HALTON
BOROUGH COUNCIL

Children, Young People and Families Policy and Performance Board

Monday, 5 September 2011 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

David W R

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	**Labour**
Councillor Margaret Horabin (Vice-Chairman)	**Labour**
Councillor Marjorie Bradshaw	**Conservative**
Councillor Arthur Cole	**Labour**
Councillor Frank Fraser	**Labour**
Councillor Mike Fry	**Labour**
Councillor Miriam Hodge	**Liberal Democrat**
Councillor Peter Lloyd Jones	**Labour**
Councillor Kath Loftus	**Labour**
Councillor Joan Lowe	**Labour**
Councillor Norman Plumpton Walsh	**Labour**
Miss Elizabeth Lawler	**Co-optee**

Please contact Michelle Simpson on 0151 471 7394 or e-mail michelle.simpson@halton.gov.uk for further information.

The next meeting of the Board is on Monday, 31 October 2011

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

Agenda Item 3

REPORT TO:	Children, Young People and Families Policy & Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Strategic Director, Policy and Resources
SUBJECT:	Public Question Time
WARD(s):	Borough-wide

1.0 PURPOSE OF REPORT

1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).

1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-

(i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.

(ii) Members of the public can ask questions on any matter relating to the agenda.

(iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.

(iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.

(v) The Chair or proper officer may reject a question if it:-

- Is not about a matter for which the local authority has a responsibility or which affects the Borough;
- Is defamatory, frivolous, offensive, abusive or racist;
- Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or

- Requires the disclosure of confidential or exempt information.

(vi)   In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.

(vii) The Chairperson will ask for people to indicate that they wish to ask a question.

(viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.

(ix)   If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.

- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.

- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0   POLICY IMPLICATIONS

None.

5.0   OTHER IMPLICATIONS

None.

6.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1   **Children and Young People in Halton** - none.

6.2   **Employment, Learning and Skills in Halton** - none.

6.3   **A Healthy Halton** – none.

6.4   **A Safer Halton** – none.

6.5   **Halton's Urban Renewal** – none.

7.0   EQUALITY AND DIVERSITY ISSUES

7.1   None.

8.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1   There are no background papers under the meaning of the Act.

Agenda Item 4

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Chief Executive
SUBJECT:	Executive Board Minutes
WARD(s):	Boroughwide

1.0   PURPOSE OF REPORT

1.1   The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board and Executive Board Sub are attached at Appendix 1 for information.

1.2   The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0   RECOMMENDATION: That the Minutes be noted.

3.0   POLICY IMPLICATIONS

3.1   None.

4.0   OTHER IMPLICATIONS

4.1   None.

5.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1   **Children and Young People in Halton**

None

5.2   **Employment, Learning and Skills in Halton**

None

5.3   **A Healthy Halton**

None

5.4   **A Safer Halton**

None

5.5   **Halton's Urban Renewal**

None

6.0   RISK ANALYSIS

6.1   None.

7.0   EQUALITY AND DIVERSITY ISSUES

7.1   None.

8.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1   There are no background papers under the meaning of the Act.

APPENDIX 1

Extract of Executive Board and Executive Board Sub Committee Minutes Relevant to the Children, Young People and Family's Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 16 JUNE 2011

SCHEDULE 12A OF THE LOCAL GOVERNMENT ACT 1972 AND THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

The Board considered:

(1)   whether Members of the press and public should be excluded from the meeting of the Board during consideration of the following items of business in accordance with Sub-Section 4 of Section 100A of the Local Government Act 1972 because it was likely that, in view of the nature of the business to be considered, exempt information would be disclosed, being information defined in Section 100 (1) and paragraph 3 of Schedule 12A of the Local Government Act 1972; and

(2)   whether the disclosure of information was in the public interest, whether any relevant exemptions were applicable and whether, when applying the public interest test and exemptions, the public interest in maintaining the exemption outweighed that in disclosing the information.

RESOLVED: That as, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information, members of the press and public be excluded from the meeting during consideration of the following items of business in accordance with Sub-Section 4 of Section 100A of the Local Government Act 1972 because it is likely that, in view of the nature of the business, exempt information will be disclosed, being information defined in Section 100 (1) and paragraph 3 of Schedule 12A of the Local Government Act 1972.

EXB12 BSF – TITLE COMPENSATION

The Board received a report of the Strategic Director, Children and Enterprise which provided an update on the Financial Closing of the Building Schools for the Future (BSF) agreement.

The Board was advised that the BSF final business case was approved by the Executive Board based upon the Competitive Dialogue (CD) process.   The

risks associated with title and price position were discussed as part of the dialogue. Although these issues were subject to discussions in the CD process, the issues were withdrawn by the consortia because it was their intention to procure title insurance to mitigate the risks. HTP advised late afternoon on Friday 10th June that they were unable to secure the appropriate insurance to satisfy the funders (Aviva) requirements, as outlined in the report.

RESOLVED: That

1) the revised BSF Project Agreement as specified in the report in respect of the potential risks on the titles be approved;

2) the Chief Executive be given Delegated Authority to take such actions as are necessary to resolve this matter, in consultation with the Leader, the Portfolio Holder for Children and Young People, the Operational Director- Legal and Democratic Services and the Operational Director –Finance; and

3) this decision be excluded from the call-in procedure, as immediate action was required so Financial Close could take place by week commencing 20 June 2011.

EXECUTIVE BOARD MEETING HELD ON 30 JUNE 2011

ESB19 - **CHILDREN AND YOUNG PEOPLE'S PLAN 2011-14 - KEY DECISION**

The Board received a report of the Strategic Director, Children and Enterprise, on the adoption of the Children and Young People's Plan (CYPP) 2011-14.

The Board was advised that the CYPP was the agreed joint strategy of the partners in the Children's Trust, detailing how they would co-operate to improve children's wellbeing. The Plan represented Halton's local vision and aspirations for children and young people in the Borough, provided strategic direction and determine how the Children's Trust Board would work together to commission services to address locally identified needs and better integrate provision.

In July 2010, the Coalition Government announced its intention to reform Children's Trusts. The proposals came into force on 31 October 2010 and the report detailed the changes. The reforms removed the requirement to produce a CYPP. However, with agreement to continue the Children's Trust arrangements, came the need for a CYPP to provide strategic direction.

The Board was further advised that, following a Children's Trust Development Day in December 2010, work began on a new CYPP, and following

further consultation, the new priorities for the Children's Trust had been agreed as:-

- Improve outcomes for children and young people through embedding integrated processes to deliver early help and support;

- Improve outcomes for children and young people through effective joint commissioning; and

- Improve outcomes for our most vulnerable children and young people by targeting services effectively.

Reason(s) For Decision

An Equality Impact Assessment undertaken on the document showed that there were no negative impacts on any individuals and groups within Halton as a result of the Plan. The Children & Young People's Plan facilitates positive action for children and young people overall in Halton and for particular groups of children and young people as appropriate.

Alternative Options Considered and Rejected

This CYPP had been developed to replace the previous Plan that expired on March 31st 2011 and took into account the agreed new priorities for the Children's Trust for the next three years. The CYPP was also aligned with the new Sustainable Community Strategy 2011-26.

Implementation Date

Not applicable.

RESOLVED: That Council be recommended to endorse and adopt the Children and Young People's Plan 2011-14.

ESB20 - **SCHEDULE 12A OF THE LOCAL GOVERNMENT ACT 1972 AND THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

The Board considered:

1) whether Members of the press and public should be excluded from the meeting of the Board during consideration of the following item of business in accordance with Sub-Section 4 of Section 100A of the Local Government Act 1972 because it was likely that, in view of the nature of the business to be considered, exempt information would be disclosed,

being information defined in Section 100 (1) and paragraph 3 of Schedule 12A of the Local Government Act 1972; and

2) whether the disclosure of information was in the public interest, whether any relevant exemptions were applicable and whether, when applying the public interest test and exemptions, the public interest in maintaining the exemption outweighed that in disclosing the information.

RESOLVED: That as, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information, members of the press and public be excluded from the meeting during consideration of the following items of business in accordance with Sub-Section 4 of Section 100A of the Local Government Act 1972 because it is likely that, in view of the nature of the business, exempt information will be disclosed, being information defined in Section 100 (1) and paragraph 3 of Schedule 12A of the Local Government Act 1972.

EXB21 - TRADED SERVICES: SCHOOL IMPROVEMENT SERVICES - KEY DECISION

The Board received a report of the Strategic Director, Children and Enterprise, which provided an update on the outcome of the Competitive Dialogue process that the Directorate had, regarding the development of a Traded Schools Improvement Service Joint Venture.

The Board was advised that supporting School Improvement had always been a key focus for the Council and the Children and Enterprise Directorate had provided an in-house service to deliver those responsibilities and functions. Changes to the grant funding to local authorities ceased on 31 March 2011 and was redirected to schools in order for them to purchase their own improvement support.

The report outlined the national policy background as well as developments that had taken place in Halton. An options appraisal was carried out in December 2010 in order to identify an appropriate commercial partner. Following decisions of the Executive Boards of Halton and Warrington Borough Councils, investigations were made for the development of a joint venture, as detailed in the report.

Reason(s) For Decision

The funding for this staff group and area of service delivery was no longer available to the Council.

The rationale for preferring a Joint Venture was due to the lack of contractual control of the income, i.e. the services will be procured via the school budgets

and not the local authority budgets. In looking for this partner, the two authorities should be able to mitigate some of the redundancy liability of school improvement staff whose funding ended on 31st March 2011. This was a significant saving to the Council, but also offered the employees concerned a continuity of their employment.

The establishment of a joint venture partnership would ensure that the employment of our staff was secured and redundancy costs were mitigated.

The support made available to our schools via this model would ensure continued influence by the Council, deliver high quality personnel and generate potential income to the Council.

Alternative Options Considered And Rejected

The alternative of Joint Venture had been considered as part of the option appraisal and this model demonstrated the best solution to the Council.

Implementation Date

It was planned that the selected bidder be notified on 1st July 2011 to ensure mobilisation by the 1 September 2011.

  RESOLVED: That Executive Board:

1) agree to appoint SERCO Ltd as the preferred bidder;

2) delegate responsibility to make any changes to final contract structure to the Chief Executive in consultation with the (i) the Leader of the Council and (ii) the Lead Member for Children, Young People and Families;

3) note that this Joint Venture can be used as a procurement vehicle into the future for additional school support services; and

4) to give effect to the above, the Operational Director (Legal and Democratic Services) be authorised to enter into the necessary legally binding documents on behalf of the Council.

EXB22 - THE GRANGE ALL THROUGH SCHOOL DAY CARE- KEY DECISION

The Board received a report of the Strategic Director, Children and Enterprise which informed Members of the Review of Full Day Care Provision on the Grange All Through School Site.

The Board was advised that facilities at The Grange Day Care centre were put in place following the introduction of the Neighbourhood Nursery Initiative in 2002. The intention at the time was for the full day care element to be self sustaining. An internal audit in September 2010 had found that The Grange had been run at a deficit for two years and was on track to make a further loss in 2010/11.

The Childcare Act 2006 placed a duty on local authorities to secure the provision of sufficient childcare to meet requirements of parents in their area. A recent Halton Child Care Sufficiency Assessment identified sufficient high quality child care in Runcorn and this sufficiency judgement would be unaffected by the withdrawal of full day care at this location.

Reason(s) For Decision

To control the financial risk to the Council.

Alternative Options Considered And Rejected

Tendering- out the setting to Private/Voluntary/Indpendent (PVI) sector: It was highly unlikely that a PVI provider could be found to take on Day Care making losses of this size.   Because the staff were paid on local authority rates, TUPE regulations would mean any provider would be faced with having to pay rates that were significantly higher than the norm for the PVI sector. A nearby Local Authority had just attempted a similar exercise with one of its day care settings and had been unable to find a provider.

Implementation Date

Autumn 2011.

RESOLVED: That Full Day Care ceases to be delivered from the Grange All Through School Site.

EXECUTIVE BOARD SUB - MEETING HELD ON 30 JUNE 2011

ES10 - EXTENDING SERVICE LEVEL AGREEMENTS FOR PUPIL REFERRAL UNIT PROVISION

The Sub-Committee considered a report which sought agreement to allow for the extension of Service Level Agreements for a period of 12 months for current providers of education to KS4 Pupil Referral Unit learners in order to secure the continuity of education for these vulnerable learners.

It was noted that in April 2011 the Procurement Team supported the 14-19 Division to procure provision for the KS4 PRU from September 2011, advertising

the tender opportunity with The Chest, the Council's e-tendering facility hosted by Due North.

Following the assessment of the Pre Qualification Questionnaire (PQQ) and Invitation to Tender (ITT) Documentation, all those providers who submitted a tender failed to progress further in the process as they did not pass Gateway questions on the PQQ or failed to meet the minimum standards for information within the ITT document.

As the timescale to run a full procurement exercise again did not allow provision to be in place for September 2011, provision was required for a 12 month period so learners had the opportunity to complete qualifications with one provider during that period of time.

RESOLVED: That

1)   under Procurement Standing Order 1.8.2 Standing Orders 3.1 and 3.2 be waived in respect of the current provision of education for KS4 Pupil Referral Unit (PRU) learners with the intention to extend existing contracts to August 2012 in view of the exceptional circumstances following a recent procurement process that resulted in no contracts able to be awarded. There would insufficient time to conduct a further tender exercise as provision needed to be in place before September 2011; and

2)   the 14 – 19 Divisional Manager be authorised to negotiate a 12 month extension with providers where a Service Level Agreement was already in place.

ES11 - ADVANCES LEVEL PERFORMANCE SYSTEMS

The Sub-Committee considered a report which sought agreement to waive standing orders to enter into a contract with Alkemygold Limited as the only provider of the Advance Level Performance System for the analysis of results for the academic year 2010/11. The ALPS was a nationally used Level 3 A Level and BTEC Course analysis and training package for delivering quality improvement in schools and colleges. It was developed to raise standards in education on a national scale and to engage teachers and educational professionals to give them practical tools to achieve this.

Members were advised that Halton had historical ALPS value added scores for post 16 institutions and each subject area, which allowed analysis of trends over time. Continuation of the use of ALPS would allow for continued analysis of the effectiveness of Post 16 Institutions' improvement plans in raising attainment for learners compared to other institutions nationally.

It was noted that Post 16 institutions made valuable use of the target setting software to set challenging targets for learners and this was part of the strategies that had resulted in the increased Level 3 performance Halton had experienced. In 2010, 42.3% of Halton learners had achieved a Level 3 qualification by age 19. This was an 8.4% increased upon the 2009 recorded figure for this indicator and represented the second largest local authority increase. The cost of purchasing ALPS for the academic year 2010/11 was £4,000 excluding VAT, and was included in the spending plan for the 14 – 19 Division 2011/12.

RESOLVED: That

1)   under Procurement Standing Order 1.8.2 (a) Standing Orders 4.1 and 4.2 be waived in respect of Alkemygold Limited for the Advanced Level performance System (ALPS); and

2)   the 14 – 19 Divisional Manager be authorised to enter into a contract with Alkemygold Limited as the only provider of the ALPS for the analysis of results for the academic year 2010/11.

EXB24 - SCHOOLS CAPITAL STRATEGY BASIC NEED 2011-12 - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise which outlined the methodology used to prioritise the schools for basic needs funding for 2011/2012. It sought approval of Executive Board to the prioritisation process for the allocation of Basic Need Capital for 2011/2012

The Board was advised that in December 2010 the Department for Education had announced the schools capital grant allocations for 2011/12. It was reported that at the Executive Board meeting on 17th March the capital programme for 2011/2012 had been agreed with the exception of the Basic Need allocations. It was, therefore, agreed that a further report would be submitted to consider the allocation of this fund.

The Board was further advised that the model for Halton had been developed in order to objectively prioritise schools identifying those in with the strongest case for basic need support. The model was attached as Appendix 1 to the report. In addition, the three key elements of this model were as follows:-

- The total net capacity for each school had been considered in relation to the current total pupil numbers for each school;

- The future capacity had been projected to identify the number of places likely to be required for each school; and

- Priority had been given to schools with temporary mobile classrooms – the highest score had been given to schools with long term use of temporary classrooms.

It was reported that In Widnes East five schools appeared in the priority list as follows:

- Wade Deacon High School   Widnes East;
- St Bede's Catholic Infant School Widnes East;
- St Bede's Catholic Junior School Widnes East;
- Fairfield Infant School   Widnes East; and
- Lunts Heath Primary School   Widnes East.

The report outlined the current situation in respect of each school and recommended a way forward. The Board discussed demographics, school capacities and parent's requirements in terms of a mixture of voluntary aided and community schools. It was noted that a report would be brought back to a future meeting to provide details of capital projects for each of the approved capital schemes.

Reason For Decision

To deliver and implement the basic need capital programmes.

Alternative Options Considered And Rejected

Consideration had been given to supporting capital development in more Halton schools however the level of funding available meant that this was not possible.

Implementation Date

Development of the detailed capital programme will need to commence in July 2011.

RESOLVED: That

(1)   the prioritisation process outlined within the report be agreed;

(2)   the capital projects can be developed to address basic need at Windmill Hill Primary School, Weston Primary School. St Bede's Catholic Infant and Junior Schools and Lunts Heath Primary Schools; and

(3)   a further report detailing the capital projects for each of the approved capital schemes be presented to the Board.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Chief Executive
SUBJECT:	Special Strategic Partnership Board minutes
WARD(s):	Boroughwide

1.0   PURPOSE OF REPORT

1.1   The Minutes relating to the Children, Young People and Families Portfolio which have been considered by the Special Strategic Partnership Board are attached at Appendix 1 for information.

2.0   RECOMMENDATION: That the Minutes be noted.

3.0   POLICY IMPLICATIONS

3.1   None.

4.0   OTHER IMPLICATIONS

4.1   None.

5.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1   **Children and Young People in Halton**

      None.

5.2   **Employment, Learning and Skills in Halton**

      None.

5.3   **A Healthy Halton**

      None.

5.4   **A Safer Halton**

      None.

5.5   **Halton's Urban Renewal**

      None.

6.0   RISK ANALYSIS

6.1   None.

7.0   EQUALITY AND DIVERSITY ISSUES

7.1   None.

8.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1   There are no background papers under the meaning of the Act.

Halton Children's Trust
Minutes of Executive Group Meeting held on Tuesday 17th May 2011
2.00pm, Municipal Building Widnes

Present:

Gerald Meehan	Strategic Director of Children's Services, HBC (Chair)
Ann McIntyre	Operational Director, Children's Organisation and Provision
Julia Rosser	Public Health Specialist Registrar, Halton & St Helens PCT
Mark Grady	Children's Trust Principal Officer, HBC
Gareth Jones	Warrington & Halton Youth Offending Team
Simon Clough	Divisional Manager, 14 – 19 Services
Lorraine Crane	Divisional Manager, IYSS, HBC
Nigel Moorhouse	Operational Director, Children & Families Services, HBC
Michelle Bradshaw	Assistant Director, Child & Family Services, Halton & St Helens PCT
Paula St Aubyn	Divisional Manager, Safeguarding, Quality and Review, HBC
Diane Sproson	Area Manager, Connexions
Emma Taylor	Divisional Manager, Team Around the Family Runcorn, HBC
Karen Hickey	Assistant Policy Officer, HBC (minutes)

Apologies

Steve Nyakatawa	Operational Director, Learning and Achievement, HBC
Jane Lunt	Operational Director, Child & Family Health, Halton & St Helens PCT

In Attendance

Jonathan Greenough	Divisional Manager, Strategy and Security, ICT Services, HBC
Emma Bragger	Policy Officer, People & Communities, HBC

Item		Action
1.0	**MATTERS ARISING**	
1.1	WNF money to be included in appendix within Joint commissioning business plan	**MG**
1.2	Information sharing protocol – request for sign up has gone out to partners, awaiting responses.	
1.3	SEN Green paper, all councils will be involved in this pilot.	
1.4	Child and family poverty – to be discussed at next Executive meeting. Steve Nyakatawa is now leading on this.	**ALL**
1.5	Item 2.3 Ofsted Inspection Action plan – to be brought to next Executive meeting, still awaiting further information.	**NM**
1.6	Item 3.3 Early Intervention Update – senior membership from adult services has now been identified	
1.7	Item 4.3 Children's Trust Annual Survey – this will go to the next secondary partnership	

2.0	**DECISION MAKING**	
2.1	**Integrated IT Systems** Carefirst 6.9 is due to be fully implemented in July. GM expressed the need to look at ways of linking systems with partners, eg Health. JG explained that different systems are currently used within Health across different areas, however Carefirst 6 is used within Halton. One option would be Government Connect, however this would be expensive as an option. ICT services are currently exploring other options, for example co-location of staff within offices. There is reluctance from Informatics within Health to share information across Health networks. GM proposed that David Parr write to Neil Darvill outlining issues, and proposing dialogue to discuss this further. Jonathan Greenough to draft letter on behalf of DP.	**Jonathan Greenough**
2.2	**Participation and Engagement Strategy for Young People** This strategy has been developed to support the involvement of children and young people in decision making at all levels, and to embed the use of the 'Hear by Right' standards across the Children's Trust. When the strategy was originally drafted, dedicated support was available to ensure embedding of the standards, however with limited resource this may no longer be possible. The issue of how to engage with young people and current systems in use also needs to be explored, to examine robustness. The strategy will need to be reviewed by the IYSS Participation and Engagement group, to look current consultation and engagement methods and how they will link into the strategy.	**LC**
2.3	**Audit of Participation in Child Protection Processes** This audit was undertaken for Halton Safeguarding Children Board to review the extent to which children and young people subject to child protection plans are meaningfully involved in the work of the key agencies, and to highlight any key themes and messages that may emerge, with a particular focus on outcomes for children and young people Evidence of involvement of children and young people was found to be insufficient, which demonstrates that participation and engagement principles need to be better embedded across the Trust. A number of recommendations were made within the report for more effective involvement methods. GM proposed that the report findings should be filtered down to staff teams to be discussed in meetings, in order to raise awareness of this issue and discuss solutions. Partners were asked to take this back to their respective organisations for action. LC proposed that that the findings be incorporated into the action plan for the Participation and Engagement Strategy	**ALL** **LC/DS**
2.4	**Children's Trust Business Plan 2011 - 12** The business plan has been updated in accordance with the new Children and Young People's Plan and the new Children's Trust Priorities for 2011 – 13 and the Government priorities. The business plan was circulated for information to the group.	
2.5	**Children & Young Peoples Plan 2011 – 14** The draft plan is now in its final stages and will be circulated to the Children's Trust Board electronically for sign off. It will then go to Council	

	Executive Board for approval in June, and will be published in July. Following feedback received from the Youth Cabinet, an Executive Summary has been added which highlights the new priorities.	
	GM proposed that the Children in Care council be asked to produce a foreword for the Plan, MG to contact Ian Kennedy to arrange this. MG will also be working with young peoples groups to produce and summary version of the Plan for children and young people.	**MG**
	NM updated that the new levels of need structure would be produced later in the year following consultation, therefore the existing framework should be included with reference that this will be updated in the near future	**MG**
	Promise 11 regarding joint commissioning to be revised, LC to advise MG. NM also proposed an additional promise around advocacy. MG to draft.	**LC** **MG**
2.6	**Best Practice in Commissioning Young People's Services – Ofsted Inspection Feedback** LC updated that Ofsted had recently requested a case study on Youth Service. This consisted of an inspection procedure and as a result Halton Youth Service have been named as a model of best practice by Ofsted. GM proposed that this information be fed back to the Trust Board.	
3.0	**PRIORITIES**	
3.1	**Improve outcomes for children and young people through effective joint commissioning** A business plan and action plan have now been drafted for this priority, and these were presented to the Executive group. A meeting will take place on the 8th June and representatives from the Runcorn and Widnes GP Consortiums have been invited to join the group, alongside representatives from housing and health.	
3.2	**Improve outcomes for children and young people through embedding integrated processes to deliver early intervention** A business plan and action plan have now been drafted and were circulated. A meeting took place on the 3rd May which was attended by a GP representative. At the meeting the priority group discussed ways that integrated processes can be improved, and it was proposed that key indicator outcomes for Halton should be examined. Some principles for Early Intervention are currently being drafted and will be brought to the next Executive meeting.	
	Following the Munro Review, it was proposed that the group be re-named to the Early Help Strategic Group, and all related documentation to be updated accordingly, as this is a recommendation from the report. GM proposed that detail around how early help is delivered via related groups should be included in the action plan. MG to update	**MG**
	The Allen report Early Intervention; the next steps, was circulated for intervention, NM asked the group to note in particular section 7 as this should inform how services are delivered.	
3.3	**Improve outcomes for our most vulnerable children and young**	

		people by targeting services effectively The government has published its response to the Wolf Review, however the recommendations do not include an action plan for implementation. Discussions have been taking place with Connexions regarding future contracts which have been positive.	
4.0		**INFORMATION ITEMS**	
4.1		**JSNA Update** The draft document was presented to the group by Emma Bragger to update on progress of the Joint Strategic Needs Assessment. The JSNA pulls together information from across Health, and provides information which is used to inform commissioning plans across services. Some additional chapters have been included within this version to provide better representation for children and young people. Key issues and gaps are highlighted within each section and key overall findings are listed within the accompanying report. The document will be refreshed in Autumn 2011, then on an annual basis thereafter. ET requested to meet with EB to discuss findings further in relation to children's centre catchment areas. GM requested references to the Munroe review, as the JSNA is highlighted within her report. EB requested for further comments/feedback to be forwarded to her for inclusion (emma.bragger@halton.gov.uk).	**ET/EB**
4.2		**Commissioning of Services for Youth Crime and ASB Prevention** The report was presented to provide an overview of the findings and performance impact that projects have had under the management of the COMPASS Steering Group since commencement of Youth Crime Action Plan funding in June 2009. Anti social behaviour is now down by 40%. The COMPASS group has now come to an end, however this area of work will continue via children and young peoples commissioning. GJ to include on agenda for YOT Board meeting for 17th June. Thanks were extended to Clare Myring.	**GJ**
4.3		**Feedback from Children's Trust Board Meeting 28.04.11** A joint Chair for Children's Trust Executive is being sought for the group. No nominations were received. LC proposed that a representative from adult services be invited, KH to write to Dwayne Johnson on behalf of Gerald for a nomination.	**KH**
4.4		**HSCB/Children's Trust Joint Event 16.06.11** The annual frontline event will take place on the 16th June as two half-day sessions at the Stobart Stadium. The main focus of the event will be the findings from the Munro Review, and discussion workshops will take place to examine how we engage with children and young people and how their views are incorporated into service development. PStA proposed that introductions from both Board members should be a standing item	
4.5		**Minutes from HSCB Board and Executive meetings** The minutes were circulated for information	
5.0		**AOB**	
5.1		**Future inspections**	

	Cheshire west has an improvement and best practice log which is useful for inspections. GM proposed that this should be a standing item at Trust meetings; this can be maintained via the CSI library.		**MG**
5.2	**CiCOLA Reporting** LC updated that following the safer Halton Partnership Cllr Osbourne has asked for a report on CiCOLAs and anti social behaviour. LC proposed that this information should be co-ordinated and monitored via a central point of contact, as this is currently not the case. GM proposed that this should be a standing agenda item. LC and PStA to provide report to be shared with both the Children's Trust HSCB.		**LC/PStA**
5.3	**Date and Time of Next Meeting** Tuesday 5th July 2011, 2.00pm Conference Room 2, Municipal Building Widnes		

Outstanding Actions to date:

Item	Action Required	Who by	When by
1.1	WNF money to be included in appendix within Joint commissioning business plan	MG	Complete
1.4	Child and family poverty – to be discussed at next Executive meeting	ALL	Complete
1.5	Item 2.3 Ofsted Inspection Action plan – to be brought to next Executive meeting		Complete
2.1	Integrated IT Systems - GM proposed that David Parr write to Neil Darvill outlining issues, and proposing dialogue to discuss this further. Jonathan Greenough to draft letter on behalf of DP	Jonathan Greenough	
2.2	Participation and Engagement Strategy - will need to be reviewed by the IYSS Participation and Engagement group, to look current consultation and engagement methods and how they will link into the strategy	LC	
2.3	Audit of Participation in Child Protection Processes • Partners were asked to take report findings back to their respective organisations for action. • LC proposed that that the findings be incorporated into the action plan for the Participation and Engagement Strategy	ALL LC	
2.5	Children & Young People's Plan 2011: • GM proposed that the Children in Care council produce a foreword for the Plan, MG to contact Ian Kennedy to arrange • NM updated that the new levels of need structure would be produced later in the year following consultation, therefore the existing framework should be included with reference that this will be updated in the near future • Promise 11 regarding joint commissioning to be revised, LC to advise MG. • NM also proposed an additional promise around advocacy. MG to draft	MG MG LC MG	
3.2	Early Intervention Priority - GM proposed that detail around how early help is delivered via related groups should be included in		

	the action plan. MG to update	MG	
4.1	JSNA Update - ET to meet with Emma Bragger to discuss findings further in relation to children's centre catchment areas	ET	
4.2	Commissioning of services for youth crime and ASB prevention - GJ to include on agenda for YOT Board meeting for 17th June.	GJ	
4.3	A joint Chair for Children's Trust Executive is being sought for the group. LC proposed that a representative from adult services be invited, KH to write to Dwayne Johnson on behalf of Gerald for a nomination	KH	
5.1	Future inspections - Cheshire west has an improvement and best practice log which is useful for inspections. GM proposed that this should be a standing item at Trust meetings; this can be maintained via the CSI library.	MG	
5.2	CiCOLA Reporting - LC updated that following the safer Halton Partnership Cllr Osbourne has asked for a report on CiCOLAs and anti social behaviour. LC proposed that this information should be co-ordinated and monitored via a central point of contact, as this is currently not the case. GM proposed that this should be a standing agenda item. LC and PStA to provide report to be shared with both the Children's Trust HSCB	LC/PStA	

Halton Children's Trust
Minutes of Executive Group Meeting held on Tuesday 5th July 2011
2.00pm, Council Chamber, Runcorn Town Hall

Present:

Gerald Meehan	Strategic Director of Children's Services, HBC (Chair)
Ann McIntyre	Operational Director, Children's Organisation and Provision
Julia Rosser	Public Health Specialist Registrar, Halton & St Helens PCT
Mark Grady	Children's Trust Principal Officer, HBC
Gareth Jones	Warrington & Halton Youth Offending Team
Simon Clough	Divisional Manager, 14 – 19 Services
Lorraine Crane	Divisional Manager, IYSS, HBC
Nigel Moorhouse	Operational Director, Children & Families Services, HBC
Michelle Bradshaw	Assistant Director, Child & Family Services, Halton & St Helens PCT
Paula St Aubyn	Divisional Manager, Safeguarding, Quality and Review, HBC
Diane Sproson	Area Manager, Connexions
Steve Nyakatawa	Operational Director, Learning and Achievement, HBC
Jane Lunt	Operational Director, Child & Family Health, Halton & St Helens PCT
Catherine Johnson	Principal Performance & Improvement Officer, HBC
Emma Taylor	Divisional Manager, Team Around the Family Runcorn, HBC
Hazel Coen	Divisional Manager, Performance, HBC
Karen Hickey	Assistant Policy Officer, HBC (minutes)

Apologies   None received

In Attendance

Andrew Leadbetter	Policy Officer, HBC
Stephen Doore	Policy Officer, HBC

Item		Action
1.0	**MATTERS ARISING from 17.05.11**	
1.1	2.1, integrated IT systems – NM to check with Jonathan Greenough if a letter has been drafted on behalf of David Parr to Neil Darvill	**NM**
1.2	2.5, CYPP 2011 - First proof has now been received and final amendments are being made. The Plan will be published by end of July	
1.3	5.1 future inspections – An inspection repository based on the one used for the CSI Inspection is being set up and will be fully populated with all documents by July 25th for submission to Ofsted. This can be used as a repository for all Trust partners to log evidence for future inspections.	
2.0	**DECISION MAKING**	
2.1	**Child and Family Poverty Strategy Action Plan** SN and Andrew Leadbetter presented a draft action plan which has been produced in line with the Child and Family Poverty Strategy. The actions are based on questionnaire response, and key measures that impact on child poverty are being sought. The group endorsed the draft action plan	

	with the following amendments	
	• Action 1 – 14 – 19 Partnership to lead • Action 4 – Jobcentre Plus would be a more appropriate lead • Action 5 – Children + Enterprise Directorate to lead • Action 9 – Children & Enterprise Directorate to lead • Action 6 – Commissioning Partnership to lead • Action 7 – Commissioning Partnership to lead • Actions 8 & 14 – Children & Enterprise Directorate to lead All further feedback to be forwarded to Andrew Leadbetter by the 15th July.	**ALL**
2.2	**Halton Community Engagement Strategy** Stephen Doore presented the Strategy to the group. The Strategy has been developed on behalf of the Halton Strategic Partnership, who have approved it. Feedback from a planning day held in March has fed into strategy and resulting action plan. LC highlighted that the young people's participation and engagement group should feed into the actions within the plan. Regarding the comments within the pledge wall, GM felt that it should be highlighted within the document that the views expressed are wholly those of the individuals who took part, and are not the views and actions of Halton Strategic Partnership as a whole. The group endorsed the strategy with the requested message regarding the pledges included.	
3.0	**PRIORITIES**	
3.1	**Improve outcomes for children and young people through effective joint commissioning** The first meeting held on the 8th June, and the business plan and terms of reference have been agreed. The following key areas were examined at the meeting: • Early Intervention the Next Steps – a mapping exercise against the top 19 programmes has been undertaken to identify what services are already taking place across the Trust. • Current CiCOLA population in Halton was discussed and a report will be submitted to the Scrutiny Board in October. • Workforce development issues were also updated • Links into Early Help and Support Group were clarified and JL and LC now sit on this group • Dr David Lyon has agreed to attend the next meeting, and subsequently the group will look to target other GP representation, possibly from the Widnes consortium as this is not currently represented within Trust structures. • Future meetings have been tabled to facilitate reporting into the Executive group.	
3.2	**Improve outcomes for children and young people through embedding integrated processes to deliver early intervention** The group have met twice so far and future meetings for 2011 have been arranged in line with Executive group meetings.	

	A business plan has been developed with ten leading principles, and Children's Trust agencies were asked to sign up to these principles. The Executive Group agreed to sign up. MG to produce form for sign-up from partners.	**MG**
	PStA proposed that feedback from young people should be explicitly sought as a driving factor for development, and therefore should be highlighted within the principles. This is addressed within Principle 4, though this can be highlighted more clearly with the text.	**MG**
	An action plan has been developed to accompany the business plan. LC highlighted that feedback from monitoring of CAF needs to be provided by all agencies to the CYP Commissioning Team in order for accurate reports to be provided. The group agreed this.	
	A review of CAF training provision has recently been conducted, and as a result the current provider has been decommissioned and an in-house training package is being put together, with input from staff directly involved in CAF delivery. The new package would be delivered as a 1 day event, with a more pragmatic focus. This new training should commence from October 2011	
	A review of Levels of Need is being currently undertaken. GM requested a progress report for the next Executive meeting.	**NM**
	A data report on CAFs within Halton was presented to the group for information, to provide an overview of current CAFs carried out.	
3.3	**Improve outcomes for our most vulnerable children and young people by targeting services effectively** Key work which is ongoing in this area is as follows: • An Early Years Integrated Team is currently being put together. • Continuing focus is on PSHE education • The gap between children on free school meals and those who are not is currently widening, and this is being examined. • Attainment of vulnerable groups is being examined • SEN Green paper – work is currently being undertaken to identify how a pilot could be implemented within Halton. • Regarding the proposed college bursary scheme, there will be a guaranteed payment to all of our most vulnerable young people who wish to attend college. There will also be a discretionary grant available to schools and colleges.	
	GM proposed that a business plan and action plan should be produced for this priority, to bring reporting mechanisms into line with the other priority groups. MG to draft business plan and action plan. SN and SC will be responsible for monitoring and reporting on implementation of actions set out within the plans.	**MG** **SN/SC**
4.0	**INFORMATION ITEMS**	
4.1	**Children's Trust Performance Report Card, Quarter 4 2010 – 11** The final report for 2010-11 using the previous format was circulated. The	

	new draft report format was also circulated, and CJ highlighted that indicators within the new report will need a clear measure identifying otherwise they will need to be removed from the report card. LC updated that there are current difficulties in obtaining up to date teenage pregnancy data from PCT.	
4.2	**Ofsted Inspection Action Plan** An action plan has been produced following the Ofsted inspection of safeguarding and children in care services in February. The HSCB Executive will be responsible for ensuring actions are completed, and progress reports will be provided to the Children's Trust. Regarding action 13, Bridgewater Trust are currently in the process of identifying a named doctor.	
4.3	**Auditing of Practice in Children's Services May 2011** The group were informed of the findings and subsequent actions arising from the Auditing of Practice in Children's Services May 2011. Key findings from the report are: • All but one of the cases audited found that there had been timely and robust decision making, ensuring children were safe. • There was increasing evidence of more specific statements, and a move from generalised comments in assessments. A detailed action plan accompanied the report, which will address all key findings. Actions 1, 2 and 3 are now complete.	
4.4	**Auditing of Common Assessment Framework** These audits are undertaken quarterly and this is the 3rd to be undertaken on behalf of the Think Family Forum. Findings from the audit showed that in general, the quality of CAFs have improved, and the process was now being applied more appropriately. The auditing process has also helped to identify instances where CAFs are not being progressed, and has allowed for remedial action to be taken in these circumstances.	
4.5	**Delivering the Commitment to Children and Young People in the North West** The way in which Health Visiting Services are delivered is about to change as part of a national implementation plan. This new method of working will fit in with the Early Help agenda, and commissioning for health visiting will sit with the NHS Commissioning Board. The group agreed for a report to go to Children's Trust Board meeting in July, MB to present.	**MB**
4.6	**Minutes from HSCB Board and Executive Meetings** These were noted by the group.	
5.0	**AOB**	
5.1	There has been an increase in NEET figures. This will be discussed at the next Executive meeting, SC to produce report.	**SC**
5.2	LC to produce a report for the Children's Trust Board on the 21st July on the Substance Misuse Treatment Plan and the feedback received on it from the National Treatment Agency	**LC**

	Date and Time of Next Meeting Tuesday 6th September, 2.00pm, Council Chamber, Runcorn Town Hall	

Outstanding Actions to date:

Item	Action Required	Who by	When by

Agenda Item 6a

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Strategic Director Children and Enterprise
SUBJECT:	Ofsted/CQC Inspection Action Plan
WARDS:	All

1.0 PURPOSE OF THE REPORT

1.1 This report seeks to inform Members on the development of an action plan to continue and further improve on the work around Safeguarding and Looked After Children's services in Halton that was highlighted as 'Outstanding' or 'Good' in all areas by Ofsted and CQC inspectors in February 2011.

2.0 RECOMMENDATION: That

1. **CYP PPB note the excellent outcome of the Ofsted & Care Quality Commission Inspection of Safeguarding & Children in Care .**
2. **CYP PPB endorse the action plan and receive a further progress report in January 2012.**

3.0 SUPPORTING INFORMATION

3.1 All local authority areas nationally will be assessed by Ofsted and the Care Quality Commission (CQC) for its Safeguarding and Children in Care services within an announced multi-agency inspection during the three year period from June 2009.

3.2 In preparation for Halton's inspection, a multi agency working group was established in 2009. This group had wide membership from the beginning from the Council and its partners, who all saw the inspection process as a real opportunity to test progress across all agencies in delivering high quality services for vulnerable children and young people.

