



# Children, Education and Skills Sub Committee

North Tyneside Council

10 March 2017

To be held on **Monday 20 March 2017 in room 0.01**, Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00pm.**

<b>Agenda Item</b>	<b>Page</b>
<b>1. Apologies for absence</b> To receive apologies for absence from the meeting.	
<b>2. Appointment of substitutes</b> To be informed of the appointment of any substitute members for the meeting.	
<b>3. To receive any declarations of interest</b> You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest.  You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting.  You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.	
<b>4. Minutes</b> To confirm the minutes of the meeting held on 20 February 2017.	<b>3</b>

Continued overleaf

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|----|---|-----------|
| 5. | <b>Young Women and STEM Update</b>  | 7         |
|    | To receive an update on the progress of the implementation of the recommendations from the sub-committee's 2015 Young Women and STEM (science, technology, engineering and maths) sub group report. |           |
| 6. | <b>Child Sexual Exploitation update</b>   | 18        |
|    | To receive an update on any development relating to child sexual exploitation in North Tyneside since the last report in November 2016.   |           |
| 7. | <b>Corporate Parenting Strategy Action Plan</b>   | 21        |
|    | To receive a report on the progress against the Corporate Parenting Strategy Action Plan.   |           |
| 8. | <b>Early Help and Integrated Locality Teams</b>   | 43        |
|    | To receive a report on the development of the new Early Help offer through the Locality Teams and the Troubled Families Programme.  |           |
| 9. | <b>Elective Home Education Sub Group Report</b>   | To follow |
|    | To receive and endorse the report of the Elective Home Education Sub Group for submission to Overview, Scrutiny and Policy Development Committee.   |           |

**To all Members of the Children, Education and Skills Sub-committee**

Councillor Alison Austin  
 Councillor Karen Bolger  
 Councillor Pamela Brooks  
 Councillor Joanne Cassidy  
 Councillor Karen Clark  
 Councillor Muriel Green

Councillor Maureen Madden (Chair)  
 Councillor Andy Newman  
 Councillor Pat Oliver  
 Councillor Martin Rankin  
 Councillor Matthew Thirlaway (Deputy Chair)  
 Councillor Joan Walker

**Parent Governor Representatives**

Mrs Michelle Ord

**Churches Representatives**

Rev. Michael Vine, Church of England

Mr Gerry O'Hanlon, Roman Catholic Church

## **Children, Education and Skills Sub-committee**

**20 February 2017**

Present: Councillor M Madden  
Councillors K Bolger, J Cassidy,  
M Green, A Newman, P Oliver, J O'Shea,  
M Rankin, M Thirlaway and J Walker.

Mr G O'Hanlon	Church Representative
Rev. M Vine	Church Representative
Mrs M Ord	Parent Governor Representative

### **CES47/02/17 Apologies**

Apologies for absence were received from Councillor A Austin, P Brooks and K Clark.

### **CES48/02/17 Substitute Members**

Pursuant to the Council's Constitution the appointment of the following substitute member was reported:

Councillor J O'Shea for Councillor K Clark.

### **CES49/02/17 Declarations of Interest**

No declarations of interest or dispensations were reported.

### **CES50/02/17 Minutes**

**Resolved** that the minutes of the previous meeting held on 23 January 2017 be confirmed as a correct record and signed by the Chair.

### **CES51/02/17 Apprenticeships Programme 2014-17**

The sub-committee received a report from Human Resources and Organisational Development which detailed progress with the Authority's apprenticeship programme since 2014, highlighted developments relating to apprenticeship reforms and the Authority's response to the apprenticeship levy and public sector targets and the associated implications for North Tyneside community schools.

The Head of Human Resources and Organisational Development attended the meeting and was accompanied by a Workforce Programme Adviser and the Manager of Schools' Human Resources from the Authority's partner Engie. The sub-committee was informed that currently there were 37 apprentices in post but the 2015 cohort would complete at the end of the month which would leave 22. The 2015 cohort were being supported with employability skills training and were being considered for any appropriate internal vacancies. Overall only 4% of apprentices have had their contract terminated due to failing

to reach a satisfactory level of performance which was testament to the effort made by officers to be flexible and supportive to an apprentice. Of all the apprentices' who had completed the programme, 72.5% had found employment, 47.5% of that within the Authority.

Information was also provided on the gender breakdown of the apprentices recruited and those who would consider themselves disabled; the percentage of the total number of applicants from the targeted groups of those who were NEET (not in employment, education or training), looked after, leaving care or who had additional support needs, both over 50% in 2015 and 2016; and the number of applicants appointed who lived in the borough against those who did not.

The proportion of boys applying for and being successfully recruited had risen to 70% of all apprentices. This significant increase was due to a narrower range of vocational areas (fitter and park keeping vacancies attracted mainly boys) and an increase in boys applying for and being recruited to administration positions. A higher number of apprentices with disabilities, 3.8% compared to 1% last year, had been recruited although proportionally fewer disabled applicants had been shortlisted for interview. The total number of care leavers currently on Authority apprenticeships was 5. The number of applications and apprentices appointed from North Tyneside residents continued to far outweigh those from outside the borough.

In response to some young people not being ready for the rigors of the full apprenticeship programme, a traineeship scheme was piloted for 10 weeks in the summer of 2016. The rationale was to engage less advantaged young people living in the borough and equip them with some foundation level skills and knowledge to support their progression into apprenticeships and/or employment. Eight young people were recruited to the programme and 50% were from vulnerable groups, for example care leavers or with additional needs. The young people were placed for two weeks in each leisure centre gaining work experience and attended weekly taught sessions with TyneMet College. Each was guaranteed an interview for an apprenticeship in sport and leisure. As a result two of the trainees had been appointed to a sport and leisure apprenticeship.

The Authority had made a commitment to encourage applications from young people in "target groups", which included looked after children and care leavers, those with additional support needs or those who were NEET. Meeting this commitment required careful preparation and investigation to ensure the offer to these young people was a positive experience, was realistic about their potential for employment and minimised the risk of drop out and termination. To achieve this, the team had been more creative about selection processes; given greater consideration to matching the young person to the most appropriate team environment, mentor and manager; and tested a pathway from traineeship to apprenticeship with the previously referred to pilot in sport and leisure.

Issues remained with addressing the balance for staff between "doing the day job" and managing the demands of apprentices, especially in the face of a reducing workforce, the commitment to recruit from young people in "target groups" and the demands of the upcoming apprenticeship reforms.

The sub-committee was then given a summary of the forthcoming government apprenticeship reforms. This included:

- As an employer with an annual pay bill of more than £3 million the Authority was liable to pay a levy (a digital account) at a rate of 0.5% of pay bill; this included the

community schools within North Tyneside. The HR team for schools has been keeping the schools abreast of these changes and work was underway with finance teams to agree a framework. Employers who paid the levy would receive a 10% top up to their digital account. The levy would stay in the digital account for 24 months, starting in May. If it was not used the money went to central government.

- The levy could only be used to pay for training and assessment costs and was capped depending upon each individual framework/standard. The maximum funding bands began at £3,000 and went up to £27,000. The levy could not be used to pay for apprenticeship wages.
- There was an annual target of 2.3% of the Authority's workforce to be apprentices. For the Council that meant 88 apprentices; 22 of which were for the 19 community schools which came under the Authority's pay bill calculations. The apprenticeships offered had to be sustainable; apprentices could not be employed solely to deliver an apprenticeship, there must be a genuine job available after their apprenticeship has been completed.
- The Authority could use the levy to upskill its current workforce for future challenges and priorities rather than solely employing new apprentices. It could also be used for apprentices studying lower qualifications; therefore graduates could undertake a lower level apprenticeship provided the training allowed them to acquire substantive new skills.
- If 16-18 year olds were recruited the government would provide extra funding (£1,000 per person) to employers and training providers and an additional cash payment would be made to training providers equal to 20% of the funding band maximum. The government would also provide £1,000 to employers and training providers who took on 19-24 year old care leavers or those with an Education, Health and Care Plan (EHCP).

A new register of approved training providers had been created and the Adult Learning Alliance would be an approved training provider and therefore could continue to be the Authority's provider, where appropriate. This would enable the Authority to utilise the levy and retain the funds within the organisation.

The Senior Leadership team began work in November on identifying how the Authority could meet the target and maximise the levy within the challenge of a reducing workforce and service redesign. Initial responses indicated a total of 15 apprentice posts and 58 'up-skill' apprenticeships for the existing workforce, exceeding the 66 target by 7. The new reforms came into force on 7 April 2017 and it was intended to have the first cohort of existing employee apprenticeships begin in May 2017 with the external 'new' apprentices commencing employment in August/September 2017.

A question was asked regarding what steps had been taken to reduce the gap between the number of girls and the number of boys who applied for apprenticeships as the percentage of boys had increased since 2017 with suggestions that it might be peer pressure and opposition at home which was putting girls off from applying for 'traditionally male' apprenticeships. In response the sub-committee was reassured that these figures were just for one year and the team did work to encourage all genders to apply for any apprenticeship but they could not designate a certain number of positions for a particular gender. Increasing awareness of the apprenticeship option and what was available was a key part of the work; as well as improving the work experience programme to allow for

placements in areas of work where apprenticeships would be available and also to target those children for apprenticeships.

