

**Whole of Dorset Local Alliance Groups  
Minutes  
Thursday 8<sup>th</sup> September 2022 – Microsoft Teams**

**Meeting attendees:**

**Chair:** Helen Horsley & Amanda Davis

**Attendees:** Richard Belcher, Ann Haigh, Holly Jenkinson, Siobhan Lennon-Patience, Lindsey Halford, Aaron Whittock, Louise Drury, Charmaine Denny, Harriet Laurie, Debra Pattinson, Joanna Thompson, Cllr Carole Jones, Julia Galbenu, Emma Lucas, Cllr Sarah Williams, Sarah Whiteside, Nicola David, Mary Rossant, Hanna Wellman, Dan Parker, Jo Stuart, Lesley Bishop, Suzie Pearce, Sue Dafter, Naomi Mason, Vicky Abbott, Michael Brown, Sarah McNulty, David McArthur, Julie-Ann Booker, Michael Pagan, Claire Tabor, Sharon Peel, Nicki Edwards, Laura Thomas, Karen Wardle, Amanda Bell, Mike Irvine, Kate Batorska, Jo Di-Pede, David Alderson, Lisa Priest, Adam Shelley, Sue Turle, Kathryn Amos, Marie Thompson, Joyce Spiller, Thyrsa Pickering, Elaine Okopski, Lisa Osborn, Julie Bradshaw, Deborah Woodward, Karen Bidwell, Zoe Farmer, Julie Plumley, Vicky Gregory, Danielle Gordge, Rovarn Suresh Wickremasinghe, Penny White

**Minutes:** Katie Walker

**Apologies:**

Cllr Cathy Lugg, Sian Merriott, Kath Saunders, Ean Cameron, Amanda Hewitt, Cllr Jane Somper, Cllr Pauline Batstone, David Haines, Emma Board, Gareth Biddle, Hannah Greenslade-Pile, Jakki Spencer, Julie Tidbury, Kate Davies, Kerry Adams, Laura Everett-Coles, Lorna Johnson, Louise Donovan, Louise Welsh, Sarah Stockham, Sonia Martin, Sue Gilani, Phoebe Lennard, Rachel Folland, Samantha Robinson, Nicola Blair, Nicola George, Cllr Pete Barrow, Holly Sadler, Jane Biscoombe, Katie Barnes, Tracey Hodder, Thomas Fowler, Poppy Dunn, Emma Trehwella, Katie Willis, Brandon McDonald, Russel True, Sharon Kirkpatrick, Dean Bowman, Sarah Strudwick, Carol Morris, Karen Wrixon, Lesley at Marine Options, Ben Parker, Sue Turle, Amanda Conolly

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<b>1</b>	<b>Welcome, Apologies &amp; Introductions</b>	<b>Amanda</b>
1.1	Thank you all for coming and for the commitment from you. Moving into 2023 we come to the end of the Children's Plan. Moving into a 10 year plan going in together.	
<b>2</b>	<b>Local Alliances: reflection on what's working well, what could be even better?</b>	<b>Helen</b>
2.1	So lovely to see everyone This meeting has come about as the same agenda items were being covered in all the LAGs and taking up time that we would like to focus on local priorities and projects. We are coming together 2 or 3 times a year to bring members together and catch up. Over 3 years of the current plan and relaunch of the LAGS, amazing things are happening. All have priorities and are making a real difference in their locality. Some really good things that are working really well. There are still things that we	

