

Corporate Parenting Resource Pack

Foreword

Looking after and protecting children and young people is one of the most important jobs that councils do and when a child, for whatever reason, can't safely stay at home, it is up to us as the local authority to step in and give them the care, support and stability that they deserve. This isn't just up to the lead member or director of children's services – we need everyone looking out for our most vulnerable children and young people, so every councillor has a role to play. This pack aims to help them fulfil that role as effectively as possible.

Being a corporate parent means doing everything we can for every child in the council's care – and every care leaver - to give them the opportunities that other children get. This covers everything from keeping an eye on their progress at school, to looking after their health and wellbeing, to preparing them for life as independent adults – and supporting them when they get there. We need to be ambitious for the children in our care, encouraging them to dream big and take chances even if they don't feel like that's been an option in the past.

It's also about the smaller things that make life more fulfilling. It's about making sure children receive birthday cards, are rewarded when they do well (and supported when they don't), and get to take part in the activities they

enjoy. It's about making sure someone's on the end of a phone when a care leaver is having a hard day at work or university, or is there to help them navigate an application form. It's about doing the things you'd do for your own children.

The Children and Social Work Act 2017 defined for the first time in law what corporate parents should be looking at to ensure, as far as possible, secure, nurturing and positive experiences for looked after children and young people, and care leavers. Authorities across the country already do a fantastic job of this, and we've highlighted some examples in this pack. We'd be delighted to hear of any others to add to our online database of good practice for others to learn from, to make sure every councillor has the tools they need to be a good corporate parent.

No child asks to come into care, and many of them will face more challenges before they reach adulthood than any child deserves. It is our duty and our privilege to fight their corner and give them every opportunity to reach their potential.

Councillor Richard Watts
Chair, LGA Children and Young
People Board

Contents

Foreword	1
Corporate parenting: an introduction	3
Updates to legislation and practice	7
Key lines of enquiry for all councillors	10
Local case studies:	15
<i>Gloucestershire County Council</i>	15
<i>London Borough of Lambeth</i>	16
<i>Hampshire County Council</i>	16
<i>Stockton-on-Tees Borough Council</i>	17
<i>Trafford Council</i>	18
Key resources and further reading	19
Glossary	20

Corporate Parenting: an introduction

What is a Corporate Parent?

The Children and Social Work Act 2017 says that when a child or young person comes into the care of the local authority, or is under 25 and was looked after by the authority for at least 13 weeks after their 14th birthday, the authority becomes their corporate parent. This means that they should:

- Act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people;
- Encourages them to express their views, wishes and feelings, and take them into account, while promoting high aspirations and trying to secure the best outcomes for them;
- Make sure they have access to services;
- Make sure that they are safe, with stable home lives, relationships and education or work; and
- Prepare them for adulthood and independent living.

Children can be in care in a range of placements, with the authority acting as corporate parent to all of them. This includes foster care, children's homes, secure children's homes, special guardianship and kinship care.

Every councillor and officer within a council has a responsibility to act for those children and young people as a parent would for their own child. Lead members, those on Corporate Parenting Panels and Overview and Scrutiny Committees will have particular responsibilities, but for all

councillors, this is where your role as the eyes and ears of the community is vitally important. Are there youth services in your ward that provide a vital service for looked-after children, and if so, how are you supporting them? Is there a children's home or care leaver accommodation in your ward? If foster carers in your ward provide care for disabled children, do they need any help to improve accessibility of local services? What feedback are you getting from residents?

For both officers and councillors, being a corporate parent means that when any service is being looked at that could impact upon looked after children and care leavers, or when you're hearing feedback from or reports about children in your care, consider the question:

“What if this were my child?”

It is important to remember that, just as not all children are the same, looked-after children and care leavers are not one homogenous group. While it is true that some will have experienced trauma and disruption in their lives and need support to cope with those experiences, others will have adjusted well to being in care and may be flourishing. As corporate parents, councillors need to recognise the differences in the children in their care, and make sure each child is getting what they need to do their best.

Corporate Parenting Panel

As corporate parents, all councillors should seek to stay informed about

children in the council's care, and care leavers. However, the establishment of a Corporate Parenting Panel can provide a useful forum for regular, detailed discussion of issues, and a positive link with children in care forums. Members of the Corporate Parenting Panel can also use their position to raise awareness of the role amongst colleagues, and provide support to the lead member for children's services.

The Corporate Parenting Panel does not replace the duty of all councillors; members of all committees have a responsibility to consider how reports before them impact upon children in care and care leavers.

Working with partners

Under the Children Act 2004, local authorities have a duty to promote co-operation between 'relevant partners', including the police, the NHS and education providers, while those partners have a duty to cooperate. Councils should consider how their partners can help them to deliver their corporate parenting role, especially in relation to the provision of services. The NHS can help to make sure looked after children receive the mental health support that they need, for example, while close working between schools and the Virtual School Head will help to improve outcomes for children and young people in care.

