

Birmingham Children and Young People's Plan 2008 – 2011

April 2008



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Executive summary

The Context

Birmingham is a richly diverse city of a million people, of whom 285,000 are under 19. It ranks second in the country, after London, in terms of the diversity of its population. It is also a city with areas of significant deprivation. As a result, although many children and young people achieve good outcomes, others face a range of challenges, particularly in terms of being healthy and staying safe.

Our vision

This document describes our approach to making Birmingham a better and safer place in which children and young people can live and grow up. Effective implementation of this plan will make sure that children and young people in the city have improved physical and emotional health, increased literacy, numeracy and social skills, behave better, and are prepared for work and adulthood.

Achieving our vision

We will achieve this vision by matching our services to children and young people's development. We will:

- Use research and evidence about prevention and early intervention and the provision of specialist interventions.
- Be needs driven, and ensure that children, young people and their families are engaged in service development.
- Make sure that our workforce has the necessary training, skills and information.
- Help more people to value children and young people.
- Integrate our services where appropriate.
- Protect children from harm and make them feel safe.
- Support parents to bring up their children, go to work or contribute to communities.

We will set ourselves targets across the range of improvements we need to deliver.

Working together

We will ensure that all investment in our vision is effectively spent.

The Children and Young People's Board is a strategic body - working with the Birmingham Strategic Partnership - and is responsible for making sure our vision is delivered.

In addition, the Birmingham Safeguarding Children Board will make sure that there are effective arrangements in place to safeguard and promote the wellbeing of children and young people.

1 Overview

1.1 Our vision

Our vision is for Birmingham to be an inspiring place where all children and young people enjoy living, learning, developing and achieving together whilst feeling safe and secure in a city that is child and family friendly. To achieve this we will:

- Be guided by research and evidence about prevention and early intervention and the provision of specialist interventions to improve outcomes.
- Be needs driven, and ensure that children, young people and their families are engaged in service development through consultation.
- Make sure that our workforce has the training, skills and information it needs to deliver our vision.
- Help people value the role and contribution of children and young people to society.
- Integrate our services, where appropriate, to make sure they meet the needs of our clients.
- Protect children from harm and make them feel safe.
- Support parents to bring up their children, go to work or contribute to communities.

1.2 Our approach

We have taken time to reflect, build an evidence base, and take into account the perspectives of agencies and consumers of services. We have a consensus about how to improve outcomes for children and young people living in Birmingham and how to transform the way agencies work together and deliver services. This Children and Young People's Plan is a result of that process.

This plan is based on a rigorous approach, sometimes called a logic model, which focuses on:

- Agreeing outcomes for children and young people.
- Deciding activities – policies, services and programmes - that will address those outcomes.
- Making decisions about investments in those activities.
- Deciding what outputs will be used to measure progress.

This approach has been informed by our increasingly sophisticated needs analysis and robust epidemiological studies. This process raised particular concerns for some children and young people. Some examples of such concerns include adults' negative perceptions of them, poor diet, low levels of physical activity, anxiety, bullying, and domestic violence.

As a result, we have agreed six local priority outcomes that will deliver improvements, within the context of the five national Every Child Matters outcomes:

- Physical health.
- Emotional health.
- Behaviour.
- Social literacy (the ability to relate to and get on with people).
- Literacy and numeracy.
- Job skills.

We will make sure children are ready for primary school, and for the transition to secondary school, so that more young people are aspiring to, and equipped for, further and higher education and training, and ready for work. We will help young people prepare for, and cope with, adulthood and make their full contribution to their community's cohesion and wellbeing. Underpinning all our work will be making sure that all children and young people stay safe.

We will make the city a leader in investing resources to prevent problems arising that adversely affect children's lives. We aim to increase the value people in the city place on children and young people, and make Birmingham a place that encourages and develops children, keeps them safe, builds on their strengths, and recognises their potential as creative and productive citizens.

To achieve our six priority outcomes for children, activities will be developed in five ways:

- First, we will build on the strengths of current provision.
- Second, we will introduce citywide prevention programmes.
- Third, we will design and deliver targeted prevention programmes.
- Fourth, we will provide specialist interventions where they are clearly required.
- Fifth, we will introduce more effective processes to assess, plan, review and support the development of children and young people.

We will develop the balance of provision needed to secure changes in child wellbeing and safety. Research shows how a mixture of public health approaches, prevention and early intervention targeted on high-risk groups, alongside good interventions for those with problems and difficulties, and social prevention to change the way society views children with problems, brings the best results.

1.3 A common language

As partners, we have developed a shared understanding of some key terms.

Part of our strategy will be the introduction of effective public health or citywide prevention programmes. This will improve the lives of all children

In addition, we will also use targeted prevention, for example by providing support for mothers suffering from depression so that their children do not suffer the consequences.

Early intervention will be delivered in the first stages of a developmental problem. It may happen early in a child's life, for example when the first signs of speech delay are noticed, or it may come later, for example to coincide with signs of late onset anti-social behaviour.

Specialist intervention is provided for children and young people with an identified need, including impairments to physical or mental health and development.

Social prevention refers to society's response to children with a particular need. Its goal is to prevent other problems, for example placing children who may pose a threat to themselves or others in secure accommodation for their own safety or to protect others.

1.4 Shared principles

To achieve this vision in Birmingham, partners working in services for children and young people have agreed the following principles:

- We will make sure that children, young people and their families are able to influence the strategic development of the services they need.
- We will engage and value all partners.
- We will avoid duplication and address gaps in process and service delivery in order to be both effective and efficient.
- We will use joint strategic commissioning arrangements to provide consistency and quality of service delivery.
- We will actively engage with the third sector to build capacity to deliver effective services and harness potential for innovation and creativity.
- We will make sure parents, carers and families have the knowledge and skills they need to support the achievement of improved outcomes.
- We will support innovative ways of working underpinned by workforce remodelling, skill sharing and development to empower, value and support staff.
- We will focus on prevention and early intervention.
- We will make sure our services are inclusive and more responsive to the diverse needs of individual children.

