

# Children and Young People's Plan

Outcomes from Consultation 2009



*Better Futures*



**Haringey Children's Trust**  
Working together for the children of Haringey



**The Haringey Children's Trust is made up of representatives of the following organisations:**

- Haringey Council
- Local Safeguarding Children Board (LSCB)
- NHS Haringey
- North Middlesex Hospital trust
- Barnet, Enfield and Haringey Mental Health Trust
- Whittington Hospital Trust
- Great Ormond Street Hospital
- Community Link Forum
- HAVCO
- Learning and Skills Council (London North)
- College of North East London
- Job Centre Plus
- Haringey Primary Schools
- Haringey Secondary Schools
- Haringey Sixth Form Colleges
- Haringey Special Schools
- Haringey Probation Service
- Metropolitan Police
- Haringey Youth Offending Service
- Haringey Youth Council
- Haringey North Area Children's Partnership
- Haringey South Area Children's Partnership
- Haringey West Area Children's Partnership

For more information visit our website at: **[www.haringey.gov.uk](http://www.haringey.gov.uk)**  
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<b>CONTENTS</b>	<b>Page</b>
<b>Section 1</b>	
<b>Introduction</b>	<b>2</b>
<b>First stage consultation</b>	<b>2</b>
<b>Second stage consultation</b>	<b>4</b>
<b>Section 2</b>	
<b>Results of the first stage consultation</b>	<b>6</b>
<b>Results of the second stage consultation</b>	<b>8</b>
<b>Section 3</b>	
<b>Implementation of the findings</b>	<b>16</b>
<b>Conclusion</b>	<b>26</b>
<b>APPENDIX A</b>	
<b>List of Partners (from DCSF guidance)</b>	<b>27</b>

1. This report is in three sections. The first provides a brief background to the planning process, and then outlines the consultation processes. The second details the findings of the consultation, and the third summarises how the main findings will be incorporated into the new Children and Young People's Plan.

## **SECTION 1**

### **Introduction**

2. The Children and Young People's Plan (CYPP) is the overarching plan for all services which directly affect children and young people in Haringey. The previous Plan, Changing Lives, ran from 2006 – 2009. The new CYPP will provide the strategic direction for services from 2009 – 2020. Within this, a more detailed implementation plan will encompass the next three years, i.e. 2009 – 2012. This plan will be updated on an annual basis.

3. The local authority must consult with relevant partners regarding the CYPP. The DCSF Children and Young People's Plan Guidance (2009) contains a list of the partners that local authorities should consult with (see Appendix A).

4. The Children and Young People's Service in September 2008 began the process of consultation on the new CYPP. The consultation process was carried out with the Corporate Consultation Team. Consultation was undertaken in two stages. The first was organised through a major event, the '2020 Vision Day' held at The Bernie Grant Centre. The second stage consisted of online surveys, focus group meetings and events. The range of methods used ensured that stakeholders throughout Haringey were consulted. Throughout the process particular attention was paid to ensure that the views of children and young people were gathered. The timing of the consultation process ensured that the views of stakeholders were collected in sufficient time in order to inform at an early stage the development of the new CYPP.

### **First stage consultation**

5. The '2020 Vision Day' was held at the Bernie Grant Arts Centre on September 26<sup>th</sup> 2008. In accordance with the DCSF guidelines on consultation, a wide variety of organisations, groups and individuals were invited to the event. The event was attended by over one hundred people including representatives from:

- Primary, Secondary and Special Schools
- Children's Centres
- Cafcass
- Haringey PCT
- Youth Offending Service
- The Metropolitan Police
- Learning and Skills Council

- Politicians
- Voluntary, Community and Faith groups
- Children and Young People's Service
- Young Advisors.

6. The 2020 Vision Day was organised around the 'World Café' theme. This is a structure designed to enable discussions on a topic to build and develop over a period of time, as participants rotate from one small group to another. Through this method, everyone has the opportunity to contribute ideas to each topic of discussion. At the end of the session, the collective notes on each topic are collated and recorded as a summary. Haringey's World Café provided the starting point for the writing of the new Plan.