Questions were also asked on the work with the targeted groups to improve their representation and to support them in the applications and the interview process. It was explained that children with disabilities traditionally had a preference for the further education route over apprenticeships because it was what the family was familiar with and had established and specialised support for the young person. As part of the support for the targeted groups officers offered to meet with parents at the beginning of the recruitment/selection process; gave advice on completing applications; and had a session of 'meet and greets' with managers in an informal setting to allow initial impressions of both the young person and the Authority managers to be formed. It was not a very strenuous process; the application form was simple and the interview was as non-threatening as possible. In the past year whilst only seven looked after care leavers had attained apprenticeships keeping them on track had been labour intensive. Whilst the number might appear small it was important to remember that not all care leavers were available to apply for the scheme due to their particular circumstances, for example they might be parents. Concentrated efforts were made to ensure the right young person was matched to the right apprenticeship and with the right management/mentor team to facilitate as far as possible a successful experience for all involved.

Clarification was also provided on: the number of apprentices currently employed by the Authority could not be included in the new target of 66; that Academies in the borough did not have a target as they did not meet the pay bill threshold; that potentially the length of apprenticeships might have to reduce to allow for the number required to be completed in the time allowed; the rates of pay for apprentices; the impact on the 'day job' for those apprentices 'up-skilling'; and the reasons for the termination of the 4% of apprentices who had had their contracts terminated, which included the pay not being sufficient and performance issues relating to behaviour.

In conclusion, a committee member noted that the high retention rate for apprentices' spoke volumes for the quality of the apprenticeship offer and congratulated the team as she knew it was a very well thought of scheme.

The Chair then thanked the officers for their attendance and presentation to the meeting.

It was **agreed** (1) to note the information; and (2) that if positive discrimination was not permissible for apprenticeships then the Head of Human Resources and Organisational Development considered ways to increase the number of women applying for apprenticeships and what support could be offered to increase the number of successful applications by women.

**Meeting:** Children, Education and Skills Sub-committee

**Date:** 20 March 2017

**Title:** Young Women and STEM

**Authors:** Gareth McQuillan (0191)643 8525

**Service:** Early Years and School Improvement Service

**Wards affected:** All

**1. Purpose**

This report provides the Committee with a further update regarding the joint work between the council and partners to assist schools in support of the goal to increase the uptake of Science, Technology, Engineering and Mathematics (STEM) subjects, particularly by girls, in schools and the resultant access to STEM jobs.

**2 Recommendations**

Committee members are requested to consider the report, make comment and consider what further information they may require.

**3 Context and Background**

3.1 Cabinet received a report in April 2015 that made recommendations from the Overview, Scrutiny and Policy Development Committee that were then accepted by Cabinet. This report provides a short summary regarding these recommendations.

3.2 The outcome of the scrutiny of this area was that although there were many activities being delivered to support increasing the uptake of STEM subjects in schools there was still a significant gap in terms of girls taking up these subjects at GCSE, A level and Further Education.

3.3 The six key recommendations and three additional points are summarised in Annex 1.

3.4 Further to the update provided by Ms Duncan in February 2016, a subsequent update is provided against each recommendation for information.

**4. Progress update**

4.1 Since April 2016 I have been in role as School Improvement Adviser for Science. As part of this I visit middle and secondary schools and work with teaching colleagues on a daily basis, ranging from senior leaders to teaching assistants. All of this work is geared towards improving the quality of teaching and learning at all levels, which many believe is the single most important factor in increasing the uptake of STEM subjects at key stages 4 and 5. The bullet points below summarise my work:

- Diagnosing and monitoring both the quality of management and quality of teaching and learning in science through lesson observations, book scrutinies and learning walks.
- Identifying underperformance and targeting timely intervention where necessary.
- Joint planning sessions, team teaching and moderation of assessed work, which are used to drive change and ensure standards continue to improving.
- Intensive work with individual members of staff to improve subject knowledge and pedagogical skills.
- Delivering CPD at a departmental level.
- Each term I facilitate secondary and primary science network meetings at which secondary science leaders and primary science coordinators have the chance to meet, discuss recent educational developments and discuss any concerns around their subjects, resulting in a collaborative effort to improve teaching, learning and assessment in science. Recently, I invited representatives from the STEM Ambassadors programme to the network meetings. This programme provides schools with the opportunity to benefit from free visits from professionals from all areas of STEM.
- In addition to network meetings, I deliver a Science Subject Leader Development Day once per term. Well attended by science curriculum leaders from across the authority, these full days of CPD have a thematic approach to leadership and management, including current pedagogical practice, Ofsted updates, local and national developments and the opportunity to share ideas and excellent practice with colleagues from other schools.

4.2 In my role as School Improvement Adviser for Science, I have recently met with Elizabeth Mayes, Regional Director of the Engineering Employers Federation (EEF) and Anne Reece of the Reece Foundation with regards to establishing a pilot scheme for single sex teaching in North Tyneside. The Reece Foundation is keen to provide funding for this initiative and I am in the early stages of consulting schools with regards to the logistics and intricacies of a project such as this. The Reece Foundation is open to any ideas and initiatives coming from North Tyneside schools and would be pleased to be involved in further discussions around potential funding.

4.3 There are some great events, projects and activities taking place in schools that promote STEM to young women. Some examples include:

- a) Whitley Bay High School has taken part in the “Talent 2030” project” with their year 9 girls. This competition invites girls to help solve the major challenges of the twenty first century, get creative, get thinking and raise the awareness of STEM subjects.
- b) George Stephenson High School work extensively alongside Think Physics and other external agencies to prioritise girls by limiting spaces or implementing requirements for a specific female percentage for events or trips.
- c) Seaton Burn College are working with the School Improvement Adviser for Science in order to implement single sex revision lessons for high ability girls
- d) John Spence High School has participated in the MINT (Motivating, Inspiring and Nurturing Talent) Day at Newcastle University. This event is designed to inspire year 9 girls to think about studying STEM subjects and show them the huge range of careers available in the area.
- e) For the third year in a row, Monkseaton Middle School has had an all-female team reach the finals of the National Science & Engineering Competition.



- f) Several schools across North Tyneside attended the Accenture UK #GirlsInSTEM event held at the Sage, Gateshead on 7<sup>th</sup> February 2017. One of a series of events held across the UK on this day, thousands of girls aged between 11 and 13 had the chance to experience coding, take part in workshops and hear from inspirational female speakers from the STEM sector.
  - g) Students in years 9-11 from Marden, John Spence and Norham work with Tyne Metropolitan College on the 'Science Expressways' project, which aims to engage and enthuse learners about STEM options post-16, offering engaging extracurricular sessions on evenings and school holidays such as Planetariums, Sensory Sessions and Engineering. The project starts in year 9 with students accessing sessions in all three sciences and attending career fair with a wide range of STEM employers and facilitators, aimed at informing students of their options after year 11. Since beginning 3 years ago, attendance for the project has been 74% female.
  - h) Across North Tyneside, six primary schools have completed the Primary Science Quality Mark in 2016, up from 3 in 2015 and above the national average. PSQM is an award scheme designed to develop the quality of science teaching and learning in primary schools and involves a year-long process of audit, action and reflection. PSQM is now recognised by Ofsted, the Royal Society and the Confederation of British Industry as an effective mechanism to raise the profile of science in primary schools and have a positive impact on pupils' performance and engagement in science.
  - i) More than half of North Tyneside schools have taken part in CREST awards in the last year, well above national average. The CREST Awards scheme is the British Science Association's flagship programme for young people, providing science enrichment activities to inspire and engage 5-to-19-year olds. It is the only nationally recognised accreditation scheme for project work in STEM subjects.
- 4.4 The Great North Maths Hub leads several projects aimed at raising the profile of STEM subjects with young women. This work includes a "Developing Mentoring for Girls" project, which is being trialled in the summer term. If this proves successful, it will be rolled out from September 2017. In June 2016, a "WISDOM" (Women in Science Doing Outstanding Maths) event was held at Newcastle University. Targeted at year ten girls and their mothers, the day was designed to overcome barriers preventing girls from taking up studies in maths and sciences at level 3 (KS5). Other projects include a series of three workshops being held at the Herschel Laboratories at Newcastle University which are aimed at developing problem solving abilities in KS4 students and their teachers.
- 4.5 North Tyneside Learning Trust is continuing to lead a number of projects for schools to encourage and support a range of STEM based initiatives. This work includes:
- a) the Trust providing funding to enable 6<sup>th</sup> form students with an identified career route within engineering to access the EES (Engineering Education Scheme). The EES programme provides schools with a link to an engineering-based business lead along with sessions and workshops providing support, guidance and direction from partners business. A three day residential at University with access to tutors, technicians, labs, resources and equipment is also included.
  - b) the Go4Set programme which is designed to support the development of STEM related subjects whereby school teams are linked with a local industry specialist to develop solutions to real life industry related problems. The programme is designed to enable students to explore the application of STEM subject content to real life

sector issues. The programme encourages students to develop problem solving skills, apply their knowledge, identify and resolve challenges, develop design skills and learn more about the work of their business partner.

