



CHORLEY, SOUTH RIBBLE & WEST LANCASHIRE CHILDREN'S PARTNERSHIP BOARD



Thursday, 17th September 2015, 10.00 am at Youth Zone, Skelmersdale

A G E N D A

| Agenda Item | Item for | Intended Outcome | Lead | Time/papers |
|--|-------------|--|---|-----------------|
| 1 Welcome and Introduction/Apologies | Information | The Deputy Chair to introduce Rebecca Huddleston as the newly appointed Chair and welcome members to the meeting | Deputy Chair | |
| 2 Minutes of last meeting and matters arising | Action | The Board to note the minutes of the meeting 21 st May and agree any further action on matters arising. | Chair | (Pages 5 - 8) |
| 3 Pan Lancashire e-Safety Strategy | Discuss | The Board to hear about the Pan Lancashire e-Safety Strategy and identify how they can support and promote e-Safety. | Graham Lowe, Schools ICT Centre Manager | (Pages 9 - 16) |
| 4 Safeguarding | Information | The Board to consider the findings of the LSCB report | Richard Matthews | (Pages 17 - 18) |
| 4a Child Sexual Exploitation | | A reminder for Board members to roll out the e-learning to all partners and their staff to raise awareness of CSE, the link can be accessed here http://www.lancashiresafeguarding.org.uk/learning-development.aspx | | |
| 5 Prevent Duty and Channel Programme | Discuss | A discussion with the Board to look at how this will work within Lancashire | Maria Gilling, Principal, West Lancashire | (Pages 19 - 30) |

| | | | | College |
|----|---|---------|--|--|
| 6 | Wellbeing, Prevention and Early Help | Discuss | The Board to hear the most recent update on the closure of the initial Troubled Families Programme. Prevention and Early Help Core Offer quarterly report attached. | Stephanie Critchley, Wellbeing, Prevention and Early Help Locality Manager Lili Rushton, Wellbeing, Prevention and Early Help Coordinator Chorley and South Ribble |
| 7 | Raising Aspirations Project | Discuss | The Board to decide how we take this project forward | Chair (Pages 31 - 50) |
| 8 | Young People Participation Proposals | Discuss | The board to discuss options and agree a way forward | Karl Turner, Children's Trust Development Officer, LCC (Pages 55 - 56) |
| 9 | Childrens Nasal Flu Vaccination Programme | Discuss | The Board to hear about the National Children's Nasal Flu Vaccination Programme. | Simon Tait, Comms & Customer Relations Manager, Intrahealth |
| 10 | Any other business | Discuss | | Chair |
| 11 | A tour of the Youth Zone will follow at the close of the meeting | | | |

12 Future CPB meetings dates

Information Thursday 10 December 2015, 2pm – Committee Chair
Room 1, Chorley Town Hall

Thursday 10 March 2016, 2pm – Wheel Room,
Civic Centre, South Ribble

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**CHORLEY, SOUTH RIBBLE & WEST LANCASHIRE CHILDREN'S PARTNERSHIP
BOARD**
**NOTES OF MEETING HELD ON THURSDAY, 21 MAY 2015 AT SOUTH RIBBLE
BOROUGH COUNCIL, CIVIC CENTRE, LEYLAND, PR25 1DH**

Present:

| | | |
|---------------------|--|---|
| Sarah James (CHAIR) | Head of Policy (Public Service Reform) | Chorley Council |
| Allan Miller | LYOT Service Manager | Lancashire County Council |
| Mark Gaffney | Director of Neighbourhoods | South Ribble Borough Council |
| Richard Matthews | LSCB Business Coordinator | Lancashire Safeguarding Children Board |
| John Nelson | Head of Leisure & Cultural Services | West Lancashire Borough Council |
| Karl Turner | Children's Trust Development Officer | Lancashire County Council |
| Fiona Grieveson | Headteacher | Kingsbury Special School |
| Lesley Morville | Locality Manager for Chorley, Wellbeing, Prevention and Early Help | Lancashire County Council |
| Jackie Livesey | Named Nurse for Safeguarding | Lancashire Care NHS Foundation Trust |
| Jean Rollinson | Head of Safeguarding | Chorley, SR & West Lancs CCG |
| Michele Dacre | Senior Probation Officer | Cumbria & Lancashire Community Rehabilitation Company |
| Donna Hussain | Community Development Manager | Chorley VCFS Network |
| Irene Elwell | Intervention & Prevention Officer | Chorley Council |
| Tony Baxter | Detective Inspector, Public Protection Unit | Lancashire Constabulary |
| Sarah Ashcroft | Chorley, South Ribble & West Lancs CPB Coordinator | Chorley Council |

Apologies:

| | | |
|---------------------|--|----------------------------------|
| Cllr Rebecca Noblet | Member responsible for CYP | South Ribble Council |
| Jo Keay | Inspector | Lancashire Constabulary |
| Matthew Eastham | Headteacher | Penwortham Priory Academy |
| Debra Wilson | Clinical Lead, Universal Service | Lancashire Care Foundation Trust |
| Stephanie Critchley | Locality Manager for West Lancashire, Wellbeing, Prevention and Early Help | Lancashire County Council |



ACTION BY

1 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting and invited attendees to introduce themselves.

2 MINUTES OF LAST MEETING AND MATTERS ARISING

The Board agreed:

- That the minutes of the meeting held on 2 February 2015 be confirmed as a correct record.
- That there were no matters arising not covered on the agenda.

3 SAFEGUARDING

Richard Matthews gave an overview of the minutes of the Lancashire Safeguarding Children Board which met on 20 March 2015; a copy had been provided with the agenda. Richard also gave a brief summary of the meeting held on 8 May 2015 and agreed to supply a copy of the minutes once these have been signed off.

Richard asked if the Board would look over the Multi Agency Safeguarding Practice Inspection action plan from 2012, supplied with the agenda, and sign off. It was agreed that a group of Members of the Board would look at this at the end of the meeting and agree if it could be signed off.

The Board agreed:

- That the minutes of the LSCB be noted.
- To discuss the MASPI Action Plan.

4 CHILD SEXUAL EXPLOITATION

Tony Baxter, Lancashire Constabulary attended the meeting, he explained that he was attending all Children's Partnership Boards across Lancashire to strengthen links between the Boards, the LSCB and police-led CSE groups. He explained that the CSE Strategy had been produced and now we need to look at how we deliver this. Tony to provide a copy of the strategy for information.

Tony advised that week commencing 9 November will be CSE Awareness Week where there will be lots of activities taking place and a conference is due to take place on 11 November at the Dunkenhalgh Hotel.

A general discussion was had around e-safety, Richard advised that there is a one page document on the LSCB



website, with also a link to a Digital Parenting Magazine.

Irene Elwell, Intervention and Prevention Officer was in attendance. Irene explained that Preston and West Lancs had recently met to discuss the CSE action plan. It was agreed that a Task and Finish Group should be set up to include local CSPs and the CPB; Ella Fossard to be invited from the Lancashire Constabulary. The Task and Finish Group agreed to look at a co-ordinated approach to CSE activity.

The Board agreed:

- To have CSE as a standing item on the agenda. SA
- To invite Graham Lowe, School ICT Centre Manager to the September meeting. SA
- To set up a Task and Finish Group. IE

5 ACTION PLANNING

Karl Turner informed the board that the action plan had been updated; it is a working document so amendments can be made as needed. Karl explained that the proposed performance measures, circulated with the agenda, had been pulled together by LCC and that they will inform the Instant Atlas package that LCC is now using to present statistical information. This is still work in progress and a draft should be available for the September CPB meeting.

Lesley Morville to provide forward plan for quarterly reports on the Prevention and Early Help Core Offer.

LM

6 PREVENTION AND EARLY HELP

Lesley Morville advised that the next report would be available in June.

Lesley addressed the concern over the lack of uptake, in particular around Parenting Support. Lesley confirmed that they are looking at different ways to change the parenting commission.

Fiona asked about the funding cut from Barnardos and Mosaic, Lesley confirmed that it is 40% across the board.

7 WORKING TOGETHER WITH FAMILIES

Sarah James raised concerns from Chorley Council around the changes to Working Together with Families.

- Process has been halted with no data analysis
- The Chorley Local Management Group (LMG) now appears to have reverted to an Early Support panel



- It is unclear whether the Troubled Families Unit phase 2 programme is going to be implemented in Lancashire.
- the development of an Early Action model across Lancashire, built around a multiagency panel

Sarah explained that Chorley's concerns are that the WTWF has been successful and that we'd hope to go back to put processes in place.

Lesley Morville explained that they are waiting for the Government to give the go ahead to go into Phase 2 and that processes will change. The approach will be the same but the funding behind the scenes will be different.

John Nelson explained that we need to identify the families with the greatest need, and that they've lost the link, he felt it had worked well and said that we need to know how it is going to be reported back in the future.

Lesley confirmed that it would be communicated when they know.

LM

8 ANY OTHER BUSINESS

John Nelson advised that the Glenburn Sports College in Skelmersdale is closing down.

Mark Gaffney asked why there was no Councillor member attendance at today's meeting.

