

Agenda

Children and young people scrutiny committee

Date: **Tuesday 22 March 2022**

Time: **2.30 pm**

Place: **Herefordshire Council Offices, Plough Lane, Hereford,
HR4 0LE**

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

For any further information please contact:

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Agenda for the meeting of the Children and young people scrutiny committee

Membership

Chairperson **Councillor Phillip Howells**
Vice-chairperson **Councillor Jennie Hewitt**

Councillor Graham Andrews
Councillor Toni Fagan
Councillor Helen I'Anson
Councillor Mike Jones
Councillor David Summers

Andy James
Sam Pratley

Co-opted Member
Co-opted Member

Agenda

	Pages
1. APOLOGIES FOR ABSENCE To receive apologies for absence	
2. NAMED SUBSTITUTES To receive details of members nominated to attend the meeting in place of a member of the committee.	
3. DECLARATIONS OF INTEREST To receive declarations of interest in respect of Schedule 1, Schedule 2 or Other Interests from members of the committee in respect of items on the agenda.	
4. MINUTES To approve and sign the minutes of the meeting on 22 February 2022.	9 - 18
5. QUESTIONS FROM MEMBERS OF THE PUBLIC To receive any written questions from members of the public. <i>Deadline for receipt of questions is 5:00pm on Wednesday 16th March</i> <i>Accepted questions and answers will be published as a supplement prior to the meeting. Please submit questions to:</i> councillorservices@herefordshire.gov.uk . <i>Further information and guidance is available at</i> www.herefordshire.gov.uk/getinvolved	
6. QUESTIONS FROM MEMBERS OF THE COUNCIL To receive any written questions from members of the council. <i>Deadline for receipt of questions is 5:00pm on Wednesday 16th March.</i> <i>Accepted questions and answers will be published as a supplement prior to the meeting. Please submit questions to:</i> councillorservices@herefordshire.gov.uk .	
7. IMPACT OF THE PANDEMIC ON THE MENTAL HEALTH AND WELL-BEING OF PUPILS IN SCHOOLS To report to the committee the impact of the pandemic on the mental health and well-being of children in our education system – including both the statutory aspects (i.e., schools and colleges) and non-statutory (i.e. pre-school) settings.)	19 - 48
8. CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH AND WELLBEING: DATA AND PREVENTION To provide members of the Committee with an overview of work that has been undertaken to inform our understanding of children and young people's (CYP's) mental health in Herefordshire, and the universal and preventative programmes that support good mental health and wellbeing.	49 - 84
9. WORK PROGRAMME REVIEW	85 - 130

To review the attached work programme for ...

10. DATE OF NEXT MEETING

The next meeting is Tuesday, 26 April 2022 at 2.30pm.

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- Inspect minutes of the Council and all committees and sub-committees and written statements of decisions taken by the Cabinet or individual Cabinet Members for up to six years following a meeting.
- 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.
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The location of the office and details of city bus services can be viewed at:

<http://www.herefordshire.gov.uk/downloads/file/1597/hereford-city-bus-map-local-services->

The Seven Principles of Public Life (Nolan Principles)

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Minutes of the meeting of Children and young people scrutiny committee held at Herefordshire Council Offices, Plough Lane, Hereford, HR4 0LE on Tuesday 22 February 2022 at 2.30 pm

Committee Members:	Councillor Phillip Howells (Chairperson) Councillor Jennie Hewitt (Vice-Chairperson) Councillors: Helen I'Anson, Mike Jones, David Summers, Jim Kenyon (non-voting member) and Toni Fagan*
In Attendance:	Councillor Diana Toynbee*, Cabinet Member for Children and Families
Officers:	Darryl Freeman, Director, Children And Families Matthew Sampson, Interim Assistant Director Children's Safeguarding Quality and Improvement Lorna Simpson, Senior HR and OD Business Partner Dana Marrett*, Service Manager for Fostering and Permanence Service* Ruth Madembo*, Interim Head of Service for Care Experienced Children and Young Adults Helen Bannister*, Deputy Principal Social Worker Matt Evans, Democratic Services Officer (Clerk) James Vickery, Democratic Services Officer (observing – in training) Jen Preece, Democratic Services Officer (technical support)
	*Denotes virtual attendance

60. APOLOGIES FOR ABSENCE

Apologies were received from Councillor Graham Andrews, Mr Sam Pratley - Education Co-optee, Mr Andy James - Education Co-Optee and Jane Ellis, Director of Healthwatch

Councillor Toni Fagan attended the meeting remotely and did not vote on the resolutions of the Committee.

61. NAMED SUBSTITUTES

There were no named substitutes.

62. DECLARATIONS OF INTEREST

There were no declarations of interest.

63. MINUTES

Resolved: It was resolved that the minutes of the meetings held on 23 November 2021 and 11 January be approved as an accurate record and signed by the Chairperson.

One of the actions on the action tracker that accompanied the minutes was the recruitment of co-opted Members. Although there were still some outstanding vacancies the Chair was pleased to report to the Committee that interviews for the position of a representative of

families who are or have been supported by social workers had taken place, and in addition, the Archdiocese of Cardiff had nominated their representative as Mr Wiktor Daron. It was hoped that new members would join the Committee at their meeting in March.

64. QUESTIONS FROM MEMBERS OF THE PUBLIC

No questions had been received from members of the public.

65. QUESTIONS FROM MEMBERS OF THE COUNCIL

No questions had been received from Councillors.

66. WORKFORCE UPDATE AND WORKFORCE STRATEGY

The purpose of the report was to provide the Committee with an update on the workforce stream of the Children's Services Improvement Plan – Phase 1, including an overview of workforce data. During his introduction, the Director for Children and Families highlighted the following points:

- This was the first time that workforce related data had been presented to scrutiny.
- Some of the messages in the report were uncomfortable but the service was working hard to support and develop their workforce which they recognised as their most valuable asset. Children's Services had been rocked by the high court judgement last April which triggered the wave of activity and change that continued today. The impact had undoubtedly been unsettling for staff who had seen changes in leadership and direction, and increased demands on service and performance, all whilst operating in the context of a global pandemic.
- There were a number of locums within the service who had joined in the past year as it had had to increase capacity quickly.
- There were signs that things were now changing; where there had been an increasing number of resignations this had now slowed and feedback from the staff reference group, and from practitioner and management forums, was more positive.
- The Service was focussed on introducing a new range of initiatives which came together as the new workforce strategy. Documents that made up the strategy included the draft retention and recruitment framework, and the draft ambitions paper. Other elements included the support arrangements for newly qualified social workers and a career progression for social workers that would be introduced in April.
- The leadership team was leading by example and working in a restorative manner to ensure that any vestiges of a bullying culture were stamped out.
- The offer to staff in terms of pay scales and benefits was being developed but it was a very challenging and competitive environment in which to attract and retain staff as social workers continued to feature on the UK's national shortage occupation list.
- Mr Freeman reassured the Committee that his role was now permanent and that he intended to see the improvement of the service through.

During the discussion that followed with the Senior HR and OD Business Partner and the Committee the following principal points were noted:

- Phase 1 of the improvement plan ran until 31 March and was about sowing the seeds and getting the basics right.
- It was acknowledged that care staff were predominantly female but although the gender mix in Herefordshire was unbalanced, with only 14 male members of staff to

86 females, this was still a higher proportion of male staff than found in other Councils.

- Newly qualified social workers had a lower case load for the first year as part of their transition. Historically however they joined a team and invariably ended up taking on a full caseload. The new approach meant that they would stay within the academy and have a full year's support before joining a permanent team.
- The service was positioning itself to be more competitive; reviews of job descriptions and the pay and training offer had taken place and in addition retention interviews had been set up to capture and improve on the positive aspects of the role and workplace which had made staff want to remain with Herefordshire.
- In Children's Services, exit interviews were offered on a one-to-one basis with either someone from HR or the assistant principal social worker.
- The external national picture meant there was an increasing need to 'grow our own' social workers.
- Advanced practitioners had been put in place to support newly qualified social workers and their experience had informed this report.
- Online resources for social workers had been enhanced.
- The Council wanted to be recognised as a caring employer who did it all it could to nurture relationships.
- Councillors requested that quantitative data from the exit interviews be included in future as it would be useful to know whether, for example, it was 10% or 100% of employees who had issues around their pay and conditions.

RECOMMENDATIONS:

Having reviewed the information provided, the Committee:

- a) **Noted and welcomed this first workforce report to the Committee as an interim report, being part of the improvement plan process, and also welcomed the progress being made, including feedback and data from Council care workers and families, as part of the Committee's aim to help improve openness and transparency in line with a "bottom up" scrutiny approach.**
- b) **Asked that the detail and information contained in the pdf documents on the Herefordshire Social Work Academy website be reviewed and brought up to date and that the Academy be promoted more widely so that it was more visible.**
- c) **Asked that in future the report provides more detail on the issues emerging from the exit interviews and includes a greater level of quantitative data.**
- d) **Suggested that to encourage a greater uptake of the offer of an exit interview that there is also an option that they be conducted by an independent interviewer.**

ACTIONS:

1. That quantitative data for the report presented be sent to Committee Members.

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At the conclusion of this item the Senior HR and OD Business Partner left the meeting.

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67. CHILDREN'S SERVICES IMPROVEMENT PLAN - PROGRESS UPDATE

The Director for Children and Families introduced the report the purpose of which was to provide an opportunity for Members to reflect on progress following receipt of the non-statutory improvement notice in May 2021 and to consider areas of work for further scrutiny activity, reflecting priority actions.

During discussion the following principal points were noted:

- Demand was increasing significantly in the service and this was placing pressure on teams and capacity, leading to an impact on caseloads and on performance, in some areas. Demand was driven by a number of factors including changes and improvements that the Council was making themselves, the impact of national events and cases that came to the national attention, the impact of Covid and the emergence of legacy unmet need.
- The pressure was particularly acute in assessment teams where caseloads continued to be too high despite initiatives put in place by service leaders.
- Additional supervisory capacity to support effective case management had been added and two additional, temporary teams had been recruited to divert some pressure in the short term.
- Officers were currently working on a refreshed and revised version of the Improvement Plan and would share a working draft with the Committee and bring forward a more formal report in due course.
- As a service, the term children in our care was used more often and preferred, as it re-enforced the corporate parenting duty that the Council had. Other terms such as looked after children were used in a more legal sense. Children and young people had been asked which one they preferred and had not expressed a particular preference.
- An external review of the SEND provision would come to a later meeting of the Committee.
- The Framework referred to in the report was the new performance and information management framework. Historically the service had relied on excel spreadsheets that gave a snap shot of a particular time and date and which invariably, by the time that it had gone through its processes, was out of date. The service was now moving to an on-line system which took data from Mosaic and other systems. It refreshed overnight so was as close to real time data as it could be and would allow managers to interrogate that data and drill down to team and child level. The system was in its infancy but it was hoped that it would eventually capture all service areas and become increasingly dynamic.
- In the last 9 months the service had introduced 5 additional social work teams which was a huge increase. This was all extra capacity to address the upsurge in demand and although staffed primarily by temporary staff there were plans within the service to address this and make the teams permanent.
- On the back of the high court judgement the legal team had been expanded and there was an excellent working relationship between them and senior managers.
- Naturally, the service's aim was to keep more families together but where they had gone to court recent feedback had been that judges agreed with the rationale and decisions behind such action.
- The service had received a £1.7m grant from the Department of Education (DfE) to speed up some of the improvement work. The DfE did not yet know whether there was more money in the pot as they had not yet received their devolved budget but there could be opportunities for additional funding in the future.
- In terms of general performance the Council was one of the best local authorities in the region at providing timely educational health and care plans, and statements.
- Children that came in through the MASH (Multi-agency Safeguarding Hub) needing an assessment were seen by a social worker within 5 working days of the referral.
- There were many more pathways available in schools to refer in to mental health services.
- It was important that anyone applying for a job with the Service knew what the philosophy of management was and how relationships were managed within the social work team.

The following recommendations were proposed and seconded and carried unanimously.

RECOMMENDATIONS:

The Committee recommended that:

- a) An overview of the amended improvement plan be presented at a forthcoming workshop, focussing on the framework activities for performance and management;
- b) A report on the outcomes of the external peer review of SEND provision be allocated to a forthcoming meeting, as soon as available;
- c) A report giving detail of the access of social workers to legal advice and support when undertaking casework be provided to the Committee at a future meeting and
- d) In future the report reflects how relationships are positively managed with staff in line with management philosophies and that these are more widely advertised as a unique selling point in recruitment strategies.

ACTION:

1. The Director for Children's Services would provide the Committee with the data on how long it took to get a statement of education need.

68. FOSTERING SERVICE UPDATE

The Service Manager for Fostering and Permanence Service gave a presentation (appended to the minutes) to introduce the report, the purpose of which was to review the performance of the Fostering Service as outlined in the Annual Report attached at Appendix A.

During discussion the following principal points were noted:

- The Quality Assurance Framework for Foster Panel was a new initiative but all other areas of fostering work underwent quality assurance.
- A fostering panel handbook was being developed which would encompass best practice from other authorities. This included the selection process and how long members would be in post for, usually 3-5 years.
- Foster Carers could be de-registered if for example they retired or left the country but on a rare occasion it could be the Local Authority who applied to de-register them based on safeguarding concerns.
- The service needed to recruit more people to the foster panel not only to increase the numbers but also to increase diversity. Additionally, because the target for in-house foster carers was moving from 15 to 25 it was likely to mean a move to 2 panels. A rolling advert was being put out asking for those interested in sitting on a Foster Panel to submit an expression of interest.
- It was best practice to have elected Members on a fostering panel and the Director for Children Services asked that Scrutiny champion this with full Council.
- The Council wanted to offer more children in its care a family based placement and therefore had set itself an ambitious target to recruit more foster carers.
- The service also wanted to reduce its reliance on independent fostering agencies not only because of the cost implication but also because there were none within Herefordshire so children were placed outside of the area.
- There was a marketing and recruitment strategy in place and the Service was also looking at commissioning a digital market expert to target the right audience and help improve the conversion rate from enquiries to approval.
- Ideally it would be preferable to have two or three councillors sitting on the fostering panel so that the work load and time commitment could be shared.

- There had been 6 foster to adopt placements in the last year and the service was hoping to improve on this

The following recommendations were proposed and seconded and carried unanimously.

RECOMMENDATIONS:

The Committee reviewed and accepted the Fostering Service Annual Report April 2020-March 2021 and recommended that:

- a) The Committee promotes the opportunity for elected members of the Council to sit on the Fostering Panel and encourages nominations from current councillors;**
- b) Officers from the Fostering Service provide their assessment of the challenges and opportunities for improvement that exist in the Service.**

69. CHILDREN'S SERVICES PERFORMANCE REPORT

The Director for Children and Families introduced the report the purpose of which was to provide members of the Children and Young People Scrutiny Committee with an overview of the range of performance and management information available to managers across the Children and Young People Directorate.

During discussion the following principal points were noted:

- Where some of the performance appeared poor it was in part because the expectations and parameters had changed; for example children that were subject to a child protection plan were now visited more frequently. It would take a few months for this to level out and accurately reflect direction of performance.
- The service was not seeing a significant rise in the rate of which children came into care but there were fewer approaching their 18th birthday and leaving which created a net increase.
- Councillors had previously discussed with officers, and at their workshops with the LGA, their need for training in order to improve their analysis of reports.

The following recommendations were proposed and seconded and carried unanimously.

RECOMMENDATIONS:

The Committee received and approved the Children's performance report and recommended that:

- a) A workshop development session on understanding and analysing the Safeguarding and Family Support Scorecard be scheduled; to include an overview and examination of other data sets used by the Committee and with a narrative to support the presentation of data.**
- b) The current report be used as a bench mark against which the performance of the service will be judged during the course of the year.**

70. WORK PROGRAMME REVIEW

The Committee reviewed the draft work programme for 2021/22 and agreed the following:

AGREED:

- That that the next meeting on 22 March would have a mental health focus.
- That the Chair and Vice-Chair, along with any other members of the Committee that wished to attend, hold a business planning session with officers to look at agenda items for the meetings of the next municipal year. The session would also include a review of outstanding actions from this year.

71. DATE OF NEXT MEETING

The date of the next meeting was noted as Tuesday 22 March 2022 at 2.30pm.

The meeting ended at 5.30 pm

Chairperson

COMPLETED ACTIONS WILL BE MOVED TO THE 'REPORTED COMPLETE' TAB ONCE THEY

BLUE TEXT INDICATES NEW ACTIONS ADDED FOLLOWING THE

Action Number	Meeting Date	Action	Owner	Directorate	Progress Update	Due date	Reported complete
1	07 September 2021	check and confirm if the Human Rights Act is highlighted as a workshop requirement for social workers	Claire Ward	Corporate Centre	Legal services checking	02 November 2021	OVERDUE
2	07 September 2021	provide an example of an induction pack for new starters	Claire Ward	Corporate Centre	Legal services checking	02 November 2021	OVERDUE
3	07 September 2021	seek an update on the schools update briefing promised on 28 July 2020.	Clerk to the committee	Corporate Centre	Updates added to recommendation tracker	02 November 2021	COMPLETED
4	05 August 2021	Advertise and recruit to the Co-optee positions	Clerk to the committee	Corporate Centre	Completed	01 September 2021	COMPLETED
5	12 October 2021	Circulate to the Committee the Key Performance Indicators (KPIs) of the Children's Centre Service contracts, with comparisons of the different providers used within the County.	Richard Watson		To be completed	07 December 2021	OVERDUE
6	12 October 2021	The Deputy Monitoring Officer to provide the Committee with the current procurement rules, including the guidance on current exemptions to these rules.	Kate Charlton	Corporate Centre	Legal services checking	07 December 2021	OVERDUE
7	12 October 2021	Information on the Friends of Ledbury to be forwarded to the Committee.	Richard Watson		To be completed	07 December 2021	OVERDUE
8	23 November 2021	The IRO to be shared with the Safeguarding Partnership	Matthew Sampson	Children's Services	Completed. Sent to the Quality and Executive sub-group of the Safeguarding Partnership	01 January 2022	COMPLETED
9	23 November 2021	That the IRO handbook be circulated to all members of the Committee for information	Matthew Sampson	Children's Services	Noted	01 March 2022	IN PROGRESS
10	23 November 2021	That the Committee receive an update on the next IRO report			Target of getting the IRO report 2021-22 to Scrutiny much earlier, hopefully June /July before then being sent to the Safeguarding Partnership	01 April 2022	IN PROGRESS
11	23 November 2021	That the rag rating system used for the Strategic Improvement Plan be implemented for Scrutiny reports	Darryl Freeman	Children's Services	Noted	14 February 2022	COMPLETED
12	23 November 2021	That Members be sent the link to the advertisements that have gone out for the co-optee positions	Joanna Morley	Corporate Centre	Completed	23 November 2021	COMPLETED
13	12 February 2022	That quantitative data for the report presented be sent to Committee Members	Matthew Sampson	Children's Services	To be completed		
14	12 February 2022	The Director for Children's Services would provide the Committee with the data on how long it took to get a statement of education need.	Darryl Freeman	Children's Services	To be completed		



Title of report: Children and Young People Mental Health – impact of the pandemic on the mental health and well-being of pupils in schools

Meeting: Children and Young People Scrutiny Committee

Meeting date: Tuesday 22 March 2022

Report by: Service Director - Education, Skills and Learning

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose

The purpose of this paper is to report to members the impact of the pandemic on the mental health and well-being of children in our education system – including both the statutory aspects (i.e., schools and colleges) and non-statutory (i.e. pre-school) settings.).

