

CHILDREN'S SERVICES COMMITTEE

AGENDA



Tuesday 13 November 2018

at 4.00 pm

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

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Harrison, James, Lauderdale, Little, Marshall, Moore, Trueman.

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 24th October 2018 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

- 4.1 Savings Programme 2019/20 - *Director of Children's and Joint Commissioning Services*

5. KEY DECISIONS

- 5.1 Education Improvement Strategy – 2018-21 – Strategic Intent – *Director of Children's and Joint Commissioning Services*



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Education Services – General Duties Rates for Maintained Schools Update –
*Director of Children’s and Joint Commissioning Services & Director of Finance
and Policy*

7. ITEMS FOR INFORMATION

- 7.1 “Period Poverty” (Affordability of Sanitary Products) - *Director of
Children’s and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 4 December 2018 at 4.00 pm in the Civic Centre,
Hartlepool.



CHILDREN'S SERVICES COMMITTEE

13 November 2018



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

Subject: SAVINGS PROGRAMME 2019/20

1.0 TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Budget and Policy Framework.

2.0 PURPOSE OF REPORT

2.1 The purpose of this report is to enable Members to consider proposals to achieve further savings in 2019/20 and to provide feedback on these proposals to the Finance and Policy Committee meeting on 26th November 2018.

3.0 BACKGROUND

3.1 In response to the multi-year funding settlement provided by the Government for 2016/17 to 2019/20 the Council previously developed a four year financial strategy. This strategy was designed to address the impact of a further four years of cuts in Government funding. By 2019/20 Hartlepool's core Government funding will be **45%** less than in 2013/14 - a reduction of **£20.9m**.

3.2 The previous plan was underpinned by:

- the use of one off reserves to provide a longer lead time to address the front loading of Government funding cuts over the period 2016/17 to 2019/20; and
- the achievement of housing growth, which over the period 2016/17 to 2019/20 had increased the number of properties by nearly 10%. By 2019/20 this housing growth will have achieved new recurring Council Tax income of approximately £3.6m to partly offset the impact of Government grant cuts and thereby avoid even higher budget cuts.

3.3 A comprehensive report on the “Medium Term Financial Strategy 2019/20 and Financial Outlook from 2020/21” was considered at the Finance and Policy Committee on 3rd September 2018. The report advised Members that since the previous plan was developed councils, including Hartlepool, have faced significant increased financial pressures, which have not been reflected in the funding provided by Government to councils in 2018/19 and 2019/20, in relation to:

- Looked after Children – the Local Government Association has estimated that by 2020 this pressure will reach £2 billion;
- Ending of 1% Public Sector pay cap – alongside the four year funding settlement for councils the Government previously indicated that a 1% public sector pay cap would continue until 2019/20. Recently agreed pay settlements across the public sector have exceeded the 1% pay cap. For Local Government employees a two year national pay settlement was agreed for 2018/19 and 2019/20 and for the majority of staff provides annual cost of living pay increases of 2%. For lower paid staff higher annual pay increases will apply.

By 2019/20 the national pay award will increase the Council's recurring pay costs by 5.8%, which is slightly above the national average of 5.7%.

3.4 As a result of the above additional unfunded budget pressures and a further cut in Government funding in 2019/20 the Council now faces a net 2019/20 budget deficit of **£5.987m**. Clearly, on the back of eight years of austerity and cuts to the Council budget, the position facing the Council for 2019/20 is the most challenging so far.

3.5 However, as reported to the Finance and Policy Committee, it is anticipated that further budget deficits will arise in 2020/21 and 2021/22 as it is expected that further cuts in Government funding will be made. At this stage it is extremely difficult to forecast funding in 2020/21 as the Government are proposing to make significant changes to the Local Government funding system. At this stage there is no information available to assess the potential impact of the Prime Minister's recent statement that austerity has ended and at best any financial benefits for local government are not anticipated until 2020/21. If the Government was to end austerity for Hartlepool for 2019/20 they would need to provide a grant increase of 27% just to cover the Revenue Support grant cut they previously announced for 2019/20. To completely end austerity and cover the £6m deficit and to freeze Council Tax they would need to provide a 41% grant increase.

3.6 Therefore, the immediate challenge facing the Council is the development of a strategy to address the 2019/20 deficit of **£5.987m**. This strategy will be underpinned by a review of reserves to identify one off funding to provide a slightly longer lead time to make permanent savings. However, this strategy does not remove the need to make these savings.

- 3.7 The strategy for 2019/20 will also be underpinned by identifying new savings which can be implemented in 2019/20 and detailed proposals for this Committee are provided in the next section.

4.0 SAVINGS PROPOSALS 2019/20 – INCLUDING FINANCIAL CONSIDERATIONS

- 4.1 For 2019/20 the total value of savings proposed for this Committee is £0.510m, the details of which are outlined below:

- **Reshaping Early Help - £450,000**

The children's community health service which includes the health visiting and school nursing services transferred to the council in May 2017. Members agreed this transfer at a meeting of Finance and Policy Committee on 31 October 2016. At the same meeting, it was also agreed that £350k savings could be realised from the service based on an initial analysis of efficiencies to be achieved on transfer. It became clear on transfer that £350k could not be taken from the budget allocated to the service transferring in due to the quality issues that need to be addressed and capacity required for change. It became apparent that the council needed to understand the statutory responsibilities to be met in relation to the healthy child programme and how this fit with the local authority Early Help arrangements. It was therefore agreed that a full review of Early Help would be undertaken in order to ensure that the savings identified were appropriate within the context of the local integrated health and care offer.

In addition the MTFS (Medium Term Financial Strategy) identified the need to find a further £100k within Early Help for 2019/2020 therefore a total of £450k has been identified within the Early Help review.

A full review of Early Help has been completed and **Appendix A** sets out the details of this review. The proposal is to reorganise the Early Help service moving from four to two locality teams where health, family support and children's centres activities will be fully integrated. This offers the most opportunity for improved outcomes whilst ensuring that the service can be delivered within the budget and has the right resources necessary to meet the statutory duties. The integrated teams would consist of a team manager, principal practitioners (social care and health), health visitors, community nursery nurses, children's centre workers, school nurses, staff nurses, family support workers.

The proposals for reshaping early help include a rationalisation of buildings and resources to achieve the savings target whilst seeking to minimise the impact on front line service delivery. There are, however, implications arising from these proposals as follows:

- reduces the number of managerial, operational and administrative staff and therefore a number of staff will be at risk of redundancy;

- Closure of one former children's centre premises which currently operates as an office base and centre for facilitating contact for children looked after (service to be relocated);
- Reduces the number of delivery points for healthy start programme based on an assessment of usage and take up, consolidating resources at Rossmere, Miers Avenue and the centre of town (Lynnfield, Middleton Grange and the Community hub Central). Work will be undertaken with the community hubs to ensure that the available community resources are maximised to enhance the children's offer.
- **Children's Social Care family support arrangements - £60,000**
Children's social care employs a number of family support workers to deliver direct services to children and their families. A review of these arrangements has identified the opportunity to merge some services to better integrate arrangements and realise efficiency. It is proposed the service is reduced by two posts, one of which is currently vacant.

