



## Children and Young People Overview and Scrutiny Committee

<b>Date:</b>	<b>Monday, 18 March 2013</b>
<b>Time:</b>	<b>6.00 pm</b>
<b>Venue:</b>	<b>Committee Room 1 - Wallasey Town Hall</b>

**Contact Officer:** Pat Phillips  
**Tel:** 0151 691 8501488  
**e-mail:** [patphillips@wirral.gov.uk](mailto:patphillips@wirral.gov.uk)  
**Website:** <http://www.wirral.gov.uk>

---

### AGENDA

**1. MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST / PARTY WHIP**

Members of the Committee are asked to declare any disclosable pecuniary and non pecuniary interests, in connection with any item(s) on the agenda and state the nature of the interest.

Members are reminded that they should also declare, pursuant to paragraph 18 of the Overview and Scrutiny Procedure Rules, whether they are subject to a party whip in connection with any item(s) to be considered and, if so, to declare it and state the nature of the whipping arrangement.

**2. MINUTES (Pages 1 - 12)**

To receive the minutes of the meetings held on 21 January, 2013 and 12 February, 2013.

**3. CHILD POVERTY**

Verbal report.

**4. 2012/13 QUARTER THREE PERFORMANCE AND FINANCIAL REVIEW. (Pages 13 - 26)**

5. **YOUTH PARLIAMENT 2012 (Pages 27 - 40)**
6. **APPROVED SCHEME OF DELEGATION - CONTRACTS EXCEEDING £50,000 (Pages 41 - 48)**
7. **EDUCATION QUALITY - WIRRAL SCHOOL IMPROVEMENT TRADED SERVICES (Pages 49 - 60)**
8. **COMMISSIONING OF SERVICES (Pages 61 - 72)**
9. **THE INTEGRATED BEHAVIOUR STRATEGY (Pages 73 - 106)**
10. **WORK PROGRAMME**
11. **FORWARD PLAN**

The Forward Plan for the period Jan to April 2013 has now been published on the Council's intranet/website and Members are invited to review the Plan prior to the meeting in order for the Committee to consider, having regard to the Committee's work programme, whether scrutiny should take place of any items contained within the Plan and, if so, how it could be done within relevant timescales and resources.

12. **EXEMPT INFORMATION - EXCLUSION OF MEMBERS OF THE PUBLIC**

The following item contain exempt information.

RECOMMENDATION: That, under section 100 (A) (4) of the Local Government Act 1972, the public be excluded from the meeting during consideration of the following item of business on the grounds that it involves the likely disclosure of exempt information as defined by the relevant paragraphs of Part I of Schedule 12A (as amended) to that Act.

13. **EXEMPT APPENDIX (Pages 107 - 114)**
14. **ANY OTHER URGENT BUSINESS ACCEPTED BY THE CHAIR**

## CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Monday, 21 January 2013

<u>Present:</u>	Councillor	W Clements (Chair)	
	Councillors	D Dodd P Doughty P Hayes B Mooney	C Povall W Smith P Williams Smith
<u>Deputy:</u>	Councillor	J Salter (in place of J Crabtree)	
<u>Co-opted:</u>		Mrs N Smith	

### 48 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST / PARTY WHIP

Members were asked to consider whether they had a personal or prejudicial interest in connection with any item on the agenda and, if so, to declare it and to state the nature of such interest.

Members were reminded that they should also declare, pursuant to paragraph 18 of the Overview and Scrutiny Procedure Rules, whether they were subject to a party whip in connection with the item to be considered and, if so, to declare it and state the nature of the whipping arrangement.

No such declarations were made.

### 49 MINUTES

Members were requested to receive the minutes of the meetings of the Children and Young People Overview and Scrutiny Committee held on 7 and 12 November and 3 December, 2012.

**Resolved – That the minutes of the meetings of 7 and 12 November and 3 December, 2012 be approved as a correct record.**

### 50 CABINET EXTRACT 20 DECEMBER 2012 BUDGET 2013/16 - INITIAL PROPOSALS

The Committee were invited to consider the following savings options agreed by Cabinet at its meeting on 20 December, 2012 (minute 144 refers) and which fell under the remit of this Committee.

<b>Budget Option</b>	<b>2013/14 £000</b>	<b>2014/15 £000</b>	<b>2015/16 £000</b>	<b>Total £000</b>	<b>Requires formal staff consultation</b>
Connexions – reduce contract costs	700	300	0	1,000	No
Transfer of PFI affordability gap to Schools Budget	0	0	2,300	2,300	No
Transfer PPM to Schools Budget	250	200	0	450	No
Academies charges for services	60	0	0	60	No
School Improvements	100	0	0	100	No
Senior Management Re-structure					
- Directors/Heads of Service	1,000	0	0	1,000	Yes
- All managers above PO1	2,792	0	0	2,792	Yes
Closure of Acre Lane & Municipal Building	0	0	458	458	No
Deletion of vacant posts					
- Education Psychologists	80	0	0	80	No

In respect of school improvements the Acting Director referred to the recent Ofsted survey on 8 and 9 January and the exceptionally positive report. With regard to the closure of Acre Lane this saving was not in respect of the services provided but about the building, the department would be exploring how to deliver the services provided in different ways. The deletion of the currently vacant Education Psychologist post would not affect the Council in fulfilling its statutory function with this saving.

**Resolved – That the Cabinet minute 144 be noted.**

#### 51 **LOCAL RESPONSE TO TACKLING CHILD SEXUAL EXPLOITATION (CSE) AND CHILDREN WHO GO MISSING FROM HOME/CARE**

The Acting Director of Children’s Services submitted a report which advised Members of the local response to Child Sexual Exploitation (CSE), lead by Wirral Safeguarding Children Board (WSCB). Following national concern about cases of child exploitation in Rochdale, which resulted in criminal convictions of nine men involved in a network of abuse in 2012, the Government asked LSCBs to scope ‘the nature and extent of the problem and assess how well they are responding’. WSCB action plan was attached as an appendix to the report as well as the Local Government Association (LGA) information entitled ‘Tackling Child Sexual Exploitation (CSE): Key Questions for Lead Members for Children’s Services’ which was referenced in the report.

Responding to comments from Members Caroline McKenna, Strategic Service Manager, Safeguarding Children, informed the meeting that there was now an improved response to interviews for children returning home with up to 45 per cent consenting to be interviewed by Barnardo’s. Various link agencies were involved in the media campaign and there was a multi-agency approach to the issue with all

partners engaged. There was a need to make sure that schools and parents had a better awareness.

**Resolved – That the LSCB action plan and the work already undertaken in this area be noted.**

## 52 **CHILD POVERTY STRATEGY AND ACTION PLAN - PROGRESS REPORT**

The Acting Director of Children's Services submitted a report which updated the Committee about the actions being taken by the Child and Family Poverty Working Group, the independent advisory forum established in 2010 for the purpose of informing the development and implementation of Wirral's strategy and action plan. The Working Group had agreed a number of actions to progress the development of its action plan.

Responding to comments from Members, Jane Morgan, informed the meeting that she and the Chief Executive, along with other officers had met with local church leaders who could offer help and support. A lot of work was being undertaken within the City Region which would be fed back as part of the national consultation on measuring child poverty. The Council did engage with the National Child Poverty Unit which fed back to the Government on child poverty.

The Acting Director stated that there were representatives from each political party on the Child Poverty Action Working Group and the work programme was linking in with the City Region. The Council did support the work of foodbanks but the issue of the need for foodbanks was one for individual political parties to have a view on.

Some Members expressed the view of the need to educate some people in the community to spend money wisely.

**Resolved – That the Committee notes the report.**

## 53 **REVIEW OF ATTAINMENT & PROGRESS AT THE END OF KEY STAGE 4**

The Acting Director of Children's Services submitted a report which provided a summary of the standards attained at the end of Key Stage 4 for 2012.

**Resolved – That the report be noted.**

## 54 **NARROWING THE GAP AT KEY STAGE 4**

The Acting Director of Children's Services submitted a report which summarised the progress made in reducing the attainment gap at key stage 4 between pupils eligible for free school meals (FSM) and pupils not eligible for free school meals (non-FSM).

The main indicator for the attainment gap had narrowed at KS4 by nearly 5 per cent from 2011 and continued a positive downward trend from previous years. On average pupils in receipt of FSM performed well against national averages, whilst their non-FSM peers performed exceptionally well against national comparisons, thus leading to a wider gap than nationally.

The report went on to explain why the attainment gap persists in that Schools reported that the targets they set for pupils were, to a very large extent, based on the pupils' prior attainment at Key Stage 2. This practice was now believed to be almost universal across the country. Pupils in receipt of FSM attained less well at KS2 than non-FSM pupils (as, indeed, they did at every stage of education). Therefore targets that used KS2 results as a starting point inevitably included a bias against pupils in receipt of FSM, resulting in them having lower GCSE targets.

This had the unavoidable consequence of setting targets to inadvertently generate an attainment gap (assuming that pupils achieve their targets). Pupils in receipt of FSM did not show up on schools' tracking and monitoring systems as often as they needed to if the gap was to be closed – because in general they were being tracked and monitored against lower targets and were found to be on track to meet these lower targets.

If the gap was to be finally eradicated it was an essential requirement that pupils in receipt of FSM, as a group, were set targets which equalled those of non-FSM pupils. To support this requirement the local authority had developed a target-setting system which automatically generated pupil-level targets that, on average, were equal for both groups.

In addition, the system indicated the stages pupils needed to be at in order to meet their targets. This in itself would address both findings simultaneously. When pupils in receipt of FSM had higher targets than they would otherwise have had, they were more likely, in the early stages of their secondary education, to be performing below the level needed to achieve the targets. This, through schools' tracking and monitoring systems, would flag up those pupils for extra support to get them back on track.

Three schools had volunteered to participate in the Raising Attainment for Disadvantaged Youngsters (RADY) project, which was a trial of the target-setting process with their current Year 7 and 8 cohorts. The first data indicating the progress of the FSM cohort would be available in late January and, by summer term, a clear picture should emerge as to whether the pilot was having the expected consequences.

While the final attainment gap for these pupils would not be known until 2016 and 2017, the live data provided by the schools over this academic year would enable the local authority to judge the likely success of the RADY project.

Responding to comments from Members Stuart Bellerby, Strategic Service Manager (Secondary), stated that schools did do a lot for FSM pupils including subsidising of trips and referred to the need for schools to act with sensitivity in not identifying FSM pupils.

**Resolved – That the report be noted and the Committee looks forward to hearing more about the RADY project.**

55 **METRO CATERING INCOME PROCEDURES - AUDIT ACTIONS**

Following an audit of Metro Catering's procedures for the management of meal income, it was requested by the Audit and Risk Management Committee at its meeting on 26 November, 2012 (minute 39 refers) that a progress report be presented to inform them of the actions taken to address the issues identified in the report, it was also requested that this report be considered by the CYP Overview and Scrutiny Committee.

The report of the Acting Director of Children's Services included proposed actions which would promote the Council's priorities to implement its Improvement Plan.

**Resolved – That the actions following the audit recommendations, be noted.**

56 **INTENSIVE FAMILY INTERVENTION PROGRAMME (IFIP)**

The Acting Director of Children's Services submitted a report which outlined the progress achieved in establishing and implementing the Intensive Families Intervention Programme (IFIP), a targeted, multi-agency service for families with multiple and complex needs.

The report gave details of the criteria used to identify a troubled family. In Wirral it was expected that work would be undertaken with 900 families between now and 31 March 2015 to improve school attendance, reduce criminal/anti-social behaviour and raise aspirations regarding employment and training. The report also outlined the first phase of the project being undertaken with families in the Seacombe area and where the second phase would be extended to, partnership working and IFIP Board membership.

The Acting Director responding to comments from Members informed the Committee that the Council would want to build on this approach for family support in Wirral for the future.

It was suggested that a report be brought back to update the Committee on how the project was progressing at a suitable stage after July.

**Resolved – That this Committee having considered the information in the report and satisfied themselves that this new initiative is being developed and implemented in a manner which is beneficial for the council and its partners, and that it will promote good outcomes for the children and parents in families with multiple and complex problems.**

57 **RAISING PARTICIPATION AGE 2013 AND 2015**

The report of the Acting Director of Children's Services outlined the progress made in relation to the 14-19 Raising of the Participation Age (RPA) Plan 2012/13. Delivery of RPA was a statutory duty for Council's across England and the duty would impact on current year 11 pupils who would have to stay in education or training during the academic year in which they turned 17 (2013/14).

The Education and Skills Act 2008 legislated to raise the age of compulsory participation in education or training to the end of the academic year in which young

people turned 17 from 2013 and to at least their 18th birthday from 2015. This was in response to the need for the United Kingdom to develop a more highly skilled workforce to compete internationally in a fast changing global economy. In addition there was the desire to create a fairer and more equal society by dealing with the consequences of leaving education or training at the age of only 16, recognising the strong correlation between being NEET (not in education, employment or training) and engaging in risky behaviour, having poor health and low income.

**Resolved – That this Committee notes the report and the progress being made in preparation for 2013.**

**58 APPROVED SCHEME OF DELEGATION - CONTRACTS EXCEEDING £50,000**

The Acting Director of Children's Services reported, in accordance with the Contracts Procedure Rules, on those instances where he had exercised his delegated authority to accept tenders and to appoint contractors. The contracts were in respect of a range of services, including:

Capital contracts  
Out of Authority Placements  
Children's Residential Care Placements  
Contracts for Supply of Hired Vehicles

**Resolved – That the report be noted.**

**59 'OUTCOMES OF LOOKED AFTER CHILDREN' SCRUTINY REVIEW PROGRESS REPORT**

A report of the Looked After Children Scrutiny Panel Members provided an update on the progress of the scrutiny review including a draft scoping document and methods for evidence gathering.

**Resolved –**

**(1) That the Committee agrees that an in-depth scrutiny review regarding the outcomes for Looked after Children should be undertaken.**

**(2) A Task and Finish Group will be formed to undertake the review. The membership of the Group will be:**

**Councillor Wendy Clements (Chair)  
Councillor Walter Smith  
Councillor Pat Williams**

**(3) The Scope for the Looked After Children Scrutiny Review, as detailed in Appendix 1 to the report, be approved and the progress to date be noted.**

**60 WORK PROGRAMME**

The Committee considered its current work programme.

**Resolved – That the work programme be noted.**



61 **FORWARD PLAN**

The Committee had been invited to review the Forward Plan prior to the meeting in order for it to consider, having regard to the Committee's work programme, whether scrutiny should take place of any items contained within the Plan and, if so, how it could be done within relevant timescales and resources.

**Resolved – That the Forward Plan be noted.**

62 **ANY OTHER URGENT BUSINESS ACCEPTED BY THE CHAIR**

Responding to a Member's query the Acting Director of Children's Services informed the Committee that a report on commissioning proposals would be taken to the Cabinet meeting on 18 February, 2013. The timetable for the proposals would be linked to the officer budget options.

The Chair commented that the meeting was Mrs Nikki Smith's last as Parent Governor Representative as her current term of office was finishing on 8 February, 2013.

**Resolved – That the thanks of the Committee be accorded to Mrs N Smith for her work on the Committee.**

This page is intentionally left blank

# CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 12 February 2013

<u>Present:</u>	Councillor	W Clements (Chair)	
	Councillors	J Crabtree D Dodd P Doughty P Hayes W Smith	I Williams (In place of B Mooney) P Williams S Williams (In place of C Povall)
<u>Co-opted</u>		Mr A Scott	
<u>Apologies</u>		Mrs J Owens	

## 63 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST / PARTY WHIP

Members of the Committee were asked to declare any disclosable pecuniary or non pecuniary interests, in connection with any item(s) on the agenda and state the nature of the interest.

Members were reminded that they should also declare, pursuant to paragraph 18 of the Overview and Scrutiny Procedure Rules, whether they were subject to a party whip in connection with any item(s) to be considered and, if so, to declare it and state the nature of the whipping arrangement.

Councillor Irene Williams declared a non pecuniary interest in Item 2.22 of the Consultation Findings: What really matters Stage 2 report – Youth and Play Services (Minute 64 post refers) by virtue of having some involvement with the Bebington Youth Club having collected some signatures for the petition.

Councillor Paul Doughty declared a non pecuniary interest in Item 2.24 of the Consultation Findings: What really matters Stage 2 report – Children's Centres and Sure Start (Minute 64 post refers) by virtue of being an owner of a children's nursery.

Councillor Jim Crabtree declared a non pecuniary interest in Item 2.22 of the Consultation Findings: What really matters Stage 2 report – Youth and Play Services and Item 2.28 of the Consultation Findings: What really matters Stage 2 report – Child and Adolescent Mental Health Services (Minute 64 post refers) by virtue of his employment with the Vocational College and being a foster carer.

Councillor Wendy Clements declared a non pecuniary interest in general by virtue of her employment in an early years setting.

Councillor Walter Smith declared a non pecuniary interest in Item 2.12 of the Consultation Findings: What really matters Stage 2 report – Oaklands (Minute 64 post refers) by virtue of being a member of the Oaklands Centre Management Committee.

## 64 **CONSULTATION FINDINGS : WHAT REALLY MATTERS STAGE 2**

The Committee received a presentation from Jane Morgan, Corporate Policy Manager, Chief Executive's Department. Details of the consultation process and consultation findings in relation to each budget option were provided. Members welcomed the diversity of the respondents to the consultation and expressed their thanks to everyone who had taken part in the consultation.

The Children and Young People's O & S Committee considered the report of the Chief Executive in relation to the What Really Matters Stage 2 Consultation that had been considered by the Cabinet on 7 February, 2013.

The Committee was requested to give consideration to the consultation feedback in relation to matters which fell within its remit.

The options were presented in the report, together with the quantitative data gathered through the consultation questionnaire, and a summary of any related comments that had been received through the consultation process.

The Committee considered the relevant options detailed in Appendix 3 of the report – Budget Options Feedback Families and Wellbeing.

### **COMMISSIONING OF PARENTING SERVICES**

The Chair commented that the Committee had received a letter from Wirral Family Forum expressing concerns relating to the delay in commissioning of children with disabilities short breaks funding and the effect this may have on both children using services and also parents/carers who relied on these services.

Officers from the Children and Young People's Department addressed the meeting and gave members an update on the current situation regarding commissioning. Officers gave reassurances that a smooth transition would be enabled by various strategies – the delay in commissioning of one month would support good exit strategies so there would be no confusion amongst families and no gap in provision.

### **TRANSPORT POLICIES**

Officers from the Children and Young People's Department informed the Committee that the proposals affecting children would need to be phased in over time and would follow a full public consultation. Changes would not be effective until at least 2014 - 15 as admission criteria for schools including transport policies have already been published. The proposals would be phased until 2019/20.

### **AREA TEAMS FOR FAMILY SUPPORT**

Julia Hassall, Acting Director of Children's Services commented that this was linked to the whole review of preventative services. Area Teams would be reduced from 7 to

4 that would operate a 'gateway' and family support workers would be grouped behind the 4 Area Teams. Members were reassured that services would not be diluted.

