



Lincolnshire
Safeguarding
Children Board



SCHOOLS ENGAGEMENT PROJECT CONSULTATION DOCUMENT

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Terminology

For the purpose of this report:

Preventative= information, advice or support that enables young people to make informed decisions and lifestyle choices.

Teachers= this includes teachers, support staff and non-teaching staff within the school.

Interventions= delivery of preventative educational programmes to teachers or pupils in Lincolnshire schools. This can include Train the Trainer and awareness raising to teachers, through direct delivery to pupils in 1:1 sessions, small group, class or year sized form or e-learning.

Partners= the range of services commissioned or directly employed by members of the CYPSP who deliver preventative educational intervention programmes to schools as their core role or as an additional function.

PSHE= The PSHE Association identifies that this is;

a planned developmental programme of learning through which children and young people acquire knowledge, understanding and skills they need to manage their lives now and in the future. This contains three overlapping and linked "Core Themes" (Health and wellbeing, Relationships, Living in the Wider World). This is non statutory but links in with schools Ofsted evaluation.

Multi-Agency Events

It is useful to briefly describe the 3 main multi-agency events that take place in the County (description by partners). These will either have fixed partner delivery or will change depending on the needs to the schools.

Stay Safe Days – delivered to up to 130 Year 6 children per day. 1 day events, with up to 8 sessions each of 20 minutes from different agencies, with hands on practical activities. Up to 8 days held a year (3 at Butlins and 2 at Waddington offered to all Primary schools). Deepings School (2 days) and William Farr (1 day) offer to all their feeder schools. These are co-ordinated by Fire and Rescue.

"It's That Easy" - can be up to 250 Year 9 students each day. 1 day events with 5 sessions each of 60 minutes from different agencies aimed to be as engaging as possible. Approximately 20+ events at secondary schools across the County. Developed by the North Kesteven District Council and CSP, co-ordinated by Fire and Rescue.

Locality Roadshows -. 4 events per year where schools can ask for specific speakers/training. These are in West Lindsey/Lincoln, East Lindsey, North/South Kesteven, Boston and South Holland. Co-ordinated by Healthy Schools

Executive Summary

Currently there is a minimum of 2.1million pounds collectively spent in supporting delivery of the preventative educational key priorities in schools in Lincolnshire. This paper set out to identify;

- The extent to which the key messages were currently embedded within schools, either by delivery to pupils or staff awareness.
- The current and potential future delivery of quality interventions by partners to schools
- The most effective way for key priorities to be delivered to schools in the future

Based on the feedback received from young people, schools and partners it is clear that currently the key priority messages are not all embedded in schools across the County. Variability is not due to schools being Primary, Secondary, Special/Teaching and Learning Centres but due to the policy or practice of individual schools.

Delivery by partners to schools is highly variable, both in terms of the quality of delivery and the coverage of the key priorities. There are some very positive pieces of work undertaken, however many partners cannot identify the effectiveness of these.

Partners are often not proactive in identifying where their resources should be focussed or the level of need around their interventions. There is a co-ordinated and co-worked approach to intervention from some partners but on the whole, strategically and locally there is not a co-ordinated approach to service delivery.

When considering these issues a range of options were presented to the commissioners that would deliver the required services.

They felt that the option of Closer Working practice would at this time, most effectively ensure that future provision to schools focussed on key priorities, ensured that young people stayed safe and created a structure to ensure high quality delivery.

This option reflects similar arrangements that are currently in place regarding ASB teams. A Co-ordinator post would be required to ensure that partners delivered to a set of agreed standards and that the Hub is utilised and populated appropriately. As identified earlier the Hub is supported by an administrator who ensures site integrity but is also able to utilise new and upcoming social media to engage young people and schools.

Priorities from the CYPSP and Community Safety Board would be fed through the Co-ordinator to a steering group made up of partners where resource decisions can be made in order to effectively launch the interventions into schools. The standards

that all partners must adhere to are devised, agreed and signed up to via the partner steering group. The Co-ordinator would also work closely with schools to identify their key priorities and needs, ensuring that where possible these were reflected in partner delivery. Schools would engage in the partnership to ensure effective pathways are in place and identify the schools responsibilities and commitment to ensuring Stay Safe messages are delivered.

Delivery in relation to train the trainer, awareness raising with teachers and direct delivery to pupils would continue. This ensures that there is a "legacy" of work and intervention associated with partner intervention that can be continued within the schools.

Some services/provision may be commissioned by the co-ordinator through the steering group to meet newly emerging or existing issues that could not be addressed within the steering group's resources or undertaken more effectively externally.

Should the CYPSP agree to endorse this recommendation, there are a number of issues that need to be considered and agreed;

- Governance to sit with the CYPSP
 - Who/which organisation will act as the strategic lead
 - Identify Key Priorities to take forward
 - Commission funds for a Co-ordinator and Administrative post
 - Commission a Delivery Group
 - Agree Terms of Reference for the Delivery Group
-
- Identify who hosts the Co-ordinator post (Finance and Public Protection have offered to do this)
 - Identify who will draft the appropriate job description for the Co-ordinator post and which organisation will be responsible for recruitment.

Chapter 1: The Consultation: What We Asked and Why

This Chapter sets out;

- The reasons behind and scope of the project
- The methodology employed to gather information required for analysis

For the purposes of this report, "schools" includes maintained schools and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) pupil referral units, further education colleges and sixth form colleges. It **does not** include electively home educated young people, those receiving 1:1 tuition or education on site within Children's Home (local authority or private).

Scope

The Schools Engagement Project was commissioned by the Police and Crime Commissioner, Children's Services, Fire and Rescue and the Community Safety Partnership with the aim to establish a co-ordinated strategy in the delivery of preventative education into Lincolnshire schools and academies. This is to ensure that key messages identified through the CYPSP and other bodies are actively promoted in all Lincolnshire schools, and to ensure that where schools do not currently engage effectively with these messages this is addressed by future delivery.

The Terms of Reference (ToR) for the project was signed off by the Commissioners outlining the scope of the project. The Steering Group for the project met on the 12th June 2014 to review and agree the action plan for the implementation of the scheme. The Steering Group comprised of a range of members who either delivered or commissioned activities in schools (See Appendix 1).

The ToR set out the following key objectives for the project;

- A key aim of the project is for the more effective and efficient use of public resources which are currently utilised in delivering preventative education to children and young people in the school setting.
- The project focuses on existing and developing priority areas which will include substance misuse (new psychoactive drugs, alcohol, Class A, B and C); arson; domestic abuse; e-safety; Anti-Social Behaviour (ASB); personal safety; road safety; knives; racism & hate crime; bullying & harassment; and should consider health issues & decision making including smoking; nutrition and healthy eating; exercise; sexual exploitation, sexually transmitted infections and early pregnancy.
- The project should consider the engagement and education of children, teachers, professionals working within the environment and parents; this may

extend beyond the school environment to youth clubs, children's centres and children's homes.

In order to address these areas, the plan agreed by the Steering Group was split into key tasks;

- Timeline
- Identifying key priorities
- Key audience
- Current provision
- Schools requirements
- Proposed services
- Access to services
- Launch
- Evaluation of Service and Development Plan

The project started at the beginning of June 2014 with an expectation that a core offer is delivered to schools by April 2015. Issues in gathering information have arisen due to the timing of the project, specifically in relation to the school summer holidays.

This paper covers the period of activity on the project from June to October, the implementation phase being delivered once the CYPSP has agreed upon the construct of future delivery.

Although the ToR identified that consideration should be given to engaging with services outside of the school environment i.e. children's homes, youth clubs, children's centres etc. Due to the timescales involved the Steering Group made the decision to focus on the offer to schools only. This paper specifically addresses all actions up to and including Proposed Services.

Key Priorities

The ToR identified a number of key priority areas to be included in the scope of the project and a number of areas for consideration. These encompassed the key preventative messages that the commissioners want to be delivered to young people. There is a clear link between these priority areas and schools through their statutory duties to safeguard and promote the welfare of children as identified in the Department for Education, "Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges" April 2014. (See Page 9)

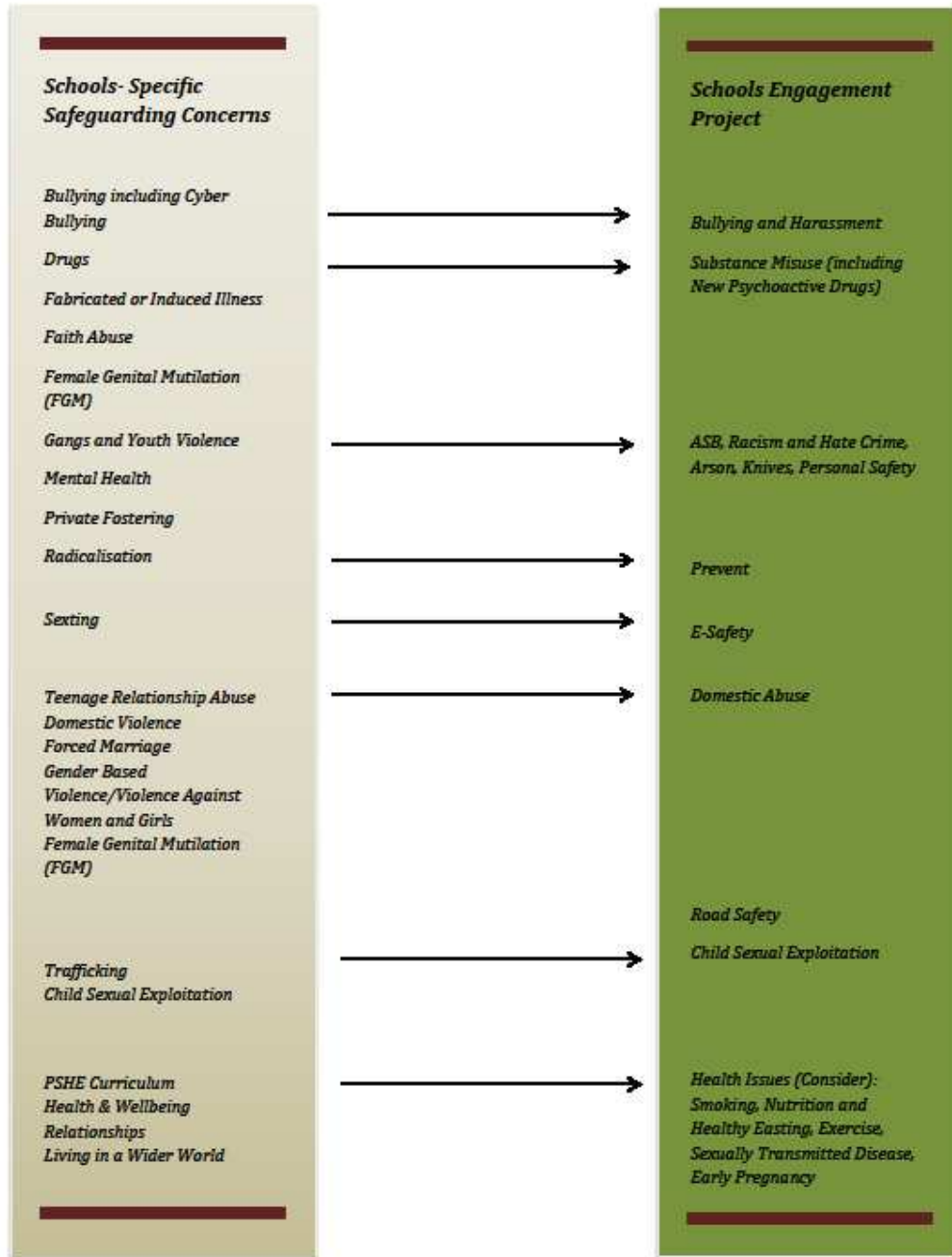
DfE guidance identifies that, ***"Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues"***.

The key priority areas also link in with the non-statutory programme of Personal, Social, Health and Economic Education (PSHE) and statutory (in mainstream secondary schools) Sex and Relationships Education (SRE) delivered by schools to pupils.

Although the group considered the additional safeguarding issues identified in the DfE guidance to schools and information was collated regarding schools ability to meet these, these were not included when examining partners delivery. There was a range of activity by partners that contributed to the delivery of the key priorities. This included work by the Healthy Schools Beacon project which raises self-esteem and confidence, however these have not been included as they do not specifically inform young people about the key messages, rather, they build resilience and coping ability in general.

The plan presented to the CYPSP identified that provision would be primarily examined in relation to Years 6, 9 and 12; it has become apparent that partner provision and school demand is not focussed solely on those areas. As such this report examines general provision across Primary and Secondary education as a whole.

Key Priorities



Methodology

In order to identify both current and future need in service delivery to schools the project identified 3 key groups that needed to be engaged. These were Young People, Schools and Partners. This was to ensure that there was a clear connection between and understanding of need between those that delivered, facilitated and received the key messages.

The Voluntary sector (outside of Commissioned Services) was also examined to identify areas where interventions were duplicated and where work was undertaken with partners.

Young People

The project aimed to engage with young people to ensure that they were given a voice in relation to the concerns they had around safety and welfare in their locality but also regarding their preferred method of delivery by partner agencies to them within the school environment.

A questionnaire was devised (Appendix 2) and sent through the Children's Services Hub to young people's groups and by partner agencies in contact with other youth groups. Information was taken from the survey of safeguarding needs undertaken by the LSCB with young people within schools. Although both questionnaires varied slightly they aimed to identify with young people what were their main safeguarding concerns within their environment.

Although widely distributed there have been difficulties in obtaining a comprehensive response from young people due to the timing, this was a month prior to the start of the summer holidays. A further factor was the small number of members of some groups of young people i.e. Young Inspector meeting.

