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The Children's Trust Vision for 2020

The Children's Trust has set the following vision which is central to this Plan.

We want every child and young person to be happy, healthy, safe and confident about the future.





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Our values

Underpinning the vision are five values that have been agreed by the Children's Trust which will shape the delivery of all services for children and young people in Haringey and the way we work together.

1. We will work to ensure that children and young people are protected and safeguarded.
2. All children and young people will be valued, treated as individuals and be involved in decisions that affect them.
3. We will work wherever possible with parents/ carers and communities to help them to be well informed and able to support and guide their children, and set high expectations for what can be achieved.
4. Every child and young person will get the help, support and advice they need to make the most of the opportunities and choices available to them.
5. We will support children and young people to achieve and to have a sense of pride in their community and Haringey. We will make opportunities to celebrate their achievements.



Credits: Murad, 11 years old, Tiverton Primary School



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Our priorities for 2009 - 2020

The CYPP is firmly positioned within the overall vision for Haringey contained in the Sustainable Community Strategy (SCS) and Local Area Agreement targets and is part of the wider strategic planning which is overseen by the Haringey Strategic Partnership. For links between the SCS and CYPP please see Appendix 2.

In setting the priorities the Children's Trust has evaluated what has been achieved in Changing Lives – Haringey's Children and Young People's Plan 2006 – 2009, the Needs Assessment 2009 and the extensive consultation process as well as our statutory responsibilities. Taking all that information together, five cross cutting themes have been identified, which will form the focus across each of the five 'Every Child Matters' outcomes.

- Keeping vulnerable children safe and promoting their welfare
- Early intervention and prevention
- Addressing child poverty - tackling inequalities and narrowing the gaps in outcomes and achievements that exist between groups of young people
- More responsive services that are better at supporting children, young people and

families to build strong social and emotional well-being.

- Integration of services

Safeguarding and promoting welfare

Safeguarding is a priority for the Children's Trust. There are a range of processes in place to ensure that the necessary checks are made on staff, for example through Criminal Records Bureau (CRB) disclosures, to safeguard all children and young people. Advice and guidance to schools and services has been enhanced through the work of the Local Safeguarding Children's Board. School attendance for example, is actively promoted and the Education Welfare Service in many cases



Credits: Teannah, 11 years old, Tiverton Primary School

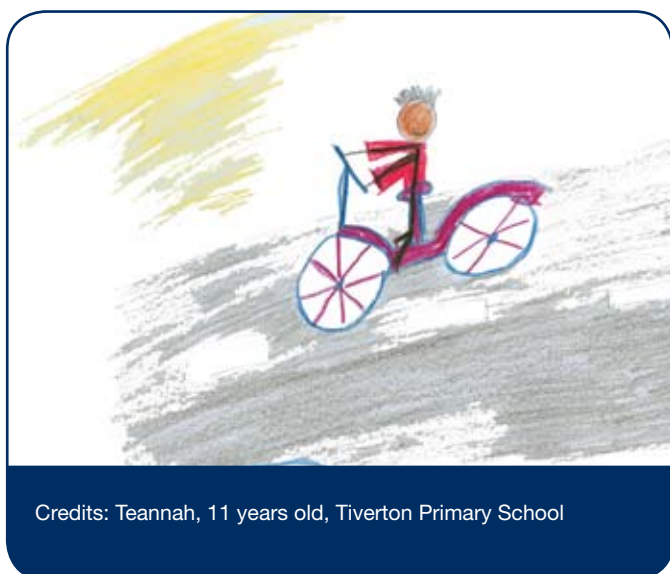
provides an early opportunity to intervene to safeguard children. The procedures for making a referral, because of a safeguarding or child protection concern, have been strengthened through the JAR Action Plan.

The Youth Summit continues to play a strategic role in bringing together all agencies to develop policy and practice to keep our children and young people safe from gun and knife crime.

