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NOTICE OF MEETING

Meeting	Corporate Parenting Board
Date and Time	Wednesday, 7th December, 2022 at 2.00 pm
Place	Ashburton Hall, Ell Court, Winchester
Enquiries to	members.services@hants.gov.uk

Carolyn Williamson FCPFA
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website and available for repeat viewing, it may also be recorded and filmed by the press and public. Filming or recording is only permitted in the meeting room whilst the meeting is taking place so must stop when the meeting is either adjourned or closed. Filming is not permitted elsewhere in the building at any time. Please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 5 - 10)

To confirm the minutes of the previous meeting

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. BOARD MEMBERS FEEDBACK - ENGAGEMENT AND RECENT ACTIVITIES

An opportunity for Board members to provide a verbal update on their recent engagement activities.

7. HAMPSHIRE VIRTUAL SCHOOL HEADTEACHER ANNUAL REPORT
(Pages 11 - 30)

To receive a report from the Director of Children's Services providing an overview of the Virtual School's work and focus during the academic year 2020-2021, together with an analysis of educational outcomes, where published, for Hampshire's cohort of children in care.

8. LOOKED AFTER CHILDREN HEALTH ASSESSMENTS - UPDATE
(Pages 31 - 46)

To receive a presentation from the Senior Designated Nurse for Looked After Children, providing an update on health assessments.

9. MODERNISING PLACEMENTS PROGRAMME (Pages 47 - 62)

To receive a presentation from the Strategic/Operational Lead on the Modernising Placements Programme.

10. THE FAMILY CONNECTIONS SERVICE (Pages 63 - 76)

To receive a report from the Director of Children's Services to inform the Corporate Parenting Board about the Family Connections Service and the work being done to keep children within their family networks, where possible.

11. MISSING, EXPLOITED AND TRAFFICKED UPDATE (Pages 77 - 104)

To receive a presentation giving an update on child exploitation, pathways to safer living. The Willow Team – making the difference.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Public Document Pack Agenda Item 3

AT A MEETING of the Corporate Parenting Board of HAMPSHIRE COUNTY COUNCIL held at the Castle, Winchester on Wednesday, 5th October, 2022

Chairman:

* Councillor Ann Briggs

Councillor Phil North	* Councillor Wayne Irish
Councillor Fran Carpenter	* Councillor Arun Mummalaneni
* Councillor Alex Crawford	Councillor Jacky Tustain
* Councillor Tim Davies	* Councillor Malcolm Wade
* Councillor Pal Hayre	
* Councillor Juliet Henderson	

* Present

24. APOLOGIES FOR ABSENCE

Apologies were received from Cllrs Carpenter, North, and Tustain.

25. DECLARATIONS OF INTEREST

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3, Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

No interests were declared.

26. MINUTES OF PREVIOUS MEETING

The minutes of the meeting held on 15 June 2022 were reviewed. Cllr Davies asked that his attendance be recorded at the meeting. The minutes were agreed as a correct record.

27. DEPUTATIONS

No deputations were received.

28. CHAIRMAN'S ANNOUNCEMENTS

The Chairman welcomed Cllr Henderson to the Board.

The Chairman had attended a meeting about engagement with Hampshire Hive which she had found very interesting and reported that she is keeping in contact with the Hive in Waterlooville.

29. **BOARD MEMBERS FEEDBACK - ENGAGEMENT AND RECENT ACTIVITIES**

Cllr Crawford reported that he had been in contact with his local Hive and arranged a virtual meeting that week. He was also due to attend an event at Wellington Primary School.

Cllr Hayre reported that she would like to visit the Gosport Hive before the next meeting of the Board.

Cllr Henderson made the point that it was important to continue engaging with the Fostering Team and to include feedback to local MP's.

30. **HAMPSHIRE APPROACH UPDATE**

The Board received a report from the Director of Children's Services, providing an overview of the Hampshire Approach practice framework, plans for its future development and its impact on children in care.

The Board heard that the framework had been developed since 2017-18 and that an iterative strengths based approach had been used in its development. The language had shifted to 'what you can do' and the Board were given examples of positive outcomes from the Intensive Worker Schemes.

The Board heard about the future development of the Approach which included:

- the creation of resources for families, partners and practitioners
- revamping the toolkit so it is easier to access and use
- continuing to evaluate the training and support packages.

The Board heard how the work would be embedded and evidenced and that the Approach would be filtered to all areas of practice.

As a result of questions, Members heard that:

- Ultimately, the aim was a reduction in the number of children in care.
- It would be difficult to determine exactly which parts of the system had made a difference to which outcome, as it was a whole system change.
- There were plans to have more engagement with children and collate information systematically to demonstrate improvements and document how children feel involved.
- The Team had worked with partners including those across county borders and assurance was given that, although the tools and ways of

working with families had changed with the framework, the core fundamentals are the same in each area.

- Staff were highly skilled and trained and that social work practice ensured that they guarded against 'hearing what they wanted to hear' and missing risks.
- That although the language had changed, staff could still identify and manage risks using the Approach.

The Chairman thanked the officer for the report and presentation and remarked that the work was all about keeping children at home.

Resolved:

The Corporate Parenting Board noted the update on the Hampshire Approach.

31. **HOMES FOR UKRAINE – IMPACT ON CHILDREN IN CARE SERVICE**

The Board received a presentation from the Director of Children's Services providing an overview of the Homes for Ukraine Scheme, specifically the impact that this will have on the Children in Care Service.

The Board heard that the Scheme had been opened up to include unaccompanied minors who wish to travel to the UK without a parent or guardian.

It was explained that if children no longer remain with a sponsor, which is seen as a private fostering arrangement, they could become 'looked after' and be the responsibility of the Local Authority.

At the time of writing the report, 17 names had been provided to the County Council by the Home Office to assess. However, the Board heard that the number fluctuates and although relatively low so far, it was difficult to anticipate numbers moving forward.

The officer explained that the Government provides an additional grant to the Local Authority to support these Looked After children, the amount of which will be reviewed after year one.

As a result of questions, Members heard that

- The costs when a child comes into care for a Local Authority are significantly different to those of host families. For example a placement has to be funded, and a social worker and independent reviewing officer are required to be appointed.
- The team are looking at the needs of Ukrainian children and mindful of the impact of the trauma and looking to gain advice from partner agencies to help support children.

The Board summarised 'that we will look after these children as if they were our own'.

Resolved:

The Corporate Parenting Board noted the content of this report.

32. **LOOKED AFTER CHILDREN HEALTH ASSESSMENTS - UPDATE**

The item was deferred to the next meeting of the Board.

33. **CHILDREN IN CARE COUNCIL AND CARE AMBASSADORS**

The Board received a report from the Director of Children's Services providing an update on the work towards commissioning a Children in Care Council and a Care Ambassadors group.

The Board heard that one of the priorities of the Council's Participation Strategy was a renewed focus to embed the voices of care experienced children and young people into the planning of services for the future.

As a result of questions, members heard that:

- It is more cost effective to run the engagement as a commissioned group and that expertise and creative and differing ways of doing things can be tapped into.
- An element of independence should help avoid leading to 'getting where we want to get to'. (Predetermined outcomes).
- Tenderers would have to explain how they would get the participation and facilitate outcomes.
- Views would not be filtered.

The Board discussed the terminology used in terms of Council and Ambassadors, and the engagement between them and the Board.

On considering the questions in paragraph 13 of the report, members gave the following feedback and suggestions to officers:

- Educate the Board to the challenges they have in their daily lives, what it means to be a looked after child
- Include an item on the agenda of each Corporate Parenting Board meeting relating to the Children in Care Council and Care Ambassadors
- Two way communication is important
- Get the views of children by them coming to a Board meeting
- Ensure we have participation from children in care from each stage including those who left care some time ago, so that the experience at each stage is captured
- Exit interviews

- Those children who are with more traumatic experiences can provide important insight, but care needs to be taken regarding at which point engagement is made.

The Chairman asked the Board to contact Hannah Leat with any further thoughts on the questions and continue to engage with the events she sends out.

Resolved:

The Corporate Parenting Board noted the report and supported the formation of the Children in Care Council and Care Ambassador Group.

The Corporate Parenting Board considered and agreed opportunities to engage with the Children in Care Council and Care Ambassador Group to assist in achieving their mutual aims, with reference to the discussion points set out at paragraph 13 of the report and whilst being mindful of the Board's own terms of reference.

34. **FOSTERING HAMPSHIRE CHILDREN PUBLIC RECRUITMENT CAMPAIGN**

The Board received a report and presentation from the Director of Children's Services to inform them about the Children's Services campaign to find 150 new fostering households for children in Hampshire by the end of 2023, and ask for their support.

The Board heard that the campaign was taking a fundraising style approach with a child focussed message that was built on research. The campaign was tied into national awareness campaigns

The officer explained that the target is to increase the number of new foster carers by 150 by the end of 2023. To date the number achieved was 33.

Members were asked to help with local launch events, engage with district councils, identify venues, help with guest lists and create local interest.

The Board was asked to follow the campaign on social media and feedback any ideas they have with the team.

Members suggested that:

- Officers contact parish councils to get items included in their newsletters
- Communication should be at each level from parish councils to local MP's.

Resolved:

The Corporate Parenting Board agreed to formally support and be champions for the Open Your Door campaign, to find 150 new fostering households for children in Hampshire by the end of 2023.

The Corporate Parenting Board members agreed to help the Fostering Recruitment and Assessment Team access opportunities for engagement, with district councils and support local campaign activity with districts.

Chairman, Corporate Parenting Board

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Corporate Parenting Board
Date:	07 December 2022
Title:	Hampshire Virtual School Headteacher Annual Report
Report From:	Director of Children's Services

Contact name: Michelle Nye

Tel: 01962 835227

Email: michelle.nye@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to provide an overview of the Virtual School's work and focus during the academic year 2020-2021, together with an analysis of educational outcomes, where published, for Hampshire's cohort of children in care. It sets out the priorities for securing improved individual and cohort progress, educational experiences, and outcomes for children in the care of Hampshire. In the academic year 2020 -2021, schools were subject to a partial lockdown due to the Covid-19 pandemic although they remained open for children in care and other vulnerable groups. Formal examinations at KS4 and KS5 and assessments at KS1 and KS2 were cancelled. Therefore, this report will not detail outcomes in some key stages due to the absence of available data.

Recommendation(s)

2. The content of the report is noted and it is noted the absence of formal assessment and use of other assessment methodologies in 2021 requires a qualitative approach to reporting.

Executive Summary

3. This report seeks to outline and analyse the end of key stage achievement of all children and young people from early years to 18 in care of Hampshire County Council (academic year 2020-21). It sets out the priorities for improving the effectiveness and impact of the Virtual School so that, together with schools, settings, and post-16 providers, we secure greater individual and cohort progress, better educational experiences, and better outcomes for Hampshire's children in care. The report celebrates the achievements of

children in our care and illustrates how their voice is beginning to shape the services provided.

Contextual information

4. The Virtual School sits within the Education and Inclusion Branch but works closely with the Children and Families branch of Hampshire Children's Services Department (CSD) and the Access, Resources and Business Development Branch, in relation to data, information, and admissions
5. The Executive Head Teacher is responsible for the Virtual Schools in Hampshire and the Isle of Wight. Close working relationships are nurtured with all other services, including SEND, Early Years Advisory Team, Hampshire Futures, and wider health services.
6. The Virtual School in Hampshire is small in relation to the size of cohort. Therefore, ensuring that all teams prioritise this group of children and building capacity across schools and the wider children's workforce is a key component in our strategy to improve educational outcomes.
7. Accurate information is maintained on how children in our care are progressing in their education. The Virtual School intervenes when a child or young person in Hampshire's care is not achieving as well as they can. We provide training and information for schools, foster carers, and social workers. Furthermore, the Virtual School ensures resources, including the pupil premium plus, are distributed effectively and monitors the impact on the educational experiences and achievements of children in care.
8. Since the last VSH annual report, services and processes have been further developed, so that children, schools, and other stakeholders experience the same high standards and consistent approaches from the Virtual School.

Finance

Pupil Premium Plus

9. In line with the DfE statutory guidance, the Virtual School published a policy document which makes clear the expectations and arrangements in place around pupil premium plus for children looked after. [Pupil Premium Plus and funding | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/pupil-premium-plus-and-funding)
10. For transparency, the Virtual School Head also reports specifically to Schools Forum on the use and impact of pupil premium plus. Arrangements for distributing the pupil premium plus grant are reviewed annually.

Performance

Summary of performance for the academic year 2020-21 Attainment and progress of cohorts by chronological age

11. The following analysis refers to children in care in the 'OC2' or 'published' cohort during 2020-21 academic year. That is children who have been in care for a year or more as of 31st March 2021.
12. Data is drawn from internal Virtual School data collections due to the cancellation of summer examinations and assessments across all key stages.
13. There may be some differences between the internal local authority and verified KS4 dataset, due to rounding and some unmatched data where not all children's results have been included. Where this is the case, it is clearly indicated on the datasets used
14. Please note that the analysis will rely on qualitative data to draw conclusions.

