



haringey strategic partnership

for children & young people

Meeting: Children and Young People's Strategic Partnership Board

Date: 6 May 2008

Report Title: Children's Trusts: Consultation on Statutory Guidance on Inter-Agency Cooperation

Report of: Director, the Children and Young People's Service

Summary

On 3 April the Government published a consultation document on Children's Trusts. Attached is a summary of the document and an extract from the relevant legislation. The current membership and model for governance, consultation and participation of the strategic partnership is also attached in case members wish to review it in the light of the consultation document. The consultation closes on the 26 June 2008.

Recommendations

The CYPSP consider the consultation and any implications for their work and consider if they wish to make a formal response to the consultation.

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CHILDREN'S TRUSTS: STATUTORY GUIDANCE ON INTER-AGENCY COOPERATION TO IMPROVE THE WELL-BEING OF CHILDREN, YOUNG PEOPLE & THEIR FAMILIES

This new guidance is issued under section 10 of the Children Act 2004 (see appendix 1). It reflects developments in Children's Trust arrangements since the publication of *Every Child Matters* and the development of new policies and programmes. It updates the *Statutory guidance on inter-agency cooperation to improve wellbeing of children: children's trusts (published in 2005)*.

The guidance sets high expectations for Children's Trusts to:

- deliver measurable improvements for all children and young people;
- have in place by 2010 consistent, high quality arrangements to provide identification and early intervention for children and young people who need additional help;

Children's Trusts are seen to have a new leadership role in making this happen. Local authorities have a vital role in leading strategic partnerships, under the Children's Trust arrangements, to see that national priorities are appropriately translated into local delivery plans. The guidance emphasises the crucial role of local authorities in driving change.

This means that the arrangements established under section 10 of the *Children Act (2004)* need to drive and sustain Children's Trusts. In doing so they:

- place a clear emphasis on narrowing the outcome gaps between children from disadvantaged backgrounds, for example children in care, and their peers, while improving outcomes for all;
- focus on prevention and the early identification of children with additional needs, including those at risk of falling into anti-social behaviour or crime, by working closely with all partners, including the police and youth justice agencies;
- involve and empower parents, and become more responsive to children and young people themselves;
- ensure effective planning and commissioning of services and the flexible use of pooled budgets;
- drive effective integrated working between all professionals working with children and young people; and
- overcome unnecessary barriers to sharing and using information systematically.

In particular Children's Trusts must begin to show relatively faster rates of improvement in the outcomes for vulnerable and disadvantaged groups, such as children in care, against a background of improved outcomes for all, and to close the gap between the most vulnerable and the majority of children.

The guidance particularly emphasises the roles of schools and primary care trusts in relation to Children's Trusts.

Schools

The guidance argues for a step change in the involvement of schools in Children's Trust arrangements. Under recent legislation schools have acquired new duties to promote well-being and promote community cohesion. It is proposed that these duties cannot be achieved without the support of the Children's Trust. All schools, including Academies, should contribute to and in turn be strongly supported by local Trust arrangements. Children's Trusts must support collaboration between schools, and between schools and other agencies. Schools must be able to help shape the planning and commissioning of services and play a central part in the work of the Children's Trust board. School level indicators are being developed to help schools, local partners and Children's Trusts measure each school's contribution to the well-being of local children.

Primary Care Trust

Close collaborative working between local authorities and their PCT partners is essential. This is an area where a step change in ambition and impact is required to enable Children's Trusts to deliver improved outcomes as effectively as is needed. Preparing a joint (health and local authority) strategic needs assessment is now a statutory requirement for those bodies and shared performance indicators for child health make locally determined shared or pooled budgets increasingly relevant and often essential. Children's Trusts are partnerships between local services for children and the Primary Care Trust (PCT) will have a key role to play since good health is essential to securing the full spectrum of good outcomes for children and young people. The partnership between the local authority and the PCT is, in fact, the driving partnership for the Children's Trust. In order to make a reality of this partnership local authorities and PCTs should adopt the following good practice:

- specific agreement by Directors of Children's Services and their PCT counterparts that the Joint Strategic Needs Assessment is a proper and adequate reflection of the needs of children and young people in the area;
- joint development and sign-off of local Children and Young People's Plans and relevant PCT plans;
- budget transparency, and an agreed process in each locality for aligning or pooling budgets, building on the *Youth Matters* Green Paper requirement for local authorities and PCTs to pool budgets on prevention;
- an agreed local approach to joint commissioning at the local authority/PCT level which provides a framework for practice-based commissioning, or commissioning by schools.
- joint reflection, as part of the Local Area Agreement process, about progress on key children's health issues in the area – with joint scrutiny of feedback from children, young people and parents;

National DCSF Children's Plan "Building Brighter Futures"

The guidance sets out an important role for Children's Trusts in relation to the national plan objectives. The following table sets out the objectives from Building Brighter Futures and the proposals in the consultation paper for Children's Trusts.

