

Blackpool Council

19 January 2022

To: Councillors Burdess, D Coleman, Critchley, B Mitchell, M Mitchell, Owen, R Scott and Stansfield

Ms Jo Snape, Co-opted Member

The above Members are requested to attend the:

CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Thursday, 27 January 2022 at 6.00 pm
in the Council Chamber, Town Hall, Blackpool

A G E N D A

1 DECLARATIONS OF INTEREST

Members are asked to declare any interests in the items under consideration and in doing so state:

(1) the type of interest concerned either a

- (a) personal interest
- (b) prejudicial interest
- (c) disclosable pecuniary interest (DPI)

and

(2) the nature of the interest concerned

If any Member requires advice on declarations of interests, they are advised to contact the Head of Democratic Governance in advance of the meeting.

2 MINUTES OF THE SPECIAL MEETING HELD ON 12 JANUARY 2022 (Pages 1 - 6)

To agree the minutes of the Special meeting held on 12 January 2022 as a true and correct record.

- 3 MINUTES OF THE LAST MEETING HELD ON 9 DECEMBER 2021** (Pages 7 - 14)
- To agree the minutes of the last ordinary meeting held on 9 December 2021 as a true and correct record.
- 4 PUBLIC SPEAKING**
- To consider any applications from members of the public to speak at the meeting.
- 5 HEADSTART UPDATE** (Pages 15 - 92)
- To receive an update on the activity of the HeadStart Programme and the wider Resilience Revolution.
- 6 YOUTH JUSTICE TEAM INSPECTION** (Pages 93 - 146)
- To update the Committee on the progress of Blackpool's Youth Justice Service improvement journey.
- 7 CHILDREN'S SOCIAL CARE IMPROVEMENT** (Pages 147 - 152)
- To provide the Committee with data around the support given to young people turning 18 and the number of vulnerable young people accessing services.
- 8 LITERACY STRATEGY UPDATE** (Pages 153 - 156)
- To consider an update on the Council's Literacy Strategy.
- 9 SEND STRATEGY** (Pages 157 - 160)
- To consider an update on the Special Educational Needs and Disability (SEND) Strategy.
- 10 ORACLE BUILDING UPDATE** (Pages 161 - 164)
- To receive an update on the proposals for Special Educational Needs and Disability (SEND) provision at the Oracle building.
- 11 COMMITTEE WORKPLAN** (Pages 165 - 174)
- To consider the contents of the Children and Young People's Scrutiny Committee's Workplan.
- 12 DATE OF NEXT MEETING**
- To note the date and time of the next meeting of the Committee as 24 March 2022, commencing at 6pm.

Venue information:

First floor meeting room (lift available), accessible toilets (ground floor), no-smoking building. Face masks must be worn when moving throughout the building. Please also maintain social distancing.

Other information:

For queries regarding this agenda please contact Elaine Ireland, Senior Democratic Governance Adviser, Tel: (01253) 477255, e-mail: Elaine.ireland@blackpool.gov.uk.

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MINUTES OF CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE MEETING - WEDNESDAY, 12 JANUARY 2022

Present:

Councillor Burdess (in the Chair)

Councillors

D Coleman	Hunter	Owen
Critchley	B Mitchell	R Scott

Ms Jo Snape, Diocesan Co-opted Member

In Attendance:

Councillor Maxine Callow, Scrutiny Lead Member

Ms Kirsty Fisher, Engagement Officer for Our Children

Ms Kara Haskayne, Head of Safeguarding and Principal Social Worker

Mrs Elaine Ireland, Senior Democratic Governance Adviser

Chris, Justuz member

Sam, Justuz member

Shayne, Justuz member

Lita, Chair of Justuz

1 DECLARATIONS OF INTEREST

Councillors Critchley and Burdess declared personal interests in relation to agenda item 4 'Corporate Parent Panel Annual Report' due to their positions on the Corporate Parent Panel.

2 HEADSTART UPDATE

The Committee agreed: To defer the item to a future meeting.

3 BLACKPOOL FAMILIES ROCK

Ms Kara Haskayne, Head of Safeguarding and Principal Social Worker gave a presentation outlining the Blackpool Families Rock partnership culture, values and practice principles to support children and their families. Ms Haskayne explained that Blackpool families, children and young people were at the heart of everything that the Council did and that the Blackpool Families Rock model of practice had been co-produced with children, young people, families and foster carers who had experienced Blackpool's partnership services. The Committee was informed that during 2019 Ms Haskayne had worked with Blackpool families, carers and partnership agencies to co-produce the practice guidance principles and values which determined that the partnership should work in conjunction with families. These practice principles and behaviours shared a vision that families had the potential to be active agents of change and aimed to positively support them in effecting such change.

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Following the presentation, the Committee questioned whether the Blackpool Families Rock model had received support from the regulatory bodies monitoring Children's Services. Ms Haskayne advised that the most recent Ofsted inspection report from September 2021 had recognised the cultural shift in place at Blackpool, although she acknowledged that there were still further improvements to be made. The Committee asked whether the cultural shift had resulted in fewer children entering the care system, to which Ms Haskayne responded that the number of children in care or on care plans in Blackpool was at its lowest level for five years. Furthermore, she informed the Committee that when cases of exemplary practice resulting in good outcomes for individuals were identified, they were added to a library of good practice which could be accessed by social workers as a learning tool.

In response to a question on improvements in partnership working, Ms Haskayne reported that a re-design of Children's Services' 'front door' systems had resulted in the joining up of partnership agencies into a co-located multi-agency team, with a change in the language being used by partners and improvements in family liaison and consent processes.

The Committee discussed the issue of the recruitment and retention of social workers, with Ms Haskayne able to report that resignations had reduced over the past three months. She acknowledged the importance of retaining Blackpool's social care workforce and outlined a number of measures being introduced to help encourage trained social workers to remain in post. Work had also been ongoing in conjunction with Lancaster University to ensure the provision of high quality social care placements for students, as well as a scheme whereby students on placement with the Council could be offered a permanent post without the need to complete the full application and interview process. In addition, Ms Haskayne explained that newly qualified social workers completed a protected programme over their first year, whereby they received additional support and a reduced workload.

The importance of assisting families with accessing the benefits system was considered, with Ms Haskayne asserting that poverty did not equate to neglect and that all available support would be offered to families in need of financial assistance.

The Committee thanked Ms Haskayne for her presentation and for attending the meeting.

4 CORPORATE PARENT PANEL ANNUAL REPORT

Ms Kirsty Fisher, Engagement Officer for Our Children attended the meeting with Chris, Sam, Shayne and Lita from Justuz and presented the Corporate Parent Panel Annual Report. In addition, Ms Fisher and the young people provided further information on the wider work of the Justuz young people's Council.

The Committee was informed that Justuz had supported several co-production groups over the past year, which had looked at ways to improve and develop the support our children received from the Council's workers and services. These included changes to

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young people's health checks and the way in which care plans would be written to ensure the use of clear language and the removal of jargon. Lita informed Committee Members that the members of Justuz were proud to be able to use their knowledge and experience of being in care and recognised the value of working together to make improvements for all children and young people experiencing care in Blackpool.

Ms Fisher reported that a survey of all of our children aged eight years and over had recently been completed, and highlighted the following results:

- The majority of young people felt safe and cared for where they lived;
- They felt supported in school/college and had someone they could talk to if they needed some support;
- They felt that the Council listened to them and they had good relationships with their support workers;
- That the Council was ambitious for them and supported them to achieve their future goals;
- They reported how they had been supported by their social workers and personal advisers;
- That they were given choices and encouraged to take part in fun hobbies and activities;
- That they were seeing the people who were important to them.

The survey results had also been used to identify areas which our children felt needed improvement:

- That if a social worker was leaving the role they should always come and say goodbye and introduce their new worker;
- They asked for more choice about where and who they lived with;
- That they did not like having to change their social worker as they wanted to build a good trusting relationship with them;
- They asked for a clear explanation as to why they were in care and needed a good understanding of their family history;
- That although they did feel that the Council helped to prepare them for independence, the hardest thing about living by themselves was being lonely;
- They would like more opportunities to undertake work experience.

The Committee was informed that the survey results would feed into the creation of a new Pledge, which would have a focus on relationships, education, care and respect, health and preparing for the future. Ms Fisher explained that the Pledge would link closely with the Our Children Strategy, the Permanency Strategy and Our Care Leavers Strategy in order to ensure that everyone was informed of what the promises were and how they would be delivered to our children and young people. Justuz would be leading on the design and overall look of the Pledge and a version using images would also be created for our younger children. On completion, Councillor representatives, the Chief Executive and Director of Children's Services would be asked to sign the Pledge as a sign of their commitment to keeping the promises made.

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The Committee questioned how those children aged under eight and those with additional needs had been surveyed. Ms Fisher advised that younger children were reviewed every six months in order to ascertain if they happy and if they enjoyed school. With regard to accessing children with additional needs, she reported that schools adapted the information in order to be accessible by each individual child and that all results had been included in the survey's findings.

Details were provided of the creation of a new app to be utilised by social workers and our children and young people and which aimed to improve communication and information sharing. Ms Fisher advised that the app was now 'live' and was being rolled out to all social care staff and young people, with a campaign to raise awareness of its capabilities being planned.

The Committee discussed the changes made to our children's health checks as a result of the work of Justuz, with Ms Fisher identifying that work had been undertaken in conjunction with Health services and as a result improvements had been implemented and were ongoing. She raised the issue of school nurses not being provided with mobile phones and identified the limitations regarding communicating appointment times to young people which resulted. Ms Fisher noted that improvements in communication between school nurses and our young people could result from the allocation of mobile phones and the Committee agreed to give further consideration to the issue.

Ms Fisher highlighted the ongoing 'War Against Words', reporting that the movement was going from strength to strength and would be further helped by changes being made to the language used in the Council's electronic recording system. All banned words were to be removed from forms used by social workers and Justuz would continue to challenge and encourage the use of everyday language and promote the importance of carefully using words that showed our children that people cared.

The Committee questioned how the voice and opinion of those children and young people who did not engage in Justuz was accessed, with Ms Fisher acknowledging that reaching every child was a challenge. She informed the Committee that all children were visited by a social worker at least once every six weeks for a review meeting and that herself and her team were always looking for ways in which to engage with our children. She highlighted a number of events and opportunities which had been held to encourage engagement, as well as identifying the launch of the new app.

The Committee gave thanks to Ms Fisher and the attending young people, noting the enthusiasm and hard work of the whole team.

The Committee agreed: To give further consideration to the issue of improving communication with our young people via the issuing of mobile phones to school nurses.

5 DATE OF NEXT MEETING

The date of the next meeting of the Committee was noted as Thursday 27 January 2022, commencing at 6pm.

**MINUTES OF CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE MEETING -
WEDNESDAY, 12 JANUARY 2022**

Chairman

(The meeting ended at 7.00pm)

Any queries regarding these minutes, please contact:
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MINUTES OF CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE MEETING - THURSDAY, 9 DECEMBER 2021

Present:

Councillor Burdess (in the Chair)

Councillors

D Coleman
Critchley

B Mitchell
M Mitchell

Owen
Mrs Scott

R Scott

Ms Jo Snape, Diocesan Co-opted Member

In Attendance:

Councillor Maxine Callow, Scrutiny Leader Member

Councillor Gillian Campbell, Cabinet Member for Inclusion, Youth and Transience

Councillor Jim Hobson, Cabinet Member for Children's Social Care and Schools

Ms Vicky Gent, Director of Children's Services

Ms Jeanette Richards, Assistant Director of Children's Services

Ms Clare Law, Director of the Centre for Early Child Development (Items 1-4 only)

Mrs Elaine Ireland, Senior Democratic Governance Adviser

1 DECLARATIONS OF INTEREST

There were no declarations of interest on this occasion.

2 MINUTES OF THE LAST MEETING HELD ON 7 OCTOBER 2021

The Committee agreed that the minutes of the last meeting held on 7 October 2021 be signed by the Chairman as a true and correct record.

3 PUBLIC SPEAKING

The Committee noted that there were no applications to speak by members of the public on this occasion.

4 BETTER START SCRUTINY REVIEW UPDATE

Ms Clare Law, Director of the Centre for Early Child Development presented a progress report on the recommendations arising from the scrutiny review of Blackpool Better Start. She informed Members that the action plan of recommendations had been considered and agreed via the Better Start governance process and thanked the Committee for the work undertaken as part of the review.

An update on each of the five recommendations was provided by Ms Law. In relation to recommendation R1 'That Better Start should target funds to the seven wards originally identified for funding and in cases where residents of these wards are failing to access

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Better Start provisions the services on offer should be reviewed to ensure they are suitable and accessible,' she advised that funding continued to be monitored through the Better Start Executive for distribution across the town and provided details of a number of projects which had been targeted specifically at Better Start wards.

Ms Law informed the Committee that access to services was closely monitored to ensure those with the highest need were receiving the necessary support and a portfolio review had taken place with the Expert Advisory Group to ensure that individuals identified as being in need were receiving appropriate support. Furthermore, she advised that ongoing quarterly review meetings continued to take place with the National Lottery Community Fund.

The Committee questioned the criteria used to originally identify the Better Start wards, with Ms Law advising that an exercise had been undertaken nationally to identify those wards classed as disadvantaged. She explained that the Better Start model aimed to initially trial interventions on a smaller scale within its seven Better Start wards, but that programmes which were successful were often then rolled out across other areas of the town as appropriate.

In response to recommendation R2 'That Better Start works in conjunction with the Council's Performance, Systems and Intelligence Manager to target future interventions where appropriate more specifically to those parents identified as being at risk of having their children taken into care, with a periodic review of the subsequent impact on the data of children born into care,' Ms Law reported that work was underway with Mr Robert Arrowsmith, Performance, Systems and Intelligence Manager and Oxford University to link Council data with data from Better Start. In addition, Better Start funds were being invested in a project with Lancaster University to undertake a review of pathways and support to allow a comparison of local and national research and best practice in preventing children from being born into care. The Committee was informed that the project would also include learning from those with lived experience. Ms Law advised that ethical approval to allow Better Start to undertake analysis of the collected data was now awaited and, once received, she anticipated that such analysis would be able to commence from April 2022.

With regard to the Communications Strategy requested within recommendation R3, Ms Law informed the Committee that Better Start's current Communications Strategy had been produced in 2020 and as such was due to be updated in conjunction with the broader Better Start Strategy in early 2022. She offered to keep Members updated on the progress of the Strategy and to share the draft document with the Committee once it had been finalised.

The Committee considered recommendation R4 'That Better Start should introduce within the next six months a regular update bulletin to Councillors informing them of recent achievements and forthcoming events, as well as information on how they can get involved in any programmes,' noting that the target date for completion was December 2021 and seeking an update on the anticipated completion date. Ms Law agreed that a bulletin to Councillors could be produced and circulated before the end of December

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2021. The Committee acknowledged the value of such a bulletin, noting that it would allow Councillors to inform residents of appropriate services and events in their wards.

Further to recommendation R5 'That the Children and Young People's Scrutiny Committee receives annual updates from Better Start on the progress of sustainability planning of Better Start programmes,' Members extended an invitation to Ms Law to attend the Committee on an annual basis and requested that she attend more frequently should she feel that additional updates were required. The Committee sought further information on current sustainability planning and questioned what Blackpool Better Start would look like once the funding ended. Ms Law highlighted that sustainability of services had been at the forefront of Better Start planning from the start and advised that a comprehensive strategy for the final phase of Blackpool Better Start was anticipated to be completed by summer 2022.

The Committee questioned whether Covid-19 had impacted on Better Start services and sought details of any necessary changes to provision as a result of the pandemic. Ms Law reported that the pandemic had made a significant impact and that in response Better Start's community engagement team had collaborated with the Council to ensure that contact had been made with hard to reach residents via doorstop visits and the delivery of resources. In addition, such doorstop drops had been utilised to provide additional support and signposting to available services to any residents in need.

The Committee extended its thanks to Ms Law for attending the meeting and for the provision of a comprehensive and thorough progress report.

The Committee agreed:

1. To request that a Better Start information bulletin be produced and circulated to all Councillors before the end of the calendar year, to inform them of recent Better Start achievements and forthcoming events;
2. That Better Start's draft Communications Strategy be shared with the Committee once completed;
3. That a further update on the work of Better Start be provided in twelve months' time.

[Ms Law left the meeting on conclusion of this item.]

5 CHILDREN'S SOCIAL CARE IMPROVEMENT - DOMESTIC ABUSE

Ms Jeanette Richards, Assistant Director of Children's Services provided information on the Council's approach to tackling domestic abuse. The Committee was informed that Blackpool's rate of domestic abuse was relatively high at over twice the average rate for Lancashire and the town's high levels of socio-economic deprivation had been identified as a risk factor for domestic abuse. Ms Richards reported that Blackpool had greater proportions of younger people who could be lone parents, on low incomes, have a long term illness and/or low education levels, which she advised were all risk factors for increased occurrences of domestic abuse. In addition, between June 2019 and June 2020

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there had been 748 children from the Blackpool area who were living in households which had been referred to Multi-Agency Risk Assessment Conferences (MARAC). Ms Richards reported that activity was being undertaken around domestic abuse with the aim of improving the quality of practice to families experiencing some form of domestic abuse.

In response to the reported referral figures, the Committee questioned the thresholds used for the stepping down of cases to 'no further action.' Members noted that in the 2020/2021 financial year, of the 848 children who had been subject to an assessment where domestic abuse had been identified as a factor, 467 had resulted in either a step down to services or no further action. Ms Richards advised that referrals to the Children's and Families Hub arose after any intervention by the police. Following this, the multi-agency team reviewed all referrals and any relevant information would be shared with a child's school to make them aware of any incidents or concerns. She assured Members that no referrals resulted in no further action, as all would be actioned in some way. Cases could be stepped down to Early Help or stepped up to Children's Social Care, depending on the specific findings of each case and thresholds would be closely monitored throughout the whole process.

The Committee sought clarification around whether children who had been referred due to domestic abuse would be supported away from the family unit, with an emphasis being placed on raising their awareness that domestic abuse was not normal in a family setting. Ms Richards reported that following a domestic abuse referral, a social worker or health professional might make contact separately with the child away from the family. She informed Committee Members of the bespoke services offered by 'The Den', which aimed to raise awareness around domestic abuse, as well as the mandatory health and wellbeing work undertaken in schools around healthy personal relationships.

The Committee acknowledged the difficult job undertaken by social workers but noted the importance of their role and of vulnerable children's reliance on social workers and their ability to protect children from harmful family environments. In relation to the cited 748 children from the Blackpool area living in households which had been referred to Multi-Agency Risk Assessment Conferences, the Committee sought clarification over the specific number of households involved. Ms Richards advised that some of these children might come from multi-sibling families and offered to circulate more detailed analysis of the figures to the Committee following the meeting. In addition, the Committee requested further data around the number of children whose families had elected to home educate them, raising the concern that home schooled children ran the risk of any issues going undetected. The Committee was informed that the school nurse service was still offered to home schooled pupils and that in the event of an unmet need being identified, this would be escalated for further review. Ms Richards agreed to provide data around the number of children identified as being exposed to incidents of domestic abuse who were being home schooled.

The significance of the findings contained within the recent 'Child of the North' report was discussed by the Committee, with Members acknowledging the correlation between childhood poverty and an increased risk of domestic abuse. The Committee noted the

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relevance of the report's findings to Blackpool and agreed that further work should be undertaken by the Committee in order to allow a thorough consideration of the report's recommendations.

Further details were sought around the Caring Dads programme, which the Committee had been informed was an evidence based programme designed to rebuild relationships between fathers and their children. Ms Richards reported that the programme had recently been evaluated by the Violence Reduction Network and had been found to be effecting positive change. Members were advised that the Caring Dads programme worked with men to support them in considering their behaviour and the impact it could have on their children.

The Committee discussed more subtle forms of domestic abuse, in particular coercive control and emotional abuse, with Members raising concerns that for some children and young people such behaviour could become normalised in the family home. Ms Richards outlined the Personal, Social and Health Education (PSHE) programme offered in schools and informed the Committee that this included lessons on healthy relationships and family interactions, which the Committee requested further details of at a future meeting. In addition, she reported that social care assessments had been designed to help identify any coercive behaviours in the home and noted the benefits of the 'Ask Angela' campaign in raising awareness of the problem within the wider community by allowing bars and associated venues to identify and help people who felt at risk of sexual abuse.

In response to a question on the approach taken by the police towards victims of domestic abuse, Ms Richards reported that a bespoke domestic abuse team was to be reintroduced, which would consist of officers who understood the vulnerabilities of victims of domestic abuse. Furthermore, a multi-agency team had been formed specifically to respond to incidents of domestic abuse.

The Committee sought additional information around the reported eLearning module to be undertaken throughout January 2022 by all Early Help staff, with the aim of raising awareness of the impact of parental conflict on children. Clarification was sought over whether the training would extend to cover nurseries, with Ms Richards confirming that Early Years staff, including those in privately run nurseries, should have undertaken safeguarding training which identified the route employees should utilise to report any safeguarding concerns.

The Committee agreed:

1. To request that details be provided of the number of households involved in the cited data of children living in households which had been referred to Multi-Agency Risk Assessment Conferences;
2. To request data around the number of children identified as being exposed to incidents of domestic abuse who were being home schooled;
3. That further details of the Personal, Social and Health Education programme offered in schools be provided at a future meeting, with particular emphasis on raising awareness of coercive relationships;
4. That further consideration be given by the Committee to the findings of the 'Child of the North' report and the potential impact on Blackpool.

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6 EDUCATIONAL DIVERSITY

Ms Vicky Gent, Director of Children's Services updated the Committee on the requested information regarding the introduction of a counselling service at the Educational Diversity Pupil Referral Unit (PRU). Ms Gent highlighted that one of the aims of the PRU was to integrate pupils back into a mainstream education setting and as such the purpose of the counselling provision was to support and assist this. She provided a summary of the counselling service offered to all Educational Diversity pupils and identified that referrals were made either by teaching staff, support staff or self-referred by pupils themselves.

The Committee requested further details around the number of referrals received since the commencement of the service in October 2020, noting that 76 pupils had accessed the provision and asking whether Ms Gent felt this represented a cost effective service. Ms Gent responded that the overall size of the PRU had been significantly reduced over the past two years, with pupil numbers having been reduced from 320 down to approximately 130, therefore noting that 76 pupils represented a significant proportion of all its pupils.

Ms Jeanette Richards, Assistant Director of Children's Services informed the Committee of an emerging national picture of increasing concern over the mental health and wellbeing of children and young people, not least as a result of the ongoing pandemic. In response, funding had been secured to provide mental health practitioners in Blackpool schools and work was currently ongoing to determine the most effective mechanism to allow the service to be rolled out across all schools.

The Committee gave consideration to the transition of young people from Children's to Adults' Services, noting that access to Child and Adolescent Mental Health Services (CAMHS) ceased at age 16. Ms Richards acknowledged the difficulties and frustrations experienced by young people and their families in accessing appropriate services and recognised that services needed to be commissioned in a different way in order to meet the needs of this group of vulnerable young people.

7 ORACLE BUILDING UPDATE

Ms Vicky Gent, Director of Children's Services provided an update on the proposals for Special Educational Needs and Disability (SEND) provision at the Oracle building.

Ms Gent reported that following a public consultation, planning continued for the transfer of Park Community Academy's post-16 students into the Oracle building on St Anne's Road. The Committee was informed that internal modifications had been completed and advice sought from the Fire Service regarding emergency egress from the building. Ms Gent advised that the Sea View Trust was awaiting the outcome of its application to the Education and Skills Funding Agency regarding the proposed change and the Council was liaising with the funders of the building in order to progress a change in the use of the facilities.

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Discussions were underway with the Trust regarding tenancy arrangements, which Ms Gent reported would include continued access for those community groups who currently used the Oracle. Further clarification was sought around the tenancy agreements, with the Committee specifically hoping to determine whether building access to all current user groups would continue under the new arrangements as well as seeking details of who the groups were. Assurance was also sought over whether the facilities to be utilised by Park School students would remain completely separate to any other users of the building. Ms Gent was unable to provide the specific details at the meeting but agreed to provide the requested information to Committee Members.

The Committee agreed: To request a further update report on the proposed SEND provision at the Oracle building at the Committee meeting scheduled for 27 January 2022.

8 SEND STRATEGY UPDATE

Ms Vicky Gent, Director of Children's Services reported that the revised Special Educational Needs and Disability (SEND) Strategy would be available in early 2022 following approval by the Executive. She asked for volunteers from the Committee in order that a working group could be established to review the draft document prior to submission to the Executive. The Committee agreed to the establishment of a working group to review the draft Strategy but requested the deferral of the final document to the Executive in order to allow the whole Committee to consider the amended Strategy at its meeting on 27 January 2022.

Councillor Hobson, Cabinet Member for Children's Social Care and Schools advised that Blackpool historically exhibited a low percentage of children with SEND attending mainstream schools, in part due to the popularity with parents of selecting a place at one of Blackpool's Special Schools, even in cases where attendance at a mainstream school might be more beneficial. As a result, space within the Special Schools was now at a premium and the Council was working with all its schools to improve SEND provisions in mainstream settings.

The Committee noted the reported consultation exercise on the SEND proposals and sought further information on who had been consulted as part of this process. Ms Gent advised that an extensive piece of consultative work had been carried out earlier in the year but that further consultation would be undertaken, including with parents and carers who sat on the SEND Board. She acknowledged that wider consultation with parents attending mainstream schools would also be required.

The Committee requested a future update on the pathways available for young people with SEND once they had left education, which Ms Gent agreed to provide at a future meeting of the Committee. Members noted the importance of including this area within the SEND Strategy.

Committee Members discussed the potential problem of delays experienced by families in securing a SEND diagnosis. Ms Jeanette Richards, Assistant Director of Children's Services recognised this as a potential issue, which she advised might benefit from future

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consideration by the Committee.

The Committee agreed:

1. That a working group be established to review the draft SEND Strategy, made up of Councillors Burdess, Critchley, D Coleman and R Scott and which would meet in January 2022;
2. That the amended draft SEND Strategy be considered by the Children and Young People's Scrutiny Committee at its meeting on 27 January 2022 prior to being submitted to the Executive;
3. That information on the pathways available for young people with SEND once they had left education be provided at a future meeting of the Committee and that this area be considered for inclusion within the SEND Strategy;
4. That further consideration be given to the topic of delays in SEND diagnosis as a future scrutiny review area.

9 COMMITTEE WORKPLAN

Members considered the Committee's Workplan for 2021/2022 in conjunction with the proposed scoping document for the Catch-Up/Recovery Premium Spend Scrutiny Review.

The Committee agreed:

1. The Workplan for 2021/2022;
2. The scoping document for the Catch-Up/Recovery Premium Spend Scrutiny Review.

10 DATE OF NEXT MEETING

The date of the Special meeting of the Committee was noted as Wednesday 12 January 2022, commencing at 5pm.

Chairman

(The meeting ended at 7.40pm)

Any queries regarding these minutes, please contact:
Elaine Ireland, Senior Democratic Governance Adviser
Tel: 01253 477255, E-mail: Elaine.ireland@blackpool.gov.uk

Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Pauline Wigglesworth, HeadStart Programme Leader
Date of Meeting:	27 January 2022

HEADSTART UPDATE

1.0 Purpose of the report:

1.1 To receive an update on the activity of the HeadStart Programme and the wider Resilience Revolution.

2.0 Recommendation(s):

2.1 To consider the update and the contents of the Resilience Revolution Annual Report.

3.0 Reasons for recommendation(s):

3.1 For Members of the Children and Young People's Scrutiny Committee to be aware of the work of HeadStart.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 The HeadStart programme is funded by The National Lottery Community Fund (TNLCF) as part of its strategic programmes, with an investment of 13 million over six years to test and learn new ways of supporting youth mental health. Blackpool is one of six sites nationally and has developed a community approach to building a resilient town for young people to grow up and thrive in, under the banner of the Resilience Revolution.

6.2 TNLCF funding ceases on 31 July 2022 and there has been rigorous attention to sustainability over the last 12 months, with funding for successful projects being identified.

6.3 The annual report attached at Appendix 5(a) outlines the key activity and evaluated outcomes achieved. The report has been co-produced alongside young people and parent/carers, practitioners, leaders and academics. The presentation of the report hopes to enable the information to be as accessible as possible to a wide range of people.

6.4 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 5(a) - Resilience Revolution Annual Report 2020/2021
Appendix 5(b) - State of the Nation submission 2021

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 The HeadStart programme has a full risks and issues register to monitor and address as appropriate.

11.0 Equalities considerations:

11.1 A robust approach to inequalities is embedded in the ethos and practice of the HeadStart programme.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 The HeadStart programme has a fundamental of co-producing its strategy and activity alongside the wider community.

14.0 Background papers:

14.1 None.

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RESILIENCE REVOLUTION'S ANNUAL REPORT

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September 2019 - August 2020



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FOREWORD

“This global pandemic has made life even harder than before, especially for those facing the greatest challenges. We face lots of disruption. Did you know that due to the lockdown and schools closing for lots of young people, the latest estimation is that it will take over 20 years for deprived areas to close the gap academically with those in richer areas. Find out more [Here](#).

We find this shocking and, as Blackpool is one of the most deprived areas in the country, we know how much this will affect children and young people in our town for years to come.

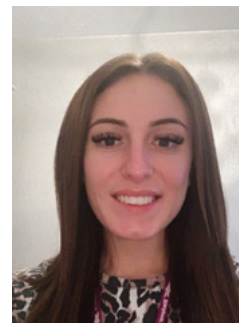
We know living in Blackpool is not easy for some of us. There’s not a lot of money to go around, and this has a knock-on effect on our mental health. We know some of you are wondering where the next meal might come from so we recognise there are some really tough additional struggles on top of school, friends and staying healthy.

This report shares with you the fantastic work that is happening in Blackpool schools and in the wider community to make things better for all young people across the town.

We believe that school can set us up for the future. We also know that school can be stressful, particularly due to the pressures of exams- so how can we reach our true potential if we are not in the right mind-set at school? It's important that we all act now!

We are working together with schools and the wider community so we can all help each other stay positive and resilient through tough times. This report shares with you the fantastic work that is happening in Blackpool to make things better for all young people across the town.

We have written this foreword to introduce the report, but more importantly, to encourage you all to read it. You will find out all the things we have been doing and how we are making a change in our town. We see stories of real people on every page of the report, and this is only a glimpse of the life-changing impacts we are seeing in young people, families and our town. We know that when a young person first joins the Resilience Revolution they can be shy and uncertain but working together, giving everyone a voice and watching people grow is a real privilege. Seeing young people taking centre stage and raising their voices, representing their families and their town is making things better. We know the work we are doing now is for our future, so please read what we have been doing over the past year and join us in doing even more in the next year.”



Elle
Co-leader



Hannah
Co-leader

CHAPTER 1: INTRODUCTION



Welcome to the Resilience Revolution's Annual Report- September 2019 to August 2020. It's full of facts and figures about our activities, stories from peoples' experiences and tells you what we have learned over the past year.

For those of you who haven't heard about the Resilience Revolution (RR), you may be wondering what it is and how it might be helpful for you and others around you.

The RR is a complex and passionate partnership of HeadStart Blackpool (led by Blackpool Council), the Centre of Resilience for Social Justice at the University of Brighton, and Boingboing Resilience Community Interest Company. Supported and funded by the UK's National Lottery Community Fund, this partnership is a collaboration of individuals, organisations and services across Blackpool. It uses Resilient Therapy (Hart, Blincow, & Thomas, 2007) to develop new ways of working to support young people's mental health and wellbeing, with young people, parents / carers and adult supporters involved as co-leaders.

The RR is a social movement inviting anyone who lives, works or volunteers in the town to get involved and make Blackpool a more resilient town for everyone to live in, especially those facing the greatest challenges.

The word *resilience* is everywhere at the moment, especially in this current time of trying our collective bests to deal with the COVID-19 global pandemic. Here in the RR, we are worried that people think that being resilient means we have to pull ourselves up by our bootstraps, and if we can't do that by ourselves, then we are failures. We hear far too many times that people feel ashamed of the struggles they face, even when the problems lie in the system. Should we be responsible for the failings in the benefit system? Should those of us that need social work support be blamed for the huge funding cuts in community support?

Here in the RR, we say no! We use the definition of resilience 'Beating the odds whilst changing the odds' (Hart et al, 2016): Beating the odds, so people can do better than anyone expected them to given their circumstances; and changing the odds because we know we need to change the systems that are causing these challenges in the first place. We also believe that it is the people with the lived experience of these challenges that should be at the forefront of campaigning for change.

We believe that by creating a passionate and committed partnership with people from across the town, from all professions and all walks of life, we will create the change that will make it easier for us all to thrive.

ENJOY!

We have a set of principles that guide our work.



Our Fundamentals



Asset-based – We focus on the positives and build on strengths within a person, a family and in every situation.



Brave and Innovative – We work in new and exciting ways to solve the most difficult challenges.



Co-production – We work alongside young people, parents and carers and other stakeholders to reach a shared goal, with shared responsibility and shared learning and mutual benefits. Co-production is a joint effort!



Research – We are a learning programme, and research and evaluation is an essential part of this programme. We aim to reflect and critique constantly, so that we can figure out what works for young people and families.



Social Justice – We address inequalities and level the playing field to make sure that everybody has access to the same opportunities.



Systems change – We work to change and improve systems, which create persistent barriers for young people and families within them.



Whole Town Approach – We work across the whole town to build our Resilience Revolution.

These principles were showcased in our most recent three-day Big Resilience Get Together in Summer 2019, attended by 226 young people, parents and carers, school staff, practitioners and academics from over 30 organisations and groups, schools, the Council and the NHS. Have a look at our [co-produced blog](#) about the event. Each day was themed into different areas of our work: schools, mental health, and Our Children (young people in the care of the Local Authority). As part of this, young people asked a panel of strategic leads, managers and commissioners some really tough questions and made direct responses to the keynote speakers. Young people were also involved in the design, branding and filming of the event, as well as delivering workshop sessions. The feedback was great, with attendees commenting that “hearing young people’s responses to keynote speeches was very inspiring” but, as always, there was room for improvement. We will act on the feedback and learning to create a unique and exciting [international resilience conference](#) in March 2022, right here in Blackpool.

