

# Hampshire's Children and Young People's Plan 2012-15



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Hampshire  
County Council



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# Foreword

## Welcome to Hampshire's third Children and Young People's Plan

The Children and Young People's Plan is the overarching strategy for Hampshire's Children's Trust, setting the direction and priorities for services for children, young people and families in the county over the next three years.

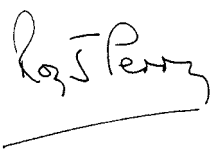
Over the last six years (since our first Plan), we have had visible success in bringing together a wide range of organisations working with children and young people, to improve outcomes. We should be enormously proud of what we have achieved so far. Ofsted recently rated our partnership working as *outstanding*, commenting that "*the Children's Trust and local partnerships are all firmly established and able to demonstrate substantial achievement in driving forward good quality services for children and young people*".

However, we are not complacent – we know there is more to do, because all Hampshire's children and young people deserve the best. We also know that we can achieve more together than separately, so we remain committed to joint working through the Children's Trust and Local Children's Partnerships. Reduced statutory requirements give us the opportunity to focus on what works well locally; and this Plan provides the strategic framework for all those working with children and young people in the county. We also welcome the revised statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services which reinforce the importance of this partnership plan.

This Children and Young People's Plan will be implemented during a period of major change for us all. The backdrop of significant reductions in resources makes it imperative that we work together to do things in the most effective way. Our collective strength places us in a good position to respond to these challenges, and the concept of accountability based on outcomes is as important as ever.

The focus of this Plan is on *early help* for children, young people and families, combined with high-quality, more specialist services targeted to those who need them most in order to *narrow the gap* in outcomes. Effective *early help* relies on genuine integrated working – of exactly the kind we have in Hampshire.

Thank you for your continued commitment and support for improving outcomes for Hampshire's children and young people. We look forward to continuing to work with you in making this new Plan a reality.



Cllr Roy Perry  
Executive Lead Member for Children's Services  
Hampshire County Council



John Coughlan  
Director of Children's Services and  
Deputy Chief Executive  
Hampshire County Council

# Introduction

This Children and Young People's Plan (CYPP) is the overarching strategy for Hampshire's Children's Trust, which represents all those working for, and with, children, young people and their families. It reflects a shared commitment to improving the lives of all children and young people in Hampshire – enabling every child and young person to be talented and successful, making Hampshire an even better place in which to enjoy childhood.

We have work to do. Most of our children and young people achieve good outcomes and go on to lead successful lives as adults, but there are some who do not. In particular, children from poorer backgrounds often do not achieve the success of others. We need to be focused and innovative to make sure that we help – and challenge – them to achieve more.

The Plan is not prescriptive and does not seek to capture every service or initiative. Instead, it provides a strategic framework for local activity, setting out a shared sense of purpose and direction.

The focus of this Plan is on *early help* – working together to identify when a child or family need support and helping them to access that support. This means doing what works best in each community, children's centre and school, and adopting a *whatever it takes* attitude. We need to use our collective resource wisely and make a much needed difference for children's lives.

The Plan also represents Hampshire's Child Poverty Strategy, recognising the nature of the range of circumstances that can impoverish the lives and outcomes of the county's children.

## What is in the Plan?

There are four key components to this Plan:

1. **Vision and priorities** – sets out the Children's Trust's shared vision and priorities. This section also translates the priorities into a summary of activities, describing *what this priority means*
2. **Making it happen** – outlines the key *ingredients* for delivering the Plan, the things that need to be in place for it to be a success eg: integrated working
3. **Needs assessment** – informs the priorities and ensures that activities are targeted to those groups and areas in greatest need. There are two key needs assessments: the Child Poverty Needs Assessment and the Joint Strategic Needs Assessment
4. **Action plan** – establishes the overarching activities for delivery of each of the priorities, providing the framework for monitoring success. This is available online at: [www.hants.gov.uk/cypp](http://www.hants.gov.uk/cypp).

## Achievements

We have made significant progress against the priorities in the CYPP 2009-12, including:

- strengthening the Children's Trust arrangements
- developing children's centres across the county, providing support for the most vulnerable or disadvantaged families, including those in poverty
- reducing obesity among primary school children
- improving levels of health assessments and checks for children in care
- providing parent/carer support programmes that have a strong track record of success
- commissioning a new provider of Child and Adolescent Mental Health Services (CAMHS), promoting equal access to services across the county
- year on year improvements in key national tests for school pupils
- increasing proportions of *good* and *outstanding* schools inspected by Ofsted
- reducing persistent absence among secondary school pupils
- strengthening safeguarding arrangements, with *good* and *outstanding* inspection judgements from Ofsted
- reducing rates of first-time young offenders, the use of custodial sentences and re-offending
- delivering the first Children in Care Pledge
- developing and supporting apprenticeships and internships for disadvantaged or vulnerable young people.

These achievements are detailed further on pages 20–43.



## Hampshire Children's Trust

The Children's Trust was developed to meet the requirements of the Children Act 2004 for integrated children's services. The Act established a statutory duty for specific bodies in an area to co-operate to improve the well-being of children and young people (known as the *duty to co-operate*).

Over the last year, statutory guidance on Children's Trusts was withdrawn and the regulations around children and young people's plans revoked. Although this reduces statutory requirements for partners, the *duty to co-operate* and the requirement for each local authority to have a Children's Trust Board **remain in place**. A shared commitment to improving the lives of children, young people and families is as important as ever, therefore our Children's Trust continues to represent a wide range of partners (in addition to those covered by the duty to co-operate).

Hampshire Children's Trust consists of three parts:

- **The Children's Trust Board** – is the key strategic group, with responsibility for developing the vision and direction for the Trust, including the CYPP.
- **The Business Group** – has responsibility for managing the day-to-day functions of the Children's Trust, in accordance with priorities set out in the CYPP. This includes planning, performance management and oversight of resources.
- **Local Children's Partnerships (LCPs)** – are the *delivery arm* of the Children's Trust at a local level. They are based upon direct involvement from all schools and partners in an area and are key to improving a wide range of outcomes (both educational and social) for children and young people.

## Challenges/current context

Over the last three years, there have been significant changes affecting Children's Trust partners, particularly the evolving national frameworks for schools, children's social care and public health. At the same time, we have needed to respond to reduced budgets and increased demand for some services. The Children's Trust has a key role in translating national policy into effective local practice and ensuring that, through strong partnership working, we make the most of available resources.



# Section one

## Vision and priorities

### Vision

Hampshire's Children's Trust embraces a *whatever it takes* philosophy. We want all our children and young people to do well and, within the resources we have available to us, we will search for those strategies and activities that make sure that they do. If what we are doing fails to make the difference, we will try something else with use of developing evidence. This is as true in educational settings as within communities. We are ambitious for our children and young people; we challenge expectations where they are too low and we support them all to succeed.

#### The vision of Hampshire's Children's Trust for 2012-15 remains:

Making Hampshire an even better place for children and young people, where all of them, including those who are vulnerable or disadvantaged, have the best possible start in life and are supported by the whole community to reach their potential.

We are committed to upholding and promoting the rights of children and young people, as set out in the United Nations Convention on the Rights of the Child (UNCRC) and asserted by the Government. This includes adhering to the four guiding principles of the Convention: survival and development, non-discrimination, participation and the right to be heard, and best interests. All those who work with, or for, children have a responsibility for respecting, protecting and fulfilling their rights.

### How will we implement this vision?

We will promote the Children's Trust vision with children and families, agencies and partners, including schools and academies. We will ensure that those who work with children and young people reflect the UNCRC in all that they do.

### Priorities

Our priorities recognise that the childhood years (beginning with conception and pregnancy) are fundamentally important in shaping adult life chances and opportunities. We have achieved much since the establishment of Hampshire's Children's Trust – in safeguarding, in educational attainment and in the wider achievements of children and their communities. Despite budget challenges, we move forward from a position of strength. We will maintain what is already excellent, while at the same time, tackling the difficult challenges presented by disadvantage and poverty with more vigour.

These priorities are informed by comprehensive needs assessment and underpinned by the UNCRC.

	<b>Priority</b>	<b>UNCRC articles:</b>
<b>1</b>	Reducing the incidence and impact of poverty on the achievement and life chances of children and young people.	26 and 27.
<b>2</b>	Securing children and young people's physical, spiritual, social, emotional and mental health, promoting healthy lifestyles and reducing inequalities.	12, 24, 27 and 29.
<b>3</b>	Providing opportunities to learn, within and beyond the school day, that raise children and young people's aspirations, encourage excellence and enable them to enjoy and achieve beyond their expectations.	12, 28 and 29.
<b>4</b>	Helping children and young people to be safe and feel safe.	12 and 19.
<b>5</b>	Promoting vocational, leisure and recreational activities that provide opportunities for children and young people to experience success and make a positive contribution.	13, 15 and 31.



All five of our priorities are underpinned by a shared commitment to removing barriers to access, participation and achievement, and not tolerating discrimination and abuse.

The Children's Trust has a relentless focus on improving outcomes for all, reducing inequalities and narrowing the gap between those who are vulnerable or disadvantaged and their peers.

## Removing barriers to access, participation and achievement

Those who are vulnerable or disadvantaged may include the following groups of children and young people. Some children may find themselves in more than one category which increases their potential vulnerability.

### Children and young people living in poverty:

There are 31 areas in Hampshire which are among the most deprived in the country (*Index of Multiple Deprivation 2010*), and 12.2% of children live in households in receipt of out-of-work benefits, or where the income is low (less than 60% of the national median average) – in some areas of the county this reaches almost 50% (HM Revenue and Customs, 2008/09).

In 2010/11, 29.4% of pupils receiving free school meals achieved five GCSEs grade A\*–C, including English and mathematics, compared to an average of 60.2% for all pupils.

