

CHILDREN'S SERVICES COMMITTEE

AGENDA



Wednesday 24 October 2018

at 4.00 pm

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

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Harrison, James, Lauderdale, Little, Moore, Trueman and Vacancy.

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

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Zoe Westley (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 18 September 2018 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

No items.

5. KEY DECISIONS

No items.



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Partnership Working With Joseph Rowntree Foundation (JRF) – Placed Based Social Action – *Director of Children's and Joint Commissioning Services*
- 6.2. Proposed Federation of Golden Flatts and Lynnfield Primary Schools – *Director of Children's and Joint Commissioning Services*
- 6.3 Reconstitution of the Management Committee of Hartlepool Pupil Referral Unit – *Director of Children's and Joint Commissioning Services*

7. ITEMS FOR INFORMATION

- 7.1 Annual Complaints Report 1 April 2017 – 31 March 2018 – *Director of Children's and Joint Commissioning Services*
- 7.2 Young People Not in Education Employment or Training 2017-18 – *Director of Children's and Joint Commissioning Services*
- 7.3 Newly Qualified Teacher's Retention – Verbal Update – *Director of Children's and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 13 November 2018 at 4.00 pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

24 October 2018



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

Subject: PARTNERSHIP WORKING WITH JOSEPH ROWNTREE FOUNDATION (JRF) – PLACED BASED SOCIAL ACTION

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key decision

2. PURPOSE OF REPORT

2.1 To ask members to support a partnership approach which supports the council's aim to reduce child and family poverty.

2.2 To ask members to approve officers involvement in the development of a Placed Based Social Action Plan/Bid.

3. BACKGROUND

3.1 In 2016 Joseph Rowntree Foundation (JRF) and Joseph Rowntree Housing Trust made a commitment to help solve poverty in Hartlepool. JRF has worked closely with the council to support children and families in Hartlepool to mitigate the effects of poverty and to reduce the number of children living in poverty in Hartlepool.

3.2 JRF has worked with the council over the last few years to undertake the following activities:

- Action Lab
- Poolie Time Exchange
- Stronger Neighbourhoods
- Housing Heroes
- Hartlepool's £1,000,000 challenge which has included Food and Fuel Fairs, Food Network, Take Up campaigns
- Children North East Poverty Proofing the School Day

4. PLACE BASED SOCIAL ACTION BID

- 4.1 JRF, with the support of Hartlepool Borough Council, applied to the Big Lottery Fund and Department for Culture, Media and Sport's 'Place Based Social Action' programme. JRF have been successful in the first round and are now one of 20 areas in England to be chosen to develop a social action plan. JRF will facilitate the development of a social action plan which will aim to develop solutions to address poverty in Hartlepool, building on the work of the Hartlepool Action Lab to date. This is an opportunity for agencies, community members and the local authority to think and work together, and access funding to deliver change locally.

5. PARTNERSHIP WORKING

- 5.1 A placed based social action plan can only be fully implemented through partnership working across the town. Due to the restrictions of the application process JRF are leading this bid with partners being asked to support. JRF have asked the council to support them and have produced a partnership agreement as attached (**Appendix A**)

6. RISK IMPLICATIONS

- 6.1 There is a risk that time and resource are spent developing a placed based social action bid that is not successful. However the plan will continue to be an aspiration for the partnership and partners will continue to work together to improve outcomes for our children and families.

7. FINANCIAL CONSIDERATIONS

- 7.1 There are no financial considerations within this report.

8. LEGAL CONSIDERATIONS

- 8.1 The attached Appendix is a partnership agreement which each party will sign. However a formal governance process will need to be developed and HBC and JRF will discuss what this needs to look like to ensure that the plan can be realised.

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

- 9.1 The placed based social action plan will be to address poverty and the consequences of poverty.

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 protection and always consider equality and diversity issues to ensure that services are fully accessible.

11. STAFF CONSIDERATIONS

- 11.1 This report asks members to support this partnership approach and give officers the approval to support the development of the plan/bid.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations within this report.

13. RECOMMENDATIONS

- 13.1 For members to agree for HBC to support the development of a Placed Based Social Action Plan/ Bid.

14. REASONS FOR RECOMMENDATIONS

- 14.1 To ensure that we are using all the resources available to support children and families in poverty and to reduce the number of children and families in poverty.

15. BACKGROUND PAPERS

- 15.1 None

16. CONTACT OFFICERS

- 16.1 Danielle Swainston,
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Appendix A – Partnership Working with Joseph Rowntree Foundation (JRF) Placed Based Social Action**Turning the Curve – Working together to solve poverty in Hartlepool**

The UK should be a country where, no matter where people live, everyone has the chance of a decent and secure life. Instead, many people across the country and in Hartlepool, are struggling to meet their needs.

Poverty means not being able to heat your home, pay your rent, or buy the essentials for your children. It means waking up every day facing insecurity, uncertainty, and impossible decisions about money. It means facing marginalisation – and even discrimination – because of your financial circumstances. The constant stress it causes can overwhelm people, affecting them emotionally and depriving them of the chance to play a full part in society.

Almost anyone can experience poverty. Unexpected events such as bereavement, illness, redundancy or relationship breakdown are sometimes all it can take to push us into circumstances that then become difficult to escape.

Poverty wastes people's potential, depriving our society and economy of the skills and talents of those who have valuable contributions to make.

Hartlepool Borough Council, Joseph Rowntree Housing Trust and Joseph Rowntree Foundation share a desire to solve poverty in Hartlepool. We will work together through a collaborative approach to consider, plan, deliver and learn from actions taken to solve poverty in the town.

Our partnership working is underpinned by a way of working and by values that build trust and understand each other's contributions and commitments. The values we aim to bring to our work together are:

- We will build trust and respect for each other's roles and responsibilities
- We will be open, honest and transparent in our dealings with each other
- We will adopt an optimistic, aspirational and strengths-based approach to working together
- We will reflect and learn together about how we solve poverty
- We will understand each other's roles and contributions and respect the differences between our organisations
- We will be positive and constructive in our work with each other
- We will be flexible, agile and open to change and compromise
- We will consider pooling resources and time where appropriate and in the best interests of people experiencing poverty
- We will be realistic, open minded and practical about what is possible
- We will share opportunities and connections to draw others into shared approaches

CHILDREN'S SERVICES COMMITTEE

24 October 2018



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

Subject: PROPOSED FEDERATION OF GOLDEN FLATTS
AND LYNNFIELD PRIMARY SCHOOLS

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To receive notification of the decisions of Golden Flatts and Lynnfield Primary Schools with regard to their joint proposal to form a federation between the two schools.