How we have been learning from our Resilience Revolution (RR)

The RR is a research programme, which means we have been testing and learning innovative ways of supporting young people's mental health and wellbeing. We want to make sure that we learn and share with others what the RR achieves. That is why we are collecting and presenting a wide range of information: in words, numbers, statistics, charts and images.

We want to use all of this rich information to build on successes and make improvements in areas that impact all our lives here in Blackpool. We want people in other areas to learn from what we are doing, and so, we need to understand how the changes we report have been created.

To help us see and guide changes as they are happening, our overarching methodological approach has involved using a tool called the Value Creation Framework (Wenger-Trayner & Wenger-Trayner, 2020). It's a way to look at all our revolutionary activities in real-time and capture their journey. The Value Creation Framework (VCF) can help explain how a project, or a social movement like ours, drives valuable changes. It's also designed to help people direct those changes- and that's why, right across the RR, people understand and use the VCF.

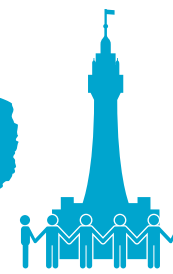
The changes that we have analysed throughout this report may have value for:

- **An individual person**, for example, helping a young person to feel more confident to answer questions in class.
- **An organisation**, for example, helping an organisation grow its network of volunteers, or it could be even bigger than that!
- **A whole system**, for example, helping local schools think differently about how they respond to bullying. This is also known as systems change, and it's like the golden ticket for us in the RR because it means that lots of people will benefit from the changes rather than one person. This means **Beating the Odds whilst Changing the Odds** (Hart et al., 2016).

We have used the VCF to help us bring together and summarise all these different types of values in this report's conclusion.



CHAPTER 2: WHOLE TOWN APPROACH



Community

There is an African proverb that states “It takes a village to raise a child”, recognising that children and young people’s life chances are determined by the accessibility of resources in their environment. Bronfenbrenner put together a [theory](#) to develop this idea further showing these differing influences from family, school, local community out to society as a whole (Bronfenbrenner, 1979). Learning from this theory we actively build relationships between individual people and organisations, sharing opportunities to learn together and co-produce solutions to problems we face in day to day life. This underpins and drives our whole town approach, with a social justice lens in the Resilience Revolution (RR).

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Last year, we hosted key events where we learnt more about our resilience approaches. 5 Resilience Get Togethers and 9 Resilience Forums brought together **136 people**. The Resilience Get Together is free and open for anyone in the community, who would like to find out more about our resilience approach and how this can help them to better support Blackpool’s children and young people. It is just an hour and a half, which is short enough for people to ‘**dip their toe in the water**’, but long enough for them to get a taster and find out if they want to get more involved.

The Resilience Forums are organised by Boingboing and the University of Brighton’s Centre of Resilience for Social Justice (CRSJ). They are also free and open for anyone, who is interested to attend. They specifically focus on **one aspect** or **application of resilience**, and are delivered by academics, people with lived experience of a particular adversity, or practitioners with good practice to share.

Last year, we **presented at** key events where we shared our message with the wider Blackpool community.

- RR at Blackpool and Fylde College Freshers’ Fayre in September 2019 = **32 new students**
- Autumn Fete at The Harbour hospital = **32 people**
- Stanley Park ‘Park Run’ Takeover to encourage the Resilient Move fresh air and exercise = **25 Blackpool residents**
- Information and activity event at Blackpool Carers Centre = **23 young carers**

We have also been busy promoting our work nationally, with RR representatives attending over 66 webinars and conferences to showcase and discuss our work. For example, this included the Research in Practice Conference in Leicester in March 2020, which focused on our social justice approach to resilience.

Work with parents, carers and families

Parents of the Revolution is a group of parents and carers from all walks of life, who share experiences and interests in supporting young people with their mental health. The group has a passion for changing unfair systems and improving outcomes for all Blackpool's children and families. With 12 parent and carer sessional workers, the group develops and supports different activities. Regular meetings are held that any parent and carer can join for a coffee and a chat about resilience, as well as monthly "take a stand" meetings where members develop plans to challenge unfair systems. They have had a very busy year with lots of presentations and activities, which you can see on the timeline below.

A Year of Parents of the Revolution –



September 2019 – Presentation at Social Care National Consultation Forum in Westminster – shared the co-produced guiding principles for Local Authority work with families. - Attended an international event **'Preserving Family Contact'** with speakers from across the UK and Australia – this included discussing how voices of **all** parents could be heard and utilised better within fostering and adoption systems.

October 2019 – Boundary School Parents' Resilience Course – delivered their interactive session. - **Building Resilience in Parents and Carers (BRiPC)** - Teaching 6 parents all about the Resilience Framework and highlighting resilience-building at a family level, rather than just at an individual level.

November 2019 – Blackpool Family Rocks Presentation – presented to **8** legal professionals in Blackpool Council highlighting the work the group has been doing to amplify parents' voices across a range of complex systems, as well as to promote the opportunities to get involved with parents groups.

December 2019 – Empowering Parents and Empowering Communities (EPEC) – worked with Blackpool Better Start to promote a new parent course called EPEC. Parents of the Revolution brought a resilience lens to the learning course materials and shared their expertise in how to engage parents who have children in secondary school.

January 2020 – Family Framework Launch – **60** people attended an event where the 42 Resilient Moves were translated into moves suitable for the whole family to do together. Find out more [HERE](#)

February 2020 – Multi-Agency Safeguarding Presentation – 45 people in safeguarding roles in the North West learnt about Blackpool Family Rocks Model of Practice across Blackpool Children's Social Care. - **35** foster carers learnt more about the RR at the **Foster Care Forum**. Volunteered **8** hours to support people on the B.R.I.C Chatty Bus, a community initiative spearheaded by Blackpool Residents Inquiry Claremont to tackle isolation across the town.



March 2020

– **SEND Forum** – held a stall for **100** delegates highlighting how to use the Blackpool Families Rock model in an inclusive way.

Presented to **40** parents at Revue Learning Academy **Coffee Morning** and Aiming Higher Open House

April 2020

– **Activity packs** – created and delivered to **530** families across Blackpool.

May 2020

– **Empowering Young People and Families Co-production Group** – surveyed local families and contributed to the content of new co-produced resource packs for families with young people on Child Adolescent Mental Health Services (CAMHS) waiting lists.

June 2020

– attended weekly **schools co-production groups** and amplified parent voice in recommendations for schools, as well as supporting the plans for a short film with Charlie Waller's P.L.A.C.E. support network.

July 2020

– established an activist group called **TAKE A STAND**. Meetings take place every 4th Thursday, find out more [HERE](#). Promoted a survey to have a say in what their relationship with schools was like during Covid-19. Attended the Working Well for Children and Families online event to discuss their good practice in amplifying parents' voice in complex systems with professionals from across the North West.

August 2020

– attended **Mental Health First Aid Training**.

In addition to of all this, Parents of the Revolution also have...

- Held **28** Coffee and Chats – a peer support space (now online) to share views about parenting and plan how to tackle inequalities together.
- Designed and taken part in **14** online quizzes, which provided a helpful distraction for young people and families during lockdown.
- Co-produced a series of newsletters between March and May to support families through lockdown, find out more [HERE](#).
- Co-produced **10** resource packs for online workshops and delivered them to the door. This was a great way of building relationships and encouraging parents to attend the Parents and Carers course. Book yourself onto this course [HERE](#).

Blackpool Families Rock

A co-production group is formed by 11 parents, carers, young people, community members, social work practitioners, and the Head of Service. The group co-produced the new approach to working with children and families in Blackpool, the *Blackpool Families Rock model*. This model is now embedded across the whole partnership with the support of this group.



The group also aims to constructively challenge and shape practice and procedures for work with children and families in Children's Social Care. Meeting monthly, the group co-produced value-based questions for Social Worker recruitment interviews. They also held a Question & Answer session with Blackpool's Principal Social Worker. The group challenges social work practice to be fair and considerate to families and drives service improvement. Their work has already helped Children's Social Care to make important practical changes, such as adding new criteria to practice audits and reviewing and writing parts of Family Time Practice guidance document for Children's Social Care. The group is also among the key partners in the development of 'Pathway Planning with Care Leavers'.

The group has been part of co-presenting and co-training the novel Blackpool Families Rock model both locally and nationally.

The group has continued to meet digitally throughout lockdown. Their next steps are to work more closely with social care teams to share their expertise and recruit more families to be involved.

What happens next? The Parents of the Revolution constantly challenge inequalities of all kinds. Their activist group 'Take a Stand' is meeting with Children's Social Care so that social work practice can benefit from their lived experience and expertise. Parents of the Revolution are developing an impact wider than Blackpool, supporting the development of a Training the Trainer course for Resilient Rutland – a like-minded project using resilience approaches to improve health and wellbeing in young people and families across Rutland county.

SGO group – Special Guardians

A Special Guardianship Order (SGO) is made when the Family Court decides it is in the best interests of a child or young person to live with someone who is not their parents. Blackpool has a high number of Our Children, and lots of them live with a family member, friend or relative. This valuable caring role is provided by many family members and others, but there is no statutory requirement for them to be given any support. In Blackpool, the Special Guardians group began over two years ago to fill this support gap.

The group provides peer support on a monthly basis and aims to change aspects of the system to better support special guardians more widely, who often have little real control over whether to undertake this challenging role.

In the past year, the group co-produced a 'Frequently Asked Questions' document, which addresses issues that are often difficult to get answered. The group used their own experiences and knowledge, combined with research and input from local social care teams, to put together an easy to read and accessible document.

The group linked with the Grandparents Plus national charity and are starting to work with Blackpool Children's Social Care to provide direct support for this group of parents and carers.

The group has also been recognised as a beacon of good practice for SGO carers, as one of the only local authorities in the country to offer this support. During lockdown, the group has continued online and provided access to much-needed peer support during an especially difficult time.

Child and Adolescent Mental Health Service (CAMHS)

We know it can be a tough time for young people and their families on the waiting list for CAMHS. Empowering Young People and Families is one of our new co-production groups. They work alongside partners in Blackpool Teaching Hospital and Boingboing to 'change the odds' (Hart et al., 2016) and improve families' experience of this time. They are co-producing two resource packs, one for young people and one for parents and carers. These are designed to support everyone in the family with their mental health and to bring in a resilience lens. The group has identified that peer support and workshops may be one of the first ways to change the odds for families on the CAMHS waiting list. They have surveyed parents and carers across Blackpool to find out what workshops would be most helpful, as well as working with young people to imagine what a peer support project could look like.

Developing alliances with Voluntary and Community Sector organisations and groups

Supporting community organisations and groups is a key part of our community development approach. They are co-leaders of the RR. We support each other to implement resilient approaches and build a better future for local young people in every platform including physical space.

Junior Park Rangers

Local young people do more than just tell us that the local parks and green spaces are important to them - they have shown us. In collaboration with Blackpool Better Start and Blackpool Council Parks Service, the Junior Park Rangers help look after and maintain our natural resources. Since the RR started in 2016, 184 young people have taken part in 106 sessions. Over the last year, 166 young people have taken part in 77 sessions in different green spaces in Blackpool. The Rangers have created a month by month nature activity guide which links to Resilient Moves.

In October 2019, young people successfully co-planned and co-delivered a fun outdoors Halloween event, which attracted local families with young children to take part in activities like pumpkin carving, monster hunts, story-telling and more. Check out a video about the event [HERE](#).

Since March 2020, the Junior Park Rangers have been supporting the community through the pandemic. They've helped design resilient seed packets, with 300 sent out to families in lockdown, as well as taking part in quizzes to continue developing their passion for nature.

During lockdown, without open playgrounds or community gardens there was little for families to do in their local park. A trio of Junior Park Rangers co-created a proposal and designed a sensory space filled with herbs and fruit trees and took their idea to the town's decision makers. They were successful in their bid to develop the area and received a grant of £1000. Here are some images of the sensory space for families that they have created.



Aiming Higher

Aiming Higher shares our passion for disability inclusion. Not only do Aiming Higher actively promote Resilient Moves in their social media campaigns, the Aiming Higher team have all embedded the principles of Resilient Therapy and co-production into their work with families. In their Coffee and Chat meetings, Aiming Higher invite guest speakers as well as key decision makers. The RR has presented at Coffee and Chat mornings online during lockdown and discussed with families what a resilience lens is and how co-production can help to not only beat the odds for some families, but also to change the odds for all families.

Blackpool Football Club Community Trust

After the lead representative of Blackpool Football Club Community Trust (BFCCT) attended our advanced training Facilitating Resilient Therapy, they went on to introduce co-production with young people into the design and delivery of their Inspires programme, which has been commended by the Premier League for its integration of the resilience evidence-base. The programme includes two specific sessions on the Resilience Framework and Resilient Moves are incorporated throughout the programme. It was delivered in 4 schools this year. As part of this work, a Youth Engagement staff member has supported them to model a Youth Voice project that BFCCT are now taking on themselves.

We are lucky and privileged to have many voluntary and community sector organisations co-leading the RR. Organisations are developing their own responses to building community resilience and we are learning together to make Blackpool a more resilient town.



Training Blackpool's Workforce

We are big on sharing our collective learning. The RR offers training, based upon the Resilient Therapy (Hart et al., 2007), which encourages critical debates, sharing of local evidence, and personal reflections. Our training is designed to empower our fellow co-leaders of the RR with knowledge and confidence to address inequalities.

Our courses:

- **Introduction to Resilient Therapy** – For anyone with a pulse that is interested in resilience. Learn what Resilient Therapy is and how it can help you and others. This helps to build resilience across Blackpool through strategic ways of working with children, young people and families.
- **Facilitating Resilient Therapy** – For people who are familiar with Resilient Therapy and approaches across Blackpool. Learn how to use Resilient Therapy with others.
- **Practitioner Resilience** – For social workers, school staff and practitioners supporting children and young people in Blackpool. Learn ways to understand their practitioner needs when facing uncertainty, change or strive for a work life balance, and explore how resilience impacts on professional practice.

- **Academic Resilience Approach (ARA)** – For anyone interested in supporting children and young people in Blackpool schools. Learn about the ARA and find out how school communities can build resilience at multiple levels of the school system and protect pupils, parents and staff from the worst effects of adversity.
- **Supporting Academic Resilience Approach (ARA)** – For people who are familiar with the ARA. Learn how to use the ARA with others.

Sessions have been run at different local venues including: The Grange, Blackpool and Fylde College, Bickerstaffe House, Blackpool Football Club and online via Microsoft Teams. [Click HERE for more information and booking](#)

290 people have attended these training sessions and provided feedback over the last 12 months:

- 229 people attended the Introduction to Resilient Therapy
- 36 people attended the Practitioner Resilience
- 10 people attended the ARA in the community
- 9 people attended the Facilitating Resilient Therapy
- 6 people attended the Supporting ARA

Introduction to Resilient Therapy

- 44% increase in topic knowledge after the session
- 96% agreed the training met its aims
- 97% agreed the course was well presented
- 96% agreed the course was a positive learning experience
- 93% agreed the information was relevant to work
- 94% would recommend to a colleague
- 93% would attend further training from us

Online Introduction to Resilient Therapy

- 30% increase in topic knowledge after the session
- 98% agreed the training met its aims
- 98% agreed the course was well presented
- 97% agreed the course was a positive learning experience
- 97% agreed the information was relevant to work
- 97% would recommend to a colleague
- 98% would attend further training from us

Practitioner Resilience

- 28% increase in topic knowledge after the session
- 97% agreed the training met its aims
- 98% agreed the course was well presented
- 98% agreed the course was a positive learning experience
- 97% agreed the information was relevant to work
- 98% would recommend to a colleague
- 98% would attend further training from us

ARA in the community

- 30% increase in topic knowledge after the session
- 96% agreed the training met its aims
- 96% agreed the course was well presented
- 96% agreed the course was a positive learning experience
- 94% agreed the information was relevant to work
- 96% would recommend to a colleague
- 96% would attend further training from us

Here are some personal reflections from people who attended our training.

Learning about Resilience

“Resilience Therapy is not as complicated as it sounds. Great session that has simplified it for me.” And “I really enjoyed the training. It was very informative and interactive. It has given me a lot to think about in terms of how I can help and bring around positive change and skills for the young people I work with.”

Useful Tools

“I will be incorporating the framework into both paid and voluntary work.” And “I will use the framework as a tool with young people to identify strengths and areas that need work. Will look on BoingBoing website, find resources and learn the language.” And “I will be passing on advice to colleagues to help with their resilience.”

Recommendations

“More training should be given across the NHS Trust for staff.”

An important session for our team was 2 days of training on white privilege and becoming actively anti-racist. We are committed to social justice and are continually learning how the RR can be inclusive to all. We have taken the first steps to learn more and acknowledge that there is still work to be done every day to challenge racism and systemic injustices in our society.



DIGITAL COMMUNITY OF PRACTICE



After lockdown our training moved online. A group of 14 trainers across the RR meet regularly to share learning about online training. The group highlighted 3 benefits of this new way of digital learning:

- Keeping course content to its essentials;
- Trainers and attendees can log in from anywhere;
- Sessions are flexible and can fit around commitments and demand.

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The group also created a list - Top Tips for Online training - and linked them to the Resilience Framework

1. If you are delivering training, experience what it feels like as a participant by attending an online training session. Make some notes about what is helpful, engaging, and what might work for your own delivery. **KNOW AND UNDERSTAND YOURSELF**

2. You need a co-facilitator to help manage the online room and share presenting for better engagement. **GET TOGETHER WITH PEOPLE YOU CAN RELY ON**

3. Plan and practice the content and activities. It's a good idea to make sure that presenters can deliver all the content and cover for each other if a technical problem should occur. **SOLVE PROBLEMS**

4. Keep the time spent presenting information short so that you can embed lots of activities and discussions. Use all the tech available, i.e. polls, whiteboards, images and videos. **EXISTING SOLUTIONS- USE THEM**

5. Create a bank of physical workbooks, handouts and activities that can be sent out ahead of the session to help reduce screen time. **MAKE LEARNING WORK AS WELL AS POSSIBLE**

6. Facilitators can arrange 'test calls' with attendees before the meeting – this helps to make the training personalised and get people familiar with the chosen platform's functions, as well as checking devices that will be used to access the training. **KEEP RELATIONSHIPS GOING**

7. Use the online ticket sites to advertise and promote sessions. Include readings (if copyright allows) or our own videos in the online ticket site page itself. **HIGHLIGHT ACHIEVEMENTS**

8. Brand the digital space – for example, use your organisation's logo as your background. **FIND SOMEWHERE YOU FEEL LIKE YOU BELONG**

9. Put a clear plan of the session up at the start so people know what is happening in the session and include a comfort break. **ORGANISE YOURSELF**

10. It's good to be available for debrief phone calls after the session finishes, particularly if sensitive topics are covered. **UNDERSTAND OTHER PEOPLE'S FEELINGS**

Learning within interviews with Resilience Revolution Staff

Learning is a collective ongoing process for the Resilience Revolution. We wanted to know what Resilient Moves staff make in their day to day work, so we spoke with 6 Resilience Coaches, 2 Senior Coaches and 1 Advanced Practitioner. We counted up any specific comments that referred to the Resilient Moves listed on the Resilience Framework. (Hart et al. 2007)

425 Resilient Moves were discussed at these interviews. The range of moves deduced within each interview was between 53 and 85. The most frequent resilient move was *'Know and Understand Yourself.'*

Noble truths are principles that underpin the practice of Resilient Therapy. The four noble truths are; accepting, conserving, commitment and enlisting.

97 noble truths were discussed at interviews. *'Accepting'* had the highest overall score with 48, which shows that those working with young people accept what they have been through in their lives, what help and support they may need, and work alongside them to improve their resilience in any way they can.

Additionally, 7 members of Youth Engagement staff took part in interviews between January and February 2020. These were also analysed using a deductive approach, this time searching for specific words and concepts such as Train, Learn, Job, and Career.

Ten key themes emerged from this analysis that demonstrated the many ways the Youth Engagement Team are committed to learning and sharing good practice.

- 
1. Co-production practice is a significant body of learning throughout the programme.
 2. Staff actively seek opportunities for promoting youth voice within learning and training.
 3. Trainings are better with young people co-delivering because they know the best ways to engage their peers with the content.
 4. A young person's voice can be the most memorable part of the training session.
 5. Young people share learning with other young people in informal ways too – not just when delivering training sessions.
 6. Young people are actively seeking careers to address social inequalities.
 7. Big learning events such as Writing Days and Resilience Forums are essential.
 8. Local organisations are learning from the Resilience Revolution's work.
 9. Our staff use feedback to learn and reflect. This makes us accountable for improvements.
 10. Research and local evidence is used to guide decision making.

Youth Engagement

A total of **534** young people have taken part in a range of co-production activities to co-lead the Resilience Revolution (RR) since 2016 as equal partners. This has included **347** young people making changes in their school, for example by joining their school's pupil resilience committee or training to be a peer mentor. **268** young people have attended a raft of out-of-school opportunities to make a change in the community more widely. This includes groups like our Young People's Executive Group (YPEG) where young people hold the RR to account and create lasting change to make Blackpool a better place for children and young people.

Over the last year, Covid-19 has inevitably brought challenges for some of the Youth Engagement projects that were underway or on the horizon prior to lockdown. Despite this, the Youth Engagement Team has continued to reach young people across the RR and in total, **183 young people have engaged in co-production opportunities between September 2019 and August 2020.**

In response to the Covid-19 lockdown restrictions, Youth Engagement quickly adapted and used a range of online platforms that young people could engage with in order to keep activities going. Groups such as YPEG and Blackpool Beating Bullying went from being face-to-face to online sessions so young people could continue making a difference. We began new ways to support young people and their communities during these tough times, for example co-producing social media posts to support mental health and wellbeing, and working closely with community organisations to embed Resilient Therapy within their approach, including Blackpool Football Club's Community Trust, Revolution and Blackpool Carers Centre.



A Year in Youth Engagement

— **September 2019 – How-to guide** – Fresh from their research residential over summer at the University of Cumbria, the Revolution Researchers worked hard on their how-to guide. The guide reflects on projects the group has worked on and includes handy tips for others interested in co-producing research with young people. The guide is now finished and can be read [HERE](#).

— **October 2019 – HeadStart National Residential –**

Co-planned and co-delivered by young people, the Resilience Revolution hosted a 3-day residential for the HeadStart areas across Blackpool, Newham, Wolverhampton, Hull and Kent to come together and share learning. Over the 3 days we had a whistle stop tour of Blackpool, as well as tackled some local and national issues faced by young people.



— **November 2019 – Same Pay for the Same Day launch event** – The Same Pay for the Same Day is a campaign for fair wages led by young people. After analysing survey responses from over 400 young people across Blackpool, the group shared their findings and recommendations with local organisations at an exciting launch event. Check out this [blog](#) co-written by young people to find out more and see their campaign leaflet.

— **December 2019 – Blackpool Beating Bullying (BBB): First award** - BBB presented its first Bronze award to Montgomery Academy for its implementation of the BBB charter mark. The campaign and charter mark were co-produced with young people with the aim of reducing bullying in schools, which our young people highlighted as one of the most common issues that pupils face. This first award to Montgomery Academy was presented to the school in Blackpool Town Hall with 9 young people and around 30 adult guests attending, including school head teachers, staff and governors, the Mayor, councillors, and parents. Since then, more awards have been achieved by Blackpool schools. You can read more about BBB in Chapter 3.

— **January 2020 – Peer Mentoring Delivery began**

— The peer mentoring offer was delivered in 8 primary schools in Blackpool. 84 young people were successfully trained in different areas of the Resilience Framework so they can support other young people in their schools. The sessions were well-received and schools committed to taking the initiative forward.

— **February 2020 – HeadStart National Conference –**

6 young people represented the RR at a national event in London, called 'The HeadStart Learning 2020: The Why, How and What of Resilience in Children and Young people'. Young people took on a range of roles, including co-facilitating sessions, filming, and interviewing participants.



— **March 2020 – Children's Services Communications Event: Young People Takeover** – Young people from the RR and Just Uz took over the quarterly Children's Services communication event on 10th March, presenting to 232 attendees about co-production. Young people successfully shared why it is so important for professionals to work alongside young people and involve them in decisions that affect their lives. The event was well-received, with Children's Services practitioners commenting that *"The event allowed me to reflect on the importance of listening to the young people we work with and put this at the forefront of my mind"*, and they are now *"Working very hard to get the voice of young people and parents involved in every aspect of our work."*

— **April 2020 – Open up the Mic** – Young people embarked on a new project alongside Showtown Blackpool to incorporate discussions around Resilient Moves and mental health into comedy. Young people played a key role in the commissioning process and helped to decide who would get the contract. They went on to work online with a real comedian to develop their comedy material and take part in different challenges, which taught them to *"make time to have a laugh, because it bonds us together"*.

– **May 2020 – Creative Activism Zines –**

In collaboration with the University of Brighton and Boingboing, young people from the RR attended online workshops to learn about activism and zine-making (small self-published magazines). With advice from local artists and photographers, young people created their own individual and collective zines around tackling inequality and raising awareness of topics such as LGBTQ rights, votes at 16 and the environment. To find out more, check out our blog [HERE](#).

– **June 2020 – Covid-19 school recommendations**

– Our young co-leaders were instrumental in elevating young people’s voices in discussions around the wider re-opening of schools following Covid-19. Some young people worked in the Resilience Revolution Education Voices group alongside parents, carers, teachers, workers and academics to co-produce a series of recommendations for schools, which you can read [HERE](#). Others took part in co-research and surveyed over 120 young people across Blackpool to find out about their experiences during lockdown and see what support might be needed from schools and colleges to help students return safe and happy. You can read the report with their findings [HERE](#).

– **July 2020 – Civic Activism project –**

Young people started working as co-researchers alongside HeadStart staff from Blackpool, Newham and Cornwall, as well as academics from the University of Brighton and Queens University Belfast. Together they are co-creating knowledge around how activism in local and global communities could be a resilience building mechanism to improve young people’s mental health and wellbeing.



– **August 2020 – Blackpool Bright Minds launch –**

The Blackpool Bright Minds YouTube channel was launched to give young people a one-stop shop of what is going on in Blackpool for them to get involved in. There are 18 partners to the channel, with videos uploaded weekly to make sure there’s always something new out there for the young people to watch. The steering group for the channel is led by young people and facilitated by members of the Youth Engagement Team. Young people play a key role in designing and filming video content, benefiting from opportunities to develop their journalism skills. Click [HERE](#) to check out the channel.

In addition, young people have also...

- Attracted 107 YouTube views through filming a Question & Answer video interview with Mayor Amy Cross
- Brought together 101 books for a new Resilience Revolution reading collection, available to loan digitally in collaboration with Blackpool Central Library
- Taken part in 67 online quizzes facilitated by the Youth Engagement Team, which provided a helpful distraction for young people and families across the community during lockdown
- Written 35 social media posts to share the Resilience Framework with wider audiences and showcase Resilient Moves during lockdown
- Attended 6 strategic meetings and promoted youth voice in decision making, including the HeadStart Executive Board, Blackpool School Improvement Board, and North West SEND Steering Group
- Recruited 3 additional peer sessional workers, taking the total to 6, who have successfully joined the team and continued to support the different activities and initiatives across the Resilience Revolution
- Sat on 2 interview panels and helped decide which staff are recruited to the Resilience Revolution
- 2 young co-leaders of the Revolution co-produced ‘A Guide to On-line Gaming: Top Tips for making Resilient Moves when Gaming’, which you can read [HERE](#)

YOUTH ENGAGEMENT



Impact of Youth Engagement activities on young people

49 young people involved in Youth Engagement completed a survey in July 2019. Out of them, 30 young people repeated the survey again between January and March 2020.

The survey asked them about their:

- Self-esteem, i.e. how they felt about themselves
- Self-efficacy, i.e. their confidence in their own abilities
- Civic engagement attitudes, i.e. how much they believed they should help their community
- Civic engagement behaviours, i.e. whether they were taking action to help their community
- Identity development, i.e. how sure they felt about who they are as a person and where they are going in life

The 30 young people have been split into two different groups below based on type of involvement. Although there were no significant differences in their survey scores from July 2019 to March 2020, we can see potential trends emerging for the different groups. This analysis suggests that more intensive involvement with Youth Engagement activities is relating to more positive changes for young people. In other words, it helps young people to help out!

Group 1: Resilience Committees

- 23 young people from school resilience committees
- Attended between 3 and 7 Youth Engagement sessions
- Aged 10 – 13 years old
- 4% increase in self-efficacy
- 5% increase in civic engagement attitudes
- 5% increase in identification with commitment – this means young people are feeling a bit more sure that their future plans are right for them

Group 2: Out-of-school groups

- 7 young people from YPEG, Revolution Researchers, Digital Group, and other activities
- Attended between 6 and 159 Youth Engagement sessions
- Aged 9 – 18 years old
- 22% increase in self-efficacy
- 15% increase in civic engagement attitudes
- 7% increase in civic engagement behaviours
- 14% increase in exploration in breadth – this means young people are thinking more about lots of different things they might do in future
- 9% increase in exploration in depth – this means young people are thinking more about whether their future plans are right for them

In-depth analysis through interview findings

9 young people involved in Youth Engagement activities were interviewed about their experiences between November 2019 and March 2020.

They said that since taking part, they have seen benefits such as:

- Increased confidence and self-esteem

Most young people interviewed talked about growing in self-confidence in some way – these included changes in their self-image and viewing themselves more positively, as well as feeling more confident to speak up and share their opinions. Young people identified particular aspects of Youth Engagement that played a role in this, including: motivation and support from staff; the feeling of being listened to; being on camera; public speaking opportunities; being able to mix with young people of different ages; and the feeling of making a difference to other people's lives.



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“I feel a lot more self-worth. I feel like I’m now worth something to people. Before, I didn’t, I don’t know why, but I didn’t. But now I have more of a positive vibe about myself...Whereas before I would’ve been like ‘oh no, I’m just a nobody really’ and now I’m like, ‘I’m a somebody’... They opened my eyes to the fact I’m making a change to people’s futures and current lives... And then it hit me, and I was like ‘so why am I thinking so negatively about myself if I’m doing all of this?’”

- Developed new skills

Young people talked positively about the opportunities they have been offered within Youth Engagement and the range of skills they have been able to develop as a result. For example, some young people reported greater communication skills. This included expanding their vocabulary, learning how to read social cues such as body language, and improving their public speaking skills. Young people also talked about improved organisational skills, including the ability to plan, prioritise and budget. Other areas of development include more specialist skills – from young people learning how to carry out social research, to digital skills such as camera work.



Young people also have successfully applied some of their learning outside of the RR. For example, some have found their research and organisational skills helpful for school and college work. They have also applied their communication skills and improved their social networks as a result.

- Improved family relationships

Some young people talked about growing closer to certain family members since taking part in Youth Engagement activities, including treating them with more respect and empathy, being more excited to spend time with them, and generally getting along better.



“[Home life] is a lot calmer now. With my brother, we’ve got a lot closer, because I’m able to see things and he wants to know what I do and we kind of work with the framework together... Me and Mum don’t argue as much as we used to, because HeadStart is kind of a break for me as well, so she can have her time when I’m here”

- Blossoming friendships

Some young people said that their friendships improved since attending Youth Engagement activities. For example, one young person suggested they have been able to build on existing friendships, reporting that they have gone from just listening to their friends to talking to them more, because they now “feel more confident to say things”. Other young people talked about making new friends, both within the Youth Engagement groups and also in other settings such as school.



“When high school came around, I was deeply scared about it. But when I had picked up the skills from HeadStart, I could socialise with people in high school. Because on the first few weeks, I was like that shy kid that didn’t really want to talk to anyone. But when I picked up the social skills, I decided to start talking with people, and I made a few new friends there”.

• Increased belief in young people’s abilities

Young people told us they believed more in their own abilities, whether this be their ability to answer questions in class, speak in front of audiences, or to help others.



“I have a lot more advice, I kind of don’t shy away being like ‘oh you need to go see someone.’ I kind of like tell them, ‘oh you can do this and this’ or ‘have you thought about this?’ Whereas before I would’ve just been like ‘I think you should just go see a professional, there’s not much I can do’”.

For some young people, this extended to a sense of belief in young people as a wider group and their ability to make a difference. For example, this included comments around changes in perception, from feeling “I’m a kid, I have to do everything you say”, to a greater sense of empowerment in which young people are viewed equally to adult professionals.

“And we’re doing it through the power of co-production so if any politicians are like ‘aw no, kids can’t say this’ we’ll just, ‘Bam! How-to guide, ha! We did this co-produced!’”

• Improved mental wellbeing

For some young people, attending Youth Engagement groups has improved their wellbeing by providing an alternative space that gives them a temporary break away from issues at home. Other young people reported that HeadStart has supported them to talk about mental health and develop strategies to deal with challenges.



“Before HeadStart, my mental health was like really bad and I didn’t know how to help myself, and I didn’t know where to go to seek help... but since I came into HeadStart, it encouraged me to open up about my mental health. It has provided me with the support that I need and also, it provides me with a little getaway and it takes my mind off everything”

• Positive changes in behaviour

Before joining the RR, some young people described issues such as misbehaving in school or being “hyper”. After taking part in Youth Engagement activities, however, they noticed their behaviour improved and they started to act “more mature” as a result. The sense of responsibility awarded from Youth Engagement groups, as well as the opportunity to step up as a role model for younger children, appeared to play a role in this change.



Some young people also reported increased pro-social behaviour; young people have learnt about the importance of empathy within Youth Engagement groups and some have gone on to apply this outside of HeadStart to help others. For example, one young person gave the example of intervening when a pupil at his school was being bullied and as a result, “the day I did that, I didn’t hear a peep out of them once to him.”

