

Services for Children and Young People Scrutiny Panel



Follow-up Review on Teenage Pregnancy in Tameside

TAMESIDE METROPOLITAN BOROUGH COUNCIL

SERVICES FOR CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

FOLLOW-UP REVIEW

TEENAGE PREGNANCY IN TAMESIDE

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TAMESIDE METROPOLITAN BOROUGH COUNCIL

SERVICES FOR CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

FOLLOW-UP REVIEW ON THE SCRUTINY REVIEW OF TEENAGE PREGNANCY IN TAMESIDE

1. INTRODUCTION BY THE CHAIR

An essential role of Scrutiny is to follow-up previous Scrutiny Reviews in order to find out whether recommendations contained in original reports and accepted by the Executive, have been implemented in a way that produce positive outcomes. In addition follow-up reviews also provide the Scrutiny Panel with an opportunity to monitor the value added by its work and if necessary make further recommendations.



This report follows up the Scrutiny Review on Teenage Pregnancy, published by the Lifelong Learning and Cultural Services Scrutiny Panel (now Services for Children and Young People Scrutiny Panel) in January 2006. The original review examined the Councils' policies for reducing the number of conceptions to young people under the age of 18; and resulted in 58 recommendations, the majority of which were accepted by the Executive.

During the course of the follow-up review the Panel found that good progress has been made towards implementing the majority of recommendations contained in the original report; and that many recommendations have already produced positive outcomes. In particular the Panel was impressed with the value added by the Peer Education Project, both as a unique means of delivering Sex and Relationship Education in schools and as an invaluable source of personal support and development for the young parents who train to become Peer Educators.

Furthermore since the publication of the original Scrutiny Review on Teenage Pregnancy, a range of additional measures have also been implemented to address this challenging priority. A new teenage pregnancy strategy has recently been produced; and the newly launched "Teens and Toddlers" scheme has received positive feedback. In addition the borough-wide Aspirations Strategy will also contribute towards a developing a holistic approach towards tackling the complex issues which underlie teenage conception rates.

The Panel has made a number of further recommendations, particularly in relation to the Panel's original recommendation regarding the role of School Governors in raising the profile of Sex and Relationship Education (SRE) in schools. The Panel feel that School Governors have an important role in ensuring SRE remains an on-going priority; and that action should be taken to ensure that this recommendation is implemented.

In addition the Panel has made further recommendations in support of the development and sustainability of the Peer Education and Teens and Tots schemes. These recommendations are intended to support the good work that is currently taking place in Tameside to address this challenging priority issue.

Finally I would like to thank my Deputy Chair and fellow members of the Scrutiny Panel for their commitment and support in carrying out this follow-up review.

A handwritten signature in blue ink, appearing to read 'VR', with a horizontal line underneath.

Councillor Vincent Ricci
Chair of the Services for Children and Young People Scrutiny Panel

2. TERMS OF REFERENCE

Aim

To monitor the implementation and impact of the approved recommendations contained in the Executive Response to the Scrutiny Review of Teenage Pregnancy published in January 2006; in order to ensure that approved recommendations are implemented in a way that has positive outcomes.

Objectives

- a. To consider progress made towards implementing the approved recommendations contained in the Executive Response to the Scrutiny Review of Teenage Pregnancy;
- b. To gather feedback from young parents regarding the operation and impact of the Peer Education Scheme;
- c. To consider the most recent performance data relating to teenage pregnancy in Tameside;
- d. To identify conclusions and any further recommendations.

3. MEMBERSHIP OF THE PANEL

2007/08

Councillor V Ricci (Chair)

Councillors Dickinson, Bowden, Brelsford, Etchells, Highton, S. Quinn, Reynolds, Sullivan, Warrington and Wild

Mrs S Marsh (Church of England)

Rev. Dean M Walsh (Roman Catholic Church)

Mr N Ahmed (The Muslim Faith)

Mrs T Sharma (The Hindu Faith)

Mr P Noblett (Parent Governor)

4. METHODOLOGY

4.1 During the course of the follow-up review the Scrutiny Panel undertook the following activities:

- The Director of Children Services provided the Panel with a written update on progress made towards implementing the approved recommendations contained in the Executive Response to the Scrutiny Review of Teenage Pregnancy;
- The Panel met with the Director of Children's Services and the Cabinet Deputy for Services for Children and Young People, in order to discuss progress made in relation to the approved recommendations;

- The Panel considered the most recent performance data relating to teenage pregnancy;
- The Panel received an update on wider developments relating to teenage pregnancy in Tameside, which have taken place since the Scrutiny Panel's original review was published.

4.3 In addition the Panel agreed to consider in greater detail the operation and impact of the Peer Education Project. The Peer Education Project was one of the key recommendations included in the original Scrutiny Review of Teenage Pregnancy.

To this end:

- The Panel received an overview of Connexions' evaluation of the pilot Peer Education Project;
- Panel members carried out two discussion groups with young mothers involved in the Peer Education Project, to find out about their views and experiences regarding the scheme.

4.4 The Scrutiny Panel's follow-up report on teenage pregnancy is divided into three sections:

Section one – provides background information about teenage pregnancy in Tameside and outlines the rationale for the Scrutiny Panel's follow-up review;

Section two - focuses on progress made towards implementing the approved recommendations contained in the Executive Response to the Scrutiny Panel's original Review of Teenage Pregnancy;

Section three - focuses in greater detail on the operation and impact of the Peer Education Project.

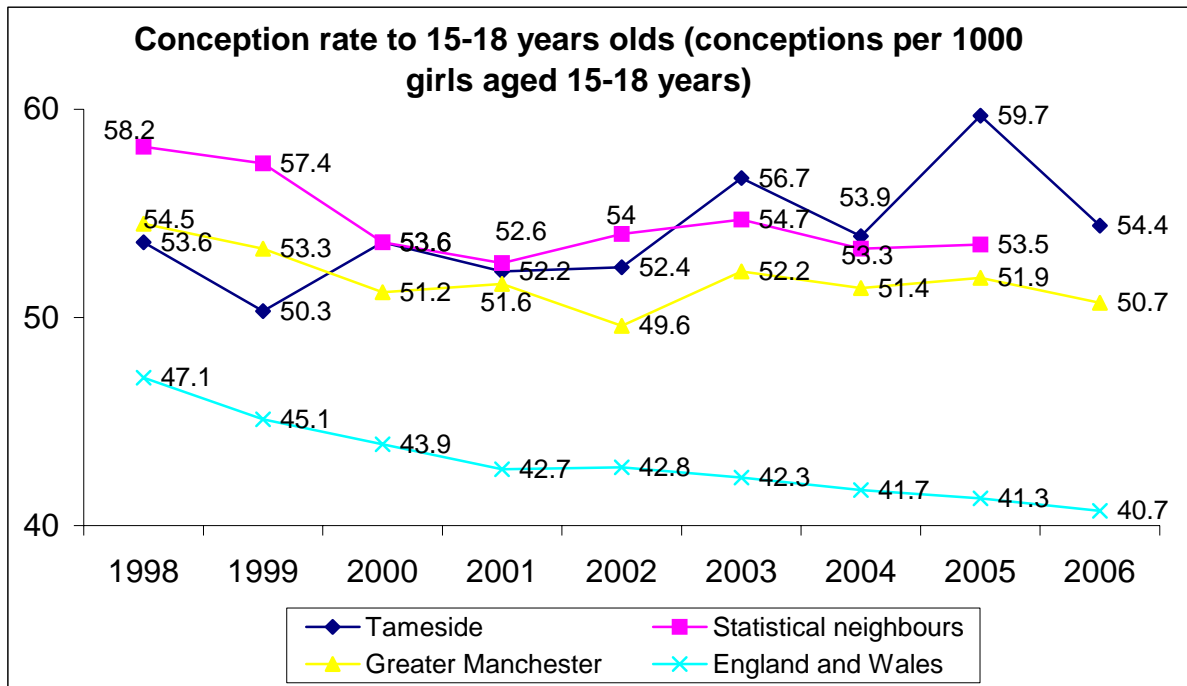
5. SECTION ONE - BACKGROUND TO THE FOLLOW-UP REVIEW

5.1 Background information about teenage pregnancy in Tameside

5.1.2 Tackling teenage pregnancy in Tameside is a key challenge for the Tameside Children and Young People Strategic Partnership. Reducing teenage conception rates was identified as an area for improvement in Tameside's Annual Performance Assessments of Children and Young People Services in 2005 and 2006. In addition it will form one of the focuses for Tameside's Joint Area Review of Children's Services in 2008.