2.2 To seek approval of the Children's Services Committee to the proposed Instrument of Government for the new federation 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 At the meeting on 17 July 2018 Children's Services Committee received a report on the proposal of Golden Flatts and Lynnfield Primary Schools to establish a formal federation between the two schools. The report provided background information relating to the schools' previous informal collaboration and explorations around a hard federation. The proposal which had been appended to the report outlined the reasons and benefits for the schools wishing to collaborate, set out the proposed governance and leadership structure, and described the consultation arrangements.

As part of the statutory consultation process the Committee had received a letter from the two schools inviting comment. The Committee had responded by indicating that whilst it was generally supportive of the proposal there were concerns that the consultation period would run from 18 June until 14 September, which included the six week school holiday period.

They therefore suggested that the governing bodies may wish to extend the consultation period by 6 weeks to ensure as full a consultation exercise was undertaken as possible. Members of the Committee were also concerned to ensure that parents of both existing and prospective pupils at the school were included in the consultation process and it was noted that consultees included the wider communities of the Golden Flatts and Lynnfield areas as well as parents and staff.

3.2 On 17 September, following the end of the published consultation period, the governing bodies of the two schools met jointly to consider feedback that had been received. The governing bodies then met separately to determine whether, in the light of the consultation feedback, to:

- proceed with the proposals for federation as published
- proceed with the proposals for federation with such modifications as the governing body considered appropriate; or
- not to proceed with the proposals for federation.

3.3 In considering the consultation feedback the governing bodies noted the views expressed by this Committee regarding the consultation period. They pointed out, however, that in determining the consultation time period they had extended the 6 weeks statutory consultation period to take account of the summer holiday period to ensure that there was at least six weeks of term time available.

3.4 Following consideration of the consultation feedback both governing bodies have resolved to proceed with the proposals to federate as published.

4. PROPOSALS

4.1 It is the responsibility of the respective governing bodies to determine whether or not to federate and formal notification of these decisions have been received. Committee is requested to note these decisions.

4.2 As part of the process of federation a new Instrument of Government must be prepared setting out the constitution of the new governing body. This sets out the size of the governing body and the number of governors in each category. The Instrument of Government must be submitted to the local authority for approval. A copy of the proposed Instrument of Government is attached to this report as **APPENDIX A**.

4.3 The School Governance Regulations include specific requirements with regard to numbers of governors in certain governor categories. For governing bodies of maintained schools this includes provision for 1 local authority governor. Local authority governors are nominated by the local authority but final approval of nominations is the responsibility of the governing body. Following consideration of prospective roles, governor positions and skills required for the new federated governing body, current governors have recommended that the person named in **APPENDIX B** would be an appropriate appointment to local authority governor role. The

named person is currently the local authority governor at Golden Flatts Primary School. A schedule (**APPENDIX B**) is attached setting out details of this vacancy, together with the application received. **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).**

5. RISK IMPLICATIONS

- 5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no financial considerations. Both schools will be delegated their own school budgets as is the case now.

7. LEGAL CONSIDERATIONS

- 7.1 The consultation process and proposals are compliant with the relevant schools governance legislation and relevant guidance.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family poverty considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

- 10.1 There are no staffing implications. All staff currently employed at both schools will continue to be employed at the schools, and there will continue to be opportunities to maximise knowledge, skills and expertise across both schools as happens informally at present.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations.

12. RECOMMENDATIONS

12.1 Committee is requested to:

- a) note the decisions of the governing bodies of Golden Flatts and Lynnfield Primary Schools to proceed with their proposals for federation as originally published
- b) approve the Instrument of Government for the new federation of Golden Flatts Primary School and Lynnfield Primary School
- c) agree the nomination of the person named in **APPENDIX B** as the local authority governor on the new federation.

13. REASONS FOR RECOMMENDATIONS

- 13.1 The proposed federation seeks to support partnership working between the two schools leading to improved teaching and learning, and enhanced learning experiences and outcomes for pupils. Additionally, there will be enhanced opportunities for staff development within the larger federated structure.

14. BACKGROUND PAPERS

- 14.1 Children's Services Committee report, 17 July 2018

15. CONTACT OFFICER

- 15.1 Ann Turner
Governor Support Manager
Child and Adult Services
Civic Centre
Hartlepool
Telephone: (01429) 523766
Email: ann.turner@hartlepool.gov.uk



INSTRUMENT OF GOVERNMENT

FEDERATED GOVERNING BODY OF GOLDEN FLATTS PRIMARY SCHOOL AND LYNNFIELD PRIMARY SCHOOL

1. The name of the Federation is: Golden Flatts Primary School and Lynnfield Primary School
2. The names and categories of schools in the Federation are:
 - Golden Flatts Community Primary School
 - Lynnfield Community Primary School
3. The name of the governing body is "The governing body of Golden Flatts and Lynnfield Primary Schools"
4. The governing body shall consist of:
 - a. 4 parent governors (2 from each school)
 - b. 1 LA governor
 - c. 1 Staff governor
 - d. 1 Executive Headteacher
 - e. 10 Co-opted governors (including the Head of School from Golden Flatts Primary School and the Deputy Headteacher from Lynnfield Primary School)
5. Total number of governors 17
6. The term of office of all categories of governor is FOUR years (with the exception of the Executive Headteacher, Head of School, Golden Flatts and the Deputy Headteacher, Lynnfield Primary School)
7. This instrument of government comes into effect on 16th October 2018
8. This instrument was made by order of Hartlepool Local Authority on 16th October 2018

A copy of the instrument must be supplied to every member of the governing body.

CHILDREN'S SERVICES COMMITTEE

24 October 2018



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

Subject: RECONSTITUTION OF THE MANAGEMENT
COMMITTEE OF HARTLEPOOL PUPIL REFERRAL
UNIT

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 Management Committee of The Pupil Referral Unit in accordance with The Education (Pupil Referral Units) (Management Committees etc) (England) Regulations 2007 and in accordance with The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012.

3. BACKGROUND

3.1 Members of the current Management Committee of the Hartlepool Pupil Referral Unit wish to review the Management Committee's constitution to improve its effectiveness and efficiency with a view to providing more strategic support to the Unit.

