

CORPORATE PARENTING STRATEGY
STOCKTON-ON-TEES
2007/2008

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1.0 INTRODUCTION

- 1.1 The role of the corporate parent is to seek for children in public care the outcomes that every good parent would want for their own children. Once a child is in care, all Members and Officers of the council, as their corporate parents, need to be concerned about that child as if they were their own. This concern should encompass their education, their health and welfare, what they do in their leisure time and holidays, how they celebrate their culture and how they receive praise and encouragement for their achievements. This concern also extends to providing appropriate support once young people have left care to enable them to achieve independence in the community. This continued support should include looked after children's educational support post 16 years old.
- 1.2 Corporate parenting is a whole authority enterprise. It is not directed solely at those services targeted at children, but requires all services across the Council to work together corporately and with partner agencies to achieve the best outcomes for looked after children and care leavers.

2.0 STOCKTON'S STRATEGY

- 2.1 Stockton's corporate parenting strategy has been developed at a time of unprecedented partnership activity with regard to responding to the needs of children, young people and their families. Meeting the needs of looked after children, as a particularly vulnerable group, is key to ensuring that the Council (Members & Officers) and its partners can respond effectively to their needs. It will also support meeting two of the Council's corporate priorities, Promoting Achievement and Tackling Disadvantage.
- 2.2 This strategy outlines how Stockton Borough Council and partners will meet and address its corporate parenting responsibilities and improve the outcomes for looked after children and care leavers. The strategy will be reviewed annually in August.
- 2.3 The strategy builds on the Council's corporate parenting pledge. The pledge outlines and forms an undertaking and commitment from the Council to the principles of corporate parenting.

3.0 CORPORATE PARENTING PLEDGE

- 3.1 "Every good parent knows that children require a safe and secure environment in which to thrive. We protect and support our children against the perils and risks of life. We are ambitious for them; we want them to reach their potential. We celebrate and share in their achievements. A child who is cared for by the Local Authority has the right to expect everything from a corporate parent that would be expected from a good parent.

3.2 As a Local Authority:

- we accept the responsibilities and challenges of being corporate parents;
- we are committed to providing efficient, effective and caring quality services;
- we will creatively meet the needs of children and young people in public care and enable them to achieve their full potential.

3.3 We as elected members and employees within the borough being corporate parents, will take responsibility for working collaboratively to support children and young people in public care and care leavers to ensure we enable them to reach their potential emotionally, educationally, physically, psychologically and socially.

3.4 Above all, as Corporate Parents we will preface all our thinking, planning, actions and decisions with:

“If this were my child I would”

4.0 STOCKTON-ON-TEES BOROUGH COUNCIL'S SHARED UNDERSTANDING OF CORPORATE PARENTING

4.1 Stockton Children's Trust Board, and the Council accept responsibility for children and young people in public care as corporate parents and will work towards meeting their needs and aspirations in all aspects of their lives.

4.2 To ensure that children looked after gain maximum benefits from education opportunities, health and social care, they will be given:

- appropriate health support services, information and advice at the point of need to enable them to have the best health chances for life;
- access to appropriate educational support services, information and advice at the point of need, to raise their aspirations and attainments and provide them with the tools, skills and support to turn their aspirations into reality;
- sustained access to Council services in order to enhance their social skills, health and well being and leisure opportunities;
- safe, comfortable, caring homes that ensure they feel wanted and have roots and a sense of belonging within a community;
- consistent quality advocacy, information and listening services. Specifically there will be easy access to consistent quality advocacy, Independent Visitor (where appropriate) and an Information Handbook detailing rights, responsibilities and available assistance, including access to the complaints process. Looked after Children will be fully involved through the PIC Network and specifically the Advisory Council, in shaping these services.

5.0 BACKGROUND

- 5.1 The principle of corporate parenting was first encapsulated in the “Quality Protects” programme. The Quality Protects Programme was about improving the well-being and life chances of those children who were looked after by local authorities. As part of that programme, the Secretary of State for Health announced that:

“One of the aims of the Quality Protects programme is to assist councils to adopt a truly corporate outcome oriented approach to parenting children who are looked after by them and supporting the parenting of other children in need.”

- 5.2 The roles of Council’s Executive and Scrutiny functions were stipulated in the Department for Education and Skills publication, “If This Were My Child” in October 2003. (A Councillor’s Guide to Being a Good Corporate Parent”).

6.0 EVERY CHILD MATTERS AND THE CHILDREN ACT 2004

- 6.1 Every Child Matters: Change for Children (2003), is a major strategy document which sets out how services and experiences of children and young people will be improved around five key outcomes, these are described as the basis of well-being in childhood and later life. The document details five outcomes which Children’s Services are required to achieve for all children and young people:

Staying Safe
Being Healthy
Enjoying and Achieving
Making a Positive Contribution
Achieving Economic Well-being

- 6.2 The Children Act (2004) set out the direction for a major programme of change, focused on the five outcomes. This heralded a change in the way children’s services are delivered, away from intervention and separation of services towards prevention and services integration.
- 6.3 The duties in Section 10 of the Children’s Act 2004 require local authorities and their “relevant partners” to co-operate to improve children’s well-being. This is defined within the five outcomes for children (the outcome framework). The “relevant partners” include local health services, the Police, Youth Offending Teams and Schools.
- 6.4 The Children Act 2004 gives local authorities the duty to make arrangements for local co-operation which will include integrated planning, commissioning and delivery of children’s services. From 2006 local areas have been required to use Children’s Trust arrangements to deliver integrated Children’s Services.
- 6.5 The development of a Corporate Parenting approach to meeting the needs of some of our most vulnerable children and young people sits well within this vision of service development and delivery.