• Belonging in Blackpool

Some young people reported a shift in the way they feel about Blackpool, including viewing the town more positively and feeling more proud to call it their home.



“I used to not be proud about, I used to hate saying to people abroad ‘I’m from Blackpool.’ But now I’m proud to say that I’m from Blackpool and I’m proud to show the experiences and the achievements of us. I used to live in that stigma that everyone else does. But now I’m kind of coming out of it and I’m part of that like, ‘no Blackpool will change for the better.’”

Young people’s attachment to the RR seemed to play a key role in this, and as a result they were keen to see even more young people engage with the RR moving forward.

- Future goals and aspirations

We know young people are our future. However, before attending Youth Engagement activities, some young people were originally unsure what their futures had in store for them. They have since been supported to think about their futures and developed a sense of direction as a result, planning to pursue careers in fields such as art, teaching, youth work, and more.



In summary, Youth Engagement has been very active over the last year. As well as presenting numbers of young people involved in co-production and key achievements made, this analysis has also included findings from both quantitative survey data and qualitative interviews with young people.

Through combining these data sources, we can see that in addition to working on a town-wide level, Youth Engagement has had an incredibly positive impact on the lives of individual young people taking part – both inside and outside of schools. On the next pages, find out more about our whole school approaches to building resilience.

“The plan once upon a time was to just kind of, let’s roll with it, let’s see where the road takes me... And then I realised I can’t live my life like that because it’s not a good way to live your life... So by creating that life plan and trying to stick to it, it’s better than what I was doing before... I feel lot better about my future than I did before”

Other young people already had future goals in mind but found support from Youth Engagement helpful in terms of confirming their choice and developing relevant skills and experience.

“[My] career goals have not changed because I still want to work with children with disabilities... But HeadStart have sort of pointed me in the directions to where I can go for the help to get where I want to, and any training that I might need... It’s helped me gain experience and confidence”



CHAPTER 3: THE REVOLUTION IN SCHOOLS

Academic Resilience Approach (ARA)

The Resilience Revolution (RR) also takes place in schools. So far **16,079** young people have attended a school that co-leads the RR.

The RR promotes the implementation of the ARA (Hart & Williams, 2014). We work alongside all schools in Blackpool to highlight, then build upon the strengths already in place across the school and the town. This is a whole school resilience approach because it involves all members of the school community; whether you are a welfare assistant, a head teacher, a parent or a pupil; and considers resilience across the whole school system. It is a call to action for all schools in Blackpool to look through a resilience lens in order to close the gap for disadvantaged pupils and those facing additional challenges.

The ARA is not a programme but an approach.

This means each school customises the steps to fit their specific needs.

- Step 1.** Learn about resilience
- Step 2.** Audit the school by identifying strengths and areas for improvement
- Step 3.** Co-produce an action plan to build resilience across the whole school
- Step 4.** Innovation funding
- Step 5.** Review progress
- Step 6.** Share good practice and campaigns across Blackpool

The last 12 months saw:



Step 1: Training

The ARA offers resilience training for all school staff, and has been delivered in Blackpool schools for the last three years.

On average, staff scored themselves 55% confident with their knowledge of resilience at the beginning of the training sessions and this grew to 87.5% by the end of the session.

Satisfaction scores:

- **97%** agree the training met its aims
- **97%** agree the course was well presented
- **97%** agree the course was a positive learning experience
- **96%** agree the information was relevant to work
- **97%** would recommend to a colleague
- **95%** would attend further training

Here are some examples of what school staff said:

"It was useful to learn different methods to collect evidence and how to use methods to allow children to ask questions, such as questions in a box."
PSHE training attendee

"I gained insight into systems change regarding the whole school as well as the individuals."
Academic Resilience for Pastoral Staff training attendee

"As a rule I believe there is always room to improve so never usually give more than an 8/10. [participant gave a score of 9/10] This was an excellent course with very engaging facilitators."
'What is Resilience?' training attendee

Step 2: Audits

Four different audits highlight the school's assets and identify areas for resilience building. The 4 perspectives are: pupils, parents, staff and the Senior Leadership Team.

What did primary school audits recommend?

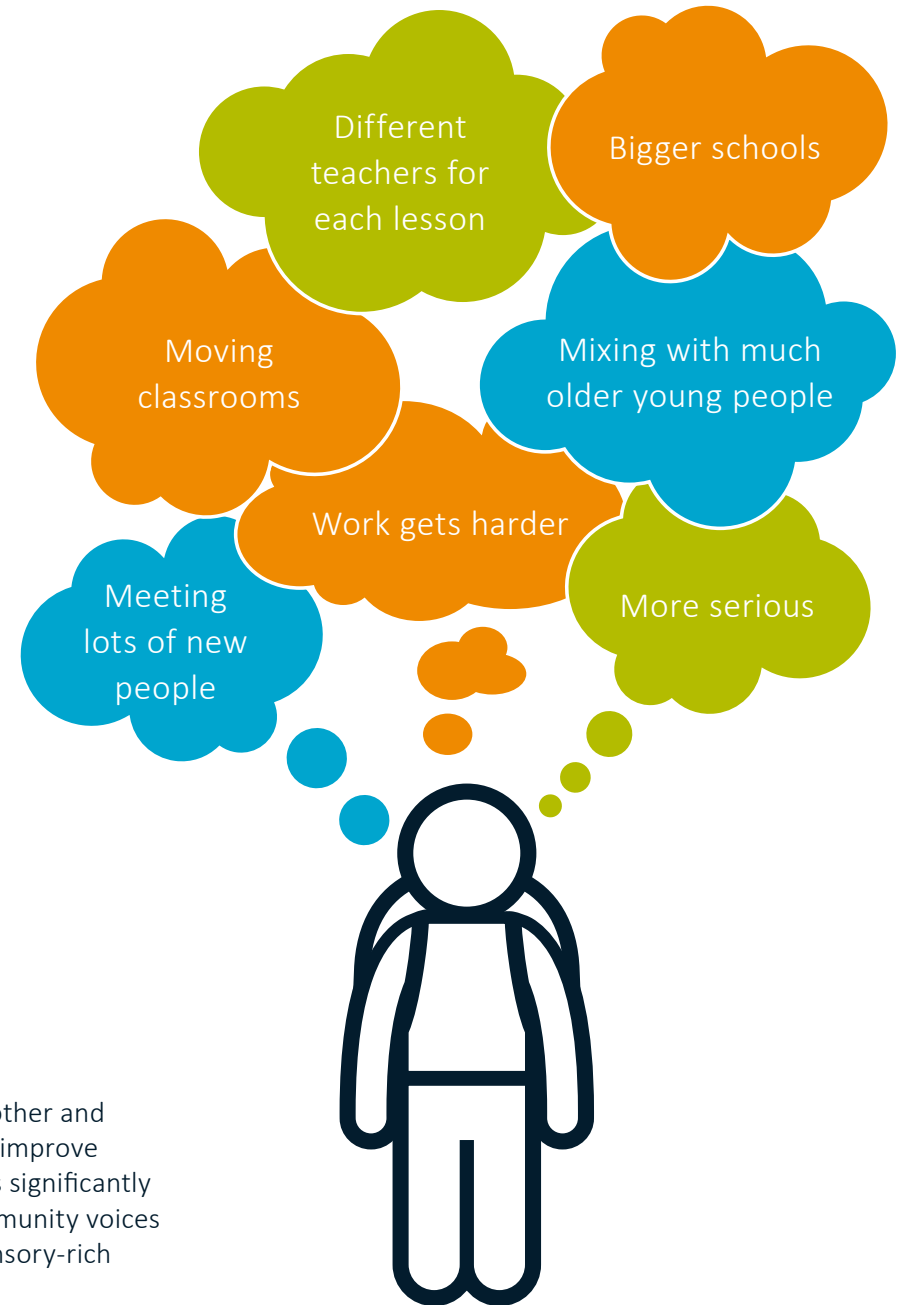
- Wellbeing space in the school
- More Resilience Frameworks and resilience sessions across the school community
- More active roles for young people, including co-production with school staff and having meaningful responsibilities such as attending staff meetings and pupil-led committees
- Supporting wider community needs such as food, housing and clothing

Staff, pupils and parents in primary schools arrived at shared priorities, agreeing on which additional resources would best support the needs of the whole school community and the ambition to engage parents in resilient thinking, training and activities. This focus on the wider school community shows a shared commitment to the importance of whole school approaches to resilience.

What did secondary school audits recommend?

- More active role for young people, including co-production with school staff and having meaningful responsibilities such as anti-bullying work, and helping to design transition support for new pupils
- Wellbeing space in the school
- Greater school cohesion
- Improving outcomes for the most disadvantaged
- More health and staff resources for school

Staff, pupils and parents in secondary schools called for increased engagement with each other and the wider community as they have seen that increased engagement activities appeared to improve pupils' sense of belonging and raise their aspirations. Calls for more carer engagement was significantly important in schools reporting a high number of SEND students. Students, carers and community voices wanted to see schools develop their work with community services to enable access to sensory-rich activities, such as specialist sports training and arts and cultural activities.



Step 3: Action plans

The audits inform an action plan within each school. The ARA was rolled out across **45 schools in three waves: 2017, 2018 and 2019**, which means some schools have been working on their action plans longer than others. A sample of the actions are below

- Pupil led assemblies
- Eco-monitors
- Monthly achievement awards
- Gardening club
- Peer mentors
- Parent resilience course
- Careers advice
- University / College taster sessions
- Communication events
- Volunteering initiatives
- Pastoral training

Step 4: Innovation funds

Schools could apply for money to help implement their action plans from a pot called the 'Innovation Fund'. This includes attending a panel, where young people are invited to present their co-produced plans about what they could do in their schools to make it a more resilient place to learn and thrive.

Since September 2019, 11 schools have attended the RR innovation fund panel, all of which have successfully been awarded the fund.

Young people co-produced plans for new spaces to be created at school for Resilient Moves to be made. Some moves they wanted to make were:

- **BASICS** with new play and hobbies equipment in the school
- **BELONGING** in a new parents' engagement room
- **LEARNING** in new outdoor reading space
- **COPING** in new sensory spaces
- **CORE SELF** in the school 'Wonderwall' for everyone to feel inspired and motivated

SEND schools used their Innovation Fund to further train school staff to improve communication with and between pupils, empowering their voices and improving their social and developmental skills. 23 members of staff have been awarded speech language communication certificates. Some schools have not been able to implement plans in the way they hoped due to Covid-19. Schools have been given some flexibility to adapt their plans if it supports the school to stay Covid-secure. For example, the plan for creating a new wellbeing space currently needs to be used in a new way to keep distance, but in the long term the school will use the fund toward a space suitable for coming together.

Step 5: Review Progress

The RR works with schools to review if they have followed the recommendations their audits suggested. The reviews showed that, across all schools, there's rapid progress in creating resilience spaces in schools. Spaces are used by young people with immediate wellbeing needs, but have also been used for groups to learn about building resilience. One room has a 'shout out' resilience board. Another used the space for a parents' resilience course. One school's Hub has been described as *"a peaceful and calming place that allows us to be ready for work in the afternoon."* Action plans used in schools show dedication to co-production by including many of the strategies suggested in pupil audits.

Schools that have used innovation funding to create physical spaces, both indoor and outdoor, have seen a timely building up of schools' resilience. Teachers have reported that these newer spaces have been vital for their Covid-secure planning.

Step 6: Good Practice and Campaigns

As well as working with schools individually, the RR has also created opportunities to bring schools together to drive forwards local systems change.

The Resilience Revolution organised **Communities of Practice** - a space for all school staff to share news and learning from their resilience work.

36 people from Blackpool schools and school services attended two Communities of Practice events during September to December 2019, and took part in activities and discussions around:

- Staff wellbeing and how this is reviewed by school leaders and policy makers
- How Blackpool schools have promoted resilience in their school community
- Supporting young people to present at the International Resilience Conference in Blackpool 2022
- School-based Therapy Dogs, including benefits

"The dog helps to recognise, calm and socialise children."

"Children request to speak to the dog to share their worries."

"Reading to the dog can help motivate readers."

"Helps encourage children to come to school."

"Helps English as additional language children to speak and develop confidence."

"Dogs help to maintain calming atmosphere in meetings about difficult issues."



Activism and resilience building activities in schools

The Resilience Revolution engages young people in activism and offers opportunities for meaningful participation for systems change. The Resilience Revolution has been a driver for a number of campaigns aimed at education systems in the town.

Blackpool Beating Bullying, as mentioned in Chapter 2, is the first co-produced anti-bullying charter mark in the UK. The criteria and accreditation were co-produced because our young people know bullying is an issue within Blackpool schools, as it is all over the country, and our young people know what needs to be done to beat it.



Across 3 schools in Blackpool, **421** young people, parents, school staff and governors responded to a survey that measures the anti-bullying work in their schools. This measure helps a panel to decide if a charter mark (bronze, silver or gold) can be awarded. It is not easy to gain this charter mark and the co-produced measurement is not a simple tick box exercise. The survey asks the hard questions, not only 'do you learn about anti-bullying in lessons?', but more specifically, 'does this learning help you?' 'Do you feel safe at school?' and 'Do you feel able to ask staff for help?'

60 school staff also attended a training event to hear what the group had to say about the experiences of bullying in Blackpool schools, how the charter mark was developed, and what schools could do to help beat bullying in their school.

The charter mark is accompanied by a toolkit that provides practical ideas for beating bullying across the whole school.

So far, 3 schools have received a bronze award and 23 schools are in the process of completing the charter mark measurement. Find out more [HERE](#).

Inclusion Not Exclusion –

Historically in Blackpool, both the number of fixed term exclusions and permanent exclusions have been twice the national average. The Resilience Revolution co-production group 'Inclusion not Exclusion' are campaigning to make changes to exclusion practices across the town. The group have met monthly to co-produce good practice and have designed an infographic to help raise awareness of the impact of exclusion on young people. The impact of the Resilience Revolution on school exclusion rates for all Blackpool students will be explored during the current year of the programme.



Resilience Revolution Education Voices is a growing co-production group that started with 23 co-leaders of the Revolution, including young people, parents and carers, teachers, academics, and workers, who met online weekly throughout lockdown.

Like many people, the group spent the first few weeks of lockdown in panic mode; how is it possible to carry on a revolution from behind closed doors? How could projects continue to be co-produced with no face-to-face contact? Digital tools enabled the group to beat the odds, and change the odds, in a global pandemic.

The group imagined a 'positive moment' for all the people who were entering a school building, whether that was during lockdown or after lockdown was lifted. Each member of the group imagined what it could look and feel like for everyone in the school community to have a positive experience, as well as taking part in a debate and discussion exercise, conducting a literature review, and taking polls. The group pooled their expertise to co-produce a set of principles that schools could refer to. This is the TRUST document, which can be accessed [HERE](#).

The TRUST document has been shared in all schools and showcased nationally to the Department for Education.

"The document has been distributed to staff and as a Blackpool school, it does reflect the process that we are following to allow our pupils a smooth transition back into school. Many of the issues that arise in the TRUST document are things we have approached, for example, allowing for adapting to new rules and routines, demonstrating understanding, allowing time to talk. We are still early days in our phased return but our pupils are managing as well as can be expected with the strategies we have put in place."

School Nurture Lead

Alongside our partner Boingboing, a Covid -19 version of a Mental Health in Schools Guide was created and printed ready to send to local schools in September 2020. Read it [HERE](#)

In addition to activism, other resilience building activities also took place in schools. Read more about these activities next.

BOUNCE FORWARD



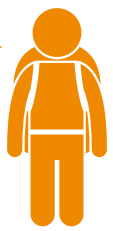
Bounce Forward is a 10-week resilience course based on Resilient Therapy (Hart et al., 2007) for all young people in Year 5. It was delivered by Lancashire Mind and aimed to build young people’s knowledge of mental health and resilience – not only for themselves, but also their friends, family and school community. This was so that they were skilled to cope when times are tough. Currently, the course is being delivered by school staff using the resources co-developed by Lancashire Mind and the RR.

Between 2017 and 2019, a total of **3,134** young people took part in Bounce Forward across Blackpool in 36 schools. 582 took part between September 2019 and December 2019. The evaluation and full report of the programme is available [HERE](#).

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Feedback from young people:

- 80% felt listened to
- 83% worked on things that were important to them
- 92% liked the activities
- 89% enjoyed Bounce Forward overall
- 80% would recommend Bounce Forward to a friend



Feedback from teachers:

- 97% - were satisfied with the Bounce Forward sessions
- 97% - would recommend Bounce Forward to colleagues or other schools



“I loved that when I had my hand up, they never cut me off. They always listened!” (Young person)

“If someone is feeling down I could show them the [Resilience] framework and they could use one of the potions.” (Young person)

“It gives the children an opportunity to learn a variety of coping strategies for everyday stresses and concerns and helps them to think more positively rather than focus on the negatives.” (Teacher)

“I’m going to spread the message by going to show people how to be resilient.” (Young person)

BOUNCE FORWARD



Before and after taking part in Bounce Forward, young people completed questionnaires about their wellbeing, resilience, and emotional and behavioural difficulties. Young people's school exclusion records were also collected.

Over 2,000 young people completed a questionnaire to rate their wellbeing.

After Bounce Forward, 55% reported improvement in their wellbeing.

Over 800 young people completed a questionnaire about various mechanisms of resilience building.

After taking part in Bounce Forward:

- 41% rated **family connection better**, e.g., having a trusted adult at home
- 49% reported improvement in participation in **home and school life**, e.g., playing a meaningful role in decision-making
- 48% reported **higher self-esteem**, e.g., being confident in their own abilities
- 34% reported improvements in **goals and aspirations**, e.g., believing in a positive future

Over 500 young people completed a questionnaire about their resilience.

After taking part in Bounce Forward:

- 50% reported improvement in their overall resilience
- 42% reported improvement in caregiver/relational resilience



Impact at school

- School exclusion data was analysed for over 2000 young people:
 - 87 had a record of fixed term school exclusions
 - 31 young people who had previous history of fixed term exclusion(s) did not have any further records of exclusion after taking part in the programme

Practitioners who aspire to design and complement a programme like Bounce Forward... Lancashire Mind Wellbeing Coaches recommended:

- Co-producing exercises with young people
- Using SEND teaching practices to meet specific needs of individuals
- Extending beyond the classroom and into the home, involving parents and carers
- Using the free resource pack to self-deliver Bounce Forward in schools

Sharing the learning- Lancashire Mind Resilience Forum with Highfurlong:

Along with Wellbeing Coaches from Lancashire Mind, 8 young people from Highfurlong School spoke at a Resilience Forum to share how the programme has supported them and their school's resilience. The forum was attended by over 30 attendees and

the session addressed systems change opportunities, with discussions around potential organisations that might benefit from Bounce Forward's fun activities and resilience-based sessions. Suggestions included scouts, girl guides, and young carers groups.

The Bounce Forward programme, with Lancashire Mind and their resilience expertise, has now been embedded to support transition to secondary school and is being delivered in schools in other parts of Lancashire. A comprehensive teaching resource pack can be accessed [HERE](#).

Evaluating the impact of the Resilience Revolution in schools

Measuring young people's resilience

Annually the RR asks young people to share their views about their wellbeing, resilience and their local environment. This is the Wellbeing Measurement Framework Survey. One section of this survey measures pupil resilience.

The RR's understanding of resilience is that it does not just come from individual characteristics but also from protective factors embedded in the world around them, such as support from the community and the ability to participate in a fair society.

To understand all the different factors that can impact wellbeing and resilience in Blackpool schools, the survey findings about resilience are grouped into three elements:

- Personal strengths
- Support
- Participation

Since September 2019, over 2000 young people from Years 6, 9 and 10 responded to the survey. The Year 6 pupils reported higher scores (on average) in each question than young people in Years 9 and 10, so this suggests that more can be done across Blackpool secondary schools.

The results showed:

- Family and community support was one of the highest scoring areas of resilience
- Problem solving was one of the lowest scoring areas of resilience

The RR recommends schools should consider ways to embed co-production and activism inside the school to encourage young people to participate in creating solutions and making meaningful decisions. This could help improve 'problem solving' scores. Working with community organisations and parents to tackle the issues affecting the local community would build on the assets from the 'family and community support' scores.

BOUNCE FORWARD



School System Resilience in Response to Covid-19

The RR promotes resilience as a social process and encourages all voices in the community to be heard. Nationally, 105 staff and 107 parents and carers completed a survey during lockdown that aimed to understand the impact of fluctuating wellbeing on perception of the school. Many of the survey replies were from Blackpool schools and families.

Results from Blackpool showed that schools were perceived in a more positive light by people who scored themselves higher in the wellbeing measure. There was also a great deal of agreement between what school staff and parent and carers said about the overall school climate. So, if parents reported something at the school was good, it's likely the staff reported it was good too.

However, there were 2 key differences between what school staff reported in their responses and what parents reported.

1. **Staff morale** – parents felt the morale of staff at their school was higher than it was reported by the school staff themselves.
2. **Staff workloads** – parents felt the staff workload at their school was lower than what was reported by the school staff themselves.

The survey asked about the experiences of some of the families who were schooling at home.

“As a family, we have ensured some structure to each weekday so that school work gets done, but we have also loved being able to spend time together as a family going for walks, playing games etc. It has given us time that we did not have before - and we hope to maintain this moving forward (once normality has returned).”

- Parent

The survey also asked people what they would like schools to look like after lockdown.

“I want to see staff training around Covid 19, staff training around emotional regulation, raising awareness around resilience and how to support young people on their return to school”

- Parent

Recommendations from the survey findings were to build opportunities that increase parents' voices in the school climate, as well as to use the experience of lockdown to make changes to the curriculum and school sites. For example, this might include investing in the school grounds so that it is accessible for all needs, and reducing academic pressures by balancing it with a wellbeing, social and life skills curriculum.



CHAPTER 4: TARGETED SUPPORT

In the Resilience Revolution (RR), we piloted a range of new approaches supporting young people and families facing different challenges. After extensive consultation at the development stage of the bid, young people told us that transitioning from primary to secondary, concerns with self harm and school exclusions for our children created the greatest challenges.

Young people from the RR identified that transitioning from primary school to secondary school was one of the key periods for young people. Healthy transition is crucial for later wellbeing and success. Through the Moving on Up project, our Resilience Coaches work with young people in this period to support their transition, either on a one-to-one basis or by group work depending on the young person's needs.

Another group we support are young people in Educational Diversity, a pupil referral unit in Blackpool providing support for young people where mainstream school is unable to meet their social, emotional, behavioural or medical needs. We support young people who are transitioning from Educational Diversity to mainstream school through Moving on Up on a one-to-one basis. In another project, Saddle Up, we have combined equine therapy and art therapy approaches to support young people from Educational Diversity to improve their self-regulation, communication, and relationship building skills.

We also support Our Children through projects such as Back on Track and Friend for Life. In the Back on Track project, Resilience Coaches work alongside Our Children and across systems (Foster Families, Schools, Social Work) to support young people to remain in mainstream education. Our other project, Friend for Life, aims to match Our Children with adult volunteers to foster supportive, lifelong friendships.

Young people at risk of, or who are, self-harming are also a specific group that we support through two projects. In the Self-Harm Support project, our Resilience Coaches offer short-term support to young people and their families. In another project, we worked with the Youththerapy team at Blackpool Teaching Hospital to provide the Walk and Talk counselling service to young people. This is an alternative form of counselling, where therapeutic techniques are embedded in activities and in locations of young people's choice.

In the next sections, you will read about these projects that have been implemented as part of the RR between 2017 and 2020, and our learning from them.



MOVING ON UP - GROUP WORK



Co-developed by Resilience Coaches, young people, and schools, Moving on Up Group Work supported 520 young people between 2017 and 2019. The evaluation and full report of the programme is [HERE](#).

Resilience Coaches worked with young people in Year 6 to provide support during their transition from primary school to secondary school. Over six weeks (one session each week), small groups of young people talked about their concerns about secondary school and learnt more about how to deal with potential difficulties. In the sessions, young people built skills to encourage adapting quickly and easily to their new secondary school.

Over **250** young people completed a questionnaire about their wellbeing.

90% said their wellbeing got better after the six sessions.

Feedback from young people:

85% felt understood, respected and accepted

83% worked on things that were important to them

83% considered the leader and group's approach a good fit

85% felt part of the group and that the group was right for them



183 young people completed a questionnaire about their readiness for secondary school.

57% reported improvement in readiness for secondary school

54% felt more prepared about their transition to secondary school

50% felt more confident about going to secondary school

44% felt more confident about making friends at secondary school

MOVING ON UP - GROUP WORK



Impact at School

- Young people who participated in the project had better attendance in Year 7 than they had in Year 6. This is a different picture from the national trend, which shows that attendance rates on average decrease from Year 6 to Year 7.
- 9 young people had a past record of fixed term exclusions. Among them, 6 young people had no further incidences of exclusion after taking part in Moving on Up – Group Work.

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For practitioners who aspire to design and implement a similar project, Resilience Coaches Recommended:

- Good communication and links with both primary and secondary schools
- Keeping the group sizes small, ideally between 8 and 12
- Using the free user guide and pack developed for teachers to self-deliver Moving on Up – Group Work in schools

Digital Transition Groups during lockdown

Moving schools is a key period of time that can impact on the resilience of young people and families. The Resilience Revolution works alongside schools and families to build holistic support around young people during this period of change.

108 young people moving up to secondary schools in Blackpool, and a few young people who are moving up to other schools in Lancashire, continued working with their Resilience Coaches in digital groups after the Covid-19 lockdown period. The digital groups met weekly in a safe digital space. This was a place for young people to meet others who were transitioning to the same secondary school.

Older pupils and school staff attended some of the sessions to build relationships and offer support:

Young people played games together, took part in quizzes, and watched videos of the school grounds. Groups met for over 42 hours during the lockdown period.

At the end of the sessions young people were asked to rate the session.



MOVING ON UP - 1 TO 1



Where needed, Resilience Coaches worked alongside young people, parents and carers, and schools on a one-to-one basis to help young people to feel more equipped and prepared to leave primary school and start secondary school. This targeted support started in Year 6 until the young person was settled in Year 7.

Between June 2017 and August 2020, **243** young people were supported by Moving on Up – 1 to 1. A further **135** young people are still receiving support.

Feedback from a young person and a parent

"I think it was good because it boosted my resilience a lot. Back then I was dead shy and wouldn't do what I do now. I can speak in front of hundreds of people, back then I probably wouldn't even speak in my class. So I think it's helped a LOT." (Young person)

"The support we have received from the resilience service has been amazing, from day one when an introduction took place to now. (...) My son has overcome panic attacks, extreme anxiety every night before bed and fears of high school. He [now] sleeps in his own room and feels safe to do so and this is a huge improvement. His resilience coach has provided my son with the tools he needed to take control of his anxiety instead of letting it control him. The support wasn't just for my child, the coach has massively supported me too, as a parent we sometimes blame ourselves for things but the coach has always shown me massive respect and praised me for the way I handle my son's difficulties. (...) Your service is truly amazing and very much needed in Blackpool as a lot of children even those that don't have immediate issues struggle with the transition to high school and your service truly does make that integration and transition into high school so much easier, happier and positive for our children!" (Parent)

Resilience

70 young people reported changes in specific areas of resilience after the Moving on Up – 1 to 1 support:

- **64%** reported improvement in problem solving. The average increase in scores across the whole group was **17%**
- **61%** rated their peer support better. The average increase in scores across the group was **12%**
- **57%** reported improvements in goals and aspirations. The average increase in scores across the group was **18%**
- **44%** reported improvement in empathy. The average increase in scores across the group was **8%**
- **49%** rated their family connections better. The average increase in scores across the group was **8%**
- **49%** reported improvement in their participation in school life. The average increase in scores across the group was **10%**

MOVING ON UP - 1 TO 1



Impact at school

School attendance records were available for **232** young people who took part in Moving on Up – 1 to 1. This group of 232 young people saw an increase in their attendance rate when they went in to Year 7. They had nearly 8 days more attendance at school in Year 7 than they had in Year 6. This impact on attendance in Year 7 is really positive when it's also compared to the national trend, which showed on average attendance went down when young people moved into Year 7.

We also explored **school exclusion rates** of young people from 2013/2014 to 2018/2019 academic years. For **62** young people whose support ended before Spring 2019 term:

- 11 young people had a record of fixed term exclusion(s). Across these 11, a total of 21 fixed term exclusions were reported before young people started receiving support. This reduced to only 9 fixed term exclusions during the support period, then 6 fixed term exclusions were reported after young people completed the project. This shows that the incidences of fixed term exclusions dropped after receiving support.
- 5 young people who had previous history of exclusion(s) did not have any further records of exclusion after taking part in the project.

Goals

Young people set goals for the areas they wanted to see improvement in, then worked on them with their Resilience Coaches during their Moving on Up – 1 to 1 support.

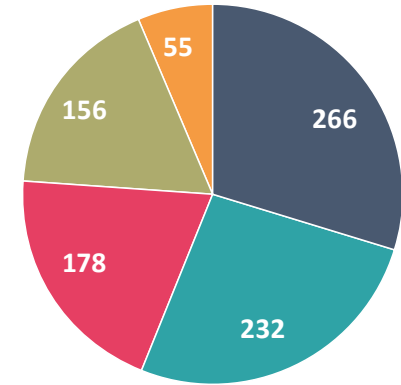
Between July 2018 and August 2020, 217 young people have set a total of **887** goals. The number of goals identified for each young person ranged from 1 to 8 goals, with an average of 3 goals each.

The goals were linked to section(s) of the Resilience Framework:

- **266 goals related to Coping**, e.g. "To learn strategies to help me feel calmer."
- **232 goals related to Learning**, e.g. "I want to get better at science because it teaches you how to be safe and smart."
- **178 goals related to Belonging**, e.g. "To make friends at high school."
- **156 goals related to Core Self**, e.g. "To take responsibility for myself."
- **55 goals related to Basics**, e.g. "I would like to do more sport activities over summer."

Young people also rated their progress towards reaching their goals. They scored themselves when setting the goal and reviewed this regularly. At the end of their support, young people rated themselves significantly closer to reaching their goals.

Goals linked to Resilience Framework



■ Coping ■ Learning ■ Belonging
■ Core Self ■ Basics





Saddle Up

Accredited by ASDAN (Award Scheme Development and Accreditation Network), Saddle Up was a 10-week support project that combined equine therapy and art therapy approaches to improve young people's self-regulation, communication and relationship building skills. Saddle Up was a brave and unique project that resulted in significant benefits for some young people in Blackpool.

Between 2016 and 2019, 63 young people aged between 10 and 15 participated in the project. The evaluation and full report of the programme is [HERE](#).

Strengths and difficulties

To evaluate the impact of Saddle Up, 35 young people and 39 teachers completed a questionnaire assessing young people's strengths and difficulties before and after taking part in the project.

After Saddle Up:

- 60% of the young people reported improvement in their conduct problems
- 51% of the young people reported improvement in their hyperactivity
- 71% of the young people reported improvement in their total difficulties score

At the end of the project, the proportion of young people who reported serious difficulties were lower, and fewer young people reported that these difficulties had serious impacts on their lives.

Additionally, school staff reported that for 41% of young people, the impact of young people's difficulties on their peer relationships and classroom learning was lower after taking part in Saddle Up, and the average decrease reported was 41%.

Key outcomes

25 to 32 young people also rated their progress on key outcome areas in the project. At the end of Saddle Up:

- All young people reported improvements in horse riding and horse care
- 92% to 100% reported improvements in relationships, aspirations, core self, and self-regulation





Feedback from school staff

Feedback from school staff revealed improvement in various areas of young people's behaviour and feelings, including: confidence; self-esteem; independence; self-awareness; sense of bravery and hope; emotional literacy; understanding others' and own feelings; acknowledging and expressing feelings; and peer relationships.

"The children all grew in confidence massively. Friendship groups increased and they worked with young people that they would not have worked with before." (Teacher)

"The young people have learned about caring, responsibility, hygiene, and developing relationships. Each person grew every week and built up their confidence, teamwork and problem-solving skills – even with people they might not normally work with. The sessions are well organised and young people look forward to the sessions. The learning is being felt in the classroom too; they've been more involved in lessons, more talkative with their peers and they presented an assembly. I have taken guidance from the sessions too and can use this in my own role and have shared information with my colleagues." (Teacher)

Teachers also reported improvements in themselves:

"I have taken resilience steps myself and now know how to talk more effectively with children and make them feel more comfortable." (Teacher)

"I really enjoyed the therapeutic nature of the check in and check outs as I feel the children felt very valued and comfortable with the adults and their peers. The art therapy sessions were successful. I took a lot from these and will take guidance from these for my 121's in my role as a learning mentor." (Teacher)

A letter from a parent stated: ***"I wanted to write you a letter about our son. Before attending Saddle Up, he was not sociable and quiet. After Saddle Up sessions we noticed a change in his anger and emotional issues which has made a massive difference to our family. He comes home and talks about his day. He takes more responsibility for his dog and looks forwards to his school and hobbies. We are grateful for this opportunity and feel it would benefit other pupils."*** (Parent)

Young people, school staff and the delivery team of Saddle Up co-produced recommendations to practitioners who aspire to design and implement a project like Saddle Up. They suggested:

- Meeting individual learning needs
- Training delivery staff in therapeutic principles
- Considering equine therapy in other SEND settings
- Encouraging school staff to join in activities
- Developing a 'Saddle Up: Follow Up' resource pack to be used in classroom activities

These different targeted support projects show just how passionate we are about offering the right support at the right time in order to build resilience in young people, increase aspirations, and to support young people to feel more confident at school. It has seen some positive outcomes for individuals and we are sharing this learning far and wide so that it can help to improve the education system in Blackpool so that it works well for everyone.

Young people also told us that other groups of young people might benefit the most from targeted support. The next pages share our learning from projects supporting Our Children.

