

Children's Workforce Research

Gemma Deakin and Graham Kelly
BMRB Social Research

Research Report
No 716

Children's Workforce Research

Gemma Deakin and Graham Kelly
BMRB Social Research

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.

© Crown Copyright 2006
ISBN 1 84478 677 3

Table of Contents

1	Introduction	1
1.1	Research Objectives	1
1.2	Research method	2
1.3	Arrangement of this report.....	2
1.4	Presentation of results	2
1.5	Notes on reading the report	2
2	Management Summary	3
2.1	Profile of respondents	3
2.2	Job satisfaction	3
2.3	Training	4
2.4	Safeguarding Children.....	4
2.5	Information sharing.....	4
2.6	Awareness and recognition	5
2.7	Communication	5
2.8	Impact of Every Child Matters on job and children’s services	6
3	Job satisfaction.....	7
3.1	Satisfaction with current job	7
3.2	Reasons for job dissatisfaction	9
3.3	Attitudes towards working in children’s and young people’s services.....	9
3.3.1	‘I enjoy working with children and young people as part of my job’	9
3.3.2	‘People who work with children and young people are not valued highly enough by society’	11
3.3.3	‘My job has good career prospects’	13
3.3.4	It is difficult to move between different types of jobs across different children’s and young people’s services	15

3.3.5	Agreement with both “difficult to move between jobs” and “current job does not have good career prospects”	17
4	Training	20
4.1	Awareness of Common Core of Skills, Knowledge and Competencies	20
4.2	How seriously organisation takes training opportunities	22
4.3	Awareness of activities or training to improve information sharing.....	24
4.4	Awareness of activities or training for a Common Assessment Framework	26
5	Safeguarding Children.....	29
5.1	Experience of guidelines/ standards.....	29
5.2	Knowledge of what to do if a child or young person was being abused.....	31
6	Information sharing	34
6.1	Time spent finding out which other organisations are working with the same case	34
6.2	Partner organisations worked most closely with as part of current job.....	36
6.3	Ways work with partner organisations	39
7	Awareness and recognition	43
7.1	Awareness of Every Child Matters	43
7.2	Whether known as Every Child Matters or Change for Children.....	45
7.3	Main issues covered by Every Child Matters programme.....	47
7.4	Awareness of specific elements of ECM and how well informed.....	48
7.4.1	Core of training for those working with children and young people.....	48
7.4.2	Common occupational standards	50
7.4.3	High profile recruitment campaign.....	52
7.4.4	A common assessment framework.....	54
7.4.5	Information sharing.....	56
7.4.6	National services framework.....	58

7.5	Knowing enough about Every Child Matters.....	60
7.6	Aspect of Every Child Matters more information wanted to do job	62
7.7	Interest in receiving more information about Every Child Matters	63
7.8	Preferred method for receiving information about Every Child Matters.....	65
7.9	Topics of interest	67
8	Communication	70
8.1	How first became aware of Every Child Matters	70
8.2	How clear was information on Every Child Matters.....	72
8.3	Involvement in discussions about Every Child Matters	74
8.4	How helpful were discussions?.....	76
8.5	Whether discussions are planned.....	78
8.6	Likelihood of attending planned discussions	80
9	Impact of Every Child Matters on job and children's services	81
9.1	Difference Every Child Matters will make to job in near future	81
9.2	Whether services are more or less joined-up than they were one year ago .	83
9.3	Influence of Every Child Matters on referrals.....	85
9.4	Extent that Every Child Matters will improve outcomes for children using services.....	85
	Appendices.....	88
A.	Profile of respondents	89
	category and job type	89
A1.	Length of time in current job.....	90
A2.	Full-time/ part time	91
A3.	Time working with children in typical day	93
A4.	Work on drug and alcohol issues.....	95

A5.	Age of children worked with	95
A6.	Peripatetic role	97
A7.	Working with children with additional needs	98
B	Demographic profile of respondents	101
	Summary of demographic profile.....	104
C.	Research Method	105
C1.	Sampling	105
C2.	Fieldwork.....	106
C3.	Analysis.....	108
	Coding	108
	Attitudes towards working in children’s and young peoples services	109
D:	Survey fieldwork report	110
E:	Pre-notification letters	111
F:	Questionnaire	113

1 Introduction

The Government published the Every Child Matters: Change for Children (ECM) Green Paper in 2003. The Green Paper recommended the overhaul of services to children and young people and the improvement of outcomes for children, and their families, in a number of different ways and settings.

The aim of Every Child Matters is for every child, whatever their background or their circumstances, to have the support they need to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

Further information about the Every Child Matters programme can be found at <http://www.everychildmatters.gov.uk/>

1.1 Research Objectives

Research was required to establish the baseline perceptions of key groups of staff involved in the delivery of the Every Child Matters agenda.

The broad objectives of the research were to:

- Obtain baseline perceptions of staff in the six key categories comprising the ECM Children's Workforce:
- To gauge levels of awareness and understanding of the ECM agenda,
- To gauge the impact of the ECM delivery agenda on working practices,
- To gauge levels of joined-up-ness amongst staff involved in the delivery of the agenda,
- To gauge the effectiveness of local working discussions about the ECM programme,

- To gauge the effectiveness of the ECM agenda generally,
- To identify any issues arising from the introduction of the ECM agenda.

1.2 Research method

The sample consisted of workers in 26 different job-types involved in delivering services for children and young people. The job types have been grouped under six headings for the purposes of presentation and analysis, however we recognise that many workers deliver services in a range of settings therefore there is likely to be overlap between groups. Targets of either 100 or 200 were set for each job-type. This wave of fieldwork sets out the baseline for future waves of the survey. For more information about the sample see Appendix C.

1.3 Arrangement of this report

Directly following this introduction is a management summary of the study findings. This is followed by the main body of the report. This provides a detailed commentary, illustrated by summary charts and tables.

Appendices contain details of the profile of respondent, research and sampling method, fieldwork, the questionnaire and other fieldwork documents.

1.4 Presentation of results

The number of workers differs greatly across job types, from a few thousand Educational Psychologists, to hundreds of thousands of teachers. It was decided not to weight the data, and this should be considered when examining “total” and “category” data figures as they are provided for illustrative purposes only, and should not be viewed as generalisable to the total or category.

Please note that the following conventions have been used in charts and tables in this report:

1.5 Notes on reading the report

0 or - = a "true zero" (i.e. no responses in that category)

* = less than 0.5%, but more than zero responses

All figures in tables are percentages unless otherwise indicated

‘Prompted’ means that respondents were read a list of possible responses by the interviewer and could indicate which items on the list applied to them

‘Unprompted’ or ‘spontaneous’ means that respondents either answered in their own words or were not presented with a list of possible responses.

2 Management Summary

2.1 Profile of respondents

“Total” and “category” data have not been weighted to reflect the differing sizes of the populations in the job types. Therefore “total” and “category” figures are provided for illustrative purposes and should not be viewed as an accurate estimation of the picture for the “total” or “category”.

Workers across 26 job-types were interviewed. These 26 groups were split across 6 categories: Local government, NHS acute primary care (Health Professionals), Schools, Youth Justice, Voluntary Sector and Residential, and Childcare. These 26 job types will form the basis of analysis throughout the report.

Length of time workers have been in their current job varies between the job-types. Long-serving staff were most likely to be found in the Health services while workers new to the post (less than one year’s service) were most likely to be found in Youth Justice.

Overall one in five worked part-time in their current job. This was more common within Schools and Health services, but quite rare in Youth Justice.

Further information on the profile of respondents can be found in the technical appendix.

2.2 Job satisfaction

Nine in ten were satisfied with their current job.

Only 6% were dissatisfied with their current job. The main reasons mentioned for job dissatisfaction were not having enough resources to do the job and having a heavy workload (both mentioned by one third).

Agreement with the statement ‘I enjoy working with children and young people as part of my job’ was high across all job types, at 90% for all but three job types.

Two thirds (68%) of all respondents agreed (‘a lot or ‘a little’) that people who work with children and young people are not valued highly enough by society.

Nearly two-thirds (62%) of workers agreed (‘a lot’ or ‘a little’) that their current job had good career prospects.

Overall two-fifths (38%) agreed (‘a lot’ or ‘a little’) that it was difficult to move between jobs across children’s and young people’s services.

Altogether 14% agreed with both negative statements (‘current job has good career prospects’ and ‘it is difficult to move between jobs across children’s and young people’s services’).

2.3 Training

This chapter looks at awareness and knowledge of the skills and training for staff that form part of Every Child Matters.

In general most workers were either not aware, or had little knowledge about the Common Core of Skills Competencies for those working with children and young people. Among the better informed workers were Educational Welfare Officers, Educational Psychologists and Children's Social Workers, but Schools and Childcare staff had particularly low levels of awareness and knowledge.

The vast majority thought that their organisation took training opportunities 'very' or 'quite' seriously.

Awareness of training for information sharing ranged from 77% among Educational Welfare Officers to 39% among Secure Estate workers, with Schools again exhibiting lower awareness levels than other categories.

The level of awareness of training activities for the Common Assessment Framework was overall slightly lower than for information sharing. Again Educational Welfare Officers were the workers who were most likely to be aware (74%). Those working in Schools were again at the lower end of the awareness scale.

2.4 Safeguarding Children

Most respondents had either used (54%) or seen (24%) the central government guidance that covers the need to safeguard and promote the welfare of children and young people.

Nearly all respondents (99%) said they knew what to do if a child or young person was being abused. Actions they were likely to take if they were working with a child or young person who was being abused included informing social services (48%), following child protection procedures (44%) and telling their supervisor, then making a decision (35%).

2.5 Information sharing

When asked how long they spent finding out which other organisations were working with a particular case, over a third of YOT Workers (37%), School Nurses (36%) and Social Workers (35%) said they spent more than one hour. The majority of workers in other groups said they typically spent less than an hour, or that it varied too much to say.

Of all the partner organisations the one that most respondents worked with as part of their current job was the Local Authority. The second most frequently mentioned were Schools, and the third was NHS hospital/ Primary Care Trust.

The work most commonly undertaken with partner organisations included information sharing and consulting each other, but all activities were reported in substantial proportions.

2.6 Awareness and recognition

Altogether, eight in ten (79%) respondents were aware of Every Child Matters.

Awareness of Every Child Matters was higher among Local Government workers (90%) but lower among Childcare (69%) and School staff (70%).

Most respondents (88%) knew the programme by the term 'Every Child Matters' and only a few (three per cent) knew it exclusively as 'Change for Children'.

The most commonly acknowledged issues covered by Every Child Matters included protecting and safeguarding children, and services sharing information and working together. Both of these issues were spontaneously mentioned by 28% of respondents.

We then checked 'prompted awareness'. Respondents were asked if they were aware of six specific elements of Every Child Matters and if so how well informed they were about them. Respondents were most likely to be aware of information sharing across services or agencies (87%) and least likely to be aware of a high profile recruitment campaign (29% aware).

Three quarters (74%) of respondents were aware of a common assessment framework, three fifths (60%) were aware of the common core of training for those working with children and young people, and the same proportion were aware of the national services framework for children, young people and maternity services. Half (49%) were aware of common occupational standards across different children's and young people's services.

More than half of those aware of Every Child Matters thought they did not know enough about it for doing their current job, and two thirds said they would welcome more information. Interest in receiving more information about Every Child Matters was high. Overall just nine per cent said they did not want any information. The proportion not wanting information was higher among Police, Probation Officers and Paediatricians.

The preferred methods for receiving information were by post/ mailing and by email.

Of those who wanted more information, nearly all said they would be interested in receiving more information about information sharing, the Common Assessment Framework, the Local Safeguarding Children Board and the role of the lead professional.

2.7 Communication

The sources from which workers had first become aware of Every Child Matters included formal and informal channels of communication. Overall 22% first became aware by attending formal training, 16% were told about ECM by their line manager, 13% had read or heard about it from media sources and nine per cent first read about ECM on the Internet.

Overall the information received was rated as 'fairly clear' (61%). Nineteen per cent rated the information as 'very clear'. Fourteen per cent said the information was 'not clear'.

Only around one third of respondents had had formal training formal meeting(s) about Every Child Matters, though 63% of workers had been involved in formal and/or informal discussions. Thirty six per cent had not been involved in discussions yet.

Of those who had been involved in discussions, 36% had found the discussions 'very helpful', 56% found them 'fairly helpful', six per cent found them 'fairly unhelpful' and just one per cent found the discussions 'very unhelpful'.

Among workers who had not been involved in discussions yet, just 12% said that discussions were planned for them. Only four workers said they would be unlikely to attend the discussions that were planned for them. The main reasons for this were work commitments and meeting clashes.

The survey findings suggest that relevant workers have interest in Every Child Matters, but that the 'roll-out' of necessary information needs to reach a wider audience, with clearer information.

2.8 Impact of Every Child Matters on job and children's services

A quarter (25%) thought Every Child Matters would make a great deal of difference to their job. A further 39% said it would make a fair amount of difference, 22% said it would make 'not very much' difference' and four per cent thought it would make no difference at all. Over half of Educational Psychologists (58%) thought that Every Child Matters would make a great deal of difference to their job. This was the highest level out of all the job-types.

On balance, services are thought to be a little more joined up than one year ago. Twenty-six per cent of respondents thought that services for children and young people were 'more joined up', 40% said 'a little more joined-up'; a further 22% said there was 'no difference'. Only two per cent thought services had become less joined up and 10% did not know.

Opinion is evenly split in terms of the impact on referrals. Amongst CAMHs, Social Workers, Educational Psychologists and Paediatricians on average around two in five thought Every Child Matters would increase the number of referrals to their service, and the same proportion thought it would make no difference to referrals. Only eight per cent expect a reduction in referrals.

Most believe that ECM will produce some improvement in outcomes for children and young people. Twenty five per cent thought it would improve outcomes to a 'great extent' and a further 47% said it would improve outcomes to some extent. A further 15% thought Every Child Matters would only improve outcomes to a small extent. Only a small minority thought that Every Child Matters would not improve outcomes for the children and young people using their services.

3 Job satisfaction

This section covers satisfaction with current job and, if dissatisfied, reasons for job dissatisfaction. Respondents were also presented with a list of statements about their job and working in children's and young people's services, to which they had to rate their agreement/ disagreement. These statements gauge how much those working in children's and young people's services think their job has good career prospects and how much society values such workers among other measures.

3.1 Satisfaction with current job

Overall, over half (55%) of respondents said they were very satisfied with their job and 35% were fairly satisfied. This total of 90% satisfied compares well with figures for workers across all children's services, among whom 79% feel positive about their job satisfaction¹.

Relatively few were dissatisfied; four per cent were slightly dissatisfied and two per cent were very dissatisfied.

Job satisfaction was high across all job types, with those working as Teaching Assistants most likely to say they were very satisfied (80%).

Dissatisfaction was highest among School Nurses (18%), Probation Officers (14%) and Children's Social Workers (13%) (Either 'very' or 'fairly dissatisfied').

¹ BMRB's own National Employee Benchmark Survey 2005.

Table 1 Satisfaction with current job

CATEGORY Job type	Very Satisfied	Fairly Satisfied	Neither Sat. nor Dissat	Fairly Dissat.	Very Dissat.
LOCAL GOVERNMENT	48	40	4	6	2
Youth Workers	54	32	5	3	5
Child & Adolescent Mental Health staff	44	49	3	3	1
Connexions Personal Advisers	43	46	3	9	1
Children's Social Workers	34	49	4	13	1
Educational Welfare Officers	56	34	2	5	1
Educational Psychologists	54	36	5	3	1
Foster Carers	47	41	4	4	3
HEALTH PROFESSIONALS	44	41	3	7	4
Paediatricians	47	36	7	7	1
Nurses	56	35	4	2	4
School Nurses	39	40	4	11	8
Midwives	45	43	2	8	3
Health Visitors	37	50	3	7	2
SCHOOLS	65	27	3	3	2
Primary School Teachers	59	29	3	4	5
Secondary School Teachers	58	31	7	2	1
Teaching Assistants	80	13	4	2	1
Learning Support Assistants	71	26	-	2	2
Learning Mentors	57	32	5	5	2
YOUTH JUSTICE	53	37	4	4	2
YOT (Youth Offending Team) Workers	46	48	3	1	2
Police	60	30	4	2	2
Probation Officers	43	37	6	10	4
Drug & Alcohol Misuse Workers	60	35	2	1	-
Secure Estate i.e. YOI , secure training centres	60	30	3	7	-
VOLUNTARY SECTOR AND RESIDENTIAL	60	34	3	3	1
Residential Care Staff	60	32	4	3	2
Social/ community/ play workers or social carer	60	35	3	2	1
CHILDCARE	69	27	1	2	1
Childcare	69	28	1	2	1
Childminders	69	23	2	2	3
TOTAL	55	35	3	4	2

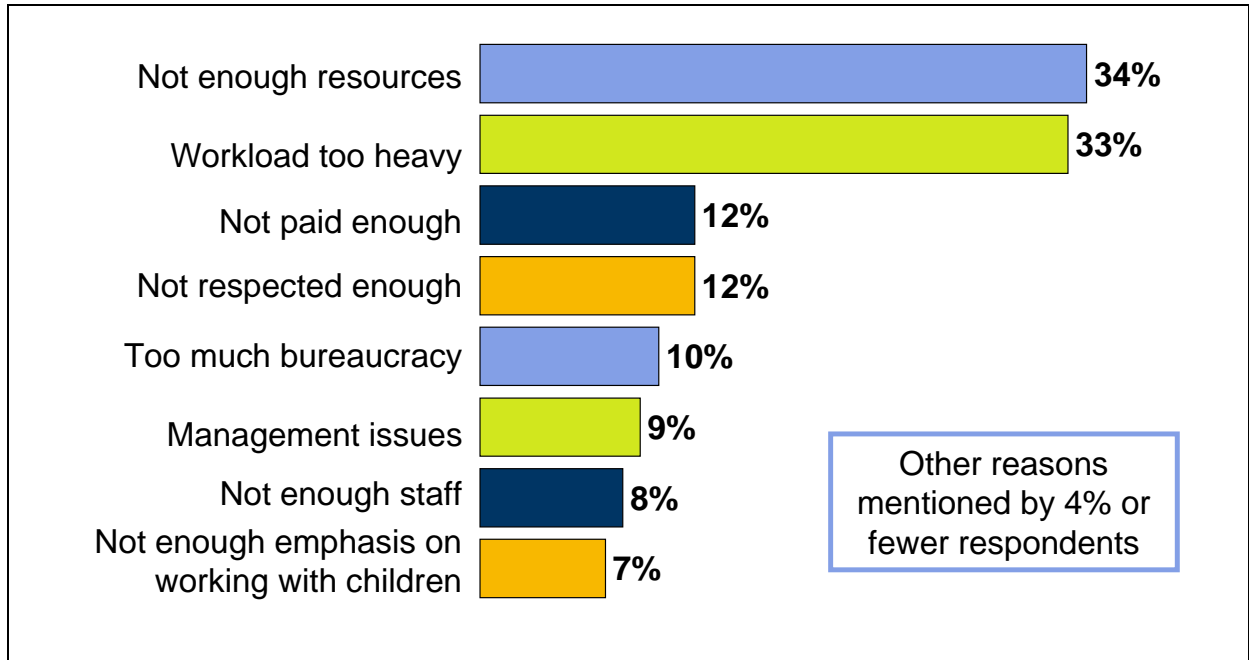
All figures shown are percentages

Base: All respondents (4,148)

3.2 Reasons for job dissatisfaction

Only 6% were ('very' or 'fairly') dissatisfied, with their current job, and these respondents were asked why they were dissatisfied. The most commonly mentioned reasons are shown in chart 1.

Chart 1 Reasons for job dissatisfaction



Base: All respondents who were dissatisfied with their current job (268)

The main reasons mentioned for job dissatisfaction were not having enough resources to do the job (34%) and having a heavy workload (33%).

The numbers within individual job-types are too small to allow for analysis at that level.

3.3 Attitudes towards working in children's and young people's services

Respondents were asked to rate their agreement to a series of four statements about attitudes towards working in children's and young people's services. The possible responses were 'agree a lot', 'agree a little', 'neither agree or disagree', 'disagree a little' and 'disagree a lot'.

3.3.1 'I enjoy working with children and young people as part of my job'

Agreement with the statement 'I enjoy working with children and young people as part of my job' was high for across all job types. Levels of agreement for each job type and category are shown in table 2.

Table 2 Agreement with 'I enjoy working with children and young people as part of my job'

CATEGORY Job type	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot
LOCAL GOVERNMENT	97	2	*	*	*
Youth Workers	96	2	-	-	-
Child & Adolescent Mental Health staff	98	1	1	-	1
Connexions Personal Advisers	96	5	-	-	-
Children's Social Workers	97	1	1	1	-
Educational Welfare Officers	96	3	1	-	-
Educational Psychologists	99	1	-	-	-
Foster Carers	99	1	-	-	-
HEALTH PROFESSIONALS	95	4	1	*	*
Paediatricians	98	2	-	-	-
Nurses	94	6	1	1	-
School Nurses	100	1	-	-	-
Midwives	89	7	3	8	1
Health Visitors	97	2	1	-	-
SCHOOLS	99	1	-	-	-
Primary School Teachers	98	2	-	-	-
Secondary School Teachers	98	2	-	-	-
Teaching Assistants	98	2	-	-	-
Learning Support Assistants	99	1	-	-	-
Learning Mentors	97	2	1	-	-
YOUTH JUSTICE	90	8	1	1	*
YOT (Youth Offending Team) Workers	98	1	-	-	-
Police	85	13	-	1	-
Probation Officers	79	15	3	2	1
Drug & Alcohol Misuse Workers	98	2	-	-	-
Secure Estate i.e. YOJ , secure training centres	91	7	1	-	-
VOLUNTARY SECTOR AND RESIDENTIAL	98	2	*	-	-
Residential Care Staff	99	1	-	-	-
Social/ community/ play workers or social carer	97	3	1	-	-
CHILDCARE	99	1	*	-	-
Childcare	99	1	*	-	-
Childminders	99	1	-	-	-
TOTAL	97	3	*	*	*

All figures shown are percentages

Base: All respondents (4,148)

Almost all job types had nine in ten or more replying “agree a lot”. The only job types with a different response pattern to the norm were Probation Officers and Police, but even here there was high agreement; 79% and 85% agree ‘a lot’.