Information and data

The lead member for children's services and those on the Corporate Parenting Panel should receive regular reports updating on progress with regard to looked after children and care leavers, while data will be available to all members through

reports presented to Full Council and scrutiny committees.

Data will be able to provide an overview of medium-to-long-term trends, but statistics on their own are not enough. Make sure that you are getting the necessary context and explanations – for example, if fewer children are going missing, is this the result of a positive intervention that you will want to continue using? Or are there issues with reporting? Also look for direction of travel, and comparisons with your statistical neighbours and national data to see where you're performing well and what could be better.

However, as any parent will know, situations with children and young people change quickly, and statistics will not provide all the real-time data that you need. Keep in close contact with the Children in Care Council, Independent Reviewing Officers (IROs) and your Director of Children's Services to make sure that you're receiving up-to-date information and can respond quickly if you need to.

Safeguarding

Local authorities have a responsibility for safeguarding all children, but there are certain risks that particularly affect children in care and care leavers that corporate parents need to be aware of.

Children in care are three times more likely to go missing than children not in care¹. Processes must be in place to report missing children, and then to follow up with them when they are found to find out the underlying reasons for going missing. Corporate

¹

<https://www.gov.uk/government/publications/missing-children>

parents should be monitoring instances of children going missing, and how regularly follow up interviews are taking place, as well as any emerging themes, to properly safeguard these children.

Child victims of modern slavery are particularly vulnerable, with nearly two thirds of trafficked children in local authority care going missing at some point; nearly a third of these go missing within one week². Councils need to make sure a strong multi-agency approach is in place to protect victims from further risk from their traffickers and preventing trafficking from taking place. In particular, there should be a clear understanding between the local authority and the police of roles in planning for this protection and responding if a trafficked child goes missing. Council representatives on local area multi-agency safeguarding arrangements should make sure there is oversight of those arrangements, and monitor how well they are being implemented.

Children in care are also more likely to be at risk of child sexual exploitation (CSE) than those in the general population. While issues that lead young people into local authority care may put them at risk, the experience of care itself can also be significant, especially if the child's placement lacks stability. Those at risk of CSE will need to have clear plans in place to protect them, and all social workers should know how to spot signs of risk and deal with them appropriately.

The LGA's resource pack for councillors on tackling CSE is available on our website.

²

http://www.ecpat.org.uk/sites/default/files/trafficked_children_and_missing_ecpat_uk_and_missing_people_joint_briefing_october_2014.pdf

Sources of information

Children in Care Council and other feedback mechanisms

There should be mechanisms in place for you to hear from children in your care (see page 10), with this information being reported regularly to the Corporate Parenting Panel. There may also be an annual report submitted to Full Council. The format for reporting should be discussed with children and young people; some may wish to meet with councillors to discuss issues face to face, some may prefer to use mediators, and others may prefer online methods.

This feedback can provide you with rich information to act upon to make sure children in your care and care leavers are getting what they need – from concerns about how they're kept informed about their placements, to how often they can see any siblings they aren't placed with, right down to whether they're happy with their pocket money!

Independent Reviewing Officer annual report

Amongst other duties, IROs are responsible for making sure that the local authority, as a corporate parent, give proper consideration and weight to the child's wishes and feelings in their care plans, and that they genuinely responds to a child's needs.

The IRO manager should produce an annual report for the consideration of the Corporate Parenting Panel, which should include areas of good practice, and areas for development. It should include commentary on issues including the participation of children and their parents, and whether any

resource issues are putting the delivery of a good service to all looked after children at risk.

Joint Health and Wellbeing Strategy

Joint health and wellbeing strategies (JHWSs) are developed by local leaders to enable the planning and commissioning of integrated services that meet the needs of their whole local community. They particularly work to reduce health inequalities and support the needs of vulnerable groups and individuals; the Joint Strategic Needs Assessment underpinning the JHWS should include specific consideration of children in care and care leavers. The strategy (or associated delivery plan) will include targets, actions and who is responsible for implementing those actions.

The JHWS will be agreed by the Health and Wellbeing Board, which should also monitor its implementation. Board meetings should be public, with the JHWS, reports and minutes all available on the council website.

Performance reports

Reports should be published once a quarter updating on key indicators in relation to children in care, including direction of travel. These indicators are part of a nationally collected dataset reported to DfE, and include information on placement stability, outcomes for children in care and adoption. Your authority may also report on other indicators according to local priorities.

These reports should be publicly available, and should also be

presented to a locally agreed committee – for example the Corporate Parenting Panel, the relevant scrutiny committee or Cabinet.

