

Democratic Services

Guildhall, High Street, Bath BA1 5AW

Telephone: (01225) 477000 *main switchboard*

Direct Lines - Tel: 01225 394458

Web-site - <http://www.bathnes.gov.uk>

Date: 16th January 2015

E-mail: Democratic_Services@bathnes.gov.uk

To: All Members of the Early Years, Children and Youth Policy Development and Scrutiny Panel

Councillors: Sally Davis, Sarah Bevan, Liz Hardman, David Veale, Loraine Morgan-Brinkhurst MBE, Michael Evans and Nicholas Coombes

Co-opted Voting Members: David Williams

Co-opted Non-Voting Members: Chris Batten and Edward Joseph

Cabinet Member for Early Years, Children & Youth: Councillor Dine Romero

Chief Executive and other appropriate officers
Press and Public

Dear Member

Early Years, Children and Youth Policy Development and Scrutiny Panel: Monday, 26th January, 2015

You are invited to attend a meeting of the **Early Years, Children and Youth Policy Development and Scrutiny Panel**, to be held on **Monday, 26th January, 2015 at 4.30 pm** in the **Council Chamber - Guildhall, Bath**.

The agenda is set out overleaf.

Yours sincerely



Mark Durnford
for Chief Executive

If you need to access this agenda or any of the supporting reports in an alternative accessible format please contact Democratic Services or the relevant report author whose details are listed at the end of each report.

This Agenda and all accompanying reports are printed on recycled paper

NOTES:

- 1. Inspection of Papers:** Any person wishing to inspect minutes, reports, or a list of the background papers relating to any item on this Agenda should contact Mark Durnford who is available by telephoning Bath 01225 394458 or by calling in at the Guildhall, Bath (during normal office hours).
- 2. Public Speaking at Meetings:** The Council has a scheme to encourage the public to make their views known at meetings. They may make a statement relevant to what the meeting has power to do. They may also present a petition or a deputation on behalf of a group. Advance notice is required not less than two full working days before the meeting (this means that for meetings held on Wednesdays notice must be received in Democratic Services by 4.30pm the previous Friday)

The public may also ask a question to which a written answer will be given. Questions must be submitted in writing to Democratic Services at least two full working days in advance of the meeting (this means that for meetings held on Wednesdays, notice must be received in Democratic Services by 4.30pm the previous Friday). If an answer cannot be prepared in time for the meeting it will be sent out within five days afterwards. Further details of the scheme can be obtained by contacting Mark Durnford as above.

- 3. Details of Decisions taken at this meeting** can be found in the minutes which will be published as soon as possible after the meeting, and also circulated with the agenda for the next meeting. In the meantime details can be obtained by contacting Mark Durnford as above.

Appendices to reports are available for inspection as follows:-

Public Access points - Reception: Civic Centre - Keynsham, Guildhall - Bath, The Hollies - Midsomer Norton. Bath Central and Midsomer Norton public libraries.

For Councillors and Officers papers may be inspected via Political Group Research Assistants and Group Rooms/Members' Rooms.

- 4. Recording at Meetings:-**

The Openness of Local Government Bodies Regulations 2014 now allows filming and recording by anyone attending a meeting. This is not within the Council's control.

Some of our meetings are webcast. At the start of the meeting, the Chair will confirm if all or part of the meeting is to be filmed. If you would prefer not to be filmed for the webcast, please make yourself known to the camera operators.

To comply with the Data Protection Act 1998, we require the consent of parents or guardians before filming children or young people. For more information, please speak to the camera operator

The Council will broadcast the images and sound live via the internet www.bathnes.gov.uk/webcast An archived recording of the proceedings will also be available for viewing after the meeting. The Council may also use the images/sound recordings on its social media site or share with other organisations, such as broadcasters.

- 5. Attendance Register:** Members should sign the Register which will be circulated at the meeting.

6. THE APPENDED SUPPORTING DOCUMENTS ARE IDENTIFIED BY AGENDA ITEM NUMBER.

7. Emergency Evacuation Procedure

When the continuous alarm sounds, you must evacuate the building by one of the designated exits and proceed to the named assembly point. The designated exits are sign-posted.

Arrangements are in place for the safe evacuation of disabled people.

**Early Years, Children and Youth Policy Development and Scrutiny Panel - Monday, 26th
January, 2015**

at 4.30 pm in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST

At this point in the meeting declarations of interest are received from Members in any of the agenda items under consideration at the meeting. Members are asked to indicate:

(a) The agenda item number in which they have an interest to declare.

(b) The nature of their interest.

(c) Whether their interest is a **disclosable pecuniary interest** or an **other interest**,
(as defined in Part 2, A and B of the Code of Conduct and Rules for Registration of Interests)

Any Member who needs to clarify any matters relating to the declaration of interests is recommended to seek advice from the Council's Monitoring Officer or a member of his staff before the meeting to expedite dealing with the item during the meeting.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

At the time of publication no notifications had been received.

7. MINUTES - 24TH NOVEMBER 2014 (Pages 9 - 22)
8. SUMMER OF FUN ACTIVITIES (SOFA) - BATH AREA PLAY PROJECT (Pages 23 - 34)

The Summer Of Fun Activities (SOFA) 2014 Inclusive Activity programme report is attached for the Panel.

9. NSPCC PRIMARY SCHOOLS PROGRAMME PRESENTATION

Representatives from the NSPCC will deliver a presentation to the Panel on their Primary Schools Programme.

10. CHILD FRIENDLY CITY INITIATIVE

The Member of Youth Parliament or a representative on his behalf will update the Panel on this matter.

11. CHILDREN SAFEGUARDING AND SCHOOLS (Pages 35 - 42)

The People and Communities Directorate would like to set out for the Panel the current areas of safeguarding support and training offered to all schools. This report does not focus on pre-school or early years settings.

12. CHILDREN'S CENTRE / STAFF MUTUAL UPDATE

The Senior Commissioning Manager for Preventative Services and the Early Years & Extended Services Manager will give a verbal update to the Panel regarding this item.

13. PEER CHALLENGE (Pages 43 - 46)

This report outlines the process and learning from the autumn 2014 Peer Challenge process in which we participated.

14. CABINET MEMBER UPDATE

The Cabinet Member will update the Panel on any relevant issues. Panel members may ask questions.

15. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

16. PANEL WORKPLAN (Pages 47 - 50)

This report presents the latest workplan for the Panel.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

BATH AND NORTH EAST SOMERSET COUNCIL

EARLY YEARS, CHILDREN AND YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL

Monday, 24th November, 2014

Present:- Councillors: Sally Davis (Chair), Sarah Bevan (Vice-Chair), Liz Hardman, David Veale, Loraine Morgan-Brinkhurst MBE, Michael Evans and Nicholas Coombes

Co-opted Non-voting Members:- Chris Batten and Edward Joseph

Also in attendance: Charlie Moat (Service Improvement Manager), Mike Bowden (Deputy Director, Children & Young People, Strategy and Commissioning), Richard Baldwin (Divisional Director CYP Specialist Services) and Margaret Simmons-Bird (Head of Education Improvement)

52 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting.

53 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

54 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

David Williams (Co-opted Panel Member), Councillor Dine Romero (Cabinet Member for Early Years, Children & Youth) and Ashley Ayre (Strategic Director, People & Communities) had sent their apologies to the Panel.

55 DECLARATIONS OF INTEREST

There were none.

56 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

The Chair wished to take this opportunity to make the Panel aware of the Schools Carol Service that was due to take place at the Abbey on December 8th with services taking place at 10.30am and 2.00pm.

57 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

Councillor Ian Gilchrist announced that Widcombe Junior School had just received an Outstanding rating from Ofsted. He said that in his role as Chair of Governors he was very proud of this achievement by the school.

58 MINUTES - 29TH SEPTEMBER 2014

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chair.

59 SCHOOL PERFORMANCE DATA

The Head of Education Improvement introduced this item to the Panel. She highlighted some key points from within the report.

She informed them that pupils in Key Stage 1, 2, and 4 continue to attain well and make good progress compared to other local authorities and national expectations on all measures.

She said that in the Early Years Foundation Stage there had been a significant improvement in the proportion of children who achieve and exceed national expectations. She added that the percentage of children who achieve a Good Level of Development improved significantly from 51% to 63% and this is above the national average of 60%.

