

MEETING

BARNET CHILDREN'S TRUST BOARD

DATE AND TIME

THURSDAY 24TH JULY, 2014

AT 10.00 AM

VENUE

HENDON TOWN HALL, THE BURROUGHS, NW4 4BG

Children's Trust Board Priorities

Early Intervention and Prevention

Targeting Resources to Narrow the Gap

Keeping Children and Young People Safe

Children's Service contact: Salar Rida 020 8359 7113 Salar.Rida@barnet.gov.uk

CHILDREN'S SERVICE DIRECTORATE

ORDER OF BUSINESS

Item No	Title of Report	Pages
1.	Welcome and Introductions	
2.	Minutes of the meeting held on 24 April 2014	1 - 4
3.	Future of the Children's Trust Board	5 - 8
4.	Children's Safeguarding- update (Presentation)	
5.	Youth violence- update (Presentation)	
6.	The future delivery of Education and Skills services in Barnet	9 - 16
7.	Overview of Children's Health and Well Being Programmes in Public Health	17 - 22
8.	Foster carers (Presentation)	
9.	Any Other Business Impact of Free Schools on School Budget Planning (Jack Newton)	
10.	Date of next meeting- 23 October 2014 10:00	

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Barnet Children's Trust Board

MINUTES OF MEETING HELD ON 24 April 2014 AT Hendon Town Hall, The Burroughs, NW4 4BG

AGENDA ITEM 2

PRESENT:

Cllr Reuben Thompstone (Chairman)	London Borough of Barnet
Cllr Helena Hart	London Borough of Barnet
Dr Andrew Howe	London Borough of Barnet
Kate Kennally	London Borough of Barnet
Jack Newton	Grasvenor Avenue Infant School
Janet Matthewson	CommUnity Barnet
Judith Barlow	Central London Community Health Trust

ALSO PRESENT:

Duncan Tessier	London Borough of Barnet
Portia Kumalo	Barnet Clinical Commissioning Group
Ian Harrison	London Borough of Barnet
Val White	London Borough of Barnet
James Mass	London Borough of Barnet
Rachel Williamson	London Borough of Barnet
Salar Rida	London Borough of Barnet

APOLOGIES: Dr Clare Stephens (Clinical Commissioning Group), David Byrne (Barnet and Southgate College), Adrian Usher (Metropolitan Police) and Angela Trigg (London Academy)

1. WELCOME AND INTRODUCTIONS

The Chairman of the Board, Councillor Thompstone welcomed members of the Board and thanked them for their attendance.

2. MINUTES OF THE MEETING HELD ON 30 JANUARY 2014

The minutes of the Barnet Children's Trust Board meeting held on 30 January 2014 were agreed as a correct record.

3. TERMS OF REFERENCE FOR CHILDREN'S TRUST BOARD

The Lead Commissioner for Schools, Skills and Learning at LB of Barnet, Val White updated the Board on the annual review of the Terms of Reference. The Board noted the revised terms of Reference and the membership structure.

Kate Kennally, the Strategic Director for Communities at LBB, informed that a new committee system of governance will come into effect following the Local Elections in May 2014. Ms Kennally suggested that Board members complete a survey on the future development and work plan for the Board. It was noted that the survey will provide members with the opportunity to review the effectiveness of the Board and the current structural and meeting arrangements. (**Action: Val White, James Mass**)

Action: For members of the Board to complete the Review Survey

RESOLVED that the Board note and agree the revised Terms of Reference for the Children's Trust Board

4. CHILDREN AND YOUNG PEOPLE'S PLAN - END OF YEAR REVIEW AND RE-COMMITMENT TO THE PLAN

Duncan Tessier, Early Intervention and Prevention Assistant Director and Ian Harrison, Education and Skills Director at LB Barnet presented the annual review of the performance of the Children and Young People's Plan 2013/14. The Board noted the key highlights against the targets set out in the 2013/14 Plan.

