

NM  
Nicolas Mattis

020 8489 2916

020 8489 2660

nicolas.mattis@haringey.gov.uk

16 January 2007

To: **MEMBERS OF THE HARINGEY CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP BOARD**

Dear Member

**HARINGEY CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP BOARD - MONDAY 22 JANUARY 2007**

I attach a copy of the following reports for the above-mentioned meeting which were not available at the time of collation of the agenda:

**6. PROGRESS WITH PLAY STRATEGY AND BIG LOTTERY FUND:**

Report of Children & Young People's Service.

**7. JAR ACTION PLAN:**

Report of the Director of Children & Young People's Service.

**8. THREE MONTHLY EXCEPTION REPORT ON YOUTH SERVICES ACTION PLAN:**

Report of Deputy Director Children & Young People's Service **(to be tabled at meeting)**

**10. SAFER SCHOOLS PROGRESS REPORT:**

Report of the Safer Communities Unit **(to follow)**

**11. REPORT ON FINAL EXAMINATION RESULTS:**

Report of Children & Young People's Service **(to be tabled at meeting)**

**16. CHILDREN'S NETWORK DEVELOPMENT UPDATE, SOUTH NETWORK, IMPROVEMENTS FOR THE INDIVIDUAL IN NEED:**

Report of Children & Young People's Service **(to follow)**

Yours sincerely

**NICOLAS MATTIS**  
Principal Committee Co-ordinator

Enc.



## haringey strategic partnership

for children & young people

### AGENDA ITEM 5

#### MEETING

**Children and Young People's Strategic Partnership Board  
22 January 2007**

#### TITLE

**Progress with Play Strategy and Big Lottery Fund**

#### SUMMARY

The attached Play Strategy has been updated to incorporate the feedback from the CYPSP Board meeting on 20 November 2006. The strategy now includes key priority strategic themes for future development and the role of the local authority, partners and agencies.

The Big Lottery Fund Children's Play Programme has four funding rounds July 2006, November 2006, March 2007 or September 2007. Play England who have been commissioned by the BLF to support the Children's Play Programme has provided informal feedback from BLF that 19 portfolios were submitted in July 2006 and none of the portfolios have been accepted. Portfolios have either been partly accepted or not at all. In November 2006 40 portfolios were submitted, but there is no feedback as yet to their outcome.

The BLF will assess local play strategies using the Play England – Planning for Play, Guidance on the development and implementation of a local play strategy. Portfolios will be assessed using the BLF Guidance. Play England has advised that both the play strategy and the portfolio will be given equal weighting and that local authorities will be required to submit detailed information for each project to be included in the portfolio and a rationale for how it relates to the Play Strategy.

17 applications have been received in relation to the Haringey BLF portfolio. Applications are now in stage two of the evaluation. The evaluation panel are seeking to ensure that projects cover the full of breadth of the Haringey portfolio outcomes before finalising the list of projects to be included in the portfolio.

#### **RECOMMENDATIONS**

The CYPSP is asked to note the updated Strategy which was agreed in principal on 20 November and progress on application to the BLF Children's Play Programme.

#### **LEAD OFFICER(S)**

Jay Manyande, Children's Fund Programme Manager, The Children & Young People's Service, Haringey Council

The Children's Service  
in Haringey

We want every child in  
Haringey to be happy, healthy  
and safe with a bright future

# A Play Strategy for Haringey

[www.haringey.gov.uk](http://www.haringey.gov.uk)



children's fund



**HARINGEY COUNCIL**

## A Play Strategy for Haringey

<b>Contents</b>	<b>Page</b>
1. Changing Lives – The Haringey Children and Young People’s Plan 2006-09	3
2. Play Strategy Vision	3
3. What is Play?	4
4. Statement of Play Principles	5
5. Every Child Matters	6
6. Working in Partnership	8
7. Role of Key Partners and Agencies	10
8. Appendix 1: National and Local Context	12
9. Appendix 2: Key Objectives and Priorities	25
10. Appendix 3: Play Strategy Action Plan	31
• <i>Objective 1:</i> to raise awareness and understanding of play and children and young people’s needs and rights to play, within Haringey	24
• <i>Objective 2:</i> to increase participation of children, parents/carers and other stakeholders in planning and decision making about play	30
• <i>Objective 3:</i> to use a multi agency approach to increase the amount and range of local supervised and unsupervised play provision to meet the gaps and needs identified in the play audits conducted in April 2006 provision	35
• <i>Objective 4:</i> to improve and ensure consistency of quality in local play provision	45
11. Appendix 4: Play Types	55
12. Appendix 5: Stakeholders	56
13. Appendix 6: Reference Documents	57

## Haringey's Vision for Children and Young people

***We want every child and young person in Haringey to be happy, healthy and safe with a bright future.***

***Above all, we want all vulnerable children and young people to get support to enjoy the same opportunities as any other child or young person.***

The Play Strategy Vision is integral to achieving the following three key priorities of, **Changing Lives – The Haringey Children and Young People's Plan 2006-09 [CYPP]**:

- **Changing Lives, Priority Three** – We will improve outcomes for children and young people with disabilities. We will improve further the range of out-of-school activities for children and young people with disabilities, including specialist summer play schemes, and ensure that transport arrangements are effective in giving access. *(Changing Lives outcome – vulnerable children and young people)*
- **Changing Lives, Priority Ten** – We will create more safe places for children to play and for young people to go by working with partners from the Council, the police and the voluntary sector. *(Changing Lives outcome – Stay Safe)*
- **Changing Lives, Priority Thirteen** – We will enable children and young people to enjoy wider opportunities through a broad curriculum and out-of-school learning activities. *Ensuring that as many children as possible benefit from high quality play opportunities as a result of our Play Strategy. (Changing Lives outcome – Enjoy and Achieve)*

The Play Strategy will work within the Children's Network delivery model of integrated services. Each Children's Network consists of two Networked Learning Communities (NLCs) of schools which are already well established. The Children's Networks will enable services to be delivered closer to children and families and will enable the "team around the child" approach advocated by "Every Child Matters".

## Play Strategy Vision

Haringey Council and partner agencies in the voluntary and private sector with an interest in play, recognise the fundamental significance and value of play in children's social, emotional, physical and intellectual development. Working in partnership with parents/carers and children, we are committed to ensuring that every child and young person aged 0-19 years have access to a range of rich, stimulating and fun play environments, which are free from unacceptable risk, embrace diversity and encourage inclusion of all children. Play must also encompass the 3 free's – free to choose, free of charge and free to come and go.

## What is Play?

For children and young people, play is an innate drive, a biological necessity. Play is often defined as *“freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child...Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community.”* This definition draws on the work of Bob Hughes and Frank King 1985 and is widely recognised and understood in the play sector. It means that children are playing when they are doing what they want to do, in the way they want to and for their own reasons. Play may take place with or without other children and any adult involvement is at the invitation of the child.

Play is **different from** organised sports, groups, clubs and classes, which are clearly defined by external rules and definitions, and usually controlled by adults.

The London Borough of Haringey’s Play Strategy reflects the United Nations Convention for the Rights of the Child; Article 31 (1991) which states that:

- Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and arts.
- Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural artistic, recreational and leisure activities.

Play can make a major contribution to the Government’s Every Child Matters agenda. The benefits of children’s play are closely linked to the five outcomes for children and young people that form the core of Every Child Matters.

## Statement of Play Principles

**Children need to play.** Children have a natural inclination to play. Play is critically important to children's development, healthy growth, wellbeing, creativity, and ability to learn. Through play, children gain self-confidence, independence and resilience. They access essential information about themselves and the world around them, which helps them cope with difficult and stressful situations, learn skills for social interaction, and fosters social inclusion. While the needs of older children and teenagers are different from those of young children they are no less important.

**Children need freedom to play.** Children engage in play for its own sake, not for any external goal or reward. Children play because they wish to do so, it is under their control, is chosen by them and is undertaken solely because it is satisfying, and is an outcome in itself. In supervised provision, trained playworkers have an important role in supporting children to create and explore their own play experiences.

**Children need space to play.** Children need access to a variety of good quality play environments which offer challenge and stimulation. As well as supervised play services, children need access to play at home, and in outdoor unsupervised spaces close to home. General community spaces, such as streets or the spaces between buildings are as important as dedicated play provision.

**Children need access to a range of types of play.** The play experience is only complete when there is access to a full range of play types. Appendix 4.

**Children need time to play.** Children should have the chance to play every day, when they are not being told what to do, who to do it with, or where to go.

**Children must feel safe and welcome where they play.** All communities must make safe, welcoming and accessible provision for children to play, regardless of physical, social, environmental or personal barriers. Play needs to be diverse, welcoming and accessible to every child irrespective of age, gender, background, origin, individual needs or abilities. There is cultural diversity in the way children play, which has a right to be valued and celebrated. Risk-taking is an essential feature of children and young people's play, which allows them to explore limits, test boundaries, venture into new experiences and develop their capacities and confidence. As well as fostering risk taking, there is a recognition that play environments need to be free from unacceptable risk.

**Children know best about play.** The views, opinions and expertise of children and young people are essential to the development of play opportunities of all kinds. Their active participation in planning and development will make provision more successful.

**Play is everyone's responsibility.** Parents/carers, communities, central and local government have a duty to ensure that children have the chance to play every day.



## **Play and the Every Child Matters (ECM) outcomes:**

### **Vulnerable Children and Young People**

Many children and young people in Haringey face particular challenges as a result of their personal circumstances. These children and young people need to get support to enjoy the same range of play opportunities as all other children in the borough. For that reason **Changing Lives, the CYPP 06-09**, has an additional outcome to the ECM agenda to specifically support vulnerable children and young people.

#### **This Play Strategy supports this outcome by:**

- maintaining and increasing the amount of supervised play provision available in the borough;
- Increasing the level of play opportunities for disabled children during term-time and holiday periods.

### **Be Healthy**

All children and young people need access to safe, stimulating, outdoor play environments where they can get the physical exercise they need to stay healthy, just by running about and playing. Physical activity is widely recognised as important for health in childhood, providing for both physical and psychological well being. Physical benefits include positive effects for blood pressure and preventing obesity. Psychological effects include enhanced well-being, reduced symptoms of depression and anxiety, and may be a protective factor against stress, depression and risk taking behaviours such as drug use.

#### **This will be achieved by:**

- increasing understanding of play, and commitment to meeting children's needs and rights to play, within the community;
- increasing the variety and types of play provision available to children and young people in the borough;
- improving transition between settings;
- developing a network of accessible, unsupervised play provision across the borough.

### **Stay Safe**

One of the main reasons children give for not playing outdoors more is that they and their parents are afraid for their safety. Fear of strangers, traffic and bullying by other children combine to keep children in their own homes. Good play provision protects children through reducing unacceptable levels of danger, while allowing them the opportunity to challenge themselves and use their initiative. At the same time, play enables children to take risks, to think through decisions and gain increased self-confidence and greater resilience. The aim is to enable children to have access to play opportunities provided in a safe and stimulating environment free from discrimination.

#### **This will be achieved by:**

- introducing strategies for reducing bullying within play settings;
- ensuring a well trained and quality workforce.

## **Enjoy and Achieve**

Improved play provision in Haringey will enable children and young people to learn, grow and develop through play. Opportunities for physical activity and socialising with their peers provides fun and enjoyment, as well as contributing to achievement in school and a sense of belonging in their wider lives.

### **This will be achieved by:**

- increasing the level of play opportunities for children and young people aged 10-13 years during term-time and holiday periods;
- improving the access to youth provision for gender specific activities;
- increasing the amount of free play provision;
- establishing supervised and unsupervised play provision in areas where there is none;
- 

## **Make a Positive Contribution**

The more that children are able to make decisions about things that affect them, and the more choice and control they have over their everyday lives, the less likely they are to be involved in so-called anti-social behaviour. Good play provision is child centred. Giving children and young people a real say in play and youth provision will encourage them to take responsibility for their actions and help to build community cohesion across the ages.

### **This will be achieved by:**

- raising awareness of the Play Strategy, and action needed to meet its objectives, with key stakeholders;
- developing frameworks for direct participation of children, young people and parents/carers in planning and decision making about play;
- developing formal frameworks for consultation, involvement and feedback to all stakeholders;
- improving the ability to include and reach all children.

## **Achieve economic well Being**

Play projects can be seen as focal points for communities and can offer opportunities for social interaction for the wider community, supporting the development of a greater sense of community spirit. Good quality accessible play provision as a free public service will help to ensure that the economic circumstances of children, young people and families are not a barrier to fully taking part in the life of their communities.

### **This will be achieved by:**

- ensuring the Play Strategy links in with other local and national strategies, to ensure its effectiveness;
- ensuring longer term and more stable funding arrangements for sustainable play provision, in particular the voluntary and community sector.

The Play Strategy for Haringey will be reviewed annually to measure what impact has it made on the lives of children and young people. We will use this information to improve and promote children's play, ensuring that good practice is disseminated and sustained. Appendix 1 sets out the national and local context for the strategy, which is supported by a detailed action plan (see Appendix 2 & 3).

## Working in Partnership to Deliver the Strategy

### STRATEGIC THEMES

The following key themes are priorities for future development:

- **Disabled and Vulnerable Children and Young People** – the evidence gathered tells us that disabled and vulnerable children and young people are under-catered for within present play provision and meeting their needs is a priority. The council will work with its partners to maintain and increase the amount of supervised play provision available in the borough and increase the level of play opportunities for vulnerable and disabled children during term-time and holiday periods.
- **More facilities for teenagers and young people** – The Haringey Youth Service, working with voluntary and community providers is tasked with the responsibility of developing provision across the borough.
- **Raising the profile of play** – ensuring that `play`, which is freely chosen, is maintained as an important element of children and young people`s development.
- **Children and Young People are consulted about future play provision** - consultations/discussions with children showed that they want to own their spaces and want to have a say in how they are developed. Adults often assume that children will want certain facilities and these can often be wrong, the development of any future play provision must be on the basis of the widest possible consultation and discussion with children and young people.
- **Involve adults in a passive role within the play environment to increase safety and facilitate challenging activity** – although children and young people prefer to play without adults present they also see the benefits of a passive presence such as a play worker, particularly for the younger age groups.
- **Rationalise existing council play facilities** - ensuring that the facilities provided are located in the most appropriate place, are accessible and meet the needs of the community, and are well maintained. This may include disposal and decommissioning of redundant play spaces and playgrounds to reinvest in new or remaining well used spaces.
- **Planning and developing for better play provision** – quality play areas and open spaces must be seen as important when developing new residential areas. Haringey Council will work towards ensuring that play provision and informal play spaces are be factored into all new development through a Planning Guidance Standard in line with the recommendation outlined in the draft Supplementary Planning Guidance issued by the Greater London Authority. As part of the planning process, a local planning authority and a developer may enter into a legal agreement to provide infrastructure and services on or off the development site where this is not possible through planning conditions. This agreement, known also as a Section 106 agreement, is a delivery mechanism for the matters that are necessary to make a development acceptable in planning terms. Planning agreements have become increasingly important to the provision of public services including highways, recreational facilities, education, health and affordable housing.[Securing community

benefits through the planning process – *[Improving performance on Section 10 agreements, Audit Commission Report, August 2006]*

- **Provision for informal play and formal play spaces need to be close to the neighbourhoods they serve** – children and young people should not have to travel beyond their local community to access play provision. In addition, locally based provision will enable greater accessibility and contribute to the development of community cohesion.
- **Change attitudes of adults towards children’s play activities and right to play spaces** – older people have shown in recent surveys a fear of crime by older children and young people.

The Media frequently seems to blame young people for many of society’s ills and as a consequence it is can often be difficult to be objective about young people, which unfortunately is a historical phenomenon as can be seen from the quote below:

“The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants, they no longer stand up when their elders come in the room where they are sitting, they contradict their parents, chat together in the presence of adults, eat gluttonously and tyrannise their teachers”

*Socrates 300 BC*

This Strategy recognises the need for a conscious effort on the part of the LA and its partners to work together to dispel these fears and show the benefits of allowing children and young people to participate in activities of their own choosing, and develop a greater understanding of youth culture amongst the adult population.

## The role of Key Partners and Agencies

### **The Local Authority**

A key issue raised in the audit is the question of where lead responsibility for play should be located, research evidence demonstrates that play is essential for children's development and also helps to support families, strengthen communities and address social exclusion. It can make an important contribution to achieving the objectives of many government initiatives and to the sustainability of communities' agenda of Haringey, without a clear lead and a strategic approach to developing play provision it will be difficult to maximise this potential. Haringey Local Authority recognises it is the lead partner in the strategic development of play and that whilst the lead responsibility for play resides within the Children and Young People's Service all departments of the council has a role to play.

Haringey will take the opportunity provided by the Big Lottery Fund [BLF] programme to improve the planning and operation of play facilities across the borough and designate a 'play champion' to carry out this task, helping to ensure the success of the BLF-funded projects and tie them in with other local authority functions which affect children and young people. All funded projects will be expected to continue after the BLF programme ceases. Play projects, like other free community-based provision, are unlikely to be able to generate significant income. Hence the long-term future of projects is likely to depend upon embedding them into local community provision. Demonstrating how proposals and plans fit and engage with other local services, plans and strategies will be crucial to this. Local programme plans and project proposals should show how the BLF funding complements and augments other expenditure, and how projects will be supported once the BLF money runs out.

### **Schools**

With the Extended Services in and around schools agenda schools have an important role to play in making their facilities and resources available for use by local children and young people. A significant number of Haringey schools now have in place a range of out of school hours recreational activities and this Strategy recognises the opportunities being presented to expand this provision to a greater extent. The Local Authority is committed to working with its schools to achieve this desired outcome.

### **Haringey Play Service**

Haringey Play Service operates a number of play schemes across the borough during term times and holiday periods for the 4-12 age groups. The service provided is a valuable one, which large numbers of families rely on primarily, but not exclusively, for childcare purposes. However, the activities provided by the Play Service in the main can be categorised as play and the Service is committed to ensuring that play remains a focus of its work.

