



● What's been achieved?

● Issues we face

● Plans for the future



# Reviewing Bournemouth's Plan for Children and Young People

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## Working in partnership to improve outcomes for children and young people

Welcome to the first 'refresh' of our Children and Young People's Plan. Although only published in April 2008, it's vital that our plan remains clearly focused on the actions that will be most effective in producing the outcomes we all want to see.

Assessment and self assessment of all services indicates a continued need to focus on priorities currently identified in our Children and Young People's Plan. Above all, there is a clear need to increase the focus on making sure our children and young people stay safe, a key objective of our partnership working.

We again took the opportunity of our annual multi-agency 'Planning Week' to run a week-long series of focus events looking in detail at each of the outcome areas in the Children and Young People's Plan, what has been achieved, what has worked well, and what actions we should therefore be taking forward.

What emerged was a clear signal that the time is right for a fundamental change in culture to underpin the wider transformation that is already underway as we work to improve outcomes for all children and young people, and create a 21<sup>st</sup> century school system for Bournemouth.

Read on to find out more about the outcomes of consultation and our plans for joined up action to tackle these key challenges in these challenging times.



**Jane Portman**  
*Executive Director,  
Children and  
Families Services*



**Cllr Malcolm Davies**  
*Cabinet Member for  
Education and Children's  
Services*

## Outcomes of the Review

During the course of this review, professionals working together have acknowledged that while there is excellent work underway, and outcomes overall are good, we are seeing shifts in attitude and outlook that will impact outcomes for a growing number of young people. Low aspiration and self esteem were consistently identified as key factors where outcomes for vulnerable young people are poor. Relationships are a key area of concern for young people (*page 7*).

We have concluded therefore that improving the emotional health and wellbeing of young people will be crucial if we are to improve outcomes overall. For this reason we are stepping up our focus on this key area of work by adding this as a specific new priority area within our plan (*page 16*). We are also broadening our work on reducing under-18 conceptions to focus more broadly on improving young people's sexual health, which for many young people is closely linked to their emotional health and wellbeing (*page 13*).

Reducing anti-social behaviour in children and young people is another area where we are increasing our focus, with the addition of a specific new priority area (*page 32*).

### Planning Week 2008

Planning Week 2008 again offered an opportunity for professionals, practitioners and staff from organisations across the children's services partnership to work together to inform the review of our Children and Young People's Plan.

Expertise and experience were shared and insights contributed in relation to all priority areas currently highlighted. As a direct result two new priority areas are now proposed.

Summaries of feedback from the Planning Week consultation for each of the priority areas are set out on the pages that follow (*from page 11*).

It will be used incrementally over the coming weeks and months to review the scope of actions currently underway, and to inform the work of all partners and stakeholders to ensure our work together is as effective as it can possibly be.



# Time for a 'culture' change

## 'All of us for all our children'

Through this review of our Children and Young People's Plan, and with the support of key partners, in particular our schools, we are making a strong case for a 'culture change,' to challenge the root causes of many of the pressures that young people face and lay the foundations for lasting improvements in outcomes.

## Rights, respect and responsibility

A new culture requires a new point of reference, new values and a new language. The new culture proposed is one underpinned by the principles of the UN Convention on the Rights of the Child. The Convention sets out how adults and governments should work together to make sure all children get all their rights. It also refers to the **responsibilities** of children that accompany their rights - in particular to respect the rights of others, especially their parents (Article 29).

### All children have the right

- To life and to develop healthily (Article 6)
  - Not be separated from their parents (Article 9)
  - Say what they think when adults are making decisions that affect them (Article 12)
  - Meet together and join groups ... as long as this does not stop other people from enjoying their rights (Article 15)
- (Extract from the UN Convention on the Rights of the Child)

### Here are some suggestions of the responsibilities that could accompany rights ...

- IF every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a **responsibility** to respect each other in a humane way.
- IF children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a **responsibility** not to bully or harm each other.
- IF children have a right to a clean environment, then they also have a **responsibility** to do what they can to look after their environment.
- IF children have a right to be educated, then they have the **obligation** to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.
- IF all children have a right to a full life, then they should also **lend help** to the needy, the disadvantaged, and the victims of discrimination also enjoy this right.
- IF children have a right to freedom of thought, conscience and religion, then they also have the **obligation** to respect other's thoughts or religious principles.

You can probably think of many more  
(Extract from the UN Convention on the Rights of the Child)

## Rights, Responsibilities and Respect - a shared language for Bournemouth?

Implicit in improving aspiration, behaviour and self esteem is the promotion of values, citizenship, respect, morality, spiritual values, rights, responsibilities and an appreciation of diversity.

These strands are aligned in the model of 'Rights Respecting Schools,' where a values-led, pupil-centred approach - such as that already adopted in several schools within the borough can help to deliver improved outcomes across all priority areas.

Schools that adopt this approach find that children and young people not only have raised self-esteem but

- make better progress in their learning
- are more aware of moral issues
- are more positive about diversity and difference

Importantly, young people come to realise they have a responsibility to themselves to take the opportunities that their rights offer.

Schools find behaviour and relationships improve all round, bullying reduces and school is much more enjoyable for teachers and children.

Components of the UNICEF 'Rights Respecting Schools' approach include:

- Everyone knowing that the way things are done in school connects with people the world over
- The pupil voice leading developments - through school councils and pupil focus groups

And are reinforced by:

- Assessment of pupil progress (APP)
- SEAL and PSHE work
- Healthy and sustainable schools
- Learning outside the classroom

*And a range of other initiatives*



*Children at Kings Park Primary School, discussing Rights and Responsibilities with Children's Commissioner, Sir Al Aynsley-Green and David Bull, Director, UNICEF UK, March 2007*

# Two new priority areas

## in our Children and Young People's Plan

### 1 Improve the emotional health and wellbeing of children and young people

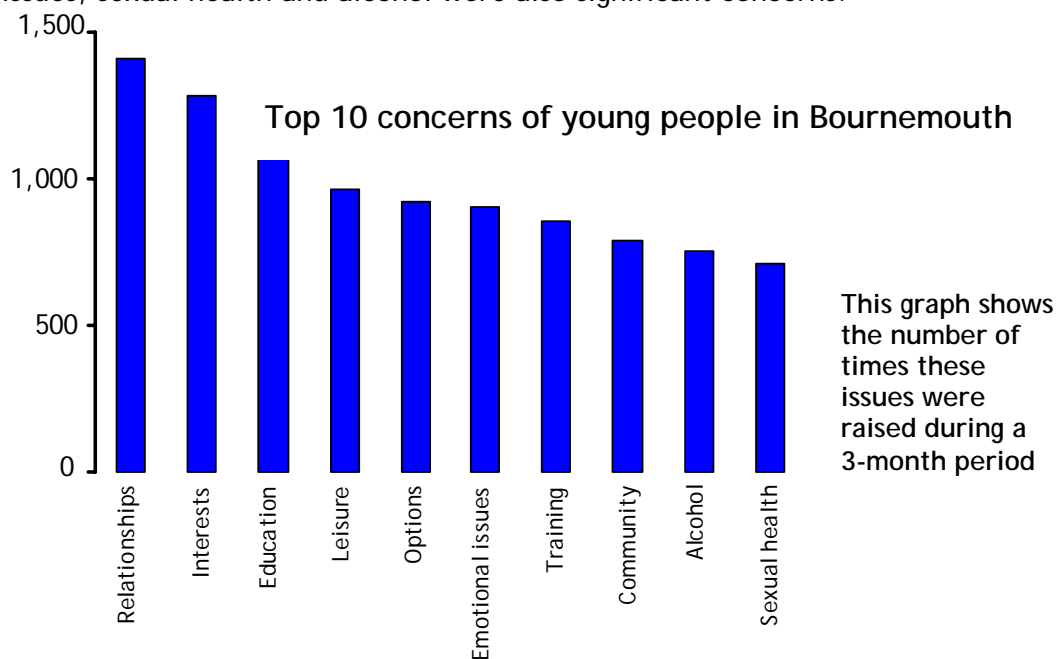
In a series of focus events looking at each of the priority areas currently identified in our Children and Young People's Plan, low aspiration and self esteem were consistently identified as key factors where vulnerable young people's health suffers and outcomes overall are poor.

For some, they may arise from, or lead to, obesity and bullying. They may arise from the experience of domestic abuse at home. Young people with poor self esteem may engage in 'risky' behaviour in relation to their sexual health. This behaviour is closely linked to persistent absence from school, low attainment and ultimately their risk of becoming NEET (see feedback page 13).

Emotional health and wellbeing can therefore be seen as a common theme linking many of the priority areas within our Children and Young People's Plan, consistent with recent national research findings.<sup>1</sup> Increasing our focus on improving the self esteem and resilience of young people to deal with the challenges they face within the Be Healthy area of our work is key to our priority work across all five outcome areas.

