


LEARNING PROGRAMME KEYNOTE PRESENTATION WEB PAGES

<p>TITLE:</p> <p><i>“New Tricks – learning from Social Care and Public Protection”</i></p>	<p>KEY NOTE</p> <p>Ref: K1</p>
<p>Speaker/s:</p>  <p>Liz Railton :</p> <p><i>(National Programmes Director, Together for Children, SERCO, former DCS and Deputy CX Essex)</i></p> <p><i>Liz Railton, CBE, is Director of National Programmes with Serco Education and Children’s Services. She joined Serco in January 2007 and now has overall responsibility for two Delivery Support Programmes that have been contracted out by the Department for Children, Schools and Families. ‘Together for Children’ is the Delivery Support Team working with Local Authorities in England to implement the Sure Start Children’s Centres Programme; ‘Together for Disabled Children’ is the Delivery Support Team working with Local Authorities and Primary Care Trusts to implement Short Breaks and Parent Participation within the Aiming High for Disabled Children Programme.</i></p> <p><i>Liz has a professional background in social work and was a Local Authority Director for nine years prior to joining Serco. She was Director of Social Services for Cambridgeshire from 1998 until 2002 before moving to Essex to hold the dual role of Chief Education Officer and Director of Social Services from 2003 until 2005 when she became Director of Children’s Services. During this period Liz was an active member of the Association of Directors of Social services, serving as Honorary Secretary from 2002 to 2006. Liz was awarded a CBE in 2006.</i></p>	<p>Session(s):</p> <p>Wednesday 7 January</p> <p>2.30 – 4.00 p.m.</p>



Peter Fahy :

(Chief Constable Greater Manchester Police)

Peter Fahy grew up in East London and joined the police in 1981. Before taking up his post with Greater Manchester Police he worked in Surrey, Hertfordshire and West Midlands and served for five years as Chief Constable of Cheshire. He has had wide experience of policing inner city and rural areas and has held command positions at Coventry, Smethwick and Solihull.

Throughout his career as a chief officer he has been a strong advocate of police reform and innovation. As Chief Constable of Cheshire he implemented a major change programme to establish neighbourhood policing units across the county and strengthen the intelligence-led effort.

Peter Fahy is 49 and married with four children. He holds an Honours degree in French and Spanish from Hull University and a Masters degree in Human Resource Strategy from the University of East Anglia and was awarded the Queen's Police Medal in January 2004. He has been a governor at various schools for 12 years. He is Chairman of the Cheshire Youth Federation and a member of the County Scout Council. Nationally he chaired the ACPO Race and Diversity Business Area, leading work on meeting the recommendation of the CRE investigation into the Police Service and taking forward work on community cohesion, hate crime and fairness in the criminal justice system. He also leads work on the Special Constabulary and is working with other agencies on reform of the coroners' system. In 2006 he was appointed Director of the Strategic Command Course at Bramshill and took up the ACPO Leadership Portfolio working on a national leadership strategy. He is currently chair of the ACPO Workforce Development Business Area.

Chair:

Room:

Baroness Estelle Morris

Weatherhead HS
Main Hall

KEY THEMES AND ISSUES:

“New Tricks – learning from Social Care and Public Protection”

Conference themes from Social Care and Criminal Justice perspectives with a particular focus on workforce development.

Liz Railton - “Learning from Social Care Perspectives”

Liz Railton will look at management and leadership themes for people working within today’s Children’s Services through the lens of her wide and rich background in social work, social services and children’s services at front-line and senior strategic levels. Liz will focus in particular on four themes:

- Obsession with the needs of children - shaped through social work training that emphasised attachment behaviour in children and the importance of child observation
- Awareness of the fragility of safeguarding cultures – shaped by the experience of leading a local authority out of special measures and into recovery following a child death and a paedophile scandal
- Understanding and mediating how others view children’s professionals and services – shaped by experience of repeated media frenzies
- Knowing there is “another country” occupied by people who live in Britain but whose lives are impoverished in every way – shaped by ten years as a front line social worker

The key proposition underlying these themes is that the achievement of better outcomes for children across the full range of issues that affect their well-being requires managers and leaders, with political or professional responsibilities, to access a range of perspectives, including those that are not part of their own professional or service backgrounds. The argument is not about the pre-eminence of any specific professional or service background but about the power of what leaders can bring from their past and the importance of ensuring that they open their minds to a range of other experiences.

Peter Fahy - “Learning from Police Perspectives”

Peter Fahy brings a unique perspective from his experience in the Police Service as Chief Constable of Cheshire and now Greater Manchester, a leader committed to justice in its widest sense.

