

Public Document Pack



Nottingham
City Council

Nottingham City Council Children's Partnership Board

Date: Tuesday, 5 January 2021

Time: 4.00 pm

Place: To be held remotely via Zoom - <https://www.youtube.com/user/NottCityCouncil>

Councillors and Board Members are requested to attend the above meeting to transact the following business

A handwritten signature in black ink, appearing to read "M. W. P. Lawrence".

Director for Legal and Governance

Constitutional Services Officer: Catherine Ziane-Pryor **Direct Dial:** 0115 8764298

Agenda	<u>Pages</u>
1 Apologies for Absence	
2 Declarations of Interest	
3 Minutes Of the meeting held on 23 September 2020 (for confirmation)	3 - 14
4 Membership Update To note that: Michelle Strong (Bulwell Academy) replaces Derek Hobbs as Secondary Head Teacher representative; Karla Banfield has replaced Chris Wallbanks on the Board as a representative of Commissioning and Procurement;	
5 Draft Nottingham City Children and Young People's Plan 2021-2023 for Consultation Presented by Sophie Russell, Head of Children's Strategy and Improvement	15 - 22
6 Core Development Standard Progress & Updates Presented by Elaine Mitchell, Integrated Workforce Manager, and James Lovett, Integrated Workforce Development Specialist	23 - 36

- 7 CYPP Priority: Safeguarding and Supporting Children and Families**
to include:
- Update on Children’s Improvement Programme
 - Update on Priority Families
 - Update on Young Carers
- 8 Partner Updates**
- a Nottinghamshire Police**
Superintendent Matt Healey of Nottinghamshire Police to provide a verbal update
- b Any other Partner updates**
The opportunity for partners to briefly update the Partnership on any headline updates
- 9 Key Messages and Items for Information**
- 10 Forward Plan and Suggestions for future agenda items** 37 - 38
Partners are invited to suggest potential topics for future agenda items

If you need any advice on declaring an interest in any item on the agenda, please contact the constitutional services officer shown above, if possible before the day of the meeting

Citizens are advised that this meeting may be recorded by members of the public. Any recording or reporting on this meeting should take place in accordance with the council’s policy on recording and reporting on public meetings, which is available at www.nottinghamcity.gov.uk. Individuals intending to record the meeting are asked to notify the governance officer shown above in advance.



NOTTINGHAM CITY COUNCIL CHILDREN'S PARTNERSHIP BOARD

**MINUTES of the meeting held at Remote - To be held remotely via Zoom -
<https://www.youtube.com/user/NottCityCouncil> on 29 September 2020 from 4.05 pm -
6.07 pm**

✓	Councillor Cheryl Barnard (Joint Chair)	Portfolio Holder for Children and Young People, Nottingham City Council
✓	Councillor David Mellen (Joint Chair)	Portfolio Holder for Education and Skills, Nottingham City Council
✓	Helen Blackman	Director of Children's Integrated Services, Nottingham City Council
	Nichola Bramhall	NHS Nottingham Clinical Commissioning Group representative
	Peter Bramhall	The Futures Group representative
✓	Nicky Bridges	Primary Schools' representative
	Julie Burton	National Probation Service Nottinghamshire representative
	Zoe Butler	Further Education representative
✓	Karla Capstick	Small Steps Big Changes representative
✓	Helene Denness	Public Health representative, Nottingham City Council
✓	Partick Fielding	Nottingham Schools Trust and Virtual School representative
	Sue Fielding	Department for Work and Pensions representative
	Mathew Healey	Nottinghamshire Police representative
	Derek Hobbs	Secondary Schools' representative
✓	Nick Lee	Director of Education, Nottingham City Council
	Scott Mason	Primary Schools' representative
	Stephen McLaren	Voluntary Sector representative
	Claire Perry	Voluntary Sector representative
✓	Jon Rea	Engagement and Participation Lead Officer, Nottingham City Council
		Representatives for Young People (Youth Cabinet)
✓	Sophie Russell	Head of Children's Strategy and Improvement, Nottingham City Council
✓	Cheryl Steele	Special Schools' representative
✓	Tracy Tyrell	Nottingham CityCare Partnership representative
✓	Catherine Underwood	Corporate Director for People, Nottingham City Council
	Chris Wallbanks	Head of Commissioning, Nottingham City Council
✓	Maria Ward	School Governor Representative

✓ Indicates present at meeting

Colleagues, partners and others in attendance:

John Matravers - Nottingham City Safeguarding Children's Partnership
Catherine Ziane-Pryor - Governance Officer

1 APOLOGIES FOR ABSENCE

Tim Brown (DWP)

2 DECLARATIONS OF INTEREST

None.

3 MINUTES

The minutes of the meeting held on 18 December 2019 were confirmed as a true record and will be signed by the Chair.

**4 NOTTINGHAM CITY SAFEGUARDING CHILDREN'S PARTNERSHIP
DRAFT ANNUAL REPORT 2019/20**

John Matravers, Safeguarding Lead, Nottingham City Safeguarding Children's Partnership, presented the draft annual report for 2019/20 and delivered a presentation which is circulated with the initial issue of the minutes.

The following points were highlighted:

- a) the Safeguarding Children's Partnership replaces the Safeguarding Children's Board and is now a tripartite arrangement between the Local Authority, the Clinical commissioning Group (CCG) and the Police, with each organisation taking turns as the Chair and Lead Body;
- b) the 3 agreed priorities of the Partnership are:
 - i. children and young people are safe from harm inside their home, outside their home, and online;
 - ii. children and young people have access to the right help at the right time;
 - iii. to ensure there is effective partnership working to improve safeguarding outcomes for children, young people and their families;
- c) the statutory responsibilities are summarised in the presentation, including the Practice Review Subgroup;
- d) there is a duty for the Local Partnership to notify the National Review Panel where a child may have suffered significant harm where multi-agency working has been present. The Local Partnership then has 15 days to undertake a rapid review and

report its findings. Every rapid review to date has been submitted within the statutory time frame (unlike some other Authorities) and all findings and recommendations made by the Local Partnership have been agreed by the National Board; It is vital to identify where things have gone wrong, learn and respond to address gaps and where process and communications can be stronger. The presentation summarises some of the learning resulting from rapid reviews;

- e) the Nottingham City Partnership's rapid review of Sudden or Unexpected Death in Infancy (SUDI) has been highlighted by the National Partnership as providing effective evidence, and implementing proactive preventative responses in line with the new requirements;
- f) Safeguarding sessions were held during the 'Every Colleague Matters' week annual event;
- g) NSPCC undertook the Harmful Sexual Behaviour Audit as an independent body, the findings of which were reported to the Partnership, a summary of which is listed in the presentation;
- h) an Ofsted focused visit was undertaken in February 2020 and 2 priority actions issued as a result:
 - i. address the systematic failures in social work practice;
 - ii. Stabilisation of the workforce and address the significant shortfall in capacity.

Questions from attendees were responded to as follows:

- i) the annual report is 95% complete and the final version is expected to be issued by the end of next week;
- j) with regard to the strength of the Partnership, to date, all partners have shown commitment and maintained good attendance. The Police are next to Chair the Partnership and take the role of Lead Partner. Although there may initially have been concerns regarding staff movement within the CCG, Rosa Waddingham appears to be embedded in the post.

Resolved to note the Nottingham City Safeguarding Children's Partnership draft annual report 2019/20 and note the thanks of the Chair to John Matravers for his attendance and presentation.

5 CHILDREN AND YOUNG PEOPLE'S PLAN (CYPP) UPDATE

Sophie Russel, Head of Children Strategy and Improvement, provided a verbal update on the progress in refreshing the Children and Young People's Plan, which included the following points:

- a) earlier in the year there had been keen engagement by young people and partners in reviewing the plan and what it should look like in future, but with COVID-19, the world is a very different place now so further changes may be proposed;
- b) there is support for the key themes to remain as health, education, and safety;

- c) young people see schools as a key partners and suggested that schools could take a stronger role in promoting health and healthy eating, including role modelling for keeping fit and well;
- d) young people's context in their community was raised, with a desire to have better opportunities within the voluntary sector, better inclusion, particularly for those with learning disabilities;
- e) young people discussed transport within the City and general infrastructure including how it related to community connectivity, so this will be taken into account;
- f) the aim is to streamline the current format of the plan and put the voice of children at the heart of the plan;
- g) the Corporate Director for People, Catherine Underwood, will work with colleagues to look at how the final CYPP will inform and guide the work of the Children's Partnership Board;
- h) as priorities in young people's lives have changed recently, further consultation is needed, will take place and the findings be combined with the input of partners and reported to the a future meeting.

Resolved to note the update.

