

## **RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

### **CORPORATE PARENTING BOARD**

**6<sup>TH</sup> NOVEMBER 2017**

### **FOSTERING WELLBEING PROGRAMME**

#### **REPORT OF THE GROUP DIRECTOR, COMMUNITY AND CHILDREN'S SERVICES**

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide the Board with information in respect of the pilot Fostering Wellbeing Programme which is being in delivered in partnership with Cwm Taf Social Services and Well-being Partnership Board.

#### **2. RECOMMENDATIONS**

It is recommended that the Board:

- 2.1 Note the contents of the report.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 Fostering Wellbeing aims to improve wellbeing outcomes for fostered children by encouraging everyone in the team around the child to work together to share learning and best practice.
- 3.2 The programme combines social pedagogy principles with education focused activities including:
- Master classes for foster carers, social workers, health and education professionals;
  - A 'champions' scheme to shape programme delivery and provide peer support;
  - Service planning which looks at system changes, and how this could be replicated across Wales.
- 3.3 The programme aims to encourage professionals to work together, with a focus on improving wellbeing outcomes for fostered children. It will create a shared language for all those in the team around the child, as well as a shared framework from which to operate, and will contribute to workforce development.

- 3.4 The first Fostering Wellbeing Programme Board met on 4<sup>th</sup> October 2017 with information attached at Appendix 1 of this report.

#### **4. BACKGROUND**

- 4.1 Following the funding award from Welsh Government towards the end of the financial year 2016/17 the Wellbeing Programme has started in earnest in the first quarter of 2017/18. The Fostering Network Programme team was established, and initial activity focused on communication and engagement with stakeholders around the programme outcomes, delivery elements and partnership requirements and expectations.
- 4.2 In May a formal invitation was issued via ADSS Cymru to all Social Services and Well-being Partnership Boards to source a regional partner for the programme. Following a competitive interview stage, Cwm Taf were selected as the regional partner.
- 4.3 Work then started in July on site with The Fostering Network meeting with key officers from the Cwm Taf region to consider governance, resources and stakeholder engagement.
- 4.4 Governance arrangements were agreed and Programme board and Delivery teams are now meeting regularly.

#### **5. EQUALITY AND DIVERSITY IMPLICATIONS**

- 5.1 An Equality Impact Assessment is not needed because the contents of the report are for information purposes only.

#### **6. CONSULTATION**

- 6.1 There is no consultation required for this report.

#### **7. FINANCIAL IMPLICATION(S)**

- 7.1 There are no financial implications aligned to this report.

#### **8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

- 8.1 There are no legal implications aligned to this report.

**9. LINKS TO THE COUNCILS CORPORATE PLAN / OTHER CORPORATE PRIORITIES/ FUTURE GENERATIONS – SUSTAINABLE DEVELOPMENT.**

- 9.1 The work of the Corporate Parenting Board links directly to the Council's Corporate Plan priority – 'Rhondda Cynon Taf's Children will receive a great start in life...'

**10. CONCLUSION**

- 10.1 The Fostering Network has been funded by Welsh Government to work in partnership with Cwm Taf Social Services and Well-being Partnership Board over the next 2 years.
- 10.2 This work is part of the 'Improving Outcomes for Children' ministerial advisory groups work programme and aims to test and evaluate social pedagogy principles (focused on education and the upbringing of children) in a foster care environment.

# Fostering Wellbeing Programme

Date of this report:	06/11/17	Version:	1.0
Date of last report:	First Report	Author:	J Matthews

## 1. Summary

This highlight report is for the attention of the Corporate Parenting Board and relates to the pilot programme Fostering Wellbeing which is being delivered in partnership with Cwm Taf Social Services and Well-being Partnership Board. The pilot is part of the Ministerial Advisory Groups Work Programme, under Work stream 3: “Permanency Planning and Building Stable Placements”, Work strand 4: “Consider delivering a social pedagogy pilot in Wales that will test and evaluate social pedagogy principles (focused on education and the upbringing of children) in a foster care environment”.

Overall RAG Status		Timescales	Budget	Resources	Issues	Risks
This Report	Last Report					
G		G	G	G	A	A