3.2 The Education (Pupil Referral Units) (Management Committees etc) (England) Regulations 2007 state that there must be no fewer than seven members on a management committee. Although legally a committee can have a maximum of 20 members, the DfE recommend that a committee should not exceed 12, other than where the management committee is covering more than one PRU or where the PRU has more than one unit .

3.3 Members of the present Management Committee, taking into consideration the recommendations set out in the regulations propose to review and reduce the size of the Management Committee in accordance with the proposal set out under Section 4 below.

4. PROPOSAL

4.1 The constitution regulations set out the proportion of places allocated to each category as follows:

- a) **Community Members:** the number of places must exceed all other members by one or more
- b) **Parent Members:** at least one but no more than one fifth
- c) **Local Authority Members:** at least one place but no more than one third
- d) **Staff Members:** at least one place, but no more than one third, including the teacher in charge.

The Management Committee propose to reduce the number of Community Members from 9 members to 6 members and the number of staff members from 3 members to 2 members. The numbers in the other categories would remain the same.

Representatives will normally serve for a period of four years although it is proposed that the Community Members will serve for a period of two years.

A revised Instrument of Government which sets out the full constitution is attached as **APPENDIX 1** to this report.

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 Committee is recommended to formally approve the reconstitution of the Management Committee of Hartlepool Pupil Referral Unit in accordance with the details set out in the attached **APPENDIX 1**.

13. REASONS FOR RECOMMENDATIONS

- 13.1 The reconstitution proposals will improve the effectiveness of the Management Committee 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

- 15.1 Ann Turner
Governors Support Manager
Children's and Joint Commissioning Services
Civic Centre
Hartlepool
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HARTLEPOOL PUPIL REFERRAL UNIT INSTRUMENT OF GOVERNMENT



1. The name of the school is: Hartlepool Pupil Referral Unit
2. The DFE Number is: 805 1100
- 3.. The name of the Management Committee is: "The Management Committee of Hartlepool Pupil Referral Unit".
4. The Management Committee shall consist of:
 - a. 1 parent member
 - b. 2 local authority members
 - c. 2 staff members
 - d. 6 community members
- 5 Total number of members: 11
6. The term of office shall be for FOUR years except for Community Members whose term shall be TWO years.
7. This instrument of government comes into effect on: 24th October 2018.
8. This instrument was made by order of Hartlepool Borough Council on 24th October 2018.
- 9 A copy of the instrument will be supplied to every member of the Management Committee and the Department of Education.

CHILDREN'S SERVICES COMMITTEE

24 October 2018



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

Subject: ANNUAL COMPLAINTS REPORT
1 April 2017 – 31 March 2018

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information only.

2. PURPOSE OF REPORT

2.1 To present the Annual Complaints, Compliments and Representations report for 2017/18.

3. BACKGROUND

3.1 The Annual Complaints, Compliments and Representations Report provides information on the complaints and representation framework for children's social care and public health functions. It summarises information in relation to complaints that have been received and responded to, as well as compliments received, during the reporting period.

4. PROPOSALS

4.1 The report is attached as **Appendix 1** and provides an analysis of complaints and compliments and demonstrates learning that has occurred from complaints and actions implemented as a result.

4.2 The report includes:

- Complaints and compliments received in 2017/18;
- Outcomes of complaints;
- Learning lessons and service improvement; and
- Complaints considered by the Local Government and Social Care Ombudsman in 2017/18.

5. CHILDREN'S SOCIAL CARE COMPLAINTS

- 5.1 A total of 18 complaints were received which is the same as the previous year. Of the 18 complaints received, 2 were received from care leavers, 2 from connected carers, 13 received from a parent and one was received from a grandparent.
- 5.2 Of the 18 complaints investigated, 14 have been concluded and the remaining 4 complaints have been carried forward to 2018/19. Of these:
- 16 of the 18 complaints were responded to at Stage 1 in the first instance;
 - 4 complaints progressed to Stage 2 where 2 remain ongoing and the other 2 have been resolved following the conclusion of Stage 2;
 - 2 of the 18 complaints proceeded directly to Stage 2 without being first considered at Stage 1. In one of these, the Council exercised its discretion to accept for investigation outside of the 12 month statutory time limit for making a complaint.

6. PUBLIC HEALTH COMPLAINTS

- 6.1 There were no public health complaints in 2017/18.

7. RISK IMPLICATIONS

- 7.1 There are no risk implications identified.

8. FINANCIAL CONSIDERATIONS

- 8.1 There are no financial considerations identified.

9. LEGAL CONSIDERATIONS

- 9.1 There are no legal considerations identified.

10. CONSULTATION

- 10.1 There is no consultation required in relation to this issue.

11. CHILD AND FAMILY POVERTY

- 11.1 There are no child and family poverty considerations identified.

12. EQUALITY AND DIVERSITY CONSIDERATIONS

12.1 There are no equality and diversity considerations identified.

13. STAFF CONSIDERATIONS

13.1 There are no staff considerations identified.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 There are no asset management considerations identified.

15. RECOMMENDATIONS

15.1 That members of the Children's Services Committee note the contents of the Annual Complaints, Compliments and Representations and note that the report will be published online.

16. REASONS FOR RECOMMENDATIONS

16.1 It is a requirement that an Annual Report regarding complaints is prepared; presented to the relevant Policy Committee; and then made available to staff, Ofsted and the general public.

17. CONTACT OFFICER

17.1 Leigh Keeble,
Standards, Engagement and Development Team Manager
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HARTLEPOOL
BOROUGH COUNCIL

Children's and Joint Commissioning Services Annual Complaint Report 2017-2018



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Appendices

- 1: Examples of compliments received across children's social care services
- 2: Examples of partly upheld or upheld complaints and actions taken/lessons learned in children's social care services

1. Introduction

Welcome to Hartlepool Borough Council's Children's and Joint Commissioning Services Complaints, Compliments and Representations Annual Report. The report covers statutory complaints and compliments received for children's social care services and public health functions for the period 1 April 2017 to 31 March 2018.

The report outlines:

- Details of the complaints and compliments received over the reporting period;
- Actions implemented, any lessons learned and resulting improvements following enquiry into complaints;
- Performance in relation to handling of complaints.

2. Background

Complaints and compliments are valued as an important source of feedback on the quality of services. Each complaint is investigated and, where appropriate, redress made. Equally important is the work to learn lessons to prevent a repeat of failure in service quality and continually improve services.