2 Our approach to improving outcomes

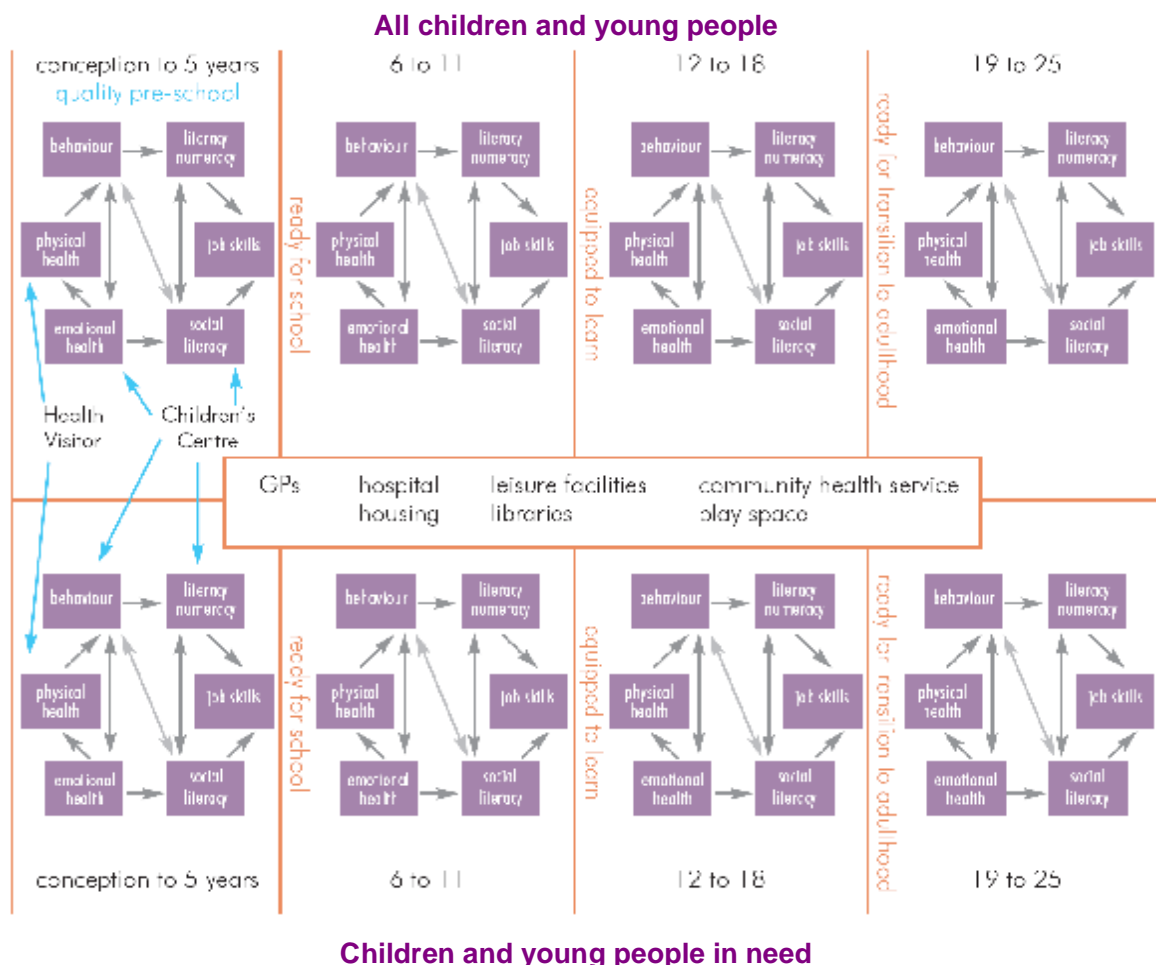
2.1 Our capacity to improve

External review, such as the Annual Performance Assessment, confirms our own self-assessment that we deliver good services and that we have good capacity to improve still further. It also confirms that the areas in which we need to make the most improvement are children's health and their safety, given the findings of our needs assessment, in relation to, for example, infant mortality, obesity, teenage conceptions, bullying and domestic violence.

2.2 Developmental stages

Children and young people develop over time so children's services should be appropriate to each stage of life. Therefore, we will look to build services that support children and young people in these different stages:

- In the early years - from conception to entry to primary school.
- In the first years of school, from 6 to 11.
- In education and training from 12 to 18.
- During their transition to adulthood, between 19 and 25.



The broad aim of each developmental stage may be summarised as: to help children be ready for school; to equip them for secondary school; to prepare them for further learning and the world of work.

2.3 Priorities

As outlined in the overview, we have agreed to focus on making improvements in relation to six priority outcomes. They have been developed on the basis of local evidence, expertise and experience and they fit well with the national priorities set out in Every Child Matters:

- Physical health.
- Emotional health.
- Behaviour.
- Social literacy.
- Literacy and numeracy.
- Job skills.

The upper row of the developmental map above relates to all children and young people, the lower row to those in need and who may be particularly vulnerable to adverse outcomes. We recognise that we need to improve outcomes for all children as well as those identified as being in need. The map is being used to consider what kinds of activities will help achieve our priority outcomes, including what is already being provided.

For example, we are consolidating the Government Sure Start programme into children's centres, and are giving more attention to children's health. Provision is variable so we will build on effective delivery of programmes that have improved children's lives and helped them to become ready for school. We will be guided by research and evidence about prevention and early intervention and the provision of specialist interventions to improve outcomes for children and young people.

Our primary schools already make significant differences to children's numeracy and literacy, and improve children's behaviour and emotional health. Learning to get along with other pupils is a fundamental stepping-stone to the longer-term outcomes we seek to achieve. We will pilot programmes to promote children's emotional health, improve their behaviour and help them get on better with one another.

The quality of our secondary schools has been well reported and is evident in our GCSE results. OfSTED's Tellus2 survey confirms the high proportion of students that like, and do well, at school. However, progress has been strongest in educational outcomes. Most schools would welcome a more planned approach to supporting students whose behaviour is poor, who have troubled home lives, or struggle in other ways with the social life of school. Therefore, we will support schools to provide a menu of preventative

programmes proven to improve physical health, behaviour, emotional health and social literacy and thereby strengthen employability.

Children and young people in Birmingham will continue to benefit from the provision of universal services that are locally accessible and inclusive, such as:

- Hospitals and health support.
- Policing.
- Housing.
- Arts provision, libraries, leisure facilities and play spaces.

We will reduce investment in activities that do not demonstrate proven benefit. Some provision is too variable in quality and inconsistently delivered to make any impact on our priority outcomes.

Success will come from building on existing services. All of the evidence collected identifies a need for better prevention and early intervention, as well as more consistent interventions for children with significant needs.