In total there has been;

- 66 responses from young people
- 33 responses came from 7-10 age range
- 33 came from 11+ age range.

In terms of the gender split;

- 7-10 range was 18 female, 15 male
- 11+ age range, 17 female, 13 male and 3 not given

Although partners continue to gather information from young people these have not been in time to be integrated into this report. As a result the majority of the young people's views within the consultation have been drawn from the LSCB survey.

Schools

The consultation aimed to engage effectively with schools in order to identify their particular needs regarding what intervention would be beneficial and how they would prefer this to be delivered. Information was also gathered from schools around how they met the individual safeguarding requirements, as defined within "keeping children safe in education - statutory guidance for schools and colleges", DfE April 2014, and what additional support they may require from external services. The information obtained from the completed questionnaires has been collated in order to answer key questions and establish baseline information in relation to activity;

- How they currently address safeguarding with their pupils and teachers
- What agencies deliver in schools
- What additional support they require outside of the priorities identified
- Did they require additional external agency support and in what form i.e. events, teacher training etc.

The Schools Questionnaire (Appendix 3) was devised for the project to gather this information. This was sent out prior to the summer holidays; electronically to all schools, through Healthy Schools and one of the Head Teachers Union.

There was a particularly disappointing response from schools, 25 out of 357 schools replied. The lack of responses meant that no real understanding of the needs of schools could be drawn from the information.

The decision was made to gather further responses from schools after their return from the summer break. Each school was telephoned over a two week period to request that the questionnaire be completed and returned or to fill in the questionnaire via telephone discussion with the schools Safeguarding or PSHE lead.

Schools were offered support by the Project Manager and/or Rachel Shaw (Head Teacher Branston Junior Academy) in completing the questionnaire.

In total there were;

- 88 responses from schools across the County
- 60 Primary schools
- 19 Secondary schools
- 9 Special/Alternative provision schools.

This response accounted for 22% Primary, 34% Secondary and 45% Special/Teaching and Learning Centre provision of the total number of schools in the County.

Note: Special Schools and Teaching and Learning Centres form a third group as non-mainstream provision. It was acknowledged the different provision may have different needs, where this has occurred this has been identified within Chapter 2

Partners

Current provision was reviewed against the core priority areas determined in the ToR. To standardise from partners the Key Questions for Partners document (Appendix 4) was devised for this purpose. This primarily aimed to capture information relating to;

- Interventions delivered to school
- Number of interventions delivered/staff available
- Scope and delivery style of the intervention
- Accreditation/veracity of intervention packages
- Training of deliverers
- Capacity
- Outcomes

Partners were interviewed by the Project Manager to discuss individual provision or the questionnaire was sent to them where this was not possible. All information collected through interview was sent to the provider for agreement, to ensure the accuracy of the information captured.

Some responses from partners were not comprehensive, either because they acknowledged they didn't know or simply failed to give the information. This was especially pronounced when identifying the number of interventions. Many organisations were unable to identify how many interventions they conducted in schools and were only able to give staff numbers, others, despite attempts to gather this information did not respond.

One area that was difficult to identify accurately was the efficacy of the interventions currently in place. In order to do this thoroughly a more comprehensive longitudinal study would need to take place which is beyond the capacity of this project.

The Children and Young People's Health Outcome Forum - Report of the Public Health and Prevention Subgroup indicated that within PSHE provision there should be a credible and visible process for ensuring that best practice and teaching materials are balanced and evidenced based.

This premise was utilised when examining the effectiveness of partner's interventions, this was through looking at whether;

- Staff are appropriately trained to delivery interventions
- That packages of interventions are accredited or developed within their organisation and tested for effectiveness

- Delivery is consistent across their service
- Feedback is gathered after sessions
- That further evaluation is undertaken at a future date to inform provision and efficacy

Unfortunately due to timing of the project there was limited opportunity for the Project Manager to observe the delivery of interventions. Therefore the assessment of effectiveness of the interventions has had to be drawn from the respondent's responses.

Although partners and Steering Group Members primarily identified what their **current** provision was, some members were able to identify what they would be offering in the **future**.

Due to the nature of mapping current provision there was a reliance on partners and agencies identifying "what's out there" to the Project Manager as well as the use of computer based searches. A large number of partners were contacted and interviewed to clarify or ensure that their delivery did not fall in scope and to establish that no partner had been overlooked.

A review was undertaken of the LCC Contracts Register in order to identify if any commissioned provision had been overlooked by the Steering Group.

Voluntary Sector

Contact was made with voluntary services to identify where provision to schools overlapped partner delivery or where they work in conjunction with partners. This was explored through discussion with Children's Links who were able to promote the project through the Voluntary Sector Forum. Further information was gathered through internet searches and organisations known to partners.

It was also expected that schools would identify what charities delivered to their young people. Unfortunately discussion with these charities couldn't take place due to the lack of responses from schools at that time.

Although a small number of charities did respond, this tended to be in relation to requests for future funding. Consequently limited information was gathered in relation to charities delivery in schools, therefore their intervention does not significantly impact on the recommendations in this report other than in the delivery of Sports/Exercise.

Key Points

- *Young person contact was undertaken but limited*
- *Questions to schools related to delivery against the DfE safeguarding priorities and PSHE/SRE to ensure relevance to schools*
- *Schools were asked what additional support they required from partners*
- *Information regarding partner delivery came from what they provided*
- *Partner delivery was set against the CYPSP Key Priorities and examined in relation to scope of provision, efficacy and capacity*
- *Voluntary sector provision was explored to identify the type and scope of preventative educational provision in schools. Overall this was not successful*

Chapter 2: Your Response : What You Said

This Chapter sets out the responses received from Young People, Schools and Partners in relation to delivery on schools. It draws out key themes from each group based on the information that has been collated.

Young People

Although there have been a relatively small number of responses from young people to date, there are some tentative themes that can be drawn from the responses.

The Schools Engagement questionnaire did not capture any responses from young people in the 7-10 age category.

The questions through the LSCB survey for 7-10 year olds primarily focussed on safety around the road/playing outside and bullying in different environments therefore the context of the themes is limited to this. The number of responses does not allow us to draw particular differences between gender responses.

7-10 year olds were particularly concerned with speeding cars and crossing roads. Very little commentary was captured in the survey however they identified that they primarily wanted practical responses such as speed cameras and bumps rather than any particular training/information.

This age group were predominantly concerned with being hurt by a stranger or hurt at home. Young people receive "Stranger Danger" interventions at school although from the commentary in the survey their concern was around being approached, by strangers particularly when they are on their own. They were concerned, although significantly less so by being bullied or hurt at school or online.

The LSCB questionnaire for young people aged 11+ covered a number of safety topics, these included; transport, walking at night, visiting places, making friends online and concerns around drugs. The Schools Engagement questionnaire identified what made young people feel unsafe, what schools did to address this and how the young people wanted the information delivered to them.

The main area of concern for young people in this group is in relation to feeling safe when out in the community, particularly around groups of young people not known to them. Related to this is a fear of other people in general, specifically identified through the use of public transport but overall when they are by themselves. These themes are captured within both surveys as the main issue for young people.

Young people identified that they would like information about staying safe, what to do if they feel unsafe and where to go.

Young people in this group identified a concern about a lack of awareness around drugs rather than identifying that they were using.

They overwhelmingly preferred information to be delivered to them in the school environment by professionals rather than through teachers, especially where the option was 1:1 discussion. They identified teachers amongst others as a group of people that they felt they could talk to if they had a specific problem.

Through the Schools Engagement questionnaire young people identified that they would also want information delivered through leaflets/websites, this was an additional medium rather than a preferred option.

Key Points:

- *7-10 age group are concerned about their safety; when they are in the community on their own, around bullying and e-safety*
- *11+ age range are concerned about their personal safety when outdoors, they want to know what to do if there is a problem and who to go to*
- *11+ stated they preferred delivery to come from professionals rather than teachers*
- *The overall sample group was relatively small*

Schools

There are 357 Schools in Lincolnshire with 103,005 pupils on role (School Census May 2014). As noted in the methodology, the final response to the questionnaire utilised by the project equated to 25% of all schools in Lincolnshire. The percentage figure for Secondary schools 34% and Special/Alternative provision 45% were significantly better, at 21%, Primary schools slightly lower.

Note: The Lincolnshire Teaching and Learning Centre (PRU) is a larger-than-average sized pupil referral unit. It comprises three geographically dispersed centres, 12 alternative providers, an outreach service for all the schools in the County and is responsible for the home-tuition service.

The information below draws on the themes and issues within the questionnaires, this is an amalgamation of responses and does not represent a consensus by schools across the topics, rather a consolidation views.

Not all forms were comprehensively completed, some being yes/no answers whilst others were in far more depth. This has had a particular impact in relation to identifying the amount and type of interventions that are currently delivered to schools by partners and subsequently any additional support that was required. ***It has therefore been difficult to assess the demand for interventions by schools from partners.***

However, what can be determined very clearly is the respondents' current ability to promote these messages by the schools that have teachers trained in this area or access external provision.

Due to the lack of completion in some areas all figures are represented as percentages as the totals do not equate to the overall number of responses.

Although discussion with schools has indicated there are often constraints on staff and pupil time to incorporate training and delivery of these key priority areas, none of the schools identified this as an issue regarding whether they delivered around this or not. As such this is something that is considered when looking at promotion of preventative educational messages, however it cannot be acknowledged as the primary factor in the variation in delivery.

The information has been collated under the Key Priority headings, as identified in the methodology there are clear links with many of the specific safeguarding issues schools need to consider which have fed into these.

In this section the report will focus on;

- Is there delivery in schools of the Key Priorities to pupils and teachers (through training)
- How is this done
- How do they plan to do it
- What if any support they need from partners to deliver this and how would they like it to be delivered

Schools identified within the questionnaires what current support they had within their school as well as any additional support they required.

There was significant variation between schools in their promotion of the key messages to pupils and awareness/training of staff in these areas. For the purpose of this report a general oversight of provision is required rather than focussing on individual practice.

Primary schools have been dealt with separately from other provision due to the difference in age groups. Secondary and Special/Teaching and Learning Centre schools are addressed together although differences are identified where appropriate.

Primary schools

It was expected that many of the Key Priorities may not have been appropriate to teach directly to young people in this group, many of the schools identified this as an issue on their returns.

Bullying and Harassment

100% of schools taught their pupils about this particular area, there was a vast range of activities undertaken from anti bullying week, assemblies, PSHE with the young people. The predominant method of ensuring young people were aware of this issue was through mainstream school activity i.e. assemblies, lessons - either ICT/PSHE/circle time etc. The results also indicated that there was use of partners in addressing this issue with pupils, schools identified that they would like additional support with this in relation to parents and events within the school.

98% of staff were trained in this area through a combination of internal and external training i.e. online LSCB. There was a fairly even split around the way support could be given in this area to schools between events, staff, training and e-learning.

Overall this is a key priority area for schools, there is a range of activity by schools in the delivery to pupils and the training of staff.

It was also noted that a large number of schools indicated that they utilised that NSPCC Childline Schools Service to give presentations and undertake workshops with pupils.

Substance Misuse (including NPS)

100% of schools taught their pupils about substances, again this was through a range of interventions including partners Stay Safe Days as well as the use of partner organisations for direct delivery. Although some of the resources were targeted at specific year groups, the majority of provision is across all young people through PSHE.

79% of staff were trained in this area, again training was identified as being accessed through the LSCB as well as training through internal staff events. The majority of schools identified face to face training of staff as a priority for partner delivery to school, events to pupils secondly and finally e-learning support. Schools identified they would like additional support in relation to identifying new materials and workshops specifically for Year 5/6 pupils.

This indicates that this is a key priority area for schools with a range of activities, utilising both internal and external providers.

ASB/Racism and Hate Crime/Arson/Knives and Personal Safety

These topic areas were covered through school responses to Gangs and Youth Violence and through the identification of activity within PSHE lessons. These issues are covered in the guidance to schools through the Home Office document, "Addressing Youth Violence and Gangs - Practical Advice for Schools and Colleges".

In relation to Gangs and Youth Violence 42% of schools identified that pupils were taught about this area. The different topic areas were also addressed through bullying work undertaken (see above) as well as through the PSHE curriculum. Schools identified that they engaged with some services i.e. Fire Service/PCSO's or particular activities i.e. Stay Safe Days/Locality Roadshows in addressing the additional topics. Personal safety is addressed with pupils across a range of topics through PSHE lessons, assemblies etc. although schools did not specifically identify a particular focus in this respect. Knives were not identified as being addressed either through partner intervention or through the PSHE lessons regarding safety. A lack of focus on knife crime is not surprising however due to the age of the pupils.

Only 30% of staff were trained in this area, some schools identified that they intended to address this through awareness training although a number felt that it was not appropriate to their school. Training for teachers and e-learning delivered through partners were equally preferred by schools. What is unclear is whether respondents understood the range of topics addressed under the Gangs and Youth Violence safeguarding issue.

What is clear from this information is that further work is needed to identify which key messages are effectively delivered and ensure that where there are gaps in provision that the messages are imbedded in schools.

Prevent

This particular area is not relevant for pupils of this age, this was confirmed by the PREVENT lead and is demonstrated through the lack of promotion of this issue with young people, only 2%.

What is clearly lacking is schools promotion in raising teacher awareness of this issue, only 9% of respondents identified that staff were trained around this issue. This was mainly through WRAP training but was also through policy discussions within the schools.