3.3 Halton's inspection took place in February 2011. Halton was graded as 'Outstanding' for 10 elements and 'Good' for 12 of the 22 criteria. This places Halton Borough Council and its partners among the top performing local authority areas in the country.

3.4 The inspection report highlights the robust systems in place locally and the strength of partnership working across Halton within children and young people's services. The inspection report can be accessed via the following link http://www.haltonpartnership.net/childrenstrust/index.php/plan-2009-11

3.5 An action plan was developed following the inspection to ensure that work continues to bring further improvements to Safeguarding and Looked After Children's services within Halton, particularly focusing on areas highlighted by the inspection. This action plan has been endorsed by and is being monitored through both the Halton Safeguarding Children Board and Halton Children's Trust to ensure that the areas highlighted for improvement are fully addressed and embedded in practice. The action plan is being regularly updated as progress is achieved and the latest action plan can be found under Appendix A.

3.6 Significant progress has already been made in the following areas. For instance, the need to ensure greater consistency in quality of core assessments and ensuring case supervision offers challenge and direction. Effective Supervision and Coaching and Mentoring training for managers has also commenced.

3.7 In respect of shared actions with our partners, the Children in Care Council has linked up with a neighbouring authority to share best practice and adopt a 'new approach'. The Primary Care Trust has also taken decisive action to address the areas for improvement in regard to safeguarding training and has prepared a report on the health of Looked After Children.

3.8 The outcome of this inspection strongly reflects the overall upward trajectory across a range of performance indicators. It is anticipated that this trend is highly likely to continue, given the outstanding capacity for improvement and leadership and management that Ofsted recognised during the inspection.

4.0 POLICY IMPLICATIONS

4.1 Although Halton's inspection report is amongst the best in the country, the Council and its partners are working together to make further improvements to Halton's services within safeguarding and for Looked After Children, particularly focusing on the actions identified within the report. The Council and its partners are using this to ensure that there is no complacency following such a successful inspection and we continue to jointly make improvements. To ensure this happens, the action plan will be continually monitored through the Halton Safeguarding Children Board and Halton Children's Trust.

5.0 OTHER IMPLICATIONS

5.1 Work on meeting the action plan will support other assessment and inspection processes for Halton Borough Council and its partners.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children & Young People in Halton**

Progressing the action plan will support work to meet each the Children's Trust's priorities.

6.2 **Employment, Learning & Skills in Halton**
None

6.3 **Healthy Halton**
The Care Quality Commission (CQC) element of the inspection focused on the Health aspects of Safeguarding and Looked After Children services. The Primary Care Trust coordinated this part of the inspection, which again was undertaken with the full support of all partner agencies. Similarly, Health are taking a lead on the CQC aspects of the action plan, supported by partners.

6.4 **Safer Halton**
The Safer Halton Partnership has close two-way links with Halton Safeguarding Children's Board and was kept fully informed and represented appropriately during inspection preparations and the inspection itself. Members of the Safer Halton Partnership from both children's and adult's services are also supporting the meeting of each element of the action plan.

6.5 **Halton's Urban Renewal**
None

7.0 RISK ANALYSIS

7.1 Failure by Halton Borough Council and its partners to draw up and work towards meeting the action plan following the inspection would have greatly increased the risk of much less successful inspections in the future.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Inspectors praised the robust equality and diversity procedures in place in Halton for Halton Children's Trust and Halton Safeguarding Children Board during the inspection. No specific issues were raised and appear in the action plan within Appendix A, but work on all equality and diversity issues is continuing through the Children's Trust's Equality & Diversity Group.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Ofsted / CQC Inspection of Safeguarding and Looked After Children's Services in Halton – February 2011 Halton Report	Grosvenor House, Runcorn	Nigel Moorhouse

Appendix A - Ofsted & Care Quality Commission Announced Inspection of Safeguarding and Looked After Children
7ᵗʰ – 18ᵗʰ February 2011
ACTION PLAN

No.	Area for Development	Source	Action	Lead Responsibility	Timescale	Progress
1.	**Ensure that case supervision offers challenge and direction to social care practice and that this is accurately reflected in written case consultation records.**	Ofsted	Case consultation form to be revised to assist managers to improve recording.	Vicky Buchanan	Immediately	**Completed**
			Audit of Practice days to look at quality of case consultation records.	Paula St Aubyn	31ˢᵗ May / 31ˢᵗ August 2011	**Completed** for May audit.
			Annual Audit of supervision files to look at quality of case consultations.	Paula St Aubyn	31ˢᵗ August 2011	July 2011: Audit scheduled to take place during the week beginning 23 August 2011.
			All Managers to attend Effective Supervision Training.	Vicky Buchanan / Chris Taylor	31ˢᵗ March 2012	On target. One course complete and a further one planned for Sept/Nov

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2.	**Ensure that the full minutes of child protection conferences & reviews are promptly distributed.**	Ofsted	Full minutes will be distributed within 15 working days of the conference/review.	Paula St Aubyn/Janice Kenny	Immediately	100% of minutes throughout Quarter 1 have been sent out in timescales and robust processes are in place to ensure this standard continues. However, 2 key skilled members of admin staff are currently absent through sickness (not work related). Whilst other admin staff are assisting the Unit this will present challenges for Quarter 2. This will be a standard reporting in each future quarterly report.
			To be monitored and reported on a quarterly basis to HSCB	Paula St Aubyn/Janice Kenny	Quarterly	Information contained in Quarter 1 report to HSCB. **Completed.**
3.	**Ensure that the quality of core assessments and plans for children in need and children in need of protection is consistently good and fully addresses both risk and protective factors as well as the implications of the family history.**	Ofsted	Core assessments and CiN / CP plans to be a focus of audit of practice days.	Paula St Aubyn	Immediately	**Completed** during May audit. Qualitative focus on assessments will continue in subsequent audits.
			Principal / Practice Manager to ensure key issues are addressed before authorising Assessments and plans	Vicky Buchanan	31st May / 31st August 2011	Principal and Practice Managers authorise all assessments are constantly striving to improve quality and ensure key issues addressed. This is within the context of increasing volumes and pressures around timescales.

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			Workshops to be delivered in line with Tools for Children and Families to focus on Core Assessments, CiN Plans and CP plans.	Vicky Buchanan	31st August 2011	Tools for Children and Families have been re-launched and cover all issues identified. The current programme is set to run for 18 months to ensure all social workers have an opportunity to attend.
4.	**Ensure that young people who have been looked after receive the record of their health history.**	Ofsted / CQC	Agreed format for the maintenance of health records to be introduced.	Christine Taylor/Sandra Campbell	Immediately	Records being maintained but revised format delayed in order to explore possible electronic option. Complete by October. Health and LA colleagues have met about this and there is to be a consultation event on health with the children in care council during the summer. We are showing them some options. Likely to end up being 2 things A) document for use during care B) Information to be given at the end of the care period with a copy in a child's social care records as back-up. Partially Completed
5.	**Take steps to ensure that a greater proportion of looked after**	Ofsted	Establish dedicated support for the CiC Council	Christine Taylor	30th June 2011	**Completed**. Dedicated support established and review of Children in Care Council taking place.

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			Information on Children in Care Council to be prepared and sent to all children in care aged 10+	Christine Taylor/Laura Gallon.	30th June 2011	Revised leaflet being developed with young people. Complete by September.
	children know about the children in care council in order to widen the membership and maximise the potential of this group to contribute to improving outcomes for looked after children.		Newsletter to be prepared by young people already engaged with the Council and circulated to children in care and staff	Laura Gallon	30th June 2011	To be prepared with young people and distributed with the leaflet. Complete by September.
			Plan an age appropriate event for those children in care aged 7-10	Wendy Maguire/Laura Gallon	31st July 2011	On target. 3 drop in events planned for the summer holidays with further consultation at those events on future themes.
6.	**NHS Halton & St Helen's and the HSCB must ensure that the consenting**	CQC	Policy for consent for immunisations for looked after children to be reviewed and ratified appropriately.	Sandra Campbell/ Karen	30th June 2011	CQC: LA revising the paperwork for medical consent which will then be ratified. setting up half day trainings for the end of September for HVs and SNs to go over this and provide

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	processes for looked after children are fully embedded including the administration of child health immunisations and vaccines.		Relevant community services staff to be trained regarding updated policy.	Worthington/Pat Byrne/Chris Taylor/Julie Banat/ Lesley Brownlow	30th June 2011	examples of good practice re health assessments. The lead in the council has been asked to circulate copies to health so that they can send them out for each child to GPs and nurses. This will mean that there is something within a health record to explain who can sign. Consent is being delegated to carers for most things. The 2 day training covers consent and the revised information will be included on future courses. Partially Completed
7.	**Ensure that the correct consent is provided for children and young people receiving immunisations and vaccinations in school to avoid delay and maintain the confidentiality of looked after children**	Ofsted	Brief social workers on the importance of timely submission of consent documents.	Christine Taylor/Sandra Campbell	30th June 2011	**Completed.** Work to continue on developing as robust system as possible. CQC: See response to Action 6.
			Ensure all foster carers have appropriate consent documentation.	Wendy Maguire/Jo Morris	30th June 2011	**Completed** but will be subject to change due to new Delegated Authority requirement which is gradually being introduced.
			Revise ICS forms to reflect appropriate consent delegation to foster carers.	Peter Cartledge	30th June 2011	All Children in Care ICS forms that have been developed in CareFirst 6 are fully compliant with the 2010 CiC Care Planning Regulations and incorporate Foster Carers Delegated Responsibility. **Completed.**

| 8. | **Establish systems to clearly identify within NHS Halton and St Helens staff development needs including the level of safeguarding training required.** | Ofsted / CQC | Develop a system to identify staff development needs including level of safeguarding training required for the post by June 2011. | Alison Johnson/Marie Fairbrother/ Charlie Whelan/Ann Dunne | 30th June 2011 | A matrix plan for adults and children to identify which staff groups require which level of training has been developed and linked to Working Together and the Inter Collegiate documents 2010. Workforce data collated by divisions and disseminated to Divisional Managers and Service Leads together with the criteria for them to complete the TNA which has been completed and returned to L&D (17/06/11). The Learning and Development team have established close links with the training providers and Safeguarding Children Named Nurses to ensure all training data is forwarded to L+D and captured on the training database (OLM). A level 1 workbook has been developed and is currently being piloted with Walk In Centre staff. This will ultimately be rolled out across the organisation. The OLM system is configured to capture and report on training for levels 1-3. A training programme is in place for staff and advertised in the Learning and Development Bulletin. An E-learning package is now available for level 1 and level 2; the |

					later has been recently introduced. Work is ongoing with Safeguarding leads with regards to future direction / future requirements. **Completed.**
9.	**Ensure that there is formal evaluation of the impact of safeguarding training within NHS Halton and St Helens.**	Ofsted / CQC	Develop a formal evaluation tool to assess impact of safeguarding training by June 2011.	Marie Fairbrother/ Alison Johnson/ Carmel Farmer	30th June 2011	A training validation form has been developed to enable trainers to evaluate their training. It was trialled on 29 June 2011 and will be rolled out for all level 1, 2 and 3 Safeguarding Children training. A validation report will be done after all of the level 1, 2 and 3 training to ensure the impact of this training is formally evaluated. Training on how do complete the report will be given by the Learning and Development Team to the Named Nurses. It will then be the responsibility of the individual trainers to complete the report. **Completed.**
10.	**Ensure that an annual health report for looked after children is produced and presented to the**	Ofsted / CQC	Annual Health Report for Looked after Children to be produced and presented to relevant health and Partnership boards by June 2011.	Sandra Campbell	30th June 2011	Both councils have had access to the report and there have been minor changes – needs to be presented to both safeguarding Boards. Partially Completed

	relevant statutory health and partnership boards as required by regulations.		System to be developed that ensures this is an annual process.	Sandra Campbell	30th June 2011	
11.	**HSCB must ensure that there is a robust notification system in place in order that general practitioners submit reports on time to child protection conferences.**	CQC	Robust system developed and implemented by June 2011 to enable General Practitioners to submit reports on time to child protection proceedings.	Jane Lunt/Charlie Whelan/Tracey Holyhead/Paula St Aubyn	30th June 2011	**Initial Conferences:** The system has been reviewed and meetings have taken place between the LSCB, the Primary Care Team / PCT and GP Practices in order to address this. There is further work to be done to facilitate each practice having a secure email address that initial conference notifications can be sent to in order to speed up the process – there are security / technical considerations to take into account and the PCT and LA IT experts are working on these. In the mean-time - a number of practices will be piloting a standard procedure to ensure that requests are dealt with in a timely manner. **Review Conferences:** GP's and all other agencies already have 10 or more weeks notice of these and no change to this part of the process is required.

						July 2011: A Working group met 20th June and CH is now a member. GP Practice Safeguarding Standards will be launched at the GP Protected Learning Time Event in September 2011. The Primary Care Team and others are working with GP practices to ensure processes are in place to respond promptly to requests for conference reports. Work is ongoing re ensuring GP practices have secure emails in place to receive confidential information – IT leads for health and the LA / CSC are continuing to work on reaching a satisfactory resolution to this. In the meantime there will be an interim measure in place to facilitate reports being requested and submitted in a timely manner. Partially completed.

| 12. | **The Halton council must ensure that there is a robust notification system in place in order that looked after health staff and general practitioners are aware in a timely manner of all new looked after children within the authority.** | CQC | Robust system developed and implemented by June 2011 by HBC to ensure that looked after health staff and GPs are aware in a timely manner of all new looked after children in within the authority. | Sandra Campbell/ Chris Taylor | 30th June 2011 | **Completed**. System in place but work continues to ensure the system is as robust as possible. The Designated Nurse for LAC has requested that admin colleagues place all notifications in one folder so that a record can be maintained and feedback given to the LA. The LA are drawing up a group e-mail notification process to assist with this so that all health staff / GP's are informed about new LAC. See update from the LA (CT).

Council administrator for LAC in place until 31.8.11. Business case passed by health and permanent post about to be advertised internally. Partially complete. |
| 13. | **NHS Halton & St Helen's must ensure nothing impedes the successful** | CQC | Interviews and appointment to the named GP post completed by June 2011. | Steve Cox/Jane Lunt | 30th June 2011 | Designated Doctor in post- Service Level Agreement developed between employing organisation and PCT for 11/12. In longer term, there will be a review of role in light of Munro review |

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recruitment to the designated doctor and the named general practitioner (GP).		Recruitment plan for the designated doctor role to be completed by May 2011.	Steve Cox	31st May 2011	and revised Working Together guidance in late 2011. July 2011: Bridgewater Community Healthcare Trust has appointed a Medical Director who will also act as Named Doctor. Meeting set up with this person to discuss Halton perspective for August 2011.

Note: This version of the action plan as of 22.7.11

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REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 5 September 2011

REPORTING OFFICER: Strategic Director, Children and Enterprise

SUBJECT: Proposal for the development of a Health and Wellbeing Board

1.0 PURPOSE OF THE REPORT

1.1 The purpose of this report is to provide:

- An update on the development of a Shadow Health and Wellbeing Board for Halton;
- Draft Terms of Reference for comment and discussion

2.0 RECOMMENDATION

That Members of PPB note the contents of the report

3.0 SUPPORTING INFORMATION

NHS White Paper Equity and Excellence: Liberating the NHS

3.1 The NHS White Paper published on 12th July 2010 developed a number of proposals for the transformation of Health Services in the country.

3.2 As part of these proposals the Government announced that statutory Health & Wellbeing Boards would be established in every upper tier local authority, operating in shadow form by April 2012 with full implementation anticipated in April 2013. The Boards will have the following main functions: -

- To assess the needs of the local population and lead statutory Joint Strategic Needs Assessments.
- Promote integration and partnership across areas including through promoting joined up commissioning plans across the NHS, Social Care and Public Health and to publish a Joint Health and Well-being Strategy.
- To support joint commissioning and pooled budget arrangements where all parties agree this makes sense.

3.3   The initial proposals indicated that local GP Consortia would act as commissioners of NHS services. However, following the NHS Listening Exercise in June, a number of changes to the initial proposals were announced. In terms of GP Consortia it was proposed that GPs should take responsibility for the health of their local populations and the financial and quality consequences of their clinical decisions through commissioning consortia, but they should not operate in isolation and must be required to 'obtain all relevant multi-professional advice' to make sure their decisions are appropriate. These new groups will be known as "Clinical Commissioning Consortia".

3.4   Whilst responsibility and accountability for NHS Commissioning would rest with the NHS Commissioning Board and Clinical Commissioning Consortia, the Health and Well-being Boards would give Local Authorities influence over NHS Commissioning and corresponding influence for NHS Commissioners in relation to Health Improvement, reducing Health Inequalities and Social Care.

3.5   The Bill should strengthen the role and influence of health and wellbeing boards so they have stronger powers to promote integration and meet local health needs, and to hold local commissioning consortia and social care to account if commissioning plans are not in line with the local health and wellbeing strategy.

3.6   The proposals indicate that the Board will bring together local elected representatives, Social Care, NHS Commissioners, Local Government and patient representatives around one table.   The guidance as presently stated would be for the elected members of the Local Authority to decide who would chair the Board.

3.7   For the Board to function well it is anticipated that Local Authorities, Elected Members, Directors of Adult Social Care, NHS organisations Public Health and Children's Services, and a representative of Local Health Watch (presently LINks) will have a seat on the Board.

3.8   The Board will have a key role in promoting joint working with the aim of making commissioning plans across the NHS, Public Health and Social Care, coherent, responsive and integrated.

4.0   THE PRESENT SITUATION IN HALTON

4.1   The Halton Health Partnership (HHP) currently acts as the thematic partnership for the Healthy Halton priority. The Partnership reports into the Halton Strategic Partnership Board as one of the five Specialist Strategic Partnerships (SSPs).

4.2   The HHP has strategic responsibility for the Healthy Halton priority and for those elements of work that contribute to the objectives of the Sustainable Community Strategy (SCS) and Local Area Agreement (LAA).

4.3 The Halton Health Partnership is presently chaired by the Acting Director of Public Health.

4.4 Health priorities are also addressed by the Healthy Halton Policy and Performance Board and Children's health issues are included in the work of the Children's Trust and the Children and Young People's PPB.

4.5 Safeguarding is addressed by the Safeguarding Adults Board (SAB) which reports directly into the Safer Halton Partnership and is a non statutory board. Children's Safeguarding issues are addressed by the Halton Safeguarding Children's Board (HSCB) which is a statutory board that sits alongside Halton's Children's Trust, with each reporting into and providing challenge to the other. The HSCB in addition provides an annual report to the Council's Executive Board.

5.0 Proposal for a Shadow Health and Wellbeing Board in Halton

5.1 Following extensive consultation regarding the attached Terms of Reference (Appendix 1) it would seem appropriate to set up a Shadow Health and Well-being Board in Halton.

5.2 The Shadow Health and Well-being Board will be responsible for guiding and overseeing the implementation of the ambitions outlined in the Health White Paper as well as providing the strategic direction for the Health priority in Halton. Principally this will include:

- guiding and overseeing the Joint Strategic Needs Assessment;
- developing a high-level joint health and Well-being strategy based upon the findings of the JSNA and the priorities identified by the Sustainable Community Strategy (SCS);
- guiding and overseeing the transfer of Public Health responsibilities and arrangements to the Local Authority;
- the establishment of sound joint commissioning arrangements.

5.3 Formal decision- making responsibility will continue to rest with the Council's Executive and the relevant governance bodies of the local health services until new legislation is enacted. Transitional governance arrangements are key in establishing the Shadow HWBB, given that Health and Well-being Boards will assume their statutory responsibilities from April 2013.

5.4 Overview and Scrutiny issues will remain an integral independent arrangement within the Health Policy & Performance Board.

5.5 In terms of the relationship between the HWBB and Children's Services it would seem short sighted to disassemble existing structures when they are working well. The Children's Trust, LSCB and SAB should therefore have representation on the Health and Well-being Board. It is proposed that the Chair of these boards would fulfil this role and the Children's Trust continue in its current format.

6.0   Next Steps

6.1   It is proposed that a Shadow Health & Wellbeing Board will be established in October 2011.

6.2   This will operate in shadow form and a review will be undertaken 12 months after its commencement and a further report to be presented to the Executive on its progress.

6.3   The current Health SSP will be disbanded and many of their actions embedded into the new Shadow Board.

7.0   POLICY IMPLICATIONS

7.1   The policy implications stemming from the NHS White Paper, Equity and Excellence: Liberating the NHS are far reaching. Although the creation of a Health and Well-being Board in Halton could incorporate the role of the Health Partnership, it will promote integration across health and adult social care, children's services, including safeguarding and the wider local authority agenda.

8.0   SAFEGUARDING IMPLICATIONS

8.1   The Health and Well-being Board will have a role in terms of safeguarding. The role and remit of the Board in terms of safeguarding is yet to be clarified, but will form part of the discussion resulting from the draft Terms of Reference.

9.0   FINANCIAL IMPLICATIONS

9.1   The cost of establishing a Shadow Health and Well-being Board in Halton will amount to officer time and resource to support the development of the board and member, stakeholder and senior officer time to contribute to meetings and any other relevant working groups. By streamlining existing arrangements it should be possible to achieve similar outcomes with the same or reduced cost.

10.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

10.1   **Children & Young People in Halton**

The Health and Wellbeing Board will have a role in addressing the health and wellbeing needs of children and young people and this important area of work will form an integral part of the Joint Strategic Needs Assessment and the resultant Health and Wellbeing Strategy. Children's health issues are also covered by the Children's Trust Board.

Children's Safeguarding issues are addressed by the Halton Safeguarding Children's Board (HSCB) which is a statutory board that sits alongside Halton's Children's Trust, with each reporting into and providing challenge to the other. The HSCB in addition provides an annual report to the Council's Executive Board.

Through the proposals outlined in this report it is recommended that the Chairs of both the Children's Safeguarding Board (LSCB) and the Chair of the Children's Trust are members of the Health and Wellbeing Board.

10.2 **Employment, Learning & Skills in Halton**

Addressing the wider determinants of health including Employment, learning and Skills will be a key consideration of the Health and Wellbeing Board and will form part of the Health and Wellbeing Strategy.

10.3 **A Healthy Halton**

The Shadow Health and Well-being Board will be responsible for guiding and overseeing the implementation of the ambitions outlined in the Health White Paper as well as providing the strategic direction for the Health priority in Halton.

10.4 **A Safer Halton**

Creating safer and stronger communities has a direct impact on improving the health and wellbeing of local people.

10.5 **Halton's Urban Renewal**

The built environment, access to public and leisure services, employment sites and public transport all have an impact on health and wellbeing.

11.0 **RISK ANALYSIS**

11.1 The implementation of proposals in the NHS White Paper are potentially far reaching as they will change the way Health services are commissioned and delivered. The Shadow Health and Well-being Board will, in part, be responsible for overseeing the implementation of these proposals and will attempt to minimise the risk of their implementation at a local level by bringing together key organisations and representatives.

12.0 **EQUALITY AND DIVERSITY ISSUES**

12.1 In developing the Health and Well-being Board due regard will be given to the Equality Act 2010, including new legislation around the Public Sector duty.

12.2 It has not been appropriate, at this stage, to complete a Community Impact Review & Assessment (CIRA).

13.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OFTHE LOCAL GOVERNMENT ACT 1972**

Document	*Place of Inspection*	**Contact Officer**
Early Implementer Health & Wellbeing Board – 03/03/11	Municipal Building	Strategic Director, Communities

DRAFT TERMS OF REFERENCE FOR HALTON SHADOW HEALTH AND WELL-BEING BOARD

Aims of the Shadow Health and Well-Being Board

1. The Shadow Health & Well-Being Board (HWBB) is responsible for guiding and overseeing the implementation of the ambitions outlined in the Health White Paper "Equity and Excellence - Liberating the NHS" as well as providing the strategic direction for the Health priority in Halton. Principally this will include:

   - guiding and overseeing the Joint Strategic Needs Assessment,
   - developing a high-level joint health and Well-being strategy based upon the findings of the JSNA (including priorities identified by the Sustainable Community Strategy (SCS));
   - guiding and overseeing the transfer of Public Health responsibilities and arrangements to the Local Authority;
   - the establishment of sound joint commissioning arrangements,

2. The Shadow HWBB aims to develop a model for an established HWBB, in preparation for expected new legislation that will enact proposals set out in the government's Health White Paper. The Shadow HWBB will also take account of the response to the results of the consultation on the White Paper, "Liberating the NHS: Legislative Framework and next steps" and of the public health strategy for England, "Healthy Lives, Healthy People". It will provide a key forum for public accountability of NHS, Social Care for Adults and Children and other commissioned services that the Shadow HWBB agrees are directly related to health and Well-being in Halton.

3. Formal decision- making responsibility will continue to rest with the Council's Executive and the relevant governance bodies of the local health services until new legislation is enacted. Transitional governance arrangements are key in establishing the Shadow HWBB, given that Health and Well-being Boards will assume their statutory responsibilities from April 2013.

Suggested Terms of Reference based on the above:

Principle Responsibilities

- To be responsible for guiding and overseeing the implementation of the ambitions outlined in the Health White Paper "Equity and Excellence-Liberating the NHS."

- To establish sound joint commissioning arrangements

- To assess the needs of the local population and lead the Statutory Joint Strategic Needs Assessment.

- To promote integration and partnership across areas including through promoting joined up commissioning plans across the NHS, Social Care and Public Health.

- To work with the Children's Trust to ensure that the Children's Services commissioning is embedded into the role of the Health and Well-being Board and effective relationships established between the two Boards.

- To support strategic planning and joint commissioning and publish a Joint Health and Well-being Strategy

- To contribute to the developments of Health and Well-being Services in Halton which may arise as a result of changes in Government Policy and relevant legislation.

Other Responsibilities

- To give strategic direction to relevant Commissioning Activity

- To oversee the work of Joint Commissioning Groups.

- To develop and monitor relevant activity and performance.

- To ensure that Halton's health priorities (as defined by the JSNA, SCS and relevant health targets) are addressed by Joint Commissioning Groups.

- To ensure that Joint Commissioning Groups work effectively with other Strategic Partnerships to address cross-cutting areas of work e.g. alcohol to ensure an holistic approach.

- To improve access for service users and patients through closer working arrangements and in particular to address issues in relation to disadvantaged groups.

- To effectively monitor and review the progress of programmes designed to impact on key targets.

- To ensure dissemination of learning as a result of good practice.

- To disseminate and share strategies and action plans in order to facilitate partnership working

- To maintain appropriate linkages with other partnership boards including those relating to Adults and Children's Safeguarding.

Membership

Elected Member (Chair)

Executive Board Portfolio Holder for Health & Adults

Executive Board Portfolio Holder for Children and Young Peoples Services (Chair of Children's Trust)

Chief Executive, Halton Borough Council

CVS/Forum Representative

LINks/Health Watch Representative

Representatives from each of the practice based consortia in Halton

Strategic Director, Communities (Chair of SAB)

Strategic Director, Children & Enterprise

Director of Public Health

Chair of LSCB

Chair of PCT & Managing Director

Chair of PCT Clinical Commissioning Committee

Director of Partnership Commissioning PCT

Chief Executive or representative from Merseyside Cluster NHS Cluster

5 Boroughs Partnership NHS Trust

Bridgewater Community Healthcare NHS Trust

Warrington & Halton Hospitals NHS Foundation Trust

St Helens and Knowsley Hospitals NHS Trust

Housing Association Representative

Meetings

Meetings of the Health and Well-being Board will take place quarterly. The chair may call an extraordinary meeting at any time. The agenda and associated papers will be sent out a minimum of one week (five clear working days) in advance of the meeting. Minutes of the board will be formally minuted.

Chair

The Chair will be an elected member of Halton Borough Council

Quorum

The meeting will be quorate provided that at least fifty per cent of all members are present. This should include the Chair or Vice Chair and at least one officer of the PCT and one officer of the Local Authority. Where a Board is not quorate, business may proceed but decisions will need to be ratified.

Decisions

Where a decision is required, that decision will be made by agreement among a majority of members present. Where a decision needs to be ratified by one of the statutory agencies, the ratification process will be in accordance with the agreed process within that particular agency.

Minutes

Minutes of the proceedings of each meeting of the Board will be drawn up, circulated and agreed as a correct record at the subsequent meeting, once any required amendments have been incorporated.

Review

The membership and terms of reference of this partnership will be reviewed regularly (normally annually) to ensure that they remain relevant and up to date.

REPORT TO: Children, Young People & Families Policy & Performance Board

DATE: 5 September 2011

REPORTING OFFICER: Strategic Director, Children & Enterprise

SUBJECT: Children & Young People's Plan 2011-14

WARD(S)   Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 This report seeks PPB endorsement of the new Children & Young People's Plan 2011-14.

2.0 RECOMMENDATION: That PPB :

i)   Endorses the Children & Young People's Plan 2011-14;

3.0 SUPPORTING INFORMATION

3.1 The CYPP is the agreed joint strategy of the partners in the Children's Trust, detailing how they will co-operate to improve children's wellbeing. It represents Halton's local vision and aspirations for children and young people in the borough. It provides strategic direction and determines how the Children's Trust Board will work together to commission services to address locally identified needs and better integrate provision.

3.2 The CYPP is a core element within the overall vision for the borough, as contained within the Sustainable Community Strategy.

3.3 Halton's first Children & Young People's Plan (CYPP) was published in 2006, covering a three year period to 2009. The second CYPP for Halton was published in 2009 and ran until March 31st 2011.

3.4 Halton's Children's Trust Board was established in 2008 in line with national requirements that became statutory on April 1st 2010. The Apprenticeships, Skills, Children and Learning (ASCL) Act 2009, together with the Children's Trust Statutory Guidance 2010, increased the Trust's powers in a number of ways, widening the number of statutory partners on the Trust, and designating responsibility for producing, implementing and reviewing the Children & Young People's Plan to all partners on the Trust jointly.

3.5 The Coalition Government announced in July 2010 its intention to reform Children's Trusts. The proposals came into force from October 31st 2010 and included:

- removing the duty on schools to co-operate through Children's Trusts
- removing the requirement on local authorities to set up Children's Trust Boards and the requirement on those Boards to prepare and publish a joint Children and Young People's Plan (CYPP)
- revoking the regulations underpinning the CYPP and withdrawing the statutory guidance on Children's Trusts.

3.6   Although the Coalition Government removed the statutory footing for Children's Trusts, it did reconfirm its commitment to working in partnership to improve outcomes for children and young people through locally agreed partnerships. The reforms allow each local authority area to agree its own way forward in terms of delivering children and young people's services. The duty for partners to co-operate will continue, but the list of statutory partners reduced to remove the bureaucracy surrounding Children's Trusts or similar local partnerships for partners, and in particular schools.

3.7   Following the announcement of the reforms, the future of Halton's Children's Trust was discussed at both the Children's Trust Board and Executive Group. At both there was universal agreement from all partners for the Trust to continue in its current format, as the overarching multi agency body that contains all children & young people's services in Halton. This reflects the breadth and strength of partnership working across the children & young people's agenda in Halton, as well universal understanding of the need to continue to work in partnership in the challenging economic climate currently faced.

4.0   POLICY IMPLICATIONS

4.1   The Children's Trusts reforms in essence brought a reversal to the pre-April 2010 status of Children's Trusts.

4.2   The reforms removed the requirement to produce a CYPP. With agreement to continue the Children's Trust arrangements came the need for a CYPP to provide strategic direction and so a third CYPP for Halton has been developed within the Children's Trust for a three year period from 2011-14.

4.3   Work began on the new CYPP following a Children's Trust Development Day in December 2010. The event was used to reflect on the progress achieved by the Trust since 2008 in terms of its' priorities, the key initiatives facing the Trust at present and also to agree the priorities for the Trust for the next three years. Following further consultation, the new priorities for the Children's Trust have been agreed as

- Improve outcomes for children and young people through embedding integrated processes to deliver early help and support.
- Improve outcomes for children and young people through effective joint commissioning
- Improve outcomes for our most vulnerable children and young people by targeting services effectively

4.4 The focus on Safeguarding will continue to be a key theme for the Trust across these priorities.

4.5 The new CYPP is framed around these priorities.

4.6 Work on the new Plan was stopped for a four week period in January and February 2011 as Halton planned for and underwent its Safeguarding & Looked After Children Inspection.

4.7 The new CYPP will impact upon all policy areas for children and young people's services across all partner agencies within the Children's Trust un Halton.

4.8 The Plan was published in July following approval by the Children's Trust and at Full Council. Printed copies are available (contact mark.grady@halton.gov.uk), however the focus is on utilising the electronic version of the Plan to ensure the document is updated and remains useful for the full three year period through links to the latest supporting strategies and performance information. The CYPP is available on the Children's Trust website via the following link:

http://www.haltonpartnership.net/childrenstrust/index.php/plan

4.9 In addition, a 4-page version is available, summarising the vision, priorities and promises, as well as the purpose of Halton Children's Trust. This is aimed primarily at parents, carers and young people. For professionals, z-cards have been produced that again explain the role of Halton Children's Trust, as well as the vision, priorities and promises.

5.0 OTHER IMPLICATIONS

5.1 The CYPP is fully aligned with the new Sustainable Community Strategy for Halton 2011-26. It is crucial that partners continue to play an integral role in the delivery of the Plan over the next three years through the Children's Trust structures.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children & Young People in Halton**

The CYPP is the key strategic document for the Children's Trust,

within which all children and young people's services in Halton sits. The Plan outlines the main priorities for the Trust in order to improve outcomes for children, young people and their families in Halton.

6.2 **Employment, Learning & Skills in Halton**

The Plan has a strong focus on continuing to tackle the numbers of Not in Education, Employment and Training (NEET) young people in Halton, including through the promotion of apprenticeship opportunities.

6.3 **A Healthy Halton**

Although there is no longer a specific Health priority within the CYPP, Health remains a clear priority for the Children's Trust within the three priorities, fully involved and leading on working within each. Health indicators also remain a key element of the Performance Management Framework that supports the CYPP.

6.4 **A Safer Halton**

The Plan looks at work being done around alcohol, anti-social behaviour and youth offending. In each of these areas the Trust works closely with the Safer Halton Partnership.

6.5 **Halton's Urban Renewal**

The CYPP highlights the development of further provision in Halton, including the CRMZ facility in Widnes and additional secure residential accommodation across Halton.

7.0 RISK ANALYSIS

7.1 It is vital that both the Council and Children's Trust continue to be clear about priorities for service delivery and that this strategy is noted by Elected Members.

7.2 The absence of a CYPP would:

- Reduce the ability to take account of the local community's aspirations, needs and priorities;
- Have serious implications for Partnership co-ordination between all the public, voluntary and community organisations and other stakeholders that operate locally for the benefit of children, young people and their families;
- Potentially reduce the effectiveness of the Partnership through fragmentation of strategies;

7.3 These risks can be mitigated by the adoption of the CYPP and its implementation, monitoring and ultimate delivery.

8.0   EQUALITY AND DIVERSITY ISSUES

8.1   An Equality Impact Assessment undertaken on the document showed
        that there are no negative impacts on any individuals and groups
        within Halton as a result of the Plan. The Children & Young People's
        Plan facilitates positive action for children and young people overall in
        Halton and for particular groups of children and young people as
        appropriate.

**9.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF
        THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
Children Act 2004	2nd Floor, Runcorn Town Hall	Mark Grady
Halton Children & Young People's Plan 2009-11	2nd Floor, Runcorn Town Hall	Mark Grady

Halton Children & Young People's Plan
2011- 2014

Halton Children's Trust
...Working together to make the difference

Contents

Forewords

This Plan sets out the priorities for children and young people in Halton, and how the Children's Trust Board will make sure that our families get the help and support that they need in order to do well. Parents, carers and young people can positively contribute to this through involvement with the Children's Trust via the Parent & Carer Forum and various youth groups across Halton. In this way, our voices can be heard and we can help shape future services so that they are meaningful and effective.

Cleo Pollard
Parent & Carer Forum Chair and
Representative on Children's Trust Board

Halton Child in Care Council welcomes the new Children and Young People's plan 2011 – 2014 and the priorities it sets out to support children, young people and families.

As representatives of children in care it is important to us that young people are heard and their voices, feelings and ideas contribute to decisions made which affect their everyday lives.

We are particularly pleased to see consultation and participation included in the new set of promises, we feel that this can only lead to changes for the better for children and young people living in Halton.

Ian Kennedy
Chair
Halton Child in Care Council

As Strategic Director for Children & Enterprise in Halton, I am personally accountable for the successful implementation of both the Children and Young People's Plan and its commissioning priorities. Its contents reflect both the significant progress we as a Children's Trust have made to date; along with the areas we must improve further. It is optimistic, but challenging.

The Children and Young People's Plan comes at a time when we are moving into a new phase of planning and delivery of services. Halton Children's Trust must continue working as one 'organisation' to deliver the Children and Young People's Plan intended outcomes. Virtual as that organisation may be, its impact must be real, substantial and enduring, within the context of a changing national and local policy framework.

Our focus is about improving outcomes for children, young people and their families locally. We have therefore developed and designed the Plan with them; and is yet another example of how we can work together to common purpose. The partnership we have with the people we serve and the many services that support them is an inclusive one. Together we can meet the challenges the Children and Young People's Plan sets out for us.

Gerald Meehan
Strategic Director Children and Enterprise Directorate
Chair, Children's Trust Executive Group

On behalf of Halton's Children's Trust I am pleased to present Halton's Children and Young People's Plan. We have made great progress recently, but we still have much to do. This Plan is for all children and young people in Halton, and focuses our thoughts and actions in areas where the Children's Trust believes we need to accelerate progress. This does not mean that those areas and services not directly identified in this plan are not equally important; on the contrary, in these areas we expect it to be 'business as usual' in continuing to improve outcomes in Halton.

This plan captures the changes that are taking place nationally as well as locally and will ensure that all partners within the Children's Trust can continue to work together to ensure that all children and young people in Halton can reach their full potential.

Councillor John Swain
Lead Member for Children's Services
Chair, Children's Trust Board

This next three years are set to be a progressive and exciting time for the development of children and young people's services in Halton.

As Member of Youth Parliament I work continuously with young people in our community, striving to make our voices heard. This plan explains just how much we have influenced the future vision. Children and young people now more than ever are getting involved, and have their say and get their opinions heard.

I believe in the coming years, more and more exciting opportunities will occur for young people in the borough to get their opinions heard. Examples where this has already happened include CRMZ – a brand new £3million youth facility in Widnes providing world class facilities for young people in a youth friendly environment, and also two high schools benefiting from the Building Schools for the Future scheme to build world class learning environments to suit young people's needs.

I am both grateful for the work already done to achieve outstanding services for children and young people, and optimistic that this Plan will create opportunities to improve them further. All Children's Trust services have worked hard and this has been recognised by young people themselves, and also Ofsted in the most recent inspection! It's these services that support young people to flourish and achieve the successful future they deserve.

Elena Cross
Member of Youth Parliament for Halton

1. Executive Summary

Halton Children's Trust's Vision for Children & Young People

Halton's ambition is to build stronger, safer communities which are able to support the development and learning of children and young people so they grow up feeling safe, secure, happy and healthy, and ready to be Halton's present and Halton's future

Halton Children's Trust Priorities

Improve outcomes for children and young people through embedding integrated processes to deliver early help and support.

