

**Date:** Wednesday 13 November 2024 at 5.00 pm

**Venue:** Jim Cooke Conference Suite, Stockton Central Library, Church Road,  
Stockton-on-Tees, TS18 1TU

**Cllr Carol Clark (Chair)**  
**Cllr Barbara Inman (Vice-Chair)**

Cllr Ray Godwin  
Cllr Stephen Richardson  
Cllr Emily Tate  
Cllr Katie Weston

Cllr David Reynard  
Cllr Paul Rowling  
Cllr Sally Ann Watson

## **AGENDA**

- 1 Evacuation Procedure** (Pages 7 - 8)
- 2 Apologies for Absence**
- 3 Declarations of Interest**
- 4 Minutes**  
To approve the minutes of the last meeting held on 25 September 2024. (Pages 9 - 10)
- 5 Monitoring of Recommendations - Scrutiny Review of Narrowing the Gap in Educational Attainment** (Pages 11 - 24)
- 6 Scrutiny Review of Holiday Activities and Food Programme known locally as Holidays are Fun (HAF)**  
To consider the scope and project plan for the review. The following documents are attached: (Pages 25 - 46)
  - Draft scope and project plan
  - HAF Annual Report 2023 – 2024

At the meeting there will be an introductory presentation setting context for the review and an informal discussion to consider how equality and poverty considerations will need to be addressed throughout the review.

**7 Chair's Update and Select Committee Work  
Programme**

(Pages 47 - 48)

**Members of the Public - Rights to Attend Meeting**

With the exception of any item identified above as containing exempt or confidential information under the Local Government Act 1972 Section 100A(4), members of the public are entitled to attend this meeting and/or have access to the agenda papers.

Persons wishing to obtain any further information on this meeting, including the opportunities available for any member of the public to speak at the meeting; or for details of access to the meeting for disabled people, please

Contact: Judy Trainer, Democratic Services Manager on email [judy.trainer@stockton.gov.uk](mailto:judy.trainer@stockton.gov.uk)

**KEY - Declarable interests are:-**

- Disclosable Pecuniary Interests (DPI's)
- Other Registerable Interests (ORI's)
- Non Registerable Interests (NRI's)

**Members – Declaration of Interest Guidance**



**Table 1 - Disclosable Pecuniary Interests**

Subject	Description
<b>Employment, office, trade, profession or vocation</b>	Any employment, office, trade, profession or vocation carried on for profit or gain
<b>Sponsorship</b>	Any payment or provision of any other financial benefit (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
<b>Contracts</b>	Any contract made between the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners (or a firm in which such person is a partner, or an incorporated body of which such person is a director* or a body that such person has a beneficial interest in the securities of*) and the council — (a) under which goods or services are to be provided or works are to be executed; and (b) which has not been fully discharged.
<b>Land and property</b>	Any beneficial interest in land which is within the area of the council. 'Land' excludes an easement, servitude, interest or right in or over land which does not give the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners (alone or jointly with another) a right to occupy or to receive income.
<b>Licences</b>	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer.
<b>Corporate tenancies</b>	Any tenancy where (to the councillor's knowledge)— (a) the landlord is the council; and (b) the tenant is a body that the councillor, or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners is a partner of or a director* of or has a beneficial interest in the securities* of.
<b>Securities</b>	Any beneficial interest in securities* of a body where— (a) that body (to the councillor's knowledge) has a place of business or land in the area of the council; and (b) either— (i) the total nominal value of the securities* exceeds £25,000 or one hundredth of the total issued share capital of that body; or (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the councillor, or his/ her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners have a beneficial interest exceeds one hundredth of the total issued share capital of that class.

\* 'director' includes a member of the committee of management of an industrial and provident society.

\* 'securities' means shares, debentures, debenture stock, loan stock, bonds, units of a collective investment scheme within the meaning of the Financial Services and Markets Act 2000 and other securities of any description, other than money deposited with a building society.

## Table 2 – Other Registerable Interest

You must register as an Other Registrable Interest:

- a) any unpaid directorships
- b) any body of which you are a member or are in a position of general control or management and to which you are nominated or appointed by your authority
- c) any body
  - (i) exercising functions of a public nature
  - (ii) directed to charitable purposes or
  - (iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union) of which you are a member or in a position of general control or management

## **Jim Cooke Conference Suite, Stockton Central Library** **Evacuation Procedure & Housekeeping**

If the fire or bomb alarm should sound please exit by the nearest emergency exit. The Fire alarm is a continuous ring and the Bomb alarm is the same as the fire alarm however it is an intermittent ring.

If the Fire Alarm rings exit through the nearest available emergency exit and form up in Municipal Buildings Car Park.

The assembly point for everyone if the Bomb alarm is sounded is the car park at the rear of Splash on Church Road.

The emergency exits are located via the doors between the 2 projector screens. The key coded emergency exit door will automatically disengage when the alarm sounds.

The Toilets are located on the Ground floor corridor of Municipal Buildings next to the emergency exit. Both the ladies and gents toilets are located on the right hand side.

### **Microphones**

During the meeting, members of the Committee, and officers in attendance, will have access to a microphone. Please use the microphones, when directed to speak by the Chair, to ensure you are heard by the Committee.

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## CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

A meeting of Children and Young People Select Committee was held on Wednesday 25 September 2024.

**Present:** Cllr Carol Clark (Chair), Cllr Barbara Inman (Vice-Chair), Cllr John Coulson (sub for Cllr Stephen Richardson), Cllr Paul Rowling, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Katie Weston.

**Officers:** Majella McCarthy and Vanessa Housley (Children's Services), Judy Trainer (CS).

**Also in attendance:** Cllr Lisa Evans

**Apologies:** Cllr David Reynard and Cllr Stephen Richardson.

### **CYP/15/24 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/16/24 Declarations of Interest**

There were no declarations of interest.

### **CYP/17/24 Minutes**

AGREED that the minutes of the meeting held on 17 July 2024 be confirmed as a correct record and signed by the Chair.

### **CYP/18/24 Healthwatch Update - Youth Health**

This item was deferred.

### **CYP/19/24 Scrutiny Review of Narrowing the Gap in Educational Attainment**

The Select Committee reviewed the draft final report following its review of Narrowing the Gap in Educational Attainment.