Feedback from foster parents

Most children who are in care live with foster parents, and the quality and experience of those foster parents is key to ensuring good outcomes for children. Each authority will have different ways of gathering feedback from foster parents, including surveys and focus groups, along with different ways of reporting that feedback. The Corporate Parenting Panel should receive updates on foster parent feedback, and this should be used to help inform support for foster parents, and to improve recruitment and retention.

[Stability Index](#)

Stability for children in care is an important element in helping them to secure positive outcomes. To help support improved placement stability, the Children's Commissioner is developing a Stability Index to measure three aspects of children's experiences of care - placement moves, school moves, and changes in social worker. This was first published in April 2017 on the Children's Commissioner website, with the intention of annual publication going forward to provide analysis and support for local authorities to improve provision and outcomes for children in care.

Updates to legislation and practice

National Quality Standards for Children's Homes

The [Children's Homes \(England\) Regulations 2015](#) set out nine Quality Standards which outline the aspirational and positive outcomes that all children's homes are expected to deliver.

These quality standards are:

- Quality and purpose of care
- Children's views, wishes and feelings
- Education
- Enjoyment and achievement standard
- Health and well-being
- Positive relationships
- Protection of children
- Leadership and management
- Care planning

Further information on each standard is outlined in the Department for Education's [Guide to the Children's Homes Regulations](#).

New rules for Out of Area Placements

Statutory guidance³ has strengthened the responsibilities of local authorities to notify other local authorities if they placed a looked after child within their area. Children's homes are also now required to notify their host local authority when a child is placed with them by another authority.

An 'out of area' placement is classified as one outside of the council's

geographical boundary, but within an authority that it shares a boundary with. If a child is placed in an authority that doesn't share a geographical boundary with the placing authority, that is classed as an 'at a distance' placement.

A responsible officer should be formally appointed by the DCS to approve out of area placements; this will often be an Assistant Director. All at a distance placements must be signed off by the DCS. This does not apply where the placement is with the parent, a connected person or a foster carer approved by the responsible authority.

The child's IRO should always be consulted prior to an out of area placement being made, and the wishes of the child should be taken into account. The host authority should also be consulted in advance in the case of distant placements.

Staying Put and Staying Close

'Staying Put' is an arrangement that allows a looked after child to continue to live with their foster carer after their 18th birthday, when they cease to be 'looked after' by the local authority. This can take place where the council considers it appropriate, and both the young person and the carer want to enter a staying put arrangement.

A 'Staying Put' duty was introduced in the Children and Families Act 2014, which requires local authorities to monitor arrangements and provide advice and support (including financial) to the foster parent and young person to facilitate the arrangement until the young person reaches 21.

³ [The Children Act 1989 guidance and regulations Volume 2: care planning, placement and case review](#)

The Government has committed to introducing 'Staying Close' – a variant of Staying Put for young people leaving residential care. Approaches are currently being trialled using Department for Education Innovation Funding.

[Sir Martin Narey's Independent Review of Residential Care](#)

Sir Martin Narey was commissioned by the Prime Minister in 2015 to carry out an independent review of children's residential care, to make sure that they were doing the best job they possibly could.

The final report was published in July 2016 and contained 34 recommendations. These included ways to improve commissioning of children's home beds, and to encourage development of the right sort of provision in the right places.

Sir Narey also recommended a review of fostering provision, and the need for sharing of best practice across a range of areas.

Several areas of national policy were also singled out as needing review, including guidance around planning, the use of restraint, and the recording of criminal offences to avoid the criminalisation of children in care. Changes to Ofsted inspections and guidance were also recommended.

Finally, Sir Narey highlighted ways to improve staffing, including making sure social work students spent part of their placement within a children's home to make sure new staff are getting experience across the sector.

Fostering Stocktake

Following Sir Martin Narey's recommendation in July 2016, the DfE has announced a Fostering Stocktake, which is to be conducted by Sir Narey and Mark Owers. The aim of the stocktake is to understand what is working well and why, where improvements are needed to achieve better outcomes for children and to identify areas where further research is needed.

Evidence has been sought from a wide range of stakeholders, and the final report is due at the end of 2017.

[Care Leaver Strategy 2016](#)

The Government published a new Care Leaver Strategy in July 2016, entitled *Keep On Caring: Supporting Young People from Care to Independence*.

The strategy strengthens the role of the corporate parent, paving the way for the provisions in the Children and Social Work Act 2017; pledges to use Innovating Funding to trial new ways to support young people leaving care; and looks at improving the measurement of outcomes for care leavers.

[Statutory Guidance - Children who go Missing from Care](#)

New statutory guidance was issued in January 2014 on children who run away or go missing from home or care.

The guidance highlights the need for a children's services authority to name a senior children's service manager as responsible for monitoring policies and performance relating to children who go missing from home or care. The responsible manager should understand the risks and issues facing

missing children and review best practice in dealing with the issue.