Key Stage 1

Level 2b+

Overall pupils' attainment at KS1 at the more secure L2b+ improved in reading by 1% and mathematics by 2% in line with the national average. Attainment in writing dipped by 3% and this goes against the national trend of a 1% increase. Attainment in reading and mathematics is above national and our statistical neighbours. Writing is the same as national and 1% below statistical neighbours.

The performance of pupils eligible for FSM improved in all subject with the biggest improvement of 9% in reading. The gaps narrowed in all subjects but remain high when compared to the national average with the biggest gap (23%) in writing.

Level 3+

The attainment of FSM increased in reading, writing and mathematics. The gap in writing attainment closed the result of a 2% dip in writing for non FSM pupils. The gaps for FSM pupils have narrowed in all core subjects.

BME pupils' attainment improved in all subjects and the gaps narrowed in reading and mathematics and increased in writing.

Key Stage 2

Level 4+

Attainment at L4+ improved in reading, writing and mathematics and for combined reading, writing and mathematics. The proportion of pupils who achieved L4+ in reading, writing and mathematics combined improved by 4% higher than national (2%). Overall attainment for combined L4+ in reading, writing and mathematics

remains above the national average (80% compared to 79) for the third consecutive year.

Level 5+

Attainment at the higher L5+ improved and is above the national average in all subjects and for all groups with the exception of reading for pupils with SEN. Higher attaining (L5+) pupils achieved 58% in reading, 36% in writing and 46% in mathematics. 26% achieved L5+ in combined reading, writing and mathematics. Overall performances at the higher level 5+ has improved and are at least in line with or above the national average.

Progress across Key Stage 1 to Key Stage 2

The proportion of pupils exceeding expectations improved in writing and mathematics and dipped in reading. Overall performance is below the national average in all core subjects.

Boys' outperformed the girls in mathematics and reading and the girls performed better in writing.

The proportion of pupils achieving 3 levels of progress improved in writing and mathematics but dipped in reading.

Key Stage 4

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Overall the Local Authority has performed better than the national average on all indicators for GCSE. This is an improvement on previous years despite the changes outlined above.

Expected levels of Progress

Bath & North East Somerset lies 5th of 15 Local Authorities in the South West (excluding the Isles of Scilly) for progress in English at KS4.

Bath & North East Somerset lies 3rd of 15 Local Authorities in the South West (excluding the Isles of Scilly) for making progress in Mathematics at KS4.

Post 16

The points per learner has improved this year by 13.3 points. This is the third successive year of improvement. The points per exam entry has remained the same as in 2013. The average grade achieved by A level students for all Post 16 settings

in the local authority area in 2013 is a C grade. This is against an average grade of C+ for all schools and colleges for England.

There has been an increase in the average points per learner this year and the average points per exam entry has remained the same as in 2013.

Councillor Sarah Bevan asked if the Bath Community Academy, formerly Culverhay School was the most improved in the South West.

The Head of Education Improvement replied that it was, but that its results were still below the national average.

Councillor Liz Hardman wished to congratulate the teachers and students for their hard work this year. She asked what resources were available to attempt to continue to improve results.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that this work would be addressed from within existing budgets.

Councillor Nicholas Coombes asked in terms of A Level results whether the Points per Learner or Points per Exam Entry was the best measure to record an average grade.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that it would be Points per Learner.

Edward Joseph asked if studio schools now provided a better option for students.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that they were in a place to offer a different option for students.

Councillor Michael Evans commented that he believed our education system was in decline and now only in line with developing countries. He suggested that further national comparisons could be made within the report and a focus given to the improvements we can make. He added that he would also like to have seen further information on NEET and Value Added.

He said that while he appreciated that gaps needed to be addressed he maintained his wish to see a focus on achieving excellent results.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that he would take those points on board for when the report was compiled next year.

Councillor David Veale commented how he felt it was important for children to feel happy at school as well as receiving a good education.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that previous SHEU surveys had taken happiness into account.

Councillor Nicholas Coombes commented that he felt that attainment levels were well set out within the report. He said that he would also welcome some work carried out on how we can assist our most able pupils to gain their best results.

Councillor Liz Hardman said that it was important to give pupils the most appropriate support they need.

The Panel **RESOLVED** to:

- i) Note the significant improvements in the Early Years and Foundation Stage compared to national
- ii) Note that pupils in Key Stage 1, 2, and 4 continue to attain well and make good progress compared to other local authorities and national expectations on all measures
- iii) Note the improvements in narrowing the gaps for pupils eligible for pupil premium funding
- iv) Commend schools and the Local Authority staff for their continuing effectiveness in achieving high standards
- v) Agree that raising the achievement of particular underperforming groups of pupils and improving pupil progress remains a priority for the Local Authority in commissioning support and challenging schools and settings.

60 RE-CONSTITUTION OF GOVERNING BODIES

The Head of Education Improvement introduced this item to the Panel. She explained that the Department for Education (DfE) had issued guidance for the reconstitution of governing bodies in all maintained schools including governing bodies of Federations. All governing bodies of maintained schools are required to constitute under the School Governance (Constitution) (England) Regulations 2012 or the School Governance (Federations) (England) Regulations 2012, by 1 September 2015.

She added that the reconstitution of governing bodies may result in a surplus in the number of Local Authority governors on governing bodies. The guidance sets out a process for the removal of surplus governors once governing bodies have reconstituted.

Edward Joseph asked how this would affect the future of our schools.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that the Council would have to look to work more in partnership with governing bodies.

The Head of Education Improvement added that there would be an increasing emphasis on governing bodies to make sure that progress was being made at the school in improving outcomes for all pupils.

Councillor Sarah Bevan asked how we make sure that the governors themselves are scrutinised.

The Head of Education Improvement replied that that would be monitored through the Ofsted inspection process.

Councillor Nicholas Coombes commented that he was generally in agreement with these changes as there were many routes to becoming a governor.

Councillor Liz Hardman said that a lot of Councillors may be disappointed with the outcome of this process, but asked if a list of unsuccessful applicants will be kept.

The Head of Education Improvement replied that when vacancies arise they would be shared with Councillors in advance of advertising.

The Chair said that she recognised the need for schools to focus on the areas that they need support in. She also wished to commend the work done by officers within Governors Support.

The Panel **RESOLVED** to note the changes in the appointment and the reduction in the number of local authority governors on the governing body of maintained and federated schools.

61 SPECIAL EDUCATIONAL NEEDS & DISABILITY REFORM UPDATE

The Service Improvement Manager introduced this item to the Panel. He explained that this new legal framework for children and young people with Special Educational Needs & Disability (SEND) came into force from 1st September 2014. He said that the reform aims to improve life outcomes for young people with SEND.

He stated that 750 - 800 children and young people at school age at any one time require specialist SEN support through statements of SEN. These will be replaced by education, health and care (EHC) plans through an ambitious transfer plan. We anticipate completing 80 - 100 EHC needs assessments and up to 300 transfer reviews between Sept 2014 and July 2015.

He said that the scale of this task, combined with the requirement to embed person centred approaches, thinking and planning in our EHC planning has required a significant increase in capacity in the SEN team and he wished to praise their work so far.

He explained that the Parent Partnership Service (PPS) has been successful in attracting government funding to develop independent support with SEND for both parents and young people. He added that the Family Information Service will maintain and develop the published local offer including the rainbow Resource database.

He said that parents of children with EHC plans and young people aged 16 and over with a plan are now entitled to request a personal budget. He added that this will bring together any SEN, health or care funding linked to the plan into one 'pot' and give parents and young people more choice and control over how support is provided.

He stated that a training programme will continue into 2015 to introduce the SEND reform and support the development of EHC planning in practice. He said that training in person centred thinking will continue and this will be embedded in the children's workforce training strategy when the SEND reform implementation project is complete. He added that SEND reform training will continue to include parents as both trainers and participants.

Councillor Liz Hardman commented that creating the EHC Plans will be a lot of work and therefore asked who would be doing it.

The Service Improvement Manager replied that SEND Lead Practitioners will meet all concerned parties and lead upon making the EHC Plans.

Councillor Liz Hardman asked what the resource implications were for schools.

The Service Improvement Manager replied that it will be a challenge to some schools especially if they are a small Primary. He added that he expected SEND Lead Practitioners to help on this matter as he would not want any shortcuts to be taken.