BACK ON TRACK



Back on Track

Resilience Coaches worked alongside young people, foster carers, school and social workers on a one-to-one basis to support Our Children to remain in mainstream education where appropriate.

Since November 2016, a total of **30** young people (66% male) aged between 11 and 15 were referred for Back on Track support. Between September 2019 and August 2020, 5 young people took part in Back on Track.

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Strengths and Difficulties

13 young people completed a questionnaire about their strengths and difficulties before and after taking part in Back on Track. After receiving support young people reported better social behaviours.

- 69% of young people said that their difficulties decreased. This reduction was by about 14% (on average)
- 50% of young people said that the impact the difficulties had on specific areas of their lives like friendships and in the classroom family, reduced. This was a reduction of 54% (on average)

Difficulties	Before support	After support
• Emotions	5 in 20	2 in 20
• Behaviour	5 in 20	2 in 20
• Hyperactivity	10 in 20	4 in 20
• Peer Relationships	5 in 20	4 in 20
Total from all above difficulties	10 in 20	5 in 20
Impact difficulties have on daily life	10 in 20	4 in 20

While the changes were not statistically significant in some areas of this questionnaire, this could be because of the small sample size. Nevertheless, the changes are in the right direction such as lower emotional symptoms, conduct problems, and hyperactivity after taking part in Back on Track.

BACK ON TRACK

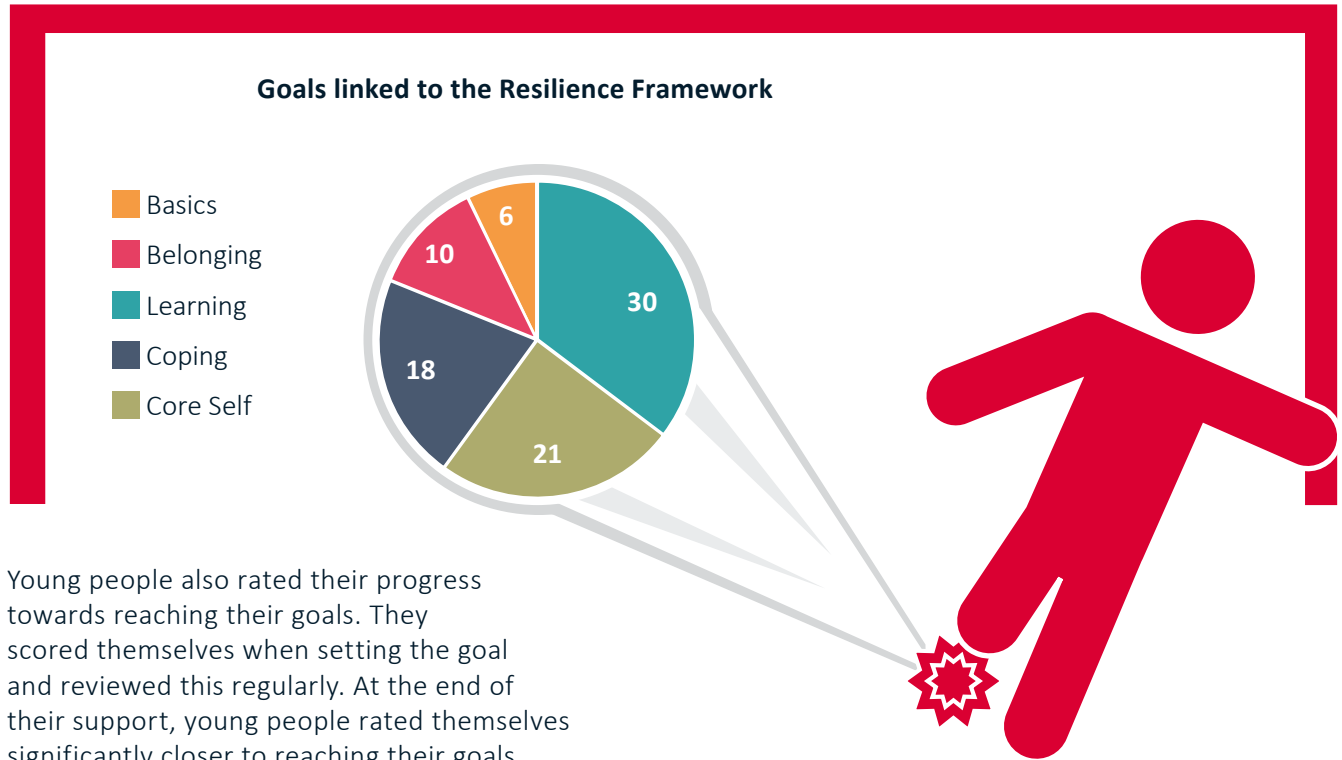


Goals

Young people set and worked towards goals with their Resilience Coaches and picked the areas they wanted to see improvement. Between March 2017 and June 2020, **85** goals were recorded for **19** young people. The number of goals ranged between 1 and 5, at the end of their support, young people rated themselves significantly closer to reaching their goals. On average, young people reported that their goals increased by 2 or 3 points.

Page 60 The goals were linked to section(s) of the Resilience Framework:

- **266 goals related to Coping**, e.g. "To learn strategies to help me feel calmer."
- **232 goals related to Learning**, e.g. "I want to get better at science because it teaches you how to be safe and smart."
- **178 goals related to Belonging**, e.g. "To make friends at high school."
- **156 goals related to Core Self**, e.g. "To take responsibility for myself."
- **55 goals related to Basics**, e.g. "I would like to do more sport activities over summer."



Young people also rated their progress towards reaching their goals. They scored themselves when setting the goal and reviewed this regularly. At the end of their support, young people rated themselves significantly closer to reaching their goals.

Education

- In line with the national trend, school attendance rates decreased between the referral and at the end of support - 93.5% and 89.5% respectively.
- School exclusion rates were available for 7 young people. Among them, 5 young people received a total of 18 fixed term exclusions before and during Back on Track support but 0 young people received further instances of exclusion after their support ended.

TRIANGULATION INTERVIEWS



Every 4 months, Resilience Coaches, young people and families who took part in the support were invited to interviews. Below are some quotes from these interviews showing the impact of their Back on Track experience.

Young Person

"I started being nice. There is a girl that came back to school, and I kept like bullying her, like picking on her, but now I stopped since I've seen my Resilience Coach. Now, we've just started being best friends again."

"I used to argue with my sister but now I've stopped that."

Parent

"If you weren't around, where would we be? The Resilience Coach's been vital in helping and supporting my child and all of us as a family, with school and everything else. (...) You've done wonders with not just my child but probably all the other children as well."

"The major thing I have to say about HeadStart is they worked massively on her anger issues, I do think that has helped greatly her anger. (...) It's (BoT) made a lot for us because our Resilience Coach has also supported me in meetings, she's come along with me, stood by my side and spoke about my daughter and praised her highly, and recommended things for her within the school setting. So for me it's good that I've had another person on board that knows my daughter's needs."

"The Resilience Coach supported my daughter through transition from primary school to high school, which was great. (...) It was another face that my daughter could go and speak to if she needed to, even if she just needed to rant. It was mainly about the transitioning from primary school to high school, she had that friendly face, she had somebody to hold her hand and support her, not just us all the time."

Resilience Coach

"I've noticed that the young person was willing to expect more of herself, that she wasn't being written off, that she could manage school. And I think that changed her behaviour. She became less volatile and more content in school."

"The young person looked more empowered, and she would say, 'I think I can do this' and she did in the end. (...) I think she's got more self-worth and more, she believes in herself more."

Looking at the surveys scores and interviews, we can conclude that young people feel they are improving their relationships and developing better social skills. We can also say that Back on Track helps families through school meetings and processes. Working with young people, families and schools for a minimum of 12 months, setting goals and building resilience can combine to drastically minimise the chances of being excluded from school.

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FRIEND FOR LIFE



Professor Angie Hart, University of Brighton developed the original concept of the Friend for Life. Friend for Life (FfL) matches adult volunteers with Our Children aged 10, 11 and 12 for fun and friendship. Adults make a permanent commitment to be there through thick and thin. This innovative project was developed in collaboration with Our Children, young people and their supporters and was inspired by research around the importance of significant adults. Our Children choose their friends. Volunteers do not receive any financial incentives for spending time with them.

18 friendship matches have been facilitated overall in the 3 years since its beginning and no relationships have broken down. Over the last 12 months the project has received more referrals. Between 1st September 2019 and 31st August 2020, 25 adult volunteers collectively received over **450** hours of training and support.

In addition to facilitating and supporting Friendships, the team provided 13 group activities for Our Children and volunteers such as writing/craft days, trips to local attractions, and shared celebrations around Christmas, Halloween and International Friendship Day.

During lockdown, the team facilitated virtual quiz nights, sent crafts and board games, hosted a draw your Friend competition, and a 'grow your own sunflower' activity. Many activities were co-produced with Friends and wider young people of the Resilience Revolution.

This year, we also established a co-production and peer support group for volunteers called the Community of Friends (CoF). The meetings were initially face-to-face but have moved online since lockdown. The CoF developed strategies to support friendships in the initial stages, such as more experienced volunteers supporting newer ones. They identified that it can be difficult to keep in touch between face-to-face meetings when young people lack access to phones and technology.

Lockdown amplified these challenges and friendships from shielding households faced additional barriers.

Next year the CoF intends to explore virtual communications and share some of the learning in a co-produced resource. We have also taken on our first apprentice, providing an opportunity for a care leaver to work within the project.



Impacts on young people have been evaluated using a combination of Goal Based Outcomes, visual mapping interviews, focus groups and via a review of meeting notes and school attendance records.

Our Children's' Visual Mapping (VMI)

Visual mapping interviews with the first 4 young people matched, showed that 3 of 4 consistently included their friend as a very important positive influence, which was very close to them. 2 of 4 rated their friend as the most important adult in their life over time. Collectively, young people reported fewer people as negative influences and more people as positive influences in their lives over six months.

Following the VCF, reported improvements for young people around self-confidence and socialising appeared to have a knock on effect on relationships at home and at school (realised value).

FRIEND FOR LIFE



Education

For young people who have been matched for a year or more:

- Instances of fixed term exclusion at school has reduced by 1.2 days on average
- School attendance increased by 6 more days in school per year
- No young person that has been matched with a Friend has been permanently excluded from school.

Overall, Our Children told us they value that their Friends are volunteers and are reliable (i.e. consistent and available when they say they will be = enabling value). The volunteers reported immediate benefits from the friendship itself. Some volunteers also reported a better understanding of Our Children and the inequalities they face (potential value) and many reported improved opportunities to connect to others via shared events (enabling value). One strategic value was the FfL projects' ability to share its learning with existing statutory programmes such as the Independent Visitors Service.

The FfL project has also inspired the creation of similar community-based initiatives such as Friend for School, Talented Friends and Digital Friends (more on these next year). Data suggested learning from the FfL project may therefore have transformative value by promoting a Friendship First approach that prioritises Youth Voice and Youth Choice in service design and delivery.

Here are just some of the things people said about the project:

Talking about feelings and asking for advice

"Being friends with (my Friend for Life) has actually helped me talk about my feelings and stuff which has helped me like talk about stuff with other friends." (Young person)

"It's not just having someone to speak to...it is just like having that extra person to speak to is like, you pick up ideas about how to socialise so it is like when a baby copies something." (Young person)

"Before I met (my Friend for Life) I was like, social awkward. So, I was just there like, I didn't really like speaking. And then like, I just speak all the time now. I don't shut my gob!" (Young person)

"(My FFL) just like, gave me advice. (They) like managed to make me feel better when like, nobody could and like, just gave me a different angle to look at." (Young person)

"Cause I know if I had a problem I could speak to (my FFL) about it, but I think I have only had like one problem and that was about SATS when it was coming up and (my FFL) just encouraged me and I did well on my STATS- well I am pretty sure I did well." (Our Children)

"We have had a few incidents where we have had quite a few bad weeks at home... they see another adult who is kinda telling them similar things so it is not just you that is saying 'oh well calm down' – they put it in from a different angle and it sometimes comes across differently." (Foster carer)

Commitment over a life time

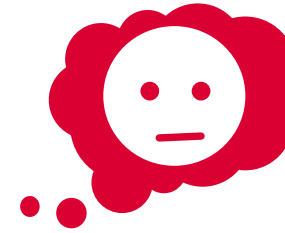
"Forget about all the good you can do and all the worthiness of the project and bla bla bla- you know you've gonna get a good friend out of this." (Adult Friend)

"It means a lot to the young person and you get a lot out of it too." (Adult Friend)

"I mean for me this for life thing is just a given now. So ya, I am looking forward to it being in the future." (Adult Friend)

"It fills the gap- from the kids' point of view." (Social care worker)

SELF-HARM SUPPORT



Resilience Coaches provided short-term support for young people who self-harm and their families. By co-producing activities for around 8 weeks with the young person, the Resilience Coach tailored support helping the young person and their families to build coping mechanisms and reduce self-harming thoughts and behaviours.

Since April 2017, Resilience Coaches supported 117 young people (64% female) aged between 9 and 16. The average age of referral is 13.5 years old. 32 young people received Self-Harm support between September 2019 and August 2020.

Feedback

Young people rated their satisfaction with the support as 9.5 / 10 and parents and carers rated their satisfaction with the support as 9.8 / 10

"I have gained a lot more confidence and a lot happier, I think everything went great and there is nothing that could have been done differently. I am a better person emotionally because of this- thank you" (Young person)

"I have enjoyed having someone to talk to and doing the activities provided. I have gained a lot of knowledge and coping strategies and it's helped me a lot" (Young person)

"I think it is a fantastic service. Confidence has grown, more open about feelings and now we can make things work." (Parents and carer)

"I believe the support that has been given to [young person] has been outstanding. They have had this routine of meeting weekly which gave them the chance to talk. The regular updates were good too from Resilience Coach and helped us as a family." (Parents and carer)

Strengths and difficulties

29 young people completed a questionnaire about their strengths and difficulties before and after taking part in the project. More than half of the group reported improvements in 8 weeks. Two key areas that the young people wanted support with were managing emotions peer relationships.

Good outcomes are observed in these 2 areas.

- The average decrease in emotional difficulties = 22%.
- The average decrease in peer difficulties = 19%.

The proportion of young people who reported serious difficulties such as emotional symptoms, conduct problems, hyperactivity, and peer problems, as well as the combination of these difficulties, was lower. More importantly the impact that these difficulties had on day to day life was reduced by 46%. This suggests that in 8 weeks, young people improved their ability to manage the impact of difficulties and to be resilient during tough times.



SELF-HARM SUPPORT

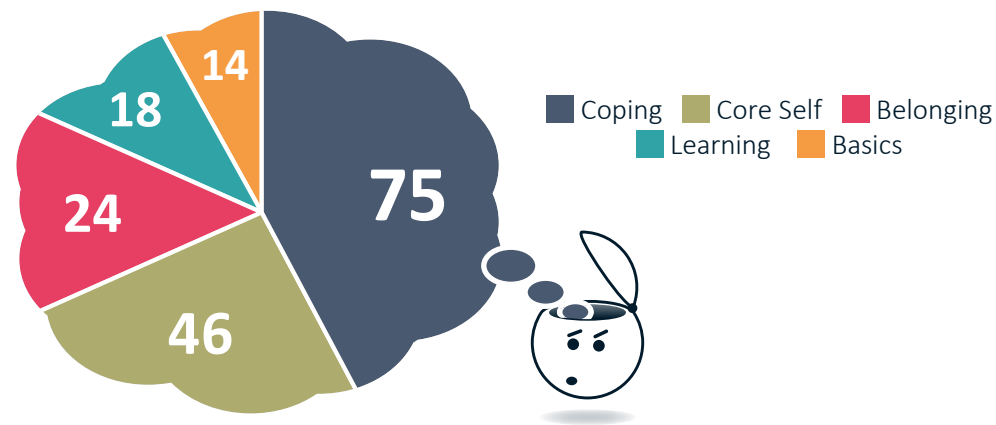
Goals

Between May 2018 and August 2020, **40** young people set **177** goals with their Resilience Coaches in the areas they wanted to see improvements. The number of goals ranged between 1 and 9 for each young person. At the end of their support, young people rated themselves significantly closer to reaching their goals. On average the scores have increased by 3 points on a 0-10 Scale.

The goals were linked to section(s) of the Resilience Framework:

- **75 goals related to Coping**, e.g. *“Using music as a distraction for negative thoughts.”*
- **46 goals related to Core Self**, e.g. *“Learn to accept myself; be less mean to myself.”*
- **24 goals related to Belonging**, e.g. *“Try new groups and socialise more.”*
- **18 goals related to Learning**, e.g. *“Manage worries around home and school work.”*
- **14 goals related to Basics**, e.g. *“To improve sleep pattern.”*

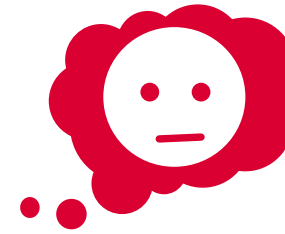
It is interesting that young people saw really good improvements in Basics, Belonging and Coping and that improving sleep, trying new groups and using distraction techniques effectively were a key feature of the self harm support project.



Re-presentation at A&E

We also explored whether young people re-presented at the Accident and Emergency Department (A&E) or other hospital services with self-harming thoughts or actions after receiving Self-Harm Support. By April 2020, this data was available for **89** young people, and among them **82%** of young people had not been back to A&E with self-harm injuries or risks.

SELF-HARM SUPPORT



Reflective accounts written by Resilience Coaches were explored to identify patterns throughout the support. Several themes emerged:

- **Coping better** – Young people were seen to be better prepared to cope when times get tough, using strategies they learnt during their support to calm down and self-soothe. This ranged from individualised distraction boxes, to activities such as art, gaming and music.

- **Increased awareness of risk and safety** - Young people were reportedly more able to keep themselves safe and reduced self-harming behaviours. They were also more aware of risks to their safety and how to manage these.

- **More hopeful and prepared for the future** – Some young people were better prepared for their future goals after working with their Resilience Coach.

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“She uses her distraction box when she gets upset or angry, she uses it as a way of calming down and has not since said that she feels suicidal. It has helped her to realise what she can use to calm down and soothe herself, to stop thinking about negative thoughts and distract her mind.”

“[Young person] opened up about what situations she saw as risks and we spoke together about ones that she didn’t realise such as gaming and age restrictions. Mum keeps [young person] safe by checking her phone now, when we discussed this she could understand why after doing the session on online safety”

“[Young person] and I spoke to a nearby university about the qualifications that were needed to become a police officer and the steps she had to take. She got into the police cadets and is now planning the future beyond this. By doing well in her GCSE’s and making sure she stays focused at school, she can get the qualifications she needs to become one. This has helped her to see the future for herself and think positively about it.”

- **Improved family relationships** – Some young people saw improvements in relationships with their family members following Resilience Coach Support, including getting along better and talking more to parents about how they are feeling.

“She understood that keeping things from mum wasn’t helpful and it upset mum that she couldn’t talk to her. She started to open up more and let mum in to the worries and problems that she had. This helped them to build a better more open relationship.”



SELF-HARM SUPPORT



- **More positive outlook** – Young people’s optimism increased as support went on, with young people growing in their ability to see the positives of situations rather than focusing on negatives.

“She started talking more positively every session that we spent together... She would talk to me about positive aspects of her life and things that she had done at the weekend that she had enjoyed. The positives in her life helped her to understand that not everything was negative, and being able to talk through this with me helped her see that... Mum says that [young person] has been a lot more positive and happy since she started the intervention, her mood had lifted and it is noticeable”

- **Improved understanding of emotions** – Resilience Coaches may have helped some young people to better understand the emotions they were feeling and the reasons for this.

“[Young person is] understanding more around triggers and ways to manage her feelings safely”

- **Expressing feelings more** – Some young people initially struggled with opening up to others. Following Resilience Coach support, these young people grew in their confidence to lean on others and let them know how they are feeling.

“As she was struggling with verbalising her issues, she found she was bottling it all up therefore making the situation worse. She identified that she would be happy to open up and talk to Dad if needed, therefore she created a Feelings letterbox – that was a large box and would be placed downstairs by the front door if she needed Dad to read something she had placed in there. Allowing her to write down her feelings meant she was not embarrassed talking about them, but it was passed on, in a safe way so that a discussion could be had with her Dad.”

WALK AND TALK



Youtherapy at Blackpool Teaching Hospital and the RR teamed up to deliver an alternative form of counselling to young people at risk of self-harming. Walk and Talk supported young people to develop alternative coping strategies, gain confidence and self-worth as well as build their individual resilience through activities and locations of the young person's choice, such as parks, outdoor venues or schools.

Between July 2017 and December 2019, **475** young people were supported by Walk and Talk.

Feedback

"People actually listened and cared about my feelings in each and every session. If I ever need help again, I would go for this service again." (Young person)

"I enjoy and look forward to Walk and Talk. I feel like I can talk about anything, going out and getting fresh air and also being able to talk to someone." (Young person)

"It helped me get weight off my shoulders and helped me improve talking to teachers, parents, and friends. I could improve my talking skill, but I will try and teach myself how to do that." (Young person)

"Made me feel at ease, everything was explained fully and my daughter was in charge which helps young people." (Parent)

"Walk and talk was an amazing experience to be out of the counselling room and give [people] the freedom to share where they felt most comfortable and safe. I enjoyed letting young people take the control on where they wanted to walk and giving them the choice, as this empowered them and allowed them to have a say in some aspect of their life." (Counsellor)



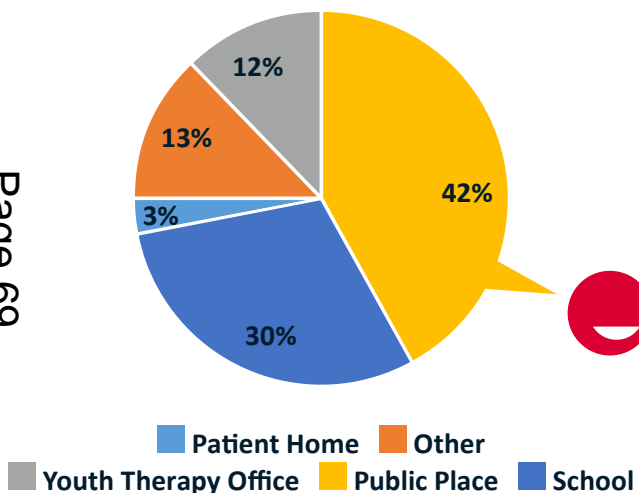
WALK AND TALK



About the Walk and Talk support

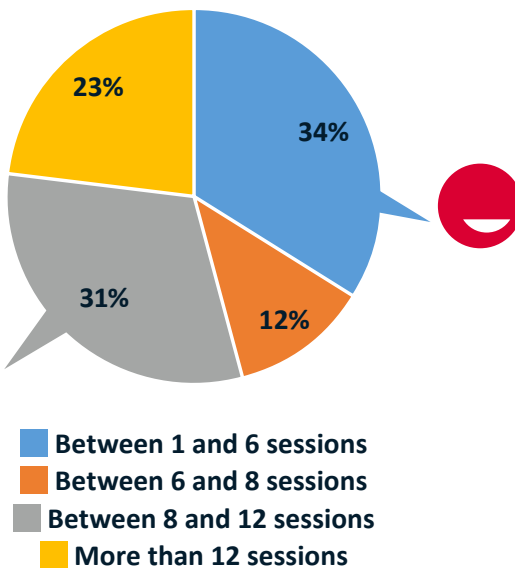
The figures below show some information about the support young people received.

Location Chosen for Walk and Talk Sessions



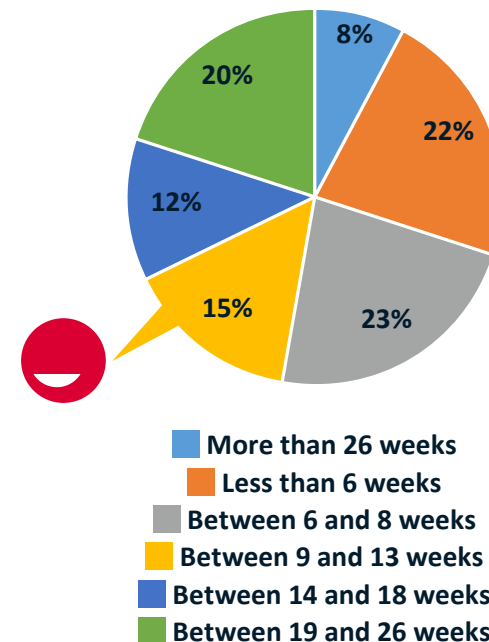
42% young people chose to meet in a public place like a park. 30% chose to meet in school.

Length of Support



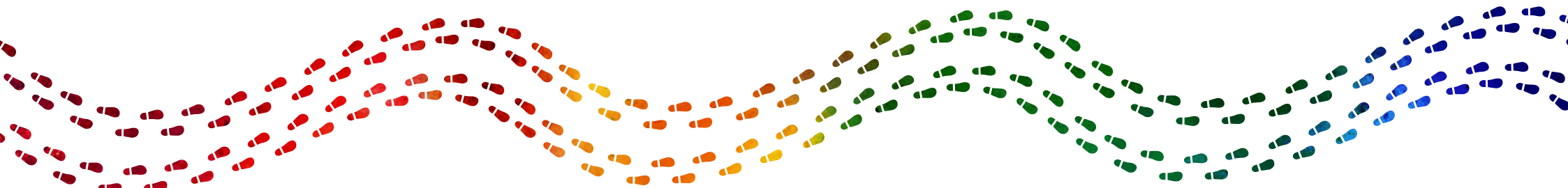
45% young people completed the support within 8 sessions.

Wait time between referral and support



45% of young people were seen within 8 weeks after referral.

72% of the young people waited less than 18 weeks to receive support.



WALK AND TALK



To evaluate the impact of Walk and Talk, about 400 young people reported their negative emotions before and after they received Walk and Talk support. They completed a questionnaire assessing their levels of anxiety, depression, trauma, risk to self, and emotional distress.

After support:

78% reported lower level of negative emotions. On average there was a **34%** decrease in negative emotions.

Recommendations from Counsellors

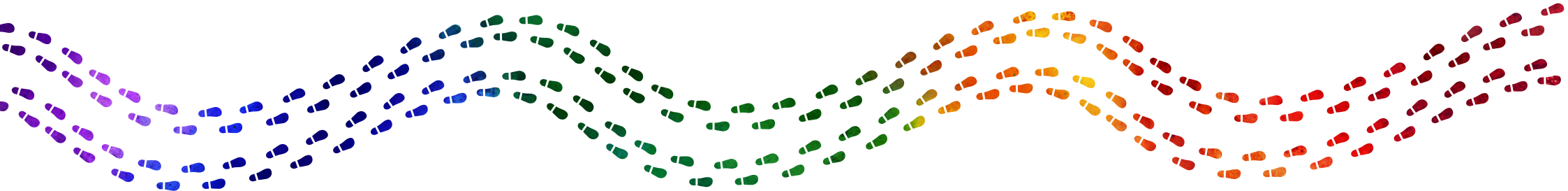
To practitioners who aspire to design and implement counselling in a similar format, Youthery Counsellors recommended:

- Using a person-centred approach to adapt counselling on young person's needs
- Listening to young people's voices and giving them autonomy
- Building strong relationships with schools
- Using strategic locations and scheduling
- Being prepared and doing dynamic risk assessments
- Creating a local list of "Places of Calm"

Places of Calm

Youtherapy Counsellors created a list of free or low-cost places for young people to go after their support ends and remember how to use the skills they learned during therapy, particularly around self-soothing.

The Promenade, the beach, Stanley Park, De Vere trails, Watson Road Park, Grange Park Field, The Grange, Dinmore Avenue Family Centre, Moor Park Health & Wellbeing Centre walking track, Four Seasons Fishery, Kincaig Park, Horse Sanctuary, Solaris Centre and Highfield Park.



CONCLUSION

Covid-19 Pandemic Challenges and Our Response

As with the rest of the world, our lives and work in the Resilience Revolution (RR) have been deeply affected by the challenges of the Covid-19 pandemic. A lot of our work this year has focused on challenging inequalities that risked being made worse by the pandemic:

- We delivered a co-produced leaflet to every Blackpool home, introducing us and the Resilience Framework
- We sent out activity packs to **1,000** young people in the transition phase from primary to secondary schools
- Activity pack was sent to our homeless community members who were accommodated in local hostels
- We sent out 50 Relaxation Packs to young people receiving support from Youtherapy / CAMHS
- Our partner, Empowerment, worked with us to co-create a resource to help raise awareness of the increased risk of domestic abuse during lockdown and available support

For the RR, the pandemic and lockdown brought new challenges, increasing some areas of need as well as demanding innovative approaches to ensure we continued to pursue our aims.

We had strengths to draw on that helped us to achieve this. Experience of digital co-production work and social media with young people enabled us to start immediately to move our activity groups and training online. Additional activities such as virtual quizzes, online competitions, themed social media posts and resources for young people were quickly introduced to keep everyone connected. Because we are aware not everyone has access to the digital world, physical activity packs for young people were created and delivered to their homes.

With Covid-19, our work with schools was altered to offer schools immediate support and resources. We worked together to co-produce recommendations for schools and policy makers. We did this locally, in partnership with schools and community groups. This co-production work was shared nationally with the Department for Education and globally through publication and on our partners' social media and websites.

Some of our research plans were altered to fit with a virtual environment, for example through the use of digital survey tools. One result of this was that responses to some surveys have decreased, such as training evaluations. On the other hand, some surveys that have been shared on social media, have increased our engagement. Covid-19 specifically highlighted some digital engagement barriers in Blackpool and this form of exclusion from learning has become an important social justice issue for the Resilience Revolution going forward.



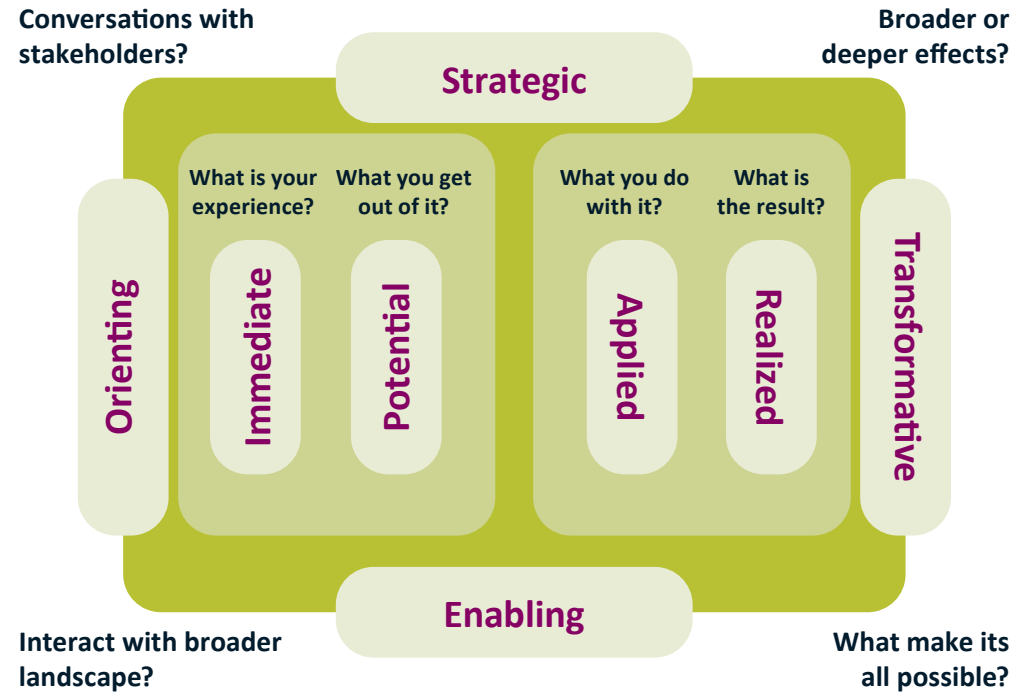
CONCLUSION

The differences we have made and how we achieved them

We have used the Value Creation Framework (VCF) to guide our learning and identify the differences we have made over the last year. The box below summarises the 8 different types of value that are seen when people work together.

1. **Orienting Value:** How we see ourselves related to the world, e.g., shared beliefs and values that inform what we decide to do.
2. **Immediate Value:** Things that people do or share that have immediate value.
3. **Potential Value:** Values that have a potential to make an impact on the world.
4. **Applied Value:** When people try and put something (like a new idea or approach) into practice.
5. **Realised Value:** When real difference has been made to the world around us.
6. **Transformative Value:** Things that have dramatic and broad or deep effects on people and their world.
7. **Enabling Value:** The approaches that people take or things that they do to try and achieve their aims
8. **Strategic Value:** This value arises when we take notice of and engage with people who have a stake in what we are doing.

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A graphic representation of the VCF (Wenger-Trayner & Wenger-Trayner, 2020)

To draw together this year’s report, we looked specifically for examples of these 8 types of value within all the activities across the RR. The VCF helps us to capture our learning in a consistent and structured way and it evidences how real differences are being generated from the work across the partnership.

CONCLUSION

Orienting Value

It is clear from our actions that the RR has united as a social movement that is committed to improving resilience for everyone in our community. Our activities over the last year show that we worked to reduce a range of inequalities and how we targeted some of our support for those facing some of the greatest challenges. This is in line with other approaches that are known as 'proportionate universalism'.

As a result of the impact of Covid-19, we had to shift some of our attention to respond to specific challenges raised by the pandemic. We demonstrated that we consider ourselves as part of an international movement, committed to developing and learning from each other in socially justice-based approaches in order to build transformative community resilience.

Immediate Value

Evidence was collated from feedback forms, survey scores, interviews and focus groups with young people, families and practitioners. This captured the instant impact that being part of the RR had on people, including:

- Enjoyment, excitement, pride and motivation
- Feeling valued, understood, listened to and respected
- Successful, immediate support that responded to crises, difficulties and feelings of distress

Potential Value

Evidence was collated after participating in new activities and captured the potential of people to make a difference to their own and others' lives.