Sue Talbot, Strategic Service Manager - Early Years & Primary Education, Learning & Achievement Branch, commented that there would be no reduction in family support staff and a triage system of support would be put in place that would be more efficient and effective.

Members commented that the public response to this proposal was understandable given that full details and background information was not able to be provided in the consultation document.

#### SCHOOLS MUSIC SERVICE

Sue Talbot, Strategic Service Manager - Early Years & Primary Education, Learning & Achievement Branch, commented that changes in this area would be very effective and that income would be generated by selling tutors time to small groups or covering PPA time in schools as schools would be paying for this service. Schools were able to use the pupil premium and costs for parents could actually be reduced.

#### OAKLANDS OUTDOOR EDUCATION CENTRE

Members commented that they believed Oaklands to be a valuable resource for young people and expressed concern that children should not be deprived of taking part in activities there.

#### EDUCATION PSYCHOLOGY SERVICE

Julia Hassall, Acting Director of Children's Services, commented that savings would be achieved by taking out a senior vacant post and admin time but was confident that the statutory requirement for undertaking assessments could be met.

#### FOUNDATION LEARNING

Vivian Stafford Strategic Service Manager- Post 16 Commissioning and Economic Regeneration commented on the work that had been undertaken with schools over the last 2 years. It would be the schools decision whether or not they delivered the programmes in future.

#### YOUTH AND PLAY SERVICES

Members commented that a number of petitions had been received regarding Youth and Play Services. Julia Hassall, Acting Director of Children's Services gave an update and commented that it was still the intention to retain the Youth Theatre. Members expressed concern over the proposed reduction of outreach teams and noted that petitions had been received relating to both Moreton and Bebington Youth Clubs. Members also discussed the viability of transport links to enable young people to attend Youth Centres not in their immediate locality.

## CHILDREN'S CENTRES AND SURE START

Sue Talbot, Strategic Service Manager - Early Years & Primary Education, Learning & Achievement Branch, commented that there were a lot of misconceptions regarding this proposal as it was wrongly believed that satellite children centres would close. Sue Talbot gave details of the options and commented that the Council would continue with statutory services and that service would not be compromised. It was also noted that further consultations would be required in this area.

## CAREERS, EDUCATION INFORMATION, ADVICE AND GUIDANCE

Vivian Stafford Strategic Service Manager- Post 16 Commissioning and Economic Generation commented that next years contract had just been successfully negotiated. Some Members commented that reassurance was needed as the option in this area was to 'reduce this service so it was targeted at those most in need'.

## SHORT BREAKS FOR CHILDREN WITH DISABILITIES

Simon Garner, Strategic Service Manager- Childcare, commented on this option and noted that parents were now part of the commissioning panel and that it was now clearer what needs were and providers were able to meet this. Julia Hassall, Acting Director of Children's Services endorsed this and noted that there was a rapid response service from Social Workers.

## CHILD AND ADOLESCENT MENTAL HEALTH SERVICE

Simon Garner, Strategic Service Manager- Childcare, commented on this option and noted that where there had been different areas there would now be one route in - making this service more speedy and effective. Some members noted with concern that the wording on this option was to 'reduce this service so it is targeted at those most in need'.

### **Resolved – That;**

- 1 The Consultation Findings: What really matters Stage 2 report of the Chief Executive be noted.**
- 2 That this Committee offers thanks to officers and to the people of Wirral who took the time and trouble to take part in the Consultation: What really matters.**

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	2012/13 Quarter Three Performance and Financial Review
<b>WARD/S AFFECTED:</b>	All
<b>REPORT OF:</b>	Acting Director of Children's Services
<b>KEY DECISION:</b>	No

#### 1.0 EXECUTIVE SUMMARY

1.1 This report sets out performance of the Council's Corporate Plan 2012-13 and Departmental Plan 2012-13 for October 2012 - December 2012, in relation to children and young people and provides members with an overview of performance, resources and risk monitoring.

For Quarter three 2012/13 22 performance indicators can be reported upon, of these 77.3% (17 indicators) are achieving or exceeding their target.

#### 2.0 BACKGROUND AND KEY ISSUES

##### 2.1 Performance Summary

This report provides an overview of 2012-13 quarter three performance including corrective action for performance issues.

##### 2.2 What's working well?

7.4% of young people are not in education, employment or training (NEET), exceeding the target of 9% and reduction from 8.8% last quarter. The NEET Action Group (Chaired by 14-19 Team) is now established as the principal group for case conferencing Wirral NEET young people with local training providers.

The support provided by the Family Partnership Worker's (FPW) to young people in The Observatory School has been used as evidence in a recent OFSTED inspection. The profile of NEET Young People at the school has reduced from **48.0% in June 2011 to 20.7%** in June 2012.

A recent LGA research report into the Careers, Information and Guidance transitions to schools has cited the role of Weatherhead School and the Local Authority as case study demonstrating effective practice.

Provisional data related to teenage conceptions indicates a further reduction in quarter three to a rate of 32.9 per 1,000 15-17 year olds compared to 53.5 in quarter one. Targeted work currently undertaken includes development of a drama piece to educate young men on the consequences of unprotected sex and teenage fatherhood, contraception workshops for targeted settings, development of a brief Intervention

toolkit for Relationship and Sex Education and collaborative research work with John Moore's University to identify social norms around contraception within Wirral.

The West Wirral Youth Hub organised a Christmas party funded by the Early Intervention Grant, 78 young people attended. Advice and support around alcohol and drugs was also given.

The Young Reporters' Group, reported on a number of stories in the local community. They have received training from the former Web Editor for Teen Wirral about how to write up articles and are going to undertake training in photography and the ethics and legalities of photography in the near future.

### 2.3 Performance against Strategic Change Projects

There are no children and young people strategic change projects.

### 2.4 Performance against Corporate Plan Indicators:

The following indicators have missed the quarter three target and are therefore assessed as **red or amber**:

Portfolio	PI no	Title	2012/2013 Q3 Target	2012/2013 Q3 Actual	On target	Direction of travel
Children's Services Lifelong Learning	& NI 63	Stability of placements of looked after children: length of placement	70.0%	65.3% (P)	Amber	Unchanged
<b>Corrective action:</b> There is a fortnightly meeting between managers of family support and the fostering service to identify placements that may be at risk of disruption and identifying early intervention and support. There is a refreshed campaign to recruit foster carers that commenced late 2012 to support greater placement choice.						

### 2.5 Performance against Departmental Plan Indicators:

The following indicators have missed the quarter three target and are therefore assessed as **red or amber**:

Portfolio	PI no	Title	2012/2013 Q3 Target	2012/2013 Q3 Actual	On target	Direction of travel
Children's Services Lifelong Learning	& NI 64	Child Protection Plans lasting 2 years or more	4.0% Lower=Better	4.5% (P)	Red	Deteriorated
<b>Context:</b> Nationally performance of around 5% is "good". This indicator is very sensitive to small numbers. At present a sibling group of 6 children have a child protection plan lasting 2 years or more and are due to be reviewed in May 2013 so are unlikely to affect any further deterioration in performance. This is likely to improve as more children will no longer be subject to CP Plans at year end.						



Portfolio	PI no	Title	2012/2013 Q3 Target	2012/2013 Q3 Actual	On target	Direction of travel
Children's Services Lifelong Learning	& NI 65	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time.	15.0% Lower=Better	20.3% (P)	Red	Deteriorated

**Context:** When children are referred for consideration for a child protection conference, initial additional support and diversion activity is considered. For example, Family Group Conferencing is actively being considered for cases of long term neglect and compromised parenting to support and empower families to build resilience against crisis. All the cases that are involved here have been reviewed. Provisional data for January shows a reduction to 18.8% (P) and an increase in first time CP registrations to 81.2% (P) in January from 79.7% (P) at Q3.

**Corrective action:** In the short term a memorandum of understanding has been developed to manage cases between the District Team and the Safeguarding Unit, to ensure that all support opportunities have been explored before a child protection conference is called. Longer term planning is to reduce the number of subsequent time presentations to strengthen family resilience and increase parenting capacity. This will be done via family group conferencing and targeting family support.

Portfolio	PI no	Title	2012/2013 Q3 Target	2012/2013 Q3 Actual	On target	Direction of travel
Children's Services Lifelong Learning	& NI 53	Prevalence of breast-feeding at 6-8 wks from birth	34.1%	31.44% (A)	Amber	Improved

**Corrective action:** Public Health Innovation Fund, (PHIF) funding has been secured for various projects to promote the benefits of breastfeeding including £8,000 for loan of breastfeeding pumps to Wirral breastfeeding mothers to support them to breastfeed and £30,000 to continue to utilise the 'breast milk it's amazing' branding to continue to raise the profile of breastfeeding and increase the acceptance of breastfeeding as the norm e.g. radio advert and bus campaigns for a further 12 months, a variety of promotional materials for professionals and the public and to kick start the breastfeeding incentive scheme by targeting ante-natal women. The impact of these projects will be monitored through the breastfeeding steering group.

Portfolio	PI no	Title	2012/2013 Q3 Target	2012/2013 Q3 Actual	On target	Direction of travel
Children's Services Lifelong Learning	& NI 60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement	75.0%	67.7% (P)	Amber	Improved

**Context:** The proportion of completed core assessments which were completed within 35 working days has steadily risen since April 2012. This is within the context of increased numbers of core assessments undertaken when compared to the previous year. For December 2011, 971 assessments had been opened since the start of the financial year, of which 527 were completed within timescale, less than 55% on time. For December 2012, 1472 core assessments had been opened over the same time period and 997 of these had been completed within timescale. There are over 50% more core assessments than the same period last year. There is an investigation to the reasons for increased numbers of core assessments.

**Corrective action:** Managers report on a weekly basis around compliance to timescales and give reasons for out of date assessments and their corrective action. Prompts have been added to case records to improve data quality and this support has contributed to improving improved performance. Additional capacity in the short term has helped increase compliance. This area remains under strict management oversight.

## 2.6 Performance Against Department Plan Actions

In addition to outcomes identified by performance indicators 9 actions were identified for delivery in the 2012-13 Department Plan. A quarter three update on activity delivery and RAG rating of potential achievement is shown below.

We will focus on... (Corporate Plan focus)	2012-13 Actions / Milestones	Relevant performance measures / indicators	Final Report Quarter	EIA Completed	Quarter 2 Progress update. Please add information regarding the status of delivery of the project at the end of Q2	RAG	Dept Lead
Improving outcomes for children and young people in need of protection.	Commencing the delivery of Munro reforms to ensure that systems are centred on the needs of children and young people.	Project plan approved by the LSCB and Wirral Children's Trust Board by the end of March 2013.	4	Yes	This project is on track with development work underway. The joint event between the Children's Trust and the Wirral Safeguarding Children Board took place in October.	Amber	C McKenna
Working to ensure children live in communities where they feel safe, and where harmful behaviour is actively addressed and reduced	Review the operation of Family Support Services.	Pilot changes implemented from January 2013	4	Yes	The three work streams continue to develop the basis of various aspects of the delivery model. The project has been scoped and work is now being undertaken to develop a Performance Management Framework and to identify the impact measures to be used to underpin the framework.	Amber	J Hassall

We will focus on... (Corporate Plan focus)	2012-13 Milestones / Actions /	Relevant performance measures / indicators	Final Report Quarter	EIA Completed	Quarter 2 Progress update. Please add information regarding the status of delivery of the project at the end of Q2	RAG	Dept Lead
Implementing and evaluating the new School Improvement Strategy ensuring that we meet our statutory duties.	Further improve capacity within and across schools by developing a framework for school-to-school support which includes Academies and Teaching Schools by the end of March 2013.	Framework embedded in schools by the end of March 2013.	4	No	Further consultation has taken place and the outcome is that schools are not looking for the Council to take a strategic lead on this at this time. The Council still does not have a Teaching School. The provision of directory of good practice is being consulted on.	Green	Stuart Bellerby
	Reviewing the provision of behaviour support and reducing school exclusion.	Transparent co-ordinated pathway through behaviour services published to all service users by end of March 2013.	4	Yes	This project is on track. The review of behaviour support is being undertaken. A first draft of the Behaviour Strategy has been approved by the Wirral Children's Trust Board.	Green	Acting HOB LAT

We will focus on... (Corporate Plan focus)	2012-13 Milestones / Actions /	Relevant performance measures / indicators	Final Report Quarter	EIA Completed	Quarter 2 Progress update. Please add information regarding the status of delivery of the project at the end of Q2	RAG	Dept Lead
<p>Improving outcomes for young children and families, especially the most vulnerable, through commissioning effective early years support and intervention and enhancing Sure Start provision.</p>	<p>Implementing the national Children's Centre payment by results research pilot to further improve the quality of targeted provision.</p>	<p>Pilot submission approved by the Department for Education by the end of March 2013.</p>	<p>4</p>	<p>Yes</p>	<p>The project is on track, the two targets agreed with the Department for Education (DfE), which are narrowing the gap of Early Years Foundation Stage scores and the numbers of allocated 2 year old funding places, have both been exceeded and reward payments are expected to be paid in August 2013.</p> <p>Robust performance management structures are in place, registration and engagement figures have risen and the number of sustained contacts with families is being reported to DfE as part of a quarterly reporting mechanism.</p> <p>We have received confirmation from DfE that they expect this Trial to end on 31st March 2013. More details will follow as we receive them.</p>	<p>Green</p>	<p>S Talbot</p>
<p>Working towards ensuring that every child is ready for school.</p>	<p>Delivery by the University of Cambridge of the Birkenhead ready for school project.</p> <p>Consult with headteachers and other partners to develop a range of ready for school policy options.</p>	<p>Research report published by the University of Cambridge by the end of March 2013.</p> <p>Consultation report reported to Overview and Scrutiny Committee.</p>	<p>4</p>	<p>No</p> <p>Yes</p>	<p>This project involves the University of Cambridge working directly with schools. The Local Authority facilitated the initial meeting between the university researcher and schools.</p> <p>The Cambridge University project is underway. Cambridge University researchers have contacted the Council through Frank Field MP to advise that initial take up of participation by schools is lower than anticipated. The Council will liaise with schools to encourage participation.</p>	<p>Amber</p>	<p>S Talbot</p>

We will focus on... (Corporate Plan focus)	2012-13 Milestones / Actions	Relevant performance measures / indicators	Final Report Quarter	EIA Completed	Quarter 2 Progress update. Please add information regarding the status of delivery of the project at the end of Q2	RAG	Dept Lead
Increasing the numbers of 16-18 young people in education, employment and training including vulnerable groups	Deliver voluntary placement opportunities for NEET young people in the voluntary, community and faith sector.	Delivery of the programme with engagement of 10% of the NEET cohort	4	Yes	<p>Project offer now established with 86 young people being referred. Work placement opportunities have been risk assessed and secured with 23 voluntary, community and faith sector organisations.</p> <p>Two cohorts of young people (26 in total) have completed the full programme. Learners work towards an accredited employability award whilst on placement – 100% of cohort participant's achievement the qualification. Overall 73% of the young people participating across the two cohorts have progressed in to a positive destination, for example, employments, Apprenticeship, further education or continuing with placement.</p> <p>Cohort 3 recruitment has commenced following the establishment of a waiting list.</p>	Green	V Stafford
Providing children and young people with access to a range of appropriate developmental opportunities which meet their needs.	Deliver to project initiation stage the Birkenhead Youth Hub development by end of December 2012.	Project initiation document approved by Cabinet by end of December 2012.	3	Yes	<p>A Wirral Youth Zone report went to Cabinet on the 29<sup>th</sup> November, where it was resolved that:</p> <ul style="list-style-type: none"> <li>• Agreement be sought from the Fire Authority regarding the proposed transfer of land to the project</li> <li>• £1 million Capital funding be allocated during 2013/14 and the Council will continue to work with partner agencies, in both the private and public sector to develop the scheme and secure the additional funding required to finance the building of the new Wirral Youth Zone</li> <li>• Legal structures be explored for developing and operating the Youth Zone and such agreements be entered into as necessary in respect of match funding</li> </ul>	Green	S Pimblett

We will focus on... (Corporate Plan focus)	2012-13 Milestones / Actions	Relevant performance measures / indicators	Final Report Quarter	EIA Completed	Quarter 2 Progress update. Please add information regarding the status of delivery of the project at the end of Q2	RAG	Dept Lead
	Review the structure and provision of integrated youth support by the end of December 2012.	Proposals approved by Cabinet by end of December 2012.	3	Yes	This is suspended as a result of the budget review which may impact on the future requirements of the service.	N/A	S Pimblett

### **3.0 RELEVANT RISKS**

- 3.1 The management of children's safeguarding arrangements is a high priority and is under constant review. There continues to be particular issues relating to social care operation in the Wallasey District, these are still being addressed through the deployment additional staff and management. This area is under constant oversight by senior managers.
- 3.2 The continuing adverse economic climate placing further demand pressures on services especially children's social care creates additional challenges. The department continues to face pressures in managing within its budget.

### **4.0 OTHER OPTIONS CONSIDERED**

- 4.1 Not applicable for this report.

### **5.0 CONSULTATION**

- 5.1 Consultation in relation to the draft Corporate Plan engaged individuals and organisations from across Wirral's diverse communities.

### **6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS**

- 6.1 The Corporate Plan sets out commitments and clear actions in relation to working with voluntary, community and faith sector organisations to improve outcomes for local people. The VCF sector is a key partner within Wirral Children's Trust Arrangements and their expertise is utilised in the Early Intervention Grant (EIG) commissioning process.

### **7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS**

- 7.1 Pressures of £ 3.2 million have been reported by the Children and Young People's Department at 31st December, this has reduced from £4.4m in quarter two. The pressures relating to looked after children and home to school transport remain, although there has been some reduction in projected expenditure on areas such as residential care, Connexions and School Maintenance in recent months. Numbers of children in care continue to remain high compared to similar Councils. The council spend freeze remains in place and expenditure is closely monitored.

### **8.0 LEGAL IMPLICATIONS**

- 8.1 Legal implications relating to the actions set out in the Corporate Plan will be addressed by departments as appropriate.

### **9.0 EQUALITIES IMPLICATIONS**

- 9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(c) No because this report relates to quarterly reporting on the Councils plans which have appropriate equality impact assessments in place.



- 9.2 The Corporate Plan has a clear focus on supporting those who are disadvantaged, including the delivery of specific services and through ensuring that all of Wirral's diverse communities are equally able to access services.
- 9.3 Equalities implications relating to the actions set out in the Corporate Plan will be addressed by departments as appropriate, and details set out in individual departmental plans. This work is also monitored by the Corporate Equalities and Cohesion Group and the Council Excellence Overview and Scrutiny Committee.

## **10.0 CARBON REDUCTION IMPLICATIONS**

- 10.1 Carbon reduction is a specific goal in the Corporate Plan, with associated actions and measures.

## **11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS**

- 11.1 Planning and Community Safety is a specific goal in the Corporate Plan, with associated actions and measures.