Those with mental health problems, those struggling with obesity, those living with domestic violence, alcohol or drug abuse, young parents, and young offenders are all more likely to be living in conditions of poverty.

### Children and young people who are in care:

In March 2012, 1,108 children and young people were in the care of the County Council. In 2010/11, 6.6% of children in care achieved five GCSEs grade A\*–C, including English and mathematics. In the same year, the percentage of care leavers in education, employment or training was 43%.

### Children and young people with mental health problems:

It is estimated that 10% – 20% of children and young people have mental health problems, which is equivalent to 30,000 – 60,000 of those aged 0–19 in Hampshire.

### Children and young people with learning difficulties and/or disabilities:

In 2011, 2.7% of Hampshire school pupils were recorded as having a statement of special educational needs, almost 5,000 children and young people (Department for Education, 2011). In March 2012, a total of 930 children and young people were being supported by County Council services for disabled children.

In 2010/11, 7.8% of pupils with special educational needs achieved five or more GCSEs grade A\*–C, including English and mathematics.



**Children and young people whose families have multiple problems, such as mental health or drug and alcohol abuse:**

It is estimated that 1,590 families in Hampshire are experiencing five or more of the following factors related to poor outcomes: no parent in work, poor quality or overcrowded housing, no parent with any qualifications, mother with mental health problems, at least one parent with a long-standing limiting illness or disability, low income, and cannot afford a number of items of food and clothing (Department for Education, 2011).



Nationally, it is thought that children from these families are at risk of poor school attendance and attainment, and being involved in anti-social behaviour and crime.

**Children and young people who are victims of neglect or abuse:**

In March 2012, along with 6,000 children in need, there were 791 children and young people in the county with a Child Protection Plan, which is put in place when a child is identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.



**Young carers:**

It is estimated that 1% of children and young people in Hampshire are young carers, which is approximately 3,700 of those aged 0–19 (based on the 2001 Census).

**Young parents:**

593 of Hampshire's young women aged 15–17 became pregnant in 2010. These young people are at increased risk of not achieving qualifications beyond their teenage years, not finding employment, and/or having difficulty with parenting skills.

### **Children and young people from a Black, minority ethnic or Traveller family:**

Being from a minority group should not, but sometimes does, signify potential disadvantage. In 2011, 8.7% of school pupils were from Black, minority ethnic (BME) or Traveller heritages, with 0.2% of pupils recorded as Gypsy, Roma or Traveller of Irish heritage. In the same year, 4% of pupils first language was found to be other than English, with 125 languages spoken in the county's schools.

In 2010/11, the percentage of pupils achieving five or more GCSEs grade A\*–C, including English and mathematics, was 25% for pupils from Gypsy, Roma or Traveller backgrounds, 16.7% for Black Caribbean pupils.

### **Lesbian, gay, bisexual or transgender young people:**

Nationally, it is estimated that 1.5% of the population are lesbian, gay or bisexual, which is equivalent to approximately 12,000 of Hampshire's young people aged 15–19. In a 2011 survey, 1,611 school pupils from Year 7 (age 11–12) and Year 9 (age 13–14) reported that they had been verbally bullied in school or the playground because of their sexual identity. In addition, 541 pupils from these year groups said that they had been verbally bullied because of their gender or gender identity (*Hampshire Pupil Attitude Survey 2011*).

### **Young offenders:**

In 2010/11, 1,074 young people aged 10–17 entered the Youth Justice System in Hampshire for the first time.

Comprehensive analysis of the numbers, characteristics and needs of these groups of children and young people has informed this Plan. The key needs assessments for Hampshire's Children's Trust are: the Joint Strategic Needs Assessment and the Child Poverty Needs Assessment (taken together, these form Section 3 of this Plan).



# Early help

The vision and priorities of this Plan are based on the commitment of early help for children, young people and families.

## What do we mean by *early help*?

Identifying as early as possible if a child or family need support and helping them to access services, working together to ensure that this has maximum impact. In other words, offering the right help at the right time.

This is as true within educational settings, as in families and communities.

We recognise that families are the most important influence on children and young people, and that some need more support than others to develop the skills and resilience needed for parenting and family life. By providing *early help*, our aim is to support families to break out of a cycle of poor outcomes, protect children from harm and maximise their opportunities to experience supportive relationships, to enable them to achieve during their time at school.

### Effective *early help* has four elements:

- **identification:** professionals use all contact with children and families as opportunities to identify any additional needs
- **assessment:** the scale and nature of the problems are understood and a plan for offering help is developed
- **support:** appropriate support is offered/provided based on the agreed plan
- **evaluation:** checks are made to determine if the support has been effective and, if not, other strategies are implemented.



*Early help* crosses the full range of services for children, young people and families, provided by all Children's Trust partners:

- **Universal services** identify risk, promote resilience and ensure that families know how they can access further information and support. Services include: schools, children's centres, childcare providers, doctors, health visitors and maternity services
- **Targeted services** provide timely access to high-quality services, based on knowledge of *what works* and targeted to address identified risks or issues. Services include: parenting programmes, one-to-one tuition for pupils, youth support services and Child and Adolescent Mental Health Services (CAMHS)
- **Specialist services** provide high-quality specialist support for families facing specific and potentially multiple problems, including substance misuse and offending.

Strong partnerships across the Children's Trust are vital in this respect, particularly those between health visitors, doctors, maternity services, children's centre staff, teachers, social workers, dentists, childcare providers and voluntary/community organisations.

In Hampshire, *early help* is facilitated by:

- an effective referral and assessment process, co-ordinated by locality teams, based on a shared understanding of the thresholds for services (as contained within the Children's Trust threshold chart)
- local expertise and co-ordination of services through Local Children's Partnerships
- strong home-to-school links, with teachers identifying problems/risks and enabling parents/carers to ask for help when needed
- schools identifying problems with children's development or learning; and intervening to ensure they get back on track, working with parents/carers to achieve this
- the new *core purpose* for children's centres, focusing on identifying, reaching and helping the families in greatest need
- the Healthy Child Programme (0–19), with universal health services using a tool to identify families requiring *early help*; and the health and development review for children aged two, to two and a half (to be combined with the Government's proposed early education and childcare summaries of a child's progress)
- use of proven best practice/knowledge about *what works* – and the development of new strategies that can be shown to be effective.

The benefits of this approach are well evidenced, showing that providing help early, at the right time, can significantly improve overall life outcomes for families. It can mean the difference between educational success and failure. It can also mean the difference between a child staying at home, or entering the care system. Our approach to ensuring there is sufficient provision of *early help* in the county is outlined within actions for priority 4 (see page 34).

# What's important to children and young people

Hampshire Children's Trust has a variety of mechanisms for capturing the views of local children and young people to inform the planning and review of services. This includes: annual surveys of school pupils, specific consultation exercises on priorities/policies, feedback from Hampshire County Youth Conference, surveys of children in care and care leavers, and regular discussion between children in care and their peer representatives, the Care Ambassadors. This section of the Plan sets out their thoughts and feelings on each of the priorities.

## Priority 1: Reducing the incidence and impact of poverty on the achievements and life chances of children and young people

Hampshire County Youth Conference<sup>(4)</sup> agreed with this priority, saying **"no one wants to be poor"** and **"everybody should have the same chances"**.

Between a quarter and a third of school pupils say they worry about money (23.3% of Year 8 pupils and 30.8% of Year 10 pupils)<sup>(2)</sup>.

## Priority 2: Securing children and young people's physical, spiritual, social, emotional and mental health, promoting healthy lifestyles and reducing inequalities

School pupils say they would like more information and advice on:

- Alcohol – 15.1% of Year 6 pupils and 15.7% of Year 7 pupils<sup>(1)</sup> want more/better information and advice, and 15.3% (Year 6) and 16.5% (Year 7) said they had not received any information or advice.
- Sex and relationships – 17.5% of Year 7 pupils<sup>(1)</sup> want more/better information and advice, 16.9% said they had not received any information or advice, and 4.3% did not know where to get advice. 15.7% of Year 8 pupils and 17.5% of Year 10 pupils<sup>(2)</sup> worry about girlfriends/boyfriends/sex.
- Healthy eating – 29.9% of Year 9 pupils<sup>(1)</sup> want more/better information and advice, 13.7% said they had not received any information or advice, and 4.7% did not know where to get advice.

**"Services need to offer opportunities that will encourage young people to have a healthy lifestyle."**<sup>(4)</sup>

**"Being healthy is being happy."**<sup>(4)</sup>

### Priority 3: Providing opportunities to learn, within and beyond the school day, that raise children and young people's aspirations, encourage excellence and enable them to enjoy and achieve beyond their expectations

Young people at the Hampshire County Youth Conference<sup>(4)</sup> felt this priority was important because **"achieving makes you feel good"** and children and young people should be **"supported and encouraged to do whatever they want to do"**.

Between a quarter and a third of pupils worry about school work (24.0% of Year 8 pupils and 35.5% of Year 10 pupils)<sup>(2)</sup>. Worries about exams are significantly higher among Year 10 pupils (34.4% of Year 8 pupils and 53.5% of Year 10 pupils)<sup>(2)</sup>.

The children in care who participated in a recent survey are positive about their time at school, with 83% reporting that they get all, or most, of the help they need with their education<sup>(5)</sup>.