- Provided young people, families and practitioners with a broad range of strategies to respond to challenges
- Shared the Resilience Framework and its resilience building 'moves'
- Identified new support resources such as the 'places of calm'
- Increased knowledge of mental wellbeing and resilience, self-awareness of feelings and emotions, self-belief in capacity to solve problems and address challenges, and hope and confidence for the future

Applied Value

People and organisations are actively participating in the Resilience Revolution and applying their learning.

- Over 16,000 young people attended a school that is a RR partner
- Young people who were transitioning between different types of schools were supported
- Hundreds of young people who faced enhanced challenges participated in our targeted support initiatives
- Hundreds of parents and carers, school, health and voluntary sector practitioners attended our training activities
- The Resilience Framework and many of its Resilient Moves were applied by hundreds of young people and those people around them
- Young people took the lead in their goal-setting in their work with practitioners
- All Blackpool schools are using the Academic Resilience Approach with our support
- Campaigns took place around issues such as anti-bullying, wages, the environment and demanding young people's voices are heard

CONCLUSION

Realised Value

Now that our RR is maturing, we are seeing changes in the statistics.

- Young people have increased: resilience; wellbeing; attendance at school; self-esteem; using peer support; capacity to cope; ability to respond to challenges; ability to take responsibility for areas of their lives; and ability to trust and open up to others
- We have seen reductions in: rates of exclusions from school; emotional and behavioural difficulties; self-harm; and the number of representations at A&E
- Young people have learned new skills that have enhanced their home, leisure, or social life, such as cooking
- Young people's relationships at home and school have improved
- Young people have set and successfully achieved hundreds of their goals
- Practitioners, teachers and parents and carers have reported increased resilience
- Organisations have developed closer and more effective working partnerships
- Schools have successfully achieved the goals set on their action plans

Transformative Value

Over the last year, we have seen positive transformations in many individual's lives.

- Developing sustainable RR activities that build resilience in our homes our schools and our whole town.
- Co-produced safe spaces as part of the Academic Resilience Approach. This has transformed the school space and helped schools keep young people safe in the face of COVID-19.
- Friends for Life - our innovative and unique project that supports Our Children is transforming the lives of young people and adults by creating and nourishing lifelong friendships.
- Blackpool Beating Bullying campaign is the first co-produced charter mark in the UK and is helping to transform young people's experiences of schools.

Enabling Value

We have strong evidence that the value we have created has been underpinned by:

- Young people taking the lead
- Enhancing communication between family and school when supporting young people
- Co-producing all our work and learning
- Adopting strengths-based approaches to address challenges by using the assets within young people and the community
- Drawing on and sharing best practice and research in resilience building approaches
- Supporting and building trusting relationships across the whole town
- Being flexible when engaging young people in activities
- Building on our already well-developed use of technology to respond to Covid-19 and continue meeting young people's needs

Many of these enabling values summarised here and detailed in this report align firmly with the RR fundamentals of: Asset-Based; Co-production; Research; Social Justice; Systems Change; and Whole Town Approach. We think that it is then fair to claim that adopting these fundamentals were themselves a key contributor to the enabling value we have witnessed over the last year.

CONCLUSION

Strategic Value

Our engagement with stakeholders extends far beyond Blackpool. We consider wider UK society and policy influencers as key stakeholders too and have spread news of our RR with them in social media posts, presentations, national training, blogs, and reports. We also shared learning through national conferences with the National Lottery Community Fund and with our colleagues from HeadStart partnership areas: Hull, Wolverhampton, Kernow, Kent and Newham.

Across all our activities we believe that we are helping to transform how organisations move beyond simply listening to young people and move to supporting them to co-lead. Our report shows a wealth of evidence that all aspects of life – family, friends, school, and career – have been transformed with **enhanced relationships**, **renewed aspirations**, and **increased learning opportunities**. Transformations are happening at the **system level** where work of co-leaders of the RR are **developing and delivering sustainable activities** within schools, Local Authority services, health services, and other support agencies.

Our next challenge, in the final phase of the HeadStart programme, is to build a legacy that will enable the successful areas of the RR to continue once the funding has ceased. There are many ways to get involved and support us with our mission, you can find more about opportunities to be part of our RR [HERE](#).

CLOSING REMARKS

Co-leaders Hannah and Elle

“When you sit and think about it, you are being resilient all the time. Just take a moment to count up all the things you’ve done today to keep yourself going and to help others. We call these Resilient Moves and we are proud that hundreds of young people in Blackpool now know all our 42 Resilient Moves and put them into practice on a daily basis.

Lots of work from hundreds of people across our Revolution has got us to where we are right now but... we can’t slow down. In fact we are ramping up! This is because there is an intensification of restrictions and barriers affecting us all. We can see young people and those who are facing the greatest disadvantage in our society impacted the most by the long-term economic and health impacts of the pandemic. When this is met with sweeping legal change and political uncertainty, it’d be a mistake to wait for Westminster to deliver a plan for Blackpool. There is a disproportionate impact on our jobs, our education, and our health, which has the potential to be deepened by isolation from each other. So, we are galvanised into action to make sure that the work we’ve started - where Blackpool’s community see this adversity as a problem with the systems, not the individuals – empowers people to tackle it together, using our brave and tested resilience approaches. We support you to take your part in our shared responsibility to tackle injustice in all its forms, in every system in our town.

This report is bursting with evidence of the ways we are making changes together. We’ve reported improvements in wellbeing, confidence and resilience for many people in Blackpool, but there is still a way to go. We’ve seen that our message and learning is spreading but you can help us spread this further. We have highlighted that specific groups of people facing tough challenge still need us to work with them to challenge inequality and make the systems work better for everyone. Come and join us; our schools need our support, our key workers need our support, our health workers, our parents and families and young people need us all to work together to change the systems and create a resilient town to live, work and thrive in.

Finally, we want to say a huge thank you to the National Lottery Community Fund for not only providing the funding for our Resilience Revolution, but for also supporting us every step of the way. We know that every pound of our 13 million funding represents a person who has bought a lottery ticket. We know that a lot of those people are struggling themselves to make ends meet, so our biggest thank you goes to all of you lottery players out there and to say we are doing everything we can to make your money work for Blackpool’s young people.”

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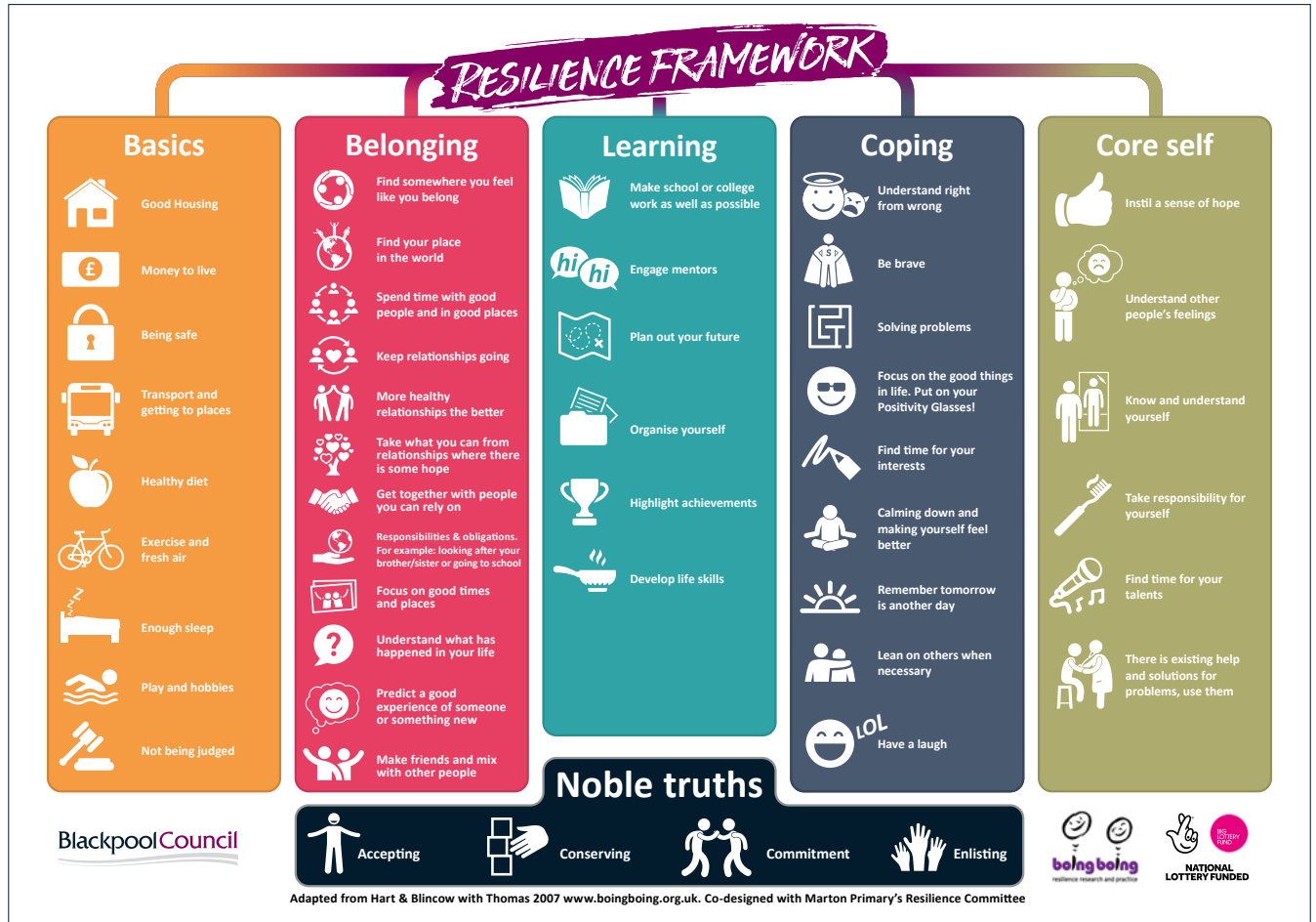
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Health Inequalities: Call for Evidence

Public Policy Projects (PPP) is pleased to announce that it is working on a major *State of the Nation* report entitled **Addressing the National Syndemic: Closing the Gap in UK Health Inequality** which is set to be launched in October 2021.

Chaired by Professor Sir Michael Marmot, the UK's leading expert on health inequality, this project will research the ways local and regional governments are approaching the problem of equity and facilitate the means by which these solutions can be shared. Existing literature demonstrates that place-based solutions are an effective means of tackling health inequalities. The problem is that these examples of best practise are not shared more broadly.

To do this, PPP would like to hear you/your organisation's experiences. In particular, PPP would like to examine the issue of what particular sectors outside of health are doing to address inequalities that have significant impact on health.

Below there are four questions, and we would be grateful if you could share your personal and/or organisational experience. You do not have to answer all the questions, and both qualitative and quantitative evidence are welcomed. Please also attach any other relevant case study documentation.

Please note that the deadline for case study submission is Monday 2 August 2021.

Organisation name	<p>The Resilience Revolution (RR) partnership:</p> <p>HeadStart Blackpool Blackpool Council, Whitegate Manor 261 Whitegate Drive Blackpool, FY3 9JL Website: https://www.blackpool.gov.uk/Residents/Health-and-social-care/HeadStart-Blackpool/HeadStart-Blackpool.aspx</p> <p>Centre of Resilience for Social Justice University of Brighton, School of Health Sciences Westlain House, Village Way, Brighton BN1 9PH Website: https://www.brighton.ac.uk/crsj/index.aspx</p> <p>Boingboing Resilience Community Interest Company Care of: University of Brighton, School of Health Sciences Westlain House, Village Way, Brighton BN1 9PH Website: https://www.boingboing.org.uk/reflections-big-resilience-together-blackpool/</p>
Key Contact (name, email, phone)	<p>Pauline Wrigglesworth, Headstart Resilience Revolution Blackpool Council Programme Lead</p> <p>Telephone: 07920807023</p> <p>This submission has been co-authored by co-leaders of the Resilience Revolution:</p>

	<p>Rochelle Morris- Evaluation and Research Practitioner HeadStart Resilience Revolution Blackpool Council</p> <p>Barbara Mezes- Senior Research Fellow, University of Brighton</p> <p>Debbie Hatfield Postdoctoral Research Fellow, University of Brighton</p> <p>Vicki Dunham, Senior Practice Development Lead, Boingboing CiC</p> <p>Rachael Slater, Partnership Officer, HeadStart Resilience Blackpool Council</p> <p>Oliver Gibbs- Trainee Youth Engagement Worker, HeadStart Resilience Revolution, Blackpool Council</p> <p>Suna Erigit-Madzwamuse, Reader, Centre of Resilience for Social Justice, University of Brighton</p> <p>Mirika Flegg, Research Fellow, University of Brighton</p> <p>Louise Brinton-Clarke, Coproduction Coordinator, Boingboing CiC</p> <p>Ivet E. Pritomanova, Research Intern at the Centre of Resilience for Social Justice, HeadStart Resilience Revolution and Blackpool Council.</p> <p>Angie Hart, Professor of Child, Family and Community Health and Director of the Centre of Resilience for Social Justice and at the University of Brighton.</p> <p>Pauline Wrigglesworth, Headstart Resilience Revolution Blackpool Council Programme Lead</p> <p>Josh Cameron, Reader, Centre of Resilience for Social Justice, University of Brighton</p>
<p>Sector (i.e. public/commercial/charity)</p>	<p>Public & Third Sector</p>
<p>Organisation Description <i>Please provide a brief description of your organisation in 300 words or less</i></p>	<p>The Resilience Revolution (RR) is a novel approach piloted in Blackpool, UK with support of the National Lottery Community Fund. It aims for sustainable, whole-systems change in the town, locating young people and their families at the heart of collaborative working. Seven principles guide Resilience Revolution’s work: asset-based; brave and innovative, research, co-production, social justice, whole town approach, and system change.</p> <p>The RR invites anyone who lives, works or volunteers locally to get involved and make Blackpool a more resilient town for everyone to live in. It represents a complex and passionate partnership between HeadStart Blackpool (led by Blackpool Council), the Centre of Resilience for Social Justice at the University of Brighton, and Boingboing Resilience Community Interest Company. Taking a similar approach to the NHS’s ‘Health as a Social Movement’ programme, the RR seeks to orient systems more strongly towards the prevention of mental ill health, promotion of well-being and resilience, building resilience promoting environments, and the reduction of wider adversity contexts linked to health inequalities. It does so through cross-sector co-production, aligning with principles associated with integrated care (The Kings Fund, July 2021).</p> <p>The RR acts as a population health intervention with a focus on community resilience development. Here, it considers how young people’s mental wellbeing is linked to their experiences at school, their ability to access the community services they need, their home life and relationships family and friends, and their interaction with digital technology (see: how has your initiative addressed this). Early evaluations show positive impacts at the individual and group level, with detrimental aspects of wider adversity contexts beginning to shift (see: evidence of success). Co-production enables the RR to be adapted to local contexts (see: is</p>

	<p>your case study scalable), and a number of resources enable a national roll-out (see: additional resources).</p>
<p>What was the issue/opportunity area you sought to address?</p>	<p>RR was designed and developed in response to the wide scale of adversity in Blackpool necessitating a whole town approach.</p> <p>Using terminology from the 2020 report, ‘Health Equity in England: The Marmot Review 10 Years On’, Blackpool could be classed as an “ignored community” due to the wide-scale of deprivation community members experienced (p. 94). Local change makers mobilised via the Resilience Revolution (RR) in 2016. At that time, Blackpool was, and remains, one of the most deprived local areas in England. It was the very bottom of league tables for income, employment, skills, educational attainment, mental and physical health (HeadStart Blackpool, 2016). The rates of self-harm amongst 12-16 year olds were almost triple the national average for example, and admissions to hospital for alcohol and drug use were double the national average for youth ages 15-24 (HeadStart Blackpool, 2016). Youth offending rates were the highest in the North West and rates of young people not in employment or education was amongst the highest in the country (Public Health Annual Report 2015) Rates of looked after children were also the highest in the country (Children in Need 2015/16) and 23% (5093 out of 21780) young people were on Free School Meals (HeadStart Blackpool, 2016). Young people from the town who were engaging with the youth justice services were not regularly referred for health support (Youth Offending Health Support in Blackpool 2014) and school exclusion rates were amongst the highest in England. (School Exclusions Rates in England 2014/15). This sits within a broader context where young people across the country continue to experience high rates of mental ill health (Deighton et al., 2018; Green et al., 2004).</p> <p>We recommend you learn about the story of Blackpool by watching a video young people co-produced called ‘Once Upon a Time in Blackpool’. Despite the wider context of adversity experienced in Blackpool, the community was committed to working together. It had a history of inclusive practice and diversifying leadership and the RR builds on these inherent strengths of the town.</p>
<p>How has your initiative addressed this?</p> <p><i>Please detail the case study you wish to be considered for inclusion in State of the Nation: Addressing the National Syndemic – Closing the Gap in UK Health Inequality</i></p>	<p>Sometimes preventative practice is too focussed on individual resilience building, ignoring the causal relationship between structural inequalities and resilience. The RR centres young people and their parents/carers as co-leaders and creative partners. With their involvement, the RR developed new and exciting ways to solve the most difficult challenges and prevent future difficulties; aligning with recommendations outlined in the 2020 report, ‘Health Equity in England: The Marmot Review 10 Years On’ (Section 4A, Box 4.2/4.3, p. 132).</p> <p>The RR began in 2017 with the implementation and development of resilience approaches for young people ages 10-16 across Blackpool, across different levels of the system around them, and at individual, organisation and town levels. These include targeted and universal support to young people, families and communities; workforce development and support; enabling youth voice and activism; and strategic delivery and system change. The RR works in further partnership with all</p>

44 Schools in Blackpool, Higher and Further Education Institutions and early years providers such as [Better Start Blackpool](#), as well as across-council and third-sector provisions relating to children and families.

With [Resilient Therapy](#) as the overarching theoretical background, the RR sought '[Local action on health inequalities](#)' across all areas outlined in 2014 by Public Health England (i.e. early intervention, education, employment, ensuring a healthy living standard for all, and creating a healthy environment). All these strands of the RR are underpinned by **Resilient Therapy (RT)** an approach designed specifically for children and young people suffering persistent disadvantage (Hart et al., 2007). RT is a set of evidence-informed practices to promote resilience building at the individual, group and systems level. These have been made accessible for a wide range of individuals including young people and their families and schools via the [Resilience Framework](#). This framework promotes a broad system approach to “overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity” (Hart, et.al., 2016).

The RR adapted and adopted the motto, “Beating the Odds Whilst Changing the Odds”, with RT (Hart et al., 2007) as the guiding set of principles for research, practice, and practice development. Young people themselves support the use of this approach. For example, young people within the town fundraised to have paving stones including all principles laid out in the Resilience Framework embedded in the centre of the town (see [The Blackpool Gazette, 2019](#)).

Below we illustrate different ways RR addressed Blackpool’s challenges.

The **Academic Resilience Approach (ARA)** (Hart and Williams, 2014), is a strategic approach where the whole school community is actively involved in building pupil resilience (Hart et al, 2018, Kourkoutas et al., 2015). The ARA embeds co-production with school staff and students. It offers resilience training for all school staff, which has been delivered in Blackpool schools for the last three years. Four different audits are used in schools to capture perspectives of pupils, parents, staff and Senior Leadership Team. Audits are taken to highlight the school’s assets and understand more about the resilience-building capacity. All 45 schools in Blackpool have participated in the ARA. In 2019, 11 innovative grants informed by these audits were provided to schools. Young people themselves later developed the [Blackpool Beating Bullying](#) Charter Mark and resource packs. This award has been promoted by senior members of Blackpool Council and is open and accessible to every school in Blackpool (i.e. primary, secondary, SEND and Educational Diversity).

The **Friend for Life (FFL)** project also builds on [Resilient Therapy](#). Friend for Life matches Our Children (i.e. children looked after) with adult volunteers to foster supportive, lifelong friendships. Building on relational permanency (see for e.g. Beek & Schofield, 2017), FFL is the first known intervention where a volunteer adult makes a permanent commitment to be a young person’s ‘forever friend’. The idea for FFL was put forward by Professor Angie Hart in [2011](#) with around 100 opportunities for young people to take part in designing the FFL pilot in Blackpool. The involvement of young people resulted in innovative features embedded in the design of FFL such as: adult volunteers not routinely being reimbursed, and using vlogs made by volunteer adults to enable young people to pick their friends.

Since its inception, not one FFL relationship has broken down; inspiring changes within the local [Independent Visitor Service](#) (i.e. a mentoring/befriending statutory provision). Young people participating in FFL have spoken about wanting to see the service expanded, with one saying,

“I know young people in care who are going through worse times than me. So, I feel like this helping me would also help them young people who are struggling more. So, I feel like if I get more volunteers then the bigger it will get around Blackpool and hopefully further.” (Young Person)

Recently, the FFL model has inspired similar projects such as Friend for School and Digital Friends. The RR’s experience in providing digital services designed to support mental wellbeing may be of particular interest to support the digitalisation of mental health provisions, a key objective of the [NHS Mental Health Implementation Plan 2019/2020-2023/2024](#).

As the FFL project exemplars, all aspects of the RR were refined and repositioned to a local context via **Co-production**. Co-production practices inspired commitment from within the town to develop novel approaches to youth employment.

These include:

- Embedding Youth [Apprenticeships](#) & [Youth Sessional Workers](#) in all projects (including requiring contractual partners to do the same)
- [Same Pay for Same Day](#) (i.e. commitment to the national living wage, age-equity remuneration)
- The inclusion of young people on all interview panels
- The inclusion of young people as co-presenters and co-authors of reports (e.g. [here](#))
- The inclusion of young people in the co-development and delivery of training and educational activities aimed at those that support them (e.g. clinical and social care practitioners, school staff, youth workers, council employees, etc.) (e.g. FFL ‘What makes a good Friend’ training, The FFL Game). Training young people to be co-commissioners, co-developing service specifications, co-leading complex procurement exercises and co-leading the quality monitoring of contracts.

The RR is committed to the employment of youth apprentices experiencing characteristics linked to social inequalities (e.g. intergenerational poverty, long term health conditions, learning differences and/or disability, members of the LGBTQ++ community, young carers, those speaking English as a second language, etc.; [HeadStart Blackpool, 2016](#)). However, we found some young people are excluded from accessing apprenticeships. For example, ‘Our Children’ (young people looked after) in Blackpool are disproportionately excluded. The RR promptly responded to local needs through the creation of developmental roles (i.e. [Youth Sessional Workers](#)). [Parent/Carer Sessional Roles](#) were also created, responding to local needs for training and development opportunities for primary carers.

To guide collective working practices, ‘Resilience Fundamentals’ were produced ([HeadStart, 2020](#) p3-5). Clear guidance is especially important when involving

young people as co-leaders. A number of openly accessible trainings around resilience were offered to all those working to support young people (e.g. apprentices, youth workers, school staff, parents/caregivers, volunteers). These were enabled via partnership working with Higher Education Institutions and third-sector groups (e.g. [The Centre of Resilience for Social Justice](#), [Boingboing](#), etc.).

Additional initiatives and projects were created specific to the needs of the town. For example, **Resilience Coaches** were introduced across schools to support young people identified as needing additional support (e.g. young people at risk of school exclusion, young people at risk of self-harm, at risk youth transitioning from primary to secondary). Resilience Coaches provide 1:1 and group support, which has been highly evaluated, with one parent/caregiver highlighting:

“ Your service is truly amazing and very much needed in Blackpool as a lot of children even those that don’t have immediate issues struggle with the transition to high school and your service truly does make that integration and transition into high school so much easier, happier and positive for our children!” (Parent)

Bounce Forward (Kara et al., 2021) is a 10-week resilience course based on Resilient Therapy (Hart et al., 2007) for all young people in Year 5, co-developed with and delivered by Lancashire Mind and young people from the RR. For example, the RR’s Young Person’s Executive Group helped shape and adapt course content. The programme aims to build young people’s knowledge and skills about mental health and resilience – not only for themselves, but also their friends, family and school community, so that they felt more equipped to cope when times are tough. It is currently being delivered by school’s staff, upskilled via training provided through the Academic Resilience Approach. This examples how systems and structures are interconnected across projects via the RR and enabled through co-production.

This innovative way of working enabled to the town to respond quickly when the COVID-19 Pandemic forced school closures. In response, the **Resilience Revolution Education Voices** co-production group was formed. Here, 23 co-leaders of the Revolution, including young people, parents / carers, teachers, academics, and workers, met online weekly throughout lockdown. As well as a debate and discussion exercise, literature review, and taking polls, the group pooled their expertise to co-produce a set of principles that schools could refer to guide supportive work with pupils. This is the TRUST document, which can be accessed [HERE](#). School staff reported this document to be a helpful guide to support pupils in their return to school with one saying,

“The TRUST document is something we can ask our staff to revisit as we encourage them to maintain an open positive mind to children’s behaviour during this unprecedented time. Our recovery curriculum is heavily PSHE lead encompassing the main messages of the TRUST document” (School Nurture Lead)

During national lockdowns in 2020-2021, the RR was able to respond quickly as a focus on digital innovation and accessibility had been embedded within its practice. For example, the FFL project had experience facilitating friendships via vlogs made by adult friends. Soon after the first lockdown, they were able to adapt this to a Digital Friends project that matched young people in isolation with a

supportive adult. The work of the parent and carer team provides another example. Parent and carers were provided with technical support, including devices, email accounts and training to enable an inclusive group space they could access from their own home- reducing isolation and increasing engagement. As in these examples, young people and their supporters continued to connect with the RR throughout national lockdowns. Collectively, these groups produced a number of submissions to calls for evidence around the response to the COVID-19 pandemic (see [here](#)).

Taken together, the practices associated with the RR offer a template for addressing social determinates of health inequalities locally and nationally. However, the RR goes further to see the evaluation of services as a community development opportunity. It promotes ‘test and learn’ via continuous evaluation practices involving young people and those that support them (i.e. youth workers, school staff, council staff, practitioners, researchers). For instance The Blackpool Families Rock initiative is a co-production group is formed by parents, carers, young people, community members, social work practitioners, and the Head of Service. The group co-produced the new approach to working with children and families in Blackpool, the Blackpool Families Rock model. This model is now embedded across the whole partnership with the support of this group. The group also aims to constructively challenge and shape practice and procedures for work with children and families in Children’s Social Care with clear impacts on their health and well-being.

Since inception, novel approaches to research practices that enable social change have evolved building on the Communities of Practice (CoP) approach (Wenger 1998). These include the development of a collaborative research methodology via the Value Creation Framework (Wenger et al., 2017; 2020), and considerations around community-university partnership working (Hart et al., 2013; 2016). All approaches centre young people as co-researchers. We have found the Value Creation Framework to be highly accessible with young people able to co-lead presentations that show how we have used it to both learn from and identify the impacts we are making.

Involving young people in RR research incorporates:

- Involving them in research design and bid-writing;
- Involving young people as co-researchers in the collection and analysis of data (e.g. as peer interviewers)
- Involving young people in the reporting of data (e.g. in the design of visual representations of findings, as co-presenters at academic conferences, etc.)
- Empowering young people as leading researchers of youth-designed projects, supported by adult researchers in HEI and/or local Council (e.g. Revolution Researchers Group).

In addition to taking part in the evaluation of the RR, young people have been taking part in co-produced research around links between climate change and mental health (see [Climate Change and Mental Health: Taking Part](#)). They have also produced a video about the inequalities that they feel most urgently need to be addressed (i.e. social determinates linking to place/locality, ethnicity, disability

	<p>and gender. These are just some examples of how young people are empowered to engage in research processes via the RR.</p> <p>The RR has developed innovative ways to provide feedback in accessible ways (e.g. visual reports, animations, creative writing and performance arts). For example, young people recently co-produced an animated video around involving young people with additional learning needs and/or differences in research practices. Young people (including those with additional learning and/or communication needs) are involved in all communications strategies, with young people leading the production of RR videos and films. Learning is also shared widely via bi-monthly Resilience Forums designed to be accessible to a diverse audience. A yearly Big Resilience Get Together shares best practice across the RR and beyond. Involving young people in designing how information is communicated to their peers (both in-person and digitally) has prompted innovative practice. The RR has developed a range of exemplars of sharing information in accessible ways. This is especially relevant following failures around accessible communications in relation to COVID 19 (House of Commons, April 2021).</p>
<p>Is your case study scalable?</p> <p><i>Please detail how your service/initiative might be scalable across different regions/demographics within the UK.</i></p> <p><i>What enablers or constraints will impact the ability to scale and fidduse your service/initiative across the UK?</i></p>	<p>The Resilience Revolutions (RR) is currently having its first pilot in Blackpool, UK with promising emerging results(see evidence). However, embedding of a co-production ethos across the RR ensures its approach can be tailored to local communities across the country. For example, any individual and/or combination of the RR initiatives (e.g. ARA, FFL, Resilience Coaches, Bounce Forward, Blackpool Beating Bullying Charter Mark, etc.) may be adopted more widely and resources have been created to enable this (see additional information). Regardless of the collection of interventions provided, the RR requires commitment to a strategic set of principles.</p> <p>These are:</p> <ul style="list-style-type: none"> • Cross-systems application of principles and approaches outlined in Resilient Therapy (RT; Hart et al., 2007) and the use of the Resilience Framework; • An orientation towards wider systems improvements in the aim of preventing ill health and minimising adversity (i.e. the adoption of the motto “Beating the Odds Whilst Changing the Odds”); • The thoughtful consideration of the Resilience Fundamentals across all aspects of service development, delivery and evaluation; • A commitment to a co-production ethos that centres young people and parents/carers as leaders and co-researchers (and where appropriate, provides financial remuneration, recognition and accreditation for their contributions); • A commitment to equal partnership working across all sectors aiming to support children and families; • An interdisciplinary and intergenerational team of change makers that can inspire, coach and facilitate collective working practice (this requires young people to be embedded as paid members of staff across partner institutions); • A central partner organisation (and or group of organisations) with ability to make change within the system (e.g. anchor institutions);

Early findings suggest the RR may build resilience in communities facing the greatest disadvantage (Resilience Revolution, 2021). However, embedding these principles takes time and resources. Blackpool like many other communities across the UK is what the 2020 report, '[Health Equity in England: The Marmot Review 10 Years On](#)', would refer to as an "ignored community". As this report suggests, early investment in these areas demonstrates fiscal responsibility (p. 94). Thus, the scaling up the RR at the universal level (i.e. across the whole town) may initially begin with the implementation of the RR in struggling localities with support to do so.

Funding for a national roll-out of the RR may potentially draw from the [UK Community Renewal Fund](#), the [Leveling Up Fund](#) and the [UK Shared Prosperity Fund](#) as described in the [Building Back Better: Our Plan for Growth](#) 2021 report. Additional resourcing and support may be provided via existing public health networks (e.g. [Integrated Care Partnerships](#)) as well as from the business sector (e.g. Responsible Business Community Networks, groups such as the [Valuable 500](#)). Resourcing sharing with proposed Local Digital Skills Partnerships may also facilitate the initiation of the RR in other localities due the RR's focus on digital innovation around service design and delivery and linking to the [NHS Mental Health Implementation Plan](#).

–Resourcing does not always have to be monetary support. For example, [Merlin Entertainment](#) have supported the RR by releasing staff to give their time through the Friend for School programme. Many Higher Education Institutions offer opportunities for staff members to volunteer within the community. Inclusive Economy Partnerships are currently being explored in regards to hastening citizen access to digital resources (see [Beyond Digital: The Governments Response](#)). Similar cross-sector partnership approaches through the RR may enable young people and their families to access supports around their mental health and wellbeing. Young people themselves may also be supported to access funding for a specific project via [Youth Opportunity Funding](#). Thus, resourcing for the RR may draw from multiple funding streams.

However, the implementation of the RR does require ring-fenced resources to enable additional supervision and training for youth staff and volunteers. A focus on skills development aligns with the [Skills and Post-16 Education Bill](#) released in 2021. Existing streams exist to support youth employment (e.g. [KickStart](#)). However, the RR goes further to consider the upskilling of those that contribute to the welfare of children in roles that may not be associated with paid employment (e.g. parents/carers, volunteers, young carers, youth leaders, etc.). Furthermore, it focuses on empowering employment for those that face the greatest disadvantages (e.g. young people without Level 2 qualifications, young single parents, young people with disabilities, etc.). This takes time, creativity, resourcing and co-ordinated support. For example, working with [Boingboing Resilience Community Interest Company](#), the RR offers employment opportunities for youth that do not yet have the education requirements required to access roles within Blackpool Council. Additional resourcing in future may draw from various sources such as the Adult Education Budget and the Digital Lifetime Fund as described in '[Beyond Digital: The Governments Response](#)', 2021.

