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# Children and Young People Plan

2015-17



Council of the  
ISLES OF SCILLY

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June 2015

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## Foreword

I am delighted to present to you our plan for children and young people on the Isles of Scilly.

Children tell us themselves that the Isles of Scilly can be a fantastic place to grow up. But it's not perfect and as statutory agencies we carry all the risks of any other mainland authority and some of our own. It is our responsibility to 'think the unthinkable'. There are children on Scilly who need extra help and support, for all sorts of reasons, to be safe, happy and healthy and I am glad that as a Council we have been able to protect financial resource to ensure that we have the best possible team in place to secure good outcomes for all of our children and young people, particularly the most vulnerable.

We know that the best way to support children and young people is through early intervention and prevention work and by ensuring the wider determinants of health. Therefore access to a good education, bright employment prospects, a warm, suitable home and opportunities to play and express themselves are critical to the health and wellbeing of our children. As a partnership we can work holistically to ensure that we provide the best possible foundations for successful adult lives.

This plan is based on the Joint Strategic Needs Assessment and extensive consultation with children, their families and other stakeholders. It incorporates strands of work outlined in previous plans, new policy guidance, emerging best practice and areas for improvement noted in inspections by OfSTED and CQC. Above all else, we are focussing on the outcomes we want to achieve for children not the processes.

**CLlr Avril Mumford**

**Lead Member for Children**

## Our mission – That children on the Isles of Scilly are safe, happy, healthy and with a bright future

### How will we – as a whole partnership – achieve this?

We will:

**Champion children** – one simple but vital thing we should encourage everyone we know to do regularly and routinely is to believe in and champion children and young people – staying safe, happy, healthy and with a bright future isn't possible if you don't believe someone cares and is looking out for you. All of us, and throughout the system, must have the collective passion and ambition to work together to give children the most powerful thing we can – the ability to imagine the future they want instead of having to accept the one they get.

**Trust each other** – it takes a whole community to keep children safe and protected. Trust is critical in binding a sustainable relationship between partners, but it's easily fractured when one partner proves to be, or is perceived to be, unreliable and it's hard to rebuild once it's collapsed. We won't succeed for children unless we trust each other.

**Join up the dots** – when things go well for children, multi-agency partnerships are usually key. It's about doors that open, not drawbridges that close. It means us all knowing what we each do so we can all contribute...as well as an absolute ban on the word 'them' because where children are concerned it's got to be an 'us'.

**Act with integrity** – Do what you say: what children and families want more than anything else is for us to follow up and follow through. If you promise to do something – just do it.

**Know our stuff** – it's not about us all being a renaissance expert in everything, but it is about us each knowing how best we can contribute to help a child – whether that's planning effectively and well for what needs to change, and when, to make life better, or supporting and challenging children to be better learners, or building good and trusting relationships with parents and carers or using supervision to reflect, stretch and challenge ourselves as workers for children to reflect on other possibilities and options, or thinking outside the box – and increasingly teams working together to do all of this and more!

**Ensure 'No decision about me, without me'** – inside every case is a child, behind every statistic is a story, a child's story. We owe it to them to make sure we hear their voice and views and these inform and shape our practice, we're mindful of what life is like for them and, where we need to intervene, we do it effectively, swiftly and sustainably.

