

Report



meeting

SOCIAL SERVICES STANDING

date

SELECT COMMITTEE

agenda item number

16th December 2003.

REPORT OF THE CHAIR OF THE SOCIAL SERVICES STANDING SELECT COMMITTEE

EVERY CHILD MATTERS - CONSULTATION RESPONSE

1. Purpose of the Report

- 1.1 To inform the Select Committee of the Authority's response to the consultation on the Green Paper "Every Child Matters".

2. Report

- 2.1 The attached report was considered by Cabinet on 3rd December 2003. Cabinet approved the response and thought it was a very credible response to a difficult document. Overall, it was hoped that the good practices carried out in Nottinghamshire, regarding Children's Services, would be listened to.

3. Recommendations

- 3.1 It is recommended that the Select Committee note and comment on the attached report.

COUNCILLOR BARON

Chair of the Social Services Standing Select Committee

(Comm/Misc/ECMCR/JS)

Report



meeting

CABINET

date

3rd December 2003

agenda item number

REPORT OF THE DEPUTY LEADER FOR THE COUNTY COUNCIL

EVERY CHILD MATTERS – CONSULTATION RESPONSE

1. **Purpose of the Report**

- 1.1 This report updates Cabinet on the outcome of the consultation exercise on the government Green paper – Every Child Matters.

2. **Information and Advice**

- 2.1 The Green Paper on Children's Services was published on 8th September and discussed at Cabinet in November. At the meeting it was agreed, that the Chair of the Steering Group, sign off the consultation response on behalf of the Council.

- 2.2 Government sought consultation from young people and agencies on the Green Paper. Through discussions with Elected Members, young people, officers of the County Council and our partners in Connexions, Health services and the Voluntary Sector, the attached response was sent to Government by the closing date of 1st December.

- 2.3 The County Council's response is very detailed. In general the Green Paper, is welcomed, but there is a need to make sure that any change builds on existing good services as recent external evaluations of Education and Social Services were very positive. There are a number of innovative projects and much good practice on which to build, such Sure Start Programmes, Children's Fund and pilot Extended Schools, which have all been very successful.

- 2.4 However, a number of areas have been identified where the government needs to give more attention:

- there needs to be more emphasis on safeguarding children throughout the document
- further work is needed to clarify the role of health services in Children's Trusts, as a County Council we cannot deliver on the vision in the Green Paper without the full and active co-operation of our partners in health
- developing more integrated targets, across Health, Education, Schools and Social Care, which measure holistic outcomes for children, rather than focusing on specific outcomes such as waiting lists (for health) , or academic educational performance (for schools)
- recognising and valuing the contribution that youth services make to positive outcomes for young people
- greater understanding of the complexity and diversity of the voluntary sector. The green paper sets out an ambitious agenda for the

voluntary sector, but lacks answers on where the necessary capacity and expertise is to deliver on this agenda

- recognition that change takes time and that the proposed timescales are unrealistic.

2.5 Within the County Council work is continuing to look at the implications of the Green paper. A members working group has been convened and will report in due course on their deliberations. The Corporate Management Board officer group is working closely the working group and have extended their remit to bring in colleagues from health and the voluntary sector to aid their work.

3. Statutory and Policy Implications

3.1 This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, crime and disorder and users. Where such implications are material, they have been brought out in the text of the report. Members' attention is however, drawn to specifics as follows:

3.1.1 Personnel Implications

None directly as a result of this paper.

3.1.2 Financial Implications

None directly as a result of this paper.

3.1.3 Equal Opportunities Implications

None directly as a result of this paper.

3.1.4 Implications for Service Users

The Green Paper is aimed at improving outcomes for Children.

3.1.5 Crime and Disorder Implications

None directly as a result of this paper. However, the Green Paper aims to provide additional support to families aimed at reducing the numbers of children who experience educational failure or engage in offending or anti-social behaviour.

4. Recommendations

4.1 It is recommended that Cabinet note the report.

5. Head of Legal Services' Comments (DLS - 24/11/03)

5.1 There are no legal issues arising from the report that require specific comment.

6. Director of Resource's Financial Comment (PC)

6.1 There are no specific financial implications arising from this report. However, as the implications of the Green Paper and the County Council's response to it become clearer, any financial implications will be identified and reported to Cabinet as appropriate.

7. Background Papers Available for Inspection

7.1 None.

8. Electoral Division(s) Affected

8.1 All.

**COUNCILLOR DAVID KIRKHAM
Deputy Leader for the County Council**

(COMM-CAB) CAB161 /JS

Every Child Matters

**Final Report of Responses from
Consultation with Young People in
Nottinghamshire**

November 2003

Introduction

Consultation with 203 young people in Nottinghamshire took place over a period of three weeks encompassing individuals and groups in a wide range of settings. The majority were in schools plus representation from youth clubs and groups of harder-to-reach young people. Sessions lasted about an hour with group sizes of a minimum of four young people (one individual consultation also took place). See appendix one for a summary of the groups involved. Responses were written on flip pad sheets and transferred to summary documents – see appendix 2. Recognising that some young people might not respond fully in such a ‘public’ setting each participant was given a copy of the booklet ‘What do you think’ and asked to send their additional comments direct to the DfES.

With all the participants our main challenge proved to be providing sufficient information to establish a context for discussion. Few young people know what services were available to them, how local decisions were made and, indeed, what a green paper is. There was scant understanding of Family Centres, Connexions, the Young People’s Fund and Sure Start. On the other hand there was no shortage of suggestions as to what young people want or need.

The Responses

Question 1

How do you think you should have a say in what your local council does to make things better for children and young people?

All respondents felt that adults need to listen more to young people with a strong emphasis on the means of communication, including:

- Internet/email
- Text messages/telephone
- Video/TV
- Suggestion/mail boxes in schools and public places

Contact with decision-making adults from all three tiers of the council (parish clerks, councillors, social service managers) was also important. For example the Ranskill youth group suggested that “there should be more opportunities for young people to get involved and understand the work of the council and for young people to meet council members”. From all responses there was an emphasis on meeting young people on their terms/locality; specifically mentioned were:

- Assembly presentations
- School surgeries
- Class-based workshops
- Youth Centre-based workshops
- Visits to council buildings

Whilst there was clear evidence that the emerging Citizenship curriculum had brought about improved political literacy, the majority of young people did

not feel consulted on matters affecting them. For example a year 10 class from the Minster Church of England School said “council members need to ask us about what we think instead of using their own ideas”. Overall the groups consulted recommended:

- Improved school councils
- Regular consultation sessions/questionnaire with adult guidance
- An effective voting system for young people
- Local council open days held in schools

Question 2

Apart from education, what services would you like to see in your school?

Most young people commented on the need for Advice Centres providing access to information on health, housing and benefits. Also a greater role for professionals, including:

- Youth Workers
- Health Advisers/School Nurse
- Counsellors
- Personal Advisers
- Social Workers

A number of groups felt that professionals working with them should have better training to ensure effective communication appropriate to the young person.

All felt that increased after-school activities were a good idea, including:

- Life skills development
- Sport and the arts
- Leisure pursuits

- Access to IT facilities e.g. The Internet

Young people in rural settings expressed concern about transport and several groups commented on the need for improved disability access. For example the Pioneers Youth Forum said “there are problems accessing services after school because of transport and problems for young people with disabilities accessing school buildings”.

Question 3

How should we spend the Young People’s Fund to give young people more and better things to do?

A wide range of suggestions included:

- Certificated residential/courses
- Social events, trips and visits
- Places to go in rural locations to meet up with friends
- Improved transport and facilities

There was a strong feeling for improved and continuing consultation as the fund is rolled out with several groups expressing an interest in using fund money to support further fund raising by young people. For example a year 12 class from Bramcote Hills Comprehensive School said “tell young people how much money is in each area and involve them in local decision making to get ideas on how the money should be spent”.

Other Questions

Questions 4-8 were tackled on a one-to-one basis with responses sent individually. Summaries of these suggestions have not been included in this document.

Conclusion

The booklet 'What do you think' needed a great deal of unpicking in order to make it accessible to all. The set questions also proved inadequate and needed re-phrasing in order to proceed with the exercise. That said, the young people involved in the Nottinghamshire consultation exercise felt positive about the experience. As with all contexts in which their views are sought, the sense of empowerment is only maintained where the information gathered bears fruit. Many asked when they would see the changes and the Authority will need to return to the groups and report on this. In the meantime we are continuing to build effective communication loops in which young people are included within the tiers of local government, within districts and with school and youth settings.