Karl/Sarah to invite elected members from Chorley, West Lancs and South Ribble to a joint induction.

KT/SA

9 FUTURE CPB MEETING DATES

Thursday 17 September 10.00am – 12.00noon
West Lancs, Meeting to be followed by a tour of Youth Zone

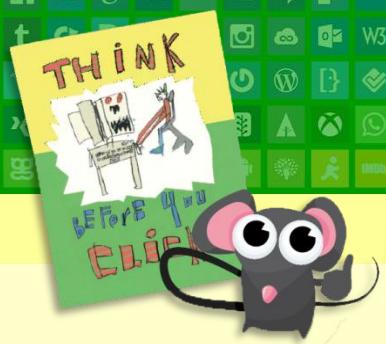
Thursday 10 December 2.00pm – 4.00pm Chorley

Coordinators to put together dates for future meetings;
Feb/March - South Ribble

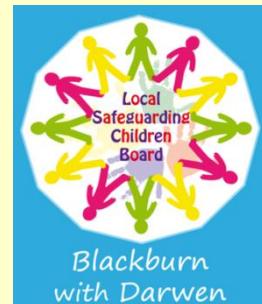
SA

At the conclusion of the meeting, the MASPI Action Plan was discussed, in connection with agenda item 3. SJ, JR, LM, RM, MG, KT and SA were in attendance. It was agreed that Richard and Lesley would make the agreed changes and on this basis the Action Plan was approved by the Board.

RM/LM



Pan-Lancashire eSafeguarding Strategy 2014 - 2016



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Foreword

Children and Young People's relationship to technology is increasingly embedded across all walks of life and as such, we can no longer adequately consider their wellbeing without addressing the potential risks that this can bring. The provision of an effective eSafeguarding Strategy therefore outlines the commitment from the Local Safeguarding Children Boards to provide a collective framework for all stakeholders across the region to enable a cohesive approach.

Technology by its nature is constantly evolving, bringing new opportunities and new risks for all, but particularly for Children and Young People (C&YP). To ensure the strategic direction remains effective, a review of the various Local Safeguarding Children Board eSafety Strategies across the region has been undertaken.

"The Internet is the single greatest repository of knowledge in the world...It helps me to do school work learn new things discover trivia, find out about new games, chat to my friends, and a lot more...I honestly couldn't live without it"

Children's Call for Evidence, Byron Review – Safer Children in a Digital World

In forming a collective eSafeguarding Strategy, it allows colleagues across the region to address eSafeguarding issues with a cohesive approach and common framework.

*Graham Lowe
Chair, LSCB eSafeguarding Group*

What is eSafeguarding?

Educating our Children and Young People (and those adults who come into contact with them) on how to recognise the potential risks and how to deal with them appropriately, should form the core of an effective eSafeguarding Strategy. eSafeguarding, as the name suggests, is first and foremost a Safeguarding issue and when broken down into its constituent elements and areas of risk, is **fundamentally concerned with behaviours**. It is therefore important that we are not sidetracked into thinking eSafeguarding is an Information Technology (IT) issue or that technical measures are the solution to eSafety. Whilst the IT has an integral part to play in contributing to the safeguarding of our Children and Young People, the IT itself is incidental to the issue.

eSafeguarding, Internet Safety, eSafety, Digital Safeguarding and Online Safety are all interchangeable terms used to varying extents. However, whatever term is used, all relate to ensuring those using technology do so safely and responsibly.

Typically, individuals often associate eSafety with Online Grooming, Cyberbullying or inappropriate images/video. However, there is also a much broader and developing agenda particularly in relation to the growth of Social Media including Information Privacy, Sexting, Gaming addiction, Self-generated content and numerous other risk areas. In line with this, eSafeguarding is an increasingly common thread running across a number of related and already embedded areas such as Child Sexual Exploitation (CSE), Anti-Bullying, Anti-social behaviour and the radicalisation of young people amongst others (also see Figure 1). If we are to be effective in our approach, it is essential that colleagues across all related agendas work together cohesively to ensure a common and collaborative approach.

As is apparent, the scope of eSafeguarding is significant and is often interpreted according to circumstance. However, for the purposes of clarity in the context of this Strategy, **eSafeguarding is defined as a safeguarding issue where technology is involved**.

Context

Young People are often perceived as having a greater knowledge and affinity with technology than many adults. However, it does not follow that they also possess the broader wisdom or emotional maturity adults have developed through life experience. It is therefore vital that we encourage our children to develop their understanding of the potential hazards technology presents and how they can help to mitigate the risks to them (and to others) through their behaviour. The growing importance of Online Safety is apparent through its inclusion at each Key Stage within the revised National Curriculum (Computing) from 2014. In addition, it is also clear that Parents and Carers naturally have a fundamental influence on their children's behaviour and as such, have a critical role to play in embedding what is acceptable and unacceptable behaviour online, particularly in relation to the use of Social Media.

"Children's brains work faster than adults' brains. That's why we're better at using the technology."

Child, focus group - A review of progress since the 2008 Byron Review

The Stakeholders referred to in this document will typically include Children & Young People, Parents/Carers, Schools, Local Authorities, Youth Groups, Libraries, the Police and the wider children's workforce (both direct and indirect). However, by definition, it equally relates to ALL individuals or groups who have an interest in ensuring the very best possible outcomes for our Children & Young People.

As adults, we will understandably take a view of 'responsibility' but it is **essential that we retain a 'child-centric' view** when approaching the safe use of technology and appreciate how Children and Young People perceive the risks and the enormous part that technology will play in their lives. Research informs us that issues often go unreported by Young People for a variety of factors including: a fear of being held to blame; losing access to the technologies they treasure or simply from embarrassment. If we are to address this issue effectively, we must raise awareness and develop the support routes available to Children and Young People including their own school support mechanisms, CEOP's Report button and ChildLine.



The prevalence of online messaging, social networking and mobile technology effectively means that children can always be 'online'. Their social lives, and therefore their emotional development, are bound up in the use of these technologies. **We can no longer adequately consider the safeguarding or wellbeing of our Children and Young People without considering their relationship to technology** - we can no longer seek to protect them without addressing the potential risks which the use of these technologies poses.

Whilst the focus of this eSafeguarding Strategy surrounds the safeguarding of our Children and Young People, members of the children's workforce must also be aware of the issues. This includes the standards expected in relation to their own use of technologies such as Social Media, both within and outside of the work environment. Equally, professionals must also be aware of the potential for online abuse towards them by other users and the options available to them should this occur.

"Alarmingly, 35% of our respondents said that either they, or their colleagues, have been subject to some form of online abuse"

Extract from 'The Online Abuse of Professionals' – Research Report from the UK Safer Internet Centre (UKSIC)

What are the Risks?

Ofsted refers to the classification of eSafety Risk across 3 broad categories of Content; Contact and Conduct (as structured by EU Kids Online, LSE, 2009):



- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The extract shown (see Figure 1 below) illustrates these categories as a matrix grid identifying examples under headings of Commercial, Aggressive, Sexual and Values.

As both the technology and the behaviour of individuals changes, these risks will also change. Therefore, if we are to ensure an effective approach, our Strategies and Policies must be equally robust and regularly reviewed to ensure currency.

Although the grid has been defined in terms of 'child' use, it is relevant to everyone who uses digital and mobile technologies

Figure 1: Areas of risk extract from 'Inspecting e-safety', Ofsted, 2013 (as adapted from EU Kids Online, LSE, 2009)

| Annex 4. Content, contact and conduct exemplars ¹⁷ | | | | |
|---|--|--|---|---|
| | Commercial | Aggressive | Sexual | Values |
| Content (child as recipient) | advertisements spam sponsorship personal information | violent/hateful content lifestyle sites | pornographic or unwelcome sexual content | bias racist misleading information or advice |
| Contact (child as participant) | tracking harvesting personal information | being bullied, harassed or stalked | meeting strangers being groomed | self-harm unwelcome persuasions |
| Conduct (child as actor) | illegal downloading hacking gambling financial scams terrorism | bullying or harassing another | creating and uploading inappropriate material; sexting | providing misleading info and advice health and wellbeing; time spent online |

How will we approach?

Whilst we must understand the issues and risks posed, we must be careful not to demonise the technology and ensure that these are balanced with the immense opportunities and benefits that new technologies bring. Managing and mitigating these risks strategically is most appropriately addressed by ensuring we maintain a holistic overview. However, in order to tackle the issues effectively, we must break them down into practical areas to be addressed. As such, the framework used for the Strategy is based upon the widely-recognised PIES Model for limiting eSafety Risk. This model quantifies eSafety into four **inter-related** areas as identified in Figure 2 opposite.