Improve outcomes for children and young people through effective joint commissioning

Improve outcomes for our most vulnerable children and young people by targeting services effectively

Children's Trust Values

Working together in creating a clear vision and ambition about what we want to do for our children and young people and how we are going to get there

Working together to create a sense of ownership in building a borough that our children and young people can be proud of

Working together to make sure we are accountable to the community by providing services and support, which reflect their lives and needs

Working together with integrity to make sure all children and young people in Halton receive and have access to the best we can offer

Working together to build an inclusive borough which values diversity and works hard to promote equality of access and opportunity

Working together in an honest and open manner, which appreciates different opinions and welcomes alternative perspectives on the path to finding a way forward

Working together in ways that demonstrate a professional respect for everybody involved in making a difference to the lives of children and young people in Halton

" making a difference to the lives of children and young people "

Section One: Setting the Scene

2. What is a Children & Young People's Plan?

The Children & Young People's Plan is a joint, strategic, overarching plan for all partners within Halton Children's Trust, and the services they provide for children and young people in Halton. It describes how the Children's Trust will work in partnership to improve outcomes for children and young people in Halton, setting out the long term vision for improving their health and wellbeing. This Plan establishes the strategic priorities for the Trust until 2014 and supports the development of integrated and effective services to secure the best possible outcomes for our children and young people.

The Plan supports the process of joint planning for Halton Children's Trust partners as they work together towards clear targets and priorities for all their services to children and young people. It identifies the actions and activities needed to achieve them, and ways to ensure their delivery.

This document has been developed following consultation and assessment of need, and is underpinned by detailed delivery and service plans for the Trust and individual partners within the Trust. The Plan provides a strategic framework within which partners can commission services in a co-ordinated way, using integrated process, practice and shared resources.

The Plan covers all services for children and young people aged 0-19, young people aged 20 and over leaving care and young people up to the age of 25 with disabilities or learning difficulties.

3. What is Halton Children's Trust?

Halton Children's Trust was established in 2008 and is a partnership of public and voluntary sector organisations, including representatives of parents, carers, children and young people, working together to meet the needs of children, young people and families.

The Children's Trust exists to improve outcomes for all children and young people in Halton. We believe that this can be done more effectively by all agencies and organisations working together. To achieve our aims, the Children's Trust partners need to be able to work in a co-ordinated way. Our Children & Young People's Plan makes this co-ordination possible and focuses this partnership work on our key priority areas.

The Children's Trust includes representation from the following agencies, organisations and stakeholders:

- Elected Members within Halton
- Director of Children's Services
- NHS Halton & St Helens
- Bridgewater Community Healthcare NHS Trust
- Halton & Warrington Youth Offending Team
- Cheshire Police
- Cheshire Fire & Rescue
- Cheshire Probation
- Maintained schools including special schools
- Academies
- Short Stay Schools / Pupil Referral Units
- Further Education Colleges and Sixth-Form Colleges

- Jobcentre Plus
- Halton Youth Cabinet
- Halton Borough Council Children and Enterprise Directorate
- Halton's Voluntary & Community Sector
- Halton Parent & Carer's Forum
- Halton Youth Service
- Cheshire and Merseyside Strategic Health Authority
- Greater Merseyside Connexions
- Halton Housing Trust
- Halton Safeguarding Children Board

4. How does the Plan relate to other plans and strategies?

This Plan sets out the key improvement priorities for the Trust, and describes how they will be achieved. It is informed by and aligned with information contained within the **Joint Strategic Needs Assessment (JSNA)** for Halton. The JSNA underpins the health-related elements of our needs analysis and will inform Children's Trust commissioning decisions during the life of this Plan around key areas, including, for example:

- Obesity
- Teenage pregnancy
- Child and family poverty
- Vulnerable children and young people

The organisations within the Children's Trust are also part of the wider Halton Strategic Partnership, the Local Strategic Partnership (LSP) for Halton. This partnership brings together organisations that work for all citizens of Halton and includes public, private, community and voluntary organisations.

Halton's Sustainable Community Strategy 2011-2026 is the long-term strategy of the Halton Strategic Partnership. This aims to enhance the quality of life of local communities through actions to improve the economic, social and environmental well being of the area and its inhabitants. The Strategy is based on the following five strategic priorities for Halton:

- Healthy Halton
- Employment, Learning & Skills in Halton
- Safer Halton
- Children & Young People in Halton
- Environment & Regeneration in Halton

For the Children & Young People priority, this Plan provides the detail of the issues, aims and objectives outlined in the Sustainable Community Strategy.

Underneath the Children & Young People's Plan sit plans and strategies that link closely to this Plan. These provide further detail and fall within one of the following three categories:

- Single issue plans and strategies that apply to all Children's Trust partners, for example the Children's Trust's Integrated Workforce Strategy and Equality & Diversity Scheme.
- Operational plans that look at the remit and functions of Children's Trust groups, such as the Children's Trust Business Plan
- Individual plans and strategies developed by agencies within the Children's Trust for their own organisational activity. For example the Youth Justice Plan for Halton that details the work of the Halton & Warrington Youth Offending Team.
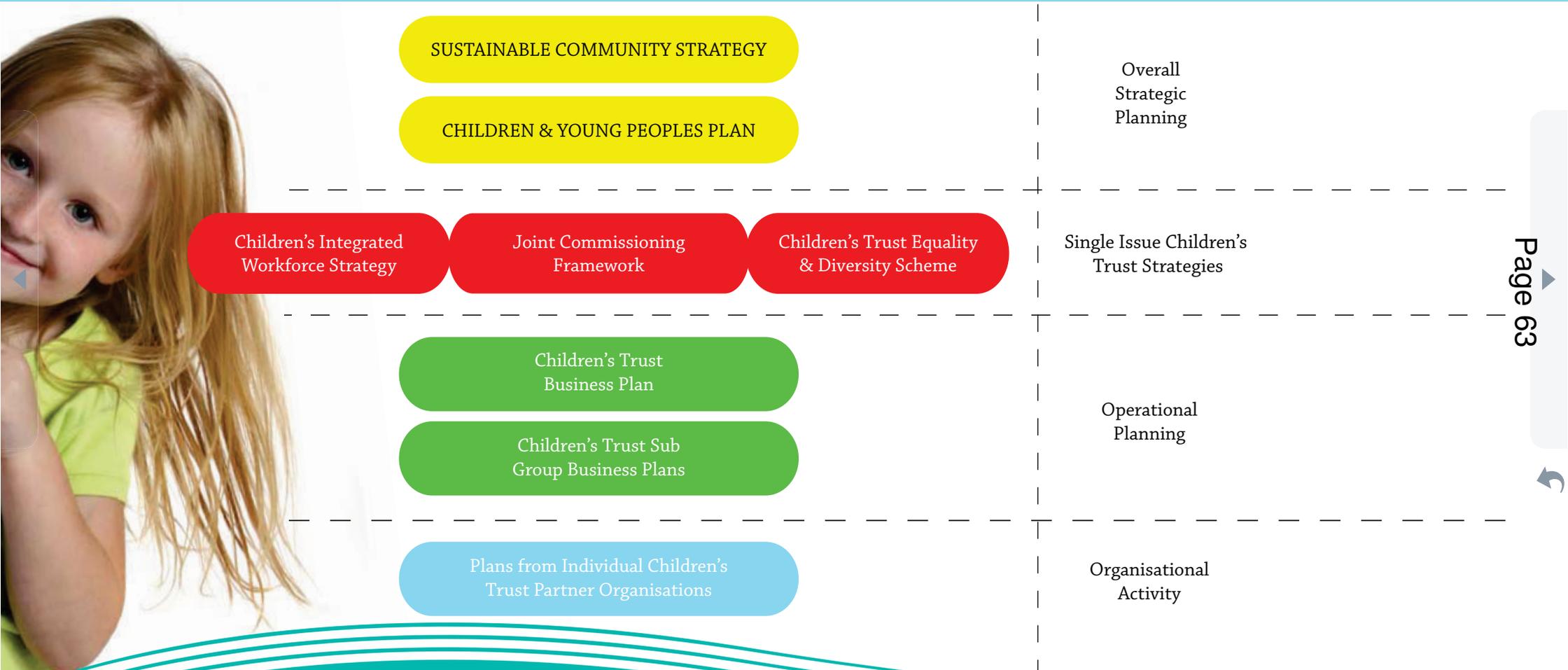
Each plan and strategy is available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust).**

A diagram to illustrate this planning framework is set out overleaf:

SUSTAINABLE COMMUNITY STRATEGY

CHILDREN & YOUNG PEOPLES PLAN

Overall Strategic Planning

Children's Integrated Workforce Strategy

Joint Commissioning Framework

Children's Trust Equality & Diversity Scheme

Single Issue Children's Trust Strategies

Children's Trust Business Plan

Children's Trust Sub Group Business Plans

Operational Planning

Plans from Individual Children's Trust Partner Organisations

Organisational Activity

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5. What has happened nationally?

The economic recession that began in 2008 has meant that for many families, businesses and organisations money has become much scarcer. For Halton Children's Trust, it is more important than ever to target our resources on the things that really matter in order to make sure children and young people get the right help at the right time. We must ensure that the resources that we have available are targeted effectively on the greatest areas of need within Halton.

Since May 2010, the Coalition Government has introduced a number of reforms that have and will have a significant impact on the way services are delivered. Some of these reforms have directly affected the Children's Trust and these changes in policy and legislation will have a bearing on how the Children's Trust will prioritise its services.

Under the previous Government, Children's Trusts became statutory following the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009. This statutory footing was revoked however by the Coalition Government reforms. Children's Trusts across the country were directly affected as:

- the duty on schools to co-operate through Children's Trusts was removed
- the requirement on local authorities to set up Children's Trust Boards and the requirement on those Boards to prepare and publish a joint Children and Young People's Plan (CYPP) was ended
- the regulations underpinning the CYPP and the statutory guidance on Children's Trusts were withdrawn

The Coalition Government has however reconfirmed its commitment to working in partnership to improve outcomes for children and young people through locally agreed partnerships, such as Children's Trusts.

Through discussions between partner agencies within Halton Children's Trust, it became clear that there was a collective will to continue to work in partnership to improve outcomes for children and young people in Halton, and that should be within the existing partnership for children and young people arrangements – Halton Children's Trust.

With this commitment to continue to work in partnership through the Children's Trust, there was universal agreement that a new Children & Young People's Plan should be produced, taking into consideration the Coalition Government's reforms and the progress made in Halton, while also providing strategic direction for the next three years.

Research undertaken by EMIE in early 2011 showed that many areas nationally have made similar decisions to continue with the existing Children's Trust arrangements and, in turn, work towards meeting the aims and objectives of their Children & Young People's Plan. This research found that 61% of Children's Trusts had announced their intention to continue within the new political framework, a further 25% appeared to be continuing, and only 14% were under review, with similar support for producing future Children & Young People's Plans nationally.

6. What is Halton like?

Halton is a largely urban area of 118,700 people (2009 population estimate). Its two biggest settlements are Widnes and Runcorn that face each other across the River Mersey, 10 miles upstream from Liverpool. The population of Halton has recently started to increase. This in part is due to a concerted effort to build new houses, as well as increased inward migration. The population is projected to grow to 122,900 in 2023, in line with national projected population growth.

The ethnic composition of Halton remains predominantly white, with 97.7% of the population falling into this category. This is significantly higher than found regionally or nationally, suggesting a relative lack of ethnic diversity in Halton. In terms of religion, Halton has a greater percentage of people of Christian faith and a lower percentage of Muslim faith and people with no religion compared to regional and national averages.

Breaking down Halton's population by age shows that the borough has a higher proportion of children and young people aged 0-24 than commonly found across England and Wales. Over the next decade the numbers of 0-15 year olds is projected to grow at a faster rate than the population of Halton overall, leading to a further increase in the proportion of the local population aged 0-24 by 2023.

Halton shares many of the social and economic problems associated with its neighbours on Merseyside. The Index of Multiple Deprivation (IMD) for 2010 is one of the most comprehensive sources of deprivation indicators and shows that overall, Halton is ranked 27th nationally (a ranking of 1 indicates that an area is the most deprived), which is third highest on Merseyside, behind Knowsley and Liverpool, and 9th highest in the North West. The IMD 2010 suggests that deprivation has stayed relatively level in the borough from since 2007. The Index shows that 25% of Halton's population live in the most deprived areas (i.e. the top 10% of Lower Super Output Areas) nationally. Two neighbourhoods in Halton fall in the top 1% most deprived super output areas nationally. Much has been done but clearly there is still much to do to narrow the gap between the least and most deprived parts of the Borough while at the same time improving overall prosperity for all.

The **Primary Care Trust** Maternity Health Needs Assessment also shows that Halton has higher deprivation and poorer health than England as a whole but there is considerable variation across Halton. In particular, rates of smoking, alcohol use, obesity, domestic violence and infant mortality are higher than in other areas and rates of breastfeeding lower. The poor levels of health in the local population present a challenge to health services in ensuring that these inequalities are not perpetuated in a new generation. Implementation of new care pathways (smoking in pregnancy, weight management, direct access and early access to services) will help to reduce these inequalities and are a priority for action.
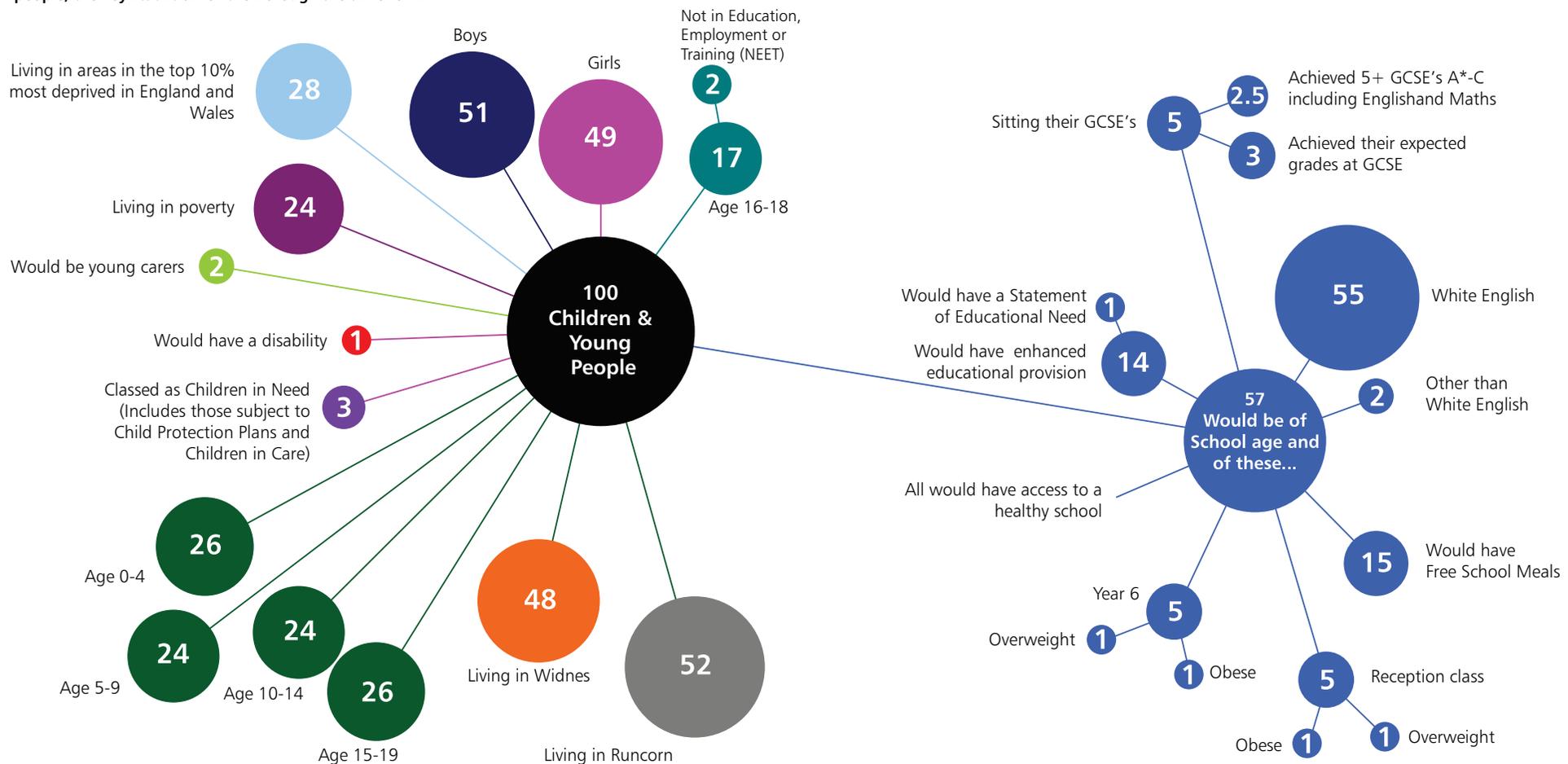
Research for Halton's State of the Borough Report tells us that Halton is:

- an area where over 70% of people are satisfied with their local area as a place to live
- tackling deprivation, however it still remains one of the most deprived areas in the North West with unemployment rates higher than the North West and National rates
- an area where health issues are still evident with life expectancy lower than the North West and England averages
- an area with plenty of open space; 12 areas within Halton have been designated with Green Flag awards
- improving its GCSE results and reducing the number of 16 to 18 year olds not in education, employment or training (NEET)
- an area with a diverse and prospering economy, with increasing average incomes for residents, improvement in skills and with higher rates of employment in the manufacturing sector

> " *12 areas within Halton have been designated with Green Flag awards* "

Focusing specifically on children and young people, if Halton is looked at in terms of being a village of 100 children and young people, the key statistics for the Borough are as follows:

Boys **51**

Girls **49**

Not in Education, Employment or Training (NEET) **2**

Age 16-18 **17**

Living in areas in the top 10% most deprived in England and Wales **28**

Living in poverty **24**

Would be young carers **2**

Would have a disability **1**

Classed as Children in Need (Includes those subject to Child Protection Plans and Children in Care) **3**

100 Children & Young People

Age 0-4 **26**

Age 5-9 **24**

Age 10-14 **24**

Age 15-19 **26**

Living in Widnes **48**

Living in Runcorn **52**

Sitting their GCSE's **5**

Achieved 5+ GCSE's A*-C including Englishand Maths **2.5**

Achieved their expected grades at GCSE **3**

Would have a Statement of Educational Need **1**

Would have enhanced educational provision **14**

All would have access to a healthy school

57 Would be of School age and of these...

White English **55**

Other than White English **2**

Would have Free School Meals **15**

Reception class **5**

Overweight **1**

Obese **1**

Year 6 **5**

Overweight **1**

Obese **1**

" *If Halton was a village of 100 Children & Young People...* "

7. Consultation

People and communities should feel a sense of ownership over their local area. Part of this is giving the opportunity to help to shape the services that are provided for them and how they are delivered.

Consultation is one part of engaging with local communities to give people greater influence over decisions that affect them. It is about developing and maintaining open and effective relationships between public agencies and the communities they serve. This engagement helps us to make better decisions. Children, young people and their parents and carers should be involved in decision making on all levels when services for them are developed. Organisations should listen to and work in partnership with service users to create and develop the best ways for services to operate.

In the development of this Plan we have consulted with all stakeholders, including children and young people, parents and carers and also staff from all agencies that work with children, young people and their families. We looked at a number of key areas, including:

- Life in Halton
- Aspirations
- Health
- Involvement and engagement
- Education and learning
- Safety

The key trends that came out of this consultation are highlighted over the following pages. More detail on this consultation is available from **www.haltonpartnership.net/childrenstrust** or by emailing childrenstrust@halton.gov.uk

	Consultation with children and young people	Consultation with parents, carers and other stakeholders in Halton
Key Consultation statistics	• Ages ranged from 4 – 19 and included a large cross-section of groups from across Halton. • The most common age range was 13 to 19, • 59% were female • Residency was equally split between Runcorn and Widnes.	• 56% of respondents live within Halton, • 76% have children of their own • 70% work with children and young people in Halton.
Best things about Halton	• Access to parks and open spaces • Youth clubs and after school clubs • Strong relationships with family and friends, *"I have lots of friends, I like being at home" (traveller, aged 5).* • Swimming pools • Good shopping areas, particularly in Widnes	• Access to parks and open spaces • Education provision • Groups and activities organised for younger children in particular in settings such as children's centres
Worst things about Halton	• Not enough groups and organised activities for teenagers, ("nothing to do that we can afford" – care leaver) • Litter, graffiti and pollution • Crime – in particular vandalism, bullying, intimidation and violence, with alcohol consumption often seen as a contributing factor ("alcohol is a massive issue and the violence resulting from it" - looked after child)	• Not enough groups and organised activities for teenagers • The level of pollution • General safety

Health	Most young people feel that health services meet their needs but issues highlighted included: • Referral/waiting times can be too long for accessing GP services • GP communication with children and young people could be better *"sometimes I can't understand what they (Doctors) say" - Care leaver.* • 75% of Young Carers had never been asked by their GP about this • Some young people had experienced difficulty in accessing a dentist. • Young people felt more publicity was needed to raise awareness of support and advice services on alcohol, sexual health and obesity.	Respondents felt that the Trust should look to focus more on providing emotional health support, perhaps through a support network of staff across agencies to offer help to children and their families when they need it. In addition, the need for education and awareness-raising on a range of health issues, including alcohol, drugs and physical fitness activities was highlighted.
Involvement & Engagement	Young people feel that the most effective ways of involving them and their peers are through group and individual discussions, including as part of wider community meetings. It was felt that more could be done to promote opportunities to take part in activities, learn new skills or gain qualifications. The main barriers to all having the same opportunities are seen to be the cost and location of activities.	The opportunities for involvement and engagement in Halton was seen as an area of strength, although some felt that more activities and groups could be provided for the 6-11 age range. The main obstacle to accessing activities is parent and carer awareness of when and where they activities are available. The new CRMZ facility was seen as providing a great opportunity for a central hub for activities and educational classes for all young people to be organised from.

Education & Learning	Schools and colleges generally support young people to achieve what they want to, but this support can vary depending on the school or teacher, and the more specialist support that some young people require is not always available *("college doesn't suit the way I learn, they don't adhere to learning styles" - YOT client)* Some pupils are seen to have more opportunities to contribute than others, and when individuals are asked for their views, responses do not always appear to be acted upon. *("They asked us, but wasn't sure whether they did anything about what we said" - Care Leaver.* *"Need to have the same rules and opportunities for everyone, not just particular pupils" – LAC).*	It was felt that Halton has good quality educational services, beginning with early years childcare. The focus therefore should be on ensuring the availability of apprenticeships for our young people when they finish school giving them the right skills for these apprenticeships.
Safety	Young people consulted were equally split between feeling that they are safe or conversely unsafe in their community. The major causes of fear and anxiety are anti-social behaviour and groups congregating. Town centres and social housing estates are seen as the least safe areas. Having better street lighting and more police patrols would reduce young people's concerns, as would more affordable bus fares to ensure young people could avoid walking in more isolated areas.	Transport was the main safety issue identified – ensuring that transport is safe, cheap and accessible to all across the Borough at all times of the day. In addition, a number of respondents highlighted the need to ensure there are more organised activities and areas for young people that are safe places for them to meet in groups away from the streets where they are perceived as causing a nuisance.

The consultation showed some correlation in the responses across all stakeholders, in particular in terms of what are felt to be the best and worst things about living in Halton.

As an additional part of the children and young people consultation, each was asked about their aspirations. Responses tended to focus on having a good job, gaining a high level of skills and being financially secure.

When asked about changing anything about their life, younger children and young people generally felt they were happy and would not change anything. In contrast, Care Leavers tended to highlight a need for more stability and security within their home lives, and to have more involvement in decisions made about them.

Overall, consultation told us that the most important issues for children and young people in Halton are:

- having more things to do, places to go and activities to engage in;
- having access to better health services for issues such as sexual health, drugs and alcohol abuse;
- More job/training opportunities and support to encourage young people to reach their potential;
- Reducing crime and in particular the fear of crime

TellUs 4 Survey 2009

The fourth **TellUs Survey** conducted in autumn 2009 was a national survey that gathered the views of children and young people in school years 6, 8 and 10 on their life, school and local area.

The results of this survey for children and young people in Halton told us that:

- **Alcohol** - 51% had tried it at some point in their life, while 43% had never tried it
- **Sport** – 50% had taken part in a sports club or class in the last 4 weeks
- **Bullying** – 24% were worried about being bullied
- **Safety** – 80% felt very or quite safe in the area that they live
- **Public Transport** – 21% use regularly, 46% sometimes use, while 33% never use
- **Parks and Play areas** – 52% thought their local parks and play areas were very or fairly good
- **University/Higher Education** – 60% thought they would go on to University/Higher Education

The top three things highlighted by children and young people for improvement were:

- More places to go to spend time with friends
- More interesting school lessons
- More help to plan their future

8. Review of progress against promises

The last Children & Young People's Plan 2009-11 contained 14 promises that we aimed to achieve within the lifespan of the Plan. This section outlines what has been achieved against each promise.

What we set out to do	We will make sure that our actions and decisions are guided by a single set of arrangements so we are more accountable to our communities and enable children, young people and their families to receive the support and services they need when they need it.
What has been achieved	• The Children's Trust is now guided by an agreed Business Plan and work is co-ordinated between different groups within the Children's Trust structures, as appropriate for each level of the structures. • The Parent & Carers Forum feeds directly into the Children's Trust Board through the chair to ensure two-way communication. • Young people's groups, such as Youth Cabinet, are regularly consulted and have two-way communication with the Children's Trust. • Team around the Family is enabling the Children's Trust to realign support and services to ensure children, young people and their families get the right help when it is needed.

What we set out to do	We will continue to prioritise safeguarding as an essential part of everything we do in order to continue to embed the values and goals of ensuring that safeguarding is everybody's business
What has been achieved	• The Children's Trust sees safeguarding as a key priority that is taken into consideration within all of its work. • The Children's Trust and Halton Safeguarding Children's Board (HSCB) are closely aligned and provide challenge and scrutiny to the work of each other. This relationship is now defined through a Joint Protocol. • The work done to prioritise safeguarding as everyone's business across the Children's Trust and this was reflected in the successful 2011 Ofsted Inspection of Safeguarding and Looked After Children in Halton.

What we set out to do	We will develop a Children's Trust Resource Strategy
What has been achieved	• Work on the Children's Trust Resource Strategy is now part of the developing Team around the Family model for Halton

What we set out to do	We will support our workforce to be the best they can be by offering opportunities to develop their skills and knowledge in supporting our ambition to make a significant difference to children and young people
What has been achieved	• A Children's Trust Integrated Workforce Strategy 2011-14 is in place and the action plan will be rolled out and implemented over the next three years.

What we set out to do	We will produce a Children's Trust Equality and Diversity Strategy
What has been achieved	• A Children's Trust Equality & Diversity Scheme has been published that takes into consideration the implications of the Equality Act 2010.

What we set out to do	We will develop a Children's Trust Commissioning Strategy for Halton
What has been achieved	• A Children's Trust Joint Commissioning Framework 2010-12 has been developed and joint commissioning is now a key strategic priority for Halton Children's Trust from 2011 onwards.

What we set out to do	The Children's Trust will continue the strong partnership with Third Sector organisations to develop services for enterprising behaviour and entrepreneurial work and will continue to ensure Third Sector involvement in planning and delivery services
What has been achieved	• The Third Sector is now known as the Voluntary and Community Sector (VCS). Representatives continue to sit on each group within the Children's Trust and the VCS Forum reports directly to the Children's Trust Board. • Links with the sector were strengthened through the establishment of a Lead Engagement Officer post • The VCS will be key partners within future joint commissioning activities across the Trust.

What we set out to do	Each Service Delivery Partnership will develop and implement a business plan
What has been achieved	• Each Service Delivery Partnership, the sub groups of the Children's Trust between 2009 and 2011, worked to a business plan and similar plans are now in place for each new priority sub group of the Children's Trust.

What we set out to do	We will establish a range of secure, safe, stable and permanent accommodation, which young people leaving our care can move into, and stay for as long as they need it
What has been achieved	• A Children in Care Placement Strategy has been developed and endorsed addressing the accommodation needs of our care leavers. • Over the past two years, 9 units of accommodation have been developed for care leavers in association with the private sector and local Registered Social Landlords. This has given young people some choice of location within the borough and allows them to develop their independence skills with the support of a range of professionals, including social workers, support workers, personal advisors and partner agencies. • In addition, more units of accommodation will be developed in the forthcoming year and those already in place will be subject to review.

What we set out to do	We will actively seek resolution to young people's concerns about transport across the borough by setting up a Young Persons Travel Forum to enable the voice of young people to be heard by those planning and providing transport for young people across Halton
What has been achieved	• Through working closely with the Halton Youth Cabinet, a Young People's Travel Forum has been established. • The Forum has developed links with local transport services and providers, in particular local bus companies, and is helping to develop actions that can be implemented to ease the travel concerns of young people in Halton. • The Children's Trust and the Young People's Travel Forum have been involved in the development of the new Local Transport Plan for Halton (LTP3) to ensure it fully takes into consideration young people's views.

What we set out to do	We will introduce locality working across the borough in April 2010.
What has been achieved	• The roll out of locality working, now known as Team around the Family, began in April 2010 and is continuing to be embedded across Halton. Two teams have been established, one for Runcorn, one for Widnes, to directly meet the needs of children and families where additional needs have been identified that are below the statutory social work/child protection threshold. Team around the Family, within early help and support, is now a key strategic priority for the Trust as set out within this Plan.

What we set out to do	We will review and expand the use of CAF as a key mechanism in supporting our commitment to early intervention and prevention
What has been achieved	• The Common Assessment Framework in Halton is now a key strand of the Team around the Family model. The CAF process has been reviewed and the learning utilised to improve the process for children, young people and their families who are in receipt of a CAF, and also for professionals undertaking the CAF.

What we set out to do	We will work hard across organisational and professional boundaries to make sure disabled children and young people live in barrier free environments and communities
What has been achieved	• There has been an increase in the number of children with severe and complex needs attending mainstream schools. This follows the success of Halton's retained specialist services in building both resilience and capacity within our mainstream schools. This has partly been accomplished through Action Plus Enhanced Provision, in conjunction with the private and voluntary sectors, enabling more children and young people with complex needs to access mainstream provision without the delay of waiting for a Statement. • A new communications strategy for disabled children and young people is in place, supporting the dedicated website and bi-monthly newsletter. The logo and branding found on these is crucial for our disabled children and young people in giving a sense of identity. • A Building Bridges handbook specifically for families of disabled young people in Halton is now distributed to every family in Halton with a disabled young person. The number of registered disabled carers in Halton has significantly risen since the Carer's Centre has become part of the Prince's Trust • The official Aiming High Charter Mark is now used by our disabled children and young people to score and review their experiences with agencies and services in Halton. • There has been a significant increase in the number of disabled children accessing short beaks services through the success of Halton's Aiming High for Disabled Children programme. • Disabled young people and their families have increased access to community facilities such as parks and children's centres through the provision of specialist resources e.g. hoists and sensory equipment. • Inclusion training accredited through National Children's Bureau has been provided for 100 staff working with disabled children in Halton to provide them with the knowledge and skills required to ensure that they are fully included in community activities.

What we set out to do	We will develop a Children's Trust Business Plan within which a range of protocols will: • **Clarify and define the relationship between the Children's Trust Board and Halton Safeguarding Children Board** • **Clarify and define how conflicts between Children's Trust partners will be addressed**
What has been achieved	• The relationship between the Children's Trust and Halton Safeguarding Children Board is defined by a Joint Protocol that has been in place since 2010. • The Children's Trust Business Plan sets out how any conflicts between partners should be addressed.

9. Celebrating Success

The development of a new Plan gives us the opportunity to highlight some examples of the successes of the Children's Trust as a partnership since 2009.

Safeguarding & Looked After Children Inspection

In preparation for Halton's announced multi agency Ofsted inspection that was expected at any time between June 2009 and 2012, in line with all other local authority areas, a working group was set up in 2009 to begin the planning needed to ensure a successful **inspection**.

Halton's inspection took place in February 2011. As with all other local authority areas, Halton had two weeks to prepare following the initial announcement. The report following Halton's rigorous inspection showed the level of planning and preparation by all partners had been worthwhile - Halton was graded as 'Outstanding' or 'Good' against all 22 criteria for both Safeguarding and Looked After Children. This highlights the robust systems in place locally and the strength of partnership working across Halton within children and young people's services.

Young People's Travel Forum

Halton Youth Cabinet has been instrumental in establishing a Young People's Travel Forum. The group have worked on researching, consulting and documenting the views of their peers on transport issues, and identifying areas for improvement within an action plan. A key issue for the Forum has been local bus transport, and this has been taken forward in conjunction with local bus companies through consultation workshops with senior managers to identify achievable and mutually beneficial ways to resolve some of the issues that the Forum have raised following research. As a result, an identification system for young people under 16 who have difficulty in proving their age has been adopted, to reduce the number of under 16 year olds charged full fare for bus journeys. This is directly attributed to the transport campaign of the Travel Forum, which has been delivered in an organised and professional manner, and enabled young people in Halton to have their say.

The Forum is part of a wider young people's shadow group that is supporting the implementation of the **Local Transport Plan for Halton (LTP3)** and have also worked with Transport policy staff to identify practical and sustainable projects that can be funded from the Local Sustainable Transport Fund, and have been supporting young people in the Liverpool area to have a greater say in the development of local transport.

Halton Playbuilder Programme

During the past two years Halton has radically increased and improved outdoor play opportunities for our children and young people through Halton's Playbuilder Programme. This investment has resulted in the creation of nine exciting and challenging new play areas and the transformation of five existing facilities.

All sites have proven popular with local children and families and considerable positive feedback has been received. This was reflected in the results of the TellUs 4 survey, which demonstrated a 9.7% increase in the levels of satisfaction with parks and play areas in Halton (one of the highest increases in the country).

The Playbuilder Programme positively reflects Halton's partnership approach and the value placed on play provision – investment from the Government and within Halton was matched by investment from Big Lottery Fund, environmental group WREN, local social housing providers and the PCT. The Playbuilder programme has transformed the range and quality of Halton's outdoor play provision, ensuring all of the Borough's children and young people have access to attractive, safe and challenging play opportunities.

Central RMZ (CRMZ)

CRMZ is Halton's new £3 million state-of-the-art youth hub. The hub enjoyed a Hollywood-style opening with more than 150 people attending, from agencies such as the Canal Boat Project and Barnardo's, as well as young people from local youth centres.

CRMZ is situated in the art deco former Kingsway Health Centre in Widnes, and was built as part of Myplace - a Government-funded initiative to deliver world class youth facilities driven by young people to meet their needs. The young design team who led the project provided tours around the building during its opening, showing how old has met new, to create a dynamic building with all the facilities young people want.

The hub offers many facilities including a common room and café area, a training kitchen, IT suite, creative arts facility, new multi-purpose hall, recording studios, a chill out space and floodlit outdoor areas. CRMZ features include internet facilities, space for advice and support on issues relevant to young people's needs, such as teen health, employment and training.

Opening times for CRMZ are determined by what local young people want and include evenings, weekends and school/college holidays.

UK Youth Parliament Annual Sitting 2010

Adan Pass, a member of Halton's Youth Cabinet, attended the annual sitting of the UK Youth Parliament in Belfast on behalf of the Cabinet. Young people from across the United Kingdom came together to discuss campaigns and to participate in the further shaping of their manifestos. This opportunity proved to be of great benefit, both individually for Adan, and also for him to share young people's experiences in Halton and to have the ability to use such experiences to influence government policy.

Adan says *"Overall it was an utterly amazing weekend, I was given the chance to mix and meet people who I would have never had the opportunity to meet in everyday life. It was an amazing opportunity and I have made friends there that I will keep for life.*

"I attended the transport campaign group, which is a real barrier for young people in Halton. The group was very effective and I was able to exchange many ideas and find out issues and solutions from around the UK. As part of the weekend we visited Stormont to have a look around the Irish Houses of Parliament. Also one of the guest speakers was John Bercow, we asked him questions and listened to his inspirational views about UKYP."

Health Improvement Team Healthy Schools Programme

Halton's Healthy Schools Programme continues to make a significant difference to the health and achievement of children in Halton. The programme aims to create healthy and happy children and young people who, as a result, do better in learning and in life through:

- Supporting children and young people in developing healthy behaviour
- Helping to raise pupil achievement
- Helping to reduce health inequalities
- Helping promote social inclusion

The programme involves the whole school community from pupils, parents, governors and school staff and provides support, training, resources and guidance for all schools in Halton. In order for schools to be recognised as a healthy school, they must meet national criteria using a whole school approach across four themes including personal, social, health and economic (PSHE) education, healthy eating, physical activity and emotional health and well-being (EHWB). All schools in Halton have achieved National Healthy Schools Status and annually audit their practice to evidence the foundations for health and well-being is being maintained.

Aiming High for Disabled Children

Over the past three years, Halton's Aiming High for Disabled Children project has gone from strength to strength in its objective to pave the way towards greater inclusion and broadening horizons for disabled children and their families.

By the end of 2010, the target of having 360 local children accessing Short Breaks had been exceeded. These Short Breaks have taken various forms, from half-day picnics and visits to popular leisure venues, to themed residential trips, to social and networking events for the whole family.

Aiming High has worked with Halton Play Council over the last two years to deliver a range of year-round open access play opportunities for the Borough's children and young people. This partnership work has ensured access for all through a range of measures to break down barriers, including improved assessments, better training and one-to-one support, to ensure all schemes are accessible to all.

One of the highlights of 2010 was a trip of a lifetime for 14 young people from Ashley School to Shanghai, supported by Aiming High, to attend the 2010 World Expo. The lucky 14 were chosen by Everton Football Club to be their ambassadors at the Expo, and to join the campaign for sporting opportunities for disabled people across the globe.

The group jetted off to China for 10 action-packed days, which they spent sharing their coaching skills with international crowds of visitors at the Expo, playing sit-down volleyball with the gold medal-winning Chinese Paralympics team, visiting the circus, and learning Tai Chi in a Shaolin temple.

One of the young people who took part in the trip said: "It was an amazing experience and a once in a lifetime opportunity that we would never have had without Aiming High."

Healthy Business Enterprise Project – National Health Award

Pupils from St Basil's Primary fought off competition from over 600 schools to claim a national healthy living award. The project, developed in partnership with the Health Improvement Team, asked pupils to create a product or service to promote health within the school community. With financial support and guidance from the local co-operative committee and Primary Care Trust, pupils secured funding to get their businesses and ideas up and running. A healthy lifestyle market day allowed pupils to sell their products. Fruit flans, relaxing music CDs, plant growing packs, puzzle sheets, fruit jellies, wrist bands, water bottles and calendars were among their wide range of products on offer. Pupils attended a prestigious ceremony at Downing Street to collect the award.

Halton Youth Service

Vulnerable young people are proactively targeted and supported to access Youth Service provision throughout Halton. They, along with their peers, decide their needs led programmes from the youth work curriculum; how project budgets are spent; and are supported to reflect and celebrate their achievements.

Halton Youth Service supports young people to have a voice locally and nationally, by being active partners in, for example recruitment & selection and the inspection of services. Halton Youth Service also facilitate participation in community action groups, school councils, local and regional youth forums and Halton's Youth Cabinet, from which the Member and Deputy Member of UK Youth Parliament are elected.

In 2010 -2011 over 600 opportunities for young people to volunteer their time were created and supported, and young people gave up over 4000 hours to support others in their communities.

One example of the opportunities offered is for young people to participate in accredited training to volunteer as a Peer Educator. The training provides young people with the necessary skills, knowledge and understanding to informally educate other young people. The training includes looking at how to work with groups, how people learn, communication and team work skills; plus focusing on a particular subject such as sexual health, alcohol, homophobia, disability awareness or money skills.