6 PARTICIPATION STRATEGY

Jon Rea, Engagement and Participation Lead, presented the scope for the Children and Young People's Participation Strategy and delivered an update presentation on the Youth Cabinet, which is circulated with the initial publication of the minutes and highlighted following points:

- a) the 2021-2025 Participation Strategy is currently undergoing a refresh by the Children and Families at the Heart Improvement Board and will be submitted to a future meeting seeking approval;
- b) with the impact of Covid-19, Council convened meetings of the Youth Cabinet's Participation Group are scheduled virtually on a term by term basis;
- c) Nottingham City has been appointed to Chair of the East Midlands Regional Participation Leads Group (EMRPLG) for 2020-22, and will also champion at the East Midlands DCS regional group, contributing to the Regional Improvement Plan and providing a voice for young people in establishing best practice;
- d) membership of the group includes a diverse range of young people from schools, universities and colleges, including apprenticeship -based courses, considering the broad base of subjects including consultation on the City Council's interim budgets, employability hubs, and support for Child Friendly Nottingham;

- e) participation and interest in the Primary Parliament has increased significantly during lockdown whilst meetings are being held virtually, with the participation of nine schools and approximately 200 young people participated;
- f) a day-long Internet TV event co-ordinated with partners on RSE day with compelling Internet contents from partners, councillors and guest speakers throughout the day generated 2,300 website visits and 46,000 twitter impressions, which resulted in the site being 23rd in the UK trending chart;
- g) further projects have emerged from this including #28for28 carbon neutral plan by 2028, and ChalleNGe partnership are planning a month-long programme of Health & Wellbeing activities in November, featuring activities for schools, families and the community;
- h) further details of past and future virtual activity, including contributing to City Council and partner consultations such as the Broadmarsh development opportunity, are listed in the presentation;
- i) anyone wishing to attend or observe the Youth Cabinet meeting scheduled for Wednesday 28th of October 2020 should access via the platform;
- j) the next scheduled engagement platform is the festival of science and curiosity from the 10th to the 18th February 2021 to raise learning aspirations with engagement activities, stimulating content, and workshops. A live Internet TV programme will be streamed live from Wollaton Hall at 5pm every day focusing on ecology and natural history.

Members of the committee welcomed the quality and quantity of the work undertaken and planned, and the particularly gathering of views from young people which are helping to shape the future of Nottingham.

Resolved to note the report and presentation.

7 ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN NOTTINGHAM

Nick Lee, Director of Education Services, presented the report which informs the Partnership of the attainment of children and young people from Early Years to Key Stage 4 during 2018/19. John Dexter, Director of Education, also provided a brief update on how the Department for Education (DfE) proposed to assess pupil achievement and school performance this year, due to the disruption caused by Covid-19.

The report provides data reflecting the percentage change in achievement against last year's data, the English average, and the ranking of Nottingham Nationally.

The following points were highlighted:

Early Years (Aged 4/5)

- a) this was the first time that there has been a dip in performance (of 0.7%), since 2013 even with a renewed focus on outcomes, although there was also a national drop in performance;
- b) the gender gap has widened with girls out performing boys;

- c) the Early Years Team worked specifically with schools and providers with attainment drops of 10% or more to investigate the reasons for the dip in performance and identified issues that have contributed to the dip. Issues identified included no or little speech and language skills on school entry and increase in social/behavioural/emotional issues, an increase in children with complex needs, and children still in nappies. There will be work to try and address these issues where possible but it is believed the reduction in child care hours has had a negative impact on many families and children;
- d) there have been small positive gains, up by 1% overall and the reading gap reduced by 20%;

Key Stage 2

- e) Nottingham pupils are now achieving the national average for maths and are only 1% below the national average for reading writing grammar and spelling;
- f) the gains have been impressive and pleasing, with the city is now placed within the top quintile;

Key Stage 4

- g) with regard to 'Attainment 8' (8 qualifications) children's attainment increased by 1.2 points, which raised Nottingham's ranking from 145 out of 151 to 137;
- h) achieving grades 4 and above in English and maths GCSE showed a decrease of 1.7% to 52.7%, with the national average at 64.6%;
- i) there is still an overall a positive story of progress in primary schools and those outcomes are reflected in the achievements at secondary school;
- j) there is concern that achievement could be improved for English and Maths GCSE where achievements here improve post-16 outcomes in learning or apprenticeships.

Attainment Assessments for 2020

- k) John Dexter informed the Partnership that with regard to assessments of next year's pupil achievement, the DfE had issued a statement indicating that whilst grades were issued to students in 2020, these qualifications will not be used to judge establishments' performance and the DfE will not hold schools or colleges to account for those grades. These 2020 grades will not be shared or published and the previous year's grades should be applied in assessments of establishments;
- l) the summer was a challenging period following the issues with the initial A-level results, which were mostly resolved when the Government did a U-turn and assessed on centre assessed grades. Local higher education establishments, including the 2 local Universities were very supportive of students, although this was not the case in other parts of the country;
- m) Nationally, some of the Education Trusts were unsure of the outcomes and are not willing to share their results so it is difficult to collate the overall achievement for Nottingham in 2020 but with the information available, there appears to be an increase in

achievement but it is not possible to compare this data with national figures and determine if this was a national trend.

Responses to questions and comments from Partners included:

- n) it is disappointing that the achievements for Early Years is falling back, particularly given the investment of additional resources such as Dolly Parton's Imagination Library, but detailed examination has shown that children are entering Early Years services with more significant challenges with additional and complex needs. It's not clear at this time if this is a national trend which is reflected with the broader population;
- o) as some of the schemes aimed at very young children and their families, such as SSBC are still in the early stages and so their beneficial impact will not yet be apparent;
- p) Dolly Parton's Imagination Library has had an impact, particularly on the quality of reading;
- q) some early years schemes are currently only operating as pilots in the Bulwell and Aspley wards but are achieving good outcomes which will become more apparent once the schemes are rolled out across the City;
- r) 'Early Words Together' has shown low scale progress but its rollout will have been paused due to covid-19 but providers are hopeful for the future.

Resolved to note the attainment of children and young people and consider how partnership activities can support early years settings and schools to support the improvement attainment of children and young people in Nottingham.

8 EXCLUSIONS AND MANAGED MOVES UPDATE

Peter McConnochie, Head of Access to Learning, provided an update on progress to reduce permanent exclusions. The presentation, which provides detailed information on exclusion data (including by school, age, reason and gender) is to be circulated with the initial publication of the minutes.

The following points were highlighted:

- a) It is well recognised that there are far less positive outcomes for young people if excluded from school, so there has been specific work to address exclusions so they are avoided whenever possible;
- b) whilst nationally there has been a decrease in the number of fixed term exclusions at 5.36%, in Nottingham, there has been an increase to 8.07%;
- c) the majority of exclusions are due to persistent disruptive behaviour, and 40% of all exclusions for pupils who have previously been excluded;
- d) nationally, more exclusions take place for year 9 pupils than other years, but in Nottingham exclusion rates remain high in years 8, 9 and 10, but with low numbers of SCP children excluded. The majority of exclusions by far are of white British pupils;

- e) there have been concerns regarding how data is recorded, with discrepancies both locally and nationally, but there is work to standardise recording methods;
- f) Nottingham data shows an above average exclusion rate compared to neighbouring and comparative authorities, being double the national average since 2015/16, but reducing exclusions at least to the national average remains a key focus;
- g) during the past three years there have been far fewer exclusions, with 30% of the total being of from primary school and 70% from secondary schools;
- h) 13 of the 18 secondary schools which have adopted the 'inclusion model' are committed to reducing the level of exclusions and this is working positively;
- i) alternatives to exclusion are promoted, but the majority of secondary schools within the city are academies, so influence is limited. However, the increased use of managed moves is working well and has helped to avoid permanent exclusions, although with fewer school places available within the city, this will become harder to facilitate;
- j) escalation tracking and the graduated responses prior to exclusion are monitored which provides an element of pressure on and scrutiny of the school pressure, but also provides an opportunity to offer support to schools, children and their families to try and prevent permanent exclusion where capacity is available;
- k) not all schools signed up to the 'inclusion model' yet, but uptake is growing and offer of financial and support package is attractive to many schools. Five secondary academies within the same educational trust are yet to commit to the model, but work continues to encourage engagement and overcome perceived barriers;
- l) partners, including health and the criminal justice system, recognise the value of avoiding exclusion where possible, and support this work.

Questions from partners were responded to as follows:

- m) the permanent exclusion rates of Bulwell Academy have been high over a long period, but up to now there have been several different head teachers with differing approaches. Colleagues have continued to work with this Academy (and the other 4 secondary academies which have not adopted the inclusion model and sit within a multi-Academy trust), which operates nationally, to encourage engagement in the inclusion model, and whilst not yet committed, the Bulwell Academy leadership have established additional help for children at risk of exclusion. The Academy is engaging with the escalation tracking scheme and other positive work is taking place;
- n) overall, the revised Inclusion Model is becoming more attractive to schools and believed to be more manageable, but has temporarily been put on hold due to corona virus, but will be revisited.