Local authorities should agree with the police and other partners a protocol for dealing with children who run away or go missing in their area. Protocols should be agreed and reviewed regularly with all agencies and be scrutinised by local multi-agency safeguarding arrangements. Where appropriate, agreed protocols should also be in place with neighbouring authorities.

Statutory Guidance - Promoting the Education of Looked-After Children

The Children and Families Act 2014 places a duty on every children's services authority in England to appoint a Virtual School Head - an officer employed to make sure that the council's duty to promote the educational achievement of its looked after children is properly discharged.

This statutory guidance, issued in July 2014, details that duty, and highlights that as corporate parents, local authorities should have high aspirations for the children they look after. The guidance outlines the ways in which authorities should work to close the progress gap between looked-after children and their peers, and to make sure that looked-after children have access to high quality education.

Statutory Guidance - Special Guardianship

New guidance was issued in January 2017 on Special Guardianship, outlining the issues local authorities should take into account when preparing reports for the court to apply for special guardianship orders. This includes information about the child's needs, and more detailed assessments of the child's relationship with, and the parenting capacity of, the prospective special guardian.

Key lines of enquiry for all councillors

1. What is our cohort of children in care and care leavers?

Understanding the characteristics of children and young people is the first step to making sure that you are able to act in their interests. Your Children in Care team will have information on the children in the council's care, including:

- Age and length of time in care
- Where children are placed
- Number of children in foster care, secure units, children's homes or other placements
- Number of children awaiting adoption
- Unaccompanied asylum seeking children
- Placement stability
- Accommodation and employment information about care leavers

You should also have information about social worker caseloads, to make sure that these are manageable and social workers are able to dedicate sufficient time to children, regardless of their needs.

Find out how this information compares to that of other authorities in your statistical group, and to the national picture, and look at direction of travel to help spot trends and areas of concern.

2. Do all of our councillors and officers know about their corporate parenting responsibilities?

Every councillor should ideally have training when first elected on their corporate parenting role. It is every councillor's responsibility to consider how new plans and policies might affect children in care, and to ask questions to ensure that those children are getting the best outcomes.

There are certain departments within a council that this will be particularly important for, such as education, housing and skills, however every section of the council needs to consider how its work impacts on children in care and care leavers. Look at how business plans and reports are structured – are officers proactively considering the needs of children in the council's care, or could this be improved?

Consider ways of raising awareness about the corporate parenting role, for example inviting all councillors to any celebration events, or inviting the Children in Care Council to give feedback at Full Council or relevant committee meetings.

3. How are we giving children and young people the chance to express their views, wishes and feelings? How do we know those are being acted on?

Children should be involved in developing their care plans, and provided with advocates to help them do this wherever necessary. Likewise, care leavers need to be integral to the

development of their Pathway Plans. Social workers make the necessary arrangements for this to happen, and Independent Reviewing Officers (IROs) should ensure children and young people are listened to, and their views taken seriously. What feedback are you getting from your IROs on how well this is happening?

Most local authorities have established Children in Care Councils, comprising any looked after children and care leavers who want to take part (though you may wish to hold a separate Care Leavers' Forum, depending on what young people ask for); if your authority hasn't done so, consider establishing this or an alternative method of feedback that's appropriate for your looked after children. They should be able to set the agenda so that they can talk about what matters to them, and they should also decide how they would like to engage with the Corporate Parenting Panel – whether that's through joint meetings, feeding back via a mediator, or something else.

Don't forget, however, that not all children will want to take part in group forums – there should be mechanisms set up to allow all children and young people to express their views in a way that they're comfortable with.

Also consider how you engage with children with special educational needs and disabilities, or those who may face cultural or language barriers to engaging in feedback processes. In some cases, there may be some safeguarding concerns about children with particularly complex needs being asked to take part in certain ways of giving feedback – there should be sensitive discussions between the children's carers, the complex needs team, social workers and any other

relevant professionals to find the best ways of engaging these children, who should still have the opportunity to say how they feel about their care.

Very young children may also find it harder to explain their wishes and feelings, and there will inevitably be children and young people who actively disengage from review meetings or feedback forums. Consider also those children placed out of area. All looked after children and care leavers have a right to be heard, and support must be put in place to give them every opportunity.

Consider also how feedback from children in care and care leavers is fed back to the whole council so that it can be factored into all relevant decisions – from housing and employment to education and public health.

Regardless of how feedback is collected, make sure that you report back to children and young people on what has been done as a result of that feedback – show the young people that their voices are being heard, and changes are being made as a result.

4. How do we show children in our care that we have high aspirations for them?

Children in care are less likely than their peers to do well at school for a variety of reasons, from instability and a lack of support at home, to early traumas, but providing the appropriate support can help them start to overcome some of these difficulties. Your Virtual School Head will be able to keep you updated with how looked after children are progressing in school, and what action is being taken to help them reach their potential.

