

CHILDREN'S SERVICES COMMITTEE

AGENDA



Tuesday 20 March 2018

at 4.30 pm

**in the Council Chamber
Civic Centre, Hartlepool**

CHILDREN'S SERVICES COMMITTEE:

Councillors Clark, Harrison, James, Lauderdale, Moore, Morris, and Sirs.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Alan Chapman (Special).

Six Young Peoples Representatives

Observer: Councillor Thomas, 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 date 20 February 2018 (*previously circulated and published*)

4. **BUDGET AND POLICY FRAMEWORK ITEMS**

No items.

5. **KEY DECISIONS**

- 5.1 2018/19 Schools' Capital Works Programme – *Director of Children's and Joint Commissioning Services*



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Looked After Children – Pupil Premium Plus Funding – *Director of Children's and Joint Commissioning Services*
- 6.2 To nominate Local Authority Representatives to Serve on School Governing Bodies – *Director of Children's and Joint Commissioning Services*
- 6.3 Engineering Masterclasses 2017 Evaluation – *Director of Children's and Joint Commissioning Services*
- 6.4 Reconstitution of the Governing Body of High Tunstall College of Science – *Director of Children's and Joint Commissioning Services*
- 6.5 Early Help Statement of Intent – *Director of Children's and Joint Commissioning Services*
- 6.6 Dedicated School Grant – High Needs Block Budget 2018/19 – *Director of Children's and Joint Commissioning Services*

7. ITEMS FOR INFORMATION

- 7.1 Think Family: Evaluation of the Troubled Families Programme in Hartlepool – *Director of Children's and Joint Commissioning Services*
- 7.2 The Youth Council – *Director of Children's and Joint Commissioning Services*
- 7.3 Presentation – 'We Care Do You?' - *Hartlepool Young Carers*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – to be confirmed.



CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director for Children's & Joint Commissioning Services

Subject: 2018/19 SCHOOLS' CAPITAL WORKS PROGRAMME

1. TYPE OF DECISION/APPLICABLE CATEGORY

- 1.1 Key Decision – test (i) & (ii) applies. General exception applies and has been approved by Chief Solicitor and Leader of the Council (28/02/18).
- 1.2 Reason for the general exception request was that it impractical to defer the decision. An error occurred within the department in terms of completion of the forward plan entry and inclusion within forward plan. Procedures have now been put in place to prevent a similar error occurring in future.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek approval to the 2018/19 Schools' Capital Works Programme, as detailed in confidential **Appendices 1 and 2** in order to progress the design and detailed costing exercise in time for the majority of 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 Each year, during January or February, the Department for Education (DfE) announces capital funding allocations, these being School Condition Allocations (SCA) 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 At the time of writing this report, capital funding allocations had not been communicated to the LA. However, the DfE have previously stated that SCA allocations for a current year would be indicative of the funding that responsible bodies will receive in future years. DfE further stated that SCA will be revised

annually to reflect any schools moving to a different responsible body e.g. converting to academy status, opening or closing. During 2017/18 (financial year), no community or voluntary controlled schools converted to academy status. Therefore the SCA schemes detailed in confidential **Appendix 1** are considered affordable based on the 2017/18 SCA funding allocation.

4. FUNDING

- 4.1 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.
- 4.2 Devolved Formula Capital 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.
- 4.3 This report is seeking approval for the schemes proposed in confidential **Appendices 1 and 2** and will be funded from the 2018/19 Schools Capital Allocation, the 2017/18 unallocated funding, remaining 2017/18 contingency, the Basic Need and Special Provision capital allocations. Schools are also expected to contribute a minimum of 10% towards the condition schemes.
- 4.4 Detailed in **Table 1** below is the total funding available for condition works. **Table 2** below details the total costs of schemes proposed, the contingency sum and the total funding required. Although Members are asked to approve works and contingency totalling £1,068,000, which slightly exceeds the available funding, however, 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.

Table 1

18/19 SCA Funding*	655,358
17/18 Unallocated	251,139
17/18 Unused Contingency	61,440
10% School contributions	98,800
Total Available	1,066,737

**anticipated allocation*

Table 2

Condition Schemes	988,000
Contingency	80,000
Total Required	1,068,000

5. CONTINGENCY

- 5.1 As in previous years, the overall programme recommended to Committee for approval includes a contingency fund which has been allocated from the SCA. This will continue to ensure that urgent but unforeseen items can be addressed, should the need arise.

- 5.2 Other than in response to an emergency situation, there will be no significant variation to the programme of works as detailed in confidential **Appendix 1**.
- 5.3 Within the 2017/18 programme there was a contingency allocation of £150,000. There were two emergency schemes funded which are also detailed in confidential **Appendix 1**. The schemes were initially approved by the Director of Child & Adult Services and Chair of Children's Services Committee and they now require retrospective Member approval.

6. DIOCESE COLLABORATION

- 6.1 Liaison with representatives from the Roman Catholic Diocese of Hexham & Newcastle and the Church of England Diocese of Durham & Newcastle has taken place. A consistent approach to the development of capital schemes has been agreed. In order to aid the creation of the 2018/19 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 and will be submitted to the Education and Skills Funding Agency.

7. BASIC NEED CAPITAL FUNDING

- 7.1 Basic Need funding allocations are made to local authorities (LAs) to support the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools.
- 7.2 In order to alleviate some of the demand for primary places in the north of the town, Children's Services Committee have previously approved works at two primary schools using Basic Need allocations.
- 7.3 In March 2017, Children's Services Committee were informed that further analysis of primary place provision in the north west will continue and should there be a requirement for additional primary places, recommendations for approval of schemes will be brought back for consideration, subject to funding being available.
- 7.4 Most recent pupil projections suggest that within the north west planning area, there will still be pressure for primary places in the short term.
- 7.5 A schools published admission number (PAN) is the maximum number of pupils the admission authority will admit to each year group. An analysis of those schools which currently have PANs of 50 or 55 and whether a school building is able to accommodate an increase in capacity has been undertaken. Within the north west planning area the only school with a PAN of 55 is West View, the other schools are either 15, 30, 45 or 60.

- 7.6 Members are therefore asked to approve the increase in capacity at West View Primary School to a PAN of 60 as detailed in the attached confidential **Appendix 2**.

8. SPECIAL PROVISION CAPITAL FUND

- 8.1 In March 2017, the DfE announced special provision fund allocations to all Local Authorities. This new funding is to create new school places and improve existing facilities for children and young people with special educational needs and disabilities (SEND) with an education, health and care (EHC) plan.
- 8.2 Funding of £0.500m will be released in three stages, over three financial years 2018/19, 2019/20 and 2020/21 subject to meeting set conditions as defined in the Special Provision Capital Guidance.
- 8.3 The Council will need to deliver the project in one financial year as it is not practical or cost effective to spread the project over three financial years. The phasing of the funding will be managed through the Council's overall capital strategy. Following liaison with the Council's statutory officers and the Leader of the Council, a formal 'Decision Record' has been made to this effect.
- 8.4 As part of the reviews of social, emotional and mental health (SEMH) and autistic spectrum disorder (ASD) across the town, it has been identified there is a shortfall in high level SEMH including those who have an education, health and care plan (EHCP) and ASD high and low functioning. This is resulting in an increase in out of area placements, which has had a significant impact on the high needs block funding.
- 8.5 To meet current and future projected need, the local authority (LA) needs to increase provision for SEMH and ASD within the primary sector. The special education needs and disabilities (SEND) Commissioning Team have reviewed the profile of learners who currently require places and who will require places for September 2018. The LA is unable to meet their needs in current additional resourced provision (ARP) or maintain them within a mainstream setting. As Springwell School is our only primary special school provision who hold the expertise within both of these identified areas of need, it is proposed, subject to final consultation, that additional provision should be located on the Springwell site to increase the school's physical capacity to place children on roll and maintain them within Hartlepool.
- 8.6 The proposed new provision would replace and relocate two existing temporary classrooms which require significant improvement to meet current needs. In addition, it will provide the school with two additional classrooms: one classroom will increase capacity for ASD; one classroom will become an SEMH ARP provision which will allow the LA to support mainstream schools and maintain children within Hartlepool, reducing pressure on the high needs block funding.

- 8.7 The proposed additional provision will increase place numbers by up to 16. However, this is dependent upon space available after further planning exploration and a review of the needs of children who will access this provision. Although there is no increase in the high needs block funding allocation, following the recent town-wide ARP review and DfE commissioning process cycle, the LA have an allocation of places which will partially fund this increase in place funding. In addition, the children will remain in Hartlepool therefore reducing the need to place primary-aged children in high cost, independent, out of area provision. The impact of placing a primary child in this type of provision is in the region of £45k-60k per year throughout the statutory phase of their education. This is in comparison to the cost of the provision as outlined above which would be in the region of between £0.233m and £0.401m saving the local authority between £0.487m and £0.550m per year.
- 8.8 Until this detailed review has been concluded final costings for this additional provision at Springwell cannot be finalised. Initial cost estimates, provided in **Appendix 2**, show a minimum and maximum cost for delivering the project. It is proposed that delegated authority is given to the Director of Children's and Joint Commissioning Services and the Chair of this Committee to agree the final scheme cost within this cost estimate range. Any funding shortfall (ie costs above £0.500m) will be met from Basic Need Capital Funding.
- 8.9 Members are therefore asked to approve the use of the Special Provision Capital Fund to carry out works at Springwell Primary Special School, subject to final consultation, as detailed in confidential **Appendix 2**.

9. PRIORITY SCHOOL BUILD PROGRAMME (PSBP) PHASE 2 - UPDATE

- 9.1 In 2016, Education, Skills and Funding Agency (ESFA) confirmed that High Tunstall College of Science and English Martyrs School & Sixth Form College would form part of the Phase 2 programme for PSBP.
- 9.2 In November 2016, initial scoping meetings took place with the ESFA, who confirmed that the main teaching blocks and administration areas are included in the scope of works for High Tunstall, however, one of the blocks – 'D' block (previously known as Thornhill). The art/music blocks and demountables at English Martyrs are also not included.
- 9.3 In November/December 2017, an intense series of design engagement meetings took place for each school. The meetings involved the headteachers, members of the management teams, LA officers, the ESFA and their appointed contractor, BAM Construction. During these meetings the early visioning and feasibility of the projects enabled all stakeholders to identify a proposed location and a design was agreed. A pre-planning consultation for English Martyrs School took place on 12 December 2017 and a planning application was subsequently submitted in January 2018. A pre-planning consultation is expected to be scheduled shortly for High Tunstall. The current draft programmes suggest that works are

expected to start on site in June 2018 with completion dates of August/December 2019. This is subject to the necessary planning permissions being obtained.

10. FIRE SAFETY

- 10.1 Fire risk assessments have been completed for all schools and corporate properties. These risk assessments have identified all property and building management deficiencies relating to fire risk. The management and maintenance issues are outside the scope of this report. Although the property risks have been identified by the assessor, the method / works required to resolve these need to be quantified, specified and costed. Analysis of the survey recommendations is currently being undertaken to provide this information. A provisional sum has therefore been included within the overall programme, detailed within confidential **Appendix 1**. This will allow for a phased approach to address capital issues.

11. PROCUREMENT

- 11.1 All works of a non-specialist nature will be offered to the in-house Construction Team and if they decline then the works will be procured in accordance with the Council's procurement rules.
- 11.2 In-house work that utilises subcontractors or work of a specialist nature will be procured in accordance with the Council's procurement rules.

12. RISK IMPLICATIONS

- 12.1 The report is concerned with the condition, protection and development of Council assets i.e. school buildings.
- 12.2 The proposed programme school condition 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.
- 12.3 The release of the Special Provision Capital fund is conditional on the local authority meeting DfE set criteria. Failure to meet these deadlines would result in the local authority losing funding which would mean the scheme may not go ahead or alternative funding would have to be identified.

13. LEGAL CONSIDERATIONS

- 13.1 School place planning is a critical aspect of the Council's statutory duty to assess the local need for school places and to ensure that every child can be

provided with a place in a state-funded school in Hartlepool. The use of Basic Need funding will address this duty.

14. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 14.1 There are no child and family poverty considerations.

15. EQUALITY AND DIVERSITY CONSIDERATIONS

- 15.1 There are no equality and diversity considerations.

16. STAFF CONSIDERATIONS

- 16.1 There are no staff considerations.

17. FINANCIAL CONSIDERATIONS

- 17.1 If the schemes detailed in the attached confidential **Appendix 1** are approved, funding can be met from the 2018/19 Schools Capital Allocation, current unallocated capital funding together with school contributions.
- 17.2 If the schemes detailed in the attached confidential **Appendix 2** are approved, funding can be met from Basic Need Capital Fund and Special Provision Capital Fund.
- 17.3 A formal 'Decision Record' is in place to note the agreement of the Council's statutory officers and the Leader of the Council that although the capital project referred to paragraph 8.3 needs to be completed within the financial year 2018/19, the grant funding to support this is released over three financial years 2018/19, 2019/20 and 2020/21. The phasing of the funding will be managed through the Council's overall capital strategy.

18. RECOMMENDATIONS

Members are recommended to:

- 18.1 Approve the schedule of 2018/19 capital condition works programme as summarised in **Appendix 1**, subject to the LA agreeing contributions from schools towards individual schemes in line with the shared funding principles established by the Schools Forum.
- 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).**

- 18.2 Retrospectively approve the schemes which have been funded from 2017/18 contingency which are detailed in confidential **Appendix 1**.
- 18.3 Allow the Director of Children's & Joint Commissioning Services, in consultation with the Chair of this Committee, dispensation and discretion to authorise works where an emergency (eg risk of school closure) or a significant health and safety risk is exposed.
- 18.4 Approve the use of Basic Need Capital Fund to increase current capacity of pupil places at West View Primary School as detailed in confidential **Appendix 2. 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).**
- 18.5 Approve, subject to final consultation, the use of the Special Provision Capital Fund, and a contribution from Basic Need Capital Fund as required, to re-provide and increase capacity at Springwell Primary Special School as detailed in confidential **Appendix 2**. Allow the Director of Children's and Joint Commissioning Services in consultation with the Chair of this Committee to approve the final cost for the scheme within the cost estimate range.
- 18.6 Note the update in respect of Priority Schools Build Programme – Phase 2.

19. BACKGROUND PAPERS

- 19.1 There are no background papers to this report.

20. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: LOOKED AFTER CHILDREN – PUPIL PREMIUM PLUS FUNDING

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non Key Decision.

2. PURPOSE OF REPORT

- 2.1 To inform Children's Services Committee of changes to Pupil Premium Plus funding for looked after children (LAC) for 2018/19 financial year.
- 2.2 To seek approval of a consistent methodology for distributing Pupil Premium Plus funding in the future.