- c) providing direct training sessions to primary teachers that provides practical solutions and ideas to enhance the science curriculum
- d) the Science Learning Partnership (SLP) continuing to deliver Science specific CPD to a growing range of schools and staff. Through this teachers and support staff have improved their skills, knowledge and confidence to teach science, which has had a significant impact in the classroom.
- e) the Science Learning Partnership SLP working closely with the STEM Ambassador Hub to coordinate efforts.
- f) a recent successful delivery of a bespoke Genomics programme in primary schools consisting of a half day of practical classroom activities led by a STEM ambassador and followed up with twilight CPD session.

4.6 The Council's Employment and Skills team will deliver over 16 STEM events and at least 12 generic STEM career events in schools in 2016-17, over 1500 student's will access these events involving more than 30 STEM employers

Events include:

- A number of STEM clubs and STEM days delivered in primary schools across the Borough to provide young people with an early introduction to STEM. The events are supported by our partners, such as Technology Tom, Fusion STEM and Beauty by The Geeks, who deliver a range of interactive and inspirational STEM activities supported by employer partners.
- A particular highlight is the STEM Week delivered in Amberley Primary. A range of events are held across the week from Careers mornings with a STEM focus to STEM Workshops. In total 400 pupils took part in the week with 15 employers, including GE Wellstream, Durastic and HP.
- Additional events include Careers Speed Dating, World of Work Days and Apprenticeship Awareness Events. All include STEM employers and where ever possible their young employees as role models to help raise awareness of the range of opportunities available and help to inform young people's subject and career choices.
- Just a few of the employers involved in our events include Engie, Rolls Royce, Owen Pugh, NHS, Advanced Industrial Solutions (AIS), Insure the Box, Galliford Try, Northumbrian Water, GE Oil and Gas and Accenture.

4.7 Tyne Metropolitan College work closely with both primary and secondary schools, providing access to events that they would not normally be able to attend. Annually they run a 'STEMtastic' event which hosts 700 year 6 students and their teachers across the Learning Trust schools. Learners attend sessions delivered by our curriculum staff, and external facilitators. They also use this event as a CPD opportunity for teachers to develop innovative approaches to engage a wide range of students.

Regular CPD and best practice sessions are held for colleagues from surrounding secondary schools, a lot of the time on an informal level, looking at ways schools can reproduce the kinds of lessons delivered across the college.

## 5. Impact of the Programme

National data regarding GCSE attainment, A-level subject uptake and A-Level attainment for the year 2015-2016 has been published by the Department for Education in January 2017. The data is summarised below:

### Key Stage 4 Entry:

- Rates of entry for EBacc Science (two or more GCSEs that cover the KS4 programme of study) in North Tyneside have, in the past, been less than the national rate. However, 2016 has seen a large increase and North Tyneside now enters proportionally more pupils than the national average; amongst the top 25% of local authorities nationally.
- Nationally a greater proportion of girls than boys are entered for Ebacc Science qualifications, typically 3-4% more. In North Tyneside the gender gap in entries in recent years is far closer to gender parity than the national picture.

### Key Stage 4 Attainment:

- 2016 data for North Tyneside shows almost 8% more (63.4% vs 55.5%) of our students achieved two or more Ebacc sciences at grades A\*-C than the national cohort. This is, as expected from top quartile rates of entry and top quartile attainment, a top quartile performance overall.
- Nationally a higher proportion of girls gain grades A\*-C in Ebacc Sciences than boys (usually 5 or 6% higher). However this gender gap is far smaller in North Tyneside than the national gap.

### Key Stage 5 Entry:

#### Mathematics:

- In A-Level Mathematics, nationally there has been a 4.8% decrease (from 28.6% to 23.8%) in the proportion of 16-18 year olds entered. The North East has seen a 3.9% decrease and North Tyneside only a 2% decrease, putting us in the 2<sup>nd</sup> quartile of local authorities nationally (52<sup>nd</sup> highest of 150).
- The decline in the proportion of girls with A-Level mathematics is lower than that seen nationally, both regionally and within the local authority. North Tyneside has moved from the 3<sup>rd</sup> quartile to the 2<sup>nd</sup> quartile performance position this year (now 71<sup>st</sup> of 150 Las).

#### Sciences:

- The decline is greater in North Tyneside than that seen nationally this year for students with A-Levels in biological sciences (3.9% decrease, national decrease of 3.4%) and in Chemistry (4.9% decrease, national decrease of 3%).
- For biological sciences, North Tyneside remains in the 3<sup>rd</sup> quartile for girls with entries (100<sup>th</sup> of 150 Las), however the relatively large decrease in the proportion of girls with A-Level chemistry has moved North Tyneside into the 4<sup>th</sup> quartile (118<sup>th</sup> of 150 Las).
- In A-Level Physics, despite a 1.7% decrease (from 12.2% to 10.5%) in entries since last year, North Tyneside remains in the top quartile (16<sup>th</sup> of 150 local authorities) when compared with a national decrease of 2.1% (11.4% to 9.3%).

- The proportion of girls with physics A Levels has decreased by 0.5% this year, however this must be considered alongside the national 0.7% decrease. North Tyneside remains in the top quartile of local authorities (24<sup>th</sup> of 150).

#### Key Stage 5 Attainment & Progress:

##### Mathematics:

- The proportion of pupils attaining A\*-A in North Tyneside remains second quartile performance and has remained broadly similar to 2015.
- Progress in mathematics is in line with national and in line with last year's progress for North Tyneside.

##### Sciences:

- A\*-A performance in biological sciences shows a three-year declining trend, meaning North Tyneside is now bottom quartile performance for this measure. In chemistry, North Tyneside remains below national with a third quartile performance. Progress in both subject groups is significantly below national average progress.
- High grade attainment in A-Level Physics has decreased from previous years and we are now in the third quartile of performance. Progress in A-Level Physics is, however, broadly in line with national figures.

The data above identifies many strengths, such as higher than average uptake and attainment and substantially lower than average gender gaps at key stage 4. In addition, against a national picture of declining entries at Key Stage 5, the rate of decline in North Tyneside is much lower than national in Mathematics and Physics.

The data also presents some challenges, most significant is the lower than average KS5 entries in Biology and Chemistry, coupled with lower than average attainment in these subjects.

## 6. Priorities for the next 12 months

Over the next 12 months, the key priority will be ensuring that North Tyneside schools experience a smooth transition to the new GCSE courses. With the first GCSE 9-1 results in mathematics this coming summer and in other STEM subjects in summer 2017, it is vital that schools are supported in both curriculum design, delivery and assessment to ensure we maintain our current strong position.

Improving uptake and attainment in A-Level Biological Sciences and Chemistry, particularly amongst young women, is also a key priority. Through increased promotion, use of strong female role models and by targeting unconscious bias amongst school staff, parents and students themselves, I believe we can encourage more girls to choose these subjects at key stage 5.

**Women STEM (Science, Technology, Engineering and Maths)  
Cabinet recommendations**

Reco mme n d a t i o n	Officer Commentary	Action to be taken (if any) and timescale for completion	Update March 2017
1	Cabinet requests the Head of Children, Young People and Learning to organise a programme of events/resources for teachers, particularly for teachers of Years 7 to 9. The programme will include up to date information on what opportunities and careers can be expected by anyone with STEM qualifications and an understanding of how to access these, including the vocational route.	This action will be incorporated into the regular Head Teachers Briefings, the CYPL Strategic Forum events for partners and the Ready for Work and Life programme of events.  December 2015	The Connexions service ensures STEM careers are at the fore front of discussions with schools and at individual pupil level.  The Tyne and Wear Labour market portal (accessible at <a href="http://www.labourmarketnortheast.co.uk">www.labourmarketnortheast.co.uk</a> ) now includes specific links to websites promoting STEM careers, such as <a href="http://www.tomorrowengineers.org.uk">http://www.tomorrowengineers.org.uk</a> and <a href="http://semta.org.uk/careers">http://semta.org.uk/careers</a>
2	Cabinet requests the Head of Children, Young People and Learning to ask all schools to review existing information for parents of children aged 11-14 to provide an increased regarding the opportunities and careers available to anyone with STEM qualifications, and particularly for women, and an understanding of how to access these, including the vocational route.	The Head of Children, Young People and Learning will write to all schools requesting that this action is undertaken.  July 2015	Schools are aware of this request and actively update information for parents.
3	Cabinet requests the Head of Children, Young People and Learning to ask each	The Head of Children, Young People and Learning will write to	Almost all secondary and middle schools have designated STEM leads in school. In

