

A G E N D A

Children's Services Scrutiny Committee

Date: **Monday, 19th March, 2007**

Time: **10.00 a.m.**

Place: **: The Council Chamber,
Brockington, 35 Hafod Road,
Hereford**

Notes: Please note the **time, date** and **venue** of
the meeting.

For any further information please contact:

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**County of Herefordshire
District Council**

AGENDA

for the Meeting of the Children's Services Scrutiny Committee

| | | |
|------------|------------------------------------|--|
| To: | Councillor | B.F. Ashton (Chairman) |
| | Councillor | J.P. Thomas (Vice-Chairman) |
| | Councillors | Mrs. S.P.A. Daniels, N.J.J. Davies, Brig. P. Jones CBE, G. Lucas, R.M. Manning, Mrs. J.E. Pemberton, Mrs. S.J. Robertson, D.C. Taylor, Ms. A.M. Toon and W.J. Walling |
| | Church Members | Mr. A. Geach (Church of England) and J.D. Griffin (Roman Catholic Church) |
| | Parent Governor Members | Ms K. Fitch (Primary School Parent Governor Member) and Mrs. C. Woolley (Secondary School Parent Governors) |
| | Teacher Representatives | C. Lewandowski (Secondary School teachers) |
| | Headteacher Representatives | Mrs. D. Strutt (Secondary Schools) |
| | Community Representatives | Ms D Scott (The Alliance) |

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| To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee. | |
| 3. DECLARATIONS OF INTEREST | |
| To receive any declarations of interest by Members in respect of items on the Agenda. | |
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| To consider suggestions from members of the public on issues the Committee could scrutinise in the future. | |

| | | |
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PUBLIC INFORMATION

HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES

The Council has established Scrutiny Committees for Adult Social Care and Strategic Housing, Childrens' Services, Community Services, Environment, and Health. A Strategic Monitoring Committee scrutinises corporate matters and co-ordinates the work of these Committees.

The purpose of the Committees is to ensure the accountability and transparency of the Council's decision making process.

The principal roles of Scrutiny Committees are to

- Help in developing Council policy
- Probe, investigate, test the options and ask the difficult questions before and after decisions are taken
- Look in more detail at areas of concern which may have been raised by the Cabinet itself, by other Councillors or by members of the public
- "call in" decisions - this is a statutory power which gives Scrutiny Committees the right to place a decision on hold pending further scrutiny.
- Review performance of the Council
- Conduct Best Value reviews
- Undertake external scrutiny work engaging partners and the public

Formal meetings of the Committees are held in public and information on your rights to attend meetings and access to information are set out overleaf

PUBLIC INFORMATION

Public Involvement at Scrutiny Committee Meetings

You can contact Councillors and Officers at any time about Scrutiny Committee matters and issues which you would like the Scrutiny Committees to investigate.

There are also two other ways in which you can directly contribute at Herefordshire Council's Scrutiny Committee meetings.

1. Identifying Areas for Scrutiny

At the meeting the Chairman will ask the members of the public present if they have any issues which they would like the Scrutiny Committee to investigate, however, there will be no discussion of the issue at the time when the matter is raised. Councillors will research the issue and consider whether it should form part of the Committee's work programme when compared with other competing priorities.

Please note that the Committees can only scrutinise items which fall within their specific remit (see below). If a matter is raised which falls within the remit of another Scrutiny Committee then it will be noted and passed on to the relevant Chairman for their consideration.

2. Questions from Members of the Public for Consideration at Scrutiny Committee Meetings and Participation at Meetings

You can submit a question for consideration at a Scrutiny Committee meeting so long as the question you are asking is directly related to an item listed on the agenda. If you have a question you would like to ask then please submit it **no later than two working days before the meeting** to the Committee Officer. This will help to ensure that an answer can be provided at the meeting. Contact details for the Committee Officer can be found on the front page of this agenda.

Generally, members of the public will also be able to contribute to the discussion at the meeting. This will be at the Chairman's discretion.

(Please note that the Scrutiny Committees are not able to discuss questions relating to personal or confidential issues.)

Remits of Herefordshire Council's Scrutiny Committees

Adult Social Care and Strategic Housing

*Statutory functions for adult social services including:
Learning Disabilities
Strategic Housing
Supporting People
Public Health*

Children's Services

Provision of services relating to the well-being of children including education, health and social care.

Community Services Scrutiny Committee

*Libraries
Cultural Services including heritage and tourism
Leisure Services
Parks and Countryside
Community Safety
Economic Development
Youth Services*

Health

*Planning, provision and operation of health services affecting the area
Health Improvement
Services provided by the NHS*

Environment

*Environmental Issues
Highways and Transportation*

Strategic Monitoring Committee

*Corporate Strategy and Finance
Resources
Corporate and Customer Services
Human Resources*

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- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
- Access to a public Register stating the names, addresses and wards of all Councillors with details of the membership of Cabinet and of all Committees and Sub-Committees.
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COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

BROCKINGTON, 35 HAFOD ROAD, HEREFORD.

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COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

MINUTES of the meeting of Children's Services Scrutiny Committee held at : The Council Chamber, Brockington, 35 Hafod Road, Hereford on Friday, 15th December, 2006 at 10.00 a.m.

| | | |
|-----------------|--|--|
| Present: | Councillor | B.F. Ashton (Chairman) |
| | Councillor | J.P. Thomas (Vice Chairman) |
| | Councillors | Mrs. S.P.A. Daniels, G. Lucas, R.M. Manning, Mrs. S.J. Robertson, D.C. Taylor, Ms. A.M. Toon and W.J. Walling |
| | Church Members | J.D. Griffin (Roman Catholic Church) |
| | Teacher Representatives | C. Lewandowski (Secondary School teachers) |
| | Headteacher Representatives | Mrs. D. Strutt (Secondary Schools) |

In attendance: Councillors Mrs. J.A. Hyde, T.M. James, D.W. Rule MBE (Children and Young People) and R.M. Wilson

27. APOLOGIES FOR ABSENCE

Apologies were received from Councillor N.J.J. Davies; Mr A. Geach; Councillor Mrs J.E. Pemberton and Mrs C. Woolley.

28. NAMED SUBSTITUTES

There were no named substitutes.

29. DECLARATIONS OF INTEREST

There were no declarations of interest.

30. MINUTES

RESOLVED: That the minutes of the meeting held on 6th October, 2006 be approved as a correct record and signed by the Chairman.

31. SUGGESTIONS FROM MEMBERS OF THE PUBLIC ON ISSUES FOR FUTURE SCRUTINY

There were no suggestions from members of the public.

Members of the Committee raised issues concerning the Connexions Service; Extended Schools; City Academies and the monitoring of budgets containing in-year grants for specific projects. The Director of Children's Services reported that Member briefing papers on issues can be issued at any time. The subject of Extended Schools would be dealt with under agenda item 6.

32. CHANGE FOR CHILDREN IN HEREFORDSHIRE

The Committee was advised on the Change for Children progress overall, including extended schools and the recent Education and Inspection Act 2006 as applied to transport.

The Director of Children's Services reported that the national change programme – Every Child Matters – was now into the delivery stage. She further reported in relation to the Young People's Partnership Board; the Local Safeguarding Children's Board; the proposed establishment of a Public Service Trust; the delivery of key priorities under the Families Strategy and the Children's Centres and Extended Schools programmes, the details of which were set out in the agenda report.

The Committee noted that good progress was being made with 'Support for Families' issues; that the Extended Schools programme now combined with the role undertaken on the 'Play Strategy'; that the planning and delivery of the Common assessment framework was on track and that in November 2006 Advantage West Midlands (AWM) had been satisfied with the programme in place.

On questioning the criteria for locating Children Centres the Committee were informed that this was based on deprivation areas, that schools had been consulted and, where possible, school premises were the preferred location. The Cabinet Member (Children & Young People) warned that resources were very limited to enable the completion of the programme of Children Centres.

Funding under the Extended Schools programme was held by the relevant secondary school for allocation to schools in their partnership area.

The Director of Children's Services and the Admissions and Transport Manager reported that the implementation of the denominational Transport policy had not demonstrated any particular concerns. Details were issued to the Committee entitled: 'Appendix 1 Denominational Admissions & Transport provision – Secondary Schools' which set out yearly admission figures to Bishop of Hereford and St Mary's secondary schools and provided an 'Acorn' analysis for current year 7, 8 and 9 pupils in each high school.

The Admissions and Transport Manager further reported in relation to changes under the Act to travel arrangements provided for pupils from low-income families. He anticipated that, due in the main to the large distance between Herefordshire schools, there would be little or no impact on this aspect of its introduction.

RESOLVED: that the report be noted

33. REVENUE BUDGET MONITORING REPORT 2006/07

The Committee scrutinised the report on the monitoring of the revenue budget, for the period to the end of October, for the Children & Young People's Directorate.

The Director of Children's Services reported that the trend towards an overspend continued and the monitoring of expenditure to October 31st now projected an overspend of £214,000 at year-end, as indicated in the figures set out in Appendix 1 to the report. The overspend was largely due to increasing external agency placements in the Safeguarding and Assessment Budget. Placements had risen from 24 at the beginning of the year to 29 now. The number of children in foster care had also risen from 111 at the beginning of the year to 121 now. Additionally extra spend on filling social work vacancies and agency staff had been incurred in order to

improve services in line with the Joint Area Review.

The Directorate Finance Manager reported that income under the Dedicated Schools Grant (DSG), which the Council had to pay to schools in March but didn't receive final notification of from government until June, had been less than expected.

During the course of scrutinising the monitoring report the Committee noted the following points in response to questions raised:

- There needed to be clear lines of monitoring in relation to the use of in-year grants received under the Early Years Childcare Grant, which was used to offset some early years expenditure.
- The Council was seeking an increase in funding from the Learning and Skills Council (LSC) to support the Special Educational Need (SEN) cost of post-16 pupils.
- External agency placements were generally negotiated, however, costs were typically £150,000 for each place per annum provided by the private or voluntary sectors. On the face of it these costs were thought to be expensive and the Audit Commission were undertaking a national audit study into better management of expensive 'out county' placements. However, the agencies did provide a range of highly specialist services to children most in need.
- An audit of the child's need was always undertaken to ensure proper placement of the child.
- Herefordshire together with Worcestershire and Shropshire were awaiting the outcome of a Private Finance Initiative (PFI) funding request to the DfES to jointly commission a placement facility in Ludlow, which would provide for 12 placements, 2 of which would be for Herefordshire.
- The DfES had awarded greater than inflation rises (on a per pupil basis) to school budgets and although, in general, schools in Herefordshire had high balances funding was expected to reduce in line with falling pupil numbers and schools would have to reduce their staffing and expenditure in coming years.
- The Directorate worked with schools that had a deficit budget to assist them in balancing their funds. The Directorate anticipate that the number of schools to be in deficit may rise in coming years.
- While the Assessment and Family Support budget currently showed an underspend, new initiatives coming on line were expected to put a strain on this budget in the future.
- Grant money received usually had clear criteria governing its use.

RESOLVED That the report be noted.

At this point the Committee adjourned for approximately five minutes and reconvened at 11.30 am.

34. IMPROVEMENT AND ANNUAL ASSESSMENT OF PERFORMANCE

The Committee considered progress on improvement and performance of the Children & Young People's Directorate.

The Director of Children's Services reported that the improvements identified in the Joint Area Review (JAR) were on track and that the allocated budget for this had levered external advice and input to assist the Directorate in achieving the improvement required. She further reported that the success criteria for the improvement work programme (set out at Appendix 1) and reports to the Minister for Children and Families had been agreed.

The Joint Area Review (JAR) progress report as of 27th November was attached at Appendix 2 to the report and the Director of Children's Services drew the Committees attention to a number of highlights in the report. She also reported that the Commission for Social Care Inspection (CSCI) 2006 Annual Performance Assessment (APA) letter at Appendix 3 to the report confirmed the Council's self-assessment agreed by Cabinet in May 2006. That meant that with satisfactory scores of 2, the Council had secured a position where there were no inadequate assessments on "Staying Safe" or "Service Management". Outstanding matters under the JAR improvement Plan would transfer to a new reporting arrangement, which would also take account of the emerging priorities from the APA letter and GOWM priorities meeting.

During the course of debate the Committee noted that:

- Good efforts had been made to increase the current Social Worker establishment level, including where appropriate, by encouraging existing staff to progress their training and career in this area.
- With the fall in the number of Statutory Assessments, 100% of assessments had been undertaken within the target time.
- As a result of the good progress made in meeting the JAR Improvement Plan it was expected that the GOWM Children and Young People's Services Improvement Project Board for Herefordshire would be wound up in March 2007.
- The work undertaken by the Homelessness and Advice Team in significantly reducing the number of families housed in bed and breakfast accommodation, and consequent call on the budget, was appreciated and it was noted that the Adult Social Care and Strategic Housing Scrutiny Committee monitored this BVPI. However, the Committee expressed some concern over the possible number of young people who may be 'sofa surfing' or living in difficult/overcrowded conditions with friends or in-laws.
- Reference in the CSCI letter to 'dental health is very poor' referred to the fact that the majority of Herefordshire's drinking water was not fluoridated.
- Good progress was being made in tackling the issues raised by the CSCI statement 'there is a lack of co-ordination between agencies for the assessment, planning and individual involvement of children with learning difficulties and /or disabilities'.
- The Service, together with its partners, were looking at ways of helping young people leaving care to access appropriate employment opportunities.

RESOLVED That the report be noted.

35. PROGRESS OF THE BEHAVIOUR AND DISCIPLINE MANAGEMENT IN HEREFORDSHIRE SCHOOLS REVIEW

The Committee noted that the scrutiny review of Behaviour and Discipline Management in Herefordshire Schools was progressing and that a report on the findings was expected soon.

36. CHILDREN'S SERVICES SCRUTINY COMMITTEE WORK PROGRAMME

The Committee considered its work programme.

While Members raised a number of suggested issues, following commentary by the Director of Children's Services no issues were added to the programme.

The Committee requested that when the issue of 'school performance' was

discussed in March 2007, that a full break down within the examination A*C range be supplied so that Members can see what had been achieved.

The Committee noted the draft scoping statement for the 'Scrutiny Review of Transition from Leaving Care to Adult Life', attached to the report at Appendix 1 and that an approach to undertaking the review had been previously agreed.

RESOLVED That the work programme be approved and reported to Strategic Monitoring Committee.

The meeting ended at 12.15 p.m.

CHAIRMAN

CURRENT SCHOOL ISSUES**Report By: Director of Children's Services****Wards Affected**

County-wide.

Purpose

1. To inform the Committee of recent developments on some key issues for schools and to receive questions as appropriate.

Financial Implications

2. None

ReportHealthy Schools

3. The team has relocated to accommodation in the Berrows Business Centre which provides a more reasonable space for the team and their many resources.
4. 54% of Herefordshire schools are already fully accredited for National Healthy Schools Status (NHSS) so Herefordshire has achieved the national target well ahead of time. The status of Healthy Schools Accreditation is therefore green in the Red-Amber-Green rating (RAG) and Herefordshire is one of only a handful of West Midlands authorities to achieve this ahead of schedule. The team has progressed from a red to a green in the space of 18 months.
5. Additionally, there are a further 34% of schools working towards the status this year. This involves the team in planning days, training, individual support meetings and work with partner agencies but it is rewarding to see so many schools enthusiastic about achieving healthy schools status. It is anticipated that these schools will have reached the target by June 2007.
6. Pencombe, Eardisley, Brilley, Much Birch, Almeley, Lea and Clehonger are working towards Gold standard as they have already gained National Healthy Schools Status. This will be done by the children applying for the status through a presentation, video, scrap book or whatever medium they choose. This will show that they are working as a Healthy School and beyond.
5. The recent teenage lifestyles survey data is being used to develop a new Crucial Crew programme including;
 - Road safety in rural areas
 - The effects of alcohol on decision making
 - Safety in the home

Further information on the subject of this report is available from Ms S Fiennes, Director of Children's Services

Tele: (01432) 260039

- Personal safety

These themes, as identified as a priority from the survey, will be the focus of work with primary schools.

7. The new accommodation contains a resource and work room which is available for teachers to use. It has the facilities of a computer with internet access and varied resources so that schools can work on individual programmes or work with the team.
8. The Herefordshire Healthy Schools website is up and running (www.healthyschools.gov.uk) with excellent access to links to training, resources and advice.
9. Following local demand, nutritional training (Phunky Food) has been piloted in a group of primary schools. This has been successfully completed and a further ten schools will receive the training. Schools can develop this into accredited courses through Worcester College.
10. Seventeen teachers and nurses are completing continuous professional development (CPD) in Personal, Social and Healthy Education (PSHE) this year. This is a nationally accredited course that takes a year to complete. The team has run the course and mentored the participants.
11. Traveller forums have been initiated at Wyebridge Sports College and Weobley High School. Parents have the opportunity to meet with teachers and participate in activities such as interviewing for a teaching assistant (TA).
12. The racial incident guidelines have been updated this month to reflect local and national changes and new requirements for monitoring.
13. The team have participated in training days for the Marches Consortium on the four themes within national healthy schools status which are Healthy Eating, PSHE, Physical Activity, Emotional Health and Wellbeing with particular focus on Sex and Relationships Education, Self Esteem and Drugs Education.

School Performance

Secondary Schools

14. Herefordshire Schools continue their year on year improvement for pupils at KS3. The SATs results for 2006 that have just been published show that the local authority average point score of 35.6 has risen for the fourth year in succession and remains above the national average of 35. The local authority average's for English, Maths and Science at both Level 5 and Level 6 are again above the national average.
15. Pupils in Herefordshire maintained schools have achieved the best results ever in GCSE passes this year.

61.8% of all pupils achieved five or more A* - C passes. 48.2% achieved 5+ A* - C including English and Maths. This year 93.1% of pupils gained at least five passes at A* - G. There have been outstanding performances by boys and girls in all schools but some schools have recorded outstanding overall improvements.

Weobley High School has put a period of uncertainty emphatically behind it with 67.7% of pupils gaining five A* - C passes, an improvement of 14.7% on last year. Lady Hawkins School's results have improved by 19.8% to 77.5%. St Mary's R C High School by 18.1% to 83.5%. John Masefield High School by 14.4% to 65% and Wigmore High School was once again the highest performing school on 85.8%.

Primary Schools

16. Herefordshire Primary Schools' inspections demonstrate that we are in line with the performance outcomes of inspections nationally. Out of those schools inspected under the Revised Schedule since September 2005, 60% are judged as being good or better, with 4% of those being outstanding (St Michael's, Bodenham, Orleton and Stoke Prior). 40% have been judged as satisfactory or below, with 4% being given a Notice To Improve (Eywas Harold, Llangrove and Wellington).

17. Standards: Key Stage 1

Standards are judged by the DFES to be good overall.

Results remain above the national in reading, writing and mathematics.

However, there was an overall drop in performance at Level 2b+ and Level 3, particularly in reading and writing. This drop was larger than the national.

18. Standards: Key Stage 2

Standards are judged by the DFES to be good overall.

The following information details Herefordshire results for each of the three subjects tested by SATs, compared to the national average:

| | | |
|-------------|----------|--|
| English | Level 4+ | L.A. Average: 80% (a drop by 1% from 2005) England Average: 79% Level 5L.A. Average: 31% England Average: 32% |
| Mathematics | Level 4+ | L.A. Average: 75% (no change from 2005) England Average: 76% Level 5L.A. Average: 30% England Average: 33% |
| Science | Level 4+ | L.A. Average: 88% England Average: 87% Level 5L.A. Average: 43% England Average: 46% |

School Meals

19. In response to recent government initiatives to improve the quality of school meals and to offer universal hot meal provision by September 2008, Herefordshire has taken the following steps:

- Set out a policy framework for Healthy School Meals in Herefordshire, approved by the Cabinet member for Children & Young People.
- Established a School Meals Steering Group with representatives from catering contractors, schools, dieticians, local purchasing groups and local authority officers.
- Adopted the strategy of supplying hot school meals from secondary schools to local primary schools
- Investing in secondary school kitchens to ensure there is sufficient capacity and flexibility to be able to meet the demand for hot meals from primary schools by September 2008 to comply with the universal provision requirements.
- Consulting heads and local primary schools for the refurbishment of three further secondary school kitchens in Summer 2007 to provide the most flexibility and ease of access to meal provision.
- Revising school meal contracts when re-tendered to ensure that local primary schools are "bundled in" with the local high school as far as practicable.
- Assisting primary and special schools with the costs of meal transportation wherever the supply of meals is at risk of cessation through difficult to replace contractors withdrawing from the market.
- Increased the free school meal allowance within the schools budget from £1.05 in 04/05 to a proposed £1.70 in 07/08 achieving parity of rates with neighbouring authorities.
- Providing the school cooks with nutrition training courses in 2007 to meet the New Food Based Requirements for School Lunches introduced in September 2006.

Recommendations

THAT the Committee endorse the report and consider any comments or recommendations it may wish to refer to the Cabinet Member about further development.

BACKGROUND PAPERS

None identified.

PROGRESS ON IMPROVEMENT CHILDREN AND YOUNG PEOPLE'S SERVICES

Report By: Director of Children's Services

Wards Affected

County-wide

Purpose

1. To continue the routine reporting on the improvement in outcomes and performance management.

Financial Implications

2. The dedicated improvement budget has been used effectively and is on target to be fully spent by end of March 2007.

Considerations

3. The new approach to the action plan was endorsed by GOWM and the updated plan is attached at Appendix 1.
4. The December 2006 Government Office West Midlands (GOWM) Improvement Board for Herefordshire endorsed the achievements for 2006. These are attached as Appendix 2 and informed the second report to the Minister along with the positive but separate outcomes for 2005-06.

On 2 key indicators Herefordshire has achieved excellent results.