Councillor Nicholas Coombes asked what Quality Assurance measures were in place.

The Service Improvement Manager replied that a very draft framework was in place and would look to ask 'Is the plan ambitious enough?', 'Have the targets / standards within the Plan been achieved?'

He added that the Personal Outcomes Evaluation Tool (POET) would be used to record the responses of both young people and their parents.

The Panel **RESOLVED** to note the progress made to date.

62 SERVICE PERFORMANCE REPORTING & INSPECTION FRAMEWORK

The Divisional Director for Children & Young People Specialist Services introduced this item to the Panel. He said that Ofsted openly acknowledges that its new inspection framework has "raised the bar" in terms of its expectations of what is deemed as "good" practice from Local Authorities in relation to Children's Social Care.

He explained that our response to the March 2013 inspection was to form a Service Improvement Board with the remit to oversee the drawing-up and implementation of a service improvement plan. He added that it was agreed that from July 2014 we would form a more long-standing "Service Development Board" based on similar principles of the "Improvement" board to maintain a consistent vigilance, sense of development and position of healthy challenge on certain areas.

He informed the Panel that the numbers of young people subject to Child Protection Plans had remained stable for the past 18 months. These remain between 120 - 130 and are below the national average and slightly below the average for our comparator group of Local Authorities.

He explained that our performance in relation to reducing cases that “bounce-back” following closure had also improved. Currently only 21.5% of referrals were open to the LA 12 months ago. The target figure is to keep this below 22% and last year’s performance was 24%.

Councillor Liz Hardman commented that she was pleased to see that steps were being taken to improve historical information contained within assessments.

The Divisional Director for Children & Young People Specialist Services replied that it was recognised that chronologies were not currently where we want them to be and that a focus was required to improve these.

Councillor Nicholas Coombes commented on how rigorous the appendix to the report was and appreciated the honesty of the ratings provided.

The Divisional Director for Children & Young People Specialist Services replied that he recognises the work that we need to do and to keep the levels of focus.

Councillor Nicholas Coombes asked when the next Ofsted visit was likely.

The Divisional Director for Children & Young People Specialist Services replied that it was likely to take place in 2015.

63 LOOKED AFTER CHILDREN

The Divisional Director for Children & Young People Specialist Services introduced this item to the Panel. He informed them that at the end of Quarter two there were 141 young people in the care of Bath and North-East Somerset. He said that this was a reduction of 14 young people who were in care at the end of the previous quarter and again broadly in line with the numbers of young people that have been in our care over the past two years.

He said that this figure puts us significantly below the national average figure and also slightly below the figure for our comparator cohort of Local Authorities. He added that these figures are calculated by a “per 10,000” calculation, which show that B&NES is currently at 41.4 children in care per 10,000 of the population, compared to the national figure of 60 and the statistical neighbor comparator figure of 42.6 per 10,000 of population.

He stated that we have also made good progress in ensuring that when young people have to come into care we are able to provide a good level of stability for them.

He explained that we have continued to develop the ‘In Care Council’ following the re-tendering of the contracts to deliver these. He said that the contract is currently undertaken by “Off The Record” who work with both the “Junior In Care Council” (7-11yrs) and the Senior group (11-18yrs). Both of these groups have increased their membership and offer a range of activities and opportunities for the young people that attend.

He informed the Panel that in line with the Government's move to extend the upper age limit that young people can remain in foster-care we have continued to develop the scope of our "Staying Put" programme for young people that which to remain with their foster-carers up until the age of 21 years.

He said that one of the key measures of the quality of work and support to Care Leavers is the measure of former Care Leavers who are in employment, education and training (EET). At the end of 13/14 we had a figure of 78% former care-leavers in EET, compared with our statistical neighbours average of 59.6%, and the national figure of 58%.

Councillor Loraine Morgan-Brinkhurst asked how many children had moved out of B&NES.

The Divisional Director for Children & Young People Specialist Services replied that around 50% had moved out of B&NES, but that 80 – 90% were within a 20 mile radius.

Councillor Loraine Morgan-Brinkhurst asked if siblings were kept together.

The Divisional Director for Children & Young People Specialist Services replied that it was very rare to need to separate siblings.

Councillor Liz Hardman commented that she was pleased to see the work of the In Care Council recognised. She asked if there were any plans to increase the parameters of Staying Put to 25 years old.

The Divisional Director for Children & Young People Specialist Services replied that the Council has a duty to provide support whilst the young person / adult were in education.

Edward Joseph commented that the young people he had met through the In Care Council were always happy, but that he was concerned as to whether enough children and young people were using the services available through the In Care Council. He asked if the Cabinet Member for Early Years, Children & Youth would visit the In Care Council.

Councillor Liz Hardman commented that she felt that the In Care Council representatives did visit and represent other Looked After Children. She added that she believed that many of them were involved in activities.

Councillor Loraine Morgan-Brinkhurst asked if transport was available to those young people outside of B&NES to attend the In Care Council.

The Divisional Director for Children & Young People Specialist Services replied that a taxi service was available.

Councillor Loraine Morgan-Brinkhurst commented that she was very proud of the Council for their work on this matter.

The Chair commented on the need to raise the profile of Corporate Parenting into the next Council following the local elections.

64 CHILD SEXUAL EXPLOITATION

The Divisional Director for Children & Young People Specialist Services introduced this item to the Panel. He said that it was a very positive step for them to address this matter.

He explained that two different types and patterns of exploitation appear to be emerging. Firstly, there is considerable concern in regard to the organised exploitation of very vulnerable young people by sophisticated gangs, often linked to criminal behaviour and involving the illegal supply of and distribution of drugs, alcohol and prostitution. He added that the investigations in Rochdale, Rotherham and Oxford were characterised by clear links to these types of criminal activity.

He said that the second type of concern is linked much more to peer-to peer exploitation and is often (although not exclusively) characterised by issues of e-safety, bullying and peer pressure and levels of intimidation for (mostly, but not exclusively) young women to engage in sexual acts by young men or groups of young men.

He informed them that the B&NES LSCB Child Sexual Exploitation Strategy was agreed in September 2014. He added that the strategy was launched earlier this month with an awareness raising event and was well attended by a large number of agencies. He said that as well as raising the awareness of the strategy with partners the event was utilised to recruit volunteers for the "Virtual" CSE team - the creation of a virtual team of specially trained staff from a variety of professions was a key element of how we wish to reduce the risks to young people and is a key element of the strategy document.

He stated that all CSE cases where there is a need to allocate a virtual team member will come to the Risk Management Panel so that the case can be matched with a virtual team member. He added that other training will also be continued to be delivered through the LSCB to all partners in terms of raising awareness across all professions and settings, as well as with the Council Licencing Team who monitor taxi cab firms and fast food outlets. He explained that both of these types of business were central to the recruitment of, and movement of vulnerable young women in the Rochdale, Oxford and Rotherham investigations.

Councillor Liz Hardman asked if he was confident that all children at risk had been identified.

The Divisional Director for Children & Young People Specialist Services replied that he was not and that he expected the current figure to rise as the service is developed.

Councillor Liz Hardman asked if peer-to peer exploitation would be addressed through schools.

The Divisional Director for Children & Young People Specialist Services replied that the LSCB training will be provided to schools.

The Deputy Director for Children & Young People, Strategy and Commissioning added that regular safeguarding meetings are held with all schools and academies.

Edward Joseph asked if 27 young people were currently deemed to be at risk, what the figures were for previous years.

The Divisional Director for Children & Young People Specialist Services replied that there 13 identified in 2013 and 9 identified in 2012.

Councillor Loraine Morgan-Brinkhurst when are the parents or carers informed.

The Divisional Director for Children & Young People Specialist Services replied that the emphasis on this work is engaging with the young person.

Councillor Nicholas Coombes asked how involved are the Police.

The Divisional Director for Children & Young People Specialist Services replied that their involvement is vital as it is such a large issue. He added that they sit on the Risk Management Panel.

The Chair thanked him on behalf of the Panel for producing this report.

65 MEDIUM TERM PLAN AND 2015/16 BUDGET UPDATE

The Deputy Director for Children & Young People, Strategy and Commissioning introduced this item to the Panel. He highlighted some of the key policy context changes for Children's Services.