Summary of Groups Consulted

People Consulted		
	Project Details	Distri
<p>School Group: Bramcote Hills Comprehensive, year 9 Class, Moor Lane, Bramcote, Beeston, Nottingham, NG9 3GA</p> <p>Contact: Lorna Brooks</p>		Broxtow
<p>School Group: Bramcote Hills Comprehensive, year 12 Class, Moor Lane, Bramcote, Beeston, Nottingham, NG9 3GA</p> <p>Contact: Lorna Brooks</p>		Broxtow
<p>Youth Group: Broxtowe Youth Council, Beeston Youth and Community Centre, West End, Beeston, Nottingham, NG9 1GL</p> <p>Contact: Keith Hanbury</p>		Broxtow
<p>Youth Group: Connexions Local Management Committee, Edwinstowe House, Edwinstowe, Nottinghamshire</p> <p>Contact: Sam Upton</p>		Countyw
<p>School Group: Kirkby College, year 10 Class, Tennyson Street, Kirkby-in Ashfield, Nottingham, NG17 7DH</p> <p>Contact: Karen Bowers</p>		Ashfield
<p>School Group: Kirkby College, year 11 Class, Tennyson Street, Kirkby-in Ashfield, Nottingham, NG17 7DH</p> <p>Contact: Karen Bowers</p>		Ashfield
<p>Youth Group: Manton Mobile Project, Worksop Scout Hut, Slack Walk, Worksop, Nottinghamshire</p> <p>Contact: Jo Down</p>		Bassetl
<p>School Group: Minster Church of England , year 9 class, Nottingham Road, Southwell, Nottinghamshire, NG25 0HG</p> <p>Contact: Jane Lidster</p>		Newark and Sherwo
<p>School Group: Minster Church of England , year 10 class, Nottingham Road, Southwell, Nottinghamshire, NG25 0HG</p>		Newark and Sherwo

People Consulted		
	Project Details	District
	Contact: Jane Lidster	
	School Group: Minster Church of England , year 12 class, Nottingham Road, Southwell, Nottinghamshire, NG25 0HG	Newark and Sherwood
	Contact: Jane Lidster	
	Youth Group: Pioneers Youth Forum, Disability Unit, Botany Park, Mansfield	Mansfield
	Contact: Margaret Clements	
	Youth Group: Rushcliffe Youth Action Network (RYAN), Rushcliffe CVS, West Bridgford, Nottingham	Rushcliffe
	Contact: Jude Long	
	Youth Group: Scargill Walk Centre, 32 Scargill Walk, Scargill Walk, Eastwood, Nottingham, NG16 3AY	Broxtow
	Contact: Ellie Lodziak	
	School Group: Sherwood Hall Comprehensive, year 11 Class, Sherwood Hall Road, Mansfield, Nottingham, NG18 2DY	Mansfield
	Contact: Mick Gamble	
	School Group: Toot Hill Comprehensive, year 9 Class, The Banks, Bingham, Nottingham, NG13 8BL	Rushcliffe
	Contact: Jenny Brown	
	School Group: Toot Hill Comprehensive, year 10 Class, The Banks, Bingham, Nottingham, NG13 8BL	Rushcliffe
	Contact: Jenny Brown	
	School Group: Toot Hill Comprehensive, year 11 Class, The Banks, Bingham, Nottingham, NG13 8BL	Rushcliffe
	Contact: Jenny Brown	
	School Group: Tuxford Comprehensive Inclusion Unit, year 10 and 11 class, Landa Grove, Lincoln Road, Tuxford, Newark, Nottinghamshire, NG22 0JG	Bassetlaw
	Contact: Kerry	
	School Group: Valley Comprehensive, year 10 class, Baulk Lane, Worksop, Nottinghamshire, S81 7DG	Bassetlaw

People Consulted	
Project Details	Distri
Contact: Margaret Hamilton	
TOTALS	

COMM/CAB/CAB161A2 (VS)

Every Child Matters

Consultation Response from Nottinghamshire County Council, Nottinghamshire ACPC and our partners in Health, Connexions and the Voluntary sectors

This response has been prepared by:

- Ashfield PCT
- Bassetlaw PCT
- Broxtowe and Hucknall PCT
- Gedling PCT
- Mansfield Area PCT
- Networking Action with Voluntary Organisations
- Newark and Sherwood PCT
- Nottingham Integrated Children's Network
- Nottinghamshire Area Child Protection Committee
- Nottinghamshire Connexions
- Nottinghamshire Education
- Nottinghamshire Social Services
- Nottinghamshire Young People's Services (Youth and Play Services)
- Nottinghamshire Youth Offending service
- Rushcliffe PCT.

Key Contact

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Introduction

We welcome the general thrust of the Green Paper, in particular:

- more integrated thinking at central government level about children's services issues, recognising that as children have holistic needs we should provide an holistic response to their needs. However, we are concerned at the potential for division between the Children's Directorate within the DfES and Child Health Division at the DH
- the recognition of the importance of universal services, with the intended actions to promote full inclusion
- the recognition that local authorities are the most appropriate lead body for children's services
- the focus on achieving positive outcomes for all children
- the clear recognition that supporting children and families also helps to safeguard children
- the proposed legislation to ensure agencies work together to promote positive outcomes for children and safeguard children
- the recognition that structural change alone will not improve outcomes for children
- the commitment to rationalise targets, plans, funding streams, financial accountability and indicators
- the emphasis placed on workforce issues, raising the status of working with children.

It would be helpful if government:

- established clear lines of accountability for the various agencies involved in providing services to children and young people and their families
- set out possible models for Children's Trusts, based on proper evaluation and evidence from the Pathfinder Children's Trusts, prior to rolling the model out across the country. The dissemination of information will enable all authorities to learn from proven effective practice and avoid wasting valuable time and resources re-inventing the wheel
- made sure that all health trusts were fully engaged with the proposed developments. We have done this locally; although the Green Paper is weighted towards local authority issues
- had badged the Green Paper under the NHS as well as the DfES
- explicitly linked the local implementation of the Green Paper proposals to the health led Local Delivery Planning processes and the emerging national Service Framework for Children
- emphasised that these proposals affect some young people up to the age of 25, for example disabled young people and care leavers
- gave more explicit recognition to the valuable work being done by Children's Fund Programmes in delivering changes in services for

children 5 to 13 and the needs of these children

- gave more attention to the development of more integrated targets, across Health, Education, Schools and Social Care, which look at holistic outcomes for children, rather than focusing on specific outcomes such as waiting lists, or academic educational performance.
- clarify the role of Strategic Health Authorities in performance management and the relationship with the proposed merged integrated inspection agency (OFSTED, CHAI and SSI), identifying who will be performance managing child related health targets
- emphasised the importance of safeguarding children, whilst building on existing good practice in the changes inherent within the Green Paper
- gave less emphasis to structural changes and more to cultural issues and real outcomes for children and young people.

We think that Government needs to give further attention in these areas:

- establish which elements of the health services should be included within the proposed Children's Trusts and how this will relate to health services operationally and strategically, specifically the effects on existing PCTs, GPs, Dental Practitioners and Pharmacy services as well as how it would relate to Foundation Trusts
- how the proposed joint planning and commissioning arrangements will work with the current commissioning arrangements for tier 4 and other specialist paediatric and adolescent health services
- how will governance and accountability arrangements work between health trusts and local Children's Trusts, for corporate and clinical governance arrangements
- how the Children's Trust will relate to Drug and Alcohol services, which span children and adult services
- transition issues from adolescent services to adult services - the proposed structural changes are likely to exacerbate the discontinuity in service provision between 'children's' and adults services
- the governance arrangements for extended schools and the relationship between the school governing body and the Children's Trust Board
- the need to simplify the current belonging regulations in relation to those children who move across local authority boundaries
- the proposed pace of change as set out in the Green Paper, which we do not think is realistic, particularly as some of the proposed changes require legislation. Change management across a large Shire County is very complex, with 127,000 children and young people, seven District Councils and seven PCTs. We also note that the health management information system is due to deliver integrated health records by 2010, whilst we are expected to achieve significant improvements in data sharing well before this.

- funding for children's services. Whilst the recently announced settlement for local Authorities is welcomed, there are continued cost pressures on all agencies delivering services to children, for instance specialist placements and prescribing costs. The Green Paper agenda will require investment in change management, additional targeted early intervention services, as well as information systems as part of the development of our IRT system. Investment in such programmes as Sure Start, the Children's Fund and Children's Centres is very welcome, giving us a solid foundation on which to build, but the benefits are only now beginning to be felt
- ensuring that the whole of the children's services agenda is integrated, including the Youth Justice agenda. Just as family support services safeguard children they also reduce the risk factors associated with youth crime and strengthen the protective factors. Having an exclusively Youth Justice agenda risks intrusive criminogenic intervention to those at low risk of offending. There needs to be an appropriate balance between universal and specialist services
- focus on the needs of children from a Black or Minority ethnic background – a recent Children's Fund Consultation in Nottinghamshire highlighted considerable needs of our small but significant minority ethnic population
- greater clarity about the proposed Governance arrangements for Connexions, who could be part of a Children's Trust accountable to the Children's Trust Board, but these decisions could be overridden by the Chief Executive of the local Connexions service
- clarify the role of the LSC in delivering better outcomes for young people within the changes proposed by the Green Paper
- recognise and value the role of Youth Services and their contribution to improving outcomes for young people
- greater understanding of the complexity and diversity of the voluntary sector. The Green Paper sets out an ambitious agenda for the voluntary sector, but lacks answers on where the necessary capacity and expertise is to deliver on this agenda. In Nottinghamshire we have developed strong working relationships with our voluntary sector partners, but the voluntary sector itself is not a unified whole. The Children and families section of NAVO (our local umbrella body) has 139 members delivering services to different groups of children in different areas of the County
- the role of the private and independent sectors in delivering on the Green Paper vision across health, social and educational care
- to bring about long term improvements in the life chances of children and young people it is essential that the focus on service standards should not be diluted by an over-emphasis on organisational structures. Care should be taken to ensure that future models for managing education and children's social services are not:
 - too prescriptive (avoid one size fits all).
 - too narrow (have scope to include day to day management of children's health services, Connexions etc.)