Mr Harrison noted the effectiveness of the Platforms Programme in reducing the number of 16-19 year old not in education, employment or training. Mr Harrison informed that the Pupil Premium funding has been utilised to address the needs of pupils on Free School Meals.

The Board noted the progress of the new intervention in Burnt Oak as a response to risks around youth crime and to keep young people safe.

Councillor Helena Hart, the Cabinet Member for Public Health at LB Barnet emphasised the importance of support and promotion of health programmes at Schools across the Borough. Dr Andrew Howe, Public Health Director at LB Barnet and LB Harrow informed the Board that the Health Promotion programme has been received well at schools and highlighted the work in ensuring the sustainability of the programme.

Mr Harrison noted that all Clinical Commissioning Group contracts include an improvement plan for the full implementation of Children and Family Act 2014. It was further noted that CCG will focus efforts on improving outcomes in maternity care as part of the Early Years review.

Ms Kennally commended the achievements delivered and noted the importance of the effective partnership of this Board and the Children's Safeguarding Board in supporting the development of children and young people in Barnet.

Dr Howe noted the importance of a co-ordinated approach to providing mothers and young children with a high quality health service through health visitors and Family Nurse Partnerships. Judith Barlow, Associate Director Children of Family Health and Well-being Services (Central London Community Health Trust) informed that peer-support could be used to improve the impact of health visits and promote immunisations across the Borough. Portia Kumalo of the Barnet Clinical Commissioning Group noted that mothers should be given adequate support and information at early stages of pre-birth and in the early years of the child' life.

Councillor Thompstone thanked Mr Ian and Mr Tessier for the detailed presentation and noted the need for a partnership approach in improving outcomes for children and young people and to address priorities where further work is needed.

5. CHILD POVERTY & WELFARE REFORM

The Board noted the detailed presentation by James Mass, the Family & Community Well-being Lead Commissioner (LB Barnet) and Rachel Williamson, Commissioning and Policy Advisor (LBB).

The Board was informed that the highest percentage of children on Free School Meals are in the wards Colindale, Burnt Oak, Childs Hill, Underhill and East Finchley.

Ms Williamson informed the Board of the key impacts of the Welfare Reform. The Board heard that over 9,000 households experienced a shortfall between their Local Housing Allowance rates and rent rates.

Ms Williamson informed the Board that short term Discretionary Housing Payment may be available to households to assist with the shortfall between rent and benefits received.

The Chairman indicated the importance of the work of the Barnet Benefit Cap Task Force in safeguarding vulnerable families and measures for homelessness prevention. Dr Andrew Howe queried if ward-specific information about the impact of the Welfare Reform can be circulated to the members of the Board. Portia Kumalo queried whether initiatives can be taken to make healthy food more affordable to families in Barnet.

Jack Newton, Head teacher at Grasvenor Avenue Infant School welcomed the presentation and noted that school performance and attendance indicators can be used to provide an insight on the impacts of the Welfare Reforms in Barnet.

Ms Kennally informed the Board that identification of forthcoming decisions in tackling child poverty is vital at this stage. The Chairman commended the positive nature of the discussions and requested that the Board agree the recommendations put forward.

- 1. RESOLVED that the Board note the presentation and the priorities identified in the Welfare Reform programme 2014/15**
- 2. Resolved that the following Recommendations are agreed:**
 - A) The Children and Young People's Plan act as our Child Poverty Strategy.**
 - B) That EMG is asked to enhance this with a more detailed, joint needs analysis for child poverty.**
 - C) A consultation with children and families on the joint needs analysis is conducted.**

6. DRAFT EARLY INTERVENTION STRATEGY

The Early Intervention and Prevention Assistant Director, Duncan Tessier presented the draft early intervention strategy. Mr Tessier emphasised the support required to meet the challenges ahead and generate good results through consistent monitoring.

Mr Tessier emphasised that developing a shared plan for Early Intervention would mean that partners would provide staff resource to map their current provision, examine interdependencies across the partnership, and work together to produce joint targets.

