

RHONDDA CYNON TAF COUNCIL CORPORATE PARENTING BOARD

Minutes of the meeting of the Corporate Parenting Board meeting held on Monday, 24 September 2018 at 10.00 am at the Block F, The Pavilions, Cambrian Park. Clydach Vale, Tonypany, CF40 2XX.

County Borough Councillors - Corporate Parenting Board Members in attendance:-

Councillor C Leyshon (Chair)

Councillor G Hopkins Councillor S. Rees-Owen
Councillor J Rosser Councillor R Yeo
Councillor L Jones

Officers in attendance

Ms A Batley, Service Director, Children's Services
Mr P Nicholls, Head of Legal - Litigation, Planning & Environment, Community & Children's Services
Ms J Thomas, Complaints & QA Manager, Social Services
Ms A Browning, Head of Children's Looked After Service
Ms C Jones, Head of Access & Inclusion

12 Welcome & Apologies

The Chair welcomed Members and Officers to the meeting of the Corporate Parenting Board and introductions were made around the table for the benefit of those who had not attended previous meetings.

Apologies for absence were received from County Borough Councillor J. James and the Group Director, Community & Children's Services.

13 Declaration of Interest

In accordance with the Council's Code of Conduct, there were no declarations made pertaining to the agenda.

14 Minutes

It was **RESOLVED** to approve as an accurate record, the minutes of the meeting of the Corporate Parenting Board held on the 18th July, 2018.

15 Fostering Wellbeing Programme Update

The Chair took the opportunity to welcome Ms J. Griffiths, the Associate Programme Manager from the Fostering Network in Wales to the meeting of the Corporate Parenting Board.

With the aid of a PowerPoint presentation (attached), the officer provided Members with background into the Fostering Network Programme. It was explained that Welsh Government funding was awarded to deliver a social pedagogy pilot (April 2017 – March 2019) to test and evaluate social pedagogy principles (focused on education and the upbringing of children) in a foster care environment. Following an Expression of Interest, Cwm Taf was chosen as the

pilot region to deliver learning and share best practise across service boundaries with the aim of embedding a shared approach.

Members learned that the aim of the programme was for participants to establish a shared and consistent approach to meeting the needs of children and young people who are looked after and to develop skills which will ensure that they are responsible advocates. It was explained that there were three series of five master classes which were based around various different themes and included key speakers who shared their knowledge on areas which affect a child in the care system.

Members were pleased to learn that the classes were well attended with 182 participants and over $\frac{3}{4}$ attending three or four of the classes. School education staff struggled to attend the classes due to work commitments and there were fewer attendees from the Health sector.

Following the 94% success rate of the master classes, the Associate Programme Manager spoke of the evaluation process, comments received from participants and the work outlined below which was being undertaken to improve and sustain the service:

- Early Years and Police would be invited to attend future classes for further input;
- Tissues would be provided on the tables as the stories were powerful and emotive;
- The need to find a balance between the number of sessions and the time allowed to network in-between speakers;
- Development of a master class resource pack to enable continuation of the learning following completion of the trial;
- Filmed key speakers to help reduce pressure on individual's time and reduce costs;
- To deliver 'train the trainer' session/s.

A short video was played which showed Pioneers, Directors, University Professionals, Care Leavers, Head Teachers and many more, speaking about their personal experiences from the programme.

Members were pleased to learn that following the programme, RCT had acquired five Pioneers who work in partnership with co-professionals to raise awareness of wellbeing and education through support groups and fostering events. It was explained that Task Groups had been informed to look at how the practice could be embedded; with pioneers attending CLA level 1 and 2 training sessions to further enhance their knowledge.

The Chair thanked the officer for the robust presentation, praising the success of the programme and the pioneers.

The Service Director, Children's Services spoke of the programme, commenting that it takes a holistic approach, with the aim being to focus on the child. The officer advised that foster carers were a vital part of the process and thanked those who took part. It was added that although the programme would produce long term positive results, it was important to note the short term results, such as one of the pioneers supporting and providing confidence to a foster carer who was trying to talk a child into coming home from the park.

Officers from the Education department spoke positively of the programme, and it was advised that it was the intention for a letter to go to all schools advising them of the help and support the pioneers are able to offer them.

The Vice-Chair praised the programme and its participants, commenting that it emphasises the value of carers by involving them in the professional process. The Member thought it could be useful for a pioneer to sit on the Board in the future to have input into discussions.

The Chair thanked the Fostering Network Representative for the exciting presentation and on behalf of the Board, welcomed further updates in the future.