Comments from partners included:

- o) congratulations on achieving signing up to the inclusion model by 13 schools. The amount and level of hard work to achieve this is acknowledged;

- p) it is vital to young people that permanent exclusion is avoided wherever possible, due to the negative impacts it has on the post 16 years opportunities, the knock-on effect for society;
- q) the evidence that some city schools of turned around their very high exclusion levels, such as former school, could be used as examples for those schools who are yet to commit to the conclusion model;
- r) it is very difficult to understand how some schools, within the first three weeks of term, have already excluded seven children, particularly if all the escalation processes have been followed. It is a concern that there may be a lack of understanding of the impact permanent exclusion has on a child's future life chances;
- s) for future presentations of exclusion information, it is imperative that data from all city schools is included as currently, those schools which have not excluded pupils not currently listed, but need to be acknowledged;
- t) to encourage the academies which are yet to commit to the inclusion model, it may be useful to gather evidence based information on how permanent exclusions impact on young people post 16 years, such as their training and/or education, or lack of it, and including involvement with the criminal justice system;
- u) for non-academy schools it may be beneficial to specifically highlight the impact of, and alternatives to exclusion with school governors;
- v) information is provided regarding permanent exclusion rates of children with SEN and disabilities, but further detail of underlying vulnerabilities would be beneficial to inform and support exclusion prevention work;
- w) further information on excluded pupil diversity would be helpful;
- x) a future agenda item could examine the destinations for young people who are not of statutory school age and their engagement as they make the way from secondary school to college, what it means for them at the moment and their experiences, possibly inviting Futures and Nottingham college.

Resolved to note the presentation and suggestions of Partners.

9 NOTTINGHAM SCHOOLS TRUST - OVERVIEW AND COVID -19 IMPACT

Patrick Fielding, joint chief executive officer for Nottingham schools trust, presented the report which provides a background to how the trust was established, the aims of the trust, administration, core offer, accountability and pupil outcomes.

The following points were highlighted:

- a) the trust was established in 2017, alongside the local authority and has 36 members including grant and maintained and 4 special schools, and was launched by guarantee and is based at the Walter Halls School site;

- b) the trust's is accountable to the Board of Directors, which consists of strong and challenging Board of people from a variety of backgrounds, including Councillor Cate Woodward, and receive regular updates from the trust;
- c) finances of the trust are scrutinised annually and was subject to an audit last year which provided 2 recommendations issues for areas of improvement;
- d) there are 8 consultant school improvement advisors who undertake a minimum of five days a year challenge to provide improvement support each school, but this time can be extended if necessary as it's important that advisers get to know the schools very well, can be critical and are able to provide detailed report back to the directors throughout the year;
- e) schools are able to access additional finance and human resources support from the trust where necessary;
- f) some schools have expert staff which, on occasions have been accessible to the trust to draw on their expert knowledge to support other schools within the Trust. With between 4,000 and 5,000 teachers working within the trust, it has been invaluable that so many are willing to share their experience and even move between trust schools to assist with improvements;
- g) seven performance indicators have been agreed by the Portfolio holder and encourage a culture of self critically evaluate;
- h) it is recognised that there are still gaps between trust schools, and this includes the performance gap, but work is ongoing to address this. Outcomes are known to be better if children are in and stay consistently in our schools for r the long-term from early years to Key Stage 4;
- i) report work programme formally to John and Nick and educational specialists on a termly basis but weekly updates are

151 LAs in Country, pretended NST was 152 and compared national stats with those of NST , results on progress were as r=follows
Reading 10th in country
Writing 15th
Maths 8th.

Action taken since the Covid-19 lockdown in March, and the plans for future;

- j) this has only worked as schools and officers have forged a strong collective to provide resources to help pupils through current circumstances;
- k) communications are regular to ensure all parties are fully informed have the right information to ensure that students and their families are in the best possible position during this pandemic. 'Covid 19 tool kit' on website which schools can draw down from. Pandemic has brought partners closer together to work for the best interest for pupils;
- l) as a result of concerns of increased domestic violence and a rise in child neglect at home, the City Council ensured that a named officer is accessible by all schools

including Trust schools, and connects weekly with each head teacher to ensure provide help, track, monitor and support the most vulnerable pupils and ensure safeguarding is robust, particularly during these difficult times;

- m) 21 twilight/ subject network meetings have been provided per term with accredited providers leading on topics from phonics, inclusion, SEN, either with national experts or accredited providers drawn on from staff within trust where possible to deliver sessions.

Members of the Partnership commented:

- n) the online information provided by schools and the guidance to access to resources has been valuable and very helpful.
- o) it has been a privilege to work so closely with other heads and partner organisations during Covid-19 and it would be of great mutual benefit if this relationship were to continue;
- p) there has been interesting dynamics across the city during covid and we should be very proud of how everyone involved and strived to deliver as best as possible.

10 KEY MESSAGES AND ITEMS FOR INFORMATION

None at this time.

11 CHILDREN'S PARTNERSHIP BOARD FORWARD PLAN AND SUGGESTIONS FOR FUTURE AGENDA ITEMS

Resolved to note

- 1) the topics scheduled for the 5 January 2021 meeting;**
- 2) the subjects suggested for future meetings as follows:**
 - i. Employment and skills – Futures;**
 - ii. Update on the work towards the Unicef Bid for a 'Child Friendly City';**
 - iii. The work of the Violence Reduction Unit.**

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Nottingham City Children and Young People's Plan

2021-2023

DRAFT ONE - FOR CONSULTATION

As Chair of the Children's Partnership Board, I am proud to say that our Children's Partnership remains strong and committed to improving the lives of Nottingham's children, young people and families.

I am delighted to present this refreshed plan, which is written to reflect the views of Nottingham's children, young people, families and communities.

Whilst our vision, values and priorities remain similar to those in our last plan, we've used 2020 as an opportunity to stop, reflect and engage with children and young people. Developing this plan in the context of a global pandemic and thinking about other societal changes, like the growth of the Black Lives Matter movement, has made us think about where we want to focus our energies as a partnership.

We remain ambitious for children and young people in Nottingham City. We will continue to act in the best interests of all children, particularly for those who are vulnerable or who may be more isolated, including children with special educational needs and disabilities, young carers or those who need help and protection.

This plan sets out how we will work together over the next two years to make a difference for children, young people and families. We know that reductions to public sector spending and increased demands on all partners are likely to make this a challenging time for us all. This makes it more important than ever that partners come together to keep children and young people at the heart of all that we do.

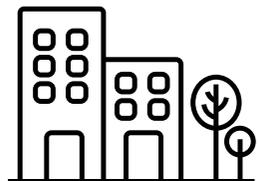


Councillor Cheryl Barnard,
Portfolio Holder for
Children and Young People and
Joint Chair of the
Children's Partnership Board

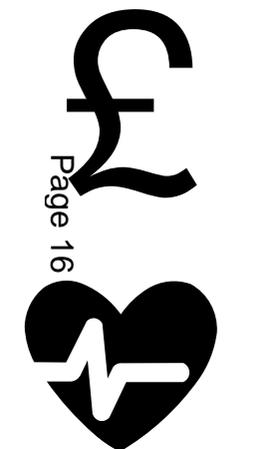




Nottingham has circa 333,000 residents, with over 69,000 children (under 18)



There are 46,869 pupils in Nottingham schools. 16% of the school age population have special educational needs or disabilities.



58.5% of children live in families where no adults work or where those who are in work earn an income low enough to receive tax credits.

Three of 10 of the City's areas (LSOAs) are in the worst 10% nationally for health deprivation and disability. Just under 2/3rds are in the worst 20%.

Views of children and young people:

We've taken every opportunity to engage with children and young people and get their views, including an engagement session between representatives of the Youth Cabinet and members of Children's Partnership Board in January 2020 and a Youth Leadership Conference in November 2020.

Young people have told us about the things that they are proud of about Nottingham:

Nottingham is a tolerant city, that values diversity.

There are lots of opportunities to access entertainment, arts and culture.

Public transport is affordable, provides good coverage and is safe.

They've also told us about what they'd like to see more of:

Safe places for children and young people to go.

Opportunities to get involved and participate, developing wider life skills.

Pathways for young people into vocational provision, apprenticeships, college or work.

Work to tackle inequality and discrimination, including development of a more inclusive, decolonised curriculum

Support to meet emotional and mental health needs.

Use of digital and tech-enabled methods of communicating with, and supporting, young people

Our Vision:

A city where every child can enjoy their childhood in a warm and supportive environment, free from poverty and safe from harm; a city where every child grows up to achieve their full potential.

Our Values:

- 1) Children and young people are at the heart of all that we do.
- 2) We will listen to, and act on, the views of children, young people and communities.
- 3) We will work to ensure that children, young people and families can access the right help at the right time.
- 4) We will work to build strong relationships with children, young people and families, based on trust and respect.

Page 17

Children, young people and families in Nottingham will be:

**Happy and
Healthy**

**Safe and
Supported**

**Learning and
Achieving**

**Heard and
Included**

Happy and Healthy:

From pregnancy and throughout the life course babies, children, young people and families will be healthier, more emotionally resilient and better able to make decisions about their health and wellbeing.

Giving children the best start in life is key. Improving maternal health and ensuring parents can access good antenatal and midwifery care is vital to this. Helping families to develop positive habits early in a child's life will help to keep them safe and help to form good attachments.

Ensuring that children's physical health needs are met will help to address known challenges for Nottingham's children, including childhood obesity and poor dental health.

Good mental and emotional wellbeing underpins so much of our lives. We will work to ensure that children, young people, parents and carers are able to access the support they need to meet their mental health needs.