2.4 Population-wide prevention

We have agreed three areas of potential development. Evidence suggests that there is a need for a social curriculum to sit alongside our academic and vocational curriculum. We aim to reduce bullying and contribute to better health, behaviour, emotional wellbeing and social literacy:

- First, we will implement programmes that will make the greatest impact on our six priority outcomes. This will focus on local needs
- A second area of development is to increase the value that people in Birmingham place on children, making sure that children's strengths and contributions are recognised. Design work is underway to find the most effective ways of achieving this goal. We will consider public information campaigns, opening up schools more to the communities they serve, and promoting classroom strategies for improving relationships.
- Third, the agencies delivering children's services in Birmingham are, themselves, major employers. Many of our employees are parents and many of them struggle with the demands of work and bringing up children. Several options are being considered to better support parents in the workforce.

2.5 Targeted prevention and early intervention programmes

We already deliver substantial prevention and early intervention activity in Birmingham. This includes support for parents, mentoring for young people, and other programmes intended to prevent problems occurring. However, there is fragmentation and lack of focus, making it difficult to connect children to the help they need.

We will work with all commissioners and providers of children's services to identify or design a range of prevention and early intervention programmes that are most likely to deliver improvements in outcomes.

We will continue to use strategies that support pre-school children of extremely vulnerable parents, children at risk of behavioural and emotional problems in the primary school years, and excluded children, particularly aimed at keeping them out of the criminal justice system, and helping them to aspire to future success.

2.6 Specialist interventions

We will also consider using proven specialist interventions that clearly address the needs of children referred to the agencies and services that work with children in need.

2.7 Service development

In making decisions about new services, and refocusing existing services, we recognise that:

- All innovation should be consistent with our Brighter Futures strategy for children and young people.
- Outcomes can improve as a result of consistent and coherent delivery.
- Developments should be underpinned by strong evidence.
- Outcomes will improve as a result of intensive activities targeted towards risks.
- A combination of specific and specialist interventions will be needed to achieve outcomes.
- Consultation with the voluntary and private sectors will optimise value added by innovation.
- Fidelity - by which we mean implementing services in the way they were designed to be implemented – is vital.
- Training will be a precondition for the success of any innovation.
- The support of the Birmingham Children and Young People's Board is essential.
- Impact on the environment will be a consideration in relation to all innovation.

3 Our actions to improve outcomes

3.1 Overview

Our actions to improve outcomes are being developed in three main areas:

- Our Brighter Futures implementation plan, which focuses both on service design and on other developments that will enable this work to be effective, such as improving organisational development, the use of data, and effective communications.
- Multi-agency workstreams, set up by and reporting to the Children and Young People's Board, to address issues that must be addressed by partners working together.
- Major development programmes already underway that support the achievement of our priority outcomes.

3.2 Brighter Futures implementation plan

Service design activity will take three forms: first, introducing evidence-based approaches that have been found to be effective elsewhere; second, designing new interventions and approaches; and third, reviewing existing interventions and approaches to find ways of making them more effective or de-commissioning them.

Service design areas for work are:

Improving behaviour: implementing the Incredible Years parenting programme in selected children's centres with a view to wider roll out if effective.

Improving health and life chances: implementing the Family Nurse Partnership in selected disadvantaged communities.

Preventing behaviour and emotional difficulties: reviewing the current use of parenting programmes, particularly Triple P and Strengthening Families, Strengthening Communities to determine fidelity and impact.

Improving social and emotional literacy and behaviour: reviewing the implementation of Social and Emotional Aspects of Learning (SEAL) in primary schools to determine fidelity and likely impact; developing and testing an enhanced version of the programme; developing a menu of interventions for delivery in a school setting.

Keeping more children safe with their families: identifying and implementing targeted interventions for children and young people on the verge of entering the care system.

Reducing the chance of young people in care entering the criminal justice system: identifying and implementing a restorative justice

intervention in selected children's homes with a view to wider roll out if effective.

Increasing the job skills of vulnerable young adults: reviewing and designing education, training and employment opportunities for vulnerable young adults.

Improving the transition into adulthood of disabled young people: developing a more flexible-family-based service for disabled children and young people and developing integrated services across agencies.

Areas of work to enable these new services are:

Planning and commissioning: making sure there are more evidence-based services, and fewer services without an evidence base, through rigorous service design for new interventions and robust scrutiny of existing services and roles.

Data, information and intelligence: making sure there is reliable data on the wellbeing of children in the city and the services they receive through developing an integrated children's database and the on-going collection of data on the wellbeing of all children.

Organisational development: making sure we have a well-informed, supported and competent workforce through learning and development.

Working practices and processes: making sure we have a streamlined system for screening, referral and assessment by reviewing and revising current processes.

Communication: making sure we have a staff group and population that is well-informed of the implementation of the strategy by communicating that to the workforce, the population of Birmingham and beyond, as well as by developing the city's capacity to value children and young people, challenging adults' views and promoting the contribution of children and young people to the city.

Workforce: maximising the contribution of staff to the wellbeing of children by supporting parents in the workforce to value children and young people.

3.3 Workstreams

3.3.1 Integration and localisation

This workstream is focused on:

- Developing extended services clusters and children's centres.
- Meeting local needs through joint planning.
- Childcare sufficiency.
- Adding value to the Common Assessment Framework.

Progress here includes:

- Integration of community midwifery into phase 1 children's centres in the Heart of Birmingham PCT area.
- Common Assessment Framework panels working through clusters.
- Most of our 41 clusters have received national recognition of their extended provision and others are working towards this.
- 23 of the 2008 target of 43 phase 2 children's centres have been designated already meaning that over half of our phase 2 targeted 34,000 under 5s can now access the core offer of integrated learning, care and family support.

3.3.2 Information sharing and the Common Assessment Framework

This workstream consists of three programmes focusing on vulnerable children, identifying and supporting them through information sharing and a common assessment framework:

- ContactPoint, formerly referred to as the universal child index.
- The Service Directory (www.ineed2know.org.uk), helping children, young people, families and practitioners to find appropriate services online.
- The Common Assessment Framework, a common process enabling practitioners to make an assessment based on shared information leading to action where appropriate.

3.3.3 Disabled children and young people and transition

The Birmingham Disabled Children and Young People Partnership Board (DCYPPB) has been set up to oversee and coordinate the implementation of the Integrated Strategy for Disabled Children, Young People and their Families across all agencies. The DCYPPB is accountable to the Children and Young People's Board. Its aims and purposes include:

- Providing strategic leadership and decision-making to develop high quality, integrated services for disabled children, young people and their families.
- Securing multi-agency support and resources for the implementation of the Integrated Strategy, including the new core offer for disabled children, young people and families.