Recommendation(s)

That:

- a) The committee considers the report at Appendix 1 and determines any recommendations it wishes to make.**

Alternative options

1. The committee could choose not to review the information provided in this report however the functions of the committee includes: statutory education scrutiny powers; and statutory health scrutiny powers including the review and scrutiny of any matter relating to the planning provision and operation of health services for children and young people, including transitional health care services, affecting the area and to make reports and recommendations on these matters. In considering the information in this report the committee is considering an item in accordance with the agreed work programme of the committee.

Key considerations

2. The mental health of our children has been affected as a result of the pandemic's impact on education. The report attached in appendix 1 provides the context, background and data concerning the issue locally.

Community impact

3. In accordance with the adopted code of corporate governance, Herefordshire Council achieves its intended outcomes by providing a mixture of legal, regulatory and practical interventions. Determining the right mix of these is an important strategic choice to make sure outcomes are achieved. The council needs robust decision-making mechanisms to ensure its outcomes can be achieved in a way that provides the best use of resources whilst still enabling efficient and effective operations and recognises that a culture and structure for scrutiny are key elements for accountable decision making, policy development and review.

Environmental Impact

4. There are no general implications for the environment arising from this report.

Equality duty

5. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to –

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
6. The ability to access a secure educational provision is an equalities issue. Pupils with additional needs have been disproportionately impacted by the pandemic in the ways outlined in summary above. Similarly, despite the fulsome efforts of the council in providing additional support for disadvantaged pupils, we know that disadvantage is a key indicator of disengagement with education.
 7. We did not see the same spike in moving to Elective Home Education (EHE) that was seen in other Local Authority areas – but we did see an increase. There are national moves to monitor this, and we have seen evidence of some pupils enjoying NOT attending schools and engaging well on line – and as a consequence some EHE pupils returned to schools as the pandemic impact receded. We will produce a report showing the exact figures in due course (the half term from January to late February 2022 was too disrupted for COVID related reasons to make reliable conclusions hard to find) – attendance (or a reluctance to attend) is an issue that was of some concern in Herefordshire prior to the pandemic (we had high authorised absence

rates) - but initial data both locally and nationally suggests that since the pandemic this has become a bigger issue. One consequence of this has been some of these pupils moving into EHE: In 2020-21 56 children who became EHE cited Covid as the reason for this. It must be noted that some of these children have now returned to school.

Resource implications

8. There are no resource implications associated with the recommendation. The resource implications of any recommendations made by the committee will need to be considered by the responsible health partner or the executive in response to those recommendations or subsequent decisions. The report attached at appendix 1 contains detail of the resource implications of current projects.

Legal implications

9. The functions of the Children and Young People Scrutiny committee are set out in paragraph 3.4.5 of the constitution. The functions of the committee includes; statutory education scrutiny powers; and statutory health scrutiny powers including the review and scrutiny of any matter relating to the planning provision and operation of health services for children and young people, including transitional health care services, affecting the area and to make reports and recommendations on these matters.

Risk management

9. There are no risks identified in relation to the recommendation in this report.

Consultees

None

Appendices

Appendix 1 – impact of the pandemic on the mental health and well-being of pupils in schools

Background papers

None identified.

Report Reviewers Used for appraising this report:

Please note this section must be completed before the report can be published		
Governance	Matthew Evans	Date 10/03/2022
Finance	Louise Devlin	Date 11/03/2022
Legal	Click or tap here to enter text.	Date Click or tap to enter a date.
Communications	Luenne featherstone	Date 14/03/2022
Equality Duty	Carol Trachonitis	Date 10/03/2022

Procurement	Mark Cage	Date 11/03/2022
Risk	Chris Jones	Date 14/03/2022

Approved by	Click or tap here to enter text.	Date Click or tap to enter a date.
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[Note: Please remember to overwrite or delete the guidance highlighted in grey]

Please include a glossary of terms, abbreviations and acronyms used in this report.

Title of report: impact of the pandemic on the mental health and well-being of pupils in schools

Meeting: Children and young people scrutiny committee

Meeting date: Tuesday 22 March 2022

Report by: Service Director, Education and Skills.

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose

The purpose of this paper is to report to members the impact of the pandemic on the mental health and well-being of children in our education system – including both the statutory aspects (i.e., schools and colleges) and non-statutory (i.e., pre-school) settings.

The paper includes some field study material from schools and settings and offers some recommendations to support this work going forward.

Recommendation(s)**That:**

- a.) The committee is asked to note the contents of this report

Alternative options

1. There are no alternative options as this is an update report for discussion

Key considerations

2. There has been a mental health crisis in our children as a result of the pandemic's impact on education

3. Key contextual background

The pandemic has presented huge challenges to us as a local authority and for every school and setting. These pressures remain but have evolved over the last two years. This first paragraph is to remind us of the changes educational settings have grappled with – with a consequent impact on staff well-being as well as for the children. There has been no national examination system since 2019 and consequently no national school performance data. Inspections have been unpredictable, and spasmodic. Health and safety issues (including risk assessments) have dominated and responding to over 50 DFE sets of guidance has proved challenging. Setting up and moving to online provision was demanding. Maintaining staffing during COVID outbreaks and managing the mass closure (and then reopening) of schools during the early lockdowns was new to us all. For over a year school leaders have faced what was then believed to be life and death decisions daily. It is tempting to think that such changes reduce the workload – it does not – it creates an even greater workload as school systems have to be re-invented. Whilst such changes were taking place pupils and students have lived through two highly unpredictable years and managing the mental well-being of pupils of all ages has become the top priority. Moving online, for example, was a huge challenge. Children, our most resilient little people, have suffered from the changing routines, the isolation of lockdowns, the uncertainties for their own future and far less opportunity to interact, explore and be guided through the normal routines of school life.

The response from the sector was hugely professional – guidance was shared, interpreted, and implemented at rapid speed. As of March 2022, we have had only one full school closure (a small primary for 4 days due to staffing illness) – we seconded in 2 HMI who evaluated our online offer in mid 2021 and judged it to be good with some outstanding practice. We provided and supported the free school meal offer (we still do) and we fully accessed the IT and laptops DFE schemes by supplementing them with additional local support. Collaboratives of support emerged with schools close to our hospitals taking children of NHS staff from other schools – we managed to open a new nursery in one day from a standing start to help staff the NHS setting nearby. We managed to get the co-op supermarket in Bromyard to honour food vouchers for families (when DFE would not recognise the co-op. This remains the only one in the country to do so). The efforts were immense. Private nurseries closed and furloughed – we went from 180 to around 80 in a month. Now back up to 175.

On the receiving end of all this are, of course, the children for whom the pandemic has been little short of a mental health crisis. In the following report we seek to capture the impact by age range and illustrate some case study material.

Although all ages and cohorts have been impacted but we believe those who have been significantly impacted include those aged 2-4 who have missed out on a normal nursery and 'learning through play' phase, Years 1 and 2 (who as they enter a slightly more formalised system of education have demonstrated some stresses in making that change), Year 7 (who missed out on transition activities) the current GCSE cohort and the Y12-13 post 16 cohort. The latter two had no routine national tests and we are still unaware of the exact procedures in June 2022. They complete their school studies in an era of uncertainty

4. Summary of findings from studies that are relevant locally:

[Children and Young People's Quality of Life Survey 2021 - Understanding Herefordshire](#)

The following took part in the survey:

25 primary schools
11 secondary schools
2 FE settings
1 special school

Emotional Health and Wellbeing

- 76% of primary pupils are 'quite' or 'very happy' with their lives at the moment. 58% of secondary pupils and 55% of FE students said the same

Worries

- 38% of primary pupils worried at least 'quite a lot' about coronavirus. 17% of secondary pupils and 17% of FE students said the same.
- 20% of primary pupils worried at least 'quite a lot' about their mental health. 34% of secondary pupils and 44% of FE students said the same:

Worries - the future

- 30% of primary pupils worried at least 'quite a lot' about the environment and climate change. 19% of secondary pupils and 23% of FE students said the same.
- 27% of primary pupils worried at least 'quite a lot' about their future e.g., getting a job, where they live etc. 44% of secondary pupils and 61% of FE students said the same:

Trusted adult

- 79% of primary pupils, 72% of secondary pupils and 74% of FE students said if they were worried about something, they knew a trusted adult they could talk to about this:

Resilience

- 24% of primary, 13% of secondary pupils and 13% of FE students had a high resilience score:

And some interesting statistics from this survey on pupils with SEND:

Special Educational Needs (SEND) Secondary pupils who have SEND are more likely to:-

- Be afraid of going to school because of bullying at least 'sometimes' (48% vs. 29%)
- Say their family have asked for help with their mental health (40% vs. 25%)
- Have received a hurtful, nasty or unwanted picture or message online (45% vs. 32%)
- Say they have been physically attacked at school in the last month (14% vs. 6%).

They were less likely to: -

- Feel like they belong to their school (55% vs. 63%)
- Be happy with life (45% vs. 59%)
- Keep trying if at first, they don't succeed (41% vs. 52%).

5. **Impact on pre-school and nursery children**

A report by the DfE captures the picture really well:

Children aged 2 have spent almost 80% of their life in the pandemic and those aged 18 months have spent 100% of their life in it"

<https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-autumn-2021/education-recovery-in-early-years-providers-autumn>

The impact of this is:

Personal Social and Emotional

- Children are less outgoing
- Children showing higher levels of anxiety
- Children are unsure how to react and behave in 'normal' social situations
- Children are unable to share
- Making friendships is delayed
- More children showing challenging behaviour

- Increased numbers of children still in nappies, using dummies and bottles after it is age appropriate.

Communication and language

- Providers are concerned with the increased number of children needing interventions and referrals due to speech and language difficulties
- Some children are attending nursery or school with a strong American accent
- Children's vocabulary is limited – for many children a year without nursery provision and remaining at home (whilst their parents also struggled to work from home) has led to a speech and language delay of around a year. The age range of 2–4-year-old appear to have been significantly disrupted
- Children's understanding of words is limited.

Yearly decline in LA performance, but still above National average

Significant increase in dis-applied pupils in LA (2.7% to 3.4%)

Performance gap between boys and girls is narrowing but at the expense of girls?

Performance of pupils on EHCPs (11.4%) has dropped to half the National average (22.7%)

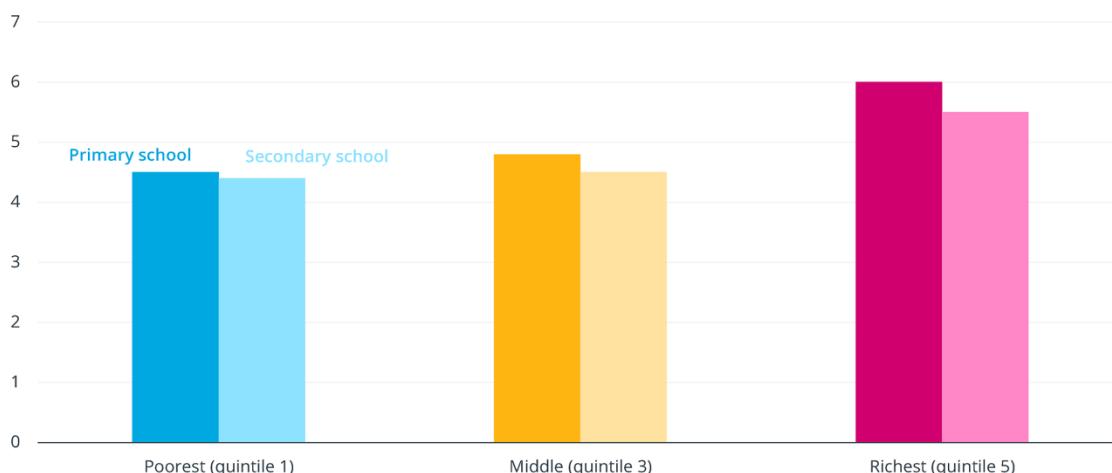
Performance of pupils eligible for FSM (63.5%) continues to sit below National average (66.3%)

However, there are some strong initiatives already underway locally. These include:

- Public health nursing (health visiting) includes maternal mental health assessments using the Edinburgh/Warwick scale and children's motional/behavioural/cognitive/social developments are assessed at each mandated check, particularly at age 2-3.
- The early years strategy which is being developed with children & families will encompass mental health and emotional wellbeing as part of a whole-system approach to ensuring the best start in life (0-5).
- We are working with the Early Help team and Talk Community to develop a 'family hub' approach.

6. Primary and Secondary school age students

The chart shown below is to illustrate the impact of the pandemic on specific cohorts and to demonstrate the gap widening between richer and poorer children:



Source: Institute for Government analysis of Institute for Fiscal Studies, *Learning during the lockdown underlying data*, Figure 2.



The above illustrates in part why the disadvantaged gap, already well known in our schools, has widened post pandemic.

We canvassed 10 of our primary schools and 4 secondary schools to check for commonality across schools. These included small rural primaries, larger urban schools and both academies and maintained schools. We have not yet conducted a full-scale survey as the January – March period was the busiest for our schools in dealing with COVID outbreaks.

They report common themes that mirror those seen in Early Years settings and in summary include:

- Less resilience of pupils to stressful situations or new lesson content – quicker to tears and / or anger
- Increased problems with behavioural issues emerging sooner and quicker and more extreme
- Literacy delays leading to greater frustration and increased anxiety of tackling new tasks
- Less acceptance of the normal routines and rhythm associated with school life
- Individual children showing increased complexity of need
- Increase in need for smaller group activities and more tailored support time
- Increase in absences associated with either COVID concerns or an inability to work in such routines. Attendance in our schools is thus a key concern now
- Significant delays in vocabulary development

- Greater levels of frustration shown when pupils are exposed to new concepts and challenge (particularly evident in Y1/2 and Y7)
- Particular, and heightened, problems for children with Special Educational Needs – see attached appendix slide show with greater detail
- Concerns for children who attend our Virtual School.
- A spike in permanent exclusions and suspensions (short term) because of the sharpened behavioural concerns being seen. See the appendix slide show for greater detail
- Concerns emerging about capacity to support the most extreme behavioural support needs – we only have one specialist school which serves this cohort although many of our schools have tailored support in place already.

The following is a summary of a case study from our single Social, Emotional and Behavioural Special School (Brookfield). With apologies for the length this case study, it comes from our one provider which works with some of our most vulnerable pupils and offers places to primary and secondary age pupils.)

This school serves some of the most vulnerable pupils and has both primary and secondary age pupils. It was the response received from the Headteacher illustrates the nature of the challenge. It is a long story shared by a dedicated Headteacher and is offered as an illustration – with apologies for the length.

In September 2019, we had around 70 pupils on roll; this now stands at 99. Placements have often been emergency placements due to children moving into the area, children's placements breaking down at mainstream schools or children in the care of the Local Authority.

The second element to this is the complexity of need. We are having referrals from children as young as 5 where placements are breaking or have broken down even in Reception and Year 1. All our children are referred from other schools, sometimes we are their third or fourth school, so their experiences are generally negative and often our children talk about feeling rejected, different, and the odd one out.

A child came to us in lockdown at Year 1 on intervention but full time as their mainstream school could not place them. They were working 2:1 outside the classroom and was unable to hold a pencil, access phonics or even sit at a table. Their needs illustrate the complexity of our younger population: often they have quite significant learning needs, not because of organics learning difficulties but because of poor attendance and Child Protection issues. Some cases have seen or experienced domestic violence, a family breakdown, parental substance misuse or parents showing some level of mild learning need.

Often, we spend as much time working with families as we do with the children, and now we can, we are holding open mornings and stay and play events to help parents and children bond. This is a sad fact that we see – so many of our parents/ carers are

so shocked when we tell them about the positives or show them work because their experiences of school are overwhelming negative.

We are seeing increasing numbers in Primary in general, again they are presenting as ever more complex. Most of our population have multiples ACEs (Adverse Childhood Events), the impact of which are only just being understood by professionals. These affect a child's ability to process information, to socialize and to respond to emotional stimulus. Allied to this, many of our children have witnessed or suffered domestic abuse, a rising proportion have suffered neglect. A sad fact of COVID and the current times is the increase in child and family poverty which has a massive impact. In some cases parents are at work and neglect the child but often we have seen a rise in substance misuse and therefore parents being unable to provide emotional warmth or basic care. Sometimes parents are second or third generation who have been diagnosed as having social, emotional and mental health needs. That I know of, at least a third of parents/ carers have mental health and/ or physical health needs which impacts on their ability to parent.

Rural poverty means that parents/ carers are isolated (many can't drive or don't have access to transport) which again is so crucial on childhood development.

Unfortunately, the spike in knife crime, with children as young as 10 recording serious assaults and sharing on social media, has had a huge impact on some of our pupils. Vaping has also been brought into school.

Lastly, we are seeing some of our secondary age children who came to us in Primary and then were successfully moved into mainstream schools, returning to us or schools requesting placement. It is difficult to say whether this is due to more complex needs and/ or COVID as many of these children have only known secondary schools throughout lockdown where often they were in bubbles or at home. My opinion is that with a return to something like normality in this current academic year, these children who have never experienced the demands of mainstream secondary are finding this too much of a challenge and are (often requesting) to come to us. Secondary schools are asking us for outreach/ behaviour support and short term placements or are seeking EHCPs and permanent placements as they are finding their needs too challenging for mainstream schooling.

