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**AGENDA** for a Meeting  
of the **West Norfolk Children and Young People Partnership**  
on **22nd January 2007**  
between **2.00pm and 4.30pm**  
in **Council Chamber, Town Hall, Kings Lynn**

## **AGENDA**

1. Apologies
2. Minutes of the last meeting held on 23rd November 2006 and matters arising (minutes attached)
3. Discussion regarding set up of Youth Forum
4. Common Assessment Framework briefing
5. Refining our priorities – clarifying how we can build on the work undertaken so far.
6. Any Other Business
7. Date of Next Meeting

### **Distribution**

- Members of the West Norfolk Children and Young People Partnership
- Partnership Secretariat

**Partnership Chair:**  
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**Minutes of a meeting of the Children and Young People Partnership  
Held on 23rd November 2006 at 2pm at the  
Professional Development Centre, Kilhams Way, Kings Lynn**

**Present:**

- |                             |   |  |
|-----------------------------|---|--|
| David Lennard Jones (Chair) | - | Area Director, Children's Services             |
| Lynda Niles                 | - | Tier 3, CAMHS                                  |
| Peter Stewart               | - | College of West Anglia                         |
| Carol Comer                 | - | Connexions                                     |
| Sandra Summerfield          | - | Children's Services                            |
| Jackie Hargreaves           | - | Western Area Forum for Voluntary Organisations |
| Derek Wilkins               | - | Norfolk Youth Offending Team                   |
| Susan Saxby                 | - | Partnership Officer, Children's Services       |
| Peter Morris                | - | Partnership Officer, West Norfolk VCA          |
| Pat George                  | - | St Michael's Primary School                    |
| Vicky Etheridge             | - | Neighbourhood Manager                          |
| Debby McCarthy              | - | Alderman Jackson School                        |
| Sue Jorgensen-Moore         | - | Childrens Services                             |

**Supported by:**

- |                 |   |  |
|-----------------|---|--|
| Ian Burbidge    | - | Borough Council of Kings Lynn & West Norfolk |
| Laura Beveridge | - | West Norfolk Partnership                     |
| Sarah Dennis    | - | West Norfolk Partnership                     |

**Apologies for absence were received from:**

- |                |   |  |
|----------------|---|--|
| Diane Thurston | - | Western Area, Norfolk Primary Care Trust |
| Terry Cuss     | - | Norfolk Constabulary- Western Area       |

		<b>Action</b>
<b>1</b>	<p><b>Apologies</b></p> <p>Apologies were as noted above.</p>	
<b>2</b>	<p><b>Minutes of the Last Meeting held on 20<sup>th</sup> October 2006</b></p> <p>The Chair had not been able to contact all possible representatives for the group but would be meeting Freebridge representatives in the near future. The Chair asked those present to put forward any other suitable</p>	

	<p>nominations for the Partnership.</p> <p>The Chair had held a separate meeting to discuss outcomes and priorities and these would be covered later in the agenda.</p> <p>Sandra Summerfield, Derek Wilkins and Jackie Hargreaves had recently met to identify the most vulnerable people in West Norfolk and had drawn up a proposal for multi agency working for the most vulnerable. They intended to target an area within Kings Lynn and no more than three to six per group. Sandra tabled a paper outlining the Every Child Matters hypothesis which identified the process of ensuring a multi agency approach to the most vulnerable children. The key issue would be for all agencies to identify their most vulnerable children and to be flexible with how they allocated thresholds and criteria.</p> <p>Peter Stewart considered this a good approach but questioned whether the focus should be in North Lynn as the paper suggested or one urban and one rural community. The Chair asked for opinions and highlighted the need to ensure that any sample must help identify needs and issues, and to apply principles and learn from them.</p> <p>In response to a question from Susan Saxby regarding agency leads, Sandra Summerfield responded by suggesting the team of herself, Derek Wilkins and Jackie Hargreaves could act as the lead and report back to the Children and Young People Partnership.</p> <p>It was <b>AGREED</b> that:</p> <ol style="list-style-type: none"> <li>1) A project to be constructed around identifying vulnerable children as outlined in the proposal</li> <li>2) All organisations present to commit to this project</li> <li>3) The sub group to report back to the Children and Young People Partnership at each meeting.</li> </ol> <p>In response to a question from Vicky Etheridge regarding user data, Sandra Summerfield confirmed that families would complete a questionnaire before the service began and then after the process was completed.</p>	<b>SS/DW/JH</b>
<b>3</b>	<p><b>Update on Discussion on Priorities</b></p> <p>A sub group of the Children and Young People Partnership had met and discounted any priorities initially listed that were considered to be part of any agency's 'day job'. This had left a list of activities and outcomes that would benefit from the 'added value' of partnership working.</p> <p>The Chair asked the group to consider if there were any priorities they thought should not be on the list because they were another agency's core responsibility or any priorities that were not on the list that should be. Once the list was complete, four priorities would need to be identified as the most important, and two would be discussed today with the other two to be discussed at the Forum on 7<sup>th</sup> December. The two to be discussed at the</p>	