For those schools that planned to address this issue, they expected to raise this with pupils if relevant, and to review and address this through safeguarding and their governing body. The number of schools intending to do any future work was very low. Schools identified that their preferred method of delivery was through teacher

training and e-learning which mirrors the fact this is more appropriate for teachers rather than pupils.

Again, there is clearly work that needs to be undertaken in ensuring that this is imbedded in schools.

E-Safety

This was captured within the school question that focussed on sexting but also through responses related to bullying and PSHE. Although 29% of schools identified that they addressed Sexting as an issue, as a whole this was picked up through bullying and e-safety in general where there was significantly more input. Schools identified that they accessed a range of resources in this area from; partner provision, e-safety days, and a range of lessons i.e. ICT, PSHE, DARE programme etc.

Only 33% of staff were trained in this area, again this could be related to the question rather than e-safety as a whole. There is also a lack of guidance for schools from the DfE guidance document in this area.

A number of schools did identify that the specific topic area was not relevant to their pupils or would be addressed if issues arose. Of concern is that the majority of schools do not train staff to recognise this issue. Those schools that planned to address this identified that they saw it within the sphere of safeguarding training and that they would like this directly delivered to staff. A small number of respondents identified that they would like events for pupils specifically in this area. As identified e-safety as a whole is addressed through a number of avenues within the schools, sexting being one element that they do not give particular focus to.

Domestic Abuse

Schools on the whole do not specifically address this area with their pupils although this would be expected due to the age group. Domestic Abuse was addressed with 13% of pupils, this was through utilising the NSPCC, PSHE and other lessons.

Staff awareness of Domestic Abuse sat at 61% of school respondents. Other issues captured under this umbrella of Forced Marriage (14%), Female Genital Mutilation (FGM) (14%) and Gender-Based Violence/Violence Against Women and Girls (VAWG) (9%) which is identified in the DfE guidance is significantly less promoted with staff. In these other areas schools did identify that they intended to undertake more training although again stated that the subject area was not suitable for teaching to young people. However general work with pupils to promote equality and diversity was undertaken. In order to raise their awareness of these issues schools expressed a slight preference for direct teacher training above e-learning. They also identified that they would like advice from appropriate partners in this area.

Domestic Abuse is promoted within teaching staff within schools although more needs to be done, what is clear is that the wider preventative message around FGM and VAWG is not being promoted to teachers. Some of this may well be around the relevance to staff of the subject area, schools are clear that there is significantly less relevance to pupils.

Child Sexual Exploitation (CSE)

26% of schools addressed this area with pupils; this was usually through the wider generic keeping safe through PSHE, sexual relationships curriculum and stranger danger work. None of the schools identified that this was an area they felt was inappropriate for their pupils. There was significant demand from schools relating to awareness raising for pupils as well as additional support from partners.

56% of schools trained staff in this area, again schools indicated that they wanted to increase staff training as well as reviewing school policies. There was significant demand for direct staff and e-learning training in this area from partners as well as more limited demand for events for pupils.

CSE appears to form part of the wider health and staying safe promotion within schools for pupils. It is clear that there is a demand both for further work by partners for young people as well as raising awareness and training staff to deliver.

Road Safety

The school questionnaire did not specifically address road safety, however information was contained within this regarding the number and type of partner providing interventions into schools as well as through the PSHE curriculum. Schools identified that they received support through the Road Safety Partnership, PCSO's and Bikeability in relation to this particular area. This was through specific delivery to pupils i.e. cycle skills, pedestrian awareness/JRSO and general talks to classes regarding elements of safety.

There was no indication regarding whether staff were trained in this area, however schools identified that this issue is addressed through PSHE lessons, assemblies and circle time.

Although information from schools in this area, when examining this from the delivery perspective (see Partner Delivery below) it is clear that the message of road safety is being promoted in schools.

Health Issues (Smoking, Nutrition and Healthy Eating, Exercise, Sexually Transmitted Infections (STI), Early Pregnancy)

The issues of STI and Early Pregnancy are not applicable to Primary education, although the transition to puberty is (see below in Partner Delivery). However the other issues are addressed within the PSHE curriculum delivered by schools which

covers; Health and Wellbeing, Relationships and Living in a Wider World as the overarching themes. Although not statutory, all schools indicated in their responses that they delivered PSHE to their pupils.

In doing this they accessed a range of partners, these were identified as Healthy Schools who supported the implementation of the curriculum and some elements of training staff. Training via Teenage Pregnancy was also identified. Direct delivery to pupils was identified as being provided by School Nurses and CAMHS.

Exercise and sports delivery support primarily came through the PE and sport premium for Primary schools (Central Government Funding) rather than through partnership delivery.

Responses from schools in this area lacked enough detail to clearly indicate whether key messages around health issues are being promoted effectively. Although we may be able to infer that they are through PSHE and the PE and sport premium we cannot say for certain. Further work would need to be undertaken in this area.

Key Points

- *Direct delivery to pupils was comprehensive (above 90% or otherwise demonstrated) in the areas of Bullying, Drugs and E-safety. Some health issues were also actively addressed through PSHE*
- *It is felt that some messages were inappropriate to be delivered to pupils, these were; PREVENT, elements of DA (FGM, Forced Marriage, VAWG) and some areas weren't relevant; Teenage relationship abuse, STI's, Early Pregnancy.*
- *Staff awareness of issues is only comprehensive in the Bullying, all other areas need further work.*
- *Schools utilised a range of resources to deliver interventions, including from partners, this ordinarily forms part of PSHE.*
- *The questionnaire did not specifically pick up provision in some areas, however partner delivery in Road Safety and Health issues identify a range of active intervention. Further work will be needed.*
- *Schools do want support across a range of areas, this is primarily through staff training and e-learning, although direct delivery to pupils is also identified.*

Secondary and Special/Teaching and Learning Centre Schools

Although the different provision is being examined together any significant difference will be identified. Although there was a higher response from Special/Teaching and Learning Centres (45%) than Secondary schools (34%) the lower number of Special/Teaching and Learning Centre schools means that the percentages can be significantly affected by one or two responses. The impact of this will not be identified unless there is significant difference.

Bullying and Harassment

100% of both Secondary and Special/Teaching and Learning Centre schools addressed this issue with their pupils. There was a range of internal mechanisms, including PSHE, assemblies, student feedback, ICT etc. as well as delivery by partners; PCSO's, Anti Bullying Officer and E-Safety Officer. These were either within assemblies, PSHE lessons or part of other events i.e. Anti-Bullying Week, "It's That Easy". Schools identified that they liked external providers to undertake events.

Staff trained in this area was also high, 100% for Special/Teaching and Learning Centre schools and 79% for Secondary schools. This was through online bullying training, safeguarding training and continuous professional development.

Only one school identified that it needed to undertake further work in this area, this was around CEOP training with the Police and Safeguarding in a Digital World through the LSCB. This linked in with E-safety (see further below) rather than specific issues outside of digital media. A small number of schools indicated that they would like further staff and e-learning training to support PSHE and form part of INSET days.

The prevention message around bullying and harassment is prevalent across schools; this is undertaken both in house and by using partner provision. At present there are no significant gaps.

Substance Misuse (including New Psychoactive Drugs)

100% of Secondary and Special/Teaching and Learning Centre schools delivered to pupils in this area. Again this is through the PSHE curriculum, although different schools often focussed on different Year groups for this intervention. Substance misuse was covered in a range of different lessons, from drama, science, sports studies and citizenship. They also identified that they used external web based resources i.e. Talk to Frank to assist in the delivery of interventions. Schools utilised partners in direct delivery, these included PCSO's and Addaction. They identified that they wanted further involvement from partners in this area via events to pupils, including talks to specific Year groups.

Staff training in this area was more significant in Special/Teaching and Learning Centre schools (71%) than Secondary schools (53%). This may be accounted for

through Special/Teaching and Learning Centre schools identifying that staff are trained to deliver medication or that Secondary schools utilise more external providers. Unfortunately there is not enough information to distinguish either way. Neither set of learning providers particularly identifies where this training comes from or how staff are trained. Secondary schools do however identify that they plan to undertake further work with PCSO's and to train PSHE teachers in this area. They also identified that they would like further face to face and e-learning around legal highs.

From the responses from schools it is clear that messages around substance misuse are being effectively delivered to pupils. What cannot be said is that teachers have a level of awareness or training to match; this indicates that there is a gap in this area.

ASB/Racism and Hate Crime/Arson/Knives and Personal Safety

As with Primary schools, these topic areas were covered through school responses to Gangs and Youth Violence and through the identification of activity within PSHE lessons.

These areas are addressed primarily in Secondary schools (72%), than in Special/Teaching and Learning Centre schools (38%). Again there may well be some variation in the elements addressed by the two sets of providers, Special/Teaching and Learning Centre schools identified that they proportionally accessed the Fire Service provision more, also that this provision was not relevant for their pupils in two cases. Whether this was due to the learning needs of their pupils or for another reason was not identified.

This area was addressed predominantly through PSHE provision in both sets of educational providers, Secondary schools identified a wider range of mechanisms through which they addressed this and did have more focus in specific Year groups depending on the individual school. Schools identified that they had external provision from partners through PCSO's as well as "It's That Easy". One school identified that it specifically addressed knife crime although didn't identify who provided it.

Personal safety was identified as being delivered through PSHE although responses did not state which areas this encompassed.

Of more concern was the lack of staff training in this area, 43% of Secondary schools identified that they trained staff in this area, 0% of Special/Teaching and Learning Centre schools identified their staff were trained. What both sets of learning providers intended to do in the future to address these issues was minimal although Secondary schools did indicate that they would like further staff training and e-learning. The demand for this was not particularly high. No further support for staff was requested by Special/Teaching and Learning Centre schools.

Secondary schools also identified that they would like further events for pupils, this ties in to the greater emphasis put on pupil delivery.

Further work needs to be undertaken to unpick the significantly lower delivery of these areas to Special/Teaching and Learning Centre schools, the key messages either aren't being delivered or they are being delivered in a way which hasn't been captured in the Questionnaire.

What is significant is the lack of staff awareness/training in these issues, the responses from both sets of educational providers would indicate that this is a significant gap. Within Special/Teaching and Learning Centre schools it may be that they feel that these are not relevant to their pupils hence staff do not need to be aware. Either way, more work needs to be undertaken in these areas to ensure the preventative educational message is disseminated.

PREVENT

The PREVENT strategy responds to the ideological challenge from terrorism and aspects of extremism, providing practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support through a range of partners. This message is not being delivered effectively to either pupils or teachers across both sets of educational providers. Special/Teaching and Learning Centre schools **do not** provide this at all to pupils or teachers. There was no feedback to indicate if there were any barriers or reasons this was not done.

In Secondary schools, delivery only occurred to pupils in 35% of cases. This was through a range of class based lessons, including PSHE, RE, Citizenship and a Current Affairs Club. None of the responses indicated partner delivery although there is an offer to schools around this from the PREVENT team.

Awareness by teachers in this area was low at 21%. None of the responses identified how their teachers had been trained in this area, either through WRAP or other packages.

Both sets of educational providers identified that they wanted further training for staff in this area; the demand for this was higher from Secondary schools. Secondary schools identified that they wanted external speakers for pupils although, the level of demand compared to the number of responses was low.

It is clear that the message in this area is not being disseminated effectively to pupils or staff, as such this is a significant gap.

E-Safety

This was captured within the school question that focussed on sexting but also through responses related to bullying and PSHE.

Both sets of educational learning providers had a higher delivery to pupils identified through the question on sexting. 100% of Secondary and 71% of Special/Teaching and Learning Centre schools delivered to pupils. As with Primary schools, this issue is also captured through cyber bullying, PSHE and ICT within schools. Again PCSO's and the LSCB E-safety Officer were also identified as delivering around this subject area to schools. Schools did identify that they would like further events for pupils with external speakers. Again from the overall number of respondents this request was low (16%)

Teacher training in this area was reasonable but needs improvement, 67% of Secondary schools and 57% of Special/Teaching and Learning Centre schools ensured teachers were trained. This training came through the LSCB Safeguarding in a Digital World, and what was identified as LCC/e-safety training. Schools identified that they would like further training and e-learning from partners. The demand for this was, however as low as for pupil support.

This is an area where the preventative message is on the whole being delivered to pupils, but training/awareness of teachers needs further input.

Domestic Abuse

Domestic abuse in this instance incorporates five separate strands of the safeguarding requirements in the DfE guidance. These include Domestic Abuse, Teenage Relationship Abuse, Forced Marriage, Gender Based Violence/Violence Against Women and Girls and Female Genital Mutilation. Within these five separate strands the DfE expects schools to focus on those issues that are most relevant to that school or area. The variance of delivery to pupils and teachers between each set of educational provider is quite pronounced in some areas.

Delivery to pupils by Secondary schools is significantly higher than Special/Teaching and Learning Centre schools across all areas. Some Special/Teaching and Learning Centre schools indicated that delivery was not required in some areas but failed to give any indication as to whether this was due to particular issues within that school, the cultural makeup of the young people or whether this fell outside of the key priority for their school. Delivery to pupils across these areas fell below 26% of Special/Teaching and Learning Centre schools.

Delivery of Teenage Relationship Abuse (88%) and Domestic Violence (67%) was more comprehensive in Secondary schools than the other areas of abuse. This may reflect the priority given to these areas due to the relevance to the individual schools. The other areas of abuse were also addressed, these being delivered in 35-56% of schools. These were delivered to pupils through PSHE, SRE and through external provision such as Women's Aid.

Staff training in Special/Teaching and Learning Centre schools reflected the levels of delivery to pupils, in some areas staff awareness being below the amount of delivery to pupils with no apparent external provision to make up the deficit.