In order to monitor the key achievements of the Early Intervention strategy, Mr Tessier informed the Board that a set of indicators will be implemented. The Chairman noted the importance of a single partnership approach to the Early Intervention strategy and the opportunities for efficiency and alignment.

RESOLVED that the Board agree to commit to the creation of a shared plan for Early Intervention and that the partners of the Board provide staff resource for Early Intervention provisions.

RESOLVED that Board agree to bring back integrated plans to the Children's Trust Board.

7. ANY OTHER BUSINESS

There was none.

8. PRESENTATION FROM INCOMING AND OUTGOING MEMBERS OF THE YOUTH PARLIAMENT

The Chairman welcomed the members of the youth parliament for comments and questions.

9. DATE OF NEXT MEETING - 24 JULY 2014 17:30

The meeting finished at Time Not Specified



Meeting: Children's Trust Board	Date: 24 July 2014
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Terms of reference

Summary of paper:

- The paper sets out two options for the future of the Children's Trust Board and its Executive Management Group:
 1. Develop an alternative governance approach to achieve the partnership's objectives.
 2. Continue with the current governance approach but with a range of changes.

Action required by board:

Partners at the Children's Trust Board are asked to agree to an approach for the future of the Children's Trust Board and its Executive Management Group.

Author of paper

NAME: Val White, James Mass
ORGANISATION: LBB
PHONE NO: 020 8359 4610

Background

- 1.1 Barnet's Children's Trust Board (CTB) was established in 2007 and is chaired by the Lead Member for Children's Services, who is now also the Chairmen of the Children, Education, Libraries and Safeguarding Committee.
- 1.2 At the April meeting of the CTB it was agreed that some thought needed to be given as to how best to proceed with the CTB and its Executive Management Group (EMG).

Current purpose of the Board

- 1.3 The current terms of reference for the Children's Trust Board sets out that it is accountable for:
 - Developing and delivering the Children & Young People's Plan.
 - Ensuring that the collective resources of the partners are being used to the best effect to meet the priorities in the Children & Young People's Plan.
 - Resolving issues that block progress against the priorities.
- 1.4 These are all still very much required but there is a predominant view that the current arrangements for the CTB and EMG are not optimal for their achievement.

Findings of survey

- 1.5 A survey of members of both CTB and EMG has recently been undertaken. Views as to the effectiveness and necessity of the CTB and EMG were mixed, but some of the stronger messages are summarised below:
 - The majority of respondents agreed that the business of the CTB could effectively be subsumed into the Health and Well-being Board and the Safer Communities Partnership Board.
 - Just over half of respondents felt that CTB meetings were valuable.
 - The CTB would benefit from more regular senior attendance from all member agencies.
 - Only a third of respondents found the EMG meetings to be valuable.
 - 90% of respondents felt that we do still need a children and young people's plan

Options

- 1.6 Based on the feedback received above, two options for the future of the CTB have been developed. These are outline in the boxes below.

Option 1 – develop an alternative governance approach to achieve the partnership’s objectives

Under this option, the quarterly CTB and EMG meetings would cease.

The Children’s Trust Board would instead meet for one or two half day conference sessions per year to review progress on the CYPP and to refresh priorities and targets for subsequent years. These will be attended by senior officers from all statutory organisations together with representatives from Youth Board; CommUNITY Barnet and parent representatives. These will include sessions involving children and young people.

An annual report setting out achievements in improving outcomes for children as set out in the CYPP would be produced, published and reported to the a smaller group at the end of these sessions. They would have no programme of work to transact.

The Safeguarding Children Board, Health and Well-being Board and the Safer Communities Partnership Board would ensure that the priorities of the CYPP are effectively integrated into their respective work plans.