The aim of the review was to work with schools and other stakeholders and the Appreciative Inquiry model had supported collaboration through exploring good practice and identifying what could still be done to support families.

The findings and recommendations had been developed following extensive engagement with stakeholders and reflected shared objectives.

The Scrutiny Officer shared text summarising headline feedback from stakeholder engagement which would be incorporated into the report and Members highlighted a correction to Appendix 1.

It was noted that following approval of the recommendations, a lead officer/organisation would need to be identified to take forward the actions under each

objective. A programme of monitoring would need to be established to allow the Select Committee to be assured of implementation and the impact of the recommendations.

AGREED that the final report be approved for submission to Cabinet.

**CYP/20/24 Chair's Update and Work Programme**

The Chair highlighted a review that had been carried out by Newcastle City Council on Supporting Young People into Employment. The review had been discussed at a recent North East Joint Scrutiny network meeting and highlighted the barriers faced young people, particularly in relation to transport.

Members commented that this issue was something that the Select Committee might wish to review again in the future.

AGREED that the work programme be noted.

Chair.....

## Agenda Item

### Children and Young People Select Committee

13 November 2024

## **MONITORING OF RECOMMENDATIONS – SCRUTINY REVIEW OF NARROWING THE GAP IN EDUCATIONAL ATTAINMENT**

### **Summary**

Members are asked to consider the approach to monitoring actions in relation to the Appreciative Inquiry into Narrowing the Gap in Educational Attainment.

### **Detail**

1. The Committee's final report of the Review of Narrowing the Gap in Educational Attainment was considered by Cabinet in October 2024 who accepted all the recommendations.
2. The benefit of the AI approach has been in the awareness raising of the issues. It has also brought all stakeholders together at events and secured support for agreed objectives and future action.
3. The review culminated in a report setting out 17 recommendations, as follows:

That Stockton-on-Tees Borough Council works collaboratively with partners and key stakeholders to deliver the following shared objectives:

#### **1. Improve attendance**

Support schools to improve attendance:

- Encourage school leaders' use of the Attendance Self Evaluation Toolkit to identify what is working well, and areas which could be developed
- Promote an inclusive and relevant curriculum - where a young person wants to attend
- Work with the Team Around the School Service.
- Ensure that schools are equipped to deal with health issues.
- Identify individual barriers to attendance to better target support and intervention with specific reference to young carers

#### **2. Forge positive relationships**

Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers:

- Promote respectful behaviours from all partners including teachers.
- Involve parents in school life.
- Extend opportunities for enhanced transition.

#### **3. Improve communication**

Design, deliver and support parent/carer communication strategies:

- Use new technologies and apps.

- Implement communication strategies early ensuring that good communication is embedded across the school community.
- Consider single points of contact and how best to communicate (not relying on technology alone).
- Offer parent/ carer engagement training for all staff.

#### **4. Identify and support young carers**

- Raise awareness of young carer identification and support for pupils.
- Extend the range of opportunities for young carers to link with others socially.

#### **5. Managing emotions**

Strengthen environment and opportunities for pupils to manage emotions:

- Engage with the Healthy Schools Programme and Healthy Settings Programme
- Design and delivery of courses to meet pupil need and support parents, with specific reference to:
  - managing behaviour effectively.
  - supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels.
  - positive parenting skills.
- Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.

#### **6. Refine teaching strategies**

Further refine teaching strategies to improve lesson enjoyment, encourage speaking and listening and strengthen understanding also ensuring that teaching is tailored to the needs of the individual child.

#### **7. Developing speaking and listening skills**

- Ensure the curriculum and school clubs provide opportunities to develop speaking and listening skills, for example through debating clubs.
- Raise awareness of regional and national opportunities to develop speaking and listening skills

#### **8. Extend enrichment offer**

Strengthen and extend curriculum enrichment offer which better matches pupils needs and interests:

- Extend enrichment to include kick-boxing; boxing; coding; cooking clubs; sports clubs and story.
- Extend and promote the Tees Active Offer to include First Aid, paddle boards (team building) and extend offer within school holidays.
- Engage with the Healthy Schools Programme and Healthy Settings Programme

#### **9. Celebrate achievement**

Extend the range of opportunities to celebrate achievement including recognition for out of school activities and engagement with local, regional and national awards and competitions.

#### **10. Enhance curriculum development**

Work with partners and labour markets, making more explicit links to future employment.

- Innovate a local curriculum.

### **11. Strengthen understanding of career pathways**

Clarify pathways to careers early in school life:

- Design and delivery of courses to clarify current career pathways for pupils and parents, including vocational careers and options other than traditional routes.
- Employment & Training Hub to link with schools to notify parents of apprenticeships events.
- Promote aspirational/motivational approaches.
- Strengthen links between schools/parents/careers advisor.
- Share best practice regarding "careers" evenings/ events in primary and secondary schools.
- Invite parents into school who have unusual careers.
- Educate parents on opportunities post 16.

### **12. Strengthen transition arrangements**

Ensure that transition arrangements better fits bespoke pupil needs, with specific reference to vulnerable pupils:

- Ensure plans are put in place well in advance of any transition.
- Consider transition to post-16 and post-18/19 as well as primary and secondary and school readiness.
- Consider transition between year groups as appropriate.

### **13. Enhance skills to respond to special needs**

Increase range of opportunities to enhance skills in mainstream schools to respond to Special Educational Needs (SEN), Child Protection Plans (CPP) and Emotionally Based School Avoidance (EBSA):

- Share best practice of integrating SEN pupils into mainstream schools.
- Promote vocational opportunities.

### **14. Review behaviour policies**

Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies:

- What happens when a young person is removed from the classroom. Where do they go? What teaching takes place?

### **15. Embed and extend pastoral support**

Embed and extend pastoral support in schools targeted to need.

- Engage with the Healthy Schools Programme and Healthy Settings Programme.

### **16. Strengthen support for parent/carers to develop language and reading skills**

Design and deliver courses and activities to develop reading and language skills.

- Promote Functional English Courses.
- Invite parents/ carers to support reading groups at primary school.
- Promote reading through free Enrichment/after school clubs.
- Ensure parents understand the importance of reading.
- Use school social media to help parents/carers learn
- Ensure materials are easy read/jargon free to involve parent/carers.
- Key messages being shared from antenatal contact.
- Work with Read Easy Charity - helping people learn to read.

