

Early Intervention and Prevention Project Workstream 2: School as Local Delivery Unit Outline Business Case

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Approvals

By signing this document, the signatories below are confirming that they have fully reviewed the Outline Business Case for the Early Intervention and Prevention project and confirm their acceptance of the completed document.

Name	Role	Signature	Date	Version
Project Board	Project Board	By email	20/11/2012	0.3
CDG	Programme Board	By meeting 27/12/2012	27/12/2012	1.0

Document Control: Version History

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Table of Contents

EXECUTIVE SUMMARY	3
THE PURPOSE OF THE OUTLINE BUSINESS CASE	4
NEXT STEPS: LONDON ACADEMY PILOT.....	4
NEXT STEPS: THE PROJECT AS A WHOLE.....	5
STRATEGIC CONTEXT	5
THE WIDER PICTURE.....	6
BARNET’S CORPORATE PRIORITIES.....	6
BARNET CHILDREN AND YOUNG PEOPLE PLAN.....	7
THE DEVELOPMENT PROCESS	7
THE BENEFITS CASE	8
STRATEGIC BENEFITS.....	8
NON FINANCIAL BENEFITS.....	9
FINANCIAL BENEFITS	11
CRITICAL SUCCESS FACTORS.....	15
FINANCIAL APPRAISAL	16
COST OF THE NEXT STAGE	16
FUNDING THE WHOLE PROJECT.....	16
PROJECT DEFINITION AND SCOPE	17
OUTLINE BUSINESS CASE PHASE AIMS AND OBJECTIVES	17
DELIVERABLES.....	18
PROJECT APPROACH	19
GOVERNANCE.....	19
PROJECT ROLES.....	19
PILOT STAGE HIGH LEVEL PLAN	21
RISKS, DEPENDENCIES AND CONSTRAINTS	22
RISK MANAGEMENT STRATEGY	22
KEY RISKS	22
DEPENDENCIES.....	24
CONSTRAINTS.....	24
EQUALITIES	24
APPENDIX A: REVIEW OF SOC AIMS AND OBJECTIVES	
APPENDIX B: STRATEGIC OUTLINE CASE FINDINGS REPORT	

Executive Summary

This document reports on the findings of the Strategic Outline Case (SOC) stage for **Workstream 2: School as Local Delivery Unit** within the Early Intervention and Prevention project. It recommends that in order to fulfil the aims and objectives set for the workstream at SOC stage, *Botvin Life Skills Training* and *Triple P Teen Parenting* be piloted by the London Academy in Edgware. If the pilot is successful it is proposed that the programme be rolled out to all 22 secondary schools within the Borough.

Life Skills Training and Triple P are well evidenced programmes aimed at increasing resilience in children and improving parenting respectively. Life Skills Training will be taught to all Year 7 students, and Triple P offered to their parents. This makes the proposed combined programme true “early intervention and prevention” as it will both prevent problems occurring and give people tools to deal with the issues they already face before they reach crisis point or statutory levels.

There is good evidence from well-regarded sources¹ that they will reduce the number of children suffering from the negative effects of poor or malignant parenting, and make all Year 7 pupils more self confident and better able to make positive life choices. It is hoped that by increasing their self esteem and ability to deal with difficult situations that the children’s academic attainment will also increase.

In addition to the non-financial benefits summarised above, implementation of the programme offers the potential for substantial financial benefits if the Council commits to a long-term vision for this programme. The costs of the pilot are expected to be recouped within five years of the rollout at the London Academy. If a whole borough rollout is achieved, the workstream may generate annual financial benefits in the region of £498,912 by its eighth year.

Implementation Costs

The implementation costs for the next stage of the project are shown below. They cover training and materials for the London Academy pilot, and the resourcing costs to support implementation. They will be incurred in the financial years 2012/13 and 2013/14.

Delivery costs (training and materials)	£32,000
Council programme resource costs	£61,305
Total	£93,305

Subject to the approval by Cabinet Resources Committee it is recommended that a pilot project at the London Academy, consisting of Life Skills Training and Triple P begin in January 2013.

¹ In particular, the National Academy of Parenting Practitioners (NAPP) recommended the use of Triple P (as cited in the *Marmot Review, Fair Society Healthy Lives*. Graham Allen’s report *Early Intervention: The Next Steps* particularly recommends Botvin Life Skills Training. Both programmes are well reviewed by the Social Research Unit at Dartington.

The Purpose of the Outline Business Case

This report makes the outline business case for the next phase of **Workstream 2: School as Local Delivery Unit** within the Early Intervention and Prevention project, following the completion of its Strategic Outline Case stage.

Workstream 2 was developed out of feedback from senior officers within the Council that more early intervention and prevention (EI&P) activity could and should be delivered by universal services, and that schools in particular could play a key role. Their managerial and strategic capacity could be harnessed to support children and their families to achieve positive life outcomes over and above their providing for successful educational attainment.

