

Public Document Pack



Children Young People and Families Policy and Performance Board

Monday, 12 November 2018 at 6.30 p.m.
Civic Suite - Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint, illegible stamp.

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour
Councillor Louise Whitley	Labour

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The next meeting of the Board is on Monday, 28 January 2019*

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

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1. MINUTES	1 - 8
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD

At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 10 September 2018 in the Civic Suite - Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Carlin, Cassidy, P. Hignett, Horabin, Leck, P. Lloyd Jones and J. Stockton

Apologies for Absence: Councillor Whitley

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey and J. Farrell

Also in attendance: S. McHale – NHS Halton CCG

**ITEMS DEALT WITH
UNDER DUTIES
EXERCISABLE BY THE BOARD**

Action

CYP12 MINUTES

The Minutes of the meeting held on 11 June 2018 were taken as read and signed as a correct record.

CYP13 PUBLIC QUESTION TIME

The Board was advised that no public questions had been received.

CYP14 EXECUTIVE BOARD MINUTES

The minutes relating to the Children, Education and Social Care Portfolio that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.

EXB6 – concerns were raised over the High Needs budget deficit for 2018-19. It was noted that this situation was not unique to Halton as it was a national problem.

RESOLVED: That the minutes are noted.

CYP15 SSP MINUTES

The minutes of the Halton Children's Trust meeting held on 24 May 2018, were submitted to the Board for Information.

RESOLVED: That the minutes are noted.

CYP16 OFSTED FOCUSED VISIT JULY 2018

The Board received the findings of the recent Ofsted focused visit to the Integrated Contact and Referral Team (iCART) and its recommendations.

It was reported that Ofsted had implemented a new inspection framework for children's social care. As Halton currently had a 'requiring improvement' judgement from its single inspection in 2014, it would receive two focussed visits and a standard two week inspection over a 3 year period. It was noted that with regards to timing and type of inspection, Ofsted made judgements on these based on their intelligence, published data and their analysis of risk in how a local authority was performing.

Appended to the report was the Inspector's letter containing the findings of the focussed visit to iCART in July 2018. Members were advised that overall the letter outlined a strong service that served families well and safeguarded children appropriately. There were no areas for immediate action and only three recommendations were made, which had already been responded to.

In response to one Member's query about the comment made regarding partners '*not always effectively capturing the voice of the child*' and what could be done about this, it was noted that partnership working was still improving and 'iCART workshops' were planned specifically for partners in the near future.

On behalf of the Board the Chair passed on thanks to the staff concerned with the inspection. He also reminded the Board that Climbie visits could be carried out by Members at any time and were valuable, as they provided an insight into the work being carried out by social workers.

RESOLVED: That the Board notes the Ofsted letter and the significant improvement in the service since the single inspection in 2014.

CYP17 EXCLUSIONS

The Board received a report which outlined the level of exclusions nationally and those in Halton over the last four years.

It was reported that the Department for Education

(DfE) provided National Statistics on permanent and fixed period exclusions in England, with the most recent being for 2016-17 which were published on 19 July 2018 and updated on 6 August 2018. The information in Table 1 showed the significant increase in both permanent and fixed term exclusions over the last three years from 2014-15. This trend had been confirmed in a recent press article which noted the national rise of pupils being excluded and sent to pupil referral units and suggested that this was a result of the pressures placed on schools to show good results.

Members were advised that in Halton the information available was up to the end of the academic year 2017-18 and showed that although permanent exclusions had increased from 15 to 32, as there were 53 exclusions in 2016-17, the total number of permanent exclusions reduced in 2017-18. This trend continued in the case of fixed term exclusions.

The report also presented information on the primary sector in Halton which saw an increase in exclusions; comparisons over the years were displayed in charts 3 and 4. The report provided information on the reasons for permanent and fixed term exclusions in Halton.

It was reported that following a review of exclusions, the House of Commons Education Committee published a report '*Forgotten Children: alternative provision and the scandal of ever increasing exclusions*' in July 2018. A summary of its conclusions was provided in the Officer's report.

The Board discussed the rates of exclusions in Halton in both the primary and secondary sectors and the steps that were required to be taken to promote a more positive approach to behaviour management and to encourage greater inclusion within schools. Paragraph 6.1 outlined these steps.

During presentation of the report the following points were discussed:

- The low rate of exclusions in Halton's special schools and what could be learnt from them;
- Although there was a reduction in secondary exclusions the rise in primary exclusions was a concern particularly at Year 4, where there was a spike in permanent and fixed term exclusions;
- The most common reason provided by schools for exclusions was persistent disruptive behaviour. The

Board discussed the possible reasons why disruptive behaviour was on the increase and why schools appeared to be less tolerant than previously and discussed whether the new curriculum, performance measures and funding were key factors;

- The Council had a new 'In Year Fair Access Protocol' and tracked and shared details of all in year secondary admissions which may have contributed to the recent dip in secondary exclusions;
- Members discussed the steps taken by schools leading up to an exclusion and the process for asking the LA for assistance once a child had been identified as a possible exclusion;
- It was suggested that advocacy was needed for the excluded pupil and their parents;
- It was noticed that nationally the academy sector had a culture of excluding pupils;
- Parents did not challenge exclusions and were not aware of their rights, eg. appealing the decision;
- The skills and knowledge and confidence of school staff in dealing with pupils with challenging behaviour was discussed; and
- Members agreed that the subject needed to be raised with School Governors.

Overall the Board was pleased to receive the report outlining the positive steps taken to bring down the exclusion rate in Halton and supported the work, the focus on schools and the drive to reduce exclusions across the Borough. The following was asked:

What was the gender split in exclusions?

Historically this was predominantly male, however this had changed. The exact split was not to hand so this information would be sent to the Board following the meeting.

Was the rise in primary schools exclusions reflective of parents' inability to cope?

This could be the case but there had also been a new curriculum and accountability framework introduced. Schools did report increasing concerns with parents' ability to manage particularly since the introduction of universal credit.

How effective was home schooling?

For some families it was successful however for others this was not the case, as parents did not have the required skills. Data was not available to compare the performance of those who had been home educated. It was noted that Halton's Education Welfare Department had a protocol on Elective

Home Education and could make home visits to check the children but had limited powers to intervene.

Operational Director -
Education, Inclusion and Provision

RESOLVED: That the Board supports the drive to reducing exclusions and the promotion of a more inclusive practice.

The Chair advised Members that the current Topic Group around Mental Health provision for Children and Young People had been cancelled, due to a request from the Leader of the Council for the Board to identify savings within their remit as the Scrutiny Board of the Children, Education and Social Care Portfolio.

CYP18 TRANSFORMING CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH PROVISION

The Board received a report on the progress made in transforming children and young people's mental health provision and the future actions planned.

It was reported that the Department of Health and NHS England established a Children and Young People's Mental Health and Wellbeing Taskforce which reported in March 2015 (*Future in Mind*) and set out the ambitions for improving children's and young people's mental health provision by 2020, including making better links between schools and specialist services. It was noted that the key objectives included:

1. Tackling stigma and improving attitudes to mental illness;
2. Introducing more access and waiting time standards for services;
3. Establishing 'one stop shop' support services in the community; and
4. Improving access for children and young people who were particularly vulnerable.

It was noted that the Green Paper '*Transforming children and young people's mental health provision*' published in December 2017, detailed world leading ambitions through proposals to create a network of support for children and young people and their educational settings. This new approach would be tested and evaluated for future roll-out, as gathering evidence would be a crucial step in delivering on the aims set out in the Green Paper and aligned with the priorities set out for mental health as part of the long-term plan. Members noted there were three core proposals:

1. To incentivise and support all schools and colleges to

- identify and train a Designated Senior Lead for mental health;
2. To fund new mental health support teams, this would be supervised by NHS children and young people's mental health staff; and
 3. To pilot a four week waiting time for access to specialist NHS children and young people's mental health services.

It was reported that locally, improving the emotional health and wellbeing outcomes for children and young people was a shared priority for Halton Borough Council and NHS Halton CCG. The *One Halton* programme was a joint initiative that included all stakeholders working to support adults, children and young people in Halton. The report outlined to the Board the work that had been undertaken already (paragraph 4) and explained the main areas that would be progressed in the coming year.

The following queries were raised by Members:

How is it proposed to 'incentivise and support all schools and colleges to identify and train a Designated Senior Lead for mental health?'

This was not clear at this point in time as it would be dependent upon the level of funding provided. The designated person could be an existing staff member or a new recruit.

Was the funding for the transformation agenda secure?

CAMHS was funded by the CCG and this would be recurrent until 2020, if the services in place proved to be a success. The new programmes and services being introduced were explained.

Can a progress report be brought to the Board in 12 months' time?

The transformation was driving up the quality of services to young people and we would be happy to report on progress in 12 months' time.

RESOLVED: That the Board notes the significant transformation of provision.

CYP19 SUMMARY OF 2018 PROVISIONAL UN-VALIDATED ATTAINMENT OUTCOMES

The Board received a presentation on the provisional unvalidated 2018 educational attainment for Halton's children and young people at Early Years Foundation Stage

(EYFS); phonics performance and Key Stages 1, 2, 4 and 5.

Members were advised that the data was based on statutory assessments of the EYFS and statutory assessments of all key stages. This was unvalidated data before publication of the validated data by the Department for Education (DfE) in December 2018. It was noted that more detailed group data and national data on Key Stage 4 progress would be available and provided to the Board once it was released and validated.

RESOLVED: That the presentation be received.

CYP20 PERFORMANCE MANAGEMENT REPORTS - QUARTER 4 OF 2017-18

The Board received the Performance Management reports for quarter 4 of 2017-18 (1 January to 31 March 2018). It was noted that these had been sent to Members for their consideration in advance of this agenda on 19 June 2018, after they were finalised (*minute CYP11 of 11 June 2018 refers*).