16 NYAS

Ms E Phipps-Magill, NYAS, provided the Corporate Parenting Board with two detailed examples of case studies outlining the Advocacy journey. The officer demonstrated that the aim of the advocate is to promote confidence in the young person and to show them that there are many avenues of support on offer to them. It was explained that NYAS take a holistic approach by working in partnership with other services such as the Miskin Project, which focuses on the wellbeing of the young person; and developing projects such as the Unity Project, which helps develop social skills and provides wellbeing and financial support.

Members were pleased with the information received, commenting that it gave them a better and more personal understanding of the role of the advocate and the details provided in the quarterly update reports. Members praised the services offered by NYAS and the outcomes evidenced within the case studies.

Ms E Phipps-Magill then presented the Board with a quarterly narrative report on behalf of NYAS for the period 1st April, 2018 to 30th June, 2018.

The officer explained that during the period, 61 new referrals had been received which included 35 Active Offers of Advocacy referrals and 26 issue based referrals, with the majority of young people aged between 12 – 16. One Member questioned why there were only 35 Active Offers of Advocacy referrals, when 61 had been received, with the officer explaining that it is at the discretion of the young person whether they choose to receive the Active Offer.

Members were pleased to learn that RCT were leading the way in terms of the Active Offer, due to the robust reporting system within the Local Authority. It was explained that self referrals were high due to the promotion of the services within the area.

The officer assured Members that all referrals were responded to within one working day due to the quick online process and tight timescales which as a result, meant many were not formally logged as 'complaints'.

The Chair thanked NYAS for the informative update and it was **RESOLVED** to note the content of the report.

17 CAMHS & Children Looked After Update

The Service Director, Children's Services provided the Corporate Parenting Board with a verbal update in respect of the Child and Adolescent Mental Health

Service (CAMHS). The officer spoke of an evaluation of the therapeutic needs of 50% of Children Looked After within RCT and the children within Merthyr Tydfil which was carried out by the Institute of Public Care (IPC). It was discovered that Cwm Taf lacked a robust, integrated approach when caring for the therapeutic needs of the children and young people.

The officer spoke of the Welsh Government: Mind over Matter report, explaining that a Task Group would be established to focus on early intervention and to review the recommendations within the report, including Recommendation 23: *“That the Welsh Government, within six months of this report’s publication, undertake a piece of work on the provision of emotional, behavioural and mental health support for looked after and adopted children”* which is specific to Children Looked After.

Members recognised that the service needed improving on a National level but were pleased to learn that Cwm Taf were reviewing the effectiveness of the therapy process and planned to employ two new therapists locally.

The Vice-Chair of the Board thanked the officer for the update and advised that earlier that year, he had given evidence on CAMHS to Welsh Government on behalf of the WLGA. The Member raised concerns in respect of the capacity of the service nationally and spoke of the need to devise a more clear definition of the word ‘engagement’ across services.

Discussion ensued around schools and the work being undertaken to work with children and young people with mental health problems. Officers assured Members that schools have improved at supporting pupils at an early age but that links need to be better established with families and communities outside of schools. Members acknowledged that there is a vast amount of pressure already placed on school teachers and were pleased to learn that there were discussions around the employment of non-teaching staff to specifically focus on children with mental health problems.

The Chair, Children & Young People Scrutiny Committee advised that a representative from CAMHS would be attending her Committee on the 10th October, 2018 and that she would feedback these views into the discussions. The Chair advised that she would also be in attendance at the Scrutiny Committee on behalf of the Corporate Parenting Board.

18 To consider passing the following under-mentioned Resolution:

It was **RESOLVED** that the press and public be excluded from the meeting under Section 100A(4) of the Local Government Act (as amended) for the following items of business on the grounds that it involves the likely disclosure of the exempt information as defined in paragraph 14 of Part 4 of the Schedule 12A of the Act.

19 Social Services Quarterly Complaints and Compliments

The Service Improvement, Engagement & Complaints Manager provided the Corporate Parenting Board with an overview of the operation of effectiveness of the statutory Social Services complaints procedure between 1st April 2018 – 30th June 2018.

The report contained information on the number of complaints received, the

nature of the complaints and any lessons learnt, as well as detailing Councillor, A.M and M.P enquiries and the number of complaints received.

Following consideration, Members **RESOLVED** to note the content of the report.

20 Regulation 32 reports

In the absence of the Residential Services Manager, the Head of Service provided the Board with an update on the Regulation 32 visits undertaken at the three children's homes – Beddau, Bryndar and Nantgwyn.

The officer outlined a summary of the inspection outcomes and it was **RESOLVED** to note the content of the report.