**17. Review cost of living responses to diminish impact**

Review Cost of Living responses to diminish its impact, with specific reference to period poverty, food poverty and school uniform:

- Work with Child Poverty Network.
  - Work with schools to better promote/communicate Cost of Living interventions.
  - Encourage all schools to 'Poverty Proof the School Day'.
4. Given the breadth of the work, a recommendation lead has been identified for each objective and it is the intention that progress updates will be provided at each future Select Committee meeting on particular recommendations with the relevant recommendation lead attending each meeting.
5. At the meeting, a presentation will be given setting out the proposed approach to monitoring (Appendix 1) and an initial update will be provided in respect of recommendations 6,7,10 and 13.

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# Appreciative Inquiry Narrowing the Gap in Educational Attainment

CYP Select Committee 13.11.24

# Structure of Inquiry

- 1. Discovery**
- 2. Dream**
3. Design
4. Destiny





# Next Steps

1. Discovery
2. Dream
- 3. Design**
4. Destiny



# Recommendations (1-8)

1. Improve attendance
2. Forge positive relationships
3. Improve communication
4. Identify and support young carers
5. Managing emotions
6. Refine teaching strategies
7. Developing speaking and listening skill
8. Extend enrichment offer

## Recommendations 9-17

9. Celebrate achievement
10. Enhance curriculum development
11. Strengthen understanding of career pathways
12. Strengthen transition arrangements
13. Enhance skills to respond to special needs
14. Review behaviour policies
15. Embed and extend pastoral support
16. Strengthen support for parent/carers to develop language and reading skills
17. Review cost of living responses to diminish impact

# Recommendation Leads

Appreciative Inquiry Recommendations	Recommendation Lead
1. Improve attendance	Sharon Stevens
2. Forge positive relationships	Claire Tiffany
3. Improve communication	Mandie Rowlands
4. Identify and support young carers	Kelly Wigley
5. Managing emotions	Claire Tiffany
6. Refine teaching strategies	Gill McCleave
7. Developing speaking and listening skill	Gill McCleave
8. Extend enrichment offer	Mandie Rowlands
9. Celebrate achievement	Mandie Rowlands
10. Enhance curriculum development	Gill McCleave
11. Strengthen understanding of career pathway	Mandie Rowlands
12. Strengthen transition arrangements	Amit Law
13. Enhance skills to respond to special needs	Gill McCleave in close collaboration with Ellie Hopwood
14. Review behaviour policies	Claire Tiffany
15. Embed and extend pastoral support	Mandie Rowlands
16. Strengthen support for parent/carers to develop language and reading skills	Craig Taylor
17. Review cost of living responses to diminish impact	Haleem Ghafoor

# Partnerships

Appreciative Inquiry Recommendations	Recommendation Partners
1. Improve attendance	Claire Tiffany Craig Taylor Gill McCleave Mandie Rowlands Eve Conner-McGill Kellie Wigley? Gemma Mann? Public Health 0-19 Lead
2. Forge positive relationships	Sharon Stevens Mandie Rowlands
3. Improve communication	All
4. Identify and support young carers	Gemma Mann
5. Managing emotions	Mandie Rowlands
6. Refine teaching strategies	
7. Developing speaking and listening skill	Gemma Mann Ellie Hopwood
8. Extend enrichment offer	Craig Taylor
9. Celebrate achievement	
10. Enhance curriculum development	Simon White Fallon Dunleavy
11. Strengthen understanding of career pathway	Fallon Dunleavy
12. Strengthen transition arrangements	Janet Wilson Mandie Rowlands Helen Crawford
13. Enhance skills to respond to special needs	Ellie Hopwood Helen Crawford
14. Review behaviour policies	
15. Embed and extend pastoral support	
16. Strengthen support for parent/carers to develop language and reading skills	
17. Review cost of living responses to diminish impact	Craig Taylor

# Driving Forwards

- Met with recommendation leads
- Share identified wider partnerships
- Design action plans
- Feedback impact
  - Impact Review meetings
  - CYP Select Committee
- Flagged regionally and nationally





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<b>Children and Young People Select Committee</b>
<b>Holiday Activities and Food Programme known locally as Holidays Are Fun (HAF)</b>
<b>Scrutiny Review</b>
<b>Outline Scope</b>

<b>Scrutiny Chair (Project Director):</b> Cllr Carol Clark	<b>Contact details:</b> <a href="mailto:carol.clark@stockton.gov.uk">carol.clark@stockton.gov.uk</a>
<b>Scrutiny Officer (Project Manager):</b> Judy Trainer	<b>Contact details:</b> 01642 528158 <a href="mailto:judy.trainer@stockton.gov.uk">judy.trainer@stockton.gov.uk</a>
<b>Departmental Link Officer:</b> Mandie Rowlands	<b>Contact details:</b> 01642 527241 <a href="mailto:mandie.rowlands@stockton.gov.uk">mandie.rowlands@stockton.gov.uk</a>

**Which of our strategic corporate objectives does this topic address?**

Supporting 'our people' to live healthier lives:

- Raising aspirations of our children and young people to achieve economic wellbeing
- Supporting the local economy using local providers to deliver.
- Supporting schools to work during holiday periods, supporting their local communities offering healthy meals and activities to children and young people
- Offer specific and focused provision for children and young people with special educational needs.
- Supporting vulnerable groups such as, children in our care, children in need of help and support, children with additional needs and young carers.

**What are the main issues and overall aim of this review?**

HAF is a DfE funded programme that provides activities and healthy meals to children and young people during holiday periods, predominantly for those on benefit related free school meals. It is delivered in partnership through SBC and Catalyst. It involves a range of providers, including schools, delivering a variety of activities.

The programme is aimed at those most in need. Holiday times can be difficult for families especially under the current cost of living crisis. Offering a safe place to go, with fun activities alongside a healthy nutritious meal will help families during long and difficult times of the year. Therefore, it essential that the funding allocated is maximised and provides value for money. The programme is delivered alongside longer term, appropriate support for families.