Parental misuse of drugs and alcohol can shape children's experiences of family life and when children misuse substances the impact can be life-long and life-changing.

Happy and Healthy Priorities



Improving the health and wellbeing of parents and babies

**Improving the mental and emotional wellbeing of children,
young people and families**

Improving the physical health of children and young people

**Reducing the impact of substance misuse on children and
young people**

Safe and Supported:

Children, young people and families will benefit from early and effective help and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.

Children and young people need strong families and wider networks of support to help them to thrive. Helping parents to develop good parenting skills and focussing on building healthy relationships within families will help to create safe and secure home environments.

Nottingham has a long history as an early intervention city and we remain committed to making a difference for children at the earliest opportunity to stop needs escalating. There are clear opportunities and challenges for early help services across the partnership so developing a clear vision and strategy for early help and intervention is a priority for the Children's Partnership Board moving forwards.

In 2018, we established the City's Serious Youth Violence and Exploitation Programme. This was in response to the tragic deaths of a number of young people in the City and an increasing awareness of child criminal exploitation and a growth in weapon-enabled crime. We will continue to prioritise work to tackle youth violence and exploitation.

Safe and Supported Priorities:

Helping parents and promoting healthy relationships

Intervening early to prevent needs escalating

Tackling Youth Violence and Exploitation

**Promoting whole family approaches that tackle the causes,
not the symptoms**



Learning and Achieving:

All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.

Ensuring that children have access to early learning opportunities is a priority for the City. This will help them to develop speech and language skills, reach developmental milestones and get them ready for learning at school.

At the moment, this does not always happen and some children start school without the skills they need to achieve in line with their peers. This is why a focus on progress, as well as a drive to improve the attainment of children, is critical in Nottingham.

For children to learn and achieve, they need to attend school regularly. Reducing persistent absence and exclusion from school have been long-standing priorities for the partnership and will remain so.

Children and young people have said that they want to be able to access a broad and balanced curriculum, as well as vocational learning opportunities.

Learning and Achieving Priorities



Ensuring that children are ready for school

Ensuring all children make good progress and improving attainment and achievement

Improving attendance at school and reducing exclusions

Ensuring children and young people have access to a range of good quality educational opportunities to meet their needs

Heard and Included:

Ensuring that children, young people, families and communities have a voice is critical and working together to ensure those voices are heard and acted upon is a key responsibility of the Children's Partnership. In 2020, the Black Lives Matter movement and the global pandemic has refocussed everyone's attention on the structural inequalities in our society.

The long-term impact of Covid-19 is likely to widen the gaps and impact our most vulnerable children and families. Work to strengthen financial resilience, reduce the digital divide and promote cohesion in our communities will be a key priority moving forward.

Young people have told us how important it is that they have safe places to go and people to talk to. They City is lucky to have a wealth of voluntary and community organisations who do great work with children and young people. We will work together with these organisations, wherever possible, as a vital community resource.

Helping young people to make a successful transition to adulthood is our final priority. Accessing education, employment and training and other support can be a challenge. We will work together to think about pathways of support to help build the skills for success as an independent adult.

Heard and Included Priorities



Creating opportunities for participation, engagement and co-production

Promoting inclusion and tackling inequality and discrimination

Building community capacity and resources so young people have safe places to go and people to support them

Implementing Child Friendly Nottingham

Supporting young people as they transition to adulthood

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Title of paper:	Core Development Standard Progress & Updates	
Report to:	Nottingham Children's Partnership Board	
Date:	05/01/2021	
Relevant Director:	Helen Blackman, Director Of Children's Integrated Services	Wards affected: All
Contact Officer(s) and contact details:	James Lovett – Development Specialist - Integrated Workforce Development Team (IWDT) Email: james.lovett@nottinghamcity.gov.uk	
Other officers who have provided input:	<p>Elaine Mitchell – Integrated Workforce & Development Manger - IWDT Rhiannon Gray – Children's Development Consultant - IWDT</p> <p>Pat Whitby - Education Partnership Strategy Manger Kathryn Bouchlaghem - Early Years' Service Manager Tracey Terrey – Early Learning Specialist Louise Meadows - Workforce Development Officer Julia Bramble - Service Manager - Early Help Caroline Wragg - Family Nurse Partnership Supervisor - Nottingham CityCare Partnership Carolyn Tomlinson - Head of Clinical Services (Children & Families) - Nottingham CityCare Partnership Allison Osbourne - Clinical Educator/Health Visitor Chris Wallbanks - Programme Manager - Early Intervention & Partnerships Suzanne Scrivens - Support Staff Professional Development Consultant Donna Sherratt - Programme Manager – Small Steps Big Changes Emma Lomas-Clarke - Workforce & Organisational Manager - Small Steps Big Changes</p> <p>Mandy Smith – Children's Board Officer – Nottingham City Safeguarding Children's Partnership John Matravers – Service Manager – Nottingham City Safeguarding Children's Partnership</p>	

Relevant Children and Young People's Plan (CYPP) priority or priorities:

Safeguarding and supporting children and families: Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.	✓
Promoting the health and wellbeing of babies, children and young people: From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.	✓
Supporting achievement and academic attainment: All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.	✓
Empowering families to be strong and achieve economic wellbeing: More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.	✓

Summary of issues (including benefits to customers/service users):

The Workforce is central to the achievement of the Children and Young People's Plan. Consequently, it is important to continually evolve resources and literature to provide our workforce with the right skills and knowledge to work with our Children and Families and the emphasis of a refresh provides a Framework for everyone to work within.

As a result of this, a Core Development Standard (0-19 years) from 2017 had been identified as not reflective of current resources, materials and training courses that had evolved within the three years since a recommended refresh, which began in July 2020 to begin the revamping process.

Furthermore, following a Speech, Language & Communication (SLC) Peer Review in December 2019, it

was agreed that a refresh should support a 0-5 Integrated Service Pathway across the city which included a second specific document for the 0-5 age group.

This report provides the Partnership Board with the opportunity to:

- ✓ Understand the improvements, evolvments and recommend changes to the Core Development Standard (CDS) from September 2017 and supporting webpages.
- ✓ Approve the renaming of the Core Development Standard (CDS) to Children's Partnership Board Development Offer (CPBDO).
- ✓ Recognise the response and demand for easier and more in depth access to resources, training materials and courses across the workforce.
- ✓ Promote and raise awareness of Children's Partnership Board Development Offer (CPBDO), which can be of best fit and team specific to reflect professional developmental needs in day to day practice.
- ✓ To note the variation of resources, materials and courses that are free in the wider domain, available internally and also charged courses available to the workforce.
- ✓ Note the development and progression of the Early Outcomes Fund (EOF) and the integration of this work into Children's Partnership Board Development Offer (CPBDO).

Recommendations:

1	Agreement to rename the Core Development Standard (CDS) to Children's Partnership Board Development Offer (CPBDO).
2	The workforce use the Children's Partnership Board Development Offer (CPBDO) as a best fit resource within their own internal training programmes.
3	Agree new updates to the Children's Partnership Board Development Offer (CPBDO), which aims to provide up to date training materials, resources and course materials that are of easy accessibility and incorporating the whole workforce partnership throughout.
4	Agree the inclusion of the Early Outcomes Fund (EOF) and how this will revolutionise support for speech, language and communication (SLC) in the early years' age groups.
5	Promote and raise awareness of Children's Partnership Board Development Offer (CPBDO) through Every Colleague Matters (ECM), including a navigation video of how to use the updated documents.

1. BACKGROUND AND PROPOSALS

1.1 The Children's Partnership Core Training Standard was first developed as one of the first actions within the Children's Workforce Strategy and Action Plan 2010-2014. On the 11th October 2011, at the whole workforce conference, the partnership launched the Core Training Standard which gives a framework to standardise essential training to be undertaken by individuals across the children's workforce, from those who have no direct contact with children and families to those who have intensive direct contact; ensuring that all individuals are trained adequately to do their jobs effectively and meet national guidance. This was then updated again in 2013 and 2015.

1.2 The overall format was then changed again in 2017, which alongside the layout, has been used as the basis of the refresh in the Children's Partnership Board Development Offer (CPBDO) 2020.

It is important to note there is now a 0-19 document, which contains resources, courses and information relevant for those working with the whole 0-19 age group, but also the creation of a second document, which 0-5 specific version to the 0-5 age group.

The inclusion criteria of resources for both the 0-19 and 0-5 Children's Partnership Board Development Offer (CPBDO) 2020 was to ensure that it would be **readily available for the whole workforce to access**.

In both the 0-19 and 0-5 Children's Partnership Board Development Offer (CPBDO) 2020, there is also an added function to access hyperlinks which can take the user to the resource website where necessary. Both versions also contain a second page, which is a '**Glossary Resource**', which provides a general description of what is included on both the 0-5 and 0-19 Children's Partnership Board Development Offers.