Outcome for Hampshire's children in care EYFS results

15. A 'good level of development' or GLD is defined as having achieved the age expected level in Communication and Language (CL), Personal Social Emotional Development (PSED), Physical Development (PD) Literacy and Mathematics. In 2019, there was an improvement in outcomes across all measures. In the early years, 51.5% of children achieved a good level of development (GLD) compared with 48% nationally as indicated by NEXUS data.
16. There were no formal assessments in 2019-20 for EYFS due to COVID-19 and therefore we are unable to include formal results in this report.
17. The Virtual School agreed a service level agreement with Services for Young Children (SfYC) to ensure expertise and support is provided to this cohort. A dedicated Education Adviser for Early Years leads our strategy and approach and works with a group of specialist advisory teachers to provide termly meetings and support work, including visits to schools and settings, moderation of PEPs and transition work.
18. There has been an increased focus on close working with the Admissions, Inclusion and Advisory Teams to ensure that information is shared on applications in a timely way and that good schools are identified. Support provided in schools was reviewed so that priority focus could be given to specific PVI settings.

Key stage 1 and key stage 2 performance

19. There are not DfE national published outcomes available for children in care at key stage 1 and 2 as a result of the cancellation of tests and assessments.
20. As identified in the previous VSH annual report, one impact of the current curriculum and assessment methods in place is that there are parts of the curriculum that many children in care, due to the turbulence in their lives, have simply not had time to learn securely by the end of the key stage. This implies that their final scores may reflect the lack of time they have had to learn the content rather than their capabilities.
21. This needs to be very carefully considered this year, considering the Covid-19 impact, and given that formal assessment did not take place in 2020 - 2021. The Virtual School, alongside its national association, is working with OFQUAL to raise awareness of the likely impacts on this cohort of children and will ensure that any findings or recommendations are shared with our schools and colleagues across the Education and Inclusion branch.

Key stage 4 performance

22. Education outcomes for children in care improved continuously in Hampshire from 2015 to 2018, rising from 16.7% achieving a grade 4 or above in English and maths in 2016 to 19% in 2017 and 21.6% in 2018. The results disappointingly dipped in 2019 (falling to 13.7%) but rose significantly in 2020 to 28.1%.
23. In 2021, the improvement seen in 2020 has been sustained in GCSE results for our cohort of children in care. Of the 128 children who had been looked after continually for at least 12 months, 13 children (10.2%) achieved English and maths at grades 9-5 compared to 18 children (15.8%) in 2020 and 3.2% in 2019. In the 'basics' measure, grade 9-4 in English and maths, 33 (25.8%) achieved this compared to 32 children (28.1%) in 2020 following the significant rise from 13.7% in 2019.
24. We had an increased number of pupils achieving the EBACC at 9-4 (four pupils, 3.1%) and at 9-5 (1.6%) and more pupils who sat any exam (97 pupils, 75.8%) up from 73.7% in 2020.
25. There were 128 in the OC2 cohort for Year 11 in 2021, 14 more than the previous year. There were an additional 46 whose results will not be published as they entered care after the end of March 2021.

26. Of these 128 pupils, 63 had been in care for five years or more. This is higher than the previous cohort where 46 had been in care for five years or more in 2020. Length of time in care is a known factor which impacts on educational outcomes (University of Oxford 2013).
27. The remaining 65 pupils entered the care system during their secondary school years and 25 of the 65 entered care in Key Stage 4. The time preceding this is likely to have been chaotic and unstable, with significant risk of gaps in learning.
28. In terms of special educational needs, there were 18 children placed in maintained special schools which is higher than 2020 and nine in non-maintained special settings which is significantly lower than 2020. Four pupils were in a Pupil Referral Unit or Alternative Provision.
29. In the overall cohort in Year 11, there were 47 with EHCPs and an additional two at the assessment stage in May. Of the 47, eight were in other local authority areas. In the OC2 cohort, 39 had an EHCP.

In the OC2 Year 11 cohort, the designations were as follows:

ASD	HI	MLD	PD	PMLD	SEMH	BESD	SLCN	SLD	N/K
2	1	17	1	2	10	2	1	1	2

30. In the OC2 Year 11 cohort, the SEN settings were as follows:

Education Centre	EOTAS (LA)	Other independent	Secondary School	Special School	No school
1	1	4	4	25	4

31. As would be expected, the Virtual School were actively involved in intensive casework with 24 of the children in the Year 11 cohort either in view of their complexity or as a result of them experiencing delay in terms of securing admissions or the required packages of assessment, intervention and support.
32. The 'Strength and Difficulties' questionnaire (SDQ) is used with every looked after child as an indicator of need, with an 'abnormal' score indicating a significant level of need. Forty of the 128 children had 'abnormal' scores, six more than the previous year. Five of these children did achieve the 'basics' measure. Twenty nine of the 40 did sit an exam.

33. In terms of care placement stability, 40 of the 128 children experienced a change of care placement at some point during Year 11. This is significantly fewer than in 2020 which is a positive trend. It is notable that seven of these still achieved the 'basics' measure (grades 9-4).
34. In terms of school placement stability, 26 children experienced a change of school during Year 11, a slightly higher number than the previous year although improved care placement stability suggests school changes were more planned and supported. Four of these children achieved the 'basics' measure. The reduction in school changes in key stage four remains a priority for the Virtual School and our local authority partners.
35. Those children placed in schools rated as good or outstanding by Ofsted achieved the best outcomes. There were nine children placed in schools requiring improvement and one achieved the 'basics' measure.
36. There were six UASC (Unaccompanied Asylum-Seeking Children) in the 2021 cohort. No child in this cohort achieved the 'basics' measure although five sat an exam and one child achieved maths GCSE (9-4).

Attendance

37. The DfE published data 'Outcomes for CIN (including CLA) for the 2021 reporting year, sets out the published data for children in care for 12 months as at 31st March 2021, the OC2 cohort.
38. For Hampshire's children in care, the overall absence rate was 8.8% whilst the equivalent national figure was 9.1%. The persistent absence rate for Hampshire's children in care was 30.1% with the equivalent national figure at 30.4%.
39. The impact of Covid on attendance of our children and on the reliability and accuracy of data and recording to provide a narrative is significant. For the previous year with data available (2019), the cohort was 759 and the overall absence rate was 5.6% and persistent absence was 13.2%.
40. The Virtual School will continue to monitor and track attendance carefully to ensure that we target children and young people who are at risk of persistence absence. This is especially important in the context of supporting our most vulnerable students to transition back into school following the pandemic

Exclusion

41. No Hampshire child in care was permanently excluded in 2020–21 whilst in care. In relation to exclusions, the DfE's 'Outcomes for CIN (including CLA) sets out published data for CLA 12 months as at 31 March 2020.
42. For Hampshire's children, there were 827 in the cohort and there were 93 fixed term exclusions which is 11.25%. The equivalent national figure was 9.38% indicating we have a concerning increase in the number of fixed term exclusions for our cohort of children.
43. For the previous year with data available (2019), the cohort was 803, there were a low number of permanent exclusions, and the fixed term exclusion rate was 12.58%.
44. The reduction in fixed term exclusions will remain a key priority for the Virtual School in this academic year.

Consultation and Equalities

45. Consultation, not applicable.
46. The work of the Virtual School impacts positively on Hampshire's children in care.

Our aspirations for children and young people looked after

47. The Virtual School and Virtual School Head have a lead role in promoting the educational achievement of children in its care. However, to meet our aspirational targets, we require all schools, the local authority and partner agencies to share the responsibility and to prioritise their needs as corporate parents.
48. Education that encourages high aspirations and individual achievements, with minimum disruption and maximum stability, is central to improving short and long-term outcomes for children in our care. This is strongly reflected in our joint work across schools and services and in our current service plan.
49. In line with DfE statutory guidance for local authorities, our aspiration is that all children and young people attend a good or outstanding school which meets their individual needs and have good school attendance.
50. We want every child in care to:

- Enjoy their education and become positive and resilient learners who know their own strengths and talents.
- Benefit from the protective factor of being in care and make improved progress and achieve better educational outcomes once they feel stable and secure.
- Be prioritised by schools and services in line with the collective corporate parent duty
- Receive the same support from their foster carers as they would from any good parent.
- Have a voice that positively impacts on the services they receive.
- Have stability in their care and education placements.
- Receive good advice and guidance to ensure they can progress into further education, employment, and training and, when appropriate, university.
- Know that their achievement and successes will be celebrated.

Reporting arrangements and accountability

51. The Virtual School self-evaluates against the overarching Children and Young People's Plan (CYPP). It is expected that key priorities are also identified by Hampshire Corporate Parenting Board which scrutinises the work of the Virtual School and holds it to account. The Virtual School Head reports annually to departmental management teams across both Education and Inclusion and Children and Families branches, with regular updates and reports through the year, including within the Inclusion Management Team.

Personal Education Plans (PEPs)

52. The Virtual School uses an internal (non-commercial) Personal Education Plan (PEP) template which has been developed over time. The process is managed by the Virtual School team in collaboration with social care and school-based colleagues. The current PEP format is set up to draw relevant data into Virtual School datasets so we can fulfil our duty to monitor the attainment and progress of our children in care. It is a requirement for this data to be presented to Ofsted during an inspection of Children's Services.

53. In the last two years, the Virtual School has driven forward joint work with designated teachers and social workers to improve the percentage of PEPs completed and submitted to the Virtual School. This focus has led to an improved annual return rate in 2020-2021.

54. As a Virtual School, we recognise the priority need to improve the compliance and quality of the PEP process, as it is a key tool to drive forward progress for our children and young people.

55. The VSH presented a report setting out key concerns and challenges to CFMT and EIBMT in April 2021. This led to a PEP review project being initiated with Children's Services Transformation Practice (TSC) in June 2021. The project included a rapid stakeholder engagement exercise, interviews with 15 designated teachers across all settings, focus groups with colleagues from social care, education, DAIT, HIEPs and foster carers and a survey with 279 responses, including over 160 school and 65 foster carer responses. This helped to identify the key areas of improvement and the short- and long-term actions required across the multi-agency partnership, including by the Virtual School.
56. The findings of the PEP review project concluded there needed to be clarification on purpose and role in relation to PEPs, given that it is a multi-agency activity, dependent on shared accountability and ownership between social workers, schools, Virtual School and the IROs (Independent Reviewing Officers). The Virtual School is in the process of re-evaluating the more substantive training offer to both foster carers and social workers in preparation for roll out in the next academic year.
57. The Virtual School does not have the capacity to routinely attend or contribute directly to all PEP meetings of statutory school age children. The quality assurance and audit process is therefore key to fulfilling our duty to raise standards and is delivered dynamically through 'Corporate Parent' visits and by regular themed audits. In this financial year, the VSH has strengthened the relationship with HIAS and commissioned more dedicated time to enable more PEP auditing and feedback to schools to be undertaken as part of 'Corporate Parent' visits.
58. The Virtual School uses a PEP audit tool developed in line with expectations from statutory guidance and best practice from other local authorities. In relation to school age children, the Virtual School currently undertakes a retrospective termly audit of around 10% of PEPs returned. The Virtual School identify a specific focus for the PEP audit drawing on themes and concerns that may arise from data analysis, training and operational casework.
59. The focus for the spring and summer term 2021 audit in Hampshire was the transition of pupils in reception classes, year 1 and year 7. The audit found evidence of some high-quality work to promote the education and well-being of children, particularly in the Early Years cohort. In most plans, there was evidence of a good knowledge of the child's care needs and educational progress. The most prominent finding of the PEP audit was that the quality of target setting and action planning was not consistent. The evidence of the child's and carer's voice and the impact of the outcome from the Strengths and Difficulties Questionnaire (SDQ) also needed strengthening in a significant number of PEPs.

60. The key findings and themes in the PEP audits are used by the Virtual School to inform our practice, planning and priorities in a number of ways. We use it to inform the content and focus of our training programme for designated teachers, social workers and foster carers.

Previously looked after children (PLAC)

61. Previously looked after children are those who are no longer looked after by a local authority in England because they are the subject of an adoption, special guardianship (SGO) or child arrangement (CAO) order.

62. DfE statutory guidance requires Virtual Schools to promote the educational achievement of this group of children by providing advice and guidance to those with parental responsibility as well as to schools and services as part of their statutory duty. The DfE provides a time limited grant to support this work and our activities have focused on building capacity and developing an information and resource base which will be sustainable once the funding has ceased.

63. In Hampshire, the grant has been used to fund a specialist Education Officer focusing on providing advice, guidance and support to previously looked after children. The post holder has built a wide network of local and regional partners, including Adopt South and Hampshire's Fostering and Adoption Team, and has successfully developed the offer to schools and parents jointly across the region.

64. Whilst there is no requirement, or capacity, to provide direct casework, inevitably this has been part of the work, with the post holder supporting a range of queries from parents expressing concerns around individual children, and has proactively signposted them to appropriate services, such as SEN, school transport and the Inclusion Support Service. These queries have also helped shape the resources and information that are being offered centrally to parents via the Virtual School website and Moodle. This has contributed to a constant flow of information and helped to reduce frustration whilst parents seek the help they need for their children.