2.1. What is a complaint?

A complaint is any expression of dissatisfaction about a service that is being delivered, or the failure to deliver a service. The Local Government and Social Care Ombudsman define a complaint as “*an expression of dissatisfaction about a council service (whether that service is provided directly by the council or on its behalf by a contractor or partner) that requires a response.*”

A complaint can be made in person, in writing, by telephone or email or through the council's website. It can be made at any office. Every effort is made to assist people in making their complaint and any member of staff can take a complaint.

2.2. Who can complain?

A complaint can be made by:

- A child or young person
- A parent or carer
- Special Guardians
- Anyone who is or is likely to be affected by the actions, decisions or omissions of the service that is subject to a complaint.

3. Children's Social Care Complaint Framework

3.1. Complaint management arrangements

The statutory complaint function for children's social care sits within the Standards, Engagement and Development Team under the management of the Team Manager. The remit of the Complaints Manager's function is:

- Managing, developing and administering the complaint procedure.
- Providing assistance and advice to those who wish to complain.
- Overseeing the investigation of complaints that cannot be managed at source.
- Supporting and training staff.
- Monitoring and reporting on complaints activity.

3.2. The complaint regulations and procedure

The Children Act 1989 Representations Procedure (England) Regulations 2006 came into force from 1 September 2006. This procedure is for all representations received from children and young people, their parents, foster carers or other qualifying adults about social care services provided or commissioned by children's social care. The full detail of the complaints procedure is available on the Council's website.

The Regulations and Statutory Guidance '*Getting the Best from Complaints*' are now fully embedded into the children's social care complaints system and information derived from complaints is included in the annual monitoring of children's social care and reported to Ofsted.

A child, young people or their families/carers who make a representation is offered the services of an Advocate to enable their views to be effectively promoted.

There are three stages to the procedure.

» **Stage 1**

Local Resolution: The aim of stage 1 is to sort out the matter as quickly as possible. The complaint will be allocated to a manager who will contact the complainant to discuss the complaint. Stage 1 of the complaints procedure should be completed within 10 working days but if there are a number of issues to look into, this can be extended up to 20 working days. The complainant will receive a response to the complaint in writing.

» **Stage 2**

Investigation: This part of the procedure is used when the complainant remains unhappy after their complaint has been responded to at Stage 1 or the complaint is sufficiently serious enough to warrant a more formal investigation. Investigations are conducted by an Investigating Officer who must be independent of the service area and/or decision making being complained about. An Independent Person is also appointed at Stage 2. This is a statutory role and the Independent Person (who is external to the Council) works alongside the Investigating Officer with a remit to ensure that the process is open, transparent and fair.

Reports completed by the Investigating Officer and Independent Person are submitted to an Adjudicating Officer (usually the Assistant Director) for response.

The investigation and adjudication process should be concluded within 65 working days.

» **Stage 3**

Independent Complaint Review Panel: If the complainant is dissatisfied with the outcome at Stage 2, they may request that the issues are taken to a Complaint Review Panel (Stage 3). The Panel consists of an Independent Chair and two independent panel members. The Panel considers the complaint and can make recommendations to the Director of

Children's and Joint Commissioning Services within 5 working days of the Panel meeting.

The Director is required to make a formal response to any findings and recommendations of the Review Panel within 15 working days of receiving the Panel's report.

3.3. Referral to the Local Government and Social Care Ombudsman

If, at the end of the complaints procedure, the complainant remains dissatisfied with the outcome or the way in which their complaint has been handled, they may ask the Local Government and Social Care Ombudsman (LGSCO) to investigate their complaint. Complainants may also approach the LGSCO directly without accessing the complaints process. In these cases it is usual for the LGSCO to refer them back to the Council for their complaint to be examined through the relevant complaints process before they intervene.

4. Public Health Complaint Framework

4.1. The complaint regulations

The NHS Bodies and Local Authorities (Partnership Arrangements, Care Trusts, Public Health and Local Healthwatch) Regulations 2012 cover the statutory complaint handling arrangements relating to public health functions of a Local Authority. These regulations also cover the provision of services by a service provider where the complaint relates to public health functions for which the Local Authority Director of public health has responsibility for.

4.2. Complaint management arrangements

The statutory complaint function for public health also sits within the Standards, Engagement and Development Team under the management of the Team Manager.

5. Principles and outcomes

Good handling of complaints and representations involves:

- Keeping the complainant at the centre of the complaints process;
- Being open and accountable;
- Responding to complainants in a way that is fair;
- Being committed to try to get things right when they go wrong;
- Seeking to continually improve services.

Statutory complaints are underpinned by the following:

- A procedure that aims to be fair, clear, robust and accessible;
- Support being available to those wishing to make a complaint;
- Timely resolution following enquiry into complaints/representations;
- Lessons learnt following complaints and services improved;
- Monitoring being used as a means of improving performance.

6. Public information

Information about the complaints and representations framework is accessible via the Council's public access points and also the Council's website. Children, young people and carers are provided with factsheets explaining the procedure.

Information in other formats such as large print or Braille or translation in languages other than English are made available upon request.

7. Summary of representations

7.1. Compliments

Compliments are generally recognised to be an indicator of good outcomes for children, young people and families. They also serve to provide wider lessons regarding the quality of services.

During 2017/18, 8 compliments have been received relating to children's social care. These range from an expression of thanks and appreciation in the form of a thank-you card to written communication. In addition to this, verbal expressions of thanks and appreciation were received from families who have participated in providing feedback about newly qualified social workers and during 'practice week' engagement. Appendix 1 provides some examples of compliments received during the period.

7.2. Complaints received in 2017/18 – Children's social care

A total of 18 complaints were received. The number of complaints received has remained the same as the previous year. The year prior to that, the number of complaints received decreased by 8. Complaints that were either partly upheld or upheld are outlined in Appendix 2.

Of the 18 complaints received, 2 were received from care leavers, 2 were received from connected carers, 13 were received from a parent and one was received from a grandparent.

Of the 18 complaints investigated, 14 have been concluded and the 4 remaining complaints have been carried forward to 2018/19. Of these:

- 16 of the 18 complaints were responded to at Stage 1 in the first instance. Of these 16 complaints:
 - 12 complaints were resolved at Stage 1; and
 - 4 complaints progressed to Stage 2 where 2 remain ongoing and the other 2 have been resolved following the conclusion of Stage 2.
- 2 of the 18 complaints proceeded directly to Stage 2 without being first considered at Stage 1. In one of these, the Council exercised its discretion to accept for investigation outside of the 12 month statutory time limit for making a complaint. The Council has the discretion to investigate complaints outside of time limit if (a) it is still possible to investigate the complaint effectively and efficiently; and (b) it was unreasonable to have expected the complainant to have made the complaint earlier.

