

VIRTUAL MEETING

BARNET CHILDREN'S PARTNERSHIP BOARD

DATE AND TIME

THURSDAY, 22 APRIL 2021

AT 4.30 PM

TO: MEMBERS OF BARNET CHILDREN'S PARTNERSHIP BOARD (Quorum 5)

You are requested to attend the above meeting for which an agenda is attached.

Andrew Charlwood – Head of Governance

Governance Service contact: pakeezah.rahman@barnet.gov.uk 020 8359 6452

Media Relations Contact: Tristan Garrick 020 8359 2454

A live audio recording and documents can be found here:

[Agenda for Barnet Children's Partnership Board on Thursday 22nd April, 2021, 4.30 pm \(moderngov.co.uk\)](#)

ASSURANCE GROUP

Please consider the environment before printing.

ORDER OF BUSINESS

Item No	Title of Report	Pages
1.	Welcome	
2.	Minutes of Previous Meeting	5 - 10
3.	Absence of Members'	
4.	Young People - TBA	
5.	Mental Health - To Follow	
6.	Resilient Schools Programme	11 - 36
7.	Physical Health - Verbal Update	
8.	Environment/Sustainability Strategy - Verbal Update	
9.	Any Other Business	

BARNET CHILDREN'S PARTNERSHIP BOARD

Draft Minutes of the Meeting Held on Tuesday 23 February 2021

Members Present:

Chris Munday	Executive Director for Children's Services (Chairman)
Councillor David Longstaff	Lead Member for Children, Education & Safeguarding and Deputy Leader of Barnet Council
Ian Harrison	Chief Executive, Barnet Education and Learning Service (BELS)
Neil Marlow	Director, School Improvement and Traded Services, BELS
Lee Robinson	Children's Strategy & Policy Advisor
Janet Matthewson	Chief Executive Officer, Young Barnet Foundation
Sarah Sands	Head of Garden Suburb Infants, Chair of Nursery and Primary Headteachers' Forum
Ben Thomas	Assistant Director Education, Strategy and Partnerships, Family Services
Cassie Bridger	Assistant Director Greenspaces and Leisure
Karen Pearson	Head of 0-19 Early Help
Jayne Abbott	Resilience Programme Manager, Resilience Schools
Sharon Smith	Public Health Strategist, Children & young Peoples' Team
Oliver Taylor	Health and Policy Advisor, Barnet Public Health
Mav Ghalley	Designated Clinical Officer – SEND, NCL CCG
Rachel Wells	Consultant in Public Health, Children & Young People's Team
Adam Driscoll	Commissioning Lead, Growth and Development
Martin Serrao	Principal of St Marys and St Johns CE School
Emma Burton-Lee	Senior Communications and Campaigns Manager
Lisa Coffman	Barnet Parent Carers Forum
Shushma Jain	Co-Chair, Barnet Parent Carers Forum
Enver Osman	Service Development Officer, Family Services
Rebecca Morris	Voice of the Child Participation Officer
Tal Berman Howarth	Barnet Parent Carers Forum
Liz Longworth	Headteacher of Northside Primary School
Dara Darkwah	Member of Youth Parliament
Ishaan Shah	Member of Barnet and London Youth Assembly
Tani Ilemobola	Member of Youth Parliament

1. WELCOME

The Chairman, Chris Munday, welcomed everyone to the meeting.

2. MINUTES OF PREVIOUS MEETING

The minutes of the meeting held on 09 November 2020 were agreed as an accurate record.

It was noted that the Education, School Improvement and School Places strategies were approved at the Children, Education and Safeguarding Committee last November. The SEND partnership plan would be reported at the next Children, Education and Safeguarding Committee in May.

3. ABSENCE OF MEMBERS'

Apologies for absence were received from Samson Olusanya and Luke Ward.

4. COVID AND RECOVERY 'LOST LEARNING'

The Director of School Improvement and Traded Services presented the report. The Education Strategy discussed at the last meeting outlined the response to the pandemic and how schools and families have been supported.

£650m of the Department for Education (DFE) catch up funding had been allocated to support schools through the catch-up premium. £350m had been allocated to the National Tutoring Programme which would also support young people with regards to lost learning. A further £300m for schools had just been announced.

Options to make up for lost learning proposed by the government include summer schools, weekly tutoring and increased wellbeing support.

Current priorities were centred around minimising lost learning and supporting the well-being of pupils by ensuring that vulnerable children were going in to school regularly and those who were at home received regular welfare checks. A duty had been placed on schools last term to ensure a high-quality remote learning offer for all pupils.

Lateral flow testing had been introduced for school staff (home testing) and for secondary school students, which would be rolled out further once schools fully reopened on the 8th of March. Testing for secondary students would be done three times within the school environment and then twice a week in the home environment to ensure that a-symptomatic pupils or staff were not going in to school.

Schools have engaged very well and have successfully implemented strategies supported by BELS. Attendance levels of pupils were in line with national statistics and there has been high attendance levels at staff training sessions. A 'Covid Personal Education Plan' for Looked After Children had also been created to reflect the current situation.

The issue of elective home education was raised and how those pupils would be involved in 'catch up'. It was noted that there was nothing specific in the guidance for elective home education relating to catch up. With increased numbers of children being educated at home last year, an additional resource had been deployed to liaise with those families.

Some challenges faced by schools were keeping children safe, assessing pupil achievement via remote learning and anxiety levels with regards to 'catch up'. As children have missed out on social aspects of their lives, it was important that they were given access to enrichment. Schools had to implement measures to ensure that students were able to catch up with work whilst incorporating social factors so that their mental health was not impacted negatively.

Some schools had planned to focus on pastoral topics rather than the learning programme upon return to school. This was to ensure happiness amongst pupils and to address any anxiety levels, particularly separation issues.

It was noted that for some children with Special Educational Needs and Disabilities, (SEND) during lockdown, support was not available at the school and therefore the child was better off being at home. Long periods of thriving in their home environment made it more difficult to return to school. The SEND & Inclusion service was working closely with families to put in individual assessments and to provide individual support accordingly. The Open Space Project, for example, had been extended to provide respite for families.

The guidance offered for Special Schools was flexible and not punitive with the use of partnership working and joint assessments. Appropriate advice was needed to be put out to mainstream schools about children with Education, Health and Care Plans. (EHCPs) For those at university, hardship funds had been put in place by the government. Community Barnet continued to work with young people aged between 16-25 along with Middlesex University, providing a lot of welfare support especially for those in self-isolation.

KOOTH (for pupils) and Qwell (for staff) are available and provides online counselling and well-being support for young people, educational staff and parents or carers of children and young people with SEND.

5. HOLIDAY ACTIVITY PROGRAMME (FEBRUARY & SUMMER)

The Head of Early Years presented the report. The programme funded by the government would allow the service to provide fun activities for children eligible for free school meals during the summer, Easter, and Christmas holidays. Requirements of the programme include good quality provision with fun activities with an element of nutritional education and financial support information focusing on poverty issues and food.

It was noted that 10,000 children were eligible for free school meals, 50% of whom could access the activities for which a budget of £1.1m was available.

Volunteers would be trained to help with the programme to ensure its longevity. It would also be linked to other positive activity programmes provided in the council with partners in the voluntary sector by building on what was available, identifying gaps and reaching out to new providers to deliver as required.

Positive activity programmes were free for all children and young people and essential for those who missed out on social aspects during lockdown.

