



**Report of Head of Democratic Services**

**Report to Scrutiny Board (Children and Families)**

**Date: 27<sup>th</sup> November 2019**

**Subject: Scrutiny Inquiry 'Is Leeds a Child Friendly City?' – Formal response to scrutiny recommendations**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**1. Purpose of this report**

- 1.1 This report presents a formal response to the recommendations arising from the recent Scrutiny Inquiry 'Is Leeds a Child Friendly City?'

**2. Background information**

- 2.1 At its initial meeting in June 2018, the Scrutiny Board agreed to adopt a thematic approach and undertake an inquiry based on the question 'Is Leeds a child friendly city?' seven years on from the introduction of Child Friendly Leeds.
- 2.2 The Board agreed to theme its inquiry sessions around the five outcomes set out within the Leeds Children and Young People's Plan (CYPP), with particular consideration given to how much the Council and partners have progressed towards delivering each outcome in relation to the following cohorts:
- All children
  - Vulnerable Children
  - Looked After Children

- 2.3 This inquiry concluded in April 2019 and a report setting out the Scrutiny Board's conclusions and recommendations was finalised and published in August 2019 ([Link to Inquiry report](#)).

### **3 Main issues**

- 3.1 In accordance with the Council's Scrutiny Board Procedure Rules, a formal response to the recommendations arising from this Scrutiny inquiry has been provided by the relevant Directorate(s) for Members' consideration (see Appendix 1).

### **4 Corporate considerations**

#### **4.1 Consultation and engagement**

- 4.1.1 Details of those engaged in the Scrutiny Board's inquiry when compiling the recommendations are set out within the inquiry report. There has also been cross-directorate engagement as part of the formal response process.

#### **4.2 Equality and diversity / cohesion and integration**

- 4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced within the Scrutiny Inquiry report and also as part of the formal response outlined in Appendix 1.

#### **4.3 Council policies and the Best Council Plan**

- 4.3.1 As well as being defined as one of the 'Best City' priorities, the child-friendly city aspiration remains visible throughout the Best Council Plan in recognition of the fact that realising this aspiration will require progress across all the Best Council Plan priorities, with renewed action to integrate policy initiatives. Alongside the Children and Young People's Plan, the city's Inclusive Growth and Health and Wellbeing Strategies are also key drivers for improving outcomes for children and young people.

#### Climate Emergency

- 4.3.2 Any climate emergency implications associated with the implementation of the relevant recommendations will be reflected as part of the formal response in Appendix 1.

#### **4.4 Resources, procurement and value for money**

- 4.4.1 Any financial implications associated with the implementation of the relevant recommendations will be reflected as part of the formal response in Appendix 1.

#### **4.5 Legal implications, access to information, and call-in**

- 4.5.1 There are no legal implications arising from this report.

## **4.6 Risk management**

4.6.1 There are no risk management implications arising from this report.

## **5 Conclusions**

5.1 In accordance with the Council's Scrutiny Board Procedure Rules, a formal response to the recommendations arising from the previous Scrutiny inquiry 'Is Leeds a Child Friendly City?' has been provided by the relevant Directorate(s) for the Board's consideration.

## **6 Recommendation**

6.1 Members are asked to consider the formal response to the recommendations arising from the recent Scrutiny inquiry 'Is Leeds a Child Friendly City?'

## **7 Background documents<sup>1</sup>**

7.1 None.

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<sup>1</sup> The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

**Appendix 1 – Response to the Scrutiny recommendations stemming from the Inquiry ‘Is Leeds a Child Friendly City?’**

<b>Scrutiny Recommendations</b>	<b>Relevant Directorate(s) Response</b>
<p><b>Desired Outcome</b> That future annual Youth Voice Summit events are utilised effectively to facilitate engagement opportunities between children and young people and the Council’s Scrutiny function.</p> <p><b>Recommendation 1</b> That the Director of Children and Families leads on working collaboratively with the Head of Democratic Services to explore how future annual Youth Voice Summit events could be utilised to facilitate engagement opportunities between children and young people and the Council’s Scrutiny function.</p>	<p>The Director of Children and Families accepts this recommendation.</p> <p>The VIC Team aim to deliver 3 citywide youth voice summits a year. The focus for the three summits in 2020 will be climate change.</p> <ul style="list-style-type: none"> <li>• Primary school youth voice summit Date TBC</li> <li>• Secondary school youth voice summit is booked for 12th February 2020</li> <li>• Youth and Community Group Youth Voice Summit Date TBC</li> </ul> <p>At each summit there is a marketplace of stalls where organisations and services can run quick consultation activities with children and young people. Scrutiny board members / relevant services can use the marketplace stalls as an opportunity to engage and consult with children and young people at all three events.</p> <p>The VIC Team will work in partnership with the scrutiny board over the next year to identify opportunities for board members to engage with children and young people. This could include the scrutiny chair being invited to citywide youth voice summits as an expert listener, enabling board members to meet with youth voice groups that link to the scrutiny inquiries and inviting scrutiny board members to a future Leeds Youth Council meeting.</p>