	DCSF Children's Plan Objective	Suggested role for Children's Trusts
1	Secure the wellbeing and health of children and young people	Promoting good health and preventing ill health for all local children and young people
2	Safeguard the young and vulnerable. Keeping young people safe from harm is a responsibility of us all while helping families to strike the right balance in allowing young people the freedom to learn and have new experiences.	Promoting safe environments in partnership with schools and relevant agencies, such as the police and Crime and Disorder Reduction Partnerships. So that young people can be safe, but also allowed opportunities to experience risk and develop their independence. Children's Trust partners should consider children's safeguarding needs across the whole partnership and champion children's interests in the wider Local Strategic Partnership.
3	Individual progress to achieve world class standards and close the gap in educational achievement for disadvantaged children. To help every young person to achieve their potential and enjoy their time in education.	Helping every young person to achieve their potential and enjoy their time in education through involving schools in the planning and delivery arrangements under the Children's Trust.
4	System reform to achieve world class standards and close the gap in educational achievement for disadvantaged children by continuing to improve the quality and capacity of the workforce and buildings.	Working together in raising standards of attainment, preventing and tackling school failure and raising the quality of the children and young people's workforce
5	Ensure that young people are participating and achieving their potential to 18 and beyond. This includes developing the plans to ensure that by 2015 all young people stay in education or	Managing the transfer to the compulsory school leaving age of 18 in 2015, ensuring the local area has the right amount and type of education and training provision for all young people and ensuring that IAG

	DCSF Children's Plan Objective	Suggested role for Children's Trusts
	training until they are 18 or older.	services are well integrated with careers education in schools and colleges.
6	Keeping children and young people on the path to success by providing positive activities and experiences for teenagers while developing strategies to discourage risky or harmful behaviour.	Promoting positive activities for young people and creating environments where young people can meet friends and socialise in safety, while reducing risk by aligning work around young people's substance misuse, strategically through the Children and Young People's Plan and facilitating better partnership working, and helping to create more cohesive, safer communities in which young people can share a sense of belonging and appreciation of those from other cultures and backgrounds.
7	Vision for 21st century children's services. Delivering the vision in the Children's Plan requires a series of system reforms, improving the integration and accessibility of services. This includes expecting all schools to be ambitious for achievement, sitting at the heart of their community and setting high expectations for Children's Trusts.	Tackling poverty, especially through the links with the wider Local Strategic Partnership where issues in respect of economic development, job creation; securing sufficient childcare for working parents; skills and training and community regeneration can be pursued.

The essential features of a Children's Trust through which these changes will be delivered are:

a child-centred, outcome-led vision: a compelling outcome-led vision for all children and young people, clearly informed by their views and those of their families. Children's Trusts need to develop good quality regular consultation, especially about the children and young people's plan. There should also be a clear framework for ensuring families know where to find support and information and that parents are treated as partners when they engage with professionals.

Integrated frontline delivery organised around the child, young person or family rather than professional boundaries or existing agencies. This should include the development of a local workforce strategy underpinning the local

Children and Young People's Plan; stronger systems of prevention and early intervention with further development of multi-agency work and co-location.

Integrated processes – effective joint working sustained by a shared language and shared processes. The Children's Trust should take a lead to provide and support activities to help practitioners to use their professional judgement in decisions related to information, and to foster trust and professional understanding between the services. Processes such as the common assessment framework (CAF), lead professional, integrated care system (ICS) and ContactPoint are all included here.

Integrated strategy – joint planning and commissioning, pooled budgets. The covers the Children's Trust role in the Children and Young People's Plan, the Local Area Agreement and Sustainable Community Strategy, joint commissioning and the role of schools and the local authority in commissioning education and training for young people. The Children and Young People's Plan is the key document which covers all services for families, children and young people within a single strategic and overarching vision of the local area. Children's Trust partners should be involved in its development and evaluation and ensure their own plans are fully aligned with it. A Children's Trust is, in part, a commissioning partnership. Joint planning and commissioning is a key means by which the Children's Trust partners come together to make a reality of the duty to co-operate.

Inter-agency governance with robust arrangements for inter-agency cooperation. A Children's Trust cannot be effective overall unless its board gives clear strategic direction and is prepared to take hard decisions to see them through, collectively and as the leaders of individual services, and is genuinely attuned and responsive to the needs of children, young people and parents. An effective Children's Trust board will systematically monitor and evaluate results, challenge itself and others where progress is slow and be sensitive and responsive to the practicalities of front line delivery. Governance arrangements should include consideration of means of involving or consulting the third and private sectors and front line providers. Trusts also need to work with and consider their links with other partnerships such as the 14-19 partnerships, 0-7 partnerships, Local Safeguarding Children Board, Local Strategic Partnership and Youth Offending Service.