Education qualifications of children looked after – Herefordshire, is TOP nationally.

Stability of placements of children looked after, Herefordshire, is 2nd nationally. On several others we are in the top group :-

- Education, employment and training for care leavers – 6th nationally.
 - Children looked after in foster placements or placed for adoption – 21st nationally.
 - Reviews of child protection cases – 18th nationally.
 - Adoptions of children looked after – 20th nationally.
 - Timing of core assessments – GOOD.
5. The 2006/07 Directorate Plan identified 10 priorities. Progress has been made in all ten areas and there is now a solid foundation of satisfactory performance across the Council's children's services and with partners. Specifically the following have been achieved:
 - The Children & Young People's Board is fully established and has reviewed the Delivery Plan for this work. All of which is progressing well.

Further information on the subject of this report is available from Sue Fiennes, Director of Children's Services on 01432 260039

- The Local Safeguarding Children's Board has been established and has a development and business plan.
 - Developments in integrated frontline services have been achieved by the further opening of Children's Centres, Extended school provision and assessments and transition progress for children with disabilities.
 - The Child Concern Model has now been developed into the Common Assessment Framework and this is being piloted in the South Wye area and across children with disabilities. It includes a significant training of over 200 staff on common definitions and language. This will do to two important things: (i) make sure that the children and their families experience one approach; and (ii) it will help us in our development with the kind of integrated working arrangements that are relevant for Herefordshire.
 - The Children & Young People's Partnership Board has developed an information sharing agreement and is ready to sign this off.
 - The performance in key areas has been regarded as good as particularly this relates to paragraph 4.
 - The improvement plans have, with two exceptions reported elsewhere, been delivered to time and standard.
 - The workforce strategy for the whole area is now ready for local consultation.
 - The disability strategy is now ready for consultation and will link to the inspection findings for adults with learning disabilities. In addition, there has been a national report on transitions from school to adult life and this will be used as a template for our improvement locally.
 - There have been significant practitioner work aspects on the development and support for families strategy which will assist in informing the integration models described earlier. This task was not completed in 2006/07, however, it was felt important to obtain more ownership and practitioner's views before proceeding to conclude this by April 2008.
6. A summary of the current position on improvement was part of the Integrated Performance Report to Cabinet in January 2007.
 7. The exceptions highlighted were Disability Strategy and Workforce Strategy. The concerns both from the Council and GOWM perspectives were the pace of the projects and the standard of the strategy reports presented.
 8. Additional capacity has been secured to ensure comprehensive reports are available for the March GOWM Board.
 9. The test is now to demonstrate that in these two areas, project management approaches are sustainable into the future. GOWM are holding a review with the respective project teams prior to the March 2007 GOWM Improvement Board.
 10. There will be an independent evaluation by IPC of the progress on performance management reporting to the March 2007 GOWM Board. An Interim Performance & Improvement Manager is now in place and the recruitment process is underway for

Further information on the subject of this report is available from Sue Fiennes, Director of Children's Services on 01432 260039

the substantive post. The team is being built currently from existing resources and the action plans are on track.

11. The social work staffing position is that 50.3 are filled, of these 5 are agency staff. This means the agreed target for March (50) is exceeded.
12. The third and currently final report to the Minister will be presented after the March Improvement Board. It remains the ambition to ensure sufficient progress against the agreed success criteria to satisfy GOWM and DfES so that routine performance assessment and improvement activity can be re-established.

RECOMMENDATION

THAT the Committee note the progress as at February 2007.

BACKGROUND PAPERS

Previous improvement reports to Children's Services Scrutiny Committee.

GOWM Herefordshire Improvement Board

Action Plan

15

| LEGEND | |
|---------------------|---------------------|
| Com | Completed |
| On track | On track |
| Not on track | Not on track |
| No progress | No progress |

GOWM HEREFORDSHIRE IMPROVEMENT BOARD ACTION PLAN

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|-------------------------------|----------|-------------|--------|---------------------------------------|--|--------------|
| PROJECT MANAGEMENT | | | | | | | |
| Report to Board on transition from PIAP to Improvement Board Action Plan. | Dec 06 | Com | | | | Completed Dec 06 | AB |
| Production of Improvement Board Action Plan. | Dec 06 | Com | | | | Completed. Revised plan agreed by Board at Dec 06 meeting. | AB |
| Production of monthly reports to Board demonstrating progress towards delivery of milestones and Success Criteria by due date. | Monthly Dec 06 – Mar 07 | On track | | | | | ALL |
| Project report and Board Review if Success Criteria have been met. | Mar 07 | On track | | | | | AB |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|----------|----------|-------------|--------|---------------------------------------|---|--------------|
| Development of the Common Assessment Framework in Herefordshire. | | | | | | | |
| Update report – CAF pilots. | Jan 07 | Com | | | | Completed | SMc |
| CAF pilots commence. | Jan 07 | Com | | | | Pilots commenced on 22 January 2007. | SMc |
| Number of practitioners trained and using CAF – target 160. | | Com | | | | Training programme underway. 202 trained to date. | SMc |
| No of CAF's completed (Target for 2006/07 – 30 (Target for 2007/08 to be determined following pilots) | Jan | Com | | | | 5 to 31 Jan 07. | SMc |
| | Feb | On track | | | | | SMc |
| | Mar | On track | | | | | SMc |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|----------|----------|-------------|--------|--|--|--------------|
| PERFORMANCE MANAGEMENT | | | | | | | |
| IPC evaluation exercise. | Feb 07 | On track | unlikely | high | Interim Manager in post. | Initial planning meeting took place 21/12/06. Milestones agreed with manager. Interviews for permanent manager held 9/2. | GS |
| Satisfactory evaluation report from IPC to Board covering – Robustness of arrangements, Quality of plans and progress reports, Impact on operational arrangements and strategic thinking. | Mar 07 | On track | unlikely | high | Weekly supervision meetings arranged. Reports fed to Directorate Improvement Group. | 4 project plans in place and being closely monitored by C&YP Performance Group, C&YP Improvement Board and GOWM Board. Virtual team in place. Philip Provenzano to present evaluation report to RW, SF and GS on 19 th March 07. | GS |
| Improved performance data collection and analysis. | Mar 07 | On track | | | Internal Directory completed now being 'embedded' with service teams. | Seconded appointed for 6 months to undertake performance management lead role supported by second seconded and IPC. Corporate (IPR) reporting requirements being met. Positive direction of travel finding by Audit Commission. Action Plan in response to Audit Commission | GS |

| | | | | | | |
|---|--------|----------|--|--|---|----|
| | | | | | report was reported to GOWM Board in February. Internal Directory of PI's now produced and available on Intranet | |
| Evidence of improved outcomes for children and young people and families. | Mar 07 | On track | | | End December 2006 achievements list agreed. | GS |

| Success Criteria and Milestones | | | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|----------------------|------------------------|----------|--------------|-------------|--------|---|--|--------------|
| Number and timeliness of initial and core assessments. | | | | Not on track | | | Insufficient qualified social workers – ongoing recruitment programme and funding bid supported by Cabinet. | As at December, current staffing is 50.32wte which meets the target for March 07. Position maintained during January. This includes 5 agency social workers. Revised targets for social worker establishment produced December 06. March 07 50 March 08 53 March 09 57 Outcome from target setting workshop for 07/08 to be reported to Board in March. Successful Focus Group held – outcome to inform review of Recruitment & Retention Strategy. | SMc |
| DIS1704 C64 | Target 75% 80% | Forecast 65% 70% | Mar 07 | Not on track | | | | | |
| HSCB Development. | | | | | | | | | |
| Appointment of HSCB Development Manager. | | | Dec 06 | Com | | | Board ineffective and higher risk to C&YP – Interim arrangements in place. | PCT secondee appointed to role of Business Manager. Now in post – 22/01/07. | SMc |
| Appointment of HSCB Training Officer. | | | Feb 07 | Not on track | | | Practitioners not adequately trained – Interim appointment made. Multi-agency training pool in place. | Interim appointment made pending re advertisement in New Year. Post successfully re-evaluated. To be re-advertised March 2007. | SMc |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ Mitigation | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|------------------|-----------------|--------------------|---------------|---|--|---------------------|
| Information Sharing Protocol drafted and agreed by CYPPB. | Jan 07 | On track | | | Partners cannot agree protocol – consulting all partners. | Initial draft presented to CYPPB. Progress report to CYPPB Dec 06. Concerns raised by police being addressed through negotiation. 3 rd draft considered by CYPPB 26 th . Board ready to endorse protocol but agreed to defer until March Board meeting to allow Voluntary Sector Alliance to consult its members and secure their individual Boards/Committees formal endorsement. | AB |
| Wider Workforce Strategy Development. | | | | | | | |
| Strategy Development Plan produced. | Dec 06 | Com | | | | PID approved by CYPPB 30 th November. Progress report to GOWM Board December 06. Draft Strategy to be presented to Board scheduled for March 07. | SMc |
| Draft Strategy developed. | Dec 06 Feb 07 | On track | | | | Framework prepared. Initial and second draft strategies considered by C&YP Improvement Board on 14 th and 28 th Feb 07. | SMc |

| | | | | | | | |
|---|--------|----------|-----|------|--|--|-----|
| | | | | | | | |
| GOWM to evaluate project management skills/capacity | Mar 07 | On track | | | | Evaluation meetings for Workforce and Disabilities took place on for 23 rd February 2007. | RW |
| Consultation event. | Mar 07 | On track | | | | Will take place on 27 th March 2007. | SMc |
| Strategy and Implementation Plan approved by CYPPB. | May 06 | On track | | | | | SMc |
| Delivery of key milestones (to be confirmed following agreement of strategy). | TBC | On track | Low | high | Delay would impact on service capacity, integration and Improvement/ <i>Implementation Plan will be produced and closely monitored by C&YP Improvement Board.</i> | | SMc |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|----------|----------|-------------|--------|---------------------------------------|--|--------------|
| Improve housing provision for both single young people and families | | | | | | | |
| Provide 6-10 units of additional accommodation for care leavers. Targets - | | On track | | | | | SMc |
| Purchase of 6 units | Apr 07 | Com | | | | The purchase of 6 properties has been completed. 4 are currently occupied and 2 are being prepared for occupation. Possibility of acquiring a 7 th property is being pursued within existing funds. | SMc |
| Secure nomination rights to 4 additional units with support provided by SHYP. | Apr 07 | On track | | | | Negotiation with SHYP progressing well. Agreed in principle. | SMc |
| All vulnerable children and young people to be in satisfactory accommodation. | Apr 07 | On track | | | | Wider range of options has avoided the need to place young people in B&B or other unsuitable accommodation. | SMc |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ Mitigation | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|-----------------|-----------------|--------------------|---------------|--|--|---------------------|
| Affordable housing targets met. | | | | | | | |
| New affordable housing provision. Target 161 units. | Apr 07 | On track | | | | Ahead of schedule 155 units provided by end January 07. | RG |
| Reduction in the use of B&B accommodation. | | | | | | | |
| Families housed in B&B – Target – nil | Apr 07 | On track | | | | Reduced from 40 to 5 (4) at the 31st January 07. (Figure in brackets show the position at 4 th January 07). | RG |
| Families housed in B&B for more than 6wks – Target – nil | Apr 07 | On track | | | | Reduced from 28 to 3 (2) at the 31st January 07. (Figure in brackets show the position at 4 th January 07). | RG |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|----------------|----------|-------------|--------|---------------------------------------|--|--------------|
| Improve co-ordination of consultation with children and young people to support their participation in strategic planning and review. | | | | | | | |
| Produce framework for the involvement of all children and young people and families. | Mar 07 | On track | | | | A paper is being drafted on the arrangements for involving children and young people in decision making process in the county. National Association of Children's Information Services Quality Award highlighted – thorough planning of service development based on feedback from users and good evaluation and monitoring systems in place. | AH |
| Parents and carers representatives attending CYPFB. | TBC | | | | | Proposals from Children's Fund and Children's Centres considered by CYPFB on 26 th January 2007. | AH |
| Undertake 6 monthly reviews of effective engagement. | 07/08 & beyond | On track | | | | Good evidence from Youth Council, Funding Panel and Shadow Board minutes and activities. | AH |

| | | | | | | | |
|--|--------|----------|--|--|--|---|----|
| Implement Hear by Rights Standard | | | | | | | |
| CYPPB members to carry out audit. | 07/08 | On track | | | | CYPPB at Dec 06 Board meeting agreed to carry out Audit during early 2007. | AH |
| Report on findings of audit to CYPPB | 07/08 | On track | | | | Post summer 07. | AH |
| Achieve level 1 of Hear by Right Standard. | 07/08 | On track | | | | Post summer 07. | AH |
| Shadow Partnership Board to discuss and feedback to CYPPB. | Jan 07 | On track | | | Declining attendance – being addressed through recruitment drive in schools. | SPB has been revitalised this term. Away day proved successful. Priority areas identified as Play Strategy and Extended Schools Strategy. SPB views reported to CYPPB at January Board. Further report by senior officers to SPB to follow. | AH |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|------------------|----------|-------------|--------|---------------------------------------|---|--------------|
| Children's Services Directory | | | | | | | |
| Re launch of Directory with PDF file. | Mar 07 | On track | | | | Promotional literature sent to schools. ICT technical and design work in progress. Herefordshire Children's Information Service has achieved the Ministerially endorsed NACIS Quality Award in a recent assessment. | AH |
| Undertake bi-annual update of existing services. | Apr 07 Oct 07 | On track | | | | Update scheduled. | AH |
| Quarterly additions to list of services. | Jan 07 | Com | | | | Quarterly update completed. | AH |
| | Apr 07 | On track | | | | | |
| | Jun 07 | On track | | | | | |
| | Sept 07 | On track | | | | | |
| | Dec 07 | On track | | | | | |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|----------|----------------------|-------------|--------|--|---|--------------|
| Ensure appropriate social care support for the families of children with learning difficulties and disabilities. | | | | | Managerial secondments restrict capacity/ <i>appropriate secondment appointments scheduled.</i> | | |
| Commission new short breaks service. | Mar 07 | On track | | | | SLA being prepared with independent supplier Support for Family Strategy funding increased to £120K in 07/08 rising to £200K over 5 years. | MP |
| Increase number of short breaks provided. March 06 (baseline) 63 06/07 target 70 07/08 target 77 08/09 target 85 | | OT OT OT OT | | | Delay in commissioning new service impacting on service capacity and provision/ <i>interim extension of existing arrangements.</i> | Recruitment to new short breaks service to commence during February | MP |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|----------|----------|-------------|--------|--|--|--------------|
| Ensure better co-ordinated transition planning for all children with learning difficulties and disabilities. | | | | | Managerial secondments restrict capacity to deliver/appropriate secondment appointments scheduled. | 75% target being consistently met. | |
| Determine cohort for 06/07 academic year number of transition plans in place. | Dec 06 | Com | | | | Completed | MP |
| Draft transitions protocol produced and out for consultation. | Dec 06 | Com | | | | Completed | MP |
| Conduct study on transitions pathways to the various adult social care teams – | | On track | | | | Internal meetings in Adult teams to look at processes commencing with Autism and Aspergers Syndrome. | MP |
| Commences | Apr 07 | OT | | | | | |
| Completed | Jun 07 | OT | | | | | |
| Transitions protocol agreed and issued to relevant professionals. | July 07 | On track | | | | | MP |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|----------|--------------|-------------|--------|---|---|--------------|
| Improve communication with parents and young people with learning difficulties and disabilities in terms of both the assessment of need and planning of provision. | | | | | | | MP |
| Hold disability workshops with support of Council for Disabled Children to obtain service users views. | Jan 07 | Not on track | | | Poor attendance by service users/review approach. | Workshops booked for 22.2.07 and 23.2.07 with Phillipa Russell. Workshop for parents of younger children held 23.02.07 – Workshops successful. Workshop on transition cancelled as no take up by parents. Philipa Russell (National Council for Disabled Children) will undertake 10 structured telephone interviews to pick up on transitions. | MP |
| Produce analysis of questionnaires sent to parents and carers in October. | Jan 07 | Not on track | | | | 78 out of 100 questionnaires issued have been returned. Initial draft analysis produced and being reviewed before being issued. NCD working on parent friendly version. | MP |

| | | | | | | | |
|---|--------|----------|--|--|--|--|----|
| Production of draft standards informed by workshop and questionnaire. | Mar 07 | On track | | | | | MP |
|---|--------|----------|--|--|--|--|----|

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ Mitigation | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|---|----------|--------------|-------------|--------|---|--|--------------|
| Improve access to hospital in patient provision to meet children and young people's mental health needs (tier 4 CAMHS). | | | | | | | MP |
| PFI bid approved (decision date to be confirmed by DOH) | tbc | Not on track | | | PFI bid refused/ <i>identify alternative accommodation.</i> | PFI bid rejected Jan 07. All tier 4 CAMHS commissioning will happen from the centralised specialist services agency team from April 07. Further detail awaited on operational procedures. Routine progress review meeting between Herefordshire Council, PCT and GOWM took place on 19 th February 2007 to discuss regional strategy. Workshop took place. Results of regional review not now expected until Apr 07. | MP |

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| | | | | | | | |
|--|--------|----------|--|--|--|--------------------------|----|
| Workshop with OPM 30 th January 07 will be used to consult on draft CAMHS Strategy. | Jan 07 | Com | | | | Workshop completed. | MP |
| Approval of strategy by CYPPB. | Mar 07 | On track | | | | Draft strategy produced. | MP |

| Success Criteria and Milestones | Due date | On track | Probability | Impact | Risk Assessment/ <i>Mitigation</i> | Progress to date/PIs/evidence improved outcomes | Lead Officer |
|--|----------|----------|-------------|--------|---------------------------------------|--|--------------|
| Identify all resources for children in the area and consider options for joint and pooled budget arrangements. | | | | | | | GS |
| Increase level of expenditure from pooled budgets. | | | | | | | GS |
| 05/06 baseline £2,939K 06/07 £3,086K | Mar 07 | On track | | | | Progress on track to exceed target. | GS |
| Jointly funded Family Support Strategy – contract with independent sector provider in place. | Mar 07 | On track | | | | Additional funding will be £120K in 07/08 plus 2 social work posts rising to £200K over 5 years. This is in addition to the core funding. Final sum cannot be determined pending approval of the LDP. Expenditure across agencies on Family Support now identified. | GS |
| Identification of CAMHS Strategy pooled budget. | Apr 07 | On track | | | | | GS |
| CAMHS Strategy S31 agreement in place. | Apr 08 | On track | | | | | GS |

| | | | | | | | |
|---|--------|----------|--|--|--|-----------------|----|
| Improving, employment opportunities for young people – establish project group within 14-19 Strategy Group. | Dec 06 | Com | | | | Group in place. | GS |
| Council, LSC and Connexions. Define and determine deployment of resources to support LAC progression in education and training. | Mar 07 | On track | | | | | GS |

STATEMENT OF ACHIEVEMENTS 2006

- APA grades of **adequate/satisfactory for services**.
- Staying Safe – **good overall**.
- **Outcomes**
 - (a) Staying Safe
 - **More children in need being assessed**.
 - Numbers of referrals – well in excess of target. (969 at the end of November 06 against a target of 823 for the year to April 07)
 - Numbers of assessments.- The rolling year initial assessment level in November is 200 greater than in April (552 compared with 352). Similarly the core assessment level in November is 55 higher than in April (165 compared with 110)
 - Tight management and regular review is ensuring more effective and robust risk management, providing greater assurance that safeguarding activity is both effective, appropriately targeted and prioritised.
 - **More children with disabilities being assessed** by social care and occupational therapists
 - OT assessments during the period April – November 2006 have increased by 41% (86 – 121) when compared with the same period for 2005. Over the same period social care assessments have increased by 100% (22 to 44).
 - Increase in family support services. On target to increase the number of short breaks provided by 10% (63 – 70). Negotiations well developed with independent sector provider for a jointly funded £100,000 plus contract to provide expanded family support services.
 - (b) **Achieving Economic Well Being**
 - **Increase in suitable accommodation and support for care leavers**. On target to deliver 10 additional units. 4 of the 6 units of accommodation purchased and 3 occupied. Purchase completion of a further 2 units scheduled for January 07. Negotiations progressing well to secure nomination rights to 4 additional units with support provided by Supported Housing for Young People (SHYP)
 - **Decrease in numbers of families housed in bed & breakfast**.- On target to have no families in B&B by April 2007. Down from over 40 in

April 2006 to 5 at the end of November 2006. Families housed in B&B for more than 6 weeks down from 28 in April 2006 to 2 at the end of November 2006.

- **Service Management/Performance Management**
 - APA grade for capacity to improve – adequate A programme of 4 projects is in place to improve performance management and a joint commissioning strategy is nearing finalisation with the aim of securing integration, effective, efficient and cost effective provision of services.
 - C&YP Plan – mid year review concluded performance on track and satisfactory Key initiatives going into 2007 include the CAF pilot.
- **Workforce Capacity**
 - Social workers above current establishment target. Cabinet have prioritised budget proposals for C&YP and Adult Services recognising the challenges being faced.
 - Effective Workforce Strategy development in place – for “children’s social care” and connected as 1 of the 4 priorities for the wider workforce strategy. The on-going recruitment campaign for qualified social workers is starting to deliver results.
- **Performance Management**
 - Internal and External assessments of performance management – all point to going in the right direction, performance improvement plans in place to ensure that good practice is followed and becomes embedded over the coming year.
 - Prince 2 disciplines for improvement plan quality assured and in place.
 - Performance Management system agreed and reporting arrangements in place.
 - Performance Data Management and Performance Team now on sound basis and a positive evaluation report is anticipated from IPC in March 2007.
 - Council’s Corporate Policy and Performance Unit regard the draft Directorate and Service Plans for 2007/10 as of a good standard which will facilitate effective performance monitoring. (Work continues to complete them, particularly in respect of targets and key milestones for years 2008/09 and 2009/10.