There were 2 complaints from 2016/17 that were carried forward to 2017/18. Both of these complaints concluded following consideration at Stage 2.

7.3. Advocacy services

Of the 18 complaints investigated, one of the care leavers chose to have an advocate to support them during the complaint process.

7.4. Complaints considered by the Local Government and Social Care Ombudsman in 2017/18

There have been no children's social care complaints considered by the Local Government and Social Care Ombudsman (LGSCO) in 2017/18. One complainant approached the LGSCO in 2017/18 about their complaint where he was referred back to the Council for consideration of the complaint in the first instance. The Council did not first consider this complaint at Stage 1, it progressed directly to Stage 2 and is included in the numbers reported above.

7.5. Complaints carried forward to 2018/19

Of the 18 complaints investigated in 2017/18, 4 complaints remained subject to investigation at Stage 2 as at 31 March 2018 and will be carried forward to 2018/19.

7.6. Complaints received in 2017/18 – Public Health

There were no complaints received in relation to Public Health during 2017/18.

8. Lessons learned

Lessons learned are an important aspect of the complaints framework. Appendix 2 outlines the context of some improvements that have been put in place as a direct result of complaints and representations received in children's social care.

9. Conclusions and way forward

9.1. Going forward

We continue to ensure that a person-centred approach is adopted for the handling and investigation of each complaint. We will continue to focus on ensuring we monitor that: complainants receive appropriate and timely feedback on complaints; appropriate apologies are offered; and any service improvement recommendations are delivered.

9.2. Action plan

Actions for 2018/19 are as follows:

- Continuing to raise awareness of and promote the complaints procedure for children's social care.
- Continuing to remind and encourage the workforce to inform the Standards, Engagement and Development Team when expressions of thanks have been received. These provide an indication of satisfaction with services and should be recorded and reported.
- Continuing to raise awareness of lessons learnt from complaints and ensure they are fed into policies, procedures and practice. There is an established Continuous Improvement Group in children's social care which is used as a forum to receive complaints statistical data and any learning from complaints is used as a driver for improvements.

Appendix 1: Examples of compliments received across Children's Social Care Services

"Both Z and I would like to say a MASSIVE Thank you for all your patience and hard work to get the outcome that was wanted by all concerned. You've been a true professional in all aspects of our dealings together. Once again from both of us, THANK YOU."

From parents about a Social Worker

"Thank you so much for believing me always being there for me and driving me and most importantly thank you for being you XXXX and also being a great care worker, lots of love AZ."

From a young person about a Care Worker

"H you are the best social worker ever. H you are the best because you moved me like I asked. Please keep in touch. Many thanks."

From a young person about a Social Worker

"We just wanted to say a huge thank you for your work and all the time effort and love you have put into our children."

From parents about a Social Worker

"I write to express my thanks for the brilliant and timeless work undertaken by CR on behalf of my grandson. I feel C went above and beyond her remit to solve K's problems and expect she will be doing so for some time. Please thank her for her tireless efforts."

From a grandmother about a Social Worker

"Thank you for all your support and guidance through a really hard time. You helped us in more ways than you will ever know. We will always be grateful for everything you have done."

From parents about a Social Worker

"I would like to take this opportunity to say a very big thank you to all the staff at Hartlepool Borough Council Children's Services as they have worked very hard on our case and I am grateful to them for all their help and for giving us the opportunity to prove ourselves, which I feel we did not have when we were dealing with Children's Services in X. I would also like to take this opportunity to reassure I have learned a lot from the work I have done and I now understand the importance of security and stability for my children, and will continue to work very hard to make sure that their needs are always put first."

From parents about Children's Social Care

Appendix 2: Examples of partly upheld or upheld complaints and actions taken/lessons learned in Children's Social Care Services

Details of complaint/Outcome	Lessons learned and where appropriate, actions taken
<p>The complainant (the grandparent of a child) was unhappy with minutes of a meeting. The complainant expressed that she did not consider that they accurately reflected what happened and/or what was said in the meeting.</p> <p>Concluded at Stage 1</p>	<p>The Team Manager provided an explanation and agreed to distribute an amendment note to all those who had been present at the meeting and asked that this be attached to and read in conjunction with the minutes of the meeting.</p>
<p>The complainants (the children's parents) were of the view that the children's social worker was overwhelmed with the complex needs of their children and family and, as a desired outcome, wished for a more senior social worker to be allocated.</p> <p>Concluded at Stage 1</p>	<p>The Head of Service explored with the complainants their views about the allocated social worker. It was considered that it would be helpful for a fresh start with a different social worker. A new social worker was allocated to the case.</p>
<p>The complainant (the parent of a child) expressed, amongst other things, his dissatisfaction that information he requested was not provided together with his view that he was excluded from a meeting about his daughter.</p>	<p>The Head of Service met with the complainant, read case records and explained what had happened to the complainant. The Head of Service reminded Team Managers about minimum timescales to share information with parents and discussed relevant issues with the Head of Safeguarding and Review Unit.</p>

Concluded at Stage 1	
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<p>The complainant (a care leaver) expressed her dissatisfaction with her social worker. The complainant stated that she had asked her social worker for some food but the food provided needed to be cooked. The complainant alleged she was homeless and had no means to cook the food provided.</p> <p>Concluded at Stage 1</p>	<p>The Team Manager discussed the practice issues raised with the Social Worker during supervision process.</p>
<p>The complainant (the children's grandparent), alleged that the Council failed to provide an appropriate level of financial and practical support since she was asked to look after her grandchildren.</p> <p>Concluded at Stage 2</p>	<p>The Investigating Officer made a number of recommendations which were endorsed by the Independent Person. These were accepted and implemented by the Adjudicating Officer.</p> <ul style="list-style-type: none"> • The complainant received the relevant payment to reflect the periods of time that she should have been recognised as a connected carer for the children. • An apology provided to the complainant for what happened. • Social Workers were reminded: <ul style="list-style-type: none"> - that where possible to be flexible when responding to carers who have other responsibilities; - to ensure that a formal response is provided to any correspondence received; - of the importance of assessments and minutes being distributed within specified timescales; - to familiarise themselves with the LGSCO's focus report entitled '<i>Family values: Council services to family and friends who care for others' children</i>' as well as the Council's Connected Carer's Policy. - to provide families and friends who are caring for someone else's child with accurate information including any public information.

