

**To: The Chair and Members of the Scrutiny  
Advisory Board - Children and Young  
People**

# Agenda

## SCRUTINY ADVISORY BOARD - CHILDREN AND YOUNG PEOPLE

A meeting of the Scrutiny Advisory Board - Children and Young People will be held as follows:

**Date: Tuesday 24 May 2022**  
**Time: 10.30 am**  
**Place: Conference Room A/B, Cumbria House**

### Please Note

There will be a pre-meeting for Members only at 9:30 am. There will also be a Member only session following the meeting from 12:40 pm -13:40 pm.

**Dawn Roberts**  
**Executive Director- Corporate, Customer and Community Services**

Enquiries and requests for supporting papers to: Daniel Hamilton  
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*This agenda is available on request in alternative formats*

## **MEMBERSHIP**

### **Conservative (6)**

Mrs EA Mallinson  
Mr CP Turner  
Mr P Dew (Vice-Chair)  
Mr AW Wonnacott  
Mr G Robertson

### **Labour (4)**

Mrs C Bowditch  
Mr W McEwan  
Mrs EL Williamson  
Dr K Lockney

### **Liberal Democrat (2)**

Mrs S Evans  
Mr W Clark

### **Independent (1)**

Mrs M Rae

### **Church Representatives (1)**

Mr V O'Dea

### **Parent Governor Representatives (3)**

Mrs C Johnston  
Mr P Healy  
Mrs M Davis

## **ACCESS TO INFORMATION**

### **Agenda and Reports**

Copies of the agenda and Part I reports are available for members of the public to inspect prior to the meeting. Copies will also be available at the meeting.

The agenda and Part I reports are also available on the County Council's website – [www.cumbria.gov.uk](http://www.cumbria.gov.uk)

### **Background Papers**

Requests for the background papers to the Part I reports, excluding those papers that contain exempt information, can be made to Legal and Democratic Services at the address overleaf between the hours of 9.00 am and 4.30 pm, Monday to Friday.

# **A G E N D A**

## **PART 1: ITEMS LIKELY TO BE CONSIDERED IN THE PRESENCE OF THE PRESS AND PUBLIC**

### **1 APOLOGIES FOR ABSENCE**

To receive any apologies for absence

### **2 MEMBERSHIP**

To report any changes to the membership of the Board

### **3 DISCLOSURES OF INTEREST**

Members are invited to disclose any disclosable pecuniary interest they have in any item on the agenda which comprises

- 1 Details of any employment, office, trade, profession or vocation carried on for profit or gain.
- 2 Details of any payment or provision of any other financial benefit (other than from the authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. (This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
- 3 Details of any contract which is made between you (or a body in which you have a beneficial interest) and the authority
  - (a) Under which goods or services are to be provided or works are to be executed; and
  - (b) Which has not been fully discharged.
- 4 Details of any beneficial interest in land which is within the area of the authority.
- 5 Details of any licence (alone or jointly with others) to occupy land in the area of the authority for a month or longer.
- 6 Details of any tenancy where (to your knowledge)
  - (a) The landlord is the authority; and
  - (b) The tenant is a body in which you have a beneficial interest.

- 7 Details of any beneficial interest in securities of a body where
- (a) That body (to your knowledge) has a place of business or land in the area of the authority; and
  - (b) Either –
    - (i) The total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
    - (ii) If that share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

In addition, you must also disclose other non-pecuniary interests set out in the Code of Conduct where these have not already been registered.

#### **Note**

**A “disclosable pecuniary interest” is an interest of a councillor or their partner (which means spouse or civil partner, a person with whom they are living as husband or wife, or a person with whom they are living as if they are civil partners).**

#### **4 EXCLUSION OF PRESS AND PUBLIC**

To consider whether the press and public should be excluded from the meeting during consideration of any item on the agenda.

#### **5 MINUTES**

To confirm as a correct record the Minutes of the meeting of the Board held on 21 February 2022.

**(Pages 7 - 14)**

#### **6 CHILDREN'S PARTICIPATION REPORT**

To consider a report from the Executive Director – People (Deputy Chief Executive).

**(Pages 15 - 70)**

#### **7 YOUTH JUSTICE UPDATE**

To consider a presentation from the Youth Offending And Prevention Service Manager.



**(Pages 71 - 72)**

## **8 LGR UPDATE**

To consider a presentation from the Executive Director – People (Deputy Chief Executive).

**(Pages 73 - 74)**

## **9 PORTFOLIO HOLDER UPDATE**

To receive an update from the Cabinet Portfolio Holder for Children's Services and the Cabinet Portfolio Holder for Schools and Learning.

**(Pages 75 - 76)**

## **10 BOARD BRIEFING**

To consider a report from the Executive Director – Corporate, Customer and Community Services (copy enclosed).

The report informs members of new and updated items of significance to the Board (including relevant aspects of the Council's Forward Plan of Key Decisions).

**(Pages 77 - 80)**

## **11 DATE OF NEXT MEETING**

**Date: 21 September 2022**

**Time: 10:30 am**

**Venue: County Hall, Kendal**

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## **SCRUTINY ADVISORY BOARD - CHILDREN AND YOUNG PEOPLE**

Minutes of a Meeting of the Scrutiny Advisory Board - Children and Young People held on Monday, 21 February 2022 at 10.30 am at Cumbria House, Carlisle

### **PRESENT:**

Mr P Dew (Chair)

Mrs C Bowditch  
Mrs S Evans

Mrs EA Mallinson  
Mr CP Turner (Acting Vice-Chair)

Also in Attendance:-

Mr D Barton	- Assistant Director - Education and Skills
Mrs L Berryman	- Acting Director – Children’s Services
Mrs F Musgrave	- Assistant Director - Integration and Partnerships
Ms L Ormesher	- Planning and Commissioning Officer
Mr C Campbell	- General Advisor - LIS
Ms L Sanczuk	- Senior Manager - Allerdale and Copeland (Neglect)
Mr J Rasbash	- Strategic Policy and Scrutiny Advisor
Mr D Hamilton	- Democratic Services Officer

### **PART 1 – ITEMS CONSIDERED IN THE PRESENCE OF THE PUBLIC AND PRESS**

#### **88 APOLOGIES FOR ABSENCE**

Apologies were received from Mr G Robertson, Mrs A Burns and Mrs S Sanderson.

#### **89 MEMBERSHIP**

Members shared kind words in memory of Mrs V Tarbitt the former Chair of the Board and noted that following her sad passing Mr P Dew had been appointed Chair on a permanent basis.

It was also noted that Mr P Turner would be acting as Vice-Chair for this meeting only.

#### **90 DISCLOSURES OF INTEREST**

There were no disclosures of interest made on this occasion.

## **91 EXCLUSION OF PRESS AND PUBLIC**

**RESOLVED** that, the press and public be not excluded from the meeting during consideration of any items of business on the agenda.

## **92 MINUTES**

**RESOLVED** that, members agreed the minutes of the last meetings as an accurate and complete record.

## **93 EDUCATIONAL DISADVANTAGE**

Members considered a report from the Acting Director – Children’s Services which provided an overview to members on tackling disadvantage and closing the attainment gap.

Members heard by way of an introduction that the Education Policy Institute’s Education in England: Annual Report 2020 stated that, ‘In last year’s Annual Report, we modelled that if the trend over the last five years were to continue, it would take over 500 years for the disadvantage gap to be eliminated at secondary level in English and maths. This year the data suggests an even more extreme conclusion: the gap is not closing. Over the last five years, our headline measure of the gap at secondary level has not changed. If this were to continue, the gap would never close’.

The General Adviser – Learning Improvement Service discussed the opportunities to genuinely address the attainment gap, the new approach by the DfE upon a wider definition of disadvantage is an important and helpful distinction for those who may be able to influence future actions at operational and strategic levels. The definition ensures that all those with a desire to improve outcomes for disadvantaged pupils were able to focus upon the actual, significant barriers to learning for children. Cumbria’s forthcoming Local Government Organisation would no doubt provide opportunities and new ways of working to allow for a strategic approach to be embedded from the outset within, and possibly across, the new authorities. Such opportunities would need to be considered in the very earliest stages of LGR planning to ensure that new frameworks take new approaches into account.

The General Adviser – Learning Improvement Service answered a question relating to the Disadvantage Performance data. Schools were doing a very good job but even with the efforts of schools there were too many children still not able to attain their potential. There would need to be a clear approach to systemic change.

A discussion took place whereby members showed their gratitude to schools but asked what that more could be done to ensure there was closer work going on with

families and with the District Councils. The Assistant Director - Education & Skills mentioned the Education Vision and System Plan and how these aligned strategies would attempt to address structural inequalities.

The Vice-Chair asked about support in place for families who may be less open to accepting help, the question particularly focused around families those with children attending rural schools. Officers recognised that there was sometimes a stigma attached to asking for help but that there were ongoing campaigns such as the Think Family strategy which attempts to seek out families in need offer support. In addition, there were adult education parenting classes in place and the ongoing work to establish School Hubs which it was hoped would go much further in removing the stigma attached to asking for help.

A discussion took place regarding the scope of the report whereby officers were asked to capture the work carried out by the District Councils so that the education disadvantage picture can be informed by the wider picture. The Assistant Director – Learning and Skills gave assurances that at a strategic level the service was aware and incorporating the work of the District Councils. It was **AGREED** that the Children’s Trust Board bring a report to a future meeting which would provide an update on the work from the Locality Groups.

**RESOLVED** that,                    members note the report.

#### **94     EARLY HELP BOARD BRIEFING**

Members considered a report briefing which provided an update to the Board regarding the progress of the Cumbria Early Help Strategy, as well as providing an overview of the work undertaken during the Covid pandemic and key developmental activity.

The Senior Early Help Manager highlighted some key areas beginning with the ‘Think Family’ approach which builds on family strengths by allowing practitioners to work in partnership with families to recognise and promote resilience and build their capabilities. Members heard that this often meant empowering a family to find their own solution to a problem.