- Ongoing implementation of the Children & Families Act 2014 and the Care Act 2014, setting out wide-ranging changes including for social care and in respect of children with special educational needs and disability;
- Ongoing changes in the education landscape with a limited increase in the number of schools becoming academies and the creation of new entities such as Teaching Schools and Studio Schools;
- Publication of the Council's Health & Wellbeing Strategy and also the Joint Strategic Needs Assessment that supports it;
- Population changes creating localised pressures on primary school places;
- Changing statutory inspection frameworks

Councillor Liz Hardman commented that it was sad to see the level of cuts imposed on the service especially involving Children's Centres where specialist services such as breastfeeding, speech and language, infant mental health and post-natal parent/child attachment may cease.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that discussions were on-going with the Clinical Commissioning Group (CCG) to replicate these.

Councillor Liz Hardman asked his thoughts on the current Staff Mutual proposals.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that he saw some positive opportunities within it.

The Divisional Director for Children & Young People Specialist Services added that a will exists to help staff with this process and that he was optimistic.

Edward Joseph asked if four Divisional Directors was enough for the People & Communities Department.

The Chair replied that she had confidence in the officers undertaking those roles.

66 CABINET MEMBER UPDATE

In her absence the Cabinet Member for Early Years, Children & Youth, Councillor Dine Romero had issued a written update and this was circulated at the meeting. A copy will be appended online to these minutes and a hard copy will be placed on the Panel's Minute Book.

67 PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The People and Communities Strategic Director had given his apologies and was unable to attend the meeting.

68 PANEL WORKPLAN

The Chair introduced this item to the Panel. She explained that she had been contacted by the Council's Policy Development & Scrutiny (PDS) Project Officer to ask for items to be included in the next annual report for PDS.

The Panel chose the following items:

- Children's Centres
- Early Years Funding
- Narrowing the Gap
- Pupil Premium
- Child Sexual Exploitation
- SEND Reform

Councillor Liz Hardman requested an update report on Child Sexual Exploitation in March.

Councillor Loraine Morgan-Brinkhurst informed the Panel that the NSPCC presentation of their Primary Schools Programme would take place in January.

The Chair commented that although this Panel only has two meetings left a list will be kept of topics that need to be addressed following the local elections.

The meeting ended at 7.10 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

This page is intentionally left blank



**Bath & North East
Somerset Council**



“My face ached so much because I couldn’t stop smiling all summer”

Background

Bath Area Play Project are a voluntary organisation and registered charity established in 1979 to facilitate and provide a range of services working directly with children, young people and their families as well as support for the wider sector in B&NES.

As an organisation we have a strong inclusive ethos with most services open to all or targeted at specific groups of children and young people i.e. disabled children.

The SOFA (Summer of Fun Activity) programme is a unique service which BAPP piloted in 2006 using funding from the BAPP Trustees Development Fund and the Local Network Fund. The Pilot proved to be so successful that an application to the Lottery through B&NES secured funding for 3 years from 2007 to 2010. Since 2011 the project was funded initially through the Aiming High for Disabled Children initiative and then continued to be funded by B&NES through Short Breaks for Disabled Children commissioning and is currently funded through an Inclusive Holiday Playscheme contract from 2014 to 2016.

What makes an inclusive provision truly inclusive?

Critical Ingredients

The organisation delivering and providing the service is trusted and known to families as this helps parents and carers to know that their vulnerable child is going to be cared for appropriately by high quality staff who young people often already know.

All staff are playwork or youthwork trained or have experience working with disabled and./ or non-disabled young people to a minimum level and are able to think creatively about offering the same activity to a range of children with differing abilities.

Staff embrace disability rather than shies away from it, have a positive “can do” attitude which is the vein which flows throughout the SOFA programme.

SOFA is provided in an environment that is young people friendly with young people in control of what they choose to do; free flow indoor /outdoor space with a range of age appropriate activities on offer to participate in where they are based in a building. Where provision is primarily outdoors due to the nature of the activity, all activities are inclusive and services are fully accessible with instructors understanding the inclusive nature of the programme through excellent communication with the SOFA Development Worker prior to and throughout the programme.

The young people primarily market the service themselves; 40% of those using SOFA14 found out about it from friends or siblings recommending with 20% returning after using the year before, 35% through the SOFA leaflet/flyer and 5% from using other BAPP services or it being recommended to them.

This year we saw a small reduction in numbers applying overall with 132 participating in the SOFA14 programme, however a greater percentage of more vulnerable and disabled applicants.

Methodology & Reach

Young people who were on the scheme last year are invited to be part in the participation group with a mix of disabled and non-disabled young people who are interested in being involved in the development and organisation of the SOFA programme ensuring that it is young people-led.

They were offered the opportunity to come together for a pool party which took place before the planning element of the programme commenced to gel as a group and get to know each other as well as speak to other young people directly who have used the programme before.

The Participation group gives young people the autonomy to make decisions about what activities to purchase etc as described later. Disabled/non-disabled young people are treated as equals. Parents are reassured about the perceived risks which children and young people may be subject to and BAPP worked hard to encourage/ allow parents to send their son/daughter to SOFA with 18 young people using an inclusive provision for the first time ever with SOFA14. The SOFA Development Worker visits Secondary Schools throughout B&NES providing information directly to students usually at lunchtimes in schools. Information is also provided to parents at Special School Coffee Mornings which together with excellent working relationships with Parent Support Advisors, SENCos and some teaching staff. The Development Worker also liaises with Social Care, R2K, Mentoring Plus, Compass, Disabled Children's team and other agencies working with vulnerable and disabled young people.

This year we saw a small reduction (20%) in numbers applying overall with 132 disabled and non-disabled young people participating in the SOFA14 programme, however a greater percentage of more vulnerable and disabled applicants. Those that took part therefore were able to have a greater number of days allocated than on SOFA13 with an average of 5 days attended by each young person. 17 Disabled young people who have previously only ever accessed targeted provision, used SOFA with parents stating that they weren't aware that the complex needs and behaviours of their young people could be accommodated.

45% described themselves as disabled or having additional needs or a statement of educational need. Parental feedback indicates young people had a 100% increase in physical activity over the summer period compared to previous summer holidays and a noticeable increase in well-being due to appropriate interaction with age appropriate peers engaged in positive activities and wider friendship groups.

There was almost a 50/ 50 mix of young people by sex (49% female / 51% male) compared to previous years where there has been a much higher proportion of male participants and may be a good indication of a better range of activities and a more inclusive choice. Geographically we are reaching more young people from more rural areas 49% who attended came from out of Bath with the most noticeable increase coming from the Midsomer Norton/ Paulton area.

More young people are feeding back that they hear about SOFA from school or through friends (40%) as we were much more proactive in ensuring schools were visited and spending time amongst the pupils to inform adequately. We attended several coffee mornings within schools open to parent/carers which were reasonably well attended and had consultations at some youth settings at Odd Down and Southside. We were also involved with post 16 students at both Fosse Way, Hayesfield, Three Ways and Wellsway through small group participation. However parents of young people with disabilities are still hard to reach and we need to look at ways of forming and maintaining connections within schools that support young people with LD and or disabilities so we can build better relationships and links with these families. Young people feedback that the reasons they did SOFA ranged from "Because I was lonely" to making friends, or just to have fun over the summer.

Whilst there were some great outcomes, the diversity of the group had an impact as a whole and non-disabled users expressed they felt an obligation to take on the role as carer/supporter and felt uncomfortable about the perceived public impression of them personally. However by the end of the summer at the Fun day, many of these perceptions had faded, with increasing friendships developing

and young people supporting. We will continue to monitor this and ensure that the promotion is more inclusive

Participation

One of the unique elements of the SOFA programme is that young people are involved in the design and organisation of the whole programme. A group of 12 disabled and non-disabled young people met weekly from March to devise the programme. They looked at the evaluations received from SOFA13 together with developing an understanding of the budget limitations and the need for the programme to be fully inclusive. Some researched various ideas, getting an idea of costs, distance that needed to be travelled and inclusivity.

The group had to work as a team to agree on the balance of activities each week for the programme ensuring that there was something that would appeal each week to different young people. Part of the group's role is also to choose the photographs and colour way for the design of the brochure and wristbands. Wristbands are given to every young person on their first day of the SOFA programme. These are an easy visual for staff to see as well as giving young people a sense of belonging to something unique. The wristbands have the contact Mobile Number on for the Development Worker or Lead Worker for the day, so young people or parents have contact details to hand. They also dismissed an idea that was suggested of having SOFA t-shirts printed due to costs and whether people would wear them.