The complainant (the parent of a child) expressed her unhappiness with communication via text message with the Social Worker given her particular circumstances and alleged failure to respond to telephone calls.

Concluded at Stage 1

The Team Manager agreed with the complainant that method of communication was not appropriate in the circumstances and face-to-face contact would have been best. An apology was provided for this.

The Social Worker was asked to meet with the complainant to devise a communication plan which detailed when the parent will receive updates and ensure contact numbers are correct and up to date.

CHILDREN'S SERVICES COMMITTEE

24 October 2018



Report of: Director Children's & Joint Commissioning Services

Subject: YOUNG PEOPLE NOT IN EDUCATION
EMPLOYMENT OR TRAINING 2017-18

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information.

2. PURPOSE OF REPORT

2.1 To provide an update on the progress in relation to reducing the number of young people who are Not in Education, Employment or Training (NEET) or are Not Known (these are young people that the team is not able to contact), and compare this to regional and national performance.

3. BACKGROUND

3.1 Increasing the participation of young people in learning beyond statutory school age has been seen by successive governments as a key mechanism for reducing the numbers of young people not in education, employment or training (NEET), and ensuring that all young people gain the skills and qualifications they will need to build their own future and compete in a global economy. Participation in learning beyond statutory school age is seen by the current government as central to improving the social mobility of young people and in particular young people from less affluent backgrounds.

3.2 From 2015 young people have been required to continue in education or training until at least the end of the academic year in which they turn 18 years-old. Therefore pupils who started Year 11 or below in September 2015 will now need to continue in learning until at least their 18th birthday.

3.3 This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship.

3.4 It is worth noting that the Education and Skills Act 2008 placed the following additional duties on local authorities in relation to the Raising of the Participation Age:

- promoting the effective participation of all 16 and 17 year-old residents in their area, and
- making arrangements to identify young people resident in their area who are not participating,
- whilst transferring the statutory responsibility for securing access to independent and impartial information, advice and guidance for all students in Years 7-13 from local authorities to schools and colleges.

3.5 The changes above were designed to complement the existing duties and arrangements local authorities and their partners have in relation to:

- securing sufficient suitable education and training provision for all 16-19 year olds
- having a range of support in place to encourage, enable and assist young people to participate
- having processes in place to deliver the 'September Guarantee', and to track young people's participation post 16.

3.6 Historically, local authorities' performance in relation to NEET was measured as an average of November, December and January's data submission to the Department of Education (DfE) and was reported by actual age (16, 17 and 18 years).

3.7 As of September 2016 the requirement to track all 18 year-olds was removed as a statutory responsibility in relation to NEET and Not Known. As a result, the performance data released by DfE only relates to 16 and 17 year-olds and is now a combined NEET and Not Known figure. However as a local authority Hartlepool recognises the importance of support for young people aged 18/19, and continue to track and support these young people. Where a young person has a learning disability or difficulty they are supported up to the age of 25. We have also seen a change in the months that the snapshot is now taken and the data submitted is now taken from the months of December, January and February.

4. COMPARATIVE PERFORMANCE

4.1 The percentage of young people (academic years 12, 13) not in education, employment or training and whose activity is not known in Hartlepool compared to the sub regional, regional and national picture is presented below.

NEET Comparison		Hartlepool	Tees Valley	North East	England
2017/18	Dec	3.5%	4.0%	4.1%	2.6%
	Jan	3.3%	3.8%	4.0%	2.7%
	Feb	3.1%	3.7%	4.0%	2.8%
	Average	3.3%	3.8%	4.0%	2.7%
2016/17	Nov	3.5%	4.4%	4.0%	2.6%
	Dec	3.5%	4.3%	4.0%	2.7%
	Jan	3.6%	4.2%	4.0%	2.8%
	Average	3.5%	4.3%	4.0%	2.7%
2015/16	Nov	2.8%	4.0%	3.8%	2.6%
	Dec	2.9%	4.3%	3.9%	2.7%
	Jan	2.7%	4.0%	4.0%	2.8%
	Average	2.8%	4.1%	3.9%	2.7%

- 4.2 Performance in relation to NEET reduction can only truly be evidenced by taking into consideration the percentage of the cohort that is not known to the local authority. High levels of Not Known are likely to hold 'hidden' NEETs, thus giving a false picture of the actual number of NEETs within an area's cohort. The table below shows the comparison for Not Knowns.

Not Known Comparison		Hartlepool	Tees Valley	North East	England
2017/18	Dec	0.4%	0.9%	2.6%	4.1%
	Jan	0.3%	0.4%	2.1%	3.1%
	Feb	0.3%	0.4%	1.9%	2.7%
	Average	0.3%	0.6%	2.2%	3.3%
2016/17	Nov	0.7%	1.6%	2.3%	5.2%
	Dec	1.5%	1.2%	1.5%	4.1%
	Jan	0.8%	0.8%	1.2%	2.9%
	Average	1.0%	1.2%	1.7%	4.0%
2015/16	Nov	1.1%	1.3%	1.8%	5.5%
	Dec	1.2%	1.0%	1.3%	4.2%
	Jan	1.2%	0.8%	1.1%	3.3%
	Average	1.2%	1.0%	1.4%	4.4%

- 4.3 The tables above show that Hartlepool has made progress in both the reduction of NEETS and Not Known's in 2017/18. However it should be noted that the months of comparison have changed from the previous years with the snapshot now being December, January, February. The reduction in NEETS can also be seen across the Tees Valley whilst the North East and the national average remain static. Hartlepool, Tees Valley and the national average have also seen a decrease in their Not Known figures with a slight increase for the North East compared with the previous year.

- 4.4 Overall Hartlepool's levels of Not Known young people are substantially less than the national average. It is therefore highly probable that the NEET rate for England would increase, if the rate for Not Known was to decrease to a similar level of that in Hartlepool. This would then show Hartlepool's NEET position as being more favorable when compared with the national average.
- 4.5 The numbers of young people Not in Education, Employment or Training and Not Known by academic age.

