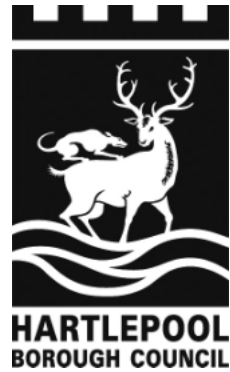


CHILDREN'S SERVICES PORTFOLIO

DECISION SCHEDULE



Monday 24 January 2011

at 2.00 pm

**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 To approve a Variation to the Instrument of Government for Manor College of Technology – *Director of Child and Adult Services*
- 2.2 The Families Information Service and Holiday Activity Information for Children and Young People – *Director of Child and Adult Services*

3. ITEMS FOR INFORMATION

- 3.1 Chatham House Children's Centre OFSTED Inspection – *Director of Child and Adult Services*
- 3.2 Separated Families Partnership Progress – *Director of Child and Adult Services*
- 3.3 The Development and Achievement of the Team Around the Primary School (TAPS) – *Director of Child and Adult Services*

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

No items

5. **LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006**

EXEMPT ITEMS

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006

6. **EXEMPT KEY DECISION**

No items

7. **OTHER EXEMPT ITEMS REQUIRING DECISION**

No items

8. **EXEMPT ITEMS FOR INFORMATION**

8.1 National Citizen Service Pilot – Hartlepool (Para 3) – *Director of Child and Adult Services*

8.2 Autism Spectrum Conditions – Collaborative Framework Agreement (Para 3) – *Director of Child and Adult Services*

CHILDREN'S SERVICES PORTFOLIO

24th January 2011



Report of: Director of Child & Adult Services

Subject: TO APPROVE A VARIATION TO THE
INSTRUMENT OF GOVERNMENT FOR
MANOR COLLEGE OF TECHNOLOGY

1. PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services to approve a variation to the Instrument of Government for Manor College of Technology to reflect the appointment of Hartlepool College of Further Education as an additional Sponsor Governor for the College.

2. BACKGROUND

The report sets out the background to the variation of an instrument of Government for schools.

3. RECOMMENDATIONS

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 24th January 2011.

6. DECISION REQUIRED

The Portfolio Holder for Children's Services approve the variation to the Instrument of Government with effect from 24th January 2011 as attached at **Appendix 1**.

Report of: Director of Child & Adult Services

Subject: TO APPROVE A VARIATION TO THE
INSTRUMENT OF GOVERNMENT FOR
MANOR COLLEGE OF TECHNOLOGY

1. PURPOSE OF REPORT

To seek approval from the Portfolio Holder for Children's Services to a variation to the Instrument of Government to reflect the appointment of Hartlepool College of Further Education as an additional Sponsor Governor to the Governing Body for Manor College of Technology.

2. BACKGROUND

In accordance with the School Governance (Constitution) (England) Regulations 2007, the Governing Body of Manor College of Technology at their meeting held on 6th December 2010, reviewed the Sponsor Governor representation and appointed an additional Sponsor Governor from Hartlepool College of Further Education.

3. RECOMMENDATIONS

That the Portfolio Holder for Children's Services approve the variation to the Instrument of Government with effect from 24th January 2011 as attached at **Appendix 1**.

Contact Officer:

Ann Turner
Governor Support Officer
Child & Adult Services Department
telephone 523766
email ann.turner@hartlepool.gov.uk

INSTRUMENT OF GOVERNMENT



1. The name of the school is: Manor College of Technology.
2. The college is a foundation school.
3. The name of the governing body is "The governing body of Manor College of Technology".
4. The governing body shall consist of:
 - a. 7 parent governors;
 - b. 1 LA governor;
 - c. 4 staff governors;
 - d. 6 community governors;
 - e. 2 partnership governors;
 - f. 3 sponsor governors.
5. Total number of governors 23.
6. The sponsors who are entitled to nominate 3 persons for appointment as sponsor governors under schedule 5 of the Regulations are British Energy, Hart Biologicals and Hartlepool College of Further Education.
7. This instrument of government comes into effect on 25th January 2011.
8. This instrument was made by order of Hartlepool Local Authority on .
9. 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

24 January 2011



Report of: Director of Child and Adult Services

Subject: THE FAMILIES INFORMATION SERVICE AND
HOLIDAY ACTIVITY INFORMATION FOR
CHILDREN AND YOUNG PEOPLE

SUMMARY

1. PURPOSE OF REPORT

To update Portfolio Holder on changes to The Families Information Service Hartlepool (FISH).

To seek approval to cease production of a printed 'What's On' holiday guide for children and young people.

2. SUMMARY OF CONTENTS

The Families Information Service Hartlepool (FISH) is a statutory duty according to The Childcare Act 2006. FISH currently operates from a base at Hartlepool Central Library and provides information, advice and guidance (IAG) to children, young people, their families and professionals that work with them. This legal duty includes a requirement to provide IAG up until a young person is 19 years old.

A further legal requirement is to maintain an electronic guide to services for children, young people and their families. In Hartlepool this is called The Directory (<http://hartlepool.fsd.org.uk>) and is also managed by FISH.

Since 2007 FISH has prepared and printed a 'What's On' holiday guide for children, young people and their families for key school holiday periods. Information included in the printed booklets is also listed on The Directory.

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 Holder meeting 24 January 2011.

6. DECISION(S) REQUIRED

The Portfolio Holder is asked to note and approve

- Changes to The Families Information Service Hartlepool (FISH);
- Cease production of printed holiday booklets and direct all children, young people and their parents to FISH and The Directory.

Report of: Director of Child and Adult Services

Subject: THE FAMILIES INFORMATION SERVICE AND
HOLIDAY ACTIVITY INFORMATION FOR
CHILDREN AND YOUNG PEOPLE

1. PURPOSE OF REPORT

- 1.1 To update Portfolio Holder on changes to The Families Information Service Hartlepool (FISH).
- 1.2 To seek approval to cease production of a printed 'What's On' holiday guide for children and young people and to guide service users to The Directory.

2. THE FAMILIES INFORMATION SERVICE HARTLEPOOL (FISH)

The Families Information Service Hartlepool (FISH) operates from Hartlepool Central Library and undertakes the legal requirements of Section 12 of The Childcare Act 2006. This includes the duty to provide information, advice and guidance to children, young people and their families. Young people are defined as those aged up to 19 years. FISH specialises in childcare information and supports parents and carers in accessing suitable childcare to meet their training and employment needs. FISH manages Ofsted childcare data including uploads to Direct.gov and other approved government websites.

3. THE DIRECTORY

- 3.1 As part of the Section 12 of The Childcare Act the local authority also has a duty to provide information electronically through a families' services directory. FISH manages this process through The Directory, an electronic database of things to do, places to go and people to talk to for children, young people and their families in Hartlepool. Information from The Directory is uploaded daily to various approved websites including Families Information Directory (FIDy) and Direct.gov.

4. 'WHAT'S ON' HOLIDAY BOOKLETS

- 4.1 In order to undertake their information duties FISH began production of a printed holiday 'what's on' guide in 2007. Information was taken from The Directory and collated to produce an activity guide. Multiple copies of the booklet were printed and distributed to children and young people across the town. Booklets were given to childcare

providers, schools, libraries, community centres and organisations that work with children and young people.

4.2 Whilst the booklet was costly to produce and resource intensive it proved popular amongst parents and so production continued throughout schools holidays in 2008 and 2009. In 2010, booklet production was scaled down. This was for a number of reasons including:

- cost - 10-12,000 booklets were printed each time and using the print room this equated to over £1.25 per booklet.
- time - in order to go to print a demanding schedule had to be put in place to ensure activity providers got information to FISH to be included in the printed booklet
- accuracy - some providers could not meet the print deadlines which meant important activity information was sometimes not included in the printed booklet.

5. EVALUATION

5.1 A full evaluation of FISH's printed holiday booklets has been undertaken (see report attached) and officers feel that it is time to cease production of a printed booklet and to signpost all children, young people and their families to FISH and The Directory in order to save money and resources.