The money is allocated as a grant for a specific purpose and spend is monitored by the DfE. The programme should offer the opportunity to help more families at an early stage offering help and support beyond the holiday periods leading to short- and longer-term savings. Having a safe

place for children to go during holiday periods helps parents who are working to reduce childcare costs, and it also offers the opportunity to work with families who need support to return to work. The Scrutiny Committee could consider if HAF is inclusive of and attended by those families who most need it and the impact that the programme has had on family health and social and economic wellbeing. Other considerations could include:

- How the programme can maximise the involvement of schools and education providers
  - How elected members can promote and encourage eligible members of their communities to engage with the programme
- If the programme is offering value for money as it moves into its final year of national funding

**The Committee will undertake the following key lines of enquiry:**

- What target groups is the HAF Programme aimed at reaching? Who is participating and how can we maximise attendance by these groups? How can we ensure that the programme is inclusive and maximise impact for children that need it most?
- What are the barriers to the children with the most need attending?
- Are we achieving Borough-wide reach? Do we have the right provision in the right area?
- How can the programme maximise the involvement of schools and education providers?
- How can elected Members promote and encourage engagement with the programme?
- What impact has the programme had? What does feedback from families tell us?
- How are providers chosen? Do we have the right providers and how is this assessed?
- What feedback has been received from providers, families and children?
- Do contract management arrangements provide value for money? Could the contract be managed differently?
- What, if any, improvements should be made to the booking system?
- How is the programme funded and what are the options for future delivery should central government funding cease?
- Can the programme support other Council objectives, for example, the promotion of lifelong learning, career aspirations, links to future employment and making sure our young people are work ready?
- Can our young people, including children in care and care leavers be involved in delivery?
- Are agencies working together to provide help and support for families who access HAF outside of holidays?
- Are paid for places making the scheme sustainable and are charges appropriate?

**Who will the Committee be trying to influence as part of its work?**

Cabinet, key partners.

**Expected duration of review and key milestones:**

Five months:

Scope and Project Plan agreed – 13 November 2024  
Evidence gathering – November 2024 – February 2025  
Draft Recommendations – 12 February 2025  
Final Report – 12 March 2025  
Submission to Cabinet – 17 April 2025

**What information do we need?**

**Existing information** (background information, existing reports, legislation, central government documents, etc.):

DfE Returns

Annual Reports  
Feedback from children, parents and providers

**New information:**

Further parent feedback (including survey, face to face consultation, interviews and SPCF)  
Further provider feedback including provider survey (60-70 providers)  
Feedback from staff across Children Services on impact (questionnaire)  
Feedback from education settings including schools on impact (face to face consultation, interviews)

**Who can provide us with further relevant evidence?** (Cabinet Member, officer, service user, general public, expert witness, etc.)

**What specific areas do we want them to cover when they give evidence?**

Council Officers

Overview of HAF Programme

Catalyst

Impact on children and young people

Providers

Provider Feedback

Families and children (FSM)  
Families and children (Non FSM)  
Families and Children (SEN)

Child and Parent /Carer Voice

School staff

School perspective

**How will this information be gathered? (e.g. financial baselining and analysis, benchmarking, site visits, face-to-face questioning, telephone survey, survey)**

Committee meetings, surveys, interviews.

**How will key partners and the public be involved in the review?**

As above.

**How will the review help the Council meet the Public Sector Equality Duty?**

The Equality Act 2010 protects everyone from discrimination on grounds of nine Protected Characteristics, including Disability.

The Council is under a duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The review will contribute towards meeting the Council's requirements under this Duty, particularly in relation to the outcomes for more vulnerable children.

Completion of an Equality and Poverty Impact Assessment (EPIA) will be integral to the Select Committee review.

**How will the review contribute towards the Joint Strategic Needs Assessment, or the implementation of the Health and Wellbeing Strategy?**

Stockton-on-Tees Joint Health and Wellbeing Strategy 2019-2023:

All children and families get the best start in life.

All people in Stockton-on-Tees live well and live longer.

All people in Stockton-on-Tees live in healthy places and sustainable communities.

**Provide an initial view as to how this review could lead to efficiencies, improvements and/or transformation:**

- To increase the number of individual children and young people on the uptake of HAF
- To improve offer of the HAF programme ensuring that eligible young people are enabled to attend and are offered fun and appropriate activities, along with a balanced nutritious meal
- To maximise the role of schools and education settings in the planning and delivery of the HAF programme
- To ensure the project is value for money and develop a plan for sustainability beyond current funding
- To ensure provision covers the whole borough and offer is accessible by children in rural areas
- To increase provision for eligible children with additional needs
- To improve provision for eligible young people aged 13 years and over
- To understand how agencies are working together to provide help and support for families who are eligible and accessing HAF, beyond the holiday periods

<b>Project Plan</b>			
<b>Key Task</b>	<b>Details/Activities</b>	<b>Date</b>	<b>Responsibility</b>
<b>Scoping of Review</b>	Information gathering	October 2024	Scrutiny Officer Link Officer
<b>Tri-Partite Meeting</b>	Meeting to discuss aims and objectives of review	29 October 2024	Select Committee Chair and Vice Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
<b>Agree Scope and Project Plan</b>	Scope and Project Plan agreed by Committee	13 November 2024	Select Committee
<b>Publicity of Review</b>	Not applicable		
<b>Obtaining Evidence</b>	<p>Introductory presentation Equality and Poverty Impact Discussion</p> <p>Public Health Catalyst Family Hubs 0-19 Service Eastern Ravens Trust</p> <p>School Feedback <ul style="list-style-type: none"> <li>• Mill Lane Primary</li> <li>• High Clarence</li> <li>• Tilery</li> </ul> </p> <p>Provider Feedback <ul style="list-style-type: none"> <li>• SOSI??</li> <li>• Five Lamps</li> <li>• Roseberry Consortium</li> <li>• Tees Active Leisure</li> </ul> </p>	<p>13 November 2024</p> <p>11 December 2024</p> <p>15 January 2025 Interactive Session</p>	Select Committee
<b>Members decide recommendations and findings</b>	<p>Review summary of findings and formulate draft recommendations</p> <p>Parent Feedback Children &amp; Young People Feedback</p>	12 February 2025	Select Committee (Informal Session)
<b>Circulate Draft Report to Stakeholders</b>	Circulation of Report	February 2025	Scrutiny Officer
<b>Tri-Partite Meeting</b>	Meeting to discuss findings of review and draft recommendations	TBA	Select Committee Chair and Vice-Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
<b>Final Agreement of Report by Select Committee</b>	Approval of final report by CYP Select Committee	12 March 2025	Select Committee, Cabinet Member, Director
<b>Consideration of Report by Executive Scrutiny</b>	Consideration of report	18 March 2025	Executive Scrutiny Committee

<b>Report to Cabinet/Approving Body</b>	Presentation of final report with recommendations for approval to Cabinet	17 April 2025	Cabinet
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# HOLIDAYS ARE FUN



## Holidays Are Fun – Annual Report

2023 – 2024

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“I love that the kids keep active and are doing something physical, they come home tired out, de stressed and well fed. They always seem to have fun stories about how the day went and it’s lovely to see them doing something healthy and productive.”