Option 2 – continue with the current governance approach but with a range of changes

The alternative option explored has been to make improvements to the current arrangements. If both bodies were to continue, a range of improvements could be made based on feedback given. These would include:

- A challenge session at each Board on a priority area from the Children & Young People’s Plan.
- Agenda setting responsibility is rotated amongst the council, the CCG, the Police, school representatives and Community Barnet.
- No substitutes to be permitted at meetings to ensure consistency of attendees.
- Re-focusing the Executive Management Group on delivery issues faced by statutory agencies – turning it into a ‘getting the job done’ group. Core membership would be reduced to a senior, decision making officer from Barnet Council, Barnet CCG and the Metropolitan Police.

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Meeting: Children's Trust Board	Date: 24 July 2014
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Title of paper: Future delivery of Education and Skills services in Barnet

Summary of paper: <ul style="list-style-type: none">• The council is consulting schools and other stakeholders on the development of a new model for delivering education and skills services in the borough.• There are three drivers that indicate a need for change; the financial challenge facing public services, the local performance challenge to maintain excellence in Barnet schools and the changing nature of the education landscape nationally and locally.• Developing a new delivery model in partnership with schools potentially offers a way to grow and develop services to support schools rather than reduce services in order to achieve budget savings.• A range of models have been developed which include options for schools to jointly own a new delivery vehicle as well as options where the private sector would be invited to join in partnership with schools and the local authority. The results of the consultation with schools will inform the final selection of the model.

Action required by board: Partners at the Children's Trust Board are asked to agree: <ul style="list-style-type: none">• To note the new ambition and aims developed in partnership with schools.• To note the development of a new model of delivery for education services in Barnet.
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Author of paper NAME: Val White, Lead Commissioner, Schools, Skills and Learning ORGANISATION: LBB PHONE NO: 020 8359 7036

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The future delivery of Barnet's Education and Skills service

1. Introduction

The Council is currently working with schools to develop a new way to deliver education related services in Barnet. This paper sets out our partnership ambition for education in Barnet, the drivers for change and sets out options that are being developed in partnership with schools.

2. Background and context

Barnet schools are among the best in the country and achieving this level of quality takes a relentless focus and drive by schools, governors, children and their families, supported by a range of local authority and other services.

So far, by working together in partnership and with the hard work and dedication of Barnet schools, staff and Barnet's children, we have had the benefit of a very successful schools system. Barnet residents consistently tell us that they value the quality of Barnet schools and, for Barnet families, it is one of the key attractions of living in the borough.

We want this success to continue. Given the financial challenge facing public services and the changing educational landscape, we need to consider what is the most appropriate organisational structure or delivery model for achieving this. We need a model that delivers our joint ambition and meets the needs of the schools and local authority partnership, as well as the children and families of Barnet.

3. Our ambition for education in Barnet

To underpin the move to a new way of doing things, as a partnership of schools and the local authority, we have developed a new joint ambition of where we'd like to be and what we will aim for:

We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

Aims

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The **attainment** and **progress** of children in Barnet schools is within the top 10% nationally
- Accelerating the progress of the most disadvantaged and vulnerable pupils in order to **close the gap** between them and their peers

4. Challenges and drivers for change

There are three broad drivers that mean, in our view, we cannot be complacent and carry on as now.

- The further significant **cuts** in local authority budget
- Maintaining **excellent performance**
- Adapting to the **new education landscape**

4a. The financial challenge

The council's resources will diminish significantly over the next 5 to 6 years, both as a result of the state of the national economy and as a result of more resources going directly into schools, including Academies and Free Schools. The council is facing a reduction in central government grant and, by 2020, it will lose 50% of its spending power compared to 2010. To achieve this level of savings, all council services are having to consider how to deliver efficiencies, what to stop doing and/or how to exploit opportunities to grow alternative sources of funding.

With the amount of funding available to local authorities to spend on central education services reducing, further cuts to the education budget will potentially lead to the council delivering a basic minimum standard of service to fulfil its statutory duties. The constraints on the council's budget mean that, unless an alternative delivery model is found that can protect and help to develop services, support for school improvement and for participation in education or training for young people aged 16+ will be severely curtailed and other services, such as special educational needs and educational psychologists, will struggle to fulfil their statutory obligations.