Staff awareness/training in Secondary schools was again below that delivered to pupils (with the exception of FGM) however they did identify utilisation of partner support such as School Nurses and Domestic Abuse Team.

Although some Special/Teaching and Learning Centre schools identified that they would want more training in this area, what was requested was more advice and support.

Secondary schools identified that further training and e-learning would be more beneficial around FGM, VAWG and forced marriage. They also indicated that they would like external speakers to deliver to pupils but also to give further advice and support to the school.

There are clearly gaps in ensuring the message around Domestic Abuse is delivered to Special/Teaching and Learning Centre schools, as indicated by some schools this may well be that it is not appropriate however that would need to be explored further.

Delivery around Teenage Relationship Abuse to pupils in Secondary schools is significantly better, within this they utilise external provision to train teachers to deliver, such as the Teen to Teen Abuse Officer and recognise further delivery and training would be beneficial to them. There still remains a gap around delivery of the preventative message; however this is focussed more on the elements of Domestic Abuse.

Child Sexual Exploitation (CSE)

87% of Secondary and 63% of Special/Teaching and Learning Centre schools delivered sessions to their pupils around CSE. This is again delivered through a mixture of internal PSHE, SRE and assemblies and a mix of external provision. These include the theatre productions of Sophie's Choice and Chelsea's Choice, schools also indicated they utilised the E-safety Officer and external agencies for a Year 9 Sex and Relationships day.

Staff training in this area is lower, but compared to other key priority areas remains higher than most. 66% of Secondary and 43 % of Special/Teaching and Learning Centre schools deliver training or awareness raising with staff members. This appears to be through safeguarding training or whole school training (although who delivers this is not identified). Both sets of education providers identified that they intend to continue with both e-learning and face to face training, in house training and also liaise with a representative from the CSE Steering Group. 25% of Special/Teaching and Learning Centre schools identified that they wanted e-learning support from partners whilst Secondary schools identified that they primarily wanted staff training followed by e-learning. They also indicated that they would like

information regarding specific contacts where they had concerns and support with PSHE and INSET training.

Secondary schools also identified that they would like a range of events for young people, these ranged from external speakers to specific events for 6th form students.

Delivery to pupils around CSE in Secondary schools is good and it is clear that many schools have plans to increase this. In Special/Teaching and Learning Centre schools this is still clearly a priority, having the 4th highest percentage delivery out of all the safeguarding priorities. Clearly further work needs to be undertaken for comprehensive coverage although there appears to be minimal appetite for additional support to be provided by partners.

Road Safety

The questions asked within the school questionnaire did not specifically address road safety, however information was contained within this regarding the number and type of partner providing interventions into schools as well as through the PSHE curriculum. A number of schools from both learning providers identified that they had the Road Safety Partnership delivering sessions within their school, a number also identified they accessed "It's That Easy" at which the Road Safety Partnership deliver a session. We know from partner information that "It's That Easy" is delivered to over 20 Secondary schools per year (see Partner Delivery), which is nearly half the Secondary school provision. What has also been indicated by information from the Police is that they also deliver a number of initiatives around Road Safety, unfortunately we cannot identify from the information they have provided the coverage and depth of delivery.

At present there is no indication as to whether staff are trained in this area, we do know however partners have a presence in delivering this key message.

Health Issues (Smoking, Nutrition and Healthy Eating, Exercise, Sexually Transmitted Infections (STI), Early Pregnancy)

Although information was not specifically captured in these areas through the questionnaire, from the responses it is clear that all schools delivered aspects of these issues within the PSHE curriculum. As SRE is a component of most school provision we can be assured that these areas are also covered within this. This does not however give any indication as to the amount of time spent on these and whether this is delivered by the schools based on their own resources or through training delivered by partner agencies. What we do know from the Partner section of the report is that there is very limited direct delivery to pupils by partners.

Schools identified that they liaised closely with CAMHS, the School Nurses and Healthy Schools, all of which offer training and/or direct delivery to pupils within schools in these areas. Three schools also identified that they accessed Positive Health, a charitable health organisation that promotes HIV and Aids support.

Responses from schools in these areas lacked enough detail to clearly indicate whether key messages around health issues are being promoted effectively. Although we may be able to infer that they are through PSHE and the PE and sport premium we cannot say for certain. Further work would need to be undertaken in this area.

Other Areas

Although not covered in the Key Priorities, one area that Secondary schools did cover extensively and wanted further partnership support on was around mental health issues. 94% of Secondary schools delivered to pupils and 64% had staff trained in this area. Schools identified a demand for staff training and e-learning in this area as well as wanting external providers to deliver talks to pupils.

Special/Teaching and Learning Centre schools had less delivery to pupils 50%, but more staff trained in this area 75%. This may be due to the specific needs of their pupils and the requirement for a greater understanding of mental health issues.

They too however, identified that they would like further training in this area through the CAMHS pathways team.

Key Points:

- *Reflecting Primary schools, both Secondary and Special/Teaching and Learning Centre schools delivered comprehensively around Bullying, Substances and E-safety.*
- *Raising Teacher awareness/training needs to be increased in order to support the delivery of key messages where there is limited direct delivery to pupils*
- *There are variations in the delivery to pupils and teachers in the area of Domestic Abuse between both sets of educational providers with Secondary schools having significant coverage in these areas.*
- *The PREVENT agenda needs significant work undertaking to ensure this message is imbedded with teachers at both sets of educational providers.*
- *Where additional support is wanted from providers schools identified that they would prefer this via staff training, e-learning coming significantly behind.*
- *Delivery to pupils was also requested in the form of external speakers or events, although proportionally the number of schools requesting this was low.*
- *Mental health is clearly a key priority for both sets of education providers, for staff and pupils in Secondary schools and for staff only in Special/Teaching and Learning Centre schools*

Partner Delivery

In examining the current coverage and delivery the project utilised the information provided by the partners in relation to their activity in schools and was cross referenced to the key priority areas identified within the ToR. The project also covered other wider issues from the ToR

Provision was identified to be effective when a partner demonstrated that they had;

- Appropriately trained staff to delivery interventions
- That packages of interventions were either accredited or developed within their organisation and tested for effectiveness
- That delivery was consistent across their service
- That feedback was gathered after sessions
- That further evaluation was undertaken at a future date to inform provision and efficacy.

When provision was analysed the status of partner delivery in schools was identified as a core activity i.e. this was a primary function of their role, or, whether this was in addition to their main role.

Where delivery to schools is not a core activity there may be tensions in ensuring sufficient time and attention is given to the intervention, however, effective delivery is critical in ensuring young people are engaged and take on board the information conveyed. Therefore the project does not take account of other demands placed on the provider which may impact on the quality of delivery to young people and schools.

The project also identified if a structured approach had been taken by partners to current need. This was either through a targeted approach based on information they had collated or through a universal approach which identified a rolling programme of intervention that seeks to capture all schools over set period of time. Where this is not the case or where there is insufficient information to identify the structures in place this has been identified.

Where providers have been unable to identify need or an excess of demand then this has been determined as a gap in provision and cannot be said to demonstrate adequate coverage of the Key Priorities in schools.

Where there has been any direct duplication this has also been identified.

There was significant cross over by partners into different key priority areas, this was especially apparent where the subject area was quite broad such as bullying.

Although the focus of delivery may not have been bullying itself, it incorporated this within its subject area i.e. e-safety.

This section identifies what provision and which partners deliver against each of the key priorities in order to map current provision levels of provision against identified need.

The interventions provided by the Police have been covered separately due to the range of interventions and issues of consistency.

Police

The project received 11 responses from different Policing areas across the County; these did not replicate the Neighbourhood Policing Areas but did give a range of urban and rural responses. Those completing the questionnaire were a mix of PCSO's and Police Officers feeding back for their area. Although it is accepted there will be variation in other policing areas it is felt that the mix and variation of responses is representative of provision as a whole.

The Police services provided to schools have been dealt with separately in part due to the lack of consistency of what is delivered between areas. Although some Policing areas are clear as to what they deliver to schools for many there is no apparent strategy that would suggest that they are meeting local need or a wider countywide policy. This variation in standards is reflected in the packages utilised, training given and feedback received and acted upon between the different areas. There are Policing areas which identified good practice and areas where there was clearly a significant need for improvement.

Out of the 11 responses only 4 indicated their area sought out any feedback and 4 indicated that Officers had any further training in relation to packages or interventions in schools beyond their initial training when joining the Police.

The Police deliver across a smaller range of issues with Primary age pupils. Across the 11 areas these tended to focus on;

- Stranger danger
- Personal and internet safety
- Junior Police Cadet Officer Scheme (JPCSO).

In addition one area also addressed road safety and safety on railways.

Delivery to Secondary age pupils varied widely between areas.

One area delivered;

- Drugs awareness
- ASB and respect
- Diversity, and bullying

to another area which delivered those and;

- No Means No campaign
- Domestic Abuse
- Bonfire and Halloween safety
- Road Safety and Section 59 Driving Offences
- Internet Safety/CEOP
- Citizenship classes
- Geography classes looking at crime based on population and area
- Understanding the role of the PCSO.

Other topics covered by the areas included; Bike Marking, Guilty by Involvement, Road/Railway/Water and River Safety, Underage Drinking/Drugs/Smoking, Personal Safety, Night Safety and the Young Enterprise Scheme.

There was no standardisation of what interventions were delivered across the areas.

A wide range of resources are used in delivery across Primary and Secondary schools, some packages were taken from external bodies such as Crime Stoppers, Talk to Frank or came with specific training such as CEOP. The majority of the interventions did not have supporting delivery packages, however, a number of resources were identified as also being approved/produced by the Police. This was with the purpose of creating consistency and standards between areas. As already identified in relation to training, it does not appear that all Officers are trained to use these products or that packages have been tested to ensure efficacy.

Delivery in schools ranged from 1:1 sessions to whole year group talks depending on the needs of the schools, a preference was shown towards at least class sized groups. There is no indication that train the trainer or raising teacher awareness takes place.

None of the areas was able to identify how many sessions were delivered to schools, one area identified that it linked in with national initiatives i.e. road safety in the delivery of intervention and two areas stated that they targeted schools (one on request). All others provided a universal offer to all schools in their area.

As stated the Police offer a wide but inconsistent variety of interventions to schools across the County. There does not appear to be a cohesive strategy to schools engagement. Some areas provide a wide range of interventions based on good resources with trained staff and evaluation methodology but this does not appear to be the majority.

The Police preventative response in schools cannot be said to meet gaps in provision due to its variability and lack of focus. Although many of the interventions undertaken by the Police link in with the Key Priorities (below), they have not been included as they are not consistently delivered. That is not to say that they do not

have an impact on the overall level of provision, rather it is not feasible to unpick when and where this occurs.

The sample areas indicated in the main that they considered engagement and delivery to schools as being part of their core role, however it is interesting to note that one area identified that not all staff were comfortable or confident in delivering to schools.

Bullying and Harassment

The lead agency in the provision of delivery of bullying intervention to schools is through the Anti-Bullying, Equality and Diversity Officer within the LCC Youth Development Hub. Additional partner agencies including LSCB E-safety Officer, Teenage Pregnancy and Healthy Schools incorporate elements of bullying within their interventions.

Delivery therefore is across a range of issues that constitute Bullying or Harassment including, Cyberbullying, Sexual Activity, Race, Disability etc. Delivery in this area includes training of teachers and sessions to groups of young people. The Anti-Bullying Officer offers advice and support to schools and students with anti-bullying resources available for schools to utilise.

Only Teenage Pregnancy target schools for "A Curious Journey" (puberty related theatre), all other partner interventions operate a universal offer. It is therefore difficult to identify the underlying need outside of schools requests in relation to this area.

The E-safety Officer delivers approximately 200 interventions per year, Teenage Pregnancy deliver to approximately 80 schools through theatre companies over the academic year. The Anti-Bullying Officer delivers on average 1 training day per week to schools. All partners deliver to both Primary and Secondary schools.

The number of interventions provided by partners in relation to this cannot give an indication as to whether it meets the underlying need from schools or indicates on the whole a planned response to an assessment of need or a strategy to engage by partners with the exception of "A Curious Journey". From the information gathered from schools this is an area of priority for them, they identified that they utilised partners for delivery and training. On the whole it would appear this key priority area is being addressed at present.

All staff are trained appropriately to deliver the interventions, these interventions being a mix of partner developed resources, externally accredited/devised packages i.e. CEOP or services developed through Theatre companies. Teenage Pregnancy in particular ensure that delivery has quality control measures in place. Quality control measures through E-safety and the Anti-Bullying Officer are variable, there appears to be no mechanisms by which interventions are revisited at a later date to measure success/impact.

Substances

Although the ToR identified NPS as the Key Priority, it was also relevant to extend this to substance misuse as a whole. Several agencies provide services to schools in relation to substance misuse (including NPS), these include East Lindsey District Council (ELDC) Anti-Social Behaviour team (ASB), Addaction, Healthy Schools and LSCB Training. ELDC offers interventions through their Changing Attitudes, Changing Behaviours 6 week programme which incorporates work with partners. This is clearly limited in relation to the number of schools they reach, however the number of interventions they provide has not been given. LSCB Training delivers specific e-learning to staff through the Hidden Harm package; this is not specifically aimed at teachers. Primarily substance misuse provision is through Healthy Schools and Addaction. Healthy Schools work with Addaction in the development of packages of programmes, primarily for Primary schools around drugs/alcohol/NPS and caffeine drinks. These focus on train the trainer for teachers.

