



## AGENDA

### CHILDREN'S CHAMPIONS BOARD

**Wednesday, 26 September 2007 at 1.30 pm**  
**Swale 3, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Theresa Grayell**  
Telephone **01622 694277**

*Tea/Coffee will be available 15 minutes before the meeting.*

#### **Membership (8)**

- Conservative (5): Mrs A D Allen (Chairman), Mrs V J Dagger, Mr D A Hirst,  
Dr T R Robinson and Mr J D Simmonds
- Labour (2): Mr I T N Jones, DL and Mrs M Newell
- Liberal Democrat (1): Mr M J Vye (Vice-Chairman)

#### **UNRESTRICTED ITEMS**

*(During these items the meeting is likely to be open to the public)*

#### **A. BOARD BUSINESS**

- A1 Membership
- A2 Substitutes
- A3 Election of Vice-Chairman
- A4 Declarations of Members' Interest relating to items on this agenda
- A5 Minutes of Board Meetings held on (a) 14 March 2007 and (b) 23 May 2007  
(Pages 1 - 32)
- A6 Chairman's Announcements

#### **B. ITEMS FOR CONSIDERATION**

- B1 Kent Multi-Agency Public Protection (MAPPA) Update
- B2 Children's Safeguards Unit Annual Report (Pages 33 - 60)
- B3 Kent Child Witness Service

#### **C. UPDATES**

**Information Papers on these issues will be sent to Members separately**

*NB – Information items are not for consideration at the Meeting*

- C1 Looked After Children and Child Protection Statistics
- C2 Care Matters update (Pages 61 - 70)
- C3 ICS update

### **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

Stuart Ballard  
Head of Democratic Services  
(01622) 694002

**Tuesday, 18 September 2007**

*Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.*

**KENT COUNTY COUNCIL**

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**CHILDREN'S CHAMPIONS BOARD**

MINUTES of a meeting of the Children's Champions Board held at Sessions House, County Hall, Maidstone on Wednesday, 14 March 2007.

PRESENT: Mrs A D Allen (Chairman), Mrs V J Dagger, Mr I T N Jones, Mr S J G Koowaree (substitute for Mrs M E Featherstone), Mr W V Newman (substitute for Mrs M Newell) and Mr C T Wells.

OTHER MEMBERS PRESENT: Dr T R Robinson (Cabinet Member for Children and Family Services)

IN ATTENDANCE: Mr K Arthur, Head of Children's Safeguards Service, CFE; Mrs K Lambourn, Policy and Performance Manager, Child Protection, CFE; Mrs A Jobey and Ms J Stevens, Social Workers, CFE; Miss R Chapman, e-Safety Officer, CFE; Mrs R Armstrong-Thompson, Senior Policy Officer, Communities; and Miss T A Grayell, Democratic Services Officer.

**UNRESTRICTED ITEMS**

**1. Minutes**

*(Item A2 (a) and (b))*

RESOLVED that the Minutes of the meeting held on 7 December 2006 are correctly recorded and they be signed by the Chairman. The Minutes of the meeting held on 27 September 2006 are already approved and signed, and are included for reference only.

**2. Chairman's Announcements**

*(Item A3)*

**Margaret Featherstone**

(1) The Chairman reported that she had recently spoken on the telephone to the Vice-Chairman, Margaret Featherstone, who was gradually recovering from illness. Margaret was keen to remain involved in the work of the Board, and was being kept up to date and contributing to its business by e-mail.

**Communities Directorate**

(2) The Chairman said how pleased she was that the Communities Directorate now had officer involvement in the work of the Board, and she warmly welcomed Ruth Armstrong-Thompson, Senior Policy Officer, to the meeting.

**3. "Beyond all Tolerance" – a Presentation on Child Pornography on the Internet**

*(Item B1 – presentation by Social Workers Amanda Jobey and Jo Stevens)*

*(The slides used in this presentation are attached to these Minutes as Appendix 1)*

(1) Mrs Jobey and Ms Stevens set out the growth the changing nature of the problem of child pornography, from the development of photography in the Victorian era to rapidly-

changing modern technology. The Chairman and Cabinet Member had previously seen and been impressed by the presentation at another meeting and had asked that it be shared with the Board to help Members' understanding of this growing problem.

- (2) In their presentation, Mrs Jobey and Ms Stevens highlighted the following:-
- (a) images of children and the severity of the acts portrayed in the images were clearly defined and graded from 1 to 5, with 5 being the most severe;
  - (b) child pornography was not just traded by adults – the youngest convicted perpetrator was a boy of 13;
  - (c) rapidly-evolving modern technology made images more easily accessible to viewers, reducing the perceived level of risk of those viewing and downloading them. The activity could be more private, being hidden in the user's own home. The rate of change of technology made the activity easier to hide and more difficult to track;
  - (d) filming the abuse of a child to use as pornography worsened the experience of that child by making a permanent record of the abuse, which could then be used to entrap other children. Children seen participating in pornographic material could be seen by others as accepting and colluding in the activity;
  - (e) abuse in childhood led to very real long-term damage to a child's education and their self-image, and their ability as an adult to form normal relationships and parent their own children effectively;
  - (f) The Lucy Faithful Foundation, which works with offenders who have accessed child abusive images, had received more referrals for risk assessment and management from Kent County Council than from any other local authority;
  - (g) other bodies working together to share intelligence to address the problem were Kent's Specialist Team – Protection of Adults and Children (PACT), the Child Exploitation and Online Protection Centre (CEOPC) and the National Society for the Prevention of Cruelty to Children (NSPCC);
  - (h) British Telecom's 'Cleanfeed' programme blocked its subscribers from accessing pornographic images on screen. However, this technology did not record the details of users who attempted to access such material, so was not able to pass details to the Police for investigation;
- (3) Arising from the presentation, and in response to Members' questions, the following points were noted:-
- (a) although the majority of offenders were male, it was not exclusively so. The breakdown of users by class, age and ethnic origin was not known;
  - (b) it was very difficult to define the level of risk in each case – some internet activity would lead to contact activity, while other users may be sufficiently satisfied by internet use to avoid needing to move on to contact activity;
  - (c) users of internet pornography can now self-refer for help through various initiatives;

- (d) it was very important to destroy hardware thoroughly when it was finished with following criminal proceedings. There are cases of personal computers being reconditioned and reused in other countries with pornographic material still in the hard drive;
- (e) the speed of change of modern technology meant that research and intelligence needed also to be constantly updated.

(4) Members acknowledged the need to raise public awareness of the subject and suggested that the presentation be made to/issues be shared with Parent Teacher Associations and Local Boards.

(5) RESOLVED that the thorough and thought-provoking presentation be noted, with thanks, in particular the extent and complexity of the issue and the contribution of modern, rapid changing technology in increasing the challenge of identifying and addressing the problem.

#### **4. e-Safety in Schools**

*(Item B2 – presentation by Rebecca Chapman, e-Safety Officer, CFE)*

*(The slides used in this presentation are attached to these Minutes as Appendix 2)*

(1) Miss Chapman set out how the problems of safe internet use by young people is being tackled in schools by her team. The project was relatively new – one year only – but much innovative work had already been put in place.

(2) Miss Chapman's presentation highlighted the following points and concerns:-

- (a) the e-Safety team had identified the need for more effective ways to address the problem than just telling young people not to access material. It was important for parents and schools to accept that internet use and curiosity were the norm and that they needed to find a way of working around it. Parents and schools needed to heighten young people's awareness of the risks and educate them into safer habits so they could enjoy internet access in safety;
- (b) most information and training available was geared to secondary schools, so more work needed to be geared to primary schools;
- (c) the e-Safety project's aim was to provide every school with practical advice, to make sure all are aware of what constitutes an offence and are up-to-date with computer terms;
- (d) training was being extended to parents and governors, starting in March 2007. A wider public awareness campaign was also needed;
- (e) it was known that 1 in 12 children who used internet chat rooms had gone on to meet an internet contact in person. The e-Safety Project impressed upon young people the importance of always taking somebody (not necessarily a parent) with them when meeting a new contact and arranging a password or code to use as a way of ending the meeting, if necessary, or alerting others if they were uncomfortable;
- (f) Members were shown one of the videos which were used in schools to highlight the issues around e-Safety. The video showed measures which could be used by young people to report any attention they were not happy with by

clicking on an icon on the screen. This was an international system which allowed reporting of unwanted attention 24 hours a day.

(3) Arising from the presentation, and in response to Members' questions, the following points were noted:-

- (a) the Board could help spread awareness of the issue when it sends its Minutes to the Children, Families and Education Policy Overview Committee, and Board Members also have the opportunity to attend an e-Safety conference taking place at Kent Police Headquarters on 11 May. The issue could also be considered and followed up by the Kent Safeguarding Children Board;
- (b) Members made a number of suggestions of other bodies which could be used to publicise the e-Safety project:- Local Boards, Youth Advisory Groups, Kent Youth County Council and the Kent Youth Parliament. To these, Miss Chapman added that the team had trained Youth Workers in schools and were promoting the idea of making the issue part of the PSHE curriculum;
- (c) the e-Safety project had produced very helpful literature and online guidance materials to help parents understand the issue and keep up-to-date with technology. There was an online "dictionary" which parents could download which explained codes and slang used by children online to disguise what they were doing – eg., PAW means "parents are watching" and POS "parents looking over shoulder".
- (d) although children were ahead of their parents in their understanding of technology, this did not alter the fact that the responsibility for the child's safety was still with the parents/guardians.
- (e) Members acknowledged that a peer group often had much more influence over a young person's behaviour than their parent or school. Young people's peers were much likely to be listened to, so youth groups were a useful way to tackle the issue.

(4) RESOLVED that:-

- (a) the thorough and thought-provoking presentation on this relatively new area of work be noted, with thanks, and;
- (b) the work being undertaken to address the issue at schools, with youth groups and with parents to raise awareness and help identify and tackle the issue be commended.

## **5. Discussion Item – How can the Board engage young people in its work and meetings?**

*(Item B3)*

(1) Members had previously identified the need for the Board to consider how it might make more contact with children and young people and engage them in its work and meetings, so had scheduled a discussion item to allow time to gather initial thoughts and start to address the subject.

(2) Discussion covered how to engage young people, the importance of getting the right approach, particularly as the young people concerned in its work are vulnerable, and suggestions of mechanisms and organisations which the Board could make use of.

- (3) Points arising from the discussion were as follows:-
- (a) the Board could use issues it had already looked at (eg., show the e-Safety video and materials) to engage young people in discussion of the issues the Board has been addressing;
  - (b) the Board could go to meet young people rather than expecting young people to attend and conform to its meeting style. This would make young people feel less as if they were being summoned. Young people's groups could be asked if they wished to invite the Board;
  - (c) the Board should take advice from professionals about the best approach to use for vulnerable young people, especially when addressing sensitive issues;
  - (d) the Board should make optimum use of organisations made up of and run by young people themselves, as young people involved in these groups had put themselves forward to address issues and were proficient at and prepared to tackle them;
  - (e) by attending a youth conference, for example, the Board would be fitting in with an agenda set up by young people themselves;
  - (f) the Board could make use of the National Youth Theatre to present issues of concern in young people's own words. This had worked well at the Anti-Bullying Conference in November 2006;
  - (g) the Board could use school cluster meetings/governors' meetings as an initial approach. Possibly make use of the annual Democracy Week? Subjects, eg e-Safety, could be tackled first in the school environment with a link to the Board offered as a follow-up;
  - (h) organisations suggested for engagement were:- Upfront, Kent Youth County Council, Kent Youth Parliament, Kent Youth Forum and Youth Clubs.
- (4) RESOLVED that suggestions arising from the Board's initial discussion of the issue be considered by officers and key Members with a view to putting together a plan of action.

# Child Pornography-An Internet Crime

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## Historical Context

Paintings of children in erotic poses have existed over the centuries. However in 1839 the photographic process became public, opening up a new arena for those with an interest in sexual images of children.

By the late 1800's Child Pornography was widely available in Victorian England. In 1874 London police raided the studio of Henry Hayler and confiscated over 130,000 photographs of children which were considered indecent.

Its production, distribution and possession remained an illicit activity until the late 1960's and early 70's when it became a world-wide commercial industry following the relaxation of laws against the production of all pornography, including child pornography, though not in the UK

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On the 27th August 1984 the death of Thea Pumbroek prompted legislative changes to the law regarding the sale and production of child pornography in Holland.

Thea died of an overdose of cocaine in the bathroom of a room at a Holiday Inn in Amsterdam while being filmed for a pornographic video

### *Thea Was 6 Years Old*

This tragedy gave impetus to the growing pressure on western governments to recognise the existence of Child Pornography and legislate against it. This resulted in a significant decline in its commercial distribution.

From this point the production and distribution of child pornography switched from commercial to an amateur "cottage industry" involving the swapping and sharing of images among paedophiles and other adults with a sexual interest in children.

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## **What is Child Pornography?**

The term 'child pornography' is almost universally used when describing images of children subjected to sexual abuse to produce such material. However the word 'pornography' is an essential problem as it invokes a "nudge-nudge-wink-wink" reaction...and yet what is being discussed is the abuse and exploitation of children for sexual purposes.

Police and child protection agencies will not use the term 'child pornography' because they believe it trivialises the material and prefer phrases such as 'abusive images of children' or 'indecent images of children'

Edwards (2000) defined child pornography as a record of the systematic rape, abuse and torture of children on film and photograph and other electronic means.