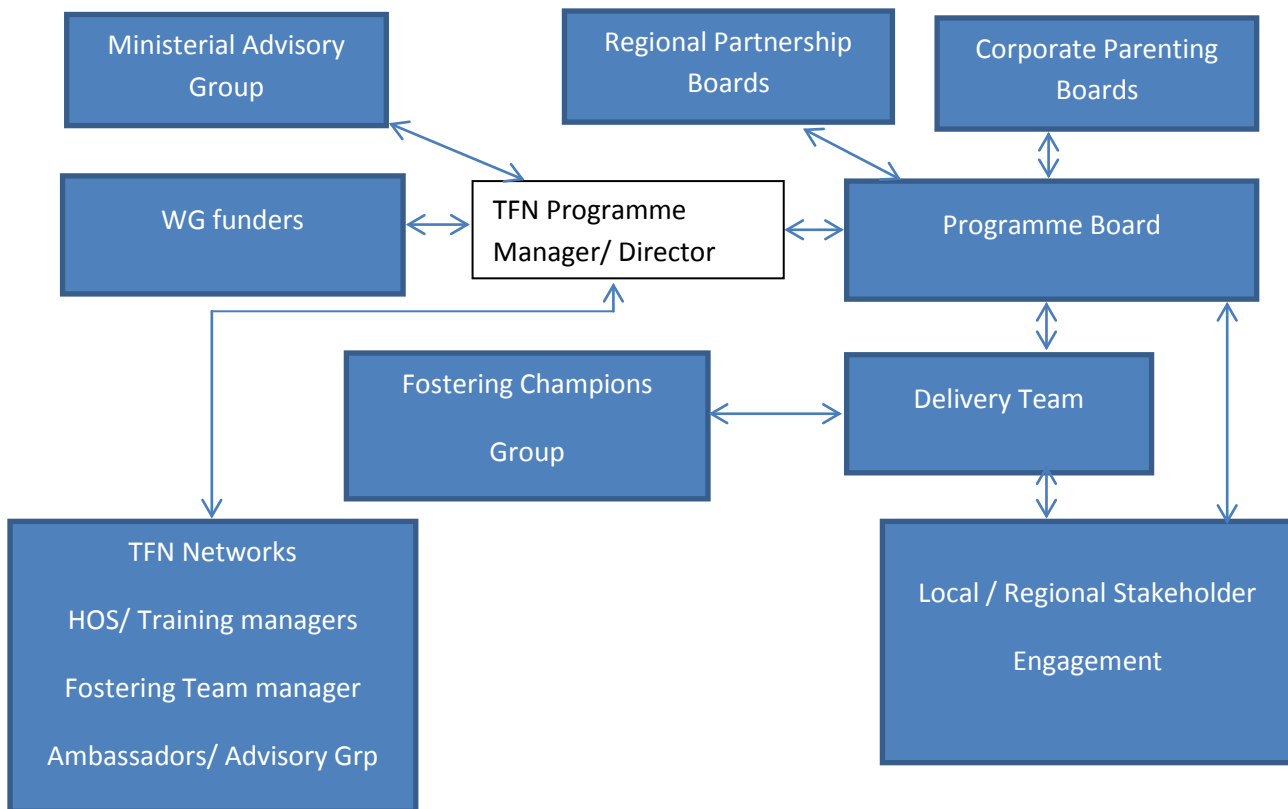
## 2. Overview

Following the funding award from Welsh Government towards the end of the financial year 2016/17 the Wellbeing Programme has started in earnest in the first quarter of 2017/18. The Fostering Network Programme team was established, and initial activity focused on communication and engagement with stakeholders around the programme outcomes, delivery elements and partnership requirements and expectations.

In May a formal invitation was issued via ADSS Cymru to all Social Services and Well-being Partnership Boards to source a regional partner for the programme. Expressions of interest were received from North Wales, Cwm Taff and Western Bay. Following a competitive interview stage which was held at Welsh Government's offices in June Cwm Taff were selected as the regional partner.

Work then started in July on site with The Fostering Network meeting with key officers from the Cwm Taff region to consider governance, resources and stakeholder engagement. Governance arrangements were agreed and Programme board and Delivery teams are now meeting regularly.

The Wellbeing governance structure is shown below;



The wellbeing programme is designed to test social pedagogy principles. At an early stage ten core principles have been agreed with stakeholder and these now underpin the programme design and

holistic approach to improving wellbeing outcomes of looked after children. (Appendix A details the Social Pedagogy Principles and what a shared understanding of 'wellbeing' looks like).

Core delivery elements of the programme include the following;

- Development of five master classes which will be delivered three times in the first year in various venues across the Cwm Taff region. The classes will bring together health, social care and education professionals together with foster carers
- Establish 'Foster Carer' and 'Young People's' Champions roles who will support master classes, work locally providing peer support and sharing experience and learning.
- Service planning to consider system change and develop a sustainability model which will support multi sector partnership and underpin the value base of social pedagogy principles

Following consultation the framework for the first five master classes has been developed and subject to further planning the first master classes will take place at The Central South Consortium, Nantgarw during the latter part of November and early December 2017.

A job advert and job descriptions have been developed for the champion roles and engagement is now happening at site to recruit champions and validate the requirements and expectation of the role.

The overall status of the programme is reported as Green with timescales, budget and resources all Green. Risks and Issues are reported below in section 5 & 6.

### 3. Budget Status

Spend to date has focused on staff and project set up costs. Monies from within existing programme allocation will fund an independent evaluation by Cardiff University. There is significant committed spend in readiness for masterclass delivery and champion's role.