It was suggested that specialist interventions centred around nutrition and healthy weight in a six-week programme be aligned with the work being done for the holiday activity programme.

Young person, Tani, highlighted the large attainment gap between African Caribbean students and other students. To combat that differentiation, a free programme was launched by Tani's sister, previously a member of Youth Assembly, that offered students one to one tuition, homework club and mentoring sessions for character building so that young African Caribbean people could access the social interaction they had missed out on.

The website, <https://www.youngbarnetfoundation.org.uk/> was circulated during the meeting and more information would be shared with the board. Members were encouraged to get in touch with Tani to help support targeted ethnic minority groups.

Young Barnet Foundation was working on the Kitchen Social Project, data from which showed the 6 to 8 weeks development delay of children who suffered food insecurities and lack of positive activities in the summer. Longer term strategies were being developed with partners in relation to food provision and to link such issues to debt management.

It was noted that more young people were needed to drive positive activities within the borough.

6. YOUNG PEOPLE - TBA

Ishaan raised the issue of modern slavery which was prevalent in the UK with over 100,000 victims. The number of victims was noted to be significantly higher in London, hence potentially existent in our Borough. It was important that local government take the steps needed to prevent slavery and in doing so, Barnet could create its own modern slavery strategy. Support was requested from Ishaan to raise awareness, train emergency services and work with schools to minimise the risk of online exploitation in the digital world.

Barnet could lead the way in tackling modern slavery on a local level and once a framework was set in place, it could be shared with the London Youth Assembly to implement the Barnet model on a London wide level.

It was noted that modern slavery was one area of focus for the safeguarding children's partnership, working closely with community safety to be driven forward.

The Barnet Group did a lot of work with staff based on the Modern Slavery Act 2015 and involved people in the community to report on anything deemed to be nefarious.

Dara focused on the issue of grief as a result of death which had been emotionally consuming for young people especially during the pandemic. Dara asked the board what resources were available to staff supporting those bereaved and how those members of staff would be supported during the delivery of their services to young people.

Most of the support was provided by the mental health provision in the council. Grief Encounters <https://www.griefencounter.org.uk/> provided a very good service for children and young people. There was also Covid support and a bereavement service run by MIND in Barnet. Funding from the DFE allowed for staff to be trained by a Mental Health Lead incorporating pillars of recovery to help someone recover from trauma using psychological first aid. Staff in schools would be equipped with the knowledge on how to approach a young person or a distressed member of staff. In addition, Educational Psychologists were offering specialist workshops on bereavement and loss as well as behavioural communication. The Critical Incidence Policy was in place for schools to access for free.

Barnet Youth Board identified that there needed to be more affective race and diversity training for professionals within health and wellbeing services. Research had shown that there was a lack of diversity within the mental health sector in the UK. Training would help professionals overcome cultural barriers and understand what was needed in order to provide effective treatment.

Even though there was a mental health first aider at almost every school in Barnet, it was important that staff checked up on students who were not always willing to approach staff to talk about the state of their mental health.

The Chairman recommended that the item on mental health be brought back to the next meeting to enable a more detailed discussion.

As Chair of the Youth Board, Tani was running a campaign on the 13th of March about different careers young people could pursue, which was a big issue for young people who were struggling about what they could do. Tani welcomed Headteachers to partake who might be interested in speaking about their journey to becoming a Headteacher.

BELS provides post 16 careers information and guidance to secondary schools, many of whom have their own dedicated careers service, a legal requirement to ensure that all pupils received objective careers advice.

Members suggested promoting the Kickstart programme to schools that could help with CVs and back to work information.

Within Growth & Corporate Services, there was a skills and training team in connection with job centres and support programmes.

7. HEALTH & WELLBEING STRATEGY

The Public Health Strategist presented the draft Joint Health and Wellbeing Strategy. It comprised the vision to improve health and wellbeing for people in Barnet aligned with other strategies including the life chances strategy. It focused on themes such as healthier place and resilient communities. It was a coordinated, holistic care package that would support an individual's needs throughout their lifetime.

The Health Impact Assessment was completed and continued to shape the work as part of the strategy. It encompassed all areas of life and wider determinants in relation to health and wellbeing. The 5 guiding principles were used to establish effective processes. All works carried out was robust and evidence based to allow for actions to be put forward.

Focus on children through continued engagement by partners would help pull together important key aspects that were critical to their health and wellbeing and would be incorporated into the strategy.

The strategy and consultation document are available online and the final draft would be reported to the Health and Wellbeing Board in April.

Members felt that the strategy was centred around health rather than wellbeing and whether it could include key points of children's lives. Differentiation was needed with regards to Children in Need, Child Protection, Looked After Children and children with SEND and what the strategy meant for any of those groups.

Members suggested that the strategy include the contribution of others as well as the agreements reached.

8. UNITAS UPDATE

The Chief Executive of Unitas presented the report. Government restrictions meant that a significantly lower number of children were accessing the centre, compared to numbers before lockdown when at least 900 children visited Unitas a week. It was reported that 185 children had been able to access services through 1-1 sessions, community outreach, digital engagement, mentoring, and detached youth work.

Many 17-19-year olds were struggling but agile support services were put in place for them via Unitas 2.0.

Together with Barnet Group, delivery of food parcels were being made. Home schooling has also been a struggle for parents to maintain consistency of online learning. Therefore, one to one sessions were set up for young people to access wi-fi at Unitas.

9. GREENSPACES & LEISURE

The item was moved to the next meeting.

10. ACTION PLAN

The board noted the plan.

11. LIFE CHANCES STRATEGY UPDATE

The board noted the strategy update.

12. ANY OTHER BUSINESS

Within Growth and Corporate Services, there was a team dealing with gigabit infrastructure and broadband delivery within the borough. It was noted that council properties would receive free broadband services by 2023. Because of the growing needs of children and young people with home schooling, the team was working with BELS to provide a guide for practitioners and other frontline workers. Free home-schooling packages were also being rolled out to improve connections for all those affected.

It was noted that Adam Driscoll would be stepping down as a member of the board. The Chairman thanked Adam for all his work on behalf of the board.

The meeting finished at 6pm.

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Jayne Abbott
Resilient Schools Programme Manager

What is the Barnet Resilient Schools Programme?

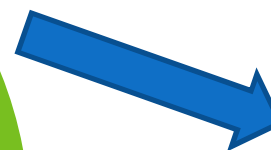
The Programme Aims To:

