

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 17 March 2015

at 4.00 pm

**at the Centre for Excellence, Training and Learning,
Brierton Lane, Hartlepool**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Fleet, Griffin, Hall, Lauderdale, Lilley, Loynes, Simmons

Co-opted Members: Michael Lee

Six Young People's Representatives

Observer: Councillor Richardson, Chair of Adult Services Committee

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on 10 February 2015 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

- 4.1 Council Plan 2015/16 - Child and Adult Services Department – *Director of Child and Adult Services*

5. KEY DECISIONS

- 5.1 2015/16 Schools' Capital Works Programme – *Director of Child and Adult Services*



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Great North Futures: Transforming Education and Skills Outcomes Across Tees – *Director of Child and Adult Services*
- 6.2 Review of Management of the Home Hospital Service Unit and Amendments to the Instrument of Government Hartlepool Pupil Referral Unit – *Director of Child and Adult Services*
- 6.3 Regional Joint Commissioning Arrangements – Residential Schools and Residential Children's Homes – *Director of Child and Adult Services*
- 6.4 Reconstitution of the Governing Bodies of Fens, Throston and Brougham Primary Schools – *Director of Child and Adult Services*
- 6.5 Children and Young People's Democracy – *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

- 7.1 Development of Multi-Agency Safeguarding Hub – *Director of Child and Adult Services*
- 7.2 Six Month Updates on Young Inspectors Inspection Reports – *Director of Child and Adult Services*
- 7.3 Fostering Service Interim Report – 1 October 2014 – 31 December 2014 – *Director of Child and Adult Services*
- 7.4 Holocaust Memorial Project – Evaluation and Future Plans – *Director of Child and Adult Services*
- 7.5 OFSTED Inspection of Exmoor Grove Children's Home – *Director of Child and Adult Services*
- 7.6 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*
- 7.7 Priority School Building Programme – Phase 2 – *Director of Child and Adult Services*
- 7.8 The Role of the Pupil Referral Unit – *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

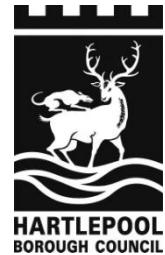
ITEMS FOR INFORMATION

Date of next meeting – to be arranged.



CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: COUNCIL PLAN 2015/16 – CHILD & ADULTS
DEPARTMENT PROPOSALS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Budget & Policy Framework.

2. PURPOSE OF REPORT

- 2.1 To provide the opportunity for the Children's Services Committee to consider the proposals for inclusion in the 2015/16 Council Plan that fall under the remit of the Committee for the Child and Adult Department.

3. BACKGROUND

- 3.1 A review of the Outcome Framework was undertaken as part of the 2014/15 service planning process. Some minor changes have been made to the Framework for 2015/16 which were reported and agreed by Finance and Policy Committee on 13th October 2014.
- 3.2 As in previous years detailed proposals are being considered by each of the Policy Committees throughout February in respect of their areas of responsibility. A further report will be prepared for Finance and Policy Committee on the 23rd March detailing the comments/observations of each of the Committees along with a full draft of the 2015/16 Council Plan.
- 3.3 The Council Plan will then be presented to Council for agreement on the 26th March. It is proposed that any additional updates or changes agreed by the Finance and Policy Committee on the 23rd of March will be noted when the report is presented to Full Council.

4. PROPOSALS

- 4.1 The Director of Child and Adults will deliver a short presentation at the meeting detailing the key challenges that the Council faces over the next few

years and setting out the proposals from the Child and Adult Department for how these will be addressed.

- 4.2 The main focus of the presentation will be on the outcomes that have been included in the Outcome Framework within Child and Adult Department and how these will be delivered in 2015/16.
- 4.3 The Outcomes that fall under the remit of the Children's Services Committee and are within the Child and Adults Department are: -
- Fewer Hartlepool children experience the effects of poverty
 - Every child has the best start in life
 - Children & young people are safe and protected from harm
 - To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning
- 4.5 **Appendix A** provides detail on the proposed actions identified by the Child and Adult Department to deliver the outcomes that fall under the remit of the Children's Services Committee. Performance Indicators (PIs) that will be monitored throughout the year in order to measure progress are also included in the appendix alongside a number of key risks.

5. NEXT STEPS

- 5.1 The remainder of the Council Plan proposals will have already been discussed at the relevant Committees between 9th February and 16th February 2015. Comments and observations from those Committees will be added to those received at today's meeting and included in the overall presentation of the final draft of the Council Plan to Finance and Policy Committee on 23rd March 2015, before being taken for formal agreement by Council at its meeting on 26th March 2015.
- 5.2 Progress towards achieving the actions and targets included in the Council Plan will be monitored throughout 2015/16 by officers across the Council and progress reported quarterly to Elected Members through reports to Finance and Policy Committee.

6. RECOMMENDATIONS

- 6.1 It is recommended that the Children's Services Committee: -
- considers the proposed outcome templates (Appendix A) for inclusion in the 2015/16 Council Plan;

- formulates any comments and observations to be included in the overall presentation to the meeting of the Finance and Policy Committee on 23rd March 2014.

7. REASONS FOR RECOMMENDATIONS

Children's Services Committee has responsibility for Performance Management of issues within the Child and Adults Department within the Council Plan.

8. CONTACT OFFICER

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SECTION 1 OUTCOME DETAILS			
Outcome:	1. To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning	Theme:	Lifelong Learning and Skills
Lead Dept:	CAD	Other Contributors:	

SECTION 2 ACTIONS			
Code (existing/ New)	Action	Due Date	Assignee
LLS01	Direct resources towards ensuring that every pupil in Hartlepool is attending a good or outstanding school by 2015/16 by strengthening leadership and governance across the town and improving the quality of teaching and learning.	March 2016	Mark Patton
LLS02	Provide an intensive challenge and support programme to secondary schools to ensure that the percentage of pupils achieving 5+ GCSE A*-C including mathematics and English is in the top 20% of the most improved authorities in the country by 2015	March 2016	Assistant Director, Education
New	Support primary and secondary schools to close the gap in achievement between learners from low income families and children in care ('disadvantaged pupils') and all children and young people nationally.	March 2016	Assistant Director, Education
LLS03	Work with schools and colleges to diversify the curriculum across Hartlepool to provide coherent pathways from primary to secondary school and ultimately into high quality post-16 provision and advanced apprenticeships and higher education placements.	March 2016	Assistant Director, Education
LLS04	Review and re-commission behaviour, attendance and alternative education provision to re-engage children and young people with challenging behaviour in their education.	March 2016	Head of Social & Education Inclusion

SECTION 3 PERFORMANCE INDICATORS & TARGETS
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Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2014/15)	Future Targets	
						15/16	16/17
CSD P131	Percentage of pupils attending primary schools judged as good or outstanding by OFSTED	Kath Mullen	Targeted			100%	TBC
CSD P132	Percentage of pupils attending secondary schools judged as good or outstanding by OFSTED	Mark Patton	Targeted			100%	TBC
NI 75	Percentage of pupils achieving 5+ GCSE 5A*-C including maths and English	Mark Patton	Targeted			TBC	TBC
New	Achievement gap between disadvantaged pupils in Hartlepool and all pupils nationally at Key Stage 2 L4+ reading, writing and mathematics	Kath Mullen	Targeted			10%	TBC
New	Achievement gap between disadvantaged pupils in Hartlepool and all pupils nationally at Key Stage 4 GCSE 5 A*-C including maths and English	Mark Patton	Targeted			18%	TBC
New	Participation in education, employment and training at age 18+	Assistant Director, Education	Targeted			93%	TBC

SECTION 4 RISKS		
Code	Risk	Assignee
New	Increase in number of pupils in primary and secondary schools judged by OFSTED to require improvement or to be inadequate	Kath Mullen / Mark Patton
New	Reduction in performance at GCSE to below the national average	Mark Patton
New	Widening of gap in achievement of disadvantaged pupils in Hartlepool and that of all pupils nationally in both primary and secondary schools	Assistant Director, Education
New	Non-participation at age 18+ in education, employment or training begins to increase	Assistant Director, Education
New	Alternative education provision in Hartlepool is judged to be inadequate	Assistant Director, Education

SECTION 1 OUTCOME DETAILS

Outcome:	1. Fewer Hartlepool children experience the effects of poverty	Theme:	Jobs and the Economy
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Lead Dept:		Other Contributors:	
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SECTION 2 ACTIONS

Code (existing/New)	Action	Due Date	Assignee
JE01	Reduce the impact and extent of child poverty through targeted support to families and children and creating pathways into employment	March 2016	Danielle Swainston

SECTION 3 PERFORMANCE INDICATORS & TARGETS

Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2014/15)	Future Targets	
						15/16	16/17
NI 116	Proportion of children in poverty	Danielle Swainston	Monitor	Financial Year	NA	NA	NA
NI 117	Percentage of 16-18 year olds who are Not in Education, Employment or Training (NEET)	Mark Smith	Targeted	Financial Year	6.6%	TBC	TBC

SECTION 4 RISKS

Code	Risk	Assignee

SECTION 1 OUTCOME DETAILS			
Outcome:	2. Every child has the best start in life	Theme:	Health and Wellbeing

Lead Dept:	CAD	Other Contributors:	
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SECTION 2 ACTIONS			
Code (existing/New)	Action	Due Date	Assignee
New	Deliver Better Childhood Programme through integration of early help, social care and partner agencies	March 2016	Sally Robinson
New	Implement solution orientated approaches to assessment planning, intervention and review processes across Children's workforce	March 2016	Sally Robinson
New	Review delivery model for the Youth Support Service that maximises effectiveness and efficiency	March 2016	Sally Robinson

SECTION 3 PERFORMANCE INDICATORS & TARGETS							
Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2014/15)	Future Targets	
						15/16	16/17
CSD P065	Percentage of children achieving a good level of development at age 5	Danielle Swainston	Monitor	Academic Year	NA	NA	NA
NI 111	Number of first time entrants to the Youth Justice System aged 10-17 100,000 population (aged 10-17)	Sally Robinson	Monitor	Financial Year	NA	NA	NA

SECTION 4 RISKS		
Code	Risk	Assignee
CAD R025	Failure to meet statutory duties and functions in relation to childcare sufficiency	Danielle Swainston
CAD R026	Failure to deliver Early Intervention Strategy	Sally Robinson

SECTION 1 OUTCOME DETAILS			
Outcome:	3. Children & young people are safe and protected from harm	Theme:	Health and Wellbeing

Lead Dept:	CAD	Other Contributors:	
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SECTION 2 ACTIONS			
Code (existing/New)	Action	Due Date	Assignee
HW06	Strengthen the role of the LSCB in securing effective multi agency working to safeguard children and young people from harm, neglect and exploitation	March 2016	Elisa Arnold
New	Develop and implement a Multi Agency Children's Hub across North Tees	March 2016	Sally Robinson
HW08	Integrate services to help families who are in need or at the point of crisis to take control of their lives	March 2016	Wendy Rudd
HW09	Secure permanence for children at the earliest opportunity and within an appropriate timescale for the child	March 2016	Jane Young
HW10	Equip the child and adults workforce with the knowledge and skills to assess risk to children particularly in relation to the impact of domestic violence, substance misuse and mental health and to 'think family' in planning and implementing support to protect the best interests of children	March 2016	Sally Robinson

SECTION 3 PERFORMANCE INDICATORS & TARGETS							
Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2014/15)	Future Targets	
						15/16	16/17
CSD P035	Children who became the subject of a Child Protection (CP) Plan, or were registered per 10,000 population under 18	Sally Robinson	Monitor	Financial Year	NA	NA	NA
CSD P116	Percentage of C & F assessments completed within 45 working days	Wendy Rudd	Targeted	Financial Year	NA	TBC	TBC
NI 62	Stability of placements of looked after children: number of moves	Jane Young	Targeted	Financial Year	10%	TBC	TBC
NI 63	Stability of placements for looked after children: length of placement	Jane Young	Targeted	Financial Year	75%	TBC	TBC

SECTION 4 RISKS		
Code	Risk	Assignee
CAD R017	Failure to recruit & retain suitable staff in childrens services (Actively Managed)	Sally Robinson
CAD R019	Failure to plan for future need and ensure sufficient placement provision to meet demand (Actively Managed)	Sally Robinson
CAD R020	Insufficient capacity in the independent sector to meet placement demand (Actively Managed)	Rachel Smith
CAD R021	Increased demand on services due to socio-economic pressures (Actively Managed)	Sally Robinson
CAD R022	Failure to provide statutory services to safeguard children and protect their well-being (Actively Managed)	Sally Robinson
CAD R023	Impact of change to funding arrangements across Children's Services (Actively Managed)	Sally Robinson
CAD R024	Failure to meet statutory duties and functions in relation to Youth Offending Service (Actively Managed)	Mark Smith
CAD R029	Failure to effectively manage risks exhibited by young people and families (Actively Managed)	Sally Robinson
CAD R030	Failure to deal with sensitive, personal or confidential information in a secure way, resulting in loss of data with associated fines, loss of public confidence and/or damage to reputation	Kay Forgie/ Trevor Smith

CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: 2015/16 SCHOOLS' CAPITAL WORKS PROGRAMME

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision – test (i) and (ii) apply – Forward Plan Reference No. CAS 035/15.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek approval to the 2015/16 Schools' Capital Works Programme, as detailed in **Appendix 1** in order to progress the design and detailed costing exercise in time for the projects to be carried out during the summer holiday period. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).**

3. BACKGROUND

- 3.1 On 9 February 2015, the Department for Education (DfE) announced capital funding allocations, these being, School Condition Allocations (formerly known as Capital Maintenance) and Devolved Formula Capital (DFC) for the school estate in Hartlepool both for the Local Authority (LA) and the Voluntary Aided sector (VA).
- 3.2 The 2015/16 School Condition Allocations (SCA) are indicative of the funding that responsible bodies will receive in 2016-17 and 2017-18. However, SCA will be revised annually to reflect schools moving responsible body, opening or closing. For example, should a school convert to Academy status.

- 3.3 Basic Need allocations for 2015/16 and 2016/17 were reported to Children's Services Committee on 31 March 2014. The spend for this funding will be brought to a future Children's Services Committee.
- 3.4 The total new funding available for 2015/16 is identified in Table 1 below, with the 2014/15 figures included for comparison.

4. FUNDING

2014/15 and 2015/16 Capital Allocations

Table 1 - Capital Funding	2014/15 £	2015/16 £	Increase / (Reduction) £
Universal Free School Meals Capital	159,939	0	(-159,939)
School Condition Allocation (SCA)	878,528	705,409	(-173,119)
Total Local Authority (LA)	1,038,467	705,409	(-333,058)
Devolved Formula Capital (DFC)	178,449	147,682	(-30,767)
Total LA - Schools	178,449	147,682	(-30,767)
DSG Revenue Contribution to Capital Outlay (RCCO)	628,000	628,000	-
Total Funding under LA Control	1,844,916	1,481,091	(-363,825)
Locally Controlled Voluntary Aided Programme (LCVAP)	541,046	432,837	(-108,209)
Voluntary Aided DFC	124,284	89,100	(-35,184)
Universal Free School Meals Capital	82,427	0	(-82,427)
Total Voluntary Aided	747,757	521,937	(-225,820)
HARTLEPOOL LA & VA TOTAL	2,592,673	2,003,028	(-589,645)

4.1 School Condition Allocation/Devolved Formula Capital

- 4.2 School Condition Allocation is a grant to the LA for all maintained community schools and is aimed at addressing condition needs in existing school premises, but does not include Academies who receive funding from a Condition Improvement Fund, direct from the Education Funding Agency.
- 4.3 Devolved Formula Capital (DFC) is a relatively limited capital allocation made directly to schools via the LA to support small scale projects and ICT development. Schools often use this allocation to fund their 10% contributions to larger capital schemes.
- 4.4 Committee will note that the School Condition Allocation and Devolved Formula Capital for the LA are showing reductions of £173,119 (19.7%) and

£30,767 (17%) respectively. These reductions can be explained by the increase in schools converting to Academy status and funds being retained within a central Academies Condition Improvement Fund (CIF) and DFC being directly allocated. As such, overall the allocation is consistent with previous years in real terms.

4.5 Dedicated Schools Grant (DSG)

In previous years capital maintenance funding has been supplemented by departmental revenue funding from the DSG. Funding of £628,000 has been secured for 2015/16 and Schools Forum have decided that this funding should be treated separately to the Capital Maintenance grant funding, as all schools (including Voluntary Aided and Academies) are eligible to access it. Details of which schools will benefit from this funding will be brought to a future Children's Services Committee.

5. DIOCESE COLLABORATION

- 5.1 Liaison with representatives from the Roman Catholic Diocese of Hexham and Newcastle and the Church of England Diocese of Durham and Newcastle has taken place and a consistent approach to the development of capital schemes has been agreed. In order to aid the creation of the 2015/16 Locally Controlled Voluntary Aided Programme (LCVAP), technical knowledge in relation to the condition of Hartlepool VA schools has been shared with the two Dioceses for their consideration. Further liaison will take place to determine which schemes should feature in the final schedule of works for the voluntary-aided sector.

6. CHILDREN'S CENTRES

- 6.1 In previous years the LA has received a dedicated Children's Centre capital allocation. This funding stream no longer exists, however the LA is required to maintain Children's Centres utilising the Schools Capital Allocation. Surveys have been carried out at Children's Centres and it has been established that there is an electrical scheme required at Chatham Road.

7. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- 7.1 In previous years the LA has received a dedicated Access funding allocation. This funding had been directed at providing disabled toilets/shower facilities, ramps and modifications to school buildings, specifically to meet the needs of targeted SEND children accessing mainstream provision, either groups or individuals. Access funding has been withdrawn however the SEND team continues to be consulted to identify priority schemes. Colleagues have identified a potential scheme at Throston School. Further discussions will be held with the school to determine the exact nature of the scheme required. A provisional sum has therefore been allocated to this scheme.

8. TARGETTING RESOURCES

- 8.1 Within the 14/15 programme there was an allocated contingency of £200,000. £100,000 has been used to fund additional works required at the Pupil Referral Unit, which were approved by Finance and Policy Committee on the 13 October 2014 and £15,000 has been used for an emergency scheme at High Tunstall - hot water plant replacement works.
- 8.2 This report is seeking approval for the schemes proposed in **Appendix 1** and will be funded from the 2015/16 Schools Capital Allocation - £705,409, the unallocated funding - £139,000 and the remaining 2014/15 contingency - £85,000. Schools will also be expected to contribute 10% towards the schemes.

Total Funding Available (£)	2015/16 Schools Capital Allocation	705,409
	Unallocated Capital	139,000
	Remaining Contingency	85,000
	Contributions to 15/16 Capital Schemes @10%	86,701
	Total Funding Available	1,016,110

- 8.3 Based on the proposed programmes of works, Table 2 below provides Members with a summary of where that funding will be targeted.

Table 2 - Funding Split	Total LA Funding Required £	School Contributions 10%	Estimated Costs £
Condition / SEND modifications	780,309	86,701	867,010
Children's Centre Condition Item	4,000	-	4,000
Contingency	150,000	-	150,000
	934,309	86,701	1,021,010

- 8.4 Although Members are asked to approve works totalling £1,021,010 as detailed above and in **Appendix 1**, which slightly exceeds the available funding, all schemes have a contingency figure built into the costs, therefore officers are confident that the programme is affordable. The programme will be carefully managed to ensure there is no risk of overspending. It is also expected that some 2014/15 schemes will be completed under budget, offsetting this small shortfall.
- 8.5 As in previous years, the overall programme recommended to Committee for approval includes a contingency fund which has been allocated from the

Schools Capital Allocation. This will continue to ensure that urgent but unforeseen items can be addressed, should the need arise.

- 8.6 Other than in response to an emergency situation, there will be no significant variation to the programme of works as detailed in Appendix 1.

9. PROCUREMENT

- 9.1 The schemes identified will be procured through the Councils Building Design and Construction Section on a best value basis.
- 9.2 For building construction work of a non-specialised nature, below an estimated construction value of £100,000. The Building Design and Construction Section can use the LA Condition, Planned Maintenance and Minor Works Partnership Contract if it does not have the resources available to carry out all of the work.
- 9.3 Works excluded from the partnership are:
- when the estimated contract value exceeds £100,000;
 - work is of a specialist nature i.e. CCTV, Alarm Systems, and Soft Landscaping; and
 - funding condition states that competitive quotes/tenders are required.
- 9.4 For works estimated to be £100,000 and over, the Building Design and Management Section can undertake a competitive process either by tender or via mini-competition using the North East Procurement Organisation construction framework if it does not have the resources available to carry out all of the work.
- 9.5 This approach will provide a coordinated and efficient procurement best value principle.

10. RISK IMPLICATIONS

- 10.1 The report is concerned with the condition, protection and development of Council assets i.e. school buildings and children's centres.
- 10.2 The proposed programme of works has been compiled on the basis of those areas/sections of school buildings which are showing clear signs of failure together with aspects of the building which have the potential to improve teaching and learning and to prevent possible loss of school days due to emergency school closures.

11. FINANCIAL CONSIDERATIONS

- 11.1 The financial implications of this report for the Council are that, if the schemes detailed in the attached **Appendix 1** are approved, funding can be met from the 2015/16 Schools Capital Allocation, current unallocated capital funding together with school contributions.

12. RECOMMENDATIONS

- 12.1 Members are recommended to:
- **Approve the schedule of 2015/16 capital works as summarised in Appendix 1.** This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information). **Subject to the LA agreeing contributions from schools towards individual schemes in line with the shared funding principles established by the Schools Forum.**
 - Allow the Director of Child and Adult Services dispensation and discretion to authorise works where a significant emergency/health and safety risk is exposed.

13. BACKGROUND PAPERS

Report to the Schools Forum Capital Sub-Group – 23 February 2015

14. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: GREAT NORTH FUTURES: TRANSFORMING
EDUCATION AND SKILLS OUTCOMES
ACROSS TEES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key Decision.

2. PURPOSE OF REPORT

- 2.1 To consider a collaborative programme across Tees Local Authorities focused on transforming education and skills outcomes and tackling the long tail of underperformance which mainly affects our poorest children and young people.

3. BACKGROUND

- 3.1 The significant challenges facing the education and skills system in the North East are well rehearsed locally, regionally and nationally. In a recent report¹ the North East Region was identified as the worst performing Region in the Country in relation to Value Added at KS4. The region has the largest Free School Meal attainment gaps at KS2 and KS4, one of the lowest levels of pupils attending good or outstanding secondary schools, on recently published figures the lowest levels of young people progressing into Higher Education², some of the lowest levels of participation and achievement in premium Science, Technology, Engineering and mathematics subjects (STEM) and some of the highest levels of 19-24 unemployment. A sub regional analysis, however, shows that there is variation within the region, with the North East LEP area performing closer to or better than national averages, and the Tees Valley area being significantly below.

¹ Regional Challenges: A Collaborative Approach To Improving Education (Published July 2014 : Centre Forum)

² 2013 Application Cycle: End of Cycle Report, UCAS Analysis and Research: December 2013

- 3.2 There is general recognition that transforming education and skills outcomes and tackling the long tail in underperformance across the Region is fundamental to shaping a better, more prosperous future for the North East and its young people. It is central to developing a world class economy, attracting inward investment and stimulating population growth. It is also fundamental to ensuring our young people can compete for the best jobs, apprenticeships and university places and live fulfilling lives. However, transforming outcomes in the Tees Valley is key to the success of any broader North East Regional approach.
- 3.3 Within this context there are also strong grounds for optimism, with some schools already 'bucking the trend'. Primary schools across Tees are performing above the national average and some individual secondary schools are achieving outstanding results in difficult circumstances. There is a shared recognition that we need to build upon these strengths across the Tees and establish a momentum for achieving a transformation in education and skills outcomes.
- 3.4 In response to the education and skills challenges facing the North East the Association of North East Councils (ANEC) has established an Alliance comprising representatives of the two LEPs, schools, colleges, LA Chief Executives and Directors of Children's Services. Chaired on behalf of the Region's political leaders by Mayor Norma Redfearn, The Alliance, recently named Great North Futures, is in the process of commissioning the development of a business case that will form the basis of a proposition to national government for additional investment into transforming the region's education and skills system. However it is unlikely that additional investment will be available for a wider regional programme until sometime following a General Election.
- 3.5 Given the level of the specific challenges facing the Tees Valley consideration has been given to establishing a collaboration transformation programme Tees-wide. To assist this Directors of Children's Services across the North East have allocated £65,000 from the shared sector-led improvement grant to support a Tees-wide focus. In addition four Tees Valley Authorities (Redcar and Cleveland, Hartlepool, Stockton and Middlesbrough) are proposing to pool a shared resource to establish a Tees-wide education and skills transformation programme. It is proposed that Hartlepool will undertake the role of host Local Authority following the model established in other areas of shared services. In addition discussions have been held with OFSTED and the Education Endowment Foundation regarding options for collaboration with these organisations in attracting additional support and investment in support of the programme.
- 3.6 Following initial consultation across the Tees Valley it is proposed, in the first instance, to collaborate across four themes.

3.6.1 **Great Leadership: A Tees-Wide Approach**

It is proposed to establish a high profile Tees Valley Education and Skills Improvement Board that will provide ambitious system-wide leadership and strong governance of the programme. The Board will include LA leaders, representative primary and secondary headteachers, FE college principals and LEP representatives. It will take shared responsibility for transforming education and skills outcomes across the Tees. The Board will provide a vehicle for undertaking a needs assessment and developing and delivering a highly focused strategy. It will promote effective collaboration, enable the targeting and co-ordination of existing resources, and a joined up approach to attracting additional investment. The formation and mandate of the Board will be negotiated through a Tees Valley Education and Skills Standing Conference.

3.6.2 **Great Schools: Getting Every School and College to Good and Outstanding**

Success will be contingent upon breaking the link between deprivation and under performance in the schools in the Tees Valley that are facing the greatest challenge. However getting every school to good and great will also require joint work across LA leads and OFSTED to triage the schools across the Tees that require intensive, intermediate or light touch support. Each school will then need to develop a transformation plan covering a two to three year period with the headteacher and Governing Body and local authority to identify problems and broker and mobilise support from both within and outside of the Tees that adds value to existing development plans. This will involve a common approach to sharing data and soft intelligence on schools across the Tees Valley with LAs and Ofsted, developing innovation clusters, strengthening leadership and governance within schools and strengthening the capacity and skills of LA improvement teams to provide effective challenge and support.

3.6.3 **Great Workforce: Tees Valley Teachers and Leaders**

Tees Valley Headteachers, College Principals and LA school improvement leads consistently raise concerns about the ability of schools, colleges and Local Authorities to attract the best and most experienced teachers, leaders and school improvement officers, particularly in the premium subjects of science, mathematics and English. There are also significant challenges across the Tees in the recruitment, retention and development of middle and senior school leaders. Launching a Tees Valley teacher recruitment campaign and delivering a masterclass focused on teaching and learning and a Tees Leadership programme have therefore been agreed as shared priorities.

3.6.4 **Great Futures: Employability Pathways**

Enabling young people to develop the skills, capabilities and ambition that prepares them for life and work in a globally competitive region is a key

priority. It is therefore proposed to launch the Tees Valley Student Guarantee that is aimed at providing an entitlement for all children and young people to a programme that broadens their horizons and helps them shape and achieve their ambitions. Across the Tees Valley different LAs have launched a range of initiatives aimed at increasing awareness of and access to the wider work in the Tees Valley for 14-19 year olds including the work supported through TVU such as the Tees Valley Skills Portal. We need to build upon this, extend the age range and establish a more joined up approach across primary and secondary schools, employers and universities to ensure that our young people can progress to sustainable careers and compete for some of the best jobs, apprenticeships and university places in the Region and Country.

4. FINANCIAL IMPLICATIONS

- 4.1 Whilst it will be possible to progress the Tees Valley programme through better co-ordination and targeting of resource and existing capacity there is a requirement for core investment to support programme management and delivery and to act as match funding to attract further investment.
- 4.2 To progress the programme Middlesbrough, Stockton, Redcar and Cleveland and Hartlepool Borough Councils have identified £200,000 each to cover a two year period, which combined with investment from the Regional Sector Led improvement budget will provide a pooled resource of £865,000. This will enable the establishment of a programme office and the ability to attract additional resource to invest in the Tees wide programme from national and European funding regimes.
- 4.3 Over the two year period of the programme priority will be given to attracting continuation funding, including the potential to 'scale up' successful elements of the programme as part of the wider Great North Futures programme.
- 4.4 The Hartlepool contribution to the programme will be financed from the school improvement reserves, which across the General Fund and DSG currently hold £987,000.