5.2 Ceasing production of a printed booklet would free up much needed resource and funding in these challenging economic times. There are still many ways that people can access holiday information. These include:

- telephoning, emailing or visiting FISH
- using an information kiosk at a Sure Start Children's Centre
- speaking to FISH or any Sure Start staff for what's on holiday information
- using The Directory (a leaflet is available showing where internet access is available free of charge)

5.3 FISH, Sure Start staff and information kiosks can print any information from the Directory that a parent requires.

5.4 There is currently a corporate review being carried out in relation to marketing and FISH and Children's Centres marketing will be included in this review.

6. RELOCATION OF FAMILIES INFORMATION SERVICE HARTLEPOOL

- 6.1 FISH has been based in the central library for more than four years. The library has proved a good central base from which to offer the service and enquiry numbers have steadily increased year on year. However, in line with government thinking it would seem prudent to integrate FISH into Sure Start Children's Centres. This would allow FISH to engage with more parents and also encourage existing FISH users to go to their local Children's Centre.

It is therefore proposed that in February 2011 the three FISH Officers move to Children's Centre localities and operate from North, South and Central areas. Working front of house in Children's Centres FISH will be able to support Children's Centre delivery whilst at the same time engaging with more parents and children.

7. RISK IMPLICATIONS

- 7.1 There is a risk that FISH may lose some service users if they move from the central library location however they may also gain new clients.
- 7.2 There is a risk that the cost of printed holiday booklets will rise over the next financial year.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

- 8.1 FISH and the Directory must be accessible to all children, young people and their families. Staff ensure that all vulnerable groups are included in the planning and delivery of services.

9. SECTION 17

- 9.1 FISH supports early intervention to those families who are disadvantaged and in need. This includes appropriate, timely information, advice and guidance.

10. RECOMMENDATIONS

- 10.1 The Portfolio Holder is asked to approve
- The relocation of The Families Information Service Hartlepool (FISH) to children's centres;
 - Cease production of a printed 'What's On' holiday guide for children and young people and to direct service users to *The Directory* for information.

11. REASONS FOR RECOMMENDATIONS

- 11.1 To encourage further FISH engagement with parents and allow FISH workers to support children's centres.
- 11.2 To reduce resources and funding on printed holiday booklets.

12. SUPPORTING PAPERS

Appendix A – Evaluation report "Holiday activities booklet"

CONTACT OFFICER

Danielle Swainston
Sure Start, Extended Services and Early Years Manager
01429 523671

SCHOOL HOLIDAY ACTIVITY BOOKLETS

Introduction

In the summer of 2007, as part of a local authority efficiency exercise, elected Members took the decision to remove funding for play schemes in Hartlepool. Whilst demand for the annual play scheme was high there was some concern that it was being used as 'cheap childcare' and that this was not the primary purpose of the service. It was felt that there were plenty of things for children and young people to do during the holidays and also adequate childcare for those parents that needed it. With this in mind it was agreed that an activity booklet would be produced and circulated to parents in readiness for summer 2008. The booklet would show what was on, where at and for which age group of children.

The first school holiday booklet was prepared and published by Community Involvement Workers from Sure Start Children's Centres. The booklet pulled together details of activities in Sure Start Children's Centres, libraries, sports and community venues. It was printed and distributed through a wide range of venues, primarily schools. The booklet was administratively demanding however very well received and it was therefore agreed that it could continue with the Families Information Service (FISH) taking the lead in collecting, preparing, disseminating and funding future booklets.

The Directory and holiday booklets

'The Directory' is an internet based website that holds information on things to do, places to go and people to talk to in Hartlepool. It is aimed at children and young people, their families and also the professionals that work with them. The Families Information Service uses 'The Directory' to store and search for details of organisations and services in Hartlepool. It also holds details of registered and approved childcare in Hartlepool. 'The Directory' can be searched in a variety of ways to gain appropriate information.

When considering future holiday booklets it was clear that 'The Directory' was the most appropriate source of data for a printed activities publication. However, in order to be added to 'The Directory', providers and services must meet a range of criteria including qualifications and training, insurance and safeguarding. For this reason, not

all providers or services are listed on 'The Directory' though the FSD Officer works hard to try to capture as much data as possible. With this in mind information for printed holiday booklets could not simply be pulled off from 'The Directory'. Instead a separate excel spreadsheet was set up to record basic activity information. Data collected included name of service, venue, age limit of child, cost (if applicable), main contact etc. Dates were set for the spreadsheet to be populated, for a booklet to be drafted, for a proof to be prepared and checked, for printing to take place and for copies to be ready for distribution.

It was agreed that a booklet would be prepared each school holiday including half term, Easter and summer. The summer booklet would be the largest in size due to the volume of activities that take place.

Distribution and Costs

Holiday booklets have not been cheap. In the first year of production (2009) FISH printed approximately 16,000 booklets (one for each child aged 0-16 years) three holiday periods. The more booklets FISH print the cheaper the cost per booklet. On average each print run cost £16,000.

For a number of reasons (see Feedback below) in 2010 FISH dropped print production to 800 hard copies and instead opted for 'Directory' leaflets to be handed out to all school aged children. This reduced costs dramatically - £2,295 for booklets and £900 for leaflets.

A large distribution list has developed since 2008. In 2009 booklets were delivered to childcare providers, Sure Start Children's Centres, schools, libraries, sports development, integrated youth services, youth offending services and a wide variety of voluntary sector organisations that work with children and young people. In 2010 limited supplies of booklets went to schools, libraries and Sure Start Children's Centres with the bulk of supply in FISH. During 2009/10 all school aged children received a 'Directory' leaflet which included details of where free internet access was available.

Feedback

Each activity booklet has a parent evaluation form inside. Every provider that has a service listed in the booklet is sent an evaluation form. Written feedback has been limited. Written and verbal feedback can be summarised as below :

Parents	<ul style="list-style-type: none"> • A useful guide to what's on in Hartlepool • Great if you have multiple children with varying ages • Duplicate copies are received if a parent has more than one child • High quality print and paper - could it not be made cheaper using lower cost materials? • Concerns about the ability to recycle the booklet after use • Some activities are booked up so quickly that parents feel that it is not fair
Providers	<ul style="list-style-type: none"> • Libraries report very good take up of booklets and a high demand for their services with the booklet identified as the information source • Sports Development has had an increase in service take up but is unable to confirm if this is due to the booklet • Health staff find the booklet useful when speaking to parents • FISH get parents coming into the library asking for extra copies - generally parents like the booklet • Primary Schools are generally happy to hand out the booklet provided it arrives in time • Secondary Schools do not hand out the booklet - they feel it is not appropriate and would just end up as 'litter'

SWOT analysis

Strengths <ul style="list-style-type: none"> • Not everyone has access to 'The Directory' via the Internet so a printed booklet improves accessibility • Booklet is designed to have 	Weaknesses <ul style="list-style-type: none"> • A printed booklet requires a good level of parent literacy • HBC insist we use the print room • Covering all ages means that the
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<p>information for all children and not just one age group</p> <ul style="list-style-type: none"> • The opportunity exists for providers to advertise their services • In preparing the booklet many different organisations share information on services thus improving knowledge and understanding amongst providers • Good opportunity to market the Sure Start, Extended Services and Early Years team • Good vehicle for a parent incentive initiative - i.e. summer trip for parents and children. 	<p>booklet is large and sometimes difficult to use</p> <ul style="list-style-type: none"> • Despite trying to publish a 'one stop shop' booklet individual providers still continue to print their own booklets as well • Booklet requires a lot of administrative time • Booklet is printed in a small font to keep the publication small however this is not suitable for those with a visual impairment • Providers do not always have their information ready in time for the print schedule so we miss out on key events data • Timings have been re-defined on numerous occasions yet we still find ourselves struggling to meet school closure deadlines • Often find typing mistakes after publication despite proof checking • Expensive to produce.
<p>Opportunities</p> <ul style="list-style-type: none"> • Could try to generate income through sale of advertising space • Could make a charge to parents for the booklet • A good source of marketing to providers and parents • Could locate a cheaper printing company to bring costs per booklet down • Try to convince other providers to just use the booklet rather than produce their own, reducing paper, confusion 	<p>Threats</p> <ul style="list-style-type: none"> • Other providers continue to produce their own activity guides • Arguably, a printed booklet negates the need to use The Directory which we have a legal duty to maintain and promote • Not all schools give out the booklet/ leaflets which lead to an unfair distribution of information to parents • If a vol sector provider took on the booklet FISH would lose control over data quality and also safeguarding

to parents etc	etc.
<ul style="list-style-type: none">• Look to share the cost of the booklet across a range of providers• Look for external funding to finance the booklet• Engage a voluntary sector provider to take on the booklet.	