14-19 STRATEGY

Report By: Director of Children's Services

Wards Affected

County-wide

Purpose

1. To up-date the Committee on the revised 14-19 Strategy and to explain the progress in the initiative in Herefordshire.

Financial Implications

2. The Council holds a budget of approximately £15 Million (excluding grants, and special schools for 14-19 education). This includes the allocations to delegated schools budget for these age groups.

Considerations

3. **National Objectives**

- The goal of the 14-19 programme is stated by the DfES to be as follows
 - 'Our aim is that by the age of 19, every young person should have been prepared by their education to succeed in life'
- To achieve the key aims of the programme the DfES envisage that 3 areas need to be developed i.e.
 - (i) 'Getting young people to stay in learning now, getting them on the right courses, keeping them there, getting them to achieve – Raising Attainment now'
 - (ii) 'Reforming curriculum and qualifications so that more young people are motivated and engaged and so what they learn is a better preparation for life – 14-19 Curriculum and Qualifications'
 - (iii) 'Creating the infrastructure (workforce, providers, facilities, local partnerships and arrangements) capable of delivering the curriculum and qualifications entitlement – 14-19 Local Delivery'

Implementation in Herefordshire

4. **Objectives:**

- To integrate the work of the 14-19 Strategy Team with the Secondary Strategy Team to establish consistent and co-ordinated development and delivery of education opportunity from 11-19.

For further information on the subject of this report is available from Paul Murray, Secondary School Improvement Manager, School Improvement Service on (01432) 260823.

- To develop a close working partnership with schools, FE and HE institutions, the LSC, workbased providers and other agencies.
- To develop local and flexible provision to an improved range of academic and vocational courses and qualifications from KS3 to KS5.
- To establish an inclusive approach that meets the needs of every student with particular attention of the more vulnerable.
- To provide impartial advice and guidance to students, parents and carers on 14-19 opportunities throughout the authority.
- To submit expressions of interest through local consortia for the first five Diploma lines (Engineering, Creative and Media, Health and Social Care, ICT and Constructions and the Built Environment).
- To reshape the KS3 and KS4 curricula in order to prepare for the introduction of functional skills courses in 2008 and develop appropriate pathways to Diplomas, Apprenticeships and GCSEs.
- To accelerate the progress made by Children's Services and its partners in preparation for and the delivery of the statutory requirements of the 14-19 Strategy.

Progress to date

5. In the current academic year:

- A 14-19 Strategy Manager has been appointed and will take up post on the April 1st. She is currently the LSC Partnership Adviser for Herefordshire.
- A General Inspector, Secondary with particular expertise in 14-19-curriculum development has been appointed.
- In partnership with the LSC and Connexions we have contracted with Nord Anglia/Wolverhampton University to provide an Area Wide Prospectus and My I Plan for all post 14 students to extend information guidance and individual learning plans (a statutory requirement).
- A School Improvement Service staff member has been appointed Area Wide Prospectus Co-ordinator to induct school staff and students in the introduction and opportunities offered by the prospectus and individual learning plans.
- The Herefordshire 14-19 Manual has been published to provide the basis for a co-ordinated and consistent approach to curriculum access and quality assurance.
- Expressions of interest for the five Diploma lines have been submitted. (The decision on the pilot authorities is anticipated now in March)
- The curriculum audit of current 14-16 academic and vocational provision has been completed and confirms an improving trend for all schools of curriculum development

For further information on the subject of this report is available from Paul Murray, Secondary School Improvement Manager, School Improvement Service on (01432) 260823.

- Partnerships of schools have been established on a regional basis within the county to develop local access to specialist vocational provision.
- A report has been commissioned by Children & Young People Services, Connexions and the LSC to advise on the development of data and performance collation with a particular focus on NEETS (Not in education, employment or training).
- The revision of the 14-19 Strategy and Action Plan is underway, taking account of recent developments.
- The restructuring of the 14-19 team is underway in order to reflect the revised overall strategy.
- Negotiations are underway with the LSC and Worcestershire County Council to bring the delivery of the Education Business Links programme back within the remit of the LSC and Herefordshire Council.
- A Curriculum Conference will take place on 14 March to explore and share innovative approaches by Herefordshire Schools to delivering the 14-19 Strategy.
- The Secondary School Improvement Partners have been briefed to monitor and report on the progress in secondary schools in fulfilling the requirements of the 14-19 Strategy.

RECOMMENDATION:

THAT the progress made in the delivery of the 14-19 programme be noted.

REVIEW OF BEHAVIOUR AND DISCIPLINE MANAGEMENT IN HEREFORDSHIRE SCHOOLS

**Report By: Behaviour and Discipline Management in
Herefordshire Schools Review Group**

Wards Affected

County-wide

Purpose

1. To consider the findings of the scrutiny review into Behaviour and Discipline Management in Herefordshire Schools.

Financial Implications

2. The recommendations contained in the report have some potential financial implications.

Background

3. At its meeting on 31st May 2006 the Children's Services Scrutiny Committee agreed a scoping statement for the review and appointed Cllr BF Ashton (Chair) Cllr G Lucas, Cllr JP Thomas, Cllr Ms AM Toon, Cllr Mrs SJ Robertson and Mr C Lewandowski to serve on the Review Group.
4. The report of the review including the recommendations is appended.

RECOMMENDATION

THAT;

- (a) **the Committee considers whether it wishes to agree the findings of the review of Behaviour and Discipline Management in Herefordshire Schools for submission to the Cabinet Member (Children and Young People);**
- (b) **subject to the review being approved, the Executive's response to the review including an action plan be reported to the first available meeting of the Committee after the Executive has approved its response; and**
- (c) **a further report on progress in respect of the Review then be made after six months with consideration then being given to the need for any further reports to be made.**

BACKGROUND PAPERS

- These have been identified in the Review report

Review of Behaviour and Discipline Management in Herefordshire Schools

**Report by the Behaviour and
Discipline Management in
Herefordshire Schools Review
Group
January 2007**

**For presentation to the Children's
Services Scrutiny Committee
19th March 2007**

...Putting people first
...Promoting our county
...Providing for our communities
...Protecting our future

Quality life in a quality county

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Section 3 – Key Findings

Section 3.6 - Conclusions

Section 4 - Monitoring/ Measuring the Outcomes

Section 5– Links to the Community Strategy

Section 6– Next Steps

Section 7 - Recommendations

Appendices

Appendix 1 – Scoping Statement for the review

Appendix 2 – Staff Questionnaire sent to Teachers and Teaching Assistants.

Appendix 3 – Result of Teacher Questionnaire

Appendix 4 – Questions put to Parent Forums together with summary of answers.

Appendix 5 – Questions put to Pupil Councils together with summary of answers.

1. Introduction

- 1.1 The purpose of the Review was to examine the effectiveness of managing pupil behaviour and discipline in Herefordshire schools. The Review's aim was to establish an overview of behaviour in schools and to make comments and recommendations to assist in reducing instances of bad behaviour or indiscipline in schools in the future.
- 1.2 At its meeting on 31st May 2006 the Children's Services Scrutiny Committee agreed a Scoping Statement for the review (see Appendix 1) and appointed Cllr B.F. Ashton (Chair), Cllr G. Lucas, Cllr J.P. Thomas, Cllr Ms A.M. Toon, Cllr S.J. Robertson, Mr C. Lewandowski to serve on the Review Group.
- 1.3 The Review was undertaken between September and December 2006. This report summarises the key findings and contains recommendations for consideration by the Cabinet Member (Children and Young People) and likely referral to Cabinet.
- 1.4 The Review Group wished to emphasise that the Review was undertaken because of the level of national interest in the behaviour of children and young people, both in and out of school. The impetus, therefore, came primarily from the national focus, however, a degree of local concern had also been registered.
- 1.5 The Review Group would like to express its thanks to all the school staff, pupils and parents who submitted evidence during the Review.

2. Method of Gathering Information

- 2.1 Prior to the first meeting of the Review Group, a considerable amount of written information was submitted for the group to consider. This information included:
 - **Exclusion Guidance (2005)**
Gives an overview of the procedures for both fixed-term and permanent exclusions including preventative work, model letters and Governors meetings.
 - **Behaviour Support Plan (2004/7)**
Overview of multi-agency work in the county.
 - **Exclusion Data 2002 – 2004 and 2004/5**
 - **Exclusion benchmarking Data 2003/5**
Comparing Herefordshire with regional neighbours and within the national context
 - **Protocol on Managed Moves (2005)**
Department for Education and Skills (DfES) see managed moves as one of the key tools to use as an alternative to permanent exclusion and encourage its use by schools and Local Authorities.

- **Pastoral Support Plans (PSP) – local guidance/advice**
PSPs are an essential early intervention strategy to address poor behaviour bringing together school, parents, pupils and internal and external agencies.
- **Anti-bullying Guidance and Strategies**
Reviewed and updated in 2005 this covers the current thinking on bullying and the various methods of tackling it in schools.
- **Guidance on Assertive Discipline**
Assertive Discipline is a cohesive approach for managing behaviour in schools. It pulls together good practice and gives teachers and schools a framework of agreed sanctions, rewards, and expectations along with techniques for staff.
- **Attention Deficit Hyperactivity Disorder (ADHD) Guidance**
ADHD is a significant disorder when considering behaviour management and this guidance gives an understanding for schools and practical advice on how to manage such pupils.
- **Guidance on Use of Restrictive Physical Interventions**
Local guidance on what is and what is not permissible in schools in terms of physical restraint. Also included are suggestions for reducing and preventing the need for such extreme techniques.
- **Behaviour Policies in Herefordshire Schools**
Shares good practice from schools around the county.

- 2.2 In addition to these documents the Review Group also considered the Summary of Exclusions 2005 – 6. This report detailed the exclusion statistics for Herefordshire primary and secondary schools for the year 2005/06.
- 2.3 Copies of all these documents are available on request from the Children and Young People Directorate.
- 2.4 In addition to the data about exclusions included in the pack to the Review Group listed above, one further external benchmark would be Ofsted inspections of our schools. Herefordshire, at the point of writing has no schools in the Special Measures category and only four in the less serious Notice to Improve. These four are all primary schools and none of them are in this position due to any issues relating to the behaviour of the pupils. This would tend to indicate that, according to Ofsted, Herefordshire is generally doing well in terms of pupil behaviour.
- 2.5 The Review Group were aware that a question about anti-social behaviour was included in the Herefordshire Satisfaction Survey 2006, the result of which is anticipated to be released in March 2007.
- 2.6 The Health Related Behaviour Survey, also known as the Teenage Lifestyles Survey, collected data relating to their health related behaviour from Herefordshire's secondary aged students during the Autumn term 2006. The information covered issues such as eating habits, drug and alcohol use, relationships and sexual health and emotional health and

well-being. The data from the survey is compared with similar information from other surveys across the UK. While the data has only recently been made available the Review Group are aware that one significant difference relates to bullying. 19% of boys and 28% of girls in year 10 said they had been bullied in the last 12 months. This compares with 15% and 19% in the UK sample. Herefordshire students were more likely however, to say that their school took bullying seriously when compared to the UK as a whole. The definition of bullying used in the Herefordshire survey but not in the UK sample may have had some influence in the results

- 2.7 The Review Group commenced the Review in September 2006. The first meeting discussed the appropriate methods of gathering information. The Review Group also discussed the written information previously supplied (see 2.1). The Review Group took into account that governance arrangements for schools are different from those which apply to other Council Services. Schools are indirectly run by the Local Authority but are directly accountable to the school Governing Body, the Headteacher and the national inspection agencies (for example the DfES and Ofsted). The Review Group therefore accepted that any recommendations they could make to the Executive would have to be tempered with this in mind. In view of these governance arrangements the Review would be unlikely to have a direct impact on behaviour and discipline management in Herefordshire schools.
- 2.8 Accordingly, it was agreed to conduct a focused, time limited review. Having considered the range of evidence available it was decided to survey the following groups from a sample of schools:
1. School staff;
 2. Pupils;
 3. Parents.
- 2.9 There are 83 Primary Schools, 14 High Schools, 4 Special Schools and 3 Pupil Referral Units in Herefordshire. The Review Group agreed that it would be unnecessary and burdensome to survey all of these schools. It was therefore decided to survey a sample of schools that reflected the differing locations and profiles available across the County. Accordingly the following schools were sent questionnaires which went to all staff (teaching and non-teaching):
- 6 High Schools (3 from rural locations and 3 from urban settings)
 - 6 Primary Schools (3 from rural locations and 3 from urban settings).
- 2.10 The staff questionnaire (Appendix 2) was in the form of multiple choice designed to enable a busy member of staff to complete it relatively quickly. Space was given for other comments.
- 2.11 In addition to these staff questionnaires it was agreed to gather the views of pupils and parents. It was decided that the best approach

would not be via a questionnaire but by face-to-face focus groups using school councils and parent groups where they were established. Accordingly, Local Authority officers were deployed to arrange and attend the focus groups using a fixed set of questions for continuity. Whenever possible nominated Councillors from the Review Group also attended as observers.

3. Key Findings

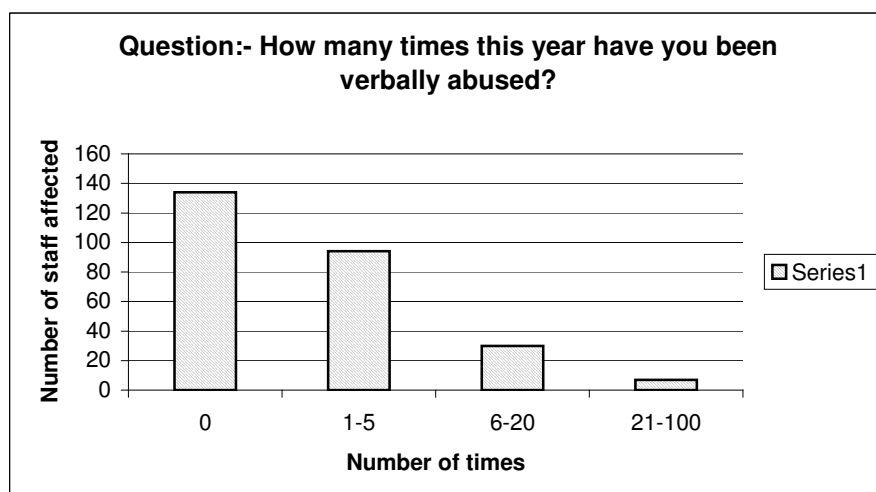
From The Staff Questionnaire

- 3.1 The staff questionnaire provided significant evidence to the Review Group. In total 267 questionnaires (out of a possible 590 equivalent to 45.25%) were completed and returned. The information gained from these was processed and turned into a considerably detailed document (Appendix 3). Comments made by the respondents are also captured in appendix 3, however, where necessary these have been anonymised. Due to time limitations the Review Group have not had the opportunity to give in depth consideration to this wealth of information, however, a number of themes emerged and these are discussed in the report. The Review Group are however satisfied that the results of the questionnaire provide a snap shot of current feeling by those taking part. The Group **recommend** to the Cabinet Member (Children and Young People) that the staff questionnaire results be used to form a baseline for similar studies to be undertaken in the future.
- 3.2 In summary the results from the staff questionnaire sent to teaching and non-teaching staff during the first half of Autumn term 2006, together with the Review Groups initial comments are set out in the following graphs. For greater detail behind each graph see Appendix 3.
- 3.3 It should be noted that there were more responses from secondary schools than primary schools and that should be taken into account when considering the graphs. It should also be noted that because of their size, secondary schools are more hierarchical in their reporting and therefore some issues may be dealt with at various stages in the hierarchy without reaching the school Senior Management Team (SMT).

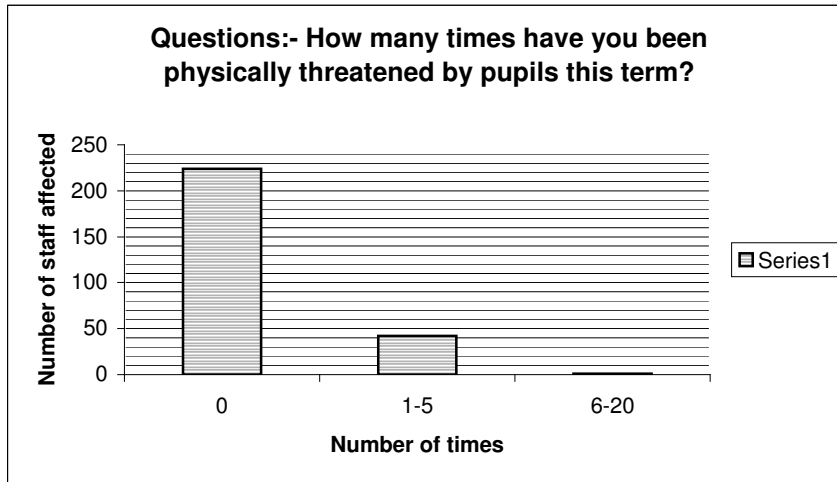
Graph 1

0 times = 134
 1-5 times = 94
 6 – 20 times = 30
 21 – 100 times = 7

Comment: High levels of verbal abuse can set a negative tone in a school (like graffiti



and litter do in the environment).



Graph 2

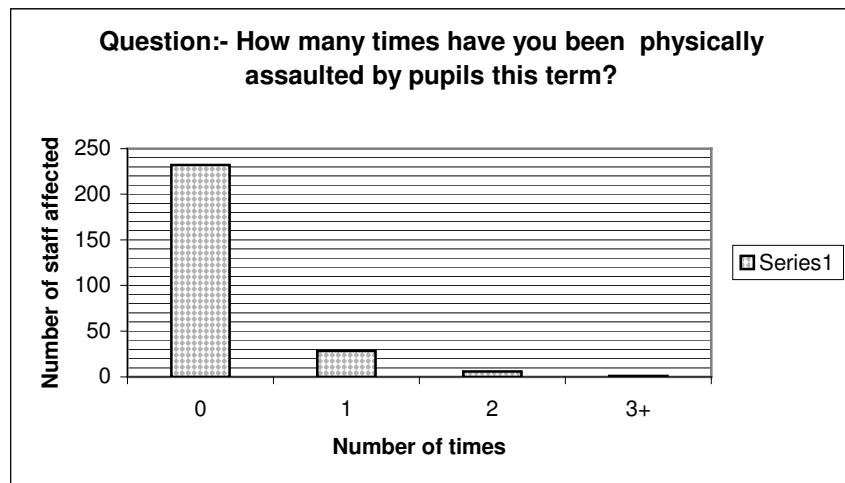
0 times = 224
 1 – 5 times = 42
 6 – 20 times = 1

Comment: 42 staff being threatened is always of concern.

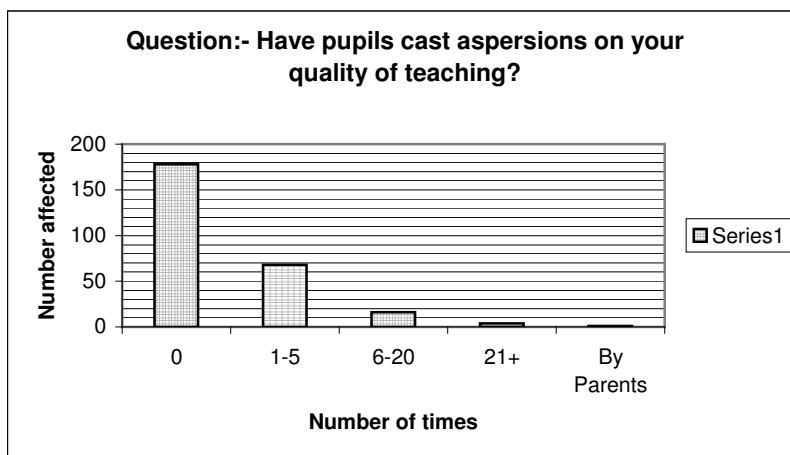
Graph 3

0 times = 232
 Once = 28
 Twice = 6
 Three + = 1

Comment: It should be kept in mind that physical assault, while always unacceptable, can cover a wide range of



behaviours from, at one end an accidental knock to, at the other, a deliberate punch or kick.



Graph 4

0 times = 178
 1 – 5 times = 68
 6 – 20 times = 16
 21+ times = 4
 (from parents = 1)

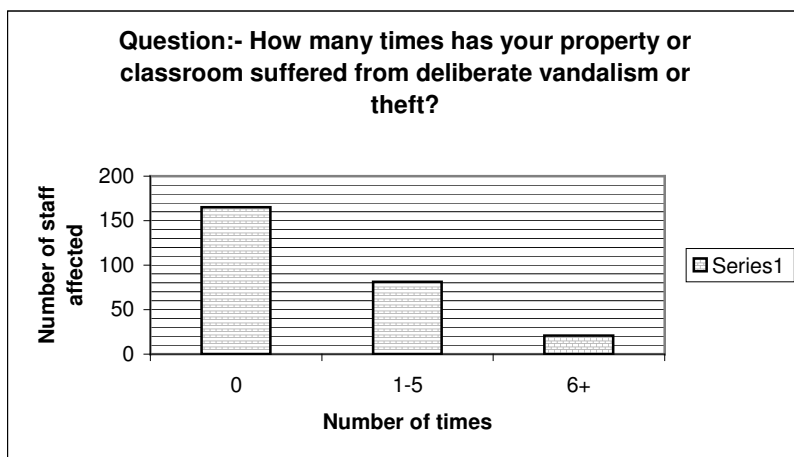
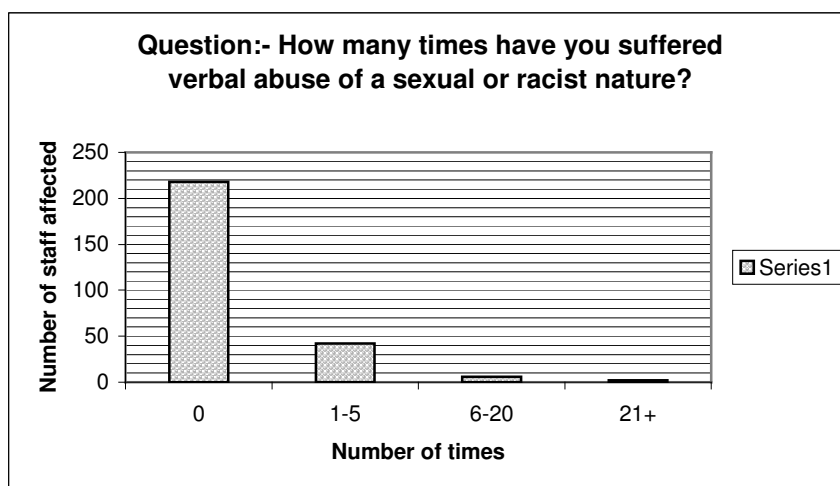
Comment: While this activity is aimed at deliberately undermining professional

confidence and self esteem, it could also, on occasion, be a reflection of a teacher's abilities.