**Desired Outcome**

That there is greater awareness amongst young people of engagement opportunities, activities and available online resources.

**Recommendation 2**

That the Director of Children and Families explores opportunities for strengthening and developing communication links with young people, particularly those recognised as being hard to reach, in order to generate greater awareness of engagement opportunities, activities and available online resources.

The Director of Children and Families accepts this recommendation.

We recognise that care experienced young people leaving local authority care can be a particularly hard group to reach. The care leavers service has a specific focus on loneliness and isolation and is also responsible for the production of the care leavers offer, which all authorities are required to produce, detailing the support available to young people leaving care. We will work with the lead for this area within the care leaver service to assess and review current communication methods and develop better ways of engaging with this group of young people to ensure that they can easily access the information they need to support them to gain independence.

We will continue to utilise all of our social media channels to raise awareness of opportunities, activities and events for children, young people and families.

A full review of content on the Schools and Learning, Children and Families, Child Friendly Leeds, Breeze and Youth Information Hub webpages is taking place from October 2019 to September 2020.

Leaflets are sent into schools to promote Breeze activities through the summer and Christmas holidays and we send posters into primary schools to promote information about Child Friendly Leeds Live. There are also a range of Leeds for Learning e-newsletters sent regularly to colleagues in schools to advise them of activities and opportunities for children, young people and families, which allows them to share with parents/carers as appropriate.

The Child Friendly Leeds enrichment team works with partners to develop projects, events and activities specifically tailored to children who are looked after and care leavers, and promotes these opportunities to the fostering team and colleagues in children's social work services, who are best placed to share these with the young people they work with and their families as trusted messengers.

We are also currently reviewing how we communicate opportunities for young people to the youth service and youth justice service.

**Desired Outcome**

That the existing equality impact assessment process is being applied consistently across the Council in terms of providing a clear demonstration of how Council decisions impact on children and young people.

**Recommendation 3**

That the Chief Executive leads on reinforcing the expectation that, as part of the Council's decision making process, there is a clear demonstration of the following:

a) Impacts on children and young people as part of the existing equality impact assessment process.

b) Reference to any relevant consultation exercise undertaken with children and young people, including details of an agreed feedback route that will enable those consulted to see how their contribution has helped to make a difference.

The Chief Executive accepts this recommendation.

**Examples of Equality Impact Assessments that have been undertaken, are due to be undertaken or being proposed where children and young people have been or will be involved in some way to get their views:**

In February 2018 Sarah Johal along with members of her assessment Team undertook an Equality, Diversity, Cohesion and Integration (EDCI) Impact Assessment entitled 'One Adoption West Yorkshire' to discuss the new regional adoption agency and how it considers Equality, Diversity, Cohesion and Integration throughout the adoption process. In addition to the assessment, areas for improvement were highlighted along with the required to be undertaken to address them.

Adopters via 'Adopter Voice' were consulted as part of the assessment to gather a perspective of the main service users which includes adopted teenagers', adoptive parents and birth parents.

Through the assessment it was noted that the service focuses on effective partnership working to continue the improvement of services to children affected by adoption irrespective of age, religion/ belief/ faith, disability, gender, sexual orientation, race or if they are a transgender.

In addition, OAWY work with AT-ID (adopted teens identity) to learn from feedback from adopted teenagers.

**Examples of consultation exercises undertaken with children and young people and, where available, details of feedback given to the young people:**

The Council has developed a 'Checklist for Involving Young People in Commissioning' outlining how young people should be involved in the process. The commissioning team aims to be as inclusive as possible and offer opportunities for all youth groups including LGBT youth groups.

Consultation with trans young people on development of Gender Identity Guidance - Young people who attend the Transtastic youth group were consulted on the production of the Gender Identity Guidance for schools. They gave case studies from their own experiences which were then used in developing the guidance.