Domain 1: Safe Children						
Outcome	Story behind the baseline (need)	Indicators for success	Action needed to succeed	Time frame	Budget	Partners
Young people following post-16 courses are safe	<p>There are 44 young people aged 16-18 following further education courses at a number of FE Colleges, state boarding schools, and independent schools.</p> <p>The Local Authority is aware of the risks faced by all young people growing up at the moment including sexual exploitation and not participating in education, employment or training. These risks are amplified for young people living away from their parents at the age of 16 for the first time.</p> <p>Students not attending boarding school provision are accommodated in host family accommodation selected by their parents. The Council of the Isles of Scilly strongly encourages parents to ensure that their accommodation providers are DBS checked.</p> <p>The Council employs a Post-16 Pastoral Care worker to liaise with students, colleges and parents and provide a first line of contact should any safeguarding or pastoral issues arise for these students.</p>	<p>Good intelligence helps identify vulnerable young people before they start their FE course.</p> <p>Increased proportion of Young people to be in DBS checked accommodation by September 2015. Ultimately all young people in DBS checked accommodation by 2017.</p> <p>Post-16 pastoral support systems are resilient and effective</p>	<p>Multi-agency work group meets regularly to share information and monitor student progress.</p> <p>Risk-assess all post-16 students through termly multi-agency meetings.</p> <p>Establish clear pathways for DBS checking processes of accommodation providers.</p> <p>Parents are able to choose from a range of DBS checked accommodation providers</p> <p>Post-16 pastoral support assistant to maintain accurate logs of accommodation providers and student destination.</p> <p>Post-16 pastoral support assistant to increase recruitment and retention of DBS checked provides</p> <p>Recruit additional pastoral support staff for holiday and illness cover</p> <p>Children and young people are emotionally equipped and sufficiently resilient to thrive in FE.</p> <p>Post-16 students will receive termly contact from Careers South West</p>	Annually by September		Five Islands School, Council of the Isles of Scilly
		100% of Face to Face meetings within planned timeframes.	Ensure effective use of IT is in place to support Skype/ Video calling with young people	September 2015	Within existing budget	Council of the Isles of Scilly IT provision
		Continue to equip young people through extra-curricular activities, drop down days and focused universal provision (e.g. Duke of Edinburgh, Leading Edge, 999 week, KS4 safety day, Citizenship week)	Co-ordinated planning and delivery of drop down events with the Five Islands school to ensure that young people are suitably prepared and resilient to succeed in Further Education and beyond.	Continued programme of Safety days	Within existing budget	Five Islands School, Yzup, KOOTH, Careers SW,
Children and families are safe, particularly from the impact of the 'toxic trio' – Domestic Abuse,	<p>Reported levels of Domestic Abuse are low (No MARAC reported in 2014-15); however, life in an isolated rural community can lead to a number of pressures on family life.</p> <p>Isolation, small houses, flexible working hours and access to alcohol can be catalysts for domestic stress.</p>	<p>Professionals understand the impact of domestic abuse on children and importance of addressing this</p>	<p>Working alongside the Community Safety Partnership we will work to reduce the drivers for Domestic Abuse: mental health, alcohol and substance misuse through continued development of MARAC processes.</p> <p>Multi agency training on the impact of domestic abuse</p>			Community safety partnership, Well-being team
		Add-action usage data	Ensure drug and alcohol misuse services are established			Add-action

substance misuse and mental health problems	If a family should separate there are limited accommodation options available for either partner to set up a new home on the Islands.		and effective.			
			Ensure adult mental health services are established and effective.			
		Number of 121a reports received give an indication of the level of Domestic Abuse where children are present (acknowledging that the Police may not attend all DA incidents).	Ensure that there are clear lines of reporting between professionals where a child or young person may be in need arising from incidents of Domestic Abuse.  Review communications and information sharing protocols between health, police, education and social care.	Progress under way with the establishment of a mini-MASH		Establishment of local Multi-Agency Safeguarding Hub, with lead officers from Child protection, health, education and police
		Processes are established to support separating families Ensure a place of safety is established for victims and children.  Develop provision from Relate to promote supported separation. Would suggest using IDVA organisation to provide some programmes e.g. Freedom for victims and making the change for perpetrators or elements of this.  Education of the impact of domestic abuse on children to parents, carers and professionals	September 2016  Training event June 2015		Council of the Isles of Scilly, Health, Relate	