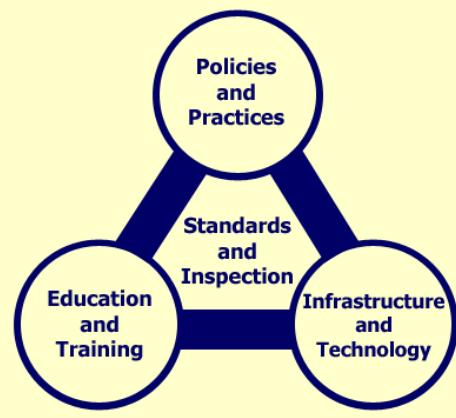


Figure 2: PIES Model for limiting eSafety Risk

Within the PIES model, we will embed the risk areas where appropriate to ensure these areas are addressed across the wider landscape, ensuring that we are not overly-focussing on the technical challenges. The Strategy therefore identifies four clear Strategic Objectives which will form the outline framework for the underlying Action Plans for each region.



Strategic Objective 1: Safer Management

To support and ensure stakeholders develop robust and effective policies, practices and procedures to safeguard C&YP against risks



Strategic Objective 2: Safer Access

To identify and promote technologies, tools and infrastructure services which appropriately support eSafeguarding priorities for C&YP and related stakeholders



Strategic Objective 3: Safer Learning

To promote and ensure effective learning opportunities are available to all stakeholders which recognise and address current and emerging eSafeguarding risks for C&YP



Strategic Objective 4: Safer Standards

To promote and ensure appropriate monitoring and review practices are in place which ensure eSafeguarding systems and procedures are effective and regularly audited

eSafeguarding Action Plan

Whilst this Strategy provides an overarching framework outlining the scope of eSafeguarding and identifies the Strategic Objectives intended to address the challenges, the operational aspects for how this should be achieved are the focus for the supporting Action Plan. Whilst significant work and success has already been achieved in recent years, much remains to be done. In addressing the current issues, we must naturally remain vigilant to new and emerging threats and therefore collaborating with and seeking the views of C&YP will be integral to our success.

Audience

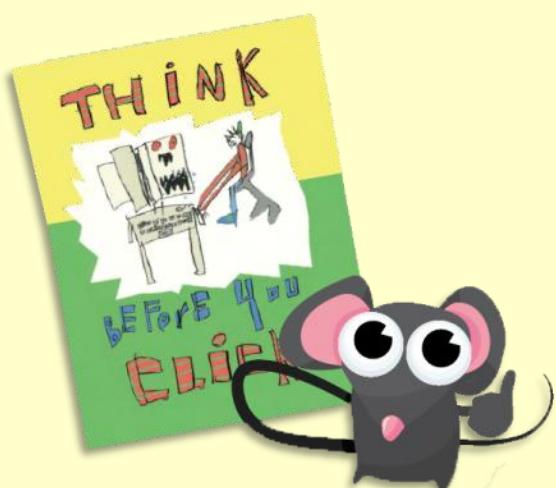
The range of individuals, groups and organisations with a responsibility for safeguarding our Children and Young People is significant, ranging from Parents / Carers through to Local and National Government bodies. As such, this Strategy is primarily aimed at (though not limited to) those groups identified below.

- ❖ All Agencies represented on the Lancashire Safeguarding Children Board
- ❖ All Education establishments across the region
- ❖ 3rd Sector organisations, including Voluntary, Community and Faith Sectors
- ❖ All private care providers delivering services to/for children across the Lancashire region
- ❖ All private and public sector Service providers delivering technical services and points of access utilised by Children & Young People

Summary

In order to achieve the effective and positive outcomes, it is vital that meaningful engagement, investment and collaboration by those groups identified above is secured at the earliest opportunity.

It is apparent that eSafeguarding is a growing and ever developing area with constantly changing trends and as such, is not a Task-and-Finish issue or an area where the risks will disappear in the foreseeable future. Equally, the pace at which technology continues to change is enormous and therefore we must equally adapt to this change if we are to ensure the best possible outcomes for our Children and Young People.





Useful sources of advice and guidance



Lancashire Safeguarding Children Board Website
www.lancashire.gov.uk/corporate/web/?siteid=3829&pageid=20739



Lancashire Children and Young People's Trust website
www.lancashirechildrenstrust.org.uk



Lancashire Young People's Service website
<http://yps.lancashire.gov.uk/>



Lancashire Constabulary Trusted2Know young person's website
[www.trusted2know.co.uk](http://trusted2know.co.uk)



Child Exploitation and Online Protection Centre website
<http://ceop.police.uk>



UK Safer Internet Centre website
www.saferinternet.org.uk



Childnet International website
www.childnet.com



Vodafone Digital Parenting resource
www.vodafone.com/content/parents/digital-parenting



Ofsted Inspecting eSafety resource
www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies



CEOP ThinkUKnow website
www.thinkuknow.co.uk

Lancashire Safeguarding Children Board 10th July 2015 Summary

Public Health Transformation

Sakthi Karunanithi, LCC Director of Public Health, presented the proposal for the transformation of Public Health Services. It was agreed the LSCB would be consulted and kept up to date regularly on progress. Key areas of interest for the LSCB are around the commissioning of Health Visiting, School Nursing, Substance Misuse and CAMHS and the challenge of reducing resources not impacting on safeguarding arrangements.

Young Advisors – Esafety Project

Graham Lowe, Esafety Group Chair provided a presentation summarising the key achievements and learning from this recent project commissioned by the LSCB Exec. Very positive feedback from children and teachers was evident. Key points:

1. Key concerns from children were: Bullying, Hackers, Scary Content and Adverts
2. Engagement with parents is a challenge for schools requiring different ways of communicating
3. The eSafety group will consider feedback in more detail and ensure the action plan is refreshed to account for key themes and issues
4. The presentation will be available on the website

Useful eSafety links and resources can be viewed here:

<http://www.lancashiresafeguarding.org.uk/resources/esafety-esafeguarding.aspx>

Sub-group Updates:

Key points to note:

Quality assurance/Performance management

MASH Diagnostic – this exercise will review the current state of play and identify any outstanding issues that may be hampering progress. The initial planning meeting has been held and the review will proceed over the summer.

Children's Partnership Boards

A useful summary covering all 5 CPBs was provided. A discussion followed which concluded:

- The groups are progressing but still some challenges with regard to specialist safeguarding representation and embedding safeguarding into activity and plans, though this is improving
- CSE awareness raising in schools to be discussed with LASSH and PHIL to assist with ensuring a consistent approach and messages
- It was noted that 5 CPBs, (rather than the original plan for 3), presents challenges for some agencies with regard to attendance / engagement

LSCB staff Survey

RM presented an analysis report drawing attention to the key themes and trends. As follows:

- Good response rate, particularly from Health providers
- Respondents generally felt their agencies had good safeguarding arrangements and knew how to respond to common issues
- Most questions received a less positive response than previously, particularly around sufficiency of resources and staff support
- Awareness of the role of the LSCB was quite low

All agencies to reflect on the findings and consider any action that maybe required.

The full analysis report can be accessed at: <http://www-lancashiresafeguarding-org-uk-liveadmin/1179.aspx>

Corporate Parenting Board – Annual Report / Presentation

A Young Person from POWAR presented this item which summarised current views and feedback from children

looked after in Lancashire and current performance measures around process and outcomes for CLA.



CPB Presentation

Key points as follows:

- **Corporate Parent** consent delays for issues that are important to young people, such as: social media use, school trips and community activities are a common issue raised
- Ensuring young people are involved in decision making is a key theme and should always be a priority
- A report is being prepared to look in more detail at issues around poor educational attainment for CLA. This will come to the November Board for discussion

Preston Multi Agency Safeguarding Practice Inspection

The final report was presented in relation to this activity. Generally the findings were positive with a lot of evidence of good practice and committed practitioners. A number of areas of improvement were identified particularly around the CART and referral process, MASH, caseloads and GP involvement. The report has been presented to the Preston CPB who will be responsible for developing an action plan and ensuring the actions are delivered to bring about improvements where required.

Performance Report

The current position with the regional framework, was discussed. There are still a significant number of gaps where information has not been provided despite the best efforts of the LSCB Coordinator and Manager. Further discussions will take place as to how this will be managed / coordinated in future, in light of the new team structure.

Serious Case Reviews

The 2 recently published SCRs and briefings for Child L and N can be viewed at the following link:

<http://www-lancashiresafeguarding-org-uk-liveadmin/resources/serious-case-reviews.aspx>

CSE Awareness Week

A week of awareness raising and related activity is currently being planned for week commencing the 9th November 2015 and all agencies are asked to consider how they can contribute. Fuller details will be circulated in due course.



Department
for Education

The Prevent duty

**Departmental advice for schools and
childcare providers**

June 2015

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Summary

About this departmental advice

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Expiry or review date

This advice will next be reviewed before September 2016.

Who is this advice for?

This advice is for:

- Governing bodies, school leaders and school staff in maintained schools (including nursery schools), non-maintained special schools, proprietors of independent schools (including academies and free schools), alternative provision academies and 16-19 academies
- Management committees and staff in pupil referral units
- Proprietors and managers and staff in registered childcare settings

It will be of particular interest to safeguarding leads.

Main points

The main points of this advice are to:

- explain what the Prevent duty means for schools and childcare providers;
- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
- inform schools and childcare providers about other sources of information, advice and support.

Introduction

From 1 July 2015 all schools¹, registered early years childcare providers² and registered later years childcare providers³ (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation⁴ and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

¹ Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006.