3. BACKGROUND

- 3.1 The Pupil Premium Plus is a payment made by the Government to schools and local authorities to raise the attainment of disadvantaged pupils and close the gap with their peers. The Government has identified groups of disadvantaged children each attracting differing amounts of funding with their own separate terms and conditions.
- 3.2 Pupil Premium Plus for LAC is allocated to support LAC, from Reception to Year 11, to achieve their full potential, develop their aspirations and achieve their goals.
- 3.3 For the financial year 2018/19 the Department for Education (DfE) has allocated to each local authority £2300 for each eligible looked after child as recorded in the March 2017 Children Looked After Data Return (SSDA903).
- 3.4 The Pupil Premium Plus for LAC funding must be managed by the Virtual School Headteacher within the local authority. All other Pupil Premium allocations (i.e. Ever6, adopted children, children under Special Guardianship

Orders or Residence Orders), except for the Early Years Pupil Premium, must be managed by the school where the eligible child is registered.

- 3.5 LAC who are educated in Hartlepool, but looked after by another local authority, will have their LAC Pupil Premium Plus paid through the local authority that looks after them.
- 3.6 In 2017/18, each looked after child attracted an allocation of £1900 for the year. This was split between schools and the Virtual School in the ratio £990:£910, with school receiving £330 per term per looked after child.
- 3.7 The Virtual School retains this proportion of the funding centrally to allow the Virtual School headteacher to provide additional resources, including:
 - a) **Additional LAC support** in particular for transition periods
 - b) **Additional funding** to meet the identified needs of individual children; schools can apply to the Virtual School Headteacher for funds to support very bespoke projects for individual children through the child's Personal Education Plan (PEP)
 - c) **Training** for school staff and other professionals who work with looked after children

4. PROPOSALS

- 4.1 Due to the increase in pupil premium for 2018/19 to £2300 per looked after child, the payments from Hartlepool Virtual School to Hartlepool schools will be increased in the same ratio as described above in paragraph 3.6. Schools will receive £400 each term for each looked after child.
- 4.2 The remaining allocation (£1100) will be held by the Virtual School headteacher to enable the Virtual School to provide additional resources as described above in paragraph 3.7.
- 4.3 When funding allocations from central government change in the future, it is proposed that the funding is distributed between the looked after child's school and the Virtual School in the ratio 60:40, with the child's school receiving the major share.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications

6. FINANCIAL CONSIDERATIONS

- 6.1 The Virtual School will transfer £400 of Pupil Premium Plus for LAC funding per pupil each term directly to the child's school. The further £1110 is retained centrally by The Virtual School. This central fund is then used to support the academic attainment of all LAC. Further funding may be requested by a child's school via the completion of the child's Personal Education Plan. The Plan provides evidence for the reason for the request and the impact the funding will have on the child's academic attainment.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations contained in this report.

8. CONSULTATION

- 8.1 No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY

- 9.1 There are no child and family poverty considerations contained in this report.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 Additional Pupil Premium Plus funding ensures that extra resources are made available to support individual looked after children to achieve highly. This will improve the opportunities available to these vulnerable children, and improve their life chances.

11. STAFF CONSIDERATIONS

- 11.1 There are no staffing considerations contained in this report.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations contained in this report.

13. RECOMMENDATIONS

- 13.1 Committee is recommended to agree that the Virtual School:
- a) provides Pupil Premium Plus funding to schools for 2018/19 as described in paragraph 4.1

- b) retains a proportion of the Pupil Premium Plus funding to provide additional support to all Looked After Children
- c) distributes future Pupil Premium Plus funding as described above in paragraph 4.3, in the ratio 60:40 with school receiving the greatest share.

14. REASONS FOR RECOMMENDATIONS

- 14.1 The recommendations ensure an appropriate distribution of targeted funding between a looked after child's school and the Virtual School in order to support LAC to make above average academic progress, and so to narrow the attainment gap between them and their peers

15. BACKGROUND PAPERS

- 15.1 There are no background papers associated with this report.

16. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: TO NOMINATE LOCAL AUTHORITY REPRESENTATIVES TO SERVE ON SCHOOL GOVERNING BODIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To update members of the Children's Services Committee in respect of vacancies that currently exist for local authority representative governors, and to request that members recommend nominees to the governing bodies where vacancies currently exist.

3. BACKGROUND

3.1 Reports have previously been presented to the Children's Services Committee in February and July 2015 alerting members to the requirement that local authority governors are now nominated by the local authority but appointed by the governing body on the basis that the nominee has the skills to contribute to the effective governance and success of the school, and meets any other eligibility criteria they may have set.

A schedule (**APPENDIX A**) is attached setting out details of vacancies which currently exist, together with applications received (**APPENDIX B**). **This item contains exempt information under Schedule 12A of the Local Government Act 1972 (as amended by the Local Government), (Access to Information), (Variations Order 2006) namely, information relating to any individual (Para 1).**

4. PROPOSALS

4.1 There are no proposals.

5. RISK IMPLICATIONS

5.1 There are no risk implications

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1 There are no child and family considerations

9. EQUALITY AND DIVERSITY CONSIDERATIONS

9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

10.1 There are no staff considerations

11. ASSET MANAGEMENT CONSIDERATIONS

11.1 There are no asset management considerations

12. RECOMMENDATIONS

12.1 The Committee gives consideration to applicants as set out in **APPENDIX B** in respect of local authority nominations for consideration by governing bodies where vacancies currently exist.

13. REASONS FOR RECOMMENDATIONS

13.1 To ensure that the nomination of local authority governors will contribute to the effectiveness of the governing body to which they are appointed.

14. BACKGROUND PAPERS

- 14.1 There are no background papers

15. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director Children's and Joint Commissioning Services

Subject: ENGINEERING MASTERCLASSES 2017
EVALUATION

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non- key decision.

2. PURPOSE OF REPORT

2.1 This report provides background information to the 2017 series of Royal Institution Engineering Masterclasses, and an evaluation of their impact. For the purposes of this report, the word "school" or "schools" can refer to maintained school or academy.

3. BACKGROUND

- 3.1 The Royal Institution (Ri) has been running masterclasses in engineering, mathematics and computer science for many years. The masterclasses are organised all over the UK and are hands-on and interactive extracurricular sessions led by top experts from academia and industry for keen and talented young people (13-14 year-olds, Year 9). The masterclass programme was started by Professor Sir Christopher Zeeman in 1981 after the popularity of his 1978 Christmas Lectures on mathematics. The masterclasses aim to open the eyes of young people to the excitement, beauty and value of mathematics, engineering and computer science and in turn, inspire the next generation.
- 3.2 The Royal Institution has successfully organised three previous engineering masterclass series in Hartlepool. Excellent support from EDF Power and Hart Biologicals has been provided for all previous engineering masterclass series and this continued in 2017. These two organisations contributed the use of their venues free of charge which helped to keep project costs to a minimum. Additionally, staff from these two organisations contributed at least one masterclass each to the series.
- 3.3 The 2017 Hartlepool engineering masterclass series comprised six Saturday morning sessions in October and November 2017. All six sessions were

held in Hartlepool and ran from 10.00am until 12.30pm at either EDF Energy or Hart Biologicals. Certificates of Completion were provided by RI and presented at the final masterclass of the series.

- 3.4 All five secondary schools in Hartlepool were invited to nominate gifted and talented Year 9 students to attend. Students were required to commit to attending all six masterclasses and schools were asked to provide a member of staff to support on a rota basis such that staff attended at most two of the six sessions.
- 3.5 Only two Hartlepool schools responded positively for this series of Ri Masterclasses and when questioned, schools reported that they felt they could not ask staff to commit any more time. This appears to be the key barrier to attendance. Discussions have occurred with The Royal Institution about how to address this for any future masterclass series. It should be possible to gain support of additional STEM Ambassadors to attend.
- 3.6 This situation was exacerbated by a change of Hartlepool Borough Council staff for September 2017 which resulted in contact with schools and final invitation letters getting to schools later than expected, and less time available to chase schools for nil returns. This has been confirmed with a non participating Hartlepool school whose STEM (science, technology, engineering and mathematics) leader stated that she would have loved to nominate students to attend but felt that time ran away from her.
- 3.7 In order to have sufficient numbers of students, the opportunity to attend was offered to local Tees Valley schools (at a cost); one Middlesbrough school took the opportunity.
- 3.8 The six masterclasses held in Hartlepool were varied and covered engineering fields such as pylon construction, planning, mechanical gearing, blood clotting, bridge building and balloon powered car construction and refinement. Engineers from Hartlepool, London, York and from around the region delivered the sessions. Most of the materials were provided by the engineers and their companies free of charge. A small cost was incurred for the replacement of some consumable materials. Section 6 below outlines the costs for the 2017 series.

4. OUTCOMES AND EVALUATION

- 4.1 A total of 16 students enrolled on the Hartlepool masterclass series with students from two of the five Hartlepool secondary schools and one Middlesbrough school participating. Attendance was good, with the average attendance being 13 to each session; the majority of absences were due to illness or family events/holidays.
- 4.2 Students enjoyed the *Power To The People* pylon construction masterclass and the balloon car masterclass. The balloon car masterclass was supported by an engaging Engineer from Cummins Diesel (Darlington) who

is also an Ambassador for the Bloodhound SSC Project. Students most enjoyed the masterclasses where they were active for the majority of the time. Students were less likely to enjoy masterclasses when they sat listening/watching for long periods of time. The presenters in this series of masterclasses were all experienced and had run sessions before with one exception. A session delivered for the first time was less well enjoyed by students and suggestions were made to improve the session for next time. Students enjoyed working with students from other schools, and made new friends as a result of the Saturday morning classes. Students indicated that they would consider engineering as a possible career path. Some of the high-frequency words used by the students to describe the Hartlepool series were: fun, interesting, challenging, maths, exciting, teamwork.

- 4.3 All of the engineers reported that they enjoyed working in Hartlepool, and working with our young people. All said that they would be happy to return to deliver another masterclass. Key delivery partners of EDF Power and Hart Biologicals have indicated that they would be willing to support future series.
- 4.4 One member of the education division in Children's and Joint Commissioning Services attended five of six the Saturday mornings to support the masterclasses. Additionally, one teacher from English Martyrs School gave up two Saturday mornings to support the series. Without this supervisory and hands-on support from colleagues the series would not have happened.
- 4.5 Lessons learned when considering the organisation of future series:
 - start planning for 2018 by Easter 2018 at the latest
 - promote event specifically to appropriate senior leaders as well as Heads of Maths and Science
 - identify adult support for each masterclass earlier in the process to share the load out; RI are prepared to help with this
 - local priorities and feedback from the 2017 should be considered when planning a 2018 series
 - five of the six masterclasses were run by experienced presenters and these five can be delivered again with very little change. Suggestions were made to the sixth presenter to make the session more engaging to students.

5. RISK IMPLICATIONS

- 5.1 Risk assessments for all practical activities undertaken during the masterclasses were undertaken and are held with the appropriate organisation delivering each masterclass.

6. FINANCIAL CONSIDERATIONS

- 6.1 The only cost incurred in providing the 2017 series was re-embursement of balloon car kits to support the 'Bloodhound' masterclass. The cost of this was £48. This was met through existing funds from Hartlepool's Education Commission. No travel expenses were submitted to support these events. Additionally the Middlesbrough school was invoiced £80 for their four students to attend.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family poverty considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 The guidance from the Royal Institute is that the masterclasses are suitable for more able students. All more able students in every mainstream school in Hartlepool were considered by their teachers when making nominations. Students from two of the five secondary schools in Hartlepool attended the series.

10. STAFF CONSIDERATIONS

- 10.1 There are no staff considerations.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations.

12. RECOMMENDATIONS

- 12.1 It is recommended that Committee:
- a) note the contents of this report
 - b) consent to the organisation of further series in 2018
 - c) receive a summative report regarding the longer term impact of the Engineering Masterclasses in 2015, 2016 and 2017 in the new municipal year.

13. REASONS FOR RECOMMENDATIONS

- 13.1 The sectors of science, technology, engineering and mathematics (STEM) are one of the keys to the economic prosperity of Hartlepool and the Tees Valley in the next 10-15 years. Events such as this series raise the profile of these employment sectors and encourage young people to consider career pathways in these fields. Additionally, young people are exposed to and interact with high level professionals in a range of employment areas through these classes. This contributes to a broadening of their horizons and an improvement in their communication skills.

14. BACKGROUND / ADDITIONAL PAPERS

- 14.1 There are no background papers to this report.

15. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: RECONSTITUTION OF THE GOVERNING BODY OF HIGH TUNSTALL COLLEGE OF SCIENCE

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To seek approval of the Children's Services Committee to the reconstitution of the Governing Body and the Instrument of Government of High Tunstall College of Science 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 High Tunstall College of Science proposes to reconstitute its governing body, reducing it in size from 23 to 18. The college currently has the largest governing body of all schools and colleges in Hartlepool. In 2015 and 2016 all maintained schools in the town reviewed their constitution in accordance with the above regulations and, following DfE guidance issued at the time, most schools decided to reduce the size of their governing body. Whilst High Tunstall College of Science also re-constituted, the College decided not to reduce its size as at the time it considered it important to retain the expertise of the governors it had in place.

3.2 Following a number of recent resignations and governors' terms of office coming to an end, the College has given further consideration to its constitution. This has included a review of the skills required to deliver effective governance and those which the membership is able to provide. At its governing body meeting held on 8 February 2018 the governing body approved the following proposal.

4. PROPOSAL

- 4.1 The revised constitution will consist of the following categories, details of which are set out in the revised Instrument of Government attached as **APPENDIX A** to this report:

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

Total number of governors - 18

It should be noted that the number of Staff and Local Authority Governors is stipulated in the governance regulations.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

- 10.1 There are no staff considerations

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations.

12. RECOMMENDATION

- 12.1 To formally approve the reconstitution of the governing body of High Tunstall College of Science 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 **APPENDIX A**.

13. REASONS FOR RECOMMENDATIONS

- 13.1 The reconstitution proposals will improve the effectiveness of the Governing Body and are in line with the requirements of current governance legislation and guidance.

14. BACKGROUND PAPERS

- 14.1 There are no background papers.