5. RISK IMPLICATIONS

Failure to transform the education and skills outcomes achieved by young people across the Tees is a shared risk of Local Authorities and LEPS. The economic future of the area and the life chances of young people are dependent upon this generation of young people being able to compete for the best jobs, apprenticeships and university places. A collaborative approach across the region will facilitate a more systematic and focused approach to delivering shared goals and risks.

6. LEGAL IMPLICATIONS

A shared approach to managing any potential liabilities associated with a host authority role will be managed through a standard MOU for shared services that has been developed across the Tees to promote collaboration in other areas.

7. RECOMMENDATIONS

7.1 It is recommended that Members:

- Endorse the proposal to establish a Tees Wide approach to transforming education and skills outcomes with Hartlepool acting as host authority;
- Note the approach to the management of risk and financial management through a memorandum of understanding;
- Note the approach to the governance of the programme.
- Note the work being co-ordinated through ANEC to establishing a broad based alliance, North East Futures, that will advocate for additional investment into transforming education and skills across the North East.

8. REASONS FOR RECOMMENDATIONS

Transforming education and skills outcomes across the Tees is key to achieving a better economic future for the region and better lives for our young people. This unique opportunity will enable Hartlepool LA to build upon the improvement programme being developed across the town and develop it further within a wider Tees context.

9. BACKGROUND PAPERS

- Regional Challenges: A Collaborative Approach To Improving Education (Published July 2014 : Centre Forum)
- 2013 Application Cycle: End of Cycle Report, UCAS Analysis and Research: December 2013

10. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: REVIEW OF MANAGEMENT OF THE HOME HOSPITAL SERVICE UNIT AND AMENDMENTS TO THE INSTRUMENT OF GOVERNMENT HARTLEPOOL PUPIL REFERRAL UNIT

1. TYPE OF DECISION

Non Key.

2. PURPOSE OF REPORT

To seek approval of the Children's Services Committee for the present Local Authority Home Hospital Service Unit to become a Satellite Unit of the Hartlepool Pupil Referral Unit and managed by the Management Committee of the Pupil Referral Unit, in accordance with guidance issued by the Department of Education Alternative Provision; Statutory Guidance for Local authorities, January 2013.

3. BACKGROUND

- 3.1 The statutory guidance issued to local authorities in 2013 set out duties and powers placed on local authorities to provide suitable full-time education to those who would not otherwise receive it. Local authorities are therefore responsible for arranging full time education for permanently excluded pupils and for other pupils because of illness or other reasons and would not receive suitable education without this provision. This duty applies to all children of compulsory school age resident in the local authority area.

Regulations require local authorities to establish Management Committees to run pupil referral units and to make provision for the constitution (including composition) and procedures of the management committee for the delegation of specific powers to committees, including a delegated budget, responsibilities for making decisions, appointing, managing, appraising, suspension or dismissal of staff and in carrying out these duties must have

regard to the relevant sections of the school staffing regulations. The local authority will in line with community schools remain the employer of staff of Pupil Referral units and any other units under a management committee.

- 3.3 The present Hartlepool Home Hospital Unit is not part of any formal management committee and at a meeting of the Management Committee of the Hartlepool Pupil Referral Unit held on 10th February, 2015, members of the Committee considered and formally agreed to the Home Hospital Service Unit becoming a satellite unit of the Pupil Referral Unit and come under the Management Committee of the Pupil Referral Unit with effect from 1st April 2015.

4. PROPOSALS

Following the decision of the Management Committee for the Home Hospital Service Unit to become a Satellite Unit of the Pupil Referral Unit, the Management Committee considered and agreed a revision to the Instrument of Government to reflect the inclusion of the above provision and reviewed their constitution in line with the Pupil Referral Units (Miscellaneous amendments) Regulations 2012.

The revised Instrument of Government set out in **Appendix 1** will consist of the following:

- 1 Parent Member
- 2 Local Authority Representatives
- 3 Staff members
- 9 Community members

Total number of members: 15

The term of office for each category will be for two years.

5. RECOMMENDATION

To formally approve;

- 5.1. The inclusion of the Home Hospital Service Unit as a Satellite Unit of The Pupil Referral Unit and managed by the Management Committee of the Pupil Referral Unit.
- 5.2. Approve the revised Instrument of Government in accordance with The Pupil Referral Units (Miscellaneous amendments) England Regulations 2012.

6. REASONS FOR RECOMMENDATIONS

To improve the effectiveness of the Units and to further meet the needs of the children placed there.

7. CONTACT OFFICER

Ann Turner
Governor Services Manager

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INSTRUMENT OF GOVERNMENT



1. The name of the school is: Hartlepool Pupil Referral Unit
2. The DFE Number is: 1100
3. The address of the Hartlepool Pupil Referral Unit including Home Hospital Satellite Unit:
Pupil Referral Unit
Brierton Lane
Hartlepool
TS25 5BY
4. The name of the Management Committee is: The Management Committee of Hartlepool Pupil Referral Unit.
5. The Management Committee shall consist of:
 - a. 1 parent member;
 - b. 2 Local Authority members;
 - c. 3 staff members;
 - d. 9 Community members;
6. Total number of members: 15
7. The term of office of all members is two years
8. This instrument of government comes into effect on: 1st April, 2015
9. This instrument was made by order of Hartlepool Borough Council on 17th March, 2015.
10. A copy of the instrument will be supplied to every member of the Management Committee, the Headteacher and the Department of Education.

CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: REGIONAL JOINT COMMISSIONING
ARRANGEMENTS – RESIDENTIAL SCHOOLS AND
RESIDENTIAL CHILDREN'S HOMES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key.

2. PURPOSE OF REPORT

- 2.1 To inform members of proposals regarding joint commissioning arrangements across the Tees Valley and North East Local Authorities in relation to placements in Residential Children's Homes and Residential Schools.
- 2.2 To seek approval to the recommendations outlined in the report.

3. BACKGROUND

- 3.1 **Residential Schools** - In 2011 six local authorities in the North of the region joined a collaborative to consider sub-regional commissioning for placements in out of authority residential homes. During the early stages of these discussions it was agreed that following the completion of the commissioning for residential homes the consortium would explore the potential to commission placements in residential schools. Therefore, in May 2014, the consortium was widened to include the remaining authorities in the region and this led to the development of the following scope for commissioning:
 - a. placements in residential schools, including: residential, boarding and day-placements
 - b. placements in residential homes where education is provided by the same provider as part of a holistic package.

- 3.2 **Residential Children's Homes** - In July 2014 the Tees Valley Commissioning Group began to explore the possibility of a joint consortium approach to commissioning placements in private Children's Homes which are registered, inspected and regulated by Ofsted.
- 3.3 The rationale for both commissioning exercises is to secure the following outcomes;
1. To ensure good and improving outcomes for children and young people.
 2. To ensure relationships with all providers are good and improving, open and transparent.
 3. To increase financial efficiencies and value for money in all placements.
 4. To achieve financial transparency in placement costs.
 5. To achieve fairness of financial contribution from Health, Education and Social Care in those instances where placements are joint funded.
 6. To ensure a consistency of quality across all providers.
 7. To encourage and enable growth in the local market in order to provide a range of choice and suitable placements to meet the needs of children and young people.
 8. To establish 'harmonised' terms and conditions for providers and purchasers.

4. PROPOSALS

- 4.1 **Residential Schools** – Newcastle has been identified as the Lead Authority which would have responsibility for leading the joint commissioning exercise on behalf of the regional local authorities. Each local authority has been allocated a role in supporting the Lead Authority to ensure that the procurement and commissioning process is managed equitably.

A number of meetings have been held with the consortium and discussions are underway with procurement leads to identify the most effective and efficient procurement options available to the group.

An initial provider engagement event was held on 11th December 2014, to share the consortium's thinking around the existing commissioning arrangements and where positive changes could be made to current provision. Future events are planned in February 2015, to support market development.

Once approval has been given the North East local authorities will work together to share procurement and contract management responsibility.

It is anticipated that the new arrangements will be in place across the region by September 2015, however, future procurement decisions may impact on this target date.

- 4.2 **Residential Children's Homes** – A number of meetings have been held with the Tees Valley Commissioning Group and discussions are underway

with procurement leads to identify the most effective and efficient procurement options available to the group. A data exercise has commenced to ascertain levels of need and associated costs for provision.

A report was submitted to the Tees Valley DCS Group in January 2015, outlining the rationale and intentions of the joint commissioning venture. It was agreed that progress updates will be provided to the DCS Group on a regular basis to ensure key project milestones are achieved.

Discussions are underway regarding provider engagement events. It is anticipated that events will be scheduled for March 2015.

An indicative timeframe is currently being developed together with a list of current providers. Three workstreams have been identified and will work in parallel with each other with information being fed back to the Tees Valley Commissioning Group. These are:

- Procurement leads
- Commissioning leads
- Operational leads

5. FINANCIAL CONSIDERATIONS

- 5.1 One of the key drivers for the joint commissioning ventures is to ensure quality of provision and value for money.
- 5.2 **Residential Schools** – Information collated on behalf of the region has identified that the North East area spends in excess of £20m per year on these placements. In 2013/14 financial year, Hartlepool spent £1,133,856.
- 5.3 **Residential Children's Homes** – As highlighted in paragraph 4.2, the Tees Valley consortium is in the process of collating the sub regional spend on these placements. In 2013/14 financial year, Hartlepool spent £751,533.

6. PROCUREMENT

- 6.1 Both proposed commissioning activities have identified the following procurement options;
- Do nothing and continue to spot purchase
 - Framework contract
 - Approved provider list
 - Dynamic purchasing

As previously mentioned, discussions are ongoing with each local authority procurement lead to identify which is the most appropriate and viable option for each of the commissioning exercises. An options paper has been distributed to each local authority identifying the strengths, weaknesses, opportunities and threats of each arrangement.

7. FURTHER CONSIDERATIONS

- 7.1 Hartlepool is a small Local Authority and therefore commissions the use of Children's Residential Homes on an ad hoc basis. This means the department's buying power is somewhat limited. However, our experience of participating in partnership arrangements in other contracts e.g. the Independent Fostering Agencies framework, means that costs are managed on a regional/sub regional basis and offer greater efficiencies and leverages better value for money.
- 7.2 If Hartlepool was actively involved in both joint commissioning exercises, it would ensure maximum influence on standards, quality and costs. Monitoring and review arrangements would involve officers within the Children's Commissioning Team.

8. RECOMMENDATIONS

- 8.1 It is recommended that the Children's Services Committee:
- approve the proposal to participate in joint commissioning arrangements as part of the North East region for the commissioning of Residential School placements;
 - approve the proposal to participate in joint commissioning arrangements as part of the Tees Valley Consortium for the commissioning of placements in Children's Residential Homes.

9. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: RECONSTITUTION OF THE GOVERNING BODIES
OF FENS, THROSTON AND BROUGHAM PRIMARY
SCHOOLS

SUMMARY

1. TYPE OF DECISION / APPLICABLE CATEGORY

Non Key, for approval.

2. PURPOSE OF REPORT

To seek approval of the Children's Services Committee to the reconstitution of the Governing Bodies and the Instruments of Government of Fens, Throston and Brougham Primary Schools in accordance with the School Governance (Constitution) (England) Regulations 2012 as amended by the School Governance (Constitution and Federation) (England) (Amendment) Regulations 2014.

3. BACKGROUND

- 3.1 Reports were presented to the Children's Services Committee on 11th February and 9th July 2014 which outlined an initial consultation and subsequent approval by the Department for Education (DfE) of new legislation relating to school governance. Under the new legislation all governing bodies of maintained schools and federations of maintained schools in England are required to re-constitute under the 2012 School Governance Regulations by September 2015. Under the Constitution Regulations a number of changes relating to the make-up of Governing Bodies and the process of appointment of Governors have been introduced. These include:

- A change in the minimum number of Governors from 9 to 7
- Community Governors are replaced by a new category of Co-opted Governor
- There must be at least 2 Parent Governors
- Only 1 Staff Governor in addition to the Head Teacher (although additional staff can be appointed as Co-opted Governors but when counted with one staff Governor and the Head Teacher must not exceed one-third of the total Membership of the Governing Body
- Only 1 Local Authority Governor nominated by the Local Authority but appointed by the Governing Body, whereas previously they were appointed by the Local Authority. In nominating Governors, account should be taken of the skills required by the Governing Body.

3.2 Since the introduction of the new legislation schools and colleges have been giving consideration to the re-constitution of their Governing Bodies taking account of these changes and restrictions around Governor categories and the skills required to deliver effective governance.

4. PROPOSALS

4.1 Revised constitutions for the following schools have been received following approval by their respective Governing Bodies.

i. Fens Primary School

The revised constitution will consist of the following categories as attached in **Appendix 1**:

- 3 Parent Governors
- 1 Local Authority Governor
- 1 Staff Governor
- 1 Headteacher
- 10 Co-opted Governors

Total number of Governors 16

The term of office for all categories of Governors will be four years.

ii. Brougham Primary School

The revised constitution will consist of the following categories as attached at **Appendix 2**:

- 4 Parent governors
- 1 Local Authority Governors
- 1 Staff Governor
- 1 Headteacher
- 5 Co-opted Governors

Total number of Governors 12

The term of office for all categories will be four years.

iii. Throston Primary School

The revised constitution will consist of the following categories as attached at **Appendix 3**:

- 4 Parent Governors
- 1 Local Authority Governor
- 1 Staff Governor
- 1 Headteacher
- 6 Co-opted Governors

Total number of Governors 13

5. RECOMMENDATION

To formally approve the reconstitution of the Governing Bodies of Fens, Brougham and Throston Primary Schools under the School Governance (Constitution and Federation) (England) (Amendment) Regulations and the revised Instruments of Government in accordance with the details set out in the attached Appendices 1-3.

6. REASONS FOR RECOMMENDATIONS

The reconstitution proposals will improve the effectiveness of the Governing Bodies and are in line with the requirements for all Governing Bodies to be reconstituted under the revised legislation before 31st August 2015.

7. BACKGROUND PAPERS

None

8. CONTACT OFFICERS

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INSTRUMENT OF GOVERNMENT FENS PRIMARY SCHOOL

APPENDIX 1



1. The name of the school is: Fens Primary School
2. The school is a community school.
3. The name of the governing body is "The governing body of Fens Primary School"
4. The governing body shall consist of:
 - a. 3 Parent Governors
 - b. 1 Local Authority Governor
 - c. 1 Staff Governor
 - d. 1 Headteacher
 - e. 10 Co-opted Governors
5. Total number of governors (16)
6. This instrument of government comes into effect on 1st April 2015
7. 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).

INSTRUMENT OF GOVERNMENT BROUGHAM PRIMARY SCHOOL

APPENDIX 2



1. The name of the school is: Brougham Primary School
2. The school is a community school
3. The name of the governing body is "The governing body of Brougham Primary School"
4. The governing body shall consist of:
 - a. 4 parent governors
 - b. 1 LA governors
 - c. 1 staff governors
 - d. 1 headteacher
 - e. 5 co-opted governors
5. Total number of governors 12
6. This instrument of government comes into effect on 16th April 2015
7. This instrument was made by order of Hartlepool Local Education 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).

INSTRUMENT OF GOVERNMENT THROSTON PRIMARY SCHOOL

APPENDIX 3



1. The name of the school is: Throston Primary School
2. The school is a community school.
3. The name of the governing body is "The governing body of Throston Primary School"
4. The governing body shall consist of:
 - 4 Parent Governors
 - 1 Local Authority Governor
 - 1 Staff Governor
 - 1 Headteacher
 - 6 Co-opted Governors
5. Total number of governors (13)
6. This instrument of government comes into effect on 23rd March 2015
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 COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: CHILDREN AND YOUNG PEOPLE'S DEMOCRACY

1. TYPE OF DECISION

1.1 Non key decision.

2. PURPOSE OF REPORT

2.1 To propose a new framework for children and young people's engagement in the local democratic process that will enhance their involvement and voice and ensure that children and young people work more closely with key strategic decision-makers to find joint solutions to shared concerns and problems.

3. BACKGROUND

3.1 Hartlepool has a proud heritage of involving children and young people in key-decision making that leads to meaningful change. Hartlepool Youth Support Services currently facilitate a number of successful participation groups that are developing the skills and confidence of young people and ensuring their opinions / voices are heard in matters that concern them (see below):

Group	Function
Hartlepool Grant Givers (Responsible for the distribution of the Youth Opportunities Fund)	The grant givers are a panel of young people aged between 13 and 19 who are supported to determine the funding of local youth projects and activities through the distribution of the Youth Opportunity Fund by assessing applications against robust criteria.
Hartlepool Youth Parliament	The UK Youth Parliament (UKYP) aims to give the young people of the UK between the ages of 11 and 18 a voice, which will be heard and listened to by local and national government, and providers of services. The group are ambassadors for the young people

	of the town, having a voice and having a say in decisions that affect them.
Secondary School Council Forum	<p>The secondary school council forum brings together all the secondary school councils who represent the voice of the student body of the secondary school.</p> <p>Support is offered to each individual school regarding the development of the school council and training needs.</p>
Salaam Girls group	The Salaam Girls Group is aimed at Young Women from black, minority, ethnic cultures to engage them in positive activities and integrate within the community. The aim is to engage the young women further into town wide participation opportunities.
Primary School Council Forum	<p>Primary school council forum brings together all primary school councils to have their voice heard and represent the student body.</p> <p>Support is offered to each individual school regarding the development of the school council and training needs.</p>
Support to neighbourhood forums	Involvement of young people to develop services and improve their neighbourhoods and surrounding areas. The young people have a voice to express concerns, opinions and needs within their local communities, develop and support new initiative and local events with an ultimate aim of improving their neighborhoods and local areas within the town.
Junior Inspectors	Junior inspectors have been developed to allow children to inspect local services to improve services that children access. The junior inspectors look at areas of the service, look at how the service currently operates what could the service do to improve for children accessing it and then provide a report of their findings and recommendations to continue to improve services for children.
Young Inspectors	The Young Inspectors are a group of young people who inspect local services that young people access. They want to improve places for children and young people to go. When inspecting services the young people look at all aspects of the services including accessibility of the service, how welcoming the service is etc and then present findings in a report providing recommendations for the service to improve.

Children in Care Council	The children in care care council are young people aged between 13-21 representing the voice of children and young people in care and leaving care. The council's role and aim is to consult with all age groups within this cohort to provide a representative view of what young people in care want including changes and access to services, any concerns they may have or views they would like to express. The council are ambassadors for children and young people in care and have a say on decisions that affect young people in care.
Children's Policy Committee Group	The aim of the Children's Policy Committee Group is to ensure young people's voices and opinions are heard and taken into consideration around issues that affect them across the town when the council are making decisions. The young people represent local young people and groups across the town and they provide the voice of such young people to inform in the decision making process.
Recruitment and Selection Group	The recruitment and selection group trains and accredits young people in interview skills and techniques to allow more young people to fully participate in decision making and the recruitment and selection process. It allows the young people who are users of the children's services staff to provide valid opinion and requirements of what they would like a worker to be as they will deliver a service the young people access.
Children's Strategic Partnership Group	The group works with a number of partners to work together to inform the health and wellbeing board of what they believe will improve outcomes for children, young people and families.

- 3.2 The above activities represent a comprehensive array of participation activities. It is essential that we build upon this to bring participation activities directly in line with broader democratic processes to secure greater partnership work between local children, young people, Elected Members and local authority officers in order to ensure the voice of children and young people is heard and acted upon at strategic levels of local authority decision-making.

4. PROPOSALS

- 4.1 This paper proposes that a new framework (**see Appendix 1**) for children and young people's democracy could be developed within existing funding arrangements through building upon the above activities and the partnership

work already underway with the Children's Services Committee, Children's Strategic Partnership and the Corporate Parent Forum. This would be achieved through:

- The election of a Hartlepool Youth Council which will supersede the current Hartlepool Youth Parliament. The Youth Council will meet in the Council Chambers every six weeks. *(Each school and College will vote for 3 representatives from different year groups. Four additional places will be reserved and filled by under-represented groups. The Member of Youth Parliament (MYP) and Deputy will be elected from within the Youth Council and will maintain links to regional and national developments and campaigns).*
- The development of four themed task and finish groups to ensure children and young people's voices and feedback permeates all key policy areas of the Local Authority. Each task group will undertake one inspection, one investigation/consultation and one young person's residential training weekend per annum.
- The facilitation of a quarterly participation conference in which Committee Chairs plus their supporting Directors and Assistant Directors meet with the task groups to identify, develop and update on tasks and priorities and agree future work programmes for the task groups.

5. RISK IMPLICATIONS

- 5.1 The key risk relating to the above proposal is the need to hold elections prior to April to enable Hartlepool to continue to operate within the national framework for the elections of Youth Parliament Members.

6. RECOMMENDATIONS

- 6.1 It is recommended that the Children's Services Committee agree the proposed framework for the children and young people's democracy in Hartlepool and support the recruitment and retention of children and young people by agreeing to meet, discuss and listen to children and young people's ideas and concerns about what affects them and their community through the opportunities that this framework will provide.
- 6.2 It is further recommended that Children's Services Committee, if it accepts recommendation 6.1 above, refers this report to Finance and Policy Committee for ratification of the proposed framework to embed the new arrangements across the Council's democratic structure.

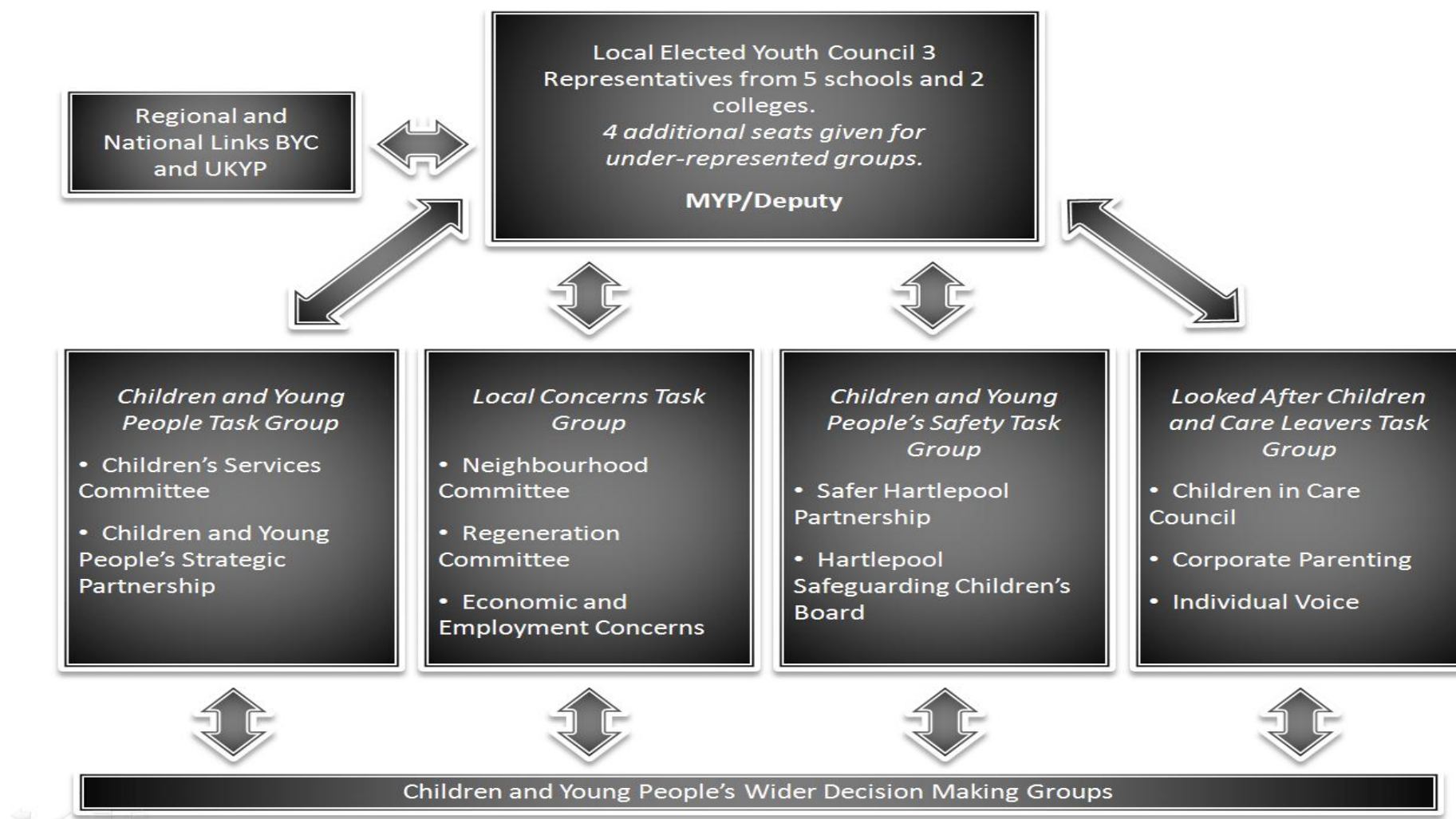
7. REASONS FOR RECOMMENDATIONS

- 7.1 The proposed framework for children and young people's democracy will support the Local Authority to comply with the United Nations Convention on the Rights of the Child Article 12 which identifies the fundamental right of children and young people to influence key decisions affecting their lives.

8. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: DEVELOPMENT OF MULTI AGENCY
SAFEGUARDING HUB

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 To brief Children's Services Committee on the progress made towards developing a North Tees Multi Agency Safeguarding Hub.

3. BACKGROUND

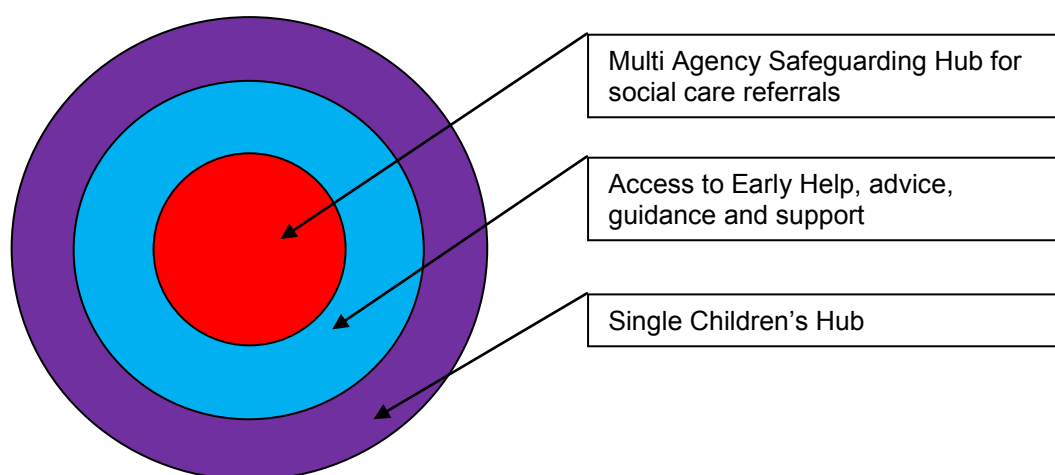
- 3.1 In early 2014, the Directors of Child and Adult Services in consultation with Cleveland Police began to explore the potential development of a Multi Agency Safeguarding Hub (MASH) in the Cleveland Police force area. The police were keen to develop a Tees wide MASH that would be coterminous with the force boundaries; however at a workshop held in June 2014 involving the local authorities, police and health partners, it was identified that a north/south model would be more achievable. It was further agreed that the development of a MASH would commence in the north involving collaboration between Stockton and Hartlepool Borough Councils and partners.
- 3.2 Hartlepool Borough Council included the development of the North Tees MASH in its successful bid to the Department for Communities and Local Government Transformation Challenge and funding has been secured to support the development of the project in the 2015/16 financial year. It has been agreed that the North Tees MASH will be delivered by Hartlepool Borough Council and this will include the arrangements for Stockton Borough Council.