5.1.2 The graph below shows the most recent performance data for Tameside, compared to Tameside's statistical neighbours, other Greater Manchester authorities, and the national average for England and Wales. (It is important to note that due to the time lag in official teenage pregnancy statistics, this performance data is two years old

and therefore does not provide an indication of the impact of recent initiatives aimed at prevention.)



The graph shows:

- Since 2000 the rate of conceptions to young people aged 15-17 in Tameside has been consistently higher than the national average for England and Wales and the Greater Manchester average; and since 2003, higher than the rates recorded by the borough's statistical neighbours. (the 2006 average for Tameside's statistical neighbours had not been confirmed at the time this report was compiled)
- In 2005 the rate of conceptions to young people aged 15-17 increased significantly in Tameside; and the conception rate was the highest recorded in the borough since before 1998. Furthermore the gap widened significantly between Tameside's performance, and the performance of the borough's statistical neighbours and the Greater Manchester average.
- In 2006 the rate of conceptions to 15-17 year olds in Tameside did decline. However the conception rate in Tameside remains significantly higher than the Greater Manchester average and the average for England and Wales.

5.1.3 Consequently reducing teenage conception rates is a key priority for improvement in Tameside:

- The Tameside Children and Young People Strategic Partnership identify reducing rates of teenage pregnancy in Tameside as a key priority for 2007/8.
- In addition Tameside's three year Local Area Agreement includes a target to reduce conceptions to young people under the age of 18, from 53.9 conceptions per 1000 young people in 2004, to 35.8 per 1000 in 2008, 31.3 per 1000 in 2009 and 26.8 per 1000 in 2010.

5.1.4 Additionally, reducing teenage conception rates is also a national priority. The Government has set a national target to reduce the conception rate to young people under the age of 18 by 50% by 2010.

5.2 Rationale for the Scrutiny Follow-up Review

5.2.1 The Lifelong Learning and Cultural Services Scrutiny Panel (now Services for Children and Young People Scrutiny Panel) published its original "Review of Teenage Pregnancy in Tameside" in January 2006. The review aimed to examine the Council's policies for reducing the number of conceptions to young people under the age of 18.

5.2.1 The review contained 58 recommendations, the majority of which were accepted by the Executive. The Executive Response specified actions to support each of the approved recommendations and set dates for their implementation.

5.2.3 As part of its work programme for 2007/8, the Services for Children and Young People Scrutiny Panel agreed to carry out a follow-up review of progress made towards implementing the approved recommendations contained in the Executive Response to the Scrutiny Review of Teenage Pregnancy.

5.1.3 This is an important follow-up review as it provides the Scrutiny Panel with an opportunity to hold the Executive to account in order to ensure the approved recommendations are implemented in a way that produces positive outcomes.

5.1.4 Furthermore, this follow-up review enables the Scrutiny Panel to contribute towards tackling a challenging priority for improvement.

5.1.5 In addition the follow-up review also provides Members with an opportunity to monitor the effectiveness of the Scrutiny Panel's previous recommendations; and if necessary make further recommendations.

6. SECTION 2 - FOLLOW-UP REVIEW FINDINGS

The tables overleaf outline:

- the recommendations contained in the original Scrutiny Review of Teenage Pregnancy;
- the original Executive Response for each recommendation;
- the Director of Children's Services' written update regarding current progress.

In addition a record of the Scrutiny Panel's discussion with the Director of Children's Services and the Cabinet Deputy for Services for Children and Young People is included where applicable after each table.

6.1 Recommendation 1

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the attention of the Secretary of State for Health be drawn to the difficulties caused by the two year time lag in the official teenage pregnancy statistics which make it impossible to effectively measure the outcome of initiatives	Unfortunately, there is no solution to this one. As a pregnancy lasts for 9 months and then the data needs to be collected for national and local areas, it is impossible for the data to be sent to Local Authorities any sooner than it is.	We have learnt from other areas that although the data is not 100% reliable, we can get some more up to date information. We have set up a Data Task Group (DTG), led by a Public Health Information Manager from the Primary Care Trust. The DTG will cover births, terminations and miscarriages to young women under 19. This will enable the Teenage Pregnancy Partnership Board to direct resources where they are most needed.

Further discussion:

The Director of Children's Services reported that the Data Task Group (DTG) is collecting data on a monthly basis regarding births, terminations and miscarriages to teenagers in Tameside. The Panel was informed that the data provides an indication of current local trends; however it is not as accurate as the comprehensive national data collected by the Office of National Statistics.

The data set collated by the DTG includes a breakdown by ward, of births, terminations and miscarriages in Tameside. This geographical breakdown can be used to identify and confirm hotspot areas for teenage conceptions. In addition the breakdown can be used to indicate community specific issues which may contribute to a higher conception rate in specific hotspot areas. For example, the Panel was informed that a higher termination rate in one hotspot area may suggest limited access to, or low awareness of, sources of emergency contraception. It was explained that this localised approach to addressing teenage pregnancy would provide a way of breaking down the complex issues underlying teenage conception rates and thus enable the development of more manageable and holistic solutions.

The breakdown of data by location is based on the home address of the young person when they become pregnant. Consequently the hotspot areas indicated in the data are not skewed by the concentration of accommodation for young parents in certain areas of the borough.

Follow-up Conclusion

1. The Panel feels that the availability of up-to-date local data is essential in order to enable the development of manageable and holistic solutions to the complex and challenging issues which underlie teenage pregnancy.

Recommendation

1. That, at its meeting in September 2008, the Panel receives a report on the local trends identified by the Data Task Group and the way in which the data collected is being used to tackle teenage conception rates.

6.2 Recommendation 2

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the partnership ensures that it is confident that there are sufficient local information systems in place for recording conceptions and live births.	All conception data is received via the Office for National Statistics and Government Office North West. Live birth data is received quarterly via Tameside Acute Trust.	As for recommendation 1

6.3 Recommendation 3

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That additional emphasis be placed on the need to reduce teenage conceptions and that a clear message be sent to all partners with a role to play.	Representation on the Teenage Pregnancy Partnership Board by all key agencies ensures that teenage pregnancy remains a high priority area of work for all key agencies.	Teenage pregnancy is one of the priorities identified by the Children and Young People Strategic Partnership. We now have a "Champion" for teenage pregnancy, Ian Smith, who reports regularly to the Executive Team on progress.

Further discussion:

The Panel was informed that the appointment of the Executive Director of Services for Children and Young People as a "Champion" for teenage pregnancy is intended to raise the profile of teenage pregnancy within the Children and Young People Strategic Partnership; and ensure the issue has strategic lead at a senior level.

In addition the Panel was informed that teenage pregnancy is a standing issue on all Services for Children and Young People Strategic Partnership meetings.

6.4 Recommendation 4

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the partnership clarifies the hotspot areas based on recent data.	The Teenage Pregnancy Partnership Board is aware of our hotspot areas and continually seeks to direct services to these areas. This is clearly reflected in our action plan.	As for recommendation 1

6.5 Recommendation 5

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Looked after Children Team shares good practice with others working with parents, carers and young people.	The Teenage Pregnancy Partnership Board welcomes the sharing of good practice throughout the Teenage Pregnancy Strategy. The Looked after Children Team will be invited to the next Teenage Pregnancy Partnership Board to share their good practice.	Good practice from all services in Tameside and from other areas is regularly shared at the Teenage Pregnancy Partnership Board

6.6 Recommendation 6

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Youth Offending Team considers prioritising Sexual Health and Relationship Education, or at the very least ensure that the Team has a Sex and Relationship Education policy in place, make further use of the Balls Project and make provision for female young offenders.	<p>Progress with the Youth Offending Team has been slow to start however stringent plans are now in place to ensure young offenders have access to Sex and Relationship Education.</p> <p>This work will be led by our SRE Advisory Teacher.</p>	<p>Plans are in place to deliver training to all staff in the Youth Offending Team working directly with young people to give them the skills and confidence to talk to young people about SRE.</p> <p>Both the Ball and the Boobs Projects have worked with male and female offenders around sexual health.</p>

6.7 Recommendation 7

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Youth Offending Team records data about the number of young offenders who are parents to enable better targeting of resources for both prevention initiatives and parenting support.	Support to teenage parents is a key strand of the Teenage Pregnancy Strategy. Recommendations from the Home Office report on young fathers, who are young offenders, will be incorporated into service development.	The Youth Offending Team is now able to identify young fathers involved in youth offending. A new initiative to support young fathers, led by Youth Support Services and Groundwork, will work with this client group.