A key mechanism for taking forward the early help strategy were the Children’s Trust Board Locality groups. It was explained that the locality groups were the delivery partnerships that work together to deliver the priorities in the early help strategy. The partnerships focused on early intervention, building preventative places and ultimately improving outcomes for children and young people and families. The 6 locality groups were: Allerdale, Barrow, Carlisle, Copeland, Eden and South Lakeland.

The Senior Early Help Manager explained that the County and partners were committed to embedding Signs of Safety as a practice methodology across all thresholds of need and new Signs of Safety bottom lines had been agreed.

A discussion took place regarding the promotion of breastfeeding. Officers provided assurance regarding the support and promotion of breastfeeding within communities as well as the speech and language pathway which included the 'time to talk' program which was offered across the county.

Members asked what further initiatives could be promoted in communities and officers suggested that bringing different services, voluntary organisations and third sector groups together in the community centre was always very helpful.

Members heard that in order to successfully communicate the importance of Early Help would likely need a change in the culture of the system and this highlighted the importance of championing the approach. The Senior Early Help Manager stated that it was not an Early Help Assessment or an Early Protection Plan which kept children safe it is what people do alongside families.

**RESOLVED** that,

- 1) Scrutiny note the progress being undertaken regarding the implementation of the early help strategy as well as noting the work still to do.
- 2) Elected Members promote early help and ensure that it is central to the discussions around support to families.
- 3) Elected members take on the role of Champions of early help in their communities.

## **95 ADDRESSING CHILDREN AND FAMILIES HEALTH INEQUALITIES**

Members considered a report which provided an overview of key issues regarding children and families health inequalities and update on current and planned approaches to addressing these across the County, with a particular focus on partnership working with health.

Members heard that the challenge with available data is that it was no longer reflective of current times, largely as a result of COVID and the impact the pandemic had on children and families. It was explained that the number of children in absolute low income or relative low-income households was increasing. Locality data collected during lockdown indicated a significant increase in families applying for benefits and classed as 'newly vulnerable'.

Members reflected on the significant concerns relating to 'healthy weight'. Though, data was insufficient and incomplete as a result of part screening (impact of COVID) the screening did indicated rising trends.

With regard to mental health, demand on systems continued to increase with services and schools seeing an increase in the number of children and young

people with lower-level anxiety, disordered eating and Emotionally Based School Avoidance (EBSA) being at the fore front.

The Children and Families Public Health Lead explained that partnership and integrated working underpinned many of the strategies to tackle health inequalities in Cumbria, such as Early Help, The Children and Young People's Plan and our Think Family/Family Hub approach.

It is recognised that there was not the level of resource within individual organisations to meet the needs of children and families, but through working in partnership services and resources could be streamlined, ensuing a seamless offer to families.

With regard to Family Hubs, members heard that they would host integrated multi-agency teams, including a Start for Life focus, Early Help, Supporting Families Workforce, 3rd sector providers and community-based practitioners, whilst investing in local people and developing effective data sharing.

Members asked sought assurance that the 'Healthy Weight' approach still accounted for weight management for children with SEND. The Children and Families Public Health Lead explained that within the National Child Programme they did not usually measure children with SEND due to complex health needs. It is quite a specific area and the Clinical Commissioning Groups were responsible for weight management for children with SEND and the pathway would usually go through their paediatrician. It was **AGREED** that this would be taken back to the Healthy Weight Partnership Group and that the pathway be clarified. It was also **AGREED** that within the SEND update there would be inclusion of work on mental health and wellbeing specific to SEND.

On the topic of mental health, members asked about the input from Health Partners to improve the data deficit. The Children and Families Public Health Lead explained that there was an absolute recognition of the importance but the issue was that acute presentations would always take priority for Health Partners. However, the 'Family Hub' approach and the statutory requirement on publishing a 'Better Start for Life' offer shows the recognition within the system and would prove to be a large step forward.

A discussion took place regarding the Integrated Care System (ICS) and the Mental Health and Wellbeing work which had been carried out by a county-wide group of partners. It was **AGREED** that further information would be provided at later date on the work of the Hubs and the link to LGR.

**RESOLVED** that, members noted the report.

## **96 CABINET MEMBERS UPDATE**

The Cabinet Member for Schools and Learning was unable to attend the meeting but circulated the following update by email:-

“First of all my apologies about being unable to attend in person I have an eye condition and I am waiting for an operation at Manchester Royal Eye Hospital scheduled for early March. I am currently unable to drive and reaching Carlisle on public transport is not possible.

I was referring back to a report I did in 2018 and reflecting on progress. Schools and Learning includes all schools, CASL, LASLs, Schools Forum, LIS, area teams, apprenticeships, active Cumbria, CTB, SEND improvement board, Inclusion Strategy Improvement Board (now ceased) and many more. It is affected massively by national initiatives and a constantly changing landscape in terms of governance.

The staff teams have worked extremely hard to maintain progress throughout very challenging times and I would wish to thank them. A major objective throughout has been to maintain good relationships with all schools. The weekly meetings still continue and are highly effective in identifying issues and problem solving thanks to everyone’s contributions.

Delivery of the Inclusion Strategy : we have worked on this the Alternative Provision units are in progress. It seems to have taken a very long time but we are nearly there. That leaves improvements for the Pupil Referral Units all three establishments need upgrading and that is a priority that remains. The pandemic has not helped exclusion figures but school based work continues through LIS and external training through the SEND improvement programme is assisting in helping schools to manage better.

School funding : we have agreed to broaden the range of funding in special schools. This has been worked through with the special school headteachers and agreed by Schools Forum. This funding had not been reviewed for ten years and the changes will assist the special schools to cater better for ever increasing numbers and need.

A lot of work has been undertaken to augment the SEN provision as the numbers continue to increase this has been done in co-operation with the schools and using buildings when available e.g. Mayfield Sixth Form, Queen Katherine school and Sandgate. Some primaries are becoming low in numbers and could be used to increase provision e.g. Cabinet approved the closure of St Joseph’s Cockermouth this may be used to widen provision.

Continuing to develop partnership working enables us to improve standards across the board and the full range of schools: maintained, academies, teaching schools are all contributing to the education of all children. There has been a strong emphasis on early years and broadening opportunities for apprenticeships/traineeships. The Virtual School ( I am the Chair of Governors) also make a huge contribution. The WELL project is still working supporting pupils in west Cumbria.

Academisation remains a priority nationally and it is evident the playing field is not a level one. Access to capital funding being a major difficulty for LAs. Also funding to support school improvement has been halved this year (after budgets were set) and will disappear altogether next year.



My personal view is we should not be losing local accountability having seen a failing academy school in West Cumbria and one nearer to me and the quality and speed of response I remain unconvinced.

However we continue to do our best working with all educational establishments to provide the best for our children in Cumbria who deserve no less.”

## **97 BOARD BRIEFING**

Members considered a report which provided an overview of the Board’s business and opportunities for further scrutiny.

The Strategic Policy and Scrutiny Advisor explained that the following items had been identified as potential topics for May’s board:

- Children’s Participation;
- Youth Justice Strategy presentation;
- SEND improvement progress update.

## **98 DATE OF NEXT MEETING**

The next meeting was due to take place on the 24 May 2022.

The meeting ended at 12:25pm

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<b>SCRUTINY ADVISORY BOARD – CHILDREN AND YOUNG PEOPLE</b>
<b>Meeting date: 24<sup>th</sup> May 2022</b>
<b>Title: Children and Young People’s Participation Scrutiny Advisory Board Briefing</b>
<b>From: Fiona Musgrave: AD Integration and Partnerships</b>

## **1. INTRODUCTION**

- 1.1 The purpose of this briefing is to update the Board regarding the progress of the Cumbria Childrens Participation Framework, as well as providing an overview of the work undertaken during the Covid pandemic and key developmental activity.

## **2. BACKGROUND**

- 2.1 Participation is the active involvement of children and young people in experiences, opportunities and decisions that affect their lives and their ability to fulfil their potential. A distinction has been made between children and young people’s involvement in personal decisions, affecting them as individuals, and public decisions affecting children and young people as a group (Kirby et al, 2003; UN Committee on the Rights of the Child, 2009).
- 2.2 Regarding personal decisions, and in the context of the delivery of children’s services, a child or young person’s views should be heard whenever decisions are being taken that directly affect their lives.
- 2.3 The involvement of children and young people in public decisions involves hearing their voice or the voice of a representative group of children or young people collectively. This would generally occur, for example, in service planning, design, development, delivery and evaluation.

## **3. DEVELOPMENT OF THE FRAMEWORK**

- 3.1 Consultation forums were held with a wider cohort of professionals, including children’s rights officers, participation officers, targeted youth support managers, youth offending service practitioners, policy officers. Consultation included a SWOT (strength, weaknesses, opportunities and threats) analysis along with Signs of Safety mapping and this ensured that the voice of managers and practitioners directly influenced the framework document.
- 3.2 The participation framework was developed with Senior Leaders from within the Council that are involved in participation in some way. Included in the conversations were:
- Fiona Musgrave, AD Integration and Partnerships
  - Lynn Berryman, AD Children and Families Services
  - Lesley Sanczuk, Senior Manager, Early Help

- Amy Holliman, Senior Manager, Integration and Partnerships
  - Tracey Thompson, Children and Families Principal Social Worker
- 3.3 Literature was reviewed and research was undertaken as part of the development of the framework. The research identified that there is a need to develop the structures necessary to enable children and young people to actively participate.
- 3.4 Feedback from the consultation strongly suggests that participation should sit under one Assistant Director with a 'strategic lead' clearly identified.
- 3.5 Young people were involved in developing the framework and designed a set of standards which aim to inform adults what children and young people's participation should involve, and they are fundamental to the participation framework. The golden rules to participation are embedded within the strategy. **(Appendix 1 Participation Framework)**

#### 4. PRINCIPLES AND PRIORITIES

- 4.1 The framework contains a set of principles that have been developed to inform the way we deliver participation in the Council; the principles state what children and young people and others can expect. There is also a pledge to ensure that these principles underpin all that we do.
- We will ensure that all children and young people, especially those that are most vulnerable, are able to participate in decision making, if they choose to do so.
  - We will listen to children and young people and ensure that their views inform our work.
  - We will enable children and young people through supporting them to acquire the necessary skills to develop and deliver their own participation activities.
  - We will ensure that children and young people receive feedback about any decision making that they have been involved with.
  - We will provide accessible, supportive, meaningful opportunities so that all children and young people can make informed decisions about their lives.
  - We will involve children and young people at the earliest opportunity engaging them in the development and design stages of participation activity.
  - We will ensure a sufficient range of resources and incentives are made available to support the participation of children and young people.
  - We will ensure the children and young people's workforce acquire the necessary skills and knowledge to involve children and young people in decision making appropriately.
  - We will safeguard all children and young people through creating safe and friendly environments for participation activity.
  - We will recognise that children and young people's participation is voluntary, and we will respect that they have other commitments.