“L was really anxious about attending and didn’t want to go but she loved every second. She also gained independence by getting the bus there and back on the last day independently.”



## Stockton-on-Tees: introduction to the Borough

Teesside, located in the North East of England, is a vibrant and historically rich region that offers a blend of industrial heritage, stunning landscapes, and cultural attractions. Teesside was once renowned for its manufacturing industries, with large steelworks dominating the landscape. Later, these steelworks were joined by chemical industries, many of which remain. In contrast to the heavy industry in Teesside the coastline offers stunning sandy beaches, rugged cliffs, and picturesque seaside towns, whilst inland there are beautiful hills, moors, forests and a regenerated riverside area for residents and visitors to explore.

Within Teesside sits the borough of Stockton-on-Tees. Once a historic market town, the Stockton-on-Tees borough has expanded over the years and is now a large area encompassing Billingham, Ingleby Barwick, Norton, Stockton, Thornaby, Yarm, and several rural villages.

The population of Stockton-on-Tees is approximately 200,000, made up of people from a wide range of cultures and backgrounds. Within Stockton-on-Tees there are approximately 30,000 children between reception and year 11 on roll in our schools. Of these children we know around 8,800 are eligible to claim free school meals and are therefore entitled to access the Holiday Activities and Food (HAF) programme.

Sadly, there are children in Stockton-on-Tees who have never experienced the culture or beauty the region has to offer, and this is why the HAF programme has been vital to our residents and the development of our children. HAF has offered enriching, exciting and life changing opportunities to some of our deprived families in Stockton-on-Tees, many of whom would never have otherwise visited a beach, a museum, a cinema or been horse riding for example.

“This is the best thing I’ve ever done in holidays and I love coming here.”  
Olivia, 8, HAF attendee.



# Challenges in Stockton-on-Tees

## Deprivation

According to the Index of Multiple Deprivation 2019, the Borough is the 73<sup>rd</sup> most deprived Local Authority in England (out of 317). There are 27 wards in Stockton-on-Tees, nine of which are in the 10% most deprived wards in the country.

## Inequality

There are highly affluent areas alongside areas of deprivation within Stockton-on-Tees. Some parts of the Northern, Western and Southern areas of the Borough are amongst the least deprived in England. For example, there is a gap of 21 years in average life expectancy amongst men between the most and least deprived wards in Stockton-on-Tees.

## Cost of living crisis

At present, the rising costs of food, fuel and other essentials are combining with the existing disadvantages and vulnerability in the Borough to put households under significant pressure. This leaves them at risk of hardship and poor wellbeing in the short-term and reduced opportunity in the long-term.

## Social Care involvement

Within Stockton-on-Tees we have high numbers of families and children who require additional support from Children's Services.

## Children in our care

There are 560 children in our care as an authority. This is a rate of 1.32% per 10,000 children, against a national rate of 0.67% per 10,000 children.

## School challenges

Schools are facing several challenges post-Covid. This is evident in attendance data, closely followed by social and emotional wellbeing, which can result in challenging behaviour within both primary and secondary schools and the community.

## Domestic violence

Statistics show that domestic abuse affects a quarter of all women at some time in their lives, regardless of age, social class, race, disability, sexual orientation, or lifestyle. The visible consequences of this are obvious to see but the hidden consequences are often underestimated, such as isolation, loss of confidence, fear, and despair.

## Diversity

Towns in Stockton-on-Tees and the wider North East have high levels of migrants and asylum seekers. Whilst the area welcomes families and migrants and the diversity of cultures it brings, the demands on local services is high and language/cultural barriers can at times be difficult.

"It is such a relief being able to leave our children in a place that could meet their needs and the opportunity to spend time with siblings."

"The holiday club has really helped my child become more confident after coming here from Ukraine. His English is improving every time he is here and is being introduced to new activities too."

# Holidays Are Fun!

The Holiday Activities and Food (HAF) programme is funded by the Department for Education and delivered by Stockton-on-Tees Borough Council in partnership with Catalyst. The Stockton-on-Tees HAF team held a competition to rename the programme and selected “Holidays Are Fun” to remove some of the stigma some parents associated with holiday hunger.

HAF is offered to school aged children from reception to year 11 who are in receipt of benefit related free school meals. Recognising that families are struggling in the current cost of living crisis, we have expanded the HAF offer in Stockton-on-Tees to also include families in receipt of universal credit or in financial difficulty. In addition, we have offered vulnerable families open to Children’s Services HAF places if referred by their support worker. This allows vulnerable children the opportunity to experience enriching activities in holiday periods, whilst also ensuring they are not hungry when they are not able to access a school meal.

The aims of the HAF programme are to encourage children and young people to:

- Eat healthily over the school holidays
- Be more active during the school holidays
- Be safe and not be socially isolated
- Take part in engaging and enriching activities which support the development of resilience, character, and wellbeing along with their wider educational attainment
- Have a greater knowledge of health and nutrition
- Be more engaged with school and services.

HAF is delivered through the main school holidays and offers six weeks of provision with the equivalent of at least four hours a day, four days a week:

- Easter – one week, face to face, minimum of four days
- Summer - at least four weeks, face to face, minimum of 16 days
- Christmas – one week, face to face, minimum of four days



## HAF delivery and organisation

In Stockton-on-Tees we have a well-established HAF Steering Group with representation from the Council's Children's Services, Finance, Public Health, Community Engagement, Communications and Marketing, Information Governance, and Catalyst, a charity that supports the VCSE sector in Stockton-on-Tees.