We accordingly looked at whether or not the Council could commission a broader range of outcomes for children and families from schools beyond “GCSE A-C”, in order to prevent or reduce the chances of children turning into chaotic and unhealthy adults.

This outline business case summarises the main points of the attached “SOC Findings Report” (see Appendix B).

Next Steps: London Academy Pilot

We are now ready to report our findings and make the recommendation that the Council works with the London Academy in Edgware, in order that the school can pilot the delivery of a combination of Botvin Life Skills Training and Triple P Teen Parenting to its Year 7 children and their families. The London Academy Principal and the Project Board believe that these two programmes have a good chance of increasing resilience in children and improving their and their parents’ home lives. As a result, we expect a significant decrease in the number of children misusing drugs, and/or becoming violent or delinquent. We also believe that the chances of maltreatment and neglect of children by their parents and the subsequent negative effects will be reduced.

Botvin Life Skills Training is an American programme. Although it has been evaluated positively by NICE, Graham Allen MP, and a range of other experts in this country, it has not previously been deployed in the UK. However, Barnardo’s are planning to implement the programme in Merseyside early next year and Botvin has experience of adapting its programme for other countries – it has previously been used in both Denmark and Spain.

The results of the pilot will be evaluated at key stages in order to prove that it is worth broadening the rollout of this combined programme to, eventually, all the secondary schools in Barnet. The whole borough benefits discussed in this and in Appendix B assume that all 22 secondary schools will take up the programme, as shown below.

The years in this and other tables within this report and in Appendix B refer to 12 month periods and not to financial or academic years. Their actual “run time” will

depend on when the pilot starts. Schools are likely to begin deployment of these programmes with their main intake in September of each year.

Year 1	London Academy pilot	Total: 1 school
Year 2	40% of secondary schools	Total: 9 schools
Year 3	80% of secondary schools	Total: 17 schools
Year 4	100% of secondary schools	Total: 22 schools

The possibility of rolling out the programme to a primary school will also be investigated in the next stage.

Next Steps: The Project as a Whole

Life Skills Training and Triple P Teen Parenting

This Outline Business case recommends progressing a pilot with the London Academy.

Further rollout will depend on both the pilot's results and the Council and its partners' commitment to the programme. It is possible that some grant funding will be received but in order to get the maximum non-financial benefits of a wider deployment members, officers and partners will need to be willing to commit money and human resources to this work for a minimum of 8 years. A financial return on investment is not likely to be realised until year 6.

Building Partnerships with Schools

In the next phase of the project, an exploration of the potential options for increasing collaboration and engagement between schools and the Council will take place, building on the successful working relationship built by the project team and the London Academy Principal. The purpose of this partnership working will be to see what schools could deliver to their communities, in addition to their academic agenda.

The project will also liaise with Central Government in order to seek further support for this programme, and to explore and develop the possibilities around schools working with the Council in order to deliver this broader supportive agenda.

Strategic Context

On 18 October 2012, Cabinet Resources Committee (CRC) approved the strategic outline case for the Early Intervention and Prevention project, of which Workstream 2 is one part, endorsing the support and development of early intervention and prevention activity across the Borough.

The Council aims to get the best financial and social value it can from existing and proposed early intervention and prevention (EI&P) activity. It is clear that intervening when a problem is small or preventing it from occurring in the first place is less onerous for individuals, communities, practitioners and society at large than waiting until things have reached crisis levels.

EI&P also offers the opportunity of avoiding the substantial financial costs of crisis management by social services within the Council, but also more widely within the public sector – for Health, Police, Housing and many others.

The strategic context is discussed in the project’s SOC. It is updated for this workstream below.

The Wider Picture

Reported results from national and international programmes show the potential for a significant reduction in distress for individuals and communities if problems are caught early. In addition, savings to the public sector of intervening before a problem becomes critical can be very significant.

The recent publication of a range of government reports including the reviews by Graham Allen MP into the benefits of intervening early with vulnerable children², the Marmot review³, and the Department of Health’s public health outcomes framework⁴ reflect a shift in government thinking towards “prevention is cheaper and better than cure”. This is perceived to be true for both health and social outcomes.

Barnet’s Corporate Priorities

The table below shows how Workstream 2 fits with the Council’s corporate objectives:

<p>Better services with less money</p>	<ul style="list-style-type: none"> • Potential for cost avoidance and some cost reductions for Children’s Service, without withdrawing support for residents. • Intervening earlier or preventing people from spiralling towards chaos is less traumatic for individuals, communities and the public sector. • Supports, and does not duplicate, the safeguarding of vulnerable children, and the investment in early intervention and prevention for children and families discussed in the Corporate Plan.
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² Allen, Graham MP. Early Intervention: The Next Steps. HM Government, January 2011
Allen, Graham MP. Early Intervention: Smart Investment, Massive Savings. HM Government, July 2012

³ Marmot, Michael. Fair Society, Healthy Lives. HM Government, 2011

⁴ Department of Health. Improving outcomes and supporting transparency. A public health outcomes framework for England, 2013-2016.