#### Sources:

1. *Pupil Attitude Survey 2011: a total of 43,936 Hampshire pupils from Years 2 (age six or seven), 6 (age 10 or 11), 7 (age 11 or 12) and 9 (age 13 or 14) participated in this survey.*
2. *Well-being Survey 2010: a total of 10,016 Years 8 (age 12 or 13) and 10 (age 14 or 15) pupils participated in this survey.*
3. *Hampshire Safeguarding Children Board consultation with pupils at Fareham College, 2010.*
4. *Hampshire County Youth Conference discussion on CYPP priorities, 2012.*
5. *Care4me Survey 2011: a total of 103 children in care participated in this survey.*



## Priority 4: Ensuring that children and young people are safe and feel safe

The most important safeguarding issues have been ranked by young people<sup>(3)</sup> as:

1	children living with domestic abuse
2	children who self-harm
3	young people involved in crime
4	children who abuse others
5	missing children
6	young people involved in drugs and alcohol, and children living with drugs and alcohol
7	bullying.

The proportion of school pupils who worry about being bullied or getting into trouble is relatively low (20.6% of Year 8 and 12.3% of Year 10 pupils worry about being bullied, while 17.1% of Year 8 and 11.4% of Year 10 pupils worry about getting into trouble). A number of pupils say that their area would be a better place to live if it was safer, or there was less crime (24.4% of Year 8 and 20.4% of Year 10 pupils)<sup>(2)</sup>.

**“There needs to be more awareness raising activities on personal safety and security.”<sup>(4)</sup>**



## **Priority 5: Promoting vocational, leisure and recreational activities that provide opportunities for children and young people to experience success and make a positive contribution**

School pupils say they would like more information and advice on careers – 17.7% of Year 7 pupils and 27.9% of Year 9 pupils<sup>(1)</sup> want more/better information and advice, 23.6% (Year 7) and 12.1% (Year 9) said they had not received any information or advice, and 5.0% (Year 7) and 3.7% (Year 9) did not know where to get advice.

A significant proportion of pupils are worried about their future (36.8% of Year 8 pupils and 42.8% of Year 10 pupils)<sup>(2)</sup>.

The majority of pupils feel that children and young people's views **"are not listened to very much"** (51.5% of Year 8 pupils and 58.3% of Year 10 pupils)<sup>(2)</sup>.

When surveyed, a number of children in care had not heard about the ways they could have their say, or seen the Pledge for children in care (73% had not heard of a special group or meeting for children in care, eg: the Care Council, and 71% had not seen the Pledge). However, 73% said their opinions usually or always make a difference to how they get looked after<sup>(5)</sup>.

**"Raise awareness of the good that young people achieve."**<sup>(4)</sup>

Around a third of school pupils think more or better sports clubs/centres would make their area a better place to live (30.8% of Year 8 pupils and 31.0% of Year 10 pupils). A similar proportion say that more or better activities for children and young people and/or more or better parks and green spaces would make their area a better place to live (30.0% of Year 8 and 31.7% of Year 10 pupils/37.6% of Year 8 and 33.6% of Year 10 pupils)<sup>(2)</sup>. A smaller proportion think better public transport would improve where they live (16.5% of Year 8 pupils and 24.8% of Year 10 pupils)<sup>(2)</sup>.

The majority of children in care (80%) said they had a good choice of hobbies and activities<sup>(5)</sup>.

**"To be able to have free time and enjoy things without pressure."**<sup>(4)</sup>

**"Fun and play is important."**<sup>(4)</sup>

# Children in Care Pledge 2012-15

The Pledge outlines the areas that children and young people in care want to see improved. Development of the Pledge has been led by the Care Ambassadors

## Your Health, we will:

- help you to access health services, eg: doctors, dentists, counselling, etc
- support you in being healthy, both physically and mentally
- support you in identifying and taking part in positive activities, interests and hobbies.



## Your Voice, we will:

- be contactable through a variety of ways and get back to you within 24 hours
- make time for you to talk one-to-one with us on your own
- be open and honest about your care and support you when changes are made
- encourage your participation in your Care Plan and other plans related to your care
- listen to your complaints and act on them as soon as is possible
- make information available to you, so you know your entitlements and rights.



## Your Education, we will:

- not make you feel '*different*' at school, eg: not take you out of a class for a meeting and pay for you to go on trips, etc
- support you in accessing academic and non-academic opportunities, not just school or college (eg: apprenticeships, NVQs, other qualifications and job opportunities)
- involve you in decisions made about your education and, when additional help is needed, why this is necessary
- involve you in decisions around your individual budget
- support you to access the college/university of your choice, should this be something you wish to do.



### Your Placement, we will:

- where possible, try to find you a placement with your siblings
- support you in transitions from placement to placement
- make better long-term plans for you, not just *quick fixes*
- find you a foster carer who suits you and your needs
- involve you in your placement planning
- keep you informed, where appropriate, about contact arrangements and how and when this can happen.



### Your Future, we will:

- help you plan for your future, as a good parent should
- support and help you build the life skills needed in becoming an adult
- not judge you based on how you have acted in the past, but who you are now
- encourage you to be the very best you can be
- support and help you in achieving your goals
- always be there to support you, even when you make mistakes.



### Leaving Care, we will:

- provide you with support, if you feel you need it
- not '–' on your 18<sup>th</sup> birthday
- provide and support you in building the skills to live on your own
- help you find somewhere to live and make sure you have everything you need
- give you information about your entitlements and support you in accessing them.



# Priority 1:

## Reducing the incidence and impact of poverty on the achievement and life chances of children and young people

This priority sets out our strategy for reducing and mitigating the effects of child poverty, as required by the Child Poverty Act 2010.

### Key win

Increasing the proportion of pupils achieving five or more GCSEs grade A\*–C, including English and mathematics, who are in receipt of free school meals.

Poverty has a profound impact on the health and well-being of children. They can lack the positive experiences and opportunities of other children, including poorer health, attainment and low aspirations. Child poverty is complex and its effects can be long lasting and hard to escape.

By working together and taking a *whole community* approach, we will support families to lift themselves out of poverty, thereby reducing the impact of poverty on children and young people's educational attainment and life chances. This means focusing on the children and families most in need, and the areas that are most deprived – tackling the issues that will make a difference in the long term. Our approach will cover employment and skills, health, housing, financial support, education, family support and childcare.

Delivery of this priority is closely linked to development and implementation of an Economic Development Strategy for Hampshire. It is also supported by the work of Local Enterprise Partnerships, which are partnerships between local authorities and businesses, formed to help determine local economic priorities and lead growth and job creation in an area.



## Key activity areas:

- identifying children and families most in need, through careful analysis and a partnership approach
- helping families to access a range of employment and training services in their communities, including adult and community learning, careers advice, volunteering and employment support
- increasing awareness of local services and targeting health, parenting and family support services (including through children's centres)
- promoting and maximising uptake of benefits
- ensuring there is sufficient flexible and affordable childcare, so far as is reasonably practicable
- increasing take up of free Early Years education in the most disadvantaged areas and extending free Early Years education to all eligible two year olds
- raising the quality of Early Years education in disadvantaged areas
- promoting and supporting a relentless focus on improving educational outcomes of children from low income families across the Hampshire school system
- creating opportunities and supporting young people to find employment, helping to break intergenerational cycles of poverty
- ensuring there is sufficient, affordable, quality (including warm) housing for families and vulnerable young people, as far as is reasonably practicable
- maximising use of resources across agencies to support families, including co-ordinated assessment processes.



## How this has improved since 2009:

### Sure Start children's centres

Children's centres have been developed and re-structured over the last three years and are now in place across the county. Their focus is on helping the most vulnerable families, including those in poverty. Services provided include: antenatal and postnatal groups, child health checks, advice and guidance through Job Centre Plus, and family support and outreach. The percentage of families defined as being *hard to reach*, who accessed a children's centre increased from 19.6% in 2010/11 to 27.3% between November 2011 and January 2012. The term *hard to reach* includes: teenage parents, families of prisoners, families with mental health problems, families in temporary accommodation, and lone parents.

A new pattern of centres is being implemented, in order to meet funding challenges and secure services for the future. Management of some centres is being merged, creating 15 clusters, operating across 81 locations. Services will be provided across all existing centre buildings.

The core purpose of children's centres is to improve outcomes for young children and families and reduce inequalities. Activities identify, reach and help the families in greatest need to support:

- child development and school readiness: supporting personal, social and emotional development, physical development and communication and language from pre-birth to five
- parenting aspirations and skills: so that parents and carers are able to give their child the best start in life
- child and family health and life chances: promoting good physical and mental health for children and their families, supporting parents/carers to access education, training and employment, and addressing risk factors so that children are safe.



## Narrowing the gap

The gap between the lowest achieving 20% at Early Years Foundation Stage and their peers has reduced each year, from 33.1% in 2007/08 to 29% in 2010/11. This has been generated by improving Early Years education in areas of deprivation, through qualified teachers within children's centres, and targeting support to schools and childcare settings where improvement is needed most.

## Access to childcare for low income families

Partnership working has been central to efforts to encourage eligible parents and carers to access the childcare element of Working Tax Credits. Take up has increased slightly from 16.0% in 2006/07 to 16.5% in 2008/09. Schemes for affordable childcare have been promoted through publications for parents/carers and providers, *Hampshire Now* and Hantsweb, Chambers of Commerce, doctors, district newsletters and magazines.

Hampshire's childcare settings have implemented the flexible nursery entitlement, meaning that three and four year olds are entitled to 15 hours a week of free Early Years education available over three or more days. We also participated in a pilot to provide childcare, parent support and outreach to the most vulnerable two year olds living within areas of Gosport and Havant. As part of the offer, eligible children were entitled to a place of up to 10 hours per week, for 38 weeks a year, in an accredited Early Years education provision. This scheme is being extended to all eligible two year olds across the county from September 2013.

## Why this is still a priority:

In Hampshire, large areas of affluence mask smaller underlying areas of significant deprivation. A specific data analysis exercise to map the incidence and impact of child poverty in Hampshire, covering a range of measures including workless households, family income and gaps in attainment, found that the most affected areas were in the New Forest and Havant.

