



Policy & Research Briefing

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A short guide for Trust partners on what's new in policy and research

Dear Colleagues

While many of us are recovering from the raft of colds that are sweeping across the City, it has been another month of opportunities and excitement in Plymouth. There were plenty of 'oohs' and 'aahs' at the spectacular fireworks display on the Hoe. The traditional bonfire, topped with a guy made by some of our local school children who had been working with Stiltskin Creative Arts and Theatre Company, was a huge success. I hope everyone who celebrated bonfire night enjoyed it safely.



The Plymouth Life Centre has now unveiled the proposed climbing facilities. I'm sure that the aerial assault high-ropes course, which will span 26 metres suspended in the air and consists of six individual elements - Wind Chimes, Jacob's Traverse, Crawl Tunnel, Islands in the Sky, Spider's Web and Net Crawl, will prove popular with our children and young people as it is aimed at all ages and abilities including disabled users who can be assisted by an instructor.

We continue to move forward as a Trust within the Plymouth 2020 Partnership. In the next edition of this brief I hope to let you know more about the priorities for the City, which all agencies have now signed up to. In such a time of 'austerity' it is even more important that we continue to work together and not lose sight of the reason we are here – to improve outcomes for children, young people and families.

Please be assured that all of us across the Trust are working hard to find solutions to address the tightening budget situation, and collectively looking for ways to make our services more efficient as well as more effective. We have come a long way as a Trust and it is at times such as this when effective partnerships like ours are worth their weight in gold.



With Best Wishes

Bronwen Lacey

Chair of the Plymouth Children and Young People's Trust Executive

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Focus on: Anti-bullying Week 15-19 November 2010

November is the month in which National Anti-bullying Week takes place. The focus this year is **'Taking Action Together'**. This campaign highlights that everyone in the school and wider community has a responsibility to act against bullying.

The key messages in the campaign are:

- Bullying will only stop if we take action together;
- Bullying behaviour can be fuelled by the action, or lack of action of the bystander;
- We know that significant numbers of children and young people who witness bullying still don't tell anyone or take action to stop it;
- The majority of children, adults, schools and communities want to take action to tackle bullying but sometimes it can be hard to know who to tell, who can help, and what strategies really work;
- We want every child, adult, school and community organisation to make a pledge to take action against bullying.

There are a vast number of initiatives happening throughout this week across the country. A useful resource for anyone interested in the issue of bullying behaviour is the [Anti-Bullying Alliance](#) website. There are resources for schools such as assembly ideas and lesson plans as well as research publications and guidance for all of those working with children and young people as well as children and young people.

So what's been happening in Plymouth to mark the week??

A number of schools across Plymouth have been **'Taking Action Together'** and demonstrated this in Drake Circus on 16 November. The children and young people involved produced dances, art work and poetry to underline the effects of bullying and to highlight how we can work together to act with more kindness to each other. The activities were also aimed at enabling children and young people to develop their confidence in tackling bullying and joining in with community events. Dance productions started at 10:00am and continued throughout the afternoon.

What else has been happening recently in Plymouth to tackle bullying behaviour??

Plymouth has a city wide [Tackling Bullying Together](#) strategy and as part of the implementation of this, work has been under way to look at bullying behaviour in various locations. This includes community settings and on the journey to and from school, as young people in the city highlighted this as one of the areas they experience bullying behaviours. By working with the Police and the city's private bus companies, young people from two Plymouth schools have taken responsibility for their own behaviour and developed a 'code of conduct' to abide by when travelling on buses to and from school. Pupils recognised that what they see as a bit of harmless fun on the way home could be viewed very differently by other bus users. The code of conduct lays out a set of rules for what is acceptable behaviour. Pupils have also designed posters and leaflets to be used to remind them of the code when on the buses. Each school has also appointed 'bus monitors', who are generally older pupils who travel on the bus and will make sure the code is being followed. Since the start of this academic year, PCSOs have also been travelling on the school buses each afternoon to engage with the pupils and continue promoting the code. As a result of this work, two young people representing the schools have been put forward for a Herald award.

For staff working in settings with children and young people there is an anti-bullying toolkit, which aims to:

- Raise awareness of the types, consequences, roles in and reasons for bullying;
- Develop a common understandable language in and across agencies;
- Ensure that all agencies can develop successful strategies pertinent to their settings to combat bullying and to develop resilience in children and young people;
- Respond to key issues around bullying in a confidential and supportive way for all children and young people so that children and young people are confident that their concerns are taken seriously and dealt with on a case by case manner.