- 4.2 The framework has identified five key priorities, and for each priority some specific actions to deliver them. The priorities are,
- Embed a culture of participation
  - Enable children and young people to participate
  - A Coherent structure for the voice of children and young people to be heard, with clear pathways of influence.
  - Governance
  - A visible participation 'offer'

## **5. STRATEGIC AND MANAGERIAL OVERSIGHT**

- 5.1 Embedding a culture of participation is a key priority in the framework outlining how we will create opportunities for sharing good practice around participation activity through sharing and learning what works.
- 5.2 Following the sign off of the participation framework on 2nd March 2021, it was agreed that the participation officers will move from the Assistant Director for Children and Families to the Assistant Director Integration and Partnerships to sit alongside the Children's Rights Officers, resulting in a wider Rights and Participation Service.
- 5.3 The Children's Rights Officers work with all children and young people however the specific focus is with:
- Children looked after by Cumbria County Council, including those in secure accommodation, foster care placements and in residential education settings. This comprises of children and young people aged 0-19 or up to 25 years if still in education, placed both in and out of county
  - Young people leaving care
  - Children in need
  - Children subject to a child protection plan

The aim of the Children's Rights Service is:

- To promote and protect children and young people's rights within the United Nations Convention on the Rights of the Child (UNCRC) and other international human rights agreements
  - To empower children and young people to make sure that their rights are respected, and their views and wishes are always heard.
  - To represent the views, wishes and needs of children and young people to decision-makers
  - To speak up for children and young people
- 5.4 There are several participation structures and mechanisms which ensure children and young people across the county have the opportunity to participate, the Children's Rights Officers support the ones that are listed below:
- Locality and Countywide Children in Care Councils (CiCC)

- Locality and Countywide Care Leaver Councils
- All of us, SEND district forums
- RESPECT assessment
- CLA Survey
- Individual one to one consultation
- Quality Audit
- Corporate Parent Board

5.5 The Participation Officers work with all young people, the priority age range prior to the move across was 11 to 19 years old, however, the team have now started to work with primary school age children. The objectives are:

- To enable young people to have and use their voice, to campaign and represent their peers
- To enable young people to actively participate in the design, delivery, development and improvement of services
- To empower young people to inform and influence decision-making
- To ensure vulnerable young people are listened to and have choices
- To ensure young people are signposted, supported and encouraged to access positive opportunities

5.6 There are a number of participation structures and mechanisms which ensure children and young people across the county have the opportunity to participate, the Participation Officers support the ones below:

- Youth Councils
- Representation in schools
- Issue based projects
- Consultation and campaigns
- British Youth Council
- Youthforia (NW Youth Council)
- UK Youth Parliament
- Make Your Mark
- All of us, SEND forums

## **6. ACTIVITY AND IMPACT**

6.1 The voice of children and young people has influenced and impacts on how services are delivered. The Childrens Rights Service support care leavers to regularly represent Cumbria at regional and national events. Members of the West CiCC represented Cumbria at the regional NW Game changer CiCC Conference. Other activities include:

- CiCC Workshops; Drumming, Drawing, Games
- Illustrated story (Bens Story)
- Fire Fighter Day
- CPB takeover
- Practice week sessions
- Hijack Valentine's Day feedback session

- Refreshing “Cumbria’s Promise” into “Our Promise” by working with an illustrator to create a more engaging and visual promise. Using the illustrations to create a short film which will be incorporated into an E – Learning package.
- 6.2 One young person that was involved in the CiCC in the west said “It’s given me the potential to help young children, to see how the care system affects them and make a change to this. It’s made such a difference to my life, with my confidence, self- esteem etc. and helped me with my future plans on continuing to help people.”
- 6.3 The Participation Officers support young people to have their voice heard and are involved in a wide programme of activities and projects. Project examples include:
- Regular chatty head sessions – mental/emotional health support during COVID 19
  - Regular youth council meetings based on the young people agendas which includes inviting visitors based on the issues they are working on.
  - West also has developed a network of youth ambassadors in some local schools has engaged with Mayfield and the SEND agenda
  - Attending Pride events across Cumbria, two youth councillors now on Furness Pride steering group.
  - Local sessions: Online/ face to face
  - YC meetings held monthly online in own area
  - County wide YC meetings
  - Engagement in local
  - Community projects and events
  - Development of a Young Inspectors programme (**Appendix 2**)

Activity	Why	Impact
Children in Care Council Local sessions: Online/ face to face including introductory meetings with children’s homes	Empowering children and young people to have a voice on decisions that affect them.	Hijack Valentine’s Day project, young people wrote letters and cards to adults and elected members, they asked for more quality time with Social workers. They met with Lynn Berryman who agreed that SW’s would spend half a day with young people doing something fun.
CLIC Activity (care leavers)	Empowering care leavers to have a voice	Supporting care leavers to navigate independence by offering the opportunity for them to socialise, try something new, signpost to other agencies/activities and allow them a voice to talk about the services they receive. Young people have influenced and are working on a better offer for care leavers on sport and physical activity and a better health offer.

Activity	Why	Impact
		<p>Questions to be raised about access to health services, that will be added to in May at the Health offer Review. Young people talk about their what they thought of health services and the experiences that they have had.</p>
Youth Council	<p>To work on local issues and encourage engagement from local YP to have their voices heard.</p>	<p>Working with the Child Centred Policing Team to deliver a name and logo for their latest mentoring initiative. YC members gave the name Reroute and a logo for the initiative. Incentivised with vouchers</p> <p>Youth councillors attending the LGBTQ+ group were involved celebrating diversity and one opened the video by performing a song.</p> <p>Representing youth voice and promoting opportunities for young people to be involved in the regeneration plans for Maryport.</p>
County wide Youth Council	<p>To work on local issues and encourage engagement from local YP to have their voices heard on a county level.</p>	<p>Consulting with Active Cumbria to find out what prevents YP from taking part in sports and activities both in and out of school. Challenging behaviours and barriers to access and influencing Active Cumbria's perceptions of how YP feel about participation in activities and sport.</p>
MYP programme	<p>Deputy MYP for Furness and South Lakes identified within their own manifesto the need for safeguarding kits. This was endorsed through a survey designed and carried out by Deputy MYP</p> <p>MYP for West supporting Cumbria Future Leaders</p>	<p>Successfully secured funding for kits to be distributed in KK school in Kendal. The kits include : a stress ball, torch key ring, a spikey and a fidget toy. 250 kits created and issued. An evaluation survey to be circulated by Deputy MYP to feedback to SLCYPWG</p> <p>MYP for West represents Youth Councils on the Cumbria Future Leaders steering group, and he organised an event for young people to discuss LGR, the event was hosted by two young people and Senior members of CCC made up the panel. Youth voice will be fed back through panel members to CCC LGR boards.</p>



Activity	Why	Impact
Young Inspectors Project	This project enables young people to be trained in the necessary skills to carry out the role of a Young Inspector who will undertake audits and measure the quality and impact of services for young people.	15 Young people attended a weekend residential to be introduced to the idea of the YI role. From the residential a core group of 5 young people were identified as candidates to move forward as YI's

**(Appendix 3 Monitoring report)**

- 6.4 Understanding what participation means in practice is key for staff at all levels and in all positions. The framework is on the CCC website and has gone out to all staff in the people directorate through the team brief. Development of the website is ongoing and will provide opportunities for sharing good practice around participation.
- 6.5 It is vitally important that children and young people know how their voices have been listened to and what actions have been taken because of their involvement. Strategic lead for participation reports into Childrens DMT, Officers have developed better links with local area committees and local children's partnerships, children and young people regularly meet with Senior Leadership including children looked after meetings with the DCS.
- 6.6 The Participation Framework has been highlighted as good practice regionally and has been shared with NW Local Authorities through the regional youth work unit.

**7. FUTURE DEVELOPMENT**

- 7.1 Plans going forward include the reshaping of the Youth Council Structure to align with the new local authorities. Conversations have taken place regarding the allocation of MYP's with the British Youth Council. The intention is to develop two Youth Councils working with schools and the voluntary sector, the young people will be elected to sit on the Youth Councils, and they then will elect an MYP.

**8. CONCLUSION**

- 8.1 This report provides the board with an update on the progress of the Cumbria Participation Framework, as well as providing an overview of the work undertaken. The Participation Officers have settled into the team and over the last 11 months have increased activity and involvement of young people.
- 8.2 Elected members are pivotal in the role of Champions of children and young people's participation by ensuring that their voices are heard throughout the Council and their local communities.

- 8.3 As we progress through LGR it is important that Elected Members promote Participation Framework and ensure that it is central to the discussions around services in the new authorities.

## 9. RECOMMENDATIONS

- 9.1 That Scrutiny note the progress being undertaken regarding the implementation of the framework as well as noting the work still to do.
- 9.2 Elected Members promote the Participation Framework and ensure that it is central to the discussions around services in the new authorities.
- 9.3 Elected Members undertake the E-Learning Our Promise training and the face-to-face training developed by the Children in Care Council.
- 9.4 Elected members to note that being involved in their local communities is important to young people, and support opportunities through local area committees for their voice to be heard and engage them in local projects.