Children and young people thrive on recognition and reward, and it's important to make sure that children in care receive this in the same way children in the rest of the population do. Award ceremonies, money for carers to take children for a celebration of a sports game win, or a congratulations card from the lead member for a good school report will all reassure children that their efforts are recognised, supported and cared about.

As young people approach leaving care, they should be getting support from their social worker and a personal adviser to consider their future options. You can make sure that young people are encouraged to think broadly and ambitiously about their options, and how to get there, by speaking to your Virtual School Head.

5. What are we doing to look after the health and wellbeing of children in our care?

The Joint Strategic Needs Assessment should include consideration of the needs of children in care and care leavers⁴, with an accompanying Joint Health and Wellbeing Strategy (JHWS) in place to meet those needs and minimise inequalities. The Health and Wellbeing Board is responsible for monitoring the implementation of the JHWS. Particular issues to look out for include:

- Mental health services - Children in care are four times more likely to have a mental health difficulty than children in the general population⁵.

⁴ [Statutory Guidance on Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies](#)

⁵ <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/emotional-wellbeing-of-children-in-care/>

- Sexual health and family planning services – A quarter of young women leaving care are pregnant, and nearly half become pregnant within two years⁶.
- Drug and alcohol prevention services – a third of young people leaving care report problems with drugs or alcohol within a year⁷.

In 2016, 57.3% of children in care had a special educational need, compared to 14.4% of all children⁸. Your Virtual School Head will be able to let you know what support children with learning difficulties are receiving in school.

If a child has experienced one or more placement moves, check whether health records are being passed between carers so that things like regular dental check-ups and standard vaccinations aren't being missed. Looked after children should receive an annual health assessment (every six months for under-fives)⁹, but make sure these are being carried out in a child-friendly way – some children find these intrusive and feel they are unnecessary, so make sure they understand why they are taking place and that they know their right to opt out. Pass on feedback about assessments to the CCG, which carries them out, and check whether this is being acted on.

Consider also issues like access to sports facilities and music lessons or other activities outside of school, which will contribute to a child's wellbeing

⁶ HM Government (2016) [Keep On Caring: Supporting Young People from Care to Independence](#)

⁷ Ibid

⁸ DfE (2017) [Outcomes for children looked after by local authorities in England](#)

⁹ DfE (2015) [Promoting the Health and Wellbeing of Looked-After Children](#)

and sense of belonging. What happens to these if a child changes placement? Are you helping care leavers to continue accessing activities to support their wellbeing?

A significant issue for looked after children and care leavers is having a support network. Many won't be able to rely on family, and if they've experienced multiple placement or school moves, they might not have had a chance to build up a network of their own. Look at what's being done to help them develop relationships that will support them both now and when they leave care, and see what help is available locally – are there volunteer mentors or support groups, for example? All looked-after children should be offered the chance to have an independent visitor – a volunteer to befriend and support them consistently, providing a relationship with an adult who isn't their foster carer or social worker. Having stable placements and social workers will also help children to feel more secure and help them learn to develop positive relationships.

6. Are we providing stable environments for children in our care?

Stability for children and young people is linked to improved mental health and educational attainment¹⁰. It also helps children to develop relationships, feel more secure, and develop a sense of belonging.

Despite this, 10% of looked after children had three or more foster care placements in 2015-16¹¹. Analysis by the Office of the Children's

¹⁰ Children's Commissioner (2017) [Stability Index for Children in Care: Technical Report](#)

¹¹ DfE (2016) [Children looked after in England \(including adoption\) year ending 31 March 2016](#)

Commissioner also found that 24% of children experienced at least one school move that year, and 35% saw their social worker change at least once¹². One child in twenty experienced a change of placement, school and social worker over the course of a year¹³.

Clearly, statistics alone cannot be taken on face value. A child or young person should not stay in an unsuitable placement, while a change of social worker in order to improve caseloads may ultimately be positive for the child – provided this is well managed. However, you need to understand the reasons for any instability experienced by children, and take action to limit this where it is not in their best interests.

7. What are outcomes like for our care leavers?

As a corporate parent, it's up to you to make sure that care leavers get the support they need to lead successful lives.

Care leavers can face a wide variety of challenges, and depending on their individual needs, they might need the support of their personal adviser and social worker to overcome their own hurdles to progress – and they need to know that support is there as they make the transition from a looked after child to independent living.

Each young person's pathway plan should consider their options for when they've left school, whether they want to go on to further study, or want to go straight into the world of work.

¹² Children's Commissioner (2017) [Stability Index for Children in Care: Technical Report](#)

¹³ Ibid

For those aiming for university, find out what support children in your care are receiving at school to help them get achieve the best results they're capable of, and speak with your Virtual School Head to learn about what interventions are working best or could be expanded. It's also important to look at pathway plans to see how children are reassured about university – it's a scary prospect for children still living with their own families, so care leavers need to know how they'll manage their finances, and where they can go during the long university holidays.