The group meet monthly to discuss a range of topics with standing items including:

- What's working well
- Even Better If
- Booking system
- Financial reporting
- Marketing

The HAF steering group is made up of the following members:

Mandie Rowlands	Stockton-on-Tees Borough Council	Service Lead - Early Support and Projects
Jane Williams	Stockton-on-Tees Borough Council	Team Manager - School Support
Katie Newton	Stockton-on-Tees Borough Council	HAF Co-ordinator
Jane Johnson	Stockton-on-Tees Borough Council	Finance Manager
Gemma Jackson	Stockton-on-Tees Borough Council	Governance Manager
John Paul Stabler	Stockton-on-Tees Borough Council	Communications Officer (Adults & Child)
Paula Davison	Stockton-on-Tees Borough Council	Contract Management Officer (Children & YP)
Jessica Young	Stockton-on-Tees Borough Council	Public Health Practitioner
Margie Stewart-Piercy	Stockton-on-Tees Borough Council	Community Engagement and Consultation Manager
Jon Carling	Catalyst	Chief Executive Officer
Clare Gamble	Catalyst	Community Projects Manager
Rebekah Jennings	Catalyst	Holiday Activities Project Officer

# Communications and marketing

Communications material in 2023 to 2024 included a school communications toolkit, news releases, social media posts, adverts in a local "positive news" newspaper, targeted emails to parents who have previously booked HAF, direct emails to staff working with children and families, printed leaflets, posters and pull up banners displayed in community venues, and adverts on digital screens in Stockton high street and Tees Active leisure venues.

The programme has also been promoted on the Council's website, in our Keeping You in Touch weekly staff newsletter, and in our regular stakeholder communications to town and parish councils. The HAF programme is also highlighted on our cost-of-living advice webpage.

In 2023 the Council commissioned a HAF promotional video, and this has been used extensively to promote the programme since Summer 2023. The video features a range of activities and can be viewed at <https://vimeo.com/842802441>. Providers, including Roseberry Community Consortium and the Globe make their own videos and use these to promote their activities.

In Summer 2023 we also ran a competition asking children and young people to send us reviews of the HAF provisions they had attended.



**"Fantastic" free holiday activities for eligible children**  
"I've never seen my two come home so excited to tell me about their day."  
Those are the words of mum Kayleigh Wilkinson, whose children had a blast during the Holidays Are Fun (HAF) programme over Christmas.  
Amelie, 12, and Jacob, eight, attended Roseberry Community Consortium's HAF Christmas activities. They learned about filmmaking, video editing and acting, and even showcased the film they created at Stockton's ARC cinema.  
Kayleigh said: "Being a single parent, it was fantastic to know that it was accessible. They got fed, made new friends and there were brilliant choices for them all. It was like a community coming together."  
"They came home really happy and could just be themselves. It also meant I could work a little longer over the holidays which was helpful."  
All HAF activities come with a free, healthy meal each day.  
Kayleigh added: "I wasn't sure if I'd qualify and I think that there are a lot of people who are the same. There are lots of ways you can be eligible."  
The programme, which is available for eligible children from reception class up to Year 11, is led by Stockton-on-Tees Borough Council in partnership with the Department for Education and Catalyst.



Stockton-on-Tees Borough Council  
13 November 2023  
Hurry – booking is now open for thousands of FREE and exciting activities on our Holidays Are Fun (HAF) programme this Christmas!  
There's a wide range of sessions to choose from for eligible school age children from Reception to Year 11, including gymnastics, boxing, martial arts, arts & crafts, sports and games, football, bus/craft, film making, swimming, ice skating and more!  
Each day includes a free nutritious meal for every child taking part.  
HAF is delivered by Stockton-on-Tees Borough Council in partnership with Catalyst and the Department for Education.  
The activity sessions are running from Wednesday, December 20 until... are available on a first-come, first-served basis.  
...more and book your child's place, visit [www.stockton.gov.uk/](http://www.stockton.gov.uk/)  
...e Charity Tees Active Groundwork NE & Cumbria Budo For C...  
...r-Ambition Ltd Five Lamps



## Case study – Harbour

Harbour works with families and individuals who are affected by abuse from a partner, former partner, or other family member. Families sometimes arrive at our refuges with only the clothes they are wearing; frightened and uncertain they have done the right thing. They can stay with us whilst they take time to think and make changes to the way they want to live.

At Harbour, the funding from HAF is so valuable as it has allowed us to provide lots of positive and new opportunities for our families and ultimately bring fun and enjoyment back into people's lives at a time when it is needed most. As an organisation we are so grateful to have the opportunity to receive this additional funding as it has made such a difference to so many families we have supported.

School holidays can often be a difficult time for our families. Some families may feel quite isolated as they may have had to move out of area away from family and friends, and having to adapt to a new environment can be difficult. For many of our families they may have experienced financial control and may be struggling financially so the funding from HAF has really alleviated stress and worries for them. Due to domestic abuse some of our families have not had the chance to try new things or do things together as a family and it has been wonderful watching our families having fun together. Hearing the children's laughter has been priceless and lots of new, happy memories have been made. Every day during HAF children were excited to learn what they would be doing next, and it was wonderful seeing these families smile and have fun.

### Family A

Family A came into refuge having experienced abuse throughout all their lives. Mum had experienced abuse as a child from family members and was married at a very young age herself. This marriage was abusive in every way. The children also suffered at the hands of their abusive parent, and they had limited experiences throughout their childhood.

The HAF programme over the summer really allowed this family to take part in things they have never had the opportunity to do before. Mum and children had never played or engaged in activities together and it was just so wonderful to see them taking part in activities together and laughing and having fun. Due to their experiences the family had never been on days out together, and the family absolutely loved the trip to the farm. Mum said that this was the best day they have ever had and the excitement in the children's faces when they arrived was just priceless.

We hosted a trip to the beach and this family had also never stepped foot on a beach before. As the children played in the sand making sandcastles, mum stood on the shoreline and cried. She said they were happy tears and that she was so grateful for all the opportunities the family had been provided with.

The little things that we take for granted really mean so much to our families and being able to create new and lasting memories is absolutely amazing. This particular family engaged throughout the summer and mum loved the activities just as much as the children. At the end of the summer mum got really emotional and she said that she was crying happy tears for everything everyone has done for her and she said she would have never imagined being as happy as she is now.