3.3.2 ‘People who work with children and young people are not valued highly enough by society’

The picture was less positive when we asked about perceptions of their work within society. Half (48%) of all respondents ‘agreed a lot’ that people who work with children and young people are not valued highly enough by society and a further fifth (20%) ‘agreed a little’. Findings for each job type are shown in table 3.

Table 3 Agreement with ‘people who work with children and young people are not valued highly enough by society’

CATEGORY Job type	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot
LOCAL GOVERNMENT	48	20	7	16	6
Youth Workers	61	18	4	13	2
Child & Adolescent Mental Health staff	34	16	11	21	14
Connexions Personal Advisers	39	24	8	21	7
Children’s Social Workers	64	16	7	9	3
Educational Welfare Officers	46	21	7	17	6
Educational Psychologists	34	27	9	21	7
Foster Carers	64	15	2	10	6
HEALTH PROFESSIONALS	35	18	9	21	15
Paediatricians	29	24	7	19	19
Nurses	29	12	10	27	21
School Nurses	44	20	10	14	11
Midwives	30	19	12	22	16
Health Visitors	41	17	6	23	10
SCHOOLS	47	20	6	17	9
Primary School Teachers	50	22	4	15	9
Secondary School Teachers	49	22	10	16	2
Teaching Assistants	40	18	5	23	12
Learning Support Assistants	47	22	6	16	9
Learning Mentors	48	18	5	18	11
YOUTH JUSTICE	43	21	7	19	7
YOT (Youth Offending Team) Workers	47	24	6	19	1
Police	42	18	6	19	12
Probation Officers	50	17	7	18	6
Drug & Alcohol Misuse Workers	31	29	7	22	8
Secure Estate i.e. YOJ , secure training centres	43	15	12	18	12
VOLUNTARY SECTOR AND RESIDENTIAL	59	22	5	9	5
Residential Care Staff	59	20	3	11	7
Social/ community/ play workers or social carer	60	24	7	7	3
CHILDCARE	65	18	5	6	5
Childcare	67	18	4	6	5
Childminders	57	20	9	8	6
TOTAL	48	20	7	16	8

All figures shown are percentages

Base: All respondents (4,148)

Agreement that ‘people who work with children and young people are not valued highly enough’ was higher among workers in the Childcare sector and the Voluntary Sector and

Residential staff where 84% and 81% of respondents agreed (either 'a lot' or 'a little'); likewise, agreement was high among Foster Carers (79%).

Among Health Professionals there was a less negative view on this measure, with one third (35%) agreeing 'a lot'. However, interestingly School Nurses were more negative than other Health Professionals, with 64% agreeing 'a lot', which was close to the average for Schools staff (67% agree 'a lot').

3.3.3 'My job has good career prospects'

Overall two-thirds of workers agreed ('a lot' or 'a little') that their current job had good career prospects. Level of agreement for each job type and category is shown in table 4.

Table 4 Agreement with ‘my job has good career prospects’

CATEGORY Job type	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot
LOCAL GOVERNMENT	31	27	7	14	19
Youth Workers	29	24	7	16	22
Child & Adolescent Mental Health staff	24	30	10	16	18
Connexions Personal Advisers	24	30	10	16	18
Children’s Social Workers	44	30	3	11	11
Educational Welfare Officers	23	27	7	16	25
Educational Psychologists	37	34	5	12	11
Foster Carers	15	12	6	19	44
HEALTH PROFESSIONALS	36	28	6	12	16
Paediatricians	49	19	10	9	11
Nurses	46	24	5	9	16
School Nurses	24	35	6	15	21
Midwives	40	24	6	15	17
Health Visitors	29	34	7	12	15
SCHOOLS	31	23	7	16	22
Primary School Teachers	42	26	7	13	11
Secondary School Teachers	43	24	9	11	11
Teaching Assistants	35	26	8	16	15
Learning Support Assistants	29	24	6	17	24
Learning Mentors	20	19	6	18	36
YOUTH JUSTICE	38	31	6	11	12
YOT (Youth Offending Team) Workers	38	30	4	15	12
Police	42	31	9	10	7
Probation Officers	34	35	3	11	17
Drug & Alcohol Misuse Workers	40	30	9	9	11
Secure Estate i.e. YOI , secure training centres	39	30	6	10	15
VOLUNTARY SECTOR AND RESIDENTIAL	46	27	4	12	10
Residential Care Staff	53	28	4	8	8
Social/ community/ play workers or social carer	39	27	4	17	13
CHILDCARE	40	22	7	14	16
Childcare	44	24	7	12	13
Childminders	23	15	7	21	33
TOTAL	36	26	6	13	17

All figures shown are percentages

Base: All respondents (4,148)

Agreement (either ‘a lot’ or ‘a little’) with the statement ‘my current job has good career prospects’ varied across the different job types. Residential staff (81%), Social Workers (80%), Child and Adolescent Mental Health staff (73%) and Police (73%) were more likely to

agree that their current jobs had good career prospects. Foster Carers (27%), Childminders (38%) and Learning Mentors (39%) were the workers least likely to agree with this statement.

Interestingly, workers who thought that Every Child Matters was likely to make a difference to their job (see section 9.1) were more likely to agree that their current job had good career prospects than those who thought Every Child Matters would make little or no difference to their job (68% compared with 51%).

3.3.4 It is difficult to move between different types of jobs across different children's and young people's services

Overall two-fifths (38%) agreed ('a lot' or 'a little') that it was difficult to move between jobs within children's services. Agreement levels for each job-type are shown in table 5.

Table 5 Agreement with ‘it is difficult to move between different types of jobs across different children’s and young people’s services’

CATEGORY Job type	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know
LOCAL GOVERNMENT	20	18	7	28	19	7
Youth Workers	15	13	8	38	17	10
Child & Adolescent Mental Health staff	19	17	7	30	21	5
Connexions Personal Advisers	16	25	5	30	15	10
Children’s Social Workers	11	10	6	36	33	4
Educational Welfare Officers	23	20	4	26	23	3
Educational Psychologists	36	22	10	17	10	4
Foster Carers	25	16	16	14	15	14
HEALTH PROFESSIONALS	26	20	10	21	14	8
Paediatricians	25	24	16	19	9	7
Nurses	24	15	8	26	20	8
School Nurses	20	24	10	27	17	5
Midwives	31	18	13	14	12	13
Health Visitors	32	22	8	19	10	8
SCHOOLS	19	17	9	27	15	12
Primary School Teachers	28	16	10	22	12	12
Secondary School Teachers	25	23	6	24	10	12
Teaching Assistants	11	17	15	26	20	11
Learning Support Assistants	18	14	10	28	16	16
Learning Mentors	18	19	8	30	19	9
YOUTH JUSTICE	15	14	11	32	20	9
YOT (Youth Offending Team) Workers	15	17	6	34	26	2
Police	10	3	24	24	17	9
Probation Officers	17	17	9	31	17	9
Drug & Alcohol Misuse Workers	16	16	6	37	19	5
Secure Estate i.e. YOI , secure training centres	15	18	12	31	19	4
VOLUNTARY SECTOR AND RESIDENTIAL	14	15	6	30	28	8
Residential Care Staff	17	18	5	26	28	8
Social/ community/ play workers or social carer	11	13	7	34	29	8
CHILDCARE	15	21	9	32	16	6
Childcare	14	22	8	33	18	4
Childminders	24	16	15	26	7	12
TOTAL	20	18	9	27	18	8

All figures shown are percentages

Base: All respondents (4,148)

Those most likely to view movement as difficult were Educational Psychologists (58%) and Health Visitors (54%). Police (13%), Children's Social Workers (22%) and social and community workers in children's charities (24%) were less likely to foresee such difficulties.

Perceptions of difficulty in moving between jobs in children's services was associated with feelings of job dissatisfaction. Agreement was higher among dissatisfied workers than among satisfied workers (49% compared with 37%). Agreement also increased by length of time the respondents had been in their current jobs with a third (33%) of respondents who had been in their job for less than two years expressing agreement compared with 44% of those in their current job for more than ten years.

3.3.5 Agreement with both "difficult to move between jobs" and "current job does not have good career prospects"

Findings for the two statements 'my current job has good career prospects' and 'it is difficult to move between different types of jobs across different children's and young people's services' were compared to assess the degree of overlap in negative response. In general only a small proportion (14%) of respondents answered negatively to both statements. The percentage of each job type and category responding negatively towards both statements is shown in table 6.

Table 6 It is difficult to move between jobs and their current job does not have good career prospects

CATEGORY Job type	Agreement to both (Negative statements)
LOCAL GOVERNMENT	17
Youth Workers	13
Child & Adolescent Mental Health staff	9
Connexions Personal Advisers	16
Children's Social Workers	7
Educational Welfare Officers	25
Educational Psychologists	20
Foster Carers	32
HEALTH PROFESSIONALS	15
Paediatricians	10
Nurses	12
School Nurses	16
Midwives	16
Health Visitors	17
SCHOOLS	15
Primary School Teachers	13
Secondary School Teachers	10
Teaching Assistants	9
Learning Support Assistants	13
Learning Mentors	24
YOUTH JUSTICE	9
YOT (Youth Offending Team) Workers	13
Police	1
Probation Officers	13
Drug & Alcohol Misuse Workers	9
Secure Estate i.e. YOI , secure training centres	9
VOLUNTARY SECTOR AND RESIDENTIAL	8
Residential Care Staff	7
Social/ community/ play workers or social carer	9
CHILDCARE	12
Childcare	10
Childminders	22
TOTAL	14

All figures shown are percentages

Base: All respondents (4,148)

Of all the job-types the highest levels of negativity to both statements were among Foster Carers, Learning Mentors, Educational Welfare Officers, Childminders and Educational Psychologists: more than 20% in each of these groups responded negatively to both statements.

Again there is an association with current job satisfaction. Across all job types, those who were ('fairly' or 'very') dissatisfied were much more likely to respond negatively to both statements than those who were satisfied (32% compared with 12%). Workers who had been in their current job for less than two years were slightly less likely to respond negatively to both statements (eight per cent) than those who had been in their jobs for longer; 18% of workers who had been in their jobs for 10 years responded negatively to both statements.

4 Training

This chapter will cover awareness and knowledge about the common core of skills, knowledge and competencies for those working with children and young people, and how seriously workers think their organisation takes training opportunities and training activities for information sharing and the Common Assessment Framework.

4.1 Awareness of Common Core of Skills, Knowledge and Competencies

The Common Core of Skills, Knowledge and Competencies for the Children's Workforce sets out the basic skills and knowledge needed for those working with children and young people. The common core will enable multi-disciplinary teams to work together more effectively in the interests of the child.

Respondents were asked whether they had ever heard of the Common Core of Skills, Knowledge and Competence, and those who said they were aware of it were asked how much they knew about it. Table 7 show each job-type split between those:

- aware and having knowledge²,
- aware but with little/ no knowledge³,
- not aware at all.

² This comprises those saying 'a great deal' or 'fair amount'

³ This comprises those saying 'not very much' or 'nothing at all'

Table 7 Awareness of Common Core of Skills, Knowledge and Competencies

CATEGORY Job type	Aware and know something	Aware but know little/ nothing	Not aware	Don't know⁴
LOCAL GOVERNMENT	33	30	35	1
Youth Workers	20	29	48	1
Child & Adolescent Mental Health staff	32	40	28	1
Connexions Personal Advisers	24	38	36	3
Children's Social Workers	36	26	37	1
Educational Welfare Officers	51	24	23	1
Educational Psychologists	47	34	19	1
Foster Carers	24	16	58	1
HEALTH PROFESSIONALS	21	28	50	1
Paediatricians	12	31	54	2
Nurses	15	24	61	1
School Nurses	31	33	34	3
Midwives	12	24	64	1
Health Visitors	31	30	38	1
SCHOOLS	10	19	69	2
Primary School Teachers	17	26	57	-
Secondary School Teachers	10	22	64	4
Teaching Assistants	10	15	74	1
Learning Support Assistants	7	16	77	1
Learning Mentors	12	20	68	1
YOUTH JUSTICE	18	28	53	1
YOT (Youth Offending Team) Workers	14	32	50	3
Police	10	26	62	1
Probation Officers	11	26	63	-
Drug & Alcohol Misuse Workers	30	25	33	-
Secure Estate i.e. YOI , secure training centres	25	15	60	-
VOLUNTARY SECTOR AND RESIDENTIAL	27	28	44	1
Residential Care Staff	29	25	44	3
Social/ community/ play workers or social carer	25	31	44	1
CHILDCARE	12	22	65	1
Childcare	13	24	62	1
Childminders	7	10	81	2
TOTAL	21	26	51	1

All figures shown are percentages

Base: All respondents (4,148)

⁴ 'Don't know' responses are made up of those who did not know if they were aware and those who did not know how much they knew about the Common Core of Skills, Knowledge and Competencies.

Overall, only one in five were both aware and felt knowledgeable. One quarter were aware but knew little, leaving half totally unaware of the Common Core of Skills, Knowledge and Competencies.

These figures show that awareness and knowledge is related to the nature of the job. Jobs involving a great deal of multi-agency working tended to have higher awareness and knowledge. Of the 26 job-types, awareness and knowledge of the Common Core of Skills, Knowledge and Competence was highest amongst Educational Welfare Officers (51%), Educational Psychologists (47%) and Children's Social Workers (36%).

The proportion that were aware was lowest among Childminders, Learning Support Assistants and Teaching Assistants where at least 74% were not aware.

4.2 How seriously organisation takes training opportunities

Respondents were asked how seriously they thought their organisation took training opportunities. Childminders were prompted to think about the National Childminding Association, while Foster Carers were asked about Fostering Network. Findings are shown in Table 8.

Table 8 How seriously organisation takes training opportunities

CATEGORY Job type	Very Seriously	Fairly Seriously	Not very seriously	Not at all seriously
LOCAL GOVERNMENT	68	26	4	1
Youth Workers	68	26	5	-
Child & Adolescent Mental Health staff	61	32	7	-
Connexions Personal Advisers	80	19	1	-
Children's Social Workers	65	31	4	-
Educational Welfare Officers	69	25	5	1
Educational Psychologists	72	23	4	1
Foster Carers	53	32	6	4
HEALTH PROFESSIONALS	59	34	5	1
Paediatricians	55	36	6	2
Nurses	60	33	6	2
School Nurses	65	31	4	1
Midwives	53	40	6	1
Health Visitors	60	33	5	1
SCHOOLS	63	32	4	1
Primary School Teachers	76	20	2	1
Secondary School Teachers	60	37	1	1
Teaching Assistants	69	28	2	-
Learning Support Assistants	64	33	4	-
Learning Mentors	56	36	7	2
YOUTH JUSTICE	63	28	7	2
YOT (Youth Offending Team) Workers	65	31	2	2
Police	52	31	13	3
Probation Officers	59	28	9	3
Drug & Alcohol Misuse Workers	71	25	3	-
Secure Estate i.e. YOI , secure training centres	67	24	7	1
VOLUNTARY SECTOR AND RESIDENTIAL	78	19	3	*
Residential Care Staff	81	17	2	-
Social/ community/ play workers or social carer	75	21	4	1
CHILDCARE	81	15	3	1
Childcare	84	14	2	1
Childminders	65	25	7	2
TOTAL	67	27	4	1

All figures shown are percentages

Base: All respondents (4,148)

It is clear that the great majority believe that their organisation/ association took training opportunities seriously, with over half saying 'very seriously' in all job types. Those working in Childcare establishments (84%), in Residential care (81%) or as Connexions Personal

Advisers (80%) were most likely to say that their employer takes training opportunities very seriously. Slightly less positive scores were found amongst Youth Justice and Health workers, though generally they were still quite positive. Seventeen per cent of Police thought that training opportunities were not taken very seriously or not taken seriously at all. The corresponding figure was 12% among probation staff and nine per cent among Secure Estate workers.

4.3 Awareness of activities or training to improve information sharing

Good practice on information sharing between Local Authorities and other agencies who work with children and young people is considered key for early intervention for helping those at risk of poor outcomes. It is through training of managers and practitioners that the cultural barriers within each agency are broken down and mechanisms for multi-agency information sharing can be facilitated.

Respondents were asked whether they were aware of activities or training to improve information sharing. Results are shown in Table 9.

Table 9 Whether respondent aware of activities or training to improve information sharing

CATEGORY Job type	Yes	No	Don't know
LOCAL GOVERNMENT	66	33	1
Youth Workers	56	43	1
Child & Adolescent Mental Health staff	66	33	1
Connexions Personal Advisers	66	34	1
Children's Social Workers	64	35	1
Educational Welfare Officers	77	23	1
Educational Psychologists	74	25	1
Foster Carers	63	35	2
HEALTH PROFESSIONALS	61	38	1
Paediatricians	64	36	-
Nurses	50	50	1
School Nurses	66	34	1
Midwives	59	41	1
Health Visitors	68	30	1
SCHOOLS	45	54	1
Primary School Teachers	55	43	2
Secondary School Teachers	41	58	1
Teaching Assistants	42	57	1
Learning Support Assistants	45	56	-
Learning Mentors	46	53	2
YOUTH JUSTICE	56	43	1
YOT (Youth Offending Team) Workers	61	38	1
Police	49	51	-
Probation Officers	64	35	1
Drug & Alcohol Misuse Workers	63	37	-
Secure Estate i.e. YOI , secure training centres	39	60	1
VOLUNTARY SECTOR AND RESIDENTIAL	58	41	1
Residential Care Staff	62	38	1
Social/ community/ play workers or social carer	55	44	2
CHILDCARE	65	34	1
Childcare	64	34	1
Childminders	68	31	1
TOTAL	60	39	1

All figures shown are percentages

Base: All respondents (4,148)

The overall average of 60% aware reflected the position in most categories, with between 50% and 70% being aware in all but eight of the 26 job types. Schools had particularly low awareness, as did the Police and Secure Estate. Educational Welfare Officers and Educational Psychologists were most aware, each at around three-quarters.

4.4 Awareness of activities or training for a Common Assessment Framework

The Common Assessment Framework (CAF) is a nationally standardised approach to conducting an assessment of the needs of a child or young person and deciding how those needs should be met. This will assist with early preventative intervention rather than the previous approach that focused on dealing with the consequences. It will also allow for greater information sharing between agencies working with the same child or family. The CAF is particularly useful in Education and Health, the 'universal' services. The aim is for all Local Authorities to implement the CAF between April 2006 and 2008 so they should be training staff throughout 2005 and 2006 on how to use it.

Table 10 shows the proportion of workers who were aware of any activities or training for the Common Assessment Framework.

Table 10 Whether respondent aware of activities or training for a CAF

CATEGORY	Yes	No	Don't know
Job type			
LOCAL GOVERNMENT	56	43	1
Youth Workers	36	62	1
Child & Adolescent Mental Health staff	62	37	1
Connexions Personal Advisers	51	47	3
Children's Social Workers	64	35	1
Educational Welfare Officers	74	25	1
Educational Psychologists	68	32	-
Foster Carers	40	59	1
HEALTH PROFESSIONALS	48	52	1
Paediatricians	43	56	1
Nurses	26	72	2
School Nurses	63	37	-
Midwives	32	68	-
Health Visitors	71	29	-
SCHOOLS	25	74	1
Primary School Teachers	29	70	1
Secondary School Teachers	38	61	1
Teaching Assistants	22	76	2
Learning Support Assistants	24	76	1
Learning Mentors	19	80	3
YOUTH JUSTICE	44	55	*
YOT (Youth Offending Team) Workers	51	49	-
Police	38	62	-
Probation Officers	42	58	-
Drug & Alcohol Misuse Workers	48	49	2
Secure Estate i.e. YOI , secure training centres	40	60	-
VOLUNTARY SECTOR AND RESIDENTIAL	48	51	1
Residential Care Staff	48	53	-
Social/ community/ play workers or social carer	49	49	2
CHILDCARE	41	58	1
Childcare	43	56	1
Childminders	30	67	3
TOTAL	45	54	1

All figures shown are percentages

Base: All respondents (4,148)

Again we can see relatively high levels of awareness in the Local Government category, with Schools staff being far less aware than most other job types. Awareness of CAF training activities was highest among staff in jobs that are more likely to involve assessment of children's wellbeing. The three job-types most likely to be aware of training for the CAF were Educational Welfare Officers (74%), Health Visitors (71%) and Educational Psychologists

(68%). Awareness of training for the CAF was lowest among school support staff; Learning Mentors, Teaching Assistants and Learning Support Assistants (19%, 22% and 24% aware respectively).

5 Safeguarding Children

This chapter covers awareness and experience of current guidelines or standards for handling cases of child abuse, as well as knowledge of what to do if a child or young person was being abused.

5.1 Experience of guidelines/ standards

Respondents were asked about their experience of central government guidance that covers the need to safeguard and promote the welfare of children and young people. An example of such guidelines are 'Safeguarding Children in Education' and 'Working together to Safeguard Children'⁵. Respondents could indicate whether they had used these guidelines, if they had seen these guidelines but had not used them, or if they had not seen these guidelines. The experience of these guidelines for all respondents, and also for each job type, is shown in Table 11.

⁵ Childminders were asked about their experience of National standards for under 8's day care and Childcare which cover the need to safeguard and promote the welfare and young people.