7.0 THE INVOLVEMENT AND PARTICIPATION OF LOOKED AFTER CHILDREN AND CARE LEAVERS IN CORPORATE PARENTING

- 7.1 In determining what help or services are to be provided, it is essential that the views and opinions of children, young people and their carers are actively sought. Planning how to meet children and young people's needs must be an activity based upon full and active participation on both an individual and a group basis.
- 7.2 The Green Paper, Youth Matters 2005 makes it clear that looked after children should be encouraged to actively participate in decisions concerning the delivery and development of services for children.
- 7.3 To facilitate ongoing and meaningful participation with children and young people, a consultation group has been established within the PIC Network. This Advisory group is facilitated by the Children's Rights Officer and feeds directly into the Multi Agency Looked After Partnership (MALAP), which in turn reports to the Children's Trust Board.
- 7.4 The group of between 10 and 20 young people will act both as an accessible reference group but is also charged with the responsibility of consulting as appropriate with specific groups of the wider looked after population. It is this group who will both contribute to determining future priorities, feedback on progress achieved and report directly to the MALAP. In addition to the group's consultative role it will be proactive in raising issues of concern and bring them to the attention of the appropriate bodies.

8.0 STOCKTON'S LOOKED AFTER CHILDREN

- 8.1 Looked after children are one of the most vulnerable groups in Stockton. The majority of them come into care because of neglect, domestic violence or parents' drug related issues. Once in care they will have a permanence plan usually after 4 months to establish what the likely longer-term outcome is for them. In Stockton we have a particularly good record for ensuring that children are, wherever possible, returned to their families, or for young children placed for adoption or in special guardianship arrangements.
- 8.2 It is well documented nationally that the children in the looked after system don't achieve as well academically as their peers when they leave care, they are less likely to be in education, employment or training when they reach the age of 19 years. In Stockton however we are making progress and in 2005/06 almost 80% of our care leavers were engaged in some kind of education or work placement.
- 8.3 During 2005/2006 there were on average 200 looked after children in Stockton. Boys were more likely than girls to be looked after in line with the trend nationally. Children from a black and minority ethnic background made up 4.7% of Stockton's looked after population and 1% of our looked after children are disabled.
- 8.4 Stockton's looked after children are more likely to come into care at a younger age. The majority of children looked after during 2006/07 were between the ages of 10 and 15.

8.5 The most common reason for children coming into care in Stockton remains neglect, which reflects the national picture. In addition there are particularly high incidences of domestic violence and drug related issues, which contribute to children being brought into care. A high percentage of children in the system are subject to legal orders.

8.6 The majority of children were placed with foster carers. Figures for 2005/06 show that 58% were in foster care as opposed to 68% in England.

However 13% of children in foster care were placed outside of the borough with Independent Fostering agencies because there was no capacity with the local authority carers. Nationally on average 7.8% of children were adopted during the year, whereas in Stockton 9% were adopted in 2005/06. A small number of children were placed in residential care in the borough 8% and a further 2% were placed in residential schools or specialist residential placements outside the borough.

9.0 EVERY CHILD MATTERS – OUTCOMES FRAMEWORK

9.1 The Corporate Parenting Strategy uses the “Every Child Matters” outcomes framework as a vehicle for identifying what needs to be done and the progress the Council and its partners are making in improving the life chances and outcomes for looked after children. These outcomes will enable organisations and stakeholders to reflect on the actions and work necessary to bring about improvements in the lives of all children in the context of the following:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

9.2 The framework applies to all children and young people in Stockton and therefore applies to all children and young people looked after. It is set out in section 10(2) of the Children Act 2004. The outcomes are mutually reinforcing. Activity in one area will contribute to an impact on the achievement of others.

9.3 The outcomes are underpinned by a series of sub-objectives. Within those outcomes key concerns for looked after children and care leavers have been identified, together with an illustrative range of services currently delivered in Stockton which contribute to achievement of these.

10.0 BEING HEALTHY : Enjoying good physical and mental health and living a healthy lifestyle

- Physically healthy
- Mentally and emotionally healthy
- Sexually healthy
- Healthy lifestyles
- Choose not to take illegal drugs
- Public transport safety

10.1 “Promoting the health of looked after children” – DOH 2002, provides guidance on the health of looked after children. Local authorities, PCTs and strategic health authorities have a duty to ensure that every child in care has a health assessment and a health plan that is reviewed regularly. Specifically looked after children must have yearly health checks, which comprise of a yearly examination by a doctor; a yearly dental inspection and their immunisations should be up-to-date.

10.2 Specific health support initiatives targeted towards looked after children in Stockton include:

- An SLA with a dental service to support hard to reach young people (e.g. those in children’s homes).
- A looked after children nurse, whose responsibility it is to coordinate services for LAC and hard to reach young people.
- A sexual health worker who is linked into the youth and leaving care team, children’s homes and foster homes.
- A drugs support worker who links with children’s homes and foster carers.
- Dedicated time identified within CAMHS specifically for looked after children and Care leavers.

10.3 Services:

Healthy schools initiative (CESC)
Sports activities (voluntary sector/CESC/Tees Active/Extended Schools)
Health screening
Family planning (Brook/Teenage Pregnancy Strategy Group/CESC).