The group were also strong ambassadors for the SOFA programme, prior to it starting, speaking to other young people in their schools and helping to promote it. During the programme, this continued, with young people behaving well in a variety of public locations, supporting new young people to be included and supporting others who are less familiar with activities and routines.

Being involved in the participation group does not mean that you receive any benefits and places still have to be paid for! We then have a pool of participants ready to plan the following year's scheme.

S-O-F-A
SUMMER OF FUN ACTIVITIES 2014
For Disabled and Non-Disabled Young People

23rd July to 17th August 2014

FOR AGES 12-16
16+ if disabled

Bath Area Play Project
www.bapp.org.uk
(01225) 832479

CAMPING
ROLLER DISCO
PAINTBALLING
BUGS BOARDING
WHITE WATER RAFTING

FISHING
PLAY OUT WIEB
OUTDOOR COOKING
HIP HOP/STREET DANCE
CLIMBING & CAVING

Organised by SOFA Young Peoples Participation Team
Transport provided

Bath & North East Somerset Council
(01225) 832479
www.bapp.org.uk/sofa.htm
Check out our facebook page for updates

curio

Booking Process

Young people choose which days they would like to attend by numbering the days with 1 being their first choice, then 2, 3 etc. We have developed a system which is able to allocate equitably places based on the young people's preferences so all young people will always get at least 1 or 2 days in their top 5. These allocations are then emailed or posted to young people and parents/carers can confirm whether they wish to have all the places. A waiting list is created as part of the system which means that where someone no longer wishes to attend a day offered, the next person on the list is contacted. For SOFA14, the most popular choices were White Water rafting, Paintballing, Fishing, Fun Day and Breaan.

Additional Funding

As part of the wider social inclusion agenda, we strive to identify alternative funding sources which can help increase access to the SOFA programme with subsidies then offered to those that meet the criteria.

This year, **Curo** were happy to continue to support young people whose families were Curo tenants with the cost of attending. Places were able to be offered to 33 young people whose places were subsidised by 30%. Curo featured the SOFA programme in their residents Newsletter prior to the summer as a project they were supporting and Tenant Support Officers had SOFA leaflets which they targeted at families where they felt the young person would benefit from attending.

We also contacted other Social Housing Landlords and made an application to the South West Foundation following **Sovereign Housing's** interest in supporting their tenants' youth access to summer activities. The application was successful however no tenants took advantage perhaps as the notification time was very short due to the funding deadlines.

The **Combe Down Holiday Trust** provided funding to support disabled young people's access to the SOFA programme, enabling 8 young people to take part which without the funding, they would have been unable to.

Programme



A trip to Cardiff International Centre, **White Water Rafting** was the most popular activity this summer. All 40 young people descended the rapids and experienced the thrills and spills of the white water course. "amazing, best day of my life".....

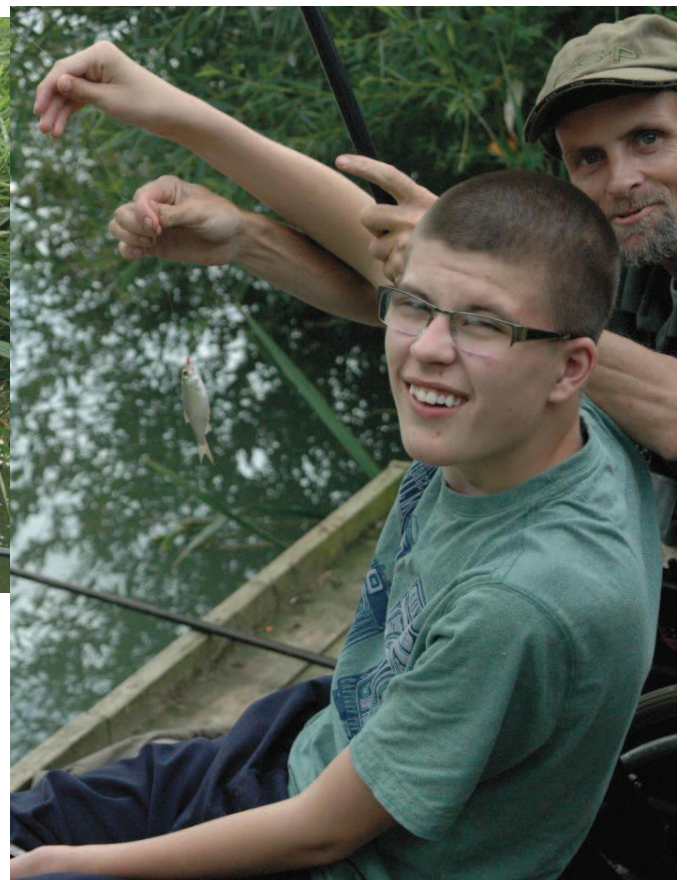
They also hit the surf with an afternoon of adrenaline fuelled, indoor fun on the simulated surf machine riding the jets of water using body boards ...It was exhilarating!!



A new venue for **Paintballing** in North Bristol was used which young people researched, did a site visit and much preferred!



Fishing is always popular and this summer we went to Century Ponds where the young people had a days angling under the expert supervision of Charles Halliday and his team. Thanks to the generosity of Charles and Fish Wish each young person who attended was given a brand new fishing rod and prizes were awarded to several young people.



A new activity this year chosen by young people was **mountain boarding, grass sledging and stunt scooters** where we travelled to Gloucester and young people were able to try their legs on various moving boards which was challenging but very satisfying!



Transport

Accessible transport is provided from 6 different pick up points across B&NES; Radstock, Midsomer Norton, Peasedown St. John, Keynsham, South Bath (Rush Hill) and East Bath (Morrisons). We use a mixture of B&NES transport and Private coach companies who provide fully accessible coaches. The B&NES Transport drivers have become almost a part of the staff team, returning year after year and providing a consistent and caring approach, where we can offer a tailored service. We have been able to collect from alternative places in some circumstances and young people can also choose to make their own way to the venue or get taken to the destination by a parent or Personal Assistant.

Young people have fed back that they find the travelling together aspect of the programme the place where they make friends and get to know each other! For some young people, using transport independently was a newly developed skill with 9 disabled young people or having additional needs doing this for the first time.



Camp at Rocks East Woodland



For many disabled young people they have never spent a night under canvas and this year the SOFA14 programme supported 22 young people to have that experience which for 27% was also the first time they had spent a night away from parents/carers providing their first overnight respite which was very much appreciated.

Young people worked in teams to put up tents, helped cook the evening meal and then enjoyed the games and activities in the woods. As the evening got dark, they soon gravitated back to the campsite where they enjoyed a campfire and even some singing!
Not a lot of sleep was had but everyone survived and would like to go again.

Basecamps

Each week there is a Basecamp which are building based activities where young people can choose to be involved in arrange of activities or just focus on one for the day or half day. These are the most popular days with young people new to the programme as they provide an excellent way for getting to know staff and their peers and enable young people to enjoy Henna Tattoos, Music, Clay, trampolining, Cycling, Mocktails, Cooking, Dance and a Pool Party!



Play Out Wild Day

The Bushcraft session is another one of the more popular days where we take young people into woodland near Farleigh Hungerford which feels very unfamiliar as it is heavily wooded. There are compost toilets and young people enjoyed the freedom of exploring nature, foraging and then cooking bread over the fire. Shelters were built, wood carved and enjoying the fresh air.



The SOFA programme concluded with another fantastic Fun Day using the Bath Community Academy Playing Fields which was attended by over 50% of those who registered for SOFA. The Fun Day is a team event using a series of challenges and obstacles with huge inflatables, lots of foam and games and water fights. For some the highlight of their summer!



Results/ outcomes

Young people can choose to attend SOFA with a friend but they have to choose the same activities! Young people are often understandably nervous about coming where they do not know anyone however we reiterate that there will be other young people in the same position and staff encourage young people through an inclusive approach to engage in the activity alongside or be buddied with another young person. **Friendships** are made and connections back at school where young people have got to know someone outside of their peer group which in turn gives them increased confidence.