² Those registered under Chapter 2 or 2A of Part 3 of the Childcare Act 2006, including childminders.

³ Those registered under Chapter 3 or 3A of Part 3 of the Childcare Act 2006, including childminders.

⁴ “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist⁵ views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available [on GOV.UK](#).

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

Risk assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a

⁵ "Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, [Working together to safeguard children](#) and [Keeping children safe in education](#).

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. [Detailed guidance on Channel is available](#).

An [online general awareness training module on Channel is available](#). The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people

vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the [UK Safer Internet Centre website](#).

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. [Advice on promoting fundamental British values in schools is available](#).

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are

delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively. For childcare providers our strategic partner, 4Children, have published the following [good practice examples demonstrating what promoting fundamental British Values means in the early years.](#)

The Department will be providing further advice on resources for schools.

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.



Department
for Education

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Preparing for the Expanded Troubled Families Programme

1. Introduction

The purpose of this report is to update the Board on the closure of the initial Troubled Families Programme and on actions that need to be put in place to ensure that Lancashire is ready should we be accepted onto the Expanded Troubled Families Programme.

2. Recommendations

The Children & Young People's Trust Board are recommended to:

- Note the outcomes from the evaluation of the Working Together with Families Programme and the numbers of families turned round under the Troubled Families Programme.
- Note that agreement is still required from DCLG for Lancashire to be part of the Expanded Troubled Families Programme
- Endorse the work being undertaken to ensure that Lancashire is ready to participate in the Expanded Programme and the need for commitments from a broad range of partners to both service delivery and data sharing and analysis to ensure the successful delivery of national requirements.

3. Lessons learned from Working Together with Families

Lancashire commissioned an independent evaluation of the Working Together with Families (WTwF) programme. In addition to the evidence from the outcomes recorded in the Troubled Families claim, the evaluation highlighted the progress made by WTwF in:

- Providing an opportunity for front line staff to embrace a LP role
- Changing the culture of whole family working and 'one worker and one plan' across the workforce
- Helping to ensure that whole family working will be sustainable after the TF programme has ended
- Devolving management structures to meet local needs
- Helping to reach large numbers of families across Lancashire.
- Championing a strengths-based approach
- Demonstrating a commitment to the ethos of whole family working
- Working more effectively with families by getting to the roots of their problems
- Building LP expertise through an expansive training programme
- Setting in place a clear programme of auditing and supervision
- Developing a strong culture of partnership working, supported by an effective district panel process

- Enabling workers to raise employment and training issues more easily with families; and,
- Achieving positive outcomes for many families

The report also highlighted some "key practice challenges" which will be important to address going forward:

- **Risks associated of moving away from a dedicated team approach**
 - the evidence from the national evaluation suggests that it may be harder to deliver a consistent approach to whole family working and to quality assure practice.
- **One family one worker one plan** - The previous evidence from family intervention practice highlights the importance of having one key contact with a clear responsibility for the family who has a relatively small case load so they have the time and resources to work intensively with a family.
- **Quality assuring practice** - In view of the complexity of the families LPs are working with and their proximity to child protection issues there is a real need for a consistent and robust training pathway that is regularly updated and reviewed.
- **Asset based approaches** - A key commitment underlying WTwF is to embed an asset or strengths based approach to working with families to help them increase their resilience and resourcefulness, and reduce their risk and dependency.
- **Identifying and working with families with different levels of need** - A real challenge that Lancashire shares with other LAs is how to identify and work effectively and efficiently with families with differing levels of need.
- **Commissions** - Whilst there is useful early learning emerging from these commissions it is rather too soon to be judging how well they are operating.

Now that WTwF and the first phase of the Troubled Families programme have reached their conclusions, the County Council is finalising a review report which will be circulated to Board members in due course.

4. Outcomes from the Troubled Families Programme 2012-15

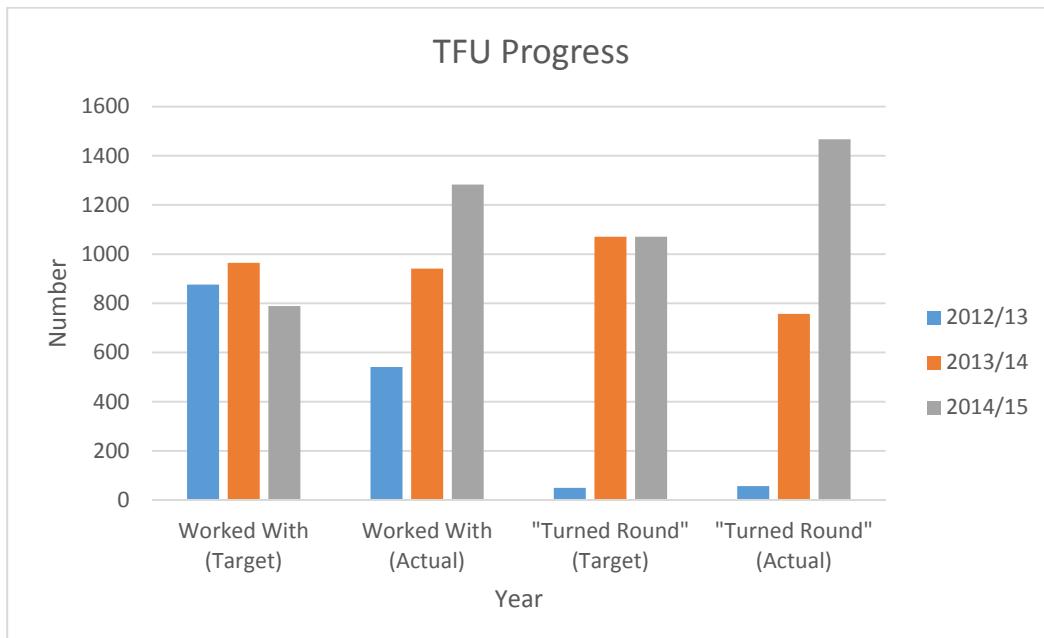
Following discussions with the Department of Communities and Local Government, Lancashire agreed to participate in the national 'Troubled Families' initiative, a 3 year payment-by-results programme targeting 2,630 Lancashire families who were identified as being eligible by meeting at least 2 of 3 national criteria relating to educational attendance, crime/anti-social behaviour and worklessness plus 1 local criterion selected from a range of issues including domestic abuse, CIN/CP, substance misuse, mental health, etc. From April 2012 the Troubled Families Unit (TFU) targets and outcome measures were assimilated into Lancashire's WTwF approach.

Following the discussions with DCLG about the phasing of the targets, in March 2012, the WTwF Governance Group agreed to set the following targets for the Lancashire programme:

| Financial Year | Worked With (Target) | "Turned Round" (Target) |
|-----------------------|-----------------------------|--------------------------------|
| 2012/13 | 876 | 50 |
| 2013/14 | 965 | 1071 |
| 2014/15 | 789 | 1071 |
| Total | 2630 | 2192 |

It has subsequently become clear that there is not a shared understanding with DCLG of the "Turned Round" Targets and the national expectation is for all 2630 worked with families to be "Turned Round" within the three year programme.

The graph below illustrates the progress since April 2012.



The graph clearly illustrates the rapid acceleration in progress particularly in the final year of the programme and is now running at a level significantly above that required annually to deliver the three year target.

The graph also illustrates the extent to which progress in the final year of the programme has exceeded the annual targets. In the final year of the current programme, Lancashire "worked with" over 1200 families (49%) of its target for the three year programme and "turn rounded" in excess of 1400 in the year, almost 50% greater than either of the previous years and 37% more than the target for the year, illustrating the success in embedding the approach in mainstream services.

Overall the programme in its three years, has delivered the commitments made by the Governance Group at the outset:

- To work with at least 2630 families
- To turn round at least 2,192 families, and
- That more families would be included in the programme in each successive year.

5. Requirements of the Expanded Troubled Families Programme National Framework

The programme is designed for families with multiple problems who will benefit from an integrated and whole family support approach. The priority is to focus on families where at least two of the programme's six headline problems are found. The headline areas are:

- Parents or children who are involved in crime or antisocial behaviour
- Children who have not been attending school regularly
- Children who need help (including Children in Need and Children subject to a Child Protection Plan)
- Adults out of work, or at risk of financial exclusion or young people at risk of worklessness
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

These criteria are significantly broader than in the current programme and will require a broader range of partners if they are to be successfully addressed. For example the indicators under the first headline include a number where probation providers would traditionally be the lead agency; and clearly the final headline covers a range of responsibilities traditionally met through Community Health providers particularly those focussed on support for Adults.

There is also a strong alignment between the national focus and the priorities agreed locally for the Wellbeing, Prevention and Early Help Service which are:

- safeguarding the vulnerable,
- improving health,
- supporting family life,
- enabling learning,
- preparing for work and
- reducing crime.

This alignment will help support the stated intention of the national programme to ensure that this approach is part of mainstream service delivery.

Participation in the programme requires commitment to a number of data returns to national government, including Family Progress Data; participation in the national evaluation and impact study and completion of the cost savings calculator. This is a higher level of expectation than in the current programme.