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## **Grading of Images**

**Level 1 - Children Posing**

**Level 2 - Sexual Acts between Children**

**Level 3 Children and Adults (Non Penetrative)**

**Level 4 - Penetrative Acts Between Adults and Children**

**Level 5 - Sadist Acts between Children and Adults**

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## **Who Is Downloading and Collecting Child Abuse Images?**

Evidence from police operations show that the overwhelming majority of consumers of child abuse images are male and are represented in most professions.

The stereotype image of the paedophile as an easily identifiable 'dirty old man, in a shabby raincoat' who behaves strangely in public and stalks children, is not the reality. Many teenagers have also been convicted of downloading abusive images of children.

The youngest convicted of possessing these images was a 13 year old boy, who had 321 child abuse images downloaded from the Internet, including pictures of the abuse of babies.

Information from Greater Manchester Police reported that 80% of abusive images are recorded in the victims own home and that 30-40% of abuse cases were found to be perpetrated by teenage boys under 17.

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### **Why Do Paedophiles Collect Child Abuse Images?**

Primarily, images are used to stimulate sexual arousal and drive.

Pictures validate and justify behaviour of those with a sexual interest in children

Pornography can also be used as part of the offenders grooming behaviour to lower a victims inhibitions and entrap other children into copying the sexual activity depicted.

The actual images themselves also preserves a child at the very age and stage of development that is most arousing to an offender

This will also be used as a method of blackmail to encourage further activity and to maintain silence

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### **The Relationship Between Child Pornography and Contact Sexual Offences**

It has been argued that there are three groups of people who use the Internet for accessing child pornography: those who look at it out of curiosity, are turned off by it and never do it again; those who use it for sexual gratification and fantasy; those who see it and then act out their fantasies (Wellard, 2001)

Dobson (2003) noted that preliminary work in the UK points to the fact that between 1 in 3 and 1 in 5 of those arrested for possessing child pornography will be found to be abusing children.

Quayle (2002) identified how contact offences can be induced through material seen on the Internet:

- Imitation
- Permission Giving
- Reinforcing Existing Feelings

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## The Scale of the Problem

In 1995, arguably the last year before the Internet started to take off in the UK, the Greater Manchester Police Abusive Images Unit seized a total of 12 indecent images of children. All of them on paper or video. In 1999 the same squad seized 41,000 all but three were on computer and came from the Internet. In December 2003 one man was found with 450,000 images. A long way from the 12 in 1999.

Well publicised police operations such as Operation Ore led to the names of 7,200 suspects being passed to forces in the UK after the US police broke up a paedophile website operation.

Police report that the swelling caseload of offences involving the downloading of images of child abuse is pushing their computer forensics teams to the limits.

According to police sources, over 300 people a month are being referred to special police paedophile units (2005)

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## Locally

Social Service Child Protection Teams are seeing an increasing number of referrals from the police. Two years ago a referral was rare, today the Canterbury District is receiving at least 15 a year. This is more than one a month and this pattern is repeated throughout Kent.

This in itself may not be a reflection of the possible numbers of offenders in the district who are producing or downloading child pornography. The police only make a referral to child protection teams when the offender is in a household or relationship with a woman with children.

In Thanet recently, a man was caught by a credit card sweep of Child pornography websites in Operation Ore. He was married with a baby. He had 50,000 images, 200 were of level five, including pictures of babies. He has since received a prison sentence.

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### **The Impact on the Child**

The impact of a child's involvement in child pornography is difficult to distinguish from that of the other forms of sexual exploitation that they were undergoing when the pictures were taken.

However, studies have looked at children involved in sex rings, prostitution and intra and extra-familial sexual and ritual abuse. Whilst many of the short and long-term symptoms were similar to those associated with other forms of sexual exploitation, some seem to be exacerbated by involvement in child pornography.

Feelings of powerlessness, shame and fear of disclosure were all heightened. Knowing there is a permanent record of their abuse being circulated for many years to come, induces a strong sense of powerlessness.

Concern over how they were portrayed i.e. that they seemed to be 'enjoying' it or the abuse that they were forced to inflict on other children, and that their image may have been used to entrap other children increases their feeling of shame.

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### **Identifying Vulnerable Children for Contact Offences**

Ray Wyre-sexual crime expert, once said "Monsters don't get close to children, nice men do"

He will choose a job, social activity or relationship that will give him access to children, and target those with particular characteristics. These may be children in care, emotionally immature, with learning or social difficulties, problems with peer friendships; isolated in their families; children from single parent families; children who have been previously sexually abused and children with low self-esteem.

Child pornography can be used to 'groom' these children, by exposure to images of adults and children 'enjoying' sex to show the child that it is not wrong.

Issues relevant to the risk from the Internet include the trusting nature of children and their naivety, tied in with curiosity, rebellion and independence, making children the perfect target.

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### Assessment Issues

The assessment of sexual offenders is complex and where Internet sex offenders are concerned it is exacerbated by a large number of unknowns.

Recent police operations have highlighted the potentially high prevalence rate of this kind of offending but it has only been recently that interest has been shown by psychologists.

The furtive and solitary nature of the behaviour coupled with its recency has meant that this has been a neglected area for researchers in sexual offending. As a result there is very little specifically designed for Internet sex offenders either in treatment and management terms or in assessment methods.

Quayle and Taylor -psychologists working at Cork University's psychology department found that those who accessed paedophile material on the internet varied. Some did so as a blueprint for future paedophile activities. Others accessed these materials as a substitute for following through with Paedophile behaviour.

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### What Is Being Done to Combat Child Pornography?

The Latest measure from the Home Office is a unit to protect children in the UK from Internet paedophiles. The Child Exploitation and Online Protection Centre (CEOPC) began operation in April 2006. It is staffed by 100 people including police and child welfare experts.

The Centre has taken on the work previously being done by the National Crime Squad and targets those who distribute child abuse images or "groom" children for abuse. It operates a 24hr service to report suspicious activity on the Internet.

Specialists from the telecommunications industry also work at the centre, which is part of the governments planned FBI style investigation bureau, the Serious Organised Crime Agency. (SOCA)

Kent have a specialist team-The Protection of Adults and Children Team which is based in Maidstone. This team deals with serious crime relating to sexual offences against children and adults and works in conjunction with CEOPC.

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CEOPC also offers information and advice to victims, and manages the national police database of child abuse images.

The police have a computer database called Childbase. It utilises the most powerful image recognition computer in the world, mapping the facial characteristics of each victim, and enabling cross-checks against millions of images in seconds. It will tell investigators instantly if there is a new victim.

It is available to every police force in the country and will eventually be used by overseas law enforcement agencies investigating child abuse images online. Information gleaned from some images have enabled police to find the victim and prosecute the offender.

The NSPCC is working in partnership with CEOPC. This has forged closer relationships and pooled resources with international organisations and overseas governments.

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Blocks on child pornography sites by ISP's is a way forward, currently net service providers are self regulating

BT has screening technology - The Cleanfeed programme prevents its 3 million domestic users from accessing child pornography content blacklisted by the Internet Watch Foundation. 35,000 images are blocked daily. This technology does not record the details of the person trying to view the banned images, so there is no information to hand to the police.

The relevant legislation in Britain is:  
The Obscene Publications Acts of 1959 and 1964  
The Protection of Children Act 1978  
The Criminal Justice Act 1988  
The Criminal Justice and Public Order Act 1994  
The Sexual Offences Act 2003

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### **The Impact on future need and local resources**

With the increasing number of cases of offenders charged with possession of child abusive images being referred to child protection teams, social workers need training in what constitutes a good assessment of risk to the children in the offenders family.

- Knowledge and an understanding of the offender is needed. This could be through training from therapeutic services specialising in this field.
- Knowledge of the legal process in dealing with offenders would be beneficial and could be delivered by police officers who have worked on criminal cases of this nature.
- There will undoubtedly be an implication on financial resources for the future as expert assessments may be required and historically these have proven to be expensive.

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- As this is a growing concern, procedures and protocols need to be put in place to give clear guidance on these matters.

There is no doubting the importance of protecting children from abuse by combating child pornography.

Those working in social welfare have an important role to ensure the focus is on child protection and improve support services for those children who have been identified from images.

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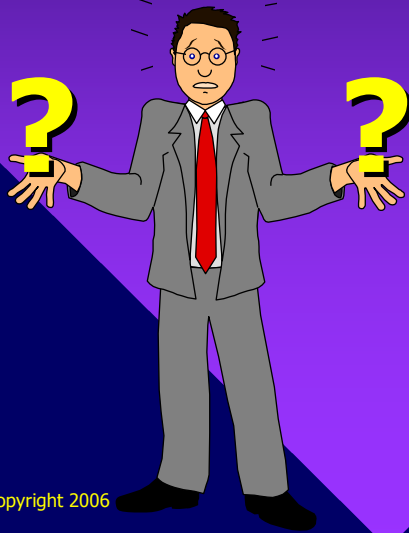
The use of the Internet by persons to distribute images of children being sexually abused will continue to increase in line with accessibility.

With increasing numbers of people acquiring mobile phones with picture, video and internet connections, the production and distribution of abusive images of children will find a new outlets

*Frighteningly these abusers will be virtually impossible to detect as they leave no trace of the offender.*

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ANY QUESTIONS ?



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# e-Safety in Schools

[rebecca.chapman@kent.gov.uk](mailto:rebecca.chapman@kent.gov.uk)



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e-Safety in Schools



**There are 3 ways to get something done;**

**Do it yourself**

**Hire someone**

**Tell your kids not to do it!**





g people say that they have given out information, such as their full name, age, email address, phone number, hobbies or name of their school, to someone that they met on the Internet.

- One third 9-19 year olds who use the internet at least once a week report having received unwanted sexual (31%) or nasty comments
- 57% of weekly internet users have come into contact with online pornography



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<http://www.clusterweb.org.uk?esafety>

<http://www.clusterweb.org.uk?esafetyblog>

<http://esafety.pbwiki.com>



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## KENT COUNTY COUNCIL

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### CHILDREN'S CHAMPIONS BOARD

MINUTES of a meeting of the Children's Champions Board held at Sessions House, County Hall, Maidstone on Wednesday, 23 May 2007.

PRESENT: Mrs A D Allen (Chairman), Mr M C Dance, Mrs M Newell and Mr M J Northey (substitute for Mrs V J Dagger).

OTHER MEMBER PRESENT: Dr T R Robinson (Cabinet Member for Children and Family Services)

IN ATTENDANCE: Mr P Brightwell, Policy and Performance Manager (Looked After Children), CFE, Mr J Mitchell, Joint Commissioning Officer, CFE, and Miss T A Grayell, Democratic Services Officer.

#### UNRESTRICTED ITEMS

**6. Membership**  
(Additional Item)

The Democratic Services Officer announced that, since setting the agenda for this meeting, Mr M J Vye had joined the Board to fill the vacancy left by Mrs M E Featherstone. As this announcement had only very recently been made, the issue of the Vice Chairmanship of the Board had yet to be resolved.

**7. Minutes**  
(Item A2 (a) and (b))

(1) RESOLVED that the Minutes of the meeting held on 14 March 2007 are correctly recorded and that they be signed by the Chairman. The Minutes of the meeting held on 7 December 2006 are already approved and signed, and are included for reference only.

(2) There were no matters arising from the Minutes of 14 March 2007.

**8. Chairman's Announcements**  
(Item A3)

#### **Margaret Featherstone**

Members expressed sadness at the great gap left by Margaret's death and the loss of her expertise to the work of the Board. It was agreed that a letter of condolence be sent to Margaret's family.

#### **Press Release - Out of Area Placements**

The Chairman reported a press release from 22 May about children in care being placed out of their home area. This had been issued following a visit to Kent by the Minister for Children, Young People and Families, Beverley Hughes MP, who had pledged her support to reducing the number of out of area placements. Discussion of this issue gave rise to

Members' concern about the funding of Foster Care placements, and Members asked to have a comparison of Kent's and national Foster Care rates paid to Foster Parents, and other payments available (for example, for special skills).

### **New start time for Board Meetings – 2.00 pm**

Members decided that, as Board meetings no longer followed on from other morning meetings, as had been the case when the Board was first established, meetings could now start earlier. Accordingly, the start time of the Board meetings from September 2007 onwards would move forward to 2.00 pm.

### **9. Improving the Educational Achievement of Looked After Children** *(Item B1 - Report by Director Commissioning Specialist Services)*

(1) Mr Mitchell introduced the report, which outlined work by the County Council and its partners to improve the educational achievement of children and young people in care. He highlighted the varying patterns of achievement across England which had been identified, and the reasons for these, where these had been possible to identify, and explained that national statistics from the DfES would add to this picture when these became available in the near future.

(2) Arising from the information in the report, and from Members' discussion of it, the following points were raised:-

- (a) The spread of LAC between schools in Kent was becoming more even, although there were still more in East Kent than in West.
- (b) Performance indicators which measured absence from school did not distinguish between authorised and unauthorised absences, and include absences which were not the fault of the child, for example when the child was awaiting a placement in school. The new Schools Admissions Code will help with this as it would empower local authorities to accommodate LAC in an appropriate school part way through the year, even if that school was officially full.
- (c) The average length of stay in care was now 47½ months, so children and young people were spending more of their school careers in care. If a child were to have a short term placement and then move, the authority would try as far as possible to keep them at the same school. Stability at school became even more important when their home life was disrupted and transient.
- (d) Many children and young people known to Social Services but not in care were also known to experience problems with achieving well at school. Being a LAC is not necessarily the reason for poor school performance as many already were performing badly when they became looked after, for example, due to an unsettled family situation. While concerned with raising standards for all children and young people, the County Council had a specific duty to promote the achievement of children who did become looked after.
- (e) Although the total number of LAC in Kent had reduced in recent years, those in care were more vulnerable than before.