Post-16 The Virtual College

65. The Virtual College is the post-16 arm of the Virtual School and supports our care experienced young people on their post-16 journeys. Introduced in 2018, the Virtual College ensures that looked-after young people have access to high quality, post 16 education, employment and training. Specialist post 16 advisers deliver advice, guidance and face-to-face support for young people as they transition from Year 11 onwards, raising their aspirations and attainment, creating new opportunities and enabling progression into 'good jobs'

66. As part of the Children's Services post 16 Careers and Participation team, the Virtual College is fully integrated into the wider RPA (Raising Participation Age) statutory functions supporting all young people to participate successfully in formal education and training in year 12 and 13.
67. All young people in England are required to participate in formal education or training until their 18th birthday, under Raising of the Participation Age (RPA) legislation. Hampshire County Council has a statutory duty to support young people aged 16 and 17 (and up to 25 for those with Special Educational Needs).
68. The Council is held to account by the Department for Education (DfE) for its performance against this duty, including the proportion of young people in education, employment and training (EET) or not (NEET); and the proportion of young people whose activity is unknown.
69. As part of the Council's corporate parent role, there are additional duties for the Virtual School to support the participation and educational achievement of looked-after children and young people from pre-school up to age 18. Support for post 16 (AY12-13) is delivered through the Virtual College managed by Hampshire Futures.
70. The Virtual College model uses a robust and wide-ranging dataset to target resources effectively and provides a dedicated 'Education Participation Adviser' to each young person in Hampshire, to support and enable effective transition from year 11, monitor and track their progress and to ensure they sustain their post 16 placement. An update on educational achievement of looked-after young people, post 16, participating in formal education and training programmes in academic year 2020-21 is provided below.
71. The participation rate in post 16 education and training for looked-after young people has increased since the introduction of the Virtual College support through specialist advisers, prioritised at key stages of the academic year.
72. Intended Destinations in year 11 are identified earlier and college applications are submitted ahead of the overall cohort (by the end of February each year). The September Guarantee (statutory duty on LAs to ensure a guaranteed place in education Year 12-13) is also secured earlier for young people being supported by the Virtual College team. Table 1 below shows Hampshire September Guarantee performance in 2021, comparing Virtual College with overall cohorts.
73. In Hampshire, the percentage of looked-after young people securing a place in post 16 education is higher (97.9%) than the overall cohort (97%).

Table 1: Virtual College RPA compliant offers in comparison to wider cohort (Source: November MI CCIS Submission to DfE)			
HCC	Yr 11	Yr 12	Combined
Virtual College Cohort	108	85	193
Positive Offer	107	82	97.9%
Negative/No offer	1	3	2.1%
Hampshire Cohort	14,115	14,516	28,631
Positive Offer	13,825	13,944	97.0%
Negative Offer	290	572	3.0%

74. September Guarantee performance for the overall cohort in Hampshire is significantly above national and regional averages, which are 94.3% and 90.9% respectively.
75. Table 2 below shows the Hampshire participation in education, employment and training for the Virtual College cohort at the end of AY2020-21, including three-year trend and comparison with national and regional averages.

Table 2: Looked-after participation in education, employment and training (Source: NCCIS June 2021 LA Tables)						
	HCC					
Destination	June 19	June 20	June 21		England	
EET Total	84.0%	83.4%	84.4%		74.6%	
NEET	12.0%	15.0%	14.4%		22.4%	
Not Known	3.6%	1.6%	1.2%		3.0%	
Combined NEET and Unknown	15.6%	16.6%	15.6%		25.4%	

76. Participation of looked-after young people in post 16 education and training is increasing in Hampshire. All measures are above national averages and NEET/Unknown is comparatively low.
77. Post 16 options were affected by the pandemic during 2020-21 (and continue to be). Progression into an apprenticeship, or employment with training, often the preferred choice for young people in this cohort, have reduced significantly.

78. Virtual College advisers are supporting access to alternative options, for example 21 young people from priority cohorts (Looked-after, SEND and BAME) have started six month paid work placements on the HCC Kickstart scheme, and new placements are currently being agreed with the Cabinet Office at ONS Titchfield as part of the government's Care Leaver Covenant.
79. In August 2021 the Virtual College cohorts (Yr12/13 resident cohort) were 184 young people in Hampshire
80. Table 3 below shows FE data for AY2020-21 for the Hampshire Virtual College cohort. Information has been provided by schools and colleges from Hampshire and neighbouring local authorities.

Table 3: Hampshire Virtual College FE achievement data AY2020-21			
Virtual College	2019-20	2020-21	Change %
Cohort	186	184	
FE	111	114	+2.27%
Completed/Passed	70	71	+3.11%
Withdrawn	15	12	-3.19%
On programme	26	31	+3.77%

81. There were 114 young people from the Virtual College cohort who attended college courses in AY2020-21. This represents a 2.27% increase compared to AY2019-20.
82. There were 71 young people who completed courses and 12 young people who withdrew. This represents a 3.11% increase in the number of successful completions and a 3.19% decrease in the proportion of young people who withdrew from courses.
83. Across all levels, 31 young people remain on their programme of study and are expected to complete courses in AY2021-22, including 21 young people on 2-year courses. Table 4 below shows the breakdown of qualification levels.

Table 4: Hampshire Virtual College breakdown of qualifications AY2020/21

Qualification	Complete/ Pass	Withdrawn/ Not Passed	Total	Ongoing
Entry Level	11	2	13	5
Level 1	14	2	16	0
Level 2	25	5	30	3
Level 3 Vocational	14	2	16	9
Level 3 Academic	4	1	5	12
GCSE	1	0	1	2
ESOL	2	0	2	0
TOTAL	71	12	83	31
	<i>85.54%</i>	<i>14.46%</i>	<i>100%</i>	

84. The overall qualification achievement rate 85.5% is a 3.2% increase compared with the previous year. The proportion of students who completed Level 2 courses increased by 11%, 25 compared to 16 in AY2019-20. Level 3 courses dropped by 4%, 18 compared to 22 in AY2019-20. Vocational/technical options were more popular than academic, broadly 75/25 split.
85. Five young people have successfully progressed to Higher Education in AY2021-22, with an additional two deferred places for AY2022-23. University destinations are:
- Business & Marketing at Bournemouth University
 - Philosophy, Politics & Economics at Kings College (UoL)
 - Criminology at Loughborough University
 - Engineering at University of Portsmouth
 - Paramedic Science at St Georges (UoL)
86. There has been a significant reduction in apprenticeship opportunities, only one young person in the Virtual College completing in 2020-21 compared with nine in the previous year. This is indicative of the wider impact of the pandemic on work-based opportunities. There has been an increase in the number of young people supported by re-engagement provision through the ESF STEP programme.
87. Hampshire County Council has a strong Virtual College post 16 programme which is having a tangible impact supporting young people to participate, achieve and progress in formal education and training. Participation across Hampshire is above national and regional averages, and educational achievement showing improvement.

88. The Virtual College has enhanced the level of resource for looked-after children and young people, utilising Virtual School funding and external grants such as the European Social Fund to enable an increased level of support. The Council is well placed to access new funding opportunities in 2022 through the UKSPF (Shared Prosperity Fund) and DfE/DWP.
89. More can be done to increase the reach of the Virtual College, through the Virtual School and local college partnerships to further improve Year 11 transition and post 16 PEP support (including the extended responsibility to children with a social worker). Expanding employer networks through Hampshire Futures Employment and Skills Hub will provide more high-quality progression opportunities.
90. The Virtual School collects an update from Hampshire and neighbouring local authority colleges annually around their specific offer for children in care, so this is visible to young people and their carers as they make their post 16 choices. The 2022 edition of 'What's Next' is now available online <http://documents.hants.gov.uk/cic-virtual-college/cic-virtual-college-what-next.pdf>

The Virtual School's approach to improving educational outcomes

91. There are several factors which impact on the educational outcomes of children in care. A study by the Rees Centre (Research in Fostering and Education, University of Oxford) noted that, controlling for all factors, there are several which consistently contribute to low educational outcomes of young people in care in secondary schools. These include the length of time children are in care, the number of changes in placement (with each additional change in placement after age 11 associated with one third of a grade less at GCSE) and the number of school changes (with young people who change school in key stage 4 scoring over five grades less than those who did not). School absence and exclusion are also significant factors as are placement and school type with young people in residential settings, special schools or pupil referral units scoring lower than those with similar characteristics in mainstream schools.
92. The Virtual School ensures that these factors inform the practice and priorities of their work as outlined in this report. We place significant focus on ensuring, through training, that designated teachers and schools have a better understanding of children's social, emotional and mental health needs to ensure they can be supported to remain in the best mainstream schools wherever possible.
93. We monitor attendance and exclusion data for all our children in care to identify young people at risk of non-engagement and to ensure appropriate

assessment, intervention and support packages are in place in a timely way where needed.

94. The Virtual School also works closely with social work colleagues to ensure that, where placement moves are essential, school moves are avoided especially in the final years of schooling.
95. We also ensure that our children and young people are prioritised to attend schools judged by Ofsted to be 'good' or 'outstanding'. We ensure that the network around children focus on progress over time in recognition that many children take longer to make significant progress.
96. The progress of children in care does, of course, show much variation, which suggests that interventions do need to be tailored to the characteristics and experience of individual children and should be reflected in the needs analysis and actions plans in their PEPS. It is important to remember that children in care will also experience multiple factors simultaneously and will feel the impact of these vulnerabilities in individual ways. It is evident that a number of children enter care during their secondary school years, so important that our schools can identify and address gaps in a timely way.
97. During 2021-22 and beyond, the Hampshire Virtual School and College will consolidate its approach as an 'all through' integrated service with a view to ensuring consistency of approach and promoting collaborative working to improve educational experiences and outcomes. Priorities are summarised below but captured in more detail within the service plan:
98. Raising awareness of corporate parent duty: The Virtual School will continue to work with a range of teams and services to explore what good corporate parenting looks like in different contexts, raising awareness, developing the evidence base of good practice, and developing increased accountability around the statutory duty, so children in care are consistently prioritised.
99. High quality training and development in relation to designated teachers for children in care: The quality of bespoke training and support for designated teachers in their statutory role has contributed significantly to the capacity and expertise that exists in our schools in meeting the needs of care experienced children. This core element of the Virtual School's work has featured strongly in recent inspections. An ambitious attachment and trauma aware schools programme commenced in April 2019, led by the Virtual School following co-construction with schools and local authority services. The Hampshire programme is part of the Alex Timpson national programme of attachment aware schools and is being externally evaluation by the Rees Centre at the University of Oxford. There are 78 schools currently on the ATAS Programme and a further cohort will begin during this academic year. Our plan is to

involve social workers as participants alongside designated teachers. The Virtual School is continuing to provide support through termly network meetings and bespoke school support where appropriate. The Virtual School has also responded to training needs identified by schools and has for example facilitated sensory integration training (delivered by Hampshire and Isle of Wight Educational Psychology Service) as well as an introduction to attachment for higher level teaching assistants (HLTA). The emphasis going forward is on designated teachers disseminating their knowledge and expertise widely within their school community through training, development, and peer support. It is expected that approaches, such as emotional coaching will be shared with key members of staff to promote a whole school ethos. As a result, designated teachers can influence what happens in the classroom in real time, supporting colleagues to co-regulate with children who struggle with their emotions, which may de-escalate situations which could result in sanctions, such as a fixed-term exclusion. We will continue to develop our virtual offer to designated teachers and increase those accessing the Virtual School Moodle

100. Training and support for all social worker and carers: The Virtual School is collaborating with colleagues across Hampshire to develop our online training offer for social workers, foster carers and residential workers.

101. Early Years: The partnership with the Advisory Teacher Team within the Early Years Advisory Team (EYAT) has been strengthened, as a result of our specialist Education Adviser in the Virtual school working in partnership to drive a joint approach, targeting intervention at those children most vulnerable at point of transition into year R. We hope this will continue to build professional knowledge across settings and schools, around the impact of attachment and trauma on our youngest children and how to best meet their development needs.

102. Maintaining school stability: The Virtual School continues to work closely with social workers and their managers on maintaining school stability. Wherever possible and appropriate, children have continued at their school whilst care placement changes have taken place. This work is underpinned by the Virtual School's protocol around school provision.

<https://www.hants.gov.uk/educationandlearning/virtual-school/guidance>

Conclusion

The Virtual School remains committed to removing the inequality in educational outcomes between children in care and the wider population of children. This means working in partnership with the whole system for children across schools, education and inclusion and social care, returning constantly to the question for us as corporate parents – *'Would this be good enough for my child?'*

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

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Looked After Children Health Assessments- Update

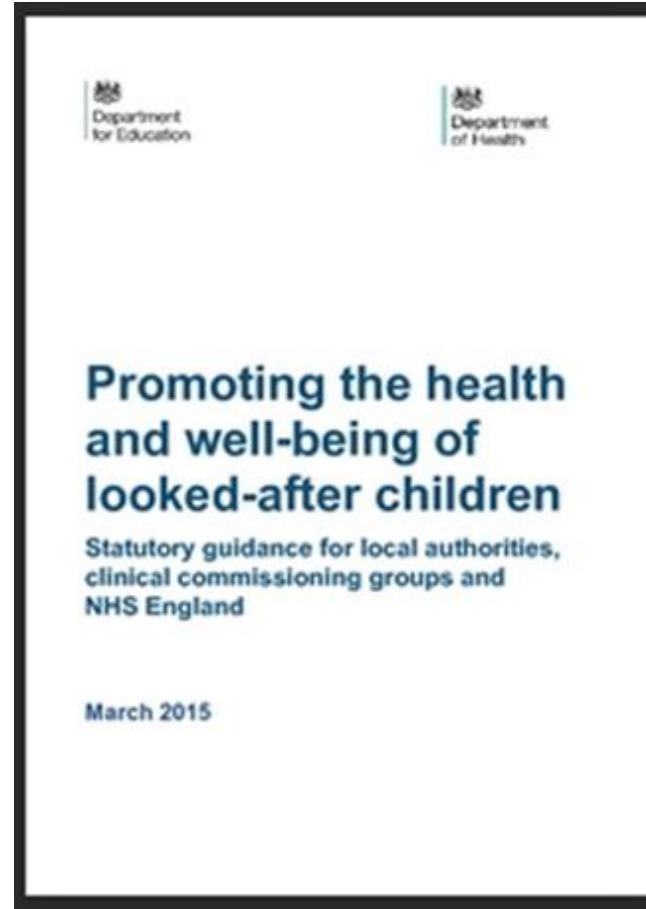
5th October 2022

Siobhan Avery and Vicky Fraser- Senior Designated Nurses for Looked After Children

Agenda Item 8



Promoting the Health and Wellbeing of Looked After Children



What is a looked after children's health assessment?