Sharing opportunities, sharing responsibilities	<ul style="list-style-type: none"> • Includes in-depth partnership working with a school. • Aims to eventually support all children attending a school in Barnet.
A successful London suburb	<ul style="list-style-type: none"> • By raising the self confidence and resilience of Barnet’s children, it is hoped they will aim higher and achieve more, whilst being simultaneously less likely to commit crime, abuse drugs or indulge in violent behaviour.

Barnet Children and Young People Plan

The Children and Young People Plan 2012 Update includes a range of early intervention and preventative measures across social, physical and mental/emotional health outcomes in order to support its key priorities:

- Ensuring the safety of all Barnet’s children
- Narrowing the gap for children at risk of not achieving their potential
- Preventing ill health and unhealthy lifestyles

The workstream will support Children’s Service to achieve its plan by focusing on wider outcomes for children in order to support them to achieve their full potential.

The Development Process

The project team has been working with the London Academy in Edgware in order to identify strongly evidenced programmes that could be implemented by all the schools in Barnet, and which would fulfil the workstream’s aims:

1. Identify practical and achievable ways that schools could improve the life chances of all children attending a school in Barnet.
2. Establish whether schools could deliver additional EI&P initiatives, aimed at children and their families, in addition to the pastoral care and support they already receive.

A thorough review of the academic literature on positive outcomes for children has been undertaken. After a review of their findings, the Project Board and the London Academy Principal asked the project team to concentrate on finding strongly evidenced programmes that address building life skills and resilience in children, and which take a “whole family” approach to support parenting practice. The Board confirmed its particular interest in the transitional period from primary to secondary school.

The project team then evaluated existing programmes by drawing on the work of research organisations in the field. Programmes reviewed including: Raising Healthy Children, Life Skills Training, Triple P Parenting, FAST, and Strengthening Families Strengthening Communities. The Project Board and London Academy Principal decided that no one single programme met all their needs. It was therefore recommended, and the Board and Principal agreed, to select a combination of Life Skills Training with Triple P Parenting for further investigation.

In order to find out whether or not the chosen programmes would be suitable for the London Academy and Barnet schools generally, the team worked with Life Skills Training in the States and with Children's Service on Triple P. They concluded, and the Project Board and Principal agreed, that this combination offers an exciting way of supporting all of Barnet's children and is suitable for wide deployment via schools. It will not only support the most vulnerable, but offers the possibility of "lifting" all our children by raising their self confidence, ability to make positive choices, and capacity to deal with difficult circumstances and changes. In addition, by extending support for parenting via schools we will continue to sustain children by contributing towards a more stable and happy home life.

Financial benefits and a cost benefit analysis have been produced with the support of Strategic Finance. More details can be found in the Benefits section of this document and in Appendix B.

Full details of the development process can also be found in Appendix B.

The Benefits Case

Strategic Benefits

Better Services with Less Money

- Cost avoidance and some cost reduction for Children's Service, without withdrawing support for residents.

Sharing Opportunities, Sharing Responsibilities

- Explores in-depth partnership working with a school. Lessons learnt will be taken forward as the Council seeks to further develop positive relationships with schools.

A Successful London Suburb

- By raising the self confidence and resilience of Barnet's children, it is hoped they will aim higher and achieve more, whilst being simultaneously less likely to commit crime, abuse drugs or indulge in violent behaviour.

Non Financial Benefits

- Improved outcomes for a significant number of children and young people who attend the London Academy – and wider if roll out is adopted across the Borough.
- More confident children and young people who are less likely to engage in ‘risky behaviours’ leading to better opportunities for education and employment post school.
- Strengthened relationships between the Local Authority and the London Academy / the wider school network with a shared commitment to this work.
- Improved resilience of young people as they enter the secondary school environment with the potential for reducing the problems that can arise from transitions including:
 - Improved attendance.
 - Improved behaviour.
 - Improved educational attainment⁵.
- Enhanced relationships between the parents of children attending the London Academy and the school, leading to greater engagement in supporting the education and life readiness of children.

Measures

Ways of measuring increases in academic attainment will be developed with the school. Although this benefit is “out of scope” it has been included here because it is believed that increases in attainment are a powerful way of convincing other Head Teachers and Principals to invest time and resources into delivering these programmes.

Proposed measures are set out below. The project team and the London Academy Principal will finalise these in the next phase of the project, following approval to proceed by CRC.