The council takes its strategic role in relation to school standards and in championing the progress and achievement of all Barnet's children very seriously. We believe that the quality of the services for which we are responsible plays a critical role in the success of the system overall and the outcomes for individual children.

We want therefore to explore how best we can harness the resources within the partnership of the local authority, schools and other providers to ensure all of Barnet's children and young people continue to have access to, and benefit from, high quality education and support to ensure they achieve their very best.

4b. The performance challenge

Whilst Barnet has enjoyed considerable success, there is growing evidence that we need to challenge our performance to remain among the best in the country. Whilst, overall, the proportion of good and outstanding schools remains high and among the top 10% in the country, for those schools inspected under the new Ofsted framework, as in local authorities across the country, the proportion of good or outstanding schools has fallen, in Barnet's case to just over 70%, a performance that only puts us in line with the England average.

The vast majority of resources for school improvement and most of the expertise are now held by schools and it is essential to harness these resources so that good and outstanding schools support other schools to improve. To that end, we need to look at new ways of schools working together, whilst also ensuring that schools collectively have a major role in determining the strategies and defining and overseeing the services that enable us to continue to ensure an excellent educational offer across the borough.

4c. The new education landscape

The majority of our secondary schools are now Academies and at least 15% of primaries will be Academies by 2016. There are also a number of free schools now established in Barnet. Interest in locally-led multi-Academy Trusts suggests the number of Academies will grow even more. As more schools become Academies there will be even less money available for central services, unless new Academies choose to buy into central services. In those circumstances the infrastructure of support for schools needs to be reviewed, to identify an appropriate balance between central support, school to school support and involvement of the wider market in services. In response to this changing landscape, and to avoid the fragmentation of the system and the isolation of schools in the absence of adequate support structures, new school partnership structures and new models for delivering education services are being developed across the country. We need to consider and plan what those structures and models should look like in Barnet.

5. Our journey so far

Barnet is not alone in this exploration of new partnerships and new models and many other areas around the country are having similar conversations between schools, other education providers and residents about how to develop new models to deliver education support services and related services. Over the last few months we have begun exploring with schools how best to develop our strategies around special educational needs, school places and school improvement. We have also

begun discussions about the partnerships and structures that might be best able to support the successful delivery of services to support these strategies.

We have looked at a number of factors including:

- our desire to continue to have a strategic approach to education across the borough delivered in partnership with all schools
- the potential opportunity to maximise financial resources and meet the financial challenge through external investment and developing services to sell elsewhere
- the ability of any new model to preserve and improve the quality of education in the borough whilst also being able to respond flexibly to changing needs
- the ease with which we can develop a new model of service delivery and its ability to harness the expertise that exists in Barnet.

Having considered these factors, we believe that there is an opportunity, within a partnership of the local authority, schools and, potentially, the private sector to harness resources and attract investment to develop a new way of delivering the services, a way that will maximise the chance to maintain and potentially grow services despite the financial challenges ahead.

6. Services in scope for the new organisation

The following services are proposed to be provided by any new model of delivery:

- **School improvement** – Learning Network Inspectors, Narrowing the Gap, NQTs, Data, BPSI
- **14-19 team**
- **SEN** – statutory assessment and placements, specialist advisory services
- **Educational psychology team**
- **Education welfare service**
- **Admissions and school place planning**
- **Governor clerking** service
- **Catering** service

7. Potential new models to deliver education services in Barnet

There is an array of models that could be developed and we have identified six options that we are exploring at this stage of the project:

- **Model One: In house**
- **Model Two: Local Authority Trading Company (LATC)**
- **Model Three: Outsource**
- **Model Four: Schools-led Social Enterprise**
- **Model Five: Joint Venture with schools having an ownership role**
- **Model Six: Joint Venture with schools having a commissioning role**

The models are explained in detail below and, for each one, we have identified the key potential opportunities and challenges that need to be considered. The list of potential opportunities and challenges is not exhaustive but shows the key ones we have identified to date.