## **12.0 RECOMMENDATION/S**

- 12.1 That the content of this report be noted.

## **13.0 REASON/S FOR RECOMMENDATION/S**

- 13.1 This report provides quarterly progress on delivering the children and young people's section of the Council's Corporate Plan and the outcomes framework of the Children and Young People's Department Plan. It includes the performance of relevant projects and indicators and the associated financial and risk monitoring information.

**REPORT AUTHOR:** **Tracy Little**  
 Performance Manager  
 Children and Young People's Department  
 Telephone: 0151 666 4412  
 Email: [tracylittle@wirral.gov.uk](mailto:tracylittle@wirral.gov.uk)

## **APPENDICES**

Appendix 1: Children and Young People Performance Indicator Summary

## **REFERENCE MATERIAL**

## **SUBJECT HISTORY**

<b>Council Meeting</b>	<b>Date</b>
CYP OSC – 2012/13 Quarter Two Performance and Financial Review	12 Nov 2012
CYP OSC – 2012/13 Quarter One Performance and Financial Review	11 Sept 2012
CABINET – 2011/12 Year End Performance and Financial Review	21 June 2012
CYP OSC – 2011/12 Year End Performance and Financial Review	6 June 2012
CABINET – 2012/13 Draft Corporate Plan	29 March 2012
CYP OSC – 2011/12 Q3 Performance and Financial Review	21 March 2012



CABINET – 2011/12 Q3 Performance and Financial Review	02 Feb 2012
CYP OSC – 2011/12 Q2 Performance and Financial Review	16 Nov 2011
CABINET – 2011/12 Q2 Performance and Financial Review	03 Nov 2011
CYP OSC – 2011/12 Q1 Performance and Financial Review	20 Sept 2011
CABINET – 2011/12 Q1 Performance and Financial Review	21 July 2011
CABINET - Delivering the Corporate Plan	17 April 2011
COUNCIL - Adoption of Corporate Plan 2011-14	14 April 2011
CABINET - Draft Corporate Plan for 2011-14	17 March 2011

## APPENDICES (In progress)







### Appendix 1 Children and Young People Performance Indicator Summary

#### Direction of Travel Summary






% PIs	No. of PIs	
54.5	12	Improved by more than 2.5% on previous year's performance
18.2	4	Deteriorated by more than 2.5% on previous year's performance
22.7	5	Stayed within +/-2.5% of previous year's performance
4.5	1	Not applicable
<b>100.0</b>	<b>22</b>	(Note: percentages rounded to 2 decimal places)

#### Target Summary

% PIs	No. of PIs	
77.3	17	Green (within +10/-5% of the target)
13.9	3	Amber (missed target by between 5% and 10%)
9.0	2	Red (missed target by more than 10%)
0	0	Not Applicable
<b>100.0</b>	<b>22</b>	(Note: percentages rounded to 2 decimal places)

PI No.	Title	Yr End Target	Yr End Forecast	Quarter 3 Target	Quarter 3 Actual	On Target	Direction of Travel
NI 51	Effectiveness of child and adolescent mental health (CAMHS) services	16	16	16	16 (E)	Green	
NI 53	Prevalence of breast-feeding at 6-8 wks from birth	35.1%	31.5%	34.1%	31.5% (E)	Amber	
NI 60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement	75.0%	75.0%	75.0%	67.7% (P)	Amber	
NI 61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	90%	90.0%	80%	86.7% (P)	Green	
NI 62	Stability of placements of looked after children: number of placements	9.0% (Lower is Better)	9.0%	9.6%	7.3% (P)	Green	
NI 63	Stability of placements of	70%	70.0%	70.0%	65.3% (P)	Amber	

PI No.	Title	Yr End Target	Yr End Forecast	Quarter 3 Target	Quarter 3 Actual	On Target	Direction of Travel
	looked after children: length of placement						
NI 64	Child Protection Plans lasting 2 years or more	4.0% (Lower is Better)	4.0%	4.0%	4.5% (P)	Red	
NI 65	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time.	15.0% (Lower is Better)	15.0%	15.0%	20.3% (P)	Red	
NI 66	Looked after children cases which were reviewed within required timescales.	100.0%	100.0%	100.0%	95.0% (E)	Green	
NI 67	Percentage of child protection cases which were reviewed within required timescales	100.0%	100.0%	100.0%	98.6% (P)	Green	
NI 68	Percentage of referrals to children's social care going on to initial assessment	90.0%	90.0%	95.0%	96.8% (P)	Green	
NI 70 a	Reduce emergency hospital admissions caused by unintentional and deliberate injuries in 0-4 years	240 (Lower is Better)	240	242	209 (E)	Green	
NI 113	Prevalence of Chlamydia in under 25 year olds	30.00%	32.0%	20.0%	21.8% (E)	Green	
LOCAL 117	16 to 18 year olds who are not in education, employment or training (NEET)	9% (Lower is Better)	9.0%	9.0%	7.4% (A)	Green	
LOCAL 1400a	Number of looked after children	683 (Lower is Better)	680	693	684 (P)	Green	
LOCAL 1405	Percentage of initial assessments for children's social care carried out within 10 working days of referral	75.0	75.0	75.0	76.5 (P)	Green	

PI No.	Title	Yr End Target	Yr End Forecast	Quarter 3 Target	Quarter 3 Actual	On Target	Direction of Travel
LOCAL 1406	Number of Foster Carers	35	35	27	30 (P)	Green	
LOCAL 1503	Number of Early Years settings judged as inadequate	0 (Lower is Better)	0	0	0 (A)	Green	
LOCAL 1504	Percentage of Early Years settings delivering flexibility in relation to the 15 hour free entitlement	42.0%	50.0%	42.0%	50.0% (A)	Green	
LOCAL 1505a	Percentage of 0 - 5 year olds registered at a Children's Centre	80.0%	83.0%	80.0%	80.3% (P)	Green	
LOCAL 1505b	Percentage of 0 - 5 year olds registered at a Children's Centre (Disadvantaged Backgrounds)	80.0%	88.0%	80.0%	86.5% (P)	Green	
NI 1702	Reduce the under 18 conception rate per 1,000 15-17 year olds	44.9 (Lower is Better)	44.9	44.9	32.9 (E)	Green	n/a

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	<b>YOUTH PARLIAMENT 2012</b>
<b>WARD/S AFFECTED:</b>	<b>ALL</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION</b>	<b>NO</b>

#### 1.0 EXECUTIVE SUMMARY

1.1 This report presents to the Committee an evaluation of the 2012 Youth Parliament including the lessons learnt. The report also presents proposals for the delivery of Youth Voice Conference and Youth Parliament 2013. The Committee is asked to approve the proposals outlined in section 13.

#### 2.0 BACKGROUND AND KEY ISSUES

2.1 Wirral Youth Voice Conference (YVC) is an annual conference organised by Wirral Council's Children and Young People's Department. Both this event and the Youth Parliament, which takes place on the evening of the day of the YVC, have previously been planned to take place in Local democracy Week.

#### 2.2 Aims of the Youth Voice Conference

1. To provide young people with the opportunity to explore issues important to them.
2. To provide the young people with an opportunity to question senior officers, senior councillors from Wirral Council and senior officers from partner organisations on policy matters or to raise questions about service provision.

##### 2.2.1 The format of the Youth Voice Conference

2.2.2 The same format is applied to each YVC; there are five workshops which are delivered three times. The young people attend three of the workshops. Young people have an opportunity during the workshops to discuss issues that are important to them. In some cases the workshops have provided topics for the questions for the Hot Seating of senior officers and councillors in the afternoon.

##### 2.2.3 Workshop Topics:

There were five workshops each delivered three times. The workshop topics had been agreed by the young people on the conference planning group and were as follows:

- Mental Health and Young people.
- Children’s Plan Consultation.
- Budgets Consultation.
- Youth Engagement.
- Response.

### 2.3 Evaluation of Youth Voice Conference

2.3.1 An evaluation was completed at the end of the conference and the young people commented on the following areas:

- Welcome and Introduction.
- If the young people wanted to ask a question.
- If the young people were able to ask a question.
- Feedback on the hot seating.
- Lunch and refreshments.
- If they wished to volunteer to take part in decision making opportunities.

(There were 81 young people in attendance 58 returned questionnaires but not all questions were answered.)

Question	Good/Very Good	Alright	Not Good	Yes	No
Welcome and Introduction (Total response 56)	48	8			
Did you want to ask a question? (Total response 58)				50	8
Were you able to ask a question? (Total response 56)				48	8
Feedback on the hot seating (Total response 52)	47	4	1		
*Lunch and refreshments (Total response 57)	40	17			
Hands up to Make a Difference.(Total response 54)				26	32

\* One young person brought their own lunch as they had particular medical dietary requirements.

### **2.3.2 Other comments from young people**

2.3.3 This feedback gathered the views of young people regarding the refreshments, the environment, timing of the event and any other point they wished to make as follows:

- Turned out to be quite dull and bureaucratic.
- Very good and fun activities today.
- The day was thoroughly enjoyable.
- No other comments x 3.
- I enjoyed working in the Town Hall environment because it was welcoming and inspired you, like you we are part of council.
- Generally good environment and good groups.
- No time to ask a question x 5.
- A little more time would have been nice as some elements of the day were rushed.
- Good lunch and good break.
- Need more stalls for the lunch break.
- Would have liked a wider range of food to be available.
- Good day, interesting.
- Thank you.
- Question already asked x 2.
- Great day.

### **2.4. Outcomes from the Youth Voice Conference**

2.4.1 There were a number of positive outcomes from the Youth Voice Conference and these are as follows:

- 26 young people have volunteered to be part of the Wirral wide participation group.
- A young people and police liaison group is being set up following feedback from young people at the Hot Seating.
- Young people who took part have been sent letters clarifying the outcome of outstanding issues from the Youth Voice Conference.
- The young people who volunteered to be part of the participation opportunities have been contacted to arrange for them to take part in this activity.

### **2.5 The Youth Parliament**

2.5.1 The Parliament is a permanent item on the annual cycle of meetings and is called as full council meeting chaired by the Mayor. Schools and partner organisations are invited to nominate young people to take part in the Youth Parliament. It is an opportunity for young people to debate with councillor's, matters which are important to young people. This event is part of Wirral Council's Youth Engagement agenda and provides a key opportunity for elected members to engage with young people. Unfortunately, the Youth Parliament clashes with the political party's national conference season resulting in one of the political parties on Wirral not being able to have full attendance. This concern has been raised and has to be considered as part of the planning for future YPs.

## 2.5.2 Aims of the Youth Parliament

1. To provide opportunities for young people to develop debating skills.
2. To provide young people with the opportunity to debate with councillors and peers about issues important to them.
3. To enable young people to understand evidence based opinions and their contribution to debates.
4. To help young people understand the democratic process.

## 2.5.3 Youth Parliament Format

2.5.4 This year the young people decided on the topics which they wanted to debate at the Youth Parliament and the wording of the motions. Dinner was provided before the Parliament opened and this enabled young people and councillors to meet informally and discuss the motions being put forward for debate. This year the topics were as follows:

- Cyber cafes in parks.
- Poor lifestyle is down to choice not poverty.
- Councillors, Members of Parliament and council officers should take a pay cut to save services.
- To address the need for more places to be available for young people to do apprenticeships, Wirral Council should build into trade and contract agreements, a requirement for apprenticeships to be provided for young people from Wirral.
- Should police officers be armed?

All debates were put forward for discussion but only the debate regarding apprenticeships was passed by the Youth Parliament.

## 2.5.5 Performance Targets

Both events had a number of areas against which performance targets had been established:

Area	Target	Actual
Number of schools involved	20 YVC	20
	20 Youth Parliament	13
Number of young people taking part	80 YVC	81 YVC
	60 Youth parliament	40 Youth Parliament
Number of partner organisations involved in market stalls	N/A	27

## 2.6 Learning points from both events:

2.6.1 Feedback for both events has been very positive, young people felt listened to and the content of workshops received positive feedback. However the numbers taking part need to increase. This will be a priority area for improvement at the next Youth Parliament.



- 2.6.2 The number of schools at the Youth Voice Conference was on target however the number involved in the Youth parliament was lower than anticipated. There are a number of reasons for this, the main one being the long day for the young people who remain behind after the YVC.
- 2.6.3 There is also the timing of the Youth Parliament which takes place during the political parties' conference season. This clash of events results in one of the local political parties being unable to have full representation at the Youth Parliament. It is proposed that in 2013 the YVC will take place as usual on 15th October. It is proposed that the Youth Parliament will take place on 12th November. This will involve staff organising two events but this can be managed as one process. The schools will as usual be invited to send representatives but in addition, work would be undertaken with the Youth Hubs and other organisations to send representatives. As with the arrangements for last year's Youth Parliament, the young people will be invited to identify the topics for debate. Holding the event at this time will also provide an opportunity for the Council to consult with young people on budget proposals and council priorities.
- 2.6.4 In holding the Parliament in November, the young people will have more time to prepare motions. An October Youth Parliament restricted the amount of preparation time available to the young people as the event takes place during the first half term of the academic year. In addition, this approach will reduce the cost of the Youth Parliament as there will not be the need for a hot meal as has previously been the case and a buffet will instead be provided.

### 3.0 Next Steps

- 3.1 Planning for both the YVC and YP require a lot of preparation including booking venues, informing schools and briefing delivery partners who are key to both events. It is also essential to ensure young people are included in the planning. Below is a list of key initial tasks and this will be followed by a more detailed project plan.

Activity	By when	Completed
Set date and book venue for Youth Voice Conference	November 2012	Yes
Set date and book venue for Youth Parliament	November 2012	Yes
Send early notification to schools and youth projects	By 31 <sup>st</sup> March 2013	
Consult with young people on the themes for the youth voice Conference	February/ April	
Prepare project plan for both events.	By 31 <sup>st</sup> march 2013	
Brief partners on	Middle March	

proposals for Youth parliament		
--------------------------------	--	--

#### **4.0 RELEVANT RISKS**

4.1 The Youth Voice Conference and Youth Parliament are annual events in the Council's Participation agenda. By not making these adjustments to the provision of the Youth Parliament, there is a risk of reduced take up by young people thereby restricting the youth engagement opportunities for elected members.

#### **5.0 OTHER OPTIONS CONSIDERED**

5.1 This option is a change to previous methods of delivery and has been considered with colleagues from partner organisations in the Positive Contribution Strategy Group.

#### **6.0 CONSULTATION**

6.1 Consultation has been undertaken with colleagues in the Positive Contribution Strategy Group, colleagues in the Universal Youth Support Service who provide much of the infrastructure support for both events.

#### **7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS**

7.1 There are none.

#### **8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS**

8.1 Much of the support for the delivery of both events comes from the Universal youth Support Service. Time would be required from Hub Managers to ensure the necessary preparation was undertaken in the Youth Hubs.

#### **9.0 LEGAL IMPLICATIONS**

9.1 There are none.

#### **10.0 EQUALITIES IMPLICATIONS**

10.1 This new approach will open up opportunities for young people from the wider community to take part. This approach will enhance equality of opportunity.

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

#### **11.0 CARBON REDUCTION IMPLICATIONS**

11.1 As two separate events will take place on different days additional transport will be required. This will have an impact on carbon reduction plans

#### **12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS**

12.1 There are none.

### 13.0 RECOMMENDATION/S

13.1 The Committee approves the proposal to hold the Youth Voice Conference and Youth Parliament on separate days with the aim of increasing participation by councillors and young people at the Youth Parliament

### 14.0 REASON/S FOR RECOMMENDATION/S

14.1 Youth engagement opportunities are maximised to ensure maximum take by young people and elected members

**REPORT AUTHOR:** *Maureen McDaid*  
**Principal Manager (Commissioning/Participation)**  
telephone: (0151)-666-4508  
email: [maureenmcdaid@wirral.gov.uk](mailto:maureenmcdaid@wirral.gov.uk)

### APPENDICES

None

### REFERENCE MATERIAL

None

### SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Overview and Scrutiny	11 September 2012

## Equality Impact Assessment Toolkit (from May 2012)

### Section 1: Your details

**EIA lead Officer:** Maureen McDaid

**Email address:** [maureenmcdaid@wirral.gov.uk](mailto:maureenmcdaid@wirral.gov.uk)

**Head of Section:** Andrew Roberts

**Chief Officer:** Julia Hassall

**Department:** CYPD

**Date:** 21/02/2013

### Section 2: What Council proposal is being assessed?

**The planning and delivery of the Youth Parliament**

**Section 2b:** Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes

Overview and Scrutiny 18 March 2013

Please add hyperlink to where your EIA is/will be published on the Council's website  
<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

**Section 3:** Does the proposal have the potential to affect..... (please tick relevant boxes)

- Services**
- The workforce**
- Communities**
- Other** (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

- None** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 4:** Does the proposal have the potential to maintain or enhance the way the Council ..... (please tick relevant boxes)

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity
- Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

- No** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 5:**

**Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?**

**You may also want to consider socio-economic status of individuals.**

**Please list in the table below and include actions required to mitigate any potential negative impact.**

<b>Which group(s) of people could be affected</b>	<b>Potential positive or negative impact</b>	<b>Action required to mitigate any potential negative impact</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
Race – young people aged 13-19	Positive Impact: The proposal to be considered by Overview & Scrutiny seeks to increase participation in the Youth Parliament by young people.				
Disability – young people aged 13-19	Positive Impact: The proposal seeks to increase participation in the Youth parliament by young people with disabilities aged 13-19				
Young people aged 13-19 from areas with high levels of poverty and social disadvantage	Positive Impact The proposal for the Youth Parliament ensures that more young people will access this opportunity through Youth Hubs. Workers will have as a priority the participation by young people from areas of social disadvantage.				

--	--	--	--	--	--

**Section 5a: Where and how will the above actions be monitored?**

Through the planning returns to the event organiser and registration at the Youth Parliament

**Section 5b: If you think there is no negative impact, what is your reasoning behind this?**

The proposal aims to increase the level of participation by young people from the Protected groups. This will be achieved by targeted work with the identified groups.

**Section 6: What research / data / information have you used in support of this process?**

Registration returns from previous Youth parliaments

**Section 7: Are you intending to carry out any consultation with regard to this Council proposal?**

Yes

(please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 8: How will consultation take place and by when?**

Consultation has been undertaken with colleagues from the Universal Youth support service and colleagues from the Positive Contribution Strategy Group. Consultation will also be undertaken with young people and schools.

Before you complete your consultation, please email your preliminary EIA to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) via your Chief Officer in order for the Council to ensure it is meeting



it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for re-publishing.

This page is intentionally left blank

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	<b>APPROVED SCHEME OF DELEGATION – CONTRACTS EXCEEDING £50,000</b>
<b>WARD/S AFFECTED:</b>	<b>All</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION?</b>	<b>NO</b>

#### 1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update to Members, in accordance with the Constitution of the Council, of those instances where delegated authority has been used by the Acting Director of Children's Services with respect to the acceptance of tenders and to the appointment of Contractors.

