch between the experience of staff and the demands of the work. Due to the nature of current need as evidenced by the increasing numbers of children subject to protection plans, looked after and subject to Court proceedings there is a limited number of social workers available to undertake this work. Also, the work, by its very nature is long term and the throughput in these teams is now much slower with new work being transferred from the Initial Response Team. This is resulting on significant pressures emerging in the long term teams.
- 2.17 The Council has been successful in recruiting to its vacant social worker posts and over the course of the coming three months, 6 new staff will be joining the service. With the exception of one social worker however, these staff are all newly qualifying social workers and will require a significant amount of training and development.

The Council, as part of its recruitment strategy has created a 'Social Work Offer' for newly qualifying social workers, based on the Children's Workforce Development Council's Induction Standards. This is a very positive move that guarantees newly qualified social workers a full induction programme that supports their learning and development. We believe this has contributed to our success in recruiting to vacant posts.

- 2.18 As noted above however, there is a mismatch in the casework demands and the skills and experience of staff joining the department. The Head of Business Unit is looking at how work can be best configured and allocated to maximise the newly qualified workers whilst ensuring that cases are allocated to social workers with the right skills and expertise to effectively manage the cases. A report will be prepared and presented to Cabinet in June 2010 highlighting these challenges and making proposals for consideration.
- 2.19 As part of the restructure completed last year, a new resource team has been created which has brought together three smaller teams and community support workers based in some social work teams under one Principal Resources Manager. This new team came into operation on 1 April 2010 and is still evolving. The intention is that this team will develop as part of its range of services intensive support packages to families on the edge of care to prevent the need for children to become looked after and supporting and assessing families in public law proceedings. Progress on developing this model has been hampered by the increase in demand for contact as detailed at 2.13 above which is delivered through this team.
- 2.20 At the present time, the service continues to employ 4 social workers through an employment agency. These workers are experienced and at the present time essential to support the level and complexity the workload demands.
- 2.21 Within the Resources and Specialist Services Business Unit there is currently one vacant social work post which is under recruitment. Through the Council's Business Transformation programme, this unit has seen significant changes with the development of a Through Care team bringing together the Settled Care and Leaving Care Teams under one manager. Plans are well underway to ensure this new team is co-located and fully supported to manage the change process.
- 2.22 At a senior manager level the summer will see significant changes with the retirement of Sheila O'Connor, Head of the Safeguarding, Assessment and Support Business Unit. Sheila has worked for the Council for 26 years and her expertise and skills will be a loss to the service. Recruitment to her post has commenced to ensure that there is continuity of management in this critical service area.

### **Caseloads**

- 2.23 The Safeguarding and Targeted Services Divisional Management Meeting reviews information in relation to social workers' caseloads on a monthly basis and this information is shared with the Director of Children's Services and Chief Executive. As noted earlier, the complexity of work social workers are managing at present needs careful consideration in terms of the maximum capacity of caseloads. In conjunction with the Head of Business Unit, Safeguarding, Assessment and Support, the caseload levels are under review with further consideration being given to the service capacity.

### **Comments, Complaints and Compliments**

- 2.19 The service has in place a Complaints and Representation Procedure. In the last six months 12 complaints have been received. Of these, seven were resolved at stage one, three of which identified learning points and made recommendations to improve practice in future. Two complaints were withdrawn, a further one complaint is ongoing at stage one and two complaints are ongoing at stage two of the procedures. Of the 12 complaints received, five relate to one family. During the same period, six compliments have been received about social care services.

### **Hartlepool Safeguarding Children Board**

- 2.24 Hartlepool Safeguarding Children Board (HSCB) has continued to work to improve multi agency safeguarding services. Over the past year, it has delivered its work plan resulting in the development of a number of new local policies and procedures to support safeguarding practice and a full programme of safeguarding training to the children's workforce in Hartlepool.
- 2.25 HSCB priorities have already been identified for 2010/11 and a new way of conducting the business of the Board is being piloted. 2010/11 will be a demanding year for safeguarding as the Department of Children, Schools and Families has published a revised edition of Working Together to Safeguard Children'.

## **3. RISK IMPLICATIONS**

- 3.1 There are no risks associated with this report as it is providing information for the Portfolio Holder.

## **4. LEGAL AND FINANCIAL CONSIDERATIONS**

- 4.1 There are no legal or financial matters for consideration in this report.

## **5. RECOMMENDATIONS**

- 5.1 That the Portfolio Holder notes the contents of this report;

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 It is part of the Lead Member's leadership role to ensure the effective discharge of the authority's statutory children's services functions. As the Lead Member for Children's Services, the Portfolio Holder has a responsibility to ensure there is a clear focus on safeguarding and that co-ordinated action is in place to safeguard vulnerable children.

## **7. BACKGROUND PAPERS**

The following papers were used in the preparation of this report:

- DCSF (2008) 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' HMSO
- Association of Directors of Children's Services Ltd (2010) 'Safeguarding Pressures project: Results of data Collection

## **8. CONTACT OFFICER**

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