Options

1. Reduce both the booklet size and print-run and locate a more cost-effective printer. This would still however be administratively demanding and the printed booklet would still not hold a comprehensive list of services, only those that FISH was aware of before the print deadlines.
2. Encourage a voluntary sector provider to take responsibility for the booklet. They may be more likely to be able to secure funding for this. However, the booklet would then be out of FISH control and both data quality and safeguarding information could not be guaranteed.
3. Stop production of a printed booklet. This would save time and money. Instead FISH would continue to promote 'The Directory' as the official source of holiday activity information.

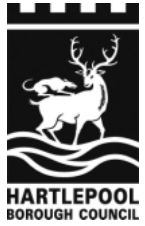
Recommendations

Given the current economic climate and changes within Local Authority funding it would seem that option 3 is the most sensible course of action.

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

24th January 2011



Report of: Director of Child and Adult Services

Subject: CHATHAM HOUSE CHILDREN'S CENTRE
OFSTED INSPECTION

SUMMARY

1. PURPOSE OF REPORT

1. For the Portfolio Holder to note the inspection report and outcome for Chatham House Children's Centre Ofsted inspection.

2. SUMMARY OF CONTENTS

Children's centres provide families who have children under five with, or make arrangements for them to have access to:

- early learning and childcare
- family support
- health services
- support into employment
- other specialist services

The Apprenticeships, Skills, Children and Learning Act 2009 gave Ofsted the legal duty to inspect and report on the effectiveness of children's centres. The first inspections began in May 2010.

The following report provides information on the Ofsted inspection process and the outcome of Chatham House Children's Centre inspection.

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 Holder meeting 24th January 2011

6. DECISION(S) REQUIRED

For the Portfolio Holder to note the inspection report and outcome for Chatham House Children's Centre Ofsted inspection.

Report of: Director of Child and Adult Services

Subject: CHATHAM HOUSE CHILDREN'S CENTRE
OFSTED INSPECTION

1. PURPOSE OF REPORT

- 1.1 For the Portfolio Holder to note the inspection report and outcome for Chatham House Children's Centre Ofsted inspection.

2. BACKGROUND

- 2.1 The Apprenticeships, Skills, Children and Learning Act 2009 places a duty on local authorities to provide children's centres to all families with children under five years old. Children's centres provide families with, or make arrangements for them to have access to:
- early learning and childcare
 - family support
 - health services
 - support into employment
 - other specialist services
- 2.2 The Apprenticeships, Skills, Children and Learning Act 2009 also gave Ofsted the legal duty to inspect and report on the effectiveness of children's centres. The first inspections began in May 2010.
- 2.3 Hartlepool has eight children's centre main sites as follows:
- Hindpool Close
 - St John Vianney
 - Chatham House
 - Lynnfield
 - Stranton
 - Rift House/Kingsley
 - Rossmere
 - Throston (this is a Phase 3 centre and is not expected to cover the full core offer)

3. OFSTED PROCESS

- 3.1 Two Ofsted inspectors spent time in Chatham House Children's Centre of the week beginning 18th October 2010. The inspectors spent one day reviewing paperwork and two days interviewing parents, stakeholders and attending sessions. Feedback on the outcome was given at the end of the third day.

4. OUTCOMES AND AREAS FOR DEVELOPMENT

- 4.1 The overall outcome for the inspection was good. The full report is attached in **appendix 1**. The main finding stated that

“Chatham House Children's Centre provides good and improving support to children and families who live within its locality. Strengths include the support for those with mental health issues, services for children with special educational needs and/or disabilities, support for young mothers and well established, highly effective multi-agency partnerships which provide good quality care and support. The centre's approach to safeguarding is robust and in line with local strategic plans.”

- 4.2 The recommendations for further improvement were as follows:

- Continue to develop outreach work to secure improved outcomes for all families locally, particularly in relation to improved breastfeeding rates and the uptake of training and adult education opportunities;
- Continue to develop work around participation to ensure parents are empowered to contribute to the governance of the centre through meaningful representation on the advisory board;
- Further develop and embed systems to ensure the consistent longer term evaluation of the impact of all services delivered through the centre;

- 4.3 All of the above areas are included in the action plan attached.

- 4.4 The lead inspector was also part of the team that carried out the inspection of Hindpool Close Children's Centre in May 2010. Lack of data was a particular area of concern raised in the Hindpool Close Children's Centre inspection. The lead inspector commented on the work that had been carried out between May and the Chatham House inspection. She said that the data now available was comprehensive and clearly set a baseline and showed progress.

5. ACTION PLAN

- 5.1 An action plan addressing the areas for further improvement has been developed and is attached as **appendix 2**.

6. EQUALITY AND DIVERSITY CONSIDERATIONS

- 6.1 Children's Centres must be accessible to all children and families. Locality staff ensure that all vulnerable groups are included in the planning and delivery of service.

7. SECTION 17

- 7.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

8. RECOMMENDATIONS

- 8.1 For the Portfolio Holder to note the inspection report and outcome for Chatham House Children's Centre Ofsted inspection.

9. BACKGROUND PAPERS

Appendix 1 Chatham House Children's Centre Inspection Report
Appendix 2 Chatham House Children's Centre Inspection Action Plan

CONTACT OFFICER

Danielle Swainston
Sure Start, Extended Services and Early Years Manager
01429 523671

Inspection report for Chatham House Children's Centre

Local authority	Hartlepool
Inspection number	362454
Inspection dates	20-21 October 2010
Reporting inspector	Jayne Utting HMI

Centre governance	Hartlepool Borough Council
Centre leader	Mrs Sarah Foster-Elsdon
Date of previous inspection	n/a
Centre address	29 Chatham Road, Hartlepool, Cleveland, TS24 8QG
Telephone number	01429 284466
Fax number	No Fax
Email address	Sarah.foster-elsdon@hartlepool.gov.uk

Linked school if applicable	
Linked early years and childcare, if applicable	Chatham House Day Nursery

The inspection of this Sure Start Children's Centre was carried out under Part 3A of the Childcare Act 2006 as inserted by section 199 of the Apprenticeships, Skills, Children and Learning Act 2009.

Introduction

The inspection addresses the centre's contribution to:

- facilitating access to early childhood services by parents, prospective parents and young children
- maximising the benefit of those services to parents, prospective parents and young children
- improving the well-being of young children.

The report is made to the local authority and a copy is sent to the children's centre. The local authority may send the report to such persons it considers appropriate and must arrange for an action plan to be produced in relation to the findings in this report.

The inspection was carried out by one of Her Majesty's Inspectors and an early years inspector.

The inspectors visited a range of provision across the centre. They also held meetings with senior managers from the centre, parents, members of the advisory board and a number of partners including Early Years Foundation Stage and childcare partners; health, education and children's social care professionals and representatives from Jobcentre Plus, Barnardos, MIND and the West View Advice and Resource Centre.

They observed the centre's work, and looked at a range of relevant documentation.

Information about the centre

Chatham House Children's Centre is located in the north of Hartlepool and covers the Dyke House Ward. This is in the top 2% deprived wards in the country. The reach population of the centre is 433, however, the numbers of children under five years old has decreased steadily over the past three years from 471 in 2007/2008. This is possibly due to the local regeneration programme which has seen hundreds of houses demolished over the past three years, with a large number of social housing replaced by private dwellings. Housing is therefore, limited and the nature of the community is changing. Recent figures show that 47.6% of households are lone parents with dependent children, compared to 39.6% for Hartlepool as a whole. Estimated weekly income is significantly lower than the Hartlepool average, and the percentage of the working age population in receipt of income benefits is 35.9%. The majority of local families are of White British heritage. The proportion of children attending schools in the area who are known to be eligible for free school meals is well above the national average, as is the proportion of children aged under four who are living in households where no one is working. Most children enter childcare and early education with a much narrower range of experiences and skills than that expected for their age. The proportion of children with special educational needs

and/or disabilities, including those with a statement of special educational needs, is above average.