Danielle aged 15, a Money Skills Peer Educator, who has been involved with Halton Youth Service for over 3 years, said "I never knew how to look after my money before, I didn't give it a thought. After doing the money skills course I'm thinking more carefully about what I spend and I'm keen to share the activities with other young people to get them thinking about money a bit more."

The peer education project continues to be a success. Young people respond positively to the peer educators and welcome their informal methods of delivering informative information and advice on many issues.

Halton Youth Bank

Halton Youth Bank was formed in August 2006 as a vehicle for young people to administer substantial funding of Youth Opportunity and Youth Capital funds, which has been used to increase the number of 'places to go, and things to do' for young people in Halton. Young people have full ownership of this initiative, with a panel supported by Halton Youth Service providing training, group work skills and working with the young people on a weekly basis to ensure the smooth running of the project. The Youth Bank have been responsible for awarding in excess of over £750,000 to their peers.

> **"***Young people have been responsible for awarding over £750,000 to their peers***"**

Virtual Roomz (VRMZ)

VRMZ is a mobile outreach service that provides advocacy for disaffected young people in Halton where this support is most needed around issues such as alcohol, safety and making positive choices. The service works in partnership with street-based teams provided in conjunction with Young Addaction. These teams provide the initial, crucial, engagement with disaffected young people in their locality. Once engaged, the advocacy support through VRMZ can be offered to each young person.

The approach aims to tackle anti-social behaviour and youth offending. Initial analysis of Constabulary data for anti-social behaviour in the areas covered by both the street-based teams and VRMZ has shown an encouraging 18% reduction in the number of cases recorded in these areas.

Contrasting youth cultures

Young people from the Canal Boat Adventure Project raised European funding as part of work on a project comparing issues relating to youth culture in Halton and Marzahn-Hellersdorf, Halton's twin town in East Berlin. Ten young people from Kids und Co worked alongside ten Nessie Club members discussing youth unemployment, life styles and social inclusion in Europe and in Britain. Cheshire Police supported this initiative by providing an insight into policing, drug issues and community safety. A visit to CRMZ and a canal boat exploration of Halton provided the young Europeans with a "snapshot" of the borough: their feedback comments confirmed that individuals were surprised by the rural nature of parts of Halton. The most significant differences found by the young people were around Halton's emphasis on early prevention and diversion into positive activities and youth volunteering.

Bereavement Support and Counselling

The tragic death of a young woman in Halton had a negative impact on a group of young women from the Canal Boat Adventure Project's Nessie Club. This led to several participating in bereavement support and counselling. Over the next three months there was evidence that individually and collectively, these young women's fears and worries about community safety and violent crime were becoming disproportionate to reality. Following an intensive process of support and counselling, these young women confirmed that they had developed more confidence, resilience and understanding and they were able to move on in terms of grieving for the young woman.

Reduction in NEET figures

The numbers of young people in Halton aged 16-18 not in education, employment or training (NEET) have traditionally been high compared to the levels found in our statistical neighbours. Numbers have been falling in recent years however. At the end of January 2011, the three month average figure was 9.3%, equating to 341 young people, compared with 10.3%, or 393 young people for the same three month period ending January 2010. This improvement has come through effective partnership working through the Children Trust, led by Schools, Riverside College, Greater Merseyside Connexions, Job Centre Plus and Halton Borough Council, to develop a number of initiatives including council apprentice schemes, flexible college provision and positive partnerships with Job Centre Plus.

Health Improvement Team Fit 4 Life Programme

Fit 4 Life is a fun programme of activities and education, aimed at 7-13 year olds, helping children, young people and their families to exercise regularly and eat a nutritionally balanced diet. Families, over a 6 week period, for 2 hours per week, have the opportunity to engage in a range of healthy eating and physical activity sessions. Since Fit 4 Life was launched in September 2010, 17 families (36 individuals) have completed the programme and achieved fantastic outcomes. All of the children involved showed positive outcomes in one or more of the following areas: - increased fitness; reduction in body mass index; reduction in waist circumference; increased self esteem; as well as showing an increased knowledge in healthy eating. The programme has now expanded, with 4-week lifestyle programmes now being delivered within schools.

Increase in Level 2 and Level 3 Achievement by age 19

2010 data from the Department for Education showed significant improvement in performance amongst young people from Halton at both Level 2 (achieving 5+ A*-C grades at GCSE or equivalent) and Level 3 (achieving 4 AS-Level/2 A-Levels at Grade E or equivalent) by age 19. These improvements have exceeded expectations and indicate that the action plans implemented by the multi agency 14-19 Strategic Partnership are focused on the right actions to bring real improvements.

At Level 2, 74.8% of Halton learners achieved a qualification by age 19, a 7.6% increase on 2009, the largest annual increase recorded anywhere nationally. This level of improvement has been achieved whilst continuing to reduce the inequality gap, including between those eligible and not eligible for free school meals, which was reduced by 2%. Further growth in Level 2 attainment will be achieved for 2011, with 78% of the cohort having already secured a Level 2 qualification.

At Level 3, 42.3% of Halton learners in 2010 achieved a qualification by age 19, an 8.4% increase compared to 2009, which is the second highest level of increase recorded nationally. Again, it is expected that there will be a further increase in the rate of Level 3 achievement when 2011 data is released.

Warrington Road Youth Club

A group of young people from the Warrington Road Youth Club in Widnes won two awards in 2010 for their artwork. The youngsters' entry won them the Visual Art category in the inaugural Halton Cultivate Awards, shortly after also taking first place in Pink Box, an innovative arts project encouraging young people across the North West to find out more about the lesbian, gay, bisexual and transgender (LGBT) community. The group won the prizes for a collage illustrating diversity, acceptance, celebration and LGBT celebrities.

"Among the largest increases recorded nationally"

Halton & Warrington Youth Offending Team

The Halton and Warrington Youth Offending Team (YOT) received the highest outcome possible at its last inspection by Her Majesty's Inspectorate of Probation in 2009. Only minimal improvements were required in the three areas under scrutiny, with the inspection scoring each area as follows:

- Safeguarding – 85%

- Risk of reoffending – 77%

- Risk of harm to others-public protection – 80%

In addition the numbers of young people in Halton coming into the system for the first time has reduced from 245 in 2007/8 to 174 in 2009, a reduction of 29%. This is testament to the efforts of the YOT and other partners in preventive activity.

Health Improvement Team Passport 2 Health

Passport 2 Health is a free training course for adults working with children and young people aged 5-19. Attendees learn key messages to give to children and young people to encourage healthier lifestyle choices around food and physical activity. In order to reach as many children and young people as possible, the Health Improvement Team invite people who work with children and young people to be trained to deliver key health messages within their existing role. By incorporating the key health messages regarding food and physical activity into their existing roles they have ensured these key health messages will be continually passed on.

33,403 children and young people received key health messages relating to both healthy eating and physical activity between September 2010 and April 2011.

Section Two: Vision & Priorities

10. Halton's Vision and priorities for Children & Young People

We have a wealth of information on what it is like to be a young person living in Halton and what is important to our children and young people. Based on this knowledge, the Children's Trust has agreed the following vision for all children and young people in Halton that is the guiding principle for this Plan.

Halton's ambition is to build stronger, safer communities which are able to support the development and learning of children and young people so they grow up feeling safe, secure, happy and healthy, and ready to be Halton's present and Halton's future

Through consultation with partners from within the Children's Trust, as well as with stakeholders as outlined in Section One, three overarching priorities for the Trust from April 2011 onwards have been agreed. They are:

Improve outcomes for children and young people through embedding integrated processes to deliver early help and support.

Improve outcomes for children and young people through effective joint commissioning

Improve outcomes for our most vulnerable children and young people by targeting services effectively

In addition, safeguarding is an intrinsic part of each priority, and must be considered within the work of each area and will be scrutinised by the Halton Safeguarding Children Board.

The focus for the Children's Trust is on improving outcomes for our children and young people through these three key priorities, which although separate, are interrelated and this is reflected within the Children's Trust structures and in the linkages highlighted within this Plan.

This interrelationship between the Trust's priorities is shown, for example, by the Trust's performance management framework (PMF), described in more detail in Section Three. Improvements to outcomes experienced by our children and young people within each priority will be brought by improving performance against overarching indicators that cut across all three priorities. These indicators are framed within the PMF against the ambitions that we as a Trust had in place for the last Children & Young People's Plan, and which remain relevant when looking at performance. These are:

- Children and young people are physically, emotionally and sexually healthy
- Every young person is successful when they leave school
- Children and young people do well, wherever they live, and whatever their needs
- Children and young people will feel safe at home, in school and in their communities.

11. Integrated Governance

These priorities have shaped the new structures for the Children's Trust. The structures facilitate all stakeholders coming together at each level of the Trust to ensure that through challenge, support and accountability we work in partnership to bring improved outcomes within each priority over the next three years.

The Children's Trust Board meets quarterly and brings together senior representatives from all partners that work with children, young people and their families locally to agree a common strategy to improve children's wellbeing and to ensure that partners work to this agreed strategy, the Children & Young People's Plan. The Children's Trust partnership, in various forms, has been in place for a number of years, allowing strong and sustainable relationships to develop with robust strategic planning arrangements for improving outcomes for our children and young people at the centre. The Children's Trust Executive Group focuses on the business functions of the Trust and drives the work of the Trust. This group meets every six weeks. Progress against each Children's Trust priority is reported at each meeting of the Trust Board and Executive Group and in turn relevant information is taken from these groups to the sub groups by representatives of the sub groups to ensure two-way communication throughout the structures.

For our joint commissioning and early help and support priorities, strategic sub groups of the Children's Trust are in place that each focuses specifically on the work within the Trust to meet their respective priority. For our vulnerable children and young people priority, specific groups are already established that coordinate work to support for our vulnerable groups and so the Children's Trust will continue with these existing structures for the priority. To ensure robust reporting within through to the Children's Trust Board and Executive Group, each of these groups for vulnerable children and young people will provide updates of progress and performance to
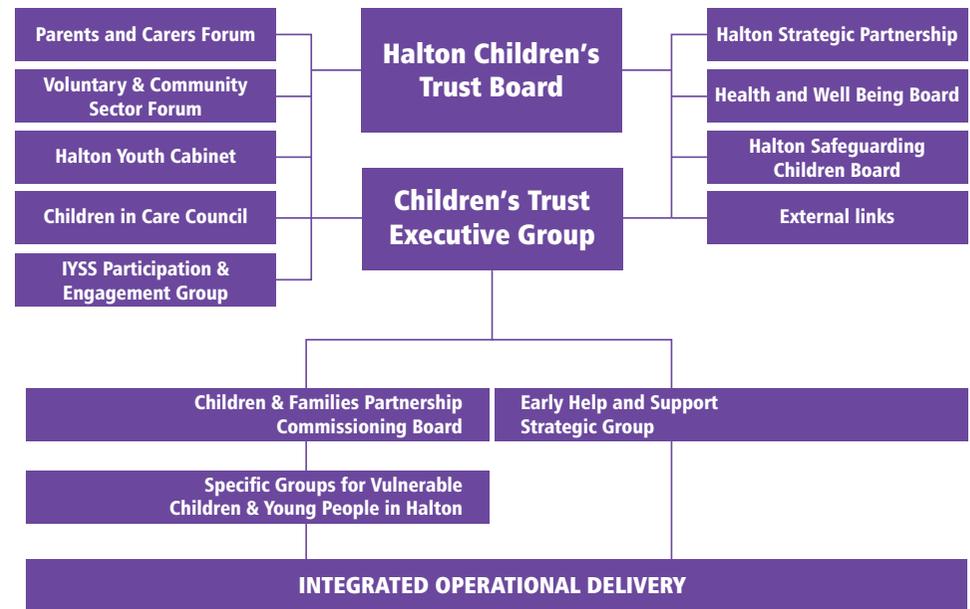
the Children & Families Partnership Commissioning Board, the strategic sub group for our joint commissioning priority. In turn, these updates will be received by the Trust Board and Executive Group at each meeting. This will avoid the duplication that would be created by adding an unnecessary additional sub group within the structures.

Each priority has its own specific business plan detailing the aims and objectives in order to bring the most improvement to outcomes for our children and young people. The nature of the priorities of the Children's Trust mean that the work in order to meet any one priority will naturally involve joint working across the priorities and we encourage and embrace this as a partnership to bring improved outcomes across the priorities.

These structures provide the platform and opportunity for challenge, to ensure that the services and support provided for children, young people and families meets their needs most appropriately and at the right stage. The structures provide a direct route to and from the Children's Trust for both communication and scrutiny for other key multi agency partnership boards, such as the Halton Safeguarding Children's Board, Halton Strategic Partnership Board and the emerging Health & Well Being Board, as well as for key stakeholder groups for children and young people, parents and carers and from our Voluntary and Community Sector.

More detail on the governance arrangements for the Children's Trust can be found in the **Children's Trust Business Plan.**

{ **Halton Children's Trust - Halton's Partnership for Children** }

Parents and Carers Forum	**Halton Children's Trust Board**
Voluntary & Community Sector Forum	Halton Strategic Partnership
Halton Youth Cabinet	Health and Well Being Board
Children in Care Council	Halton Safeguarding Children Board
IYSS Participation & Engagement Group	External links

Children's Trust Executive Group

| Children & Families Partnership Commissioning Board	Early Help and Support Strategic Group
Specific Groups for Vulnerable Children & Young People in Halton	

INTEGRATED OPERATIONAL DELIVERY

12. Halton Levels of Need

Halton's Levels of Need for Children and Young People provides a framework for professionals in Halton to meet the needs of all our children and young people, from those with no additional needs through to our most vulnerable with the most significant needs.

The priorities for the Children's Trust outlined in this Plan are set against this framework, to ensure that we improve outcomes for all children, young people and families in Halton but with particular focus on those in need of additional support, at whichever level of the framework and for whatever amount of time is appropriate for each family.

The Children Act 2004 placed a duty on all agencies to work together to ensure the safety and well being of all children. Our aim is to ensure that those children who have additional and more complex needs are not only identified at an earlier stage, but they also receive the right services, that enable them to have their particular needs met.
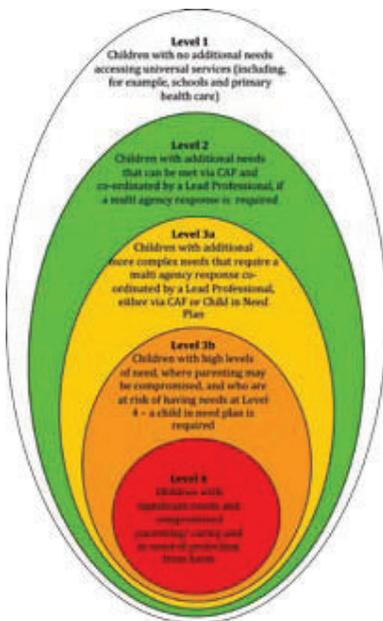
Level 1 — Children and young people whose needs are being met through universal services available to all

Level 2 — Additional needs that have been identified that can be met through a CAF or discussions within or across agencies.

Level 3a — More complex needs have been identified. A co-ordinated multi agency approach to addressing these can be facilitated by the Integrated Working Support Team

Level 3b — Higher levels of need which require contact to be made with Children's Social Care

Level 4 — Children and young people identified as being in need of immediate protection

In essence, the work of the Children's Trust in Halton focuses on Levels 1 – 3a of the framework. Levels 3b and 4 are the remit of the Halton Safeguarding Children's Board (HSCB). The two work closely together to ensure a smooth transition between each level and this relationship is outlined in the Children's Trust/HSCB Joint Working Protocol, which is available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust).**

13. Early Help and Support

As multi agency working in Halton has developed, the Children's Trust has adapted the way in which it works with families who are at Levels 2 and 3a of the Levels of Need Framework, in order to try to prevent their needs increasing to a level that requires more specialist help and support.

Team around the Family is the Halton Children's Trust service and approach to early help and support. In terms of services, it has reshaped what is provided across Halton through Children's Centres and Family Support. As an approach, it looks to intervene early to prevent issues escalating to a point where higher level, more specialist intervention is required.

Looked at in terms of Halton's Levels of Need Framework, Team around the Family ensures that fewer cases reach the 'Specialist' end of the continuum, at Levels 3b and 4. Instead, where appropriate, children, young people and their families will receive the additional services that they need more quickly, before these needs escalate beyond Levels 2 and 3a.

This will tackle the discrepancy that research has shown exists at Levels 2 and 3a in terms of numbers of children and young people with additional needs that are receiving these services, as shown by the diagram below.

The diagram shows the relative numbers of children and young people in Halton who are receiving services at each Level of the Levels of Need Framework.
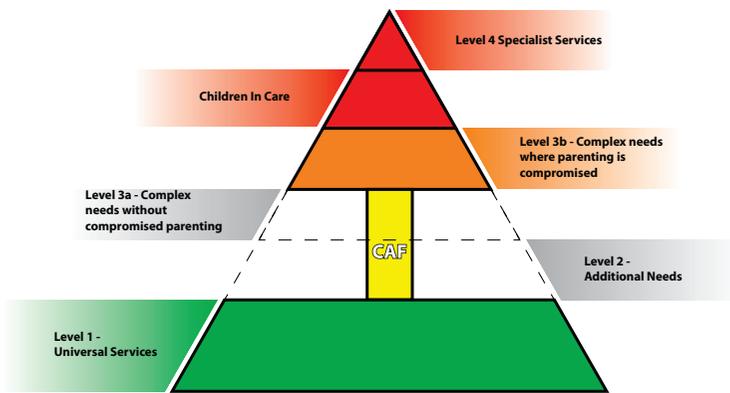
Most children and young people will only ever need the Level 1 Universal Services that they are entitled to and this large proportion of children and young people are depicted in green. At each Level there should be progressively fewer children and young people receiving that level of support, giving a 'pyramid' effect. The diagram shows that this is the case at each level, apart from Levels 2 and 3a – research has shown that the numbers of children and young people who are receiving Level 2 and 3a additional services are significantly lower than there should logically be found in Halton.

By amending the way in which we work in Halton in line with the principles of Team around the Family, more children, young people and their families who need the additional support at Levels 2 and 3a will receive and access the appropriate services at this stage, and fewer will reach the Specialist Services at the top of the pyramid. The approach aims to remove any barriers to the appropriate services being made available and accessible to those who need them. By reducing the flow of cases reaching Levels 3b and 4, it should free up more resources that can be made available to provide further support at Levels 2 and 3a.

In the past, services and support have often been stopped and withdrawn by agencies straightaway once needs are met. Through Team around the Family, measures have been put in place to allow this support to be gradually phased out at the appropriate rate and timeframe for each individual case. This means that children, young people and their families who have been receiving support at the higher tiers can gradually have this support reduced until they reach the point when they are able and ready to again receive just their Universal Service entitlement.

Team around the Family services in Halton are coordinated through two Integrated Working Support Teams (IWST), one based in and covering Runcorn; the other performing similar functions for Widnes. IWST coordinates consultations with professionals working with families and helps to ensure that these professionals can access the services that appear most appropriate to that family's needs. This is achieved through a consultation model. The consultation that is recorded can be used as a service request to a wide range of public sector and voluntary service providers. Where the consultation suggests that a more complex problem or a wider set of agencies need to be involved, IWST supports professionals to initiate and carry out a Common Assessment Framework intervention. More information on IWST, an integrated process for early help and support, can be found in Section Three of this Plan.

Team around the Family has allowed for the development and implementation of structures and service configuration that allow for smooth transitions between lower level interventions and statutory interventions managed by Social Care. From a client's perspective the aim is for the whole process and provision of services to feel seamless.

Work to continue to establish and embed Team around the Family in Halton within the Levels of Need Framework is within the remit of the Early Help and Support Strategic Group of the Children's Trust.   This Group will also lead on ensuring that the following three priorities of the Integrated Children's Workforce Strategy are taken for across all agencies within the Children's Trust:

•	Recruitment & Retention
•	Training, Learning & Development
•	Induction

More information on Team around the Family, Halton's Levels of Need Framework and the Business Plan for the Early Help and Support Strategic Group is available from the Children's Trust website **(www.haltonpartnership.net/childrenstrust).**

14. Joint Commissioning

Joint commissioning is the process whereby partners who have responsibility for specifying, securing and monitoring services work together to make joint decisions about the needs of their population, and how they should be met.

We want to ensure that as a Children's Trust we commission services jointly to meet local needs and priorities wherever possible, particularly around early help and support, and also for our vulnerable children and young people.

Commissioning is a cyclical process of activities reflecting four key stages:
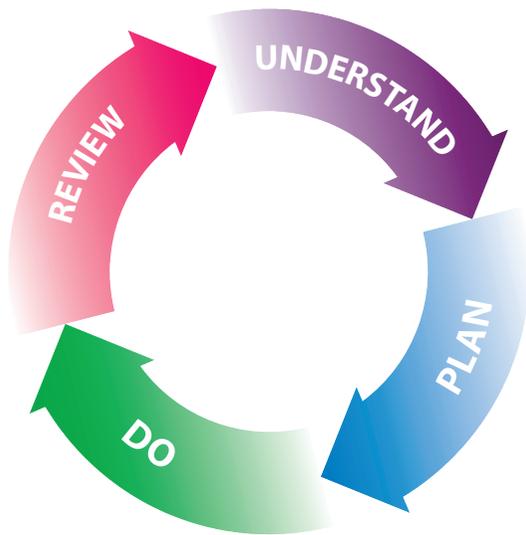
- **Understand** - population needs assessment and resource identification

- **Plan** - aligning resources to meet needs; filling gaps between needs and services

- **Do** - developing or purchasing services

- **Review** - monitoring performance and evaluating outcomes.

By focusing on joint commissioning as a priority for the Children's Trust, it will facilitate partner commitment to bringing all joint commissioning decisions for approval through the Trust. Once approved, each agency within the Trust is responsible for implementing the implications of the decision within their own agency if appropriate, after a process where they are fully involved from the beginning.

The existing Joint Commissioning Unit collaboration between the local authority and Primary Care Trust has been extended to include all relevant Children's Trust partners in an overall Children & Families Partnership Commissioning Board for Halton Children's Trust.

The Board will take forward the existing Children's Trust's **Joint Commissioning Framework**. This provides detail on the five commissioning priorities for the Trust that closely relate to the Children's Trust's overall priorities. For these commissioning priorities, resources within the Children's Trust will be combined to tackle these issues. The commissioning priorities are:

- Behaviour

- Breastfeeding

- Alcohol

- Team around the Family

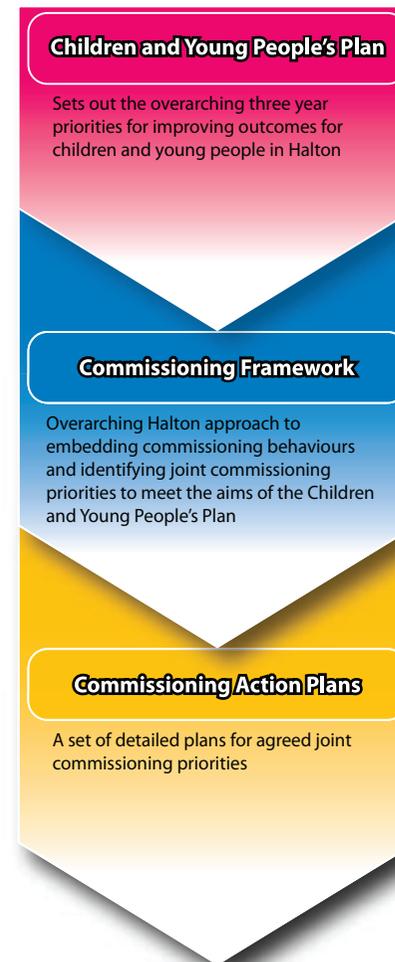- Transition of Care Leavers, Children in Care and Special Educational Needs

In addition, the Commissioning Board will also make commissioning decisions for the Trust using the key areas of need highlighted within Halton's Joint Strategic Needs Assessment, both the current and future updates of this needs analysis, throughout the period covered by this Plan up to 2014.

In order to meet our objectives around these commissioning priorities, the Trust has adopted the following principles for commissioning:

- We will ensure that positive outcomes for children and young people are at the heart of the strategic planning and commissioning process

- We will ensure that children, young people, families and carers actively participate in our decisions about commissioning services at all stages of the commissioning cycle

- We will consult all relevant organisations, in advance of commissioning new services

- We will ensure that decisions are based on a robust needs assessment

- We will undertake more effective market management and identify and understand the contribution of all relevant providers to delivering positive outcomes for children and young people

- We will direct resources to meet our priorities, particularly in areas of significant need, and especially in relation to vulnerable groups and gaps in provision

- We will ensure that tendering and procurement processes are transparent and fair

- We will promote sustainability with our providers to enable longer term planning

- We will use feedback from children, young people, families and partners to encourage innovation in the commissioning process and to achieve best practice

- We will monitor, evaluate and review our services rigorously and proportionately to ensure high quality outcomes and to reflect changes in demographic trends

- We will de-commission existing services where they do not deliver value for money or positive outcomes for our children and young people and work together to avoid duplication

Using these principles, the process for joint commissioning through the Children's Trust can be shown as follows:

Children and Young People's Plan

Sets out the overarching three year priorities for improving outcomes for children and young people in Halton

Commissioning Framework

Overarching Halton approach to embedding commissioning behaviours and identifying joint commissioning priorities to meet the aims of the Children and Young People's Plan

Commissioning Action Plans

A set of detailed plans for agreed joint commissioning priorities

Halton Children's Trust Board is responsible for the production and monitoring of the Children and Young People's Plan which sets out these strategic priorities. The Trust Board agrees the joint commissioning priorities for Halton based on these priorities and the latest assessments of need.

The Children's Trust Executive Group is responsible for the development of the Commissioning Framework which is endorsed and adopted by the Children's Trust Board.

The Executive Group is responsible for progress against commissioning action plans and reviewing the framework.

Regular reports regarding progress are presented to the Children's Trust Board.

Children's Trust Executive Group members ensure that progress reports are disseminated within their host organisations.

Following agreement of the joint commissioning priorities the Children's Trust Commissioning Board will develop commissioning action plans that are endorsed and monitored by the Children's Trust Executive Group.

Joint commissioning links closely to the other priorities for the Children's Trust, but also with other key areas of focus for the Trust such as participation – ensuring that we provide the opportunity for our children, young people and their families to participate in the process that leads to commissioning decisions. Therefore, work around participation and engagement within the Trust will feed directly into this priority to reinforce the importance of participation to all partners within the work of the Children's Trust.

The Children & Families Partnership Commissioning Board will have responsibility for driving forward work on four elements of the Children's Trust's Integrated Workforce Strategy across all agencies of the Trust. These are:

- Workforce Planning and Forecasting
- Leadership & Management
- Managing Change
- Equality & Diversity

In addition, the Commissioning Board will work closely with other boards and groups within the Children's Trust in Halton to ensure that all work is complementary in order to meet the Children's Trust priorities. Work to improve outcomes for our vulnerable children and young people will be channelled directly through the Board, while close links will be maintained with the Early Help and Support Strategic Group.

The Joint Commissioning Framework and Business Plan for the Children & Families Commissioning Board are available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust)**

15. Vulnerable Children & Young People

Vulnerable children and young people are those who are likely to have additional needs (Level 2 or above in the Levels of Need Framework), and experience poorer outcomes if these needs are not met. Prioritising services for our vulnerable children and young people has always been an area of focus for the Trust, to ensure they are given the additional support that they need to achieve their full potential. Strategic and operational groups are in place within the Children's Trust to ensure that we work in partnership to meet the needs of our vulnerable groups.

The term 'vulnerable' is a broad one and a significant proportion of children and young people population in Halton could be described as 'vulnerable' at any given time. There are different reasons why a child or young person could be seen as 'vulnerable' – this may be due to particular characteristics or due to circumstances, which may be temporary or more long-term. Therefore the vulnerable children and young people cohort is never static, any child can become 'vulnerable' or are no longer considered to be 'vulnerable' as their circumstances change.

Characteristics that might make a young person vulnerable could include the following:

(a) Age
(b) Disability
(c) Gender reassignment
(d) Marriage and civil partnership
(e) Pregnancy and maternity
(f) Race
(g) Religion or belief
(h) Sex
(i) Sexual orientation

These are the nine protected characteristics contained within the Equality Act 2010. The Children's Trust works to ensure that all children and young people have the equality of opportunity whether or not they share any of these protected characteristics. Some of these characteristics are more common than others among children and young people in Halton across the full 0-19 age range but all are taken into consideration by the Children's Trust to ensure no child or young person is adversely affected by any characteristic.

Equally, for some children and young people in Halton, the opportunity to reach their full potential can be affected by circumstance. These circumstances are often beyond their control and could be short-term or more

permanent. Circumstances that might make a child or young person vulnerable could relate to personal issues, but also could be caused by issues for other members of a child or young person's family that, for example, compromises parenting capability. Equally, changes to family structures or settings can make a child or young person vulnerable. The Index of Multiple Deprivation shows that a child or young person could also be affected by the geography of where they live. Generally, children and young people from the most affluent areas of Halton have been more likely to reach their potential. Differing circumstances can make a significant difference to the outcomes for our children and young people and so as a Children's Trust we are working in partnership in order to reduce these effects caused by circumstance.

The diagram below illustrates the differing elements of vulnerability that could affect a child or young person at any stage of their development.
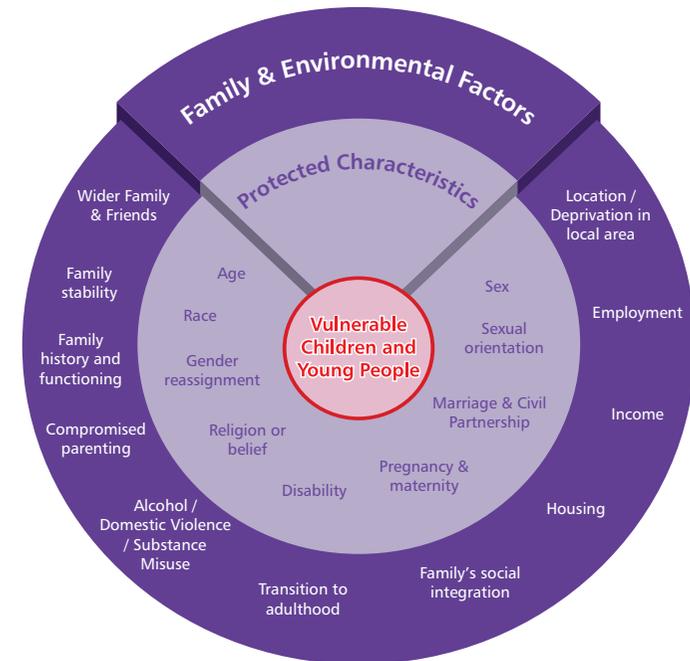
The sharing of any of these characteristics or circumstances does not automatically mean a young person will experience poorer outcomes but they are statistically more likely to. For vulnerable children and young people in Halton, the Team around the Family model for early help and support focuses on providing the necessary support before problems escalate towards Specialist Services. For the Children's Trust, supporting children and young people who may be vulnerable because of characteristics or circumstance is a key priority to try to ensure that all children and young people enjoy the same outcomes.

By focusing on vulnerable children and young people, we can remove barriers that have in the past stopped some from reaching their full potential and provide equality of opportunity for all our children and young people.

The Business Plan for the Vulnerable Children & Young People priority is available on the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust).**

Section Three: Integrated Processes

In order to improve how we deliver our services for children and young people, as a Children's Trust partnership we have joined up processes in a number of key areas. This section describes these areas and the processes that we have in place in Halton.

16. Safeguarding

Safeguarding is a broad term for promoting the welfare of children who might have specialist or complex needs. It can be defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is one element of safeguarding. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Safeguarding children and young people, and supporting and preparing them through to adulthood has always been central to the planning and provision of services in Halton. The safeguarding of our children and young people in Halton is seen as everyone's business within the Children's Trust. This has been the clear message given to all partners and our communities since the creation of the Halton Safeguarding Children Board (HSCB) in 2006. The impact of safeguarding remains a key consideration within each of the new priorities for the Children's Trust.

The HSCB has a very clear vision that places safeguarding at the centre of the Borough's overall commitment to supporting and valuing the community it serves. The Board is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. It carries out a range of activities to safeguard children and young people in Halton, aged between 0-19 and its role includes:

- Developing initiatives to reduce harm to children
- Developing, monitoring and reviewing inter-agency Safeguarding Children procedures
- Scrutinising information related to safeguarding children
- Ensuring that training is provided and promoted
- Increasing professional and public awareness of the safeguarding agenda
- Enquire into cases of abuse and neglect where a child has died or suffered serious harm and to review important issues arising from such enquiries

Partners have embraced safeguarding and successfully embedded processes to ensure we have robust safeguarding procedures in Halton across all agencies. This has been validated by a number of external inspections. For example, in 2008, Ofsted rated Safeguarding in Halton as 'Outstanding', while the 2011 Children's Safeguarding and Looked After Children Inspection judged Halton to be 'Good' or 'Outstanding' against each of 22 criteria – giving Halton one of the best results nationally.

The HSCB provides effective strategic leadership on safeguarding for all children and young people in Halton, through a framework of scrutiny, quality assurance and training. A multi agency safeguarding unit strengthens multi agency working within the Children's Trust by identifying issues and themes that impact on the delivery of frontline practice.

The relationship between the HSCB, which is a statutory body, and the Children's Trust and how they interact with each other has been formalised by a **joint protocol** informed by the latest 'Working Together' guidance. This has again brought closer working and ensured that two-way challenge and commitment is entrenched within all work. Senior representatives from key agencies attend both the Children's Trust and HSCB and this again strengthens the working relationship between the two and ensures crossover within all aspects of safeguarding.
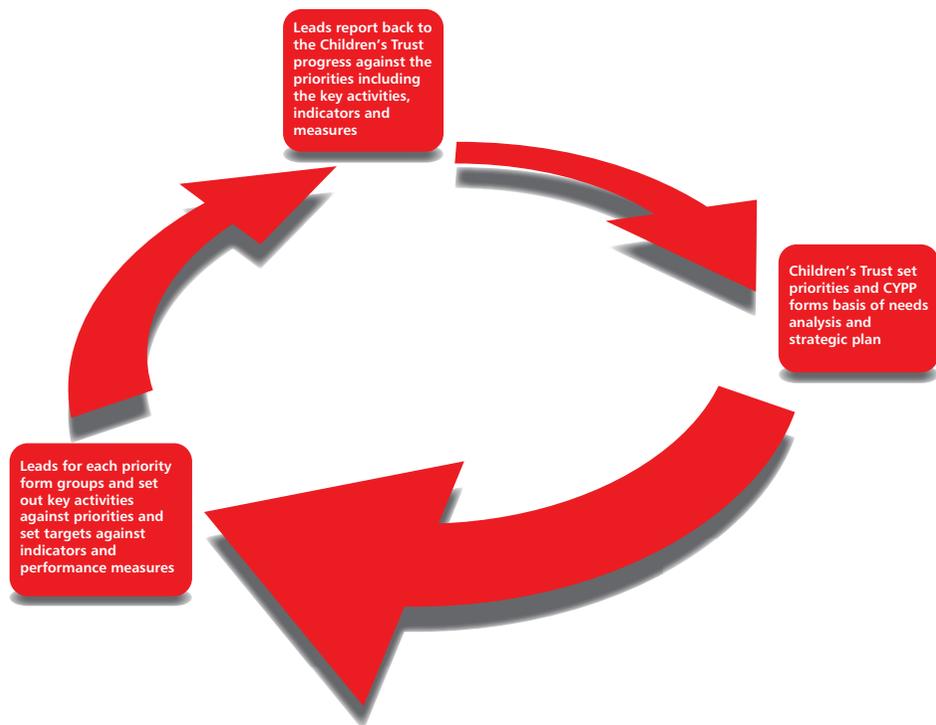
The Children's Trust and HSCB, work closely within the Halton **Levels of Need Framework** to ensure each takes the lead at the appropriate level within the Framework and duplication is avoided.

17. Performance

The Ofsted Inspection of Children's Safeguarding & Looked After Children in Halton in February 2011 recognised the performance management and quality assurance arrangements in place at all levels from front line practice to strategic levels as 'outstanding'. The report commended the robust performance management arrangements in place for both the Children's Trust and Halton Safeguarding Children Board.

Performance within the Trust is managed through the Children's Trust Performance Management Framework (PMF) to systematically report against identified priorities on a regular basis. In essence, the PMF follows the following cycle:

Leads report back to the Children's Trust progress against the priorities including the key activities, indicators and measures

Children's Trust set priorities and CYPP forms basis of needs analysis and strategic plan

Leads for each priority form groups and set out key activities against priorities and set targets against indicators and performance measures

The PMF uses the principles of Outcomes Based Accountability (OBA) to ensure the intelligent use of performance data alongside consultation and feedback information and the knowledge and experience of front line staff.

The PMF splits performance management into population accountability, which focuses on conditions of well-being for all children and young people in Halton and performance accountability, which relates to the impact of services. The Children's Trust has responsibility for population accountability as it is recognised that to impact on these high level outcomes a range of partners will need to be involved.

The Children's Trust's strategic priorities have been agreed with population accountability in mind, focusing on how we can improve the well-being of our children and young people by:

- Commissioning on a multi agency basis against the greatest needs identified for our children and young people
- Focusing our activity in particular on our vulnerable children and young people
- Ensuring that the right support is available for those with additional needs at the earliest stage and targeting resources to the specific needs of different areas of the borough.

The established reporting mechanisms utilising the PMF have been amended and refined to take into account these new priorities for the Trust. Reporting of performance will continue to follow the cycle established by the PMF to meet the ambitions for the Trust set out in the last Children & Young People's Plan, but these ambitions have been re-focused to concentrate on how well we are doing in relation to the new priorities for the Children's Trust.

These ambitions that were set out in the last Plan are:

- Children and young people are physically, emotionally and sexually healthy
- Every young person is successful when they leave school
- Children and young people do well, wherever they live, and whatever their needs
- Children and young people will feel safe at home, in school and in their communities.

Within each priority, the PMF provides a range of relevant indicators, with long-term trends to give evidence to show whether the services we are providing collectively are bringing improved outcomes. These indicators are supported by relevant performance measures that are monitored on a quarterly basis.

This, together with the story behind the indicators, which provides rich qualitative information, provides the basis for developing our services and support, to meet the needs of our children and young people.

Quantitative and qualitative performance information is received at each meeting of the Children's Trust Executive Group to allow for the overall monitoring of each priority, show where efforts should be focused to ensure we meet the aims of each priority during the lifespan of this Plan, and will also inform decisions made on what should be should be the new priorities for Halton Children's Trust in the future.

The thematic qualitative information produced quarterly in order to provide evidence of improved outcomes, gives the "so what" factor to Children's Trust performance, in particular where quantitative performance indicators are unable to provide this information. This enables the Trust to challenge improvement further and identify and address gaps in service in order to continue the improvement cycle.

The PMF and latest performance information for each Children's Trust priority can be accessed through **www.haltonpartnership.net/childrenstrust**

18. Integrated Working Support Teams

Integrated Working Support Teams (IWST) for Runcorn and Widnes have been established as part the development of the Team around the Family model for early help and support in Halton.