For those that don't go on to university, how many are not in education, employment or training – and what is your authority doing to change that? Are the statistics getting better or worse? Find out how care leavers factor into your authority's recruitment, skills and economic development strategies.

For more information on outcomes for care leavers, please see our "support for care leavers" resource pack.

8. How many children are we placing in out of area placements?

What proportion of your looked-after children are being placed out of area, and why?

Every children's services council has a 'sufficiency duty', which states that it must take steps that secure, as far as possible, sufficient accommodation within its area to meet the needs of children that it is looking after. If you are placing a higher proportion of your children out of area than your statistical neighbours, or than you were two years ago, is this because the children need very specialist

Local Case Studies

placements that can only be found elsewhere, or because there are not enough placements locally? If the latter, what is being done to improve this? If children are moved out of area, this means moving them away from their school, their friends and family, and the area they're familiar with – it's important that if that happens, it's for the right reasons.

9. How are we planning for the future/commissioning services?

If you have what you consider to be too many children and young people being placed out of area, you will need to revisit your authority's sufficiency plan and revise plans and commissioning to address this. You will need a strong understanding of what your needs are now and into the future, which you can identify by looking at the data and feedback available to you, and analysing local and national trends. You can then use this information to better manage the market in your area, whether through recruiting and training more foster carers; evaluating the use of in-house and external provision; and considering the balance of children's home places or foster care with high levels of support for children with complex needs.

Consider also the way in which services for looked-after children are commissioned; are services better commissioned at a local (how local?) or regional level? Would children and young people's outcomes be improved if you pooled resources with partners for specific outcomes, such as early intervention or wellbeing? Are young people involved at any point in commissioning processes, to make sure that services meet their needs?

Gloucestershire

The voice of children and young people is at the heart of Gloucestershire's approach to corporate parenting. A significant drive over the last two years has seen a culture change across the council, with children in care, young people with experience of children's social services and corporate parents working together on everything from strategic planning and service delivery to training and consultation.

One of the key ways that Gloucestershire incorporates the voice of children and young people is through their Ambassadors for Vulnerable Children & Young People. These young people, aged 16-25, all have experience of children's social services – whether through being in care, experiencing early help, or receiving support for a disability, for example – and play a central role in developing the council's services. They also act as a link between children and young people and the rest of the council, making sure those voices are heard.

As Participation Manager Della Price highlights, "Ambassadors help us to keep our focus on, and communicate effectively with, children and young people; they challenge us, work with us, and often identify areas of our work that can be neglected. Most importantly, they've changed our attitudes, understanding and awareness of the issues that are important to children and young people."

Ambassadors are recruited annually, with 12 currently in post, and are paid for both their time and expenses whenever they attend meetings or events. They attend the Children in Care Council so that they can feed back to the Corporate Parenting Group, which they are co-opted onto, and have led consultation with looked after children to help improve everything from the activities children do with their social worker, to issues around contact with family; their own experiences make them ideally placed to help communicate the needs and wants of children back to corporate parents. They have also been part of task groups to improve the quality of care plans, improve questions on fostering panels, and to secure a pilot of personal budgets for children in care who need mental health support. The early involvement of young people in the latter was instrumental in gaining the support of NHS England for the pilot, highlighting the way in which the council places the voice of young people at the heart of their work.

The council has involved the Ambassadors in the design of information for young people, which has been highly successful, for example leading to more young people attending fostering panels as they now understand better what goes on, and improving the use of the MOMO app so that children in care can get help with things they are worried about more easily.

Working with the Ambassadors means that the whole council understands their corporate parenting role more clearly. This year, all councillors will receive training from the Ambassadors about the role of members as Corporate Parents, while each year, Ambassadors run workshops as part of the Virtual School Designated Teacher training. The Ambassadors have also helped the Children in Care Council to host meetings with councillors, which have had excellent feedback from both the children, who feel listened to, and the councillors whose understanding of being a child in care has improved significantly.

Improving interaction between young people and councillors has been crucial to the success of Gloucestershire's corporate parenting approach. It has not only placed corporate parenting at the forefront of people's minds and helped to improve understanding of the key issues, but has shown children and young people that the council genuinely listens to their needs, and acts on them to make things better.

For more information, please contact Della.Price@gloucestershire.gov.uk

Lambeth

Any good parent will know that the needs of their children always come first – and Lambeth Council is committed to putting that philosophy into practice with all the children for whom it is a corporate parent.

Where children are placed in residential care, the council works hard to develop and maintain strong partnerships with those providers to make sure that the children's individual needs and wants are properly taken care of.