5.0 RISK IMPLICATIONS OF PROPOSED SAVINGS

- 5.1 There are a number of risks implicit in the delivery of any package of savings and it is important to recognise these as part of any decision making. The primary risk relates to maintaining capacity to deliver the front line services and support to the Council/departments.
- 5.2 These proposals refocus reduced resource in a number of ways. It firstly refocuses early help resource to universal health provision with the requirement for health practitioners to further develop their targeted work. The proposal also refocuses resource towards those children and families most vulnerable. This means that the reduced resource available needs to be effectively deployed therefore there will be a reduction in some services such as a review of the healthy start drop ins.
- 5.3 There are risks when reducing the budget significantly that the public will see a reduced service. This is inevitable however the model proposed reduces management and closes some buildings and aims to sustain as many front line practitioners as possible with the appropriate range of skills and expertise to offer a preventative service.

6.0 EQUALITY AND DIVERSITY CONSIDERATIONS

- 6.1 There are no equality and diversity considerations arising from this report; the proposals will have no differential impact on those who share protected characteristics to wider population groups.

7.0 LEGAL CONSIDERATIONS

- 7.1 The proposals outlined in this report ensure that the Council continues to fulfil its statutory duties in relation to the provision of education, children's social care and the 0 – 19 Healthy Child Programme in accordance with The Education Act 1996, The Children Act 1989, The Health and Social Care Act 2012 and other relevant legislation.

8.0 CHILD AND FAMILY POVERTY

- 8.1 The proposals in this report inevitably reduce resources available to support children and families. However, the aim is to refocus resources towards those children and families most vulnerable and ensure they are effectively deployed.

9.0 STAFF CONSIDERATIONS

- 9.1 The staffing proposals arising from the detailed savings proposals considered by individual Policy Committees will be managed at a corporate level by Finance and Policy Committee and the Corporate Management Team. This approach will seek to maximise staffing reductions which can be achieved by managing vacancies and accepting requests for voluntary redundancies, to reduce the number of compulsory redundancies. This approach will also seek to maximise redeployment opportunities.
- 9.2 In respect of the savings proposal detailed in the report and Appendix A, there are 16 potential redundancies to be managed through this process. However, steps are being taken to mitigate this by holding vacant posts.

10.0 ASSET MANAGEMENT CONSIDERATIONS

- 10.1 The proposals detailed in Appendix A outline proposals for the rationalisation of a number of buildings which are currently delivery points for Early Help services.

11.0 CONSULTATION

- 11.1 Consultation will be undertaken with Trade Unions and individual staff groups affected by the proposals.

12.0 CONCLUSION

- 12.1 The Government has previously confirmed that Local Government funding cuts will continue until 2019/20. This means the sector will have faced nine consecutive years of funding cuts – which is unprecedented.

- 12.2 Councils, including Hartlepool, also face additional unfunded budget pressures in relation to Looked after Children and the national pay award for Local Government employees.
- 12.3 As a result of this funding cut and unfunded budget pressures the Council faces a 2019/20 budget deficit of **£5.987m**. This is a very significant deficit and means that 2019/20 is the most difficult year the Council has ever faced. Addressing this deficit will require significant changes in services which will take time to implement and a detailed plan is being developed. This plan includes the savings proposals detailed in this report.

13.0 RECOMMENDATIONS

- 13.1 It is recommended that Members of the Committee note the content of the report and formulate a response to be presented to the Finance and Policy Committee on 26th November 2018.

14.0 REASON FOR RECOMMENDATIONS

- 14.1 The proposals included in this report have been identified as being sustainable and deliverable.

15.0 BACKGROUND PAPERS

Finance and Policy Committee 3rd September 2018 - Medium Term Financial Strategy (MTFS) 2019/20 and Financial Outlook from 2020/21.

16.0 CONTACT OFFICERS

- 16.1 Sally Robinson
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EARLY HELP REVIEW (OCTOBER 2018)

1. VISION

- 1.1 A significant piece of research was carried out in 2015 (A Better Childhood in Hartlepool) to understand how to prevent families needing to access specialist services. The work indicated that there were a proportion of children who became looked after where opportunities to intervene earlier had been missed. The research was shared with the Children's Strategic Partnership and they agreed 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
- 1.2 The Children's Strategic Partnership have also developed an Early Help Statement of Intent to improve early intervention with the aim:
"To identify needs as early as possible and to support the development of community resilience to enable communities to support each other to improve the life chances of children."
- 1.3 In the context of previous cuts to early intervention funding and the budget pressure in the 0 – 19 Healthy Child Programme it is critical that the council's resources are maximised by prioritising the delivery of services to those most in need. In order to ensure that resources are being used in the best possible way a review of the council's Early Help service has been undertaken.

2. PRINCIPLES

- 2.1 The following principles have been used in developing the proposals and are the foundation of the service:
- Building community capacity;
 - Making best use of community resources;
 - Promoting help seeking behaviour;
 - Needs led;
 - Resources focused on those children at risk of poorer outcomes;
 - In Partnership with families;
 - Evidence based; and
 - Highly skilled staff.

3. EARLY HELP SERVICE OBJECTIVES

3.1 The objectives within the Early Help Statement of Intent are:

- Ensure that information is readily available and accessible for all in the community
- Drawing upon the strengths of families and communities in order to support community priorities.
- Identify needs as early as possible and support families to access support within their communities
- Drawing upon the strengths of the workforce developing a community of learning in order to support community priorities.

3.2 The Early Help service will contribute to these objectives alongside our partners. In addition the service must make sure that it meets its statutory requirements as below:

- Health Visiting - The requirement for health visitors to support families is set out in the Health and Social Care Act 2012. Regulations were amended in 2015 prescribing universal health and development reviews at five key stages. The prescribed reviews are elements of the Healthy Child Programme (Department of Health). NICE guidelines advise that Health Visitors should have a caseload of approximately 300.
- School Nursing - There is a statutory requirement under the Health and Social Care Act to deliver the National Child Measurement Programme. This programme is embedded within the School Nurse Offer. The School Nurse offer is underpinned by the 5-19 element of the Healthy Child Programme.
- Children's Centres – the requirement to deliver services to children under the age of five and their families is set out in the Childcare Act 2006 alongside children's centre's statutory guidance (2013). This sets out the requirement for areas to deliver sufficient services to children under five years focusing on a core purpose.
- Early Help - "Working Together, 2018" sets out that: Local agencies should have in place effective ways to identify emerging problems and potential unmet needs of individual children and families. Local authorities should work with relevant local agencies to develop a joined up early help services based on a clear understanding of local needs. This requires all practitioners, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other practitioners to support early identification and assessment.

4. CURRENT SERVICE DELIVERY

4.1 The current service delivery model includes:

- Four localities - North, Central 1, Central 2, South. The locality teams currently consist of health visitors, community nursery nurses, school nurses, staff nurses, social workers and family support workers. Allocated Police Community Support Officers are based within the localities for two days a week.
- There are four main children's centres based in the four localities: Rossmere Children's Centre, Stranton Children's Centre, Hindpool Children's Centre, Chatham Children's Centre

5. PROPOSED DELIVERY MODEL

5.1 The current delivery model (four localities with Children's Centres managed separately) has been reviewed to understand how the service should be delivered in the future to maximise resources.