Furthermore, the number of children living in poverty in Hampshire has increased as a result of recession. The number of primary pupils eligible for free school meals rose from 8.9% in 2009 to 10.9% in 2011, and the percentage of secondary pupils eligible increased from 6.8% in 2009 to 8.1% in 2011. The percentage of children living in families in receipt of out-of-work benefits, or tax credits, with income less than 60% of the median average, rose from 12.2% in 2008 to 13.1% in 2009.

The full analysis is available in the Child Poverty Needs Assessment, which is provided online at: [hants.gov.uk/child\\_poverty\\_needs\\_assessment\\_2011.pdf](http://hants.gov.uk/child_poverty_needs_assessment_2011.pdf).

## Priority 2:

Securing children and young people's physical, spiritual, social, emotional and mental health, promoting healthy lifestyles and reducing inequalities

### Key win

Reducing the rate of teenage conceptions among girls aged 15–17.

Health inequalities experienced in childhood can have a lasting impact throughout life, so we will work together to promote and support healthy lifestyles from an early stage. Giving children the best start in life begins with promoting health and well-being in pregnancy and childhood, and ensuring that universal healthcare services are available for all children and families. National Health Service and public health professionals will work in partnership with children's centres and schools to identify those who need extra support, or treatment, and help them to access services. We will strive to integrate services and plan care jointly wherever possible, for example for disabled children and their families.

Proposed national reforms to health and social care will change the way public health services are delivered. In part, this means that the Children's Trust will work closely with the emerging Health and Well-being Board and Clinical Commissioning Groups to champion the needs of children, young people and families. This includes ensuring that the priorities of this Plan and the new Joint Health and Well-being Strategy are aligned, with partners working together to secure consistent access to high-quality health services across the county.



## Key activity areas:

- ensuring that the best universal services are available for all children and families
- supporting parents/carers through universal, high-quality maternity care from early pregnancy, with targeted interventions for vulnerable women and families
- offering preventative care through the Healthy Child Programme (0–19 years), including: health visitors, school nurses, promoting breastfeeding, and immunisations for children
- providing a range of targeted services in the community to meet local need and reduce health inequalities, eg: through children's centres
- providing information, advice and support to enable parents/carers, children and young people to make healthy choices, eg: healthy eating, being smoke free and increasing physical activity
- implementing the Hampshire Healthy Weight Strategy for children and families
- developing and implementing a children and young people's care pathway for substance misuse
- ensuring that the newly commissioned integrated sexual health services are easily accessible
- reducing teenage conceptions and delivering a targeted approach to improving outcomes for the most vulnerable first-time teenage mothers
- improving access to specialist advice for universal services, in order to improve support for children and young people's emotional health and well-being
- building resilience and personal confidence for children and young people, promoting rights, respect and responsibilities.



## How this has improved since 2009:

### Reduced levels of obesity

Progress in tackling childhood obesity has been good, with steady reductions in the percentage of school pupils found to be obese in the national measurement programme. The proportion of Reception Year pupils who are obese has fallen from 8.4% in 2009/10 to 7% in 2010/11, whilst the percentage of Year 6 pupils recorded as obese has fallen from 16.1% in 2009/10 to 15.6% in 2010/11. Implementation of the Healthy Weight Strategy includes providing routine feedback to parents/carers on their child's weight, healthy weight co-ordinators educating parents/carers and children in areas with the highest rates of obesity, implementing the national *Change4Life* programme at a local level, and the development of resources such as *Be Inspired 4 Life* for schools.

### Sexual health

Poor sexual health is a major source of health inequality. Chlamydia is the most common sexually transmitted infection in the country. The numbers of 15–24 year olds screened in Hampshire has increased, while the percentage with a positive diagnosis has reduced. Our sexual health strategy has ensured that appointments for Genitourinary Medicine clinics are offered within 48 hours of contacting the service, access to long-acting reversible contraception (LARC) is good, and over 120 community pharmacies provide free emergency hormonal contraception (EHC). Hampshire's dedicated sexual health website *Get it on*, lists all sexual health services and won an NHS South Central Innovation Award.

### Health of children in care

Health providers give priority to children in care, with good access to appropriate health services following assessment by specialist nurses. A strong strategic lead is provided by the Children in Care Health Strategy Group (jointly chaired by the Designated Nurse for children in care). There is a good inter-agency education programme covering sexual health, smoking, drugs and relationship issues. The percentage of children in care who had their annual health assessment has increased from 78.0% in 2008/09 to 84.6% in 2010/11. The proportion of children in care whose immunisations were up to date was 74.1% and 82.8% in 2011/12, the fifth year of continuous improvement and significantly higher than 2006/07 (33%).

## **Mental health services**

Child and Adolescent Mental Health Services (CAMHS) have recently been improved, with Tier 2 and 3 services (some of the more specialist services) being provided by Sussex Partnership NHS Trust since April 2011. These new arrangements have been put in place to ensure that there is timely and equal access to services across the county.

## **Supporting the emotional health and well-being of BME and Traveller new arrivals in schools**

The Hampshire Young Interpreter Scheme now runs in 30 Hampshire schools, with over 200 young interpreters aged between five and 16, speaking 25 different languages. The scheme delivers support and intervention for new arrivals in a wide range of languages, or through child-friendly English.

## **Parenting support**

Parenting support programmes based on strong evidence of *what works*, such as Triple P (Positive Parenting Programme) have helped parents/carers create a stable family environment, teach their children skills to get along with others, deal positively and consistently with problem behaviour, and encourage positive behaviour. In 2010/11, 952 parents/carers participated in Level 4 Triple P, with 95% saying that they thought the programme had helped them to deal somewhat more effectively, or had helped a great deal, with their child's behaviour. In addition, 91% thought their child's behaviour had slightly improved, improved or greatly improved.

Parenting specialists provide targeted support and interventions for parents and carers where: parent/carer substance misuse or mental health impacts on parenting ability, there is a risk of the child being taken into local authority care, or there is a risk of the child committing a crime.

## **Healthy Schools programme**

The vast majority of Hampshire schools are now *Healthy Schools* – developing initiatives such as school councils, better accessibility to drinking water, healthier tuck shops, and establishing *buddy* and peer mentoring schemes. We will continue to promote health and well-being through Healthy Schools and our new Healthy Early Years Programme.

## Why this is still a priority:

### Teenage conceptions

The rate of conceptions among 15–17 year old girls in Hampshire decreased from 34.0 per 1,000 in 2008 to 25.2 per 1,000 in 2010. The rate varies significantly across the county, from 47.1 in Gosport, to 17.1 in Hart. Since 1998/2000, the largest reductions have been seen in Fareham and Rushmoor, whilst in Eastleigh and East Hampshire the rate has increased.

### Immunisations

The percentage of children receiving recommended vaccinations by ages one, two and five has increased in Hampshire over recent years, as shown in Tables 1 and 2 below. However, coverage for most of these vaccinations remains below the levels advised by the World Health Organisation, particularly the measles, mumps and rubella vaccine.

**Table 1**

	Age one %	Age two %			Age five %	
	DTaP/ IPV/Hib	PCV	Hib/ MenC	MMR 1	DTaP/ IPV	MMR 2
Quarter 3, 2011/12	95.27	91.09	91.83	91.69	89.80	87.62
2010/11	95.80	90.65	93.78	91.07	89.96	86.49
2009/10	95.62	90.94	93.83	91.51	89.25	85.75

Abbreviations:

(DTaP/IPV/Hib): Diphtheria, Tetanus, Polio, Pertussis, Haemophilus influenza type b

(DTaP/IPV): Diphtheria, Tetanus, Polio, Pertussis

(PCV): Pneumococcal infection

(MMR): Mumps, Measles, Rubella

(Td/IPV): Tetanus, low dose Diphtheria, Polio

**Table 2**

Vaccine	2009/10 %	2010/11 %	% difference
School leaver booster (Td/IPV)	42.54	62.24	+ 19.7
Human Papilloma Virus	72.53*	75.70	+ 3.17

\* mop-up clinics in subsequent academic year increased this uptake to 91.5%.

The national target for these vaccines is 90%. Both these vaccines are delivered by school nurse teams.

## **Greater integration of services for children with disabilities**

The development of a countywide Children with Disabilities Service in 2011 established a platform for the continued integration of services for disabled children. Health providers and the County Council have introduced a countywide panel to approve all allocations of overnight short break services and specialist social care provision. This is ensuring that services are provided equally to all children and families across the county on the basis of need. In addition, the new Continuing Health Care Protocol and panel has strengthened the shared approach to children with disabilities, including how we allocate resources through joint commissioning.

The way we work in partnership with parents and carers was transformed as part of the Aiming High for Disabled Children programme. We are now improving this further, as Hampshire is taking part in the national Special Educational Needs and Disability Pathfinder. This programme involves developing integrated assessment and planning processes across health, education and social care, so that children have one plan for their care and support. We are also working to develop personalised budgets, where service users choose what services they want to spend their budgets on; and improving access to services, by providing a single point of information and being clear about the services on offer locally. To make sure we get it right, parents and carers are heavily involved in this work.

In future, this work will be incorporated into the remit of the new Health and Well-being Board as it's role overlaps with some of the aspects of the Children's Trust.



## Priority 3:

Providing opportunities to learn, within and beyond the school day, that raise children and young people's aspirations, encourage excellence and enable them to enjoy and achieve beyond their expectations

### Key wins

Increasing the proportion of pupils eligible for free school meals who achieve five or more GCSEs grade A\*–C, including English and mathematics.

Increasing the percentage of children in care achieving five or more GCSEs grade A\*–C, including English and mathematics.