Raise awareness and de stigmatise mental health

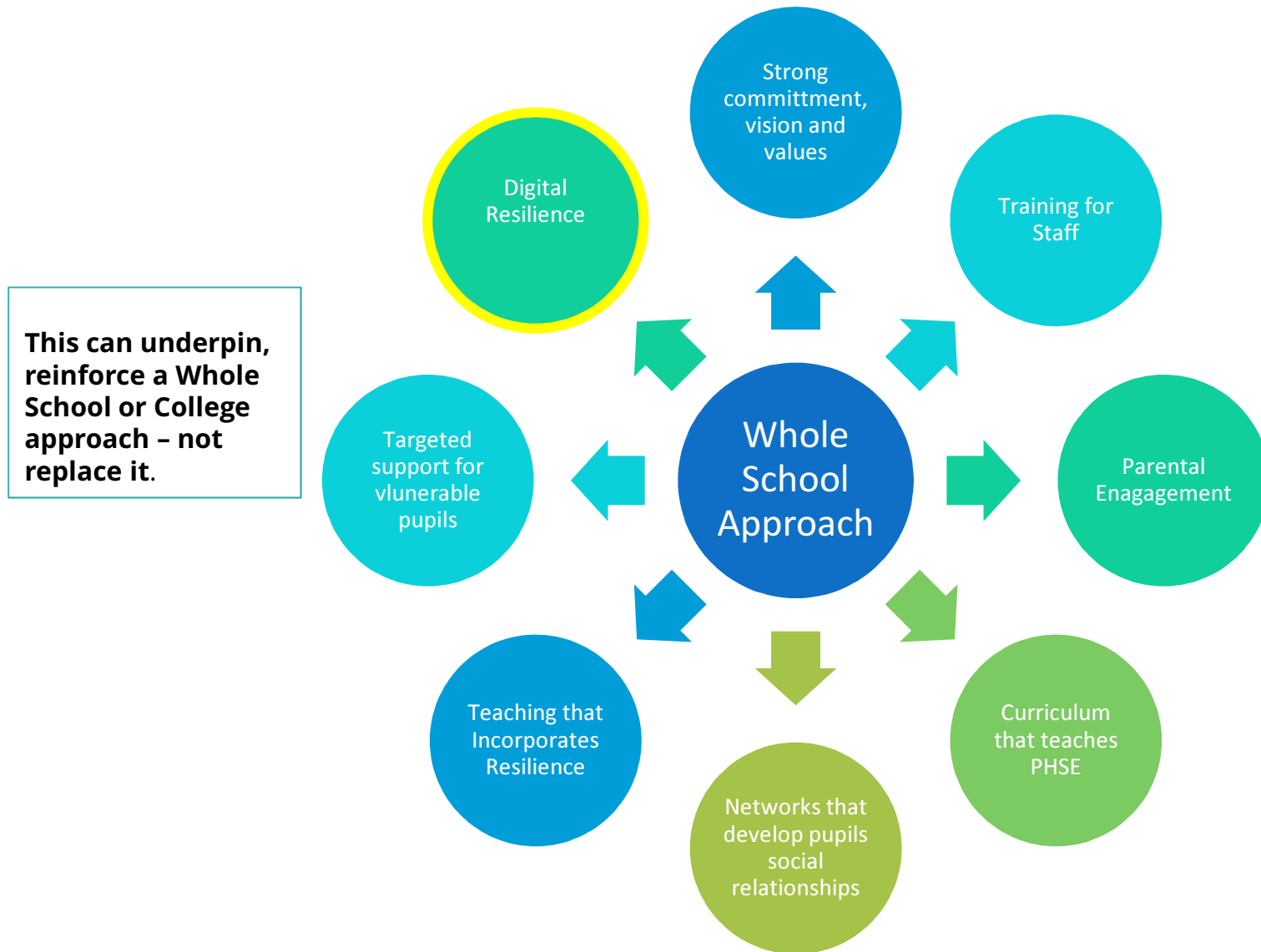
Help school communities (pupils, staff, parent and carers to recognise their own and others mental health needs and be confident to seek support for themselves and others.

Through awareness be able to intervene early to prevent the escalation of poor mental health

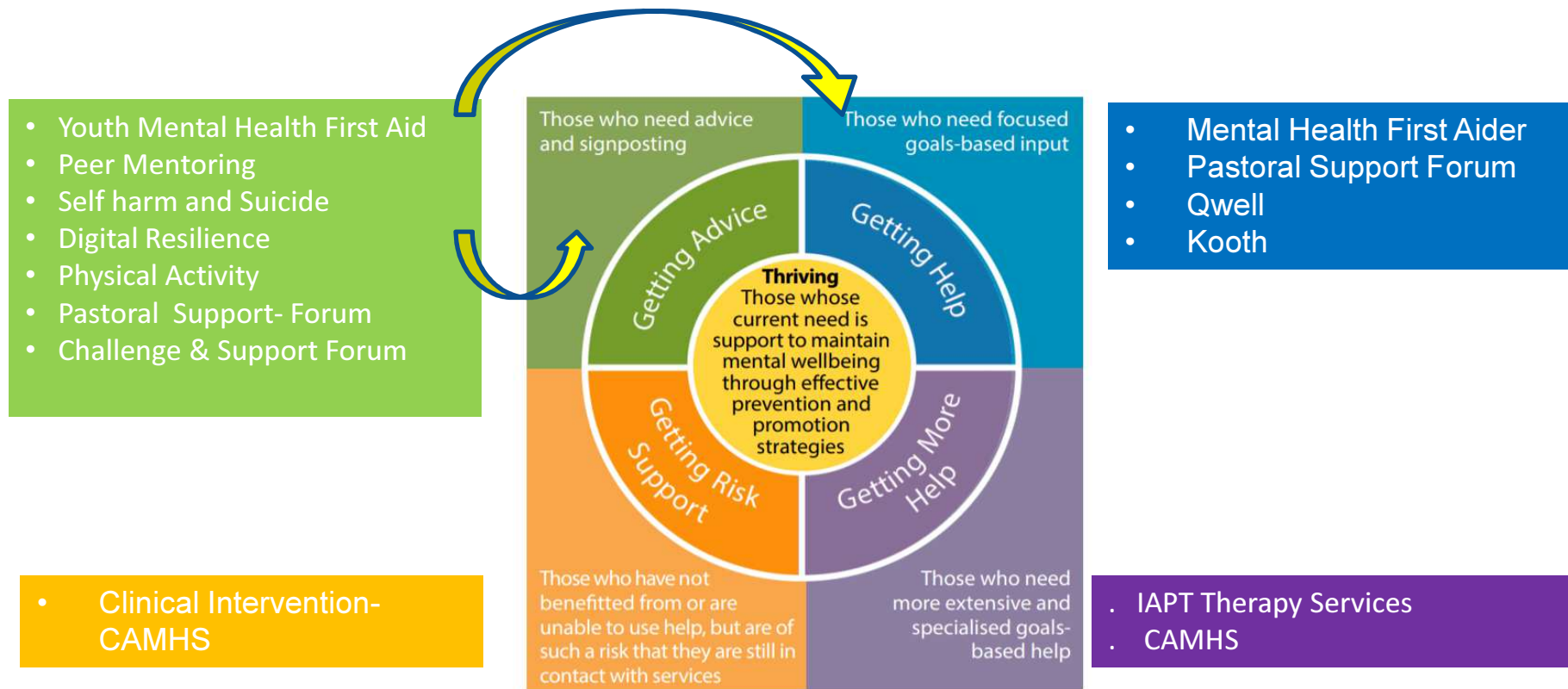
Whole School/College Approach To Wellbeing and Mental Health

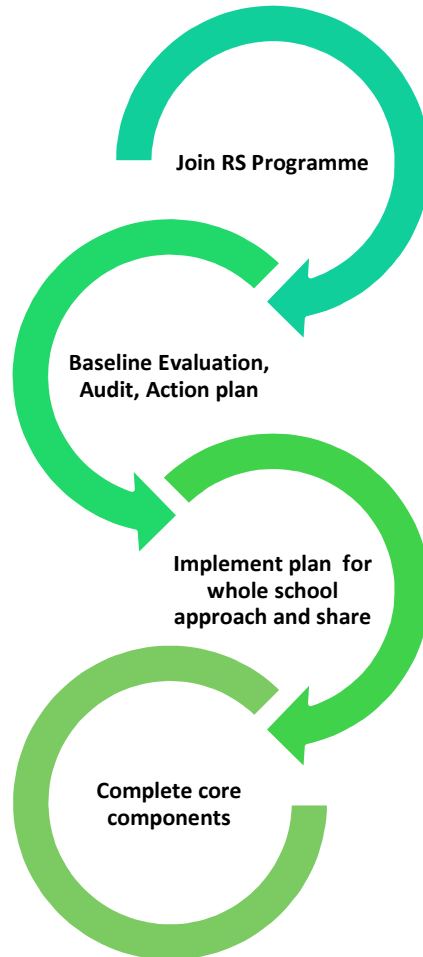


(Source Public Health England and Children and Young Peoples Mental Health Coalition, 2015)