IWST is the Children's Trust approach to providing support through a form of brokerage across all agencies. IWST gives a single point of entry contact for all enquiries that are not Child in Need or Child Protection issues, including parenting support. By providing a single point of entry, families are prioritised across Halton according to need and consistency is achieved regarding the length of time between assessment and allocation of services. IWST provides tiered, seamless support to professionals working with a family that is appropriate to the nature of the issue. Each team incorporates a multi agency group of professionals and a number of commissioned services sit directly within the IWST structures.

The Disabled Children's Service sits within this model, providing the first point of entry for professionals and carers of disabled children who may need information, advice and/or support, including short breaks and advocacy. There are clear pathways into the service, as well as a pathway into Social Care when statutory services are necessary.

The services available from the IWST Teams include:

- Support to complete the Common Assessment Framework
- Support to chair multi agency meetings
- Support to identify appropriate Lead Professional
- Support to parents
- Support for disabled children, young people and their families
- Support to enhance existing agency plans
- Liaison with Children's Social Care Teams
- Signposting to multi agency training opportunities
- Consultation, signposting and advice on appropriate route to support
- Think Family Forum to support Common Assessment Framework (CAF) – this Forum has provided support for Lead Professionals involved in CAFs but also provides a multi agency forum for the quality assurance of completed CAFs
- Link to Children's Centre and family engagement teams

19. Equality & Diversity

The Children's Trust aims to create a culture where people of all backgrounds and experience feel appreciated and valued, and as a partnership we are committed to a programme of action to make this policy fully effective.

To support this, the Children's Trust has produced an Equality & Diversity Scheme that takes into account the implications and additional duties of the Equality Act 2010. It sets out a long term process for identifying and integrating improvements as to how this Trust promotes equality and supports diversity through its work with children and young people.

The Scheme includes the following vision on equality and diversity that all Children's Trust partners in Halton have committed to:

The Children's Trust is determined to deliver its vision of a better future for Halton's people. We are committed to equality for everyone regardless of age, sex, caring responsibilities, race, religion, sexuality, or disability. We are leaders of the community and will not tolerate discrimination, victimisation or harassment for any reason. There is a commitment to equity and social justice from all partners.

The Children's Trust Equality & Diversity Scheme is available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust)**

20. Transition to Adulthood

The transition from being a young person to being an adult is a time of great change and opportunity for all young people, but it can also present challenges, particularly for young people who have social and health care needs arising from sensory and physical disabilities, long-term conditions, learning disabilities or mental health problems.

As part of the Aiming High for Disabled Children programme, a national Transition Support Programme has been introduced to improve support for disabled young people in their transition to adulthood, and sets out five focus areas for improving support at transition in local areas:

- Participation of disabled young people and their families
- Effectiveness of personalised approaches
- Joint assessments processes within children's trusts and adult services
- Realistic post 16 opportunities for living life
- Strategic multi agency working

In Halton, through work in partnership between Adult Services and Children's Trust partners including NHS Halton & St Helens and Halton Borough Council, a **Halton Multi Agency Transition Strategy 2010-2013** has been developed. This gives examples of how these focus areas are being put into practice, including:

- Effective engagement with and participation from disabled young people and also their families;
- Effectiveness of personalised approaches including person centred planning, use of individual budgets and direct payments;
- Joint assessment processes within Children's Trust services, including schools and with adult social care;
- Realistic post 16 opportunities for living life and to help reduce the numbers of disabled young people who are not in education, employment or training;
- Strategic partnership working including commissioning, to ensure that all agencies are fully engaged in providing transition support. In addition ensuring that other AHDC activity and universal offers, like the youth strategy, take into account the needs of disabled young people at transition.

The Children's Trust is working to support all young people in their transition to adulthood by helping young people to develop choices that are right for them, to realise their full potential, and participate fully in the wider community.

21. Workforce Development

Workforce development is fundamental to improving outcomes for our children and young people. Through the Children's Trust Integrated Workforce Strategy, we will ensure that children, young people and their families in Halton receive the best quality service provided by a competent, skilled and professional workforce.

The Strategy provides the tools to equip the Children's Trust workforce with the skills, knowledge and behaviours to ensure that the strategic priorities set out in this Children & Young People's Plan can be achieved. It aims to create an excellent world class workforce for children, young people and their families in Halton. In order to achieve this, seven key workforce strategic objectives have been agreed and each has been integrated into the work programmes of the Children's Trust's strategic sub groups. This will ensure that all work to meet these workforce objectives is fully integrated into the work of the Trust. Meeting these strategic objectives will help us towards achieving our Children's Trust priorities.

These objectives and the sub group that they are aligned to are as follows:

1. **Workforce Planning and Forecasting –** Children & Families Partnership Commissioning Board
2. **Recruitment & Retention –** Early Help and Support Strategic Group
3. **Training, Learning & Development –** Early Help and Support Strategic Group
4. **Leadership & Management –** Children & Families Partnership Commissioning Board
5. **Managing Change –** Children & Families Partnership Commissioning Board
6. **Equality & Diversity –** Children & Families Partnership Commissioning Board
7. **Induction –** Early Help and Support Strategic Group

Within the Integrated Workforce Strategy, the Children's Trust has collectively agreed six commitments to its children's workforce in Halton. They are:

- We are a one Children's Workforce which advocates effective strong partnership working
- We recognise that our workforce is an asset which we nurture through recruitment and retention and continued professional development
- We listen and respect the unique worth of every person/individual
- We encourage all people to fulfil their potential by providing opportunities for satisfying and rewarding careers
- We enable empowerment to be embraced and advocated throughout the Children's Trust
- We promote creativity and innovation at every opportunity

In these challenging times workforce investment and creating opportunities will become more important than ever in helping us to achieve a more dynamic, knowledgeable and skilled workforce for the future; thereby ensuring that the lives of children, young people and families in Halton improve and remain at the centre of everything we do.

The Integrated Children's Workforce Strategy is available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust)**
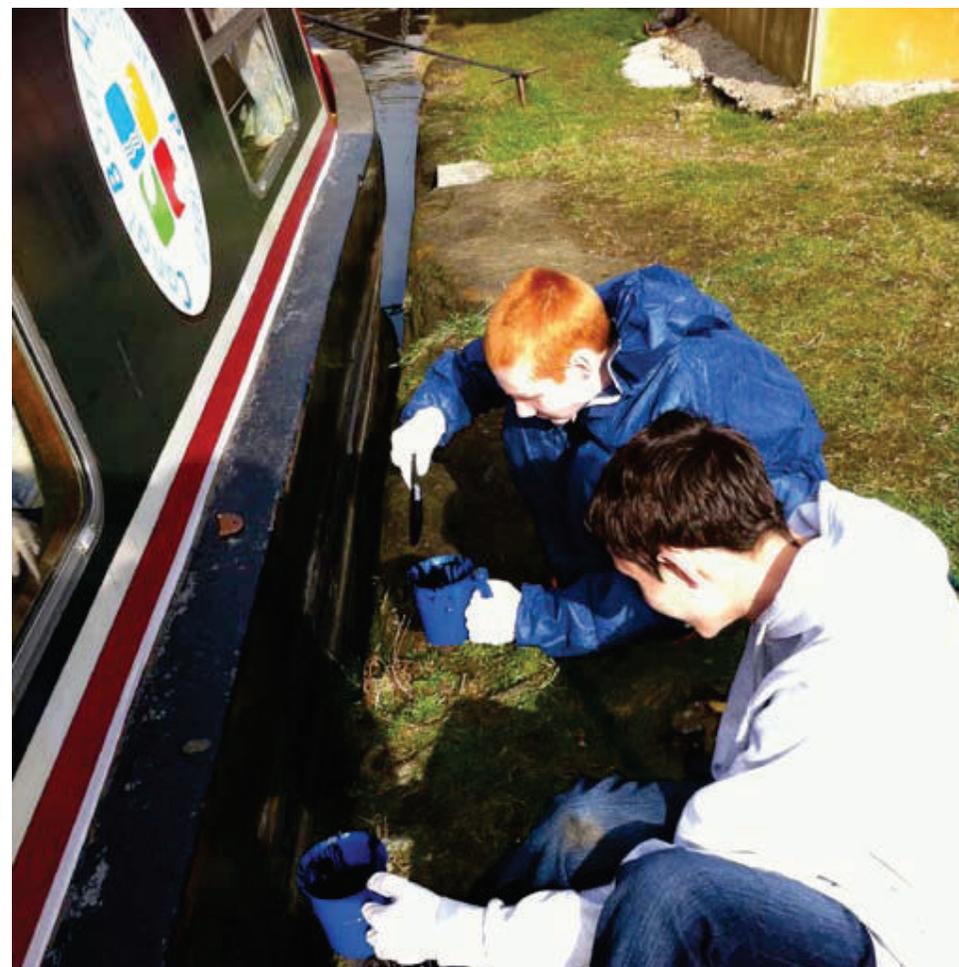
22. Participation

Participation is about involving children, young people and their parents/carers in decision making on all levels. It is not just seeking views and opinions to help decide the next course of action (consultation). Being listened to and validated as an individual person is a fundamental human right.

By participation we mean adults working in partnership with children and young people and valuing their views and encouraging them to:

- become more active participants in the life of their school and community,
- participate in creating, building and improving services to make them more responsive to their needs and those of the wider community,
- make a difference in their schools, neighbourhoods and communities
- contribute to a cohesive community,
- learn from an early age to balance their rights as individuals with their responsibilities as citizens,
- develop, through the way they are involved, the knowledge, understanding and skills they will need in adult life.

There are a number of levels of participation, from tokenistic involvement in a small part of the decision making process, to full participation and engagement and leading in every aspect from the initiation of the process.

In Halton we have had and continue to have examples of involving children, young people and their parents/carers across the full range of these levels. Through working together in partnership within the Children's Trust to meet the priorities within this Plan we aim to make sure that more and more of the participation opportunities for our children, young people and their parents and carers are within every aspect of the process.

For effective participation to happen organisations must listen to and work in partnership with service users to create and develop the best opportunities for services to develop to best meet the needs of children and young people. It is everyone's responsibility to promote and support children, young people and their parents'/carers' participation in decision making.

When children and young people are actively involved in the processes of decision making they feel more motivated, more engaged and more valued; and when they are not this can then lead to apathy, disillusionment, disengagement, exclusion and isolation. The experience of participation teaches children and young people citizenship skills such as listening, negotiating, recognising and valuing diversity and accepting difference.

Participation is about service providers and service users working in partnership to create the best possible opportunities within the aims of a project or service. Involving children and young people in decision making and problem solving will develop and improve the services already existing across the Borough. Halton already has young people's democratic processes embedded, with vibrant Area Youth Forums, young peoples' action groups, elected Youth Cabinet and an elected Member and Deputy Member of Youth Parliament.

Participation is about creating a culture of agencies responding to, involving, communicating with and informing those who use the service they provide. We have a number of examples of our children and young people fully participating and leading on making the decisions that affect them, such as within the Youth Bank and the Youth Cabinet, but we need to ensure we provide these opportunities to participate within each of our priorities, to help ensure we do improve outcomes for our children and young people.

The Children's Trust Participation Strategy highlights the seven strands of the Hear by Right Standards, and as a Trust all partners need to provide support to all organisations and services to ensure that they meet these participation Standards.

The Strategy is based on four principles:

1. Clear and visible commitment to involving children and young people with a route map of how to make it happen
2. Children and young people's involvement is valued
3. Children and young people have equality of opportunity to be involved
4. Children and young people's participation and involvement is continually evaluated and reviewed

This Participation Strategy has been agreed through to 2015 and is available on the Children's Trust website **(www.haltonpartnership.net/childrenstrust).** Work on participation within the Children's Trust structures is led by the Consultation, Participation & Engagement Group that feeds directly into the Children & Families Partnership Commissioning Board.

23. Child and Family Poverty

In Halton, data from 2008 reveals that just under 26.4% of children aged 0-16 live in poverty. This equates to 6,550 children and young people. Of these, 5,520 children live in out of work families and 1,030 live in households classified as in-work. This underlines that whilst being in work reduces the incidence of poverty it doesn't guarantee that children will be lifted out of poverty, particularly when there is only one working adult in the household.

Although there has been some success in tackling child and family poverty, meeting the challenge of eradicating poverty requires additional effort from all partners to prioritise child and family poverty to improve outcomes for disadvantaged children and their families.

In response to the Child Poverty Act 2010, Halton has worked alongside its partners in the Liverpool City Region to develop a Child and Family Poverty Needs Assessment and has also developed its own specific multi agency Child and Family Poverty Strategy for Halton.

Whilst poverty can be measured by income, it is a much broader issue. Therefore, in developing the Child and Family Poverty Strategy, Halton has adopted the European Union's working definition of poverty. This defines poverty as:

"Persons, families and groups of persons, whose resources (material, cultural and social) are so limited as to exclude them from the minimum acceptable way of life in the Member State to which they belong.''

Research for the Needs Assessment, as well as consultation done during the development of the Strategy has indicated that the key underlying causes of child and family poverty in Halton are:

- Low family aspirations
- A cycle of intergenerational benefit dependency

Based on these causes, the key priorities in order to tackle child and family poverty in Halton have been agreed as:

- Cultural challenge and raising aspirations
- Early Help and Support
- Whole family approach
- Providing a single point of access to support services

These priorities link closely to the priorities that have been agreed by the Children's Trust. One measure used by the Children's Trust to look at poverty and disadvantage is to measure the performance and outcomes for those young people who access free school meals. Often this cohort of young people do not perform as well as a whole but the Children's Trust is working to reduce this gap for young people in this cohort to ensure those who receive free school meals do not suffer any disadvantage.

A multi agency working group will take forward work around the Strategy by meeting these priorities within through an agreed action plan. The Strategy is available from the Halton Children's Trust website **(www.haltonpartnership.net/childrenstrust)**

Under this definition, poverty is seen as having three aspects, these being:

- Income poverty
- Service poverty - difficulty in accessing and benefiting from quality services e.g. housing, health, education and leisure
- Participation poverty - affecting the ability to
  - participate in the community
  - engage in social activities
  - have a negative impact on experience of education and training and
  - affect transition to independence.

To recognise the broadness of the issue of poverty, in Halton it is known as child and family poverty, rather than the more traditional 'child poverty'.

Halton's Child & Family Poverty Strategy has been developed by a wide cross-section of partners and stakeholders in Halton, including housing, welfare, employment and skills, transport and health, as well as stakeholders within the Children's Trust.

"Poverty can be measured by income but is a much broader issue and this is reflected in Halton's Child & Family Poverty Strategy"

24. Children & Young People's Plan Promises 2011 – 14

Halton's Children's Trust has agreed the following collective promises that we will report progress on annually each year until 2014.

- **Consultation** – We will engage with our children, young people and families around all issues that affect them, in ways that meet their needs and ensure their views are heard and communicate back how their involvement has been acted upon.

- **Participation** – We will endeavour to support throughout Halton active children, young people and parent / carer action groups in schools and within the community, supported by partners who provide a network of children, young people and parent / carer voice. This will ensure there is effective two way communication to shape services through, for example social networking sites, action groups, inclusive interview and commissioning panels, community events and drama and arts activities.

- **Workforce development -** We will, in these challenging times, continue to invest in our workforce at every opportunity to help us to achieve a more dynamic, knowledgeable and skilled workforce for the future.

- **Safeguarding** – We will look to ensure all aspects of equality and diversity are captured in the reporting processes within the Children's Trust and Halton Safeguarding Children Board.

- **Safeguarding** – We will seek to further encourage and support children and young people's participation in informing and challenging the work of the Children's Trust and Halton Safeguarding Children Board.

- **Vulnerable groups** – We will intervene at the right time to prevent problems for our vulnerable children and young people from developing and where problems are already present we will deliver timely interventions to prevent these getting worse.

- **Independent advocacy** – We will ensure that independent advocacy is in place for all vulnerable groups, and in particular children in care, children with disabilities and complex needs to ensure full involvement in decision making for all our children and young people.

- **Child & family poverty** – We will work to improve the life chances of children and families living in poverty by actively supporting the implementation of the Halton Child & Family Poverty Strategy and encourage our partners to contribute towards the delivery of the key objectives in the Child & Family Poverty Action Plan.

- **Equality & diversity** – We will recognise and celebrate the diversity of our children and young people as well as aspects of commonality.

- **Performance** – We will scrutinise and challenge all agencies working with Children, Young People and their families to improve outcomes using robust performance management.

- **Levels of Need Framework** – We will review Halton's Levels of Need Framework utilising the learning from Team around the Family.

- **Early help and support** – We will endeavour to meet the needs of children, young people and their families as early as possible using local services that are sensitive to all issues.

- **Early help and support** – We will ensure that children, young people and their families can access the additional and specialist services they require through the same initial point of access.

- **Joint commissioning** – We will ensure that our Children's Trust priorities and the wishes of our communities are at the heart of all joint commissioning decisions.

- **Play** – We will support all children and young people to be able to participate in and enjoy play in their local area.

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Agenda Item 6d

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 5 September 2011

REPORTING OFFICER: Strategic Director – Children and Enterprise

SUBJECT: Children in Care of Other Local Authorities (CICOLA's)

1.0 PURPOSE OF THE REPORT

1.1 To present an update report regarding the current numbers of Children in Care of Other Local Authorities (CICOLA's) and the possible impact on services with Halton.

1.2 To assess within the context of neighbouring local authorities the numbers of Residential Children's Homes operating within Halton , the types of these services and the potential financial impact on the borough.

1.3 To offer an update regarding ongoing works developments in this area. The Board will receive an action plan in response to the information contained in this report following discussions at the Children Young People and Families Policy and Performance Board (CYPF)

2.0 RECOMMENDATION: That

    i)   **The content of the report is discussed and comments invited;**

    ii)   **The Board note the revised pathways for notification of CICOLA**

    iii)   **The Board support the development work proposed and seek a further report on the outcome of the revised arrangements and note the impact of CICOLAs on the key agencies**

3.0 SUPPORTING INFORMATION

At any time there are a total of around 60,000 children that are looked after in the UK – this represents 0.5% of all children. Over the course of any year a total of 85,000 children will spend some time being looked after. Nationally 40% of children remain looked after for less than 6 months with 15% being looked after for 5 yrs or longer.

Local authorities have statutory duties in determining the most appropriate placement for a looked after child.

For a variety of reasons, for example type of specialist provision required, availability of specific services to meet the young persons needs locally, the

young person could be placed out side of the local authority that they lived in.

From 1st April 2011 the Statutory Guidance on Securing Sufficient Accommodation for Looked After Children guidance came into force. This guidance acknowledged the importance of taking earlier, preventive action to support children and families so that fewer children become looked after. It also recognised the importance of preventive and early intervention services in reducing the need for care proceedings and the benefits of clear robust links into universal and targeted services.

The statutory guidance seeks to improve outcomes for looked after children and young people by providing guidance on the implementation of section 22G of the Children Act 1989 ('the 1989 Act'). This section requires local authorities to take steps that secure, so far as reasonably practicable, sufficient accommodation within the authority's area which meets the needs of children that the local authority are looking after, and whose circumstances are such that it would be consistent with their welfare for them to be provided with accommodation that is in the local authority's area ('the sufficiency duty').

Local Authorities have been required to assess existing commissioning practice and identify how to ensure services commissioned away from the Local Authority can be delivered more locally, wherever practically possible providing this is consistent with the child's welfare.

3.1 **CURRENT PICTURE FOR HALTON IN TERMS OF RESIDENTIAL AND INDEPENDENT FOSTERING AGENCY PLACEMENTS**

Halton has the 2nd highest concentration of 1 or 2 bed Residential Children's Homes operated by the Private / Independent sector in the region (St. Helens has the highest with 15). The Residential costs per week range from £2600 - £4995 with the average placement cost for local provision equating to £4211 per week – this is substantially higher than the regional average cost which currently is in the region of £2750 - £2835 / week (variance due to sub regional figures (Merseyside / Cheshire / Lancashire Greater Manchester).

The majority of local provision is registered for 10-17/18yrs for young people who have EBD needs predominantly.
Within Halton currently there are a total of 5 Private/ Independent providers of Residential child care who in total manage 15 Residential children's homes offering a total of 39 beds. These are made up as follows:-

1 - six bed home
5 - four bed homes
1 - three bed home
2 - two bed homes
6 - one bed homes

In relation to neighbouring / close by local authorities (data from registered providers with Placements North West) the following table outlines a comparison in terms of Private / Independent Residential Children's Homes located within the boroughs operating in the private sector.

Local Authority	Number of providers of Residential	Number of homes	Number of beds	Number of Looked After Children (March 2011)	Number of LAC divided by number of beds within LA
Halton	5	15	39	128	3.28
Sefton	8	15	71	379	5.33
Knowsley	3	5	21	284	13.52
Wigan	4	6	15	407	27.13
Warrington	2	9	23	246	10.69
St.Helens	6	21	36	352	9.77
Liverpool	12	22	71	957	13.47

This evidences that Halton has the highest proportion of Residential beds within its borough based on the total number of LAC even pro rata in comparison with a large local authority the size of Liverpool. Within Halton there are a total of 33 households that are registered as offering Foster Care placements within the independent sector. These carers work for a total of 8 Independent Fostering agencies offering a total of 62 placements.

As of March 2011 Halton had a total of 128 young people looked after of which there were 12 young people placed within Residential homes operating in the private sector 3 of which were located within the Borough, 3 were located within 20 miles of the Borough and the remaining 6 were placed specifically to meet a specialist individual need (mental health needs, parenting assessment needs etc)

Also as of March 2011 Halton had a total of 12 young people placed within an Independent Agency Foster placements of which 7 were located in Halton and of the 5 located outside the Borough only one was placed at slightly more than 20 miles from the borough.

It would appear that Halton is being disproportionately affected due to the investment that it has made with regard to its Early Intervention agenda which has meant that the numbers of Looked After children have decreased and both the high concentration of Residential homes operating within its boundaries as well as the type of the establishments – this means that its more likely that the young people placed may have experienced multiple placement disruptions , be less able to live in group settings , may have had disrupted Education and are more likely to have been involved with more specialist support services (CAMHS / YOS)

For information purposes the following table outlines the percentage of placements within local authority boundaries (March 2011)
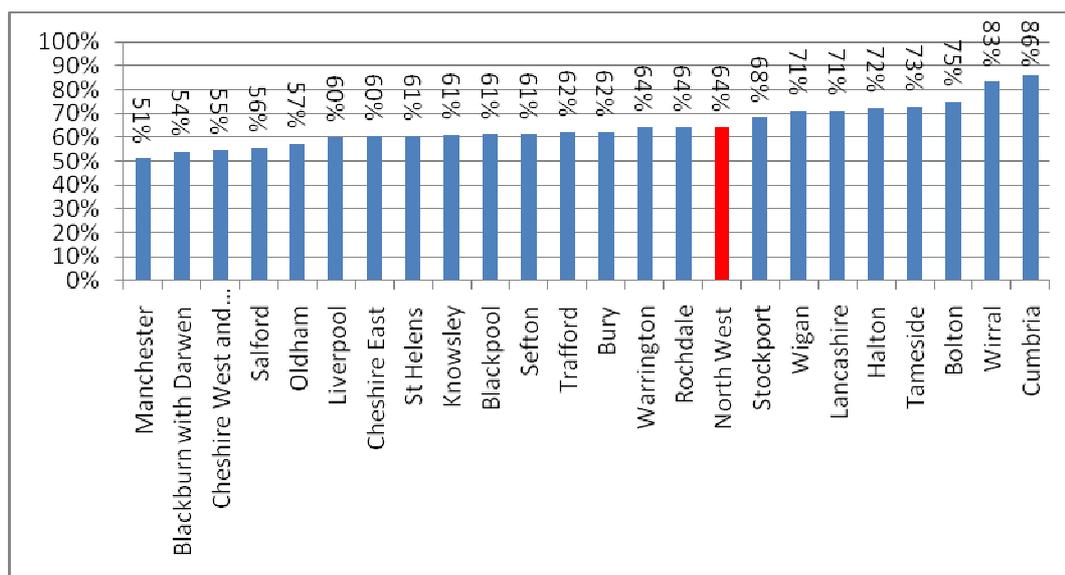
Numbers of LAC per 10,000 for LAC total and LAC in LA boundaries

The table below shows LAC per 10,000 for LAC who are the responsibility of the LA and the LAC per 10,000 in the authority boundaries. There is a significant difference in the region with; Halton and Stockport having a significant impact of LAC coming into the geographically boundaries whilst Salford and Manchester LAC per 10,000 is significantly lower in the boundaries compared to the LAC per 10,000.

LA	All LAC	In boundaries	Difference
Halton	53	84	-31
Stockport	52	72	-20
Cumbria	52	66	-14
Tameside	73	83	-10
Lancashire	52	60	-7
Wirral	94	100	-7
Trafford	52	58	-6
Bolton	77	82	-5
Sefton	67	72	-4
Rochdale	88	91	-3
Warrington	62	63	-1
Bury	69	69	0
Knowsley	86	86	0
Wigan	78	78	1
Oldham	64	62	2
North West total average (for comparison)	76	73	3
Cheshire East	57	51	7
Cheshire West and Chester	47	40	7
St Helens	93	82	10

Blackburn with Darwen	94	72	22
Blackpool	128	106	22
Liverpool	106	81	25
Salford	106	79	27
Manchester	149	97	52

Each Residential home and Fostering agency receives a rating from OFSTED. The ratings range from outstanding, good, satisfactory and inadequate. Currently within Halton there are 10 homes rated as good, 4 homes rated as satisfactory and1 newly opened provision yet to be inspected. Of the 8 Independent Fostering agencies that have carers in the Borough 3 are rated as outstanding, 4 as good and1 as satisfactory.

3.2 NOTIFCIATIONS OF CICOLAS

When a young person is placed into a Halton providers' placement the placing Local Authority should complete a Notification Of Children In Care Of Other Local Authorities Placed in Halton (CICOLA) form which then alerts Halton to update their CICOLA list as well as loading the information onto Care First system. However in practice this alert is sometimes overlooked or not processed by the placing authority.

Within Halton the Residential providers are asked to also complete the notification forms as well so that it is more likely that Halton are alerted when young people are placed. There are also similar issues in relation to placing local authorities alerting Halton when a young person either moves placements within Halton or moves out of the Bborough.

The CICOLA list should be able to provide an up to date picture of the young people who are placed into Halton providers at any one time. This information is utilised by YOS, Education, Health, Connexions and Police. However, like any database the information contained in it is only as good as the information received from other parties (placing Social Workers or placement providers).

There are some issues with the quality of the current data enclosed within the CICOLA list and how Halton 'tracks' the young people placed into a Halton providers' placement in care from other Local Authorities .

The issue appears to have been primarily due to the list being operated in a cumulative manner meaning that the young people who are recorded onto it remain until the placing authority inform Halton that the young person has moved out of the Borough .In practice this means that as of mid May 2011 there were a total of 265 young people recorded on the list although there are only a total of 39 Residential beds and 62 Independent Fostering placements – offering a total of 101 placements.

Although there may be young people who are living in a placement within Halton but with Foster carers approved by another local authority this

number is likely to be relatively small in number and so does not account for the difference in the numbers.

Using the current list data it appears that the majority of young people come from local authorities within the North West region however it has not been possible to be completely accurate due to some gaps within the detail of the placing Local Authority. It must also be noted that the data is constantly changing. In addition, from the current data available (some placing authority details have not been captured) it's likely that there will be around 35 local authorities with current placements ranging from Westminster in the South up to Ayrshire in the North and from Cork in the West to Suffolk in the East of the UK.

Further work is to take place with regard to the accuracy of the CICOLA list during the summer period to establish a more reliable list. This will be attempted by contacting the placing local authorities and confirming current placements that are active within Halton or if required contacting the placement providers to obtain the required further information.

Once the CICOLA list data is of a more reliable nature then it would be recommended that the Strategic Director writes out to all the placing Local Authorities to remind them of their responsibility in relation to alerting Halton when a young person in placed within the Borough, any change of placement within the borough and confirmation when a young person moves out of the Borough.

The current procedure for Notification of Children in Care of other Local Authorities placed in Halton is due to be reviewed in March 2011. However from the discussions that have taken place it is recommended that the list and its upkeep becomes the responsibility of the Commissioning and Contracts Team. This team has close links with both local Residential providers and local Independent Fostering Agencies.

All notifications forms will be sent to Commissioning and Contracts Team. The information will then be loaded onto Care First when received in the same manner as it is currently. This means that the young person is given the status of a CICOLA enabling reports to be run when required by Halton's Lead Officers forming the CICOLA register. The same processes as described will apply for notification of termination of placements and moves between Authorities.

The Commissioning and Contracts Team will provide a monthly report detailing the children and young people who have moved in or out of the Local Authority area during the week to education, health, police, Youth Offending team and Connexions contacts.

On a quarterly basis the numbers of children will be reported by Commissioning and Contracts Team to the Safeguarding Divisional Manager and the leads from each agency detailed above.

Every three months, the Commissioning and Contracts Team will write to the Strategic Director for Children's Services in all Local Authorities in the UK to request confirmation of children placed in Halton, in order to maintain CareFirst data. This request will also include a request for a nil return.

3.3 **IMPACT OF CICOLA'S ON SERVICES**

Although the figures of young people being placed into Halton are currently unreliable we do know (from work with other agencies) that Halton is "importing" young people in care with a broad variety of needs and sometimes these are known to be high. The fact that Halton "imports" a high number of young people potentially has a significant impact upon a wide range of local services, especially in relation to Educational support, CAMHS, Missing from Care, Youth Offending , Housing , Safeguarding ,Speech & language and Police.

The remainder of this report attempts to begin to highlight this impact by concentrating on the services that are more likely to be potentially "highly impacted". It also evidences the importance of the upkeep of the CICOLA list

Education - if a young person is placed within a Halton providers care placement by another local authority and has a statement of SEN any associated Educational costs are met by the placing authority. However, if a young person is placed and is not subject to any increased services within the Educational placement or is subject to School Action or School Action Plus then any subsequent associated costs are met by Halton**.** When a young person is placed into Halton who is not subject to a statement then the initial referral is directed to the school admissions team.

A request was made via SEN colleagues in relation to the number of young people that have been placed into Halton and who have then gone onto require increased Educational support ranging from School Action , School Action Plus, for a statement or alternate / specialist provision however this information is not currently captured in this way

Further work would be required to investigate the impact upon the Local Authority of this process when the CICOLA list is able to be shared with SEN colleagues. However this process as a whole is covered in the "Belongings" regulations but it may offer a more detailed understanding of the needs of the young people being placed into Halton.

CAMHS tiers 1, 2, 3 and 4 - from direct contact with the Primary Mental Health Coordinator for tiers 1 and 2 all the young people who have accessed the early intervention services have been Halton young people. This could possibly mean that the young people placed into Halton have a more significant mental health need than the services are able to support

In terms of tier 3 and tier 4 CAMHS services a data request has been made to the 5 Boroughs Partnership asking for the following information

- Numbers of young people accessing the CAMHS tier 3 and 4 services within Halton from April 2010 – March 2011 who were placed into Halton by other Local Authorities

- Needs of young people placed by other local authorities (LDD , ASD , ADHD , EBD , Mental Health , Behavioural)

- The average length of time young people placed by other Local Authorities access CAMHS tiers 3 and 4 (number of hours of support / days)

- Total number of young people that were open to CAMHS tier 3 on 1st April 2010

- Total number of young people that were open to CAMHS tier 3 on 31ST March 2011

- Is there any National data regarding the costs for a young person accessing tier 3 services (hourly costs / case costs)?

Unfortunately the only data that it has been possible to obtain relates to the total number of cases open to tier 3 CAMHS as of 1st April 2010 – 354 and the total number open as of 31st March 2011 is 464.

Further work is ongoing with the Halton CAMHS Manager in relation to how this data may be able to be obtained as without it its not possible to offer a view regarding the possible impact upon the service that CICOLA's may be receiving. It should be possible to have an approximate estimation of the numbers of CICOLA's that have accessed CAMHS tier 3 services within the past year by mid September 2011 but this will be based on individual CAMHS professionals knowledge of cases.

The service is also developing a much more detailed performance management framework system, Halton Commissioners will be involved in the detail of what is captured. CICOLA information will be one of the requests for information to be captured.

When the CICOLA list has been reviewed and is in a more reliable format CAMHS have agreed to undertake a search of the list to confirm specific numbers who are accessing services. CAMHS do not capture any information in relation to Halton young people who are placed out of the Borough who may be accessing CAMHS services from another PCT so this makes any comparison more problematic. However this information should be able to be captured from Care First by tracking other agencies involvement. Comparing the two cohorts of young people (when available) should then give a more accurate view of the impact on the local CAMHS service

Information has been requested in relation to tier 3 service delivery costs from the National CAMHS Network to enable an accurate full cost per young person

With regard to tier 4 CAMHS service (secure mental health placements – Countess of Chester / Fairhaven) there have recently been three young people who have been detained for periods of time that immediately prior to their admission were placed in a local Residential placement. The tier 4 provision is only able to be accessed with the specific agreement from a PCT Commissioner and in line with the Responsible Commissioner guidance which means that the placing local authorities PCT meets the costs of the tier 4 provision

Missing from care – Information has been observed in relation to the numbers of missing from care reports to the Police from March 2010 – February 2011. This data has shown that there were 257 reports from the 14 Private children's homes operating in Halton during the period. These occasions relate to 39 individual young people with 5 young people accounting for a total of 145 missing reports.

One of the major limitations with the data currently is that any report from a children's home is logged as a missing episode with the Police when in effect it could be a late return of a young person. The revised Missing from Home / Care Pan Cheshire Protocol which is due to be launched on 12th September 2011 should address this issue as the categorization will be altered to mean that Police will only track a true period of "missing"   This will be instigated following an appropriate risk assessment process being completed by the children's home staff.

Currently Halton commissions a Missing From Home service from Barnardos at a cost of £75k (2011/12). The purpose of the service is offer direct support to any young person in Halton that goes missing. Given the numbers of young people that are placed into Halton by other Local Authorities there will be specific costs associated with the delivery of the Barnardos support service

Police Constabulary research indicates that reports for Missing From Care / Home calls rank within the top 10 of resource requests. The financial figure used generally by Cheshire Police associated to each missing from Care / Home report is £1000 in terms of direct response resource (sourced from Sussex Police report from 2008) ,The true cost when including a multi agency approach (which is often the case) will of course be considerably higher.

The Police also build in crime costs (£18,519 per young person) that are directly linked to any young person that goes missing on more than 8 occasions - For Halton for period March 2010-February 2011 there were 5 young people reported missing on more than 8 occasions resulting in a Police cost related to crime of £92,595 plus the £1000 per occasion of missing

Youth Offending Services – unfortunately the YOS data system is not able to produce a report covering young people who are looked after. However from raw data received from the service there have been a total of

19 young people who have received direct support from the Youth Offending Service between April 2010 to June 2011.

When a young person is placed into Halton who is subject to an order the team "caretakes" the case and oversees the delivery of whichever order the young person has received. For this period there were a variety of orders covering Referral orders (3). Youth rehabilitation orders (12) and Detention training orders (4). The Youth Justice Board undertook some research in relation to the number of hours of support that a "typical medium risk" young person receives in relation to some of the specific orders - they are as follows

Type of order	Approximate number of hours of support	Numbers of CICOLA cases since April 2010	Potential cost of direct support based on hourly rate of £13-66/hour (mid scale) for 14 month period (YOS Officer mid rate)
Detention training order	60-72 hours	4	£3278-40 to £3934-08
Youth rehabilitation order	82-173 hours	12	£13441-44 to £28358-16
Referral order	70-106 hours	3	£2868-60 to £4343-88

N.B These costs are reduced by 15% if the total support is undertaken by a YOS Support worker instead of an Officer - *In* reality the support package generally is a combination of both workers at different times. The costs above have been maintained as some cases require managerial oversight by a Senior Practitioner at a higher hourly cost

Currently there are 2 Halton young people who are being "caretaken" by other YOS teams (1 Sefton and 1 Telford)

Impact on housing – further work would need to be undertaken in relation to the numbers of young people that present with a housing need who have previously been placed into Halton by another local authority**.** This work would have to be undertaken with Housing Options

Safeguarding   - it is planned that work is completed with Haltons LADO (meeting arranged for early September) so that greater understanding of the number of allegations that are referred in to Halton relating to young people placed within local providers operating in the private sector. This information will then be able to be worked up into an approximate financial cost related to the number of referrals that lead to a strategy meeting

Speech And Language Service - data has been able to be obtained from the service – this indicates that there were 3 young people (0-7yrs) and 1 young person (9yrs plus) who accessed the service from July 2010 to date As part of the current contractual arrangements with the council and the PCT this data is not collected and so has meant a manual trawl to track basic information

Police involvement - Using the current data available we have looked through Police data to look at the amount and type of police contact there has been relating to the Residential children's homes other than that directly linked to missing from care. There have been 36 separate pieces of intelligence for 16 individuals over the past 12 months mostly around anti-social behaviour and there have also been 12 arrests for 7 individuals placed within Halton .–Further information would need to be observed in relation to the specifics of the types of offences / severity.

In terms of other direct associated costs we have looked at the impact of ABC's (Acceptable Behaviour Contracts as well as ASBO' in relation to the young people placed into Halton. For the past 12 months there have not been any ABC's or ASBO's issued to young people who have been placed into Halton by other local authorities.

4.0 POLICY IMPLICATIONS

There are no policy implications

5.0 OTHER IMPLICATIONS

No other implications

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton**
There needs to be further work undertaken to identify the impact of CICOLA's on Children's Services within Halton.

6.2 **Employment, Learning and Skills in Halton**
There needs to be further work undertaken to identify the impact of CICOLA's on future Employment and Learning Services within Halton.

6.3 **A Healthy Halton**
There needs to be further work undertaken to identify the impact of CICOLA's on Health Services within Halton.

6.4 **A Safer Halton**
There needs to be further work undertaken to identify the impact of CICOLA's on Criminal Justice Services within Halton.

6.5 **Halton's Urban Renewal**

There needs to be further work undertaken to identify the impact of CICOLA's on future housing demands within Halton.

7.0   RISK ANALYSIS

A risk analysis will need to be undertaken as apart of the ongoing work around CICOLA's

8.0   EQUALITY AND DIVERSITY ISSUES

The nature of this work is to support equality and diversity

9.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

REPORT TO:	**Children Young People and Families Policy & Performance Board**
DATE:	**5 September 2011**
REPORT AUTHOR:	**Strategic Director Children and Enterprise**
SUBJECT:	**Scrutiny Topic Report**
WARDS:	**Borough Wide**

1.0 PURPOSE OF THE REPORT

1.1 To update Members on existing and future scrutiny topic group titles.

2.0 RECOMMENDATION: That

Members support a joint scrutiny topic group on Apprenticeships

3.0 SUPPORTING INFORMATION

3.1 At the beginning of April 2011, the Employment, Economic Regeneration and Business Development department moved to the Children and Young People directorate and the Children and Enterprise directorate was established.

3.2 By bringing together Children and Enterprise within one directorate it is recognised that for most young people it is the transferable skills that are developed at school and in further education that will determine their success in a range of jobs throughout their lives. It is, therefore, proposed that a topic title on apprenticeships would further cement these principles. It is proposed that the topic would be jointly overseen by members of both the ELS and Community PPB and the Children's PPB.

3.3 Councillor Sue Edge has offered to chair the topic group

3.4 The scope of this topic is set out below:

To review the provision of apprenticeships in the borough

Context

Britain has a long history of apprenticeships but the level of state intervention and the types of programme have varied over recent decades. The National Apprenticeships Service (NAS) was launched in 2009 and has end to end responsibility for the delivery of Apprenticeships. In the past, apprenticeships in the borough have been supported by a number of funding pots, in particular

WNF. With reductions in funding, Local Authorities and partners will need to work even more closely with NAS to ensure that resources are deployed to create apprenticeships that are relevant to both the needs of employers and young people.