6.8 Recommendation 8

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Pupil Referral Units (PRUs) receive targeted support to help them achieve the Healthy Schools Standards.	All PRUs from April 2006, will receive additional support from the SRE Advisory Teacher in order to achieve the Healthy Schools Standard.	All PRUs have received additional support from the advisory teacher for SRE to support them in working towards Healthy Schools standards

6.9 Recommendation 9

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Balls Project continues to access target groups and be supported in negotiating access to these groups.	The Balls Project will receive further funding until 2008. During this time a thorough review of the project will take place to look at the feasibility of mainstreaming this project.	The Balls Project will continue to be funded until 2008. The work of the project is currently under review and a decision as to how the project will continue beyond March 2008 will be made over the next 3 months.

Further discussion:

In response to Members' concern regarding the availability of funding to secure the long term future of the Balls Project, the Director of Children's Services clarified that the project would be evaluated and a decision regarding future funding would be made on the basis of the findings of this evaluation. However the Cabinet Deputy for Children and Young People's Services and Director of Children's Services informed the Panel that it was anticipated that funding for the project would be extended beyond March 2008.

In addition Members raised concerns regarding the forthcoming closure of the Information Shop. The Panel was informed that this facility is administered by a voluntary organisation and had received temporary funding through a Big Lottery grant. The Panel heard that the Information Shop is used by the PCT as a venue for delivering some health services for young people, including services relating to sexual health and relationships.

It was reported that the PCT would find alternative premises for the delivery of its health services. However it was acknowledged that the health services currently provided at the Information Shop are particularly well used by young people.

It was reported that the Council may be able to offer the Information Shop assistance in accessing further funding if approached by its organisers.

6.10 Recommendation 10

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That a compendium of good practice taking place across Tameside with young people be compiled as a resource for all those working with young people, so that it can be duplicated or adapted in other environments.	Areas of good practice are shared at both a board and local task group level. It would appear that this is sufficient enough at this time.	We continue to record and share good practice to support the implementation of the Teenage Pregnancy Strategy.

6.11 Recommendation 11

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
Ensure that the influence of alcohol and peer pressure are included as part of SRE where appropriate and continue to share best practice in this area.	The SRE Advisory Teacher works closely with the Advisory Teacher for drugs and alcohol. This partnership is reflected in the delivery of PSHE, which incorporates learning and addresses the implications of drug and alcohol misuse and pregnancy.	The SRE Advisory Teacher works closely with the Drugs Advisory Teacher to ensure lesson plans include information on the links between sex and alcohol. Both national and local research findings are used to support those messages. The Alcohol Co-ordinator is a member of the Teenage Pregnancy Media and Communications Task Group.

Further discussion:

In addition to work carried out in schools, the Panel was informed that the PCT and Media Task Group have implemented a joint campaign to promote safe sex and sexual health issues, which addresses the links between teenage pregnancy, alcohol misuse and peer pressure. The campaign involves displaying posters and distributing leaflets in pubs and young people's centres.

6.12 Recommendation 12

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
Include coping strategies in SRE lessons to equip young people with the ability to handle peer pressure and avoid alcohol misuse.	All SRE teaching involves discussions with young people around peer pressure. Peer Educators have recently been trained to go into schools to talk about peer pressure in relation to sex, alcohol misuse and teenage pregnancy.	The Peer Education Project continues to deliver sessions in our hotspot schools that help young people identify peer pressure in relation to alcohol and unwanted / unprotected sex.

6.13 Recommendation 13

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That alcohol awareness initiatives are programmed and co-ordinated to provide the best coverage to young people and that learning is recorded and disseminated.	All work in schools on alcohol related issues is co-ordinated via the advisory teacher for drugs and alcohol. The Teenage Pregnancy Partnership Board recognise that at times, isolated pieces of work have been undertaken, however stringent co-ordination procedures are now in place to ensure a co-ordinated response.	There are strong working links between the SRE Advisory Teacher and the Drugs and Alcohol Advisory Teacher. Both are members of the Healthy Schools Team. Annual programmes of work are in place to ensure consistency and best use of resources.

6.14 Recommendation 14

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Young People Friendly Clinics are extensively promoted to all young people as a safe and comfortable environment to access contraception and advice about sexual health and relationships.	A media campaign is planned for June 2006 to further promote the Young People's Clinics, the Emergency Contraception Pharmacy Scheme, termination services and two new Young People's Clinics.	All Young People's Clinics are promoted through school notice boards, (although some schools choose not to display this material), through SRE lessons, Youth Centres, Connexions, the Information Shop etc. We have also introduced a text messaging service that allows young people to receive, at their request, information on sexual health services available in their area.

Further discussion:

In response to a Member's question regarding measures to improve the consistency of information provided across all schools regarding Young People's Clinics, the Director of Children's Services informed the Panel that the SRE Link Teacher closely monitors the information placed on school notice boards and proactively works with the Associations of Primary and Secondary Head Teachers to improve consistency.

6.15 Recommendation 15

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the particular issue of gender inequality in relations to carrying condoms be addressed in order to ensure that young people are able to take equal responsibility.	All SRE lessons address issues of gender and peer pressure. Discussions around gender equality are encouraged in order for young people to develop a clearer understanding on this area of work.	All SRE lessons address issues of gender and peer pressure. We also have trained peer educators that deliver some elements of the SRE curriculum in schools which cover gender inequalities and peer pressure.

6.16 Recommendation 16

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the possibility of making condoms available in schools be considered.	As Extended Schools are developing, provision for an onsite sexual health provision will be explored further and decisions made as to the appropriateness of this provision in our hotspot areas.	A condom distribution scheme will be available from the Autumn. This will initially be delivered in venues within the centre of Ashton. Venues will include Connexions, Youth Service provision and the Information Shop. At this stage it will not be delivered in any schools, although we will be looking at a more general health provision through Extended Schools for the Autumn Term.

Further discussion:

The Director of Children's Services explained that the condom distribution scheme is at an early stage of development; and will initially run as a pilot scheme based in Ashton town centre. However it is anticipated that the scheme will be evaluated with a view to extending its scope.

The Panel was informed that the condom distribution scheme will replace Young People's Clinics as the main source of contraception for young people, and thus free the professionally trained staff, based at the Young People's Clinics, to provide specialist health services.

It was reported that Ashton was selected as the location for the pilot scheme due to its status as a hotspot area for teenage pregnancy. The Director of Children's Services also explained that the PCT was currently carrying out two reviews regarding: (1) the role of school nurses and (2) potential health provision in Extended Schools. It was reported that these reviews include consideration of services relating to relationships and sexual health; and that in the long term the possibility of increasing schools capacity to deliver relationship and sexual health services on site would be considered.

Follow-up Conclusion

2. **The Panel acknowledges the importance of ensuring that condoms are available and accessible for school aged pupils who decide to become sexually active. However the Panel is concerned that too liberal provision of condoms may encourage young people to have sex at a very early age. In particular, the Panel feels that the name "condom distribution scheme" implies condoms would be freely issued to young people.**

Follow-up Recommendations

2. That alternative terminology should be considered for the “condom distribution scheme” in order to avoid disseminating the wrong message regarding the purpose of the scheme.
3. That the Panel monitor the operation and impact of the “condom distribution scheme” after twelve months, with a view to considering whether to recommend that the scheme be extended to other towns in the borough, including “hotspot areas” for teenage pregnancy.

6.17 Recommendation 17

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That those promoting the impact of early parenthood ensure that they tackle any negative stereotypes of young parents, especially young mothers.	The Teenage Pregnancy Partnership Board strongly support the YWCA Respect campaign, which seeks to raise awareness of the negative stereotypes of young parents. Positive images of teenage parenthood are displayed and promoted throughout youth projects and other relevant agencies.	Work continues in promoting positive images of young parenthood, ensuring positive images of young fathers are included too. The YWCA Respect campaign materials continue to be updated and displayed in community settings.

6.18 Recommendation 18

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That schools should be encouraged to welcome the young parents soon to be peer educators to ensure that young people meet and learn from young parents.	Good working relationships are being developed in our hotspot schools to ensure a welcoming environment for our teenage parents as peer educators.	Schools continue to support the Peer Education Project and welcome the contributions the Peer Educators make to the school curriculum. To date the Peer Education Project has delivered 34 sessions in schools.

Further discussion:

In response to a Member’s question regarding measures to ensure Peer Educators deliver a consistent message, the Panel was informed that all Peer Educators receive extensive training and support to prepare them for visiting schools.