- (f) The advent of the Freedom Pass, giving free travel to school for all young people under 16, would help children and young people access their chosen school and maintain a good attendance habit. In addition, the Care Matters green paper included a proposal to provide free home to school transport for looked after children.
- (g) The lack of settled family life need not necessarily mean a child or young person would perform poorly at school. Many unaccompanied minors do very well at school, as evidenced in local and national media in recent years.

(3) RESOLVED that the thorough report and information given in response to questions be noted, with thanks.

## **10. Children's Trusts Update**

*(Item B2 - Presentation by Joy Ackroyd, Trust Development Manager)*

*(The slides used in this presentation are attached to these Minutes as Appendix 1)*

(1) Ms Ackroyd updated Members on the ongoing development of Children's Trusts. Arising from her presentation, and in response to questions put by Members, the following points were raised:-

- (a) The establishment of Children's Trusts offered a good opportunity to address historic problems and identify ways to change.
- (b) Although Kent was not one of the 34 local authorities in the official pilot, there was still much good work going on in partnership initiatives and innovation with three local pilot pathfinder projects in Maidstone, Shepway and Tunbridge Wells. Pathfinder clusters were based on school clusters.
- (c) Progress on Children's Trusts had identified the need for strong local arrangements to underpin work at County level and the need to ensure that all necessary partners were engaged.
- (d) Much of the work related to pilot schemes was already going on around the County and data from existing activities was useful to feed into and inform the new initiatives. The new arrangements offered the opportunity to pull together existing work.
- (e) The new arrangements were undeniably complex but the gains from them could be huge.
- (f) Members' involvement in the development of Children's Trusts was vital and Members could be involved in a number of ways, including via Local Boards.
- (g) The involvement of parents and young people was also vital and this was a key theme to be addressed as the Children's Trusts arrangements moved forward.
- (h) The pilot pathfinder projects were making use of/would make use of the 'Mosaic' system of data analysis.
- (i) Work of the Children's Trusts related to that of the Children's Champions Board in that, although Children's Trusts were for all young people, those who would most benefit from them were those most vulnerable who needed the most support to lead good quality lives.

- (2) RESOLVED that:-
- (a) the content of the presentation and information given in response to questions be noted, with thanks; and
  - (b) a further update report be made to the Board in Autumn 2007, by when the evaluation of the pilot pathfinder projects will be available.

**11. Corporate Parenting Update**

*(Item B3 - Joint Report by Directors of Children's Social Services and Strategy, Policy and Performance)*

- (1) Mr Brightwell introduced the report and highlighted a few key points, as follows:-
- (a) Kent had been successful in reducing the number of LAC and increasing the number of adoptions to one of the highest rates in the UK. However, those children which remained in care were the hardest to place.
  - (b) The average length of time children spent in care in Kent had increased from just over 36 months in March 1999 to 47½ months in March 2006.
  - (c) The longer a child remained in the care of the County Council, the wider the range of services he or she would need to access and become involved in. This presented a challenge for service providers but also an opportunity to influence the child's life for the better over a longer period of time.
- (2) RESOLVED that:-
- (a) information in the report and its appendices and given in response to questions be noted, with thanks;
  - (b) Kent's success in reducing the number of Looked After Children and increasing the number of adoptions to one of the highest rates in the UK be commended;
  - (c) KCC's guidance for Members on corporate parenting be updated following the publication of "Care Matters: Next Steps" (White Paper) and the publication of the NCB Corporate Parenting Materials; and
  - (d) a further workshop for Members take place in 2008 to raise awareness of the new changes.



# Kent Children's Trust Arrangements

Joy Ackroyd  
Trust Development Manager



Conditions for Change

## National Policy Context

- Every Child Matters: Green Paper & The Next Steps - *outcomes for children*
- Children's Act 2004 - *duty to co-operate*
- National Service Framework for Children and Maternity Services - *joint commissioning*
- Care Matters - *Looked After Children*
- Choosing Health

Provide the conditions for a step change in improving outcomes for children, young people and their families.

Partners for Change

# Kent Children's Trust Board



Established September 2006

Partners for Change

# KCC Partners



Kent Children's Trust

## Kent Children's Trust:

Developing the CYPP as the strategic commissioning plan to improve outcomes for Children and Young People.

Local Children's Trust Pathfinders

## Local Children's Trust Pathfinders:

A strategic multi agency partnership to jointly plan and commission local services and ensure integrated service delivery.

Partners for Change

## Local Children's Trust Pathfinders



Shepway Urban & Rural, Maidstone 2 and  
Tunbridge Wells

All pathfinders are asked to:

- Establish a LCT Pathfinder board
- Develop a shared understanding of context and priorities
- Agree a local CYPP
- Evaluate and share their experience

Partners for Change

## How local should an LCT be?



Some of the issues:

- neighbourhood change
- complex data sets and resources
- GP practice based commissioners
- engage schools and children's centres
- work with local Voluntary and Community Services

**NB. We are pathfinding. Final decisions about size have not been made.**



## What does the LCT Pathfinder Board look like?

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O  
R  
E

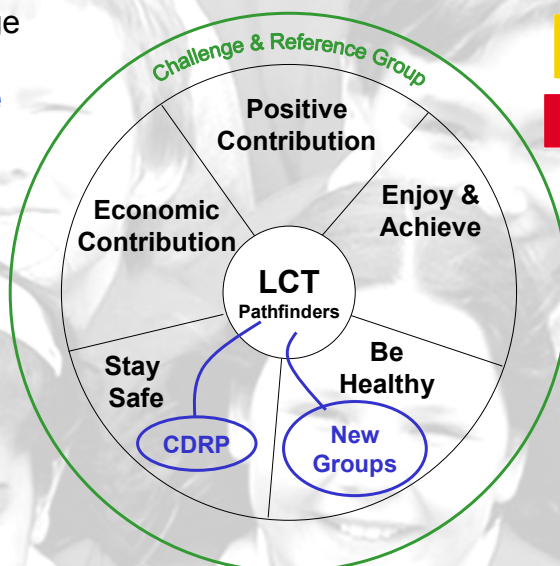
- Education - *'Largest Social Footprint'*
- Children's Social Services
- Health
- Police
- District Council Officers
- Voluntary Sector

Not just about meetings but integrated working arrangements



## How will the LCT Pathfinders operate?

Schools are critical partners operating in each outcome area



LCT Pathfinders will need to work together and relate to a range of groups - for example CDRPs.



## Data sources for pathfinders

- Mosaic analysis
- 18 high level outcome measures about the lives of children
- The children and young people of Kent

### Children's Trust Communications

[www.clusterweb.org.uk/Children/childrenstrust.cfm](http://www.clusterweb.org.uk/Children/childrenstrust.cfm)

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By: Marilyn Hodges, Director, Strategy, Policy and Performance

To: Children's Champions Board - 26 September 2007

Subject: Children's Safeguards Unit Annual Report

Classification: Unrestricted

File Ref:

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Summary: This report provides an anonymised summary of the level of child protection and safeguarding activity that the Children's Safeguarding Unit is involved in with schools and services within the Education Division.

FOR INFORMATION

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## **Introduction**

1. (1) The report (attached as Appendix 1) focuses on three key areas:

- Child Protection / Welfare consultations with schools
- The management of allegations against staff
- The levels of child protection training provided to schools and services

Also included is a summary of development activity that the CSU are involved in which is informed by the Unit's Business Plan.

## **Recommendation**

2. Members of the Children's Champion Board are asked to note the report for information and comment as appropriate.

Kel Arthur  
Head of Children's safeguards Unit  
01622 696366  
kel.arthur@kent.gov.uk

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*Background Documents:*

Annual Report (attached as Appendix 1)

**Children, Families &  
Education Directorate**

**Children's Safeguards  
Unit**

**Annual Report  
Academic Year 2006**



# **CONTENTS**

## 1. Introduction

- Purpose and Function
- Mission Statement

## 2. Consultations

## 3. Allegations Against Staff

## 4. Training

## 5. Care Standards

## 6. Other Activity

## 7. Development Plan

## 8. Service Standards

## 9. Contact Details and Structure Chart

## **1. Introduction**

This report attempts to summarise the level of child protection activity undertaken by Children's Safeguards Unit personnel in their day to day contact with schools, other agencies and LA services during the academic year ending August 2006.

The academic year has presented many challenges to the Unit as the new Children, Families & Education Directorate becomes established. Working together arrangements with Police and Children's Social Services colleagues continue to be positive and this is generally to the benefit of schools and services when conflict resolution is necessary in particular cases on occasions. The workload of the Team has increased significantly during the academic year following the appointment of a Children's Officer to lead on child protection for the Early Years sector. The introduction of a new Database has also provided many challenges in recording and reporting on statistical data which has contributed to this report. Consequently, due to some teething problems and staff familiarisation with the system, the data presented for this year's Annual Report is more limited than in previous years.

DfES Guidance 'Safeguarding Children in Education': Dealing with Allegations of Abuse Against Teachers and Other Staff' was published in September 2005, and this introduced aspirational time-scales within which investigations should be concluded. These time-scales have been built in to the Child Protection procedures for Managing Allegations Against Staff which were approved by KCPC (now the Kent Safeguarding Children Board). Section 175 of the Education Act 2002 and related guidance has reinforced for schools where their responsibilities lie for safeguarding and promoting the welfare of children. The subsequent development of a Safeguarding Self-Review Tool which was implemented following a pilot by a number of schools has also helped to enhance this process whilst also partially fulfilling the Local Authority's monitoring function of safeguarding activity.

The introduction of 'Every Child Matters' which helps to inform the new inspection framework, has placed safeguarding at the core of everything that we do in schools and Local Authorities. As a consequence, the CSU contribution to the Local Authority's Annual Performance Assessment (in preparation for the future Joint Area Review) has helped inform priorities for development activity in the coming year. In addition, the coming together of services under the new Children, Families and Education Directorate is presenting many opportunities to review the collective resources available, and develop strategies to maximise further safeguarding potential for the benefit of Kent children.

The statistical data contained in this report is collated from the much more detailed Area Reports produced by the Children's Officers that contain very sensitive Cluster based information that cannot be circulated more widely. **Information contained in this report is also confidential and should not be copied or distributed further without the prior consent of the Children's Safeguard Unit.**

Kel Arthur  
**Head of Service**  
**Children's Safeguards**  
**January 2007**

## 1 PURPOSE AND OUTCOMES OF THE UNIT

The fundamental purpose of the Children's Safeguards Unit (CSU) is to provide support, guidance and challenge to schools with regard to their key responsibility to ensure that children are protected from abuse. Strategic planning and operational practice of the unit is driven by the principles that underpin the Children Act 1989 and these provide a framework for the objectives of the Service: -

- ◆ **Paramount** – the needs of the child are seen as paramount at all times.
- ◆ **Protection** – the Service aims to promote high standards of Child Protection policy procedures and practice in all schools that provide for Kent children.
- ◆ **Prevention** – The Service aims to raise the profile of children's rights and promote schemes of work in schools across the county that will help to empower children to better protect themselves. In addition we need to ensure that care provided, particularly in residential special school settings, conforms with the requirements of the National Minimum Standards and outcomes for children are in line with ECM expectations.
- ◆ **Partnership** – The Service strives to work collaboratively with internal and external customers and other stakeholders to ensure that the objectives of the service are achieved and maintained. Clear demarcation of roles and responsibilities as defined in *Working Together to Safeguard Children 2006* helps to provide a focus for this objective. Unit staff will endeavour to function in a reasonable, transparent and proportional manner when working in partnership with schools, parents, where appropriate, and multi agency colleagues although it should be recognised that responsibility for statutory intervention in cases of child protection remains with the police and children's social services.

### 1.1 Mission Statement

**The Children's Safeguard Unit recognises that if children and young people are to achieve academically, socially and emotionally, it is imperative that their primary needs for safety and protection are met. All children have a fundamental right to be protected from harm and the Unit strives to raise awareness of child protection, care standards and children's rights across the parameters of educational provision.**

**The values and beliefs that underpin the work of the Service that are consistent with the principles enshrined in Ways For Success, are driven by professional social work ethics that reinforce the rights of the individual to be heard, to be treated fairly and to be afforded opportunities to pursue their potential, regardless of their race, age, gender, disability or sexual orientation. Service staff are committed to challenging discrimination and disadvantage that we may encounter in our day to day work and the principles of anti-oppressive practice will be adopted to address issues of ignorance, power and powerlessness that lie at the root of discrimination and victimisation.**

## 2. Consultations

The Children's Safeguards Unit have been consulted on 950 recorded occasions during the academic year by schools or services within the Local Authority. Although the child protection support function is primarily aimed at schools and education services within the CFE directorate, protocols have been agreed with Youth and Community Service and Kent Adult Education to provide ongoing support and advice even though these services now sit within the new Communities Directorate.