7. Ten key priorities emerged from the 2020 Vision Day, which reflect the five Every Child Matters outcomes. These are:

***Be healthy:***

**Priority 1: Improve health and well-being throughout life.**

**Priority 2: Improve the sexual health of young people**

***Stay safe:***

**Priority 3: Improve safeguarding and child protection**

**Priority 4: Develop positive human relationships and ensure personal safety**

***Enjoy and achieve:***

**Priority 5: Develop sustainable schooling and services with high expectations of young people**

**Priority 6: Engender lifelong learning for all across a broad range of subjects both in and out of school**

***Make a positive contribution:***

**Priority 7: Give young people a greater stake in their future and pride in their local community**

**Priority 8: Develop global citizens**

***Achieve economic well-being:***

**Priority 9: Provide a greater range of curriculum provision, opportunities and choice**

**Priority 10: Empower families and communities**

## **Second stage consultation**

8. The outcomes of this first stage provided the basis for further and more detailed consultation. While the 2020 Vision Day was attended by people representing a wide range of stakeholders, some groups and individuals were not represented. The second stage consultation was designed to ensure that all groups identified by the DCSF guidance, and others known locally, were given the opportunity to contribute to the development of the new CYPP.

9. It was decided to undertake a variety of methods to consult with stakeholders. The first of these was through an online survey. The announcement of the consultation process and an invitation to complete the survey were posted on the Council's website on 20 March 2009. The web page provided a brief background to the purpose of the consultation together with a link to the survey.

10. Although some responses could be expected to this, the number of respondents was likely to be very limited without direct requests to complete the survey. In order to make stakeholders aware of the survey, groups and individuals were contacted by letter or e-mail inviting them to contribute to the process by completing the survey.

11. The online survey provided respondents with the opportunity to comment on proposed actions related to each of the five Every Child Matters outcomes. It also invited other general comments relating to services for children and young people, and gave respondents the opportunity to request further involvement in the consultation process.

12. The views of children and young people were sought throughout the process of consultation. It was recognised that the language used in the online survey might not be accessible to children and young people, and so an alternative version was also posted on the Council's website. This had the added benefit of being more accessible to many groups and individuals, not just children and young people.

13. The online survey was an appropriate method to reach a wide range of stakeholders, but it was recognised that, however the language was adapted, it was not a suitable method to ensure coverage of all those in Haringey who might have a view on the future direction of services for young people. In addition to the survey, therefore, a range of other activities were undertaken.

14. For groups less likely to respond to the electronic survey, face to face focus group meetings were held. A series of meetings was undertaken using the questions from the survey as a basis, but providing the opportunity for verbal feedback to be represented. Groups consulted in this manner included:

- Lesbian Gay Bisexual Trans-gendered Young People

- OJ/Charedi Jewish
- Muslim Youth Forum (Males)
- Kurdish Parents
- Teenage Parents
- Turkish Cypriot Women's Project
- Young People attending YOS
- Area Assembly and Young Advisors.

15. The range of these focus groups ensured that the views of children and young people were well represented; the majority of groups either consisted entirely of, or represented, young people. The focus groups enabled the views to be obtained of many groups and individuals often 'hard to reach' when seeking information.

16. The views of younger children were sought through school visits, and invitations to take part in poster competitions related to proposed improvements and services. The illustrations in this, and the CYPP, are taken from these activities.

17. Elected Members were invited to respond to the online survey, and in addition were consulted through discussions held at the Leader's Conference in June 2009.

18. Findings from the online survey were initially collated by the Corporate Consultation Team. These were then analysed together with other feedback, i.e. through focus groups and other meetings, the results informing the writing of the draft CYPP.

## **SECTION 2**

### **Results of the first stage consultation**

19. Outcomes from the 2020 Vision Day were recorded by individuals in the World Café format. These were then collated and grouped under the five Every Child Matters outcomes. Two priorities were identified for each outcome. These were then divided as appropriate to provide further detail or clarity. The priorities identified as a result of the 2020 Vision Day were:

#### ***Be healthy:***

##### **Priority 1: Improve health and well-being throughout life.**

- Promote good health and well-being including mental health and improve information, access and service delivery to help young people and their families stay healthy. Provide targeted support to reduce alcohol and drug misuse. Improve immunisation rates and infant mortality, and ensure children in care access to health and dental checks.
- Develop emotional resilience and the skills of communication, language, literacy, speaking and listening particularly for our most vulnerable children and young people.

##### **Priority 2: Improve the sexual health of young people**

- Address concerns around the sexual health and relationships of young people and sexually transmitted infections.
- Reduce the current high levels of teenage conception and pregnancy.

#### ***Stay safe:***

##### **Priority 3: Improve safeguarding and child protection**

- Ensure safeguarding and child protection is everyone's business, led by senior staff and that lessons are learnt from Serious Case Reviews.
- Promote good practice and make changes happen through performance management, shared data/information and approaches across all partners services.

##### **Priority 4: Develop positive human relationships and ensure personal safety**

- Empower children and young people to be aware of how to build positive relationships and to keep themselves safe, including strategies to address bullying and build self esteem, but also allow them the

opportunity to take part in activities that have a measure of calculated risk.