15. CONTACT OFFICER

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INSTRUMENT OF GOVERNMENT HIGH TUNSTALL COLLEGE OF SCIENCE

1. The name of the school is: High Tunstall College of Science
2. The school is a foundation school.
3. The name of the governing body is "The governing body of High Tunstall College of Science".
4. The governing body shall consist of:
 - a. **4** Parent Governors
 - b. **1** Local Authority Governor
 - c. **1** Staff Governor
 - d. **1** Headteacher
 - e. **7** Co-opted Governors
 - one Co-opted Governor to be the Deputy Headteacher
 - f. **4** Partnership Governors
 - including 1 representative of the Primary sector and 1 representative of the Post 16 sector)
5. Total number of governors **18**
6. The term of office of all Governors is 4 years except for:
 - i. Partnership Governors from the Primary and Post 16 sectors are appointed for 2 years.
7. This instrument of government comes into effect on 18th May 2018.
8. This instrument was made by order of HARTLEPOOL LOCAL AUTHORITY on 20th March 2018.
9. A copy of the instrument must be supplied to every member of the governing body (and the Headteacher if not a governor).

CHILDREN'S SERVICES COMMITTEE

20th March 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: EARLY HELP STATEMENT OF INTENT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key decision.

2. PURPOSE OF REPORT

2.1 This report sets out the current position of Early Help in Hartlepool and asks members to support the actions within the Statement of Intent. The statement of Intent will also be shared at the Children's Strategic Partnership to gain commitment from partners.

3. BACKGROUND

- 3.1 "Early Help" are the words used to describe the support that families can get when they need some help at the point when it becomes an issue or concern. The aim of Early Help is to support to families before it gets to crisis and statutory services need to be involved.
- 3.2 This help can be from universal services such as support via a family's GP or support through a child's school. It can also be delivered through a targeted service such as parenting support or a family support worker.

4. EARLY HELP STATEMENT OF INTENT

4.1 The previous Early Help Strategy was developed in 2011 which set out the need to focus resources at the areas most in need. In 2015 a piece of research work was carried out by iMPower to look at the reasons for demand for services. This research indicated that there were opportunities for services to intervene earlier to prevent families needing to access statutory services and some of them becoming looked after.

- 4.2 The Children's Strategic Partnership reviewed the findings of this research and it was agreed to develop Early Help services on a locality basis to support communities most at need.
- 4.3 There are four locality teams that currently consist of health visitors, community nursery nurses, school nurses, staff nurses, social workers and family support workers. Allocated PCSOs are based within the localities for two days a week. More recently in May 2017 the health visiting service, school nursing service and Family Nurse partnership transferred to the local authority. The locality managers manage the integrated teams across the four localities. Initial discussions have taken place with other organisations such as CAMHS and Housing to establish further integrated working. Formalising this multi agency working will be a priority in the forthcoming year.

5. CONSULTATION

- 5.1 There have been four multi agency sessions that have taken place to develop the statement of Intent (**Appendix A**). This included: Local Authority Early Help Teams which included community children's health services, Psychology Team, SEND team, Changing Futures North East, Children's Centres, Chair of the Parent Led Forum, Parenting Lead, Troubled Families, Speech and Language Service and the CCG (Clinical Commissioning Group).
- 5.2 The development of this statement of intent and plan was developed using the evaluation from the Troubled Families programme, which sets out the need for services to Think Family which includes thinking about outcomes for families and to develop a key worker approach. This also aligns with the feedback from parents in relation to SEND telling us that the key working makes a massive difference to them in order to navigate complex systems.
- 5.3 Parents have also told us that they find it difficult to understand what Early Help is, we have therefore developed a fact sheet to explain how they can access help and support (**Appendix B**).

6. RISK IMPLICATIONS

- 6.1 It is important that all partners support this approach to ensure that families can receive the support they need as early as possible. There is a risk that if some partners do not support this approach that families will not receive the services in an accessible way.

7. FINANCIAL CONSIDERATIONS

- 7.1 There are no financial considerations within this report.

8. LEGAL CONSIDERATIONS

- 8.1 There are no legal considerations within this report.

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 Children's Services continues to support families in need and are always mindful of families in poverty to ensure they receive the right support at the right time.

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 10.1 Children's Services supports all children and families that need help and protections and always consider equality and diversity issues to ensure that services are fully accessible.

11. STAFF CONSIDERATIONS

- 11.1 There are no specific staff considerations within this report.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 For members to note the current position in relation to Early Help and approve the Statement of Intent for the council to support this approach.

14. REASONS FOR RECOMMENDATIONS

- 14.1 To ensure that families can receive the right support at the right time.

15. BACKGROUND PAPERS

- 15.1 None.

16. CONTACT OFFICERS

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Better Childhood in Hartlepool:

Early Help in Hartlepool 2018 - 2021



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Current Position

A large piece of research and consultation¹ was undertaken in 2015 to look at how we could reshape Early Help Services that could prevent families needing specialist services. This work can be found as an appendix to this document (Appendix A). The research indicated that there were a proportion of children who became looked after where opportunities were missed to support them at any earlier stage which could have potentially prevented the need for them to become looked after.

The information showed that the key issues affecting the lives of these children were:

- Domestic Violence
- Parental Mental Health
- Parental Substance Misuse
- Bereavement and Loss

The Children's Strategic Partnership reviewed the findings from the research and concluded that our work with children and young people should focus on the following obsessions:

- Life Chances (Health, Wellbeing, Education and Stability)
- Being and Feeling Safe
- Relationships and Resilience

It was agreed that work should centre around a locality approach and the current structure was implemented in August 2016.

Delivery Model

The localities were established based on the current four school clusters:

North, Central 1, Central 2 and South and services have begun to develop around this cluster arrangement.

Family Support Locality Teams

The locality teams currently consist of health visitors, community nursery nurses, school nurses, staff nurses, social workers and family support workers. Allocated PCSOs are based within the localities for two days a week.

More recently in May 2017 the health visiting service, school nursing service and Family Nurse partnership transferred to the local authority.

¹ iMPower final report 2015

Initial discussions have taken place with other organisations such as CAMHS and Housing to establish further integrated working. It is the ambition of the Children's Strategic Partnership that this further integrated working is implemented, which is included within the implementation plan for 2018/19.

Children's Centres

There are four main children's centres based in the four localities at:

- Rossmere Children's Centre
- Stranton Children's Centre
- Hindpool Children's Centre
- Chatham Children's Centre

Children's Centres offer help and support to families with children under five and offer:

- Midwifery appointments.
- Healthy Start Clinics

Early Help Assessment (EHA)

The Early Help Assessment has been redesigned based on consultation with health, education and council workers. Workforce development sessions took place with over 120 individuals attending to explore best practice when undertaking an Early Help Assessment with families. As a result the EHA has become more family friendly and focussed on voice of child as well as adults and highlights strengths and areas the family want to change.

Locality Partnerships

Development sessions took place with all partners in each area during in 2016/17 to develop relationships within the four locality areas. This early work has established some positive relationships but this has not been further developed due to the focus of attention in 2016/17 being on ensuring the effective transfer of children's community health into the local authority. Work now needs to focus on strengthening relationships and formalising the work that is currently taking place on an individual and ad hoc basis.

Schools have indicated that they wanted to work in partnership with the locality teams to address the issues facing families including: parenting; emotional wellbeing of children; behaviour; impact of family poverty and community resilience. We are aware that there were a number of families that we were all working with and a locality partnership

approach would improve how families experience support and reduce system duplication. The north locality team and partners are piloting this approach.

Early Help Module (Children's System)

The Early Help Module which is part of the wider Hartlepool ICS (Integrated Children's System) is the system used to record targeted early help work delivered by the local authority. Over the last year a number of other organisations have decided to use this system to record their Early Help work to pilot its usability in universal and targeted services, this includes four schools and one voluntary/ community organisation.

The system supports multi agency working therefore it is the ambition of the Children's Strategic Partnership for partners to use this module to record early help work across the system.

Service Transformation Maturity Model

This model as highlighted within the National Troubled Families programme has been reviewed by Hartlepool's Children's Strategic Partnership and a self assessment has been undertaken. The findings from this self assessment (appendix B) have been used to inform the plan set out below. The findings include:

- Development of one assessment and one family plan that is owned by the family
- The need to develop one plan for families with all the Troubled Families outcomes being the driver for the plan. Evaluation has shown that the outcomes for families are significantly improved if all partner agencies work together to these outcomes
- Families outcomes are improved when there is a lead professional working with the family
- Ensure that data is being used effectively to identify needs and lead to the commissioning of services to meet these needs

The self assessment will continue to be reviewed to understand progress.

WHAT DO WE KNOW?

Data

The information held only shows the cases that are recorded on the Early Help Module, this is primarily the recording system of the local authority early help workforce. Data in relation to Early Help Assessments undertaken by universal and targeted services such as schools and the voluntary and community sector needs to be better understood in terms of both quantitative and qualitative performance. Therefore a performance group are currently working on an Early Help scorecard.

The following is an analysis based on 423 cases opened between 8th June 2017 and 8th December 2017.

Number of cases per Locality Team

Chatham	95	22.5%
Hindpool	87	20.6%
Rossmere	126	29.8%
Stranton	115	27.2%
Grand Total	423	

61 of the 423 had Early Help Assessments that had been completed by an external service. Schools were the largest single group to have completed EHAs in this period.

Self referrals accounted for the largest number of referrals requesting Early Help Support with 103 cases (24.3%) Of those 103 cases, 55 (53.4%) had some form of assessment completed or underway.

58 of 423 (13.7%) cases had 'stepped down' from Children's Social Care. Of those 58 cases, 3 had an EHA recorded in EHM. The remaining 49 cases utilised the existing C&F assessment completed by the Social Worker.

The number of cases passed to the locality teams for support within this time period was 430 however there were only 61 that had an Early Help Assessment undertaken prior to asking for further support. This a significant number and needs further exploration to understand the reasons why and how this affects the whole early system.

Length of Episodes

The average length of time an Episode was open was 8.6 months. Of the 440 cases, 113 were open more than 12 months (25.7%) and 58 were open longer than 18 months (13.2%). 209 cases were open less than 6 months (47.5%)

Age

Those children aged 10-15 years constituted the largest age group (39%), followed by 5-9 years (26.7%).

Age by group	No. & % Children	
Under 1 year	23	5.4%
1 - 4 years	80	18.9%
5-9 years	113	26.7%
10-15 years	165	39.0%
16+ years	42	9.9%
Total	423	

There has always been an expectation that the Early Help Assessment will be used to identify needs at the earliest point. Analysis shows that when early help assessments are completed, this is usually as a means to securing a service or support a referral. Health visitors are completing assessments with families however at this point there is no method of capturing this information and how this interacts with the early help assessment.

Families

A “Family Experiences of Early Help in Hartlepool” evaluation has been undertaken as part of the work of the Healthy Relationship Partnership² and the considerations for future practice included:

Positive Worker – Family Relationships:

- Essential factor in family satisfaction or support.
- Workers ability to listen to, empathise with and value a family were all valued by service users.

² Add info re: Healthy Relationships partnership

- Links to trusting the worker and therefore increases engagement and ability to disclose information.
- Lack of positive relationship with a worker leaves families frustrated, confused and mistrusted, with a negative view of workers and overall services.

Intervention Structure and Impact:

- Some families are left feeling support has ended too soon making it likely they will re-enter services.
- Intervention structure varies from family to family. Some families detailed examples of relational working and specific intervention. Other families struggles to pinpoint the intervention provided beyond the superficial level of practical support (help attending appointments or filling in forms).
- Interventions tended to “solve” presenting issues instead of root causes of issues and tended to provide practical support rather than in-depth work with the family requiring family reflection and change.

Building family resilience:

- Some families finish support still feeling they are not confident in accessing services in the community.
- Interventions are supporting families with the presenting issues however, there is a lack of evidence that interventions increase family resilience by encouraging accessing of community resources.

A Skills Audit was carried out in 2016 with 151 respondents. It highlighted:

- The workforce felt as able to provide intervention for the parental couple relationships as they could provide intervention around domestic violence and abuse, adult substance misuse and children’s mental health.
- On being able to assess areas of need; only child language development, adult mental health and adult substance misuse scored lower than the parental couple relationship.

SEND

Our SEND inspection indicated that a number of families did not know how to get the help and the support their children need when they needed it. The actions within this Statement of Intent are intended to increase the knowledge of Hartlepool’s offer for both parents and workers. It is important that children with SEND are identified as early as possible and that the universal and targeted children’s workforce are alert to identifying these needs and supporting parents to access the support they need.

The first phase of transformation (2015 – 2017) has been completed and this document sets out the next steps transformation to implement a fully integrated Early Help offer across the town.

IMPLEMENTATION PLAN 2018-2020

Aim

To develop community resilience to enable communities to support each other to improve the life chances of children at the earliest opportunity.

How will we do this?

1. Develop locality teams to support families within the context of their local community and support the community to develop resources that will meet the needs of vulnerable families.
 2. Support the empowerment of parents within communities to develop community champions to improve the resilience within families and communities.
 3. Ensure that information is readily available and accessible for all, so families can access support and help from the right place at the right time
 4. Support the workforce to develop skills and expertise to develop effective relationships and support communities at the earliest possible opportunity – including developing health organisational systems and relationships
-
- 1. Develop locality teams to support families within the context of their local community and support the community to develop resources that will meet the needs of vulnerable families**
-

Why are we doing this?

- Public Sector services are all struggling with the same issues but not coming together to develop solutions.
- To have a sustainable option we need to be looking to the skills, resources and expertise within the community so that families continue to be supported once support services cease.
- Communities listen to their own community and people within it are influential, having lived experience.
- Need to build the community around the universal services in the area.
- Children's centres sit in the community and are a place where parents to be and parents of the very young are already engaging in multiple services.
- Schools are at the heart of communities and are a place where the majority of children and their families come together and engage with the service and one another.
- Needs are not being identified early enough to prevent children from experiencing adverse circumstances and outcomes.

Actions

- Continue to develop locality partnerships with all providers in the area
 - Re-establish development sessions
 - Undertake a piece of work in each area to ensure that all providers are known (linked to information action) and engaged where possible and identify any gaps in resources within a community that could be developed within or commissioned
- Establish locality links with Community Hubs and Children's Centres and develop the children's offer within these public facing services
- Promote Think Family approach across all organisations to build on the success of the "Think Family" (Troubled Families approach)
- Establish a shared performance framework so that all agencies are working to the same priorities
- Explore potential of community governance arrangements
- Strengthen links with midwifery service to ensure that needs are identified at the earliest possible opportunity
- Develop community champions willing to take action within their local community either through development of services for children and families or providing individual support
- Promote use of Early Help Module across organisations

How will we know we are successful?

- Needs identified earlier for children with additional needs and needs addressed with families and children receiving the support they need when they need it
- Needs identified earlier – less referrals for social care/specialist services with needs addressed at the earliest opportunity
- Each locality has established key priorities and is working to address these
- Improvement in school readiness outcomes
- Parents confident in accessing information online
- Evidence of a stronger community and the growth of community support
- Workers/services working together – morale of workers is high

2. Support the empowerment of parents within communities to develop community champions to improve the resilience within families and communities

Why are we doing this?