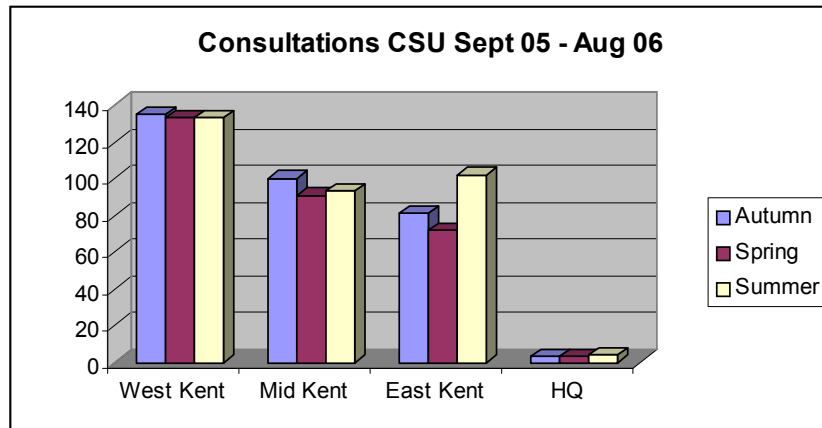
The nature and complexity of consultations continues to present a challenge as many will lead to the need for further legal advice or attendance at multi-agency meetings in support of schools or services. The range of professionals who use the consultation facility has increased but approximately 62% of all calls emanated from Headteachers / Deputies or Designated Child Protection Co-ordinators (DCPC).

Another aspect of the consultation function is to provide the education perspective on inter-agency working groups established by the Kent Safeguarding Children Board and related local child protection committees that focus on both policy and operational practice at a local level. At the request of other agencies we have also begun to record specific requests for advice on issues of domestic violence and young abusing children. We do not believe, however, that the statistics collated during the last academic year accurately reflect the significance of these areas of concern. The Child Protection Newsletter continues to be the medium used for cascading information on safeguarding issues out to schools and services, although increasing numbers of schools accessing Clusterweb will inevitably lead to a review of the need to print and distribute up to 6000 copies of the Newsletter every year.

**Child in Need/ Child Protection Consultation undertaken by Area during the Academic Year to July 2006.**

<b>Term</b>	<b>West Kent</b>	<b>Mid Kent</b>	<b>East Kent</b>	<b>HQ/OLA</b>	<b>Total</b>
Autumn	135	100	81	3	319
Spring	133	91	72	3	299
Summer	133	93	102	4	332
<b>Total</b>	<b>401</b>	<b>284</b>	<b>255</b>	<b>10</b>	<b>950</b>

**Consultations**



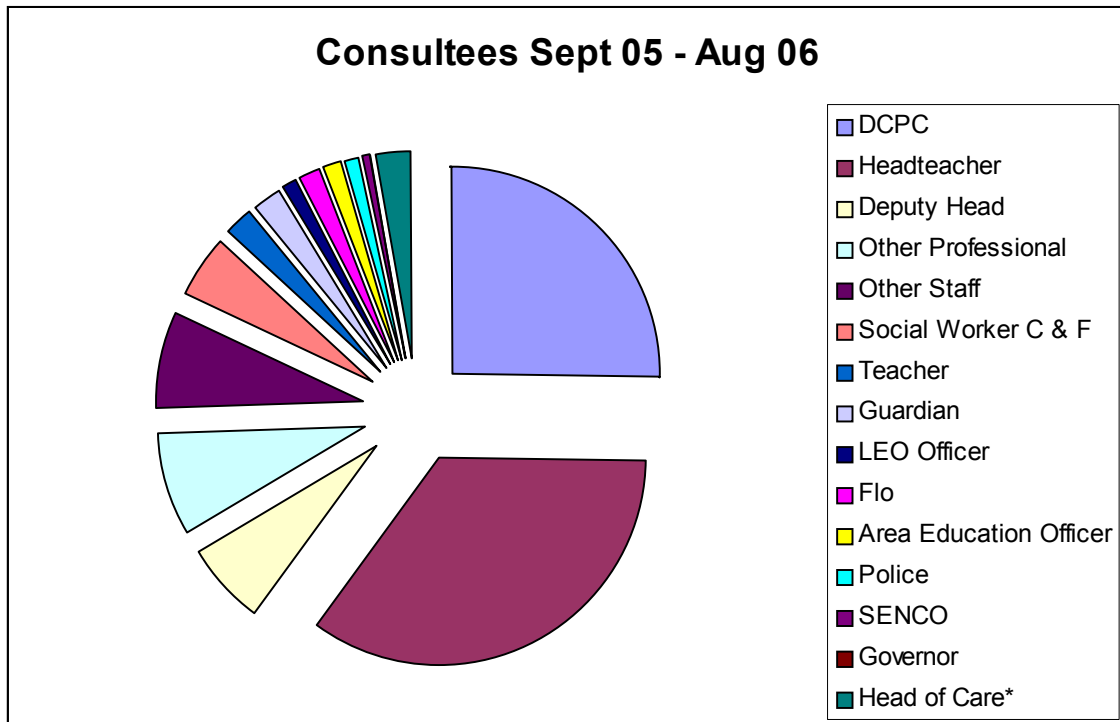
Whilst many consultations result in advice offered through a single contact, there remain a significant number which require on-going input from the Area Children's Officer to ensure resolution of issues, either through liaison and negotiation with colleagues in other agencies, progression of the complaints process within Education and externally or direct support to education staff where matters have become complex and constrained. It is interesting to note that a number of common themes from previous years remain:

- Thresholds for child protection referrals
- Information sharing and issues of parental consent
- Communication of decisions by Social Services.

Cluster specific data can be accessed via the Area Children's Officer (Child Protection).

### **Analysis by Consultee to August 2006**

<b>Consultee</b>	<b>West Kent</b>	<b>Mid Kent</b>	<b>East Kent</b>	<b>HQ</b>
DCPC	101	70	42	2
Headteacher	140	101	95	0
Deputy Head	25	9	5	0
Other Prof	32	25	33	3
Other Staff	31	32	39	3
Social Wrkr	20	3	9	0
Teacher	9	4	2	0
Guardian	8	6	2	0
LEO Officer	5	15	11	2
FLO	7	4	1	0
Area Ed Officer	5	1	0	0
Police	5	1	1	0
SENCo	2	7	6	0
Governor	0	2	0	0
Head of Care	11	4	9	0



### 3. Allegations Against Staff

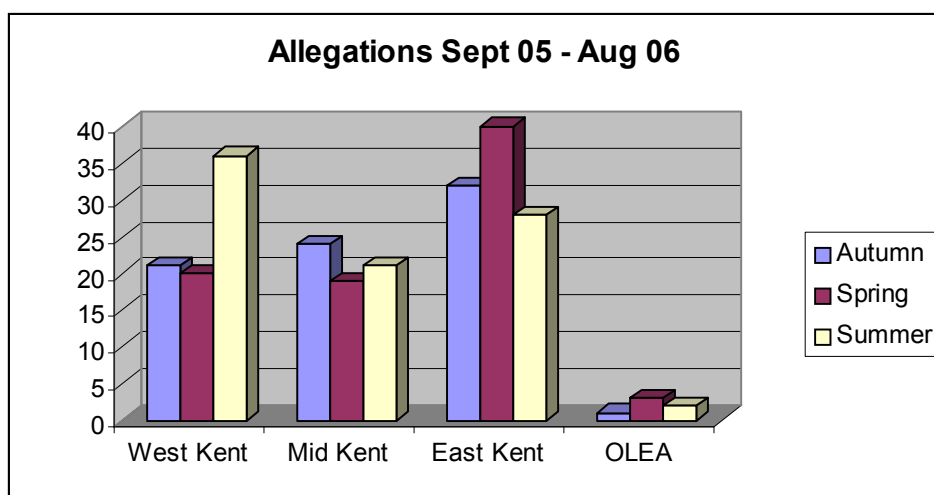
Supporting schools and Services through the process of managing allegations against staff continues to be the most sensitive and challenging of the functions that the CSU provides. Although the DfES issued new guidance *'Dealing With Allegations of Abuse Against Teachers and Other Staff'* (2005) which introduced aspirational time-scales within which allegations should be investigated, this continues to be an issue for staff, managers and the teaching unions. In cases where allegations do not reach the threshold for referral to Police and Social Services, it is feasible for internal management investigations to be concluded within indicative time-scales. Schools are supported by the Schools Personnel Service in most cases in resolving matters as quickly as possible and the CSU have been commissioned as Investigating Officers on a number of occasions this year to support this process. However, in cases that proceed to Section 47 investigations (which constitutes about one third of all allegations) proceedings are often delayed due to the process of criminal investigations and referral to the Crown Prosecution Service. Those that did not cross this threshold were referred back to the school for management action as appropriate. Only the most serious of cases led to formal suspension (20 cases) which is 8% of the total, and this reflects more effective risk assessment and creative use of alternatives to suspension.

There were a total of 247 allegations made against staff during the last academic year. As in previous years the majority of allegations were Physical in nature which constituted 57% of the total. It is also apparent that there has been a significant reduction in allegations of a sexual nature (41 cases as opposed to 64 cases during the previous academic year, which reflects 17% of the total).

Teaching staff (42%) remain the most vulnerable to allegations, but this does not include allegations against supply teachers during the last academic year. It should be noted that 11% of all allegations were made against supply or self-employed teachers, and these cases present particular challenges in following through allegations when schools stop using the supply teacher. Attempts are currently underway to engage with local supply agencies to agree protocols for information sharing and following through disciplinary issues. Consultation has also been had with the DfES outlining these concerns, but in the absence of clear guidance from Central Government it is vital that schools undertake rigorous vetting processes before any sessional staff start working with children.

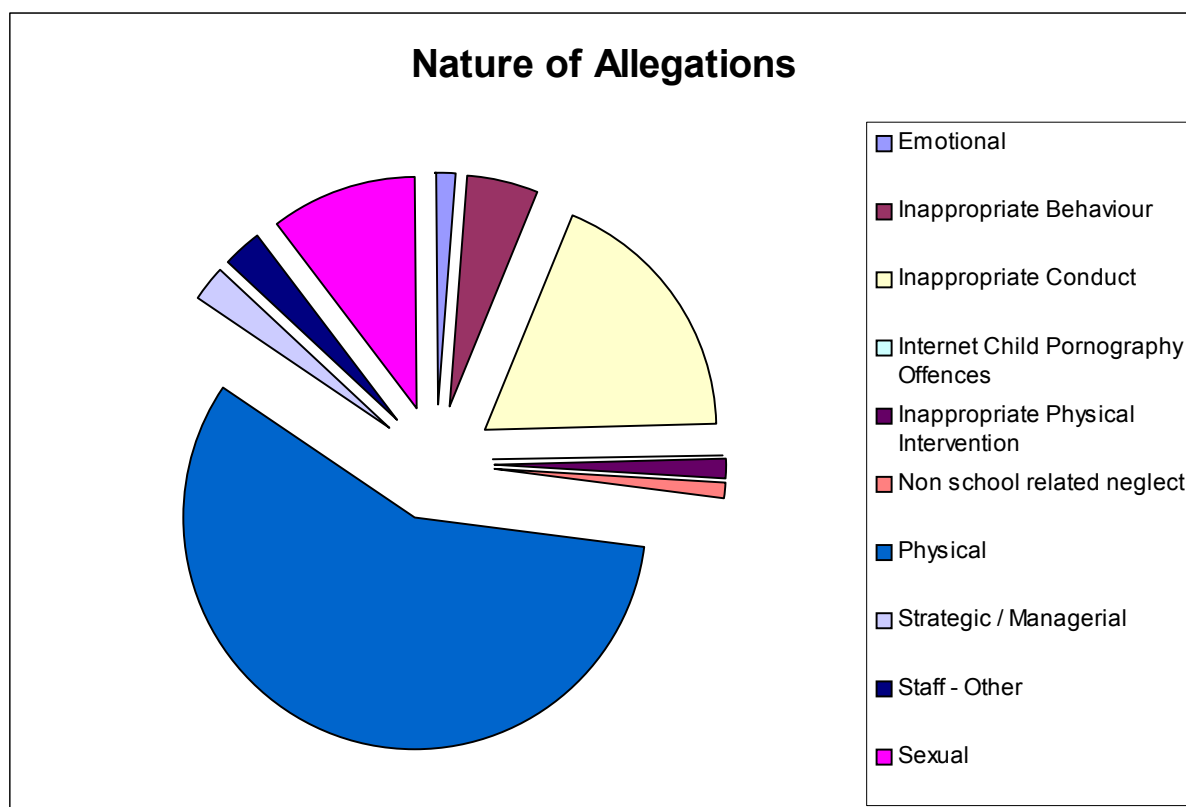
The overall total of allegations reported during the last academic year reduced by 7 cases against the total for the previous year. Although this total still identifies a worrying statistic it should be recognised that this represents less than 1% of the workforce. It also reflects a developing trust and confidence in the Children's Safeguards team who were consulted at stage one by Headteachers in line with procedures. It is also evident that on the few occasions that have not been managed in line with procedures, schools have come into conflict with parents and the statutory agencies. This has led to Police criticism of primary evidence being compromised due to investigations being initiated by Headteachers prior to consultation taking place. Consequently a series of bespoke training events are being developed on managing allegations against staff for the coming year and this will be delivered jointly with colleagues in the Schools Personnel Service, and will hopefully include Local Education Officers who express an interest.