Reco mmen dation	Officer Commentary	Action to be taken (if any) and timescale for completion	Update March 2017
	school in the borough to assign the responsibility for promoting STEM to a named member of staff and a governor. These individuals will have the responsibility to promote STEM as a subject and particularly focus on ensuring the participation of girls and young women.	all schools requesting that this action is undertaken.  July 2015	addition, of the 15 mainstream middle, secondary and high schools in North Tyneside, 7 have confirmed that they have appointed governors responsible for promoting STEM.
4	Cabinet requests the Head of Children, Young People and Learning to improve the existing school and local authority STEM network for the STEM leads/co-ordinators and ensure it meets regularly to share practice, co-ordinate ideas and organise regular events.	The Head of Children, Young People and Learning will write to all schools requesting that they participate in the STEM network and will influence and review the agenda for the STEM network.  December 2015	The North Tyneside Learning Trust is proactive in terms of leading this and much activity is in place in schools.  Termly network meetings for teachers of mathematics and science are held at the Langdale Centre by the primary and secondary school improvement teams. Discussions are in place to expand this to incorporate a designated network for STEM leaders.
5	Cabinet requests the Head of Children, Young People and Learning to ask all schools to consider holding girls only science, maths and IT clubs or if this is unfeasible advertise the girls only clubs which are held elsewhere.	The Head of Children, Young People and Learning will discuss this with appropriate Head teachers and consider the recommendation for girls only classes as part of the ongoing School Review process.  December 2015	Although schools are doing much to prioritise STEM activities for all students, there are significant challenges in prioritising in-school events for girls only. However, regional and national events such as the yearly Accenture UK #GirlsInSTEM event and work being undertaken by the ThinkPhysics team at Northumbria University are ensuring that STEM events aimed at girls are becoming more prevalent.

<b>Reco mme n d a t i o n</b>	<b>Officer Commentary</b>	<b>Action to be taken (if any) and timescale for completion</b>	<b>Update March 2017</b>
		<p>The Head of Children, Young People and Learning will action the recommendation that the existing girls only clubs are considered by the appropriate school leads to be marketed to additional schools in North Tyneside.</p> <p>July 2015</p>	<p>Schools do share events and cross attendance between schools is common.</p>
<b>6</b>	<p>Cabinet requests the Head of Children, Young People and Learning considers what support and advice would need to be offered to all middle/secondary schools to enable them to pilot single sex classes for STEM subjects and to explore these options at a meeting of the STEM Network.</p>	<p>The Head of Children, Young People and Learning will carry out a short review with relevant schools in the Autumn of 2015.</p>	<p>Whilst single sex teaching remains a challenge for schools, the School Improvement Adviser for Science is working with Elizabeth Mayes, Regional Director of EEF, and Anne Reece of the Reece Foundation with regards to securing funding to establish a pilot scheme for single sex teaching in North Tyneside.</p> <p>There are also a number of very positive events and programmes being delivered that raise awareness of STEM generally.</p>
<b>Additional point A</b>	<p>STEM Hubs for each tier (first, primary, middle, secondary and high) created at schools with the facilities to be used by all schools in the borough. There are already excellent facilities in the borough at Marden High School and Norham High School and</p>	<p>Ongoing partnership working during the academic year 2015/16 will be undertaken to maximise the access to existing and emerging STEM Hub centres. This will include</p>	<p>The NT Learning Trust and Tyne Metropolitan College are working in partnership with external partners to innovate and increase access to events, conferences and teacher CPD activities.</p>

<b>Recommen- dation</b>	<b>Officer Commentary</b>	<b>Action to be taken (if any) and timescale for completion</b>	<b>Update March 2017</b>
	<p>these will be added to by the STEM Innovation Centre being established by TyneMet College at the former Skills and Enterprise Centre on Embleton Road. Having a place to go to do STEM events and meet others will be a motivating factor for young people and allows all to have the opportunity to use the best facilities.</p>	<p>emerging centres in the private sector and the “Fab Lab” being developed by Sunderland University.</p>	<p>The new building on Embelton Avenue is specifically an engineering facility for Welding, Electrical Engineering, mainly used for apprentices. It has been used as an outreach facility for schools and events, but again specifically towards engineering.</p> <p>Only Sunderland-based schools have been into the Fab Lab so far as they have generally been grant funded.</p>
<b>Additi- onal point B</b>	<p>An evaluation of the information available in careers’ libraries and the understanding of those giving careers advice of the current and future possibilities that STEM subjects open up for students.</p>	<p>The CYPL management of the Connexions service that provides much of the local information regarding careers in these sectors will undertake a review of all information as part of the development of new ways of working and increase self access to information within the Ready for Work and Life theme of Creating a Brighter Future.</p>	<p>Work continues to ensure relevant literature is up to date and appropriate.</p>
<b>Additi- onal point C</b>	<p>Working with the North Tyneside Learning Trust to ensure a co-ordinated approach is essential and their role engaging with the business sectors should be used to its full potential.</p>	<p>Work is underway to streamline the joint working with the North Tyneside Learning Trust to make it simpler for schools and businesses to engage and influence careers education and progression of young people.</p>	<p>NT Learning Trust continue to work to increase the number of NT engineering companies working with schools and their pupils to increase their knowledge of the sector and potential careers. In addition, the School Improvement Adviser for Science now works closely with the Learning trust’s</p>



<b>Reco mmen dation</b>	<b>Officer Commentary</b>	<b>Action to be taken (if any) and timescale for completion</b>	<b>Update March 2017</b>
			Lead Practitioner for Science to deliver CPD, facilitate network meetings and work with schools.

**Meeting:** Children, Education and Skills Sub-committee

**Date:** 20 March 2017

**Title:** Child Sexual Exploitation update

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**Author:** Majella Tallack - Safeguarding and Placement Services

**Service:** Health, Education, Care and Safeguarding

**Wards affected:** All

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## **1. Purpose of Report**

This report provides the Sub-committee with an overview of the current local picture in relation to work being undertaken with respect to child sexual exploitation (CSE). It further updates the Committee following the report on the 21<sup>st</sup> November 2016 which described the national picture and how this was impacting on North Tyneside.

The report will set out local activity at 3 levels:

- What we are doing in relation to individual cases
- What we are doing across the Council
- What we are doing through wider partnership working

## **2. Recommendations**

The Sub-committee is requested to consider the report, offer comment and advise of any recommendations for consideration.

## **3. What we are doing in relation to individual cases and across the Council**

- 3.1 As a result of the MSET review and recommendations the Social Work and Locality Teams in North Tyneside have been using the updated Risk Assessment tool in relation to Child Sexual Exploitation from 1<sup>st</sup> January 2017.
- 3.2 Briefing sessions were held with seniors and managers in December 2016 to ensure that the new tool was understood and shared with the teams. Managers are required to have oversight of the risk assessment and to quality assure the document.
- 3.3 Social workers and family partners have stated that the new tool is much clearer in assisting them in assessing and managing risk.
- 3.4 The implementation of the new risk assessment tool has been well received by the MSET panel.
- 3.5 There are currently 10 young people in North Tyneside who are identified as being at risk of child sexual exploitation; this is reviewed on a weekly basis.

- 3.6 The new CSE risk assessment tool and updated guidance was discussed and shared at the CWD team on 22/02/17.
- 3.7 MSET data has been agreed however the reporting has not been established; this should come into effect from April 2017.
- 4. What we are doing through wider partnership working**
- 4.1 North Tyneside continue to work as part of Operation Sanctuary, however the police funding for this post expires on 31/03/17. The police are unable to fund this post further as the first year was a pilot with the expectation that the Local authority would pick this up. To date the funding has not been agreed therefore the post is at risk.
- 4.2 The social worker seconded to Operation Sanctuary is continuing to develop the role and is working closely with the social work teams and other agencies. We have seen an increase in one to one work being undertaken with some of our high risk young people.
- 4.3 The Operation Sanctuary and a safeguarding social worker have developed a workbook / presentation to deliver to schools around staying safe and healthy relationships. This was targeted at Longbenton school following concerns regarding risks associated with young people and their social media use; this was very well received by the young people and the school. This will be rolled out to other schools if the post continues past March 2017.
- 4.4 The North Tyneside Safeguarding Children Board (NTSCB) held a conference in February 2017 – “Working Together to Safeguard Children and Young People who are, or have been, missing, sexually exploited, or trafficked”. The aim of the conference was to consider best practice in NT’s approach to working with children and young people who are, or have been, missing, sexually exploited, or trafficked, by exploring:
- Vulnerability of young people and the impact of exploitation
  - Perpetrator profiles – identifying risks
  - The local picture of sexual exploitation, missing and trafficked children
  - Our approaches and processes when working with victims including; early help and support, return interviews and interventions
  - Young people’s experiences and what has helped them
- 4.5 The conference was attended by 103 delegates from partner agencies across North Tyneside SCB. There were 7 facilitators including an expert in CSE- Zoe Lodrick, Richard Burrows Independent Chair NTSCB, social worker practitioners, a senior social work manager, police and young people from the SCARPA squad.
- 4.6 The Sexual Exploitation Joint Sub group has an over arching strategic plan in place addressing issues across the partnership agencies; this sub group reports to NTSCB, NTSAB and the Community Safety Partnership.
- 4.7 CSE was included in the S11 audit, to ensure that all agencies have policies, procedures and training addressing this; the findings will be shared when available.
- 4.8 A task and finish group has been set up to look at communication in terms of raising awareness across the borough.