This meeting closed at 11.45 am

**Cllr C Leyshon
Chair.**

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**The
Fostering
Network
Rhwydwaith
Maethu**



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

The Fostering Wellbeing Programme

Julie Griffiths

**Associate Programme Manager
The Fostering Network in Wales**

Fostering Wellbeing Programme

- Welsh Government funding awarded to deliver a social pedagogy pilot (April 2017 – March 2019) to test and evaluate social pedagogy principles (focused on education and the up bringing of children) in a foster care environment.
- Part of the ‘improving outcomes for children’ ministerial advisory groups’ programme of work ‘permanency planning and building stable placements’.
- To operate at regional level, delivering learning, bringing people together and sharing best practise across service boundaries with the aim of embedding a shared approach.

Fostering Wellbeing Programme

- Expression of interest process to determine the pilot region.
- Cwm Taf Social Services and Wellbeing Partnership Board, which brings together Rhondda Cynon Taf and Merthyr Tydfil local authorities with Cwm Taf health board.
- Independent evaluation of the programme being conducted by Cardiff University.

Programme Aims (a)

The aims of the Fostering Wellbeing Programme are for all participants and sponsors to:

- identify and share the core values and principles which will help children and young people who are looked after to thrive;
- develop skills and competencies in common which will help equip children and young people who are looked after to fulfil their potential;

Programme Aims (b)

- become confident in a shared and consistent approach to meeting the needs of children and young people who are looked after which, in turn, will fire ambition and help them to find success;
- be active advocates for the children and young people for whom they have a responsibility, be it individual or corporate.

Programme Deliverables

- Delivery of themed masterclasses
- Recruitment and training of Fostering Wellbeing Champions
- Service support

Masterclasses (a)

- Rationale is to ensure continuity of support for wellbeing and learning between home and school.
- Aim to enable foster carers and co-professionals to:
 - gain the skills, competence and confidence needed to help inspire children and young people to fulfil their potential;
 - build upon knowledge, understanding, skills, confidence and strategies to use in working with each other and with the children in their care;

Masterclasses (b)

- equip participants with theories, practical tools and additional materials that can be used straight away to enhance practice.

Masterclass themes (a)

Masterclass 1: Knowing and meeting needs

All the child's needs have to be met and recognising that each person's view of life and the wider world will differ.

Masterclass 2: Living and growing

Lessons for the future and encouraging aspiration and ambition.

Masterclass 3: Me, you, us and them

Building good relationships and appropriate behaviour.

Masterclass themes (b)

Masterclass 4: Hands on

Positive values and attitudes are best nurtured through practical activities and learn to help oneself.

Masterclass 5: Working as one

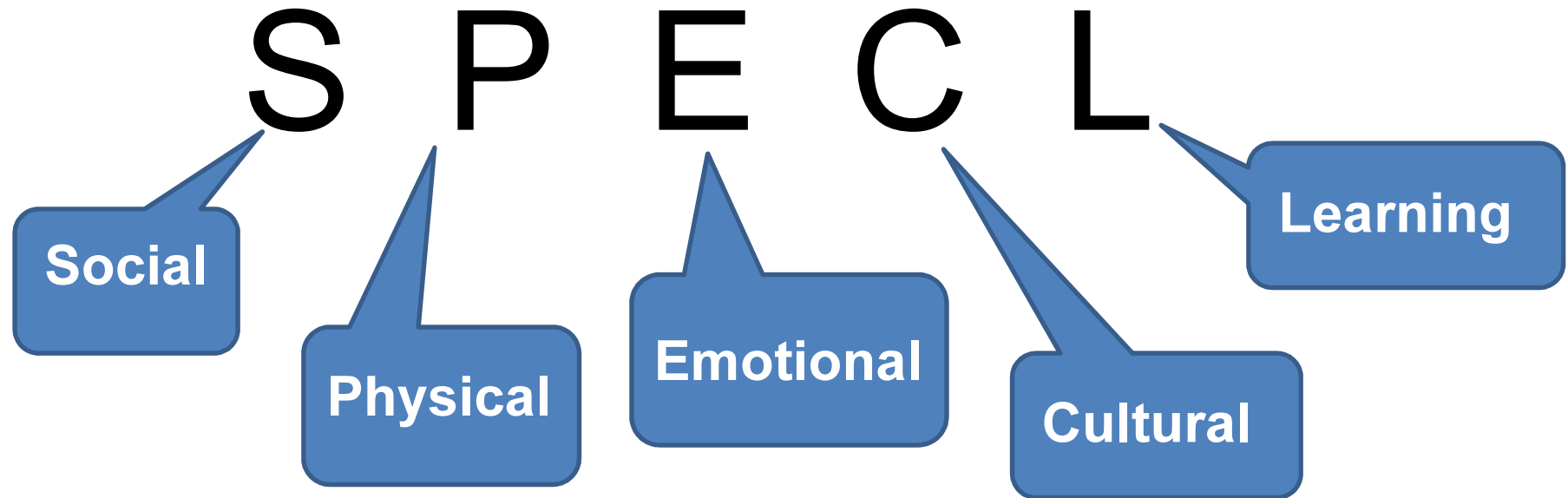
Shared values and attitudes and equality of status of all those involved with a child/young person being looked after.