11.0 STAYING SAFE : Being protected from harm and neglect

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security and stability and are cared for

11.1 All agencies with responsibilities toward children have a duty to discharge their functions with regard to the need to safeguard and promote the welfare of children (Children Act 2004). In support of this SLSCB offers support and training for Officers and Councillors.

11.2 Stockton continues to meet its responsibilities towards the protection of children. In 2005/06 only 9.8% of children had been on the child protection register for 2 years or more. This fell to 7.1% in 2006/07. Currently no children have been on the register for more than 2 years. Stockton is also achieving 100% of Child Protection Conferences in statutory timescales.

11.3 Services:

Drugs Team Intervention (CESC)
STASH (Drugs intervention initiative)
Placement Support (CESC)
Statutory Visits (CESC)
Multi-Agency Child Protection Planning (LSCB)
Safeguarding Training for Staff
Anti-bullying initiatives in schools
Drug Education Team
Independent Review Officers

12.0 **ENJOYING AND ACHIEVING : Getting the most out of life and developing the skills for adulthood**

- Ready for school
- Attend and enjoy school
- Achieve national educational standards at primary school
- Achieve personal and social development and enjoy recreation
- Achieve stretching national education standards at secondary school

12.1 The Children Act (2004) places a specific duty on Local Authorities to promote the educational attainment of looked after children. The duty is designed to ensure that Local Authorities take account of the educational implications of any decision they take on the welfare of children they are responsible for, for example when placement decisions are made. Looked after children in Stockton, as nationally, have low educational attainment rates.

Stockton LAC Results - %					
		2005 LAC	2004/05 All Children	2006 LAC	2005/06 All Children
KS1	Reading	57%	87%	62%	86%
	Writing	57%	86%	62%	84%
	Maths	71%	92%	62%	93%
KS2	English	8%	81%	50%	81%
	Maths	15%	80%	30%	80%
KS3	English	14%	72%	46%	72%
	Maths	14%	73%	54%	77%
GCSE	5 A*-Gs	40%	88%	36%	90%
	5 A*-Cs	0%	55%	18%	55%
25 Days absence		6%		14%	

- 12.2 Guidance on the Education of Children and Young People in Public Care also requires local authorities to put in place Personal Education Plans for children in care, and identify a designated teacher in each school to promote the achievement of children in care. The White Paper 'Care Matters : Time for Change' 2007 makes the designated teacher role statutory, and advises it should be seen as a senior post.
- 12.3 Raising achievement and educational attainment levels of all Stockton children is a key priority area. Additional efforts are also being made for looked after children in Stockton.
- 12.4 A Virtual School has been established to co-ordinate existing staff and projects within the organisational model of a school. The School's remit is to improve the educational achievement of children and young people in public care. Staff have been allocated to key posts to implement the improvement agenda. The structure is:

Job Title	Remit
Governing Body (MALAP)	<ul style="list-style-type: none"> • Strategic overview of school • Support and challenge Headteacher
Head Teacher	<ul style="list-style-type: none"> • Lead and manage Virtual School • School self evaluation • Set school targets and track school progress • Monitor and challenge school attendance, PEPs, exclusions etc
Deputy Headteacher	<ul style="list-style-type: none"> • Support Headteacher
School Improvement Partner	<ul style="list-style-type: none"> • To challenge and support VS school to raise standards, improve teaching and learning and improve leadership and management
Link Adviser (in school SIP role) (All Link Advisers + SIPs)	<ul style="list-style-type: none"> • To challenge and support individual schools to raise standards for LAC and improve teaching and learning
Data Administrator	<ul style="list-style-type: none"> • Collect and collate data on pupil progress and produce School Profile
Attendance and Inclusion Officer	<ul style="list-style-type: none"> • Support schools in raising attendance of LAC
Outreach Teachers / Teaching Assistants / Advanced Skills Teacher (SEN team + school based staff)	<ul style="list-style-type: none"> • Advise class teachers on appropriate teaching and learning strategies • Provide additional teaching support for identified LAC • Provide input into PEPs • Attend reviews
Designated Teachers (School based staff)	<ul style="list-style-type: none"> • Provide, coordinate and monitor internal school support for LAC • Coordinate and monitor compilation of PEP including input where necessary • Attend review meetings • Organise, coordinate and monitor personal mentors for LAC
Mentors (School based staff)	<ul style="list-style-type: none"> • Act as mentor for LAC • Liaise with designated teacher regarding individual LAC issues
Educational Psychologist	<ul style="list-style-type: none"> • Coordinate and monitor all LAC EP involvement • Advise on completion of PEPs including advice on use of appropriate teaching strategies • Participate in multi agency work • Provide information for child placement panel regarding education for LAC

12.5 In addition to these posts, the following staff resources form part of the Virtual School structure

Job Title	Remit
Behaviour Coordinator	<ul style="list-style-type: none"> • Advise and support schools on behaviour issues
Anti-bullying Coordinator	<ul style="list-style-type: none"> • Advise and support schools on anti-bullying issues
Pastoral Care	<ul style="list-style-type: none"> • Liaise with VS staff on pastoral issues • Provide avenue for LAC to have a voice • Raise self esteem of LAC
SENCO	<ul style="list-style-type: none"> • Maintain SEN register • Monitor progress of SEN LAC • Ensure appropriate provision for SEN LAC
Administrator	<ul style="list-style-type: none"> • Collect PEPS and ensure they are up to date • Track LAC movement between schools • Maintain register of LAC
Extended School Coordinator	<ul style="list-style-type: none"> • Ensure LAC have appropriate access to extended school core offer

12.6 The Virtual School represents a multi-agency response to support the educational needs of young people and will ultimately contribute to more successful outcomes for looked after children.

