

bright new futures

For Borders Children and Young People



**Duns Locality Integration
Team
Berwickshire**

Local Action Plan

Description of the Locality

The Duns Integration Team covers the catchment area of Berwickshire High school and the communities that contain its respective feeder Primary Schools stretching from Coldstream in the South to Chirnside in the North East of the Locality.

Out of a total population of 10,446 (2001 Census) there are 2,341 children and young people living in the area which is 9.8% of the 0-18 population in the Scottish Borders region. The under 5's number 604 representing 8.9% of the borders 0 to 5 population.

The largest settlement in the locality is Duns (Pop. 2,594) The two other main settlements are Coldstream (1,813) and Chirnside (1,204) A significant change in children's services in the area this year is the closure of Hutton Primary School this summer.

Evidence of Need

Level of need indicators	%of children in locality	Actual numbers
Free School Meals	8.51	148
Clothing Allowance	10.8	186
Referrals to the reporter	4.07	95
Looked After Children	1.33	31
Referral to CAMHs	2.29	54
Child protection register	0.06	1
Unemployed school leavers	8.00	187
Children present at domestic violence incidents	0.89	21

A significant characteristic of this locality is that it has no sizeable population centre.

Access to services is a significant issue for this locality. On a scale 1 to 10 Scottish Executive access to services bands, 1 being the poorest access to services and 10 being the greatest level of access to services, all settlements in this locality sit on band 2.

Coldstream is currently is one of the five areas with regeneration status in the region.

Existing Integration Funds

Integration funds currently support the establishment of a breakfast club in Duns Primary School (£1000 from CCSF) and the running of a support for parents' programme in Coldstream Primary School (£5000 from Support for Parents)

Future monitoring and evaluation processes relating to this current spending will have to be established through dialogue with the Locality Integration Team.

Vision and Priorities of the Locality Integration Team

The LIT being a multidisciplinary team has understandably covered a breadth of issues that they see as areas of particular concern for their locality.

Brief descriptions of these issues are listed below under the relevant Key Outcome headings from the Integrated Children and Young People's services plan.

Safe

General Facilities:

- Support the development of new facilities and the improvement of existing facilities for children and young people. To combat safety issues because of 'nowhere else to go'
- Creative engagement through ideas such as set times in library where "youth culture can be at home"

Meeting Places:

- Develop central "meeting place" in communities with greatest need (a place which doesn't lead to isolation from community life/other generations) Understanding that "hanging around" can sometimes be because there is no sense of safety at home.

Car Culture Issues:

- Work with 'boy racers' – package of work with youngsters, use existing resources i.e. youth provision – buy a set of resource tools to run courses, make them 'certificated' courses

Safer Route to Schools:

- Safer route to school – although largely handled by the Community Council we should lend support when required – educational role for the Community Police Officer

Nurtured

Developing parenting skills in young people:

- Develop parenting guidance and parenting skills in young people
- Improve opportunities for parents to participate in direct groupwork or workshops delivered to young people

Support for Parents:

- Identifying areas for improving support for parents
- Develop appropriate educational experiences for parents across key stakeholders to help parents to support their children better

Healthy

Young peoples Mental Health:

- Develop more joint training in the assessment and treatment of mental health (the Solihull Approach)
- Develop more joined up working and appropriate facilities to aid a multidisciplinary approach to mental health
- Encourage parental participation in the education and awareness of young peoples mental health issues
- Develop a simple multi-agency mental health assessment tool

Achieving

- Transition from Primary to Secondary (general issues of orientation to new town, new building, new freedoms, new transport arrangements) specific issues bullying on buses, seat belts on buses, lunchtimes. Build on High school buddy system to include an introduction to the wider community and services.