- 3.3 To date, a significant amount of work has been completed towards developing a North Tees MASH including the following:
- Creation and regular meetings of Strategic Management Board which provides governance to the project supported by a Project Implementation Team;
 - Appointment of a Project Manager and Project team with dedicated time to deliver the project;
 - Development of a series of project documents including Project Initiation Document (**Appendix 1**), Project Management Arrangements, Project Plan, Project Deliverables, Stakeholder Map and Risk/Issues and Showstoppers log;
 - Two workshops involving senior and operational managers from all partner agencies that will be involved in the MASH to develop what the MASH will look like, what services and functions will be included, what the critical success factors will be and identifying a number of workstreams to deliver the project.
- 3.4 There are a number of different MASH models that exist nationally. As part of the preparation work, visits have been made to other areas to see what learning can be implemented locally. In addition, information in relation to the various different models in existence has been included in a recent workshop to assist members of the Strategic Management Board in determining what will work locally and what kind of model is desirable.

4. PROPOSALS

- 4.1 The project is working to a timescale of full implementation by 1 April 2016 and is currently on target to meet this. The Strategic Management Board is meeting in March to agree the role and function of the MASH which marks the first stage of implementation as completed.
- 4.2 Over the forthcoming months, work will focus on the development of the detailed business case for the MASH. The following workstreams have been created with named officers engaged in these groups from all the partner agencies:
- Service design:
 - Scope and Practice Model;
 - Structure and staffing requirements/HR implications;
 - Workforce development;
 - Performance management, including legal and financial considerations;
 - Systems and ICT;
 - Accommodation;
 - Information Governance; and
 - Stakeholder engagement and communications including marketing and branding.

- 4.3 All of the above workstreams are critical to the success of the project as a truly effective multi agency hub will need to bring together staff and systems from across organisations to work together, to share information and undertake joint assessment and decision making around vulnerable children and their families.
- 4.4 Although the term MASH is currently being used to describe this development, it is the aspiration of the Strategic Management Board that the North Tees development will be much greater than a safeguarding hub and become a single point of access to services for children. The diagram below seeks to demonstrate how this can be delivered and the Management Board is exploring what this may look like in practice.



- 4.5 This model builds on the existing arrangements in the current First Contact and Support Hub delivered by Hartlepool Borough Council, but is strengthened significantly by the presence of multi agency partners within the Hub leading to effective information sharing, risk assessment and joint decision making. The Safer Referral Tool (currently in use across Tees) will be used as the mechanism for referring a child into the Multi Agency Hub where there are additional needs that have been identified regarding an individual child or family. Upon receipt of the referral, the Hub will undertake joint screening, proportionate review of partner information and triage the referral through to the most appropriate service that can meet the identified needs. The intention is that every child referred to the Hub will receive a service which is proportionate to the presenting level of need and there will be no referrals where 'no further action' is the outcome.

- 4.6 The Hub will be made up of, as a minimum, the local authority, Cleveland Police, Tees Esk and Wear Valley Trust and North Tees and Hartlepool Foundation Trust. It is the intention of the partnership to create a role within the Hub that will be a professional point of contact for schools, something akin to the Designated Officer for Education role which used to be a conduit between the local authority and schools in child protection arrangements. It is envisioned that this role will be wider however, offering advice, guidance and support to schools in responding to the needs of children and young people through early help and accessing child in need services.
- 4.7 Other agencies that may be involved in the Hub include probation, housing providers, domestic abuse services and substance misuse services. As the model develops, further discussions will be undertaken with these services to consider what contribution they can make to the Hub and whether this will be by having staff based within the Hub or through more virtual links. Recent consultation by the Government on changes to the role of the Local Authority Designated Officer (LADO) raises the question of whether this role should be based within front of house service and consideration is being given to how this can be facilitated within the model.
- 4.8 The benefits of the multi agency nature of the Hub are that partner agencies who are seeking to refer a child for an early help or social care service will have the opportunity to seek and receive advice and guidance from officers within their own profession. This will provide professionals with the opportunity to discuss potential referrals regarding children they are working with, access support in relation to an early help assessment and identify what work that professional can do to meet any early emerging needs. The partners based within the Hub will also be in a position to feedback to their own organisations on actions necessary as a result of contacts to the Hub.

5. RISK IMPLICATIONS

- 5.1 As with any large scale change management project, there are inevitably risks which need to be effectively managed. The project management arrangements include the maintenance of a both risk and issues logs and these are managed by the implementation team, escalating to the Strategic Management Board where required. Members of Children's Services Committee can therefore be reassured that the risks associated with this project are being monitored and managed.

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no financial considerations arising from this report. Financial arrangements are included within the project plan and will be reported as decisions are required regarding this project.

7. LEGAL CONSIDERATIONS

- 7.1 Legal considerations are included in the project management arrangements. An officer from legal services has been identified to contribute to the project as this develops and will be involved in the relevant workstream.

8. RECOMMENDATIONS

- 8.1 Children's Services Committee is asked to note the contents of this report and endorse the work of officers in developing a North of Tees Multi Agency Safeguarding Hub.

9. REASONS FOR RECOMMENDATIONS

- 9.1 Children's Services Committee has shown its support for the development of the North Tees MASH through its ratification of the Transformation Challenge Award bid to deliver the Better Childhood Programme. This report provides the Committee with an update on progress of the implementation of this bid.

10. CONTACT OFFICER

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North of Tees MASH

Project Initiation Document

Date	29 January 2015
Version	1.0
Status:	Approved

VERSION HISTORY AND APPROVAL

Version	Date	Brief Description	Amended pages	Editor
0.1	Jan 15	First draft		Sue Reay
1.0	29/1/15	minor amend & approval		Sue Reay

APPROVAL	
Name	MASH Strategic Management Board
Date	29 th January 2015

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1. INTRODUCTION

The purpose of the project is to develop and implement a North of Tees Multi-Agency Safeguarding Hub (MASH).

The project initiation document sets out the scope of the project and the project management arrangements.

1.1 Project Background

Establishing an integrated single point of access across north Tees (Hartlepool and Stockton Borough Council) through a multi professional triage and assessment hub to improve intelligence sharing, risk assessment and decision making for vulnerable children and their families and ensuring they get access to the right early help and specialist support.

This project is being developed based on findings in serious case reviews, inspections and research that agencies need to improve information sharing and the way they work together to share risk assessments, make decision and improve children's lives.

1.2 Purpose and Objectives

The project objectives are as follows:

- Establish processes for inter-agency information sharing;
- Using inter agency information to jointly decide on the appropriate response and level of service required for a child, young person and family;
- Deliver timely access to services for vulnerable children and their families proportionate to presenting level of need;
- Deliver timely access to early help services (where offered) proportionate to presenting level of need;
- To respond to incidents of domestic abuse affecting children;
- To provide advice, guidance and support to universal services for them to understand children's need and required response through common assessment;
- To provide advice and guidance to children, young people and families;
- To receive information to support identification of vulnerable children (needs further consideration as to whether this would be necessary with a MA hub);
- To understand the effectiveness of services through tracking /performance management;
- To decide on what needs to happen to safeguard and promote child's welfare on inter agency basis and agree coordinated plan of intervention.

1.3 Project Scope

Arrangements to safeguard and promote the welfare of children.

The key deliverables for the project will be:

- An integrated multi agency team to meet project objectives;
- An appropriately skilled workforce that meets project requirements;
- Appropriate access to systems to allow for joint decision making underpinned by agreed protocols;
- Management information;
- Accurate assessment of risk and need and required response;
- To meet statutory responsibilities for all partners in relation to children's safeguarding.

The key partners in the MASH will be:

- Hartlepool Borough Council Children's Services
- Stockton Borough Council Children's Services
- Cleveland Police
- North Tees and Hartlepool NHS Foundation Trust
- Hartlepool and Stockton Clinical Commissioning Group
- Tees Esk and Wear Valley NHS Trust

Out of Scope

- Adults Safeguarding
- Non familial domestic violence
- South Tees arrangements
- Out of hours service

1.4 Anticipated Benefits

The benefits of developing a multi-agency children's hub are as follows:

To children and families/service users

- Children and families receive the right services at the right time;
- Multi agency decision making in context of whole picture of child's world;
- Single place for seeking advice, guidance, support and direct services;
- Opportunities to proactively support families and avoid escalation of need;
- Integrated pathway into services.

To the organisations:

- Coordinated use of intelligence to inform timely and proportionate multi agency decision making;
- More efficient use of multi-agency resources;
- Development and sharing of expertise;

- Streamlined processes;
- Using intelligence to identify vulnerable children and families;
- Opportunities for multi-agency response;

1.5 Critical Success Factors

This project aims to develop current arrangements to create a multi-agency children's safeguarding hub which brings together expertise across organisations to strengthen information sharing, risk assessment and joint decision making to ensure children and their families receive the right services at the right time.

The following criteria will demonstrate success of this project:

- Effective pathways for children and their families;
- Improved rates of response to referrals with timely decision making and less delay associated with information gathering;
- Reduction in number of re-referrals;
- Increase in the number of children identified within households affected by domestic abuse receiving appropriate support;
- Increase in the number of children and families supported through common assessment and early help;
- Increased police engagement in strategy meetings;
- Services to be judged as 'GOOD' through external scrutiny;
- More holistic triage of need for children;
- Reduced number of referrals to specialist services
- Reduction in number of section 47 enquiries.

2. PROJECT PLAN

2.1 Overall Approach

There are three stages to the project:



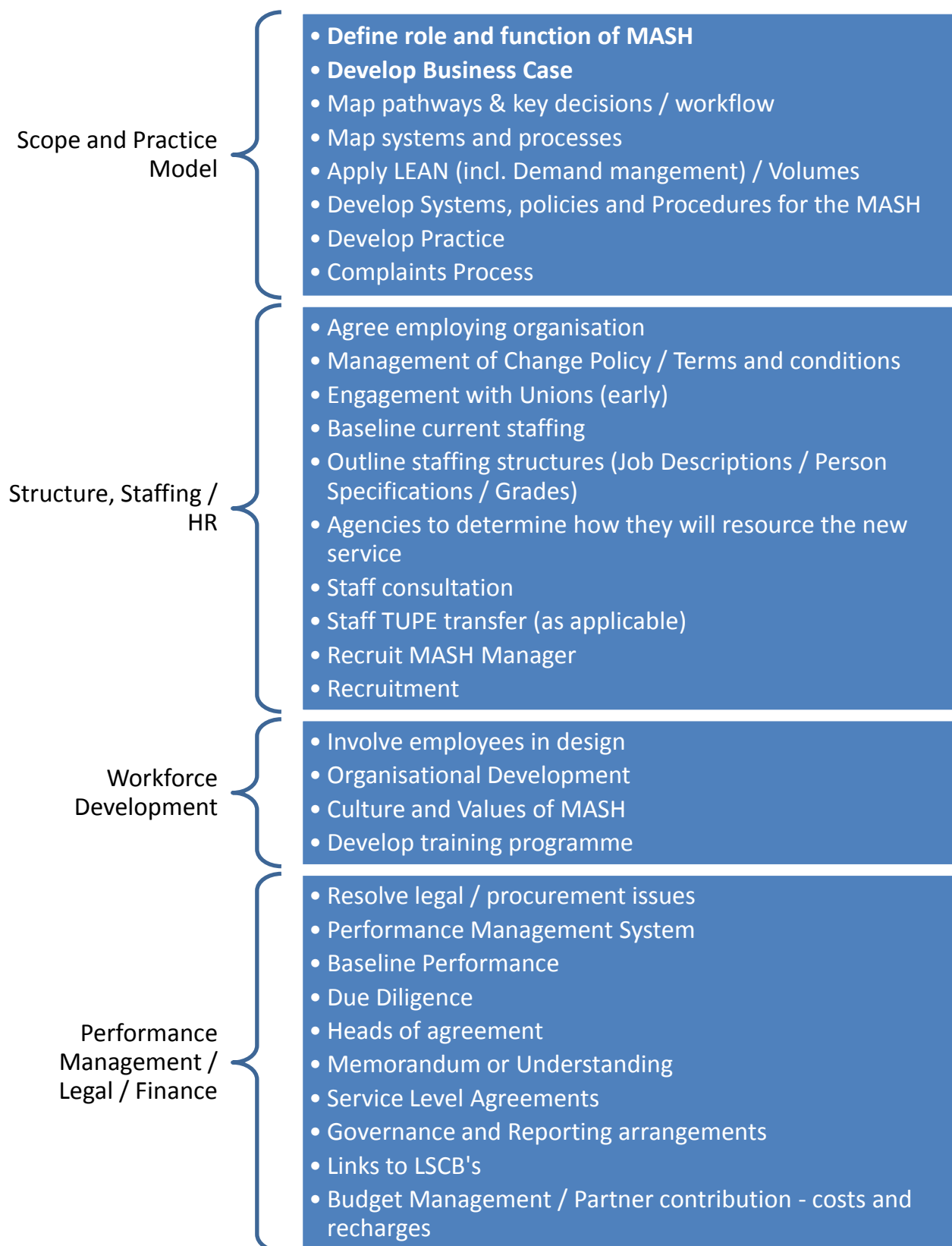
- Develop detailed solution including service design – output will be the approval of the final business case
- Implementation including creating the service and the capability
- Go Live and benefit realisation

Project Management arrangements to include:

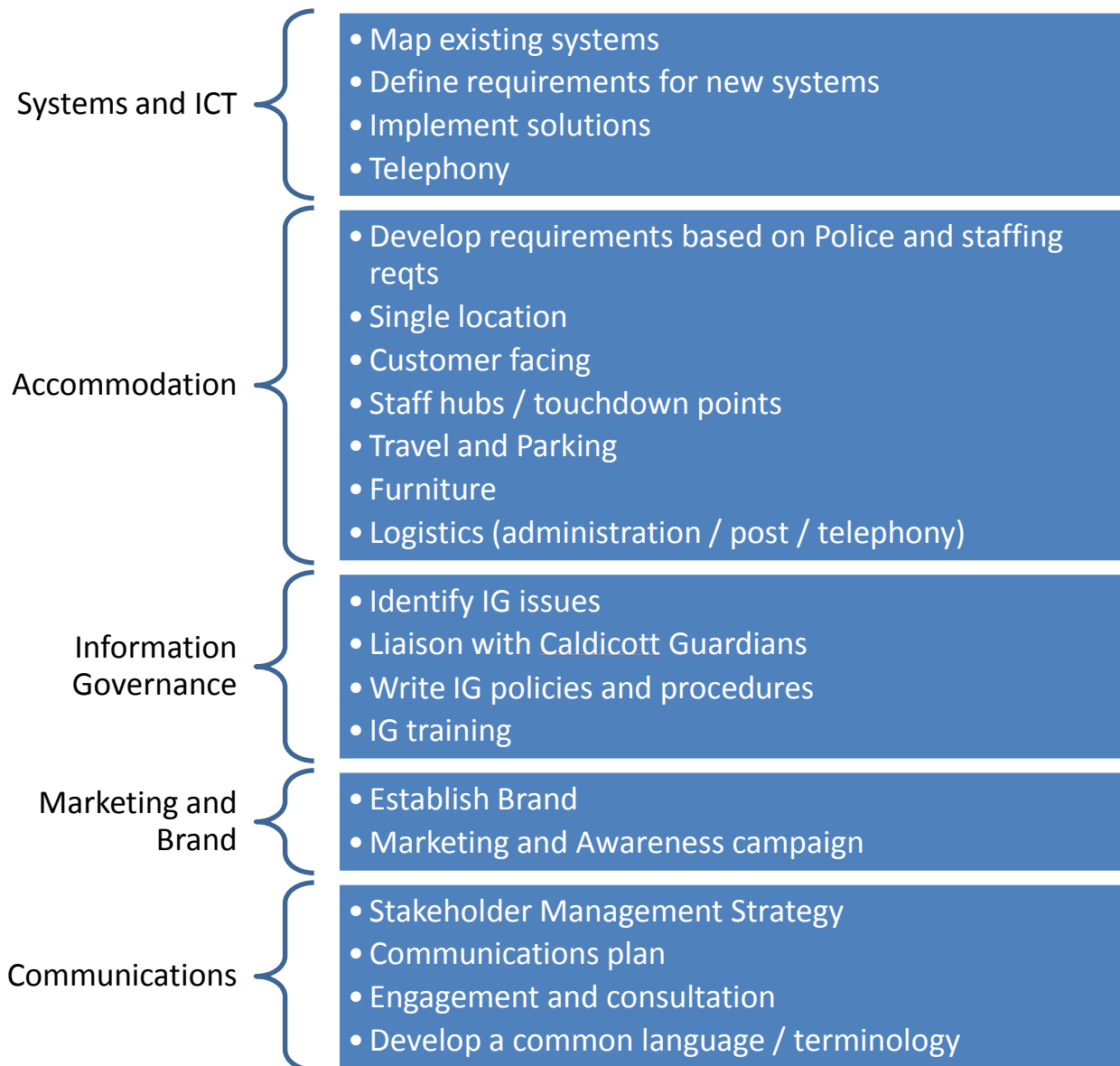
- Issues Log
- Risk Log
- Project Initiation Document
- Project plan & supporting action plans
- Highlight / Progress reports
- Decision Log
- Minutes of meetings

2.2 Key Tasks and Deliverables

2.2.1 Service Design Workstream



2.2.2 Remaining Workstreams



2.3 High Level Project Schedule

Key milestones for the project are:

1. Initial decisions to inform design – end February 2015
2. Business case approved – end August 2015
3. Formal legal sign off – end October 2015
4. Start transition to new service – end December 2015
5. Service Live – end March 2016

2.3.1 Strand: Service Design – Scope and Practice Model

Milestones	Timescales
Define role and function of MASH	28 Feb 15
Map pathways and decisions / workflow	30 Jun 15
Map systems and processes	30 Jun 15
Capture demand management and volume data	31 Jul 15
Develop full business case	30 Aug 15
Develop policies and procedures	30 Dec 15

2.3.2 Strand: Service Design – Staffing Structure & HR

Milestones	Timescales
Baseline current staffing structures	28 Feb 15
Develop management of change policy	30 Jun 15
Develop outline staffing structures	30 Aug 15
Staff consultation	31 Oct 15
Recruit MASH Manager	30 Dec 15
Recruit into remaining posts	30 Mar 16

2.3.3 Strand: Service Design – Workforce Development

Milestones	Timescales
Involve employees in design	30 Aug 15
Workforce development	30 Mar 16

2.3.4 Strand: Service Design – Performance Management / Legal / Financial

Milestones	Timescales
Resolve legal and procurement issues	28 Feb 15
Agreement in principle to MASH	28 Feb 15
Formal agreement of all partners	30 Oct 15
Develop performance management framework	30 Sept 15
Baseline current performance	30 Mar 16

2.3.5 Strand: Systems and ICT

Milestones	Timescales
Map existing systems	28 Feb 15
Specify requirements for new MASH	30 Jun 15
Procurement and implementation of ICT solution	30 Mar 16

2.3.6 Strand: Accommodation

Milestones	Timescales
Identify possible options for accommodation	30 Jun 15
Develop accommodation	30 Mar 16
Implement logistics (telephone / address / front of house)	30 Mar 16

2.3.7 Strand: Information Governance

Milestones	Timescales
Identify and resolve all IG issues	30 Oct 15
Develop policies / procedures and staff training	30 Mar 16

2.3.8 Strand: Stakeholder Management and Communications

Milestones	Timescales
Identify key stakeholders and develop communications plan	28 Feb 15
Implement plan and revise as necessary	30 Mar 16

2.3.9 Strand: Operation Encompass

Milestones	Timescales
Implementation in Hartlepool	30 Mar 15
Part of MASH design / roll out in Stockton	30 Mar 16

2.4 Assumptions

The project is predicated on the following assumptions:

- There is a vision that the delivery of the project will lead to improvements to outcomes for children, young people and their families and this is shared by all contributing partners;
- The expertise exist within the partnership to deliver the project;
- That all partners are committed to the success of the project;

- The business case for the development of a multi-agency children's hub across north Tees is evidence based and will improve outcomes for children;
- That agencies will commit their resources to the development of the MASH.

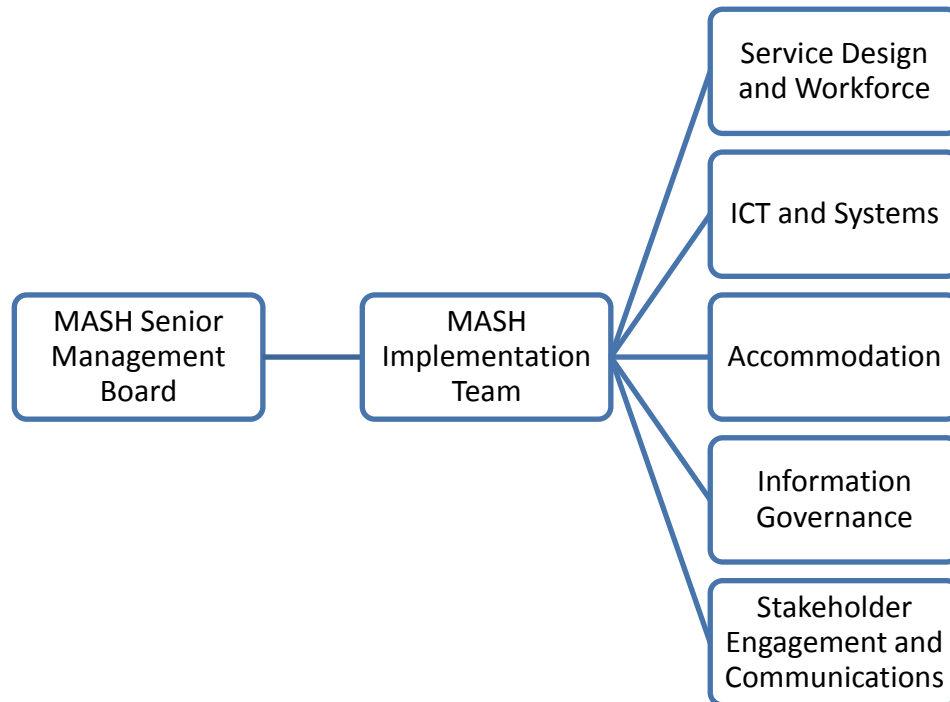
2.5 Constraints

The constraints on this project are as follows:

- Legislative framework which governs children's safeguarding and statutory services;
- Decision making must take place within the framework of local democratic processes;
- Arrangements for IT and information sharing arrangements must comply with data protection and information governance;
- Project needs to be delivered within pre-determined cost envelope and be sustainable within existing budgets;

3. PROJECT ORGANISATION AND APPROACH

3.1 Overall approach / Team structure



Support Team	Reference Group
Performance	Legal
HR	Information Governance / Caldicott Guardians
Finance	
Communications (Publicity)	

Senior Responsible Owners

Directors of Children and Adult Services for Hartlepool and Stockton Borough Councils

Project Sponsors - Partners

- Director of Child and Adults Services for Hartlepool Borough Council;
- Director of Children, Education and Social Care, Stockton Borough Council;
- Detective Superintendent Cleveland Police;
- Director of Nursing North Tees and Hartlepool NHS Foundation Trust;
- Named Nurse Hartlepool and Stockton on Tees Clinical Commissioning Group;
- Named Nurse Tees Esk and Wear Valleys NHS Trust.

MASH Senior Management Board

FULL MEMBERS

- Jane Humphreys, Director of Children, Education and Social Care, Stockton-on-Tees Borough Council
- Gill Alexander, Director of Children and Adult Services, Hartlepool Borough Council
- Rob Donaghy / Peter McPhillips Detective Superintendent, Cleveland Police
- Shaun McLurg, Head of Children and YP Operational Services, Stockton-on-Tees Borough Council
- Sally Robinson, Assistant Director, Hartlepool Borough Council
- Karen Hedgley, Designated Nurse Safeguarding and LAC , CCGs North and South Tees
- Lindsey Robertson, North Tees NHS Trust
- Lesley Mawson, Tees, Esk and Wear Valley NHS Trust
- Sarah Bowman, Public Health, Stockton Borough Council
- Louise Wallace, Public Health, Hartlepool Borough Council
- Sue Reay Project Manager SBC

ASSOCIATE MEMBERS

- Barbara Shaw, Director of Child and Adults Services, Redcar and Cleveland Borough Council
- Richenda Broad, Director of Well-Being, Care and Learning, Middlesbrough Borough Council

MASH Implementation Team

Sue Reay	Stockton Borough Council	Project Manager
Shaun McLurg	Stockton Borough Council	Project Lead – Stockton
Sally Robinson	Hartlepool Borough Council	Project Lead – Hartlepool
Jon Doyle	Stockton Borough Council	Practitioner – Stockton Business Change Agent
Jacky Yeaman Vass	Hartlepool Borough Council	Practitioner – Hartlepool Business Change Agent
Helen Eustace	Cleveland Police	Practitioner – Police Business Change Agent
Trina Holcroft	NTHFT	Practitioner – NTHFT Business Change Agent
Teresa Flaherty	TEWV	Practitioner – TEWV Business Change Agent
Shaun Sellers	Cleveland Police	Practitioner – Police Project Encompass
Mike Smith	Hartlepool Borough Council	ICT Lead
Colin Bolton	Hartlepool Borough Council	Accommodation Lead
	Hartlepool Borough Council	IG Lead

3.2 Roles and Responsibilities

3.2.1 Senior Responsible Owner

The Senior Responsible Owner for the implementation of the MASH will have the following responsibilities:

- Provide strategic leadership for the MASH implementation
- Define expectations and success indicators
- Agree the Project
- Lead on communications with key stakeholders

3.2.3 Project Manager

The Project Manager has the following responsibilities:

- Overall management of the projects
- Report progress to the Implementation Team meetings
- Ensure the project delivers on time and on budget
- Develop the overall project plan
- Updating the key project documentation
- Record and track all key decisions
- Managing the project's risk management and issue resolution activities

3.2.4 Support Team

Project technical support will be provided for projects within the overall programme Performance management, Communications, HR and Finance. Also needed is Legal and Information Governance input from all partner organisations.

3.2.5 Business Change Agent

- Develop solutions
- Review and quality control of deliverables

3.3 Progress Reporting

Senior Management Board – Every Two Months initially

Implementation Team – Monthly initially

Workstreams – to meet as appropriate

3.4 Quality Management

Our project management approach includes a focus on quality assurance and review.

Our Quality Assurance and Review approach for this phase covers:

- Ensuring the 'fitness for purpose' of all the deliverable items for each of the projects
- Meeting stakeholder requirements

A pragmatic approach to quality management is being adopted, to avoid unnecessary overheads. The emphasis will be on the deliverables being fit for purpose. The review process will include all or some of the following:

- Peer review by other project managers
- Review by the appropriate stakeholder and sign off
- Review and sign off by other interested parties
- External challenge where appropriate

3.5 Change Control

Once deliverables have been signed off, they will be stored on the network and will be subject to change control.

All major changes will require Strategic Management Board approval depending upon the change.

4. RISKS AND ISSUES

4.1 Risk Management

A project risk log has been established. The risk log is filed on the network. The risk log will be reviewed on a monthly basis and updated as appropriate. The risk log will be reported to the Strategic Management Board.

4.2 Issues

An issues log has been established. The issues log will be reviewed on a monthly basis and updated as appropriate. The issues log will be reported to the Strategic Management Board.

CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: 6 MONTH UPDATES ON YOUNG INSPECTORS
INSPECTION REPORTS

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to present to Children's Services Committee the inspection and consultation reports produced by the young inspectors over the past six months.

The inspection reports and consultation reports attached as **Appendices 1 to 14** provide an insight into services and organisations that have been scrutinised by young people and have been given feedback and recommendations for improvement.

3. BACKGROUND

- 3.1 Hartlepool Borough Council Youth Support Services facilitate a number of young inspectors groups comprising of young people aged 13-19 years and junior inspectors aged 7-12.
- 3.2 Reports of inspections undertaken by the Young Inspectors and Junior Young Inspectors are attached in **Appendix 1 to 14** and cover the following areas:
- Hartlepool Art Gallery 6 Month review including power point
 - Manor College School Nurse including power point
 - LAC Nurse
 - Guisborough Sexual Health
 - Exmoor Grove Residential Unit
 - Headland Future Youth Club (power point)
 - St Teresa's Primary School After School Club (power point)
 - St Teresa's Primary School Lunchtime (power point)
 - Throston Primary School After School Club (power point)

- Throston Primary School Lunchtime (power point)
- Belle Vue Youth Club (power point)
- Rossmere Park (power point)
- Wharton Annexe (power point)
- Ward Jackson Park (power point)

4. SUMMARY OF SENIOR (13-19) INSPECTION FINDINGS

- 4.1 The general outcome of young people's findings of the services inspected were positive. Young people were often satisfied with what they found during the inspections and made few recommendations on ways in which services could be improved. All of the services inspected were found to be accessible and welcoming, while staff were friendly and approachable. Many of the services involved children and young people in the planning, delivery and evaluation though this could be improved.