The Panel was informed that involvement in the project is a positive experience for Peer Educators. The Director of Children’s Services cited improved self esteem

and opportunities for career development as two benefits of the project. (refer to paragraph 7 for further information regarding the Peer Education Project)

The Director of Children's Services and the Cabinet Deputy for Children and Young People's Services also outlined the key features of a recently launched "Teens and Toddlers" Scheme, designed to help reduce teenage conception rates. The Panel heard that this scheme offers young people who are identified "at risk" of teenage pregnancy (often young people who are disengaged from learning, have low self esteem and / or limited personal aspirations), the opportunity to undertake a work placement in a local nursery school, together with a series of PSHE sessions designed to address issues such as confidence building, developing effective relationships and raising aspirations.

The Panel was informed that the scheme aims to encourage teenagers to delay having children by:

- i. Presenting working with children as an alternative to having children;
- ii. Raising participants' personal aspirations; and in some cases providing a career development opportunity.

The scheme was piloted at Stamford High School, Astley Sports College, Egerton Park Arts College and Copley High School; and financed by Neighbourhood Renewal Funding. 26 teenagers participated in the programme.

An evaluation of the programme revealed that it had made a positive impact on young people's aspirations and opinions regarding teenage pregnancy and safe sex. Typical comments made by participants include:

"I have learnt that I do not want children until I am financially and emotionally ready."

"I've learnt to be confident, I've learnt about myself and toddlers and a lot about safe sex."

"I learnt to empathise with other people and listen to their problems."

"I learnt that I am not ready to have a baby at my age and it may make my life a lot harder if I did have one."

The Panel was informed that though the scheme is not expensive to run, however sustained funding is required in order to provide training for programme facilitators.

Follow-up Conclusion

- 3. The Panel acknowledges that the Teens and Toddlers scheme has produced important outcomes in helping to prevent teenage pregnancy in specific cases.**

Follow-up Recommendations

- 4. That means of funding the development and sustainability of the Teens and Toddlers Scheme in the long term are explored.**

6.19 Recommendation 19

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That the consultation carried out by the Scrutiny Panel with parents on the Citizen Panel be followed up by focus groups with those parents who responded in an attempt to further explore the current and potential role of parents in helping to prevent teenage pregnancy.</p>	<p>See response to recommendation 20</p>	<p>The Teenage Pregnancy Partnership Board recognises the value of involving parents in the Teenage Pregnancy Strategy. The Speakeasy Programme has been rolled out across the Borough over the last 18 months. To date 49 parents have received their Speakeasy Accreditation Certificate. The Teenage Pregnancy Partnership Board recognises we still have some way to go in engaging our "hard to reach" parents, therefore, from September 2007 the Speakeasy Programme will be specifically targeted at parents of children in Year 7 and 8 in our hotspot wards.</p>

6.20 Recommendation 20

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That those resources indicated by parents to be of use to them in talking to their children about sensitive issues be considered for implementation.</p>	<p>The Speakeasy Programme, which seeks to equip parents to talk to their children about sex and relationships has been rolled out across the Sure Start areas and positively received.</p> <p>Since the completion of the Scrutiny report, 17 parents have been trained.</p>	<p>See update to recommendation 19.</p>

6.21 Recommendation 21

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That a visible campaign to encourage parents to communicate with their children about sex and relationships be considered in an effort to create a more open culture in which young people feel able to talk about sex and relationship issues.	See response to recommendation 20.	See update to recommendation 10. Parentline Plus materials, aimed at supporting parents to talk to their children about sex and relationships are extensively promoted through Children's Centres, school newsletters and GP surgeries.

6.22 Recommendation 22

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
Tameside Council should not reduce current levels of funding to tackle teenage pregnancy after the ring-fenced funding ends in 2006.	The Children and Young People Strategic Partnership recognise the importance of the Teenage Pregnancy Strategy and are committed to its implementation beyond 2006.	Tameside MBC continues to support the Teenage Pregnancy Strategy and teenage pregnancy remains one of the priorities for children and young people. We have continued to fund initiatives. As yet there has been no announcement from Government Office North West regarding funding from 2008.

6.23 Recommendation 23

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That an internal ring-fence should be placed on funds in support of reducing teenage pregnancy and supporting teenage parents.	Government Office North West has confirmed the Teenage Pregnancy funds will continue to be ring-fenced until 2008. During this time, the Teenage Pregnancy Partnership Board will continue to support the mainstreaming of Teenage Pregnancy provision as appropriate.	See update to recommendation 24.

6.24 Recommendation 24

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
Partners should continue to look for opportunities to mainstream activity in service delivery.	The Teenage Pregnancy Partnership Board recognises the importance of mainstreaming good practice and activities. The Board continually seek opportunities to mainstream appropriate services.	The Teenage Pregnancy Partnership Board recognises the importance of mainstreaming critical strands of the Teenage Pregnancy Strategy. To date: <ul style="list-style-type: none"> i. 2.5 Connexions' staff have been seconded to support the teenage parents; ii. Children's Centres have in place a named co-ordinator to support teenage parents. iii. Almost all of our young people's clinics are funded through the PCT; iv. The Acute Trust fund a specialist ante-natal consultant for work with pregnant teenagers. They also fund dedicated midwives to cover the Anti-Natal Clinics.

6.25 Recommendation 25

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
The Panel recognises that SRE in school is not statutory, but that schools should be strongly encouraged to make adequate provision for SRE in the curriculum and seek the support available to them.	To date, 16 secondary school teachers have completed their PSHE Certification. This demonstrates a strong commitment with our schools to deliver effective SRE. This year, a further 4 will complete their accreditation.	To date 47 teachers have completed their PSHE accreditation. In each of our hotspot schools we have a member of staff who has completed the PSHE programme. In two of our Pupil Referral Units we have a member of staff who has completed their PSHE accreditation. From September 2007, we will be implementing the SRE Spiral

		Curriculum in our primary schools and from January 2008 in our secondary schools. All schools and Pupil Referral Units have a SRE policy in place.
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Further discussion:

The Panel was informed that slightly fewer than 50% of primary and secondary schools in Tameside currently employ a member of staff with PSHE accreditation. It was reported that increasing take-up of the PSHE accreditation course is difficult, as the course is voluntary and requires that teachers undertake a substantial amount of additional work.

However the Director of Children's Services explained that the introduction of the SRE Spiral Curriculum will help to achieve consistency in the level and quality of SRE provided in all schools across the borough.

The Panel was informed that the majority of primary and secondary schools are committed to delivering the new curriculum. Meanwhile, the Executive Director for Services for Children and Young People is working with less compliant schools in order to identify alternative ways of engaging them in delivering an appropriate level and quality of SRE.

In response to a Member's question regarding the curriculum content of the SRE delivered in primary schools, the Cabinet Deputy for Children and Young People's Services explained that the primary curriculum covers issues such as friendship, families, feelings and individual differences. It is designed to provide a foundation for learning in secondary school about more complex issues relating to sex and relationships.

6.26 Recommendation 26

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That all schools, Pupil Referral Units, and the Youth Offending Team (YOT) should be strongly encouraged to adopt this framework as soon as possible if they have not already done so.	Additional support, in light of the scrutiny report recommendations, will be made available to all key staff in those agencies with responsibility for delivering SRE.	The SRE Advisory Teacher has worked with and offered additional support to all the PRUs and to those in need of additional support. Plans are being developed to ensure that all YOT and other staff working with young people have basic training in relation to SRE.

Further discussion:

The Panel was informed that customary training for YOT staff includes very little guidance relating to the specific demands of SRE.

In response to a Member's question regarding the slow progress made towards ensuring all YOT staff receive supplementary training in relation to SRE, the Panel was informed that until recently the YOT did not come under the remit of the Children and Young People Strategic Partnership. Consequently the Partnership's power to encourage take-up of training was limited. However the Panel heard that the integration of the YOT within Children and Young People's Services will enable the Partnership to proactively ensure more YOT staff receive appropriate training.

Follow-up Conclusion

4. The Panel feel that the provision of appropriate training for Youth Offending Team (YOT) staff, regarding the delivery of SRE, is important as many of the young people involved with the YOT have an increased risk of being a teenage parent.

Follow-up Recommendations

5. That, after twelve months, the Panel monitors the development and effectiveness of the SRE training programme for YOT staff.