Achievement at school is a key determinant of future life chances. We share a responsibility to unlock the potential of every child, giving them the best possible start. Overall, Hampshire's children and young people perform well in key assessments and exams, with results improving year on year. However, the gap between these children and young people and their disadvantaged or more vulnerable peers remains a significant issue.

There have been considerable changes in the national school system over the last two years. We now have a unique opportunity to build on our existing strong relationships, working together to improve standards and doing whatever it takes to achieve the best outcomes for our children and young people.

Collectively, we will support the most disadvantaged and vulnerable children to overcome barriers to learning, share knowledge and good practice, build on opportunities to promote resilience and develop self-esteem, and promote inclusion. Local Children's Partnerships will continue to collaborate to identify and address local issues, promoting excellence, equality and inclusion through their actions.



## Key activity areas:

- developing a coherent system for promoting educational excellence for all children and young people, and being intolerant of underperformance
- building on opportunities available to promote aspiration, resilience and develop self-esteem for every child
- supporting early education and childcare settings to implement changes to the Early Years Foundation Stage
- enhance early language development, literacy and social skills so that young children are ready for school
- championing an understanding of the individual needs of vulnerable children, or those who may need extra support, including ensuring that the pupil premium is used effectively to support learning and personal development
- understanding and implementing changes to the National Curriculum
- strengthening teacher subject knowledge and expertise, especially in the core subjects of English and mathematics
- developing whole system and specific school solutions to improve the attendance and attainment of children in care
- reducing persistent absence and fixed-term exclusions
- piloting a new assessment and single plan for children and young people with special educational needs and/or disabilities
- working together to support young people to remain in education, in line with increases in the participation age.



## How has this improved since 2009:

### Continued year-on-year improvements in key national tests

Hampshire pupils continue to excel in national tests. Overall in 2010/11 (the exams taken in summer 2011), the county's children and young people achieved higher standards than in previous years and better than the national average. Improvements have been evidenced in Early Years Foundation Stage (age five), Key Stage 2 (age 11) and Key Stage 4 (age 16).

	2007/08		2010/11	
	Hampshire	England average	Hampshire	England average
Achievement at Early Years Foundation Stage	50.0%	49.0%	58.0%	59.0%
Achievement of Level 4 in English and mathematics at Key Stage 2	74.0%	73.0%	77.0%	74.0%
Achievement of five or more GCSEs grade A*–C, including English and mathematics	53.8%	47.6%	60.2%	58.9%

### Increased proportion of *good* or *outstanding* schools

Hampshire's schools continue to provide a good start for children and young people, with an increasing number judged *good* or *outstanding* by Ofsted.

	Proportion judged as <i>good</i> or <i>outstanding</i>	
	2007/08	Latest inspection judgement as at Dec 2011
Children's Centres	Not inspected	100%
Primary	67%	70%
Special	77%	70%
Secondary	58%	70%

### Improved attendance

The percentage of secondary school pupils persistently absent from school fell from 6.09% in 2007/08 to 4.5% in 2009/10. Since this date, the definition of persistent absence has changed from missing 20% of all lessons to 15%, with the result that secondary pupil persistent absence increased to 8.6% during the autumn 2010/spring 2011 terms. All secondary schools have been offered additional support and advice, through network meetings and on an individual basis.

## Why this is still a priority:

### Attainment and attendance of children in care

Achievement of children in care in key tests is steadily improving, although the gap between them and their peers remains significant, as shown in the table below.

	2008/09			2010/11		
	Children in care	All Pupils	Gap (% points)	Children in Care	All Pupils	Gap (% points)
Percentage achieving Level 4 or above in English at Key Stage 2	34.0%	83.0%	49	46.0%	84.0%	38
Percentage achieving Level 4 or above in mathematics at Key Stage 2	34.0%	80.0%	46	43.0%	83.0%	40
Percentage achieving five GCSEs grade A*-C	12.0%	77.4%	65.4	17.9%	67.2%	49.3
Percentage achieving five GCSEs grade A*-C including English and mathematics	7.2%	53.8%	46.6	6.6%	60.2%	53.6

There is increased recognition in schools of the needs of children in care. The County Council's *virtual school*, the team who focus on improving the educational achievement of children in care, works closely with schools to build capacity. A wide range of training and support networks are in place for Designated Teachers (responsible for promoting the needs of children in care in their school). Targeted reading and mathematics initiatives promoted by the County Council and teachers have been shown to accelerate pupil progress and were praised by Ofsted inspectors in their 2011 inspection. Training is also provided for carers/adoptive parents and social workers, to develop understanding of their role in supporting education.

Children in care benefit from being placed in mainly *good* and *outstanding* schools. A Personal Education Plan is in place for each child and the *virtual school* has a process in place to monitor the quality of the plans. They also track attendance, progress and attainment, intervening where necessary.

### Gap between pupils with special educational needs and their peers

Although the attainment of pupils with special educational needs (SEN) has improved over recent years, the pace of improvement has not generally been in line with that of their peers – with the result that the gap between pupils has been slow to close. At Key Stage 2, the gap between SEN pupils and their peers has actually increased since 2007/08, whilst the gap at GCSE level has narrowed, as shown in the table below.

	2007/08	2010/11
Percentage point difference between SEN pupils and their peers achieving Level 4 in English and mathematics at Key Stage 2	52.7	54.0
Percentage point difference between SEN pupils and their peers achieving five or more GCSEs grade A*–C, including English and mathematics	50.6	49.9

### Gap between pupils eligible for free school meals and their peers

Progress in narrowing the attainment gap between pupils eligible for free school meals and their peers has also been mixed over recent years. Whilst the gap at Key Stage 2 shows improvement, the difference at GCSE level has increased, as shown in the table below.

	2007/08	2010/11
Percentage point difference between free school meals pupils and their peers achieving Level 4 in English and mathematics at Key Stage 2	26.0	25.0
Percentage point difference between pupils and their peers achieving five or more GCSEs grade A*–C, including English and mathematics	30.8	32.8



### Attainment for some Black and minority ethnic groups

Although overall attainment for many BME groups has improved, there continues to be significant variation between different ethnicities. Improvements have been evidenced for Bangladeshi, Black other (mainly Fijian) and Irish. Additional focus is needed on progress for Gypsy, Roma and Traveller pupils, Black Caribbean, and Asian other (mainly Nepali speakers and Afghan asylum seekers). The proportion achieving five or more GCSEs grade A\*–C, including English and mathematics, is shown in the table below.

Percentage achieving five or more GCSEs A*-C, including English and mathematics	2007/08	2010/11
Gypsy, Roma or Traveller of Irish Heritage	0.0%	25.0%
Any other White background	56.0%	67.7%
Black Caribbean	Not available – small cohort	16.7%
White/Black Caribbean	Not available – small cohort	61.5%
Black African and White/Black African	51.6%	60.9%
Any other Black background	Not available – small cohort	76.9%
Pakistani	Not available – small cohort	57.1%
Irish	Not available – small cohort	75.0%
White and Asian	76.3%	81.7%
Any other mixed	58.1%	63.6%
Indian	77.8%	73.1%
Bangladeshi	Not available – small cohort	68.0%
Other Asian background	39.9%	42.2%
Chinese	77.8%	78.1%
Any other ethnic group	46.7%	50.0%

The County Council's Ethnic Minority and Traveller Achievement Service works closely with schools and other services to improve educational outcomes for vulnerable BME and Traveller pupils.

# Priority 4:

## Helping children and young people to be safe and feel safe

### Key win

Reducing persistent absence from school for children living in families with multiple problems, who are receiving our help.

Keeping Hampshire's children and young people safe is a key priority for all Children's Trust partners. Working closely with the Safeguarding Children Board, we will retain a relentless focus on the timeliness, quality and effectiveness of the support given to children, young people and families – keeping children at the centre of what we do.

We recognise that preventative and early intervention services can do more to reduce abuse and neglect than reactive services. Therefore, through the Children's Trust and Local Children's Partnerships, we will develop a coherent and transparent offer of local services that work to prevent problems developing, and give support and help to families as early as possible, when needed. Collectively, we will increase our shared understanding of local levels of need and ensure that we can provide, refer or signpost to local services that match these needs and are based on strong evidence of *what works*. By working together, we can also more effectively help those families with multiple problems, supporting them to make positive changes in their lives.

This means we need to develop even stronger partnerships, with greater co-ordination, more effective information sharing and good training, support and professional advice for those working with children and young people. This includes building on our existing strong understanding of the thresholds for statutory services, ensuring that the most vulnerable children get this level of support as soon as possible.