The statutory health assessment should address the areas specified in section 1 of Schedule 1 of the care planning regulations. These areas are:

- the child's state of health, including physical, emotional and mental health
- the child's health history including, as far as practicable, his or her family's health history
- the effect of the child's health history on his or her development
- existing arrangements for the child's health and dental care appropriate to their needs, which must include
 - routine checks of the child's general state of health, including dental health
 - treatment and monitoring for identified health (including physical, emotional and mental health) or dental care needs
 - preventive measures such as vaccination and immunisation
 - screening for defects of vision or hearing
 - advice and guidance on promoting health and effective personal care
 - any planned changes to the arrangements
 - the role of the appropriate person, such as a foster carer, residential social worker, school nurse or teacher, and of any other person who cares for the child in promoting his or her health.



The principles of a good health assessment and planning

Health assessments should:

- not be an isolated event but, rather, be part of the dynamic and continuous cycle of care planning (assessment, planning, intervention and review) and build on information already known from health professionals, parents and previous carers, and the child himself or herself.
- That includes routine health checks received through the universal healthy child programme 0-5 years and 5-19 focus on emotional and mental well-being as well as physical health.
- inform other aspects of care planning, such as the impact of a child's physical, emotional and mental health on his or her education.
- be undertaken with the child's informed consent, if he or she is 'competent' to give it.
- be child-centred and age-appropriate and carried out with sensitivity to the child's wishes and feelings and fears, so that the child feels comfortable.
- Health assessments, including reviews, should also be carried out as far as possible at a time and venue convenient to the child, their carers and parents.
- They should take account of any particular needs, including attention to issues of disability, race, culture and gender and if they are unaccompanied asylum seekers.
- give the child clear expectations about any further consultations, support or treatment needed. Explanations should include the reasons for this and the choices available, and the appropriateness of plans kept under review as necessary.
- pay particular attention to health conditions that may be more prevalent in looked-after children (such as foetal alcohol syndrome or attachment difficulties) and which may otherwise have been misdiagnosed.



Context

- A rapid improvement event took place in **October 2020** between Health/the Integrated Care Board (ICB, formerly the CCG) and Hampshire Local Authority (LA). This took place during the height of the Covid-19 pandemic and therefore progress had been impacted by the demands on the NHS.
- The ICB has established an improvement plan to demonstrate awareness of areas that require development and identify appropriate mitigations.
- Bi-weekly meetings are taking place with the LA Peripatetic Lead for looked after children and are now “business as usual”. This is an excellent opportunity to address issues when they are live in a collaborative way. Examples of this include working together to make changes to referral paperwork and the development of a monthly tracker, maintained by health administrators and shared with local authority colleagues to identify outstanding paperwork.
- Historic risks and issues are logged on ICB system/Hampshire place-based health risk registers.
- The rapid improvement event identified a backlog of review health assessments. Work was undertaken by the LA to ascertain further details as to the scale of the backlog and this identified an additional unknown cohort of children requiring initial health assessments. That initial data was shared with health in **January 2022** and further updated in **June 2022**.



Backlog Data

- Initial Health Assessments (IHAs) - 386- this includes refusals
- Of these, 206 are placed out of area and the current process is that Hampshire local authority will request the IHA directly with the out of area health team
- Review Health Assessments (currently overdue only) - 323
- Of these, 163 are placed out of area. The current process is that Hampshire local authority will submit the RHA request to the Hampshire RHA provider, who will forward the requests onto the out of area health team.
- This equates to 41% of looked after children for whom a health assessment is outstanding (from a total of 1727 Hampshire looked after children- as of data available on 24th June 2022).



Health Assessment Backlog- Action Plan

IHAs

- All IHA requests for children placed within Hampshire should be submitted to the usual team in the usual way (either the GP hub or Hampshire Hospitals NHS Foundation Trust- HHFT).
- Capacity has increased within the IHA GP Hub model - 5 additional GP recruits have been trained by our Designated Doctor for Looked After Children Dr Melissa Phillips ready to start in Autumn 2022.
- External agency support has been procured for use as required.



Health Assessment Backlog- Action Plan

RHAs

- Hampshire Hospitals NHS Foundation Trust (HHFT) are hosting an Nurse Specialist post for 1 year in order to focus on the RHA backlog (Hampshire-wide).
- This service will be for over 5's only as guidance stipulates that under 5's should be assessed by a Paediatrician. Under 5's will therefore need to be referred in the usual way.
- HHFT have developed a referral pathway for the over 5's backlog cohort and a data monitoring process (monthly data to be shared with the Hampshire Designate Nurses for sharing with the LA).
- The referral pathway has been shared with LA colleagues to ensure that the backlog cohort are referred to the correct service. This includes a single point of contact in both agencies and a dedicated email inbox within health.
- If assessed as clinically appropriate to receive a virtual assessment, this service will offer RHA's to Hampshire children who are placed out of area.

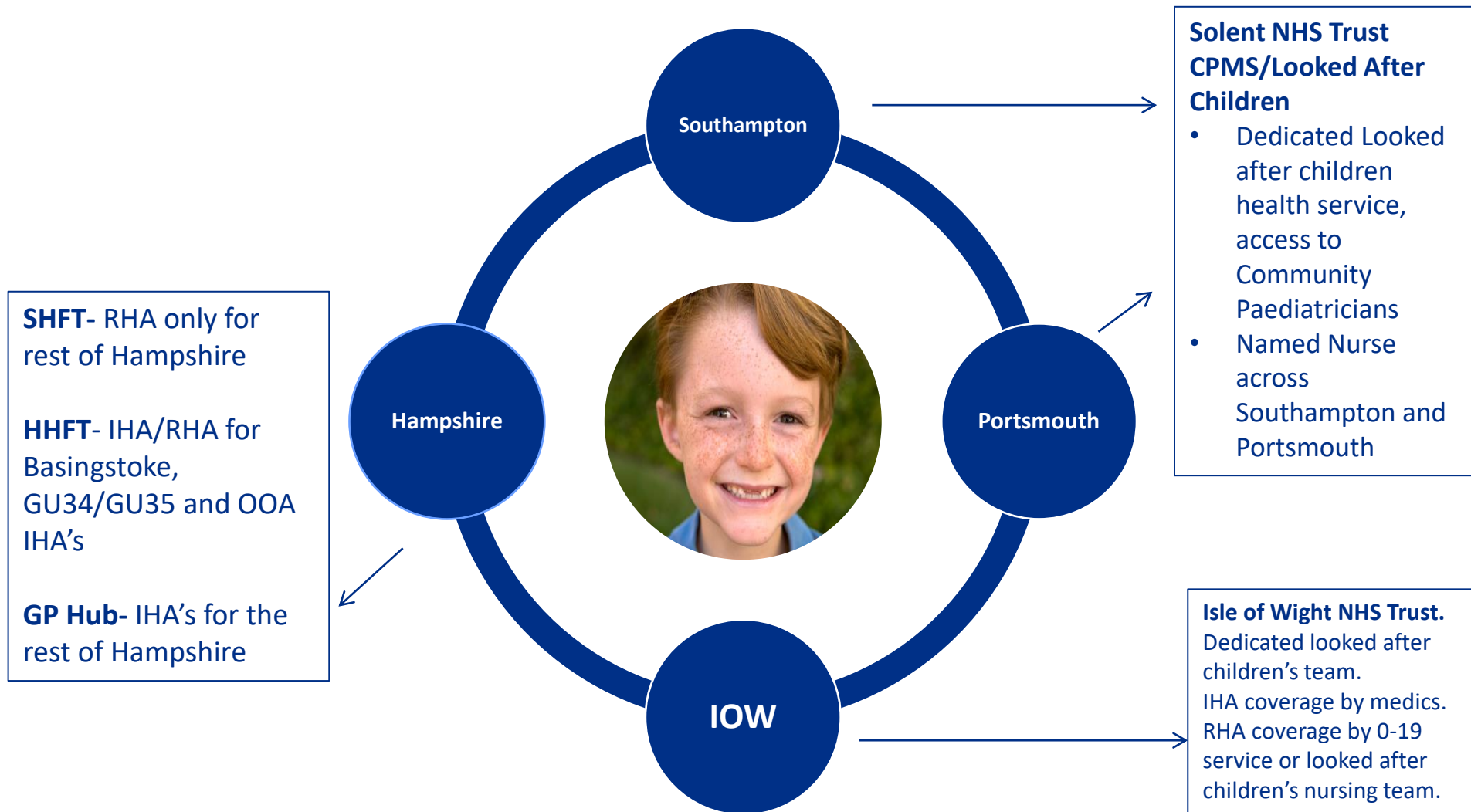


Review of Looked After Children's Health Services - Hampshire and IOW

- A joint review of the Hampshire and Isle Of Wight Looked After Children service offers was undertaken due to the ongoing challenges regarding capacity and in order to understand historic arrangements and explore the statutory responsibilities and legislative requirements of an ICB.
- The need to enable a adequate and equitable service for vulnerable children and young people is a priority for the ICB. The risk of harm to children who are not receiving even the minimum health offer is unknown, with the potential for lifelong impacts.
- We know that:
 - children who have experienced four or more adverse childhood experiences (ACE's) are twice as likely to develop depression and three times more likely to develop anxiety disorders
 - children who have experienced 4 or more ACEs are six times more likely to have an unplanned teenage pregnancy, three times more likely to be a smoker, eleven times more likely to use illicit drugs and eleven times more likely to be imprisoned
 - risks of developing cancer, heart disease, chronic obstructive pulmonary disorder (COPD) and stroke increase



Looked After Children- The Health Offer Across the Integrated Care System (ICS)



Review Headline Findings:

- Unwarranted variation exists in looked after child health offer across ICB, including workforce model; funding; missing the voice of children and young people
 - Named Nurse and Named Doctor roles for looked after children are statutory roles for providers of looked after children services and are currently not in place in Hampshire providers – HHFT are to fund an interim Named Nurse role for 1 year from September 2022
 - No consistent model for working with looked after children aged 0-5 across the ICB
- No coordinated or dedicated work with care leavers even though this is a statutory requirement ([Promoting the Health and Wellbeing of Looked After Children 2015](#) and Children and Social Work Act 2017) and detailed in the NHS long term plan
- Children with disabilities are not all receiving support from looked after children’s teams. There is no consistent offer for this cohort of children across Hampshire and the Isle of the Wight - in Hampshire a temporary mitigation has been put in place, but this is not a viable option to continue with long term
 - Portsmouth have access to the trauma informed model of care (TIMOC) which could be accessed to “level up” knowledge and approaches across the ICB



Review Headline Findings: Commissioning and Quality

- The Hampshire looked after children Designates have been supported, ad-hoc, by the Hampshire children's commissioning leads for Special Educational Needs, Mental Health and Continuing Health Care. However due to the existing structure, there is no focused commissioning support aligned to the looked after children's health offer in Hampshire and the Isle of Wight
- Southampton and Portsmouth have dedicated support from integrated health and social care children's commissioning teams
- Looked after children contracts within Hampshire have historically sat within wider block contracts with no formal review of the looked after children health offers in Hampshire – financially complex
- There has been a lack of data and performance reporting in line with a service specification and also with the safeguarding and looked after children standard NHS reporting schedule within Hampshire



Next Steps and Future Model

Recommendations and Next Steps

- Support collaboration and investment across health and social care to transform and strengthen Hampshire and Isle Of Wight looked after children services offer
- Remodelling of the service to ensure that the health offer meets the complex needs of children and that it meets minimum statutory responsibilities and national guidance
- Increase clinical leadership and reflect national minimum guidance across the ICB – Designate and Named professionals
- Explore service opportunities to support unaccompanied asylum seeking children and a new care leavers health offer, up to the age of 25
- Build expertise about trauma and support for children with more complex needs across the children's strategy for the ICB and ICS
- Seek additional, dedicated commissioning support for the looked after children and safeguarding transformation workstreams
- Consider possible alignment opportunities with CAMHS and other partners.



Training Available and Contact Details

E learning for Health- free training (hyperlinks)

In these sessions, you will explore the evidence for the statement that looked after children 'have a higher level of health, mental health and health promotion needs than others of the same age' and look at how the Healthy Child Programme can meet these needs.