- Evidence shows that the quality of the relationships parents form with their children is of vital importance to their social and emotional development and this relationship

also predicts physical and mental health in adulthood. By supporting the parent/child relationships we have an opportunity to increase the life chances for children in our communities.

- Parents in the community have significant expertise and we are currently presuming that only services can improve outcomes for children. Parents and children and young people listen to other families in their area.
- Evidence shows that families who have been involved in services to improve their lives can contribute significantly to supporting other families.

Actions

- Parenting programme/parental relationship programmes with the aim to sustain the parenting networks developed through the programmes – parenting programmes to be delivered by all workforce across organisations.
- Parents who have been supported to be peer supporters/support other groups.
- Implementation of Signs of Wellbeing across Early Help Services which empowers parents to develop own networks – ensure that this approach is complementary with Early Help Assessment.
- Volunteer Relationship Advisers accessible in community venues as part of the Healthy Relationships partnership.

How will we know we are successful?

- Parenting programmes successful in improving the quality of the relationships between parents and their children
- Community champions identified
- Parents leading groups
- Networks of parents and community support
- Parents developing own network for support

3. Ensure that information is readily available and accessible for all families so they can access support and help from the right place at the right time

Why are we doing this?

- Feedback from parents indicates that they do know what support is available in their community to support them once services close cases.
- Families say they want help earlier but this is not seen across communities therefore we need to normalise asking for help for whatever issues a family has.

Actions

- Develop a lead professional role across services to build on Early Support principles.
- Develop public information “What is Early Help?”
- Implement a help seeking campaign to change behaviour
- Implement #Through their eyes campaign to support parents to seek support for couple relationship issues.
- Review all information online and implement changes to ensure Hartlepool’s offer is easily accessible, informative, up to date and relevant to needs including online resources for parental relationships.
- Early Help worker to develop relationships with all providers and be based in the Children’s Hub to ensure that all early help cases are supported via the right service and can tap into community assets.
- Work with community hubs so that all community buildings are seen as an entry door to help.
- Volunteer Relationship Advisers accessible in community venues as part of the Healthy Relationships partnership.

How will we know we are successful?

- Families reporting that they can navigate the complex systems themselves.
- Families getting the right support at the right time.
- Less referrals to the Hub for early help support.
- Families feeling there is no wrong door and not being passed between services.
- Families using more online resources – increased traffic online
- Workers know the local offer of services available to ensure that families are tapped onto the help they need.

4. Support the workforce to develop skills and expertise to develop effective relationships and support communities at the earliest possible opportunity

Why are we doing this?

- Families are saying they want help as early as possible therefore all universal workers need to understand what is available within their community to support families at the earliest possible stage.
- Presumption should always be that families are supported by universal services in the first instance and also as an exist route for families that have received additional support.

- Evidence nationally and locally indicates that families have significantly improved outcomes when relationships with workers are effective.
- Better Childhood research indicated that there were some key issues that are causing crisis for families (domestic abuse, parental substance misuse, parental mental health, bereavement and loss). The Early Help workforce (universal and targeted) need to be skills to start these conversations with families.
- National evidence (Early Intervention Foundation show importance of parental couple relationship for children's outcomes but local workforce evidence shows low confidence in assessment of an intervention in the parental couple relationship.
- Workers in universal and targeted services are telling us that they need access to advice and guidance from specialist in these areas therefore would like a consultant model.

Actions

- Development of a workforce plan that addresses:
 - Awareness of online sources of information and advice for signposting
 - Key working – lead professional role based on Early Support principles
 - Building effective relationships
 - Child Development
 - Understanding and working with the parental couple relationship
 - Early conversations (sometimes difficult conversations) about domestic abuse, mental health, substance misuse, loss
 - An understanding of how past traumatic experiences can affect parenting
- Work with specialist and adult service to develop a consultative model in each locality/community including the commissioning of these specialist services
- Review key working practices across all organisations – promote key worker role.
- Explore training programme for community champions.
- Explore training for leading and managing a multi agency Early Help systems approach.

How will we know we are successful?

- Parents saying that they have one consistent worker that can support them through the issues they are facing.
- A workforce that report they feel confident in supporting parents with the issues they are presenting.
- Clear relationship with adult and specialist services.
- Increased awareness of the needs of adults and where to access advice and support.
- Early Help Assessments undertaken by services that are provided for adults
- Successful closure of Early Help Assessments with identified outcomes.

- Community champions who are skilled to support families within their communities when services cease.

We issued this document in February 2018. We will check the information is up to date in February 2021.



It is really important that you can get advice, help and support at the time that you and your family need it to stop issues getting worse or that you try to cope without knowing what to do.

Some organisations call this support 'Early Help'. This is often used to describe the support you and your family can get when problems first start to happen.

This support does not just mean when your child is young (in their earliest years) but at any point in your child's life when you need help. We want to get help to your family before problems get bigger and harder to manage.

This support can be lots of different things. You may need some extra support from someone that you already get support from.

This support can be a number of different things:

- It might be extra help from your GP, midwife, health visitor, children's centre worker, school teacher or youth worker;
- It might be extra help from an organisation that can help you with something specific such as CAMHS or Harbour;
- Or you may get some help from a locality family support team.

If you have something you need help with, the best people to speak to are those people that you already know, such as your child's school teacher/college lecturer or health visitor. You can discuss with them what you think you need help with and they will decide whether they can help you or whether they need to see if someone else can give you the support you need.

» Early Help Assessment and Family Plan

In order for the worker to understand how they can support you, they will usually work with you to do an early help assessment. This lets you talk about all the things that are good in your family and the things you are worried about. Once you have done this with the worker you and your family will develop a family plan. The worker will help you do this and this will set out how you, your family and worker will hopefully make things better. This will identify any extra support and changes that you and others need to make to help things get better. People, who are working with you, will meet with you as a team to agree a plan on how to make things better in a team around your family (TAF).

» Children's Centres

There are a number of Children's Centres across the town that can help you to get the right help as early as possible. If you have a child under five and you have not got a worker you can contact the centre nearest to you. They are:

- Rossmere Children's Centre: 01429 292444
- Stranton Children's Centre: 01429 231329
- Hindpool Children's Centre: 01429 292555
- Chatham Children's Centre: 01429 284466

» Family Support Locality Teams

There are four of these teams in Hartlepool that can offer help and advice to you and your family.

» What types of problems can the Family Support locality teams help me with?

Lots of families need help from time to time. For example:

- You may be worried about your child's development and want some support.
- It's not unusual for some children to show disruptive behaviour, to fight with their parents and carers or to be involved with alcohol or drugs. Sometimes these sorts of problems can be worked through alongside the Family Support Locality Teams.

If you do not have a worker who you can talk to about the help you need, you can contact the following Family Support Locality Teams:

- Rossmere Children's Centre: 01429 292444
- Stranton Children's Centre: 01429 231329
- Hindpool Children's Centre: 01429 292555
- Chatham Children's Centre: 01429 284466

» For more information

If you are looking for a specific service, the best place to look is our online family service directory. It has lots of useful information for parents and carers as well as details of activities for you and your family. <http://hartlepool.fsd.org.uk>

Alternatively you can look for a specific service on the Local Offer for families and children aged 0-25 years who have special educational needs and/or disability.

https://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page

» Contact us

If you are unsure of who to contact or have concerns about the safety of a child, please contact the Children's Hub. You can contact the Children's Hub by letter, telephone or email. If English is not your first language, we can provide a translation service.

» Our opening times

We open at 8:30am every weekday. We close at 5:00pm Monday to Thursday. On Fridays we close at 4:30pm.



Telephone: 01429 284284



Textphone: 60006 (start your text with HBC)



Email: childrenshub@hartlepool.gcsx.gov.uk



Post: Children's and Joint Commissioning Services
Hartlepool Borough Council
Civic Centre
Victoria Road
Hartlepool
TS24 8AY

If you are worried about a child and it is outside of office hours you need to consider calling the Police on **101 or 999** if it's an emergency. You can also call the Emergency Duty Team and speak to a Social Worker out of hours, if it's an emergency on **0870 2402 994**.

» About this factsheet

This factsheet explains who is available to help you and your family to stop issues getting worse. We wrote this factsheet in February 2018. We will check that it is up to date in February 2020.



You can download all of our factsheets and booklets from our website
www.hartlepool.gov.uk/childrensfactsheets

CHILDREN'S SERVICES COMMITTEE REPORT

20 March 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: DEDICATED SCHOOLS GRANT –
HIGH NEEDS BLOCK BUDGET 2018/19

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 The purpose of the report is to inform Members of the funding allocation for the High Needs Block budget 2018/19.

3. BACKGROUND

3.1 The transition to a national funding formula (NFF) means that local authorities will no longer be funded on an historic spend basis. Instead they will take a formulaic approach to funding; this is described in **APPENDIX A**.

3.2 The formula will be based on basic entitlement factor of £4k for each pupil in a special/PRU school or alternative provision plus an element for historic spend and proxy factors relating to pupil characteristics. Similar to the Schools NFF there will be a floor factor and capping applied to those authorities who are set to lose or gain under the new formula.

3.3 The government has confirmed increases for all local authorities in 2018/19 of at least 0.5% up to 3% compared to 2017/18.

3.4 Although it is indicated that Hartlepool will gain under the new formula, the increase of 2.7% is not sufficient to meet the current demand for services for children and young people with special educational needs.

3.5 Members will recall the referral of the request to transfer £0.550m from the Schools Block to the High Needs Block to the Secretary of State for approval in December 2017. As reported at this Committee's meeting in February 2018, this disapplication request has now been approved for 2018/19.

4. HIGH NEEDS BLOCK BUDGET 2018/19

- 4.1 In December 2017 the Council received the provisional funding allocation for 2018/19; this is subject to an adjustment in June 2018 to reflect any changes to the numbers of pupils attending provision outside of their home authority.
- 4.2 Further updates will be provided to Members following the final adjustment to the block funding and to confirm the 2017/18 outturn position. These updates will be provided in the new municipal year.
- 4.3 The table below details the provisional funding allocation. It is £0.011m lower than forecast in Appendix A of the High Needs Top-up report to Children's Services presented on 12 December 2017. This difference will be funded using Dedicated Schools Grant reserves.

Forecast Funding 2018/19	LA Forecast - Sept	ESFA - Provisional	Diff	Change
	£m	£m	£m	%
Forecast ESFA Funding	10.538	10.563	0.025	
Less Recoupment amounts paid directly to academies/providers	(2.176)	(2.212)	(0.036)	
Total Dedicated Schools Grant	8.362	8.351	(0.011)	-0.1%
Add transfer from schools block	0.550	0.550	0.000	
Planned use of reserves	0.077	0.088	0.011	
Total Funding	8.989	8.989	0.00	

- 4.4 The 2018/19 summary budget is shown in the table below:

Budget	£m
Place Funding - Maintained	1.332
Independent School Fees	2.177
Out of Authority Top-ups	0.295
Special School & ARP Top-ups	2.152
Topups & Support	2.283
Post 16 Top-ups	0.690
Post 19 Top-ups	0.060
Total Budget	8.989

- 4.5 Following the place review at the PRU the 12 decommissioned places are held in the place funding budget ready to allocate to new commissioned places within Hartlepool. This funding totals £0.070m (prorata, September 2018 to March 2019).
- 4.6 The top-up budgets reflect the revised banding ranges agreed by Children's Services on 12 December 2017, along with the MFG (minimum funding guarantee) arrangements for the Special Schools and eligible ARPs (additional resourced provisions).

5. CONCLUSIONS

- 5.1 This budget will require further review following the confirmation of the final funding allocation in June 2018. This volatile budget will continue to be closely monitored and quarterly updates will be reported to Children's Services Committee during the year.

6. RECOMMENDATIONS

- 6.1 It is recommended that Members
- a) note the contents of this report.
 - b) approve the 2018/19 budget outlined at paragraph 4.4.

7. REASONS FOR RECOMMENDATIONS

- 7.1 To update the Members on the latest funding allocation and budget for the High Needs budget 2018/19, and the ongoing need to monitor the profile of this budget on a quarterly basis.

8. BACKGROUND PAPERS

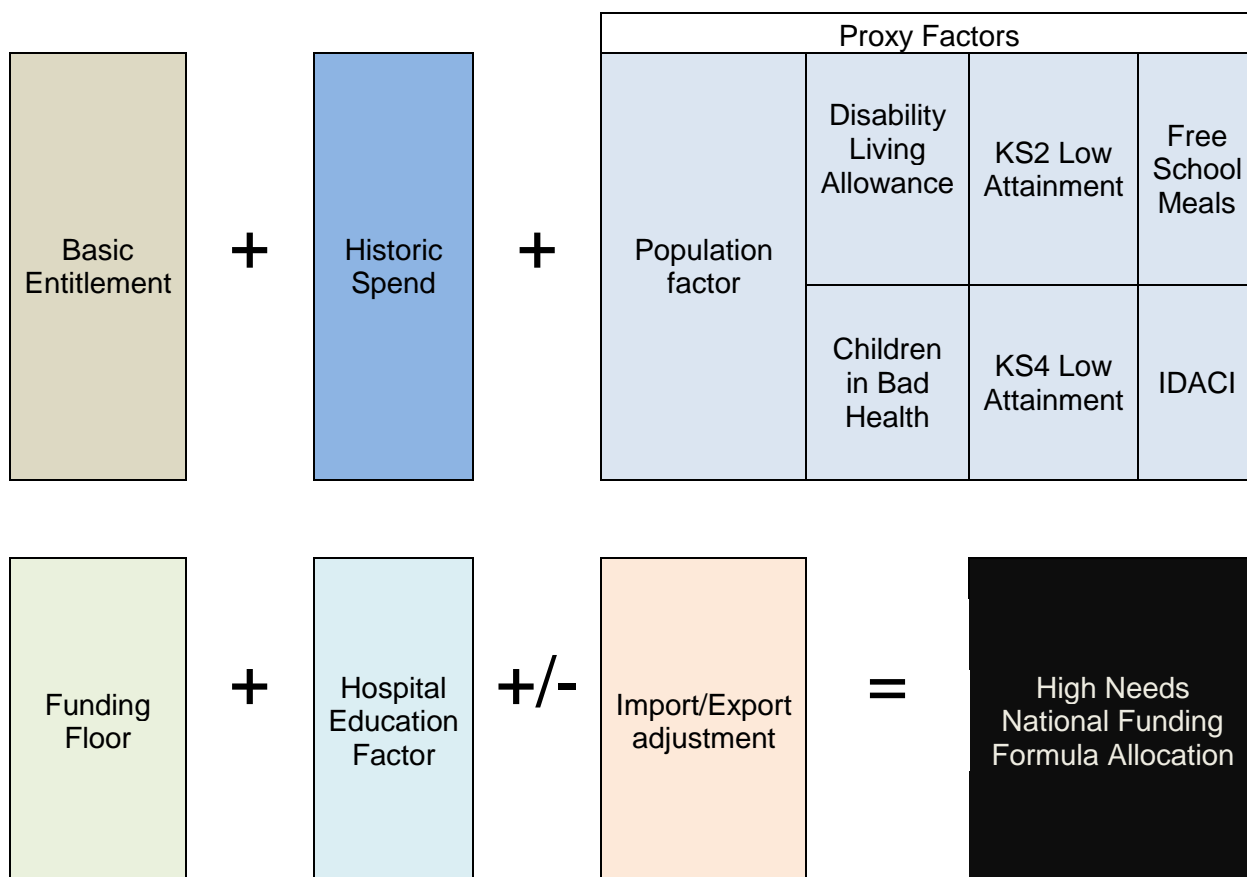
- 8.1 Children's Services Committee - 12 December 2017, High Needs Block – Funding for Top-Up Ranges

9. CONTACT OFFICERS

- 9.1 Mark Patton
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HIGH NEEDS – THE FACTORS USED IN THE NATIONAL FUNDING FORMULA



NB. Where applicable, an area cost adjustment is applied. Hartlepool is not eligible for additional funding for this factor

CHILDREN'S SERVICES COMMITTEE

20th March 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: THINK FAMILY: EVALUATION OF THE TROUBLED FAMILIES PROGRAMME IN HARTLEPOOL

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 This report provides an overview of the Troubled Families programme in Hartlepool. It sets out how delivery of the programme has developed since its inception in 2012, what evidence exists in terms of improved outcomes for families, and how it has acted as a catalyst for wider service transformation across all partners in Hartlepool. It is important that members are informed of the evaluation of the programme.