Forum should be more suited to a more diverse group.

The Chair gave the group a few minutes to discuss the list. The following were considered by one group to be the responsibility of individual agencies and therefore not for this Partnership to discuss:

- Attendance at school has increased
- The extended schools programme is clear and is being implemented
- 'Children and their families are well housed'

However, it was considered that housing issues could be included and a multi agency approach applied in order to achieve results. The Chair highlighted the importance of attendance being more than exclusion and that the West had a particularly high rate of exclusions compared to other comparable districts.

Peter Stewart requested clarification regarding some of the economic development priorities. He noted there should be a genuine choice between full time education and employment.

Vicky Etheridge explained that the priority for 'crime and disorder has reduced' would be better suited to other partnerships rather than Children and Young People. She also noted that young people were often the victims of crime as opposed to perpetrators. The priority entitled 'there are adult education opportunities' should be re-worded to state 'attitude to learning has improved', as per the 'Enjoy and Achieve' priorities and would be better suited to the Learning and Skills Partnership. It was also considered that under 'Healthy' priorities there should be something around mental health. Under 'Safe' there should be a priority around domestic violence.

Susan Saxby noted that 'debt and benefit advice' may be more suited to another partnership as this was particularly specialised.

Seven priorities were chosen initially;

#### Enjoy and Achieve

- 1) Exclusions from school have been prevented through early intervention and alternative education provision
- 2) Individuals do not use anti social and disrespectful behaviour

#### Safe

- 3) Schools feel safe
- 4) Parents and carers feel supported by all agencies including adult mental health and health services

#### Participation

- 5) A youth forum is in operation and young people feel they are properly involved in decision making in the West.

#### Economic Development

- 6) There should be a choice between full time education and job related

	<p>training</p> <p>7) There should be an effective curriculum at the appropriate level to stop exclusions at primary and secondary level.</p> <p>It was <b>AGREED</b> that: The following four issues be proposed as the first areas for initial discussion for the Children and Young People Partnership:</p> <ol style="list-style-type: none"> <li>1) A Youth Forum is in operation and young people feel they are properly involved in decision making in the West –to be discussed at the Forum</li> <li>2) Exclusions from school have been prevented through early intervention and alternative education provision</li> <li>3) Parents and carers feel supported by all agencies including adult mental health and health services – to be discussed at the Forum</li> <li>4) There should be an effective curriculum at the appropriate level to stop exclusions at primary and secondary level.</li> </ol>	
<p><b>4</b></p>	<p><b>Turning the Curve Methodology</b></p> <p>Ian Burbidge introduced this item by explaining the methodology behind ‘turning the curve’. This involved looking at where we are now, and where we want to be and then working back to interventions to achieve the desired outcome. In relation to the priority regarding exclusions, an outcome may be that all young people enjoy school so there are no exclusions.</p> <p>The Chair explained that in the first half of 2005, there were 25 young people permanently excluded from primary and secondary schools and 1700 days lost by fixed term exclusions. In the first half of 2006 the number of exclusions was 46 and fixed term exclusions were continuing to rise.</p> <p>With turning the curve methodology there should be the following process:</p> <ul style="list-style-type: none"> <li>• Identify the baseline and where the trend is headed</li> <li>• Look at the story behind the baseline and what is driving the trend including current interventions and further data needs</li> <li>• Identify key partners</li> <li>• Look at best ideas – joining up, new ideas, no or low cost ideas and any off the wall ideas.</li> </ul> <p>The group split into two groups to each take the outcome of children enjoying school so that there were no exclusions and, using the above methodology came up with the following:</p> <p><u>Baseline</u></p> <ul style="list-style-type: none"> <li>• Permanent and fixed term exclusions are rising.</li> </ul> <p><u>Story behind the baseline</u></p> <ul style="list-style-type: none"> <li>• The need to achieve results</li> <li>• Punishment culture</li> </ul>	