Wellbeing – a working definition

A standard definition of wellbeing is “the state of being comfortable, healthy, or happy”. In this sense, “wellbeing” is, self-evidently, ‘the state of being well’. 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.

Basic needs



The 10 wellbeing principles (a)

1. All the child's needs have to be met i.e. it is essential to 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 mind set.
3. What has happened cannot be undone but can be understood and provide **lessons for the future**.

The 10 wellbeing principles (b)

4. Encouraging **aspiration** and ambition is essential in the development of positive attitudes.
5. Good **relationships** 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 **appropriate behaviour** applies.

The 10 wellbeing principles (c)

7. Positive values and attitudes are best nurtured through **practical activities** shared between child/young person and carer.
8. Learning to **help oneself** is just as important as learning to build relationships with others.
9. 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.
10. 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.

Range of Key Speakers

Social services and education – chief officers

Social workers

Health professional

Education – school-based professionals

Foster carers

Kinship carer

Care leavers

Local authority family solicitor

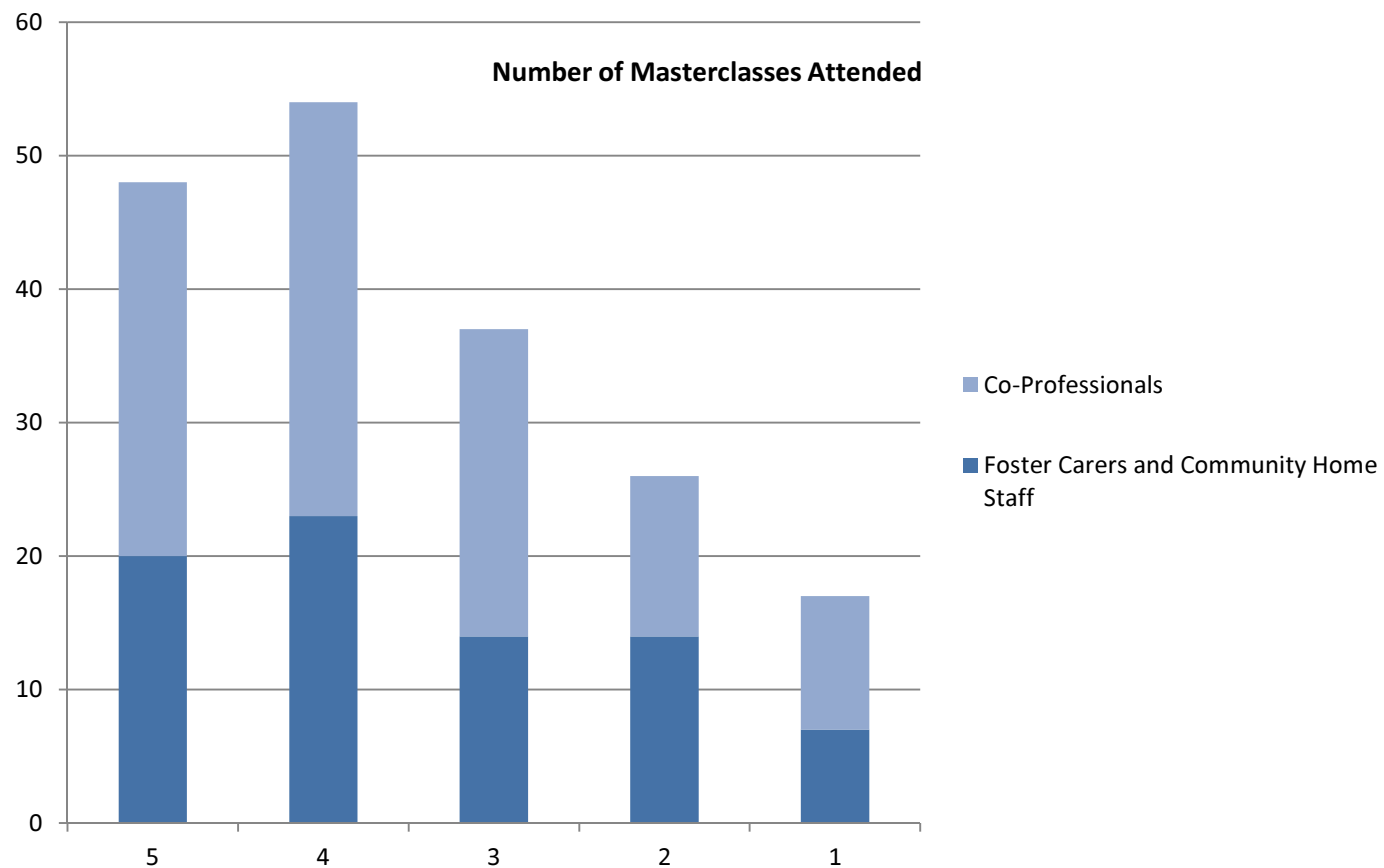
Educational psychologists

Speech and Language therapist

Emotion coaching specialists

Masterclass attendance

Three series of five masterclasses have been delivered.



Masterclass attendee overall evaluation

Masterclass	Excellent	Very Good	Good	Fair	Poor
S1:1	16	17	1	1	0
S2:1	20	18	1	0	0
S3:1	20	19	1	0	0
S1:2	15	13	1	0	0
S2:2	17	20	6	0	0
S3:2	23	12	2	0	0
S1:3	18	13	2	0	0
S2:3	20	20	4	0	0
S3:3	13	10	2	0	0
S1:4	8	12	1	1	0
S2:4	15	24	4	0	0
S3:4	13	11	0	0	0
S1:5	10	8	0	0	0
S2:5	10	7	0	0	0
S3:5	23	9	6	0	0
Percentage	50%	44%	6%	0%	0%

Masterclass attendee evaluation comments (a)

‘Great listening to young care leaver and talk from foster carer.’
(Foster Carer)

‘Everyone is working towards
improving the best outcomes for
our children, not feeling like you
are on our own.’ (Foster Carer)

‘Once again, as with last
week, the whole day was both
useful and enjoyable.’
(Social Worker)

‘Focus on real practice
experience.’
(Senior Social Worker)

‘Excellent speaker about loss
and trauma left me wanting
more.’ (Social Worker)

Masterclass attendee evaluation comments (b)

‘Emotion coaching – a really useful tool I can use going forward’
(Foster Carer)