⁵ Though outside the scope of this project we believe an improvement in wider outcomes for young people will also lead to an improvement in attainment

Theme	Outcome	Suggested Measures
Life Skills	Young people have greater awareness of their abilities and are better able to cope with challenges and change at home and in school environment	<p>x% of incidences of timeouts/detentions in the school environment decrease</p> <p>Perception measures – possible survey of young people</p> <p>x% of parents report lower incidences of arguments/fights at home over x month period</p> <p>x% of children requesting extra support around... homework/interactions/support or clarity</p> <p>x% of year 7 pupils displaying lower levels of 'change' issues (behaviour/attendance primary and secondary)</p>
Life Skills and risky behaviour	Increased numbers of young people abstaining from risky behaviours specifically substance misuse, unsafe sexual practices, anti-social/criminal behaviours	<p>% using cigarettes, alcohol or cannabis (Self completion survey – build on any current school survey)</p> <p>% accessing STI/sexual health clinics and lower reported numbers of infections</p> <p>% reduction in ASB and reduction in % YP offending/entering CJS.</p> <p>% of teenage pregnancies</p>
Resilience	Young people have improved resilience to factors affecting their emotional wellbeing and are more confident and comfortable in themselves (health self-image)	<p>Reduction in number of Eating Disorders</p> <p>Reduction in Bullying incidents</p> <p>Reduction in % requiring CAMHS support</p> <p>Reduction in self harm incidents</p> <p>Perception of self image – subsets for feel healthy, look good etc – Yr 6 and 7</p>
Parenting	Parents feel more confident in their parenting abilities and are able to use a variety of techniques to affect change at home	<p>% parents helping with homework</p> <p>% parents attending parents evening</p> <p>Lower % of parents having to be engaged by the school due to child's negative behaviour</p>
Relationships	Young people are able to form appropriate and positive relationships with peers and with adults in the home, school and community	<p>x% reduction in bullying (Youth homeless)</p> <p>x% YP engage in more external activities</p> <p>Perception survey – how good you think your relationships are with peers & adults</p>

Assessing longer term impact

Collection of baseline data has been sourced for the current Year 11 cohort at the London Academy against the following measures: attendance, behavioural incidents (including timeouts and exclusions) and academic achievement. It is proposed that

the same data is collected in 5 years' time once the current Year 7 pupils have been through the identified programme to assess longer term impact.

In addition to the above, qualitative measures will be developed in the next phase of the project to capture the longer-term impacts of the programmes. This may be based upon the Chaos Index used by Community Coaches, if it is found to provide suitable measures for children.

Monthly and annual quantitative data reporting

A number of measures are already collected by the school and/or Council which will help to demonstrate improvements against the chosen outcomes. These include: the number of timeouts and detentions in the school, reported bullying incidents, crime and anti-social behaviour in the local area and number of parents attending parents' evening.

The review and analysis of this data will support the project in assessing the impact of the chosen programme on the school and family environment enabling 'direction of travel' to be assessed more regularly

Annual qualitative analysis

As some of the outcomes relate to young people's self-image and confidence, we propose that an annual perception survey takes place to assess impact in a more qualitative way.

Schools currently undertake a number of questionnaires and surveys which could be adapted to support the analysis of the chosen outcomes and to track changes in perception over time once the programmes have been delivered.

Financial Benefits

There will be both cost reduction and cost avoidance to the Council as a result of this workstream. It should contribute towards slowing the growth rates of service uptake predicted for Children's Service by Strategic Finance over the next few years.

The projected financial benefits to the Council and parts of the wider public sector were calculated with the support of Strategic Finance. For more information please see Appendix B, in particular chapters 7 and 8 and appendices 5 and 6.

It was agreed that we would be cautious claiming financial benefits for the programmes, and we have therefore based our calculations on those areas where there is significant evidence of the programmes having a positive effect:

High level outcome	Measures used to quantify impact	Programme
Reductions in Substance	Number of young people accessing substance misuse services - both targeted and specialist	LST

High level outcome	Measures used to quantify impact	Programme
Misuse		
Reduction in aggression, violence and delinquency	Number of young people accessing the London Academy Learning Support Unit Number of young people permanently excluded Number of young people in the Pupil Referral Unit	LST
Reduction in maltreatment and neglect	Number of Initial assessments for secondary age children (11 – 16) Number of Core Assessments for secondary age children (11 – 16)	Triple P

Financial benefits were calculated on the programmes having a high, medium or low positive effect. The high measures reflect the effect sizes quoted in the reviewed research:

Reductions in Substance Misuse	High	70%
	Medium	50%
	Low	25%
Reduction in aggression, violence and delinquency	High	40%
	Medium	30%
	Low	20%
Reductions in maltreatment and neglect by parents	High	40%
	Medium	30%
	Low	20%

Please see section 7.3.2 in Appendix B for more information.

London Academy Pilot

The financial benefits of the London Academy pilot, using the figures for a medium level impact, are shown below. Further information can be found in Chapter 7 of Appendix B:

London Academy – Investment and Projected Costs Avoided: Medium Impact						
Year	1	2	3	4	5	Totals
Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total Savings	1,258	2,300	16,429	82,457	87,881	190,325
Total Net Savings	(30,827)	(3,471)	10,141	76,169	81,593	133,605

Whole Borough

The investment costs and potential benefits for a whole borough rollout if there is total take up by schools and the medium impact is achieved is below. To keep the costs of the wider roll out down, it is proposed that London Academy staff undertake “train the trainer” courses in Life Skills Training in the first year, in order to train staff in other schools in a sustainable and cost effective way. This cost will not be incurred if the pilot is not successful.