- Deepen integration of systems and processes that promote early intervention, prevention and the delivery of locally based services.

***Enjoy and achieve:***

**Priority 5: Develop sustainable schooling and services with high expectations of young people**

- Raise standards of attainment and achievement for all to meet and where possible exceed national averages and use the BSF Capital Programme to transform learning.
- Expect the best and provide support to enable all young people to make progress, manage transitions and succeed so that every young person has the opportunity to reach their full potential.

**Priority 6: Engender lifelong learning for all across a broad range of subjects both in and out of school**

- Create an enthusiasm for learning across music, the arts, science sports, hobbies and interests which can be carried throughout life.

***Make a positive contribution:***

**Priority 7: Give young people a greater stake in their future and pride in their local community**

- Promote the views of young people, listen to and give feedback so that services reflect their views.
- Seek every opportunity to celebrate achievements and successes and engage in community activities.

**Priority 8: Develop global citizens**

- Build young people's knowledge of other cultures, ethics, beliefs, faiths, social skills, civic responsibilities and promote understanding of difference and their rights as children.
- Build better understanding of the world, the environment and current issues through international partnerships, exchange programmes and a global curriculum.

**Achieve economic well-being:**

**Priority 9: Provide a greater range of curriculum provision, opportunities and choice**

- Help young people to realise their aspirations and how to achieve their ambitions and promote opportunities for young people to be more responsible for their own learning and engagement.

**Priority 10: Empower families and communities**

- Work to build partnerships with parents as active partners who are helped to support their child/children’s learning.
- Embed extended services for young people in the local community and develop a range of services delivered locally to regenerate communities through accessible local services, the promotion of employment opportunities, and actions to address child poverty.

**Results of the second stage consultation**

**The online survey**

20. The online survey invited responses to proposed actions under each of the five Every Child Matters outcomes, whether these proposed actions would achieve the priorities related to each outcome, and for further suggestions for improvement. Results for each section are shown below.

21. Suggested actions in the section related to **Be healthy** were:

	Do you agree with the proposed action?		
	Yes	No	Not sure
We will ensure accessible information and services are provided to help children and families improve their physical and mental health	81.0%	1.6%	1.8%
Children will be taught to express emotions and feelings positively, and to develop the skills needed to face life’s challenges	77.8%	1.6%	4.8%
We will support provision of information and services to improve young people’s sexual health	76.2%	3.2%	4.8%
We will improve services for children and families so that they have better mental health	73.0%	4.8%	4.8%

*NB – not all respondents completed all questions, therefore totals for questions are not 100%*

22. A large majority of people responding to the online survey agreed with the proposed actions, the highest figure being related to the provision of accessible information and services.

23. Comments relating to the proposals included:

- Encourage people to be more involved in activities, both in and out of school
- Ensure schools teach the fundamentals of a healthy lifestyle, for example a healthy diet
- Adopt a ‘healthy community’ approach to services that integrates different strands, for example education and the Health Service
- Encourage greater participation in sport, both in and between schools
- Schools should have access to trained professionals, such as nutritionists and psychologists
- Develop and support volunteering activities for children and young people.

24. Suggested actions in the section related to **Stay safe** were:

	Do you agree with the proposed action?		
	Yes	No	Not sure
We will ensure that everyone understands how to keep children safe	76.2%	4.8%	4.8%
We will ensure information is shared by all those involved in keeping children safe	81.0%	1.6%	3.2%
We will support children to build positive relationships and self esteem	82.5%	0%	3.2%
We will encourage agencies to work together effectively on both service delivery and early intervention	84.1%	0%	1.6%

25. The greatest support was for agencies working together, although a large majority was in favour of each of the proposed actions. While no respondents disagreed with the last two proposals, a small minority disagreed with the first and second.

26. Comments relating to the proposals included:

- Make safeguarding a top priority for everyone
- Deliver greater police presence in public areas
- Focus preventative work on children at greatest risk
- Increase security at schools, particularly at either end of the school day
- Ensure every agency and professional is committed to working together effectively
- All staff will need training to ensure they are kept up to date
- Educate and empower families to understand their central role
- Consider how voluntary and community organisations can be more involved in preventative initiatives.

27. Suggested actions in the section related to **Enjoy and achieve** were:

	Do you agree with the proposed action?		
	Yes	No	Not sure
We will work to raise educational standards	82.5%	0%	4.8%
We will set high standards at each stage of children's education	69.8%	4.8%	11.1%
We will work together to ensure that no children are 'left behind'	79.4%	1.6%	6.3%
Schools will continue joint working to improve prevention and early intervention	81.0%	0%	6.3%

28. The majority of people agreed with these actions, with the highest proportion relating to early prevention. Although still a majority, the proportion of people agreeing with the proposal to set high standards at each stage of children's education was noticeably lower.