Active

Big Day Out

- Bringing together children from the different Primary schools to work together on task based work
 - Examples include
 - Joint residentials
 - Scripture Union days
 - Sports based days
- Issue based work giving young people ownership of their groups

Respected and Responsible

School Groups and Police

- Community Police Officer to deliver talks in schools
- CPO to increase drop ins to youth centres
- CPO to develop 'Meeting Place' projects with young people

Included

- Transition from Secondary to Further Education/ workplace Work with Berwickshire Community Safety Panel in producing a transition pack for school leavers.
- Youth Work Provision: Develop mobile resources to support existing/new youth provisions and provide peripatetic resources

The Team has identified the following areas of the Action Plan as their priorities for this year.

Projects to be actioned:

1. Develop an integrated approach to improve support for parents, this may include a home link worker support post
2. Develop 2 locality Big Days out for Primary school Pupils
3. Make better use of, and improve, existing community facilities for service delivery, information delivery and community use
 - Promoting and supporting the creation of locality based facilities for children and young people.
 - Mapping the activities and facilities available to children and young people in the locality
 - CPO to increase drop ins to youth centres
 - CPO to develop 'Meeting Place' projects with young people
 - Develop central "meeting place" in communities with greatest need (a place which doesn't lead to isolation from community life/other generations) Understanding that "hanging around" can sometimes be because there is no sense of safety at home.
 - Support the development of new facilities and the improvement of existing facilities for children and young people. To combat safety issues because of 'nowhere else to go'

(Project plans and estimated budgets covering these priority areas are included in Appendix A)

Projects to be developed and planned for post March 06:

1. Improve Mental Health support for Young People (possibly in partnership with Penumbra)
 - Planning and research this financial year to set up improved support mechanisms in year 06/07
2. Developing Parenting skills in young people
 - Planning and research this financial year to set up programme in year 06/07

(All projects have to include the needs of migrant workers and families where English is the second language)

Workforce Development

The Locality Integration Team has identified two elements to workforce development in their area. The first is skills development within children's services informed by the priorities outlined in the action plan. The second is developing the Integration Team particularly with reference to increasing the working knowledge of what each organisation delivers, how they integrate with other services and how they can work better within the locality to deliver better outcomes for children.

Actions for this year:

Staff Training Opportunities:

- To be informed by priorities from the LITs survey work
- Two evenings and two afternoons
- Open to all relevant children's service professionals in the area (Liaise with Eyemouth team on maximising uptake of opportunities)
- Liaise with Eyemouth Team on Counselling skills development course

LIT Team Building:

- Two half day team building opportunities.
- Both to involve the investigation of 'bad practice' i.e. things that haven't worked, proven difficult or have resulted in poor outcomes for children and young people

(Detailed plans covering these priority areas are included in Appendix A)

SAFE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
21, 11, 14, 20, 25 17	<p>General Facilities:</p> <ul style="list-style-type: none"> Support the development of new facilities and the improvement of existing facilities for children and young people. To combat safety issues because of 'nowhere else to go' Creative engagement through ideas such as set times in library where "youth culture can be at home" or new space created in schools for service delivery or community use 	Schools, Youth Clubs, Churches, CLAD, Social Work, Health Service Providers	<p>Sept/Oct – map activities and facilities (refer to work already done by active primary co-ordinator)</p> <p>November/ Dec – produce prioritised action plan on the development of locality facilities</p>	Budget commitments to multi-agency ideas on development of new services, facilities or groups	<ol style="list-style-type: none"> Existing provision mapped Prioritised action plan produced New facilities created New groups created/supported New activities available 	<p>Investment in new facilities and groups should provide longer term change</p> <p>New activities may be time limited</p>