12.7 The Supporters scheme partners Senior Managers of the Council and Councillors with individual children. Whilst they do not meet, in a conscious attempt not to add to the number of ‘professionals’ involved in a child’s life, Supporters work behind the scenes as a ‘pushy parent’ for their child and critical friend to the accountable social worker. The role of the Supporter is to satisfy themselves that everything that can be done is being done to support and encourage their child, and to step in, where obstacles exist, to remove them wherever possible. Protocols governing the Supporters scheme have been developed with the help of social workers, children and young people.

12.8 Services:

Mentors (Schools)

Educational Support for LAC at all key stages including pre-school (Virtual School)

Annual awards event (LAC team)

School based support (SENNS team)

MALAP

Supporters (Senior Managers-SBC, Councillors)

Virtual School

Chief Executive’s Grant

13.0 MAKING A POSITIVE CONTRIBUTION : Being involved with the community and society and not engaging in anti-social or offending behaviour

- Engage in decision making and support the community and environment.
- Engage in law-abiding behaviour in and out of school.
- Develop positive relationships and choose not to bully or discriminate.
- Develop self confidence and successfully deal with significant life changes and challenges.
- Develop enterprising behaviour.

13.1 Services:

Youth Advocacy Service

After school clubs (Children's centres/Extended schools)

Sports activities (voluntary sector/Tees Active/Extended schools)

Youth Clubs (SBC/voluntary sector)

Shadow Youth Cabinet & Youth Parliament (Youth Services)

Offending Behaviour Intervention (YOT)

Children's Rights Officer

Independent Visitor Service

YOS

Voluntary and Independent Sector

14.0 ECONOMIC WELL-BEING : Not being prevented by economic disadvantage from achieving their full potential

- Engage in further education, employment, or training on leaving school.
- Ready for employment.
- Live in decent homes in sustainable communities.
- Access to transport and material goods.
- Live in households free from low income.

14.1 The Children (Leaving Care) Act (2000) requires that local authorities provide young people with support so that they can achieve independence and stability. It outlines which looked after children are eligible for support and states that Local Authorities have a duty to "keep in touch with" young people who are eligible. The Leaving Care Team in Stockton undertakes this role and as of April 2007 works with 110 care leavers aged 16-21 and in some cases those up to 24 years old.

14.2 In 2005/06 81.2% of care leavers were known to be in employment, education or training at the age of 19.

14.3 Housing and support for care leavers remains an issue. There is a need for a range of accommodation for care leavers across Stockton's towns, including supported, semi-supported with or without floating support. There are currently various general housing options open to young people but there can be barriers to their use for care leavers. There is a lack of and in some cases no specialist provision for young people leaving care who are pregnant, those with learning difficulties, mental health problems, drug or alcohol misuse issues or schedule one offenders. The lettings policies of housing organisations can often exclude young people because of age restrictions or eligibility criteria.

14.4 Employment is an important issue for our care leavers. The Corporate Parenting Group would wish to establish apprenticeship schemes employment and training opportunities specifically for looked after children across all Council Departments to provide a positive springboard into adulthood.

14.5 Services:

Connexions
Neighbourhood Nurseries
Aim Higher
Childrens' Centres
Youth and Leaving Care Team

15.0 PRIORITY AREAS FOR 2007/2008

15.1 The following areas have been identified as key priorities for development across the Council in 2007/08. The action plan is attached as Appendix A. The action plan has been collated from across the range of services and partners providing services for looked after children, and presents an overview of activity which will be monitored by the MALAP.

- Increase the number and range of foster placements in the borough.
- Recruit up to 6 TASC foster carers for children and young people with more complex needs.
- Increase the number of Looked after children in permanent placements and adoption.
- Increase the number of supported lodging providers for care leavers by up to 6.
- Ensure all LAC have access to a PC and the internet.
- Ensure all LAC have a Personal Education Plan.
- Develop Residential respite provision for LAC to support foster placements and also prevent children coming into the LAC system.
- Develop a robust Transition Strategy and protocols and procedures for LAC who will require ongoing support from adult services.
- Ensure ongoing positive outcomes are monitored via monthly Performance clinics.
- Raise educational achievement levels and aspirations of LAC.
- Implement the Virtual School.