The topic will consider the following: -
1. The implementation of an apprenticeship programme for Halton;
2. Monitoring and Review of the programme i.e. the effectiveness of the programme;
3. Engagement with the Private Sector;
4. Roles and Responsibilities of respective agencies to drive forward the apprenticeships agenda in Halton.

4.0   POLICY IMPLICATIONS

There are no immediate policy implications for the organisation. However, the proposed and existing topic groups will support the Council in: -

Presenting key facts, figures and other key evidence that define a problem and establish a baseline for service improvement;
Identifying any developments and relevant future issues or trends that are expected to impact significantly on the services we provide;
Mapping out any relevant current key policies, initiatives, facilities and patterns of service;
Identifying relevant best practice and develop a 'model' response to the issues previously identified.

5.0   OTHER IMPLICATIONS

Halton Borough Council, as a key partner within the Halton Employment Partnership, is committed to securing 100 new apprenticeship opportunities across the borough by the end of 2011 and is looking for local businesses to consider any new job vacancies being advertised as an apprenticeship job opportunity for local people. We have been working in partnership with the National Apprenticeship Service Employer Services Manager for Halton. More than 300 young people and adults across Halton have already registered their details with the National Apprenticeship Service and Halton People into Jobs to help secure future employment and training.

The National Apprenticeship Service is supporting the Big 100 campaign, working alongside the other campaign partners to ensure that more Halton organisations, across all sectors and industries, can have the opportunity to enjoy the business benefits that employing apprentices can bring.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

Children & Young People in Halton

Apprenticeships present another approach to enabling young employees to secure the skills they need to succeed in their working
lives. The Apprenticeships, Skills, Children and Learning Act
(November 2009) includes the requirement for all young people to be in education or training until the age of 18 by 2015, and an entitlement to an Apprenticeship place for each suitably qualified young person who wants one from 2013.

Employment, Learning & Skills in Halton

The creation of new job opportunities for previously unemployed people, together with a package of qualifications offered through the Apprenticeship Framework will have positive implications for employment, learning and skills.

7.0 RISK ANALYSIS

There are no risks anticipated in developing the proposed Scrutiny Topic Titles

8.0 EQUALITY AND DIVERSITY ISSUES

The choice of Scrutiny Topic Titles reflects a commitment to ensure that our young people have

9.0 BACKGROUND PAPERS

None under the meaning the Act.

Agenda Item 6f

REPORT TO:	**Children, Young People and Families Policy and Performance Board**
DATE:	**5 September 2011**
REPORTING OFFICER:	**Strategic Director, Children and Enterprise**
SUBJECT:	**Annual Report - Comments, Complaints and Compliments relating to Child Care Services 1st April 2010-31st March 2011.**
WARDS:	**All**

1.0   PURPOSE OF REPORT

1.1   To meet statutory requirement to publish an Annual Report.

1.2   To report and provide an analysis on complaints processed under the Children's Act 1989, Representation's Procedure.

2.   RECOMMENDATION: That

1. **The report is accepted as the mechanism by which the Local Authority is kept informed about the operation of its complaints procedure.**
2. **The Annual Report where applicable will evidence how feedback from service users has been used to improve service delivery.**

3.0   SUPPORTING INFORMATION

3.1   The aim of The Children Act 1989 Representations Procedure is for Children and Young People have their concerns resolved swiftly and wherever possible by the people who provide the service locally.

3.2   A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.

3.3   There are 3 categories to the representation process.

   i.   Statutory Complaint - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.

   ii.   Representation - where a complainant is not eligible under the Representations Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Representations Procedure then the Corporate Complaints procedure may apply.

   iii. Compliment – positive feedback

3.4   The formal complaints procedure has a process of 4 stages.

Stage 1: Aims to resolve the problem as quickly as possible (within 10 working days, or 20 if complex)

Stage 2: If unhappy with response at stage 1, a request can be made for the complaint to be investigated by an Independent Investigator/Person (within 25 working days, 65 if complex).

Stage 3: If still dissatisfied, a request can be made for a Review Panel to consider whether the complaint has been dealt with adequately. The Review Panel is made up of 3 independent people and should be held within 30 working days of request.

Stage 4: If still dissatisfied, the complainant has the right to refer self to the Local Government Ombudsman, they can do this at any stage of the complaint.

3.5 The Customer Care Manager has responsibility for the overall administration of complaints; liaising with relevant services across the Children and Young People's Directorate, parents and families in working to resolve children's social care complaints.

4.0 Annual Report 1st April 2010 – 31st March 2011

4.1 Statistical Data
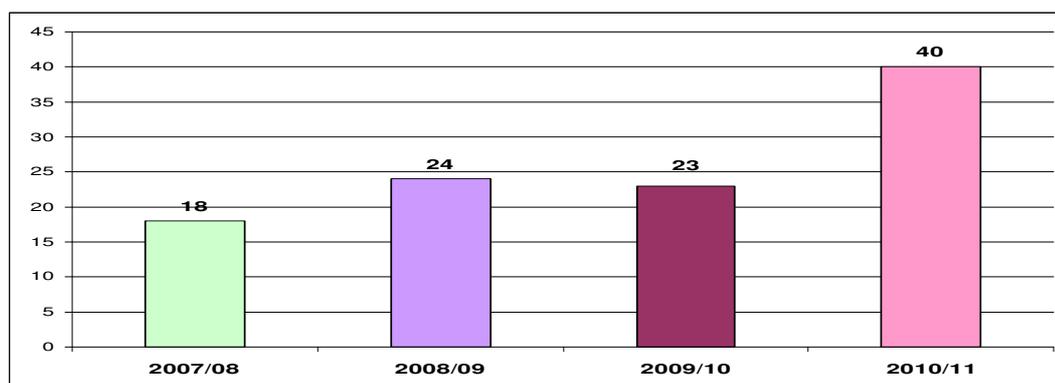
There were 40 Statutory Complaints made to the Local Authority in 2010/11.

4.2 This is an increase of 17 statutory complaints, a 74% increase. This can be attributed to the:
- Customer Care Manager now being firmly established in post and raising awareness of the complaints process within the Children & Enterprise Directorate, offering advice and guidance to staff
- Delivering training sessions to front line staff
- Commissioning training for Managers by the Local Government Ombudsman Office.

4.3 At the 31st March 2011, there were a total of 911 open cases to Children in Need, Child Protection, Children in Care and Care Leavers. 4.4% made a complaint.

- 5 complaints came from young people, this is 1 more than last year.
- 1 complaint was from a child with a disability, the first recorded as such.
- 3 used an advocacy service with 2 of those using Action for Children who provide mediation and advocacy service for children and young people in Halton.

4.4 Feedback from young people who have accessed the complaints process include:
- understands the process and how to make another complaint if needs to
- happy with the process, feels listened to and consulted
- 2 complaints came from the same young person at different times. Demonstrates that the service was accessible and valued.

4.5 **Types of Statutory complaints made**
The larger the volume the easier it is to give a bigger picture, to identify if there are single incidents or if there are any themes identified for example: staff, team, service area or system errors.

Main categories	2009-10	2010-11
Staff	14	17
Service	5	19
Assessment / Review Process	1	3
Other	3	1
Total	**23**	**40**

- The number of complaints made about staff has decreased from 61% to 43%
- The number of complaints made about services increasing from 22% to 47% this can include quality, lack of, over provision and client expectations.

Historically complaints made that were aimed at staff could have been as a result of staff adhering to the processes, greater thought is now given as to the context behind the complaint when giving it a category to report on.

4.6

The outcome of closed complaints (5 are ongoing)

Stage 1	Upheld	Partially upheld	Not upheld	Totals
2010-11	6	4	25	35
2009-10	1	1	21	23

- Upheld –there were 6 upheld complaints. Each were single incidents where processes were not followed by individual workers.
- Partially upheld – there were 4 partially upheld, each were single incidents and related to communication issues between workers and clients.
- Of all the closed complaints, 12 could be directly linked to Customer Care issues such as communication between clients and workers.

4.7

Actions taken to resolve complaints at early stages have resulted in low number of complaints progressing through the formal stages. No complaints received in the year 2010-11 have yet progressed to Stage 2 Investigation.

4.8

Stage 2 investigations - One was concluded in the year 2010-11, which was carried over from the previous year.

There were 3 elements to this complaint. The one element which was upheld was that the assessment and planning processes had not been good enough to justify a decision to refuse increased respite. Of note was that the External Independent Investigator, with agreement from all parties, undertook the role of Mediator and a further assessment was completed taking into consideration his findings. This did not change the outcome of the previous assessment which then resulted in the Stage 2 report then being produced. This complaint did not progress to a Stage 3 Review.

4.9

Stage 3 Review Panels - No complaints progressed to Review Panel during the year 2010-11

4.10

Local Government Ombudsman Enquiries/investigations
Five enquiries were received from the Local Government Ombudsman, responses were sent and none resulted in investigations being conducted by them.

4.11

Other Customer Care Enquiries
There were 3 representations made to the Local Authority in 2010/11 this is 14 less than last year. However there were an additional 26 customer care contacts in relation to Children Social Care that were responded to and this is 10 more than last

3

year. These were contacts, which were resolved by the Customer Care Team at point of contact. i.e. liaising with Social Workers, provision of information, signposting. These contacts can be seen as providing an early resolution preventing the making of a formal complaint.
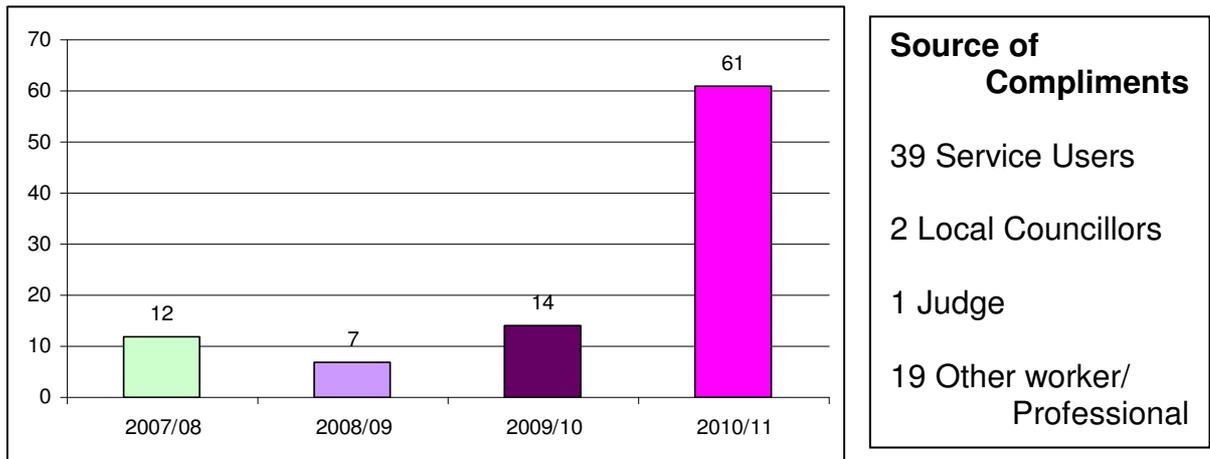
4.12

Timescale Performance Compliance
One Statutory Complaint was not responded to within the extended timescale, these being either within 10 working days or within the extended timescales of 20 days. This extended deadline can occur where a key member of staff is absent, or the complaint is more complex, the complainant is kept informed of delays and it can also be extended with the complainant's permission, this is as per regulations.

4.13

There were 61 Compliments made in respect of Children's Social Services.
This shows an increase of 47 (77%), this may be due to training and raising awareness in the Directorate.

Source of Compliments
39 Service Users
2 Local Councillors
1 Judge
19 Other worker/ Professional

4.14

Compliments by service area

There are 2 compliments that cross over two divisions and these have been counted twice.

2 were received by young people
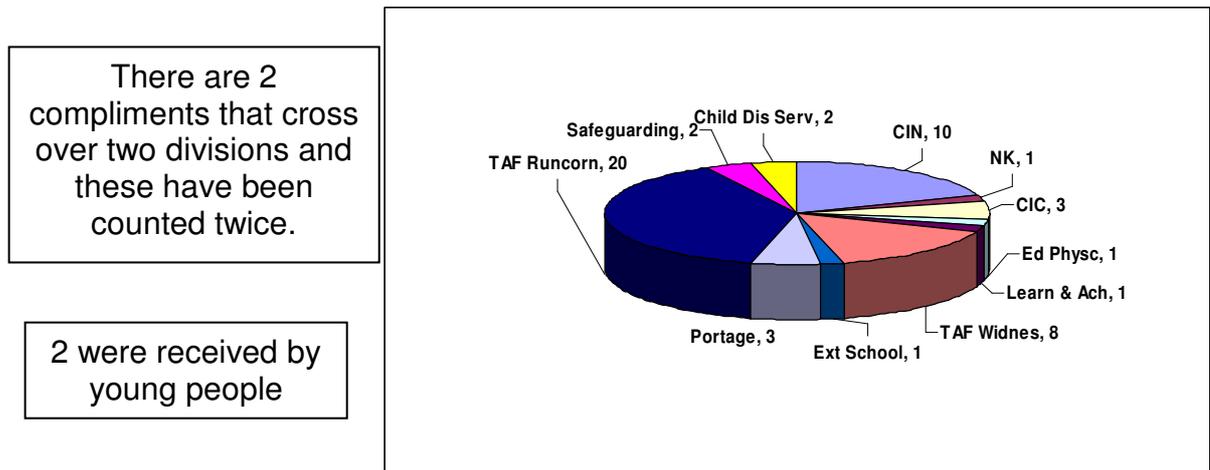
Comments included
- I think the range of activities put on was fabulous.
- Staff are always helpful and nothing seems too much trouble
- Thank them for their professionalism and kindness
- Judge stated they were the best reports he had read in 16 years
- It's nice to know they are not just here for the child, they are for us as a family
- From 12yr old – social worker is kind and has really helped me out
- From 16yr old – wanted to thank manager for taking time to see her and for staff for their work in arranging event.

4

- From a mother whose children has been removed by her previous authority area, due to lifestyle issues. On moving to Halton, the parents were helped to address these issues and the children are back with them. "I just want to thank the Social Services for helping and supporting us in the aid of reuniting our family back together. I know at first this was not going to happen because of the situation, but once we worked together, progress became very fast. To let you know that I now do believe that the system can and does work. I do believe that you have the children's needs as a priority, so really we both wanted the same outcome. It is also very good to have consistent and long standing Social Workers work with families to build up rapport and trust. Thank you for all your help".

4.15 **Learning and service improvement**
Training was commissioned from the Local Government Ombudsman (LGO) Office for Principal Managers and Practice Managers within the Children's Social Care Division. The training lasted 1 day, 2 days were commissioned, 13th January 2010 and 10th March 2010. The training focused on carrying out an investigation of a complaint, and the expectations of the LGO. There was a 93% attendance and the feedback was excellent.

Communication issues in complaints are addressed via training for front line staff. 6 half day training sessions for Children's Social Care staff were provided by the Customer Care Manager in this year and this will continue to be run periodically. 76 staff have attended, this being an 87% attendance rate against the maximum number of places available. Feedback was also excellent.

The announced inspection of Safeguarding and Looked After Children took place in March 2011. The grading received; 'Outstanding' for 10 elements and 'Good' for 12 of the 22 criteria, places Halton Borough Council and its partners among the top performing local authority areas in the country. The inspection report highlights the robust systems in place locally.

4.16 **The inspection highlighted the following comments regarding Complaints**
There are sound processes in place with respect to the reporting on and learning from complaints and compliments. The council has recognised the need to improve the use of the complaints procedure by young people and has taken steps to address this for example by including an increased customer care focus within staff training.

All children are given age appropriate information about how to complain as part of the pack they receive on becoming looked after.

There is active reporting on and learning from the issues and themes arising from complaints.

5.0 **POLICY IMPLICATIONS – How complaints and comments drive improvements**

5.1 Where identified through the complaints process, policies can be amended to improve service delivery. Over Night Stay Policy was under revision, and a complaint received by a family member regarding a child in care influenced this Policy.

5.2 A complaint was received regarding the use of a mobile telephone by a young people in residential care, a policy was created and approved by Senior Management Team in December 2010.

5.3 Where the complaints process has been used, issues are followed up by managers and used in supervision to inform individual learning, and more widely through training and quarterly reporting to Operational Leadership Team to inform service development.

6.0 RISK ANALYSIS

6.1 Failure to implement an efficient service could result in the local authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and well being.

6.2 Whilst complaints can result in changes for individuals, collectively they are a key source of information to help us develop the services we provide or commission.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 No matter who complains they receive the same equality of access and provision.

7.2 Children and young people under the age of 18 made four complaints.
The ethnicities of these complainants were White British (source Carefirst) with 3 being female and 1 being a male.

7.3 Nineteen complaints were made by adults over the age of 18 years, none declared a disability, 15 were female and 4 were male. 17 were White British (source Carefirst) with 2 not being known.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 **Children & Young People in Halton**
The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families. The transparency of the process enables children, young people and their families to challenge our provision of services if they feel unhappy about any aspect of it and provides independent oversight if required.

8.2 **Employment, Learning & Skills in Halton**
Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.3 **A Healthy Halton**
Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.4 **A Safer Halton**
Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.5 **Halton's Urban Renewal**
Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Chester 1 Grosvenor House	Dorothy Roberts Customer Care Manager

REPORT:	Children, Young People and Families Policy and Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Strategic Director, Children and Enterprise
SUBJECT:	Halton Agreed Syllabus for Religious Education
WARDS:	Borough-wide

1.0 PURPOSE OF REPORT

To inform the Board of the recommendation of the Halton Agreed Syllabus Conference for Religious Education to readopt the 2006 to 2011 Syllabus as the Halton Agreed Syllabus for Religious Education from 1st September 2011 for a further five years.

2.0 RECOMMENDED THAT:

(1)   the minutes of a meeting of the Halton SACRE and the Halton Agreed Syllabus Conference on 11th July 2011 be received (Appendix 1);

(2)   the Board accept the recommendation of the Halton Agreed Syllabus Conference for Religious Education to readopt the 2006 to 2011 Syllabus as the Halton Agreed Syllabus for Religious Education from 1st September 2011 for a further five years.

3.0 SUPPORTING INFORMATION

AGREED SYLLABUS CONFERENCE

3.1   There is a statutory duty on the Local Authority to establish and convene an Agreed Syllabus Conference to review the agreed syllabus for RE every five years. The role of the Agreed Syllabus Conference is to produce and recommend an Agreed Syllabus for adoption by the LA. The Agreed Syllabus needs to meet fully the requirements of the Education Act 1996 and be educationally sound.

3.2   A Conference is a separate legal entity from a SACRE and, although common membership is permissible, it must be separately convened. Similar to SACRE, it comprises of four committees, representing Christian denominations (and other religions and religious denominations), the Church of England, associations representing teachers and the LA.

3.3   The constitution of the Conference is prescribed in a DfES Circular as a result of which the recommended composition of the required representative committees is:

Committee A -   Christian denominations and other religions
                Roman Catholic   -   2 representatives
                Others (as identified) -   1representative each
Committee B -   Church of England -   3 representatives
Committee C -   Teachers' Associations -   3 representatives
Committee D -   Local Authority   -   3 representatives

3.4   The number of representatives appointed to Committee A and B should reflect the proportionate strength of denominations in the area.

4.0   POLICY IMPLICATIONS

4.1   None.

5.0   OTHER IMPLICATIONS

5.1   The costs of producing and publishing the revised Agreed RE Syllabus is a LA responsibility and will be resourced from within the Children and Enterprise budget. However, the Syllabus will be published electronically so costs will be minimal.

6.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1   None

7.0   RISK ANALYSIS

7.1   N / A

8.0   IMPLEMENTATION DATE

8.1   1st September 2011

9.0   LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
DfE Circular 1/94 Religious Education and Collective Worship	1st Floor Ecclestone Building Grosvenor House	Carole Furbank

Appendix 1

HALTON BOROUGH COUNCIL
CHILDREN AND ENTERPRISE DIRECTORATE

MINUTES OF A MEETING OF
THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
AND
THE HALTON AGREED SYLLABUS CONFERENCE

HELD ON 11TH JULY 2011
IN GROSVENOR HOUSE, RUNCORN

PRESENT:

Cllr J Swain	Local Authority
Mr. A. Ackers	(NUT) – The Bankfield School
Mrs T Newman	Chester Diocese
Mrs A Maxfield	Methodist Districts of Liverpool & Chester
Paul Smalley	Co-opted Member
Adrian Hallett	Local Authority Adviser
Margaret Morgan	Shrewsbury Diocese

1. **APOLOGIES**

   Cllr Chris Rowe
   Cllr Mark Dennett
   Jackie Coughlan
   Jan Brown

2. **HALTON AGREED SYLLABUS FOR RE FROM SEPTEMBER 1ST 2011**

   At the last SACRE meeting it was agreed to extend the life of the current Syllabus on the grounds that there has been no negative feedback whatsoever. Indeed all feedback has been positive.

   PS - The syllabus can only be reviewed within 5 year period, and you can then review before the 5 years is up. SACRE has to appoint an agreed Syllabus Conference before the 5 years runs out to review this syllabus. The agreed Syllabus Conference must then agree a Syllabus to be used in Halton schools. That Syllabus must then be reviewed within 5 years. Agreed Syllabus can be reviewed at any point but must be reviewed before 2016.

   AH – it would be good to have some kind of review process that may or may not lead to some changes before the 5 years is up. PS as Vice Chair of SACRE has offered to lead the process.

   PS - legally must review this before September 1st, short time frame and limited amount of money. PS recommended that we do readopt this syllabus. During the lifetime of this Syllabus there have been 2 Ofsted inspections of Halton's schools, and nothing has been sited to AH in either of those inspections. In terms of

ongoing review, at the moment there is a whole scale review of the Curriculum but RE is not part of that review. 4 subjects will have new curriculum produced shortly - English, Maths, Science and PE. The remainder of the National Curriculum subjects not including RE as a basic curriculum subject will get renewed; the current government is very much of the mind that RE should be locally determined.

It is still unknown what that Curriculum review is going to recommend. It has been suggested that things quite fundamental such as the 8 level scale may not feature in the new Curriculum. The nature of attainment targets may change. The way that the curriculum and schemes of work are set out it is likely to go in the next curriculum review. Therefore, it doesn't make any sense to radically change anything we have until we have seen what the subjects look like. We can make sure our syllabus fits with the new Educational Landscape in 12 or 18 months time.

At this point an Agreed Syllabus Conference was convened.

Cllr Swain and MM moved to elect PS as Chair. This was agreed by unanimous decision.

PS proposed that the existing Agreed Syllabus be adopted from September 1st 2011. This proposal was agreed unanimously.

Minor things on document that need to be changed. AH suggested that we have document electronically, and make changes electronically and send the new version to schools. AH/PS will work on the changes minor changes that need to be made. A letter to schools to be sent before the end of term that the Syllabus as it stands is not changing, but in September will be reissuing updated electronic version.

Document needs to go to Policy and Performance and Executive Board to get approval. It is Important that schools know. Letter will say we are envisaging a review of the syllabus earlier than the 5 years in response to the governments curriculum review. Paul will draft letter and send to AH/CD to send out to schools this week.

Next year we will get feedback from schools either large scale questionnaire or an invitation to send any feedback. There have been over couple of years a number of collaborative agreed syllabi Trafford and Manchester and Rochdale in our area have looked at syllabus together to share expertise. If there are other Syllabi up for renewal at the same time would be worth sharing correspondence with them.

Action: PS to put together letter and email to CD to email to schools

PS thanked everybody for coming.

Date and Time of Next Meeting of SACRE

The next meeting will take place on 15th November 2011 at 4.30pm in Runcorn Town Hall, Committee Room 1.

2006 - 2011

The Halton Agreed Syllabus for Religious Education

Children & Young People

Document Status	Statutory

Executive Board Decision	20 April 2006

Effective from	1 September 2006

Next Review	1 September 2011

Related Documents:	DfE Circular 1/94 Religious Education and Collective Worship
	Qualifications and Curriculum Authority Schemes of Work for Religious Education

Superceded Documents:	Halton Agreed Syllabus for Religious Education – Reflecting on Belief (adopted by Halton Local Authority – April 2000)

Audience:	Community and Voluntary Controlled Schools in Halton Local Authority
	Diocesan Authorities
	Qualifications and Curriculum Authority

Responsible Officer:	Adrian Hallett – Education Adviser

Contents

Foreword

This second agreed syllabus for Halton is based firmly and deliberately on the non-statutory national framework for religious education published by QCA in 2004, amended to reflect the particular needs of pupils in Halton. The Halton Agreed Syllabus Conference welcomed this national framework as a significant step in raising standards in religious education. The national framework sets out a structure for Agreed Syllabus Conferences and faith communities to use to determine what pupils should be taught in religious education. It has been designed to be inclusive, setting out guidance on the teaching and learning of religious education that is appropriate for all schools including faith schools.

This syllabus, therefore, like the framework, is intended to be robust enough to define and defend the knowledge, skills and understanding that is the entitlement of every pupil but at the same time flexible enough to give teachers the scope and creativity to enhance teaching and learning in religious education.

This syllabus sets out a system that places value on the ethos and morals that religious education can establish, independent of any faith, and promotes high levels of consistency in teaching and learning. It should also give teachers the freedom to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime. Good-quality religious education can transform pupils' knowledge and understanding of themselves and others, and of the world in which we live.

Religious education must be an entitlement for all pupils, regardless of their faith or belief. This syllabus makes clear the principles that schools should follow in the teaching of religious education, to ensure that all pupils have the chance to succeed, whatever their individual needs or the potential barriers to their learning may be.

Equality of opportunity is part of the broad set of common values and purposes that underpin the school curriculum and the work of schools. These also include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the environment in which we live and the diversity within our society. Pupils need to understand, therefore, the role and significance of religion in the modern world and the important beliefs and values that shape it.

We hope that this second agreed syllabus for religious education in Halton will bring together the ways in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It should play an important role, alongside other aspects of the curriculum and school life, in helping pupils to engage with challenging spiritual, moral and social questions that arise in their lives and in society.

Diana Terris   Councillor Trevor Higginson
Strategic Director   Chair
Children and Young People   Halton Agreed Syllabus Conference

Introduction

The importance of religious education

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

About religious education in the curriculum

Religious education should be a stimulating, interesting and enjoyable subject

The contribution of religious education to the school curriculum

Supporting the values of the curriculum
Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:
• pupils valuing themselves and others
• the role of family and the community in religious belief and activity
• the celebration of diversity in society through understanding similarities and differences
• sustainable development of the earth.

Religious education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

Supporting the aims of the curriculum
Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
The **knowledge, skills and understanding** outlined in this syllabus are designed to promote the best possible progress and attainment for all pupils. Religious education develops independent and interdependent learning. It makes an important contribution to pupils' skills in literacy and information and communication technology (ICT). Religious education promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
Religious education has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this syllabus for religious education is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious education seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other.

The syllabus aims to promote religious understanding, discernment and respect and challenge prejudice and stereotyping. Religious education is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it. A central concern of religious education is the promotion of each pupil's feeling of self-worth. A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

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The aims of religious education

The aims of religious education are to help pupils to:

• acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;

• develop a positive attitude towards:
- other people, respecting their right to hold different beliefs from their own;
- living in a society of diverse religions and beliefs;

• develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;

• develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;

• enhance their spiritual, moral, cultural and social development by:
- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
- responding to such questions with reference to the teachings and practices of religions, and to their own experience;
- reflecting on their own beliefs, values and experiences in the light of their study.

Attitudes in religious education

While the knowledge, skills and understanding are central to this syllabus for religious education, it is also vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:
• self-awareness
• respect for all
• open-mindedness
• appreciation and wonder.

At each key stage, the framework identifies examples of specific opportunities for developing these attitudes.

Self-awareness in religious education includes pupils:
• feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
• developing a realistic and positive sense of their own religious, moral and spiritual ideas
• recognising their own uniqueness as human beings and affirming their self-worth
• becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:
• developing skills of listening and a willingness to learn from others, even when others' views are different from their own
• being ready to value difference and diversity for the common good
• appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
• being prepared to recognise and acknowledge their own bias
• being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:
• being willing to learn and gain new understanding
• engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
• being willing to go beyond surface impressions
• distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:
• developing their imagination and curiosity
• recognising that knowledge is bounded by mystery
• appreciating the sense of wonder at the world in which they live
• developing their capacity to respond to questions of meaning and purpose.

Learning across the curriculum: the contribution of religious education

The importance of religious education is set out in the introduction. This section sets out in general terms how religious education can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills.

Promoting spiritual, moral, social and cultural development through religious education

Religious education provides opportunities to promote *spiritual development* through:
• discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
• learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
• considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
• considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
• valuing relationships and developing a sense of belonging
• developing their own views and ideas on religious and spiritual issues.

Religious education provides opportunities to promote *moral development* through:
• enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
• exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
• considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
• studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
• considering the importance of rights and responsibilities and developing a sense of conscience.

Religious education provides opportunities to promote *social development* through:
• considering how religious and other beliefs lead to particular actions and concerns
• investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
• articulating pupils' own and others' ideas on a range of contemporary social issues.

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Religious education provides opportunities to promote *cultural development* through:
• encountering people, literature, the creative and expressive arts and resources from differing cultures
• considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
• promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting other aspects of the curriculum

Religious education provides opportunities to promote:

citizenship through:
  • developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
  • enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
  • exploring the rights, responsibilities and duties of citizens locally, nationally and globally
  • enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

personal, social and health education through pupils:
  • developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
  • developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
  • developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice; challenging racism, discrimination, offending behaviour and bullying; being able to talk about relationships and feelings; considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

 key skills including:
  • *communication* through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments
  • *application of number* through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis

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- *information communication technology* through using CD-ROMs and the internet selectively, researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of religious education
- *working with others* through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity
- *improving own learning and performance* through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work
- *problem solving* through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Religious education can also provide opportunities to promote;

- *thinking skills* through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways
- *financial capability* through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment
- *creativity and culture* through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts
- *education for racial equality and community cohesion* through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs
- *effective contributions to scientific, medical and health issues* through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion
- *links to employment, vocations and work-related learning* through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of religious education to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work
- *education for sustainable development* through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

Religious education and the general teaching requirements

This section outlines the particular contribution religious education can make to the general teaching requirements of the National Curriculum. These are included in the appendices.

Religious education and inclusion

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. This syllabus emphasizes the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. The syllabus should enable all pupils to consider the impact of people's beliefs on their own actions and lifestyle. The syllabus also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:
• builds on and is enriched by the differing experiences pupils bring to religious education
• meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:
• support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
• help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
• a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

Religious education and the use of language

Religious education can make an important contribution to pupils' use of language by enabling them to:
• acquire and develop a specialist vocabulary
• communicate their ideas with depth and precision
• listen to the views and ideas of others, including people from religious traditions
• be enthused about the power and beauty of language, recognising its limitations
• develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses
• read, particularly from sacred texts
• write in different styles, such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas
• evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Religious education and the use of information and communication technology

Religious education can make an important contribution to pupils' use of ICT by enabling pupils to:
• make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
• use email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
• use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
• use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
• use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

Further information can be obtained from the appendices.

The purposes of this syllabus

This syllabus for religious education has four purposes, which mirror those of the National Curriculum.

1   **To establish an entitlement.** The syllabus endorses an entitlement to learning in religious education for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities. This entitlement contributes to their developing knowledge, skills, understanding and attitudes. These are necessary for pupils' self-fulfillment and development as active and responsible citizens.

2   **To establish standards.** The syllabus sets out expectations for learning and attainment that are explicit to pupils, parents, teachers, governors, employers and the public. It establishes standards for the performance of all pupils in religious education. These standards may be used to support assessment for learning. They may also be used to help pupils and teachers set targets for improvement and evaluate progress towards them.

3   **To promote continuity and coherence.** The syllabus seeks to contribute to a coherent curriculum that promotes continuity. It helps the transition of pupils between schools and phases of education and can provide a foundation for further study and lifelong learning.

4   **To promote public understanding.** The syllabus aims to increase public understanding of, and confidence in, the work of schools in religious education. It recognises the large extent to which the public is already involved with religious education, in the form of the Halton Agreed Syllabus Conference, the Halton Standing Advisory Council for Religious Education (SACRE) the Local Authority, governing bodies and the relevant religious and secular authorities and communities. It encourages those who are interested to participate in enriching the provision of religious education.

The structure of the agreed syllabus for religious education

The legal position

Religious education must be taught to all registered pupils in maintained schools, including those in the sixth form, except those withdrawn by their parents. This requirement does not apply to nursery classes in maintained schools.

Religious education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all Halton maintained schools, other than voluntary aided schools with a religious character, it must be taught according to this locally agreed syllabus.

The programme of study of the agreed syllabus sets out what pupils should be taught. The attainment levels set out the expected standards of pupils' performance at different ages. In line with the Education Act 1996 this agreed syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain. The Halton Standing Advisory Council on Religious Education (SACRE) may require a review of the agreed syllabus at any time. This is in addition to the requirement on Local Authorities to convene a conference to reconsider the agreed syllabus every five years.

The syllabus sets out what pupils should study in religious education from the ages of 3 to 19. It is organised in five sections for pupils of different ages:
• Foundation Stage
• Key Stage 1
  Key Stage 2
  Key Stage 3
• Ages 14–19.
These are followed by the attainment targets and level descriptions.

The National Curriculum general teaching requirements, which are a statutory requirement across National Curriculum subjects, are included as an appendix.

To teach this syllabus effectively approximately 5% of taught time should be allocated to the teaching of religious education in each key stage.

The foundation stage (ages 3–5)
Curriculum guidance for the foundation stage (QCA, 2000) sets out expectations of what pupils should learn to meet the early learning goals. This syllabus describes how religious education can contribute to the early learning goals and provides examples of religious education-related activities.

Key stages 1, 2 and 3 (ages 5–14)
The syllabus follows the same format as the National Curriculum programmes of study with sections on knowledge, skills and understanding and breadth of study.

In teaching religious education, it is vital that the skills are developed through the knowledge and understanding, and vice versa. It is also important that pupils understand how their learning in religious education is progressing, and what they need to do to improve it.

Knowledge, skills and understanding
The knowledge, skills and understanding identify the key aspects of learning in religious education. These are described as 'learning about religion' and 'learning from religion'.

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

Learning from religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

Breadth of study
The knowledge, skills and understanding are developed through the breadth of study, which has three elements:
• religions and beliefs
• themes
• experiences and opportunities.

When developing schemes of work, it is important to balance the three elements of the breadth of study. At times, learning will focus on the discrete study of a religion; on other occasions, the theme or experience will be the central element. It is of course possible to combine all three elements: visiting a place of worship can enhance the theme of symbols as well as develop knowledge and understanding of the religion being studied.

Religions and beliefs

To make sure the requirements are met and the curriculum is broad and balanced:
• Christianity should be studied throughout each key stage
• the other principal religions represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages as set out in the syllabus. It is important that schools ensure that by the end of key stage 3 pupils have encountered all of these six principal religions in sufficient depth.

It is also essential that religious education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and practices. To ensure that all pupils' voices are heard and the religious education curriculum is broad and balanced, it is recommended that there are opportunities for all pupils to study:
• other religious traditions where appropriate
• secular philosophies such as humanism.

Pupils should also study how religions relate to each other, recognising both similarities and differences within and between religions. They should be encouraged to reflect on:
• the significance of interfaith dialogue
• the important contribution religion can make to community cohesion and the combating of religious prejudice and discrimination.

Themes
The themes provide the context for 'learning about religion' and 'learning from religion'. They may be taught separately, in combination with other themes, or as part of religions and beliefs. However the themes are combined, the knowledge, skills and understanding should be covered with sufficient breadth and depth.

Experiences and opportunities
Pupils should be provided with a range of experiences and opportunities that can enrich and broaden their learning in religious education.

Ages 14–19
This syllabus sets out an entitlement for all students to study religious education and to have their learning accredited.

Visitors' Contribution

Practice regarding visitors contributing to religious education

Teachers inviting outside speakers from faith communities to contribute to the curriculum content should be aware of the following issues when establishing good practice:

• that the nominated Governor is aware of a prospective visitor and the purpose of the visit

• that clear guidance is provided to visitors with respect to the pupils' age, ability and learning context of the visit

• that the teacher remains with the class with the visitor

• that feedback is given to the visitor and the Governor, in order to establish quality assurance.

It is important to consider:

• quality of the content
• appropriateness to the setting
• appropriateness to the group
• conduct of the visitors
• uniqueness
• what is added to the pupils' spiritual experience.

It is essential for schools inviting visitors into school to refer to Halton Borough Council policy – "Effective Use of Visitors – Guidance for Schools"

Please contact the Children and Young People's Advisory Service to obtain a copy. Document reference ABaLY456.

Children & Young People's Directorate
Advisory Service
3rd Floor Eccleston Building
Grosvenor House
Halton lea
Runcorn
WA7 2WD
Telephone: 0151 471 7545
Email: hbeduct@halton.gov.uk

Guidelines for Collective Worship in Schools

Aims of collective worship

DfE Circular 1/94 (the latest guidance), suggests collective worship should aim to:

- provide the opportunity for pupils to worship God
- enable pupils to consider spiritual and moral issues
- enable pupils to explore their own beliefs
- encourage pupils to participate and respond
- develop community spirit
- promote a common ethos and shared values
- reinforce positive attitudes

The legal position of collective worship

The 1944 Education Act required every school to have a daily act of collective worship. The Education Reform Act 1988 reaffirmed the place of a daily act of collective worship for all schools, strengthened some provisions and gave greater flexibility in others. More recent Education Acts have made no further changes but Department for Education Circular 1/94, gives both general and particular guidance to schools.

The law currently requires that:

- schools provide a daily act of collective worship for all pupils and students up to the age of 19
- all community schools provide collective worship which 'is wholly or mainly of a broadly Christian character' and which reflects the broad traditions of Christian belief
- church shools provide collective worship 'in accordance with their school's Trust Deed' and follow the guidance of their denomination.

The law currently allows schools to:

- provide collective worship in appropriate groupings within the school. The whole school does not have to meet together
- provide collective worship at any suitable time during the school day. It does not have to be first thing in the morning
- hold collective worship in places other than school e.g. a local church, in the open air, at a school camp/residential centre
- hold collective worship, which broadly reflects other religions and faiths as long as the majority of acts of worship within each school term are broadly Christian in character
- apply to the local SACRE for an exemption (or 'determination') from the broadly Christian collective worship requirement for some or all pupils on the grounds that the requirement is not appropriate to their family background. Where exemption is granted the school must still provide a daily act of collective worship, albeit of a non-Christian nature.

Parents' Rights

Parents or guardians have the legal right to withdraw their child from collective worship.

School Provision for Collective Worship

The purpose of collective worship is to foster the spiritual growth of both the individual and the community. It can also contribute much to moral, social and cultural growth. A school's collective worship allows participants, in an inclusive manner, to encounter and reflect upon a variety of important and widely held values, attitudes and beliefs. Schools therefore need to give extremely careful consideration to both the content and presentation of their collective worship and endeavour to make it appropriate to pupils' age, experience, aptitude and background. Pupils should be free to respond in a variety of ways.