Graph 5

0 times = 218
 1 – 5 times = 42
 6 – 20 times = 6
 21+ times = 2

Comment: It is reassuring that the vast majority of staff received no such abuse but it is worrying that 8 staff were abused so often. The latter result would benefit from more research.



Graph 6

0 times = 165
 1 – 5 times = 81
 6+ times = 21

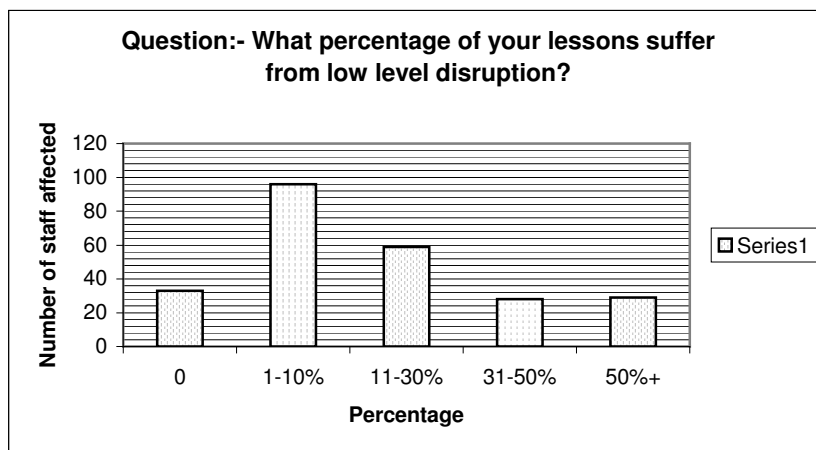
Comment: Any vandalism or theft is to be deplored and is at the cost of the individual or school.

From the response data there appears to be a significant difference between primary and secondary school with the latter having a higher level. This may reflect differences between the two phases exemplified by primary pupils building a close relationship with one teacher and one classroom.

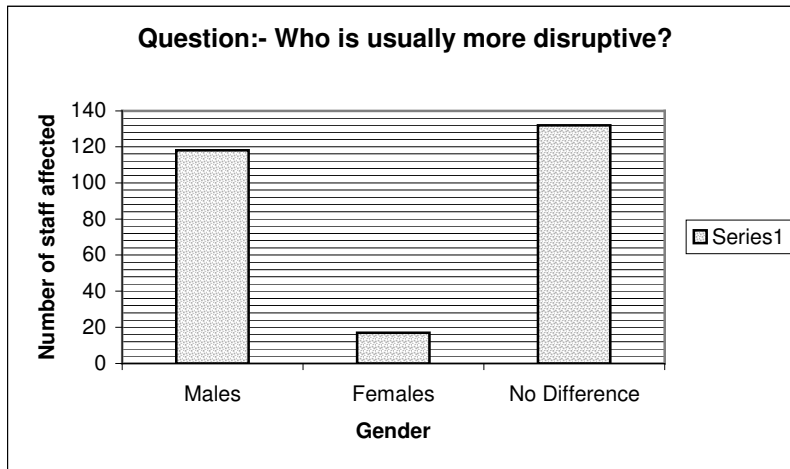
Graph 7

0 times = 33
 1 – 10% = 96
 11 – 30% = 59
 31 – 50% = 28
 50%+ = 29

Comment: This could illustrate a worrying situation although it may also just represent the



fact that most lessons, at some point are likely to experience at least one incident of low level disruption. More research would be useful in this area.



Graph 8

Males = 118
Females = 17
No difference = 132

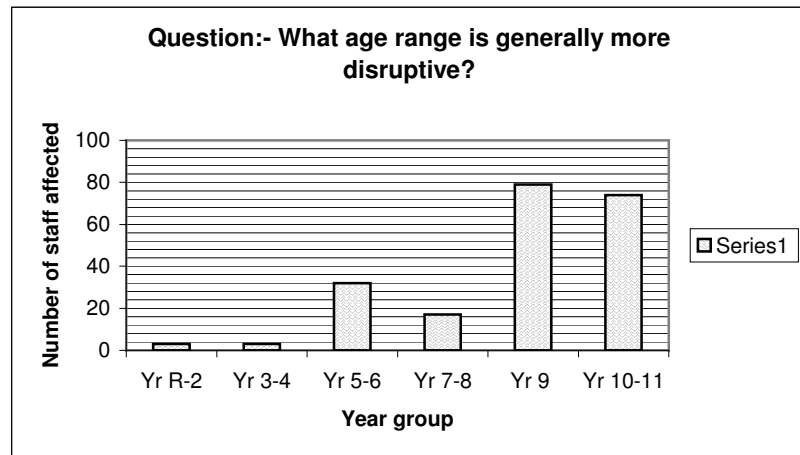
Comment: Perhaps little surprise here but there is reason to believe that girls are catching boys up in this area.

Graph 9

Year R-2 = 3
Year 3 – 4 = 3
Year 5 – 6 = 32
Year 7 – 8 = 17
Year 9 = 79
Year 10-11 = 74

Comment: There is a view that an inappropriate curriculum and GCSE examinations impose

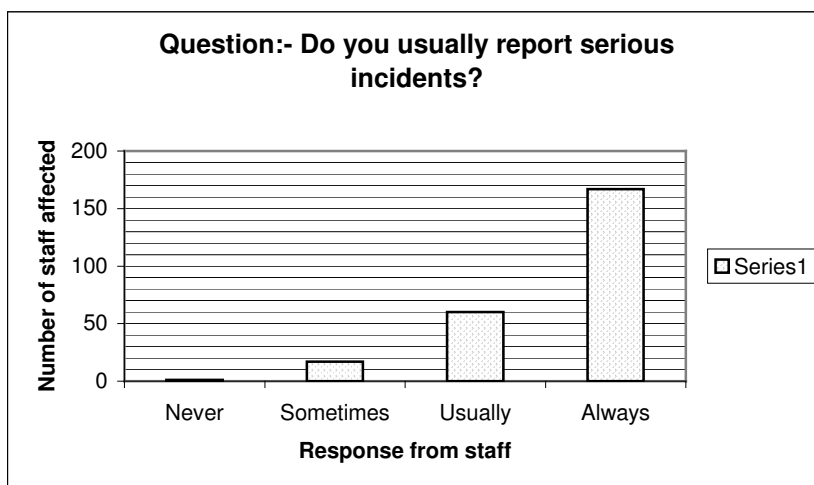
many stress factors on pupils and this data would seem to support that. However, the 'teenage hormone' factor should also be kept in mind.



Graph 10

Never = 1
Sometimes = 17
Usually = 60
Always = 167

Comment: The 'sometimes' category includes non-teaching staff who may feel it is not their job to report such issues



to the school Senior Management Team (SMT). This may highlight the need to reinforce the reporting procedures.

Graph 11

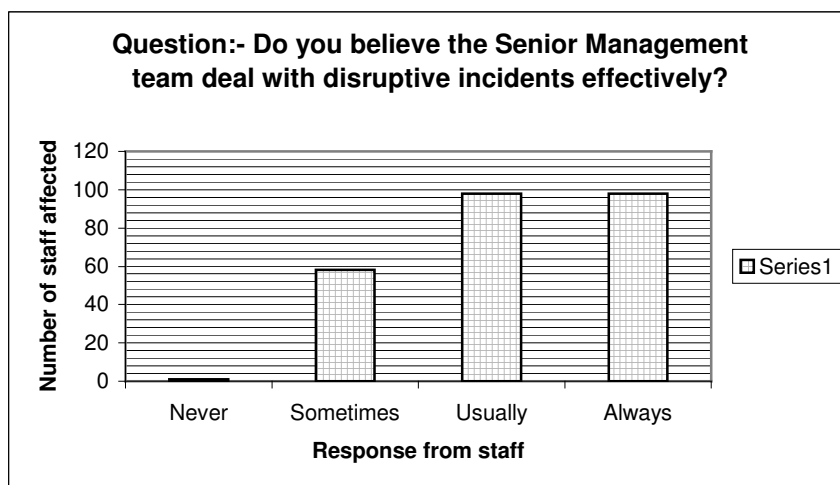
Never = 1

Sometimes = 58

Usually = 98

Always = 98

Comment: This data may indicate a perceived inconsistency in responses from SMTs in schools.



Primary schools come out better than high schools in this area.

From the Focus Meetings

3.4 The questions used in the focus meetings with School Councils (pupils) can be found at Appendix 4 and that used for Parent Forum meetings at Appendix 5. An indication of the response or issues raised has been included as a summary on both appendices. These provided an indication from both pupil and parent point of view the range of factors or instances of low-level annoyance that affect behaviour or discipline in schools

- 3.5 Both the parents and the pupils shared similar views, i.e.:
- How do you rate pupil behaviour generally – both rated this as ‘good’;
 - Do you think children and young people are presented by the media as generally good and well behaved? – both rated this as ‘occasionally’;
 - How well do you think poor pupil behaviour is dealt with in schools? – both rated this as ‘good’;
 - What in your view are the main causes of poor pupil behaviour? – factors raised by both groups were; poor diet, bedtimes too late; poor parenting, poor teaching, peer influence, inappropriate curriculum.
 - What do you think could be done to help pupils behave better? – suggestions from both groups were: rewards and sanctions, more support for pupils.

For full details please see Appendix 4 and 5.

Conclusions

- 3.6 The Review Group noted that the theme of poor parenting was mentioned in both the pupils and parents feedback. This is reflected in the Government's recent Respect Action Plan that directly links poor parenting with anti-social behaviour. It was also noted that greater support for families generally and positive parenting courses were a key part of the Local Authority's current draft document, 'Herefordshire Local Preventative and Family Support Strategy'. The Review Group question whether sufficient positive parenting courses are made available in appropriate locations; whether appropriate parents are informed of such courses and whether an audit of such courses would help identify any trends in issues raised by parents attending the courses. The Review Group **recommend** that an audit be undertaken of the positive parenting courses currently available across Children's Services (multi agency), and if necessary, the provision and information about such courses be increased.
- 3.7 The Review Group understand that parenting courses are provided free to parents. During the review it was suggested that some parents may be willing to pay for such courses and the Review Group noted this.
- 3.8 Also during the course of the Review the Group have become aware of the many agencies; bodies or sources of information in relation to this issue. While the professional may be aware of who does or provides what, the parents/carers, who may be going through a particularly stressful time, also need easy access to the information they require. The Review Group **recommend** that a directory of information be compiled of services available to both parents and professionals to support and improve pupil behaviour in schools. It is also **recommended** that leaflets informing parents and professionals of key services be reviewed and updated where necessary.
- 3.9 The use of Learning Support Units (LSU) within schools was highlighted to the Review Group. LSUs are school run classes offering small group settings which are more able to meet the needs of challenging pupils. Many of the county's High Schools use this method to help them manage the behaviour of a minority of pupils.
- 3.10 While not wishing to advocate LSUs as an example of best practice the Group thought there would be merit in further examining the use of LSUs and therefore **recommend** that the Cabinet Member discuss with appropriate schools the further provision of Learning Support Units (LSUs) in the County.
- 3.11 The Review Group were aware that one possible element contributing to disruption in school was that pupils may feel disaffected for reasons that may be identifiable during a pupil assessment e.g. due to dyslexia. The Review Group consider it is important that assessment is carried out at regular intervals particularly during the pupil's early years at school and

before and after the transition to secondary school. The Review Group **recommend** that the Cabinet Member (Children and Young People) satisfies himself that the procedure for early identification of moderate learning difficulties is rigorously implemented.

- 3.12 It is noted that in September 2007 the Education and Inspection Act 2006 (Sec 105) is expected to bring significant changes in the arrangements for excluded pupils. Primarily, parents will be held accountable for their children during days 1-5 of an exclusion and may, if their children are found out in the community unsupervised, be issued with a penalty notice (a fine). The implications of this will need to be clearly emphasised in the correspondence sent to parents/carers. In addition, for exclusions beyond 5 days, it seems likely that schools will be expected to work in partnerships to offer full-time provision. The Review Group **recommend** that when the expected legislation is brought into force the correspondence to parents of excluded pupils be revised to reflect the new legal responsibilities and the penalties of not supervising their children when excluded. Such correspondence to be where possible in plain English.
- 3.13 An inadequate and inappropriate diet was a theme that emerged from both the pupils' and the parents' consultation suggesting that this contributed to both poor concentration and behaviour. This reflects the recent national focus on this area and the restrictions on the type of food/drink made available at schools - imposed by the Education and Inspections Act 2006. The issue of obesity was an issue raised locally in the Annual Report of the Director of Public Health 2006. The Review Group applaud those schools that have achieved the National Healthy School status. However, the Review Group suggest that the Cabinet Member satisfies himself that adequate local support is available for this initiative and **recommend** that a review be undertaken into the level of support for healthy eating initiatives from both the Council and the Primary Care Trust (PCT), in particular to applaud those schools that have achieved the National Healthy Schools Status and to encourage the rest to do so.

4. Monitoring/Measuring the Outcomes

- 4.1 The Review Group were aware that various statistics e.g. exclusions, truancy, were already collected and is monitored both internally and externally and agreed that this procedure should continue. They also considered that, as mentioned above, the results of the staff questionnaire could provide a baseline against which future similar studies can be compared.
- 4.2 The Review Group have also been informed that a system for collecting bullying data from the high schools (11 to 15 year olds) is in the process of being developed. This will be an electronic system where high schools will submit data about bullying incidents on a termly basis via the

Healthy Schools website. This data is monitored in the Children & Young People's Directorate by the Manager of Social Inclusion.

5. Links to the Community Strategy for Herefordshire

- 5.1 The Review Group have confidence that the recommendations contained in this report will contribute the themes in the Community Strategy for Herefordshire and in particular: 'improving the lives of children and their families, enabling all children and young people to develop the knowledge, skills and judgement they will need to be able to lead fulfilling lives'.

6. Next Steps

- 6.1 The Review Group expects that subject to approval by the Children's Services Scrutiny Committee the report will be presented to the Cabinet Member (Children and Young People) for consideration and likely referral to Cabinet. The Review Group then expects that the Executive's response including any action plan will be reported to the Children's Services Scrutiny Committee at the first available meeting of the Committee after the Executive has approved its response. It would then expect a further report on progress in response to the Review to be made after 6 months with consideration then being given to the need for any further reports to be made.

7. Recommendations

The Review Group make the following recommendations namely that:

- 7.1 The results from the staff questionnaire be used to form the baseline for similar studies to be undertaken in the future; (see para. 3.1)**
- 7.2 That an audit be undertaken of the positive parenting courses currently available across Children's Services (multi agency), and if necessary, the provision and information about such courses be increased. (see para. 3.6)**
- 7.3 A Directory of information be compiled of services available to both parents and professionals to support and improve pupil behaviour in schools; (see para. 3.8)**
- 7.4 Leaflets informing parents and professionals of key services be reviewed and updated where necessary; (see para. 3.8)**

- 7.5 The Cabinet Member (Children and Young People) consider the merit in discussing with appropriate schools the further provision of Learning Support Units (LSUs) in the county; (see para. 3.10)**
- 7.6 The Cabinet Member (Children and Young People) satisfies himself that procedure for the early identification of moderate learning difficulties is rigorously implemented; (see para. 3.11)**
- 7.7 When the expected legislation is brought into force the correspondence to parents of excluded pupils be revised to reflect the new legal responsibilities and the penalties of not supervising their children when excluded. Such correspondence to be where possible in plain English; (see para. 3.12)**
- 7.8 a review be undertaken into the level of support for healthy eating initiatives from both the Council and the Primary Care Trust (PCT), in particular to applaud those schools that have achieved the National Healthy Schools Status and to encourage the rest to do so; (see para. 3.13)**
- 7.9 The Executive's response to the Review including an action plan be reported to the first available meeting of the Committee after the Executive has approved its response; (see para. 6.1)**
- 7.10 A further report on progress in response to the Review then be made after six months with consideration then being given to the need for any further reports to be made. (see para. 6.1)**

APPENDIX 1

| | | |
|------------------------------|---|------------------------------------|
| REVIEW: | Behaviour and Discipline Management in Schools | |
| Committee: | Committee Children's Services SC | Chair: Councillor BF Ashton |
| Lead support officer: | Mr D. Longmore, Manager of Pupil, School and Parent Support | |

SCOPING

Terms of Reference

- To review the current policy towards behaviour and discipline management in schools and establish the current scale of the issue.
- To consider the appropriateness of the policy and associated processes in light of relevant current national law/guidance/best practice.
- Following the review to advise the Cabinet Member (Children and Young People) of the best policy to put in place to reduce instances of bad behaviour or indiscipline in schools.

Desired outcomes

- For the current policy to have been fully examined in public and in an open and transparent way (subject to the confidentiality of individual cases).
- For Members of the Review to have considered, if appropriate, a range of options for the future form of any policy.
- For any future policy to be capable of implementation in schools.

Key questions

- What are the areas of behaviour or indiscipline causing concern and how are they currently managed.
- How do breaches of behaviour or discipline affect other pupils or the school.
- What are the internal/external factors that affect behaviour or discipline in schools.
- Within the legal framework, what options are there to improve the current policy.
- What would be the implications of changing the policy (e.g. cost, increased need for resources etc).
- What means of measurement can be used to judge the success or otherwise of any policy.

Links to the Community Strategy

The Review Group will identify how the outcome of this review contributes to the objectives contained in the Herefordshire Community Strategy including the Council's Corporate Plan and the Children and Young People's Plan 2006/8.

Timetable

| <i>Activity</i> | <i>Timescale</i> |
|--|--------------------------------|
| Agree approach, programme of consultation/research/provisional witnesses/dates | 23 rd June 2006 |
| Collect current available data | |
| Collect outstanding data | |
| Analysis of data | |
| Final confirmation of interviews of witnesses | |
| Carry out programme of interviews | |
| Agree programme of site visits | |
| Undertake site visits as appropriate | |
| Update to Children's Services Scrutiny Committee | 6 th October 2006 |
| Final analysis of data and witness evidence | |
| Prepare options/recommendations | |
| Present Final report to Children's Services Scrutiny Committee | 15 th December 2006 |
| Present options/recommendations to Cabinet | 19 th March 2007 |
| Cabinet response | |
| Implementation of agreed recommendations | |

| Members | Support Officers |
|---|---|
| Cllr BF Ashton (Chairman) Mr C. Lewandowski Cllr G. Lucas Cllr Mrs SJ Robertson Cllr JP Thomas Cllr Ms AM Toon Mrs C. Woolley | Mr D. Longmore (Lead Officer) Mr P R James (Committee support) |

CONFIDENTIAL QUESTIONNAIRE

(PLEASE TICK THE APPROPRIATE BOXES)

Are you? Male Female

Are you? A Teacher A Teaching Assistant Other

Type of School

Primary Secondary

Approximately, how many times, this year (Jan – Oct 2006) have you been verbally abused (directly) by pupils?

For example: Told to “fxxk off”

0 1-5 6-20 21-100 101+ or by parents

How many times have you been physically threatened by pupil(s) this term?

0 1-5 6-20 21+ or by parents

How many times have you been physically assaulted by pupils this term?

For example: been kicked, pushed or hit

0 1 2 3+ or by parents

Have pupils cast aspersions on your quality of teaching?

For example: “you are a crap teacher”

0 1-5 6-20 21+ or by parents

How many times have you suffered from verbal abuse of a sexual or racist nature?

0 1-5 6-20 21+ or by parents

How many times has your property or classroom suffered from deliberate vandalism or theft this term?

0 1-5 6+

What percentage of your lessons suffer from low level disruption?