Status	Month	Year 12			Year 13		
		17/18	16/17	15/16	17/18	16/17	15/16
NEET	1	24	26	21	50	52	44
	2	22	26	22	49	53	44
	3	21	28	19	46	53	43
Not Known	1	5	04	09	4	11	16
	2	4	11	11	2	23	17
	3	4	5	10	2	12	18

- 4.6 The table above shows the local picture in terms of actual numbers of NEET and Not Known young people as a comparison against 2015/16/17. It also illustrates the areas which have increased/decreased in terms of numbers of young people. We can clearly see that there have been decreases in NEET and Not Known for both cohorts of young people. Month numbers refer to either November, December and January, OR December, January and February depending on the academic year under consideration, as described in paragraphs 3.6 and 3.7 above.
- 4.7 We can break the NEET cohorts down by school attended. The table below shows the number of NEETs at the end of January based on the Hartlepool school attended. Therefore, young people who have moved into Hartlepool or who have attended education in another area are included in the **Other** row of the table below. **Other** also includes those young people who are home educated. Those who attended school in Hartlepool, but lived outside of the borough and are now NEET will not be included in Hartlepool's NEET figures.
- 4.8 The table below shows the number of young people not in education, employment or training by academic age and Hartlepool school attended as at January in each academic year given.

School attended	Year 12			Year 13			Total		
	17/18	16/17	15/16	17/18	16/17	15/16	17/18	16/17	15/16
Catcote	0	0	1	1	2	5	1	2	6
Dyke House	5	6	5	12	12	2	17	18	7
English Martyrs	4	2	1	5	4	7	9	6	8
High Tunstall	3	5	3	4	10	8	7	15	11
Manor College	3	6	6	12	13	9	15	19	15
St Hild's	3	4	1	8	6	8	11	10	9
Other	4	5	2	7	6	4	11	11	6
Total	22	28	19	49	53	43	71	81	62

- 4.9 Being NEET cannot be solely attributed to academic performance and is often a result of other significant issues faced by young people and their families. In some situations, these issues result in the young person not being available to undertake employment, education or training. The table below shows a comparison for the number of young people not available for EET for the past three years.

	Year Group	Young Carer	Teen Parent	Illness	Pregnant	Other	Unlikely to be economically active
January 2018	Yr 12	0	3	2	1	2	0
	Yr 13	2	9	6	2	5	0
	Total	2	12	8	3	7	0
January 2017	Yr 12	0	3	2	1	2	0
	Yr 13	1	14	6	3	1	2
	Total	1	17	8	4	3	2
January 2016	Yr 12	0	3	0	1	0	0
	Yr 13	0	7	6	2	0	1
	Total	0	10	6	3	0	1

- 4.10 We can see in the table above that young people who become Not Available to the labour market due to illness, continues to increase with age. The definition for illness being 'a serious or on-going health problem which prevents a young person from taking up education, employment or training at this time'.
- 4.11 Whilst the figures from 2017 showed an increase in teen parent/pregnancy, we can see a decrease in the figures for 2018. In terms of those young people in this cohort it should be noted that this is not representative of all teenage parents (only those who fall in to the statutory reporting cohort).
- 4.12 Young people with a learning difficulty often make successful transitions into post-16 and -19 provision due to the support provided through their Education, Care and Health Plan. However, as with other cohorts of young people, some will become NEET and Not Known.
- 4.13 The table below shows the number of young people with an active Education, Care, and Health Plan aged 19 and under, who have been assessed as having a learning difficulty and/or disability and who were NEET or Not Known at the end of January for 2016-18.

	2016	2017	2018
NEET	21	22	2
Not known	12	19	3

- 4.14 The table above shows a significant decrease in figures from the previous year. The reason for this dramatic change is as a result of further guidance from DfE in which local authorities are only required to include young people with an active Education, Care and Health Plan.

5. ANNUAL ACTIVITY SURVEY

- 5.1 The Annual Activity Survey is a snap shot taken on the 1st November each year and focuses on the progression made by young people who left compulsory education in July of the same year. It should be noted that this data includes all young people on roll regardless of residency and does not include data from Middleborough Borough Council due to that local authority's decision to leave the IYSS (Integrated Youth Support Service) Tees Agreement.
- 5.2 This year, we have seen a slight increase on the previous year in the percentage of young people meeting the duty to participate across all four other Tees Valley local authorities. This increase appears to be as a result of an increase in full-time education across all four local authorities.
- 5.3 The percentage of young people progressing in to an apprenticeship is a mixed picture across all four local authorities. Both Stockton and Redcar have seen an increase in this area whilst Hartlepool has seen a slight fall and Darlington has seen almost a 44% reduction. Whilst we have seen a slight reduction, Hartlepool has the second highest number of young people progressing to an apprenticeship.
- 5.4 Three out of the four local authorities have seen a reduction in the percentage of young people in training. This includes EFA (Education Funding Agency) Delivered Work Based Learning, Traineeships, Study Programmes and Other Training (e.g. Private Training Providers). Only Stockton has seen an increase on the previous year. Hartlepool has seen the greatest reduction and this may be as a result in the decline of work-based learning provision across the town.
- 5.5 Both Redcar and Hartlepool have seen a slight increase in the percentage of young people who became NEET. However, both local authorities have also seen a reduction in the percentage of young people who they could not contact (Not Knowns). Stockton has seen a slight reduction in NEET and significant reduction in Not Known which will account for the decrease in NEET. However, Darlington has seen a reduction in NEET whilst there has been an increase in Not Known. This increase in Not Known in Darlington is likely to be masking the true NEET picture for that area.

6. DESTINATION MEASURES

- 6.1 Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people take qualifications that offer them the best opportunity to continue in education, employment or training.
- 6.2 To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed key stage 4 (October 2015 to March 2016). The key stage 5 (KS5) cohort is based on activity in the year after the young person took a level 3 qualification.
- 6.3 It should also be noted that the measure includes all young people who attended Hartlepool establishments regardless of residency.
- 6.4 Key stage 4 (KS4) destination measures have been a focus of recent Ofsted inspections and continue to be a key indicator of the success of a school's progress in terms of providing pupils with the education and skills to make a sustained progression.
- 6.5 Hartlepool has 92% of its KS4 cohort in a sustained education, employment or training destination. This is slightly below both the regional (93%) and national figure (94%).
- 6.6 DfE key stage 4 destination measures highlight sustained progression for 'disadvantaged pupils'. The definition used by DfE for disadvantaged is as follows:
- those who are eligible for free school meals at any point in the previous six years
 - any child looked after continuously for at least six months. These are the pupils who would have attracted the pupil premium at the end of the 14/15 academic year.
- 6.7 The Hartlepool data reflects the following:
- there are lower levels of sustained participation for those eligible for free school meals compared to those who were not (86% compared to 96%)
 - disadvantaged young people continue to be less likely to attend a sixth form college compared to other children with only 16% of disadvantaged young people attending a sixth form compared to 32% for non-disadvantaged students
 - there continue to be higher levels of pupil premium students and those eligible for free school meals in further education establishments.
- 6.8 Hartlepool's level of sustained participation at KS5 in education and or employment is 90% and compares favorably to both the regional (88%) and national picture (89%). This picture is repeated when we look at those in a sustained education destination, apprenticeship and in higher education.