Resilience Schools & the Thrive Model



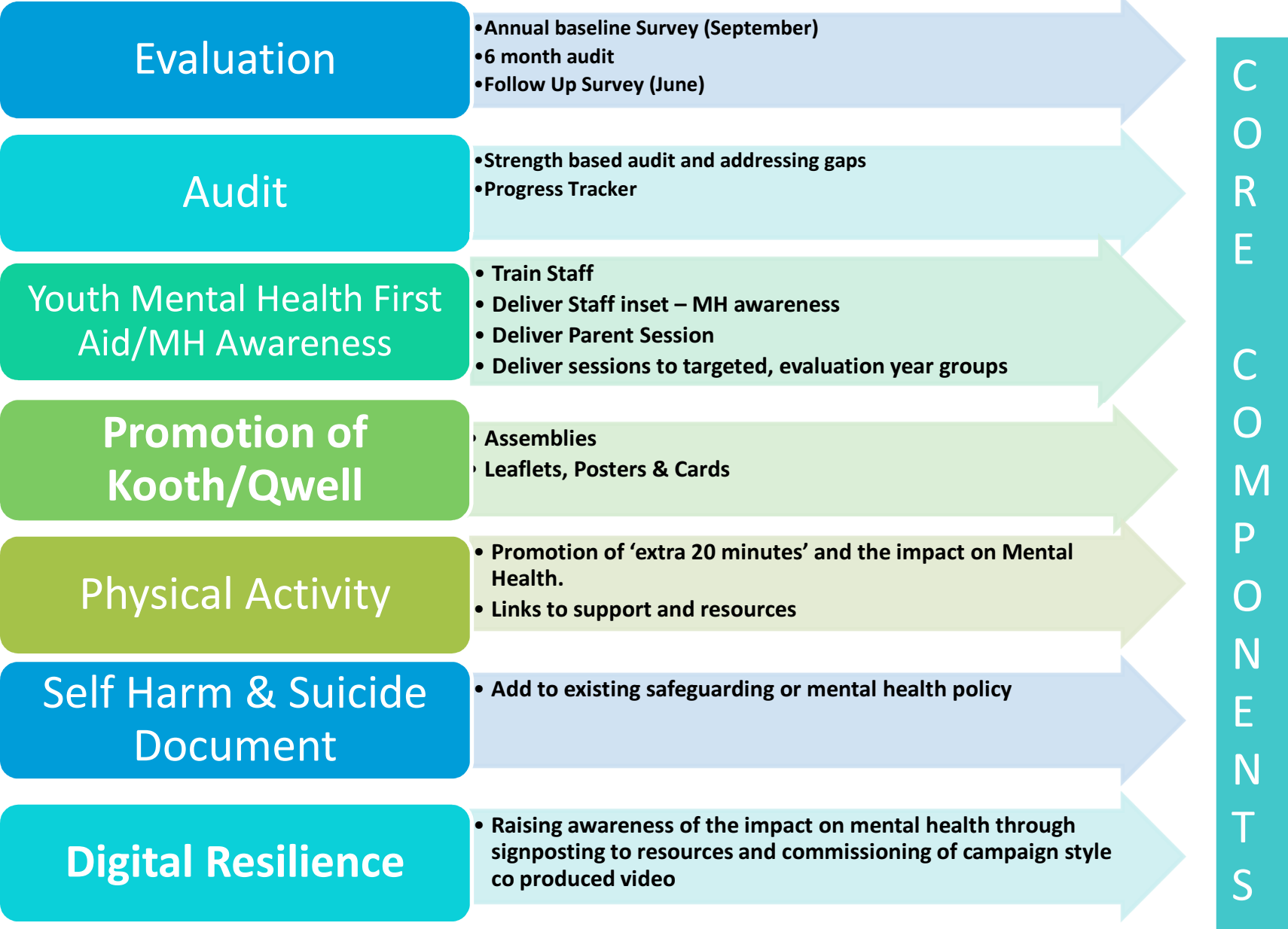


Any Barnet Primary or Secondary school may join the programme at the beginning of each academic year. This enables all schools to take part in the evaluation process and make the most of the training and support on offer. Barnet Resilient Schools can also help you achieve Silver and Gold in the Healthy Schools London Awards.

The baseline evaluation provides a starting point and gives you insight into your school. The audit enables you to build on your school's strengths, address challenges and plan the Resilient Schools programme for your school

Staff training, network meetings and other support resources are available to help you implement and develop activities for your school. Taking part in the audit and follow up evaluation will enable you to keep track of your progress and achievements.

When you have established the core components of the Resilient Schools programme your school will be eligible to use the RS logo to increase visibility and recognition of your achievements.



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Additional Support

- Network Meetings
- Support Meetings
- Peer to Peer Support
- On line Support through Programme Manager and RS website
- Links to support and resources
- Challenge and Support Forum
- Pastoral Forum

Additional Training

- Mindfulness
- Dfe Return to Wellbeing
- Psychological First Aid
- Emotion coaching
- Unconscious Bias
- Restorative Justice
- Zones of Regulation

Peer Mentoring

- Application and Interview
- 1 day MHFA Champion Training
- Co production Workshop
- Implementation

Youth Mental Health First Aid

- To preserve life where a person may be a danger to themselves or others
- To provide help to prevent the mental health problems developing into a more serious state
- To promote the recovery of good mental health
- To provide comfort to a person experiencing a mental health problem

Mental health problems covered are:

- Depression ~ Anxiety ~ Eating Disorders ~ Psychosis ~ Self Harm
Suicide

Mental health crisis situations of:

- Suicidal behaviour/thoughts
- Panic attack/Acute stress reaction
- Acute psychotic behaviour

Engagement-Mental health first aid

Trained 4 facilitators across Barnet Integrated Clinical Team, Barnet Education Learning Support, Family Services and Public Health

- 80 schools in total have trained YMHFA
- 100+ YMHFA trained total
- Working in partnership with Thrive London to offer on line MHFA: 88 YMHFA trained and a further 4 trainings offered