With the National Extended Schools agenda the Play Service has recently found itself competing with a number of schools who have developed out of schools hours activities, thereby creating over provision within particular geographical areas of the borough. The Service presently manages seventeen centres across the borough with significant variations in the number of users. This Strategy recognises that over provision is not ideal and is an ineffective and inefficient use of the limited resources available. Whenever a schools indicates that it is planning to open a childcare/ play provision the Local Authority will discuss with the school the long-term

sustainability of the provision and agree on who is best placed to deliver a local service. It is recognised within the Strategy that in some cases there may be a need to rationalise some of the existing council play facilities and develop in areas where there are demands based on need but as yet no provision.

### **Haringey Youth Service**

The vision for the Service is that it works towards enabling young people to develop their knowledge, skills and values to widen their experiences and understanding and to realise their aspirations through fun and safe learning opportunities. The Service will realise its vision by working in collaboration with partners in the Children's Networks and in particular with schools, Neighbourhood Management and the Youth Offending Service.

The Youth Service in Haringey works with 11-25 year olds, specifically targeting 13-19 year olds and aims to provide:

- opportunities for social, political and personal development;
- opportunities to engage in governance, citizenship and decision making;
- opportunities for educational attainment, accreditation and achievement;
- a diverse range of creative and challenging developmental experiences.

The Service operates out of seven centres, which include the newly refurbished Bruce Grove and the purpose built Duke of Edinburgh's Award Centre. These two centres represent a £3.2 million investment into the Service over the past two years. The Service also has a detached team operating in 9 locations throughout an average week. The work of the team has been augmented by the purchase of 3 mobiles, 1 of which is being managed by the voluntary sector.

The challenge facing the Youth Service is to ensure that all staff have the knowledge, skills and abilities to deliver a first class quality service for and with young people and that all systems are in place to evidence that this is happening.

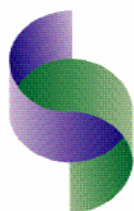
The Service recognises the importance of play and recreational activities in the lives of teenagers and young adults and is committed to working with its partners to develop high quality provision across the borough.

### **Voluntary and Community Organisations**

The LA recognises the important role of the voluntary and community sector in delivering open access and supervised play provision across Haringey and is committed to ensuring that this role is developed and improved. Some sources of grants for play are only open to voluntary and community bodies and they are often able to develop new and innovative projects that respond to community needs. The LA will support voluntary and community groups in accessing grants where it meets strategic objectives and it is shown that acceptable standards around governance, management and sustainability is secured.

### **Haringey Play Sub-Group**

Haringey Play Sub-Group aims to bring together all those in the statutory and voluntary sectors with an interest in play and to "champion" play across the borough. The Sub-Group provides a means of involving all interested parties in developing play strategically across the borough and it is recognised that as part of their remit they will monitor the implementation of the Play Strategy Action Plan.



# haringey strategic partnership

for children & young people

## **AGENDA ITEM 7**

### **MEETING**

**Children and Young People's Strategic Partnership Board  
22 January 2007**

### **TITLE**

**JAR Action Plan**

### **SUMMARY**

Services for children and young people in Haringey were the subject of Joint Area Review (JAR) inspection during 2006. The JAR describes the outcomes achieved by children and young people in Haringey and evaluates the way local services contribute to their well-being.

In response to the JAR recommendations an action plan must be produced and submitted to the Inspectorate and the DfES by the end of this week. A copy of the draft action plan is attached, but this is still work in progress.

The action plan identifies the actions necessary to bring about improvements and links these actions to tangible outcomes. It should enable the CYPSP to monitor progress and the impact this has upon outcomes for children and young people.

### **RECOMMENDATIONS**

That the CYPSP notes and comments on the developing action plan

### **LEAD OFFICER(S)**

Sharon Shoesmith, Director of the Children and Young People's Service, Haringey Council

This page is intentionally left blank



## **Introduction**

The Children and Young People's Service was inspected by a multi-disciplinary team of 10 inspectors from the Office for Standards in Education (Ofsted), the Commission for Social Care Inspection (CSCI), the Healthcare Commission (CHAI), the Adult Learning Inspectorate (ALI) and the Audit Commission the Office for Standards in Education (Ofsted). The review was undertaken according to the requirements of the *Framework for the inspection of children's services* and took place in two stages consisting in total of three weeks over a six-week period during May-June 2006.

The JAR describes the outcomes achieved by children and young people growing up in the Haringey area and evaluates the way our local services, such as the Council, the Primary Care Trust and the police taken together, contribute to their well-being. The review focuses on the extent to which children and young people in Haringey are healthy, safe, enjoy and achieve, make a positive contribution and are well prepared to secure economic well being.

Particular attention is given to joint action by our services on behalf of those groups of children and young people who are vulnerable to poor outcomes in their lives. Two such groups were covered in detail in the review: children and young people who are looked after by the council; and children and young people with learning difficulties and/or disabilities.

The review was linked to the corporate assessment of the council that took place at the same time and also drew on the findings of the inspections of Haringey's Youth Service and the Youth Offending Service (YOS).

## **Main Findings**

The main conclusion of the inspectors was that, "Outcomes in Haringey have improved measurably in the last five years, in most cases in line with national trends, and in many cases at a faster rate than nationally and in similar authorities. This progress reflects the improving quality of services and the collective will across the council and its partners to raise standards in all areas."

The Children and Young People's Service was graded 3 on a 1 to 4 scale with 1 being the lowest grade. The report summarised the main strengths and weaknesses of the Service.

## **Strengths**

### **Be Healthy**

- A number of successful multi-agency initiatives on parenting, sexual health, healthy eating, physical activities and emotional well-being are improving health outcomes for children and young people. Specific health promotion activities successfully target hard-to-reach groups such as Travellers and minority ethnic groups.
- There is good access to child and adolescent mental health services (CAMHS) for initial assessment and specialist cases, and significant additional resources are being deployed to ensure good and responsive service provision for vulnerable children and young people.

### **Staying Safe**

- There is much good activity designed to improve safety within the community, including a strong corporate strategy on tackling domestic violence and a good range of initiatives to reduce bullying.
- There is a good range of support services, including respite and leisure, for children with learning difficulties and/or disabilities.
- Services for looked after children are generally good and strategies to increase the proportion in local placements are having an impact.

### **Enjoying and Achieving**

- Strong and focused leadership, together with effective partnership with local and national agencies and providers, have led to substantial and sustained improvements in the quality of educational and leisure provision for children and young people in Haringey.
- Effective school improvement strategies are continuing to raise standards and achievement, including that of minority ethnic groups and looked after children. Although achievement overall is adequate, improvement between 2001 and 2005 has been at a faster rate than nationally at most key stages, and young people make particularly good progress between the ages of 11 and 16.
- Attendance is monitored closely by the local authority and information collected is now being used more effectively to set targets and provide focussed challenge; pupil attendance has improved rapidly overall in the last two years in almost all primary schools and in some secondary schools.
- Support for behaviour is effective. Permanent exclusion rates are low in both primary and secondary schools and fixed-term exclusions are being

reduced. Support for looked after children's education has improved and is now good.

### **Making a Positive Contribution**

- Most children and young people can access an appropriate range of recreational and leisure activities within the borough, including music, creative and sports activities and cultural and language support through the supplementary schools.
- Most children and young people are supported well in developing emotionally and socially; support for children and young people in managing change and responding to challenge in their lives is good and that for care leavers and young carers is often very good.
- There is a high commitment across the partnership to the involvement of children and young people from all communities in the decisions that affect them.
- Children and young people have contributed to high-profile consultation events, for example on the Children and Young People's Plan and community safety, to the Local Safeguarding Children's Board, as well as to local consultation through school councils and youth forums and their views have informed the development of services.
- A highly effective partnership between the council, the Metropolitan Police, schools and other agencies has led to a number of well-structured and well-resourced projects to tackle anti-social behaviour and crime across the borough, including the Safer Schools project.
- A wide variety of prevention activities and strategies are available throughout the borough to address the needs of children and young people at risk of offending which has led to a reduction in antisocial behaviour, few antisocial behaviour orders (ASBOs) and few cases of re-offending.

### **Achieve Economic Well-being**

- There are good examples of well integrated services including family support, health, legal and financial advice and education courses through the newly established children's centres.
- Partner organisations collaborate well to continue to reduce the number of young people who are not in education, employment or training and the young people whose whereabouts after leaving school is unknown.
- Partnership working between the council, schools, CONEL, Connexions and the LSC is increasingly effective in providing access to a full range of provision for 14-19 year olds.

- The support for the transition of looked after children and young people into adult life and learning or employment is good.
- CONEL and schools have collaborated well to broaden the range of provision for young people with learning difficulties and/or disabilities.

### **Management of the Service**

- The director of the children's service and the lead member for children and young people provide good leadership, supported by many examples of effective management at all levels.
- The Children and Young People's Partnership Board is well established and is working well towards establishing Children's Trust arrangements. Joint commissioning, workforce planning and performance management by the partnership are developing. A good overarching business plan supports the delivery of the Children and Young People's Plan.
- The youth service is however inadequate; weaknesses were identified by the council and actions to strengthen management and practice have recently been put in place.

### **Areas for development**

For immediate action:

- Take appropriate action to clear the backlog of cases within the referral and assessment services.

For action over the next six months:

- Ensure that the work of the referral and assessment services is consistent so that all children and young people are assessed in a timely way in order that their needs can be met.
- Ensure that young people who offend have prompt access to comprehensive CAMHS.
- Improve access to occupational therapy services.
- Improve the recruitment and retention of social workers in all teams.
- Secure the momentum of improvement in standards and achievement at Key Stage 2.
- Increase the number of primary and secondary schools in which attendance is in line with the national average and reduce further the rate of absences of looked after children from school.

- Promote more creative ways for children and young people looked after and those with learning difficulties and disabilities to contribute to their reviews and other key decisions, including promoting the use of the advocacy service by younger children.
- Ensure that children and young people are involved systematically in the strategic planning and evaluation of services that concern them.
- Improve the provision for young people post-19 with complex learning difficulties and/or disabilities.
- Ensure that all service and project plans contain outcome-focused targets and that lead responsibilities and resources are clearly identified.
- Improve the contribution of the youth service to voluntary learning provision for children and young people, particularly for those from vulnerable and hard to reach groups.

For action in the longer term:

- Improve transition arrangements for children and young people with learning difficulties and/or disabilities, including the handover to adult care services.
- Support access to childcare provision for parents/carers with low incomes to improve their access to training and employment.

### **Response by the Children and Young People's Service (CYPS)**

The CYPS has sought to respond to the inspection findings in a positive and focused manner. This included sharing the report findings with staff and managers within the Children and Young People's Service and our partners such as the Primary Care Trust, schools and other parts of the Council.

The CYPS and our partners will:

- i. produce a robust action plan that clearly identifies the actions necessary to bring about improvement and links these actions to tangible outcomes. The CYPS will also ensure that the progress identified within the Action Plan is carefully monitored, especially the impact this has upon outcomes for children and young people.
- ii. establish a reporting mechanism to the Children and Young People's Strategic Partnership (CYPSP) on monitoring the progress made by the Service in relation to the Action Plan and to recommend appropriate action where necessary.

Area for Development		Overall Responsibility of	
1. Take appropriate action to clear the backlog of cases within the referral and assessment services.		Cecilia Hitchen, Deputy Director, Children and Families	
<b>Inspection Report Text</b>			
i. <b>RICHARD – INSERT TEXT</b>			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
This outcome was achieved immediately and before the inspection was concluded.			
Activities	Responsibility	Timescale	Resource Implication
Initial assessments completed	Senior Team Manager	May –June 2006	Part of service
Timescales for initial assessments subject to regular monitoring		Monthly	
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
Action Completed.			
<b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
This was a one off action completed by the end of June. The percentage of initial assessments completed in timescale is reported monthly to CYPCC and quarterly to CYPSP.			
<b>Monitoring (April 2007)</b>			
NO FURTHER SPECIFIC MONITORING VIA THIS ACTION PLAN WILL BE MADE			

Area for Development		Overall Responsibility of	
2. Ensure that the work of the referral and assessment services is consistent so that all children and young people are assessed in a timely way in order that their needs can be met.		Cecilia Hitchen, Deputy Director, Children and Families	
<b>Inspection Report Text</b>			
<p>i. Cases are not always prioritised sufficiently well or consistently by the referral and assessment services; there is variation in practice between the two geographically-based teams, including the application of national guidance on sharing information.</p> <p>ii. There are delays in addressing some children's needs, including potential child protection concerns; in some of the individual cases sampled during the review, standard assessments had not been carried out, making planning difficult and resulting in delays for children and young people.</p>			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
All assessments completed on time		Monthly monitoring	
Activities	Responsibility	Timescale	Resource Implication
Creation of a single contact and assessment team working within the Children's Network multi-disciplinary team	Clive Preece Marion Wheeler	January 07	Accommodation which will allow single point of access
Agree threshold criteria	Clive Preece	January 07	
Maintain improvement Initial Assessment System and Core Assessment System	Clive Preece	March 07	Maintenance of staffing levels. Continued ICS and Framework-I training and development.
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
<p>Transfer of cases to reflect new service model.</p> <p>Developmental work re thresholds.</p> <p>Engagement of staff.</p> <p>Engagement with networks.</p>			
<b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			

<b>Monitoring (April 2007)</b>
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)

DRAFT



<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>3. Ensure that young people who offend have prompt access to comprehensive CAMHS.</b>		<b>Claire Wright, PCT</b>	
<b>Inspection Report Text</b>			
i. Access to specialist CAMHS for children and young people who offend was good in 2004/05 but inconsistent in relation to the timeliness of assessments following referrals from the youth offending service; clinical psychology service provision for young offenders is unsatisfactory.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
All Young people who are assessed as manifesting: i. acute mental health difficulties are referred to the CAMHS team for a formal assessment within 5 working days, ii. non – acute mental health difficulties are referred to the CAMHS team within 15 working days.		Youth Offending Service performance monitoring reports.	
<b>Activities</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource Implication</b>
Appointment to vacant Clinical Psychologist post in the YOS	Justine McCarthy Woods	Appointment made – to commence December 2006	From existing resources
Regular review workload, clinical audit and provision of support to post holder.	Vinette Pearcy and Justine McCarthy Woods	Ongoing	N/A
Establish referral pathways from the YOS to the Adolescent Outreach Team	Justine McCarthy Woods	December 2006	N/A
Quarterly performance review against target	Shaun Collins and Claire Wright	Ongoing	N/A

<b>Monitoring and Evaluation Record</b>
<b>Monitoring (January 2006)</b> (what has been done so far – can be listed)  The inconsistencies in performance identified in the JAR report were caused by the vacancy in the YOS Clinical Psychologists post, which led to delays in identification, assessment and treatment. Now that an appointment has been made, it is anticipated that there will be a significant improvement in performance, although this will need to be kept under review and remedial action taken if necessary.
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (April 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points.
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points.

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>4. Improve access to occupational therapy services.</b>		<b>Claire Wright, PCT</b>	
<b>Inspection Report Text</b>			
i. The provision of and access to occupational therapy services is poor.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
To improve access to occupational therapy services in all settings, with priority given to children with complex health needs who will deteriorate without intervention		Waiting times and numbers of packages of care in place.	
<b>Activities</b>	<b>Responsibility</b>	<b>Activities</b>	<b>Responsibility</b>
Recruit to two locum post	MJ/JE	Recruit to two locum post	MJ/JE
Needs assessment and review of existing provision	MJ/JE	Needs assessment and review of existing provision	MJ/JE
Permanent recruitment to vacant OT posts (4.6wte)	MJ/JE	Permanent recruitment to vacant OT posts (4.6wte)	MJ/JE
To provide training and programmes for children in the Mainstream Schools service	MJ/JE	To provide training and programmes for children in the Mainstream Schools service	MJ/JE
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2006)</b> (what has been done so far – can be listed)			
<ul style="list-style-type: none"> <li>• Recruitment of two locums to cover children with physical disabilities at risk of significant health problems</li> <li>• All children assessed as high priority on the Early Years, Mainstream Schools, and Special Schools caseloads have been seen and equipment ordered where appropriate.</li> <li>• Most children assessed as medium priority on the Early Years caseload have been seen</li> <li>• Over half of the children on the waiting list referred with physical difficulties have been seen</li> <li>• Successful recruitment of 3 occupational therapists into permanent positions</li> </ul>			

<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p> <p>Children on all caseloads assessed as high priority have been seen, and the successful recruitment of Occupational Therapist to first locum and then permanent posts should ensure that this progress is maintained.</p>
<p><b>Monitoring ( April 2007)</b> (what has been done so far – can be listed)</p>
<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p><b>Monitoring (July 2007)</b> (what has been done so far – can be listed)</p>
<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p><b>Monitoring (October 2007)</b> (what has been done so far – can be listed)</p>
<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>

DRAFT

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>5. Improve the recruitment and retention of social workers in all teams.</b>		<b>Cecilia Hitchen, Deputy Director, Children and Families</b>	
<b>Inspection Report Text</b>			
<p>i. Recruitment and retention initiatives are in place with some evidence of impact, for example in the recruitment of team managers in children's social care services. However, there remains a high use of agency social workers.</p> <p>ii. High levels of staff turnover, caused by difficulties in recruiting permanent staff, have led to a lack of continuity in the management of some cases.</p>			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ol style="list-style-type: none"> <li>1. Accurate base line information and system for capturing movement</li> <li>2. Clear R &amp; R strategy targeted to address changing requirements</li> <li>3. High quality information available for prospective applicants – system for regularly updated</li> <li>4. Job Description and Person Specification which reflect current practice</li> <li>5. Reduction of temp staff and increase in permanent appointments made.</li> </ol>		<ul style="list-style-type: none"> <li>○ Quarterly Reports to Core Team</li> <li>○ Monthly stats to C &amp; A Performance management Group</li> </ul>	
<b>Activities</b>	<b>Responsibility</b>	<b>Activities</b>	<b>Responsibility</b>
Confirmation of details vacancies across SW team	CE	Confirmation of details vacancies across SW team	CE
Update – 2005 analysis of vacancy position and benefits offered across London boroughs -evaluation / recommendations	CE	Update – 2005 analysis of vacancy position and benefits offered across London boroughs -evaluation / recommendations	CE
Analysis of other LA websites - revise Haringey material.	CE	Analysis of other LA websites - revise Haringey material.	CE
Production of info. on R & R features.	CE/RO	Production of info. on R & R features.	CE/RO