Officers advised that there was a typo on page 56 under *Improve the offer for children and young people with SEND (PE04)*. The last box under 'current' should read 37,536 against a target of 40,000.

RESOLVED: That the reports be noted.

CYP21 PERFORMANCE MANAGEMENT REPORTS - QUARTER 1 OF 2018-19

The Board received the Performance Management reports for quarter 1 of 2018-19 (1 April 2018 to 30 June 2018) and were requested to consider and raise any questions or points of clarification in respect of these.

It was noted that the key priorities for development or improvement in 2018-19 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as follows:

- Education, Inclusion and Provision Services; and
- Children and Families Services.

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

RESOLVED: That the performance management reports for quarter 1 of 2018-19 be received.

Meeting ended at 8.53 p.m.

REPORT TO: Children, Young People and Families Policy & Performance Board

DATE: 12 November 2018

REPORTING OFFICER: Strategic Director, Enterprise, Community and Resources

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-

- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
- (ii) Members of the public can ask questions on any matter relating to the agenda.
- (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
- (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
- (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;

- Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
 - Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chair will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton** – none.

6.2 **Employment, Learning and Skills in Halton** – none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 There are no background papers under the meaning of the Act.

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 12 November 2018

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None.

5.2 Employment, Learning and Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE
LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

Extract of Executive Board Minutes relevant to the Children, Young Peoples and Families Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 20 SEPTEMBER 2018

EXB28	CARE HOME PROVISION – BELVEDERE – KEY DECISION
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The Board considered a report of the Strategic Director, People, on the proposed development of Belvedere as a care home for older people.

At its meeting on 19 July 2018, the Board had approved the development of a costed proposal for care home provision at Belvedere. Details were set out in the report, although further work would be required to fully understand the full financial implications.

Reason(s) for Decision

To instigate the development of Belvedere as a care home.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

It was anticipated that the works would be completed within 12 months, potentially opening in October 2019.

RESOLVED: That

- 1) the contents of the report be noted; and
- 2) the Board agree in principle to further work to finalise the overall capital and revenue costs.

The Board considered a report of the Strategic Director, People, on the proposed development of Belvedere as a care home for older people.

At its meeting on 19 July 2018, the Board had approved the development of a costed proposal for care home provision at Belvedere. Details were set out in the report, although further work would be required to fully understand the full financial implications.

Reason(s) for Decision

To instigate the development of Belvedere as a care home.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

It was anticipated that the works would be completed within 12 months, potentially opening in October 2019.

<1>RESOLVED: That

- 3) the contents of the report be noted; and
- 4) the Board agree in principle to further work to finalise the overall capital and revenue costs.

EXB29

**FOUNDATION / KS1 SOCIAL, EMOTIONAL & MENTAL HEALTH
RESOURCE BASE PROVIOSN – KEY DICISION**

The Board considered a report of the Strategic Director, People, which provided a summary of the responses received during the statutory consultation on the creation of a Resource Base at Beechwood Primary School and Halton Lodge Primary School.

Executive Board had previously agreed that a statutory consultation be undertaken on the proposal to create a Resource Base for Foundation/ Key Stage 1 Pupils with Social, Emotional and Mental Health Needs (SEMH). The report set out a summary of the consultation results for each of the schools proposed, as well as the options open to the Board as the decision maker.

Reason(s) for Decision

To provide a more inclusive offer for pupils with SEMH giving them the opportunity to be educated with support alongside their peers.

Alternative Options Considered and Rejected

Developing only one Foundation/Key Stage 1 SEMH Base and one Secondary Base was considered. No secondary schools expressed an interest in providing an SEMH base.

Implementation Date

September 2018.

RESOLVED: That

- 1) Foundation/Key Stage 1 Social, Emotional and Mental Health Resource Provision Base is developed at Beechwood Primary School;
- 2) Foundation Key Stage 1 Social, Emotional and Mental Health Resource Base is developed at Halton Lodge Primary School;
- 3) Specialist Provision Capital funding is used to provide the facilities required for the two bases; and
- 4) the revenue costs of the new provision will be met from the High Needs budget.

EXB30	VISION FOR EARLY HELP FOR CHILDREN & YOUNG PEOPLE
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The Board considered a report of the Strategic Director, People, which outlined the potential delivery model for Early Help Services.

The Board was advised that Halton had experienced an increase in demand within Children's Services across both Early Help and Social Care. Halton had revised its Early Help Strategy with some common principles to address how the authority worked across all ages.

It was reported that the ongoing financial pressures required a re-think on the design of Early Help Services and how the Council could improve joint working across internal services and with partners. Members were advised that a new model of provision which had been developed in other areas of the UK was that of Children's Communities. The report set out details of the three characteristics that defined the thinking and approach behind Children's Communities.

RESOLVED: That

- 1) the potential approach be agreed; and
- 2) the Board agree that a project team be established to further develop the model and options.

REPORT TO:	Children, Young People & Families, Policy and Performance Board
DATE:	12 November 2018
REPORTING OFFICER:	Strategic Director, People
SUBJECT:	Business Planning 2019 / 20
PORTFOLIO:	Children, Education & Social Care
WARDS:	All

1.0 PURPOSE OF THE REPORT

- 1.1 To inform Elected Members of the timescales for the development of the Council's Business Plan for the coming financial year.
- 1.2 To update Elected Members on the departments performance within each of our priorities for 2018-19.
- 1.3 To consult with Elected Members at the developmental stage of the planning process for 2019/20 identifying key themes and the development of specific activities for the coming financial year.

2.0 RECOMMENDATION: That the report is accepted as the mechanism by which Elected Members can contribute to and monitor the development of the Children and Young Peoples Services Business Plan.

3.0 SUPPORTING INFORMATION

Business Plan Development

- 3.1 Since 2016 Management Team endorsed the annual preparation and production of a unified Council Business Plan which was structured as a series of extracts which were themed around the 6 strategic priorities of the Council.
- 3.2 Each of the extracts contains details of objectives / milestones and key measures / targets which are most relevant to that particular priority. This approach is consistent with the scrutiny arrangements of the Council and the responsibilities of each of the individual Policy and Performance Boards and provides an effective means by which Senior Management Team and Elected Members can monitor progress throughout the year.

- 3.3 The creation of a single Council based document is considered to be advantageous in that;
- It provides a consistent format and integrated single document for the council which is not constrained by departmental structures.
 - It focuses upon the key medium-term issues within each priority area as opposed to providing an extensive narrative on the work of each Department in the Council.
 - It outlines the Councils main strategic priorities and performance measures to monitor progress.
- 3.4 Information required for the Business Plan will be collated by the Policy Team and the Performance Team within the Children and Young People Services. Appendix A shows the progress against the current priorities.
- 3.5 Details of Directorate level Objectives and Performance Indicators would continue to form the basis of quarterly monitoring reports.
- 3.6 PBB's will be provided with final drafts of plans in advance of these being presented for political approval by Executive Board in March 2018.
- 3.7 The following timeframe has been adopted for plan preparation, development and managerial and political endorsement.

Receiving Audience	Information / Purpose	Timeframe / Agenda on Deposit
PPB's	Discussion with relevant Operational / Strategic Directors concerning emerging issues, proposed priorities etc.	November / December
Directorate SMT's	To receive and endorse advanced drafts of Directorate Plans	SMT dates to be determined by Strategic Directors
Management Team	To receive and comment upon / endorse advanced drafts of Directorate Plans	Late December / early January
PPB's	Receive advanced draft plans including details of relevant service objectives/milestones and performance indicators	As early as possible during 2019 calendar year PPB cycle
Executive Board	To receive advanced drafts of Directorate Plans for approval	March 2019

Performance reporting

3.8 It is proposed that the following reporting arrangements be continued for 2019 - 20

- That Management Team, Executive Board and Policy and Performance Boards continue to receive monitoring reports.
- Directorate Risk Registers will be updated annually and in tandem with the development of the Business Plan.

4.0 POLICY IMPLICATIONS

4.1 None.

5.0 OTHER IMPLICATIONS

5.1 Arrangements for the provision of Quarterly Monitoring Reports to Chief Officers Management Team, Senior Management Teams and Elected Members would continue and would provide demonstrable assurance that information is being used routinely to support the decision making and scrutiny functions of the Council.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Departmental service objectives and performance measures, both local and national, are linked to the delivery of the Council's strategic priorities.

7.0 RISK ANALYSIS

7.1 The development of a Business Plan will allow the authority to both align its activities and resources to the delivery of organisational priorities and to provide information to stakeholders as to the work of the Council over the coming year. Such arrangements would also support good governance through the management of risk and performance and the delivery of effective accountability.

8.0 EQUALITY AND DIVERSITY ISSUES

There are no specific equality and diversity issues relevant to this report.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Not applicable.

Progress against the Business Plan objectives for 2018/19

Information available for the first six months will be confirmed once the quarter two monitoring report has been finalised. This is expected in the next few weeks, however information already provided and collated demonstrates the following progress against the service objectives.

Service Objective: PED01	Improve outcomes for children and young people through effective multi-agency early intervention
<p>The work of iCART was thoroughly tested and evaluated through the focused inspection of the front door in July 2018 and found to be working well. This included the processes in place for notifications of children missing and the follow up interventions. Change in commissioned service around missing from home and child sexual abuse has been introduced.</p> <p>Exclusions protocol has been implemented, along with the introduction of the Behaviour Support Team to ensure that children are being appropriately supported within the school environment by schools and other professionals.</p> <p>Number of children supported by a CAF has continued to increase, and a review of CAF and early intervention assessments across the Children's Trust is planned.</p>	
Service Objective: PED02	Keeping Children and Young People safe by improving practice
<p>The Children and Families Service have seen an increased demand on services with neglect, domestic abuse and support for behaviour and parenting shown as the presenting issues for the increase. There continue to be children brought into care, and a resulting increase in the population of children in care is continuing to impact on budgets. Sufficiency of placements for children in care is a key area of focus, and a new placement team has been established to assist in driving forward this agenda. In addition involvement in the Fostering collaboration to improve foster carer recruitment is starting to see some increases in enquiries.</p> <p>The model of systemic practice continues to be implemented, with staff being trained across the Department. A review of Children in Need services has led to changes in processes to ensure that social care intervention is having an impact and plans are clear for families supported at this level of need.</p> <p>The revised Working Together to Safeguard Children (2018) outlines the timeline and processes to dis-establish the local Safeguarding Children Board. Work is ongoing to establish the new performance framework for Safeguarding with the key safeguarding partners and the relevant agencies.</p>	
Service Objective: PED03	Improve the offer for children and young people with SEND

A series of conferences and workshops are planned to develop more inclusive approaches in schools and to build capacity. The first conference took place in October. Further support and development opportunities will be offered throughout the year.