- too inflexible (there must be room for local discretion to design services to suit local circumstances).

Chapter 2

Views are invited on the proposals set out in this chapter. In particular:

Question 1

How can we improve support for unaccompanied asylum-seeking children, building on the work of the Children's Panel?

Unaccompanied asylum seekers are Children in Need (CIN), so should be getting the same levels of services as other CIN. In the past this has not been the case and there needs to be a cultural change to ensure that they are seen as having the same rights to services as other children and young people.

Nottinghamshire has relatively low numbers of unaccompanied asylum seeking children at present, although this will change if the proposed centre at RAF Newton is developed. Support from the centre would be helpful, to ensure that we have systems in place to respond appropriately when required.

Question 2

How can we ensure that serious welfare concerns are appropriately dealt with alongside criminal proceedings?

We welcome the recognition in the Green Paper that services designed to maximise children's potential also safeguard children. However, there does not appear to be the same coherence regarding the youth offending services and maximising children's potential. However, we know from research and empirical evidence that measures to maximise children's potential – reducing risk factors and strengthening protective factors - also leads to a reduced risk of youth offending.

Youth Offending Services need to be seen as being an integral part of the new Children's Trusts and further action needs to be taken at Government level to ensure more coherence in guidance between the Youth Justice agenda and the rest of the children and young person's agenda.

Question 3

How can we encourage clusters of schools to work together around extended schools?

In Nottinghamshire we are piloting extended schools. This is building on the current multi-agency working – school nursing services, speech and language therapy services and community paediatricians are already working within families of schools.

The family of schools structure, encompassing a secondary school and its feeder primary schools is strong in Nottinghamshire. Services are provided to schools based on the family of schools. This is particularly well developed in the area of Special Educational Needs including Health services

Our pilot extended schools are being developed in areas where the schools are ready to take on these additional roles. By piloting in areas where there is already enthusiasm we are hoping to develop beacons of best practice, which others will want to follow. We need to make sure that we are evaluating the work carefully to identify the contributions that the extended school concept can make to school's core business.

There needs to be an explicit link made between the work of the extended schools and the citizenship curriculum, so that extended schools are seen to be modelling good citizenship, with teaching staff involved in all aspects of the school. From central government there needs to be a change in the target driven culture, moving away from simple academic targets towards targets that recognise added value, holistic education, real inclusion, health promotion and physical activity.

Personal, Social and Health Education (PSHE) should urgently be included with Citizenship as part of the National Curriculum for all Key Stages. In addition, and as part of the National Curriculum guidance on PSHE content, schools should be required in Key Stages 3 and 4, to include programmes on parenting.

We will also have to develop the model of extended schools, to make sure that we are working with those at highest risk, those young people who have been excluded or who are regularly truanting. Such young people have very negative views of schools; even if they were allowed onto the premises such young people are unlikely to want to access school based services.

However, we also need to consider the balance between localised services and more specialised services provided over a wider geographical area. In Nottinghamshire we are developing pilot one-stop shops, through our Sure Start centres, Connexions centres and County Contact Points. Placing staff in local neighbourhood teams (whether in a Children's centre or in an Extended School) increases accessibility, but does reduce professional support and flexibility to deploy staff where needed to cover for sickness or other absence.

Chapter 3

Views are invited on the proposals set out in this chapter. In particular:

Question 4

How can good quality decision making by social services in relation to achieving permanence for the children for whom we are responsible best be achieved?

In Nottinghamshire we are proud of our achievements in this area. We actively promote parallel planning for children looked after. We have achieved this by having clear systems in place to ensure robust planning for children from the point of entry into the looked after system. This is supported by multi-agency involvement in the planning and review processes, to ensure that educational and health needs are being fully addressed. The recent adoption legislation is also helpful in giving reassurance to prospective adoptive parents that support will continue to be available as of right post adoption.

Permanence can be achieved in the following ways and it is important that we promote initiatives in each area:

- Kinship Care – financial systems that support children being cared for in their kinship network and availability of ongoing support.
- Permanent Foster Care – approval of appropriate fostering placements as 'permanent' which affords the foster carers great decision making capability over day to day issues. This reduces the stigma for the child of being looked after
- Adoption – regular tracking meetings of children in the adoption process speed up the process. Also, investment in both adopter recruitment and adoption support services has proved to be effective in recruiting adoptive families for children and sibling groups with a wide range of complex needs.

Question 5

Building on Choice Protects, what more can we do to recruit and retain more foster carers who are able to meet the needs of looked after children

Priority must be on both recruitment and retention of foster carers. The need is to ensure a continuous replenishment of 'lost' fostering placements.

We have found that recruitment is achieved by:

- dedicated staff for the recruitment of foster carers and the publicity of the service
- prompt response to enquirers
- quality pre-approval training to applicants
- word of mouth – hence one effective way of recruiting more carers is to treat our existing carers well.

Retention is achieved by:

- recognising and rewarding carers skills via financial and other rewards, for example internal and external training, NVQ schemes, fees paid for complex children
- providing appropriate training and support for carers to manage the demands of caring for children with complex and challenging needs
- a corporate ownership of the needs of children looked after to ensure that all children looked after receive guaranteed appropriate full time education. They should not be excluded without full and detailed consultation with social services and education to ensure that support mechanisms can be put into place, or alternative arrangements made, so foster carers are not over stretched by children not occupied during the day.
- appropriate qualified health care input, including CAMHS support, which is easily accessible to foster carers
- Effective partnership with carers, who are valued for their contribution to formulate plans for children and work on service developments.

These developments could be taken further forward by introducing work related concessions to maximise the opportunities for skilled staff who work with children to become foster carers.

Question 6

How can local authorities, working with the voluntary, community and private sectors, develop a range of specialist parenting support services?

Across a large County area such as Nottinghamshire this presents a significant challenge. Sure Start programmes, Social Services Family Centres, voluntary organisations and the YOS are all undertaking formal parenting courses, using different models and different tools. Parenting support is provided by Midwives, Health Visitors, Social Workers, family support workers,

schools, voluntary and community organisations etc, as well as extended families and other community members. We are looking at the issues within our developing Preventative Strategy.

We need to continue to support voluntary organisations that have proven expertise in areas of specialised support to vulnerable parents. We have to make sure that the flexibility voluntary organisations can offer to families is valued and not lost in the terms and conditions of financial support.

As a local authority we are developing a comprehensive service directory as part of the IRT development, building on the Children's Information Service and other local service directories. This will make sure that school nurses, GPs, schools and other universal service providers have information on services available in their areas so that they can signpost people to relevant services.

This service directory will give us better information as to where services are being delivered, identifying gaps in services. This information can then be fed into our Children's Strategic Partnership, which has inter-agency responsibility for our Preventative Strategy and implementing the Green Paper. This is developing links with the Local Strategic Partnerships in each of our seven districts.

Parenting support services need to be universal, in that parents in all areas including areas of affluence do need help and support in parenting – poor parenting is not just confined to areas of poverty, poverty may make it more difficult.

As mentioned in answer to Question 3, parenting skills should become part of the National Curriculum; this can be further enhanced by developing programmes that actively involve parents as co-educators.

Question 7

Working with Local Authorities and other existing providers, what steps should the Government take to make home visiting services more widely available?

Home visiting services should be community driven, so that the views of vulnerable parents inform the development of flexible services. In our experience the key to successful home visiting is how the service is presented to the parents and the reliability and sensitivity of the visitor.

Home visiting requires:

- regular support and supervision to home visitors, backed up by effective systems to ensure safety and quality
- a broad spectrum of organisations providing services, to ensure choice, flexibility, acceptability and accessibility
- initial and on-going training provided for all home-visitors
- appropriate levels of funding being made available
- effective working relationships between the funders and the service providers.

Additional resources to organisations such as Homestart would be useful. In Nottinghamshire we have a good history of partnership with the voluntary sector; these additional resources could be routed through the local authority as a 'preventative partnership' resource to be directed to areas of greatest need in line with our Preventative Strategy.

Locally the development Children's Centres will help to ensure local co-ordination of home visiting schemes, potentially providing more resources to fill gaps in services. In Nottinghamshire

we will be reaching 8,800 children by 2006 and developing services in 39 wards by 2009. In time the Children's Centre model could be rolled out to all wards in the Country, resources permitting.

Home visiting for parents of children with Special Educational Needs can be particularly effective in supporting parents in developing skills to better meet children's needs. Nottinghamshire has developed services, in collaboration with the voluntary sector to support young children with autism. External evaluation has highlighted the effectiveness of this work. Central Government should disseminate information, such as this, about good practice more widely.