As with the original programme, grant funding by way of an attachment fee and performance reward grant will be available based on the number of families engaged with the programme. In addition DCLG will provide a Service Transformation Grant to lead local authorities to support the additional data analysis and reporting requirements from participation in the expanded programme.

It is worth noting that at this point the funding is only guaranteed for 2015/16 pending the next spending review.

Numbers of Families

DCLG have proposed that Lancashire's share of the 400,000 families nationally for the Expanded Troubled Families Programme would be 8,660 over the five years. This is the equivalent of almost double the number of families to be worked with and turned round each year in the initial programme. Given the delays in entering the Expanded Programme, negotiations remain to be held with the national team regarding targets for year 1 but it is likely that a target of around 1000 – 1100 families worked with will be set for the remainder of 2015/16.

Troubled Families Outcomes Plan

The financial framework for the expanded programme identifies 30 indicators of the existence of one of the 6 headline problems. The requirement is that these indicators are used both to confirm a family's eligibility for the programme and to monitor progress towards sustained and successful outcomes. These indicators will then form part of the Troubled Families Outcome Plan (TFOP) agreed with the family as part of their inclusion in the programme.

Lancashire has developed a Wellbeing, Prevention and Early Help Outcomes Framework which incorporates outcomes from key national programmes including the Healthy Child Programme, Family Nurse Partnership Programme, and OFSTED Inspection Framework. The TFOP will sit well within this wider strategic framework.

Lancashire has a family CAF (Common Assessment Framework) which was developed as part of the Working Together with Families programme. This has been accepted as the assessment tool by all partners and should (with some minor adjustments) form the comprehensive family action plan required under the expanded programme. Similar adjustments will be required to our Children in Need (CIN) and Child Protection Plans to ensure that they equally record the relevant targets and we avoid creating a separate bureaucratic process for the Troubled Families programme.

6. Key issues for the Lancashire Partnership

The expanded programme presents two key areas of challenge for Lancashire.

Firstly in terms of service delivery, the broader scope of the programme will require active engagement from a range of services who whilst part of the WTwF programme were not central to the focus of the Troubled Families programme, which was very much focussed on, Education, Crime and Worklessness. Key amongst these will be services supporting improvements in Health, supporting victims of Domestic Abuse, and working with those at risk of financial exclusion and a broader definition of worklessness. There is also a much stronger focus in these areas of service working with the adults in the family. If Lancashire is to be successful in meeting the targets

Secondly, there is a need for significant improvements in our arrangements for the sharing, analysis and reporting of data. On one level the introduction of the flexibility to agree appropriate outcomes for each family through the Troubled Families Outcome Plan is a benefit. However, it includes an obligation to be able to clearly identify and evidence sustained improvements across a range of needs. This is reinforced by the requirements for returns to the national programme which are more extensive than in the initial programme and are clearly mandatory for their completion.

Work is underway to develop the Troubled Families Outcomes plan for Lancashire, building on existing outcome plans (the CAF and CiN plans) and partner agencies are being consulted on this as it will set the measures for which we will be able to claim for the families worked with. Therefore it is important that partners fully participate in this so that the outcomes are realistic and manageable to be able to achieve them.

There is a requirement to be able to provide a lot of data to support ongoing national monitoring. This is being discussed with partners individually in more detail, particularly in areas such as Health and Housing where data was not required in the same way under the initial programme. Work is underway to establish a single system that can be used to store, analyse and report on all the required datasets.

The Information Governance of the current programme has been subject to a number of challenges around issues of consent and data sharing. Because the expanded programme, requires Authorities to provide identifiable family data to DCLG as part of the national impact study, these issues will need to be revisited. The current approach to consent and data sharing is based on the existing Level 2 Information Sharing Agreements between public sector bodies in Lancashire and does not include sharing information other than with local service delivery partners. It will also reinforce the importance of the explicit recording of consent by the lead professional as part of the plan for each family.

7. Conclusions

Significant work has been undertaken in Lancashire over the last three years, to establish robust Early Help arrangements across all partners, particularly through the Lancashire Improving Futures programme and the Working Together with Families programme. The delivery of these change programmes with the extensive work across the partnership to:

- develop and implement a family based Common Assessment Framework,
- develop and embed the lead professional approach to working with families and the associated training of staff in all agencies and
- to test new ways of working through time limited project based commissions

means that our service approach provides a strong basis for the delivery of the broader scope of the Expanded Troubled Families Programme.

If we are to be successful in delivering and evidencing the outcomes required as part of the national programme, it will be essential that all partners working with family members (both adults and children) fully engage with the programme requirements. It will also be crucial that the key issues around the proper collection, sharing, analysis and recording of data is properly addressed.

The oversight of the Trust Board in the Governance of the programme will be crucial to this

Mike Hart
Lancashire County Council
June 2015

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Report: Chorley and South Ribble Localities September 2015.

Core Offer Use

Family Support: continues to be well used in both Chorley and South Ribble. There is often a waiting list which varies daily. The provider contacts Families on receipt of the Request for Support giving an indication of the waiting time and in Leyland as a result of some additional funding they are now able to offer an immediate drop in service. This appears to be going well.

Emotional Health & Wellbeing: this strand of the offer is also well used in both Localities. There is still capacity but this would not be available all year if used at the rate of the first quarter. Panels have had discussions about how this can be managed.

Domestic Abuse: have attended panel to raise awareness of their service. I don't receive a high number of requests for support for this service, although numbers are now increasing, this is partly due to encouraging Lead Professionals to ask questions about Domestic Abuse.

Parenting: this strand has not had good take up across the county, and Chorley and South Ribble are no different in this. Work is to be undertaken with the commission to look at local need and locally there will be support for the commission to get appropriate requests. This will include trying to involve our short stay schools; to ensure targeted parents who would benefit from courses are facilitated to attend.

Wider support

Within Wellbeing Prevention and early Help the take up of Requests for Support by Young People's Service and Children's centres has been a great support to the offer made to families along with the support of the Voluntary Sector.

Requests for Support

The majority of Requests for Support continue to come from our colleagues in education. They vary in quality: obviously being more appropriate where a professional has had direct discussion with the Co-ordinator first. There appears to be a greater understanding of the importance of the CAF, and professionals being more willing to undertake that assessment of a family: knowing services can then be put in place to meet that need. Not all requests come through the Co-ordinator as yet; although this should now be the process.

Panel attendance and issues

Panel has been well attended by most professionals in the quarter. Other professionals not indicated in the report regularly attending panel include Borough Council Colleagues, DWP (WTWF colleagues); Fire Service, and commissioned service representatives. The YOT and Drugs services are starting to attend when they have capacity to do so and Housing services will attend when there is a Request that requires their input.

Lead Professional Budget/Small Grants

The Lead Professional Budget for Chorley is nearly half spent in a quarter of the year and for South Ribble is over half spent in the first quarter of the financial year. It has been well utilised particularly after promoting its use to Children's centre staff. Requests have been submitted once professionals have exhausted their own sources; at times for a small family contribution is made. The funding requests are negotiated and carefully scrutinised.

Each district has had one Small grant submitted and approved this quarter these were both from the same organisation and offered additional funding to holiday provision for families. This leaves us with an underspend at this time of the year and I have been visiting voluntary organisations to share some of the areas of need being identified from Requests for support for them to consider possible applications. The two panels have also considered their priorities for spend.

CAF/CAF QA

Co-ordinators are now Quality Assuring CAFs from the local area, one per month, which are chosen at random. This is to look at compliance and quality issues; and Lead Professionals receive written feedback from this process. The Co-ordinator is available to offer informal support to Lead Professionals and has already attended some team meetings regarding use of CAF.

Report: West Lancs Area September 2015.

Core Offer Use

Family Support: continues to be well used. A recent change in management has led to a meeting with the new manager to look at communication and smooth transition of cases; to ensure families receive good information regarding waiting times. This appears to be going well.

Emotional health & Well Being: this strand of the offer has seen the greatest use, but still has plenty of capacity to use due to carry over from last year. CANW have introduced a 'triage' system: contacting families within two weeks of receiving their request for support; to discuss the need and to let the family know how long they will be waiting. This again is improving communication with families.

Domestic Abuse: continue to attend panel when necessary; and are working well with the co-ordinator when requests for support are received.

Parenting: this strand has not had good take up across the county, and West Lancs is no different in this. Work is to be undertaken with the commission to look at local need and then support the commission to get appropriate requests. This will include trying to include our short stay schools; to ensure targeted parents who would benefit from courses are facilitated to attend.

Requests for Support

The majority of Requests for Support continue to come from our colleagues in education. Requests for Support are improving in quality: it is apparent that many local Lead Professionals are attending the various training events such as Solihull training; mental health first aid and Outcomes Star training which supports the work of the CAF. The majority of requests come through the Co-ordinator in this area which allows for planning of service capacity issues.

Panel attendance and issues

Panel has been well attended by most professionals in the quarter. Other professionals regularly attending panel include Housing Dept.; DWP (WTWF colleagues) and commissioned service representatives.

Lead Professional Budget/Small Grants

Lead Professional Budget has been well utilised particularly after promoting its use to Children's centre staff. Requests have been submitted once professionals have exhausted their own sources; and are usually asked for a small family contribution as well. There have been no Small grants submitted this quarter.