Schools are developing a range of interventions to support children and young people's emotional health and wellbeing, including individual and small group support as well as whole school activities. Schools that have embraced programmes such as SEAL (Social and Emotional Aspects of Learning) are able to see the benefits for children and young and are sharing their learning through regular networking opportunities with other schools and partners.

'Relationships' are the top concern of young people, the most recent report of issues raised by young people in contact with Youth Services in Bournemouth shows. The Top Ten issues accounted for more than half of more than 17,000 raised during this three-month period. Emotional issues, sexual health and alcohol were also significant concerns.



<sup>1</sup> The Good Childhood Inquiry, commissioned by the Children's Society

## 2 Reduce anti-social behaviour in children and young people

### What you told us ...

Professionals, practitioners and the wide range of people working for and on behalf of children and young people across the borough have consistently identified the need for preventative working across a range of 'causative factors' that place young people at risk of poor outcomes.

While 'prevention' is at the heart of our Children and Young People's Plan, for some young people the issues they face may lead them into anti-social behaviour and, in extreme cases, descent into criminality. Much activity within the 'Make a Positive Contribution' area of work is therefore already explicitly aimed at diverting young people who could be - or already are - at risk in this way - work that is becoming increasingly important in the current economic climate.

Reducing anti-social behaviour is a key priority for the Council, with much work underway in many settings. The task of 'joining up' this work is identified as the greatest challenge, and for this reason we are highlighting this as an important priority area in its own right within our Children and Young People's Plan, further strengthening work across all partners in this priority area.

## Outcomes of the review- cross-cutting themes

### Community cohesion

The new focus of our plan on **rights, responsibilities and respect** further embeds the central role of schools at the hearts of the communities they serve, engaging parents, building confidence, fostering positive relationships and a sense of belonging.

The clustering of (extended) services around schools to meet specific needs seeks to remove barriers to access and participation in learning and wider activities for children, young people and their families, and within the community generally. This is further supported by integrated children's services and a 'think whole family' approach in work to support for families locally.

### Transition

Consultation has consistently highlighted transition as a period of high risk for vulnerable groups and individuals, particularly the move from primary to secondary school. For many young people who become NEET, for example, difficulties can be traced back to this critical time. A poor start can trigger a chain of events that may be difficult or impossible to reverse: vulnerable young people can become distanced emotionally from their peers, and disaffection can set in, with attitudes that can quickly become entrenched.

The term 'transition' applies at any time when children and young people are experiencing profound changes in their lives, for example when their parents divorce. Young people who are disabled can also be particularly vulnerable when moving on to adult services.

## Targeted intervention to prevent serious problems

A continuing and consistent theme in our Children and Young People's Plan, consultation again underlined the importance of early intervention and integrated working to prevent difficulties from developing in the first place.

Partners working together to provide packages of support around vulnerable young people is the aim of **Targeted Youth Support**, a key government initiative in which local services work together to tackle the root causes of poor outcomes such as teenage pregnancy, substance misuse and youth offending.

Support packages are coordinated by trusted practitioners (lead professionals), and respond to emerging difficulties quickly and effectively, so that fewer young people experience serious problems. Partners involved include Connexions, schools, health services and voluntary and community agencies.

## Workforce development

As work continues locally, the government has clarified its vision for a more unified workforce:

*"The aim is not to create a common profession - clearly everyone has a very different role to play. It is rather to equip the social worker, teacher, health visitor, childminder, and youth leader, for example, to be similarly ambitious, respected, excellent in their practice, and committed to partnership. We recognise how important your role is and the responsibility you have to provide excellent services to children and families."*

The statement was made on the first anniversary of the government's Children's Plan and sets the strategic framework within which Government will work to support quality improvement for everyone who works with children and young people.

## The economy ... challenging times ahead

The current economic climate highlights the need to work even more closely together with a focus on preventative work to help overcome its impacts for children, young people and families. We can expect to see more families needing help financially and

- a rising demand for Children's Social Care
- more instances of domestic abuse
- more young people re-offending
- greater numbers of young people NEET

As well as an increased demand for targeted locality work, young people will need additional advice, guidance and support.

## Supporting the voluntary sector 'behind the scenes'

All partners are feeling the effects of recession and looking for ways to work more effectively. Supporting the voluntary sector behind the scenes, for example by signposting opportunities and helping colleagues to access equipment, training etc will help to maintain valuable work underway in the community (Think Voluntary Sector: '*Continue to work in partnership and develop a thriving third sector*' page 38).

# The Journey so far ... what's new?

## **Strengthening our Children's Trust**

New legislation being introduced will strengthen Children's Trusts (The Children, Skills and Learning Bill) and formally bring our schools and colleges into the wider partnership of organisations, groups, professionals and practitioners all working to improve outcomes for children, young people and families in Bournemouth.

The purpose of the Children's Trust is to improve the well-being of all children - improving their prospects for the future and redressing inequalities between the most disadvantaged children and their peers.

## **Bournemouth's 'baby boom'**

Bournemouth's birth rate rose significantly in 2006-07, a trend that is expected to continue for several years. We can expect knock-on effects across all services - for example, many more primary school places will be needed in some parts of the borough, when the additional children reach school age in September 2010.

## **Changes at the PCT**

From 1 October 2008, Bournemouth and Poole Teaching Primary Care Trust became known as NHS Bournemouth and Poole. PCTs are developing as commissioning organisations with provider services provided competitively in market place, enabling closer partnership working in the future. Services previously provided, including the Sexual Health Service are now part of the Bournemouth and Poole Community Health Services, hosted by NHS Bournemouth and Poole.

A key development for 2009 and beyond will be the annual preparation of a Children's Health Plan for Bournemouth and Poole, the first of which was published in February. A new Child Health Information Service was due to be launched in March.

## **Local Safeguarding Children Board**

Our committed and well-led Local Safeguarding Children Board has been identified as 'a major strength.' It is proving effective in co-ordinating the activity of multiple agencies in tackling issues identified in the CYPP as being critical to the health, wellbeing and progress of vulnerable groups.

## **Locality working 'a corner stone' of local services to parents and families**

Locality working is underpinning improvement of all five outcomes for children and young people. While still at a developmental stage, it is a significant strength and seen as a corner stone of local services to parents and families.

Locality teams are providing a highly effective route through which support for parents can be delivered.

Schools and all key agencies are embedding the CAF process and Team Around the Child approach, linking with locality teams, and schools are beginning to report benefits.

# Reviewing our Plan: Where next?

## Be Healthy

1.1

Decrease the levels of substance/alcohol misuse among young people

### What's worked well

- SEAL in primary and secondary schools, supported by regional Rainbow resource
- Drug education material for primary schools helps teachers gain confidence in delivering
- Poole Hospital Adolescent Unit providing better overview of teenage problems and more skilled nursing input
- Close working with CAMHS

### What's been achieved

- Drop in admissions of young people under 20 due to substance misuse who have mental health and behavioural disorders
- Improved retention of young people in treatment services - specialist D&A services have improved outcomes
- DVD produced by Bournemouth young people (Young People Go Loud) to help parents talk to their teenagers about drugs and alcohol
- Review of transition services and establishment of central data system

### Issues

- Support for the parents of young people with issues, eg with mental health problems/learning disabilities
- Capacity in specialist services
- Negative attitudes on hospital wards towards young people with substance/alcohol misuse issues
- Awareness of mental/general health staff on self-harming (causes weekend bed-blocking)
- Integration of universal and preventive services
- Workforce development for tier 1 & 2 workers, to work closer with young people instead of handing over to YADAS
- YADAS workers access to A&E and children's wards

### What's needed

- Mainstream funding, increase multi-agency training and seminars
- Develop parenting programme for parents with mental health/learning disabilities
- Improved integrated working and access to parenting programme, particularly ADHD to meet NICE guidelines
- Additional services for young people whose parents misuse substances, located within localities

Ref	Old Action	Status	New Action	Key partners
1.1.1	A & E nurse to work out of Poole Hospital dedicated to working with children and young people admitted due to overuse/misuse of drugs and/or alcohol	Amended	Establish brief intervention nurse support for Bournemouth children and young people, linking with service in Poole	PCT, DAAT
1.1.2	Review patterns of alcohol and substance misuse with a focus on intervention on alcohol for 2008-09	Amended	Undertake further detailed analysis of A&E attendance and use DAAT needs assessment information to further develop our Joint Strategic Needs Assessment	PCT, DAAT

Ref	Old Action	Status	New Action	Key partners
1.1.3	Review access to and uptake of mental health support for young people and families who are hard to engage and have a history of substance/alcohol misuse	Ongoing	Continuing	Bournemouth DAAT Dorset Healthcare NHS Foundation Trust
1.1.4	Implement the NICE guidance for school-based interventions on alcohol	Ongoing	Continuing	Children's Learning & Engagement
1.1.5		New	Assess demand and capacity of services and increase numbers of young people with substance misuse problems in treatment. Raise profile of specialist services and how these can be accessed	Bournemouth DAAT, Dorset Healthcare NHS Foundation Trust
1.1.6		New	Support the parents of misusing young people	Bournemouth DAAT, providers