Young people from the Out to 18 and Transtastic groups were consulted and invited to comment on the revised versions of the LGB and Trans One Minute Guides and their comments taken into account when making the revisions.

The My Health My School Survey is an annual online pupil perception survey which aims to capture pupil's experiences of their health and wellbeing and school experiences. The survey is aimed at children and young people in Primary (years 3, 4, 5, 6) and Secondary (7, 9 & 11) settings. In addition there is also a survey for Post 16 and young people with additional needs (SEND survey). The survey comprises a range of questions on the following themes: Healthy Eating/Physical Activity and Sport/PE in School/Drugs, Alcohol and Tobacco/Sexual Health (Secondary, Post 16 only) Social, Emotional and Mental Health (SEMH) and My School/College.

The Youth Activity survey is annual survey which asks young people what activities they currently take part in and what they would like to e.g. would they like inside or outside activities and the time of day they would like them to be held, etc. The results from the survey are used to inform future planning and activities provision.

As part of the commissioning process Commissioning and Market Management will often undertake reviews of services or groups of services and as part of that seek views of children, families and a range of stakeholders. Normally this will centre around their views or satisfaction with provision currently available and feedback on key outcomes for the design of new services. This feedback is gained via a variety of methods depending on the individual project but often includes a stakeholder workshop of some kind and it is usual for the service to

seek feedback from attendees on the usefulness of the session held via a brief form completed on the day.

The Workforce Development Service have recently worked with a young person from Priesthorpe High School who is a restorative practice ambassador at her school, to improve and develop Children and Families restorative practice resources. The young person was with the WDS for a week's work experience in August 2019. The young person wrote an article for the Workforce Development Team Summer 2019 Update newsletter about her experience of working with the service. The WDS are hoping that this young person will be joining them for a takeover day in November.

**Current process and provision of information to aid the consideration of impact on children and young people**

Following a call from Scrutiny in 2012 it was agreed not to introduce a separate process for conducting children impact assessments in the decision making process. This is because the council has a process in place which facilitates consideration across all protected characteristics and any additional local characteristic. As one of these characteristics, age includes:

- People of the same age
- People of a range of ages
- Children
- Young people
- Older people

(Page 9 – Equality, Diversity, Cohesion and Integration Impact Guidance)

To strengthen consideration of children and young people, particularly where services to adults are concerned, and as a result of scrutiny it was agreed to add a couple of prompts into the detailed equality impact assessment form – these are in section 10 and section 11 of the impact assessment form.

Comprehensive guidance is available which sets out: our legal duties; definitions

of the different characteristics to be considered; practical tips for giving due regard to equality; examples of some of the barriers that different groups may experience. Children and young people are referenced within this guidance as specific examples or general considerations. The Communities Team (Equality) remain available to provide advice and challenge – particularly where proposals are potentially controversial and of public concern.

### **Additional actions to respond to the Scrutiny recommendation**

In response to this scrutiny recommendation, the comprehensive EIA guidance noted above is going to be refreshed – simplifying the content, ensuring it is easy to use and strengthening appropriate areas. Children and Families have agreed to contribute their expertise and insight to the refresh and a meeting is to be arranged in late November / early December to progress this.

A series of additional actions are being taken through the ongoing Corporate Reporting Review to reinforce the expectation that, as part of the council's decision making process, there is a clear demonstration of the impact of decisions on children and young people. These include:

- Development of a simple 'how to' guide for report writers covering all equality issues – this guide will clearly set out the importance of considering the impact of decisions on children and young people.
- New guidance to go alongside a new corporate report template, which clearly prompts report writers to “remember that Age includes children and young people, as well as older people.”
- Development of a new training package for report writers and decision makers, including a module and learning outcome around consideration of impact on protected characteristics including Age.