Hartlepool has lower levels of employment with training (15%) compared to both regional (19%) and national (23%) figures.

- 6.9 Whilst Hartlepool had higher levels of sustained participation in higher education, it should be noted that the participation at a top third university by young people in Hartlepool was 12% which is lower than the regional average of 13%, and 18% for England. When we look at those sustaining participation at a Russell Group University, Hartlepool had 10% compared with 11% for the region and 12% for England.
- 6.10 When we compare those who are disadvantaged against those not, we find the following:
- a higher level of sustained participation in any education destination compared to those who are not deemed to be disadvantaged
 - lower levels of sustained participation in higher education, including at a top third university and Russell Group for those disadvantaged young people.

7. RAISING THE AGE OF PARTICIPATION

- 7.1 The duty to participate in learning until aged 17 only applies to young people who left compulsory education from September 2013. From September 2015, this duty was extended to require young people to remain in learning until they reach 18 years of age. Despite this, DfE continues to produce useful comparative data.
- 7.2 As of December 2017 Hartlepool is reporting a participation figure of 94.1% compared to 96.1% on the previous year. The table below shows the comparison of 2015, 2016 and 2017 data.

	Full Time Education or training	Apprenticeship	Employment combined with training	Working towards	Total	Part Time education	Employment with non accredited training	Temporary break from learning
Dec 2017	85.2%	7.8%	0.6%	0.5%	94.1%	0%	1.9%	0.9%
Dec 2016	88.8%	6.4%	0.4%	0.5%	96.1%	0.3%	0.4%	0.4%
Dec 2015	92.3%	3.9%	0.7%	0.5%	97.5%	0.0%	0.0%	0.3%

- Once again we have seen a decrease in young people going in to full-time education or training, however we continue to see an increase in young people going in to an apprenticeship.

- The rate for those taking a temporary break from learning has significantly increased. This also includes young people who may be a teen mother or those who are very ill.

8 RISK OF NEET IDENTIFICATION 2017-18

- 8.1 As well as the Year 12, 13 and 14 cohorts, the family support workers (FSWs) had overall responsibility for the Year 11 leavers, including ongoing support before they left school. Whilst the school has overall responsibility for young people and their sustained progression, once again we have seen an increase of those young people identified at risk of NEET. We acknowledge the summer holiday is a pivotal point in a young person's transition in to education, training or employment, and thus emphasis is placed on those young people who will struggle to maintain a successful transition in September. Work with young people attending the PRU this year has also been important in terms of the identification of those young people needing support.

9. LOCAL PROVISION

- 9.1 The provision for post-16 education in Hartlepool comprises two school sixth form colleges, one tertiary sixth form college, a college of further education, and the Northern School of Music (formerly Cleveland College of Art and Design). Additionally, the area has Catcote Academy which caters for post-16 and post-19 provision for young people with learning difficulties and disabilities (LDD). Whilst Hartlepool has created links with other out of area learning providers – increasing opportunities available for NEET young people in Hartlepool – the post 16 provision within Hartlepool itself continues to diminish. One of the biggest challenges this year has been the lack of provision available from one of our key training providers who had no places for learners under 18 years of age, at any point throughout the year. This has limited opportunities significantly for young people in Hartlepool and has left us relying heavily on two providers across the town. This presents a challenge going forward as we continue to support our most disadvantaged young people towards sustained and meaningful progression.

10. CONCLUSIONS

- 10.1 After several years of a reduction in NEET in Hartlepool (with a slight increase last year's figures), we continue to see a reduction of young people meeting the duty to participate in Education, Employment and Training. This is as a result of an increase in young people progressing in to employment without training and taking a temporary break from learning. What has been highlighted is that Hartlepool's levels of Not Known young people are substantially less than the national average.

- 10.2 Whilst vulnerable groups continue to contribute to the overall NEET figure we have seen a slight decrease in teen pregnancy/parents. We also continue to see an increase across the town from all secondary schools for those young people who are identified at Risk of NEET.
- 10.3 In terms of apprenticeships overall, we have seen an increase in this area over time and anticipate this continuing in the future as apprenticeships become part of an impartial CEIAG (careers education, information, advice and guidance) offer delivered in schools.

11. CONSIDERATIONS

- 11.1 Links with schools have been useful in the identification of Year 11 young people who are at risk of becoming NEET. However this cohort of young people are increasing each year and more work needs to be done to support this cohort earlier than Year 11. Earlier identification through the Early Help Assessment for young people and their families is key to this support.
- 11.2 The overall post-16 provision landscape has and continues to decrease in Hartlepool, limiting the opportunities for young people to access a varied range of work-based learning opportunities in the town. Consideration needs to be made to how we bolster this provision in Hartlepool creating varied choices for young people of all abilities in Hartlepool.

12. RISK IMPLICATIONS

- 12.1 There are no risks associated with this report.

13. FINANCIAL CONSIDERATIONS

- 13.1 There are no financial considerations associated with this report.

14. LEGAL CONSIDERATIONS

- 14.1 There are no legal considerations associated with this report.

15. CONSULTATION

- 15.1 No consultation was required in order to produce this report.

16. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 16.1 Options have been considered and there are no child and family poverty impact issues.

17. EQUALITY AND DIVERSITY CONSIDERATIONS

- 17.1 There are no equality and diversity implications associated with this report.

18. STAFF CONSIDERATIONS

- 18.1 There are no staffing implications associated with this report.

19. ASSET MANAGEMENT CONSIDERATIONS

- 19.1 There are no asset management considerations associated with this report.

20. RECOMMENDATIONS

- 20.1 Committee are recommended to note the contents of this report.

21. BACKGROUND PAPERS

- 21.1 There are no background papers to this report.

22. CONTACT OFFICER

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