Unfortunately, what we do find is that the older children who have returned to mainstream for some time, can back to us after being highly successful first time, as more complex and often damaged young people. They have experienced bullying, or fallen behind further academically, often with very low attendance, or with more challenging physical behaviour than they left with.

In essence, COVID has simply exacerbated trends; children who were just about coping are now not because of lockdowns, poverty, parental mental health/ domestic violence and abuse, reduction in access to service (or huge waiting times for CAMHS etc.) coupled with a huge increase in need - since 2014 the number of EHCPs in Herefordshire has doubled and many of these are autism and SEMH. It is a perfect

storm really, and that is alongside national trends around grooming, social media and the influence of the internet, widespread 'doom' media.

Again, cross Directorate initiatives are already in place and the following is a summary list to illustrate the scale of the response:

- PSHE Association membership, free for schools again for 2022/23, providing access to curricular materials and resources to support mental health across all key stages.
- The Public Health Nursing Service (school nursing) provides access to advice, support and signposting to children & young people, face-face or via text messaging and are available as a resource for primary and secondary schools and parents. Key aspects of their work include supporting resilience and wellbeing; improving health behaviours and reducing risk taking; supporting healthy lifestyles; supporting vulnerable young people and those with additional health and wellbeing needs; promoting self-care and improving health literacy. Emotional wellbeing issues account for most interactions between school nurses and young people.
- An independent Quality of Life Survey 2021 covering mental health and emotional wellbeing, was completed by 4,680 pupils from across 25 primary schools, 10 secondary schools, 2 FE settings and one special school in Herefordshire. The survey was a joint initiative between public health, children & families directorate, and the intelligence team – the key findings will be presented in the public health overview section.
- Mental health and wellbeing of children & young people continues to be a priority focus for the Safeguarding Partnership and the Community Safety Partnership through the Domestic Abuse Local Partnership Board.
- The links between mental wellbeing and physical activity have been promoted through work in schools by Stride Active, who work with schools to use physical activity as a means of promoting positive learning behaviours, building emotional resilience whilst achieving 60 active minutes
- KOOTH developments, the work of the CLD Trust and the WEST programme will be presented separately as initiatives funded through the CCG.
- HealthWatch has established a schools' forum with a focus on mental health.
- Promoting positive mental health and emotional wellbeing is reflected in all public health commissioned services.

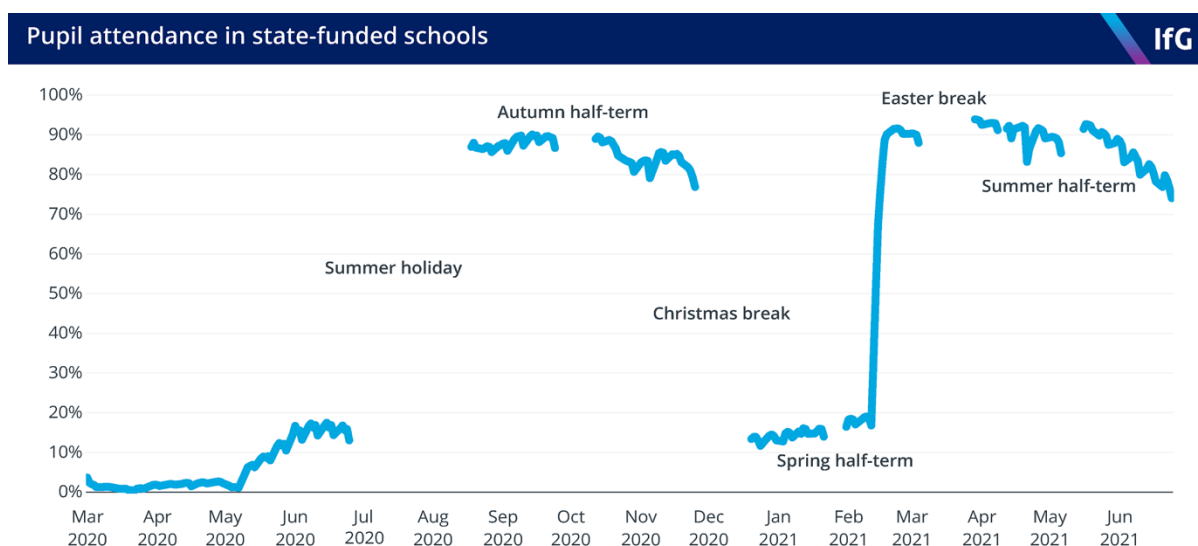
7. Post 16 implications and observations

The observations in students post 16 mimic those in primary and secondary settings and include in short:

- Higher levels of anxiety – especially in relation to their prospects.
- Concerns over maturity levels with students struggling in social situations and with relationships
- Gaps in English and mathematics for learners even though they have GCSE qualifications

8. Attendance rates locally 2020-22, suspension rates and permanent exclusion rates 2021

The impact of this increase in mental health and well being is filtering through into attendance concerns and exclusions (either temporary – suspensions or permanent). Regular attendance at a school or setting is critical to all pupils' mental well-being – hence this featuring as a separate section in this report. It also dovetails with expected national priorities for improving attendance and re-engagement. Herefordshire has consistently outperformed the national and regional rates for attendance and for (almost) the entirety of the pandemic our attendance rates were amongst the top 2 in the West Midlands. However, they were below those seen in more normal times. Our pattern matches the national ones illustrated in the chart below but attendance levels are typically around 93% in late 2021:



Source: Institute for Government analysis of Department for Education, Attendance in education and early years settings during the coronavirus (COVID-19) outbreak, Table 1B and Table 3.



The two charts below are included in the slide show for discussion at scrutiny and show our local rate for suspensions and permanent exclusions – this is mid-way through the pandemic – the latest data will be available for 2021-22 later in the academic year. They add detail to our concerns that children who have Education and Health Care plans (EHCP) have been significantly impacted by the pandemic. However, care needs to be taken with this data as our raw numbers are so low – for example we show as 139 (from 151) in ranking for national comparisons in exclusion rates for EHCP pupils but in fact this relates to two pupils in total.

Suspensions by Local Authority

$$\text{Proportion of Group Suspended}^\dagger = \frac{\text{Number of Pupils Suspended at least once}}{\text{Pupils on Roll}} \times 100$$

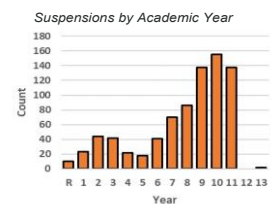
e.g. Nationally, 2.64% of boys were suspended (at least once)

	Proportion of Group Suspended							
	All	Girls	Boys	No FSM	FSM	No SEN	SEN Support	EHCP
National	1.87	1.06	2.64	1.39	4.17	1.31	4.89	5.37
West Midlands	1.93	1.06	2.76	1.47	3.71	1.38	4.76	5.17
Herefordshire	1.91	0.96	2.80	1.57	4.51	1.21	4.38	8.86

Local Authority Rank: 91 62 103 110 95 71 53 147

Suspension rates are more trustworthy than exclusions rates given the higher numbers:

- Suspension rates for **All**, **boys**, **no FSM** and **FSM** exceed the National average but are within a 'normal' range
- Suspension rates for **EHCP** significantly exceed National levels
- Herefordshire **EHCP** suspension rates are ranked amongst the worst in England (147/151)
- The majority of suspensions are for pupils in **KS4**



[†] 'Proportion of Group Suspended' a.k.a. 'One Plus Suspension Rate'

[hfdscouncil](#)

[Herefordshire.gov.uk](#)

Permanent Exclusions by Local Authority

$$\text{Exclusion RATE} = \frac{\text{Number of Exclusions}}{\text{Pupils on Roll}} \times 1,000$$

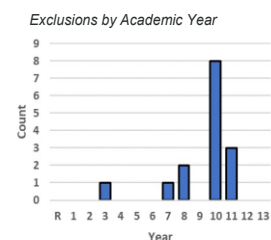
e.g. Nationally, 2 in 1000 pupils with SEN Support were excluded

School	Permanent Exclusions								Permanent Exclusions RATE per 1,000 pupils							
	All	Girls	Boys	No FSM	FSM	No SEN	SEN Support	EHCP	All	Girls	Boys	No FSM	FSM	No SEN	SEN Support	EHCP
National	5,053	1,182	3,871	2,704	2,348	2,771	2,006	276	0.6	0.3	0.9	0.4	1.6	0.4	2.0	1.0
West Midlands	767	176	591	376	391	402	315	50	0.8	0.4	1.3	0.5	2.1	0.5	2.7	1.7
Herefordshire	15	0	15	11	4	5	8	2	0.6	0.0	1.2	0.5	1.5	0.3	2.4	2.6

Local Authority Rank: 81 1 104 103 71 46 94 139

** Given the low number of exclusions, this should be interpreted carefully **

- 15 permanent exclusions were reported across all Herefordshire settings
- All exclusions were boys
- 14 were in Secondary Schools (11 in KS4)
- Most Herefordshire characteristic rankings are within 'normal' ranges
- Two exclusions for pupils with EHC Plans which gives one of the poorest exclusion rates in England (139th/151)



[hfdscouncil](#)

[Herefordshire.gov.uk](#)

However, a recent national survey shows the scale of the challenge facing authorities in knowing which children are missing education and what they are then doing. This

includes some of our most vulnerable. It has been produced by the National Children's Commissioner, Dame Rachel de Souza. Herefordshire contributed to the survey.

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/03/cco-where-are-englands-children-interim-findings-march-2022.pdf>

As part of a national response, DfE is asking all Local Authorities to use 'Attendance Officers' to gather such data locally and redesign their role to target pupils who are most vulnerable and reintegrate them to education. We currently do not have such officers and one recommendation is that we seek to appoint two. These posts would over time become self-funding as schools would 'buy back' their services. An initial period of two years to respond to the national agenda is recommended. The chart above captures the early attendance patterns – Herefordshire mirrors the pattern but slightly outperforms the national data.

We did not see the same spike in moving to Elective Home Education (EHE) that was seen in other Local Authority areas – but we did see an increase. There are national moves to monitor this, and we have seen evidence of some pupils enjoying NOT attending schools and engaging well on line – and as a consequence some EHE pupils returned to schools as the pandemic impact receded. We will produce a report showing the exact figures in due course (the half term from January to late February 2022 was too disrupted for COVID related reasons to make reliable conclusions hard to find) – attendance (or a reluctance to attend) is an issue that was of some concern in Herefordshire prior to the pandemic (we had high authorised absence rates) - but initial data both locally and nationally suggests that since the pandemic this has become a bigger issue. One consequence of this has been some of these pupils moving into EHE: In 2020-21 56 children who became EHE cited Covid as the reason for this. It must be noted that some of these children have now returned to school. but we have around more such pupils within Herefordshire. This cohort may mask some anxiety in returning to school.

9. What can we do to help? Some of this is already in place.

- a. The council note the level of impact of the pandemic on the mental health of all ages of pupils resulting from the pandemic.
- b. Each school to be encouraged to appoint a mental health champion – the title of these posts will vary from school to school – and we provide appropriate training and support for these posts.
- c. The Children's Directorate consider appointing two dedicated attendance officers to better track children missing school and **also** to support a return to mainstream schooling. These posts currently exist in some Local Authorities but not in Herefordshire. The posts would also work closely with the Elective Home Education Officer (which we do still have).
- d. Look to support the development of Brookfield School – via an expansion of the places available and / or some outreach work in other schools.

- e. Consider some funding to be allocated to play therapists and additional speech and language specialists for young children.
- f. We review the impact of the pandemic annually, including the outcomes of any intervention. It would be helpful to return to these projects in a year's time to assess the impact on outcomes.
- g. Local providers have reviewed, restructured and increased the resourcing of their pastoral support services and commissioned [Togetherall](#) an online mental health and emotional wellbeing support platform free access 24/7 for students.

10. Community impact

The potential community impact is likely to be seen in future years as the evidence suggests greater levels of disengagement from mainstream education with the known risk factors associated with that.

The findings from our surveys will help with the early identification of emerging trends and help to facilitate our response as the post pandemic impact emerges more clearly.

Resource implications

- 11. Promoting a mental health champion in all schools – much of this cost will be to provide training and support for such a group – on line and conference with associated material. This cost is expected to be partly borne by the schools themselves via a cost reclaim.
- 12. The costs of two attendance officers is expected to be (including on costs of 28%) of around £100k annually. Please be aware that there is no funding allocated within the Directorate for this and none scheduled.

Revenue or Capital cost of project (indicate R or C)	2020/21	2021/22	2022/23	Future Years	Total
	£000	£000	£000	£000	£000
TOTAL			100,000		

13. Legal implications

The functions of the Children and Young People Scrutiny committee are set out in paragraph 3.4.5 of the constitution. The functions of the committee includes; statutory education scrutiny powers; and statutory health scrutiny powers including the review and scrutiny of any matter relating to the planning provision and operation of health services for children and young

people, including transitional health care services, affecting the area and to make reports and recommendations on these matters.

14. Risk management

This report is not seeking a decision and thus has no specific risk implications. However, we believe that the failure to respond to the findings will pose a significant future risk to the future of the mental health and well-being of our children and young people.

15. Consultees

This report uses some of the findings from the 2021 Quality of Life survey which gathered evidence of nearly 5000 children and young people

It also draws on the case study material submitted by 15 schools and settings. It is not yet a systematic survey of all schools and settings.

16. Appendices

See associated links below

Attachments and References

1. IfG - link to the 'schools performance tracker' -
<https://www.instituteforgovernment.org.uk/publication/performance-tracker-2021/schools>
2. National Children's Commissioner, Dame Rachel de Souza' national survey. Herefordshire contributed to the survey.
3. <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/03/cco-where-are-englands-children-interim-findings-march-2022.pdf>
4. DFE survey for young children
<https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-autumn-2021/education-recovery-in-early-years-providers-autumn>
5. Ofsted report
[Education recovery in further education and skills providers: autumn 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-recovery-in-further-education-and-skills-providers-autumn-2021/education-recovery-in-further-education-and-skills-providers-autumn-2021)
6. Government guidance
[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

Educational Provision
Scrutiny Committee
Mental Health Session

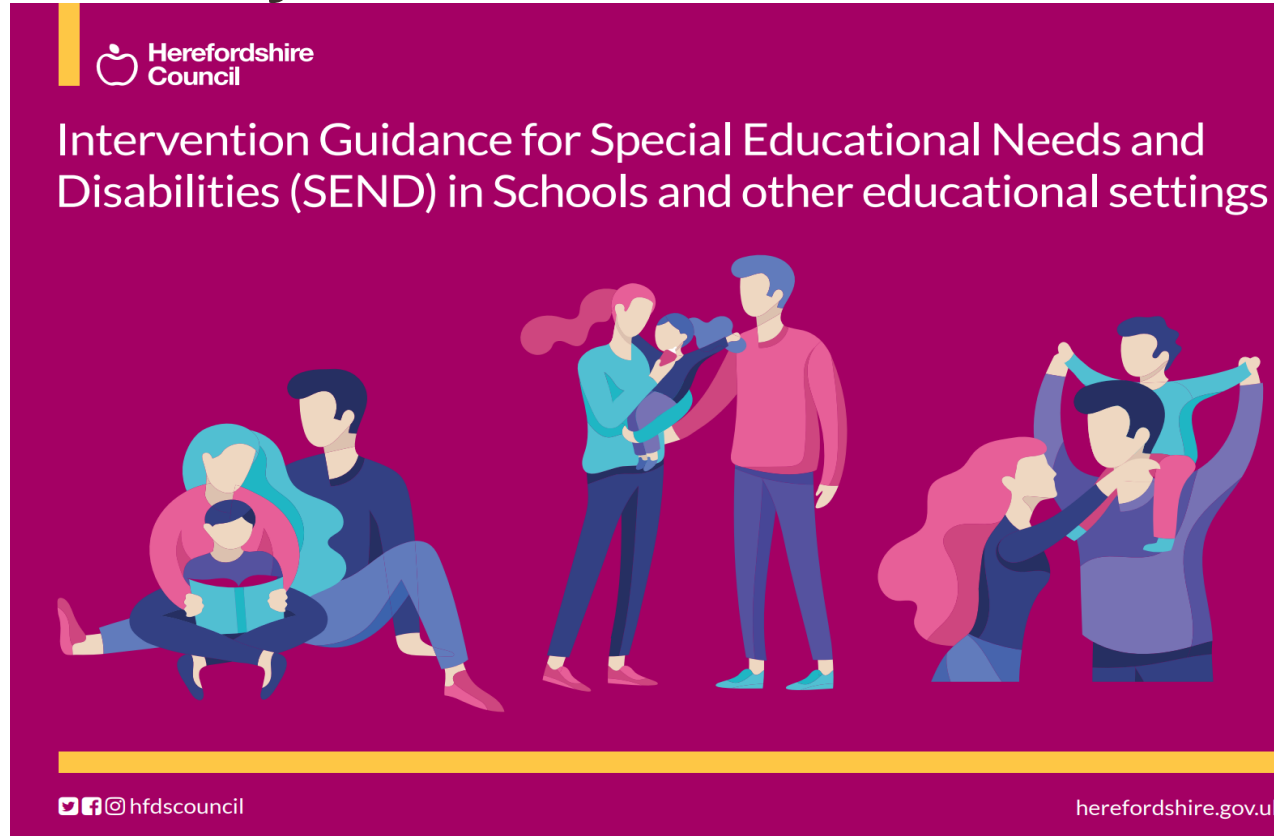
Growth in social, emotional and mental health needs

- 19% of Children on SEN Support have SEMH needs
- 21% of Education, health and Care Plans are for SEMH – our highest type of need
- The number of pupils on roll
- Expenditure on Independent School places has tripled in 5 years (mostly for SEMH and autism with anxiety)

38

Herefordshire's Graduated Response – What we would expect schools and EY Settings to ordinarily do from their resources

39



https://www.herefordshire.gov.uk/downloads/file/16977/intervention_guidance_for_send_in_schools_and_other_educational_settings.pdf

Covers all types of SEND including SEMH

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Social, Emotional and Mental Health (SEMH)

Universal - All Children

Children may periodically display social, emotional, and behavioural difficulties and some children may have a short term mental health difficulty. Some disruptive antagonistic and disaffected behaviour may be evident.