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	can do to develop and improve, we want to keep the motivation going and move forward.	
2.2	<p><b>What has gone really well or hasn't across the alliances?</b></p> <p><b>Amanda:</b> What else to support our local alliance groups to make it easier for us as a partnership to do great things for children?</p> <p><b>Helen:</b> For West we have 3 great priority leads doing amazing work and meeting on a regular basis. We still perhaps need to turn some of that into actual actions and implement them. We are moving forward. Priorities similar to the other groups. Moving forward will be more focussed. Big thing we've been really involved in is work around realising rights.</p> <p><b>Nicola David:</b> Working groups are producing results, this is where the bulk of the work gets done. In East &amp; Purbeck</p> <p><b>Cllr Carol Jones:</b> In the North. We would really like some clear examples of what other localities are doing as not got priorities. We need holistic and wrap around the family and need housing on the table. Don't think social prescribing teams are doing what they should be doing. To many gaps in our area. Would like to hear what actions, whose doing it and the impact in the other localities. We need to get a better grip on what's going on locally because there's a lot of problems locally.</p> <p><b>Amanda:</b> Helen suggested this meeting for this exact purpose, to share and work together. What did you actually do to make a difference is what you are asking. All LAGs are in the planning stages with little green shoots of actual actions which have led to an impact. I feel the next step is measuring that impact. Data set where we can measure if we are making a difference.</p> <p>Example: In Chesil we have a priority called Love of Learning where schools, colleges and early years come together and created little projects. One of these was the Chesil Reading Project which came about anyway, but the local alliance got behind it.</p> <p><b>Julie:</b> numbers of people in local area we hear about keeping on top of local projects...and joint training like realizing rights very good ....what's not going so well getting the groups off the ground.....in the north but this will get easier I think.</p> <p><b>Helen:</b> Remind that we have to keep that balance. We are all doing a day job, and this is additional. But meetings need to be regular enough to turn it into realistic aims in the time we can meet. It's about balance. We want to move quicker but it is about that, and we want to achieve something different and better for families must be celebrated. Its' the small steps that actually lead to big changes and must keep that in mind.</p> <p><b>Sharon Peel:</b> Chesil Love of Learning has had a good start and lots of shared enthusiasm for educational opportunities for all in Weymouth and Portland.</p>	

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	<p>Next steps are some definite plans. Promoting the amazing offer from Adult Skills and Learning is a top priority.</p> <p><b>Dan Parker:</b> Increased sense of partnership working and shared vision for moving forwards.</p> <p><b>Nicola D:</b> We still struggle with attendance sometimes, everyone is so busy, would like improved attendance, if possible, again East &amp; Purbeck.</p> <p><b>Helen:</b> Sharing who we have got on board, perhaps chairs getting involved in some of that personal touch or as a member you think there's somebody missing off the table and you've got that link to that person. Talk to your chair, get them invited, get them on board.</p> <p><b>Kate Batorska:</b> In the west we have used pupil voice to drive our work and have been trying out different responses to these findings. From a walk and talk project to a new parent and child group, and some joint working and planning to start social prescribing work in primaries this term.</p> <p><b>Louise Drury:</b> Face to face meetings are so welcome - really cementing relationships, accountability and taking forward plans.</p> <p><b>Helen:</b> Agree to have one of the 3 meetings being face to face, so we can have clear networking.</p> <p><b>Louise D:</b> Even better when - feedback loops about the impact of work done - children, families, partners.</p> <p><b>Holly Jenkinson:</b> I love the work that gets done in the LAG meetings, everyone is always so passionate and has great ideas. I guess I'd just question how much gets down to the ground level of families? Also, I'd say listening to families, properly listening, supporting and believing what they say is important.</p> <p>Properly active listening to them and believe what they say and sympathise.</p> <p><b>Helen:</b> Elaine from DPCC has said that they're striving to do that, and they speak and try to get that voice across.</p> <p><b>Elaine:</b> That conversation sings what we were talking about on Tuesday.</p> <p>Workforce practice to ensure that you know the four cornerstones work. Families have to feel that they are being listened to. Individual level, the language we use, interaction. A culture thing. DPCC are always striving to achieve this. Really welcome this.</p> <p><b>Sue Dafter:</b> At the strategic alliance conference feedback from YP was that they want to learn basic skills, such as banking, budgeting and other very practical skills. As a whole community, how can we support this request?</p> <p><b>Siobhan:</b> Agree Holly and Elaine, for example we would welcome a visit from representatives of LAG to our school SEND coffee morning.</p>	