If not attending SOFA over the summer, 60% of young people stated that they would be playing on Xbox, PlayStation, Ipad, PC or watching TV, with 15% saying they would be doing nothing, 15% with their parents and 10% with friends mainly at home. The SOFA programme contributes significantly to **reducing social isolation**, supports healthy peer interaction and **increased social engagement** as well as **increasing the amount of physical activity** that young people do. 95% of days offered included active physical activity with 52% of these days being 100% physical throughout the activity.

We have met with parents and young people prior to them booking on to provide reassurance and answer any questions or queries. This is often done successfully over the phone sufficiently for the form to be then sent in. Parents are usually very open about their concerns and explaining the inclusive approach and the **benefits for future community engagement** and understand the importance of inclusive provision.

All families where the young person has an additional need or statement of educational need, are contacted to seek clarity over support needs as these are often unspecified on their forms! Parents/carers have stated that their child's independence skills have increased through using SOFA. Staff work with young people according to their age and ability and so expectations are high and given the opportunity, most young people relish the freedom to make decisions and develop their **independence skills**.

Three months after the SOFA14 programme, young people still talk with great enthusiasm about the experience when we come into contact with them in schools, at youth sessions sharing great memories, of having fun during holidays talking about next year and what they would like to do.

Young people's **negative myths** about disabled/non disabled children **are dispelled** or changes in attitudes towards different groups through peer interaction and appropriate discussions about their needs breaking down pre-conceptions about disability. On SOFA13 when we were caving, a disabled female led the group out of the caves after a non-disabled young person started to panic and new respect and understanding developed.

Parent/carers **receive a break from caring** responsibilities knowing that the young person is appropriately cared for and gives them quality time to spend with other siblings
Young people accessing targeted provision want to join SOFA through hearing what other young people talking positively about the experience and parents have confidence in the provision to allow this to happen.

132 feedback forms went to every young person who attended SOFA and to each Parent/Carer. So far we have had a 15% return rate with 95% stating that if they weren't attending SOFA they would have been watching TV or on computers/consoles, bored, doing nothing at home.

Parents reported that the SOFA programme had increased their child's level of physical activity hugely with 90% scoring the levels as 8 or above of a scale of 1 to 10. 'Without SOFA activities she would not of had the motivation to do anything physical this summer. Thank you'

95% of parents felt that SOFA contributed to their child being more confident and that they felt more positive about themselves. "He is growing in confidence all the time. The staff / set up and punctuality of the transport put me at ease and they went out of their way to make him feel comfortable."

"BIG THANKS ☺ Without provision like this, our children are much more isolated and would find making friendships with the opposite sex very difficult. Our teenagers need a social life. SOFA is essential!"

In relation to the SOFA programme supporting improved personal and practical life skills, 90% stated that it had done this very well. "Using the transport was a life skill in itself"
"She is still in email contact with a friend she made at SOFA. He is the only person who emails her."



Quotes from Young people:

“It gets better every year”

“Brilliant” “My brother has done it for years and I couldn’t wait to try it and I loved every minute!”

“It was a chance to be with friends and make new ones”

“Best summer ever and I now have a girlfriend”

“Can’t wait for next year!”

Quotes from Parents:

“Extremely well organised” “Fan-tas-tic!!”

“Staff listened to my advice on how to deal with her melt downs”

“the children always came home from SOFA happy and in high spirits”

“As SOFA is inclusive it enabled my daughter to mix with lots of other children”

“It gave her the chance to be socially included and to do activities she never would have done otherwise.”

“Another amazing, action packed programme.”

“Without this provision our children are isolated due to where we live”

“I had peace of mind this summer knowing that I didn’t have six weeks ahead of me without a break”

“My daughter is autistic and finds it difficult to interact but at SOFA she joined in. It really is an inclusive programme.”

“It has made them confident to interact with a range of ages and children. It was great that all activities could include disabled and non-disabled children and everyone was included at all times.”

“SOFA provided the opportunity for a young person with complex and profound disabilities to try new activities and due to the flexibility of SOFA they could access it on their own terms.”



Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children & Youth Panel	
MEETING/ DECISION DATE:	26th January 2015	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Children Safeguarding and Schools	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Annex 1		

1 THE ISSUE

- 1.1 People and Communities Directorate would like to set out for the Panel the current areas of safeguarding support and training offered to all schools. This report does not focus on pre-school or early years settings.

2 RECOMMENDATION

- 2.1 **Proposal 1:** The Panel are asked to note the report and to make any recommendations regarding any additional work the Council could be doing to support schools in their safeguarding responsibilities.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 None

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 The Local Authority has the statutory duty to safeguard children and young people in all settings; it is responsible for establishing a Local Children Safeguarding Board (LSCB) and all named agencies within *Working Together To Safeguard Children: A guide to Inter-agency working to safeguard and promote the welfare of children*¹ (HM Govt 2013) have a duty to cooperate. Schools and colleges are specifically as key contributors.

5 THE REPORT

- 5.1 In B&NES there are 79 state-funded schools broken down into the following:

¹ Shortened to Working Together to Safeguard Children through out the rest of the report.
Printed on recycled paper

- 62 Primary including infant and junior schools. (Four primary schools are Academies)
- 13 Secondary schools (of which 10 are Academies)
- 3 Special schools (all Academies)

5.2 There are also a number of Independent Schools who are also supported and one Studio School has recently opened and two more are proposed to open next September. There are also two further education colleges.

5.3 Whilst the Council's general responsibilities in respect of schools have been changing in recent years and are different in respect of the different types of schools (Academies, maintained etc), the core duties with regard to safeguarding children remain paramount irrespective of the setting in which they are educated and are largely covered in the following sections of *Working Together To Safeguard Children* and the *Education Act 2002* and *2004*.

5.4 *Working Together To Safeguard Children* sets out:

'Section 175 of the Education Act 2002 places a duty in local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-forms colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

*In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational setting to whom the duty applies should have in place the arrangements set out in paragraph 4 of this chapter.² In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.*' (p49)*

'A wide range of health professionals have a critical role to play in safeguarding and promoting the welfare of children including: ... school nurses...' (p50)

5.5 In April 2014 the Department for Education published *Keeping children safe in Educations: Statutory guidance for schools and colleges*. It is to be read in conjunction with the above and sets out very explicitly what all schools need to do. The only area which is not prescribed is the 'level' of training staffs need to have undertaken, however it does include the 'areas' of training that need to be addressed. In January 2015 Ofsted published a briefing paper for inspectors, *Inspecting safeguarding in maintained schools and academies*, and this also does not specify a particular 'level' of training that is required.

5.6 The Work of the Council in Supporting Schools with the Safeguarding Agenda

² Paragraph 4 is contained in Annex 1.
Printed on recycled paper

5.7 Since April 2013 the following support has been provided / available to all schools in the B&NES area³.

5.8 Training Offer:

Course	Available To
Safer Recruitment for Governors (Sept 2014)	All School Governors and Heads
Training the Trainer: Introduction to Child Protection (May and October 2014)	All agencies Designated Lead Officers
One to one support of pupils with anxieties	Secondary school staff
Cyber pornography	Secondary school staff
Sexual Health Training Programme (this offers a range of focused sessions – the programme is available if requested)	All schools
PHSE Accredited CPD Training (available on-going)	All schools
Loss and Bereavement Training for Schools (planned for March 2015)	All schools

5.9 Awareness Raising Resources, Events and Forums which Schools have been invited to:

- Specialist Child Protection Schools Forum: these have run twice a year and are held in Keynsham, Bath and Norton Radstock/ Mid Somer Norton areas (six sessions in total per year). Designated Safeguarding Leads are invited to attend; during the more recent forums topics for discussions have included:
 - Child Sexual Exploitation
 - Early Help – When to refer

³ The report covers the last 18 months rather than looking further back as this is the most recent offer/ support provided.

- Keeping Children Safe in Education 2014
 - Positive mental health resource for Primary Schools
 - Child Sexual Exploitation resource for Secondary Schools
- Preventative resources including but not limited to:
 - Positive mental health resource activities folder for schools
 - Drugs and Alcohol resources, activities for PHSE lessons including relationships, getting help and looking at risks
 - Child Sexual Exploitation DCD and lesson plans for secondary schools
 - Books are available to school loan on a range of subjects which cover safeguarding issues.