3. OVERVIEW AND HISTORY OF THE NATIONAL TROUBLED FAMILIES PROGRAMME

- 3.1 The first Phase of the national Troubled Families programme was launched in April 2012 with the ambition of 'turning around' the lives of 120,000 families. Whilst the programme was initially announced in the aftermath of the riots in 2011, some of the thinking around how services could work most effectively with families with multiple and complex issues was already in development, for example through the work on Family Intervention Projects.
- 3.2 Phase 1 of the programme required Local Authorities to identify suitable families based on the national criteria of adult unemployment, poor school attendance and children and young people involved in crime and anti-social behaviour. Hartlepool was mandated to identify and 'turn around' 290 families by March 2015.
- 3.3 The government estimated that the average unit cost of intensive intervention with a family was £10,000. Therefore, the Department for Communities and Local Government (DCLG) made available £4,000 for each family 'attached' to the programme and subsequently 'turned around', divided into a £3,200

attachment fee paid upfront once the family had been identified and a £800 payment by results once the family had been 'turned around'.

- 3.4 A second Phase of the national Troubled Families programme was announced in 2014 with the aim of supporting a further 400,000 families nationally until 31st March 2020. It differs from Phase 1 in a number of ways including:
- Targeting a larger number of families - an additional 400,000 nationally equating to 1,000 families in Hartlepool.
 - A broader set of criteria which allows greater flexibility and discretion in identifying the families that we work with.
 - A new measure of success for the programme based on achieving 'significant and sustained' progress for families as defined by a local Troubled Families Outcomes Plan, rather than families being 'turned around' according to nationally defined criteria.
 - A different payment by results model which is based on a £1,000 attachment plus £800 results payment based on achieving 'significant and sustained' progress for families or moving them into sustained employment.
 - A greater emphasis on the Troubled Families programme as a vehicle for transformation of services rather than purely focussing on achieving specific outcomes for individual families. Hartlepool receives an annual Service Transformation Grant of approximately £150,000 to assist in this process.
- 3.5 There is a national evaluation framework for Phase 2 of the programme that has a number of different elements and some of the interim results of these activities have been used in this report:
- Participation in the **National Impact Study**, which involves matching our locally held data against nationally held data sets in order to show improved outcomes (submitted at six monthly intervals to DCLG).
 - Submission of **Family Progress Data** that supplements the National Impact Study with information that cannot currently be accessed from nationally held data sets (submitted at six monthly intervals to DCLG).
 - Submitting data into a national **Cost Savings Calculator** designed to show where benefits accrue from improving outcomes for families (completed and submitted annually to DCLG showing direct costs of running the programme)
 - **Payment by Results** submissions for families that have achieved the significant and sustained progress needed to make a successful claim, in line with the Hartlepool Think Family Outcomes Plan.
- 3.6 There are also robust local assurance processes which ensure all payment by results claims are accurate and based on the most reliable evidence. These include audits of each and every batch of claims made to DCLG by our Internal Audit Service and spot checks carried out by DCLG themselves which

are essentially an inspection of not only our data sharing and monitoring processes but also our practice against the key Troubled Families Programme:

- There is an identified Lead Practitioner/Key Worker
- There has been an assessment that takes into account the needs of the wider family
- There is a single family plan in place involving all family members
- The outcomes in the single family plan are aligned to the TF Outcomes Plan

3.7 The full evaluation report can be found as appendix A.

4. CONCLUSION & RECOMMENDATIONS

4.1 This evaluation shows that the approaches that Hartlepool has taken to implement the national Troubled Families Programme have made a positive impact on families and individuals. Based on this evidence, the following recommendations are made with the purpose of encouraging debate regarding how partnerships between organisations in Hartlepool can be further developed and what good practice can be taken forward post-2020.

- Continued development of a Hartlepool wide Families Outcomes Plan. The evidence from six years of the Troubled Families programme shows that a clear focus on outcomes helps organisations to evidence the impact of their interventions, helps families to understand where they are and where they would like to be and helps key workers develop better relationships with families. Therefore, it is recommended that the current Think Family Outcomes Plan be used as a basis to develop a town-wide family outcomes plan. Without the constraints of a payment by results process, this expanded outcomes plan can focus more on local priorities. Every family requiring support will therefore receive the same offer and outcomes measured against a clear understandable Outcomes Framework.
- Data can be used more effectively to identify local priorities. The focus on data collection through the Think Family Programme has already enabled us to drive important strategic decisions such as the commissioning of services and the restructuring of Early Help. Thought should be given to how in-depth information and intelligence could be collected for the wider cohort post 2020 to support evidence-based decision making. Local authorities' strategic use of data goes hand-in-hand with shifting the focus of services to creating impact. Using data to track outcomes can align incentives of key stakeholders and create a concrete mechanism for monitoring progress.
- To ensure the data is available to inform strategic decision making, better partnership working needs to be developed to ensure information sharing is both smooth and safe. For example, the lack of information around the mental and physical health conditions affecting our families has significantly impacted our ability to analyse their impact. Whilst key worker information

has gone some way to mitigating this, it is by no means a substitute for data that could help identify trends and gaps in service.

- A considerable amount of time and effort has gone into making training available for the majority of identified root causes (Better Childhood Programme) such as Domestic Violence, Mental Health and Substance Misuse. However, to date, there has been minimal training across the whole children's workforce regarding what whole family working looks like and how it should be undertaken. The same is applicable for key worker training. This has led to inconsistent approaches to family work which then impacts on outcomes. Consideration should be given to rolling out training on whole family working and role of the Lead Practitioners/Key Workers.
- The development of whole family assessment and single family plans are essential to addressing some of our most serious concerns regarding school attendance, anti-social behaviour and domestic violence. Where there are single plans, and joint working between all internal and external partners involved with a family, that family's outcomes are significantly better. However, as mentioned above, where this joint responsibility is not evident, outcomes are significantly worse for families.
- In order to continue the work started by the national Troubled Families programme, there needs to be clear support for the principles of Think Family from all levels of management across HBC and partners, particularly the Children's Strategic Partnership.

5. RISK IMPLICATIONS

- 5.1 The information within this report sets out how the council is responding to its statutory duty to safeguard children.

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no specific financial considerations within this report however it needs noting that funding for this programme ceases in 2020 and the Local Authority will need to consider the activities that this funds.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations within this report.

8. CONSULTATION

- 8.1 Ongoing consultation has taken place with families within the programme as can be seen within the evaluation report (Appendix A).

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 Children's Services continues to support families in need and are always mindful of families in poverty to ensure they receive the right support at the right time. Troubled Families has a very clear role to work with families to find employment through the secondment of a worker from Department of Work and Pensions (DWP).

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 10.1 Children's Services supports all children and families that need help and protections and always consider equality and diversity issues to ensure that services are fully accessible.

11. STAFF CONSIDERATIONS

- 11.1 There are no specific staff considerations within this report.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 For members to note the report with a particular focus on the recommendations.

14. REASONS FOR RECOMMENDATIONS

- 14.1 The Troubled Families programme has had an impact on families in Hartlepool and it is important that we understand the reason for this impact and further develop this work to ensure further impact.

15. BACKGROUND PAPERS

None

16. CONTACT OFFICERS

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Think Family: Evaluation of the Troubled Families Programme in Hartlepool December 2017

1. Introduction

This report provides an overview of the Troubled Families programme in Hartlepool. It sets out how delivery of the programme has developed since its inception in 2012, what evidence exists in terms of improved outcomes for families, and how it has acted as a catalyst for wider service transformation across all partners in Hartlepool.

2. Overview and History of the National Troubled Families Programme

The first Phase of the national Troubled Families programme was launched in April 2012 with the ambition of 'turning around' the lives of 120,000 families¹. Whilst the programme was initially announced in the aftermath of the riots in 2011, some of the thinking around how services could work most effectively with families² with multiple and complex issues was already in development, for example through the work on Family Intervention Projects (known as Hartlepool Intervention Project HIP locally).

Phase 1 of the programme required Local Authorities to identify suitable families based on the national criteria of adult unemployment, poor school attendance and children and young people involved in crime and anti-social behaviour. Hartlepool was mandated to identify and 'turn around'³ 290 families by March 2015.

The government estimated that the average unit cost of intensive intervention with a family was £10,000. Therefore, the Department for Communities and Local Government (DCLG) made available £4,000 for each family 'attached' to the programme and subsequently 'turned around', divided into a £3,200 attachment fee paid upfront once the family had been identified and a £800 payment by results once the family had been 'turned around'.

¹ DCLG (2012) The Troubled Families Programme: Financial Framework for the Troubled Families programme's payment-by-results scheme for local authorities Crown, London.

² For the purposes of the programme, the definition used by the Census 2011 was used to define a 'family': 'A group of people who either have living accommodation, or share one meal a day and who have the address as their only or main residence'. The household must also contain at least one 'dependent child' which is a person aged 0-15 (or 16-18 if in full-time education) and living in a family. Non-dependent children are those living in a household who are aged 16 or over who are not in full-time education or who have a spouse, partner or child living in the household. The programme does not work with children who are Looked After unless there is a plan to repatriate the child(ren) to their family or there is a Special Guardianship Order granted.

³ The phrase 'turned around' was coined by HM Government and means to improve the outcomes for the family according to a prescribed set of targets incentivised by a payment by results process.

APPENDIX A

A second Phase of the national Troubled Families programme was announced in 2014 with the aim of supporting a further 400,000 families nationally until 31st March 2020⁴. It differs from Phase 1 in a number of ways including:

- Targeting a larger number of families - an additional 400,000 nationally equating to 1,000 families in Hartlepool.
- A broader set of criteria which allows greater flexibility and discretion in identifying the families that we work with. Every family will have at least two of the six headline problems outlined in section 4.1 of this report.
- A new measure of success for the programme based on achieving 'significant and sustained' progress for families as defined by a local Troubled Families Outcomes Plan, rather than families being 'turned around' according to nationally defined criteria.
- A different payment by results model which is based on a £1,000 attachment plus £800 results payment based on achieving 'significant and sustained' progress for families or moving them into sustained employment.
- A greater emphasis on the Troubled Families programme as a vehicle for transformation of services rather than purely focussing on achieving specific outcomes for individual families. Hartlepool receives an annual Service Transformation Grant of approximately £150,000 to assist in this process.

There is a national evaluation framework for Phase 2 of the programme that has a number of different elements and some of the interim results of these activities have been used in this report:

- Participation in the **National Impact Study**, which involves matching our locally held data against nationally held data sets in order to show improved outcomes (submitted at six monthly intervals to DCLG).
- Submission of **Family Progress Data** that supplements the National Impact Study with information that cannot currently be accessed from nationally held data sets (submitted at six monthly intervals to DCLG).
- Submitting data into a national **Cost Savings Calculator** designed to show where benefits accrue from improving outcomes for families (completed and submitted annually to DCLG showing direct costs of running the programme)
- **Payment by Results** submissions for families that have achieved the significant and sustained progress needed to make a successful claim, in line with the Hartlepool Think Family Outcomes Plan.

⁴ DCLG (2014) Interim Financial Framework for the expanded Troubled Families programme Crown, London.

APPENDIX A

There are also requirements to have robust local assurance processes which ensure all payment by results claims are accurate and based on the most reliable evidence. These include audits of each and every batch of claims made to DCLG by our Internal Audit Service and spot checks carried out by DCLG themselves which are essentially an inspection of not only our data sharing and monitoring processes but also our practice against the key Troubled Families Programme which are:

- There is an identified Lead Practitioner/Key Worker
- There has been an assessment that takes into account the needs of the wider family
- There is a single family plan in place involving all family members
- The outcomes in the single family plan are aligned to the TF Outcomes Plan

3. Phase 1 overview (Think Family Think Communities)**3.1. Identification of families**

Across the course of Phase 1, which began in April 2012 and ended in March 2015, Hartlepool was mandated to identify and engage with 290 families, which we did successfully.

Families were identified by matching local data sets. Once we had identified families who had children involved in crime or anti-social behaviour or who had school attendance issues we were then able to request information from DWP regarding whether an adult in the household was in receipt of a key out of work benefit⁵. This was done using DWP's automated data management system (ADMS) for which we have a data sharing agreement in place.

3.2. Model of delivery

Identified families were key worked by the Think Family, Think Communities (TFTC) team alongside allocated Social Workers and Family Support Workers, with the aim of piloting new ways of working to improve outcomes for families. The team was made up of a Youth Offending Worker, a Family Support Worker, two Probation Officers, an Attendance Officer and a Housing Officer. There were also a number of professionals that had dedicated time to work alongside the team and were part of the 'virtual TFTC team'; three Anti-Social Behaviour Officers, a Substance

⁵ Employment & Support Allowance, Job Seekers Allowance, Incapacity Benefit, Carer's Allowance, Income Support or Severe Disablement Allowance

APPENDIX A

Misuse Worker and a Domestic Violence Worker. In addition to this, the team had access to case supervision and training from the Local Authority's Psychology team.