29. Comments relating to the proposals included:

- Encourage greater parental involvement in education
- Provide greater out of school support for education, including recognising the importance of play in education
- Support the needs of disadvantaged groups so that nobody gets left behind as standards rise in schools
- Have a balance between enjoying and achieving
- Consider the ways in which outside agencies can be used to improve achievement
- Setting very high standards can sometimes result in some children falling further behind.

30. Suggested actions in the section related to **Make a positive contribution** were:

	Do you agree with the proposed action?		
	Yes	No	Not sure
We will incorporate young people's views in service delivery and design	74.6%	1.6%	7.9%
We will use all opportunities to celebrate achievements and success	77.8%	1.6%	4.8%
We will support young people to contribute to their local and wider community	81.0%	0%	3.2%
We will promote international partnerships and exchange programmes so young people develop their understanding of world issues	63.5%	3.2%	15.9%

31. The highest proportion agreeing with the proposals related to supporting young people contributing to the community. All proposals were supported, although support for international partnerships and exchanges was relatively low.

32. Comments relating to the proposals included:

- Listen more to the views of young people
- Encourage greater participation of young people in decision making
- Work effectively with a wide range of partners, such as voluntary groups and the community sector
- Need to further promote intergenerational and intercultural activities locally – this should come before developing international or wider partnerships.

33. Suggested actions in the section related to ***Achieve economic well-being*** were:

	Do you agree with the proposed action?		
	Yes	No	Not sure
We will extend the curriculum so that it offers more opportunities and choice	71.4%	3.2%	12.7%
We will develop partnerships with parents and carers in children’s learning	82.5%	1.6%	3.2%
Services for young people and families will be based locally and rooted in communities	74.6%	4.8%	6.3%
We will promote employment opportunities for young people	84.1%	0%	3.2%

34. The majority of respondents supported all of these proposed actions, the highest relating to the promotion of employment opportunities for young people.

35. Comments relating to the proposals included:

- Continue to develop local apprenticeships
- Ensure there is effective and impartial careers education and guidance for young people to prepare them for a rapidly changing economy
- Continue to raise the profile of work experience
- Encourage stronger links with local businesses
- Need to promote career planning and ongoing training and learning.

### **Focus groups and other activities**

36. A series of meetings was held with groups to enable them to contribute to the consultation process. It was important to obtain the views of young.

people, and so the majority of focus groups either consisted of young people, or those who represented them. Comments from the focus groups are summarised below.

**37. Area Assembly representative and Young Advisors:**

- Need to ensure that safeguarding systems are transparent
- Joined up working for services is essential
- Systems to enable young people's voices to be heard must make them feel confident enough to speak up
- Some young people feel that high expectations are a burden, while others considered the pressure necessary to ensure that all achieved their potential – with a specific reference to more able students 'coasting'
- Support is needed to encourage people to be positive about their environment, their lives and their futures
- Children learn a lot through play, and this – together with reference to enjoyment – should have a greater priority alongside achievement
- More emphasis should be given to thinking locally than globally.

**38. Elected Members:**

*The Elected Members focussed in particular on the vision, values and priorities of the Plan.*

- Need to reduce the number of values and make them more tightly focussed
- Ensure that the priorities are ambitious but realistic
- The plan needs to have higher aspirations for young people and be more ambitious
- The language of the plan needs to be user friendly, and in particular needs to be accessible to young people
- The integrated working of services needs to be transparent to local communities
- Need to ensure that young people are involved in decision and policy making as the plan is written and later revised
- While all aspects are important, the emphasis on schools and education needs to be explicit.

**39. Young people attending YOS:**

- Complaints need to be taken seriously
- Need for greater publicity of health services available in Haringey
- The internet could be used more to raise awareness of services available
- Need to provide more evening leisure spaces and activities
- Support from Connexions needs wider range, e.g. help with writing CVs and interview techniques.

#### 40. **Turkish Cypriot women:**

- Need for more regular contact from schools to inform parents of pupils' behaviour – both good and bad
- Need for greater security in schools
- Health education related to sexual activity starts for children when they are too young. This encourages them to take part in sexual activities
- Greater participation in school sports, and healthier diet – these should be more important in the school curriculum
- GPs and hospitals should provide interpreters.