4 These difficulties may be the result of other underlying difficulties or life circumstances such as a loss or bereavement or period of stress. This may mean they need some short term support but it should not be assumed that the CYP has special educational needs.

Targeted - Some Children

Some children's SEMH difficulties cannot be met by universal whole school or class approaches over a sustained period of time. These difficulties may be displayed through withdrawn or isolated behaviours or through challenging, disruptive or disturbing behaviours. These behaviours occur frequently. The behaviour may be disrupting the child's progress with learning or the learning of other children.

These children will require:

- A graduated approach which draws on increasingly detailed interventions and support approaches;
- Where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review is in operation, ensuring interventions match needs;
- It is essential that strategies for specific pupils are shared across the whole staff team.
- Support at this level drawing on the notional SEN budget of up to £6000.

Specialist - Few Children

Whilst many children experience short term difficulties in response to stress or traumatic life events (e.g. bereavement or family breakdown), relatively few children will have severe and longstanding SEMH difficulties. These children will display some of the following over a sustained period of time: extremely withdrawn behaviour, self-harming or anxious behaviours. Alternatively they may present a serious threat to their own or others safety. They may display particularly challenging, un-cooperative, destructive and disruptive behaviours or respond to peers and adults with high levels of physical and verbal aggression or sexually inappropriate behaviour. They may find it difficult to engage with activities set by adults and have difficulties forming appropriate relationships (and attachments) in school. School life for these CYP should be significantly modified to emphasise emotional regulation and social skills. They will require a high level of adult support to ensure a predictable and structured

Each broad area of SEND includes 3 sections to support schools and settings in what to do (see example below for Intervention and Support)

Assessment and Planning Social, Emotional and Mental Health (SEMH)

Intervention and Support Social, Emotional and Mental Health (SEMH)

Universal - All Children

- Some classroom teaching assistance is targeted for specific tasks/in specific settings e.g. break, assembly, extended writing.
- The use of peer support systems across the school (e.g. peer mediators and playground buddies).
- More time to complete tasks and reduced work targets.
- Time limited and targeted access to small group work/interventions.

Targeted - Some Children

- Support to aid the development of relationships and to allow productive activities with peers e.g. break and/or lunchtime support, buddies, mentors, circle of friends, and an adult to facilitate playground activities for target child.
- A small group support programme using established principles (e.g. social skills, CBT).
- Reduced level of language used in class and for directions;
- Strategies to reduce anxiety (e.g. scaling of feelings).

Specialist - Few Children

- Opportunities for intensive and therapeutic intervention in or outside of school and from other agencies such as CAMHs.
- Identified skilled individual support is available across the curriculum
- A secure, structured and safe learning environment.
- Opportunities for withdrawal to a non-stressful environment to prevent escalation or to provide more intensive intervention e.g. timeout room, Nurture Group for 50% of the day.

Evaluating Progress and Reviewing Social, Emotional and Mental Health (SEMH)

MHSTs in schools – now called WEST locally

- Mental Health Teams in Schools is a national program aimed at improving the mental health and emotional wellbeing needs of school pupils and the school as a whole.
- The aim in the NHS Long Term plan is to have covered 45% of schools in the country by 2024.
- Wave 3 went live in November 2021 with 4 teams across Herefordshire and Worcestershire covering 57 schools. 1 team in Herefordshire and 3 in Worcestershire.
- The Herefordshire team covers all the secondary schools in the county.
- The teams are based in schools and take referrals for children and young people with emotional wellbeing needs, they are also involved in improving the whole school approach towards emotional wellbeing and mental health, this includes staff wellbeing and work with parents.
- Herefordshire and Worcestershire have been allocated 4 more teams across wave 7,8,9 and 10.
- Wave 7 will commence training in September 2022. The site selection has taken place for this wave and agreed by partner organisations. Wave 7 will be focused on Herefordshire primary schools, with the 20 most in need primary schools being part of the team. These have been selected based on health inequality data and local intelligence.
- A further element in this programme has been to start a mapping exercise to identify and communicate the local Herefordshire offer of MH and EWB support to school and other practitioners as well as YP and their families.

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Graduated Pathway - Children with social, emotional and MH difficulties EY/KS 1

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated intervention guidance next slides:

2. School or EY Setting requests Behaviour Support Team observation and advice – Free to EY and KS1
50 children annually

3a. Attachment Difficulties
Placement in Nurture Group allows ongoing assessment and some specialist input
Y1/2 for 12 months only
5 Prim. schools across H'shire
7 pupils each

3b Other SEMH Difficulties
Intervention place at Brookfield School

KS1 and 2 School funded

Return to mainstream if successful or use assessment information for EHCP to provide and or specialist placement – usually Brookfield School from age 7

Increasing intensity and specialism of intervention and support

Graduated Pathway - Children with social, emotional and MH difficulties KS 2,3,4

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated intervention guidance

2. School requests Behaviour Support Team observation and advice – School purchased

3. Educational Psychologist chairs Group Problem Solving (GPS) to examine origins of behaviours and how to address them

Free to school

4. Intervention place at Brookfield School KS1 and 2

Referral to Pupil Referral Service Intervention Package KS 3 and 4 School funded

5. If 1 to 4 carried out, use assessment info. for EHCP to provide top-up funding or specialist placement – usually Brookfield special School

Increasing intensity and specialism of intervention and support

Guidance for schools

Graduated Pathway – Secondary age with severe anxiety incl. those with autism diagnosis

note that there is a separate multi-disciplinary diagnostic pathway

Blue text – yet to be implemented Green text in place less than 12 months

1. Setting/School Response:
High quality teaching, Pastoral support, school MH lead
Escalating intensity of intervention: See Herefordshire graduated response intervention guidance:

2. Where school attendance is declining Work with **WEST** or **Educational Psychology emotionally-based non-attendance project**
Also Autism outreach from Hampton Dene

3. If 2 not successful in keeping child in school, CAMHS consultant recommends child to Home and Hospital Service (H3)

4. H3 works to re-engage in education. Mix of home tuition, online and face-to-face at Hub

5. Return to mainstream or use information for EHCP assessment if long term and entrenched EHCP to access specialist intervention:-

- Bishop of Hereford mainstream autism base
- **Proposed Secondary Autism Hub if not able to access mainstream**

Increasing intensity and specialism of intervention and support

9777/intervention

Training Offer for Schools – a selection

Educational Psychology– school funded

- Emotional Literacy for Support Assistants (ELSA) – Training plus ongoing supervision sessions for TAs. 50 more trained last 12 months
- The Teenage Brain
- Trauma informed Attachment
- Various sessions on autism, ADHD, self-harm

47 Behaviour Support Team – school funded

- Team Teach – strategies for de-escalation
- Behaviour strategies for schools

Autism Education Trust – Council funded until July 2023

- AET L2 and L3 whole school training on good practice

WEST – CCG funded

- Whole School approaches to MH

Finally..

- Nursery provision
- 48 • Schools and Colleges – champions needed
- Resilience around attendance
- Review termly
- Revisit in 2023
- Discussions welcome

Title of report: Children and young people's mental health and wellbeing: data and prevention

Meeting: Children and Young People Scrutiny Committee

Meeting date: 22 March 22

Report by: Consultant in Public Health

Classification

Open

Decision type

This is not an executive decision

Wards affected

All (All Wards);

Purpose

To provide members of the Committee with an overview of work that has been undertaken to inform our understanding of children and young people's (CYP's) mental health in Herefordshire, and the universal and preventative programmes that support good mental health and wellbeing.

Recommendation(s)

That:

- a) **The committee considers the report and determines any recommendations it wishes to make.**

Alternative options

1. There are no alternative options as this is an update report.

Key considerations

2. Good mental health is fundamental to health and wellbeing for children and for adults.
3. This report outlines the data on children and young people's mental health and emotional wellbeing, and those factors that are risks, and those that are protective, for good mental health. It outlines some of the universal and preventative services that impact on this.
4. Mental health risk factors are often inter-related and compounding. Risk factors include circumstances such as poverty and homelessness, parental factors such as parental mental ill-health, substance use and/or domestic abuse, as well as factors such as physical or sexual abuse, discrimination, caring responsibilities or bullying. The COVID-19 pandemic and associated lockdowns heightened many of these factors at the same time as increasing existing inequalities and creating obstacles to timely diagnosis and treatment. Furthermore the loss of education and access to support through schools will also impact on children and young people's mental health. Poverty and unfolding cost-of-living crisis will likely have a further significant adverse impact and disproportionately affect the most vulnerable. Details of these risk and protective factors are outlined in the appendix.
5. In Herefordshire, our understanding of the mental health and emotional wellbeing of young people comes from national evidence and data (some reported at local level) alongside bespoke local data collection. The most significant piece of local recent work is the 2021 Herefordshire Children and Young People's Quality of Life survey. Nearly 5000 children and young people took part in this survey which has provided useful insight into lower level mental and emotional wellbeing, as well as risk and protective factors.
6. Prevention and universal services have key roles in primary prevention, early identification, low-level intervention and referral to specialist services. Wider determinants are really important – ensuring that families have economic security and children are able to live in secure, safe and warm homes with access to food and other requirements. This report however focuses on those services that more directly affect emotional health and wellbeing, and gives high level data on public health nursing service (health visiting and school nursing), Solihull parenting programme and Talk Community.
 - a. The public health nursing service is a mandated service for the local authority and is paid for by the Public Health Ring-fenced Grant. The service impacts on prevention and intervention in mental health and wellbeing for children and families. For example, the service has an essential role in identifying and supporting perinatal mental health, supporting families to build quality relationships, supporting emotional health and wellbeing of older children including following up children who have attended A&E including those attending for emotional and wellbeing reasons.
 - b. The Solihull programme is a training programme for professionals and families/carers. The model centres around containment, reciprocity and behaviour management, enabling parents and carers to support effective behaviour management and build and maintain quality relationship(s) with their child(ren). There are specific modules supporting understanding teenagers and the teenage brain.
 - c. Talk Community provides the opportunity to support resilient communities and support for children, and is a good route to provide information and advice to parents and carers. Through delivering initiatives such as Herefordshire Holiday Activity Fund and debt advice Talk Community aims to improve the circumstances in which children live. Talk Community is supporting the sharing of a directory of mental health and wellbeing services and support through its website and has undertaken a survey to support the

development of a business case on early help for children and families (as part of the Children's Transformation Programme).

Community impact

7. Through undertaking and publishing specific surveys, as well as reports such as the Joint Strategic Needs Assessment (JSNA), the evidence is used by the Council, other partners and can be used by the community to understand and address needs within the County.
8. The preventative programmes outlined all positively impact on the community, building resilience and relationships, preventing and identifying issues early and facilitating onward support to specialists services where needed.

Environmental Impact

9. Herefordshire Council provides and purchases a wide range of services for the people of Herefordshire. Together with partner organisations in the private, public and voluntary sectors we share a strong commitment to improving our environmental sustainability, achieving carbon neutrality and to protect and enhance Herefordshire's outstanding natural environment.
10. When services are commissioned or developed, the environmental impacts are considered, including through the relevant specifications and contract management.

Equality duty

11. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to –

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
12. The public sector equality duty (specific duty) requires us to consider how we can positively contribute to the advancement of equality and good relations, and demonstrate that we are paying 'due regard' in our decision making in the design of policies and in the delivery of services. Our providers are made aware of their contractual requirements in regards to equality legislation.
 13. The public health nursing service supports individuals many of whom will share a protected characteristic (eg. pregnancy and maternity) and will support the Council in discharging its duty by advancing equality of opportunity for this cohort.

Resource implications

14. This report, being for information and discussion, does not in itself have a direct resource implication.

Legal implications

15. The functions of the Children and Young People Scrutiny committee are set out in paragraph 3.4.5 of the constitution. The functions of the committee includes statutory health scrutiny powers including the review and scrutiny of any matter relating to the planning provision and operation of health services for children and young people, including transitional health care services, affecting the area and to make reports and recommendations on these matters.

Risk management

16. This report is not a decision and therefore there are no specific risks. Risks for the programmes identified are managed through the usual risk management approaches for council contracts and services.
17. There is a future risk in terms of the uncertainty of future impact on children and young people's mental health and wellbeing, in light of the COVID-19 pandemic, as outlined in the report.

Consultees

18. The 2021 Herefordshire Children and Young People's Quality of Life survey gathered the experiences and opinions of nearly 5000 children and young people in Herefordshire.
19. The public health nursing service has been informed and designed by the needs of the local community and with engagement with service users and their families and carers. Most recently engagement was in autumn 2021 and has fed into to the service delivery for 22/23.

Appendices

Appendix 1. Children and young people's mental health detail report: data and prevention.

Background papers

None identified

Report Reviewers Used for appraising this report:

Please note this section must be completed before the report can be published		
Governance	Matthew Evans	Date 11/03/2022
Finance	Kim Wratten	Date 14/03/2022
Legal	Ruth Whittingham	Date 14/03/2022
Communications	Luenne Featherstone	Date 14/03/2022
Equality Duty	Carol Trachonitis	Date 14/03/2022
Procurement	Mark Cage	Date 11/03/2022
Risk	Paul Harris	Date 14/03/2022
Approved by	Click or tap here to enter text.	Date Click or tap to enter a date.

Please include a glossary of terms, abbreviations and acronyms used in this report.

PHN: Public Health Nursing (this includes health visiting and school nurses)

A&E: Accident and Emergency

CYP: Children and Young People

JSNA: Joint Strategic Needs Assessment

Children and Young People
Scrutiny Committee Meeting

Mental Health: public
health and intelligence

22 March 2022

Structure

1. Context:

- Risk and protective factors to CYP mental health
- Consequences for later life (incl. intergenerational links and connections)

2. Intelligence outputs

3. What the risk factors look like in Herefordshire

4. Current understanding of CYP mental well-being (CYP QOL survey)

5. The importance of building resilience

6. Prevention work and universal offer

Risk and protective factors for CYP mental health

- Mental health risk factors are often inter-related and compounding. Parental mental-ill health is a significant risk factor for children's mental wellbeing.
- The COVID-19 pandemic and associated lockdowns heightened many of these factors at the same time as increasing existing inequalities and creating obstacles to timely diagnosis and treatment.
- The unfolding cost-of-living crisis will likely have a further significant adverse impact and disproportionately affect the most vulnerable.

RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem



Child

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss



Family

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships



School

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



Community

- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities

PROTECTIVE FACTORS

Facts about mental health illness in CYP (pre-covid)

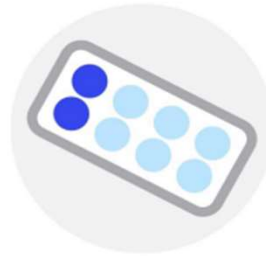
National evidence illustrating

- Treatment levels (before covid and recent investment)



10%

children aged 5-16 years suffer from a clinically significant mental health illness



25%

of children who need treatment receive it



50%

of those with lifetime mental illness (excluding dementia) will experience symptoms by the age of 14



75%

of those with lifetime mental illness (excluding dementia) will experience symptoms by the age of 24

⌘ Lifetime impact

- Risk factors linked to childhood experiences



5x

maternal depression is associated with a 5 fold increased risk of mental health illness for the child



1.3x

boys aged 11-15 years are 1.3x more likely to have a mental illness compared to girls aged 11-15 years



60%

of looked after children have some form of emotional or mental health illness



18x

young people in prison are 18x more likely to take their own lives than others of the same age

Impacts of COVID-19 pandemic

Detailed in [2020 Director of Public Health Report: Impacts of Covid-19](#)

- Impacts of virus
 - CYP relatively unaffected by illness themselves but may have experienced loss of family
- Impacts on services
 - Lack of access to or delays in diagnosis and/or treatment
- Impacts of control measures
 - Lost time in school and early years settings
 - Loss of social contact
 - Increase in risk and loss of protective factors

of the **700** Herefordshire **children and young people** who responded to a survey in May/June 2020

ALMOST HALF

felt that their overall mental health and wellbeing was **worse** since the start of the coronavirus outbreak. **although 15% said it had got better.**

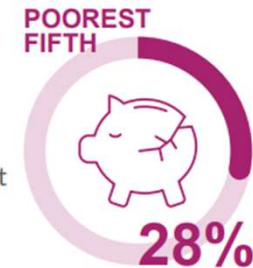
- Widening inequalities
 - Greater exposure to impacts of virus
 - Poorest families hardest hit by fall in income: jobs most affected by lockdown and greater proportion of income spent on essentials
 - Widening gap in educational attainment

Children more likely to miss out on schooling

30%

estimate in May 2020 of the additional amount of time that children from higher income families spent on remote learning, compared with children from lower-income families

More likely to be furloughed – loss of income



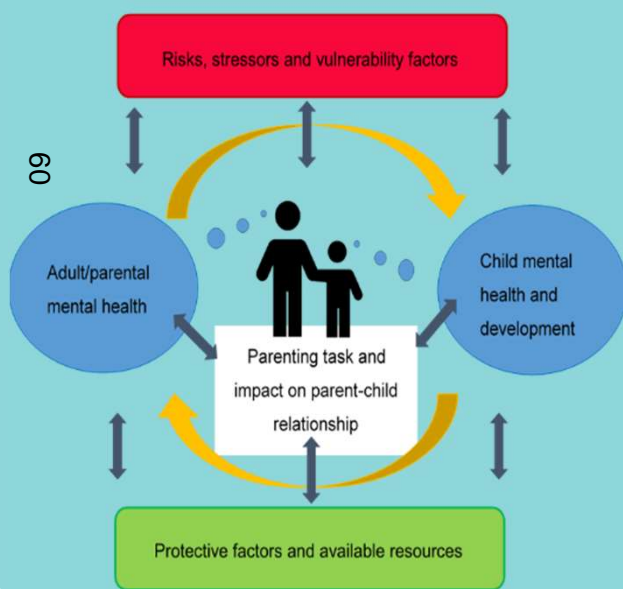
Around 28% of the poorest fifth of employees were placed on furlough as part of the government's job retention scheme, compared to 17% of the richest fifth.