Table 11 Experience of guidance/ standards to safeguard children

CATEGORY Job type	Used guidelines	Seen but not used guidelines	Not seen guidelines	Don't know
LOCAL GOVERNMENT	55	25	17	2
Youth Workers	44	24	28	4
Child & Adolescent Mental Health staff	56	30	10	4
Connexions Personal Advisers	31	35	32	3
Children's Social Workers	84	11	5	-
Educational Welfare Officers	87	10	2	1
Educational Psychologists	46	42	11	1
Foster Carers	57	19	22	2
HEALTH PROFESSIONALS	55	23	20	1
Paediatricians	50	24	24	2
Nurses	45	27	27	2
School Nurses	74	19	6	2
Midwives	32	27	39	3
Health Visitors	73	22	5	-
SCHOOLS	42	26	31	1
Primary School Teachers	42	39	18	1
Secondary School Teachers	38	19	41	2
Teaching Assistants	38	32	28	2
Learning Support Assistants	37	28	35	1
Learning Mentors	51	19	31	1
YOUTH JUSTICE	55	21	22	1
YOT (Youth Offending Team) Workers	46	26	27	1
Police	72	11	17	-
Probation Officers	44	22	32	2
Drug & Alcohol Misuse Workers	65	22	12	1
Secure Estate i.e. YOI , secure training centres	51	24	22	3
VOLUNTARY SECTOR AND RESIDENTIAL	70	18	11	1
Residential Care Staff	72	20	9	-
Social/ community/ play workers or social carer	69	17	13	2
CHILDCARE	55	28	15	2
Childcare	49	32	18	2
Childminders	83	12	3	2
TOTAL	54	24	20	2

All figures shown are percentages

Base: All respondents (4,148)

Voluntary Sector and Residential staff have the most experience and Schools staff the least, but the data show remarkable consistency across other categories. Just over half (54%) of all respondents had used the guidelines; a further quarter (24%) had seen the guidelines but

had not used them. A fifth (20%) of respondents had not seen the guidelines.

Workers who were most likely to have used the guidelines include Educational Welfare Officers (87%), Children's Social Workers (84%) and Childminders (83%). Connexions Personal Advisers (31%) and Midwives (32%) were least likely to have used the guidelines.

Secondary School Teachers (41%) were most likely to have *not* seen any guidelines, followed by Midwives (39%).

Not surprisingly, those who were aware of Every Child Matters before the interview were more likely to have used the guidelines than those who were not aware (58% compared with 42%).

Respondents who work with children with additional needs, either specifically (58%) or sometimes (55%), were more likely to have used guidelines than those who did not work with children with additional needs (42%).

5.2 Knowledge of what to do if a child or young person was being abused

Respondents were firstly asked whether they knew what to do if a child or young person was being abused. Respondents who said they knew what to do were asked what they would do. This was an unprompted question.

Nearly all respondents (99%) said they did know what to do if a child or young person they were working with was being abused. Table 12 shows what respondents said they would do.

Table 12 Action if a child or young person was being abused

CATEGORY Job type	Inform social services	Follow child protection procedures	Tell supervisor and make decision	Discuss with other agencies
LOCAL GOVERNMENT	54	49	34	12
Youth Workers	39	52	50	9
Child & Adolescent Mental Health staff	56	51	25	13
Connexions Personal Advisers	53	56	56	11
Children's Social Workers	24	53	32	18
Educational Welfare Officers	76	39	25	15
Educational Psychologists	52	60	21	9
Foster Carers	91	12	14	14
HEALTH PROFESSIONALS	60	47	27	11
Paediatricians	76	36	13	15
Nurses	45	44	36	6
School Nurses	60	55	25	11
Midwives	56	46	30	11
Health Visitors	71	49	24	14
SCHOOLS	18	37	43	5
Primary School Teachers	38	46	26	11
Secondary School Teachers	18	30	34	4
Teaching Assistants	9	19	60	4
Learning Support Assistants	8	30	55	5
Learning Mentors	20	51	38	5
YOUTH JUSTICE	55	43	31	17
YOT (Youth Offending Team) Workers	65	42	41	12
Police	45	28	4	24
Probation Officers	78	29	38	25
Drug & Alcohol Misuse Workers	52	55	38	15
Secure Estate i.e. YOI , secure training centres	22	66	31	5
VOLUNTARY SECTOR AND RESIDENTIAL	44	53	38	13
Residential Care Staff	33	61	33	14
Social/ community/ play workers or social carer	56	45	44	11
CHILDCARE	51	38	37	12
Childcare	47	39	42	8
Childminders	72	31	13	33
TOTAL	48	44	35	11

All figures shown are percentages

Base: All respondents who knew what to do if a child or young person was being abused (4,121)

Workers in particular jobs were more likely than average to mention taking certain actions. Those who were more likely to mention informing social services include Foster Carers (91%), Probation Officers (78%), Educational Welfare Officers (76%) and Paediatricians (76%). Secure Estate workers (66%), Residential staff (61%) and Educational Psychologists (60%) were among those more likely to mention following child protection procedures. Teaching Assistants and Learning Support Assistants were most likely to say they would tell their supervisor and then make a decision (60% and 55% respectively).

Other actions mentioned included 'inform the Police' (10% of all respondents), 'discuss with parents' (9%) 'consult child protection officer' (7%), 'gather information' (7%) and 'talk to school' (4%)

Around a quarter of Probation Officers (27%), Children's Social Workers (24%) and Foster Carers (23%) said they would inform the Police compared with only ten per cent on average across all respondents. Health Visitors and Childminders were more likely than average to say they would discuss the matter with the child's parents (24% and 22% compared with nine per cent on average).

6 Information sharing

This chapter will cover the practice of information sharing and joint working across different organisations by looking at the typical time spent finding out whether other organisations are working with the same child. It also considers the partner organisations that are worked with and the content of partnership working.

6.1 Time spent finding out which other organisations are working with the same case

Respondents were asked how long they typically spend per case finding out which other organisations are working with the same child or young person. Possible responses were 'more than 5 hours', '1-5 hours', 'up to 1 hour', 'varies too much to say', and 'not applicable to job'.

Responses for each job type are shown in table 13.

Table 13 Time spent finding out which other organisation are working with the same case

CATEGORY Job type	More than 5 hours	1-5 hours	Up to 1 hour	Varies	Not applicable to job	Don't know
LOCAL GOVERNMENT	4	22	28	39	2	4
Youth Workers	8	17	21	39	5	9
Child & Adolescent Mental Health staff	2	30	22	43	1	1
Connexions Personal Advisers	2	17	27	50	1	4
Children's Social Workers	5	30	28	33	1	4
Educational Welfare Officers	5	27	33	33	-	1
Educational Psychologists	1	17	49	31	1	2
Foster Carers	10	26	13	41	4	6
HEALTH PROFESSIONALS	4	23	24	45	2	3
Paediatricians	1	18	42	33	3	3
Nurses	4	19	24	46	4	5
School Nurses	4	32	14	49	1	1
Midwives	6	18	27	45	2	4
Health Visitors	6	24	21	45	*	2
SCHOOLS	3	18	25	32	13	10
Primary School Teachers	4	21	22	36	4	13
Secondary School Teachers	5	8	33	31	15	8
Teaching Assistants	-	15	19	29	22	15
Learning Support Assistants	2	15	24	26	21	13
Learning Mentors	5	25	26	38	5	3
YOUTH JUSTICE	5	25	26	39	2	3
YOT (Youth Offending Team) Workers	7	30	23	34	2	4
Police	1	19	22	49	3	4
Probation Officers	1	29	27	40	1	2
Drug & Alcohol Misuse Workers	5	24	33	34	1	2
Secure Estate i.e. YOI , secure training centres	10	24	25	36	-	4
VOLUNTARY SECTOR AND RESIDENTIAL	10	23	22	40	3	3
Residential Care Staff	14	24	18	39	2	5
Social/ community/ play workers or social carer	6	22	25	42	4	2
CHILDCARE	3	22	23	37	7	8
Childcare	4	24	24	37	4	8
Childminders	1	12	20	38	19	10
TOTAL	5	22	25	39	4	5

All figures shown are percentages

Base: All respondents (4,148)

Looking at category totals, the proportions look remarkably similar, though this sometimes hides greater variations within category. Schools staff were the most likely to cite “not applicable” or “don’t know”. Of the 26 job-types the groups most likely to report spending more than one hour finding out were YOT workers (37%), School Nurses (36%) and Social Workers (35%).

6.2 Partner organisations worked most closely with as part of current job

Multi-agency working is seen as beneficial to children and young people. Every Child Matters identified three forms of multi-agency working: multi-agency panels, integrated services and multi-agency teams. More information about approaches to multi-agency working can be found on the Every Child Matters website. Respondents were read a list of possible partner organisations and stated whether they worked with this particular organisation as part of their current job. Findings for the five most frequently mentioned partner organisations (on average across all respondents) are shown in table 14, and for the less frequently mentioned organisations in table 15.

Note that Foster Carers and Childminders were read a reduced list of partner organisations as their work is quite different to that of the other job-types.

Table 14 Partner organisations worked most closely with as part of current job

CATEGORY Job type	Local authority	Schools	NHS/ PCT	Vol gp/ charity	Surestart
LOCAL GOVERNMENT	89	90	62	72	59
Youth Workers	87	84	43	80	45
Child & Adolescent Mental Health staff	96	91	87	76	70
Connexions Personal Advisers	76	91	40	80	57
Children's Social Workers	90	90	79	78	75
Educational Welfare Officers	93	98	75	73	59
Educational Psychologists	93	96	78	69	79
Foster Carers	92	82	47	29	25
HEALTH PROFESSIONALS	70	61	96	56	64
Paediatricians	60	65	96	52	52
Nurses	55	54	96	32	52
School Nurses	82	97	95	73	58
Midwives	63	17	97	45	83
Health Visitors	86	74	95	79	71
SCHOOLS	75	88	41	46	35
Primary School Teachers	91	92	49	54	49
Secondary School Teachers	64	80	28	42	15
Teaching Assistants	75	82	32	25	25
Learning Support Assistants	67	88	43	44	28
Learning Mentors	81	94	46	58	50
YOUTH JUSTICE	87	77	64	69	34
YOT (Youth Offending Team) Workers	89	88	54	71	26
Police	96	98	74	61	47
Probation Officers	88	50	57	73	35
Drug & Alcohol Misuse Workers	93	92	82	80	35
Secure Estate i.e. YOI , secure training centres	61	49	51	57	22
VOLUNTARY SECTOR AND RESIDENTIAL	90	87	60	62	46
Residential Care Staff	90	87	55	41	29
Social/ community/ play workers or social carer	89	87	64	84	64
CHILDCARE	80	68	33	41	73
Childcare	83	73	39	49	77
Childminders	63	45	-	-	51
TOTAL	81	79	62	58	54

All figures shown are percentages

Base: All respondents (4,148)

Table 15

Partner organisations worked most closely with as part of current job

CATEGORY Job type	Connexi- ons	Police	YOT	Other	None
LOCAL GOVERNMENT	74	57	67	15	*
Youth Workers	78	69	61	11	1
Child & Adolescent Mental Health staff	76	38	68	7	-
Connexions Personal Advisers	73	44	83	12	-
Children's Social Workers	78	87	80	7	-
Educational Welfare Officers	86	89	86	5	-
Educational Psychologists	76	28	57	8	-
Foster Carers	34	43	21	80	1
HEALTH PROFESSIONALS	41	48	24	4	1
Paediatricians	28	46	15	4	-
Nurses	17	45	13	4	2
School Nurses	77	57	51	6	-
Midwives	31	38	13	4	1
Health Visitors	47	56	25	3	*
SCHOOLS	34	45	23	9	2
Primary School Teachers	13	48	11	8	2
Secondary School Teachers	52	47	23	13	5
Teaching Assistants	5	30	8	4	3
Learning Support Assistants	30	38	16	6	2
Learning Mentors	54	56	44	12	1
YOUTH JUSTICE	76	80	83	11	-
YOT (Youth Offending Team) Workers	86	89	81	10	-
Police	51	87	69	9	-
Probation Officers	75	96	85	13	-
Drug & Alcohol Misuse Workers	91	59	94	9	-
Secure Estate i.e. YOI , secure training centres	72	67	88	15	-
VOLUNTARY SECTOR AND RESIDENTIAL	69	60	57	9	*
Residential Care Staff	75	76	71	6	1
Social/ community/ play workers or social carer	63	45	42	12	-
CHILDCARE	22	17	8	6	3
Childcare	26	21	10	6	1
Childminders	-	-	-	6	12
TOTAL	52	50	43	9	1

All figures shown are percentages

Base: All respondents (4,148)

The clear picture is that the most prominent partner organisation depends on the nature of the respondent's own organisation. Thus 90% of Local Government respondents cited schools, 80% of Youth Justice respondents cited Police, and so on. Naturally organisations

providing a wide range of services (e.g. Local Authorities) tend to be cited by most as a partner organisation (75% or more in other categories).

6.3 Ways work with partner organisations

All workers who said they worked with at least one partner organisation were asked about the ways in which they worked with this/ these organisation(s). Respondents were presented with the following list of possible ways they may work with their partner organisations: sharing information, assessment of young people, delivering joint services, joint planning, consulting each other, sharing buildings or premises and advertising services.

Findings for the four most frequently mentioned activities are shown in table 16 and the three least frequently mentioned are shown in table 17.

Table 16 Ways work with partner organisations

CATEGORY Job type	Sharing info.	Consulting each other	As' mnt of young people	Joint planning
LOCAL GOVERNMENT	97	97	86	90
Youth Workers	92	94	67	83
Child & Adolescent Mental Health staff	100	99	91	95
Connexions Personal Advisers	99	99	89	88
Children's Social Workers	99	99	96	96
Educational Welfare Officers	100	98	85	93
Educational Psychologists	99	99	99	92
Foster Carers	92	92	77	90
HEALTH PROFESSIONALS	98	96	85	85
Paediatricians	98	95	95	81
Nurses	97	96	77	73
School Nurses	99	99	94	95
Midwives	97	94	71	84
Health Visitors	98	98	95	91
SCHOOLS	89	89	82	62
Primary School Teachers	96	93	89	64
Secondary School Teachers	85	85	76	60
Teaching Assistants	81	80	76	56
Learning Support Assistants	83	86	81	53
Learning Mentors	95	96	84	72
YOUTH JUSTICE	97	98	87	91
YOT (Youth Offending Team) Workers	99	98	94	94
Police	97	100	78	90
Probation Officers	100	99	86	90
Drug & Alcohol Misuse Workers	95	99	85	92
Secure Estate i.e. YOI , secure training centres	96	94	94	87
VOLUNTARY SECTOR AND RESIDENTIAL	97	97	87	90
Residential Care Staff	96	97	92	93
Social/ community/ play workers or social carer	98	97	81	88
CHILDCARE	93	90	72	49
Childcare	95	91	85	58
Childminders	80	63	-	-
TOTAL	95	95	83	79

All figures shown are percentages

Base: All respondents working with partner organisations (4,103)

Table 17 Ways work with partner organisations

CATEGORY Job type	Deliv. joint services	Sharing building, premises	Advertising services
LOCAL GOVERNMENT	82	68	48
Youth Workers	88	86	69
Child & Adolescent Mental Health staff	94	67	50
Connexions Personal Advisers	93	91	73
Children's Social Workers	90	70	39
Educational Welfare Officers	93	68	44
Educational Psychologists	82	58	33
Foster Carers	-	-	-
HEALTH PROFESSIONALS	87	61	42
Paediatricians	81	54	22
Nurses	81	52	28
School Nurses	94	78	55
Midwives	84	56	35
Health Visitors	94	63	60
SCHOOLS	61	66	30
Primary School Teachers	69	59	22
Secondary School Teachers	47	64	27
Teaching Assistants	49	66	21
Learning Support Assistants	50	63	27
Learning Mentors	79	74	41
YOUTH JUSTICE	90	76	47
YOT (Youth Offending Team) Workers	95	89	44
Police	94	64	35
Probation Officers	83	71	34
Drug & Alcohol Misuse Workers	95	88	74
Secure Estate i.e. YOI , secure training centres	81	60	45
VOLUNTARY SECTOR AND RESIDENTIAL	89	63	47
Residential Care Staff	91	47	34
Social/ community/ play workers or social carer	87	80	60
CHILDCARE	62	55	61
Childcare	73	65	63
Childminders	-	-	49
TOTAL	78	65	45

All figures shown are percentages

Base: All respondents working with partner organisations (4,103)

Information sharing and consultation were reported by 90% or more across categories, but substantial proportions were also reported for other forms of partnership working, indicating a high degree of existing partnership activity.

7 Awareness and recognition

This chapter looks at the awareness of Every Child Matters and elements of the agenda specifically. Firstly we will look at awareness of Every Child Matters and the term to which it is known by workers in Children's services, before looking at what respondents thought the main issues of Every Child Matters were. This chapter then covers awareness and knowledge of specific elements of Every Child Matters including the common occupational standards, the common assessment framework and the national services framework. Next, the chapter looks at whether workers felt they knew enough about Every Child Matters, what in particular they wanted more information about and their preferred method for receiving information and topics of interest.

7.1 Awareness of Every Child Matters

When asked directly whether they had heard of Every Child Matters, or Change for Children (as which it is sometimes known), eight in ten (79%) said they had. Awareness was highest among Local Government workers (90% aware) and lowest among Childcare workers (69% aware). Awareness among all job-types and categories is shown in table 18.

Table 18 Whether aware of Every Child Matters / Change for Children

CATEGORY Job type	Aware	Not aware	Don't know
LOCAL GOVERNMENT	90	10	*
Youth Workers	82	17	*
Child & Adolescent Mental Health staff	94	6	-
Connexions Personal Advisers	97	3	-
Children's Social Workers	95	4	1
Educational Welfare Officers	100	-	-
Educational Psychologists	98	1	1
Foster Carers	54	46	-
HEALTH PROFESSIONALS	80	19	1
Paediatricians	83	15	2
Nurses	64	35	2
School Nurses	94	7	-
Midwives	64	35	1
Health Visitors	96	3	1
SCHOOLS	70	29	1
Primary School Teachers	80	20	-
Secondary School Teachers	61	39	-
Teaching Assistants	54	44	2
Learning Support Assistants	58	41	2
Learning Mentors	90	10	1
YOUTH JUSTICE	79	20	1
YOT (Youth Offending Team) Workers	96	4	-
Police	65	33	2
Probation Officers	62	37	1
Drug & Alcohol Misuse Workers	98	2	-
Secure Estate i.e. YOI , secure training centres	70	28	1
VOLUNTARY SECTOR AND RESIDENTIAL	80	19	1
Residential Care Staff	70	30	-
Social/ community/ play workers or social carer	91	9	1
CHILDCARE	69	30	1
Childcare	73	26	1
Childminders	46	50	4
TOTAL	79	20	1

All figures shown are percentages

Base: All respondents (4,148)

Perhaps not surprisingly given their working environment, awareness was lowest among Childminders and Foster Carers (46% and 54% were aware respectively). Awareness was 90% or more among Educational Welfare Officers, Drug and Alcohol Misuse Workers,

Educational Psychologists, Connexions Personal Advisers, YOT workers and Health Visitors, Social Workers, School Nurses, CAMHs, Voluntary Sector workers and Learning Mentors.

Schools had relatively low awareness, particularly among Teaching Assistants (59%) and Learning Support Assistants (58%).

7.2 Whether known as Every Child Matters or Change for Children

Of those who were aware of the programme, nine in ten (88%) knew of it exclusively as Every Child Matters, three per cent knew it only as Change for Children and nine per cent knew it by both names. Those who knew it as 'Change for Children' were not all in one job-type, though this was most common in the Health category, especially among midwives (16%). Figures for each job type are shown in Table 19.

Table 19 **Whether known as Every Child Matters or Change for Children**

CATEGORY Job type	Every Child Matters	Change for Children	Both
LOCAL GOVERNMENT	86	2	12
Youth Workers	89	2	8
Child & Adolescent Mental Health staff	80	3	17
Connexions Personal Advisers	95	1	4
Children's Social Workers	86	1	13
Educational Welfare Officers	87	1	12
Educational Psychologists	80	1	20
Foster Carers	83	7	9
HEALTH PROFESSIONALS	86	6	8
Paediatricians	82	4	14
Nurses	83	9	7
School Nurses	89	2	9
Midwives	80	16	4
Health Visitors	90	2	9
SCHOOLS	95	3	3
Primary School Teachers	99	-	1
Secondary School Teachers	92	5	3
Teaching Assistants	89	9	2
Learning Support Assistants	95	3	2
Learning Mentors	95	1	4
YOUTH JUSTICE	86	3	11
YOT (Youth Offending Team) Workers	91	1	8
Police	83	3	14
Probation Officers	89	8	3
Drug & Alcohol Misuse Workers	82	3	14
Secure Estate i.e. YOI , secure training centres	81	2	17
VOLUNTARY SECTOR AND RESIDENTIAL	90	2	7
Residential Care Staff	89	4	7
Social/ community/ play workers or social carer	91	2	7
CHILDCARE	89	2	9
Childcare	89	1	9
Childminders	85	7	9
TOTAL	88	3	9

All figures shown are percentages

Base: All respondents aware of Every Child Matters/
Change for Children (3,285)

7.3 Main issues covered by Every Child Matters programme

All respondents who were aware of Every Child Matters were asked what they thought were the main issues of the programme. The issues most commonly mentioned spontaneously are shown in table 20.

Table 20 Main issues covered by Every Child Matters/ Change for Children

Issue	%
Protecting/ safeguarding children	28
Services sharing information and working together	28
Learning and achievement	18
Being healthy	15
Well being	10
Equal opportunities	8
Care of the child/ children's needs	7
5 outcomes/ aims (not mentioned by any name)	6
Access to/ improving services	6
Achieving economic wellbeing	6
Positive contribution to society	6
Treating every child as an individual	6
Putting the child first	6
Working in partnership with parents	4
Listening to children/ giving children a voice	4

All figures shown are percentages

Base: All respondents aware of Every Child Matters/ Change for Children (3,285)

The most frequently mentioned issues were protecting and safeguarding children⁶, and information sharing. All the five key ECM outcomes for children were mentioned, although two ('achieving economic wellbeing' and 'positive contribution to society') were mentioned by less than one in ten respondents. The three other key outcomes are 'stay safe' (28%) 'learning and achievement' (18%) and 'being healthy' (15%).

'Protecting/ safeguarding children' was slightly less likely to be mentioned by those who were not primarily involved in the assessment of children's well-being such as those working in Schools (21%) and Childcare roles (19%) than on average (28%).