#### 41. **Teenage parents:**

- Communication between services should be better
- Teenagers should be listened to more – not just assume that they are always bad
- Need to have education on parental responsibilities in schools
- Listening is not enough – agencies need to act, and to have the power to do so
- Need for more mental health services
- Sex and relationships education needs to be in greater depth. There is too much emphasis on pregnancy
- Request for subsidised activities, e.g. gym membership
- More support for young parents to understand the English education system
- Need for higher expectations and support from schools for young parents
- Not enough celebration of successes
- Services should be more tailored and flexible, with less bureaucracy
- There is a need for better accommodation for young people – there are too many risks associated with temporary accommodation
- Young parents are not sufficiently aware of their education options post 16.

#### 42. **Kurdish parents:**

- More police officers visible on patrol
- More security in schools, particularly at peak times
- The issue of drugs being sold openly should be tackled
- Parents need greater access to education about health related issues
- High expectations on pupils in school can lead to too much pressure
- Schools should offer more academic support out of hours
- Greater support needed for excluded pupils
- More alternatives to formal academic achievement
- Need to have greater focus on providing students with practical life

- skills, e.g. finance
- Should reduce the amount of temporary accommodation.

43. ***Muslim youth forum:***

- Greater police presence on the streets, and police to respond more quickly to situations
- Increased awareness of healthy living in schools – and healthy eating and living should be more important than sexual health
- Sexual advice services should be more private
- More help should be given to students who fall behind at school
- More help for excluded pupils
- Improved careers advice
- More apprenticeships.

44. ***OJ/Charedi Jewish:***

- Need for warden / police presence in public places, e.g. parks
- Safety and awareness messages need to be communicated in ways that reach different communities
- Greater provision of leisure facilities
- Need for services to be culturally appropriate – need to realise that one size fits all approach will not work
- Need to maintain supplementary school provision
- ‘Achieving’ is not all about academic success – we need to maintain and promote the ‘enjoy’ aspect.

45. ***Lesbian, gay, bisexual, transgendered young people:***

- Need to combat hate crime
- More information on victim support
- Offer classes on healthy eating and living out of school hours
- Greater support for job seeking.

46 In conclusion, all of the proposed areas for development suggested in the online survey were strongly supported by respondents. In the free text section of the survey, and through the focus groups and other meetings, we were provided with a wide range of responses. Throughout the process the views of children and young people have been sought. In addition to the main survey, a separate version was provided. Many of the focus groups were either children’s groups, or included children and young people.

47. The results of the consultation process were mapped against the draft outline of the new Plan. In addition to this, a comprehensive Needs Assessment was also undertaken. In addition to the evaluation of the previous Plan (Changing Lives) this ensured that the new Children and Young People’s Plan reflected the input of all stakeholders.

48. The next section of this document details how the results of the consultation have been incorporated into the new Plan.

## **SECTION 3**

### **Implementation of the findings**

49. The new Children and Young People's Plan will be framed by an overarching strategic plan to map the development of services in Haringey from 2009 until 2020. As this will give a broad overview, three year implementation plans will provide the detail of how the strategic ambitions will be delivered. These implementation plans are divided into the five Every Child Matters outcomes, although the identification of cross-cutting themes recognises the importance of integration of services.

50. The tables below show the five Every Child Matters outcomes, and the ten priorities that form the structure of the new Children and Young People's Plan. Against each priority is a summary of the main headlines from the consultation process. The final column of the table shows key objectives identified in the three year implementation plans, indicating how the feedback from consultation has been addressed.

Priority	Headlines from the consultation process	Reference to the new Children and Young People's Plan (we will...)
<b>Be healthy:</b>		
<p>Priority 1: Improve health and well-being throughout life</p> <p>Priority 2: Improve the sexual health of young people</p>	<ul style="list-style-type: none"> <li>• Encourage people to be more involved in activities, both in and out of school</li> <li>• Ensure schools teach the fundamentals of a healthy lifestyle</li> <li>• Encourage greater participation in sport</li> <li>• Provide schools with trained specialists</li> <li>• Develop volunteering activities for young people</li> <li>• Ensure that services are effectively promoted to young people</li> <li>• Health services should provide interpreters</li> <li>• Relationships and sex education should be in depth, and taught to young people an appropriate age</li> </ul>	<ul style="list-style-type: none"> <li>• Raise awareness and understanding of healthy life choices through such means as all schools achieving Healthy School status</li> <li>• Reduce infant mortality</li> <li>• Halt the rise in childhood obesity</li> <li>• Increase the uptake of immunisations</li> <li>• Further build the quality of support for vulnerable young people, for example disabled children, through the partnership work between the Council and health at key stages in a child's life</li> <li>• Provide information to promote positive mental health and support where appropriate, for example those experiencing bullying, and alcohol / drug misuse</li> <li>• Use multi-agency approaches to improve the mental health of children and young people, especially the more vulnerable, for example young carers</li> <li>• Develop emotional resilience and the skills of communication, language, literacy and speaking and listening, particularly for the most vulnerable, for example those with behaviour issues</li> <li>• Work with partners to develop timely intervention and targeted support to address links between poverty, poor housing and ill health</li> <li>• Improve the sexual health of young people and their knowledge and understanding of personal</li> </ul>