Term	West Kent	Mid Kent	East Kent	OLEA	Total
Autumn	21	24	32	1	78
Spring	20	19	40	3	82
Summer	36	21	28	2	87
<b>Total</b>	<b>77</b>	<b>64</b>	<b>100</b>	<b>6</b>	<b>247</b>



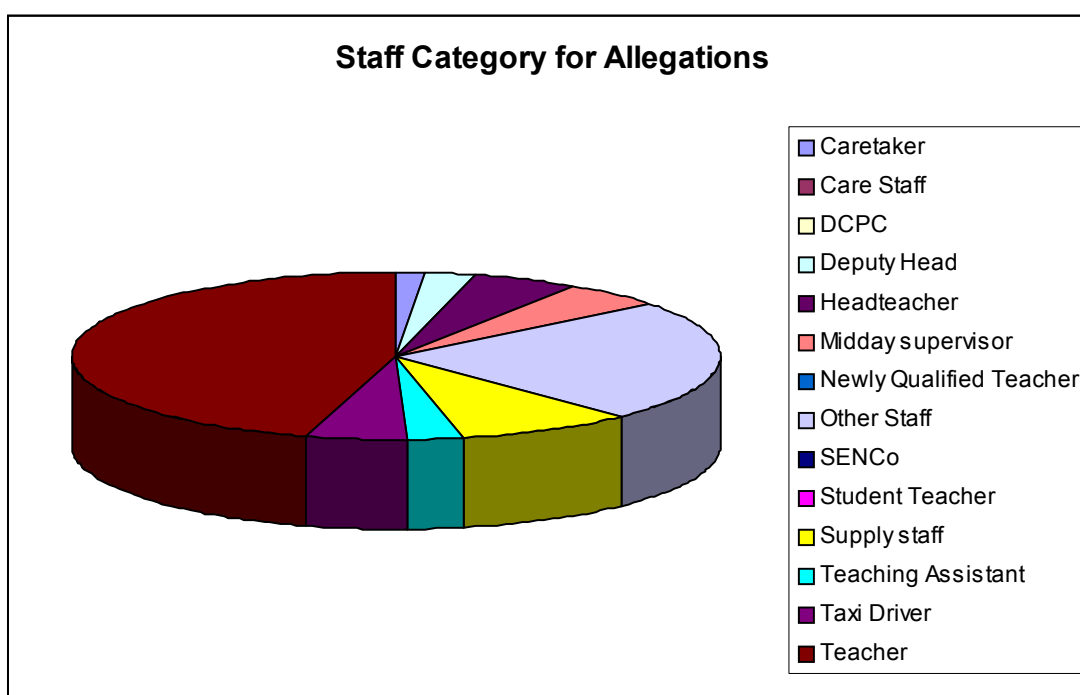
## Nature of Allegations

Type	West Kent	Mid Kent	East Kent	OL EA	Total
<b>*Physical</b>	45	37	56	4	<b>142</b>
<b>Sexual (incl. abuse of trust)</b>	8	9	22	2	<b>41</b>
<b>Emotional</b>	1	1	3	0	<b>5</b>
<b>Inappropriate Behaviour</b>	18	14	19	0	<b>51</b>
<b>Non-School Related / Other</b>	5	3	0	0	<b>8</b>
<b>Total</b>	<b>77</b>	<b>64</b>	<b>100</b>	<b>6</b>	<b>247</b>



## Staff Category

Position	West Kent	Mid Kent	East Kent	OLEA	Total
Caretaker	1	2	0	0	3
Care Staff	0	1	0	1	2
DCPC	0	1	0	0	1
Deputy Head	2	1	2	0	5
Headteacher	4	0	3	0	7
Midday supervisor	4	2	0	0	6
NQT	0	1	0	0	1
Other Staff	18	10	21	3	52
SENCo	0	1	0	0	1
Student Teacher	0	1	0	0	1
Supply staff	7	9	12	0	28
Teaching Assistant	2	11	16	0	29
Taxi Driver	4	2	0	1	7
Teacher	35	22	46	1	104
<b>Total</b>	<b>77</b>	<b>64</b>	<b>100</b>	<b>6</b>	<b>247</b>



## 4. Training

The Children's Safeguards Unit have undertaken a wide range of Child Protection Training for staff working in educational settings in Kent.

The period since July 2004 has seen many changes in legislation and guidance regarding child protection and safeguarding children, including the implementation of the 2002 Education Act, the 2004 Children Act and Every Child Matters. The training has been regularly updated to reflect these changes. There is in particular a shift in emphasis from the traditional basic child protection which involves categories of abuse, signs and symptoms etc towards the wider concept of safeguarding which includes developing safe cultures within schools, safe practice for staff and empowering children to better protect themselves.

### **Activity**

Across the CSU a total of 234 training sessions were provided in the year 2005/6 (whilst this represents a small decrease on the previous year it should be noted that one Area did not have a full-time Children's officer due to maternity leave).

### **Training for Designated Child Protection Co-ordinators**

Target set by DFES guidance - to provide appropriate training to ensure that all DCPCs have the opportunity to attend initial training and update training on a two year cycle. To achieve this in Kent schools, the CSU would need to provide approximately 350 places per annum.

In total 480 places were offered on DCPC Module 1, DCPC Module 2 and DCPC Refresher day training. This enabled us to accommodate independent schools, the Youth Service and other organisations such as Safe Schools and Alternative curriculum providers.

The total numbers attending these centralised events was 441 which reflects an attendance rate of 92%. Attendees are also able to access a training CD to cascade basic awareness within their own schools/service and for staff induction purposes.

### **Training in schools.**

All schools need to have Child protection training every 3 years to comply with DfES guidance. This may be facilitated by the Designated person within the school, although generally schools and services commission the Children's Safeguards Unit to provide whole school training on a bespoke basis. The CSU provided 146 sessions on a twilight or inset basis during the last academic year. A Training for Trainers course was also provided in the 2005 Autumn Term.

### **Other Training**

The CSU has provided training to many other groups including School governors, Connexions (Kent and Medway) and Head teacher induction sessions. Increasing

demand is also apparent from 'Para Professional' groups in response to workforce reform initiatives.

The CSU has also contributed to various Cluster training days and undertaken joint training with Schools Personnel Service on Allegations against Staff. The Training and Development Officer has provided joint training on behalf of the Kent Safeguarding Children Board training group and is an active member of the multi-agency KSCB Training subgroup which includes members from Social Services, Police, Health and Probation.

The Children's Officer (Training and Development) is also the Local Authority's nominated link between schools and the National College for School Leadership's Online training programme for Safe Recruitment which was introduced post Bichard.

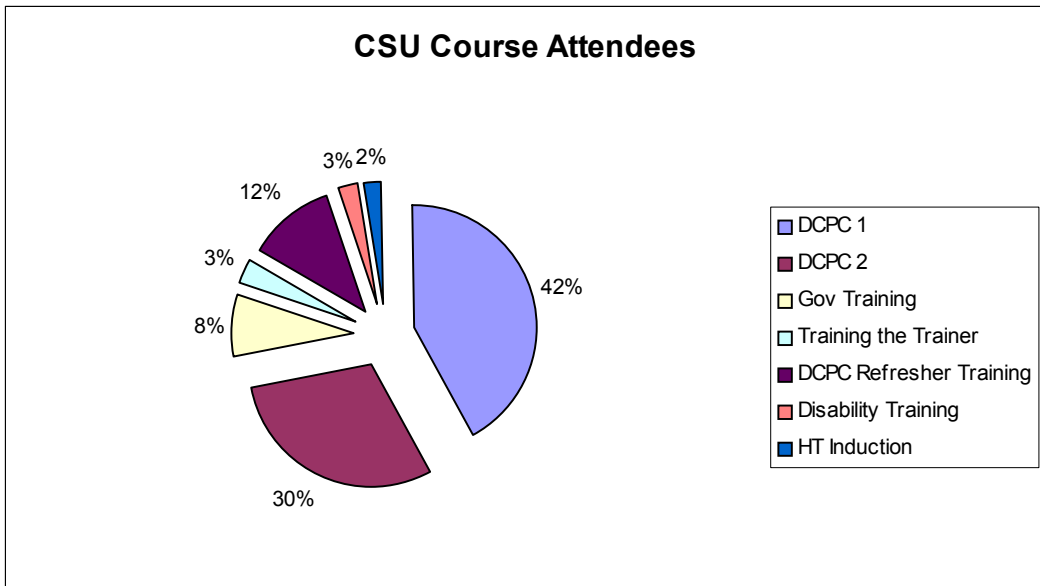
### **Future Developments**

The CSU will remain responsive to changes in the legislation and guidance and aim to meet the training demands of the changing workforce. Two areas for development have been identified for 2006/7

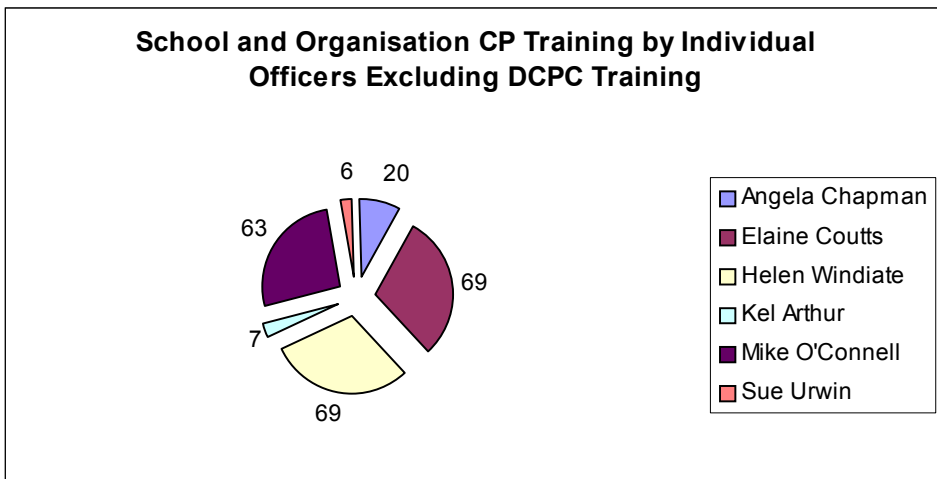
Training for pastoral support staff – there has been a huge increase in non-teaching staff in schools, particularly staff providing support for vulnerable pupils. Many of these staff have been appointed because of positive personal qualities but may have had little professional training. The CSU will be targeting training for this group including basic awareness and safe practice.

E-safety – There is growing concern regarding use of the internet and on-line predation. The Child Exploitation and Online Protection Unit CEOP has been formed to tackle the issue nationally and a programme of education for schools "ThinkuKnow" has been developed and introduced. The CSU will be working in partnership with the e-safety group in developing schools policies, providing training for staff and pupils whilst also being a source for advice on these issues where appropriate.

<b>Courses Held</b>	<b>Attendees</b>
DCPC 1	212
DCPC 2	152
Gov Training	41
Training the Trainer	17
DCPC Refresher Training	60
Disability Training	14
HT Induction	11
<b>Total</b>	<b>507</b>



School CP Training undertaken by Individual Officers excluding DCPC Training	
Angela Chapman	20
Elaine Coutts	69
Helen Windiate	69
Kel Arthur	7
Mike O'Connell	63
Sue Urwin	6
<b>Total:</b>	<b>234</b>



## 5. Care Standards in Residential Special Schools

### Half termly visits to Local Authority Schools (Standard 33)

The Children's Officer (Care Standards) maintains a programme of visits to Kent's maintained Residential Special Schools in line with Standard 33 of the National Minimum Standards as laid down by the Care Standards Act 2000. The criteria for this Standard states that

**'The Governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school their behalf half termly'**

The majority of visits are carried out unannounced. Monitoring includes:

- Checks on the school's records of attendance, complaints, sanctions and the use of physical interventions.
- Assessment of the physical condition of the building, furniture and equipment of the school and
- Opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

In total, **21** Standard 33 visits were carried out across 6 schools in the County. Changes to the format took place during 2005/2006 following consultation with Head Teachers and Heads of Care. Positive feedback was received on the new format that reflects the 5 Key Outcomes for Children in line with the *'Every Child Matters'* agenda.

Visits focus on the criteria in the standard that is mainly monitoring care as well as discussions and developments in meeting the *'National Minimum Standards for Residential Special Schools'*.

In addition to Standard 33 monitoring visits, the Children's Officer chairs the Heads of Care Forum that is represented by both maintained local authority and Independent/non-maintained residential special schools. Speakers this year have included Jonathon Stanley (NCERCC) and Bill Wallace (CSCI). There have been 3 meetings this year.

A review of staffing levels in residential special schools is currently underway and this is being done in conjunction with colleagues in Children's Social Services Residential Managers to ensure that consistency is being applied across services within the CFE Directorate. The Children's Officer (Care Standards) also produces an annual report and analysis based on the findings of the Commission for Social Care Inspection reports on visits to Kent's residential special schools and this can be accessed by contacting the Children's Safeguards Unit on 01622 696366.

**SCRIP / SERSEN**

The Children's Officer (Care Standards) continues to support the South East Region's programme of monitoring independent sector special schools. Four inspections were carried out during the last academic year in line with link authority arrangements and reports were cascaded across the region

## **Complaints Investigation**

The Children's Officer (Care Standards) has been commissioned on five occasions during the last academic year to investigate concerns on behalf of Kent children placed in Independent sector schools out of County. Close links are also maintained with the NCH who are commissioned to provide an Independent Representation and Complaints Service for Kent children placed in Residential Special Schools and issues are followed up as necessary after consultation with the statutory agencies.