- Lack of social skills
- Mental health issues
- Parents and child's behaviour
- Variances between school requirements and parents expectations
- Schools focus on statistics
- Government and agency processes
- How school resources are deployed
- Negative attitudes from schools and the press

#### Current Interventions

- Special needs support in schools
- Current interventions introduced too late and not linked to family or home life
- Individual schools actions – self funded
- Managed moves

#### Further Data Needs

- Data should be accessible
- Audit of children excluded
- Better understanding of process
- Number of excluded pupils who commit offences
- Caring responsibilities and family circumstances

#### Key Partners Missing

- Specialists in the field
- Youth Forum
- School councils
- Head teachers

#### Joining up Ideas

- Need to share good practice
- Teacher training
- Inclusion service
- Parent and carer governors

#### New Ideas

- Child centred activity around their identified area of excellence
- Rewarding schools that work with challenging pupils
- Reward pupils for appropriate behaviour
- Out of school learning
- Changing curriculum

#### No Cost / Low Cost Ideas

- Use facilities that already exist

#### Off the Wall Ideas

- Alternative to schools for high risk end – ie Discovery Centre locally
- Sleep after lunch

Lynda Niles left the meeting at 3.30pm

<p><b>5</b></p>	<p><b>Network Analysis</b></p> <p>Jeremy Hawkins addressed the group and introduced the concept of virtual network analysis. He circulated a paper which outlined what virtual analysis could do, for example identifying networks of trust and key advisors within and between organisations. It would help improve partnership working and break down barriers preventing effective collaborative working. A population sample would be identified and asked a few simple questions. The answers are then mapped. For one of the Children and Young People's priorities for example, it could help identify the agencies that parents and carers rely on.</p> <p>Derek Wilkins left the meeting at 4.00pm.</p> <p>Peter Stewart noted that some links would be weaker than others. We could try and create virtual networks and not just highlight existing ones. There could be lots of information 'below the radar' in the voluntary and community sector.</p> <p>Findings need to be presented in a non-contentious way. Jackie Hargreaves noted that the analysis could show what happened at the practice level. It would be important to include everyone not just those we were already aware of. Peter Morris explained that virtual networks would be discussed at the voluntary sector forum on 29<sup>th</sup> November.</p> <p>Jeremy Hawkins explained that it was important to identify a theme or area, then determine the survey population and ensure this survey population is correct. The list would then be published on a website and those surveyed would answer certain questions about people they networked with and how often.</p> <p>In response to a question from Peter Stewart regarding the broadness of the theme, Jeremy explained that it would be best to start on a broad theme, but that it should be meaningful. Themes could be based on the 4 key areas already identified.</p> <p>The Chair thanked Jeremy for his presentation.</p>	
<p><b>6</b></p>	<p><b>Dates of Future Meetings</b></p> <p>The next meeting will be held in January 2007. Date and venue to be advised.</p>	<p><b>SD</b></p>
<p><b>7</b></p>	<p><b>Any Other Business</b></p> <p>Sandra Summerfield tabled two papers – the Common Assessment Framework and Information Sharing and Training the Trainer. The Common Assessment Framework would affect all agencies working with children and set out to achieve inter agency working and would involve a</p>	

	<p>common assessment form.</p> <p>The Training the Trainer paper outlined the importance of ensuring staff involved in the common assessment framework were trained and fully engaged in the process. Training places were available on 18<sup>th</sup> and 19<sup>th</sup> December. (Contact Sandra Summerfield).</p>	
	<p><b>The meeting finished at 4.45pm.</b></p>	

## Key Children and Young People Outcomes for Western Area

### Healthy

- Teenage pregnancy rates reduced and teenage parents supported
- Children and Young People experience good mental health