4.2 Manor College School Nurse

Strengths

- The service and the staff are very welcoming.
- The service is not located in the main school building.
- The service is keen to get young people involved in the planning, development and evaluation.

Recommendations

- Consider making the corridors more accessible for wheelchair users.
- Try and get as much personal information and feedback from service users.
- Consider having a suggestion box and respond to feedback.
- Consider using a text service for appointments with students.
- Attend regular assemblies so that students know who the school nurse is and what services are available to them.

The young inspectors felt that the service would be very beneficial to the young people who attended Manor College. The school has provided the service in a good location away from the main building which would make the young people more comfortable using the service. The school nurse was very friendly and open to new ideas which could help make the service better for young people.

4.3 Looked After Children Nurse

Strengths

- Warm personality and approachable.
- Confidential room.
- Very accessible.
- Good feedback for service users.

Recommendations

- To have signs on both doors and on outside of building.
- Nurses details to be given out on leaflets and website.
- Display board with picture wall of staff detailing who they are and make more colourful.
- Feedback forms for all children and young people who use service (age appropriate).
- Move any hazards in room.

The young inspectors felt that the service was very accessible and that the LAC nurse was very friendly. The young inspectors liked the fact that home visits could be arranged if this would make the young person feel more comfortable and that the nurse was based in Church Street so everyone recognised her face.

4.4 Guisborough Sexual Health

Strengths

- Caters to all ages
- Central Location
- Friendly Staff
- Coin evaluation service
- Free post questionnaire

Recommendations

- Consider moving the signing in documents into the waiting room.
- Consider moving the coin box away from the reception area so that service users feel more comfortable when evaluating.
- Consider using a regular prize draw for returned questionnaires to get a better response.

The young inspectors felt that they did not get a full overview of the service as staff had not been informed of their visit, the wrong opening times had been given out and the service was only temporary. The young inspectors hoped that their recommendations would help to develop the new service that had been planned for the future.

4.5 Exmoor Grove Residential Unit

Strengths

- The service was very welcoming and homely with nice decoration.
- Safe and secure environment with good security measures in place.
- Children and young people's needs met.
- Sensory room and safe place.
- Lots of photos in the building showing young people enjoying themselves.
- Calm and quiet environment.

Recommendations

- Regular maintenance checks on the building.
- Consider refurbishing the bathroom.
- Keep notice boards and leaflets up to date.
- Keep entrances clear.

The young inspectors felt that the service listened to young people's views and that the staff had a very positive attitude in their work. The enrichment days and welcome packs for the young people provided clarity for the young people and their families. The young inspectors hope that the recommendations will be put into place.

4.6 Hartlepool Art Gallery Review

Hartlepool Art Gallery (see **Appendix 3a & 3b**) is currently the only service that has taken part in a review and they have made many changes since their initial inspection and have commented that they found the feedback from the young inspectors really helpful. The changes made include;

- Social media has been improved
- School work is now clearly displayed in the art gallery
- Young people are now involved in the planning, design and evaluation of the service (Cultural Ambassadors)
- Young people only events have been set up

5. Summary of Junior (7-12) Inspector Findings

5.1 Headland Future Youth Club

Strengths

- Accessible.
- Lots of activities on offer.
- Service and staff welcoming.

Recommendations

- Consider using a signing in register to ensure children's safety and to evaluate service.
- Use the rooms upstairs more.
- Regularly check and clean toilets.
- Turn lights on in computer room.
- Monitor the time children use the computers.

The young inspectors felt that the service offered a good range of activities but more structure needed to be added as there wasn't any set activities. The service was very accessible for its users and the building had a lift. The

service is the only youth club on the headland and the young inspectors felt that this was very important for the children and young people.

5.2 **St Teresa's Primary School after school club**

Strengths

- Accessible (ramp for wheelchair users)
- Service and staff very welcoming.
- Lots of activities on offer
- Children enjoy being there.

Recommendations

- Remove cutlery from room while session are on.
- Consider using a bigger room for the after school club.
- Include the children in planning activities.

The young inspectors felt that the after school club was good but the space used was very small for the amount of children accessing it. There was a good choice of activities on offer but not enough variation for the different age groups.

5.3 **St Teresa's Primary School Lunchtime**

Strengths

- Service was accessible (ramp for wheelchair users)
- Entrance and staff very welcoming.
- Clean and tidy.
- Good variety of food on offer.

Recommendations

- Consider making the portions of food bigger.
- Consider making more space between the tables for easier access.

The young inspectors found that the children were happy with the food that they were offered but that the children felt that the portion sizes were too small. The room was very cramped and tables were close together so this made movement difficult.

5.4 **Throston Primary School after school club**

Strengths

- Staff were very welcoming, friendly and organised.
- Lots of activities on offer and suitable for all ages.
- Snacks available
- Good sized room with plenty of space.

Recommendations

- Include children in the planning of the activities.
- Move potential hazards before activities.

The young inspectors found the after school club offered a good service to the children and that the children that used it were happy with the service.

5.5 Throston Primary School Lunchtime**Strengths**

- Staff very welcoming and friendly.
- School safe and secure.
- Clear signs for lunch hall.
- Good portion sizes
- Children satisfied with meals.
- Clean and tidy.
- Salad bar.

Recommendations

- Involve children in the planning of the meals
- Offer key stage 2 children a tray to help carry their plate, bowl, etc.

The young inspectors found that the children were very satisfied with the school dinners and that only small improvements needed to be made.

5.6 Belle Vue Youth Club**Strengths**

- Friendly and welcoming staff.
- Very colourful and child friendly.
- Register as children came into service.
- Accessible (automatic doors).
- Children involved in planning and delivery.

Recommendations

- To ensure that all hazards are made safe (loose wires, ceiling tiles loose and cracked, radiator hanging off wall).
- Consider updating toilets.
- If funding allows repair pool tables
- Update website.

Overall the young inspectors found that the club is well used and that children enjoyed using the service. They found that the youth club needs updating in some areas but understand that due to service cuts this might not be possible.

5.7 Rossmere Park

Strengths

- Accessible to everyone (on local bus route and no steps in any areas of the park).
- Play area.
- Lots of space.
- Seating areas.
- 4 dog waste bins.
- Open to the public.

Recommendations

- Clean up vandalism.
- Consider providing regular park wardens.
- Consider providing more litter bins.
- Regularly check toilets to keep them clean and safe.
- Consider holding more public events in the park.

The young inspectors found that the park offered a good play area and that it was well used by children and young people. The gardens were well looked after but there was a lot of vandalism and litter around the park and on the play areas. The young inspectors felt that if the park was monitored more these issues could be resolved.

5.8 Wharton Annexe Youth Club

Strengths

- The service is very accessible (ramp and lift provided).
- Staff very welcoming and games set out ready for children.
- Separate area for children and young people.
- Children satisfied with service and would recommend the club to their friends.
- Safe and secure.

Recommendations

- Ensure the safety of children at all times
- Involve children in the planning, delivery and evaluation of the service.

Overall the young inspectors found the youth club very welcoming and that the children were happy with the service. During the inspection some of the children's behaviour was unacceptable and was not challenged by staff. When staff were asked about this the young inspectors were assured that rules were in place for bad behaviour.

5.9 Ward Jackson Park

Strengths

- The service is very accessible for all members of the public (on local bus route and no steps in any areas of the park).
- Play area.
- Lots of members of the public using the park.
- Seating areas.
- Cafe available.
- Nature reserve and bird boxes.

Recommendations

- Consider putting more zebra crossings to enter the park.
- Consider providing regular park wardens.
- Consider having a specific picnic area.
- Regularly check toilets to keep them clean and safe.
- Consider providing dog waste bags on entrance to park for members of the public.
- Provide nature trail information sheets.

The young inspectors found that the people who used the park were satisfied with the facilities that were on offer but many were concerned about the amount of dog waste around the park. Overall the young inspectors felt that the service offered all members of the public a good service but could be improved with some changes.

5.10 Summary of Inspections

All of the services took on board the recommendations and understood that they would be looked at again in the 6 month review to see if any have been implemented.

6. FUTURE CONSULTATIONS

6.1 Due to the skills and recognition of the inspectors programme we have received funding from various services to deliver more intense key pieces of work. These services include Health, Regeneration, the Hartlepool Safeguarding Children's Board and the Youth Offending Service.

6.2 **Health Action Plan** – The young inspectors lead on the local You're Welcome Programme verification. You're Welcome is the Department of Health's programme quality service criteria for young people friendly services. The young inspectors work closely with Tees-wide and regional areas and inspections are made in the Teesside area. The inspections include sexual health services, speech and language, audiology, hospitals, pharmacies and GP services. The young inspectors are currently involved in a You're Welcome

review for the north east to help make improvements in the future which inform the national review.

The young inspectors were also involved in a school nurse consultation that has informed the commissioning process for an improved service. School nurses are now also part of the inspection process.

The young inspectors more recently were tasked to produce a DVD for the obesity conference. The DVD will now support schools and it is envisaged that the young people will continue to inform the town's obesity strategy moving forward.

- 6.3 **Regeneration** – The young inspectors have recently been asked to inspect the Waverly Terrace Allotment project and look at key areas of the service to help with its plans to develop into a social enterprise business for people with learning difficulties. The Catcote young inspectors will be taking the lead on this project and will work closely with the project's leaders and the young people that volunteer there.
- 6.4 **Youth Offending** – The young inspectors have helped to inform the development of the Youth Justice Plan and are building upon this to get more young people and parents involved in feedback on delivery of the service for improvements or alterations. The consultation will cover the ongoing processes that young people are involved in from referral point into the specific programmes; including, Victim Support/Restorative Justice and Reparation processes, as well as worker and young people feedback. Methodology includes questionnaires, focus groups, telephone calls, home visits and meeting with Panel members and parents. The group will also examine how wider reductions to various help services affect young people and families. Alongside this how the service is presently evaluated and what is made use of the evaluation.

7. PROPOSALS

- 7.1 That Elected Members consider the content of Young Inspector reports when and where appropriate both currently and in the future; and suggest areas / organisations / departments that may be suitable for Young Inspectors to evaluate on behalf of the Committee.

8. RECOMMENDATIONS

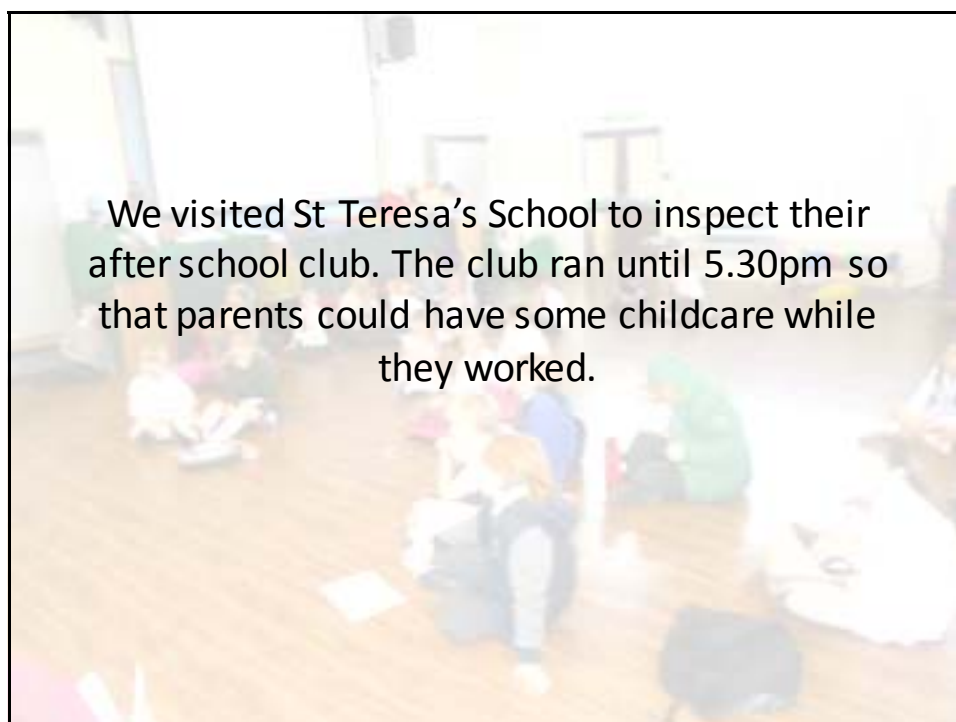
- 8.1 Children's Services Committee is asked to note the findings and recommendations of the Inspection reports undertaken by the Young Inspectors.

9. REASONS FOR RECOMMENDATIONS

- 9.1 Along with the United Nations Conventions on the Rights of the Child Article 12 which identifies the fundamental right of children and young people to influence key decisions affecting their lives, there are a number of other fundamental government policies and initiatives which place young people's decision making at the heart of the service delivery;
- Positive for youth, a new approach to cross government policy for young people 2012; places a statutory guidance on the duty of Local Authorities to secure activities and services for young people that they have a say on and including how they are delivered.
 - Most recently, the Cabinet Office, Department for Education 2013 produced Policy to increase opportunities for young people to help them achieve their potential. Along with improved training and employment prospects, there is the desire to encourage young people to have their say on issues which matter to them and local and national decision-makers to listen to them. This is a contract between the Cabinet Office and the British Youth Council (BYC) known as the **Youth Voice**. The contract started in October 2013 and will run until at least March 2015 under the Government's Positive For Youth Initiative.
 - **In Hartlepool we report nationally through the Youth Voice programme which includes the UK Youth Parliament, Youth Select Committee, National Scrutiny Group and support for local Youth Councils and Young Mayors.**
 - Care Matters: Time to Deliver for Children in Care (DCSF, 2008), recommends that children in care should be actively involved in all decisions that impact their lives.

10. CONTACT OFFICER

Juliette Ward
Young Inspectors Co-ordinator
Participation Team
Child & Adult Services
Hartlepool Borough Council
01429 523617
juliette.ward@hartlepool.gov.uk

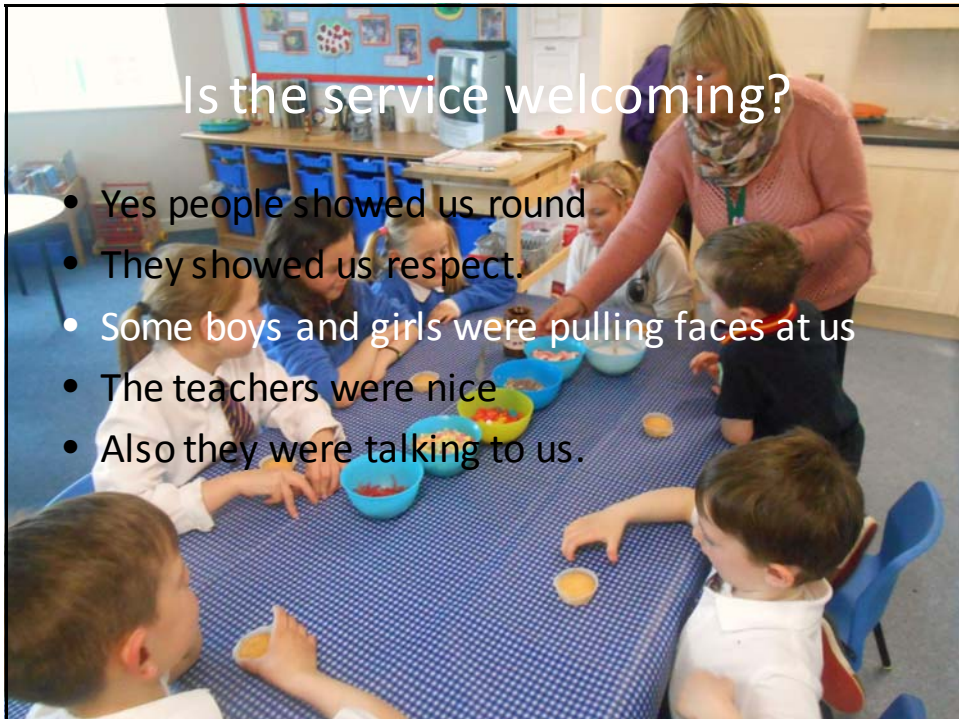


Is the Service Accessible ?

- Yes the service is accessible because:
- There's a ramp for wheelchair users / people taking pushchairs in
- The window at reception is low

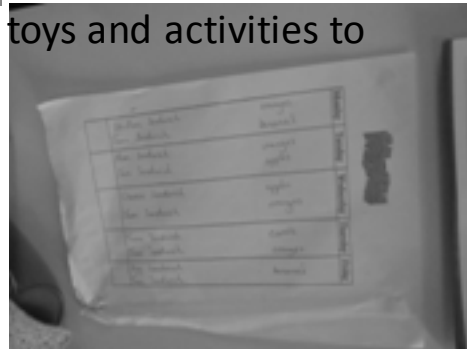
Is the service welcoming?

- Yes people showed us round
- They showed us respect.
- Some boys and girls were pulling faces at us
- The teachers were nice
- Also they were talking to us.



Is the service clear what it does?

- Yes, they look after children when their parents are at work . Also it was clear that the room that we went into was where you ate and the room was for toys and activities to do.

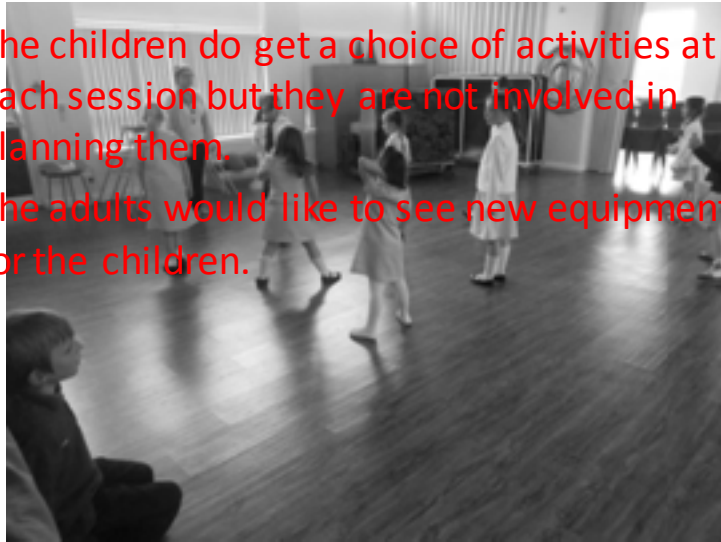


How satisfied are you/others seem to be with the service.

- They said they liked it with their friends there. But without their friends they didn't like it.
- The children told us that the staff listen to them most of the time.
- The children enjoyed the activities they had on offer.

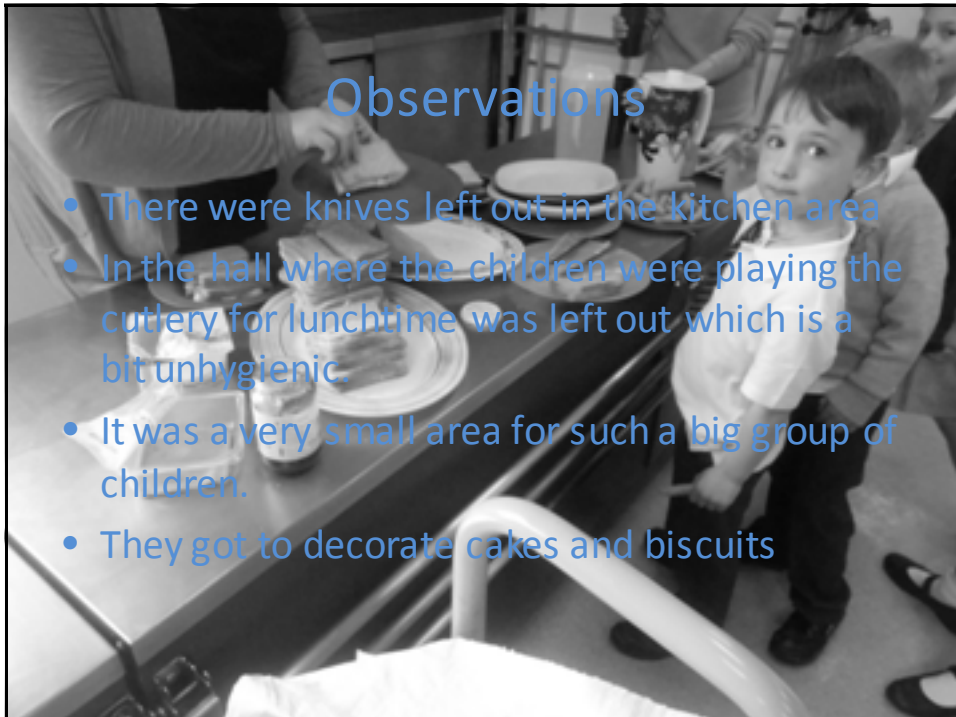
How are the children involved in the delivery, planning and evaluation of the service?

- The children do get a choice of activities at each session but they are not involved in planning them.
- The adults would like to see new equipment for the children.



Observations

- There were knives left out in the kitchen area
- In the hall where the children were playing the cutlery for lunchtime was left out which is a bit unhygienic.
- It was a very small area for such a big group of children.
- They got to decorate cakes and biscuits



Conclusion

We think this after school club is good, but the space is very small for the amount of children accessing it. We also think the children should be involved more in the planning of the activities so they enjoy them more.

Recommendations

- Get a bigger room for after school club
- Expand the menu as all it says is they offer is sandwiches
- Include the children in the activity planning, have more variation for the age groups.



Introduction

St Teresa's Primary School went to Throston Primary School on Monday 13th May 2013 . We were asked to go and inspect the after school club to make sure the children and staff were getting the best possible provision.

People who were part of the inspection were

Tori Day

Kate Mowbray

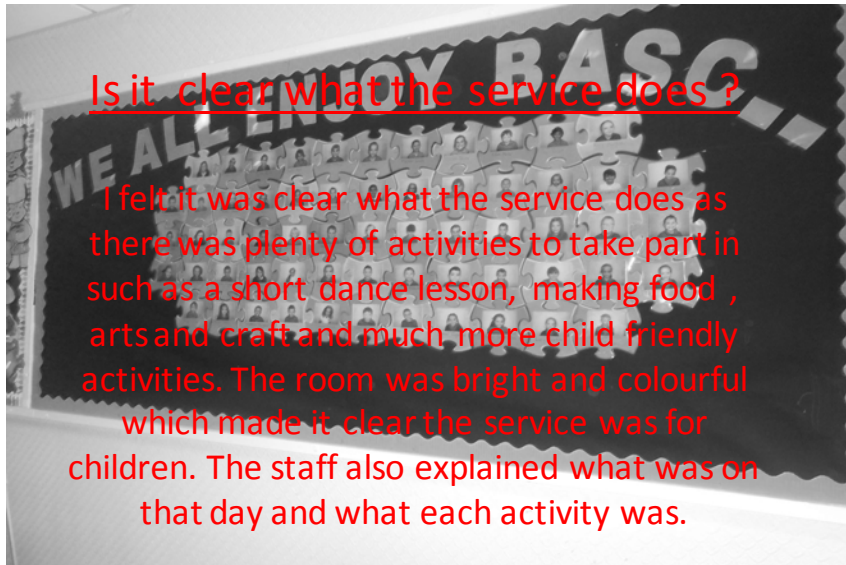
Max Wheeler

Holly Wheeler

Jorja Ridden

Is it clear what the service does ?

I felt it was clear what the service does as there was plenty of activities to take part in such as a short dance lesson, making food , arts and craft and much more child friendly activities. The room was bright and colourful which made it clear the service was for children. The staff also explained what was on that day and what each activity was.



How satisfied are you with the service ?

The children were very satisfied, there was a good variety of activities for us to take part in. There was something for all ages to do so there wasn't anyone who didn't have anything to take part in. There was enough food for everyone and we all enjoyed our snack. Moreover the staff were friendly and we knew everything that was going on.



Is the service accessible?

Yes because the after school club had a lot of room to play and have fun in.

They all had something to do and they all had a place to do it.

It had a specific entrance and exit for parents to collect their children from.

Is the service welcoming?

The service was very welcoming because the adults told us lots of things about the club.

Also they had equipment to play with and they could do what they wanted.

The staff smiled and people came over to talk to us and show us around.

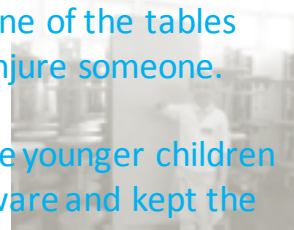
No one made a big fuss of us being there and they did not stare either.

HAZARDS

Although there was many good points at this inspection there were also a few hazards. One of them was:

That there were chairs stacked up in the hall where the dance class was being held. This is dangerous because if someone bumps into one of the tables and they fall they could possibly injure someone.

The ovens were on and there were younger children around however the staff were aware and kept the children away from them.



Recommendations

Include the children in the planning of the activities.

Use a different room to eat the snacks in as the ovens are in there and these can sometimes be hot.

Use a different hall or move the stacked tables for the dance session.

By the Young Inspectors

Art Gallery Presentation

Is the gallery accessible?

- Automatic doors
- Central location
- Hearing loop
- Disabled toilets
- Open space for mobility
- Service was free
- Opening times displayed clearly
- Open on weekends
- Open for everyone

Hearing loop

We found that you having a hearing loop would be very helpful and beneficial as it makes the service more accessible.



Having automatic doors allows wheelchairs to access the service easier.



Is the gallery welcoming?

- The staff were friendly
- Background music
- Good presentation of entrance

Working with schools



Is it clear what the gallery does?

- Signposts about the gallery however could be more noticeable for passers by.
- Inside had a main purpose and suited the overall experience.
- Art work could be more clearly labelled and provide information on artist and theme of the exhibition.
- However the school work was clearly shown.

How are young people involved in the delivery and evaluation of the service?

- Set up multiple groups including Bloomin Art and Dabble in Art and cultural ambassadors.
- Linked with school art programmes(Dyke House, English Martyrs, High Tunstall and Manor College)
- Work with young people aged 3-19 year olds on developing art skills.
- Competitions
- Young people plan open evening previews and clubs for young people.

Engaging with children



Overall strengths

- Responded from last inspection-social media has improved.
- Schools have been involved and had the chance to display their work across the town.
- Setup cultural ambassadors
- Been better promotional techniques since last inspection.
- Staff ask young people to evaluate the service
- Chance to meet artists at previews and events.

We found having this couch area would make young people feel more comfortable using the art gallery.



Areas for further development

- Consider working with Catcote Academy
- Increase public awareness of the exhibition
- Consider having a sign in book (to find how many people enter and what the average age is)
- Signs could be more noticeable outside of the establishment

General impressions

"Overall the service was welcoming once inside the building and the gallery was comfortable including the seating area. However it was unfortunate that the cafe was shut but the staff are looking to reopen it."

Involvement with young people



Makes the service easier to use.



General feeling

- *"General feeling is that it's not as interesting as it could be more interactive art work. We feel young people wouldn't go without being accompanied without an adult"*

Thank you for listening
Do you have any questions?

YIYAT Inspection Report Template – Initial



Inspection

Local support worker name:	Area: Hartlepool	
Young inspectors' names: Rebecca Blair, Megan Moore, Olivia Bennison, Lauryn Weldon, Morgan Kidson		
Service inspected: Art Gallery Review	Who requested the inspection? Rachael Garlick	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward YIYAT Co-ordinator IYSS Child & Adult Services Windsor Offices Unit 24 Middleton Grange Shopping Centre Hartlepool TS24 7RJ (01429) 523617		
Inspection start date: 26 th August 2014	Inspection end date: 26 th August 2014	Report date: 25 th September 2014
About how many hours did the inspection activities take? 1		
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.		

<p>Observation(s) conducted?</p> <p>Yes</p> <p>What/who was observed?</p> <p>The centre, facilities and staff</p> <p>How were observations recorded?</p> <p>Notes/photos</p> <p>What were the findings including strengths and areas for further development?</p> <p>See Below</p>	<p>Interviews conducted? Yes</p> <p>What was the focus of the interviews?</p> <p>Questions set by YIYAT</p> <p>Who was interviewed?</p> <p>Individual or group interviews?</p> <p>Individual</p> <p>How were the interviews recorded?</p> <p>Notes</p> <p>What were the findings including strengths and areas for further development?</p> <p>See Below</p>	<p>Surveys conducted? No</p> <p>What was the focus of the surveys?</p> <p>N/A</p> <p>Who were they given out to?</p> <p>N/A</p> <p>What type of survey was it – paper, electronic?</p> <p>N/A</p> <p>What were the findings including strengths and areas for further development? N/A</p>
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Overall impressions of the service including strengths and areas for further development:

The young inspectors found that the art gallery was very accessible. The art gallery is located in a central location and opening times were displayed clearly. The service is open week days and weekends. The art gallery is free and is also open to all members of the public. There are automatic doors in the entrance and plenty of room for wheelchair users to move around the building.