- 4.9 The Sexual Exploitation Joint Sub group has undertaken a mapping exercise to identify hotspots and areas of concern in the borough and will form the basis of the partner agency response.
- 4.10 Training with taxi drivers has been ongoing and following a review it has been agreed that from 1<sup>st</sup> April 2017 there will be a North Tyneside e-learning module for taxi drivers which will incorporate sexual exploitation and safeguarding of both children and adults. It will be a pre-requisite of their licence to complete the e-learning.
- 4.11 The Sexual Exploitation Joint Sub group is exploring ways to increase awareness amongst young males, BME groups and young people with a disability; this is an ongoing action.

**Meeting:** Children, Education and Skills Sub-committee

**Date:** 20 March 2017

**Title:** Corporate Parenting Strategy Action Plan

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**Author:** William Kidd  
Service Manager  
Looked After Children, Leaving Care and Performance Improvement

**Service:** Health, Education, Care and Safeguarding

**Wards affected:** All

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### **1. Purpose of Report**

To provide information on the Authority's Corporate Parenting Action Plan.

### **2. Recommendation(s)**

The sub-committee is recommended to consider the attached Action Plan and make any comments and/or recommendations as appropriate.

### **3. Corporate Parenting Strategy Action Plan**

The outcomes in the action plan are:-

1. Our children and Young people achieve their educational employment and life skills potential
2. Our children have a stable home and are safe
3. Our children are healthy and well
4. Our children build positive relationships
5. Our children are listened to and respected

Appendix 1 provides details of actions for each outcome.

### **4. Appendices**

The Corporate Parenting Strategy Action Plan.

## Strategic Plan for Looked After Children: Corporate Parenting Strategy Action Plan 2017 - 2018

Our children and young people achieve their educational and employment potential						
Outcome statement	What do we want to do?	How we are going to do it?	Performance Managed by?	By When	Our Promise	Action
<i>North Tyneside will support our children and young people to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>Who is responsible to monitor plans and impact on practise....</i>			
Develop their Personal Education Plans	Engage children and young people in developing and recording their PEPS in an inclusive way  Ensure all PEPs are current and up to date and current to circumstances	Work directly with young people during each school term on planning for education  SW engage with designated teachers, virtual head and young people to develop young people's PEPS.  Ensure all reviews are provided with up to date education plans and if age appropriate support IROs to review	Jane/Fostering service/Residential service//  WK/QA manager/Jane  WK /Sue Burns	Apr17  Apr  Jun	Education	
Attend the best education or learning environment that best suits their needs and are properly supported to remain and attend.	Ensure all our children and young people are in the most appropriate education or learning environment first time.	Work with virtual head and relevant colleagues to take on a clear corporate parent responsibility and ensure young people meet with prospective schools to assess the best fit	Jane P/WK	Now and Ongoing	Education	

<p>Have Pathway Plans that ensure our children have a safe home that meets their needs when they leave care</p>	<p>Ensure children and young people are supported to stay in the education environment most suited to their needs</p> <p>Find the most appropriate alternative provision if mainstream education is seen as not appropriate,</p>	<p>Ensure that children's voices influence the education placements</p> <p>Ensure the virtual head becomes a member of the placement panel and to oversee that care and educational needs are planned for</p> <p>Highlight a route through care for each young person within their Pathway Plan, identifying their individual aspirations and plans for the future, recognising that for some young people this may include a return to the family home</p> <p>Be skilled in working with young people to develop aspirations while recognising young people's rights to make informed choices</p>	<p><b>WK/Jane P/Angela J</b></p> <p><b>WK/Jane P/Angela J</b></p> <p><b>WK/Jane P</b></p> <p><b>WK/Jane P</b></p>	<p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p>		
<p>Make best progress each year in their education and ability to learn</p>	<p>Ensure that all children and young people, who are looked after, can properly engage in their education and are supported to achieve good results and life skills appropriate to their ability</p>	<p>Provide direct support to young people in education by attending parents nights, events etc. and ensuring that education is discussed, where age appropriate in all visits</p> <p>Support staff, foster carers, virtual head and residential</p>	<p><b>WK/Performance Improvement Champion/Service Champion</b></p> <p><b>WK/Performance Improvement</b></p>	<p><b>Now and ongoing</b></p> <p><b>Jul</b></p>	<p><b>Education</b></p>	

		<p>staff agree a 'life skills' program with each young person that is updated throughout their time in care</p> <p>Understand and work directly with schools and virtual head to highlight any attachment issues impacting on young people's education and have a clear plan to impact. To be delivered by up to date and evidenced Personal Education Plans</p>	<p><b>Champion/Jane Pickthall</b></p> <p><b>WK/Performance Improvement Champion.</b></p>	<p><b>Now and Ongoing</b></p>		
<p>Have the skills to succeed in education and learning environments.</p> <p>Are supported to have the skills and experience to find work and develop a career</p>	<p>Develop our children and young people throughout their time in care to attend, manage and grow, appropriate to their abilities, in all learning environments</p> <p>Develop and educate our workforce and carers to understand the best way to support and encourage children and young people to attend and thrive in education and work settings.</p>	<p>Support staff, foster carers, virtual head and residential staff to agree 'education development' with each young person that is updated throughout their time in care</p> <p>Support staff, foster carers, virtual head and residential staff to agree a 'life skills' program with each young person that is updated throughout their time in care</p> <p>Ensure an extensive programme of support is in place for all Secondary Schools to inform pupils of the options available to them, including vocational pathways.</p>	<p><b>WK/ /Jane Pickthall</b></p> <p><b>WK/Participation team</b></p> <p><b>WK /Jane Pickthall/mark Barratt/Gail Waldon</b></p>	<p><b>Now and ongoing</b></p> <p><b>Now and Ongoing</b></p> <p><b>May</b></p>	<b>Education</b>	



<p>Are given the opportunity to access services via Care2Work</p>	<p>The Care2Work Partnership comprises a number of agencies and organisations that have a stake-hold with influencing, supporting and providing positive outcomes for young people who come into Care.</p> <p>Ensure that looked after children receive the same opportunities and outcomes as their peers</p>	<p>Support all NEET young people by providing an identified Personal Adviser, Generation NE Employment Adviser and/or a Starting Point Key Worker</p> <p>Ensure all CiC/LC NEET young people to be registered and receive support via the Apprentice Talent Pool.</p> <p>Work alongside Connexions and other partners to engage of private sector businesses and provide Care4Me Training delivered to employer engagement staff in NTC and partner organisations</p>	<p><b>Jane P//RHELAC/ Tracey Hopps</b></p> <p><b>Gail Waldon/RHELAC team</b></p> <p><b>Gail W/RHELAC team</b></p>	<p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p>	<p><b>Leaving Care</b></p> <p><b>Leaving Care</b></p>	
<p>Remain in education, training or work post 16</p>	<p>Young people are encouraged to develop skills and abilities and encouraged and supported to remain involved in education and learning post 16</p>	<p>Ensure pathways are at the second reviews from LAC and if not happened, by age 16</p> <p>With regards to children and young people with disabilities, this will be reviewed to consider a different measure for pathway and other plans</p>	<p><b>Tracey H/Jodie H/Care2Work</b></p> <p><b>Tracey H/Jodie H/Care2Work</b></p>	<p><b>Now and Ongoing</b></p> <p><b>Now and Ongoing</b></p>	<p><b>Leaving Care</b></p>	

Our children have a stable home and are safe						
Outcome statement	What do we want to do?	How we are going to do it?	Performance Managed by?	By When	Our Promise	Action
<i>North Tyneside will support our children and young people to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>Who is responsible to monitor plans and impact on practise....</i>			
<p>Have an appropriate placement first time.</p> <p>Provide appropriate and measured support to children and young people who are struggling in placement to help build resilience</p> <p>Permanency Plans that are considered at the earliest opportunity and implemented quickly if appropriate</p>	<p>Ensure better matching of potential placements with children and young people.</p> <p>Improved development of foster carers, independent living and residential options to better meet the needs of young people placed.</p>	<p>Make evidenced and appropriate assessments of children and young people due to be placed by better evidencing risk, background issues, attachments, education needs</p> <p>Ensure all initial and subsequent young people who become looked after, have a clear permanency plan or reasons why not. To be monitored by IRO's at appropriate reviews and in staff supervision</p>	<p><b>WK/Fostering</b></p> <p><b>WK/ /Sue Burns</b></p>	<p><b>Apr</b></p> <p><b>Now and Ongoing</b></p>	<b>Being in Care</b>	
Have meaningful Pathway Plans that	Staff and carers have sufficient skills, to	Ensure Pathways Plans evidence transition from the	<b>WK/QA</b>	<b>Jun</b>	<b>Leaving Care</b>	