### Enjoy and Achieve

- Attitudes to learning are positive
- Environment and recreation opportunities have been realised
- Attendance at school has increased
- Exclusions from school have been prevented through early intervention and alternative education provision
- There are effective curriculum arrangements in place for all 14-19 year old students
- Individuals do not use anti social and disrespectful behaviour
- Home educated children are supported
- **Children's Centres have improved baseline scores for school entry**
- The extended schools is clear and is being implemented
- Debt and benefit advice is available
- Young people at 16 continue into Employment, Education or Training

### Safe

- Early intervention has reduced number of looked after children and children on child protection register and increased attainment of children who are looked after
- Children and their families are well housed
- Children and Young people are not victims of crime or violence inside or outside their homes
- **Services have been developed to meet the needs of those who are vulnerable or who are not reaching their potential**
- People for whom English is an additional language are effectively supported
- **Parents and carers feel supported in their parenting role by all agencies including adult mental health and health services**
- Schools feel safe
- Babies born to parents who misuse substances are supported

### Participation

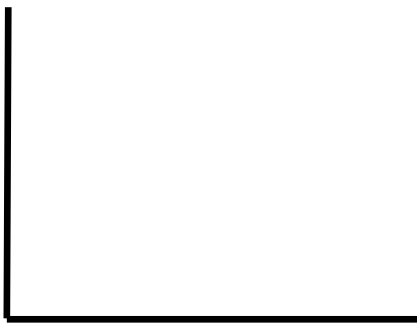
- A youth forum is in operation and young people feel they are properly involved in decision making in the West
- A stakeholder forum is in operation
- There are adult education opportunities
- **There is effective Partnership working**
- Common assessment framework is in use across the area
- Sharing information protocols are agreed and in place
- Community involvement has improved school standards

### Economic Development

- Collaboration with Fenland and Cambridgeshire is happening
- Transport and access issues have been identified and there are plans for addressing them in place
- **Children are supported by the communities in which they live**
- Recruitment and retention of staff is effective
- Public relations has raised the profile of the area
- Evaluation of practice is taking place
- There is a genuine choice between jobs with training and full time education

## Flipchart Template

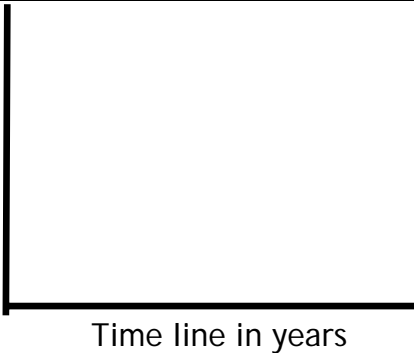
### Turning the Curve Report

<b>Turning the Curve Report</b>		
<b>Outcome</b>	All Children Enjoy Going to School	
<b>Indicator Baseline</b>		
<b>Indicator: (From DAWN)</b>	<ul style="list-style-type: none"> <li>• Permanent / fixed term</li> <li>• By school</li> <li>• Statements for those</li> <li>• School threshold / policy</li> </ul>	
<b>Story behind the baseline...</b>	<i>What factors are driving the trend?</i>	<p style="text-align: center;">(List as many as needed)</p> <ul style="list-style-type: none"> <li>• School focus in statistics</li> <li>• Government / agency processes / systems guidance</li> <li>• Approach from the school - how resources are deployed - negative attitude from press &amp; school</li> <li>• Need to achieve results</li> <li>• Punishment culture</li> <li>• Social issues - mental health issues</li> <li>• Childs and parents / carers behaviour</li> <li>• Variance between school requirements and parent expectations</li> </ul>
	<i>What are the current interventions?</i>	<ul style="list-style-type: none"> <li>• Special needs support in school</li> <li>• PRUs</li> <li>• Current interventions are introduced too late and not linked to family / home life</li> <li>• Individual school actions - self funded</li> <li>• Managed moves</li> </ul>
<b>Data Development Agenda (1)</b>	<i>Are there any further data needs?</i>	<ul style="list-style-type: none"> <li>• Data needs to be accessible</li> <li>• Audit of children excluded - informed understanding of trends and process</li> <li>• Individuals - primary and secondary</li> <li>• Number of excluded pupils who commit offences</li> <li>• Caring responsibility - family circumstances</li> </ul>