Herefordshire.gov.uk

What we know about Herefordshire: intelligence outputs

Core themes from 2018 [Children's integrated needs assessment](#) (ChINA):

- importance of **mental well-being** for both children and their families, from its power in coping with adversity to the risks of poor parental mental health
- need for a **family-centred preventative approach** to tackle issues affecting life chances



Adapted from [Social Care Institute of Excellence](#)

[The 2021 Herefordshire Children and Young People's Quality of Life survey:](#)



- Filled gaps identified by the ChINA (eg community and emotional well-being)
- Gave some insight into impacts of Covid-19
 - Provides a post-covid baseline

These are the interconnections highlighted throughout the JSNA, so this section links to many others (eg economy, financial security, lifestyles, mental health and wellbeing)



Other sources of relevant data:

- [Community Wellbeing Survey](#) (Feb 2021), DJS for Herefordshire Council
- Survey of [Children and Young People's Mental Health during lockdown](#) (May 2020), Worcestershire Council, Herefordshire Council and Worcestershire Health and Care NHS Trust

References to relevant publications:

- [Children's Integrated Needs Assessment](#) (2018)
- [Director of Public Health annual report 2020: impacts of covid-19](#)
- 2021 [Joint Strategic Needs Assessment \(JSNA\) Key Findings](#)
- 2021 Mental Health Needs Assessment (H&W CCG led with adults focus)

About the CYP quality of life survey

- Purpose: to find out about the quality of life for children and young people in Herefordshire, providing an update on the previous 2006 Teenage Lifestyle and 2009 Every Child Matters surveys.
- Open to all schools and colleges in county:
 - 25 primaries, 10 secondaries, 2 FE settings and 1 special school participated
- **4,900 children and young people took part in Summer 2021**
 - At least one class per school in Years 4, 6, 8 and 10 – but many schools surveyed more
 - Pupils completed the age and needs appropriate survey, either online or paper during a single lesson eg PHSE

🔗 Wide range of topics

- Citizenship
 - Covid-19
 - Drugs, alcohol and tobacco
 - Emotional health & wellbeing
 - Puberty & growing up
 - Safety
 - School
 - Relationships & sexual health
 - Healthy eating
 - Physical activity
 - Leisure
- Schools received their individual results last year, we hold the county-level data: find reports at [Children and Young People's Quality of Life Survey 2021 on Understanding Herefordshire website](#)
 - Robust post-covid baseline, although as one of first areas to survey since 2019 limited benchmark data as yet

What the risk factors look like in Herefordshire: child and family

Family life and experiences

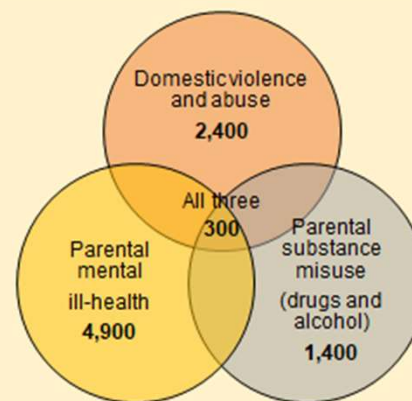
- 1 in 20 primary and 1 in 10 secondary / FE students have **no trusted adult** to talk to when they are worried
 - Correlation with risky behaviours and lower happiness (see next slide)
- 12% of secondary and 7% of FE have experienced at least three **stressful/upsetting events** in the last two years. In the last year:
 - death of someone important (12% Secondary/ FE)
 - family member with MH at home (21% secondary & 11% FE)
- 1 in every 5 to 6 older CYP **don't feel loved**:
 - 16% secondary / 19% FE 'rarely or none of the time'

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Learning needs

- Higher rate of pupils **identified as having SEND** (18% compared to 16% for England), particularly with social, emotional and mental health as a primary need
- Proportion with a **statement or EHCP** continue to increase (from 3.1% in 2018 to 3.6% in 2021)
- Persistent **gaps in educational attainment** for disadvantaged children, and for those with EHCP/SEND. Full impact of pandemic not yet known, but national studies indicate these children have fallen further behind. At schools who shared GCSE results in 2020, attainment rates for disadvantaged pupils and those with EHCPs were amongst lowest in England.

Safeguarding risks



Amongst lowest in England, but still 5,500 children

most at risk of harm / neglect

Early Help: typically involved in around 1,300 cases at any time

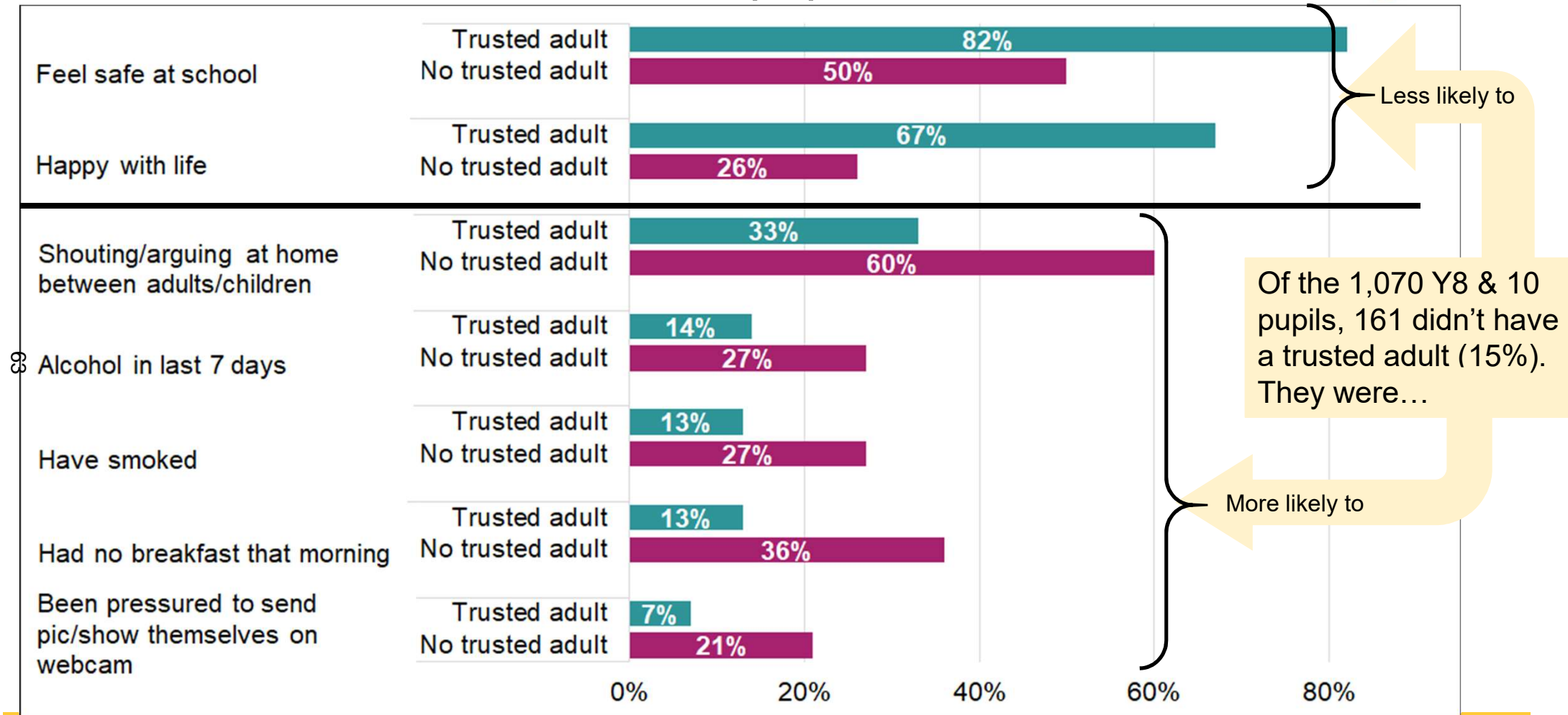
CPPs: increasing since 2020, and almost doubled since Sept 2021
Majority due to emotional abuse (half) or neglect (third)

LAC: remains higher than expected

CIN: increased over last 18 months

? National concern about 'ghost' children who are no longer in schools and not registered for home-education

Links and connections: Y8 & Y10 pupils and trusted adults



What the risk factors look like in Herefordshire: school environment

- Majority have a strong **sense of belonging**, especially to school. Dips amongst teenagers are usual.
- One in three **primary** & **secondary** pupils afraid to go to school at least 'sometimes' because of **bullying**

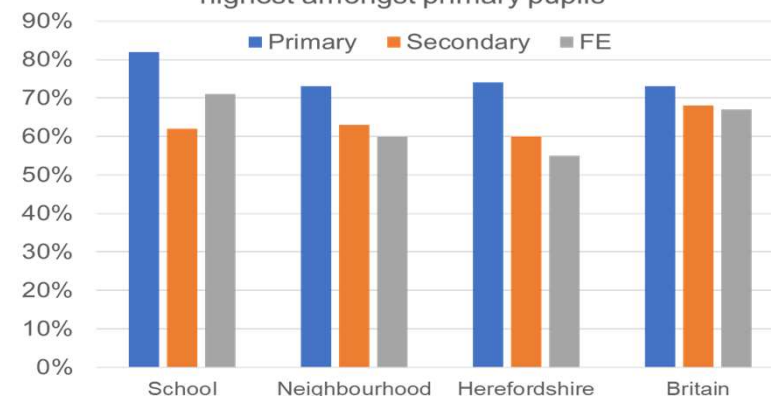


- 20% had been bullied at or near school in last year
- Lower for FE students: 12% afraid; 5% had been bullied
- Most common reasons: the way they look or size / weight
- Fear / experience of bullying higher amongst:



- Y4-6 who live with one parent (42% afraid to go to school vs 32% of those who live with two)
- Secondary pupils with SEND (48% afraid to go to school vs 29% of those without SEND)
- Secondary pupils eligible for free school meals (27% have been bullied in last year vs 18%)

'Strong (very + fairly)' feelings of belonging are highest amongst primary pupils



- Although many feel their school deals with bullying quite or very well, **27% of secondary pupils** say badly or not at all
- Very small minority of older CYP say that they have been pressured into doing something they didn't feel comfortable with, either at school or home/local area:
 - Secondary: at school 5%, home/local area 4%
 - FE: at school 0%, home/local area 3%

What the risk factors look like in Herefordshire: community

- Low levels of poverty and deprivation overall, but areas of persistent deprivation in some urban areas and other hidden pockets – particularly parts of Hereford, Leominster and Ross. Likely that COVID-19 will have widening pre-existing, deep-rooted inequalities
- Relatively low child poverty, and no change in absolute poverty in last 5 years (14%) whilst national rate has risen (to 16%) - but this still means that 4,450 under 16s were living in absolute poverty in 2019/20. 5,600 children live in relative poverty, and as elsewhere this had been increasing for a number of years.
- Low income families will be hit hardest by the current cost-of-living crisis. Even before this took hold:
 - 14,000 households in Herefordshire were living in fuel poverty (2019)
 - In Feb 2021, 4% of households said they had had to cut back on food during the pandemic; 5% on heating
 - 4,600 children were in receipt of free school meals (2021)
 - During 2020, around 1,100 households were eligible for prevention from homelessness or homeless relief.
- Social mobility 'cold spot': Herefordshire is one of the 20% worst areas of England in terms of the chances that disadvantaged children will do well at school and get a good job and secure housing. Driven by low wages locally.
- Majority of school pupils (2/3) feel safe in their local area during the day, but **1/3 of primary** and **1/4 of secondary** never feel safe going out after dark.
- Following a review of local approaches, after being significantly high for a number of years, the rate of first time entrants to the Youth Justice System had fallen to average levels by 2019.
- Around half of boys and girls of all ages take part in sports clubs / classes (most common leisure activity for all CYP)



Social mobility



Herefordshire CYP in 2021: mental health & wellbeing

Worry or anxiety affects most:

- Only **1 in 4 secondary pupils** said their lives aren't affected much by worry or anxiety
- Large minority said these feelings have got worse since Covid-19
 - **37% of primary** **36% FE**
 - **40% of secondary**

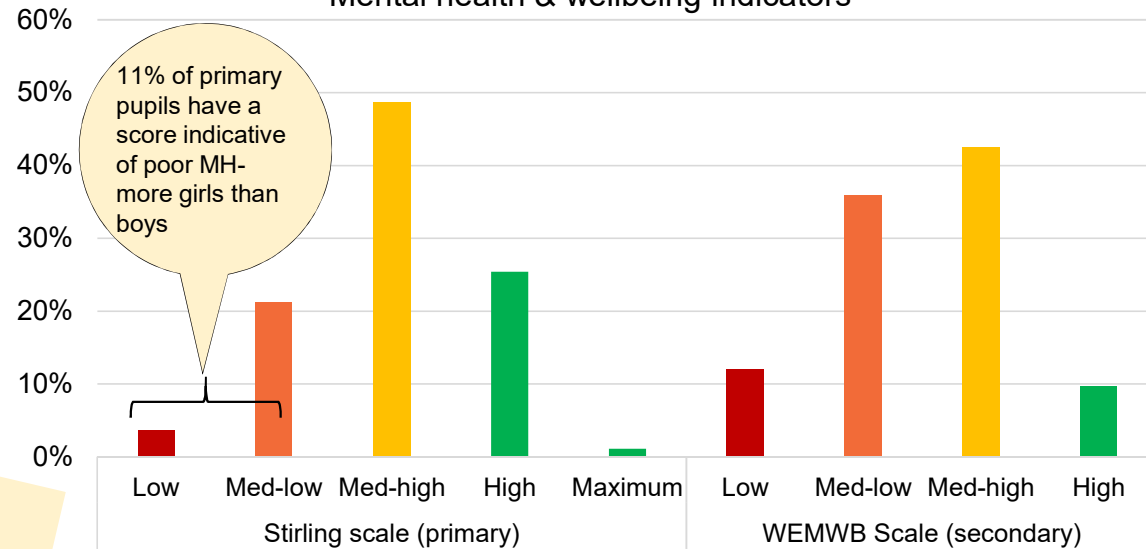


Large minority have low/medium low mental well-being scores – more girls than boys

- **25% of primary pupils** on the Stirling Children's wellbeing scale (20% boys & 28% girls)
- **48% of older pupils** on the Warwick-Edinburgh Mental Wellbeing (WEMBS) scale (34% boys & 55% girls)



Mental health & wellbeing indicators



Seeking help for mental health (asked of older children):

- **26% of secondary** and **38% of FE** said that they or their family have asked for help with their mental health
- More likely amongst certain cohorts - secondary pupils:



- eligible for FSM (20% vs 12% not eligible)
- with SEND (40% vs 25% non-SEND)

Common worries

- Biggest worries vary by age/sex
 - Primary pupils: Covid-19 (38%)
 - Secondary girls: the way they look (59%)
 - Secondary boys: their future, e.g. home, job (39%)
 - FE: their future (61%), looks (49%), mental health (44%)

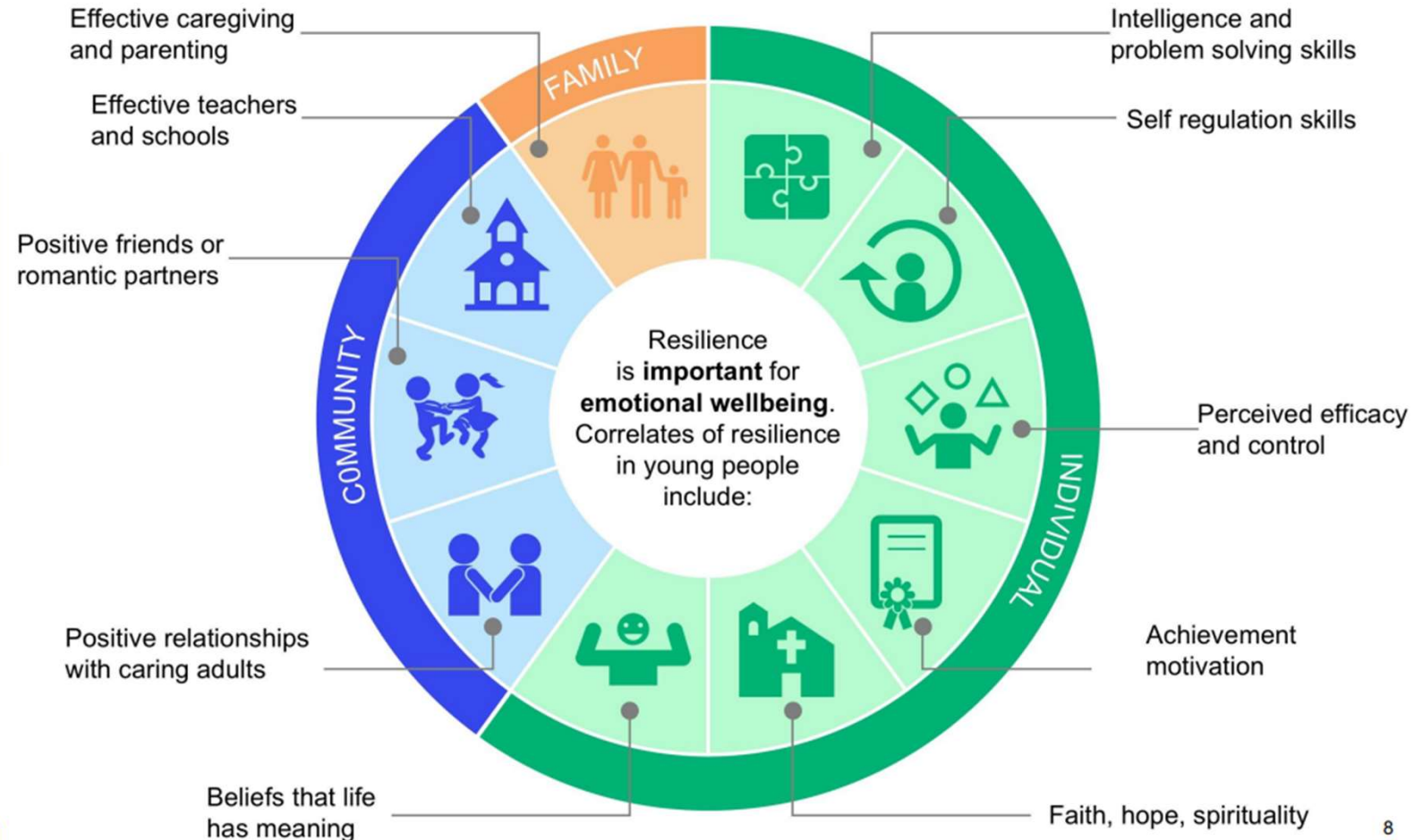
Other key points

- 'Environment & climate change' and 'Being safe on the road': less likely to worry secondary pupils
- 'Physical or mental health of a family member': almost one third of all ages
- Even at primary age, 28% of boys worry about the future and 34% of girls worry about the way they look
- Note awareness of own mental health at all ages

Worry 'quite a lot' or 'a lot'	Primary	Secondary	FE
Covid-19	38%	17%	17%
Environment & climate change	30%	19%	23%
Being safe on the road	29%	16%	23%
Health of family member	29%	28%	31%
Future, eg home, job	28% (b)	39% (boys)	61% (all)
The way they look	34% (g)	59% (girls)	49% (all)
Own mental health	20%	34%	44%
Sexual harassment		27% (g)	36% (g)

Building resilience (the ability to cope with adversity and adapt to change)

Building resilience is a key protective factor for mental health and promoting resilience in children and young people can have life-long benefits.