The Integrated Strategy will deliver:

- Integrated referral and assessment processes for disabled children and young people with complex needs including those who are likely to require statutory intervention such as statements of special educational need, child protection and children in care.
- Improved availability of and access to information about services to make sure families have earlier and easier access at the right time.
- A comprehensive assessment of need to inform planning, commissioning and service design.

- Commissioning of services so that disabled children, young people and their families are supported locally and within their own communities.
- Involvement and participation of disabled children, young people and their families in planning and designing services and making decisions about their care.
- Improved transition from childhood to adulthood services.
- An appropriately skilled, qualified, trained and valued workforce, of sufficient numbers, that is able to provide integrated services to disabled children and young people.

We will implement the findings of our review of home visiting educational services for pre-school children from birth to 5 who have complex needs to make sure that families have equal and prompt access across the city, including through an early support programme.

3.3.4 Engagement and participation

This workstream is developing a framework and dedicated support to enable children and young people to have their views heard and taken into account on all matters that affect them.

The Hear by Right standards and framework and a participation model has been promoted across partners.

3.3.5 Supporting parents and families

This workstream is developing a strategy for parenting support. It aims, through partnership working, to make sure that parents have access to co-ordinated and high quality parenting services, for example through piloting the Incredible Years programme, evaluating the Triple P and Strengthening Families, Strengthening Communities parenting programmes and introducing the Nurse Family Partnerships programme with vulnerable young expectant mothers.

3.3.6 Looked after children leaving care

This workstream focuses on improving the life chances of looked after children by:

- Improving educational attainment.
- Making sure health assessments are completed.
- Making sure young people are advised on sexual health, drug and alcohol use, nutrition and healthy life styles.
- Making sure placements match need and children and young people are supported in safe, stable placements.
- Making sure young people leaving care develop skills for independent living, in appropriate education, training or employment.
- Making sure children and young people in and leaving care are involved in all decisions that affect them.

3.4 Major development programmes

3.4.1 Integrated youth support

We will organise services, including those provided by Connexions, that meet the needs of young people, their parents and carers to offer:

- Positive activities for young people: diversionary and developmental activities for young people at risk of social exclusion.
- Information, advice and guidance to help young people make the right learning, career and lifestyle choices.
- Targeted youth support, including:
 - A single point of contact to support and challenge young people.
 - A support package that draws on mainstream and specialist services of sufficient quality and quantity.
 - Help to access support as soon as risks emerge.
 - Support to live in a stronger family environment.
- Community work and volunteering opportunities.

3.4.2 Transforming education

This programme will deliver:

- Building Schools for the Future: the building programme that gives Birmingham the opportunity to rebuild or refurbish all 76 secondary schools and 6 secondary special schools over the next decade as part of its plans to transform teaching and learning.
- Academies: by 2012, a number of schools will become Academies, developed in partnership with sponsors.
- The new Primary Capital Programme: Birmingham is one of only 23 local authorities to be chosen by the government to pilot the programme of rebuilding, refurbishment and development of primary schools. Our aim is to work in partnership with the schools and the whole community to create fully equipped facilities that inspire and motivate young people to learn.
- Developments for the education and training of 14-19 year olds including the new Diplomas.

3.4.3 Reviewing special educational provision

Our aim is to make sure individual learners get the right support to achieve their potential. We are currently assessing, through a wide-ranging review, how best to deliver these services.

3.4.4 Improving outcomes for children and young people in and leaving care

This programme is an integral part of the City Council's Business Transformation programme for Children and Young People. It will improve the quality of provision for children and young people in care and the arrangements for their transition to independent adulthood. Planned initiatives include piloting restorative justice in children's homes.

3.4.5 Early Years Outcome Duty and childcare sufficiency

Much of the work to meet the new Early Years Outcome Duty is already underway. The Children and Young People's Board has taken on the role of the strategic partnership for the Outcome Duty required by legislation.

3.4.6 Worklessness and poverty

We aim to reduce worklessness and help eliminate child poverty. This work will link to regeneration initiatives, including the city's two New Deal for Communities areas, as well as the city's Financial Inclusion Partnership (www.birmingham.gov.uk/financialinclusion). It also relates to the development of childcare sufficiency to encourage and enable parental employment.

3.4.7 Promoting community cohesion

We will work with schools and colleges to help them meet their requirements under government guidance on the duty to promote community cohesion. This links with the city's [Community Cohesion Strategy](#) that emphasises, for example, the role of schools in removing structural disadvantages by promoting the achievement of all children and young people and in promoting active citizenship.

3.4.8 Ensuring the workforce is fit for purpose

A partnership-wide workforce strategy has been developed. A multi-agency workforce group oversees the activities of sector specific teams. Our initial priorities have been:

- Introducing Early Years Professional status training.
- Piloting integrated centre leadership training.
- Recruiting and retaining key workers, such as teachers and social workers.
- Reviewing the quality, demand and supply of qualification-based training across the city.
- Capacity building for service re-design.
- Development of new models of headship in schools.

Our future priorities are to build on these areas and:

- Engage the private, voluntary and independent sectors.
- Develop leadership and management standards and common induction programmes.

3.5 Operational plans

In addition, there are detailed operational plans for improvement that include coverage of:

- Health inequalities.
- Teenage pregnancy.
- CAMHS
- Youth offending
- Disabled children and young people
- Children and young people's nutrition and health

- Young people's community safety
- Play
- Transition

3.6 Other sector-specific transformation programmes

These include the City Council's Brighter Futures transformation programme, practice-based commissioning across health services and the development of VCS Matters (<http://www.vcsmatters.org>) in the voluntary and community sectors. The aim of VCS Matters is to support voluntary and community organisations to work effectively within the Every Child Matters framework and Birmingham's own planning.

4 Resources

We intend to invest in those programmes that have a firm evidence base and improve children and young people's wellbeing.

Birmingham City Council's Directorate of Children, Young People and Families currently has a total annual budget of £1.3 billion. Of this, about 57% (£753 million) is funded by a ring-fenced grant – the Dedicated Schools Grant. This is the source of funding for schools' delegated budgets and certain government prescribed centrally managed services. In addition, the city's primary care trusts have a combined gross direct commissioning budget of £150 million. Other resources include those of the police and the Learning and Skills Council.

Pump priming money will be used to bolster prevention and early intervention activity and gradually reduce pressure on costly and intensive intervention services. The City Council's Business Transformation programme for children and young people will invest around £27 million over 15 years, subject to approval of a Final Business Case, to support the move towards prevention and early intervention.