Outcome	Story behind the baseline (need)	Indicators for success	Action needed to succeed	Time frame	Budget	Partners
Children are protected from harm on the islands by a strong multi agency partnership	<p>A small Social Care team provides support for children and families across a wide range of need. Typically case loads are within the Early Support /CAF framework. Occasionally there may be some CIN / CP case load. This is likely to change</p> <p>Partnership working with local health, education and police practitioners supports work with individual families and children.</p> <p>Children have services and the support they need correctly according to the legislative framework and thresholds.</p>	<p>OfSTED rating of 'Good' for LA and LSCB in Single Inspection Framework</p> <p>Social Care performance dashboard.</p> <p>Children will tell us they feel safe.</p>	<p>Lessons from HMI and LSCB briefings are applied to local practice</p> <p>See separate Children's social Care development plan.</p> <p>Use of CAF and CSW assessment to support early intervention.</p> <p>Assessments will be streamlined to meet the correct categories of need and intervention.</p>	<p>Underway June 2015</p> <p>Plan underdevelopment</p> <p>Common Assessment Framework established as a Tier 1 intervention</p>		Children's Social Work team
Children and young people are aware of risks to their safety.	<p>A culture of "invulnerability" exists among some water users. This culture extends to some teenage water users who are reluctant to wear life-jackets /personal floatation devices whilst on the water. Near misses arising from combinations of alcohol and poor visibility have occurred. There has been one drowning. An increase in the number of inexperienced visiting boat users increase the risk of an accident occurring in the summer months.</p> <p>Parental awareness of e-safety and the use their children make of technology is reported to be low.</p> <p>Awareness of Child Sexual exploitation</p> <p>There is some evidence of poor cultural attitudes to road safety (cycle helmets, child seat-belts, use of mobile phones whilst driving etc.).</p>	<p>Increase in observed use of lifejackets among teenage population.</p> <p>Increase in observed use of kill-cord among motor boat users.</p> <p>Increase in reported parental understanding of e-safety. Parents are aware of their duty to safeguard their children.</p> <p>Use of screening tool to assess risk and education of young people and parents about the signs</p> <p>Increased uptake in use of cycle helmets and seatbelts observed.</p>	<p>Linkage with Community Safety Partnership promotes positive attitudes towards: water and road safety</p> <p>Children and young people demonstrate safe attitudes to boating, road use and e-safety</p> <p>Commission "Think Safe" campaign</p> <p>Promote "Wear the kill-cord" campaign</p> <p>Key Stage 4 Safety day</p> <p>Establish e-safety awareness sessions for parents.</p> <p>Signpost parents to online e-safety training resources</p> <p>Awareness training for professionals working with children to support them in the identification of signs or potential signs of CSE.</p> <p>Support for professionals to develop effective techniques and work practice for those working with children who may not consider themselves victims of CSE.</p> <p>CSE Screening tool available</p> <p>Target campaign to parents and families to encourage safe road use (seat belts, child seats, mobile phones when driving, cycle helmets).</p> <p>Education</p>	<p>Summer 2015 to be used to collect base data.</p> <p>Campaign to be rolled out Summer 2016</p> <p>Autumn 2015</p> <p>Established June 2015</p>		<p>Fire &amp; Rescue</p> <p>Health</p> <p>Local Authority</p> <p>Education</p> <p>Police</p> <p>SWAST, RNLI</p> <p>South West grid for Learning</p> <p>ThinkUKnow</p> <p>Five Islands School</p> <p>Council of the Isles of Scilly</p>