		<p>relationships and responsibilities</p> <ul style="list-style-type: none"> <li>• Reduce the levels of sexually transmitted infections, such as Chlamydia, and encourage greater take up of testing</li> <li>• Deliver a comprehensive workforce training programme to tackle a range of health and well-being related matters, including unwanted conceptions and sexually transmitted infections</li> <li>• Reduce teenage conceptions</li> <li>• Deliver the outcomes in the teenage pregnancy strategy</li> <li>• Provide support for teenage parents through the Children’s Centres so that they can return to education, training or employment</li> </ul>
<b>Stay safe:</b>		
<p>Priority 3: Improve safeguarding and child protection</p> <p>Priority 4: Develop positive human relationships and ensure personal safety</p>	<ul style="list-style-type: none"> <li>• Make safeguarding a top priority for everyone</li> <li>• Develop greater police presence in public areas</li> <li>• Focus preventative work on children at greatest risk</li> <li>• Increase security at schools</li> <li>• Ensure integrated delivery of services</li> <li>• Ensure staff training is up to date</li> <li>• Work with families so they</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clear partnership structures with ownership from key partners and effective communication</li> <li>• Provide high quality safeguarding services across the Borough</li> <li>• Effectively manage, supervise and support staff in carrying out their duties</li> <li>• Improve processes and procedures and work effectively across the partnership</li> <li>• Provide a better picture of individual needs leading to improved quality of plans with all participants fully involved</li> <li>• Ensure staff have access to a directory of services available to commission for each target group</li> </ul>

	<p>understand the importance of their role</p> <ul style="list-style-type: none"> <li>• Use voluntary agencies</li> <li>• Ensure safeguarding systems are transparent</li> <li>• Improve security in schools</li> <li>• Provide better accommodation for young people</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high quality technology which is used effectively to support staff in their day to day work</li> <li>• Ensure all case files meet the required standard for content, accuracy and timeliness of information</li> <li>• Ensure the effective collection, use and analysis of data leading to improved interpretation of available management information</li> <li>• Ensure fit for purpose business planning and performance management approaches are in place and co-ordinated across the partnership</li> <li>• Ensure that the responsibility for data and effective performance management is owned by all staff</li> <li>• Ensure approaches to managing performance and target setting support the attainment of our goals</li> <li>• Implement relevant policies, strategies and action plans for wider children's safety and well-being</li> <li>• Improve the systems for the collection and monitoring of information on bullying and anti-discriminatory incidents and raise the awareness of young people and schools about bullying and discrimination and community cohesion</li> <li>• Improve the security of secondary school sites through the work of the Safe Schools Officers and the Comenius Project on violence reduction as part of the Keys to Wellbeing work</li> <li>• Reduce young people's involvement in serious youth crime and extreme violent organisations</li> <li>• Support schools in developing their procedures to undertake high quality risk assessments for school</li> </ul>
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		<p>visits and activities which carry a degree of risk</p> <ul style="list-style-type: none"> <li>• Support those most at risk of exclusion or on the fringes of crime / anti-social behaviour to engage in positive activities and programmes</li> <li>• Reduce the number of inappropriate referrals due to improved preventative work</li> <li>• Develop multi-agency approaches for vulnerable children</li> </ul>
<b>Enjoy and achieve:</b>		
<p>Priority 5: Develop sustainable schooling and services with high expectations of young people</p> <p>Priority 6: Promote lifelong learning for all across a broad range of subjects both in and out of school</p>	<ul style="list-style-type: none"> <li>• Encourage greater parental involvement in education</li> <li>• Recognise the importance of play in education</li> <li>• Support the needs of disadvantaged groups so nobody gets left behind</li> <li>• Focus on enjoyment as well as achievement</li> <li>• Promote the importance of play in learning</li> <li>• Schools should provide greater access to out of hours facilities and courses out of hours</li> <li>• Greater support should be provided for excluded students</li> <li>• More help should be provided for those pupils who fall behind at school</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that no Early Years provision is judged by Ofsted to be inadequate</li> <li>• Ensure that there are no Haringey schools in an Ofsted category of concern</li> <li>• Further develop the leadership capacity in schools to ensure that teaching and learning is of the highest quality</li> <li>• Ensure that all pupils make progress at least in line with expectations</li> <li>• Continue to increase the proportion of students attaining at least five GCSE grades A*-C at least in line with the national rate of increase</li> <li>• Reduce the proportion of students leaving Year 11 with no formal qualifications to the national average</li> <li>• Continue to improve overall performance post 16 to reach or exceed national levels</li> <li>• Raise the attainment of children in care to that of their peers</li> </ul>