1.3 The layout of the Children's Partnership Board Development Offer (CPBDO) 2020 for both the 0-19 and 0-5 versions is as follows:

Section 1 (Blue Section) – 4 boxes which categorise the resources within the documents:

1) Safeguarding & Welfare

- Recognises Contextualised Safeguarding and need to be aware of this within day-to-day practice.
- Recognises the importance of Safer Sleeping and the prevention of child death.

2) Promoting Behavioural Changes

- Previously named Effective Communication with Children & Families.
- Identifies "difficult conversations" as a key area for engagement and recognises a behavior change approach.
- Recognises Strength based language and approach.
- Incorporates cultural competency into practice.

3) Child Development

- Now recognises Education in the role of child development.

4) Integrated Working & Information Sharing

- Further emphasis on thresholds for referrals and Early Intervention.
- Continuing development of a Speech, Language & Communication (SLC) Toolkit Pathway.

Corresponding arrows to each box in Section 1 then take the user down the page to:

Section 2 (Green Section) – This contains E-Learning/Digital Resources which are suitable for all users who have **no or minimal or contact with families, children and young people**.

Corresponding arrows to each box in Section 2 then take the user down the page to:

Section 3 (Orange Section) – This contains resources/training information for users who have **direct contact with families, children and young people**.

This is coloured coded for Universal support, Early Help/Targeted Support and Specialist Support, which now recognises that same resources will be interchangeable for their target audience (e.g. Safeguarding Children Training may not just be targeted at specialist roles, and may be relevant to some within Targeted Support).

In both **Section 2 (Green Section)** and **Section 3 (Orange Section)**, a grey box added in each section also indicates some resources or courses highlighted in green remain a work in progress and are being continually updated. There is also a description to explain hyperlinks in blue can take users to specific learning resources.

For further reading, tables which explain the additions and reasons for inclusion of updated resources within both Section 2 (See Appendix A) and Section 3 (See Appendix B), for both the 0-5 and 0-19 Children's Partnership Board Development Offers (CPBDO) for 2020, can be reviewed below within **point 9 (Appendixes)**.

1.4 As referred to above, The Core Development Standard has now been renamed **Children's Partnership Board Development Offer (CPBDO)**. The basis of renaming this was to reflect that both the 0-5 and 0-19 Children's Partnership Board Development Offers (CPBDO) contained information that could be tailored to the workforce according to the needs of their professional development, rather than a set standard that could be perceived as mandatory training.

1.5 Section 1 (blue section) of the Children's Partnership Board Development Offer (CPBDO) continues to display the minimum skills and knowledge expected of the children's partnership workforce. This section has now been updated to reflect the expectations of how the workforce uses the Children's Partnership Board Development Offer (CPBDO):

“The minimum skills and knowledge expected for the 0-19/0-5's Children's Workforce in Nottingham City to use as part of working practice, which can be personalised in accordance with developmental needs”.

1.6 The Children's Partnership Board Development Offer (CPBDO) refresh for 2020 will be uploaded onto the Nottingham Children's Partnership link and updated accordingly.

<http://www.nottinghamchildrenspartnership.co.uk/integrated-workforce-development/training-and-skills-for-you/> *(live webpages to be updated once approved at board meeting).*

1.7 Within both the Children's Partnership Board Development Offer (CPBDO) 2020 0-19 and 0-5 versions, additional information highlighted in a black box at a bottom of the page has been provided to promote the AskLion resource, to provide opportunities for Parents, Guardians and Families to be made aware of signposting resources to support themselves and their children. This information explains the following:

“AskLion can be used alongside the Children's Partnership Board Development Offer (CPBDO) as a signposting resource for Parents and Families including for areas such as community events, general support, health/self-care, housing and finance.”

1.8 The Children's Partnership Board Development Offer (CPBDO) refresh for 2020 provides a strong and long term template for Partnership Board members to identify with common themes and gaps within their own organisation's training plans, which can be added to and redeveloped on a yearly basis as resources evolve. This will ensure Quality Assurance through continual meeting with partners to review the content and evaluate its overall effectiveness and reliability for the workforce.

The encouragement of common language, tools and methods throughout the workforce will in turn address our Children and family's needs and also provide a best fit resource for our workforce to be able to evolve their professional development.

1.9 The bi-annual Every Colleague Matters (ECM) events have been used previously and will continue to be used as an opportunity to advertise the Children's Partnership Board Development Offer (CPBDO) refresh for 2020 to the wider workforce.

This promotion can be implemented through the sharing of the “Training and Skills for You” webpages links, the new resources themselves and the creation of a short introductory Navigation Video which explains how the Children’s Partnership Board Development Offer (CPBDO) can be used in working practice by the workforce.

2.0 There has been a recent update from Early Years with regards to the progression of the Early Outcomes Fund (EOF). As a result of these updates, there was agreement from partners for the inclusion of reference to a Balanced System: Speech, Language & Communication (SLC) Pathway within the 0-5 document of the Children’s Partnership Board Development Offer (CPBDO).

The most recent update from Early Years on the EOF is a promising development which aims to revolutionise SLC support in the 0-5 age range. This information is as follows:

“The EOF work, led by the Early Years Team, has progressed considerably and is still working at pace. The early months of 2021 will see the development of a collaborative speech, language and communication strategy for the City and the launch The Balanced System SLC Pathway, in partnership with Leicester and Derby City Councils and Better Communication CIC. The Pathway is an online tool, offering information both to parents/carers and professionals working with children under 5, to help them navigate the best support to deliver their outcomes drawing on a range of local and national resources available to support children’s speech, language and communication skills and development at universal, targeted and specialist levels. The strategy and pathway will include a range of impact measures bringing together impact data across the whole system to inform the on-going joint commissioning of services, leading to continuous improved outcomes for children”.

2. RISKS

Identified Concern	Level of Risk High= 3 Medium= 2 Low= 1	Likelihood Very likely = 3 Likely = 2 Unlikely = 1	Mitigation	Risk Score out of 9
All partners may not know about the updated Children’s Partnership Board Development Offer (CPBDO) and how to access it.	2	2	Undertake promotion and advertising of the Children’s Partnership Board Development Offer (CPBDO) over the next 6 months. Advertise during the ECM events and any open training course to ensure it seen by the wider workforce. Also create an Introductory Navigation Page of how the Children’s Partnership Board Development Offer (CPBDO) can be used within day to day practice and how it works.	4
The materials, resources and platforms identified stop working or are no longer deemed in line with best practice	2	2	Utilise regular meetings with the partnership group to continually update and test resources to ensure they are up to date and evolve with latest information	4
All partners may not engage consistently with the Children’s Partnership Board Development Offer (CPBDO).	2	1	The Navigation Video and promotion of the Children’s Partnership Board Development Offer (CPBDO) will clearly state its purpose and how it should be properly used (see 1.6). A general survey such as with a focus group within the workforce or the partnership group tasked with supporting the Children’s Partnership Board Development Offer (CPBDO) to gauge its effectiveness within a timeframe may be useful.	2
The Children’s Partnership Board Development Offer (CPBDO) T&F Group commitment to meet	2	1	Each agency to make a commitment to support this group to continue as a	2

may wain or stagnate.			quality assurance group for the CPWDO on a quarterly basis.	
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3. FINANCIAL IMPLICATIONS

We will achieve this work within existing budgets; however, The Children’s Partnership Board Development Offer (CPBDO) 2020 has sought to use internal resources more effectively to the benefit of the wider and whole workforce.

There will be a charge for places on some of the training delivered by Nottingham City Council with numbers of participants on a course by course basis and there is the option to source external funding to open up training places to the wider workforce i.e. Mental Health First Aid Youth Training, Solihull, etc.

4. LEGAL IMPLICATIONS

Nottingham City Council (NCC) employees are covered by NCC Liability insurance when delivering training to the Children’s Partnership Workforce. A contract would be agreed and signed before the delivery of a bespoke session to a partnership agency.

5. CLIENT GROUP

This is aimed at the Children’s Partnership workforce in the City. This covers “anyone working with Children and Young People in the City” including Nottingham City Council, DWP Job Centre Plus, Futures, NHS Clinical Commissioning Group, Nottingham CityCare Partnership, Nottinghamshire Police, Nottinghamshire Probation Trust, Nursery and Early Years, Further Education Organisations, Safeguarding Partnership, Schools, and the Voluntary Sector.

6. IMPACT ON EQUALITIES ISSUES

This work is aligned to the CYP Plan and aims to address inequalities of outcomes of vulnerable groups through better connectivity of the workforce to intervene early with families in a systematic cohesive way.

English as a Second or Additional Language has been captured within both 0-5 and 0-19 Children’s Partnership Board Development Offers (CPBDO), which reflects and acknowledges Nottingham being a diverse city. The offers also reflect those working with children, young people and families of disability or additional learning needs more conclusively than the 2017 Core Development Standard.

The Introduction to Safeguarding: Blended Learning Approach course provides case scenarios that are inclusive of minority groups and also addresses equality issues such as Hidden Men in Households. The inclusion of this and promotion within the 0-5 and 0-19 Children’s Partnership Board Development Offers (CPBDO) will provide the workforce with an opportunity to access these up to date resources more frequently.