Two-fifths (41%) of Local Government workers cited 'sharing information' as a main issue, the highest proportion across the categories; which might be unsurprising given that Local Authorities are the most frequently mentioned partner organisation (see 6.2). Among the job

⁶ It is important to note that questions about knowledge of guidelines to safeguard and promote the welfare of children and young people were asked earlier in the survey, which may have prompted some respondents to mention this.

types least likely to mention 'information sharing' were Childminders and Foster Carers (4% of both), where it is perhaps less relevant to their roles.

When looking at mentions of the five key outcomes for children it might be expected that categories would be much more likely to mention the outcome most related to their service, however the relationship was not strong. Schools staff were only slightly more likely to mention 'learning and achievement' than average (22% compared with 18%). Similarly Health Professionals were only more likely to mention 'being healthy' than average by the smallest of margins (16% compared with 15% on average). However School Nurses (25%) were more likely than other Health workers to acknowledge this as a key component of ECM.

7.4 Awareness of specific elements of ECM and how well informed

All respondents, regardless of whether they had heard of Every Child Matters, were asked whether they had heard of any of the following:

- Core of training for those working with children and young people
- Common occupational standards
- High profile recruitment campaign
- A common assessment framework
- Information sharing
- National services framework

If they had heard of the item they were asked how well informed they were about it.

Note that such "prompted" questions elicit a higher response than obtained by unprompted questions.

Note also that in tables 21 to 26, the "well informed" and "not well informed" figures are based only on those 'aware'.

7.4.1 Core of training for those working with children and young people

Three fifths (60%) of all respondents were aware of this with particularly high levels in Voluntary Sector /Residential, Childcare and Local Government.

Not surprisingly, those who were aware of Every Child Matters were more likely to be aware of the core of training than those not aware of Every Child Matters (63% compared with 51%). Across the job types, Residential staff, Educational Psychologists and Foster Carers were most likely to be aware of the core of training (78%, 75%, and 75% respectively). Awareness was lowest among Secondary School Teachers (40%) and Learning Mentors (42%).

Table 21 Whether aware of core of training for those working with children and young people and if so how well informed are respondents⁷

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	65	72	26
Youth Workers	57	74	26
Child & Adolescent Mental Health staff	67	56	44
Connexions Personal Advisers	57	73	23
Children's Social Workers	63	80	20
Educational Welfare Officers	69	81	18
Educational Psychologists	75	62	36
Foster Carers	75	87	13
HEALTH PROFESSIONALS	56	75	25
Paediatricians	54	65	35
Nurses	52	73	27
School Nurses	63	81	19
Midwives	47	67	33
Health Visitors	66	81	19
SCHOOLS	45	72	26
Primary School Teachers	51	63	35
Secondary School Teachers	40	58	38
Teaching Assistants	47	85	15
Learning Support Assistants	47	68	30
Learning Mentors	42	82	18
YOUTH JUSTICE	57	70	29
YOT (Youth Offending Team) Workers	59	71	29
Police	54	63	35
Probation Officers	57	68	30
Drug & Alcohol Misuse Workers	62	80	20
Secure Estate i.e. YOI , secure training centres	49	61	39
VOLUNTARY SECTOR AND RESIDENTIAL	75	78	20
Residential Care Staff	78	83	16
Social/ community/ play workers or social carer	72	73	25
CHILDCARE	69	86	13
Childcare	70	86	13
Childminders	65	86	14
TOTAL	60	76	24

All figures shown are percentages

Base: All respondents (4,148); All aware of core of training (2,503)

⁷ 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'.

Of those aware of the core of training, 22% said they were very well informed, 53% were quite well informed, 22% were not very well informed and two per cent were not well informed at all. A third (35%) of workers in the Childcare category were very well informed (the higher of the categories) compared to 16% of Youth Justice staff (the lowest).

It is interesting to note that, though Schools staff had relatively low awareness, among those aware the level of “well informed” (72%) is only just below the total average (76%), suggesting that, though information may not be as widely available as in other categories, Schools’ briefings are reasonably effective.

7.4.2 Common occupational standards

Half of all respondents (49%) were aware of the common occupational standards across different children’s and young people’s services. Again, those aware of Every Child Matters were more likely to be aware of this than those who were not aware of Every Child Matters (54% compared with 31%). Awareness is highest in the Local Government and Voluntary Sector/ Residential categories, with Health and Schools at much lower levels.

Among the 26 job-type groups, Educational Psychologists and Educational Welfare Officers were more likely to be aware of the common occupational standards (78% and 73% respectively). Midwives and Teaching Assistants had the lowest levels of awareness (27% for both). Table 22 shows levels of awareness for all job types and categories.

Table 22 Whether aware of common occupational standards for those working with children and young people and if so how well informed are respondents⁸

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	62	65	34
Youth Workers	55	68	32
Child & Adolescent Mental Health staff	61	55	44
Connexions Personal Advisers	58	56	42
Children's Social Workers	55	73	26
Educational Welfare Officers	73	74	24
Educational Psychologists	78	57	43
Foster Carers	48	79	21
HEALTH PROFESSIONALS	39	63	36
Paediatricians	32	59	38
Nurses	39	73	27
School Nurses	40	70	30
Midwives	27	54	46
Health Visitors	51	57	43
SCHOOLS	35	66	33
Primary School Teachers	41	61	39
Secondary School Teachers	36	56	44
Teaching Assistants	27	78	22
Learning Support Assistants	31	66	33
Learning Mentors	42	70	30
YOUTH JUSTICE	52	59	40
YOT (Youth Offending Team) Workers	61	57	41
Police	39	60	40
Probation Officers	44	50	48
Drug & Alcohol Misuse Workers	68	64	34
Secure Estate i.e. YOI , secure training centres	45	60	34
VOLUNTARY SECTOR AND RESIDENTIAL	62	71	28
Residential Care Staff	61	85	15
Social/ community/ play workers or social carer	63	57	41
CHILDCARE	48	75	25
Childcare	50	73	27
Childminders	40	85	15
TOTAL	49	66	33

All figures shown are percentages

Base: All respondents (4,148); All aware of Common Occupational Standards (2,042)

⁸ 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'

Of those aware of the Common Occupational Standards, 14% said they were very well informed, 52% were quite well informed, 32% were not very well informed and two per cent were not well informed at all.

Residential staff are both highly likely to be aware of the Common Occupational Standards (61%) and feel particularly well informed (85%).

As noted above, awareness was lowest in the Health and Schools categories, but it is interesting to note that where these staff were aware, they have around average levels of “well informed”, suggesting again that the information is reasonably effective, though not widely available.

7.4.3 High profile recruitment campaign

Three in ten (29%) respondents were aware of a high profile recruitment campaign. As before, those aware of Every Child Matters were more likely to be aware than those who were not aware of Every Child Matters (32% compared with 20%). Across the 26 job-type groups, Foster Carers were most likely to be aware of a high profile recruitment campaign (60% aware). Aside from Foster Carers, highest awareness was found in the Voluntary Sector and Residential and Childcare categories.

Table 23 shows levels of awareness for all job types and categories. Those who were aware of a high profile recruitment campaign were asked how well informed they were about it.

Table 23 Whether aware of a high profile recruitment campaign and if so how well informed are respondents⁹

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	32	64	34
Youth Workers	23	68	32
Child & Adolescent Mental Health staff	43	53	43
Connexions Personal Advisers	21	61	39
Children's Social Workers	42	64	32
Educational Welfare Officers	29	65	35
Educational Psychologists	29	58	40
Foster Carers	60	78	20
HEALTH PROFESSIONALS	23	58	41
Paediatricians *	17	35	65
Nurses	23	72	28
School Nurses	27	58	40
Midwives	24	50	50
Health Visitors	21	62	38
SCHOOLS	22	67	31
Primary School Teachers	34	65	32
Secondary School Teachers	32	66	34
Teaching Assistants	18	67	28
Learning Support Assistants	17	73	27
Learning Mentors	20	67	33
YOUTH JUSTICE	22	66	31
YOT (Youth Offending Team) Workers	30	63	37
Police	15	46	54
Probation Officers	13	54	31
Drug & Alcohol Misuse Workers	29	72	24
Secure Estate i.e. YOI , secure training centres*	25	82	18
VOLUNTARY SECTOR AND RESIDENTIAL	42	66	34
Residential Care Staff	41	76	24
Social/ community/ play workers or social carer	44	56	43
CHILDCARE	38	71	29
Childcare	40	71	29
Childminders	29	69	31
TOTAL	29	65	34

All figures shown are percentages

Base: All respondents (4,148); All aware of a high profile recruitment campaign (1,214)

⁹ 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'.
*Base size below 50 for 'well informed/ not well informed'

Of those aware of a high profile recruitment campaign, 15% said they were very well informed, 51% were quite well informed, 31% were not very well informed and three per cent were not well informed at all.

The Childcare category had both high awareness (38%) and 'well informed' staff (71% among those aware). Foster Carers were particularly aware (60%) and felt well informed (78%), perhaps reflecting very specific recruitment activity for that job. Otherwise the level of 'well informed' across categories was within the narrow band of 58% to 67%.

7.4.4 A common assessment framework

Three quarters (74%) of respondents were aware of the common assessment framework, but there was great variation between and within services categories. As before, those aware of Every Child Matters were more likely to be aware than those who were not aware of Every Child Matters (81% compared with 46%).

Furthermore, those specifically working with children with additional needs (83%) were more likely to be aware of the common assessment framework than those who did not work with children with additional needs (74% 'sometimes' work and 47% 'not at all').

Looking at the 26 job-type groups, awareness was above 90% in the following groups: Educational Psychologists (99%), Health Visitors (97%), Educational Welfare Officers (97%), drug and alcohol misuse workers (97%), Children's Social Workers (96%), YOT workers (94%) Child and Adolescent Mental Health workers (94%) and School Nurses (92%). The lowest level of awareness was found among Childminders, where only 36% were aware of the common assessment framework. Table 24 shows levels of awareness for all job types and categories.

Table 24 Whether aware of a common assessment framework and if so how well informed are respondents¹⁰

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	85	78	21
Youth Workers	67	68	32
Child & Adolescent Mental Health staff	94	79	21
Connexions Personal Advisers	85	69	28
Children's Social Workers	96	82	18
Educational Welfare Officers	97	82	17
Educational Psychologists	99	89	10
Foster Carers	58	74	26
HEALTH PROFESSIONALS	76	77	23
Paediatricians	77	75	25
Nurses	59	66	32
School Nurses	92	85	15
Midwives	55	60	40
Health Visitors	97	86	14
SCHOOLS	57	63	36
Primary School Teachers	70	66	34
Secondary School Teachers	60	65	33
Teaching Assistants	50	72	28
Learning Support Assistants	51	60	37
Learning Mentors	59	58	40
YOUTH JUSTICE	80	78	21
YOT (Youth Offending Team) Workers	94	73	26
Police	67	83	17
Probation Officers	68	63	37
Drug & Alcohol Misuse Workers	97	89	11
Secure Estate i.e. YOI , secure training centres	72	83	17
VOLUNTARY SECTOR AND RESIDENTIAL	83	81	18
Residential Care Staff	77	84	16
Social/ community/ play workers or social carer	89	79	20
CHILDCARE	58	73	26
Childcare	62	73	27
Childminders	36	81	17
TOTAL	74	76	24

All figures shown are percentages

Base: All respondents (4,148); All aware of a common assessment framework (3,058)

¹⁰ 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'

Of those aware of the common assessment framework, 27% said they were very well informed, 49% were quite well informed, 21% were not very well informed and two per cent were not well informed at all.

Among those aware, the 'well informed' level is fairly consistent across categories (76% on average), except Schools, which is much lower (63%).

Across the job-type groups those who said they were well informed (either 'very' or 'fairly well informed') ranged from 89% among drug and alcohol misuse workers and Educational Psychologists to 58% among Learning Mentors. Respondents who were aware of Every Child Matters were more likely to be aware of the common assessment framework than those not aware of ECM (81% compared with 46%).

7.4.5 Information sharing

Of all the specific elements of Every Child Matters that respondents were asked about, information sharing across services or agencies was the activity they were most likely to be aware of. In all, 87% of respondents were aware of information sharing. Schools staff again had the lowest awareness across categories, but even here three quarters were aware.

As with other activities, those aware of Every Child Matters were more likely to be aware than those who were not aware of Every Child Matters (92% compared with 70%).

In some of the job groups all, or nearly all, workers were aware of information sharing. These groups include YOT workers (100% aware), Child and Adolescent Mental Health workers (99%) and Children's Social Workers (99%). The lowest levels of awareness were among Childminders (58%) and Teaching Assistants (59%). Table 25 shows levels of awareness for all job types and categories.

Table 25 Whether aware of information sharing across services or agencies and if so how well informed are respondents ¹¹

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	93	86	13
Youth Workers	84	72	26
Child & Adolescent Mental Health staff	99	87	11
Connexions Personal Advisers	96	86	11
Children's Social Workers	99	92	7
Educational Welfare Officers	95	92	8
Educational Psychologists	96	91	9
Foster Carers	82	77	21
HEALTH PROFESSIONALS	89	88	12
Paediatricians	91	93	7
Nurses	83	81	18
School Nurses	96	93	7
Midwives	80	83	17
Health Visitors	98	91	8
SCHOOLS	75	72	27
Primary School Teachers	83	69	30
Secondary School Teachers	68	68	31
Teaching Assistants	59	75	24
Learning Support Assistants	70	66	31
Learning Mentors	87	78	21
YOUTH JUSTICE	93	90	9
YOT (Youth Offending Team) Workers	100	92	6
Police	94	93	7
Probation Officers	92	92	8
Drugs & Alcohol Misuse Workers	97	90	9
Secure Estate i.e. YOI , secure training centres	78	79	21
VOLUNTARY SECTOR AND RESIDENTIAL	94	86	13
Residential Care Staff	95	88	12
Social/ community/ play workers or social carer	94	83	15
CHILDCARE	79	83	17
Childcare	84	84	16
Childminders	58	76	24
TOTAL	87	84	15

All figures shown are percentages

Base: All respondents (4,148); All aware of information sharing (3,621)

¹¹ 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'

Of those aware of information sharing, 34% said they were very well informed, 50% were quite well informed, 14% were not very well informed and one per cent were not well informed at all. Workers in Schools were less likely to say they were 'well informed' about information sharing (72% compared with 84% on average across all respondents) compounding their lower awareness level; Learning Support Assistants were the job type who were least likely to say they were well informed (66%). The ten job types where more than 90% of workers were aware of information sharing were also well informed about it.

7.4.6 National services framework

Three fifths (60%) of respondents were aware of national services framework for children, young people and maternity service. Those aware of Every Child Matters were more likely to be aware than those who were not aware of Every Child Matters (64% compared with 43%).

When looking at categories, Health Professionals were most likely to be aware and Schools staff were least likely (92% and 31% aware respectively). Again we can observe considerable variation with categories and between them. Interestingly health workers outside the Health category seem to be 'well informed' relative to others in that category; 89% of Child and Adolescent Mental Health staff compared with 60% overall in Local Government and 71% of Drug and Alcohol Misuse workers compared with 52% of Youth Justice.

Table 26 shows levels of awareness for all job types and categories.

Table 26 Whether aware of national services framework and if aware how well informed are respondents ¹²

CATEGORY Job type	Aware	Well informed	Not well informed
LOCAL GOVERNMENT	60	67	32
Youth Workers	41	55	45
Child & Adolescent Mental Health staff	89	87	13
Connexions Personal Advisers	56	49	50
Children's Social Workers	62	71	29
Educational Welfare Officers	61	68	32
Educational Psychologists	73	69	30
Foster Carers	46	70	28
HEALTH PROFESSIONALS	92	82	18
Paediatricians	93	87	13
Nurses	87	78	22
School Nurses	93	83	17
Midwives	94	79	21
Health Visitors	96	85	14
SCHOOLS	31	60	38
Primary School Teachers	42	57	38
Secondary School Teachers	31	61	39
Teaching Assistants	27	63	37
Learning Support Assistants	25	55	43
Learning Mentors	35	64	36
YOUTH JUSTICE	52	58	41
YOT (Youth Offending Team) Workers	51	67	33
Police	46	51	46
Probation Officers	43	44	53
Drug & Alcohol Misuse Workers	71	64	36
Secure Estate i.e. YOI , secure training centres	45	57	40
VOLUNTARY SECTOR AND RESIDENTIAL	59	59	41
Residential Care Staff	54	62	38
Social/ community/ play workers or social carer	63	56	43
CHILDCARE	50	66	34
Childcare	54	65	34
Childminders	27	70	30
TOTAL	60	70	30

All figures shown are percentages

Base: All respondents (4,148); All aware of national services framework (2,479)

¹² 'Well informed' includes respondents who said they were 'very' or 'fairly well informed' in the interview. 'Not well informed' includes respondents who said they were 'not very' or 'not at all well informed'

Of those aware of national services framework for children, young people and maternity services, 20% said they were very well informed, 50% were quite well informed, 28% were not very well informed and two per cent were not well informed at all. Across the job-types, the highest proportion who said they were well informed was among Paediatricians and Child and Adolescent Mental Health workers (87% for both groups). Probation Officers were the job-type least likely to say they were well informed about national services framework (44%).

7.5 Knowing enough about Every Child Matters

Among the 79% of respondents who were aware of Every Child Matters before the interview, two fifths (41%) said they knew enough about the programme for doing their current job, and just under three fifths (56%) said they did not know enough. This indicates that awareness of ECM is fairly widespread but knowledge is 'shallow' among many of those aware.

Respondents working specifically with children or young people with additional needs were more likely to say they knew enough (51%) than those who sometimes or never worked with those with additional needs (38% and 31% respectively).

Local Government was the best well informed category, but even here only half felt that they knew enough about ECM. At the other end of the scale, less than one third of School staff felt they knew enough.

Respondents in certain jobs were more likely to say they knew enough about Every Child Matters than those in other jobs; see table 27.

Table 27 Knowing enough about Every Child Matters

CATEGORY Job type	Know enough	Do not know enough	Don't know
LOCAL GOVERNMENT	50	47	3
Youth Workers	38	59	4
Child & Adolescent Mental Health staff	55	44	1
Connexions Personal Advisers	36	61	3
Children's Social Workers	41	56	3
Educational Welfare Officers	61	37	2
Educational Psychologists	77	20	3
Foster Carers	28	67	6
HEALTH PROFESSIONALS	43	55	2
Paediatricians	49	42	8
Nurses	28	72	1
School Nurses	52	47	1
Midwives	25	74	1
Health Visitors	55	43	2
SCHOOLS	31	67	2
Primary School Teachers	45	55	-
Secondary School Teachers	34	64	2
Teaching Assistants	26	72	2
Learning Support Assistants	30	66	3
Learning Mentors	27	72	2
YOUTH JUSTICE	40	58	3
YOT (Youth Offending Team) Workers	40	57	3
Police	31	67	2
Probation Officers	27	69	3
Drug & Alcohol Misuse Workers	54	43	3
Secure Estate i.e. YOI , secure training centres	38	62	-
VOLUNTARY SECTOR AND RESIDENTIAL	40	58	2
Residential Care Staff	40	59	1
Social/ community/ play workers or social carer	40	58	1
CHILDCARE	33	66	1
Childcare	33	66	1
Childminders	30	70	-
All respondents	41	56	2

All figures shown are percentages

Base: All respondents aware of Every Child Matters/
Change for Children (3,285)

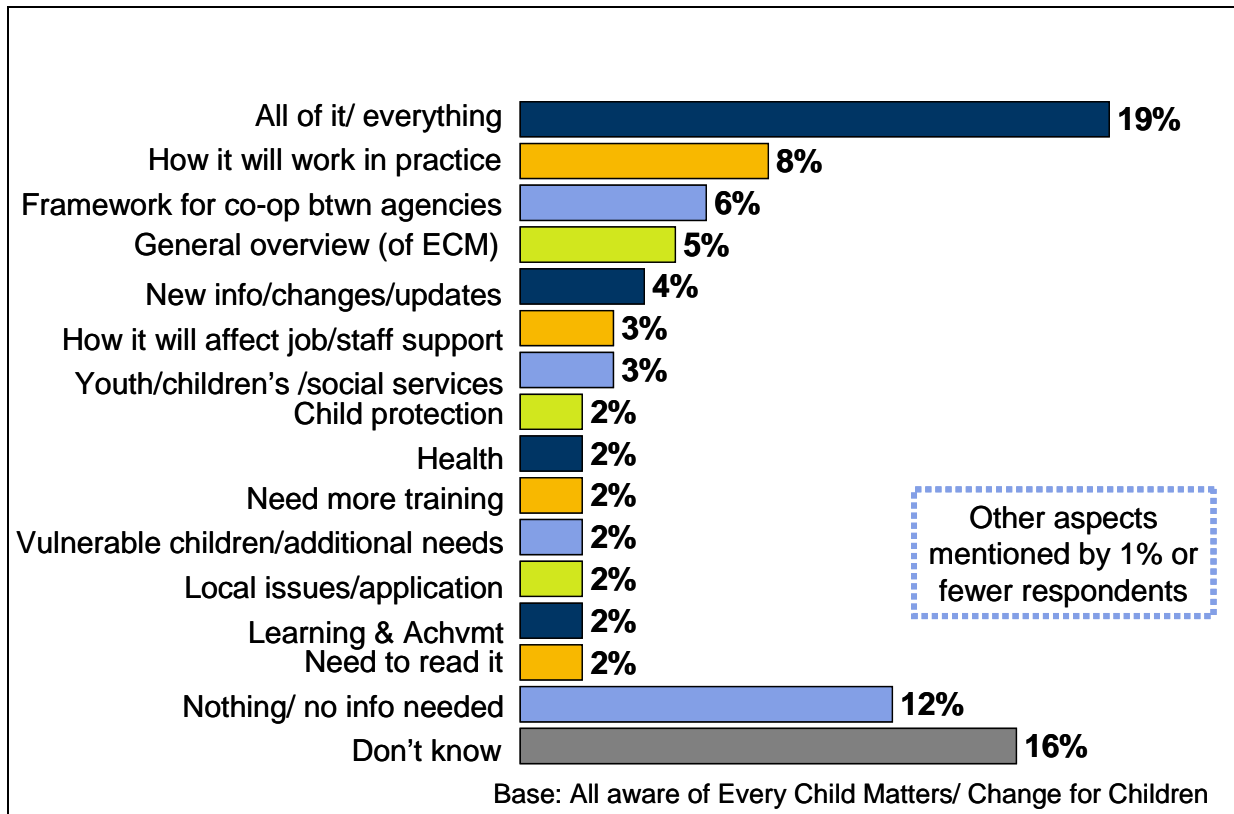
Across all the job-types, Educational Psychologists (77%) were most likely to say that they knew enough about Every Child Matters followed by Educational Welfare Officers (61%).