Addaction provide services through specific programmes, primarily to Secondary schools, these are NPS, Amy Winehouse Foundation (AWF) - resilience programme and in the future, "It's That Easy" day 2. Interventions cover class to assembly size groups of young people, they also offer training to teachers in relation to substance misuse.

Addaction is the only partner that targets some provision, this is in relation to the initial launch of the AWF project. For all other interventions by partners there is a universal offer to schools, again this is based on school requests rather than any mechanism to target schools.

Information in relation to the amount of provision from ELDC, was not given. Through the LSCB e-learning Hidden Harm - The Effects of Parental Problem Substance Use on Children, four teachers in total have accessed this, which appears to indicate that this may not be relevant to schools in this instance. Addaction has delivered 23 sessions to date with 21 planned across 15 schools in relation to NPS, this is a short term contract until April 2015. The AWF work expects to deliver to 30 schools over a 5 year period, this started September 2014. "It's That Easy" day 2 is planned future work. The level of provision through Healthy Schools is difficult to ascertain as a lot of work is intertwined, they offer support to all schools in Lincolnshire through e-mail/telephone conversation but actively provide interventions to approximately four schools per month for each staff member. Substance misuse would form part of this offer. Healthy Schools provided 3 training events in relation to substances and alcohol which schools accessed in 2013/14.

Although some intervention is targeted, there are not enough systems in place to ensure that specific need is identified and meets all substance misuse requirements. It is clear from schools that this is a priority area for them, and on the whole current

coverage within schools is extensive. This has been identified as being supported by partner's delivery.

ELDC are the only partner who do not train staff to deliver their interventions although they do co-work with partners or use packages that are developed by the specialist services or form part of a wider national package of intervention. All partners have some form of feedback for their interventions from service users. Both Addaction and Healthy Schools also use quantitative data i.e. number of schools/pupils engaging in the interventions, reduction in number of exclusions etc. and qualitative data i.e. regarding how young people found the interventions. Both services to varying degrees revisit schools to measure the longer term impact of the work that they undertake thereby ensuring future effective development of services.

Anti-Social Behaviour (ASB)

With the exception of the Police, ASB delivery in schools is primarily through the District and City Councils ASB teams. Of the seven ASB teams, West Lindsey, South Holland and the City of Lincoln indicated that they did not provide interventions into schools at all. As already identified ELDC ASB team are partners in the delivery of Changing Attitudes, Changing Behaviours which touches on ASB within the programme. South Kesteven identified that they were driven in their interventions by local need and would deliver across both Primary and Secondary schools where required. North Kesteven offered through Democratic Services a day around community involvement and democracy. Boston offered a range of services including ASB to schools upon request.

All of the providers in this area offered group work to assembly sized interventions to schools.

Although staffing levels was given by 3 of the 4 respondents, none were able to identify the number of interventions they put into schools. Both ELDC and South Kesteven identified that they targeted their intervention, in the case of ELDC Years 7-9 and with South Kesteven where specific issues arose. This does not give a clear indication of need in this area. Only ELDC appears to indicate a planned preventative response to ASB through their programme.

None of the partners offered an accredited ASB package or identified that they had developed appropriate in house quality assured packages. Boston was the only team that ensured that staff were trained to deliver to young people, identifying the use of the PTLLS and train the trainer training. All except South Kesteven have in place evaluation feedback forms post-delivery either from the pupils or the staff members. Although each ASB team will have different priorities depending on their locality, it is clear that delivery to schools in this area is inconsistent and it cannot be said that the preventative message in relation to ASB is effective.

Schools did identify a lot of contact with the Police across a range of issues including ASB, however as previously identified the consistency of this offer and packages used is difficult to ascertain.

Arson

The sole provider (with the exception of one Police area) is Lincolnshire Fire and Rescue who sit within Lincolnshire County Council. These are delivered across both Primary and Secondary schools depending on the package of intervention. Primary school intervention is delivered through Fire Safety Workshops Year 2 & 6 which delivered interventions to class sized groups around fire risks for 70 days per year.

Secondary School intervention is through Fire Break, a Year 9+ intervention (a traded service) offered to all schools for a maximum of 8 young people per group to engage in practical hands on experience with the Fire Service. There are 72 days per year schools can purchase.

The Fire Service contribute to and co-ordinate Stay Safe Days and "It's That Easy". Each of these days have sessions on the effects of fire and fire prevention messages. Both of these services are universal and open to all schools.

All the courses are delivered to young people rather than to train staff to deliver.

The Fire Safety Workshops is the only intervention that specifically targets very high to medium risk schools based on specific data. The other interventions are based on schools buying the intervention or making the decision to access it. As "It's That Easy" and the Stay Safe Days are part of a universal offer dependent on schools accessing provision there appears no strategy at Secondary school level to target resources where they are required. Efforts are however made to engage schools where intervention hasn't been accessed.

All staff delivering programmes are Fire and Rescue staff or ex firefighters and all receive in house training, thereby ensuring consistency of delivery. All interventions have feedback forms attached to them, either pre course, post course or both. Both the Fire Break course and the "It's That Easy" days have 3 month follow up feedback from schools to ensure the efficacy of the intervention.

Only Firebreak is accredited, all other courses being developed in house.

Knives

At present no agency deliver preventative information to schools regarding knives. The Youth Offending Service indicate that they will present as part of a core offer delivery to a minimum of 30 "Behind the Blade" interventions to Primary and Secondary schools. This is an accredited programme that explores the attitudes, hazards/impacts, and legal and health implications for knife use. All staff who will

deliver the interventions are trained in the programme which is aimed at 10-17 year olds working in small groups of 3-6. They have indicated that sessions will be monitored and feedback given by the participants with further feedback being gathered 3 months from completion. This is a universal offer and is not targeted to schools where there is an identified need. As such it cannot be said to meet either the overall need as a universal service due to the small numbers of pupils, or through specific need due to the fact it is not a targeted service.

Personal Safety

Personal safety can encompass a range of interventions relating to a young person's life and aspects are incorporated into many of the partner's delivery to schools. However, for this element the project has looked at interventions where there is a specific safety focus.

Interventions specifically looking at safety are focussed on Primary school pupils through the delivery of the Junior Home Safety Officer (JSHO - Healthy Schools), Junior Road Safety Officer (JRSO - Road Safety Partnership) and the Junior Police Cadet School Officer (JPCSO - through the PCSO's). All three schemes have similar traits, in so much as they set "missions" or "themes" for young people through the year that they complete and disseminate throughout the school. JSHO's focus on safety in the home and things that could cause accidents, JRSO's on road safety and JPCSO's focus on crime prevention and community safety. Only the JRSO targets particular schools, the other two being offered to all Primary schools in the County. Each school participating has a small number of young people (2-3) acting as an Officer per intervention. Healthy Schools support 33 schools per year on the course, for Lincolnshire Road Safety Partnership this information was not available, the Police through the PCSO's were unable to identify how many schools were supported. As the young people are given missions that can involve distributing information and complete the course over the year there is an expectation that this will have an impact on the overall safety of the young people within that school.

None of the programmes are accredited, being developed within their own respective services. Staff are trained to deliver and support the interventions within the JSHO and JRSO schemes for which delivery in schools is a core function, the training of staff to support the JPCSO has been identified as variable. Both the JSHO and the JRSO gather feedback from the young people regarding the projects although neither identified that they revisited the young people at a later date to identify any long term impact. The JPCSO scheme identified that feedback was not gathered.

Only the JRSO scheme identifies the level of need through the use of data collection, subsequently targeting each school based on priority status. The other two programmes do not appear to have a rolling programme to target schools that haven't accessed the scheme or strategy to target particularly high need/risk

schools. In this respect it cannot be said that the JSHO and JPCSO actively identify need and or have a rolling programme that would therefore cover this effectively.

General interventions also deliver safety messages, this incorporates work Healthy Schools undertake to support the PSHE curriculum, work with LRSP, Fire Service, and Police etc. Healthy Schools also offer 4 Protective Behaviours training events for teachers, this incorporates a variety of safety themes for teachers to then deliver to pupils. This also includes the safety elements that are incorporated within "It's That Easy", Stay Safe days, and Locality Roadshows. School responses indicated that safety was addressed through the PSHE curriculum and that services were accessed in relation to this. It would appear that schools utilise services depending on what the safety focus is. We therefore see some schools accessing delivery outside of partners such as; RNLI, Rail Track, Waterways, National Power etc.

As such determining need through existing provision is not feasible; the topic of personal safety can be incredibly broad and is driven by local need. We can however identify from the young peoples limited response that some elements, remains an issue for them.

PREVENT

At present there are two providers that deliver the PREVENT agenda to Lincolnshire schools, these are the Police and Boston ASB Team (Boston work with the PREVENT team for delivery). The PREVENT team deliver a number of different interventions to schools in Lincolnshire. Training to teachers is through WRAP training which raises awareness in relation to violent extremism and radicalisation. It identifies referral pathways where there are concerns.

Delivery to young people is through two interventions, the "Pathways" DVD which focuses on prejudice, discrimination and racism and ultimately how this can lead to extremism. The second is "Islam in the Media", this looks at how Islam is portrayed in the media and Internet safety, how young people can keep themselves safe and the use of propaganda in radicalisation.

The sessions available to young people are only for Secondary age pupils, it being felt that the topic is not appropriate for Primary age pupils. Sessions are only targeted at specific schools where there has been an incident around the PREVENT agenda, therefore this is a universal offer to all schools. Although the amount of sessions delivered to schools was not identified, in relation to capacity, additional resources can be drawn from regional colleagues delivering PREVENT if required. WRAP is a Home Office approved resource and the Pathways DVD has been developed by the Police. Both Islam in the media and the internet safety sessions have been developed by the facilitators but have no evidence to support effectiveness.

All staff who deliver the sessions have been trained to do so and delivery is consistent. The only feedback gathered is in relation to the WRAP training, none is currently gathered for the others.

In terms of delivery and meeting the current need there does not appear to be a structured approach. Data collection relating to the number of teachers attending WRAP training is limited, however the PREVENT team has delivered to 15 academies over the last 18 months, this delivery has been due to school requests and efforts to engage schools by the team but is not part of a rolling programme.

From schools information it is clear that this is not a priority, hence the low levels of pupil awareness of issues (appropriate only for 11+ pupils), or teachers across all age ranges. This is one area where the preventative message is not being accessed by schools.

E-safety

E-safety can cover a variety of topics related to the use of electronic media, currently the primary providers of e-safety interventions are through the LSCB. This is through the E-safety Officer, LSCB Training (Teachers course only) and through the commissioning of "Chelsea's Choice" which incorporates elements of e-safety. Additional work is undertaken by Boston ASB Team using CEOP and through "Teenage Pregnancies Man Up" theatre production (13-18 year old) and resources available to schools around issues related to sex. The PREVENT team also undertake work around radicalisation and internet safety (see above).

Delivery by the E-safety Officer incorporates a range of interventions to Primary and Secondary schools which include; stranger danger, bullying, grooming, digital footprints, sexting, harmful content as well as sessions through "It's That Easy". The E-safety Officer also trains teachers to deliver e-safety provision within their schools.

Both Boston ASB and the E-safety Officer use CEOP accredited programmes and have been trained to do so, although the E-safety Officer will use a wide variety of other materials developed himself or obtained from different services. All theatre productions have been developed specifically for the target audience and to deliver the key messages and have a range of feedback and control measures in place to ensure effective delivery.

Feedback is obtained by the E-safety Officer in relation to training of teachers and "It's That Easy", he does not however obtain formal feedback for delivery in other areas. Boston ASB do collect feedback from the school when delivering. With both of these services there is no indication that further feedback is sought later on to ensure that the messages delivered have been effective.

None of the providers target specific schools through their delivery, rather they have a universal offer that is available on request, therefore there is no indication of

delivery based on need outside of the requests by schools. No figures were given regarding the number of interventions provided by Boston ASB.

To date there has been three tours of "Man Up" with 60 schools per tour and has been re-commissioned for 2015, "Chelsea's Choice" delivering 36 sessions in a year.

The LSCB Training identified that 328 teachers are studying/have completed the e-safety: Guidance for Practitioners Working with Children in Lincolnshire course. Schools are also able to access the Safeguarding Children in a Digital World. A good indicator of the indicative need by schools is the amount delivered by the E-Safety Officer, who delivers to 91 schools in an academic year equating to approximately 200 sessions. Again this delivery is a universal offer without being part of a formal rolling programme, however at present he is not capable of meeting the number of requests from schools. This would indicate that there is a need beyond the current capacity available.

This is confirmed by the information gathered from schools, where delivery of this message to pupils is extensive.

Domestic Abuse (including Teenage Relationship Abuse)

Currently delivery in these areas is provided through Healthy Schools, Teenage Pregnancy and LSCB training. Specific training in relation to Domestic Abuse to teachers is delivered through an LSCB e-learning course and through the Healthy Schools Domestic Abuse (Teen to Teen) Officer. Domestic Abuse training is also offered as an element within the Delay (a national programme), and Consent (a national pilot) by the Healthy Schools (through a consultant) and Teenage Pregnancy teams. All of these are train the trainer programmes for teachers to either delivery as part of the schools PSHE/SRE or to increase awareness so they can offer advice. All the training comes with course materials for the teachers. These are aimed at Secondary school aged young people.

None of the interventions are targeted, rather being a universal offer and none are part of a rolling programme, in some cases are low.

In total there were 15 workshops provided by the Domestic Abuse Officer, 3 Delay sessions per year and the pilot for the Consent Programme (numbers not given).