## 1.2

### Work in a more integrated way to support children and young people with disabilities

#### What's worked well

- Multi-agency support group Face2Face in North & South localities
- Multi-agency diagnostic partnership Pan Dorset Autism Focus Group
- Joint assessment for LD and in CAMHS
- Access to locality teams and brokerage to identify appropriate support
- Sibling groups for children with LD
- Implementation of Pan Dorset review for better diagnosis
- Implementation of CAF at earliest stage and support for parents to join CAF way of working
- Support to schools on inclusive sports practice
- Parents groups giving increased access to services and support
- Liaising with other special schools for ideas and strategies
- Young people trained as peer mediators, increasing their inclusion
- Holiday-time activities for children and young people with disabilities

#### What's been achieved

- Improved transition between EY settings and primary schools for children with complex needs
- Better respite care through Aiming High for Disabled Children bid Short-term Breaks Pathfinder Programme
- More children with complex needs and disabilities successfully accessing mainstream provision
- Additional investment by the PCT into paediatric therapy services
- Improving workforce understanding of autism
- CAF and Team Around the Child process embedded across the borough - very positive for some families and avoids social care
- Transitions worker in post to support young disabled people moving into adult services/person-centred planning (within social care)

#### Issues

- Ensuring best value from all aspects of the SEN/AEN funding within the borough
- Some schools not knowing how to access information for parents on opportunities and support (eg via a CAF)

#### What's needed

- Development of lead professional role with training to incorporate 'key worker plus role'
- Early intervention for communication difficulties
- Basic moving/handling training for staff in schools

## Issues

- Specific sexual health & relationships support for young people with disabilities
- Embedding Early Support Programme within CAF
- Children coming into Early Years settings with unmet needs
- Lack of clarity on how children under three can access support

## What's needed

- Transport for students attending OSHL opportunities
- Closer links with specialists and guidelines on building adaptations required

Ref	Old Action	Status	New Action	Key partners
1.2.1	Develop and implement improved strategy for children and young people with disabilities	Amend	Implement improved strategy for children and young people with disabilities, linked to the Aiming High for Disabled Children Short Breaks Pathfinder Programme	Children's Social Care
1.2.2	Improve transfer to adult services for young people with disabilities	Ongoing	Improve transfer to adult services for young people with disabilities	Children's Social Care PCT
1.2.3	Review physiotherapy/ occupational therapy provision and develop an action plan for implementation of recommendations	Complete	Note: NHS Bournemouth and Poole Have invested in additional paediatric therapy support (OT and physiotherapy) in 2008/09 with FYE funded in 2009/10	
1.2.4	Review health support to children with disabilities/medical conditions in mainstream schools	Amend	Review health support to children with disabilities/medical conditions in mainstream schools through appointment of school nurse and, as part of 0 to 5 years pilot, lead health visitor	Bournemouth and Poole Community Health Services
1.2.5	Develop a programme for implementation of the Aiming High for Disabled Children Short Breaks Pathfinder	Ongoing	Being taken forward within 1.2.1	
1.2.6		New	Improved co-ordination of (a) information via the Family Information Service Directory and (b) access to services for professionals through the 'single-gateway' Access to Resources Team (ART)	Children's Social Care
1.2.7		New	Pilot 'Virtual' Disabled Children's Council to provide a voice and improve planning of services for disabled children and young people.	Children's Social Care

## 1.3

### Improve the sexual health of young people and decrease the under-18 conception rate

#### What's worked well

- Outreach project fully staffed
- Integrated work in delivering information, advice and guidance (IAG) to young people

#### What's been achieved

- Excellent implementation of the Teenage Pregnancy Strategy
- Provision of integrated sexual health services

## What's worked well

- Pharmacists offering free emergency contraception
- SEAL and Rainbow as a key means of getting messages out
- Cohort specific work
- Joint working across agencies to tackle the issues
- School project targeting teenage pregnancies

## What's been achieved

- Numerous initiatives including expansion of the C-Card scheme, with training offered and taken up by the Youth Service, Connexions and Social Care

## Issues

- 'Risky' behaviour observed in a growing number of young people
- Explicit links between this behaviour, low attainment and persistent absence
- Young people with multiple partners and not using condoms
- Young people knowing how to access emergency contraception but not doing so
- Young people increasingly seeing termination as their contraceptive method of choice
- Young people not accessing any services, whose newborns need to be taken into care
- Schools and school governors not recognising realities of behaviour of young people in their school
- 'Chaotic' lifestyles of vulnerable young people making them very hard to reach.
- Child protection implications of sexual activity increasingly seen in underage young people
- 'Massive' increase in referrals of young people to SUSSED for information, advice and guidance

Ref	Old Action	Status	New Action	Key partners
1.3.1	Review current services, identifying 'hot spots' of under-18 conceptions	Complete		
1.3.2	Strengthen links between Youth Service and emergency contraception pharmacy scheme	Complete		
1.3.3	Strengthen links between schools and sexual health promotion services	Ongoing	Strengthen links between schools and sexual health promotion services	Bournemouth and Poole Community Health Services Schools, Teenage Pregnancy Strategy Board, Children's Learning & Engagement
1.3.4	Establish more community based sexual health facilities in targeted areas of Bournemouth	Amend	Further develop integrated sexual health services which are easily accessible, including establishment of sexual health service at the Junction and SUSSED, together with provision in targeted areas of Bournemouth	Bournemouth and Poole Community Health Services
1.3.5	Develop accessible community based sexual health projects	Amend	Continuing as part of 1.3.4	
1.3.6		New	Development of 12-week project with targeted young women within schools	Children's Learning & Engagement
1.3.7		New	Review the current approach on reducing Teenage Pregnancy, working closely with young people	Children's Learning & Engagement Bournemouth and Poole Community Health Services

**What's worked well**

- Raised awareness of bullying
- Embedding of SEAL in primary and secondary schools
- Regional project (Rainbow) helping to embed SEAL in PHSE programmes
- Self-esteem/healthy living courses for parents in children's centres, in partnership with Adult learning
- LAC psychology support for adopters and fosterers
- Student consultation informing the School Sport Partnership Programme
- Leisure/Youth Service activities for Looked After children and young people
- Bournemouth Active Communities Team work on health, fitness, wellbeing and sports participation
- Out of school hours learning/activities via Extended Services

**What's been achieved**

- 74% of schools with Healthy School status
- More than 100 ten-week sports schemes underway in schools
- 'Bike It' scheme launched for schools
- Annual survey of pupil weights and heights complete, with school take-up targets exceeded.
- 98% of pupils now accessing at least two hours PE a week
- Hot healthy meals achieved in all primary schools by January 2009 target date
- Eight breastfeeding co-ordinators for Bournemouth and Poole
- Healthier food provided in Early Years, greater knowledge on nutrition by staff, children and parents

**Issues**

- Getting the balance right - avoiding being over-prescriptive or undermining parents
- Children and young people developing fear of eating / 'bad foods' with future risk of anorexia
- Increasing numbers of young people deliberately self-harming, linked to bullying and obesity issues
- The number of these young people hospitalised, especially at weekends
- Provision of hot school meals has meant less activity time and indoor space
- Challenge of achieving 2 hours PE at KS4
- Identifying, recording and communicating young people's social and emotional needs

**What's needed**

- Accredited training for professionals to improve quality of advice, guidance and referrals provided on obesity/lifestyle issues
- Parenting for parents with mental health problems
- Extension of central database for height/weight/fitness analysis
- Much more work to make children more active in early years

Ref	Old Action	Status	New Action	Key partners
1.4.1	Continue to implement the Healthy Schools Strategy	Amend	Continue to implement the Healthy Schools Strategy and in areas of highest health inequalities Healthy Schools Plus programme	Children's Learning & Engagement PCT
1.4.2	Implement obesity pathways linked to parenting programmes	Ongoing	Implement obesity pathways linked to parenting programmes	PCT

Ref	Old Action	Status	New Action	Key partners
1.4.3	Work towards developing curriculum requirements within the Children's Plan in relation to food/nutrition	Ongoing	Work towards developing curriculum requirements within the Children's Plan in relation to food/nutrition	Children's Learning & Engagement
1.4.4	Implement Hot School Meals programme across Bournemouth	Complete		Children's Learning & Engagement
1.4.5	Implement Healthy Youth Clubs Strategy	Amend	Implement the new National Youth Agency Healthy Youth Clubs Strategy	Children's Learning & Engagement PCT
1.4.6	Support the development of the Healthy Early Years programme	Ongoing	Support the development of the Healthy Early Years programme	PCT Children's Learning & Engagement
1.4.7	Provide better information for parents about their children's health by providing their child's results from the National Child Measurement Programme	Ongoing	Provide better information for parents about their children's health by providing their child's results from the National Child Measurement Programme	Children's Learning & Engagement PCT
1.4.8	Implement weight management initiatives for children and young people	Amend	Implement nutrition in schools programme	Bournemouth and Poole Community Health Services Children's Learning & Engagement
1.4.9		New	Implement antenatal obesity pathway and 0 to 3 years obesity pathway programme pregnant mothers	Bournemouth and Poole Community Health Services
1.4.10		New	Appoint breastfeeding peer supporters to work in localities	Bournemouth and Poole Community Health Services
1.4.11		New	Develop and implement smokefree homes programme (working with Children's Centres)	LA/PCT Provider Services

