

BARNSLEY METROPOLITAN BOROUGH COUNCIL

North Area Council Meeting:
16th March 2020

Agenda Item: 4

Report of North Area Council
Manager

Young Peoples Priority – Procurement Update Next Steps Recommendation

1. Purpose of Report

- 1.1 To apprise Members of the discussions that took place at a recent workshop which explored the opportunity for a North Area Council funded young people's project.

2. Recommendations, that:

- 2.1. **Members note procurement update, points 11, 12 and 13.**
- 2.2. **Shift the focus of the project to allow for great invest in community provision**
- 2.3. **Re-design the process and convert the opportunity into a more accessible grant, dividing the opportunity into lots**
- 2.4. **Explore the feasibility of training key locality based staff to use Books Beyond Words resources**
- 2.5. **Allocate an additional budget to allow for staff training in the use of Books Beyond words.**

3. Background and intended focus

- 3.1. On the 25th March the Area Council agreed that they wished to focus their resources on a young people based programme following a workshop held on the 26th February.
- 3.2. A further workshop was held on the 17th April. As a result the officer team were requested to conduct and mapping and consolation exercise with key stakeholders who work with young people. Two subsequent workshops were held, one on the 24th June and subsequently on the 12th September. They were also asked to produce a film capturing the views of young people.

4. Project Development Overview

- 4.1. **On the 26th February a Focus on Health workshop took place** lead by Cath Bedford and Cheryl Devine from BMBC Public Health. Supported by Jenny Grant from BMBC Procurement and the Area Manager
- 4.2. The working group consisted of: Cllr Platts, Cllr Tattersall, Cllr Spence, Cllr Charlesworth and Cllr Newing and concluded with the request for a young peoples specific workshop.
- 4.3. **On the 25th March the Area Council agreed that they would like to focus on young people that is innovative and helps to address risky behaviour, the following themes emerged in discussion:**
 - Early intervention/ low level supportive provision
 - Providing young people with positive role models
 - Safe space to talk and socialise
 - Improve emotional intelligence and resilience
 - Provides health advice: health checks, stop smoking, contraception, body confidence
 - Coaching Model – similar to the Summer Internship / Fit Reds
- 4.4. Key points:
 - The Area Council must use its resources to produce maximum impact for the community.
 - They discussed long term investment in a project to deliver sustained change in behaviour. It was discussed that this could take 5-10years.
 - They wanted to build resilience in the community.
 - They wanted to raise aspirations for the young people of the North Area.
 - That any offer developed should be available in the community rather than in schools.
 - Focussed on preventing risky behaviour in young people and improved understanding of the long term consequences of participating in risky behaviour at a young age.
 - The working group agreed with a 'Universal Offer' and 'Universal Plus', but felt that the high risk young people were already catered for by existing services Inc. Targeted Information Advice and Guidance (TIAG) and Targeted Youth Support (TYS).
- 4.5. **On the 17th April a second workshop was held.** This was led by Cheryl Devine and Cath Bedford.
- 4.6. The working group consisted of: Cllr Tattersall, Cllr Charlesworth, Cllr Cave, Cllr Burgess and Cllr Newing.
- 4.7. Public Health outcomes for young people were discussed.
- 4.8. The following themes were discussed:
 - Safe
 - Happy
 - Healthy
 - Achieve

Members were not able to identify which theme they wished to prioritise. It has been suggested that this work should tie into the Town Spirit themes.
5. **On the 24th June a stakeholder workshop was held and the Roundhouse Lifelong learning Centre.** 26 stakeholders including representatives from

Carlton Academy, CHAMS, voluntary and community sector, Youth Justice Service, School Nursing attended. This was a large stakeholder workshop. Events like this are increasingly rare in the public sector and attendees were keen to point out how important the networking opportunity was for their work. Councillors in attendance were: Cllr Leech, Cllr Platts, Cllr Tattersall and Cllr Pickering

5.1. **Workshop Summary – Identified Gaps and Opportunities**

Gaps in provision and how stakeholders believe that the Area Council can add value:

- ❖ Emotional Resilience
- ❖ Transition age (8-13)
- ❖ Empowerment (Mentoring and Peer Support)
- ❖ Risky Behaviour

N.B. Family Centred approach was also raised repeatedly. It is felt that where intensive whole family support is required, resources are already in place to address need. However it may be worth exploring the possibility of some family centred activities as part of a wider model for commissioning.