New government resources will be aligned to this plan.

5 Performance management and review

5.1 Performance management accountabilities

The Children and Young People's Board is accountable for the collective performance of partners and the achievement of improved outcomes. Overall oversight of the work programme is with the Board's Operational Change Management Group. Performance management responsibility is with the Board's Planning and Performance Group. Individual agencies and organisations remain responsible for their individual contribution and performance, and some outcomes are shared with the city's Health and Wellbeing Partnership.

The Birmingham Safeguarding Children Board monitors the effectiveness of collaborative working to safeguard and promote the wellbeing of children and young people in the city. In addition, the city's Children and Education, Vulnerable Children, and Health overview and scrutiny committees review aspects of progress.

5.2 Process

The Board has agreed a set of workstreams, outlined in section 3 above, as priorities for partnership focus and work. The Board's role is to make sure that there is appropriate partnership working across the city.

Regular reports are made to the Operational Change Management Group and the Board on the workstreams. These outline progress, risk management and identify any further actions needed to achieve agreed outcomes. Progress against the outcomes, priorities and plans, is reported periodically to the Board, its Operational Change Management Group, and its Planning and Performance Group, drawing on partners' existing mechanisms. In particular, five Every Child Matters outcome groups report every six months on performance.

5.3 Targets

Targets will be developed using existing target-setting mechanisms across partners, including through the development of the city's new Local Area Agreement and the process of setting statutory education targets. In so doing, full account will be taken of the government's new national indicator set. Potential targets, including those to be agreed through the Local Area Agreement, are likely to cover:

- Infant mortality.
- Teenage conceptions.
- Obesity.
- Young people not engaged in education, employment or training, with a particular focus on vulnerable groups.
- Statutory education targets.

- First time entrants to the Youth Justice Service.
- The number of children and young people who have experienced bullying.

In addition, we will set realistic targets in relation to some of the findings of the epidemiological studies that contributed to our selection of priorities, based on the baseline for 2008.

6 Arrangements for co-operation

The implementation of this plan will be managed through the Birmingham Children and Young People's Board. The plan will be led by the Strategic Director for Children, Young People and Families (as the legally required Director of Children's Services) and the Cabinet Member for Children, Young People and Families (as the legally required Lead Member for Children's Services).

The multi-disciplinary Leadership Group that created the Brighter Futures strategy, on which this plan is based, will continue as a Reference Group. A new Service Design team will support implementation, and a steering group will help develop specific elements of the Brighter Futures strategy, particularly the pilot programmes.

6.1 Arrangements

Our Children's Trust arrangements are the formal partnership arrangements between those agencies that have a duty to co-operate under the 2004 Children Act in planning and delivering services to ensure children and young people's wellbeing. A legal memorandum of understanding establishes the purposes and basic constitution of the Board.

The Strategic Director for Children, Young People and Families and the Cabinet Member for Children, Young People and Families have statutory duties to establish, lead and be accountable for the partnership arrangements. Most members of the Board have a statutory duty to co-operate in the partnership:

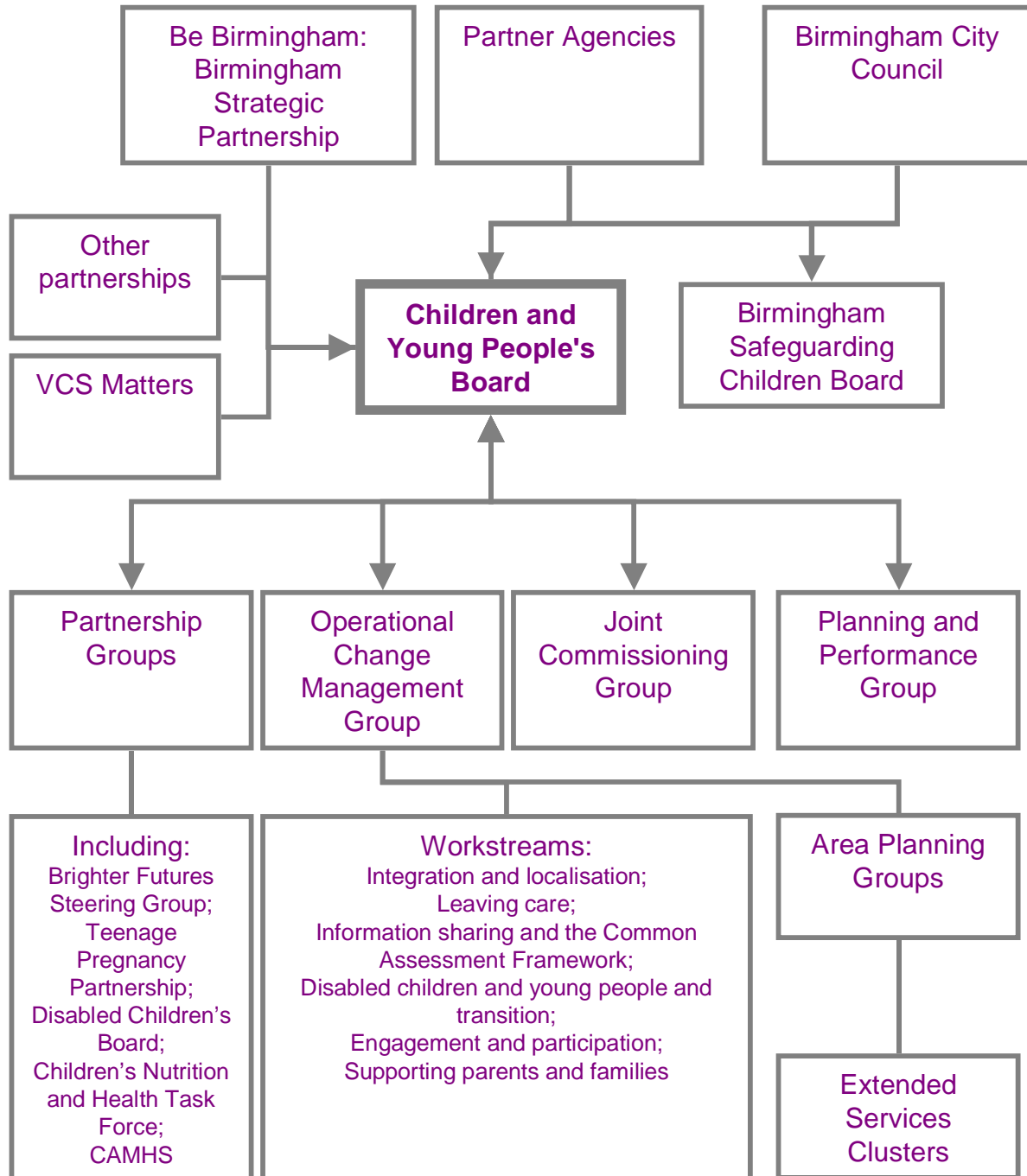
- Chief Executives of the three primary care trusts (South, Heart of Birmingham and Birmingham East and North).
- West Midlands Police Service (Assistant Chief Constable).
- Birmingham and Solihull Learning and Skills Council Area Director.
- Birmingham and Solihull Connexions Chief Executive.
- West Midlands Probation Area representative.
- West Midlands Strategic Health Authority representative.