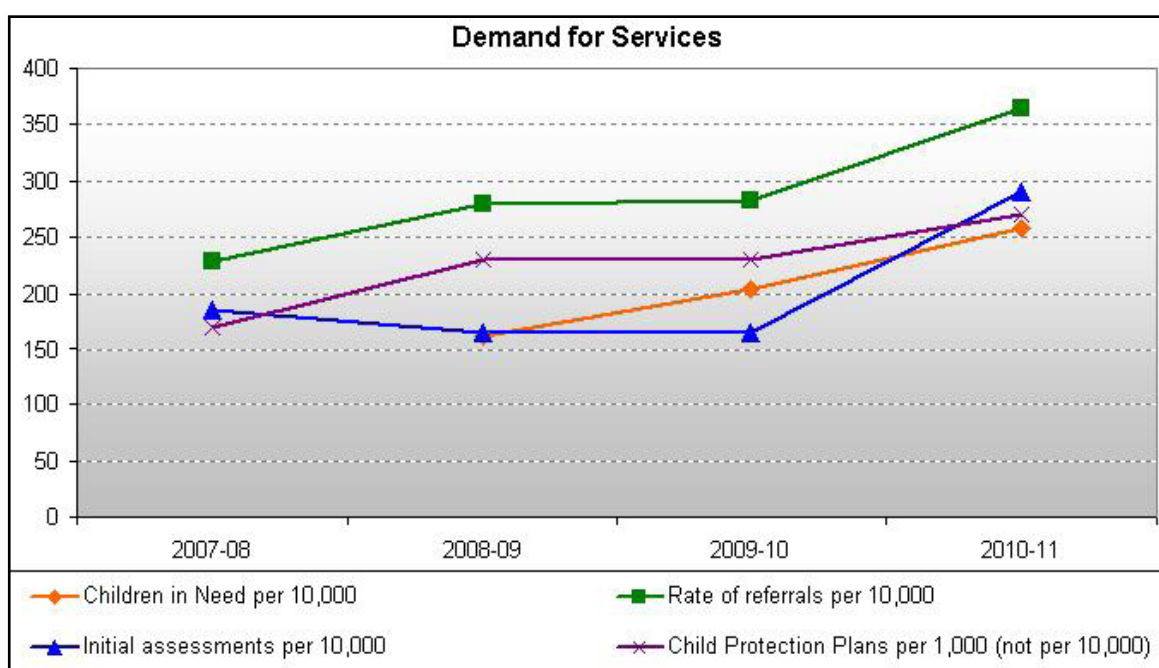
### Key activity areas:

- reviewing and redesigning children's social work services in line with national changes in the framework for safeguarding, with an emphasis on promoting direct work with children and young people
- exploring the development of a Multi-Agency Safeguarding Hub
- ensuring there is sufficient provision of *early help*, with improved access to information about these services
- embedding the Principal Social Worker role and continuing to improve the quality of training, supervision and support for social workers
- providing targeted support for families with multiple problems
- promoting child safety with parents/carers, and helping children and young people understand how to keep themselves safe, thereby reducing the possibility of children entering risky behaviour.

## How this has improved since 2009:

### Strengthened safeguarding arrangements

Investment in safeguarding services in Hampshire over recent years has focused on continually improving the timeliness and quality of services provided to vulnerable children and young people. It has also enabled us to effectively manage significant increases in demand for services, as illustrated in the chart below.



In summary, between 2007/08 and 2010/11:

- the rate of children in need per 10,000 population of children and young people increased by 58.1%
- the rate of referrals per 10,000 increased by 60.6%
- the rate of initial assessments per 10,000 increased by 56.6%
- the rate of Child Protection Plans per 1,000 increased by 58.8% (which reflects a 26.7% increase in the rate of new CPPs).

At the same time as responding to this increased demand, the County Council has improved the quality of services, with good and outstanding judgements received following the 2011 Ofsted inspection of safeguarding and services for children in care. Inspectors noted that outstanding partnership working helps keep children and young people properly safeguarded, with a strong sense of safeguarding being everyone's business. They found that this effective working is leading to increasingly good outcomes for children and young people.

### Reduced rates of bullying

Hampshire's multi-agency Anti-Bullying Strategy Group was highlighted nationally as an example of promising practice. Implementation of the anti-bullying strategy included guidance for schools, a directory of good practice, training courses, leaflets and online information and an annual conference for young people, by young people. The proportion of children who reported being bullied in school during the last year fell from 23.7% in 2008 (*Pupil Attitude Survey, Years 6, 7 and 9*) to 17.8% of Year 6 pupils, 22.8% of Year 7 pupils and 18.5% of Year 9 pupils in 2011 (*Pupil Attitude Survey*).



## Why this is still a priority:

### Area of significant change

Safeguarding is an area of considerable change nationally, so we need to give additional focus to adapting to new statutory requirements, ensuring that Hampshire's services continue to provide effective support for the most vulnerable children, young people and families. We will strive to achieve high performance against the new national performance frameworks for safeguarding.

In securing the best outcomes for individual families, protecting children is a collective responsibility, requiring constant vigilance. Therefore, it is imperative that we work together to help prevent problems and address those that do develop, as early as possible. The earlier we help, the less likelihood there is of more serious problems developing later. The structure of Hampshire's Children's Trust, with Local Children's Partnerships working together at a community level, provides an ideal platform for mapping levels of need and promoting shared understanding of the services on offer in an area.

### Protecting our most vulnerable children

We know there is always more that can be done to improve services. Hampshire has a strong and effective Safeguarding Children Board, closely linked to the Children's Trust. All relevant partners will continue to play an active role in the Board, ensuring that we learn from practice and outcomes of Serious Case Reviews, both nationally and locally, so that we continue to improve services – and ultimately outcomes, for children and young people.

### Families with multiple problems

By working together more effectively, we stand a better chance of changing the lives of those families who have a number of problems. This is an area of focus nationally, with the Government asking local authorities to identify and support each of these families. It is estimated that there are 1,590 in Hampshire (Department for Education, 2011). The sort of problems these families have include: parents/carers not being in work, parents/carers with mental health problems, children not attending school, crime and anti-social behaviour. Rather than responding to individual problems as they emerge, we will work with families to put in place a plan of action to improve school attendance, reduce anti-social behaviour and support parents/carers into work.



## Priority 5:

**Promoting vocational, leisure and recreational activities that provide opportunities for children and young people to experience success and make a positive contribution**

### Key win

Increasing the percentage of young people in education, employment or training.

The experiences of children and young people as they grow up have a significant impact on the adults they become and their life chances. As a Children's Trust, we recognise the value of positive activities in helping them fulfil their potential, by developing confidence and experiencing success. Young people can, and do, play an active role in local communities, bringing enthusiasm and new ideas to a range of activities, including supporting neighbours, teaching sports and raising money for charity. We will work together to provide and/or promote opportunities for children and young people to play, be active and volunteer. At a county and local level, we will raise awareness of the positive contribution young people make.

We will continue to look for more effective ways to engage children and young people in developing services, seeking their feedback and using this constructively so that they can see how they have made a difference.

By targeting youth support services to those in need, we will help the young people who find it difficult to stay in education to get a place on a training course, or get a job. This includes care leavers, teenage parents or those with learning difficulties and/or disabilities. Through the involvement of schools and colleges in the Children's Trust, we will work together to continue to improve the quality of careers advice and the range of courses on offer once young people leave school, ready for the raising of the participation age (the age at which young people legally have to stay in education).



## Key activity areas:

- providing targeted youth support, focused on defined groups of young people most in need (in order to increase the proportion of young people in education, employment or training)
- developing the range of local activities provided by the voluntary and community sectors
- providing high-quality careers education, advice and guidance in schools
- supporting care leavers in the transition to adulthood and independence
- preventing young people entering the Youth Justice System, or reoffending
- promoting the positive contribution made by children and young people
- helping young people access opportunities that give them a role in the community, eg: volunteering and youth councils, and promoting rights, respect and responsibilities
- promoting *voice* and participation for all children and young people, including those with learning difficulties and/or disabilities
- providing positive activities for children and young people with disabilities, that give families a short break
- promoting play
- building resilience and personal confidence
- improving access to services for vulnerable children and young people living in rural areas.



## How this has improved since 2009:

### Young offenders

The rate of first-time offending in Hampshire has fallen significantly since 2009. The number of first-time offenders aged 10–17 reduced by almost 40%, from 1,340 per 100,000 young people in 2008/09 to 825 in 2010/11. Youth Crime Prevention Teams (formerly known as Youth Inclusion Support Panels) are now based within local Children's Services teams, offering a range of preventative activities including arts, sports and environmental projects, targeted to those at risk of becoming offenders.

The number of young people receiving a custodial sentence fell from 79 in 2009/10 to 50 in 2010/11. As this group of young people are at the highest risk of re-offending, Hampshire is part of the Wessex Resettlement Consortium, which provides enhanced support to all young people leaving the secure estate following a custodial sentence. The proportion of young people who re-offend within 12 months was 34.6% in December 2010, a fall of 3.5% from the previous year.

From April 2012, Hampshire has its own Youth Offending Team (YOT), following the decision to disaggregate from Wessex YOT.

### Apprenticeships and internships

Hampshire County Council launched an apprenticeship scheme in 2009, with 20 young people aged 16–24 based in a variety of departments, working towards an NVQ Level 2. Since then 53 young people have completed an apprenticeship. One of the first apprentices achieved national recognition as National Apprentice Ambassador 2010 and now works part-time for the County Council as a Children and Family Support Worker.

The latest scheme, Internships Plus, aims to provide work and training opportunities for care leavers. Launched in summer 2011, 19 young care leavers are currently working in within the County Council and training for an NVQ Level 2 in customer care.



## Children in Care Pledge

Significant progress was demonstrated against the first Pledge for children in care, which has recently been replaced (see page 16).