## APPENDICES

### Appendix 1



Cumbria  
Participation Framework

### Appendix 2



Young Inspectors  
Booklet.pdf

### Appendix 3



Monitoring Report  
CRO's.docx



PO report.docx

CiCC and Voice activities: January 2021-December 2021(updated April)

<b>CiCC Activity</b>		
<b>Actions/What</b>	<b>Why</b>	<b>Impact</b>
<p><b>Local sessions: Online/ face to face including introductory meetings with children's homes</b></p>	<p>Developing a group with a set of core strength based values including care and support.</p> <p>That allows young people to represent the voice of their peers as well as advocating for their own views.</p> <p>Topics and challenging issues are worked through as a group and develop into priorities for the CiCC.</p> <p>This is not just a group for now but something to be seen as a group of people and support system for the future.</p>	<p>52 young people participating across 26 sessions.</p> <p>They created Hijack Valentines Day and the information for the Welcome to the CiCC packs 2021.</p>
<p><b>CiCC Workshops:</b></p> <ul style="list-style-type: none"> <li>• <b>Drumming</b></li> <li>• <b>Drawing</b></li> <li>• <b>Games</b></li> <li>• <b>Illustrated story (Bens Story)</b></li> <li>• <b>Fire Fighter Day</b></li> </ul>	<p>Creating more opportunities for young people to be involved in multiple ways, allows young people to participate in ways they feel comfortable with whilst also encouraging the development of social and emotional skills.</p> <p>They also provide an informal opportunity to listen to young people's views on a variety of issues.</p>	<p>37 young people attended across 18 sessions</p>

<p><b>Preparation Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Create Presentations</b></li> <li>• <b>Film videos</b></li> </ul>	<p>Interactions with managers and services can feel intimidating. The preparation sessions allow them to work as a group where they are supported to voice their views.</p> <p>Allowing young people to plan what they deliver in sessions, empowering them to feel in control of their work and be able to affect change.</p>	<p>14 young people attended across 13 sessions.</p> <p>They created a film to tell the CPB what being a member of the CiCC means to them.</p>
<p><b>Impact sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>CPB takeover</b></li> <li>• <b>Practice week x2</b></li> <li>• <b>Hijack valentines day feedback session</b></li> </ul>	<p>Supporting young people to engage with decision makers. Ensuring young people's voice is on the agenda and normalising the process of young people being involved in strategic decision making.</p>	<p>13 young people across 8 sessions.</p> <p><b>Hijack Valentines Day</b></p> <ul style="list-style-type: none"> <li>• Lynn Berryman took forward young people having ½ day fun day with social workers once a year.</li> <li>• Fostering team supported the CiCC Welcome mail out by altering foster carers to its arrival before the packs arrived and asked them to discuss them with young people.</li> </ul> <p><b>Practice week</b></p> <ul style="list-style-type: none"> <li>• Teams discussed how they could better support contact siblings.</li> <li>• Looked at how they could communicate better with young people.</li> <li>• Promote NYAS</li> <li>• Promote the book of sunshine, Ben's Story and updated on hijack Valentines Day (Oct 4<sup>th</sup>)</li> </ul> <p><b>CPB Takeover:</b></p>

<p><b>County CiCC sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Online</b></li> <li>• <b>Outdoor opportunities and trips (Hawse End)</b></li> <li>• <b>Christmas Session</b></li> <li>• <b>Keswick Day Out</b></li> </ul>	<p>Bringing together young people across Cumbria and those living outside with a shared lived experience of being in care. Building confidence, self esteem, friendships, valuing views, respecting others.</p>	<p>88 young people have attended across 5 sessions.</p> <p>They have completed a consultation on Fostering Placements and redesigned Cumbria's Promise that will help to create a website and training for corporate parents. At the Christmas Day out they began work on a kindness calendar and started to look at the use of language.</p>
<p><b>Celebrating Us CiCC Awards</b></p> <ul style="list-style-type: none"> <li>• <b>Online nomination process.</b></li> <li>• <b>Judging panel</b></li> <li>• <b>Awards event</b></li> </ul>	<p>The awards are a fantastic opportunity to celebrate achievements big and small for young people in care and care leavers.</p> <p>Providing positive reinforcement and aspiration building examples of what young people in care can achieve.</p> <p>As much as possible young people plan and run the day.</p>	<p>Over 100 nominations spread across 11 award categories.</p> <p>18 young people (incl care leavers) took part in various judging panels.</p> <p>8 Children and Young People winners 2 Care Experienced adults were brilliant presenters.</p>

<p><b>Promise Ambassador Work</b></p> <ul style="list-style-type: none"> <li>• <b>Face to Face meetings</b></li> <li>• <b>Online meetings</b></li> <li>• <b>Residential</b></li> </ul>	<p>Refreshing “Cumbria’s Promise” into “Our Promise” by working with an illustrator to create a more engaging and visual promise. Using the illustrations to create a short film. Training young people to be Promise Ambassadors who know the promise well. Young people working together to create a workshop for professionals/elected members that they will then facilitate, helping to embed “Our Promise” in their practise. Using the residential to complete some of this work as well as promoting young people’s confidence, self-esteem, team building skills and friendships.</p>	<p>50 young people have been a part of the refreshing of “Our Promise”</p> <p>14 young people are currently training to be Promise Ambassadors</p> <p>13 young people attended the 3 day residential</p>
<p><b>Mail outs</b></p> <ul style="list-style-type: none"> <li>• <b>Newsletters</b></li> <li>• <b>Welcome to the CiCC information pack.</b></li> </ul>	<p>The main purpose is to keep young people looked after both in and out of Cumbria informed about what the CiCC has been up to. It offers advice and information about where to go for support and how to get in touch with the Children’s Rights Officers.</p>	<p>3 Newsletters mailed out to all looked after young people aged 9-16 years old.</p> <p>357 Welcome packs posted out in July to advertise the CiCC and the Fun Day at Hawse End.</p> <p>As a result of the Newsletters 8 young people have become involved in online and activity day meetings.</p>
<p><b>Consultations</b></p> <ul style="list-style-type: none"> <li>• <b>Fostering placements</b></li> <li>• <b>Sport &amp; Leisure survey care leavers.</b></li> <li>• <b>CiCC Impact Survey</b></li> <li>• <b>Emotional wellbeing survey</b></li> </ul>	<p>To allow young people to tell us about their experiences and what their views are on topics and challenges.</p> <p>This also includes involving them in national reviews and consultations.</p>	<p>Impact Survey 25 responses</p> <p>Sporting &amp; Leisure 25 responses</p> <p>1 young person was the youngest person in England to awarded a place on the board after undergoing an interview process.</p>

<ul style="list-style-type: none"> <li>• <b>Coram Voice: Independent review of children's social care.</b></li> <li>• <b>Short Stays</b></li> </ul>		<p>Emotional Well being survey will be closed Feb 2022 current results 46.</p> <p>Visit to Heart street 2 young people visited.</p>
<b>Junior CiCC Activity</b>		
<b>Actions</b>	<b>Why</b>	<b>Impact</b>
<p><b>Craft and Activity sessions designed to engage primary aged children in voice activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Valentines Activity</b></li> <li>• <b>Easter Activity</b></li> <li>• <b>Camp Superhero</b></li> </ul> <p><b>HAF Junior Activity:</b></p>	<p>To allow children and young people to take part in hands on virtual age-appropriate structured activities. To build their confidence at talking and working with others in a group and build relationships with the CRO.</p> <p>To provide a healthy hot meal and at least 4hrs of activity during the Christmas Holidays.</p>	<p>36 children and young people attended across 3 sessions.</p> <p>6 young people at the top end of the junior aged group have gone on to attend CiCC sessions and 4 of those attended the Hawse End County meeting for the first time.</p> <p>53 children attended across 3 sessions run in localities.</p>
<b>CLIC Activity</b>		
<b>Actions</b>	<b>Why</b>	<b>Impact</b>
<p><b>Local sessions: Online/face to face/ one to one and activity/craft sessions.</b></p>	<p>Supporting care leavers to navigate independence by offering the opportunity for them to socialise, try something new, sign post to other agencies/activities and allow them a voice to talk about the services they receive.</p>	<p>25 care leavers attended across 17 sessions.</p> <p>The sessions have allowed questions to be raised about the 12mth cut off for complaints.</p>

<p><b>Including Bright Stars a group for Care Leavers who are parents.</b></p> <p><b>Engagement sessions: Blackpool.</b></p> <p><b>Christmas Hampers</b></p> <p><b>Mental Health and Wellbeing Day</b></p>	<p>In 2021 there were 3 sessions. The summer session was planned by the families themselves.</p> <p>The apprentices decided to run an event where they could meet and have fun with other Care Leavers and they chose Blackpool as the venue for this.</p> <p>The CLiC forums highlighted the difficulties care leavers face at Christmas, loneliness, isolation, financial hardship can be felt all year round but the festive seasons highlights these feelings.</p> <p>This was a County CLiC Forum, meeting in Penrith for a day to promote positive mental health and wellbeing. A speaker, Sam Tyrer</p>	<p>Questions to be raised about access to health services, that will be added to in May at the Health offer Review.</p> <p>Over the year 4 families have attended the sessions. The young parents have been able to support each other as well as have fun together . They worked together to plan a summer trip and the children have chosen what they would like to do for their first session in 2022.</p> <p>19 attended and took part in discussions about what they thought of health services they have had experience of.</p> <p>The CRO officers applied for and were granted £20,369.50 to support Care Leavers with Winter Hampers. The hampers were either physical gifts (hats, gloves, scarfs, socks ,throws, hot water bottles, hot drink sets and or vouchers). Through this fund we were able to support 201 care leavers with £2,248.50 remaining. That will be put towards new year hampers.</p> <p>15 care leavers attended from throughout Cumbria</p>
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	came to speak to the young people and then there was lunch and activities in the afternoon.	
<b>Other Voice Activity</b>		
<b>Actions</b>	<b>Why</b>	<b>Impact</b>
<b>Staff Interviews</b>  <b>Social Work Academy Interviews</b>	This is part of a long- term approach to building an organisation which young people feel belongs to them.	IRO interviews, Service Manager roles all conducted by the Leaving Care Apprentices
<b>All of Us</b>	<p>Group for the Voice of Children and young people who have SEND.</p> <p>In 2021 they have designed a newsletter , look at outcome statements for the LA and words around transition.</p>	<p>March 2021 – 17 young people attended July 2021 – 9 young people attended)</p> <p><b>SHORT BREAKS FEEDBACK sessions</b> Feb/Apr 2021 – 10 individuals participated</p> <p><b>OUTCOME STATEMENTS FEEDBACK</b>  July 2021 – 6 young people attended the session</p> <p>The young people created their first newsletter which went out in the summer of 2021.</p>
<b>CSCP Audits</b> <ul style="list-style-type: none"> <li>• <b>Child in need</b></li> <li>• <b>Emotional Wellbeing and mental health for children on plans</b></li> </ul>	<p>Cumbria Safeguarding Children Partnership (CSCP) have implemented three area safeguarding groups (Allerdale &amp; Copeland; Barrow &amp; South Lakeland; Carlisle &amp; Eden).</p> <p>The purpose of these groups is to bring the work of the CSCP Board closer to frontline</p>	9 young people/families gave their views on the services received; these were shared with the panel to help towards creating recommendations for future practice.