	<p>From our learning, we suggest government departments and other organisations may need support around employing and training young workers. RR associated trainings have been positively evaluated by those that have attended them and are associated with high uptake and completion rates (see evidence of success). Thus, a number of resources exist to support the wider implementation of the RR (see additional information). Other strategies around youth employment have been identified by young people with the RR (see for e.g. ‘the Economic Impact of COVID-19 on Young People’ 2020 submission to the Youth Affairs APPG’s Economic Inquiry Open Call for Evidence). Thus, training and guidance around the development and delivery around the RR pre-exists, improving the functionality of a successful national roll-out.</p>
<p>Evidence of Success</p> <p><i>How has your service/initiative delivered important change in terms of health inequities?</i></p> <p><i>Please provide qualitative or quantitative proof.</i></p>	<p>Research Approach:</p> <p>A mixed-methods longitudinal study employing complex intervention evaluation framework is central to the RR’s research and evaluation. The RR’s research and evaluation co-led by the Centre of Resilience for Social Justice through a collaborative research partnership and includes co-leaders of the RR as co-researchers. In addition to interviews, focus groups, and innovative creative methods, all initiatives and projects associated with the RR are evaluated via standard local council practices with support from the Centre of Resilience for Social Justice.</p> <p>These include:</p> <ul style="list-style-type: none"> • A review of educational – absence, attainment and exclusion data. • A review of indices of Multiple Deprivation as it affects Children. • A review of social worker change rate for ‘Our Children’ (Children Looked After) <p>As a member of the wider HeadStart partnership areas, measures evaluating the RR also include:</p> <ul style="list-style-type: none"> • The Wellbeing Measurement Framework (i.e. a survey that ask young people about their general wellbeing, their resilience and their mental health). • Goal Based Outcomes (i.e. a longitudinal approach where goals are set at baseline and follow-ups are measured via a Likert scale). • A youth co-production survey (i.e. a collection of standard scales measuring community engagement, sense of self and belonging). <p>Adding to the evidence base, a number of PhD studies and fellowships are currently focused on aspects of the RR such as the FFL project, the ARA, the involvement of young people in local climate solutions, parent and carer supports and various projects considering co-production and disability inclusion.</p> <p>The evaluation of the RR has also included purpose-built surveys associated with specific projects. Often the development of these surveys also provides a developmental opportunity for young people to learn more about research. They also aim to address a specific need. For example, a survey co-designed with young people to measure the anti-bullying work in their school received 421 responses and informed the development of the Blackpool Beating Bullying Charter Mark.</p>

Across the RR, feedback is consistently shared with collaborators and key stakeholders to improve design and delivery and guide policy and practice (e.g. Ofsted reports and plans).

Findings:

The RR pilot in Blackpool, UK suggests that a whole town approach is an acceptable and helpful way to build resilience especially within communities facing the greatest disadvantages (HeadStart Resilience Revolution, 2021). Collaborative practices appear to improve the acceptability of the RR approach. Evidence also suggests the impact and functionality of the RR is improved through the involvement of a diverse group of stakeholders (e.g. young people, young people with additional needs, parents/caregivers, school staff, council staff, third-sector workers, academic researchers, etc.)

Evidence suggests the RR (and its associated initiatives) is a valued approach, leading to improved health outcomes at the individual, group and whole town level. According to recent Reach Figures, collectively, the RR has provided 76,783 opportunities for young people to participate in resilience building activities since its inception. This includes participation in ARA and FFL activities, meeting 1:1 with a Resilience Coach, taking part in co-production activities, volunteering around climate change and other areas, and a range of group activities such as trainings and celebrations. An additional 6,328 opportunities have been created for those that play a supportive role in child development (e.g. school staff, parents/carers). Activities are provided across a range of locations, within school and during out of school time.

The high levels of sustained engagement with RR activities, suggests the approach is acceptable to young people and those that support them. Widespread uptake of many aspects of the RR supports this.

For example:

- Academic Resilience Approach (N=16,079 young people attended a school where ARA is provided)
- Blackpool Beating Bullying Charter (N=26 schools have signed up)
- High levels of engagement with training and workforce activities (a total of 6,408 participants taking part in 570 activities)
- Sustained high attendance rates within co-production activities (93.27%)

The RR has found that young people who are engaged in activities fair better than expected. For example, targeted interventions (e.g. FFL, Resilience Coaches) support young people facing complex disadvantages. Since inception 99.5% of young people receiving a targeted RR intervention have not been permanently excluded from school. Moreover, 82% of young people have not returned to A&E with self-harm injuries or risks since receiving self-harm support from the Resilience Coaches. Further to this, no young person involved in RR co-production activities or with FFL have been excluded from school. However, for young people not regularly engaged in the RR school exclusion rates across the community have remained high. Other school improvements include new outdoor spaces to embed walking and talking therapies and many schools have used funding from the RR to invest in school therapy dog. Schools participating in the ARA report,

	<p>“I can now help the children which I work with deal with their difficulties and develop solutions.”- Teaching Assistant</p> <p>Improvements overtime related to Ofsted inspections, include references to schools placing greater emphasis on wellbeing and resilience. (OFSTED School 2020 - resilience). This examples how individual and systems improvements within the RR are implicitly linked.</p> <p>WMF data overtime suggests young people across Blackpool have seen improvements with their levels of school support. However, a cross comparison of WMF data from 2019-2020 suggest local young people still experience greater challenges relative to young people living in other HeadStart areas. For example, it found young people in Blackpool report receiving less support at home than young people in other areas. Moreover, there has been a decline in the last couple of years in the number young people admitted to hospital in Blackpool due to self-harm, with 234 admissions in 2017/18, which is still twice the national average rate (Dempsey & Graham, 2019). However, young people from Blackpool also reported higher than average levels of support from schools. Feelings of being connected to schools have increased overtime.</p> <p>Furthermore, learning from the RR has instigated wider improvements to health and social care practices. For example,</p> <ul style="list-style-type: none"> • Contacting young people who self harm within 24 hours of presenting at A&E; • Including local parents in all interviews for new social workers in the town; • Offering every one of Our Children in Blackpool a Resilience Coach and Friend for Life to help with coping between moving from year 6 (primary) into year 7 (secondary); <p>Information around the delivery of the RR approach and the functionality of specific to projects has been provided in the section: how has your initiative addressed this. This suggested initial investment into struggling communities may enable their engagement with the RR and address geographical inequalities. Reiterating the voices of young people, additional seed funding may better enable those facing additional disadvantages (e.g. disability) to take part too.</p>
<p>Additional Information</p> <p><i>Any other information that you would like this report to consider?</i></p>	<p>This section includes information about the RR and resources co-produced with young people and those that support them.</p> <p>Overarching guidance and principles:</p> <ul style="list-style-type: none"> • Resilience Therapy (Hart et al., 2007) • The Resilience Framework • The Resilience Fundamentals • An explicit commitment to co-production across design, development, delivery and evaluation and involving those most often excluded like young people with additional needs (see The Revolution Researchers Guide to Co-Producing Research, Co-Production in Promoting Resilience- What does this mean for schools).

	<ul style="list-style-type: none"> • An explicit commitment to minimise the use of jargon and a sensitivity around the use of language. <p>Fundamental Training (see here for more information)</p> <ul style="list-style-type: none"> • Resilience Get Together! Introduction to resilience – 2 Hour Workshop – Level 0 • Introduction to Resilient Therapy & putting it into practice – 1/2 Day (CPD) – Level 1 • Understanding the Academic Resilience Approach & putting it into practice – 1 Day Workshop (CPD) – Level 1/2 • Practitioner resilience – 1 Day Workshop (CPD) – Level 1/2 • Parents and carers resilience – 2 Day Workshop – Level 1 <p>In addition, the RR is currently piloting internal trainings such as ‘Co-Production for Managers’ and ‘Co-Production for Practitioners’. Additional trainings and resources also include the ‘What Makes a Good Friend’ training and the Friend for Life Game. The RR additionally is exploring a range of tools and approaches to promote accessible communication, digital inclusion and disability inclusion. Please contact us for more information about these trainings.</p>
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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Sara McCartan, Head of Adolescent Service
Date of Meeting:	27 January 2022

YOUTH JUSTICE TEAM INSPECTION

1.0 Purpose of the report:

1.1 To update the Committee on the progress of Blackpool's Youth Justice Service improvement journey.

2.0 Recommendation(s):

2.1 For the Scrutiny Committee to have oversight of progress made in order to provide scrutiny, challenge and support.

3.0 Reasons for recommendation(s):

3.1 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.2 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 No other alternative options to be considered.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 The Youth Justice Service (YJS) was inspected by Her Majesty's Inspectorate of Probation (HMIP) during May and June 2021. The service was rated 'Good' and in three aspects 'Outstanding'. The Inspectorate worked jointly with partner inspectors from policing, health, social care and education to undertake this inspection.

Three broad areas were examined: the arrangements for organisational delivery of the service, the quality of work done with children sentenced by the courts and the quality of out-of-court work (such as community sentences).

- 6.2 The Youth Justice Board (YJB) has commended the progress and in a letter to the Director of Children's Services stated: 'To be rated 'Good' with three areas of 'Outstanding' is an incredible achievement and is a testament to the hard work, dedication and commitment by partners in Blackpool over the last couple of years to deliver better outcomes for children in Blackpool.'
- 6.3 Youth Justice Minister Victoria Atkins also commended the service via letter in October 2021 and stated 'I was particularly impressed with the substantial improvement to the out-of-court disposal process. It is great to see that the joint working that underpins the delivery of out-of-court disposals has been exemplary. I was also pleased to hear about the improved quality of work to address desistance through court disposals.' MP Atkins also commented that 'it is particularly impressive that the YOS has significantly improved under such challenging circumstances. I am aware that, as HMIP noted in their report, nowhere else in the country has an equivalent concentration or extent of poverty and deprivation as Blackpool and that in the year preceding the report Blackpool had been free from Covid-19 restrictions for just six weeks. I congratulate you on the improved delivery of services to vulnerable children and young people in the face of adversity.'
- 6.4 Six recommendations were made by HMIP following the inspection to further improve the service:
- Evaluate the effectiveness of interventions to ensure they are meeting children's needs and reducing re-offending.
 - Provide thorough and effective initial assessment of children's health and educational needs, including communication skills and dyslexia.
 - Reduce the unacceptably high NEET (not in education, training or employment) rates for the over-16 caseload by getting more children into further education provision and vocational training, including access to services where children can gain the personal, life and social skills they need to work towards employment.
 - Ensure that in all children's records there is a plan to keep other people safe and contingency planning if issues in the child's life increase the likelihood of harmful behaviour.
 - Where risk to the child's safety or wellbeing is identified, put in place clear contingency planning for circumstances where the risk may increase.
 - Where risk to other people is identified, put in place clear contingency planning for circumstances where the risk may increase.

- 6.5 Progress on the above HMIP recommendations have commenced which include:
- YJS Practitioners have transitioned to a new model of recording (the ACORN model - Aim, Content, Outcome, Risk, Next steps) for all interventions with children to ensure clear and consistent delivery of interventions based on identified need. YJS Practitioners have begun to use the My Target Plan format with children to further enhance the effectiveness of the YJS interventions.
 - At the end of 2021 a series of audits were undertaken and learning circles held with YJS practitioners to further embed the use of ACORNs, My Target Plan and enhance contingency planning arrangements for children’s plans. YJS Team Managers are providing ongoing support to Practitioners to further refine contingency planning for all children.
 - The YJS Education, Employment and Training practitioner along with a YJS Team Manager are linking with four local YJS (Knowsley, Wigan, Stockport and Salford) who have been identified by HMIP as high performing in engaging children who are NEET and supporting them in achieving a positive destination. The aim of the visit will be to find out what, if anything, they are doing differently to Blackpool YJS so that we can look to emulate where we can.
 - In addition the YJS Education, Employment and Training practitioner is being supported to create a bespoke package of intervention to support children who are not yet ready to engage with Education, Employment and Training. The interventions will support personal, life and social skills in order to develop children’s self-esteem, confidence and motivation.

6.6 The HMIP recommendations have been incorporated into the revised Youth Justice improvement plan, with leads on supporting each action and which has been returned to HMIP. The plan will continued to be monitored by the service and bi-monthly via the Executive Board. The Youth Justice Executive and Shadow Board have a Development Day on 26 January 2022. The aim of the day is to further strengthen our partnership and problem solving in order to achieve consistently great outcomes for all our children and create a 2022 development plan that gets the YJS to Outstanding.

6.7 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 6(a) - Inspection Report.

8.0 Financial considerations:

8.1 The YOT partnership will fund the service in 2021/2022 through the budget outlined below:

Costs and Contributions 2021-2022 Budget

Agency	Staffing Costs	Payments in kind	Other delegated funds	Total
Police	58,336		43,260	101,596
Probation	24,608		5,000	29,608
Health	39,974		15,444	55,418
Local Authority	369,681		156,806	526,487
YJB	392,663		54,251	446,914
Other				0
Total	885.262	-	274,761	1,160,023

There are no current budget pressures.

9.0 Legal considerations:

9.1 There are no legal implications to consider.

10.0 Risk management considerations:

10.1 There are no issues of concern, appropriate governance arrangements are in place.

11.0 Equalities considerations:

11.1 The young people supported by the Blackpool youth justice service in 2021/2022 were mainly white ethnic background (88 per cent), seven per cent of young people were mixed heritage and the remainder were a very small number of Eastern European and Vietnamese young people (data from Executive Board May 2021).

12.0 Sustainability, climate change and environmental considerations:

12.1 There are no sustainability, climate change or environmental factors to consider.

13.0 Internal/external consultation undertaken:

13.1 The service continues to strengthen its consultation and co-production approach with young people and victims to support improved service delivery.

14.0 Background papers:

14.1 None.



An inspection of youth offending services in

Blackpool

HM Inspectorate of Probation, September 2021

Acknowledgements

This inspection was led by HM Inspector Mike Ryan, supported by a team of inspectors, supported by a team of inspectors and colleagues from across the Inspectorate. HM Inspectorate of Probation was joined by colleague inspectors from police, health, social care and education. We would like to thank all those who helped plan and took part in the inspection; without their help and cooperation, the inspection would not have been possible.

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We inspect these services and publish inspection reports. We highlight good and poor practice, and use our data and information to encourage high-quality services. We are independent of government, and speak independently.

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Foreword

This inspection follows on from our inspection of the Blackpool Youth Justice Service (YJS) in 2018 as part of our four-year programme of YOS inspections. In 2018 we rated Blackpool as 'Inadequate' overall and identified several areas of poor practice. This current inspection was undertaken jointly with our partner inspectors from the police, health, social care and education.

We have inspected and rated Blackpool YJS across three broad areas: the arrangements for organisational delivery of the service, the quality of work done with children sentenced by the courts, and the quality of out-of-court disposal work. Overall, Blackpool YJS was rated as 'Good'.

In many ways, the work in Blackpool has improved significantly since our 2018 inspection. Following substantial reorganisation, the YJS now has effective governance arrangements, which both set the direction for the YJS and provide rigorous scrutiny of the work being delivered. Leaders are keen to develop the service, and this is being translated into the greatly improved quality of work that our inspectors have identified. At the heart of this improvement is an engaged and highly motivated staff group. The YJS works well with other agencies within 'Blackpool Families Rock', a unified strategic approach to delivering children's services.

The supervision of court disposals is now, in the main, done to a good standard. There has been substantial improvement.














There has been a comprehensive overhaul of the arrangements for out-of-court disposal work, led by police colleagues. The quality of services has changed from 'Inadequate' across the board, to at least 'Good' and in some respects 'Outstanding'.

It is greatly encouraging that the service for children in Blackpool has shown such substantial improvement. We are confident that the foundations have been laid to maintain the quality of services, and we have provided a number of recommendations that should help to improve the service even further.



Justin Russell
Chief Inspector of Probation

Ratings

Blackpool Youth Justice Service	Score	25/36
Overall rating	Good	
1. Organisational delivery		
1.1	Governance and leadership	Good 
1.2	Staff	Good 
1.3	Partnerships and services	Requires improvement 
1.4	Information and facilities	Good 
2. Court disposals		
2.1	Assessment	Good 
2.2	Planning	Requires improvement 
2.3	Implementation and delivery	Good 
2.4	Reviewing	Outstanding 
3. Out-of-court disposals		
3.1	Assessment	Outstanding 
3.2	Planning	Good 
3.3	Implementation and delivery	Good 
3.4	Joint working	Outstanding 

Executive summary

Overall, Blackpool YJS is rated as: **'Good'**. This rating has been determined by inspecting the YJS in three areas of its work, referred to as 'domains'. We inspect against 12 'standards', shared between the domains. Our fieldwork was conducted between 17 May and 11 June 2021. The standards are based on established models and frameworks, which are grounded in evidence, learning and experience. They are designed to drive improvements in the quality of work with children who have offended.¹ Published scoring rules generate the overall YJS rating.² The findings and subsequent ratings in those domains are described below.

1. Organisational delivery



There has been extensive improvement in the delivery of services, and this is reflected in the ratings for domains two and three, which have changed from a score of 1 in 2018 to a score of 18 now. The board has been strengthened and has adopted a strong scrutiny role. There is a commitment to a 'child first' strategy and this aligns well with the broader intentions of the Blackpool Families Rock strategy.

The key features of the strategy are:

- creating trusting and honest relationships (relationship-based practice)
- improving and repairing relationships within families and communities (restorative practice)
- supporting families, providing a 'jigsaw of support' through partnership staff (systemic solution-focused practice)
- viewing adults and children as resourceful and resilient in the face of their worries (strengths-based practice).

The board acknowledges that, while the YJS has improved, more work is needed in order to fulfil its ambitions to achieve excellence in the delivery of services.

The current staff arrangements are a stark contrast to the picture we saw when we inspected the YJS in 2018. Staff feel valued and included, and work well with the children who come to the YJS. Relationships are the key to effective work with children and the organisation supports the continuity of key people in the children's lives.

In 2018³ we found that there was 'no up to date analysis of the needs of children subject to YJS supervision'. There is now detailed information, and this is supported

¹ HM Inspectorate of Probation's standards can be found here:

<https://www.justiceinspectorates.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>

² Each of the 12 standards is scored on a 0–3 scale in which 'Inadequate' = 0; 'Requires improvement' = 1; 'Good' = 2; 'Outstanding' = 3. Adding these scores produces a total score ranging from 0–36, which is banded to produce the overall rating, as follows: 0–6 = 'Inadequate', 7–18 = 'Requires improvement', 19–30 = 'Good', 31–36 = 'Outstanding'.

³ HM Inspectorate of Probation (2018). *An inspection of youth offending services in Blackpool*.

by analysis, with all relevant aspects of the children's circumstances being identified and monitored.

In many respects, partnership working has substantially improved since the last inspection. Information exchange between the YJS and police has greatly improved. Police officers attending the multi-agency risk management meetings (MARMM) take an active role in the effective management of children who are either at risk of serious harm or have the potential to cause harm to the public. Previously reported delays in access to child and adolescent mental health services (CAMHS) have been removed by the introduction of a 24/7 service. One inspector noted: "There were clear pathways into health services and case managers were aware of these and how to access services."

We were not able to visit the premises used by the YJS due to Covid-19 restrictions, so our commentary on facilities is limited. However, staff feedback suggests that there has been a substantial improvement since the previous inspection. Leaders have paid considerable attention to improving working arrangements at the YJS, and this has resulted in tangible progress.

We interviewed the YJS manager and the chair of the executive management board and held meetings with other board members and key stakeholders. Inspectors from the police and from health, social care and education and learning services were part of our inspection team. They followed up individual children's records and interviewed key members of staff.

Key findings about organisational delivery were as follows:

- the executive management board sets a clear vision for Blackpool YJS. It is well led by an experienced chair and members are of sufficient seniority to influence the provision of resources to support the YJS, in their host organisations
- the staff delivering services are skilled practitioners and they are supported by equally committed seconded and partnership staff. Morale is high, staff have been given improved access to training and view their managers as making a positive contribution to the quality of work. In the previous inspection, 42 per cent of staff rated their supervision as poor or very poor. When surveyed for this inspection, all staff reported supervision to be quite good or very good
- in 2018, only 41 per cent of staff felt they fully had the skills and knowledge to deliver high-quality services to children. In our most recent survey, all staff perceived themselves to at least mostly have the relevant skills and knowledge
- there is a good range of partnership services and developments are increasingly based on good information and analysis
- the new IT system (Core+) has markedly improved the availability and usefulness of data.

But:

- the YJS needs to develop an agreed protocol and shared understanding across the partnership on managing contextual safeguarding at the operational level

- the effectiveness of interventions should be evaluated to ensure they are meeting children's needs and reducing re-offending
- the YJS and partner agencies need to develop the way they manage information so that they communicate more effectively
- children should receive a thorough and effective initial assessment of their health and educational needs
- children need better access to services where they can gain the personal, life, and social skills they need to work towards employment.

2. Court disposals



We took a detailed look at 13 community sentences managed by the YJS. We conducted 13 interviews with the relevant case managers. We examined the quality of assessment; planning; and implementation and delivery of services. We inspected each of these elements in respect of work done to address desistance. For services to keep the child safe, we only assessed the quality of planning, implementation and reviewing in the 11 children's records where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning, implementation and reviewing in the 12 children's records where meaningful work was required. We did not look at any custodial sentences.

In our 2018 inspection, we rated assessment as 'Requires improvement'. For each of the other standards associated with court disposals, the rating was 'Inadequate'.

In the current inspection, we rated the standards as follows:

- for assessment, over three-quarters of the children's records inspected met all our standards, resulting in a rating of 'Good'
- for planning, just over half of the children's records met the standard for keeping other people safe, resulting in a rating of 'Requires improvement'
- for implementation and delivery of court disposals, over two-thirds of the children's records met all our standards, resulting in a rating of 'Good'
- where a review was necessary, the YJS met our standards in all children's records, resulting in a rating of 'Outstanding'.

Our key findings about court disposals are:

- assessment is based on sound analysis and used the contributions of partner agencies well
- plans are effective in supporting desistance and attending to the child's safety and wellbeing
- the court order was delivered well, with the balance between engagement, motivation and enforcement maintained to high professional standards
- the reviews of children's records were well done.

But:

- the needs of victims and access to restorative work were not considered in all appropriate children's records

- the language used in some documents was not always accessible to children
- in some children's records, there were no effective contingency arrangements to manage identified risks to the child's safety and wellbeing
- in some children's records, there was either no plan to keep other people safe or no contingency planning in the event that issues in the child's life increased the likelihood of harmful behaviour.

3. Out-of-court disposals



We inspected 10 children's records managed by the YOT that had received an out-of-court disposal. These consisted of three youth conditional cautions, five youth cautions, and two community resolutions. We interviewed the case managers in 10 children's records.

We examined the quality of assessment; planning; and implementation and delivery of services. We inspected each of these elements in respect of work done to address desistance. For services to keep the child safe, we only assessed the quality of planning and implementation in the seven children's records where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning and implementation in the six children's records where meaningful work was required. We inspected the quality of the YJS's recommendations and joint decision-making in all children's records, and the effectiveness of joint working with the police in the three youth conditional caution children's records only. The quality of the work undertaken needs to be above a specified threshold for each aspect of supervision to be rated as satisfactory.

When we inspected Blackpool YJS in 2018, the quality of out-of-court disposal work was rated as 'Inadequate' for each of the standards.

Since that inspection, Blackpool YJS has carried out an extensive review of its out-of-court disposal processes, so we would expect to see considerable improvement to the way the work is done.

In this inspection, we rated the work as follows:

- for assessment, at least eight out of 10 children's records met all our requirements, resulting in a rating of 'Outstanding'
- for planning work, four out of six children's records where risk of harm to other people was identified met our expectations, resulting in a rating of 'Good'
- for implementation and delivery, four out of six children's records met our requirements where risk of harm to other people had been identified, resulting in a rating of 'Good'
- joint working met our expectations in all children's records, resulting in a rating of 'Outstanding'.

Our key findings for out-of-court disposal work were:

- the use of AssetPlus ensures high-quality assessment work in almost all children's records; all assessments of risk to safety and wellbeing and risk of harm to others were accurate and appropriately recorded

- the work was appropriately planned
- an extensive range of interventions is available to children within the out-of-court disposals arrangement
- the joint working that underpins the delivery of out-of-court disposals was exemplary.

But:

- victim work was not delivered as required in a small number of children's records
- risk to safety and wellbeing and risk of harm to others were given insufficient attention in a small number of children's records.

Recommendations

As a result of our inspection findings, we have made seven recommendations that we believe, if implemented, will have a positive impact on the quality of youth offending services in Blackpool. This will improve the lives of the children in contact with youth offending services, and better protect the public.

The Blackpool Youth Justice Service should:

1. evaluate the effectiveness of interventions to ensure they are meeting children's needs and reducing re-offending
2. provide thorough and effective initial assessment of children's health and educational needs, including communication skills and dyslexia
3. reduce the unacceptably high NEET (not in education, training or employment) rates for the over-16 caseload by getting more children into further education provision and vocational training, including access to services where children can gain the personal, life, and social skills they need to work towards employment
4. ensure that, in all children's records, there is a plan to keep other people safe and contingency planning if issues in the child's life increase the likelihood of harmful behaviour
5. where risk to the child's safety or wellbeing is identified, put in place clear contingency planning for circumstances where the risk may increase
6. where risk to other people is identified, put in place clear contingency planning for circumstances where the risk may increase.

The Youth Justice Board should:

7. review the level of oversight of the Blackpool YJS.

Background

Youth offending teams (YOTs) work with children aged 10 to 18 who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged – instead, they were dealt with out of court. HM Inspectorate of Probation inspects both these aspects of youth offending services. We use the terms child or children to denote their special legal status and to highlight the obligations of relevant agencies such as social care, education and health to meet their safety and wellbeing needs.

YOTs are statutory partnerships, and they are multi-disciplinary, to deal with the needs of the whole child. They are required to have staff from local authority social care and education services, the police, the National Probation Service and local health services.⁴ Most YOTs are based within local authorities; however, this can vary.

YOT work is governed and shaped by a range of legislation and guidance specific to the youth justice sector (such as the National Standards for Youth Justice) or else applicable across the criminal justice sector (for example Multi-Agency Public Protection Arrangements guidance). The Youth Justice Board for England and Wales (YJB) provides some funding to YOTs. It also monitors their performance and issues guidance to them about how things are to be done.

Blackpool is a town of 140,000 people, with slightly fewer than 12,500 children and young adults aged between 10 and 18 years old. The population split is 51:49 male to female, and they are overwhelmingly white British (87 per cent)⁵. Blackpool is the most deprived local authority in England. Eight of the 10 most deprived small areas in England are in the centre of Blackpool (up from three a decade ago) and a quarter of the whole of Blackpool is in the most deprived one per cent of areas in England. Nowhere else in the country has an equivalent concentration or extent of poverty and deprivation. Deprivation is chiefly driven by a low-skill, low-wage economy and poor employment opportunities. These in turn lead to particularly poor population-level health outcomes. Much of the work in the town is seasonal and tourism-based. Blackpool had the highest level of adult benefit claimants in the country before Covid-19. The rate has since doubled and remains the highest in the UK.

During the past year, Blackpool has been free from Covid-19 restrictions for just six weeks (mid-July to early September 2020). The council and its partner agencies have been trying to deliver services to vulnerable children, young people and adults, while ensuring the safety of workers.

There are currently 38 children open to Blackpool YJS. They are disproportionately male (87 per cent) and 88 per cent are white British (in line with the broader local population). A small number of children are of mixed ethnic heritage, of eastern European heritage or from Vietnam. Just over a third of the children have experienced public care or were in care at the time they were involved with the YJS. Two-thirds have had involvement with social care services, either currently or previously, although a third have never had any such involvement.

⁴ The *Crime and Disorder Act (1998)* set out the arrangements for local YOTs and partnership working.

⁵ Data provided by Blackpool YJS.

Key characteristics of the group include:

- mental health concerns (70 per cent of the cohort), with 10 per cent having a risk of suicide
- substance misuse issues are very common (70 per cent), with concern about two-fifths of all the children regarding addictive behaviours
- three-quarters of the children have special educational needs and disabilities or communication concerns, with a fifth having difficulty with reading and writing, half having difficulty with empathy and 40 per cent having difficulty relating to others. Yet only five per cent have a diagnosed speech, language and communication need.

A large majority of the children live at home (70 per cent), although a significant proportion live in residential units (18 per cent). The proportion of children where there are accommodation concerns mirrors this pattern (30 per cent where there are concerns); and over half of the children have education, training or employment needs. Nearly half have been assessed as vulnerable to criminal exploitation (22 per cent previously or currently involved in county lines), with a fifth vulnerable to sexual exploitation.

In terms of offending, depending on the aspect assessed, up to a quarter of the children present high-level concerns (16 per cent high or very high risk of significant harm; 22 per cent high or very high safety concerns; 23 per cent risk of self-harm). Between a third and half have been assessed as of low concern. Half of the children have a previous conviction. The average age at first conviction is 15.2, and the average age at first sanction 14.3. Half of those children have one previous conviction and a fifth have four or more.

Contextual facts

Youth justice information

227	First-time entrant rate per 100,000 in Blackpool ⁶
201	First-time entrant rate per 100,000 in North West
207	First-time entrant rate per 100,000 in England and Wales
45%	Reoffending rate in Blackpool ⁷
39%	Reoffending rate in England and Wales

Population information⁸

139,446	Total population of Blackpool
12,494	Total youth population (10–17 years) in Blackpool

Caseload information⁹

Age	10–14	15–17
Blackpool YJS	22%	78%
National average	22%	78%

Race/ethnicity	White	Black and minority ethnic	Unknown
Blackpool YJS	91%	6%	3%
National average	69%	28%	0%

Gender	Male	Female
Blackpool YJS	86%	14%
National average	85%	15%

Additional caseload data¹⁰

35	Total current caseload, of which:
-----------	--

⁶ First-time entrants, January to December 2019. Youth Justice Board.

⁷ Proven reoffending statistics, January to December 2018. Ministry of Justice.

⁸ UK population estimates, mid-2019. Office for National Statistics. June 2020.

⁹ Youth justice annual statistics, 2019-2020. Youth Justice Board. January 2021.

¹⁰ Data supplied by the YJS, reflecting the caseload at the time of the inspection announcement.

29 (83%)	court disposals
6 (17%)	out-of-court disposals

Of the 29 court disposals

27 (93%)	Total current caseload on community sentences
2 (7%)	Total current caseload in custody
0 (0%)	Total current caseload on licence

Of the six out-of-court disposals

3 (50%)	Total current caseload with youth caution
3 (50%)	Total current caseload with youth conditional caution
0 (0%)	Total current caseload: community resolution or other out-of-court disposal

Education and child protection status of caseload

13%	Current caseload 'Looked After Children' resident in the YOS area
34%	Current caseload 'Looked After Children' placed outside the YOS area
3%	Current caseload with Child Protection Plan
6%	Current caseload with Child in Need Plan
20%	Current caseload aged 16 and under not in school/pupil referral unit/alternative education
53%	Current caseload aged 16 and under in a pupil referral unit or alternative education
41%	Current caseload aged 17+ not in education, training or employment

For children subject to court disposals:

Offence types ¹¹	%
Violence against the person	38%
Sexual offence (contact)	15%
Burglary	8%
Robbery	23%
Arson	8%
Summary motoring offences	8%

¹¹ Data from the children's records assessed during this inspection.

1. Organisational delivery



The ratings in our last inspection (2018) were:

- Governance and leadership – ‘Inadequate’
- Staff – ‘Inadequate’
- Partnerships and services – ‘Requires improvement’
- Information and facilities – ‘Requires improvement’.

In this inspection, the ratings are as follows:

- Governance and leadership – ‘Good’
- Staff – ‘Good’
- Partnerships and services – ‘Requires improvement’
- Information and facilities – ‘Good’.

There has been substantial improvement in the standards of organisational delivery in and around the Blackpool YJS. In the last inspection, we encountered a deflated, dispirited staff group; in this inspection, we found staff to be well motivated, energetic and working within much clearer parameters.

Strengths:

- The executive management board sets a clear vision for the YJS.
- The board is well led by an experienced chair and members are of sufficient seniority to influence resources in their host organisations.
- The issues that influence the children towards offending – the risks and vulnerabilities – are well understood by the YJS.
- The board is supported by a committed and capable management team.
- Staff morale is high.
- There is active and skilled management support through staff supervision and oversight of work in multi-agency settings.
- The staff delivering services are skilled practitioners and they are supported by equally committed seconded and partnership staff.
- There are improved partnership arrangements in most areas of the service.
- The new IT system (Core+) has increased the effectiveness of information management.

Areas for improvement:

- The YJS needs to develop an agreed protocol and shared understanding across the partnership for managing contextual safeguarding at the operational level.

- The effectiveness of interventions needs to be evaluated to ensure they are meeting children’s needs and reducing re-offending.
- The YJS and partner agencies need to develop the way they manage information so that they communicate more effectively.
- Children need to receive a thorough and effective initial assessment of their personal, social, health and educational needs.
- Children need better access to services where they can gain the personal, life, and social skills they need to work towards employment.

Organisations that are well led and well managed are more likely to achieve their aims. We inspect against four standards.

1.1. Governance and leadership



The governance and leadership of the YOT supports and promotes the delivery of a high-quality, personalised and responsive service for all children.

Good

In making a judgement about governance and leadership, we take into account the answers to the following three questions:

Is there a clear local vision and strategy for the delivery of a high-quality, personalised and responsive service for all children?

The executive management board sets the YJS’s vision within the wider ‘Blackpool Families Rock’ strategic framework. This framework informs the approach to work with all children in the local authority. It was developed jointly with parents, children, carers and partner organisations. It involved a research review and careful attention to how families want partnerships to work with them.

The key features of the approach are:

- creating trusting and honest relationships (relationship-based practice)
- improving and repairing relationships within families and communities (restorative practice)
- supporting families, providing a ‘jigsaw of support’ through partnership staff (systemic solution-focused practice)
- viewing adults and children as resourceful and resilient in the face of their worries (strengths-based practice).

There is an up-to-date and relevant business plan for the work of the YJS. Key aspects of nationally set performance measures are monitored alongside local improvement plans.

All relevant statutory partners are represented consistently at the YJS executive management board, and members have an appropriate level of seniority. We found that the board uses performance management information to inform its scrutiny of

front-line practice across the partnership. The board's work is supported by appropriate workstreams, including neglect, domestic abuse and contextual safeguarding.

Our case inspections provided evidence of the YJS's vision being translated into practice.

The independent chair has a comprehensive understanding of the environment in which the YJS functions and is a strong advocate for the work of the team.

The role of the voluntary sector in contributing to the YJS's work is underdeveloped and the sector is not represented in the management at board level.

Do the partnership arrangements actively support effective service delivery?

We found clear examples of board members promoting the work of the YJS within their own organisations. Importantly, in the context of concerns that we expressed in our 2018 inspection, there has been a police-led review of out-of-court disposal processes and systems. The marked improvement in this area of work is directly attributable to the improvements that followed the review.