0% 1-10% 11-30% 31-50% 50%+

Behaviour and Discipline in Schools Review

Results of Staff Questionnaire

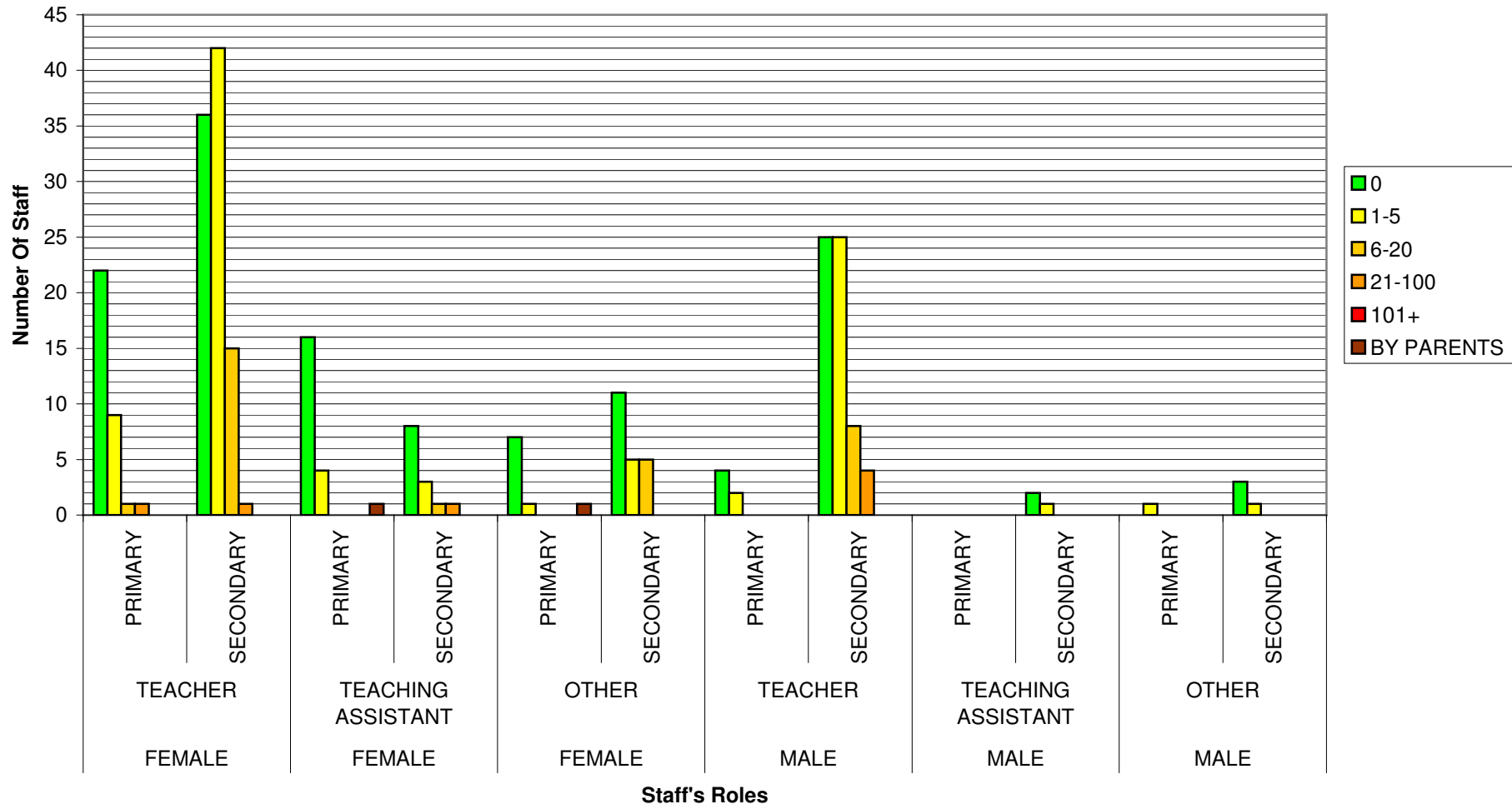
*Number of Returned Questionnaires 267 out
of 590 sent out (45.25%)*

A break down of the return is:

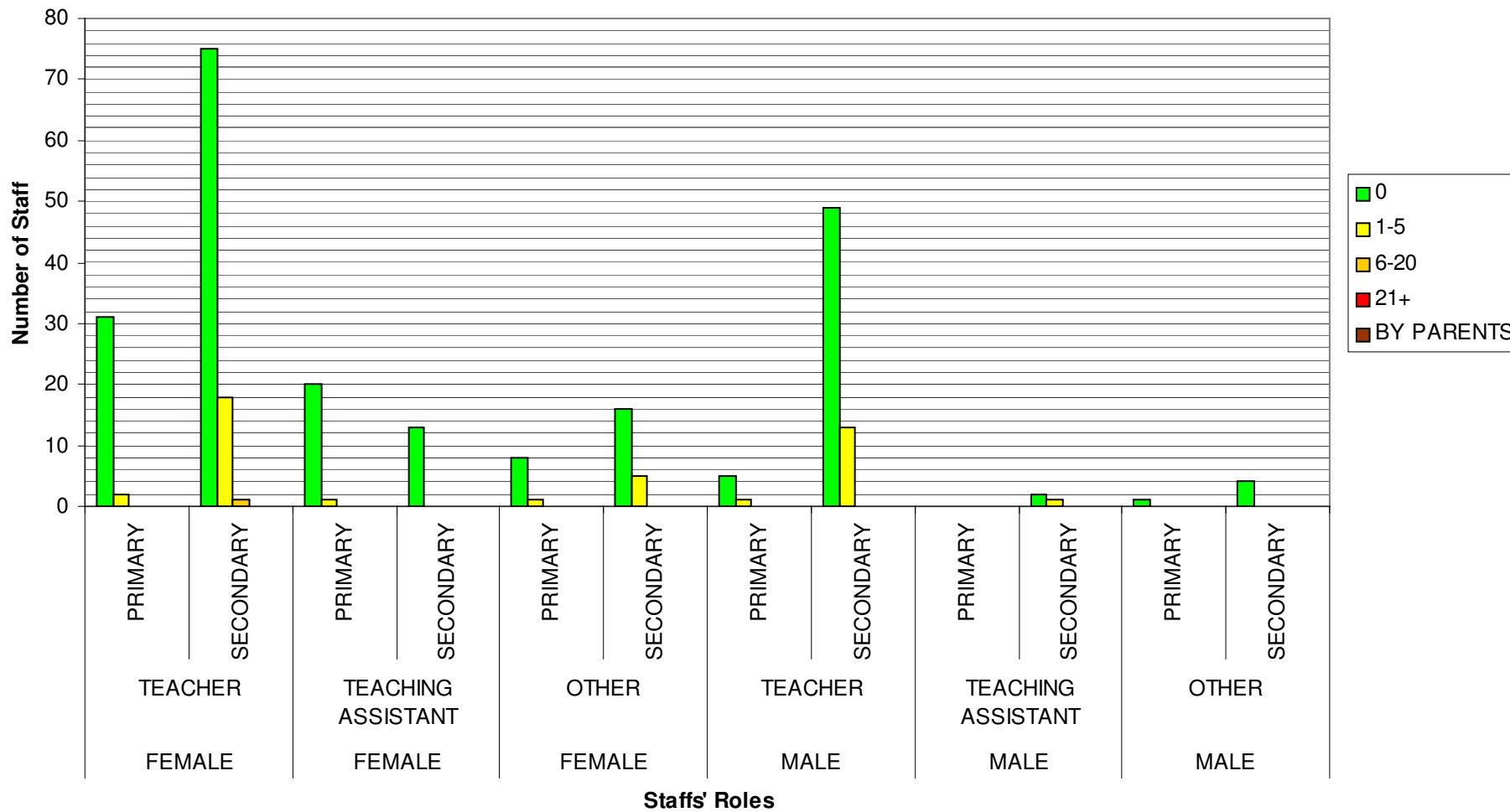
| | | | |
|--------|--------------------|-----------|----|
| FEMALE | TEACHER | PRIMARY | 33 |
| FEMALE | TEACHER | SECONDARY | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 21 |
| FEMALE | TEACHING ASSISTANT | SECONDARY | 13 |
| FEMALE | OTHER | PRIMARY | 9 |
| FEMALE | OTHER | SECONDARY | 21 |
| MALE | TEACHER | PRIMARY | 6 |
| MALE | TEACHER | SECONDARY | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | 0 |
| MALE | TEACHING ASSISTANT | SECONDARY | 3 |
| MALE | OTHER | PRIMARY | 1 |
| MALE | OTHER | SECONDARY | 4 |

A number of respondents may not have answer all questions.

How Many Times This Year Have You Been Verbally Abused By Pupils?

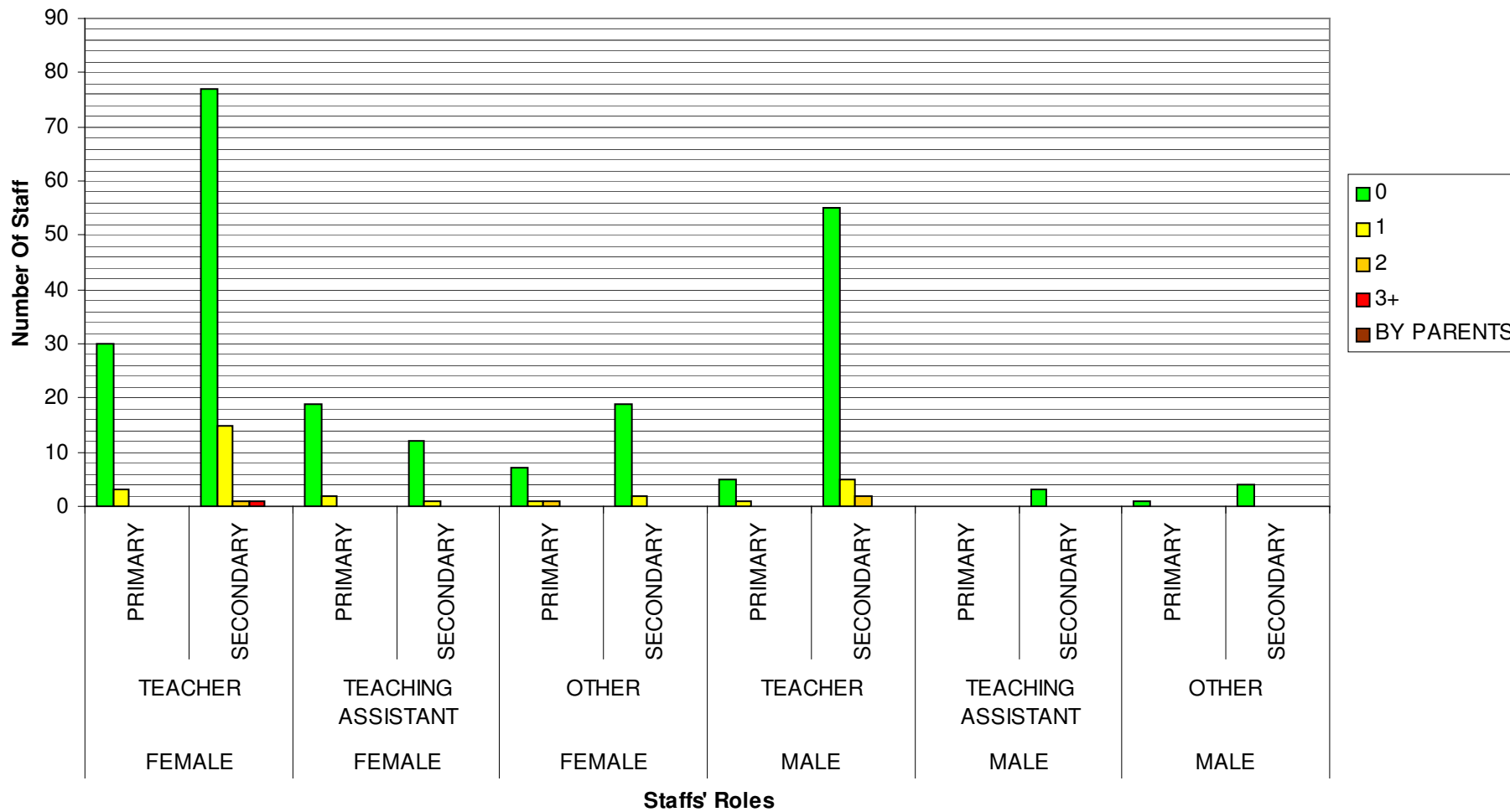


How Many Times Have You Been Physically Threatend By Pupil(s) This Term ?



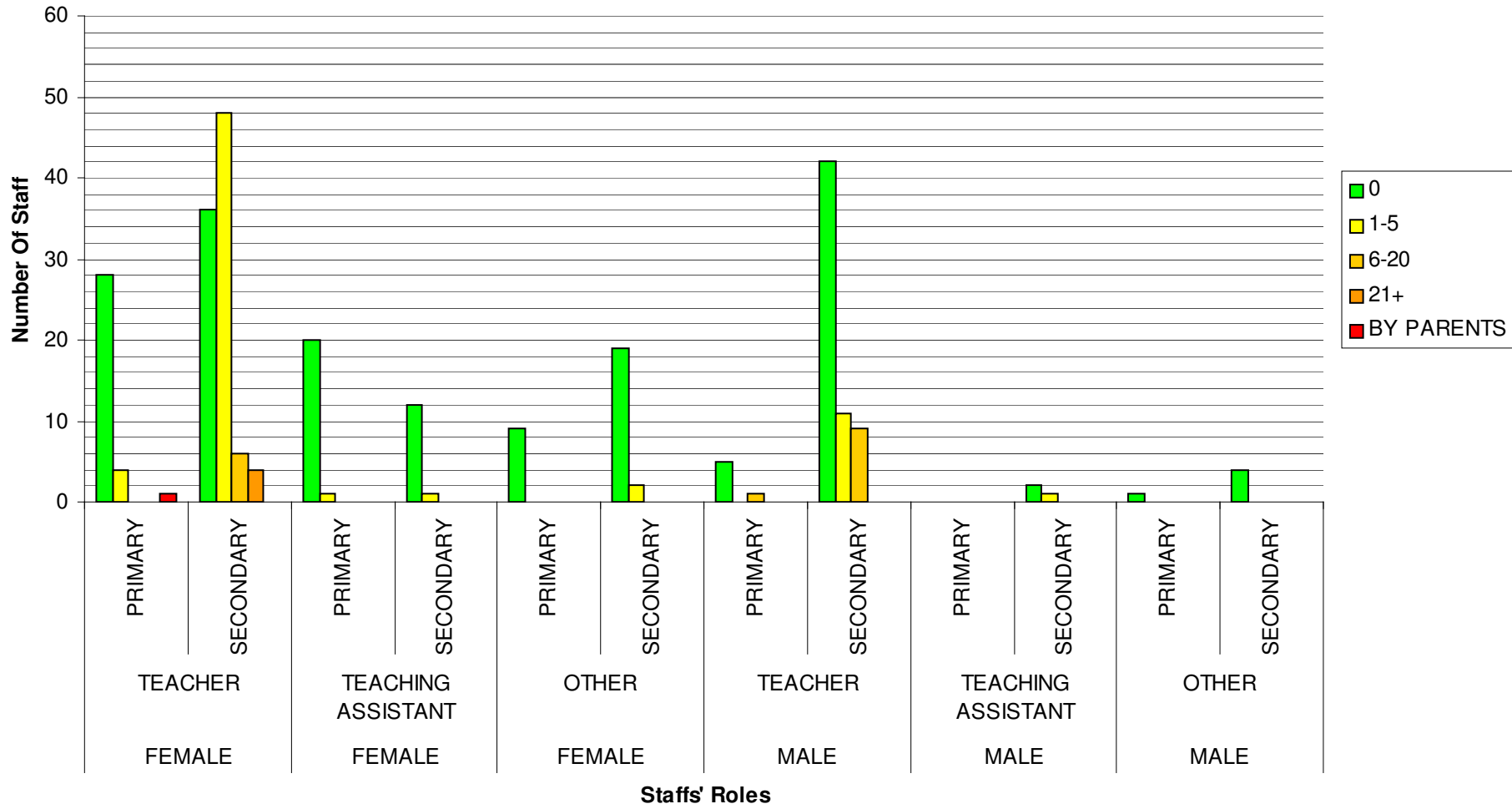
| HOW MANY TIMES THIS TEM HAVE YOU BEEN PHYSICALLY THREATENED BY PUPILS | | | | | | | | |
|--|--------------------|-----------|----|-----|------|-----|------------|-----|
| | | | 0 | 1-5 | 6-20 | 21+ | BY PARENTS | |
| FEMALE | TEACHER | PRIMARY | 31 | 2 | | | | 33 |
| | | SECONDARY | 75 | 18 | 1 | | | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 20 | 1 | | | | 21 |
| | | SECONDARY | 13 | | | | | 13 |
| FEMALE | OTHER | PRIMARY | 8 | 1 | | | | 9 |
| | | SECONDARY | 16 | 5 | | | | 21 |
| MALE | TEACHER | PRIMARY | 5 | 1 | | | | 6 |
| | | SECONDARY | 49 | 13 | | | | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | 0 |
| | | SECONDARY | 2 | 1 | | | | 3 |
| MALE | OTHER | PRIMARY | 1 | | | | | 1 |
| | | SECONDARY | 4 | | | | | 4 |
| | | | | | | | | 267 |

How Many Times Have You Been Physically Assaulted By Pupils This Term?



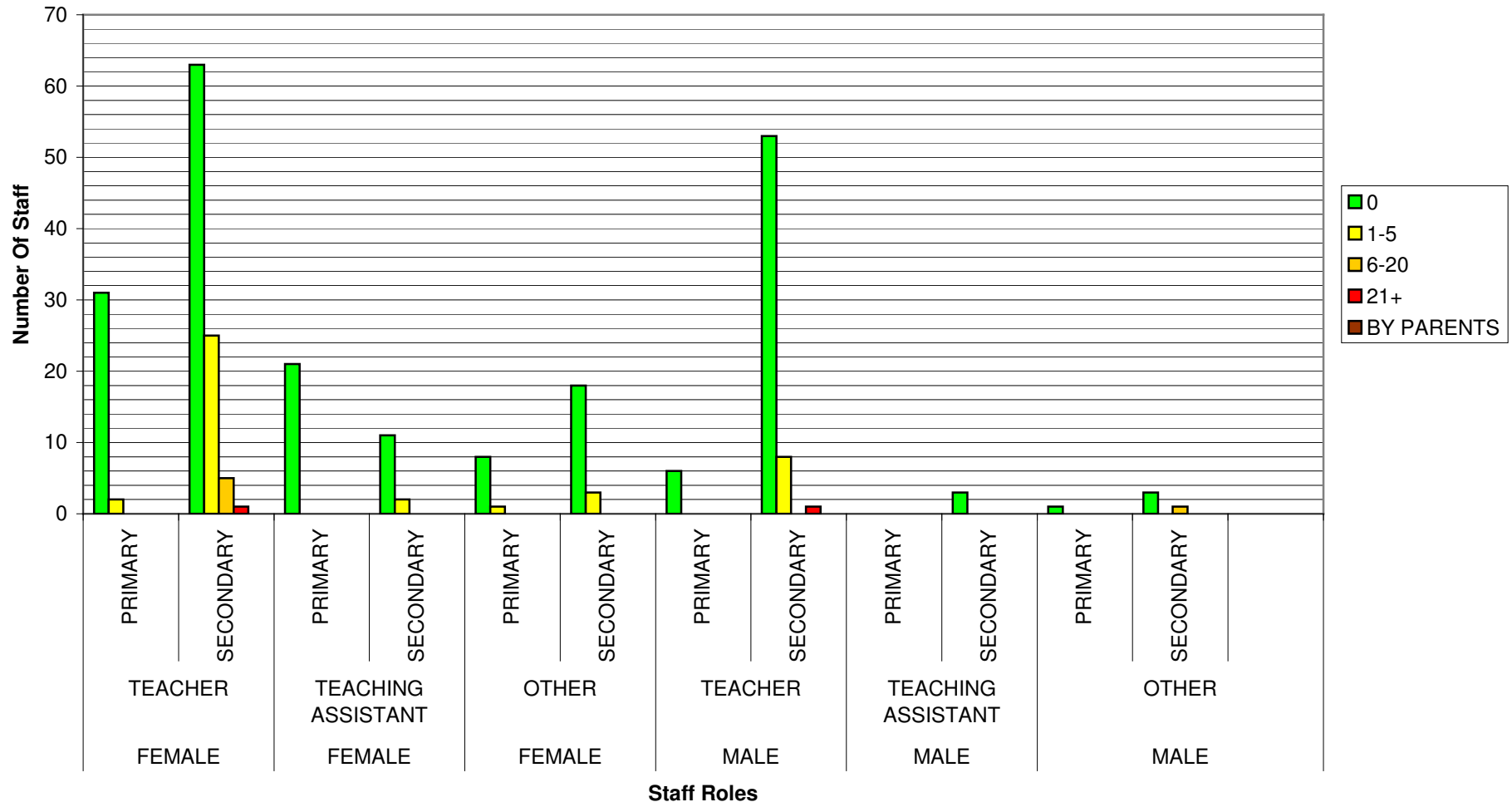
| HOW MANY TIMES HAVE YOU BEEN PHYSICALLY ASSULTED BY PUPILS THIS TERM? | | | | | | | |
|--|--------------------|-----------|----|----|---|----|------------|
| | | | 0 | 1 | 2 | 3+ | BY PARENTS |
| FEMALE | TEACHER | PRIMARY | 30 | 3 | | | 33 |
| | | SECONDARY | 77 | 15 | 1 | 1 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 19 | 2 | | | 21 |
| | | SECONDARY | 12 | 1 | | | 13 |
| FEMALE | OTHER | PRIMARY | 7 | 1 | 1 | | 9 |
| | | SECONDARY | 19 | 2 | | | 21 |
| MALE | TEACHER | PRIMARY | 5 | 1 | | | 6 |
| | | SECONDARY | 55 | 5 | 2 | | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | 0 |
| | | SECONDARY | 3 | | | | 3 |
| MALE | OTHER | PRIMARY | 1 | | | | 1 |
| | | SECONDARY | 4 | | | | 4 |
| | | | | | | | 267 |

Have Pupils Cast Aspersions On Your Quality Of Teaching?