Question 8

What further action could be taken to extend the use of Direct Payments by families of disabled children?

In Nottinghamshire we have introduced a pilot direct payments scheme and have a very successful direct payments scheme for disabled adults.

Our scheme has been a useful addition to the range of options available. Take up has been limited by two major factors:

- the lack of providers in the market place willing and able to provide services to disabled children. In Nottinghamshire we contacted every existing provider of adult services, only one was interested in developing services for children and families in response to the Carers and Disabled Children's Act
- parents of disabled children are very busy, they already have considerable pressures on them in caring for their disabled child(ren) and any siblings. Many parents and carers have told us that they do not want the added responsibility and pressure of recruiting and employing their own carers – they simply want a flexible quality service.

The experience would indicate that it may take some time for alternative providers of these services to become sufficiently developed. As and when alternative providers become established the local authority can progressively move to becoming a broker of high quality services.

Question 9

What more could be done to improve services for children and families of offenders?

We need to make sure that prisoners' families are recognised by universal services and given appropriate support. This is part of the wider agenda to ensure that all services are inclusive, providing the most to those who most need it. The Probation service needs to develop a more child-centred approach, recognising the needs of the whole family, not just the offender, so that for instance there is a whole family approach to discharge planning for offenders. The Probation Service should be involved in the developing Preventative Strategy, which needs to reflect the needs of children of offenders.

This cultural change needs to extend to the Prison service, so that the needs of the family and in particular the needs of children are taken into account when making decisions about where the offender is placed. This can facilitate access by children; and should be supported by additional resources to make visits more child and family friendly.

Chapter 4

Views are invited on the proposals set out in this chapter. In particular:

Question 10

What gets in the way of information sharing, and how can we remove the barriers?

We need clear messages and statements from Central Government that the welfare of the child is always paramount and that a cultural change is necessary to allow greater openness of information sharing. This message needs to be backed up by legislation or regulation and reflected by the Judiciary and the various professional bodies. Government also needs to integrate planning and development work, so that the IRT agenda is joined up with the work being led by Richard Grainger in the DH on IMT and the new General Medical Services contract.

The current interpretation of the legislative framework is the major barrier, although more could be done within the existing law. The way in which Caldicott Guardians interpret existing law is very different, with some in Health seeing names and addresses as being sensitive information.

The other major issue, particularly in a large County such as Nottinghamshire is the number of different places where data is stored. Social Services and Education have been investing in new information systems, so data sharing is now relatively easy. However each of our seven PCTs has their own systems, typically one (or more!) for GP information, one for Child Health Record and another for specialist services.

In Nottinghamshire through the IRT programme we are undertaking an audit of current data sharing protocols; we are planning to use these to debate the issues with Caldicott Guardians to see if we can reach a common position across the County to improve communication pathways in the first instance.

Question 11

What should the threshold triggers be for sharing information about a child?

Basic information such as the child's name and address, school, GP and other agencies and professionals involved should be shared very widely between professionals working in an area who have signed up to a basic joint protocol about confidentiality and data security. The law, regulation and guidance must make sure that all agencies can and will share this information.

In general parents and young people expect professionals providing services to have shared information and are surprised when we do not share this information. We should be open about our information sharing, giving parents information on what we are sharing and the reasons. Information sharing should proceed on the basis of informed consent wherever possible; we need to develop our practice to ensure this is addressed as part of the first contact with agencies. We also need to develop practice to gain consent from young people

Across agencies there are differences of view on when and how sensitive information should be shared without consent. On the one hand there is the view that information should be shared where professionals can positively show that this is in the best interests of the child or young person. On the other hand there is the view that there should be an assumption that information will be shared unless professionals can positively show that sharing information is likely to place the child at risk.

As we move more towards a Children's Trust model some of the institutional barriers between information sharing across children's services should be resolved. However, there is a danger that we create new barriers between children's services, young people's services and those adult

services meeting the needs of disabled parents, or parents with mental ill health. This means that we do need help to resolve the professional and legal barriers, perhaps with further legislation or statutory guidance aimed at Caldicott Guardians. The legislation could give agencies the right to share information if it is reasonable to think that this would promote the child's welfare; this could even be made into a duty.

The end result is that we need a common understanding – a Nottinghamshire protocol – that balances information sharing and confidentiality, which is interpreted in the same way across all agencies.

We think that there are huge legal, moral and ethical issues about flagging concerns about a child – what criteria are used, what are the appeal mechanisms, how is this reviewed? We need to make sure that being flagged is not stigmatising. Flagging a concern may also reduce personal responsibility for action, with the temptation on busy professionals to fall into a trap 'I have flagged my concern, so I don't have to worry', with someone else dealing with the problem. In Nottinghamshire we are developing a graduated response to the needs of children and young people. Our plans at present are that when a professional identifies a vulnerable child they will 'flag' to a system that they are doing something about it, retaining responsibility for making sure an action plan is in place.

Question 12

What circumstances (in addition to child protection and youth offending) under which information about a child could or must be shared without the consent of the child or their carers?

See above

Question 13

Should information on parents and carer, such as domestic violence, imprisonment, mental health or drug problems be shared?

As a matter of good practice we think that parents consent should be sought. However, we do think that information such as this is important to agencies providing services to families. Many of our staff are female; increasingly staff are working outside normal office hours, so we do have to be mindful of staff safety issues.

We need to continue to work to change the culture of organisations, so that families do trust agencies to keep confidential information confidential and is handled sensitively.

Question 14

How can we ensure that no children slip through the system?

This is extremely difficult, probably unachievable. We all need to continue to reinforce the lessons from the Laming enquiry (and many other previous enquires) to continue to develop excellent professional communication systems. All professionals need to see that it is their responsibility to ensure that children do not fall through the net; in this context we welcome the proposed legislation to encourage agencies to work together to promote positive outcomes for children and safeguard children.

With closer working together and the proposed IRT system we should be able to ensure that there is better co-ordination of information about children identified as being vulnerable. We do need to make sure that when children move there are robust systems in place to ensure a speedy transfer of records. A unique identifying number associated with each child could assist, but the

practical problems associated would have to be sorted out to ensure that children do not get given multiple 'unique' identifying numbers when parents have forgotten or deliberately destroyed the identifying number.

When children move around frequently, particularly if parents are very suspicious of authority figures then it can be very difficult to ensure that information about a vulnerable child follows the child. There are civil liberties considerations and a balance to be had between support and intervention, as well as– we do not want the IRT system to become a stigmatising label for parents and children – there is also the cost-benefits to be considered of a national identity card for all children.

Early identification of emerging difficulties is essential. It is also important to develop systems that ensure that our systems do not allow children, once identified to slip away. For example some services currently allow a child to be discharged if the family fails to attend appointments. Parents should not be able to do this – a child should not be discharged for as long as the initial reason for the referral remains.

Question 15

What issues might stand in the way of effective transfer across local authority boundaries

At present there are a number of systems and protocols in place, which are of varying effectiveness. IT compatibility remains an issue as not all systems are E-gif compliant at present. We have been talking to our neighbouring authorities as part of the development of our IRT system. For effective transfer of information we will need to have protocols in place and develop good practice across areas, based on piloting work undertaken by the Trailblazing IRT authorities. We will need to have effective systems in place to:

- flag up to show when and with whom information has been shared
- ensure that information on our databases is accurate and reliable
- be clear where a child has come from /where they are going to. At present there is no duty on parents to tell anyone where they are moving to - often we only find out that a child has moved when they register in a new area
- have named contacts in each area with responsibility for data transfer.

Some sharing across regions may be helpful to ensure at least some joint protocols across regions to smooth information flows.

Question 16

Should a unique Identifying number be used? Yes

We suggest that a number should be given at birth (or entry into the country) – it does not matter particularly what this number is – perhaps the NHS number or a National insurance number, which was issued at birth.

Views are also invited on the proposals relating to multi-disciplinary teams

Question 17

What are the barriers to developing them further in a range of settings?

We need good quality, rigorous evidence to show effective ways of developing multi-agency teams, so that we learn from other settings across children and adult services. We need to make sure that we learn from Sure Start and other initiatives to develop multi-agency terms where there is a real sharing of skills and knowledge. To simply co-locate teams in the same building does not have the same benefits as has been shown by some experiences with adult services.

We will need to develop a common vision for the teams across our partner agencies, making sure we are clear about boundary issues – where they are and how the teams will work with specialist and acute services. We need effective managerial and professional accountability and supervision arrangements, to ensure continued professional development, as well as dedicated project management time to help bring teams together.

A significant barrier to multi-professional team working is the pay and conditions of service. Teachers, local authority staff, health professionals and voluntary sector staff all have very different pay, holidays and other term and conditions of employment. This continues to be problematic within and between our local Sure Start Programmes. In addition to the impact of nationally determined conditions of service, account will also need to be taken of the impact of the legal requirements affecting each service, for example the statutory framework relating to Special Educational Provision.