To ensure your setting has a copy of this useful resource please contact: Abigail.jago@plymouth.gov.uk

Research in Practice (RiP) new publications

Two new publications are now available on the RiP website. Make sure you login to reap the benefits of these resources and remember there are numerous free learning events available too. For information and guidance on accessing the website please contact Abigail Jago Tel: 307113 Abigail.jago@plymouth.gov.uk.

Performance Pointer: Children missing from home or care - Running away is linked to having serious immediate risks including offending, substance misuse and sexual exploitation as well as poor outcomes in adulthood. This Performance Pointer is aimed at staff involved in performance monitoring as well as those working in service delivery and it brings together research, best practice and performance data.

Frontline Briefing: Child Development -This is the first in a new series of briefings for frontline practitioners and will be of wide relevance across social care, education and health. Understanding child development is fundamental to all professionals working with children, but receives less attention in professional training. The briefing draws together established theory and research with advice on how to apply this knowledge in direct work with children, young people and families.

The web address is www.rip.org.uk, click [here](#) to download the flyer explaining how to login to the website.



The Children's University in Plymouth



The Children's University is a national organisation offering children aged 7-14 a programme of high quality learning opportunities outside of school hours with a focus on rewarding participation, raising aspirations and encouraging engagement with learning. For more information visit the website: <http://www.childrensuniversity.co.uk/>. Plymouth has established a local Children's University Centre. This is now being rolled out across Plymouth's six localities, beginning with Plympton and Central and North East. Schools in Plymouth already offer a wide range of high quality out of school hour's activities, as well as those provided by community groups, leisure facilities, museums and others. These can all become officially registered Learning Destinations.

Children and young people will be able to buy a Learning Passport from school and other locations for £2. This passport is then used to record the number of learning hours they have accrued at accredited Learning Destinations. For example if a young person attends an after school club that is an accredited Learning Destination, their passport will be stamped to show how many hours they have gained towards accreditation with Children's University. The passports can actually be stamped at any Learning Destination across the country.

30 hours = Bronze award
65 hours = Silver award
100 hours = Gold award.

The Children's University Manager for Plymouth is Carol Henwood. For more information, contact Caroline.taylor@plymouth.gov.uk

Voluntary and Community Sector (VCS) forum for children and young people – VCS one voice

The VCS has a history of close working with the Plymouth Children and Young People's Trust. Following the comprehensive spending review the need for continued effective collaboration between the VCS, public and private sector is recognised.

The Voluntary and Community Sector Forum for children and young people is a dynamic group that establishes and maintains communication with partner agencies of the Plymouth and the Children and Young People's Trust, including Plymouth City Council and NHS Plymouth. As part of this, the VCS Forum contributes to and influences the strategic planning of children's services on behalf of the communities they work within.

Any VCS organisation working with children, young people or families can join the forum regardless of size - contact sarahflay@yahoo.co.uk Tel: 319886.

Child Poverty needs assessment toolkit

This resource is for individuals and groups who will lead on understanding family poverty locally. It will help in providing the underpinning information and insights to develop strategies that can reduce child poverty.

The toolkit is presented in useful sections including:

- Outlining why there is a need to carry out a child poverty needs assessment,
- How to do the needs assessment
- establishing roles and responsibilities
- Gathering information and data sets that could be used
- Engaging with children, young people and families
- Communicating messages

Click [here](#) to access the full online toolkit.

POLICY

Promoting the quality of life of looked after children and young people- NICE guidance

This guidance aims to improve quality of life of looked after children and young people. It is aimed at all those who have a role in, and responsibility for, promoting the quality of life of looked-after children and young people. The guidance makes a number of recommendations under various areas, which are clearly outlined in the quick reference guide which can be found [here](#).

Areas discussed include:

- Care planning, placement and case review;
- Personal quality of life, i.e. self identity and history;
- Health assessments records and information;
- Supporting young children and babies;
 - Sibling placement and contact;
 - Dedicated service, i.e. commissioning mental health services;
 - Health assessments and records;
 - Diversity;
 - Supporting foster and residential care.