In all of the above, the importance of considering the impact on children and young people in a timely manner will also be stressed – making clear that by the time a report is being written and / or an impact assessment form being

	<p>completed, the decision maker / lead officer should already have considered the scope of potential impacts in detail, and planned this into their work.</p>
<p><b>Desired Outcome</b> That the voice of children and young people is strengthened linked to the Council's formation and examination/inspection of local planning documents</p> <p><b>Recommendation 4</b> That the Director of City Development and Director of Children and Families build upon existing cross-directorate working arrangements to explore how the voice of young people can be strengthened in terms of the future formation and examination/inspection of local planning documents</p>	<p>The Director of City Development and Director of Children and Families accept this recommendation.</p> <p>Ian Mackay and City Development are currently revising the Council's Statement of Community Involvement (SCI), a statutory document which sets out how we consult on planning applications and planning policy documents, including the support we provide for neighbourhood planning. Vicki Marsden (community voice and influence) and Hannah Lamplugh (citywide voice and influence) participated in the first session, alongside an engagement group made up of representatives from Children and Families, and a Year 12 student from Roundhay High School. The engagement group are helping to ensure that the statement is clear, simple and relevant. At a later stage (December 2019) the group will assist the Council draft of a new SCI through further consultation. Jasmine Franklin also ran a consultation session on SCI with the Leeds Youth Council on Saturday 19th October 2019.</p> <p>Additionally, the community youth ambassadors have begun to work with planning to establish child friendly developments. The ambassadors presented to developers their views on improvements for future developments ensuring they are child friendly and suitable for all residents e.g. seating for rest and socialising, wider footpaths, less cars to enable playing out safely etc.</p>
<p><b>Desired Outcome</b> That there is more targeted engagement opportunities for local youth groups and schools to share their views on relevant planning proposals within their areas.</p> <p><b>Recommendation 5</b> That the Director of City Development and</p>	<p>The Director of City Development and Director of Children and Families accept this recommendation.</p> <p>Revised Statement of Community Involvement SCI will include guidance on how to communicate and engage with children and young people from local youth groups and schools (and others) on consultations about planning proposals that may be of interest to young people in particular. This will be in the form of guidance for developers but also ensuring that officers reports make reference to how young people have been engaged/consulted.</p>

<p>Director of Children and Families explore opportunities for more targeted engagement with youth groups and schools linked to relevant planning proposals within their specific areas.</p>	<p>City Development are currently revising the Council's Statement of Community Involvement (SCI) which sets out how we will consult on planning applications and planning policy documents, as well as setting out the support we will provide for neighbourhood planning. The Council's Equality Hub has assisted with distribution of consultation material, a presentation on consultation and engagement was made to the Youth Forum 19 October 2019 and this presentation will be followed-up by other targeted events.</p> <p>The new Statement of Community Involvement (SCI) will have a section dedicated to children and young people. It will not set out requirements but the expectation that children and young people will be more engaged in the planning process generally and consulted on planning applications that may be of particular interest or relevance to them. The SCI will set out why engagement and consultation with children and young people is important, how this can be done effectively and will include examples of good practice to inspire.</p> <p>The Council has also prepared a planning protocol with developers, facilitated through the Chamber of Trade. Discussion will take place with the Developers Forum and the Chamber on how this can better reflect the needs of young people and children. This will also be about good practice and expectation, rather than setting requirements.</p>
<p><b>Desired Outcome</b> That broader measures of success and performance indicators linked to all children feeling safe from harm are developed and incorporated into future Children and Families performance reports.</p> <p><b>Recommendation 6</b> That the Director of Children and Families works with the Director of Communities and Environment to explore appropriate success measures and performance indicators to be</p>	<p>The Director of Children and Families and Director of Communities and Environment accept this recommendation.</p> <p>The My Health, My School survey is a pupil perception survey that asks children and young people (CYP) a range of questions under eight key themes. In last year's (2018/19) My Health, My School Survey had 21,954 responses from 190 schools in Leeds. This provides a vast and representative sample of the health and wellbeing of CYP in Leeds. Results are reported annually.</p>

incorporated into future performance reports linked to the CYPP outcome around all children and young people feeling safe from harm.

<b>Feel Safe / Very Safe</b>		Child Looked After		Non Child Looked After	
		Count	%	Count	%
At home	Primary School	53	98.1%	8,957	98.8%
	Secondary School	67	87.0%	7,832	98.2%
At school, not in lessons	Primary School	51	94.4%	8,373	92.3%
	Secondary School	61	79.2%	6,839	85.8%
Travelling to and from school	Primary School	46	85.2%	8,051	88.8%
	Secondary School	62	80.5%	6,794	85.2%