The centre opened in 2006 and was developed from a Sure Start Local Programme. The centre, a three council house conversion, operates as a 'one-stop-shop' model, providing the full core offer. The centre hosts a full-time day care provision for children from three months to school age and this is managed by the local authority. The team and centre manager work across the central area of Hartlepool. This comprises a further phase 3 centre on the site of Throston Primary School. Governance arrangements transferred to an advisory board in 2010.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

The effectiveness of the children's centre in meeting the needs of and improving outcomes for users and the wider community

2

Capacity for sustained improvement

The centre's capacity for sustained improvement, including the quality of its leadership and management

2

Main findings

Chatham House Children's Centre provides good and improving support to children and families who live within its locality. Strengths include the support for those with mental health issues, services for children with special educational needs and/or disabilities, support for young mothers and the well established, highly effective multi-agency partnerships which provide good quality care and support. The centre's approach to safeguarding is robust and in line with local strategic plans.

A range of partners successfully work together to support the health and emotional well-being of children and families and there is a strong focus on promoting healthy lifestyles. For example, the centre has achieved 100% immunisation rates for children aged four to five years of age. Working in partnership with MIND, the centre has increased the number of counselling sessions offered to local families due to increased demand and can point to numerous case studies to demonstrate the impact of this work. One parent commented that counselling sessions had helped to improve her confidence and made her feel like a 'good mum.' There is also a successful pathway of support for 'mums-to-be' through 'Bump to Baby' and the more targeted 'Ready for Baby' programmes which are co-delivered with health colleagues and which are both well attended. However, breast feeding rates across Hartlepool remain low at approximately 20% and work is continuing in partnership with health colleagues, including the breastfeeding coordinator, to address this. The proposed development of peer-support worker networks and a baby café are aimed at improving matters, and work is underway to achieve accreditation with UNICEF's 'baby friendly' initiative.

The vision for the centre is shared well between partners, and as a result services are fully integrated, particularly the shared actions taken to support, involve and improve outcomes for parents and their children. Centre staff are responsive to the requests of parents and the majority of services have been developed and changed to meet these expressed needs. The whole family is at the heart of what everyone is doing and there is convincing evidence that the developing outreach services are increasingly supporting more hard-to-reach families; reach figures for the past 12 months show an improvement of 40%. However, managers are aware that more needs to be done to make sure outreach is fully identifying the needs of the whole community, so that more families can benefit from the good support available. Links with adult services, such as the drug and substance misuse teams and the delivery of play sessions at some of their centres, are examples of the innovative approaches taken to engage the most vulnerable families in the community. Through knowing the community well and having a good understanding of the strengths and gaps in service provision, the centre manager is aware that support to improve breastfeeding rates and the uptake of training and adult education opportunities are a key priority. Following consultation with the local community, ambitious plans have been developed that provide a clear agenda for future activities. These plans have accompanying quantitative targets for improvement, thereby enabling the centre and the Children's Trust to fully evaluate the impact of their actions.

An advisory board, which covers two children's centres in the central locality of Hartlepool, has been established. Members of the board spoken to during the inspection are fully supportive of the work of the centre and are clear about their roles and responsibilities. Improved data systems and the use of impact assessment tools have been introduced to improve the quality of monitoring and evaluation activities. As a result, planning is well targeted and the advisory board members have the capacity to challenge the impact and progress made by the centre against its targets. However, whilst these systems are now embedded, the centre's ability to track individual family's journeys through the centre is still developing and this currently limits the ability to evaluate the longer term impact of the centre's work. Whilst parents have opportunities to discuss issues in relation to the centre through a 'Parents Forum', this is not consistent. Furthermore, their absence on the advisory board minimises the extent to which they can contribute to the ongoing developments of the centre they represent.

Taking into account the good outcomes, the centre's overall effectiveness is also good. This together with the leadership's determined focus on improvement, identifying and meeting needs indicates the centre has good capacity for sustained improvement.

What does the centre need to do to improve further?

Recommendations for further improvement

- Continue to develop outreach work to secure improved outcomes for all families locally, particularly in relation to improved breastfeeding rates and the uptake of training and adult education opportunities.
- Continue to develop work around participation to ensure parents are empowered to contribute to the governance of the centre through meaningful representation on the advisory board.
- Further develop and embed systems to ensure the consistent longer term evaluation of the impact of all services delivered through the centre.

How good are outcomes for users?

2

Effective partnerships with child and family health services ensure that an increasing number of local families are benefiting from the wide range of activities offered. This includes antenatal classes, parenting courses, counselling sessions commissioned through MIND, well-baby clinics and weaning advice. The work undertaken in relation to smoking cessation has been particularly successful, and has achieved national recognition. Whilst there has been some reduction in under-18 conception rates, these are still too high, although the centre can point to a reduction in the number of second pregnancies amongst this group. There is good support and advice available to teenage parents and this is delivered in partnership with the teenage pregnancy support service. The introduction of a clinic at the centre, specifically for young mothers, has proved popular and gives them an opportunity to visit the centre and find out about the support available.

Families are developing a good understanding of how to keep themselves and their children healthy through activities such as 'Tasty Treats' weaning advice, Crafty Cooking, Jump and Jive, Greenfingers and Aqua-natal sessions. Parents attending the weaning class spoke about how these activities had changed their practice and made them more aware of the choices they made about what to feed their young babies. The importance of the role of fathers is also extremely well supported, particularly through the work of the father's project commissioned by the children's centre to Headlands Futures. Fathers are involved in delivering services to support families, including 'dad's baby massage' and toddler groups. The very positive impact of this work is reflected in the increasing number of men who attend activities, many of whom commented on how included they now feel and how much more confidence they have in their very important role as a father. The introduction of the 'Dad of the Year' award had also helped to show fathers locally how much they are valued.

Good procedures ensure that children are well safeguarded. Parents say that they feel safe in the centre and that they trust the staff to help them in times of crisis or personal difficulties. Partnership working with health visitors, Harbour, a local group 'PATCH' commissioned by the centre to deliver the Royal Society for the Prevention of Accidents scheme and the family support workers is helping to successfully raise children's and families' awareness of safety both in the home and their communities. Excellent multi-agency support for families referred to the centre in times of acute crisis is helping to reduce the number of children under five years of age entering care or moving onto Child Protection Plans.

The work of the early years consultants, combined with the centre's involvement in the ECAT (Every Child a Talker) project has had a significant impact on the achievement of children, particularly in relation to their personal, social and emotional development as well as communication, language and literacy. The gap between the lowest 20% of children achieving expected levels in key early learning goals, and that for all children in Hartlepool has narrowed considerably over the past year. Professionals talked to during the inspection spoke of the positive impact close working with the centre has had in breaking down barriers, raising aspirations, and improving outcomes for young children.

All parents spoken to by inspectors commented on how their confidence had improved as a result of their involvement with the children's centre. A visit to the well-baby clinic provided compelling evidence of parents chatting to family support workers in a relaxed, informal environment, where they felt able to ask questions and seek advice. There are many examples of how this has ensured early intervention in relation to a range of issues including speech and language development, behaviour and post-natal depression. Parents all feel that they are listened to and that services provided meet their specific needs, for example, the construction of the garden room, and the development of new groups such as the Avondale Angels.

Whilst children are successfully developing skills for the future, action to help parents into training and employment is not as effective. Effective partnership working with Jobcentre Plus has resulted in regular, individual advice sessions to lone parents, whilst the work of the West View Advice and Resource Centre is enabling families to successfully access benefits and tax credits to which they are entitled. The local Credit Union also works with families in the centre, and regularly attends a number of activities, offering advice in a more informal environment. In order to better meet the training needs of families, there are planned discussions with adult education services to close this already identified gap.

These are the grades for the outcomes for users

The extent to which children, including those from vulnerable groups, are physically, mentally and emotionally healthy and families have healthy lifestyles	2
The extent to which children are safe and protected, their welfare concerns are identified and appropriate steps taken to address them	2
The extent to which all users enjoy and achieve educationally and in their personal and social development	2
The extent to which children engage in positive behaviour and develop positive relationships and users contribute to decision-making and governance of the centre	3
The extent to which children are developing skills for the future and parents are developing economic stability and independence including access to training	3

How good is the provision?

