

Documents and news from and for local authorities and Children's Trusts



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Safeguarding

[Make a Change Project and CYPS: Joint Working to Safeguard Children at Risk of Sexual Exploitation](#)

Suffolk, June 2010

This document describes the governance and goals of the multi-agency Make a Change (MAC) team. It covers job roles and sets out arrangements for joint working between MAC and Children's Social Care in safeguarding children and young people at risk of sexual exploitation.



E-safety

[Schools and Settings E-Safety Policy Guidance](#)

Kent, May 2010

Kent County Council's pioneering work in helping schools stay safe in cyberspace is now being used by the Open University. This e-safety guidance document is already used in many schools, colleges and nurseries, both in Kent and across the UK. It provides straightforward instructions on how to set up an e-safety policy that strikes the right balance between managing access and allowing the safe use of the web for education. Now the Open University has asked to use the materials in an online resource for the continuous professional development of teachers. This means teachers across the country can have easy access to the guidance.

The guidance aims to support schools in raising awareness for staff and parents and carers, and to help them to compile their own e-safety policies.

[Schools and Settings E-Safety Policy Template](#)

Kent, May 2010

An accompanying policy template to help schools to review their e-safety policy.

Prevention

[The Compass Project: Pupils \(and Staff\) Speaking](#)

Wiltshire, July 2010

An updated report, which includes Compass Revisited 2010. The Compass Project, which originally took place in 2003/04, is concerned with exploring how vulnerable pupils find their way to the services that may be able to help them, and then using this information to try to improve the effectiveness of services.

It works by bringing together small groups of about half a dozen young people with a facilitator and getting them to look at, and discuss, example situations. Compass Project Revisited has run facilitated groups involving 175 young people, including some specialist sessions with particular vulnerable groups.

Key findings were:

- The top three 'services' mentioned by young people were teachers you can trust, friends and parents.
- The top problems mentioned were bullying, confidentiality, information about services and prejudice about young people.



[Findings from the 2008/09 Coventry 'Communities that Care' Survey: What are Coventry's Young People Telling Us?](#)

Coventry, September 2010

Communities that Care (CtC) is based on the simple idea that prevention is better than cure. CtC first uses a questionnaire to ask children and young people about their lives. This identifies the specific risk and protective factors that affect them within their family, school and wider community. It then recommends ways that have been proven to work to reduce these risks.

The advantages of the CtC approaches are:

- It is based on solid evidence.
- It does not look at each risk on its own but shows how to tackle key risks for each community.
- The solutions it recommends are based on programmes that have been proven to work in communities.

In the autumn term of 2008, 11 to 16 year-olds from across Coventry had the chance to have their say about what matters in their lives. Nearly 14,500 young people took part in the CtC survey through their school. This asked them questions about their experience of school, their family, friendships and what they did in their spare time.

SEN

[Review of Special School and Mainstream Unit Provision](#)

Lincolnshire, October 2010

Lincolnshire has carried out a review, which is being put out to consultation, to identify what more needs to be done to ensure that special schools and mainstream unit provision continue to be effective and responsive to the special educational needs of children and young people, taking into account parents' and carers' preferences. This report sets out a number of detailed recommendations that will take forward the agreed strategy.

Corporate parenting

[Practitioners Handbook for the Education of Looked After Children](#)

Sheffield, September 2010

This handbook sets the roles, responsibilities and mutual accountability of practitioners involved with looked after children. It contains a number of case-specific examples which demonstrate how services for individual children and young people have been provided, and highlight collaborative working practices between partner agencies to achieve positive outcomes. These outcomes include educational attainment, stability of care placement and school and leisure activities reflecting the diverse needs of looked after children.



[Behaviour Management Policy](#)

Suffolk, September 2010

The children who use the Children's Accommodation Service will have experienced multiple rejections and exclusion in their lives. They will have experienced abuse and harm at various levels and, as a result, most will display behaviours which will test the boundaries of others.

In order to safely manage these behaviours, the Children's Accommodation and Support Service has developed a range of interconnected interventions and policies. These cover constructive sanctions, bullying, children missing from care/unauthorised absence, restraint, risk management and unacceptable behaviour.

Related research

[Evaluation of the Right2B Cared4 Pilots Interim Report: Overview of Emerging Themes and Issues](#)

DfE, September 2010

[Maltreated Children in the Looked After System: A Comparison of Outcomes for Those Who Go Home and Those Who Do Not](#)

DfE, August 2010

[Customer Voice \(Wave 9\): Aspirations of Children in Care](#)

DfE, June 2010

[Care Matters: Budget Holding Lead Professionals \(BHLPs\) with Looked After Children in England](#)

DCSF, March 2010

[Looked After and Learning: Evaluation of the Virtual School Head Pilot](#)

DCSF, August 2009

Community cohesion

[Enfield's Community Cohesion Strategy 2010-14: Enfield Together](#)

Enfield, September 2010

Whilst the community cohesion picture in Enfield is undoubtedly improving, there is still much to do. Work with residents and survey feedback indicates that there are areas and communities within the borough that need further support and engagement to address inequalities. This strategy focuses positively on the issues to be addressed and is underpinned by five aims, which are to create a borough where local people:

- play an active part in civic and community life and contribute to local decision making
- have opportunities to mix together, regardless of age and background
- have learning and employment opportunities and feel there are good prospects
- feel and are safe

and where the Enfield Strategic Partnership provides community leadership, celebrates diversity and promotes equality to enhance community cohesion.



Partnership working

[The Big Society Discussion: Report](#)

Kent, November 2010

Over sixty people attended a Big Society seminar hosted by the Kent Partnership on 12 October 2010, including public, private and voluntary and community sector representatives. The seminar included scene-setting presentations on family poverty and the Marmot Review, thought-provoking personal insights from Ambition Champions, and lively table discussions in which a wide range of views were expressed on four key questions related to the Big Society:

- What does the Big Society mean to you?
- What would it look like in Kent, a district, a neighbourhood or to a resident?
- What barriers and challenges do we need to address?
- What are the opportunities to work together to shape it?

The presentations on family poverty and Marmot, along with the background papers supporting the discussion, are available on the [Kent Partnership website](#).

Participation

[Promoting the Active Participation of Children and Young People in Shaping and Improving services: Service Specification 2011-14](#)

Bath and North East Somerset,
September 2010

A revision of the way children and young people are involved in service planning and development has to take place due to substantial reductions in budgets and possible further financial constraints from 2011 onwards. Economies of scale suggest that one major contract could provide three priority areas of the participation strategy rather than the current division of responsibilities.

The Children's Service team met to consider a new model of participation providing a values-driven service at a financially reduced budget. The new service to be commissioned will need to provide activities that support three priority areas:

- targeted participation procedures for disadvantaged children and young people including support for the In Care Council
- frameworks that promote and accredit the active involvement of children and young people in the design, delivery and development of services
- the processes by which young people engage in democratic choice and decision making and the UK Youth Parliament election process.