NICE will also shortly be launching two related support tools:

1. A self-assessment tool for monitoring local practice
2. A guide signposting practical resources to help organisations to implement the guidance.

Click [here](#) for the full guidance document.

Grasping the nettle: early intervention for children, families and communities



This report is a guide to the challenges and opportunities in supporting children, families and communities through early intervention. It is based on analysis of local, national and international practice.

A key finding of the report is that early intervention works when applied correctly and in a timely fashion, i.e. as early as possible in the child's life and/or as soon as possible after a difficulty becomes apparent.

Commonalities between successful initiatives have been identified and these 'golden threads' have been used to frame the rest of the document. The threads include:

- The best start in life – the importance of development aged 0-5
- Language for life - communication disabilities and communication difficulties
- Engaging parents – parenting has a profound influence on outcomes in later life
- Smarter working, better services – the need for a continuum of services
- Knowledge is power - evidence and data is used as an integral part of the intervention process and as an aid to innovation

Implementing all five of these 'threads' is a key recommendation for full systematic change. Click [here](#) to read the full practice guide.

Improving outcomes for children and young people through partnership in Children's Trusts

Ofsted carried out a small scale survey in six local authorities to evaluate the impact of Children's Trusts' arrangements on improving outcomes for children and young people. Click [here](#) for full article.

The key features of good practice identified in these six local authorities include:

- A history of strong partnership working at a strategic level
- Highly effective leadership by directors and lead members
- Children and Young People's Plans were clear, focused and designed to have an impact on outcomes
- Determined commitment to early intervention and prevention.

Reduction in statutory targets for local authorities

The secretary of state for communities and local government announced the removal of the statutory requirement for local authorities to report against a National Indicator set and produce statutory data returns. The current National Indicator set is to be replaced with a single comprehensive list of all the data local government is expected to report to Central Government.

This also relates to education based targets. The Secretary of State for Education has sent a [letter](#) announcing that local authorities will be freed from statutory targets and asks for their support in the next stage of the education reform programme, which will include working together with sponsors to identify underperforming schools that would benefit from becoming academies.

Research & Consultation

Family life and alcohol consumption: A study of the transmission of drinking practices

This study examines how parents 'teach' young children between the age of 5 to 12 about alcohol. It explores parents' attitudes and family drinking practices. This study uses a national survey and in-depth case studies to look at:

- Parents' attitudes to alcohol;
- Development of family rules and guidance in relation to alcohol;
- Ways in which parents' own childhood experiences influence their approach to introducing their children to alcohol;
- How parents and family members model drinking practices to children;
- What children think about alcohol and their different understandings of social and health risks.

The research found that contemporary parenting strategies are largely successful at teaching children the pleasures and risks of drinking at home, and the message that alcohol should be consumed in moderation.

However the health risks, including mouth and throat cancer, liver damage and heart disease were not being conveyed so clearly.

Click [here](#) to download the full report.



Child Exploitation and Online Protection (CEOP) Strategic overview 2009-2010



This [document](#) from CEOP is an intelligence overview of child sexual abuse, primarily online, offender behaviour and exploitation by trafficking. This document provides an assessment of the threat posed by offenders and also the environment in which they operate and the behaviour that puts children at increased risk of being targeted.

Key messages from the data include:

- Reports of online abuse into CEOP outweigh that of offline abuse. Online abuse includes webcam facilitation of exposure and image capture;
- Social networking sites such as Facebook and MSN are the most widely reported environments where suspect activity takes place;
- Grooming is the most reported suspect activity reported to CEOP;
- There is an increasing trend in the number of self taken images, particularly of young girls, being submitted into the Image Analysis and Victim Identification Unit within CEOP. Analysis suggests that children and young people are unaware of the risks of this behaviour;
- The trafficking of Vietnamese children into and within the UK is the largest and most significant trend this period;
- The number of potential victims of trafficking who go missing from local authority provided care continues to be a major theme.

Improving the outcomes for Gypsy, Roma and Traveller pupils: final report

This report, originally commissioned by the former Department for Children, Schools and Families, looks at issues faced by Gypsy, Roma and Traveller pupils and what can be done to improve educational outcomes for this group. The report draws evidence from a literature review, analysis of attainment and exclusions data for KS2 -4 and also in depth case study visits to 15 schools.