<b>Key Partners</b>	<i>Who's involved?</i> <i>Who's missing?</i>	<ul style="list-style-type: none"> <li>• Specialists in the field</li> <li>• Head teachers</li> <li>• Youth forum</li> <li>• School councils</li> </ul>
<b>Best Ideas - What Works</b>	<i>We could...</i>	
<b>Think SHARP EDGES!</b> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Leverage</li> <li>• Values</li> <li>• Reach</li> </ul>	Joining Up	<ol style="list-style-type: none"> <li>1) Inclusion service, head teacher, parent and carers governors, pupils</li> <li>2) Need to share good practice</li> <li>3) Teacher training</li> </ol>
	New Idea	<ol style="list-style-type: none"> <li>1) Rewarding schools that work with challenging pupils</li> <li>2) Reward pupils for appropriate behaviour</li> <li>3) Out of school learning</li> <li>4) Changing curriculum</li> <li>5) Child centred activity, use their identified area of excellence in school</li> </ol>
	No Cost/Low Cost Idea	1)Use facilities that already exist
	Off the Wall Idea	<ol style="list-style-type: none"> <li>1) Sleep after lunch</li> <li>2) Alternatives to school, high risk end, ie Discovery centre to engage with young people</li> </ol>
<b>Our Commitment</b>	We will....  By when...	

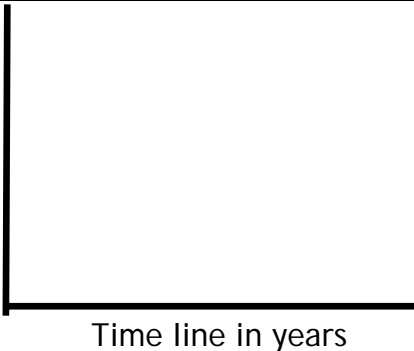
## Flipchart Template

### Turning the Curve Report

<b>Outcome</b>	All young people in West Norfolk have the opportunity to realise their potential and improve well being for all children and young people in West Norfolk.	
<b>Indicator Baseline</b>	% of children who have not been surveyed	
<b>Indicator:</b>	1) Percentage of children and young people who have been surveyed regarding opportunity to influence future well being. 2) Number of children accessing Early Education Session (3-4 years)	
<b>Story behind the baseline...</b>	<i>What factors are driving the baseline?</i>  <i>What are the causes/forces at work</i>	(List as many as needed) <ul style="list-style-type: none"> <li>• Number of children under 5 accessing quality childcare and early education</li> <li>• Fear of exposing inadequacies - confidence, perception</li> <li>• Knowing what is out there</li> <li>• Literacy of parents, carers to access information choice</li> <li>• Health</li> </ul>
<b>Data Development Agenda (1)</b>	<i>Are there any further data needs?</i>	<ul style="list-style-type: none"> <li>• Numbers of children 3-4</li> <li>• Number of places available</li> </ul>
<b>Key Partners</b>	<i>Who's involved?</i> <i>Who's missing?</i>	<ul style="list-style-type: none"> <li>• Early Years and Childcare</li> <li>• Childcare providers</li> <li>• Parents / Carers</li> <li>• Health Visitors</li> </ul>
<b>Best Ideas - What Works</b>	<i>We could...</i>	Ensure information to all parents / carers
<b>Think SHARP EDGES!</b> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Leverage</li> <li>• Values</li> <li>• Reach</li> </ul>	Idea 1	Information on DVD - low cost, easy language change
	Idea 2	
	No Cost/Low Cost Idea	
	Off the Wall Idea	
<b>Our Commitment</b>	We will....  By when...	Take this back to our organisations to get a specific outcome, ie for our appropriate service to test the model. Outcome was wide and indicator not available.