	practitioners in order to be able to learn from and improve safeguarding practice.	
<b>It's Not Ok Campaign</b>	Young People were involved in creating 3 films that were launched in March 2021 and then a further video which was launched in July 2021.	During 2021 8 young people were involved in creating the animations (though there was a core group of 4), these are available on YouTube and have been used widely in training as well as shared online.
<b>CSCP: Cumbria Safeguarding Youth Voices</b>	The CSYV spent 2020 creating the Safety, Happiness and Health Toolkit to support young people to understand what safeguarding is and to ask for help. They focused 2021 on promoting the toolkit and developing the commitment badge.	<p>12 young people participated across 8 sessions.</p> <p>2 members presented the Safety Happiness and Health Toolkit at the Early help Launch in Feb to over 150 staff and partners, who were really positive about the toolkit and keen to engage.</p> <p>4 members created a presentation to be shared with the safety in school working group. It asked them to promote the toolkit and provided them with a presentation that schools could use to introduce the toolkit in assemblies.</p> <p>The CSYV promoted the commitment badge as something that could be awarded to groups that show they are working towards supporting young people.</p>

# Young Inspectors in Cumbria



What do you think a young inspector is. List skills a young inspector might have to learn and encounter.

A young inspector is an individual whom learns and listens to help those around them. They are the young persons people and voice, supporting the council, and perhaps giving feedback on how things could be improved.

A list of skills you must have:

- patience
- listening
- teamwork
- confidence
- responsibility
- communication



## Young Inspectors

Youth Inspection is a method of youth participation that is focussed on giving critical feedback to projects, organisations, services, funders, or other bodies that are connected to young people to improve the quality of their work.

Cumbria Young Inspectors examine council and partner services, to make sure they are doing a good job and delivering high quality services to young people. A range of different methods are used, including interviewing staff, speaking to the young people using the services, and investigating processes or websites to see if they are 'young person friendly.'

Once inspection work is complete, a report is produced and presented to the managers of the service inspected, with suggestions on how things can be improved and what things should be celebrated. Inspections are mostly carried out in school holidays, although there may be occasions when we undertake inspections in the evening or at weekends depending on the service.

Youth inspection enables inspectees to consider the views of children and young people when they make decisions about their 'offer' to children and young people.

### If you are a young person

Young people aged between 11 and 19, and up to 25 years old for those with special educational needs and disabilities can apply to become a Young Inspector. You do not have to take part in every inspection and will be offered the opportunity to choose based upon your interest, personal experience, and availability. This is an important role and therefore there is a selection process following the initial training.

As a young inspector you will:

- Receive full training to undertake your role and support from a Participation Officer.
- Learn new skills, meet new people, and improve your confidence; this will be through a range of activities and events.
- Take part in regular follow-on training sessions with a chance to have some fun while learning new skills
- Be able to commit to be available for at least two inspections per year.
- Make a real difference to the lives of young people in Cumbria.
- Include your role on your CV.

If you would like to apply for the training, please complete the application form **Appendix 1**.

### If you are an organisation

If you believe your organisation or project could benefit from an independent review from a team of Young Inspector's, you can complete a request form - **Appendix 2**.

Youth inspection can either be assessment based or development based.

Assessment based inspections focus on grading or scoring against fixed criteria or set of standards.

Development based inspections focus on identifying areas for improvement and in-depth recommendations on how the inspectee can improve its work. For more information regarding youth inspection please read 'Youth Inspection – A guidance Framework'.

For more information or to discuss your requirements please contact:

**Lynne Murray**    E: [Lynne.murray@cumbria.gov.uk](mailto:Lynne.murray@cumbria.gov.uk)    T: 079 008 588 87

## Appendix 1 - Young Inspectors Application Form

**Thank you for your interest in becoming a Young Inspector**

Ensure you read the Young Inspectors information fully before filling out this application form, please return your completed form by email to **lynne.murray@cumbria.gov.uk**

**What is your preferred first name?**

**And your last name**

**Date of birth**

**Address**

**What is your email address?**

This is so we can let you know the decision from the recruitment process

**Contact Number**

**Are you part of any other youth organisations?** If so, please list them here.

**What is the best way to contact you** (please give details)

Email            Text            Other (please state)

**Please tell us why you would like to be a Young Inspector** (100 words approx.)

**We want to know:**

**Why you want to do this role, why you think you will be good at it and other projects you have been involved with.**

We also need your parent/ carers consent for you to apply.

**Parent/Carer name**

**Address**

**Contact no**

I give my consent for \_\_\_\_\_ to apply for the role of Young Inspector.

Signature

Date

Now we need to ask some further questions - sorry that we need so much information. We do this because we want to make sure we have all the different experiences of being a young person in Cumbria represented in this group.

If you would rather not answer all of these, you can send us information about yourself and the group you represent separately so we know more about you. You can do this by emailing [lynne.murray@cumbria.gov.uk](mailto:lynne.murray@cumbria.gov.uk)

**What best describes your gender**

Non binary                      Man                      Woman

Gender fluid                      Prefer not to say

Other (Please tell us)

**Is your gender identity the same as what you were assigned at birth?**

Yes                      No                      Prefer not to say

Other (Please tell us)

**What is your cultural heritage choose as many as you like**

**Asian**

- Bangladeshi
- Chinese
- Indian
- Pakistani
- Any other Asian background

**Arab**

- Iranian
- Iraqi
- Kurdish
- Turkish
- Syrian
- Any other cultural background

**White**

- British
- Eastern European
- Gypsy
- Irish
- Irish or Scottish traveller
- If you have said other can you tell us?

**African**

- Caribbean
- Somali
- Any other black background

**Mixed/Multiple Heritage**

- White & Asian
- White & Black African
- White & Black Caribbean
- Any other multiple heritage

- Roma
- Any other white background
- Not sure
- Prefer not to say
- Other

**What best describes your sexual orientation**

- |           |         |                   |          |
|-----------|---------|-------------------|----------|
| Lesbian   | Gay     | Bisexual          | Straight |
| Pansexual | Asexual | Prefer not to say |          |
| Other     |         |                   |          |

**Please select any of the below that you think apply to you now or have done in the past**

- |                                |   |
|--------------------------------|---|
| Visual impairment              | Other long term/chronic health conditions |
| Hearing impairment/Deaf        | Eating disorder                           |
| Physically disabled            | Not sure                                  |
| Cognitive or learning disabled | Prefer not to say                         |
| Mental health condition        |   |
| Other                          |   |

**What do you do with your days?**

In education	Unemployed
In training	Self employed
Employed	Prefer not to say
Other	

**What is your highest education qualification you have at the moment?**

None	A level
Below Level 2 (5 GCSE's grade A*-C)	Undergraduate degree
Above Level 2 (5 GCSE's grade A*-C)	Postgraduate degree
AS Level	Prefer not to say
Other	

**Do any of the below describe your current or past circumstances**

Offender/ex-offender	Being homeless
A care experienced child or leaving care	Young carer
A refugee/asylum seeker	Victim of bullying
Growing up or living in a low income household	Living in temporary accommodation (like a B&B)
Being a parent	Living in a rural/isolated place that can sometimes be a challenge
Growing up in a single parent family	
Prefer not to say	
Other	

**Has gang culture or violence impacted or is currently impacting your life?**

Yes	No	Prefer not to say
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**What is your faith?**

Buddhist	Sikh
Christian (including all Christian denominations)	Agnostic
Hindu	Atheist
Jewish	Not sure
Muslim	Prefer not to say
Pagan	

Belief system not related to a religion (please say)



Any other religion, please tell us

Other ... please tell us

**Privacy Statement**

We will store all information about you securely, in line with GDPR regulations.

We will only use this information for three reasons:

- 1. Recruitment – to make sure we have really good representation of young people in this project.
- 2. Reports – some of these details will be shared in reports, but it will ALWAYS be anonymous.
- 3. Residential – some of this information will be shared with the team who give pastoral support at residential events. It will only ever be shared on a ‘need-to-know’ basis.

The information collected as part of this application will be stored with Cumbria County Council for a maximum of 12 months from the end of the project and then will be deleted.