Peer Mentoring Pilot 2019/20

Ashmole Secondary School

Identification of Peer Mentoring Lead

Signpost Lead to Anna Freud Peer Mentoring Resources

Advertisement of Peer Mentoring Post

Application and Interview Process – Sixteen Year 12 Students

One Day Youth Mental Health First Aid Champion Training

1 afternoon Co-Production

Implementation

Evaluation

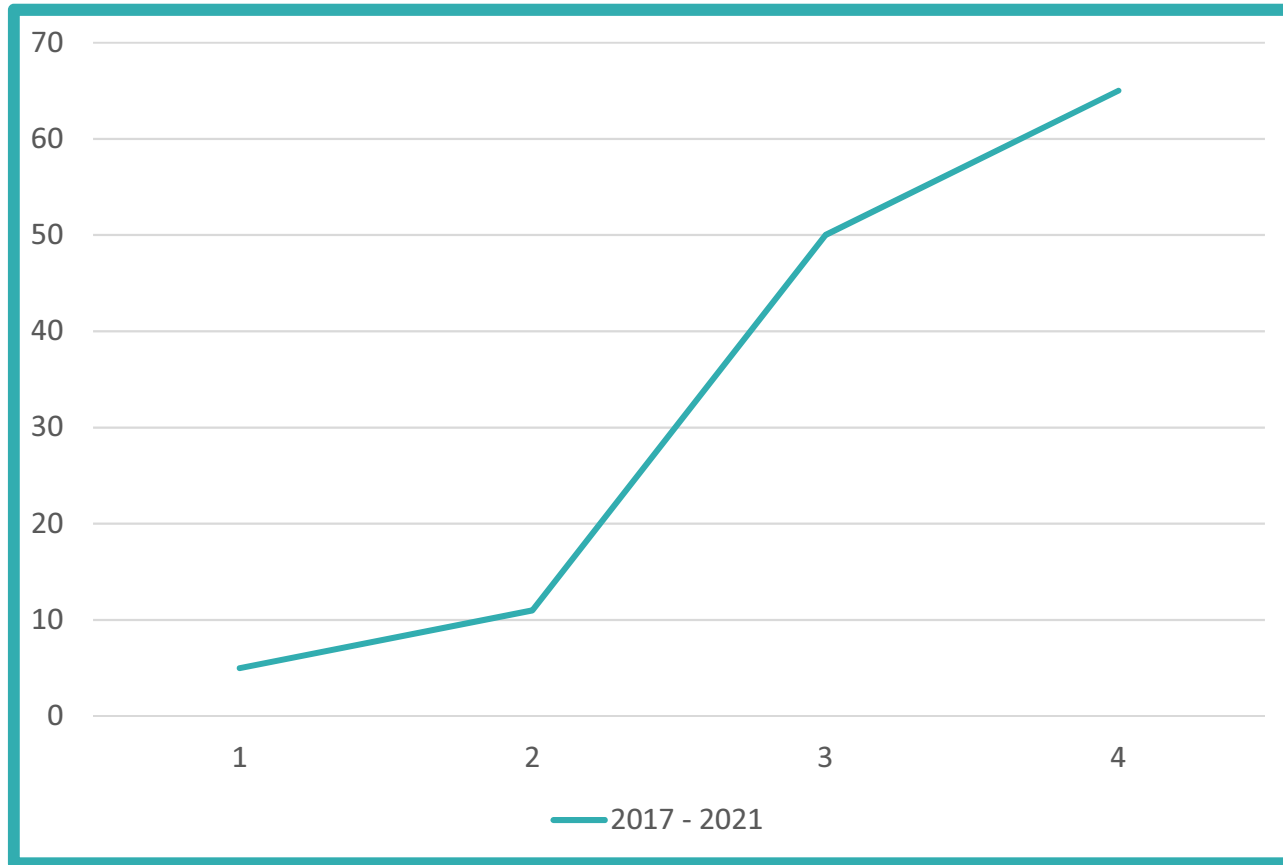


Pilot in the Wren Academy

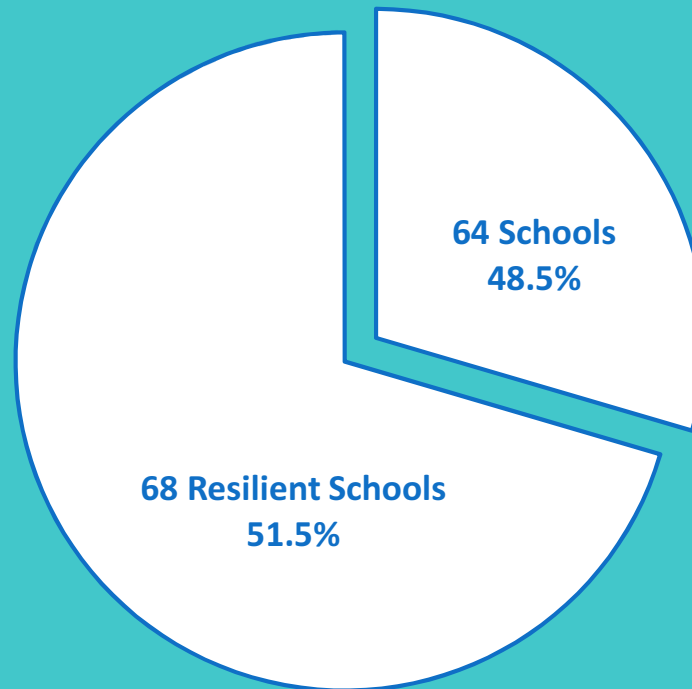
Task and Finish Group
With Schools

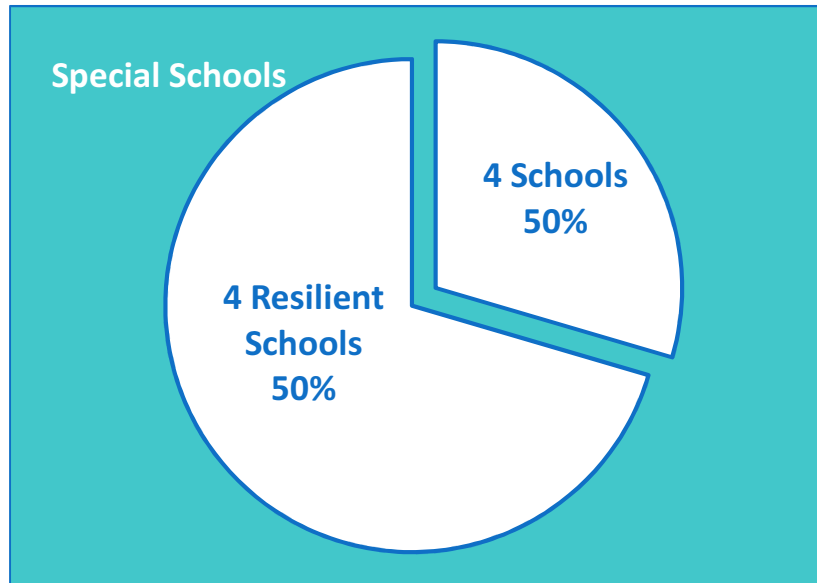
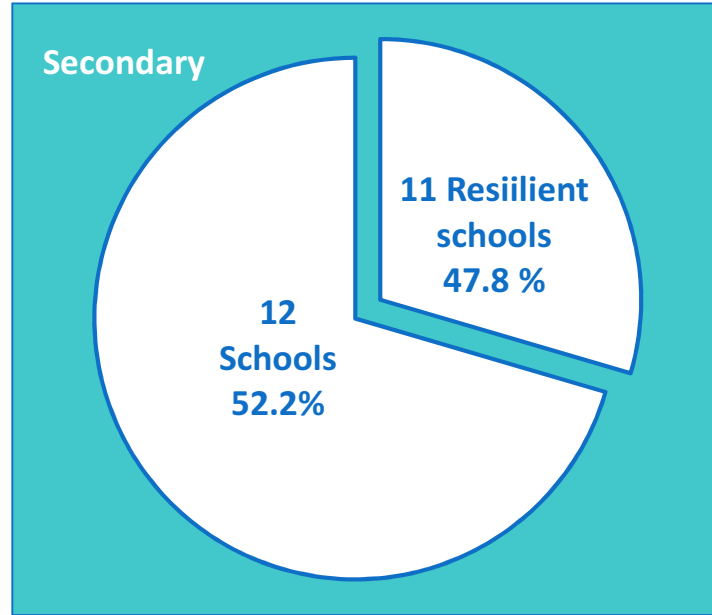
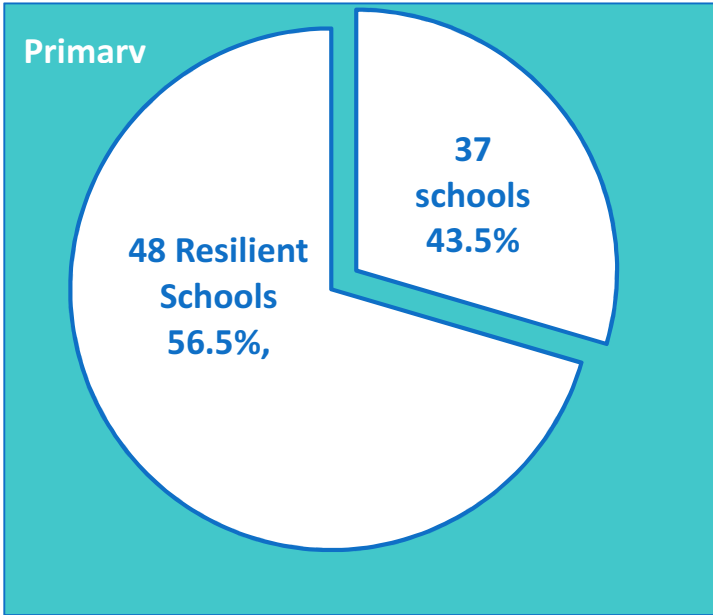
Procure Peer Mentoring