[Looked After Children Part 1 Challenges and Principles](#)

[Looked After Children Part 2: Influencing Factors and Outcomes of Care Journeys](#)

Designated Professionals Training Offer



Contact Us

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Corporate Parenting Board

Modernising Placements Programme

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December 2022

Steph How – Strategic / Operational Lead (stephanie.how@hants.gov.uk)

**TRANSFORMING
SOCIAL CARE**
FOR CHILDREN AND FAMILIES



**MODERNISING
PLACEMENTS
PROGRAMME**



Agenda Item 9

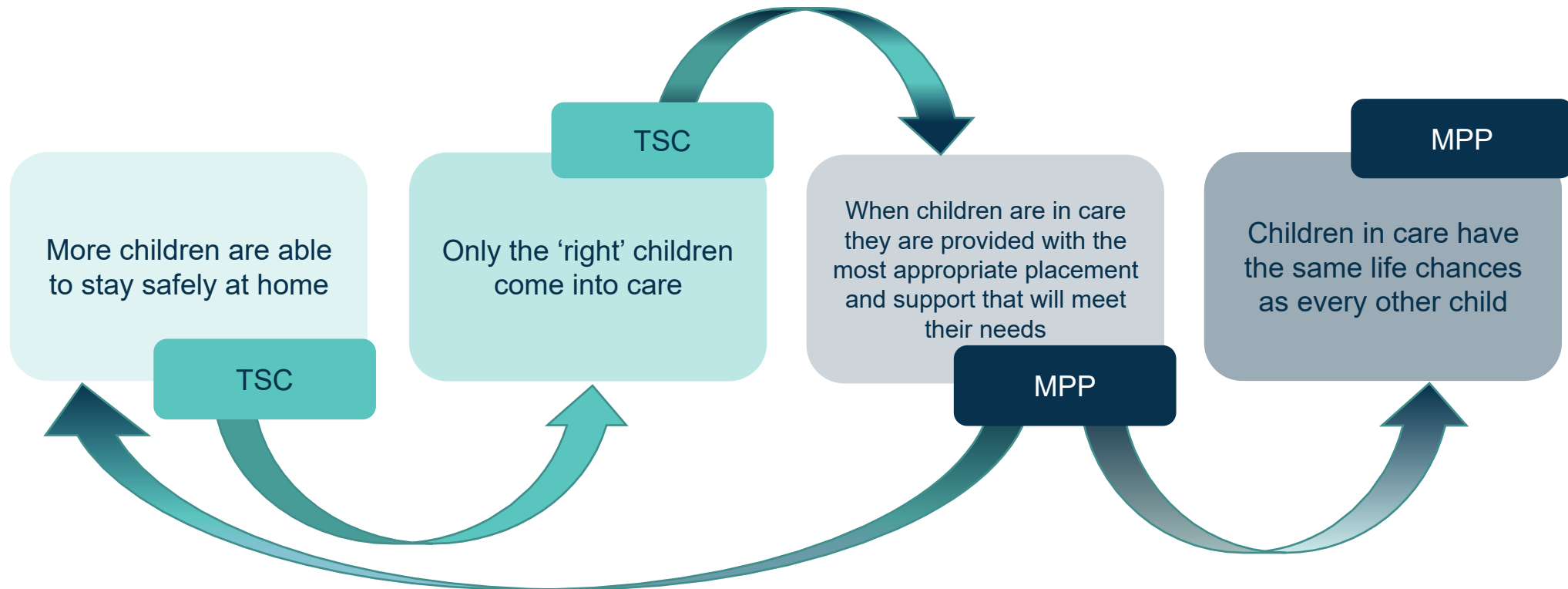


Our Transformation Journey

TSC and MPP - working together to help make Hampshire County Council's vision for children and young people a reality.

HCC is a transformational Local Authority with an Outstanding Children's Service Department. Over the past 8 years the Children's Service Department has made a significant difference to the social care landscape in the county and the sector in general.

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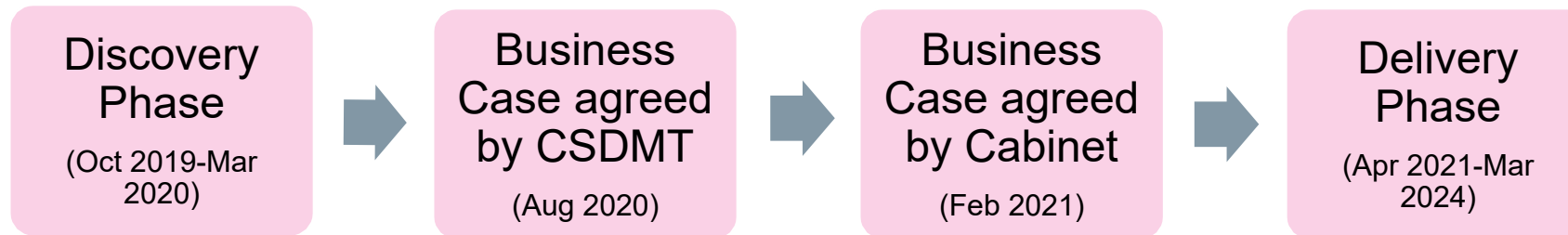




Modernising Placements Programme

MPP is a transformational programme within Children's Services, which started in October 2019. It builds on the foundations achieved by the TSC programme and serves as a reminder that although, as a Local Authority, we've made significant in-roads, we continue to face many challenges.

Timeline:
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The aim of MPP is to develop a continuum of care which can provide the right accommodation and support at the right time for our children in care in Hampshire.



10 issues we've identified that MPP has been designed to address:

1. Increased number of children with complex needs who we are struggling to support

2. A lack of growth in the number of Hampshire County Council foster carers

3. Increased use of IFAs

4. Low bed occupancy in our residential homes

5. Low staff recruitment and retention and high staff sickness absence in our residential homes

6. Increased use of NCPs

7. Increased placement instability

8. A reduction in life chances for children

9. Children in need of urgent placements who we struggle to accommodate

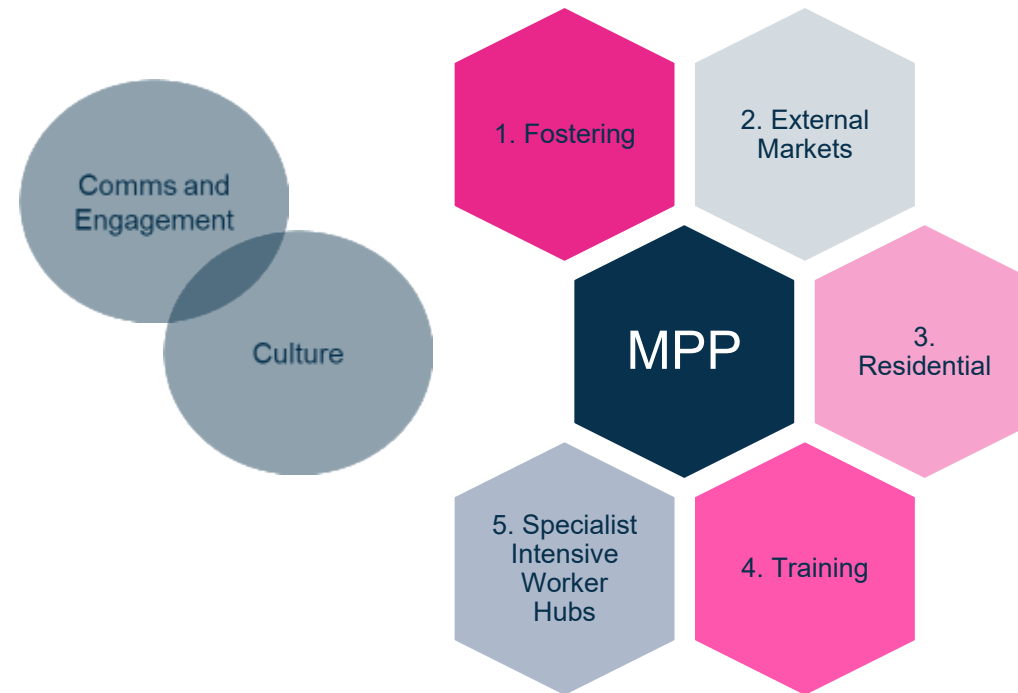
10. A lack of equivalency across our placement types



Active workstreams within MPP

The Modernising Placements Programme brings foster carers, residential staff, social workers and children and families together to explore the best possible care outcomes for young people. The programme has been split into five core workstreams, each of which can be broken down further into project areas. A Communications and Engagement function supports all workstreams, and a consistent focus on our culture helps provide a clear foundation for engaging our staff and achieving our vision.

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The following slides provide further detail on each of the workstreams





1. Fostering

Fostering Recruitment and Assessment Team

Key aim: To increase enquiries, and conversion from enquiry to approval, by focussing on 24 areas of service development across marketing, recruitment and assessment including:

- Improving the prospective foster carers' journey and experience
- Enhancing training and support for prospective carers
- Building internal and external partnerships
- Growing brand awareness and delivering new campaigns
- Refreshing internal processes
- Supporting personal and team development as professionals
- Bringing in experts from other sectors (commercial, marketing), recognising the different skillset required to 'run a business'

Results to date: 30% increase in enquires and 17% increase in approvals within 6 months by end of 2021/22.



This summer we launched a new TV, radio and social media campaign to find more than 150 foster carers by the end of 2023. The campaign's powerful message - 'When every door is closing on a child...can you open yours?'



Hampshire Hives

Key aim: To establish a community around our foster carers.

- This project started with a one-year pilot in 2021.
 - Each Hive has 15-20 fostering families and is led by a Hive Carer Support Worker.
 - Children feel part of a wider family, can develop relationships with other children in care and foster carers' birth children as well as other foster carers in their Hive.
- Foster carers' resilience is improved through the flexibility of support from their Hive.
New carers are being attracted to Fostering Hampshire Children due to the appeal of the Hives.

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"The old saying 'it takes a village to raise a child' has never been more relevant and we're really lucky to have each other to lean on." Ben Chapman HCSW

We have recently reviewed the pilot ...

TRANSFORMING SOCIAL CARE FOR CHILDREN AND FAMILIES **MODERNISING PLACEMENTS PROGRAMME**

The impact of Hives, 1 year in...

- More carers in Hives report feeling valued
- Carers report feeling more satisfied with support and more confident in caring for Hampshire children since joining Hives
- Fewer referrals were made to PCT, for placement breakdowns, for Hive families
- County carer de-registrations are lower in Hives
- Carers in Hives are more likely to recommend fostering for Hampshire County Council

We found...

- Hampshire's Hives have been extremely well received and are making a real difference to carers, their families and the children in their care
- Demand to join continues to outstrip capacity, but Hives aren't every carers cup of tea

We have agreed to...

- Evolve and continuously improve the Hive model
- Organically growing Hives to keep pace with demand
- Maintain an equitable support offer for carers outside Hampshire's Hives



Foster Carer Retention Plan

In addition to the Hives we are also increasing activity to support foster carer retention

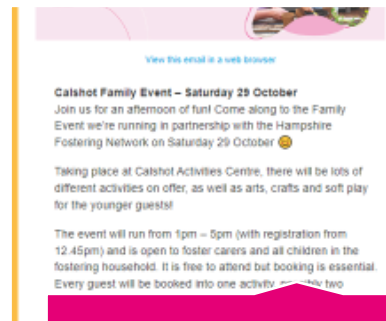
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Aim: To ensure foster carers feel valued and supported, improve their perception of Fostering Hampshire Children as a service and encourage a sense of community.

... and ultimately to retain more Foster Carers.



Private Facebook Group for peer support



Foster Carers' Newsletter



Small gifts to 'Surprise and Delight' carers



Christmas and Thank You Cards



Family Events



Afternoon tea with the Assistant Director to recognise Foster Carers' commitment



Foster Carer Vacancy Management App

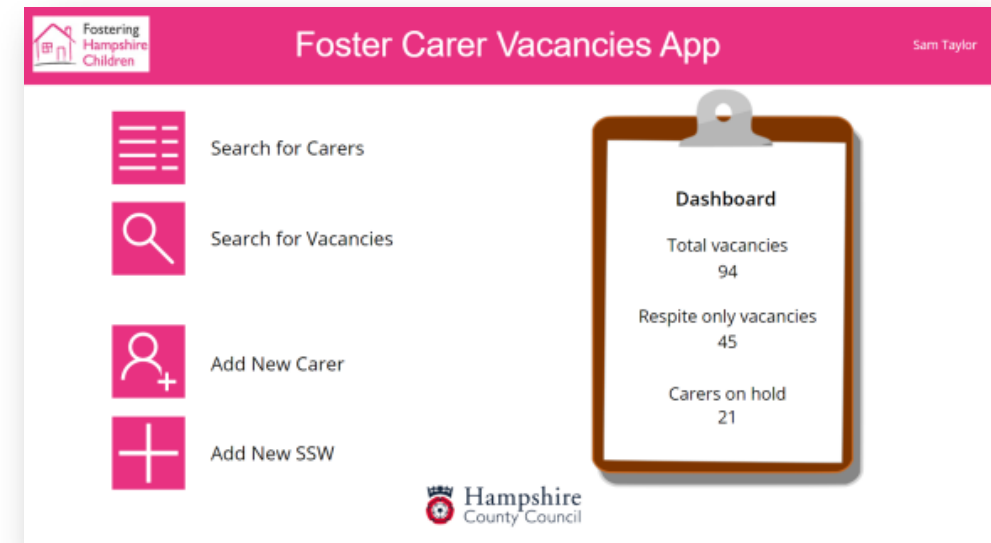
Key aims:

- To have live visibility of all Hampshire foster carer vacancies so the best matching decisions can be made for children.
- To improve the accessibility for Supervising Social Workers so information is up to date.