I accept

I don't accept

Signature

Date



## **Appendix 2 - Youth Inspection Request**

**Name of organisation**

**Contact name**

**Address and postcode**

**Tel. No and email**

**Description of the project to be inspected**

**What do you need and why? (Maximum 150 words)**

**Age range, numbers and characteristics of children and young people accessing the service / project**

\* Delete as appropriate

0 – 5                      5 – 11                      11 – 19+

**Geographic Area of Delivery**

**Signature**

**Date**

When Completed Please Return to [lynne.murray@cumbria.gov.uk](mailto:lynne.murray@cumbria.gov.uk)





<b>Participation Activity</b>		
<b>Actions/What</b>	<b>Why</b>	<b>Impact/examples</b>
<b>Local sessions: Online/ face to face</b>	Online Youth Council Meetings as part of the Participation Offer.	Exploring different ways to be democratic whilst active in the community. Having voices of young people heard. Engaged 12 YP per YC meeting.
<b>YC meetings held monthly online in own area</b>	To work on local issues and encourage engagement from local YP to have their voices heard.	EXAMPLE: Working with the Child Centred Policing Team to deliver a name and logo for their latest mentoring initiative. YC members gave the name Reroute and a logo for the initiative. Incentivised with vouchers
<b>County wide YC meetings</b>	To work together as a County engaging in Countywide projects and issues	Working on countywide issues together as a whole YC representation. Engaging on average 15 YP per session. Example: Consulting with Active Cumbria to find out what prevents YP from taking part in sports and activities both in and out of school. Challenging behaviours and barriers to access and influencing Active Cumbria's perceptions of how YP feel about participation in activities and sport. Attendance at meeting by Lewis Bellis re engaging teenagers in HAF provision and identifying activities which may interest them.

<p>-----</p> <p><b>Regular representation on young people's boards such as the Cumbria Future Leaders board represented by MYP</b></p> <p>-----</p>	<p>-----</p> <p>To be part of steering groups and help shape services for yp locally. To engage MYP's and other YP in the projects provided by YPFO and BYC.</p> <p>-----</p>	<p>-----</p> <p>Attending steering groups to influence change and decision making. MYP attends the CFL steering group regularly to influence how businesses locally can better engage and give opportunities to YP.</p> <p>-----</p>
<p>-----</p> <p><b>YOFO and YC events offered to MYP's</b></p> <p>-----</p>	<p>-----</p> <p>Invitations received via email from Youth Focus North West directly to MYP's</p> <p>-----</p>	<p>-----</p> <p>3 x MYP engaging regularly with online YOFO and BYC events and conferences. Offered to MYPS in March to attend YOFO. No take up.</p> <p>-----</p>
<p>-----</p> <p><b>Engagement in local community projects and events</b></p> <p>-----</p>	<p>-----</p> <p>To offer awareness and opportunities to YP to engage in local projects, committees, raise awareness of issues important to them and offer relationship building with the community and YP.</p> <p>-----</p>	<p>-----</p> <p>EXAMPLE 1: Anti-bullying project to promote One Kind Word. All schools were invited to take part in running sessions creating artwork based on the tag line One Kind Word. The art work is being collected and will be part of a bigger summer event where the art is pasted onto boards as a collective demonstration of the anti-bullying message. So far <b>100's</b> of young people have taken part and engaged.</p> <p>EXAMPLE 2: Students from Netherhall School were given the opportunity to meet Forces Veterans to better understand the complexities of being a Veteran and Remembrance day. This project has aimed to bring about raising awareness of the impact of ASB at local memorial parks and</p> <p>-----</p>

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**MYM lead projects and involvement and MYP projects and democracy workshops**

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To raise awareness of issues brought to the attention of MYPs and with services and organisations to influence positive change for yp.  
Increase awareness of democracy and how local, regional, and national voting works. To act on local and national issues raised in MYM.

encourage intergenerational working, as highlighted as an issue by YC members previously. The project has been well received by students and Veterans and further opportunities have been sought to make a short film together, to create a school resource for all schools in the future. Students are interviewing Veterans to highlight their stories and give messages to YP. Peer to peer learning and awareness on respect is the message that yp are wanting to convey. Approx 20 YP have been involved in the making of the film so far.

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Tackle discrimination and hate crime in the uk:  
Running work shops with the Refugee resettlement team to offer a space to create anti-bullying art work for the ongoing One Kind Word project. Giving opportunity to forge relations with the local policing teams and services.

Tackle discrimination and hate crime in the UK: Accompanying the local police to deliver a anti-bullying initiative across Allerdale. Giving an opportunity to engage with yp on the subject, find out what their experiences have been and suggestions of how to tackle hate crime. Engaged 50 YP.

MYM 2022 ballot and results

Democracy work shops took part in schools locally to increase awareness of how democracy works, what it is, how to engage with local MP's, what an MP is. Build your own MP was a popular workshop engaging students at year 7-10 and increased their knowledge of Parliament and how it works. Approx 50 YP took part.

Democracy workshop for Army cadets. Voting in their own candidates for their Cadet Council representative. Involving writing and presenting their own manifesto and voting on their favourite candidate for the role. Approx 15 YP took part. Attending the unveiling of a memorial in Maryport for students involved in the Veterans project.

MYM 2022 ballot was held in schools and colleges across Cumbria in Feb/March with the concluding results. Health and wellbeing voted top issue by young people in Cumbria. For a breakdown of the results click here: [British Youth Council | Make Your Mark - UK Youth Parliament \(byc.org.uk\)](https://www.byc.org.uk) Approx 5000 YP took part in the voting in Cumbria.



<p><b>Developing school councils in Primary Schools (pilot)</b></p>	<p>To introduce young people to the ideas of campaigning, helping others, making changes, democratically voting on issues</p>	<p>Campaigned to CCC re road markings (repainted as a result) Chose local homeless charity as beneficiary for harvest collection.</p> <p>Organised and voted on Christmas celebration in school writing to local businesses for support. Engaged 8 on school council and 70 whole school involvement.</p> <p>Developing organisational skills for events in February, March and April including Valentine Disco, Red Nose Day and Cake Bake Sale. All events needed costing and project planning.</p> <p>Year 6 11+ took part in MYM national consultation. Online folder available with all processes in.</p>
<p><b>Celebrating diversity</b></p>	<p>Giving young people a greater understanding of the cultures, beliefs and practices of people within their communities and beyond, Giving YP from minority backgrounds a voice.</p>	<p>Online Unity Festival in which youth councillors were involved in showcasing the town and community champions. Youth councillors attending the LGBTQ+ group were involved celebrating diversity and one opened the video by performing a song. Youth council also worked with Dropzone group to be awarded a Genderbred Award showing their awareness of transgender needs and how this is embraced as a philosophy.</p> <p>Engaged young people and wider community online</p>

<hr/> <p><b>Working in partnership</b></p>	<hr/> <p>Sharing resources, ideas and ambition for young people's rights through collaborative working with Furness Youth Work Partnership, The membership:  Cumbria County Council  Furness Carers  Youthability  Child Centred Policing Team  Barrow ICC  Furness Multicultural Forum  Brathay Trust  Women's Community Matters</p> <p>Working with KEY in Arnside re developing a Participation Strategy with the Trustees  Working with Brathay re introducing youth service in Kendal in response to need identified.</p>	<p>Working with the Resettlement team to identify issues for refugee young people and promote YC to them.</p> <hr/> <p>Hosting events in Furness area including Furness Pride, Scarecrow Avenue, Young People's Award, Harri bus, Winter wonderland,</p> <p>Furness Pride 14<sup>th</sup> May 2022</p> <p>In response to a request from a Trustee to facilitate training with Trustees on how they can embrace Participation. Young people now proactively involved in the management of the group. Working with 10 trustees and 3 youth workers</p> <p>Shared contacts , reports re evaluation of LGBTQ+ project and other work carried out with Lakeland Youth Council</p> <p>Holding a Mental Health and Safeguarding awareness event at Workington Reds, to give young people in the sport a platform</p>
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<hr/>	<p>Working in partnership with Cumberland FC and Workington Reds to develop a Mental health awareness and safeguarding event</p> <p>Safer Streets Funding Bid</p> <p>Maryport regeneration High Street and Promenade funding</p> <p>Working in partnership with Keswick Youth Services to create new venue for youth cafe</p>	<p>for their voice to be heard on issues that are important to them in the game and how their MH is affected, in a positive and negative way, in football. The event consisted of activities hosted by Participation Officers to capture their voice and football matches hosted by Workington Reds .</p> <p>Working in partnership with the Police and other local organisations to represent the voice of young people in the safer streets funding bid to help prevent ASB on the West Coast. Consultation with young people to find out their needs and fed into the funding bid.</p> <p>Representing youth voice and promoting opportunities for young people to be involved in the regeneration plans for Maryport.</p> <p>The planning of consultation with young people in Keswick, primarily at Keswick School, is underway to have youth voice represented in the planning, funding, and development of the new youth café in Keswick.</p> <p>----- Deputy MYP applied for funding from the</p>
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## MYP Project

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 Deputy MYP for Furness and South Lakes identified within their own manifesto the need for safeguarding kits. This was endorsed through a survey designed and carried out by Deputy MYP

MYP for West supporting Cumbria Future Leaders

MYP Ben Perris attending Cumbria Health Scrutiny Committee meeting in Carlisle

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South Lakes Local Committee and successfully secured funding for kits to be distributed in KK school in Kendal. The kits include : a stress ball, torch key ring, a spikey and a fidget toy. 250 kits created and issued. An evaluation survey to be circulated by Deputy MYP to feedback to SLCYPWG

Aaron Kelly MYP for West has been representing thr Youth Councils on the Cumbria Future Leaders steering group and supporting the organisation of a LGR event for young people. To create awaearness of the issues young people will face when LGR happens and a chance for YPto ask a panel of experts questions. Youth voice can be fed back through panel members to CCC LGR boards.

Ben attended the meeting representing the youth council and young people in his constituency. Ben showed the videos made by the youth councillors raising awareness of the mental health crisis facing young people in terms of exam pressure, lack of certainty regarding exams and the lack of or appropriateness of services for young people.

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A commitment badge was designed and

**CSYV  
meetings held monthly  
online**

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Influencing decision making and informing decision makers that are responsible for safeguarding young people.

will be offered to individuals to use as a signature banner for emails, to promote the work they do with young people and symbolising their door is always open to young people, no matter what the issue. This was part of the early help tool kit that young people designed.