Less than one-third of workers aware of ECM in the following jobs thought they knew enough about Every Child Matters; Midwives, Teaching Assistants, Learning Mentors, Nurses, Childminders Probation Officers, Foster Carers, Police, Learning Support Assistants and Childcare workers.

7.6 Aspect of Every Child Matters where more information wanted to do job

Respondents who were aware of Every Child Matters prior to the interview were asked what part of Every Child Matters they would like more information about to help them in their job. chart 2 shows the spontaneously mentioned areas that respondents would like more information about.

Chart 2 Aspect of Every Child Matters respondents want more information about



(3,285)

The response was diverse but the biggest single mention was “all of it/everything” (19%). No other element was mentioned by as many as one in ten.

7.7 Interest in receiving more information about Every Child Matters

All respondents were asked whether they would be interested in receiving more information about Every Child Matters. As one would expect from the answers above, the majority of respondents said they were ‘very’ (63%) or ‘fairly’ (27%) interested in receiving more information.

As might be expected, those who said they ‘don’t know enough’ were slightly more likely to express an interest in receiving further information than those who already thought they knew enough (69% compared with 63% ‘very interested’).

Overall level of interest for each job-type is shown in table 28.

Table 28 Interest in receiving more information about ECM

CATEGORY Job type	Very interested	Fairly interested	Not very interested	Not interested
LOCAL GOVERNMENT	66	24	5	4
Youth Workers	61	28	7	4
Child & Adolescent Mental Health staff	58	30	7	4
Connexions Personal Advisers	70	22	5	4
Children's Social Workers	65	28	4	3
Educational Welfare Officers	73	22	3	1
Educational Psychologists	70	17	5	7
Foster Carers	67	21	5	5
HEALTH PROFESSIONALS	55	33	6	5
Paediatricians	40	34	16	10
Nurses	56	34	4	5
School Nurses	66	27	5	2
Midwives	43	42	9	7
Health Visitors	64	30	2	3
SCHOOLS	60	29	5	5
Primary School Teachers	56	30	6	7
Secondary School Teachers	41	37	15	6
Teaching Assistants	53	34	4	8
Learning Support Assistants	55	34	5	6
Learning Mentors	81	16	2	1
YOUTH JUSTICE	60	27	5	7
YOT (Youth Offending Team) Workers	61	29	4	6
Police	44	33	7	15
Probation Officers	42	35	11	11
Drug & Alcohol Misuse Workers	82	14	1	1
Secure Estate i.e. YOI , secure training centres	72	21	4	3
VOLUNTARY SECTOR AND RESIDENTIAL	73	21	3	3
Residential Care Staff	75	20	2	4
Social/ community/ play workers or social carer	71	22	5	3
CHILDCARE	67	27	4	2
Childcare	70	26	2	1
Childminders	48	34	11	7
TOTAL	63	27	5	4

All figures shown are percentages

Base: All respondents (4,148)

Of all the job-types Police, Probation Officers, Secondary School and Paediatricians were least keen to receive further information about Every Child Matters (less than 45% said they

were 'very interested' to receive more information about Every Child Matters). These groups also reported lower than average knowledge (except for paediatricians; see table 27), suggesting a lack of interest in ECM, perhaps because it is perceived as less relevant to their jobs.

7.8 Preferred method for receiving information about Every Child Matters

All respondents who said they were 'very' or 'fairly' interested in receiving more information about Every Child Matters were asked how they would prefer to receive this information. The two most frequently mentioned methods were by post and by email. Other methods mentioned (but by fewer respondents) were dedicated newsletters, a hard copy and training courses.

The five most frequently mentioned preferred methods (overall) are shown for each job-type in table 29.

Table 29 Preferred method for receiving information about ECM

CATEGORY Job type	By post / mailing	Email	Dedicated newsletter	Hard copy	Training courses
LOCAL GOVERNMENT	34	51	12	11	8
Youth Workers	49	48	14	8	4
Child & Adolescent Mental Health staff	31	50	8	16	7
Connexions Personal Advisers	18	60	18	10	8
Children's Social Workers	33	48	12	10	11
Educational Welfare Officers	32	61	11	13	8
Educational Psychologists	27	58	3	10	7
Foster Carers	58	13	18	10	17
HEALTH PROFESSIONALS	52	34	10	14	3
Paediatricians	42	57	7	15	4
Nurses	57	29	12	16	1
School Nurses	51	41	10	12	2
Midwives	53	26	10	17	4
Health Visitors	53	31	10	14	3
SCHOOLS	57	22	13	10	4
Primary School Teachers	45	29	16	19	2
Secondary School Teachers	51	36	8	9	1
Teaching Assistants	55	13	17	10	5
Learning Support Assistants	57	16	16	6	5
Learning Mentors	65	23	10	9	5
YOUTH JUSTICE	42	57	10	9	4
YOT (Youth Offending Team) Workers	31	62	16	12	6
Police	44	50	9	6	3
Probation Officers	48	43	9	8	4
Drug & Alcohol Misuse Workers	41	76	5	12	2
Secure Estate i.e. YOI , secure training centres	48	47	13	6	3
VOLUNTARY SECTOR AND RESIDENTIAL	51	36	12	9	2
Residential Care Staff	57	25	13	10	3
Social/ community/ play workers or social carer	45	48	11	9	2
CHILDCARE	68	17	11	9	7
Childcare	66	18	11	9	7
Childminders	76	10	13	6	9
TOTAL	49	37	12	11	5

All figures shown are percentages

Base: All respondents interested in receiving more information (3,732)

Not included in this table, but mentioned were 'on a website' (by four per cent of respondents overall, 'from my line manager (two per cent), 'local briefing sessions', 'through work/ work meetings', and 'conferences or forums' (each of these by one per cent of respondents).

7.9 Topics of interest

All respondents who said they were 'very' or 'fairly' interested in receiving more information about Every Child Matters were read a list of ten possible topics about which information could be provided and asked which ones would be of interest to them.

Levels of interest across the 26 job-types for the top five topics (based on level average level of interest across all respondents) are shown in table 30 and for the next five in table 31.

Table 30 Topics of interest

CATEGORY Job type	Sharing info	The C.A.F	The L S C B¹³	Role of lead prof.	The Children' s Act 2004
LOCAL GOVERNMENT	92	89	89	88	83
Youth Workers	93	91	92	86	86
Child & Adolescent Mental Health staff	93	85	87	91	82
Connexions Personal Advisers	93	93	89	90	79
Children's Social Workers	88	85	87	90	91
Educational Welfare Officers	90	89	87	88	84
Educational Psychologists	92	87	88	92	75
Foster Carers	91	85	92	80	86
HEALTH PROFESSIONALS	89	88	87	87	80
Paediatricians	82	85	69	84	76
Nurses	92	93	90	86	84
School Nurses	88	88	89	89	81
Midwives	91	90	86	90	80
Health Visitors	86	85	89	85	76
SCHOOLS	90	89	86	77	80
Primary School Teachers	92	99	90	88	78
Secondary School Teachers	87	91	78	74	76
Teaching Assistants	84	83	78	64	82
Learning Support Assistants	91	88	85	71	82
Learning Mentors	92	89	91	85	81
YOUTH JUSTICE	91	92	90	83	84
YOT (Youth Offending Team) Workers	91	90	88	87	86
Police	90	87	93	85	79
Probation Officers	84	90	84	73	87
Drug & Alcohol Misuse Workers	95	97	95	86	85
Secure Estate i.e. YOI , secure training centres	94	95	89	85	82
VOLUNTARY SECTOR AND RESIDENTIAL	92	91	92	87	86
Residential Care Staff	89	88	91	84	84
Social/ community/ play workers or social carer	95	93	92	91	89
CHILDCARE	92	92	90	81	86
Childcare	92	94	91	86	86
Childminders	93	84	83	54	88
TOTAL	91	90	88	85	83

¹³ Local Safeguarding Children's Board

Table 31 Topics of interest

CATEGORY Job type	Children's Trusts	Nat. Services framework	New role of director of social services	Integrated planning and commiss-	Role of Child'n commiss- ioner
LOCAL GOVERNMENT	88	77	76	64	64
Youth Workers	88	80	66	72	54
Child & Adolescent Mental Health staff	94	66	73	74	65
Connexions Personal Advisers	95	84	74	60	64
Children's Social Workers	84	78	76	69	61
Educational Welfare Officers	92	75	83	69	63
Educational Psychologists	88	77	80	79	77
Foster Carers	66	75	81	-	68
HEALTH PROFESSIONALS	82	72	70	65	60
Paediatricians	81	51	78	76	70
Nurses	88	73	71	65	56
School Nurses	86	69	72	63	61
Midwives	64	81	58	59	40
Health Visitors	88	74	77	68	75
SCHOOLS	73	67	59	60	44
Primary School Teachers	74	60	64	64	38
Secondary School Teachers	64	64	62	67	45
Teaching Assistants	59	63	49	56	36
Learning Support Assistants	71	68	51	54	41
Learning Mentors	85	72	68	62	52
YOUTH JUSTICE	76	79	67	69	58
YOT (Youth Offending Team) Workers	82	79	70	73	53
Police	62	62	69	49	68
Probation Officers	70	83	48	51	42
Drug & Alcohol Misuse Workers	84	84	74	89	69
Secure Estate i.e. YOI , secure training centres	74	82	73	74	58
VOL. SECTOR AND RESIDENTIAL	86	82	80	78	73
Residential Care Staff	84	85	81	80	75
Social/ community/ play workers or social carer	87	79	78	76	72
CHILDCARE	73	84	68	74	54
Childcare	76	84	70	78	57
Childminders	61	85	54	52	40
TOTAL	81	76	70	67	59

All figures shown are percentages

Base: All respondents 'very' or 'fairly' interested in receiving more information (3,732)

8 Communication

This chapter will cover how workers first became aware of Every Child Matters, and how clear they found the information they have received so far about it. It also looks at whether workers have been to any internal formal or informal discussions about the agenda and how helpful these discussions were rated. And for those who have not been to discussions yet, whether any discussions are planned in the future.

8.1 How first became aware of Every Child Matters

Those who said they were aware of Every Child Matters had first heard about it from a variety of formal and informal channels of communication, including formal training sessions and via their line manager, through to more informal channels such as from other colleagues or the Internet.

The proportions for the 26 job-types who first heard about Every Child Matters through each of the six most commonly mentioned channels are shown in table 32.

Table 32 How first became aware of Every Child Matters (Unprompted)

CATEGORY Job type	Formal training	From line manager	Other media	From colleagues	At work	Internet	Don't know
LOCAL GOVERNMENT	23	20	13	10	11	10	3
Youth Workers	20	15	7	8	8	6	4
Child & Adolescent Mental Health staff	22	24	15	11	11	15	2
Connexions Personal Advisers	26	26	10	14	10	12	2
Children's Social Workers	31	22	9	13	13	12	4
Educational Welfare Officers	27	22	12	4	15	9	2
Educational Psychologists	17	15	24	13	5	12	7
Foster Carers	15	15	13	4	17	2	4
HEALTH PROFESSIONALS	21	18	12	11	9	10	6
Paediatricians	7	7	8	11	7	16	18
Nurses	21	13	14	11	8	11	6
School Nurses	25	25	12	11	9	11	2
Midwives	17	9	13	12	13	5	9
Health Visitors	24	23	10	11	9	9	2
SCHOOLS	28	10	12	10	3	5	7
Primary School Teachers	20	8	16	8	1	5	13
Secondary School Teachers	13	8	11	3	3	8	3
Teaching Assistants	24	9	13	7	2	2	7
Learning Support Assistants	26	9	14	11	3	3	10
Learning Mentors	39	12	8	12	3	6	3
YOUTH JUSTICE	18	15	13	9	12	9	4
YOT (Youth Offending Team) Workers	16	22	13	10	14	9	2
Police	19	5	16	7	19	7	5
Probation Officers	29	11	13	10	6	8	3
Drug & Alcohol Misuse Workers	12	13	11	8	10	9	5
Secure Estate i.e. YOI , secure training centres	21	19	17	9	11	13	4
VOLUNTARY SECTOR AND RESIDENTIAL	23	19	12	11	13	12	2
Residential Care Staff	28	17	11	12	10	14	2
Social/ community/ play workers or social carer	19	20	13	10	15	10	2
CHILDCARE	20	13	16	6	7	4	5
Childcare	22	14	15	6	7	5	5
Childminders	7	2	22	7	4	-	7
TOTAL	22	16	13	10	9	9	5

All figures shown are percentages

Base: All respondents aware of Every Child Matters (3,285)

We can see that around one fifth to one quarter of those aware of Every Child Matters had received formal training in each category. Line management briefing was received by about one fifth in most categories, but less common in Schools, Youth Justice and Childcare.

Other channels (not shown in table 32) that were mentioned less frequently include 'local authority/ council' (eight per cent), 'professional magazine' (eight per cent), meeting/ briefing/ forum (six per cent) and newspapers (four per cent).

8.2 How clear was information on Every Child Matters

Respondents who were aware of Every Child Matters rated the clarity of the information they had received so far. They could rate it as 'very clear', 'fairly clear', or 'not clear'. Overall the majority of respondents (61%) rated the information as 'fairly clear'. One in five (19%) thought it was 'very clear', while one in seven (14%) thought information was 'not clear'.

Ratings given by each job-type are shown in table 33.

Table 33 How clear was the information on Every Child Matters

CATEGORY Job type	Very clear	Fairly clear	Not clear	Don't know
LOCAL GOVERNMENT	22	63	13	2
Youth Workers	16	59	21	4
Child & Adolescent Mental Health staff	26	64	9	2
Connexions Personal Advisers	11	64	21	4
Children's Social Workers	17	71	11	1
Educational Welfare Officers	32	63	3	2
Educational Psychologists	34	60	5	1
Foster Carers	17	54	26	4
HEALTH PROFESSIONALS	20	63	12	5
Paediatricians	16	59	17	8
Nurses	17	64	11	9
School Nurses	25	66	9	1
Midwives	15	57	17	11
Health Visitors	22	66	10	2
SCHOOLS	15	53	19	12
Primary School Teachers	19	63	14	5
Secondary School Teachers	15	39	26	20
Teaching Assistants	11	59	19	11
Learning Support Assistants	13	47	22	18
Learning Mentors	17	56	18	8
YOUTH JUSTICE	16	62	17	4
YOT (Youth Offending Team) Workers	15	68	16	2
Police	5	59	24	12
Probation Officers	13	56	26	5
Drug & Alcohol Misuse Workers	24	66	8	2
Secure Estate i.e. YOI , secure training centres	23	53	19	4
VOLUNTARY SECTOR AND RESIDENTIAL	22	63	10	5
Residential Care Staff	24	62	9	6
Social/ community/ play workers or social carer	21	64	10	4
CHILDCARE	15	64	16	5
Childcare	16	63	16	4
Childminders	7	67	13	13
TOTAL	19	61	14	5

All figures shown are percentages

Base: All respondents aware of Every Child Matters (3,285)

Looking across categories there is a generally stable picture in terms of response pattern, but within categories there are some wide differences, especially in Local Government and Youth Justice.

Of all the job-types, Probation Officers, Secondary School Teachers and Foster Carers were more likely to rate the information as 'not clear' (26% among each group). Conversely, Educational Welfare Officers and Educational Psychologists were most likely to rate the information received as 'very clear' (32% and 34% respectively).

8.3 Involvement in discussions about Every Child Matters

Those who were aware of Every Child Matters were asked whether they had been involved in discussions. They were also asked about the nature of these discussions, i.e. whether they were formal (official meeting or with management present) or informal (with no management present).

Overall nearly two-thirds (63%) of those aware had been involved in formal and/or informal discussions and a little more than a third (36%) had not been involved in discussions yet. The fact that only one third reported formal discussions indicates that the 'roll-out' of the Every Child Matters agenda may be in its early stages.

Table 34 shows the proportion of each job-type who said they had been involve in both formal and informal discussions, formal only, informal only or no discussions at all.

Table 34 Whether respondent has been involved in discussions

CATEGORY Job type	Formal and informal	Formal only	Informal only	No	Don't know
LOCAL GOVERNMENT	25	24	26	22	*
Youth Workers	20	21	30	29	-
Child & Adolescent Mental Health staff	24	31	30	15	-
Connexions Personal Advisers	15	19	36	30	1
Children's Social Workers	22	25	26	26	1
Educational Welfare Officers	39	25	23	12	1
Educational Psychologists	53	33	12	2	-
Foster Carers	1	13	17	69	-
HEALTH PROFESSIONALS	15	19	29	36	1
Paediatricians	21	19	29	31	-
Nurses	9	14	27	50	1
School Nurses	34	24	32	24	1
Midwives	7	12	22	59	-
Health Visitors	16	23	33	26	2
SCHOOLS	9	12	28	50	1
Primary School Teachers	19	16	30	35	-
Secondary School Teachers	11	10	23	56	-
Teaching Assistants	6	7	17	67	4
Learning Support Assistants	5	9	28	57	1
Learning Mentors	9	14	32	45	-
YOUTH JUSTICE	16	20	25	38	1
YOT (Youth Offending Team) Workers	13	24	24	36	2
Police	3	21	24	52	-
Probation Officers	15	19	26	40	-
Drug & Alcohol Misuse Workers	28	20	27	25	-
Secure Estate i.e. YOI , secure training centres	15	15	23	47	-
VOLUNTARY SECTOR AND RESIDENTIAL	19	21	21	34	1
Residential Care Staff	16	17	24	43	-
Social/ community/ play workers or social carer	23	24	25	27	1
CHILDCARE	8	12	25	55	*
Childcare	9	13	27	51	1
Childminders	-	4	11	85	-
TOTAL	17	19	27	36	1

All figures shown are percentages

Base: All respondents aware of ECM/Change for Children
(3,285)

Local Government workers have generally been shown to have greater awareness on most ECM issues, and it is no coincidence that they are the most likely category to have had

formal meetings. However, even in Local Government only half had been involved in formal meetings.

8.4 How helpful were discussions?

All respondents who had been involved in formal and/or informal discussions were asked whether they found the discussions 'very' or 'fairly' helpful/unhelpful. The majority of workers said they had found the discussions helpful. However, only 36% said discussions were 'very helpful'; with a further 56% said discussions were 'fairly helpful'. Six per cent said discussions were 'fairly unhelpful', while just one per cent found the discussions very unhelpful. Findings for each job type are shown in table 35.

Table 35 How helpful were discussions

CATEGORY Job type	Very helpful	Fairly helpful	Fairly unhelpful	Very unhelpful	Don't know
LOCAL GOVERNMENT	40	52	6	1	1
Youth Workers	35	58	7	1	-
Child & Adolescent Mental Health staff	39	52	7	-	2
Connexions Personal Advisers	32	56	10	2	-
Children's Social Workers	41	48	9	2	-
Educational Welfare Officers	44	54	2	-	-
Educational Psychologists	49	45	4	-	2
Foster Carers	35	53	6	6	-
HEALTH PROFESSIONALS	31	62	5	1	2
Paediatricians	18	58	18	5	2
Nurses	35	62	2	-	2
School Nurses	30	65	4	-	2
Midwives	38	58	2	-	2
Health Visitors	32	61	4	1	2
SCHOOLS	36	53	8	1	2
Primary School Teachers	37	52	10	-	2
Secondary School Teachers	33	56	11	-	-
Teaching Assistants	44	50	-	6	-
Learning Support Assistants	29	61	10	-	-
Learning Mentors	39	49	7	1	3
YOUTH JUSTICE	29	60	8	1	2
YOT (Youth Offending Team) Workers	25	61	10	2	2
Police	25	64	7	-	4
Probation Officers	22	62	8	3	5
Drug & Alcohol Misuse Workers	34	59	7	-	-
Secure Estate i.e. YOI , secure training centres	40	52	8	-	-
VOLUNTARY SECTOR AND RESIDENTIAL	40	51	8	*	
Residential Care Staff	45	49	6	-	-
Social/ community/ play workers or social carer	37	53	8	1	1
CHILDCARE	36	58	5	-	
Childcare	37	57	6	-	1
Childminders	14	71	-	-	14
TOTAL	36	56	6	1	1

All figures shown are percentages

Base: All respondents involved in ECM discussions (2,078)

There was little variation across the categories, but within categories there were considerable differences. Paediatricians were the group most likely to rate discussions as ('fairly' or 'very') unhelpful (23% compared to 7% on average across all job-types). Across the other job types, no more than 12% rated the discussions they had been involved in as unhelpful.

8.5 Whether discussions are planned

Respondents who said they had not yet been involved in discussions (either formal or informal) about Every Child Matters were asked if they knew whether any discussions had been planned for them in the future. Overall just 12% said there were discussions planned, and again this may indicate that the 'roll-out' of the ECM agenda still has some way to go. See table 36 for the findings for each job-type.

Table 36 Whether discussions are planned

CATEGORY	Yes	No	Don't know
Job type			
LOCAL GOVERNMENT	16	79	5
Youth Workers	14	78	8
Child & Adolescent Mental Health staff	16	79	5
Connexions Personal Advisers	21	76	3
Children's Social Workers	21	73	6
Educational Welfare Officers	11	89	-
Educational Psychologists	-	100	-
Foster Carers	8	86	5
HEALTH PROFESSIONALS	9	85	6
Paediatricians	-	100	-
Nurses	10	90	-
School Nurses	16	71	13
Midwives	5	91	4
Health Visitors	12	76	12
SCHOOLS	14	77	9
Primary School Teachers	14	68	18
Secondary School Teachers	18	79	3
Teaching Assistants	6	86	8
Learning Support Assistants	11	80	9
Learning Mentors	20	73	7
YOUTH JUSTICE	12	81	7
YOT (Youth Offending Team) Workers	11	80	9
Police	3	83	13
Probation Officers	12	88	-
Drug & Alcohol Misuse Workers	17	79	4
Secure Estate i.e. YOI , secure training centres	18	73	9
VOLUNTARY SECTOR AND RESIDENTIAL	19	75	6
Residential Care Staff	22	70	8
Social/ community/ play workers or social carer	15	81	4
CHILDCARE	8	86	6
Childcare	9	84	6
Childminders	5	92	3
TOTAL	12	81	6

All figures shown are percentages

Base: All respondents who have not been involved in Every Child Matters/ Change for Children discussions (1190)

Job types who were least likely to have been involved in discussions (Foster Carers, Childminders, Teaching Assistants, Midwives and Police), were also less likely than other job

types to have discussions planned. For Foster Carers and Childminders this could be due to the nature of their workplace and their limited contact with 'managers'.