Some key findings are:

- Gypsy, Roma and Traveller pupils tend to be concentrated in schools with below average results;
- Targeted interventions aimed at improving low educational outcomes for Gypsy, Roma and Traveller pupils are beginning to make an impact; however, these pupils remain amongst the most vulnerable in the education system.

The full report can be found [here](#).

Eating disorders

This article explains current thinking on what causes and what can help treat eating disorders. Anorexia nervosa, bulimia nervosa and binge eating disorder, affect 1.6 million people in the UK. Anyone at any age can develop an eating disorder, but 80% of new cases are young girls and women aged 12–20. Recent research has demonstrated that there is no one cause of an eating disorder, but rather a complex interaction of risk factors and vulnerabilities which combine to affect the likelihood that any individual will develop the condition.

This article outlines that there is still a need for health authorities to ensure services to treat these conditions are available and the need to acknowledge that this is a treatable condition. The disorders are often misunderstood and young people in particular may not be aware that their thoughts, feelings and behaviours are symptomatic of a condition.

Click [here](#) for the full article.

Training and Events

FREE E-Learning from Research in Practice (RiP)

[Research in Practice](#) is an online resource that provides a variety of tools that can be used to improve knowledge in various area of work with children and young people and evidence informed practice is at the core of RiP's work. Once you have created your own login the all the resources can be used. If you have any trouble accessing the website please contact Abigail.jago@plymouth.gov.uk. There are numerous e-learning modules that can be done at your desk. For example:

Integrated working on the frontline – you will enter a virtual workplace with several offices. Each office contains information, tools, videos and quizzes on different aspects of integrated working.

Kinship care outcomes for children – explores and compares progress and outcomes for children placed with kinship carers, with those in non relative foster care.

Common Assessment Framework (CAF) Training



Training dates are now available until March 2011. If anyone is interested in training or would like to speak to Amanda Paddison (CAF Co-ordinator) to discuss a case or for further advice and guidance, please feel free to contact her: CAF@plymouth.gov.uk
Tel: 01752 307160
Mobile: 07774 336 579

More Events

What: Efficiency and Integrated Working across the Children's Workforce – provides practical solutions for delivering outcome focused services that demonstrate value for money.



When/Where: 9 December, Central London

Target Audience: All those working across the Children's Trust, particularly in workforce development and strategic and commissioning roles.

Contact: [Capita Conferences](#)

What: Inclusive education for pupils with autistic spectrum disorders – a range of FREE seminars to discuss and explore best practice in the inclusion of pupils with ASD.

When/Where:

03/12 Manchester - University of Manchester
06/12 Birmingham - Birmingham & Midland Institute
07/12 Durham - University of Durham
09/12 Surrey - University of Surrey
10/12 London - National Children's Bureau

Target Audience: A series of seminars for policy makers, practitioners and parents.

Contact: wendy.symes@manchester.ac.uk

Useful Links

Plymouth Children and Young People's Trust

<http://www.plymouth.gov.uk/pcypt.htm>

Research in Practice

www.rip.org.uk

Care Knowledge

www.careknowledge.com

Department for Education

<http://www.education.gov.uk/>

Plymouth Parent Partnership

www.plymouthparentpartnership.org.uk

Safeguarding children

www.safeguardingchildren.org.uk

Plymouth Safeguarding Children Board

www.plymouthscb.org.uk

Department of Health

www.dh.gov.uk

Children and Young People Now

www.cypnow.co.uk

Service Directories

National Service Directories

<http://www.careknowledge.com/secure/contenttypes/doc.aspx?id=58466>

Plymouth Service Directory

<http://www.plymouthparentpartnership.org.uk>

Supporting People Service Directory

<http://www.plymouth.gov.uk/supportingpeopledirectory>

Parents Guide to Plymouth

<http://www.plymouthparentpartnership.org.uk/index.php?p=4>

Plymouth's Public Interpretation and Translation Service

<http://www.plymouth.gov.uk/homepage/communityandliving/socialinclusion/translateplymouth.htm>

Printing Schedule

For further information contact:

Abigail Jago, Assistant Policy and Planning Officer
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To download previous Policy Briefs go to:

<http://www.plymouth.gov.uk/homepage/socialcareandhealth/childrensocialcare/pcypt/pcyptpolicybrief.htm>

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Issue 12	December	1 December 2010
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