#### 2.0 BACKGROUND AND KEY ISSUES

- 2.1 The following tenders and appointment of contractors have been accepted by the Acting Director of Children's Services under delegated authority.

##### Out of Authority Placements

This budget makes education provision for a number of children with Special Educational Needs (SEN) whose needs cannot be met in maintained schools. The placements not previously reported costing in excess of £50,000 per annum are listed below.

Start Date	School	Ref	Cost
19/02/13	Cedar House School	JS	£73998

##### Children's Residential Care Placements

This budget makes provision for Independent Residential Care of Looked After Children. The placements not previously reported costing in excess of £50,000 per annum are listed below.

Start Date	Provider	Swift Reference	Annual Projected Cost
13/12/12	Inspire	137948	£122424
10/01/13	Afon Goch Children's Homes Ltd	404876	£208000
22/01/13	Headway Adolescent Services	14997	£223600
01/02/13	Horizon Care & Educ Group	483078	£293800
04/02/13	Crisis Care	191316	£239200

12/02/13	Care Assist Childrens Services	168591	£111748
----------	--------------------------------	--------	---------

**Renewal of the Removal of Clinical and Medical Waste from Schools Contract – contract arranged through collaborative procurement exercise undertaken by the public sector buying consortia - Contract approximately - £31,500 per year for 2 years**

The contract is for the collection & disposal service of Clinical/Medical Waste, Nappy & Incontinence Waste disposal of Sharps, & Offensive Waste, from schools over a period of 2 years. It starts on 1<sup>st</sup> April 2013 and ends on 31<sup>st</sup> March 2015. The costs are shared between Schools and the Authority.

**3.0 RELEVANT RISKS**

3.1 The number of independent residential care placements increases the financial pressure on this budget, which has in previous years significantly overspent.

**4.0 OTHER OPTIONS CONSIDERED**

4.1 Decisions taken following tendering process or consideration of child’s individual needs to identify the most cost effective response.

**5.0 CONSULTATION**

5.1 Consultation has taken place with the appropriate bodies/partners before the decision is made.

**6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS**

6.1 Voluntary, community and faith organisations are involved where appropriate.

**7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS**

7.1 The financial implications are included in the regular monitoring reports to members.

**8.0 LEGAL IMPLICATIONS**

8.1 Contractual agreements.

**9.0 EQUALITIES IMPLICATIONS**

9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

No – However all procured services are subject to equality impact assessment at the point of procurement.

**10.0 CARBON REDUCTION IMPLICATIONS**

10.1 Taking into consideration the needs of the child wherever possible the placements are made within the authority or as close to the authority as possible.

## 11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

11.1 Any planning permission would have been completed prior to capital contracts being accepted.

## 12.0 RECOMMENDATION/S

12.1 That the report be noted.

## 13.0 REASON/S FOR RECOMMENDATION/S

13.1 To inform members of significant items of expenditure in accordance with the Council's Constitution.

**REPORT AUTHOR:** MALCOLM STREET  
HEAD OF FINANCIAL SERVICES  
0151 666 4284  
[malcolmstreet@wirral.gov.uk](mailto:malcolmstreet@wirral.gov.uk)

## APPENDICIES

There are no appendices for this report.

## REFERENCE MATERIAL

Reference material not required for this report.

## SUBJECT MATERIAL

<b>Council Meeting</b>	<b>Date</b>
CYPD OVERVIEW AND SCRUTINY COMMITTEE	21 <sup>st</sup> January 2013
CYPD OVERVIEW AND SCRUTINY COMMITTEE	11 <sup>th</sup> September 2012
CYPD OVERVIEW AND SCRUTINY COMMITTEE	6 <sup>th</sup> June 2012
CYPD OVERVIEW AND SCRUTINY COMMITTEE	21 <sup>st</sup> March 2012
CYPD OVERVIEW AND SCRUTINY COMMITTEE	26 <sup>th</sup> JANUARY 2012
CYPD OVERVIEW AND SCRUTINY COMMITTEE	20 <sup>th</sup> SEPTEMBER 2011
CYPD OVERVIEW AND SCRUTINY COMMITTEE	1 <sup>st</sup> JUNE 2011
CYPD OVERVIEW AND SCRUTINY COMMITTEE	15 <sup>th</sup> MARCH 2011
CYPD OVERVIEW AND SCRUTINY COMMITTEE	26 <sup>th</sup> JANUARY 2011

## Equality Impact Assessment Toolkit (from May 2012)

### Section 1: Your details

**EIA lead Officer:** Vivian Stafford

**Email address:** vivianstafford@wirral.gov.uk

**Head of Section:** Mal Street

**Chief Officer:** Julia Hassall

**Department:** CYPD

**Date:** 13/02/2013

**Section 2: What Council proposal is being assessed?** Notification of those instances where delegated authority has been used by the Acting Director of Children's Services with respect to the acceptance of tenders and to the appointment of Contractors for costs above £50000.

**Section 2b:** Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes / No

If 'yes' please state which meeting and what date

\_\_\_\_\_ No \_\_\_\_\_

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

**Section 3: Does the proposal have the potential to affect.....** (please tick relevant boxes)

- Services**
- The workforce**
- Communities**
- Other** (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

- None** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 4: Does the proposal have the potential to maintain or enhance the way the Council .....** (please tick relevant boxes)

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity
- Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

- No** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 5:**

**Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?**

**You may also want to consider socio-economic status of individuals.**

**Please list in the table below and include actions required to mitigate any potential negative impact.**

<b>Which group(s) of people could be affected</b>	<b>Potential positive or negative impact</b>	<b>Action required to mitigate any potential negative impact</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>



**Section 5a:**      **Where and how will the above actions be monitored?**

**Section 5b:**      **If you think there is no negative impact, what is your reasoning behind this?**

**Section 6:** **What research / data / information have you used in support of this process?**

**Section 7:**      **Are you intending to carry out any consultation with regard to this Council proposal?**

**Yes / No** – (please delete as appropriate)

**If ‘yes’ please continue to section 8.**

**If ‘no’ please state your reason(s) why:**

(please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 8:** **How will consultation take place and by when?**

Before you complete your consultation, please email your preliminary EIA to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for re-publishing.

**Section 9: Have you remembered to:**

- a) **Include any potential positive impacts as well as negative impacts? (section 5)**
- b) **Send this EIA to your Head of Service for approval.**
- c) **Review section 5 once consultation has taken place and sent your completed EIA to your Head of Service for approval then to your Chief Officer for re-publishing?**

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	<b>EDUCATION QUALITY – WIRRAL SCHOOL IMPROVEMENT TRADED SERVICES</b>
<b>WARD/S AFFECTED:</b>	<b>ALL</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION?</b>	<b>NO</b>

#### 1.0 EXECUTIVE SUMMARY

The purpose of this report is to provide information about Wirral school improvement traded services, Education Quality (EQ) and to invite consideration by members.

Education Quality is a traded school improvement service developed by Wirral's Children and Young People's Department in joint partnership with its schools over the last 2 years. 94% of its schools, including all academies, bought back into the service for Year 1 and a similar buyback has been achieved for 2012/13. EQ is radically different and more comprehensive than anything Wirral, or indeed many of its local authority neighbours, have done as a traded service for its schools. EQ encompasses support for professionals and volunteers in schools through a range of services. It generated £850,000 of new income from its schools in its first year and has generated nearly £1 million in its second year.

#### 2.0 BACKGROUND AND KEY ISSUES

2.1 Since LMS for schools, Wirral LA has developed and continues to run a variety of formal traded services with its schools.

1. Facilities Management
2. Financial Support – Primary & Special
3. Financial Support – Secondary
4. Grounds Maintenance
5. Human Resources
6. Information Technology
- 6a. Software Support Service
- 6b. Computer Support Service
- 6c. Computerised Administration Replacement System
- 6d. Data Network Service
- 6e. Multi Media Support Service
7. Library Service – Primary
8. Metro Catering Service

9. Metro Caretaking & Cleaning Support Service
10. Payroll & Human Resources Administration Services
11. Risk Management & Insurance Services
12. Wirral Community Patrol – Premium Service
13. Wirral Community Patrol – Standard Service
14. EQ Standard Package

2.2 EQ, the school improvement traded service, is relatively new (April 2011) and was developed from the Continuing Professional Development SLA (CPDSLA).

2.3 CYPD had been given a clear steer by the Cabinet of the Council, reflecting a major consultation it had done with stakeholders during the summer and autumn of 2010 on budget reduction priority areas, to ensure that amongst other aims:

- we should continue to provide support and sell services to schools cost effectively and efficiently in order to make best use of schools delegated budgets and reduce central expenditure.

Therefore within the framework of the Wirral Children and Young People’s Plan 2011/12 and the priority of “Schools and settings are supported to improve educational provision and attainment”, the Department resolved to:

- Develop and implement high quality traded school improvement services to support schools and settings to provide high quality education.

2.4 The services offered through EQ are grouped into four main areas:

- EQ Standard Package
- Entitlement Services
- Additional Services
- Other Services

2.5 The EQ **Standard Package** encompasses support for professionals and volunteers in schools through a range of services including,

- Safeguarding
- Governor Support Services
- Leadership Programmes
- School Improvement Associates (Primary, Secondary and Special)
- Subject Leader Networks
- Data Support Package
- Teaching, Learning, Curriculum & Assessment
- The Wider Workforce
- School Visits and Outdoor Learning Activities
- School Swimming Service
- Education Social Welfare Service (School registers)

Schools are offered these services as a one-off joint package to purchase.

2.6 Over the last two years a range of other traded services have been or are being developed. The first example is with academies. When the second year EQ offer came out, **Entitlement Services** (those which all schools received as part of the

council core function with no additional cost to the school) were also listed. These included:

- Educational Social Welfare Service (A)
- Early Years Foundation Stage
- Looked After Children Education Service
- Minority Ethnic Achievement Service (A)
- Newly Qualified Teachers (A)
- Physical Education and School Sport Partnership Programme
- School Visits and Outdoor Learning Activities
- Wirral Education Psychology
- Medical Physical Needs Support Service
- Vision and Hearing Support Service
- Social Communication Advice Team
- Wirral 1st4Families

For some of these Entitlement Services a distinction is made for Academies (A) who do not receive the service by entitlement and if they wish to they may purchase the service.

2.7 Also included within the EQ offer for the second year were some **Additional Services** that all schools could choose to purchase individually and these included:

- Virtual Learning Environment
- Managed Moves
- Verification of Teaching and Learning
- Employability Skills Package
- Heads of Sixth Form Network
- Progression to Higher Education
- Support for Careers Education, Information, Advice and Guidance
- Off Site Learning Quality Assurance

2.8 For all of these Additional Services that schools are offered under the EQ offer for 2012/13, their costs were calculated using the common EQ charging policy.

2.9 A range of **Other Services** are also advertised in the EQ brochure and these include:

- Oaklands
- City Learning centres
- NHS Healthy Settings
- Special Schools Outreach Services
- Edge Hill University
- Other Wirral CYPD Traded Services

2.10 EQ generated £850,000 of income from its schools in its first year and has generated nearly £1 million in its second year.

2.11 EQ follows council financial, procurement, IT and HR procedures and makes a recharge to council core budget for these services.

2.12 EQ is strategically governed by an EQ Management Board made up of:

- 5 Primary school Headteachers (1 from each cluster)
- 2 Secondary school Headteachers
- 2 Special school Headteachers
- 1 Governor
- 2 Consultant Headteachers
- 2 LA staff

2.13 The EQ Management Board has discussed and agreed, amongst others, the following in the last twelve months:

- The vision for EQ (Appendix 1)
- The overall EQ budget including a summary annual budget statement shared with all EQ schools
- The overall EQ offer including the pricing structure for the Standard Package
- Quality assurance programme
- Complaints procedure
- Common charging policy

2.14 Over the last few months several other services have approached CYPD for support on developing their traded service with schools and these have included and have been agreed with the EQ Management Board:

- Schools HR Consultancy (to be included under EQ Additional Services)
- Education Psychology (to be included under EQ Additional Services)
- Early Years (to be included under EQ)
- Schools Management Information (to be included within EQ Standard Package)
- Wirral Council e-Learning Provision (to be included under EQ Additional Services)
- Wirral Council's One to One Coaching Service (to be included under EQ Additional Services)

2.15 Developments through consultation are underway to potentially move towards a more coherent and consistent LA traded services for schools under single governance arrangements made up of school and council representatives and single operational leads for 2013/14.

### **3.0 RELEVANT RISKS**

3.1 Currently the EQ SLA with schools runs on an academic year and therefore if EQ were to finish, the summer term of the SLA programme would need to be completed and therefore a balance is being built up to cover EQ costs for a summer term.

3.2 As part of the budget options, the council is looking to close Acre Lane. This is where most of the EQ staff are based and most of the training is delivered. Alternative venues to meet the needs of EQ are being considered.

### **4.0 OTHER OPTIONS CONSIDERED**

4.1 Not applicable.

## **5.0 CONSULTATION**

5.1 Formal consultation takes place with Headteachers and governors on an annual basis about the EQ offer.

## **6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS**

6.1 Governors are annually consulted and updated on a regular basis about EQ.

## **7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS**

7.1 EQ generates a turnover of nearly £1 million providing school improvement traded services. This is mainly from Wirral schools. The budget is agreed by the EQ Management Board.

7.2 EQ currently budgets for staffing for:

- An EQ Manager
- 2 x 0.5 Principal Managers for Governor Support and for Data
- A seconded safeguarding and wider workforce officer
- 6.6 seconded Primary curriculum Advisory Teachers
- 240 days of external School Improvement Associate time
- 0.3 swimming and trips coordinating officer
- 3.3 admin support

## **8.0 LEGAL IMPLICATIONS**

8.1 None identified.

## **9.0 EQUALITIES IMPLICATIONS**

9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes and impact review is attached.

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

## **10.0 CARBON REDUCTION IMPLICATIONS**

10.1 None identified.

## **11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS**

11.1 None identified.

## **12.0 RECOMMENDATION/S**

12.1 The Overview & Scrutiny Committee to note the report.

## **13.0 REASON/S FOR RECOMMENDATION/S**

13.1 Not applicable.

**REPORT AUTHOR:** **Stuart Bellerby**  
Strategic Service Manager (Secondary Education & School Improvement Services)  
telephone: (0151 666 4336)  
email: [stuartbellerby@wirral.gov.uk](mailto:stuartbellerby@wirral.gov.uk)

**APPENDICES**

Appendix 1 Current EQ vision

**REFERENCE MATERIAL**

None

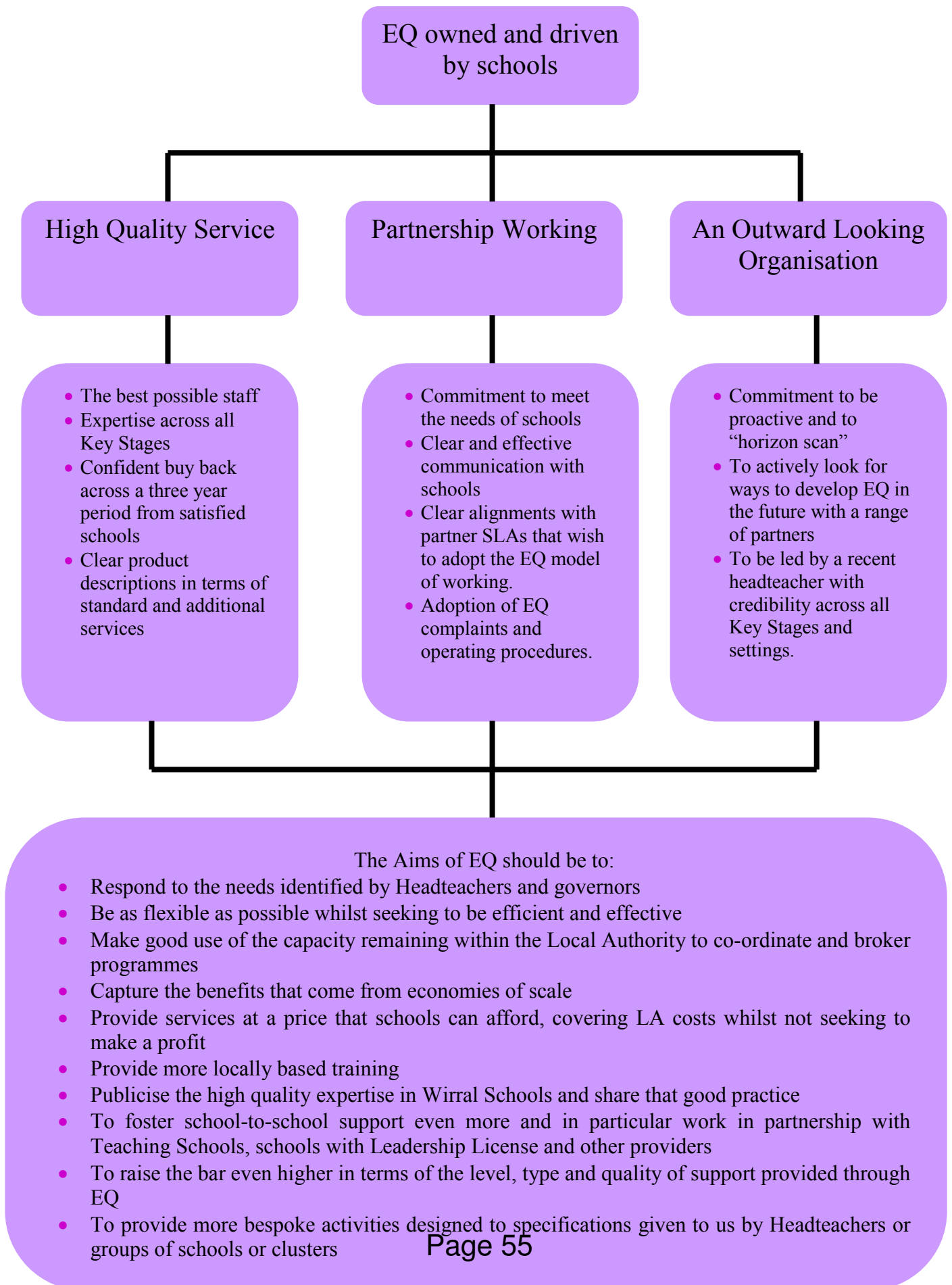
**SUBJECT HISTORY (last 3 years)**

Council Meeting	Date



## Appendix 1 Current EQ vision

In Summary EQ should aspire to being:



## Key Drivers

- EQ is driven by the needs of schools. The role of the Management Board is crucial to this in that it is mainly comprised of Headteachers who will ensure that schools' requirements are met.
- There is a clear commitment to partnership working with schools and across the local Authority.
- EQ should be providing support and services that Headteachers want and not those that people in the Local Authority think they should have.
- The vast majority of EQ provision should come via school-to-school support (such as seconded teachers, leading teachers and Advanced Skilled Teachers) or through activities that have been brokered or commissioned from external providers on behalf of schools.
- The purchasing power of EQ means that EQ can facilitate support that is of high quality but also at a reduced rate.