5.10 **Engagement:**

- The Council has facilitated Pupil Parliaments; in 2013 included a key theme around Safeguarding and who to talk to if you are worried, with the winning idea of 'Worry Busters' coming forward from the Primary Parliament. As a result of this a resource call the Little Tin of Big Worries was purchased and circulated to all primary schools. This is an easy but extraordinarily effective tool for teachers to employ during Circle Time. In addition to this we are pursuing with schools the opportunity to identify a key member of staff to attend training in one-to-one support of children to support children who are expressing their worries through this mechanism. The key theme arising from the Young Parliament was around emotional health and wellbeing, with a focus on health relationships. Pupils in secondary school were concerned that they were vulnerable to sexual bullying, both in person and online, they have asked schools to support them by discussions on what constitutes a 'healthy relationship.' A group of students have taken this forward by putting together some resources to be used in PHSE around child sexual exploitation.

5.11 **Advice and Support:**

- Direct and responsive advice and signposting is provided to schools when enquiries are made particularly with regard to concerns about members of school staffs behaviours; these are managed through the Managing Allegations Procedure; the Local Area Designated Officer provides a significant amount of support and advice. As well as this, the Council directly provide (and provide access to) support services when needed for staff and pupils in specific situations as required. For example the Council coordinate and make available a range of services such as Educational Psychology Services to schools when an unexpected child death may have occurred.

5.12 **The Work of the Local Safeguarding Children's Board (LSCB)**

- 5.13 As noted above *Working Together to Safeguard Children* specifies the requirement of schools to be represented on the LSCB.

'Section 13(4) of the Children Act 2004, as amended, provides that the local authority must take responsible steps to ensure the LSCB includes representatives of relevant personas and bodies of such descriptions as may be

prescribed. Regulation 3A of the LSCB Regulations prescribes the following persons and bodies:

- *The governing body of a maintained school;*
- *The proprietor of a non-maintained special school;*
- *The proprietor of a city technology college, a city college for the technology of the arts or an Academy; and*
- *The governing body of a further education institution the main site of which is situated in the authority area.’ (p61)*

5.14 Direct representation from schools on the LSCB has been variable, however there is good engagement from the City of Bath College and one secondary schools designated lead sits on the Child Sexual Exploitation sub – group which is encouraging. Further links are maintained via the Children’s Trust Board, the Specialist Child Protection Forums and the various other events and channels described in the report. The LSCB routinely considers mechanisms in which it can work collaboratively with schools and how to get information to them.

5.15 Some of the mechanisms the LSCB employ to engage schools are set out below:

- It continues to oversee the early help and safeguarding multi-agency training programme offered to all schools as well as all multi-agency partners. In particular the LSCB supports schools to deliver whole school child protection training both through direct delivery and by offering a Train the Trainers course for Designated Safeguarding Leads as noted in 5.8 above.
- It is concerned to ensure policy and procedures and protocols are in place for a range of safeguarding issues which involve schools as well as other agencies, such as children missing from home or care or education, managing allegations etc. It has recently requested that schools complete a safeguarding self-assessment similar to a Section 11 Audit and is currently analysing the results of the returns. It is encouraging to note a high response rate was given to the self-assessment request. The LSCB has also produced a sample Child Protection Policy for Schools.

This is available on the public website:

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection/local-safeguarding-children-board>

- It hosted the following stakeholder events in 2014 to promote specific safeguarding issues; Child Sexual Exploitation Strategy launch in November 2014 and Early Help and Safeguarding in November 2014. Attendees at the Early Help event were asked to look at how we can improve and develop our arrangement for early identification and prevention of abuse; all schools were invited to attend.

- Through its other sub-groups it routinely reviews case notes and contributions to CAF and Child Protection enquiries and looks at performance data including for example referrals from schools and pupil attendance data.

5.16 The above report areas are not exhaustive but highlight to the Panel the support and work that is taking place.

6 RATIONALE

6.1 To support school staff and to ensure the safety and wellbeing of all children in Bath and North East Somerset.

7 OTHER OPTIONS CONSIDERED

7.1 None

8 CONSULTATION

8.1 Not applicable for this paper.

9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	Lesley Hutchinson, Head of Safeguarding and Quality Assurance Lesley_Hutchinson@bathnes.gov.uk
Background papers	Working Together to Safeguard Children: A guide to Inter-agency working to safeguard and promote the welfare of children (HM Govt 2013) Keeping children safe in Educations: Statutory guidance for schools and colleges (DfE 2014)
Please contact the report author if you need to access this report in an alternative format	

Annex 1

Chapter 2 paragraph 4 Working Together to Safeguard Children 2013 (p48-49)

4. These organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training:
 - employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
 - staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In addition:

- county level and unitary local authorities should have a Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;

- any allegation should be reported immediately to a senior manager within the organisation. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children and Youth Panel.	
MEETING/ DECISION DATE:	26th January 2015.	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Feedback on the Inter Council Peer Challenge Process; Child Sexual Exploitation.	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
N/A		

1 THE ISSUE

- 1.1 This report outlines the process and learning from the autumn 2014 Peer Challenge process in which we participated. The Peer Challenge process is an integral part of the South-West Sector-led Improvement initiative which is hosted by the South West Association of Directors of Children’s Services (ADCS). The ADCS had run the previous Regional Peer Challenge process in the Autumn of 2012, and the feed-back from Local Authorities was that the 2014 Peer Challenge process needed to more focused on a set of key practice issues, and each Local Authority would choose one practice area that it wanted constructive challenge on in order to assist development and planning.
- 1.2 Following discussions in the Spring and Summer of 2014, which involved all Local Authorities in the South West region, the following topics were agreed; a) Neglect b) Children in Care placed far away c) Child Sexual Exploitation d) Children who go missing. From this range of topics, BaNES chose Child Sexual Exploitation to be the issues we wanted to be “challenged” on. It was also agreed that Bournemouth Borough Council would be our “Challengers” and undertake the scrutiny of our practice in relation to CSE. The purpose in choosing Child Sexual Exploitation was that we were aware that this was an issue that we were in the process of developing and were wanting to improve. Therefore, a critical challenge in relation to our progress and development would be timely and helpful in shaping future development.
- 1.3 The purpose of the Challenge process is to allow the Authority to have the views from a “critical friend” in relation to the strength of front-line practice, and the degree of effectiveness of a particular strategic initiative.
- 1.4 The Peer Challenge in BaNES was undertaken by Bournemouth Borough Council on the 8th and 9th October. This was followed this up with an ADCS regional event at the

end of November 2014 which involved all South-West Authorities to share learning from each of the challenge processes.

2 RECOMMENDATION

- 2.1 There are no specific recommendations attached to this paper, it is tabled for the purposes of up-date and discussion.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 There are no specific resource or financial implications outlined or addressed in this paper as its remit is one of broad update.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There are no specific statutory considerations to be addressed in this report. The Council will continue to address any identified issues of Child Sexual Exploitation under its powers under the Children Act 1989 and 2004.

5 THE REPORT

- 5.1 The Peer Challenge process set by the Sector-Led improvement group out-lined that the “challenge” would be based on an audit of five cases which would comprise a self-assessment, review of case materials, interviews with the allocated Social Worker and/or Manager, and where possible/appropriate an interview with the young person or parent. The challenge session would take place over two days, with verbal feed-back at the end and a written summary from the Local Authority that undertook the challenge.
- 5.2 As part of the self-assessment document which we provided to colleagues ahead of their arrival, we identified five key lines of enquiry that we felt would be helpful to us in identifying issues that needed to be scrutinised. These Key Lines of Enquiry were; a) Is the LA confident and clear about the identification of children at risk of sexual exploitation? (b) Is there evidence of a range of suitable responses available to meet the needs of CSE? (c) How are outcomes for children who have been sexually exploited measured/identified and is there evidence that they have been achieved? (d) Is there evidence that the work we have done (Risk Management Panel, awareness training, Risk Assessment Tool) beginning to feed through into practice and having an impact on outcomes? (e) Is there evidence that basic good practice from staff is integrated into working practice. What are we doing well and what do we need to improve?.
- 5.3 At the conclusion of the two day challenge visit colleagues from Bournemouth provided feedback against the five Key lines of enquiry we had given them. These were as follows;
- 5.4 “Is the LA confident and clear about the identification of children at risk of Sexual Exploitation?”; The peer challenge were satisfied that there was a confidence within the workforce in regard to identifying the risk of CSE. However, they also identified a need for further clarity in relation to thresholds and what type of intervention is then appropriate following the identification of CSE or potential risk factors associated with CSE. In addition, colleagues from Bournemouth also highlighted a possible need for staff in our Early Help settings to place more emphasis on the potential risks of CSE.