3.3. Outcomes for families

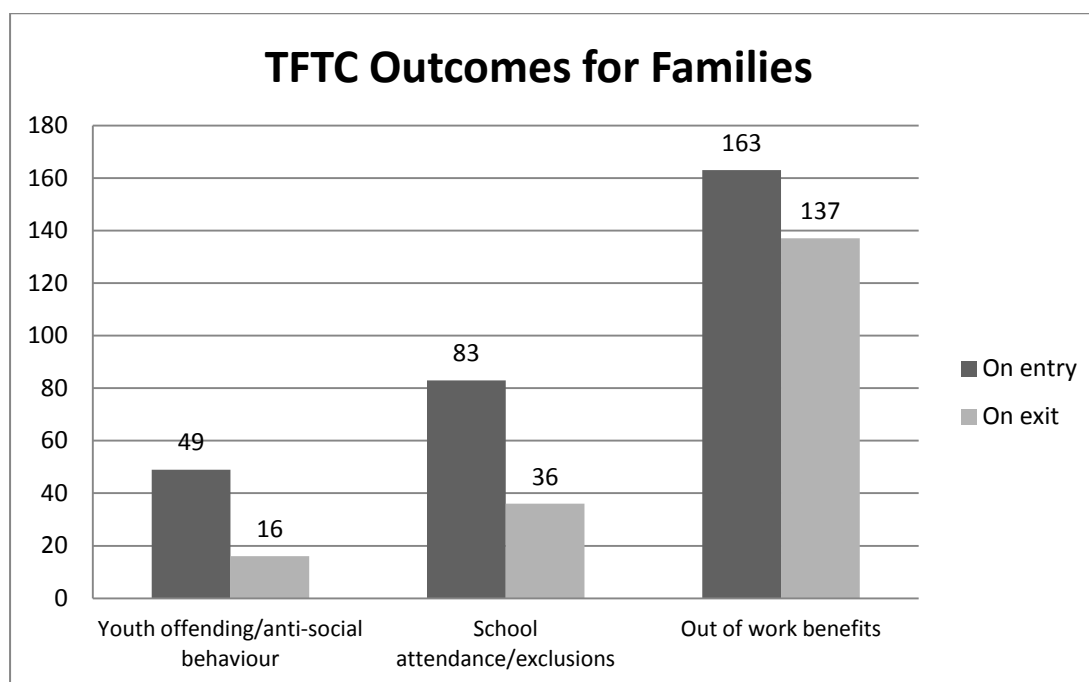
For those families who were identified as meeting the education, crime and anti-social behaviour criteria, we had to evidence that they had attended school for at least 85% over the last three consecutive terms, reduced youth offending by at least 33% and reduced their anti-social behaviour by at least 66%.

To make a 'progress to work' claim we had to evidence that at least one adult in the family had either volunteered for the DWP's Work Programme (i.e. their benefits mean that they are not mandated to participate) or have been attached to the European Social Fund's provision for families with multiple problems in the last 6 months.

Continuous employment involved evidencing that at least one adult in the family had moved from out-of-work benefits and into continuous employment. Continuous employment was defined as a minimum of 13 consecutive weeks or 26 weeks for those previously claiming Job Seekers Allowance.

DCLG introduced a 'subsequent employment' criterion for the February 2015 claim window. If a family whom we had already claimed for subsequently met the continuous employment criteria, this is called 'subsequent employment'.

An analysis has been carried out to establish what impact the Think Family, Think Communities Programme has had on families' lives. The following data shows the position for families upon entry to the programme compared to the position on exit.



On entry, 49 of the 290 families were identified as having a young person in the household whom had caused one or more anti-social behaviour incident in the community or had committed a proven criminal offence in the previous 12 months. Upon exit, this figure had reduced to 16, a reduction of two thirds.

83 families had children that were either excluded from school or had poor attendance (the national benchmark at that time was 85% attendance or less over the previous three consecutive terms). On completion of the programme this figure had reduced to 36 representing a 57% improvement.

The majority of the families (163 or 56%) were in receipt of out of work benefits on entry to the project. Upon completion this figure had reduced to 137 representing a reduction of 16%.

There was a clear and continued improvement in the lifestyles and behaviour patterns of most of the households taking part in the project. Indeed, all households showed at least some measure of improvement as evidenced by the qualification for funding; payment by results.

3.4. Payment by Results

Hartlepool 'turned around' 100% of our 290 families identified by the programme. The Payment by Results income generated from those claims totalled £316,300 over the lifetime of Phase 1.

3.5. Feedback from families involved in the programme

At the end of Phase 1 feedback was gathered from a cross section of families who had engaged in the Think Family, Think Communities programme. The aim was to gather feedback from 10% of the cohort. In the end, 24 families fully engaged with the evaluation and were interviewed individually in their own homes.

Feedback was gathered using a linear scale from zero to 10 as well as using semi-structured interview questions. Zero indicated a negative, the family were in a 'bad place' and 10 equalled a positive 'good place'.

Families were asked to identify how they felt about their lives both before and after Think Family, Think Communities intervention. 100% of families said that before intervention they were sitting somewhere between 0 – 4. 11 families felt that they were at zero (46%). Many families reported feeling alone and overwhelmed with their problems; they said that they **'wanted to give up'** had **'no one to turn to'** and they were **'desperate for help'**.

Respondents were asked to identify how they felt about their lives post TFTC intervention. Apart from one young person, all families identified some movement along the scale, at various degrees. Fifteen out of the 24 families (63%) placed themselves as sitting between 8 and 10 on the scale. Families generally felt more able to think about the future, have aspirations and set goals, particularly in relation to education, training and employment.

Common themes identified during the interviews are listed below. The families own words are quoted where possible:

- Quality of the relationship between TFTC workers and the family: This was a key factor which involved enabling and empowering families to solve their problems.
- Trust: This was built upon reliability, timeliness of support and encouragement of the parent/child/young person. Respondents said that problems were solved **'without a fuss'**, **'it was someone to lean on, a woman to understand how I feel'**
- Communication: they felt **'comfortable'** talking to the TF worker who **'never promised anything without doing it'**
- Intervention was client led: **'No pressure it was all done at our pace'** and involved **'working together and listening'**.
- Families recognised that the process was difficult and required work from them: **'it has been hard and difficult but glad I allowed TF into my life'**.

APPENDIX A

In conclusion, Phase 1 of the Think Family, Think Communities Programme in Hartlepool has made an impact on the lives of families. Moreover, the assertive, persistent, whole family approach appears to have been welcomed by most families requiring additional support.

4. Phase 2 overview – the expanded programme (Think Family)**4.1. Identification of families**

As a high performing area, Hartlepool were asked to become an early adopter of Phase 2 of the programme in September 2014. The purpose of early adopters was to provide DCLG with a strong evidence base ahead of the upcoming Spending Review to demonstrate the case for continued investment in the expanded programme.

The expanded programme retained the focus on families with multiple, high cost problems; however it broadened the nationally defined criteria to six headline problems of which, families must have at least two to be eligible for the programme:

- Parents and children involved in crime or anti-social behaviour
- Children who have not been attending school regularly
- Children who need help
- Adults out of work or at risk of financial exclusion and young people at risk of worklessness
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

Each local authority had to develop an outcomes plan, agreed by all partners, which set out what significant and sustained progress looked like for each of the six headline problems. This approach aimed to provide the flexibility to measure success in a way that reflects the service transformation and cost reduction priorities of each local authority and its partners.

4.2. Model of delivery

It was decided that the delivery of Phase 2 of the programme in Hartlepool should be mainstreamed. The Think Family, Think Communities team ceased and the key principles of the programme and of whole family working were promoted with the wider children's workforce. The learning from Phase 1 was shared with the wider children's workforce.

APPENDIX A

The local name of the programme was changed from Think Family, Think Communities to Think Family to place greater emphasis on the whole family working approach. Operational resource is minimal but several partners have contributed to this and include:

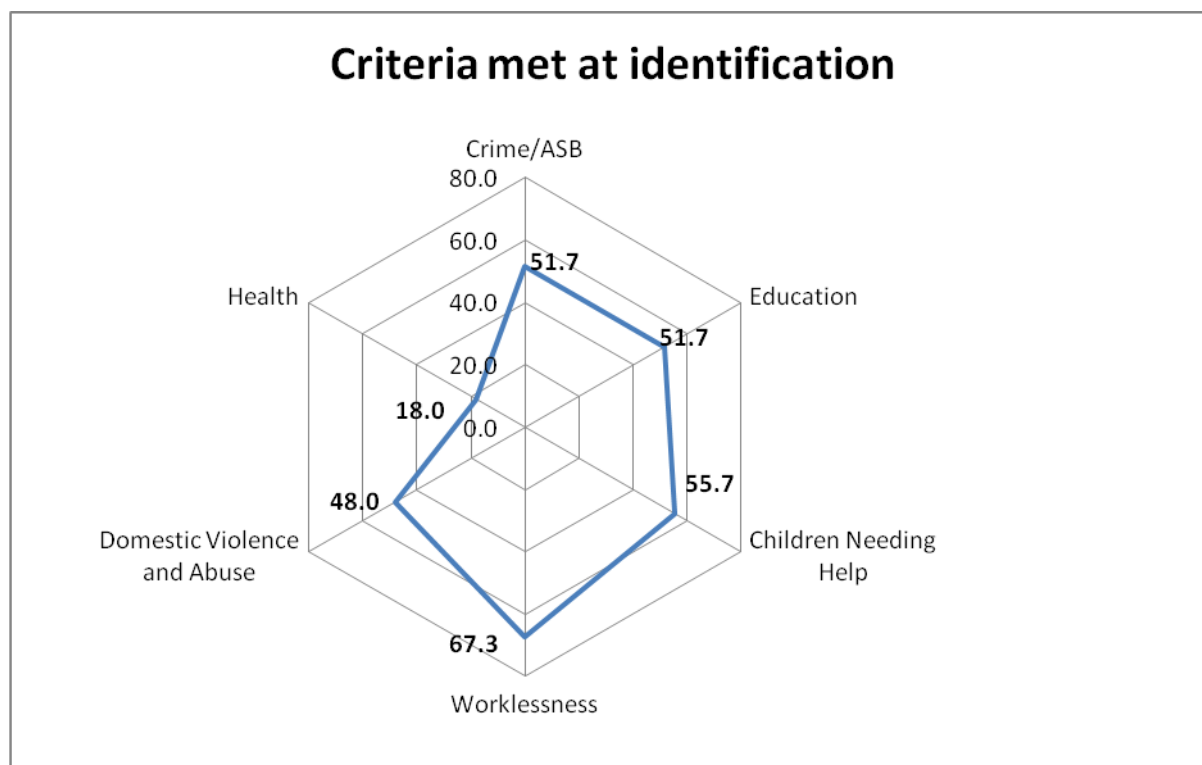
- A Think Family Coordinator x 1 (HBC)
- Development & Information Systems Officer x 1 (HBC)
- Data Analyst x 1 (HBC)
- Think Family Support Worker x 1 (HBC) mostly responsible for specialist interventions and housing issues
- Troubled Families Employment Adviser (seconded from DWP)
- Troubled Families Police Officer (based with Police but aligned to the Think Family team)
- Link to HBC Psychology team

Mainstreaming the programme also meant that all families would receive the same level of service regardless of whether they were identified for the programme or not. The only difference was the collection and monitoring of information to demonstrate improved outcomes and make payment by results claims. To enable this work, a family consent form was developed and agreed by Hartlepool Safeguarding Children Board that clearly explains the principles of the programme and how a family's information may be used for the purposes of monitoring their progress and national research.

4.3. Outcomes for families

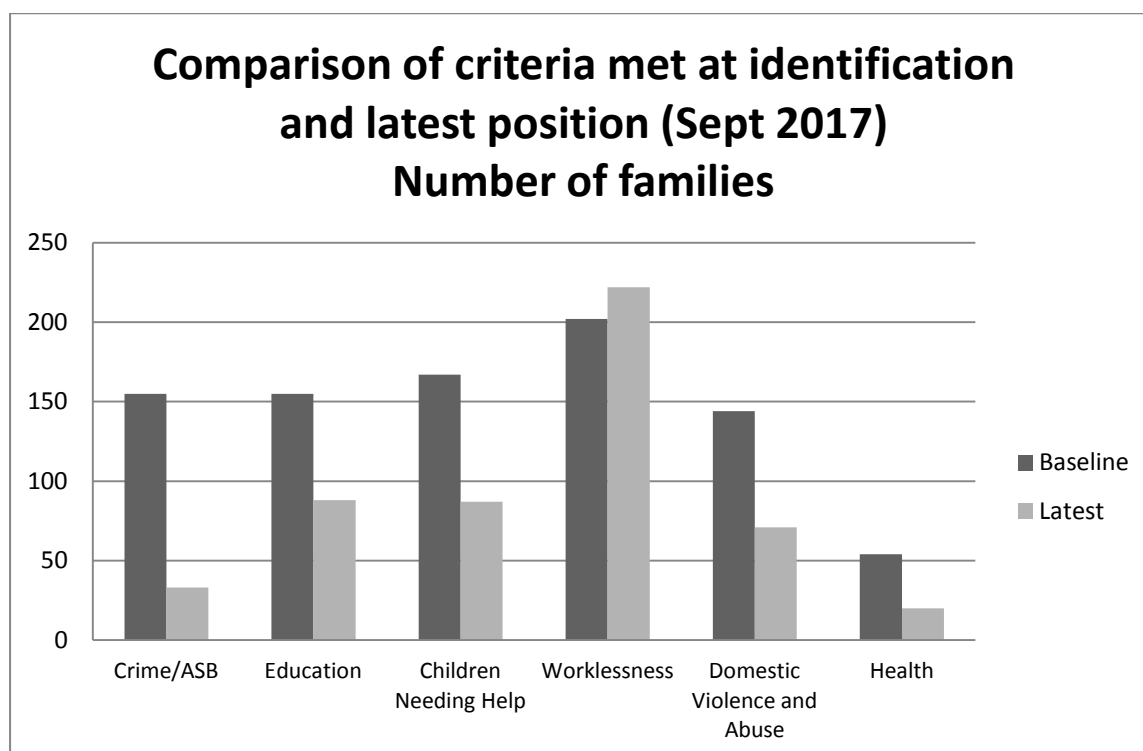
As of September 2017 607 Hartlepool families had been identified for the programme and 275 claims made. This is 45% of families identified so far and 27.5% of our target number of 1000 families. In order to measure effectiveness sufficient time must be allowed for their influence to take effect. Therefore, the analysis below is based on the first 300 families identified for Phase 2 of the programme. The most complex and resource intensive families were identified first and therefore this group represent our most challenging cohort.