7.1 Model One: In house

This option would mean that services are retained by the council and broadly delivered in the same way as now.

In-house	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Income remains in-house ▪ Opportunity for closer integration with children’s social care ▪ Potential to develop new model for individual services such as catering 	<ul style="list-style-type: none"> ▪ Cannot secure additional private funding ▪ Limited ability to trade across boroughs and generate new income growth ▪ Without substantial new income, over time, funded services would be reduced to a statutory minimum with potential impact on services experienced by schools (school improvement, 14-19, Education Psychology service, Special Educational Needs services) ▪ Risk that key statutory functions would not be carried out adequately. ▪ Redundancies required

7.2. Model Two: Local Authority Trading Company (LATC)

This option would see services transferred into a company wholly owned by the Council in order to trade commercially and generate a surplus for the Council.

Local Authority Trading Company	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Limited freedom to trade ▪ Fits with the council’s overall commissioning model ▪ Surplus/profit is retained to improve services 	<ul style="list-style-type: none"> ▪ Cannot secure additional private funding ▪ Without substantial additional investment and/or income the non-DSG-funded services would be reduced to a statutory minimum ▪ Risk that key statutory functions would not be carried out adequately. ▪ Redundancies may still be required. ▪ Opportunities to trade constrained by rules of LATC

7.3 Model Three: Outsource

This option would see services transferred to a third party to manage.

Outsource	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Decreased financial risk ▪ New capability and added capacity ▪ Potential to leverage private investment ▪ Potential to reduce costs by increasing income ▪ Freedom to trade outside the borough 	<ul style="list-style-type: none"> ▪ Less likely to secure schools’ loyalty to the resulting contract ▪ No opportunity for schools to have a formal ‘stake’ in the model ▪ Less potential for schools to steer strategic direction or development of services ▪ Immature market for complete outsource may lead to the need for multiple contracts

	<ul style="list-style-type: none"> ▪ Cannot secure grant funding ▪ Surplus/profit retained by third party (unless some form of profit share is built into the contract)
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7.4 Model Four: Schools-led Social Enterprise

This model would see services transfer into a social enterprise (company or trust) that is **owned** by schools and the Council. Any surplus is retained by the company to develop services.

Schools-led social enterprise	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Freedom to trade and generate income ▪ May be able to bid for grant funding opportunities ▪ Surplus/profit is retained to improve services ▪ Schools with majority/equal interest and control over future direction of the organisation 	<ul style="list-style-type: none"> ▪ Lack of commercial expertise may hinder growth ▪ Unlikely to meet short term saving targets without significant service reductions or increased income from schools ▪ No private investment ▪ If there is complex governance, this might weaken strategic leadership and the ability to act decisively

7.5 Model Five: Joint Venture with schools having ownership role

This model would see the creation of a new three-way partnership organisation **owned** jointly by the council, schools and a commercial organisation (private sector partner).

Joint Venture with schools having ownership role	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Schools have formal stake in the model, increasing opportunity for schools to shape and commission services that are tailored to their needs ▪ Builds on the existing relationship between the Council and schools ▪ Potential to bring in investment ▪ Brings in commercial expertise ▪ Freedom to trade and generate income ▪ Shared risks and rewards/surplus with schools 	<ul style="list-style-type: none"> ▪ The smaller the private sector stake in the company, the less upfront private investment ▪ Some potential partners will not bid unless they have a 51% stake ▪ The private sector partner is less likely to accept full responsibility for outcomes if they do not have a controlling stake ▪ Public sector JVs can have relationship difficulties ▪ If there is complex governance, this might weaken strategic leadership and the ability to act decisively

7.6 Model Six: Joint Venture with schools having a commissioning role

This model would see the creation of a new partnership organisation owned jointly by the Council and a commercial organisation. A partnership Commissioning Board, consisting of representatives from the Council, schools and the commercial partner, would oversee and monitor the delivery of the contract, including performance indicators and agree overall direction and strategy.