A review of SEND High Needs Strategic planning is being undertaken. This will assist the local authority and partners in improving the approach to assessing, planning and developing sustainable support to improve outcomes for children and young people with SEND.

Provision is also being reviewed, and bids being placed for increased provision to be made available locally for children with SEMH.

Service Objective: PED04	Improve progress and attainment across all key stages and diminish the difference between vulnerable groups and their peers
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Attainment performance is currently being analysed. Provisional information suggests that at Key Stage 2 Reading, Writing, Maths combined measure, the gap has diminished by 2%. Key Stage 4 data will be available in January 2019

Service Objective: PED05	Raise achievement in early years
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The Good Level of Development (GLD) performance indicator increased by 4% this summer on 2018 results and is now -7% to national. The percentage of children attaining individual Early Learning Goals increased in all 17 areas.

Service Objective: PED06	Raise Attainment across all Key Stages: Key Stage One, Key Stage Two, and Key Stage Four
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Attainment increased in all areas this summer. The percentage of pupils reaching the expected standard in Key stage One increased in Reading by 7%; in Writing by 9% and in Maths by 9%. The percentage of pupils reaching the expected standard at KS2 increased in Reading by 6%; in Writing by 3% and in Maths by 4%. Key Stage Four attainment measure cannot be compared with previous years figure due to the change of most subjects now being graded 9-1 rather than A*-G. Attainment 8 figure this year was 44.

Service Objective: PED07	Improve participation and skills for young people to drive Halton's future
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The annually reported data around NEET has seen a further reduction in the proportion of 16-17 years olds who are recorded as NEET, with Halton reporting below that of the England and North West average. Key to the success of this measure is the low level of young people whose activity is not known as a result of the significant amount of work undertaken to track these young people and offer support and guidance. Those Year 11 at risk of NEET has identified an increase for this year, and the work to engage these young people is now underway.

REPORT TO: Children and Families Policy and Performance Board

DATE: 12 November 2018

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Education and Social Care

SUBJECT: Annual Report - Comments, Complaints and Compliments relating to Children's Social Care Services 1st April 2017 - 31st March 2018.

WARDS(S): Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To meet the statutory requirement to publish an Annual Report.
- 1.2 To report and provide an analysis on complaints processed under the Children Act 1989, Representation's Procedure and evidence how feedback from service users has been used to improve service delivery.

2.0 RECOMMENDATION: That

- 2.1 **The report is accepted as the mechanism by which Senior Management and Elected Members can monitor and scrutinise children's social care complaints (and compliments).**

3.0 SUPPORTING INFORMATION

- 3.1 The aim of The Children Act 1989 Representations Procedure is for Children and Young People to have their concerns resolved swiftly and wherever possible by the people who provide the service locally.
- 3.2 A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.
- 3.3 There are 4 categories to the representation process.
 - i. Statutory Complaints - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.
 - ii. Representations - where a complainant is not eligible under the Statutory Complaints Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Statutory Procedure then the Corporate Complaints procedure may apply. These will often be as complex and take as much time as a statutory complaint and are recorded as Customer Care issues.

- iii. Customer Care issues – can also include advice and guidance, signposting, problem solving and early resolution to prevent complaint escalation.
- iv. Compliments – positive feedback

3.4 The formal complaints procedure has a process of 4 stages.

Stage 1: Aims to resolve the problem as quickly as possible (within 10 working days, or 20 if complex)

Stage 2: If unhappy with response at stage 1, a request can be made for the complaint to be investigated by an Independent Investigator/Person (within 25 working days, 65 if complex).

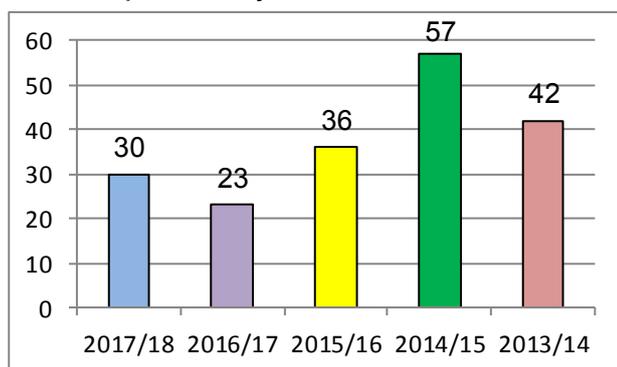
Stage 3: If still dissatisfied, a request can be made for a Review Panel to consider whether the complaint has been dealt with adequately. The Review Panel is made up of 3 independent people and should be held within 30 working days of request.

Stage 4: If still dissatisfied, the complainant has the right to refer self to the Local Government Ombudsman (LGO); they can do this at any stage of the complaint.

3.5 The Principal Policy Officer is the statutorily required Designated Officer who has responsibility for the overall administration of Children Social Care complaints liaising with relevant services across the People Directorate, and parents and families in working to resolve children’s social care complaints.

3.6 **Annual Report 1st April 2017 – 31st March 2018 – Numbers of Complaints**

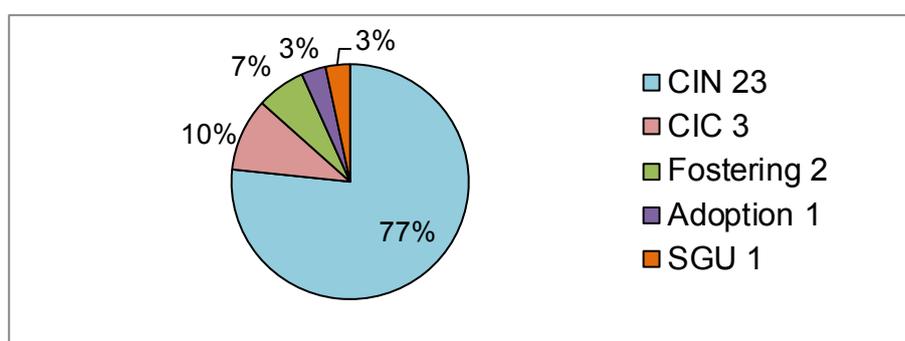
- a. The analysis and comments in this report are based on 30 Statutory Complaints which were made to the Council in 2017/18, a 30% increase from the previous year.



The peak in 2014/15 followed an Ofsted inspection.

- b. We have also responded to 20 complaints dealt with under the Corporate Complaint Procedure this is a 100% increase on the previous year where there was 10, the total number of complaints about Children Social Care is 48. The increase is consistent with the increase in the numbers of referrals, contacts in iCART and the number of open cases in the Children Social Care Service.

- c. The volume of complaints does not, in itself, indicate the quality of a council's performance. High volumes of complaints can be a sign of an open, learning organisation, as well as sometimes being an early warning of wider problems. Low complaint volumes can be an indicator that all is well but can also be a worrying sign that an organisation is not alive to user feedback. The important information however is the outcome, not necessarily the number received.
- d. It is to be noted that the greatest number of complaints is with the Children in Need and Child Protection Division (23 of 30). This is to be expected as the service is a frontline service dealing with a large number of cases with very difficult issues to address. It is also recognised that the turnover of staff within the service during this period was stable which led to minimal changes taking place with the management of cases. Complaints made in other teams are:



3.7 Profile of Complainant

- a. 28 complainants were made by parents/guardians
- b. 1 complaint was made by a foster carer
- c. 1 complaint was from a care leaver who was supported by NYAS. This is the same as last year, prior to that no complaints had been received in the previous 3 years.
- d. No children or young people made a complaint in this period, 1 did so last year with 3 the year before, low numbers are consistent with previous years and are noted nationally.

3.8 How complaints were made

a.

	2017-18		2016-17		2015-16		2014-15	
Complaint Form	0	0%	1	4%	7	19%	12	21%
E-mail	19	64%	10	44%	15	42%	14	25%
Letter	1	3%	9	39%	2	6%	10	17%
Telephone	10	33%	2	9%	11	30%	21	37%
Meeting	0	0%	1	4%	1	3%	0	0%

- b. Making a complaint in writing (67%) continues to be the preferred method of making a complaint; it gives the complainant confidence that they have written evidence that will be held on file. Some of the correspondence received can be comprehensive resulting in complex investigations and a comprehensive response. Telephone calls are usually challenging as they are often in reaction to something that has just occurred.

3.9 Types of Statutory complaints made

a.

Main categories	2017/18	2016/17	2015/16	2014/15
Staff	0	0	5 (14%)	7 (12%)
Service (i.e. quality, lack of, over provision & client expectations)	12 (40%)	12 (52%)	18 (50%)	27 (48%)
Assessment / Review Process (disputed or delay in decision)	18 (60%)	11 (48%)	13 (36%)	23 (40%)
Total	30	23	36	57

b. The increased number of complaints in regards to the assessment and review process can cover a range of issues but may also have crossed over from the 'Service' provision, this can vary dependent on the other elements of their complaint and include themes such as:

1. Dissatisfaction when Social Workers complete unannounced visits catching them unprepared.
2. Disagreeing with the need for involvement.
3. Disagreeing with the content of the final assessment.
4. Timeliness, either in returning messages left or for arrival for visits.
5. Whilst complainants state they wish to complain about the 'Social Worker', it is often the case that staff were undertaking their statutory duties or acting within the required policies.
6. Complaints purely about staff conduct are recorded as Corporate Complaints but are often included as part of the overall complaint.
7. Highlight the conflict between parental expectations against the requirements of the Children Act when working to protect children.