## Equality Impact Assessment Toolkit (from May 2012)

### Section 1: Your details

**EIA lead Officer:** Stuart Bellerby

**Email address:** stuartbellerby@wirral.gov.uk

**Head of Section:** Vivian Stafford

**Chief Officer:** Julia Hassall

**Department:** Children & Young People's Department

**Date:** 15<sup>th</sup> February 2013

### Section 2: What Council proposal is being assessed?

**Education Quality (Wirral School Improvement Traded Service)**

**Section 2b:** Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes

**March 18th 2013**

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

**Section 3:** Does the proposal have the potential to affect..... (please tick relevant boxes)

- Services**
- The workforce**
- Communities**
- X **Other (Schools)**

If you have ticked one or more of above, please go to section 4.

- None** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 4:** Does the proposal have the potential to maintain or enhance the way the Council ..... (please tick relevant boxes)

- Eliminates unlawful discrimination, harassment and victimisation
- X Advances equality of opportunity
- X Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

- No** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 5:**

**Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?**

**You may also want to consider socio-economic status of individuals.**

**Please list in the table below and include actions required to mitigate any potential negative impact.**

Page 59

Which group(s) of people could be affected	Potential positive or negative impact	Action required to mitigate any potential negative impact	Lead person	Timescale	Resource implications
All	A potential negative impact is the take up of training opportunities across the EQ offer and that institutional discrimination is inadvertently excluding any of the protected groups from attendance at the training events.	Training courses are monitored for attendance against the protected groups to ensure that any of the protected groups are not under-represented on the training courses. Training and briefings are provided for EQ Service managers to ensure they are aware of any negative impacts on protected groups that can occur through training.	Stuart Bellerby	September 2013 – March 2014	None
All	A potential positive impact is that EQ provides a range of training and professional development opportunities for school staff and governors that either focus exclusively on aspects of equal opportunity, or they are referenced through more generic topics, such as safeguarding.		Stuart Bellerby	September 2013 – March 2014	None

**Section 5a: Where and how will the above actions be monitored?**

Actions will be monitored by the EQ Management Board each term with a report completed in the Autumn and Summer term in the academic year.

**Section 5b: If you think there is no negative impact, what is your reasoning behind this?**

**Section 6: What research / data / information have you used in support of this process?**

Feedback and attendance analysis from training courses.  
The process has been agreed with the EQ Management Board who oversee EQ.

**Section 7: Are you intending to carry out any consultation with regard to this Council proposal?**

Yes – already done with the EQ Management Board.

(please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 8: How will consultation take place and by when?**

With EQ Management Board in the Autumn term 2012 to ensure we are compliant.

Before you complete your consultation, please email your preliminary EIA to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for re-publishing.

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	<b>COMMISSIONING OF SERVICES</b>
<b>WARD/S AFFECTED:</b>	<b>ALL</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION</b>	<b>NO</b>

#### 1.0 EXECUTIVE SUMMARY

1.1 This report presents to the Committee the results of the Commissioning of Children's Services which was undertaken in December 2012. This is the same report that was presented to Cabinet on 14<sup>th</sup> March and it is presented to Overview and Scrutiny as requested by the Committee. The recommendations are for the awarding of contracts from 1<sup>st</sup> May 2013 for Early Intervention Services costing £2.4m for a 12 month period. The providers who are being recommended for award of contract are listed in Appendix 1. The Committee is asked to note the report. In addition to the award of those contracts, it was requested that the following contracts would be extended as follows:

- PA1.2 Domestic Abuse 5-13 year olds for 12 months.
- PA1.3 Family support for Black and Minority Ethnic Families for 12 months.

1.2 In Priority Area 4.1, the request was made to agree to the contract for Young Runaways/Children who are sexually exploited being extended for 3 months during which time the contract will be re-tendered.

1.3 The Appendix of this report is exempt under Wirral Council's Access to Information Procedure Rules section 3 category b. *Disclosure would prejudice the efficiency of the use of council resources.*

#### 2.0 BACKGROUND AND KEY ISSUES

2.1 The Council contracts with providers of Early Intervention services to deliver services in the following areas:

- Family Support and Parenting
- Short Breaks for Disabled Children
- Services to support young people at risk
- A number of specialist support services

Contracts are now due for renewal having been let for the past 22 months.

- 2.2 In September 2012 Members agreed to commission services for award of a 12 month contract.
- 2.3 The aims of previous commissioning rounds were to provide prompt, appropriate, effective services, centred on the family and the child. Providers were expected to work together with shared priorities to ensure there was no duplication or gaps in services. Most service interventions were at the lower level of need.

The current review of Family Support has suggested some changes in focus, with services targeting their work at children, young people and families with higher levels of need as follows:

To reduce the risk of family breakdown through supporting families at risk of poor outcomes and providing flexible support at the earliest opportunity, in particular at the higher levels of need.

To target services to young people, in particular by area, to tackle risk taking behaviour issues including alcohol, teenage pregnancy, NEET and anti social behaviour. This would effectively combine targeted and universal services to ensure young people have the means to engage with activities. This approach will have a wider reach and have more success in ongoing participation and reducing the level of need.

To improve the quality of life of disabled children, young people and their families through providing a range of Short Break Services appropriate to the needs of these children.

- 2.4 The commissioned service areas are aligned into three categories which form the framework for identifying commissioning priorities:
- *Early Intervention, Prevention and Support*: delivering outcomes that reduce needs from escalating, in particular reducing 'crisis' interventions by Social Care.
  - *Statutory 'Duty'*: delivering outcomes that the Council has a duty to secure, but not necessarily deliver itself.
  - *Targeted/Specialist*: delivering more focussed outcomes for specific individuals or families as determined by need.

- 2.5 Based on this framework, priority areas are:

### **Priority Area 1: Family support and parenting**

The focus of this area is to reduce the risk of family breakdown and provide support to those families at risk of poor outcomes. Services will focus investment that supports families with more complex and higher levels of need. Tenders were sought for the following services:

- Family Support for Children on the Edge of Care
- Family Support for Domestic Abuse (5-13 years)
- Family Support for Black and Minority Children and Families
- Family Support for Young Carers



**Priority Area 2: Short Breaks for children aged 0-18 with Disabilities.** The Short Break Services in Wirral has significantly enhanced the choice, range, volume and quality of services offered to children with disabilities. The aim is to sustain a range of services to meet the different needs of children and enable them to access Short Breaks that are appropriate for them. Tenders were sought for the following services:

- Creative Activity Club for Children with Disabilities
- Play Development Sessions
- Sports Based Activity for Children with Disabilities
- Weekend Activity Clubs
- Specialist Play schemes
- Activity Clubs for Children with Complex Health Needs
- Activity Clubs for Children with Autism
- Residential Weekends
- Short Breaks for Children with Autism (level 2&3)
- Short Breaks for Children with Autism (level 4)
- Friendship Support Service for Children with Autism
- Family Short Breaks

### **Priority Area 3: Youth Challenge**

These services provide targeted support to young people at risk of becoming: NEET (Not in Education, Employment or Training), or offending or who are currently involved in the Youth Justice System. The age range is 10-19 but 80% of the young people involved must be 13-19. This combines targeted and universal services to ensure young people have the means to engage with activities which have a wider reach and have more success in ongoing participation and reducing the level of need. Tenders were sought for the following services:

- Youth Challenge Targeted Support
- Youth Challenge Universal Support

### **Priority Area 4: Statutory Duties.**

Children's Services have statutory duties to provide a number of services; some of which are provided through external contracts.

The four services in this Priority Area for which Tenders were invited are:

- Young Runaways/Children who are Sexually Exploited/Children who Sexually Exploit
- Parent Partnership Service
- Advocacy and Independent Visiting for Children in Care
- Post Adoption Service

## **Priority Area 5: Intensive Family Intervention Programme.**

This programme is Wirral's response to the Government's policy to work with troubled families and help them move from high levels of need to one whereby they are self organised and require limited support. The approach involves agencies working together to provide targeted support which is personalised to the needs of the family and negotiated by a key worker. As families make progress other agencies and key members of the community will be involved to support the families engage, meet with the wider community and access universal services. Tenders were sought for the following services:

- Intensive Family Intervention
- Family Role Models

### **2.6 The Procurement Process**

A full open EU Procurement process was conducted by Corporate Procurement via the Council's e-tendering portal, The Chest. Supplier workshops were included in the process to explain the structure of the tender and create an awareness of the procurement process for suppliers, including the use of the e-tendering portal (The Chest).

184 providers initially expressed an interest and 32 providers submitted tenders for the 24 service areas (see the table below). Tenders were evaluated on 40% price, 60% quality. The quality criteria was evaluated by the use of method statements (50%) and an interview / Presentation stage (10%) and suppliers were required to provide evidence of key policies and procedures to demonstrate their capability.

These contracts award dates are from 1 May 2013 – 30 April 2014 with the option to extend annually up to 31 March 2016 subject to funding availability, satisfactory service monitoring and confirmation that the service remains in line with Council priorities.

The outcome of the evaluation and proposed contract awards are detailed in Appendix One.

The opportunity to Tender was opened on The Chest on 27<sup>th</sup> September and closed on Tuesday 13 November. The numbers of applicants that applied and were short-listed in each priority area are listed in the table below. Appendix 1 lists all applicants.

<b>Priority</b>	<b>Number of service areas</b>	<b>Number of tenders</b>	<b>Numbers interviewed</b>
PA 1-Parenting and family Support	4	12	6
PA2- Short Breaks for Disabled Children	12	30	18
PA3- Risk taking Behaviour in Children and Young People	2	4 Targeted services 4 Universal services	5
PA4- Specialist Areas	4	7	5

PA5 – Intensive Family Intervention Programme	2	7	3
---	---	---	---

2.7 The Interview consisted of a 10 minute presentation after which organisations would have to answer 4 questions which were set against the following criteria:

1. Planning process of the service.
2. Delivery process of the service.
3. Service user engagement.
4. Impact measurement and Outcome analysis.

2.8 A commissioning panel was established for each priority area including representation from partner organisations such as Health, Voluntary Community and Faith Sector organisations, together with colleagues from other council departments and service users. Each panel was chaired by an officer from the Children and Young People’s Department. Each application was assessed by a commissioner, a service user and either the Link Forum Liaison Worker or a seconded commissioner from Wirral Health. Commissioning panels met to validate which organisation should progress to interview.

2.9 At the interview stage all panel members were involved in the assessment process.

2.10 Following the full commissioning process 19 organisations were successful with some being successful in more than one service area. The successful organisations are listed in Appendix 1.

### **3.0 Service Specification Changes**

#### **3.1 Priority Area One, Parenting support.**

3.1.1 This area took account of an ongoing Family Support Review and the Intensive Family Intervention Programme. Needs assessments highlighted that the most effective support is where intervention reduces family breakdown and the needs for specialist services.

3.1.2 Research with other local authorities suggests that Home Visiting Services are more effective if redesigned into an Edge of Care Service reducing the numbers of children in need and children on a child protection plan. In another area, the pilot project to support 16-18 year olds who were subject to relationship abuse did not produce the outcomes expected. In addition, the law has now changed and domestic violence cases involving young people aged 16-18 are to be referred to the Central Advice and Duty Team (CADT) for advice and guidance for children at risk and in need. Finally, evidence based parenting programmes have not been commissioned. There was duplication in this area with the work provided by Children’s Centres and the Youth Offending Parenting Team.

3.1.3 The four areas which were tendered for were:

- PA1.1 Parenting support for children on the edge of care

- PA1.2 Family support for children who have experienced domestic abuse 5-13 year olds
- PA1.3 Family support for Black and Minority Children and Families
- PA1.4 Family support for Young Carers

3.1.4 In PA1.2 there was only one organisation who tendered and they failed to reach the quality score. The organisation who are currently running this service, did supply a tender but they inadvertently uploaded a blank method statement and were not allowed to proceed. It is proposed therefore to extend the current contract for 12 months. In PA1.3 two organisations tendered for this service, the current provider and a new organisation. Neither of the two reached the quality score necessary to proceed to interview. The current provider continues to meet all performance measures but does require additional support with future tender applications. It is proposed that this is given in tender workshops provided through the Corporate Services contract with Voluntary and Community Action Wirral (VCAW) and that the current contract is extended by 12 months. Appendix 1 details the organisations, units and costs of the services in this area.

### **3.2 Priority Area Two, Short Breaks for Children with Disabilities.**

3.2.1 The aim has been to sustain a range of services to meet the different needs of all children and enable them to access Short Breaks appropriate for them but change the service design for some of them based on consultation/feedback with service users and providers.

3.2.2 One existing service not put out for tender was the Direct Payment Support Scheme. This service provides support to families regarding the recruitment and HR implications when employing Personal Assistants funded through their Direct Payments award. Based on the low level of demand the need for this service to be commissioned specifically could not be supported. This activity will be picked up without the need for any additional investment by Wirral Council via its existing full time Directs Payments Coordinator and the Short Breaks Service. Twelve service areas under this priority area that were advertised are as follows:

- PA2.1 Creative Activity Club for Children with Disabilities
- PA2.2 Play Development Sessions
- PA2.3 Sports Based Activity for Children with Disabilities
- PA2.4 Weekend Activity Clubs
- PA2.5 Specialist Play schemes
- PA2.6 Activity Clubs for Children with Complex Health Needs
- PA2.7 Activity Clubs for Children with Autism
- PA2.8 Residential Weekends
- PA2.9 Short Breaks for Children with Autism (level 2&3)
- PA2.10 Short Breaks for Children with Autism (level 4)
- PA2.11 Friendship Support Service for Children with Autism
- PA2.12 Family Short Breaks

3.2.3 From the evaluation of the method statement score, interview scores and pricing comparison the organisations detailed in Appendix 1 have been recommended. The table details the organisations, number of units and total annual cost of the service.

### 3.3 Priority Area 3, Risk taking Behaviour in Children and Young People.

3.3.1 This took account of the Family Support Review and the Intensive Family Intervention Programme. The service area was titled Youth Challenge, Targeted Support and Youth Challenge, Universal Youth Support. The Needs Assessment identified the 5 areas in the borough with highest levels of child poverty, anti social behaviour, risk taking behaviour in children and young people. The commissioning in PA3 focused on two service areas,

- PA 3.1 Youth Challenge Targeted Support
- PA 3.2 Youth Challenge Universal Support

Targeted services will provide timely and effective interventions with young people receiving one to one support. This will be complemented by the provision of Universal open access activities to provide opportunities for vulnerable and at risk young people to progress into developmental opportunities including opportunities for accredited learning. A key requirement will be for providers to develop a joint delivery plan thereby providing progression routes.

3.3.2 In the service area Youth Challenge, Targeted Support the Commissioning Panel decided to award to two providers. It was felt that a bespoke targeted service integrated with the Youth Justice System was necessary.

### 3.4 Priority Area 4 – Specialist Services

3.4.1 All tenders were accepted and scored appropriately to progress to the interview stage, with the exception of those submitted for PA4.1 Young Runaways/Children who are Sexually Exploited/Children who Sexually Exploit. In this service area there were not suitable assurances that the costs provided could be used for a like-for-like comparison and the procurement process for this service area was stopped. This service area will be re-tendered.

3.4.2 The organisations identified to deliver these services are listed in Appendix 1 including the total annual cost of the service.

3.4.3 Although not statutory (or no longer statutory) there are a number of existing services which are provided on behalf of the Council and have been reviewed as part of this wider programme of commissioning:

- **Choice Advisor:** The Choice Advisor service provides information for all parents at the school transition point for children and young people so that they can make informed choices.
- **Pupil Advocate:** This project provides individual support for children and young people with learning difficulties who are experiencing difficulties in school.
- **Involvement:** Engagement and involvement of children and young people with learning difficulties (SEN) and/or any disability and also engagement and involvement of parent/carer of a child with learning difficulties or any disability.

3.4.4 Reviewing these services in the context of other delivery and provision it has been identified that need for these services to be commissioned in their current form can no longer be evidenced. Aspects of the outcomes of the Choice Advisor and Pupil Advocate will still be delivered through other services and provision e.g. Children's

Centres and other council information sources. In addition, the Choice Advisor contract will be continued until 30<sup>th</sup> June to enable the current provider to complete current transition requirements. Involvement services have not been identified as being required in their current form beyond 31 March 2013. Instead, the service specification for Parent Partnership has been expanded to include a new Involvement dimension. On this basis no tender has been made for the continued delivery of the services described above. The current provider of these services is WIRED.

3.4.5 There are a number of existing statutory services that relate to supporting looked after children, that have previously been delivered via separate contracts. There are financial and operational benefits from joining these services up. The services affected are Advocacy for Looked after Children, Advocacy for Looked After Children (with disabilities), and Independent Visitors. These have been tendered as a single service.

### **3.5 Priority Area 5 the Intensive Family Intervention Programme.**

3.5.1 The service will be specifically targeted at working with families who have a history of non-engagement with services, or where positive change has been limited or not sustained. The service will work with families identified as having the greatest need and resistance to change and it will support the work of partner organisations whose Key Workers deliver a “light” FIP model. There are two service areas

- 5.1 Intensive Family Intervention
- 5.2 Family Role Models

3.5.2 In PA5.1 there were 4 organisations that had completed tender documents but only one organisation which proceeded through to interview stage. In PA5.2 there were 3 organisations who tendered but only two proceeded to interview stage. The reason for the organisations not proceeding was that they did not meet the required quality score.

### **3.6 Existing contracts one month extension**

3.6.1 It has not been possible to implement the new contracts from 1<sup>st</sup> April and the proposal is to award for 12 months from 1<sup>st</sup> May. To ensure continuity of service for vulnerable children and families, a number of current contracts will be extended for one month until 30<sup>th</sup> April 2013.

## **4.0 RELEVANT RISKS**

4.1 Changes in commissioning levels and services have been considered following a review of priorities. These services directly contribute to a number of goals within the Corporate Plan in particular the Intensive Family Intervention Programme and the Family Support Review.

4.2 Commissioners will work closely with providers to ensure continuity of support and to facilitate effective and smooth adjustment to services and service delivery.

4.3 Priority Area 2 specifically relates to Short Breaks for Disabled Children and is integral to the services mentioned in the Statutory Short Breaks for Disabled Children.

4.4 Commissioned services are delivered by a wide range of local voluntary, community and faith sector organisations working with vulnerable local children, young people and families. As the focus moves to children, young people and families with a higher level of need, the contracts of some currently commissioned providers that have chosen not to apply or who have not been successful will expire on 31<sup>st</sup> March 2013. The department will work with the affected organisations to develop an exit strategy.

## 5.0 OTHER OPTIONS CONSIDERED

5.1 There are no other options available as there is a recognised need to change the focus of interventions in response to higher levels of need. In this round of commissioning, the alignment of previous Priority Area 4 services is providing a real opportunity to deliver a continuum of interventions with a more efficient use of resources.