Key JD & P S based on job activity and requirements combined with new Haringey competencies etc	RO	Key JD & P S based on job activity and requirements combined with new Haringey competencies etc	RO
Opportunities to target newly qualified SW	RO CE PD	Opportunities to target newly qualified SW	RO CE PD
Improved induction for all new staff including graduate early programme	PD FA RO	Improved induction for all new staff including graduate early programme	PD FA RO
To advertise through 'job awareness' type adverts explore all methods of advertising media	CE	To advertise through 'job awareness' type adverts explore all methods of advertising media	CE
Exploration of alternative approaches to recruitment.	CE	Exploration of alternative approaches to recruitment.	CE
Finding out what keep staff in Haringey	RO	Finding out what keep staff in Haringey	RO
Investigate possibility of using graduate trainees to fast track project	CE	Investigate possibility of using graduate trainees to fast track project	CE
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2006)</b>			
Activities identified above are being progressed.			
<b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
To have the significant level of impact required, within acceptable times scales additional personnel are required to undertake research, provide analysis and progress recommendations – we are exploring some possibilities but really need some support with this. Additionally we need the commitment and cooperation of Service Managers etc to enable implementation of agreed activities within agreed timescales.			
<b>Monitoring (April 2007)</b>			

<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

DRAFT

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>6. Secure the momentum of improvement in standards and achievement at Key Stage 2.</b>		<b>Janette Karklins, Deputy Director, School Standards and Inclusion</b>	
<b>Inspection Report Text</b>			
<p>i. Pupils make satisfactory or better progress in most primary schools but progress is less than satisfactory in just over a quarter of schools at Key Stage 2.</p> <p>ii. The authority and its partners have been slower in securing the momentum of improvement in standards and achievement at Key Stage 2.</p>			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ No schools in special measures</li> <li>○ No further schools with a notice to improve</li> <li>○ Schools on track to achieve 2007 end of KS2 targets</li> <li>○ All schools can show progress through use of Contextual Value Added between end of KS1</li> </ul>		<p>Outcome of Ofsted inspections</p> <p>Outcomes of SIP and Primary Standards Team monitoring and evaluation visits to schools</p> <p>Outcome of School Intervention and</p> <p>School Review Group Meetings as per the School Self Evaluation Framework</p>	
<b>Activities</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource Implication</b>
Continue to provide targeted support to schools identified as causing concern through a range of universal, targeted and specialist intervention and support packages	Rachel Singer (Head of Primary & Special Standards) and the Primary & Special School Improvement Teams	September 2006 – July 2007 and in subsequent years	<p>Cost of centrally employed school improvement colleagues and those employed through use of the Primary Standards Fund and London Challenge.</p> <p>Primary Standards Funds</p> <p>London Challenge funding</p>
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2006)</b>			
<ul style="list-style-type: none"> <li>• Individual intervention programmes are in place in schools identified as causing concern and those identified as requiring Special Measures,</li> </ul>			



<p>those having Serious Weaknesses and those in receipt of an Improvement Notice;</p> <ul style="list-style-type: none"> <li>• Intensive support for literacy and numeracy is in place in all schools achieving less than 65% L4+ in English and mathematics at the end of KS2 in 2006;</li> <li>• Support for targeted schools to improve planning and assessment for learning to ensure <i>all</i> pupils' learning needs are met, including those identified of as higher attaining (likely to achieve L3+ at the end of KS1 and L5+ at the end of KS2) and those of ethnic minority heritage. This support will be delivered through schools' participation in a number of Primary National Strategy (PNS) and Local Authority (LA) programmes including the Intensifying Support Programme (ISP), the Black Pupils' Achievement Programme (BPAP), the English as an Additional Language Programme (EALP) and the Targeted Pupil Initiative (TPI) all of which will have a positive impact on the standards achieved by all pupils;</li> <li>• Development of the Cross Phase Project between Park View Academy, Tiverton, Downhills, Brice Grove and Mulberry School in partnership with the Local authority and Primary and Secondary National Strategies to embed curriculum targets and focus on progression in teaching and learning, again with a focus on maintaining high teacher expectations for pupils' achievements as they move from KS1 to KS2;</li> <li>• A renewed focus on science teaching and learning in KS2 with the deployment of additional resources to ensure impact.</li> <li>• Reduction in the number of schools with end of KS results below DfES floor targets</li> <li>• Currently there are 11 schools below in English and 19 in mathematics and these schools are monitored regularly through School Improvement Group(SIG) meetings thus ensuring that our own policies are implemented rigorously;</li> <li>• There are no schools in special measures</li> <li>• There are three schools with a notice to improve (St Francis De Sales Junior RC School, Campsbourne Junior School and Risley Avenue Primary School). Progress is an issue is all of them..</li> </ul>
---

<p><b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p> <p>School standards and inclusion teams personnel are deployed purposefully and in line with schools' needs.</p> <p>The next phase in development is to increase schools' accountability for standards and progress following targeted or specialist intervention – improving intelligent accountability and ensuring that the work completed by C&amp;YPS staff is embedded in schools in a sustainable and progressive way.</p>
---

<p><b>Monitoring (April 2007)</b></p>
---------------------------------------

<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative</p>
--

statement – no bullet points

**Monitoring (July 2007)** (what has been done so far – can be listed)

**Evaluation.** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (October 2007)** (what has been done so far – can be listed)

DRAFT

Area for Development		Overall Responsibility of	
7. Increase the number of primary and secondary schools in which attendance is in line with the national average and reduce further the rate of absences of looked after children from school.		Janette Karklins, Deputy Director, School Standards and Inclusion	
<b>Inspection Report Text</b>			
i. Pupil attendance has improved rapidly overall in the last two years in almost all primary schools and in some secondary schools, although it is acknowledged that further improvements are necessary, including the attendance of looked after children and young people.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ Primary (incl LAC): 94.4% attendance (stretch by Jan 07 – 5.8% absence as 1.0% UA &amp; 4.8% A)</li> <li>○ Secondary (incl LAC): 91.8% attendance (stretch by Jan 07 – 8.4% absence as 1.7% UA &amp; 6.7% A)</li> <li>○ Fast-track prosecutions in place</li> </ul>		Register checks by EWOs Attendance data from LAC team Attendance registers & FORVUS returns to DfES Termly returns to DfES from target schools School visits to target primary & secondary schools Court assessment meetings Cases successfully taken to court	
Activities	Responsibility	Timescale	Resource Implication
Ensure new registration procedures & attendance codes are correctly implemented	Principal Education Welfare Officer; Secondary & Primary Attendance Managers	Autumn term 2006	EWO time for training schools and register checks. (Schools - mainly primary – using manual registers can require additional support)
At least one additional focus Primary school has optical mark reader	Head of Attendance, Placements & Welfare; Principal EWO	Before end financial year 2006-07	£8,000 per optical reader.
Ensure attendance targets set by schools are challenging	Principal EWO; SIPs; Headteachers/Governing Bodies; KS3 Attendance & Behaviour Strategy Manager	Annual target setting cycle	Time of school & central EWOs/attendance managers, SIPs & data analyst/performance manager
Institute a culture	Headteachers/Governing Bodies; Elected	Activity each term – e.g.	Press office time Translation & interpreting

across communities in Haringey of 95% attendance being a minimum expectation, aspiration and entitlement	Members; Principal EWO; KS3 Attendance & Behaviour Strategy officer	lateness leaflet & absence poster; research into reasons for unauthorised absence; Early Years attendance project	Printing costs KS3 A&BS officer, pupil & family mediation officer & Secondary EWO manager time (15 days total) Primary EWO manager (1 d/w for 2 terms)
--	---	---	--

### Monitoring and Evaluation Record

#### Current Position (January 2007)

- Primary attendance 93.37% - a 0.11% lower increase in absence than the national primary trend
- Secondary attendance 91.76% - an improvement rate 0.49% above the national secondary trend
- Special attendance rate 90.27% - exceeding national average
- Unauthorised absence in all 3 DfES focus schools has fallen (PVA 3%-2.7%; Hornsey 3.6%-2.8%; NPC5 3.3%-1.7%)
- Since September 2006, parents/carers of 12 Primary and 7 Secondary children/young people have been referred to court (13 for 2005-06)
- Data now analysed by network and EWS support allocated on school & network basis according to priority.

#### Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Attendance in Haringey schools has risen consistently over the last three years through a focus on systems and improved accuracy of reporting reasons for absence. Nationally, Primary absence rates increased by 0.33% but Haringey's rose by 0.22%; Haringey secondary absence rates improved by 0.38% against the national trend of a decline of 0.11%, making Haringey the most improved of all 11 statistical neighbours. However, there is still much work needed to change the culture around the importance of good attendance at school. This is particularly important in the Early Years and Primary Schools where children are dependant upon their parents/carers to get them to school.

Schools more consistently challenge reasons for absence. This focus on embedding a culture of not condoning absence without a verified, acceptable reason has led to some schools having simultaneous improving rates of attendance and high percentages of unauthorised absence.

By ensuring a focus on reducing rates of unauthorised absence through increased numbers of prosecutions, proactive messages in the media about the importance of attendance and targeted support to enable schools to look at patterns of such absences, there have already been over all improvements in attendance, a maintenance of child safeguarding procedures and a platform on which to improve further.

**Monitoring (April 2007)**

**Evaluation.** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (July 2007)** (what has been done so far – can be listed)

**Evaluation.** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (October 2007)** (what has been done so far – can be listed)

Area for Development		Overall Responsibility of	
8. Promote more creative ways for children and young people looked after and those with learning difficulties and disabilities to contribute to their reviews and other key decisions, including promoting the use of the advocacy service by younger children.		Janette Karklins, Deputy Director, School Standards and Inclusion	
<b>Inspection Report Text</b>			
<p>i. There are examples of good strategies to involve fully children and young people with learning difficulties and disabilities in contributing their views to key decisions that concern them, but this good practice is not applied across all settings.</p> <p>ii. High numbers of looked after children contribute to their reviews but more creative ways could be found to encourage greater participation of those children who choose not to attend consultation meetings, including greater use of the advocacy service for younger children.</p>			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ Conference for children and young people with learning difficulties and disabilities (LDD) researched and scheduled.</li> <li>○ Pupils with LDD are more involved in key decisions and achieve improved outcomes against their individual targets</li> <li>○ Staff in schools and services are skilled in engaging with and acting on the views of children and young people with LDD.</li> <li>○ All LAC have the opportunity to express their views to a key adult using a variety of communication approaches.</li> </ul>		<p>Annual Reviews</p> <p>Increased numbers of children and young people with LDD involved in Young People's Parliament and in consultative events.</p> <p>Accessibility and Disability Equality Scheme in place.</p> <p>LAC reviews</p> <p>Increased resilience of children and young people in public care.</p>	
Activities	Responsibility	Activities	Responsibility
Extend training on Person Centred ARs for young people aged 14+ with LDD	Transition team and Combined Adult team	Extend training on Person Centred ARs for young people aged 14+ with LDD	Transition team and Combined Adult team
Provide guidance to SENCOs re	AEN Team Manager	Provide guidance to SENCOs re	AEN Team Manager

presenting targets in accessible formats eg with symbol support		presenting targets in accessible formats eg with symbol support	
Provide training and advice for schools to ensure that children and young people with LDD are able to use appropriate Assessment for Learning tools	AEN Team Manager	Provide training and advice for schools to ensure that children and young people with LDD are able to use appropriate Assessment for Learning tools	AEN Team Manager
Research and plan a participatory conference / event for children and young with LDD who are long term service users	AEN Team Manager Head of Additional Needs and Disabilities	Research and plan a participatory conference / event for children and young with LDD who are long term service users	AEN Team Manager Head of Additional Needs and Disabilities
Extend representation of young people with LDD in the Young People's Parliament and consultative events.	Jennifer James, Head of Children, Young People, Parental and Community Participation	Extend representation of young people with LDD in the Young People's Parliament and consultative events.	Jennifer James, Head of Children, Young People, Parental and Community Participation
Ensure all LAC have opportunity to have their views made known through a variety of approaches including building their confidence, signposting them to advocacy services and providing formal and informal opportunities for them to experience decision making	Service and Team Managers	Ensure all LAC have opportunity to have their views made known through a variety of approaches including building their confidence, signposting them to advocacy services and providing formal and informal opportunities for them to experience decision making	Service and Team Managers

processes.		processes.	
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
<ul style="list-style-type: none"> <li>• Initial research into Conference for Children and Young People with LDDs undertaken and contact established with Ealing LA re Powerful Voices Conference</li> <li>• ASD pupil involved as representative on Young People's Council</li> <li>• SENCo conference held Nov 2006 focussing on Disability Discrimination Act and Disability Equality Duty and focus on making information more accessible to pupils with LDDs</li> <li>• New SENCo induction sessions ongoing and focus on pupil participation in target setting and review</li> <li>• Pupils views recorded for Annual Review of Statements on adapted format</li> <li>• "Person Centred" Annual Review meetings piloted in Special schools</li> <li>• Training provided to school staff re practical approaches to Assessment for Learning for pupils with LDDs</li> </ul>			
<b>Evaluation (January 2007)</b>			
<p>SENCo conference was attended by 60% of Primary and 75% of Secondary schools and evaluations were very positive. School staff and parents report greater engagement of children and young people in Annual Review meetings. Almost all Annual Review documentation submitted to LA includes pupil's views on progress. New SENCos report greater confidence in involving pupils in target setting and review.</p>			
<b>Monitoring (April 2007)</b>			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)			



<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>9. Ensure that children and young people are involved systematically in the strategic planning and evaluation of services that concern them.</b>		<b>Jennifer James, Head of Children, Young People, Parental and Community Participation</b>	
<b>Inspection Report Text</b>			
i. The views of children and young people are given a high profile within the council's strategy, but the longer-term impact of their contribution is not always evident and the involvement of children and young people in strategic consultation is not yet embedded across all aspects of the council's work.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ The Youth Council fully established and methods of communication with Council established.</li> <li>○ A charter for participation agreed by all partners and agencies</li> <li>○ Young people democratically elected to the UK Youth Parliament</li> <li>○ Methods for gathering the views of children and young people with learning difficulties and special needs developed</li> </ul>		Termly monitoring reports	
<b>Activities</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource Implication</b>
The Youth council meets termly and addresses key issues of concern	Joyce Ogunjobe/Mike Davis		Funding for the youth council; Officer time to support young people in preparing and running meetings; Officer to minute meetings and report outcomes to young people and to CYPB
Strategy for allocating the Youth Opportunity Fund implemented by	Paulette Henry/Mike Davis	January, 2007	Officer time to support young people, and administrative officer re

young people			allocation and monitoring arrangements YOF
System for the gathering of the views of LAC established	LAC team	April 2007	
LSCB reports to young people the Partnership's response to the Safer Solutions Report	Sarah Peel	February 2007	
Participation Strategy for CYPS adopted and implemented	Mike Davis & Participation Officer	June 2007	Cost of printing and distributing strategy; officer time to meet with partners to discuss implications
Protocol for consultation with young people adopted	Participation Officer	March 2007	Within current resources
The views of primary children considered in the planning and the development of practice which directly effects them	Jay Manyade/ Vikash Seenayah /Jude Clements	January – July 2007	Officer time
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
<ul style="list-style-type: none"> <li>• The Youth Council has met twice during the Autumn term 2006</li> <li>• Haringey Youth Council had its first full meeting on Thursday June 7<sup>th</sup> 2006. Almost 60 young people aged between 12 and 19 attended the event as representatives of their secondary school or youth group. There were representatives from most of Haringey's 11 secondary schools and a wide range of youth agencies including Traveller young people, young people looked after by the local authority, a school age mother and a young people from a special school.</li> <li>• One school had a very democratic election process with whole school involvement, covering nominations, manifestos, hustings and a secret ballot in which over 700 pupils voted for the school's two representatives and two deputies.</li> <li>• Representatives to the UK Youth Parliament also attended the first meeting to talk about their role.</li> </ul>			

- The mayor of Haringey welcomed the young people to the Civic Centre. A range of fun activities were organised to enable the young people to share their ideas about what they wanted from the Youth Council and what their main interests were. It was agreed the full Haringey Youth Council (HYC) would meet six times a year (every school half term).
- At the October meeting, a statement of aims and objectives, including rules and responsibilities, previously discussed by a youth council working group, was agreed unanimously.
- Five Action Groups were established to work on key themes: governance and structure; cultural conflict and unity; media, publicity and communication; quality activities and places to go.
- The fifth group was established in July, as a Youth Funds Panel to manage the government's two year Youth Opportunity and Youth Capital Funds. This funding has been allocated to all local authorities to be spent by and for young people on improving the quality and extent of youth activities and provision. This group which involves 19 young people has participated in a range of training, including a residential course in France.
- The October meeting also agreed a logo design to be used on T-shirts and stationary.
- The governance action group has established an executive structure with different elected officers. This has been agreed by the full Youth Council.
- During Local Democracy Week a youth councillor shadowed the Leader of the Council for a day and another attended a citizenship ceremony with the Mayor.
- Several YC members attended the Leader's Anti-Bullying forum during Anti-Bullying Week. The outcomes of this meeting will be reported to LSGB.
- A Councillor working group meets every three months and considers matters relating to the Youth Council.
- A Youth Opportunity Panel has implemented a system devised by young people to review bids and allocate the Youth Opportunity and Youth Capital Fund.
- The views of primary age pupils were considered in the development of the play strategy.