7. OUTCOMES AND PRIORITIES AFFECTED

All Children and Young Peoples Plan priorities will be to some extent be addressed by the Children’s Partnership Board Development Offer (CPBDO) 2020, by holistically developing the whole workforce in supporting quality work with families to improve Children’s lives in the city.

8. CONTACT DETAILS

Helen Blackman

Director of Children's Integrated Services

Tel: 0115 8764710

Helen.Blackman@nottinghamcity.gov.uk

Elaine Mitchell

Integrated Workforce Development Manager

Tel: 0115 8764819

Elaine.Mitchell@nottinghamcity.gov.uk

James Lovett

Development Specialist

James.Lovett@nottinghamcity.gov.uk

9. APPENDIXES

APPENDIX A: Children's Partnership Board Development Offer (CPBDO) - E-Learning Portfolio (Green Section)				
Box	Key Additions (0-19)	Reasons for Key Additions (0-19)	Key Additions (0-5)	Reasons For Key Additions (0-5)
1 – Safeguarding & Welfare	<ul style="list-style-type: none"> ✓ Neglect Toolkit. ✓ Council for Disabled Children. ✓ Contextualised Safeguarding Network. (Podcasts). ✓ Safer Sleeping. 	<p>Recognition of additional resource for those working with children and young people with disabilities.</p> <p>Recognition to introduce the concept of Contextualised Safeguarding.</p> <p>Introduce awareness of updated Neglect resources (i.e. Neglect Toolkit).</p>	<ul style="list-style-type: none"> ✓ Bruising In Babies Video ✓ Food Hygiene Awareness. ✓ Supporting Pre-Schoolers Online. 	<p>Bruising in Babies video added as part of awareness of Safeguarding when working with young children.</p> <p>Food Hygiene Awareness added to provide safety and nutritional advice.</p> <p>Internet safety awareness acknowledged in 0-5 age group with resources to support this.</p>
2 – Promoting Behavioural Changes	<ul style="list-style-type: none"> ✓ Mental Health resources – Young Minds, CAMHS, Mental Health Support Teams (MSHT's). 	<p>Updated mental health resources have been included alongside current resources to support in developing trust and respect.</p>	<ul style="list-style-type: none"> ✓ English As An Additional Language ✓ Involving Children & Families In Participation ✓ Makaton Refresher ✓ Autism Awareness ✓ Physical Activity during COVID-19. 	<p>Resources to capture cultural competence included.</p> <p>Key resources to support the workforce in prompting behavioural changes and handling difficult conversations.</p> <p>Resources to reflect those working with children and young people with disabilities acknowledged.</p> <p>Recognising the impact of COVID-19 and being able to adapt approaches accordingly to continue to achieve outcomes.</p>
3 – Child Development	<ul style="list-style-type: none"> ✓ Action For Children ✓ All Our Health ✓ Education Endowment Foundation (EEF) ✓ Communication Trust ✓ Routes To Inclusion (R2i) ✓ Safer Sleeping. 	<p>A more detailed, comprehensive and varied bank of resources which fit in accordance with the updated child development aims.</p>	<ul style="list-style-type: none"> ✓ Peepie. ✓ Hungry Little Minds ✓ Literacy themes – National Literacy Trust, Book Start, Dolly Parton Imagination. ✓ Healthy Child Programme/Midwifery Resources. 	<p>Key Child Development resources added.</p> <p>Inclusion of Educational/Literacy resources to support overall Child Development.</p> <p>Inclusion of health resources that can be continually developed.</p>
4 - Integrated Working & Information Sharing	<ul style="list-style-type: none"> ✓ Understanding Thresholds For Social Care ✓ Family Support Pathway updated to 2018-2020 version/to be further updated 	<p>Inclusion of a document supporting the Family Support Pathway regarding Thresholds For Referrals for further reinforcement.</p>	<ul style="list-style-type: none"> ✓ What is Early Intervention? 	<p>Inclusion of a document explaining Early Intervention for further reinforcement.</p>

APPENDIX B: Children's Partnership Board Development Offer (CPBDO) – Direct Contact With Children Workforce (Orange Section)				
Box	Key Additions (0-19)	Reasons for Key Additions (0-19)	Key Additions (0-5)	Reasons for Key Additions (0-5)
1 – Safeguarding & Welfare	<ul style="list-style-type: none"> ✓ Introduction to Safeguarding: A Blended Learning Approach. ✓ Contextualised Safeguarding (E.g. Child Sexual Exploitation. (CSE)/Child Criminal Exploitation (CCE)). ✓ Harmful Sexual Behaviour. ✓ Neglect Specific Training/Resources. ✓ SHARP: If Toys Could Talk. 	<p>Recognition of Introduction To Safeguarding refresh which has consisted of blended learning as a result of COVID-19.</p> <p>Recognition of involvement of Contextualised Safeguarding.</p> <p>Recognition of the development of Neglect resources to apply into day-to-day practice.</p> <p>Recognition of mental health in the 0-19 area and how to support children and young people's wellbeing.</p>	<ul style="list-style-type: none"> ✓ Paediatric First Aid. ✓ Additional CSE Resources – Seen & Heard. ✓ NSPCC Pantosaurus/Speak Out Stay Safe. 	<p>Paediatric First Aid is an essential first aid course which is 0-5 specific and useful for the workforce to be aware of.</p> <p>The inclusion of additional CSE resources that are more 0-5 specific and may be useful to the workforce.</p>
2 – Promoting Behavioural Changes	<ul style="list-style-type: none"> ✓ English As An Additional Language. ✓ Cultural Genograms. ✓ Capturing A Child's Voice. ✓ Strength Based Approach Resources. 	<p>Recognising Nottingham is a diverse city and that cultural competence needs to be captured.</p> <p>Resources provided to enforce strength based approach within practice.</p>	<ul style="list-style-type: none"> ✓ Action For Children – Managing Behaviour & Learning. ✓ Better Start – The Science Within. ✓ NSPCC – Talking About Difficult Topics. 	<p>Further resources on the understanding of 0-5 child behaviour and being able to effectively negotiate difficult conversations with children and families in day to day working.</p>
3 – Child Development	<ul style="list-style-type: none"> ✓ Child Development Tool ✓ R2i Toolkit. 	<p>Evolution of resources to support within the field of child development and their social, emotional and mental health (SEMH) needs.</p>	<ul style="list-style-type: none"> ✓ Small Steps Big Changes (SSBC) Resource Offer. ✓ KIDS – Kids Independently. Developing Skills ✓ Early Years Training Offer Link. 	<p>Utilising key partners, including SSBC and Early Years, to provide 0-5 specific Child Development resources.</p>
4 - Integrated Working & Information Sharing	<ul style="list-style-type: none"> ✓ Leadership For Change: Richard Vize. 	<p>Further resources to promote and support effective working with multi-agency teams.</p>	<ul style="list-style-type: none"> ✓ Early Years Foundation Stage (EYFS) Framework. ✓ The Balanced System: Speech, Language & Communication (SLC) Pathway 	<p>A further resource to support Early Intervention.</p> <p>An online tool, utilising links with other local authorities, national and local resources to provide best outcomes to support Early Years SLC.</p>

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The minimum skills and knowledge expected for the 0-19 Children's Workforce in Nottingham City to use as part of working practice, which can be personalised in accordance with developmental needs

1. Safeguarding & Welfare

- Identifying harmful behaviour, neglect or abuse
- Aware of legal obligations for disclosure
- Understanding risk factors & effects
- Listening to concerns and planning solutions
- Recognise Contextualised Safeguarding
- Recognise the importance of Safer Sleeping in prevention of child death from a safeguarding perspective

2. Promoting Behavioural Changes

- Managing difficult conversations with families and young people
- Develop trust & respect
- Display transparency in choices & decision making
- Consulting, informing & negotiating
- Active listening & understanding
- Embrace and incorporate cultural competency into working practice
- Use clear 'strengths based' language

3. Child Development

- Recognise physical, intellectual, linguistic, social & emotional growth
- Early identification of developmental difficulties
- Understand the role of attachment in child development and relationships
- Understanding of mental health and emotional well-being
- Recognise education in the role of child development

4. Integrated Working & Information Sharing

- Understand data protection legislation
- Early intervention
- Understand the importance of informed consent
- Recognising the need for and when to make a referral
- Understanding thresholds for referrals
- Work effectively with multi-agency teams

Supporting Transitions & Strength Based Approaches

To support development of skills and knowledge listed above some development options are described below.