Domain 2: Healthy children						
Outcome	Story behind the baseline (need)	Indicators for success	Action needed to succeed	Time frame	Budget	Partners
Children and young people have equitable access to health and wellbeing services	<p>Delivery of paediatric and specialist health services to the Isles of Scilly is frequently based around the St. Marys health centre. Access to these services from the off-islands can require the use of non-scheduled boat travel.</p> <p>Access to specialist mainland clinics frequently requires parental leave from work, absence from school and overnight accommodation during the winter. This has an impact on family income and can be a pressure on family life.</p> <p>Currently there are approx. 5 families and young people known to be experiencing issues as a result of problematic access to health services.</p>	Base data to identify scale of need and cost implications for health commissioners.	<p>Review of service provision.</p> <p>LA to re-commission School Nurse, Health Visitor and Family Nurse Practitioner</p> <p>Partnership to ensure clear specification for the Isles of Scilly</p> <p>Off-Island access to health services</p> <p>Identify and minimise barriers to the delivery of acute health services</p>	In-line with children's health commissioning process		Liaison with health commissioners and delivery partners
Children and young people only have to tell their story once. (Sub-criminal investigation)	<p>Children and young people entering the referral pathway frequently have to re-visit their journey, thus repeating a frequently anxiety inducing experience.</p> <p>The establishment of a single referral process and a "tell-us once" approach to case management across children's social care, education and health will reduce parental anxiety and needless repetition.</p>	Establishment of a single assessment process.	<p>Integrated referral, assessment and care plan for CYP with additional needs.</p> <p>In order to maximise the use of partner organisations to support the completion of "All about me". We will review the processes around consent and effective data sharing protocols.</p>	Underway		Children's Social Care team, education and Health colleagues
Children and young people are emotionally and mentally "well".	<p>Growing up in a small, isolated community has many benefits but also brings its own pressures. Children and young people report levels of isolation and anxiety associated with growing up and moving through school with the same small cohort since the Early Years. Children report that if you do not fit then it is very easy to become isolated and excluded from your peer group.</p> <p>Similarly, small cohorts can exaggerate the impact of "fads" particularly around eating disorders and substance misuse.</p> <p>For some young families, particularly those living away from their extended family support network, the opportunities to find emotional and mental health support are diminished and the risk of poor post-natal mental health increases.</p>	<p>Decrease in referrals to T3 CAMHS support.</p> <p>Increased reported emotional and mental health reported by CYP</p> <p>Wait times for CAMHS appointments reduced.</p> <p>Peri-natal mental health pathway are reviewed and developed.</p>	<p>Establish universal services and training programme to provide Tier 1+2 emotional and mental health support.</p> <p>Input into CAMHS review.</p> <p>Establish effective mental health crisis management protocols for children</p> <p>Establish a "Team around the children"</p> <p>Review impact of existing Tier 1 /Tier 2 provision: Kooth, Primary Mental Health worker, School nurse, school pastoral team.</p> <p>Complete student survey to establish baseline data</p> <p>Identify and use effective tools to monitor school well-being (Schools Health Education Unit)</p> <p>Engage partners and in developing scope and delivery of project</p> <p>Identify suitable training providers to equip team members with the necessary skill set and step-up/ step-down processes</p>	<p>Training plan under development</p> <p>Public health England have delivered</p>		<p>Council of the Isles of Scilly well-being team</p> <p>Commissioned CAMHS services from CFT</p> <p>KOOTH</p> <p>School nurse</p> <p>Public Health England</p>

				Mental Health First Aid training June 2015		
Children and young people reduce risky behaviours	<p>Frequently, a perception of Scilly as a safe place to grow up, leads to complacency regarding access to alcohol.</p> <p>Positive messages around substance misuse are communicated through a number of routes. Anecdotal evidence indicates that smoking uptake is low, but that alcohol use by Y10 and Y11 students occurs.</p> <p>There are reports of “legal highs” being posted to the islands.</p> <p>Y12 and Y13 students, whilst away from parental influence many have increased opportunity to experiment, use a wider range of substances. Some may become habituated users whilst away.</p>	<p>Collect data on alcohol use and smoking uptake in Y7 -Y11. Compare with smoking and alcohol use in Y12-13.</p> <p>Conduct needs analysis across the current children population</p>	<p>Establish baseline data on risky behaviours.</p> <p>Continue universal delivery of positive approaches to substance and alcohol use.</p>			