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	<p><b>Helen:</b> Would be great if anybody has got ideas how we can hear the voice of the parent and the voice of the child more at the local alliance level, as would really help us professionals think.</p> <p>Need to also think about people with children not yet in school.</p> <p><b>Holly J:</b> Often parents have to fight so much to be heard, to fight to get what their child or children need that they don't have the energy to put into other things. So, if reaching out to those families, would make it as simple and easy as possible.</p> <p><b>Julie:</b> Would capturing what parents say on the DFM framework help...we all report parent's views at the end of the work.</p> <p><b>Helen:</b> Sharing this at your local alliance level, but also Amanda and I can consider about how we do that and mailing some report data.</p> <p><b>Sue D:</b> In Chesil we are currently attempting to link the LAG meetings to the Chesil Heads meeting. Schools are a perfect link perhaps with parents and especially C&amp;YP.</p> <p><b>Rovarn Suresh Wickremasinghe:</b> Sue, I think some schools provide financial capability learning. Citizens Advice can help with this also in some areas.</p> <p><b>Sue D:</b> Thanks, CAB say they don't have the capacity in Chesil to do this, so we miss out.</p> <p><b>Rovarn:</b> I can take that back to colleagues</p> <p><b>Elaine:</b> DPCC are really well connected with support groups and social media groups so that we are in that listening space and can capture how families are feeling what really matters to them - there is a lot of RECONNECTION to happen since COVID. TRUST comes from feeling welcome, valued, and having an equal voice.</p> <p><b>Amanda:</b> Come to where we already are - is the message I have heard.</p> <p><b>Elaine:</b> Practitioners need to go where parents already gather.</p> <p><b>Thyrza Pickering:</b> In Purbeck the Senior EP and the SEND team manager run Let's talk events every half term, sadly this has not been well attended by parents.</p> <p><b>Helen:</b> Chairs to share across the localities outside this meeting. We've identified what the priorities need to be, where we want to take them, what sort of things we want to achieve. Now need to turn these into real clear actions and implementing them would be great.</p> <p><b>Marie:</b> Picking up about Information availability, parents fight so hard, that there is mistrust. How we eliminate this I'm not quite sure. Their confidence in professionals and acting on what they say.</p>	

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	<p><b>Helen:</b> Totally agree Marie and understand that. LAG members working direct with parents can bring their knowledge to the meeting as well.</p> <p><b>Siobhan:</b> I'm a parent rep. spoken with Amanda. To come along to the school. Coming out to meet people. Parents want to hear from professionals what they can do for us. Offload in a low-key way.</p> <p><b>Helen:</b> that's wonderful,</p> <p><b>Amanda:</b> Jus to add to it. If we are asking lots of surveys and questions. What has changed from the results? What's the difference for the family? To show we listen the family need so see the change has been helpful. Has it made a difference?</p> <p><b>Elaine:</b> It would super helpful to know HOW best to share those messages of 'you said we did' - the Local Offer has specific pages to do this but it relies on people going to the webpage! How to proactively share news and information!</p> <p><b>Helen:</b> Think of them as equals, lets really listen. Us go to the parents.</p> <p><b>Lisa Osborn:</b> We offer our youth room for meetings and a place for parents/careers to meet with folk working with them and their young people. Offering a safe, confidential location that feels good really helps - so we are told.</p> <p><b>Amanda:</b> lots for us to think about. Our job is to make this work. Thank you for your honesty. Hopefully reassure you how we will help to facilitate the local alliances.</p>	
3	<b>Data and Information for Local Alliance Groups</b>	<b>Amanda</b>
3.1	<p>Each LAG will have their own set of data which will be information as well as numbers. Our data team is working to put together a dashboard working with partners across health, police and adult services. So we have a picture of what it's like to live here.</p> <p>Streets have different experiences to other streets. Communities can form in many different ways. This data will be Information about your patch, your locality. Be a comprehensive view to help us ask questions. What are families lived experiences, what are those voices telling us.</p> <p>The data team has been formed and we've listened to you as members of the LAG as well as to some parents and carers, young people to inform what we want that dashboard to look like and by January time, a prototype will be here to show you for each locality.</p>	
4	<b>UN Convention on the Rights of the Child</b>	<b>Amanda</b>
4.1	<p>Reassure about language. Using and embedding the United Nations Conventions on the rights of a child.</p> <p>Amanda shared presentation.</p>	