<p>25, 10, 14, 11, 24,</p>	<p>Meeting Places:</p> <ul style="list-style-type: none"> Develop central “meeting place” in communities with greatest need (a place which doesn’t lead to isolation from community life/other generations) Understanding that “hanging around” can sometimes be because there is no sense of safety at home. 	<p>CLAD, SW, FSS, Schools, Health, Church, community groups</p>	<p>Sept – map areas of greatest need</p> <p>Oct- produce prioritised action plan on the developmen t of locality youth meeting places</p> <p>Nov -Jan Create meeting spaces in line with budget capacity</p>	<p>Budget commitments to multi-agency ideas on development of new facilities</p>	<p>1. Prioritised action plan produced 2. New facilities created Reduction in nuisance calls in selected communities</p>	<p>Investment in new facilities and groups should provide long term change</p>
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5	<p>Safer Route to Schools: Safer route to school – although largely handled by the Community Council we should lend support when required – educational role for the Community Police Officer</p>	Schools, Police, Community Councils	<p>Aug/Sept – Survey schools/community councils on current activity/need</p> <p>Oct – Plan Community police officer inputs and necessary links with community councils</p>	CPO time for inputs at Schools LIM time to make links to Comm Councils	<ol style="list-style-type: none"> 1. Survey completed 2. Number of safety inputs made by CPO 	Time limited inputs only
5	<p>Car Culture Issues:</p> <ul style="list-style-type: none"> • Work with ‘boy racers’ – package of work with youngsters, use existing resources i.e. youth provision – buy a set of resource tools to run courses, make them ‘certificated’ courses 	Youth Clubs, Schools, Police, CLAD	<p>Sept/October – Mapping existing resources and activities</p> <p>November – Programme of inputs developed</p> <p>December – Purchases for local resource complete</p> <p>January – inputs commence</p>	Initial time commitment from partners - realignment of current resources – prioritising some work for LIT Police Officer – Budget for developing local educational resources and additional hours for inputs to Schools and Youth Centres	<ol style="list-style-type: none"> 1. Mapping document produced 2. Agreed approach decided by stakeholders 3. Detailed timeline and budget produced 4. Development of local educational resources 5. Programme of inputs commenced 	Long term establishment of locality educational resources. Police Officer time available for two years Other changes dependent upon

NURTURED

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
1, 11, 18, 22	<p>Developing parenting skills in young people:</p> <ol style="list-style-type: none"> 1. Develop parenting guidance and parenting skills in young people 2. Improve opportunities for parents to participate in direct groupwork or workshops delivered to young people 	Family Support Services, CLAD, Schools, Youth Clubs, Churches, Social Work, Health Service Providers	<p>Sept/Oct – Involve key stakeholders in drawing up a programme of workshops and commission delivery of workshops</p> <p>Nov/Dec/Jan – delivery of workshops</p> <p>Feb/Mar – produce report on impact of workshops</p>	Stakeholders time in producing programme and delivering workshops LIM support time in research and production of report	<ol style="list-style-type: none"> 1. Workshop programme produced 2. Delivery of workshop programme 3. Production of report 	Sustainable if stakeholders can commit core time

<p>1, 3, 4, 7, 10, 11, 20, 23</p>	<p>Support for Parents:</p> <ul style="list-style-type: none"> • Identify areas for improving support for parents • Develop appropriate educational experiences for parents across key stakeholders to help parents to support their children better • Family Centre – parenting groups/parental responsibility/increase communication within families 	<p>Family Support Services, Schools, CLAD, Churches, Social Work, Health Service Providers</p>	<p>Sept – establish model of support with stakeholders</p> <p>Oct/Nov- design set of direct workshop opportunities</p> <p>Jan/April – deliver pilot programme</p> <p>March – Monitor and evaluate programme</p>	<p>Budget for Crèche, inputs to workshops, additional hours may be required to develop programme.</p>	<ol style="list-style-type: none"> 1. Model established 2. Production of programme outline 3. Delivery of programme 4. Production of Evaluation report 	<p>Dependent upon partners realigning work-plans to include this form of support for parents.</p>
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HEALTHY