In the case of 14-year-old Amy, this has meant support to feel stable in her children's home, and honouring her wish to stay in that home with those she describes as 'family', rather than transferring into foster care. The authority and the children's home have worked together to find ways to help her develop her confidence and self-esteem, including providing piano lessons to nurture her passion for music.

Amy is now considering whether she wants to move on to foster care as she gets older, so both the children's home and the authority are starting to plan with her. Most importantly, they are working at a pace that suits her, rather than trying to rush her, making sure that her voice is at the forefront of any decision – as any parent knows, children and young people need support and encouragement to work through big decisions, to make sure that they can come to the right decision long-term.

The relationship between the council and the provider is a vital one – much like the relationship between two parents. Trust, mutual respect and good communication mean that both parties can concentrate on working towards the same outcome – a successful and positive care experience for all children being looked after.

Hampshire

Being a good corporate parent means getting involved, asking questions and making sure the voices of children and young people are being heard.

When the children's residential service was under review in Hampshire, the Lead Member for Children's Services took the opportunity to find out exactly what children wanted and needed, and to make sure their voices were at the centre of any new proposals. This included visiting existing homes – owned both by the local authority and other sectors – to find out about the experiences of the children living there, and to see what they thought made a "homely environment".

At the same time, work was underway to implement the evidence-based Pillars of Parenting model, an approach to move from “looking after” children to “caring for” them, and providing strong support for staff including access to an educational psychologist. Children were involved in board meetings as the new care model was put in place, ensuring that they could flag up any issues with the model and let officers and councillors know how they felt about the changes.

In one small children’s home using the Pillars of Parenting model, stability for the children living there was found to be better, involvement in crime was reduced, and engagement in education was good. The improved outcomes for children as a result of the new care model and the small, well-located home provided a good evidence-base to support what young people were saying.

The Lead Member took those views and the evidence directly back to his fellow elected members, emphasising the benefits the council could realise – both in terms of outcomes for children in care, and financially thanks to those long-term outcomes – by selling old, larger children’s homes with poor community links to support new homes more suited to caring for children. As a result, he was able to successfully bid for considerable investment from the council to provide six new homes.

The Lead Member has continued to champion children’s views as the process has continued, attending workshops where children contributed to the design of the new homes, and regularly visiting the homes during the build process to make sure they met the varied needs of the children he’d been speaking to. He has also worked with officers on keeping his fellow corporate parents engaged, with many visiting children’s homes, and some even taking their dogs along to meet the children – a great ice breaker!

Stockton-on-Tees

In Stockton-on-Tees, councillors and officers have worked hard to make sure that the voices of looked-after children and care leavers are not only listened to – they are seen to make a real difference to services.

Virtually all care leavers – 93%, well above the national average - move on to suitable accommodation of their choice, thanks in no small part to careful listening to the needs of care leavers, and the work of ‘Young Inspectors’. These young people review all semi-independent accommodation to check that it’s somewhere they would like to live, and make sure the corporate management team takes action to tackle any areas found to be in need of improvement.

The ‘Let’s Take Action’ group, part of the Children in Care Council, is a group of young people who meet fortnightly to develop projects and initiatives to support the voice of the young people they represent. Their work has included developing a pledge for children in care for senior leaders to work to, delivering workshops on finance and budgeting challenges and speaking at Corporate Parenting events. One of the members of this group recently won a Civic Award in Stockton as ‘young person of the year’.

The council also took part in The Fostering Network's 'Inspiring Voices' project to raise awareness of, and engagement with, children in care councils. In Stockton-on-Tees, the group consists of young people, who chair the meeting, foster carers, senior council officers and key partners. The group has worked together on a range of projects to respond to the needs of children in care and care leavers, from developing welcome packs for children coming into care, producing information packs on corporate parenting for councillors, and reviewing both how young people are engaged, and what is then done with that information.

During Ofsted's latest visit, inspectors commented on how children's voices were clearly heard, praising the "very healthy culture" promoted by senior managers and political leaders to make sure that learning from the views of looked after children and young people was taken on board, and to involve them in shaping services.

Contact: Martin Gray, Director of Children's Services martin.gray@stockton.gov.uk

Trafford

When a young person presents as homeless to a local authority, and they have not been in care before their 16th birthday, the authority's responsibilities in law are very limited, requiring only advice, assistance and befriending. In Trafford, the Corporate Parenting Board and officers felt that, despite not being corporate parents in such cases in legislative terms, they still had a responsibility to these vulnerable young people, who were homeless and in need of trusted professional support; doing the bare minimum was not good enough.

They agreed to provide these young people with a full leaving care service, with support from a personal adviser, a pathway plan, safe and appropriate accommodation, support to live independently and help to engage in education, employment and training. The leaving care grant could also be awarded in certain circumstances. Ofsted was very supportive of the approach, which is an example of how councillors and officers can and do still step in to help young people – even where they don't have to, and where it isn't easy, just as other good parents would.