## Flipchart Template

Turning the Curve Report		
<b>Outcome</b>	All people in West Norfolk have positive aspirations, improved skills and opportunities for life long learning (on leaving school)	
<b>Indicator Baseline</b>	%	 <p style="text-align: center;">Time line in years</p>
<b>Indicator:</b>	% working population with no qualifications or NVQ or equivalent Retention in education at 16	
<b>Story behind the baseline...</b>	<p><i>What factors are driving the baseline?</i></p> <p><i>What are the causes/forces at work</i></p>	<p style="text-align: center;">(List as many as needed)</p> <ul style="list-style-type: none"> <li>• Low skill jobs historically</li> <li>• Decline in traditional industries</li> <li>• Geographical isolation</li> <li>• Low aspirations / limited horizons</li> <li>• Culture of low attainment</li> <li>• Under representation of knowledge based industries</li> <li>• Low self esteem</li> <li>• Family generational (Normal for Norfolk?)</li> <li>• Limited choices employment and educational training</li> <li>• Over focus on academic route</li> </ul>
<b>Data Development Agenda (1)</b>	<i>Are there any further data needs?</i>	<ul style="list-style-type: none"> <li>• Historic data to identify trends and eliminate unreliability due to small numbers.</li> <li>• Lack of data on volunteering</li> <li>• Lack of age / sex data</li> <li>• Data to measure aspirations</li> </ul>
<b>Key Partners</b>	<p><i>Who's involved?</i></p> <p><i>Who's missing?</i></p>	<p>Adult Ed - colleges, employers, schools LEA</p> <p>Voluntary sector - training providers</p> <p>Children, adults, families, EEDA, LSC, Government depts, businesses, County Council, Chamber of Commerce, Borough Council, Connexions, JCP</p> <p>Employers / BME groups</p>
<b>Best Ideas - What Works</b>	<i>We could...</i>	Improve access / transport
<b>Think SHARP EDGES!</b> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Leverage</li> <li>• Values</li> <li>• Reach</li> </ul>	Idea 1	Learning shop - to raise profile (cf Cromer)
	Idea 2	Improve awareness of concrete local opportunities and routes Family mentoring and role models Employer incentives (cf Train to Gain) Raised teacher expectations
	No Cost/Low Cost Idea	Employer engagement with schools and pupils. Work on the curriculum / guaranteed work placements & interviews College in the community (cf Yarmouth)
	Off the Wall Idea	Business to sponsor local schools Incentives for knowledge based business to come to Kings Lynn

<b>Our Commitment</b>	We will...  By when...	Commit to support initiatives of new WN Learning and Skills Group. Alan to talk to Peter Stewart about volunteers training. Take forward the low cost option to deliver a concrete agreed action by the employers and schools. By end Feb 2007

## Flipchart Template

### Turning the Curve Report

<b>Turning the Curve Report</b>		
<b>Outcome</b>	All people in West Norfolk will have raised skills levels	
<b>Indicator Baseline</b>		
<b>Indicator:</b>	Skills	
<b>Story behind the baseline...</b>	<p><i>What factors are driving the baseline?</i></p> <p><i>What are the causes/forces at work?</i></p>	<p style="text-align: center;">(List as many as needed)</p> <ul style="list-style-type: none"> <li>• Local Economy</li> <li>• Low skills/low wages</li> <li>• Higher Education participation low</li> <li>• Specific schools performing much worse than the norm.</li> </ul>
<b>Data Development Agenda (1)</b>	<i>Are there any further data needs?</i>	<ul style="list-style-type: none"> <li>• Impact of immigrant population</li> </ul>
<b>Key Partners</b>	<p><i>Who's involved?</i></p> <p><i>Who's missing?</i></p>	<ul style="list-style-type: none"> <li>• Some Employers Missing</li> <li>• Train to Gain</li> <li>• I.C / EEDA</li> <li>• Aimhigher</li> <li>• LAA</li> <li>• Neighbourhood renewal</li> <li>• Schools and collages</li> <li>• Children's Services</li> </ul>
<b>Best Ideas - What Works</b>	<i>We could...</i>	Skills for life training with major employers (Premier)
<b>Think SHARP EDGES!</b>	Idea 1	FU money
	Idea 2	Education infrastructure
	No Cost/Low Cost Idea	Engaging with business community, getting involved with training where low skills
<ul style="list-style-type: none"> <li>• Specific</li> <li>• Leverage</li> <li>• Values</li> <li>• Reach</li> </ul>		

	Off the Wall Idea	Business Exec to do NVO
<b>Our Commitment</b>	We will.... By when...	Meet Re IIC funding