The young inspectors felt that the art gallery was very welcoming and that the staff were very friendly. The entrance to the building had lots of information for the art gallery and for other activities in Hartlepool. The young inspectors felt that the background music was appropriate for the service. The young inspectors also felt that the art gallery welcomed all ages to visit the service.

The young inspectors felt that the art gallery was very clear about the services that it offered but thought the main signposts outside could be more noticeable and could possibly advertise the latest exhibitions. The young inspectors felt that the exhibitions should also be clearer and have some information on the artists.

The young inspectors found that since the last inspection the involvement of young people had improved. The art gallery has linked in with local secondary schools and were displaying the young people's work. New groups have been set up including Bloomin Arts, Dabble in Arts and cultural ambassadors. The groups help children and young people develop new skills and some were working towards accreditations. The young people from the groups were involved in planning open evening previews and clubs for young people.

Strengths:

The young inspectors feel that the strengths of the art gallery are that it is in a central location and that it was very welcoming. The art gallery has also acted on the recommendations from the initial inspection and the social media had been improved. Another strength is the new groups that have been set up involving young people and the evaluation process. The art gallery is also working with local secondary schools and showing the young people's art work in exhibitions. The young inspectors also felt that the small area with couches made the service feel more relaxing and that young people would feel comfortable in this area.

Areas for further development:

- Consider working with Catcote Academy
- Increase public awareness of the exhibition
- Consider having a signing in book (to find how many people visit and the average age)
- Consider making the signs outside more noticeable

General impressions and comments:

Overall the service was welcoming once inside the building and the seating area was comfortable. The displays were very interesting and it was good to see the art gallery had taken on board recommendations from the initial inspection.

YIYAT Inspection Report Template – Initial



Inspection

Local support worker name:		Area: Hartlepool
Young inspectors' names: Robyn Reid, Rebecca Hanlon, Josh Cooper & Jason Lowther		
Service inspected: Guisborough Sexual Health		Who requested the inspection? Deborah Gibbin
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward YIYAT Co-ordinator IYSS Child & Adult Services Windsor Offices Unit 24 Middleton Grange Shopping Centre Hartlepool TS24 7RJ (01429) 523617		
Inspection start date: 16/10/14	Inspection end date: 16/10/14	Report date: 11/12/14
About how many hours did the inspection activities take? 1		
Below, please briefly describe the inspection activities used. Please attach the young inspectors'		

reports and any additional documentation.		
Observation(s) conducted? Yes What/who was observed? The centre, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YIYAT Who was interviewed? Individual or group interviews? Individual How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A

Overall impressions of the service including strengths and areas for further development:

Question 1. Is the service accessible?

The location of the sexual health clinic was central; this service can be portable within the week. It had a very clear web page that had clear opening times that suited most people. The location itself was quite central and there were parking facilities however the sexual health clinic wasn't very well sign posted and we found it quite hard to find coming in from the car park.

Question 2. Is the service welcoming?

The rooms were extremely clean and were well manned with friendly staff; however we got the impression that the staff were not expecting us as they mistook us for patients and said we were too early. The waiting room had informative posters all over the walls and there was music playing and up to date magazines. There were also plenty of seats which although outdated, were quite comfortable and a vending machine. We thought that the fact it was held in a confidential environment was good too.

Question 3. Is it clear what the service does?

There were hardly any posters outside to show that it was a sexual health clinic or what the service offers to people (We only saw one A4 sign). However on the inside, there were a variety of leaflets and posters that advertised what the service entailed.

Question 4: How satisfied are you/do other young people seem to be with the service?

We thought that the coin evaluation service was a good way of measuring what people thought of the service. We also like the free post questionnaire.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

The only thing we observed in which young people were involved in was the questionnaire and coin survey.

Strengths:

- Caters to all ages
- Central Location
- Friendly Staff
- Coin evaluation service
- Free post questionnaire

Areas for further development:

Consider moving the signing in documents into the waiting room.

Consider moving the coin box away from the reception area so that service users feel more comfortable when evaluating.

Consider using a regular prize draw for returned questionnaires to get a better response.

General impressions and comments:

This is what we picked up on throughout our inspection; however we feel that due to the timing of our inspection, it stopped us from gaining a full overview of the service. There were no young people there to ask their opinion and they kept referring us to Redcar so it was hard to get a full understanding of how this service affects young people. We also appreciate that this is a temporary service and therefore we hope these recommendations will be taken into full consideration when the new service is developed.



Belle Vue Youth Club Inspection

Made by Nicole Hunt, Hannah Littlewood, Luke Allison

IS THE SERVICE ACCESSIBLE?

- * Yes because there were no stairs or objects in the way of the entrance.
- * There is also an automatic door, not in the youth club, but it is useful for the café and for the staff and visitors.
- * The children could also get the number 6 bus and then it is only a short distance to walk.



Is the service welcoming?

Yes the service is welcoming because the staff were friendly and they offered us a free cake. Also there are lots of colours and decorations on the walls. Staff did a register as the children came in and greeted them.



Is it clear what the service does?

Yes it was clear because...

- * There was lots of activities set up
- * A pool table
- * A big graffiti sign saying 'Belle Vue Youth Centre'
- * X box and Wii – with games
- * Reading corner
- * TV room
- * Sports hall

How satisfied are you and others with the service?

- * Overall it was very good but we found some hazards and some things what need sorting out.
- * People we asked wanted to go to the youth club and seemed very happy with the service.

How are children involved in the delivery , planning and evaluation of the service

- * The children are involved in delivery, as we saw them helping the staff in the tuck shop.
- * The staff informed us that the children can tell them what they want to do and the staff can plan it, the children told us the same.

Observations

- * It was really bright and colourful
- * The wonderful box
- * Nice equipment
- * Activities set up
- * Children's entrance was well organised
- * In the ICT suite children were not allowed to use social networking sites
- * The toilets were in a very poor condition

Hazards

- * Loose wires hanging out in various places
- * Ceiling tiles loose and cracked
- * Radiator was hanging off children could trap their fingers
- * No socket covers
- * No straps on the Wii remote - it could whack someone
- * Pool table covered ripped
- * Things were dirty

Some examples of the hazards we found...



Conclusion

- * Overall this youth club is used very well. The children were all happy and enjoying themselves, the staff had good relationships with the children.
- * The activities kept the children entertained and the sports hall was a good thing to have.

Recommendations

- * To improve the toilets
- * To make sure that all plug sockets are covered and wires are safe
- * Repair the pool tables
- * Wash the cushions, bean bags and other items that looked dirty
- * Repair the broken radiator
- * Improve the website as the youth club opening times were not in a clear section

Headland Future



Introduction

- Headland Future is a safe, children's youth club. People come here to chill out and play games and these are our findings.

Is the service accessible?

- Yes the service is accessible, you can get the number 7 bus to the Headland. This makes it easier for children and staff who live far away.
- There is not a ramp because the entrance is at street level. As you come in there are some stairs and a lift for disabled people.

Is the service welcoming?

- Yes, the staff were very welcoming but there is no routine so the children barge in, also there was no register. They should be registered as they come through the door to make sure everyone is signed in.



Is it clear what the service does?

- Yes, because they let us junior inspectors join in with all the fun.
- It was clear that it was a youth club because there was art and craft, fun games such as Jenga , Twister and little Toy Story figures.

How satisfied are you and do others using the service seem to be with the service?

We are not happy because there is no set routine but the children know what they are doing, also there is no register.

How are children involved in the delivery, planning and evaluation of that service

- No, the children are not involved in the planning and delivery as the staff told us that they think it is a big responsibility for children.
- But we think the children should be involved in choosing what they want to do .



STAFF SAY ...

- Yes, we think the children enjoy this youth club because there is lots of different things to do and games to play, and this is the only youth club in the Headland.
- When the children do something wrong, they sit down and a member of staff asks them what they have done wrong and why have they have done that? They also tell them that their behaviour is not acceptable.

CHILDREN SAY....

The children told us that they would recommend this youth club because it is fun and there are lots of things to do.

Yes because you get to do lots of fun things. For example, you can do art and craft, Twister, plastic animals and computers. Also when we were leaving, they were taking them upstairs to play some run around games.

Hazards

- Slippery floors in the toilets and one of the members of junior inspectors slipped over on a piece of toilet paper
- Also the sinks in the toilets were full of mud and paint
- The lights in the computer room were always off and somebody could get hurt

Conclusion

- Overall we think the service was ok, the children were well occupied and well behaved. The staff knew the children and offered everyone a chance to do certain activities.

There are a few improvements that could be made.

Recommendations

- Clean the toilets
- Set activities up on tables rather than the pool tables
- Have a structure to the way children are registered when they come in
- Keep the lights on in the computer rooms
- Have a list for the computers - we saw the same children on them for the hour we visited
- Use the upstairs more, it's a nicer and bigger room

A report just for you

About Sue -

Sue has worked as a nurse for 33 years, she works towards Change for Life and has worked with children and young people for a very long time. Sue really enjoys her job as a Looked After Nurse however she can find it very hard working with children and young people who are not very well but most of the time all are really well and healthy.

On a daily basis Sue would discuss health such as weight and measurements, smoking, alcohol, emotional health and health eating with her service users and carry out health assessments.

Why does Sue do her job? She answered, because she really enjoys working with young people.

What age range of people does Sue work with? Sue works with children and young people up to the age of 21.

Sue's strengths – Sue has a warm personality with a friendly smile and is always approachable. Sue has a confidential room.

Is the service accessible?

- Yes because it is easy to get in to and is central within walking distance.
- Sue makes the service accessible as you can ring her on her mobile so that she can visit you to make it more accessible if you can't make it to Sue's health room.

Is the service welcoming?

- We believe the service is welcoming as it has bright colours.
- Sue always introduces herself
- Her room is always colourful and could change your mood from glum to happy!

How satisfied are you or do other people seem to be with the service?

- The service is very helpful because it is a nice place to be because Sue talks to you about your health.
- Sue speaks with young people after every session

Is it clear what the service does?

- There are signs on the room door to show you that it is a health room
- Health posters on the door
- Health leaflets
- We don't think it is completely clear what the service does.
- It has got health materials such as fake fat

How are young people involved in the development, delivery and evaluation of the service?

- Sue speaks with young people after every session and make sure they understand everything.
- There is no feedback at the moment but Sue has spoken to the Children in Care Council to see how this can be achieved and they are going to design a feedback form with a smiley face to represent that young people are happy with the service and a sad face for people who are unhappy with the service.

Improvements

- To make more use of display board with posters, to give them a tidy up and possible to involve children with designs
- If bigger families need to see Sue, she may need a bigger room.
- Monitor feedback

Recommendations

To have signs on both doors and on outside of building.

Sue's details to be given out on leaflets

Display board with picture wall of staff detailing who they are

To make sure Sue's details are on website

Get feedback forms out to all children and young people

Make board more colourful

Make sure room is tidy so no one would trip or fall

Sort of posters/leaflets into age appropriate groups

Two different feedback forms one for children and one for young people

YIYAT Inspection Report– Initial Inspection

Local support worker name: Rebecca Hunter/ Kimberley Bell		Area: Hartlepool
Young inspectors' names: LAC Young Inspectors – Dylan Todd, Declan Duthie, Jordan Odgers & Reece Coxon		
Service inspected: Exmoor Grove		Who requested the inspection? Kimberley Bell
Name and contact details of the person who requested/commissioned the inspection: Kimberley Bell Participation Team Child & Adult Services Windsor Offices Unit 24 Middleton Grange Shopping Centre Hartlepool TS24 7RJ (01429) 523617		
Inspection start date: 23.06.2014	Inspection end date: 14.08.2014	Report date: 08/09/2014
About how many hours did the inspection activities take? 1		

Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.

On the initial visit to Exmoor Grove, inspectors spoke with the manager and were given a brief explanation of what the service does. Sylvia explained the needs of the service users and why Exmoor is a great facility for individual service users.

Inspectors used cameras to take photos of facility and used note paper to write and record all observations witnessed.

<p>Observation(s) conducted?</p> <p>Yes</p> <p>What/who was observed?</p> <p>The centre, facilities and staff</p> <p>How were observations recorded?</p> <p>Notes</p> <p>What were the findings including strengths and areas for further development?</p> <p>Please see below for further details</p>	<p>Interviews conducted?</p> <p>Yes</p> <p>What was the focus of the interviews?</p> <p>Questions set by LAC young inspectors</p> <p>Who was interviewed? Individual or group interviews?</p> <p>Individual</p> <p>How were the interviews recorded?</p> <p>Notes</p> <p>What were the findings including strengths and areas for further development?</p> <p>See Below</p>	<p>Surveys conducted?</p> <p>No</p> <p>What was the focus of the surveys?</p> <p>N/A</p> <p>Who were they given out to?</p> <p>N/A</p> <p>What type of survey was it – paper, electronic?</p> <p>N/A</p> <p>What were the findings including strengths and areas for further development? N/A</p>
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Overall impressions of the service including strengths and areas for further development (linking back to national inspection questions):

Question 1. Is the service accessible?

The young inspectors feel that the service is accessible. The building is on a main bus route and is accessible for those people who need to access the building in a wheelchair as they have large automatic doors and ramps to allow for this.

Young people can access the service through a social worker referral, the young inspectors now understand the reasons why this needs to be through a specific referral due to the specialist service that is provided to the young people.

The young inspectors believe that the sensory room and safe space that Exmoor Grove provide increases the accessibility of the service as they are assessing the needs of young people and offer a range of space to allow young people with complex disabilities to access.

The young inspectors felt that Exmoor Grove allowed young people from different countries to access the service and feel welcome also due to the nature of the posters in a number of different languages.

Question 2. Is the service welcoming?

The young inspectors feel that Exmoor Grove is very welcoming. They feel that the staff provide a very pleasant meet and greet as soon as you enter the building and there are also homely and welcoming signs next to the sign in book. The different languages on the posters allows young people from different countries to feel welcome and if you are asked to wait you are taken into a small sitting room which is light, clean and homely.

The young inspectors feel that the staff are very friendly and polite and make you feel comfortable.

The service provides welcome packs which provide information to young people, foster carers and social workers. The group feel this is a good idea as it provides information and may answer questions that people may need answering and allow them to feel more welcome when they do engage with the service.

The service provides enrichment days which the young inspectors felt was a strength of how welcoming the service is as it allows them to meet staff and get to know the building before full engagement so they are likely to feel more comfortable.

Question 3. Is it clear what the service does?

The young inspectors felt that it was not clear what the service does or what it provides. There were no signs outside of the building or on the car park and the service does not have a website or did not provide leaflets. The young inspectors asked questions regarding this and fully understand the reasons why the service does not have these due to the specialist nature of the service and the referral process - it is not a drop in centre.

The enrichment days and the welcome packs for the young people, foster carers and social workers however did provide clarity for young people who would be engaging with the service.

Question 4: How satisfied are you/do other young people seem to be with the service?

Overall, the young inspectors felt that the children and young people who engaged with the service were happy with what the service provided.

Due to the difficulties and disabilities that the children and young people possess it was difficult for the group to communicate fully with the young people to ask some of the specific questions about how they felt with the service

but the group observed the actions of the young people to try and find out more.

Each young person had a key worker or one-to-one support which the young inspectors felt made the young people pleased as they had attention and help and support if they needed anything.

One of the service users did answer questions and advised that he was happy with the service especially because they allow the young people to take in their own bedding and toys so the respite facility feels like home.

The young inspectors observed a board of photographs and activities that the young people have experienced in which they look extremely happy and having lots of fun. Throughout the inspection the young people with communication difficulties still pointed at board and smiled. The inspectors also observed that the young people were laughing a lot with staff and this gave the impression they are happy and satisfied with the service.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

The young inspectors felt that young people were involved in the reviewing, planning and evaluation of the service to an extent, to the most they could get involved due to their difficulty and disabilities.

The young inspectors observed a suggestion box at the front of the building for all people to drop in any comments, suggestions or improvements to the service.

Exmoor Grove do hold young people's meetings on a monthly basis to discuss topics that are important to young people. The young people choose activities and trips they would like to go on and they have a reward system which they choose the rewards they would like and work towards them.

At Exmoor Grove the staff are one-to-one with the workers and they do regularly ask what they think about topics and if they would like to change anything.

Strengths:

The young inspectors felt that there were a number of strengths of Exmoor Grove. The group felt very welcome, they were met with a friendly greeting, they felt the building was homely this including quotations on the wall, nice decoration and friendly.

One of the main points the young inspectors found to be a strength was how safe and secure the building was. There were massive security measures including lighting, fob controlled doors and alarm and coded door, the young inspectors felt this was extremely important for the young people to be in a safe and secure environment.

The young inspectors felt another strength of Exmoor was ensuring the needs of the children and young people were met including sensory room and safe space. They felt the environment was calming and quiet which is what the young people needed too. They also felt a strength of Exmoor Grove was the collage of photographs which shows the young people enjoying their activities and also encouraging them for further activities.

Areas for further development:

The young inspectors came up with some recommendations of what they believe could be improved and make Exmoor Grove even better as a service.

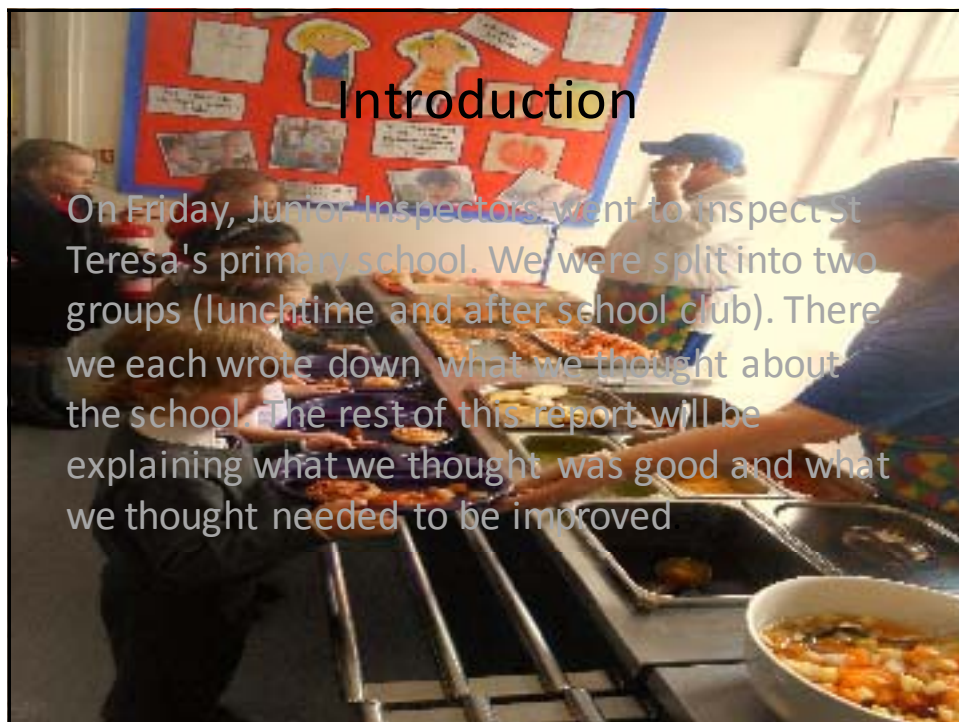
The main areas of development are around hazards and health and safety. There were some hazards that the young people felt Exmoor Grove needed to be more aware of such as wheelchairs obstructing entrances and loose wires. They would like these to be rectified and also believe they could develop a more regular maintenance check and record of the building.

Other areas they believed could be developed is for a refurbishment of the bathroom, ensure all confidential information is securely stored and keep all leaflets and information boards up to date with opportunities.

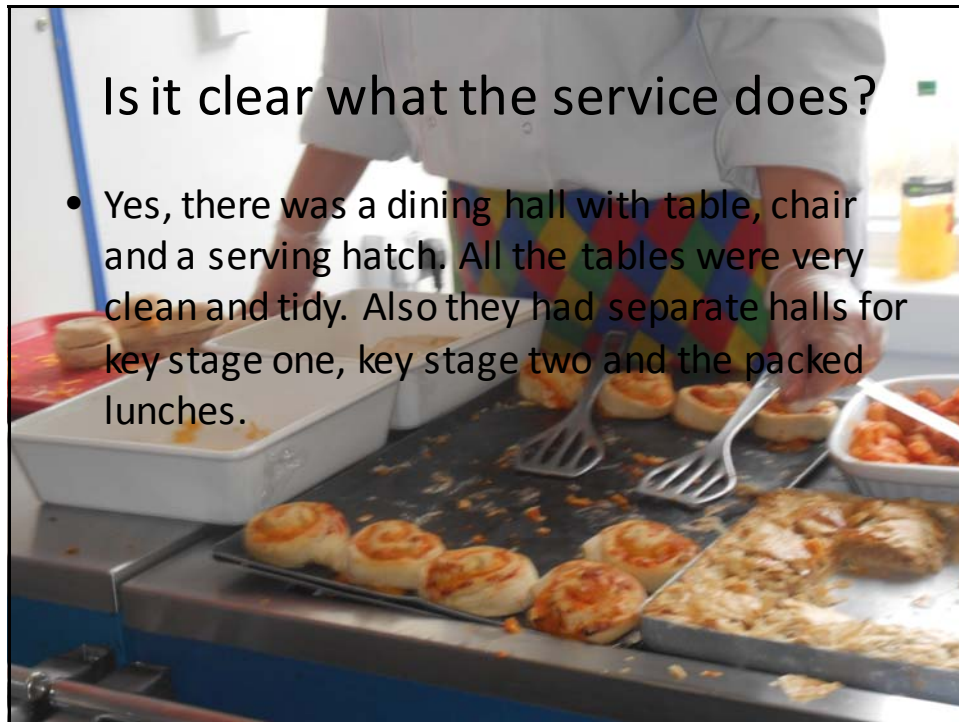
Appendix 8

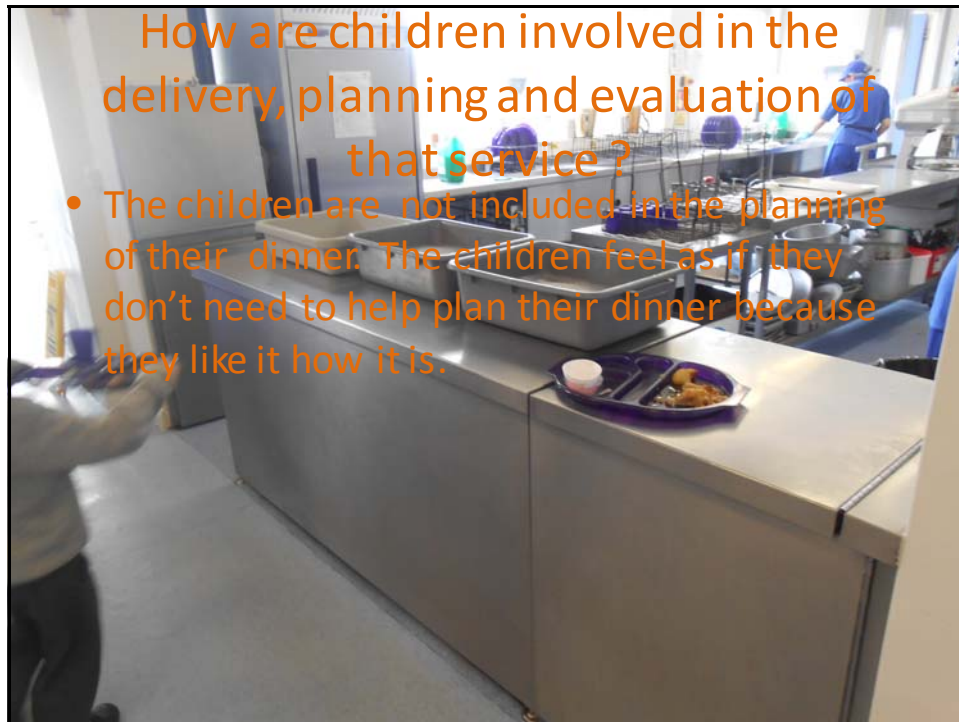
General impressions and comments:

Inspectors got the impression that Exmoor takes good care of the young people, the reasons behind this was they felt the young people's views were listened to and they believed the one to one support and attentive nature of the staff was positive.



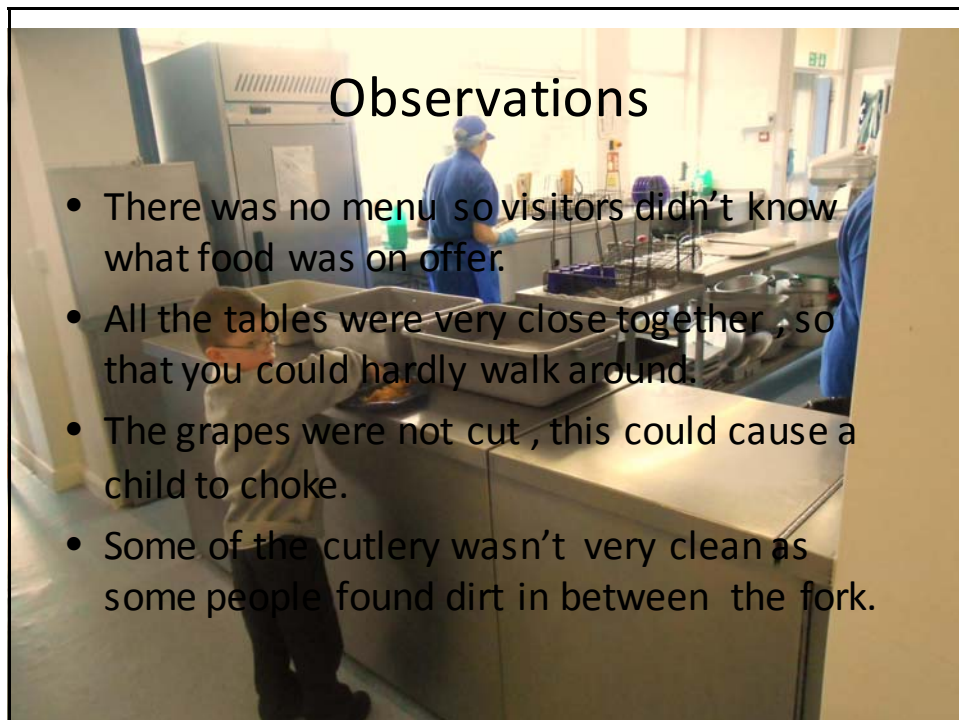






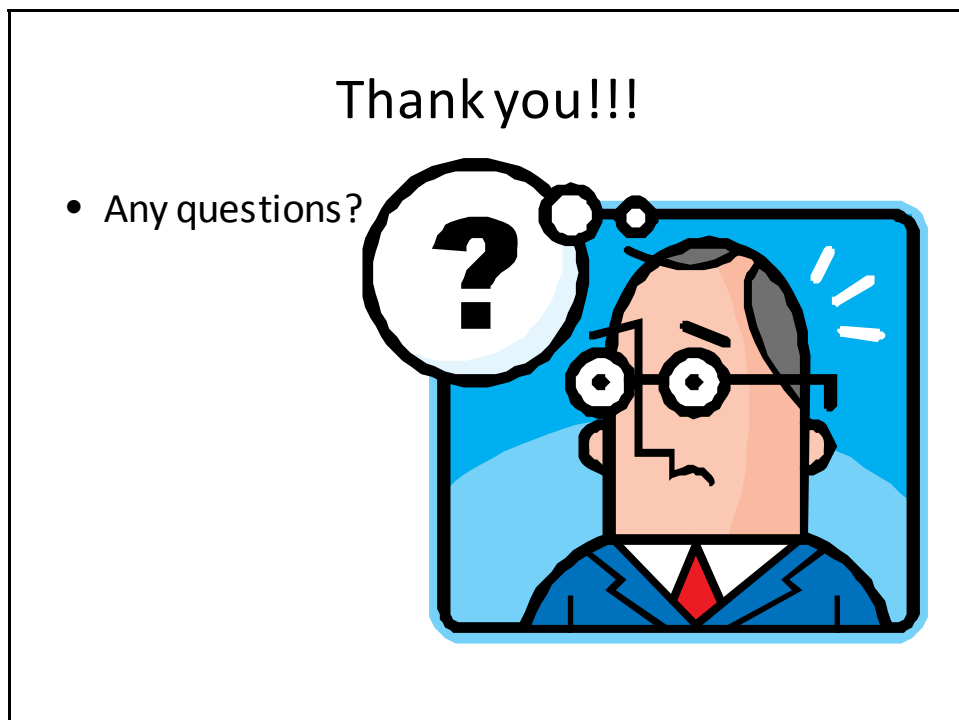
How are children involved in the delivery, planning and evaluation of that service ?