3.10 The outcome of closed Stage 1 complaints

a.

Stage 1	Upheld	Partially upheld		Not upheld	Totals
2017-18	6 (20%)	12 (40%)	60%	12 (40%)	30
2016-17	6 (26.5%)	7 (30.5%)	57%	10 (43%)	23
2015-16	4 (11%)	16 (44.5%)	56%	16 (44.55%)	36
2014-15	9 (16%)	19 (35%)	52%	26 (48%)	54

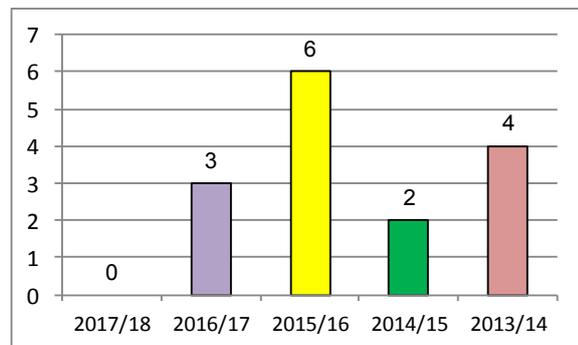
- a. Whilst a partly upheld complaint can be determined due to both parties being responsible for the course of action, for the purposes of this report it represents a multi-strand complaint where we may have upheld some but not all of the complaints.
- b. Numbers of complaints received remains small in comparison to the number of contacts staff have with families across the directorate. The number of open cases increased from 1093 last year to 1284 at the end of March 2018.
- c. Where elements are upheld the Local Authority provides a full explanation and looks to remedy the fault, for example: put the service in place, reimburse any loss. It is usual for a recommendation to be to offer an

apology and inform the complainant of changes to how we work as a result of their complaint.

3.11 Stage 2 Complaints

- a. The aim is to resolve complaints as early as possible; where this is not achievable a formal complaint investigation under stage 2 of the complaints procedure is undertaken by an external independent person who will determine if all that could be done has been done and whether it is in line with policy, procedures or statutory requirements.
- b. No complaints received in this period have progressed to commissioning a Stage 2, this is due to the number of complaints resolved at stage one and reflects the time and effort put in at this stage to address the complaint without the need for escalation to stage two, which can be a costly process. Efforts made to resolve complaints at stage one include providing a second response if it is felt that this might resolve the issue. In addition managers may meet with complainants, with complaints officers, on occasion, taking on the role of mediator during the meeting.

- c. 1 complainant did request a stage 2 this was declined. It was the Council's view that it would/could not achieve a demonstratively different outcome, if the evidence does not exist and the statements differ there can only remain similar findings. No evidence was available that could break the impasse and so this would not be a good use of public funds, the average cost being in excess of £2,000. The complainant was advised to contact the Local Government Ombudsman (LGO), to date no enquiry has been received from the LGO.



- d. If the quality of the investigations and the responses was poor potentially 30 complainants would have the right to access an independent Stage 2 investigation. Given the average cost, managing this effectively potentially saves the Local Authority in excess of £60,000.

3.12 Stage 3 Review Panel

- a. No stage 3 Review Panels have been requested this year. Since 2009/10 there has only been one Stage 3 Review Panel which was held in June 2013, this continued to Stage 4 and was investigated by the Local Government Ombudsman.

3.13 Local Government Ombudsman (LGO)

- a. There have been no enquires in relation to Children Social Care Service from the Local Government Ombudsman during this period and therefore no Public Interest Reports published.. Again, this can give a positive indication that complainants are satisfied with the responses being received, or whilst they may remain dissatisfied with the outcome, they at least understand the reasons behind the decisions being made.

3.14 **Timescales**

b.

	% within 10 days	% within 20 days	% over 20 days
2017-18	43%	90%	10%
2016-17	33%	83%	17%
2015-16	33%	70%	30%
2014-15	35%	75%	25%
2013-14	43%	79%	21%

- c. Delays in the complaint responses can reinforce the complainant's perceptions and undermine the work to resolve their complaint but the focus should be to respond to the issues and not on meeting a deadline. Complaint timescales are a statutory requirement and there has been further improvement in meeting those deadlines despite there being some complex/multiple issues raised which has resulted in officers requiring more time to complete an investigation

3.15 **Children in Care**

- a. At 31st March 261 children were in care. Work continues to be done around raising awareness amongst children in care in respect of the complaints process. To recap last year's annual report, the Children in Care Participation Officer, continues to visit children when they enter care giving them an information pack and ensuring they know and understand how to make a complaint. Regular updates are included in the Children in Care Council Newsletter and information remains on their website. The Independent Review Managers (IRM) also continue to promote access to an advocate who can support them in this process.
- b. An action identified from last year's annual report was to review, redesign and relaunch the complaints leaflet. Consultation took place with the Children in Care Council during this period who provided really good feedback, some drafts were designed and following some amendments this was issued to all children in care over 5yrs of age in December 2017. It was hoped that this would generate some complains being made but it did not.
- c. The Children in Care Survey is done annually, 43 children in care responded and 36 (84%) responded by saying they knew how to make a complaint. Only 4 care leavers responded with 3 confirming that they knew how to make a complaint. The survey was completed prior to the new leaflet being sent in December which should capture those who indicated they were not aware.

3.16 **Learning and Service Improvement**

- a. Information on identification and implementation of improvements resulting from complaints is helpful as a means of managing performance and recognising the contribution complaints make to service improvement. Recommendations to improve services typically include things like: a review of policies, change to practices, training staff, and raising awareness of issues within the authority. A single complaint can make a difference to many people; they highlight issues that may impact on others in a similar situation. Halton has a constructive attitude to remedy any

injustice and make improvements, they are an opportunity to check our own practice and learn leading to improvements in and the development of services.

- b. As a result of a complaint a sample of 'referrals abandoned' was examined as part of an audit of practice. This resulted in 6 actions being identified to improve practice and included an addition to the contact record to ensure analysis of previous contacts are taken into account as well as a two-step process to enable management oversight.
- c. Evidence suggests that if a child has experienced poor care they are more likely to disclose this once they have moved on from that placement and so seeking views from children about the care that they have previously received is an important safeguarding measure. The foster carer review process was to send out review documents to all children over the age of 5 years, who has previously been looked after in Halton foster care placements. The majority of children in Halton who are adopted are usually significantly under 5 years of age. It was therefore very unusual for foster carer review paperwork to be sent to an adopted child or a child in a pre-adoption placement. This was the first time it occurred and we did not have a specific process for seeking the views of previously looked after children who are now adopted. A process and a new consultation form was developed.
- d. The DBS is a requirement of the adoption process, as a result of a lost application received by the department the system for processing DBS applications was reviewed and changes implemented to ensure that applications are not misplaced in the future.
- e. The main theme of learning involves staff briefings or supervision, which relate to low-level issues that did not require any significant changes to service. This can include reminding staff of timeliness, case recording and reflecting in supervision on how their interaction can be perceived by the complainant. Complaints training reinforce these learnings.
- f. Stage 2 investigations can be a valuable resource to identify learnings, the investigator is not an employee of Halton Council so they provide an independent view, it also allows for their knowledge of other LA's good practices to be shared. As identified in point 3.11 there were no Stage 2 investigations conducted.
- g. Local Government Ombudsman publish findings from cases they have investigated elsewhere in the country; they provide an opportunity to reflect on the consequences of processes not being applied, learn from them and develop our own practice. These reports are shared with the Senior Management Team to cascade to appropriate staff.
- h. Compliments are also a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them. Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others; on a

service level compliments can also influence the development or continuation of service provision.

3.17 Complaints Handling Training

- a. If staff are advised of the Complaints process this information can be shared with the children and families they work with and so training is aimed at front line staff from the Children in Need and the Children in Care Team. Training is planned annually and took place in September and October 17 with new some new recruits also being advised as part of their induction.

3.18 Other Customer Care Contacts for Children Social Care

- a. These do not fall within the statutory complaints procedure, but time is spent communicating with clients to resolve issues which can include sign-posting to other services, mediating between parties or liaising with Corporate Complaints Team. These contacts provide an early resolution and prevent complaints escalating.

b.

2017-18	93
2016-17	119
2015-16	92
2014-15	71

- c. None of the 10 Representations made to the Local Authority progressed to Stage 2 of the Corporate Complaint Procedure for an independent review.
- d. MP enquiries are directed to a single corporate contact. MP's write to the Director of Children's Services or the Chief Executive on behalf of their constituents, the Customer Care Manager has supported 11 of the responses, often these will link to ongoing complaints. Less than last year when there was 17.
- e. No customer satisfaction surveys were returned, these are sent to complainants at case closure.

3.19 Compliments & Positive feedback, Children and Families Service

a.

Year	Total
2017/18	80
2016/17	70
2015/16	77
2014/15	85
2013/14	64

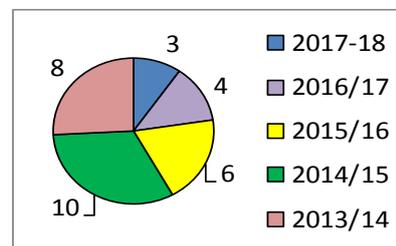
The C&F Division received 10 more compliments than last year (a 14% increase). The reduction in CIC may in part be due to the development of the adoption agency, Together for Adoption.

b. Compliments by Division

	17/18	16/17	15/16	14/15	13/14
CIN	33%	18%	22%	20%	25%
CIC	14%	26%	20%	29%	27%
TAF	53%	54%	58%	51%	48%

- c. Year on year, the higher number is in the Team around the Family service, this reflects the type of work they do in the community. Providing support and being a visible party to improvements within the family instigates a higher number of compliments. It should be noted that these services can work in conjunction with other teams such as Children in Need.

