

Documents and news from and for local authorities and their partners



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Anti-bullying

[Sticks and Stones May Break my Bones, but Being Left on my Own is Worse: An Analysis of Reported Bullying at School within NFER Attitude Surveys](#)

NFER, November 2011

Since early 2010, the National Foundation for Educational Research (NFER) has been working with both primary and secondary schools to allow them to survey their own pupils and better understand their views across a range of issues. With almost 100 secondary schools and more than 35,000 pupils in years 7 to 13 having taken part, the NFER has now begun undertaking a national analysis of the results so far, starting by exploring findings relating to bullying at school.



[Taking Action Together: Tackling Bullying and Promoting Rights and Respect](#)

Bracknell Forest, September 2011

Bracknell's anti-bullying strategy, covering the period 2011-14. Among the achievements identified so far are the embedding of peer mentoring in secondary schools and the training of a group of 50 young people to become Cyber Mentors by the charity BeatBullying. Several surveys were carried out to further understand bullying and extracts from the Tellus4 survey 2009, and Y9Online survey 2010 are included.

The priorities for the period ahead are to:

- work with schools, partner agencies, children, young people and parents/carers to gather information and manage the data collected
- empower schools, partner agencies and the wider community to respond to bullying behaviour
- ensure the wider involvement of partner agencies, the voluntary sector and the local community in tackling bullying.

Related research:

[The Use and Effectiveness of Anti-Bullying Strategies in Schools](#)

DfE, September 2011

Early intervention

[Developing a Business Case for Early Interventions and Evaluating their Value for Money](#)

NFER, November 2011

In the context of increased debate about early interventions in the UK, the Local Government Association commissioned the National Foundation for Educational Research (NFER) to produce guidance on what constitutes a good business case for early interventions and how it should be assessed. The guidance will be of use to local authorities and their partners in their decision-making and planning on early interventions.

[Putting Families @ the Centre Early Intervention Project](#)

Nottingham, September 2011

An event was held on 29 September to share learning. The project, linking research to practice within the national CLAHRC (Collaboration for Leadership in Applied Health Research and Care) pilot, explored research into the benefits of joining up mental health services for children and adults and the organisational hurdles to this being implemented. This project was completed in March 2011, and the work is now being taken forward by a working group with representatives from children's and adults' services.

[Presentations and handouts from the event are available.](#)



[Children's Service Working Smarter: New Operating Model \(NOM\), Briefing Note No 1.](#)

Walsall, August 2011

Walsall Children's Services is in the process of refocusing and restructuring its services towards targeted prevention in order to improve outcomes for local children and young people and their families. These proposals are contained in the New Operating Model and aim to ensure that support is provided earlier to families, in order to reduce the need for specialist intervention once problems become more complex and entrenched.

Two related presentations are available:

[Walsall Children's Centres and Walsall's New Operating Model](#) (Oct 2011)

and:

[Keep me Safe from Harm and Make my Life Better for me: New Operating Model](#) (Sept 2011)

[Harrow School Improvement Partnership: Partners for Excellence \(draft\)](#)

Harrow, July 2011

Harrow has launched a schools' driven improvement partnership, which has been established through collaboration between primary and special schools. It is a dynamic initiative to ensure that schools have access to high-quality, locally-available school improvement provision. The schools-led initiative is one of the first of its kind in the UK. Harrow Council will commission improvement support and challenge from the Partnership for all schools, but particularly for those causing concern.

Harrow has also established an Education Strategy and School Organisation Service, located within the Quality Assurance, Commissioning and Schools Division of Children's Services.

A key feature of the new service will be its partnership working, including close cooperation with schools. The service will undertake the authority's responsibilities for schools, including relationships with recently established Academies.

[Further information.](#)



Short Breaks Workforce Strategy

Walsall, October 2011

To deliver short breaks, a workforce needs to be in place with the right levels of capability, competence and confidence. Very often, this will require working across boundaries and, therefore, there is a requirement to put mechanisms in place to encourage this.

This strategy for the period 2011-14, intends to set the direction and the milestones needed to develop a fit for purpose short breaks workforce on three levels:

- the quantity of the workforce i.e., the number of staff delivering short breaks
- the quality of the workforce i.e., its capability, competence and confidence
- the accessibility of the workforce i.e., the communication within the workforce and its diversity.

Short Breaks Strategy 2011-14

Luton, September 2011

This strategy is written on behalf of Luton Children's Trust and defines the provision and continuing development of short breaks for children with disabilities. The drivers for changing the short break strategy were twofold: firstly, new legislation and guidance and secondly, a change in available funding from the Comprehensive Spending Review 2010 and the introduction of the Early Intervention Grant to fund short breaks.

Over the next three years, the Trust's ambition is that:

- disabled children will have the same opportunities to develop and fulfill their potential as all other children
- families with disabled children will get the support they need, when they need it
- universal children's services will be more genuinely inclusive of disabled children, including those with complex needs
- disabled children will be at the heart of the ongoing change programme for children's services.

Related research

[The Impact of Short Breaks on Families with a Disabled Child over Time: The Second Report from the Quantitative Study](#)

DfE, November 2011



Child poverty

[Family Poverty Strategy 2011-14](#)

Luton, October 2011

Luton Council believes that the best way to tackle child poverty is to address overall family poverty. Among the strategic aims are to:

- build a clearer understanding of the needs of children and families in poverty to help plan effective services
- ensure strategic commissioning decisions are informed by, and deliver positive outcomes for, families living in poverty
- improve adult skills and access to better employment opportunities.

The strategy has been informed by the findings of several consultations, such as Luton's Advice Network conference in February 2011, which recommended:

- greater involvement in early intervention initiatives, such as by providing more after school activities, parent counselling services, self-esteem courses and healthy eating and healthy living courses
- better targeting of services to those with the greatest need or at the greatest risk of family poverty
- raising awareness of existing advice and support services, particularly within at risk communities
- exploring innovative ways to support hard to reach families, including those without accommodation or with chaotic lifestyles.

Funding

[Tough times: Councils' Responses to a Challenging Financial Climate](#)

Audit Commission, November 2011

The Audit Commission has published a new report looking at councils' responses to a challenging financial climate. The financial analysis in the report provides a comprehensive picture of the impact of changes in funding for councils, and councils' responses to those changes. The Audit Commission has quantified the extent of government cuts, changes in other income, use of reserves and impacts on service spending. Its auditors have provided information on how councils' plans will affect service provision. It has drawn on auditors' expertise to assess how well councils are coping, and to highlight some of the shared characteristics of councils deemed to be 'at risk'.

It is accompanied by [Tough Times: Methodology and Data Definitions](#)