6.27 Recommendation 27

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Sex and Relationship Policies already produced using this new framework should be circulated via the Personal Social and Health Education Network to schools which have yet to formulate a policy to share good practice.	This is on-going within our schools and other relevant agencies.	See update to recommendation 25

6.28 Recommendation 28

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the good practice found at All Saints Roman Catholic High School in making parents aware of SRE being delivered at the school be	See response to recommendation 20	The TPPB welcomes opportunities to identify good practice. We have a number of schools that deliver good SRE. Examples of good

disseminated via the PSHE Network and schools strongly encouraged to pilot sessions as a way of building better partnerships with schools.		practice are shared through the PSHE and Healthy Schools Network. Speakeasy sessions, targeted at our hotspot schools are planned for the autumn.
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6.29 Recommendation 29

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the PSHE Network take an active role in sharing, developing and implementing strategies for effectively involving parents in developing schools' Sex and Relationship policies and communicating with parents.	Involving parents in the delivery of SRE is a key strand of the Teenage pregnancy Strategy. As well as the Speakeasy Programme, parents are also encouraged to attend "Mums and Daughters" and "Dads and Lads" information and discussion groups.	The TPPB recognises the value of involving parents in the Teenage Pregnancy Strategy. The Speakeasy Programme has been rolled out across the Borough over the last 18 months. To date 49 parents have received their Speakeasy Accreditation Certificate. The TPPB recognises we still have some way to go in engaging our "hard to reach" parents, therefore, from September 2007 the Speakeasy Programme will be specifically targeted at parents in Year 7 and 8 in our hot spot wards.

6.30 Recommendation 30

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the proposal to introduce a link governor for SRE be supported.	This proposal is supported by the TPPB and discussions are underway with relevant personnel.	This proposal will be discussed at the first Governors Meeting in the Autumn term.

Further discussion:

The Panel was informed that the introduction of a link Governor for SRE is a voluntary appointment and therefore depends upon Governors' engagement with the subject.

The Director of Children's Services explained that measures are planned to raise the profile of SRE at Governors' meetings and to increase Governors' understanding of the issues involved in delivering SRE in schools. The Panel was informed that this will provide the necessary foundations for the appointment of well informed link Governors who are able to promote the issue effectively within their Governing Bodies.

6.31 Recommendation 31

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the proposed link Governor should have responsibility for ensuring governor input in to the SRE policy and be a champion for SRE in the school.	See response to recommendation 30	See update to recommendation 30

Follow-up Conclusions

5. The Panel agrees that there remains a need to raise the profile of Sex and Relationship Education (SRE) amongst School Governors.
6. In addition the Panel agrees that there is a need to accelerate progress towards appointing link governors for SRE. Members feel that link governors will help to raise the profile of SRE within governing bodies in schools. In addition the Panel feels that link governors will play an important role in keeping track of developments relating to SRE and reporting back to their Governing Body in order to ensure SRE remains an on-going priority.
7. Furthermore the Panel feel that link governors could have an important role in encouraging more teachers to take up the Personal, Social and Health Education (PSHE) accreditation course.

Follow-up Recommendations

6. That measures are taken to proactively encourage Governors to engage with issues relating to SRE.
7. That measures are taken to accelerate the appointment of link governors for SRE.
8. That SRE and the appointment of link governors for SRE are suggested as two specific items on the agenda of the next Governors' Forum Meeting. In addition the Panel recommends that these items are accompanied by a briefing paper for Governors which explains the key issues surrounding SRE and the role of link governors, and highlights the priority status of SRE.

6.32 Recommendation 32

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That governors be strongly recommended to attend the training session provided in order to improve their knowledge of young people's sex and relationship issues, of the importance of SRE and models of delivery.	See response to recommendation 32	School Governors are strongly encouraged to attend training sessions around SRE. To date take up has been slow. However, once a link governor is in place this may well improve.

Further discussion:

It was reported that training sessions for Governors regarding SRE are advertised in the Governors' booklet. However the Scrutiny Panel felt that this information may be overlooked and that alternative methods for promoting training are necessary.

Follow-up Conclusion

8. The Panel feels that the current practice of using the Governors' handbook to advertise SRE training sessions for Governors is insufficient.. The Panel feels that this information is easily overlooked and alternative methods for highlighting SRE as a priority issue are therefore necessary.

Follow-up Recommendations

9. Alternative methods for advertising SRE training sessions and highlighting SRE as a priority issue are explored.

6.33 Recommendation 33

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That all schools with greater than 20% free school meals achieve the Healthy Schools Scheme as soon as possible.	To date 43% of our schools have achieved the Healthy Schools Standard.	68% of our schools have now achieved Healthy Schools Status.

6.34 Recommendation 34

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That schools with greater than 20% free school meals achieve the healthy schools standards as soon as possible.	As for recommendation 33.	See update for recommendation 33.

6.35 Recommendation 35

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That schools which have already achieved the Healthy Schools Standards be encouraged to actively share their learning, policies and procedures, particularly with those schools yet to achieve the Standard, via the PSHE Network.	Healthy Schools Network meetings take place on a termly basis and allow for shared learning and identification of good practice.	Healthy Schools Network meetings continue to take place on a termly basis. The SRE Advisory Teacher attends the newly formed North West SRE Performance Management Meetings that are currently being held on a bi-monthly basis.

6.36 Recommendation 36

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That, following the value for money review, should the Partnership decide not to continue to fund the accredited course for PSHE teachers, mechanisms should be put in place to ensure that schools have adequate access to specialist teaching support, and that the skills of teachers completing the course could be used to the benefit of other schools.	The TPPB no longer have access to the funds for PSHE accreditation. This is now managed from a central pot at Government Office North West. However the TPPB would strongly support the continued programme of work around PSHE accreditation. Plans to share learning across the borough are being put in place to ensure all schools have access to a "specialist" PSHE teacher.	PSHE accreditation is now funded through Central Government until March 2008.

6.37 Recommendation 37

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>As a means of achieving best value, sharing costs and overcoming limited resources in the specialist teaching field of SRE, in order to provide better co-ordinated, consistent and programmed provision in schools and the more effective engagement of governors, parents, schools and the LEA should investigate this resource being procured by clusters of schools.</p>	<p>Stockport MBC have already procured a resource which is very similar to what we would want in Tameside.</p> <p>Plans to purchase a number of copies for circulation and feedback in order to modify to meet local needs.</p>	<p>The Spiral Curriculum was developed in Stockport and purchased by Tameside for delivery in our schools. The SRE Advisory Teacher for Tameside worked closely with the SRE Advisory Teacher for Stockport to amend the resource to reflect local priorities.</p>

6.38 Recommendation 38

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That schools be strongly encouraged to access the support and resources available from the Advisory Teacher for SRE.</p>	<p>All schools have been contacted and services offered regarding advice, training of staff, governors and delivery of some lessons in partnership with the class teacher. Resources are available for schools to loan before they purchase their own.</p>	<p>See update for recommendation 26.</p> <p>Resources are available on loan from the Healthy Schools Team to support schools in delivering SRE.</p>

6.39 Recommendation 39

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That schools be strongly encouraged to attend the PSHE Network and to use the Network to actively promote, share and develop good practice.</p>	<p>Separate PSHE networks for Primary and Secondary, information given out, new resources shown, opportunity to share good practice, visiting speakers who may offer their services to schools for PSHE lessons.</p>	<p>The SRE Advisory Teacher continues to attend the PSHE network and feeds back information to the TPPB.</p> <p>From July 2007 there has been a North West Regional SRE Advisory Group, facilitated by Government Office North</p>

		West. Tameside MBC is represented on this group and delivery of SRE will be informed by this group.
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6.40 Recommendation 40

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That opportunities for discussion, in both same sex and mixed sex classes, should be promoted as good practice in delivering SRE.	Schools decide whether same sex or mixed classes, usually for puberty lessons they are the same sex as boys and girls are more likely to ask questions plus more detail for girls regarding use of sanitary wear. In high schools – usually mixed classes but there will be some same sex, depends on the content of the lesson.	The Balls and Boobs Projects have been involved in the delivery of single gender SRE in schools, particularly in hotspot wards and this has shown to have a positive impact on how young people engage with the SRE curriculum. On the whole it is up to the school if they choose to deliver SRE in single gender or mixed groups. Time and resources usually means the latter is done.

6.41 Recommendation 41

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That young people are given the opportunity to take a more active role in determining what is to be covered in the limited time available for SRE in schools.	Through the schools councils young people are given the opportunity to discuss content of lessons, also through evaluation of lessons young people are given the opportunity to say what they have learnt so far and what the content of the next lessons should include. (this does not happen in all schools, but in an increasing number as consultation is embedded in good practice.)	School Councils (in some, not all schools) continue to consult with young people about the content of SRE lessons. Also a number of surveys have been carried out since the Scrutiny Report, which have informed schools and practitioners on where the gaps are in the delivery of SRE. Those schools in need of additional support have received more resources and support from the SRE Advisory Teacher.