CAF/CAF QA

Co-ordinators are now Quality Assuring CAFs from the local area, one per month, which are chosen at random. This is to look at compliance and quality issues; and Lead Professionals receive written feedback from this process. The Co-ordinator is available to offer informal support to Lead Professionals and has already attended some team meetings regarding use of CAF.

District Prevention & Early Help Update: West Lancashire

Q1 2015/16

Commissioned Services: Activity

| | Family Support (Via) | Domestic Abuse (Liberty Centre) | Emotional Health & Well Being (Child Action NW) | Parenting (Action for Children) |
|--|-------------------------|------------------------------------|--|------------------------------------|
| | | | | |
| Number of RfS Received (in Period) | 26 | 17 | 47 | 1 |
| Number of RfS Received (2015/16 to date) | 26 | 11 | 47 | 1 |
| Number of RfS Not Progressed (2015/16) | 4 | 2 | 0 | 0 |
| Total Available Capacity | 86 | 43 | 117 | 32 |
| Capacity Remaining | 53 | 28 | 61 | 31 |
| Total number of CYP worked with (2015/16) | 67 | 29 | 1 | 0 |
| Number of RfS at Level 2 (2015/16) | 6 | 13 | 1 | 1 |
| Number of RfS at Level 3 (2015/16) | 20 | 4 | 23 | 0 |
| Number of cases closed in period | 9 | 5 | 16 | 0 |
| Number of closed cases de-escalated in period | 6 | 5 | 16 | 0 |
| Number of closed cases escalated in period | 0 | 0 | 0 | 0 |
| Number of PBR payments made in period | 0 | 0 | 0 | 0 |
| Source of RfS (2015/16) | | | | |
| <i>CAMHS</i> | 0 | 0 | 5 | 0 |
| <i>Children's centres</i> | 0 | 0 | 0 | 0 |
| <i>De-escalation from Children's Social Care</i> | 2 | 4 | 1 | 0 |
| <i>Early Support Panels</i> | 0 | 1 | 0 | 0 |
| <i>Education (inc. early years)</i> | 18 | 2 | 25 | 0 |
| <i>Health</i> | 2 | 0 | 10 | 0 |
| <i>Housing</i> | 0 | 0 | 0 | 0 |
| <i>MASH</i> | 1 | 7 | 1 | 0 |
| <i>Other Early Support Provider</i> | 1 | 0 | 1 | 0 |
| <i>Other VCFS organisation</i> | 0 | 2 | 4 | 0 |
| <i>Police/YOT</i> | 1 | 0 | 0 | 0 |
| <i>Self Referral</i> | 0 | 0 | 0 | 0 |
| <i>Substance misuse support agencies</i> | 0 | 0 | 0 | 0 |
| <i>Young People's Service</i> | 0 | 0 | 0 | 1 |

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Agenda Item 6

Commissioned Services: Contextual Information

| | Family Support (Via) | Domestic Abuse (Liberty Centre) | Emotional Health & Well Being (Child Action NW) | Parenting (Action for Children) |
|---|-------------------------|------------------------------------|--|------------------------------------|
| Total financial allocation (2015/16) | £ 35,505 | £ 7,890 | £ 27,615 | £ 7,890 |
| Upfront payment (2015/16) | £ 14,202 | £ 3,156 | £ 11,046 | £ 3,156 |
| Payment by results total (<u>excludes any carry over</u>) | £ 21,303 | £ 4,734 | £ 16,569 | £ 4,734 |
| Payment by results paid (2015/16 to date) | £ 4,212 | £ 1,875 | £ 7,200 | £ - |
| Payment by results remaining | £ 17,091 | £ 2,859 | £ 9,369 | £ 4,734 |

| | | | | |
|-------------------------------|---|---|---|---|
| Risks / Issues | Take up of provision is on track to meet allocated capacity for this year | Take up of provision is on track to meet the required capacity for this year. | Take up of provision is slightly above the level of allocated resource. | Requests for Support are on track to meet the required capacity for this year. No programmes run this quarter |
| Risks / Issues | | | | |
| Comments / Corrective Actions | | | | |
| RAG Ratings | | | | |
| 2015/16 - Q1 | Green | Green | Amber | Amber |
| | | | | |
| | | | | |
| | | | | |

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Agenda Item 6

Commissioned Services: Impact

| | Outcome Measure Scores | | | |
|--|--|--|---|---|
| | % cases with improved self-assessment (using the outcome star) reporting distance travelled in all areas | % of cases where the level of need escalated to require access to statutory services | % of cases whose CoN level improves to 'thriving' | Improved use of effective social networks of support within the community |
| Family Support | Performance indicator scores | 100% | 0% | 30% |
| <u>More information on the impact:</u> Take up of provision under this theme is on track to reach capacity by the end of the year. During the quarter 10 cases closed to the provider, all of which demonstrated positive distance travelled using the outcome star tools. Additionally 6 cases showed a reduction in the level of need evidenced using the continuum of need. 0 cases escalated to CSC. | | | | |
| Domestic Abuse | % cases with improved self-assessment (using the outcome star) reporting distance travelled in all areas | % of cases where the level of need escalated to require access to statutory services | % of cases whose CoN level improves to 'thriving' | Improved relationships between parent and child |
| Domestic Abuse | Performance indicator scores | 100% | 0% | 60% |
| <u>More information on the impact:</u> 5 cases closed to the provider in the quarter all of which demonstrated positive progress using the family star self assessment tool. All cases saw a reduction in the level of need evidenced using the continuum of need. | | | | |
| Emotional Health & Well Being | % cases with improved self-assessment (using the outcome star) reporting distance travelled in all areas | % of cases where the level of need escalated to require access to statutory services | % of cases whose CoN level improves to 'thriving' | Improved use of effective social networks of support within their community |
| Emotional Health & Well Being | Performance indicator scores | 100% | 0% | 88% |
| <u>More information on the impact:</u> 16 cases closed to the provider in the quarter all of which demonstrated positive progress using the family star self assessment tool. All cases saw a reduction in the level of need evidenced using the continuum of need. | | | | |