5.2 There are currently four localities with Children's Centres being managed separately. On reviewing the service it has been found that due to the small number of staff within each team the ability to support families has been compromised due to capacity issues e.g. school nursing.

5.3 Children's Centres have historically been managed separately to the locality teams. It has become increasingly evident that Children's Centre activities need to be integrated within the health visiting offer. Families being supported across each of these services are the same with duplication of resources.

5.4 The proposal is to reorganise the early help service to be delivered through two locality teams integrating health, family support and Children's Centre activities. This offers the most opportunity for improved outcomes whilst ensuring that the service can be delivered within the budget.

5.5 This model would include two locality teams overseen by a Clinical Head of Service who would be supported by a clinical lead. In addition there would be a parenting lead and a support manager to oversee all the IT requirements and support services. The integrated teams would consist of: principal practitioners (social care and health), health visitors, community nursery nurses, children's centre workers, school nurses, staff nurses, family support workers.

5.6 The benefits of this delivery model are:

- Allows for resilience due to an increase in the size of the teams;
- Allows for rationalisation of the buildings;
- Although there will be managerial posts deleted from the structure the front line workers posts are being protected as far as possible;
- Although there will be change for staff there will be an opportunity to merge two teams instead of splitting teams;
- Delivers an integrated early help offer that allows for the budget savings therefore could be delivered within budget envelope;
- Enables children's centres activities to be a core part of the whole offer with community nursery nurses, health visitors and children's centres workers to develop shared pathways and programmes;
- Midwifery operate a North/ South model.

5.7 It needs to be noted that these proposals have the following implications that need to be considered, this model:

- reduces the number of managerial, operational and administrative staff and therefore a number of staff will be at risk of redundancy;
- Closure of one former children's centre premises which currently operates as an office base and centre for facilitating contact for children looked after;
- Reduces the number of delivery points for healthy start programme based on an assessment of usage and take up, consolidating resources at Rossmere, Miers Avenue and the centre of town (Lynnfield, Middleton Grange and the Community hub Central). Work will be undertaken with the community hubs to ensure that the available community resources are maximised to enhance the children's offer. In addition we are working with Middleton Grange Shopping Centre to explore the use of a pop up shop to deliver services. Previous pop up shops in the centre of town have been extremely popular and parents that do not attend any of the centres have attended these sessions.

6. RATIONALISATION OF BUILDINGS

6.1 Due to the significance of the savings required there is also a need to review building use across the service. The following buildings are currently used for service delivery and office space across all the services. The following sets out the proposals for these buildings:

4.1 Appendix A

Building	Current usage	Proposals and impact
Rossmere Children's Centre	Office space and delivery point	No change and no impact - continue to deliver health and children's centre services and use as main office for South team
Rift House Children's Centre	A limited number of children centre activities are delivered	Children's Centre to be transferred to the school for them to develop as part of the school and their community offer. The school is ambitious to continue to offer activities through this provision therefore impact on those who access will be minimal
Ward Jackson Annex	Office space	Review space for the teams to understand whether this is needed for office space
Stranton Children's Centre	A limited number of children centre activities are delivered	Children's Centre to be transferred to the school for them to develop as part of the school and their community offer. The school is ambitious to continue to offer activities through this provision therefore impact on those who access will be minimal
Lynnfield Children's Centre	Children's centre activities delivery point. There is also a small space for staff.	No change and no impact - continue to deliver health and children's centre services
Chatham Children's Centre	Office space and children's contact service delivery point	Close – this has current limited use as a contact centre and base for team. Services will be re-located no impact (see below)
Star Centre	Office space Space for delivery mainly contact sessions	To use for contact team and delivery point for contact (currently based at Chatham House)
Miers Avenue Children's Centre	Leapfrogs playgroup and children's centre activities	No change and no impact - continue with current health and children's centre

4.1 Appendix A

		services
Hindpool Close Children's Centre	Kiddikins day nursery and limited Children's Centre activities	Day nursery to continue. To use as office space for North team and reshape space to maintain limited public access offer
Carnegie	Office space	Continue to use in the short term as office space and look to see if there is any other space in the longer term
Lealholme Road	Used to be an office space with some delivery for groups however has not been used for approximately a year.	Close

6.2 Current delivery points for Healthy Start Drop In clinics

There are a number of Healthy Start drop in clinics where parents can see health staff for advice and guidance. The numbers attending these vary and we are currently using significant resources to staff the sessions with very low numbers of parents attending. It is important with the significant shortfall of funding that we make the best use of our resources to ensure we are targeting the parents most in need. Therefore it is proposed that we reduce the number of these drop in clinics to cover north of the town, the town centre and the South as set out below:

Venue	Proposal
Hindpool Close	Cease to promote this provision but maintain facilities for limited public access offer
Rossmere Children's Centre x2	The numbers attending Rossmere are very high with a large number travelling from other areas within the town to attend. It is proposed to keep the two sessions which take place
Chatham Children's Centre	To close this as numbers have reduced
Stranton Children's Centre	To close this drop in for school to use space for their use

4.1 Appendix A

Lynnfield	To continue this to ensure the centre of the town is covered
Miers Avenue Children's Centre	To continue to deliver to cover the North of the town and be aligned to the Community Hub North (this is currently well attended)
Rift House Children's Centre	To close this drop in as school will be taking responsibility of the building
St Luke's	To close this as the numbers are consistently very low
Middleton Grange/ Community Hub Central	There are no regular sessions taking place at either of these venues however parents have told us they like to attend sessions in Middleton Grange due to the amenities being there. It is proposed to work with the Community Hub and Middleton Grange to deliver a session once a week in either venue

7. STAFF IMPLICATIONS

- 7.1 The proposed delivery model moves to two localities with children's centres integrated within this model. This reorganisation means that a full restructure will be need to be undertaken. The proposed structure has a reduction of 15 posts. There is therefore a risk that there will be 15 compulsory redundancies, however a number of posts have been held vacant to reduce this number.

8. RISK IMPLICATIONS

- 8.1 These proposals refocus reduced resource in a number of ways. It firstly refocuses early help resource to universal health provision with the requirement for health practitioners to further develop their targeted work. This proposal also refocuses resource towards those children and families most vulnerable. This means that the reduced resource available needs to be effectively deployed therefore there will be a reduction in some services such as a review of the healthy start drop ins.

- 8.2 There are risks when reducing the budget significantly that the public will see a reduced service. This is inevitable however the model proposed reduces management and closes some buildings and aims to sustain as many front line practitioners as possible with the appropriate range of skills and expertise to offer a preventative service.

9. BACKGROUND PAPERS

The Healthy Child Programme. Pregnancy and the first five years

<https://www.gov.uk/government/publications/healthy-child-programme-pregnancy-and-the-first-5-years-of-life>

Public health England (2015) Rapid review to update evidence for the healthy Child Programme.