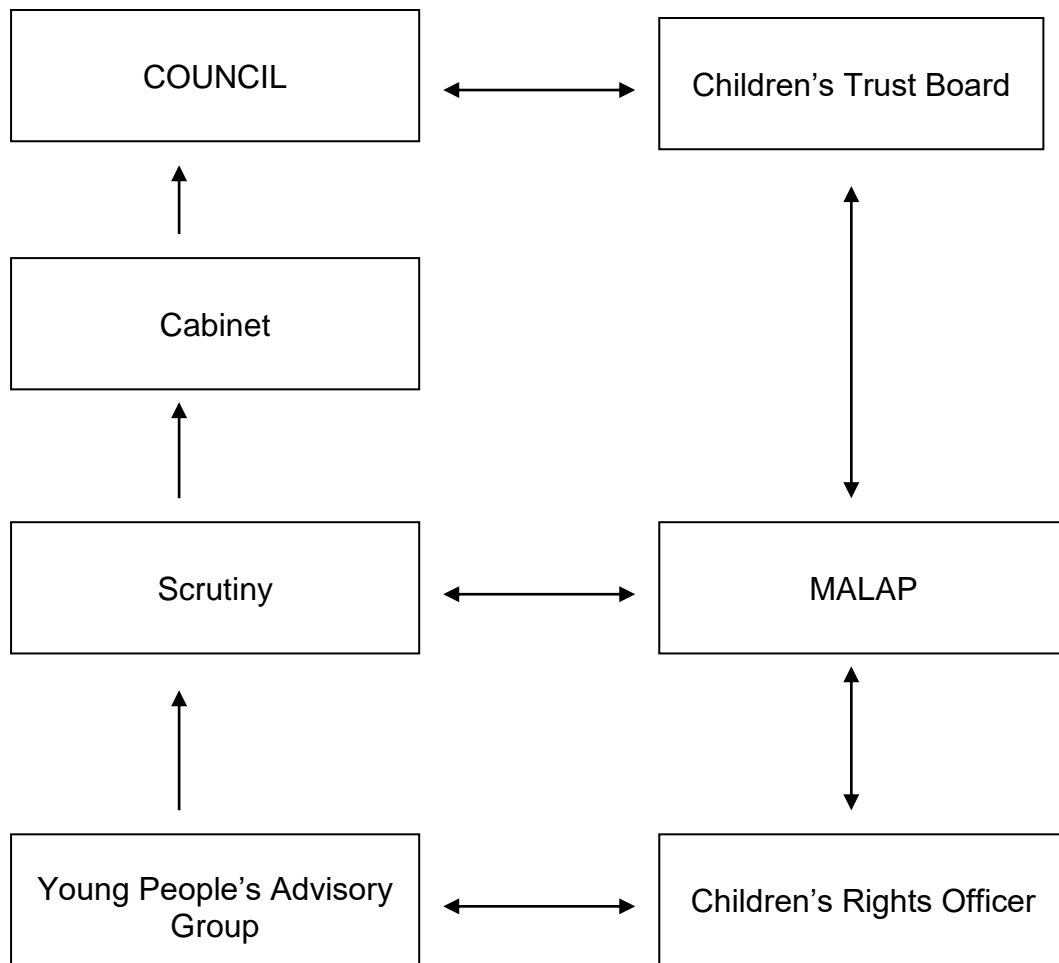
16.0 REPORTING AND MONITORING ARRANGEMENTS GOVERNANCE

16.1 To be effective in targeting resources to improve outcomes for looked after children and discharging the Council's Corporate Parenting responsibilities, a number of mechanisms have been put in place:

- The Corporate Director for Children, Education and Social Care, together with the Cabinet Member for Children and Young People, share the lead responsibility for Corporate Parenting in Stockton on Tees.

- The Head of School Effectiveness, Children, Education and Social Care has been designated the operational lead officer for corporate parenting in Stockton. She is charged with the responsibility of ensuring progress and improved outcomes for looked after children are achieved.
- Ongoing and continuous consultation with children and young people looked after, as well as their parents and carers, has been established in order to identify needs and help inform service delivery, via the MALAP and PIC Network. An Advisory Council made up of Children and Young People informs and advises MALAP, actively contributing to the decision making process and shaping of services for LAC.
- A multi-agency looked after Partnership (MALAP) with representation from relevant key partner agencies meets every two months. The MALAP has senior representatives from themes within the Council and partner agencies, who are able to commit agency resources. In addition, the MALAP is a listed group which requires proportional named Councillor representation from each political party within Council. The board is tasked with translating, at a strategic level, the needs identified by children and young people into appropriate service responses. The MALAP has a governance and monitoring role with regard to the delivery of services to looked after children in Stockton. It monitors performance on actions and progress on priorities contained in the Children and Young People's Plan. The MALAP has developed a work plan that will guide its work over the next 12 months. The MALAP terms of reference can be found at Appendix B.
- The MALAP plan is presented annually and reported upon twice yearly to the Children's Trust Board.
- The development of work and actions in relation to corporate parenting is subject to scrutiny through the Children's Services Scrutiny Panel.
- Actions and progress on corporate parenting will be reported and monitored at full Council annually.

16.2 These arrangements and the development and implementation work arising from them will enable the Council to discharge its Corporate Parenting responsibilities.







APPENDIX A
ACTION PLAN

Housing

Development Priority: HSG 2 Meet the housing and support needs of young people in the borough.					
Community Strategy theme: <i>Liveability, Children and Young People, Community Safety</i>					
Links: North East Housing Strategy, Sub-Regional Housing Strategy, Local Housing Strategy, Homelessness Strategy, Supporting People 5-year Strategy, Children and Young Peoples Plan 2006/09					
<u>Outcomes</u>					
<i>Provision of appropriate accommodation for young people with the right levels of support in place.</i>					
<u>Success Criteria</u>					
Reduce the use of temporary accommodation for young people by 2010. Eradicate the use of Bed and Breakfast for 16 and 17 year olds by 2010.					
Key Actions to implement the Development Priority	Who is responsible	By when	Success Measures	Targets	Risk Score
HSG 2.1 Develop a Youth Homelessness Strategy <i>Milestones:</i> - Work in partnership in CESC - Implement Strategy	Housing Options Manager (CESC to lead)	December 2007	Reduce homelessness. Reduce inappropriate accommodation of 16-25 year olds in Stockton.	No. of 16/17 year olds in bed and breakfast accommodation	
HSG 2.2 Work in partnership to ensure an integrated and holistic service response approach for young persons who are homeless, at risk of homelessness or inappropriately accommodated <i>Milestones:</i> - Develop partnership arrangements through CESC to provide range of services to meet identified need	Housing Options Manager	Ongoing throughout 2007 - 2010	Reduce homelessness. Reduce inappropriate accommodation of 16-25 year olds in Stockton.	No. of 16/17 year olds in bed and breakfast accommodation	
HSG 2.3 Provide a range of housing choices suitable for young people that meet their needs and aspirations. <i>Milestones:</i> - Investigate housing options for young people - Work in partnership with CESC to identify young peoples housing needs - Contribute to revised private landlord arrangements	Housing Options Manager	March 2010	Increased housing options for young people	No. of supported lodgings available	