**Evaluation (January 2007)** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Good progress has been made in the establishment of the Youth Council, which has now met three times. Terms of reference have been agreed and an executive panel has been elected. The minutes of all Youth Council meetings are circulated to all YC members and to councillors. The establishment of the Members working party provides a forum to discuss matters arising at YC meetings and to develop strategies to involve YC members in working more closely with councillors. Members of the YC executive have been invited to attend and observe at a full council meeting and a group of youth councillors will be meeting with members of the Local

Safeguarding Board on a regular basis. This forum will enable young people to discuss with policy makers strategies to improve safety in their neighbourhood and to stop bullying. Officers from the LSGB made a presentation to the Youth Council and will report to the board the Youth Council's comments on the training video.

A draft protocol for involving young people in consultation has been circulated to all council departments for their comments. This protocol has provided departments with a system for considering how best to involve young people in consultation.

The appointment of an officer with responsibility for the development of youth representation has extended the Youth Service's capacity to engage in the developing the participation of a greater number of young people by organising January 2007 elections to the UK Youth Parliament. A new officer who will take up post during the spring term, to lead on the development of a strategy for children and young people's participation.

**Monitoring (April 2007)**

**Evaluation.** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (July 2007)** (what has been done so far – can be listed)

**Evaluation.** Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (October 2007)** (what has been done so far – can be listed)

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>10. Improve the provision for young people post-19 with complex learning difficulties and/or disabilities.</b>		<b>Cecilia Hitchen, Deputy Director, Children and Families and Phil DiLeo, Head of Additional Needs and Disabilities</b>	
<b>Inspection Report Text</b>			
i. There is an insufficient range of post 19 courses locally for young people with learning difficulties and/or disabilities, particularly for young people with personal care and/or nursing needs.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ Transition process completed for all 18+ young people with LDD</li> </ul>		<ul style="list-style-type: none"> <li>○ Destination route data</li> <li>○ Feedback from clients and their families</li> </ul>	
<b>Activities</b>	<b>Responsibility</b>	<b>Activities</b>	<b>Responsibility</b>
Annual Opportunities Fair established with first to be held on 21 <sup>st</sup> November	PDL	Annual Opportunities Fair established with first to be held on 21 <sup>st</sup> November	PDL
Multi agency steering group comprising managers in Additional Needs and Disabilities, Combined Adults team, Social Services and Health, Voluntary sector and special schools established.	Gary Jefferson PDL	Multi agency steering group comprising managers in Additional Needs and Disabilities, Combined Adults team, Social Services and Health, Voluntary sector and special schools established.	Gary Jefferson PDL
Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people	PDL Transition panel	Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people	PDL Transition panel
Integrate services for transition to ensure co-ordinated	PDL Luciana Frederick	Integrate services for transition to ensure co-ordinated	PDL Luciana Frederick

approach to planning provision for young people post 19 years		approach to planning provision for young people post 19 years	
Ensure provision in New Sixth Form provides a range of locally and nationally accredited courses for young people with severe and complex needs	PDL Luciana Frederick David Williamson	Ensure provision in New Sixth Form provides a range of locally and nationally accredited courses for young people with severe and complex needs	PDL Luciana Frederick David Williamson
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
<ul style="list-style-type: none"> <li>○ Opportunities Fair held in November at West Green Language Centre</li> <li>○ Multi-agency steering group established and first meeting has taken place.</li> <li>○ Transition Panel continues to meet each month and are considering all young people aged 14+ with statements of SEN, including young people with LDD.</li> <li>○ Planning is under way for a new entry level course at CONEL for young people with severe and complex needs.</li> <li>○ Detailed curriculum planning for new sixth form is under way with staff from Moselle, William C Harvey and The Vale School.</li> </ul>			
<b>Evaluation (January 2007)</b>			
<p>The first Opportunities Fair was very successful and over 40 families attended. Evaluation was very positive and providers all reported that they welcomed this opportunity to meet families informally and discuss future needs.</p> <p>The steering group will monitor the progress of the JAR Action Plan in relation to ensuring there are sufficient courses available locally for young people aged 19+.</p>			
<b>Monitoring (April 2007)</b>			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)			

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
11. Ensure that all service and project plans contain outcome-focused targets and that lead responsibilities and resources are clearly identified.		Sharon Shoesmith, Director, CYPS	
<b>Inspection Report Text</b>			
i. Service plans are in place but not all targets are sufficiently outcome-focused or specifically resourced.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
All service plans meet the requirement to be outcome focused with clear resourcing		External scrutiny	
<b>Activities</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource Implication</b>
<b>Business Plan</b>	Sharon Shoesmith & Core Team	31 March 2007	Part of Service Budget
C&YP Plan	Sharon Shoesmith & Core Team	31 March 2007	
Service Plans	Each member of the Leadership Team	30 April 2007.	
Workshop to focus on Results-Based Accountability	All members of the Extended Leadership Team	28 February 2007	
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
Preparations in place for business planning, Chn & Young people Plan and service plans for 2007-8			
<b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (April 2007)</b>			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)			
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)			

Area for Development		Overall Responsibility of	
12. Improve the contribution of the youth service to voluntary learning provision for children and young people, particularly for those from vulnerable and hard to reach groups.		Janette Karklins, Deputy Director, School Standards and Inclusion and Belinda Evans, Head of the Youth Service	
<b>Inspection Report Text</b>			
i. Provision for primary-aged children and those with learning difficulties and/or disabilities is more limited, and the youth service is failing to provide a sufficient range of voluntary learning opportunities to enough young people			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>○ All youth service staff will be trained to deliver an effective and relevant curriculum geared to the needs of young people</li> <li>○ The detached team will have an annual programme (identified by demographic need) of activities enabling the detached youth workers to make contact with young people who are hardest to reach</li> <li>○ Participation and contact rates for the service will meet or exceed national benchmarks</li> </ul>		Staff training records  Detached team plan  Community profile  MIS	
Activities	Responsibility	Timescale	Resource Implication
Set individual targets for all staff in relation to contacting young people, participation rates, numbers of recorded outcomes and numbers of accreditation	CQAT Manager	September 06	
Identify key communities for detached work and use of the mobile, implementing a	Deputy Head of Service	September 06	Service development costs £10K



programme of activity in the designated communities			
Conduct a curriculum audit of existing provision	CQAT Manager	November 06	
Develop partnership projects in collaboration with other service providers and in particular with the Neighbourhood Management Team	Deputy Head of Service	December 06	
Introduce Delivery Plans for work with schools/Pupil Support/Colleges so that the Youth Service makes contact with an extended range of young people	Operations Manager Centres	December 06	Production costs for delivery plans £1K
Work with colleagues in Extended Services for Schools so that the curriculum compliments existing delivery in this area	Operations Manager Centres	December 06	
<b>Monitoring and Evaluation Record</b>			
<p><b>Current Position (January 2007)</b></p> <p>Individual targets have been set for all staff relating to BVPs  Communities have been identified for the detached team and the mobile to target (including 4 communities in the NDC area)  A curriculum audit of provision has been conducted  Pilot projects with Neighbourhood Management have been initiated</p>			

**Evaluation (January 2007)** How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Although individual targets have been set for staff, we are still not achieving our BVPIs. A performance management framework is now in place and where staff are not achieving their performance is being monitored weekly

Long term sickness has hampered the progress and impact of the detached team. We have put temporary staff in place to cover some of the sessions and we are advertising for a full time detached youth worker

The curriculum audit is identifying where we have gaps in service provision. A Learning Outcomes strategy has been devised and the training provided to staff is starting to have an impact on service delivery in broadening the curriculum.

We have worked in partnership with Neighbourhood Management in the Campsbourne estate and the young people have produced a music DVD expressing their grief at the death of one of their peers. Negotiations with the Neighbourhood Management Team has resulted with the resiting of the Youth Inclusion Project at the Milton Road Community Centre thereby increasing partnership working in the local community

**Monitoring (April 2007)**

**Evaluation.** How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (July 2007)** (what has been done so far – can be listed)

**Evaluation.** How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

**Monitoring (October 2007)** (what has been done so far – can be listed)

<b>Area for Development</b>		<b>Overall Responsibility of</b>	
<b>13. Improve transition arrangements for children and young people with learning difficulties and/or disabilities, including the handover to adult care services.</b>		<b>Cecilia Hitchen, Deputy Director, Children and Families and Phil DiLeo, SEN Strategy Manager</b>	
<b>Inspection Report Text</b>			
i. Arrangements for transition planning including person-centred planning have improved but there remain delays in the hand over of responsibility to adult services.			
ii. Care packages to support young people when they leave school are not identified early enough.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
Transition process completed for all 18+ young people		Destination route data feedback from clients and their families.	
<b>Activities</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource Implication</b>
Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people with LDD.	PDL Transition Panel	On going	
Integrate services for transition to ensure co-ordinated approach to planning provision for young people post 19 years	PDL Luciana Frederick	June 2006 – to be completed by 2008	
Extend training programme for schools and services on transition planning for young people aged 14+	PDL Transition team	From January 2006 – Dec 2007	

<b>Monitoring and Evaluation Record</b>
<b>Current Position (January 2007)</b> <ul style="list-style-type: none"> <li>• Monthly multi-agency Transition Panel in place</li> <li>• Person Centred Annual reviews pilot taking place in Special Schools for young people undergoing transition</li> <li>• Trained programme re transition planning is now part of central and school based training programme.</li> </ul>
<b>Evaluation (January 2007)</b> The Transition Panel continues to monitor the progress of young people during transition and are following up in particular the destination of all young people with LDD who left school in July 2006. A full report is being prepared by Connexions for the Steering Group who will then use this analysis of 2005 -06 to inform planning procedures and processes for 2006 -07.
<b>Monitoring (April 2007)</b>
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (July 2007)</b> (what has been done so far – can be listed)
<b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
<b>Monitoring (October 2007)</b> (what has been done so far – can be listed)

Area for Development		Overall Responsibility of	
14. Support access to childcare provision for parents/carers with low incomes to improve their access to training and employment.		Dwynwen Stepien, Head of Children's Network North and Early Years	
<b>Inspection Report Text</b>			
i. A good range of daycare supports parents and carers who are working or studying, although in some areas, particularly where there are high rates of worklessness, parents who want to participate in training find it harder to access flexible day care and receive financial support.			
<b>Outcomes by October 2007</b>		<b>Assessment method</b>	
<ul style="list-style-type: none"> <li>All the centres will be offering a range of employment support, varying from JC+, WTW, employer engagement and, CV &amp; Application Form advice sessions.</li> </ul>			
Activities	Responsibility	Timescale	Resource Implication
Job Clubs have now been established at 3 Childrens Centres to support all parents	Annie Jordan – working Families Information Officer	Noel Park Job Clubs are weekly Woodlands Job Club are bi-weekly	Resources have been gained through the children's centres & WTF
Further Job Clubs are to be set up in 2007	WFIO	Stroud Green are bi-weekly  Each of the 18 centres will provide employment support by Oct 2007	
Employment Questionnaires have been sent out through Noel Park CC to establish the needs of residents – over 150 responses have been	WFIO	The responses have been evaluated – a formal. We aim to implement services in mid Jan 2007  More centres to	Resources are to be gained through Neighbourhood Management & Noel Park CC  Resources would

received. This can be repeated in other centres		be involved by October 07	have to be supplied by the centres
Stansted Airport Employer focused event held at Broadwater Farm CC. Over 70 people attended.	WFIO to identify more employers and suitable centres	More centres to be involved by October 07.	Resources to be provided by employers & centres
Partnership work with JC+ includes Lone Parent Information Days – first one held at NRC with Park Lane CC – 91 Lone Parents attended	WFIO	Two more sessions to be held at Broadwater Farm in January. More sessions to be set up during 2007	Resources to be provided by WTW & JC+
Job Fair with Rowland Hill CC. 25 parents attended	WFIO	Other Job Fairs to be planned during 2007	Resources will need to be sourced through either cc's or external providers
Open University short course to be launched within Childrens Centres	WFIO	2 "Open Choice" events to be held in January 2007 to enable parents to understand the benefits and reality of doing an OU course	Resources sourced through Children Centres's and Open University
Tax Credits workshops have been held to inform cc staff on the tax credit structure. This provided them with foundation knowledge to support parents.	WFIO	Workshops held Oct / Nov 06	Funding sourced through Childrens Centres
Partnership work with the three E – Z Zone providers is in place. They are actively working with the centres providing advice to parents	WFIO	Ongoing	Resources through WTF providers

Funding for childcare for Lone Parents attending training can be applied for through JC+ & WTW. But they will only fund "work focused training" with approved providers	JC+	On going	The funding is not available to everyone. And is based on the PA to assess each individual's needs
Childcare information continues to be made available through a number of channels – customer service call & walk-in centres, Childcare Link web site. Information particularly covers Tax Credits, Care to Learn (to help students), NEG (free early education) and CAP funding	Information Service Manager (ISM)	Ongoing	N/A
The CAP programme is being offered throughout four settings within Haringey. This includes "Flexible Childcare" for parents wishing to only use the setting for part time hours.	CAP programme Manager	Ongoing to the next round of funding	Centres may not understand the programme and not use it to its full potential
Children's Centres are being developed to be effective information delivery points	ISM/Children's Centre Comms & Marketing Mgr	Ongoing	N/A
Staff continue to attend/present at	ISM	Ongoing	N/A

<p>events to support parents looking for childcare: Job/Career Fairs, 'Discovery' events for lone parents, Children's Centre launches, events for new mothers</p>			
<b>Monitoring and Evaluation Record</b>			
<b>Current Position (January 2007)</b>			
<p>The Employment Strategy has been written to help support the Childrens Centres achieve their core offer regarding employment support. The Working Families Information officer is responsible in supporting the centre with this.</p>			
<p><b>Evaluation (January 2007)</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>			
<p>The centres open are currently offering the required core offer of employment support. The work is ongoing and each centre requires different levels of support normally dependant on whether they were integrated with a Sure Start programme.</p>			
<p>By October 2007 all the centres will be offering a range of employment support, varying from JC+, WTW, employer engagement and, CV &amp; Application Form advice sessions.</p>			
<p><b>Monitoring (April 2007)</b></p>			
<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>			
<p><b>Monitoring (July 2007)</b> (what has been done so far – can be listed)</p>			
<p><b>Evaluation.</b> Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>			
<p><b>Monitoring (October 2007)</b> (what has been done so far – can be listed)</p>			



**Risk management**

<b>Potential risk</b>	<b>Mitigating action</b>

DRAFT

This page is intentionally left blank

**THE BE SAFE PROJECT WORKING IN PARTNERSHIP WITH  
HARINGEY'S SAFER SCHOOLS PROJECT**

**WEAPONS AWARENESS SUMMER SCHOOL TRAINING  
PROGRAMME**

**SUMMER 2006**

**By Victoria Lofthouse (Safer Schools Project Manager)  
November 2006**

<b>Contents</b>	<b>Page</b>
Executive Summary	3
Introduction	4
Aims and Objectives	4
Partnerships	5
Programme Structure	5
Trainers	7
Course content	7
Monitoring and evaluations	8
Conclusion	17

## **Executive Summary**

The reports aims to provide the reader with an overview of the innovative programme aimed at training young people at risk or involved in knife crime to deliver weapons awareness workshops to other young people. It aims to set the background and context to a diversionary activity, which addresses and tackles the knife crime culture from various perspectives.

The Be Safe organisation and Haringey's Safer Schools Project worked in partnership to tackle attitudes around knife culture with known or potential perpetrators.

This initiative aimed to engage with a group of ten young people who have been identified by practitioners/agencies as individuals at 'high risk of' or known to carry knives. The programme was designed to provide a unique approach to working with this particular client group. With support we aimed to build on their repertoire of skills in order to train them to become peer facilitators. Those who completed the training are now available as a resource in London to deliver education knife crime workshops in schools and youth orientated projects, alongside Be Safer facilitators.

In addition the initiative strived to ensure educational environments and communities are safe places to live and learn. The targeted client group are often known to lead chaotic and unstable lifestyles combined with presenting a multitude of complex support needs. This often increases the risk of this client group being exposed to knife culture for a variety of different reasons. Aspects of the programme addressed the underlying factors associated with offending behaviour. Research commissioned by the YJB (2003) provides a good understanding of the factors in young people's lives which make offending more likely e.g. family conflict/breakdown, domestic violence, peer pressure, low educational achievement, aggressive behaviour including bullying etc. We therefore hoped to improve school attendance, reduce incidences of bullying, substance misuse and aggressive behaviour etc.

The project also incorporated holistic assessments with each young person. SSP has continued to provide support and address external underlying factors that may be restricting the individual to achieve and sustain positive changes.

The initiative also promoted elements of community engagement. Young people had the opportunity to work as part of a team as well as individuals. These skills are transferable into the community and will hopefully assist them to function as participating citizens.

This client group are highly likely to have received education programmes addressing knife crime within curriculum and non-curriculum activities but still

persist to carry knives. We hoped to tackle the topic from a different perspective by capitalising on their knowledge, skills and experiences, whilst providing them with challenging opportunities and responsibilities. We aimed to make the project attractive with kudos of future employment with Be Safe.

Finally we wanted to listen and learn about the realities of living in Haringey and the additional pressures they experience above and beyond the normal turmoil's associated with adolescence. We believed we should capitalise on their knowledge and experiences. Information relayed by their peers as opposed to practitioners can have a greater impact. If we can challenge and change the attitudes of known knife carriers, then they will become an invaluable resource in transmitting anti knife crime messages to their peers. The programme targeted known offenders and was designed to encourage engagement, adhere to firm boundaries, experience responsibilities, cultivate solutions and invest in their self worth.

By engaging with prolific offenders throughout the summer we hoped to reduce their contribution to offending in the borough e.g. robberies.

## **Introduction**

Haringey's Safer Schools Project piloted a six-week programme with the BE SAFE organisation (May- June 2006). They delivered knife crime workshops to 'at risk' audiences within all Behaviour Improvement Programme secondary schools and Pupil Support Centre. After evaluating the success of the BE SAFE initiative observations concluded that some young people involved had constructively contributed to the workshops and demonstrated a level of maturity, which uncharacteristically differed from the norm.