# 1.5

## Improve the emotional health and wellbeing of children and young people

### What's worked well

- Embedding of SEAL in primary and secondary schools
- Regional project (Rainbow) helping to embed SEAL in PHSE programmes
- Joint assessment for LD and CAMHS

### What's been achieved

- Raised awareness of bullying
- SEAL and Rainbow as a key means of getting messages out
- Current initiatives supporting emotional literacy (SEAL) valued by schools
- Literacy Support Assistants (ELSAs)

### Issues

- Issues of emotional health and wellbeing and self esteem impacting all five outcome areas
- Increase in referrals to Tiers 2, 3&4

### What's needed

- Targeted mental health work in schools

Ref	Old Action	Status	New Action	Key partners
1.5.1		New	Update the pan-Dorset CAMHS Commissioning Strategy. From this develop an implementation plan for emotional health and well-being services in Bournemouth, ensuring links with the review of provision for Behavioural Emotional and Social Difficulties	Children's Learning & Engagement PCT
1.5.2		New	Develop plan and implementation programme for Targeted Mental Health in Schools Pathfinder (to be implemented in 2010/11)	Children's Learning & Engagement Bournemouth and Poole Community Health Services
1.5.3		New	Embed SEAL across all schools in the Borough	Children's Learning & Engagement
1.5.4		New	Increase capacity of primary mental health workers team (Tier 2)	PCT
1.5.5		New	Develop care pathways for Tier 2 services, including links to Tier1 and Tier 3 services	Bournemouth and Poole Community Health Services

# Stay Safe

## 2.1

### Decrease the impact of domestic abuse on children and young people

#### What's worked well

- Development of locality working and team around the child (TAC) approach
- Sharing of information via MARAC
- DV risk assessment via MARAC process to identify where children and young people need support
- SPARC - cadet force
- Work of the domestic abuse strategic group
- Outreach support for children who live with domestic abuse (BCHA)

#### What's been achieved

- Joint Bournemouth and Poole Domestic violence multi-agency strategic and operational groups in place
- Appointment of Domestic Abuse co-ordinator
- Improved identification of children in households where there is abuse
- Family group meetings conferences for families affected by domestic abuse in place
- Additional security in the home provided by the Police in cases of domestic abuse prioritises homes where there are children (*check this is correct interpretation*)

#### Issues

- Professionals working well, but in isolation -development of integrated working needed
- Ensuring information following incidents of domestic abuse is shared with all key partners
- Supporting children living in a 'high security' environment because of the risk of domestic abuse

#### What's needed

- Development of the 'Think Family' agenda
- A domestic-abuse-specific target within (pan-borough/LSCB) anti-bullying work
- Training to improve awareness/effectiveness of MARAC and domestic abuse processes
- Multi-agency workers to address domestic violence by children and young people against their own family
- Development of SPARC (cadet force) for targeted young people
- Teaching children in schools about healthy relationships
- Expanding nurture and SEAL in schools
- Multi-agency meetings to support pupils at high risk of exclusion/social exclusion
- A voice/peer support for children and young people living with domestic abuse
- More family learning opportunities

Ref	Old Action	Status	New Action	Key partners
2.1.1	Agree and implement a strategy for reducing the impact of domestic abuse on children, linked to the Council's Domestic Violence Strategy	Amended	Agree and implement a Domestic Abuse strategy for reducing the impact of domestic abuse on children	Children's Social Care LSCB Partners
2.1.2	Strengthen partnership working with local area partners and links with adult-focused services (Thinking 'child' and not just 'adult')	Ongoing	Continuing	Children's Social Care LSCB Partners
2.1.3	Map and review the availability of services to support children and young people who are affected by abuse	Ongoing	Continuing	Children's Social Care LSCB Partners

**What's worked well**

- Use of SEAL and Emotional Literacy Support
- Circle time and mediation
- Equipping adults and young people to build, maintain and repair relationships positively
- 'Emotionally safe' environments in schools where children and young people can feel able to make disclosures
- Development of MARAC and information sharing linked to domestic abuse
- Partnership project tackling racism in football
- Peer support model supporting young people from BME backgrounds at risk as a result of racist bullying

**What's been achieved**

- SWGfI work with children, young people and parents on dangers of cyber bullying
- Improved identification of children in households where there is abuse
- Strong locality and team around the child (TAC) working

**Issues**

- '24-hour' internet/cyber bullying
- Limited consistency and sharing of information on bullying issues
- Mental health issues arising from bullying
- Criminalisation of children for minor issues
- The needs of lesbian, gay, bisexual and transgender young people

**What's needed**

- Strategic overview of incidences of all types of bullying and anti-bullying approaches
- Clear, consistent framework for schools
- E-safe training for foster carers and staff in children's homes
- To support and challenge schools' use of anti-bullying policies

Ref	Old Action	Status	New Action	Key partners
2.2.1	Improve co-ordination and effectiveness of data gathering on the incidence and nature of bullying	Ongoing	Continuing	Children's Social Care LSCB Partners
2.2.2	Promote anti-bullying approaches and support to children and young people across the borough, particularly restorative approaches and conflict resolution in Bournemouth schools and within the community	Amend	Promote anti-bullying approaches and support to children and young people across the borough in Bournemouth schools and within the community	Children's Learning & Engagement LSCB Partners
2.2.3	Improve co-ordination and effectiveness of anti-bullying work across the borough	Ongoing	Continuing	Children's Social Care Children's Learning & Engagement LSCB Partners
2.2.4	Raise awareness of schools, parents and communities and secure focused support to combat cyber-bullying	Ongoing	Continuing	LSCB Partners Children's Learning & Engagement

Ref	Old Action	Status	New Action	Key partners
2.2.5	Develop opportunities for free play that are safe	Ongoing	Continuing	Children's Learning & Engagement Leisure, Extended Services, Police, Community Support Officers
2.2.6		New	Support implementation of the Rights Respecting Schools initiative	Children's Learning & Engagement Schools Schools, UNICEF

## 2.3

### Improve support for parents

#### What's worked well

- Trained Emotional Learning Support Assistants (ELSAs) to support children/delivering Silver SEAL
- Peer mediation training
- Delivery of evidence-based parenting programmes, including Triple P Parenting Groups
- Locality work and engagement of young people through TAC - achieves engagement of vulnerable parents
- Baby clinic located in Malmesbury Park school, attracting parents in -multi-cultural networking/workshops for parents

#### What's been achieved

- Development of locality and team around the child (TAC) working
- Improved identification of children in households where there is abuse.
- Two senior parenting practitioners now in post to develop parenting support

#### Issues

- Schools experiencing rise in family-related issues
- Improving communication between adults and children's services
- FAST does not have the capacity to meet the needs of locality teams
- Timing and location of some parenting classes are a barrier
- Lack of clear information on support and consequent poor signposting and take-up

#### What's needed

- Closer links on teenage parents (eg Youth Service/Children's Centres)
- Bespoke training to meet needs of parents when they arise
- Parenting to be marketed avoiding stigma and 'bad parent' label
- Support for parents with poor literacy/numeracy skills
- A 'safe place to be' for young people in years 7 and 8 in schools and communities
- Involve strategic managers from Adult Services in developing holistic strategies
- Develop links with the Fire and Rescue Service around vulnerable children and parents
- Consider expanding FAST capacity to enable FAST services to be offered to locality teams
- Develop filial therapy in children's centres/localities

Ref	Old Action	Status	New Action	Key partners
2.3.1	Develop and implement our revised Parenting Strategy	Ongoing	Continuing	Children's Social Care All partners contributing to strategy
2.3.2	Continue to commission parenting support programmes	Ongoing	Continuing	Parenting Strategy Group
2.3.3	Continue development of a network of children's centres throughout the borough, so that by 2011 every community has easy access to children's centre services	Ongoing	Continuing	Children's Learning & Engagement
2.3.4	Continue to ensure sufficiency of childcare places to meet the needs of children, young people and their families	Ongoing	Continuing	Children's Learning & Engagement
2.3.5	Embed the use of the Common Assessment Framework to secure early identification of additional need	Ongoing	Continuing	Children's Social Care All partners
2.3.6	Provide intensive support for families through the Family Intervention Project	Ongoing	Continuing	Safer & Stronger Communities
2.3.7	Continue to offer family support services including Family Solutions (FAST), using models that empower parents to deal with difficulties within families ('Team around the Family' approach)	Ongoing	Continuing	Children's Social Care
2.3.8	Continue to offer a programme of family learning that builds the relationship between parents carers and their children	Ongoing	Continuing	Information, Culture & Community Learning Schools, Children's Centres, Voluntary Sector