The number of teachers accessing the LSCB e-learning packages of;

- Awareness (or Refresher) of Domestic Violence and Abuse including the Impact on Children
- Young People and Adults at Risk and An Introduction to FGM
- Forced Marriage
- Spirit Possession and Honour Based Violence

was low at 21 teachers studying/passed these programmes. Although the DfE safeguarding guidance to schools specifically addressed Domestic Abuse, it also includes, Teenage Relationship Abuse, Forced Marriage, Gender Based Violence/Violence Against Women and Girls and Female Genital Mutilation.

All those delivering to teachers are trained in the packages they deliver, although none of the packages are accredited all have either been developed within the framework of that organisation/theatre company or utilise resources developed by others i.e. Women's Aid. Feedback is obtained from teachers in all instances and used to inform future provision.

The aim of these interventions is to train teachers to deliver to pupils, raise awareness and support young people. The information identified through schools returns would indicate that training of staff is part of Secondary and Special/Teaching and Learning Centre schools priorities. This is reflected in schools delivery to young people in these areas. As interventions aren't targeted or taken forward as a rolling programme it cannot be said that it meets identified need.

Road Safety

Road Safety Intervention in schools is delivered primarily through the Road Safety Partnership and LCC Transportation. Both services offer interventions to Primary and Secondary age pupils.

The Road Safety Partnership offer a range of interventions aimed at Primary age pupils, these include; Conspicuity (importance of being seen), Pedestrian Awareness schemes - Traffic Trails, Sense Mapping, Local Trails and Linc Walking. These all focus on direct delivery to class sized groups of young people to increase their awareness and encourage safe behaviours around roads to class sized groups. These interventions are supported by the, "Road Safety Through Play" educational materials available to schools. These services are offered to class sized groups within schools.

Transportation support Primary school pupils through the Bikeability (level 2) scheme which trains young people to ride bicycles safely, usually in groups of 3-12, Bike It (Lincoln based only) which encourages cycling. "Max Respect" encourages road safety and respect on transport and "Moving Up" presentations for young people going to Secondary schools who may use transport provided by LCC. This provision can range from whole year assemblies to 1:1 sessions with individual young people.

Support to Secondary age pupils through the Road Safety Partnership is delivered at young people using motor transport, this takes the form of "The Real Story", delivering a prevention message to new and young drivers taking lessons through their driving instructors. The Casualty Reduction Officers who focus on motorcycles

and "2Fast2 Soon" which delivers to young drivers, through a theatre production, workshop and driver elements.

Transportation offer the Bikeability scheme (level 3) to Secondary school pupils and Independent Travel Training (ITT) for young people who are entitled to home to school transport to increase confidence and skills. ITT also offers classroom based learning to all special needs schools and resource packs for teachers to utilise.

The Road Safety Partnership also offer specifically tailored sessions based on the schools individual needs.

The Road Safety Partnership allocate their resources on the basis of information taken from traffic accident data, subsequently prioritising schools and services based on this information. As such intervention is targeted and focussed although they still maintain a universal offer where capacity allows.

Bikeability and Max Respect are universal offer to all schools that wish to access the service, ITT is targeted to individual pupils needing the service and all special needs schools across the County.

All staff delivering road safety intervention are trained on the packages of intervention they deliver. Some packages such as Bikeability and ITT have external accreditation and standards that must be adhered to. Other packages have been developed by the services or utilise resources from other areas. Although feedback is sought from the schools there is no indication from the services using their own resources that they have been tested for effectiveness over a period of time.

The Road Safety Partnership delivered approximately 385 interventions into schools each year.

Overall current capacity in this area is comprehensive, the Road Safety Partnership has a clear evidence base for intervening and targeting schools that require these services, as does elements of Transportation through the ITT scheme.

At present there is no cap on the Bikeability (level 2) provision which is funded through the Department for Transport, currently this delivers to 6400 Year 6 pupils which will rise to 8,200 in the next academic year. All relevant schools are informed of the programme and due to the funding stream would, in principle be able to access provision within the academic year. There was limited information regarding the number of interventions or mechanisms to identify need outside of the referrals from schools to the Max Respect scheme. Unfortunately this therefore cannot indicate whether there is an unmet need and doesn't address prevention in this area.

Racism and Hate Crime

Having met all the delivery partners no consistent specific work around this area was identified. As discussed in the section related to Police delivery, they deliver some elements although this is by no means universal.

Racism and Hate Crime is not specifically addressed within the packages identified by the delivery partners. Equality/diversity and living in your community is delivered in schools through PSHE which is supported by Healthy Schools. Component parts such as bullying, citizenship, ASB delivered by partners may touch on elements of this, however this is not part of an overall strategy within partner's delivery to address this issue.

In relation to these areas it is clear that there is a significant gap in delivering a preventative educational message to young people in the County.

Other Areas for Consideration

Within the Terms of Reference consideration was to be given in relation to health issues & decision making including;

- Smoking
- Nutrition and healthy eating
- Exercise
- Sexual exploitation
- Sexually transmitted infections
- Early pregnancy.

The majority of services within these areas are delivered or commissioned by public health and do not work in isolation thereby often offering jointly worked or overlapping interventions to schools to address the issues above.

At this point it is important to note that Healthy Schools takes a **whole school approach** to the delivery of interventions into schools, this involves addressing the needs of pupils, staff and the wider community within the curriculum but also the school as a whole and the learning environment. There are four themes which are the cornerstones of Healthy Schools work, these are; personal and social health education (PSHE), healthy eating, physical activity, emotional health and wellbeing (EHWB). As such they act as a deliverer of preventative education and support to schools and also act as a conduit for other agencies and resource materials to support this activity. They cover the whole range of PSHE and SRE issues either directly or through supporting the school to access other provision.

Delivery is primarily train the trainer interventions, 24 training courses 2013/14 with 421 teachers from 299 schools, rather than direct delivery to young people.

Nutrition and Healthy Eating

This is primarily delivered through Healthy Schools although there is an e-learning LSCB course Childhood Obesity and HENRY, which is appropriate to teaching staff and was undertaken by four teachers in the last year.

Discussion was held with the Food in Schools team, however they identified that their work was not relevant to this project.

The work undertaken by Healthy Schools in relation to nutrition and healthy eating is integrated into supporting schools to achieve Healthy School Status, of which these are a component part. Healthy Schools provide a range of supporting information and advice to schools around the PSHE curriculum and enhancement programme. Currently Healthy Schools works with 368 schools in Lincolnshire of which 352 having achieved Healthy School status with a further 16 working towards this.

Related to this, is the work undertaken by the CAMHS Pathways Team. CAMHS undertake training for staff and direct delivery to groups of young people in all schools in the County.

This is across a range of mental health issues which includes Eating Disorders. This intervention is part of a universal offer to schools at their request, although this is primarily utilised by Secondary schools. The interventions have been developed in-house and been tested for efficacy by the service.

All staff in CAMHS are trained to deliver the interventions and are experienced at delivery.

CAMHS indicated that they delivered 51 training events over the year, this included teachers and other professionals. They also delivered 38 group work sessions to young people. Training was across a range of mental health issues rather than just Eating Disorders. It is expected that this number will increase due to staffing levels.

Interventions have a range of measures in place to ensure efficacy. Interventions do, however, lack follow up to ensure that the message remains with young people in the future.

Schools deliver nutrition and healthy eating through a range of subject areas including PSHE and sports as well as specific interventions by partner agencies. As such it appears that this message is effectively integrated into schools.

Sexual Activity

This area incorporates the areas of Sexually Transmitted Infections and Early Pregnancy as per the terms of reference. However general sexual health awareness

is included in the packages of intervention undertaken by the three main deliverers, Healthy Schools, Teenage Pregnancy and School Nurses.

Delivery to Primary school age children is through intervention by Teenage Pregnancy and Healthy Schools (although Schools Nurses offer support to all schools). There is general sexual health support by Healthy Schools for teachers to integrate health issues into PSHE. Healthy Schools provide training to Primary schools to assist them in the delivery of puberty sessions and to support engagement with parents, in 2013/14 they provided 2 training events to teachers around puberty.

Teenage Pregnancy has commissioned the Theatre in Education company to deliver interventions to pupils which include the transition from Primary to Secondary schools, "A Curious Journey" which is targeted. This covers a range of issues faced by young people including puberty. This delivered to 21 schools, 687 year 6 pupils and 26 teachers. It is expected that this will be delivered countywide in January 2015.

It is difficult to gauge the need in this area, as identified Healthy Schools engages with 368 schools in Lincolnshire. They were not able to supply records regarding the level of need and support given in this particular area, therefore it cannot be said that there is a clearly identified need or that it is met.

As expected, delivery to Secondary schools is far more comprehensive. Direct delivery to young people in this area is primarily the School Nurses and through a commissioned theatre company.

The School Nurses offer each Secondary school at least one drop in session every half term for young people at that school. Although not part of formal group preventative education, it does allow young people the opportunity to discuss health issues on a 1:1 basis for those that choose to. Wider sexual health promotion is offered to school Year 9/10 pupils and two sessions per year to Year 9 pupils on sexually transmitted infections (STI's). Additional sessions are offered to Solutions 4 placements.

As previously identified, Zest Theatre cover a range of issues which include elements of sexual health through "Man Up". This is aimed at the 13-18 year old age group and includes elements of safer sex, consequences of not using contraception and consent.

Work in these areas is primarily through train the trainer and raising teacher awareness in order that they can deliver interventions themselves as part of a PSHE/SRE curriculum. This can be through general support and advice to teachers or through specific programmes which teachers and other professionals can access. These include Delay Training, Train the Trainer YEP(C-card, Pregnancy Testing

and Chlamydia Screening), Consent (a National pilot) and Moving On. These are universal training offers open to all schools. The LSCB also deliver an e-learning Teenage Pregnancy course to professionals which 2 teachers have accessed over the last year.

There is also specific work undertaken by Healthy Schools with special schools to ensure PSHE/SRE is delivered effectively, including training teachers to deliver the Speakeasy (sex and relationship course) to the parents of young people.

Both Teenage Pregnancy and Healthy Schools are also working on day 2 of "It's That Easy" with a session on consent, social media and pornography to be delivered in this academic year.

Healthy Schools have a universal offer to all schools to support them with the delivery of health related prevention education. As identified this is on the whole through the training of teachers to deliver the interventions. Unfortunately as they cover a broad range of issues they are unable to identify how much of their resources go towards sexual health intervention or how much of an identified need there was.

Teenage Pregnancy identified that their primary age group was 13-19 (25 if learning difficulties), their interventions being universal to all schools.. Again they were unable to provide information regarding how many schools/teachers accessed their training so therefore couldn't identify whether this met the underlying need or whether particular schools did not access training.

School Nurse provision was again universal although specific sessions around STI's/contraception is offered to Year 9 groups in Secondary schools.

All staff across all three services are trained to either deliver to young people or train teachers in the delivery of preventative educational packages provided by the deliverers. The majority of packages are developed locally by the partners, it was identified that there are no nationally accredited programmes for PSHE/SRE. Train the Trainer courses were developed collaboratively and are piloted and evaluated before rolling them out across the County. In relation to feedback and evaluation of the interventions, all partners identified that they had a range of measure in place to identify effectiveness and/or progress made.

The theatre in education initiatives commissioned by Teenage Pregnancy ("Man Up" and "A Curious Journey") have been developed in consultation with young people, parents and teaching staff to help identify the needs of young people and are supported with knowledge and information from teams in the Public Health Directorate. This includes linking the initiatives in to the PSHE curriculum. Both productions are continually evaluated by their audiences (young people and teaching staff) and the Teenage Pregnancy Team.

Throughout sexual health there was a range of universal offers to schools, many jointly worked by Healthy Schools and Teenage Pregnancy. It is clear that Healthy Schools has a positive working relationship with nearly all schools in Lincolnshire as do the School Nurses. The need in this area is difficult to gauge as it is incumbent on the school to identify that it requires support to meet its obligations for SRE or PSHE. It is clear however that the preventative educational message is encouraged within schools through the work undertaken by Healthy Schools and the School Nurses (in secondary schools).

Child Sexual Exploitation (CSE)

At present delivery to young people is aimed at Secondary age pupils through two work streams.

The theatre production "Chelsea's Choice", is aimed at Years 8/9 to raise awareness of issues relating to sexual exploitation, giving them some skills and knowledge to be able to protect themselves from this form of abuse.

The Missing and Sexual Harm Team (Police) currently monitors the number of missing and repeat missing episodes of young people from schools and residential homes. Where there is a particular concern a request will be made to the Neighbourhood Policing Team to undertake some specific or preventative work, either with the teachers, class or individual. This team is due to become the forthcoming "Safe Team", a multi-agency team including Police, Targeted Youth Support Workers, Health Workers and YOS is intending to undertake preventative educational work with schools. What and how much has yet to be formulated.

Training for teachers in this area is delivered through the LSCB, 1 day face to face CSE course, and e-learning Safeguarding Children from Abuse by Sexual Exploitation. This seeks to raise awareness of CSE and includes elements of exploring engagement with young people. There was delivery to 14 teachers for face to face training and 8 for the e-learning sessions.

"Chelsea's Choice" is open to all Secondary schools who choose to access the provision; currently there are 36 productions available. There has been no information available in relation to the number of teachers/schools accessing LSCB training in this area. The amount of future provision by the Stay Safe team has yet to be identified; they have however indicated that this will be targeted in line with the current criteria.

Feedback is gathered across all interventions in this area, as identified previously this is particularly comprehensive with the theatre company Alter Ego who produce "Chelsea's Choice". The LSCB undertake evaluation and impact analysis of their training whilst the Missing and Sexual Harm Team measure success via a reduction

in the number of missing episodes from the school/care home. As previously identified there are specific issues with the delivery from the Police, it was identified by the partner in this instance, that the Officers have a background in working with young people, however specific training in this area and use of appropriate packages hasn't been identified.