Resources will be needed to support the development of local multi-agency teams. These are likely to incur costs arising out of a loss in economies of scale, as well as the need to find appropriate venues from which they can operate – both as office bases and to provide appropriate child friendly places to provide services to families and to meet parents in private. We will need to look at our local LIFT and other capital programmes to provide appropriate venues.

We need to ensure that there is an appropriate skill mix available in each of the locality teams, ensuring that there is a continued focus on safeguarding children. In a social services context this means having skilled staff who are able to make difficult decisions to institute court proceeding where warranted, whilst also having staff available to work with children looked after, providing high quality corporate parenting etc.

The data sharing issues will also need attention, to ensure that the teams can have one electronic user index and record.

Question 18

How can we ensure multi-agency teams have greater leverage over mainstream and specialist services?

The linkages between the multi-agency teams and the mainstream services will be very important. We do not want to develop further silos, a danger encountered by some Youth Offending Services. There needs to be strong links between the team members and their host organisations. This can be achieved through:

- robust protocols
- effective multi-agency working at all levels – operationally at the front line and at middle management level as well as strategically and politically
- quality assurance, setting and maintaining clear standards, aiming for continuous improvement across all services
- opportunities for secondment and sharing of skills and expertise
- fostering a culture which looks at the big picture, seeing the whole

system, focussing on outcomes for all children

- government action to integrate and rationalise planning frameworks, particularly across health, education and social services.

Chapter 4

Views are invited on the proposals set out in this chapter. In particular:

Question 19

How can we encourage better integration of funding for support services for children and young people?

This will be achieved, at least in part, through the development of the Trust model and by continuing to develop the good partnership working we have in the County to achieve mutually respectful partnerships between the statutory and the voluntary sectors to ensure coherence of effort and provision.

Better integration can also be supported by having one integrated funding stream from central government for preventative services, routed through the local authority, rather than a multitude of special initiatives from different departments across government. This fund would have to be controlled by the Children's Trust Board and used strategically to meet identified needs across the statutory, voluntary and community sectors. This would need to be supported by continued rationalisation of government targets and objectives.

Government needs to clarify the roles of performance management organisations, strategic health authorities, OFSTED, SSI and CHI. Government should develop more integrated targets, across Health, Education, Schools and Social Care, which look at holistic outcomes for children. The role of the Local Delivery Plans will need to be clarified, so that local planning for children is integrated taking account of the local implementation of the Green Paper and the Children's NSF across all agencies.

We also need to have the active involvement of local parents, children and young people in developing and shaping service delivery. For instance, as part of our Children's Fund Programme we have developed local area initiatives where we are adding value to local community support networks and building social capital.

Care will need to be taken to ensure that the different conditions that attach to particular funding streams do not undermine improved integration; for example the funding arrangements for schools and the resources to support statements of SEN.

Question 20

Should all authorities and other relevant local agencies have a duty to promote the wellbeing of children? **Yes**

This is long overdue and is strongly welcomed by all agencies in Nottinghamshire. Passing legislation is only the first step, government will need to consider the standards of practice required of the various local agencies and how this will be performance managed, building on the learning from effective ACPCs and good practice exemplars from across the Country.

Question 21

How best can young people be involved in local decision making and should the Government, for example, establish minimum standards for this?

In Nottinghamshire we have developed some excellent practice in involving young people in decision-making:

- The Listen 4 a Change group is a group of young people looked after who are influencing looked after services across the county
- Nottinghamshire Connexions is gaining a national reputation for involving young people on the LMC, in staff interviews and in monitoring effectiveness
- The Sure Start programmes have developed ways of involving children in decision making
- Our Children's Fund Programme has developed ways of involving children in project approval and appraisal
- In each of the seven district council areas the youth engagement team is setting up youth fora and youth Parliaments, linked to the local LSPs
- A steadily increasing number of schools have well developed systems in place to enable young people to contribute to the decision making process in support of the management and operation of the school.

In each case the ingredients for success are dedicated staff time to support and enable young people to participate and managers willing to involve young people in decision making.

One difficulty with standards setting is that it encourages superficial compliance, not the cultural change required to achieve real compliance – even if young people are sitting at the table this does not necessarily mean that they are really involved.

Question 22

Should Children and Young People's Strategic Partnerships and Local Safeguarding Boards be statutory and what should their powers and duties be?

Yes

Children's Strategic Partnerships should have an overall duty to promote positive outcomes for children in the area. Within our Preventative Strategy in Nottinghamshire we are developing headline indicators to measure progress. These indicators are likely to include:

- Numbers of young people aged 16 to 19 not in education, training or employment
- the proportion of 16 year olds with at least 1 GCSE and with 5 GCSEs at grade A* to C.
- Rates of truancy/exclusion.
- rate at which children are admitted to hospital as a result of unintentional injury resulting in a hospital stay of longer than 3 days.
- conception rates for those under 18
- the proportion of children registered during the year on the Child Protection Register who had been previously registered
- rates of offending and re-offending by young people.

We welcome the proposal to put Safeguarding Children Boards on a statutory footing. To be effective they need to have appropriate representation from each of the partner agencies – representatives with sufficient seniority to commit their organisation to action.

Question 23

How can we develop, enhance and encourage the Children’s Trust model?

Additional resources (time, money and expertise) will be needed to enable the pathfinder trusts to develop models of good practice, recognising that to be effective requires considerable whole systems cultural change – it is not simply (or even) a question of structural change – requiring multiple actions at all levels to ensure sustainable cultural change.

Government and regions should facilitate and encourage learning between the Pathfinder Trusts, which can then be shared wider.

We need greater clarity from Government on how health services should fit in with Children’s Trusts. SHAs and NHS Trusts (Acute and PCTs) are integral to the development of Trusts; they will fail without the full support of our health colleagues.

Consider and resolve the clinical and other governance issues raised in the introduction, as well as giving us the necessary resources and time to achieve effective change.

Consideration of the role played by schools within the Children’s Trust model will require careful consideration to reflect local circumstances. The role and autonomy of governors and head teachers regarding services located in or around schools will need to be clarified. Central Government will need to give full consideration to the tension between policies on school improvement and the promotion of social inclusion. This tension will be highlighted when the welcome proposals for the school to act as a hub for the local delivery of other services to children and families interacts with the perceived drive of government for schools to focus on attainment at the expense of the whole child. A radical rethink would be welcome of the current emphasis on a rather narrow range of attainment, as currently measured and published.

Question 24

What services should be required to form part of Children’s Trusts and what are the risks involved in involving more services, for instance aligning Connexions geographical structures with Children’s Trusts

The term Children’s Trust is not always helpful in that it implies a fully autonomous body, independent of existing NHS Trusts.

The development of the Children’s Trust should be a stepwise approach, firstly looking at ways to break down barriers between professionals, learning lessons from the Sure Start Programmes and the integration of services for older people. Planning of services needs to be brought together at an early stage. Structural change should follow on from integration at the service provision level.

The involvement of Connexions in proposed Trusts is welcomed, but we do need to clarify governance arrangements.

Government also need to consider the governance arrangements for children’s health services, whether that will fall to the democratic accountability of the local authority or remain within the existing accountability arrangements for health Trusts.

Question 25

How can Inspections be integrated better?

We need to see a move away from inspections as inquiry, towards a regime that is supportative and enabling, promoting and encouraging a climate of continuous real improvement and quality assurance. This should be undertaken by inspection teams who have a wider understanding of 'joined up services'.

Now is the time for a significant reform of the inspection system. Ofsted and SSI need to be merged into a single public service inspectorate, possibly under the auspices of the Audit Commission. The focus needs to be on developing the reliable capability within organisations to constantly scrutinise their own performance against nationally established appropriate criteria. Different criteria would therefore apply to schools, children's homes, LEAs and Social Services Departments with a merging of criteria as appropriate to the structural arrangements in a given LA.

The approach to inspection should then be a rolling programme of annual externally validated self-reviews with a maximum period of 5 years to cover the full criterion framework. Organisations should have the right and be encouraged to choose to give priority to weaknesses, with the external validation being required to offer advice as appropriate once the nature of the weakness is identified.

Chapter 6

Views are invited on the proposals set out in this chapter. In particular:

Question 26

What are the priorities that the workforce reform strategy should tackle to improve recruitment, retention and incentives for those working with children?

Pay, status, training and terms and conditions all need to be given attention in the workforce strategy. We welcome the proposed work to raise the status of social workers, recognising the valuable role they have to play.

The major issue we have is recruiting appropriately trained staff. Retention is not such an issue. We are tackling our recruitment issue by using more health care assistants, social work assistants and non-teaching assistants. Traineeship schemes have been developed within some PCTs and Social Services to second staff onto professional training courses.

We also need to continue efforts to promote flexibility in working patterns – career breaks, part time working etc, whilst continuing to meet the needs of parents and children.

We welcome the proposals in the Green Paper to develop a common framework for professional qualification. Such a climbing frame will need to take account of prior learning and experience.

Question 27

Should all those working with children share a common core of skills and knowledge? Yes

This should include:

- Child development
- Working with whole families
- Communicating with children and young people
- Safeguarding children and young people

- Basic counselling skills
- working with diversity, equal opportunities and inclusion/
- Multi-agency and multi-disciplinary working
- Legal framework.