- 5.5 “Is there evidence of a range of suitable responses available to meet the needs of Child Sexual Exploitation ?” ; The challenge was able to identify evidence of a variety of interventions within BaNES and that one of the key interventions was the quality of the relationship with the key professional (usually the Social Worker). They also reported that some staff felt that it would be helpful to have a “tool-kit” or written guidance in relation to issues what to do when concerns of CSE have been identified. In some of the five cases they reviewed there was a lack of consistency of lead professional working with the young person, which appeared to have resulted in problems in developing a consistent and trusting relationship.
- 5.6 “How are outcomes for children who have been sexually exploited measured/identified, and is there evidence they have been achieved?”; The challenging team identified and praised the good quality of work on some cases from Project 28 which demonstrated good outcomes for those young people. However given the very small cohort of young people that the peer challenge team saw, they did not feel able to make any firm observations or recommendations in relation to whether one measurement or another could evidence positive outcomes. However they also highlighted their earlier observation of the importance of consistent and persistent involvement with young people and the positive practice they had seen from Social Workers.
- 5.7 “Is there evidence that the work we have done (Risk Management Panel/Awareness training/Risk Assessment Tool) is beginning to feed through into practice and have a positive impact on outcomes?”; The Peer Challenge team were able to identify a good awareness from all staff interviewed of the Risk Management Panel, and heard positive comments about the multi-agency representation at the panel which they found helpful. There were no delays in staff being able to access the panel to discuss and plan for cases. The Peer challenge team were also able to confirm that the cases going to the RMP demonstrated good multi-agency arrangements and often already evidenced robust action plans. However, the Peer Challenge team also confirmed some of the feed-back that we had already picked up from practitioners that the Panel was too large and meant that too often the discussion did not always focus on the CSE issues, and spent too long discussing issues that were tangential to the concerns of CSE. This meant that the panel simply endorsed the existing plan rather than providing sufficient challenge or discussion on the issues that staff wished to raise.
- 5.8 In relation to training on CSE, the Challenge Team highlighted that all staff involved in the Challenge process confirmed that they had received training on CSE, and that they were aware of the CSE Risk Assessment Tool. They noted that the tool was clear and easy to use that staff felt they understood how to use the tool to support decision making.
- 5.9 “Is there evidence that basic good practice is integrated into working practice, and what are we doing well and what do we need to improve?”; The Challenge team were able to highlight that Multi-Agency work in the cases audited was well-developed and that these arrangements were making a difference for young people. They confirmed their view that that they had seen “very good practice examples of co-ordination across agencies, Project 28, Youth services, Connecting Families and YOT. However they also raised the question that on some cases there was evidence of lots of professionals becoming involved in families and that sometimes this resulted in problems in co-ordinating and managing the plan. This also became confusing for families. However, the Challenge team also commented that the staff they had interviewed were aware of this and had already begun to take steps to rationalise and prioritise which professionals should remain involved in the interventions. Staff also commented to the Challenge team that they were comfortable in managing the risks associated with CSE providing that senior managers were clear about backing them to take these risks.

6 SUMMARY;

- 6.1 The Peer Challenge process was felt to be a positive process for BaNES. The slightly reduced scope of the process also meant that staff did not feel that this impinged too much on their everyday tasks and responsibilities and also meant they felt more engaged and involved in the process. None of the issues raised by the Challenge team were felt to be issues that we had not already identified as possible areas that we would need to address, and so it was re-assuring that the exercise did not highlight any surprises.
- 6.2 Since this exercise we have undertaken the following actions to strengthen our position and understanding of the challenges presented by CSE for BaNES. Subsequent to the Peer Challenge process the BaNES LSCB has approved the new CSE Strategy document, the CSE sub-group has also issued a CSE Practice Protocol and a draft referral work-flow. All of these documents are available to Council staff and staff in other agencies and will assist in providing the guidance and clarity in terms of the key issues on which professionals will need to remain vigilant, as well as providing guidance on what to do when concerns are identified.
- 6.3 We have also taken forward plans to re-focus the Risk Management Panel into a CSE Panel, with a reduced number of agencies. The group has a new Terms Of Reference and we have ensured that it also shares key information on Children Missing from Home, and Children Missing Education as well as focusing on cases where there has been an identified risk of CSE.
- 6.4 The training of our new “Virtual CSE Team” is also underway and this will assist in providing some continuity of skilled engagement for young people where they might be at risk of CSE. A further round of more specialist training for staff is also underway. All 100 places on this training are now booked/confirmed.
- 6.5 It will be important that the effectiveness of each of these initiatives is reviewed regularly so that we can gauge the impact we are having in relation to CSE and reducing the risk to our vulnerable young people. This will be done via the LSCB and our own internal audit processes.

Contact person	<i>Richard Baldwin; 01225 396289</i>
Background papers	<i>LSCB CSE Strategy. CSE Protocol</i>
Please contact the report author if you need to access this report in an alternative format	

EARLY YEARS, CHILDREN AND YOUTH PDS FORWARD PLAN

This Forward Plan lists all the items coming to the Panel over the next few months.

Inevitably, some of the published information may change; Government guidance recognises that the plan is a best assessment, at the time of publication, of anticipated decision making. The online Forward Plan is updated regularly and can be seen on the Council's website at:

Page 45

<http://democracy.bathnes.gov.uk/mgPlansHome.aspx?bcr=1>

The Forward Plan demonstrates the Council's commitment to openness and participation in decision making. It assists the Panel in planning their input to policy formulation and development, and in reviewing the work of the Cabinet.

Should you wish to make representations, please contact the report author or Mark Dumford, Democratic Services (01225 394458). A formal agenda will be issued 5 clear working days before the meeting.

Agenda papers can be inspected on the Council's website and at the Guildhall (Bath), Hollies (Midsomer Norton), Riverside (Keynsham) and at Bath Central, Keynsham and Midsomer Norton public libraries.

Early Years, Children and Youth PDS Forward Plan

Bath & North East Somerset Council

Anticipated business at future Panel meetings

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL - 26TH JANUARY 2015				
26 Jan 2015	EYCY PDS	Summer of Fun Activities (SOFA) - Bath Area Play Project		
26 Jan 2015	EYCY PDS	NSPCC Primary Schools Programme Presentation		
26 Jan 2015	EYCY PDS	Child Friendly City Initiative	Edward Joseph	Ashley Ayre
26 Jan 2015	EYCY PDS	Children Safeguarding and Schools	Lesley Hutchinson Tel: 01225 396339	Ashley Ayre
26 Jan 2015	EYCY PDS	Children's Centre / Staff Mutual Update	Deborah Forward Tel: 01225 395305	Ashley Ayre
26 Jan 2015	EYCY PDS	Peer Challenge	Richard Baldwin Tel: 01225 396289	Ashley Ayre
EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL - 23RD MARCH 2015				

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
23 Mar 2015	EYCY PDS	Child and Adolescent Mental Health Services (CAMHS)	Mary Kearney-Knowles Tel: 01225 394412	Ashley Ayre
23 Mar 2015	EYCY PDS	Youth Justice Plan Review	Sally Churchyard Tel: 01225 395442	Ashley Ayre
23 Mar 2015	EYCY PDS	Educational Results 2014	Margaret Simmons-Bird Tel: 01225 394240	Ashley Ayre
23 Mar 2015	EYCY PDS	Achieving Excellence within School	Margaret Simmons-Bird Tel: 01225 394240	Ashley Ayre
23 Mar 2015	EYCY PDS	Child Sexual Exploitation	Richard Baldwin Tel: 01225 396289	Ashley Ayre
23 Mar 2015	EYCY PDS	Care Bill - Implications for Children		Ashley Ayre
FUTURE ITEMS				
	EYCY PDS	School Term and Holiday Dates 2016-17	Kevin Amos Tel: 01225 395202	Ashley Ayre
The Forward Plan is administered by DEMOCRATIC SERVICES : Mark Durnford 01225 394458 Democratic_Services@bathnes.gov.uk				

This page is intentionally left blank