Working in partnership with the child centered policing team to find out if young people feel safe accessing town centres, especially at night. YP contributed to the discussion and pin pointed areas of ASB in towns and ideas to combat this. 9 young people attended.

YP contributed to the planning of the Working Reds football event, the purpose of which is to highlight safeguarding issues and how to report these and also safeguarding mental health in the sport. Event to be held in April.

Discussed County line project with the police who have produced a county lines lesson plan. CSYV young people will trial the lesson plan and give feedback before it is rolled out to schools.

Commitment badge and accompanying letter of terms has been rolled out and being used by members of CCC.

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**Young Inspectors Project**

**Target young people aged 11-19 years.**

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This project enables young people to be trained in the necessary skills to carry out the role of a Young Inspector. This is a nationally recognised role and can be used to help measure the quality and impact of services for young people. There is a national framework to use to assist in this process. In addition to the national programme young people will use documentation from local organisations to assist them in developing comprehensive inspection plans.

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Promoting Safeguarding Week to other organisations such as Cumberland FC, who took part and launched the Health & Wellbeing Event on the back of Safeguarding week.

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To launch the YI project a group of 15 young people attended a weekend residential to be introduced to the idea of the YI role. Workshops delivered included qualities of a YI, roles and responsibilities and also the types of inspections available to use. From the residential a core group of 5 young people were identified as candidates to move forward as YI's. The group also designed a logo which was voted on to use in their correspondence and to have on clothing to identify them as Young Inspectors. The plan is to role out the training to target groups of young people to ensure that there is representation across the county and across potential user groups of services.

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Su and I attended the meeting to discuss at how the initial work/ All of Us group set up pre Covid could move forward. Take up

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**SEND WG3 meeting –  
engagement and  
coproduction**

As a result of OFSTED inspection Working groups have been established to look at specific aspects of working with young people identified as SEND. Initial work developed the All of Us group to capture the voice of young people.

be young people to engage online had been problematic. One suggestion that YI and engaging SEND young people within this project was met with enthusiasm and as a result a pilot project with Youthability in Barrow is being established.

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**Children and  
Young Peoples  
Participation  
Framework**

Enable, Empower and Embed

# Introduction

**Involving children and young people in the decision-making process can profoundly affect their lives, their views should influence any decisions that are made about them.**

Anyone working with children should see and speak to the child; listen to what they say, take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Evidence suggests that children and young people are empowered through participation and often develop an increase in confidence. It is essential therefore that children and young people are 'enabled' by professionals to participate in matters that affect them. Participation is often referred to as 'the voice of the child'.




# Defining participation

**All children and young people have the right to have their views, wishes and feelings taken into account, when decisions are being taken about their life.**

These decisions could be about their family, school or life in the community. This right is protected under Article 12 in the United Nations Convention on the Rights of the Child. This has been adopted into United Kingdom legislation, such as the Children's Act 2004, and all services and agencies have a duty to comply with this right.

The definition to the right makes the distinction between individual children and young people's involvement and public or collective involvement in decisions that affect children as a group or cohort. The examples below describe how this may work in practice.



**Participation is the active involvement of children and young people in experiences, opportunities and decisions that affect their lives and their ability to fulfil their potential. A distinction has been made between children and young people's involvement in personal decisions, affecting them as individuals, and public decisions affecting children and young people as a group**

(Kirby et al, 2003; UN Committee on the Rights of the Child, 2009).

# Individual participation examples

- 1 One-to-one consultation with their social worker (or another worker)
- 2 Using an advocate to bring their views to the attention of the decision-makers
- 3 Children involved in their EHCP (education and health care plans)
- 4 Children and young people chairing reviews
- 5 Children and young people involved in writing their plans





# Collective participation examples

- 1 Children and young people involved in the recruitment process including interviewing staff
- 2 Young people involved in policy making
- 3 Children and young people involved in the development and delivery of training
- 4 Children and young people's councils or specific issue forums, for example the 'all of us' forum for SEND children.



# Cumbria's Principles

Cumbria has agreed a set of underpinning principles for participation. The principles have been developed to inform the way we deliver participation in the Council. The principles state what children and young people and others can expect of the Council in children and young people's participation practice. We will ensure that these principles underpin all that we do.

- 1 We will ensure that all children and young people, especially those that are most vulnerable, are able to participate in decision making, if they choose to do so.
- 2 We will listen to children and young people and ensure that their views inform our work.
- 3 We will enable children and young people through supporting them to acquire the necessary skills to develop and deliver their own participation activities.
- 4 We will ensure that children and young people receive feedback about any decision making that they have been involved with.
- 5 We will provide accessible, supportive, meaningful opportunities so that all children and young people can make informed decisions about their lives.
- 6 We will involve children and young people at the earliest opportunity engaging them in the development and design stages of participation activity.
- 7 We will ensure a sufficient range of resources and incentives are made available to support the participation of children and young people.
- 8 We will ensure the children and young people's workforce acquire the necessary skills and knowledge to involve children and young people in decision making appropriately.
- 9 We will safeguard all children and young people through creating safe and friendly environments for participation activity.
- 10 We will recognise that children and young people's participation is voluntary, and we will respect that they have other commitments.

# Priorities

Achieving best practice in all our participation work will be an ongoing process, to help us to do this we have agreed a set of five key priorities, and for each priority some specific actions to deliver them.

- 1 Embed a culture of participation
- 2 Enable children and young people to participate
- 3 A Coherent structure for the voice of children and young people to be heard, with clear pathways of influence.
- 4 A visible participation 'offer'





## Priority 1



# Embed a culture of participation







**A culture of participation is an organisation that creates an environment where the voices, of children and young people are listened to in different and active ways throughout an organisation.**

It is where participation enters the ways of thinking and everyone in the organisation and becomes the norm rather than a special type of activity. It is also where the behaviours of meaningful engagement of children and young people is everyone's responsibility, it is embedded into policy and practice.

Understanding what participation means in practice is key for staff at all levels and in all positions. We will create opportunities for sharing good practice around participation activity through sharing and learning what works. We will create a network or community of participation champions that are engaged in participation to lead the process of embedding participation across the organisation.

### To embed this priority into our practice we will:

-  Implement the seven golden rules (developed by young people)
-  Involve children and young people in the commissioning cycle. Involvement of children and young people will be an integral part of the different stages of the commissioning cycle. We will co-produce a participation policy for commissioning with young people.

-  Provide training and development opportunities for staff including practice experience underlying principles and methods
-  Support staff to reflect and evaluate their participation practice
-  Discuss participation work in supervision and staff meetings including overcoming the barriers to participation
-  Create a network of participation champions
-  Provide opportunities and encourage discussion around participation practice with others both internally and externally
-  Carry out regular assessments of children and young people's participation activities



Priority 2

# Enable children and young people to participate

The quality of children and young people’s participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

Young people express the importance of relationships that are based on trust, respect, and non-judgement. Having strong links with partner organisations who specialise in supporting children and young people is essential as their practitioners have pre-existing relationships with the children and young people.

To embed this priority into our practice we will:

- ▶ Ensure that our ways of working build the confidence and self-esteem of children and young people so that they feel they are valued and able to contribute their experiences and views.

- ▶ Provide support where necessary to build skills and capacity to enable children and young people, individually and collectively, to participate effectively
- ▶ Ensure that our participation activities are age appropriate
- ▶ Work alongside practitioners who have pre-existing relationships with children and young people
- ▶ Implement the seven golden rules (developed by young people)



### Priority 3


# A Coherent structure for the voice of children and young people to be heard, with clear pathways of influence.

We will implement a coherent structure where children and young people are empowered, and participation activity will influence and change services for children and young people. A structure which influences local, regional, and national decision making.

The engagement of young people in local democratic processes is essential; it fosters a sense of belonging and allows communities to become stronger. The structure will have direct links to local area committees allowing children and young people to influence decisions in their local communities.

To support a joined-up approach across the Cumbria County Council departments including community, youth offending service, inclusion, education and children and families, we will identify a 'strategic lead for participation, who will take a lead on the process of embedding participation across the organisation.

#### To embed this priority into our practice we will:

 Use the voice of children and young people to enhance the work of the established partnerships for example, Childrens Trust



Board and the CSCP (Cumbria Safeguarding Children partnership), HWB (health and wellbeing board), Safer Cumbria



Use the voice of children and young people to strengthen the Corporate Parenting Board



Identify a strategic lead for participation who oversees the theme of participation in the Children and Young People's Plan & the work within the Council



Create opportunities for children and young people to have stronger links with elected members and links to Local Area Committees

## Priority 4

# Governance

It is vitally important that children and young people know how their voices have been listened to and what actions have been taken as a result of their involvement. It is equally as important for them to understand how and where this will be reported and what impact their contribution has made.

To embed this priority into our practice we will:

- ▶ Establish monitoring, reporting, and recording systems that will allow us to monitor and evidence participation activity and its impact.
- ▶ Publish annual reports on performance and participation activity
- ▶ Engage senior leadership through reporting to children's DMT on a quarterly basis
- ▶ Encourage evaluation to measure the impact of participation
- ▶ Carry out independent monitoring of performance by involving children and young people in review and assessment.



## Priority 5

## A visible participation ‘offer’

To help us to internalise this new way of working we will work alongside children and young people to co-produce a vision for Cumbria. This will ensure that everyone understands why and how children and young people are involved in participation throughout the organisation.

To embed this priority into our practice we will:

- ▶ Co-produce a participation ‘Vision for Cumbria’ with children and young people
- ▶ Develop a Communications Strategy which includes:
  - ▶ showcasing and celebrating of achievements
  - ▶ regular publication of priorities and achievements
  - ▶ website regularly updated with interactive consultation opportunities and appropriate use of new social media to promote the activities
  - ▶ engaging with schools, colleges, and academies
  - ▶ annual report on participation activities





# References

**Kirby, P and others (2003) Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation. Research report and handbook. London: NCB.**

**Children's Commissioner. Are we there yet? A report for the UN Committee on the Rights of the Child. December 2020**

**Frameworks for child participation in social care, ESSS Outline, Annelies Allcock, Published on 8 May 2018**



# What are the 7 Golden Rules for Participation?

They are a set of principles designed to help anyone working with, and for, children and young people to support them to understand, experience and exercise their participation rights. The Golden Rules inform adults what children and young people's participation should involve and feel like. They have been developed by us through:

- Consultation with children and young people
- Research with professional adults, reflecting the knowledge and experience of those working to promote participation.