- The children are not included in the planning of their dinner. The children feel as if they don't need to help plan their dinner because they like it how it is.



Observations

- There was no menu so visitors didn't know what food was on offer.
- All the tables were very close together, so that you could hardly walk around.
- The grapes were not cut, this could cause a child to choke.
- Some of the cutlery wasn't very clean as some people found dirt in between the fork.



YIYAT Inspection Report Template – Initial Inspection



Support worker name: Juliette Ward		Area: Hartlepool	
Young Inspectors' names: Morgan Kidson, Olivia Bennison, Rebecca Blair, Megan Moore, Lauryn Weldon			
Service inspected: Manor College School Nurse		Who requested the inspection? Deborah Gibbin	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward YIYAT Co-ordinator IYSS Child & Adult Services Windsor Offices Unit 24 Middleton Grange Shopping Centre Hartlepool TS24 7RJ (01429) 523617			
Inspection start date: 15/9/14	Inspection end date: 15/9/14	Report date: 4/12/14	
About how many hours did the inspection activities take? 1			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.			
Observation(s) conducted? Yes What/who was observed? The centre, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YIYAT Who was interviewed? Individual or group interviews? Individual staff member How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A	

Overall impressions of the service including strengths and areas for further development

Question 1: Is the service accessible?

We found the service very accessible and felt the opening times were reasonable for young people to access the service. The service is based in the caretaker's old house which is a bungalow so the service is accessible to all young people including young people in wheelchairs. Although a wheelchair user would need support to access the building and the corridors are quite narrow.

The service is next to the school but still offers a private place to access the school nurse.

Question 2: Is the service welcoming?

We found the staff very friendly and helpful and once inside the building it was very comfortable and there was a separate room to wait in. All of the walls in the building had pictures and posters that were relevant to young people which made the service feel welcoming. Because the service is away from the school we felt that the service was approachable though the shutters on the windows were a bit off-putting. We understand that the shutters need to be on the windows for security.

We also felt that because staff reassure the young people that all information is kept confidential and that parents and teachers do not need to be informed of the young people's visit unless they were at risk or harm was good as this would make young people feel welcome and comfortable.

Question 3: Is it clear what the service does?

It is not clear what the service does from the outside of the building as there are no signs or posters. Once inside the building the school nurse showed us the room which would be used to meet young people and explained that they were in the process of changing the room so that more information and posters would be on the walls and that the school would display information as well.

Question 4: How satisfied are you/do other young people seem to be with the service?

The school nurse was still in the process of setting up the service for the school so hadn't received much feedback from students. However questionnaires had been sent out and there were plans to send out more in the future.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

The school nurse had given out questionnaires to students to find when they would like the service to be open and students had been involved in designing posters to advertise the service throughout the school. The school nurse is also planning to send out regular questionnaires to find out what the students thought about the service.

Strengths:

- The service is very welcoming and staff are very friendly.
- The service is not located in the main school building.
- The service is keen to get young people involved in the planning, development and evaluation.

Areas for further development:

- Consider making the corridors more accessible for wheelchair users or provide a different location for wheelchair users.
- Try and get as much personal information and feedback from service users.
- Consider having a suggestion box and respond to feedback.
- Consider using a text service for appointments with students.
- Attend regular assemblies so that students know who the school nurse is and what services are available to them.

General impressions and comments:

We feel that the service will be very beneficial to the young people who attend Manor College. The school has provided the service with a good location away from the main building which we feel would make young people more comfortable using the service. The school nurse was very friendly and was open to new ideas which could help make the service better for young people.

Manor Technology College : School Nurse

Young Inspectors

Is it accessible?

- ▶ We believe that this service is accessible as this service is open after school everyday from 3:15 to 4:15.
- ▶ As well as this it is close to the school but provides a private place to access the school nurse.

Is it welcoming?

- ▶ We believe that when a young person enters the building the staff on hand are very approachable and friendly.
- ▶ Inside the building we found that the staff made it very comfortable and confidential.
- ▶ The service outside was approachable as it away from the school however the shutters gave a certain feel to the building which could be perceived as off putting.

Is it clear what the service does?

- ▶ From the outside of the service it is not clear what the service does as there is no signs, posters etc. So for new students could be difficult to locate.
- ▶ Inside the service there is many posters and when in the room which will be used for the school nurse we were told that there would be a lot of information on the walls and around the school.

How are young people involved in the evaluation and development of the service?

- ▶ Questionnaires were given out to students to find out what they wanted the times to be to visit the school nurse.
- ▶ The students have been involved in the promotion of the school nurse by designing posters which will be displayed throughout the school.
- ▶ And future surveys to help keep the school nurse up to date with what the students want and think about the service.

Are young people satisfied with the service?

- ▶ As it is a relatively new service, the School Nurse has not received a lot of feedback.
- ▶ However, the nurse has involved the students in designing a poster which has shown interest and participation.

Overall opinion of the School Nurse

- ▶ We believe that your service is very welcoming and the separate building is a good idea. This avoids students feeling awkward and uncomfortable when visiting the service.
- ▶ Staff were very welcoming when entering and would make the student feel more comfortable before seeing the school nurse.
- ▶ In our opinion your building is very suited for the purpose of the school nurse and will work well in the future if you continue. The building will secure privacy for all students visiting the school nurse.

How to improve:

- ▶ Make the corridors more accessible for wheel chairs or provide a different place and location for disabled pupils.
- ▶ Work on the strategy for hiding confidentiality as if you become busy it is hard to hide who is accessing your personal room.
- ▶ Try and get as much personal information and feedback from a user for your service. Have a suggestion box for users and respond to feedback which the students leave for you.





Introduction

We visited Throston Primary School to inspect their school dinners.



Is the Service Accessible

- The service has an automatic door that helps people to access the service
- There was no steps and the surface was all flat, this means its accessible for wheel chairs.
- The inside door opened towards you and you had to move out of the way which was unpractical and a hazard
- We had to sign in and receive visitor stickers which made it more secure.

Is the service welcoming?

- Yes we found the service was welcoming.
- This is because the staff were really friendly and greeted us kindly.
- The school was colourful and there was plenty of displays to make visitors feel welcome and so its child friendly.



Is it clear what the service does?

Yes it is clear because you can tell as soon as you walk into the dinner hall it serves children's dinners.



How satisfied are you with the service?

- The children in Throston Primary School seem to be satisfied with the school dinners because after speaking to the pupils they said that they love the school dinners there. We were very satisfied with the service because the staff were very kind and they gave you appropriate sized portions.



How are children involved in the delivery, planning and evaluation of the service?

- No the children do not plan the menu
- Also they do not stick to the menu but they also put extra meals on, this is because the delivery has sometimes brought the wrong thing .
- The cook think the children would be good at planning the meals but at the moment they are not.
- The cook told us that the children give her feedback but no formal ways of evaluation are used.



Hazards and Observations

- The dinner looks good
- They have a salad bar, but you can only go to hot meals or the salad bar and some people might want both
- The cutlery is nice and clean.
- You had to get your cutlery from the middle of the table and your drinks from a different place, this meant lots of children are walking about
- They had tomato sauce on the tables for anybody who wanted it with their food.

Recommendations

- Don't have the front door opening towards you
- Have the children plan there meals
- You shouldn't have drinks on a different counter
- Ks2 children should be able to use a tray for there Bowl, cup ect.
- The menu is not inside of the menu holder but they had just recently got new ones.

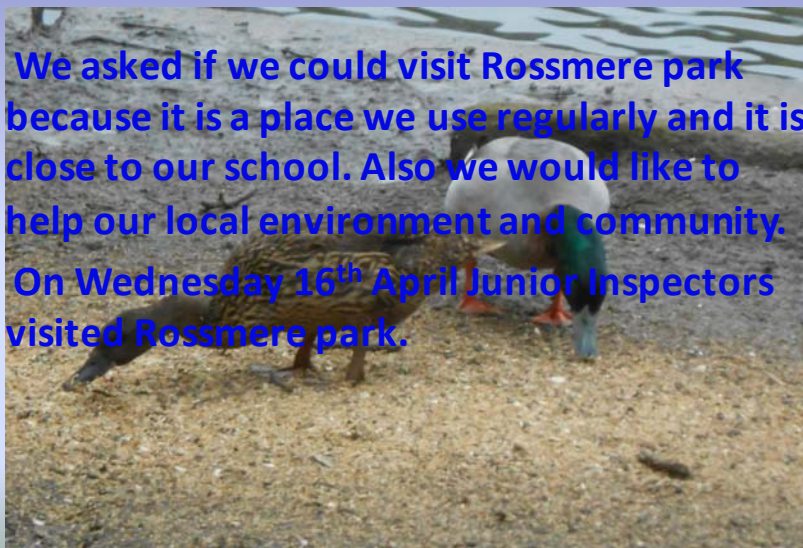


Rossmere Park Inspection

Emily, Max, Evan, Holly, Jorja,
Millie, Niall, Conor, Jessica and
Tori

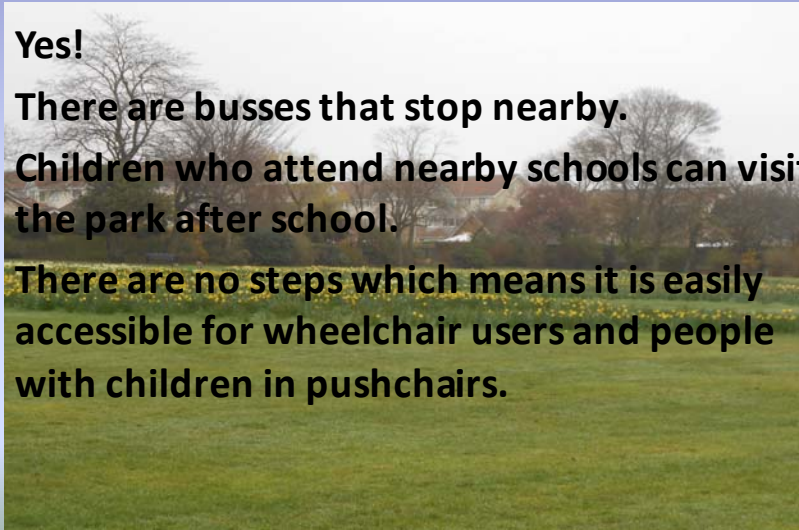
Introduction

- We asked if we could visit Rossmere park because it is a place we use regularly and it is close to our school. Also we would like to help our local environment and community.
- On Wednesday 16th April Junior Inspectors visited Rossmere park.



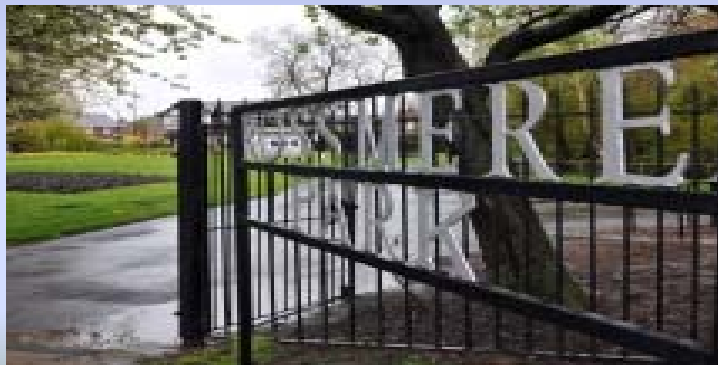
Is the service accessible?

- Yes!
- There are busses that stop nearby.
- Children who attend nearby schools can visit the park after school.
- There are no steps which means it is easily accessible for wheelchair users and people with children in pushchairs.



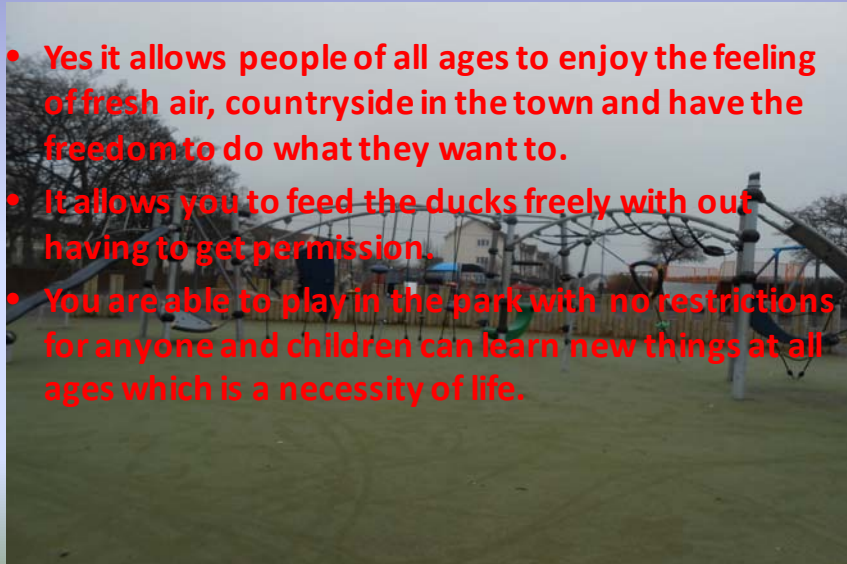
Is the service welcoming?

- It is a public space and when we enter with our parents we feel safe inside.



Is it clear what the service does?

- Yes it allows people of all ages to enjoy the feeling of fresh air, countryside in the town and have the freedom to do what they want to.
- It allows you to feed the ducks freely with out having to get permission.
- You are able to play in the park with no restrictions for anyone and children can learn new things at all ages which is a necessity of life.



How satisfied are you?

- We are happy that children are given the opportunity to play and have fun in the park and they seemed to be enjoying themselves.
- Even though we know children enjoy themselves we feel that the park was run down and vandalised.

How are young people involved in the delivery, planning and evaluation of the service ?

- We are unable to answer this question as there were no children or members of Hartlepool Borough Council to ask. But we hope you might be able to answer for us?

Hazards

- Broken glass
- Dog dirt
- Rubbish in pond (may harm the ducks)
- No lights in toilets
- There are vicious ducks
- Platform near pond slippery when wet

Observations



Good

- 4 dog dirt bins.
- New play area was safer and more popular.
- Flowers were pretty.
- Lots of space for a picnic but only one picnic bench.
- We saw some new benches.



Bad

- The dog dirt bins weren't being used.
- Only 2 litter bins. A couple were burnt.
- Litter everywhere (including alcohol bottles and cigarette packets).
- The grass area was boggy.
- There was graffiti on playground equipment, fences, benches, walls and signs.
- The toilets weren't that clean.

Recommendations

- Clean up vandalism
- More bins
- More regular park wardens
- The oldest section of the park needs taking away or refurbishing
- The pond needs cleaning out
- Put drainage under the grass
- Have more events on in the year



Is the service accessible?

- There is five gates to access the park, none of them have steps so this makes it easy for wheelchair users and people with pushchairs.
- We only saw one safe place to cross the road, this was on the side closest to the pond.

Is the service welcoming?

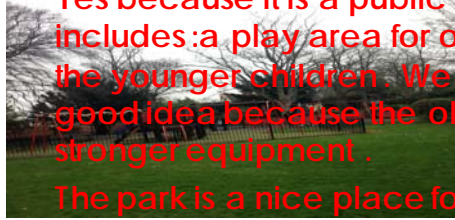
Its hard to say if its welcoming or not because it's a service that requires no staff.

We did feel welcome even though we did not meet any staff.

Is it clear what the service does?

Yes because it is a public park which includes: a play area for older children and the younger children. We think that it is a good idea because the older children need stronger equipment.

The park is a nice place for members of our community of any age to visit to relax, get some fresh air and exercise.

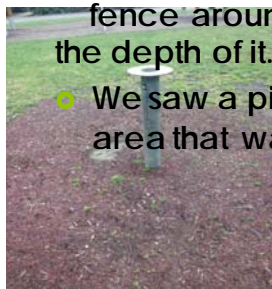


How satisfied are you and others?

- We think that it is good because lots of the public use the area provided. There are also bad things in the park like dogs faeces near the nature trail. However the toilets are not very hygienic.
- People we met thought the park was lovely and were very happy.

Hazards

- The self closing gates in the mini beast area and the nature reserve.
- We think the pond needs a low fence around it and more warnings about the depth of it.
- We saw a piece of equipment in the play area that was dangerous.



Observations

- There was only one crossing surrounding the park which isn't very safe.
- There is graffiti on the clock tower which is not very respectful.
- We think that the mini beast area is good.
- We saw lots of litter bins and lots of dog dirt bins which we thought were very good.
- We also saw bird boxes in the trees.

Recommendations

- We would like to see a park warden walking around.
- Make the pond safer and cleaner.
- Have free dog dirt bags at the gates in case people forget them.
- Make a specific picnic area with benches.
- Clean the toilets up and have them checked regularly.
- Provide nature trail information sheets.



Introduction

On the 6th November we inspected Wharton Annexe, a youth club for boys and girls aged 8-11. We found lots of good things but also a few things that need to improve.



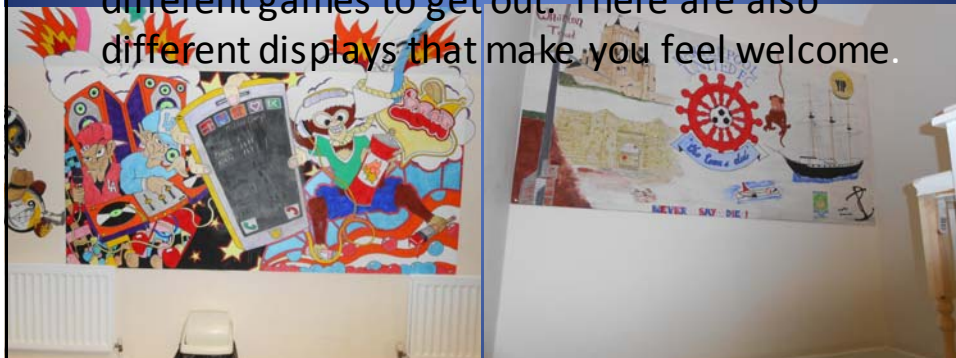
Is the service accessible?

- The service is accessible as it provides a ramp for prams and wheel chairs. It is also very protected as there is a security system on the front door and a member of staff has to let you in. You can get to it as its on the town bus route numbers 6 and 36. There is also a lift so not everyone has to go up the stairs (for old people and people in wheelchairs).



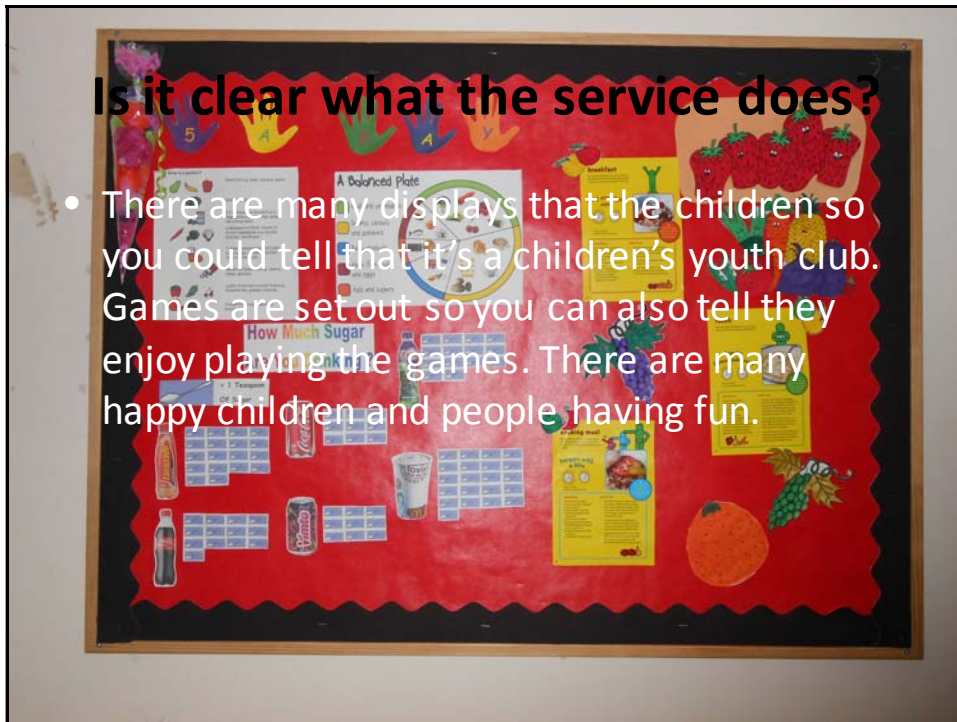
Is the service welcoming?

- The members of staff think the service is very welcoming as the games are set out ready for the children so they don't have to look for different games to get out. There are also different displays that make you feel welcome.



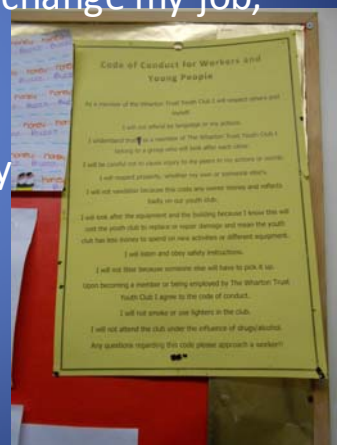
Is it clear what the service does?

- There are many displays that the children so you could tell that it's a children's youth club. Games are set out so you can also tell they enjoy playing the games. There are many happy children and people having fun.



How satisfied are you and others with the service ?

- One member of the staff said "I am fairly satisfied and I would never change my job, ever !"
- The children were very happy and enjoying what they were doing.



How are children involved in the planning of the service?

- Some of the children said “Sometimes they are but the last time they were involved ages ago.
- Members of staff said “ at the end of every session they are asked what they want to do the next week.

Children Said ...

- The children said they would recommend this youth club because you get to have more fun with your friends.
- 5 people said they have been hurt for example, a boy said he had been pushed over.
- But 3 people said they would recommend this youth club and they already have because it is such a fun place
- We saw people were hitting the pool sticks off peoples heads.

- They said “We love our refreshments because there is so much choice. We get chocolate, crisps, drink(juice), water and pop,”
- They appreciate all they have but they would like lodo and deal or no deal. Somebody would also like an Xbox.
- They think that it is a really fun place and there favourite things are pool, computers and the TV/Wii
- They think rules are appropriate and when you are naughty you don't just get

Staff say ...

- They are always laughing and having fun. They all play with everything they have.
- They always come back so they must enjoy it!
- If the children are naughty they get a warning and then they get another depending on what they have done . If the behaviour gets to an unacceptable level then we ask them to leave.

- When we asked the children to answer our questions they it without attitude.
- We have lots fun because the children make us laugh and they are loving and kind

Hazards and observations...

Hazards

- Children were getting the pool ques and banging them on each others head.
- There were exposed wires near the TV
- The Chairs were away from tables, almost in the middle of the room.
- Some of the children were running but members off staff were telling them not too.
- There is no gate on the stairs and if children slip they will fall down the stairs.

Observations

- one of the staff said that they always ask the children what they want to do the next session but the children said they haven't done it in months.
- At one point in the session four members of staff were in one room and one member of staff was in the other room.

Conclusion

- Overall we all really enjoyed visiting and it is a very welcoming youth club. The best thing was the children were happy and everyone seemed to be friends.

Recommendations

We hope you take on these things mainly :

- Gates on the stairs
- Share the staff equally between the two rooms
- Ask the children not to bang each others heads with the pool ques.
- Move the tuck shop into the room.

apart from these ...



CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child and Adult Services

Subject: FOSTERING SERVICE INTERIM REPORT
1 October 2014 – 31 December 2014

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to provide Children Service's Committee with information relating to the activity of the Fostering Service for the third quarter of 2014/15. The Fostering Service is a regulated service and as such there is a requirement to provide the executive side of the Council with performance information on a quarterly basis.

3. BACKGROUND

- 3.1 The work of the Fostering Service is subject to National Minimum Standards applicable to the provision of Foster Care for children looked after. The National Minimum Standards, together with regulations for fostering and the placement of children looked after, form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of Fostering Agencies.
- 3.2 The report provides details of the staffing arrangements in the service, training received by both staff and Foster Carers, the constitution of the Fostering and Adoption Panel, activity in relation to the recruitment, preparation and assessment of prospective Foster Carers and progress in relation to the priorities set out in the Fostering Annual Report.
- 3.3 The Fostering Services Minimum Standard 25.7 requires Fostering Services to ensure the executive side of the Local Authority:

- Receives a written report on the management, outcomes and financial state of the agency once every 3 months;
- Monitors the management and outcomes of the service in order to satisfy themselves that the agency is effective and achieving good outcomes for children;
- Satisfies themselves that the agency is complying with the conditions of the registration.

4. FOSTERING ACTIVITY

Staffing

- 4.1 The Fostering Team consists of a Team Manager who has management responsibility for the Fostering and Adoption Service, an Assistant Team Manager and six social work posts. There have been recent significant changes within the team in relation to staffing. An experienced member of the team has retired and this permanent vacancy was filled by a member of the team who previously held a fixed term contract. A second social worker has recently left the team to take up new opportunities. This has created a permanent full time post and a fixed term contract of 24 months in duration. These posts have been advertised externally and appointments have been made. We have been fortunate to have attracted and successfully recruited two experienced Social Workers one of whom joined the team in January. The other appointee is due to commence their employment with Hartlepool Borough Council towards the end of February 2015.
- 4.2 The Fostering Team continues to benefit greatly from the support of a team clerk. The role of this worker is to continue to offer admin support to the Fostering Team and she is responsible for the planning, preparation and smooth running of Fostering and Adoption Panel.
- 4.3. In addition the Fostering Team continues to benefit from the ongoing role of Family Finder who continues to be instrumental in family finding for those children and young people in need of permanency via long term fostering.

5. RECRUITMENT & RETENTION AS OF 31 DECEMBER 2014

- 5.1 There are currently 109 foster carers (including those approved as Connected Person's). These carers provide placements for 116 children. This represents an increase of two fostering households since the previous quarter and a reduction of 18 children placed from the previous quarter. This reduction includes children and young people who have returned home and children who are no longer in the care system due to them moving to adoption placements.

In addition to this the service continues to assess and support Connected Persons Carers.

- 5.2 Of the 109 approved fostering households, there are two foster carers who are currently unavailable or on hold due to the individual circumstances of the carer.
- 5.3 The fostering team has joined with the four neighbouring local authorities within the Tees Valley to form Tees Valley Fostering, a recruitment and marketing initiative which shares resources and strategies to enable increased recruitment activities to take place across the sub region. To date the group has launched an advertising campaign through the mediums of local radio, local buses and attended outdoor shows throughout the summer months to raise the awareness of fostering. Going forward the group is focusing on producing a television advert which it is hoped will be aired in 2015. To date, this activity has been successful in generating an increase in fostering enquiries to the team. We are also hopeful that this will be positive in recruiting more foster carers for sibling groups and teenagers.
- 5.4 The table below provides details of the recruitment activity which has taken place in the third quarter of 2014.

Initial Enquiries – including survey of where did people hear about the service	Initial Enquiries 12 Source Council E mail 1 Hartlepool Mail 1 Internet 1 Own volition 8 Agency carer 1
Information packs sent out between 1/10/14 and 31/12/14	10
Initial Visits How many proceeded	3 2
Preparation Group	A preparation group was held in July 2014, 7 fostering households attended the training.
How many prospective Carers are waiting for a group?	There are 4 potential Fostering households waiting for a preparation group which will commence in February 2015

6. TRAINING & POST APPROVAL SUPPORT

Training

- 6.1 As part of their development and progression, all new carers are encouraged to complete the Children's Workforce Development Council Standards for Foster Carers Portfolio within a 12 months post approval timescale. All approved Connected Person's Carers have an increased timescale of two years to complete the portfolio. Support in completing the portfolio is available from both supervising Social Workers and existing approved carers wishing to reach progression level Band 4 where there is a requirement to provide mentoring and support. We continue to have a high proportion of our carers who achieve their CDWC qualification within the required timescale and a further 16 of the 109 are working towards this.
- 6.2 All foster carers are required to complete a record of the training they have attended for the year of their approval. The four mandatory courses are child protection, first aid, attachment and E-Safety. There is a requirement that these courses are completed within one year of approval and updated every three years.
- 6.3 Foster carers are provided with bespoke training specific to their needs whilst caring for looked after children. The bespoke training available for carers during this reporting period has been:
- Caring for a child who has been sexually abused;
 - Attachment;
 - Managing disclosures; and
 - Meeting the educational needs of looked after children and young people.