## **6. Other Activity**

- The key development during the last academic year relates to the appointment of a Children's Officer to lead on child protection in early years. Prior to the regulatory function passing to Ofsted in September 2001 many of the safeguarding support functions were carried out by Social Services' Inspection and Registration Unit. However the retained functions, as defined by part VI (Section 79v) of the Care Standards Act 2000, places a statutory duty on Local Authorities to provide the necessary support and training to the Early Years sector. The responsibility for providing child protection support and advice to Early Years settings has been delegated to the Children's Safeguards Unit who have been commissioned to provide a service in line with what is currently provided for Kent Schools. A Children's Officer was appointed in December 2005 to commence the work in ensuring that the welfare needs of very young children are being adequately safeguarded and staff within settings feel confident in dealing with child protection concerns. A scoping exercise has been undertaken and an initial child protection input at 27 briefing sessions were delivered for up to 630 providers across the County as part of the delegated conditions. A comprehensive training programme is to be rolled out for Early Years providers commencing in September 2006 – this will initially target registered managers and supervisors with designated responsibility for child protection within settings. In addition child protection training will be provided for Local Authority visiting staff which will prioritise SENCOs and Early Years Advisory Teachers.
- The Service continues to be commissioned by schools and services within the Directorate to investigate complaints or act as expert witnesses in internal management investigations. During the last academic year we have been involved in investigating complaints which varied in terms of complexity. The service has also been involved in a major review of Child Protection practice in a school and supporting a LA service following a serious case of multiple abuse.
- Another core function of the Service is to undertake investigations on behalf of the LA as part of the Serious Case Review process as defined by Part 8 of Working Together to Safeguard Children 1999. The Head of Service sits on the KCPC multi

agency review panel and during the last academic year CSU personnel undertook two serious case reviews. Recommendations from the subsequent reports are shared with the LA's Child Protection Steering Group and a flow chart has been produced to ensure that information is cascaded down to schools via the CP Newsletter where appropriate.

- Work has been completed and a protocol agreed with Kent Police for the release of evidence to inform disciplinary investigations following the conclusion of police involvement in a case. This has been used on 6 occasions during the academic year and has led to reductions in time-scales for investigations.
- Work is on-going in raising awareness of the impact that domestic violence can have on the emotional development of children. The Service is represented on the Kent Domestic Violence Inter Agency Strategy Group and we were actively involved in planning and funding initiatives at a local level and supporting work on the PSHE curriculum in line with ECM agenda.
- We continue to work in partnership with the voluntary sector. The NCH provides an Independent Representation and Complaints Service to Kent children placed in residential special schools and regular visit are undertaken by NCH staff to engage with children and young people. As part of the service level agreement NCH also provides an independent person to ascertain the views of the child in cases that are taken to the SEN Tribunal.
- Area Children's Officers (Child Protection) continue to contribute to the work of the 3 LCPCs and related sub groups. The West Kent Quality Review Group is chaired by the ACO and contributions are made to a number of Safeguarding Groups set up by the LCPCs. We are increasingly looking to engage school and cluster based colleagues in this process as we move towards greater multi disciplinary working within the new Children, Families and Education Directorate.
- It should also be recognised that from last year's development plan we were unable to appoint to the Children's Officer post for leading on child protection in Independent sector schools. This was due to budgetary constraints and the fact that the post did not fulfil a Local Authority statutory function.
- The Children's Safeguards Service has continued to develop its Child Protection page on clusterweb. Copies of all policy and procedures, training details and Newsletter can be accessed on [www.clusterweb.org.uk](http://www.clusterweb.org.uk).

## 7. Development Plan

Project/developmen	a/c	Links to other	Deliverables or	Target
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t/key action Outcome	manager	plans	outcomes planned for 2006/07	dates
6.1. Ongoing review of working practices with Social Services/Policy colleagues in preparation for CFE Directorate development of integrated systems and processes for safeguarding children.	Kel Arthur CSU Team Joanna Wainwright Kay Weiss	ECM Outcome Staying Safe CYPP	<ul style="list-style-type: none"> <li>• Contribute to review of overall safeguarding functions.</li> <li>• Consideration for CSU to take on brief for supporting process of allegations against all professionals within CFE.</li> <li>• Consideration for review of administration of IRCS contract with NCH.</li> <li>• Maintenance of Child Protection support, advice and training is provided to other Directorates as appropriate.</li> <li>• Representation as appropriate on Kent Safeguarding Children Board and related sub-groups.</li> <li>• Consideration re: extending brief of Standard 33 visits to residential schools to registered KCC residential services for children.</li> </ul>	Sept 2007
6.2. Initiatives to comply with new DfES guidance 'Safeguarding Children and Safe Recruitment in Education'	Kel Arthur CSU Team Rob Semens Karen Watson  Teresa Young Area CO (CP)	ECM Outcome Staying Safe CYPP	<ul style="list-style-type: none"> <li>• Ongoing use of Self Evaluation Protocol published for monitoring CP practice in schools (following Pilot of Self Review Tool)</li> <li>• Database inputting that will hold key CP information on all Kent schools in line with the requirements of the DfES</li> <li>• Review and update CP procedures and training materials as necessary to ensure relevant and up to date information is cascaded to schools and services.</li> <li>• Ensure that schools can access support re: on-line recruitment training</li> </ul>	Ongoing  Ongoing  Ongoing  Ongoing  Sept 2007

			<p>provided by the NCSL.</p> <ul style="list-style-type: none"> <li>To ensure, via the Bichard working group, that programme of retrospective CRB checks is completed.</li> </ul>	
6.3. Ongoing development of the training strategy that compliments the work of KSCB and considers issues raised by schools and recommendations from Serious Case Reviews.	Kel Arthur Mike O'Connell Claire Ray (CSU Team)	ECM Outcome Staying Safe CYPP	<ul style="list-style-type: none"> <li>Courses developed on use of the Internet, Disability and Appendix 2 from the National Minimum Standards (Residential Care Conference)</li> <li>Rolling programme of Child Protection training to meet projected target figure of 360+ Designated Child Protection Officers.</li> <li>Facilitate CP Training for 210 whole school staff groups to comply with DfES guidance through a combination of training the trainers and direct delivery.</li> <li>Roll-out of child protection training for Designated staff in Early Years and Childcare Providers and visiting professionals</li> <li>Bespoke Child Protection training for Early Years and Childcare Providers to be developed.</li> </ul>	<p>Sept 2007</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
6.4. Administer Standards Fund moneys allocated for training residential staff in maintained special school to NVQ Level 3 (£40k)	Sue Urwin Kel Arthur	ECM Outcome Staying Safe	<ul style="list-style-type: none"> <li>80% of residential care staff achieving NVQ Level 3 as required by the National Minimum Standard.</li> </ul>	Sept 2007
6.5. Children in Kent Schools are better protected from risk posed by other children who present sexually abusive behaviours.	Kel Arthur Mike O'Connell KSCB Maggie Stephenson	ECM Outcome Staying Safe	<ul style="list-style-type: none"> <li>Ongoing research and contribution to the planning and commissioning of specialist services for identified children who present a risk (e.g. Chilston Project).</li> <li>Produce guidance for schools based on the</li> </ul>	July 2007

			<p>AIM principles</p> <ul style="list-style-type: none"> <li>Contribute to review of KSCB Young Abuser procedures and development of guidance to schools when assessing the risk that these children present to others.</li> </ul>	
<p>6.6 Establish better links and involvement of schools / LA with the MAPPA process, particularly when allegations against staff have led to conviction under the Sexual Offences Act 2003.</p>	<p>Kel Arthur CSU Team CSS Team SPS KSCB</p>	<p>ECM Outcome Staying Safe</p>	<ul style="list-style-type: none"> <li>Preparation for new barring and vetting procedures to ensure that accurate data is maintained on convictions, dismissals and referrals to POCA / List 99</li> <li>Information sharing protocols for staff who present a potential risk (post Soham) to be developed further on a multi-agency basis.</li> <li>Confirm arrangements for education service contribution to MAPPA process.</li> </ul>	<p>Dec 2007  Dec 2007</p>
<p>6.7. Development of services to ensure that children in Early Years and Childcare Providers are better protected from abuse.</p>			<ul style="list-style-type: none"> <li>Approval and appointment of two additional area based Children's Officers (with clerical support) to lead on Early Years.</li> <li>Awareness raising and training to inform EY staff of Signs &amp; Symptom and how to report concerns.</li> <li>Area based consultation s service for EY and Childcare Providers and LA visiting staff.</li> <li>Specific training programme roll out of strategy.</li> </ul>	<p>March 2007</p>

## 8 Service Standards

The purpose of the Children's Safeguards Unit is to provide support, guidance and challenge to schools and LA services in all aspects of child protection. These Service Standards have been reviewed and updated to accommodate the requirements of legislative changes. Section 175 of the Education Act places a statutory duty on schools and LAs to have policy and procedures in place that safeguard children and promote their welfare. DfES Guidance 'Safeguarding Children and Safer Recruitment in Education (2007)' provides the focus on which operational procedures have been developed.

The work of the Children's Safeguards Unit is subject to internal monitoring and review on an annual basis. A great deal of the services we provide are of a qualitative nature and the Business Plan will highlight methods to be developed for consulting with service users. Key elements of the service involve responding to customers and the need to evaluate the service is recognised. To facilitate this process the Service Standards Statement is presented in a format that identifies a number of Key Performance indicators that are Specific, Measurable, Attainable, Relevant and Timescaled. In addition to the annual self-evaluation of performance against these standards, the NSPCC were commissioned to undertake an independent review of the Service which canvassed the views of schools and a range of other stakeholders. This report has provided some very positive feedback and analysis, and the subsequent recommendations are being built into service development.

### **We will**

- When consulted, provide advice that is based on the needs of the child having the paramount consideration, whilst recognising the impact on adults involved.
- Respect the child's and others' rights to confidentiality as outlined in the Children Act 1989 Related Guidance, Data Protection Act 1998 and the Kent Safeguarding Children Board's procedures and have due consideration for equality issues in line with KCC Policy on impact assessment.
- Review annually the standard of service delivery to schools including Governing Bodies, young people and LA personnel in all aspects of children's safeguards provision.
- Work in partnership with multi-agency colleagues including Social Services, the Police and area Health personnel at a strategic and operational level to ensure the best outcomes for children, their families and staff where child protection concerns arise.
- Actively seek customer views regarding the service provided and investigate any complaints or concerns raised in line with KCC Policy.

### **When we are contacted, we aim to:**

- Respond to requests for urgent consultation of a child protection / welfare nature from schools / LA colleagues within the same working day as the request being made.

- Provide initial response to general enquiries by e-mail/fax/correspondence or telephone calls within five working days or less. If the matter has been passed to another person for action we will issue a holding letter or initiate telephone contact to inform the inquirer of this.
- Respond immediately (same day) to any complaints received directly from parents or young people, and agree strategies for intervention where appropriate within five working days or less. Investigation and resolution of complaint to be actioned within 28 days of receiving the complaint and if this is not possible then a letter will be issued explaining clearly the reasons for delay.
- Answer telephone calls personally. Children's Safeguards Service's main switchboard telephones will not utilise answer machines during normal office hours.

**In working with other agencies, we aim to:**

- Attend 90% of child protection strategy meetings where an allegation of abuse has been made against a member of school staff. Where attendance is not possible, consultation with the chair of the meeting and senior LA colleagues will be offered before and subsequent to the meeting.
- Attend 100% of Multiple Abuse Management Group meetings called in response to allegations of multiple abuse against a member of school staff.
- Provide for the LA, schools, parents and pupils perspectives to inform the work of Kent Safeguarding Children Board by ensuring 100% attendance at KSCB and local Child Protection Committees in each of the areas.
- Report on and collate statistics within 30 working days of the end of the academic year in July on CP activity and allegations of abuse against staff in Kent schools that can be presented to the DfES (statistics only).
  - Produce an annual report that reflects level of activity in all of the core functions of the service across the county that can be presented to KSCB early in the new year.
- Actively promote the principles of anti-oppressive practice and challenge issues of discrimination that may become apparent in our day-to-day involvement with schools, young people, parents or multi-agency colleagues.

**In providing training and written guidance for schools and education and relevant Services, we aim to:**

- Provide up to ten days training delivered by Unit staff each year to the KSCB multi-agency training programme when commissioned to do so.
- Give at least six weeks notice of training events we provide for school staff and education services.
- Respond to requests for schools/education services/early years and childcare providers for whole staff group child protection training within five working days of

receipt of request. Training will be rolled out across the County to ensure that DfES time-scales are adhered to.

- Dedicate staff time to preparing and delivering training to schools and education services in any academic year in line with established training strategy.
- Evaluate all centrally co-ordinated training courses provided. Feedback records will be kept and assessed and training modified accordingly where appropriate.
- Respond to request for child protection training for Governors, Head Teacher induction NQTs and teachers recruited from overseas during period of induction as requested.
- Produce a Child Protection Newsletter for schools and education services personnel every term (three per year).
- Offer a minimum of twelve training events per year for Designated Child Protection Co-ordinators in schools across the county (450 projected places) including participation in Module 2, Refresher Courses and centralised Bespoke training for Para-Professionals provided to meet demand.
  - Consult with representative members of the Education Services Child Protection Steering Group, which meets each term on all matters relating to Policy, Procedures and the raising of standards in child protection practice across the sector.
  - Respond to requests from schools for operational guidance on issues relating to the protection of children. This is in addition to maintaining existing policy and procedures (including Exemplar CP policy for schools)

## Monitoring

- Monitor care standards in maintained residential special schools through half-termly visits that are reported on in writing within ten working days of the visit. Contribute to the pooled South East Regional Partnership Programme of link inspections of Independent Residential Special Schools through annual visits jointly with AEN/ASK colleagues as appropriate.
- Provide a monitoring function in line with new legislation and inspection standards that ensures that the LA will intervene effectively and provide support to schools and services where there are child protection concerns – self evaluation format helps to inform this process.