Joint Venture with schools having a commissioning role	
Potential opportunities	Potential challenges
<ul style="list-style-type: none"> ▪ Schools have a formal influencing 	<ul style="list-style-type: none"> ▪ Schools do not have a formal stake in the model

<p>(commissioning) role in the model, increasing the opportunity for schools to commission services that are tailored to their needs</p> <ul style="list-style-type: none"> ▪ Builds on the existing relationship between the Council and schools ▪ Potential to bring in investment ▪ Brings in commercial expertise ▪ Freedom to trade and generate income ▪ Shared risks and shared rewards/profits between the council and commercial partner ▪ Schools have strategic influence without risk 	<p>(implications for level of ability to shape direction of the model and share in rewards/profits)</p> <ul style="list-style-type: none"> ▪ Public sector JVs can have relationship difficulties ▪ If there is complex governance, this might weaken strategic leadership and the ability to act decisively
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Meeting:

Children's Trust Board

Date:

24 July 2014

Title of paper:

Overview of Children's Health and Well Being Programmes in Public Health

Summary of paper:

- An overview is presented of programmes and work currently led by public health aimed at improving the health and well being of children in Barnet.
- The programmes support the preparing for a healthy life theme in the health and Well Being Strategy.
- These include an early years programme, schools well being programme, childhood obesity pathways, improving school nursing services and preparing for the transfer of health visiting services.
- The aim is to ensure staff or professionals are equipped with the necessary skills to take forward health and well being measures in order to embed a sustainable culture of promoting and maintaining health.

Action required by board:

Partners at the Children's Trust Board are asked to agree:

- To note the progress of the programmes and
- Support their development within the partnership

Author of paper

NAME: Dr Laura Fabunmi; Consultant Public Health

ORGANISATION: LBB

PHONE NO:

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Overview of Children’s Health and Well Being Programmes in Public Health

1 Introduction

This paper provides an overview of programmes in public health aimed at improving the health and well being of children in Barnet.

2 Early years

Public health has commissioned a programme of work which aims to get children and families off to a good start towards a healthy life. This supports the corporate priority of creating better life chances for children and young people across the borough and also preparation for a healthy life theme in the Barnet Health and Well being strategy.

This programme consists of

- Healthy Children’s Centres
- Peer Support Breast Feeding service
- Oral health campaigns

2.1 Healthy Children’s Centres

This initiative is delivered via the Children’s Service family support and early intervention team. A set of healthy standards devised by the public health team has been implemented in all children’s centres. Children’s Centres working within the programme are expected to audit their provision according to the Healthy Children’s Centre standards. These standards cover a set of the health priority areas outlined below and include reference to significant national guidance including the Healthy Child Programme, Ofsted Inspection Guidance and the Statutory Framework from the early year’s foundation stage. This will help to identify gaps in service provision and areas of good practice.

The standards can be used to offer guidance to other early year providers in a children’s centre reach area.

Table 1: Health priority areas for healthy standards in Healthy children’s Centres

1	Mother and Baby’s health and wellbeing before, during pregnancy and beyond
2	Healthy weight, healthy lives (breastfeeding, healthy eating and physical activity)
3	Oral health
4	Children’s emotional health and wellbeing and adult mental health
5	Family planning and teenage pregnancy rates and support for teenage parents
6	Alcohol and substance misuse
7	Smoking cessation and smoke free homes
8	Childhood immunisations

There are three elements to being recognised as a Healthy Children’s Centre:

- Meeting and/or working towards standards within each priority area
- Understanding the health needs of the local community and planning work accordingly
- Making a difference to children and families' health and wellbeing

A Health and Wellbeing Coordinator role has been recruited which will be responsible for taking forward the Healthy Children's Centre Standards across the borough.