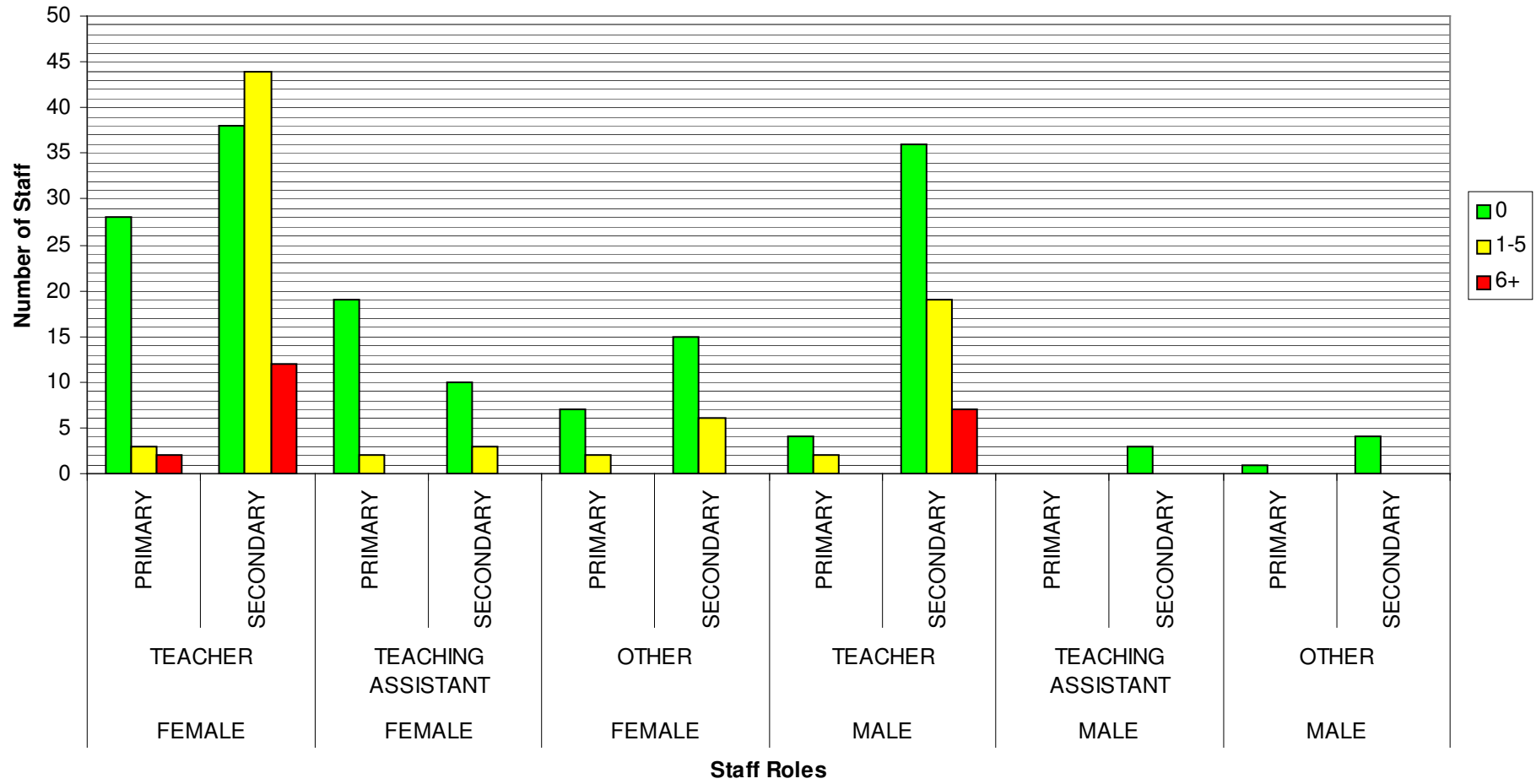
| HAVE PUPILS CAST ASPERSIONS ON YOUR QUALITY OF TEACHING? | | | | | | | | |
|--|--------------------|-----------|----|-----|------|-----|------------|-----|
| | | | 0 | 1-5 | 6-20 | 21+ | BY PARENTS | |
| FEMALE | TEACHER | PRIMARY | 28 | 4 | | | 1 | 33 |
| | | SECONDARY | 36 | 48 | 6 | 4 | | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 20 | 1 | | | | 21 |
| | | SECONDARY | 12 | 1 | | | | 13 |
| FEMALE | OTHER | PRIMARY | 9 | | | | | 9 |
| | | SECONDARY | 19 | 2 | | | | 21 |
| MALE | TEACHER | PRIMARY | 5 | | 1 | | | 6 |
| | | SECONDARY | 42 | 11 | 9 | | | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | 0 |
| | | SECONDARY | 2 | 1 | | | | 3 |
| MALE | OTHER | PRIMARY | 1 | | | | | 1 |
| | | SECONDARY | 4 | | | | | 4 |
| | | | | | | | | 267 |

How Many Times Have You Suffered From Verbal Abuse Of A Sexual Or Racist Nature?



| HOW MANY TIMES HAVE YOU SUFFERED FROM VERBAL ABUSE OF A SEXUAL OR RACIST NATURE? | | | | | | | | |
|---|--------------------|-----------|----|-----|------|-----|------------|-----|
| | | | 0 | 1-5 | 6-20 | 21+ | BY PARENTS | |
| FEMALE | TEACHER | PRIMARY | 31 | 2 | | | | 33 |
| | | SECONDARY | 63 | 25 | 5 | 1 | | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 21 | | | | | 21 |
| | | SECONDARY | 11 | 2 | | | | 13 |
| FEMALE | OTHER | PRIMARY | 8 | 1 | | | | 9 |
| | | SECONDARY | 18 | 3 | | | | 21 |
| MALE | TEACHER | PRIMARY | 6 | | | | | 6 |
| | | SECONDARY | 53 | 8 | | 1 | | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | 0 |
| | | SECONDARY | 3 | | | | | 3 |
| MALE | OTHER | PRIMARY | 1 | | | | | 1 |
| | | SECONDARY | 3 | | 1 | | | 4 |
| | | | | | | | | 267 |

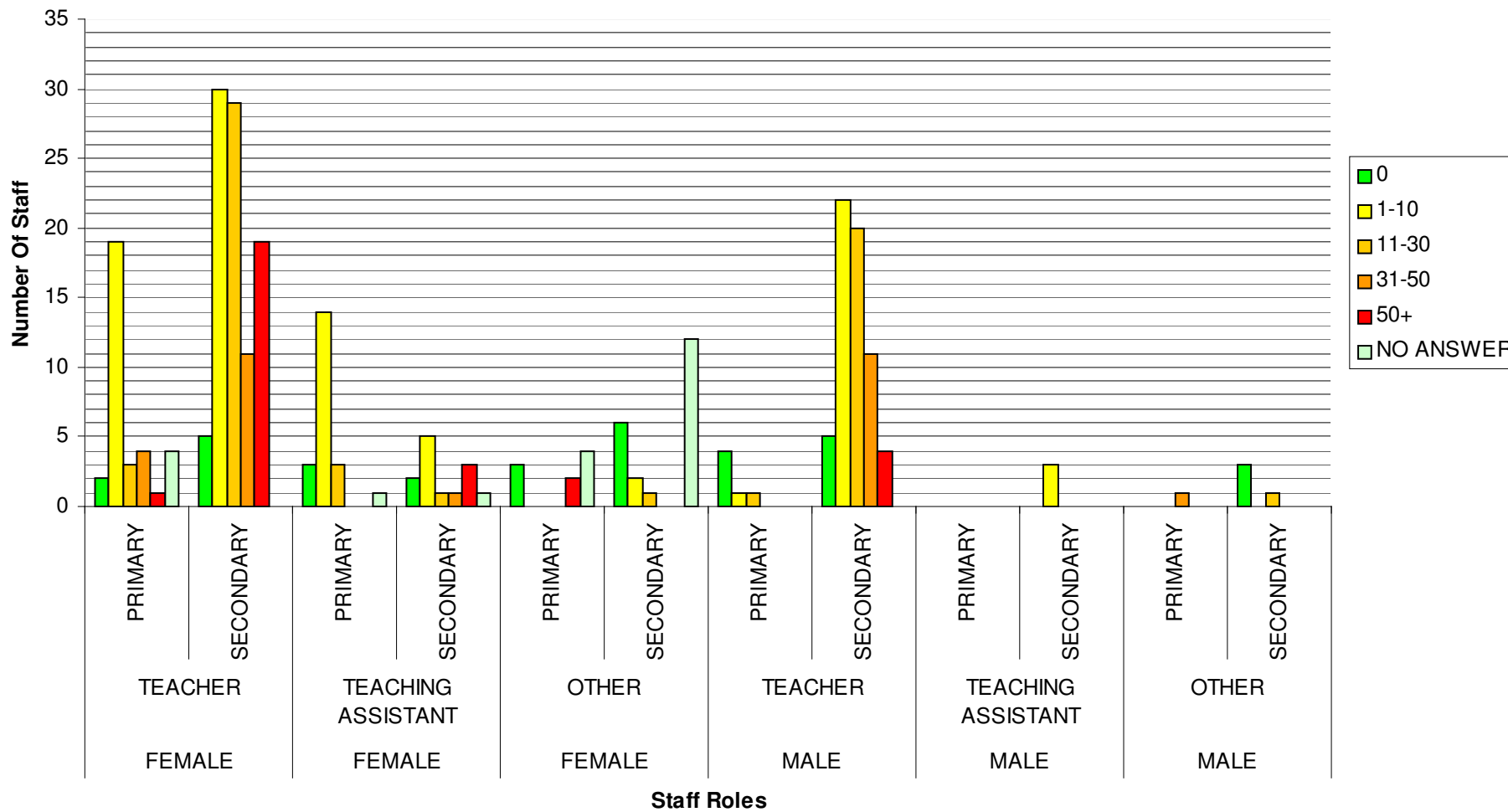
How Many Times Has Your Property Or Your Classroom Suffered From Deliberate Vandalism Or Theft This Term?



HOW MANY TIMES HAS YOUR PROPERTY OR YOUR CLASSROOM SUFFERED FROM DELIBERATE VANDALISM OR THEFT THIS TERM ?

| | | | 0 | 1-5 | 6+ | |
|--------|--------------------|-----------|----|-----|----|-----|
| FEMALE | TEACHER | PRIMARY | 28 | 3 | 2 | 33 |
| | | SECONDARY | 38 | 44 | 12 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 19 | 2 | | 21 |
| | | SECONDARY | 10 | 3 | | 13 |
| FEMALE | OTHER | PRIMARY | 7 | 2 | | 9 |
| | | SECONDARY | 15 | 6 | | 21 |
| MALE | TEACHER | PRIMARY | 4 | 2 | | 6 |
| | | SECONDARY | 36 | 19 | 7 | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | 0 |
| | | SECONDARY | 3 | | | 3 |
| MALE | OTHER | PRIMARY | 1 | | | 1 |
| | | SECONDARY | 4 | | | 4 |
| | | | | | | 267 |

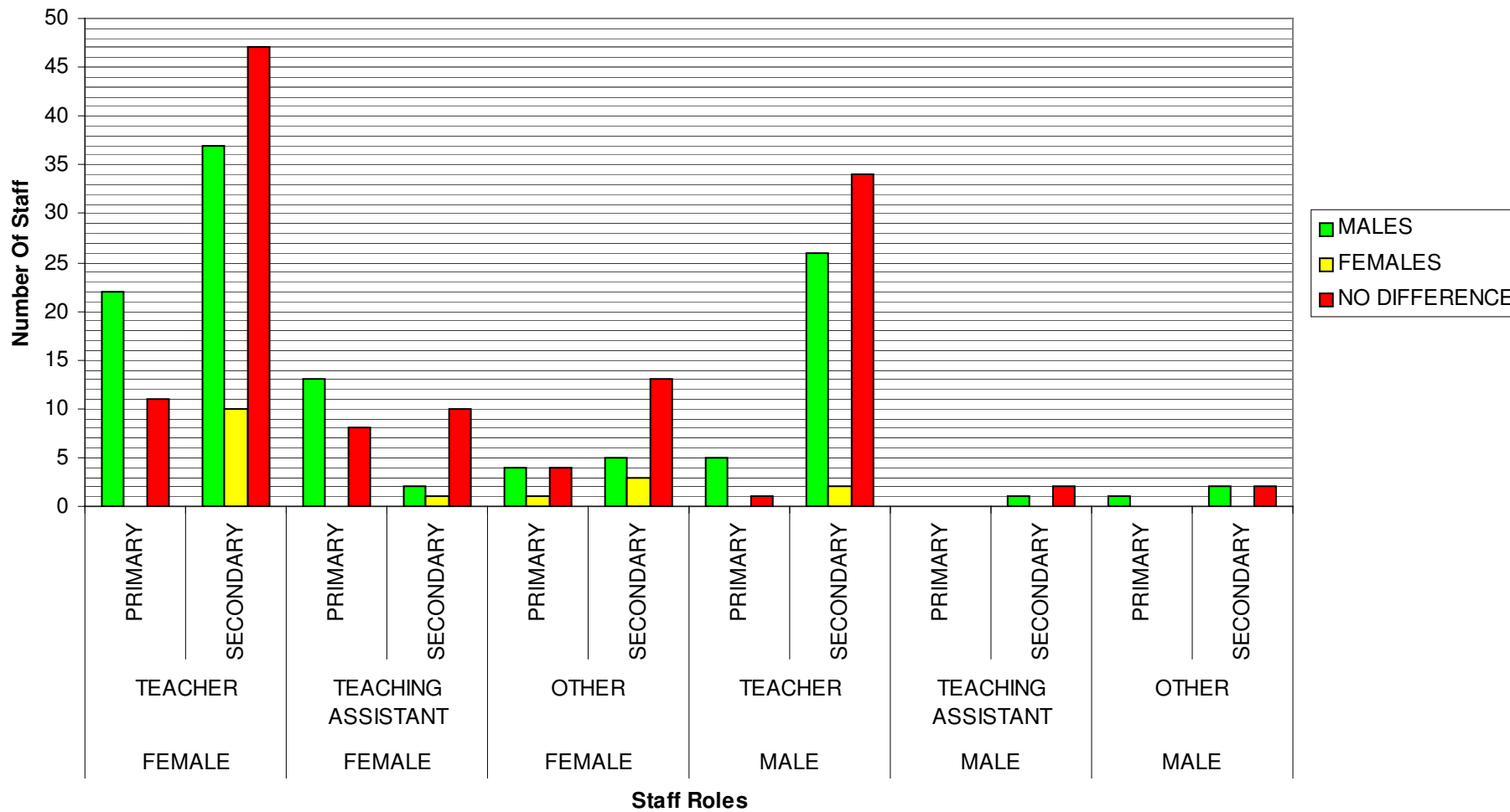
What Percentage Of Your Lessons Suffer From Low Level Disruption?



WHAT PERCENTAGE OF YOUR LESSONS SUFFER FROM LOW LEVEL DISRUPTION

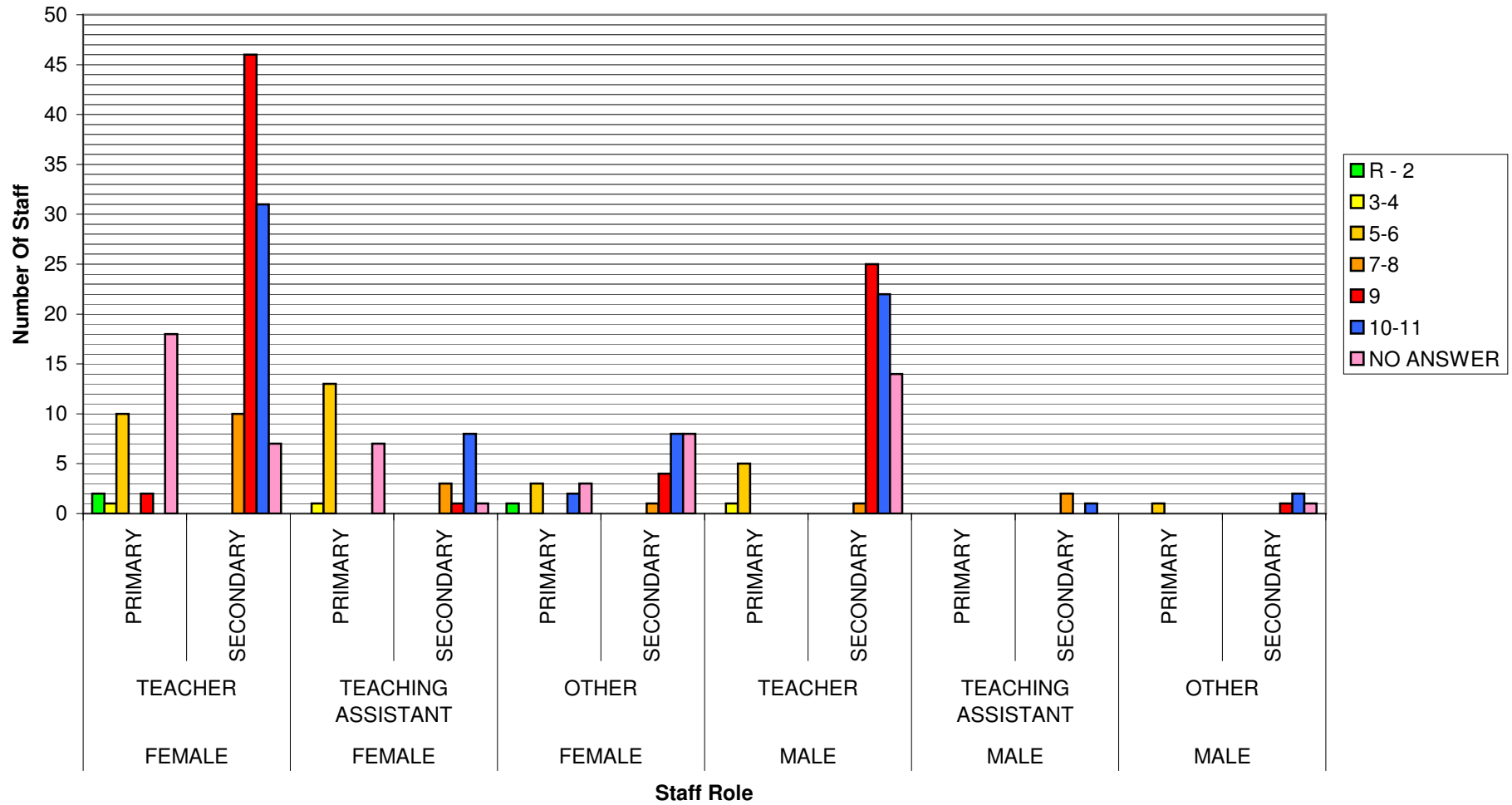
| | | | 0 | 1-10 | 11-30 | 31-50 | 50+ | NO ANSWER | |
|--------|--------------------|-----------|---|------|-------|-------|-----|-----------|-----|
| FEMALE | TEACHER | PRIMARY | 2 | 19 | 3 | 4 | 1 | 4 | 33 |
| | | SECONDARY | 5 | 30 | 29 | 11 | 19 | | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 3 | 14 | 3 | | | 1 | 21 |
| | | SECONDARY | 2 | 5 | 1 | 1 | 3 | 1 | 13 |
| FEMALE | OTHER | PRIMARY | 3 | | | | 2 | 4 | 9 |
| | | SECONDARY | 6 | 2 | 1 | | | 12 | 21 |
| MALE | TEACHER | PRIMARY | 4 | 1 | 1 | | | | 6 |
| | | SECONDARY | 5 | 22 | 20 | 11 | 4 | | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | | 0 |
| | | SECONDARY | | 3 | | | | | 3 |
| MALE | OTHER | PRIMARY | | | | 1 | | | 1 |
| | | SECONDARY | 3 | | 1 | | | | 4 |
| | | | | | | | | | 267 |