<b>Know where to go to get help or advice on...</b>		Child Looked After		Non Child Looked After	
		Count	%	Count	%
Drugs	Primary School	35	64.8%	6,683	73.7%
	Secondary School	47	61.0%	6,272	81.7%
Alcohol	Primary School	36	66.7%	6,706	73.9%
	Secondary School	51	66.2%	6,285	81.9%
Grooming (CSE)	Primary School	-	-	-	-
	Secondary School	44	57.1%	5,550	72.3%
Radicalisation	Primary School	-	-	-	-
	Secondary School	26	59.1%	2,768	68.24%

The Office of the Police and Crime Commissioner Your Views survey is sent out to a stratified sample of 111,000 households across West Yorkshire every year and the results are helping the OPCC, police and partners to better understand issues at a local level and bring about positive changes. Over 5,000 responses were received

from Leeds residents in 2018/19, however very few responses were from people aged under 24 years. Results are reported quarterly, the table below reflects 2018/19 in full.

Feel Safe / Very Safe		Count	%
Local Area	Aged under 15 yrs	5	71.4%
	Aged 16 – 24 yrs	62	66.7%

**Desired Outcome**

That existing processes are being maximised in terms of sharing key information to parents about existing parental advice and support.

**Recommendation 7**

That the Director of Children and Families explores opportunities to maximise the use of existing processes, such as the admissions process, as a way of disseminating key information to parents about existing parental advice and support services.

The Director of Children and Families accepts this recommendation.

Each of the 29 Little Owls nursery settings within Children’s Centre now have their own website (linked to the Family Information Service website) to disseminate information and advice to parents, and a social media roll out programme is underway developing a Facebook site for each Children’s Centre. In addition to the current CC offer around parental engagement, Children’s Centre family outreach teams are continuing to strengthen the integrated working with 0-19 Public Health Integrated Nursing Service colleagues by making use of the core contacts for the Healthy Child programme to disseminate information and advice to parents.

The Admissions Processes, as another example, are primarily facilitated online, which provides metadata on which pages are regularly visited by approx. 30,000 families involved in a school admission process throughout the year. Once the mapping of parenting advice and skills has been completed (Rec 8) these can be publicised on pages that are already regularly visited by families, with opportunities for targeted local information on particular ‘Find a School’ pages.

The Family Information Service website provides the facility to publicise all parenting advice and support services available throughout the city, and will be populated with the information collated as a result of Recommendation 8b as soon as this is available. This will be shared through our social media channels.

**Desired Outcome**

That there is a clear understanding of the Leeds offer in terms of parental engagement within schools and broader parental skills provision.

**Recommendation 8**

That the Director of Children and Families:

- a) seeks to gather information surrounding the parental engagement work undertaken by schools across the city;
- b) undertakes a mapping exercise of existing Parenting Skills provision across the city;
- c) utilises local intelligence and research to inform the development of a parental engagement strategy for the city.

The Director of Children and Families accepts this recommendation.

We have identified several examples of good practice including: Bracken Edge who have a great programme of parental workshops in place, Whingate who use stay and play to engage with parents and future pupils, Westgate who run effective and well attended parental workshops and Parklands who have influential and popular parent groups.

At Secondary level Leeds City Academy do excellent work with harder to reach families such as the GRT Community. They also do a huge amount around supporting parents (and students) with Visa applications/EU Settlement Scheme. Lawnswood school's EAL department do great work involving BAME parents in their provision.

There is ongoing work with parents whose children have long term medical conditions and may have many medical appointments/time away from school due to illness – this is follow up multi-agency work on two events: In Your Shoes and youth forum in Children's Hospital. The objective is to support schools and parents on issues raised by both on issues of attendance/ register coding/ in school support for young people and individual health plans - also updating documents on expectations for school and for parents. The School Attendance Toolkit has been updated with recommendations from this group.

Medical Needs Teaching Service continue to have positive reviews from parents and schools – bespoke support to young people and results at 16 are good.

Year of Reading work on parental engagement via schools, libraries and children's centres, including working with Adult Education providers. Currently at an early stage.

Special Educational Needs Statutory Assessment and Provision (SENSAP) engages parents at SILC coffee mornings and parent carer groups in the city. We are looking at rolling out drop in sessions to help support around any key issues

with the Education Health and Care Plan (EHCP) process.

Ongoing, parental engagement throughout the EHC needs planning process, including enabling families to participate in decision making as much as possible is a key aim.