To provide the most effective collective worship, a school will need:

- a policy appropriate to its own circumstances
- a collective worship programme coordinator
- collective worship leaders who are trained and willing to lead (from within the school, the local community and beyond)
- a calendar of themes/topics, etc.
- a record of all acts of collective worship
- a variety of resources (including specialist advice)
- a budget for collective worship
- systematic monitoring and evaluation of its collective worship.

Conclusion

The daily act of collective worship plays an important part in the overall development of pupils. It provides a unique opportunity for the school community to re-affirm its beliefs and ponder questions of profound meaning. It also provides an opportunity to celebrate what is good, to establish common ideals and to identify a way of working and living with other human beings that will hopefully influence pupils throughout childhood and into their adult years.

The Halton Agreed Syllabus for Religious Education

Foundation stage

The foundation stage describes the phase of a child's education from the age of 3 to the end of Reception at the age of 5. Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the foundation stage. It may, however, form a valuable part of the educational experience of children throughout the key stage.

During the foundation stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Foundation stage

The contribution of religious education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage. The six areas of learning identified in these goals are:
• personal, social and emotional development
• communication, language and literacy
• mathematical development
• knowledge and understanding of the world
• physical development
• creative development.

Religious education can make an active contribution to all these areas but has a particularly important contribution to make to:
• personal, social and emotional development
• communication, language and literacy
• knowledge and understanding of the world
• creative development.

For each of these four areas, there are examples of religious education-related experiences and opportunities and an activity. Each activity is indicative only and is included to exemplify particular ways in which religious education-related activities contribute to the early learning goals.

Personal, social and emotional development

Examples of religious education–related experiences and opportunities

• Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.

• Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.

• Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.

• Children think about issues of right and wrong and how humans help one another.

Example of an activity

In the context of a learning theme to do with 'growing' or 'the natural world', children encounter the parable of the mustard seed. They look at and talk about some tiny seeds and the teacher tells the parable, putting it into context as a story Jesus told. The teacher emphasises how, in the story, the tree that grew from the little seed became a safe home for birds. Children talk about what helps them to feel safe. They take a walk to look at trees and touch trees. They think about how they should look after trees. They talk about what it would be like to fly up into the branches. They plant seeds and role-play the growth of the seed in dance. They produce shared or independent writing on what they would like to grow into. Through these experiences children become more aware of themselves, for example of the concepts 'I am growing' 'I need to feel safe'. They respond to the significant experiences of exploring a story and wonder at the growth of seeds. They learn to understand their responsibility to the natural world and begin to consider beliefs about Jesus.

Communication, language and literacy

Examples of religious education–related experiences and opportunities

• Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.

• Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.

• Through artefacts, stories and music, children learn about important religious celebrations.

Example of an activity

In the context of a learning theme to do with 'books' or 'favourite stories', children look at a child's Haggadah and are encouraged to ask questions about it. The children are told that the book belongs to a Jewish child who is celebrating Passover. The story of Passover is briefly told. Children are invited to think about their favourite books. The teacher talks about the child learning Hebrew and having an important job to do at the celebration meal. Children think about where and how they learn and how it feels to do something really well. They learn the words 'Jewish' and 'Hebrew'. They use language in role-playing a family meal. They look at and talk about a variety of dual-language books, share other old stories from both oral and written traditions and make a class book based on a favourite story or a celebration they have shared. A questions board is set up for children to record any

questions that come into their heads. Through these experiences, they learn about the importance of story and sacred texts in religion, develop respect for the beliefs and values of others and extend their vocabulary.

Knowledge and understanding of the world

Examples of religious education–related experiences and opportunities
• Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
• Children visit places of worship.
• They listen to and respond to a wide range of religious and ethnic groups.
• They handle artefacts with curiosity and respect.
• Having visited a local place of worship, children learn new words associated with the place, showing respect.

Example of an activity
In the context of a learning theme to do with 'buildings' or 'special places', children are shown a selection of pictures. They then learn about three different places children go with their families to worship God: a church, the Golden Temple and a mosque. Children are invited to talk about the pictures of places of worship, looking for common and distinctive features. Children talk about somewhere they have been that they will remember. They go out and photograph significant places (and people) in the local area and display their pictures in school. They visit a place of worship and record what they see. They talk about building materials and how they are used. They look at patterns. They sort collections of photographs of buildings and they compare buildings in their local environment and far away, talking particularly about the local church, the Golden Temple and the mosque. Through these experiences, children learn about the importance of places of worship, relating this to their own special places. They begin to be aware of their own cultures and beliefs and those of other people.

Creative development

Examples of religious education–related experiences and opportunities
• Using religious artefacts as a stimulus, children think about and express meanings associated with the artifact.
• Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Example of an activity
In the context of a learning theme to do with 'water', 'journeys' or 'the natural world', children look at a sealed pot that has water from the Ganges river inside it. Once they know that the pot contains water, they are encouraged to imagine a wide, flowing river. They look at photographs or videos of rivers and waterfalls and talk about how water moves. They hear the story of the birth of the river Ganges (regarded by Hindus as sacred). The teacher emphasises that it is a story that helps some people imagine what God might be like. They look at photographs of Hindus bathing in the Ganges and talk about why the river is important to them. They are invited to think about their ideas about heaven. In response to the story, they explore water through play. They create a great river collage, using a variety of media. They make a river dance, using lengths of coloured fabric and accompany it with percussion music. Through these experiences, children develop their imagination through a

variety of creative and expressive arts. They begin to think about the importance of water as a symbol in religion and why some people regard particular places as sacred.

Early learning goals

Self-confidence and self-esteem
• respond to significant experiences showing a range of feelings when appropriate
• have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
• have a developing respect for their own cultures and beliefs and those of other people.

Making relationships
• work as part of group or class, taking turns, sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously.

Behaviour and self-control
• understand what is right, what is wrong and why
• consider the consequences of their words and actions for themselves and others.

Sense of community
• understand that people have different needs, views, cultures and beliefs that need to be treated with respect
• understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Language for communication
• listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
• extend their vocabulary, exploring the meaning and sounds of new words.

Language for thinking
• use language to imagine and recreate roles and experiences
• use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Reading
• retell narratives in the correct sequence, drawing on language patterns of stories.

Exploration and investigation
• investigate objects and materials by using all of their senses as appropriate
• find out about and identify some features of living things, objects and events they observe.

Information and communication technology
• use information and communication technology to support their learning.

A sense of time
• find out about past and present events in their own lives, and in those of their families and other people they know.

A sense of place
• find out about their environment and talk about those features they like and dislike.

Cultures and beliefs
• begin to know about their own cultures and beliefs and those of other people.

Imagination
• use their imagination in art and design, music, dance, imaginative play, role-play and stories.

Responding to experiences, and expressing and communicating ideas
• respond in a variety of ways to what they see, hear, smell, touch and feel.

Key stage 1

Throughout key stage 1, **pupils explore Christianity and at least one other principal religion including Judaism.** They learn about different beliefs relating to God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key stage 1

Knowledge, skills and understanding

Learning about religion

1 Pupils should be taught to:
   a) explore a range of religious stories and sacred writings and talk about their meanings
   b) name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
   c) identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
   d) explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
   e) identify and suggest meanings for religious symbols and begin to use a range of religious words

Learning from Religion

2 Pupils should be taught to:
   a) reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
   b) ask and respond imaginatively to puzzling questions, communicating their ideas
   c) identify what matters to them and others, including those with religious commitments, and communicate their responses
   d) reflect on how spiritual and moral values relate to their own behaviour
   e) recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of study

3 During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

Religions and beliefs
   a) Christianity
   b) at least one other principal religion including Judaism
   c) a religious community with a significant local presence, where appropriate
   d) a secular world view, where appropriate

Themes
   e) believing: what people believe about God, humanity and the natural world
   f) story: how and why some stories are sacred and important in religion
   g) celebrations: how and why celebrations are important in religion
   h) symbols: how and why symbols express religious meaning
   i) leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
   j) belonging: where and how people belong and why belonging is important
   k) myself: who I am and my uniqueness as a person in a family and community

Experiences and opportunities
l)   visiting places of worship and focusing on symbols and feelings
m) listening and responding to visitors from local faith communities
n) using their senses and having times of quiet reflection
o) using art and design, music, dance and drama to develop their creative talents and imagination
p) sharing their own beliefs, ideas and values and talking about their feelings and experiences
q) beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

1a → Links to other subjects
This builds on En1/11b, where pupils in drama activities present stories to others and En1/2c–e, where pupils make relevant comments, listen to others' reactions and ask questions to clarify their understanding.
1a–b → ICT opportunity
Pupils could use the internet or CD-ROMs to obtain a wide range of stories about religious beliefs and teachings.
1c → Attitudes
Pupils have the opportunity to develop respect for all.

2a → Links to other subjects
This builds on Gg1c and 3a, where pupils express their own views about places and environments, which can lead to reflection on spiritual experiences and concepts.
2a → Attitudes
Pupils have the opportunity to develop appreciation and wonder.
2c–d → Links to other subjects
These build on PSHE/Ci1a–b, 2c and 2e, where pupils are taught about what is fair and unfair, right and wrong, to share their opinion on things that matter to them, to recognise choices they make and to realize that people and other living things have needs and they have responsibilities to meet them.

3i → Links to other subjects
This builds on Hi6c, where pupils are taught about the lives of significant men, women and children drawn from the history of Britain and the wider world.
3l → ICT opportunity
Pupils could use digital recording equipment to enhance their learning about places of worship.
3m → ICT opportunity
Pupils could record their work using digital video and use ICT painting, desktop publishing or multimedia authoring packages.

Key stage 2

Throughout key stage 2, pupils learn about Christianity, Judaism and at least two of the other principal religions including Hinduism and Islam, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Key stage 2

Knowledge, skills and understanding

Learning about religion
1 Pupils should be taught to:
   a) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
   b) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
   c) identify and begin to describe the similarities and differences within and between religions
   d) investigate the significance of religion in the local, national and global communities
   e) consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
   f) describe and begin to understand religious and other responses to ultimate and ethical questions
   g) use specialist vocabulary in communicating their knowledge and understanding
   h) use and interpret information about religions from a range of sources.

Learning from religion
2 Pupils should be taught to:
   a) reflect on what it means to belong to a faith community, communicating their own and others' responses
   b) respond to the challenges of commitment both in their own lives and within religious traditions,
   c) recognising how commitment to a religion is shown in a variety of ways
   d) discuss their own and others' views of religious truth and belief, expressing their own ideas
   e) reflect on ideas of right and wrong and their own and others' responses to them
   f) reflect on sources of inspiration in their own and others' lives.

Breadth of study

3   During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

Religions and beliefs
   a) Christianity
   b) at least three other principal religions including Judaism, Hinduism and Islam.
   c) a religious community with a significant local presence, where appropriate
   d) a secular world view, where appropriate

Themes
   e) beliefs and questions: how people's beliefs about God, the world and others impact on their lives
   f) teachings and authority: what sacred texts and other sources say about God, the world and human life

g) worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
h) the journey of life and death: why some occasions are sacred to believers, and what people think about life after death
i) symbols and religious expression: how religious and spiritual ideas are expressed
j) inspirational people: figures from whom believers find inspiration
k) religion and the individual: what is expected of a person in following a religion or belief
l) religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life
m) beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Experiences and opportunities
n) encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
o) discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
p) considering a range of human experiences and feelings
q) reflecting on their own and others' insights into life and its origin, purpose and meaning
r) expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT
s) developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

1a–b → Links to other subjects
These build on PSHE/Ci4b, where pupils are taught about the lives of people in other places and times, and people with different values and customs.
1a–d → ICT opportunity
Pupils can use ICT to find information on a variety of subjects and use ICT tools to present their findings.
1b → Links to other subjects
This builds on Hi2b, where pupils learn about the social, cultural, religious and ethnic diversity of societies in Britain and the wider world.
1d → Attitudes
Pupils have the opportunity to develop open-mindedness.
1e → Links to other subjects
This requirement builds on Mu5e, where pupils develop their skills through a range of live and recorded music from different times and cultures.
1g → Links to other subjects
This requirement builds on En2 and 5a, where pupils are taught to identify the use and effect of specialist vocabulary.

2d → Attitudes
Pupils have the opportunity to develop self-awareness.

3e–m → ICT opportunity
Pupils could find information on the internet and CD-ROMs and could use email, particularly to share their views on global issues of human rights, social justice and the importance of the environment.
3l → Links to other subjects
This requirement builds on Gg6a–b, where pupils investigate a locality in the UK and a locality in a country that is less economically developed. They can consider the contribution of religion to local life.

Key stage 3

Throughout key stage 3, pupils extend their understanding of Christianity and study at least two of the other principal religions, including Buddhism and Sikhism in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Key stage 3

Knowledge, skills and understanding

Learning about religion

1 Pupils should be taught to:
 a) investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
 b) analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
 c) investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
 d) analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
 e) discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
 f) apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
 g) interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
 h) interpret a variety of forms of religious and spiritual expression.

Learning from religion

2 Pupils should be taught to:
 a) reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
 b) evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
 c) express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
 d) reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
 e) express their own beliefs and ideas, using a variety of forms of expression.

Breadth of study

3 During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

Religions and beliefs
 a) Christianity
 b) at least two other principal religions including Buddhism and Sikhism
 c) a religious community with a significant local presence, where appropriate
 d) a secular world view, where appropriate

Themes
 e) beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death
 f) authority: different sources of authority and how they inform believers' lives

g) religion and science: issues of truth, explanation, meaning and purpose

h) expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms

i) ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil

j) rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship

k) global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment

l) interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs

Experiences and opportunities

m) encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues

n) visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion

o) discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues

p) reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments

q) using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully

r) exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.

1a → Links to other subjects
This builds on Ci1b, where pupils develop their knowledge and understanding of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
1c → ICT opportunity
Pupils could use the internet to investigate the websites of a range of religious groups.
1d → Links to other subjects
This builds on En3/1i and 3m, where pupils develop logical arguments and cite evidence, and form their own views, taking into account a range of evidence and options.
1d → Attitudes
Pupils have the opportunity to develop open-mindedness.
1h → Links to other subjects
This requirement builds on A&D5d where pupils investigate art, craft and design in a variety of styles and traditions and from a range of historical, social and cultural contexts.

2b → Attitudes
Pupils have the opportunity to develop respect for all.
2d → Links to other subjects
This builds on Gg5a–b and 6i–k, where pupils investigate issues concerning the environment and sustainability and the need to reflect on and evaluate their own and other beliefs about the issues.

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2e → ICT opportunity
Pupils could use presentation software, digital video and desktop publishing to express their own beliefs and ideas.

3e–f → Links to other subjects
This builds on Hi7a–b, where pupils learn about significant events, people and changes from the recent and more distant past, and history from a variety of perspectives including political, religious, social, cultural and aesthetic.

3g → Links to other subjects
This builds on Sc1a–c, where pupils learn about empirical questions, evidence and scientific explanations using contemporary examples.

3i → Links to other subjects
This builds on PSHE3b–l, where pupils learn about the nature of friendship, the range of lifestyles and relationships, the role and importance of marriage in family relationships and the value of family life.

3n → ICT opportunity
Pupils could use CD-ROMs to experience a virtual visit and videoconference to develop their understanding of places of major religious significance.

Ages 14–19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Ages 14–19

Knowledge, skills and understanding

Learning about religion

1 Students should be taught to:
   a) investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
   b) think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
   c) develop their understanding of the principal methods by which religions and spirituality are studied
   d) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
   e) use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

2 Students should be taught to:
   a) reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
   b) develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion
   c) relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life
   d) develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

What should schools do?

Schools should provide religious education to every student in accordance with legal requirements.

Religious education is a statutory subject for all registered students, including students in the school sixth form, except those withdrawn by their parents. It must be made available in sixth-form colleges to students who wish to take it. Although it is not a requirement in colleges of further education, similar arrangements should apply. Religious education must be taught according to the locally agreed syllabus or faith community guidelines.

Students deserve the opportunity to have their learning in the statutory curriculum subject of religious education accredited. Accreditation can be through courses leading to qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics. Religious education should be taught at the following ages through accredited qualifications so that, from the earliest opportunity, and for Year 10 in September 2008, at the latest, schools provide:
• for all students aged 14–16, at least one course in religious education or religious studies leading to a qualification approved under Section 96

• for all students aged 16–19, at least one course in religious education or religious studies leading to a qualification approved under Section 96 that represents progression from 14–16.

How can schools fulfil their requirement to provide religious education to all registered students?

Schools should plan for continuity of provision of religious education that is progressive and rigorous from key stage 3 for all students. Schools can make this possible by providing access to discrete courses or units leading to qualifications that meet legal requirements regarding the study of Christianity, and/or other principal religions, and/or other beliefs, world views or philosophies, within the context of a pluralistic society. All courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities involving people, places and events (for example the local area, places of worship and community activities, public meetings, and places of employment, education, training or recreation). Students will have different experiences of religious education according to the courses chosen.

1a → Links to other subjects
This builds on Sc4a–c, where students learn about scientific controversies and ethical issues.
1a → Links to other subjects
This builds on Ci1b, where students learn about the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
1b → ICT opportunity
Students could use a wide range of presentation software to present their findings.
1d → Attitudes
Students have the opportunity to develop appreciation and wonder.
1e → Links to other subjects
This builds on En2/2a–c, where students learn about how and why texts have been influential and significant, and the appeal and importance of these texts over time.

2b → Links to other subjects
This builds on PSHE3a–c, where students are taught about the power of prejudice, and to challenge racism and discrimination assertively.
2c → Attitudes
Students have the opportunity to develop self-awareness.
2d → Links to other subjects
This builds on ICT1a, 2b and 3a–b, where students analyse the information they need and ways they will use it, presenting it in forms that are sensitive to the needs of particular audiences.

The attainment targets for religious education

About the attainment targets

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of key stages 1, 2 and 3. As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The key indicators of attainment in religious education are contained in two attainment targets:
• Attainment target 1: Learning about religion
• Attainment target 2: Learning from religion.

Learning about religion includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, children's attainment is assessed in relation to the early learning goals. At key stage 4, national qualifications are the main means of assessing attainment in religious education.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	**1–3**	At age 7	**2**
Key stage 2	**2–5**	At age 11	**4**
Key stage 3	**3–7**	At age 14	**5/6**

Assessing attainment at the end of a key stage

The two attainment targets, **Learning about religion** and **Learning from religion** are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels. There are no national statutory assessment requirements in religious education, but schools must report to parents on pupils' progress in religious education. Schools are required to report progress in terms of levels of attainment at KS3, but not at Foundation Stage, Key Stage 1 and Key Stage 2 or in the case of statemented pupils.

It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Attainment targets for religious education

The level descriptions for **Attainment target 1**:
Learning about religion refer to how pupils develop their knowledge, skills and understanding with reference to:
• beliefs, teachings and sources
• practices and ways of life
• forms of expression.

The level descriptions for **Attainment target 2**:
Learning from religion refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:
• identity and belonging
• meaning, purpose and truth
• values and commitments.

Level 1
Attainment target 1
Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.
Attainment target 2
Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2
Attainment target 1
Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2
Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3
Attainment target 1
Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
Attainment target 2
Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Level 4
Attainment target 1
Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.
Attainment target 2
Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Level 5
Attainment target 1
Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.
Attainment target 2
Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6
Attainment target 1
Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies.

They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Level 8

Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Exceptional performance

Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

Attainment target 2
Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

Appendices

Inclusion: providing effective learning opportunities for all pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:
A   Setting suitable learning challenges
B   Responding to pupils' diverse learning needs
C   Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils, such as speech and language therapy and mobility training.

Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

A   Setting suitable learning challenges

1   Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects

of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

2   For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

3   For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

B   Responding to pupils' diverse learning needs

1   When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

2   To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

3   Teachers should take specific action to respond to pupils' diverse needs by:
    a   creating effective learning environments
    b   securing their motivation and concentration
    c   providing equality of opportunity through teaching approaches
    d   using appropriate assessment approaches
    e   setting targets for learning.

Examples for B/3a – creating effective learning environments
Teachers create effective learning environments in which:
● the contribution of all pupils is valued
● all pupils can feel secure and are able to contribute appropriately
● stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
● pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
● all forms of bullying and harassment, including racial harassment, are challenged

- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Examples for B/3b – securing motivation and concentration
Teachers secure pupils' motivation and concentration by:
- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

Examples for B/3c – providing equality of opportunity
Teaching approaches that provide equality of opportunity include:
- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. **(See Overcoming potential barriers to learning and assessment for individuals and groups of pupils.)**

Examples for B/3d – using appropriate assessment approaches
Teachers use appropriate assessment approaches that:
- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

Examples for B/3e – setting targets for learning
Teachers set targets for learning that:
- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C   Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1   Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs
2   Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3   Teachers should take specific action to provide access to learning for pupils with special educational needs by:
    a   providing for pupils who need help with communication, language and literacy
    b   planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
    c   planning for pupils' full participation in learning and in physical and practical activities
    d   helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work e helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Examples for C/3a – helping with communication, language and literacy
Teachers provide for pupils who need help with communication, language and literacy through:
- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Examples for C/3b – developing understanding
Teachers develop pupils' understanding through the use of all available senses and experiences, by:
- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Examples for C/3c – planning for full participation
Teachers plan for pupils' full participation in learning and in physical and practical activities through:
- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Examples for C/3d – managing behaviour
Teachers help pupils to manage their behaviour, take part in learning effectively and safely and, at key stage 4, prepare for work by:
- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

Examples for C/3e – managing emotions
Teachers help individuals manage their emotions and take part in learning through:
- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning

- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

Pupils with disabilities

4   Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

5   Teachers should take specific action to enable the effective participation of pupils with disabilities by:
    a   planning appropriate amounts of time to allow for the satisfactory completion of tasks
    b   planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
    c   identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Examples for C/5a – planning to complete tasks
Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:
- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for C/5b – developing skills in practical aspects
Teachers create opportunities for the development of skills in practical aspects of the curriculum through:
- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

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Examples for C/5c – overcoming specific difficulties
Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:
- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

Pupils who are learning English as an additional language

6 Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7 The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

8 Teachers should take specific action to help pupils who are learning English as an additional language by:
   a developing their spoken and written English
   b ensuring access to the curriculum and to assessment.

Examples for C/8a – developing spoken and written English
Teachers develop pupils' spoken and written English through:
- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.

Use of language across the curriculum

1. Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

Writing

2. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

Speaking

3. In speaking, pupils should be taught to use language precisely and cogently.

Listening

4. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

Reading

5. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

6. Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].

Use of information and communication technology across the curriculum

1   Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

2   Pupils should be given opportunities to support their work by being taught to:

      a   find things out from a variety of sources, selecting and synthesizing the information to meet their needs and developing an ability to question its accuracy, bias and plausibility

      b   develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy

      c   exchange and share information, both directly and through electronic media

      d   review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Appendix 4

Resources

QCA/DfES Schemes of work

QCA/DfES schemes of work can be accessed and downloaded from the following website:

www.standards.dfes.gov.uk/schemes3

Accredited Syllabi

Accredited Syllabi can be accessed and downloaded from the Halton Learning Grid website:

www.halton.gov.uk

Religious Education: Glossary of Terms

The glossary has been devised by the different faith communities to give guidance to teachers on key words and their meanings within each religious tradition which appear within the model syllabuses and within GCSE and A Level syllabuses.

The glossary can be accessed via the Halton Learning Grid at www.halton.gov.uk

Religious Festivals

In order to raise pupils' awareness of different forms of worship a "calendar" has been produced that incorporates the religious festivals of some religious faiths encountered in the different schools. Celebrating the festivals of other religions as well as the Christian ones will enable pupils in our schools to gain a better understanding of others' beliefs and this helps in "harmonizing society" as opposed to alienating those who are not Christians.

Christian Festivals							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Epiphany	6th January	6th January	6th January	6th January	6th January	6th January	6th January
St Valentine's Day	14th February	14th February	14th February	14th February	14th February	14th February	14th February
Shove Tuesday	28th February	20th February	5th February	24th February	16th February	8th March	21st February
Ash Wednesday	29th February	21st February	6th February	25th February	17th February	9th March	22nd February
St David's Day	1st March	1st March	1st March	1st March	1st March	1st March	1st March
St Patrick's Day	17th March	17th March	17th March	17th March	17th March	17th March	17th March
Mother's Day	26th March	18th March	2nd March	22nd March	14th March		
Palm Sunday	9th April	1st April	16th March	5th April	28th March	17th April	1st April
Maundy Thursday	13th April	5th April	20th March	9th April	1st April	21st April	5th April
Good Friday	14th April	6th April	21st March	10th April	2nd April	22nd April	6th April
Easter Sunday	16th April	8th April	23rd March	12th April	4th April	24th April	8th April
St George's Day	23rd April	23rd April	23rd April	23rd April	23rd April	23rd April	23rd April
Ascension Day	25th May	17th May	1st May	21st May	13th May	25th May	17th May
Whitsun	4th June	27th May	11th May	31st May	23rd May	12th June	27th May
The Feast of St Alban	22nd June	22nd June	22nd June	22nd June	22nd June	22nd June	22nd June
The Feast Day of John the Baptist	24th June	24th June	24th June	24th June	24th June	24th June	24th June
St Swithin's Day	15th July	15th July	15th July	15th July	15th July	15th July	15th July
St Andrew's Day	30th November	30th November	30th November	30th November	30th November	30th November	30th November
First Sunday of Advent	3rd December	2nd December	30th November	29th November	28th November	27th November	2nd December
The Feast Day of St Nicholas	6th December	6th December	6th December	6th December	6th December	6th December	6th December
Christmas Day	25th December	25th December	25th December	25th December	25th December	25th December	25th December

Jewish Festivals							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
The Fast of Esther – Purim	13th March	4th March	21st March	10th March	28th February	20th March	8th March
The Passover – Pesach	12th-19th April	3rd - 10th April	20th-21st April 24th-26th April	9th –10th April 24th-26th April	30th-31st March 4th– 5th April	19th-20th April 24th-26th April	7th-8th April
The Feast of Weeks – Shavuot	2nd June	22nd – 23rd May	9th June	29th May	19th May	8th June	27th May
The Fast of the 9th of Av – Tish Be-Av	3rd August	24th July	10th August	30th July	20th July	9th August	29th July
New Year – Rosh Hashanah	23rd September	12th – 13th September	29th-30th September	19th September	9th September	29th September	17th September
The Day of Atonement – Yom Kippur	2nd October	22nd September	8th-9th October	28th September	18th September	8th October	26th September
The Feast of Tabernacles – Sukkot	7th-13th October	27th September – 3rd October	13th-19th October	3rd-9th October	23rd-29th September	13th-19th October	1st – 7th October
The Rejoicing of the Law – Simchat Torah	15th October	5th October	22nd October	11th October	1st October	21st October	9th October
The Festival of Lights - Chanukah	16th-24th December	5th – 12th December	22nd December	12th December	2nd December	21st December	9th December

Hindu Festivals							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
The First Day of Spring – Chaitra	22nd March	22nd March	21st March	22nd March	22nd March	22nd March	21st March
The Great Night of Shiva – Maha Shivaratri	14th day of Phalgun in the Hindu Calendar						
Holi, the Festival of Colour	15th day of Phalgun in the Hindu Calendar						
Rama's Birthday – Rama Navami	9th day of a Hindu Lunar Year						
Nag Panchami – Day of Snakes	Panchami (the 5th day in the moonlit fortnight) in Shraavana month. Falls during July/August.						
Coconut Day – Raksha Bandhan The Ties of Protection (Rakhri)	The full moon in the month of Shraavana in the lunar calendar. Falls during August/September.						
The Birth of Krishna – Krishna Janamashtami	8th days after Raksha Bandhan in Shraavana. Falls during August/September.						
Ganesh's Birthday – Ganesh Chaturthi	The festival is observed in the Hindu calendar month of Bhaadrapada, starting on the shukla chaturthi (fourth day of the waxing moon period). This typically comes sometime between 20th of August and 15th of September. The festival lasts for 10 days.						
Durga's Puja – The Festival of Durga	Celebrated from the sixth to tenth day of the waxing moon in the month of Ashvin, which is the sixth month in the Hindu Calendar. Occasionally however, due to shifts in the lunar cycle relative to the solar months, it may also be held in the following month, Kartik. In the Gregorian calendar, these dates correspond to the months of September/October.						
Dasara (Navaratri) - The Ten Days Celebration	Between late September and mid-October and lasts 9 days						
Diwali, the Festival of Lights	New moon day of Kartika, although celebrations begin two days prior and end two days after that date. Kartika is the 8th month in the Hindu calendar. Falls during October/November.						

Chinese Festivals							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
New Year	29th January	18th February	7th February	26th January	14th February	3rd February	
The Dragon Boat Festival	5/5 in Chinese Lunar Calendar. Usually occurs in June.						
The Birthday of Confucius	27th day of the 8th moon in the lunar calendar. Usually falls in September/October.						

Sikh Festivals (dates based on the Nanakshahi Calendar)							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Birthday of Guru Gobind Singh	5th January	5th January	5th January	5th January	5th January	5th January	5th January
Hola Moholla	17th March	17th March	17th March	17th March	17th March	17th March	17th March
Baisakhi or Vaisakhi - New Year	13th/14th March	13th/14th March	13th/14th March	13th/14th March	13th/14th March	13th/14th March	13th/14th March
The Martydom of Guru Arjun Dev	16th June	16th June	16th June	16th June	16th June	16th June	16th June
The Festival of Lights – Diwali	21st October	21st October	21st October	21st October	21st October	21st October	21st October
Birthday of Guru Nanek	14th April	14th April	14th April	14th April	14th April	14th April	14th April
Martydom of Guru Tegh Bahadur	24th November	24th November	24th November	24th November	24th November	24th November	24th November

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Buddhist Festivals							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Nirvana Day or Parinirvana – Death of the Buddha	Celebrated by some Buddhists on 8th February and by some on 15th February						
Vesak – Buddha Day (Buddha's Birthday)	First full moon day in May, except in a leap year when the festival is held in June						
Poson	The full moon after Vesak						
Asalha Puja Day – Dhamma Day	The full moon day of the 8th lunar month (approximately July)						
Bohdi Day – Gautama's Enlightment	8th December						

Islamic Festivals							
As the Muslim day begins at sunset, so for the holidays. The Gregorian dates given below are for the day of the feast, so in Western calendar term, the feast can be said to begin at the sunset on the evening before the date given.							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Hijra New Year Muharram	20th January 2007	10th January 2008	29th December 2008	18th December 2009	7th December 2010	26th November 2011	15th November 2012
Ramadan	24th September	13th September	2nd September	22nd August	12th August	1st August	20th July
Eid al Fitr	24th October	13th October	2nd October	21st September	10th September	31st August	19th August
Eid al Adha	31st December	20th December	8th December	28th November	17th November	7th November	26th October

Appendix 7

Organisations concerned with religious education and related issues

ActionAid UK Office
Hamlyn House, Macdonald Road, Archway,
London, N19 5PG
Tel: 020 7561 7561
Fax: 020 7272 8099
Email: mail@actionaid.org.uk
Web: www.actionaid.org.uk
literature, resources, projects on development
education

Amnesty International UK
17-25 New Inn Yard,
London, EC2A 3EA
Tel: 020 7033 1500
Fax: 020 7033 1503
Email: sct@amnesty.org.uk
Web: www.amnesty.org.uk
literature, information on prisoners of
conscience, civil and human rights

Articles of Faith Ltd
Resource House, Kay Street,
Bury, BL9 6BU
Tel: 0161 763 6232
Email: hello@resourcehouse.co.uk
Web: www.articlesoffaith.co.uk
literature, artefacts, resources on world
religions

The Board of Deputies of British Jews
6 Bloomsbury Square,
London, WC1A 2LP
Tel: 020 7543 5400
Fax: 020 7543 0010
Email: info@bod.org.uk
Web: www.bod.org.uk
literature, resources, information on Judaism

The Buddhist Society
58 Eccleston Square,
London, SW1V 1PH
Tel: 020 7834 5858
Fax: 020 7976 5238
Email: info@thebuddhistsociety.org
Web: www.thebuddhistsociety.org
literature, resources, information on Buddhism

Catholic Fund for Overseas Development (CAFOD)
Romero Close, Stockwell Road,
London, SW9 9TY
Tel: 020 7733 7900
Fax: 020 7274 9630
Email: schools@cafod.org.uk
Web: www.cafod.org.uk
literature, resources, speakers on
development, social, moral & religious issues

Chester Cathedral
12 Abbey Square,
Chester, CH1 2HU
Tel: 01244 324756
Fax: 01244 341110
Email: dean@chestercathedral.com
Web: www.chestercathedral.com
visits, resources, projects in connection with
the work of the cathedral

Christian Aid
35 Lower Marsh, Waterloo
London, SE1 7RL
Tel: 020 7620 4444
Fax: 020 7620 0719
Email: info@christian-aid.org
Web: www.christian-aid.org.uk
literature, resources, speakers on
development, social, moral & religious issues

Christian Education
RE Today Services
1020 Bristol Road, Selly Oak
Birmingham, B29 6LB
Tel: 0121 472 4242
Fax: 0121 472 7575
Web: www.retoday.org.uk
literature, resources, projects and mailing
service to schools on all aspects of religious
and moral education relating to world faiths,
see website for course details

The Clear Vision Trust
16-20 Turner Street,
Manchester, M4 1DZ
Tel: 0161 839 9579
Fax: 0870 134 7354
Email: education@clear-vision.org
Web: www.clear-vision.org
Buddhist literature resources, courses, visits,
speakers, image archive

Education Library Service
Browning Way, Woodford Park Industrial
Estate, Winsford, CW7 2JN
Tel: 01606 592551 or 557126
Fax: 01606 861412
Web: www.cheshire.gov.uk/els
books, artefacts, resources

Gohil Emporium
381 Stratford Road
Birmingham, B11 4JZ
Tel: 0121 771 3048
Fax: 0121 772 3844
Email: info@gohilemporium.co.uk
Web: www.gohilemporium.co.uk
Indian arts and crafts, artifacts

Hindu Cultural Organisation
253 Edge Lane
Liverpool, L7 2PH
Tel: 0151 263 7965
Fax: 0151 263 7965
Email: hcoliverpool@yahoo.co.uk
Web: www.hcoliverpool.org.uk
information about Hinduism

Indian Assocation
Gandhi Hall, Brunswick Road, Withington,
Manchester, M20 4QB
Tel: 0161 434 4114
Email: raj.dutta@manchester.ac.uk
Web: www.indianassociation.org.uk
Hindu literature, teaching materials, artefacts,
speakers, school visits

ISKCON Educational Services
Bhaktivedanta Manor, Hilfield Lane,
Watford, WD25 8EZ
Tel: 01923 857244
Email: ies@pamho.net
Web: www.krishnatemple.com
information about ISKCON
(International Society for Krishna
Consciousness)

Jewish Education Bureau
8 Westcombe Avenue,
Leeds, LS8 2BS
Tel: 0870 800 8532
Fax: 0870 800 8533
Email: jeb@jewisheducationbureau.co.uk
Web: www.jewisheducationbureau.co.uk
Jewish literature, resources, artifacts, visits

Liverpool Cathedral (Anglican)
Education Department, St James' Mount,
Liverpool, L1 7AZ
Tel: 0151 702 7210
Fax: 0151 702 7292
Email: education@liverpoolcathedral.org.uk
Web: www.liverpoolcathedral.org.uk
visits, resources, projects in connection with
the work of the cathedral

Liverpool Jewish Resource Centre
Harold House, Dunbabin Road,
Liverpool, L15 6XL
Tel: 0151 722 3514
Email: info@liverpooljewish.com
Web: http://www.merseyside-jewish-
community.org.uk/
Jewish literature, resources, visits

**Manchester Development Education
Project**
801 Wilmslow Road, Didsbury,
Manchester, M20 2QR
Tel: 0161 445 2495
Fax: 0161 445 2360
Email: info@dep.org.uk
Web: www.dep.org.uk
literature, resources, world faiths

Manchester Jewish Museum
190 Cheetham Hill Road.
Manchester, M8 8LW
Tel: 0161 834 9879
Email: don@manchesterjewishmuseum.com
Web: www.manchesterjewishmuseum.com
Jewish literature, resources, artifacts, visits

Manjushri Kadampa Meditation Centre
Conishead Priory,
Ulverston, LA12 9QQ
Tel: 01229 584029
Fax: 01229 580080
Email: info@manjushri.org
Web: www.manjushri.org
Buddhist literature, visits, courses, artifacts

Metropolitan Cathedral (Roman Catholic)
Cathedral House, Mount Pleasant,
Liverpool, L3 5TQ
Tel: 0151 709 9222
Fax: 0151 708 7274
email: enquiries@metcathedral.org.uk
Web: www.liverpoolmetrocathedral.org.uk
publications, visits in connection with the work
of the cathedral

Minority Right Group
54 Commercial Street,
London, E1 6LT
Tel: 020 7422 4200
Fax: 020 7422 4201
Email: minority.rights@mrgmail.org
Web: www.minorityrights.org

The National Society
(for Promoting Religious Education)
Church House, Great Smith Street,
London, SW1P 3NZ
Tel: 020 7898 1518
Fax: 020 7898 1493
Email: enquiries@natsoc.c-of-e.org.uk
Web: www.natsoc.org.uk

Norton Priory Museum and Gardens
Tudor Road, Manor Park,
Runcorn, WA7 1SX
Tel: 01928 569895
Email: info@nortonpriory.org
Web: www.nortonpriory.org
visits, artifacts, resources

Nugent Care
99 Edge Lane,
Liverpool, L7 2PE
Tel: 0151 261 2000
Fax: 0151 261 2001
Email: info@nugentcare.org
Web: www.nugentcare.org

Olive Tree Bookshop & Resource Centre
61 Renshaw Street,
Liverpool, L1 2SJ
Tel: 0151 708 8780
Fax: 0151 708 8780
Email: info@theolivetree.co.uk
Web: www.theolivetree.co.uk
literature, resources, artefacts, teaching
materials, speakers, school visits, catalogue
available

OXFAM
Oxfam House, John Smith Drive
Cowley, Oxford, OX4 2JY
Tel: 0870 3332444
Email: education@oxfam.org.uk
Web: www.oxfam.org.uk
literature, resources, projects on aid and
development

Religion in Evidence
TTS Group, Nunn Brook Road,
Sutton-in-Ashfield, NG17 2HU
Tel: 01623 447800
Fax: 01623 447999
Email: sales@tts-group.co.uk
Web: www.tts-group.co.uk
artifacts, resources (principal religions)
catalogue available

Save the Children
1 St. John's Lane
London, EC1M 4AR
Tel: 020 7012 6400
Fax: 020 7012 6963
Email: supporter.care@savethechildren.org.uk
Web: www.savethechildren.org.uk
literature, resources, projects (child welfare)

Sikh Association
32 Derby Street, Cheetham,
Manchester, M8 8RY
Tel: 0161 832 2241
Email: mitarnshi@aol.com
information about Sikhism

Tear Fund
100 Church Road,
Teddington, TW11 8QE
Tel: 0845 355 8355
Email: enquiry@tearfund.org
Web: www.tearfund.org
literature, resources, projects in connection
with relief and development

Traidcraft
Kingsway, Gateshead
Tyne & Wear, NE11 0NE
Tel: 0191 491 0591
Fax: 0191 497 6562
Email: comms@traidcraft.co.uk
Web: www.traidcraft.co.uk
literature, resources, projects on aid,
development and related issues, catalogue
available

UNICEF
Africa House, 64-78 Kingsway,
London, WC2B 6NB
Tel: 020 7405 5592
Fax: 020 7405 2332
Email: info@unicef.org.uk
Web: www.unicef.org
literature, resources related to development,
education, social, moral issues

United Nations Association (UNA)
3 Whitehall Court,
London, SW1A 2EL
Tel: 020 7766 3444
Fax: 020 7930 5893
Email: info@una.org.uk
Web: www.una-uk.org
literature, resources on human rights, related
issues and the work of the UNA

University of Chester
Department of Religious Education,
Hollybank, Parkgate Road
Chester, CH1 4BJ
Tel: 01244 511031
Email: enquiries@chester.ac.uk
Web: www.chester.ac.uk
courses and conferences on religious
education for teachers

University of Birmingham
Department of Theology and Religion,
Edgbaston
Birmingham, B15 2TT
Tel: 0121 414 3406
Email: theology@bham.ac.uk
Web: www.theology.bham.ac.uk
literature, resources for religious education

World Wildlife Fund (UK)
Panda House, Weyside Park, Godalming,
Surrey, GU7 1XR
Tel: 01483 426444
Fax: 01483 426409
Web: www.wwf-uk.org
literature, resources, projects on
environmental education and related topics

Worldaware
St Nicholas House, St Nicholas Road, Sutton,
Surrey, SM1 1EL
Web: www.worldaware.org.uk
resources, publications on development, multi-
cultural education and related topics

Liverpool Hope University
Hope Park, Taggart Avenue,
Liverpool, Merseyside L16 9JD
Tel: 0151 291 3000
Web: www.hope.ac.uk
undergraduate, postgraduate and teaching
training courses in Theology and Religious
Studies

Edgehill College of Higher Education
St Helens Road, Ormskirk,
Lancashire, L39 4QP
Tel: 01695 575171
Web: www.edgehill.ac.uk
teacher training course in Theology and
Religious Studies

Lancaster University
Bailrigg, Lancaster, Lancashire, LA1 4YW
Tel: 01524 65201
Web: www.lancaster.ac.uk
undergraduate and postgraduate courses in
Religious Studies

St Martin's College, Lancaster
Education Centre, Ashton Road, Lancaster,
Lancashire, LA1 5AJ
Tel: 01524 526618
Web: www.stmartins.ac.uk
undergraduate, postgraduate and teacher
training courses in Theology and Religious
Studies

University of Manchester
Oxford Road, Manchester, M13 9PL
Tel: 0161 306 6000
Web: www.manchester.ac.uk
undergraduate and postgraduate courses in
Theology

Manchester Metropolitan University
All Saints, Grosvenor Square, Manchester,
Lancashire, M15 6BH
Tel: 0161 247 2000
Web: www.mmu.ac.uk
undergraduate and postgraduate courses in
Philosophy

The Open University
Headquarters
Walton Hall, Milton Keynes, MK7 6AA
Tel: 01908 274066
Web:www.open.ac.uk
a wide range of modules on aspects of
theology and religion

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Acknowledgements

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The Syllabus is intended for use in Halton Community and Voluntary Controlled schools. Voluntary Aided schools may wish to use this Agreed Syllabus after consultation with their diocesan bodies. Other Local Authorities wishing to adopt this Agreed Syllabus, or any part of it, should contact Halton Borough Council in the first instance.