8.6 Likelihood of attending planned discussions

Workers who said there were Every Child Matters discussions planned for them were asked how likely they would be to attend these discussions. This questions was asked to 147 respondents in total and just four (3%) said they would be 'fairly' or 'very unlikely' to attend. Seventy-five per cent said they would be 'very likely' to attend discussions and 22% said they would be 'fairly likely' to. This suggests that there is interest in ECM among relevant workers, but that organisations have yet to set up comprehensive briefing programmes.

The main reason for not attending the discussions was because of work commitments or clashing meetings taking place at the same time as the discussion.

9 Impact of Every Child Matters on job and children's services

This chapter covers four specific impacts that Every Child Matters could have. Firstly, the amount of difference that it will make to respondents' jobs within the near future; secondly whether services actually are more joined-up than they were a year ago; thirdly, how it will affect the number of referrals to certain services for children and young people; and finally the extent to which respondents think that Every Child Matters will improve the outcome for children and young people using their service. These questions were asked towards the end of the questionnaire; therefore even those who were not aware of Every Child Matters were asked the questions on the basis that the previous questions asked would have given them an idea of what Every Child Matters was about.

9.1 Difference Every Child Matters will make to job in near future

Respondents rated how much difference Every Child Matters would make to their job in the next six months to two years from 'a great deal', 'a fair amount', 'not very much' and 'nothing at all'. About two-thirds felt that it would have at least a 'fair amount' of impact on their job: 25% thought ECM would make 'a great deal' of difference, 39% said it would make a fair amount of difference, 22% said it would make 'not very much' difference' and four per cent thought it would make no difference at all. Nine per cent said they did not know how much it would affect them. Ratings by each of the 26 job types are shown in table 37.

Table 37 Effect ECM will have on job in next 6 months to 2 years

CATEGORY Job type	A great deal	A fair amount	Not very much	Nothing at all	Don't know
LOCAL GOVERNMENT	36	38	16	2	8
Youth Workers	29	38	20	3	10
Child & Adolescent Mental Health staff	27	47	17	4	5
Connexions Personal Advisers	42	38	10	1	10
Children's Social Workers	34	35	22	2	7
Educational Welfare Officers	41	41	10	1	7
Educational Psychologists	58	30	8	1	3
Foster Carers	12	36	34	6	12
HEALTH PROFESSIONALS	20	41	27	6	7
Paediatricians	18	30	33	15	4
Nurses	19	41	26	7	9
School Nurses	26	45	20	3	7
Midwives	11	40	36	6	7
Health Visitors	27	43	21	2	7
SCHOOLS	19	34	26	6	15
Primary School Teachers	25	32	26	7	10
Secondary School Teachers	10	19	41	16	14
Teaching Assistants	15	32	30	2	21
Learning Support Assistants	12	37	25	7	20
Learning Mentors	28	42	18	2	11
YOUTH JUSTICE	22	35	29	5	9
YOT (Youth Offending Team) Workers	25	49	16	3	7
Police	10	28	37	7	18
Probation Officers	12	28	45	11	4
Drug & Alcohol Misuse Workers	41	42	10	1	5
Secure Estate i.e. YOI , secure training centres	21	24	39	4	12
VOLUNTARY SECTOR AND RESIDENTIAL	30	45	16	2	8
Residential Care Staff	31	45	16	2	7
Social/ community/ play workers or social carer	28	45	17	3	8
CHILDCARE	20	46	21	4	9
Childcare	23	49	19	2	7
Childminders	8	29	32	15	16
TOTAL	25	39	22	4	9

All figures shown are percentages

Base: All respondents (4,148)

We noted that meetings about ECM were most advanced in Local Government and that those workers were generally better informed than most. Perhaps as a consequence of this,

Local Government workers expect a greater impact than other categories. Schools and Youth Justice have the lowest expectations in this respect. Over half of Educational Psychologists (58%) thought that Every Child Matters would make a great deal of difference to their job. This was the highest level out of all the job-types.

More than a third of workers in the following job-types believe that ECM will have a 'great deal' of impact on their job in the near future: Connexions Personal Advisers, Drug and alcohol Misuse Workers and Educational Welfare Officers (42%, 41%, and 41% respectively). Secondary School Teachers and Paediatricians expect a much lower impact (10%).

9.2 Whether services are more or less joined-up than they were one year ago

'Joined-up' refers to the way in which agencies and departments work together on cases and policies within children's and young people's services. This should result in decreased overlap and increased responsiveness when dealing with children and young people. All respondents were asked whether their services were 'more joined-up', 'a little more joined-up', 'no difference' or 'less joined up' than they were a year ago. This was to give an idea of how far strategies for multi-agency working have been implemented since Every Child Matters was launched.

Overall the picture is one of more joined up services, though not greatly for most: 26% thought services were 'more joined up', 40% said 'a little more joined-up', a further 22% said there was 'no difference' compared to a year ago, 2 per cent thought services had become less joined up and 10% did not know. Findings for each of the job types and categories are shown in table 38.

Table 38 Whether services are more or less joined-up than they were a year ago

CATEGORY Job type	More joined up	A little more joined up	No difference	Less joined up	Don't know
LOCAL GOVERNMENT	29	44	21	1	5
Youth Workers	23	43	22	4	8
Child & Adolescent Mental Health staff	25	48	21	1	4
Connexions Personal Advisers	32	47	17	-	5
Children's Social Workers	35	38	23	1	3
Educational Welfare Officers	35	43	18	1	3
Educational Psychologists	27	49	20	1	2
Foster Carers	23	33	34	1	9
HEALTH PROFESSIONALS	25	40	24	2	9
Paediatricians	18	35	39	2	6
Nurses	25	43	19	1	14
School Nurses	29	44	19	2	7
Midwives	24	35	25	2	15
Health Visitors	25	43	26	4	1
SCHOOLS	21	37	22	1	19
Primary School Teachers	14	34	39	2	11
Secondary School Teachers	19	30	20	-	31
Teaching Assistants	25	34	19	-	22
Learning Support Assistants	21	38	19	1	22
Learning Mentors	24	43	21	1	13
YOUTH JUSTICE	28	39	22	1	10
YOT (Youth Offending Team) Workers	29	44	22	1	4
Police	36	25	27	2	10
Probation Officers	23	40	18	1	18
Drug & Alcohol Misuse Workers	27	43	23	-	6
Secure Estate i.e. YOI , secure training centres	22	42	19	1	15
VOLUNTARY SECTOR AND RESIDENTIAL	25	40	26	2	7
Residential Care Staff	28	35	27	2	10
Social/ community/ play workers or social carer	21	46	26	3	5
CHILDCARE	31	38	19	2	9
Childcare	32	41	17	2	8
Childminders	28	27	25	1	19
TOTAL	26	40	22	2	10

All figures shown are percentages

Base: All respondents (4,148)

Perceptions of more joined up services are above average in Childcare, Youth Justice and Local Government. There was no great variation in opinion towards whether services had become more or less joined up across the job-types. Only a very small proportion of workers in each job-type (no more than 4%) thought services had become less joined up. More than 50% of all job-types (except Teachers) thought that services were 'more'/ 'a little more joined up' that they were one year before. The proportion who did not know whether services were more joined up was quite high amongst certain job types, particularly among Schools staff. These are groups where awareness of Every Child Matters was lowest (level of awareness below 70%).

9.3 Influence of Every Child Matters on referrals

Those working in services that children and young people are referred to by those working who work with them were asked how they thought Every Child Matters would influence referrals to their services. Workers asked this question were CAMHs, Social Workers, Educational Psychologists (i.e. those likely to be working in behavioural support roles) and Paediatricians. Respondent could state whether they thought ECM would increase referrals, make no difference or decrease referrals. Findings are shown in table 39, and we can see that opinion is evenly divided between 'increase' and 'no difference'.

Table 39 Influence of ECM on referrals

Job type	Increase Referrals	Make no difference	Decrease referrals	Don't know
Child & Adolescent Mental Health	48	37	6	9
Children's Social Workers	43	34	14	9
Educational Psychologists	36	42	6	16
Paediatricians	31	51	4	14
Total	40	40	8	12

All figures shown are percentages

Base: All respondents in the 4 job types (535)

Of these four job types, CAMHs were the workers most likely to expect an increase in referrals and Paediatricians were least likely (48% compared with 31%). Children's Social Workers were the groups who were most likely to expect a decrease in referrals (14%), though on balance they also expected an increase.

9.4 Extent that Every Child Matters will improve outcomes for children using services

All respondents were asked to what extent, if at all, Every Child Matters would improve outcomes for children and young people using their services. Possible answers were 'a great extent', 'some extent', 'small extent' and 'not at all'. Overall only a small minority thought that ECM would not improve outcomes for those using their services. Twenty five per cent thought it would improve outcomes to a 'great extent' and a further 47% said it would improve outcomes to some extent (see table 40 for breakdown of findings by job type).

Table 40 Extent ECM will improve outcomes for children using services

CATEGORY Job type	A great extent	Some extent	Small extent	Not at all	Don't know
LOCAL GOVERNMENT	27	47	16	3	8
Youth Workers	22	44	20	4	10
Child & Adolescent Mental Health staff	21	48	21	4	5
Connexions Personal Advisers	31	44	13	3	9
Children's Social Workers	22	54	13	1	9
Educational Welfare Officers	36	49	9	1	5
Educational Psychologists	31	45	17	1	7
Foster Carers	22	45	20	6	7
HEALTH PROFESSIONALS	22	50	15	4	9
Paediatricians	13	44	21	8	14
Nurses	23	50	14	2	12
School Nurses	26	51	16	3	5
Midwives	18	51	15	4	14
Health Visitors	24	51	14	6	4
SCHOOLS	22	49	14	3	12
Primary School Teachers	23	48	21	3	5
Secondary School Teachers	14	42	22	11	11
Teaching Assistants	19	51	12	-	18
Learning Support Assistants	19	48	14	2	17
Learning Mentors	31	52	9	1	9
YOUTH JUSTICE	21	45	19	3	11
YOT (Youth Offending Team) Workers	18	52	19	3	8
Police	11	44	19	6	20
Probation Officers	17	44	22	5	12
Drug & Alcohol Misuse Workers	32	47	14	-	6
Secure Estate i.e. YOI , secure training centres	28	37	24	3	7
VOLUNTARY SECTOR AND RESIDENTIAL	27	46	17	3	8
Residential Care Staff	31	44	14	3	9
Social/ community/ play workers or social carer	23	48	20	3	8
CHILDCARE	30	45	12	5	8
Childcare	34	45	11	4	7
Childminders	14	47	17	12	10
TOTAL	25	47	15	3	9

All figures shown are percentages

Base: All respondents (4,148)

The data shows more variations within category than between them. More than a quarter of those working as Secondary School Teachers, Childminders, Paediatricians, Secure Estate

workers, Probation Officers, Foster Carers, Police, CAMHs and Youth Workers thought that ECM would improve outcomes of those using their services only to a small extent or not at all; this compares to 19% on average. Educational Welfare Officers were the workers most likely to think that ECM would improve outcomes of users to a 'great extent' (36% compared to 25% on average).

Appendices

A: Profile of respondents

B. Demographic profile

C: Research method

 Sampling

 Fieldwork

 Analysis

D: Fieldwork figures

E: Pre-notification letters

 Director of Social Services/ LEA, Local police stations (BCU Commanders)

 Paediatricians

F: Questionnaire

A. Profile of respondents

This chapter provides a description of the respondents interviewed in relation to their employment. A demographic profile (age, sex, and ethnicity) is provided in Appendix B.

Category and job type

Workers across 26 job-types were interviewed. These 26 groups were grouped into 6 categories. Local Government, NHS acute primary care (Health Professionals), Schools, Youth Justice, Voluntary Sector and Residential, and Childcare.

These 26 job types form the basis of the analysis throughout this report in order to compare findings, such as level of awareness and usage of guidelines between the job-types.

A1. Length of time in current job

Table A1 Length of time in current job

CATEGORY Job type	Less than 6 months	6 months to 1 year	Between 1 & 2 years	Between 2 & 5 years	Between 5 & 10 years	More than 10 years
LOCAL GOVERNMENT	5	10	14	30	17	24
Youth Workers	6	11	13	25	22	23
Child & Adolescent Mental Health staff	4	15	15	24	16	26
Connexions Personal Advisers	4	12	17	41	12	15
Children's Social Workers	14	17	19	34	12	4
Educational Welfare Officers	4	5	15	34	14	28
Educational Psychologists	4	7	8	27	19	34
Foster Carers	-	1	5	18	30	46
HEALTH PROFESSIONALS	4	8	9	20	17	41
Paediatricians	3	9	8	15	16	49
Nurses	7	8	12	23	16	36
School Nurses	4	9	11	23	21	33
Midwives	5	3	8	22	21	42
Health Visitors	2	14	7	13	12	51
SCHOOLS	2	8	11	37	22	20
Primary School Teachers	7	5	8	19	29	32
Secondary School Teachers	-	14	7	26	19	34
Teaching Assistants	2	6	6	37	27	20
Learning Support Assistants	3	6	7	31	29	25
Learning Mentors	1	9	22	57	10	2
YOUTH JUSTICE	6	13	16	34	17	14
YOT (Youth Offending Team) Workers	5	11	16	47	12	9
Police	4	7	18	21	26	24
Probation Officers	6	19	12	33	12	18
Drug & Alcohol Misuse Workers	10	18	19	40	9	2
Secure Estate i.e. YOI , secure training centres	6	7	15	24	30	18
VOLUNTARY SECTOR AND RESIDENTIAL	8	9	18	30	20	16
Residential Care Staff	9	8	19	28	21	16
Social/ community/ play workers or social carer	8	9	16	31	20	16
CHILDCARE	4	10	15	28	21	22
Childcare	4	9	17	30	20	20
Childminder	1	14	6	23	25	31
TOTAL	5	9	13	29	19	25

All figures shown are percentages

Base: All respondents (4,148)

This profile varied greatly across categories and job types. The longest serving workers were those working in Health services, where 41% had been in their current job for more than 10 years; this compares to 14% among Youth Justice workers. Corresponding figures for the other categories are 24% of Local Government, 22% of Childcare, 20% of Schools staff and 16% of Voluntary Sector and Residential.

When looking at specific job types the longest serving workers included Health Visitors and Paediatricians. Fifty-one per cent of Health Visitors and 49% of Paediatricians had been in their currently job for more than 10 years. In contrast, groups with a high proportion of staff new to the post included Social Workers and DAT workers. Thirty-one per cent of Social Workers and 28% of DAT workers had been in their current job for less than a year, compared to an average of 14% across all job-types. The differences across job-types are not linked to age, as all job-types have similar age profiles (see appendix B).

A2. Full-time/ part time

Overall we found that one in five (21%) worked part-time, which is close to the average across all jobs (22%), but low compared to the public sector in general (30%)¹⁴.

¹⁴ BMRB's National Employer Benchmark Survey 2005.

Table A2 Whether respondent works full-time or part-time

CATEGORY Job type	Full Time	Part Time	Don't know
LOCAL GOVERNMENT	87	13	*
Youth Workers	72	28	-
Child & Adolescent Mental Health staff	88	11	1
Connexions Personal Advisers	88	13	-
Children's Social Workers	93	7	-
Educational Welfare Officers	96	4	-
Educational Psychologists	92	8	-
HEALTH PROFESSIONALS	63	37	*
Paediatricians	79	21	-
Nurses	71	29	1
School Nurses	46	54	-
Midwives	66	34	1
Health Visitors	59	41	-
SCHOOLS	73	26	1
Primary School Teachers	92	8	-
Secondary School Teachers	89	11	-
Teaching Assistants	49	49	2
Learning Support Assistants	62	38	1
Learning Mentors	79	21	1
YOUTH JUSTICE	95	5	*
YOT (Youth Offending Team) Workers	97	3	-
Police	91	9	-
Probation Officers	93	7	-
Drug & Alcohol Misuse Workers	98	1	1
Secure Estate i.e. YOI , secure training centres	96	4	-
VOLUNTARY SECTOR AND RESIDENTIAL	90	11	-
Residential Care Staff	96	4	-
Social/ community/ play workers or social carer	83	17	-
CHILDCARE	77	22	*
Childcare	82	18	*
Childminders	54	46	-
TOTAL	79	21	*

All figures shown are percentages

Base: All respondents excluding Foster Carers (4048)

When looking at categories, working part-time is more common among Health Professionals (37%) and Schools staff (26%) and far less common among Youth Justice where only five per cent work part-time. Part-time hours are also less prevalent than average among Residential and Voluntary Sector workers (11%) and Local Government (13%). The

proportion working part-time in Childcare services (including Childminders) matched the overall profile quite closely (22% worked part-time).

Among Health Professionals, where working part-time was most prevalent, it was School Nurses, Midwives and Health Visitors who were most likely to be working part time (54%, 34% and 41% respectively) rather than Paediatricians and Nurses (21% and 29% part-time). The other job-types most likely to be working part time were Teaching Assistants (49%) and Learning Support Assistants (38%).

A3. Time working with children in typical day

Respondents were asked how much of their typical working day they spent working directly with children or young people. This was one of the screening questions asked; therefore if someone had said they spent no time working with children or young people in a typical day they were not interviewed. Table A3 shows the overall findings as well as the findings for each of the six categories and each of the 24 job types asked this question (it was not asked to Childminders and Foster Carers as it was not applicable to their roles).

Table A3 Amount of time spent working with children in a typical day

CATEGORY Job type	All of my working day	Most of my working day	About half of my working day	Less than half of my working day
LOCAL GOVERNMENT	9	23	32	36
Youth Workers	13	21	33	33
Child & Adolescent Mental Health staff	6	27	36	32
Connexions Personal Advisers	10	46	31	13
Children's Social Workers	8	10	23	58
Educational Welfare Officers	11	15	27	47
Educational Psychologists	4	11	42	43
HEALTH PROFESSIONALS	26	30	23	20
Paediatricians	47	24	20	9
Nurses	47	18	8	27
School Nurses	12	33	39	17
Midwives	18	24	22	36
Health Visitors	19	48	24	8
SCHOOLS	39	43	12	6
Primary School Teachers	30	40	15	15
Secondary School Teachers	31	42	18	9
Teaching Assistants	56	34	8	2
Learning Support Assistants	47	38	10	6
Learning Mentors	32	56	10	2
YOUTH JUSTICE	11	17	27	45
YOT (Youth Offending Team) Workers	6	15	38	40
Police	19	16	16	49
Probation Officers	2	8	22	68
Drug & Alcohol Misuse Workers	11	27	34	27
Secure Estate i.e. YOI , secure training centres	21	19	19	40
VOLUNTARY SECTOR AND RESIDENTIAL	17	30	23	30
Residential Care Staff	26	37	19	20
Social/ community/ play workers or social carer	9	24	28	40
CHILDCARE (not including Childminders)	34	32	19	16
TOTAL	22	29	23	25

All figures shown are percentages

Base: All respondents except Foster Carers and Childminders (3948)

Those working in Schools and in Childcare tended to spend more of their typical working day working directly with children, while Youth Justice and Local Government tended to spend

less time. Of the job-types, Teaching Assistants and Learning Support Assistants were most likely to spend all of their working day working directly with children (56% and 47% respectively). Probation Officers were the workers most likely to spend less than half of their typical working day working directly with children or young people (68%).

A4. Work on drug and alcohol issues

Respondents who work in Local Government, Health, Youth Justice or Voluntary Sector and Residential categories were asked whether they work on drug and alcohol issues with children and young people. Overall just under two thirds (64%) of workers in these services did. Table A4 shows the proportion of each job-type and category who said they did work on drug and alcohol issues.

Table A4 Whether respondent works on drug and alcohol issues

CATEGORY Job type	Percentage who said they do
LOCAL GOVERNMENT	68
Youth Workers	84
Child & Adolescent Mental Health staff	64
Connexions Personal Advisers	78
Children's Social Workers	80
Educational Welfare Officers	54
Educational Psychologists	45
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	59
Paediatricians	52
Nurses	52
School Nurses	77
Midwives	64
Health Visitors	48
YOUTH JUSTICE	77
YOT (Youth Offending Team) Workers	82
Police	47
Probation Officers	86
Drug & Alcohol Misuse Workers	96
Secure Estate i.e. YOI , secure training centres	69
VOLUNTARY SECTOR AND RESIDENTIAL	51
Residential Care Staff	61
Social/ community/ play workers or social carer	42
TOTAL	64

All figures shown are percentages

Base: All Local Government, (including Foster Carers), Health Professionals, Youth Justice, Voluntary Sector and Residential workers (2,747)

As might be expected Drug and Alcohol misuse workers were most likely to report working on drug and alcohol issues (96% did). Other groups who were likely to work with young people on these issues were Probation Officers (86%), Youth Workers (84%), YOT workers (82%) and Children's Social Workers (80%). Voluntary Sector (social/community/ play workers or social carers) and Educational Psychologists were least likely to work on drug and alcohol issues (42% and 45% respectively), but still had figures approaching one half involved in drug and alcohol issues.

A5. Age of children worked with

Respondents were asked the age of the youngest and oldest children they worked with. From this range of ages we calculated the proportions working with the following age groups: early years (0-4), primary (5-11), secondary (12-16), late teens (17-19).

The proportion of workers in each job type/ category working with the different age groups is shown in table A5.