Following further consultations with schools and young people we proposed the below programme, which was funded via Haringey Safer Communities Team.

## **Aims and Objectives**

### **Aims**

- Engage ten young people throughout the summer holidays who are known or at risk of carrying knives
- Creative and innovative programme designed to meet the needs of the client group
- Capitalise upon disaffected young people's knowledge and expertise around knife crime
- Utilise their skills and strengths by training them to deliver workshops to peers
- Provide hard hitting factual information on knife crime and the consequences

- Prevention and early intervention – address the underlying issues associated with crime and anti social behaviour
- Offer high risk young people a positive opportunity with future prospects/raising aspirations

### **Objectives**

- The programme will work with young people involved or associated in knife culture to raise their:

Self-esteem, feelings of self worth and confidence, raise levels of achievement, opportunity to achieve personal success and build upon resilience factors.

- and achieving this they will have:

Increased social skills, enhanced control over aggression and violence, become self disciplined and employ problem solving techniques, improve mental health, reduce offending in Haringey by young people and consequently by young adults, reduce misuse of substances and increase attendance into educational and gainful activities.

### **Partnerships**

Effective partnership working was integral to the success of the project. The SSP has developed professional relationships with the BE SAFE organisation, who are currently at the forefront of knife crime education. A Service Level Agreement established clear expectations of delivery for both parties and ensured safe practice i.e. police checks, public liability insurance etc. In addition SSP have also established effective links with school police officers, Safer Neighbourhood Teams, Schools, support agencies, YOS, YISP, YIP and consulted with agencies for referrals/accessing specialist interventions etc.

### **Programme Structure**

#### *Referrals*

Referrals were received via the pilot scheme and consultation with partner agencies/schools, Safer Neighbourhood teams/Schools Police officers, to identify a group of young people deemed at 'high risk of' or known to carry knives and who demonstrated a degree of potential and maturity in relation to the subject area.

#### *Risk assessments*

SSP acknowledged that bringing a group of young people together, who reside in different areas, attend different schools or may have history could potentially

pose problems. In order to consider every eventuality and minimise risk we completed comprehensive assessments (based on ASSET) and formulised risk assessments. We liased with agencies (YOS, ASBAT, YISP, YIP, Childrens Service) to collate additional information, cross reference case histories and inform them of our intervention. Police checks were carried out for risk assessment purposes and performance indicators. BE SAFE facilitators were briefed prior to the course commencing. This equipped them with knowledge of each individual and an opportunity to consider strategies to respond to predicted behaviour patterns. T

Finally we met with chosen candidates prior to course commencing, in order to establish firm boundaries and expectations of the programme (time management, behaviour etc).

Parents were contacted verbally and in writing to explain the content of the course and provide an opportunity for us to answer any queries. Consent/Health & Safety forms were received for each participant.

#### *Incentives*

We were aware that due to the complexity of issues surrounding this client group there was a high risk of non-engagement. Therefore we considered measures to encourage participation. We presented £50 gift vouchers (from a reputable shop of their choice) to those who attended the course everyday and on time and fulfilled expectations etc.

#### *Accommodation*

The programme was delivered in council office buildings (River Park House/Civic Centre), as we wanted to create an environment that reflected the nature of programme i.e. not a youth club. All young people behaved impeccably and this was re-iterated by front desk staff commented upon their manners and respect, which they demonstrated for the building and staff.

#### *Training programme*

The BE SAFE Project currently have a training package to teach adults how to deliver similar workshops, they adapted this to suit young people. The training programme was delivered by the BE SAFE Project over 5, ½ days within two weeks during July/August. On completion of the training young people have continued to be supported by a BE SAFE trainer and delivered sessions to peers at YOS in different boroughs etc. BE SAFE have also expressed their interest in employing young people post 16.

The course prepared the young people to go out amongst their peers and educate them about violence and weapons. They have not only learned the



necessary facts but also understand the application of that information. Most young people gained confidence during the programme, which we hope will enable them to feel more able to resist peer pressure, challenging misperceptions and lead from an informed viewpoint.

## **Trainers**

### *Be Safe Trainers*

- Barrington Foster
- Robert Goldsmith

### *Safer Schools Project Staff*

- Vic Lofthouse (Project Manager)
- Nurcan Hasekilerdan (Youth Crime Reduction co-ordinator)

## **Course Content**

The core syllabus covered the following over the five days (1<sup>st</sup> - 2<sup>nd</sup> July 8-10<sup>th</sup> August). Beneficiaries expected to attend each day and arrive promptly 10am-4.30pm to be eligible for a certificate and the voucher.

- Ground rules, confidentiality, respect etc
- The role that the media plays in reporting knife crime (stereotypes, how people are portrayed)
- Young peoples attitudes towards the police and authority (challenging ADP where applicable)
- Why people carry a knife (exploring revenge/protection)
- Health and safety issues when presenting a workshop
- Presentation and communication skills (listening skills, non verbal and verbal behaviour, language)
- Planning for a presentation (age, venue, material etc)
- Weapons and the law (stop & search, intended, made, adapted)
- Training techniques
- Medical implications of penetrating wounds
- Group work – the group bonded and formed relationships with each other. They learnt to accept their own and others perceived weaknesses, whilst building on individual strengths. They demonstrated a level of tolerance towards each other and respected different opinions and behaviours. For example, one young person has been diagnosed with ADHD. He often interrupted and disrupted sessions. The rest of the group empathised with his frustrations and remarkably the young people were sensitively challenged in a non-confrontational manner, this enabled him to settle and feel safe in this environment. I believe this was one of the most

positive experiences for this young person, whereby he ascertained a sense of achievement and success.

The course concluded by the young people working in pairs. They delivered a 15-minute presentation to adults of the Safer Communities team, followed by a question and answer session.

### **Monitoring and Evaluations**

SSP initially recruited fifteen young people in order to compensate for a drop out rate and to maximise the funding/opportunities. The program achieved full attendance of twelve young people (two places were not accounted for in the original funding application). Please refer to the graphs below for a more detailed breakdown of group composition etc

#### *Qualitative data*

SSP staff made daily written observations of the young people and recorded the group dynamics etc. SSP supported the BE SAFE trainers throughout the workshop, however this also enabled the workers to develop therapeutic trusting relationships with each beneficiary. One young person who was a known prolific offender highlighted this. Police data indicated a high level of intelligence around his involvement in serious and violent crime. He had encountered a turbulent family background and was permanently excluded from school. SSP and other youth agencies had previously attempted intervention in the past but had been unsuccessful. It was a remarkable outcome when the young person began disclosing aspects of his life and requesting help and support to change. He was clearly entrenched in negative behaviours and associated with pro criminal adults. Albeit, we had concerns regarding his capacity and the practicalities of him moving away from his well established lifestyle. As this predominantly provided him with a lifestyle and status/reputation he had become accustomed too. As a consequence of his behaviour, he also had to overcome the limitations (loss of reputation, excluded from mainstream education, criminal record), which further compounded his hopelessness of envisaging a future where he could achieve success legitimately. However, he arrived on time to deliver a session to Hammersmith & Fulham YOS, equipped with all the literature and personal notes taken from the course. He expressed a strong desire to become a youth worker in the future.

On return to school the Head Teacher reported he had been more settled and focussed. He had been stopped and investigated by the police on one occasion but no charges were made. He continued to demonstrate a willingness to change. Unfortunately, he shortly passed away in motorcycle accident.

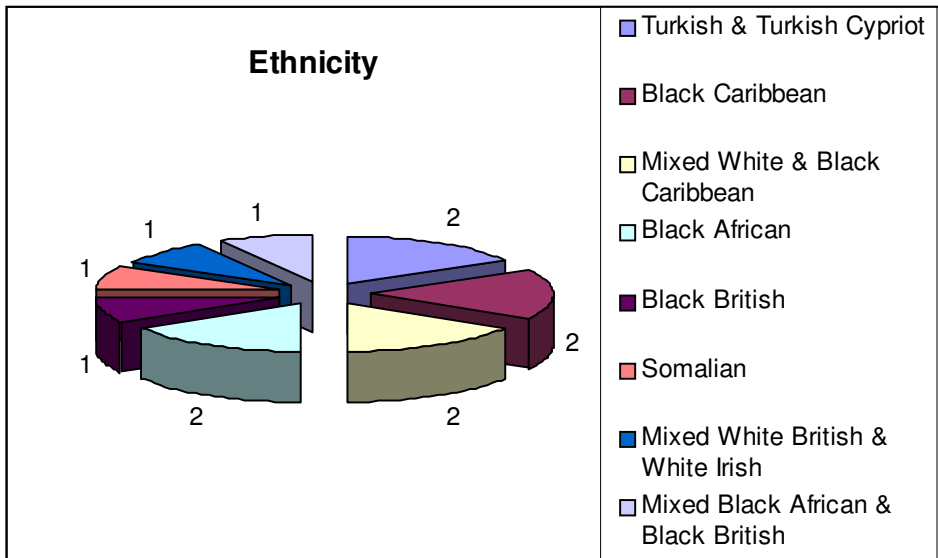
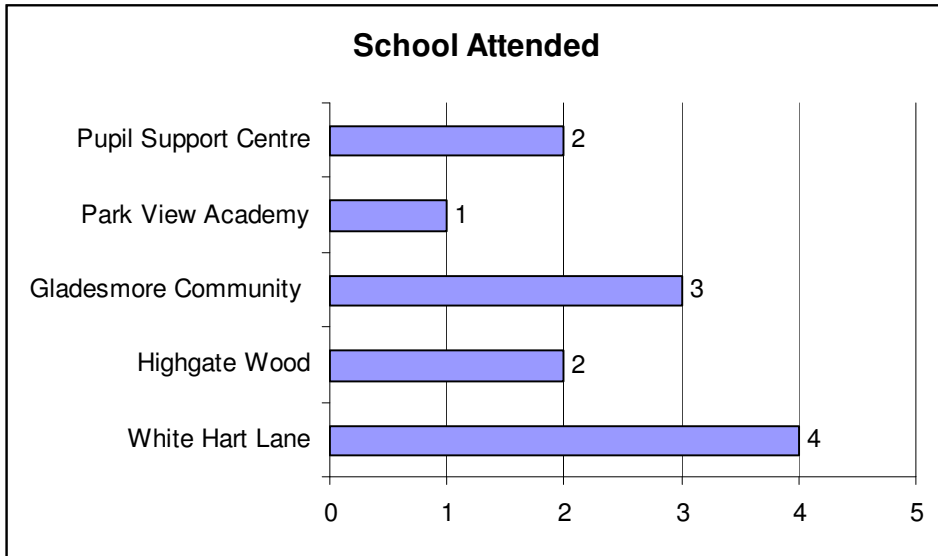
*Engagement example*

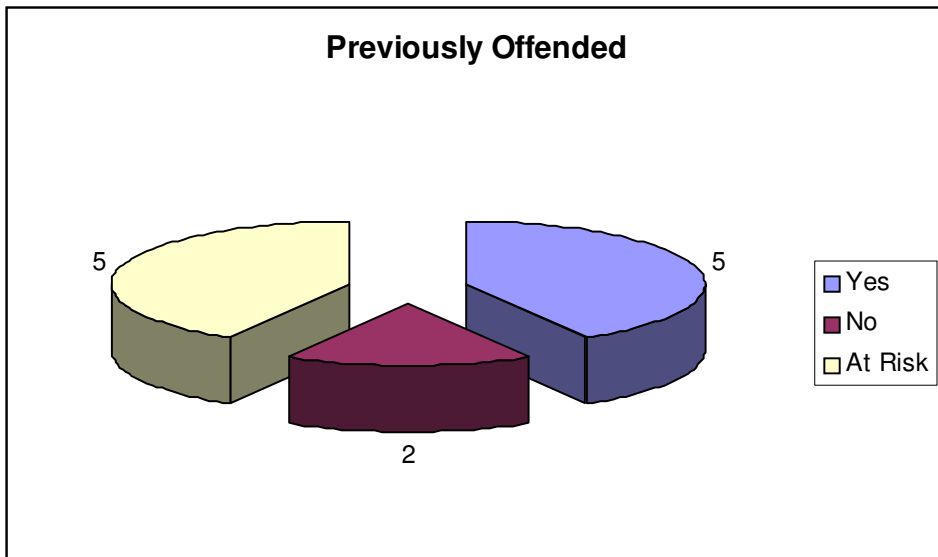
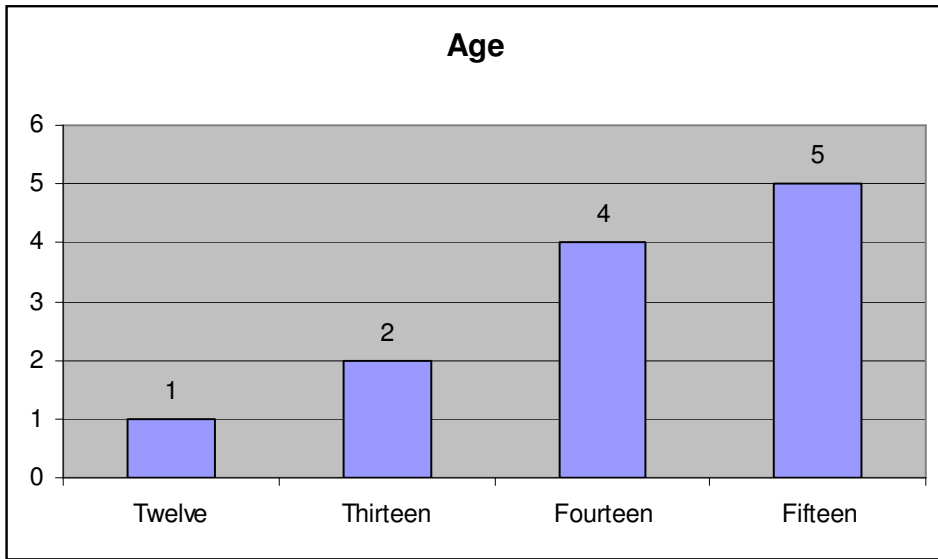
SSP have continued to provide intensive support to young person (F). We have successfully engaged with all family members. As we have worked more closely with this young person we have 'peeled back the layers' which are underlying contributors factors to his challenging behaviours (history of domestic violence in the family, dysfunctional family roles, mother lacks capacity to impose firm boundaries etc), in addition to identifying protective factors (love in the family, mum co-operative etc). Predominately SSP have liased and advocated on behalf of the young person/family with the Children's Service and Youth Offending Service. As a result a core assessment has been instigated and specialist resources accessed i.e. Multi Systematic Therapy. In addition we have worked with partners to prevent further offending/permanent exclusion from mainstream school, implemented family therapy and medical assessments. Intervention appears to have 'opened up a can of worms', however, we have ensured support is in place and with effective partnership working we are optimistic that this young person will stabilise. The benefits will also have a positive impact on the whole family and his younger siblings who are demonstrating similar behaviours.

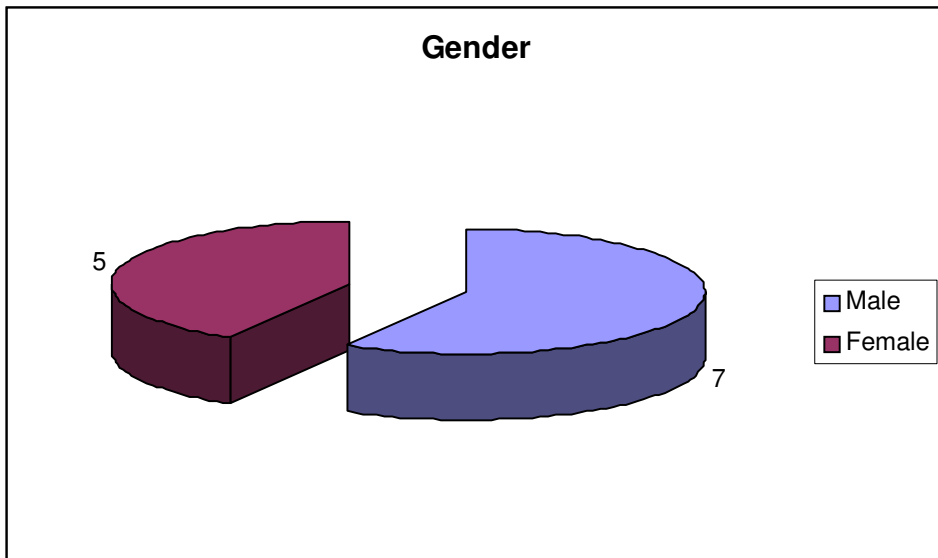
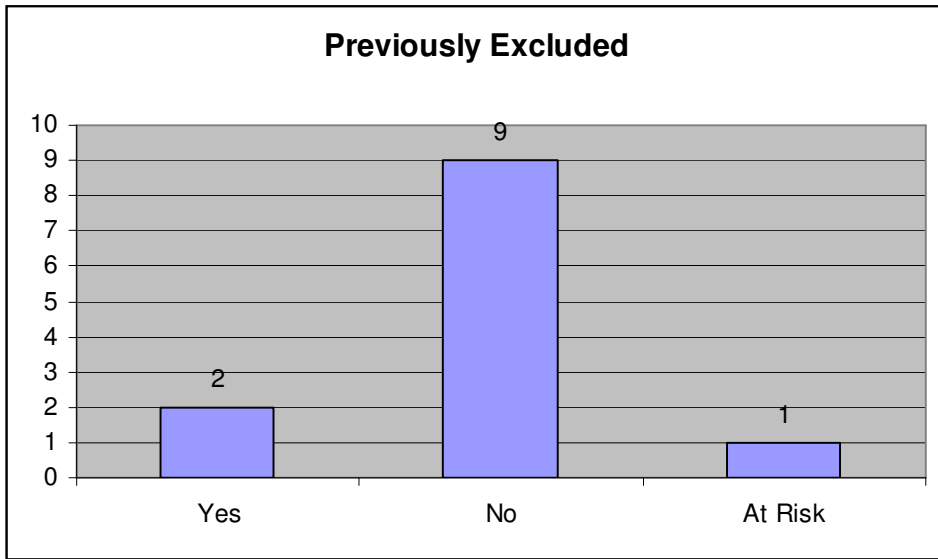
*Area (post code conflicts)*

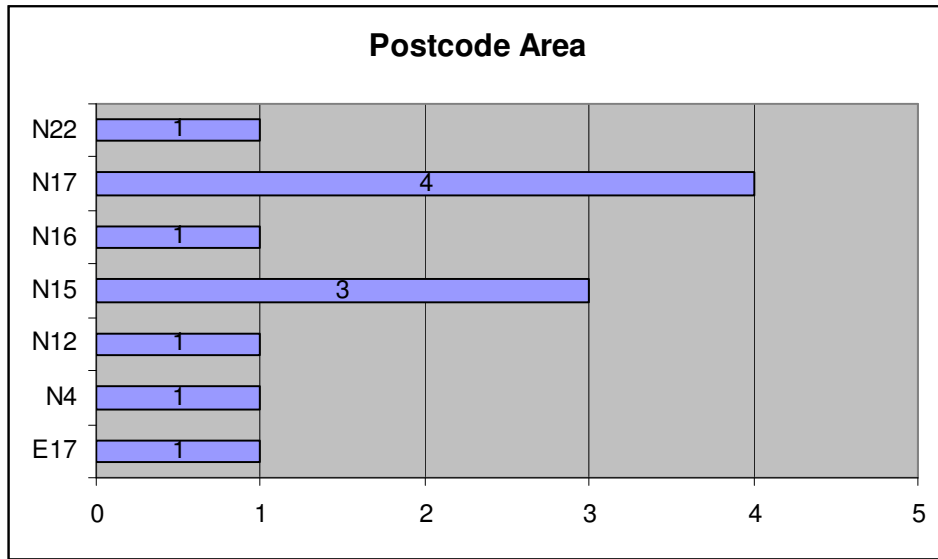
The program also broke down postcode conflicts. We found that some young people would not have normally associated with others from specific areas in the borough.