2

The shared actions taken to involve and improve outcomes for children with special educational needs and/or disabilities are excellent. A close working partnership has been established between the care coordination team and the centre's family support workers ensuring the provision of individualised packages of support. One parent we spoke to told us of the invaluable support she had received and explained how funding from the two- year- old pilot scheme had enabled her to stay in employment. The recent provision of 'portage training' for both professionals and parents, has been key in empowering parents to make informed decisions alongside professionals regarding the packages of care put in place for their children

Participation rates in activities have been variable but are improving because the centre is making sure that they are better at meeting the range of needs and interests within the community. A detailed action plan has been developed in response to the findings of a recent community consultation, and a significant amount of work has been undertaken in relation to targeting particular groups, such as fathers, those with mental health issues or drug and alcohol dependencies. As a direct result, there is evidence of an increase in the number of families accessing the centre. The dedication and commitment of all involved in the centre, including the family support workers, universal outreach workers and the community involvement worker, ensures a continued focus on community development and engagement. The centre recognises there is still more to do to fully engage some families, however, the distance travelled to reach this point is testament to the quality of the provision offered.

Effective partnerships with local professionals means that the assessment of individual cases is robust and the common assessment framework is successfully ensuring that teams can be gathered quickly to support children and families identified as in need. The role of the children's centre in the establishment of effective exit strategies is improving, ensuring that parents can build their confidence and parenting skills, and supporting them to independence at a pace that is appropriate to them. A focus on developing effective channels of communication has also helped to strengthen multi-agency working and has streamlined processes to ensure that meetings successfully and efficiently identify and assess those children and families who need immediate support. The inclusion of the children's centre team in this process ensures that those who do not quite meet children's social care thresholds still benefit from additional support, illustrating the vital role played by the children's centre in prevention strategies. Parents, including those from more vulnerable groups, testify to the timeliness and quality of individual support, which is available for as long as needed.

Improved provision from early years providers and schools is ensuring that the achievement and aspirations of children are raised, a key barrier for many families locally. Learning and development in these settings have been judged at least good and outstanding in some cases. All centre staff are being supported by the early

years consultant to integrate the Early Years Foundation Stage into all aspects of their work. This, combined with well-planned arrangements for transition, which involve parents, key workers and school as equal partners, ensures that children are well prepared for this challenge. Evaluations from individual parents about the quality of support all highlight the difference this has made to their own and their children's development and well-being. One parent described her journey from young mother to volunteer, and explained how the coordination of support from the centre had ensured she had the confidence to take steps to change the direction of her life, improving not only her life chances but those of her children.

The holistic approach to service provision is reflected in the seamless, individualised support which is provided for all families and children who access the centre. Key to this success is the effective multi-agency working which ensures that families can access the right kind of support, be it from MIND, health workers, social care colleagues, speech and language therapists, or support and advice on benefits. Outreach work is improving and recent case studies show some positive impact, particularly through the commissioned work of Reach Out. However, some families are not known to the centre, and so do not benefit from the good support available.

These are the grades for the quality of provision

The effectiveness of the assessment of the needs of children, parents and other users	2
The extent to which the centre promotes purposeful learning, development and enjoyment for all users	2
The extent to which the range of services, activities and opportunities meet the needs of users and the wider community	3
The quality of care, guidance and support offered to users within the centre and the wider community	2

How effective are the leadership and management?

2

Governance arrangements are developing well. The senior management team, advisory board and partners have a clear focus on improvement and roles and responsibilities are clearly set out and understood. There is a coherent link between the Children's Trust's, Children and Young People's Plan, and the centre's action plan and as a result, the centre's priorities link effectively to those of the wider area. Senior leaders within the local authority work effectively to ensure that the profile of children's centres is raised through representation on a range of local strategic partnerships. Each Integration Support Manager has been allocated a specific area of development as a specialism and this facilitates an in-depth knowledge and understanding of priorities, not just for the authority as a whole, but for the specific work to be undertaken by each individual centre. The local authority is effective in providing robust challenges through the annual conversation, scrutiny committees, and regular performance audits.

The centre has made a significant commitment to developing its systems for

monitoring and evaluation. The senior management team work with staff and partners to identify future priorities and a number of action plans have been developed as a result. These are based on robust local data combined with good local knowledge provided by family support workers, outreach workers and other relevant partners. The views of parents and users are collected through evaluations of individual activities and interventions in order to check quality, usefulness and to inform the future planning of provision. There has also been some recent work to collect the views of those who do not currently attend the centre. However, systems to ensure the consistent evaluation of the longer term impact of all services are less well developed. Resources are used effectively to provide a welcoming and productive environment. The building is well used and staff's determination to take services out of the centre has extended the range of activities and resources available to the wider community. Robust financial management systems are in place to monitor day-to-day expenditure and managers receive good levels of support from local authority finance officers. The effectiveness of partnership work across the locality has also been effective in streamlining services and ensuring value for money.

The safeguarding arrangements to share concerns and record information are well developed. These procedures are used by a range of professional agencies to monitor children's welfare and increasingly, to provide appropriate early intervention and support where necessary. Policies and procedures are robust and there are good systems in place to maintain and update these. As a result, all agencies are well aware of the wider safeguarding agenda and collaborate effectively to reduce the risk of harm to children. All checks on the suitability of staff directly employed by the centre prior to their appointment are in place. The centre maintains a central register which records these checks. The centre has completed appropriate risk assessments to ensure the safety of children and their parents and these are reviewed quickly when necessary.

The performance management of staff is robust and arrangements for appraisal and supervision are thorough with outcomes used to plan training and support staff development. A commitment to the inclusion of all children and families is at the heart of the centre's vision. Clear action plans have been drawn up which reflect ambitious targets for particular groups of users including fathers, young mothers, those with mental health issues and children with special educational needs and/or disabilities and there has been some marked improvement in the engagement of these groups. This combined with effective partnership working, is helping families to develop positive relationships with their children, improving parenting skills, confidence and self-esteem.

These are the grades for leadership and management

The extent to which governance, accountability, professional supervision and day to day management arrangements are clear and	2
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understood	
The extent to which ambitious targets drive improvement, provision is integrated and there are high expectations for users and the wider community	2
The extent to which resources are used and managed efficiently and effectively to meet the needs of users and the wider community	2
The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its statutory duties	2
The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults	2
The extent to which evaluation is used to shape and improve services and activities	3
The extent to which partnerships with other agencies ensure the integrated delivery of the range of services the centre has been commissioned to provide	2
The extent to which the centre supports and encourages the wider community to engage with services and uses their views to develop the range of provision	2

Any other information used to inform the judgements made during this inspection

Chatham House Children's Centre hosts full time day care provision for children aged three months to school age and this is managed by the local authority. Two local primary schools, Throston and Jesmond Road, with Early Years Foundation Stage provision for children over three years, are also part of the centre's remit. Information from their most recent Ofsted inspections has been taken into account when writing about early years provision and outcomes for children in the report.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from our website: www.ofsted.gov.uk. If you would like us to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Summary for centre users

We inspected Chatham House Children's Centre on 20 and 21 October 2010. We visited activities, looked at the centre's plans and documents and talked with you and professionals. Following this work, we have judged the centre to be providing good support to you and your family.

The children's centre provides a wide range of activities, which are aimed at helping families improve their lives. Your views support this as you tell us that you are happy with the activities you use because they have helped you in lots of different ways. For example, some of you have received excellent support as young mums, whilst others have found the support for families with children with disabilities 'invaluable' and a 'real lifeline.' In particular, activities and provision for children before they start school is improving across the area and your children are doing better as a result, especially in regard to making friends and developing speaking, listening and reading skills. We know many of you have completed training and now work as volunteers, but the centre knows it must do more to encourage you to take part in training and other adult education activities.

We found that the children's centre offers lots of programmes and activities aimed at improving the health of people in your local community. In particular, it has done really well in encouraging people to ensure babies get their immunisations, as well as helping people to live healthier lifestyles by quitting smoking and through the provision of activities to encourage healthy eating and exercise. However, there is still more work to do to reduce the number of teenage pregnancies, as well as to increase the number of new mums who choose to breastfeed their babies. The centre continues to take action to improve this for the benefit of you and your family.