6. **Stakeholder Co-Design Workshop – 12th September 2019**

6.1. On the 12th of September a co-design workshop was held at Barnsley Town Hall. This was the biggest workshop ever host by the North Area Council with 31 stakeholders in attendance. Councillors in attendance were: Cllr Leech, Cllr Charlesworth, Cllr T Cave, Cllr Newing and Cllr Tattersall

6.2. To set the tone the work shop started with a vision that a participant from the 24th June contributed:

“Every young person, regardless of background, education or family circumstances would have relevant access to service and opportunities that would inspire motivate and enhance their current health, wellbeing and aspirations to improve their future self.”

It is recommended that the North Area Council use this wording for their future specification.

6.3. It was clear from the first exercise that identifying outcomes is a challenging process. However the following aims, objective and outcomes came through:

Emotional Resilience

- 6.3..1. Increase the emotional resilience and wellbeing of children and young people ages 8-14years.
- 6.3..2. Reduction in anxiety, stress and depression in children and young people
- 6.3..3. Increased confidence, self-esteem, emotional intelligence, attitudes and aspirations of young people
- 6.3..4. Reduce the number of inappropriate referrals to CAMHS
- 6.3..5. Reduce the numbers of young people attending BDGH for self-harm related incidents

Transition ages 8-14

- 6.3..6. Improve the experiences of young people as they transition from junior to senior school
- 6.3..7. Ensure that young people have access to good quality, frank information about the physical, emotional and social wellbeing. Complimenting PHSE provision schools.
- 6.3..8. Increase access to safe community spaces for young people in the transition ages between the times of 4pm and 7pm during the early evening.

Empowerment

- 6.3..9. Increased number of young people becoming active citizens
- 6.3..10. Increase the number of young people participating in voice and influence opportunities
- 6.3..11. Empower young people to make informed decisions

Raising Aspirations:

- 6.3..12. Broaden the horizons of young people so that they are more aware of self-development and employment opportunities that reach beyond the community norm
- 6.3..13. Increase access to careers information, advice and guidance for children and parents
- 6.3..14. Empower parents to support their children to aim high and be their best self

Risky Behaviour

- 6.3..15. Increase young people's understanding of the consequences associated with risky behaviour, short, medium and long term
- 6.3..16. Reduce the number of young people participating in antisocial behaviour
- 6.3..17. Reduction in the number of young people regularly using drugs (including alcohol to excess)
- 6.3..18. Reduce the levels of young people being diagnosed with an STI
- 6.3..19. Reduce the numbers of teenage conception

6.4. The second exercise required participants to identify what activities and intervention would be required to address the points raised in 6.5. This is what was discussed:

Emotional Resilience

- 6.4..1. Use youth work model of engagement to provide education and support to young people.
- 6.4..2. Engage families in an informal setting (community hub/café) so that they relax and can discuss emotional wellbeing in a supported environment.
- 6.4..3. Develop a public health led educational digital campaign that can be used in schools, GPs and public buildings.
- 6.4..4. Develop universal package of support that schools can buy in.

Transition Age (8-13)

- 6.4..5. Provide activities to support the transition from primary to secondary school, starting with year 5.
- 6.4..6. Provide training and development opportunities and a matching service to facilitate and supportive peer mentor structure.
- 6.4..7. Provide a non-targeted drop-in facility in schools to help reassure and address transition related questions/concerns.

- 6.4..8. Deliver activities that address gender specific issues linked to emotional resilience and wellbeing.

Empowerment

- 6.4..9. Provide opportunities for young people and families to participate in social action activities.
- 6.4..10. Actively encourage young people to participate in school councils and the youth council.
- 6.4..11. Deliver a summer holiday life skills course which benefits children, young people and their families.