<https://www.gov.uk/government/publications/healthy-child-programme-rapid-review-to-update-evidence>

Journal of Health Visiting: Vol 4; Issue 9 pages 462-471.

http://www.journalofhealthvisiting.com/cgi-bin/go.pl/library/article.cgi?uid=107856;article=hv_4_9_462_471

RCPCH (2015) Early years – UK-WHO growth charts and resources

<https://www.rcpch.ac.uk/system/files/protected/page/Covering%20all%20bases.pdf>

10. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

13 November 2018



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

Subject: EDUCATION IMPROVEMENT STRATEGY 2018-21 – STRATEGIC INTENT

1. TYPE OF DECISION/APPLICABLE CATEGORY

- 1.1 This is a key decision - key tests (i) and (ii) apply [Full Council agreed at its meeting of 25 October 2018 that this report is a key decision.]

2. PURPOSE OF REPORT

- 2.1 To consult members of Children's Services Committee regarding the strategic intent for Hartlepool's Education Improvement Strategy 2018-21 (EIS).
- 2.2 To seek approval from Children's Services Committee to develop the EIS into workplans annually, under appropriate stakeholder governance arrangements.

3. BACKGROUND

- 3.1 The Hartlepool Education Commission was set up by Children's Services Committee in February 2014. The Commission was chaired by Professor Steve Higgins from Durham University. Following a year of evidence gathering, research and consultation with stakeholders and partner agencies, the Commission's final report was published in September 2015. Minutes for the Commission's meetings and the Commission's final report can be found in full on the Council's website [here](https://www.hartlepool.gov.uk/info/20014/schools_and_learning/184/hartlepool_education_commission)¹.
- 3.2 During the period 2014-15 an interim Education Improvement Strategy document was in place, pending the outcomes of the Commission's findings.

¹ https://www.hartlepool.gov.uk/info/20014/schools_and_learning/184/hartlepool_education_commission

- 3.3 In the period September 2015 – July 2018 a number of workstreams worked to make the Commission's recommendations (section 5 of the Commission's final report) a reality. Funding of £500k was allocated by Children's Services Committee. This work was monitored, supported and challenged through stakeholder governance arrangements by the Education Commission Leadership Group and by Hartlepool's Children's Services Committee.
- 3.4 A Phase One Progress Conference was held in September 2016, one year after the publication of the Commission's report. The Progress Conference reported on the progress made by the workstreams.

4. **EDUCATION IMPROVEMENT IN HARTLEPOOL: THE NEXT THREE YEARS**

- 4.1 Throughout the spring and summer terms of 2018, stakeholders have been in discussions about the future education priorities for Hartlepool beyond July 2018. Headteachers have been heavily involved, along with other stakeholder groups represented on the Education Commission Leadership Group such as governors and employers. Small groups of young people were also consulted. Broader discussions in Children's Services Committee over the two terms have also helped to shape a draft strategy overview. The current draft strategy overview document is attached at **APPENDIX A**. It should be noted that the format of the overview document will be redesigned to avoid 'silo' thinking and working.
- 4.2 The green band near the top of the strategy overview document describes the four broad themes of the Education Commission's findings in 2015. These are lettered **A**, **B**, **C** and **D**, and are intended to provide an explicit link back to these themes in the new strategy going forward:
- A:** Leadership, governance and collaboration
 - B:** Culture, aspirations and employment
 - C:** Closing the gap
 - D:** Getting every school, academy and college to good or outstanding, and maintaining educational excellence.
- 4.3 Final consultation with children and young people and parents and carers occurred 1-12 October 2018. This was through a mixture of face-to-face opportunities and electronic options in order to ensure a good 'reach' for the consultation questions. The aim is to capture consultation feedback electronically as far as possible so that analysis is more efficient.
- 4.4 Consultation processes involved the following in order to ensure that a full and wide cross-sectional representative view was taken:
- a) having representatives from the Youth Council / Young Inspectors in the town centre with electronic tablets engaging with children and young people directly to complete the consultation survey

- b) through Youth Groups in the town, both ours and external ones – we shared a survey monkey link so that they can encourage their own groups to take part
- c) a targeted Facebook campaign was launched to encourage responses
- d) the SEND Parents Forum was engaged through social media with a targeted Facebook campaign
- e) VCS (voluntary and community sector) groups were engaged to target young people by asking them to promote the survey monkey link, eg. Hartlepool Carers, Hart Gables, Families First, Hartlepool Special Needs Support Group, Salaam Centre, Wharton Trust and Changing Futures North East
- f) the consultation survey was promoted through Children's Centres
- g) the consultation survey was promoted at the Celebrate Success event and on the Care Leavers App with the Children in Care Council
- h) all Hartlepool Borough Council employees were encouraged to contribute to the consultation survey.

A summary from the consultation described above can be found at **APPENDIX B**.

- 4.5 Final consultation with relevant Diocesan education officers also occurred during the period 1-12 October 2018.
- 4.6 The attached overview document was produced following an analysis and synthesis of the themes that emerged from the feedback from all of the stakeholder groups mentioned above from January – October 2018.

5. RISK IMPLICATIONS

There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 Funding to support the work that will be needed to make the strategic intentions a reality will come from existing budget allocations and a rationalisation of existing educational reserves. Total funding allocated over the next three years is £488,000.

7. LEGAL CONSIDERATIONS

- 7.1 The Council's Constitution stipulates that education improvement in Hartlepool shall be monitored, supported and scrutinised by a governance arrangement called an **Education Improvement Board (EIB)**. The EIB falls under the 'Leadership Body and Partnership' definition set out in Part 7 of the Constitution 'Appointments to Outside Organisations and Other Bodies' with the aim of covering the following roles:

- to represent the interests of Hartlepool

- to lead the community planning process
- to be the focus for forming partnerships with other public, private, voluntary and community sector organisations to address local needs.

7.2 Article 9 of the Constitution states that:

“The Board will provide strategic oversight of the delivery of the Education Improvement Strategy to realise the ambition to provide a first class education for every Hartlepool learner. The Board will determine an annual action plan measuring outcomes against the strategy and identify and commit the necessary resources required to carry out the relevant actions and activities.”

7.3 HBC's representative on the EIB will be Councillor Brenda Harrison.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

There are no child and family considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

There are no staff considerations.

11. ASSET MANAGEMENT CONSIDERATIONS

There are no asset management considerations.

12. RECOMMENDATION

12.1 It is recommended that:

- a. Committee consider this report and the consultation draft overview document attached at **APPENDIX A**
- b. Committee endorse the broad strategy outlined in this overview document
- c. Committee agree whether the overt links (green letters **A**, **B**, **C** and **D**) back to the Commission outcomes provide useful context or not, and therefore should or should not be included
- d. Committee agree that the implementation of the agreed Education Improvement Strategy 2018-2021 be overseen by governance

arrangements led by an **Education Improvement Board** comprising representatives from all key stakeholder groups.

14. BACKGROUND PAPERS

There are no background papers.

