

NORTH YORKSHIRE CHILDREN'S TRUST

18TH JANUARY 2010

HEALTHY SCHOOLS PARTNERSHIP AND SAFER SCHOOLS PARTNERSHIP

1.0 PURPOSE OF REPORT

To provide the North Yorkshire Children's Trust with a briefing on the contribution of the North Yorkshire Healthy Schools Programme and Safer Schools Partnership (North Yorkshire Police in Schools Partnership) to preventative working with children and young people

2.0 BACKGROUND

2.1 The Children Act, 2004; Every Child Matters 5 key outcomes

2.2 Education and Inspections Act, 2006:

Governing bodies of maintained schools are required by law to promote the well-being of children and young people

2.3 The Youth Crime Action Plan, July 2008:

Contained the Government's vision, both in the short and long term, to tackle offending and re-offending by young people. In particular, it committed to the expansion of Safer Schools Partnerships to ensure that they become the norm rather than the exception.

Safer Schools Partnerships (SSP) are a formal agreement between a school (or partnership of schools) and Police to work together in order to keep young people safe, reduce crime and the fear of crime and improve behaviour in schools and local communities. This will involve a police officer or Police Community Safety Officer PCSO regularly working at a school (or across a number of schools) on a full or part time basis.

2.4 North Yorkshire Youth Crime Prevention Strategy 2009 – 2011:

A Strategy for Preventing Offending & Supporting Young People as part of Integrated Services outlines key principles, aims and targets. The work of the Police in Schools Partnership group is identified in the associated action plan:-

- Continue to develop the North Yorkshire Police and CYPS police in schools partnership
- Liaise effectively with Integrated Youth Support to ensure there is an integrated response for vulnerable young people related to risk taking behaviours.

2.5 Healthy lives, brighter futures (DH/DCSF, 2009):

Set out the ambition to achieve world-class health outcomes and minimise health inequalities by delivering services of the highest quality, while providing an excellent experience for children, young people and their families who use them and are involved in their development.

2.6 Child Health Programme (DH/2009):

Good practice guidance which sets out the recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing.

2.7 DCSF Your child, your schools, our future: building a 21st century schools system – White paper June 2009:

Includes a pupil guarantee in which every pupil:

- Will go to a school that promotes their health and well-being, including healthy eating, active lifestyle and emotional health and well being
- Will receive personal, social, health and economic education (PSHE) from September 2011
- Will take part in sport and cultural activities (access to 5 hours PE and sport each week)
- Will go to a school where they have the chance to express their views and where they and their families are welcomed and valued.

National Healthy Schools programme:

Being developed further through the 'National Healthy Schools Enhancement Model' to promote

- Universal health improvement
- Additional interventions for those most at risk
- Delivery of services by school health teams

- 2.8 The Healthy Schools Programme Enhancement Model was launched nationally in September 2009 for schools who have achieved Healthy Schools Status. It is closely aligned to the Ofsted Well-Being Indicators, Child Health Strategy and 21st Century School. It enables schools to address national and local drivers and links to new policy developments.

It is expected nationally that

- 10% of schools will be engaged with the Healthy Schools Enhancement Model by March 2010
- All schools will be engaged with the Healthy Schools Enhancement Model by 2020

Schools will work closely with key partners towards achieving locally agreed health and well-being outcomes. This will reflect both school-based priorities and local priorities as outlined in the Local Area Agreements, Children and Young People's Plans and PCT operational plans, fitting in with local Children's Trust arrangements.

3.0 KEY POINTS - The North Yorkshire Police in Schools Partnership

- 3.1 The Police in Schools Partnership is a key strand of work within the North Yorkshire Safer Schools Partnerships (SSP) and has been established to steer and improve police integration within schools, working in association with the 17 Inspector-led Safer Neighbourhood Teams:
- 3.2 Membership of the 'Police in Schools Partnership' strategic group includes senior leads from North Yorkshire Community Safety, Quality and Improvement Service, Youth Service, Integrated Youth Support.
- 3.3 Schools will be allocated differential levels of police support - formally agreed between the school and the safer neighbourhood team at locality level, but overseen by the Police in Schools' partnership strategic group.
- 3.4 Performance Indicators for identifying police levels of engagement for school.
- Temporary and permanent exclusions
 - Persistent absence
 - Levels of crime and anti-social behaviour
 - Attendance and achievement data
 - Indices of multiple deprivation
 - First time entrants into criminal justice system
 - Teenage pregnancy data
 - % NEET data
 - Under 18 youth referrals (alcohol and drugs) - when data becomes available

- 3.5 The levels of engagement are as follows:
- | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 0 | No engagement with school |
| Level 1 | Through the front door. An introduction to staff and meet/greet young people. Running surgeries or other meetings. |
| Level 2 | Integrating into school curriculum. Assisting teaching staff within the school deliver existing PSHE or Citizenship curriculum. Such as Prison me no way, Drive Alive, Miss Dorothy/Watch Over Me. |
| Level 3 | Police Officer / PCSO based in the school working primarily in the school and local community on school and local community issues |

3.6 It is expected that police involvement for schools identified for level 3 engagement will be part of a multi-agency action plan co-ordinated in liaison with Integrated Service Managers and the Headteachers of the identified schools.