Whole Borough – Investment and Projected Savings - Medium									
Year	1	2	3	4	5	6	7	8	Totals
Costs	65,980	73,728	117,391	102,616	105,722	107,793	110,899	113,488	797,617
Total Savings	1,258	10,018	35,112	101,322	220,817	246,707	338,919	612,400	1,566,553
Total Net Savings	(64,722)	(63,710)	(82,279)	(1,294)	115,094	138,914	228,020	498,912	768,936

The model has assumed that the roll out will occur gradually, with 9 schools delivering the programmes in Year 2, 17 schools in Year 3 and all 22 schools delivering in Years 4 and 5. Financial benefits will start to be realised in Year 6 if there is whole school takeup, as shown in the table below.

Whole Borough – Investment and Projected Savings - Medium									
	1	2	3	4	5	6	7	8	
Costs	65,980	73,728	117,391	102,616	105,722	107,793	110,899	113,488	797,617
Total Savings	1,258	10,018	35,112	101,322	220,817	246,707	338,919	612,400	1,566,553
Total Net Savings	(64,722)	(63,710)	(82,279)	(1,294)	115,094	138,914	228,020	498,912	768,936
Cumulative savings	(64,722)	(128,432)	(210,711)	(212,005)	(96,911)	42,003	270,023	768,935	

For an explanation of how these figures have been arrived at please see Appendix B – in particular Chapter 7 and appendices 5 and 6.

The projected impacts of the whole borough roll out show a financial benefit over five years only if the highest impact is achieved across the borough through the delivery of these programmes. There are a number of reasons behind this:-

- a) Full impact is not achieved until end of Year 8
- b) The financial impact of Triple P is not as clear as LST and so assumptions are conservative
- c) Other benefits (such as Learning Support Units in other schools) are not currently known or categorised – but savings in this area are likely to be material.

The full non financial effect of the programme across the whole Borough will not be realised until the end of year 8 (2020/21) when the programme is **forecast to deliver annual savings of £498,912** if the medium impact is achieved. This is because the model has assumed that the roll out will occur gradually, with 9 schools delivering the programmes in Year 2, 17 schools in Year 3 and all 22 schools delivering in Years 4 and 5.

Measures

Rates of incidents for London Academy children, and/or for children in the whole of the Borough over the next 5-10 years will be compared against the baseline data collected. Calculations will have to be adjusted to reflect the increasing population of both children and families who have benefited from the programme if it becomes more widely deployed.

Critical Success Factors

The critical success factors for this workstream are the same as the measures for the non-financial benefits discussed earlier, with one addition:

- Young people have greater awareness of their abilities and are better able to cope with challenges and change at home and in school environment
- Increased numbers of young people abstain from risky behaviours specifically substance misuse, unsafe sexual practices, anti-social/criminal behaviours
- Young people have improved resilience to factors affecting their emotional wellbeing and are more confident and comfortable in themselves (health self-image)
- Parents feel more confident in their parenting abilities and are able to use a variety of techniques to affect change at home
- Young people are able to form appropriate and positive relationships with peers and with adults in the home, school and community
- By the end of year 7, the Council is able to demonstrate significant financial benefit from investment in this workstream.

Financial Appraisal

Cost of the Next Stage

Implementation Costs

The implementation costs for this phase are shown below. They will be incurred in the financial years 2012/13 and 2013/14.

Delivery costs (training and materials)	£32,000
Council programme resource costs	£61,305
Total	£93,305

If no further rollout is done beyond the London Academy, implementation costs will be recouped in year 5:

London Academy Rollout, Medium Impact						
Year	1	2	3	4	5	Totals
Council resource costs	61,305					60,400
Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total savings	1,258	2,300	16,429	82,457	87,881	190,325
Total net savings	-92,132	-3,470	10,141	76,169	81,593	72,301
Cumulative net savings	-92,132	-95,602	-85,461	-9,292	72,301	

If a whole borough rollout is achieved, implementation costs will be recouped in Year 7:

Whole Borough Rollout, Medium Impact							
Year	1	2	3	4	5	6	7
Council resource costs	61,305						
Costs	65,980	73,728	117,391	102,616	105,722	107,793	110,899
Total Savings	1,258	10,018	35,112	101,322	220,817	246,707	338,919
Total Net Savings	-126,027	-63,710	-82,279	-1,294	115,094	138,914	228,020
Cumulative savings	-126,027	-189,737	-272,016	-273,310	-158,216	-19,302	208,718

Funding the Whole Project

The annual cost of providing all 22 secondary schools in the Borough with training and course materials is shown on page 14 and will be £113,488 by year 8. If the medium impact is achieved, the workstream is forecast to deliver annual savings of £498,912.