If you have any queries regarding this report please do not hesitate to contact myself or one of the Children's Officers listed below:

**Kel Arthur**  
**Head of Service**  
**Children's Safeguards**

## Contact Addresses Children's Safeguards Service

<b>Head Office – Sessions House</b>		
Kel Arthur Head of Service	Office No: Mobile No:	01622 696366 07786 191359
Sue Urwin Children's Officer (Care Standards)	Office No: Mobile No:	01622 696366 07717 716861
Mike O'Connell Children's Officer (Training and Development)	Office No: Mobile No:	01622 696366 07740 183807
Claire Ray Children's Officer (Early Years)	Office No:	01622 696366 07920 108828
Celia Swain PA to Mike O'Connell	Office No:	01622 696677 7000 6677
Teresa Young PA to Kel Arthur and Sue Urwin	Office No:	01622 696366 7000 6366
Kay Ashman PA to Claire Ray	Office No:	01622 696677 7000 6677

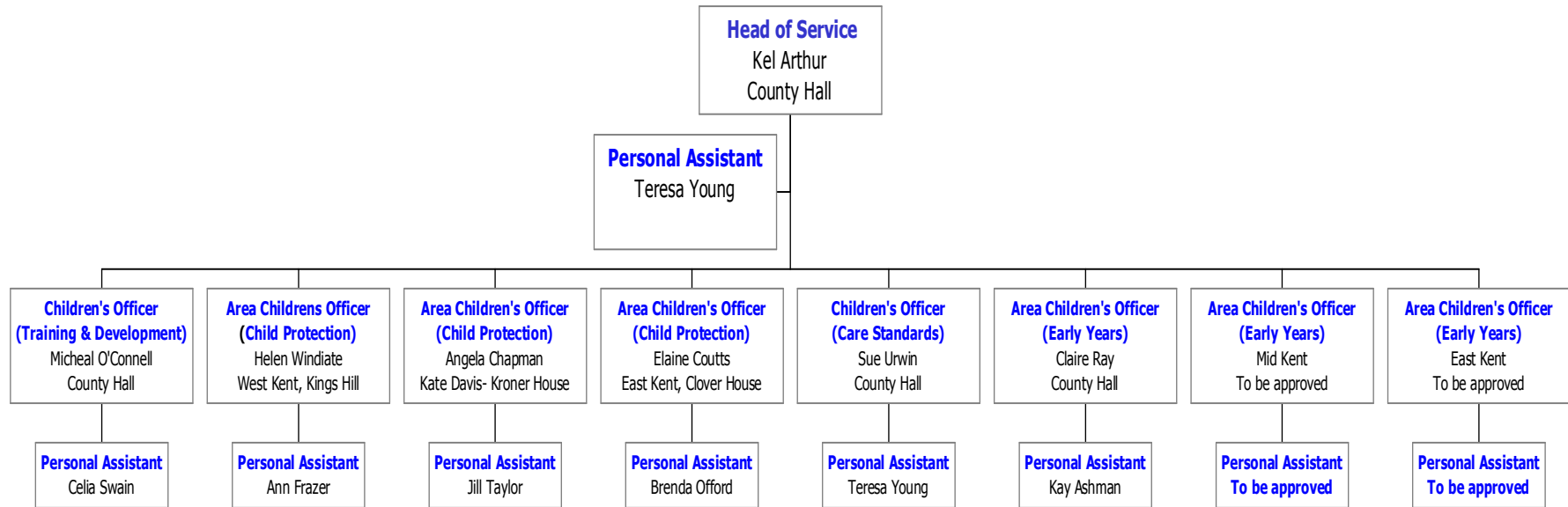
<b>West Kent – Kings Hill</b>		
Helen Windiate Area Children's Officer (Child Protection)	Office No: Mobile No:	01732 525035 07740 183798 7003 5035
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<b>East Kent – Clover House</b>		
Elaine Coutts Area Children's Officer (Child Protection)	Office No: Mobile No:	01227 284682 07786 191601
Brenda Offord PA to Elaine Coutts	Office No:	01227 284566 7679 4566

<b>Mid Kent – Kroner House</b>		
Kate Davis Area Children's Officer (Child Protection) and Angela Chapman Area Children's Officer (Child Protection)	Office No: Mobile No: Mobile No:	01233 898644 07740 183797 07717 895731
Jill Taylor PA to Kate Davis and Angela Chapman	Office No:	01233 898696 7001 8696



## Children's Safeguards Unit Structure Chart



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THE FOLLOWING INFORMATION IS PROVIDED TO MEMBERS OF THE CHILDREN'S CHAMPION BOARD. IT RELATES TO ITEM C2 OF THE AGENDA OF THE MEETING ON 26 SEPTEMBER 2007. THIS IS AN INFORMATION PAPER, WHICH IS CIRCULATED ON OR AROUND THE TIME OF THIS MEETING.

### **Care Matters: Time for Change (White Paper) Briefing**

Care Matters: Time for Change presents the government's vision for promoting better outcomes for children and young people in and leaving care. The White Paper is set out within 8 chapters and outlines a wide range of proposals. Time for Change builds upon the Green Paper and has been influenced by consultation responses from both adults and children and young people and findings from four working groups<sup>1</sup>, which clarified certain issues around best practice and explored in more detail some of the ideas floated in the Green Paper.

The briefing report provides a summary of the proposals in the White Paper, under each chapter. The briefing provides the page number where each of the proposals can be found in the White Paper. A web-ink to the White paper is also provided:

<http://www.dfes.gov.uk/publications/timeforchange/index.shtml>

<sup>1</sup>The Future of the Care Population, chaired by Martin Narey; Social Care Practices, chaired by Professor Julian Le Grand; Better Placements for Children in Care, chaired by Lord Laming; and, Best Practice in Schools, chaired by Dame Pat Collarbone.

**Chapter 1: Corporate Parenting: getting it right** – focuses on the role and responsibilities of the local authority as Corporate Parent in improving outcomes for children and young people in and leaving care. Local authorities are expected to establish effective joint working with key partners as a means of ensuring that they meet their responsibilities as a Corporate Parent effectively. An emphasis is given to the role of the DCS and Lead Member in leading improvements in Corporate Parenting (page 20).

#### Improving corporate parenting

- An Annual Stocktake: a national Ministerial event to review progress in improving outcomes for children in care, with key stakeholders from local government, health and young people in care (page 22)
- Disseminate Government funded corporate training materials (page 22)
- Identify and spread good practice in corporate parenting through the next round of the Beacon Council Scheme (page 22)
- Monitor local authorities' arrangements for ensuring that young people contribute meaningfully to service planning - including an expectation that every local authority to put in place arrangements for a 'Children in Care council' – with direct links to the DCS and Lead Member (page 22).
- Expect every local authority to develop a pledge for their children in care (page 22/23)<sup>1</sup>
- £13.5m in 2007-08 and £89/96/107m over 2008-11 (page 27)
- A change fund in 2007-08 for local authorities who have audited their systems for supporting children in care and those on the edge of care (page 27)

#### Assessment and care planning

- Bringing together all the requirements for Care planning in one set of regulations and accompanying statutory guidance as part of the revised Children Act 1989 guidance in 2009 (page 25, 28 & 29)
- Completing the full implementation of ICS in every local authority (page 25)

- Strengthening the independence of Independent Reviewing Officers (page 25, see also Chapter 7, pages 131 to 133)
- Exploring the implications of these changes for Social Worker' training (page 25)

#### Inspection, standards and guidance

- Ofsted to lead a programme of inspection of services for children in care (pg 28)<sup>2</sup>
- Revised National Minimum Standards for fostering services, children's homes and adoption in 2009 (page 28 –see also chapter 3 pages 62-63)
- Revised Children Act 1989 Statutory Guidance (pages 28 and 29)

<sup>1</sup>Work on Kent's pledge for children and young people in and leaving care is already underway. Two residential weekend events at Hardslot, France have taken place to enable children and young people to share their views on what they want in a pledge, which is being made into a DVD.

<sup>2</sup>Ofsted are also undertaking a study in 2009/10 to review progress in improving SEN, which will include a focus on children in care (see page 77, paragraph 4.56)

**Chapter 2: Family and parenting support** – puts forward a wide range of proposals to help ensure, wherever possible, that children and young people remain with their families and wider family and friend network.

#### Children on the edge of care

- Government offices to work with local authorities to establish the reasons for differential rates of care, with a focus on:
  - The thresholds used for bringing children into care; and
  - The decision-making mechanisms for accommodating a child or applying to the courts for a care order (Pages 31-32)
- A programme of regional training events for managers and practitioners on the family group conferencing model (page 33)
- Piloting a Family Drug and Alcohol Court, from January 2008 (page 36)
- Funding the development of Multi-systemic Therapy (MST) for young people on the edge of care. Pilots will begin in spring 2008 (page 37)
- Encourage all local authorities to commission 'support care' as part of their range of provision for children in need (pages 37 to 38)
- £280m over three years to increase use of short breaks to reduce family stress and ensure disabled children are better supported in their families (page 38)
- Statutory guidance (within the revised Children Act 1989 guidance, page 28/9) to include a focus on support/short-break care. Guidance to set out the circumstances when the child would be looked after (page 38-39)
- Revised Children Act 1989 guidance (*pages 28-29*) to promote effective care planning to ensure that work continues with birth parents while the child is in care, and support is provided to family on return home (pages 42-43)
- All children in care to have a Child in Need Plan on return home (pages 42-43)
- Develop proposals for a Centre of Excellence in Children's Services with a view to the centre beginning work in early 2008 (page 43)

#### A new framework for family and friends care<sup>1</sup>

- A requirement that relatives and friends are, as far as possible, considered as potential carers within court care plans at the outset of proceedings (page 40)
- Ofsted to assess local authorities policies in relation to the support offered to family and friends carers as part of its inspection of services (page 41)
- Relative carers will be able to apply for a residence order if the child has lived with them for at least one year immediately preceding the application (page 41)
- The age at which a residence order ends to rise from 16 to 18 (page 42)

<sup>1</sup>The proposals in the White Paper have been influenced by work in Kent which introduced, in 2003, comprehensive procedures to support kinship care living arrangements - most of which are supported outside of the looked after system. The White Paper includes a case study on Kent's KISKA service for supporting kinship care (see page 40).

**Chapter 3: Care Placements: a better experience for everyone** – makes a number of proposals aimed at supporting local authorities to secure successful and stable placements for children and young people in care.

#### Good commissioning

- A statutory duty on local authorities to secure sufficient and diverse provision of quality placements within their local area (page 48)<sup>2</sup>
- Launch regional commissioning unit pilots to ensure that the benefits of commissioning are delivered on a larger scale (page 48)<sup>2</sup>
- Guidance to help local authorities manage local placement markets, including publishing research on the optimal local supply of residential care (pages 48-49)<sup>2</sup>
- Update guidance for placements in secure children's homes (page 49)
- Work with local authority partners and the Youth Justice Board to develop a strategy for children in care in secure accommodation (page 49)
- National Occupational Standards for service commissioners (page 49)
- Support the development of a standardised national contract for residential care, in parallel with the existing national contract for independent and non-maintained special schools (page 49)

#### Improving the quality of placements

- Training materials to be available in 2007 to help support improvements in placement stability (page 49-50)
- Establish robust systems to ensure that foster carers' skills, training and qualifications are properly recorded, and available to new fostering service providers if the carer moves (page 52)
- Exchange of information between agencies by requiring a new provider to seek information from a previous provider about a prospective carer (page 52)
- Extend the existing Independent Review Mechanism with respect to prospective adopters to prospective foster carers (page 52)
- Fund pilot sites to test the use of a weekly foster carer meeting and a weekly parent report on behaviour in order to anticipate the likelihood of placement disruption and to provide appropriate intervention and support (page 53)
- A pilot programme to evaluate the effectiveness of social pedagogy (a framework for understanding children's upbringing) in residential care (page 58)
- Ofsted to have the power to issue a notice setting out the details of any failure in the quality of residential care, and the action/ timescales to address it (page 59)
- Ofsted to also be given the power to prevent further admissions (page 59)
- For children in long term residential placements in health and education settings:
  - Clarify the current requirement for placing agencies to notify the local authority concerned of the placement
  - Introduce a requirement for the local authority in which the child is ordinarily resident to visit and maintain contact with the child
  - Issue guidance setting out the role and purpose of the visit (page 61)

#### Training and support for foster carers

- Link the new training and development standards for foster carers to the planned revision of NMS (page 28) for fostering services (page 50-51)
- Fund a national rollout of the Fostering Changes Programme (page 51)

#### Payments for foster carers and recruitment

- All fostering services to publish details of their payment structures for foster carers (page 53)
- Support a campaign to raise the profile of foster care nationally, and to support local initiatives in recruitment (page 54)

#### Concurrent Planning<sup>1</sup>

- Ensure that Social Worker training includes a component on concurrent planning
- Issue guidance for social workers on permanence planning (pages 56-57)

#### Out of authority placements<sup>2</sup>

- Strengthen the statutory framework so that a local authority may not place a child out of its local authority area unless it is satisfied that such a placement is in the child's best interests (page 60)
- Set out a rigorous process that must be followed so that any decision to place a child out of authority is scrutinised and agreed at a senior level of the local authority's children's service
- Specify the mutual responsibilities of placing authorities and area authorities
- Confirm that where any child is placed out of authority, he/she should only be removed from that placement and placed closer to home if the move is better able to meet their needs – and the child's views have been taken into account
- Describe the arrangements to be followed in relation to emergency placements (pages 60-61)

<sup>1</sup>Kent's concurrency pilot is one of four such projects currently in place in England (see page 57, paragraph 3.55).