## 6.0 CONSULTATION

6.1 The 2013/14 priorities and themes have been discussed and agreed by the Wirral's Children's Trust Board. Service providers, service users, young people and parents have been consulted at focus groups, Youth Forum meetings, the Youth Voice Conference and the EIG Provider Forum. The budget consultation has also been used to determine priorities and final decisions are in line with budget options presented as part of the Budget report to Cabinet on 20 December 2012 and the overall savings agreed by Budget Council on 5<sup>th</sup> March 2013.

## 7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

7.1 There are implications for some Voluntary, Community and Faith groups. In this commissioning round, the needs assessment identified that services had to be more focussed on targeted interventions, working with children, young people and families with higher levels of need. This resulted in the need to redesign the service areas according to priorities and involved the decommissioning of some services.

Although all organisations were able to tender, they have had to meet specific criteria relating to the redesigned services and this has resulted in a number not being successful. These organisations are listed in appendix 1. In some instances incumbent organisations chose not to tender or some service areas have been decommissioned. The table below indicates the implications for organisations currently providing services which will now be decommissioned.

Priority Area	Voluntary, Community and Faith Organisation
Priority Area 1: Parenting	Catholic Children's Society – service area has been decommissioned. Homestart- service area has been decommissioned Barnardos and Action for children – Both the service areas which these organisations are currently providing have been

	decommissioned.
Priority Area 2: Short Breaks for Disabled Children- Direct Payment Scheme	WIRED – This is now provided in-house
Priority Area 3: Risk Taking Behaviour in Children and Young People	Involve NorthWest previously commissioned, did not apply this round.
Priority Area 4: Specialist Services	WIRED – service area has been decommissioned. SCS Kinder did not apply in this round as they are in the process of terminating their business.
Priority Area 5: Intensive Family Intervention Programme	New Area – no organisations have previously been commissioned for this area.

## 8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

8.1 This report recommends providers for award of contract to deliver services for initially a twelve month period. The total value of the award is £2,427,929. In respect of each priority area this is as follows:

Priority Area	Service Area	Amount proposed for 12 months
Priority Area One	Parenting and Family Support	£503,285
Priority Area Two	Short Breaks	£759,259
Priority Area Three	Risk taking Behaviour in young people	£194,938
Priority Area Four	Specialist Services	£426,009
Priority area Five	Intensive Family Intervention Programme	£544,438
Total allocated		£2,427,929

No additional funding is being sought. There are no staffing, IT or asset issues for Wirral Council. The Budget Options agreed by Council on 5<sup>th</sup> March reduced budgets in these areas by £1,050,000. The contracts above can be met from this reduced budget and allow for a contingency of £300,000. This will offset additional or unforeseen demands during the year.

## 9.0 LEGAL IMPLICATIONS

9.1 There are no legal implications for the Council although TUPE will apply and will be managed between the relevant organisations.



## 10.0 EQUALITIES IMPLICATIONS

10.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes and impact review is attached – <http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

## 11.0 CARBON REDUCTION IMPLICATIONS

11.1 Fewer organisations have been commissioned and this will lead to reduced carbon usage.

## 12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

12.1 There are no planning implications. There are Community Safety implications in that some of the service areas seek to improve outcomes for vulnerable children young people and families, this will also contribute to improved community safety.

## 13.0 RECOMMENDATION/S

13.1 The Committee notes the report and the recommendations regarding the award of contracts to the providers as outlined in Appendix One.

## 14.0 REASON/S FOR RECOMMENDATION/S

14.1 The recommendations enable the delivery of a range of services to meet council priorities and statutory duties.

**REPORT AUTHOR:** *Maureen Mc Daid*  
**Principal Manager (Commissioning/Participation)**  
telephone: (0151)-666-4508  
email: [maureenmcdaid@wirral.gov.uk](mailto:maureenmcdaid@wirral.gov.uk)

## APPENDICES

One

## REFERENCE MATERIAL

None

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Delegated Decision	5 September 2012
Overview and Scrutiny	11 September 2012
Cabinet	14 March 2013

This page is intentionally left blank

## WIRRAL COUNCIL

### CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY

18 MARCH 2013

<b>SUBJECT:</b>	<b>THE INTEGRATED BEHAVIOUR STRATEGY</b>
<b>WARD/S AFFECTED:</b>	<b>ALL</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION?</b>	<b>NO</b>

#### 1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide the rationale and proposed implementation of a Local Authority Integrated Behaviour Strategy. The aim of the strategy is to improve the social, emotional and behaviour skills of children and young people, raising their standards of achievement and enhancing educational inclusion.
- 1.2 The Education and Inspections Act 2006 makes it a duty for a Local Authority to promote high standards and maximise every child's educational potential.

#### 2.0 BACKGROUND AND KEY ISSUES

- 2.1 Included within the current Children and Young People's Plan is a key action to review the provision of behaviour support and reduce school exclusion.
- 2.2 This included reviewing the policy and practice document relating to behaviour and exclusions. This refresh of the strategy has been supported and informed by a working group involving Local Authority officers and Headteachers from primary, secondary and special schools. It will be consulted on by schools and other local authority stakeholders.
- 2.3 Generally Wirral does not have a serious problem with behaviour and attendance. Exclusion rates are lower than the national average, and attendance is good when compared to national benchmarks. However, it is recognised that continuing to improve the effectiveness in this area is important and that it is necessary to respond to changing contexts as these emerge and to have processes that help schools to do this effectively.
- 2.4 The strategy is not intended to be a 'comprehensive' plan that tries to identify all possible issues, but should be seen as 'work in progress' within which it is intended to identify and work on key current priorities. It is anticipated that new tasks will be identified over time and that this strategy will be a rolling programme updated periodically as new issues and priorities emerge.
- 2.5 This strategy is not for Wirral Council to implement alone. It is expected that schools, parents/carers and other agencies will work in partnership with the Wirral Council to carry out the activities and tasks within the strategy.

## 2.6 Principles

The following principles underpin all Behaviour and Attendance work in Wirral:-

- a) All children and young people together with their parents and carers are directly involved in decision making about their education.
- b) We have collective responsibility within Wirral for inclusion.
- c) We have early identification, intervention and preventative strategies delivered by a collaborative approach through SEN Code of Practice processes.
- d) We are looking to build a continuum of support to assist in including all children and young people in mainstream education, and for ensuring their well being.
- e) When a child or young person moves from a mainstream school to a specialist setting they should return to mainstream schooling as quickly as possible where this is appropriate.
- f) We expect consistent levels of challenge, expectations and aspirations for children and young people across all provision.
- g) Where possible, new or existing provision or specialist services should be co-located on mainstream sites with integrated governance and leadership.

## 2.7 **Priorities**

The four priorities below set out the key foci the integrated behaviour strategy focuses on:-

### 2.7.1 **Priority 1: Improve emotional well-being and behaviour for learning in schools and settings through actions to promote and implement agreed values, principles and policies.**

The Local Authority, following consultation, to give a clear lead on principles, policies and guidelines in key areas relevant to social and emotional well-being.

### 2.7.2 **Priority 2: Improve emotional well-being, behaviour for learning and school ethos in schools and settings through support for the curriculum, whole school strategies, school systems and organisation.**

Make effective use of data and monitoring to inform local authority planning, decision making and early intervention around behaviour and attendance.

Build school capacity to improve the quality and inclusiveness of the curriculum and develop teaching strategies in order to foster positive attitudes to learning and so reduce instances of low level disruption.

Assist schools to develop systems, strategies and a school environment that will help them manage challenging pupil behaviour effectively.

Assist schools and settings to develop an ethos that fosters social and emotional well-being and so reduce instances of bullying.

Promote and encourage consultation with pupils and their parents/carers specifically in developments around behaviour and attendance.

**2.7.3 Priority 3: Improve emotional well-being, learning, behaviour and achievement by improving support for individual pupils and groups of pupils.**

Clarify arrangements for access to and support from agencies working with schools to support individual pupils and groups of pupils.

Reduce the number of exclusions and improve provision for those young people educated other than at mainstream school.

Improve attendance and lower persistent absence.

Ensure equality of services offered to schools.

**2.7.4 Priority 4: Improve emotional well-being and behaviour in families and communities**

Support parents and carers to promote the social and emotional wellbeing of children and young people.

Support carers in the community to promote the social and emotional wellbeing of children and young people in care

Ensure arrangements for access to and support from agencies working with schools to support looked after children and young people.

Reduce the number of exclusions, lower persistent absence and improve provision for those young people in care

Inform the Children and Young Persons Plan by supporting discussions on Behaviour and Attendance in Children's Trust Boards

**2.8 Provision – Age range 5 - 19 years**

The following types of provision are available in Wirral

Primary Schools  
Primary Schools with EBD bases  
Primary Special Schools (SEBD)

Secondary Schools  
Secondary Special Schools (SEBD)  
Secondary Alternative Provision (WASP – PRU)

## **2.9 Access and Support Routes**

The majority of children and young people will attend a mainstream school and their behaviour and attendance will be managed as part of the school's agreed Behaviour and Attendance policy.

For a small number of children and young people, further steps need to be considered when managing more challenging or persistently difficult behaviour.

The following services all contribute to the delivery of the policy in Wirral:-

Educational Psychology Service (CYPD)

\*Area Team (CAF, TAC)

\*Education Welfare Service (CYPD)

Primary Behaviour Coordinator

Secondary Managed Move Co-ordinator

School Nursing Service (HSIS)

Child & Adolescent Mental Health Services

Gilbrook Outreach Service

\* In future these, plus other services, will be delivered through local, integrated preventative services teams.

## **3.0 RELEVANT RISKS**

- 3.1 It is crucial that consultation with all stakeholders takes place regularly to review and amend the integrated behaviour strategy so that young people's needs are recognised and supported well. Where this does not happen vulnerable pupils will be at risk of fixed and permanent exclusion.
- 3.2 Due to the increasing number of children entering Foundation 2 exhibiting social and emotional issues it is essential that early years settings are consulted to determine how these children can be best supported through transition to primary school. Failure to ensure smooth transition may result in fixed term exclusions of Foundation 2 children.

## **4.0 OTHER OPTIONS CONSIDERED**

- 4.1 Not applicable.

## **5.0 CONSULTATION**

- 5.1 There are a number of consultation processes in operation. A working group with representatives from all school phases as well as local authority officers has taken the lead on developing policy and practice. Primary and secondary headteachers have been consulted on aspects of the strategy such as the 'Managed Moves' policy which was adopted by the Wirral Association of Secondary Headteachers (WASH) and the Primary Headteacher Consultation Group (PHCG). Headteachers of special schools are represented in both these consultative bodies.
- 5.2 Further consultation is planned with parents and locality leaders, team leaders for Restorative Practice and Family Support once the preventative service is operational.

## **6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS**

6.1 There are no plans to formally consult with other partners at this stage.

## **7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS**

7.1 There are no direct financial implications in terms of finance, IT, staffing and assets. Funding was allocated to support the IT package necessary to monitor fixed term exclusions.

7.2 Staffing has been used creatively to:- support schools with vulnerable pupils at risk of permanent exclusion; implement the Managed Moves policy; provide advice to schools and parents; support pupils transition to EBD bases; pilot new approaches to supporting families with children with behaviour issues.

## **8.0 LEGAL IMPLICATIONS**

8.1 None identified.

## **9.0 EQUALITIES IMPLICATIONS**

9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes and impact review can be found via the following link:

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010-0>

## **10.0 CARBON REDUCTION IMPLICATIONS**

10.1 None identified.

## **11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS**

11.1 None identified.

## **12.0 RECOMMENDATION/S**

12.1 The Overview & Scrutiny Committee to note the report.

## **13.0 REASON/S FOR RECOMMENDATION/S**

13.1 N/A

**REPORT AUTHOR:** *Stephen Dainty*  
*Consultant Headteacher (Primary)*  
telephone: (0151)  
email: [stephendainty@wirral.gov.uk](mailto:stephendainty@wirral.gov.uk)

**APPENDICES**

- Managed Moves Procedures and Protocol
- Joint L.A. and Head Teachers Working Group Managed Move Protocol
- Education Inclusion Bases - SEBD
- Managed Moves Charts

**REFERENCE MATERIAL**

**SUBJECT HISTORY (last 3 years)**

Council Meeting	Date



## Equality Impact Assessment Toolkit (from May 2012)

### Section 1: Your details

**EIA lead Officer:** Stephen Dainty

**Email address:** stephendainty@wirral.gov.uk

**Head of Section:** Stuart Bellerby

**Chief Officer:** Julia Hassall

**Department:** Children & Young Peoples Department

**Date:** February 13<sup>th</sup> 2013

### Section 2: What Council proposal is being assessed?

**The development and the implementation of the Integrated Behaviour Strategy.**

**Section 2b:** Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes

If 'yes' please state which meeting and what date

Overview & Scrutiny \_\_\_\_\_ March 18<sup>th</sup> 2013 \_\_\_\_\_

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

**Section 3: Does the proposal have the potential to affect.....** (please tick relevant boxes)

**Services**

**The workforce**

**Communities**

**Other** (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

**None** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 4: Does the proposal have the potential to maintain or enhance the way the Council .....** (please tick relevant boxes)

Eliminates unlawful discrimination, harassment and victimisation

Advances equality of opportunity

Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

**No** (please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

**Section 5:**

**Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?**

**You may also want to consider socio-economic status of individuals.**

**Please list in the table below and include actions required to mitigate any potential negative impact.**

<b>Which group(s) of people could be affected</b>	<b>Potential positive or negative impact</b>	<b>Action required to mitigate any potential negative impact</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
Age	Positive Impact The early identification and support for pupils with social, emotional and behavioural issues will ensure that support is provide to both pupil and parents before behaviour deteriorates.	Monitor the impact of the Flourishing Families training on the work of the Family Support workers	Kath Lloyd	March 2013 – 2014	
Age	Positive Impact The successful implementation of the Managed Moves policy will result in fewer permanent exclusions.	Monitor schools/ settings to identify pupils with fixed terms exclusions so support can be effectively directed to prevent permanent exclusions	Alison Grimshaw / Rose Owen	March 2013 – March 2014	
Gender	Positive Impact Strategies to support effective behaviour management reduce the number of exclusions for boys of primary school age	Training and sharing of best practice from schools who manage behaviour well	Alison Grimshaw	March 2013 – March 2014	

**Section 5a: Where and how will the above actions be monitored?**

Actions will be monitored in various ways. The exclusions data will be monitored on a weekly basis to identify hotspots. Schools will be contacted and provided with support for pupils at risk of exclusion.

The number of Managed Moves will be reported to BMT each quarter and at the Enjoy and Achieve Strategy group annually. Analysis will involve looking at the age and gender of the pupils as well as the time line of support.

Early Years settings will be quality assured regularly so that children with social, emotional and behavioural difficulties are supported quickly.

**Section 5b: If you think there is no negative impact, what is your reasoning behind this?**

The Integrated Behaviour Strategy is focused on improving outcomes for vulnerable pupils and families.

**Section 6: What research / data / information have you used in support of this process?**

Fixed term and permanent exclusion data plus the data associated with pupils supported with Managed Moves.

**Section 7: Are you intending to carry out any consultation with regard to this Council proposal?**

Yes

If 'yes' please continue to section 8.

If 'no' please state your reason(s) why:

(please stop here and email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for publishing)

## **Section 8: How will consultation take place and by when?**

Consultation will continue with the working party as well as Wirral Association of Secondary Headteachers (WASH) and Primary Headteacher Consultation Group (PHCG). It is intended that consultation will take place with parents.

Before you complete your consultation, please email your preliminary EIA to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to [equalitywatch@wirral.gov.uk](mailto:equalitywatch@wirral.gov.uk) for re-publishing.

## **Section 9: Have you remembered to:**

- a) **Include any potential positive impacts as well as negative impacts? (section 5)**
- b) **Send this EIA to your Head of Service for approval.**
- c) **Review section 5 once consultation has taken place and sent your completed EIA to your Head of Service for approval then to your Chief Officer for re-publishing?**

This page is intentionally left blank

## **Managed Moves: Head Teachers Working Group**

### **Managed Moves Procedures and Protocol**

#### **WORKING TOGETHER TO SUPPORT WIRRAL CHILDREN**

**These protocols have been written to promote a commitment to Wirral children and to support Wirral schools to work together to take collective responsibility for all Wirral children.**

**Managed moves support inclusive practice by providing a strategy, within the range of strategies available to schools.**

**It is expected that in most instances a managed move would be considered as an alternative to permanent exclusion and considered, after exhausting all other strategies. Managed moves should, in most instances, be thought about before a head teacher considers permanent exclusion. However, there may still be exceptional circumstances where a permanent exclusion would still be appropriate. Head teachers should always consult with the local authority, who will provide advice and, where relevant, support to the head teacher throughout the process of a managed move or permanent exclusion.**

**It is important that parents are aware of managed moves and therefore, schools should make reference to this document in their school behaviour policy.**

#### **Aim of a managed move:**

To promote a collective agreement of responsibility between all Wirral Primary schools to meet the needs of and take responsibility for Wirral children with SEBD.

#### **What is a managed move?**

Managed moves can be used as an alternative to permanent exclusion in situations where giving a child a fresh start in a different school is likely to be successful. In most cases managed moves should be used when all other strategies have been exhausted.

Although there may be times when a managed move is considered to be appropriate after a single incident, this should be exceptional. A managed move will, as far as possible, take place between schools in the same local community; however, in exceptional circumstances it may be appropriate to consider a school out of the immediate local area.

Only in the most exceptional of circumstances should Looked After Children, children with a special educational need, children undergoing a statutory assessment of their special educational needs or with a statement of special educational need be considered for a managed move. For these children the procedure should be through an emergency review. For children with statements the procedure for managing the risk of a permanent exclusions should be through an emergency review or through an annual review. Head teachers should always discuss these cases with the local authority so that alternatives can be considered.

## **What should schools do prior to before a managed move?**

### **Schools should explore the list below as appropriate:**

- The child should have an IBP\* in place and evidence to demonstrate that appropriate outside agencies have been involved with evidence of interventions and their effectiveness. In most circumstances this should be equivalent to five units of support over two terms. (Exceptional Circumstances will be considered);
- Stepped response to behaviour has been exhausted. This should be evidenced in the way that behaviour is normally recorded in school;
- Advice and support has been sought from Gilbrook Outreach and evidence that advice has been followed and a record of the effectiveness of advised strategies. In addition advice and support should be sought (Where appropriate TAC) from appropriate external agencies such as Educational Psychologists, CAMHs and ASD Specialist Teachers.
- At risk of exclusion form completed and sent to the LA;
- Discussion with LA Exclusions Officer;
- Agreement from the parents, and if appropriate the child, that a managed move is appropriate (Threat of exclusion must never be used to influence parents to remove their child from the school.);
- Completion of the 'Request for Managed Move' form

### **Good Practice in Writing IBP**

- Identification of any underlying difficulty – e.g. – specific learning difficulty and consideration and appropriate differentiation of the curriculum and classroom activities have been put into place;
- Identification of any causal factors/circumstances outside of school– e.g. Family breakdown, Family trauma;
- Difficult times of the day have been identified and appropriate support has been put into place, for example, social skills lunch time club for vulnerable pupils;

### **Managed Move Procedure:**

- Complete a request for a managed move form and email/fax to Alison Grimshaw,
- Complete a Risk Assessment
- Discussion between head teacher and AG
- Discussion/meeting with AG and Head Teacher of proposed school;
- A meeting should then be arranged to:
  - Identify strengths, difficulties and any concerns;
  - Discuss strategies that have been tried and their effectiveness;
  - Share relevant information;
  - Identify the support and resources needed,
  - Agree a transition plan
  - Secure commitment from all parties
  - Identification of a key worker,
  - Identify any other agencies that would be able to offer support;
  - Agree a transition plan that identifies the support needed to promote success and identifies responsibilities of key members. The transition plan will aim to meet the needs of individual pupils and consideration will be given to phased transition into the receiving school;



- Set date for review meeting.