15. CONTACT OFFICER

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Provide a first-class learning journey for everyone in Hartlepool (DRAFT 2018 1002)

A: Leadership, governance and collaboration

B: Culture, aspirations and employment

C: Closing the gap

D: Maintaining educational excellence

Goals

Children and young people are healthy, safe and resilient [A, C]

Hartlepool children and young people will be protected from physical and mental harm; taught how and encouraged to make appropriate choices, supported by informed parents/carers; and be able to cope with adversity and the challenges of change in their lives, including at points of transition

Children and young people can attend a great school or college in Hartlepool [A-D]

Families will be able to choose any school or college in Hartlepool knowing that children and young people will be taught well, will flourish and will achieve highly regardless of their background or their individual needs

Children and young people are fully prepared for working life [B, C]

Young people will finish school, college or work related learning having achieved well and gained valuable skills, meaning that they can progress to further study or enter the workforce, and make a good contribution in their communities

Educational delivery priorities 2018-2021

Ensure that there are enough school places to meet the needs of growing Hartlepool

- Work with partners to ensure robust pupil place planning [A, D]
- Work with partners to create new school places to support new communities [A, B, D]
- Implement findings of ARP review [A, C]
- Remodel PRU provision [A, C, D]

Ensure very young children get off to a good start with their reading, writing, maths and speaking

- Provide specialist training and support for all Early Years settings including PVI and child minders [A, D]
- Work with the wider workforce to maximise opportunities to provide support for children, parents and carers [D]
- Use two-year-old health check, and other learning assessment tools, to support early identification of additional need [A, D]

Ensure that young people are fully prepared to enter the world of work

- Develop of continuum of regular, high quality 5-18/25 careers education, information and guidance [B]
- Identify training and development needs of staff in schools and colleges, and support a programme to meet these needs [A, B]
- Improve the skills of parents and carers so that they can support and challenge their children's views and choices [B, C]

Tailored support for vulnerable children and young people, including those with SEND

- Deliver programme of SEND pedagogical support for staff to ensure a robust graduated response [A, C, D]
- Work with partners to implement SEND Action Plan [A, C]
- Develop closer working relationships and systems across education partners, social care teams and health partners [A, C]
- Support all vulnerable groups including SEND, LAC, EHE, SEMH, refugees and asylum seekers [B, C]

Provide and maintain high quality learning environments

- Develop the offer at CETL [B, D]
- Develop the offer at CECA [A, B, C, D]
- Work with partners to develop a broad alternative ed offer [A, B]
- Use capital funding streams to develop existing high quality schools further [A, B, D]

Ensuring all schools are judged 'Good' or better by Ofsted

- Support Quality First, inclusive teaching in all schools, at all times through an inclusive and irresistible curriculum [C, D]
- Enable leadership growth with quality recruitment and building leadership capacity locally [A, D]
- Ensure attendance is at least national average [C, D]
- Ensure exclusion rates are low and appropriate [A, D]

Support children, young people and parents/carers to be emotionally resilient to help them to cope with choice and change

- Coordinate well-being offer and joint commissioning [A, C]
- Deliver a universal resilience building programme [B, D]
- Develop a targeted early intervention programme [C]
- Deliver a workforce development programme to meet need [A, C, D]

Governance

- System governance
- Ensure rules, practices and processes are ethical and child centred [Nolan Principles]
- School governance
- Develop skills to meet the needs of schools, including financial [A]
 - Offer high quality training [A, B]
 - All GBs have their full complement of governors [A]
 - Grow NLGs in primary and secondary [A, D]

Hartlepool plays its part in employability and skills growth in the Tees Valley

- Use a common school assessment framework across Tees Valley to identify and maximise the impact of highly effective schools, as well as intervene early with schools that are causing concern [A, B, C]
- Work with partners to implement the Combined Authority Education, Employability and Skills Strategy [A, B, C]

Values & principles

Children and young people first

Improving the opportunities and life chances of our children and young people will drive policy and decision making

High expectations for and of all

We want the very best for each and every child and young person, no matter what their background is, or what their individual needs are

Partnership working

We are committed to strong and effective collaboration, based on honest relationships and clear communication; supporting and empowering parents and carers is very important to us

Clear accountability and measures

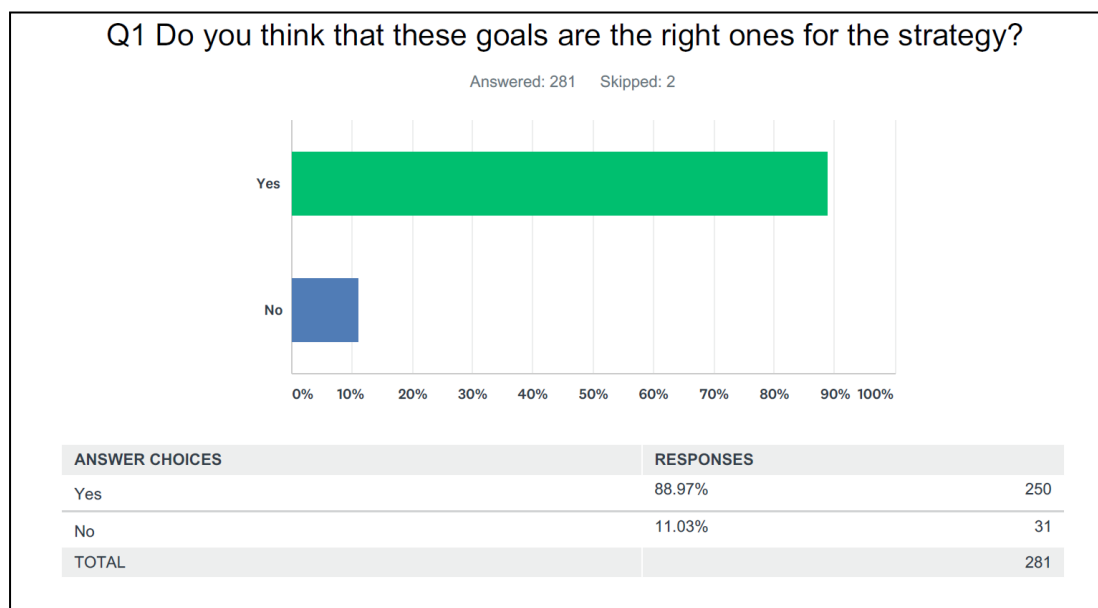
We will set ourselves ambitious and clear milestones, which are research informed where possible, so that everyone knows how well we are doing

Listen to and respond to need

We will listen to the needs of individuals and our learning communities, and use our collective resources efficiently to meet these

Proportionate support & challenge

We will use high quality information within the Hartlepool learning family of schools and colleges to support and challenge each other to be the best

APPENDIX B**Electronic survey outcomes** – October 2018 (see paragraph 4.4 for more information)

Part of the survey questionnaire permitted respondents to enter free text. A summary of the free text responses is presented below.

Free text analysis and summary

Over the period of consultation, 281 responses were received. The majority of responses, 113, were from parent/carer/guardians, 58 were children/young people, 52 grandparents and 54 who identified themselves as 'other adults'.

The majority of respondents were female, 165.

Of the young people, the majority, 51, were at secondary school or college.

Strategy goals

Details of the goals of the strategy were outlined in the questionnaire as below:

Our children and young people...

...are healthy, safe and able to cope with choice and change

...can attend a great school or college in Hartlepool

...are fully prepared for working life.

Participants were asked if these were the right goals. The overwhelming majority, 250 (89%) said that they did think that these were the right goals although a number of respondents did ask for clarification on what 'great' meant in terms of school or college.