The app was launched in August 2021. It's simple to use so changes can be made quickly and easily. These real time updates will help improve the accuracy and timeliness of vacancy information, as well as improving the experience for Social Workers and the Placements Commissioning Team.

Key outcomes over time:

- Children will be matched with foster carers who have the skills and experience to support them to achieve their best life chances.
- Foster carer skills and experience will be optimised, with fewer vacancies.
- Foster carer retention will increase through timely matching.
- Foster carer profiles will be saved in the app for PCT to share with Children's Social Workers, who in turn will share them with children and young people prior to them going to a new foster carer.





Skills Fees

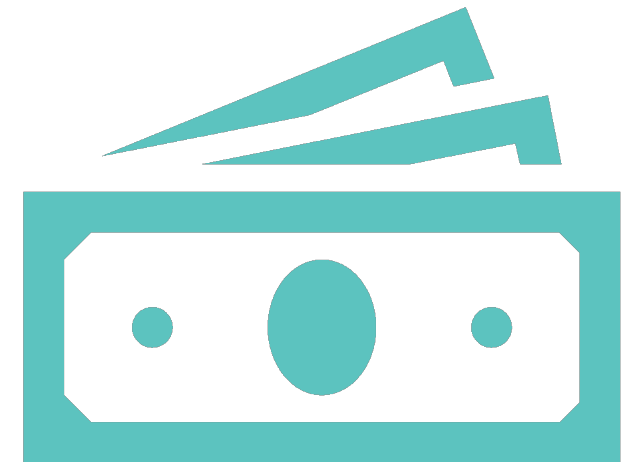
Key aim: To increase the number of in-house foster carers and reduce the amount spent on Independent Fostering Agencies.

With input from Foster carers and staff, we reviewed and amended our foster carers' skills criteria to become more child-focused and to ensure we pay foster carers competitively.

- Since January 2022, all new fostering households have entered on a Level 2 (no fostering experience) or Level 3 (fostering experience at another LA or IFA) skills payment.
- Clear 12-month development pathways have been established.
- The criteria have been changed to ensure expectations are clear and we pay our foster carers the skills fee applicable to them.
- A new qualification for Level 3 carers has also been introduced - the Level 3 Diploma in Advanced Fostering Skills. This is being delivered and accredited through ACEducation.

By paying foster carers competitively, we hope potential foster carers will be encouraged to come to foster with us, and existing carers will be motivated to develop their childcare skills and continue fostering with us.

We also intend to improve the way we match children's needs and carers' skills, leading to greater placement stability / fewer placement breakdowns.





Out of Hours Support

Fostering can be challenging and, at times, difficult for foster carers as they navigate new territory and unfamiliar situations. Occasionally they need someone to talk to and ask for advice on how best to manage what they are going through as a fostering household.

Key aim: To better support our foster carers during evenings and at weekends.

We would like to offer a telephone support service staffed by an experienced team of workers. In order to test the success of this kind of service, we are running a pilot project, from September 2022 until March 2023, utilising the wealth of knowledge within the Fostering Service.

The phone number will be available for Foster Carers to call:

- Monday to Friday: 5pm to 11pm
- Weekends: 9am – 11pm





3.
Residential

Residential Care

- Residential is a particular challenge as it is an area within the service that has significant recruitment and retention issues.
- And whilst transforming the service will relieve some of those pressures, we need both the capacity and capability to do so.
- Furthermore, we must navigate and balance placing our most complex children in our homes who have no other place to go against the scrutiny of Ofsted inspections, the result of which can be reflected in the grading.

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We have identified the below activities to deliver against the priority areas:

1 - 3 months

- Marketing/comms to promote the service
- Staff impact

12 months

- Rotas and shifts

6 - 9 months

- Casual Staff/Bank staff
- Culture work
- Education of children in residential homes

- Induction/ Development
- Technology
- Training
- Use of GETS
- Supervision

18 months

- Pay and professionalisation





Training and People

Key aim: To ensure every individual caring for a Hampshire child has the training, knowledge and support they need.

- All training and pathways for new foster carers, current foster carers and residential care workers has been reviewed and refreshed to:
 - Equip them with the skill set they will require to support and care for children.
 - Bring training for foster carers and residential care workers together
 - Improve the quality of delivery and level of interaction within courses.
- New training has been explored based on feedback from current foster carers and residential care workers to help fill 'gaps' and further upskill foster carers and workers, including:
 - Self harm, suicide and ligature training which is currently being procured
 - More in-depth training around autism and other neuro diversities is being explored
 - Therapeutic approaches to caring for a Hampshire child are being explored, with a test & learn arranged for the Great Behaviour Breakdown this autumn.
- Work alongside the virtual school has been completed to break down silos between social workers, residential care workers and foster carers to ensure a consistent approach for Hampshire's children.
- The creation of residential admin & management pathways are being explored to ensure that all staff at all levels within children's homes are trained appropriately for their role and to support Hampshire children.





5. Specialist
Intensive
Worker
Hubs

Specialist Intensive Worker Hubs

The synergies across TSC and MPP have enabled us to build on the success of the Intensive Worker teams and further maximise opportunities. Under MPP the reach of these teams has been extended to support our children in residential homes as well as those with both family and foster carers. Given the further investment to make our Intensive Workers permanent roles, we can continually evaluate the effectiveness of the service to ensure that we evolve to achieve the best outcomes for children and families in an evidence-based way.

Key aim:

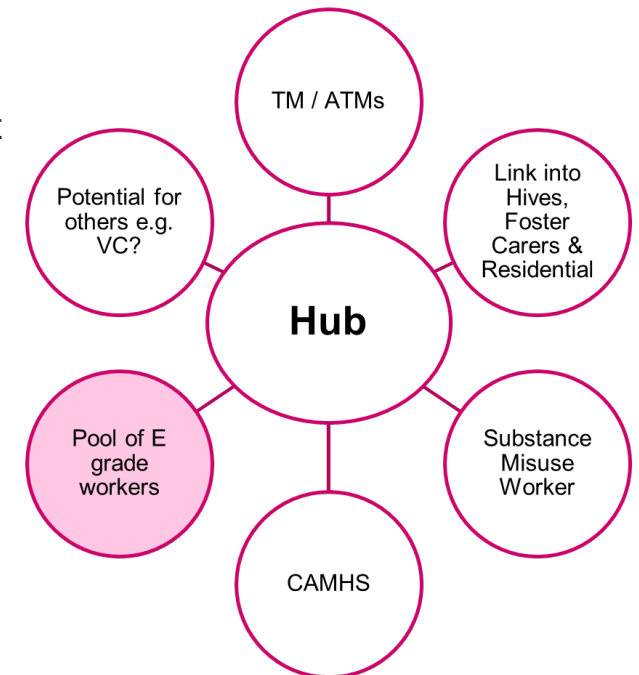
To work with children, their families and carers to...

- Keep and reunify more children to live safely with their families and wider networks.
- Stabilise and strengthen placements for the children we care for.
- Support lower level EMH needs and provide a seamless pathway into and out of Core CAMHS services where this is required which is an ongoing challenge with the long waiting lists and gaps in the CAMHS provision.

Overview of a Hub:

- Building on the 4 existing IW teams and Specialist Workers to create 4 x geographical '**Hubs**'
- Increasing the number of clinical CAMHS roles which CAMHS will employ
- Having a cohort of E grade workers bringing together current roles who support existing cohorts (**Intensive Workers, Placement Stability Workers and Extended Care Workers**)
- There is potential to add new roles in the future

By extending and increasing the number of roles these Hubs will be able to reach new cohorts.





Our focus for the next year

- Our transformation is continuous as it is this work that has enabled us to not only maintain but deliver an Outstanding service to our Children and Families in Hampshire.
- The programme approach enables us to provide the rigour to constantly deliver, measure, test, learn and adjust to keep up with an ever-changing environment
- The creation and establishment of an evidence base and/or KPIs across all deliverables supports our ability to continue on our transformation journey





Questions



HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Corporate Parenting Board
Date:	7 December 2022
Title:	Family Connections Service
Report From:	Director of Children's Services

Contact name: Christa Beach

Tel: 0370 779 1710

Email: Christa.beach@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to inform the Corporate Parenting Board about the Family Connections Service and the work being done to keep children within their family networks, where possible.

Recommendations

2. That the Corporate Parenting Board notes the update on the work of the Family Connections Service.

Executive Summary

3. This report seeks to inform the Corporate Parenting Board about the Family Connections Service.
4. The Family Connections Service assesses a person connected with a child (family member, friend or another connected adult) to be a foster carer or special guardian. The service also provides support to special guardians once the Special Guardianship Order is granted.
5. The Family Connections Service is expanding to comprise of 1 Team Manager, 3 Assistant Team Managers, 18.5 Social Workers and 3 Children and Family Support Workers. The focus is on assessing the right connected carers, at an early stage to reduce disruption for children and provide them with permanence. There is a focus on supporting connected carers to care for children under SGO rather than connected foster care, to reduce the number of children in care and ensuring the right to a private family life. The service is also expanding to provide post SGO support, to stabilise placements and

reduce the risk of placement breakdowns and children coming back into the care system.

Contextual information

6. The Family Connections Service was set up in August 2021, which combined the existing Connected Carers Assessment Team (CCAT) with assessing social workers based in CAST teams. This created a focussed team, that could assess connected carers and special guardians, while also expanding the offer to provide support once a Special Guardianship Order was granted. The team was previously spread across all 8 districts in Hampshire which meant there was a lack of consistency and overall accountability. There were only 9 permanent social work posts, so there was a reliance on independent social workers to complete assessments, which lacked consistency but was also not cost effective. One of the key drivers in setting up the team was to improve the timeliness and quality of assessments, allowing better quality and more timely decisions to be made about a child's care.
7. The Independent Review of Children's Social Care published in May 2022 has a chapter titled 'Unlocking the potential of family networks'. The focus is to keep children within their family networks where it is safe to do so. They have made several recommendations such as financial allowances being paid to special guardianship carers and kinship carers with a child arrangement order at the same rate as foster carers and developing the peer support and training available to kinship carers. Therefore, the work within Family Connections Service is being shaped by the recommendations within the care review.
8. There is a focus on increasing the number of Special Guardianship Orders being granted, rather than connected carers being approved as foster carers, which would mean that the child would have to remain Looked After and have a high level of Children Service's involvement and oversight. An SGO means that the child is no longer a Looked After Child, with the special guardian being granted parental responsibility. The child doesn't have to have ongoing oversight and involvement from the Local Authority by way of reviews, visits and assessments, which can be intrusive. SGOs allow the child to have a private family life, in line with the Human Rights Act Article 8. However, there is a recognition that the support provided by Hampshire Children's Services to SGO carers needs to be improved and be more in line with the support offered to foster carers, to allow carers to confidently agree to an SGO.

Current situation

9. The team manager for Family Connections Service has been in post since August 2021 and has worked with the children's , fostering and legal teams to

improve the outcomes for children who are placed in care with connected carers. The initial task was to increase performance within the team's established assessment roles, before expanding the remit of the team.

10. The referral process has been streamlined so that connected carers are identified earlier, and assessments are undertaken at the right time. The forms within the team were redesigned to be clearer and training was completed with Family Connections Social Workers about the benefits of children remaining with family but also the common themes that lead to placement breakdowns. This would then allow support to be put into place at an earlier stage. This has been successful, in conjunction with the stability workers within the Intensive Worker Hubs.

11. Effective and timely management oversight has improved the timeliness and quality of assessments and provided data on the outcome of assessments. This has involved the use of spreadsheets to track incoming assessments and the outcomes.

12. The team receives an average of 8 referrals for assessment per week (totalling around 350 per year), however the complexity of referrals and number of children placed under Regulation 24 has increased. Regulation 24 allows a connected carer to be temporarily approved as a foster carer, whilst an assessment is undertaken. This means that the child is placed in their care. Each assessment has a timescale of 12 weeks to be completed, and it is an in depth piece of work involving visits, checks and undertaking references. The team have around 7 ongoing assessments at one time, alongside holding completed assessments where checks are outstanding, they are waiting for a court order to be granted or are waiting to present to fostering panel. The below tables outline cases that have closed in 2021 and 2022 so far, and the outcome for the child. The numbers refer to an assessment of a connected carer, and not a child. Multiple assessments are completed for each child as a parallel plan to ensure there is no delay for the child.

2021:

	Number
Child returned/remained at home with a parent	20
Negative/Withdrawn	189
The carers were assessed positively but the child was placed somewhere else (likely a different connected carer)	16
SGO granted	29
Transferred to fostering as the carers were approved as foster carers	24
Awaiting final outcome / SGO to be granted	3

Grand Total	281
--------------------	------------

2022:

	Number
Child returned/remained at home with a parent	25
Negative/Withdrawn	205
The carers were assessed positively but the child was placed somewhere else (likely a different connected carer)	27
SGO granted	41
Transferred to fostering as the carers were approved as foster carers	42
Awaiting final outcome / SGO to be granted	13
Grand Total	353

13. Upon starting in the team, there were a number of outstanding cases due to the high caseloads within what was a small team, which has taken time to resolve. This work has included completing outstanding assessments and supporting carers to apply for Special Guardianship Orders or presenting them to fostering panel for approval. The team has become more efficient in completing assessments in a timely manner.