<b>Children and young people in care wanted:</b>	<b>Achievements included:</b>
Extra tuition	<ul style="list-style-type: none"> <li>• Every school has a Designated Teacher who actively supports children in care.</li> <li>• £500 a year is provided to Hampshire schools for each child in care to meet educational needs. This is used for extra tuition, school trips and study materials.</li> <li>• Laptops, mobile broadband and printers were provided for 820 children in care and care leavers over the age of eight.</li> <li>• Children in care have priority for school places.</li> </ul>
Individual budget	<ul style="list-style-type: none"> <li>• Decisions about requests for money are made quicker, so that children in foster or residential care do not lose out on things like school trips.</li> <li>• Foster carers and children have free access to County Council parks and attractions.</li> <li>• Free music tuition is provided by Hampshire Music Service.</li> </ul>
Care Council	<ul style="list-style-type: none"> <li>• The children in care website gives children a chance to have their say.</li> <li>• Care Ambassadors promote local engagement of children and young people in care and are the key link between children in care and their corporate parents.</li> </ul>
Consistent adult	<ul style="list-style-type: none"> <li>• Children and young people have a consistent social worker and named Independent Reviewing Officer wherever possible.</li> <li>• The advocacy service provides support so that children and young people in care can voice their views at meetings and influence the decisions that affect them.</li> </ul>
Better placement choice	<ul style="list-style-type: none"> <li>• Young people can choose to stay in residential or foster care until they are 18.</li> <li>• More foster carers have been recruited and better support is available for them.</li> <li>• Foster carer <i>profiles</i> give information to children about the family they are going to live with before they arrive.</li> </ul>
Peer mentors	<ul style="list-style-type: none"> <li>• The summer school scheme at the University of Winchester provides opportunities for <i>buddying</i>.</li> <li>• Care Ambassadors act as representatives for children in care, leading development of the new Pledge (see page 16).</li> </ul>

## **Rights, Respect and Responsibilities**

Hampshire's innovative Rights, Respect and Responsibilities programme has been in place in the county's schools for several years. Based on the UNCRC, it aims to help children become responsible citizens, achieve their potential and increase understanding of their rights and also their responsibility to respect the rights of others. International research has praised the initiative, concluding that the County Council can be considered a global leader in its promotion and support of schools that provide education consistent with the UN Convention on the Rights of the Child (Children's Rights Centre, Cape Breton University, Canada). Their research showed a positive impact on children's interpersonal relationships, self-esteem, engagement with school and aspirations. Schools participating in the programme report that: lessons have become more creative, children find it easier to express their ideas and demonstrate empathy, children feel they have a real voice in the school, and there are fewer incidents of inappropriate behaviour.



## Why this is still a priority:

### **16–18 year olds not in education, employment or training**

While the percentage of young people not in education, employment or training (known as NEET) has reduced from a peak of 6.3% during the recession (figures for 2008/09), this remains an area of focus. Data for 2010 shows that 5.2% of 16–18 year olds were NEET.

### **Care leavers in education, employment or training**

Increasing the numbers of care leavers in education, employment or training has proved challenging during a period of recession. Care leavers have been targeted for one-to-one support and dedicated programmes (such as Internships Plus, see page 40). However, the percentage in education, employment or training has fallen from 64.1% in 2008/09 to 43.0% in 2010/11.

### **Changes in youth support services and careers information, advice and guidance**

Youth support services are currently being redesigned in order to meet funding challenges and evolving national policies. Responsibility for careers advice and guidance will transfer to schools in September 2012. Therefore, Hampshire's new Youth Support Service has two elements: targeted youth support for the most vulnerable young people, and a *sold* service of careers advice and guidance, that can be purchased by schools and academies.

At a local level, voluntary and independent providers have been commissioned to deliver youth support, based on an assessment of needs completed by Local Children's Partnerships.



## Section two: Making it happen

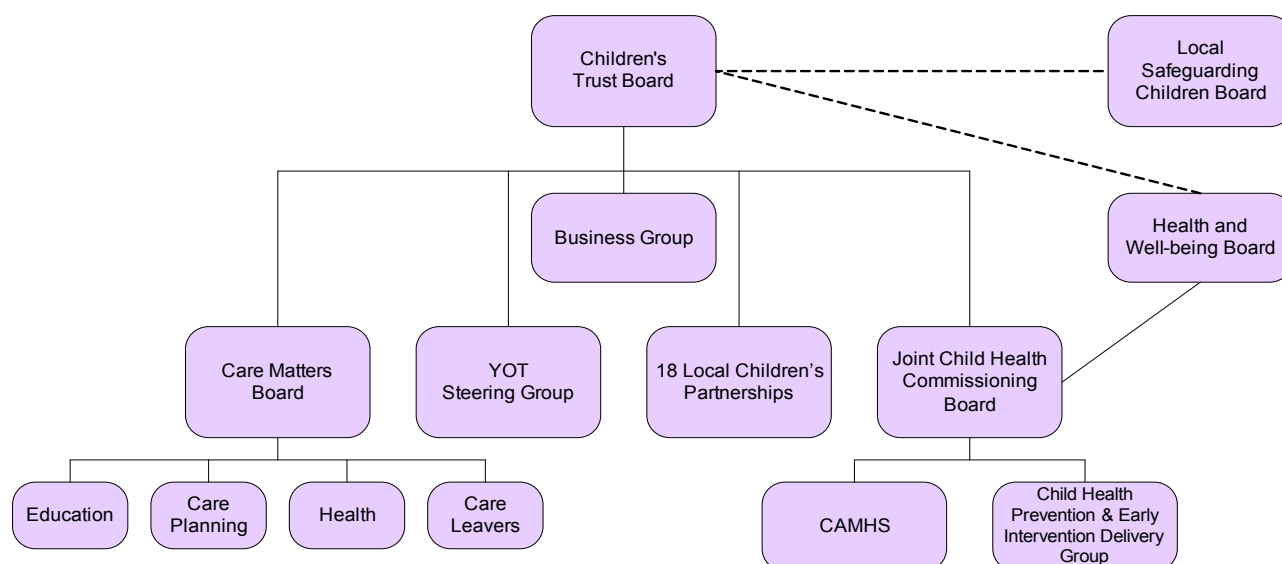
Realising the vision set out in this Plan depends on the success of the following elements.

### Integrated working through the Children's Trust and Local Children's Partnerships

Hampshire's Children's Trust is responsible for developing and promoting integrated front-line delivery, centred around the child, young person or family.

At a community level, this approach is facilitated by Local Children's Partnerships (LCPs), who are responsible for delivering the CYPP in their local areas. LCPs utilise their local knowledge to bring services together to meet the needs of local children and families. In doing so, they have a key role in developing and maximising the effectiveness of *early help* services in their communities. They also play an important part in sharing understanding of local need and helping to ensure that resources are directed to where they are needed most.

The structure of Hampshire's Children's Trust is illustrated below :



The Children's Trust has an established Governance Framework and Terms of Reference, which provides a clear structure and set of accountabilities to support partnership working. This is available online at: [www.hants.gov.uk/childrens-trust](http://www.hants.gov.uk/childrens-trust).

In future, the Children's Trust will be linked to the arrangements for the Health and Well-being Board.

## Diverse and experienced workforce

The strength and quality of services for children and young people in Hampshire lies in the confident, motivated and diverse range of professionals that make up our workforce. Whether paid employees or volunteers, working for public, private or voluntary organisations, we all have distinctive specialist skills, with a shared commitment to improving outcomes for children and young people. In working together, we can find local solutions that best meet needs, and can build capacity by sharing knowledge and driving improvement – essential if *early help* services are to be effective.

The Children's Trust and Local Safeguarding Children Board will continue to create opportunities for joint training, continuous professional development and learning from each other. Furthermore, as individual organisations forming the Children's Trust, we remain committed to investing in our own workforce and building a culture of support and continuous learning for staff.

## Information sharing

Sharing information on the level of need in communities is vital for the effective planning of services, particularly *early help*. At an individual child level, it is essential for protecting children from harm.

Hampshire Children's Trust has a clear Information Sharing and Confidentiality Policy, which is available online at: [www.hants.gov.uk/childrens-services/childrens-trust/informationsharing](http://www.hants.gov.uk/childrens-services/childrens-trust/informationsharing). This reflects our ongoing commitment to promoting good practice and overcoming barriers in sharing information.



## Engaging children and young people

The Children's Trust vision for participation is that:

***In Hampshire, all children and young people have the opportunity to participate in decisions which affect their lives. They will have access to the services they need, when they need them and shape how these services are planned and delivered.***

At a local level, LCPs are responsible for ensuring that children and young people are engaged in service design, delivery and evaluation, in line with the Hampshire's Participation Strategy. Key activities for securing the regular participation of children and young people include:

- annual surveys of primary and secondary school pupils, seeking their views on their school, local area and well-being
- Hampshire County Youth Conference
- representation on the UK Youth Parliament
- consultation on specific strategies
- Care Ambassadors – young people who have been, or are, in care who support other children in care to have a voice
- Hampshire's Rights, Respect and Responsibilities programme, which places an emphasis on pupil voice including providing systematic opportunities for children and young people to participate in decisions so that they learn to make an active contribution to their school, community and wider society.

## Working with parents/carers

Members of Hampshire Children's Trust routinely engage with parents and carers to ensure that services are accessible, inclusive and responsive to local needs. Examples include:

- elected parent representatives sitting on the governing body of every school
- parents and carers as key partners in the governance of children's centres, through parent forums
- parents sharing information and experiences with service providers through Parent Voice, the network of parents and carers of children with disabilities and/or additional needs in Hampshire.

## Strong safeguarding arrangements

Keeping children and young people safe is a key priority for all partners. Hampshire has promoted a robust and consistent understanding of the thresholds for statutory services, through our Thresholds Chart and Guidance for Thresholds of Statutory Intervention, both of which are easily accessible at: [www.hants.gov.uk/childrens-trust](http://www.hants.gov.uk/childrens-trust). The common level of knowledge supported by these reference documents helps to ensure that the most vulnerable children and young people receive support as soon as possible.

The Children's Trust has a strong relationship with the Hampshire Safeguarding Children Board, the statutory body responsible for co-ordinating, monitoring and challenging partner agencies in safeguarding children in the county. We will continue to work together to develop and improve services, including *early help* and promoting child safety with parents and carers. This Plan is informed by the findings and recommendations of the Safeguarding Children Board, who produce a report every year on the effectiveness of services in Hampshire.

## Building new relationships

In evolving and adapting to national policy frameworks for schools and public health, the Children's Trust will work to develop strong relationships with new and existing partners. Key relationships will be with the organisations responsible for commissioning and delivering health services, and with the schools responsible for providing a high-quality education for Hampshire's children and young people, whether a maintained school or an academy.