Most importantly, you tell us that you 'feel safe at the centre,' and can 'trust the staff to help you when you most need it'. You particularly appreciate the support of the family support workers and have welcomed home visits and the opportunity to go with someone to a group until you build your confidence and make new friends. We found that the centre was really good at helping you at times in your life when you most need it. We also found that action was taken quickly and that different people and organisations worked well as a team to support both children and families. However, there are some people who live in your area who do not currently use these facilities. So the staff at your children's centre are developing ways to encourage more families to use the groups and activities they provide, so that they can all benefit, if they wish, from the good support available.

We found that the centre is working very well with other partners, such as health visitors and counsellors. You tell us that it is good to go to the baby clinics and have the opportunity to talk to the health visitor or the family support worker in a relaxed, informal environment. For example, one mum had been able to get support for her child who was having trouble with his speech. A lot of parents, especially those who

are bringing up children on their own, told us that they felt really happy on the days when they have an activity to go to. There is good support for children with disabilities and parents are encouraged to take an active role in meetings with professionals, ensuring they are involved in setting targets for their child's learning.

We found that those people in charge of the children's centre are doing a good job. Managers, together with partners and other staff have worked hard to make sure that everything the children's centre does for you will make a difference to the area in which you live. We know that everyone who works with Chatham House children's centre share this commitment and we heard lots of examples from you about how they are making a real difference to your lives.

The centre has spent a lot of time developing the way in which decisions are made about its direction and the different services it provides. As a result, some of these systems are quite new and so the ability of the centre to properly understand how well they are doing in improving the lives of you and your family in the longer term is developing. We know that it will take time for these things to be established but are confident that there are actions in place to improve this. We know the centre is good at asking you to tell them how you have found all the activities and services that you go to and that some of you have used the 'Parents Forum' to influence and change the way some services are delivered. However, the centre needs to increase the involvement and influence of you as parents in their work. We hope that this is something you might be interested in becoming a part of.

Thank you to everyone who took the time to come and speak to us, we are very grateful and we wish you every success for the future.

The full report is available from your centre or on our website www.ofsted.gov.uk.

3.1 Appendix 2

CHATHAM HOUSE CHILDREN'S CENTRE PLAN

Objective	Action	Milestones	Person responsible	Progress
Continue to develop outreach work to secure improved outcomes for all families locally, particularly in relation to improved breastfeeding rates and the uptake of training and adult education opportunities	<ul style="list-style-type: none"> Produce a community engagement plan to ensure the community becomes the centres champion 	January 2011	CR	Registrations and referrals to panel have increased (see SEF)
	<ul style="list-style-type: none"> Continue to strengthen relationships with health to ensure all families are registered and that vulnerable families are referred as early as possible 	Ongoing	SFE	
	<ul style="list-style-type: none"> Outreach workers to continue to target community venues to engage non users 	From Nov '10 to April '11	Reach out	Data has been captured by health visitors. Midwifery manager, lead HV and Sure Start and EYs manager meeting in Jan to look at strategies
	<ul style="list-style-type: none"> Breastfeeding audit carried out to understand why rates are low 	Dec 2010	AW	
	<ul style="list-style-type: none"> Explore Chatham House becoming a baby café 	April 2011	AW/SFE	
	<ul style="list-style-type: none"> Analyse data for reach area re: breastfeeding rates 	Jan 2011	AW	
	<ul style="list-style-type: none"> Review volunteering programme with a view to increasing numbers 	Feb 2011	CR	
	<ul style="list-style-type: none"> Produce an enterprise plan using Krafty Café as a model Discuss opportunities with FE 	April 2011	PT/CR	

	college for partnership working	Initial discussions Dec 2010 Develop plan April 2011	GS/ SFE/CR	
Continue to develop work around participation to ensure parents are empowered to contribute to the governance of the centre through meaningful representation on the advisory board	<ul style="list-style-type: none"> Develop Parents Forum – daycare parents, parents through Reach out project, parents attending CC activities Carry out rigorous non-user consultation Support parents attending the parents forum to attend the advisory board Identify support needs for parents attending the advisory board (training programme) 	<p>April 2011</p> <p>April 2011</p> <p>April 2011</p> <p>April 2011</p>	<p>CR</p> <p>CR</p> <p>CR</p> <p>SFE/CR</p>	
Further develop and embed systems to ensure the consistent longer term evaluation of the impact of all services delivered through the centre	<ul style="list-style-type: none"> Review evaluation systems currently in place Ensure that evaluation is carried out at the end of specific programmes Use evaluations to redesign activities/services Ensure evaluations at each EYFS session are used to plan next session 	<p>March 2011</p> <p>Ongoing from Nov 2010</p> <p>April 2011</p> <p>Ongoing from November 2010</p>	<p>SFE</p> <p>SFE/CR</p> <p>CR</p> <p>CR/DA/EYFS worker</p>	<p>In place – evaluations being used to inform future services</p> <p>In place – outcomes file with info available</p>

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
24 January 2011



Report of: Director of Child and Adult Services

Subject: SEPARATED FAMILIES PARTNERSHIP
PROGRESS

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To notify the portfolio holder of the progress of the Separated Families Partnership

2. SUMMARY OF CONTENTS

- 2.1 The Separated Families Partnership is one of 10 National Pilots funded by the Department of Children and Family Services. In Hartlepool the pilot is a partnership between Hartlepool Borough Council, Families Talking, Relate, Harbour, Headland Futures and the Citizens Advice Bureau. Families Talking is the lead organisation of the partnership.

The Partnership has been in progress since October 2009.

- 2.2 This report will outline/show the progress of the partnership to date, how the service has been integrated with the Team Around the Primary School and where the work of the partnership fits within the prevention agenda.
- 2.3 The pilots aim to deliver a range of integrated services to separating and separated parent.

The desired outcomes of the projects are to:

- Reduce conflict
- Improve co-parenting
- Improve the parent/child relationship
- Reduce the financial impact of separation

3. RELEVANCE TO PORTFOLIO MEMBER

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

4. TYPE OF DECISION

4.1 Non-Key.

5. DECISION MAKING ROUTE

5.1 Children's Services Portfolio

6. DECISION(S) REQUIRED

The Portfolio Holder is asked to note this new programme in the preventions service and to acknowledge the progress made.

Report of: Director of Children's Services

Subject: SEPARATED FAMILIES PARTNERSHIP
PROGRESS

1. PURPOSE OF REPORT

- 1.1 To update the portfolio holder on the progress of the Separated Families Partnership

2. BACKGROUND

- 2.1 The Separated Families Partnership is one of 10 National Pilots funded by the Department of Children and Family Services. In Hartlepool the pilot is a partnership between Hartlepool Borough Council, Families Talking, Relate, Harbour, Headland Futures and the Citizens Advice Bureau. Families Talking is the lead organisation of the partnership. The Partnership has been in progress since October 2009.

- 2.2 The pilots aims to deliver a range of integrated services to separating and separated parent. The desired outcomes of the projects are to:
- Reduce conflict
 - Improve co-parenting
 - Improve the parent/child relationship
 - Reduce the financial impact of separation.

- 2.3 Research into the social and economic impacts of divorce and separation evidence strong links to the level of parental conflict and negative long term outcomes for the children and adults involved. Children of separated parents are more likely to become teen parents, become involved in risk taking behaviours and achieve poor educational results. Adults involved in conflicts over residency and contact at risk of mental health issues, substance and alcohol misuse.

Children from separated families represent between 80 and 100% of the service users of, ACORN, HYPED, the PRU, referrals to TAPS, TASS and social care.

- 2.4 In 2011 new birth registration legislation will come into force requiring fathers to be named on all birth certificates. This, along with the 2003 legislation giving parental rights to fathers named on the birth certificate not just to those who are married, has implications for the local authority working with separated couples where both parents have parental responsibility. Where there is conflict between parents there will need to be greater awareness amongst those working with

separated families of parental rights to information and involvement in the decision making process.

3. PROGRESS

- 3.1 Update on the progress of the pilot project since April 2010 up to November 2010. After one year of operation the pilot project has engaged with 174 families. Each partner in the project provides specific services to the project as well as access to core services.