Other members of the Board are the Cabinet Member for Adults and Communities, who is also the vice-chair, Birmingham City Council's Chief Executive, the independent chair of the Birmingham Safeguarding Children Board and a representative of the Strategic Director for Adults and Communities. Currently the Chief Executive of Birmingham Children's Hospital attends the Board as a non-voting associate member as do representatives of the voluntary and community sector.

Members of the Board co-operate in developing policy and services across the agencies at a strategic level. They are each accountable to their particular governance bodies.

6.2 Accountability

The outline governance map below shows the arrangements for accountability, reporting and communication that have been established:

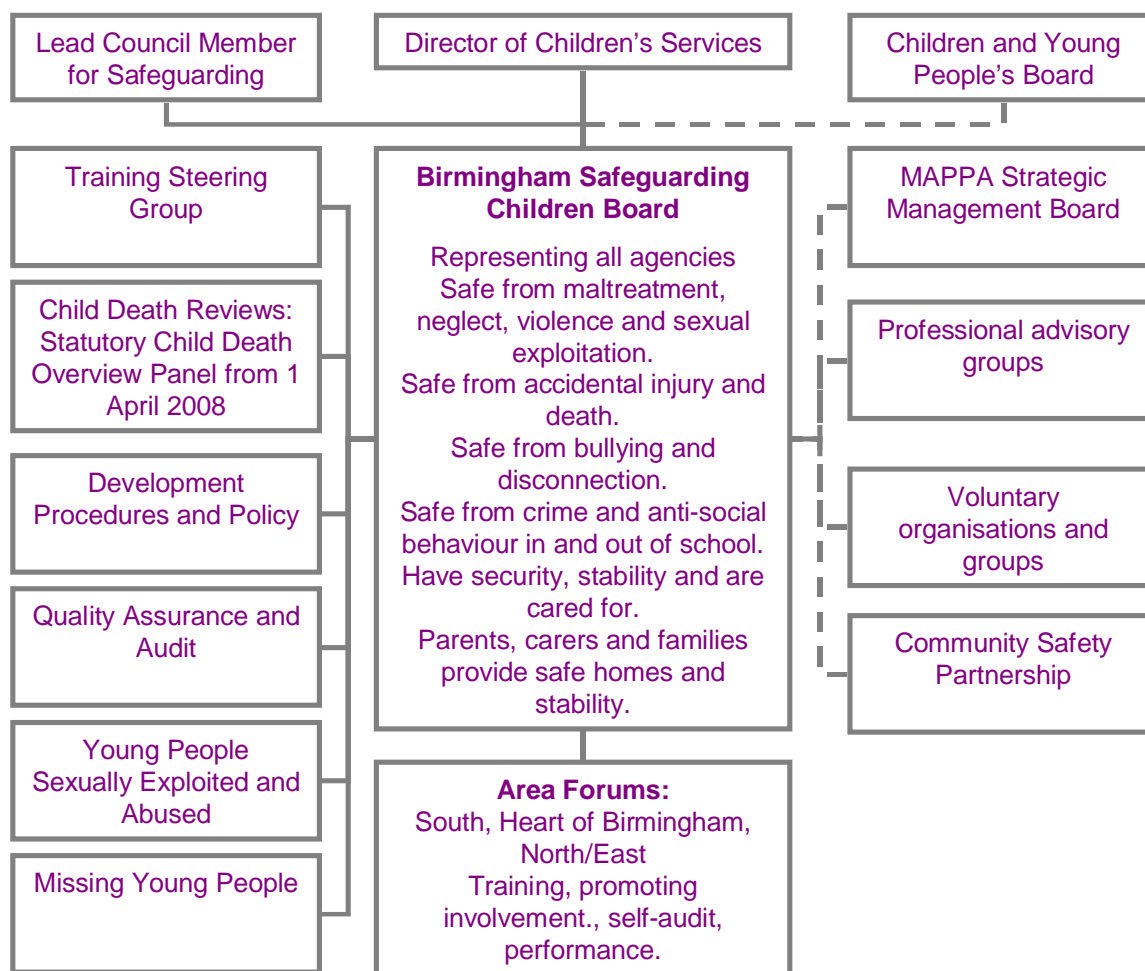


Some former workstreams have been mainstreamed to continue improving outcomes:

- Child and Adolescent Mental Health Services: initially a workstream, but now recognised as a more integrated service, with oversight through the CAMHS Policy and Performance Board.
- Safeguarding: it is recognised that the Birmingham Safeguarding Children Board is now well established. The Safeguarding Children Board is a statutory partnership in its own right and is accountable to the Strategic Director for Children, Young People and Families rather than the Children and Young People's Board.
- Planning and Performance: this is now established as an ongoing structure reporting to the Board and linked to the commissioning processes.

6.3 Birmingham Safeguarding Children Board

The Birmingham Safeguarding Children Board is the key statutory mechanism for agreeing how local services and professionals should work together to safeguard and promote the welfare of children and young people, and for ensuring the effectiveness of these arrangements. Its organisation is outlined below:



The new statutory Child Death Overview Panel will:

- Identify any matters concerning the safety and welfare of children.
- Identify any general public health or safety concerns arising from the deaths of children.
- Put in place procedures for making sure that there is a co-ordinated response to an unexpected child death.

Further information is at <http://www.lscbbirmingham.org.uk>.

6.4 Operational Change Management Group

The main purposes of this group include:

- Ensuring implementation of strategies and workstreams to deliver outcomes and service changes decided by the Board.
- Oversight of the communication strategy across agencies.

6.5 Joint Commissioning Group

Our Joint Commissioning Group (JCG) has been set up to lead, direct and co-ordinate the planning and commissioning of services for the children, young people and families of Birmingham. It has links with the Health and Wellbeing Partnership and the Directors of Commissioning Group to ensure continuity in planning and commissioning as a young person moves into adulthood and also to ensure a “whole family” approach.