Who Is Usually More Disruptive



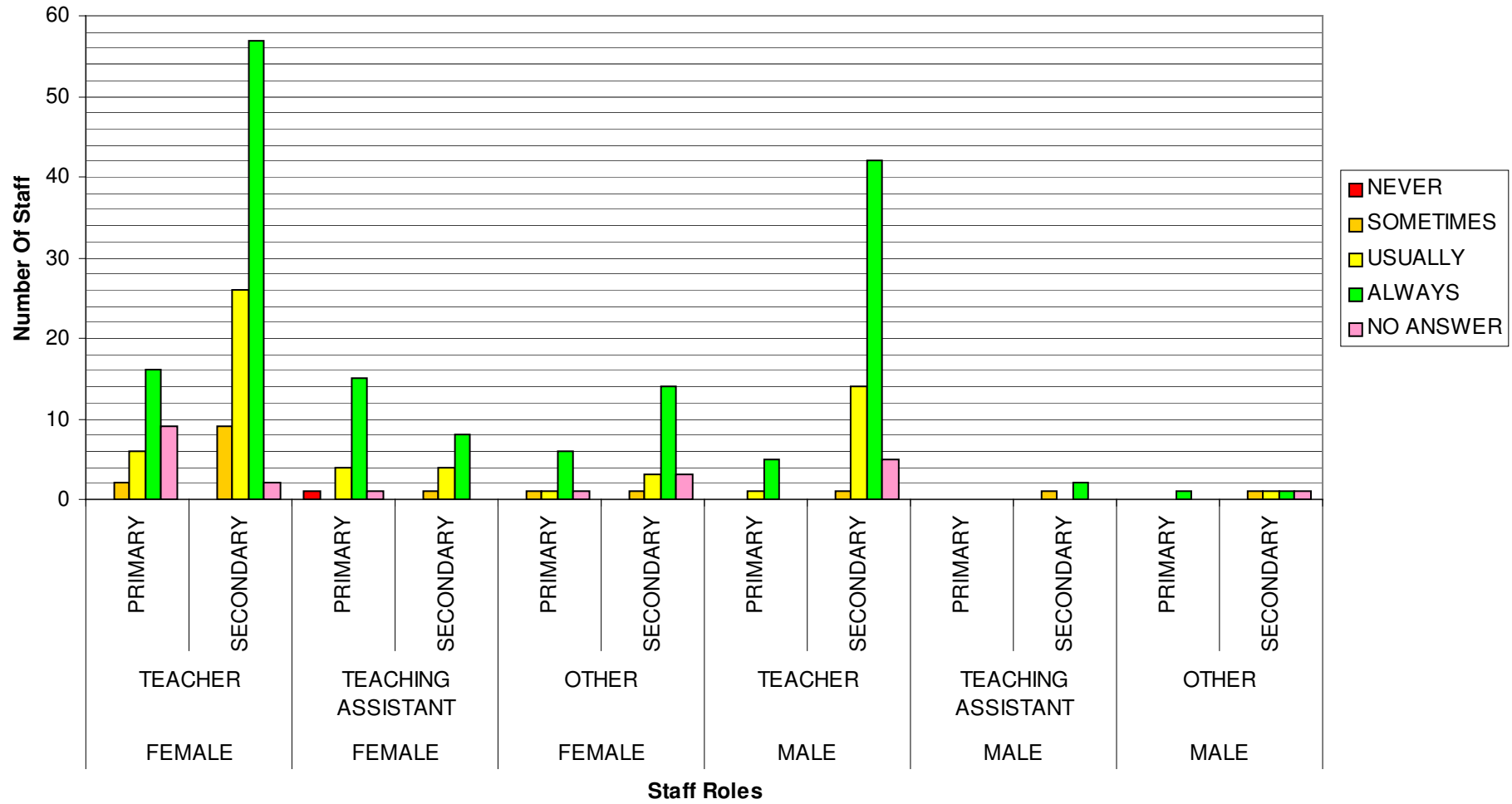
| WHO IS USUALLY MORE DISRUPTIVE | | | | | | |
|---------------------------------------|--------------------|-----------|-------|---------|---------------|-----|
| | | | MALES | FEMALES | NO DIFFERENCE | |
| FEMALE | TEACHER | PRIMARY | 22 | | 11 | 33 |
| | | SECONDARY | 37 | 10 | 47 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 13 | | 8 | 21 |
| | | SECONDARY | 2 | 1 | 10 | 13 |
| FEMALE | OTHER | PRIMARY | 4 | 1 | 4 | 9 |
| | | SECONDARY | 5 | 3 | 13 | 21 |
| MALE | TEACHER | PRIMARY | 5 | | 1 | 6 |
| | | SECONDARY | 26 | 2 | 34 | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | 0 |
| | | SECONDARY | 1 | | 2 | 3 |
| MALE | OTHER | PRIMARY | 1 | | | 1 |
| | | SECONDARY | 2 | | 2 | 4 |
| | | | | | | 267 |

Which Age Range is Generally More Disruptive



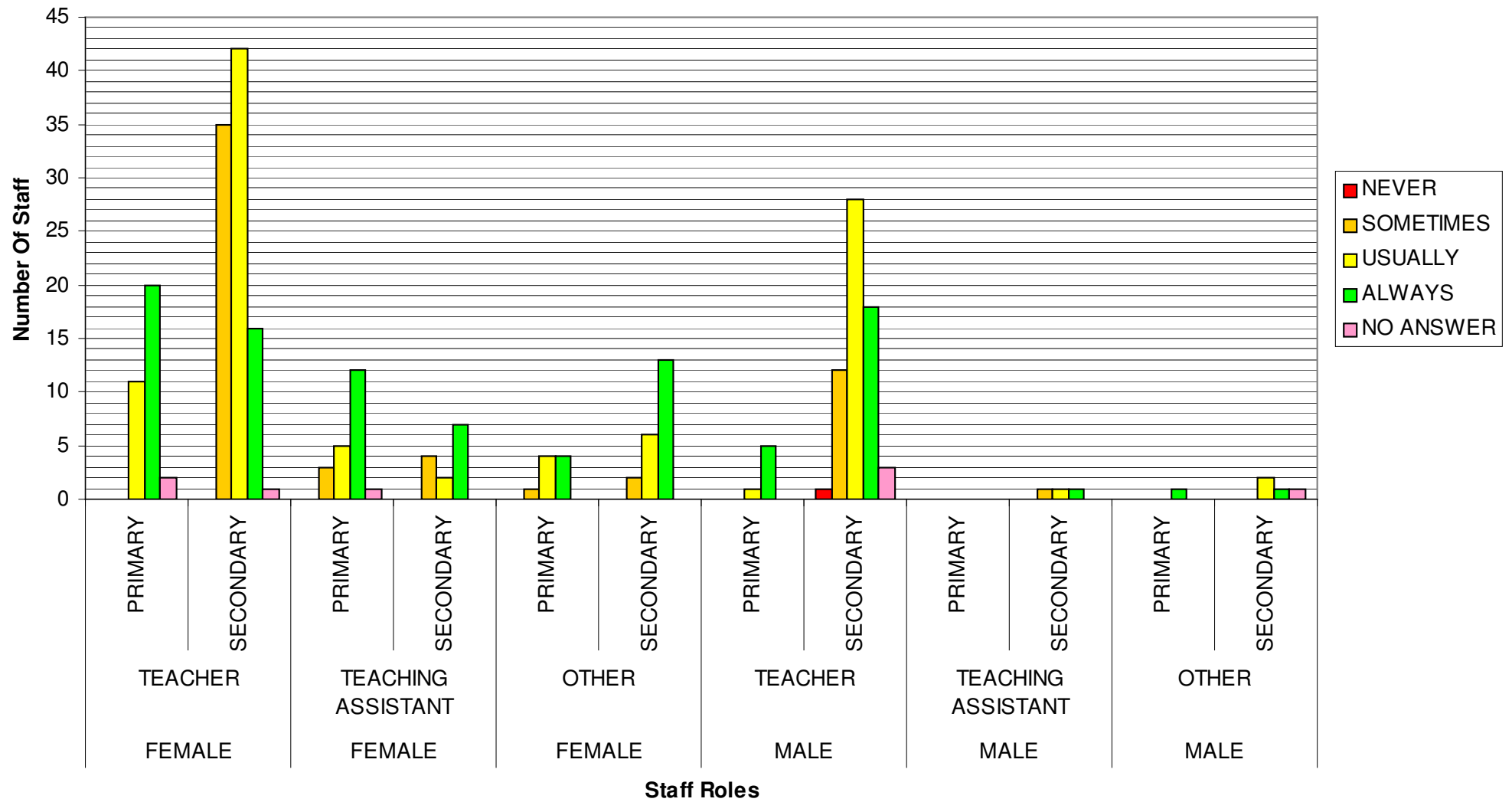
| WHICH AGE RANGE IS GENERALLY MORE DISRUPTIVE? | | | | | | | | | | |
|---|--------------------|-----------|-------|-----|-----|-----|----|-------|-----------|-----|
| | | | R - 2 | 3-4 | 5-6 | 7-8 | 9 | 10-11 | NO ANSWER | |
| FEMALE | TEACHER | PRIMARY | 2 | 1 | 10 | | 2 | | 18 | 33 |
| | | SECONDARY | | | | 10 | 46 | 31 | 7 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | | 1 | 13 | | | | 7 | 21 |
| | | SECONDARY | | | | 3 | 1 | 8 | 1 | 13 |
| FEMALE | OTHER | PRIMARY | 1 | | 3 | | | 2 | 3 | 9 |
| | | SECONDARY | | | | 1 | 4 | 8 | 8 | 21 |
| MALE | TEACHER | PRIMARY | | 1 | 5 | | | | | 6 |
| | | SECONDARY | | | | 1 | 25 | 22 | 14 | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | | | 0 |
| | | SECONDARY | | | | 2 | | 1 | | 3 |
| MALE | OTHER | PRIMARY | | | 1 | | | | | 1 |
| | | SECONDARY | | | | | 1 | 2 | 1 | 4 |
| | | | | | | | | | | 267 |

Do You Usually Report Serious And Disruptive Incidents?



| DO YOU USUALLY REPORT SERIOUS DISRUPTIVE INCIDENTS? | | | | | | | | |
|--|--------------------|-----------|-------|-----------|---------|--------|-----------|-----|
| | | | NEVER | SOMETIMES | USUALLY | ALWAYS | NO ANSWER | |
| FEMALE | TEACHER | PRIMARY | | 2 | 6 | 16 | 9 | 33 |
| | | SECONDARY | | 9 | 26 | 57 | 2 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | 1 | | 4 | 15 | 1 | 21 |
| | | SECONDARY | | 1 | 4 | 8 | | 13 |
| FEMALE | OTHER | PRIMARY | | 1 | 1 | 6 | 1 | 9 |
| | | SECONDARY | | 1 | 3 | 14 | 3 | 21 |
| MALE | TEACHER | PRIMARY | | | 1 | 5 | | 6 |
| | | SECONDARY | | 1 | 14 | 42 | 5 | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | 0 |
| | | SECONDARY | | 1 | | 2 | | 3 |
| MALE | OTHER | PRIMARY | | | | 1 | | 1 |
| | | SECONDARY | | 1 | 1 | 1 | 1 | 4 |
| | | | | | | | | 267 |

Do You Believe That The Senior Management Team Works Effectly?



DO YOU BELIEVE THAT THE SENIOR MANAGEMENT TEAM WORKS EFFECTIVLY

| | | | NEVER | SOMETIMES | USUALLY | ALWAYS | NO ANSWER | |
|--------|--------------------|-----------|-------|-----------|---------|--------|-----------|-----|
| FEMALE | TEACHER | PRIMARY | | | 11 | 20 | 2 | 33 |
| | | SECONDARY | | 35 | 42 | 16 | 1 | 94 |
| FEMALE | TEACHING ASSISTANT | PRIMARY | | 3 | 5 | 12 | 1 | 21 |
| | | SECONDARY | | 4 | 2 | 7 | | 13 |
| FEMALE | OTHER | PRIMARY | | 1 | 4 | 4 | | 9 |
| | | SECONDARY | | 2 | 6 | 13 | | 21 |
| MALE | TEACHER | PRIMARY | | | 1 | 5 | | 6 |
| | | SECONDARY | 1 | 12 | 28 | 18 | 3 | 62 |
| MALE | TEACHING ASSISTANT | PRIMARY | | | | | | 0 |
| | | SECONDARY | | 1 | 1 | 1 | | 3 |
| MALE | OTHER | PRIMARY | | | | 1 | | 1 |
| | | SECONDARY | | | 2 | 1 | 1 | 4 |
| | | | | | | | | 267 |

| GENDER | ROLE | COMMENT |
|---------------|--------------------|--|
| Female | Other, Primary | My role as administrator puts me “front line” to angry/upset/unhappy parents. I see trying to calm these parents before they meet a member of SMT a part of my role. Offering tea/coffee and a quiet place to sit and reflect usually does this. However, it is sometimes frustrating that their anger is vented out on the first person they see. |
| Female | Other, Primary | If it is a challenging year group a ratio of 1 – 13 in a Nursery is not adequate, especially with behaviour problems. |
| Female | Other, Secondary | Behaviour of students is improving. |
| Female | Other, Secondary | I find that year 9 become more difficult when they have chosen their options and so are aware that they will not continue with a certain subject. They become difficult to motivate towards the end of the final term. |
| Female | Other, Secondary | The questionnaire seems angled towards teaching staff as a member of the non-teaching team who has dealings with pupils I find on the whole they are pleased and co-operative. There is a danger here of forgetting that the majority of pupils are quite normal teenagers who are finding their way in an adult world. Lets concentrate on the majority. |
| Female | Teacher, Primary | Since introducing a very clear system of dealing with disruptive incidents throughout the school the number of incidents has reduced. |
| Female | Teacher, Primary | The year listed (3-4) has been affected by a particularly disruptive student, so the answers given would not necessarily be the rule. |
| Female | Teacher, Primary | What are you auditing? The services of the Council or the SMT? |
| Female | Teacher, Primary | Questions in this survey are too general to answer – what is the benchmark? E.g. low level disruptive is different at an inner city school to an urban school. |
| Female | Teacher, Primary | I still enjoy teaching!! |
| Female | Teacher, Primary | Last four questions are not an issue with the classes I teach at this school. |
| Female | Teacher, Secondary | Incidents of more serious nature are fewer at this school/county than others I have worked in. But lighter degree of low-level disruption/disrespect/arguing back and have had more theft of school and personal property here than in a “rough” school I worked at in [another County]! Status of my subject not given public enough boost by SLT – therefore perceived as a “stupid/waste of time” subject to my students – especially boys. |
| Female | Teacher, Secondary | Lower ability sets tend to have more disruptive pupils. Many pupils these days have little respect for other people or property. However most children are great and the few should be affectively dealt with so the majority can enjoy a good education. There seems no ultimate sanction, poor pupils know schools are reluctant to exclude them – and where do they go then. |
| Female | Teacher, Secondary | Typical comment from current year 11 since they started is “its boring” “how much more writing?” when they have done a spider diagram. They want constant instant excitement but with no input from themselves. As teachers, they believe we should “deliver” when challenged what changes they would like, what do they enjoy |

| | | |
|--------|--------------------|---|
| | | they cant answer. The vandalism is very irritating when paid for by me but they don't care and think it is a bottomless pit of money. |
| Female | Teacher, Secondary | A general lack of respect at [X school] by pupils for staff, premises, equipment and each other has led to an increase in violence, anti-social behaviour, smoking and vandalism. |
| Female | Teacher, Secondary | Some pupils have little respect for authority and this develops into low-level disruption. These pupils are not the disaffected they are just lacking in morals and respect. |
| Female | Teacher, Secondary | Teaching special needs pupils' means that due to certain conditions ADHD/ASD we expect disruption, which is not necessarily deliberate. |
| Female | Teacher, Secondary | A significant number of pupils do not view the sanctions systems in a serious manner. A small number do not respond to it at all. |
| Female | Teacher, Secondary | Some low ability pupils are poorly motivated, disinterested, poorly organised and poorly behaved. |
| Female | Teacher, Secondary | It is the make up of the group rather than the age range that makes for disruption. Insults have been ignored more often than not – too frequent from some. |
| Female | Teacher, Secondary | SMT deal with disruption as best they can. If it were effective there would be no repeat offences. Sadly this is not the case. |
| Female | Teacher, Secondary | Pupils behaviour is more and more challenging daily. I am dismayed at the level of abuse, both verbal and physical, that pupils inflict on teachers. Pupils effectively stopping the learning process to various degrees are challenging even the most respectful and placid of teachers. Low-level disruption seems to be the constant and the most disturbing thing is the utter open defiance of pupils. I have been a teacher in 4 schools, full time for 34 years! |
| Female | Teacher, Secondary | Real need for whole school disruptive strategy. |
| Female | Teacher, Secondary | I am very concerned over the lack of control I feel the SMT have over out pupils. I feel that the school has gone downhill quite rapidly and I find teaching here very stressful because I have very little support. |
| Female | Teacher, Secondary | Behaviour is definitely deteriorating; it is becoming more socially acceptable to join in. General disrespect, talking at the same time as the teacher and not listening is increasing, even in top sets. Poor standards are creeping into lower years and years 7 and 8 are not as well behaved as in pervious years. I haven't been sworn at for 7 years and this year it has happened three times. |
| Female | Teacher, Secondary | Disruption seems to be prevalent across all year groups. There appears to be no real consistency to consequences of poor behaviour and the pupils are well aware of this. Constant low-level disruption is not dealt with. Major incidents result in very different and often delayed consequences dependant upon which member of the SMT deals with them. Staff are feeling very unsupported and morale is low. There is no SMT presence around the site and this is desperately needed. |
| Female | Teacher, Secondary | Comments relate to January – October 2006 as requested but only returned from maternity leave in September 2006 so only actually cover this academic year. |
| Female | Teacher, Secondary | There are just too many instances of poor behaviour – SMT cannot deal with them all. We need a zero tolerance policy. Pupils are coming to us at age 11 far more ready to question/challenge/defy |

| | | |
|--------|----------------------------------|--|
| | | us. The key word is NO/WHY? |
| Female | Teacher, Secondary | Every Year group has its difficulties. For the first time in my teaching career I feel disillusioned – teaching and learning is being severely compromised by disruptive behaviour throughout all the year groups I teach. Within the top sets it is generally low-level disruption but it is difficult to deal with effectively and had a detrimental effect on the pace of teaching. Within lower ability groups the behaviour is more severe – pupils seem unable to remain seated and will not stop shouting across the classroom, throwing things, eating ect. There is no clear policy across the school – we need a more united approach and it should be more effectively managed top down. There is minimal SMT presence around the site and the children defiantly appear to have the upper hand at the moment – things seem out of control. I have always loved my teaching but I feel like leaving the profession at the moment. |
| Female | Teaching Assistant, Secondary | Behaviour has become a big issue. Especially for Teaching Assistants who are told that behaviour is not their responsibility, but the support NQT's who are floundering. Are we supposed to let them sink? |
| Female | Teaching Assistant, Secondary | The most difficult thing for me is the fact that pupils don't respect teaching and non-teaching staff. Majority of the children displays this attitude. Sometimes I almost feel as if they are looking down on me. I haven't come across this sort of behaviour on such a scale in my home country. The pupils in [home Country] also misbehave, but they have more respect for teachers and older people in general. IN the Uk, the behaviour of the pupils seems to be getting out of control very often. However, I think it is not only a problem of discipline at school but it reflects in some social issues. |
| Male | Other, Secondary | I am not a teacher so the last four questions do not apply |
| Male | Teacher, Primary | It is really important that there is a whole school policy that is transparent and of which everyone applies! |
| Male | Teacher, Primary | Questions have confusing time scales – this year/this term, no defined time. |
| Male | Teacher, Secondary | Who are more disruptive? Girls usually low level but when they blow up – hey! Boy's low-level disruption is lower but they are less likely to really loose it. There are, of course, exceptions. |
| Male | Teacher, Secondary | Good school ethos and environment. We still have some issues but they are swiftly dealt with. |
| Male | Teacher, Secondary | The only difficult situation arise from a very few damaged individuals who should be removed from the society of the majority who wish to be direct members of the society. Too often one bad apple is given far to much scope to damage those around them. Too many chances are given to some who don't deserve it. Too often the disruptive child receives an excess of support whilst staff and other pupils suffer. |
| Male | Teacher, Secondary | The major challenge is that most groups have 3-6 disruptive students who make it difficult for the majority to learn efficiently – these are not being dealt with efficiently. Another challenge is to move management away from a perceived bullying approach to staff - this takes many forms. |
| Male | Teacher, Secondary | You spell “fuck” this way not “fxxk” |

| | | |
|------|-----------------------|---|
| Male | Teacher, Secondary | Low-level disruptive comments are the biggest single problem in classes – stops progress of lessons/education |
| Male | Teacher, Secondary | Overall behaviour of pupils appears to be deteriorating. Pupils with poor behaviour can often be linked to a breakdown in familiar, lack of discipline at home – lack of parent guidelines. Effect of a small minority of pupils can seriously affect the learning of the majority. |
| Male | Teacher, Secondary | Low-level rudeness is quite regular |
| Male | Teacher, Secondary | There is a general trend for pupils to work together at being disruptive. Picking off individual pupils being disruptive is easy but when you have a large number in a class who egg each other on and re-enforce each others bad behaviour is much more difficult. Pupils are much more ready to challenge staff, answer back rudely and walk out of lessons. Their respect for authority and their ability to conform to a simple set of rules is certainly diminishing. (Question 11) – it is hard to answer this question effectively as communication is a problem. We are often not told what action has been taken. |
| Male | Teacher, Secondary | I value my SMT yet they have to put so much paper-work together for each problem student and so many teachers and pupils suffer for long periods of time. The same troublemakers keep causing trouble, by removal, permanently, of the key troublemakers and placing them in units where they are firmly dealt with is in my view, the way forward. These units were in place up to the mid 1980's and did a wonderful job. IN my view, inclusion has failed. Recent observations show the work ethic of students to be declining. Yet 90% of the students I teach are wonderful! Please let us give them a better chance in life. I feel that many of the questions are very limited e.g. so far this term (9 th October) This is not a very meaningful survey. |
| Male | Teacher, Secondary | The level of seriously disruptive incidents has increased dramatically over the past three years. Significant factors include: an increasing number of emotionally disturbed and unsettled pupils, the fact that [X school] has had to receive seriously disruptive pupils expelled from schools such as [Y school], this has a dramatic effect on our existing difficult pupils. A change in structure within the school which makes it harder to “prove” particular groups of difficult pupils. |
| Male | Teacher, Secondary | There has been a huge increase in disruptive behaviour recently. The problem is now getting to a point where disruption is commonplace and the scale of it means that many incidents cannot be dealt with properly. The referral system is cumbersome and ineffectual. Outright defiance is on the increase and pupils know that teachers have relatively little power to prevent it. The detention system does not work properly at a higher level and there is often no feedback from SMT who are then swamped. We are losing our grip. |
| Male | Teacher, Secondary | There needs to be a clear line over which students do not progress or they will be permanently excluded. A points system to stop repeat offenders who are a major disruption to lessons, teaching and learning but are not going to get themselves excluded by burning the school down. |
| Male | Teacher, Secondary | I feel that the majority seriously disruptive youngsters come from family background, which can be described, as un-functional. Much |

| | | |
|------|-----------------------|--|
| | | more help is needed outside of school to help these individuals – it seems to me that it is only the permanently excluded youngsters who are offered and help can be useful. |
| Male | Teacher, Secondary | A considerable amount of disruption is caused by pupils who have been permanently excluded from elsewhere and are dumped on [X school], as we are not full, they do not benefit from a fresh start and always affect the learning of others. Prevention is better than cure when considering disruption, unfortunately when you have a weak head teacher there is no deterrent and disruption gradually increases until it becomes the norm. |

QUESTIONS FOR PARENTS - SUMMARY

Behaviour and Discipline Management in Schools

1. How would you rate pupil behaviour generally? (please circle)

Poor Moderate OK Good Excellent

2. Do you think children and young people are seen by the media, e.g. television, newspapers etc as generally good and well behaved?