<p>children and young people have developed with their social worker and carers.</p>	<p>meaningfully and age appropriately, work with children and young people to develop plans</p> <p>Ensure our children and young people's involvement in developing their Pathway Plan is properly recorded and agreed by them and contributes to their life story</p>	<p>young person's care plan and outline actions to be taken and persons responsible within 6 months of the young person's 16<sup>th</sup> birthday.</p> <p>To be monitored at each review by empower IRO's to ensure that from age 16 pathway planning actions are monitored by the named worker with regular oversight from team managers</p> <p>With regards to children and young people with disabilities, this will be reviewed to consider a different measure for pathway and other plans</p> <p>Work directly with children and young people to look at their development and future pathways that ensure meaningful involvement from young people.</p>	<p><b>WK/IRO</b></p> <p><b>WK/Joanne Safe</b></p> <p><b>WK/Toni McM</b></p>	<p><b>May</b></p> <p><b>Now and Ongoing</b></p> <p><b>Apr</b></p>	<p><b>Leaving Care</b></p>	
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Age appropriately understand the issues and are safe from sexual exploitation and radicalisation	Staff and carers are clear about the issues, understand the signs and symptoms and are sufficiently trained and developed to work directly with young people to ensure their safety	Provide information and plans to the Multiagency Sexual Exploitation and Trafficking group about all young people subject to or at risk of CSE and trafficking. The group to monitor and advise on all cases and measure risk, safety and progress	<b>MSET Champion/Jodie H/Toni McM</b>	<b>May</b>	<b>Being in Care</b>
	Staff, carers and young people are fully aware of the councils policies and strategies to address sexual exploitation	Properly understand and respond to issues of CSE and trafficking by ensuring is a standing item at operational team meetings.	<b>MSET Champion/Jodie H/Toni McM</b>	<b>May</b>	
	Safeguard and promote the welfare of children and young people who are sexually exploited is the responsibility of all professionals; intervention should be child centred and focus on the child's welfare.	Identify specialists to attend team meetings on an agreed timeframe, to help raise awareness of CSE and work directly with staff to improve our understanding and better plan how to respond and safeguard	<b>MSET Champion/Jodie H/Toni McM</b>	<b>May</b>	
	Provide additional safeguards to children and young people in residential care who have been particularly targeted by perpetrators of CSE and may be vulnerable due to their disrupted life experiences.	Work with our young people within residential care about the issues around CSE and trafficking to try to reduce risk. This is to be done with young people individually by Social workers and residential staff and collectively with whole units	<b>MSET Champion/Jodie H/Toni McM</b>	<b>May</b>	
		Ensure that external providers of residential and foster care are asked for their CSE and trafficking policies and procedures and our commissioning service looks at the effectiveness of these services	<b>MSET Champion/Jodie H/Toni McM</b>	<b>May</b>	

<p>Are encouraged not to go missing from care</p>	<p>Staff and carers understand the issues and dangers when young people go missing and are trained and developed to work directly with young people to encourage them to remain in placements</p>	<p>Further develop and train foster carers, residential staff, and education colleagues to better identify triggers that impact on young people become missing from placement.</p> <p>Ensure where a young person has gone missing, workers involved complete the return to home interview within 24 hours and have an agreed plan to reduce future occurrences.</p>	<p><b>MSET Champion/Jodie H/Toni McM</b></p> <p><b>Jodie/Susan Blake</b></p>	<p>Jun</p> <p>Jun</p>	<p><b>Being in Care</b></p>
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Our children are healthy and well						
Outcome statement	What do we want to do?	How we are going to do it?	Performance Managed by?	By When	Our Promise	Action
<i>North Tyneside will support our children and young people to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>Who is responsible to monitor plans and impact on practise....</i>			
Be healthy	Encourage children and young people to have healthy lifestyles	<p>Work with health colleagues and Specialist Named LAC Nurse to ensure all statutory health assessments, routine checks and appointments are completed on time and that issues are resolved in a timely manner</p> <p>Work with the LAC health team to ensure all health passports for children and young people aged 14+ in care has commenced</p> <p>Alongside the RHELAC team, ensure IHA summaries are age appropriately provided to all children. This to be monitored by audit by RHELAC team and at LAC reviews.</p> <p><b>Provide/enable opportunities for CYP to be active,</b></p>	<p><b>WK/Belinda Bateman/Anne Foreman</b></p> <p><b>WK/Belinda Bateman/Anne Foreman</b></p>	<p>Ongoing</p> <p>Quarterly report to CPC</p> <p>June 2017</p> <p>Audit due April 2017</p>	<b>Health</b>	

		<p><b>develop/follow hobbies and interests which promote positive physical and mental health</b></p> <p>Support health assessments and pathway planning to provide action plans for carers and staff around young people developing healthier lifestyles to be discussed in all LAC reviews.</p> <p>Support the LAC health team to provide drop in services to all residential placements on a monthly basis.</p> <p>Develop consultation service is provided by Specialist Named LAC nurse and psychologist to all carers.</p> <p>Ensure all health concerns raised in a CTM or LAC Review will be discussed with a named health professional and these will be reviewed at subsequent meetings.</p> <p>To ensure with the RHELAC team, the distribution of important signposting to be included in the health action plan summary for children and carers. (RHELAC leaflet)</p>	<p><b>WK/Belinda Bateman/Anne Foreman</b></p> <p><b>WK/Belinda Bateman/Sue Burns</b></p> <p><b>WK/Belinda Bateman</b></p> <p><b>WK/Belinda Bateman</b></p> <p><b>WK/Belinda Bateman</b></p> <p><b>WK/Belinda Bateman</b></p>	<p>September 2016</p> <p>Ongoing-annual report to CPC to include summary of impact</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
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<p>Enjoy good emotional wellbeing</p>	<p>Support children and young people through the challenges of being looked after, particularly around attachment.</p> <p>Help young people manage the challenges and dynamics of long-term and short-term interpersonal relationships including children and young people from minority groups</p>	<p>Ensure that all looked after children and young people have their emotional well being assessed (partly by SDQ). The results of this assessment will be available to the child's care team to better meet their mental health needs and action any needs/ referrals.</p> <p>Ensure that attachment work will be delivered by carers/social workers/teachers (with support from RHELAC) and with appropriate referral and work from CAMHS and the third sector for some children.</p> <p>Ensure attachment training strategies are implemented.</p>	<p><b>WK/Belinda Bateman</b></p> <p><b>WK/Belinda Bateman/RHELAC Team</b></p> <p><b>WK/Belinda Bateman</b></p>	<p>Quarterly report to CPC and annual reporting due July 2017</p> <p>Rolling programme as part of induction to new staff and carers</p> <p>Annual review and report due September 2017</p>	<p><b>Health</b></p>	
<p>Have appropriate support managing mental health issues</p>	<p>Staff and carers are developed and trained to work directly with young people to recognise and manage mental health issues.</p> <p>Children and young</p>	<p>Be trained to use the Mind Your Head lesson plan to support young people to manage mental health issues</p> <p>Develop a clear link to CAMHS pathway plan and RHELAC leaflet signposting where services and support is available.</p>	<p><b>Belinda Bateman</b></p> <p><b>Belinda Bateman</b></p>	<p>Sep 2017</p> <p>Sep 17</p>	<p><b>Health</b></p>	



	people have access to appropriate mental health services that are proactive and reactive in working with young peoples	Utilise the escalation plan for difficult access to OOB CAMHS services via Designated LAC Nurse	<b>Anne Foreman annual audit of implementation July 2017</b>	Jul 17		
Have good sexual health and access to contraception.	<p>Staff and carers are developed and trained to work directly with young people around appropriate sexual health</p> <p>Children and young people have access to appropriate sexual health and contraceptive advice that are both proactive and reactive in working with young people</p>	<p>Continue to work with RHELAC and children and young people to maintain the reductions in teenage pregnancy and sexually transmitted infections.</p> <p>Provide outreach and drop in sessions by PHSN and 1:1 service. These will include local services where the child is placed out of area.</p>	<p><b>Belinda Bateman</b></p> <p><b>Belinda Bateman</b></p>	<p>Ongoing</p> <p>Ongoing</p>	<b>Health</b>	

<b>Our children build positive relationships</b>						
<b>Outcome statement</b>	<b>What do we want to do?</b>	<b>How we are going to do it?</b>	<b>Performance Managed by?</b>	<b>By When</b>	<b>Our Promise</b>	<b>Action</b>
<i>North Tyneside will support our children and young people to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>Who is responsible to monitor plans and impact on practise....</i>			
Keep their social worker for longer	Better match children and young people with social workers skills, experience and abilities	Develop and use a casework matching tool with all children and young people to better complement their needs with SW's	<b>WK/QA</b>	<b>May</b>	<b>Social Workers</b>	
Have good quality care plans that ensure all care plans are evidenced, accurate and up to date	Have sufficient skills, to meaningfully and age appropriately, work with children and young people to develop plans	As appropriate to the young persons wishes, work directly with young people every 3 months to update, improve and evidence their current situation that is then outlined in their care plan  Audit all care plans throughout the year by supervisors who ensure	<b>WK/JH</b>	<b>May</b>	<b>Social Workers</b>	