Commissioned Services: Impact

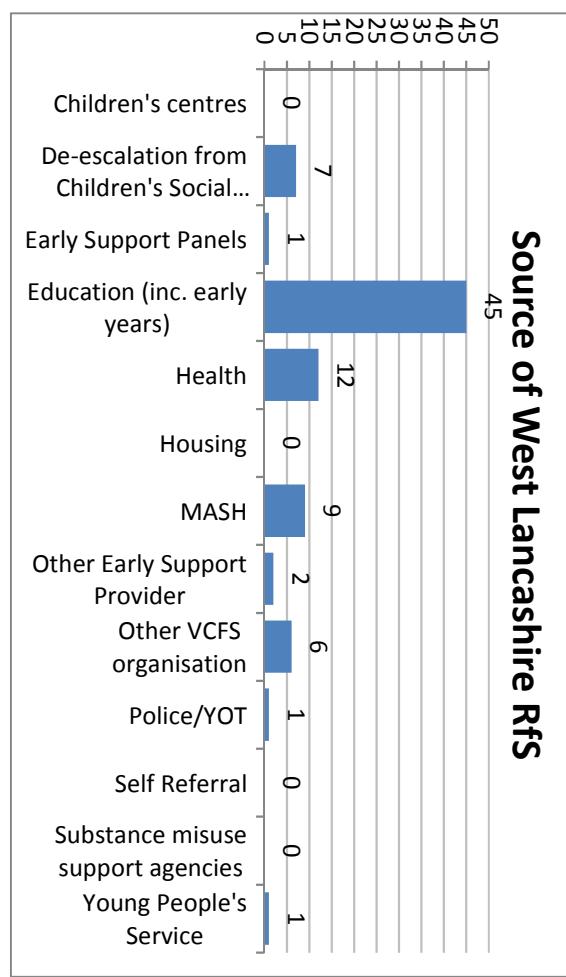
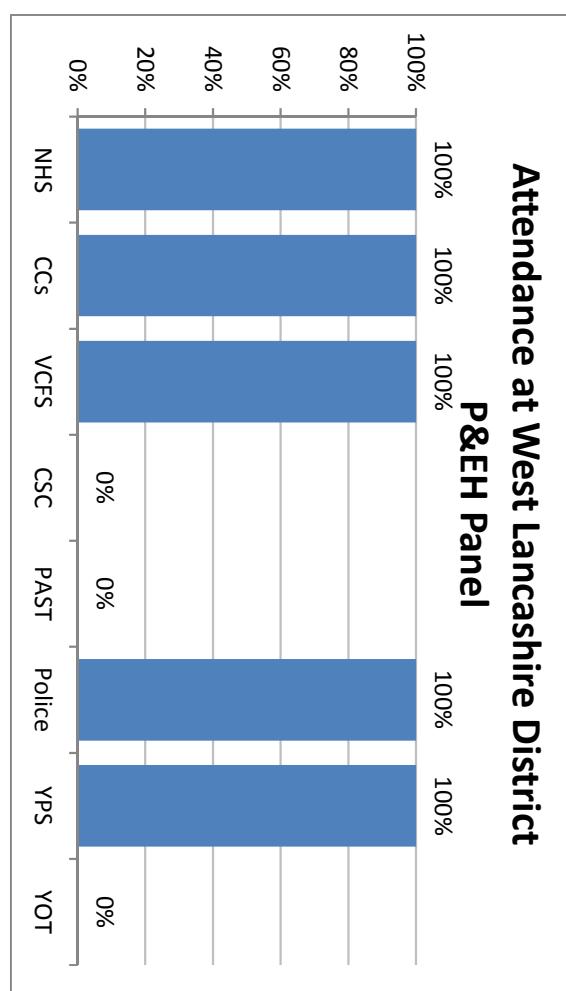
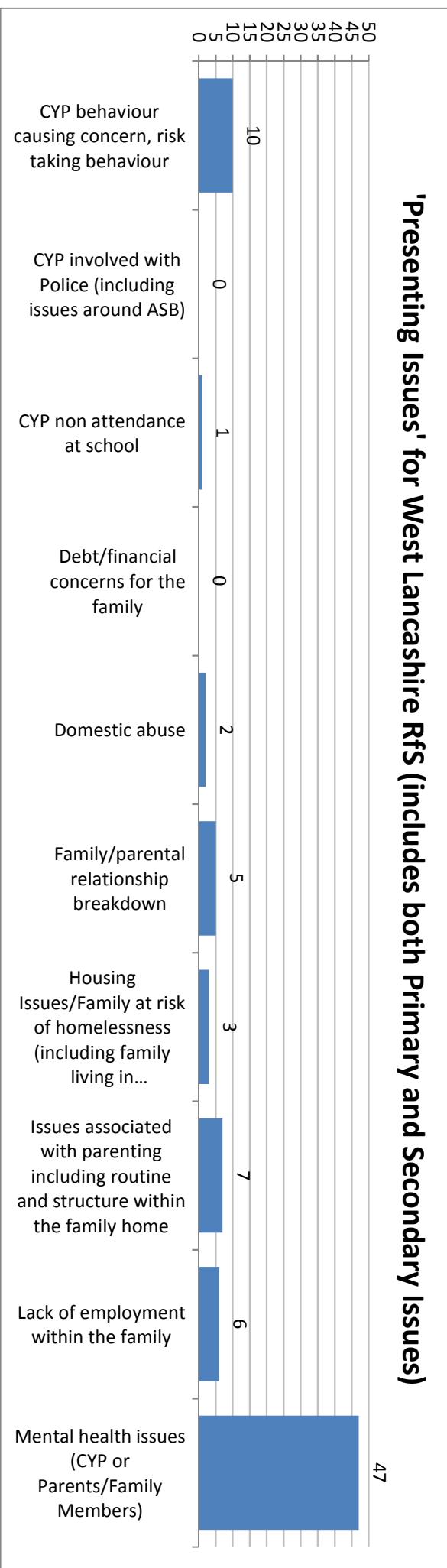
| Outcome Measure Scores | | | | |
|------------------------|--|--|---|---|
| | % of cases reporting positive distance travelled using the Strengthening Families evaluation | % of cases where the level of need escalated to require access to statutory services | % of cases whose CoN level improves to 'thriving' | Improved use of effective social networks of support within their community |
| Parenting | Performance indicator scores <u>More information on the impact:</u> Take of provision under this theme in the district has been high. No cases closed to the provider during the quarter. | - | - | - |

Any further comment on the quality or impact of service (include any coordinator feedback, service user feedback, issues flagged up by providers etc.)

Outcomes achieved by the providers on the cases they receive are positive and feedback on the service provision has generally been good. There have been issues countywide with the number of requests for support being received by providers. Promotion of the service provision is an ongoing process and progress is being made in some areas.

The low take up of parenting provision has been explored and it is felt that offering only Strengthening Families is limiting eligible families and so it has been agreed that for 2015/16 a selection of appropriate evidence based parenting programmes will be available. This information has recently been communicated to partners but the delivery model now consists of Incredible Years (5-8 year olds), Strengthening Families, Surviving Teenagers and SpeakEasy.

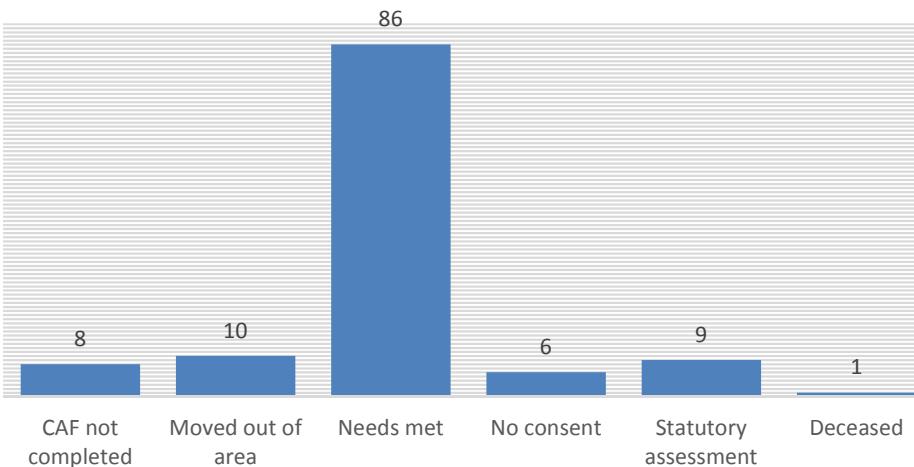
Number of Panels held in period: 2



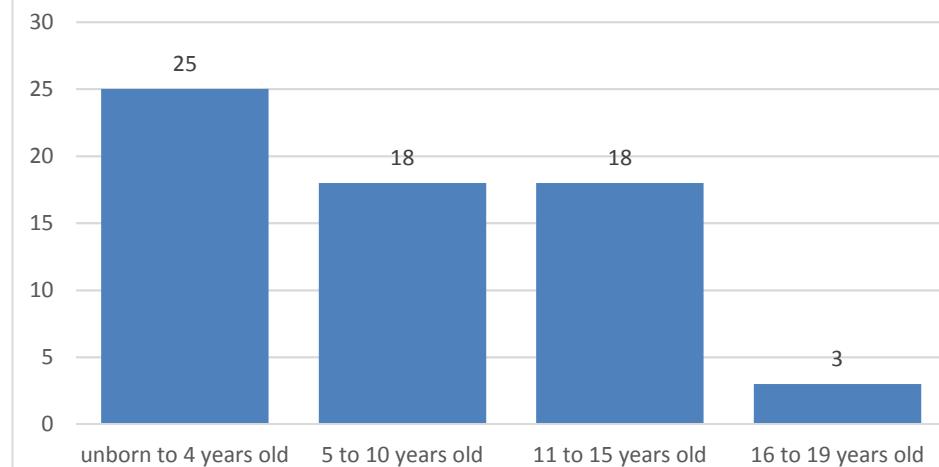
CAF Update

| | |
|--|-----|
| Number of CAFs Opened in Period | 74 |
| Number of CAFs Closed in Period | 107 |
| Number of CAFs Pending at 31st December 2014 | 200 |

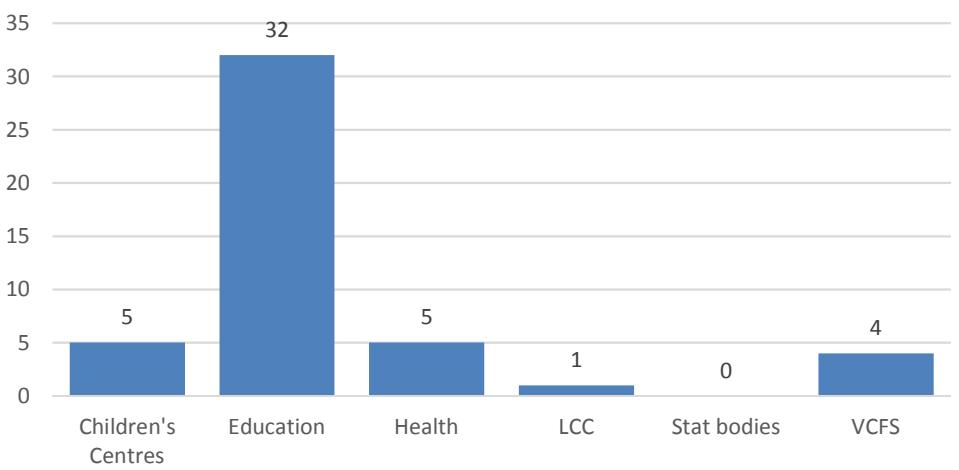
CAF Closure Reasons



Opened CAFs by Age Banding



Opened CAFs by Agency Requesting



Lead Professional Budget

Financial Summary

| | | |
|--|----------|--------------|
| Total LP budget for year | £ | 4,641 |
| Total spent in period | £ | 2,081 |
| Total spent in year to date | £ | 2,081 |
| Remaining budget at end of period | £ | 2,560 |