The work of the seconded probation officer has supported the development of an under-25s team in the adult probation service. This aims to improve the management of issues relating to transition and increase staff's understanding of maturity and development.

There are appropriate formal agreements between partners, including secondment agreements and escalation processes. Multi-agency working is at the heart of the broader strategy for children. Seconded staff have a clear understanding and sense of ownership of their responsibilities for the delivery of services.

There is a strong focus on accessing specialist interventions and securing appropriate ways into mainstream services.

Does the leadership of the YOT support effective service delivery?

The membership of the board provides strong alignment with other strategic boards and partnerships across children's social care. This includes the Local Authority Scrutiny Committee, the Children and Families Partnership Board and the Children Safeguarding and Assurance Partnership.

There was strong police representation on the YJS board, with a superintendent who has policing responsibility for Blackpool, and the Head of Criminal Justice Lancashire. The Head of Criminal Justice also sits on the other two YJS strategic boards that make up the YJS across the Lancashire Constabulary area. This ensures that police across the force area take a consistent approach and that good practice is shared.

Health services were represented at the YJS board and by people of the appropriate level of seniority to be able to make decisions. Board members we spoke with all felt that partnership working had significantly improved since the last inspection and that they were actively involved in decision-making.

In our 2018 report, we noted that, '...the Management Board was not sufficiently challenging during this time and accepted an overly optimistic assurance of the impact of the changes'. Our current inspection has shown marked improvement in the functioning of the board. A healthy level of scrutiny has led to better

understanding of the service and clearer appreciation of what needs to be made better.

The development of a 'shadow board' provides an active, formal link between staff and the board and is an example of promising practice. The shadow board aims to provide a forum for the executive board and YJS practitioners to share information. It also seeks to provide a practitioner's perspective on the YJS Improvement Plan, performance reports and other issues, as requested by executive board. A member of the shadow board also sits on the executive board to support two-way communication. As a consequence, staff engage directly in the board's workstreams (as practitioner theme leads), review the progress of work and actively contribute to decision-making.

There are clear business risk management processes documented, including developing a 'happy, engaged staff group'.

Sustainable change has been supported by an increase in management capacity.

1.2. Staff



Staff within the YOT are empowered to deliver a high-quality, personalised and responsive service for all children.

Good

Key staffing data¹²

Total staff headcount (full-time equivalent, FTE)	13.28
Total headcount qualified case managers (FTE)	6.51
Total headcount other case managers (FTE)	2
Vacancy rate: case managers only (total unfilled case manager posts as percentage of total case manager headcount)	0%
Average caseload per case manager (FTE)	5
Average annual sickness days (all staff)	12.36
Staff attrition (percentage of all staff leaving in 12-month period)	0%

In making a judgement about staffing, we take into account the answers to the following four questions:

Do staffing and workload levels support the delivery of a high-quality, personalised and responsive service for all children?

This is a stable group of staff who display active and sensitive ways of working. Delivery of the appropriate adult role in-house is one example of the way the service has been restructured to meet demand effectively.

¹² Information supplied by YJS and reflecting the caseload at the time of the inspection announcement.

The workload of caseworkers is at a level where it is reasonable to expect the delivery of high-quality services. Staff have opportunities to share work where necessary, and there is a strong commitment to continuity of relationships in managing work with children.

Morale was high, and case managers and social workers impressed as hard-working and committed to improving children's lives. Workers' passion and commitment to making a difference were prominent when they discussed their work, and they demonstrated that they knew the children well. The Blackpool Families Rock model was routinely reflected in practice across the partnership and supported the delivery of effective plans and interventions.

Police officers seconded to the YJS are experienced and well-valued members of the team. They work within the guidelines set out in the Youth Justice Board's *Role of the YOT Police Officer 2015*. The officers provide invaluable assistance to case managers in relation to intelligence-sharing. They also actively participate in high-risk panel meetings and play a key role in the out-of-court disposal panel.

The YJS police officers provide support to other police departments across Blackpool. There was evidence of good engagement with the neighbourhood teams, including attendance at weekly anti-social behaviour meetings. Support and advice provided to response officers have included a bespoke presentation on the work the YJS can provide in relation to dealing with criminal offences committed by children, and a significant investment in the Early Help hub. The YJS sergeant supervises the missing from home officer and has good links with the child sexual and criminal exploitation teams. This enriches the sharing of information.

The YJS police officers had a good knowledge of safeguarding. They understood when and how to make referrals to Multi-Agency Public Protection Arrangements (MAPPA) for children who exhibit behaviour that presents a risk of harm to other people. Officers also attended the Multi-Agency Risk Management Meetings (MARMM), taking an active role in effectively managing children who are either at risk of serious harm or have the potential to cause harm to the public.

All the health staff working with the YJS were passionate and dedicated. They delivered a child-focused service. This included reviewing which health practitioner was the most suitable person to lead on the work with the child, which helped to build trusting relationships. Staff were flexible in their approach. For example, they carried out home visits, and were persistent in building relationships with the children to support them to access health services. They, alongside all other YJS colleagues, continued to work with children throughout most of the period of pandemic restrictions.

A specialist education, training and employment officer is seconded to the YJS. Consequently, work with alternative education providers has been effective, ensuring that most children aged 10 to 16 years are appropriately placed. Blackpool Council's advice and guidance team is highly responsive when a child is ready to access a programme such as 'Positive Steps'.

Some of the partnership staff do not have the benefit of effective cover arrangements.

Do the skills of YOT staff support the delivery of a high-quality, personalised and responsive service for all children?

This is a skilled group of staff who advocate strongly on behalf of the child in order to access appropriate services. There is a clear and professional commitment to the consistency and quality of the working relationship.

Most staff are appropriately qualified and there are active processes to support those with different qualification levels when working with issues relating to risk to safety or risk of harm to others.

Staff are strongly encouraged to develop their skills and portfolio of experience. For example, they can lead on strategic workstreams, pursue external qualifications, access in-house training and attend the executive board.

Does the oversight of work support high-quality delivery and professional development?

All staff in the YJS receive appropriate supervision and there is clear evidence of management oversight in almost all of the children's records. Overall, case managers and social workers report receiving effective supervision, including reflective supervision, in line with Blackpool's supervision policy. In some instances, in children's social care, the level of formal supervision for social workers was not in line with policy and there was an over-reliance on informal supervision. Caseworkers and social workers value the open-door policy and feel managers are visible and accessible.

There is a clear and effective induction programme for new members of staff, which has been sustained during the period of pandemic restrictions.

Almost half of staff had not had an appraisal and of those who had, almost half did not consider it to be valuable.

Are arrangements for learning and development comprehensive and responsive?

A combination of line management identification of training needs and the delivery of improvement actions has meant that all staff have accessed training in AssetPlus, safeguarding, restorative justice and trauma-informed practice. Take-up of training is monitored, and the information used to identify future training needs across the partnership.

The small number of active volunteers working on referral panels report that they are well trained and supported by the YJS.

We found good evidence of staff development. One individual is undertaking formal social work training and others are supporting the board's work themes. One member of staff sits on the executive board as a staff representative. Caseworkers are supervising an intake of local apprentices into the YJS.

There is a clear focus on 'child first' ways of working. Through training, supervision and high levels of staff motivation, the approach is being translated into the delivery of services. In 2018 we formed the view that, '... morale among some staff was low. Practitioners did not feel enabled to effect changes. Staff struggled to identify anything about their work or their workplace that they were proud of. When pushed, one member of staff said 'surviving'.'

During the current inspection one of our inspectors observed that: *"Workers' passion and commitment to making a difference were prominent when discussing their work and demonstrated they knew young people well. The Blackpool Families Rock model of practice was routinely reflected in practice across the partnership and supported the delivery of effective plans and intervention."*

Staff and managers actively look outside their own organisation for models of best practice.

1.3. Partnerships and services



A comprehensive range of high-quality services is in place, enabling personalised and responsive provision for all children.

Requires improvement

Caseload characteristics¹³

Percentage of current caseload with mental health issues	50%
Percentage of current caseload with substance misuse issues	72%
Percentage of current caseload with an education, health and care plan	19%

In making a judgement about partnerships and services, we take into account the answers to the following three questions:

Is there a sufficiently comprehensive and up-to-date analysis of the profile of children, to ensure that the YOT can deliver well-targeted services?

There is a comprehensive and up-to-date analysis of the profile of children. All relevant factors and issues are understood, including safety and wellbeing, risk of harm, disproportionality and sentencing patterns. The clearest issue that emerges from the data is the over-representation of white boys from identifiable districts of the town, characteristically those with the highest known levels of deprivation.

There is good evidence that services are developing in line with an understanding of the children's needs. As a result of the pandemic, the Joint Strategic Needs Assessment had not been updated recently. However, due to the small cohort of children open to the YJS, the level of joint working that was in place, and practitioners' knowledge, the YJS had reliable information on what the children's current health needs were.

Police contribute to delivering interventions, including knife crime, consequences of crime and driving awareness. The range of interventions delivered by the YJS as a whole needs to be evaluated to ensure that the interventions are meeting the children's needs and contributing to reducing re-offending.

¹³ Data supplied by YJS.

Does the YOT partnership have access to the volume, range and quality of services and interventions to meet the needs of all children?

Our previous inspection described out-of-court disposal arrangements as 'Poor'. Since then, the YJS has carried out a comprehensive review, and in this inspection, we found a carefully mapped out set of processes that are well understood by all participants. The panel's decision-making is underpinned by an AssetPlus assessment in all children's records and the case inspection results show a remarkable improvement in performance.

In our 2018 inspection, we found that 'access to Child and Adolescent Mental Health Services (CAMHS) can be particularly difficult for children, with a third of children's records having to wait three months for the start of treatment'. In this inspection we found that children were supported to attend mainstream health services and there is an excellent health offer in Blackpool. This includes the Child and Adolescent Support and Help Enhanced Response service, which allows 24/7 access for children with mental health needs, and Connect, a sexual health service. Both of these see children on the day of referral. There are clear pathways into health services, and caseworkers are aware of these and how to access services.

There is a good range of services available, including the Awaken Team (which provides a bespoke service to children at risk of exploitation), Early Help Hub and Edge of Care provision. Information is shared across services to determine the best approach and maximise impact.

Communication at strategic and operational level across the YJS and children's social care is normally effective. The ability of caseworkers to input information on to children's electronic case records provides for timely and effective information-sharing.

YJS managers regularly attend multi-agency meetings, including daily meetings. This provides support for the identification of children at risk and acts as an early alert in identifying changes in children's circumstances.

The effectiveness of joint working resulted in children's needs, including placement and support, being met effectively. Joint working across services where children were at risk of exploitation, including child criminal exploitation, was strong.

Individual assessment of need and risk, including immediate risk of serious harm, is embedded. Some YJS workers are trained in assessing harmful sexual behaviours by children and carry out joint assessments with children's social care.

Victim and restorative work is appropriately resourced, with an active partnership between the YJS and Lancashire Constabulary Police Restorative Justice Team.

Substance misuse interventions are delivered by the Blackpool Young People's Service as part of the Addiction, Diversion, Disruption, Enforcement, Recovery scheme for complex children. Access to services is quick and is helpfully integrated with the delivery of YJS support.

Blackpool YJS has a full-time, seconded education and employment officer. Education provision for school-age children means that most children are appropriately placed in school. The proportion of children in the YJS caseload who are not in education, employment or training (NEET) is too high (41 per cent) and well above that of other Blackpool children (five per cent). Reduction of the NEET figure is a priority within the Blackpool Education Improvement Board's 2020-2030 vision.

Children do not get thorough enough initial assessment of their personal, life and educational needs. Speech and language assessments have just begun, following staff training; however, there is no screening for dyslexia or assessment of children's communication, social and life skills, such as telling and using time.

Staff have not developed any programmes where these skills can be gained and improved in safe environments and where children are encouraged to identify and celebrate the personal, life, and social skills they gain.

There has been significant recent improvement in the use of electronic systems by and between partners, such as the police, social care, case workers and the education, training and employment officer. However, timely communication of 'events', such as an arrest, while well documented by a partner, do not create sufficient 'alerts' within the systems to ensure that all workers involved with that child can respond rapidly. For example, the development of an education, health and care plan, which would support a child entering custody, may be delayed if information is not received in a way that alerts the service receiving the child.

Leaders and managers have not yet sufficiently evaluated the impact of the learning and employment programmes they provide for children. Managers had not until very recently identified the gaps in provision to support children to gain the necessary skills for sustained employment.

Are arrangements with statutory partners, providers and other agencies established, maintained and used effectively to deliver high-quality services?

All staff work within a service level agreement. They are clear about their responsibilities and speak with great enthusiasm about the 'child first' way of thinking about and delivering services.

There is a well-developed partnership with the NSPCC (as part of children's social care) and some evidence of a promising development in relation to the Blackpool Football Club Community Trust. Increased attention to the role of the voluntary sector in supporting the work of the YJS would be a valuable future development.

In our 2018 inspection, we observed that, 'Feedback from the court was not positive'. We expressed concerns about poor communication between the YJS and courts. In this inspection, we found Her Majesty's Courts and Tribunal Service represented on the executive board and closely involved in the organisation's improvement programme.

Involvement of children and their parents and carers

The wider strategy, 'Blackpool Families Rock', was constructed using a carefully developed approach to co-production, involving children, their parents or carers and partner organisations. The YJS has planned for a participation group to restart after the pandemic to obtain feedback from the children about health services. Further development of this work is necessary.

1.4. Information and facilities



Timely and relevant information is available and appropriate facilities are in place to support a high-quality, personalised and responsive approach for all children.

Good

In making a judgement about staffing, we take into account the answers to the following four questions:

Are the necessary policies and guidance in place to enable staff to deliver a quality service, meeting the needs of all children?

We found that staff had good awareness of policies and guidelines and were able to access these as necessary. There was good evidence of policies and guidance being reviewed and refined at appropriate intervals.

The local authority has appropriate policies and procedures in place. This includes the Targeted Intervention Service (TiS) Safeguarding Guidance, which explains how to apply policies in relation to safeguarding children. The TiS guidance is aligned to the policies set out by Blackpool Council, including the Children Safeguarding and Assurance Partnership.

Does the YOT's delivery environment(s) meet the needs of all children and enable staff to deliver a quality service?

The YJS seeks to maintain contact arrangements close to where the child is living. The main office is at a children's hub but there are more local facilities available for the use of YJS staff.

The police officers are located at the YJS, with the flexibility to attend the satellite offices to deliver interventions and youth cautions when required. They have full access to the YOT and police IT systems, including Core+ and the Police National Computer (PNC), and have a good working knowledge of them. Intelligence held on local police systems and the PNC is researched and provided to case managers when they ask for it.

Learning from the pandemic has resulted in the YJS becoming more flexible in managing face-to-face contact.

Health and safety concerns for staff are carefully managed. This has particularly been the case during the operating conditions caused by the pandemic.

Do the information and communication technology (ICT) systems enable staff to deliver a quality service, meeting the needs of all children?

IT equipment is sufficient to support the delivery of the service, with all members of staff supported to work at home when necessary. The move to Core+ has increased the YJS's ability to generate useful management information.

All partners have access to and can directly input into the Core+ system. The YJS introduced a new IT system in mid-2020, which has enabled it to produce better information on performance. The new system also provides for the YJS to input into the children's social care electronic case records. This supports timely information-sharing and communication, but could be further strengthened by social workers

having access to the YJS electronic case record. Most recording seen was up to date, succinct and relevant.

Although information is shared between partners, the system does not alert the receiver that new information has been provided (there is no alert or flag system to make the receiver aware of new information coming in).

Is analysis, evidence and learning used effectively to drive improvement?

There are clear arrangements for the YJS to provide and analyse information on its performance and the quality of its work for use at board and operational levels.

The YJS undertakes routine quality assurance work and has supplemented this with peer reviews. Service development has been guided by close attention to the observation of the most effective developments in working with children.

Since our last inspection the YJS has delivered an extensive response to the recommendations we made.

More focus on evaluating the work delivered would support continuous improvement.



2. Court disposals

We took a detailed look at 13 community sentences managed by the YJS. We also conducted 13 interviews with the relevant case managers. We examined the quality of assessment; planning; and implementation and delivery of services. Each of these elements was inspected in respect of work done to address desistance. For services to keep the child safe, we only assessed the quality of planning, implementation and reviewing in the 11 children's records where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning, implementation and reviewing in the 12 children's records where meaningful work was required.

In our last inspection (2018) we rated assessment work as 'Requires improvement'. For each of the other standards associated with court disposals the rating was 'Inadequate'.

In the current inspection we rated the standards as follows:

- for assessment, over three-quarters of the children's records inspected met all our standards, resulting in a rating of 'Good'
- for planning, just over half of the children's records met the standard for keeping other people safe, resulting in a rating of 'Requires improvement'
- for implementation and delivery of the court disposal, over two-thirds of the children's records met all our standards, resulting in a rating of 'Good'
- where a review was necessary, the YJS met our standards in all children's records, resulting in a rating of 'Outstanding'.

There has been a clear and substantial improvement in the quality of work being delivered by the Blackpool YJS. The balance between engagement, analysis and a focus on issues of desistance, risk to safety and wellbeing and risk of causing harm to others is well maintained in most children's records.

Strengths:

- Assessment work was based on sound analysis and used the contributions of partner agencies well.
- Good working relationships were established with the children and their families.
- Plans were effective in supporting desistance and attending to the child's safety and wellbeing.
- The court order was delivered well, with the balance between engagement, motivation and enforcement maintained to high professional standards.
- Multi-agency work was strong in both the delivery of services and the oversight of individual children's records.
- Reviews were good enough in all children's records inspected.

Areas for improvement:

- The needs of victims and access to restorative work were not considered in all appropriate children's records.
- The language used in some documents was not always accessible to children.
- In some children's records, there were no effective contingency arrangements to manage identified risks to the child's safety and wellbeing.
- In some children's records, there was either no plan to keep other people safe or no contingency planning in the event that issues in the child's life increased the likelihood of harmful behaviour.

Work with children sentenced by the courts will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of those cases, we inspect against four standards.

2.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Good

Our rating¹⁴ for assessment is based on the following key questions:

	% yes	2018 results
Does assessment sufficiently analyse how to support the child's desistance?	85%	58%
Does assessment sufficiently analyse how to keep the child safe?	92%	58%
Does assessment sufficiently analyse how to keep other people safe?	58%	58%

Since our last inspection, assessment work has improved as a consequence of staff training, improved management oversight of children's records and a 'child first' approach, meaning that there is a strong focus on issues which have an impact on desistance and the safety of the child. With most of the children, the focus on risk of harm is appropriate and carefully considered.

Does assessment sufficiently analyse how to support the child's desistance?

In almost all children's records (11 out of 13) the focus on factors that would help the child to avoid further offending was good. The work was characteristically thorough, and caseworkers were sufficiently analytical, with relevant contributions to assessments from other agencies or seconded partnership staff.

¹⁴ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

In 10 out of the 13 children’s records, the views of parents or carers were deemed to be meaningfully considered in formulating an assessment. The child’s motivation to engage and change was carefully gauged in 12 of the 13 children’s records.

Opportunities to attend to the needs and wishes of victims were not always pursued. This was the case in a third (four) of the children’s records where there was an identifiable victim.

Does assessment sufficiently analyse how to keep the child safe?

The work sufficiently considered the safety of the child in 12 out of the 13 children’s records we inspected. There was a strong sense of partnership in the caseworker’s consideration of the child’s safety. Other agencies were consulted and the information they shared was incorporated into the resultant work.

There was good evidence of the involvement of other agencies, when this was appropriate, in 12 of the 13 children’s records. We found that caseworkers had a good understanding of the child’s personal circumstances. Factors relevant to vulnerability were well documented, analysed and accurately classified in terms of the degree of risk to the child.

Does assessment sufficiently analyse how to keep other people safe?

In over three-quarters of the children’s records inspected (10 out of 13), the caseworker had sufficiently analysed how to keep other people safe. We found good levels of inter-agency working in the formulation of assessment of risk of harm to others, and that classification was accurate in most (10 out of 13) children’s records.

With some of the children (three), the risk of harm to others was underestimated. This was either because the caseworker relied too much on the child’s self-reporting or because they did not consider the child’s potential to cause harm by repeating some reckless behaviours.

2.2. Planning



Planning is well-informed, holistic and personalised, actively involving the child and their parents/carers.

Requires improvement

Our rating¹⁵ for planning is based on the following key questions:

	% yes	2018 results
Does planning focus sufficiently on supporting the child’s desistance?	75%	54%
Does planning focus sufficiently on keeping the child safe?	82%	30%
Does planning focus sufficiently on keeping other people safe?	55%	39%

¹⁵ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Planning of work has improved since the last inspection. Improvements in assessment should lead to improved plans, but this was not always the case.

We found that in too many of the children's records, where risk of causing harm had been identified, there were insufficient plans for circumstances in which the risk of repeating harmful behaviour could increase. There is a need for increased rigour, both by the practitioner and manager, to make sure that appropriate planning takes place in all children's records where anticipatable behaviour will require additional work, for example to protect known victims or to change the nature and frequency of supervision.

Does planning focus sufficiently on supporting the child's desistance?

In nine out of 12 children's records, the plans focused well on desistance. Plans contained activities most likely to support the child in ceasing to offend in 10 out of 12 children's records.

We were concerned about the technical language used in some of the planning documents. For some programmes of activity, such as intensive supervision or referral orders, we considered that more work needed to be done to create a plan that was written in a style that matched the child's learning needs. This would then support the caseworker in making a plan that the child could work with and understand.

Does planning focus sufficiently on keeping the child safe?

Generally, plans focused on keeping the child safe (nine out of 11 children's records).

We noted, however, that in too many children's records (six out of 11) there were no effective contingency arrangements to manage identified risks to the child's safety and wellbeing. This meant that, should anticipated events occur, such as the child becoming homeless, the plan did not set out what action should be taken.

When the issues in the child's life had reached the threshold where they could be classified as at least a medium risk to the child's safety and wellbeing, the planning developed by a multi-agency risk management meeting (MARMM) was found to be sufficient to address identified needs.

Does planning focus sufficiently on keeping other people safe?

Too frequently (five out of 11 children's records), planning for the risk that the child presented in terms of potential to harm others was insufficient. In particular, there was either no plan to keep other people safe or no contingency planning in the event that issues in the child's life increased the likelihood of harmful behaviour.

2.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating¹⁶ for implementation and delivery is based on the following key questions:

	% yes	2018 results
Does the implementation and delivery of services effectively support the child's desistance?	83%	33%
Does the implementation and delivery of services effectively support the safety of the child safe?	91%	30%
Does the implementation and delivery of services effectively support the safety of other people?	70%	22%

There has been a marked improvement in the quality of work delivered since our last inspection. Staff developed strong working relationships with the children and their families and used a range of contact methods to maintain the quality of engagement, despite the limiting circumstances of the pandemic.

In most respects, the work being delivered was to a good standard. Where work was being delivered with partner agencies, it was effective.

Does the implementation and delivery of services effectively support the child's desistance?

The work of the YJS strongly supported the child's desistance in 10 out of 12 children's records, and built on strengths and positive factors in all children's records. In the main, the YJS caseworkers demonstrated a calm, patient approach. They knew the children well and fostered good working relationships with them and with partnership staff. Despite the restrictions in place because of the pandemic, we found strong evidence of effective and supporting working.

The balance between effective engagement and maintaining compliance was well maintained. Where necessary, appropriate enforcement action was taken in all circumstances.

Does the implementation and delivery of services effectively support the safety of the child?

In 10 out of 11 children's records, the identified risks to the child's safety and wellbeing were appropriately managed. We found that concerns were being well monitored, families were engaged in providing support to the child, and multi-agency approaches worked well in securing additional resources. Caseworkers played a clear role in coordinating the work.

¹⁶ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Does the implementation and delivery of services effectively support the safety of other people?

In over two-thirds of the children’s records (seven out of 10) the YJS effectively supported the safety of other people.

Even where the child refused to engage with the YJS we found that MARRM arrangements monitored the case and identified the appropriate actions to take in anticipation of deteriorating circumstances. Caseworkers often acted as advocates for the child with other agencies and this led to successful additional help being secured to address issues of risk of harm to others.

In a small number of children’s records (three), issues of risk of harm to others had been overlooked or insufficiently considered.

2.4. Reviewing



Reviewing of progress is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Outstanding

Our rating¹⁷ for reviewing is based on the following key questions:

	% yes	2018 results
Does reviewing focus sufficiently on supporting the child’s desistance?	100%	38%
Does reviewing focus sufficiently on keeping the child safe?	100%	40%
Does reviewing focus sufficiently on keeping other people safe?	100%	38%

In 2018 we found the quality of reviews to be ‘Inadequate’ across the requirements of the standard. Due to a mixture of increased practitioner attention, management oversight and supportive multi-agency working, we found a substantial improvement in reviewing practice.

Does reviewing focus sufficiently on supporting the child’s desistance?

Caseworkers paid good attention to the child’s desistance in the context of changed personal circumstances or escalating concerns. In all children’s records, we found that the review of work was done well enough.

Caseworkers demonstrated a good understanding of risk factors and need, particularly when working with children with volatile lives. They translated this into meaningful case reviewing.

¹⁷ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Does reviewing focus sufficiently on keeping the child safe?

As a consequence of robust reviewing, particularly in the MARMM process where there is extensive monitoring and coordination, we found that the work focused sufficiently on keeping the child safe in all children's records.

Does reviewing focus sufficiently on keeping other people safe?

In a smaller number of children's records (three) where there were clear factors associated with risk of harm to others, we saw good evidence of multi-agency working. Plans and actions were appropriately revised on the basis of well-managed information-sharing, particularly with police colleagues. In each case the reviews focused sufficiently on keeping other people safe.

3. Out of court disposals



We inspected 10 children's records managed by the YJS that had received an out-of-court disposal. These consisted of three youth conditional cautions, five youth cautions, and two community resolutions. We interviewed the case managers in 10 children's records.

We examined the quality of assessment; planning; and implementation and delivery of services. Each of these elements was inspected in respect of work done to address desistance. For services to keep the child safe, we only assessed the quality of planning and implementation in the seven children's records where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning and implementation in the six children's records where meaningful work was required. We inspected the quality of YOT recommendations and joint decision-making in all children's records, and the effectiveness of joint working with the police in the three youth conditional caution children's records only. The quality of the work undertaken for each factor needs to be above a specified threshold for each aspect of supervision to be rated as satisfactory to achieve a particular score.

When we inspected Blackpool YJS in 2018, the quality of work was rated as 'Inadequate' for each of the standards.

Since that inspection, Blackpool YJS has carried out an extensive review of its out-of-court disposal processes, so we would expect to see considerable improvement to the way the work is done.

In this inspection, we rated the work as follows:

- for assessment, at least eight out of 10 children's records met all our requirements, resulting in a rating of 'Outstanding'
- for planning, four out of six children's records where risk of harm to other people was identified met our expectations, resulting in a rating of 'Good'
- for implementation and delivery, four out of six children's records met our requirements where risk of harm to other people had been identified, resulting in a rating of 'Good'
- joint working met our expectations in all children's records, resulting in a rating of 'Outstanding'.

The YJS's work has substantially improved since the last inspection and is being delivered within a well-documented and clear process. Panel arrangements now function well, and participants are clear about their role and the purpose of the work.

Partner agencies participate well in the panel process, the quality of which is underpinned by the consistent provision of comprehensive assessments. This leads to well-informed, appropriate and proportionate use of out-of-court disposals, which are delivered well.

Strengths:

- There is a comprehensive and well-documented set of processes to support the delivery of out-of-court disposal work.
- People understand their roles well and there is strong multi-agency working to deliver the services.
- The use of AssetPlus ensures high-quality assessment work in almost all children's records.
- All assessments of risk to safety and wellbeing and risk of harm to others were accurate and appropriately recorded.
- An extensive range of interventions is available to children within the out-of-court disposals arrangement.
- Caseworkers demonstrate commitment to the children and form appropriately supportive and challenging relationships in an honest and open way.
- The joint working that underpins the delivery of out-of-court disposals was exemplary.

Areas for improvement:

- Victim work was not delivered as required in a small number of children's records.
- Risk to safety and wellbeing and risk of harm to others was given insufficient attention in a small number of children's records.

Work with children receiving out-of-court disposals will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of those cases, we inspect against four standards.

3.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Outstanding

Our rating¹⁸ for assessment is based on the following key questions:

	% yes	2018 results
Does assessment sufficiently analyse how to support the child's desistance?	80%	36%
Does assessment sufficiently analyse how to keep the child safe?	80%	21%

¹⁸ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Does assessment sufficiently analyse how to keep other people safe?	90%	21%
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In 2018 we found that assessment practice for out-of-court disposals was inconsistent. Assessment work was not undertaken for some children’s records and, for others, was done by staff not trained to do this work. The resultant rating was that assessment work was ‘Inadequate’.

Within the revised process, all assessment work was done by suitably trained and experienced staff. This investment of time has yielded a dramatic improvement in the quality of work.

Does assessment sufficiently analyse how to support the child’s desistance?

The YJS uses AssetPlus to assess all children referred for consideration of an out-of-court disposal. This means that a comprehensive assessment should be undertaken before the out-of-court disposal decision-making panel considers the case.

The work was done well enough to support the child in keeping away from further offending in eight out of the 10 children’s records we inspected. We found that assessments were detailed, analytical and drew on an appropriate range of sources of information. Where caseworkers identified concerns about victims, they considered their needs and wishes appropriately at all times.

Does assessment sufficiently analyse how to keep the child safe?

In almost all of the children’s records (eight out of 10), the caseworker assessed well enough how to keep the child safe. We found that the classification of safety and wellbeing was reasonable in nine of the 10 children’s records, and that the assessment was clear and in written form in all.

The involvement of other agencies and services was a strong characteristic of the work. Many of the children had complex needs. Caseworkers had a good appreciation of the role of children’s services, and this led to effective liaison work when appropriate.

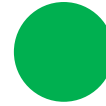
Staff providing protective services, including Family in Need provision and the Awaken team, contributed to the assessment of the child where criminal or sexual exploitation were identified as risks to the child.

Does assessment sufficiently analyse how to keep other people safe?

In nine out of 10 children’s records there was enough analysis of how to keep other people safe.

The caseworkers demonstrated a good understanding of factors that had a bearing on the assessment of risk. They took into account the child’s current and previous behaviour and the context in which the child was living. In all children’s records we considered the classification of risk of causing harm to others to be reasonable.

3.2. Planning



Assessment is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Good

Our rating¹⁹ for planning is based on the following key questions:

	% yes	2018 results
Does planning focus on supporting the child's desistance?	80%	29%
Does planning focus sufficiently on keeping the child safe?	71%	0%
Does planning focus sufficiently on keeping other people safe?	67%	29%

The adoption of a coherent and consistent approach to out-of-court disposal work means that plans were mostly of a good quality.

Does planning focus on supporting the child's desistance?

We found that in eight out of 10 children's records the plans for work with the child were done well enough. There was a good appreciation of the child's learning needs and plans were adapted according to the individual child. The child and their parent or carer were meaningfully involved in planning in eight out of the nine children's records where this was possible.

In all children's records, the caseworker had considered the needs and wishes of the victim.

Does planning focus sufficiently on keeping the child safe?

There were concerns about the safety and wellbeing of the child in seven children's records. In most, the plans were sufficient to promote safety. Other agencies were involved if this was appropriate to the child's needs.

In two children's records, some risks to the child had been missed. In three children's records, necessary plans to manage changes in factors that caused the child to be at risk were not developed.

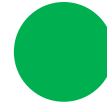
Does planning focus sufficiently on keeping other people safe?

Planning was good enough to keep other people safe in four of the six children's records in which concerns had been identified. We found active steps to address the needs of victims, through either delivering victim awareness work or engaging the child in restorative work. This included providing direct reparation to the victim of the offence.

Plans included the work of other agencies in four out of five children's records where this was appropriate to concerns about the child's behaviour.

¹⁹ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

3.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating²⁰ for implementation and delivery is based on the following key questions:

	% yes	2018 results
Does service delivery effectively support the child's desistance?	90%	7%
Does service delivery effectively support the safety of the child?	71%	0%
Does service delivery effectively support the safety of other people?	67%	29%

Does service delivery effectively support the child's desistance?

In nine of the 10 children's records, we found that the delivery of work supported the child's desistance.

There was a good standard of work across all our requirements and a clear sense that caseworkers were holding together the work being done by other services. Staff were tenacious in maintaining contact with the children and their families and, where necessary, used compliance meetings to secure the engagement of the child in the relevant activities.

Does service delivery effectively support the safety of the child?

In most children's records, the safety of the child was effectively supported (five out of seven). Where this was done well, the caseworker acted as an assertive advocate for the child and made sure the YJS was represented at key events, such as children in need meetings.

In two children's records, not enough attention was paid to the safety and wellbeing of the child. In these children's records, there was either familial hostility towards services or lack of engagement of the child.

Does service delivery effectively support the safety of other people?

The services effectively supported the safety of other people in four out of six children's records. This mostly reflected the good liaison arrangements between the YJS staff and police colleagues.

In two children's records, planned work to address the victim's concerns was not delivered. In one case, this was due to lack of engagement by the child.

²⁰ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

3.4. Joint working



Joint working with the police supports the delivery of high-quality, personalised and coordinated services.

Outstanding

Our rating²¹ for joint working is based on the following key questions:

	% yes	2018 results
Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision making?	100%	50%
Does the YOT work effectively with the police in implementing the out-of-court disposal? ²²	100%	21%

The joint-working arrangements adopted to support out-of-court disposals are reliable, support good decision-making and are based on good working relationships between the key agencies.

Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision-making?

In all of the children's records, we found that the YJS caseworker had made proportionate and timely contributions to the out-of-court process. These contributed positively to the decision-making of the out-of-court disposal panel.

There was enough evidence to be clear that all of the children and their parents or carers understood the process well enough to make informed decisions about their involvement.

The panel's decisions were clearly and accurately recorded in all children's records.