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
12, 11, 13, 14	<p>Young peoples Mental Health:</p> <ul style="list-style-type: none"> Develop more joint training in the assessment and treatment of mental health (the Solihull Approach) Develop more joined up working and appropriate facilities to aid a multidisciplinary approach to mental health 	All service providers and Continuing professional development mangers of relevant organisations	<p>Aug/Sept – Liase with CPD managers from Health/Education</p> <p>October/March - run appropriate joint training opportunities in Berwickshire</p> <p>October/March – map 'appropriate' facilities for possible capital spend in 06/07</p>	Workforce development budget allocation. LIM and stakeholder time in identifying individuals to participate and agreeing model of delivery	<ol style="list-style-type: none"> Course designed to suit locality needs Participants identified and signed up Course delivered 	This will produce a long term increase in the skills base for emotional and mental health support within children's services in the locality

1, 11, 12, 13	<ul style="list-style-type: none"> Encourage parental participation in the education and awareness of young peoples mental health issues 	All service providers, parents and Continuing professional development mangers of relevant organisations	<p>Aug/Sept – contact parents/groups who maybe interested in the opportunity</p> <p>October – Liase with CPD managers from Health/Education</p> <p>Nov/March run appropriate joint training opportunities in Berwickshire</p>	Workforce development budget allocation. LIM and stakeholder time in identifying individuals to participate and agreeing model of delivery	<ol style="list-style-type: none"> Course designed to suit locality needs Participants identified and signed up Course delivered 	This will produce a long term increase in the skills base for emotional and mental health support within parents in the locality
12, 11, 13, 14	<ul style="list-style-type: none"> Develop a simple multi-agency mental health assessment tool 	All service providers and Continuing professional development mangers of relevant organisations	Would require significant liaison with the Integrated Assessment Group throughout the year	Development time from key stakeholders and the LIM	<ol style="list-style-type: none"> Establishment of a locality development group Production of assessment tool 	Once produced assessment tool would be in long term use

ACHIEVING

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
18	<p>Primary to Secondary Transition:</p> <ul style="list-style-type: none"> Transition from Primary to Secondary (general issues of orientation to new town, new building, new freedoms, new transport arrangements) specific issues bullying on buses, seat belts on buses, lunchtimes. Build on High School buddy system to include an introduction to the wider community and services. 	Schools and all service providers with a presence in Duns	<p>Aug/Sept – Map existing transition arrangements</p> <p>October – survey transition experience of this years intake</p> <p>Nov/Dec – Develop plan of changes to work through with stakeholders for year 06/07</p>	Development time from key stakeholders and the LIM	<ol style="list-style-type: none"> 1. Production of report mapping transition arrangements 2. Production of survey of pupils 3. Plan of changes produced 	Permanent change to transition process

ACTIVE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangement</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
21, 20, 19, 18	<p>Big Day Out:</p> <ul style="list-style-type: none"> Bring together children from the different Primary schools to work together on task based work Examples include <ul style="list-style-type: none"> Joint residentials Scripture Union days Sports based days Issue based work giving young people ownership of their groups, control of their destiny Break down an inward looking culture in the smaller villages for the neediest families 	All children's service providers	<p>Aug/Sept – establish working group and budget</p> <p>Oct/Nov – Plan two days to fit in with schools curriculum needs</p> <p>February/March – delivery of two Big Days Out</p>	Development time from key stakeholders and the LIM budget allocation from BNF	<ol style="list-style-type: none"> Delivery of two challenge based days Production of Monitoring and Evaluation report 	Only sustainable if schools decide the outputs merit future investment of time and resources

RESPECTED and RESPONSIBLE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
22, 24	<p>School Groups and Police structured opportunities to develop relationships</p> <ul style="list-style-type: none"> • Community Police Officer to deliver talks in schools • CPO to increase drop ins to youth centres • CPO to develop 'Meeting Place' projects with young people 	Police, CLAD, Schools, Youth Groups	<p>Aug/Sept – LIT to decide prioritised plan for thematic talks and drop in/meeting place work</p> <p>Nov/Dec – programme of delivered talks, drop-ins and planning for at least one meeting place</p> <p>Jan/March – Continued talks/drop ins and at least one meeting place completed</p>	CPO time, LIM time and budget allocation for meeting places	<ol style="list-style-type: none"> 1. Prioritised plans produced 2. Talks delivered 3. Drop ins established 4. New meeting places in existence 	Talks and drop ins sustainable for the next two years. New meeting place should result in long term change to environment in communities