<p>Children and young people lead healthy lifestyles</p>	<p>Reported numbers of teenage pregnancy and conception rates are low. The establishment of baseline data is confused as post-16 students would register with a mainland GP and therefore not show as an "Isles of Scilly" resident in any conception and pregnancy data collection.</p> <p>Effective universal sexual health services provide young people with the necessary knowledge and resilience to make good choices.</p> <p>Family access to fresh, healthy food is determined by the availability of fresh fruit, meat, and vegetables from our key provider. Access to fresh food can be disrupted in the winter due to poor weather and in the summer by large numbers of visitors.</p> <p>The influence of "Size zero" pressures on the local community cannot be ignored. Work is required to support young people towards a positive body image.</p> <p>Given the relatively small population levels of child poverty have been difficult to ascertain. We do know however, that local earnings are low, rents are high and the cost of food and fuel is inflated by additional carriage charges. These factors must have an impact on household incomes and consequently on child poverty.</p>	<p>Monitor C-Card registration and uptake of sessions.</p> <p>Focus evaluation of Brooke and SRE activity.</p> <p>Monitor survey responses</p> <p>Monitor uptake of age appropriate inoculations and link to whether family postcode is a barrier to uptake.</p> <p>Eligibility for work related benefits and free-school meals is increased.</p>	<p>Increase local understanding of risky behaviours (alcohol, substance misuse and relationships)</p> <p>Continue universal and targeted outreach to CYP re: alcohol, substance misuse and risky sexual behaviour</p> <p>Monitor and identify prevalence of over/under weight CYP</p> <p>Identify and minimise the barriers to a healthy diet</p> <p>Develop family audits to investigate price and availability of good quality fresh food</p> <p>Identify and minimise the barriers to access universal and targeted health provision</p> <p>Identify and minimise the barriers to a healthy diet</p> <p>Monitor and track IoS data on extractions and fillings for CYP.</p> <p>All eligible children and young people are identified and supported to access free school meals.</p> <p>Partner agencies are represented at health promotion events.</p> <p>Families are sign-posted to effective support services to promote access to work related benefits and decreased fuel poverty.</p>			
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Domain 3: Happy children						
Outcome	Story behind the baseline (need)	Indicators for success	Action needed to succeed	Time frame	Budget	Partners
Children and young people have access to a good or outstanding education at every age and stage.	<p>The Five Islands School is commissioned by the LA to provide education for all children aged 5-16. It has Nursery provision for children aged 3 and over.</p> <p>The LA has a duty to ensure that all children make at least expected progress from their baseline.</p> <p>There are currently approximately 280 3-16 year old children on roll at the school educated across 4 bases.</p> <p>Young people aged 16+ normally attend FE colleges or state boarding schools on the mainland. We would like to broaden the post-16 offer to ensure that work-based learning opportunities can be fully developed on the Islands; linking local employers and mainland based training providers.</p>	All children make or exceed expected academic progress from their baseline.	<p>Support the Five Islands School to be "Good" or better. To take ownership of its own development.</p> <p>Establish education quality assurance processes.</p> <p>Develop effective data sharing and tracking systems for young people post -16.</p> <p>Explore developing the role of post-16 virtual head to have responsibility for continued academic monitoring of student attainment across a range of settings on Scilly and the mainland.</p>	On-going  Established February 2015  Winter 2015		<p>Council of the Isles of Scilly</p> <p>School improvement partner</p> <p>Five Islands School</p>
	<p>To ensure parity of access to post-16 learning the costs of attending learning and work based learning have been supported by discretionary grants from the EFA and SFA. SFA support has been devolved to individual colleges.</p> <p>Currently funding is agreed universally for a two year programme of study.</p> <p>Young people are responsible for their choices post-16. It is important that their choices regarding course and destination are based solely on their desired outcomes and not influenced by safeguarding and accommodation choice.</p>	Young people aged 16+ have parity of provision to access apprenticeships, traineeships and vocational training.	<p>Ensure post-16 funding models from EFA and SFA are sustained and broaden to meet needs of students requiring a 3 year plan as all at risk of NEET.</p> <p>Ensure that universal and targeted IAG continues to be good or better to prevent young people from making a poor choice of course.</p> <p>Careers education and support via independent and impartial IAG delivered by CSW in partnership with the school</p>			<p>EFA / SFA</p> <p>Apprenticeship partners</p> <p>Council of the Isles of Scilly</p> <p>Careers South West</p>
Children and young people are prepared for the opportunities of the world of work	<p>Many young people thrive in further education and develop good, long-term career pathways either on the mainland or on Scilly.</p> <p>For a small minority of young people their career pathways are limited as a result of their post-16 FE choices. A longitudinal study of post-18 outcomes and career paths for young people from Scilly will provide essential intelligence to allow an informed debate on the effectiveness of FE provision and how it best meets the economic and social needs of the Islands.</p>	Improved local intelligence will inform future post-16 planning and provision.	<p>Young people and families have high aspirations and ambitions for a future career.</p> <p>Work experience on Scilly and the mainland encourages resilience and career planning</p> <p>Consultation with post 16 students used to evaluate experiences and to co-produce careers education activities</p> <p>Commission a longitudinal study of post-16 outcomes for 18-28 year olds.</p>			<p>Council of the Isles of Scilly</p> <p>Careers South West</p> <p>Five Islands School</p> <p>Post-16 FE providers</p>