Lead Professional budget spend in period

| Provision bought | Requesting Agency | Value | | |
|-------------------------|-------------------------------|-------|--|--|
| Nursery fees | Cobbs Brow School | £ 87 | | |
| Bedroom Furniture | Birleywood Health Centre | £ 283 | | |
| Pram | Hesketh Bank Children's Cer | £ 225 | | |
| Sensory Toys | Delphside School | £ 94 | | |
| Washing Machine | St John's Children's Centre | £ 234 | | |
| Children's Easter Party | Skelmerdale Police | £ 90 | | |
| Bed and mattress | Delphside School | £ 304 | | |
| Pram | YPS | £ 60 | | |
| Stairgates | Hesketh Bank Children's Cer | £ 30 | | |
| Childcare fees | Moorgate Children's Centre | £ 112 | | |
| Fridge freezer | The Grove Children's Centre | £ 174 | | |
| Buggy board | St John's Children's Centre | £ 45 | | |
| Gas & Electric | First Steps Children's Centre | £ 20 | | |
| Electric Cooker | Ashurst Health Centre | £ 129 | | |
| Carpet | St John's Children's Centre | £ 90 | | |
| Pram | Sandy Lane Health Centre | £ 104 | | |

Small Grants Budget

Financial Summary

| | | |
|--|----------|--------------|
| Total small grants budget for year | £ | 9,282 |
| Total spent in period | £ | - |
| Total spent in year to date | £ | - |
| Remaining budget at end of period | £ | 9,282 |

Small Grants issued in period

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Agenda Item 6

Chorley, South Ribble & West Lancashire Children's Partnership Board**Action Plan - Raising Aspirations Project****Aims:**

Good employment for all is a Marmot¹ principle for improving a person's health and wellbeing. Evidence tells us that having good work increases an individual's wellbeing and resilience both physically and emotionally. This project will use assets and resources from across three districts, working jointly, to:

- Inform, mentor and support the career aspirations of our children and young people and provide more opportunities to meet with employers at school and in an employer setting.
- Develop employability skills and create a greater understanding of the world of work and careers available and a realistic expectation of what to expect, for our children and young people
- Provide information of the sectors and types of employment that Lancashire as a county will need in the next ten years to increase the prosperity of the area and the economic resilience of its residents.

<http://www.yeuk.org.uk/yeuk-launches-report-careers-education-young-peoples-experience-careers-education/>

Children & Young People:

- Career aspirations – inspiring and guiding wider and informed choice of employment options.
- Informing of growth areas of target sectors and where there are opportunities to enter employment sectors in Lancashire based on forecasted need.
- Skills development through “live” employability skills, experiencing actual business and different roles in businesses.
- Improving “work readiness”

Business Sector:

- Benefits to local businesses through workforce development from volunteering.
- Workplace health – building wellbeing of employees (wider determinant)
- Inspiring workplaces to engage with their local communities and employees
- Building an up-coming local skilled workforce with employability skills and an ability to be effective sooner.

Schools:

- Establishing links into local business community to support education
- Engagement with other schools on a competitive basis.
- Identifying and learning new skills for progression into business and therefore increasing employability.
- Embedding into the curriculum for longer term sustainability and increasing resilience in the locality.

Measurable Outcomes:

1. Lancashire Enterprise Partnership [LEP] – seven target sectors identified in the LEP strategy. Growing skills to meet these sector needs over ten years of City Deal.
2. Lancashire Enterprise Board's Skills Board – outcomes for target sectors.
3. City Deal's Skills Working Group – outcomes for target sectors and employability skills.
4. Health & Wellbeing Partnerships – improving resilience outcomes (individual's and economic as a wider determinant of health)
5. Intelligence to be targeted by
 - a. JSNA – refine by deprivation to identify schools in specific areas.
 - b. JSNA – refine by attainment figures to identify target geographic areas.
 - c. JSNA – refine by NEET data to identify target geographic areas.

Scope:

To deliver a programme of work over a five to ten year timescale in line with the LEP employability and skills growth plans in primary and secondary schools in South Ribble, Chorley and West Lancashire.

Primary school:**Options for school to choose from:**

1. “Our Business” - £250 per class, aimed primarily at year 4 or 5.
2. *Fiver Challenge* – entrepreneurial challenge
3. *Learning Journey* – our family, our communities, our city, our world – learning by doing.

Delivery: By Young Enterprise.**Short Term:****Achievements:**

- Inspiring through knowledge of target sectors and business and working with local employers
- City Deal Skills agenda – feeding into delivery plans for City Deal Skills for employability.

Actions:

1. Mid Feb – Guide Young Enterprise about target sectors and ask them to shape and build their programmes around these sectors. This will help them to educate CYP on the possible employment opportunities that are forecast to be available in Lancashire.
2. Mid Feb – Establish Cluster group contacts and communicate to Young Enterprise
3. Mid April – Young Enterprise to visit cluster group schools to communicate benefits of the programme options to schools and encourage sign up.

Secondary school:

Options for school to choose from:

1. "Company Programme" - £750 per 25 students, aimed primarily at year 9 or 10.
2. *Tenner Challenge* – entrepreneurial challenge
3. *Pan Events – Master class* – £120 per 10 students

Delivery:

Short Term: By Young Enterprise.

Achievements:

- Inspiring through knowledge of target sectors and business and working with local employers
- City Deal Skills agenda – feeding into delivery plans for City Deal Skills for employability.

Actions:

1. Mid Feb – Guide Young Enterprise about target sectors and ask them to shape and build their programme content around these sectors. This will help them to educate CYP on the possible employment opportunities that are forecast to be available in Lancashire.
2. Mid Feb – Establish Cluster group contacts and communicate to Young Enterprise
3. Mid April – Young Enterprise to visit cluster group schools to communicate benefits of the programme options to schools and encourage sign up.
4. Mid July – host event in locality as a master class (one day feeder for encouraging school sign up to Company Programme in September.)

Special school:**Options for school to choose from:**

1. "Team Programme" - £??? per class, aimed primarily at year ? over two years.

Delivery:

Short Term: By Young Enterprise.

Achievements:

- Inspiring through knowledge of target sectors and business and working with local employers
- City Deal Skills agenda – feeding into delivery plans for City Deal Skills for employability.

Actions:

1. Mid Feb – Guide Young Enterprise about target sectors and ask them to shape and build their programmes around these sectors. This will help them to educate CYP on the possible employment opportunities that are forecast to be available in Lancashire.
2. Mid Feb – Establish special school contacts and communicate to Young Enterprise
3. Mid April – Young Enterprise to visit special schools to communicate benefits of the programme options to schools and encourage sign up.

Further Tasks:

- Young Enterprise to provide a baseline of businesses involved in the programmes across districts to be used as a measurable outcome. Baseline should include business types and target sectors.
- Business Engagement – Young Enterprise to provide a case study of how a local business has benefitted from volunteering in the programmes of work. This can then be:
 - Communicated to local businesses through a variety of communication methods ie local newsletters etc.
 - District Councils can make links for Young Enterprise through local business events to facilitate engagement with businesses.

Possible Barriers:

- Travel costs for schools to various venues.
- Further consideration as to how to target at NEET and deprivation as these CYP may be less able / likely to be able to engage in extra-curricular YE Programmes.

Further considerations:

- Share business contacts from Future Horizons and apprenticeship programme providers as employers may wish to join in with volunteering as mentors and supporting programmes.
- Broaden project to include other sectors than the LEP target sectors, i.e. to include areas where we know there is demand i.e. Health or teaching.
- Encourage better partnership relationships between CPB and LEP regarding further resources to support this growth area.
- Consider any financial assistance and whether this could be allocated by proportionate universalism, ie more to deprived wards/neet/lower attainment areas.
- Engagement with STEM hubs in locality as a longer term engagement with businesses.

Andrea Smith

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16th January 2015

ⁱ The Marmot Review, 2010 *Fair Society, Healthy Lives*



CYP participation: proposals for CPB to consider

1 Promote Takeover Month (November)

- Information item at next CPB meeting.
- Further information to be shared with CPB members and wider workforce via eBulletin.

2 Provide a district-based event for children and young people

There are several types of event that the CPB could support, for example:

- Focus on “Feel safe” (including eSafety); review and develop related action plan priorities (February 2016).
- Review CPB action plan and develop priorities for 2016-17, perhaps focussing on emotional health and wellbeing (February 2016).
- Review holiday activities programme (November 2015).

Some issues to be considered:

- Venue, timing, resources (including refreshments) and transport.
- Numbers and age of children and young people attending.

Alternative to event:

- Online survey (eg on eSafety and emotional health and wellbeing), promoted by bookmarks distributed to schools and youth zones.

3 Involve young people in relevant action plan priorities

- CPB partners to link with schools, pupil parliaments and youth councils (as appropriate) to engage children and young people in the planning and review of their services/provision.
- Audit (via email) of current engagement and consultation methods employed by CPB partners.

4 Support for youth council and pupil parliaments

- CPB to link with Young People's Service and provide opportunities for children and young people to attend and contribute to relevant CPB meetings and T&F group meetings.

5 Update action plan to include items (above) agreed by CPB

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