Charts









**Written Evaluations**

***What did you most enjoy about the Be Safe Project Workshop today?***

'The presentation – I enjoyed watching others and presenting mine'

'We worked as a team and I liked the presentations'

'Everything was fantastic'

'The thing I enjoyed most was when we talked bout our own experiences'

'I enjoyed mostly all of it and all the talks and discussions we ad and sharing our own experiences'

'When we was talking about if you have a power what would you do to change the world, reduce knife crime'

***What did you least enjoy about the Be Safe Project Workshop today?***

'Going home'

***What did you learn during the Be Safe Project Workshop today?***

'To have confidence'

'Nowhere on your body is safe to stab'

'That you should not carry weapons'

'Knives are more dangerous than I thought'

'To work as a team and don't be nervous and shy'

'I learnt about the law, medical implications and about revenge'

'I learned a lot about knives and what it can do to a family'

'The knife is lethal weapon'

'Revenge is not always the right thing to do'

**What skills did you learn during the Be Safe Project Workshop today?**

'How to communicate to people especially people my age'

'I learnt how to speak confidently in front of people'

'Waking up early to take part in a workshop'

**What could have made the Be Safe Project Workshop better today?**

'To have the project longer'



**CRIMINT RECORDS****January 2006 – 1<sup>st</sup> September 2006**

<b>NAME</b>	<b>BEFORE BSP</b>	<b>AFTER BSP</b>
A	<b>21/01/06-Suspected robbery</b> Outcome not recorded.	<b>NONE</b>
B	<b>NONE</b>	<b>NONE</b>
C	<b>NONE</b>	<b>NONE</b>
D	<b>NONE</b>	<b>NONE</b>
E	<b>NONE</b>	<b>NONE</b>
F	<b>08/01/06-ASBO</b> to stay away from an address	<b>NONE</b>
G	<b>20/06/06-suspected using cannabis.</b> <b>26/06/06-handed in a knife</b>	<b>NONE</b>
H	<b>03/07/06- arrested for theft</b>	<b>NONE</b>
I	<b>26/04/06-robbery/ABH</b> <b>30/06/06-indecent exposure</b> <b>05/07/06-GBH</b>	<b>NONE</b>
J	Previous convictions <b>10/11/05-robbery</b>	<b>NONE</b>
K	<b>09/08/04-ABC</b> to an address	<b>NONE</b>
L	<b>23/07/06-arrested</b> for suspicion of bike <b>theft</b> <b>17/07/06-offending</b> whilst on bail <b>05/07/06-suspicion</b> of trading expensive wrist watches	<b>04/08/06-stop/search</b> for <b>robbery</b> no charge <b>10/08/06-arrested</b> for <b>possession of blade</b> stop/search <b>12/08/06-ASB</b> <b>14/08/06- stopped</b> for <b>loitering</b> <b>19/08/06-stopped</b> for suspected <b>theft</b> <b>29/08/06-arrested</b> for <b>theft</b> released no charge

## **SEPTEMBER 2006 – NOVEMBER 2006**

Since the young people have returned back to school most of the group have continued to positively progress. One young person who was on the schools 'at risk' RED register has been down graded to Green. The Deputy Head has observed huge improvements in his attitude/behaviour. Tragically young person 'L' has passed away. Young person 'I' is now in custody and one young person has been temporarily excluded.

\* Person L family are very well known to be involved in Tottenham gang culture and he was involved in the confrontation highlighted below.

### **Areas for improvement /Learning opportunities**

- On the last day an incident escalated between two members of the group. Three facilitators were talking to young person L, who had just disclosed in the incident on the 10<sup>th</sup> August. We were disappointed about the nature of the incident but impressed by his openness. We therefore grasped the opportunity to challenge his involvement and explore further into his criminal lifestyle etc. In the interim one facilitator proceeded to take the remainder of the group to lunch. A sarcastic comment was exchanged between two group members. Both young peoples families are known to be associated with different 'gangs' in Wood Green/Tottenham areas. The situation quickly escalated and one family member arrived at the scene and provoked the situation further. The conflict was quickly de escalated when staff arrived. The positive outcome was that both group members resolved their differences and staff were able to gain an understanding of the extended environment these young people exists within.

On reflection we learnt that no matter how much facilitators relax and trust the group dynamics, we should never become ambivalent and forget the potential risks. Staff ratio supervision should never be breached.

- We are currently organising a timetable for group members to continue their training. Since August we have maintained verbal contact and met with the group on two occasions, in addition to some group members delivering sessions. For future programmes, I would book future dates/times into the timetable prior to completion of the training. Young people need consistency and re assurance that adults will fulfil their obligations.
- Finally, not all group members have the desirable skills to continue to further develop their training skills. I would highlight this at referral stage. If individuals are not suitable to deliver sessions they may still benefit from the training e.g. acquire new skills, diversionary involvement during holidays etc.

## Conclusion

Haringey is one of the most multi cultural and diverse Boroughs in London, which brings lots of positives to the community in addition to problems. The scheme has highlighted how young people from different backgrounds; cultures, race and religions can work together. It is imperative to note how we need to challenge negative stereotypes of young people, as young people on the streets are not always as they are portrayed.

Throughout the course young people shared their experiences and described the pressures they face on the streets and their experiences as a young person living in the area. This is obviously their perspective but was a unique opportunity for practitioners and young people to further enhance their learning and understanding.

Many of the young people on the group have been exposed to one or more of the 'risk factors' identified by the Youth Justice Board. The program was focussed on building on the positive aspects of individuals, giving them an opportunity to succeed and ascertaining realistic future aspirations. In addition, the program promoted engagement and an opportunity for support staff to further assess need and implement ongoing individual tailored support packages to disaffected youths.

We were extremely proud of all the young people who participated. I know it was especially difficult for some of the young people to stand up in front of adults they had never met and prepare and deliver a presentation to the captive audience. Especially, if they had poor literacy and numeracy skills. Their sense of humour and unique styles shone through.

The success of this program has been down to an excellent partnership, which has been forged between Bob/Barrington and the Safer Schools Project. We have had the opportunity to capitalise on Bob and Barrington's unique and powerful approach. They have a genuine commitment and style, which enables them to manage the most disaffected young people who present with complex challenging behaviours. They empower young people and challenge them in a non-confrontational manner, whilst maintaining a direct approach. I have every confidence in their ethics and values they practice. They are able to gain young peoples trust due to their genuine commitment and passion to support young people. They maintained firm and consistent boundaries and most of all have a good sense of humour.

Some young people present a tough exterior, which can be perceived as aggressive and intimidating. This has often been developed though peer pressure and damaging childhood experiences. They are often resilient and resourceful; they develop coping techniques for survival and protection from

harm. Consequently this can distort their perception and ability to empathise with others. By creating a safe environment we were able to break down barriers/reputations and the young people were encouraged to feel safe to explore their feelings and have a good time.

The program was not about stereotyping or labelling these young people but offering them options, releasing their potential and giving them hope to live a safe and prosperous future.



# haringey safer schools project

*PART OF THE SAFER SCHOOLS PARTNERSHIP*  
c/o Muswell Hill Police Station, Tottenham Police Station,  
398 High Road, Tottenham, N17 9JA

# Diversionsary Project Report

APRIL 05 – MARCH 06

VICTORIA LOFTHOUSE  
SALLY ATKINSON  
JAMIE CRABB  
APRIL 2006

**CONTENTS**

<b>DIVERSIONARY PROJECTS</b>	<b>4</b>
<b>KEY TO DIVERSIONARY PROJECTS</b>	<b>5</b>
<b>SUMMARY OF DIVERSIONARY PROJECT REPORT</b>	<b>5-6</b>
<b>DIVERSIONARY PROJECTS (2005/6)</b>	<b>7-23</b>
<b>PEACE ASSEMBLIES</b>	
<b>THE COMEDY SCHOOL 'IT'S NO JOKE!'</b>	
<b>BOXING CLEVER – THE SECURELINK ORGANISATION</b>	
<b>4YP SEXUAL HEALTH PROJECT</b>	
<b>RESTORATIVE JUSTICE</b>	
<b>PINEAPPLE STUDIOS PERFORMING ARTS</b>	
<b>SOLICITORS TALKS</b>	
<b>CITIZENSHIP DAYS</b>	
<b>YOUTH CRIME PREVENTION CONFERENCE</b>	
<b>SELF DEFENCE CLASSES</b>	
<b>WOOD GREEN CROWN COURT VISITS</b>	
<b>HMP BULLWOOD HALL PRISON VISIT</b>	
<b>WELLINGBOROUGH PRISON VISITS</b>	
<b>ANTI SOCIAL BEHAVIOUR WORKSHOPS</b>	
<b>CITIZENSHIP / MENTORS DEPARTMENT RESOURCES</b>	
<b>DAY TRIPS</b>	
<b>GROUP WORK</b>	
<b>COORDINATION OF SERVICES</b>	
<b>FUTURE PROJECTS (2006/7)</b>	<b>23-24</b>
<b>THE COMEDY SCHOOL</b>	
<b>CENTRAL SCHOOL OF SPEECH AND DRAMA</b>	
<b>GROUP WORK</b>	
<b>RESTORATIVE JUSTICE</b>	
<b>THE BE SAFE PROJECT</b>	
<b>WELLINGBOROUGH PRISON DRUGS AND CRIME OUTREACH PROGRAMME</b>	

**VALUE LIFE 3**

**WELLINGBOROUGH PRISON**

**PINEAPPLE ARTS**

**BOXING CLEVER**

**4YP SEXUAL HEALTH**

**WOOD GREEN CROWN COURT**

**ASB WORKSHOPS**

**PVA RESIDENTIAL**

## **DIVERSIONARY PROJECTS**

The Project Coordinator and NDC Youth Crime Reduction Coordinator are specialised posts to research and access existing diversionary activities for young people considered 'at risk'. In addition they consult with young people, schools and partnership agencies to devise and implement activities linked to crime reduction, PSHE and Citizenship.

Creativity is possible in all areas of human activity, including the arts, sciences, sports, at work, at play and in all other areas of daily life. All individuals, children and young people have creative abilities and we all possess these differently and uniquely. Some children and young people, who find other areas of their Schooling difficult, can find their potential through creativity.

The SSP believe that when young people find their strengths, it can have an enormous impact on the self-esteem and on overall achievement. It is an aim of the SSP diversionary projects to encourage young people to engage with their strengths in order to achieve their best potential.

This part of the report specifically details the diversionary work the Safer Schools Project have either coordinated or funded during the period of Sept 05 – March 06 (an academic year diversionary project report for 04/05 is available). The reader will find a description of each diversionary intervention, monitoring information (where available), funding information where applicable and project feedback.

Please note where monitoring information has not been recorded for various reasons monitoring systems have been amended for the future to ensure this information is properly collect and documented.

In addition the report ends with a description of some of the future diversionary intervention for the academic year 2006/7. Please note this is subject to change and schools themselves will be consulted regarding diversionary project provision for their schools in the year ahead. Please note all activities that take place outside of the school are comprehensively risk assessed either by the schools themselves (e.g. Crown Court visits using school mini buses) or the SSP where applicable (e.g. half term projects).

BIP schools who wish to discuss accessing diversionary activities please contact:

Project Coordinator	Jamie Crabb	<a href="mailto:james.crabb@met.police.uk">james.crabb@met.police.uk</a>	tel: 020 8345 2129
NDC YCRW Coordinator	Sally Atkinson	<a href="mailto:sally.Atkinson@met.police.uk">sally.Atkinson@met.police.uk</a>	fax: 020 8345 2188



**KEY TO DIVERSIONARY PROJECTS**

The following abbreviations appear throughout this report:

## Gender

M	Male
F	Female

## Ethnicity

WB	White British
WI	White Irish
AOWB	Any Other White Background
BC	Black Caribbean
BA	Black African
BB	Black British
AOBB	Any Other Black Background
I	Indian
P	Pakistani
B	Bangladeshi
C	Chinese
AOAB	Any Other Asian Background
MW&BC	Mixed White and Black Caribbean
MW&BA	Mixed White and Black African
MW&A	Mixed White & Asian
MAOMB	Mixed – Any Other Mixed Background
G&GC	Greek & Greek Cypriot
T&TC	Turkish & Turkish Cypriot
AOGNS	Any Other Group Not Specified

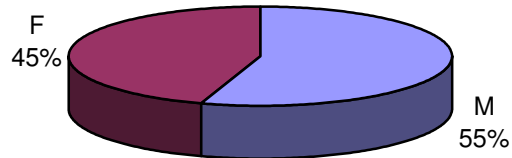
**SUMMARY OF DIVERSIONARY PROJECTS**

The SSP team have taken part, facilitated or helped to coordinate 15 different diversionary schemes between the period of September 2005 – April 2006 with 116 individual sessions taking place within these projects.

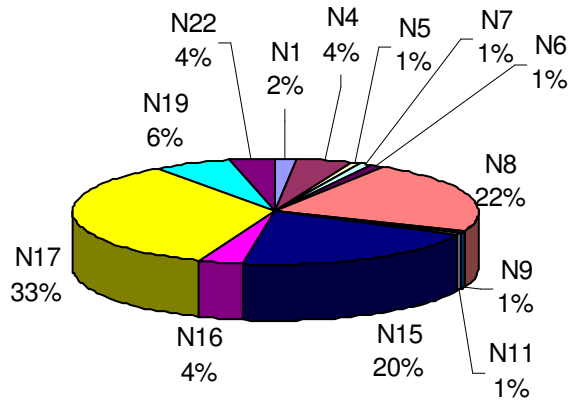
For our smaller diversionary projects we have reached approximately 471 young people. However if we add our larger schemes to this (citizenship days, peace assemblies, 'It's No Joke!') we have reached approximately 4950 young people.

The ethnicity, gender and postcode breakdown for those young people we have worked with across the last six months who have completed evaluation forms is shown below:

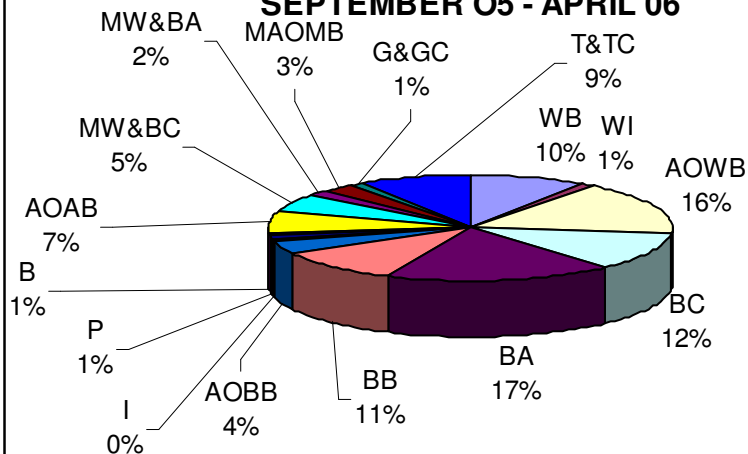
**SSP YP GENDER BREAKDOWN  
SEPTEMBER 05 - APRIL 06**



**SSP YP POSTCODE BREAKDOWN  
SEPTEMBER 05 - APRIL 06**



**SSP YP ETHNICITY BREAKDOWN  
SEPTEMBER 05 - APRIL 06**



## DIVERSIONARY PROJECTS (2005/6)

### PEACE ASSEMBLIES

The SSP team facilitated Peace Assemblies as part of Haringey Peace Alliance Week of Peace (11-18 September 2005). Alongside Schools Officer Dave Farnworth the SSP team delivered workshops to all 5 year groups at Park View Academy and years 4, 5 and 6 at Belmont Junior school reaching a total of approximately 1000 young people with the message of celebrating families and friendships.