Question 28

Should there be a common qualification structure for all those in key roles working with children? If so what roles should it cover? Yes

Staff working with children should have a common core set of knowledge and skills. This should cover all staff from play workers to teachers, police and medical staff.

It is essential that safeguarding children is integrated into the core professional training for all staff groups – it should not be seen as a post qualification add on.

Bramcote Hills Comprehensive School: Yr. 12"

Date: 20/11/03

Address: Moor Lane, Bramcote, Beeston, Nottingham, NG9 3GA

Contact: Lorna Brooks

Responses to Questions

1	<ul style="list-style-type: none">• More information i.e. one sided leaflet and websites.• Maintain contact on a regular basis.• More speakers in college/school.• Visits to council buildings.• Relate information to young people.• Council needs to be more open about their work.• Activities after school to get involved in the council.• Citizenship Education at a younger age.• TV adverts.
2	<ul style="list-style-type: none">• A room for students to get advice and help on issues such as bullying, family planning and drugs.• Better transport after school.• Somewhere for young people to chat and meet friends.• Get young people involved in decision making i.e. new buildings and decoration.• Services based in one place.

3	<ul style="list-style-type: none">• Improved after school and holiday activities i.e. days out and visits.• Taster Sessions e.g. Karate.• Tell young people how much money is in each area and involve them in local decision making to get ideas on how the money should be spent.• No teachers involved.
	<u>Additional Comments</u>

Bramcote Hills Comprehensive School: Yr. 9

Date: 06/11/03

Address: Moor Lane, Bramcote Hills, Beeston, Nottingham, NG9 3GE

Contact: Lorna Brooks

Responses to Questions

- | | |
|---|--|
| 1 | <ul style="list-style-type: none">• District and County Websites for young people• Organised school trips to government buildings• More meetings with Youth Centres/Youth Workers• Easy accessible advice for options after GCSE's• More consultation sessions• People coming into school to talk in assemblies about the whole system e.g. social services, youth services, and different council departments.• Have guidance lessons on council subjects• Plays to help us understand what help is available and to show the government is willing to help.• Simpler information• Come into school to do questionnaires and take them way on the same day otherwise they might not get handed in. |
|---|--|

2	<ul style="list-style-type: none"> • After School Clubs that anyone can go to - boys and girls of all ages • Activities to include sports, computer access, building skills for future life, anger management, drama, art, dance, and more information about youth clubs • Other people than teachers running after school clubs • People from youth groups coming into school to help with drugs, smoking, violence and bullying etc • Transport to get home after school activities • More health and social workers coming into school • Youth clubs out of school • Suggestion box in school to get ideas • Discos at school • Celebrate occasions like Halloween, Easter and Guy Forks Night
3	<ul style="list-style-type: none"> • Young people in each area should choose what the money is spent on
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	<p><u>Additional Comments</u></p>

Broxtowe Youth Council

Date: 21/11/03

Address: Beeston Youth and Community Centre

Contact: Keith Hanbury

Responses to Questions

1	<ul style="list-style-type: none">• People from the council to come into school/youth clubs and talk to us.• Adults need to make sure all young people have a voice.• More money to go on promotion of youth organisations and activities.• Research and improving education• More choice and a say in school events.• Getting feedback from our views.• More and easier information on the local council.
2	<ul style="list-style-type: none">• More sports competitions.• Extra school buses.• More awareness of the Connexions service.• Improve equal opportunities.• Advice about careers, drugs, etc. – not just leaflets.
3	<ul style="list-style-type: none">• Young people in local areas should have a say in how money is spent – summer activities are a good idea.
	<u>Additional Comments</u>

Connexions Local Management Committee

Date: 17/11/03

Address: Edwinstowe House, Edwinstowe, Nottinghamshire

Contact: Sam Upton

Responses to Questions

- | | |
|---|---|
| 1 | <ul style="list-style-type: none">• More information about council members.• More inclusion in local debates.• Vote at 16.• Better/bigger representation• Council needs to gather better awareness of local areas.• Young people have face to face contact with young people.• More contact with council officers.• Council officers need a better attitude/approachability to young people.• Build better bridges with young people on a regular basis.• Council to look at opportunities for all young people with or without a disability.• Council needs to publicise activity to young people regularly.• Provide more support for under represented groups.• Give young people an opportunity to directly address the Prime Minister. |
|---|---|

2	<ul style="list-style-type: none"> • More variety of sports – access i.e. gender. • Counselling; Personal development, exams, sexuality, bullying. • Youth Workers in school. • Police image – No uniform and training to work with young people. • Connexions - presence in school, profile needs to be raised more careers information. • Training for young people i.e. Assertiveness and self-defence.
3	<ul style="list-style-type: none"> • Activities all year round evenings, weekends and holidays. • Improved transport with lower fares for young people. • Media, Drama, motor projects, music workshops. • Safe places to meet friends. • Media studios – accreditation/ taster courses e.g. hairdressing/mechanics. • Drop in centres, homework cafes. • Sports leadership. • Chill out zone youth centres/ forums. • Young people’s trendy bars – information centres. • Young peoples involvement in decision making. • Better integration of young and older people – community work.
	<p><u>Additional Comments</u></p>

Kirkby College: Year 10

Date: 07/11/03

Address: Tennyson Street, Kirkby-in-Ashfield, Nottingham, NG17 7DH

Contact: Karen Bowers

Responses to Questions

- 1
- Go to the council for open days
 - Send surveys to school
 - Someone from the council to come and talk to groups of students every week
 - It would help when people come into school to listen to suggestions
 - More verbal information
 - Have a teen council after school
 - Presentations form the council
 - Separate building for young people next to the district council
 - Listen to every opinion

- 2
- Clubs for sports, music, drama in school and out of school
 - Skate park
 - Therapy and mediation
 - Big sister/brother week
 - Adults to talk to who don't want to get too involved – people to listen to young people that wont take action if the pupil doesn't want them to.
 - Teachers should take courses to become support staff
 - More social events

	<ul style="list-style-type: none"> • Charity and fundraising events
3	<ul style="list-style-type: none"> • More youth centres • Chill out rooms/community place • First aid courses • Places for local bands to practice
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	<u>Additional Comments</u>

Kirkby College: Year 11

Date: 07/11/03

Address: Tennyson Street, Kirkby-in-Ashfield, Nottingham, NG17 7DH

Contact: Karen Bowers

Responses to Questions

1

- Publicise websites more.
- Websites for young people.
- Present the information in a way that young people can understand.
- More visits to schools from people working in the council to talk to young people.
- Bigger youth department.
- More advertising e.g. colourful posters.
- More available information e.g. booklets and leaflets.
- Giving young people the chance to vote on issues that relate to them e.g. sports facilities,
- Young people to link with local council on youth issues.

2

- After school clubs e.g. science, art, music, drama.
- Permanent career advisor.
- More support groups for problems at home/school that are confidential.
- Permanent nurse for check ups and sexual health advice.
- Access to public services through school e.g. family planning, police service, social services and counsellor's.
- More peer mentors to help with problems like bullying and family

	<p>matters – 6th formers could help older year's e.g. year's 10 and 11.</p> <ul style="list-style-type: none"> • More information available on local support groups e.g. racial abuse, sexuality worries, and mental/physical health.
3	<ul style="list-style-type: none"> • Funds should be spent on improving poorer areas e.g. living conditions, hygiene/health, youth hostels, education, leisure activities, and medical facilities. • More residential's available with confidence building exercises, team building skills, communication skills, fitness and social skills. • More local youth clubs for different age groups with different activities and more choice. • Allow people from poorer towns to give their opinions e.g. ballot box, questionnaires, surveys. • More public facilities e.g. swimming pool, ice rink, cinema, carnivals, high street shops • Young people should have a say in what the money is spent on in their local area. • Holiday activities including trips. • Activities for young people in the evening as well as the holidays
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	<u>Additional Comments</u>

Manton Mobile Project

Date: 19/11/03

Address: Worksop Scout Hut, Slack Walk, Worksop, Nottinghamshire

Contact: Jo Down

Responses to Questions

1	<ul style="list-style-type: none">• Adults who work for the council need to listen more to young people and respect their views and take them seriously.• More information about youth councils/forums• People from the council to come and talk to us i.e. Youth Workers based in a community place and Connexions.
2	<ul style="list-style-type: none">• Places for young people to go and get advice in school I.e. family planning, counselling, and drugs advice.
3	<ul style="list-style-type: none">• Not summer activities – money should be spent on school.
	<u>Additional Comments</u>

Minster Church of England Comprehensive School: Yr.9

Date: 20/11/03

Address: Nottingham Road, Southwell, Nottinghamshire, NG25 0HG

Contact: Jane Lidster

Responses to Questions

- 1
- Lower the voting age to 13/14 years.
 - Representatives from the council to talk to classes at school.
 - Visits to council buildings.
 - Listen to what young people say and take their views seriously.
 - Websites for young people to express their views.
 - Give more information about council plans and intentions e.g. why build an old people's home next to a skate park?
 - More information about council meetings.
 - Open meetings for young people to attend.
 - Text message voting.