CYP in 2021: resilience and coping strategies

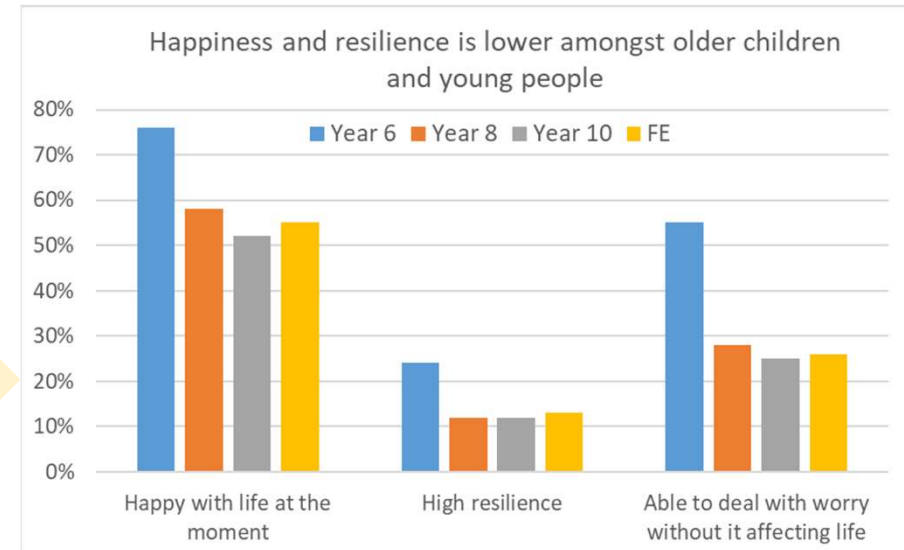
- Majority are 'happy with life at the moment'
 - Highest amongst **primary age** (42% boys / 34% girls **very happy**)
 - Lower amongst
 - older girls (28% Y7+ girls **not happy** vs 10-13% of boys of all ages)
 - secondary pupils with SEND or eligible for FSM
 - those with no trusted adult

- But only **24% of primary** and **13% of secondary & FE** have a high resilience score (based on answers to what they do if something goes wrong or they don't succeed)

- Across multiple indicators emotional well-being and resilience is lower amongst:



- older pupils (Y8+: see chart)
- girls and the small number of older pupils who identify as non-binary
- Y6 pupils who are eligible for FSM or identified as SEND (not so clear for older)



Dealing with problems and things going wrong

- Most common way of dealing with a problem is to talk to someone about it
 - Majority of **Year 6** (63%) and **FE** (57%) pupils
 - Secondary pupils less likely to (45%)
- Although **10% of secondary & FE** say they cut themselves
- The majority learn from something going wrong: **61% Primary** and **57% FE** but **secondary less likely (43%)**



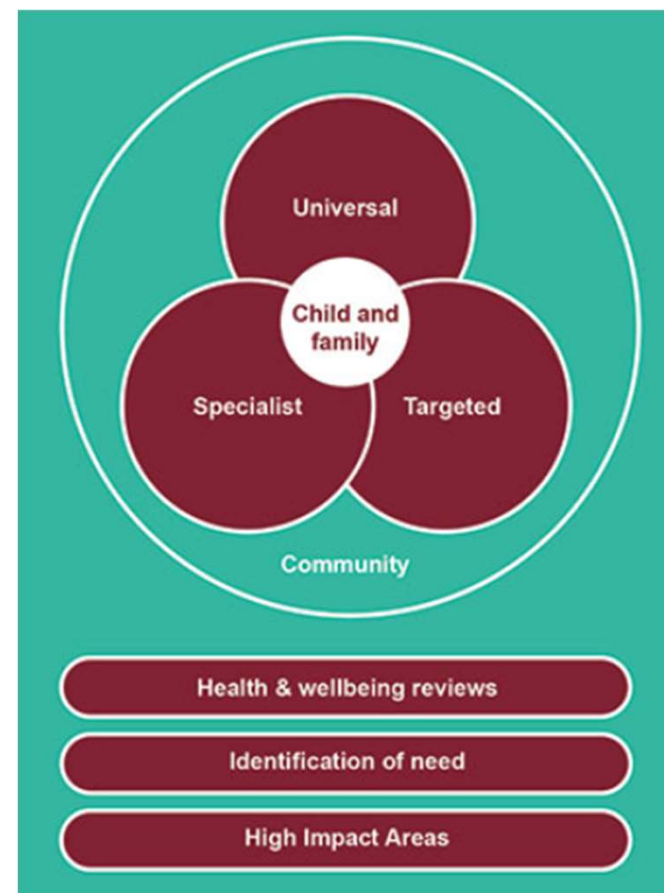
Prevention work and universal offer

Universal offer and prevention

- Lots of activity that is being undertaken by Hfds Council, across the Directorates, that impacts on the protective and risk factors for mental health and wellbeing of CYP
- Pulling out here universal services and prevention programmes that are part of the system:
 - Public Health Nursing programme
 - Solihull programme
 - Talk Community

Public Health Nursing service

- Public health nursing includes health visiting and school nursing and delivers the healthy child programme. It is provided by Wye Valley Trust, and costs ~£2.5m per annum.
- The Healthy Child Programme offers every family an evidence-base programme of interventions, including screening tests, immunisations, developmental reviews, and information and guidance to support parenting and healthy choices.
- Delivery model:
 - Universal in reach
 - Targeted and specialist services
- Current contract ends April 2023 but agreed a one-year extension in order to develop the future service in line with developments of children's services and the Integrated Care System (ICS)



Public Health Nursing service



Health and wellbeing reviews and contacts for 5-24

5-19(24) programme is referral-in service, with appropriate review on referral

High Impact areas

Health visitors lead the Healthy Child Programme 0 to 5 and the 6 early years high impact areas:

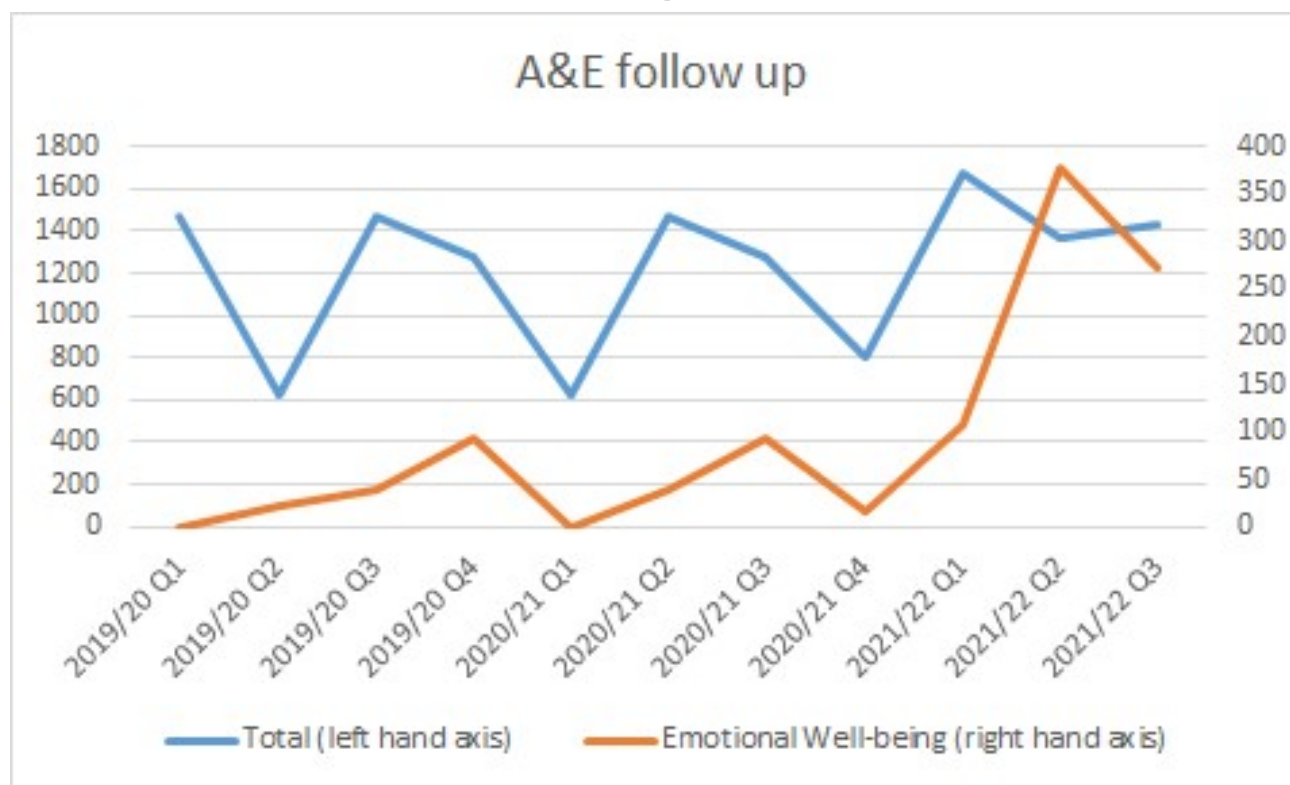
- supporting the transition to parenthood
- **supporting maternal and family mental health**
- supporting breastfeeding
- supporting healthy weight, healthy nutrition
- **improving health literacy**; reducing accidents and minor illnesses
- **supporting health, wellbeing and development: Ready to learn, narrowing the 'word gap'**

School nurses lead the Healthy Child Programme 5 to 19 (up to 25 for SEND) and the 6 school age years high impact areas

- **supporting resilience and wellbeing**
- improving health behaviours and **reducing risk taking**
- supporting **healthy lifestyles**
- supporting **vulnerable young people and improving health inequalities**
- supporting **complex and additional health and wellbeing needs**
- promoting self-care and improving health literacy

Some key PHN service data related to mental health and wellbeing, 2021/22		Q1	Q2	Q3
New birth visit				
- total		392	418	375
- completed		100%	100%	100%
- completed within 14 days		77%	76%	85%
6-8 week review		96%	99%	99%
12 month review (<15 mths)		86%	91%	89%
Perinatal mental health				
- mothers reporting low mood/high anxiety score		172	129	127
- Number requiring referral to specialist service (referred by PHN service)		47	19	31
5-19(25) emotional wellbeing				
- referrals into service for emotional health and wellbeing support		948	664	615
- number of people referred to additional/specialist services e.g. CAMHS, IAPT		25	28	44
Accident prevention – A&E follow up				
- total		1674	1374	1430
- of which, intervention classified as emotional wellbeing		108	379	274
School clinics (drop in clinics, but require booking)				
- total		537	608	894
- of which, emotional wellbeing		525	606	707

PHN: A&E follow up: total number and those for emotional wellbeing

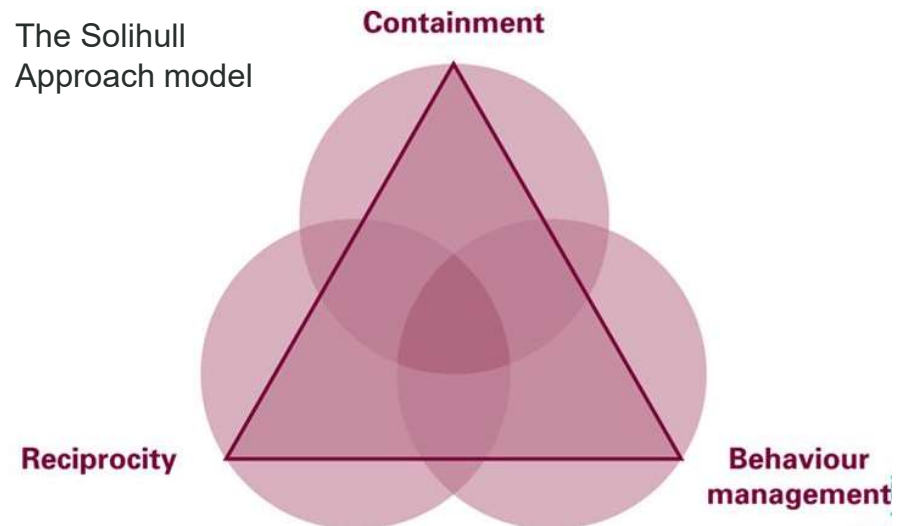


Solihull approach – training programme for professionals and parents/carers

The Solihull Approach helps with **understanding children's behaviour** and **enabling adults to use containment, reciprocity and behaviour management** to improve relationships within the family and support for children and families.

77 Across the UK and internationally, the Solihull Approach **supports mental health and wellbeing** in parents, children, schools, older adults and high stress workplaces through an **evidence based model** in training, online courses and resources.

The Solihull Approach model



UNDERSTANDING YOUR CHILD



SOLIHULL APPROACH

Solihull approach – the model

Containment

involves **supporting someone to process their emotions, including anxiety and distress**, to help restore an individual's capacity to think clearly. In children, this is a core part of emotion regulation, but it is also key for adults, particularly during times of high stress.c

Reciprocity describes the **sophisticated interactions between a baby and an adult** when both are involved in the initiation, regulation and termination of the interaction process whereby the parent is sensitive to the needs and feelings of the child and responds to the child (and the child also responds to the parents).

Behaviour management. Once parents identify personal goals and the strategies that will help meet them, **they reflect on their child's behaviour** and their **relationship** with their child.

In Herefordshire

- Professionals:
 - 2 day Foundation training for professionals
 - 3 online training courses for professionals on trauma, attachment and brain development (under the Covid recovery plan)
- Parents/carers:
 - Online training courses for parents/carers. Including: Antenatal course, Understanding you baby, Understanding your child. Understanding your child with special needs, Understanding your teenagers' brain.
 - Facilitated parent Group sessions
 - Information to teenagers through schools and social media - understanding and supporting their mental health
- Training further trainers to continue the Solihull Approach offer in Herefordshire

FREE online courses for parents,

grandparents, carers, foster parents, family members and friends

The courses aim to help you support a child from pregnancy until the age of 18.

Register your details www.inourplace.co.uk and enter the access code: **APPLEHERE**



   [hfdscouncil](https://www.facebook.com/hfdscouncil)

Data and feedback on 2-day Foundation training

- Foundation course runs 5-6 times per year
- 244 trained since 2019 and 65 trained as trainers for parents or professionals.
- 86% find the training highly relevant to their job role.

- Feedback after training:

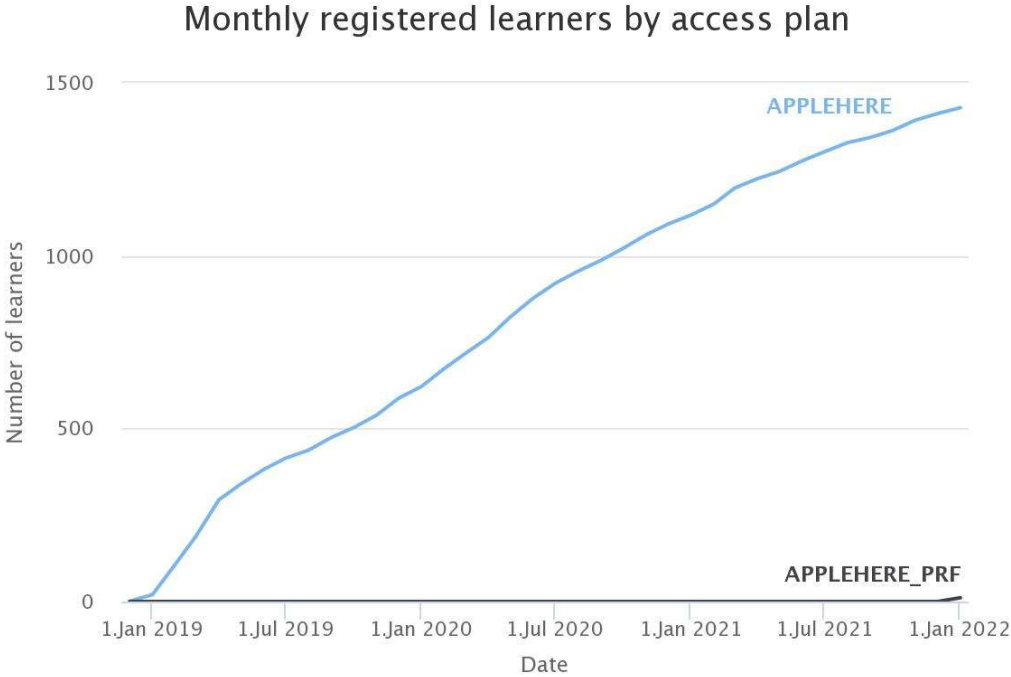
08

“The pace of delivery was just right on taking in the info / learning and asking questions. One of the best courses I have done.”

“This course has been very helpful and both trainers have really taken the time to make sure we understand it and can use it in all of our practices. I feel like this has really benefited me and will help with various aspects of both personal and work life.”

“Thank you – very informative and has given me more confidence to deliver this to families.”