Further discussion:

The Panel was informed that consultation with young people is encouraged in all schools. In addition the Council proactively consults specific groups of young people from a range of backgrounds, including Looked after Children, young people involved in the YOT and Year 10 pupils.

The Panel also heard that the Tameside Youth Service has been commended for its consultation with young people.

6.42 Recommendation 42

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That all schools should ensure SRE provision relating to respect and relationships commences in the first year of secondary school and continues throughout a pupil's school career.	All secondary schools are encouraged to include respect and relationships education in PSHE lessons following on from valuable primary work in this area.	See update for recommendation 25. All schools and Pupil Referral Units have a SRE policy in place.

6.43 Recommendation 43

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That practitioners continue to promote the message to delay first sex and that this is supported by the reasons why this is beneficial and strategies for its achievement.	Teachers and visitors to schools are strongly encouraged to give a clear message to young people regarding delay of first sex and the reasons for this; (needing to be emotionally as well as physically mature before first sex, unplanned pregnancy, the spread of STIs); help with confident building, building self esteem, the skills needed to just say "no."	Delaying sex is a key message in all resources and training around SRE. The PSHE Accreditation Programme very much supports the message that delaying sex, as opposed to abstinence, is one of the most positive messages we can give to young people.

Further discussion:

The Director of Children's Services emphasised that "delaying sex" and the linked issue of overcoming peer pressure are key messages promoted through SRE.

6.44 Recommendation 44

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That, when the PCT has developed a marketing strategy it should be launched with maximum publicity and in the meantime the information about current provision should be made available at every opportunity, to young people directly and to services and agencies working with young people.	See response to recommendation 14.	See update for recommendation 14.

6.45 Recommendation 45

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That funding for the Balls Project be secured on a permanent basis and the service extended to include a similar project for girls.	See response to recommendation 9.	See update for recommendation 9.

6.46 Recommendation 46

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That all schools be encouraged to invite the Balls Project to deliver the service to their pupils at least once, preferably prior to Year 10 so that teachers can build on these messages in the remaining school years.	Currently the Balls programme of work is targeted in our hotspot take up schools and not across the board. This will continue until we are able to see a reduction in conceptions in these wards. Close links with the SRE Advisory Teacher will ensure the messages given in Year 10 are visited in Years 8 and 9.	See update for recommendation 9.

6.47 Recommendation 47

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That innovative events aimed at providing information and delivering positive messages continue to receive funding.	The TPPB is keen to continue to deliver positive messages to young people via a variety of mediums. E.g. website, text messaging service, posters, radio etc.	<p>The Teenage Pregnancy Media Group has in place an action plan that will cover the promotion of the text messaging service, termination services and the pharmacy scheme.</p> <p>Events will include an Open Day at Tameside College and information sessions at the Information Shop.</p> <p>Poster Campaign to promote the C-Card scheme.</p>

6.48 Recommendation 48

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the possibility of recruiting and training peer educators to work with young people in Tameside be considered.	See response to recommendation 12.	See update to recommendation 12.

6.49 Recommendation 49

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That Connexions takes steps to ensure that all young people are aware that they can access sexual health and relationship advice services through their Personal Advisor.	Almost all Connexions PAs are aware of how and when to signpost young people to appropriate services. Some Connexions staff have already received training on basic SRE. Others will follow over the next year.	As listed.

6.50 Recommendation 50

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That schools continue to be encouraged to support expectant mothers to continue their school careers.	Head teachers and Chairs of Governors of Tameside schools have copies of the Services for Children and Young People policy on "Access to Education for Children and Young People with Medical Conditions. (including pregnancy)." This reiterates DfES guidance and good practice on supporting expectant / young mothers in school. An exemplar policy for schools was included as well as a full explanation of the support available from the Teenage Pregnancy Re-integration Officer.	As listed.

6.51 Recommendation 51

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That schools should also continue to support expectant fathers to encourage and enable them to meet their responsibilities and parenting needs if necessary.	The Teenage Pregnancy Re-integration Officer is working with all relevant agencies, including schools, to fully involve, where possible, the expectant fathers. She includes them in the support she offers and some have taken full advantage of the guidance and help offered.	We will shortly have in place a young father's group that will work to support young fathers up to 19 years of age. The group will be led by Youth Services and Groundwork, Tameside. Support offered will include basic skills and raising aspirations.

6.52 Recommendation 52

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That consideration be given to the feasibility of making on-site crèche facilities available in the Bridgeway Pupil Referral Unit.</p>	<p>The Teacher in Charge and Co-ordinator of the Service are undertaking a review of the use of the Bridgeway building. There are major demands being made on this building and the unit is currently not able to meet all those demands as it is currently configured and staffed. The possibility of including a crèche will be included in this review.</p>	<p>Due to the efforts of the Teenage Re-integration Officer, most teenage mothers are in mainstream education and, therefore, childcare is funded through Care to Learn. This has greatly reduced the numbers of young mums requiring the services of Bridgeway, which in turn meant there is no longer the same urgency for a crèche at Bridgeway.</p>

6.53 Recommendation 53

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>The Scrutiny Panel worked closely with the Young Parents' Group and recognises the contribution it makes to helping develop confidence and achieve qualifications. The feedback from the young women attending the group was very positive and supportive. There is a clear demand and waiting list for the group but resources are limited and funding only approved on an annual basis.</p>	<p>Plans to work more closely with Children's Centres in supporting young parents are in place as from April 2006. Children's Centres will provide a local resource to support teenage parents, including young fathers, building on the learning outcomes from the Young Parents' Group.</p>	<p>We have a named lead Children's Centre Co-ordinator for teenage parents, including young fathers.</p> <p>Children's Centres offer a venue and crèche to the Young Parents Group.</p> <p>Plans are in place for Children's Centres to produce "young people friendly" materials to inform young parents what each centre has to offer.</p> <p>Children's Centres now have a target to increase their contact with young parents over the next 2 years.</p>

Further discussion:

The Panel was informed that Young Parents Groups were established, or planned, at all the Children Centres in Tameside. It was reported that the newly formed Young Parents' Groups are working closely with representatives from the Connexions Young Parents' Group in order to ensure good practice is adopted.

6.54 Recommendation 54

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the excellent work of the Tameside Young Parents' Group be recognised and that adequate funding continue to be made available.	Funding for the Young Parents' Group will continue until 2008, by then Children's Centres will be in a positive position to offer support to young parents.	See update to recommendation 53.

6.55 Recommendation 55

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
The provision for young parents in their own supported accommodation appears to have been successful and should be encouraged.	Tameside Housing Strategy Team will continue to support the floating support scheme currently being led by West Pennine Housing Association.	The funding for the Floating Support Scheme will be increased this year. This will mean extra staff and the capacity to reach an additional 14 parents.

6.56 Recommendation 56

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
That the Young Parent's Group maintains links with previous members of the group in order to offer peer support to a new group.	Members of the Young Parents' Group will be invited to share their experiences with Children's Centres in order for Children's Centres to effectively deliver appropriate support to young parents. Members of the Young Parents' Group will be encouraged to provide peer support for new members of such groups.	Members of the Young Parents' Group continue to be involved in the group as Peer Educators and within school as Peer SRE Educators. The young parents have also been involved in identifying Children's Centres they feel other young parents would like to attend. E.g. ones that are central, on a bus route, etc.