3.7 **Work of the 'Police in Schools' Partnership Group:**

- Identification of schools for each level of police integration, supported by access to performance data through Performance and Outcomes Unit
- Drawing up of formal agreements with schools
- Dissemination of 'Taking a Chance – Risk taking Guidance for schools' This guidance on young people and risk taking has been developed to further support North Yorkshire schools in promoting inclusive practice.
- Joint training including National Continuing Professional Development (CPD) Course in PSHE for professionals and 'Prevent' strategy training to support police officers in schools delivering aspects of Personal, Social, Health Education (PSHE), Citizenship
- Audit of schools' current use of resources including missdorothy.com and 'watch over me'.
- Identifying further representation of police in CYPS working groups - area liaison groups, teenage pregnancy groups, healthy schools quality assurance groups to support integrated working
- Positive Activities -Joint working with '4Youth' to support the Targeted Activities Programme (TAP) 2009-11
- Quality Assurance of the Police in Schools Partnership work through the Healthy Schools Enhancement Model

4.0 **KEY POINTS - North Yorkshire Healthy Schools Enhancement Model**

- 4.1 Membership of the North Yorkshire 'Healthy Schools Strategy Group' includes senior representatives from the Primary Care Trust, Integrated Services, Quality and Improvement Service, County Catering, Headteacher representatives from primary, secondary and special schools
- 4.2 85% North Yorkshire schools currently have achieved Healthy Schools Status
This is in line with LAA Stretch target for 85% schools to have achieved Healthy Schools Status by December 2009
- 4.3 The North Yorkshire Healthy Schools Enhancement Model has been over subscribed, demonstrating an ongoing wish by schools to continue working with the programme to continue to support well-being as a core focus within school improvement
- 4.4 Effective consultation with young people has been enhanced through the planning, delivery and dissemination of the Every Child Matters - Health Related Behaviour Questionnaire. This data has been used widely to inform Children and Young Peoples Plan priorities, targeted support and impact of service development work. The questionnaire will be repeated in May 2010 for all schools, including a bespoke questionnaire for special schools
- 4.5 North Yorkshire schools are well placed to identify school and local priorities informed

by North Yorkshire school profile and locality profile data, which now include data on key performance indicators related to obesity, substance misuse, teenage pregnancy, emotional health and well-being – sources of data Child Health Profile data at county and district level (CHImAT), Every Child Matters Health Related Behaviour Questionnaire, PESSCL (PE and school sport) survey, county catering school meal uptake data, and NEET data. Attendance and exclusion data is already included within the school profile.

- 4.6 The North Yorkshire Healthy Schools Programme is making a significant contribution to the development of integrated working through a strong commitment to and establishing processes to secure effective joined up working, for example through:-
- Targeted Mental Health in Schools Programme in Catterick, Scarborough, Skipton
 - Teenage Pregnancy Strategy and Substance Misuse Strategy -working to improve the quality of personal, social, health education in schools across the county, and targeted schools projects to reduce risk taking behaviours in the Coast and Selby
 - 'Police in Schools Partnership' Group –by providing joint training opportunities and quality assurance through the North Yorkshire Healthy Schools local quality assurance groups
 - Involvement in the targeted work to reduce obesity in Ryedale and Scarborough
- 4.7 The North Yorkshire Healthy Schools Enhancement model Quality Assurance process is being aligned to the North Yorkshire Inclusion Quality Mark and the Information, Advice and Guidance development of 'gold' quality mark, TDA School Improvement Planning Framework to support school self-evaluation and school improvement planning

5.0 RECOMMENDATIONS – that the Children's Trust approves:-

- 5.1 Ensuring that the Healthy Schools Enhancement Model and Police in Schools Partnership are integrated into the Children and Young Peoples Plan in the next refresh.
- 5.2 Partnership involvement in the identification of local area priorities based on school and locality data to:- inform review of strategic and operational service plans, school improvement priorities related to ECM outcomes for children and young people, and targeting of work through the Healthy Schools Enhancement Model and Police in Schools Partnership
- 5.3 The Healthy Schools Enhancement Model and Police in Schools Partnership influencing the commissioning of services to inform provision of resources to support the delivery of actions against identified priorities, including where gaps have been identified.
- 5.4 That the Healthy Schools Enhancement Model be referenced into Strategic Health Planning and inform the 'Transformation of Community Services'.
- 5.5 The alignment of the Healthy Schools Enhancement Model and work of the Police in Schools Partnership to the Ofsted evaluation schedule, School self-evaluation form and TDA (Teacher Development Agency) School Improvement Planning Framework
- 5.6 Aligning the Healthy Schools Enhancement Model and Police in Schools Partnership with the Inclusion Quality Mark, Information, Advice and Guidance Quality Standards quality assurance processes
- 5.7 The role of the Performance and Outcomes Unit in the further development of the school and locality profiles to include data against key national and local performance indicators. Access to the locality profile by schools. On-going development of school-well-being indicators in the school profile.
- 5.8 Involvement of key partners in the planning, delivery and dissemination of Every Child Matters – Health Related Behaviour Questionnaire 2010. Identify emerging priorities for CYPS. This will include a bespoke questionnaire enabling access to children and young

people with special educational needs, especially those most vulnerable pupils in special schools in North Yorkshire

Key Contacts:

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- Jon Coates – NYCC Senior Youth Officer
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