# Enjoy and Achieve

## 3.1

Provide targeted intervention to schools and settings causing concern so that standards rise

### What's worked well

- Greater focus on targeted schools and those with underachieving groups
- Support for schools self evaluation
- Work on transitions getting results - do more
- Data that helps schools to understand what needs improving
- Revised curriculum stimulates thinking
- Impact on behaviour of a value-based approach
- SIP role
- Schools being selective about new initiatives, choosing what makes a difference and 'building it in'

### What's been achieved

- Best ever results at KS4 (unvalidated data)
- Progress of pupils from end of KS2 to KS4 improved
- Schools working increasingly in supportive networks
- School inspections: 5 of the 8 schools inspected judged good or better, three judged outstanding
- No schools in special measures and no secondary schools in OFSTED categories of concern
- More than 90% school foundation settings good or outstanding
- Highest ever standards achieved in 2008 for Mathematics and reading at KS2 (level 4+)
- Highest ever standards achieved in 2008 for writing at KS1
- Although four schools fall in new category of National Challenge - all have improved

### Issues

- Primary curriculum crammed with content and the expense of broader skills?
- School timetables that put the needs of children first
- Transforming schools agenda, why do we go on doing the same things?

### What's needed

- Cross phase workshops on '21st century' learning
- Strategy that builds on what we know about promoting emotional wellbeing, and children positive about being in school
- Support for families/parents at the earliest stage possible for vulnerable students
- A secure, shared understanding of levels of performance across phases
- Opportunities for highlighting good practice/innovation eg regular agenda item for headteachers briefing?

Ref	Old Action	Status	New Action	Key partners
3.1.1	Ensure accurate identification of schools and settings where outcomes for pupils are of mutual concern	Ongoing	Continuing	Children's Learning & Engagement, LA and schools
3.1.2	Provide support and challenge so that schools' and settings' processes of self evaluation help them arrive at an accurate judgement of how well identified pupils are progressing	Ongoing	Continuing	Children's Learning & Engagement LA and schools
3.1.3	Develop and implement intervention plans for schools and settings causing concern	Ongoing	Continuing	Children's Learning & Engagement LA & schools

Ref	Old Action	Status	New Action	Key partners
3.1.4	Ensure effective challenge to schools and settings that are coasting	Amend	Ensure effective challenge to schools and settings where progress has not been sufficient for significant groups of pupils	Children's Learning & Engagement LA & schools
3.1.5	Enable identified schools and settings to improve by designing and providing or brokering an effective package of support and monitoring	Ongoing	Continuing	Children's Learning & Engagement LA, schools and regional partnerships
3.1.6	Improve the quality and impact of intervention programmes in identified schools and settings	Ongoing	Continuing	Children's Learning & Engagement LA, schools and regional partnerships
3.1.7	Revise and implement the School/Setting Improvement Strategy	Amended	Develop and implement an early years foundation stage improvement strategy that dovetails with the School Improvement Strategy	Children's Learning & Engagement LA & schools

## 3.2

### Improve pupils' progress at school

#### What's worked well

Factors that contribute most to incentive for children to be effective learners:

- Addressing the social and emotional aspects of learning
- Personalising learning
- Better use of data
- Work on transitions getting results - do more
- Introduction of Assessing Pupil Progress (APP) so that schools can identify progress across the curriculum
- Support for schools self evaluation
- Improving challenge and support for schools
- Broader offer of qualifications at KS4
- Sharing of practice
- Promoting inclusive practice
- Breakfast and after school clubs through extended services core offer

#### What's been achieved

- Progress of pupils from end of KS2 to KS4 improved.
- Leading regional work on progression
- The gap in outcomes at KS2 and KS4 between some vulnerable groups and their peers has been reduced (eg FSM).

#### Issues

- Children who get to end of KS2 but do not sustain progress into KS3
- Securing transition for vulnerable children and groups who are not quite achieving potential

#### What's needed

- Better identification of vulnerable groups
- Multi-agency transition standards
- Targeting youngsters who could reach national expectations
- Better support in secondary schools for vulnerable

## Issues

- Getting better at transferring information about vulnerable children from KS2-KS3
- Data being used throughout the school to decide what is working and what isn't
- Embedding curriculum change and '21st century' learning
- Breaking the cycle where families have low literacy skills

## What's needed

- children in KS3
- Schools learning from each other about 'out of school' education practice
- More opportunities for teacher exchange between primary and secondary schools to support transition

Ref	Old Action	Status	New Action	Key partners
3.2.1	Provide effective challenge and support for school leadership by implementing the School Improvement Strategy	Amend	Continue to provide effective challenge and support for school leadership by implementing the School/Setting Improvement Strategy including the secondary National Challenge, 'Gaining Ground' initiatives and primary Improving Schools Programme	Children's Learning & Engagement, LA, schools and regional partnerships
3.2.2	Embed and sustain assessment for learning/personalised learning	Amend	Embed and sustain assessment for learning/personalised learning with earlier identification and specialist support/personalised programmes for children likely to benefit	Children's Learning & Engagement LA and schools
3.2.3	Continue to implement the Primary and Secondary Strategies to sustain the progress made at the end of 2007 in Years 6 and 11	Amend	Continue to implement the Primary and Secondary Strategies including the National Challenge and Gaining Ground to sustain and accelerate progress from Key Stage 1-2 and through into Key Stage 4	Children's Learning & Engagement LA and schools
3.2.4	Provide high quality support for development of a 0-19 curriculum for Bournemouth, linked to and underpinning Building Schools for the Future developments	Amend	Provide high quality support for development of a more personalised 0-19 curriculum for Bournemouth, linked to and underpinning Building Schools for the Future developments	Children's Learning & Engagement LA and schools
3.2.5	Implement the LAA target action plan for Early Years	Ongoing	Continuing	Children's Learning & Engagement LA and Early Years settings
3.2.6	Continue to secure transition between Early Years settings and schools	Amend	Continue to secure transfer and transition between Early Years settings and schools, between and within Key Stages and into lifelong learning	Children's Learning & Engagement LA and Early Years settings

## 3.3

### Reduce the inequalities gap of achievement

- Between the low attainers and average attainers at the end of the foundation stage
- Between boys and girls in writing at KS1 and KS2
- Between girls and boys in mathematics at KS2
- Between vulnerable groups and their peers in all Key Stages

## What's been achieved

## What's been achieved

- Equalities gap of achievement reduced in the Foundation Stage
- Core offer for extended services in place ahead of government target.
- Target of seven designated Children's Centres achieved
- Improved outcomes for FSM vulnerable group at Key Stage 2

## What's worked well

- Personalised learning
- "Turnaround" provision for primary aged pupils to enable them to be maintained in their current mainstream school
- Additional support for vulnerable children at all points of transition
- Sharing practice on provision for children with EAL
- Support for school self-evaluation with focus on inclusion
- Development of locality working and increased engagement of vulnerable pupils and parents through Team Around the Child meetings
- Support for schools to help address issues using Peer Mediation and Circle Time
- Inclusive activities/initiatives in Libraries including 'Boys into Books'
- Development of youth-led projects by young people at mainstream and special schools
- Family Tasters in libraries
- Good practice in motor skills development
- Staff development opportunities to improve understanding and confidence in areas such as conflict, behaviour and classroom management
- Greater engagement of pupils with special educational needs
- Outreach services for victims of domestic violence and their families
- Rainbow group for children who have suffered bereavement.
- Education provision for range of vulnerable groups including those who are Travellers

## Issues

- Vulnerable learners need continuity of support within and across all phases of education
- Performance gap between vulnerable groups and their peers, including those with English as an additional language, special educational needs, who are gifted and talented, in the care of the Local Authority, entitled to free school meals or from ethnic minorities
- Need to ensure that monitoring of pupil progress leads to planned and timely interventions to reduce underachievement

## What's needed

- Standardised multi-agency transitional framework
- Wider use of EYFS data for early identification/targeted support
- Resources to deliver targeted support to children with EAL 0-5.
- For Gifted and Talented children: Familiarising Senior & Middle leaders with Classroom Quality Standards (CQS) & Institutional Quality Standards (IQS) as a tool for review
- Integration of 5 hours physical activity challenge within Youth Offer
- Analysis/use of data for proactive response to needs of vulnerable groups
- Improved access to extended services for vulnerable children and young people and families