Of the 31 who advised that they did not think these were the right goals, they were asked why not. A total of 28 comments were provided. When we have looked at the responses to that question against the 108 responses to the question "Are there any other different goals you think we have in relation to education and learning?" there are common themes and threads that we have identified suggesting that these two questions can be analysed together.

There was a strong theme emerging where respondents identified that **school should not just be about exam results but also about preparing young people for adult life** that might not necessarily or just be related to work/employment. Participants asked for the strategy to be more ambitious and aspirational.

Examples of comments reflecting this included:

- ... You need to make sure that all children in Hartlepool receive every chance to get an excellent education to suit their different capabilities.
- ... Can be supported with their education whatever that may look like to achieve their potential and dreams.
- ... To make a positive contribution.
- ... To include skills for life, money management and basic self care and independent living skills into the curriculum.
- ... Respect. Social Awareness. Sense of Right and Wrong.
- ... More emphasis on children reaching their full potential without the pressure put on schools to focus on targets.

Another strong theme that emerged from the consultation relates to **the educational experience of those children and young people who had additional needs**, although many of the comments could be applied to any children/young people. **Children should be treated as individuals** and their needs reflected in education provision.

Examples of comments reflecting this theme include:

- ... Ensure that children and young people's individual learning styles are considered instead of a one size fits all policy. Taking into account not only educational difference but adolescent and childhood traumas.
- ... A place for all children to have the education they need in Hartlepool no matter what their special needs are.
- ... I wouldn't change the goals but ensure that they are tailored to people of all abilities.
- ... All children and young people should have their learning needs met. This may involve access to specialist services such as speech and language therapy or educational psychology services to determine learning needs in the classroom, as well as teacher support to identify and meet those needs.

Participants wanted to see schools deliver a **broad and balanced curriculum** which helps foster a sense of **life-long learning**.

Comments included:

- ... Where is the focus on developing well-rounded, confident citizens?
- ... I think kids should be able to learn about relevant topics today like LGBT, racism and things like that so that people should not be subject to hatred and can learn to get along.
- ... I think there should be something about instilling a lifelong love of learning in there. This is a great life skill and so many kids are turned off by their school experiences.
- ... Teach children how to think for themselves and make decisions.
- ... The child as whole, considering their emotional and well-being.
- ... To have the young people be creative and independent.

...To have the choice of a range of subjects that are academic, vocational or creative with tailored support to meet their own learning styles and needs.

Participants wanted children and young people to be **happy** and **safe in their school**.

- ... Confident and happy
- ... Happy and content
- ... That they can do it in an environment free from the influence of drugs and violence (bullying)
- ... Safety on line is an important area to consider.
- ... Having alternatives to mainstream as many special needs kids are deeply unhappy. Don't bung all special children together in one special school as they have vastly different needs...
- ... If a child is typical and then the above [goals] sounds grand but my son has asd and the education is failing him miserable and he did not feel safe at school he felt traumatised and he is only 7 years of age... So priority I would say is for a school to be inclusive and understand a learning style that suits individuals... help them to create friendships and keep them safe so they can grow and be successful.
- ... For a child to be successful and thrive they need to be happy in that environment and feel that even the smallest achievement is a big step.
- ... Let the children have a safe environment to learn.

The theme of **inclusivity, equality and individuality** runs through the responses and is reflected in the key role that teachers play in children and young people's education.

Comments relating to the **need to recruit and retain the best/most experienced professionals** include:

- ...Employing and retaining highly experienced staff and less employment of newly qualified – appears to be a quick turn around of staff – what about consistency for the pupils and their learning.
- ...That those delivering education and learning should be able to cope with choice and change. E.g. can teachers cope with an autistic pupil who is challenging and can the school really put in place effectively ECHP's... Some teachers simply don't know how to interact and teach these children and do not want to take on board strategies from parents...
- ...That young people are supported/given opportunities to exceed their potential.
- ... First class teaching, small set sizes. Excellent pastoral care and genuine enrichment of activities.

Finally, respondents were asked to tell us about one good thing in their education that they would say was first class. The reason that this question was included was because we wanted to provide the opportunity for people to reflect on a positive message that can be shared and reflected in the strategy.

The **role of teachers** was the most common theme that ran through the responses. Comments were made on the importance of teachers in terms of consistency, quality and knowledge but also their potential to inspire children and young people and

provide a supportive, nurturing environment that made children and young people believe they could achieve whatever they wanted to.

Examples of the comments related to teachers include:

- ... Teachers who cared for me as a person not just a statistic.
- ... Good interesting teachers.
- ... Encouraging and supportive teachers throughout my education. I have been very lucky.
- ... My English teacher.
- ... Having the freedom to explore my interests with dynamic and empathic teachers.
- ... My teachers saw the bigger picture which also included a view of the world not just of my home town.
- ... Time teachers had for individuals.
- ... I had one good teacher that really pushed me to realise my potential. We need to support all teachers to be able to be that teacher for their students.
- ... Passionate, caring, inspirational teachers (few and far between but they can make a huge difference – we need excellent leadership to find and nurture them)
- ... Teachers who spent time motivating, coaching and guiding, along with teaching, are the key to a first class education.

A **creative approach to teaching and a broad and balanced curriculum** were also identified as helping make a first class learning experience.

Examples of comments around this theme include:

- ... Interactive lessons where you have to get involved. In history we had to re-enact the Schlieffen plan by being countries and intercepting one another in the class, or using maps to plot out where events took place. This is much more fun, memorable and productive way to learn rather than just writing things down.
- ... Subjects can be either boring or fascinating if taught in the right/wrong way.
- ... Free comprehensive education with the option to take part in drama, music and sport.
- ... Choices to pick which direction to go in.
- ... Being able to join activities that allowed me to improve my confidence and self esteem.
- ... The breadth, educating the whole child.
- ... Instilling a love of reading in me
- ... My teachers always taught balance. Work, rest and play along with trying to find enjoyment in your tasks.

The role of education in developing **friendships, self discipline, self respect and respect for others** is also seen as key in first class education, with illustrative comments such as:

- ... Results were means to an end (a healthy, happy, fulfilled future) not a means to boosting the reputation of the school. Every student was treated as an individual and staff understood that effective teaching required emotional intelligence.
- ... Being able to join activities that allowed me to improve my confidence and self-esteem.