6.57 Recommendation 57

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>The provision of a mother and baby unit in Tameside would help young mothers who are unable to continue living in the family home or are not yet equipped to cope with their own accommodation.</p>	<p>As of yet, no funding or provision is available. However, as a result of the lack of such a provision the Housing Support Scheme in Tameside, works exceptionally well and will continue to be supported by Supporting People and West Pennine Housing Association.</p>	<p>The model we have chosen to adopt in Tameside is one of "floating support." We have found that this model is well received by our young parents. For those young parents in need of a mother and baby unit, we have good links with units in Manchester, e.g. Clayton and Rochdale, that will try and accommodate those young mothers in need of accommodation.</p>

6.58 Recommendation 58

Recommendation	Original Executive Response (January 2006)	Update on progress (August 2007)
<p>That consideration is given as to whether the take-up of Care to Learn is inhibited by the capacity of the Young Parents' Group to be able to meet the demand for places.</p>	<p>Take up Care to Learn in Tameside is very good in comparison to our statistical neighbours. Clearly demand for places is high for the Young Parents' Group. However, this will be addressed via support for teenage parents through local Children's Centres.</p>	<p>Take up of Care to Learn is good with young people using the scheme to support both vocational and formal training. Young people can now access Care to Learn up until their 20th birthday. This has increased the numbers of young parents applying for the grant.</p>

7. SECTION 3 – THE PEER EDUCATION PROJECT

7.1 Background information

- 7.1.1 The Scrutiny Review of Teenage Pregnancy, published in January 2006, recommended that the Tameside Teenage Pregnancy Partnership Board (TTPPB) consider the possibility of recruiting and training young parents to visit local schools as peer educators. This recommendation was accepted by the Cabinet Deputy and the TTPPB.
- 7.1.2 A pilot training programme designed to prepare young mothers for delivering peer education sessions in schools was subsequently developed by the Tameside branch of Connexions and Oldham based Brook Advisory. The first cohort of Peer Educators, comprising of eleven young mothers, began delivering sessions in schools in spring 2006.
- 7.1.3 Following a successful evaluation, the pilot scheme was extended; and in September 2007 a second cohort of young people was recruited for Peer Education training.
- 7.1.4 As part of the Scrutiny Follow-up Review on Teenage Pregnancy, the Scrutiny Panel decided to monitor in further detail the operation and impact of the Peer Education scheme. To this end, Panel members carried out two discussion groups with young people involved in the Peer Education Project.
- The first discussion group involved 6 young people who had been involved in the first cohort of the Peer Education project. The purpose of the discussion group was to discuss the Peer Educators' experiences and views regarding:
 - i. the training they received in preparation for delivering peer education sessions in schools;
 - ii. the support they received throughout the duration of the project;
 - iii. their experiences of delivering the peer education project in schools;
 - iv. their overall views regarding the project.
 - The second discussion group involved 7 young people who are currently undergoing training to deliver Peer Education sessions in schools. The purpose of this discussion group was to discuss:
 - i. their experiences and views regarding the training and support they have received so far;
 - ii. their hopes and expectations for the project.
- 7.1.5 This is an important consultation exercise as it provides the Scrutiny Panel with an opportunity to monitor the operation and impact of the Peer Education Project from the "on the ground perspective" of the Peer Educators. Furthermore it provides the Peer Educators with an opportunity to feed into the development of further recommendations, in order to contribute to the continued development and success of the Peer Education scheme.

Feedback from the discussions groups and the key issues raised are outlined below and overleaf.

7.2 Feedback from the first cohort of Peer Educators

7.2.1 Training

7.2.2 The Peer Educators informed Members that the training they had received in preparation for delivering peer education sessions in schools was “excellent.” In particular they felt that the training had improved their knowledge and helped to boost their confidence.

7.2.3 Furthermore they agreed that the training had provided them with wider personal benefits. For example they felt that the training had equipped them with the skills and confidence to make decisions about their future; and had given them the opportunity to acquire basic qualifications which made them eligible for entry on to more advanced vocational training and college courses.

Members heard that one of the Peer Educators had secured a place on a Health and Social Care college course after successfully completing the counselling element of the Peer Education training. She explained that she would not have had the confidence or necessary qualifications to apply for this course prior to undertaking the Peer Education Project.

7.2.4 In addition the Peer Educators felt that the training had provided them with an opportunity to establish strong relationships with other Peer Educators. They agreed that their relationship with each other had provided an important source of support regarding the Peer Education Project and personal issues.

7.2.5 However they did feel that the training could be further improved if opportunities to practice delivering peer education sessions were incorporated into the training programme. One Peer Educator explained “it did feel like we were thrown in at the deep end.”

7.2.6 Support

7.2.7 The Peer Educators felt that they provided an invaluable source of support for each other during training, which contributed to the success of the project. They explained that they “felt comfortable as a group” and were consequently able to discuss any problems which arose and identify strategies to overcome them.

7.2.8 However they felt that they would have benefited from opportunities to continue to meet as a group after completing their training. In particular, they felt that:

- Built-in opportunities to meet as a group in between delivering peer education sessions would enable Peer Educators to provide each other with moral support and learn from each other’s experiences;

- Formally organised opportunities to meet as a group following the end of their participation in the project would enable the Peer Educators to support each other in planning for their future.

The Peer Educators informed Members that they “felt isolated after the project ended and didn’t know what to do next.” They suggested that built-in opportunities to “catch up” in the months following their involvement in the project would help to ease the transition from Peer Education into further training or employment.

7.2.9 Experiences of delivering the project in schools

7.2.10 The Peer Educators felt that they were well received in schools. They commented that feedback from schools showed:

“The majority of pupils loved the reality of the sessions.”

7.2.11 The Peer Educators reported that they did not experience significant difficulties in managing pupils’ behaviour. They reported using the following methods to engage students:

- They agreed that it was important to engage a “few” pupils as this “had a knock on effect on the others;”
- They felt that it was important to create a relaxed atmosphere in order to encourage open discussion;
- They agreed that it was important to show consideration for pupils’ views and concerns, and to respect their right to confidentiality;
- They agreed that it was important to emphasise to pupils that the role of Peer Educators is to offer “advice” and “not tell them what to do.”

7.2.12 In addition the Peer Educators felt that they were able to establish a good rapport with pupils as they were on the same wavelength. The Peer Educators explained that pupils were able to relate to them because they were a similar age, in tune with the ways young people think and had shared similar misconceptions. One Peer Educator stated:

“I can understand why young people want a baby, you build up an ideal with a house and a partner and you think the baby will give you love; but it isn’t like that, having a child is more about responsibility, you have to do everything for your child – it isn’t just about love...”

7.2.13 Furthermore the Peer Educators felt that their understanding of young people placed them in an ideal position to effectively communicate with young people regarding the reality of having a baby. The Peer Educators explained:

“...because we have felt the way they do, we know how to tell them how different the reality is.”

“...young people believe you have a baby and it’s just there, that’s what I thought. I wanted a baby and I thought I would have it and then get on with what I wanted to do. You have to tell young people that you can’t do that, you can’t be spontaneous when you have a child.”

“...you think you get loads of money when you have a child, but I ask them [school pupils] how much they think it costs to pay the gas bill and what you need to have in the house and everything for your baby and then you’re only left with £10. They’re always shocked – it makes them think.”

7.2.14 The Peer Educators informed Members that teachers were present in the classroom whilst peer education sessions were delivered; however they did not actively participate in the session and were not usually needed to maintain order or manage pupils’ behaviour. The Peer Educators felt that the presence of teachers did sometimes inhibited open discussion and pupils may have felt more comfortable to discuss their concerns if teachers were not in attendance.

7.2.15 In addition the Peer Educators felt that the project could be improved by providing opportunities for school pupils to discuss, in private with Peer Educators, personal concerns or issues arising from the peer education sessions.

The Peer Educators explained that on a number of occasions pupils had raised issues which may have benefited from further private discussion; however sufficient time was not built into the Peer Education project to enable such discussion to take place.

7.2.16 Additional comments

7.2.17 The Peer Educators agreed that their involvement in the Peer Education Project had brought many personal benefits. For example:

- They felt that the project had helped them to improve their own parenting skills.

“We were kids raising kids, but this has helped us to become better Mums...by talking to other Peer Educators and improving our knowledge;”

- They agreed that successfully completing their training and delivering peer education sessions in schools had raised their self confidence. Two Peer Educators commented;

“I was really low on confidence before, but this gave me a sense of achievement.”

“It showed me that I could see something right through and that I got a qualification...my Mum was really proud.”

7.2.18 However the Peer Educators reported that they would have liked to have participated in the scheme for longer. One Peer Educator explained:

“We were gutted it split so quickly, I would have liked it to have run for longer. We were only in schools for a few months. ..we put a lot of work into all the training and we were getting into the swing of it.”

- Some of the Peer Educators expressed interest in mentoring the new cohort of Peer Educators.

7.2.19 They agreed that making the transition from involvement in the Peer Education Project to college or paid employment was very difficult. They felt that their involvement in the project had ended abruptly and they did not feel prepared for what to do next. Furthermore, they commented that the gap between completing the Peer Education Project and securing further training or employment did deflate their confidence.

7.2.20 Finally, the Peer Educators recommended that one crèche was used throughout the duration of the training and peer education sessions in schools. They explained that they were required to place their children in a variety of different crèches depending on the school they were visiting. They felt that their children found the lack of continuity unsettling.