It has been identified by our Placement Support Worker that some carers who look after younger children would benefit from attending the 1, 2, 3 Magic which is currently offered by some of the Surestart centres. We have been offered the opportunity for our carers to attend this training which will be co-facilitated by the Placement Support Worker revisiting some of the techniques that have proven to be successful. This training will run in early 2015 and feedback from carers regarding the usefulness of the course will be sought.

Support

- 6.4 Foster carer support groups have continued to take place monthly. Groups are usually attended by 20+ foster carers and offer an element of training, usually provided by a guest speaker delivering information which is of interest to carers and an informal Support Group Session towards the end of the evening.
- 6.5 The Support Groups are arranged and facilitated by at least two members of the Fostering Team who are available to discuss any issues raised by individual carers or the group as a whole.

- 6.6 The band 4 foster carers are running a monthly coffee morning supported by social workers from the fostering team. The focus of this meeting is to provide support and encouragement to newly approved foster carers.
- 6.7 The Authority continues to provide financial support to the Hartlepool Foster Carer Association, which arranges events and activities for foster carers and children looked after. The Association continues to meet monthly to plan a programme of activities over the course of the year. A member of the fostering team attends these meetings to offer support and advice. We have recently invited the Foster Carer Association to meet with the Manager of the Family Placement Team and the Head of Business Unit in order that we can discuss any concerns, offer guidance, and share any plans or events that are being considered. In addition to this the Foster Carer Association has been asked to submit a report on their activities to be included within the Annual Fostering Report which will be presented to Children's Services Committee early in 2015/16.

7. PANEL ACTIVITY

- 7.1 The Family Placement Panel continues to be held on a twice monthly basis and agenda items include both fostering and adoption matters. Between 1 October and 31 December 2014, six panel meetings have taken place. The panel has continued to recruit and induct new Panel Members and a full cohort of members are now available. We are soon to welcome the new Elected Member onto the panel. New appointments receive induction training and Panel training around 'Siblings Together or Apart' will take place in March 2015.
- 7.2 From 1 October to 31 December 2014 the Panel has made recommendation to the Agency Decision Maker on the following fostering matters:
- Two Foster Carer approvals;
 - Seven children have been considered and approved as needing a long term foster placement;
 - The matches of five children with long term Foster Carers;
 - Eight foster care reviews.
- 7.3 There are effective processes in place for the recommendations made by Panel to be considered by the Agency Decision Maker and the timescale for this is within 10 working days of the Panel meeting taking place.

8.0 FAMILY FINDING GOOD PRACTICE

- 8.1 The Family Finding Post created as part of the Adoption Reform Grant will be extended for a further year. The Family Finder has been instrumental in developing links with independent agencies and ensuring processes work efficiently between the local authority and the independent agencies.

- 8.2 The Family Finder worker has ensured that plans for permanence are identified as early as possible and that a Permanency Planning meeting is closely followed by a process meeting to minimise delay for children and ensure that social workers are supported in producing quality timely matching reports.
- 8.3 The Family Finder and Team Manager have visited each of the social work teams and delivered training to ensure all staff are fully conversant in the arrangements and procedures to be followed in relation to long term fostering.

9. PROGRESS AGAINST PRIORITIES 2014

- 9.1 Attached at **Appendix 1** to this report is a table detailing the priorities for the year 2014/15 and the progress achieved during the third quarter of 2014.

10 SUMMARY

- 10.1 The number of children becoming looked after in the last three months has decreased. However we are continuing to recruit, assess and approve new carers consistent with an aim to be able to offer placement choice to placing social workers. We currently have a number of surplus of carers for babies and younger children and have been able to offer neighbouring local authorities short term use of these carers reducing the reliance of Independent Fostering Agencies. Despite the increase in the number of fostering households, we continue to need placements for sibling groups of 3 or more and older teenagers which will be the focus of future targeted recruitment campaigns.
- 10.2 The service continues to recruit and assess prospective Foster Carers. We have a further preparation training planned for February 2015 and there are currently 4 couples intending to attend. The fostering service will continue to work in collaboration with the Tees Valley local authorities in respect of fostering recruitment. In addition to this the team will continue to respond to requests for Connected Person's assessments.

11. RECOMMENDATIONS

- 11.1 The Children's Service Committee is asked to note the report in relation to the work of the Fostering Service in the third quarter of 2014/15.

12 REASONS FOR RECOMMENDATION

- 12.1 The Fostering Service is required to fulfill its statutory responsibilities to children looked after by the local authority and provide regular reports to the Children Services Committee to enable the Committee to satisfy themselves that the agency is complying with the conditions of the registration.

- 12.2 Children's Services Committee has an important role in scrutinising the activities of the fostering services to ensure that performance in this area is robust.

13. BACKGROUND PAPERS

- Fostering National Minimum Standards Services 2011;
- Fostering Regulations 2011;
- Fostering Annual Report 2013/2014

14. CONTACT OFFICER

- 14.1 Christine Croft
Team Manager
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Hartlepool
TS24 7DJ
Email: Christine.croft@hartlepool.gov.uk

Telephone – 01429 287216

Appendix 1

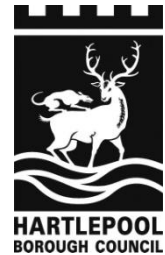
Priority	Progress Achieved	Lead Officer	Target Date
To continue to offer families support from the Edge of Care Scheme and to look at further recruitment to expand this project.	Information has been included in relation to the scheme in preparation training events	Chris Croft	Dec 2014
Target recruitment to attract foster carers for older children and sibling groups and those with more challenging behaviours.	Recruitment strategy in place	Jacqui Dixon	Dec 2014
	Specific adverts relating to teenagers are planned.	Jacqui Dixon	Dec 2014
	A joint radio advertising campaign has taken place with the four neighbouring Local Authorities, further collaboration is planned	Jacqui Dixon	Dec 2014
To continue to offer and deliver an extensive training programme to our carers to ensure that all of our fostering households have achieved the CWDC qualification within the allocated timescales and can demonstrate continued professional development as foster carers.	85% of carers completed Standards Support groups and mentoring in place for those yet to complete	Chris Croft Supervising Social Workers	Dec 2014
To continue with the Family Finding post enabling children and young people to have 'permanency' in their lives as early as possible. To achieve life appreciation events for all children where permanency is the option.	Family Finding post has been extended until October 2015 New processes established	Chris Croft	Dec 2015
	New process and procedures regarding long term match have been shared with teams	Emma Howarth	Dec 2015
To continue to demonstrate our appreciation of the commitment provided by our foster carers.	Annual celebration event planned	Rebecca Benson	Dec 2015
	Continue to provide social work support to the Foster Care Support Group	Chris Croft and Supervising Social Workers	Dec 2015

	Funding provided to the Foster Carer Association		April 2015
To consult foster carers in relation to the performance of the Local Authority in relation to support, training and retention of foster carers, and to use this information to develop future priorities.	<p>Annual survey of training priorities for Foster Carers to be completed annual in preparation for the Fostering Annual Services Report.</p> <p>A further consultation document will be circulated amongst current foster carers. Once returned the information shared will be collated and will inform our priorities for the forthcoming year.</p>	<p>Jacqui Dixon/Chris Croft</p> <p>Chris Croft Jacqui Dixon</p>	Dec 2014
Continue to facilitate sons and daughters group for children of foster carers.	<p>Regular meetings and activities have taken place</p> <p>Specific training planned for children and young people</p> <p>Young people have spoken at the foster carer preparation training and will continue with this.</p>	<p>Placement Support Workers</p> <p>Placement Support Workers</p> <p>Jacqui Dixon</p>	<p>Dec 2014</p> <p>Dec 2014</p> <p>Dec 2014</p>
To continue to strive to support our carers to engender stability within placements for our Looked After children.	<p>Regular support groups have taken place.</p> <p>Foster carers are encouraged and supported to support less experienced carers</p>	<p>Chris Croft</p> <p>Supervising Social Workers</p>	<p>Dec 2014</p> <p>Dec 2014</p>
To further improve the quality of the care provided to children and young people to ensure better outcomes are achieved for children and young people in all aspects of their lives.	All Foster Carers to receive training around the Education for Looked After Children	Christine Croft Margaret Hennessey and Emma	<p>Dec 2014</p> <p>Dec 2014</p>

	<p>Family Finding role ensuring appropriate matches of carers to children</p> <p>Child Appreciation days to be planned delivered for permanent placements</p> <p>Annual Training Programme to be delivered</p>	<p>Rutherford</p> <p>Emma Howarth</p> <p>Emma Howarth</p> <p>CAS Workforce Development Team</p>	<p>Dec 2014</p> <p>Ongoing</p>
To review the approval ages and status of the more experienced carers with a view to encouraging them to provide placements for older children with more complex needs.	A Training event is being planned to encourage carers and other professionals to look at the support needs for carers caring for older children.	Rebecca Benson/ Jacqui Dixon/Chris Croft	April 2015
To embed the Guide to Permanence Via Long Term Fostering and Adoption, meeting with the teams to clarify roles and develop joint assessments where permanency via long term foster care is being considered.	Meetings with teams have taken place and assessments are now being undertaken jointly.	Chris Croft Emma Howarth	Dec 2014
To continue to recruit, train and assess using the BAAF 2 stage assessment process with more prescriptive and judicious assessment timescales.	<p>Supervising Social Workers now have new timescales for assessments.</p> <p>A year long plan is in place for preparation training with dates booked in advance.</p>	<p>Supervising Social Workers</p> <p>Jacqui Dixon</p>	<p>Dec 2014</p> <p>Dec 2014</p>

CHILDREN'S SERVICES COMMITTEE

Tuesday 17th March 2015



Report of: Director of Child and Adult Services

Subject: HOLOCAUST MEMORIAL PROJECT –
EVALUATION AND FUTURE PLANS

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information only.

2. PURPOSE OF REPORT

- 2.1 To inform members of the work carried out in relation to Holocaust Memorial activities for Holocaust Memorial Day January 27th 2015 themed 'Keep the Memory Alive' and subsequent evaluation.
- 2.2 To update the Children's Services Committee on the plans for the development of Holocaust Education in informal settings moving forward.
- 2.3 To enable young people to report back to Committee on the development of the project and update on their work to date.

3. BACKGROUND

- 3.1 During 2014 a group of young people recruited by Hartlepool Youth Support services took part in a programme of activities to mark Holocaust Memorial Day 2014 which was themed around journeys. The first being a development day for young people where a group of young people agreed to become part of a peer education project. Two Holocaust related films were screened 'The Boy in the Striped Pyjamas' for schools and 'Defiance' for over 15's. At both screenings the development group – by this time called the Holocaust Memorial Group did presentations to inform other young people about key messages.
- 3.2 After Holocaust Memorial Day, the group supported by Youth Support Services decided to take part in a programme to educate themselves and others further about the Holocaust. Part of this included a residential visit to The National Holocaust Centre to take part in a peer education programme

(the first they had delivered nationally), enthused further by this they decided to try to fundraise to go to Auschwitz Birkenau in Poland. To do this they took part in bag packs, sponsored stay awakes, cake sales and car washes, the visit was also funded in part by Hartlepool Borough Council, Youth Support Service and Education.

- 3.3 In August 2014, the young people went to Poland and visited Auschwitz Birkenau, Schindler's Factory, Wawel Castle and the Jewish Quarter in Krakow.
- 3.4 On their return, the young people put all they had learned into a booklet that was developed for Holocaust Memorial Day 2015 themed 'Keeping the Memory Alive'. They also developed a video with a local resident about his father's role in the liberation of Bergen Belsen and a short film about genocide. These were all launched on January 27th 2015 at the Civic Event organised by young people to commemorate Holocaust Memorial Day 2015. At this event guest speakers Councillor Slesenger (Newcastle City Council), Councillor Simmons and Deputy Mayor Fleet also spoke.

4. EVALUATION OF THE PROJECT, EVENT AND FUTURE PLANS

- 4.1 Over 140 local residents, young people and dignitaries attended the event on the 27th January, with over 350 young people gaining access to the booklet through schools programmes that ran parallel to Holocaust Memorial Day. The film was also used by the college of Further Education for their events where 60 young people attended. The DVD and booklet have been forwarded to both the Durham Light Infantry and the Holocaust Memorial Day Trust for their use in education.
- 4.2 In relation to feedback on the event overall young people from one of the youth clubs were asked to evaluate their experience in some depth – some of their feedback included "Frank's Story was absolutely incredible and the way he told it was emotional and touching", "I will gladly tell my children and their children" and "this evening changed my outlook of the holocaust because I never really thought about it and how if the word isn't spread it may happen again". Overall a good balance between emotional impact and education. Feedback from adults through 'fixers' feedback forms and verbally was as positive.
- 4.3 Young people from the project have expressed a desire to stay involved and recruit further young people to the group. On the 30th March a day visit has been organised to the National Holocaust Centre for young people who attended the evening and would like to learn more. Activities for young people in 2015 will be dependent on being able to access funding and the ongoing support of Youth Support Staff. We will also be looking towards the development of further partnership work with those who have expressed an interest; High Tunstall School and English Martyrs, the College of Further Education and Unison in relation to the delivery of next year's events. We

will also be seeking the involvement of the other three secondary schools for next year's events.

5. RECOMMENDATIONS

- 5.1 That the Committee acknowledge the importance of maintaining the wider community young people's cultural awareness through this project and support the development of the project in relation to next year.

6. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: OFSTED INSPECTION OF EXMOOR GROVE
CHILDREN'S HOME

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to present to Children's Services Committee the outcome of the recent inspection of Exmoor Grove Children's Home by Ofsted (**Appendix 1**).

3. BACKGROUND

- 3.1 Ofsted has a duty to inspect children's homes twice a year. Usually there will be a full inspection followed by an interim inspection. The purpose of the inspection is to assure children, young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection is carried out under the Care Standards Act 2000 to assess the effectiveness of the service and consider how well it complies with the relevant regulations and meets the national minimum standards.
- 3.2 A full inspection of Exmoor Grove was undertaken on the 27th November 2014.
- 3.3 Each area of judgment is inspected against a set of grade descriptors and the following four categories:
- Outstanding – A service of exceptional quality that significantly exceeds minimum requirements;
 - Good – A service of high quality that exceeds minimum requirement;
 - Adequate- A service that only meets minimum requirement;
 - Inadequate – A service that does not meet minimum requirements.

- 3.4 There are four categories that contribute to the final overall grade judgment for children's homes and these are:
- Outcomes for children and young people;
 - Quality of care;
 - Keeping children and young people safe;
 - Leadership and management.
- 3.5 The overall effectiveness of the home was judged to be **GOOD**.
- 3.6 The inspector found that exceptional care planning ensured that young people's individual and diverse needs are identified, well planned and fully met. Young people, their parents and professional all report positively about the level of individual care and nurturing young people receive and the exceptional relationships between staff and young people ensures a sense of belonging and security. A parent advised the inspector 'I cannot find fault with them at all, I would say they are outstanding in everything they do'.
- 3.7 The inspector found the manager to be committed to continually striving to improve young people's care and that she is an excellent role model for her staff team.
- 3.8 Against the four sub categories outlined in 3.4 above, the judgments were as follows:
- Outcomes for children and young people – **OUTSTANDING**.
The inspector found that young people make exceptional progress in building and sustaining relationships with staff, young people trust in staff and the staff's comprehensive knowledge of their likes, dislikes, and abilities empower them try new things. Young people are fully supported to maintain important familial relationships, parents report positively the support they receive whilst their child is receiving respite care and during times within the family home where there may be a crisis.

Strong partnership work with other agencies was highlighted particularly in relation to the home and school which ensures that young people receive consistent care and behavioural management messages.

The inspector highlighted a particular strength in relation to community engagement and ensuring young people experience a variety community provision. This inclusive approach enables the young people to make exceptional progress in developing their confidence and social skills.
 - Quality of care – **OUTSTANDING**.
The inspector reported that the skilled and nurturing staff team know young people extremely well, they work patiently and tirelessly to build a relationship and as a result young people and staff evidently enjoy excellent, trusting relationships. The inspector identified that the exceptional care planning ensures young people's holistic needs are met. A parent advised the inspector that 'the staff are fantastic, very

good induction, in-depth and informative. Before he started to come here he came for an initial visit to get him acclimatised. He has no speech but when you say to him he's coming here in the morning he gets all excited.'

The inspector found that the addition of the new extension enables young people who are resident in the home to have their own space with en-suite bedrooms and a lounge. All young people can easily access the playroom, quiet room, lounge, dining room and garden as they wish which allows young people to have choice to spend time together, alone engaging in an activity or interacting with staff.

- **Keeping children and young people safe – GOOD.**
The inspector found that young people are and feel safe in Exmoor and that their individual vulnerabilities are well known and planned for. Young people are fully supported to take part in thoroughly risk assessed inclusive activities in the community. A parent commented 'He's safe here, this is one of the only places I don't worry about him'. High levels of staff supervision and appropriate physical safeguards in the home ensure young people do not go missing from the home, however, two recent incidents with a child absconding from community activities have led to the manager and staff reviewing their missing procedure and young people are safeguarded by the measures.
- **Leadership and Management – GOOD.**
The inspector judged the manager of the home to be an experienced, committed manager who is ambitious for all the young people in her care to achieve to the best of their ability, while being safe and having fun.

It was noted there were no requirements or recommendations from the previous inspection, nevertheless the inspirational manager has used lessons learnt from incidents and points raised during consultation with parents and professionals to continually improve the care in the home.

The inspection report identifies that the staff speak enthusiastically about the training they receive to care for the young people and empowering them to share their wishes and feelings. They report that supervision is sufficiently regular and of high quality to meet their needs. Plus they feel well supported by the management team. However the records evidence that some annual appraisals are not taking place within appropriate timescales.

4. STATUTORY REQUIREMENTS/ RECOMMENDATIONS

- 4.1 There were no statutory requirements arising from this inspection.
- 4.2 There was one recommendation arising from the inspection to ensure that all staff have their performance reviewed individually and formally at least annually in line with the National Minimum Standards 19.6. The unit

manager and her deputy have taken steps to ensure that all staff receive an annual appraisal to achieve this recommendation.

5. RECOMMENDATION

Children's Services Committee is asked to note the outcome of the Ofsted inspection of Exmoor Grove Children's Home.

Exmoor Grove has been judged to be good for the last 4 years, which demonstrates consistent performance in a key area of care for children. In this inspection, the unit demonstrated improvement and achieved two sub judgments of outstanding. This is testament to the hard work, dedication and commitment of a staff team who ensure the needs and aspirations of the young people at the heart of everything they do. Their role can be very challenging and, at the same time, rewarding; the management and the staff give 100% commitment and thoroughly deserve this positive report.

6. REASONS FOR RECOMMENDATIONS

Exmoor Grove is a statutory service providing care for children and young people and as such Childrens Service Committee should take note of OFSTED's inspection report (**Appendix 1**) and endorse any recommendations ensuing from the inspection.

7. CONTACT OFFICER

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Exmoor Grove

Inspection report for children's home

Unique reference number	SC030967
Inspector	Ann-Marie Born
Type of inspection	Full
Provision subtype	Children's home

Setting address	Exmoor Grove, 16 Exmoor Grove, Hartlepool, TS26 0XE
Telephone number	01429 232634
Email	sylvia.lowe@hartlepool.gov.uk
Registered person	Hartlepool Borough Council
Registered person address	Civic Centre Victoria Road HARTLEPOOL Cleveland TS24 8AY
Responsible individual	Sally Robinson
Registered manager	Sylvia Anne Lowe
Date of last inspection	25/03/2014

Exmoor Grove

Inspection date	27/11/2014
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Previous inspection	good progress
Enforcement action since last inspection	None

This inspection	
Overall effectiveness	good
Outcomes for children and young people	outstanding
Quality of care	outstanding
Keeping children and young people safe	good
Leadership and management	good

Overall effectiveness

Judgement outcome	good
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This is a good home overall. Exceptional care planning ensures that young people's individual and diverse needs are identified, well planned and fully met. Young people are making outstanding progress in a number of areas of their lives. In particular, communication and enjoying new life experiences as well as learning self-care and appropriate behaviour management skills. Social workers said, 'They are evidencing her social skills progress' and 'He thanked staff and said this was the best thing that had ever happened to him.'

Young people, their parents and professionals all report extremely positively about the level of individual care and nurturing young people receive. The exceptional relationships between staff and young people promote a sense of belonging and security. Young people are thriving within a nurturing, stimulating and inclusive environment which allows their individual personalities to blossom and be celebrated. A parent stated, 'I can't fault them at all. I would say they are outstanding in everything they do.'

Young people are safe in this home. Stringent safeguarding procedures, coupled with high staffing levels and a thorough understanding of young people's individual vulnerabilities ensure that they are able to take age appropriate risks while being protected. One social worker commented, 'He is calm and relaxed. He has a

fantastic relationship with staff' and another said, 'She is absolutely 100% safe there, I have no concerns at all.'

— The proactive, committed manager is continually striving to improve young people's care and empower them to achieve to the best of their ability from their starting points. She is an excellent role model for her staff team. The resultant improvements have led to the judgement grades of outstanding in quality of care and outcomes for young people. However, although all records meet with legislation the manager is still in the process of using the information she captures to fully inform her monitoring processes. There is one recommendation as a result of this inspection; that is for staff performance to be formally appraised at least annually.

Full report

Information about this children's home

The home provides accommodation for up to eight children who have learning disabilities. It is operated by a local authority. Most children come for short breaks under shared care arrangements, although some live here permanently.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/03/2014	Interim	good progress
14/08/2013	Full	good
11/01/2013	Interim	good progress
18/09/2012	Full	good

What does the children's home need to do to improve further?

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- ensure that all staff have their performance individually and formally appraised at least annually. (NMS 19.6)

Inspection judgements

Outcomes for children and young people **outstanding**

Young people make exceptional progress in building sustainable relationships with staff. Young people's trust in staff and the staff's comprehensive knowledge of their likes, dislikes and abilities empower them to try new things. As a result young people's confidence in their abilities to make friendships and relationships is enhanced. A parent said, 'I notice how much more he participates in things now and that makes him and me very happy.'

Young people all attend a suitable education provision where they are achieving to the best of their ability from their starting points. Strong partnership working between the home and schools ensure that young people receive consistent care and behavioural management messages. This enables them to make the most of learning opportunities. A parent said, 'Both the school and I have seen a significant change for the better since he's been coming here.'

Exceptional individual communication methods enable young people to express their wishes and feelings. As a result they are able to contribute to planning activities and interests in the home for themselves and each other. In addition, they share the results of new skills with others in the community. For example, taking cakes they have baked to the old people's complex next door. In addition, young people take great pride in being involved in recruitment processes in the home. This provides young people with the opportunity to be positive members of their home and community, building a sense of inclusion and improving self-esteem.

Young people are fully supported to maintain important familial relationships. Parents report very positively about the support they receive both whilst their child is receiving respite care and during those times in the family home where there may be a crisis. Young people's heritage is celebrated within the home and their cultural traditions are understood and maintained. As a result young people are enabled to understand and trust their place in the home and with their families. A social worker commented, 'Mam was massively struggling with him but she didn't really trust anyone. We got a tight team around the family, psychologist, me and school and started with day care and built up to two overnights. Progress is massively positive; I can only speak really highly of his time at (name).'

Young people develop important life and social skills in preparation for transition to other provisions or adult services as a result of the intensive, planned support they receive. For example, eating their meals without assistance, helping to clear up after meals, keeping their bedrooms tidy or being able to toilet themselves. A staff member said, 'Children do make progress, things like (name) always used a spoon. Then one day she used the fork. I wanted to take a picture, I was so proud of her.'

Young people make exceptional progress in developing the confidence and social skills which empower them to fully participate in new events. Enabling young people to access community provision and go on activities such as a holiday to 'Euro Disney' has had a major impact on young people's development. This inclusive approach to allowing young people to experience new adventures broadens their horizons and allows young people to explore the world while building life and social skills. A social worker said, 'They even took him away to Euro Disney which is no mean feat. He was able to have that experience because (name) knew how to motivate him, keep him interested and protect him.'

Quality of care

outstanding

The skilled and nurturing staff team know the young people in their care extremely well. They work patiently and tirelessly to build relationships utilising each young person's individual communication method. As a result young people and staff evidently enjoy excellent, trusting relationships. In addition young people learn from these positive relationships how to form friendships with each other and for the majority of the time behave appropriately. A parent said, 'He's happy, he enjoys coming here, he's very fond of the staff. He has a good relationship with all of the staff.'

Exceptional individual communication methods skilfully administered by the committed staff team ensure all young people are able to share their wishes and feelings. As a result young people feel listened to and valued. Young people's confidence in their ability to communicate substantially increases enabling them to say what they want and learn how to listen to others. For example, young people learnt what a group vote was in a residents meeting enabling them to choose food for their Christmas party and which of Santa's grottos they wish to visit. A parent commented, 'He likes the variety of people around him, the different staff and the other children. It's a lot better environment for him here and it's stopped a lot of his bad behaviours.'

Complaints information is available to young people in a range of methods. The process of making a complaint and what it means is explained to young people on the planning visits before they start to attend for respite. It is then reinforced through information available in the home. In addition young people are supported by the attendance of an independent advocate on a regular basis. There have not been any complaints.

Exceptional care planning ensures that young people's holistic, diverse and unique needs are well understood and met. Care planning commences prior to admission when the motivated staff team visit young people and their families in their homes. During these visits young people's communication skills and cultural backgrounds are assessed so that individual support can be provided immediately. For example, establishing whether a young person needs to have space and time to conduct daily

prayers or have a specific cultural diet. A parent said, 'Staff are fantastic, very good induction, in-depth and informative. Before he started to come here he came for an initial visit to get him acclimatised. He has no speech but when I say to him he's coming here of a morning he gets all excited.'

Care plans are reviewed regularly by key workers and all progress recorded in a separate achievement file, complete with photographs, so that young people can recognise the progress they have made. A social worker stated, 'Me and my senior practitioner were impressed at the level of interaction they have and the information they are able to put across which is very helpful in meetings. It is absolutely the right place for him.'

The knowledgeable and nurturing staff team work closely with generic and specialist health professionals to ensure that young people's holistic health needs are understood and met. Young people who have an identified need, have prompt access to the child and adolescent mental health service (CAMHS) and staff liaise effectively with professionals from this service. Comprehensive medication procedures are effectively applied ensuring young people receive appropriate medication. Young people learn the benefits of a healthy lifestyle. Young people develop life skills which improve their well-being and general health as a result of this proactive approach to their health needs. Another social worker commented, 'In the summertime they were making a lot of progress in taking him out in the community which helped with exercise and diet and losing weight. They follow a specialist diet for him.'

The staff in the home work closely with all of the schools attended by young people. Comprehensive home to school communication books ensure that all young people receive consistent care. For example, the use of a 'safespace' or specific behaviour management techniques. As a result young people feel secure enabling them to thrive and achieve to the best of their ability.

Involvement in inclusive activities both within the home and community is a major strength in this home. Young people are provided with access to a range of activities and opportunities which they would not normally be able to and which broaden their horizons. For example, being taken on trips and on holidays as well as days out locally. Young people's lives are enriched by these experiences. A parent said, 'The good thing for me as well is they get him out, he gets out in the community. I can't think of anything they can improve on.'

The nurturing, enthusiastic and skilled staff team provide young people with a warm, homely environment which is fully equipped to meet their needs. The addition of the new extension enables young people who are resident in the home to have their own space with en-suite bedrooms and a lounge. All young people can easily access the playroom, quiet room, lounge, dining room or garden when they wish. This allows young people choice to spend time together, alone engaging in an activity, or interacting with staff. As a result young people's sense of belonging, acceptance and inclusion are enhanced.