14. Training has been provided to children's social work teams about connected care and support that is available once an SGO is granted. This training has outlined the legal context of connected carers assessments and the processes within the team.

15. We have commissioned Kinship to deliver 'Kinship Ready' workshops and provide telephone support to kinship carers within Hampshire, which includes not just Special Guardianship carers, but connected carers who may be caring for children as a family arrangement or under another order such as a Child Arrangement Order or Residence Order. The workshops provide training and information to potential SGO carers about the assessment process, as well as knowledge about parenting a child who has experienced trauma. Kinship are a national charity that specialise in Kinship Care and have worked closely to inform the Social Care Review. This contract is in place until March 2023 and will be reviewed.

Next steps

16. Recognising the importance of children remaining safely in their family network under an SGO, the establishment in the team has been increased to meet the volume of assessments required. The increase in establishment also allows the service to offer greater support to special guardians.

Recruitment is underway for the new posts in the team. Once appointed, the focus will be on re-launching the team, in particular the new post SGO service.

17. Working groups will be created with SGO carers and professionals, to ensure that the post SGO service delivers the right support. There is a lack of specific post SGO support being offered to carers, with some receiving support from family support, CAST or not receiving any support at all. Areas that the post SGO service will cover will ensure that Hampshire are delivering the support as outlined within the SGO regulations. This includes setting up more peer support groups, therapeutic support for both the child and the SGO carer, advice around contact issues and placement stability work. Financial support is also being reviewed.

18. The Family Connections Service will continue to provide training across teams within Hampshire about the role of Family Connections, connected foster care and special guardianship.

Finance

19. The business case has incorporated the financial impact of expanding the team. Children being subject to SGOs rather than Care Orders is more cost effective.

Performance

20. No issues

Consultation and Equalities

21. No issues

Other Key Issues

22. N/A

Any other headings (if required)

23. N/A

Conclusions

24. The Family Connections Service is continuing to develop and become embedded, but it is predicted that there will be a greater number of children living with connected carers under an SGO rather than in foster care and a higher level of support being offered to SGO carers. There has been an increase in the number of assessments being completed, so the establishment has been increased to meet this demand. Due to the new processes that are now in place, resources are being effectively allocated so that the right carers are being assessed and there is an increase in children able to live with their connected carers. There is greater oversight of the team due to there being only one Team Manager providing leadership, so that work is consistent and change can be implemented effectively.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

See guidance at <https://hants.sharepoint.com/sites/ID/SitePages/Equality-Impact-Assessments.aspx?web=1>

Insert in full your **Equality Statement** which will either state:

- (a) *why you consider that the project/proposal will have a low or no impact on groups with protected characteristics or*
- (b) *will give details of the identified impacts and potential mitigating actions*




Family Connections Service (FCS)

Background

- One connected carers assessment team (CCAT) was situated within each of the 8 districts within Hampshire. They had 9 permanent social workers in the team and were reliant on independent social workers to complete assessments.
- It was identified that there was a need for a single team, with one team manager to have consistent oversight and drive the expansion of the service to not only assess connected carers, but to provide post Special Guardianship Order support.
- The Family Connections Service was formed in August 2021.

Role of the Family Connections Service

- To complete connected carer/Special Guardianship Order (SGO) assessments for children subject to Public Law Outline, if the case is in care proceedings or where a private Special Guardianship application is going to be made.
 - To complete an assessment when a child has been placed in the care of connected carers whilst also providing the supervising social worker role to them until they are fully approved at fostering panel.
 - To provide post Special Guardianship Order support for Special Guardians including Adoption Support Fund applications for Special Guardians.
- 

Care Order vs Special Guardianship Order

Care order

- Local Authority share parental responsibility with parents
- Child is Looked After by the Local Authority
- Statutory visiting, reviews and Health Assessments/PEPs

Special Guardianship Order (SGO)

- SGO carer shares parental responsibility with parents, with the greater share
- Child is not a Looked After Child and may not be open to Children's Services
- Support is offered to the child and SGO carers under the SGO regulations

Post SGO support

Under the Special Guardianship Regulations 2005, Local Authorities are required to make arrangements for the provision of special guardianship support services in their area to meet the needs of those affected by special guardianship. These services are defined as:

- Financial support
- Support groups for Special Guardians, parents and children under SGOs or being considered for an SGO.
- Support with managing contact including mediation services.
- Therapeutic services for the child under SGO.
- Support to build and maintain the relationship between the child and Special Guardian including training for the Special Guardian to meet the particular needs of the child.
- Counselling, advice and information.

What next?

- Relaunch the team once the recruitment process has finalised
- Implement the post SGO support service
- Provide ongoing training across teams within Hampshire



Child Exploitation

Pathways to safer living

Willow Team – making the difference



Linda Mortimer & Neil Connolly

Hampshire – A wonderful place to live

- Estimated population of Hampshire - **1,389,200**;
- Hampshire's gross domestic product (GDP) is **£29 billion**;
- **Four** local authorities within the geography – Hampshire County Council, Isle Of Wight Council, Portsmouth City Council, Southampton City Council all working together
- Great mix of urban, rural and coastal living all with excellent transport links

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Child Education in Hampshire

Number of school age pupils in Hampshire is **176,000**

Independent schools:

- Primary – 38
- Secondary – 38
- Colleges – 16

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Maintained schools:

- Primary – 467
- Secondary – 104
- 16 to 18 provision – 34

Elective Home Education – 1350

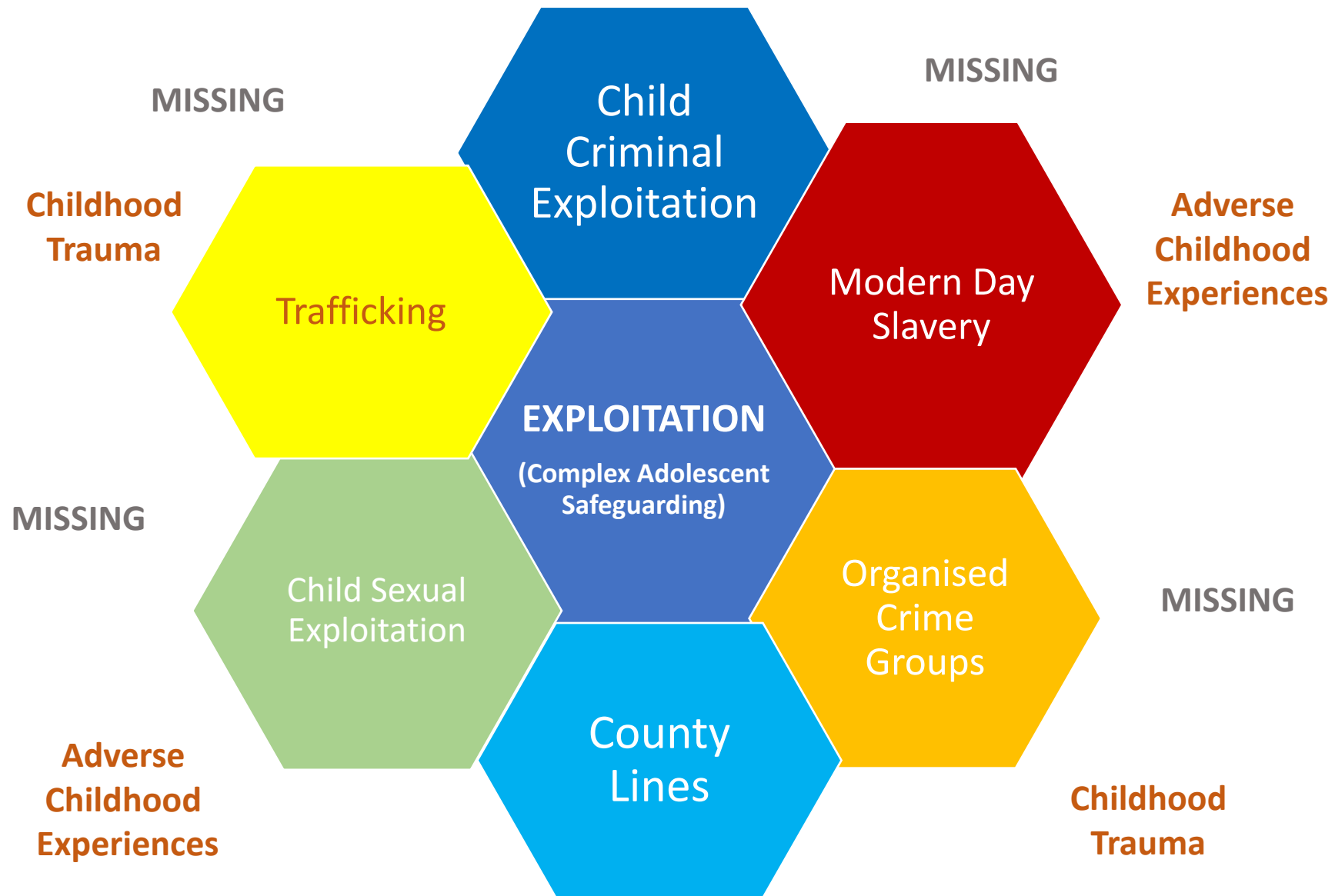


Current Themes – Social Care

- CSE – Child Sexual Exploitation
- Child Criminal Exploitation- Local Peer drug networks
- County Lines - Drug Related Harm
- Youth Violence

- Cuckooing – Vulnerable Teenagers living independently
- Trafficking – Internal
- Trafficking – UASC/Separated/ National Transfer Scheme (Kent)
- Missing Children

- Emerging Risk



The Willow Team

Created in 2015, the Willow Team is a multi-agency and multi-disciplinary team that specifically address the needs of children and young people who repeatedly go missing or are at risk of child exploitation and trafficking. The team has grown and now consists of:

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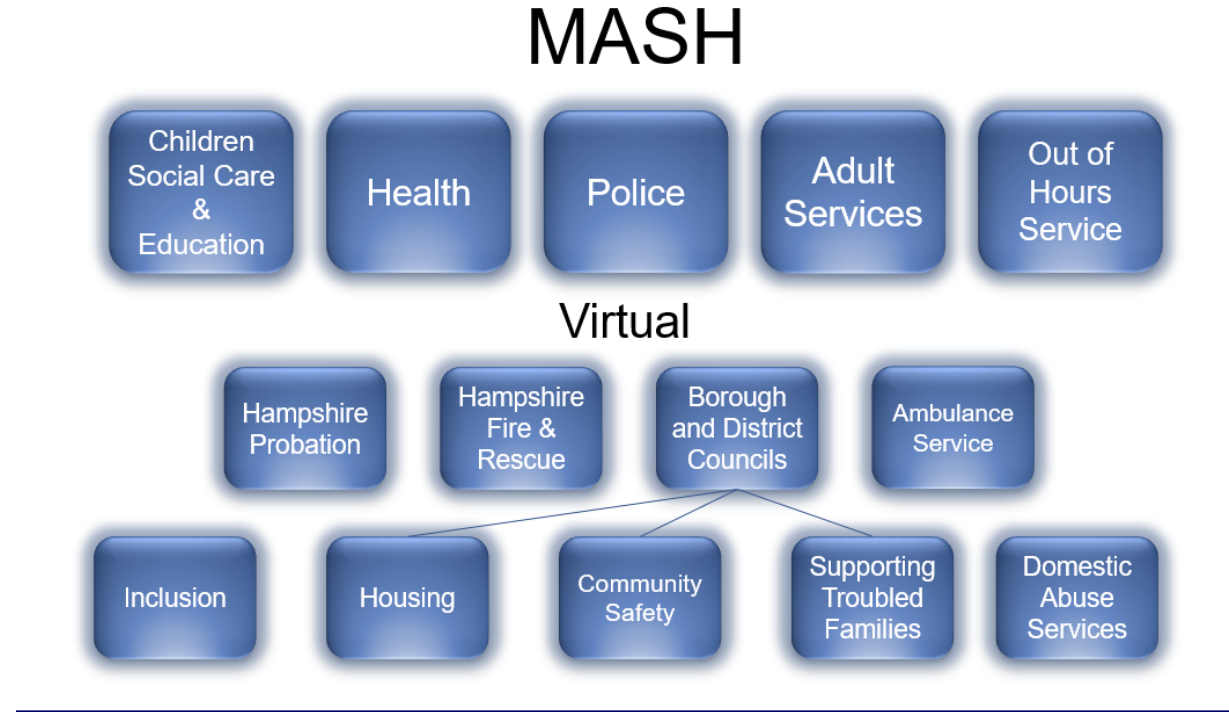


Willow Team and the Multi Agency Safeguarding Hub (MASH)

The Willow team:

- Sits alongside 'Front Door' teams;
- Supports early decision making in Missing, Exploited and Trafficked cases;
- Offers consultation to MASH Social Workers;
- Attends strategic discussions and supports decision making;
- Supports the National Transfer Scheme, separated children cases and trafficking risk;
- Supports intelligence data sharing and links to known adults/peers of risk.