Resilient Schools 2017 - 2021



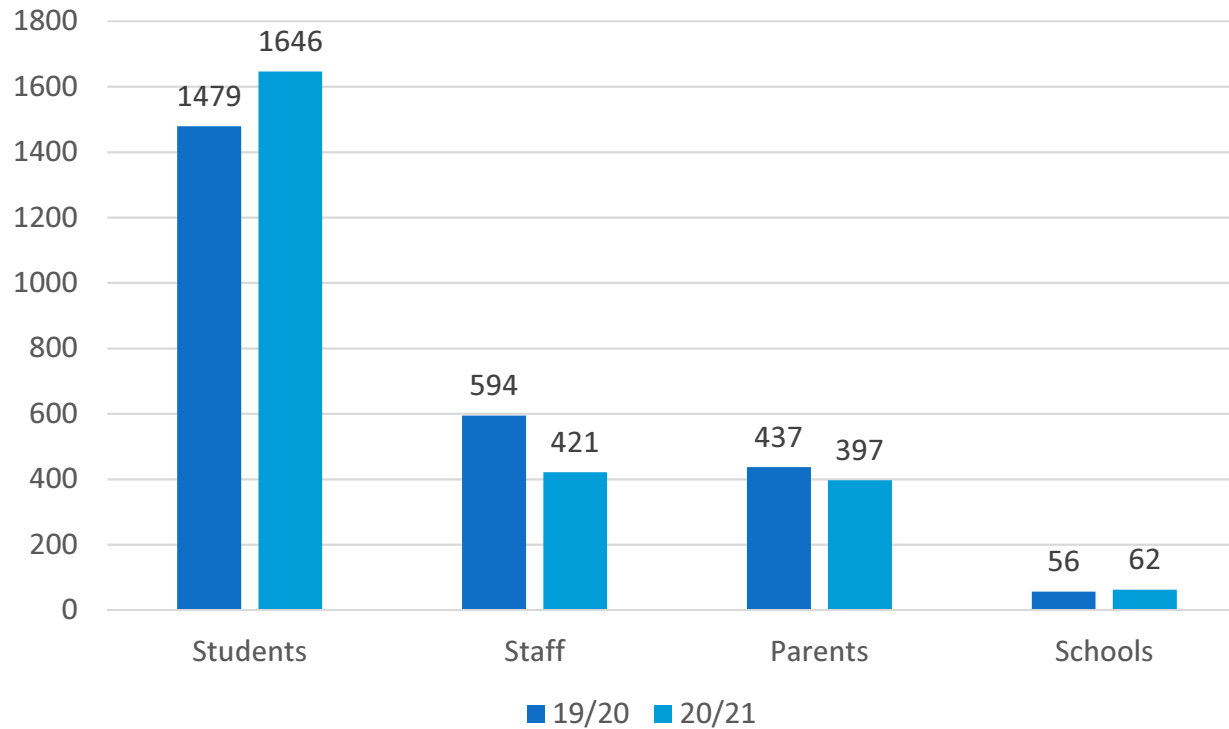
RS as a % of all Barnet Schools





Baseline September 2020

Survey Response



Baseline 20/21

Awareness of Programme

Lack of awareness of the Resilient Schools Programme among the responding staff and parent/carers.
52% of staff responding (62.46%)
87 % parents/carers were not aware of the programme. (84.67%)

Resilience

Generally, participants were resilient, open to trying new things, can stay optimistic, know how to manage strong feelings, know the things they find hard and can bounce back after difficult times.

Almost ¼ students responding stated that they disagreed or strongly disagreed with the statement that they could handle unpleasant or painful feelings (1 in 5)

16% of responding students disagreed or strongly disagreed with the statement "I can bounce back when I feel disappointed".(13%)

Confidence

- Generally, those responding stated they were confident in the ability to help themselves or have friends, parents and carers around them to support them.
- The responses showed less confidence in knowing where to get support in the community and how to access the on-line counselling services Kooth and Qwell

Mental Health

The participants responded positively to their knowledge of mental health, how openly mental health is talked about in their schools, how best to support themselves and in their confidence to support others.

Internet/ Social Media

Fewer parents/ carers responded positively to knowing where to seek help when things are difficult on line.

Just over 1 in 3 students agreed or strongly agreed that they had experience of being pressured to respond to chats or adverts online.

Emotional Status

Generally, the participants responded positively to the statements that they are satisfied with their life and felt happy the day before taking the survey.

1 in 10 students responded that they were un happy or very unhappy in their life

Key Learning

- Good levels of wellbeing and resilience
 - Some students found it hard to “bounce back” and “handling difficult things” (13%)
 - Some students found it difficult to seek help from school staff (1 in 5)
 - Over half of students did not know how to access Kooth
 - 1 in 10 students responded stating they were unhappy or very unhappy
 - Over 1/3 students had experienced pressure on line
-
- Lack of awareness of Resilient School Programme (parents and staff)
 - Unsure where to go in the community to seek help (parents/ staff)
 - Unsure where to seek help with difficulties on the internet (parents/ staff)

Responding to Findings

Awareness of the RS programme	Promotion- leaflet, termly newsletters
Using student input more	Student group to design Mental Health poster
Awareness of Kooth Signposting to services and support	Promotional materials and staff sessions on the service/alternatives
Digital resilience	Information and signposting to resources available on website. Development of a co produced digital campaign style video
More training packages and resources	Mapping of training and linking with other training programmes. Resource bank on website.
Parent engagement	Developing more support for increasing family engagement. Exploring MHFA for parent/carers
Developing mental health agenda for schools	Pastoral Forum Challenge and Support Forum
Developing “champions”	Peer mentoring
Aligning RS with other Services	Collaborating with CCG, Family Services, BICs and BELS to develop and align services and pathways.