The Children's Trust is keen to emphasise the role that all the services delivered by the partner organisations have in safeguarding and promoting the welfare of children. It is everybody's business.

Early intervention and prevention

Developing systems to identify early when things are going wrong, and intervening to prevent a situation for a child/young person getting worse, have been part of the planning and changes introduced since 2006. Central to this work is a whole service approach to achieving better outcomes by reducing the risk of negative influences on a child/young person's development. There is also recognition, as part of general well-being, of the 'hidden harm' that children and young people can suffer as a result of their parent/s behaviour and actions, for example, parent/s who have alcohol or substance misuse issues and parent/s who have mental health issues.



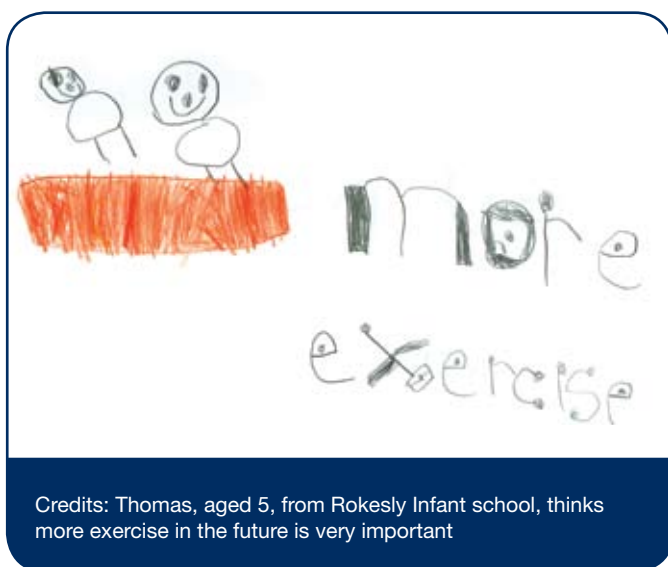
Credits: Teannah, 11 years old, Tiverton Primary School

Credits:

1. Jordan, age 8, Alexandra Primary School
2. Sofia, age 8, Alexandra Primary School, 'Lets see who can jump the highest!'



Early intervention is being led by the work of the 18 children's centres, the Extended Schools programme and supported by strategies like the Play Strategy and the Integrated Youth Support Strategy. Prevention and a holistic approach to services include the Common Assessment Framework, multi-disciplinary planning meetings and the targeted work of services like sexual health services, alcohol and drug misuse services, infant mortality, Youth Offending Service, Connexions, and the Youth Service.



Addressing child poverty

Haringey, like London as a whole, has stubbornly high rates of child poverty with 36% of children in the borough growing up in families struggling to meet the basic necessities of life. Local services can have an important role in helping families out of poverty, particularly in the current economic climate. Haringey's Child Poverty Strategy identifies five objectives that the Council and its partners need to meet in order to achieve a substantial reduction in child poverty.

Objective 1:

Addressing worklessness and increasing parental employment in sustainable jobs

Objective 2:

Improving take up of benefits and tax credits

Objective 3:

Reducing educational attainment gaps for children in poverty

Objective 4:

Ensuring all Haringey children have decent and secure homes

Objective 5:

Partners within the Haringey Strategic Partnership taking responsibility as corporate bodies for their employees in helping to reduce child poverty

The Children's Trust considers that addressing child poverty and its effects on the life chances of children and young people is such a fundamental part of the work of all services, that it has been identified as a cross cutting theme and also a key strand in ECM outcome areas. Each of the five Child Poverty objectives is supported by an action plan and reducing educational attainment gaps for children in poverty (objective 3) will form an essential element of the CYPP under the ECM outcome 'Enjoy and achieve', each of the remaining objectives for child poverty will be included as a main theme in 'Achieving economic well-being'.