Engaging with health commissioners and service providers to promote public health outcomes will be led by Hampshire's emerging Health and Well-being Board, a new statutory partnership from 2013. The Children's Trust and Health and Well-being Board will work together in developing coherent strategies for improving child health, that reflect joint needs assessment and shared priorities.

Hampshire's Children's Trust believes that regardless of individual governance arrangements, all schools and academies have a key role to play in improving outcomes for children and young people, as established by the *duty to co-operate* (see page 4). The trend towards increasing freedom and responsibility for all schools is also balanced by a requirement for the Local Authority to *champion* the interests of children and families, including securing a sufficient supply of school places, tackling underperformance and ensuring high standards, and supporting vulnerable children. Working together remains the best mechanism for delivering these three key objectives.

## Promoting diversity in the provision of services for children, young people and families

Much of Hampshire's expertise in working with children, young people and families lies in the voluntary and community sector. Hampshire Children's Trust is committed to developing opportunities for voluntary, community and social enterprise organisations to shape and deliver services, in line with the localism and *Big Society* agendas. In 2012/13, £1.6m has been invested in local voluntary and independent sector organisations to deliver youth support services, based on assessments of need by LCPs.

## Exploring new funding models

The Children's Trust will explore the potential use of new funding models in supporting services for children and young people. This may include community budgets, a new Government approach to giving local public sector partners greater freedom to work together to redesign services around the needs of residents. The intention is to improve outcomes, reduce duplication and save money. Nationally, these budgets are being trialled as a way of delivering integrated services to families with multiple problems (see page 34).

## Links to other plans and strategies

Effective delivery of the CYPP is linked to a number of other key plans and strategies, including the:

- Youth Justice Plan
- Rural Delivery Strategy
- Crime and Disorder Strategy
- Young Carers Strategy
- Participation Strategy
- Hampshire Safeguarding Children Board Business Plan
- Primary Care Trust/local GP commissioning group plans
- Joint Health and Well-being Strategy (from 2013)
- Play Strategy
- Economic Development Strategy.



# Performance management

Progress against the CYPP is measured against the success indicators outlined in the Action Plan (page 54). The Children's Trust Board receives reports on progress twice yearly. A clear reporting structure for Hampshire's Children's Trust is outlined in the Governance Framework and Terms of Reference. This is summarised below.

## Children's Trust Business Group

The Business Group is responsible for reporting progress against the CYPP to the Children's Trust Board. As part of this process, the Business Group will:

- ask partners to provide relevant information on progress made in implementing their local delivery plans
- review priorities and targets and progress towards them and identify risks and issues in the delivery of the CYPP
- interrogate performance indicator data, where appropriate
- recommend strategic actions to the Children's Trust Board, where targets are not being met.

## Local Children's Partnerships

The reporting structure for LCPs consists of:

- developing and implementing a local delivery plan, identifying key priorities and actions to improve outcomes for children and young people within communities
- twice-yearly reporting of progress against local delivery plans, in order to inform reporting against the CYPP.

It is recommended that LCPs develop and implement a local delivery plan, identifying key priorities and actions to improve outcomes for children and young people within their communities. These will be informed by the key priorities of the county CYPP. Each plan should contain clear measures that can be used to monitor progress and inform any distribution of resource.



# Glossary

<b>Academy</b>	A publicly funded independent school.
<b>BME</b>	Black and Minority Ethnic.
<b>CAMHS</b>	Child and Adolescent Mental Health Services.
<b>Care Ambassador</b>	A paid role with the County Council, for young people who are in, or were, in care. They are responsible for promoting local participation of children and young people in care, and acting as the <i>voice</i> of children in care in meetings with Councillors.
<b>Care4me Survey</b>	A survey of children and young people in care, which takes place when a local authority is inspected.
<b>Child in need</b>	A child is in need if they require services from the Local Authority to help keep them safe and well.
<b>Child Protection Plan</b>	A plan for children who are at risk of neglect or abuse, which sets out what actions will be put in place to keep them safe.
<b>Children in care</b>	Children who are under the care of the Local Authority.
<b>Children in Care Pledge</b>	Sets out the key issues for children and young people in care; and explains what the Local Authority will do to make improvements in these areas.
<b>Children's Trust</b>	The local partnership which brings together the organisations working for, and with, children, young people and families.
<b>Clinical Commissioning Groups</b>	Groups of doctors that will be responsible for designing local health services from April 2013. They will commission (buy) health and care services.
<b>Corporate parent</b>	The role of the Local Authority in looking after children in care.
<b>CYPP</b>	Children and Young People's Plan. The overarching strategy for the Children's Trust.
<b>Designated Teacher</b>	The teacher within each school who is responsible for promoting the educational achievement of children and young people in care.
<b>Duty to co-operate</b>	The requirement for local authorities and <i>relevant</i> partners to co-operate to improve the well-being of children and families, as set out in the Children Act 2004. Relevant partners include district councils, health authorities, YOT, police, Job Centre Plus, and schools, academies and colleges.

<b>Early help</b>	Identifying as early as possible if a child or family need support and helping them to access services, working together to ensure that this has maximum impact. In other words, offering the right help at the right time.
<b>Early Years Foundation Stage</b>	The framework for learning and development for children aged 0–5 years old.
<b>Families with multiple problems</b>	Families experiencing five or more of the following factors related to poor outcomes: no parent in work, poor quality or overcrowded housing, no parent with any qualifications, mother with mental health problems, at least one parent with a long-standing limiting illness or disability, low income, and cannot afford a number of items of food and clothing.
<b>Family Nurse Partnership</b>	A preventative programme for young first-time mothers, offering intensive and structured home visiting, from early pregnancy until the child is two years old.
<b>Foster carer</b>	Someone who looks after children when they are unable to remain with their own families.
<b>Hampshire County Youth Conference</b>	A group of young people who influence local decision making.
<b>Hampshire Safeguarding Children Board (HSCB)</b>	The partnership responsible for co-ordinating and ensuring the effectiveness of local agencies in safeguarding and promoting the welfare of children.
<b>Health and Well-being Board</b>	A group of key leaders from the health and care system, who work together to improve the health and well-being of the local population.
<b>Healthy Child Programme</b>	Sets out the recommended framework for health services for children and young people aged 0–19 years old.
<b>Healthy Schools Programme</b>	A school that promotes physical and emotional health by providing information and equipping pupils with the understanding, skills and attitudes to make informed decisions about their health.
<b>Independent reviewing officer</b>	Independent social workers who review children and young people's cases to make sure that plans for children in care, or those with Child Protection Plans, are being implemented.
<b>Initial assessment</b>	An assessment by a social worker to see if a child is at risk.
<b>Internship</b>	On the job training, similar to an apprenticeship.

<b>Joint Health and Well-being Strategy</b>	The strategy of the Health and Well-being Board, setting out how health outcomes will be improved and informing decisions on how Clinical Commissioning Groups allocate resources.
<b>LCP</b>	Local Children's Partnership – The <i>delivery arm</i> of the Children's Trust at a local level. Based on the direct involvement of schools and a range of partners in an area.
<b>NEET</b>	Not in education, employment or training.
<b>Ofsted</b>	Inspects and regulates providers of services for children and young people, including children's centres, schools and local authorities.
<b>Referral</b>	When someone tells the local authority that they are concerned about a child or young person.
<b>RRR</b>	Rights, Respect and Responsibilities – A programme in Hampshire schools, based on the UN Convention on the Rights of the Child, which aims to help children achieve their potential and become responsible citizens.
<b>Safeguarding</b>	Protecting children and young people from abuse or neglect.
<b>SEN</b>	Special educational needs – The term used to describe when children and young people have learning difficulties and/or disabilities that make it harder for them to learn or access education than most children of the same age.
<b>Triple P</b>	Positive Parenting Programme.
<b>UNCRC</b>	United Nations Convention on the Rights of the Child – An international human rights treaty that grants all children and young people a set of rights.
<b>Universal services</b>	Services that are available to all.
<b>Virtual school</b>	The team of people at a local authority who work with schools, social workers and carers to improve the educational achievement of children in care.
<b>Working Tax Credit</b>	A benefit payment for people who are working and on a low income.
<b>YOT</b>	Youth Offending Team – The multi-agency team co-ordinating the work of youth justice services.
<b>Youth Crime Prevention Team</b>	Local teams who offer a range of preventative activities, targeted to those at risk of becoming offenders.

## Section three:

### Needs assessments/Action plan

The CYPP is informed by comprehensive needs assessment, which ensure that activities are targeted to those groups and areas in greatest need. There are two key needs assessments:

- **The Joint Strategic Needs Assessment**

The Joint Strategic Needs Assessment 2010 was completed by Hampshire County Council and the Primary Care Trust. It represents a major review of the health and well-being needs of local people, which is used to help plan health and care services. It is available online at: [www3.hants.gov.uk/factsandfigures/jsna.htm](http://www3.hants.gov.uk/factsandfigures/jsna.htm).

- **The Child Poverty Needs Assessment**

The Child Poverty Needs Assessment 2011 provides an overview of the nature of child poverty in Hampshire. By providing a shared understanding and focus, it helps partners to plan activities that will address child poverty in the county. It is available online at: [www3.hants.gov.uk/child\\_poverty\\_needs\\_assessment\\_2011.pdf](http://www3.hants.gov.uk/child_poverty_needs_assessment_2011.pdf).

### Action plan

The action plan establishes the overarching activities for delivery of each of the priorities, providing the framework for monitoring success. It is updated every year and provided online at: [www.hants.gov.uk/cypp](http://www.hants.gov.uk/cypp).





If you would like more information or a copy of this publication in another language or format (eg: large print or in an audio format) please contact **01962 846171** or **childrenstrust@hants.gov.uk**

**[www.hants.gov.uk/cypp](http://www.hants.gov.uk/cypp)**.