In most instances parents should be given the opportunity to express their school preference. However, it should be made very clear to parents that whilst their preferred school will be approached this is not an entitlement.

**This meeting should be attended by:**

- Parents,
- If appropriate the child. Every care should be taken to ensure that the child is supported to participate in the process so that he or she feels involved and able to contribute towards appropriate decisions;
- Exclusions officer,
- Head teachers from both schools,
- Relevant staff from both schools, staff
- Appropriate external agencies

It is important that every effort should be taken to understand why the child's difficulties have escalated to such a degree that a managed move is being considered and any underlying causal factors identified.

**Role of original school**

- To support managed move by attending meetings until child is removed from school's role;
- To provide allocation of Educational Psychologist ( This child undergoing a managed move must be considered a priority by the original school);
- To provide information/evidence of support provided;
- To provide any other reasonable request identified at initial managed move meeting and/or managed move review meetings;
- To commit to any identified training need;
- To provide funding as detailed below.

In order that both schools feel committed to the success of the managed move the child will be dual registered for a period of up to two terms or where relevant, the third TAC meeting has taken place at the child's new school. This promotes shared responsibility and commitment to the success of the managed move.

**Role of the parent**

- To attend Tac meetings;
- To commit to any actions that are put into place;
- To make themselves aware of the schools' behaviour policy and agree ways in which they can support their child to fulfil the procedures set out in the policy, for example, trying to use positive language and issuing instructions to their child instead of using negative language such as 'don't' or 'stop'

**Role of the child**

- To commit to any actions that are put into place;
- To agree to try their best to follow the new school's behaviour policy;

**Role of the LA**

- To offer advice and guidance around the agreed protocols and procedures of managed moves with individual schools;

- To contact other the Head Teachers of other local schools to discuss the possibility of a child transferring to their school on a managed move basis;
- To liaise with the pupil's parents/carers and the head teachers of both schools to arrange the necessary meetings;
- To liaise with appropriate external services for example, Educational Psychologists;
- Signpost to Support Services;
- Attend transition planning meetings;
- Dissemination of good practice relating to transfer of vulnerable children;

## **SATS**

If a child on a managed move is due to take a SATs exam before the child has been taken onto the new school role. The child should sit the examination at the school which they are currently attending. (***Procedures being checked with Di Hollis re papers***)

## **Funding**

The receiving school will invoice the original school for the pro rata allocation of pupil led elements of the school funding formula (next year funding formula will change and may not be referred to as AWPU)

This funding should follow the child and may be used to meet the needs of the child within a mainstream setting;

If the managed move fails this funding will follow the child and will be used to contribute towards the cost of providing alternative short term provision, for example, funding home tuition.

The receiving school should invoice the original school, in retrospect for the appropriate, pro rata pupil led funding on a half termly basis.

Additional funding may also be sought from the original school. This funding will be in relation to individual pupil's needs. These needs will be identified through a risk assessment and in discussion with the local authority. Before any funding is exchanged it will be necessary for a clear action plan to be produced which identifies how the additional funding will support the child's development. However it should be recognised that the action plan remains flexible, to ensure that necessary adaptations can be made to meet the changing needs of the child.

***(If this funding structure is agreed the proposal is that the fund to support vulnerable children that currently is used to provide additional funding to schools taking a managed move child be used to fund specialist teaching assistants to support the managed move transition).***

***Should above proposal be agreed in principal – proposal for group to look at this in more detail and report back to all head teachers. Difficulties – not extensive list – lack of funding!, Training needs, Transition plan for each individual child, phased entry and exit.***

***Also discussion needed – what are the different ways that the funding could be used? Centres of Excellence – TA's sent out from these schools? Each cluster***

***buying specialist TA with contribution from LA and training and line management provided by LA?***

**What are the circumstances when a Head Teacher should request that a Managed Move is not considered?**

A head teacher may request that a managed move to their school is not appropriate when:

- The year group is full – although in some circumstances, and only where appropriate, consideration may be given to putting the child into an alternative year group;
- The school has already taken a child on a managed move into the same year group as the child;
- The school has, in relation to other schools within the same area:
  - a high percentage of children involved with social care;
  - The school has a high percentage of children with statements of special educational needs;
  - The school has a high percentage of children with complex behavioural issues that are currently managed with the support of agencies external to the school

Due consideration will also be given to schools in an Ofsted category or a school causing concern.

**Planning for a successful Transition**

Wherever possible, a planned transition programme should be put into place to ensure that the child is given a good chance of success. The transition plan will be dependent upon the needs of each individual child and consideration will also be given to the circumstances within the original school. However, in most circumstances the transition will be phased and therefore the original school will be expected to continue to educate the child during this process. The process could take place over a number of weeks and therefore, the child, should continue to attend their original school on the days where they are not attending their new school.

Managed moves are likely to have an impact on a child's self esteem, confidence and self worth. All of which have an impact on the child's behaviour. To minimise this impact the original school should try, as far as possible to protect a child's self esteem by considering how to help the child to feel

- A sense of belonging;
- A sense of personal power;
- Good about themselves

It is important that children feel part of their new school very quickly. To help the child to identify with their new school it would be helpful if the new school could:

Provide items of clothing (such as book bag, sweat shirt and tie) and resources that are necessary to help the child feel a valuable member of school.

It is accepted that a successful managed move takes time, effort and commitment of the Head Teacher and all school staff especially in the early stages. It is important that a member of staff, who the child relates well to, is identified. In some

circumstances this may initially be the head teacher or another member of the senior leadership team.

### **What happens if the managed move is not successful?**

It is hoped that by providing the opportunity for a fresh start in an alternative school it will lead to the child being happy and successful. However, should the child continue to have difficulties, then the school may need to involve external agencies to provide advice and support to assist the school consider any underlying factors that that may be contributing to the sustained difficulties. If during the time that the child is dual registered the pupil receives a fixed term exclusion this should be recorded by the original school. In cases where the managed move breaks down, either during the trial period or at the end of the trial period the child will return to their original school. At this point the LA will discuss with the head teacher whether appropriate, alternative arrangements can be made. If alternative arrangements cannot be made the Head Teacher may consider permanent exclusion.

### **Respite**

An option that should be considered is working with a neighbouring school to provide, in consultation with the local authority, a short term placement for the child. This would give the host school time to plan, gather support from outside agencies and services, put agreed actions into place before accepting the child back.

### **Identification of training needs**

Cluster of schools working together to:

- Support Managed Moves;
- Organise Training
- Peer Support
- Buying in resources and services such as Pressure Point, Family Support Worker

### **Training**

- Team Teach
- Early Intervention
- Understanding Behaviour
- Creating a positive learning environment
- Using and interpreting the Boxall Profile;

### **Paper work**

- At risk of permanent exclusion
- Managed move request
- Managed move meeting one
- Risk Assessment
- Review meetings format

## **Joint L.A. and Head Teachers Working Group**

### **Managed Move Protocol**

#### **Aims**

- To reduce permanent exclusions across the LA
- To promote secondary school collaboration in supporting mainstream schools with the education of Wirral students
- To develop the role of District Boards in the Managed Moves/Exclusion process
- To regulate and monitor the movement of challenging students
- To focus support on identified students

#### **Key principles**

- It is recognised that parents are key partners and will need to have been involved and in agreement of the managed move, at all stages of the process
- It is recognised that young people need to be fully involved in the process
- The priority group is ' Children at Risk of permanent Exclusion' as identified in the Behaviour strategy update Autumn 2006
  - Children at risk of permanent exclusion or disengagement who, through this strategy, can access a 'fresh start' at another school on the understanding that the child's place at the original school remains open. The strategy is used in these circumstances as a preventative device, offering schools a strategy to help reduce exclusions and disengagement.

The In Year Fair Access protocol applies to permanent excludees and Looked After Children

- children who have been permanently excluded and are the responsibility of the Local Authority, including those who have moved into the area and are seeking a school place.
- Children in public care who should, because of their circumstances, have their educational needs met as a matter of urgency
- Children who have recently experienced a traumatic family or domestic event or for whom there are clear medical grounds to support placement in a particular secondary school.

Such cases will be discussed in detail with the headteacher concerned before placement is confirmed. Again such placements will be made above the published admission number if necessary.

- The majority of students to be involved in this process will be KS3, however it may also be appropriate for some KS 4 students
- All schools, if approached, should accept up to three students within an academic year, confined to one student per year group
- Strategy will only succeed if **ALL MAINSTREAM SECONDARY SCHOOLS** are committed to the arrangements
- Financial incentives are not required as schools will participate in a quid pro quo relationship.
- Moves to be brokered initially through Principal Officer for Admissions and Exclusions (POA+E). However, it was agreed that due to a lack of capacity, resources need to be identified to support a secondment for additional part-time staffing, ideally from an experienced Year Head
- Applications for managed moves to be made via the host school's Headteacher or designated senior leader direct to POA+E
- Applications will only be verified and accepted if the host school has demonstrably identified the full range of strategies employed to support the student within their school in order to prevent permanent exclusion. i.e. a staged approach where the student is at the stage of a Pastoral Support Programme/plan which if ineffective would automatically lead to permanent exclusion (see criteria for support mechanism employed to prevent permanent exclusion) also (see page 31 paragraphs 1 – 6 Behaviour strategy update Autumn 2006)
- There will be no need for a Managed Move Panel, thereby reducing bureaucracy and lag time for movement. If P.O. contacts a HT with a request for a Managed Move and they refuse, the P.O. has the right of appeal to a panel of H.T.'s
- The period of trial will be negotiated at the initial joint meeting a review date set at that time. It will usually be expected to be at least four weeks, however terms and conditions will be negotiated at that meeting. A serious breach of the agreement could invoke an immediate review resulting in a return to the exporting school
- Registration and Roll Arrangements see page 31 and 32 of Behaviour strategy update autumn 2006. All students will be dual roll
- Parents will provide uniform but receiving schools to buy it back, should the trial fail

- Headteachers should consider reporting periodically to Governors on Managed Moves and Exclusions
- All relevant agencies to be notified of the managed moves
- A failed Managed Move precludes a parent from transferring the pupil to that school at a later date

### Managed Move Procedure

1. Headteacher submits request to P.O. Admissions & Exclusions with relevant paperwork  
ie. Request form completed.  
Evidence of the support that the existing school has already put in place  
ie. Supporting documentation
2. P.O. agrees/disagrees that referral is appropriate
3. P.O. contacts school proposed for Managed Move transfer and sends documentation
4. P.O. organises meeting at preferred school

At that meeting, the student, parents/carers, both headteachers (or representatives from senior management) and the appropriate Heads of Year will discuss the possibility of the move. If agreed, the time period for the review will be determined at that initial meeting

The receiving school has the final say about the success of the transfer. If they are satisfied, the student is taken onto their roll. However, if the Managed Move fails the receiving school does not have to permanently exclude. It would be incumbent upon them to inform the P.O. Admissions & Exclusions who would let the exporting school know that they must resume their educational responsibility for the student.

Those eligible for a managed move are pupils the headteacher has identified as presenting behavioural problems / at risk of P.Ex / serious one off incident, whereby a 'fresh start' is deemed appropriate

The following needs to be provided ;

- Brief case history and explanation of why a move is requested.
- Negotiation should take place with the P.O. Admissions and Exclusions as to circumstances of why a fresh start may be deemed appropriate

## **Supporting Documentation**

- IEP/IBP
- PSP
- Attendance Register
- SATS scores
- Option Choices (when applicable)
- LAC (or not)
- Contacts of any external agencies involved with the student



## **APPENDIX ONE**

### **MANAGED MOVE SUPPORTING INFORMATION SHEET**

Name of Pupil \_\_\_\_\_

Year Group \_\_\_\_\_

Has the suggestion been discussed with parents ? YES / NO

Brief Description of Student

Description of why MM is thought to be beneficial

List attached supporting information

This page is intentionally left blank

## Education Inclusion Bases - SEBD

### **Function of the SEBD bases**

The bases provide short term provision for children displaying social, emotional and behavioural difficulties. The bases are run along 'nurture group' principles and aim to help those children who, with support, are likely to be able to develop the necessary skills to access mainstream education. The length of time children stay in the bases is based on the needs of individual children but usually this will be between two and four terms. There will occasionally be times when the small base environment uncovers underlying difficulties which necessitates that the child attends alternative provision following the intervention. This may include:

:

- A different mainstream school;
- A move into specialist provision;
- A move into the mainstream school where the base is sited;

### **Age Range of pupils attending the EIB - SEBD**

St Michael and All Angels Primary School – Key stage one pupils

Riverside Primary School – Key stage one pupils and lower end (Y3) KS2

### **Entry into the SEBD EI Bases**

As soon as a school detects that a child has significant SEBD difficulties a letter of concern\* should be sent into Behaviour Support Manager, PEC, Acre Lane.

The children in the bases remain the responsibility of their mainstream school whilst they are attending the base and wherever possible children should return to their mainstream school. Whilst the children are attending the base they should remain a priority for their mainstream school and as such the base school should receive a relevant allocation of the original's school's Educational Psychologists time. The children should, in the majority of incidents become dual registered with the lead school being the original school being the main dual registration and the school with the SEBD EI Base being the subsidiary dual registration. A charge will be made in line with the pupil-led elements of the school funding formula. If base schools are providing a child with a free school meal this should be recorded in the school management information system (SIMS). If there is a query then Housing and Council Tax Benefits Department should be contacted on 0151 666 3455 (This number is for schools only and not members of the public)

Each base will also have time with a Senior Educational Psychologist or Senior Practitioner Educational Psychologist's time to work through developmental issues and/or a solution focused problem solving sessions.

For all children that display social and communication difficulties the ASD team should be contacted. A member from the team will support the base staff by providing direct input for the child. This may take the form of providing advice and or helping staff to reflect on the child's behaviour. In addition the ASD teacher will work with the child to produce a child centred plan.

Transport is usually provided for children to attend the EIB – SEBD. However, should the child transfer into the base school mainstream the transport will cease.

### **Entry Procedure**

*The base is a Local Authority Provision and therefore all children that enter the base must do so through the procedures set out below.*

When a child displays behavioural difficulties that school feels is causing a significant concern which puts the child at risk of exclusion the LA should be alerted by schools completing the ‘Child causing concern form and sending it into the Behaviour Support Manager. This will enable the LA to monitor the number of children with SEBD difficulties in the bases. and help to provide a ‘settling in’ time for individual children entering the base

At this point support should be sought from:

- Gilbrook Outreach Team;
- Educational Psychologist
- Behaviour Support

And intervention procedures, based on the guidance provided, should be put into place. Schools must provide information on:

- Strategies and support used and how successful these have been;
- Planned Actions

Should the child continue to display social, emotional and behavioural difficulties beyond those that can be managed within the main stream setting then the school should provide evidence of intervention - this would usually be collected over two terms and should include IBP’s, Boxall Profiles and IEP’s.

To request that a place in one of the EI SEBD bases is considered, the Head Teacher should contact, Behaviour Support Manager, Professional Excellence Centre, Acre Lane, Bromborough. Paper work will be requested in the same way as a request for Assessment of Special Educational Need.

### **Transition into the EI SEBD Bases**

Wherever possible, children entering the base will be staggered, providing individual children with a minimum of two weeks ‘settling in ‘time.

Parents need to be informed that the base is not a permanent school and that transport is only available whilst the child is attending the unit – even if the child is offered a place within the mainstream school.

A multi agency meeting should take place prior to the child entering the EI – SEBD Bases. In addition, at least one review meeting should take place whilst the child remains in one of the bases. Attendees may include:

Behaviour Support Manager  
Representation from the original school  
Base Staff  
Parents

Educational Psychologist  
Pastoral Care School nurse  
Social Care

Other professionals that are involved, for example, Paediatrician, ASD team, Social Care

In addition, if the child is a 'Looked After Child', the following people need to be kept informed and invited to the six week review meeting:

Tracey Coffee  
Simon Gardner  
LAC Team Leader

The length of time a child remains in the base will be individual for each child but should normally be between two and four terms. A review will take place within four terms to discuss child's progress. If the child makes rapid, evidenced progress, before this time the exit plan can be moved forward. If the child is developing social and emotional skills but has not met the exit criteria then lengthening the time in the base will be considered. Family Circumstances may also be taken into consideration should they be deemed to be affecting the needs of the child.

### **Formal Assessment**

When pupils require additional support the base will follow the Formal Assessment procedures. The evidence put forward to SNAP will include any paperwork collected and collated by any previous schools or settings and the child's placement at the EI SEBD Inclusion base should be taken into consideration as evidence that the child has significant social, emotional and behavioural difficulties.

### **Transition Plan**

Parental visit, without the child, should take place first. (This may, in some circumstances, take place prior to the multi- agency meeting) This visit enables the parents to look around the base and the school and provides an opportunity for the parent to ask questions. The base staff can collect information which will be used for effective individual transition plans. Usually the parental visit will be followed by a number of 'Stay and Play Sessions'. The transition plan will be individual to each child and advice may be sought from other professionals.

Whilst the children remain in the base their progress\*\* in the development of social and emotional skills will be closely monitored and this developmental progress will be used when considering:

- When reintegration should take place;
- The appropriateness of the child returning to mainstream education.

\*\*Boxall Profiles, IBP's and EIP's will be used for this purpose.