		<ul style="list-style-type: none"> <li>• Continue to improve attendance at all stages, especially for those at most risk of underachieving, for example those in care</li> <li>• Reduce exclusions at all Key Stages</li> <li>• Ensure that behaviour is at least good in all schools</li> <li>• Reduce the gap in attainment and rates of progress between different groups of pupils, especially the more vulnerable, for example SEN / LDD and EMA</li> <li>• Improve attainment and progress at Foundation Stage, and at Key Stage 1 and Key Stage 2 at least in line with national averages</li> <li>• Reduce the number of low attaining pupils and increase the number of high attaining pupils at each Key Stage</li> <li>• Ensure that all Children's Centres provide high quality integrated services that positively impact on future outcomes for children</li> <li>• Ensure that all services supporting vulnerable groups are working together to enable young people to realise their full potential</li> <li>• Ensure the Building Schools for the Future and Capital programmes have a positive impact upon outcomes for students</li> <li>• Support the development of curricula that meet the changing needs of learners at all ages</li> <li>• Promote the integration of new technologies as part of the transformation of learning experiences</li> <li>• Encourage greater parental involvement in their children's education</li> </ul>
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		<ul style="list-style-type: none"> <li>• Widen opportunities for children and young people to experience a range of cultural and leisure activities which they can extend beyond their school life</li> <li>• Ensure our children and young people have access to a wide range of extended school activities during and outside regular school sessions, recognising the importance of play</li> </ul>
<b><i>Make a positive contribution:</i></b>		
<p>Priority 7: Give young people a greater stake in their future and pride in their local community</p> <p>Priority 8: Develop global citizens</p>	<ul style="list-style-type: none"> <li>• Listen more to the views of young people</li> <li>• Encourage greater participation of young people in decision making</li> <li>• Work effectively with a wide range of partners</li> <li>• Further promote intergenerational and intercultural activities</li> <li>• Support young people to be positive about their environment, their lives and their futures</li> <li>• Balance the importance of thinking both locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and value children and young people's views and enable them to contribute in key decisions which affect their future</li> <li>• Ensure a range of mechanisms is in place to listen to the voice of the more vulnerable, for example children in care and the harder to reach young people</li> <li>• Provide occasions to celebrate the many achievements of children and young people, for example Young Haringey Heroes</li> <li>• Ensure a wide range of opportunities is in place for all young people to participate in positive activities and achieve awards, for example sports leadership which can be used in their own community</li> <li>• Provide a range of targeted programmes of activities, for example for those with SEN / LDD and further strengthen intervention through the Safer Schools partnership to improve young people's behaviour</li> <li>• Raise awareness of young people's rights and responsibilities within the local and global context through schools and other settings</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop children and young people’s understanding of different faiths and cultures in order to promote community cohesion</li> <li>• Develop links with the voluntary sector to improve our support to children and families</li> <li>• Implement the Haringey Youth Council action plan</li> </ul>
<b><i>Achieve economic well-being:</i></b>		
<p>Priority 9: Provide a greater range of curriculum provision, opportunities and choice</p> <p>Priority 10: Empower families and communities</p>	<ul style="list-style-type: none"> <li>• Continue to develop local apprenticeships</li> <li>• Ensure there is effective and impartial careers education and guidance for young people, and that young people are fully aware of their options post-16</li> <li>• Continue to raise the profile of work experience</li> <li>• Encourage stronger links with local businesses</li> <li>• Promote career planning and ongoing training and learning</li> <li>• More alternatives should be provided to formal academic qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is effective collaboration in place to support the curriculum needs of all 14-19 learners with personal responses for those with individual needs such as the disabled</li> <li>• Ensure there is high quality independent advice and guidance to support young people at key transition points with targeted support for vulnerable young people, for example disabled young people</li> <li>• Ensure there are effective links with employers to involve them in sufficient high quality delivery of the curriculum</li> <li>• Contribute to the raising of standards for all learners, 14-19, especially by ensuring there is a broad range of high quality provision available for the needs of all learners including those at most risk of disengagement, for example young carers and care leavers</li> <li>• Ensure there is effective targeted provision, including the capacity to deliver the September Guarantee, for those young people who are disengaged or at risk of disengagement, for example young offenders</li> </ul>