Supporting well-being

Mental and emotional well-being is the right of all children, young people and adults. For most of us it can be achieved in our normal day to day lives, but for some more targeted action is needed to

ensure well-being and sometimes this needs to be specifically designed to meet individual needs. The Keys to Well-being strategy brings together a number of influences to realise these entitlements. Specifically it aims to support schools to improve the ways in which social and emotional health and well-being can be nurtured so that all children and young people benefit, but the maximum benefit is for the most vulnerable.

A fully emotionally healthy school would have no exclusions, because all needs would be identified and met within that healthy context. Highly personalised provision would be made within the context of targeted action, itself embedded within the universal health system. This is the model that underpins the Every Child Matters agenda.

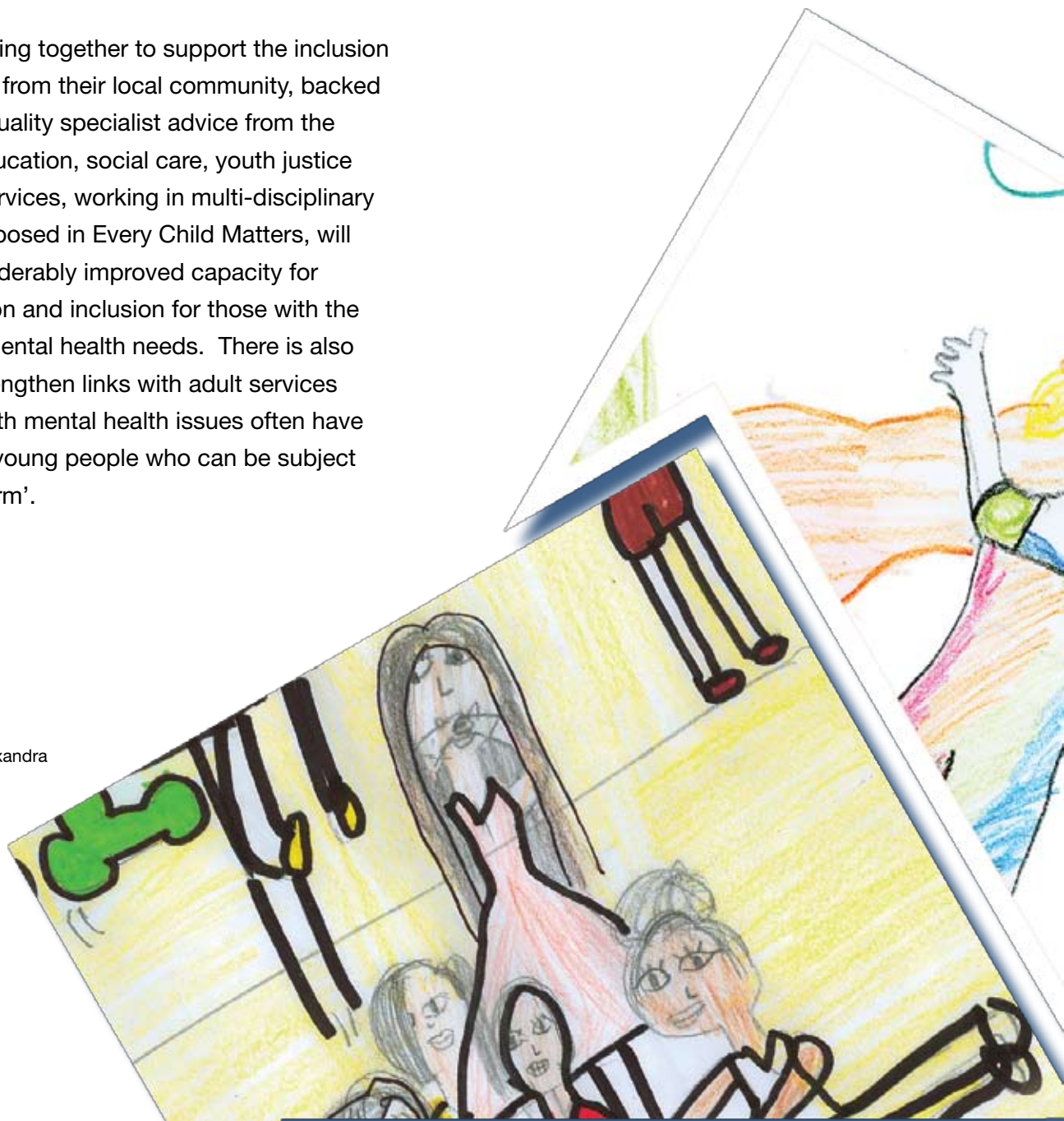
Schools working together to support the inclusion of all children from their local community, backed up by good quality specialist advice from the borough's education, social care, youth justice and health services, working in multi-disciplinary teams as proposed in Every Child Matters, will provide considerably improved capacity for personalisation and inclusion for those with the more acute mental health needs. There is also a need to strengthen links with adult services as families with mental health issues often have children and young people who can be subject to 'hidden harm'.