For all colleagues and managers who have NO OR MINIMAL DIRECT CONTACT with children, young people or their families

E-Learning/Digital Learning Portfolio—Click on the hyperlinks under titles highlighted in **blue** or **green** to be directed to other specific learning resources

Those highlighted in **green** remain a work in progress

- ◆ [Female Genital Mutilation \(FGM\)](#)
- ◆ [Child Sexual Exploitation \(CSE\)](#)
- ◆ [Forced Marriage](#)
- ◆ [PREVENT](#)
- ◆ [Safer Sleeping](#)
- ◆ [Parental Substance Misuse](#)
- ◆ [Council For Disabled Children](#)
- ◆ [Staying Safe Online](#)
- ◆ [Contextual Safeguarding Network — Podcasts](#)

- ◆ [Barriers to Communication](#)
- ◆ [Forming and Maintaining Relationships](#)
- ◆ [Introduction To Signs of Safety Presentation](#)
- ◆ [Young Minds](#)
- ◆ [CAMHS Nottingham City YouTube Page](#)

- ◆ [Children's Attachment](#)
- ◆ [Safer Sleeping](#)
- ◆ [Education Endowment Foundation \(EEF\)](#)
- ◆ [Communication Trust](#)

- ◆ [Parental Mental Health - Think Child, Think Parent and Think Family](#)
- ◆ [Action For Children—Mental & Emotional Wellbeing Resource](#)
- ◆ [All Our Health](#)

- ◆ [Information Sharing Protocols](#)
- ◆ [Data Protection](#)
- ◆ [Overview of Communication Skills in Social Work](#)
- ◆ [Family Support Pathway](#)

For all colleagues and managers who have DIRECT CONTACT with children, young people or their families— Click on the hyperlinks under titles highlighted in **blue** or **green** to be directed to other specific learning re-

Those highlighted in **green** remain a work in progress

See other useful links in purple below

- ◆ [Introduction to Safeguarding Children](#)
- ◆ [Contextualised Safeguarding:](#)
- [Safeguarding Children & Young People from Child Sexual Exploitation \(CSE\)](#)
- [Child Criminal Exploitation \(CCE\)](#)
- ◆ [Harmful Sexual Behaviour](#)
- ◆ [Neglect Strategy/Toolkit/Neglect specific training](#)

- ◆ [Introduction to Working with Children & Families in the City \(Including Child Development\)](#)
- ◆ [Signs of Safety/Tools/Practice Models](#)
- ◆ [Cultural Genograms](#)
- ◆ [Capturing a Child's Voice](#)
- ◆ [English As An Additional Language](#)
- ◆ [Trauma Informed Practice](#)

- ◆ [Solihull Approach](#)
- ◆ [Child Development Tool/Training](#)
- ◆ [Routes To Inclusion \(R2i\) Toolkit](#)

- ◆ [Mental Health First Aid Youth Training](#)

- ◆ [Leadership for Change](#)
- ◆ [Swimming Together or Sinking Alone— Healthcare and The Art Of Systems Leadership](#)
- ◆ [Understanding Thresholds For Social Care](#)
- ◆ [Record Sharing/Record Keeping](#)

- ◆ [Self Harm Awareness & Suicide Modules*](#)
- ◆ SHARP: If Toys Could Talk*
- ◆ [Understanding and Responding to Domestic Violence and Abuse](#)

*For more information email Camhs.Sharp@nottinghamcity.gov.uk

- ◆ [Safeguarding Disabled Children Training](#)
- ◆ [Multi Agency Risk Assessment \(MARAC\)/Cash Ric](#)

- Other Useful Links**
- ◆ [NCVS training offer](#)
 - ◆ [Nottingham City Council resources](#)
 - ◆ [Research In Practice](#)

Other Useful Safeguarding Link

- ◆ [Interagency Safeguarding Children Procedures](#)

Colour Code

Open Access

Early Help/Targeted Support

Targeted Support/Social Work/Specialist Role

For further information and details of the e-learning please go to the Nottingham Children's Partnership website - <http://www.nottinghamchildrenspartnership.co.uk/integrated-workforce-development/training-and-skills-for-you/>

[AskLion](#) can be used alongside the Children's Partnership Development Offer as a signposting resource for Parents and Families including for areas such as community events, general support, health/self-care, housing and finance

0-19 Resource Glossary:

Those highlighted in green remain a work in progress

Name of Resource	Description	Service
Action For Children—Mental & Emotional Wellbeing Resource	Advice and activities to support children with their mental and emotional wellbeing.	Action For Children
All Our Health	An E-learning Resource on a wide variety of topics.	NHS
Capturing A Child's Voice	Simple "get to know you" exercises for those working with children.	Nottingham City Council
Child Development Tool	A physical (and digitally available) resource covering key child development milestones.	SSBC
Child Development Tool Training	Sessions and briefings to support the effective use of the tool.	SSBC
Communication Trust	Focuses on supporting children and young people who struggle to communicate because they have speech, language and communication needs (SLCN) and to ensure they can communicate to the best of their ability. The trust also supports those who work with children and young people to increase their knowledge of communication skills through practical and informative resources.	The Communication Trust
Contextualised Safeguarding: Podcasts	Useful podcast listening tools that relate to the theme of Contextualised Safeguarding, which is defined as contexts beyond families and within the home are associated with abuse.	Contextual Safeguarding Network
Council For Disabled Children	A helpful and useful resource for information within the disabled children's sector.	Council For Disabled Children
Cultural Genograms	An educational tool discussing a structured way to address family cultural beliefs and practices and be used within practice.	Nottingham City Council
Education Endowment Foundation (EEF)	A charity based organisation that aims to break the link between family income and educational achievement. The EEF aims to support professionals by providing clear and actionable guidance in schools by providing evidence based resources to improve practice and boost attainment.	Education Endowment Foundation (EEF)
English As An Additional Language	A resources to support those working with families and children where English is a secondary or additional language.	Oxford Council
Good Assessment Skills	Developing skills, knowledge and confidence in undertaking assessments and utilising this in day to day practice.	Nottingham City Council
Family Support Pathway	The Family Support Pathway is a guide for all practitioners and managers in every agency working with children, young people and their families. It will enable practitioners within the Children's Partnership and Adult Services to work in collaboration and have a shared responsibility to support children and families.	Nottingham City Council
Introduction to Working with Children & Families in the City (Including Child Development)	Growth and developmental stages, difficulties and assessment, motivation and encouragement, attachment and parenting.	Nottingham City Council
Leadership For Change/Sinking Together Swimming Together	Articles from Richard Vize on building trust and working together to promote change.	Leadership For Change
Mental Health Resources	A variety of professional and charitable resources focusing on mental health including Child Adolescent Mental Health Services (CAMHS), Mental Health Support Teams (MHST's) and Young Minds.	Various
Neglect Toolkit	A colour coded toolkit which identifies the severity of Neglect when working with children and young people.	Nottingham City Council
N-Gage Assessment Toolkit	Ngage assessment toolkit is a simple to use, intuitive way to engage young people in full assessments, using young people endorsed pictorial cues to identify key issues in their lives.	The Drug Aware Award
Prevent	Supports with tackling the radicalisation of individuals and supporting vulnerable people who might be targeted and recruited to the cause of violent extremism.	Police
Routes to Inclusion (R2i)	Developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs. It provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs.	R2i
Safer Sleeping	Safer sleep advice gives simple steps to supporting a baby to sleep to reduce the risk of sudden infant death syndrome (SIDS).	Lullaby Trust
SHARP: If Toys Could Talk	Raising awareness and understanding of emotional distress in young children.	Child Adolescent Mental Health Services (CAMHS)
Signs of Safety	The overarching practice framework for all of its work with children and families. It describes a purposeful and collaborative way of working with families to secure the best outcomes for children and young people.	Nottingham City Council
Solihull Approach	Aims to increase emotional health and well-being through both practitioners and parents. It does this through resources and training across the child and family workforce.	Solihull Approach
Strength Based Approach: Practice Framework	Supports professionals in applying a strengths-based approach to their work	UK Gov
Taking A Strength Based Approach: Video	An introductory video to strength based approaches by Devon Council, including information on scaling.	Devon Council
Trauma Informed Practice	Exploring the childhood psychological impact of trauma.	Nottingham City Council

The minimum skills and knowledge specific towards the **0-5 Children's Workforce** in Nottingham City to use as part of working practice, which can be personalised in accordance with developmental needs

1. Safeguarding & Welfare

- Identifying harmful behaviour, neglect or abuse
- Aware of legal obligations for disclosure
- Understanding risk factors & effects
- Listening to concerns and planning solutions
- Recognise Contextualised Safeguarding
- Recognise the importance of Safer Sleeping in prevention of child death from a safeguarding perspective

2. Promoting Behavioural Changes

- Managing difficult conversations with families and young people
- Develop trust & respect
- Display transparency in choices & decision making
- Consulting, informing & negotiating
- Active listening & understanding
- Embrace and incorporate cultural competency into working practice
- Use clear 'strengths based' language

3. Child Development

- Recognise physical, intellectual, linguistic, social & emotional growth
- Early identification of developmental difficulties
- Understand the role of attachment in child development and relationships
- Understanding of mental health and emotional well-being
- Recognise education in the role of child development

4. Integrated Working & Information Sharing

- Understand data protection legislation
- Early intervention
- Understand the importance of informed consent
- Recognising the need for and when to make a referral
- Understanding thresholds for referrals
- Work effectively with multi-agency teams
- Recognises the continuing development of a Speech, Language & Communication (SLC) pathway.

Supporting Transitions & Strength Based Approaches

To support development of skills and knowledge listed above some development options are described below.