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Hampshire Constabulary and Intelligence

METT – Specialist Police Team closely linked to Willow:

- Joint Operations
- Intelligence sharing
- Regular Team Manager & Duty Sgt/DI contact
- Child Centered Policing
- Joint Training

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Community Partnership Information:

- Supports building MET picture
- Network Meetings
- Professional Associations
- HOTSPOTS



Building an intelligent picture

Hampshire police would like partner agencies to submit intelligence on CPI forms to ensure we build intelligence cases on Perpetrators who are exploiting children, and to ensure that the police have accurate information to safeguard children when for instance they go missing.

Why use Community Partnership Intelligence?

- Protection of sources / informants
- Should be dynamic and a 24/7 function
 - Auditable
 - Accurate
- Uploaded onto Police National Database (PND)

www.Safe4me.co.uk

www.hampshiresafeguardingchildrenboard.org.uk/

Child Exploitation Risk Assessment Framework (CERAF)

- Original use of SERAF developed by Barnardo's – child sexual exploitation use only
- The CERAF was re-developed in September 2020 across Hampshire, Southampton, Portsmouth and IOW, allowing for better consistency and clarity across all four authorities.

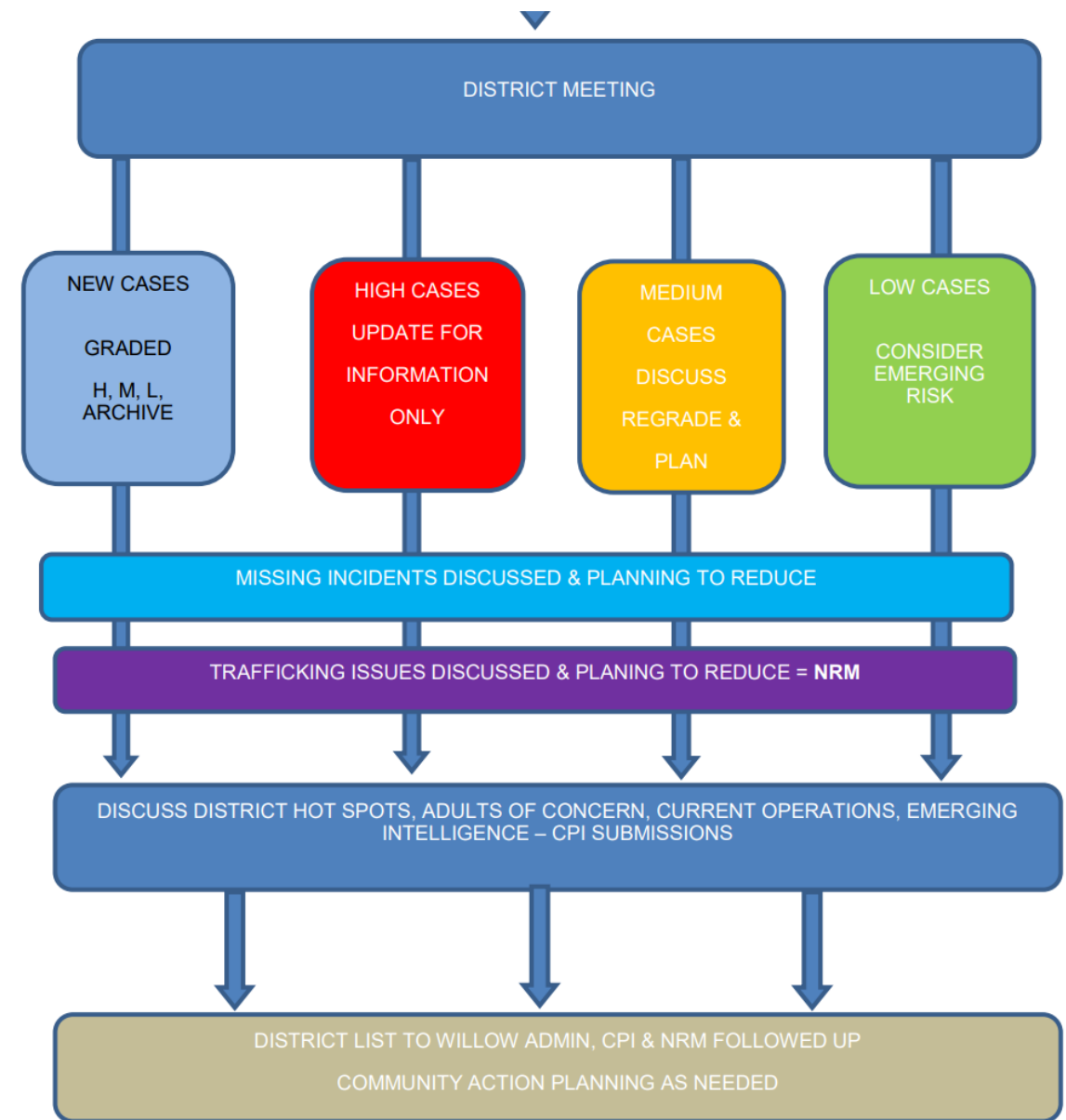
Professional Judgement is VITAL

NOT A TICK BOX!

District Operational MET meetings

- Established in early 2020;
- Act as a subgroup to the County MET process;
- Information sharing between partner agencies to capture themes and trends;
- Profile people of concern;
- Intelligence mapping to feed into county wide Operational MET;

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Office of Police & Crime Commissioner & Violence Reduction Unit

- Hampshire has Violence Reduction Unit funding for projects;
- This supports service provision and gaps and generates data stream

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• Navigator Project

- Catch 22 Substance misuse
- Lived Experience Workers



New : Serious Violence Duty November 2022

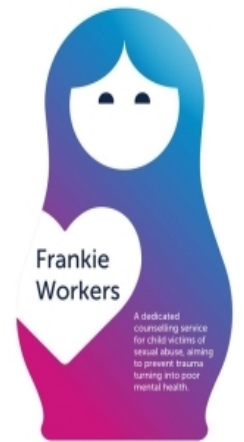
Willow Performance Data

- 457 Willow Team involvements for 437 children between 1 April 2021 to 31 March 2022
- Provided training to over 6,500 professionals, MET, CERAF, Missing Children teams, MDS, Trafficking and National Referral Mechanism;
- 59 age and trafficking assessments;
- 2,218 cases worked on since 2015;
- Return conversation offers over 80%.

Frankie Team

The service is inspired by Frankie, an adult survivor of child sexual abuse who is now in her 20s. Frankie was considered a happy child, 'gifted and talented' until being sexually abused at a young age and over a number of years by a family friend. Frankie says she was not offered trauma support and was eventually sectioned under the Mental Health Act. Frankie believes that had her trauma been dealt with, she would have coped and recovered better.

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Current training for schools

- NGO Support – lived experience
- Years 6/7 – Violence Reduction Unit
- Years 10 – Violence Reduction Unit

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Ad Hoc Willow Training

- PSHE
- Future Thinking – Year 4, 5 ??



The offer

- Funded by OPCC & Hants VRU
- Directed through Willow Team and Strong Island Media
- Five videos lasting 5/6 minutes on exploitation material
- A full story board but also stand-alone films
- A free resource
- Simple and generic 'MET' Topics aimed at Key Stage 3

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WHAT IS GOING TO
HAPPEN TO ME?

CONSEQUENCES OF PEER DRUG NETWORKS

Fifteen injunctions issued in Basingstoke gang-related robbery crackdown

The restrictions imposed aim to stop the young people from continuing a pattern of re-offending.



By Emma Fingleton Reporter
12:42, 27 MAR 2021

Ten teens linked to 'Basingstoke Street Gang' banned from meeting

10th March

Exclusive by Catriona Atkin | @catriona15
Reporter

EXCLUSIVE



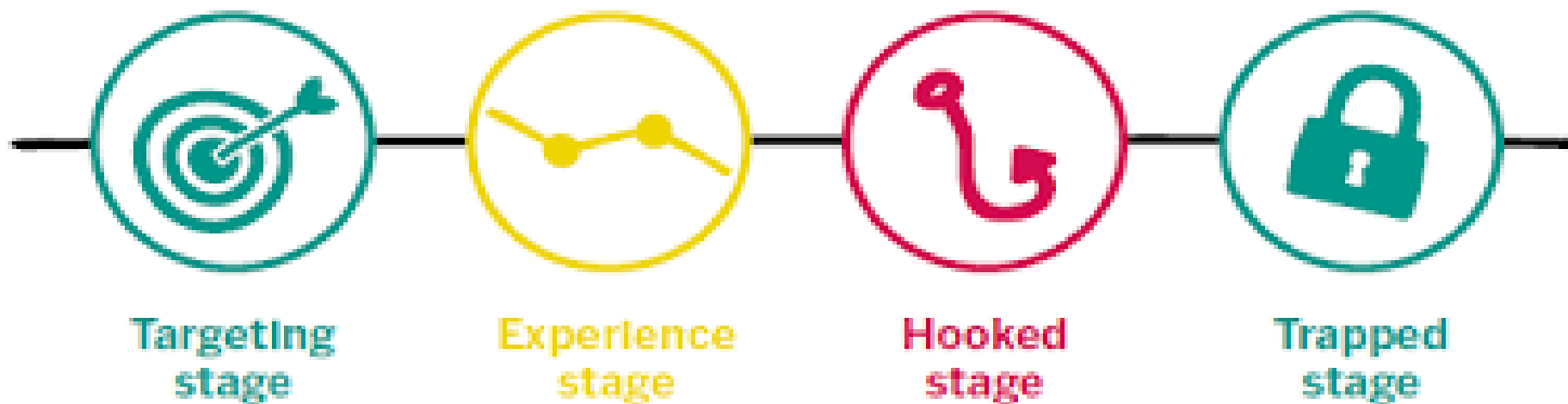
IS YOUR CHILD STRUGGLING WITH ANY SUBJECTS AT SCHOOL?
BOOK YOUR FREE TUTOR TRIAL
We offer:
• 1 to 1 tuition and group sessions to help you.

Ten teens have been issued Gang Injunctions in Basingstoke

Teenage members of a criminal gang thought to be behind a range of drugs, weapon and robbery offences in Basingstoke will no longer be able to meet

The teenagers, from various areas including Beggarwood, South Ham, Popley, and Buckskin, have been banned from any contact with one another after involvement in street robberies, drug dealing, weapon carrying and other forms of criminal activity.

Grooming lines



Unaccompanied and trafficked children

Modern Day Slavery Strategic & Operational Group

Exhibition of child's voices

JASC/Separated Best Practice

S47 & Joint Trafficking Assessing with Willow & METT Police Team



New process map for National Referral Mechanism (NRM) referrals
Multi agency decision making
New training offer to the County

What Works - ITS ALL ABOUT TRUST!

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Consistency – *You deal with me the same way each time*

Predictability – *I can anticipate you .. You are trust worthy*

Reliability – *I can lean on you .. You don't give up easy*

What works

Worker Skills

- **Trusted** relationships
- Work outside homes –
Community based
- Active listening
- Voice of the child
- Child is NOT the Problem
- Consistent and persistent
- Non judgemental

Worker Tools

- NRM & CERAF
- Resources
 - Videos
 - Work Sheets
- Assessments geared towards
SOCIAL CONTEXT
- Professional Network
Development
- Contextual Safety Planning



WINDOWS OF OPPORTUNITY

**Arrested, Hurt, Return from Missing, Family Threat, New Opportunity,
Contemplating Changes**



IS YOUR CHILD SAFE?

**CAN YOU
SEE THE
SIGNS?**

CLICK HERE NOW

IS YOUR CHILD SAFE?

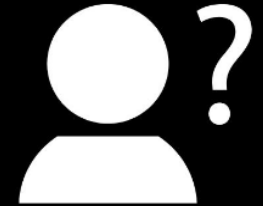
Child exploitation is happening now in your area. The signs are subtle, which is why it is called a hidden harm.

This page will help you to:

SEE THE SIGNS



KNOW WHAT TO DO



GET HELP



What works

- Meet children where they are at
 - Emotionally
 - Physically (e.g. location)
- Invested interest (e.g. music taste)
- Use a range of interventions
- Be creative (e.g. arts and crafts, role plays, videos)
- Golden moments & lived experience
- Mentor – don't preach!
- Friend sessions (group working)
- Participation Events
- Sustained effort to create a relationship
- Connect and show interest
- 17 year olds are still children..!!

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P.A.C.E
Playful
Available
Curious
Empathetic

The five C's model

Children who are being exploited can exist in one or more of these categories at the same time and can fluidly exist on this spectrum on a constantly changing basis Saggars. T, (2020)

1. **Complicit** – those who know the risks, reap the rewards, and do not suffer at the hands of others. NOTE: this does not mean that the individual is not being exploited.
2. **Compliant** – those who are highly agreeable/likely to obey the rules, norms or values set by their social group. Easily influenced into activities.
3. **Compelled** – those who feel a need to get involved (for various reasons, such as loyalty, paying off a debt, poverty, to ensure safety etc).
4. **Coerced** – those who are pressured under the threat of violence to participate.
5. **Cheated** – those who are groomed through the 'rewards' being advertised without information about the risks and how exploitative the situation is.

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Any Questions?

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