In order to achieve the maximum benefit from this workstream, the Council will need to commit to it for a minimum of eight years. Funding options to help pay for some or

all of this investment include the following, but the Council should bear in mind that it is possible we will bear the greater part of the costs:

- Redirection of PHSE funding. The London Academy Principal has advised that unless Head Teachers see an undeniable improvement in academic attainment, they are unlikely to financially contribute towards the costs of training and materials.
- Community Budgets. There is strong evidence of a real benefit from these programmes to Public Health, and they are also likely to be of interest to the Police. In this next phase of the project the team will explore the possibility of financial contributions towards the project from both these agencies.
- Grants. In the next phase of the project the team will investigate grant funding from the Early Intervention Foundation (when it is set up) and the Lottery Fund, amongst others.

Project Definition and Scope

Outline Business Case Phase Aims and Objectives

Aims

1. Improve the life chances of all children in Barnet, by building their self esteem and resilience and supporting better parenting. We will begin with the Year 7 September 2013 intake at the London Academy.
2. Build strong early intervention and prevention partnerships between Barnet's schools and the Council, working with the London Academy in the first instance. This will require trust, information sharing and a commitment on both sides to work as a team.
3. Avoid unnecessary costs to the public sector in general, and Children's Service in particular, by making children more able to resist destructive and chaotic behaviours.

Objectives

1. Develop a detailed implementation plan and successfully implement LST and Triple P Parenting within the London Academy.
2. The London Academy successfully applies for a Lottery grant of £10,000 towards the cost of training and materials.
3. Finalise measures and implement data collection and analysis processes at both the London Academy and LBB.

4. Publicise the schemes to other borough schools and achieve uptake of eight further schools in year two, if early results are good.
5. Achieve good take up of Triple P Parenting by implementing a successful communications campaign to the school's families.
6. Build a supportive working relationship with Barnardo's in order to share learning and resources for LST.
7. Succeed in improving outcomes for children and their families.
8. Break even on the pilot's total costs by Year 5 of the rollout to the London Academy.

Review of SOC Phase Aims and Objectives

The status of the aims and objectives for the SOC phase of this workstream can be found in Appendix 1 of this report.

Deliverables

Life Skills Training (LST)

1. An "anglicised" version of Life Skills Training materials is received from Botvin and approved by the London Academy Principal.
2. Staff are trained and the delivery programme is in school timetable.
3. Baseline data is gathered for monitoring purposes.
4. Barnardo's is engaged to share knowledge and resources⁶.

Triple P Parenting

1. Children's Service resource identified and briefed. Staff trained and delivery programme agreed.
2. Branding of Triple P as "for every parent". Invitations to school parents to participate.
3. Courses scheduled.

Both Programmes

1. Clear, documented roles and responsibilities for LBB and London Academy staff, including management and reporting arrangements.

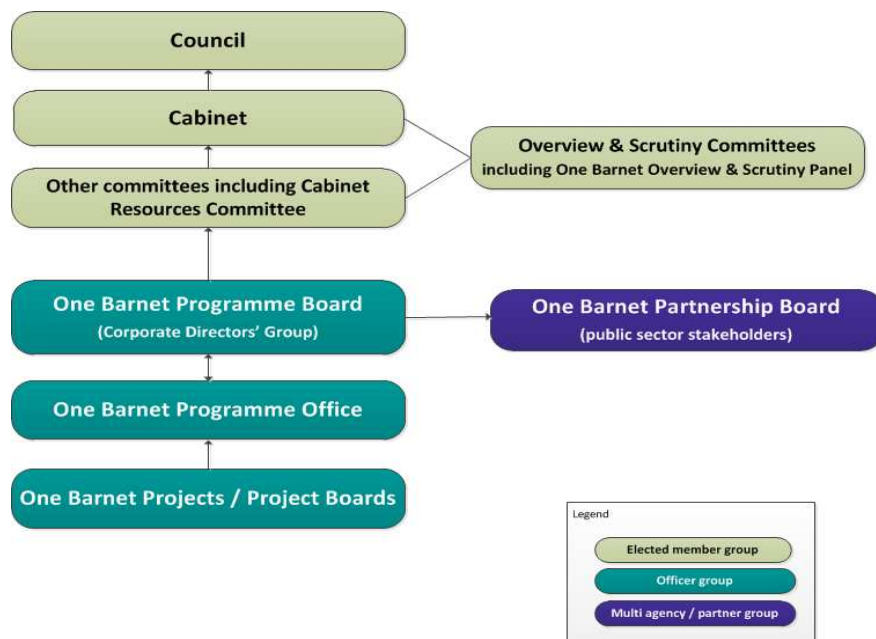
⁶ Barnardo's is rolling out LST in Merseyside early next year. It will be the first deployment of this American programme in the UK.

2. A detailed implementation plan with associated project management outputs, e.g. active risk and issue management.
3. Communication with other schools in the borough – “viral” and formal channels implemented, based upon an agreed communications plan.