3.2 **Families Talking:**

The lead organisation has three areas of work within the partnership.

3.3 **Mediation:**

Referrals to Family Mediation in Hartlepool have increased by 40% since the pilot began, with 45 families directly referred by the project. There are now sufficient referrals coming from Hartlepool to have a group planned in the town for the Contact Activity Parenting course in November and hopefully to continue regularly after that.

3.4 **Separation Workers:**

After a period of adaptation the three separation workers are now embedded within the Team Around the Primary School whilst remaining based at the Headland Future offices. The separation team work with their TAPs partners - Learning to date indicated that separation must be tackled in alongside other issues in order for the intervention to be properly effective. As such, the separation workers now manage a number of TAPS cases in addition to their usual caseload, providing specific support to cases which meet eligibility criteria for the project (e.g. separation is a major issue), but coordinating packages of support for intertwined issues. They are provided with management support by Graham Alton from Headland futures.

The team have directly provided support to 84 clients. The most prevalent issues requiring support being low mood/depression, children's arrangements and behaviour and financial issues. Overall 67 cases recorded some improvement with the most successful outcomes coming from improvements to low mood. Support for these families seems to have had the greatest benefit and better parenting is obviously more likely if the parents themselves feel better able to cope

The Separation team and staff from the partner organisations held a promotional event in the Middleton Grange shopping centre which was supported by a feature article in the Hartlepool Mail.

3.5 **Strategic Separation Specialist:**

A Children's rights approach to separation accepted by the parenting strategy group to be integrated into the parenting and prevention

strategies. The approach requires services to recognise that every child has a right to a relationship with both parents.

Workshops delivered by the Separation Specialist on this approach have been integrated into the mandatory training courses of Hartlepool Borough Council Children and Family Services began deliver in November.

A “toolkit” which support practitioners in working with separation issues is in the final stages of production and will be provided free by the pilot project to all course attendees.

3.6 **Relate:**

Most clients have engaged well with the counselling and feedback has been positive. However referral numbers have been very low, numbers would have been higher if it had been possible to accept referrals for couple counselling and relationship mending/improvement but this was not part of the original bid specification.

Relate have also started to deliver a series of workshops, called “Parents Apart “ which are aimed at helping separated parents to deal with the impact of separation on their children.

3.7 **Headland Future :**

Headland Future has engaged with 54 fathers with 31 of these meeting all criteria for successful outcomes. They continue to work closely with the Family Separation Team co-working cases in which male family members are challenging to engage.

In partnership with Relate the team are planning the implementation and roll out of teenage pregnancy module to mums and dads.

3.8 **Harbour:**

Working with families where domestic abuse is an issue Harbour have received twelve referrals and engaged with nine families. Harbour provides advice and support to the partnership staff working with families where domestic abuse is an issue. Harbour staff also provide specialist input into the separation workshops.

3.9 **CAB:**

The allocated member of staff has received 91 referrals for advice around managing debts, legal/court advice, benefits advice and housing advice. Internal referral from other partners making up the bulk of these numbers.

3.10 **Support Provided**

The table below show the areas families have been seeking support for. As is evident from the figures a number of families require support in more than one area and from more than one partner service. The

role of the family separation workers in coordinating the support has been an important factor to successful engagement with services.

Table : What are families seeking support about

Figures represent the number of families seeking each type of support

FST= Family Separation Team HF=Headland Futures

Local case	FST	HF	Relate	CAB	Harbour	
Data	Total	Total	Total	Total	Total	Total
Contact Arrangements	36	4	1	2	4	47
Conflict Resolution	37	15	1	1	0	54
Counselling for Parents	19	4	2	0	0	25
Counselling for Children	24	2	0	0	1	27
Financial/Debt Advice	13	10	0	8	0	31
Benefits Advice	9	10	0	16	0	35
Legal/Court Advice	9	0	0	0	1	10
Parenting support	19	28	1	2	0	50
Housing advice	6	2	0	7	0	15
Employment/Childcare advice	2	1	0	0	0	3
Dealing with domestic violence	14	3	0	1	12	30
Fathering Support	8	51	0	0	0	59
Educational Support for Children	0	0	0	0	0	0
Other	1	0	0	0	0	1

3.11 Referrals

The majority of referrals to the service were initially from the TASS/TAPS teams. However in the last quarter a number of other services have begun making regular referrals evidencing an increased awareness of the service.

There has been a significant increase in the number of self referrals as awareness of the project is increasing.

Table 1: Referral routes

Local case	FST	HF	Relate	CAB	Harbour	
Referred By	Total	Total	Total	Total	Total	Total
Parent self-referral	7	9	0	12	1	29
Solicitor	5	0	0	1		6
Advice/voluntary agency	10	1	1	1	1	14
Health services	5	1	0			6
Social services	5	3	1		1	10
Housing services	2	0				2
TAPS/TASS	40	34		4		78
Children's Centre/Educational Services	8	4				12
Other	7		1		9	17
Grand Total	89	52	3	18	12	174

4. RISK IMPLICATIONS

- 4.1 The Family Separation Partnerships is an eighteen month pilot project which ends in March 2011. The last quarters increase in awareness from a range of referrers and in self referral raise concerns that just as the service is becoming embedded in Hartlepool it will cease without future funding.

5. RECOMMENDATIONS

- 5.1 The Portfolio Holder is asked to note the progress of the Family Separation Pilot.

6. REASONS FOR RECOMMENDATIONS

- 6.1 To ensure that the Portfolio Holder is aware of the development of the Family Separation Partnership and is given the opportunity to support its progress.

7. CONTACT OFFICER

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CHILD & ADULT SERVICES PORTFOLIO

Report to Portfolio Holder

24 January 2011



Report of: Director of Child and Adult Services

Subject: THE DEVELOPMENT & ACHIEVEMENT OF
THE TEAM AROUND THE PRIMARY SCHOOL
(TAPS)

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To notify the Portfolio Holder of the development and progress of the Team Around the Primary School project.

2. SUMMARY OF CONTENTS

- 2.1 The Team Around the Primary School team has now been in operation since January 2009 and working with a full staff team since September 2009. The team itself carries a dual role of both early intervention via the Team Around the Primary School process and high intense packages of support via the Family Intervention Project (FIP).

3. RELEVANCE TO PORTFOLIO HOLDER

The Portfolio holder has responsibility for Children's Services

4. TYPE OF DECISION

Non Key.

5. DECISION MAKING ROUTE

Children's Services Portfolio

6. DECISION(S) REQUIRED

- 6.1 The Portfolio Holder is asked to note the report.
- 6.2 The Portfolio Holder is asked to note the progress made by the project in its work with families.

Report of: Director of Child and Adult Services

Subject: THE DEVELOPMENT & ACHIEVEMENT OF
THE TEAM AROUND THE PRIMARY SCHOOL
(TAPS)

1. PURPOSE OF REPORT

- 1.1 To notify the Portfolio Holder of the development and progress of the Team Around the Primary School Project.

2. BACKGROUND

- 2.1 The Team Around the Primary School team has now been in operation since January 2009 and working with a full staff team since September 2009. The team itself carries a dual role of both early intervention via the Team Around the Primary School process and high intense packages of support via the Family Intervention Project. This report updates information provided to the Portfolio holder on 13th October 2009.

3. OPERATIONAL DEVELOPMENTS

- 3.1 Since the formation of the Team Around the Primary School process, the work and strength of the team has continued to develop and expand. In addition to the Anti Social Behaviour, Child Poverty and Youth Crime elements of the Family Intervention Project, Hartlepool now has a specific Housing Challenge Family Intervention Project that is specifically set within the Belle Vue area. This area was chosen as a pilot, to role out a community based Family Intervention Project within an area of deprivation and regeneration. The core ethos of this being a community based Family Intervention Project, to encourage people to want to live in the area and to build upon the community spirit and engage those families with multiple problems and chaotic lifestyles back in to the local community. A further development is the emphasis on the need to prevent children and young people becoming Looked After, focussing specifically on those that are on the edge of care. This type of work is a national drive in order to develop intense tailored packages of support for those families where there is a real risk of their children becoming Looked After by the Local Authority. It is of great cost to the Local Authority to accommodate children and young people and in some cases this is to the detriment of children, young people and their families. There is an acknowledgement and belief that in these cases a tailored package of support can not only prevent children and young people from becoming Looked After and thereby a saving,

but most importantly, improve family relationships and outcomes for the children and young people.