Not at all Occasionally Quite often Very much so

3. How well do you think poor pupil behaviour is dealt with in schools?

Poor Moderate OK Good Excellent

3. What, in your view, are the main causes of poor pupils' behaviour?

- Poor diet
- Late nights – bedtimes too late
- Problems at home – analogy to a can of fizzy drink was used; stress builds up at home and goes ‘pop’ at school
- Issues with parents – different to above – more that, say, Mum has just told off her children on the way to school putting them in a bad mood
- Inappropriate curriculum (not enough differentiation; children get bored, frustrated etc)
- Lack of interest & motivation in lessons and school generally
- Tensions out of school – falling out with a friend
- Teachers sometimes make matters worse (throw petrol on the flames)
- Boredom – lack of stimulation
- Inappropriate curriculum
- Class sizes too big
- Inclusion of SEN children
- Age range in classes – too big
- Parents poor view/exp. of school
- Poor role models for both parents and children
- Parents not showing respect for school, authority etc
- Children showing less respect for adults across society
- Pressure of SATs
- Emotional issues at home
- Poor diet
- Negative impact of computer games, television etc
- Lack of parental discipline
- Too much inappropriate discipline

- Poor parenting skills
- Peer influence (eg break uniform rules)
- Bullying
- Lack of self worth (links with family)
- Class sizes too big/ poor accommodation
- Parents negative view of education (from their own past experience)
- Pupils 'fitting in' with other pupils – going along with bad behaviour for acceptance
- Poor teaching
- Pupils bored and frustrated

4. We had 28 permanent exclusions from Herefordshire schools last year – we have a duty to give them education - what do you think we should do with youngsters that get expelled?

- PRU places
- More SEN places
- Need to 'protect' secondary students standards
- Look at each case on its own merits
- Identify root cause and offer support
- Children placed in a special school

5. What do you think could be done to help pupils behave better?

- Better support for struggling families
- More support within education
- A framework to promote agencies working together
- Early intervention – early years
- More intervention/support in Primary schools, i.e. buddy system
- School to be open and honest about expectations on students re: behaviour & what is not acceptable in school
- Better consistency of responses from staff
- Listen to the students – give a voice to the child
- Lesson at appropriate levels for students – better differentiation
- Better provision to support pupils, i.e. from school nurses etc
- More parenting courses – financial reward to entice reluctant parents
- Prepare young people to be parents through the curriculum (as there is less support from extended families nowadays)
- More extra-curricular activities for pupils (divisionary)
- Better access to services (rurality a barrier for many families)
- Clear rules agreed and set by children
- Time out area (bolt hole)

- Children need to feel safe, secure and appreciated
Schools need the resources to give good support to difficult and troubled children
– not enough at the moment

Other comments:

- Bullying – No Blame Policy is used in school quite effectively

NB – of interest: one parent (also a TA in the school) was permanently excluded from her High School. She admitted that she was difficult to handle in her school but felt that teachers didn't help her and that they often made her feel worse. She spoke extremely highly of the St. David's Centre – the Pupil Referral Unit that she attended following her exclusion.

Thank you very much for your co-operation and help in completing this form. Your views will be very useful in helping the Scrutiny Committee in their review.

QUESTIONNAIRE FOR PUPILS - SUMMARY

Behaviour and Discipline Management in Schools

The Council have set up a review group to look at behaviour management in schools. We would very much like to hear your views about this and would appreciate you completing this short form. Thank you for your help.

4. How would you rate pupil behaviour generally? (please circle)

Poor Moderate OK Good Excellent

Some children behave worse when they are out of school, knocking on doors and windows and running away. They barge smaller children and do graffiti. Boys are naughtier. Most children though are polite and say hello etc. When teachers aren't there they are worse behaved. Lady Hawkins children smoke and hang around and won't play with smaller children. The children said they were used to all playing together. Lady Hawkins children let us down and give a bad example

5. Do you think children and young people are seen by the media, e.g. television, newspapers etc as generally good and well behaved?

Not at all Occasionally Quite often Very much so

6. How well do you think poor pupil behaviour is dealt with in schools?

Poor Moderate OK Good Excellent

Dependent on the teacher. There is a system but this seems to be interpreted differently by different teachers, and sometimes there are stages that are bypassed. Some teachers just give up, others make empty threats. Sometimes the poor behaviour gives people status.

4. What, in your view, are the main causes of poor pupils' behaviour?

- Stressed at home – difficult home life
- TV – inappropriate; showing bullying etc, bad influence (most had a TV in their bedrooms however)
- Parents not bringing their children up properly (not teaching respect, good manners etc)
- To get attention
- Inconsistency – parents and other adults seeing one thing but not carrying it through (empty threats – parents not able to provide clear, firm boundaries)
- Bedtimes too late – children come to school tired
- Sickness – children feeling unwell

- Not being listened to
- Attention seeking.
- Being cool.
- Tiredness.
- Showing off.
- Want to be sent out of school.
- Food and drinks.
- Drugs and alcohol.
- Work is either too hard or too easy or repeated.
- If the teacher doesn't deal with bad behaviour it carries on.
- SEN
- Not getting down to work quickly.
- Boredom.
- Work not challenging enough.
- Same teacher with the same format of lessons for several years.
- 'Turn to page 17 and do question 4.
- Turn to page 63 and do question 7...'
- Peer pressure.
- The way they have been brought up at home.
- May be a rough up bringing and this is the norm.
- Attention seeking.
- Teachers not listening.
- Medical such as ADHD.
- Problems at home.

5. Have you ever seen a pupil hit a teacher?

No – Secondary

Yes - Primary

6. What do you think could be done to help pupils behave better?

- Rewards (interesting discussion – some thought children should behave regardless of rewards and that rewards might do more damage as they could reward 'bad' children)
- More support from other children
- Sanctions – fairly applied
- TAs – more likely to 'tell off' children than teachers
- No shouting but negotiating.
- More police...but then they had a discussion and decided it would make it worse!
- Red card system.
- Talking together.
- Neighbourhood watch in school.
- Rewards and raffle ticket system that continued after the bad behaviour had been solved.
- Achievements assemblies.
- Don't try to bribe us!

- Praise.
- Your behaviour affecting your mates...i.e. reward for you and 3 mates.
- Sanctions...take away things like sports and things they like.
- Make lessons more exciting.
- The conversation concentrated on sanctions so I challenged the fact that they hadn't mentioned rewards and they said that there weren't any really. 'Housepoints are pointless as at the end of the day the house gets a cup and that's it.
- Rewards need to be more personal.
- Some sanctions become a reward after a while, as the students get isolated together with their friends.
- Lenient treatment of younger students makes the situation more difficult later.
- Badly behaved students get credit for behaviour that is expected to be the norm for the rest. This doesn't seem fair.

Thank you very much for your co-operation and help in completing this form. Your views will be very useful in helping the Scrutiny Committee in their review.

JOINT SCRUTINY REVIEW: TRANSITION FROM LEAVING CARE TO ADULT LIFE

Report By: **Councillor Mrs Pemberton, Chair of Review
Group**

Wards Affected

County-wide

Purpose

1. To inform Adult Social Care and Strategic Housing and Children's Services Scrutiny Committees of the progress of the Joint Scrutiny Review on the Transition from Leaving Care to Adult Life and to make recommendations as to the way forward.

Progress to Date

2. Following agreement by the respective Scrutiny Committees that the Review be undertaken, initial discussion took place and a range of relevant background documents were assembled.
3. Membership of the Review Group was identified as follows:

Councillor Mrs PA Andrews
Councillor J Hope
Councillor J.G Jarvis
Councillor G Lucas
Councillor Mrs Pemberton (Chair)
Mr R Kelly
Mrs D Strutt
4. The following terms of reference for the Review were agreed:
 - To review the Council's approach to transition issues for looked after children with support needs from childhood to adult life.
 - To investigate how improvements can be made to the transition process.
 - Following the review to advise the appropriate Cabinet Member(s) of the best policy to put in place to implement the improvements identified.

5. Alongside this, the desired outcomes for the Review were identified as follows:
 - For Members of the Review to have considered the various elements involved in the transition process and how these interrelate with those services performed by the Council's partners.
 - To have considered possible areas of improvement to the transition process and make recommendations on improvement for consideration by the appropriate Cabinet Member(s) and the Council's partner organisations.
 - For any future service to be capable of implementation in collaboration with partner organisations.
6. The first meeting of the Review Group took place on 26 February 2007, confirming the terms of reference and desired outcomes. Following discussion, it was agreed that the issues involved were complex and worthy of detailed consideration. Consequently a decision was taken that it was not possible to complete this piece of work to a satisfactory standard in sufficient time to report back to Adult Social Care and Strategic Housing and Children's Services Scrutiny Committees in march 2007 as originally anticipated. This report will also be presented to the Adult Social Care and Strategic Housing Committee on 23 March 2007.
7. On the basis of the discussions, a number of key themes were identified for further exploration by the Review Group. These were as follows:
 - The role of corporate parent continues beyond the age of 18 up to and including the age of 24 for care leavers in continuing education
 - The role of the corporate parent, and therefore the scope of the Review, should cover the role of a wider group of agencies eg CAMHS, Probation, Prison Service etc
 - The primary focus of the Review should be looked after children and care leavers who are the responsibility of Herefordshire but the review should also address looked after children and care leavers in Herefordshire from other Local Authorities
 - Whilst the review will cover those care leavers who have continuing needs such as learning disabilities and mental health problems, those with more profound and multiple disabilities will not be included within the scope of the Review
 - The Review Group should take a particular interest in the issue of appropriate accommodation for 16 to 18 year olds, including supported lodgings, 'halfway house' options etc
 - The Review should be informed by learning from other projects and schemes regionally and nationally eg sexual health, teenage pregnancy etc
 - The Review should scrutinise Pathway Plans and how successful these are in identifying and meeting the needs of care leavers

Further information on the subject of this report is available from Shaun McLurg, Head of Safeguarding and Assessment, Children & Young People's Directorate, Blackfriars, Blackfriars Street, Hereford, HR4 9ZR
on (01432) 261603

- Whilst the Review should focus on issues relating to the looked after system and arrangements for leaving care, recommendations for further work outside this scope will be made should this issue arise in the course of this work
- In order to find creative and innovative solutions, it will be necessary for the Review Group to 'think outside the box'

Financial Implications

No specific financial implications have been identified at this stage.

RECOMMENDATION

THAT:(a) the Joint Scrutiny Review on the Transition from Leaving Care to Adult Life be taken forward in the 2007/08 work programme for Adult Social Care and Strategic Housing and Children's Services Scrutiny Committees.

(b) this Review remains a Joint Review between the two Scrutiny Committees under the wider leadership of Adult Social Care and Strategic Housing Scrutiny Committee.

(c) following the establishment of Adult Social Care and Strategic Housing Scrutiny Committees for 2007/08, a new Review Group is established comprising membership from both Scrutiny Committees.

BACKGROUND PAPERS

- Care Leavers Scoping Statement
- Transition from Leaving Care to Adult Life
- DfES Statistics November 2006
- Leaving Care National Protocol Final Revision
- Life After Care Article
- Wrong Turn Article

Further information on the subject of this report is available from Shaun McLurg, Head of Safeguarding and Assessment, Children & Young People's Directorate, Blackfriars, Blackfriars Street, Hereford, HR4 9ZR on (01432) 261603

SUMMARY OF ACTION IN RESPONSE TO SCRUTINY COMMITTEE RECOMMENDATIONS

Report By: Head of Legal and Democratic Services

Purpose

1. To note progress against recommendations made by the Committee.

Background

2. One of the key challenges set for the scrutiny process is to produce outcomes which make a difference and add value to the Council's work. Scrutiny is also an ongoing process and it is important that progress in response to recommendations made by the Scrutiny Committees is monitored.
3. The major recommendations made by the Scrutiny Committees have on the whole been generated by Scrutiny Reviews. The Council's scrutiny process has always recognised the need for progress against these recommendations to be monitored.
4. The process was recently strengthened by formalising it with the following recommendations made as part of each review.
 - the Executive's response to the Review including an action plan reported to the first available meeting of the Committee after the Executive has approved its response.
 - a further report on progress in response to the Review then be made after six months with consideration then being given to the need for any further reports to be made.
5. However, monitoring of progress against other recommendations has not been formalised in the same way. In preparing for the current round of meetings some Chairmen requested a round up of all the recommendations made in addition to those made as part of scrutiny reviews. It seemed logical to apply this request to all of the Scrutiny Committees.
6. A list is attached which attempts to give effect to this request. The list does not include all the issues considered by the Committee. Nor does it include requests made by the Committee for reports which are covered as part of the compilation of the work programme. Rather the report seeks to summarise instances where the Committee has requested that specific action be taken and the response to that request.
7. This is the first time such a report has been produced. Subject to the views of the Committee on this approach it would be proposed that in future a report will appear on each quarterly meeting as an appendix to the Work Programme.

RECOMMENDATION

THAT the report be noted subject to any comments Members wish to make.

BACKGROUND PAPERS

- None identified

Further information on the subject of this report is available from Paul James, Democratic Services Officer on (01432) 260460

| Date | Issue and decision | Resultant action or outcome |
|---------|--|---|
| 23/9/03 | Monitoring of Performance Indicators 2002-2003 <ul style="list-style-type: none"> • That the report be noted and it be recommended that the Cabinet Member (Education), encourage schools to remind parents/guardians of their duty to keep pupils in school or to notify the school of any absence | Action completed. Overall reduction in absence targeted work in 2006/07 for a few schools above threshold. |
| 23/9/03 | School Workforce Remodelling <ul style="list-style-type: none"> • the Director of Education inform the Cabinet Member (Human Resources and Corporate Support Services), of the concerns now expressed regarding the effect that Job Evaluation/Single Status had had on morale and recruitment in schools | Concerns were fed into the process. |
| 5/4/04 | School opinion of the Value of the Quality of Central LEA Services Provided <ul style="list-style-type: none"> • The Director of Education arrange a seminar to inform Members of issues concerning Information Technology in schools, particularly in relation to the SIMS software and the cost of IT support to schools | Seminar was held and now there is a joint liaison group IT and schools to ensure dialogue and progress. |
| 22/6/04 | The Standard School Year Proposal for 2005/2006 <p>That the action taken in the report be agreed and that the Cabinet Member (Education) be recommended to consider adopting the school terms and holiday dates 2005/2006 as set out in Version C contained in Appendix 2 to the report.</p> | Completed as recommended. |
| 22/6/04 | Review of Discretionary Polices Applicable to Home to School <p>RESOLVED: That the report and recommendations of the Working Party be noted and the following recommendations be submitted to the Cabinet Member (Education) for consideration:</p> <p>a) Denominational Transport.</p> | The recommendations were accepted. |

| Date | Issue and decision | Resultant action or outcome |
|-----------|--|---|
| | <p>That the status quo be maintained.</p> <p>b) Post 16 Transport That the current charging levels be maintained (subject to annual review) but no additional subsidy be offered on the basis that Education Maintenance Allowances (EMAs) were available to cover costs.</p> <p>c) Transport for Under 5s No change to existing policy.</p> <p>d) Transport for Children with Special Educational Needs That the existing policy be amended to benefit only those students who have not reached their nineteenth birthday, and those students not in receipt of a mobility allowance</p> | |
| 5/10/2005 | <p>Best Value of Special Education Needs</p> <p>RESOLVED: That</p> <p>a) the recommendation set out at section 10 on page 43 of the Best Value Review, report namely that ‘the way forward most likely to deliver improvement to the services provided would be to maintain current provision but to implement improvements’ (indicated at section 9.1), be accepted and recommended to the Strategic Monitoring Committee.</p> <p>b) the Chairman write to thank Dr Sue Ferguson for Chairing the review and producing such a comprehensive report; and</p> <p>c) the subject of the level of support for gifted children be considered as an item for inclusion in the Committee’s work programme</p> | <p>The improvement necessary has been put in place.</p> <p>letter was sent by the Chairman</p> <p>Did not come forward as a priority.</p> |

| | | |
|-----------|--|---|
| 14/3/2005 | Teachers' Workload Agreement – Monitoring of Progress RESOLVED: That subject to the concerns raised above the report on the Teachers' Workload Agreement be noted and a Members' seminar on the issue be arranged | Resulting work programme did not prioritize. |
| 14/3/2005 | Best Value Review of Special Educational Needs Provision and Support Services RESOLVED: That the Best Value Stage 4 Improvement Plan for the Special Educational Needs Provision and Support Services be accepted and referred back to the Cabinet Member (Children's Services) for implementation | Stage 4 was implemented. |
| | <i>At this point the Councils Constitution was changed which brought in the Children's Services Scrutiny Committee</i> | |
| 13/7/05 | Call-in of Cabinet Decision on the Review of Denominational Transport RESOLVED: That, based on the comments of this Committee, the decision on the Denominational Transport Policy, taken by Cabinet on 19th May, 2005, be referred back for further consideration by Cabinet. | Denominational transport policy changed, influenced by Scrutiny Committee views. |
| 3/10/2005 | Briefing Report on Children's Services – School Support RESOLVED: That the report be noted and the following member events be arranged: A seminar to explain the range of data available to schools and its use in improving school performance. <ul style="list-style-type: none"> • A workshop on the range of issues concerning pupil behaviour in schools | This was not prioritized in the overall programme. Transferred into the Scrutiny Review reported on March 2007 agenda. |

| | | |
|------------|--|---|
| 3/10/2005 | <p>Review of Statutory and Co-opted Members on Children's Services Scrutiny Committee</p> <ul style="list-style-type: none"> • The Diocesan Authority membership as set out in paragraphs 4-6 of the report be reaffirmed and the County Secretary and Solicitor request that the Authorities reconsider or reaffirm their nomination prior to Council elections; • With a view to reflecting the wider remit of the Committee the Director of Children's Services in consultation with Chairman and Vice-Chairman consider the appropriate sectors, number and term of office of the non-voting co-opted representatives on the Committee and report to a future meeting. | <p>In accordance with the membership terms prior to the elections in May 2007 the Head of Legal and Democratic Services will contact the Diocesan Authorities for confirmation of their nomination.</p> <p>The wider remit was considered at the meeting on 16/12/2005.</p> |
| 16/12/2006 | <p>Cabinet Member Briefing</p> <ul style="list-style-type: none"> • a seminar be arranged for Members on the organisation and management of the Family Support Service in the County | <p>Seminar was arranged and held.</p> |
| 16/12/2005 | <p>Review of Statutory and Co-opted Members on Children's Services Scrutiny Committee</p> <ul style="list-style-type: none"> • the Herefordshire Foster Care Forum be invited to nominate one representative to serve on the Committee under the terms proposed in the report; • one Children's Social Care Social worker be nominated by the Director of Children's Services to act as advisor to the Committee; | <p>The Director of Children's Service continues to seek a nomination from the Foster Care Forum and a social worker.</p> |

| | | |
|---------|--|---|
| 31/5/06 | <p>Safeguarding Children in Herefordshire</p> <ul style="list-style-type: none"> • the Director of Children’s Services convey to the Cabinet Member (Children and Young People) the Committee’s concern regarding suitable housing for young people and young people and families experiencing homelessness; and • the Committee be kept informed of progress with the transition planning aspect of the scrutiny review being undertaken by the Adult Social Care and Strategic Housing Scrutiny Committee of Services for people with a learning disability. | <ul style="list-style-type: none"> • The progress on homelessness and provision for young people has been supported by the interest of the Scrutiny Committee. • Subsequent to the resolution each of the JAR Improvement Reports to Committee have included comment in relation to transition. |
|---------|--|---|

CHILDREN'S SERVICES SCRUTINY COMMITTEE WORK PROGRAMME

Report By: Head of Legal and Democratic Services

Wards Affected

County-wide

Purpose

- 1 To consider the Committee work programme.

Financial Implications

- 2 None

Background

- 3 In accordance with the Scrutiny Improvement Plan a report on the Committee's current Work Programme will be made to each of the scheduled quarterly meetings of this Scrutiny Committee. A copy of the suggested Work Programme is attached at appendix 1.
- 4 The programme may be modified by the Chairman following consultation with the Vice-Chairman and the Director of Children's Services in response to changing circumstances. Members are reminded that guidance for developing an effective work programme is contained in the Scrutiny Handbook previously issued to Members.
- 5 A number of other issues for consideration have been discussed with the Director and, depending on the Committee's future instruction, may be added to the programme as it is further developed. The issues are listed at the foot of the programme.
- 6 Should any urgent, prominent or high profile issue arise, the Chairman may consider calling an additional meeting to consider that issue.
- 7 Should Members become aware of any issues they consider may be added to the scrutiny programme they should contact either the Director of Children's Services or the Democratic Services Officer to log the issue so that it may be taken in to consideration when planning future agendas or when revising the work programme.

RECOMMENDATION

THAT subject to any comment or issues raised by the Committee the Committee work programme be approved and reported to Strategic Monitoring Committee.

BACKGROUND PAPERS

- None identified.

Further information on the subject of this report is available from Paul James,
Democratic services Officer on 01432 260460

APPENDIX 1

| 19th June 2007 | |
|-----------------------|---|
| Officer Reports | <ul style="list-style-type: none">• Presentation by Cabinet Member (Children and Young People)• Review the Annual Assessment and Directorate Plan.• Review and Conclusion of Committee Representative Arrangements.• Committee Work Programme. |
| Scrutiny Reviews | |

Items for consideration as the programme is further developed:

- Performance of the Youth Service.