Keeping children and young people safe good

Young people are and feel safe in this home where their individual vulnerabilities are known and well planned for. Young people are fully supported to be able to take part in thoroughly risk assessed inclusive activities in the community; thereby increasing their sense of belonging and self-esteem while maintaining their safety. A parent commented, 'He's safe here, this is one of the only places I don't worry about him.'

The high level of staff supervision and appropriate physical safeguards in the home mean that young people do not go missing from the home. However, two recent incidents with a young person absconding from activities in the community have led to the manager and staff reviewing their missing procedures. The new comprehensive missing person procedures are linked with locally agreed protocols and robust partnership working with the local police. Young people are safeguarded by these measures.

Young people learn the benefits of positive behaviours through the effective implementation of a positive rewards scheme. Young people can earn points towards rewards and treats, for example a DVD or a new toy. The consequences log records both negative and positive consequences and how young people can earn back loss of points or earn more. Young people thrive within this positive rewarding culture and take great pride in achieving successes.

Individual behaviour management plans ensure that young people's triggers are understood and recognised leading to further behavioural improvements. Some young people's special needs mean that their 'crises' or self-harm behaviour need to be managed by way of physical intervention. All such incidents are appropriately recorded and monitored providing further safeguards for young people. A social worker said, 'He is a challenging young man but is calm there. He is very very safe there, the staff know the risks he can pose and the triggers, they are able to monitor that very well and understand.'

Comprehensive local authority recruitment and vetting procedures are effectively followed. Consequently young are not being cared for by people who may pose a risk to them. Young people are safeguarded by these measures.

Robust health and safety procedures ensure young people are cared for in a home that is physically safe to meet their needs. Regular fire evacuation practices ensure young people and staff would know what to do in the event of an emergency. Young people are physically safeguarded as a result.

Leadership and management good

The experienced and committed manager is a qualified social worker, holds a BA Honours Degree in Children and Young People Management and has held Registered Manager status of this home for nine years. She is ambitious for all of the young people in her care to achieve to the best of their ability, while being safe and having fun.

There were no requirements or recommendations made at the last inspection. Nevertheless the inspirational manager has used lessons learnt from incidents and points raised during consultation with parents and professionals to continually improve the care in the home. For example, reviewing and updating the missing person procedures and the introduction of the electronic interactive children's guides. Young people are further safeguarded by these measures and are able to access information about the home in an easily understandable format.

Young people, their parents and family members and other interested parties are provided with excellent information about the home and the care to be provided by way of the Statement of Purpose and Children's Guide. The Children's Guide is available in a range of formats including widget and an electronic and interactive talking method. Young people are supported to understand what will happen before they start to attend for overnight stays. They are able to come on preparatory visits and staff make visits to their family home to introduce themselves. A staff member explained, 'Another thing we talked about is how (name) is able to familiarise himself with coming here. So he will be given a picture of me and a picture of where he is coming. So when they come for the tea-time visit during the week he will know and mum and school can show him these pictures.' This enhances young people's knowledge and expectation increasing the chances that placements will be beneficial and successful.

Excellent external monitoring processes fully contribute to the safety, development and care of young people accessing the respite service and living in the home. The manager's internal auditing systems meet with legislation, safeguard young people and identify areas for improvement. The information gathered is used appropriately to inform the home's development plan. For example, the planning towards the building and opening of the two bedroom extension. The manager is in the process of incorporating information gathered through the young people's achievement folders in to her monitoring processes and development plan to evidence the impact the home is making on young people's lives.

Young people benefit from high staffing levels which ensure that all of their assessed needs are met by a well-trained and supportive staff team. Staff speak enthusiastically about the training they receive to care for young people and empower them to share their wishes and feelings. Staff report that supervision is sufficiently regular and of a high quality to meet their needs. Plus that they feel well supported by the management team. However, records evidence that some annual appraisals are not taking place within appropriate timescales.

Proactive partnership working with social workers, education and health professionals ensure that regular multi-disciplinary meetings take place to complement review meetings. The home fully contribute to those meetings and enable young people, where they are able, to contribute as well. In addition young people are safeguarded by the effective partnership working arrangements that ensure that all significant events are notified appropriately to all relevant agencies. An independent reviewing officer wrote, 'Staff also ensure they attend all relevant meetings and are able to make very helpful contributions.'

The home is maintained to a high physical standard. Young people are cared for in a home which is fully suited to meet their needs. Excellent care plans are complemented by individual achievement folders. These fully contribute to young people's understanding of their lives, their respite experiences and plans for their future. They are stored securely.

What inspection judgements mean

Judgement Description

Outstanding	A service of exceptional quality that significantly exceeds minimum requirements.
Good	A service of high quality that exceeds minimum requirements.
Adequate	A service that only meets minimum requirements.
Inadequate	A service that does not meet minimum requirements.

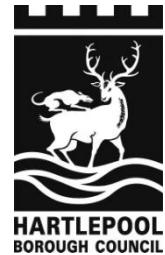
Information about this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the framework of inspection for children's homes.

CHILDREN'S SERVICES COMMITTEE

17 March 2015



Report of: Director of Child & Adult Services

Subject: SAFEGUARDING CHILDREN IN HARTLEPOOL

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 To present to Children's Services Committee the third quarter activity report on the workload of children's social work teams in providing services to children in need in Hartlepool including those in need of protection and children looked after.

3. BACKGROUND

- 3.1 There is a clear expectation from Government that Elected Members are routinely and regularly informed of the workload of children's social care services. Children's Services Committee has highlighted it would wish to receive this information to ensure the Council is fulfilling its statutory responsibilities.
- 3.2 This report covers the activity from 1st October 2014 to 31st December 2014. Information provided in this report is taken from the Integrated Children's System (ICS) the electronic social care record, children's services legal section, the complaints officer, attendance management system and also through direct discussion with the head of service for all areas providing a social care service.

4. REFERRAL AND ASSESSMENT

- 4.1 From 1st October 2014 to 31th December 2014 there were 1384 contacts made to the First Contact and Support Hub from either members of the public or other professionals. From that number, 291 contacts progressed to a referral to the Safeguarding, Assessment and Support Unit for a Child in

Need Assessment or a Child Protection Enquiry pursuant to Section 47 of the 1989 Children Act. Referrals from the police make up the largest proportion closely followed by a relative, school and requests for assessments from the carers.

- 4.2 We are experiencing an increase in the referrals from housing providers due to the benefit cap taking effect as families are falling into rent arrears and facing possible eviction. In the third quarter this increase has been significant and in December 2014 alone the service received 48 referrals from housing providers. In order to deal with matters earlier the First Contact and Support Hub are working with social workers to support families who are falling behind with rent to ensure they receive appropriate assistance in relation to benefit and budgeting advice.
- 4.3 The First Contact and Support Hub have robust mechanisms in place to respond to all contacts with the department. The majority of contacts result in either a signposting to targeted or universal services or advice and guidance being provided. The First Contact and Support Hub provide an effective interface between children's services and the public or other professionals.
- 4.4 The safeguarding assessment and support teams operate on a six weekly duty rota to respond to referrals for single assessments and child protection (section 47) enquires. There are six teams in total and 35 qualified social workers divided between the six teams. This provides a firm structure for the allocation of work. The teams are configured to ensure there is appropriate skill mix and expertise to support the unpredictable nature of duty social work. It is extremely difficult to estimate with accuracy the volume and complexity of referral into the services and this can sometimes result in the uneven allocation of work. In these rare instances work will be allocated to a backup team.
- 4.5 Re-referral rates can be used as one of the measures of the effectiveness of services provided to a family. Re-referrals may occur because at the time of the original referral the need may not have been satisfactorily met or may have changed. The service closely monitors the numbers of all referrals where an assessment has previously been undertaken. We are particularly interested in learning from those situations that have come back into services within twelve months with the presenting concern similar or identical to the issues identified in the previous referral. The re-referral rate for the third quarter is extremely good and currently at 8.5%.
- 4.6 At the point of referral, it is difficult to accurately identify the issues that are impacting on the family as these can be multi-faceted and often the precipitating incident leading to the referral and may just be the tip of the iceberg. Nevertheless this information is used as part of the data analysis in the annual matching needs and services analysis to enable officers to shape services for children and families. The information in table below sets out the primary child in need code used initially to categorize the reason for referral.

Primary Category of Need Codes

	Oct-14	Nov-14	Dec-14	Total
N1 - Abuse or neglect	57	60	43	160
N2 - Child's Disability	6	1	5	12
N3 - Parental illness or disability	8	2	1	11
N4 - Family in acute stress	4	10	14	28
N5 - Family dysfunction	27	24	13	64
N6 - Socially Unacceptable Behaviour	5	0	2	7
N7 - Low Income	0	0	0	0
N8 - Absent Parenting	1	1	3	5
N9 - Cases other than Children in Need	3	1	0	4
N0 - Not stated	0	0	0	0
Total	111	99	81	291

- 4.7 The implementation of the single assessment in Hartlepool has provided a good framework for social worker to complete assessments that strike the balance between 'thoroughness and depth' and 'timeliness and proportionality.' In the previous activity report to children's services committee on 11th November we reported 91% of assessments were completed within the 45 working day timescale. However this quarter there has been a drop in performance during this quarter and this linked to the children's electronic system been out of action for one week in November due to a technical fault. This has significantly impacted upon the efficiency of work within the council generally but was more specifically evidenced within the Safeguarding, Assessment and Support teams through a decline in the timeliness of assessments with only 77 % being completed with 45 working days. This performance will be closely monitored in the coming quarter.

5. CHILD PROTECTION

- 5.1 Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm there should be a strategy discussion involving local authority children's social care, the police, health, education and other bodies such as the referring agency. This might take the form of a multi-agency meeting or phone calls with professionals sharing information regarding the child and the family to enable informed decision to be made about what, if any, is the level of risk to the child. A strategy discussion can take place following a referral or at any time, including during the assessment process.
- 5.2 If the outcome of strategy discussion is to initiate Section 47 enquiries under the Children Act 1989, the social worker will lead the assessment with contributions from the involved professionals.
- 5.3 The service completed 88 Section 47 enquiries from 1st October to 31st December 2014. In all of these cases there was an immediate response and

the child, who was deemed at risk, was seen and spoken to without delay. The enquiry involves an assessment of the child's needs and the ability of those caring for the child to meet his or her needs. The purpose of this investigation was to decide whether Children's Services should take any action under the statutory powers available to them to safeguard and promote the child's welfare.

Following the completion of enquiries, a recommendation can be made to convene an initial child protection conference. The purpose of this meeting is to bring together family members and partners who are involved with the child and family, share information and make decisions about the child's future safety, health and development. As at the 31st December 2014 there were 153 children subject to a protection plan within Hartlepool. This continues to be a relatively high figure but it has remained at this level for a consistent period of time.

5.4 *Table shows the breakdown of children subject to a protection plan under the risk category*

Category of Abuse	Children subject to a CPP Category of Abuse Breakdown		
	Oct-14	Nov-14	Dec-14
Emotional Abuse	8	8	8
Neglect	112	119	125
Physical Abuse	20	14	14
Sexual Abuse	4	4	3
Multiple/Not listed in "Working Together"	3	3	3
Total	147	148	153

5.5 As can be seen from the above table neglect continues to be the most prevalent category representing 81.6% of all cases. 42% of children subject to protection plans are aged from birth to nine years old.

Neglect is defined as "the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development" and involves the parent failing to "provide adequate food, clothing and shelter" "protect a child from physical and emotional harm or danger" "ensure adequate supervision" and "ensure access to appropriate medical care or treatment" (Working Together to Safeguard Children, 2010).

Whilst nationally Neglect is the most widespread form of abuse it is difficult to describe it and it can only truly be understood by looking at individual cases. An example of a case active to one of the social work teams relates to a family of four children; all are subject to Child Protection plans under the category of neglect.

Assessments of this family have evidenced that the adults in the children's lives, namely their mother father and step father have persistently failed to meet their children's most basic physical and psychological needs. It could be argued that the four children have experienced several forms of chronic neglect over the years, when in their parents' care.

The assessment that was completed in relation to these children demonstrates that the neglect the children have experienced has covered many types of neglect. For example, the children present as unkempt at times, they have been seen to wear ill fitting clothes that were heavily soiled, and the children have been described as being smelly with poor dental hygiene. The children have suffered from reoccurring head lice this has indicated physical neglect. This could lead to the children being socially isolated, this could result in the children not having friends or socialising with peers which could in turn lead to bullying by other children and or suffer from poor self esteem. All of this would have a detrimental impact upon their emotional well being and how they view themselves as individuals. Children with low self esteem have a low opinion of themselves, they can believe themselves to be worthless, failures and unattractive.

The children have also experienced medical neglect, with numerous missed medical appointments and missed immunisations. This has led to medical conditions being untreated; this has led to the children having time off school. Untreated medical conditions could lead to lifelong implications for the children if conditions are not addressed; Children who have missed immunisations are more likely to contract diseases such as Measles, Whooping Cough and Mumps, these conditions can have thoroughly unpleasant consequences. Children who have medical needs neglected are left to endure discomfort and misery and sometimes a vicious circle of permanent illness. Children are completely reliant upon adults in their lives to meet their needs, a child being left with lifelong disability due to neglect is avoidable.

The children's educational experience is also being impacted upon with poor attendance and punctuality and in relation to the children being socially isolated. Children who experience neglectful parenting sometimes see school as their escape from what is happening at home, due to non school attendance these children had no time out from the home environment in which they were living. Poor school attendance is impacting upon educational attainments for the children which in turn, if not addressed will impact upon their lifelong achievements.

As Brandon et al (2012) point out, neglect per say is rarely fatal to the child, and the evidence suggests that this is particularly the case in the middle year. However, the long term lasting impact of the social isolation, the bullying and ridicule and the damage done to growing self esteem should not be underestimated.

- 5.6 We have seen an increase in the number of children and young people who have become the subject of a second or subsequent plan in June 2014 and

November 2014 which is a deterioration in performance from the previous year. This information is important as it provides a measure about whether sufficient changes have been made and whether change can be sustained. It also indicates whether the plan of support following the ending of the protection plan was good enough. In response to this decline in performance, the following work programme is underway:-

- Group supervision with independent chairs to ensure practitioners attending review child protection conferences provide clear actions and timescales with regard to their role in a child in need plan, Chair to be more proactive during child protection conferences to obtain and record parents views on decisions made.
- Independent chairs to continue to audit cases where children become subject to a second or subsequent plan and provide feedback to involved practitioners and managers.
- Discussions underway with NYAS to provide an 'opt out' advocacy service to children subject to child protection conferences (aged 10 and above) from Feb 2015.
- HSCB training with regard to child protection conferences to emphasise the importance of the preparation, planning and participation aspects of these meetings.

6. LOOKED AFTER CHILDREN

- 6.1 At the 31st December there were 182 children looked after by Hartlepool Borough Council and the majority, 70%, were placed with local authority foster carers. This is a significant reduction in the numbers of children looked after at the same time last year. We have robust gate keeping and review mechanisms in place for children who are looked after, alongside an increase in the use of Special Guardianship Orders and Child Arrangement Orders that provide children with a safe and secure home with legal certainty without them becoming looked after by the local authority.
- 6.2 The highest number of children who are looked after, 41% children and young people, are those in the age bracket of 10 to 15 years, this age bracket also continues to represent the highest proportion of children who become looked after followed by young people aged 16 plus which makes up 24.7%. We have a small number of children aged one and under who become looked after, however these children quickly leave the looked after system through permanence planning, i.e. reunification with family or adoption.
- 6.3 Twelve children received family support via short break care where they are looked after as part of a care plan; this support is usually provided to disabled children who receives short break care at Exmoor Grove.

Legal Framework

- 6.4 The duties placed on local authorities by new legislation in 2014 are now well established in practice in Hartlepool. In terms of the obligatory 26 week time limit to conclude care proceedings we are generally achieving conclusion of proceedings within 21 weeks, well within the 26 week timescale. This is testament to the quality of assessments and robust pre proceedings work which is undertaken before an application is lodged with the court.
- 6.5 In the third quarter we have issued 3 new sets of care proceedings and in addition we currently have 13 active sets of care proceeding ongoing. We also issued 11 applications for Placement Orders in connection with active care proceedings to pursue a plan for adoption. A very small number of applications have been made for the revocation of a Placement Order and /or Recovery Order.

7. CHILDREN IN NEED

- 7.1 As of the 31st December 2014 there were 1217 children and young people in Hartlepool receiving support from social care either as children in need including those in need of protection or as children looked after by the authority.

8. WORKFORCE/WORKLOAD

- 8.1 The work force in children's social care generally tends to be stable and Hartlepool in particular is considered to be a good place to work; however the Safeguarding, Assessment and Support Unit tends to experience some staff movement. The vacancies continue to be mostly filled by newly qualified Social Workers in their Assessed and Supported Year in Employment (ASYE) who have protected case loads. To ensure case loads for the more experienced social workers are at a manageable level we have recruited an over establishment social worker and created a new social work post from 1st April 2015. This has meant that the average social worker caseload is 25 children. The Children with Disability Team are currently managing some work load pressures linked to high case loads. This is currently being managed through temporary staff until a long term solution can be implemented.
- 8.2 There are no unallocated cases within the service although long and short term sickness does impact on workloads and creates inconsistency for families. Within Child and Adult Services there has been a significant reduction in the number of staff on long term sick leave. There are robust mechanisms in place to ensure that managers and the business support team work closely so that those members of staff on long term sick receive a pro active approach to support return to work via referrals to well-being

services and home visits being carried out. This is having a positive impact on the overall figures within the Department.

- 8.3 In the 3rd quarter of 2014/15 there has been a decrease in long, medium and short term rates. Overall the rates have decreased mainly due to the marked decrease in long term sickness. Overall this shows in the last 3 years, a continued improvement in the management of sickness absence for the Council.

9. COMMENTS, COMPLAINTS AND COMPLIMENTS

- 9.1 In order to improve the quality of the services and meet the needs of local people we gather feedback in the form of user feedback interviews and through the complaints and compliments process. From 1st October 31st December 2014 we received 15 complaints, one of which was withdrawn. From the 14 complaints 13 have been considered at stage 1 and from the 13 stage 1 complaint 8 have been resolved and five remain ongoing.
- 9.2 We received one compliment during the period.

10. RECOMMENDATIONS

- 10.1 Children's Services Committee is asked to note the contents of this report of relation to activity within children's social care services.

11. REASONS FOR RECOMMENDATIONS

- 11.1 It is part of the Children's Services Committee's role to ensure the effective discharge of the Authority's statutory children's services functions. The Children's Services Committee has a responsibility to ensure there is a clear focus on safeguarding and that coordinated action is in place to safeguard vulnerable children.

12. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: PRIORITY SCHOOL BUILDING PROGRAMME –
Phase 2

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information only.

2. PURPOSE OF REPORT

- 2.1 To inform Children's Services Committee of the outcome of the expressions of interest made for Phase 2 of the Priority School Building Programme (PSBP).

3. BACKGROUND

- 3.1 On 1st May 2014, the Government announced a further phase of the Priority School Building Programme, with a value of c.£2 billion. The new phase is a 5 year programme (2015 - 2021) to undertake major rebuilding and refurbishment projects in those schools in the worst condition.
- 3.2 The announcement made it clear that only a relatively small number of projects would be accepted onto the programme with the funding entirely capital based.

4. PSBP PHASE 2

- 4.1 A report was submitted to Children's Services Committee on 8 July 2014 requesting approval to the submission of expressions of interest for the following five Hartlepool schools:
- High Tunstall College of Science
 - English Martyrs RC School and Sixth Form College
 - St Bega's RC Primary School

- St Helen's Primary School
- West View Primary School

4.2 On 9 February 2015, the EFA announced the names of the schools to be taken forward into Phase 2 of the PSBP. The Council was informed that two out of five expressions of interest made had been successful, these being:

- High Tunstall College of Science
- English Martyrs RC School and Sixth Form College

4.3 Unlike Phase 1 of the programme, Phase 2 concentrated on individual school buildings (or blocks) in the worst condition rather than a rebuild or refurbish of entire schools. From reviewing the initial feedback from the EFA, it would appear that the main teaching blocks for both High Tunstall and English Martyrs will be subject to PSBP funding.

5. PSBP – PROGRAMME UPDATE

5.1 The notification of successful submissions indicated that the EFA will contact successful schools directly during February / March 2015 to arrange a site visit as part of an initial scoping study. The scoping study will assess the detailed work required together with any specific site issues, and will review the best method and timescale for delivery.

5.2 It was highlighted that as part of the study the EFA will also look at the accommodation needs of the school and take any accommodation issues into account when deciding what works should be done.

5.3 PSBP Phase 2 will run from 2015 to 2021 and work on successful schools will be scheduled across the whole lifetime of the programme. The EFA plan is to communicate the programme of work for all schools in autumn 2015, so that schools are clear when work on projects will begin.

6. LEGAL & FINANCIAL REQUIREMENTS

6.1 As with the current phase of the programme, inclusion within Phase 2 of PSBP will be subject to acceptance by the responsible body;

- that the contract will be procured by a central body and that, for procurement purposes, each school will be batched together with a number of other schools not necessarily in the same geographic area;
- that the procurement will be based on baseline designs, unless a value for money alternative is identified;
- that they will be required to sign up to a Memorandum of Understanding and a Back to Back Agreement;
- that the Department will not be liable for the costs associated with any off site works as a result of the project;

- that if an applicant is successful and is accepted onto the programme they will be required to register the title of the site.

7. RECOMMENDATIONS

- 7.1 To note the contents of this report. Further reports will be submitted as the PSBP Phase 2 progresses.

8. BACKGROUND PAPERS

Children's Services Committee Report – 8th July 2014.

9. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

17th March 2015



Report of: Director of Child and Adult Services

Subject: THE ROLE OF THE PUPIL REFERRAL UNIT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information only.

2. PURPOSE OF REPORT

2.1 The purpose of the report is to inform members of the Children's Services Committee of the work of the Hartlepool Pupil Referral Unit (PRU).

3. BACKGROUND

- 3.1 The new statutory guidance came into effect from 1 January 2013 and replaced the following guidance documents which cover Pupil Referral Units:
- Commissioning Alternative Education – Guidance for Local Authorities and Schools;
 - The Constitution, Roles and Responsibilities of Management Committees;
 - The Operation of Management Committees; and
 - Guidance for Local Authorities and Schools: Pupil Referral Units (PRU) and Alternative Provision.

The definition of alternative provision in this instance is as follows:
education arranged by the local authority for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve behaviour.

- 3.2 The key points are as follows:
- Local Authorities are responsible for arranging suitable education for permanently excluded pupils, and for those pupils who – because of illness or other reasons – would not receive suitable education without

such arrangements being made. This applies to all children of compulsory school age resident in the local authority area, whether or not they are on roll of a school, and whatever type of school they attend.

- Governing bodies of schools are responsible for arranging suitable full time education from the sixth day of a fixed period exclusion.
- Schools may also direct pupils off-site for education, to help improve their behaviour.
- The statutory guidance sets out the government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units (PRU). The government expects those who are not legally required to have regard to the statutory guidance use it as a good practice guide.

3.3 In Hartlepool, all of the above areas are coordinated by the Secondary Behaviour and Attendance Partnership which comprises of all secondary schools, including Catcote and the PRU, as well as LA representation.

3.4 The guidance outlined some key changes in relation to the PRUs and the role of local authorities:

- Where a local authority maintains at least one pupil referral unit, it must be represented on the Schools Forum;
- If a local authority thinks a new pupil referral unit needs to be established, it must seek proposals from potential providers through the establishment of an Academy (Alternative Provision Academy or Alternative Provision Free School);
- The Secretary of State has the power to direct a local authority to close a PRU which requires special measures or significant improvement. In these circumstances the Secretary of State can also make an Alternative Provision Academy Order;
- Changes to legislation required local authorities to delegate budgets to the Management Committee of a PRU from 1 April 2013. The Management Committee has full responsibility for setting the budget and all other financial decisions necessary to manage and spend budgets effectively;
- Funding arrangements for PRUs also changed from April 2013 in line with the changes to 2013/14 school finance regulations;
- Local authorities must establish a Management Committee to run a PRU as well as making provision for the constitution and procedures of the Management Committee;
- From 1 April 2013, responsibility for all decisions about the recruitment and management of staff sit with the Management Committee, rather than the local authority;
- The composition of Management Committees has been changed; it must contain at least 7, but no more than 20 members who meet the new requirements. Any current community members who were employees of the local authority could remain in place until 1st September 2013; at this time, they had to be replaced by a new community member who must be appointed in accordance with the new requirements and cannot be a local authority employee.

Current Position

- 3.5 The Hartlepool Pupil Referral Unit is based at the Hartlepool Centre for Excellence for Teaching and Learning (CETL). The centre works with young people in both Key Stage 3 and Key Stage 4 and, in exceptional circumstances, Key Stage 2. Students who have been permanently excluded from school are offered a place at the centre until they are ready to transfer to another secondary school. The aim of the centre is to provide both academic and pastoral care for young people who are not currently succeeding in mainstream education.
- 3.6 In recent years the Pupil Referral Unit has been part of a wide educational offer to young people, particularly in Key Stage 4, where they could access a range of alternative education provision to meet their needs. This included work experience, vocational education and foundation learning. The aim of this provision has been to help prevent permanent exclusion from school which now occur very rarely in Hartlepool secondary schools.
- 3.7 However, the number and range of providers and of alternative educational provision has reduced in Hartlepool over the last three years. This is because some providers no longer have the funds or staff to provide the services that schools require and, following the implementation of the Wolf Review of Vocational Education, the range of qualifications which can contribute to the School Performance Tables has also been significantly reduced. Schools must now provide English, mathematics and science for all pupils including those who participate in alternative education.
- 3.8 Given these changes, Headteachers and members of the Behaviour and Attendance Partnership have requested that the Pupil Referral Unit provide support for Key Stage 4 pupils that schools find challenging to manage in mainstream settings. This must include the provision of English, mathematics and science. This has resulted in a shift in the work of the PRU which has predominantly worked with pupils who are in Key Stage 3 since 2007.
- 3.9 The aim for Key Stage 3 provision in the Pupil Referral Unit is to help reintegrate pupils back into mainstream schools, following a period of support which can vary in length subject to the specific needs of the young person. Pupils follow a programme of literacy support, English, mathematics, science and humanities in the morning session. In the afternoon, pupils take part in sport, music, careers, PHSE and assembly. Pupils in Key Stage 4 follow a similar curriculum with the option to take part in photography, textiles, catering, technology and history, all of which are offered from entry level to GCSE. Increasingly, pupils remain for longer periods in Key Stage 4 with the intention that they will successfully transfer to post-16 education or training at the end of year 11.

4. PROPOSALS

- 4.1 It is proposed that the Local Authority continues to review the education provision for pupils who attend the Hartlepool Pupil Referral Unit in consultation with Headteachers, the Behaviour and Attendance Partnership and external providers, to ensure that the provision meets the aims of the PRU and is part of the wider review of services for young people who require support for behaviour.

5. RISK IMPLICATIONS

- 5.1 The statutory changes mean that the PRU is no longer under the control of the local authority and that the responsibility has transferred to the PRU Management Committee. However the support from the authority which is currently in place will need to be continued to ensure the needs of the pupils are met.

6. FINANCIAL CONSIDERATIONS

- 6.1 It is recommended that the local authority should continue to review the financial implications and the commissioning of provision for young people who are supported by the Hartlepool Pupil Referral Unit to ensure that the commissioned services are cost effective.

7. LEGAL CONSIDERATIONS

- 7.1 The legal responsibilities of the local authority in relation to Alternative Provision have not changed. The local authority must still fulfil its responsibility to arrange suitable education for permanently excluded pupils which the PRU provides as a commissioned service.

8. STAFF CONSIDERATIONS

- 8.1 As from 1 April 2013, responsibility for all decisions about the recruitment and management of staff will sit with the management committee, rather than the local authority.

9. RECOMMENDATIONS

- 9.1 It is recommended that members receive the report and note the provision of services for pupils in Key Stage 3, which is designed to reintegrate pupils back into mainstream education, and provide support for Key Stage 4 pupils to assist them in transferring successfully to post 16 education and training.

10. REASONS FOR RECOMMENDATIONS

- 10.1 The recommendations are made to ensure the local authority continues to meet its statutory responsibility as well as meeting the needs of vulnerable pupils.

11. BACKGROUND PAPERS

A copy of the Alternative Provision, Statutory guidance for local authorities, January 2013 is available from the DfE website at:

<http://www.education.gov.uk/aboutdfe/statutory/g00211923/alternative-provision>

12. CONTACT OFFICER

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