7.3 Feedback from the second cohort of Peer Educators

7.3.1 Experiences and views regarding training and support

7.3.2 The young people agreed that the training they had received so far was “really good.” They valued the group discussions and agreed that the counselling element of the programme was particularly interesting.

7.3.3 They felt that the training was helping to prepare them for delivering peer education sessions in schools. In addition they felt that it was also providing them with a number of other personal benefits, including the following:

- they felt that the training had made them more confident in their parenting skills;
- they felt that the training had provided them with the opportunity to establish supportive relationships with their peers. Two young people commented:

“Sometimes at home you only have your Mum and partner and they don’t understand what you are going through so you feel isolated. It’s good to talk to people in the same situation about how you feel.”

“If I have a problem I wait until Tuesday so that I can discuss it with everyone.”

- they also felt that the opportunity to obtain a formal qualification would help them secure employment or further training following their involvement in the project.

7.3.4 However the young people felt that training for the Peer Education scheme would be enhanced further if the training programme incorporated opportunities to meet previous Peer Educators, in order to discuss and learn from their experiences.

7.3.5 In addition the young people felt that further funding should be made available to enable Peer Educators to build on the basic training provided as part of the Peer Education project. They informed Members that though the “Care to Learn” programme provides some funding for further training, only young women up to the age of 19 are eligible. Many young Mothers are in their 20s by the time they have acquired the necessary entry level skills to apply for more advanced college courses.

7.3.6 Hopes and Expectations for the Future

7.3.7 The young people felt that the Peer Education Project provides an important opportunity to “help the next generation.” They identified the following ways in which they hoped to have an impact in schools:

- They aimed to provide advice which school pupils could relate to. Two young people explained:

“I would have liked to have had someone of my age to talk to, we understand young people and because we have been through it ourselves we will not look down at anyone.”

“We will advise, we won’t tell them not to do things like teachers do – that just makes people want to do their own thing even more.”

- They also aimed to provide school pupils with an insight into the reality of being a teenage parent. Two young people commented:

“We will tell them what the reality is; a lot of 14 year olds want to have a baby to have someone to love them. You need to learn that having a baby is more than about it loving you.”

“Knowing the reality might have put me off having children so young.”

7.3.8 However the young people felt that it would be beneficial to extend the scope of the Peer Education Project further. For example they suggested:

- i. Allocating time in school, after peer education sessions, for pupils to meet Peer Educators privately to discuss personal issues.
- ii. Providing on-going mentoring and support for school pupils who fall pregnant.
- iii. Extending the peer education scheme to deliver sessions regarding other issues which affect young people, such as bullying.
- iv. Training teenage fathers to go into schools to deliver sessions about the responsibilities of young fathers. One young person explained:

“Young Mums and Dads should deliver Peer Education sessions jointly to show that it isn’t just about sex, but about the consequences and responsibilities for boys and girls.”

They explained that boys would relate to young fathers and the involvement of boys in the project may encourage all boys’ schools to participate in the scheme.

7.3.9 Finally, the young people felt that a paid work placement at the end of the Peer Education programme (similar to a scheme currently being implemented in Oldham) would be very beneficial. They felt that such a scheme would boost young people’s confidence by providing them with the opportunity to apply their training in the context of the workplace immediately after completing the Peer Education Programme. They felt that a gap between completing the programme and finding employment may deflate their confidence.

Follow-up Conclusions

- 9. The Panel agrees that early indications suggest that the Peer Education Project provides a unique and effective method of contributing to the delivery of SRE in schools.**
- 10. Furthermore the Panel agrees that that the project provides personal development opportunities and important sources of support for young mothers.**
- 11. However the Panel feels that there is scope for developing and extending the project further. In addition the Panel is concerned that there is a gap in the support available to young mothers following the end of their involvement in the Peer Education Project.**

Follow-up Recommendations

- 10. That opportunities to meet previous Peer Educators are incorporated into the Peer Education training programme, in order to enable new cohorts to discuss and learn from past experiences.**
- 11. That some Peer Education sessions are filmed and used as part of the training programme, in order to provide new cohorts with an insight into the reality of delivering Peer Education sessions in schools.**
- 12. That additional time is allocated in school, after peer education sessions, for pupils to meet Peer Educators privately if they wish to discuss personal issues arising from the session.**
- 13. That opportunities are provided for Peer Educators to assist in the training and mentoring of new cohorts. The Panel feel that this provision will provide a further development opportunity for Peer Educators, in addition to maximising use of the resources invested into the initial training of Peer Educators.**
- 14. That peer education sessions are delivered to young people involved with the YOT.**
- 15. That young fathers are trained to deliver peer education sessions about the responsibilities of young fathers.**
- 16. That peer education sessions are delivered to students in Years 7 and 8.**

8. BOROUGH SOLICITOR'S COMMENTS

This Scrutiny Report needs to be read and considered in conjunction with the 5th Annual Report published on the 16th July 2008 by The Independent Advisory Group on Teenage Pregnancy(TPIAG)

(<http://www.everychildmatters.gov.uk/files/TPIAG%20Annual%20Report%202007-8.pdf> a national body which makes recommendations to Government on implementing the Teenage Pregnancy Strategy. The Government will publish a formal response to the report later this year.

9. BOROUGH TREASURER'S COMMENTS

Some of the recommendations raised in the review will require continued financial support. As part of the three year financial settlement announced in December 2007, Area Based Grant was identified as the funding mechanism to support a number of initiatives, one of which is Teenage Pregnancy. £156k has been allocated within Area Based Grants in 2008/2009, 2009/2010 and 2010/2011 for Teenage Pregnancy initiatives.

The Council's approach to Area Based Grant is to only passport the grant for its identified purpose in 2008/2009, thus allowing the Council the opportunity to redirect Area Based Grant funding in line with Local Area Agreement priorities in future years. Accordingly the Council has approved the 2008/2009 allocation to support the appropriate initiative and the sum is included in the Services for Children and Young People's 2008/2009 base budget. The service awaits confirmation of funding allocations beyond 2008/2009 and is not therefore entering into any longer term commitments until confirmation is received. The outcome of the Council's decision may have financial implications for recommendations within the review. In addition a decision is yet to be made on the continuation of funding for the Balls Project as detailed in recommendation 9 within the report.

10. RECOMMENDATIONS

- 8.1 That, at its meeting in September 2008, the Panel receives a report on the local trends identified by the Data Task Group and the way in which the data collected is being used to tackle teenage conception rates.**
- 8.2 That alternative terminology should be considered for the "condom distribution scheme" in order to avoid disseminating the wrong message regarding the purpose of the scheme**
- 8.3 That the Panel monitor the operation and impact of the "condom distribution scheme" after twelve months, with a view to considering whether to recommend that the scheme be extended to other towns in the borough, including "hotspot areas" for teenage pregnancy.**

- 8.4** That means of funding the development and sustainability of the Teens and Toddlers Scheme in the long term are explored.
- 8.5** That the Panel monitor the development and effectiveness of the SRE training programme for YOT staff after twelve months.
- 8.6** That measures are taken to proactively encourage Governors to engage with issues relating to SRE.
- 8.7** That measures are taken to accelerate the appointment of link governors for SRE.
- 8.8** That SRE and the appointment of link governors for SRE are suggested as two specific items on the agenda of the next Governors' Forum Meeting. In addition the Panel recommends that these items are accompanied by a briefing paper for Governors which explains the key issues surrounding SRE and the role of link governors, and highlights the priority status of SRE.
- 8.9** Alternative methods for advertising SRE training sessions and highlighting SRE as a priority issue are explored.
- 8.10** That opportunities to meet previous Peer Educators are incorporated into the Peer Education training programme, in order to enable new cohorts to discuss and learn from past experiences.
- 8.11** That some Peer Education sessions are filmed and used as part of the training programme, in order to provide new cohorts with an insight into the reality of delivering Peer Education sessions in schools.
- 8.12** That additional time is allocated in school, after peer education sessions, for pupils to meet Peer Educators privately if they wish to discuss personal issues arising from the session.
- 8.13** That opportunities are provided for Peer Educators to assist in the training and mentoring of new cohorts. The Panel feel that this provision will provide a further development opportunity for Peer Educators, in addition to maximising use of the resources invested into the initial training of Peer Educators.
- 8.14** That peer education sessions are delivered to young people involved with the YOT.
- 8.15** That young fathers are trained to deliver peer education sessions about the responsibilities of young fathers.
- 8.16** That peer education sessions are delivered to students in Years 7 and 8.