Parents and carers: participation since 2019



Course	Helpful	Recommend
Understanding Pregnancy, labour, birth and your baby	97%	93%
Understanding your Baby	87%	89%
Understanding your Child	96%	97%
Understanding your Teenager's brain	96%	96%
Understanding your Brain for teenagers only	100%	100%

Summary of Antenatal Pre and Post Questionnaire responses	Hfds	National
Reported a reduction in anxiety	38%	36%
Reported an increase in closeness to the baby	36%	42%
Reported they smoked	23%	4%
Reported an increase in their intention to stop smoking before the baby is born	11%	3%

Summary of Child Parent Relationship Scale (CPRS) pre and post course measuring parental perceptions of conflict and closeness in the child-parent relationship	Pre	Post
Average Conflict score	21	17
Average Closeness score	29	31



- Universal offer around supporting communities, building networks and connections: e.g. 2,700 children supported via holiday activity fund, debt advice, community grants through the health and wellbeing recovery programme
- Updating Talk Community Directory with local offer on mental health and wellbeing for CYP
- Let's Talk Children and Families survey: 1000 survey responses, 16 community groups – looking at universal, prevention and early help offer for CYP and families – pulling together what this should look (part of Children's transformation and improvement plan)
- Working, together with public health, children's services and other teams, on the development of family hubs (dependent upon government funding)
- On target to deliver over 50 TC hubs which includes an all ages approach

Covid Recovery:

- ✓ Green Spaces Grant of the 24 awarded 12 of them were to enhance play areas
- ✓ 2,700 gym memberships for yrs 11, 12 and 13
- ✓ 900 free swimming lessons and over 5,500 swimming sessions in 2021



Title of report: **Work Programme Review and Tracking of Recommendations**

Meeting: Children and Young People Scrutiny Committee

Meeting date: Tuesday 22 March 2022

Report by: Democratic Services Officer

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose

To review progress against previous recommendations, review the work programme for 2021/22 and agree any necessary updates.

Recommendation(s)

That the Committee:

- a) Notes the updated recommendation tracker in appendix 1;
- b) Reviews and agrees the work programme at appendix 2 and discusses any additional items of business or topics for inclusion in the work programme.

Alternative options

1. It is for the Committee to determine its work programme to reflect the priorities facing Herefordshire. The Committee needs to be selective and ensure that the work programme is focused, realistic and deliverable within existing resources. The Committee needs to develop a manageable work programme to ensure that scrutiny is focused, effective and produces clear outcomes. Topics selected on the work programme should reflect issues of current importance facing children's services at Herefordshire Council.

Key considerations

Tracking of resolutions made by the Committee which require a response or action

2. A schedule of recommendations previously made by the committee which require a response or action is appended to this report as appendix 1.

3. Key changes since the last meeting include:

- Addition of recommendations arising from meeting on 22 February.
- An action tracker has been appended alongside the minutes of the previous meeting. Actions arising from meetings will be recorded and reported on this document with the recommendation tracker focused on recommendations to the Executive.

Forward Plan

4. The Constitution states that scrutiny committees should consider the Forward Plan as the chief source of information regarding forthcoming key decisions. Forthcoming decisions of the children and families directorate will be highlighted by the clerk to the committee as part of the work programming item at each committee meeting.
5. Suggestion for scrutiny from members of the public
6. Suggestions for scrutiny are invited from members of the public through the council's website, accessible through the link below. There have been no suggestions for scrutiny received from members of the public since the previous meeting of the committee.

https://www.herefordshire.gov.uk/info/200148/your_council/61/get_involved/4

Work Programme

7. The work programme needs to focus on the key issues of concern and be manageable allowing for urgent items or matters that have been called-in. The work programme will be reviewed at each meeting of the committee and may be amended as required.
8. The latest version of the work programme for 2021-2022 is attached at appendix 2 – key changes since the previous meeting are set out below following a meeting of the Chair and Vice Chair at a business work plan meeting. The upcoming work plan for the first quarter of 2022/23 municipal year was discussed which included the addition and setting of the following:
- Continuation of Improvement Focus meetings up until the end of the next municipal year 2022/23.
 - The addition of Special Educational Needs and Disabilities (SEND) and Autism into the May agenda items. Also for the May agenda Corporate Parenting has been requested to be reported upon.
 - This meeting is to be bolstered by a workshop in the morning of the meeting to go over corporate parenting and developing a trauma informed service.
 - Dates have been added for all improvement meetings in this municipal year.
 - The June improvement meeting will also include an item on retention and recruitment following recommendations at the February 22nd meeting.
 - The July meeting will see the following reports be presented to the committee:
 - Independent Reviewing Officer (IRO)
 - Child Protection (CP)
 - Local Authority Designated Officer (LADO)
 - Adoption Service
 - Fostering Service
 - The July meeting will be preceded by a workshop which will involve meeting and talking with Social Workers.
 - The August improvement meeting will see the Principal Social Worker report be presented
 - The September mainstream meeting will see Herefordshire Children's Safeguarding Partnership and Youth Justice Plan 22/23 on the agenda for scrutiny.

9. Should committee members become aware of any issue they think should be considered by the committee they are invited to discuss the matter with the chairperson, vice chairperson and the statutory scrutiny officer.

Constitutional Matters

Task and Finish Groups

10. A scrutiny committee may appoint a task and finish group for any scrutiny activity within the Committee's agreed work programme. A committee may determine to undertake a task and finish activity itself as a spotlight review where such an activity may be undertaken in a single session; the procedure rules relating to task and finish groups will apply in these circumstances but the review is likely to be attended by all members of the committee and chaired by the chairperson.
11. The scrutiny committee will approve the scope of the activity to be undertaken by a task and finish group, the membership, chairperson, timeframe, desired outcomes and what will not be included in the work. A task and finish group will be composed of a least 2 members of the Committee, other councillors and may include, as appropriate, co-opted people with specialist knowledge or expertise to support the task. The Committee will appoint the chairperson of a task and finish group.
12. The Committee is asked to determine matters relating to the convening of a task and finish group including the scope of the review to be undertaken, the chairperson, membership, timeframe, desired outcomes, what will not be included in the review and whether to co-opt any non-voting members to the group. Such co-optees could consist of individuals with valuable skills and experience that would assist a task and finish group to undertake a review (see co-option below).

Co-option

13. A scrutiny committee may co-opt a maximum of two non-voting people as and when required, for example for a particular meeting or to join a task and finish group. Any such co-optees will be agreed by the Committee having reference to the agreed work programme and/or task and finish group membership.
14. The Committee is asked to consider whether it wishes to exercise this power in respect of any matters in the work programme.
15. Since the last meeting of the Committee Mr Wiktor Daron, has been nominated as the Roman Catholic Education Co-optee: the appointment of Education co-optees was agreed at the Annual Council meeting on 28 March 2021.
16. A recruitment process has been undertaken to appoint to the position of a co-optee representative of families. An announcement will be made shortly.

Community impact

17. In accordance with the adopted code of corporate governance, Herefordshire Council is committed to promoting a positive working culture that accepts, and encourages constructive challenge, and recognises that a culture and structure for scrutiny are key elements for accountable decision making, policy development and review. Topics selected for scrutiny should have regard to what matters to residents.
18. The term 'corporate parent' means the collective responsibility of the council, elected members, employees, and partner agencies, for providing the best possible care and safeguarding for children who are looked after by the council. Being a good corporate parent means we should;

accept responsibility for children in the council's care; make their needs a priority; and seek for them the same outcomes any good parent would want for their own children. The committee should be mindful of these responsibilities when undertaking scrutiny work.

Environmental Impact

19. Whilst this is an update on the work programme and will have minimal environmental impacts, consideration has been made to minimise waste and resource use in line with the council's Environmental Policy.

Equality duty

20. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to –

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

21. The public sector equality duty (specific duty) requires us to consider how we can positively contribute to the advancement of equality and good relations, and demonstrate that we are paying 'due regard' in our decision making in the design of policies and in the delivery of services. As this report concerns the administrative function of the children and young people scrutiny committee, it is unlikely that it will have an impact on our equality duty.

Resource implications

22. The costs of the work of the Committee will have to be met within existing resources. It should be noted the costs of running scrutiny can be subject to an assessment to support appropriate processes.
23. The councillors' allowance scheme contains provision for co-opted and other non-elected members to claim travel, subsistence and dependant carer's allowances on the same basis as members of the council. If the committee agrees that co-optees should be included in an inquiry they will be entitled to claim allowances.

Legal implications

24. The Council is required to deliver a scrutiny function. The development of a work programme which is focused and reflects those priorities facing Herefordshire will assist the committee and the council to deliver a scrutiny function.

25. The Scrutiny Rules in Part 4 Section 5 of the Council's constitution provide for the setting of a work programme, the reporting of recommendations to the executive and the establishment of task and finish groups, as below.
26. Paragraph 4.5.28 of the constitution explains that the scrutiny committee is responsible for setting its own work programme. In setting its work programme a scrutiny committee shall have regard to the resources (including officer time) available.
27. Under section 4.5.10 of the constitution a scrutiny committee may appoint a task and finish group for any scrutiny activity within the committee's agreed work programme. A committee may determine to undertake a task and finish activity itself as a spotlight review where such an activity may be undertaken in a single session; the procedure rules relating to task and finish groups will apply in these circumstances. The relevant scrutiny committee will approve the scope of the activity to be undertaken, the membership, chairperson, timeframe, desired outcomes and what will not be included in the work. It will be a matter for the task and finish group to determine lines of questioning, witnesses (from the council or wider community) and evidence requirements.
28. Under section 4.5.19 of the constitution task and finish groups will report their findings/outcomes/recommendations to the relevant scrutiny committee who will decide if the findings/outcomes/recommendations should be reported to the cabinet or elsewhere.

Risk management

Risk / opportunity	Mitigation
There is a reputational risk to the council if the scrutiny function does not operate effectively.	The arrangements for the development of the work programme should help mitigate this risk.

Consultees

29. The work programme is reviewed at each committee meeting. Additional formal or informal work programming sessions may be arranged as necessary during the year. The work programme may also be reviewed during business planning meetings between the chairperson, vice-chairperson and statutory scrutiny officer.

Appendices

Appendix 1 – Recommendation tracker
Appendix 2 – Work Programme 2021/22

Background papers

None identified

Children and Young People Scrutiny Committee, schedule of recommendations and responses

28 July 2020		
Item	Recommendations	Executive responses / update
Schools Update	<ul style="list-style-type: none"> The committee recommends that a further survey is undertaken concerning children's mental health and schooling arrangements during the pandemic; A briefing note is circulated providing details of the number of private nurseries that have opened in September 2020 and stayed open in October and November; An update is provided regarding the national catch-up programme; The work on children's mental health is prioritised by the committee and includes a review of school pastoral support and a mental health pathway for looked after children; Further detailed examination of the outcomes of the survey is undertaken to determine how the provision and effectiveness of mental health services were impacted during the lockdown; An update is provided regarding the attendance rates after the return to school in September. 	<p>This was undertaken in partnership with public health.</p> <p>Updates were provided at intervals throughout the year. A summary will be produced and circulated.</p> <p>We are awaiting further clarity on the national programme. Schools can access a database of consultants approved by the Department for Education and get funded accordingly. We do not have data at present as to how successful this is seen by schools.</p> <p>Completed. Item scheduled for 7 December 2021 meeting on Health and Wellbeing to include mental health in schools.</p> <p>This is provided monthly.</p>

19 January 2021		
Item	Recommendations	Executive responses / update
Provision of children centre service in Bromyard area: pre-decision scrutiny	<p>1) Has significant concerns about the timing of the proposed decision during the current pandemic and the implications for services users. The committee recommends deferral of the decision and extension of the current contract up to 12 months to enable:</p> <ul style="list-style-type: none"> • A comprehensive consultation with the local community, service users and voluntary sector organisations; • Engagement with the HOPE Family Centre to ensure that the Council has necessary evidence to conduct a full and detailed evaluation of the service provided by the HOPE Family Centre and how it compares to the in-house service; • Greater exploration of alternative options including a potential tendering exercise for a commissioned service; • Work to ascertain what staffing arrangements would be put in place to ensure existing HOPE Family Centre staff have a greater degree of understanding about their future roles within the service; and • The committee to undertake a detailed scrutiny exercise on the proposal involving evidence from service users. <p>2) Recommends that in future the committee is made aware of issues of a sensitive and emotive concern to local communities as potential items for scrutiny.</p>	<p>A decision was taken on 19 February 2021 to extend the current contract for the delivery of children's centre services in the Bromyard reach area to no later than 31 March 2022.</p> <p>The decision also confirmed that further analysis would be provided regarding the benefits and risks of the different options for the future delivery of children's centre services and that further community engagement would be undertaken to explore the different options for the future delivery of children's centre services.</p> <p>A further decision on the future of the contract beyond March 2022 will need to be taken in the autumn of 2021 and is proposed to be subject to pre-decision scrutiny.</p> <p>The forward plan will be monitored for forthcoming items and regular liaison will take place between the chair / vice-chair and cabinet member.</p>

23 March 2021		
Item	Recommendations	Executive responses / update
Children and Young People Mental Health	<p>That an update report on CYP mental health is presented to the meeting on 14 September;</p> <p>That the mental health and wellbeing survey is circulated to all members of the committee once completed;</p> <p>That the executive investigates an increase in the number of support assistants trained in emotional literacy in local schools;</p> <p>That the executive looks to work with schools to encourage the identification of safe spaces, as raised by Healthwatch.</p>	To be picked up as part of a themed Mental health agenda for the meeting on 22 March 2022
Herefordshire capital investment strategy 2021-2030 for specialist settings educating children and young people with special educational needs and disabilities SEND	<p>The committee supports the strategy but recommends:</p> <p>That the strategy clarifies that the outcomes of the 6th form consultation for Westfield school will inform the scope of the feasibility study; and</p> <p>Requests that further detail is presented to a future meeting of increasing provision offered for children with autism.</p>	<p>The strategy was approved at Cabinet meeting on 22 April 2021. Requested clarification was included in the final version of the strategy.</p> <p>It was agreed at the committee meeting 30 April 2021 that this be listed as an item to be allocated.</p>

20 May 2021		
Item	Recommendations	Executive responses / update
Update on children's legal team	<p>A scrutiny panel is established to monitor recommendations arising from notable cases and their implementation and to have an overview of care concern cases;</p> <p>A project plan with timescales of all legal services teams actions, required as part of the overall improvement plan considerations be produced for the July meeting of CYPSC. (e.g. new escalation protocol and end of life protocol); and</p> <p>As part of the project plan, a tasks vs resources available breakdown be produced to identify who does what to show: 1) Where resources and gaps exist; and 2) the actions and timescales to address them.</p>	<p>An update on the Children's Legal Team Improvement Plan was presented to the committee on 7 September 2021. This included a copy of the resilience and improvement plan and internal escalation policy. A further update was circulated in November 2021.</p> <p>The resilience and improvement plan includes details of activities with lead officers within legal services, target dates and current RAG rating.</p>

1 June 2021		
Item	Recommendations	Executive responses / update
Children's Services Improvement Plan	<p>That the improvement notice is noted</p> <p>That Jane Ellis, Director of Healthwatch Herefordshire be invited to join the improvement board.</p> <p>That the chairperson of the children and young people scrutiny committee attend the first meeting of the improvement board and that a decision be taken at a future meeting as to whether they should be a permanent member of the board, considering advice from the improvement advisor.</p> <p>That additional meetings of the committee be added to the work programme to deal with improvement board matters.</p> <p>That details be provided to the committee of other authorities who could act as examples of good practice.</p> <p>That the improvement advisor be invited to attend a future meeting of the committee.</p>	<p>Noted.</p> <p>This was discussed at the improvement board meeting of 9 August 2021. Healthwatch will be invited to take a seat on the operational group to be convened by the interim director for children and families.</p> <p>The chairperson attended the improvement board held on 14 June 2021. Membership of the board was discussed at the improvement board meeting of 9 August 2021. It was agreed that the chairperson of the scrutiny committee should not be a permanent member of the improvement board to maintain independence and enable the committee to undertake scrutiny of the activities of the work of the board.</p> <p>Work programme updated with additional improvement focus meeting for September 2021. Requirement for additional meetings to be reviewed as part of work programming.</p> <p>The improvement advisor, Gladys Rhodes-White, attended the work programming session on 16 July and will be invited to attend future meetings of the committee on appropriate occasions.</p>
Looked After Children Performance Report	That the work programme be updated to include a report on corporate parenting and a report on the independent reviewing service and that these should be included in training.	Added to work programme as agenda items for scheduling. The Annual IRO report was presented to the Committee at their meeting on 23 Nov 2021.
Update on Peer on Peer Abuse Recommendations	An update on the investigation into the historic lack of sharing by the council, including the terms of reference, be shared with the committee by the July meeting.	Terms of reference shared with committee members 28 July and briefing provided to committee members by Natalia Silver.