- d. **Children and young people making a compliment**



- e. A separate compliments report has been compiled for Children’s Services across the People Directorate, comments about Children Social Care include:

1. Email - Barrister - Just wanted you to know that J gave excellent evidence yesterday and I've been very impressed (as have others) with her knowledge and work in this case. (Professional)
2. Email - I just wanted to take this opportunity to thank you both for your excellent work as part of the recent joint investigation. All of the officers have noted the significant contribution you both made to the investigative and safeguarding objectives of this investigation. I have previous experience of similar joint working and recognise that the criminal justice outcome achieved could not have been secured by the police alone. Many thanks. (Professional)
3. In person - I’ve just spoken to a mum her children are open on CIN plans and who has experienced CSC involvement in her children lives previously. She wanted to ring to compliment the approach of ‘A’ who is a Student Social Worker in our team and she agreed that I can pass on her comments to be recorded. Mum said "she has been made to feel valued and that she’s done nothing wrong" that “A has built up a good rapport with her and her children and that this has allowed her to feel able to be open and honest when speaking with her”. I thanked her for taking the time to ring, these are lovely comments to hear and really well done A. (Service user)
4. Email - I'm sorry for any past offhand, arrogant, rude behaviour towards you. Today has put me at ease and made me realise that you're just doing your job and that my child's welfare is in your best interest. I hope we can work together to help me and my family. I would like to take this opportunity to thank you for your time and efforts. I know its long road ahead but I will do everything I can to make amends and put our issues behind us. (Service user)
5. Text - I know that we aren't having any contact anymore but I just wanted to say a massive thank you for all your help and support while the case was open. It was nice to know someone was listening and helping. Hope you have every success in your career etc. Take care. (Service user)

6. Card - I just wanted to say a big thank you for all the support you have given me and D over the time we have known you. For me you have been a breath of fresh air. You have been empathetic and understanding and a great sounding board for me. You have also been creative and flexible in your approach and able to offer practical solutions to issues we have faced. I have to thank you for taking the time to listen to D and try to understand him and also to engage him in a way that works for him and that he was found fun but also made him think. I believe you have had a long a lasting and positive influence on D and you will be sadly missed by both of us. I hope that whatever you do brings you success and happiness. (Service user)

7. Letter - There were times when I would cry within the meetings, I just wanted to be left alone! She could have easily closed her involvement and closed the CAF but she was persistent and I am so glad she was. Because of the CAF I now live in a flat with my son which we both love, I have accessed Nurture group and attended the full 10 week programme- I met new friends within the group and we now meet up and have days out with the children. I have completed an Adult Learning IT and Keep Safe course and am due to start a Maths course soon. More importantly I now understand how to better parent my son and my mental health has significantly improved, I actually feel happy. I just wanted to come here today and talk to you about how beneficial the CAF has been for me and my family and if you have any families in mind who you think would benefit from having a CAF please speak to them. I know that having a CAF has changed my life. (Service user)

8. Feedback form - Young person - She has been fantastic working with me on healthy relationships and giving advice and working with us as a family, she has given me a better social life, helped bring my self-esteem and confidence on more, I will certainly recommend this service to anybody. (Service user)

3.20 Action Plan 2018-19

- a. The following areas were identified as areas of work for 2017-18, with the aim of raising awareness and maintaining links.
 - Staff training (see3.17)
 - Review/redesign and relaunch the complaints leaflet (see 3.15)

- b. For 2018 -19 we aim to:
 1. Review processes to ensure we are complaint with the General data Protection Act.
 2. Review recruitment processes for external independent officers to ensure compliance to GDPA and employment Tax regulations.
 3. Staff training.
 4. Redistribute the complaints leaflet to children and young people in care.

4.0 POLICY IMPLICATIONS

- 4.1 “Complaints, Comments and Compliments” was the guidance intended to detail the policy and procedure for each type of complaint and provide guidance on how to respond when they receive a complaint. This is now held within tri.x, this is the computerised storage facility for all children’s social care policies, procedures and guidance, reviews and amendments are undertaken when changes in legislation or procedure occur.
- 4.2 Where identified through the complaints process, policies can be amended to improve service delivery.
- 4.3 Halton Council is a member of the North West Regional Complaints Managers Group. The aim of the regional groups, which meet bi-monthly, is to provide a forum in which peer professionals can discuss and learn about regional and national issues. Here there are opportunities to develop local practice standards, discuss performance and problem solve. The group also discuss proposed changes to legislation and procedures and prepare consultation responses where necessary.

5.0 RISK ANALYSIS

- 5.1 Investing in a timely and thorough complaint investigation and a written response at Stage 1 identifies potential savings for the Local Authority as this can prevent the complaints progressing to Stage 2. Costs are incurred in commissioning Stage 2 complaint investigations which is referenced in point 3.12.g and in releasing staff to participate in these.
- 5.2 Failure to implement an efficient service could result in the Local Authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and wellbeing.
- 5.3 The new framework, Inspection of Local area Children Services (ILACS) is seen by Ofsted as a step forward that will make a genuine and positive impact on children’s lives. Regular contact with local authorities is at the heart of the new system meaning that Ofsted will have more frequent contact with Halton giving the opportunity to identify any issues of concern sooner enabling the Local authority to act swiftly to address them rather waiting until the next inspection to find out what/if practice has deteriorated. Children Social Care Complaints are included within the Ofsted Inspections. Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance “Getting the Best from Complaints” can potentially impact on the overall findings of the Inspection.
- 5.4 Whilst complaints can result in changes for individuals, collectively they are a key source of information to help us develop the services we provide or commission.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 No matter who complains they receive the same equality of access and provision.
- 6.2 1 male care leaver aged 18 made a complaint his ethnicity being White British (source Carefirst).
- 6.3 Similar to last year shifted up 3% to 60% for females making a complaint with 40% being from males. None declared a disability.
- 6.4 Complaints from an ethnic minority remain low which reflects the demographics of the borough. (Information sourced from Carefirst or complaint form, all classed as White British).

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families. The transparency of the process enables children, young people and their families to challenge our provision of services if they feel unhappy about any aspect of it and provides independent oversight if required.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Principal Policy Officer

REPORT TO: Children, Young People & Families Policy and Performance Board

DATE: 12 November 2018

REPORTING OFFICER: Strategic Director, People

SUBJECT: Compliments (Service User Feedback) relating to People Directorate, Children's Services 1st April 2017 to 31st March 2018

PORTFOLIO: Children, Education and Social Care

WARDS(S): Borough Wide

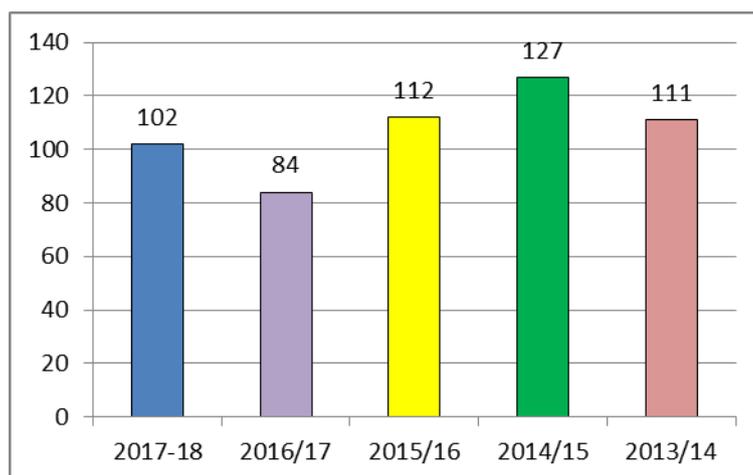
1.0 PURPOSE OF THE REPORT

1.1 To provide the Board with an update and feedback on Compliments made by clients and Positive feedback from workers/professionals relating to Children Services in the People Directorate. This report will demonstrate the positive impact and outcomes on the lives of people accessing services in this Directorate.

2.0 **RECOMMENDATION:** That the Children, Young People and Families Policy and Performance Board note the contents of the report.

3.0 SUPPORTING INFORMATION

3.1 **Number of compliments by year.**



There has been a 22% increase (18 more) compliments and positive feedback recorded this year. Staff continue to be reminded to forward compliments and positive feedback.

3.2 Breakdown of compliments and positive feedback

89% (16) of those 18 have come from clients hence the higher percentage in service users providing a compliment.

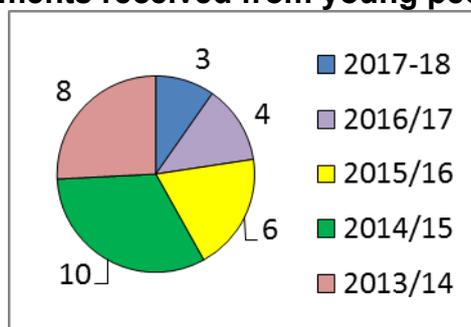
Number of Service Users providing a Compliment for Children Services

	17-18	16/17	15/16	14/15	13/14
%	72%	68%	58%	69%	59%
Number	73	57	65	88	65

Number of Professionals who provided positive feedback to services

	17-18	16/17	15/16	14/15	13/14
%	28%	32%	42%	31%	41%
Number	29	27	47	39	46

3.3 Number compliments received from young people (under 18 years)



3.4 Compliments by Operational Directorate

3.5 The Children's Services compliments report relates to the Education, Inclusion & Provision Department (EIP), and the Children and Families Service (C&F). There was an increase from 14 to 22, a 57% increase in EIP.

	17/18	16/17	15/16	14/15	13/14
C&F	78%	83%	69%	67%	58%
EIP	22%	17%	29%	31%	41%

3.6 Children and Families

The C&F Division received 10 more compliments than last year (a 14% increase). The reduction in CIC may in part be due to the development of the adoption agency, Together for Adoption.