### **Records**

The following records will be kept by the base staff for each child within the bases and these will be passed onto the receiving school on exit from the base;  
Boxall Profiles;

Analysis of the Boxall Profiles;  
Children's review of progress sheet – completed by the children;  
Educational Psychologists reports;  
Exclusion letters;  
IBP's/IEP's  
Positive behaviour sheets – designed to illustrate that the child has developed the skills needed to access mainstream education;  
Minutes of meetings;  
Relevant diary extracts;

*Diaries will also be completed at the end of each day on each child in the unit. The diaries will not normally be used for assessment evidence but will be solution focused and used to gain a greater understanding of each child's difficulties. Thus the main function of diaries is in meeting children's needs and guidance when considering next steps to supporting each child.*

### **Exit Procedures**

A review meeting should take place to consider the most appropriate placement for the child. Exit routes include:

- Child to return to their original school;
- Child to be offered a place in another mainstream school;
- Child to be offered a place within the mainstream school where the base is sited (This is not always possible if the base school is full);
- Formal assessment

### **Transition Plan**

Transition plans will be formulated around the needs of each individual child. The plan will be drawn up during meetings where, staff from host school will be invited to work with staff from the base school, parents of the child and if possible, a LA representative. The following information will be given to all relevant parties prior to the meeting:

- Clear record of strategies that have been successful in meeting the needs of the child;
- A check list of good practice in meeting the needs of children with SEBD;

To ensure a smooth transition it is helpful if a TA from the Host school spends some time with the child in the base school. This enables the TA to start building a relationship with the child and in addition provides the opportunity for the TA to observe the strategies and procedures used in the base.

Support will be provided to the host school wherever possible to enable the host school to plan for the child's return to school. As a whole school approach is important, this support may take the form of whole school training.

At this point the host school should consider whether to apply for support from Gilbrook Outreach Team.

### **Attachments:**

- Boxall Profile

- Boxall record of SEBD development
- Children's review of progress sheets
- Reintegration Readiness Scale

**Positive Behaviour Profile**

KEY SCORES N= never = 0 S=Sometimes=1 O = Often=2

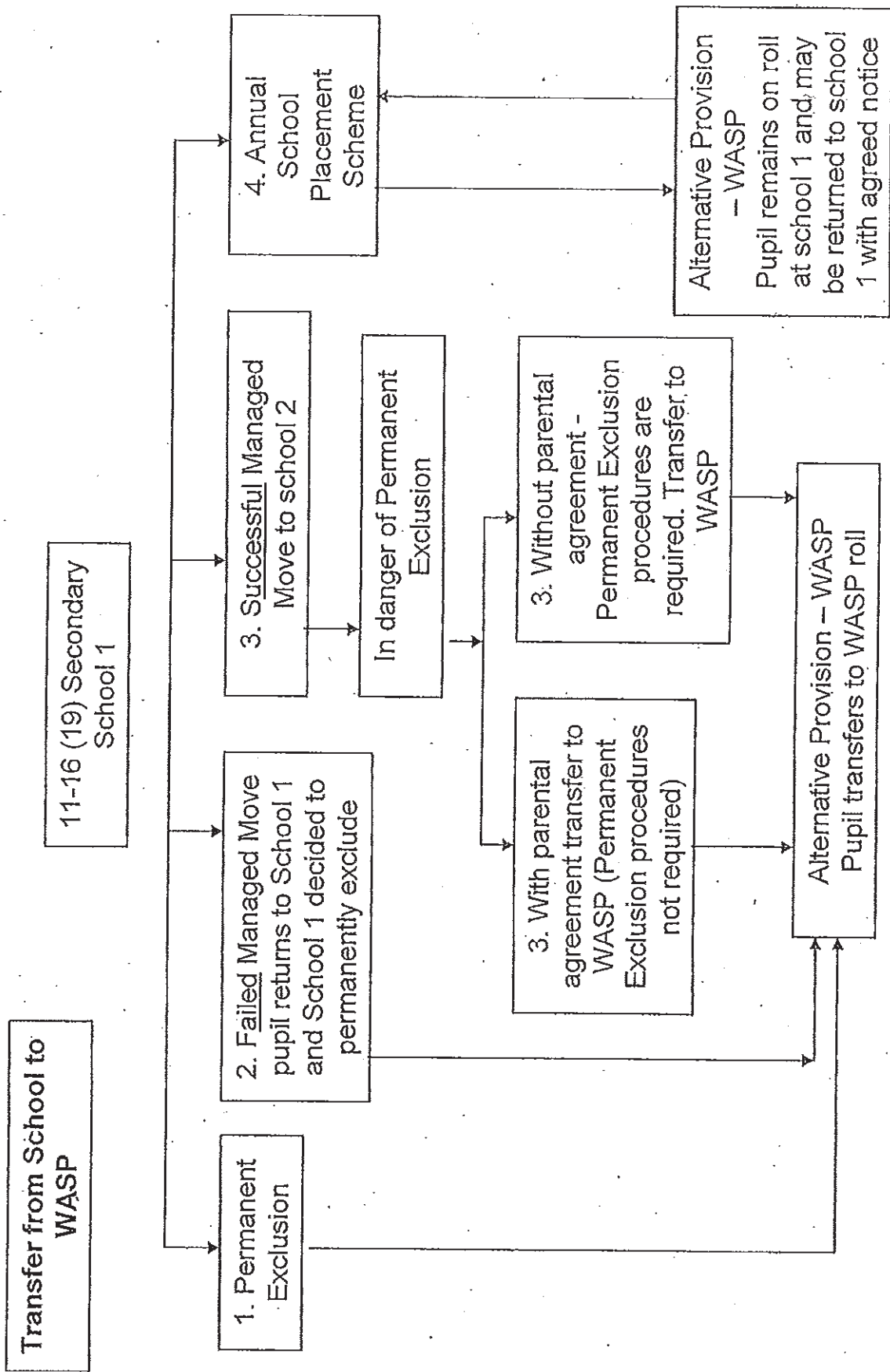
<b>SEAL</b>		<b>Please circle number indicating behaviour and total score</b>	<b>N</b>	<b>S</b>	<b>O</b>	<b>Comments</b>
<b>Self Awareness</b>	1	Can indicate how he/she is feeling using strategies such as 'emotional caterpillar'				
	2	Appears to 'feel good about his/her self				

	3	Is confident in new situations				
	4	Appears confident when meeting new people				
	5	Can cope with change				
	6	Takes pride in own work				
<b>Understanding and managing Emotions</b>	10	Resists responding to distractions				
	11	Appears happy				
	12	Is able to express how he/she is feeling appropriately				
	13	Uses appropriate strategies to manage anxiety when prompted				
	14	Uses appropriate strategies to manage anxiety without prompts				
	15	Uses self control to manage anger appropriately				
	16	Can cope with making mistakes				
	17	Accepts new situations and challenges				
	18	Is able to accept the consequences of his/her actions				
	19	Is able to solve problems peacefully				
	20	Remains calm when he/she is upset				
<b>Motivation</b>		Attends school regularly				
		Appears to enjoy school				
		Comes into the school building willingly and appropriately				
		Remains within the school environs safely				
		Remains within the classroom appropriately				
		Listens to and follows instructions				
		Can sit still and listen to the teacher for appropriate length of times				
		Remains focused and on task				
		Can work independently				
<b>Empathy</b>	27	Takes care of other people's property				
	28	Is polite to his/her peers				
	29	Is polite to adults				
	30	Is kind to his/her peers				
	31	Is caring towards younger children				
	32	Is caring towards other children who are upset or hurt				
	33	Co-operates in group situations				
	34	Can share and take turns				
<b>Social Skills</b>	35	Uses age appropriate behaviour				
	36	Uses age appropriate language				
	37	Uses appropriate behaviour when angry				
	38	Shows respect towards others				
	39	Accepts consequences without escalating situation				
	40	Is truthful				
	41	Can share and take turns				
	42	Can share own property				
	43	Is able to loose a game				
	44	Uses appropriate ways to gain attention from the teacher				
	45	Uses appropriate ways to gain attention from his/her peers				
	44	Is liked by other children				

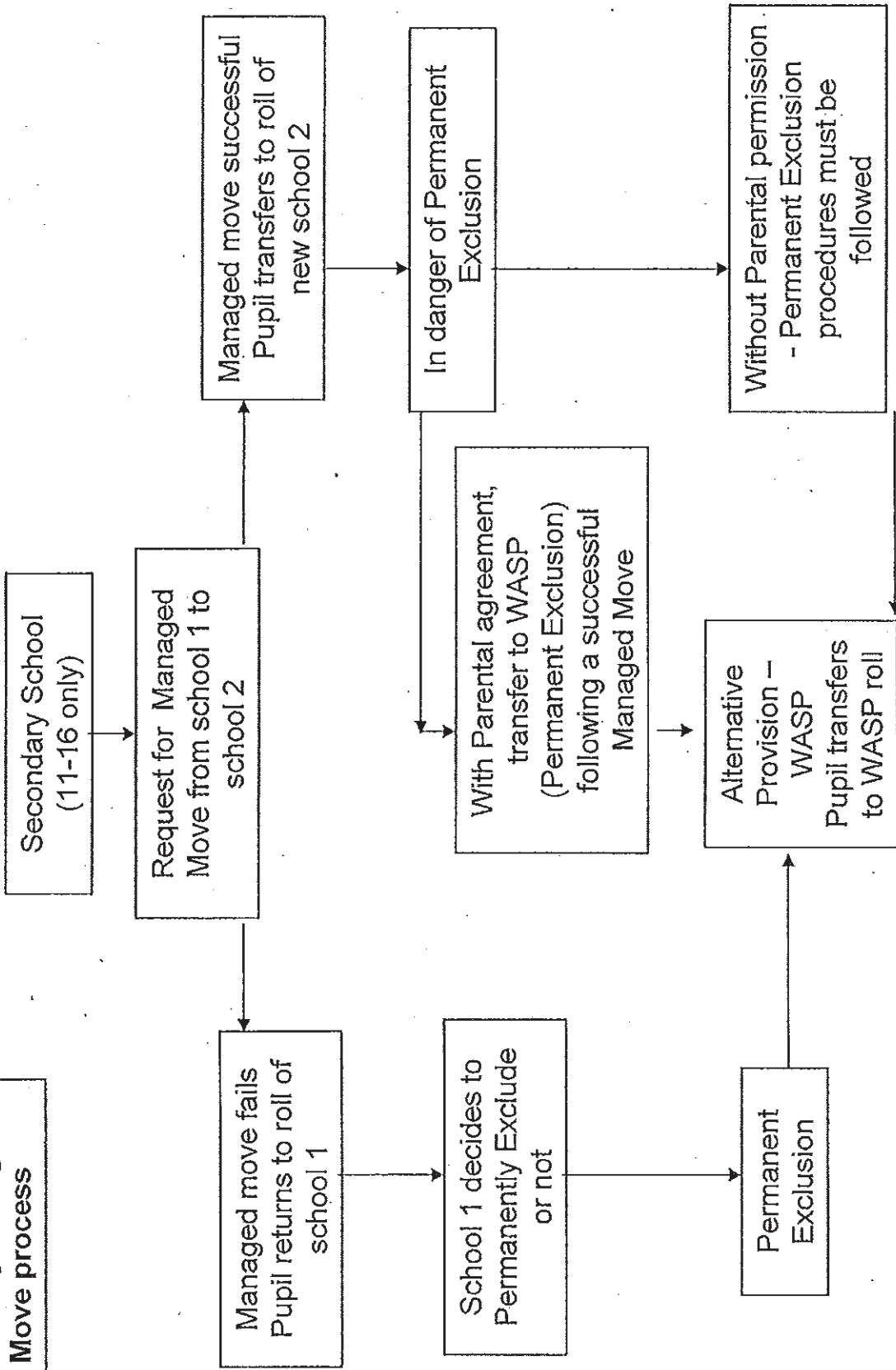
Total Score

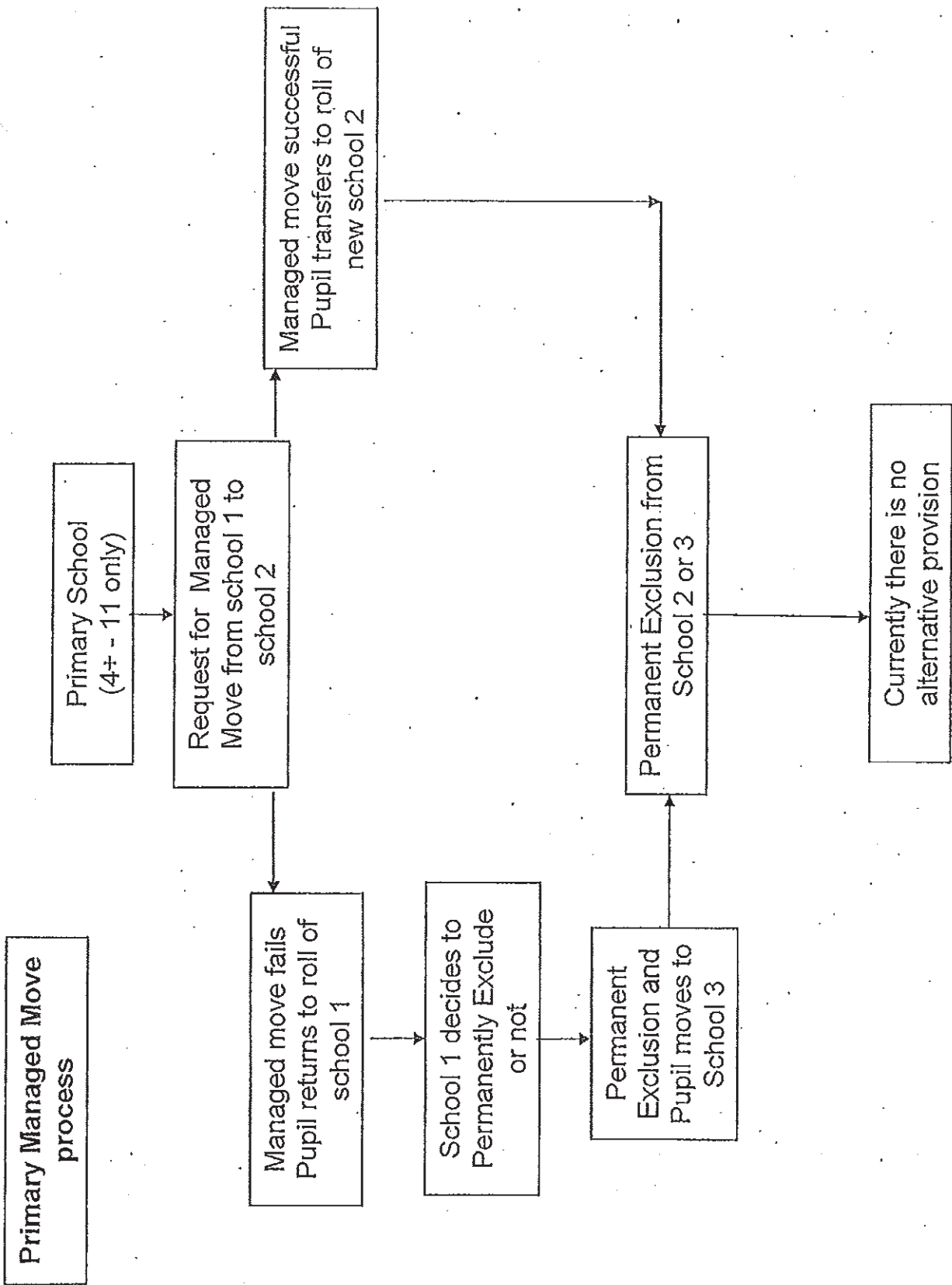
Completed by..... Designation..... Date.....



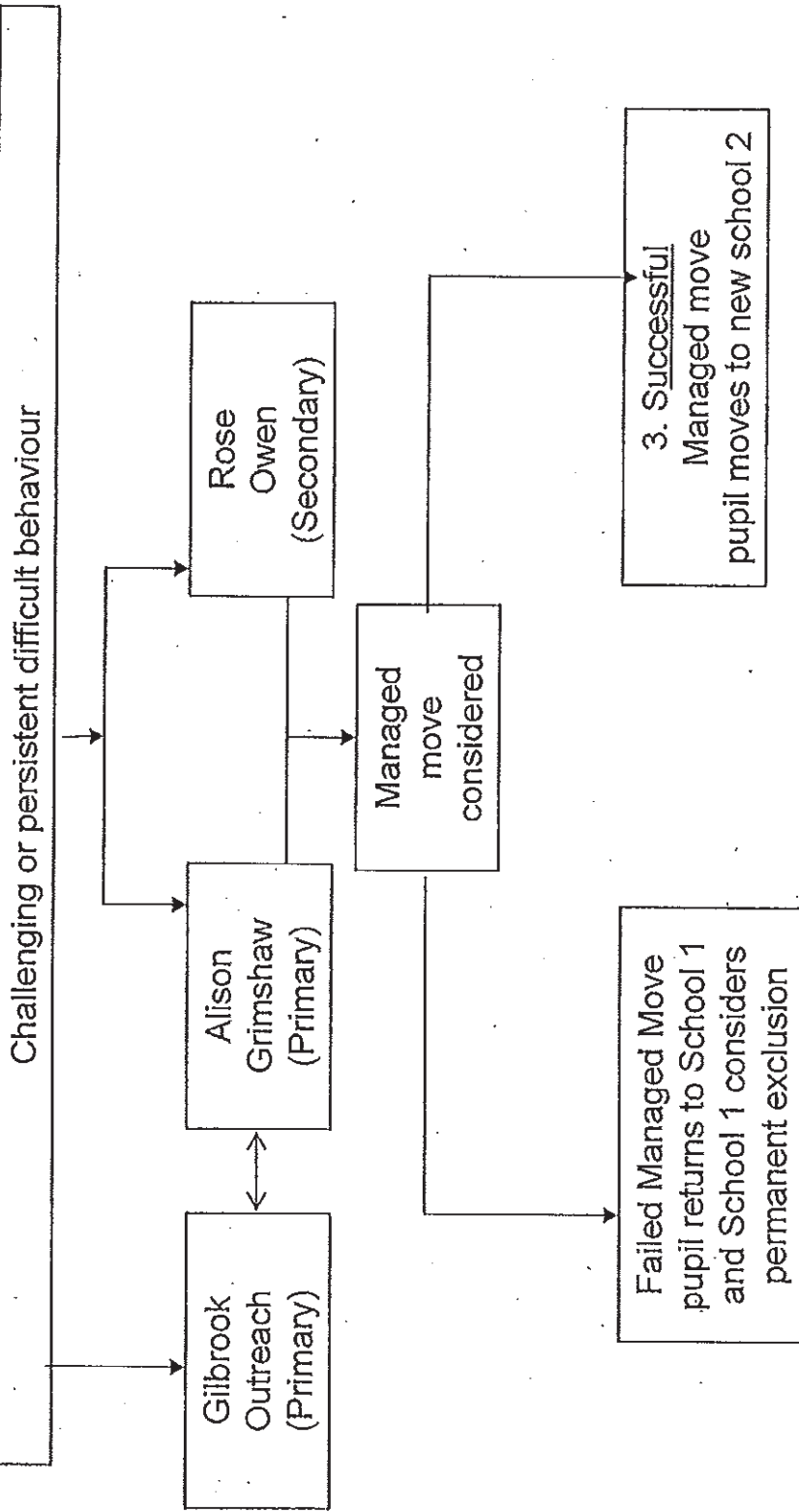


**Secondary Managed Move process**





# School Behaviour & Attendance Policy



Document is Restricted

This page is intentionally left blank