<p>HSG 2.4 Develop new housing, support and care pathways for vulnerable groups of young people. <i>Milestones:</i> - Secure Supporting People Funding</p>	Housing Options Manager	April 2008	Supporting people secured	No. of additional hours of support for young people	
<p>HSG 2.5 Ensure effective engagement and involvement of children and young people in meeting the homeless prevention agenda <i>Milestones:</i> - Establish (in conjunction with CESC) a young persons group - Hold young persons homelessness and housing need event</p>	Housing Options Manager	Ongoing throughout 2007 – 2010 March 2008 September 2007	Engage with a wide range of young people to influence service provision in the borough	No. events held No. young people attending event	
<p>HSG 2.6 Develop and promote best practice frameworks for the prevention of youth homelessness <i>Milestones:</i> - Undertake best practice research - Implement improved services</p>	Housing Options Manager	March 2009	Service provision for prevention of youth homelessness developed in response to agreed best practice models		

SLSCB

3.	TASK GROUPS PRIORITIES Key Task	KEY ACTIONS What are we going to do?	BY WHOM Who is responsible?	OUTCOME How will we know what we have achieved?	LINKED TO PI'S	BY WHEN/ STATUS
3.7.1	MALAP	Report on Looked After Children (LAC) and Stay Safe Indicators	MALAP Task Group	Findings are referred to Board, operations staff in agencies and Performance & Quality Task Group to support improvement.	LAC Indicators	Annually
	Progress Report	Virtual School LC Conference attended April 07. Stats report delivered at MALAP bi Monthly. Findings reported to Board via APA and CYP Plan.				
3.7.2		Reconsider services in light of PI's	MALAP Task Group	Recommendations made for services to be reconfigured		As required
	Progress Report	Continuous reporting via Placement Stability and Preventing Offending reports. YOS/CHYP proposal with Corner house Project April 07				
3.7.3		Endeavour to decrease the number of children having to become looked after or where this is not possible provide stable placements.	MALAP Task Group	Timely and co-ordinated support provided to avoid children having to become looked after.		Ongoing
	Progress Report	Placement Stability Report presented to Board in March 2007				
3.7.4		Support and promote prevention work.	MALAP Task Group	The number of children becoming looked after will not unduly increase		Ongoing
	Progress Report					
3.7.5		Update Task Group Action Plan and summarise business undertaken.	Business Manager / MALAP Task Group	Summary report presented to Board of recent developments and actions.		Bi Monthly and Annually
	Progress Report	MALAP established as stand alone group at January Board.				

School Effectiveness

Theme (from Strategic Plan): Children and Young People		Success Criteria (From Strategic Plan): <ul style="list-style-type: none"> • Virtual School established and impact positively on standards of achievement of young people in care • Conference organised/delivered to disseminate LAC proposals. • Predictions show improved achievement in 2008 for LAC.
Objective (from Strategic Plan): B1: raising the educational achievement of vulnerable groups		
Action (from Strategic Plan): Develop and implement a virtual school to ensure appropriate and sustained progress of LAC		
Activities	Milestones	Delivery / Responsibility
<ul style="list-style-type: none"> • Identify priorities for VS and write aims and mission • Identify staff within VS and clear roles and responsibilities 	<ul style="list-style-type: none"> • Audit of current position within Stockton LA of LAC educational achievement, procedures in place • Aims, mission written for VS in collaboration with multi agencies • VS staff list compiled with job descriptions • VS staff meetings held to establish roles and responsibilities 	LP
<ul style="list-style-type: none"> • Organise CPD for LA staff on LAC and the aims of the VS 	<ul style="list-style-type: none"> • Extended team meeting on LAC • Workshops on organisation of the VS inform structure 	LP
<ul style="list-style-type: none"> • Raise profile of LAC within Education with schools and multi agencies • Launch Virtual school with multi agencies 	<ul style="list-style-type: none"> • Conference delivered to multi agencies including schools • Information from workshops used to inform action plan for VS structure and role 	LP
<ul style="list-style-type: none"> • Work with MIS to develop effective data collecting and analysing system to inform progress of school and inform SSR 	<ul style="list-style-type: none"> • Meetings with MIS • Data to be collected and format agreed • School profile produced 	LP JH
<ul style="list-style-type: none"> • Organise writing of SEF through input from VS staff and link to School Improvement Plan 	<ul style="list-style-type: none"> • Areas of SEF to be written personnel to write identified • SEF written 	LP
<ul style="list-style-type: none"> • Organise Writing of SIP with actions agreed by VS staff 	<ul style="list-style-type: none"> • Actions for SIP identified • Personnel to carryout actions identified • SIP written 	LP
<ul style="list-style-type: none"> • Organise writing of guidance for LAC within schools through multi agency involvement 	<ul style="list-style-type: none"> • Guidance to be included identified • Guidance written • Guidance sent to schools 	LP