Table A5 Age of children worked with

CATEGORY Job type	Early years	Primary	Secondary	Late teens
LOCAL GOVERNMENT	42	69	97	91
Youth Workers	8	58	100	95
Child & Adolescent Mental Health staff	68	86	97	95
Connexions Personal Advisers	-	1	100	99
Children's Social Workers	84	90	99	92
Educational Welfare Officers	17	98	100	95
Educational Psychologists	98	100	97	97
Foster Carers	49	77	80	44
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	87	90	80	77
Paediatricians	99	95	95	94
Nurses	99	97	96	92
School Nurses	60	98	99	96
Midwives	87	63	73	70
Health Visitors	99	99	45	41
SCHOOLS	32	92	78	32
Primary School Teachers	66	100	75	1
Secondary School Teachers	2	80	100	85
Teaching Assistants	38	100	48	-
Learning Support Assistants	33	94	69	30
Learning Mentors	27	90	92	38
YOUTH JUSTICE	20	62	85	98
YOT (Youth Offending Team) Workers	-	83	100	99
Police	79	100	100	97
Probation Officers	3	30	45	100
Drug & Alcohol Misuse Workers	18	65	95	96
Secure Estate i.e. YOI , secure training centres	1	25	85	100
VOLUNTARY SECTOR AND RESIDENTIAL	36	74	92	79
Residential Care Staff	8	60	98	90
Social/ community/ play workers or social carer	65	88	87	69
CHILDCARE	96	92	16	4
Childcare	98	92	14	4
Childminders	88	92	29	-
TOTAL	55	80	76	65

All figures shown are percentages

Base: All respondents (4,148)

Age groups worked with were as expected according to job-types, e.g. Nurses working with all age groups and Connexions PAs working almost exclusively with secondary school age and late teens.

A6. Peripatetic role

Respondents were asked whether they were mainly based in one place or whether they normally worked in several places or settings and therefore had a peripatetic role¹⁵.

Forty per cent of respondents were based in several places/ settings. Of the 26 job types, School Nurses were most likely to work in several places (90%), followed by Educational Psychologists (87%). Table A6 shows the proportion of workers in each job-type that are based in several workplaces.

¹⁵ This question is not applicable to Childminders or Foster Carers and was not asked to them.

Table A6 Whether respondents have multiple workplaces/ peripatetic role

CATEGORY Job type	Multiple workplaces (peripatetic)
LOCAL GOVERNMENT	60
Youth Workers	51
Child & Adolescent Mental Health staff	48
Connexions Personal Advisers	74
Children's Social Workers	24
Educational Welfare Officers	68
Educational Psychologists	87
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	55
Paediatricians	51
Nurses	15
School Nurses	90
Midwives	49
Health Visitors	70
SCHOOLS	8
Primary School Teachers	4
Secondary School Teachers	9
Teaching Assistants	14
Learning Support Assistants	10
Learning Mentors	7
YOUTH JUSTICE	51
YOT (Youth Offending Team) Workers	53
Police	71
Probation Officers	35
Drug & Alcohol Misuse Workers	71
Secure Estate i.e. YOI , secure training centres	15
VOLUNTARY SECTOR AND RESIDENTIAL	28
Residential Care Staff	17
Social/ community/ play workers or social carer	38
CHILDCARE (not including Childminders)	19
TOTAL	40

All figures shown are percentages

Base: All respondents except Foster Carers and Childminders (3,948)

A7. Working with children with additional needs

Respondents were asked whether they specifically or sometimes worked with children with additional needs. Additional needs include children with special educational needs, disabled children, those with mental health difficulties and those at risk of poor outcomes.

Across all job types, 28% of respondents reported working specifically with children or young people with additional needs with a further 62% sometimes working with those with additional needs. Only 10% said they do not work with children or young people with additional needs. Working specifically with those with additional needs was more likely among certain job-types than others as shown in table A7.

Table A7 Working with children or young people with additional needs

CATEGORY Job type	Yes - specifically	Yes - sometimes	No
LOCAL GOVERNMENT	40	54	5
Youth Workers	31	61	9
Child & Adolescent Mental Health staff	61	38	1
Connexions Personal Advisers	23	71	6
Children's Social Workers	28	66	5
Educational Welfare Officers	21	74	3
Educational Psychologists	89	11	0
Foster Carers	25	59	15
HEALTH PROFESSIONALS	18	70	12
Paediatricians	35	62	3
Nurses	13	73	14
School Nurses	26	73	2
Midwives	5	59	37
Health Visitors	19	78	2
SCHOOLS	32	59	9
Primary School Teachers	23	67	10
Secondary School Teachers	14	68	17
Teaching Assistants	37	53	10
Learning Support Assistants	47	48	6
Learning Mentors	27	65	8
YOUTH JUSTICE	25	68	6
YOT (Youth Offending Team) Workers	28	68	3
Police	4	93	2
Probation Officers	17	65	17
Drug & Alcohol Misuse Workers	33	62	4
Secure Estate i.e. YOI , secure training centres	46	49	4
VOLUNTARY SECTOR AND RESIDENTIAL	42	51	6
Residential Care Staff	50	43	7
Social/ community/ play workers or social carer	35	60	6
CHILDCARE	11	68	20
Childcare	14	74	12
Childminders	1	34	65
TOTAL	28	62	10

All figures shown are percentages

Base: All respondents (4,148)

Workers most likely to say they work specifically with children or young people with additional needs include Educational Psychologists (89%), Child and Adolescent Mental Health workers (61%), Residential staff (50%), Learning Support Assistants (47%) and Secure Estates workers (46%). Midwives and Childminders were least likely to work with children or young people with additional needs; 65% of Childminders and 37% of Midwives said they did not.

B Demographic profile of respondents

Table B2 Sex profile of category/ job types

CATEGORY Job type	% Male	% Female
LOCAL GOVERNMENT	33	67
Youth Workers	43	57
Child & Adolescent Mental Health staff	38	62
Connexions Personal Advisers	25	75
Children's Social Workers	26	74
Educational Welfare Officers	34	66
Educational Psychologists	46	54
Foster Carers	11	89
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	7	93
Paediatricians	52	48
Nurses	5	95
School Nurses	1	100
Midwives	1	99
Health Visitors	*	100
SCHOOLS	14	86
Primary School Teachers	24	76
Secondary School Teachers	46	54
Teaching Assistants	-	100
Learning Support Assistants	4	96
Learning Mentors	10	90
YOUTH JUSTICE	46	54
YOT (Youth Offending Team) Workers	43	57
Police	55	45
Probation Officers	43	57
Drug & Alcohol Misuse Workers	46	54
Secure Estate i.e. YOI , secure training centres	45	55
VOLUNTARY SECTOR AND RESIDENTIAL	33	67
Residential Staff	46	55
Social/ community/ play workers or social carer	21	80
CHILDCARE	3	97
Childcare	4	96
Childminders	-	100
TOTAL	21	79

Base: All respondents (4,148)

Table B3 Age profile of category/ job types

CATEGORY Job type	16-24	25-34	35-44	45-54	55+	Mean age ¹⁶
LOCAL GOVERNMENT	2	23	25	33	17	43.5
Youth Workers	3	31	34	19	11	39.4
Child & Adolescent Mental Health staff	1	20	26	39	14	44.6
Connexions Personal Advisers	2	31	25	31	11	40.8
Children's Social Workers	5	37	33	19	6	38.1
Educational Welfare Officers	1	17	19	45	17	45.2
Educational Psychologists	-	11	14	45	30	49.1
Foster Carers	-	3	21	44	32	50.4
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	3	14	28	36	17	44.4
Paediatricians	-	11	33	28	25	46.3
Nurses	10	25	23	30	13	40.1
School Nurses	-	8	36	36	20	45.9
Midwives	4	14	30	41	12	43.4
Health Visitors	*	11	23	41	23	47.1
SCHOOLS	2	13	34	35	14	43.9
Primary School Teachers	3	15	18	42	22	45.9
Secondary School Teachers	4	16	29	24	26	44.7
Teaching Assistants	-	10	44	40	4	43.0
Learning Support Assistants	1	10	36	38	16	44.8
Learning Mentors	4	17	38	33	9	42.1
YOUTH JUSTICE	4	28	38	24	6	39.5
YOT (Youth Offending Team) Workers	4	31	34	23	8	39.1
Police	2	21	53	21	-	39.6
Probation Officers	5	34	29	21	11	39.5
Drug & Alcohol Misuse Workers	4	34	37	21	2	37.6
Secure Estate i.e. YOI , secure training centres	1	12	37	36	10	43.1
VOL. SECTOR AND RESIDENTIAL	5	24	32	29	8	40.6
Residential Staff	4	26	34	27	8	40.0
Social/ community/ play workers or social carer	6	23	30	32	10	41.1
CHILDCARE	11	30	29	21	8	37.9
Childcare	13	32	26	20	8	37.2
Childminders	1	24	41	25	9	41.2
TOTAL	4	21	30	31	13	42.2

¹⁶ Mean age is based on all respondents who gave their exact age. Two per cent refused to give their exact age; 66% of these indicated the age band they were in and 34% refused to do this.

Table B4 Ethnicity by category/ job type¹⁷

CATEGORY Job type	White	Black or black British	Asian or Asian British	Mixed	Other or Chinese
LOCAL GOVERNMENT	90	5	1	1	1
Youth Workers	86	8	*	1	2
Child & Adolescent Mental Health staff	97	-	1	-	-
Connexions Personal Advisers	96	2	1	2	1
Children's Social Workers	81	9	4	2	4
Educational Welfare Officers	91	5	2	-	1
Educational Psychologists	94	2	1	1	1
Foster Carers	86	9	2	3	-
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	90	3	4	1	2
Paediatricians	72	2	19	-	4
Nurses	93	3	2	1	1
School Nurses	95	3	2	1	1
Midwives	94	2	2	1	2
Health Visitors	89	5	2	1	2
SCHOOLS	92	2	2	1	1
Primary School Teachers	99	-	-	-	-
Secondary School Teachers	90	2	4	1	2
Teaching Assistants	93	1	1	1	-
Learning Support Assistants	95	1	3	-	1
Learning Mentors	88	5	2	3	3
YOUTH JUSTICE	89	4	3	1	1
YOT (Youth Offending Team) Workers	83	3	5	1	5
Police	97	-	2	1	-
Probation Officers	87	7	5	-	-
Drug & Alcohol Misuse Workers	89	5	3	1	1
Secure Estate i.e. YOI , secure training centres	93	3	-	4	-
VOLUNTARY SECTOR AND RESIDENTIAL	85	11	1	2	1
Residential Staff	83	13	1	3	1
Social/ community/ play workers or social carer	86	9	2	2	3
CHILDCARE	93	2	3	1	1
Childcare	92	3	3	1	1
Childminders	95	-	2	2	-
TOTAL	90	4	2	1	1

¹⁷ 28 respondents (one per cent) refused to answer this question.

Summary of demographic profile

The overall gender profile of those interviewed was 79% female and 21% male. Childcare was the most female biased category with 97% of workers female. Youth Justice was the least female category though it still had a female majority (54%). Police and Paediatricians were the only two job-types with a male majority, but these were only slight (55% and 52% male).

The average age of respondents was 42. There was little variation from this across the categories and job types. Average age ranges from 37 for Childcare and Drug and Alcohol Misuse Workers to 50 for Foster Carers.

The overall ethnic profile of respondents was 90% white, 4% black or black British, 2% Asian or Asian British, 1% mixed and 1% Chinese or other. In general there was only a little variation across categories and job types. The only notable variations from the average profile was a higher level of respondents from an Asian or Asian British background amongst Paediatricians (19%) and black or black British amongst Residential staff (13%).

C. Research Method

C1. Sampling

The table (C1) below and overleaf shows the 6 categories that comprise the children's workers and the 26 job types of the workers interviewed. This table also shows the number of interviews achieved with each group (compared to the target), the sample source and the basic contact approach use when workplaces were called.

C1. SAMPLE BREAKDOWN and basic interview approach

CATEGORY Job type	No. interviewed (target)	SAMPLE SOURCE	BASIC CONTACT APPROACH	
LOCAL GOVERNMENT	Total =1,091 (1,300)			
Youth Workers	206 (200)	Commercial database listing youth clubs	Phone youth club and ask to speak to a paid youth worker	
Child Adolescent Mental Health Staff (CAMHs)	135 (200)	Commercial database listing LEAs, Mental Health trusts, Social Services	Ask to speak to someone working directly with children or young people on mental health issues	
Connexions Personal Advisers	200 (200)	List of local Connexions offices from website	Ask to speak to Personal Advisers	
Children's Social Workers	134 (200)	Commercial database listing social services offices	Ask to speak to professional social worker who deals directly with children and young people up to 19	
Educational Welfare Officers (EWO)	150 (200)	Commercial database listing LEAs	Ask to speak to Educational Welfare Officer who deals directly with children and young people up to 19	
Educational Psychologists	166 (200)	Commercial database listing LEAs	Ask to speak to Educational Psychologist who deals directly with children and young people up to 19	
Foster carers	100 (100)	Opted in sample via Fostering Network	Named respondent	
HEALTH PROFESSIONALS (NHS ACUTE PRIMARY CARE)	Total = 901 (900)			
Paediatricians	100 (100)	Database listing named paediatricians	Ask to speak to named respondent – if not there or left then ask to speak to someone doing similar job (working directly with children or young people up to 19) or their replacement	
Nurses	200 (200)	Database listing named nurses in hospitals and other primary care settings		
School Nurses	200 (200)	Database listing named schools nurses LEA source		
Midwives	200 (200)	Database listing named midwives		
Health Visitors	201 (200)	Database listing named Health Visitors		
SCHOOLS	Total = 700 (700)			
Primary School Teachers	100 (100)	Commercial database of schools	Primary Divide sample into 3. Ask at switchboard if LM at school – if yes take details. Ask to interview teacher/ TA/ LSA as per sample.	Secondary Divide sample into 2. Ask at switchboard if LM at school –if yes take details. Ask to speak to teacher/ LSA as per sample.
Secondary School Teachers	100 (100)			
Teaching Assistants	100 (100)			
Learning Support Assistants (LSA)	200 (200)			
Learning Mentors	200 (200)	Commercial database of schools and opted in sample via DfES mail-out	One or more Learning Mentor interview plus one other school interview per school. Ask to speak to named respondent	

YOUTH JUSTICE	Total = 455 (500)		
Youth Offending Team (YOT) workers	100 (100)	Listing from Youth Justice Board website	Ask to speak to someone working directly with children or young people under 19
Police	89 (100)	Commercial database of police stations	Ask to speak to an officer who deals directly with children or young people up to 19. This may be a Youth Liaison or Child Protection officer
Probation Officers	100 (100)	Commercial database of probation office locations	Ask to speak to an officer who deals directly with children or young people up to 19
Drugs Alcohol Misuse Workers	99 (100)	Commercial listing of Drug Action Teams	Ask to speak to someone who deals directly with children or young people up to 19
Secure Estate i.e. YOI , secure training centres	67 (100)	Commercial database of Secure Estates supplemented by listing provided by DfES	Ask to speak to someone who deals directly with young people. Will be multiple interviews at each Secure Estate/ Youth Offender Institute/ Secure Training Centre
VOLUNTARY AND RESIDENTIAL	Total = 400 (400)		
Residential Care Staff	200 (200)	Listing from Commission for Social Care Inspectorate	Ask to speak to a paid staff member who works directly with children or young people up to 19
Social/ community/ play workers or social carer	200 (200)	Commercial database of children's charities (local offices)	Check whether voluntary sector- if yes- ask to speak to a qualified social worker who deals directly with children or young people up to 19 – if no social workers than ask to speak to community worker/ play worker/ social carer
CHILDCARE	Total = 601 (600)		
Childcare	501 (500)	DfES provide listing of Sure Start projects from Ofsted.	Ask to speak to a paid member of staff who deals directly with children
Childminders	100 (100)	DfES provide listing of Sure Start projects from Ofsted	Ask for named childminder
TOTAL	4148 (4400)		

The achieved number of interviews fell short of the targets in a number of job-types where the target exceeded the number of organisations employing such people. We attempted to obtain more than one interview per organisation but success was limited by factors such as switchboards becoming reluctant to allow interviewers through after the first interviews were completed.

C2. Fieldwork

Interviews were conducted over the telephone, from the telephone interviewing centre in Ealing, and questionnaires were administered by interviewers using Computer Assisted Telephone Interviewing (CATI). The questionnaires were piloted prior to the start of fieldwork at this baseline stage. Two shifts of pilot fieldwork took place in early March 2005, monitored by members of the research team and representatives from COI/DfES.

For the main-stage of fieldwork, pre-notification letters were sent to the following:

- Directors of social services

- Directors of Local Education Authorities (LEAs)
- Paediatricians
- BCU Commanders (Police stations)
- Secure Estate management

Pre-notification emails were sent to the following

- Connexions managers
- School head teachers (via Star Chamber)

Letters were sent to Paediatricians because they are an extremely difficult group to conduct surveys amongst, as they are well recognised as a highly researched and busy group. By sending letters to Paediatricians they could arrange an appointment for the interviewer to call to conduct the interview. Pre-notification of management of social services, LEAs, Secure Estates and BCU Commanders was intended to assure staff that the survey was legitimate and their management had been informed. Letters were not sent to other elements of the sample, which we regarded as easier to contact and identify individuals available for interviewing.

Foster Carers and the majority of Learning Mentors opted-in to the research. A database of contact details for Foster Carers was not available for research purposes. The Fostering Network sent out a letter about the survey and an opt-in form that Foster Carers could send to BMRB if they wished to take part.

At the time of setting up the survey there was no database of Learning Mentors or schools employing Learning Mentors. Two approaches were taken to build a sample. The first approach was via a DfES mail-out to schools asking Learning Mentors to opt-in. The second approach was to ask at the beginning of interviews with teachers, classroom assistant and learning support assistants whether the school also employed Learning Mentors. These schools would later be included in the Learning Mentors sample.

Where sample was limited (Local Government, Secure Estates, YOT workers) more than one interview was permitted per establishment. At the end of the first interview the respondent was asked for the contact details of a colleague who would be willing to be interviewed at a later date. Table C2 shows the amount of sample we had for each group compared to the number interviewed.

Table C2 Numbers of sample

Sample group (job type)	Original sample	From 1 st snowball	From 2 nd snowball	Total sample	Interviews Achieved	% of interviewed to total sample
Youth Workers	3312 *	-	-	3312	206	6.2
Child Adolescent Mental Health staff	235 *	68 #	20 #	323	135	41.8
Connexions Personal Advisors	410 *	-	-	410	200	48.8
Children's Social Workers	152 *	46 #	40 #	238	134	56.3
Educational Welfare Officers	131 *	58 #	49 #	238	150	63
Educational Psychologists	147 *	65 #	58 #	270	166	61.5
Foster Carers	148 #	-	-	148	100	67.6
Paediatricians	1643 #	-	-	1643	100	6.1
Nurses	1600 #	-	-	1600	200	12.5
School Nurses	573 #	72 #	66 #	711	200	28.1
Midwives	3280 #	-	-	3280	200	6.1
Health Visitors	1494 #	-	-	1494	201	13.5
Primary School Teachers	1084 *	-	-	1084	100	9.2
Secondary School Teachers	816 *	-	-	816	100	12.3
Teaching Assistants	1083 *	-	-	1083	100	9.2
Learning Support Assistants	1898 *	-	-	1898	200	10.5
Learning Mentors	248 #	60 #	76 #	384	200	52.1
YOT Workers	138 *	62 #	1 #	201	100	49.8
Police	1220 *	-	-	1220	89	7.3
Probation Officers	382 *	-	-	382	100	26.2
Drug Alcohol Misuse Workers	146 *	22 #	45 #	213	99	46.5
Secure Estate	99 *	20 #	15 #	134	67	50
Residential Staff	1666 *	-	-	1666	200	12
Social / Community Workers	1263 *	-	-	1263	200	15.8
Childcare	4066 *	-	-	4066	501	12.3
Childcare – Childminders	1323 #	-	-	1323	100	7.6
Total	28557	473	370	29400	4148	

*Sample of organisations; # Sample of individuals

The main stage fieldwork took place between March and July 2005. No fieldwork took place during the 2005 election period, which ran from 5th April to 5th May.

The average interview length was 20 minutes.

C3. Analysis

Coding

Answers to partially or fully open-ended questions in the questionnaire were coded by BMRB's coding department. Answers to partially open-ended questions were back-

coded where appropriate and extra codes were added where needed. Researchers in the team reviewed listings to the open-ended questions and added codes if necessary.

Attitudes towards working in children's and young peoples services

The response patterns to the following two statements were compared:

My current job has good career prospects

It is difficult to move between different types of jobs across different children's and young people's services

The response patterns were compared to see whether those who thought their current job did not have good career prospects also thought it was difficult to move between different types of jobs across different children's and young people's services. Those who responded negatively to both were those who disagreed ('a little' or 'a lot') with the first statement and also agreed ('a little' or 'a lot') with the second statement.

Base sizes for categories and job types

Rather than have the bases sizes for each category and job-type in every table throughout the report, the number of respondents in each of these sub-groups are shown in table C1. This table contains the base sizes for 'all respondents' and 'all aware of Every Child Matters'.

D: Survey fieldwork report

Sample outcome	Main survey	Foster carers and childminders	Net total
Total sample in survey	27929	1471	29400
Out of scope - deadwood	1199	12	1211
Computer/fax number	75	0	75
Number unobtainable	138	0	138
Duplicate number	125	0	125
10+ calls with no contact	1	2	3
Business number	55	0	55
Other - ineffective	805	10	815
Out of scope – known to be ineligible	502	14	516
No time working with children in typical day	147	-	147
Not paid employee for work with children	33	9	42
Ineligible – other reason	322	5	327
TOTAL KNOWN TO BE OUT OF SCOPE: deadwood + ineligible	1701	26	1727
TOTAL POTENTIALLY IN SCOPE: total sample less out of scope	26228	1445	27673
In scope/Potentially in scope			
Respondent unavailable during fieldwork	189	0	189
Respondent not able to do interview (language or communication difficulty)	64	0	64
Dialler no answer/ busy/ engaged	202	6	208
No answer/ answering machine	220	6	226
Respondent moved/ left workplace	55	0	55
Hard refusal – respondent annoyed/ against company policy	247	6	253
Soft refusal – too busy/ not annoyed	609	19	628
Not knowledgeable/ no dealings/ do not have decision making responsibility	51	12	63
Respondent unknown at number	276	1	277
Quota full	20106	1169	21275
Other no outcome	156	24	180
Abandoned interview	105	2	107
Completed interview	3948	200	4148

E: Pre-notification letters

Letter to Local Government directors, Secure Estate management, Police station BCU commanders

DfES Research: The Children's Workforce Survey

Dear Sir/ Madam,

The Department for Education and Skills is conducting a survey with Children's Workforce staff across a range of organisations throughout England. The survey will find out staff levels of awareness and opinions about the Every Child Matters: Change for Children programme, a cross-government initiative to transform services for children and young people so they achieve better outcomes.