Raising Aspirations

- 6.4..12. Provide a yearly conference with the 14-19 service to provide information about local employment opportunities, starting from year 6.
- 6.4..13. Provide opportunities for young people to go on field trips and have experiences that take them beyond their local neighbourhood.
- 6.4..14. Deliver whole family sessions that help parents to understand the range of opportunities available for young people and how they can support them to be their best self.

Risky Behaviour

- 6.4..15. Provide safe community hubs with positive role models
- 6.4..16. Provide after school activities between 4pm and 7pm
- 6.4..17. Provide a wide range of positive activities in sport, arts and crafts, music to engage young people and encourage cohesiveness in supported environment
- 6.4..18. Provide family friendly food based activities to start conversations about staying safe

- 6.5. Lightbulb moments, stakeholders repeatedly stressed:

- 6.5..1. To do meaningful community work with young people it was far more effective to make connections with young people in school.
- 6.5..2. To have the biggest impact on the family unit, whole family activities produce longer lasting more sustainable changes for children and young people.

- 6.6. The workshop demonstrated that production of a service specification is a complicated and time consuming process. Each person involved is viewing the priorities through a different life lens and therefore range of solutions were identified.

7. Project characteristics championed by the priority working group – learning from previous commissioning

- 7.1. Coaching Model – Intensive but with a legacy and peer support incorporated (Both the Summer Internship delivery model and Fit Reds delivery model were discussed).
- 7.2. 5 Ways to Wellbeing should be at the centre of a project (Connect, Be Active, Give, Take Notice, and Stay Connected).
- 7.3. Building resilience, particularly around emotional wellbeing and being able to handle the knocks that life throws at a person (this could include Mental Health First Aid training).

8. Risks

8.1. Duplication of the new Children's Mental Health Provision

The Area Manager is aware that the CCG have been doing consultation with regarding young people's mental health services over the past 6 months in order to design updated provision. The Area Manager has obtained a copy of the new Children and Young Persons Mental Health Service specification to ensure that there isn't any duplication.

8.2. Duplication of the town centre based 'Onside Youth Zone'

The Area Manager has observed a presentation from OnSide Youth Zone's Partnership Development and Community Engagement Officer regarding the proposed service offer. The service suggested for the North Area will not duplicate the proposed offer.

8.3. Needs based commissioning

There are 12 primary/junior schools in the North Area and plus Darton Academy, Holy Trinity and Springwell. It is important to note that many young people from the North Area attend Outwood Academy Carlton.

To achieve the best outcomes with the budget envelope it is recommended that the proposed service is only offered to the six schools who demonstrate the highest levels of need. This recommendation is included in the specification, circulated November 2019.

9. Financial Implications

9.1. The financial implications are £90,000.00 p.a. the opportunity would be let on a two year, plus one-year basis.

9.2. It is proposed that the provision should start on the 1st April 2020.

9.3. Total value based on the proposals equates to £270,000.00 over three years from April 2020.

10. Summary of Specification

10.1. Barnsley Metropolitan Borough Council (the Council) is looking to establish a contract for with a Provider for a 1year, plus 1 year, plus 1-year period that provides children and young people aged 8-14 years with the resources they need to transition healthily and happily into adolescent. This should include increasing the confidence, self-esteem, attitudes and aspirations of the children / young people involved. It is envisaged that this offer will include provision that is both school and community based and incorporates a light touch whole family element.

10.2. The service should include interventions / activities that are fun, innovative, vibrant and high quality. The service should be delivered in schools and during out of school hours in hours in safe, community settings / spaces. The service should deliver programmes of activity that address the specific areas outlined in the Resilience Framework.

11. Procurement Update

11.1. The original intention was to advertise this opportunity as a contract. However, this decision was challenged and the opportunity was advertised as a

competitive grant. The opportunity was advertised throughout January and February 2020. This is a much longer period than is usually recommended to enable local providers to begin the formation of a consortium and collaborate on a submission.