Integration of services

Since 2006 there has been a greater integration of services through the establishment and co-location of multi-disciplinary teams. These have provided an integrated approach to the identification of need, planning, delivery and review of services. At least twice a year a vulnerable children conversation is held in every school with the headteacher to check the support for every vulnerable child.

The focus for integration is the Common Assessment Framework (CAF). The CAF can be used by any service, and especially a school or children's centre, to make an assessment and, where necessary, a referral for a child they think needs extra support.

Credits:
Shania, age 8, Alexandra
Primary School



An assessment can then be made to identify additional needs and a plan of support prepared. The CAF gives a standard method of referring concerns and is completed in consultation with the young person and their family. The CAF Panel, which is made up of managers of multi-disciplinary services, meets to assess, discuss and agree services around a child and/or their family and evaluate the impact of those services. Multi-disciplinary teams provide services for a Children's Network and identify a Lead Professional to be the focal point for that child's support. The three Children's Networks are very clearly seen as being the vehicle for delivering multi-agency integrated working.

This Plan identifies the long term priorities for 2009 - 2020. The immediate objectives for 2009-12 with related actions and targets for each ECM outcome are detailed in the accompanying three year Implementation Plans.

Haringey's ten priorities

Be healthy

1. Improve health and well-being throughout life
2. Improve the sexual health of young people

Stay safe

3. Improve safeguarding and child protection
4. Develop positive human relationships and ensure personal safety

Enjoy and achieve

5. Develop sustainable schooling and services with high expectations of young people
6. Engender lifelong learning for all across a broad range of areas both in and out of school

Make a positive contribution

7. Give young people a greater stake in their future and pride in their local community
8. Develop global citizens

Achieve economic well-being

9. Provide a greater range of curriculum provision, opportunities and choice
10. Empower families and communities



Credits:

1. Unknown
2. Michael, age 10, Tiverton Primary School, 'Be active, be healthy!'



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What we want to achieve in the first three years

The table below gives a summary of the 2009-2020 priorities and the objectives for 2009 – 2012.

Be healthy

Priority 1 - Improve health and well-being throughout life

- Promote good health and improve information, access and service delivery to help young people and their families stay healthy
- Support emotional well-being including mental health

Priority 2 - Improve the sexual health of young people

- Address concerns around the sexual health of young people especially the increased levels of 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 learned 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 standards
- Expect the best and provide support to enable all young people to make progress, manage transitions and succeed so that schools become engaging places where young people want to be helped to support their learning

Priority 6 - Engender lifelong learning for all across a broad range of areas both in and out of school

- Create an enthusiasm for learning across music, the arts, science, sports, hobbies and interests which can be enjoyed 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
- Improve 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 navigate the routes 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 and the promotion of employment opportunities.



Credits: Niki, Alexandra Primary School, 'Welcome to the lovely party with healthy food'