From Harbour's perspective, HAF provides opportunities that some families have never experienced before but really benefit from. The HAF programme supports our families with recovery and a life free from abuse moving forwards.

"I have noticed a visible improvement in my teenager's mental health, keeping active and being around other kids, their own age is so important. They had so much fun and would love to come back!"

## Providers

During 2023-2024 there were 34 providers involved in the delivery of HAF within Stockon-on-Tees. These providers included schools, family hubs, charities, childcare providers, and private companies.

The HAF providers worked hard providing engaging, enriching activities in safe, welcoming environments where children had fun and could make new friends.

There was a wide range of activities on offer for children and young people in Stockon-on-Tees, including:

- Horse riding
- Martial arts and boxing
- Swimming
- Arts and crafts
- Dance
- Football
- Ice skating
- Go Climb
- Bushcraft
- Paddleboarding
- Film making and podcasts
- Music
- Cinema club
- Sports

## Activities and food

All providers involved in the HAF programme were asked to offer enriching activities, a minimum of 60 minutes physical activity per session and a hot (where possible) nutritious meal that met the school food standards. In addition, providers were asked to deliver education around healthy lifestyle and food choices. Providers met these requirements, and some went over and above, delivering cookery sessions or food workshops or sending home simple recipe cards or meal ideas for children and young people to follow with parents. During the summer HAF provision, children also received a PotGang home growing kit to take home and grow their own vegetables.

Stockton-on-Tees were lucky to be supported generously by Warburtons during 2023-2024 which allowed providers to offer an extra meal or snack and carry out a food education activity with children such as making pizzas and sandwiches. Providers also accessed donations and support from other organisations including major supermarket chains and local food providers.

All providers who helped deliver HAF during 2023-2024 ensured signposting and referrals were made for families and their children and young people where applicable. Providers displayed information, had leaflets or flyers for distribution and some made folders of information about local services.

To ensure all providers met the requirements of the programme they were visited by both Stockton-on-Tees Borough Council and Catalyst during each holiday period, with quality assurance checks carried out to ensure all guidelines were being adhered to. If there were areas for improvement these were noted and fed back to providers.

## With thanks to our providers for 2023-2024:

ARC Stockton	Outdoor Ambition
BCT Aspire	ReGenerate - Hope for Autism CIC
Billingham Boxing Academy	Roseberry Community Consortium
Budo For Change	Purple Door Studio
Cornerhouse	School's Out Sport's In
Daisy Chain	School's Out Sport's In Shine
Eastern Ravens Trust	Simon Carson Sports School
Family Action	Sporting Chance
Family Hubs	Stainsby Gymnastics
Five Lamps	Stainsby Stud Riding School
Football Fun Factory	Tees Active
Groundwork NE and Cumbria	Rosedene Nurseries
Harbour Support Services	Mill Lane Primary
Hardwick In Partnership	Tilery Primary School
Iron Guidance	High Clarence Primary School
Lisa McGee Education Ltd	Bowesfield Primary School
Live It and Get Active	Layfield Primary School





## Key data

The HAF programme in Stockton-on-Tees successfully achieved the following:

	Primary	Secondary	Primary	Secondary	Primary	Secondary
	<i><b>EASTER 2023</b></i>		<i><b>SUMMER 2023</b></i>		<i><b>CHRISTMAS 2023</b></i>	
FSM-eligible / Non-SEND	771	136	1248	276	523	133
FSM-eligible / SEND	148	32	239	43	129	20
Non-FSM-eligible / Non-SEND	69	29	191	91	99	14
Non-FSM-eligible / SEND	20	0	54	22	25	12
<b>TOTAL HAF funded attendees</b>	<b>1008</b>	<b>197</b>	<b>1732</b>	<b>432</b>	<b>776</b>	<b>179</b>
<b>TOTAL HAF funded as a %</b>	<b>84%</b>	<b>16%</b>	<b>80%</b>	<b>20%</b>	<b>81%</b>	<b>19%</b>
<b>TOTAL SEND attendees as a %</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>15%</b>	<b>20%</b>	<b>18%</b>

“My children really enjoy riding. It has given them a chance to do something they would not usually do and to learn. My son is autistic, and he benefits from spending time round the animals as he finds it therapeutic. Thank you.”

“The girls have a chance to do something we would find hard to maintain. They absolutely love it, and they are up and ready without having to be asked.”

# Case study – Child O working with a School Support Worker from Stockton-on-Tees Borough Council

Background: O struggles with his emotions – anger in particular. O displays disruptive behaviour in school which impacts on his learning. O has disclosed historic allegations relating to neglect, emotional abuse and witnessing domestic violence.

O has been engaging with a school support worker around some of the issues impacting his attendance and learning. After building a relationship with O, the school support worker encouraged O to attend HAF, giving him information on a range of available provisions. O decided he would like to try martial arts and attended a provision during school holidays with support from his worker for the first session.

## Voice of the child

“It wasn’t what I expected. I was really nervous when I walked in, but the staff made me feel really comfortable, they were really nice. I enjoyed learning new stances. It was very laid back which I liked but there were also expectations around our behaviour, for example we weren’t allowed to be disrespectful or swear. I have decided to continue the sessions outside of HAF. At the moment I am doing two sessions per week but plan to increase it to five days when the rugby season is over. The other day I had a bad day at school and was feeling really angry, by the time my session ended I had forgotten all about it, when I go there I just feel calm. If I hadn’t gone there, I would have just stayed in bed all holidays, I’m really glad I went.”

## Feedback from school

School have said that O has been speaking positively about the HAF provider and their other classes and has been trying to encourage his peers to attend. School have seen a positive change to O’s emotional wellbeing and resilience and the school support worker confirms he is much happier and confident in himself.

“It is lovely how we can all get together and help cook and prepare the dinners, I love bringing the children to the lounge every day as both of my oldest enjoy joining in doing the activities which they usually struggle with but here they are flourishing.”

“The trips are really good. I would never have the confidence to go on my own. I had never been to that farm before and it was really good, the kids were really entertained.”

## Expenditure

Stockton-on-Tees were granted £916,790 to deliver HAF in 2023-2024. The table below details the breakdown of the actual spend of the funding.