Ref	Old Action	Status	New Action	Key partners
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Ref	Old Action	Status	New Action	Key partners
3.3.1	Implement the Early Years outcomes duty action plan to reduce the inequalities gap at the end of the Foundation Stage	Ongoing	Continuing	Children's Learning & Engagement LA, Early Years settings and all partners
3.3.2	Provide support to further develop teaching and learning strategies that address inequalities and focus on literacy and numeracy	Ongoing		Children's Learning & Engagement, LA and schools
3.3.3	Continue to implement the Inclusion Plan to address inequalities in achievement	Amended	Ensure all plans and activities maximise opportunities to improve capacity for inclusive, personalised learning and address inequalities in achievement	Children's Learning & Engagement, LA and schools
3.3.4	Continue to sustain the progress that has been made for identified groups	Amended	Continue to sustain and enhance the progress that has been made for identified groups	Children's Learning & Engagement, LA and schools
3.3.5		New	Lead SW regional work on progression for pupils with special educational needs	Children's Learning & Engagement, LA, schools and regional partnerships

## 3.4

### Increase enjoyment of learning

#### What's worked well

- Wide-ranging Cultural Hub and Arts Project work eg Redhill Common Project, WAVE, Rock challenge, active citizenship days
- 'Rights respecting schools'
- Specialist coaches in sports and arts covering in PPA time
- Learning outside the classroom - specific school projects
- 'Enabling environments' linked to outdoor spaces -- making best use of what is there, large or small
- How positive children feel when parents are involved in learning
- Support and challenge to registered childminders for self-evaluation and quality improvement
- Group work with parents of pupils with attendance and behaviour issues
- Summer school for pupils talented in sport
- Creative 14-19 work: choice, experience/new qualifications
- Extended services out of hours activities and study support and supporting schools to maintain and develop these services
- Class visits to Libraries, and Russell Cotes Museum, participative workshops for

#### What's been achieved

- Improved co-ordination of holiday play schemes with Play Rangers in 'hot spot' areas
- Schools continuing to fund work that brings significant benefits when grants cease - eg Cultural Hub
- 100% of schools engaged in Healthy Schools Programme - 28 have achieved National Healthy Schools award
- Behaviour/attendance - all schools at least satisfactory, work they are doing rated very good
- 20 YP working to silver arts award; collaborative pilot work
- Youth music project
- Holiday/extended schools schemes producing good outcomes for children

## What's worked well

creativity/culture

- Schools doing tai chi before lessons start
- Schools' training on creative curriculum
- National summer reading game in libraries
- B&P Aim Higher encouraging young people to engage in arts activities
- Play sessions and toy library in libraries, where play with toys is modelled

## What's been achieved

### Issues

- Persistent absence levels remain an issue, with 7 out of 10 secondary schools above target (how many primary schools?)
- Rising exclusion rates
- Cost seen as barrier to learning outside the classroom
- Lack of clarity on progression within creative curriculum-needs alignment within and across schools
- National funding for sport, original target 2 hours a week, now 5
- Using data to ensure vulnerable groups benefit from opportunities for enjoyment of learning
- Taking education out of school - Education bus, mobile classroom, especially for traveller families

### What's needed

- Strategic plan for learning outside the classroom and co-ordination of local plans
- Quality assurance of provision
- Focus on sustainability across the borough and in schools
- Stakeholder group of young people
- Forums for sharing approaches to ensuring progress in the creative curriculum

Ref	Old Action	Status	New Action	Key partners
3.4.1	Implement our Play Strategy ('Our Space Strategy')	Amended	Review our Play Strategy to reflect requirements of the National Strategy, jointly with Poole	Bournemouth & Poole Play Partnership Forum, Leisure, Poole LA
3.4.2	Promote creativity throughout the curriculum including through the Education Arts Strategy and the use of ICT	Amend	Establish guidelines for a creative curriculum that promotes enjoyment and ensures progression, including through the Education Arts Strategy and the use of ICT	Children's Learning & Engagement, LA and schools
3.4.3	Develop the use of local open spaces for learning outside the classroom	Ongoing	Continuing	Environmental teams with Leisure, LA and schools
3.4.4	Promote enjoyment of learning through review of the use of schools' open spaces and refurbishment of play areas	Ongoing	Continuing	Leisure, LA, schools, community engagement
3.4.5	Implement the PE and Sports Strategy	Amend	Implement the PE and Sports Strategy, with a co-ordinated multi-agency response to national five-hour target	Children's Learning & Engagement, LA and schools
3.4.6	Continue to provide support for behaviour and attendance in schools	Ongoing	Continuing	Children's Learning & Engagement, LA and schools

Ref	Old Action	Status	New Action	Key partners
3.4.7	Develop and implement the Extended Services Strategy	Amend	Ensure that extended services are impacting on the progress pupils make at school	Children's Learning & Engagement, LA, schools and all partners
3.4.8		New	Creation of flexible, agile spaces to enable creative approaches to learning delivery, through the Primary Capital Programme and Building Schools for the Future	Children's Strategic Services, LA and schools

# Make a Positive Contribution

## 4.1

### Improve the opportunities for young people to take part in positive activities

#### What's worked well

- Providing activities that young people want, when and where they want them
- Young people developing and running their own youth-led voluntary projects
- Providers working with the Youth Service, who are aware of trends and know where young people gather
- Agencies working together to provide Friday and Saturday night activities
- Intergenerational activities - positive impact on behaviour
- Positive activities that are accessible and promote self-esteem and healthy lifestyles
- Voluntary opportunities placements for young people with learning difficulties/mental health issues (but these are time intensive to support)
- Virtual School for Looked After Children
- Young people trained to take on a leadership role at breaks and lunchtimes in primary schools
- Children Make Music sessions in libraries or schools
- National summer reading game in libraries

#### What's been achieved

- Record participation in UK Youth parliament elections with a Bournemouth Youth MP achieving a place on the National My Place Peoples Panel
- Influential Children and Young People's Champion member post created within Council
- Young people successfully directing resources and actively involved via the Youth Opportunities Fund and the Bournemouth-Poole joint Play Strategy
- Targeted Youth Support Framework in place
- Significant funding for volunteering via the YMCA and multi-agency partnership agreement in place
- Increased number of young people with learning difficulties/mental health problems taking part in voluntary opportunities

#### Issues

- Adults providing activities when and where they are prepared to provide them
- Ensuring processes are robust for monitoring and recording participation across agencies
- Transport to enable young people to access activities
- Providing positive activities in venues where there is a bar
- Encouraging young people to use the Directory to access positive activities
- Encouraging young people to take up voluntary work
- Recognising cultural needs of young people in designing activities

#### What's needed

- Better links between agencies
- More opportunities for years 7 & 8 provided through formal after school clubs/childcare\*
- Training for library staff, to better support young people when accessing library IT suites
- A School Council Network for Bournemouth- can this be established?

#### Even better if:

- Schools work collaboratively to offer and transport provided from one school to another

Ref

Old Action

Status

New Action

Key partners

Ref	Old Action	Status	New Action	Key partners
4.1.1	Implement our Integrated Youth Support and Development Framework	Amend	Continue to implement our Integrated Youth Support and Development Framework and develop the 'Strategy for Change'	Children's Learning & Engagement, Youth Service, Leisure, Connexions, voluntary sector, Safer & Stronger Communities, YOT
4.1.2	Expand opportunities for young people to participate in the development of positive activities	Ongoing	Continuing	Children's Learning & Engagement, Young People's Participation Group, Schools
4.1.3	Secure 'Connexions' transition into the new framework	Ongoing	Continuing	Children's Learning & Engagement, Children's Social Care, Connexions, Local Authority Poole and Dorset LAs
4.1.4	Provide and co-ordinate a range of opportunities for young people that engage, excite, challenge and empower them, and improve self-esteem	Ongoing	Continuing	Children's Learning & Engagement, Multiple partners (see action plan)
4.1.5	Develop more opportunities for volunteering	Amend	Develop more opportunities for volunteering, in partnership with 'V'	'V' in partnership with LA, Local businesses and range of partners, Poole LA
4.1.6	Review and strengthen the Participation Strategy	Amend	Develop a borough-wide approach to participation of children and young people, working with the Children's Champion	Children's Learning & Engagement, Voluntary Sector, Youth Service, Connexions, YOT, Partnership & Improvement
4.1.7	Expand the scope of the Service Directory	Amend	Co-ordinate provision of information on activities from all partners through the Family Information Service Directory	Children's Strategic Services, Youth Service, Early Years, Extended Services, Children's Information Service (CIS), Leisure, Voluntary Sector, Police
4.1.8	Promote use of the 'Leisure Card' with entitlement to free or low cost activities for care leavers and all looked after children	Ongoing	Continuing	Leisure

Ref	Old Action	Status	New Action	Key partners
4.1.9	Ensure the work of the Looked After Children team links closely with the Youth Support and Development Framework	Ongoing	Ongoing	Children's Learning & Engagement, Youth Service, Children's Social Care

## 4.2

### Improve the opportunities and support for all care leavers (transition to adulthood)

#### What's worked well

- 'Independent Living Pack' for use by young people
- Pathways providing benefit level support for care leavers continuing in education
- Development of young people after apprenticeships

#### What's been achieved

- The Corporate Parenting role
- Better links with housing for care leavers
- The active support of Corporate Parents, including undertaking to provide apprenticeships
- Eight flats now available each year for young people leaving care
- Training flat successfully preparing young people leaving care
- Participation worker for Looked After Children appointed
- Providing significantly improved support for care leavers
- Follow up work with care leavers with disabilities