### THE COMEDY SCHOOL – IT'S NO JOKE!

Haringey has been identified in the Haringey Safer Communities Strategy 02 – 05 and the Youth Crime Reduction Strategy 02 – 05 as being in the top ten boroughs in London for youth crime. Nationally and locally over the years, young people have lost their lives in school as a result of knife crime. Haringey police, schools and other relevant agencies have identified that there culture of knife carrying amongst groups of young people, and issues surrounding and issues surrounding 'a need for protection' amongst young people. These factors combined make programmes that support education, debate and early intervention in relation to violent and offensive weapons vital.

The SSP Secured funding for a two year partnership project to address the issue of Offensive Weapons with 'The Comedy School'. Under the title 'It's no joke' the comedy school delivered a piece of theatre for young people in Haringey with the emphasis on the issues of tackling knife crime and Anti Social Behaviour. 'Its No Joke' is an inclusive programme for those at risk of offending, those already offending and those on the mainstream school system using the unique accessibility and appeal of comedy and performance as a basis through which to engage with young people to explore complex and difficult issues. The two-year project started in September 2005. A workshop followed the performances delivered by an ex offender and the performers for either a selected group of 'at risk' young people in each school / PRU or a whole year group dependant on each schools preference.

In autumn term of 2005 approximately 3000 students took part in the project from the following schools/centres:

Northumberland Park School	Year 8 & 9
Tottenham Sports Centre Alternative Provision	
White Hart Lane School	Year 10
Devonshire Hill Primary School	Year 6
Park View Academy	Year 9 & 10
Hornsey School for Girls	Year 10
Greig City Academy	Year 9 & 10
Gladesmore Community School	Year 9
Fortismere School	Year 9 & 10
Highgate Wood School	Year 9

Some pupil feedback from the autumn 05 project is listed below:

*"We enjoy the parts when the actors put jokeness and realness in one."*

*"I liked that they used the ghetto and they spoke slang – it kinda related to the environment we live in now."*

*"It was funny and serious at the same time."*

*"It was funny and it helped me understand what could happen if I carry a knife."*

*"I enjoyed it a lot and it helped me understand the importance of life."*

Some school staff and police officer feedback from the autumn 05 project is listed below:

*"I thought the show was fantastic, very well scripted very relevant to young people." (Teacher Haringey)*

*"The workshop was pitched appropriately. Students were spoken to and dealt with positively and effectively." (Teacher Haringey)*

*"Students were captivated. The actors were very impressive and managed to get the message through." (Teacher Haringey)*

*"Excellent performance. It was a very nice way of promoting education through theatre."*

*"Using comedy I feel personally and professionally that this is the way to go, every time it was received well and I feel rather than me stand up there and try to get this knowledge across, that they have enjoyed themselves and learnt something at the same time." (Police Constable)*

Due to the sheer scale of the project monitoring information is not listed here. However it can be estimated that a good balance of young people from both genders and diverse ethnic backgrounds participated due to the targeting of whole year groups.

The project will be offered to all schools again in the 2006/7 academic year. For more information about the comedy school:

[www.thecomedyschool.com](http://www.thecomedyschool.com)

[email@thecomedyschool.com](mailto:email@thecomedyschool.com)

## **BOXING CLEVER – THE SECURELINK ORGANISATION**

Boxing Clever is an intensive programme, which runs in term time, consisting of non-contact boxing sessions to release different energy levels in young people and to help channel their anger and frustration. This is followed by group discussions covering such topics as life skills, crime, health and safety, family life and education. The Securelink Organisation runs the programme and its aim is to support young people 'at risk'. In 04/05 Boxing Clever has taken place successfully in four BIP secondary schools and one BIP primary school.

In Gladesmore 14 sessions have taken place since the autumn term, approximately 36 young people have taken part with an attendance average of 68%.

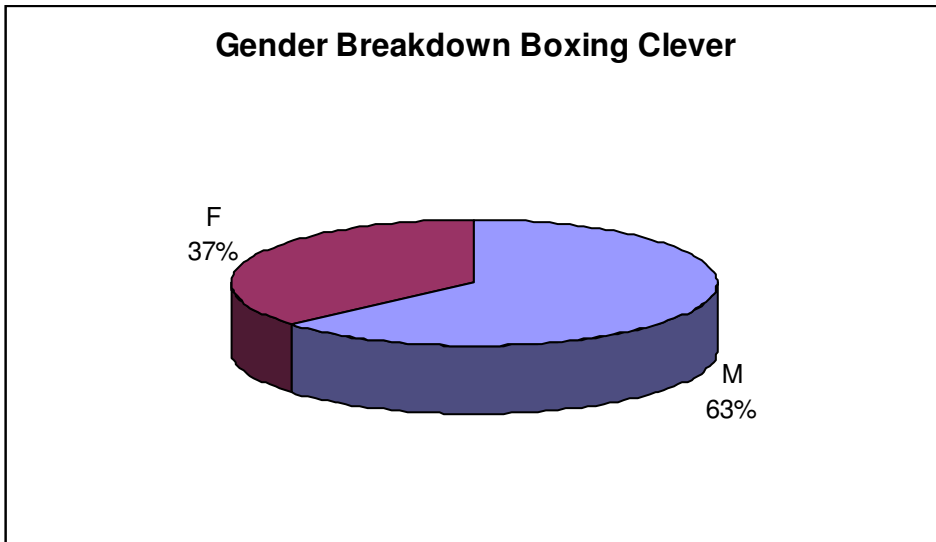
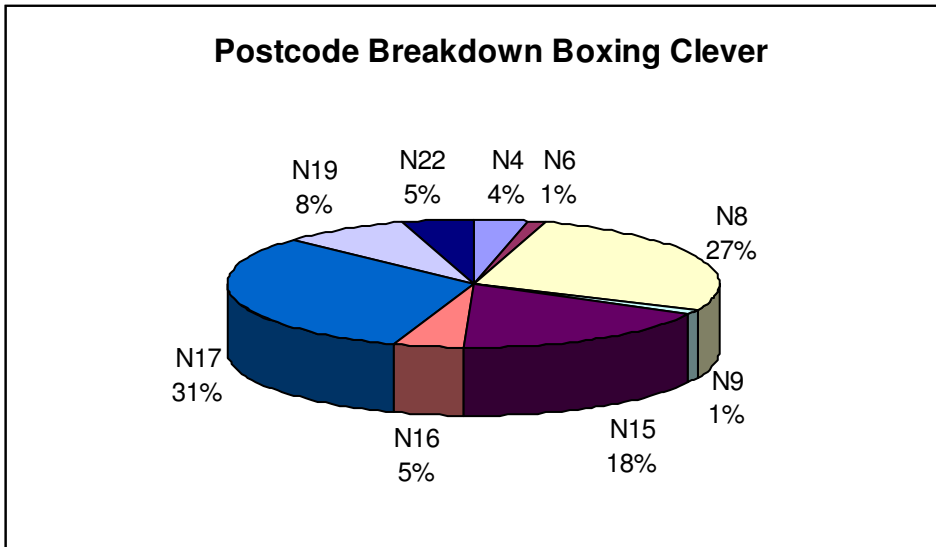
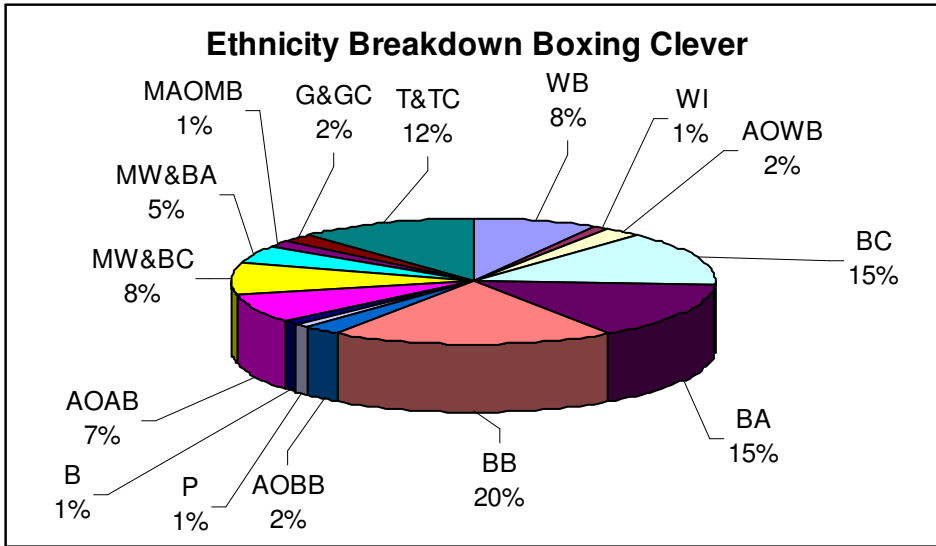
In Highgate Wood School 18 sessions have taken place since the autumn term, approximately 78 young people have taken part with an attendance average of 68%.

In Park View Academy 12 sessions have taken place since the autumn term and approximately 17 young people have taken part with an attendance average of 56%.

In White Hart Lane 5 sessions have taken place since winter term and approximately 16 young people have taken part with an attendance average of 77%.

In Devonshire Hill 7 sessions have taken place since the winter term, approximately 20 young people have taken part with an attendance average of 90%.

**Below is an approximate ethnicity, gender and postcode area breakdown of those young people who took part in Boxing Clever since September 2006**



The SSP received excellent feedback from young people regarding this project. Some feedback is listed below:

*"Boxing Clever made me feel more focused, active and motivated."*

*"It made me feel more confident about myself."*

*"Boxing Clever made me feel more focused, active and motivated."*

*"Happy, stress releasing because its something to look forward to Friday's after school."*

*"It made me feel more confident about myself."*

For further information and contact details for Securelink visit [www.securelink.org.uk](http://www.securelink.org.uk).

#### **4YP SEXUAL HEALTH PROJECT (GLADESMORE COMMUNITY)**

The SSP NDC Youth Crime Reduction Worker linked 4YP up with Gladesmore Community to provide a rolling 4-week program for young people 'at risk' of sexual exploitation or those who need to be made more aware of issues surrounding safer sex. The project uses trained professionals to discuss issues surrounding self-esteem, decision-making, relationships, STI's and contraception. The project has been run for all year groups up until April 06 and groups are made up of six young people split into gender groups. This project is free and is open to other schools that have young people who would benefit this intervention. To book 4YP contact Project Worker Telsa Walker on 020 8442 6892 or [telsa.walker@haringey.nhs.uk](mailto:telsa.walker@haringey.nhs.uk).

#### **RESTORATIVE JUSTICE**

Restorative Justice is a philosophy, which seeks to encourage offenders to take active responsibility for repairing the harm caused by offending.

In some instances this may involve both the victim and the person who committed the offence meeting, giving them an opportunity to talk about the affects of that offence. It also gives those causing the harm a chance to take responsibility for their actions and a chance to make amends.

Restorative Justice is not about punishment or retribution, but aims to facilitate a dialogue between people enabling them to move on from a negative experience in a positive way.

All four members of the SSP are trained in restorative justice techniques.

The SSP have conducted 2 Restorative Justice Conferences in the BIP schools since autumn 2005 working with approximately 14 young females. Both conferences dealt with disputes, which had begun to escalate, beyond the control of the school involving both young people and parents.

##### **Case 1**

The first intervention involved a group of six female students. The students had fallen out due to malicious name-calling and personal and unpleasant information published about one student on a website. Parents had become involved in the dispute. The situation had escalated to the point of threats of violence and the school based police officer had to warn the students that continuation of their behaviour would lead to breaking the law.

##### **Case 2**

The second intervention involved a group of four female students. One student had begun truanting due a dispute with the other girls involving malicious name-calling and malicious calls involving highly sexualised language.

The successful intervention of the SSP into these disputes meant that the young people could find positive solutions to the harm they felt the disputes had caused and concentrate upon their education. Feedback from the schools officer demonstrates how useful Restorative Justice techniques can be at dealing with disputes among young people, which may escalate to criminal activity and exclusions:

Thanks for arranging the RJ 's with the girls from my school who were having a difficult time with each other, I spoke with the victim Sophie Ahmed today and she assured me that things had been alright since their meetings with Sally Atkinson. She also stated that her parents were happy with the way that things had been handled. Thanks once more it showed that arrest is not always the first option. (Schools Officer Ken Egbuniwe)

We continue to offer this Restorative Justice to all BIP schools. Please contact the Project Manager for further information.

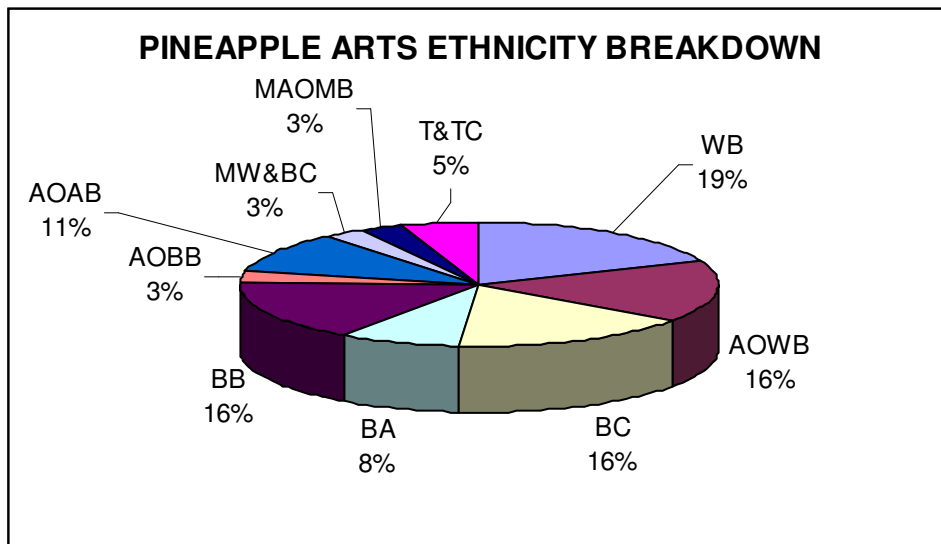
**PINEAPPLE STUDIOS PERFORMING ARTS**

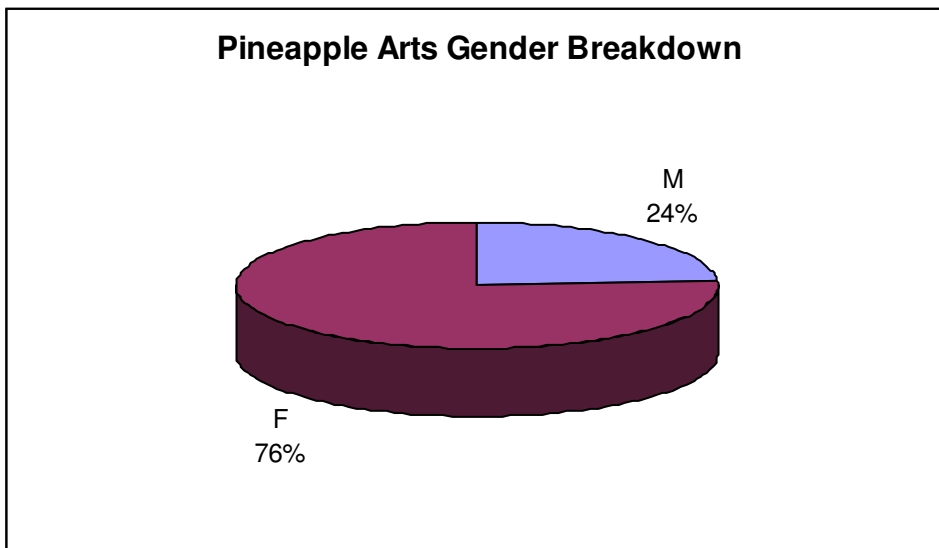
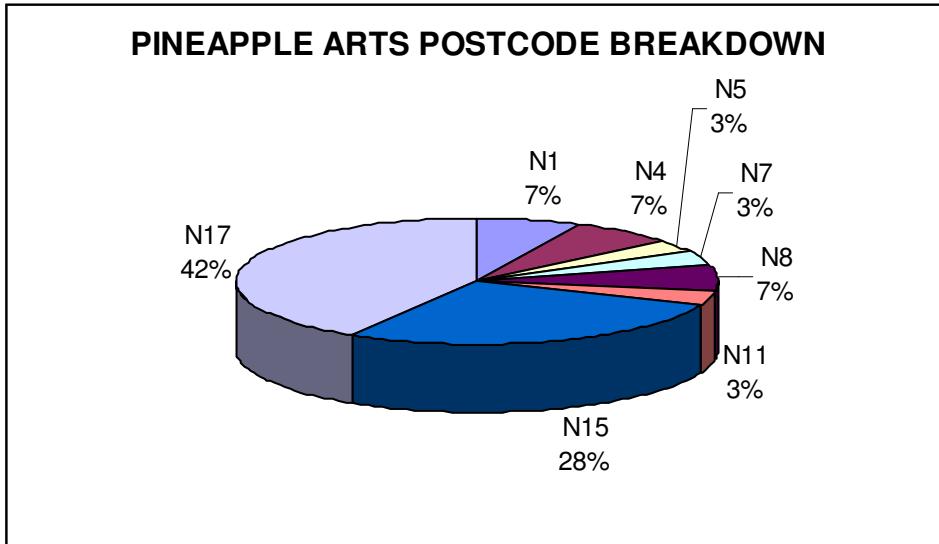
The SSP have linked up with Pineapple Arts in October 05 half term and Easter 06 half term to offer young people 'at risk' in BIP schools the opportunity to take part in a 3 day performing arts course with specialist dance, drama, musical theatre and vocal skills professionals. Both projects were funded by the continuing support of the Tottenham Grammar School foundation.

This holiday project has been highly successful with young people having the opportunity to leave the borough and practice performing arts in a famous professional setting. SSP staff supervise the trips and take the young people to Covent Garden by tube. The young people have 3 workshops a day including street dance, professional musical workshops and singing with a famous professional tutor. During the October 06 trip young people finished the course by watching the musical 'Stomp!' and in Easter 06 the musical 'The Producers'.