The group's scope includes commissioning from all providers - internal and external, third sector and private sector. Service redesign, integration and decommissioning are each part of its remit.

6.6 Planning and Performance Group

This group brings together planning and performance officers from across services for children and young people in the city in order to:

- Lead and co-ordinate preparation and review of the Children and Young People's Plan, the children and young people's elements of the Local Area Agreement, and the Annual Performance Assessment.
- Make sure key issues are taken into account in partners' plans.
- Oversee performance management arrangements and reporting.
- Monitor performance against strategies and targets and challenge under-performance.

In addition, five Every Child Matters outcome groups have been established, which report regularly to the Children and Young People's Board on performance. For each outcome, there is a Board champion:

- Be healthy: Heart of Birmingham Teaching Primary Care Trust.
- Stay safe: West Midlands Police

- Enjoy and achieve: Birmingham City Council.
- Make a positive contribution: Connexions.
- Achieve economic wellbeing: Learning and Skills Council.

6.7 Consistency across plans

The multi-agency Planning and Performance Group meets regularly to ensure effective and coherent planning across partners and that the Children and Young People's Plan, in particular, is reflected in partners' policies, planning and delivery. In addition, this plan is consistent with other overarching city strategies and plans, including the Local Area Agreement. There are also well-established links to the Birmingham Health and Wellbeing Partnership, the city's constituencies, to Birmingham Community Safety Partnership and its constituent groups, as well as to the voluntary and community sectors, especially through VCS Matters, a group that draws together voluntary and community sector organisations that work with children and young people in Birmingham.

In this way we will make sure we achieve our vision of Birmingham being an inspiring place where all children and young people enjoy living, learning, developing and achieving together whilst feeling safe and secure in a city that is child and family friendly.

7 Further information

This plan builds on our agreed document "Brighter Futures for Children and Young People: the Birmingham Strategy". This is available at:

http://ebriefing.bgfl.org/bcc_ebrief/content/resources/resource.cfm?id=4314

A series of appendices to this plan are available separately:

- Appendix 1: Needs assessment
- Appendix 2: Glossary of terms used in the plan
- Appendix 3: Overview of the consultation on the plan
- Appendix 4: Related reference material

The appendices and a range of other information on work to improve outcomes for children and young people are available from:

www.birmingham.gov.uk/childrenstrategy



This is the logo used by partners working to achieve better outcomes for children and young people. Currently, members of the Children and Young People's Board are:

- Birmingham City Council.
- Heart of Birmingham Teaching Primary Care Trust.
- Birmingham East and North Primary Care Trust.
- South Birmingham Primary Care Trust.
- West Midlands Strategic Health Authority.
- West Midlands Police.
- West Midlands Probation Area.
- Learning and Skills Council.
- Birmingham Safeguarding Children Board
- Connexions.

Associate members are:

- Birmingham Children's Hospital.
- Voluntary and community sector representatives.

8 Glossary

Academies	<p>An Academy is a publicly funded school, which is all ability and established by sponsors from business, local organisations or voluntary groups working in partnership with both central government and the local authority. An Academy provides free education for every pupil.</p> <p>http://ebriefing.bgfl.org/content/resources/resource.cfm?id=4459</p>
Brighter Futures strategy	<p>Our Brighter Futures strategy describes our approach to changing the way we think about planning and commissioning services in order that they have a focus on outcomes, are informed by need, are evidence-based, address the needs of all children and those in need, and embrace both system-wide change and the testing of selected evidence-based interventions.</p> <p>http://www.birmingham.gov.uk/childrenstrategy</p>
CAMHS	<p>Child and Adolescent Mental Health Services.</p> <p>www.everychildmatters.gov.uk/health/camhs</p>
Children and Young People's Business Transformation programme	<p>Birmingham City Council has a range of Business Transformation programmes, one of which focuses on services for children, young people and families. The work of this transformation programme represents the City Council's commitment to the Brighter Futures Strategy and the implementation of this plan.</p>
Children in need	<p>A child or young person is deemed to be 'in need':</p> <p>If he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority</p> <p>If his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority</p> <p>If he or she is disabled.</p>
Children's Trust	<p>Children's trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate, to focus on improving outcomes for all children and young people.</p> <p>www.everychildmatters.gov.uk/aims/childrenstrusts</p>
Commissioning	<p>Commissioning is the process of specifying, securing and monitoring services to meet individual needs both in the short and long term. As such, it covers what might be viewed as the purchasing process as well as a more strategic approach to shaping the market to meet future needs.</p> <p>www.everychildmatters.gov.uk/strategy/planningandcommissioning</p>
Common Assessment Framework	<p>The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. It is a framework and processes that cover integrated assessment of a child's additional needs and decisions about how those needs should be met.</p> <p>www.everychildmatters.gov.uk/delivering/services/caf</p>

Connexions	Connexions offers advice on education, careers, housing, money, health and relationships for 13-19 year olds.
ContactPoint	ContactPoint will be a quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more coordinated support. It will be a basic online directory, available to authorised staff who need it to do their jobs. It is a key part of the Every Child Matters programme to improve outcomes for children and young people. www.everychildmatters.gov.uk/delivering-services/contactpoint
Core offer for disabled children, young people and families	A national statement of expectations for how disabled children and young people and their parents will be informed and involved as their needs are assessed and the necessary services provided. It covers standards on five elements: information, transparency, participation, assessment and feedback. www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dea/colleagueletters/DH_082966
Diplomas	Diplomas will be a blend of general education and applied work-related learning. They are intended to offer an exciting, aspirational and stretching programme of learning for all young people. They will incorporate: Principal Learning: to develop knowledge, understanding and skills relevant to a broad economic sector. Additional/specialist learning: to allow learners to tailor their programme according to interests and aspirations. Generic learning: so all Diploma students cover generic skills that are relevant to successful learning and future employment. http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=224&ctype
Early intervention	Early intervention is aimed at stopping those children and young people at highest risk of developing problems, or those who show the first signs of difficulty, from displaying unnecessarily long or serious symptoms.
Epidemiology	The study of populations to determine the frequency and distribution of conditions, such as diseases, mental health problems and other disorders.
Every Child Matters	The Government green paper that led to the Children Act 2004. The green paper identified five outcomes for children and young people: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing. www.everychildmatters.gov.uk
Extended services clusters	Birmingham has 41 extended services clusters of schools and other partners working to achieve the Government's core offer for extended schools.
Hear by Right	Hear by Right is a set of standards for the active involvement of children and young people. http://hbr.nya.org.uk/