#### Educational Psychology (EP) team

- All EP consultations/ drop ins – Accessible to parents with schools - feedback from parents in terms of how useful it is. Hugely positive response. Commitment to continue as core.
- EP team is responding to evidence from CYP about anxiety being a key issue for them. (Source: HOPE and MHMS survey) Future in Minds HOPE – coordinating evidence based responses and universal and targeted offer. EP Team developing further support around emotional based school refusal to support school response. Coordinating with Children and Adolescents Mental Health Service (CAMHS) to support universal offer.

Joint SENSAP, Special Educational Needs and Disabilities (SEND) support services, health and care – Designing quality assurance (QA) process for EHC around advice and practice– Sunshine and Smiles and EPIC are involved in the core group.

#### STARS (learning inclusion autism support team)

The drop in advice session is run once a month at Leeds Central Library. The STARS team are available for advice alongside the ABC Parent Support Group (parental group supporting autism), Special Educational Needs and Disabilities Information and Advice Service (SENDIAS), CAMHS and specialist health visitors. STARS and EP team involved in parent support groups regarding Autism Spectrum Condition (ASC) pathway – Pathfinders and Cygnet. Nearly 100% positive responses. This will be part of the considerations around the integrated autism pathway work with health.

EP team plan – response to feedback from SEND survey - Written into EP team plan.

The Voice and Influence SEND ballot 2018 identified the following priorities for parents and carers. The top priority (31%) is “all... learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning”. Families identified the following issues: training to increase awareness and understanding of staff, provision not meeting children’s needs, lack of information and communication with families and school priorities, policies and procedures not being inclusive. Priority 3 (13%) is “All children and young people have their basic rights met” ....including “the right to education” .

- Early Help training offer being increased for 2019-2020. Free training for schools on graduated approach being rolled out with SENCOs.
- 2019-2020 Key objective to increase opportunities of feedback from parents to inform service delivery. Indicator – variety of parental feedback sources to increase.

The Voice and Influence Team produced this guide for schools:

<https://familyinformation.leeds.gov.uk/professionals/setting-up-a-parent-council-in-leeds-primary-schools> which we have sent to all schools but needs following up

with a reminder to all schools. They also run an annual student voice/ parent voice training session for governors.

Supplementary schools have very strong links with parents/carers. Every year we engage parents in various activities and events.

Example 1, on 8th September 2018, Baltica School (a Russian school that runs at weekends) opened its door to all families including parents and siblings when they all took part in a range of ecological activities together to raise the awareness of "Saving the planet". Parents and children participated in various activities and games with staff and volunteers such as identifying what objects are good for the planet and planting in the garden and so on together not only to learn some

knowledge about the environment, but also build strong relationships between the school and families.

Example 2, on 13th July 2019, La Petite Ecole (a supplementary school that takes place on Saturdays for French speaking children) organised a Bastille Day Event where children and teachers celebrated their achievements and success with parents. Parents supported the event and learned the journey of their children's learning including various presentations and performances in both English and French.

Example 3, during the British Science Week 8th – 17th of March 2019, Learning Improvement worked closely with Baltica School, Hamara Supplementary School, Nuestra Escuela Leeds and Thai School and co-organised the following events for children and families: Science Fair on 9th of March 2019 at Hamara for children and parents in south Leeds, Space Odyssey on 16th of March 2019 at the Polish Centre for families in north Leeds and a Water themed event on 31st of March at Corpus Christi Catholic College for children and parents in East Leeds. All the events focused on promoting STEM subjects through family learning. Over 400 people including parents attended the events. Feedback was phenomenal.

Future actions: We will ensure best practice is widely shared, identify further best practice at secondary and post – 16, share DfE best practice guide with all schools.

Through the Early Help Board, a Parenting work stream has been established by the Voice & Influence Team as part of our engagement programme (2 meetings have taken place to date) to bring together partner expertise, knowledge and skills using a co-production approach to determine the current parenting support offer across the City, define the types of delivery, make recommendations to support the ambition for an evidence based parenting offer & develop a coherent 0-19 (25) parenting strategy. The work stream is accountable to, will report to & take feedback from the Early Help Board. There is a strong commitment to developing an engagement strategy.

