

| Improved emotional wellbeing of children and young people | | | | | | | | | | |
|---|---------------|--|--------|--------|--------|--------------------|-------------------------|---------------------------------|---|-----------------|
| 2007/08 outturn | PI ref | PI description | Q1 | Q2 | Q3 | compared to target | 2008/09 year-end target | predicted performance to target | Progress to date | Remedial Action |
| 208.00 | CYPP BH 4.1 | Number of schools implementing the SEAL programme | 248.00 | 258.00 | 258.00 | | 235.00 | | LAA. An emotional well-being strategy is now in place - March 07). Targets have now been set in relation to the numbers of primary and secondary schools that are involved in the SEAL (Social and Emotional Aspects of Learning) programme. The figures are therefore a combination of both primary and secondary schools participating and are reported termly. | |
| 96.55 | CYPP BH 4.2 | % of young people describing themselves as happy | 95.45 | 95.45 | 95.45 | | | | | |
| 91.05 | CYPP BH 4.3 | % of young people describing themselves as being able to make friends easily | 91.90 | 91.90 | 91.90 | | | | | |
| 100.00 | LAA C&YP 02bi | Acute mental health referrals for young people within 5 working days | | | | | | | This indicator was not retained as a local KPI so we no longer monitor our performance in this area. This was agreed with the CDYES Management Board. It has also been removed from the CYPP Action Plan. | |

| Task ref | Task description | Q1 | Q2 | Q3 | Progress to date | Remedial Action |
|-----------|---|----|----|----|---|-----------------|
| CP HC 5.1 | We will promote the development of a multi-agency model for SEAL implementation at school level in line with the national agenda. As there is no nationally agreed framework for evaluating the impact of SEAL implementation, the Council's multi-professional SEAL team will support schools to identify impact measures as part of their self-evaluation process. | | | | Both primary and secondary schools are identifying soft and hard data as evidence that SEAL is contributing to the school improvement programme. There is a deeper and more confident understanding of the relationship between SEAL and other aspects of school such as learning and teaching and personal development and well being. Schools are also able to describe how SEAL is part of the Healthy Schools agenda and crucially part of the concept of inclusive schooling. Those schools with rigorous systems for self evaluation will, with confidence, highlight these areas as outcomes of a whole school approach. | |
| CP HC 5.2 | We will raise awareness of other professionals who work in schools about whole school approaches to supporting the social and emotional aspects of learning (SEAL) that children and young people are being taught. This will help towards developing a common language and consistent use of strategies and support across CYPS. | | | | Primary and secondary school improvement partners have been given recent updates on SEAL development priorities. In addition, staff in schools as well as outside professionals will have regular awareness of SEAL through various partnership arrangements with other local schools and agencies. The local authority cross service SEAL professional team also update service colleagues regularly and are currently planning a large scale Durham conference for the Autumn term later this year. | |
| CP HC 5.3 | Work will continue to raise the awareness of staff & parents on the importance of SEAL and a briefing paper will be offered to governing bodies. This will enable greater understanding of the work that schools do towards achieving the ECM outcomes and all stakeholders will be able to see the link with and impact on the 5 ECM outcomes. | | | | An early intervention local project called Together Understanding Children focuses on a Durham SEAL small group work programme which targets underachievement and other ECM outcomes. This project is currently joint funded by schools, Community of Learning 13 and the Educational Development Service. An interim report last year produced positive feedback from schools, children and parents and the evidence showed clear outcomes for both children and families. This work will continue and subject to a bid for extended funding, expand. In addition, schools will often adopt the ECM framework to format their school improvement planning and this will help strengthen the links with the ECM agenda. | |
| CP HC 5.4 | There is no one way of implementing SEAL. Following national / local evaluations, there are critical success factors that need to be in place for effective development. We will establish systems and networks for sharing good practice and success with schools as this will be a valuable way of supporting and celebrating improvement across the wider context. | | | | The LA SEAL professional team continues to provide focused support to the three phases of the secondary school roll out programme. Each phase of schools form their own network and are invited to regularly share practice and support each others development. The critical factors of success are given high profile (such as good leadership) and these schools will increasingly take on a wider role of support across Durham. | |
| CP HC 5.5 | We will improve the CAMHS Service for children and young people by developing the CAMHS framework. | | | | The CAMHS Commissioning Group continues to drive the development of the CAMHS Framework focussing on LD CAMHS – two psychiatrist posts filled – start dates November 08 & January 09 and alternative & more effective ways of providing 24/7 out of hours services. | |