<sup>2</sup>Kent has been highly influential in encouraging the Government to introduce a range of measures in the White Paper to reduce a reliance on out-of-authority placements for children in care. The intent of government to introduce these proposals was highlighted by Beverley Hughes during her visit to Kent in May 2007.

#### Children missing from care (pages 62-63)

- Beacon Schemes (see page 22) to share good practice
- ICS to ensure effective contingency arrangements are prompted
- The revised NMS (page 28) to emphasise the need to reduce the risk of children going missing
- Children missing from care to be covered in the revised Children Act guidance (see also pages 28-29)
- Explore with Ofsted how children missing from care will be reflected in inspection arrangements (see also page 28)
- Annual Stocktake (see page 22) to reflect children missing from care issues

#### Promoting regular contact between the child and their social worker

- Make the requirement to visit children in care explicit for all placements; and
- A requirement that Social Workers will normally see the child alone (page 63)
- Local authorities to ensure that young people have appropriate opportunities to contact their Social Worker and seek advice outside of visits; and
- Extend the requirement to visit children in care to those who were voluntarily accommodated immediately before entering custody (pages 63-64)
- Introduce a notification requirement so that Youth Offending Teams must inform the responsible local authority when a child in care enters custody (page 64)

**Chapter 4: Delivering a first class education** – sets out how schools, local authorities, providers of early years and further education will be supported to get the best possible educational experience for children and young people in and leaving care.

### Early years provision

- An expectation in care planning arrangements for children under five (particularly three and four year olds) to receive high quality early years education (page 67)

### A place in a good school

- Reaffirms local authorities power to direct schools to admit children in care through the Education and Inspections Act 2006 (page 68)
- Schools Commissioner's report on fair admissions (January 2009) to include admission arrangements for children in care (page 68)

### Stability in school

- Legislation requiring local authorities to ensure that the education of children in their care is not disrupted as a result of care planning decisions – including a requirement that children in years 10 and 11 should not be moved (page 69)
- Social Worker training (*see chapter 7*) to include a focus on importance of education and social relationships; and
- Revised guidance on care planning (*see page 25*) to include importance of education and ensure care planning decisions do not impact on educational stability (page 69)

### A package of educational support (*see also Chapter 6, pages 117 to 122*)

- Designated teacher role to be placed on a statutory footing, supported by training and statutory guidance (pages 28/29) to set out their role and responsibilities (page 71)
- Revised Children Act guidance to set out the role that Designated teachers, Social Workers, Carers and children/young people should take in designing and delivering the PEP (page 73)
- Guidance to also include how Designated Teachers should support gifted and talented children in care (page 76)
- From 2008, provide £500 a year children in care at risk of not meeting expected standards of attainment to support their needs (page 75)
- Making Good Progress pilot, trialing new ways to stimulate pupils' progress in school – to include a focus on children in care (pages 75-76)
- Strengthened guidance to primary carers setting out how they can support children in care with SEN, including their right to appeal (page 77)
- Children in care to be eligible access £217m by 2010-11 of 'Aiming High for Children: Supporting Families (HM treasury and DfES, 2007) funding for two hours a week of extended activities during term time, with two weeks a year of part-time provision (page 78 – *see also Chapter 5, page 99*)
- Ofsted to conduct a review in 2008/09 of schools' practice re exclusion of children in care, plus further research on why children in care have higher levels of absence and exclusion and ways to reduce (pages 80-81)
- National Strategies behaviour and attendance field forces to work with local authorities/schools to tackle absence amongst children in care (page 81)
- Revised statutory guidance on exclusions (September 2007) – children in care must only be excluded as a last resort and educational provision for excluded children in care should be arranged from the first day of an exclusion (page 81)
- Ask all schools and local authorities to monitor absence and exclusion of children in care and to put in place strategies for improving (pages 81-82)
- Pilot the role of the Virtual School Head in 11 local authorities (page 10, and pages 140-141 – *see also page 82, paragraph 4.79*)
- A package of support for carers, including:
  - Improved help for carers to support literacy

- Better information and online support through new technology
- Strengthening of Home-School agreements
- Supporting the education of children in care as part of NMS review (pages 84-85)

#### Increased accountability

- Training for school governors on needs of children in care and on their role in holding the school to account (page 86)
- Virtual Schools Heads to develop effective links with regional education protects facilitators to share good practice (page 87)
- Ofsted's inspection of services for children in care (page 28) to include a focus on whether their education is being improved (page 87)

**Chapter 5: Promoting health and wellbeing** – an emphasis on the importance of securing health and wellbeing for children and young people in care, both as a means of underpinning achievement in school and the work place and to facilitate an active and enjoyable life. Proposals focus on how to address health and wellbeing inequalities between children and young people in care and their peers.

#### Better access to healthcare

- Re-issue DH (2002) Guidance on promoting the health of looked after children in 2008 – on a statutory footing for both local authorities and healthcare bodies (pages 89-90). For local authorities this will form part of the revised Children Act 1989 guidance (*see Chapter 1, pages 28-29*)
- The role of the Joint Strategic needs Assessment (JSNA)<sup>1</sup> to be included in the statutory guidance to ensure that local areas consider any relevant information and data sources on children in care when making the assessment (pages 91-92)
- Statutory guidance to ensure that CAMHS provide targeted and dedicated provision for children in care (page 93)
- Mental health of children and young people in care to be reflected in future local authority performance management arrangements via a new performance indicator (page 93)
- Set out in guidance how schools, foster carers and Social Workers can support the RSE needs of young people in care (page 94)
- Teenagers in and leaving care who are either pregnant or already parents to have a lead professional who co-ordinates a comprehensive package of support (pages 94-95)
- Chief Executives to ensure that the health and wellbeing of children and young people in care are an identified local priority (page 105)
- Statutory guidance setting out role of DCS in addressing health and wellbeing of children and young people in care through the JSNA and CYPP (page 105)
- Subject to parliamentary approval<sup>1</sup> local authority elected members to have strengthened powers to require PCTs, NHS trusts and NHS Foundation trusts to co-operate with overview and scrutiny committees in the provision of information (page 106)

<sup>1</sup>Currently subject to parliamentary approval of the Local Government and Public Involvement in Health Bill

#### More opportunities to participate in leisure activities

- Increase leisure opportunities through the provision of new resources (*amount not yet specified*) combined with free local authority provision (page 98)
- Free music tuition in schools (page 99)
- 2007 Comprehensive Spending Review to explore with Youth Sport Trust and Sport England new approaches to providing community based sport opportunities for children and young people in care (page 100)

- Guidance for local authorities on their role in promoting youth work activities for children and young people in care (page 101)
- Statutory guidance to include an expectation that Social Workers' role and responsibilities in ensuring that children and young people in care receive appropriate support in accessing activities (page 103)
- Revised care planning guidance (see pages 28-29) to include emphasis on leisure activities (page 102)
- Explore ways in which children and young people in care can benefit from the 2012 Olympics and Paralympic Games (page 101)
- Government to work with major business companies to increase access to structured leisure activities and work experience (pages 101-102)
- Government to monitor volunteering rates of children in care compared with their peers and work with the charity **V** to develop approaches to boost participation (page 102) – *see also chapter 6, page 115, paragraph 6.37*
- Packs for carers and children and young people in care providing information on things to do and places to go locally (pages 102-103)
- Foster care training to include an understanding of the importance of play and leisure activities and practical ways of supporting engagement (page 104)
- Independent Visitors to be provided with activity packs (page 105)
- Statutory guidance to include role and responsibility of DCS to ensure children and young people in care are engaged in positive activities as other children and young people of their age (page 106)

**Chapter 6: Transition to adulthood** – looks at how young people can be given a greater voice over when and how they enter adult life and continue to be provided with excellent support in education, training and employment. There is an emphasis on changing the culture of leaving care so that young people are supported into adulthood more gradually.

#### Longer stays in care

- Pilot from September 2007 Right2B Cared4 to give young people a greater say in the decision-making process that influences their care (page 110)
- Pilot arrangements from 2008-09 for young people in established foster placements to continue to stay with them up to the age of 21 (page 111)
- Make necessary regulatory changes (Spring 2008) to exclude payments to ex-carers, where a care leaver remains living with them post 18, from an assessment of benefit entitlements (page 111)

#### Practical life skills and financial support

- Investment of £100 per year in the Child Trust Fund account of every child who spends the year in care, starting in 2008<sup>1</sup>
- Chapter 3 outlines a package of improved training provision for carers, which will include training around the skills needed to help young people learn the practicalities of living alone (page 114 and 50-51)

#### Greater practical support and encouragement to continue in ETE

- Extend Personal Advisor and pathway plans up to age 25 for all care leavers who are either in education or wish to return to education (page 117)
- Explore possibility of flexible starting dates for young people wanting to pursue Diplomas and other qualifications in an FE setting; and
- Introduce progression pathways within the Foundation Learning Tier that enable young people to progress to level 2 learning (page 118)

- Managing Information Across Partners Project to improve information sharing on children and young people in care from school to college and other learning (page 118)
- Develop a self assessment toolkit for FE institutions to evaluate the effectiveness of support offered to young people in care (page 118)
- UCAS to develop a tick box for young people to notify them they have been in care (September 2008) so that applications from young people from care backgrounds can be supported during the admissions process (page 122)
- Introduce a national bursary, requiring local authorities to provide a minimum of £2000 for all young people in care who go onto university (page 122)

Improved accommodation options when staying with foster carers is not possible

- Good practice guidance on housing and children's services co-operation regarding homelessness (page 120)

<sup>1</sup>Only children born on or after 1<sup>st</sup> September 2002 are eligible for a CTF account. The White Paper is unclear from how this proposal will impact on those young people in care who will be preparing for adulthood in the near future.

**Chapter 7: The role of the practitioner** – sets out how the child/young person experiences a seamless service which is consistent, responsive to need, and receptive to their wishes and feelings.

Workforce reform

- Further funding available in 2008/09 to enhance local authorities' investment in ICT to enable Social Workers to work flexibly and use time efficiently (page 126)
- Remodelling pilots of Social Work teams in 30 local areas (page 126)
- Developing practical tools to support dissemination of good practice from remodelling work already being undertaken (page 126)
- Support training for at least two commissioners in every local authority, based on forthcoming National Occupational Standards for commissioning (page 127)
- Explore mechanisms for CWD partners to work on service improvement and modernisation (page 127)
- Review the support offered to newly qualified Social Workers and to managers and supervisors (page 127)
- Explore options for greater child specialisation in the SW qualifying degrees (page 127)
- Build on the common induction frameworks developed by the CWDC so that they are adopted across the children's social care workforce (page 127)
- Commission research on the skills and behaviours required by the children's workforce to support disabled children (page 127-28)
- Establish management induction standards (page 128)

Social Worker recruitment and Social Work practices

- Recruitment campaigns for Social Workers more closely embedded in the context of a children's workforce and ways of working set out in ECM (page 128)
- A newly qualified Social Worker status to guarantee support, training and induction to child and family social work (page 128)
- Explore new initial training routes for Social Workers and clarify current fit between career pathways for Social Workers and the post-qualifying awards available to support these pathways (pages 128-29)
- Legislate to establish a variety of two-year Social Work Practice<sup>1</sup> pilots across a diverse range of local authorities (page 129)

Independent Reviewing Officers (IROs)

- Local authorities to appoint a named IRO for each child (page 132)
- IROs to spend time with each child prior to any review (page 132)
- Strengthen guidance on the role of IROs by defining a 'significant event' when a review must take place before any change can occur for the child (page 132)
- Guidance to clarify that a referral to CAF/CASS is no longer a last resort (pg 132)
- Amend guidance to specify optimum caseloads for IROs (page 132)
- *Government to revisit option of making IROs completely independent from local authorities if above plans do not support significant improvements in outcomes (page 131, paragraph 7.31)*

#### Independent Visitors

- Legislate to extend the opportunity to have an independent visitor to all children in care where they would benefit significantly from such a relationship (page 133)
- Look at ways to increase the pool of volunteers who wish to become Independent Visitors (page 133)

#### Advocacy and complaints

- In addition to inclusion in the pledge for children and young people in and leaving care, local authorities should provide access to independent advice in line with 'Get it Sorted Guidance (pages 133-34)

<sup>1</sup>Referred to as 'Social Care Practices' in the Green Paper.

**Chapter 8: Next steps** – looks at the ways in which the proposals outlined in the White Paper will be taken forward.

- Government to strengthen legislative and regulatory framework at earliest opportunity (page 136)
- Provision of further resources to implement changes (page 139)
- Establish a national partnership with voluntary and statutory sectors (page 137-8)
- Details of pilots (pages 140-41)
- Work with private sector re how their skills and resources can help promote better outcomes for children in care (page 138)

Paul Brightwell Policy and Performance Manager – Looked After Children/Leaving Care  
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