Project Approach

Governance

This workstream will be carried out using the One Barnet internal programme governance arrangements, set out below. They provide an established mechanism for decision-making and issue escalation.



Project Roles

Project Sponsor

Kate Kennally
Director of Adult Social Care and Interim Director of Children's Services

- Has overall responsibility for the success of the project.
- Represents the project at Council Director's Group, to Members and to senior stakeholders within partner organisations.
- Escalation point for the Project Board.

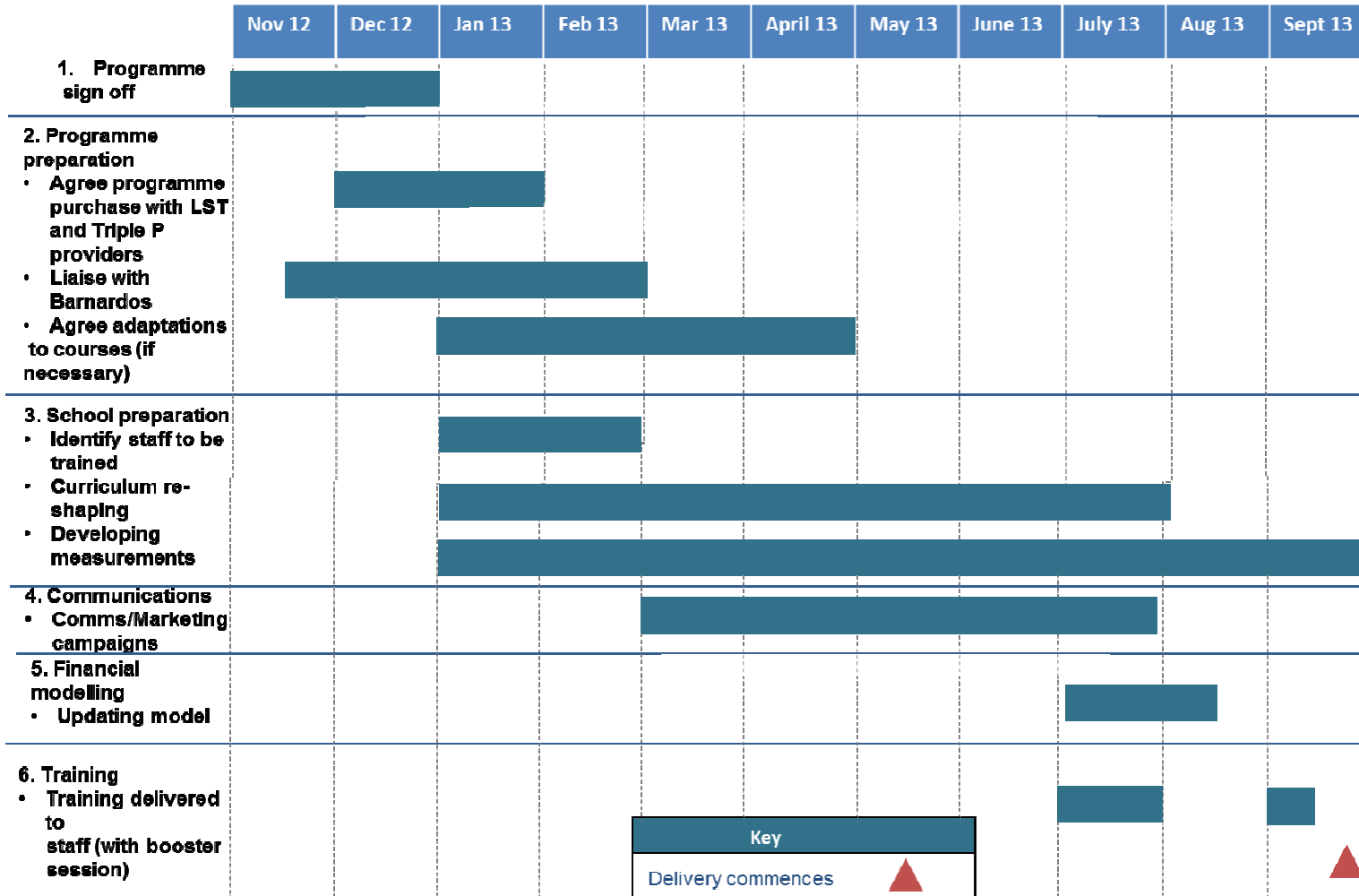
Project Board

Overall, the Project Board is accountable for the success or failure of the project. It ensures effective decision making and will take all decisions that do not require director-level input. It provides the initial sign off of major stages and key deliverables – no request for decision or sign off by the Programme Board can be made without the agreement of the Project Board. Lastly, it is the escalation point for the project manager.