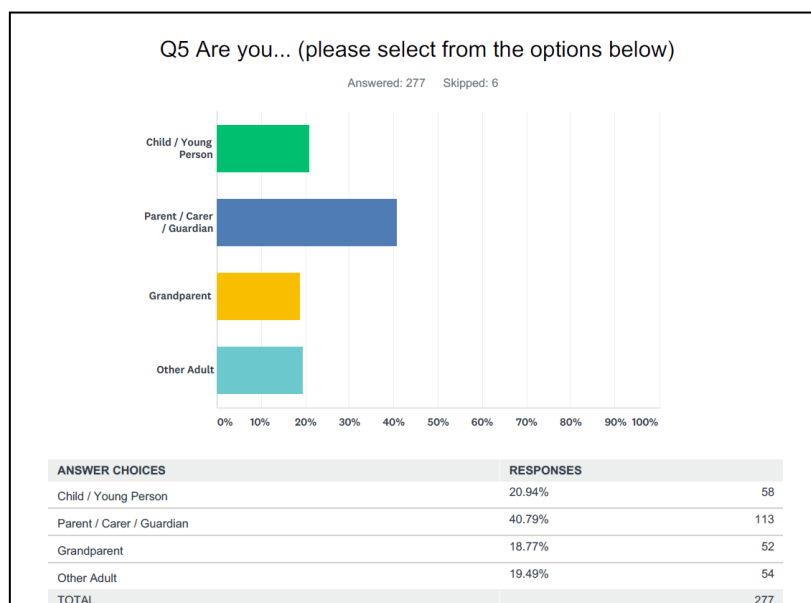
- ...Socialising
- ...Making friends
- ...Respect
- ...The respect for authority
- ...Teaching the meaning of a disciplined life.
- ...Responsibility for own actions and consequences.
- ...I've got new friends.
- ...Start having confidence that I could achieve anything I set my mind to.

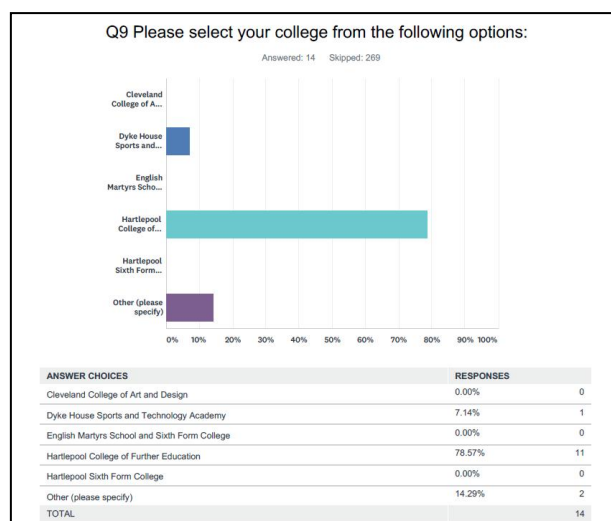
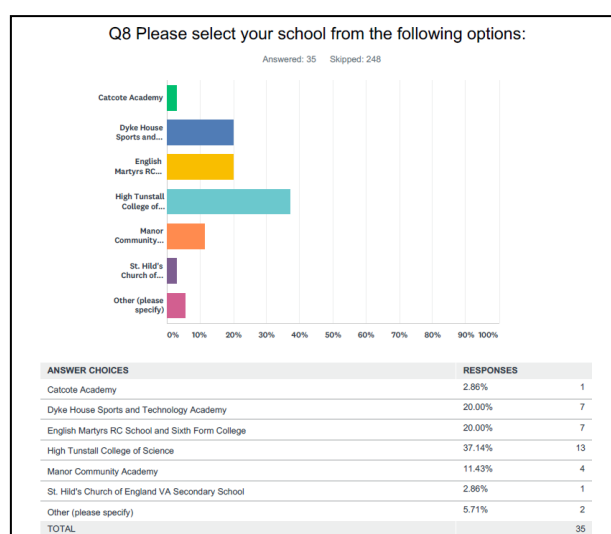
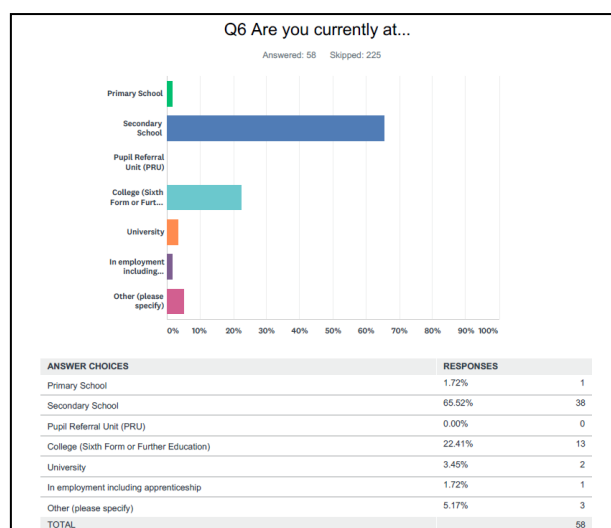
There were 159 responses to the question “Please tell us one good thing in your education that you would say has been first class” and the majority of those were positive and demonstrated the difference that a good learning experience can make to individuals. However, there were a number of responses that highlighted bad experiences of education:

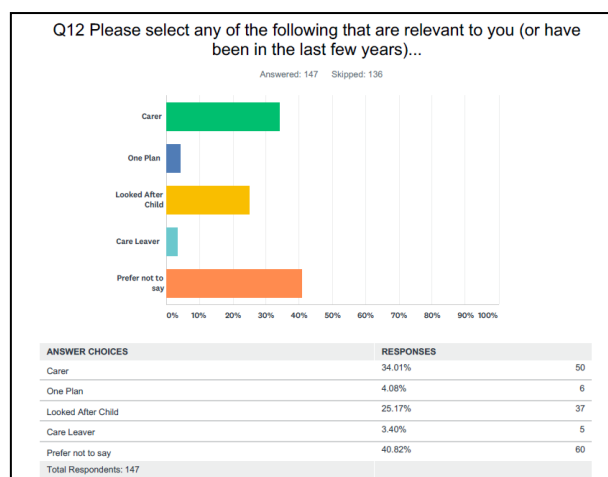
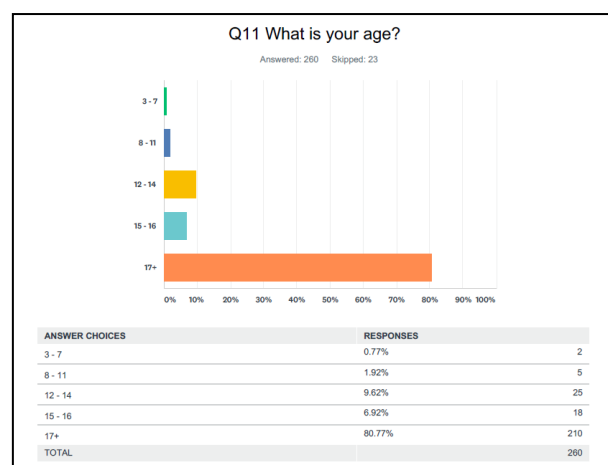
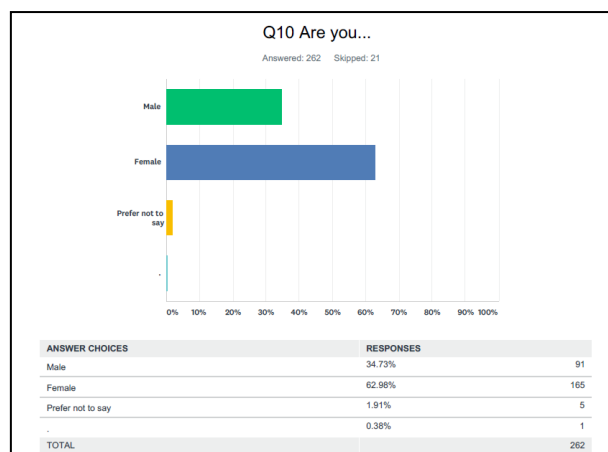
- ...Unfortunately encountered too many negatives within the secondary education system.
- ...Nought
- ...In my sons case I can honestly say there is nothing first class about his education and that needs to change.