		<ul style="list-style-type: none"> <li>• Support the transition of the most vulnerable young people to adult services</li> <li>• Continue to increase the number of schools achieving accreditation for working in partnership with parents</li> <li>• Increase the provision of multi-agency support for parents as part of early intervention / prevention</li> <li>• Continue to work towards meeting the expectations of Aiming high for Disabled Children: better support for families 2007</li> <li>• Ensure strong multi-agency support for managing the transition of vulnerable young people from intensive support programmes or in the case of those with SEN / LDD and aged over 19 transfer to the care of adult services</li> <li>• Continue to address child poverty by raising families awareness of benefits to which they are entitled, for example free school meals</li> <li>• Provide a programme of support for parents and families at risk of perpetrating anti-social behaviour</li> <li>• Further reduce the proportion of young people who are not in education, employment or training (NEET)</li> <li>• Improve the direction of travel in relation to the number of young offenders in suitable full-time ETE as required by the Youth Justice Board</li> <li>• Continue to develop the Council's work based learning strategy and apprenticeships</li> <li>• Support schools in developing family learning and further develop outreach strategies for families through the Children's Centres</li> </ul>
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		<ul style="list-style-type: none"><li>• Implement a range of initiatives to address child poverty</li><li>• Work with Urban Environment / Housing Services to ensure the needs of children and young people are recognised when making housing provision and addressing the needs of those suffering from domestic violence and homelessness</li></ul>
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## **Conclusion**

51 Haringey's new Children and Young People's Plan is the overarching plan for all services which directly affect children and young people in Haringey. The Children's Trust is responsible for the CYPP and monitoring and evaluating outcomes. The range of stakeholders, and the timescale of the strategic plan, made it essential to seek and incorporate the views of a wide range of individuals and groups. The consultation process has informed the new Plan, along with the evaluation of Changing Lives and a comprehensive Needs Assessment.

52 We would like to thank all those people who contributed to the consultation. We would particularly like to thank the children and young people who took part, whether through the online survey, focus groups, or meetings in schools. It is to secure the best possible outcomes for Haringey's children and young people in the future that the Children and Young People's Plan is written.

## **APPENDIX A**

### **List of partners (from Appendix C of the DCSF Children and Young People Plan Guidance 2008)**

CYPP regulations state that local authorities must consult with 'relevant partners' under the section 10 Children Act 2004 'duty to cooperate':

- District councils
- Police authorities
- Local Probation Boards
- Youth offending teams
- SHAs
- PCTs
- Connexions Partnerships (where they still exist)
- Learning and Skills Council for England.

In addition CYPP regulations require the local authority to consult:

- such children, young people, families and carers as the local authority consider appropriate
- such persons or bodies representing children, young persons or families as the local authority consider appropriate
- the appropriate diocesan authority for any foundation or voluntary school situated in the local authority's area which is a Church of England or Roman Catholic school
- school governors (this means schools governors of an educational institution outside the FE and HE sector which provides primary and / or secondary education – including independent schools and Academies)
- the schools forums
- the schools admissions forums
- persons or bodies providing voluntary services relating to children and young persons in the local authority area
- such groups or persons representing local communities as the local authority consider appropriate
- the Local Safeguarding Children Board for the local authority's area.

Local authorities will also wish to consult other key partners and stakeholders, for example:

- The Local Strategic Partnership
- Local Healthy Schools Teams
- Appropriate bodies representing local communities
- Colleges and other providers of further education to young people
- Jobcentre Plus
- Local Workforce Agreement Monitoring Group (WAMGs)

- Drugs and Alcohol Action Teams
- Crime and disorder Reduction Partnerships and police
- 14-19 Partnership
- NHS Trusts and Foundation Trusts
- Local private sector providers of local culture
- Sport and play and recreation organisations
- Relevant local faith groups
- PVI providers of early years and childcare provision
- Cafcass.

Additional minority groups who should be consulted might include:

- children and young people in urban and rural settings as appropriate
- vulnerable groups, such as children and young people living in poverty and those aged 16 plus living away from home because they are estranged or orphaned
- looked after children
- gypsy travellers
- young offenders
- children and young people with learning difficulties and / or disabilities
- learners aged 19-25
- children and young people known to be at an increased risk of abuse, exclusion and poor health (including looked after children)
- children and young people who have been trafficked or who are refugees or asylum-seekers
- minority ethnic groups
- victims of domestic violence or those at risk of it
- children and young people who have offended or who are at risk of offending
- fathers as well as mothers
- children and young people being educated other than at school
- lesbian, gay and bisexual young people.