### 4. Significant progress to note for the coming period

The following Master Classes will take place;

Master Class No	Title	Social Pedagogy Principles
1	Knowing and Meeting needs	1. all the child's needs have to be met i.e. it is essential to understand and respond to the <b>whole child</b> /young person to improve his/her wellbeing. 2. Each person's <b>view of life</b> and the wider world will differ, arising from their background, experiences and own mind set
2	Living and Growing	3. What has happened cannot be undone but can be understood and provide <b>lessons for the future</b> ; 4. Encouraging <b>aspiration</b> and ambition is essential in the development of positive attitudes
3	Me, You and Us	5. good <b>relationships</b> are at the centre of a person's wellbeing 6. those working with a child/young person being looked after need to know the difference between the behaviours of the professional self, personal self and private self and in what situations the <b>appropriate</b>

		<b>behaviour</b> applies.
4	Hands On	7. positive values and attitudes are best nurtured through <b>practical activities</b> shared between child/young person and carer; 8. learning to <b>help oneself</b> is just as important as learning to build relationships with others;
5	Working as One	9.the shared <b>values and attitudes</b> of all those involved with a child/young person being looked after need to be made explicit and underpin decisions about their wellbeing; 10.all those involved with a child/young person being looked after, including the foster carers and the children/young person, have <b>equality of status</b> in the relationship.

Champions will be recruited, inducted and receive training

Activity planning will take place with Champions

#### 5. Issues escalated for decision, action, or information

<b>Issue</b>	<b>Impact on deliverables/benefits</b>	<b>Decision/Action Required</b> <i>Enter "for information only" if no action/decision required</i>	<b>Latest date for action/decision</b>	<b>Action on</b>
No funding to back fill teaching staff to attend master class events	May impact ability of individuals to attend.	For info; This will be monitored during the first roll out and master classes delivery may need to consider alternative format to accommodate schools	On-going	
Stakeholders include health, social services, education, foster carers, and young people. Do roles within Youth Justice or CAMHS need to be considered	Do wider stakeholders need to be considered to maximise the benefits	Decision; Programme board to consider wider context of the programme with key groups	4/10/17	PB
<i>Enter TBA for "action on" if action is not owned</i>				

#### 6. Risks escalated for decision, action, or information

<b>Risk</b>	<b>Impact on deliverables/benefits</b>	<b>Decision/Action Required</b> <i>Enter "for information only" if no action/decision required</i>	<b>Latest date for action/decision</b>	<b>Action on</b>
There is a risk that attendees will not be able to attend all 5 master classes.	To maximise the benefits of the programme and facilitate changes in values and behaviours all 5 need to be attended.	For information only;  Attendees will have 3 opportunities to attend masterclasses, benefits of the programme need to be clearly communicated and championed by key stakeholders		
<i>Enter TBA for "action on" if action is not owned</i>				



## 10 principles upon which the Fostering Wellbeing Programme will be based

1. all the child's needs have to be met i.e. understand and respond to the **whole child**/young person to improve his/her wellbeing;
2. each person's **view of life** and the wider world will differ, arising from their background, experiences and own mindset;
3. good **relationships** are at the centre of a person's wellbeing;
4. what has happened cannot be undone but can be understood and provide **lessons for the future**;
5. encouraging **aspiration** and ambition is essential in developing positive attitudes;
6. the shared **values and attitudes** of all those involved with a child/young person being looked after need to be made explicit and underpin decisions about their wellbeing;
7. all those involved with a child/young person being looked after, including the foster carers and the children/young person, have **equality of status** in the relationship;
8. positive values and attitudes are best nurtured through **practical activities** shared between child/young person and foster carer;
9. learning to **help oneself** is just as important as learning to build relationships;
10. those working with a child/young person being looked after need to know the difference between the behaviours of the professional self, personal self and private self and in what situations the **appropriate behaviour** applies.

## The Fostering Network: Fostering Wellbeing Programme

Given that the programme is about improving the wellbeing of children and young people in care, and the ability and capacity of foster carers and other professionals to bring about that improvement, it is important to understand what the vast and varied landscape of “wellbeing” looks like.

The proposal quotes the SS&W Act 2014 as defining “Wellbeing” in relation to various contexts e.g. mental health, family relationships but shies away from offering an actual definition. A standard definition is “the state of being comfortable, healthy, or happy”. In this sense, “wellbeing” is self-evidently ‘the state of being well’ but being well is too closely tied just to a person’s state of health. In the Fostering Wellbeing Programme we are seeking an holistic approach to wellbeing which can be considered in terms of what a person needs to be comfortable or healthy or happy. In this broad sense, wellbeing is when a person’s basic needs are being met. Meeting all those basic needs is highly pertinent to the lives of children and young people and their foster carers i.e.

- Social needs: including being confident, forming appropriate relationships with peers, family and colleagues;
- Physical needs: including having a well balanced diet, suitable accommodation, good health and recreation;
- Emotional needs: including having a positive self image, managing stress, the giving and receiving of love, being free from abuse and neglect;
- Cultural needs: including having a sense of identity and belonging, understanding and being sensitive to cultural norms and behaviours;
- Learning needs: access to education and training including developing the skills of reading and using number, acquiring manual skills, being able to form reasoned judgements and, most importantly, learning how to learn;
- Economic needs: including having sufficient money to meet basic physical needs, knowing how to access entitlements, being able to budget.

Wellbeing, therefore, can be expressed in various positive terms and also be articulated as “the absence of need”. Arriving at a shared understanding of “wellbeing” will be a key factor in formulating a programme and evaluating the success of that programme.