Year	Total
2017/18	80
2016/17	70
2015/16	77
2014/15	85
2013/14	64

	17/18	16/17	15/16	14/15	13/14
CIN	33%	18%	22%	20%	25%
CIC	14%	26%	20%	29%	27%
TAF	53%	54%	58%	51%	48%

Year on year, the higher number is in the Team around the Family service, this reflects the type of work they do in the community. Providing

support and being a visible party to improvements within the family instigates a higher number of compliments. It should be noted that these services can work in conjunction with other teams such as Children in Need.

3.7 Compliments received, Child Protection and Children in Need

1. Email - You're a star, thanks. I believe (due to your support) that we have a good information sharing process between ICART and the community safety team. (Professional)
2. Email - Barrister - Just wanted you to know that J gave excellent evidence yesterday and I've been very impressed (as have others) with her knowledge and work in this case. (Professional)
3. Text - Thank you for the update and thank you for the sessions. I learnt some good tips so thank you. (Service user)
4. Report - Guardian - I have maintained a close working relationship with the social worker who has kept me fully informed and sought my views throughout the course of these proceedings. This has been extremely helpful as it would have enabled me to flag up any concerns at any point. (Professional)
5. In person - She wanted me to pass on her sincere thanks to everyone in the team who she has worked with over the years. She has really valued the support and input from iCART. (Professional)
6. Email - I just wanted to take this opportunity to thank you both for your excellent work as part of the recent joint investigation. All of the officers have noted the significant contribution you both made to the investigative and safeguarding objectives of this investigation. I have previous experience of similar joint working and recognise that the criminal justice outcome achieved could not have been secured by the police alone. Many thanks. (Professional)
7. In person -I am extremely grateful for children's social care involvement and without the support and hard work I received I would not be here today. (Service user)
8. Text - He's had his presentation today for the princes trust. My son has been to support him and taken a video of his speech. To say I'm proud of him is an understatement, he's come such a long way in the 12 weeks he's been on the program. Thank you so much for helping them all. (Service user)
9. Text - I just wanted to say thank you for everything you have done for mum, dad and the children. I'm so glad this has been turned around, and I give you my word it will continue in the right direction. Many thanks. (Service user)
10. Flowers - Thank you for all your help. (Service user)
11. In person -CSW was complimented on 3 separate occasions at Court. The Children's Guardian described her as an excellent worker. Dad's Barrister in addressing Court described her as the lynchpin to the support afforded family



and her work has been fundamental to what has been achieved with the family. Dad is challenging and aggressive in his approach but again Barrister said that key in his position changing was the role and work of the CSW. Our own Barrister shared his praise of her work but most significantly Her Honour the Judge also praised her in making her judgement and Care Orders and that her work was pivotal in moving the case forward and in supporting family that in turn allowed for 2 of the children to remain at home. I have never had parents legal representative praise a member of staff for the worker's input radically changing their view on outcome of proceedings. This was fulsome praise. (Service user)

12. Email - I'm sorry for any past offhand, arrogant, rude behaviour towards you. Today has put me at ease and made me realise that you're just doing your job and that my child's welfare is in your best interest. I hope we can work together to help me and my family. I would like to take this opportunity to thank you for your time and efforts. I know it's long road ahead but I will do everything I can to make amends and put our issues behind us. (Service user)
13. Email - The last SAP that is an absolute masterpiece and I couldn't be happier! You have covered absolutely everything, and I agree with all your conclusions! I feel like crying because it finally feels like we as a family are being listened to, and I can't thank you enough! (Service user)
14. Email - Thanks so much for all the help and support you have been giving my family. (Service user)
15. Email - Thank you so much for today, she found it tough going but I really feel it will benefit her in the long run. We all spent some time together this afternoon talking about how we can support each other. I know it's your job, but I really appreciate all of your support. (Professional)
16. Email - I just wanted to drop you a quick email following the CIN meeting this afternoon to compliment the hard work and efforts made by the Social worker. Her becoming involved has made such a difference. There has been excellent co-ordination of services and multi-agency working / planning and in the short time of her being involved she has worked tirelessly to gain better outcomes for the boys. There has been such progress made since she has been allocated as their social worker and it was lovely to hear all the positive feedback today. The boys Dad has not only been empowered but has begun to trust workers again as at the point of allocation he was beginning to think that nothing would change and he was not in a good place. The boys appear happier now and are more settled at home and school and Dad has been able to return to work. (Professional)
17. Email - They said how supportive and great you have been with them. I think it's nice to pass on positive feedback and praise too! (Service user)
18. In person - in respect of his daughter. He spoke of having felt frustrated over the years in his contact with agencies but based on his current contact with M and A he has felt listened to, supported, and that we have put his daughter's interest first. He was very happy with our professional response. (Service user)
19. Card - Thank you for all the kindness you have shown to all the family. You have changed his life for the better, it was nice to have met you. (Service user)

20. Email - Barrister - I know the Social worker is anxious to get this one absolutely right. I have to say that the approach that she has deployed in this case has just from reading the papers and meeting her today been first rate. Making judgment calls on a potential Non accidental injury and all that goes with that, yet balancing the impact upon the family is an art not a science and I think she deserves immense credit in what she has done to date. (Professional)
21. CEOP Command - I found the form for this child very helpful as it outlines planned tasks, tasks undertaken and clearly shows decisions. Thank you and good luck with the work with the child. (Professional)
22. Text - Thanks for all your help the past few months and thank you for giving me and S the chance to prove ourselves. It was nice knowing you, thank you again. (Service user)
23. In person - I've just spoken to a mum her children are open on CIN plans and who has experienced CSC involvement in her children lives previously. She wanted to ring to compliment the approach of A who is a Student Social Worker in our team and she agreed that I can pass on her comments to be recorded. Mum said "she has been made to feel valued and that she's done nothing wrong" that "Amiee has built up a good rapport with her and her children and that this has allowed her to feel able to be open and honest when speaking with her". I thanked her for taking the time to ring, these are lovely comments to hear and really well done A. (Service user)
24. Email - I just wanted to let you know, that I was very impressed with the support he is giving to our student. She has clearly grown in confidence during the placement and it seems that he has been instrumental by providing balanced support in a safe environment. It was a pleasure to attend this meeting and to see how a student with limited experience can develop the skills to become a competent and capable social worker in a short space of time. Obviously this also down to her approach and willingness to listen and to develop her skills. (Professional)
25. Text - I know that we aren't having any contact anymore but I just wanted to say a massive thank you for all your help and support while the case was open. It was nice to know someone was listening and helping. Hope you have every success in your career etc. Take care. (Service user)
26. Email - I just wanted to take the time to thank you for the feedback you send through to us. The feedback from Halton is perhaps the most detailed and comprehensive that we receive, and having our reference number always included and visible makes things much quicker on our end. Your feedback really is much appreciated and will greatly help us manage any future referrals we might receive. (Professional)

3.8 Compliments received, Children in Care

27. Email - Just to let you know, I've had an email from one of our applicants who has attended your Skills to Foster course today. They wanted to compliment them on their delivery of the course, stating that it was very informative and that they helped to answer all of their questions. I have also found everyone your end to be very helpful. Please can you pass this on to them. (Professional)

28. Email - Thank you so much for all your help, such a wonderful place she loves it at Inglefield xxx (Service user)
29. Feedback form - She gave me her full attention, I was kept informed, never once did I have to contact her, everything progressed like clockwork. She arranged meetings at convenient times and locations. I have immense gratitude for the help given to me and the professional and sensitive way in which my request was dealt with, many, many thanks. (Service user)
30. In person - I attended a C.I.N. meeting for a young person who attends Inglefield. At the meeting Mum stated that she would like to compliment Inglefield on the success the staff have had getting him to meet his target. Mum stated both Parents were really pleased with the outcome. (Service user)
31. In person -I would like to compliment Inglefield on the success the staff have had getting my son to meet his target, we are really pleased with the outcome. (Service user)
32. Email - We are all wonderful here, life is brilliant and we couldn't be happier. We felt that we must contact you to provide some very positive feedback about our experiences of the Adoption process and the workers involved. We can only apologise that it has taken us so long to submit this, but our lives have changed beyond belief in the most amazing way. We can honestly say that they have been outstanding throughout our journey, dedicated professionals, who work extremely hard, are conscientious, caring and wholeheartedly committed to their role I cannot praise them enough, they are an asset to your department and their commitment, work ethic, compassion, capability and professionalism should not be overlooked. If Halton Borough Council award or commend members of staff for going above and beyond their expected duties, then we would not hesitate to endorse such. Thank you to you all once again, with much warmth, from a very happy family. (Service user)
33. In person -She was very complimentary in the way you manage contact with birth mum you manage and challenge her emotions and needs in a manner that clearly focuses on making the session meaningful for M, she feels this makes the sessions positive and reassuring in what is clearly a very emotive situation. (Service user)
34. In person -Thanks for being so kind hearted to my son, she would like to say a special thank you to the lady who works in the top kitchen, when he ran into the top kitchen "she didn't flinch and showed a great kindness and patience". (Service user)
35. Card - Thank you so much for all your help and support, you're such a fantastic lady. (Service user)
36. Card - I just wanted to say a big thank you for all the support you have given me and D over the time we have known you. For me you have been a breath of fresh air. You have been empathetic and understanding and a great sounding board for me. You have also been creative and flexible in your approach and able to offer practical solutions to issues we have faced. I have to thank you for taking the time to listen to D and try to understand him and also to engage him in a way that works for him and that he was found fun but also made him think. I believe you have had a long a lasting and positive

influence on D and you will be sadly missed by both of us. I hope that whatever you do brings you success and happiness. (Service user)

37. Email - We know it is difficult to dovetail our requests alongside other family's needs and it is appreciated. A few weeks ago I arranged a meeting with our local MP to discuss school placements and I did stress how important Inglefield was to us and many other families in Halton. Without this service we would have reached breaking point a number of years ago and it is so important that this service is provided. Thanks again. (Service user)