#### Issues

- Too few apprenticeships available - many more need to be made available quickly. Each college term that goes by without sees another group of disillusioned care leavers on Jobseekers Allowance
- Transition from foster care to living alone: Independence skills need to be taught earlier - LAC training at 18 does not include some life skills
- Availability of accommodation and support for care leavers returning from University
- Levels of young people's participation in activities

#### What's needed

- Appropriate housing for every care leaver (quota flat/supported flat/supported lodgings)
- Long-term mentors for young people that continue into adult life (via V Volunteers?)
- Independence/home-skills courses to 'equip' care leavers for time of transition - could be provided by Bournemouth adult learning (could be held eg in a youth centre)
- More support for care leavers with disabilities
- Support for care leavers who want to access further/higher education
- Activities that young people want - consult with them to identify
- Peer mentoring scheme to support care leavers (like sponsor system for addiction)
- Children in care council to empower young people to get involved in decisions that affect them

Ref	Old Action	Status	New Action	Key partners
4.2.1	Provide opportunities for Looked After Children and care leavers to access work and apprenticeships within the Council and with other employers	Ongoing	Continuing	Children's Social Care, All Council services acting as Corporate Parents

Ref	Old Action	Status	New Action	Key partners
4.2.2	Work in partnership with housing and Supporting People Services to secure suitable and supported accommodation, and a wider range of housing options	Ongoing	Continuing	Children's Social Care, Housing, Supporting People and other providers
4.2.3	Provide dedicated support to increase participation of care leavers. Develop empowerment through the Right2beCared4 project	Amended	Provide dedicated support to increase participation of care leavers. Develop empowerment through the Right2beCared4 project, including advocacy for care leavers	Children's Learning & Engagement, Children's Social Care
4.2.4	Develop care leavers' life skills including being a good tenant through use of a 'Training Flat'	Ongoing	Continuing	Housing Landlord
4.2.5	Develop empowerment through the Right2beCared4 project, including advocacy for care leavers	Amend	Continuing as part of 4.2.3	
4.2.6	Continue to provide support for transition to adulthood (young people leaving care)	Ongoing	Continuing	Children's Social Care, Connexions, Housing

## 4.3

### Reduce anti-social behaviour in children and young people

#### What's worked well

- Greater engagement of young people identified as being at risk of offending
- Activities timed to coincide with key events and so reduce risk of disruption through anti-social behaviour eg: summer activities on the beach
- Activities that allow young people to 'dip in and out' without regular commitment
- Targeting of young people at risk via Family Intervention Programme
- Group work with parents of pupils with attendance and behaviour issues (Portchester)
- Peer mediation network: young Peer Mediators creating teaching and training resources
- Positive impact of intergenerational events on young people's behaviour eg Fire Gardens
- Youth Taskforce funding to support 50 young people aged 10-19 involved in anti-social behaviour

#### What's been achieved

- Services developed that address youth justice and anti social behaviour issues
- Greater identification of young people at risk through locality working
- Support packages targeting anti-social behaviour
- The overall rate of re-offending declined
- Young offenders' engagement in suitable employment increased
- Boscombe Youth Project successfully working with young people at risk of offending
- Multi-agency delivery of diversionary activities, led by the Bournemouth Community Safety Team, following the successful bid for 'Support and Challenge' funding
- Embedding of multi agency information-sharing practice at locality level
- Continuing support for YOT restructuring from Regional Youth Justice Board to improve outcomes and KPI performance
- "Turnaround" provision for primary aged pupils to enable them to be maintained in their current mainstream school
- Review of provision and support for pupils with Behavioural, Emotional and Social Difficulty across primary and secondary schools to identify areas for development

## Issues

- Seasonal anti-social behaviour trends
- Participation of 'hard to reach' young people

Ref	Old Action	Status	New Action	Key partners
4.3.1		New	Implement the Youth Crime Action Plan	Police, YOT, Children's Learning & Engagement, Children's Social Care, Schools
4.3.2		New	Action planning in the light of the Behaviour Review (Autumn 08)	Police, YOT, Children's Social Care, Schools
4.3.3		New	Co-ordination and further development of positive activities that children and young people want to take part in	Many partners (see Action Plan)
4.3.4		New	Development of specific Friday night and weekend activities	Police, YOT, Children's Learning & Engagement, Children's Social Care, Schools
4.3.5		New	Increase detached youth work on the streets, in liaison with the police	Children's Learning and Engagement, Police

# Achieve Economic Wellbeing

## 5.1

### Reduce the incidence of 16-18 year olds who are NEET

#### What's worked well

- Identification of key inhibitors amongst the NEET cohort
- Reorganisation of the Connexions service with a team focusing exclusively on NEETs
- The move to a Joint 14-19 Partnership with Poole, combining workstreams and avoiding duplication of roles
- Raising the NEETs issue with a wider range of stakeholders eg other local authority services
- Focussed engagement work such as the KS4 Engagement Programme and Activ8.
- More vocational and progression routes to higher education and engagement of 16-19 year-olds via adult learning
- TEAM peer support group for BME young people

#### What's been achieved

- Connexions systems in place to provide intensive 1:1 support for NEET young people
- Alternative provision targeting young people most at risk of disaffection in 50% of secondary schools (KS4 Engagement Programme)
- Entries and qualifications achieved for KS4 vocational options doubled
- Six out of ten secondary schools involved with Young Apprenticeships
- 97% of 16-year-olds had offer of a structured learning opportunity (the September Guarantee). 96% of 17-year-olds made a similar offer.
- Increase in 16-19 year-olds enrolled on adult learning GCSE and accredited learning activities

#### Issues

- June 08 lowest 16-18 NEET figure in recent times - reduction of 1.6% compared with June 07. However in January 2009 16-18 NEET was up 0.27% on the previous year
- The current curriculum offer throughout the Borough is being documented. Gaps at present especially in L1/2 vocational qualifications
- Potential impact of the economic downturn
- Identifying and supporting employers to recruit apprentices
- Availability of suitable support for young people with housing issues
- Young people with housing issues within the sub-region being located into Bournemouth and becoming NEET
- Commitment to learning when courses are 'free' (adult learning)

#### What's needed

- A thorough curriculum audit followed by a rapid 'gap filling' exercise
- More targeted intensive support for young people with multiple barriers
- Referral to adult learning as an alternative learning provider for NEETs
- Work with primary schools and children's centres to identify children at risk of 'NEETness' and intervene at an earlier stage
- Focus on key inhibitors amongst the NEET cohort particularly 'lack of motivation,' mental health and housing

Ref

Old Action

Status

New Action

Key partners

Ref	Old Action	Status	New Action	Key partners
5.1.1	Implement a NEETs strategy that raises awareness, engages schools and all partners, promotes good practice and links with the Integrated Youth Support and Development Framework and the 14-19 Partnership Plan	Amend	Continue to implement the NEETs strategy, revise the plan in the light of any new data analysis and prioritise short term / high impact actions	Connexions, 14-19 providers, employers, third sector, LSC
5.1.2	Identify the specific needs of vulnerable groups who are NEET or at risk of becoming NEET	Amend	Identify the specific needs of vulnerable groups who are NEET or at risk of becoming NEET, building particularly on the NEETS research project	LSC, Connexions
5.1.3	Target provision for identified vulnerable groups (NEET or at risk of becoming NEET)	Amend	Target provision for identified vulnerable groups (NEET or at risk of becoming NEET), eg support for housing	Connexions, Youth Service, colleges, Work-based learning providers, adult learning, Extended Services, voluntary organisations, YOT
5.1.4	Implement the Key Stage 4 Engagement Programme for further cohorts of students	Amend	Expand the Key Stage 4 Engagement Programme for further cohorts of students	Targeted secondary schools, all providers offering KS4 programmes, Connexions, Aim Higher, Employers, health professionals
5.1.5	Secure a core learning offer that includes sufficient pre-entry and level 1 provision, with a particular focus on post-16	Amend	Secure a core learning offer that includes sufficient pre-entry and level 1 provision, with a particular focus on post-16, targeting gaps identified in the curriculum audit and evaluating the impact of new provision	14-19 providers, voluntary sector
5.1.6	Extend the September Guarantee to include both 16 and 17-year-olds	Amend	Extend and consolidate the September Guarantee to include both 16 and 17-year-olds	Connexions

## 5.2

### Ensure young people aged 14-19 have access to a wide range of vocational opportunities

#### What's worked well

- Formation of joint working on 14-19 with Poole resulting in capacity to carry out and respect to a curriculum audit across two boroughs
- Closer partnership working in the development of Diploma bids