Although there is capacity in provision in this area there is again specific issues regarding the consistency of delivery within the Police sphere.

Smoking

None of the partners consulted identified that they delivered directly to pupils in relation to smoking. Healthy Schools support schools to ensure they deliver comprehensive PSHE lessons which includes this.

Smokefree Lincolnshire (Public health) offer a range of packages and resources to schools in order to raise awareness of tobacco and the tobacco industry, this is **not** aimed at smoking cessation. These packages incorporate lesson plans for teachers to use both at Primary level i.e. "The World of Tobacco" and Secondary level i.e. "Up in Smoke". The Smoke Screen education resource also enables young people to present to their own year group about the tobacco industry. Young people can also gain qualifications, the BIIAB level 1 in Smoking Awareness (age 11-15) and the ASDAN Peer Mentoring (with a tobacco focus). Schools are also supported via online resources for lessons they deliver in school. Smoke Free Lincolnshire Website- e-learning course are available for people working with young people to raise awareness

Services via Smokefree Lincolnshire targets schools where there are high exclusion rates although the training/packages are open to all schools. The interventions used are accredited programmes; the other resources encompass a range of packs from other areas or developed in service.

Success is measured through the number of young people passing exams, feedback from schools regarding the change in the young people's attitude pre and post intervention and a reduction in the termly exclusion data for schools utilising the programmes.

There is only one member of staff who delivers approximately 1 days training per month, additional support is accessed through Healthy Schools.

Although these programmes focus on the tobacco industry as a whole there are a range of resources that support schools to look at the impact of smoking. On the whole there is good provision in this area with a mix of targeting and universal

provision, there is a clear emphasis on the school to be the deliverer to pupils however they are supported and trained in order to do this.

Exercise

As with the other areas within health, Healthy Schools promote and support the PSHE curriculum within both Primary and Secondary schools across the County. As this contains exercise as one of its component parts this is covered via their support.

Healthier Lifestyles within Public Health contribute to the funding of Schools Sports Partnership under the umbrella of Lincolnshire Sport, to support Change4Life within Primary Schools as well as Fit Kids (not directly to schools). Having met with Lincolnshire Sport it is clear that this forms part of an extensive network of educational provision funded primarily through the Youth Sport Trust, Premium Funding (Central Government funding for Primary Schools), Sport England and charitable donations such as through Sainsbury which covers sports/exercise within Primary and Secondary schools. These are managed under different partnerships; Lincolnshire PE and Sports Federation, Schools Sports Partnerships and Inspire + (which covers Grantham and South Kesteven).

Figures regarding the impact of Public Health funding on the provision within schools or information to measure the quality element of this provision have not been available. This report does not explore in greater depth the exact provision through other funding and activity streams as this is complex and involves a range of interrelated activities. However having been taken through the range of funding and subsequent provision attached to exercise and sport within schools it does appear very well catered for.

Key Points

- *Provision of preventative educational information to school does not have effective strategic oversight*
- *The **ability** to deliver to pupils or teachers is crucial in ensuring effectiveness*
- *Delivery by partners in relation to quality and delivery is variable from very good practice to practice that needs significant improvement*
- *Co-working is prevalent within Public Health, however in wider delivery this is inconsistent often focussed on particular initiatives i.e. "It's That Easy", Stay Safe days*
- *Duplication of resources is not a significant issue, co-ordination of partners and more effective delivery across key priorities is*
- *Overall the capacity to deliver by partners across the key themes is hard to determine due to lack of recording. Although over capacity cannot be ruled out in some areas there are gaps in provision.*
- *Some partners determine school "need" to target provision although not in all interventions*
- *Access to schools can be problematic for some partners*
- *Many partners do not ensure a "legacy" of provision, to ensure that young people not present receive the message by partners or that schools are left with information which feed into future lessons*

Key Themes

In examining the responses from young people, schools and delivery partners there are a number of key themes that can be drawn out in relation to preventative education to young people in educational settings.

Young People

As identified, the number of young people participating in the surveys that informed the project were quite low. The information gathered does feed into the project as a whole.

7-10 year olds identified that in relation to safety their main concerns were around bullying, stranger danger and road safety. All schools identified that bullying was one of the key themes that was discussed and acted upon within the school. Both through teacher awareness, school policy/ethos and delivery in the classroom.

For the 11+ group, they identified their concerns were focussed on personal safety when travelling in their area. This concern related to other youths or groups of youths not known to them, what they should do and who they should go to when they have concerns. They identified that their preference was for delivery by partner agencies.

Schools

Although all of the key priorities were relevant for Primary schools, they identified that many of the feeder safeguarding priorities from the DfE weren't.

It was identified that there are certain key themes that are delivered across the majority of schools in the County. These focussed on Bullying, Substance Misuse and E-safety. Some areas such as PREVENT were hardly addressed in schools and as such these messages clearly weren't promoted.

Because delivery to pupils was variable it was expected that in areas where it was inappropriate to deliver the message to young people or where it appeared this was not a priority school delivery that teacher training to ensure safeguarding was covered would be higher. This was not the case.

It was unclear whether the safeguarding messages (from the DfE) were being addressed through external provision or through general sessions in PSHE/SRE. In many instances there was no indication from schools that they had plans in place to address these needs. Further detailed work would need to be undertaken to identify training priorities in schools.

When delivering to pupils schools use a range of resources, both internal through the school curriculum, assemblies etc and through external providers. The majority of

schools indicated that they primarily used PSHE and the curriculum for delivery, incorporating the use of partners within this.

Nearly all schools identified that they accessed the School Nurses and CAMHS, this is expected due to their universal provision. However schools also identified significant use of the Police/PCSO's, what was not clear was whether this was in direct delivery or visits to the school.

School responses did identify a demand for partner support although this was variable. There may have been an impact due to the questionnaire which asked what "additional support" the school required, whether they perceived this as being on top of what they already receive from partners we do not know.

However, schools did indicate that they would like training to staff, primarily face to face but also through e-learning. One issue that was relevant was schools desire to have access to support in different areas.

Partner Delivery

It is clear that there has been no overall effective strategic oversight of the delivery of preventative education by partners into the school environment. What is delivered is varied and lacks a cohesive response.

Quality

Best practice would indicate that the information delivered to young people should be able to demonstrate a "quality" level that ensures that young people receive relevant, informative and useful interventions delivered in a way that is understandable, engaging and allows them to make informed decisions in the future.

For the purposes of this project a simple criteria was applied to identify whether partners were delivering a quality intervention. This was applied whether delivery was to teachers, in order to raise awareness or to deliver, or direct delivery to young people whether 1:1 or up to year groups.

These were;

- Appropriately trained staff to delivery interventions
- That packages of interventions were either accredited or developed within their organisation and tested for effectiveness
- That delivery was consistent across their service
- That feedback was gathered after sessions

- That further evaluation was undertaken at a future date to inform provision and efficacy

Across the partners there was a wide range of practice relating to preventative education, some demonstrating very good practice that meet most if not all the criteria cited above. However the predominant theme was variability across these areas. The majority of partners ensured that staff were trained on all the packages they delivered and trained to deliver to young people whether delivery was a core or additional element of their role. For all the partners who did not train their staff to deliver, delivery was an additional function to their role.

The interventions delivered by partners to raise awareness/train the trainer with teachers in the main were either accredited programmes, packages developed outside of the County, or packages developed by the service themselves. These packages had an evidence base to demonstrate efficacy or were developed collaboratively and piloted/evaluated before rolling them out across the County.

Delivery of intervention to young people was far more variable across the partners, many of the interventions were developed by individuals/areas or packages used that had no identifiable basis to demonstrate that they were effective.

For some partners direct delivery was supported by resources, either web based or given out at the session that could be utilised with young people who were not there on the day of delivery. This would include additional lesson plans teachers could use for further work on the subject area or material that captured the key messages that could be given out. This in essence created a "legacy" of involvement from the delivery partner rather than a one hit for the young people who attended on the day.

Consistency in delivery appears to be better where teams are small or forms a core function of their role. Although many partners may have staff who specialise in a range of areas, the training they receive to deliver packages and their experience of working with young people would indicate delivery of message is more consistent. Those partners with a larger number of staff, whose training and use of packages is variable, cannot consistently deliver quality interventions.

Feedback gathered by partners is also highly variable, from those partners who don't ask for any feedback after a session from teachers/young people to those that have effective feedback mechanisms in place to measure the success of how and what was delivered. This is particularly pertinent when services look to measure the effect of interventions but also utilise feedback to improve future service provision. The majority of partners have some form of feedback mechanism although this can sometimes be rudimentary i.e. just asking at the end of a session if things went well. On the whole most partners delivering could improve the feedback mechanisms they have in place. Although many capture whether teachers/students enjoyed the session/learnt something, fewer have in place mechanisms to demonstrate

movement in a young person's understanding of the message given, essentially pre and post-delivery questionnaires.

Feedback gathered by theatre in education companies is consistently comprehensive, each one having in place a range of measure that demonstrate to commissioners that the audience not only enjoyed the way in which the message was delivered but also that the message was understood by the target audience and they left the session more informed.

The evaluation of how effective the message delivered to young people was measured in a variety of ways by partners. Where the targeting of intervention was used partners were able to look at a reduction of incidents i.e. road safety accidents to demonstrate a measure of success. By utilising the research around the success of the accredited packages used and their own feedback, other partners were confident in the effectiveness of the intervention. The majority of partners however did not have measures in place to gauge whether the preventative message stayed with the young person beyond the end of the day. A relatively simple dip sample of young people 3 or 6 months after the intervention would give a good indication regarding whether delivery and/or the package used was effective in conveying the information. Some partners did use mechanisms to measure whether the messages from interventions were remembered by young people although these were in the minority.

What is clear is that delivery of preventative educational interventions requires a minimum standard to ensure effective delivery and quality of information through train the trainer programmes, awareness raising with teachers, or sessions delivered directly to young people. Without such standards in place delivery will continue to be highly variable and subject to varying levels of staff training and questionable quality of materials used.

Provision

When looking at partner delivery set against the key priorities there are a number of factors that inform us as to whether there is significant over capacity (or duplication), whether current provision meets the current need, whether there are gaps in provision or capacity to deliver. As there does not appear to have been any comprehensive previous assessment of what schools require, the assessment has focussed primarily on what is currently on offer by partners. The offer to schools by partners within each key priority was set within the context of four criteria;

- Proactive - do partners target particular schools based on information they have gathered i.e. increase in road accidents in an area lead to preventative work with a number of schools. Does the partner have a rolling programme of interventions that covers schools over a period of time?

- Reactive - are interventions offered to schools where particular issues arise i.e. a school has a concern about violent extremism from one young person which results in PREVENT intervention.
- Passive - partners have a universal offer to all schools, either for particular packages or based on themes. It is down to the school to decide to access.
- Combination - partners may have a number of offers around a key priority that can/is proactive, reactive and passive.

It wasn't expected that partners would have the capacity to deliver to all schools in the County over the course of the academic year to all year groups as this would not be feasible for any organisation.

A number of organisations were proactive in targeting schools to ensure that messages were delivered in a particular area. No agency identified that there was a rolling programme of interventions that either prioritised or targeted schools that hadn't previously accessed provision.

The majority of partners were reactive and/or passive in their offer to schools. This does not mean that their offer to schools was not publicised, information is often sent out to schools in a variety of ways to promote services and encourage access. They do not however have in place mechanisms to prioritise schools should demand exceed capacity. This is applicable when applied both to train the trainer training, raising awareness of teacher or delivery to pupils.

Capacity to deliver was further confused due to the fact that a number of partners did not record/could not identify the interventions they provided to schools in any one Year. In this respect they were unable to identify whether demand by schools outstripped capacity or because they were reactive/passive in their offer that they had over capacity that was not utilised.

Healthy Schools, School Nurses, CAMHS and the Police were the only partners that could be defined as having a preventative presence in virtually all schools in the County. Healthy Schools in particular through the whole school approach seeks to meet the individual needs of the school whilst promoting key messages through their support of the schools PSHE/SRE.

From examining the information provided by partners it was clear across public health services that there was significant amounts of co-working between partners in the provision of health intervention which ensured effective coverage. These interventions were primarily aimed at teaching staff rather than direct delivery to pupils.

This contrasted with many partners who delivered directly to young people where a more streamlined and co-ordinated approach is required. In some instances there is significant cross over/duplication in what is delivered i.e. bullying interventions or where there may be themes within one key area i.e. E-safety which incorporates- radicalisation, digital footprints, sexual exploitation, sexting etc. that are delivered by a number of partners or through theatre in education.

On the whole in these instances partners will independently offer interventions to schools without a joined up approach to delivery where there is a commonality of theme. Overall however there is not significant duplication by partners in the key priority areas to teachers or pupils.

In relation to capacity, the lack of information regarding the amount that can/is delivered from some partners makes it difficult to identify whether there is over capacity in relation to direct delivery to pupils. What can be said is that there isn't significant consistent duplication of offers by partners to schools which would be indicative of this.

In some areas it is clear that there is under capacity or no provision. This is particularly relevant for E-safety (demand exceeds supply), or Race and Hate Crime where there is no consistent identifiable provision and Personal Safety where Primary intervention is limited and Secondary provision is negligible.