We will be guided through some of the major challenges facing the police in 2009 as they engage directly with individuals, communities and agencies in promoting safety and in

fighting an increasingly sophisticated battle against crime and the causes of crime. Their challenges, need for change and initiatives in policy and practice often involve other agencies: child protection and child abuse, knife and gun crime among young people; domestic violence; alcohol and drug misuse; road traffic and other safety hazards; in addition to the wider challenges of terrorism, international and internet crime.

What are the implications of these challenges, changes and initiatives for wider workforce development and for working with other professionals and agencies? What values and motivations underpin the work of people in the Police Service? How do Police staff perceive other professionals who also work with children, young people and families? Are there ways in which a better understanding of the professional culture of the Police might help other agencies to work more effectively together?

Workforce reform is currently high on the agenda for the Police Service and Peter Fahy heads up strategic training and the development of a national leadership strategy for the Police. Training the staff to meet the challenges facing them in the future is a daunting task. A special edition of "Police Professional" (Issue 134, October 23, 2008) on Workforce Reform is available to delegates on the conference website and the range of articles shows just how closely different agencies working with children and families reflect the interests and priorities of their partners.

Place and locality matter and carefully tailoring services to context and need is essential at the front line. Peter Fahy is well placed to highlight the contexts within which agency inter-dependence takes place. Families, schools, colleges, universities, neighbourhoods and communities need coordinated, collaborative or integrated responses, as appropriate, to their very different needs. A strategic overview through National Plans, Children's Trusts and Local Strategic Partnerships counts a great deal but we understate the importance of front-line action at our peril.

KEY QUESTIONS:

"New Tricks – learning from Social Care and Public Protection"

1. What are the critical current issues facing leaders and managers in Social Care and Public Protection?
2. In particular what are the service and workforce development what are the opportunities and challenges facing social workers, the strengths that staff with roots in Social Care and Public Protection bring to the multi-professional table?

BACKGROUND MATERIAL: REFERENCES, RESOURCES AND READING

"New Tricks – learning from Social Care and Public Protection"

The social and personal benefits of learning: a summary of key research findings

Feinstein L, Budge D, Vorhaus J and Duckworth K (2008). The social and personal benefits of learning: a summary of key research findings. London: Institute of Education, Centre for the Wider Benefits of Learning, University of London Download:
<http://www.learningbenefits.net/Publications/FlagshipPubs/Final%20WBL%20Synthesis%20Report.pdf>

This report looked at the impact of education on individual well-being, family dynamics and community cohesion. It focused particularly on the impact of learning on health, parenting and citizenship. The study was based on previous analyses of the cohort studies that are tracking the lives of people born in Britain in 1958 and 1970 and other relevant research.

Key findings from the study:

Success or failure at school was strongly related to the propensity to commit a crime or engage in anti-social behaviour. Recent WBL research suggested that money spent in keeping pupils in education could help to reduce crime rates. For example, there was evidence from the impact of two government schemes: the Educational Maintenance Allowance (EMA) and the reducing Burglary Initiative (RBI) which showed that take-up of EMA (for 16 to 18-year-olds with lower family income who continued in education), coupled with police initiatives such as the RBI, led to a 35 percent drop in juvenile burglary.

A recent study that WBL undertook for the Prime Minister's Strategy Unit revealed that 70-90 per cent of children who went on to spend their young adult years in areas with high levels of multiple deprivation could have been identified from what was known about their personal and family backgrounds at the age of 10.

Poor achievement at secondary school was associated with poor physical and mental health in later life. When poor achievement was coupled with poor engagement (measured by truancy from school) the risk of ill health in adulthood multiplied by 4.5.

Workforce Development in the Police Service

"Police Professional", Issue 134, 23 October 2008 –

Special edition on Workforce Reform.

[*** copy available on this website***](#)

CSN: The Youth Crime Action Plan

This is a comprehensive, cross government analysis of what the Government thinks is needed to tackle youth crime. It plans to use a 'triple track' approach to tackle youth crime and anti-social behaviour, which includes enforcement; support and challenge; and prevention. The Plan was subject to consultation between July and October 2008

<http://www.homeoffice.gov.uk/documents/youth-crime-action-plan/>

[*** Children's Service Network Summary available on this website ***.](#)

DELEGATE COMMENTS AND RESPONSES

“New Tricks – learning from Social Care and Public Protection”

If you would like to leave feedback relating to this Masterclass please go to:

<http://www.neec2009.co.uk/guestbookform.asp>.

FINAL PRESENTATION – to be made available following the conference

“New Tricks – learning from Social Care and Public Protection”

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