NAME(S): Lynne Pawley

Theme (from Strategic Plan): Children and Young People		Success Criteria (From Strategic Plan): <ul style="list-style-type: none"> • Foundation Stage: national expectations for achievement in the early learning goals -59% in 2007, 60% in 2008 • KS2 level 4 or above: national expectations English 85% in 2007, 86% in 2008, 86% in 2008. Maths 83% 2007, 86% in 2008 • Stockton PIs
Objective (from Strategic Plan): B2: raising the educational achievement of vulnerable groups		
Action (from Strategic Plan): Ensuring all LAC are known to schools, their educational progress is monitored and assessed and that they have access to direct teaching and non teaching support and provision appropriate for their particular needs.		
Activities	Milestones	Delivery / Responsibility
<ul style="list-style-type: none"> • Ensure LAC register for VS up to date and systems for ensuring schools informed of LAC in their schools clear and operative 	<ul style="list-style-type: none"> • VS LAC register up to date and clearly identifies schools and year group • Schools aware of LAC within schools and have LAC register • 	LP
<ul style="list-style-type: none"> • Organise the writing of procedures for LAC entering a new school and for LAC coming into care within their own school. Disseminate to schools 	<ul style="list-style-type: none"> • Procedures written. • Schools sent procedures • Schools carrying out procedures 	LP
<ul style="list-style-type: none"> • Work with MIS to develop effective data collecting and analysing system to inform progress of school and inform SSR 	<ul style="list-style-type: none"> • Meetings with MIS • Data to be collected and format agreed • School profile produced • Predictions show improved achievement in 2008 for LAC. 	LP
<ul style="list-style-type: none"> • Attainment of all LAC within school tracked by VS 	<ul style="list-style-type: none"> • SIP collect data from schools on LAC attainment on proforma • Data collated on VS tracking sheet 	LP
<ul style="list-style-type: none"> • Attainment data analysed and pupils underachievement identified and multi agency approach used to identify reason for underachievement 	<ul style="list-style-type: none"> • Tracking system in place • Pupils identified for underachievement • Appropriate support given to pupils/schools to raise attainment – additional teacher support, advice to schools, pastoral support 	LP
<ul style="list-style-type: none"> • Training for Designated Teachers and pupil mentors to ensure schools have appropriate strategies in place for LAC and know how to access appropriate support 	<ul style="list-style-type: none"> • Designated Teacher training in place and well attended • Pupil mentor training in place and well attended • All schools identified Designated teacher • All LAC identified mentor 	LP

NAME(S): Lynne Pawley

C&YP Operations

Priority Areas from Placement Strategy and our business plans..

Increase the number and range of foster placements in the borough

Recruit up to 6 TASC foster carers for children and young people with more complex needs

Increase the number of Looked after children in permanent placements and adoption.

Increase the number of supported lodging providers for care leavers by up to 6

Ensure all LAC have access to a PC and the internet

Increase the % of LAC who have a Personal Education plan

Develop Residential respite provision for LAC to support foster placements and also prevent children coming into the LAC system

Develop a robust Transition Strategy and protocols and procedures for LAC who will require ongoing support from adult services.

Ensure ongoing positive outcomes are monitored via monthly Performance clinics.

**Business Unit Plan – 2006/07 to 2008/09 Services regarding Learning Difficulties and Disabilities
Progress Monitoring April 2007 to August 2007**

Theme: Children and Young People		Links: Children and Young People's Plan, DfES Strategy – Removing Barriers to Achievement SEN Code of Practice	
Objective To ensure positive educational, social and emotional outcomes for targeted groups of vulnerable children (including those with Learning Difficulties and Disabilities, LAC, Asylum Seekers and new Arrivals,))			
Actions and Milestones	Success Measures	Target	Progress
Develop and Introduce a revised Personal Education Plan to all schools (on a phased basis)	Revised PEP in place	By April 2008.	Revised PEP developed Guidelines completed and circulated to schools July 2007

APPENDIX B

MALAP TERMS OF REFERENCE

**Stockton-on-Tees Multi-Agency Partnership for Looked After Children
(MALAP)
Terms of Reference**

1. Aim:

To take a Multi-Agency approach to challenging outcomes, improving systems and promoting the needs and interests of Looked after Children and Young People in Stockton- on-Tees.

2. Objectives

- 2.1 Identifying opportunities for collaboration and partnership.
- 2.2 Seeking to improve outcomes through sharing good practice, experience and approaches within the ECM framework.
- 2.3 Further development of a coherent approach to issues relating to looked after children, young people and care leavers.
- 2.4 Work within the Joint Commissioning Unit Principles and Framework to improve and co-ordinate commissioning across all of the services for Looked After Children & Young People.
- 2.5 Making recommendations to the Director of Children Education & Social Care, Stockton-on-Tees Children's Trust and relevant Partnership Boards as appropriate.
- 2.6 Pro-actively celebrating success and achievement of LAC
- 2.7 Forging productive links with other local, regional and national groups with a focus on looked after children.

3. Meetings

The Stockton-on-Tees Local Safeguarding Board Business Unit will provide secretariat facilities for MALAP meetings until further notice. Formal meetings will be arranged bi monthly usually on the last Friday of odd months (e.g. January, March etc.) Special meetings may be convened to discuss urgent business.

Minutes

Minutes from all MALAP meetings will be circulated within 7 working days of the previous meeting.

Agenda Items

Routine agenda items should be sent to the SLSCB Administrator, at least 10 working days prior to the next meeting. Any emergency items should be notified to the Administrator 24 hours in advance of the next meeting if at all possible.

Agenda Papers

Agenda papers will be sent out 7 working days in advance of the next meeting.

Chair and Vice Chair

To be elected by the group and revisited annually.