The **full consultation document** can be found on the DCSF consultation website <http://www.dfes.gov.uk/consultations/>.

APPENDIX 1

Children Act 2004

Part 2

Children's services in England

General

10 Co-operation to improve well-being

(1) Each children's services authority in England must make arrangements to promote co-operation between—

- (a) the authority;
- (b) each of the authority's relevant partners; and
- (c) such other persons or bodies as the authority consider appropriate, being persons or bodies of any nature who exercise functions or are engaged in activities in relation to children in the authority's area.

(2) The arrangements are to be made with a view to improving the well-being of children in the authority's area so far as relating to—

- (a) physical and mental health and emotional well-being;
- (b) protection from harm and neglect;
- (c) education, training and recreation;
- (d) the contribution made by them to society;
- (e) social and economic well-being.

(3) In making arrangements under this section a children's services authority in England must have regard to the importance of parents and other persons caring for children in improving the well-being of children.

(4) For the purposes of this section each of the following is a relevant partner of a children's services authority in England—

- (a) where the authority is a county council for an area for which there is also a district council, the district council;
- (b) the police authority and the chief officer of police for a police area any part of which falls within the area of the children's services authority;
- (c) a local probation board for an area any part of which falls within the area of the authority;
- (d) a youth offending team for an area any part of which falls within the area of the authority;
- (e) a Strategic Health Authority and Primary Care Trust for an area any part of which falls within the area of the authority;
- (f) a person providing services under section 114 of the Learning and Skills Act 2000 (c. 21) in any part of the area of the authority;
- (g) the Learning and Skills Council for England.

(5) The relevant partners of a children's services authority in England must co-operate with the authority in the making of arrangements under this section.

(6) A children's services authority in England and any of their relevant partners may for the purposes of arrangements under this section—

- (a) provide staff, goods, services, accommodation or other resources;
- (b) establish and maintain a pooled fund.

(7) For the purposes of subsection (6) a pooled fund is a fund—
 (a) which is made up of contributions by the authority and the relevant partner or partners concerned; and
 (b) out of which payments may be made towards expenditure incurred in the discharge of functions of the authority and functions of the relevant partner or partners.

(8) A children's services authority in England and each of their relevant partners must in exercising their functions under this section have regard to any guidance given to them for the purpose by the Secretary of State.

(9) Arrangements under this section may include arrangements relating to—
 (a) persons aged 18 and 19;
 (b) persons over the age of 19 who are receiving services under sections 23C to 24D of the Children Act 1989 (c. 41);
 (c) persons over the age of 19 but under the age of 25 who have a learning difficulty, within the meaning of section 13 of the Learning and Skills Act 2000, and are receiving services under that Act.

APPENDIX 2

CURRENT MEMBERSHIP OF THE CYPSP

Agency	Reps	Names
Local Authority*	7	Chair : Lead Member for Children & Young People Leader of the Council Lead Member: Crime & Community Safety Councillor x 1 Chief Executive Director of Children & Young People's Services
Teaching Primary Care Trust *	4	Non-Executive Director x 2 Chief Executive Executive Director
North Middlesex Hospital	1	Chair of Trust / Chief Executive
Mental Health Trust	1	Chief Executive / Director of CAMHS
Whittington Hospital	1	Chair of Trust / Chief Executive
G O S H	1	Chief Executive / Director of Partnership Development
Voluntary Sector	2	HAVCO – Chair / Director
Voluntary Sector representation to be amended later in the light of new Community Empowerment arrangements as agreed by the HSP (I understand the elections have just been held, but we have not yet been notified of any names)		
Haringey Police	1	Borough Commander
Haringey Probation	1	Head of Service Delivery
Connexions	1	Chief Executive
Middlesex University	1	Principal Lecturer & Chair of Social Work
Learning Skills Council	1	Chief Executive
College of North East London	1	Principal
Youth Offending Service	1	Head of Safer Communities
Early Years	1	Early Years representative
Primary schools	1	Head Teacher
Secondary schools	1	Head Teacher (Andy Kilpatrick)
Special schools	1	Head Teacher (Margaret Sumner)
Haringey Youth Council	2	Nominated by Youth Council
Early Childhood	1	Chair (Melian Mansfield)

Forum		
5-11 Forum	1	Chair (Barabara Breed)
11-19 Forum	1	Chair (Janette Karklins)

CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP – CHILDREN'S TRUST ARRANGEMENTS
- A model for governance, consultation and participation