	<p>Terms of Reference :</p> <ul style="list-style-type: none"> <li>• To work collectively to support evidence based practice and a consistent approach to parenting support.</li> <li>• To work collaboratively with members pro-actively taking on tasks and leading appropriate tasks and finish groups.</li> <li>• To ensure that parenting support adds value to existing approaches/services and forms part of our overall landscape of Early help support.</li> <li>• To work collectively using a solution focused approach to problem solve challenges and provide collective leadership to move things forward.</li> <li>• To play a co-ordinating role in ensuring connectivity between key strategic priorities and initiatives at a local and city level.</li> <li>• To ensure learning from the work stream helps inform the continued development of good practice amongst partners and wider stakeholders in supporting all families including those with additional needs.</li> <li>• To ensure a continued focus on improving outcomes for children and families and that any plans support our shared priorities.</li> <li>• A mapping exercise will be undertaken to establish the existing parenting skills across the city.</li> </ul>
<p><b>Desired Outcome</b> That the Council is actively encouraging and promoting good practice in relation to the role and function of school councils across the city.</p> <p><b>Recommendation 9</b> That the Director of Children and Families disseminates advice and good practice across all local schools in relation to the role and function of school councils.</p>	<p>The Director of Children and Families accepts this recommendation.</p> <p>Richard Cracknell (VIC Team) helps deliver the Health and Wellbeing Service’s annual effective school council training. He also delivers annual training to governors on pupil voice and parent voice.</p> <p>Quarterly e-bulletins developed by VIC Team and sent to all schools in Leeds often feature good practice examples from local school councils. We will continue to include good practice examples in future e-bulletins.</p> <p>Additionally, HWS support annual effective school council training for schools for which they provide a checklist for them to assess how effective their current</p>

	<p>school council provision.</p> <p>Going forward, this document will ideally form the basis of a One Minute Guide (OMG) for schools and HWS could identify some good practice to share.</p> <p>Similarly, with the support of local Leeds primary schools, HWS are currently developing an Effective School Council Toolkit resource based on the annual training and something that they will make available (at a cost) to Leeds schools in order that they are able to access guidance at any time.</p>
<p><b>Desired Outcome</b> That children and young people have access to good quality information and advice on relationships.</p> <p><b>Recommendation 10</b> That the Director of Children and Families and Director of Public Health work together to ensure children and young people have access to good quality information and advice on relationships and that good practice from schools in Leeds is captured and disseminated.</p>	<p>The Director of Children and Families and Director of Public Health accept this recommendation.</p> <p>The “You, Me, PSHE” scheme of work has been mapped against the new statutory guidance for relationships education and health education. This will be shared during a workshop and carousel at the Relationship Education/Relationship and Sex Education Subject Leader Day. This day took place on the 8th November 2019. It was the first of the three Subject Leader days which the Health &amp; Wellbeing Service are running this academic year, the other two are being held on 28th April 2020 and 9th July 2020. The day will include keynotes from DfE, Stonewall Education and NSPCC.</p> <p>A document which maps resources alongside the new statutory secondary RSE guidance is being created for the RE/RSE PSHE subject leader day.</p> <p>There is an updated and refreshed School Health Check in line with statutory guidance (September 2020) and new September 2019 Ofsted framework.</p> <p>The RSE Template policy has also been updated.</p>

There will be a workshop at the RE/RSE PSHE subject leader day including:

- Good practice shared and disseminated – case studies in celebration event (July 2019).
- MindMate Champion/Healthy Schools Health Champion case studies linked to relationships
- Carousel sharing good practice at subject leader day, school staff presenting at subject leader day and running workshops & case studies during training courses.

The school wellbeing website is updated monthly and promoted to schools with new resources and key information.

Information and advice on relationships education is a key part of school support visits, offered through area consultants. Good practice is shared at these meetings too.

The RSE Conference in July 2019 was attended by 140 delegates and the Frequently Asked Questions document was shared to all schools to support parents with questions around the new statutory guidance on RE/RSE.

The Support and Prevention team offer direct delivery sessions on relationships to both primary and secondary schools (see below) which signpost children and young people to relevant support services including Chat Health, Kooth and Teen Connect.

#### Primary – Positive Relationships

This one hour session uses activities adapted from a range of quality resources and explores what a positive relationship is and the issue of unacceptable behaviour within relationships. By the end of this session pupils will be able to:

- identify positive qualities within a relationship
- recognise acceptable unacceptable behaviours
- understand who they can go to for help
- understand the importance of not keeping secrets