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	<b>Action: Share with minutes presentation.</b>	<b>Katie</b>
4.2	<p>Hoping from today we'll take the work we have done forward and help us think about framing it in a certain way; so using the language of the UN Convention on the Rights of the Child.</p> <p>Links in the slides with more information.</p> <p>This is international law. Are we talking about needs or talking about rights. Eg. You have the right to as a child.</p> <p>How can we embed the language of rights into our local alliance plans and how we can facilitate that as the local authority?</p> <p>When we make are plans, we weave in this language.</p> <p>Write the plans like the Australians do to the children and young people.</p> <p>For example, in Supporting good financial well-being, what you're saying to the children and young people of your area is 'you have a right to the adequate standard of living, you have a right to that. So, this is what we're going to do about it.'</p>	
4.3	<p><b>Sue D:</b> There's a fabulous child friendly poster on their website.</p> <p><b>Helen:</b> Some parents that feel unable to go to food banks because of the stigma using them, but actually its about the fact that their child has the right to good nutritious food. So it's moving the language from the need of the child to the rights of the child.</p> <p><b>Sharon Peel:</b> Bridport is a Rights Respecting Town.</p> <p><b>Joyce Spiller:</b> Great to do.</p> <p><b>Sue D:</b> How can W&amp;P get rights respecting recognition?</p> <p><b>Sharon P:</b> Our schools used to be very engaged with this maybe 8 years ago or so... it seems to have lost its momentum in our schools. Some reinvigoration at school level would be great.</p> <p>We are not starting from scratch, we can restart. Find out which schools got the award. Start as early as possible in the early years settings. United approach with parents as well as the children.</p> <p><b>Helen:</b> From the LAGs we need to take this onboard.</p> <p><b>Rovarn:</b> Yes, aiming to promote these rights in the foodbanks</p> <p><b>Joyce S:</b> It was linked to every child matters 5. When we lost ECM, the focus seemed to be diverted elsewhere.</p> <p><b>Adam Shelley:</b> The Bridport schools are still engaged and the town schools have the marks including Colfox a Gold School.</p> <p>Reason it works because it's integrated, embedded in the town and community.</p> <p><b>Amanda:</b> Power of language, really matters</p> <p><b>Julia Galbenu:</b> Hello all! I work for the National Trust in Purbeck, I am really here to listen and understand. For the right to nature, wellbeing, health, active - I would love to know where the National Trust could fill gaps and help facilitate the great work you guys do!</p>	

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	<p><b>Holly J:</b> Is there a way to use social media to inform/ educate parents/ children/ other professionals linked to families on the rights of the child but as a way to make it a part of normal conversation/ life?</p> <p><b>Elaine:</b> Community Approach</p> <p><b>Julie:</b> The training was refreshing.. clarity..loved it .embedded in what we all do mostly...but some rights feel that we set children up they need help to understand what the rights mean...for instance a right to education does not always mean a right to education that a child feels able to access....not sure I'm explaining this too well....so much is about finance and energy bills will mean many rights will not be met..</p> <p><b>Sue D:</b> You've expressed this perfectly, Julie.</p> <p><b>Carole J:</b> Problem with food banks is limited. From observation it's impossible to make a proper full meal. Nothing goes together. Plus there is a limit of parcels given out per family.</p> <p>Can all the LAGs ensure all schools offer a breakfast club. Do the work so there is one.</p> <p>Promote social supermarkets over foodbanks. Foodbanks can be very intimidating for some people who are perhaps embarrassed about asking for help.</p> <p><b>Helen:</b> Not the case in every foodbank. Needs to be some work with parents around how to use the foods that are available to them. Food banks were never set up to be a long term replacement. It was set up to be an emergency when needing a little bit of extra help. Lots of additional questions to consider and look into when talking about food banks.</p> <p><b>Naomi Mason:</b> Rovarn W do let us know if there are ways we can work with you on this in The Food Security Network.</p> <p><b>Elaine:</b> Rights are aligned with responsibility</p> <p><b>Sue D:</b> Not sure this is the case in Weymouth, cllr Jones, can only praise the food banks here.</p> <p><b>Sharon P:</b> Breakfast clubs are something we've talked about in Love of Learning group... wanting all children to get the chance for best start to learning each day.</p> <p><b>Jo Stuart:</b> Wimborne Foodbank has a good model. It might be worth linking in with them.</p> <p><b>Naomi M:</b> The food bank picture in Dorset is very varied as the majority are independent and many have a support structure to support their families. They should only be emergency provision as they are not sustainable for food security.</p> <p><b>Sue D:</b> At Weymouth College we can provide food at any time during the day. We run tea and toast at lunch time and send students home with easy to prepare food, if they need it. I'm pretty certain most schools have this type of facility.</p> <p><b>Julie:</b> language so so important....slightly off track but talking about boys as the problem in society is really detrimental right now...media and communities in</p>	