3.9 Compliments received, Team around the Family

38. Email - Just wanted to say thank you to you for involving me. I've really enjoyed seeing this family grow and how she has come from being rock bottom and always tearful to now be confident and smiling and have self-worth due to the support you have given her. After the CAF when you were doing direct work mum stayed chatting to me and fed back how much she is going to miss you and that she would never of got to where she is without you. She said throughout it all she always knew she could call you and you'd support her. (Service user)

39. Letter - I started to work with my Family Worker in November 2016. At this time I was struggling with my son's behaviour, living in a house which was full of damp, I didn't have many friends and I was caring for my Mum who has a disability. I just felt really down and was living day by day. I had no hope for my future and I was very negative in my way of thinking. I hated her being involved at first I felt like she was there to judge me and she kept going on about me attending appointments and courses and was always talking about how great the Nurture programme was, how it would help me with not only my parenting but also with my confidence and self-esteem. I never listened and just kept asking when she would hurry up and close her involvement. Then there were the dreaded CAF meetings. I hated these meetings at first and had to force myself to attend. I was often abrupt with professionals but I now recognise that it was my low mood which was impacting on my motivation at this time. There were times when I would cry within the meetings, I just wanted to be left alone! She could have easily closed her involvement and closed the CAF but she was persistent and I am so glad she was. Because of the CAF I now live in a flat with my son which we both love, I have accessed Nurture group and attended the full 10 week programme- I met new friends within the group and we now meet up and have days out with the children. I have completed an Adult Learning IT and Keep Safe course and am due to start a Maths course soon. More importantly I now understand how to better parent my son and my mental health has significantly improved, I actually feel happy. I just wanted to come here today and talk to you about how beneficial the CAF has been for me and my family and if you have any families in mind who you think would benefit from having a CAF please speak to them. I know that having a CAF has changed my life. (Service user)

40. Email - Just thought you might like to have a look at his graduation from the last Halton Team of the Princes Trust Programme. I've attached some photos and a copy of his speech which he gave you a mention in; (Exerts from the speech - *with her support and the support from my Family Worker I have tried to deal with the problems I face on a daily basis. I joined this course to change the way I feel and behave at home.....Me and my mum have had many arguments about the way I am at home. I don't do as much as I should do but I'm now trying harder and listening more to what my mum says. Meeting all my Team mates in week one was really nervous for me.....I'm*

one of the youngest in the Team and struggled talking for the first few days. However the teambuilding games we took part in helped me overcome this.....As the days went by I seemed to grow in self-confidence and can say I've had one of the best times I've had in a while. I've gained many qualifications such as food hygiene and first aid and I've took part in projects that have made me look at life differently and I'm now more thankful for what I have at home.....This should hopefully help me develop my relationship with my mum and help stop all the arguing. I would like to thank everyone who has helped me get to where I am today.

41. Card - Thank you for everything you have done for us all. You have been very supportive to all of us through everything and we all appreciate it very much. (Service user)
42. Feedback form - Young person - She has been fantastic working with me on healthy relationships and giving advice and working with us as a family, she has given me a better social life, helped bring my self-esteem and confidence on more, I will certainly recommend this service to anybody. (Service user)
43. Email - I wanted to take the time to personally thank you and the staff. Back in January I started coming to first time families, where I was greeted with a very warm welcome. I was feeling low, had no confidence and my self-esteem had hit rock bottom as I was so socially isolated, I'd hardly left the house. My health visitor told me that I had PND and that I should see my GP for medication, but I didn't want that. Coming to FTF, you all offered me so much support in sessions, gave me a chance to talk in a non-judgemental environment, offload how I was feeling, get advice, and helped me to understand that I wasn't the only one struggling, and being a mum isn't easy! Looking back at before Christmas, I hardly ever left the house, the past few months, my son and I have been out every day! I can't thank you enough for all the support. You all saved my sanity, and helped me to feel much better about myself and I'm now in a much better place which is much better for my son. Happy mum happy baby! (Service user)
44. Text - I'm really going to miss you, I really wish I could put into words how grateful I am for your support, encouragement and patience. (Service user)
45. Card - Just wanted to say a very big thank you for all your help and input, it has been invaluable. Many thanks. (Service user)
46. In person -I was visiting G and her Mum this morning, they both spoke very highly of you and the support they've had. G told me that you are one of her favourite people - she doesn't take to people easily so this is a very high accolade. Mum told me that she had found you very approachable and supportive and she always felt listened to. (Service user)
47. In person -A big thank you to everyone around this table, I cannot thank everyone enough for all the support and help I have received for me and the children. (Service user)
48. Email - Thank you for all your support with his assessment. His mum is so pleased to be getting DP support - especially for over the summer holidays. This will be a life changer for them both. (Professional)
49. Email - If it wasn't for the budget he would not have been given the opportunity to join the "Liverpool Trampoline Academy" who train young people up to Olympic standard this is his ultimate goal. (Service user)

50. Email - I have loved working with you I think you are amazing! you have such a natural way with very difficult parents, you get your point across without getting them in the defensive and aggressive, it is a true talent. It is lovely to see the parents blossom, as you recognise the challenges they face and their journey but then you offer support and encouragement for them to make the changes they need to move forward... again a talent you have. (Service user)
51. Card - He attended five after school clubs up to when they finished for the summer which he is thoroughly enjoying. Thank you so much for allowing this to happen it's amazing what that few hours break can do for both of us, thank you. (Service user)
52. Email - The CAF training offered at the stadium provided a very useful overview and powerfully highlighted the use and benefits of the CAF. I have just completed some additional one to one CAF training and wanted to pass on to you how beneficial it was as it allowed me to ask specific questions. (Professional)
53. Letter - Just a note to say thank you, we have really enjoyed taking part and meeting all the other mums. The Children Centres have been a life line when I've had tough days. Thank you again. (Service user)
54. Letter - We wanted to thank you for all your time, efforts and affection that you have given son during his time with you, you are all superstars. (Service user)
55. Email - I am writing to give you a personal thank you for your valued support and assistance yesterday. Staff have fed back to me how they really appreciated your help yesterday during very difficult circumstances not only for the children to manage, but for all concerned. Thank you so much for the sensitivity and support you showed the family. (Professional)
56. Email - Just wanted to say well done for the way you pulled all the information together in the CAF review, I was really impressed with the way in which you have focused on how her autism affects her and facilitated all other services present to adopt the same good practice. I felt this resulted in individually targeted strategies. (Professional)
57. Feedback form - She has been a lovely lady and has helped us as a family with many different things so I would like to say thanks. (Service user)
58. Letter - We found the support given was extremely well received, the professionalism, empathy and approach is a credit to you. Thank you very much. (Service user)
59. Card - Thank you for helping us create so many happy memories while we've been off with our babies. You've made us feel so welcome. (Service user)
60. Feedback form - I was having a difficult time with my daughter, she was drinking, smoking and taking unknown substances. I have had 1 to 1 support and completed the Nurture Programme. This has been a brilliant support in a time of need. I am now able to understand my daughter and be a positive role model, I can emphasize with her and learnt to put in positive ground rules and boundaries, she has made brilliant progress. (Service user)
61. Email - I know the young people really enjoyed being part of the process. I want to thank you personally for all your hard work in ensuring that young

people here in Halton are involved in the commissioning of new services.
(Professional)

62. Letter - We were offered activity payments and the difference has been phenomenal, it has opened up a whole new world. He has always loved going on the trampoline, he became known to the staff his confidence grew. I had always followed him around but I was actually sitting in the café talking to other parents. He has attended various parks and got better and better, other children would watch in awe, this would strike up conversations, lead to friendships and exchange phone numbers. At an Autistic bounce session at Liverpool Trampoline Academy the owner said he had never seen anyone self-taught, so good and asked him to join the Academy. He had lots of anxieties, locked himself in the toilets on numerous occasions but 4 months on I pop to the shops or walk the dog. We went to the Trampoline Championships so he could see what it is like to compete and now he is entering his first competition against all the North West Clubs. I think we have made an amazing journey. I am so proud. (Service user)
63. Feedback form - Each week she visits she gives us support, she's helped a lot with housing, benefits and appointments referring us to everyone we needed to be in touch with. My son has been in the school band and it was the referral from her that gave him the confidence to do this. She took stress off me and helped so much. (Service user)
64. Text - I want to thank you for everything you did. You went above and beyond. She missed having you we appreciate everything you did for her. Thank you again. (Service user)
65. Email - Just thought it would be nice to share this with you as its nice when parents speak positively of work we complete. (Professional)
66. Email - I completed home visit to this family yesterday and as you know they haven't been responsive to professional's entering the house, both parents fearful due to past experience. Yesterday mum was extremely positive, interactions where really good with both children and I observed them playing well together. Mum spoke very highly of yourself and the advice and guidance you give her on your visits, she is extremely comfortable with you and this is clear to see. Dad also contributed to the visit he was very relaxed engaging and both parents have said that through the CAF process one of best things they have done is your play partners. Dad reports that mum looks forward to the sessions and the children have absolutely loved it. (Service user)
67. Email - I met with a wonderful P.A on Monday. OMG she's like a fairy god mother I love her!!! She's meeting today at our house. My daughter will love her she's got soooo much experience with additional needs children. I'm made up yay!! (Service user)
68. Text - We all had a great time tonight. Lovely to do stuff as a family .Thanks for getting us involved. (Service user)
69. Letter - end of 2 page letterthe good news is I have four happy, healthy, content little children who despite everything are doing very well in school and have settled nicely into their new home. I do believe the help and support I have received mainly from B has certainly got me through this every difficult time, going from being very anxious and upset to being able to talk about this openly and it no longer hurt me, knowing I most certainly did the right thing when I left and this has shown through my children and how they are a lot

more settled and no longer showing any signs of concern. If it wasn't for people like B who could I have spoken to? Who would drop me an email or text checking I was ok? Who would check in on my children and tell me about any courses that may help me? Who would trust and believe me no matter what other people said or malicious complaints had been made, B always stood by me, assured me that I shouldn't worry and always made me feel at ease. Changing lives have helped immensely but the regular contact has always been with B who in turn liaised with Changing Lives when needed, I do not think when B (or your other members of staff) go to work each day they have any idea the impact their kindness has, how they can completely change your mood and help you turn your life around. Myself and my children owe you all a huge thank you, we really appreciate everything you have done for us and because of you we are now out of a situation I honestly thought I could never escape from. (Service user)