2.2 Peer Support Breast Feeding service

Evidence shows that a quality breastfeeding peer support service is an effective and cost effective way to provide breastfeeding support to breastfeeding families, ante-natal and post-natal. It also contributes not only to increasing breastfeeding initiation and duration rates but also increases social capital. Peer support can succeed in reaching women who do not easily identify with health professionals thus reducing access problems.

Public Health has commissioned CLCH to deliver this service and gain UNICEF

Accreditation, replicating much of the good work they have demonstrated in other inner London boroughs. CLCH have commenced to fast track Barnet through UNICEF level 1 straight to achieving the level 2 award. Recruitment has begun for a Breastfeeding Coordinator. Training dates have been scheduled for Health Visitors and early year's staff.

2.3 Oral health campaigns

Improvements in oral health can be gained by minimising the amount of sugar in children's diets and increasing access to fluoride. Children who start brushing with fluoride toothpastes in infancy are less likely to experience tooth decay than those who start brushing later. It also stimulates healthy dental behaviour from a young age.

There are two campaigns being run in Barnet:-

2.3.1 **Brushing for Life** which promotes regular brushing of children's teeth with fluoride toothpaste and is delivered by health visitors and early year's staff who provide toothbrushes, toothpaste and dental health education material at children's 8, 18 and 36 month development checks.

2.3.2 **Tooth brushing campaign** aimed at early years in nurseries and schools which provides supervised tooth brushing sessions and packs to take home.

To ensure adequate delivery of these programmes and a joined up approach, a dedicated Children's Oral Health Co-ordinator who has the necessary expertise and skills in oral health has just been appointed. Part of this role is focused on developing a sustainable children's oral health programme which includes engagement with local dentists and developing pathways. Discussions are underway to develop a family friendly dentist accreditation.

3 Barnet Well Being Schools Programme

Schools are recognised to be a key partner in reaching children and young people across a range of lifestyle interventions which have the potential to deliver long term benefits as healthy behaviour is often established before adulthood.

The Barnet Schools Well Being programme commenced in October 2013 and provides a suite of packages of support and resources offered to all primary schools in Barnet covering

physical activity & nutrition, sexual health, emotional wellbeing, substance misuse and smoking. Secondary school support is currently being rolled out. Support is also provided for schools to reach healthy school status. The aim is to provide schools with the support and training to deliver health and well being measures to their pupils and also support the parents.

It has been well received by schools and 40 primary schools have engaged with the programme to date. A total of 46 schools have registered for Healthy schools London and 13 have obtained their bronze award. Arrangements are being made to recognise these schools and promote them as examples good practice.

4 Childhood Obesity

Work is underway to develop pathways to improve childhood obesity and a recent stakeholder event was held to address this across the borough for both adults and children. The focus will be on working with families and the public health team is working up a proposal to commission a weight management programme for children identified as obese or overweight from the National Child Measurement Programme (NCMP).

There are also interventions currently within the schools programme and early years programme around physical activity and healthy eating.

5 School Nursing service

The Local authority became responsible for the commissioning of the school nursing service in April 2013. Public Health commissioned a review of both school nursing and health visitors which showed a shortage of nurses in both services and a major issue with recruitment and retention across the country, particularly in London. Public Health is currently working with providers to improve the service using the findings from the review.

6 Transfer of Health Visiting Service in 2015

Local Authorities will become responsible for the commissioning of health visiting services in October 2015. This presents an excellent opportunity to forge closer working relationships with the early years teams to improve outcomes for children. The review of the service recommended closer integration with early years services as the way forward. Public Health is currently working with the Barnet Early years review team to work up a model which will allow facilitation of the integration of health visitors with early years teams.

7 Conclusion

This paper provides an overview of programmes and work currently led by public health aimed at improving the health and well being of children in Barnet. The programmes have been designed where possible to equip staff or professionals with the necessary skills to take forward health and well being measures in order to embed a sustainable culture of promoting and maintaining health.

The board is asked to note the progress with these programmes and support them within the wider partnership.

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