Chapter 3: The Options

This chapter sets out the options based on the information gathered in the project brief, set against the relevant outputs within the terms of reference for this stage of the project. These were:

- Map existing provision against the key priorities
- Evaluate existing delivery models and resources to ensure proportionality against risk and need.
- Construct and Present Universal Offer for Schools, Parents, Professionals
- Develop sustainable mechanisms for coordination, administration and development of the universal offer from April 2015 onwards
- Monitor effectiveness of the programme it will look at the areas of co-ordination, delivery standards and options for future delivery.

Strategic Oversight

In mapping the existing provision it appears that there is no effective co-ordinated strategic oversight regarding the delivery of preventative education to schools by partners. Both the LSCB and the CYPSP have a number of shared objectives that relate to delivery in schools, both in terms of specific safeguarding issues and in relation to young people's development.

The ToR currently sites the governance of the project with the CYPSP but identify the importance of reporting to the LSCB and Community Safety Board. For future strategic oversight of delivery of preventative educational provision in schools I would suggest that this remains with the CYPSP and that this is integrated in to the Children and Young People's Plan 2013-2016 within Early Help (Prevention & Intervention). It is important to recognise that although it is appropriate to cite this within the CYPSP, the work undertaken with schools should be communicated to other Governance Boards.

Co-ordination

As identified in the body of the report, generally there is a lack of co-ordination of the overall delivery of interventions across partners outside of public health with the exception of specific projects i.e. "It's That Easy", Junior Cadets etc. Members of the Commissioners indicated the need to centralise and co-ordinate some of the current activity by partners. I would support this through a virtual web based "Centralised Hub". A Centralised Hub would be able to contain information for schools regarding the range of interventions on offer, who and what it is applicable too i.e. age range/gender of pupils, train the trainer, teacher

awareness raising, which elements of PSHE/SRE/Safeguarding responsibilities interventions meet etc. Information would also be contained as to whether these are at no cost or traded.

This would incorporate information from partners where there are already specific referral pathways i.e. CAMHS - Schools Pathways.

The would need to be supported by an Administrator who as well as maintenance and integrity of the site would also be able to respond to the challenges of utilising social media in order to best disseminate information to young people and schools.

Subject to the preferred option taken by the CYPSP in relation to delivery, a centralised hub would hold contact information for booking partners to deliver to schools or act as a centralised booking system which schools must go through for delivery by partners or delivery staff.

Being web based allows the co-ordination of delivery to remain dynamic; the offer to schools reflects developments by partners or the strategic priorities of the CYPSP and Community Safety Board. By keeping information up to date, schools will be able to contact and book the appropriate provision regardless of changes in staffing within that organisation. This also allows for links to partners sites or the inclusion (if appropriate) of e-resources or training that support the interventions.

A Centralised Hub will only be as effective as the partners who contribute to it, the risk remains that were delivery continues with partners, information contained on the site becomes out of date. This can be offset by a site administrator which would need to be funded.

Another risk with a Centralised Hub is lack of engagement by different partners, I would suggest that for this to work effectively that there is a requirement through the CYPSP strategic partners that they will commit their organisations to utilising the Hub. Without this commitment, schools accessing the site will become quickly disillusioned once it is clear it does not represent all partners and discontinue using it.

Minimum Standards

What has become clear in Chapter 2 was the need for a set of minimum standards when delivering to schools. Although hard to measure, partners identified (in relation to young people especially) that the **ability to deliver and engage** with a range young people is the cornerstone of any effective intervention. A background in working with young people is useful but effective training in working with young people is crucial.

Although a defined minimum set of standards requires further work through the Project Steering Group, I would suggest that the standards used in Chapter 2;

- Appropriately trained staff to delivery interventions
- That packages of interventions are accredited or developed within their organisation and tested for effectiveness
- Delivery is consistent across their service
- Feedback is gathered after sessions and acted on
- That further evaluation is undertaken at a future date to inform provision and efficacy

are a reasonable starting point.

An agreed set of standards must be demonstrated by partners before inclusion on the Centralised Hub. Schools can then be sure of consistent, high quality delivery of interventions across a range of subjects through the core offer, regardless of whether these are traded or at no cost.

I would also suggest that interventions are supported by appropriate materials for young people and/or teachers. Of significant concern is the lack of what I have previously described as the "legacy" of interventions from partners. What was the benefit of the intervention for the young person who wasn't at school/unable to attend the session on the day? Does the intervention lead into further work and discussion in school through resource materials, what is the ongoing benefit? Although these are areas for further development, providers should bear these in mind in the provision of intervention.

It is interesting to note that these requirements are part of the offer provided by the theatre groups commissioned by partners, but do not necessarily feature in the direct provision by services.

Current Financial Expenditure

Identifying the amount of money spent by partners in promoting and delivering preventative educational programmes to schools based on the CYPSP Key Priorities was difficult. For many providers, delivery is not a core function and so therefore this had to be based on the number of sessions delivered in schools where it was known. Where it wasn't known partners have estimated the amount of time spent in schools. Partners were asked to include on costs, any preparatory work, materials used i.e. leaflets etc. to give an educated estimate of expenditure. Not all partners were able to include this depth of information into

the overall expenditure or take account of other financial outlays such as management costs etc.

Confidence in the figures can generally only be said to be high where this relates to specifically commissioned roles or external projects. The breakdown of partner expenditure is contained in Appendix 5. The total cost for current preventative educational input in schools is a minimum of £2,156,212. This figure would appear to be on the low side, some financial information was unobtainable from partners, other given data could not be said to be accurate due to the methodology used.

Traded or No Cost

All of the options given do not take account of whether provision to schools is of no cost at the point of delivery or a traded service. At present there is a mixture of provision that is traded or no cost or a mix depending on whether the school is Maintained or an Academy. If a service is traded this may offset some of the cost of provision if this is accessed by schools. Through the process of speaking with partners many of them have significant difficulty in ensuring that schools engage with them and disseminate their key messages to teachers and young people. Academies are responsible for their own budgets and therefore decided what to purchase and from whom. Many schools seek alternative provision outside of the partners to contribute to their PSHE delivery and meet their statutory obligations in relation to safeguarding and SRE.

Although it is not the statutory responsibility for partners to provide preventative education intervention for schools, by doing so they would, within the options proposed ensure that the message was delivered in an appropriate and professional way. As the project goes forward the CYPSP needs to give consideration to what, if any intervention is going to be traded.

Recommendations

A number of options were presented to the commissioners for consideration and discussion which would drive the project forward. Each of these options was presented identifying the positive aspects and potential drawbacks for each.

A Delivery Team and Closer Co-ordination

This recommendation suggested that staff/financial resources would be drawn from existing provision to form a delivery team. This remains in line with current partner ethos in promoting multi agency working in the delivery of services, currently in place in Families

Working Together, YOS, forthcoming Stay Safe Team. Staff would be seconded into the team where priority change necessitated more specialist skills.

Although staff would bring a range of specialisms, the ability to deliver to young people is crucial and therefore any team would be made up by those who are skilled at working with young people. Staff within the team would deliver across a range of interventions, not just their own. As previously identified the significance of training staff on the subjects and packages they deliver is integral to high quality intervention. Therefore staff would be trained to ensure that they could deliver across a range of priorities both to teachers and young people.

This team would have close working links with other partner organisations to ensure that duplication did not arise and the offer to schools promoted the key priorities of the CYPSP and met any particular needs of the schools. This service would need an appropriate manager and seconded staff/financial support from partner agencies. This team would also hold the commissioning responsibility for any external providers i.e. Theatre Groups.

Although this was felt to have potential the commissioners felt that this would be a complex system to implement and would create a delay in delivery of an offer to schools. It was also felt that there was considerable risk associated with this option.

One Delivery Team

Only one delivery team would be supported to deliver all interventions into schools. With this option there would be the expectation that partners did not deliver at all in schools. This would mean that existing teams where delivery is a core role, i.e. Healthy Schools and resources (either staff or financially) that partners currently put into preventative education in schools are reconstituted into one team. This team would cover all CYPSP key priority areas, delivering to train the trainer to teachers, raising awareness with teaching staff and direct delivery to pupils. A manager and staff would be required for this option, staff could be drawn from partner agencies or employed directly. This option would also hold a commissioning element within its remit.

Again this was felt to be complex requiring a considerable shift across partnerships. Commissioners felt that this may not also be achievable in the short term.

Delivery is Commissioned

Delivery of the majority of preventative educational interventions in schools is commissioned out to partners or the voluntary sector. There may be a small number of partners who continue to deliver services to schools, however these would be part of the wider commissioning arrangements of services i.e. School Nurses. Currently some services i.e. Healthy Schools have members of staff who have tendered for a contract to deliver services. This option envisages taking this process one step further and ensuring that any delivery is tendered for by current partners, the voluntary sector or individuals. As per any tendering bid, it would be expected that reference was made to the scope of delivery around the subject area, how this was going to be delivered, measurable outcomes, pricing etc. in order to deliver the interventions in schools. All partners would stop delivering interventions into school and would contribute financially to fund commissioned services. The commissioning priorities would be decided by the CYPSP and implemented by existing or increased commissioning services.

Commissioner's felt there were a number of issues in relation to commissioning services to schools which would have required further investigation, they identified that they felt there was a lack of understanding regarding what is required, what's delivered, who would commission and how this would work for this to be the preferred option.

Training Only Provision

Currently there are examples of services that either mainly or solely deliver training to teachers either through train the trainer or raising awareness. Partners would withdraw from any direct delivery to pupils and concentrated on the training of teachers. This would ultimately put the safeguarding and PSHE responsibilities onto the schools to deliver through their own staff. Training would be supported by a range of classroom packages and information for young people. A Co-ordinator post would be required to ensure that partners delivered to a set of agreed standards and that the Hub is utilised and populated appropriately. The Co-ordinator would also work closely with schools to identify their key priorities and needs, ensuring that where possible these were reflected in partner delivery. Priorities from the CYPSP would be fed through the Co-ordinator to a steering group made up of partners where resource decisions can be made in order to effectively launch the interventions into schools. Where partners currently deliver only to pupils, this funding would either be redistribute to partners to deliver or would fund additional training staff hosted by partner organisations.

Although commissioners felt that this option recognised the responsibilities that schools had to ensure that they delivered messages in relation to their pupils staying safe it didn't recognise the value of many of the current delivery mechanisms such as "It's That Easy" and direct delivery to young people.

Commissioners Recommended Option

Closer Working Practice/Co-ordination

This option reflects similar arrangements that are currently in place regarding ASB teams. A Co-ordinator post would be required to ensure that partners delivered to a set of agreed standards and that the Hub is utilised and populated appropriately. As identified earlier the Hub is supported by an administrator who ensures site integrity but is also able to utilise new and upcoming social media to engage young people and schools.

Priorities from the CYPSP and Community Safety Board would be fed through the Co-ordinator to a steering group made up of partners where resource decisions can be made in order to effectively launch the interventions into schools. The standards that all partners must adhere to are devised, agreed and signed up to via the partner steering group. The Co-ordinator would also work closely with schools to identify their key priorities and needs, ensuring that where possible these were reflected in partner delivery. Schools would engage in the partnership to ensure effective pathways are in place and identify the schools responsibilities and commitment to ensuring Stay Safe messages are delivered.

Delivery in relation to train the trainer, awareness raising with teachers and direct delivery to pupils would continue. This ensures that there is a "legacy" of work and intervention associated with partner intervention that can be continued within the schools.

Some services/provision may be commissioned by the co-ordinator through the steering group to meet newly emerging or existing issues that could not be addressed within the steering group's resources or undertaken more effectively externally.

This is the recommended option for discussion by the CYPSP from the Commissioners. They felt that this option drew most effectively addressed the issues within the report, this would ensure that there maintained a focus on young people Staying Safe, addressed issues of quality and evaluation within provision and created options and a pathway for schools to access services. This option they felt also ensured that there would be close collaboration with schools, assisting in the effectiveness of provision and responsibilities of schools.

This option also drew on the existing skill set of partners agencies and ensured the development of effective delivery models such and "It's That Easy" and "Stay Safe" days.

Conclusion

Effective delivery of preventative educational information to teachers and young people is a skill that demands first and foremost the ability to communicate successfully with the target audience and have the relevant engaging packages of intervention to ensure that the message is relevant and understandable.

All the information has been drawn directly from young people, schools and partners; the interpretation of this information is my own.

Throughout the process of examining the current provision of educational interventions into schools there have been a number of factors that have become apparent. There have been some very good examples of work with young people and schools based on well founded, evidence based packages supported by lesson plans and information for young people or training for teachers. Some organisations ensure that their resources are targeted and that schools are actively engaged in their preventative message and that their capacity meets the defined demands. Unfortunately much of the provision does not meet both of these requirements and cannot demonstrate that the interventions they deliver have a lasting effect.

In looking to the future I have been aware as per the terms of reference that provision must offer value for money for partners, be of a high quality, co-ordinated, engage effectively with schools and be flexible to the changing key priorities through the CYPSP. When considering these issues a range of options were presented to the commissioners that would deliver the required services.

They felt that the option of Closer Working practice would at this time, most effectively ensure that future provision to schools focussed on key priorities, ensured that young people stayed safe and created a structure to ensure high quality delivery. This would be supported through a web based centralised hub with administrative support which partners would sign up to.

Should the CYPSP agree to endorse this recommendation, there are a number of issues that need to be considered and agreed;

- Governance to sit with the CYPSP
- Who/which organisation will act as the strategic lead
- Identify Key Priorities to take forward
- Commission funds for a Co-ordinator and Administrative post
- Commission a Delivery Group
- Agree Terms of Reference for the Delivery Group

- Identify who hosts the Co-ordinator post (Finance and Public Protection have offered to do this)
- Identify who will draft the appropriate job description for the Co-ordinator post and which organisation will be responsible for recruitment.