70. Email - Thanks for the invitation to your open day. It was a pleasure to meet your staff and to see the commitment to the children's centre. You all worked hard to make it a special day for the children and parents/ guardians. Thank you for all you do, keep up the tremendous work, you make a huge difference to the lives of the people in the community and in these tough times I am sure that it is much appreciated. (Professional)
71. Card - Thank you very much for teaching us baby massage, he loved it, you are a good teacher. (Service user)
72. Card - Thank you so much for giving me the opportunity to take some 'time for me' and taking such great care of my baby. (Service user)
73. Email - I was keen to point out the difference in the groups held in Halton in comparison to many of the others across the country. What I believe made you stand out is that you gave the course much more purpose to their role and the wider service in early intervention and social care. This is not being done in other areas so they are not getting the same level of investment. N was fantastic throughout and certainly drove this message from the onset and continued throughout again, this is rare. For me she was an integral part of the process in agreeing its content and focus but, for the wider impact and investment in the training for Halton the work she did was brilliant. This made me think much wider in what the course can provide to the workforce. I can assure I will be referencing you tomorrow and at further level 4 conversations as an area of forward thinking and excellent practice. (Professional)
74. Email - Just had a really good joint home visit with E to introduce Systemic Practice to the B family. Parent was really positive about the intervention provided by E and stated that it has a significant impact in quite a short space of time. Parent is already noticing changes in the way that her child is managing her behaviour at home. Parent added that she felt "very lucky" to be receiving an intervention from E and the wider team, well done E. (Service user)
75. Email - It has been a pleasure working with you and I agree we have demonstrated brilliant multi-agency working. May I take this opportunity to thank you for all your hard work on this case. I hope our paths meet again so we can continue working together as I have valued and respected your input and lead on the CAF. (Professional)
76. Feedback form - Child - the difference it has made to me is that I am barely having any outbursts with mum and it helps me not to get angry with other

people. It helps me emotionally, I don't get as upset as I used to and it has helped me stop self-harming. (Service user)

77. Feedback form - It has made a tremendous difference, I can't even remember how we coped with how bad it was, she hid in her bedroom, we didn't talk, it wasn't like we were mother and daughter, very hard to live with, tense, but now it's a family again we are unbelievably close she is open again, she chooses to talk to me, spend time with me, we barely argue and if we do we overcome it together, you have boosted her self-esteem. We had a lot of issues and it's opened up every single door for us to work together. (Service user)

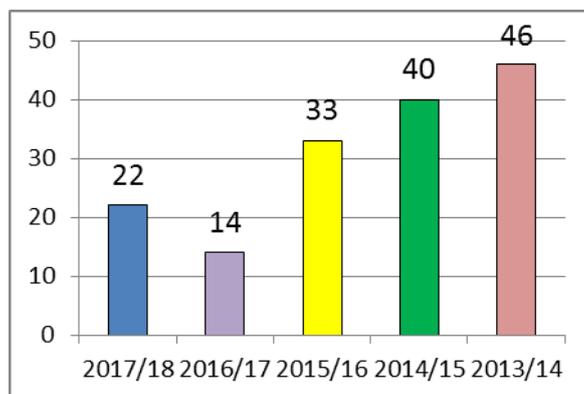
78. Email - He is so much more content and is even exceeding some of his academic targets at school. I am very grateful for the input and support you provided through a very tough few months. (Service user)

79. Feedback form - Child - I found I really fun working with her, I have calmed down and my behaviour has changed. It felt really good to talk about everything that is happening at home and at school. Thing have changed at home less arguing and more room. (Service user)

80. Feedback form - Nurture programme - The atmosphere was brilliant, I don't usually like group things but I felt so relaxed and at ease through the whole course and really enjoyed coming each week. I would definitely recommend it to other people, I've learnt so much and I'm taking so much away with me. (Service user)

3.10 Education, Inclusion & Provision Department

The EIP Division received 8 more compliments than last year (a 57% increase).



3.11 0-25 Inclusion

81. Email - I know that you are no longer involved with D but I just wanted to thank you for your help and support around the CAF. Your input and guidance throughout the process was a great help and I know from speaking to Mum that D really valued your input. Mum commented that you had been one of the only people that D has successfully worked with. (Professional)

82. In person -I wish there was a thousand of her she has been marvellous with my son he really liked her and thank you so much for your support. (Service user)

83. Email - The work P does at our school is fab and we definitely would like to continue with that support. (Professional)
84. Email - Thank you very much for this, in conclusion I think this has been a very positive piece of work for D, together with the CAF process I feel the outcome for D is very positive and there have been massive improvements. D actually attended part of the last CAF meeting to enable professionals to congratulate him on his progress, his behaviour in school has massively improved and there is a noted improvement in his emotional health. Personally I know D loved working with you and was very, very proud to show me his stadium when you had finished it. (Professional)
85. Email - Firstly, I would like to give you some feedback. H has been so helpful and informative. She has been very supportive and advised us step by step of the EHPC process, she has been great. (Service user)
86. Letter - I feel this support has been a major benefit to the school and all of our staff value the input that gives to us. We look forward to continuing our relationship with CSW Support and would highly recommend it to all primary schools. (Service user)
87. Email - Thank you for your email and listening today. (Service user)
88. Email - Myself and school reflected that the meeting was handled very well and recognised the level of work that he has put in. This has been an extremely difficult case for all professionals to manage and he has done amazing. (Professional)

3.12 Policy, Provision & Performance Division

89. Email - Ofsted - Dear D, thank you very much for your full and helpful response recently in relation to the matter raised with us about a pupil at the school. This helps to clarify the matter. (Professional)
90. Email - I just wanted to thank you for your generous support and advice. It's very much appreciated. (Service user)
91. Card - Thank you for all your support and guidance, I seriously can't thank you enough for your help finding him the course of his dreams! No joke! After your first session he was absolutely buzzing, it was so lovely to see. Thank you from the bottom of my heart, you don't know what it means. (Service user)
92. Email - I would like to pass on my thanks and appreciation of the services provided for my son. He has a number of confidence issues and is undecided about what he wants to do with his future. I have been really concerned for him and was recently put in touch with M for some careers advice and help. M has been a total godsend and is helping him a lot. He has now enrolled on a PIP course which I believe will help him a lot and is a big step for him. From the first moment that I spoke to M I got the feeling that he was really interested in him as an individual and not just as another "client". As the weeks have passed I am even more convinced of this. He has only known him for a short space of time but seems more aware of his personality and vulnerabilities than many teachers who had known him for 5 years or more. I am really impressed with the service that he is being given and very grateful. I

would also like to pass my thanks to M for his help and his compassionate and professional approach. (Service user)

93. Email - Would just like to thank you for all your help, advice and support you have given me over the past 5 years. (Service user)
94. Email - It was a great feeling... Again thank you for your help. X....now to keep it up x. (Service user)
95. Email - Thank you so much for your help with what has been an anxious time for us. We are delighted with the outcome! The communication we received from you was really reassuring, we're very grateful and cannot thank you enough. (Service user)
96. Email - Please can I take the opportunity to say it has been a pleasure working with everyone and it has been wonderful participating in all the great work that is being done by the Children's Trust Board in Halton. (Professional)
97. Card - Thank you so much for everything you have done for him, he had a great time. We will always be grateful so thank you. (Service user)
98. Email - Thank you both for this information so promptly. I know colleagues in neighbouring LA's do not benefit from this early indicative notification to help support planning for the next academic year. A considerable amount unseen time and effort goes into this complex process for both the secondary transfer and primary admissions that will continue well into 2018, I know all schools appreciate this work. (Professional)
99. Email - I can't tell you how grateful I am for your help. I have been beside myself since my mum's death and the thought of moving because of having no childcare was adding to the stress. I have arranged to go and see her about helping me out Wednesday. I feel relieved and I really hope you go home and feel like you have done something good today as me and my son are really grateful. Thank you. (Service user)
100. Email - Thanks once again for all you did to enable the classroom to go ahead. It is a fabulous room and I couldn't have had better support from you. You are very much appreciated. (Professional)
101. Email - Thanks to you and your team for all your help and D you have always come across as a very patient person even though your job might not be a sunny day all the time but regardless you are appreciated either way. (Service user)
102. Email - Thank you for sending the report, you've clearly spent a lot of time looking into it and I'm grateful you have done such a thorough job. (Service user)

3.13 Service User Compliments received by:

Percentage	2017/18	2016/17	2015/16	2014/15	2013/14
Card	11	21	15	17	27
E-Mail	53	25	48	48	32
Evaluation	9	11	11	17	12
Letter	7	11	5	4	3

Telephone		3	6	3	5
Verbal	12	12	9	4	15
Text	8	8	6	6	6
Newspaper				1	
Embroidery		2			
Facebook		5			
Various	2	2			
	102	100	100	100	100

Electronic communication continues to be the most accessible means to provide compliments however the percentage has decreased with more service users preferring to purchase cards and write letters.

3.14 Learning and Service Improvement

- a. Compliments can be used as a form of quality assurance and are a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them. Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others, on a service level compliments can also influence the development or continuation of service provision.

4.0 POLICY IMPLICATIONS

- 4.1 The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

5.0 RISK ANALYSIS

- 5.1 Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 No matter who makes a compliment they receive the same equality of access and provision.

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Principal Policy Officer