Barnet Integrated Services

Pastoral Forum – Dr. Anindita Sarkar
Education Wellbeing Practitioners – supported the rollout
After Hours Service for the BICS helpline – Covid Response
MHST Project Board

Family Services

Training of Family Support Practitioners in MHFA
Input into the 0-19 Strategic Board
Commissioning of Kooth and Qwell

Barnet Education Learning Support

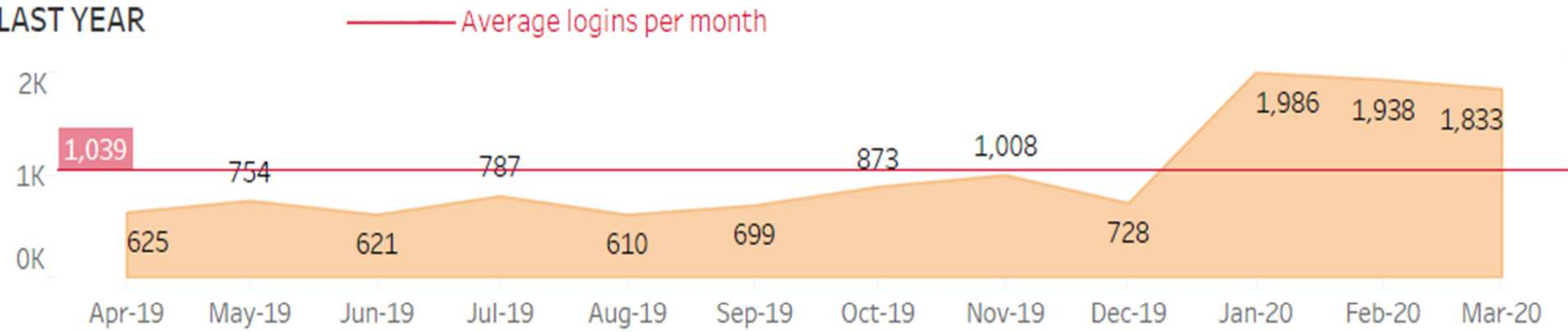
Supported the strategic delivery of
Dfe Return to Wellbeing Training
Supporting the Preventing Exclusion Working Group
Commissioning of Challenge and Support Forum



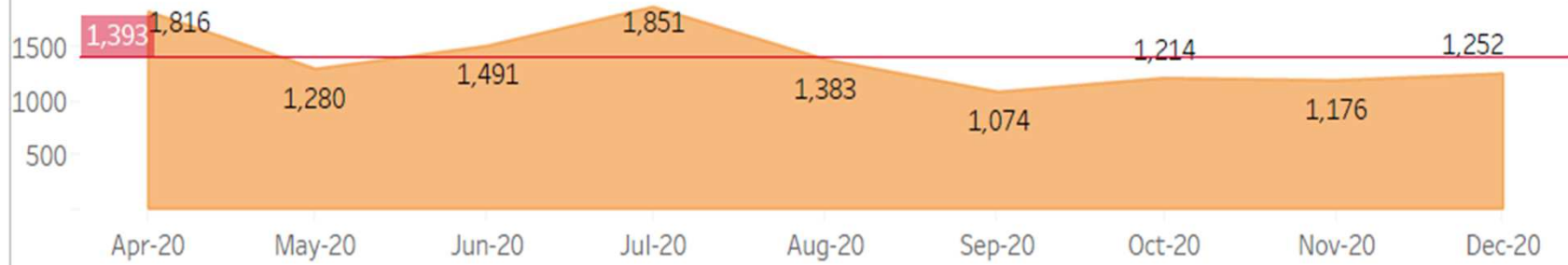
KOOTH HEADLINES

Number of Logins per month

LAST YEAR

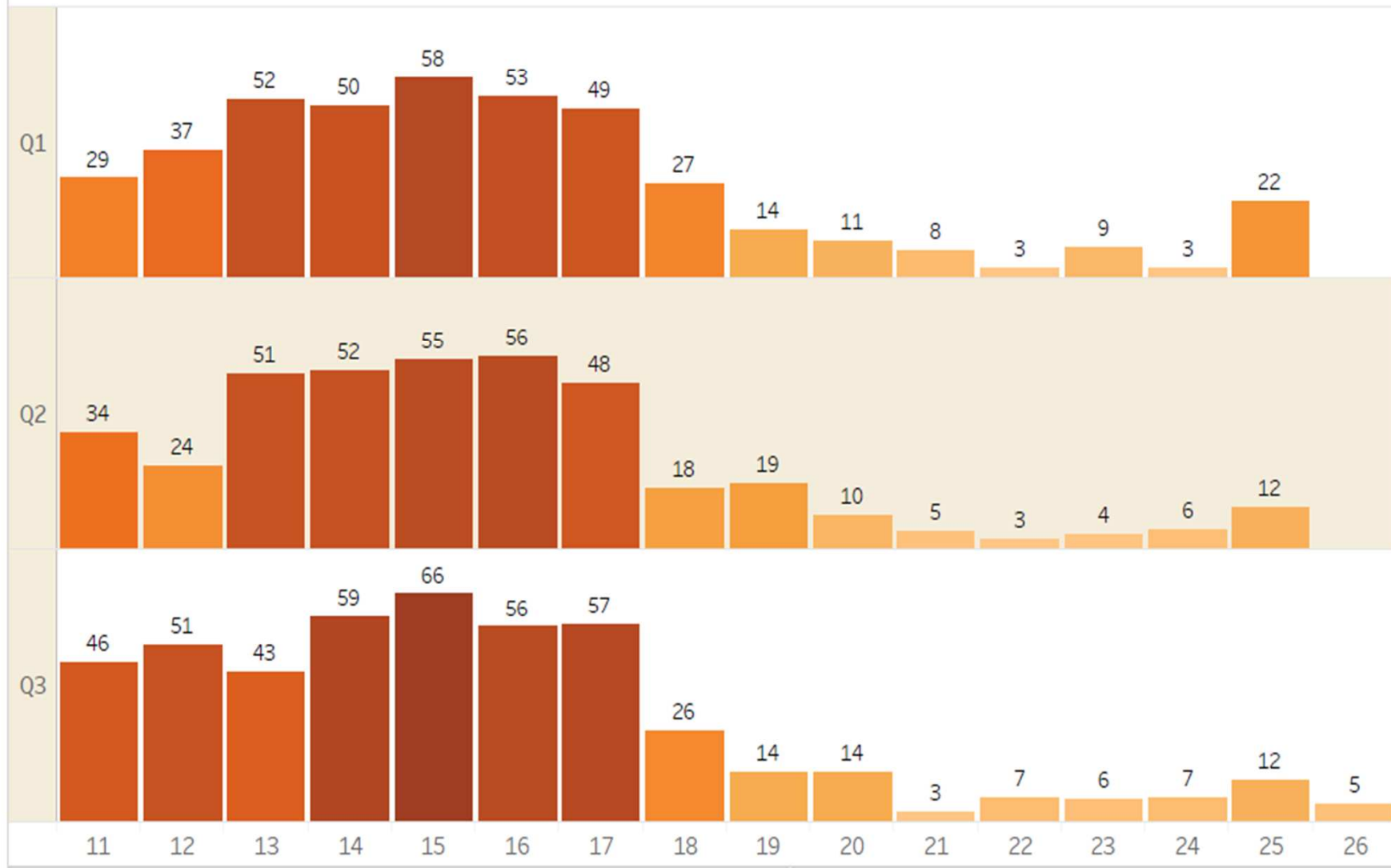


THIS YEAR



New Registrations: Demographics (2)