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	<p>some areas are talking about boys in a really negative way when talking about keeping girls safe...many feeling devalued and highly anxious.. .</p> <p><b>Sharon P:</b> A pledge or charter at the centre of all our work that prioritises the rights of the child, is something we could develop together and then have a consistent ethos.</p> <p><b>Sue D:</b> Yes, please!!! Fabulous idea!!</p> <p><b>Lisa Priest:</b> A Local Upper school during covid had a pantry and created food parcels for the families they identified. Staff delivered to homes or families could collect. we could collaborate with schools.</p> <p><b>Lisa Osborn:</b> during lockdown packets were given out. What the Young Person needs. Parcels of respect. These were well received care thing we did for 120 families. Lisa happy to offer how to do it more widely.</p> <p><b>Helen:</b> want to see rights as we are taught we are duty bearing. We have the duty that young people have their rights. Please talk to me as had training that we could share.</p> <p><b>Amanda to look at the training West LAG received and see how it can be shared across the local authority and embed in plans and our templates.</b></p> <p><b>Ask all of you is a commitment to the rights of the child and that your commitment to be duty bearers.</b></p>	<p>Amanda</p> <p>ALL</p>
4.4	<p><b>Amanda:</b> Gender issues. I would welcome a whole discussion about this and certainly it's something we're really talking about in Chesil. This be something you could take to your local LAGS, a discussion on gender.</p> <p>National Trust, thank you for joining.</p>	
5	<p><b>Local Alliance Priorities and The Children, Young People and Families Plan</b></p>	<p><b>Amanda</b></p>
5.1	<p>Plan will start soon, be a 10 year plan.</p> <p>Give you opportunity to you.</p> <p>If you are talking to your fairy god mother/father, what would your wish be for a Dorset child?</p> <p>Don't have a magic wand, but us together I feel we perhaps might wave some of those wishes in.</p>	
5.2	<p><b>Responses on Chat</b></p> <p><b>Julie:</b> totally committed.to realizing rights</p> <p><b>Jo Di-Pede:</b> I'd wish all children with complex SEND to be given the right provision in good time.</p> <p><b>Siobhan:</b> I want my child to feel that they have prospects here, can afford to live here, has a future here if thats what they want</p> <p><b>Sharon P:</b> every child has their talents recognised and nurtured</p> <p><b>Debra Patterson:</b> wishing for kindness and respect for everyone</p> <p><b>Sue D:</b> my wish is for all C&amp;YP to have that one special adult who's battling in their corner.</p>	

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	<p><b>Lisa O:</b> wish - That every young person has the right to realise their own wishes to be respected</p> <p><b>Marie T:</b> I wish the children of Weymouth and Portland really feel valued, respected and worthy of a good life</p> <p><b>Julia G:</b> I wish for every child to be born in a world where they are part of the natural world and able to receive all the wonderful benefits nature has to offer</p> <p><b>Nicola D:</b> The wish for all children to know their value. Thanks all</p> <p><b>Mike Irvine:</b> Encourage every child to be the best version of themselves, whatever that looks like to them .</p> <p><b>Karen Bidwell:</b> Equal access to all services for children and young adults with SEND</p> <p><b>Joyce S:</b> Equal access to all services for children and young adults with SEND</p> <p><b>Lisa P:</b> I wish that young carers have better emotional and financial support in and outside of schools. Allowing them to access support from each other and from support agencies. ( many young carers do not know other cares exist in their school).</p> <p><b>Marie T:</b> I wish I could also give them all the basic things they need, nappies, food, clothes, toys etc.</p> <p><b>Naomi M:</b> Thank you. It would be great to connect up around food security .</p> <p><b>Julie:</b> I would like our fairy godmother to make sure that young people are given time and that social work was as it used to be less targets and more child face to face work....sorry im old and i do look forward alot but we should learn by history and right now social workers are not allowed to do the work they are trained to do... smiley face</p> <p><b>Emma Lucas:</b> The children I meet with all say 'I would like someone to just sit and listen and have time with me'. Mine would echo that and that all children have opportunities to flourish.</p> <p><b>Kate Batorska:</b> Emma - that is exactly what our consultation found and what we have been and will continue to work to develop more opportunities for.</p> <p><b>Dan P:</b> Hmmm .... I think I would wish for all children to feel empowered to question and challenge everything and hopefully not make the same mistakes as previous generations of adults.</p> <p><b>Julie:</b> Thank you Amanda and Helen ....Amanda please come and see us sometime ...boys are very much failed right now and in Dorset we need to do something positive.</p> <p><b>Marie T:</b> Last one, promise, I wish I could children everything they need for a wonderful childhood.</p>	