	<p>Make sure plans are updated at least every 6 months to ensure currency of information and actions.</p> <p>Ensure all meetings and reviews are appropriately child and young people centred. To ensure this, children and young people are properly prepared for reviews and their views sought and recorded</p>	<p>strategies outlined and acted on and delivered</p> <p>With regards to children and young people with disabilities, this will be reviewed to consider a different measure for pathway and other plans</p>	<p><b>WK/JH</b></p> <p><b>WK/Joanne Safe</b></p>	<p><b>Apr</b></p> <p><b>Now and ongoing</b></p>		
<p>Have life stories that are completed in a timely way</p>	<p>All children and young people have their time in care properly recorded and documented.</p> <p>Staff and carers have sufficient skills, to meaningfully and age appropriately, work with children and young people to develop life stories</p> <p>Ensure our children and young people are involved in developing their life story and their understanding of their time looked after</p>	<p>Ensure that all looked after children and young people have an age appropriate life story undertaken that is updated regularly and monitored by IRO's and supervisors</p> <p>Finalise the electronic life story project within 6 months, agree the development and training needed by staff to undertake this and start rolling out to all appropriate children and young people</p> <p>Work with children, young people and to be monitored by IRO's, to identify those who would benefit from life story</p>	<p><b>WK/JH/TM</b></p> <p><b>WK/JH/TM</b></p>	<p>Mar</p> <p>May</p>		

		<p>work and to use the participation team to assess impact and progress through the Life Story Work audit tool. Social workers to specifically comment on the impact and outcomes of this work</p> <p>Deliver children's rights packs developed by the Participation Team so all children understand what they are entitled to Including life story work</p>	<b>JH/TM</b>	Jun		
Are supported to maintain meaningful contact with their birth families (where appropriate)	<p>All looked after children and young people have an agreed contact plan</p> <p>To have a good understanding of impact of family contact and subsequent attachment issues.</p>	<p>Work directly with children, young people, IRO's and other appropriate colleagues to ensure that where appropriate, a contact plan is completed</p> <p>Use the outcome of the contact review to shape supervised contact with families</p>	<p><b>WK/ Sue Burns</b></p> <p><b>WK/Heather Stuart/Jane P</b></p>	<p><b>Now and ongoing</b></p> <p><b>Now and ongoing</b></p>	<b>Contact with families</b>	
Have a consistent, on-going relationship	Implement fully the Centre for social Justice 'Enough is Enough' mentoring young people pilot where adults connected to the young people,	Develop steering group to ensure and monitor that all looked after children have an	<b>WK/sue Burns</b>	May	<b>Being in Care</b>	

with an agreed person, throughout their time in care and beyond.	provide appropriate support See <a href="http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/enough.pdf">http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/enough.pdf</a>	appropriate agreed 'person', ensuring that children and young people know about the options and that the group monitors this.				
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<b>Our children are listened to and respected</b>						
<b>Outcome statement</b>	<b>What do we want to do?</b>	<b>How we are going to do it?</b>	<b>Performance Managed by?</b>	<b>By When</b>	<b>Our Promise</b>	<b>Action</b>
<i>North Tyneside will support our children and young people to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>North Tyneside will support and develop our staff to...:</i>	<i>Who is responsible to monitor plans and impact on practise....</i>			
Have the opportunity to influence decisions made in a way appropriate to the issue and their age.	<p>Put children and young people at the centre of the work. They need to appropriately ask the views of young people, record this and ensure it appears in plans and reviews</p> <p>Require our IRO's to engage with young people prior to meetings and reviews and ensure their views are considered and appropriately appear in plans and outcomes</p>	<p>Ensure that children and young people are seen and engaged at every visit.</p> <p>Work with QA manager to audit that IRO's are looking at casework and plans to ensure young people have participated in the work</p> <p>Deliver direct work with children and young people that better engages them in participating in their care planning</p> <p>Support the Participation &amp; Advocacy Team to undertake Children's Voice audit on case files</p>	<p><b>WK/ QA</b></p> <p><b>QA/Sue Burns</b></p> <p><b>WK/Vicki Nixon</b></p> <p><b>WK/Vicki Nixon</b></p>	<p>Now</p> <p>May</p> <p>Now</p> <p>May</p>	<b>Having a say on what you think</b>	

		<p>Ensure that children and young people are offered advocates to support having their views heard where appropriate</p> <p>Undertake Care2Me training ensuring that they understand issues from the child's perspective. Participation Team to monitor number of staff undertaking this</p> <p>Ensure that reports and plans are appropriately updated and provided to IRO's prior to all meetings and reviews</p> <p>Make sure that children and young people are able to work with IRO's prior to all reviews and appropriate meetings to ensure their views are outlined.</p>	<p>JH/TM</p> <p><b>Vicki Nixon</b></p> <p><b>JH/Sue Burns</b></p> <p><b>JH/Sue Burns</b></p>	<p>May</p> <p>Jun</p> <p>Apr</p> <p>Now</p>		
Have all decisions made about them fully explained in a	Be appropriately trained and developed to put children and young people at the	Further support all young people have age appropriate life story work	<b>WK/VN/JH</b>	Now	<b>Having a say on what</b>	

<p>way appropriate to their age.</p> <p>Share views about their care</p>	<p>centre of the work. As a result, decisions and are explained clearly, views sought and appear in plans</p> <p>Regularly ask children and young people and the child in care council, about their care experiences and their involvement in plans and decisions.</p> <p>Undertake named and anonymous surveys are undertaken with all children and young people and they are encouraged and supported to complete</p> <p>Ensure our participation &amp; Advocacy Officers take responsibility for undertaking regular consultation events about quality of care, care issues etc. that are used to impact on staff and carers practise</p>	<p>undertaken to help them with future plans and decisions</p> <p>Work with the participation team to undertake questionnaires via survey monkey and paper where all children, young people and carers are asked to outline their care experiences and ways to improve our service</p> <p>Provide annual report on what children are telling us</p> <p>Provide quarterly reports to MALAP &amp; Corporate Parenting Committee on key themes</p>	<p><b>WK/Vicki Nixon</b></p> <p><b>Vicki Nixon</b></p> <p><b>WK</b></p>	<p>Now</p> <p>May</p> <p>May</p>	<p><b>you think</b></p>	
<p>Tell us as Corporate Parents how we are doing</p>	<p>Support our Children in Care Council and Participation, Advocacy &amp; Engagement service undertake twice yearly scrutiny activities to</p>	<p>Asses this plan against the Council's promise to looked after children</p>	<p><b>Vicki Nixon</b></p>	<p>May/Nov</p>	<p><b>Having a say on what you</b></p>	



	consider the effectiveness of the authority as a corporate parent	<p>Revitalise the 'Champion' project in line with the promise to ensure that services are progressing their actions.</p> <p>Provide a quarterly report to Corporate Parenting Committee about what children and young people are telling us</p>	<p><b>WK/Vicki Nixon</b></p> <p><b>Vicki Nixon</b></p>	<p>Mar</p> <p>Mar/Jun/Sept</p>	<b>think</b>	
Implement 2016 Promise to Looked After Children and young people	<p>Fully engage in the corporate pledge with 2 key actions</p> <p>Participation team to lead on an annual consultation to check delivery of the corporate pledge</p>		<p><b>Vicki Nixon</b></p> <p><b>Vicki Nixon</b></p>	<p>Apr</p> <p>May 17</p>	<b>Having a say on what you think</b>	
Have their successes celebrated	Ensure that looked after children and care leavers feel that we value them and their achievements	<p>Deliver annual celebration events for all looked after children and care leavers</p> <p>Twice yearly Corporate Parenting events between the CiCC and Corporate Parenting Committee and the council Senior Leadership Team</p>	<p><b>WK/Vicki Nixon/JP</b></p> <p><b>WK/Vicki Nixon</b></p>	<p><b>Jun</b></p> <p><b>Jun/Dec</b></p>	<b>Being in Care</b>	

		<p>Write personalised letters to every child in year 11 from Director of Children's Services acknowledging their achievements in school and wishing them good wishes for next steps</p> <p>Support children to find something they are good at and engage in that</p> <p>Be encouraged to acknowledge things that children are proud of no matter how small and share these with relevant parties</p> <p>Ensure that positive stories about looked after children are shared</p>	<p><b>Jacqui Old/Martin Birch</b></p> <p><b>WK/Vicki Nixon/JP</b></p> <p><b>WK/Vicki Nixon/JP</b></p> <p><b>Vicki Nixon</b></p>	<p>Apr/Jul</p> <p>Jun</p> <p>Jun</p> <p>Apr</p>		
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**Meeting:** Children, Education and Skills Sub-committee

**Date:** 20 March 2017

**Title:** Early Help and Locality Teams

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**Authors:** Jill Baker - Senior Manager, Prevention, Early Intervention and Support Services  
Tel: (0191) 643 8966

**Service:** Health, Education, Care and Safeguarding

**Wards affected:** All

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## 1. Purpose

This report provides an update on the development of the new Early Help offer, through the Locality Teams and including the Troubled Families work.