- 2
- Youth Workers in school.
 - Less ridged curriculum in school.
 - Counsellor.
 - Sports facilities.
 - More varied after school clubs.
 - Access to IT facilities.
 - Family planning

3	<ul style="list-style-type: none">• Residential trips/visits.• Camping.• Cycle paths.• Transport for young people.• Adventure activities• Youth workers• Youth Clubs/dance clubs• Leisure centres• Make sure all children have access to computers
	<p><u>Additional Comments</u></p>

Minster Church of England School: Yr.10

Date: 20/11/03

Address: Nottingham Road, Southwell, Nottinghamshire, NG25 0HG

Contact: Jane Lidster

Responses to Questions

1	<ul style="list-style-type: none">• Council members need to ask us what we think instead of using their own ideas.• The council should give more people time and listen to their views• Young people should have the opportunity to go to council meetings and for council members to visit schools and youth centres.• Young people should have visits to council buildings.• More information and advertising about the council and youth councils.• Producing questionnaires and sending them to young people's homes and youth centres.
2	<ul style="list-style-type: none">• Have a youth worker in school.• More activities after school other than sport e.g. youth time where you can chill, listen to music and not get into trouble or be told off for hanging around.• More access to IT facilities.• Breakfast clubs with free toast.• Full time nurse or someone to talk to if you need advice and help.• Counselling• Mentoring in school.• More personal advisors in school.

	<ul style="list-style-type: none"> • Social Services in school.
3	<ul style="list-style-type: none"> • They could ask the children in the area if they are pleased with the activities in their village/town and give young people the opportunity to make decisions on further activities. • Money should be spent on things in school i.e. counselling. • Better and more youth clubs. • More leisure facilities i.e. Swimming pools. • Summer Camps and visits to other places.
	<p><u>Additional Comments</u></p>

Minster Church of England Comprehensive School: Yr.12

Date: 20/11/03

Address: Nottingham Road, Southwell, Nottinghamshire, NG25 0HG

Contact: Jane Lidster

Responses to Questions

1	<ul style="list-style-type: none">• Local council needs to be more accessible to young people.• Improved communication so that young people know who to go to in the council.• Council websites for young people and more publicity on current websites for young people.• Young people need to be more involved in decision making.• The council needs to be less patronising – communicate with intention not a token gesture.
2	<ul style="list-style-type: none">• Active figure in school i.e. counsellor or nurse to get advice.• Connexions P.A.'s in School more often – who, what, where, when• Continuation of after school clubs.
3	<ul style="list-style-type: none">• Ask young people how the money is spent in local areas• A place for people to go – long term not short term• Up grading what we already have.
	<u>Additional Comments</u>

Pioneers Youth Forum

Date: 30/10/03

Address: Disability Unit, Botany Park, Mansfield

Contact: Margaret Clements (Youth Services)

Responses to Questions

1	<ul style="list-style-type: none">• Booklets and text messages are popular but not very accessible to young people with disabilities.• Video with subtitles and signing• Signs and symbols• DVD• All three levels of the council need to have ways of consulting young people especially at a county level• Services need to be more accessible so people don't have to fight for their basic rights.
2	<ul style="list-style-type: none">• There are problems accessing services after school because of transport• There are problems for young people with disabilities accessing school buildings• Schools are not necessarily the best place for extended activities. Who would provide support for young people with disabilities to access these facilities? Some may have to pay additional fees for the support they need. There should be funding alongside this and be part of the funding formula.• Activities that young people would like to engage in include sport, dance, drama, art and craft, and IT. Young people would also like somewhere that they can socialise with their peers, play games and go on camps and residential's.• More inclusive and accessible advice and information for young people with disabilities about health, housing and benefits and other information.
3	<ul style="list-style-type: none">• Summer activities throughout the holidays with the youth service. These include; camps and residential's, drama and music, break from the family, arts and crafts, sport and trips and visits, nights out to night clubs/discos.

	<ul style="list-style-type: none"> • Young people should decide what the money is spent on, in a structured, safe and supported environment that meets everybody's needs – joint decision making.
4	<ul style="list-style-type: none"> • More open systems so that families can get monies that they are entitled to. • Have a loan system for families that need money and repay when the benefits come through. • Simpler forms and information for young people with disabilities • More accessible buildings i.e. public services. • Three years is too short we need a long-term consultation that can be built into a sustainable and flexible service/opportunities. Money needs to be there for a longer period of time.
5	<ul style="list-style-type: none"> • Make the process easier and more transparent. Check the rules and review to make sure they are relevant to fostering today. • Fostering and Resident Orders should provide the same amount of money per child because there are differences in the claims you can make for example beds.
6	<ul style="list-style-type: none"> • Don't think it is fair for services to discuss issues about a young person without them knowing. Young people need to be asked before services talk to each other. • Lead professionals are a good idea as long as they listen to the young person and that the young person can trust them. Young people need to be able to change if they are not happy with the lead professional.
7	<ul style="list-style-type: none"> • Being able to say what they need without having to fight. • Families and young people need to be consulted when deciding what help they need.
8	<ul style="list-style-type: none"> • More recognition for the work that they do. • Youth workers are not recognised as professionals in the same way

	<p>as education, social services and health – this needs to change because their work is just as important and their profile needs to be raised.</p> <ul style="list-style-type: none"> • Financial recognition – increase in wage. • Look at the training and how people can access this if they don't have academic qualifications. • Hours of work, childcare, flexibility and support need to improve.
	<p><u>Additional Comments</u></p> <ul style="list-style-type: none"> • If you are going to use booklets don't put too much writing in them • Connexions need to make sure they recognise the age group for young people with disabilities and publicise this in any publicity or documents • Little reference to inclusion, where are the images of young disabled people.

<p><u>Ranskill Youth Group</u></p>	
<p>Date: 13/11/03</p> <p>Address: Youth Service Mobile bus in Ranskill</p> <p>Contact: Andrea Oswin</p>	
<p style="text-align: center;">Responses to Questions</p>	
<p>1</p>	<ul style="list-style-type: none"> • More opportunities to get involved and understand the work of the council and for young people to meet council members. • People from the council to visit young people and talk to them. • Easier information for young people about the council and council meetings. • Young people need to be listened to.

	<ul style="list-style-type: none"> • Young people need an equal voice in what happens in their local area. • More youth councils and youth forums. • Video about the council to help young people understand.
2	<ul style="list-style-type: none"> • More activities after school like football, cricket, tennis and IT facilities. • More transport to get home after school activities. • Counselling in school. • Social workers • Youth Workers should be more involved in school activities so that young people can do the Youth Achievement Awards. • Family planning advice and sex education.
3	<ul style="list-style-type: none"> • Motor bike track. • Camping • Sports facilities. • Cheaper transport and more buses. • Summer activities are a good idea but they need to be what young people want to do examples include; paintball, adventure activities, cars and motorbikes, coaching courses and football.
	<p><u>Additional Comments</u></p>

Rushcliffe Youth Action Network (RYAN)

Date: 28/10/03

Address: Aslockton parish field – Youth Service Transformer Bus

Contact: Jude Long (Rushcliffe CVS)

Responses to Questions

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|---|---|
| 1 | <ul style="list-style-type: none">• Although I'm not sure what the local council does, if I did, I don't think they are very accessible to young people because of the older people that work there and all the different departments.• Text messages because they are easy to respond to.• PSHE lessons because you can share ideas and give a class response. |
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| 2 | <ul style="list-style-type: none">• Homework Clubs to use the library and other facilities• Sports activities like climbing• Personal Advisors |
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| 3 | <ul style="list-style-type: none">• Areas to meet where it is warm and people don't accuse you of causing trouble• Mini bus and more regular public transport going to more places at more times• Skate Park |
|---|--|

4	<ul style="list-style-type: none"> • I'm not sure because I have not come across those problems before I would suggest drop in centres so people can get advice, information and contact numbers.
5	<ul style="list-style-type: none"> • More advertising • More awareness • More support for foster carers • Let new foster carers talk to other foster carers to share experiences and get reassurance so they don't feel isolated and on their own.
6	<ul style="list-style-type: none"> • If a young person has problems then everyone needs to be aware otherwise they can't help. • I don't think it is ok for services to share telephone numbers or addresses but it is ok to mention the young person' name. Its important to respect confidentiality and to make sure some one is responsible for the young person.
7	<ul style="list-style-type: none"> • Different people have different circumstances but if a person is not able to make decisions, then someone needs to make them for them. Maybe a team of specialists to help make decisions.
8	<ul style="list-style-type: none"> • I'm not sure what the question means
	<p><u>Additional Comments</u></p> <p>None</p>