New Registrations: Nº Service Users by Age



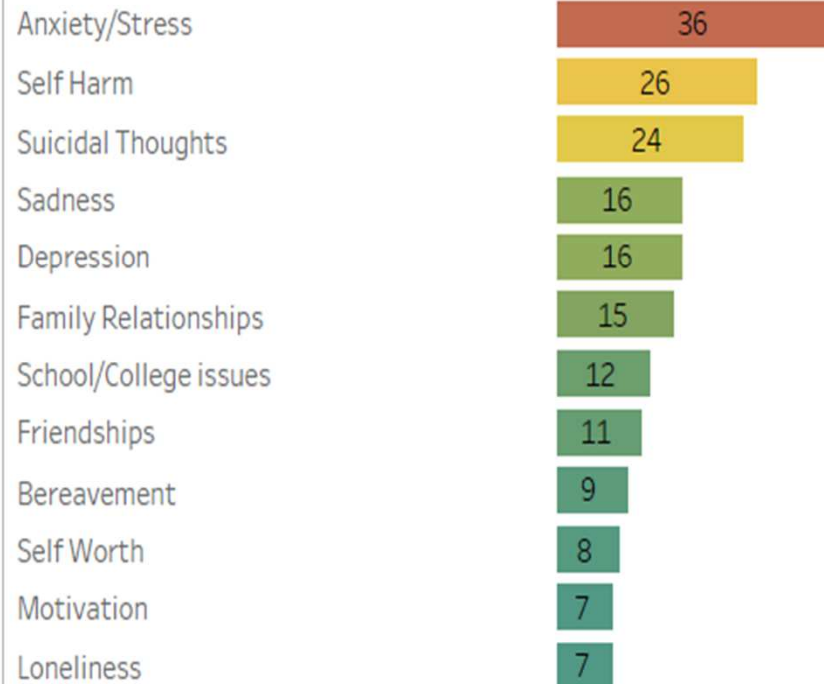
Where new registrants heard of Kooth					New Registrations by Sub Locations	
	Q1	Q2	Q3	Total		
School	120	90	107	317	Barnet	197
School or teacher	41	54	52	147		
Google	51	48	43	142	North Finchley and Friern Barnet	42
Friend	58	40	37	135		
Others	30	47	52	129	Colindale and Burnt Oak	40
GP	22	24	33	79		
CAMHS	22	21	29	72	Edgware	36
Instagram	9	15	8	32		
Parent	15	10	3	28	Southgate	32
Academic staff			25	25		
A & E	7	6	11	24	None of the Above	32
Facebook	13	5	4	22		
Family/Friends			21	21	Hendon	28
Social worker	9	4	5	18		
Community Psychiatric N..	5	2	5	12	Finchley Central and East	19
Youth Service	3	4	4	11		
Twitter	3	5	3	11	Woodside Park and Whetstone	18
Other worker	3	7	1	11		
Carer	3	2	4	9	Golders Green and Hampstead Garden Suburb	16
Poster			8	8		
Parent or carer	2	5		7	Cricklewood and Brent Cross	12
Connexions	3	3	1	7		
Psychiatrist	2	3		5		
Not stated	1	2	2	5		
Youth offending team	2		1	3		
Probation	1		2	3		
Links			3	3		
Helpline			3	3		
Wellbeing Reps			1	1		
Reprezent			1	1		
Promotional Card			1	1		
Library			1	1		
Email			1	1		

Counselling: Presenting Issues

Issues presented during a Chat Session or Message

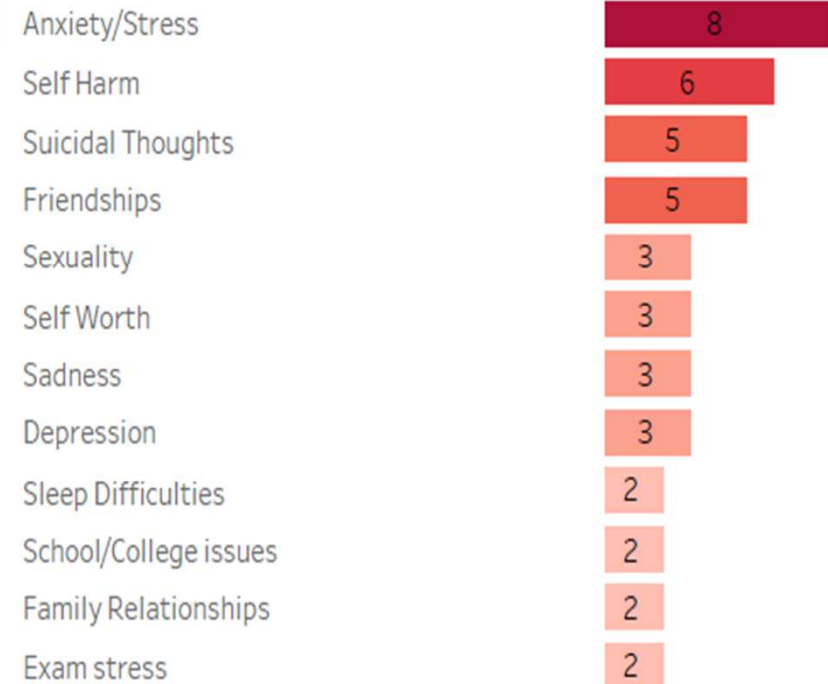
Female

Issue



Male

Issue



Top 10 most prominent issues Service Users presented

Q1			Q2			Q3			Q4		
#	Issue	SU	#	Issue	SU	#	Issue	SU	#	Issue	SU
1	Anxiety/Stress	43	1	Anxiety/Stress	49	1	Anxiety/Stress	46			
2	Depression	19	2	Family Relationshi..	25	2	Self Harm	34			
3	Suicidal Thoughts	17	3	Suicidal Thoughts	24	3	Suicidal Thoughts	32			
4	Self Worth	17	4	Friendships	20	4	Sadness	19			
5	Self Harm	16	5	Self Worth	19	5	Depression	19			
6	Friendships	16	6	Depression	19	6	Family Relationshi..	18			
7	Family Relationshi..	15	7	Self Harm	18	7	Friendships	16			
8	Eating Difficulties	15	8	School/College iss..	16	8	School/College iss..	14			
9	Loneliness	11	9	Eating Difficulties	13	9	Self Worth	11			
10	Sadness	10	10	Sleep Difficulties	12	10	Bereavement	10			

Self Harm and Suicide Prevention

- Suicide and self-harm is a key area of the upcoming Health and Wellbeing Strategy
- Barnet is co-producing a three year Suicide and Self-Harm Prevention Strategy with the Barnet Multi-Agency Suicide Prevention Partnership for the July Health & Wellbeing Board.
- This will include objectives to reduce self harm and suicide in children and young people throughout the strategy
- Barnet is a member of the newly formed NCL suicide prevention group which will work at a sector level on suicide prevention.
- Barnet is also part of the Thrive London suicide prevention group.