#### What's been achieved

- New Bournemouth and Poole 14-19 Partnership designed to tackle all areas of the 14-19 reforms including the broadening of provision
- Robust applications submitted for Diploma Gateway 3 based on stronger partnership working
- Curriculum audit commissioned and due to report in March 2009
- Availability of an Internet based Area Wide Prospectus
- An audit of impartial information advice and guidance (IIAG)
- Successful Cohort 3 bid for the KS4 Engagement Programme (120 places)
- Continued development of the Young Apprentices programme

## Issues

- To improve gaps in provision
- Use of the Area Wide Prospectus has been limited

## What's needed

- Further development of school staff to deliver effective IIAG
- Work to secure greater engagement of employers in the 14-19 agenda including support for apprenticeships particularly those suitable for vulnerable groups
- A broader range of informal curriculum and enrichment opportunities
- Development of sub-regional mechanisms to support the 16-19 commissioning role to be taken on from the LSC

Ref	Old Action	Status	New Action	Key partners
5.2.1	Revise and implement the 14-19 Partnership Plan	Amend	Implement the 14-19 Partnership Plan, jointly with Poole BC	Bournemouth & Poole College Bournemouth Arts Institute Bournemouth University Brockenhurst College Bournemouth 2026 Connexions Employers Information, Culture and Community Learning Kingston Maurwood College Learning & Skills Council Leisure Services Voluntary sector Work-based Learning Network Youth Offending Team Youth Service
5.2.2	Ensure access to the diploma lines of learning at all three levels for students in Bournemouth from September 2010	Ongoing	Continuing	
5.2.3	Secure greater engagement of employers in 14-19 agenda and creation of more apprenticeships	Ongoing	Continuing	
5.2.4	Strengthen commissioning arrangements to secure high quality curriculum provision	Ongoing	Continuing	
5.2.5	Further develop the area-wide prospectus, ensuring it is easily accessible to young people	Amend	Further develop the area-wide prospectus, ensuring it is easily accessible to young people and develop a Common Application process	
5.2.6	Ensure targeted provision for identified vulnerable groups eg appropriate provision for Travellers and young people with LDD or SEN that is matched to their specific needs and aspirations	Ongoing	Continuing	

# Ensure Services are Fit for Purpose

## 6.1

### Strengthen our strategic joint planning and commissioning of services for children and young people

#### What's worked well

- The establishment of Planning Week
- Audit of voluntary sector commissioning underway

#### What's been achieved

- Partnership working increasingly effective
- LAA focus (NI 7 Environment for a thriving third sector)
- Services beginning to be successfully commissioned through the Children's Trust
- Many examples of closer and co-located inter-agency working eg locality working and disabled children strategy development
- Community groups and voluntary sector providing services consistent with identified priorities
- Strategic commissioning going forward with Joint Strategic Needs Assessment and development of outcome based accountability

#### Issues

- Ensuring action taken to address one concern (eg obesity) does not have unrecognised consequences for another
- Role of LA/schools/providers in relation to (school) places offered

#### What's needed

- Clear commissioning framework and route map for commissioning, underpinned by compact principles, with links to broader council commissioning and to partner organisations
- Flexible, proportionate funding mechanisms and different levels of commissioning
- Transparent policies and procedures on decommissioning
- Information about tendering opportunities shared in a transparent and open way
- Clear mechanisms to identify needs that enable all partners to engage, and open dialogue on how best to meet needs identified
- Clear structure of commissioning advice and support for organisations and commissioners, with identified leads on aspects of commissioning
- Use of full cost recovery model with a move towards a minimum of three years funding
- Workforce development across all services/partners, to include commissioning and support for small organisations moving from grants to contracts
- Development of policy/practice for market stimulation in area of commissioning
- Building capacity for small organisations to make transition from grants to contracts where required (Links to Workforce development/CPD)

Ref	Old Action	Status	New Action	Key partners
6.1.1	Revise the Children and Young People's Plan to ensure it is sharply focused on key priorities	Amend	Develop the process of updating/revision of the CYPP as an integral part of 'Change for Children' strategy	Bournemouth's Children's Trust Board
6.1.2	Review and improve governance arrangements for the 'Change for Children' programme	Amend	Develop governance arrangements in line with changing requirements and the statutory role of the Children's Trust	Bournemouth's Children's Trust Board
6.1.3	Continue to develop joint commissioning arrangements with pooled budgets	Amend	Continue to develop Children's Trust commissioning arrangements with pooled or aligned budgets	Bournemouth's Children's Trust Board
6.1.4	Continue to work in partnership and develop the capacity of the third sector	Amend	Continue to work in partnership and develop a thriving third sector	All Change for Children partners
6.1.5		New	Publish a joint commissioning strategy	LA/PCT
6.1.6		New	Continue to develop commissioning for IAG, integrated youth services and the YOT	Children's Strategic Services
6.1.7		New	Further develop joint commissioning arrangements with NHS Bournemouth and Poole of services for children with disabilities and complex needs	LA/PCT
6.1.8		New	Develop commissioning arrangements for Post-16 places	Children's Learning & Engagement/Children's Strategic Services
6.1.9		New	Continue to develop commissioning of school improvement services, including from schools for schools	Children's Learning & Engagement/Children's Strategic Services
6.1.10		New	Strengthen commissioning of placements for looked after children to achieve more efficiencies and better value for money	Children's Social Care/Children's Strategic Services

## 6.2

### Improve the effectiveness of joint working

*(Formerly: Review and improve the organisation of central and locality based services)*

#### What's worked well

- Multi-agency training eg in relation to CAF
- Conversations to increase closer working relationships between Poole and Bournemouth hospitals
- Discussions with PCT commissioners
- Development of transitional adolescent services (within health)
- Safeguarding referrals

#### What's been achieved

- Significant work underway to create Family Service Directory
- Voluntary sector needs captured in work to develop the Workforce Development Strategy

#### What's needed

- More multi-agency planning events and
- Information on services and service providers brought

### What's needed

workshops, allowing professionals to learn and increase understanding of each other's roles

together in one place, reflecting the range of provision

- Greater awareness/publicity around the work of existing/partnerships including third sector, health, LA, other partners
- Better use of existing Forums for sharing information and practice

Ref	Old Action	Status	New Action	Key partners
6.2.1	Implement an improved management structure across three Children's Services business units	Ongoing	Continue to implement an improved management structure across three Children's Services business units	LA
6.2.2	Revise roles and responsibilities of locality co-ordinators and secure overall locality strategy management	Amend	Continue to work to secure overall locality strategy management	Children's Social Care
6.2.3	Revise our Locality Strategy and align with our Integrated Youth Support Strategy	Amend	Continue to develop our Locality Strategy, aligning all local strategies for supporting children, young people and families	Children's Social Care/All Change for Children Partners
6.2.4	Implement the Children's Services Workforce Development Strategy	Ongoing	Continuing (from 6.3.1)	All Change for Children Partners

## 6.3 Improve the efficiency of services

### What's worked well

- Conversations to increase closer working relationships between Poole and Bournemouth Hospitals and discussions with PCT commissioners
- Development of transitional adolescent services within Health

### What's been achieved

- Partnership working developing well
- Many examples of closer and co-located inter-agency working eg locality working and disabled children strategy development

### Issues

- Limitations of technology and systems as barriers to information sharing

### What's needed

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Ref	Old Action	Status	New Action	Key partners
6.3.1	Implement the Children's Services Workforce Development Strategy	Ongoing/amend	Being taken forward within 6.2	
6.3.2	Secure pooled or aligned budgets with partners for joint activities	Ongoing	Being taken forward also as part of 6.1.3	
6.3.3	Revise the Children's Services Asset Management Plan to include the Primary Capital Programme implementation	Amend	Implement the Primary Capital Programme and revise the Children's Services Asset Management Plan	Children's Strategic Services

Ref	Old Action	Status	New Action	Key partners
6.3.4	Implement Building Schools for the Future in 'Wave 6' schools	Amend	Develop and implement proposals for the Building Schools for the Future Project in Bournemouth and Poole	BSF Team
6.3.5	Develop information systems in an integrated way to enable effective use of data	Ongoing	Continuing	All Change for Children partners
6.3.6	Deliver the Gershon efficiency savings in the Council's revenue budget	Amend	Deliver cashable efficiencies at least in line with the Council's revenue budget	LA
6.3.7	Improve communication across Children's Services	Ongoing	Continuing	All Change for Children partners
6.3.8		New	Improve information available to families through development of the Family Services Directory	Children's Strategic Services
6.3.9		New	Ensure best value in the deployment of funding for placements and services	All Change for Children partners

## About this review ...

The Children and Young People's Plan has been reviewed by Bournemouth Borough Council on behalf of Bournemouth's Children's Trust in an ongoing process that is informed by:

- Specific data on progress
- Data on borough-wide trends
- Evidence of what works best
- Self assessment
- Stakeholder views and involvement

In the current economic climate it is critical that we focus on actions that the evidence shows make the very best use of limited available resources. Those going forward from 2009 take into account all of the above, and represent a shared view across multiple children's services agencies on how we can work together most effectively to improve outcomes for children and young people in Bournemouth.

For further information please contact:

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