	<p>Secondary – Healthy Relationships</p> <p>This one hour session uses a range of resources to explore healthy and ‘unhealthy’ relationship and enables young people to gain an understanding of behaviours which are controlling and abusive.</p> <p>Additionally, Best start work: Practitioners share information and support parents to build warm responsive relationships with their babies including via the Health Visitor contacts, promotion of breast feeding and responsive bottle feeding , antenatal education and parenting groups including Understanding Your baby programme, and HENRY groups delivered at children centres . This enables the necessary brain development which forms the foundation for the individual to be emotionally resilient and have the capacity to form positive relationships in later life.</p>
<p><b>Desired Outcome</b></p> <p>That Scrutiny is informed of the findings arising from the evaluation of the MindMate Champion programme and MindMate lessons.</p> <p><b>Recommendation 11</b></p> <p>That the Director of Children and Families ensures that the outcome of the evaluation of the MindMate Champion programme and MindMate lessons by Healthwatch and MindMate Ambassadors is brought to Scrutiny for consideration.</p>	<p>The Director of Children and Families accepts this recommendation.</p> <p>The findings are presented in the following report:  <a href="https://healthwatchleeds.co.uk/wp-content/uploads/2019/01/MindMate-Champions-report.pdf">https://healthwatchleeds.co.uk/wp-content/uploads/2019/01/MindMate-Champions-report.pdf</a></p> <p>The lessons have been mapped against the new statutory guidance for relationships and sex education and health education and this will be included in the updated curriculum map, along with the You, Me PSHE scheme of work.</p> <p>A review of the content of the lessons will be undertaken to ensure all the links are up to date and working with any updates added since they were written by April 2020. A date to report to Scrutiny to be agreed.</p> <p>There will be continued promotion of the different services within the MindMate brand through our work with schools including through consultant visits, emails and training.</p>

The service supported the Make Your Mark mental health priority with the Youth Council by running a workshop on 12th January 2019 on the different SEMH work across the city and how to run a successful mental health campaign. The service also worked with Richard Cracknell in the planning stages of the campaign to provide guidance and support.

All marketing materials from the CCG have been disseminated out to schools, some kept aside for our 20th anniversary celebration event in June 2020.

The MindMate website and Single Point of Access (SPA) pathway is advertised in all relevant training sessions run by the Health & Wellbeing Service across the academic year and will be continued to promote MindMate's different services through our SEMH subject leader days - they feature in every SEMH subject leader day resource pack.

MindMate Lessons and the PSHE Scheme of work were analysed to ensure that between them, all of the updates in the new statutory guidance are covered by either group of lesson plans.

Consultants also contacted schools individually and offered a 90 minute support visit which they were entitled to as MindMate registered settings.

A MindMate Champion guidance document has been created ready to be emailed out to all schools.

There are plans to use existing MindMate Champions submissions as case studies, with permission from the schools, which have been included in the guidance document and will be promoted through various websites.

Present MindMate Champions case studies were shared at an annual Health and Wellbeing Service annual Celebration event to share good practice with other schools and engage schools to become MindMate Champions themselves.

<p><b>Desired Outcome</b> That Scrutiny is being actively informed and engaged in ongoing work linked to improving public transport for young people.</p> <p><b>Recommendation 12</b> That the Director of Children and Families ensures that a detailed update on the work undertaken by the directorate, in conjunction with other key partners, in relation to improving public transport for young people is brought to the relevant Scrutiny Board on an annual basis.</p>	<p>The Director of Children and Families accepts this recommendation.</p> <p>A ‘mystery shopper’ survey by young people is now underway, through an app on smart phones which can be completed in real time during public transport journeys. This was recently launched and we will have data in the near future. Members of the Youth Council are meeting with senior executives from the main bus operators in Leeds on 27th November to feedback and agree next steps.</p>
<p><b>Desired Outcome</b> That the membership and action plan of the Play Partnership is shared with Scrutiny linked to the delivery of the Leeds Commitment to Children’s Play.</p> <p><b>Recommendation 13</b> That the Director of Children and Families reports back to Scrutiny with membership details of the new Play Partnership as well as details of the Partnership’s action plan to deliver the Leeds Commitment to Children’s Play.</p>	<p>The Director of Children and Families accepts this recommendation.</p> <p>Initial “Partners in Play” meetings have taken place that included representatives from a range of LCC teams and some VCFS organisations. To expand the memberships and increase the range of partners from outside of LCC an event has recently taken place to secure the commitment from a wider audience. The event included workshops on the 3 outcomes and the information gathered from these will inform the action plan. A follow up meeting will take place at the end of the year to finalise the action plan, formalise the partnership and agree reporting deadlines to Children and Families Trust Board and Scrutiny.</p>