Incredible Years	<p>The Incredible Years programme promotes positive parenting through:</p> <ul style="list-style-type: none"> Increasing positive child behaviour through praise and incentives. Improving parent-child interaction and relationships. Setting clear expectations. Applying consistent gentle consequences for problem behaviour. <p>It uses a collaborative approach with methods such as role-play, acting out certain situations as parent or child, and analysis of videos. www.incredibleyears.com</p>
Leadership / reference group	<p>A group set up by the Children and Young People's Board to develop the Brighter Futures strategy for Birmingham. The group was made up of leaders of services for children, young people and families across the city.</p>
Learning and Skills Council	<p>The Learning and Skills Council is a national post-16 planning and funding agency that aims to improve the skills of England's Young people and adults to make sure we have a world-class workforce. The Birmingham and Solihull office is one of five in the West Midlands and works with local education and training providers.</p>
Logic model	<p>The logic model used to develop this plan focuses on agreeing outcomes (O_c), deciding activities to address those outcomes (A), making decision about investments (I), and deciding the outputs used to measure progress (O_t):</p>
MAPPA	<p>Multi-Agency Public Protection Arrangements (MAPPA) support the assessment and management of the most serious sexual and violent offenders. The aim of MAPPA is to ensure that a risk management plan drawn up for the most serious offenders benefits from the information, skills and resources provided by the individual agencies being co-ordinated through MAPPA. MAPPA were introduced in 2001 and bring together the Police, Probation and Prison Services into what is known as the MAPPA Responsible Authority. Other agencies are under a duty to co-operate, including social care, health, housing and education services.</p> <p>www.noms.justice.gov.uk/protecting-the-public/Supervision/mappa</p>

Need	Need refers to the requirements for healthy development. The concept of need connects the gap between a person's current and desired state. Need is concerned with the whole child and covers all aspects of development and risks to healthy development.
Nurse Family Partnership	Nurse Family Partnership is an intensive preventive home visiting programme delivered by specially trained nurses and midwives with experience of working with families in the community. It is a structured programme for at risk, first time young parents from early pregnancy until the child is 2 years old. Each site has a supervisor and a team of up to 6 Family Nurses. Each nurse is expected to recruit a caseload of approximately 25 mothers. This team would have additional skills and knowledge in areas such as building a therapeutic relationship, motivational interviewing, attachment, behaviour change and using the programme's guidelines and materials. www.nursefamilypartnership.org
Outcome	An outcome is the impact of activities (such as a service) on children and young people's health and development.
Output	An output is the measure of activities that are intended to lead to an outcome. It is the effect of a process (such as a service) on an administrative indicator. Examples include the number of children and young people in care, the number of arrests and convictions and whether or not a child or young person received special educational help.
Prevention	Prevention refers to activity designed to stop predicted impairment to children and young people's health or development. The purpose of preventive services is to stop impairments before they occur. They can involve public health style or targeted approaches but they focus on children and young people who might be expected to develop an impairment.
Practice-based commissioning	Practice-based commissioning is a policy intended to give more decision-making power over NHS resources to general practitioners (GPs), and allow them to design and deliver completely new services or commission others to do so. It has a number of underlying policy objectives including delivering more cost effective and convenient forms of treatment outside hospital. Practice-based commissioning is a key strand of recent NHS reforms.
Primary care trusts	Primary care trusts (PCTs) cover all parts of England and receive budgets directly from the Department of Health. Since April 2002, PCTs controlled local health care while strategic Health Authorities monitor performance and standards.
Public health strategy	Public health prevention strategies target the cases at the mean of the distribution (the average child) of an aspect of children and young people's health or development, with the goal of dragging the cases at the tail of the distribution (children and young people with serious problems) towards the mean in future years. A public health approach focuses on all children and young people in a particular geographical area, such as a country, region, community or school.

Restorative justice	The term “restorative justice” has been applied to a wide range of programmes, with one common element: offenders doing something constructive to make the world a better place, rather than just being punished. Essentially, restorative justice is a conflict resolution technique but is not confined to incidents defined by law as criminal. www.restorativejustice.org.uk
Safeguarding	Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children and young people. www.everychildmatters.gov.uk/socialcare/safeguarding
Social and Emotional Aspects of Learning (SEAL)	SEAL offers a whole-school framework for promoting the social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Primary SEAL is organised into seven themes which can be covered within a school year: New Beginnings, Getting on and falling out, Say no to Bullying, Going for goals, Good to be me, Relationships, and Changes. http://www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal
Social prevention	Social prevention seeks to reduce the damage that those who have developed a disorder can inflict on others in a community and/or on themselves. Not to be confused with the prevention of social problems
Statement of special educational needs	A school or parent can ask a local authority to carry out a Statutory Assessment of special educational needs. If, through the assessment, the local authority decides that a child or young person needs more help, it will write a Statement of Special Educational Needs. This describes all the child's needs and special help requirements.
Strengthening Families, Strengthening Communities	Strengthening Families, Strengthening Communities is a parenting programme that aims to raise the consciousness of parents. In addition, the curriculum aims to help families develop or promote: strong ethnic and cultural roots; positive parent-child relationships; a range of life skills; self esteem, self-discipline and social competence; and an ability to access community resources. It is the UK version of the US programme “Strengthening Multi-Ethnic Families”. www.raceequalityfoundation.org.uk/sfsc
Triple P	Triple P (Positive Parenting Programme) seeks to prevent severe behavioural, emotional and developmental problems in children and young people by improving the knowledge, skills and confidence of parents. The programme has five levels of increasing intervention, ranging from media initiatives through tip sheets and parenting skills training to intensive, tailored sessions for families with complex problems. It works with the parents of children and young people aged 0-16 years. www.triplep.net

Universal services Universal services are designed to contribute to all children and young people's development, often with the underlying goal of reducing social and health inequalities. Freely available education and health care are examples of universal services.

VCS Matters VCS Matters supports voluntary and community sector organisations to work within the Every Child Matters framework in Birmingham. Established in spring 2007 after a year-long consultation process, it is led by a Strategy Group open to all VCS organisations working with children and young people in Birmingham. VCS Matters is working towards:
Stronger representation in the new Children's Trust arrangements
Closer co-operation in the design, delivery and evaluation of services
Better outcomes for children and young people.
<http://www.vcsmatters.org>