The graph below illustrates the percentage of families known to be affected by each of the qualifying criteria on entry to the programme.



As would be expected for a programme targeting families with multiple, complex problems, there are high percentages of all criteria. Health is the only anomaly. Health covers mental and physical health as well as substance misuse. The low numbers reflect the lack of information sharing in this area rather than the scale of the issues affecting families. DCLG have pursued a national data sharing agreement for Phase 2 of Troubled Families with the Department of Health but as yet no progress has been made. Given that Hartlepool has brought together 0 to 19 health services with Early Help services, once systems are up and running this should hopefully improve information sharing. At the moment, Health needs are identified by the family's key worker through assessment and their progress is monitored through review processes such as Team around the Family and Core Groups.

The chart below shows the comparison between the number of families affected by each issue at the point they were identified for the programme (baseline) and the latest position for those same families as of September 2017.



The results of the quantitative analysis demonstrate significant improvement in outcomes for our families.

Crime and anti-social behaviour has reduced by over two-thirds. This is a benefit to individual families but also the wider community and means less of a strain on Police, Courts and the Youth Justice Service.

The Education criteria cover children who have less than 90% attendance, received three or more fixed term exclusions or they have received a permanent exclusion within the last three consecutive terms. One of the quirks of the Think Family Programme is that when a young person leaves school, regardless of how low their attendance was, it is no longer considered an issue. This is partially responsible for the considerable improvement in this criterion. To demonstrate the scale of the attendance problem, a recent analysis of long term Children in Need in Hartlepool (as defined by section 17 of the Children Act 1989) showed that 50% of the cohort had less than 90% attendance over the previous three consecutive terms. Improvement in school attendance and/or reduction in fixed term exclusions can dramatically improve life chances and reduce the risk of becoming NEET (not in education, employment or training) or moving onto out of work benefits. Therefore, we continue to monitor all young people identified for attendance regardless of whether we have been able to make a payment by results claim or not.

The substantial reduction in the Children Needing Help criterion indicates that those families are getting the help they need in a timely way. This is preventing them from moving further into the Social Care system which is a positive outcome for families and may have long-term financial benefits for the Local Authority and Partners.

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Worklessness, or more specifically adults claiming an out of work benefit, is the only criterion to have increased slightly. Traditionally worklessness has not been a focus of the wider children's workforce and so this has been a considerable learning curve. To address what is undoubtedly a significant issue for our families, DWP have seconded a Troubled Families Employment Adviser to the local authority who is making significant in-roads into working with families with long-term (and sometimes generational) worklessness and also with upskilling key workers to have more direct and focussed conversations with families about how they can make progress into work.

There are several reasons for the increase in numbers of adults claiming an out of work benefit:

- Key workers do not always know whether adults in the household are claiming at the time of identification. In addition to this, the information sharing agreement with DWP states that we must have identified the family for other criteria before requesting information regarding benefits. This results in an underestimate of the scale of the problem on enrolment to the programme.
- The Think Family Employment Advisor (TFEA) is working to upskill key workers on what benefits are available and the entitlement qualifying criteria. This has led to the targeted signposting of families to claim the most appropriate benefits thus hopefully reducing their risk of financial exclusion.
- Children with poor school attendance will be at greater risk of becoming NEET when they reach school leaving age. Thus, they could simply transfer from one criterion (education) to another (worklessness).
- Previous low level of engagement in seeking employment or improving employability has resulted in sanctioning or the denial of benefits.

This innovative work is evidenced by the fact that 14% of our payment by result claims on Phase 2 of the programme have been for adults moving into employment. This compares to 2% in Phase 1.

The recent introduction of Universal Credit (UC) in Hartlepool has also added further difficulties within this criterion, we are working very closely with DCLG and DWP to look at the main issues and how they can be addressed i.e.

- Our TFEA does not have direct access to UC records (journal notes), and has to ring the Job Centre Single Point of Contact to answer a lot of UC queries posed by families and at times staff. This can be time consuming as we are receiving a lot more general enquiries around entitlement. If the TFEA had direct access to Journal notes they would be aware of ongoing work, sanctions in place or outstanding actions and be able to speed up/streamline clients requests. It would also put them in a position to add journal notes which has to be beneficial for all concerned including the Work Coach. Some of our families unfortunately do not always like

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disclosing particular sanctions/actions required of them. Having access would mean the TFEA would be aware of this and able to support the family more effectively.

- The gap between individuals registering for UC and receiving their first payment is normally a minimum of five weeks. The most common query from families is how they can manage without money for five weeks. Families are entitled to a 50% advance of housing allowance and 50% advance of personal allowance (if all documentation is in place). They have 6 months to pay this money back and it does not affect their first payment. As a Local Authority we are making considerable Section 17 payments to help bridge this period. Interventions around budgeting and debt management are now being rolled out to those families needing it; however this continues to be a strain.

The reduction in domestic violence and abuse mirrors the crime and anti-social behaviour criterion with similar benefits, costs and resource implications. Whilst domestic violence comes from a combination of factors, the benefits of working holistically with the whole family and referring appropriately to specialist services can be seen in these outcomes.

As mentioned before, the sharing of health information including physical and mental health and substance misuse is limited to key worker reporting. However, the significant reduction (over a half) in health and/or alcohol/drug misuse problems is very encouraging. This could be due to several reasons including better management and control of the underlying problem, access to more appropriate treatment or counselling or simply an improvement to the feelings of wellbeing resulting from less stress due to the resolution of other presenting criteria. Better information sharing would make for better analysis of the underlying issues affecting our families.

4.4. Payment by Results

In the expanded programme there are three ways in which to qualify for payment by results, either by demonstrating significant and sustained progress (SSP) against all identified problems, demonstrating significant and sustained progress against all identified problems apart from employment or evidencing continuous employment (CE) for 13 weeks or more.

Year	Total families identified	Total number of claims made	Claims for Significant & Sustained Progress	Claims for Employment	Value (excluding attachment fee)
2015/16	307	35	28	7	28,000
2016/17	223	175	158	17	140,000
2017/18 (as of Sept 17)	77	65	52	13	52,000

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Total	607	275	238	37	220,000
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5. Service transformation & partnership working

The aims of the national Troubled Families Programme have always been to encourage partnership working and service transformation. DCLG have awarded a Service Transformation Grant to local authorities since the inception of the programme with which to develop better partnership working, data systems and collection and innovative service delivery.

Hartlepool's own transformation programme is 'A Better Childhood in Hartlepool'. This is a cross sector transformation programme supported by Cleveland Police, the Clinical Commissioning Group, Schools, Community and Voluntary Sector and Hartlepool Borough Council. It identified the need to reduce demand for specialist services to enable the Council and partners to manage shrinking budgets.

Consultancy agency Impower were commissioned to help identify what had been driving increasing demand and to support the case for change across the wider children's workforce. This included the development of integrated teams across four localities which include Health Visitors, Family Support Workers, School Nurses, Community Nursery Nurses and Social Workers. The agreement between all partners was to base the integrated localities on the current Children's Centre reach areas which also align to the school clusters.

In addition to the four locality teams, the Intensive Response Team (IRT) has been created. The primary focus of this team is to provide intensive support and assistance to families to prevent needs escalating. The Intensive Response Team is a multi-disciplinary team which consists of Family Support Workers, parenting worker, child exploitation worker, domestic abuse worker, experienced health visitors and a housing support officer. Other services are aligned to the team which includes: Family Nurse Partnership, and the Educational Psychology team. Although there is an expectation that the one key worker model will be the primary level of support for children and families there are some families who will require additional more intensive support to ensure that the children remain within the family.

With the rapid pace of change and development of new partnerships undertaken over the last few years, the local authority is currently undertaking a self-assessment with its partners using the Early Help Service Transformation Maturity Model prescribed by DCLG. The purpose of the Maturity Model is to help assess how much progress has been made in transforming services across all partners and to help consider what more can be achieved.

6. Spot Check

We received our first Spot Check from DCLG early in January 2018. Every local authority receives two spot checks throughout the duration of the programme. The spot check is an audit of claims made to ensure we have identified families

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correctly, are able to evidence the families' journey through interventions and finally evidence the claim criteria achieved and positives steps made by the family.

Thirty-one claims were identified by DCLG for the check, 15 of which were intensively audited. Five days notice was given to prepare the evidence for each of the claims.

The spot check enabled DCLG to look at how we work with our partners to use our data to effectively identify families, implement the whole family approach model and achieve appropriate outcomes for those families.

The inspection was successful and all of our claims were signed off as valid. The inspection also confirmed that we currently have suitable systems and processes in place for the programme.

The evidence provided was of a high standard and the staff that were interviewed by the inspectors were highly praised for their knowledge, enthusiasm and commitment to their work. Overall this was a very valuable experience by all involved and more importantly highlighted that we are heading in the right direction and clearly making a difference to families' lives.

7. Updated Financial Framework for the Troubled Families Programme January 2018

The Department for Communities and Local Government have devised a new Financial Framework for the programme; this takes effect from January 2018 and replaces previous versions⁶. This new framework aims to incentivise a re-configuration of services around families and to encourage innovative, multi-agency practice that best fits local context. It also takes into account changes such as Universal Credit and feedback from Local Authorities that a 'distance travelled' measure was needed to reward those families where children have exceptionally low school attendance but who have made significant progress without meeting the 90% attendance over three consecutive terms threshold.

The new framework also includes the Early Help Service Transformation Model and Toolkit which launched in November 2016. The model seeks to capture the principles that underpin meaningful system and cultural change. The annual Service Transformation Grant is now conditional on the use of the Early Help Service Transformation Model.

8. Think Family Exit Planning – 2020 and beyond

The Troubled Families programme has been an important catalyst for re-designing the way services work to support people that have multiple complex issues. In practice this has meant the delivery of the Troubled Families programme has been incorporated into a broader redesign of public services

⁶ DCLG (2017) Financial Framework for the Troubled Families Programme January 2018 Crown, London

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with the aim of incentivising meaningful service transformation by breaking down silos between service providers, improving referral processes, embedding the whole-family approach, strategically using data to improve service delivery, focussing on achieving meaningful outcomes and using lessons learned to inform future policy decisions.

Local evidence collected from both Phase 1 and Phase 2 of the programme so far shows that these approaches not only have a significant impact on the lives of individual families but also benefits the wider community. This in turn is helping to reduce costs and help partner organisation meet their budgetary constraints.

9. Reflections

This evaluation shows that the approaches that Hartlepool have taken to implement the national Troubled Families Programme have worked and have made a significant positive impact on families and individuals. This in turn has shown to make considerable fiscal savings. Based on this evidence, the following recommendations are made with the purpose of encouraging debate regarding how partnerships between organisations in Hartlepool can be further developed and what good practice can be taken forward post-2020.

- Continued development of a Hartlepool wide Families Outcomes Plan. The evidence from six years of the Troubled Families programme shows that a clear focus on outcomes helps organisations to evidence the impact of their interventions, helps families to understand where they are and where they would like to be and helps key workers develop better relationships with families. Therefore, it is recommended that the current Think Family Outcomes Plan be used as a basis to develop a town-wide family outcomes plan through the Children's Strategic Partnership. Without the constraints of a payment by results process, this expanded outcomes plan can focus more on local priorities. Every family requiring support will therefore receive the same offer and outcomes measured against a clear understandable Outcomes Framework.
- Data can be used more effectively to identify local priorities. The focus on data collection through the Think Family Programme has already enabled us to drive important strategic decisions such as the commissioning of services and the restructuring of Early Help. Thought should be given to how in-depth information and intelligence could be collected for the wider cohort post 2020 to support evidence-based decision making. Local authorities' strategic use of data goes hand-in-hand with shifting the focus of services to creating impact. Using data to track outcomes can align incentives of key stakeholders and create a concrete mechanism for monitoring progress.

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- To ensure the data is available to inform strategic decision making, better partnership working needs to be developed to ensure information sharing is both smooth and safe. For example, the lack of information around the mental and physical health conditions affecting our families has significantly impacted our ability to analyse their impact. Whilst key worker information has gone some way to mitigating this, it is by no means a substitute for data that could help identify trends and gaps in service.
- A considerable amount of time and effort has gone into making training available for the majority of identified root causes (Better Childhood Programme) such as Domestic Violence, Mental Health and Substance Misuse. However, to date, there has been minimal training across the whole children's workforce regarding what whole family working looks like and how it should be undertaken. The same is applicable for key worker training. This has led to inconsistent approaches to family work which then impacts on outcomes. Consideration should be given to rolling out training on whole family working and role of the Lead Practitioners/Key Workers.
- The development of whole family assessment and single family plans are essential to addressing some of our most serious concerns regarding school attendance, anti-social behaviour and domestic violence. Where there are single plans, and joint working between all internal and external partners involved with a family, that family's outcomes are significantly better. However, as mentioned above, where this joint responsibility is not evident, outcomes are significantly worse for families.
- In order to continue the work started by the national Troubled Families programme, there needs to be clear support for the principles of Think Family from all levels of management across HBC and partners.

Appendix 1: Think Family Identification Form**Identification Form for Think Family**

Nominating service		Nominating person		Date	
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<u>Family Members</u> <u>Names, DOB & Relationships</u>	<u>Address</u>	<u>Consent to share information?</u> <u>(Yes/No)</u>

REASON FOR IDENTIFICATION

Please note that a family must meet *at least* two of the criteria below to be considered for TF.

For the purposes of Think Family the Census 2011 definition is used: A group of people who either share living accommodation, or share one meal a day and who have the address as their only or main residence. For the purposes of the programme, families must contain dependent children.

Educational issues: (e.g. attendance, fixed or permanent exclusion, vulnerable pupil, not registered with a school, alternative education)	Open to agency (Yes/No) If yes, name of worker

Crime and ASB: (e.g. adult or child with history of offending, anti-social behaviour, suspended, community sentence, prison/YOI)	Open to agency (Yes/No)
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	If yes, name of worker

Financial exclusion and worklessness: (e.g. family member claiming 'out of work' benefits, risk of eviction, accessing local welfare support, accessing Foodbank, income less than £16,190 per year, debt, child at risk of NEET, young person NEET)	Open to agency

Children in need of help: (e.g. child in need, child protection, section 47, Early Help Assessment, child disengaged or failed to take up free learning entitlement including 2 year old nursery place, child referred to Vulnerable, Exploited, Missing or Trafficked group)	Open to agency (Yes/No) If yes, name of worker

Family affected by Domestic Violence or Abuse: (e.g. current or historical victim or perpetrator of domestic abuse)	Open to agency (Yes/No) If yes, name of worker

Adults or children with a range of health problems: (e.g. child or adult with mental health problems, substance misuse problems, referred to Family Nurse Partnership, eligible for Children's Centre Universal Plus Pathway)	Open to agency (Yes/No) If yes, name of worker

Can you also confirm that the following are in place/have been completed?