Thanks are due to the pupils and staff from the following schools for their kind co-operation in supplying the photographs used throughout the Syllabus:

Beechwood Primary School
Farnworth Church of England Controlled Primary School
Fairfield High School

Grateful thanks are due to the members of the Agreed Syllabus Conference and RE teachers listed below, who gave valuable comment and advice during the development of the Syllabus.

Membership of the agreed syllabus conference

Committee A - Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area

Mr D Hemington	Shrewsbury Diocesan Schools Commission
Miss J Coughlan	Liverpool Archdiocesan Schools Commission
Mr C Higginbotham	Methodist Districts of Liverpool and Chester

Committee B - The Church of England

Mr J Patten	Chester Diocesan Board of Education
Mrs J Dutton	Chester Diocesan Board of Education
Mrs C Lawrenson	Liverpool Diocesan Board of Education

Committee C - Teachers' Associations

Miss H J Priestley   NAHT

Mr D Stubbs   NASUWT

Mr P Smalley   NASUWT

Committee D - The Local Authority

Councillor T Higginson (Chair)

Councillor Mrs K Hodgkinson

Councillor Mrs M Horabin

Working Group Members

Ms A Parker
Wade Deacon High School

Mrs L Finn
Beechwood Primary School

Mrs L Turner
The Bankfield School

Miss C Hayes
Farnworth CE Voluntary Controlled Primary School

Officers to the Agreed Syllabus Conference

Adrian Hallett   Education Adviser, Children and Young People's Directorate

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HALTON AGREED SYLLABUS FOR RELIGIOUS EDUCATION 2006 - 2011

Agenda Item 7a

REPORT TO:	Children, Young People & Families Policy and Performance Board
DATE:	5 September 2011
REPORTING OFFICER:	Strategic Director Policy & Resources
SUBJECT:	Performance Management Reports for Quarter 1 of 2011/12
WARDS:	Boroughwide

1.0   PURPOSE OF REPORT

1.1   To consider and raise any questions or points of clarification in respect of performance management of the Children and Young People's Directorate for the first quarter to June 2011. The report details progress against service objectives/ milestones and performance targets, and describes factors affecting the service.

2.0   RECOMMENDED: That the Policy and Performance Board

1) **Receive the first quarter performance management reports;**

2) **Consider the progress and performance information and raise any questions or points for clarification; and**

3) **Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Policy and Performance Board.**

3.0   SUPPORTING INFORMATION

3.1   The departmental objectives provide a clear statement on what the services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

3.2   Following discussion with the Chair, the Board has been provided with an overview report which identifies the key issues arising from the performance in Quarter 1 for the Directorate.

3.3   The full departmental quarterly reports are available on the Members' Information Bulletin to allow Members access to the reports as soon as they have become available. This also provides Members with an opportunity to give advance notice of any questions, points or requests for further information that will be raised to ensure the appropriate Officers are available at the PPB meeting. The three departmental quarterly monitoring reports are also available via the following link http://intranet/documents/qmr/201112/childrenandent/CE1Reports/

4.0   POLICY IMPLICATIONS

4.1   There are no policy implications associated with this report.

5.0   OTHER IMPLICATIONS

5.1   There are no other implications associated with this report.

6.0   IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1   Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Directorate Overview report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2   Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

7.0   RISK ANALYSIS

7.1   Not applicable.

8.0   EQUALITY AND DIVERSITY ISSUES

8.1   Not applicable.

9.0   LIST OF BACKGROUND PAPERS UNDER SECTIONS 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.

Directorate Performance Overview Report

Directorate: Children and Enterprise

Reporting Period: Quarter 1, 1 April 2011 – 30 June 2011

1.0 Introduction

This report provides an overview of issues and progress within the Directorate that have occurred within Quarter 1. The way in which traffic light symbols have been used to reflect progress to date is explained within the Appendix.

2.0 Key Developments

2.1 Inspections
On 25 May Ofsted inspected Edinburgh Road Children's Home against a range of national standards. The outcome was that Ofsted rated Edinburgh Road as 'outstanding' overall and outstanding for; quality of care, leadership and management, safeguarding and outcomes for children and young people. This is an excellent outcome and one that places Edinburgh Road in the top 5% of Children's Homes in the Country. The council now has both of its Children's Homes rated as outstanding.

2.2 Children Centres
Refurbishment work has taken place at both Windmill Hill and Kingsway Children's Centres. Windmill Hill Children's Centre has had the addition of enhanced facilities and a new reception and entrance. Along with the Health Clinic and Primary School, this now provides a campus model of service delivery in Windmill Hill. Kingsway Children Centre has also benefited from work to establish a new front door and reception area, and there have been changes to the functions of some of the rooms. This provides the capacity for Health Visitors to base themselves in the centre, with the other teams. This has already enhanced the 'offer' to families and the investment has already led to more families accessing the services that the Children Centre's provide.

2.3 New Legislation and National Minimum Standards
On 1 April 2011 the Department for Education introduced revised regulations and guidance for care planning for children in care and care leavers, a comprehensive set of new regulations and national minimum standards for adoption and fostering services and a duty to provide short breaks service to carers of disabled children.

The regulations and guidance aim to improve the clarity of the regulatory framework for children in care and care leavers, and for practitioners offers them one coherent and easily accessible package relating to care planning and case review for looked after children. They will streamline processes to increase the emphasis on more effective care planning, with a focus on the child, and are designed to improve the quality and consistency of care planning, placement and case review for children in care. They also aim to improve the care and support provided to care leavers.

The new regulations and national minimum standards published for adoption and fostering services in England aim to ensure that children have better outcomes through higher standards of care and timely placements.
The regulations for a short breaks service to carers of disabled children has been built on the rapid expansion of short breaks services which all local authorities have achieved through the Aiming High for Disabled Children programme.

2.4 Inclusion
Contracts have been developed between the Local Authority and the schools providing Specialist Resource Bases within the Borough. The contracts will be reviewed annually and monitored through the local authority's quarterly monitoring processes.

Halton and Cheshire West and Chester (CWaC) have submitted a joint bid to be part of the Green Paper Pathfinder initiative. The focus of this joint bid will be in the area of Early Years. The bid will form part of a consortia bid, made alongside neighbouring authorities that form part of, or are affiliated to, the Learn Together Partnership.

2.5 School Improvement Service
The Learning and Achievement Service will be implementing a new structure from September 2011 incorporating some major changes to school improvement delivery. The service re-design process when complete, will see most staff previously funded through the National Strategies move across to a traded services joint venture company comprising of Halton, Warrington and Serco.

The local authority has a statutory role in improving underperforming schools and Halton will be retaining a small core team of school improvement officers to fulfil this. Local Authorities have powers of intervention which are outlined in the Education Bill, which is expected to come into force in the autumn 2011.

2.6 James Review of Education Capital, Building Schools for the Future and Primary Capital Programme
The James Review of Education Capital was published in April 2010. There were two parts to the review. Part A identified the flaws with the current approach to capital and Part B identified what the new approach could look like. There were a number of recommendations made in the review. Local authorities are now awaiting guidance from the DfE as to whether these recommendations will be accepted and the arrangements for consultation on any proposed changes.

Financial close was reached for the BSF Programme on 20 June 2011 and the Local Education Partnership (LEP) has now been established. The groundbreaking ceremony took place at The Grange on 6 July 2011 and the ground breaking ceremony for Wade Deacon High School will take place in September 2011. Building work can now commence on both schools with a view to completion by Easter 2013.

Following the rebuild of All Saints Upton C.E Primary School through the Primary Capital Programme the school held its official Opening on Thursday 14 July, with a further event at the weekend to celebrate the opening of the Children's Centre facilities.

A project to remodel and improve Our Lady Mother of Saviour Catholic Primary has also been funded from Primary Capital at a cost of £1.1 million. This project is now complete.

2.7 Information Advice and Guidance
Halton have facilitated an agreement with Greater Merseyside Connexions Partnership Limited to reduce the current contract value to £13,017,200 across the 6 authorities. This will give a total reduction of around £2million in 2011/2012. Further work is now being undertaken to establish each authorities future requirements for Information, Advice and Guidance.

NEET was not reported on a residency basis for Halton's Learners 'academic age 16-19'. The old methodology counted the number of young people aged 16-18 who accessed a Halton Connexions Service. This is now moving to a residency based calculation.

2.8 Academy Update
The Heath converted to Academy Status on 1 June 2011. Palace Fields Primary School had intended to convert to academy status on the same date. This conversion has been delayed by the DfE. No further date for conversion has been provided to the Authority at present.

2.9 CRMZ
This last quarter has seen the increasing development of the CRMZ. The following four organisations are based in CRMZ; Action For Children, Cheshire Fire and Rescue, YOT and

Barnados. A fifth organisation Young Addaction is also considering moving into the facility. In addition, footfall for the facility has increased significantly.

A comprehensive and diverse range of summer activities will be available for young people in the borough during the summer holidays. Both CRMZ and HRMZ will offer a range of activities which include; podcasting, green screen drama dance and comedy, football, canal boat trips, barbeque, games, master chef, cake decoration, Ready Steady Cook, hair styling, nail art, massage and relaxation.

3.0 Emerging Issues

3.1 Final Munro Report http://www.education.gov.uk/munroreview/
Professor Eileen Munro, who has conducted a wide ranging review into frontline child protection practice, concludes that a one-size-fits-all approach to child protection is preventing local areas from focusing on the child.
Her recommendations signal a radical shift from previous reforms that, while well-intentioned resulted in a tick-box culture and a loss of focus on the needs of the child. Currently local areas are judged on how well they have carried out certain processes and procedures rather than what the end result has been for children themselves. The Government will publish its response to the report, which will set out how the systems and services tasked with protecting children from significant harm will need to change. There will be more details about the changes in the next quarterly monitoring report.

3.2 Payment by results for Children's Centre's
The Government intends to commence trials to explore the introduction of payment by results for Children's Centre's, in conjunction, with the Children's Improvement Board. The Department for Education has written to all local authorities in England, inviting them to take part in trials, after half day workshop were held, looking at how payment by results would operate. Children's Centres are now funded through the Early Intervention Grant. The Government wants to use payment by results to incentivise a focus on the proposed core purpose of Children's Centres: to improve child development and school readiness among young children and to reduce inequalities. This includes identifying, reaching and supporting the most disadvantaged families to improve their parenting aspirations and skills and to promote family health and life chances.

3.3 Ofsted Social Work Survey Pilot
We have been selected by Ofsted as one of only two authorities in the country to be part of a pilot survey of social workers. The aim of the survey is to look at how we support our social workers to improve outcomes for children and families. The pilot will take place over 2 and 3 August and we will receive a summary of their findings. This is not an inspection.

3.4 Bursary Scheme
The Association of Colleges (AoC) have published a guidance paper for distributing bursary funding to learners. Meetings are scheduled to take place in early July to gain consensus and approval between Halton providers for funding distribution.

3.5 Commissioning
All Commissioned Services will be reviewed in September to identify at the earliest possible opportunity those services which need to go out to tendering in the next few months.
3.6 Post-16 Proposal
In July 2011 the local authority received notification from Wade Deacon High School that they intended to formally consult on a proposal to establish post-16 provision from September 2013. Further information is being sought on the details of this proposal.

3.7 Basic Need Capital
Work has been undertaken to identify the schools where there are the most pressures in terms of accommodation due to increasing primary pupil numbers. The authority with the Arch Diocese of Liverpool are exploring whether projects can be undertaken in the top five schools identified. A

further report will then be taken to Executive Board in November identifying the type of schools and projects that can be undertaken within the £1.6 million budget.

3.8 Youth Justice
The lack of accurate information provided by the Police through the Police Electronic Notification (PENY) to YOT's is consistently underreporting the figures. This has been taken up by YOT Head of Service with Police and Criminal Justice Board. An action plan is being developed by Police for the attention of Chief Constable.

In addition the figures reported locally are not the validated figure for the National Indicators is done by Police National Computer (PNC) and is available 6 months after the reported figure. There tends to be a 10-15% variance in these figures which cannot be reconciled due to the calculations undertaken through this method. The DfE is aware of this anomaly.

The projection, however, is that the target will be met and assuming Cheshire Police maintain their stated commitment to Diversion and Restorative Justice we do not anticipate any major issues to change the on target status.

3.9 New Ofsted inspection framework for schools (2012) and raised floor standards
We are awaiting the new Ofsted framework for school inspections that will be implemented in January 2012. Schools will be judged on a smaller number of core aspects than before, but those areas will be examined in greater depth. The Bill specifies that inspections in future will report on 'the quality of education provided in the school' and must give priority to; the achievement of pupils at the school; the quality of teaching in the school; the quality of the leadership in and management of the school; and the behaviour and safety of pupils at the school.

The changes are expected to result in more streamlined inspections, with fewer judgments and grades, leading to sharper reports on the quality of education provided by schools and the most important aspects of their performance.

Given the mid-year implementation of a raised attainment floor standard from 55% level 4+ English and Maths combined to 60% we are anticipating a possible increase in the number of primary schools that do not meet this new standard. This will be reported in the next quarter when validated data is available. Similarly the GCSE floor standard has been raised to 35% 5A* - C including English and Maths for 2011.

3.10 Pupil Premium
A pupil premium for children eligible for free school meals and for children in care was introduced by the coalition government. The next academic year will be the first that this can be used to support narrowing the attainment gap and its use by schools will require monitoring.

3.11 Inclusion
There has been a significant increase in the Appeals to SENDIST. The majority of these Appeals are related to children and young people with Autism. The parents are members of the Halton Autistic Family support Group. The group is providing advocacy support to the families in the Tribunal process. The local Authority is currently dealing with 8 Appeals to SENDIST.

4.0 Risk Control Measures

During the Development of the 2011-12 Service activity, the service was required to undertake a risk assessment of all Key Service objectives. Where a Key service objective has been assessed and found to have an associated 'High' risk, progress against the application of this risk treatment measures will be reported in quarters 2 and 4.

5.0 Progress against high priority equality actions

Where a Key service objective has been assessed and found to have an associated 'High' priority equality actions, progress against the application of this risk treatment measures will be reported in quarters 2 and 4.

6.0 Performance Overview

The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by each Directorate.

Standards in Education

Key Milestones

Ref	Milestones	Q1 Progress
LAS1	Improve standards in education through improved Ofsted inspection gradings and supporting schools through inspections by **July 2011** (LAS1a & LAS1b)	✔
LAS1, LAS2, LAS3	Use appropriate data analysis for schools to align appropriate support and challenge to improve standards by **December 2011** (LAS1c, LAS2a, LAS2b, LAS3a, LAS3b, LAS3c, LAS3d)	✔
LAS4	Plan, implement and review the resource bases for SEN provision across Halton by **August 2011** (LAS4a, LAS4b, LAS4c)	✔

Supporting Commentary
Progress has been made towards this theme, and most notably progress has been made in regards to:

LAS1: Improve standards in education through improved Ofsted inspection gradings and supporting schools through inspections
In line with the national directive, the LA submitted a plan to the DfE in April 2011 outlining plans for Underperforming Schools. All satisfactory schools are considered to be vulnerable and consultant support has been provided. One school previously judged satisfactory was judged as good in April 2011. In addition the Performance Team maintain a database that tracks the outcomes of Ofsted inspections. Key areas/emerging themes are identified using this reporting mechanism. The Operational Director for Learning and Achievement attends the regular meetings of the School Development Panel, providing an opportunity to carefully monitor schools' experience of the inspection process, areas for celebration and areas for development.

LAS1, 2 & 3: Use appropriate data analysis for schools to align appropriate support and challenge to improve standards.
All data is analysed as part of a programme of work and once the latest attainment information is available in the Autumn term, a range of actions will be identified as appropriate. In particular the cross service monitoring group has been meeting as a forum for sharing intelligence across a broad range of school related matters and an alerts and triggers system is in place to enable service leads to identify using a red, amber, green system the schools rating across a number of criteria, including standards. Data in relation to children in care is analysed on an ongoing basis using termly reports and the Personal Education Plans.

LAS4: Plan, implement and review the resource bases for SEN provision across Halton
There was a delay in meeting the ambition of April 2011, however, the delay has enabled us to make sure that the service going forward is aligned to the DfE's ambition as outlined within the White Paper. We are on track for implementation in September 2011 and the new structure has now been agreed.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q1	Current Progress	Direction of Travel
LPI01CYP	Percentage gap between Children in Care attainment at Key Stage 2 and their peers	New indicator	N/A	Available October 2011	N/A	N/A
LPI02CYP	Percentage gap between Children in Care attainment for 5+ GCSE's grades A*-C including English and Maths and their peers	New indicator	N/A	Available October 2011	N/A	N/A
LPI03CYP	Percentage of Children in Care achieving expected outcomes at KS2 and KS4	New indicator	N/A	Available October 2011	N/A	N/A
NI075	Proportion achieving 5+ GCSE A*-C including English and Maths	50%	54%	Available October 2011	N/A	N/A
LPI02LAS	Percentage of primary schools inspected in the period graded good or better	New indicator	100%	50%	?	N/A
LPI03LAS	Percentage of secondary schools inspected in the period graded good or better	New indicator	100%	100%	✔	N/A
LPI04LAS	Percentage of maintained primary schools in Halton with latest inspection grade of good or better	New indicator	85%	78%	?	N/A
LPI05LAS	Percentage of maintained secondary schools in Halton with latest inspection grade of good or better	New indicator	67%	75%	✔	N/A
NI102a	Achievement gap at Key Stage 2 English and Maths between Free school meals and their peers	15.2%	12%	Available October 2011	N/A	N/A
NI102b	Achievement gap at Key Stage 4 between Free School meals at their peers	28%	20%	Available October 2011	N/A	N/A
NI104	SEN/Non-SEN achievement gap at KS2 English and Maths	50% (2008/09 latest data)	35%	Available October 2011	N/A	N/A
NI105	SEN/Non-SEN achievement gap at GCSE 5A*-C including English and Maths	48.6% (2008/09 latest data)	28%	Available October 2011	N/A	N/A
NI072	Percentage achieving 78+ points across EYFS (including 6 at CLL and PSE)	50%	54%	Available October 2011	N/A	N/A
NI073	Percentage achieving level 4+ at KS2 in English and Maths	77%	80%	Available October 2011	N/A	N/A
NI080	Percentage achieving Level 3 at 19	42.3%	44%	Available March 2012	N/A	N/A

Supporting Commentary
The majority of indicators in this theme are reported annually, as indicated in the progress column.

Where performance is available however, some progress has been made towards this theme, and most notably progress has been made in regards to:

LPI03LAS: One secondary school outcome was published in this quarter - Wade Deacon was inspected as outstanding in all areas.

Please also note:
LPI05LAS: This figure is based on the following four schools: The Bankfield, Outstanding Wade Deacon, Outstanding, St Chad's Catholic and CofE High School Good, Saints Peter and Paul Catholic College, Satisfactory. The three additional secondary schools are currently graded: The Heath (Academy, Outstanding), The Grange, (All through, Satisfactory) and Ormiston Bollingbroke, (Academy, Satisfactory). However these schools have not been inspected since their restructure. We are currently awaiting a response from Ofsted in relation to counting these schools within the Children's Services Assessment.

Progress is more uncertain in regards to:

LPI04LAS: There are currently 14 primary schools with an Ofsted inspection grading of Outstanding and 25 with a grading of Good from a total of 50 primary schools.

Progress is not as expected for:

LPI02LAS: Of the four Primary Schools inspected in this quarter, two were graded good or better.

Continuum of Need: from Early Help and Support to Safeguarding

Key Milestones

Ref	Milestones	Q1 Progress
COPS 4	Refresh the IYSS Strategy and implement the agreed action plan by **March 2012** (COPS4a & COPS4b)	✖
CFS2 CFS4	Improve effectiveness of support to children at all levels of need by **March 2012** (CFS2a, CFS2b, CFS2c, CFS4a, CFS4b, CFS4c)	✔
CFS3	Revise the facilitation of the Children in Care Council to improve the engagement of young people by **December 2011** (CFS3a)	✔
CFS3	Develop and commence implementation of a revised multiagency Children in Care strategy and undertake and audit of outcomes for Children in Care by **March 2012** (CFS3b, CFS3c)	✔

Supporting Commentary
Progress has been made towards this theme, and most notably progress has been made in regards to:

CFS2, CFS4: Improve effectiveness of support to children at all levels of need
Two pilots have taken place locally and the second which involves a telephone pathway appears to be manageable and working well for both the police and Children's services. The pilot pathway ensures that children and their families receive support at the appropriate level through Integrated Working Support Team (IWST) or Children's Social Care (CSC). The pilot is to be reviewed in July and pathways finalised. Further analysis will be undertaken to ascertain the impact of the new pathway. Pathway established with IWST staff attending Children in Need (CIN) closure meetings where it is envisaged that further support is required. IWST teams fully operational with the number of consultations from other professionals growing month on month. There is a good awareness of the

approach amongst professionals who work in the children's sector and links with the adults sector are growing. Options are being explored regarding how the disabled Children's Service can be fully integrated into the TAF model of early help. Firmer proposals will be brought forward to Senior Managers within the next quarter. Research commissioned from Glyndwr University is being undertaken by Professor Karen Graham this is due to report in Early August which will inform review of the levels of need framework

CFS3 a: Revise the facilitation of the Children in Care Council to improve the engagement of young people by December 2011
Additional support is in place and a number of events are planned to which all children in care aged 10+ will be invited. Consultation will take place to determine the best way to promote engagement.

CFS b & c: Develop and commence implementation of a revised multiagency Children in Care strategy and undertake and audit of outcomes for Children in Care by March 2012
The strategy is currently being developed to reflect the priorities for children in care and care leavers, and is on target to be implemented by March 2012. Outcomes Audits complete on all children aged 10+ and will be completed on all other children with a permanent care plan by March 2012.

Progress is not as expected for:

COPS4: Refresh the IYSS Strategy and implement the agreed action plan
Work is currently taking place on the refresh of the strategy. The slight delay in this process is due to the fact that all services delivered for young people across Halton are in the process of being reviewed. The strategy will be complete by August 2011.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q1	Current Progress	Direction of Travel
LPI06CFS	Child in Need plans are independently reviewed	New indicator	50%	29%	✔	N/A
NI059 adjusted	Initial Assessments completed within 10 working days	88.5%	85%	78.4%	✔	⬆
NI060	Core Assessments completed within 35 working days	89.6%	92%	91%	✔	⬆
LPI08CFS	Percentage reduction in the number of referrals to Children's Social Care generated by Police CAVA notifications and closed within 3 months of referral from baseline 2009-10	New indicator	-10%	-5.7%	?	N/A
LPI09CFS	Percentage of CIN Cases that require a multi-agency co-ordinated plan at level 2-3a (CAF) on closure have a named lead professional and a clear plan to take forward	New indicator	100%	100%	✔	N/A
NI062	Stability of placements of Children in Care: number of moves	7.9%	7.5%	0.8%	✔	⬆
NI063	Stability of placements of Children in Care: length of placement	87%	90%	82%	✖	⬇
NI117 adjusted	Percentage of 16-18 year olds not in education, employment or training (NEET) – residency	Adjusted indicator	7.7%	11.57 (June 2011)	N/A	N/A

Ref	Measure	10/11 Actual	11/12 Target	Q1	Current Progress	Direction of Travel
	calculation comparison with historic not applicable					
NI112 adjusted	Under 18 conception rate percentage change from 2009 baseline	Baseline 58.9 Rolling quarterly average rate which equals 140 conceptions for the year to Dec 2009 of the 2374 girls aged 15-17 in Halton	-1.43% reduction from the baseline of 140 conceptions = 2 conceptions reduction per annum.	60.7 Rolling quarterly average rate 40 conceptions in the quarter to March 2010	?	↓

Supporting Commentary

Progress has been made towards this theme, and most notably progress has been made in regards to:

LPI06CFS: Baseline of 207 established of children in need with closed initial assessment and no core assessment within past 12 months. Excellent progress for quarter 1 illustrates on target for year end.

NI059: adjusted: High volumes of referrals continue to impact on the completion of Initial Assessments within timescales but performance in this area overall remains strong. There will be a data tidy up exercise which is likely to improve performance. One team has gone live with CareFirst 6 and there is likely to be a dip in performance whilst workers get to grips with the new system and this will be closely monitored.

NI060: The performance in relation to Core Assessments remains strong and on target despite volumes.

LPI09CFS: Integrated Working Support team (IWST) staff are invited to all relevant final Children in Need (CIN) meetings and a plan is being developed from there.

NI062: Performance represents just 1 young person with challenging behaviours whose needs are difficult to meet but are being closely monitored

Progress is more uncertain for:

LPI08CFS: This figure is a rolling 12month comparator. Work has been ongoing with the police to improve and develop Child Abuse and Vulnerable Adults (CAVA) pathways. Early indications would suggest that this is reducing the number of CAVA's coming through to Children's Social Care and those that are increasingly meet the levels of need for referral.

NI 112: Halton has made a decision to use 2009 figures as a baseline in setting future targets for this area. Given that data is available in arrears, quarter 1 of 2011/12 relating to the latest information for the quarter ended March 2010, the target is to see a reduction of a reduction of 2 conceptions in 2010. This equates to 1.43% reduction in the total conceptions for 2010 and then 3% year on year with a caveat to review. The decision has also been made to monitor under 16's and 2nd conceptions but the under 18 conceptions will remain the overarching priority.

The latest ONS for Halton in Quarter 1 of 2010 is 60.7 rolling quarterly average per 1000 girls aged between 15 and 17. This equates to 40 actual births. In quarter 1 2010 Halton had 2 more conceptions in comparison to quarter 1 2009. The impact of seasonal variations will continue to be closely monitored and action targeted.

Progress has not been as expected for:

NI063: Performance represents 6 young people experiencing a move of placement, 4 on a planned basis and 2 due to disruption of their previous placement.

Managing Resources Effectively

Key Milestones

Ref	Milestones	Q1 Progress
COPS3	Implement a strategic commissioning framework for 14-19 across the priorities for commission from September 2011 according to the appropriate action plans from **September 2011** (COPS3a)	✔
COPS3	Implement the action plan from the review of quality and sustainability of The Gateway by **March 2012** (COPS3c)	✔
COPS1	Implement the actions from the Children in Care sufficiency assessment by **March 2012** (COPS1a)	✔
COPS1	Complete a comprehensive review of Early Years provision informed by the Childcare Sufficiency Assessment by **August 2011** (COPS1b)	✔
CFS1	Ensure the social care workforce are appropriately supported and developed to meet future demands by **March 2012** (CFS1a, CFS1c, CFS1d)	✔
CFS3	Implement actions from the Placement Strategy to increase accommodation for care leavers and the number of foster carers by **March 2012** (CFS3d)	✔

Supporting Commentary

Progress has been made towards this theme, and most notably progress has been made in regards to:

COPS3 a: Implement a strategic commissioning framework for 14-19 across the priorities for commission from September 2011 according to the appropriate action plans
The Halton Strategic Commissioning Statement 2011/12 has identified 5 key emerging priorities to inform the commissioning of Post-16 provision for Education and Training in Halton, these are summarised under the following headings:

- Priority 1 - Participation in Education and Training
- Priority 2 - Learning Route
    - Apprenticeships
    - E2E (Entry 2 Education)
    - Foundation Learning
    - General Qualifications/Other/Diplomas
- Priority 3 – NEET (not in education, employment or training)
- Priority 4 - Close the Gap, Vulnerable and Disadvantaged
- Priority 5 – Quality

The Strategic Commissioning Statement was ratified by Executive Board on 3rd March 2011 and is now operational and a review of progress against the Commissioning Statement 2011/12 is underway.

COPS3 c: Implement the action plan from the review of quality and sustainability of The Gateway by March 2012
Recommendations ratified by Gateway Management Committee and Children & Enterprise SMT.

COPS1a: Implement the actions from the Children in Care sufficiency assessment by March 2012
The sufficiency report went to SMT in May 2011 some further work was required in relation to current OFSTED rating for schools in Halton and also further work relating to the updating of data

within the report. This work will be concluded within the next quarter with a potential view that the report is extended to take into account the CIC commissioning action plan.
The report also highlights possible opportunities for collaborative commissioning processes to take place regional and sub regionally.

COPS1b: Complete a comprehensive review of Early Years provision informed by the Childcare Sufficiency Assessment by August 2011
The Halton CSA was completed and published in April 2011. The document provides a comprehensive review of all Early Years and childcare activity in Halton. It details the supply of and demand for childcare for children and young people aged 0-14 (17 for those children with disabilities). It is proving to be a useful tool for local families, together with new and existing childcare providers. The CSA also provides an evidence base to inform the local authority's strategic decisions in relation to Early Years.

CFS1: Ensure the social care workforce are appropriately supported and developed to meet future demands
The annual audit of supervision records will be conducted during the week commencing 22-08-2011. The Safeguarding Unit will provide a full analysis of the audit. There will be a full staff survey in October which will also survey compliance with the policy. The training programme has been designed and agreed. It comprises of a number of elements:
Coaching & Mentoring: A Mentoring Course has taken place in which 8 Managers attended. Review/Progress meeting has taken place with St. Helens Children's Services in terms of rolling out the next phase of the programme.
Management Trainee Programme**: The programme has been approved by Unison, Human Resources (HR) Section and the Senior Leadership Team. This will be implemented in October 2011.
Bespoke Children's Management (ILM Level 3) Qualification: This is currently in the design phase and is on track to be delivered in the third quarter. The management trainee programme has been developed and approved by the Union and HR. The recruitment process for the first cohort will commence in the third quarter.

CFS3: Implement actions from the Placement Strategy to increase accommodation for care leavers and the number of foster carers by March 2012
Recruitment Strategy for foster carers is in place and will continue throughout the year. 4 new carers have been recruited in this quarter although 3 have been deregistered, resulting in an overall gain of 1. 4 additional units of accommodation for care leavers have been commissioned in the quarter and more are being developed to meet individual needs.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q1	Current Progress	Direction of Travel
LPI01CFS	Newly qualified social workers (NQSW) receiving the level of supervision as set out in the supervision policy	New indicator	100%	100%	✔	N/A
LPI05CFS	Increase the units of accommodation for careleavers	New indicator	4	4	✔	N/A

Supporting Commentary
Progress has been made towards this theme, and most notably progress has been made in regards to:
LPI01CFS: All NQSW's have supervision initially at 2 weekly intervals. Following their first review they move to 4 weekly supervision, only if it is felt appropriate at that time.

LPI05CFS: 4 additional units of accommodation are available within the quarter and more are being developed to meet individual needs.

7.0 Financial Statement

CHILDREN & FAMILIES SERVICES DEPARTMENT

Revenue Budget as at 30 June 2011

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (Overspend) £'000	Actual including Commitments £'000
Expenditure					
Employees	7,152	1,812	1,823	(11)	1,837
Premises	83	68	69	(1)	91
Supplies & Services	3,216	300	302	(2)	369
Transport	39	5	3	2	6
Agency Related Expenditure	238	43	45	(2)	47
Residential Placements	1,732	438	441	(3)	441
Out of Borough Adoption	60	0	0	0	0
Out of Borough Fostering	514	128	105	23	105
In House Foster Carer Placements	1,611	375	371	4	383
In House Adoption	237	59	94	(35)	94
Care Leavers	316	79	118	(39)	205
Commissioned Services	500	100	97	3	98
Family Support	129	10	5	5	7
Total Expenditure	**15,827**	**3,417**	**3,473**	**(56)**	**3,683**
Income					
Early Intervention Grant	-8,226	-2,056	-2,056	0	-2,056
Transfer from Reserves (11/12 Budget Savings)	-300	-300	-300	0	-300
Fees & Charges	-12	-19	-19	0	-19
Adoption Placements	0	-22	-22	0	-22
Total Income	**-8,538**	**-2,397**	**-2,397**	**0**	**-2,397**
Net Operational Expenditure	**7,289**	**1,020**	**1,076**	**-56**	**1,286**
Recharges					
Premises	306	1	1	0	1
Transport	123	31	32	(1)	32
Central Support Services	4,019	4	4	0	4
Asset Rentals	44	0	0	0	0
Total Recharges	**4,492**	**36**	**37**	**(1)**	**37**
Net Department Total	**11,781**	**1,056**	**1,113**	**(57)**	**1,323**

CHILDREN'S ORGANISATION & PROVISION DEPARTMENT

Revenue Budget as at 30 June 2011

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	**Variance To Date** (overspend) £'000	Actual Including Committed Items £'000
1.1					
1.2 Expenditure					
Employees	2,908	642	631	11	654
Premises	40	10	10	0	42
Supplies & Services	828	207	204	3	270
Transport	5	1	0	1	0
Commissioned Services – Youth Service	1,508	1	1	0	1
Commissioned Services - BSF	447	112	112	0	112
Commissioned Services – Other	812	148	140	8	142
Schools Transport	1,008	130	128	2	475
Agency Related	2	0	0	0	0
Connexions	1,323	251	251	0	251
1.2.1 Total Expenditure	**8,881**	**1,502**	**1,477**	**25**	**1,947**
1.3 Income					
Reimbursements and Other Income	-267	-7	-34	27	-34
Dedicated Schools Grant	-92	-18	-18	0	-18
Schools SLA	-687	-5	-5	0	-5
Transfer from BSF	-696	0	0	0	0
1.3.1 Total Income	**-1,742**	**-30**	**-57**	**27**	**-57**
1.3.2 Net Operational Expenditure	**7,139**	**1,472**	**1,420**	**52**	**1,890**
Recharges					
Premises Support	459	115	115	0	115
Transport Support	260	64	64	0	64
Central Support	1,340	292	292	0	292
Asset Charges	3,148	0	0	0	0
Net Total Recharges	**5,207**	**471**	**471**	**0**	**471**
Net Departmental Total	**12,346**	**1,943**	**1,891**	**52**	**2,361**

LEARNING & ACHIEVEMENT DEPARTMENT

Revenue Budget as at 30 June 2011

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	**Variance To Date** (overspend) £'000	Actual Including Committed Items £'000
1.4					
1.5 Expenditure					
Employees	5,456	1,196	1,159	37	1,158
Premises	59	3	3	0	3
Supplies & Services	1,839	365	357	8	364
Transport	13	3	4	-1	4
Agency Related Expenditure	2,311	788	788	0	788
Independent School Fees	1,523	483	483	0	483
Inter Authority Special Needs	779	-637	-637	0	-637
Speech Therapy	110	28	30	-2	30
1.5.1 Total Expenditure	**12,090**	**2,229**	**2,187**	**42**	**2,193**
1.6 Income					
Inter Authority Income	-578	178	178	0	178
Dedicated Schools Grant	-7,407	-1,122	-1,122	0	-1,122
Reimbursements	-1,424	-77	-78	1	-78
Schools SLA's	-324	-15	-15	0	-15
1.6.1 Total Income	**-9,732**	**-1036**	**-1037**	**1**	**-1037**
1.6.2 Net Operational Expenditure	**2,358**	**1,193**	**1,150**	**43**	**1156**
Recharges					
Premises Support	297	74	74	0	74
Central Support Services	784	196	196	0	196
Transport Recharge Income	30	9	9	0	9
Net Total Recharges	**1,111**	**279**	**279**	**0**	**279**
Net Departmental Total	**3,469**	**1,472**	**1,429**	**43**	**1.435**

8.0 Appendix – Explanation for use of symbols

Symbols are used in the following manner:

Progress		Objective	Performance Indicator
Green	✔	Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.	*Indicates that the annual target <u>is on course to be achieved</u>.*
Amber	?	Indicates that it is <u>uncertain or too early to say</u> <u>at this stage</u>, whether the milestone/objective will be achieved within the appropriate timeframe.	*Indicates that it is <u>uncertain or too early to say at this stage</u> whether the annual target is on course to be achieved.*
Red	✖	Indicates that it is <u>highly likely or certain</u> that the objective will not be achieved within the appropriate timeframe.	*Indicates that the target <u>will not be achieved</u> unless there is an intervention or remedial action taken.*

Direction of Travel Indicator

Where possible <u>performance measures</u> will also identify a direction of travel using the following convention

Green	⬆	***Indicates that*** performance is better ***as compared to the same period last year.***
Amber	⬌	***Indicates that*** performance is the same ***as compared to the same period last year.***
Red	⬇	***Indicates that*** performance is worse ***as compared to the same period last year.***
N/A		***Indicates that the measure cannot be compared to the same period last year.***