- 11.2. On the 28th February 2020, submission deadline, there was only one grant application. However, the provider did not meet the pass/fail criteria and the process was aborted.
- 11.3. The Procurement Panel (including representatives from the schools and public health) met on the 12th March to discuss the outcome and way forward.
- 11.4. Local provider feedback regarding non submission included:
 - The contract value would not cover the work specified, particularly in school and community provision
 - The outcomes are too broad
 - The beneficiary groups need to be more targeted
 - Insufficient resources to complete an application by the deadline
 - The application process is too complicated for smaller voluntary and community organisations to respond adequately
 - For smaller organisations investing the time in an application is too risky without there being a guarantee of a grant award at the end of the process
- 11.5. To enable the voluntary and community sector to respond it is recommended that the opportunity is chunked down into lots; converting the opportunity into a more accessible grant. This suggestion has been explored with legal and procurement who have given permission for the Area Manager to proceed with this course of action if this is agreed by the Area Council.

12. Adapting the model

- 12.1. Schools were asked what provision would be most complimentary to their provision. The junior school representative felt that support in schools with earlier intervention, support with mental health and support for children who would be referred to Mindspace at Key Stage 3.
- 12.2. From a secondary school perspective support that would encourage students in Years 7 and 8 to be more independent and provide them with the tools and skills they need to be more resilient.
- 12.3. It was also mentioned that opportunities that enable young people from different junior schools to meet pupils from other schools on an activity day prior to transitioning up to senior school would be beneficial.
- 12.4. It was explained that a large proportion of any work delivered would need to be in a community setting to ensure that children with extra support needs had more contact time with positive role models, in addition to in-school provision. This could take the form of targeted afterschool and school holiday provision. Forming a bridge between schools and community provision would enhance communication and networking between professionals.
- 12.5. The Principal of Kexborough Primary School explained that they have recently introduced Beyond Words training and resources for use by their Teaching Assistants. Beyond Words is a charity who have designed books for children with special educational needs. The books are pictorial and allow children the opportunity to share their own life experiences based on the images. This helps to empower children and young people to explain their experiences and

understand that others are going through similar experiences. Kexborough School has trailed the use of the books with children with additional emotional needs and observed a marked success.

- 12.6. It was suggested that Beyond Words could provide a valuable golden thread for delivery if both schools and the voluntary and community sector providers were trained to use the resources. Enabling for enhanced support for young people that addresses the main outcomes of the Resilient Transitions project and utilises a consistent approach.
- 12.7. Provision could be targeted to benefit young people who do not meet the threshold for additional support but school staff are able to identify early indicators that a young person will struggle to transition to senior school successfully and would benefit from additional support both in school, out of school time and school holiday provision.
- 12.8. As young people complete each year group they could become peer mentors for the year below, increasing a nurturing and compassionate culture of support amongst pupils.
- 12.9. Risk to schools regarding the project being time limited as discussed. A school representative felt that the benefits outweighed the risks and that the work would leave a cultural legacy of cooperation and good practise between the local stakeholders in addition.
- 12.10. It was suggested that with Public Health's support to evaluate this project it would make a suitable 'action research project'.

13. Recommended next steps

- 13.1. Shift the focus of this delivery away from in school provision and invest more funding in the community. Utilising the funding originally allocated to this workstream to provide targeted afterschool and school holiday provision.
- 13.2. Beneficiaries would be identified and informally referred by schools to ensure those most in need are supported.
- 13.3. To ensure that there is a consistent approach to delivery in both school and the community allow the Area Council Manager to scope out the interest in approximately two staff per organisation being trained to use the Books Beyond Words Resources.
- 13.4. Due to a slippage in timelines it is recommended that £10,000 of the funding for 2020/21 budget is utilised to train key staff from schools and the voluntary and community sector to use the Books Beyond Words resources in their delivery and to purchase resources.
- 13.5. Divide the opportunity into lots based on geography and advertise the opportunity as a competitive grant for up to two years initially. It is recommended that the young peoples priority working group form the grants panel, but are advised by subject matter specialists prior to a decision being reached.
- 13.6. Recognise that the project will be delayed. The out of school provision may not be available until September to allow for transition work to be undertaken with Years 5 and 6 from September 2020.

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