Does the YOT work effectively with the police in implementing the out-of-court disposal?

For youth conditional cautions, we require the YJS to inform the police of progress and outcomes in a sufficient and timely manner and to give proper attention to compliance with, and enforcement of, the conditions. These requirements were met in all children's records.

²¹ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

²² This question is only relevant in youth conditional caution cases.

Annexe 1: Methodology

HM Inspectorate of Probation standards

The standards against which we inspect youth offending services are based on established models and frameworks, which are grounded in evidence, learning and experience. These standards are designed to drive improvements in the quality of work with children who have offended.²³

The inspection methodology is summarised below, linked to the three domains in our standards framework. We focused on obtaining evidence against the standards, key questions and prompts in our inspection framework.

Domain one: organisational delivery

The YJS submitted evidence in advance and the Chief Executive delivered a presentation covering the following areas:

- How do organisational delivery arrangements in this area make sure that the work of your YJS is as effective as it can be, and that the life chances of children who have offended are improved?
- What are your priorities for further improving these arrangements?

During the main fieldwork phase, we conducted 23 interviews with case managers, asking them about their experiences of training, development, management supervision and leadership. The second fieldwork week is the joint element of the inspection. HM Inspectorate of Probation was joined by colleague inspectors from the police, and health, social care and education services. We followed up issues which had emerged from the case inspections. We held various meetings, which allowed us to triangulate evidence and information. In total, we conducted 13 meetings, which included meetings with managers, partner organisations, and staff. The evidence collected under this domain was judged against our published ratings characteristics.²⁴

Domain two: court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. 60 per cent of the cases selected were those of children who had received court disposals six to nine months earlier, enabling us to examine work in relation to assessing, planning, implementing and reviewing. Where necessary, interviews with other people significantly involved in the case also took place. In some individual children's records, further enquiries were made during the second fieldwork week by colleague inspectors from the police, and health, social care or education services.

We examined 13 court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of five), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

²³ HM Inspectorate's standards are available here:

<https://www.justiceinspectorates.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>

Domain three: out-of-court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. 40 per cent of children's records selected were those of children who had received out-of-court disposals two to five months earlier. This enabled us to examine work in relation to assessing, planning, implementing and joint working. Where necessary, interviews with other people significantly involved in the case also took place. In some individual children's records, further enquiries were made during the second fieldwork week by colleague inspectors from the police, and health, social care or education services.

We examined 10 out-of-court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of five), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

In some areas of this report, data may have been split into smaller sub-samples – for example, male/female cases. Where this is the case, the margin of error for the sub-sample findings may be higher than five.

Ratings explained

Domain one ratings are proposed by the lead inspector for each standard. They will be a single judgement, using all the relevant sources of evidence. More detailed information can be found in the probation inspection domain one rules and guidance on the website.

In this inspection, we conducted a detailed examination of a sample of 13 court disposals and 10 out-of-court disposals. In each of those cases, we inspect against four standards: assessment, planning, and implementation/delivery. For court disposals, we look at reviewing; and in out-of-court disposals, we look at joint working with the police. For each standard, inspectors answer a number of key questions about different aspects of quality, including whether there was sufficient analysis of the factors related to offending; the extent to which children were involved in assessment and planning; and whether enough was done to assess and manage the safety and well-being of the child, and any risk of harm posed to others.

For each standard, the rating is aligned to the lowest banding at the key question level, recognising that each key question is an integral part of the standard.

Lowest banding (key question level)	Rating (standard)
Minority: <50%	Inadequate
Too few: 50-64%	Requires improvement
Reasonable majority: 65-79%	Good
Large majority: 80%+	Outstanding ☆

We use case sub-samples for some of the key questions in domains two and three. For example, when judging whether planning focused sufficiently on keeping other people safe, we exclude those cases where the inspector deemed the risk of serious harm to be low. This approach is justified on the basis that we focus on those cases where we expect meaningful work to take place.

An element of professional discretion may be applied to the standards ratings in domains two and three. Exceptionally, the ratings panel considers whether

professional discretion should be exercised where the lowest percentage at the key question level is close to the rating boundary, for example between 'Requires improvement' and 'Good' (specifically, within five percentage points of the boundary; or where a differing judgement in one case would result in a change in rating; or where the rating is based upon a sample or sub-sample of five cases or fewer). The panel considers the sizes of any sub-samples used and the percentages for the other key questions within that standard, such as whether they fall within different bandings and the level of divergence, to make this decision.

Overall provider rating

Straightforward scoring rules are used to generate the overall provider rating. Each of the ten standards will be scored on a 0-3 scale as listed in the following table.

Score	Rating (standard)
0	Inadequate
1	Requires improvement
2	Good
3	Outstanding ☆

Adding the scores for each standard together produces the overall rating on a 0-30 scale as listed in the following table.

Score	Rating (overall)
0-6	Inadequate
7-18	Requires improvement
19-30	Good
31-36	Outstanding ☆

We do not include any weightings in the scoring rules. The rationale for this is that all parts of the standards framework are strongly linked to effective service delivery and positive outcomes, and we have restricted ourselves to those that are most essential. Our view is that providers need to focus across all the standards, and we do not want to distort behaviours in any undesirable ways. Furthermore, the underpinning evidence supports including all standards/key questions in the rating, rather than weighting individual elements.

Annexe 2: Inspection data

The answers to the key questions that determine the ratings for each standard are underpinned by answers to more detailed 'prompts'. These tables illustrate the proportions of the case sample with a satisfactory 'yes' response to the prompt questions. It should be noted that there is no mechanistic connection between the proportion of prompt questions answered positively, and the overall score at the key question level. The 'total' does not necessarily equal the 'sum of the parts'. The summary judgement is the overall finding made by the inspector, having taken consideration of the answers to all the prompts, weighing up the relative impact of the strengths and weaknesses.

Domain 2 – Court disposals

2.1. Assessment	
Does assessment sufficiently analyse how to support the child's desistance?	% Yes
Is there sufficient analysis of offending behaviour, including the child's attitudes towards and motivations for their offending?	85%
Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	85%
Does assessment focus on the child's strengths and protective factors?	85%
Does assessment analyse the key structural barriers facing the child?	83%
Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change, and their likelihood of engaging with the court disposal?	92%
Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	67%
Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	77%
Does assessment sufficiently analyse how to keep the child safe?	
Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	77%
Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	92%

Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	92%
Does assessment sufficiently analyse how to keep other people safe?	
Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	73%
Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	91%
Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	82%

2.2. Planning	
Does planning focus sufficiently on supporting the child's desistance?	% Yes
Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	83%
Does planning take sufficient account of the diversity and wider familial and social context of the child?	75%
Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	82%
Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	75%
Does planning give sufficient attention to the needs and wishes of the victim/s?	67%
Is the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	92%
Does planning focus sufficiently on keeping the child safe?	
Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	82%
Does planning involve other agencies where appropriate, and is there sufficient alignment with other plans (e.g. child protection or care plans) concerning the child?	90%

Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	91%
Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	45%
Does planning focus sufficiently on keeping other people safe?	
Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	73%
Does planning involve other agencies where appropriate?	100%
Does planning address any specific concerns and risks related to actual and potential victims?	70%
Does planning set out the necessary controls and interventions to promote the safety of other people?	64%
Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	36%

2.3. Implementation and delivery	
Does the implementation and delivery of services effectively support the child's desistance?	% Yes
Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	83%
Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	92%
Does service delivery build upon the child's strengths and enhance protective factors?	100%
Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	83%
Does service delivery promote opportunities for community integration including access to services post-supervision?	92%
Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	92%
Are enforcement actions taken when appropriate?	100%

Does the implementation and delivery of services effectively support the safety of the child?	
Does service delivery promote the safety and wellbeing of the child?	91%
Is the involvement of other organisations in keeping the child safe sufficiently well coordinated?	100%
Does the implementation and delivery of services effectively support the safety of other people?	
Are the delivered services sufficient to manage and minimise the risk of harm?	73%
Is sufficient attention given to the protection of actual and potential victims?	63%
Is the involvement of other agencies in managing the risk of harm sufficiently well coordinated?	100%

2.4. Reviewing	
Does reviewing focus sufficiently on supporting the child's desistance?	% Yes
Does reviewing identify and respond to changes in factors linked to desistance?	100%
Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	100%
Does reviewing consider motivation and engagement levels and any relevant barriers?	100%
Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	100%
Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	100%
Does reviewing focus sufficiently on keeping the child safe?	
Does reviewing identify and respond to changes in factors related to safety and wellbeing?	100%
Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	100%

Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	100%
Does reviewing focus sufficiently on keeping other people safe?	
Does reviewing identify and respond to changes in factors related to risk of harm?	100%
Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	100%
Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	67%
Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	100%

Domain 3 – Out-of-court disposals

3.1. Assessment	
Does assessment sufficiently analyse how to support the child's desistance?	% Yes
Is there sufficient analysis of offending behaviour, including the child's acknowledgement of responsibility, attitudes towards and motivations for their offending?	100%
Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	80%
Does assessment focus on the child's strengths and protective factors?	80%
Does assessment analyse the key structural barriers facing the child?	78%
Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change?	80%
Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	100%
Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	100%
Does assessment sufficiently analyse how to keep the child safe?	

Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	80%
Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	80%
Does assessment sufficiently analyse how to keep other people safe?	
Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	71%
Does assessment draw sufficiently on available sources of information, including any other assessments that have been completed, and other evidence of behaviour by the child?	100%

3.2. Planning	
Does planning focus on supporting the child's desistance?	% Yes
Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	90%
Does planning take sufficient account of the diversity and wider familial and social context of the child?	80%
Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	90%
Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	80%
Does planning take sufficient account of opportunities for community integration, including access to mainstream services following completion of out of court disposal work?	90%
Does planning give sufficient attention to the needs and wishes of the victim/s?	100%
Is the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	89%
Does planning focus sufficiently on keeping the child safe?	

Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	71%
Does planning involve other agencies where appropriate, and is there sufficient alignment with other plans (e.g. child protection or care plans) concerning the child?	71%
Does planning include necessary contingency arrangements for those risks that have been identified?	57%
Does planning focus sufficiently on keeping other people safe?	
Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	100%
Does planning involve other agencies where appropriate?	80%
Does planning address any specific concerns and risks related to actual and potential victims?	80%
Does planning include necessary contingency arrangements for those risks that have been identified?	83%

3.3. Implementation and delivery	
Does service delivery support the child's desistance?	% Yes
Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	90%
Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	80%
Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	90%
Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	90%
Does service delivery promote opportunities for community integration, including access to mainstream services?	90%
Does service delivery effectively support the safety of the child?	
Does service delivery promote the safety and wellbeing of the child?	71%

Is the involvement of other agencies in keeping the child safe sufficiently well utilised and coordinated?	67%
Does service delivery effectively support the safety of other people?	
Is sufficient attention given to the protection of actual and potential victims?	67%
Are the delivered services sufficient to manage and minimise the risk of harm?	67%

3.4. Joint working	
Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision making?	% Yes
Are the recommendations by the YOT for out of court disposal outcomes, conditions and interventions appropriate and proportionate?	100%
Do the recommendations consider the degree of the child's understanding of the offence and their acknowledgement of responsibility?	90%
Is a positive contribution made by the YOT to determining the disposal?	100%
Is sufficient attention given to the child's understanding, and their parents/carers' understanding, of the implications of receiving an out of court disposal?	100%
Is the information provided to inform decision making timely to meet the needs of the case, legislation and guidance?	80%
Is the rationale for joint disposal decisions appropriate and clearly recorded?	100%
3.2.1 Does the YOT work effectively with the police in implementing the out of court disposal?²⁵	
Does the YOT inform the police of progress and outcomes in a sufficient and timely manner?	100%
Is sufficient attention given to compliance with and enforcement of the conditions?	100%

²⁵ This question is only asked in youth conditional caution cases.

Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Vicky Gent, Director of Children's Services
Date of Meeting:	27 January 2022

CHILDREN'S SOCIAL CARE IMPROVEMENT

1.0 Purpose of the report:

1.1 To provide the Committee with data around the support given to young people turning 18 and the number of vulnerable young people accessing services.

2.0 Recommendation(s):

2.1 For the Scrutiny Committee to have oversight in order to provide scrutiny, challenge and support.

3.0 Reasons for recommendation(s):

3.1 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.2 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 No other alternative options to be considered.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 Blackpool's Adolescent Service comprises of four teams and provides support to vulnerable young people:

- The Youth Justice Team provides a multi-agency partnership whose aim is to prevent children from offending and to help them restore the damage caused to their victims. The service works in accordance with the Crime and Disorder Act 1998 and subsequent Criminal Justice Acts. The service supervises and supports children aged

between 10 to 18 years who have committed offences and have received a Youth Caution, Youth Conditional Caution or an order from the Court. The team also provides support to victims and Appropriate Adult support, where needed, for children detained at the police station or being interviewed by the police.

- The Family Worker Team provides destination tracking for 3500 young people and targeted support, as part of a statutory duty, to promote the effective participation in Education, Training or Employment. The team also provides holistic support for children aged 16 and 17 who are homeless following a joint assessment of need via Children’s Services and Housing.
- The Family Practitioner Team provides psychosocial, non-clinical support for young people at risk of poor sexual health outcomes and young people misusing substances up to the age of 25 years old. The team facilitates access to clinical support including prescribing, community and residential detox and rehabilitation.
- The Leaving Care Team provides corporate parenting support for our care experienced young people up to 25 years old, providing a statutory duty to enable ‘Our Children and Young People’ to achieve their potential and to prepare for independence.

6.2 At present there are 518 children and young people receiving case holding support from the Adolescent Service. Currently the children and young people open to the service and receiving support range from ages 12 to 25. 69 of the young people are aged 17 years old and the vast majority of these young people (67) will remain open to the service beyond their 18th birthday should they wish to. The two young people who will not remain open are currently open to the Youth Justice team and their order and intervention will have concluded prior to their 18th birthday.

6.3 The large majority (51) of 17 year olds currently open to the Adolescent Service are ‘our young people’ and will remain supported by their Leaving Care Personal Adviser until they are at least aged 21 and up to aged 25 if they wish to. The Children and Social Work Act 2017 introduced a duty on local authorities (which came into effect on 1 April 2018) to provide Personal Adviser support to all care leavers up to age 25, if they want this support.

The current age break down of Our Care Experience Young People:

Age:	15-17	18-20	21-25
Number of Care Leavers receiving support from an Adolescent Service Personnel Adviser	110	160	102

6.4 Outcomes for Our Care Experienced Young People:

KPIs Dec 2021:	Blackpool	England Avg	Similar LA
Proportion of care leavers with:	95%	90%	93%
a) whom we are in touch			
b) positive outcomes in education, employment and training; and	53%	56%	52%
c) housing.	93%	91%	91%

- Currently Blackpool is performing better than the similar authority average for Leaving Care Key Performance Indicators.
- Each of our young people are supported by a Personal Adviser before they leave care and into their adulthood. The Personal Advisers foster good relationships and maintain regular contact with our young people to support our young people as they grow to prepare for independence. This includes regular emotional wellbeing support to nurture trusting relationships, championing our young people and holding realistic ambitions and above all consistently being there for our young people. It also includes practical support to aid our young people’s development such as budgeting, applying for work and setting up a home.
- The vast majority of our young people live in suitable accommodation. The Council works alongside housing partners to facilitate creative approaches to support young people with traditionally limited options to find a home. This includes the Positive Transitions model, which provides young people with good quality housing and additional tenancy support through Blackpool Coastal Housing.
- The proportion of care leavers in education, employment and training has improved over the last 12 months. This remains a priority area for improvement as just less than half of our young people do not currently have a positive outcome in this area and this is compounded by the impact of the pandemic on employment opportunities. Key leads across the authority are developing an Employment and Skills strategy to create further opportunities and address barriers earlier for all of our children.
- Our young people continually have their say on shaping their service, this includes our children and young people leading our corporate parenting agenda and our Justuz and Justuz Extra forums. Our young people have co-produced their Care Leaver Offer and continue to hold the Council to account to ensure the offer remains aspirational.

6.5 In addition to the Adolescent Service, Blackpool’s Exploitation Team ‘Awaken’ has introduced a transitional safeguarding offer to support young people beyond their 18th birthday to further safeguard our children as they grow. When a young person attains the age of 18, unless they are a Child in Our Care, there is no legal Duty under the Childrens Act (1989, 2004) to provide support and therefore they would automatically close to Children’s Services.

The Council recognises that many of the young people Awaken support are in their late teens due to the intrinsic nature of Contextual Safeguarding involving those young people with access to extra familial spaces.

The risk does not reduce when they turn 18, in fact the risk of harm often increases dramatically as support services such as those offered by Children’s Services pull away. Often young people are Not in Employment, Education or Training (NEET) without the stability of a daily structure and routine and there is a gap in health support as they transition to adult services.

Moreover, a duty to provide support for adults as defined by the Care Act is much less than the duty imposed by the legislation for children, where their needs are considered paramount. Thus Awaken has extended its support offer to remain in place up until the age of 25 where a young person is already open to the service pre-18 and is in agreement to receive ongoing support. In addition, the offer of support will extend to any young person in this age range from within the community where contextual safeguarding concerns exist, should they consent to this support. The Awaken worker will continue to advocate for the young person and work co-operatively alongside all adult services in the same way as with Children’s Services previously. This will ensure that the young person is supported to transition into adulthood as safely as possible with continuity of support from a known professional with whom they have developed a trusted relationship. It is within such a relationship that young people have the best chance of effecting positive change and experiencing improved life outcomes.

6.6 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 None.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 There are no legal implications to consider.

10.0 Risk management considerations:

10.1 Care Leavers priorities within the Improvement Plan are currently on track.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 There are no sustainability, climate change or environmental factors to consider.

13.0 Internal/external consultation undertaken:

13.1 None

14.0 Background papers:

14.1 None

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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Paul Turner, Assistant Director – Education, SEND and Early Years
Date of Meeting:	27 January 2022

LITERACY STRATEGY UPDATE

1.0 Purpose of the report:

1.1 To consider an update on the Council's Literacy Strategy.

2.0 Recommendation(s):

2.1 For the Scrutiny Committee to have oversight and input into the Council's Literacy Strategy.

3.0 Reasons for recommendation(s):

3.1 To ensure Scrutiny involvement in the Literacy Strategy.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 There was a successful launch of the Literacy Strategy at the Winter Gardens in September 2021.

The Blackpool Literacy Strategy, which is a key part of the 2020/2030 Education Strategy is now being operationalised through the Literacy Strategy Steering Group.

The Steering Group consists of members from across the town, at all levels of education from Early Years to Adult education. Professional academic input is also provided so that the most current educational research is included in the planning.

6.2 Two meetings of the new Steering Group have taken place and its Terms of Reference are being updated.

6.3 Significant project support is being provided through a contract with Right to Succeed. The Blackpool 30 challenge has been well received and there has been some coverage in the local press about this, as well as on social media.

Two leads have been identified from the Blackpool education community to champion literacy and to engage with businesses who wish to support the Strategy. This is also now embedded into the social value work that the Council is engaged in.

Officers have met with the Show Town museum staff to consider how the Literacy Strategy can support their work and be integrated into the work of the museum when engaging families.

6.4 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 None.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 None.

14.0 Background papers:

14.1 2020/2030 Education Strategy.
Literacy Strategy.

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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Paul Turner, Assistant Director – Education, SEND and Early Years
Date of Meeting:	27 January 2022

SEND STRATEGY UPDATE

1.0 Purpose of the report:

1.1 To consider an update on the Special Educational Needs and Disability (SEND) Strategy.

2.0 Recommendation(s):

2.1 For the Scrutiny Committee to have oversight and input into the Council's SEND Strategy.

3.0 Reasons for recommendation(s):

3.1 To ensure Scrutiny involvement in the SEND Strategy.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 Throughout autumn 2021 significant work was undertaken across the SEND partnership in a number of key areas in order to strengthen the partnership and refocus its work.

A fundamental review of the governance arrangements and functioning of the partnership has taken place and a new Board structure implemented from January 2022. This is made up

of a streamlined and focused Executive Board to drive improvement and a series of sub-groups to co-ordinate and deliver activity in areas of performance and quality improvement, collaborative commissioning, High Needs finance, inclusion and preparation for adulthood.

6.2 Collective work is nearing completion to refresh both the SEND Needs Assessment and the local area’s self-evaluation. The former is key as it provides the dataset that underpins the Council’s self-evaluation and strategic and commissioning priorities for the next 2-3 years. The latter is required by Ofsted. It builds on the data in the Needs Assessment to provide an agreed and consistent narrative and analysis of the Council’s effectiveness in three areas and it is used by inspectors in making their judgement. This seeks to answer three primary questions:

Question A: How effectively does the local area identify children and young people with SEND?

Question B: How effectively does the local area assess and meet the needs of children and young people with SEND?

Question C: How effectively does the local area improve outcomes for children and young people with SEND?

6.3 Work began in late spring 2021 to refresh the Strategy and this will recommence now that the underpinning work on the Needs Assessment and self-evaluation is reaching conclusion. The next stage in the development process is to agree a set of key priorities for the Strategy based on the outcome of the co-production sessions held last year and findings in the self-evaluation. A new timeline for the Strategy’s development is proposed as follows:

Date	Activity
January 2022	Needs Assessment finalised Self-evaluation finalised Strategic priorities agreed by the SEND Executive
February 2022	Develop draft SEND Strategy Share with BEIB and Headteacher groups and consult with wider stakeholders (including a Scrutiny working group)
March 2022	Share draft Strategy with the SEND Executive Board, Corporate Leadership Team, Children and Families Partnership, Health and Wellbeing Board and CYP Scrutiny as part of the consultation process
April 2022	Final amends and approval of the new Strategy by the SEND Executive prior to Executive sign off.

6.4 **Next steps:**

- A working group will be set up to develop the strategy, members of the CYP Scrutiny Committee will be invited to join this.
- The draft Strategy will be shared at the next Scrutiny Committee in March 2022.

- 6.5 Does the information submitted include any exempt information? No
- 7.0 List of Appendices:**
- 7.1 None.
- 8.0 Financial considerations:**
- 8.1 SEND funding either comes from the Council Core Budget or the High Needs Block, so an effective SEND Strategy will act to safeguard elements of both.
- 9.0 Legal considerations:**
- 9.1 None.
- 10.0 Risk management considerations:**
- 10.1 None.
- 11.0 Equalities considerations:**
- 11.1 SEND is a key part of the Equalities Act and therefore the Council needs to have a robust Strategy and plan in relation to SEND.
- 12.0 Sustainability, climate change and environmental considerations:**
- 12.1 None.
- 13.0 Internal/external consultation undertaken:**
- 13.1 A SEND consultation was undertaken in 2021 and there will be further consultation this year.
- 14.0 Background papers:**
- 14.1 2020/2030 Education Strategy.

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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Paul Turner, Assistant Director – Education, SEND and Early Years.
Date of Meeting:	27 January 2022

ORACLE BUILDING UPDATE

1.0 Purpose of the report:

1.1 To receive an update on the proposals for Special Educational Needs and Disability (SEND) provision at the Oracle building.

2.0 Recommendation(s):

2.1 For the Scrutiny Committee to have oversight in order to provide scrutiny, challenge and support.

3.0 Reasons for recommendation(s):

3.1 To ensure robust scrutiny of the service.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 Using another Council building.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 Park school is at capacity, as is Woodlands School and Highfurlong School. Lotus school is expected to be at capacity in two years.

- 6.2 In order to realign the SEND place planning and the strategic oversight of SEND, the Council needs to find some temporary capacity. This is planned for The Oracle.
- 6.3 This will allow some Park students (sixth form) to be located at The Oracle, freeing up some classroom space at Park Community Academy. Additional building work at Highfurlong Special School has also created some additional capacity, and further work is planned before September 2022.
- 6.4 Following a public consultation, planning continues for the transfer of Park Community Academy's post-16 students into the Oracle building on St Anne's Road. Internal modifications have been completed and minor external modifications are being made following advice from the Fire Service regarding emergency egress from the building.
- 6.5 Sea View Trust is awaiting the outcome of its application to the Education and Skills Funding Agency regarding the change and the Council is liaising with the funders of the building in order to progress a change in the use of the facilities. Discussions are continuing with the Trust regarding tenancy arrangements, which will include continued access for those community groups who currently use the Oracle.
- 6.6 Does the information submitted include any exempt information? No
- 7.0 List of Appendices:**
- 7.1 None.
- 8.0 Financial considerations:**
- 8.1 Some SEND Capital funding has been assigned to this project to support small modifications to The Oracle building.
- 9.0 Legal considerations:**
- 9.1 Blackpool Council has a statutory duty to provide sufficient Special School places.
- 10.0 Risk management considerations:**
- 10.1 There is a risk that we will not be able to meet our statutory duty related to the provision of Special School places.
- 11.0 Equalities considerations:**
- 11.1 SEND is a statutory responsibility and there is a significant impact upon individuals and families if we cannot provide sufficient SEND places.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 An extensive SEND consultation is currently ongoing.

14.0 Background papers:

14.1 2020/2030 Education Strategy.
Inclusion Strategy.

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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Sharon Davis, Scrutiny Manager.
Date of Meeting:	27 January 2022

COMMITTEE WORKPLAN

1.0 Purpose of the report:

1.1 To consider the contents of the Children and Young People's Scrutiny Committee's Workplan.

2.0 Recommendations:

2.1 To approve the Committee Workplan, taking into account any suggestions for amendment or addition.

2.2 To monitor the implementation of the Committee's recommendations/actions.

3.0 Reasons for recommendations:

3.1 To ensure the Workplan is up to date and is an accurate representation of the Committee's work.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council Priority:

5.1 The relevant Council Priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background Information

6.1 Scrutiny Workplan

A Scrutiny Workplanning Workshop was held on Monday 7 June 2021 to consider items for inclusion on the Committee’s workplan for the 2020/2021 municipal year. The workplan is a flexible document that sets out the work that will be undertaken by the Committee over the course of the year, both through scrutiny review and Committee meetings. Attached at Appendix 11(a) is the Committee’s Workplan for 2021/2022.

6.2 Committee Members are invited to suggest topics at any time that might be suitable for scrutiny review through completion of the Scrutiny Review Checklist. The checklist forms part of the mandatory scrutiny procedure for establishing review panels and must therefore be completed and submitted for consideration by the Committee, prior to a topic being approved for scrutiny.

6.3 Implementation of Recommendations/Actions

The table attached at Appendix 11(b) has been developed to assist the Committee in effectively ensuring that the recommendations made by the Committee are acted upon. The table will be regularly updated and submitted to each Committee meeting.

Members are requested to consider the updates provided in the table and ask follow-up questions as appropriate to ensure that all recommendations are implemented.

6.4 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 11(a) - Children and Young People’s Scrutiny Committee Workplan.
Appendix 11(b) - Implementation of Recommendations/Actions.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/ External Consultation undertaken:

13.1 None.

14.0 Background papers:

14.1 None.

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Children and Young People's Scrutiny Committee - Work Plan 2021/2022	
24 March 2022	<ol style="list-style-type: none"> 1. Children's Social Care Improvement – To receive the findings of the Department for Education Care Review launched in January 2021. 2. Education – To receive pupil literacy and reading performance data, focusing specifically on the reduction in attainment levels as pupils move from KS2 to KS3. 3. SEND Strategy – To consider the draft SEND Strategy. 4. Young Adder – To receive a report on the work of Young Adder. 5. CSAP Update – To receive an update on CSAP. 6. Young Inspectors – To receive an update on the work of the Young Inspectors.

Scrutiny Review Work	
February 2021	<p>SEND Strategy Input into the development of the SEND Vision and Strategy. The final version of the Strategy is anticipated to be completed in March 2022.</p>
Completed May 2021	<p>Blackpool Better Start Following Committee approval, the final report from the review was approved by the Executive in July 2021. A progress update was provided to the Committee in December 2021.</p>
November 2021	<p>CAMHS Re-design Two information sessions have been provided jointly to Members of the Adult Social Care and Health and the Children and Young People's Scrutiny Committees. Further updates were requested and will be provided in due course.</p>
December 2021	<p>Domestic Abuse Strategy A joint scrutiny review meeting was held with the Adult Social Care and Health Scrutiny Committee to consider the Council's draft Domestic Abuse Strategy. Input from Scrutiny Members to be included in the amended Strategy prior to consideration for approval by the Executive.</p>
February 2022	<p>Catch-Up/Recovery Premium Spend Review To review how Blackpool schools have spent their Catch-up/Recovery Premium funding from the government to consider if the funding has been utilised to ensure that children are able to catch-up any lost learning caused by the pandemic.</p>
March 2022	<p>Mental Health Support for Young Men (aged 16-25) and Suicide Prevention Services A joint scrutiny review with the Adult Social Care and Health Scrutiny Committee. To include further information on the Elliot's House project and the links between self-harm and suicide rates.</p>
May/June 2022	<p>Young People classed as Not In Employment, Education or Training (NEET) To consider this cross-cutting issue which disproportionately affects vulnerable young people. To include the potential impact of the Covid-19 pandemic on training/employment opportunities for young people, as well as considering the breadth of the offer in Blackpool and whether young people are adequately directed to available opportunities.</p>

Post-September 2022	<p>Mental Health and Wellbeing in Schools</p> <p>To review the provisions within schools to support the mental health and wellbeing of pupils. Potential link to SEND target of: <i>‘Children and young people with SEND to enjoy good physical and mental health and wellbeing emotional health.’</i></p>
TBC	<p>SEND Funding and Capacity</p> <p>Cabinet Member referral.</p>
TBC	<p>The Experience of Looked After Children in Blackpool</p> <p>To gain an understanding of the journey of a cohort of Our Children including scrutiny of their experiences with various partners such as the Police, Health Services and schools. To potentially also include their experiences of Alternative Provision. Links to the following themes taken from the CSC Improvement Plan:</p> <ol style="list-style-type: none"> 1. <i>Improve the systems and quality of Agency Decision Maker’s processes for approval and matching of foster carers and adopters.</i> 2. <i>Ensure that our social workers are prepared for court proceedings.</i>

MONITORING THE IMPLEMENTATION OF SCRUTINY RECOMMENDATIONS

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
1	09.01.20	To receive the findings of the National Association of Children's Services examining the costs of residential placements for children and the impact on Local Authorities.	March 2022	Victoria Gent, Director of Children's Services	This work was never completed by DfE due to Covid-19 and will now be built into a care review launched by DfE in January 2021, with an expected 12 month timescale. Outcomes of care review anticipated by March 2022.	Not yet due.
2	09.01.20	To receive the findings of the Department for Education impact study on out of area placements.	March 2022	Victoria Gent, Director of Children's Services	This work was never completed by DfE due to Covid-19 and will now be built into a care review launched by DfE in January 2021, with an expected 12 month timescale. Outcomes of care review anticipated by March 2022.	Not yet due.
3	28.01.21	That the data relating to the proportion of Our Children who were looked after be reported to a future meeting of the Committee following the outcomes of the working party examining the issue.	TBC	Sara McCartan, Head of Adolescent Service	Target date to be identified.	
4	22.04.21	To receive regular updates in relation to the concerns raised around children at the cited Secure Training Centre.	Ongoing	Sara McCartan, Head of Adolescent Service		
5	22.04.21	To receive further data on Blackpool's mental health hospital admission rates once available.	TBC	Stephen Ashley, CSAP Independent Scrutineer	Target date to be identified.	
6	22.04.21	That more specific data around the support given to young people turning 18 and	February 2022	Victoria Gent, Director of Children's Services	To be reported at the 27 January 2022 Committee meeting.	

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
		the number of vulnerable young people accessing services be brought back to a future meeting of the Committee.				
7	24.06.21	To request that Mr Turner present the full detailed plans of the SEND provision proposals at the Oracle once available.	January 2022	Paul Turner, Assistant Director of Children's Services (Education, SEND and Early Years	To be reported at the 27 January 2022 Committee meeting.	
8	24.06.21	To receive regular updates on the work of the Young Inspectors with an update to be considered by the Committee at its meeting on 24 March 2022.	March 2022	Kirsty Fisher, Engagement Officer		Not yet due.
9	07.10.21	To receive a further update on the launch of the new Literacy Strategy.	January 2022	Paul Turner, Assistant Director of Children's Services (Education, SEND and Early Years	To be reported at the 27 January 2022 Committee meeting.	
10	07.10.21	To receive pupil literacy and reading performance data, focusing specifically on the reduction in attainment levels as pupils move from KS2 to KS3.	March 2022	Paul Turner, Assistant Director of Children's Services (Education, SEND and Early Years		Not yet due.
11	07.10.211	That further information regarding available funding for Early Years be provided to	TBC	Paul Turner, Assistant Director of Children's		

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
		the Committee.		Services (Education, SEND and Early Years		
12	07.10.21	To consider the youth provision draft report once completed.	TBC	Lisa Arnold, Head of Parks, Leisure and Catering Services		
13	07.10.21	To consider autumn 2021 GL PASS survey data once available	TBC	Paul Turner, Assistant Director of Children's Services (Education, SEND and Early Years		
14	09.12.21	That Better Start's draft Communications Strategy be shared with the Committee once completed.	TBC	Clare Law, Director of Centre for Early Child Development		
15	09.12.21	That a further update on the work of Better Start be provided in twelve months' time.	December 2022	Clare Law, Director of Centre for Early Child Development		Not yet due.
16	09.12.21	That further details of the Personal, Social and Health Education programme offered in schools be provided at a future meeting, with particular emphasis on raising awareness of coercive relationships.	TBC	Paul Turner,		
17	09.12.21	That further consideration be given by the Committee to the findings of the 'Child of the	TBC			

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
		North' report and the potential impact on Blackpool.				
18	09.12.21	That information on the pathways available for young people with SEND once they have left education be provided at a future meeting of the Committee and that this area be considered for inclusion within the SEND Strategy.	TBC			
19	09.12.21	That a working group be established to review the draft SEND Strategy and that the amended draft SEND Strategy be considered by the Committee at its meeting on 27 January 2022 prior to being submitted to the Executive.	January 2022		To be reported at the 27 January 2022 Committee meeting.	