4. Membership

To ensure the services for and voice and rights of Looked After Children, young people and care leavers are taken into consideration, representation will come as a minimum from:

CAMHS / Tees, Esk & Wear Valleys NHS Trust

Primary Care Trust

Stockton-on-Tees Borough Council -

- Connexions
- Housing
- LAC Mentor
- Youth Offending Team
- Children's Rights & Participation
- Children & Young Peoples Strategy
- Children's Services
- Elected Members (Corporate Parents)
- Virtual School
- Performance
- Special Education Needs
- School Effectiveness

Stockton-on-Tees Drugs Action Team

Stockton-on-Tees Local Safeguarding Children Board

Police, Schools/Well-being Groups

It is expected that representatives:

- Are active participants of the MALAP and attend meetings.
- If attendance is impossible, ensure a fully briefed deputy is available to attend.
- Attendance will be monitored. When a member of the group fails to attend 3 meetings in a year, without representation, the Head of Service will be notified.
- Have sufficient authority to represent their service and be able to agree actions on its behalf.
- Assist with the collection of data, monitoring and reviewing of developments whilst working towards improving the effectiveness of service provision for Looked After Children

5. Children and Young Peoples Voice

The MALAP actively seeks Children and Young Peoples participation and involvement. Participation is a standing item of the agenda. MALAP meetings and minutes are shared with Children and Young People, who in turn have the opportunity to input to the agenda.

6. Reporting arrangements

It is the intention to report to the Stockton-on-Tees Children's Trust Board in accordance with their reporting cycle and to the Director of Children Education & Social Care and other Partnership Boards as appropriate.

7. Review of terms of reference

These terms of reference will be reviewed on an annual basis.

Appendix

Every Child Matters Looked After Children Key Judgments/Evidence

<p>1.5 Looked after children's health needs are addressed*</p>	<ul style="list-style-type: none"> • Looked after children are immunised and have regular health screening and dental and optical checks. • Health assessments of looked after children are carried out and health plans agreed, implemented and regularly reviewed. • Looked after children are given advice and support in accessing appropriate local health services. • Looked after children are provided with guidance and support that promotes healthy living. • A designated doctor and nurse for looked after children are identified for the area. • Health providers are informed, when necessary, about the particular needs and circumstances of looked after children. • Looked after children have access to appropriate CAMHS.
<p>2.7 Looked after children live in safe environments and are protected from abuse and exploitation*</p>	<ul style="list-style-type: none"> • Foster and adoptive placements are sufficient to meet local need, and foster carers, prospective adoptive parents and residential care staff are suitably trained and supported in understanding and meeting the particular needs of children and young people. • Residential care placements comply with national minimum standards and regulations. • Looked after children have care plans that are regularly and independently reviewed. • Looked after children are reviewed regularly irrespective of where they are being looked after. • Looked after children are able to report concerns about their care and treatment. • Care placements are monitored on a regular basis, including those outside the local area. • Changes of care placement are clearly managed, minimised as far as possible and include support for the children and young people concerned. • Information is shared effectively between carers and others working with looked after children.
<p>3.7 Children and young people who are looked after are helped to enjoy and achieve*</p>	<ul style="list-style-type: none"> • Action is taken to ensure that looked after children have education and training placements, which reflect their particular needs. • Looked after children have an effective personal education plan which is implemented and support is given to carers in ensuring that children participate in education and achieve to their potential. • Educational providers are informed about the particular needs and circumstances of looked after children. • Every school has a designated teacher for looked after children. • Looked after children are encouraged and given practical support in participating in a range of cultural and leisure activities, and in developing their individual interests.

	<ul style="list-style-type: none"> • Supplementary educational support is provided to those looked after children who need it. • The educational achievement, school attendance and cultural experiences of looked after children are monitored on an individual basis, and collectively in reports to senior officers and elected members and action is taken to address the findings. • Action is taken to maximise attendance and avoid exclusion of looked after children and to encourage their participation in post-16 education and training.
<p>4.6 Children and young people who are looked after are helped to make a positive contribution*</p>	<ul style="list-style-type: none"> • Looked after children, and their carers, are encouraged to participate in planning, placement and review meetings where key decisions are made and their views are taken into account. • Transitions of placement, education and other services are managed effectively. • Looked after children and their carers are consulted on procedures and provision and their views are taken into account. • There is an independent advocacy service for looked after children and their carers, and procedures for them and their carers to submit representations and complaints. • Action is taken to secure and retain a range of foster and residential care placements that enables children and young people’s cultural, religious and linguistic heritage needs to be met. • Action is taken to ensure reasonable access for the families of looked after children placed away from home and the maintenance of contact is encouraged. • Looked after children who offend receive specific guidance and support. • Roles and responsibilities in terms of corporate parenting are clear and understood by all concerned.
<p>5.6 Children and young people who are looked after are helped to achieve economic well-being*</p>	<ul style="list-style-type: none"> • All looked after children over 15 years of age have pathway plans and, as appropriate, transition plans which they have been involved in drawing up and which are regularly reviewed. • Care leavers are encouraged and supported in engaging in education, training or employment. • Personal and welfare support are available to all looked after children aged 16–19 to support their education or training. • Care leavers are able to access age-appropriate services to support their mental health and well-being. • Care leavers are supported in their social development. • Care leavers receive financial support that meets their needs. • Care leavers are provided with suitable and affordable accommodation, including residential or sheltered provision.

APPENDIX C

CHILDREN'S PAF AND PERFORMANCE PLAN INDICATORS