Administrative Expenditure	£88,374
Capital Expenditure	Nil
Programme Expenditure	£788,904
Other Expenditure	£32,408
<b>TOTAL EXPENDITURE</b> <b>(For 1 April 2023 – 31 March 2024)</b>	<b>£909,686</b>

“The girls have always loved your club. They love the staff, the sports, and activities on offer. It’s a great opportunity for them to always be active, eat healthy and be in a positive environment in the holidays. Both have absolutely loved being sports leaders and are desperate to return in the Summer.”

“Child A loves this. Normally shies away from getting dirty and hands on but the mucking out and grooming. Being outdoors and around the animals makes a huge difference in our boys’ life. Child A is a fussy eater, and the lady always customises his food to his liking.”

## Case study - primary school

We have been providing HAF activities within our primary school since 2019. These activities allow children to have fun, eat nutritious meals and enjoy enriching activities all within a safe environment during holiday periods. We feel the HAF programme also encourages children to gain confidence, interact with other children and create lifelong friendships.

Our HAF activities consist of sports, crafts, preparing and cooking food, and much more. Parents are also invited into the school to participate with cooking and to receive additional free food from our community market. The uptake and feedback we have had from attendees and parents alike has been amazing.

The families within our school (almost nine out of 10) are in the lowest 20% deprivation in the country. Rising inflation and fuel bills are causing huge difficulties for many families and the increase in the cost of living has been having a detrimental effect on the families within our school. FSM children are our priority group; however, we also identify vulnerable children as well as SEN pupils who can benefit from HAF.

We have a high level of immigrant and refugee families within our school who speak a vast array of languages. HAF gives our children time to learn about each other outside of the classroom and develop their communication skills.

We acknowledge that physical activities and social interactions all assist with the mental health and well-being of our children. Our PSA is available to oversee the health and wellbeing aspect of the HAF programme and signposts families to relevant places where they can access help and support if needed.

The children see our school as their 'hub' and 'safe' place. The parents see us as a gateway to help in a non-judgemental way. The HAF funding allows us to provide this during the holidays. The provision is needed within this area, and we feel any reduction in this provision would severely impact our families.

"Child B loves riding, and this activity has really improved her confidence. She socialises more with the other children - we have seen a huge difference. Thank you for providing this facility."

"Child C thoroughly enjoys being outdoors and loves to learn. She constantly tells us what she has done and how she has spent every minute of the day. Time spent at HAF is beneficial to us both as I know she is having a good time and safe - learning new skills and making friends."

# Plans for the HAF programme

Moving forwards we would like to:

- Continue to develop and promote the HAF programme to the residents of the borough
- Implement a new booking system
- Develop the SEND offer where possible
- Increase attendance and work with providers to decrease no shows
- Continue to support providers with offers of training
- Build on current teenage engagement and encourage providers to engage young leaders
- Plan for sustainability



## Feedback from families

“Holidays can be a struggle financially and mentally. It’s hard to keep them entertained because everything costs money, especially when you have more than one child. It was so nice to know the kids were having fun with their friends, keeping fit and learning new skills, having a good meal and just enjoying their holidays. It was a huge weight off my shoulder. The provider made the whole family feel very welcome.”

Parents of anxious child who has brother with severe SEND: “He has really enjoyed having a calm space to come to and have fun. Home life is so hectic and over stimulating for him due to his brother’s needs, it’s really important that he has a break away from that in a calm environment.” This family were signposted to continue with “relax kids” and other relaxation courses at the Family Hubs.

“She has been having a very challenging time at home, she’s not able to see Dad at the moment, and that’s for the best but her behaviour is chaotic. This week has really helped, she’s been showing me lots of the things she’s learnt at home. I’d love for her to keep coming.”

“Firstly, I wanted to email you to thank you directly for all your hard work and effort to make this week happen. We really appreciate it and have just loved seeing how much my daughter has come alive doing the course and how excited she has been by it all. Opportunities to experience and learn more about the backstage of theatre are not easy to come by so this has been an incredible experience for her, especially with her dreams to go into costume and make up. Thank you so much.”

“My daughter loved it. Being the youngest and not knowing anyone she was very nervous, but she commented on how well they were welcomed by Josh, how wanted she was made to feel (not like they were doing her a favour to be there) and how time was given to help them bond as a group. She really enjoyed everyone who interacted with them. She was encouraged when the makeup tutor encouraged her to look at the college course and when the casting agent mentioned linking her in with someone in costume! I have rarely heard her tell us so much about her day. She loved seeing backstage at the Globe. She understands so much more now about what happens backstage. She has learnt theatre terms. She has grown in confidence, passion and is more determined to pursue her dreams. Thank you!”

“Thank you for trip to farm, enjoyed the day with kids. Thanks for transport, lunch, entry, and animal feed. Most importantly for creating happy memories with my family. Always feel safe and relaxed when attending families are fun days at Family Action, big smiles from Mum and boys.”

“As a foster carer, I appreciate all the hard work that goes into it. I love the management; it has a friendly atmosphere. The children want to come again, and they feel safe here.”

**Children and Young People Select Committee  
Work Programme – 2023-2024**

<b>Date</b>	<b>Item</b>	<b>Attending</b>
17 July 2024	Progress Update – Care Leavers EET  Progress Update – Contextual Safeguarding and Youth Relationships  Youth Justice Plan	Mandie Rowlands  Dave Willingham  Miriam Sigsworth
25 September 2024	Review of Narrowing the Gap in Educational Attainment – Final Report	Vanessa Housley Eddie Huntington
16 October 2024	CANCELLED	
13 November 2024	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of HAF – Scope and Project Plan	Vanessa Housley Gill McCleave  Mandie Rowlands
11 December 2024	Review of HAF – Evidence	Mandie Rowlands
15 January 2025	Review of HAF – Evidence	Mandie Rowlands
12 February 2025	Review of HAF – Summary of Evidence	Mandie Rowlands
12 March 2025	Review of HAF – Final Report	Mandie Rowlands

**Items to be scheduled each year**

**Annual**

Overview of Children and Young People's Services and Annual Safeguarding Report

**Six Monthly**

Children and Young People Performance Reports

**Progress Updates**

Contextual Safeguarding and Youth Relationships TBC  
Narrowing the Gap in Educational Attainment

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