- 3.2 Relationships have now been formed with all primary schools within Hartlepool and as a consequence a large number of families are gaining support at a much earlier time and in a number of cases it is preventing the need for the involvement of statutory services and crisis intervention.
- 3.3 The relationship with social care teams has also developed and this has resulted in an increase in both Team Around the Primary School referrals and Family Intervention Project referrals. There is a constant dialogue between Team Managers in Social Care and the Prevention Team Manager as well as regular gate keeping meetings between the Team Managers from the Initial Response Team, Duty Team, Children's Centres and Team Around the Primary School. Social Workers within the Team Around the Primary School process have also had a placement within the Initial Response Team and also a six month placement of one day a week within the long term social care teams in order to enhance their development and professional progression, as well as them experiencing first hand statutory field work in order to bring their knowledge and experience back to the Team Around the Primary School team.

4. CASE EXAMPLES

4.1 Case Study A - FIP

- 4.1.1 The family were referred to the Family Intervention Project in June 2008 by Probation following X's serious and persistent involvement in anti social behaviour and serious issues regarding non school attendance. X had been permanently excluded from English Martyrs School and his school attendance at the time of referral was 0% out of a possible 106.
- 4.1.2 Up to the date of the referral, X had received over 49 AS 13 reports of anti social behaviour which included offensive, intimidating and abusive language and behaviour, throwing missiles, behaving in a threatening manner and alcohol related nuisance behaviour. There had been several failed attempts by the Anti Social Behaviour Unit to engage X on an Anti Social Behaviour Agreement (ABA) or Anti Social Behaviour Contract (ABC) due to non engagement. X had also participated in criminal behaviour and became subject to a referral order with the Youth Offending Service.

4.1.3 Intervention from the Family Intervention Project

Support within the Family Plan specifically focused on re-engaging and retaining X in education and also one-to-one mentoring sessions to

address contributing factors relating to his anti social behaviour. X has, to date, fully engaged and participated well in the following sessions:

- Anger Management
- Peer Pressure
- Definitions of Anti Social Behaviour
- Consequences of Anti Social Behaviour
- Drug and Alcohol Awareness
- Raising Self Esteem

4.1.4 Transport and support was also provided for X in order to encourage and improve school attendance, as well as to mother and new born baby, in order to attend hospital appointments. Mother received ongoing support from the Key Worker involved in relation to X's behaviour and non engagement with other service. Housing advice and support was also part of the plan due to the family wishing to move due to mother having a baby with disabilities during FIP intervention and the home being overcrowded and in a state of disrepair. Financial assistance was given in order to remove rubbish from the front and rear of the property and also work on parenting and routines due to the younger children also having attendance issues.

4.1.5 **Intervention from the Local Authority**

- X received and anti social behaviour order (ASBO).
- Mother received parenting order due to non school attendance.

4.1.6 **Intervention from Education**

Alternative education placement arranged.

- Attended two days garage placement.
- Attended one day at Rightrax Course- (Bicycle Maintenance Course).
- Attended one day at Pupil Referral Unit.
- Attended one day COPE course at Manor West Project.
- Completed LIFE fire safety course with Hartlepool Fire Brigade.

4.1.7 **To date - academic achievements**

- Two Math's G.C.S.E's
- One English G.C.S.E
- COPE Qualification (Certificate of Personal Effectiveness) equivalent to two G.C.S.E's
- Wider key skills Level 1 and 2 (equivalent to two G.C.S.E's)

4.1.8 Current situation

- Now employed four days at local garage.
- Attending one day car mechanic course at H.C.F.E.
- No further reports of anti social behaviour.
- Initiating process in order to retract ASBO.
- Attendance of younger children has greatly improved.
- No further offending behaviour from X.
- Mother is now engaging with services.

4.2 Case Study B – TAPS

4.2.1 Family B were referred in to the TAPS process via the primary school after both school and mother identified that J's behaviour had started to deteriorate both within the home and school environments. On completing the Common Assessment Framework (CAF) with the mother and J, mother informed the worker that her 15 year old daughter was pregnant with twins and that this was adding stress to the family situation due to concerns around finances and the future prospects of her daughter.

4.2.2 Mother was a single parent and identified that she would need to take time off work in order to assist her daughter care for the twin's when they were born and that as she was on her own with no extended family support in the area, the arrival of the twins would also add additional financial pressure. C was within her final year of school and due to sit GCSE exams following the arrival of the twins and was predicted to achieve A grade GCSE's. C was adamant that she wanted to continue with her education following the arrival of the twins and attend college following her GCSE's.

4.2.3 From completing the CAF the following intervention was put in place:

- 1:1 emotional literacy work with J around his feelings and anxieties in relation to the arrival of the twins.
- Children's Fund referral for J.
- Financial support from West View Advice for both mother and C.
- Referral to Children's Centre for C where an education package was implemented in order to assist with her GCSE.
- 1:1 support for mother.

4.3 Case Study C – Edge of Care Package

4.3.1 S came to the attention of the service following a request by social care and HYPED for him to be accommodated within a detoxification placement due to concerns that the family were at breaking point, the younger children were at risk from S's aggressive behaviour and S himself was at risk due to his daily cannabis misuse and possible associates.

- 4.3.2 At this time, S was a Year 7 pupil. He had been receiving a package of support from Team Around the Secondary School but his behaviour was still concerning and had in fact spiralled within two months. S was believed to be smoking cannabis on a daily basis, associating with older youths, becoming involved in offending and anti social behaviour, displaying aggressive behaviour within the home and unable to participate in mainstream lessons within school. There was also grave concern in relation to his mental health, however, due to the use of cannabis it was not felt that a true assessment of S's mental health could be undertaken unless he was free from drugs. It was felt by those involved with S at the time that unless he was accommodated and received treatment for his substance misuse that he would be at significant risk from those he was associating with and also from his substance misuse. Parents were also stating that they could no longer cope with S's violent behaviour in the home.
- 4.3.3 Following a multi agency meeting with agencies involved and the Family Intervention Project during the Easter holidays, it was agreed that S needed to be away from Hartlepool for a short period of time in order to not only protect him from his peers but to build on the fact he was currently on a family holiday and away from drugs.
- 4.3.4 An activity based residential centre was arranged for S and small team of workers for nine days, in agreement with parents, to commence the day the family holiday ended. Whilst S was initially reluctant to attend the centre he soon settled and began to not only enjoy the activities but form relationships with the staff and begin to talk about his behaviour and what he would like to change.
- 4.3.5 On return home from the centre; a tight package of support was implemented for S and his family which included:
- ABA for S with a list of non associates and a curfew.
 - Daily visits from FIP key worker or Youth Offending Service (YOS) worker including on a night and weekend.
 - PCSO and Police support re curfew.
 - 1:1 support for parents.
 - Support from YOS worker in S's placement at the Pupil Referral Unit.
 - Transport to Child & Adults Mental Health Service (CAMHS) appointment for S.
 - Weekly appointments with Anti Social Behaviour Officer.
 - On call system for family.
 - Ongoing support and sessions from HYPED.

4.3.6 The package implemented for S has been successful, although approximately 6-8 weeks following the residential S was accommodated for a period of two weeks due to an aggressive and violent outburst within the home one evening that had placed his younger siblings at risk.

4.3.7 To date S's substance misuse has reduced, he is now back in mainstream education and making good progress, he has not been involved in any further incidences of anti social behaviour, he has not been reported missing, he has abided by the curfew which is no longer in place and family relations have greatly improved with the family enjoying family activities and days out as a family. The support for the family is still in place and there remains regular multi agency meetings.

5. RECOMMENDATIONS

The Portfolio Holder is asked to note the report.

The Portfolio Holder is asked to note the progress made by the project in its work with families.

6. REASONS FOR RECOMMENDATIONS

6.1 Prevention services have been a key priority for the department and the impact of early intervention is vital if we are to make long term changes to the long term outcomes for children.

CONTACT OFFICER

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