INCLUDED

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
31, 18	<p>Transition Information for School Leavers:</p> <ul style="list-style-type: none"> Transition from Secondary to Further Education/ workplace. Work with Berwickshire Community Safety Panel in producing a transition pack for school leavers. 	Berwickshire Community Safety Forum, Education, Health, Housing, Careers Service	<p>Aug/Sept establish working group to Liaise with BCSP</p> <p>Oct/Nov – design and cost new pack</p> <p>Jan/Feb – produce new packs</p> <p>March – distribute to schools for use summer term</p>	Stakeholders time/LIM time and budget for new packs	<ol style="list-style-type: none"> Working group established Production of transition packs for all school leavers in Berwickshire Packs distributed and used 	Dependent upon core service provision budgets adopting the model of work as an effective use of resources

<p>11, 18, 20, 21, 19</p>	<p>Youth Work Provision: Develop mobile resources to support existing/new youth provisions and provide peripatetic resources</p>	<p>CLAD, voluntary youth work providers</p>	<p>Aug /Sept – establish working group decide on preferred outreach model</p> <p>Oct/Nov – fully cost preferred model</p> <p>Dec/Jan – commence required purchases</p>	<p>Stakeholders time/LIM time and budget for mobile resources</p>	<ol style="list-style-type: none"> 1. Outreach model agreed 2. Model Costed 3. Establishing new mobile resource for Berwickshire 	<p>Dependent upon the life span of preferred model</p>
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27, 28, 14	<p>Migrant Workers:</p> <ul style="list-style-type: none"> Employers have a responsibility and must be involved – they provide the initial contact point for a ‘locality information pack’(include travel vouchers?) enter into dialogue with employers (how can we help) – run CAB sessions in the place of work Develop a welfare officer post ‘with clout’ Develop interactive cultural work e.g. cross cultural events or evenings Liaise with existing SBC group 	Education, Health, Family Support Services, CAB, Job Centre	<p>Sept/Oct – Meeting of stakeholders to assess translation requirements and CAB sessions</p> <p>Nov - Commissioning translations</p> <p>Dec - establishing key contact post</p>	<p>Budget for production of necessary materials in translated form</p> <p>Additional hours for a key contact post (perhaps in schools/Family support services/CAB</p>	<ol style="list-style-type: none"> Translation assessment completed Production of translated materials New CAB sessions Establishing key contact post 	<p>Ongoing budget would be required for updates to materials.</p> <p>After initial funding realignment of resources would be required to sustain contact post</p>
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KEY BORDERS-WIDE PRIORITY:

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
14, 12	<p>Staff Training Opportunities :</p> <ol style="list-style-type: none"> 1. To be informed by priorities from the LITs survey work 2. Two evenings two afternoons 3. Open to all relevant children's service professionals in the area (Liaise with Eyemouth team on maximising uptake of opportunities) 4. Liaise with Eyemouth Team on Counselling skills development course 5. Sensitivity/understanding what young people may be dealing with/partnership working 	All service providers	<p>Sept – Develop programme and delivery model</p> <p>October – Map and recruit key individuals to participate</p> <p>Nov/March – Run counselling course and</p>	Workforce development budget allocation. LIM and stakeholder time in identifying individuals and agreeing model of delivery	<ol style="list-style-type: none"> 1. Course and training opportunities designed to suit locality needs 2. Participants identified and signed up 3. Course and training events delivered 4. Certificates awarded 	This will produce a long term increase of the skills base in emotional and mental health support within children's services in the locality