A family assessment has been completed	Y/N
There is a whole family plan in place	Y/N
You are the named lead practitioner/key worker, if NO please name them here:	Y/N

NOTE**

If the family are added to the Think Family cohort you will be forwarded a copy of the Think Family Outcomes Plan which clearly identifies the outcomes required for us to show 'sustained and significant progress'.

Please link the outcomes on your plan to those on the TF Outcomes Plan.

Appendix 2: Hartlepool Think Family Outcomes Plan

Purpose of the Think Family Outcome Plan

This document is a guide for frontline practitioners and managers across the Hartlepool Partnership to help evidence improved outcomes for families for the national Troubled Families Programme, known locally as Think Family. The programme supports families with multiple and complex problems; changing lives and transforming services for the better.

This outcome framework provides a concise and clear account of the goals Hartlepool wants to achieve and against which, success can be measured and verified.

Those families for whom **significant and sustained progress** or **continuous employment** has been achieved will attract a 'payment-by-result' under the terms of the programme and the national Financial Framework.

Vision

Our ambition as a children's partnership is to enable all children and families in Hartlepool to have opportunities to make the most of their life changes and be safe in their homes and communities.

We will achieve this vision through the following four principles:

- Families will have an assessment that takes account of the needs of the whole family;
- There is an action plan that takes account of all relevant family members;
- There is a lead/key worker for the family that is recognised by the family and other professionals involved with the family; and
- The objectives in the family action plan are aligned to Hartlepool's Think Family Outcomes Plan.

Identification of families and their needs

Families will be identified where they **meet two or more of the six key headline problems** set out in this plan (see below).

This outcomes plan should be applied to all families requiring support. It is not just for those families specifically identified and supported under the remit of Think Family.

As part of the whole family assessment and planning process the Lead Professional/Key Worker and the Team around the Family (TAF) will work with the family to identify all issues

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which need to be addressed. This will form the basis of a single multi agency Family Plan. Relevant outcomes will be drawn from this outcomes plan, against which significant and sustained progress will be judged. **In order to demonstrate that the family has achieved significant and sustained progress an outcome must be achieved for each headline problem present in the family.**

Where an additional headline problem or problems arise during the course of the intervention an outcome **must** also be achieved for these problems in order to demonstrate that the family has achieved significant and sustained progress

The 6 key headline issues (families are eligible if they have 2 or more presenting issues)

- 1. Parents or children involved in crime or anti-social behaviour**
- 2. Children who have not been attending school regularly**
- 3. Children of all ages who need help, are identified as in need or are subject to a Child Protection Plan**
- 4. Adults out of work or at risk of financial exclusion or young people at risk of worklessness**
- 5. Families affected by domestic violence and abuse (including stalking, honour based violence, female genital mutilation and forced marriage)**
- 6. Parents and children with a range of health problems**

Management oversight

Managers must continue to ensure that they maintain oversight of all Think Family cases, using relevant management checkpoints.

The Think Family team will undertake a series of agreed quality assurance checks on all cases to ensure that outcomes are reliable and accurate (for example, reviewing school census records regarding attendance, cross-check against youth crime data)

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TFTC Criteria:	Parents and young people involved in crime and anti-social behaviour		
Key Indicators:	Reduction in entrants into the youth justice system Reduction in incidents of anti-social behaviour among families and children		
Identification	Significant and Sustained Progress	Source	
<ul style="list-style-type: none"> Child aged 10 to 17 years has committed a proven offence* in the previous 12 months Adult ages 18+ has committed a proven offence* in the previous 12 months Adult with parenting responsibilities on a community order or suspended sentence Adult with parenting responsibilities who has less than 12 months from their release date from Prison Adult with parenting responsibilities subject to licence or supervision (post release) Adult or child who has been involved in an anti-social behaviour incident in the last 12 months 	<ul style="list-style-type: none"> No proven offences by any family member in the household in the last 6 months No known anti-social behaviour incidents by any family member in the household in the last three months Successful completion of an ASB or Housing related ASB Order by any family member in the household 	Police/Community Safety/YOS/Housing Provider	

Service Level Indicators	Source
Number of ASB incidents resulting in no further action (number of incidents)	Community Safety/Police
Number of ASB incidents resulting in further action (number of incidents)	Community Safety/Police
No. Police call outs (associated with individual family member)	Community Safety/Police
No. first time entrants to the youth justice system	YOS/Data Team
No. young offenders that go on to re-offend	YOS/Data Team
No. young people serving a custodial sentence (no. weeks served)	YOS/Data Team

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*A proven offence is a formal outcome given, either in or out of court.

TFTC Criteria:	Children who have not been attending school regularly		
Key Indicators:	Improved school attendance		
Identification	Significant and Sustained Progress		Source
<ul style="list-style-type: none"> Over 10% absence as an average across three consecutive terms, including authorised absences Child receiving at least three fixed term exclusions in the last three consecutive terms Child permanently excluded from school in the last three consecutive terms Child is identified as attending alternative education provision, home & hospital provision or there is an issue of equivalent concern to professional 	<ul style="list-style-type: none"> Child has attended school a minimum of 90% over three consecutive terms, including all authorised absences Child has no more than 1 fixed term exclusions over three consecutive terms Child has no permanent exclusions over three consecutive terms <p>Distance travelled measure:</p> <ul style="list-style-type: none"> A 40 percentage point increase in attendance for all children having 50% or less attendance at the point of identification including authorised absences (an increase in attendance of at least 40% must be shown, with all children reaching a minimum of 50% attendance as an average across 3 consecutive terms, including authorised absence) 		School Census/Key Worker/EHM/ICS

Service Level Indicators	Source
Missing from education: children who are neither persistently truant or permanently excluded (number of months)	Attendance Team
No. children with over 10% absence as an average across 3 consecutive terms	School Census

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No. children receiving a permanent exclusion	School Census
No. children receiving a fixed term exclusion	School Census

TFTC Criteria:	Children who need help: children of all ages who need help, are identified as in need or are subject to a Child Protection Plan	
Key Indicators:	Reduction in children becoming looked after or subject to a Child in Need/Child Protection Plan Improvement in family relationships/functioning Reduction in Child Sexual Exploitation	
Identification	Significant and Sustained Progress	Source
<ul style="list-style-type: none"> Child identified as needing Early Help (Early Help Assessment/open to Early Help Locality Team) Child identified as Child In Need under Section 17 of the Children Act 1989 (Child & Family Assessment/Child's Plan) Child who has been subject to an inquiry under section 47 of the Children Act 1989 Child identified as being subject to a Child Protection Plan Child is Looked After but with a plan to return home from care Child subject to a referral to the Vulnerable, Exploited, Missing and Trafficked Group Child showing signs of developmental need including speech, language or communication needs at their 2-2.5 year check and child does not have an Education, Health and Care Plan Teenage parent under 18 years old 	<ul style="list-style-type: none"> Family closed to Early Help, Child in Need, S47 or Child Protection with no repeat referrals for three months S47 enquiries result in No Further Action and no further enquiries for three months Child successfully returned home from care and sustained for three months Child on a Child Protection Plan is stepped down to Child in Need and sustained for three months Child in Need stepped down to Early Help and sustained for three months (this excludes those children with disabilities identified as Child in Need in the Children Act 1989) Parent engages with the Health Visitor at Universal Plus or Universal Partnership Plus for a three month period following the birth of the child and achieves the key outcomes identified in their needs assessment. Child is closed to the Vulnerable, Exploited, Missing and Trafficked Group with no repeat referral for three months. 	ICS/EHM/ Children's Centres/Group Work/SystemOne/ VEMT Group

Service Level Indicators	Source
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No. of children assessed as needing Early Help	EHM
No. of children subject to a Child Protection Plan or assessed as Child in Need	ICS
No. of children Looked After	ICS
No. cases discussed at VEMT	VEMT
Rate of teenage conceptions in under 18s	Key worker

TFTC Criteria:	Adults out of work or at risk of financial exclusion, and young people at high risk of worklessness		
Key Indicators:	Increase in parents sustaining employment Reduction in young people 'Not in Education, Employment or Training' (NEET)		
Identification	Significant and Sustained Progress		Source
<ul style="list-style-type: none"> Person currently in receipt of out of work benefits or claiming Universal Credit and subject to work related conditions (required to: attend work focused interviews, meet work preparation requirements or to proactively look for work) Young person who is not in education, training or employment Child at risk of leaving school with no qualifications and no planned education, training or employment Family who have accessed Local Welfare Support, Discretionary Housing Payments, Section 17 funding or Food banks in the last 12 months Family at risk of eviction due to rent arrears 	<ul style="list-style-type: none"> One or more persons aged 16+ who were identified as claiming a legacy out of work benefit have sustained employment for 13 consecutive weeks or 26 out of the last 30 weeks if claiming Job Seekers Allowance Once or more persons aged 16+ who were claiming Universal Credit have met the 'administrative earnings threshold' for 26 weeks out of the last 30 where they are required to look for work and 13 weeks where they were not required to actively seek employment. AET is: <ul style="list-style-type: none"> £338 gross taxable pay per month +£5.00 for single persons over 25 £541 gross taxable pay per month +£10.00 for couples over 18 £272 gross taxable pay per month for young people under 25 Adult or young person is enrolled in higher or further education or an apprenticeship for at least 13 weeks (or completes whole course if shorter) Family have and are engaging with an income and debt re-payment plan Adult or young person has completed volunteering/work experience or a programme or course which removes barriers to work Adults on out of work benefits have achieved progress to work as defined by the TF Progress to Work Proforma 		DWP/EHM/TF Employment Adviser/One Stop Shop/IYSS/Children's Hub /Housing provider

Service Level Indicators	Source
Number of evictions	Housing

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Number of homelessness applications (no. applications)		Housing
Number of weeks homelessness including temporary accommodation (no. weeks)		Housing
Rent arrears (value owed)		Key Worker
Housing tenure (type of landlord e.g. social, private etc)		Key Worker
No. adults claiming an out of work benefit		Key Worker (DWP can only provide information on TF families)
Young people aged 16 to 24 years who are NEET (no. months)		IYSS
TFTC Criteria:	Families affected by domestic violence and abuse (including stalking, coercive control, sexual violence, 'honour based violence', forced marriage and female genital mutilation)	
Key Indicators:	Reduction in incidents/impact of domestic violence and abuse for families	
Identification		Significant and Sustained Progress
<ul style="list-style-type: none"> Adult or young person known to have perpetrated an incident of domestic violence or abuse* in the previous 12 months Adult or young person known to have been a victim of or having witnessed domestic violence or abuse* in the previous 12 months 		<ul style="list-style-type: none"> No incidents of domestic violence or abuse* involving any member of the family or having been reported to Police for 6 months Victim and/or perpetrator of domestic violence or abuse* engages in with a specialist Domestic Abuse service programme and there has been sufficient progress to close the family to early help or social care services
		Police//Lead Professional/Key Worker Specialist Domestic Abuse service

Service Level Indicators	Source
No. of DV incidents	Police/Community Safety
No. DV notifications from Police to Social Services (Children's Hub)	Data Team

*For identification and claim purposes, where this plan references domestic violence and abuse, it includes any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Abuse can be psychological, physical, sexual, financial and emotional. It also includes so-called 'honour-based' violence, female genital mutilation and forced marriage and can also include stalking.

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TFTC Criteria:	Parents and children with a range of health problems		
Key Indicators:	Reduction in incidents/impact of substance misuse for families Increase in mothers who breastfeed children Reduction in teenage pregnancy Mental health and emotional wellbeing		
Identification	Significant and Sustained Progress		Source
<ul style="list-style-type: none"> Adult who currently has a drug or alcohol problem Young person who currently has a drug or alcohol problem Adult who currently has a mental health/emotional wellbeing problem Young person who currently has a mental health/emotional wellbeing problem Adult or young person referred by key workers and/or health professionals as having any health problems of equivalent concern e.g. a poorly managed health condition 	<ul style="list-style-type: none"> Adult or child engaging with a specialist substance misuse care plan and there has been sufficient progress to close the family to early help or social care services Adult or child has a specialist substance misuse care plan which they are engaging with or have completed successfully Adult or child has a mental health/emotional wellbeing care plan that they are engaging with or have completed successfully or there has been a demonstrable increase in feelings of wellbeing (measured by a recognised tool e.g. Outcomes Stars/Anxiety & Depression scales) A mother who has mental health/emotional wellbeing or substance misuse problems is engaging with their Health Visitor at Universal Plus or Universal Partnership Plus 		Substance Misuse Services/Key Worker Assessment/ Specialist Mental Health Services/Counselling Services/SystmOne
Service Level Indicators		Source	
Dependent on alcohol (no. of months)		Key worker	
Dependent on non-prescription drugs (no. months)		Key worker	
Suffering from mental health issues (no. months)		Key worker	
No. children assessed by Social Worker as having parental mental health issues as a factor		Data Team (ICS)	
No. children assessed by Social Worker as having parents with substance misuse issues as a factor		Data Team (ICS)	
Breast feeding rate		Health	

CHILDREN'S SERVICES COMMITTEE

20 March 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: THE YOUTH COUNCIL

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 To present the annual report of activity completed by the Hartlepool Borough Council Youth Council.

3. BACKGROUND

3.1 The Youth Council has been established since 2015.

3.2. Hartlepool Youth Councillors are aged between 13 and 18.

3.3. Callum Reed is the elected Member of Youth Parliament (MYP) and Chairs the Youth Council.

3.4. The Youth Council work with the Council to make positive changes for the town's young people and campaign on issues identified as being important to young people.

4. PROPOSALS

4.1 For committee to accept the annual report of the Hartlepool Borough Council Youth Council.

5. RISK IMPLICATIONS

5.1 None.

6. FINANCIAL CONSIDERATIONS

6.1 None.

7. LEGAL CONSIDERATIONS

7.1 None.

8. CONSULTATION

8.1 Report completed by the Youth Council.

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

9.1. Not applicable.

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

10.1 Not applicable.

11. STAFF CONSIDERATIONS

11.1 None.

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 None.

13. RECOMMENDATIONS

13.1 For report to be noted by Committee.

14. REASONS FOR RECOMMENDATIONS

14.1 To recognise the work and contribution of the Youth Council.

15. BACKGROUND PAPERS

15.1 Report from Youth Council attached.

16. CONTACT OFFICERS

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