The DfES has commissioned an independent market research agency, BMRB, to carry out the survey. This is a telephone survey amongst a range of Children's Workforce staff, which may include a small number of staff from your organisation. The research findings will be used to inform future policy and communication developments.

BMRB will be telephoning relevant workplaces starting on 21st of March. Interviews will last approximately 15 minutes. Participation is, of course, voluntary. The DfES understands that your staff are very busy people, but would really appreciate if time could be spared to participate – their views are very important.

BMRB is bound by the strict Code of Conduct of the Market Research Society. No individual or organisation will be named in their report and the data from the research will be presented in such a way that the responses given will not be attributed to any individual or organisation.

If you have any queries on the survey, please contact either xx xxx at BMRB on xxx xxxx xxxx or xxx xxxxx, Research Project Manager at the Department for Education and Skills on xxx xxxx xxxx.

Yours Sincerely,

Head of the Perception Research Team

Letter to paediatricians

DfES Research: The Children's Workforce Survey

Dear <name>

The Department for Education and Skills is conducting a survey with Children's Workforce staff across a range of organisations throughout England. The survey will find out staff levels of awareness and opinions about the Every Child Matters: Change for Children programme, a cross-government initiative to transform services for children and young people so they achieve better outcomes.

The DfES has commissioned an independent market research agency, BMRB, to carry out the survey. This is a telephone survey amongst a range of Children's Workforce staff including 100 paediatricians. The research findings will be used to inform future policy and communication developments.

This survey has been developed in consultation with the Department of Health.

You have been randomly selected as one of the paediatricians to be interviewed. An interviewer calling on behalf of BMRB will be contacting you by telephone during the period of research starting on 12th May. Interviews will last approximately 15 minutes. Participation is, of course, voluntary. The DfES appreciate that paediatricians are very busy people, but would really appreciate if time could be spared to participate – your views are very important. Arrangements can be made to go through the survey at a time that is convenient for you.

BMRB is bound by the strict Code of Conduct of the Market Research Society. No individual will be named in their report and the data from the research will be presented in such a way that the responses given will not be attributed to any individual or organisation.

If you have any queries on the survey, please contact either xxx xxxx at BMRB on xxx xxxx xxxx or xxx xxx, Research Project Manager at the Department for Education and Skills on xxx xxxx xxxx.

Yours Sincerely,

Head of the Perception Research Team

F: Questionnaire

DIALLING FOR ... <JOB TYPE>

INTRODUCTION:

Good morning/afternoon I'm calling from BMRB Social Research, on behalf of the Department for Education and Skills. We are conducting a survey among staff working in children's and young people's services. It is, of course, voluntary but we hope you will take part because this research will help the DfES assess awareness of new guidelines, and how best they can communicate with those working with children.

IF HEALTH PROFESSIONAL : This survey has been developed in consultation with the Department of Health

S1. Can I please speak to.....(DEFINITION VARIES PER JOB TYPE REFER TO PAID STAFF/ NAMED RESPONDENT)?

Proceed with interview

Appointment

Back to SMS (use if taking another number, GCB, refusal etc)

IF SCHOOL

S2. AT SWITCHBOARD: Before you put me through to a <teacher/ learning support assistant/ classroom assistant>, can I just check, are there any leaning mentors employed at this school?

IF NECESSARY: A learning mentor is a dedicated position within schools but not all schools will have one.

IF 'SENCO' MENTIONED THIS IS NOT A LEARNING MENTOR.

Yes

No

Don't know

IF YES AT S2.

S3. At a later date we will be looking to speak to learning mentors. Would it be possible to record the name of the learning mentor employed at this school and a direct line telephone number too if possible?

IF NECESSARY: Reassure about confidentiality.

RECORD FULL NAME AND TELEPHONE NUMBER OF LEARNING MENTOR

Thank you for that. Could you put me through to a < teacher/ learning support assistant/ classroom assistant>?

ONCE TALKING TO ELIGIBLE RESPONDENT

Thanks for taking part in this important survey. Please note that your answers will be treated in the strictest confidence.

.

IF CHILDCARE

S4. Can I check, do you work for a Sure Start project?

Yes

No

Don't know

IF CHILDCARE

S5. Do you work with children in the Early Years age range?

Yes

No

Don't know

IF VOLUNTARY SECTOR

S6. Are services for children or young people up to 19 provided on these premises?

INTERVIEWER NOTE: IF SHOP/ FUNDRAISING THEN CODE NO

Yes

No

Don't Know

IF YES

S7. I'm doing a survey on behalf of the Department for Education and Skills, I would ideally like to speak to a social worker however if this is not possible then could I speak to someone else who works directly with children such as a community worker or playworker?

This has to be a paid employee, not a volunteer.

Yes

No

Don't Know

ASK ALL (EXCEPT CHILDMINDER OR FOSTER CARER)

WARM-UP: BASIC INFO ABOUT JOB

Q1. Which of these terms best describes the amount of time you spend working directly with children or young people up to 19 years old, in a typical day?

READ OUT:

All of my working day

Most of my working day

About half of my working day

Less than half of my working day

No time (GO TO Q1a)

Can't say

If Q1= No time working with children or young people in a typical day

Q1a. I'm sorry we only need to speak to people who spend at least some of their typical working day working directly with children.

Is there someone else in your workplace who works directly with children that we can speak to?

Yes

No (CLOSE)

Don't know (CLOSE)

IF Q1a=Yes

RETURN TO START OF QUESTIONNAIRE

ASK ALL EXCEPT FOSTER CARER

Q2. Can I just check that you are a paid employee for this work?

Yes

No (GO TO Q2a)

IF Q2=NO

Q2a. I'm sorry we are only looking to speak to paid workers.

Is there someone else in this workplace who is paid and works directly with children that we can speak to?

Yes

No (CLOSE)

Don't know (CLOSE)

IF Q2A=YES

RETURN TO START OF QUESTIONNAIRE

IF LOCAL GOVERNMENT/ HEALTH PROFESSIONAL/ YOUTH JUSTICE/
VOLUNTARY & RESIDENTIAL

Q3. Do you work with children or young people on drugs or alcohol issues?

Yes

No

Don't know

ASK ALL (EXCEPT FOSTER CARER OR CHILDMINDER)

Q4. Could you please tell me your job title?

PROBE AND WRITE IN

ASK ALL (EXCEPT FOSTER CARER OR CHILDMINDER)

Q5. Is your job based mainly in one workplace or do you regularly work in a number of different places or settings? SINGLE CODE

Mainly based in one place

In a number of places/settings

ASK ALL

Q6. I would like to know the age range of the children or young people you work with. Firstly, what age are the youngest children or young people you have to work with as part of your job?

WRITE IN EXACT AGE. IF GIVE MORE THAN ONE NUMBER CODE LOWEST RANGE IS 0-19

ASK ALL

Q7. And what age are the oldest children or young people you work with as part of your job?

WRITE IN EXACT AGE. IF GIVE MORE THAN ONE NUMBER CODE

HIGHEST

RANGE IS 0-19

*logic check

ASK ALL

Q8. Do you *ever, or do your specifically*, work with/ foster children or young people who have additional needs? By this we mean children with special educational needs, disabled children, those with mental health difficulties and those at risk of poor outcomes.

Yes, specifically

Yes, sometimes

No

DK

ATTITUDES TO JOB/SECTOR/WORKING WITH CHILDREN

ASK ALL

Thinking now about how you feel about your current job (as a foster carer).

Q9. Overall, would you say you are satisfied or dissatisfied with your current job?

IF SATISFIED/DISSATISFIED Is that very or fairly (dis)satisfied?

SINGLE CODE ONLY

Very satisfied

Fairly satisfied

Neither satisfied nor dissatisfied

Fairly dissatisfied

Very dissatisfied

Don't know/ can't say

IF FAIRLY/ VERY DISSATISFIED

Q9A. Why are you dissatisfied with your job?

DO NOT PROMPT.

Workload is too heavy/too much work

Pay is not good enough/poor pay

Not respected enough

Not enough resources to do the job

Don't Know

Other

ASK ALL

Q10. I am now going to read out some statements. Please tell me whether you agree or disagree with each one. IF AGREE/DISAGREE Is that strongly or tend to (dis)agree? ALTERNATE ORDER OF READ OUT. SINGLE CODE ONLY

- I enjoy working with children and young people as part of my job (as a foster carer)
- People who work with children and young people are not valued highly enough by society
- My current job has good career prospects
- It is difficult to move between different types of jobs across different children's and young people's services

Agree a lot

Agree a little

Neither agree nor disagree

Disagree a little

Disagree a lot

Don't Know

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

ASK ALL

Q11. Do you know what to do if you think a child or young person you were working with was being abused?

IF FOSTER CARER: At parental contact

Yes

No

Don't know

IF YES:

Q11A. What would you do?

DO NOT PROMPT. PROBE FULLY

Inform social services/ social worker

Inform the police

Discuss with the parents

Discuss with other agencies

Tell supervisor then make decision

Follow child protection procedures

Other: WRITE IN

READ OUT TO ALL EXCEPT CHILDMINDER

The next question is about Central Government guidance that covers the need to safeguard and promote the welfare of children and young people. For example, guidelines known as 'Safeguarding Children in Education' and 'Working Together to Safeguard Children'.

READ OUT TO CHILDMINDER ONLY

The next question is about National standards for under 8's day care and childcare which cover the need to safeguard and promote the welfare of children and young people.

ASK ALL

Q12. Which of these best describes your experience of these guidelines?

READ OUT

I use these guidelines

I have seen these guidelines but not used them

I have NOT SEEN these guidelines

Don't Know

AWARENESS OF EVERY CHILD MATTERS

ASK ALL

Q13. Can I check, have you heard of the Every Child Matters Programme, which is also sometimes called the Change for Children Programme? SINGLE CODE ONLY

Yes

No

Don't know

IF YES

Q13A. What term do you know the programme by – “Every Child Matters” or “Change for Children”?

Every Child Matters - TEXT SUBSTITUTION FROM NOW ON USE THIS TERM

Change for children – TEXT SUBSTITUTION FROM NOW ON USE THIS TERM

Both – TEXT SUBSTITUTION FROM NOW ON USE EVERY CHILD MATTERS

IF NOT AWARE

TEXT SUBSTITUTION FROM NOW ON USE EVERY CHILD MATTERS

IF AWARE

Q15. What would you say are the main issues covered in the Every Child Matters/Change for children programme? PROBE AND WRITE IN

Don't know (SINGLE CODE ONLY)

IF AWARE

Q16. As far as doing your current job is concerned, would you say you know enough about it or not enough about the Every Child Matters/Change for Children programme? SINGLE CODE ONLY

Know enough about it

Do not know enough about it

Don't know

IF AWARE

Q17. Which aspects of the Every Child Matters/Change for children programme, if any, would you like more information about, to help you in your job?

PROBE AND WRITE IN

Nothing (SINGLE CODE ONLY)

Don't Know (SINGLE CODE ONLY)

ASK ALL

Q18. I'm now going to read out some of the issues covered in the Every Child Matters/Change for Children programme. For each one please tell me whether or not you are aware of it.

FOR EACH AWARE OF, ASK:

Q18A. And how well informed do you feel about this issue?

- Core of training for those working with children and young people
- Common occupational standards across different children's and young people's services
- A high profile recruitment campaign

- A Common Assessment Framework
- Information sharing across services or agencies
- National Services Framework for children young people and maternity services

Aware

Not aware

IF AWARE:

Very well informed

Fairly well informed

Not very well informed

Not at all well informed

No guidance available

DK/can't say

ASK ALL

IF NOT AWARE OF ECM AT Q. *“Based on the issues I’ve just mentioned that the Every Child Matters programme covers”*

Q19. How much difference do you think the programme will make to you in your job (as a foster carer) in the next 6 months to 2 years?

A great deal

A fair amount

Not very much

Nothing at all

Don't know

COMMUNICATIONS

IF AWARE OF ECM

Q20. Can I just check, how did you first become aware of the Every Child Matters /Change for Children programme?

DO NOT PROMPT. CODE ALL THAT APPLY

From my colleagues

From my line manager/ social worker (social worker for foster carers only)

From professional magazine

TV / Radio

Internet

Newspapers

Other media

Formal training

Other (SPECIFY)

IF AWARE OF ECM

Q21. Would you say that, on the whole, the information you have received about the Every Child Matters/Change for children programme has been very clear, fairly clear or not clear?

Very clear

Fairly clear

Not clear

Don't know/can't say

ASK ALL

Q22. How interested would you be in receiving more information about the Every Child Matters programme?

Very interested

Fairly interested

Not very interested

Not interested

Don't know

ASK IF VERY INTERESTED OR VERY INTERESTED AT Q22

Q22A. Thinking of future information about the Every Child Matters/Change for children programme, which of these methods would suit you, as a way to receive information? DO NOT READ OUT. CODE ALL THAT APPLY.

Through a dedicated newsletter

Local briefing sessions

On a Website

Email

Training courses

From my line manager

From my colleagues

Don't want to receive information

Other (SPECIFY)

Don't know

Q22B. I am going to read out a number of topics about which information could be provided. Which if any of these would be of interest to you? READ OUT. CODE ALL THAT APPLY

The role of the Children's Commissioner

Children's Trusts
The role of the Director of Social Services
The Common Assessment Framework
The Local Safeguarding Children's Board
The role of the lead professional
Sharing information between your service and related services
The Children's Act 2004
The National Service Framework for children, young people and maternity services
Integrated planning and commissioning
None of these

LOCAL DISCUSSIONS

IF AWARE OF ECM

Q23. Have you been involved in any formal or informal discussions about the Every Child Matters\Change for children programme?

INTERVIEWER NOTE: FORMAL = OFFICIAL MEETING, MANAGEMENT INVOLVED. INFORMAL = NO MANAGEMENT INVOLVED

SINGLE CODE ONLY

Yes, formal

Yes, informal

No

Don't know

IF HAVE BEEN INVOLVED

Q23A. And how helpful or unhelpful did you find these discussions? IF HELPFUL OR UNHELPFUL: Is that very or fairly un(helpful)? SINGLE CODE ONLY

Very helpful

Fairly helpful

Fairly unhelpful

Very unhelpful

Don't know

IF HAVE BEEN NO DISCUSSIONS IN ORGANISATION (Q23=NO)

Q23B. As far as you know, are discussions planned for you or your colleagues about the Every Child Matters /Change for children Programme? SINGLE CODE ONLY

Yes

No

Don't know

IF WILL BE DISCUSSIONS (Q23B=YES)

Q23E. How likely or unlikely are you to attend these discussions? IF LIKELY OR UNLIKELY: Is that very or fairly (un)likely? SINGLE CODE ONLY

Very likely

Fairly likely

Fairly unlikely

Very unlikely

Don't know

IF FAIRLY/ VERY UNLIKELY

Q23F. Why are you unlikely to attend?

DO NOT PROMPT. CODE ALL THAT APPLY.

Not relevant to my job

Not interested in it

Don't have time

Other commitment/meeting at that time

It won't change anything/no point

Don't Know

Other

TRAINING.

ASK ALL

The Government Green Paper Every Child Matters proposes the implementation of a common core of skills, knowledge and competence for those working with children and young people.

Q24. Before this interview, had you heard of the common core of skills, knowledge and competencies for those working with children and young people? SINGLE CODE ONLY

Yes

No

Don't know

IF HAVE HEARD (Q24=YES)

Q24A. And how much, if anything, would you say you know about the common core of skills, knowledge and competencies? Is that a great deal, a fair amount, not very much, or nothing at all? SINGLE CODE ONLY

A great deal

A fair amount

Not very much

Nothing at all

Don't know

ASK ALL

Q25. Thinking now about training. In general, how seriously, if at all, would you say that the organisation you work for/ your association, such as the National Childminding Association (for childminders) takes training opportunities? SINGLE CODE ONLY

Very seriously

Fairly seriously

Not very seriously

Not at all seriously

Don't know

ASK ALL

Q26. Are you aware of activities or training to improve the sharing of information about children and young people who may need local services?

Yes

No

ASK ALL

Q27. Are you aware of activities or training for a Common Assessment Framework?

Yes

No

IMPACT OF ECM inc "JOINING-UP"

ASK ALL

Q29. As you may know, the term "joined-up" is used to describe co-operation between different services, in order to produce a better service for children and young people. Based on what you know about the way that the Every Child Matters programme is working, how much difference has it made?

Are children's and young peoples services now becoming more joined-up, a little more joined-up, no different or less joined-up than they were one year ago?

SINGLE CODE ONLY

More joined-up

A little more joined-up

No difference

Less joined up

Don't know

ASK ALL

Q31. To what extent do you think the Every Child Matters programme will improve outcomes for children and young people who use your services?

A great extent

Some extent

Small extent

Not at all

Don't know

Q32A. Which organisations, if any, do you work most closely with, as part of your current job?

READ OUT

CODE ALL THAT APPLY ¹⁸

Local authority/ council/ social worker (social worker for foster carers only)

NHS/ hospital/ Primary Care Trust

Schools

Youth Offending Teams

Police

Prisons, Young Offenders Institutions, Secure Training Units

Connexions

Children's Trust Pathfinders

Sure Start

¹⁸ Social worker for foster carers only. Childminders read list of Local authority or council, schools, Sure Start only.

Voluntary group/ charity
Other (specify)
None
DK

IF NOT NONE/DK AT 32A

Q32B. Thinking about your work with these organisations you work closely with, which, if any, of the following do you do?

READ OUT¹⁹. CODE ALL THAT APPLY

Sharing information
Assessment of children and young people
Delivering joint services
Joint planning
Sharing resources/ premises/ buildings
Consulting each other
Advertising services
Don't Know
None of these

ASK ALL

Q33A. For a typical case, how much time do you have to spend trying to find out which other organisations are working with the same child or young person?

More than 5 hours
1 - 5 hours
Up to 1 hour
Varies too much to say
Don't Know
None of these/ Not relevant to job

IF CAMHS, SOCIAL WORKERS, EDUCATIONAL PSYCHOLOGISTS AND PAEDIATRICIANS ASK Q34 AND Q35.

Q34. How do you think the ECM agenda will influence referrals to your service?

READ OUT

Increase referrals
Make no difference
Decrease referrals
Don't know

¹⁹ Childminders read list of Sharing information, Consulting each other, Advertising services only. Foster carers read list of Sharing information, Assessment of children and young people, Joint planning, Consulting each other only.

DEMOGRAPHICS

I'd like to finish by asking a few questions about you and your job. We just need these details to check that we are interviewing a good cross section of people.

ASK ALL

Q37. CODE GENDER

Q38. What was your age on your last birthday? WRITE IN

Refused

RANGE 16-99

IF REFUSED

Q38A. Please can you tell me in which of the following age bands you are in?

SINGLE CODE ONLY

16-24

25-34

35-44

45-54

55-64

Over 65

Refused

ALL EXCEPT FOSTER CARERS

Q39. Do you work full-time or part-time? SINGLE CODE ONLY

Full-time

Part-time

ASK ALL

Q41. How long have you worked in your current job? SINGLE CODE ONLY

IF FOSTER CARER: How long have you worked as a foster carer since you first started, even if you have taken a gap?

Less than six months

Between six months and one year

Between one and two years

Between two and five years

Between five and ten years

More than ten years

Can't remember

Q42. Please could you tell me which of the following ethnic groups you would describe yourself as belonging to? READ OUT. SINGLE CODE ONLY

White

Mixed

Asian or Asian British

Black or Black British

Chinese

Another ethnic group (SPECIFY)

Don't Know

Refused

IF WHITE

Q42A. And is that...READ OUT

White British

White Irish

Any other white background?

IF MIXED

Q42B. And is that ...READ OUT

White and Black Caribbean

White and Black African

White and Asian

Any other mixed background?

IF ASIAN OR ASIAN BRITISH

Q42C. And is that ... READ OUT

Indian

Pakistani

Bangladeshi

Any other Asian background

IF BLACK OR BLACK BRITISH

Q42D. And is that ... READ OUT

Caribbean

African

Any other black background

IF CHILD AND ADOLESCENT MENTAL HEALTH STAFF, CONNEXIONS PERSONAL ADVISER, CHILDREN'S SOCIAL WORKER, EDUCATIONAL WELFARE OFFICERS, EDUCATIONAL PSYCHOLOGISTS, SCHOOL NURSES, LEARNING MENTORS, YOT WORKERS, PROBATION OFFICER, DRUGS AND ALCOHOL MISUSE WORKER, SECURE ESTATE

Q43. (For snowball sample) That is the end of the interview, but there is something else you may be able to help with. Is there someone else in your workplace doing a similar job to you that we could speak to on another day?

Yes

No

DK

IF YES

Could I take your colleague's name, job title and direct line number?

RECORD DETAILS

IF LEARNING MENTOR

Could I take your postcode please?

IF NECESSARY: THIS IS JUST SO THAT WE CAN DETERMINE WHICH REGION YOU ARE IN.

RECONTACT QUESTION

THANK AND CLOSE

Copies of this publication can be obtained from:

DfES Publications
P.O. Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Minicom: 0845 60 555 60
Online: www.dfespublications.gov.uk

© Crown Copyright 2006

Produced by the Department for Education and Skills

ISBN 1 84478 677 3
Ref No: RR716
www.dfes.go.uk/research