	<p>That consultation take place with families ahead of the signature of the contract for the mediation service.</p> <p>A quarterly update on peer on peer abuse be shared with the committee, ahead of the July meeting if possible.</p> <p>A list of consultees and approvals be included in the final guidance to schools and included as standard in any similar documents produced in future'</p> <p>That the offer from a member of the public to share their understanding of the Human Rights Act be reviewed at the next committee meeting.</p>	
Report of work of prevent and disrupt group to address child exploitation and the current risk of exploitation in Herefordshire	<p>The committee recommends that arrangements for future meetings and sessions of the prevent and disrupt group that committee members could attend should be advised to the committee.</p>	<p>Invite to Serious Organised Crime Professional Development day (SOCJAG Training) held 2 July 2021 circulated to all councillors.</p>

5 August 2021		
Item	Recommendations	Executive responses / update
Youth Justice Plan 2021-2022	<p>The committee endorse the Youth Justice Plan 2021-2022 for presentation to Council.</p> <p>A written briefing be provided on diversionary schemes and activities.</p> <p>A copy of the national standards and improvement plan be shared with the committee.</p> <p>For the 2022/23 iteration of the plan the committee recommends the inclusion of:</p> <ul style="list-style-type: none"> • increased evidence of consultation with young people and the wider public; • evidence on staff consultation; and • more information on progress on county lines, exploitation and peer on peer abuse. 	<p>Noted. Presentation of the plan to Cabinet for recommendation to Council has been delayed.</p> <p>Briefing received and circulated to members of the committee.</p>
Co-optee membership of scrutiny committees	<p>The process for the appointment of co-optees set out in appendix one is adopted.</p> <p>The process is used to appoint one representative from the teaching sector.</p> <p>The term of service of co-optees be reviewed with a view to making appointments for more than one year and up to four years, linking to the election cycle.</p> <p>The process is used to recruit an adult representative of families who are or have been supported by social workers and Council be asked to appoint an</p>	<p>Noted.</p> <p>Advertisement is 'live'. Final date for expressions of interest is 14 Jan 2022.</p> <p>14.2.22 Unfortunately those who expressed an interest were ineligible due to the criteria laid out in 3.2 of the Co-optee protocol</p> <p>To be reported to the next Annual Council meeting in May 2022.</p> <p>Advertisement is 'live'. Final date for expressions of interest is 14 Jan 2022</p> <p>14.2.22 Recruitment process underway</p>

	<p>additional co-optee at its next suitable meeting.</p> <p>The induction of co-optees be more structured and include safeguarding training.</p> <p>Consider how the participatory officer could bring the voice of the child to the committee as and when needed.</p>	<p>Noted</p> <p>A meeting is to be set up between the Committee and the Participation Officer</p>
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7 September 2021		
Item	Recommendations	Executive responses / update
Children's services improvement journey	That progress on development with heat maps be shared with the committee by 23 November 2021	Completed
	That development sessions include members of children's services legal team as well as social workers	Noted
	That the committee review all the challenges identified in the report with a view to identifying areas where scrutiny can contribute	Update report to reflect on progress was presented to the Committee at their meeting on 23 Nov 2021
	That examples of audit documentation be shared with the committee by 23 November 2021	Outstanding
	That a link to relevant information on the council website be provided to the committee	Outstanding
	That the voice of the staff be captured in an appropriate form as evidence for external review and the scrutiny committee	Outstanding
Update on children's legal team improvement plan	The committee notes the progress made to date and the plan to continue with improvements in the Children's Legal Team	Noted.
	Further updates on the legal team improvement plan be presented to the committee bi-monthly, with evidence in the next meeting (23 November 2021) on the service level agreement, knowledge and understanding of when to access legal services by middle managers	A further update was circulated to the Committee on 17 Nov 2021
	Add more clarity on the status of HRA cases and include evidence of training / workshops of areas of concern	
	Post court proceedings meetings be required rather than optional (Q7 in Children's Legal Team Improvement Plan relates);	

	<p>A review of the escalation process be undertaken in relation to decision making by senior officers within the escalation process and support for them, including the criteria under which a second opinion is sought</p> <p>Training be provided to councillors to help them be confident in instigating the call in procedure</p>	
Work Programme Review	<p>Agrees the work programme at appendix 2 with the following amendments:</p> <p>A report on health and wellbeing be scheduled for the December meeting, to include mental health in schools</p> <p>A report on holiday activities provided by schools during covid be scheduled for the December meeting, with a focus on contextual safeguarding</p>	<p>Added to work programme for December 2021.</p> <p>This has been added to the meeting agenda for March</p>

12 October 2021		
Item	Recommendations	Executive responses / update
Provision of children centre service in the Bromyard area	<p>The Committee notes the proposals to recommission the provision of the Children's Centre Service in the Bromyard area for two years and makes the following recommendations to enhance the effectiveness of the plans:</p> <ul style="list-style-type: none"> (a) That the Executive consider if an exemption to the contract procedure rules should be applied for. (b) That the Executive consider whether further market testing should be carried out to evidence if there are any other potential providers and include details of what they will be asked to tender for. (c) That evidence be provided on how discontinuing services from an established provider impacts those currently using the service. (d) The Committee receive testimony from the Hope Centre and consider a visit there to understand the activities provided. 	To be updated
Effective scrutiny of children's services: training and development offer	<p>That the Committee notes the LGA training and development offer as set out in appendices A-C to the report and makes the following recommendations:</p> <ul style="list-style-type: none"> (a) The Committee agrees to engage with the LGA training and development offer. (b) The Chairperson and Vice-Chairperson to draft a response to the self-assessment tool after completing the Leadership Essentials Course and then discuss with Committee members in November 2021 	<p>Noted.</p> <p>Completed</p>

	(c) Notes that the LGA training will dovetail with the offer from the Centre for Governance and Scrutiny	Noted.
Work Programme Review	<p>Agrees the work programme at appendix 2 with the following amendments:</p> <p>23 November agenda to include items on IRO, carers portal and exit interviews in children's service</p> <p>A workshop be arranged ahead of the 23 November meeting on the IRO service and carers portal</p> <p>Consider use of performance challenge sessions to cover information items</p>	<p>IRO report scheduled. Briefing note to be provided on Carer's Portal</p> <p>Scheduled</p> <p>Noted</p>

23 November 2021		
Item	Recommendations	Executive responses / update
Annual Independent Reviewing Officers (IRO) Report	<p>Having reviewed the Independent Reviewing Officer's Report for 2020/21 the Committee recommended that:</p> <ul style="list-style-type: none"> a) The Committee receive the IRO Report as an annual agenda item. b) The next iteration of the report should include comparator data with statistical neighbours where this was available. c) A workshop be arranged with the participatory officer on how to include the voice of the child in future meetings. d) Health partners be asked to attend a future meeting of the Committee to discuss barriers for children and young people accessing CAMHS or other therapeutic support and counselling. 	<p>Noted and included in the work plan</p> <p>Noted</p> <p>In Progress</p> <p>Invited to the meeting on 22 March 2022 which has a mental health focus</p>
Children Improvement Plans – Progress Update	<p>That the Committee noted the progress update and made the following recommendations:</p> <ul style="list-style-type: none"> a) Feedback from the third sector (for example community groups and charities) be recognised as an additional source of information informing the whole system approach to quality assurance and performance management b) Work on mental health in schools be highlighted in the Committee work programme 	<p>Noted</p> <p>A mental health agenda is scheduled for the March meeting of the Committee</p>
Work Programme Review	<p>The Committee recommended that:</p> <ul style="list-style-type: none"> a. Reports on dental health and obesity which were provisionally scheduled as agenda items for the December meeting be instead presented to the Committee as a briefing note, and circulated to the Committee outside of the meeting schedule. 	<p>Outstanding</p>

	<p>b. The scheduled meeting on 7 December 2021 be cancelled.</p> <p>c. A workshop to go through the following items be organised for 7 December 2021</p> <ol style="list-style-type: none"> 1. the headline budget proposals ahead of public scrutiny of the budget in January 2. the LGA scrutiny self-assessment exercise <p>d. A themed mental health agenda be scheduled for the March meeting and that a range of different bodies be asked to submit reports.</p> <p>e. A monthly programme of scrutiny meetings be continued until the end of this municipal year at which point the practice would then be reviewed. There was a caveat placed on this that a meeting should not be held for the sake of it and that if the meeting was not needed it would be cancelled.</p> <p>f. When appropriate to do so, workshop training sessions on upcoming agenda items be organised before the meeting and that they be held online and preferably from 5pm onwards to enable greater participation. Members also requested that the sessions be recorded so those unable to attend could catch up.</p> <p>g. The Chair and Vice-Chair meet with lead officers to further discuss and populate the work programme. Outstanding items to be included were the Director of Public Health's Annual Report and an Improvement Plan focussed paper on workforce and resourcing issues.</p>	<p>Done</p> <p>Done</p> <p>Scheduled</p> <p>Scheduled</p> <p>Scheduled and noted.</p> <p>Noted Scheduled</p>
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11 January 2022		
Item	Recommendations	Executive responses / update
2022/23 Budget Setting	<p>Having discussed the budget proposals for 2022/23 as they related to the remit of the Committee, the Committee:</p> <ol style="list-style-type: none"> 1. Noted and accepted the children and young people services budget for 2022/23; 2. Requested that they be provided with a more detailed breakdown of where money was being spent in the budget on specific service areas; and 3. Recommended that in future budgeting there be an increase in the allocation for early help/early years funding. 	<p>Completed</p> <p>Noted</p>

22 February 2022		
Item	Recommendations	Executive responses / update
Workforce Report	<p>Having reviewed the information provided, the Committee:</p> <ul style="list-style-type: none"> a) Noted and welcomed this first workforce report to the Committee as an interim report, being part of the improvement plan process, and also welcomed the progress being made, including feedback and data from Council care workers and families, as part of the Committee's aim to help improve openness and transparency in line with a "bottom up" scrutiny approach. b) Asked that the detail and information contained in the pdf documents on the Herefordshire Social Work Academy website be reviewed and brought up to date and that the Academy be promoted more widely so that it was more visible. c) Asked that in future the report provides more detail on the issues emerging from the exit interviews and includes a greater level of quantitative data. d) Suggested that to encourage a greater uptake of the offer of an exit interview that there is also an option that they be conducted by an independent interviewer. 	<p>Noted</p> <p>Noted</p> <p>Noted</p>
Children's Services Improvement Plan – Progress Update	<p>The Committee recommended that:</p> <ul style="list-style-type: none"> a) An overview of the amended improvement plan be presented at a forthcoming workshop, focussing on the framework activities for performance and management; b) A report on the outcomes of the external peer review of SEND provision be allocated to a forthcoming meeting, as soon as available; c) A report giving detail of the access of social workers to legal advice and support when undertaking casework be provided to the Committee at a future meeting and d) In future the report reflects how relationships are positively managed with staff in line with management philosophies and that these are more widely advertised as a unique selling point in recruitment strategies. 	

Fostering Service Update	<p>The Committee reviewed and accepted the Fostering Service Annual Report April 2020-March 2021 and recommended that:</p> <ul style="list-style-type: none"> c) The Committee promotes the opportunity for elected members of the Council to sit on the Fostering Panel and encourages nominations from current councillors; d) Officers from the Fostering Service provide their assessment of the challenges and opportunities for improvement that exist in the Service. 	To be discussed on how Cllrs wish to promote this opportunity
Children's Performance Report	<p>The Committee received and approved the Children's performance report and recommended that:</p> <ul style="list-style-type: none"> a) A workshop development session on understanding and analysing the Safeguarding and Family Support Scorecard be scheduled; to include an overview and examination of other data sets used by the Committee and with a narrative to support the presentation of data. b) The current report be used as a bench mark against which the performance of the service will be judged during the course of the year. 	
Work Programme Review	<p>The Committee reviewed the draft work programme for 2021/22 and agreed the following:</p> <ul style="list-style-type: none"> a) That that the next meeting on 22 March would have a mental health focus. b) That the Chair and Vice-Chair, along with any other members of the Committee that wished to attend, hold a business planning session with officers to look at agenda items for the meetings of the next municipal year. The session would also include a review of outstanding actions from this year. 	Meeting went ahead on 09/03/2022 with the vision of planning in more of these meetings ahead of mainstream meetings.

**Children and Young People
Scrutiny Committee
Work programme
2022**

Annual reports

The following reports are recommended to be considered by the Committee on an annual basis either as a meeting agenda item or circulated for information outside of the meeting schedule:

1. Independent Reviewing Officer (IRO) and Child Protection (CP) – Matthew Sampson
2. Adoption Service
3. Fostering Service
4. Principal Social Worker
105. Local Authority Designated Officer (LADO) – Matthew Sampson
6. Health & Wellbeing – needs to be reviewed over remit due to Re-Thinking Governance
7. Herefordshire Children's Safeguarding Partnership – Matthew Sampson (workshop wanted)
8. Corporate Parenting
9. Youth Justice Plan
10. Complaints/Compliments and Comments

Meeting dates

Tuesday 17 May 2022– mainstream agenda

June 2022 (date tbc) - If additional meetings still required for this municipal year

If these meetings are still required then further dates will be required and submit a guide for next review of this. Like a quarterly review

Tuesday 26 July 2022 – mainstream agenda

Tuesday 6th September – mainstream agenda

Tuesday 22 November 2022 (date tbc) – mainstream agenda

Tuesday 10th January 2023 (date tbc) - mainstream agenda

Budgetary Meeting

Tuesday 21st March 2023 (date tbc) – mainstream agenda

To be scheduled and prioritised or removed (1/4)

Annual agenda items			
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Independent Reviewing Officer (IRO) and Child Protection (CP) report [Performance review]	Performance Review – annual report		Assigned to meeting
Adoption Service and Fostering Service annual reports [Performance review – Annual Report]	Standard annual item.		Assigned to meeting.
Principal Social Worker [Performance review – annual report]	Standard annual item		Assigned to improvement meeting
Herefordshire Safeguarding Children Partnership (HSCP) annual report [Performance review]	Performance Review – annual report		Assigned to meeting
Local Authority Designated Officer (LADO) annual report [Performance review]	Performance Review – annual report		Assigned to meeting

To be scheduled and prioritised or removed (2/4)

Annual agenda items

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Corporate Parenting Strategy [Performance review – Annual Report]	Standard annual item. Also focus on leaving care and preparing for adulthood		Assigned to meeting
113 Youth Justice Plan	Annual Item Any comments the committee would wish to make that would inform the production of the Plan for 2022/23.		Assigned to meeting
Complaints, compliments and comments report. [Performance review – annual report]	Standard annual item		

To be scheduled and prioritised or removed (3/4)

Potential agenda items			
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Funding routes to schools and governance around schools funding			Requested at committee meeting 30 April 2021
Early years intervention and prevention			Requested at committee meeting 30 April 2021
Progress report on savings proposals relating to foster carers and sufficiency strategy			Requested at committee meeting 30 April 2021
A report on the outcomes of the external peer review of SEND provision			Requested at committee meeting 22/02/2022
Response to Covid and review			
Peer on peer abuse recommendations	To receive an update report on progress with the recommendations from the peer on peer abuse review and those made by the scrutiny committee.		

To be scheduled and prioritised or removed (4/4)

Potential agenda items			
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Paediatric therapies T&F Report [Task and Finish Group]			Scoping document approved at committee meeting 30 April 2021. Timescales for reporting back to be agreed.
Autism provision and nurture hubs 115	The committee received a report on 23 March 2021 on the Capital Investment Strategy 2021-2030 For Specialist Settings Educating Children And Young People With Special Educational Needs And Disabilities SEND. It was requested that further detail be presented to a future meeting of increasing provision offered for children with autism.		It was agreed at the committee meeting 30 April 2021 that this be listed as an item to be allocated. Item assigned to meeting

Agenda items – Improvement Focus

Tuesday 26 April 2022

Publication deadline: Thursday 14 April

Questions deadline: Weds 20 April

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Improvement Plan Update – refreshed Plan and progress so far	Committee request	Darryl Freeman	
2. Quality Assurance and Practice Development* *(workshop on quality assurance and audit to precede the meeting and this agenda item)	Will be reviewed by DfE	Matthew Sampson	
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	

Workshop item	Further info

Agenda items – Mainstream Meeting

Tuesday 17 May 2022, 2:30 pm

Publication deadline:
Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Special Educational Needs and Disabilities - Autism provision and nurture hubs	The committee received a report on 23 March 2021 on the Capital Investment Strategy 2021 -2030 For Specialist Settings Educating Children And Young People With Special Educational Needs And Disabilities SEND. It was requested that further detail be presented to a future meeting of increasing provision offered for children with autism.		
2. Corporate Parenting	Update on corporate parenting	Ruth Madembo	
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

Workshop item	Further info – Tuesday 17 May 2022 11am – 1pm
Corporate Parenting	
Developing a Trauma informed practice/ service	

Agenda items – Improvement Focus

Tuesday 21st June 2022 - 2:30pm

Publication deadline:
Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Improvement Plan Update – refreshed Plan and progress so far	Committee request	Darryl Freeman	
2. Retention and Recruitment	As discussed as a recommendation at the 22 nd Feb meeting		
1.8 Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	

Workshop item	Further info

Agenda items – Mainstream Meeting

Tuesday 26 July 2022, 2:30 pm

Publication deadline:
Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. IRO and Child Protection (CPC) report	Performance Review – annual report	Matthew Sampson	
2. Local Authority Designated Officer (LADO)	Performance Review – Annual	Matthew Sampson	
3. Adoption Service and Fostering Service	Annual Reports	Matthew Sampson	
4. Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

Workshop item

Further info – Tuesday 26 July 2022, 11am – 1pm

Social Workers Attendance

To speak and discuss practise and get an insight into the work of the social worker

Agenda items – Improvement Focus

Tuesday 21st August 2022 - 2:30pm

Publication deadline:
Questions deadline:

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Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Improvement Plan Update – refreshed Plan and progress so far	Committee request	Darryl Freeman	
2. Principal Social Worker	[Performance review – annual report]		
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	

Workshop item	Further info

Agenda items

Tuesday 6 September 2022, 2:30 pm

Publication deadline:

Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Herefordshire Children's Safeguarding Partnership	Standard Annual Item		
2. Youth Justice Plan 22/23	Standard Annual Item		
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

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Workshop item	Further info

Agenda items – Improvement Focus

Tuesday 18th October 2022 - 2:30pm

Publication deadline:
Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Improvement Plan Update – refreshed Plan and progress so far	Committee request	Darryl Freeman	
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	

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Workshop item	Further info

Agenda items

Tuesday 22nd November 2022, 2:30 pm			Publication deadline: Questions deadline:
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

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Workshop item	Further info

Agenda items

Tuesday 10 th January 2023, 2:30 pm			Publication deadline: Questions deadline:
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Budget 23/24	Standard annual item		
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

Workshop item	Further info

Agenda items – Improvement Focus

Tuesday 21st February 2023 - 2:30pm

Publication deadline:
Questions deadline:

Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
1. Improvement Plan Update – refreshed Plan and progress so far	Committee request	Darryl Freeman	
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	

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Workshop item	Further info

Agenda items

Tuesday 21 st March 2023, 2:30 pm			Publication deadline: Questions deadline:
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

126 Workshop item	Further info

Agenda items

Tuesday 16 th May 2023, 2:30 pm			Publication deadline: Questions deadline:
Item [type of scrutiny]:	Origin:	Lead officer(s):	Current position:
Work programme 2022/23	Standard annual item - to agree the work programme and meeting dates for the 2022/23 administrative year	Clerk to the committee	Work programme 2022/23

Workshop item	Further info

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Workshops / seminars

Topic:	Origin:	Lead officer(s):	Current position:
Corporate Parenting			
Developing a trauma aware practise/service			
Social workers attendance			

Task and finish groups

Topic:	Origin:	Lead officer(s):	Current position:
Paediatric therapies			Scoping document approved at committee meeting 30 April 2021
Not in Education, Employment or Training (NEETs)			

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Briefing notes (1/1)

Topic:	Target date:	Lead officer(s):	Current position:
Outcome of the audit of the reduction in child protection plans	Summer 2021		
Kick Start Programme	June / July 2021		Requested at committee meeting 30 April 2021. To be produced and circulated prior to the item on the impact of the pandemic
NEETs project	September 2021		
Impact of pandemic on opportunities for school and care leavers	12 October 2021	Ceri Morgan, Assistant Director Education Development and Skills	Agreed to receive as a written briefing in discussion of the work programme at meeting 5 August 2021. (Was previously on the agenda for Sept / Oct committee meeting
Elective Home Education and current trends	November 2021		

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