Name	Role	Description
Jay Mercer Deputy Director of Children’s Service	Operational Lead	<ul style="list-style-type: none"> • Key decision maker, supported by the senior users and senior suppliers. • Ensures project achieves its objectives and delivers outputs that will realise the required benefits – i.e. is responsible for the business case. • Ensures value for money. • Balances the needs of the Council, our partners, our residents. • Represents the project to Members and other senior stakeholders.
Angela Trigg Principal London Academy	Senior Users	<ul style="list-style-type: none"> • Responsible for specifying the needs of those who will use the products produced by the project: partner organisations, internal council departments and residents in this case. • Provides expert advice to the Operational Lead in order to facilitate Board decision making.
Andrew Howe Director of Public Health		
Tom Pike Head of Performance		
Bill Murphy Assistant Director Chief Executive’s Service		
Ed Gowan Assistant Director, One Barnet	Senior Suppliers	<ul style="list-style-type: none"> • Responsible for ensuring the quality of products delivered by internal and external suppliers, and representing their interests where necessary. • Provides expert advice to the Operational Lead in order to facilitate Board decision making.
Hayley Corke Senior Management Accountant		

Annex One

Pilot Stage High Level Plan



Risks, Dependencies and Constraints

Risk Management Strategy

The project will use the One Barnet risk and issue management methodology.

Risks will be logged in the JCAD database.

Key Risks

Risk: Turnover of staff and losing capacity to deliver

Within the implementation planning it has been assumed that turnover could be up to 20%.

Mitigation: The modelling of future roll out of LST delivery has been forecast on a 'Train the Trainer' model which will enable additional training to take place to teachers at a low cost. The modelling of the roll out to further schools across the borough also assumes some spare places for each training session to cover any staff turnover.

The model for Triple P delivery has included 3 pastoral staff to be trained to deliver these programmes. Only 2 staff are required to facilitate each session therefore this model builds in spare capacity

Likelihood: High

Impact: Low

Risk: Troubled Families Parenting Class Delivery

As part of the Troubled Families initiative LBB are also running an additional set of parenting classes for parents of secondary age children. There is a risk that parents may perceive the EI&P project and the Troubled Families work as one and the same and feel that they are being labelled a 'chaotic family' if they were to engage in Triple P support.

Mitigation: In order to mitigate this risk a clear and comprehensive communications campaign will need to be run during the implementation stage of this project with branding of the course carefully considered. This has been built into the implementation planning.

Likelihood: Medium. Depends upon successful branding and communications.

Impact: High

Risk: Data Protection

Specific data about individual children at London Academy will need to be collected to assess impact of these programmes. This data is classified as sensitive personal information. There is a risk of

substantial fines and significant reputation damage to both LBB and the London Academy if either organisation is found “wanting” in its handling and storage of this data.

Mitigation An Information Sharing Agreement will be drawn up between LBB and the London Academy. Impower are bound to observe the Council’s data protection requirements under the terms of its contract.

The Data Protection Act requires that when personal data is shared, there be either the individual’s consent or a legal basis (statutory obligation) for doing so. In this case the legal basis condition is satisfied under the following acts. Full details of the ability to share can be found in the draft Information Sharing Agreement between the Council and the Academy, embedded in the attached report:

- The Children Act 2004
- Local Government Act 2000
- Local Government Act 1972
- Education Act 2002
- Education Act 1996
- Crime and Disorder Act 1998

Likelihood: Low
Impact: High

Risk **Low Takeup by Schools**
Not all schools are as focused on wider outcomes for children as the London Academy. Some believe their role is limited to providing “GCSE A-C” only.

Mitigation The project team believes that improving children’s resilience and home life will lead to greater ambition and educational attainment, and we will draw up measures to track whether or not this belief is well founded. If it is, we will use this evidence to show more sceptical Heads the positive impact the programme could have on their results.

The project team also intends to identify enthusiastic early adopters for Year 2, particularly Heads who see their remit in broader terms. The London Academy Principal will be instrumental in finding and talking to these people. It is hoped that having a substantial cohort of adopters will bring other Heads along as it will “normalise” the programme.

Likelihood: Medium. Depends upon successful communication with schools.
Impact: High

Dependencies

Confirmed commitment of the London Academy, CDG and Members.

The budget for the pilot phase.

Constraints

None

Equalities

As discussed in the Corporate Plan 2012-13, the Council has a strong commitment to making equalities and diversity integral to everything it does.

It has developed two equality assessment processes. The first is an internal employee Equality Impact Assessment (EIA) which assesses the personnel changes of the organisation at key milestones. The second is an external facing EIA focussing on the Council as a deliverer/provider of public services.

Changes to the ways different organisations work together will require employee Equality Impact Assessments at key milestones, in order to ensure that new ways of working do not unfairly disadvantage groups of staff covered by the Equalities Act 2010.

Internal and external EIAs will be carried out on this project, as required.

Members will be able to use information gathered on staff equalities to support them in having due regard to their duties under the Act.

The One Barnet programme has explicitly stated how it will support the Council in meeting its statutory obligations under the Equality Act 2010, by using equality assessments to demonstrate that 'due regard' has been taken to support members in making informed decisions.