The Golden Rules are directly informed by the United Nations Committee on the Rights of the Child's General Comment No. 12 (2009) and support the requirements necessary to achieve effective, meaningful and ethical implementation of participation rights.

The Golden Rules resource is not a tokenistic exercise or a set of 7 rules to tick off one-by-one. Instead, they are fundamental principles to be used within your day-to-day work with children and young people. Building participation into your practice is about building respectful relationships with children and young people you work with. It's not about holding 'one off' events or consultations.

## **Rule 1** Understand my rights

Adults should learn about children's rights, and why it is important to truly listen to me when making decisions that affect me. I should be given information about all of my rights in the United Nations Convention on the Rights of the Child (U-N-C-R-C for short).

I need to understand what my participation rights are, why it is important that I am listened to, and have my views taken seriously.

Remember that I have a right to have a voice today, not just in the future when I am older.

Adults who work with me must know that my participation in all decisions that affect me is my right. This is their responsibility.

## **Rule 2** A chance to be involved

Be honest. Don't ask for my opinion if it won't make any difference. I may need extra help, and I should be given this.

Use activities that are fun and creative and suit my abilities and interests.

Always treat me fairly and don't judge me.

Make me welcome, while also thinking about my age, ethnicity, ability, language, culture, religion, where I live, and anything else that is important.

Remember that I should be able to say what I think about things in my day-to-day life, as well as bigger things in my school, community and country.

I am different; we are all different.

Recognise and celebrate this.

## **Rule 3 Remember it's my choice**

Make sure I can easily understand information about what you want me to do.

Tell me at the start what difference my taking part might make.

Before asking me to agree to take part make sure I understand:

- What the point of taking part is
- What change might come out of it
- If taking part could be harmful or risky for me in any way.

Give me the chance to take part in a way that is right for me, not you.

Remember that it is my choice to participate.

I may choose not to take part – make sure that it is okay for me to do this at any point that I want or need to. Let me bring my own ideas and talents to how we explore things together.

## **Rule 4 Value me**

Involve me right from the start.

Show me that you are listening to me, and are taking me seriously.

Tell me how important my voice is, but always be honest about the difference I can make.

If I take part, please use what I tell you to help you make decisions.

Make sure that you use the things I have said to make my life and the lives of other children and young people better, and to change the things that need to be changed.

If you do not use the things that I have said to make changes, please explain to me why not.

Don't put me in situations where I might be told what I can, or should say by adults.

Don't ignore me because it is too hard for you to hear what I have to say.

## **Rule 5 Support me**

Think carefully about how to communicate with me in a way that I will understand, and don't give up until I do.

Check with me that I understand, and don't assume that I do.

Remember that I might need somebody to speak with me, or for me, at times.

Give me a chance to ask questions.

Answer me honestly.

Support me to say what I think in ways that suit me best.

Consider any risks to me that expressing my views might involve, discuss these with me and make sure I am safe.

## Rule 6 Work Together

I can learn from you, you can learn from me, we can learn from each other.

It is important that we respect each other.

Don't lead me to say things you want me to say.

Check that what you think I said is what I actually said.

Respect that we will sometimes disagree, and make time where it is okay to talk about this.

Be honest with me about what difference my voice will make, and be clear about what is possible from the very start.

## Rule 7 Keep in touch

Explain to me what decisions or changes have been made, or not made, and why.

Give me a chance to ask you questions about this.

Agree with me how we will keep in touch about what is happening.

Tell me how to contact you if I want or need to.

Tell me what you will do, or what will happen next.

(Children and young people's commissioner for Scotland)





## **Translation Services**

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<b>SCRUTINY ADVISORY BOARD – CHILDREN AND YOUNG PEOPLE</b>
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<b>Meeting date: 24 May 2022</b>
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<b>From: Executive Director People</b>
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## **Youth Justice Strategy**

### **1.0 Purpose of Report**

- 1.1 The Board to receive a presentation update on the Youth Justice Strategy that will be going to Cabinet in July.

### **2.0 Issues for Scrutiny**

- 2.1 To provide pre-Scrutiny of the service before the strategy is agreed.
- 2.2 To note the presentation.

### **3.0 Background**

- 3.1 The Youth Justice Strategy is one of the Council's key strategic document on the Council's Policy Framework. The Council is required each year to produce and agree a Youth Justice Strategy as a condition for receiving the Government grant for the delivery of youth justice services.
- 3.2 Each year the Children and Young People's Scrutiny Advisory Board receives a presentation, that allows for pre-Scrutiny before the Youth Justice Strategy goes to Cabinet and Council.

Samantha Starmer

### **Youth Offending and Prevention Service**

24/5/22

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## **Appendices**

No appendices

## **Previous Relevant Council or Executive Decisions *[including Local Committees]***

No previous relevant decisions.

## **Background Papers**

No background papers.

Contact: Samantha Starmer, [samantha.starmer@cumbria.gov.uk](mailto:samantha.starmer@cumbria.gov.uk)

<b>SCRUTINY ADVISORY BOARD – CHILDREN AND YOUNG PEOPLE</b>
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<b>Meeting date: 24 May 2022</b>
----------------------------------

<b>From: Executive Director People</b>
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## **LGR Children’s Update**

### **1.0 Purpose of Report**

1.1 The Board to receive a presentation update on LGR and Children’s Services.

### **2.0 Issues for Scrutiny**

2.1 To note the presentation and provide scrutiny of the Council’s role in preparations for LGR and Children’s Services.

### **3.0 Background**

3.1 In February Members requested an update on progress in preparing Children’s Services for Vesting Day of the Westmoreland and Furness and the Cumberland Authorities on 1 April 2023.

Joel Rasbash

**Strategic Policy and Scrutiny Advisor**

24/5/22

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### **Appendices**

No appendices

### **Previous Relevant Council or Executive Decisions [including Local Committees]**

No previous relevant decisions.

## **Background Papers**

No background papers.

Contact: Joel Rasbash, [joel.rasbash@cumbria.gov.uk](mailto:joel.rasbash@cumbria.gov.uk)

<b>SCRUTINY ADVISORY BOARD – CHILDREN AND YOUNG PEOPLE</b>
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<b>Meeting date: 24 May 2022</b>
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<b>From: Cabinet Members for Children’s Services and Schools and Learning</b>
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## **Cabinet Member Update**

### **1.0 Purpose of Report**

1.1 For lead Cabinet Members to give a verbal update scrutiny on their activity.

### **2.0 Issues for Scrutiny**

2.1 Note the updates from the Cabinet Members for Children’s Services and for Schools and Learning.

2.2 Agree any items with Cabinet Members for the board, or questions for the board to include in future items based on the update.

### **3.0 Background**

3.1 Lead Cabinet Members give a verbal update routinely to the Scrutiny Advisory Board Children and Young People, which provides the board with an opportunity to understand what the lead Member is working on and to inform the programme of the board.

**Joel Rasbash, Strategic Policy and Scrutiny Advisor**

24/5/22

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## **Appendices**

No appendices

**Previous Relevant Council or Executive Decisions  
*[including Local Committees]***

No previous relevant decisions.

**Background Papers**

No background papers.

Contact: Joel Rasbash, [joel.rasbash@cumbria.gov.uk](mailto:joel.rasbash@cumbria.gov.uk)



## SCRUTINY ADVISORY BOARD – CHILDREN AND YOUNG PEOPLE

**Meeting date: 24 May 2022**

**From: Executive Director Corporate Customer and Communities**

### Board Briefing

#### 1.0 Purpose of Report

1.1 To provide an overview of the Board's business and opportunities for further scrutiny.

#### 2.0 Issues for Scrutiny

2.1 To identify any issues scrutiny would like to look at from the Cabinet Forward Plan and to note the items for the next Board.

2.2 To agree the agenda for the next Board.

#### 3.0 Background

3.1 The Board last met in February 2022 when it agreed for the following items to be taken to the May Board: Children's Participation; Youth Justice Strategy; update on LGR.

3.2 The table below sets out what is currently in the Scrutiny Work Programme that goes to Scrutiny Management Board.

<b>Board meetings</b>	Children's Participation	Board to scrutinise the approach to the voice of the child in service provision.	May 2022
	Youth Justice Strategy	Board to provide pre-scrutiny of Youth Justice Strategy ahead of it going to Council for agreement.	May 2022
	LGR Update	Board to receive an update on LGR and Children's Services	May 2022

	Annual Ofsted Letter	Board to receive update on Ofsted visit April and scrutinise progress in addressing Ofsted recommendations for improvements in Children's and Family Services	September 2022
	SEND Update	To receive an update on the SEND Improvement Plan and to receive an update on how Cumbria is responding to the proposals set out in the SEND Green Paper	September 2022
	Child Exploitation Update	Board to receive six monthly update on action to tackle Child Exploitation in Cumbria	September 2022
	School Exam Results	Board to receive update on 2022 public examinations, including KS 2, GCSE and A-Levels. Report also to consider action to narrow attainment gaps and comparisons with previous years.	December 2022

3.3 Currently, the only Children's related item on the Cabinet Forward Plan is the Cumbria Youth Justice Plan in July.

Joel Rasbash

**Strategic Policy and Scrutiny Advisor**

24/5/22

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### **Appendices**

No appendices

### **Previous Relevant Council or Executive Decisions [including Local Committees]**

No previous relevant decisions.

### **Background Papers**

No background papers.

Contact: Joel Rasbash, [joel.rasbash@cumbria.gov.uk](mailto:joel.rasbash@cumbria.gov.uk)

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