Scargill Walk Centre

Date: 06/11/03

Address: 32 Scargill Walk Centre, Scargill Walk, Eastwood, Nottingham, NG16 3AY

Contact: Ellie Lodziak

Responses to Questions

1	<ul style="list-style-type: none">• Easier Forms• More information about different services that is easier to read e.g. Housing, Youth Provision• Video's
2	<ul style="list-style-type: none">• Listeners in school that are not teachers so that young people have got someone to talk to. Professionals working with young people need to listen and be able to understand.• Helplines like the Samaritans
3	<ul style="list-style-type: none">• Places for young people to go without having to pay. You could offer a donation instead and that would make you feel better.• Centres for different age groups i.e., 18-20 year olds that are open at weekends.
4	<ul style="list-style-type: none">• More help with child care and the costs• More help with employment• More family centres that are easier to access• More information about the services available to families• There should be someone to talk to before Social Services, as they are a bit harsh and don't understand reality.• Social Workers need to change their image and the way that they

	work with people to make families see them in a more positive light and to provide easier information.
5	<ul style="list-style-type: none"> • Don't know really, why ask us about it when foster carers are more likely to know about it.
6	<ul style="list-style-type: none"> • Services that work together should have the most important service for the young person as the lead professional e.g. if a young person has a drug related problem then the drug worker should be the lead and involved before the police or probation service. • Services should not use names when talking about young people. The young person should be told and asked to sign a form to say that it is ok. • When storing files on young people their names and addresses should be kept in a different place to the case notes with a number to link the two files. This will respect confidentiality.
7	<ul style="list-style-type: none"> • More services other than social workers to help families.
8	<ul style="list-style-type: none"> • Not sure, people need to be interested in working with young people and have good communication skills.
	<u>Additional Comments</u>

Sherwood Hall Comprehensive School

Date: 03/11/03 and 04/11/03

Address: Sherwood Hall Road, Mansfield, Nottingham, NG18 2DY

Contact: Mr Gamble

Responses to Questions

1

- Regular surveys
- Protests
- Better information on how to complain
- School – based council open days
- Interactive Television
- Lessons in school - Council Members to attend
- Youth Centres
- Suggestion Boxes
- Free helplines
- Internet/email
- School Councils should be able to put forward their ideas to district councils
- Youth Council
- Connexions service in school
- Young people should be more involved in making decisions – votes
- Text messages

2	<ul style="list-style-type: none"> • Wider variety of after school activities ie. IT facilities, music, social area, swimming, homework clubs with access for disabled young people. • Free transport • Discos • Better cafeteria facilities • Student newsletters • Student Council Improvement
3	<ul style="list-style-type: none"> • Youth Centres • More charity days to raise money and involve more people • More trips • Astro turf and lights • Better adverts for youth activities • More information about funding • Subsidised activities • Adventure Parks with paintball, quad biking ski slopes, rock climbing, scuba diving, camping and hiking weekends
4	<ul style="list-style-type: none"> • Open days • Free helplines and leaflets • Support groups • Television advertising to give advice on how to care for children • Interest free Loans • Discount Cards • Paid leisure so people with little money can still go out every now and then.

	<ul style="list-style-type: none">• Counselling• Free childcare
5	<ul style="list-style-type: none">• Advertising• Incentives - more money• Information groups• More flexible training• A video• More awards
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7	
8	
	<u>Additional Comments</u>

Toot Hill Comprehensive School Year 9 PSHE Class

Date: 05/11/03

Address: The Banks, Bingham, Nottingham, NG13 8BL

Contact: Jenny Brown

Responses to Questions

1	<ul style="list-style-type: none">• Contact people through school• Text Messaging• Internet and Email• Concentrate more on children's services e.g. parks, school, youth clubs• More promotion of youth councils and forums• Questionnaires sent to every child's home• Child's Council with one adult who sits there and listens• A box for ideas in each town• Better communication between adults and children
2	<ul style="list-style-type: none">• More buses and transport• More sports activities• Celebrities and 6th formers to do things with us after school• More careers information• Full time nurse so that young people can talk to someone• Trips• Get involved in more projects and presentations e.g. Heartstone Project
3	<ul style="list-style-type: none">• Young people in each area should be asked what they want to do

	<ul style="list-style-type: none"> • Sports equipment e.g. hockey and rugby • Skate parks • Youth Centres
4	<ul style="list-style-type: none"> • Support groups
5	
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	<p><u>Additional Comments</u></p> <ul style="list-style-type: none"> • We want adults to realise that we are human beings. We do have views, feelings and needs. If we are given the right opportunities then maybe the problems will soon disappear

Toot Hill Comprehensive School: Year 10 PSHE Class

Name/ Organisation: Date: 05/11/03

Address: The Banks, Bingham, Nottingham, NG13 8BL

Contact: Jenny Brown

Responses to Questions

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|---|--|
| 1 | <ul style="list-style-type: none">• The council are more worried about the poorer areas like St Ann's and are not bothered about the people in other areas like us.• Members of the parish council should come to school and talk to us about relevant decisions.• Young people should be able to vote on what changes should happen in each area.• We need more information about the council• Telephone• Websites / Email / MSN messenger• Newsletters• Council members coming in to school |
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| 2 | <ul style="list-style-type: none">• There should be a school counsellor who is always there for people to talk to.• There should be a support service for people that get bullied or have family problems or problems at school.• There should be a classroom in each block where people can go at lunchtime to do work.• More sports equipment• Health services• Use of school rooms/facilities after school hours |
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3	<ul style="list-style-type: none"> • Trips and team building activities like camping • Extra curricular activities and homework clubs that go on until 6.00pm • More trips • Social workers or someone to talk to that will listen • More ramps for disabled people • After school activities chosen by the pupils. Pupils should have more involvement in decision making. • Fundraising events for trips • Youth Centres • Parks and Shelters
4	
5	
6	
7	
8	
	<u>Additional Comments</u>

Toot Hill Comprehensive School: Year 11 PSHE Class

Date: 05/11/09

Address: The Banks, Bingham, Nottingham, NG13 8BL

Contact: Jenny Brown

Responses to Questions

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|---|---|
| 1 | <ul style="list-style-type: none">• Young people should be able to vote when they are 15 years old• Questionnaires• People from all layers of the council could visit schools and talk to us• Adults need to listen more and respect young peoples views• Links from school to parish councils e.g. newsletters• Activities after parish meetings to encourage young people to be involved in meetings |
|---|---|

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| 2 | <ul style="list-style-type: none">• Counsellors• Youth clubs with a canteen, youth workers and health workers to get advice on things like contraception.• Different sports activities• Adventure activities e.g. paintball• More transport• More things at lunchtime e.g. games, music, computers |
|---|---|

3	<ul style="list-style-type: none"> • Improving youth centres • Trips/Visits in the holidays • Support for young people • A café to study and use the internet
4	<ul style="list-style-type: none"> • Counselling • More money to support them • New homes
5	
6	
7	
8	
	<p><u>Additional Comments</u></p> <ul style="list-style-type: none"> • Book is un-interesting

Tuxford Comprehensive School Inclusion Unit Yr. 10 and 11

Date: 19/11/03

Address: Landa Grove, Lincoln Road, Tuxford, Newark, Nottinghamshire, NG22 0JG

Contact: Kerry

Responses to Questions

- | | |
|---|--|
| 1 | <ul style="list-style-type: none">• Adults need to listen more to young people's views.• People from the council should come in to school and talk to pupils so that they understand.• Suggestion boxes and feedback• People who work for the council/government need to respect young people's views and answer any questions.• Parish Councils need to involve children and young people.• Young people need to go to council meetings but with a less formal set up. |
| 2 | <ul style="list-style-type: none">• More access in school to use facilities i.e. IT and Sport• Connexions to come into school for longer so more people can talk about their future.• Services in school like family planning and advice. |

3	<ul style="list-style-type: none"> • Activities should be all year round • Motor cross tracks, horse riding, swimming pool, trips and visits, ice skating, cinema, bowling, under 18's café with smoking and music facilities and cheap drinks and food. • Young people should have a say in what the money is spent on in local areas. • Somewhere for young people to practice graffiti or artwork. • Young people should be involved in planning summer activities. • Information for parents about activities so that they know you are in a safe environment. • Sports activities that involve both genders. • Low prices for young people
	<p><u>Additional Comments</u></p>

Valley Comprehensive School Year 10

Date: 13/11/03

Address: Baulk Lane, Worksop, Nottinghamshire, S81 7DG

Contact: Margaret Hamilton

Responses to Questions

1	<ul style="list-style-type: none">• Advertise youth councils more so that young people can get involved.• School trips to local council.• More leaflets about the council and council websites.• Websites and leaflets designed by young people to encourage others to read them.• Surveys• Meetings• Opportunity for young people to get involved i.e. voting.
2	<ul style="list-style-type: none">• Transport home from clubs.• More people to talk to about your problems i.e. health workers, counsellors, careers advisors and social workers in school.• Have clubs for every subject to help with exams and coursework.• Connexions to visit school more.• Family Planning Clinic.• Advice for parents.

3	<ul style="list-style-type: none">• Ask young people in local areas what the money should be spent on.• Cheaper sports facilities.• Places to meet friends out of the cold.• Bowling alley, cinema, ice skating
	<p><u>Additional Comments</u></p> <ul style="list-style-type: none">• Too much writing in the booklet so it is hard to understand.

COMM/CAB/CAB161A3 (VS)