‘Guest speakers and debate on table. Hearing views from different roles.’ (Education Appraiser)

‘Inspirational...time out from office to pause and reflect on current practice and how we can do things differently.’
(CLA Team Manager)

‘10 principles and 5 needs, hearing from a range of agencies, importance of reflection were all really useful.’
(Deputy headteacher)

‘The variety of speakers all bring a wealth of information and experience.’
(Headteacher)

Masterclass attendee evaluation comments (c)

Things to change:

- bit more time for reflection between slides/speakers;
- pressure on time;
- more chance to network;
- prefer sessions condensed down to three instead of five
- very difficult to commit to five sessions;
- language – long words and professional terminology;
- query no police on course;
- just need tissues on tables.

Masterclass sustainability

- Development of a masterclass resource pack to enable continuation of the learning following completion of the trial.
- Filmed key speakers to help reduce pressure on individual's time and reduce costs.
- Will deliver 'train the trainer' session/s.

Fostering Wellbeing Pioneers (a)

- Fostering Wellbeing Champions, known as Pioneers, have been appointed as part of the programme.
- Experienced foster carers who, in addition to the skills and experience they bring to the role, have received bespoke training developed by The Fostering Network:
 - peer mentoring and support;
 - counselling skills;
 - team around the child;
 - recording and reporting;
 - emotional coaching – taking care of self.

Fostering Wellbeing Pioneers (b)

Pioneer activities include:

- raising awareness of wellbeing and education through support groups and fostering events;
- working in partnership with co-professionals to deliver local plans and initiatives;

Fostering Wellbeing Pioneers (c)

Pioneer activities include:

- providing one-to-one support to foster carers around education and wellbeing and acting as the first point of contact for education and wellbeing enquiries;
- co-facilitating training for foster carers and other professionals, including cascading learning from regional masterclasses.

Service Support

- Working with Cwm Taf Social Services and Wellbeing Partnership to assist with the development of an action plan for service-level activities to cascade learning and enhance service delivery.
- Currently collating information on activities already in place and planned.
- Two task and finish groups already established:
 - training and development;
 - Pioneer handbook production.

What others have said.....

Thank you

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