Outcome	Story behind the baseline (need)	Indicators for success	Action needed to succeed	Time frame	Budget	Partners
Children have the best possible start in life	<p>There are approximately 20 births per year on Scilly, and approximately 60 0-3 year old children, 100 under 5's.</p> <p>A range of Early Years activities and provision is currently provided on the Islands co-ordinated by an early years professional. Access to early year's provision from off-islands is funded by the local authority.</p> <p>The Early years offer provides a triage opportunity for signposting families in need of single agency family support, portage services, or Early Years SENCO engagement.</p>	<p>Monitor on entry data to Reception.</p> <p>Monitor numbers of young people meeting age appropriate goals.</p>	<p>Early year's provision ensures that children are school ready.</p> <p>Monitor data on participation and engagement. Use participation data to target hard to reach families</p> <p>Early year's provision ensures that children are school ready.</p> <p>Review and promote child minder and early year's provision on St. Marys and the off-islands.</p> <p>Signposting opportunities to family support, early help and welfare advice are established and functional;</p>			<p>Early years professionals</p> <p>Childminding and nursery providers</p>
Children and young people have access to a range of diverse activities to develop life skills, confidence, resilience and cultural expression	<p>Given that nearly all young people leave the Islands at a relatively young age to pursue FE courses; it is imperative that they have the necessary resilience and skills set to be able to function effectively and make positive choices post-16.</p> <p>Current opportunities for the development of these skill sets are provided through voluntary participation in the Duke of Edinburgh Award, Cadets, and Leading Edge activities.</p> <p>Some young people also participate in a range of performing arts activities.</p> <p>We are aware that there are some young people who do not participate in the current youth offer. We would like to identify and remove the barriers to increased participation.</p>	<p>The Youth offer will provide a wider choice to attract those who do not currently participate.</p> <p>There will be increased participation in youth activities.</p> <p>Youth activities will have clearly identified outcomes and will be performance managed against those outcomes.</p>	<p>Develop participation audit and gap analysis. Who is not participating and where are the gaps in our provision?</p> <p>Co-production with young people to design services and activities</p> <p>Conduct participation audit of existing youth and after school activities.</p> <p>Use the outcomes of this audit to develop a youth curriculum.</p> <p>Ensure all youth activities have a clearly identified set of outcomes and that these</p> <p>Broaden participation in cultural activities including, music, art, drama and dance.</p> <p>Audit voluntary and professional sector to recruit and develop enhanced service offer</p> <p>Independent, supported experience on the mainland, sampling public transport and overnight stays, used to increase resilience and insight</p>	<p>Started spring 2015</p> <p>Ensure on-going offer is diverse and robust</p>		<p>Early Years professionals,</p> <p>Children's Services of Council of the Isles of Scilly</p> <p>Youth Services</p>
Families are supported to access employment opportunities	<p>The current after school offer is fragmented and sports orientated.</p> <p>Families need to know that there will be a consistent, reliable after school offer that meets their child's needs. The needs of children aged 5-11 should be a focus for the development of after school activities.</p>	<p>Coordinated after school activities meet the needs of children and families.</p>	<p>Review timings of activity offer to meet the needs of children, young people and their families.</p> <p>Families benefit from targeted 3-6pm provision to support working families</p> <p>Co-production with families to help design activities and opportunities</p>	<p>Completed Spring 2015</p>		<p>Well-being staff</p> <p>Youth officer</p>
There is clear integration between the development of services for children and young people and the long	<p>At a time of economic and social change there is a need for integrated planning to ensure that the future needs of the Islands are met within the education offer available on Scilly.</p>	<p>The local curriculum and further education offer are designed to meet future needs of the Isles of Scilly.</p>	<p>Integrated working between strategic development and education partners identifies the future curricula needs and pressures for the Isles of Scilly.</p>	<p>Spring 2016</p>		<p>Children's Services, Five Islands School and Economic development team</p>

term economic development of the Isles of Scilly						
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