Profile of participants

The following responses provide information regarding the profile of the cohort that participated in the consultation survey.







CHILDREN'S SERVICES COMMITTEE

13 November 2018



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

Subject: EDUCATION SERVICES - GENERAL DUTIES RATES
FOR MAINTAINED SCHOOLS UPDATE

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key

2. PURPOSES OF REPORT

2.1 To inform members of the outcome of Schools' Forum held on the 16 October 2018 and their decision in relation to the 2019/20 Education Services General Duties Rates.

2.2 To agree that the local authority should present a disapplication request to the Secretary of State in order to ensure that the local authority can discharge its statutory responsibilities.

3. CONSIDERATION OF ISSUES

3.1 New national funding arrangements in 2017/18 shifted responsibility for funding statutory duties from a specific grant to the Dedicated Schools Grant. The Government provided no additional funding to schools to cover this cost shift. Members will recall that since 2017/18 the Council has had to apply for disapplication, in order to secure this funding.

3.2 For the financial year 2019/20 the local authority proposed a rate of £60 per pupil. This is the same rate as 2018/19.

3.3 Schools' Forum considered this proposal and did not agree to transfer the funding to the local authority. Schools were clear that it was **not** because of concerns about the quality of services provided by the local authority, but they considered that funding statutory duties from school budgets is a budget cut and this funding should be provided by the Government. Regulations state that

if agreement cannot be reached with maintained schools the matter would need referring to the Secretary of State for a decision.

- 3.4 This has been the consistent view of Schools' Forum for the past two financial years, 2017/18 and 2018/19. In each of these financial years the local authority has applied to the Secretary of State for disapplication of the Regulations. This means that the local authority is able to remove the required element of funding to ensure that statutory responsibilities are discharged.

4. RISK IMPLICATIONS

- 4.1 In relation to the 2019/20 rate, should the Secretary of State not agree to the request of £60 per pupil/place, the local authority would not have enough funding to discharge essential statutory services to schools.

5. FINANCIAL CONSIDERATIONS

- 5.1 If the Secretary of State does not agree to the request of £60 per pupil/place the local authority would not have enough funding to discharge essential statutory services to schools.

6. LEGAL CONSIDERATIONS

- 6.1 The Schools Revenue Funding 2019 to 2020 Operational Guide states that local authorities should set a single rate for the Education Services General Duties for 5 to 16 year olds. Local authorities may choose to establish differential rates for Special Schools and Pupil Referral Units.

7. CONSULTATION

- 7.2 At its meeting of the 16 October 2018 the maintained schools members of Schools' Forum were consulted on the rate of £60 per pupil/place.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no specific child and family poverty considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no specific 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. CONCLUSIONS

- 12.1 The maintained schools members of Schools' Forum at the meeting on 16 October 2018 did not agree to the transfer of £60 per pupil/place to the local authority for the provision of statutory duties. Regulations state that if agreement could not be reached with maintained schools the matter would need referring to the Secretary of State for a decision.
- 12.2 Based on the decision made by the Secretary of State in relation to both the 2017/18 and 2018/19 ESG rates, the Council has demonstrated the case for the funding required to discharge statutory responsibilities. Therefore, this provides a good basis for seeking approval for the 2019/20 rates.

13. RECOMMENDATIONS

- 13.1 It is recommended that Members:
- a) Agree the 2019/20 funding rate at £60 per pupil/place.
 - b) Agree to submit the dis-application request to the Secretary of State to set the Education Services General Duties rate at £60 per pupil/place for 2019/20.
 - c) Note this will be the third year the local authority has applied for disapplication.

14. REASONS FOR RECOMMENDATIONS

- 14.1 Without this element of funding the local authority would not be able to discharge some of its statutory responsibilities in respect of schools.

15. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

13 November 2018



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

Subject: "PERIOD POVERTY" (AFFORDABILITY OF SANITARY PRODUCTS)

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 To update the Committee on progress of the Council resolution of 2 February 2018 in support of the Tees Valley Free Period Campaign.

3. BACKGROUND

- 3.1 On 2 February 2018 the Council approved a resolution in support of the Tees Valley Free Period Campaign, and in particular that:
- No woman in the Tees Valley should be forced into poverty due to her periods;
 - No girl should miss school because of her period;
 - No woman should miss work or college because of her period.
- 3.2 Following the Council resolution, officers from Children and Joint Commissioning Services have explored options to ensure that young women are not experiencing period poverty. The department's senior health improvement practitioner has met with Brook, the young person's sexual health and wellbeing charity, who are piloting a national "P-card" ("Period Card") scheme across Teesside. This will provide free products and education to girls in financial need. It will also provide education for young people about sustainable sanitary products, health and hygiene and promoting period positivity supporting young women to make informed choices about managing their periods. The "P-card" scheme is based on the

successful “C-card” initiative which gives young people confidential access to contraceptive advice and services. The Brook initiative is funded directly from central sources and is at no cost to the Council.

- 3.3 The “Let’s Talk. Period.” project is supported by the Department for Culture, Media and Sport’s Tampon Tax fund. They are currently in the planning stages of this project and hope to be operational from January 2019.
- 3.4 Working with the 0 – 19 Healthy Child teams, officers have confirmed that both primary and secondary schools in Hartlepool are aware of the impact of period poverty and are proactive in providing young women with free sanitary wear as and when required. Those schools who have undertaken work with Children North East to ‘Poverty proof the school day’ have an enhanced understanding of this issue and are proactive in supporting their pupils.
- 3.5 In addition to work in schools, Joseph Rowntree Trust have made sanitary products available at fuel and poverty events across the Town and the Food bank provides sanitary products along with other toiletries as this was previously identified as a gap.

4. RISK IMPLICATIONS

- 4.1 There are no risk implications arising from this report.

5. FINANCIAL CONSIDERATIONS

- 5.1 There are no financial implications arising from this report.

6. LEGAL CONSIDERATIONS

- 6.1 There are no legal implications arising from this report.

7. CONSULTATION

- 7.1 No consultation is required, report is for information.

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

- 8.1 This report recognises the impact of poverty on the resources of young girls and women to purchase sanitary wear and outlines the support available to those experiencing period poverty.

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

- 9.1 There are no equality or diversity considerations, period poverty can impact on all women regardless of any protected characteristics.

10. STAFF CONSIDERATIONS

- 10.1 There are no staffing implications arising from this report.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations arising from this report.

12. RECOMMENDATIONS

- 12.1 Children's Services Committee is asked to note the resources available to support young women who experience period poverty in order to mitigate the impact of this on their education.

13. REASONS FOR RECOMMENDATIONS

- 13.1 To ensure Members are sighted on the support and resources available to mitigate the impact of period poverty.

14. BACKGROUND PAPERS

- 14.1 Nil

15. CONTACT OFFICERS

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