Key resources and further reading

This will include the statutory guidance when it's out!

LGA Modern Slavery Guide

[Tackling child sexual exploitation: LGA resource pack for councils](#)

[Children and Social Work Act 2017](#)

[National Children's Bureau Corporate Parenting Took Kit](#)

[Draft DfE guidance on trafficked children](#)

[Safeguarding Children: A Practical Guide for Overview and Scrutiny Councillors - Centre for Public Scrutiny](#)

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Glossary

CAMHS	Child and Adolescent Mental Health Services - all services that work with children and young people experiencing emotional, behavioural or mental health difficulties.
Care order	A court order approving the case for a child to be taken into care.
Care plan	A care plan should be developed for every child and young person when they come into care. This should identify how the child will be accommodated, how long it is anticipated that the care order will last, and formulate planned outcomes for the child with associated actions. The plan should be reviewed at least every six months.
CCG	Clinical Commissioning Group – these commission most hospital and community NHS services in their area, including mental health and learning disability services.
Child sexual exploitation (CSE)	CSE involves exploitative situations, contexts and relationships where young people (aged under 18) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, affection, money) as a result of them performing, and/or another or others performing on them, sexual activities. This can occur in physical situations or through the use of technology, for example being persuaded to post sexual images on the internet or mobile phones.
Children’s home	A residential facility where groups of children are cared for by qualified workers.
Former relevant child	A care leaver aged 18-21 who was a relevant child or was in care until the age of 18. Young people who are still getting help with education or training remain ‘former relevant’ until their training has finished.
Foster care	Foster care is a way for children to be cared for within a family setting when their own family is unable to care for them. It is considered temporary in that there is no legal split from the family (as with adoption), but can be long term where this is in the best interests of the child.
Independent Reviewing Officer (IRO)	An IRO chair’s a looked-after child’s review(s) and monitors the child’s case on an ongoing basis. They ensure that the care plan for the child fully reflects their current needs, wishes and feelings, and that the actions set out in the plan are consistent with the local authority’s legal responsibilities towards the child.
Joint Strategic Needs Assessment (JSNA)	JSNAs identifies the current and future health needs of the local population to inform and guide commissioning of health, well-being and social care services within local authority areas.
Joint Health and Wellbeing Strategy (JHWS)	The JHWS outlines how local partners will work to improve health in the local population and reduce health inequalities.
Kinship care	Kinship care is where a child is looked after by a relative

	or a friend, but the local authority still has legal responsibility for them
Modern slavery	Modern slavery encompasses slavery, servitude, and forced or compulsory labour and human trafficking. A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do.
Pathway Plan	A Pathway Plan is developed by the local authority with a young person in care as they approach their 16 th birthday to help them effectively make the transition from care to living independently. It includes areas such as accommodation, education, life skills and health.
Personal Education Plan (PEP)	The PEP is a statutory part of a child's care plan, making sure that all relevant partners are engaged in a child's education, tracking their progress and giving them the support they need to achieve and be aspirational in their education.
Private arrangement	An informal arrangement where a child or young person is looked after by a close relative such as grand-parents, aunts or uncles.
Private fostering	An informal arrangement where a child or young person is looked after by someone who is not their parent or close relative. The local authority should ideally be informed of the arrangement, but is not responsible for the child and is therefore not the corporate parent.
Relevant child	Young people aged between 16 and 17 who are still in care; or who were in care for at least 13 weeks between their 14 th and 16 th birthdays (unless this was planned respite care)
Secure children's home	Secure children's homes offer specialist care and intensive support in a secure setting to young people sentenced by the courts and to young people detained for their own welfare (for example, where children are at risk of child sexual exploitation, and likely to place themselves in risky situations). These are referred to as youth justice beds, and welfare beds respectively.
Special guardianship	Special Guardianship means that a child lives with carers who have parental responsibility for them until they turn 18, but legal ties with the parents are not cut as with adoption. The child is no longer the responsibility of the local authority.
Staying Put	An arrangement whereby a looked after child can stay with their foster carer after the age of 18, as long as both the young person and the foster parent is happy with this arrangement, and it is in the young person's best interests. The council has a duty to support the arrangement up to young person's 21 st birthday.
Sufficiency Duty	The duty for a council to take steps that secure, as far as possible, sufficient accommodation within its area to meet

	the needs of children that it is looking after.
UASC	Unaccompanied asylum seeking children.
Virtual School Head	All local authorities must have a virtual school head (VSH) in charge of promoting the educational achievement of the children looked after by that authority. Their role is to know how the looked-after children are doing, and help school staff and social workers to find out about the extra needs of these children and any additional support available to them. VSHs also work with the children's services department and all schools in the area on initiatives to promote the education of children in care.

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