14	<p>LIT Team Building:</p> <ul style="list-style-type: none"> • Two half day team building opportunities. • Both to involve the investigation of 'bad practice' i.e. things that haven't worked, proven difficult or have resulted in poor outcomes for children and young people 	All service providers	<p>Aug– Design structure for two half days</p> <p>Sept – run first session</p> <p>Jan – Run second session</p>	<p>Budget for premises and lunch on each half day</p> <p>LIM time to arrange and facilitate both sessions</p>	<ol style="list-style-type: none"> 1. Structure designed 2. Two sessions run 3. Report on learning outcomes produced 4. Report findings fed into next years action plan 	This will produce essential information for future action plans and increase the working knowledge of service providers within the locality
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Appendix A - Duns LIT Prioritised Projects

<i>Project Title</i>	<i>Description</i>	<i>Action Plan Priority</i>	<i>Budget request to Mar 06</i>	<i>LIT Priority Status (if required)</i>
Support for Parents (Coldstream)	<ul style="list-style-type: none"> Identify areas for improving support for parents Develop appropriate educational experiences for parents across key stakeholders to help parents to support their children better Family Centre – parenting groups/parental responsibility/increase communication within families 	Develop an integrated approach to improve support for parents, this may include a home link worker support post	£6,000	1
Therapeutic Soft Play - for Children with Complex Needs	Installation of Therapeutic facilities at the unit for children with complex needs at Chirnside Primary School	Promoting and supporting the creation of locality based facilities for children and young people.	£10,000	2
Community Meeting Place/s	Develop central “meeting place” in communities with greatest need (a place which doesn’t lead to isolation from community life/other generations) Understanding that “hanging around” can sometimes be because there is no sense of safety at home.	Develop central “meeting place” in communities with greatest need (a place which doesn’t lead to isolation from community life/other generations) Understanding that “hanging around” can sometimes be because there is no sense of safety at home.	£10,000	3
Film Making Facility for young people in Berwickshire	<ul style="list-style-type: none"> Establish a film making resource for the young people of Berwickshire to develop young people’s skills in filming. Enable young people to express their views using film. The film group project will develop the skills of a core group of approximately 10 young people to enable them to film, produce and edit films. This core group will then work with other groups helping them to produce films, which will give them the opportunity to express their views on issues affecting them. 	Promoting and supporting the creation of locality based facilities for children and young people.	£4,000	4

<i>Project Title</i>	<i>Description</i>	<i>Action Plan Priority</i>	<i>Budget request to Mar 06</i>	<i>Priority Status (if required)</i>
Big Day Out	<ul style="list-style-type: none"> Bring together children from the different Primary schools to work together on task based work <p>Examples include:</p> <ul style="list-style-type: none"> Joint residentials Scripture Union days Sports based days Issue based work giving young people ownership of their groups, control of their destiny Break down an inward looking culture in the smaller villages for the neediest families 	Develop 2 locality Big Days out for Primary school Pupils	£3,000	5
Social Inclusion Group - for adolescents with Additional Support Needs	Extending Social Inclusion Opportunities in the Community for Adolescents with Additional Support Needs. The proposal offers youngsters with ASNs the opportunity to visit a range of facilities within and beyond the wider community as part of a group of young people. It would extend the social inclusion agenda into the community and provide a peer group for young people who for a variety of reasons find it difficult to become part of a naturally evolving peer network.	Develop central "meeting place" in communities with greatest need (a place which doesn't lead to isolation from community life/other generations) Understanding that "hanging around" can sometimes be because there is no sense of safety at home.	£5,000	6
Improving facilities for service delivery and community use in Greenlaw	Possible adaptation of School space to allow a greater range of community use	Support the development of new facilities and the improvement of existing facilities for children and young people. To combat safety issues because of 'nowhere else to go'	No budget required this financial year	7
Total Budget Request			£38,000	