## 2. Background

As Members will remember, in June 2016 following a review in 2015, we implemented a new Locality Model for young people aged 0-19 years. The key features of the model are included at Appendix 1. After the first 6 months, at the end of November 2016 we undertook some analysis of activity in the first 6 months and this report outlines the findings, the 'next steps' we are taking following that analysis and other activity that will continue to shape and inform the Locality model

## 3. Analysis of activity

- 3.1. The analysis looked at the locality meetings and how the early help pathway was working to date.
- 3.2. Locality meetings are held on a four week rotation across the four North Tyneside Localities of Coast, Central, South West and North West. Request for case discussion through the early help pathway go through 1) the Social Work Assessment Team 2) Safeguarding, 3) the Early Help Coordination Team, and 4) cases that have been identified through data. All cases discussed should have at least two issues identified in the family, as defined in North Tynesides Outcome Plan, which reflects the priorities of all agencies in the borough. Families with only one issue to be dealt with only require a single agency response – usually the agency that knows them best.
- 3.3. Locality meetings are arranged to enable multi-agency discussion about families needing early help.
- 3.4. We have held 22 Locality meetings between July 2016 and November 2016. A total of 133 families who between them have 305 children have been the subject of discussion at the meetings, using the 'Professional Conversations Framework' to guide the discussions. 10 days before the meeting, partners are sent details of families to be discussed at the meeting and they then conduct research to see what they know about

the family so a full discussion can be had and the best Lead Worker can be appointed to work with them.

- 3.5. The families and children discussed at the meetings can be broken down by Locality as follows

	Number of cases/families discussed	Number of children under 5	Number of children 5-19	Total number of children
Central locality	30	16	52	68
Coast locality	30	16	46	62
North West locality	34	18	59	77
South West locality	39	29	69	98
Totals	133	79	226	305

- 3.6. Further analysis shows that 88 out of 133 cases discussed were allocated a Lead Worker to carry out an Early Help Assessment – or to continue one – and support the families to make changes.

- 3.7. Of the remaining 45 cases:

Cases not discussed – Either because the meeting did not think it was app for EH or the Social Worker did not attend the meeting so the detail was not known.	19
Cases not discussed – other e.g. family moved out of borough	5
Cases not discussed – more data gathering to be done, and cases brought back to the meetings at a later date	7
Following meeting discussion the families were not deemed to require further action to support them	14

20 different agencies have been invited to the meetings and 12 different agencies have attended and 20 schools. They include:

Child Adolescent Mental Health Service  
 Harbour  
 Housing/Safer Estates  
 Health Visitors / Public Health School Nurses  
 New Beginnings  
 Northumbria Police  
 Safeguarding  
 Social Work Assessment Team  
 Secondary Support Team  
 Safe Families for Children  
 Tyne Gateway  
 Youth Offending Team

- 3.8. Lack of attendance is not necessarily a ‘bad’ thing – it may be that the agency/school invited did not have any relevant information or that the meeting fell during the school holidays.

3.9. We have had positive feedback from some partners eg:

*“All the staff who have attended the have reported they are a very helpful forum to share information and support integrated working”*

Northumbria Healthcare Trust

*The Locality Allocations meeting i attended was really useful as there were professionals from all agencies in the room, we were able to share information proactively and pull together a comprehensive picture which then generated an action plan that all were aware of in terms of accountability. (It) also gave reassurance (that) families and young people were less likely to fall between the cracks”.*

Head teacher

*“Working with the Locality Teams is really good for sharing information and gathering intelligence about families that are causing us problems. I have been working really closely with the North West Locality team now for a few months, attending meetings such as locality and TAFs and carrying out joint home visits with the family partners. I am a buddy on one of the cases and its a great example of working together”.*

Housing

*“Lead worker is fab, cant fault anything as absolutely fantastic. Built a relationship with me and my child so we can all work together. If we have any issues it is sorted, even with the older kids we are all helped”*

Parent

3.10. We also analyse every quarter, the number of Early Help Assessments undertaken and look at who completed them, the main reasons for completion as well as ‘what happened next’ – or the ‘so what?’ question. Prevention and Early Intervention is notoriously difficult to evidence because if it works, you don’t know what you have avoided.....however, we do have some Key Performance Indicators, or KPIs (within the Early Help Assessment) which we use as a ‘proxy’ indicator of impact. One of the key ones is looking at the numbers of children who have been subject to an EHA and who then subsequently are referred to the Front Door and/or who are subject to further assessment by the Social Work Assessment team.

3.11. Looking at that data, we have seen:

- An increase in the number of schools completing EHAs
- An increase in the number of reviews being carried out in a timely fashion
- And taking a longer time perspective to date, 221 of the 1321 Children who were the main subject of EHAs in 14/15 and 15/16 have subsequently been the subject of a Children’s Social Care referral - or alternatively - 1100 were not.

This is early days and only tracking data over time will tell us if our early help offer is having a wider impact. We will be working to refine the KPIs over the next few months

3.12. In other developments – we all eagerly await the health visitors and school nurses who will be joining the LA and the Locality Teams on 1<sup>st</sup> April 2017. We have done a lot of work with all the staff to get ready for this and we are all looking forward to them being here and the knowledge and expertise they will bring. In addition, we are discussing with Police how we can best consolidate the police role in the teams and are piloting in Central Team having housing officers based with them, too.

- 3.13. Since the last report we have also submitted another Troubled Families claim. Members will remember we, like other Local Authorities, have struggled with the complexity of the new criteria and claims process and the related evidence. This remains the case although our claims are increasing each time – since the last claim of 19 we have submitted a further 14 in January 2017 and are finalising the last claim of this financial year – which is currently 42 (subject to audit). This will bring the total number of claims for this year to 89 – against a target of 259. All other LAs in Tyne and Wear are behind on their claim – along with many others across the country. We have discussed this with Department for Communities and Local Government and we await to hear if we will be able to claim for the additional families later in the programme.
- 3.14. Despite my optimism in the last report that we would have an IT solution by January 2017 – which would support the claims process significantly - this has not turned out to be the case and a further update on this can be given at a future meeting. We are also going to be refreshing the Troubled Families Outcome Plan ('TFOP') and hoping for this to be done at the next Childrens and Young Peoples Partnership Board.

#### **4. Conclusion**

Sub-committee Members are requested to note the progress made within the Locality Teams and how it supports the implementation of the Targeting Operating Model and make any further comments or recommendations around these developments.

#### **5. Background Information**

0-19 Programme Board, Children's Board, LSCB, Schools and other relevant partners have all been involved in shaping the work outlined above. The Troubled Families Outcome Plan, Prevention and Early Help Strategy, Professional Conversations Framework, Disagreement Process, Ofsted 'Understanding Disadvantage' July 2016; APPG Report 'Family Hubs: The Future of Children's Centres' July 2016 have also been used to provide evidence on future shaping of the service.

### Key features of the Locality Model

There are 4 Locality Teams. Whilst Local Authority staff are at the 'core' of the teams and we lead on the development and co-ordination of the work, we do this on behalf of all agencies and organisations working in the locality or who work with families in the locality.

These include schools, VCS providers, housing, Child And Adolescent Mental Health Services (CAMHS), police etc and everyone is also responsible for the delivery of the Troubled Families work. The Troubled Families Outcome Plan ('TFOP') is aligned with the strategic priorities of all partners in the borough

The Locality Teams operate from community based settings across North Tyneside and are managed by a Locality Manager with support.

Whole Family Working' i.e. workers not only working on a specific issue which will reduce costs as fewer workers are engaged with a family, but will also improve outcomes, by ensuring the issues facing families are addressed in their totality.

Specialist support drawn in when families need them, through the specialist knowledge of team members, or by linking with specific teams.

Locality teams include staff with expertise in a range of areas including:

- Community navigation – helping people find their own support solutions in the community
- Youth work/youth offending
- Drug and alcohol misuse
- Mental health
- Working with troubled families
- Working with children in need
- Child development/Healthy
- Children leaving care
- Employability – through the Troubled Families Employment Advisers

There is a comprehensive workforce development plan in place for staff in the Locality Teams

The model results in a blurring of professional boundaries, so any team member can work with families across a number of needs. This enables people to bring their own expertise and 'specialism' to the team to inform practice. Statutory functions continue to be delivered, either by 0-19 staff with the appropriate skills or by drawing upon the appropriate services.

Targeted provision is based on North Tyneside's successful Family Partner model and staff provide the key contact point for vulnerable families and are responsible for preventing need from escalating and achieving positive outcomes. Workers have a mixed caseload of ages and families with additional needs, including those with multiple and increasingly complex needs. They develop a plan in partnership with the family, commission suitable interventions and hold other agencies accountable for delivery against that plan.

The governance of the work is through the Children and Young Peoples Partnership Board.