For all colleagues and managers who have **NO OR MINIMAL DIRECT CONTACT** with children, young people or their families

E-Learning/Digital Learning Portfolio—Click on the hyperlinks under titles highlighted in **blue** or **green** to be directed to other specific learning resources

Those highlighted in **green** remain a work in progress

Page 35

- ◆ [Bruising In Babies](#)
- ◆ [Food Hygiene Awareness](#)
- ◆ [All Our Health: Vulnerable Children \(0-5's\)](#)
- ◆ [Supporting Pre-schoolers \(0-5\) Online](#)

- ◆ [My Space: Creating Enabling Environments For Young Children](#)
- ◆ [National Children's Bureau — Involving Families & Young Children In Participation](#)
- ◆ [Physical Activity for 0-5s during COVID-19](#)
- ◆ Further Reading—English As An Additional Language: [Naldic](#), [PACEY](#), [British Council](#)
- ◆ [Makaton Refresher](#)
- ◆ [Autism Awareness](#)

- ◆ [Look, Say, Sing](#)
- ◆ [People](#)
- ◆ [Hungry Little Minds](#)
- ◆ [CBeebies](#)
- ◆ [Start4Life](#)
- ◆ [Midwifery](#)
- ◆ [National Literacy Trust \(The Home Learning Environment\)](#)
- ◆ [Book Start](#)
- ◆ [Dolly Parton Imagination Library](#)
- ◆ [Healthy Child Programme](#)
- ◆ [HENRY](#)
- ◆ [Tiny Happy People](#)

- ◆ [What is Early Intervention?](#)
- ◆ [Early Interventions: The Next Steps](#)
- ◆ [Universally Speaking—The Ages & Stages of Child Development](#)

For all colleagues and managers who have **DIRECT CONTACT** with children, young people or their families—Click on the hyperlinks under titles highlighted in **blue** or **green** to be directed to other specific learning re-

Those highlighted in **green** remain a work in progress

See other useful links in purple below

- ◆ [Additional CSE Resource - Seen & Heard](#)
- ◆ [NSPCC PANTS/Pantosaurus](#)

- ◆ [Paediatric First Aid \(Accredited\) Speak Out Stay Safe — NSPCC](#)

- ◆ [Action For Children—Managing Behaviour & Learning](#)
- ◆ [Better Start —The Science Within](#)
- ◆ [National Child Measurement Programme—A Conversation Framework For Talking To Parents](#)
- ◆ [NSPCC—Talking About Difficult Topics](#)

- ◆ [Best Start In Speech, Language & Communication — Supporting Guidance, Documents & Case Studies](#)

- ◆ [Ages & Stages](#)
- ◆ [Behaviour Change](#)
- ◆ [Big Little Moments](#)
- ◆ [Child Development Building Blocks \(0-12 months / 1-3 years\)](#)
- ◆ [Early Years Training Offer \(EYFS\)](#)
- ◆ [FRED](#)
- ◆ [Father Inclusive Practice—Think Dads](#)
- ◆ [Kids Independently Developing Skills \(KIDS\)](#)
- ◆ [Inspired Children Online Learning \(Power of Play, Positive Adults/Behaviour/Children\)](#)
- ◆ [Trauma Informed Approaches](#)
- ◆ [Workforce Development Fund](#)

- ◆ [Early Years Foundation Stage \(EYFS\) - \(See Early Years Training Offer\)](#)
- ◆ [Early Years Foundation Stage \(EYFS\) UK Gov Framework](#)
- ◆ [The Balanced System: SLC Pathway](#)

Other Useful Safeguarding Link

- ◆ [Interagency Safeguarding Children Procedures](#)

Colour Code	Open Access	Early Help/Targeted Support	Specialist Role
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Other Useful Links

- ◆ [NCVS training offer](#)
- ◆ [Nottingham City Council resources](#)
- ◆ [Research In Practice](#)

For further information and details of the e-learning please go to the Nottingham Children's Partnership website - <http://www.nottinghamchildrenspartnership.co.uk/integrated-workforce->

0-5 Resource Glossary:

Those highlighted in **green** remain a work in progress

Name of Resource	Description	Service
All Our Health: Vulnerable Children (0-5's)	An E-Learning Resource containing various information on a wide range of topics.	NHS
Autism Awareness	Information to support those working with children with a diagnosis of Autism.	Various
Behaviour Change	Frame Works Institute provide an insight into how to change behaviour.	Small Steps Big Changes
Best Start In Speech, Language & Communication —Supporting Guidance, Documents and Case Studies	Guidance to help improve Speech, Language & Communication in the early years, including an Early Language Identification Measure and Intervention tool for use with children aged 2 to 2 and a half.	Public Health England
Big Little Moments	A resource which encompasses Building Big Brains with Big little moments. Everyday interactions support child development.	Small Steps Big Changes
Book Start	A national programme that encourages all parents and carers to enjoy books with their children from as early an age as possible.	Inspire
Bruising In Babies	Recognising bruising in babies.	Nottingham City Council Resources
CBeebies	Interactive and varied learning resources and activities for 0-5's	BBC
Child Development Building Blocks (0-12 months/1-3 years)	E-Learning in development.	Small Steps Big Changes
Dolly Parton Imagination Library	A free Books initiative for 0-5 years.	Dolly Parton Imagination Library
Early Years Training Offer	Statutory requirements and CPD training primarily for practitioners across the city who work within the EYFS (i.e. Maintained and none maintained schools, PVI Day nurseries, pre-schools, OOSCs and childminders).	Early Years Website
Father Inclusive Practice – Think Dads	A 1 day course to enable the delivery of the FRED programme.	Small Steps Big Changes (Fatherhood Institute)
Father Inclusive Practice – FRED (Father's Reading Everyday)	A resource supporting the workforce to adopt a more father inclusive approach.	Small Steps Big Changes
Further Reading: English As An Additional Language	A variety of resources supporting those working with families and children where English is a secondary or additional language.	Various
Food Hygiene Awareness	Learn around keeping equipment clean and preparing and handling food safely.	Food Hygiene Awareness/ Ask Lion Resource
Healthy Child Programme	An early intervention and prevention public health programme which focuses on a universal preventative service for children and families.	NHS
HENRY	A website with lots of information for best start, including resources for nutrition, emotional wellbeing, parenting skills, breastfeeding, and getting more active.	HENRY
Hungry Little Minds	Simple, fun activities for kids, from new-born to five	HM Government
Kids Independently Developing Skills (KIDS)	A set of resources, including child development tools, nutritional tools, life skills and Health A-Z.	NHS
Look, Say, Sing	A set of resources in several languages which encourage interaction between parents and their babies.	NSPCC
Makaton Refresher	Refresh yourself in Makaton (symbols/signs to communicate).	British Sign Language/ Ask Lion Resource
Murdoch Children's Research Institute — 0-5's Nutrition	Healthy Eating for 0-5 Years.	Murdoch Children's Research Institute
National Literacy Trust (The Home Learning Environment)	Resources and tools for early language development and parental engagement.	National Literacy Trust
NSPCC PANTS/Pantosaurus	With the help of our friendly dinosaur Pantosaurus, Talk PANTS is a simple conversation to help keep your child safe from sexual abuse.	NSPCC
Paediatric First Aid (Accredited)	Provides the knowledge, skills and confidence to deal with paediatric first aid situations. Statutory requirement for Ofsted registered settings and also suitable for those working with children in other environments.	Early Years Website/Ask Lion Resource
Parental Mental Health & Families	E-Learning Refreshers on Parental Substance Misuse/Mental Health.	Nottingham Children's Partnership
Parental Substance Misuse		
Peep	Peep programmes help practitioners, parents and carers to support children's learning and development.	Peep
Inspired Children Online Learning (Power of Play, Positive Adults/Behaviour/Children)	Online modules – see descriptions for key learning points.	Small Steps Big Changes (Inspired Children)
Signs of Safety	The overarching practice framework for all of its work with children and families. It describes a purposeful and collaborative way of working with families to secure the best outcomes for children and young people.	Nottingham City Council
Speak Out Stay Safe — NSPCC	Provides children the knowledge they need to stay safe from harm or abuse and to speak out if they're worried.	NSPCC
Start4Life	Trusted NHS help and advice during pregnancy, birth and parenthood	NHS
Tiny Happy People	Simple, fun and easy to do activities to help with children's communication skills.	BBC
The balanced System: Speech, Communication & Language (SLC) Pathway	An online tool, offering information both to parents/carers and professionals working with children under 5, to help them navigate the best support to deliver their outcomes drawing on a range of local and national resources available to support children's speech, language and communication skills and development at universal, targeted and specialist levels. This is expected to be launched in around March 2021.	Early Years
Trauma Informed Approaches	Bite sized sessions introducing Trauma informed approaches.	Small Steps Big Changes
Workforce Development Fund	Apply for funding for to access training.	Small Steps Big Changes



Children's Partnership Board Forward Plan

23rd March 2021

Participation and Engagement Strategy (Jon Rea)

Partner Updates:

Update Futures / NEET's (Peter Brammall)

Nottingham College Post 16 / supporting re-engagement of young people post-lockdown (Phil Briscoe)

Please contact Debbie Hemsley if you have any suggestions for future items for the forward plan:
Debbie.hemsley@nottinghamcity.gov.uk

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