In October 2005 20 young people attended the course. 12 young people attending from Park View Academy School, 5 from Gladesmore Community School and 3 from Highgate Wood School. The attendance average for the week was excellent at approximately 78%.

In Easter 2005 18 young people attended from the NDC area from both Gladesmore and Park View Academy School. The attendance for the week was excellent at 100%. An ethnicity, gender and postcode breakdown for both projects is below:





The SSP received excellent feedback from young people regarding this project presumably because it is an innovative, quality project that gives young people a different experience by taking them outside of the borough to a professional environment. Some example feedback is listed below:

*"It made me feel special because we don't get to dance like this very often."*

*"It keeps me occupied and is very enjoyable."*

*"I enjoyed everything, singing, dancing and drama...it's a great idea and opportunity for young people."*

*"The course was only three days. It should be longer."*

*"It made me more confident in myself."*

*"We all worked as a group, made new friends and had a new experience."*

See the Pineapple Arts website <http://www.pineapplearts.com> for further information.



## **SOLICITORS TALKS**

Many young people are unaware of the rights they have in relation to the law. Young people are also unaware of the process/procedures they will have to go through if they get into trouble and enter into the criminal justice system (e.g. court proceedings, appropriate adults, taking legal advice and the consequences of offending behaviour).

The SSP researched into solicitors firms to find a solicitor that would be appropriate to go into schools to discuss their rights and responsibilities. Jude Lanchin from Bindman Solicitors expressed her interest at wanting to go into schools to facilitate this work with young people.

We piloted two sessions at Park View Academy School and a further two at Gladesmore Community School as part of the NDC Youth Crime Reduction Coordinators Youth Justice Group Work.

26 young people participated in this pilot. 18 young people from PVA participated - 14 male 4 female students. 8 young people from Gladesmore Community participated – 6 male students and 2 female students.

Unfortunately the young people in both PVA and GCS did not engage well with these sessions. It is well observed that many young people at risk engage with learning that is more kinaesthetically driven. Therefore we feel that the more interactive approach of visits to the Crown Court are better suited to students as this is more of an experience for them of which they can actively engage in.

## **CITIZENSHIP DAYS**

The Safer Schools Project continues to support schemes in the four BIP schools that encourage good citizenship, crime awareness and reduction and young people taking initiative in taking pride in their communities. Citizenship Coordinator Paul Power approached the SSP to provide help in both coordinating and funding a year 7 and a year 8 citizenship day at Park View Academy for approximately 480 young people.

### Year 7 Citizenship Day – 25/11/2005

During the day year 7 students discussed those things, which they were pleased about in Haringey, but more particularly those things which they think need improving. They discussed these issues under the headings of:

- crime and community safety;
- leisure;
- the local environment;
- traffic and transport.

Year 7 had been taking photographs of things they are pleased about in Haringey, but also those things which they think need improving using disposable camera's funded by the SSP.

During the morning of 25/11 the students were given prompt sheets in preparation for an afternoon panel, although they were not being confined to those areas for their discussions. The students decided upon questions, which were written on cards and passed to the chair of the meeting, which was a sixth form student.

There were be two panel sessions, the first one starting at 1.30pm and running until 2.15pm for four Year 7 classes, and the second one running from 2.15pm until 3pm for five Year 7 classes.

The panel was organized by the SSP and consisted of the following members:

- West Green Safer Neighbourhood PC Rory Fraser
- West Green Safer Neighbourhood PC Marcel Baker
- Hornsey Fire Station Commander - Nidayi Musalar

- Principal Inclusion Advisor Jennifer James (Haringey Council - Children's Service)
- Haringey On Track (Member of the Haringey Youth Crime Prevention Team) Outreach Worker Owen Clarke
- Road Safety Officer Olaitan Williams
- West Green Neighbourhood Warden Patrick Watson & Iouanna McIntosh

The aims of the theme day were to:

- Encourage young people to discuss issues that affect them and their communities and empower them to discuss change
- Encourage good citizenship
- Give young people the opportunity to put questions to representatives of local services from the community safety, crime prevention and transport sectors

The day was a great success with young people taking an active role in thinking in detail about their local community. In their evaluations the year 7 students fed back some of the following comments in regards to how they feel Haringey could be improved:

*"more police and more bins to collect litter"*

*"more police around the school"*

*"report things to the council and make sure those actions are done"*

#### Year 8 Citizenship Day – 23/1/2006

Last year the SSP secured funding in order for Prison Me No Way! to take place in five Haringey schools. This was an excellent citizenship resource as a multi agency day, which brought together many services involved in youth crime/justice. To provide a whole day experience to schools as a crime reduction awareness exercise is an important resource as it allows many services to get their message across together – that crime doesn't pay and safety is important. By dealing with various issues in one day a crime and safety day frees up schools to use the rest of their citizenship sessions to deal with other citizenship topics / develop students understanding of the issues explored on the day.

The SSP have not been able to secure funding to run PMNW again this year. However in discussion with Paul Power at PVA we decided we could try to coordinate and pilot a crime and safety awareness day similar to PMNW on limited budget by asking all agencies to pool their resources together to make the day a success with Park View Academy providing entertainment from students as part of the day. Agencies/services who provided workshops were:

Safer Schools Project	Anti Social Behaviour Workshop
Metropolitan Police Service	Stop & Search / Rights & Responsibilities Workshop
Youth Offending Service	The Youth Justice System
Victim Support	Being a Victim / Witness of Crime
Fire Service	Hoax Calls
Drugs Education Team	Drugs Awareness & the Law
Ambulance Service	Emergency Life Support
Road Safety Team	Road Safety and School Travel Plans

The aims of the day were to:

- Pilot a holistic crime and safety awareness strategy for Secondary Schools
- Use a multi agency approach

- Raise awareness amongst young people about the causes, consequences and penalties of crime and the effects of anti-social behaviour and make them aware of the importance of their own personal safety.

The young people participated actively in the day and gave the following feedback about what they learnt from the day:

*"police cannot ask you to do something without a reason"*

*"I learnt that at the age of ten you ca go to prison"*

*"I learnt not to make a prank call because it puts other people in danger"*

*"if you are in prison you do the same thing every day"*

*"anti social behaviour is similar to a crime"*

*"how to revive someone who is unconscious and not breathing"*

*"what happens to a victim when they go to court"*

## **YOUTH CRIME PREVENTION CONFERENCE 2005**

The statistics from the Haringey Crime & Drugs Audit 2001-2004 underline the importance of early intervention for those young people and their families / carers in Haringey who may be displaying risk factors that may lead to their involvement in negative behaviour, offending, social exclusion or victimisation.

ONTRACK, the YISP, and the SSP were the three partners of the Youth Crime Prevention team who masterminded the Haringey Youth Crime Prevention Conference on 25 November 2005 to bring together those services in the statutory and voluntary sector, faith and community groups who are working towards the shared goal of preventing youth crime.

The aims of the Haringey Youth Crime Prevention 2005 were:

- to facilitate coordinated discussions leading to a cross agency Youth Crime Prevention Strategy
- to identify core members who will form a subgroup for the Youth Offending Partnership board

A full conference report can be obtained from the SSP Project Coordinator [james.crabb@met.police.uk](mailto:james.crabb@met.police.uk)

## **SELF DEFENCE CLASSES**

In the autumn term 2005 Self Defence Classes were piloted over six week period in White Hart Lane school for young people at risk of victimisation. The Lead Mentor identified referrals.

Eight young people attended the sessions in total. The attendance was sporadic. After exploring the factors around poor attendance and consultation with young people we decided to discontinue the sessions.

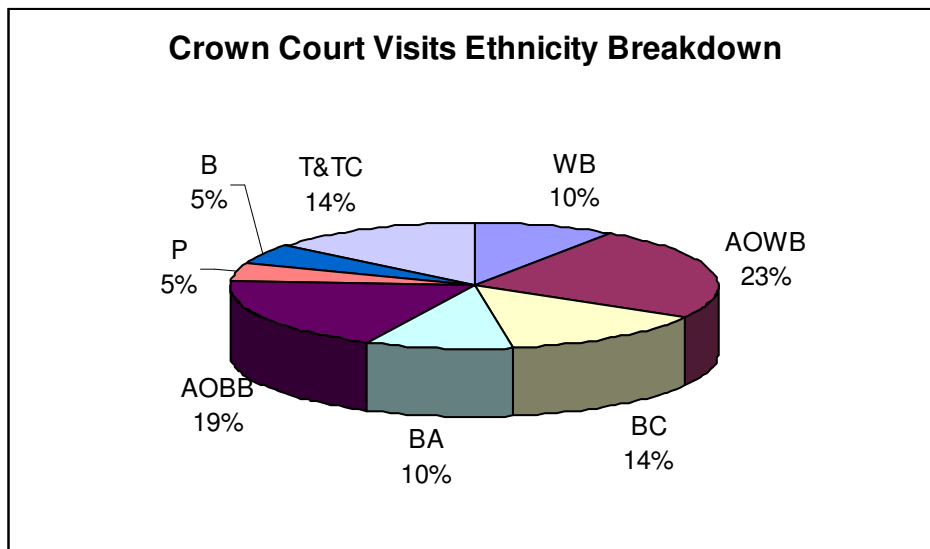
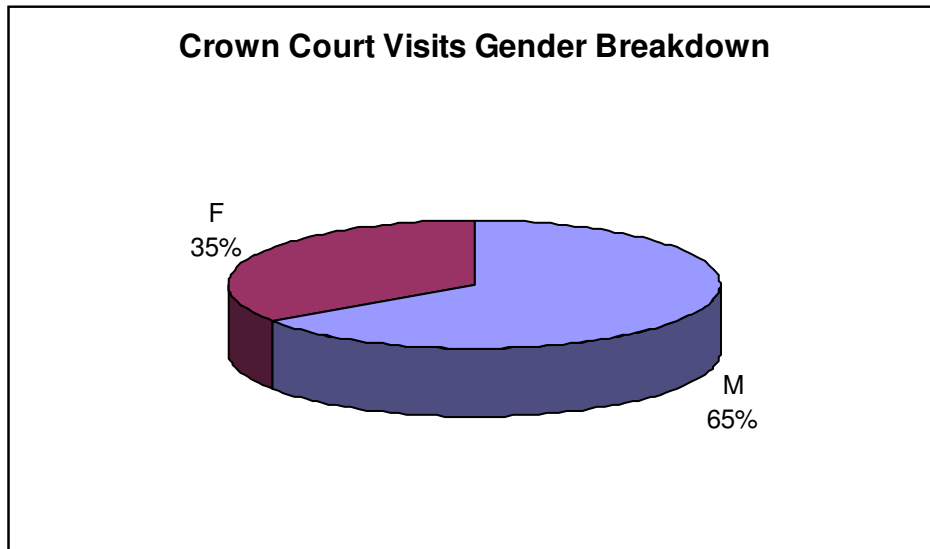
## **WOOD GREEN CROWN COURT VISITS**

The SSP have worked in partnership with Wood Green Crown court to allow young people in Haringey Schools to learn more about the criminal justice system through educational day visits to the crown court.

Groups of young people from Park View Academy have taken part in visits to Wood Green Crown Court. The visits consist of interactive learning, explanation of how the Court and the Criminal Justice System works and how this relates to young people.

The young people visited courtrooms and performed a 'mock trial' in addition to visiting the cells / custody suites. They also received talks from the Witness Service and Victim Support to further enable the young people to understand the consequences involved with committing a criminal offence and the impact that it can have on a victim or a witness. The Probation service also gave a short talk to the young people explaining their role.

2 trips have taken place with 23 young people taking part. A gender and ethnicity breakdown for the visits is shown below:



The activity is free of charge. All schools can contact either the SSP team or Jackie Childs on [jacki.childs@hmcourts-service.gsi.gov.uk](mailto:jacki.childs@hmcourts-service.gsi.gov.uk) to book this activity.

**HMP BULLWOOD HALL PRISON VISIT**

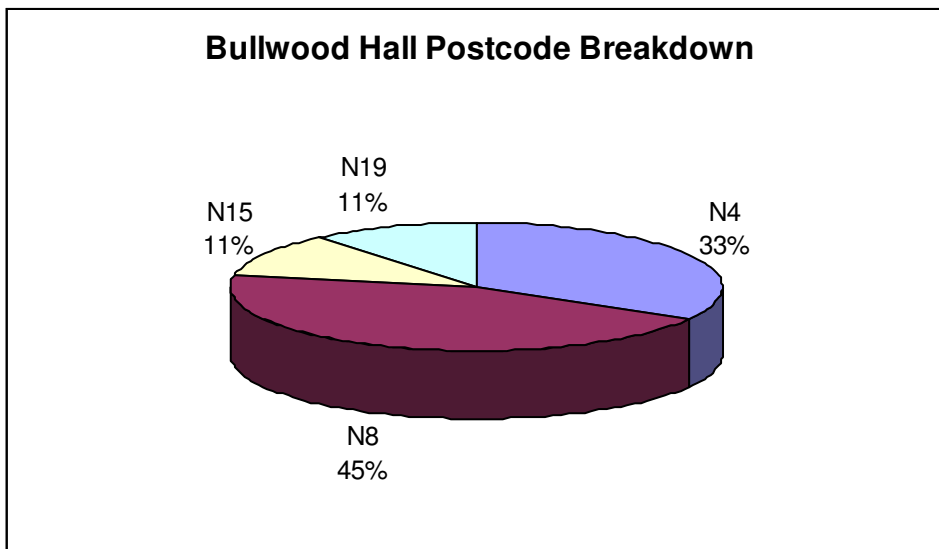
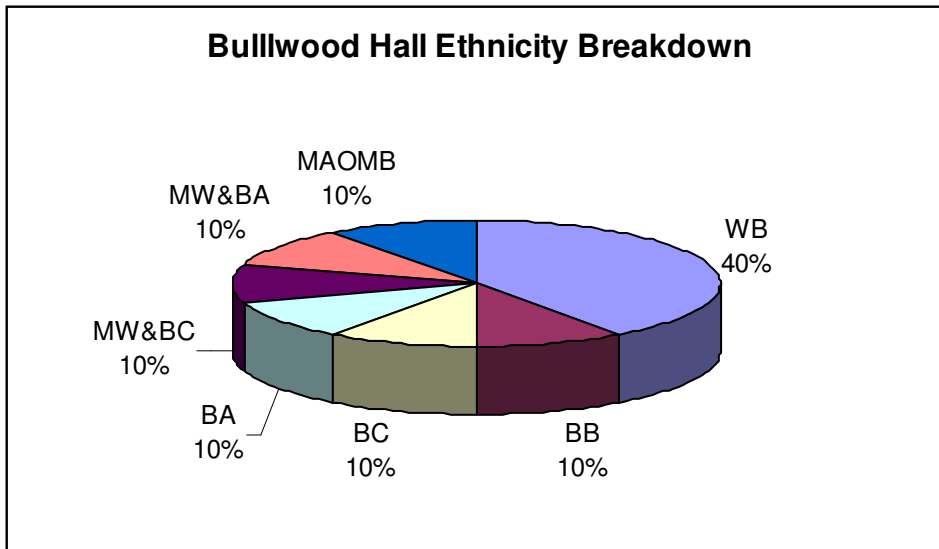
HMP Bullwood Hall is a prison for young females. During 04/05 the SSP contacted Bullwood Hall regarding the potential of bringing young people to the prison. We were allocated three trips during the 04/05 academic year for young people in Haringey. Referrals were made by school staff who identified young people most 'at risk' of offending. During the trip the young people were taken through normal procedures on entering the prison: drugs dogs, searching, health and safety. In reception they are given a brief talk and Q&A session. They are taken onto the wing, tour the wing, talk to a supervised young offender about what prison life is like, Q&A – see toilets bathrooms, etc. They walk around the dining hall and have prison food. They also go to

segregation unit. A talk on losing freedom / chances also takes place. The trip gives young women a real insight into the reality of prison life.

Unfortunately due to a redevelopment of Bullwood we were only offered one final visit for 05/06:

Wednesday 19 October 2005 Highgate Wood School

10 young female students visited Bullwood Hall during this trip. An ethnicity and postcode breakdown for the project is shown below:



Some feedback from young people is listed below:

*"It made me feel sad hearing how people waste their lives."*

*"I enjoyed talking to the prisoners and hearing their experiences."*

*"I thought prison would be fun but now it made me think twice."*

*"The thing I most enjoyed was talking to the girls they made me think."*

*"It made me think about the choices that I make."*

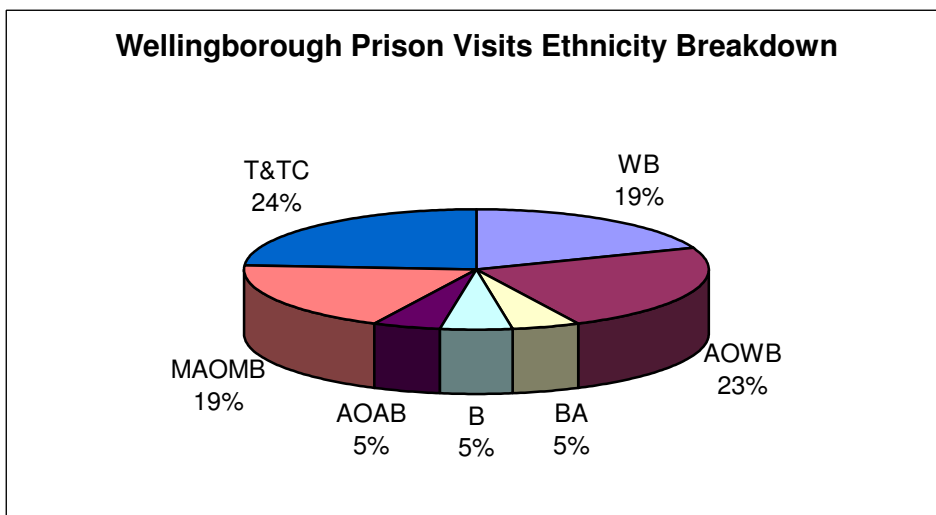
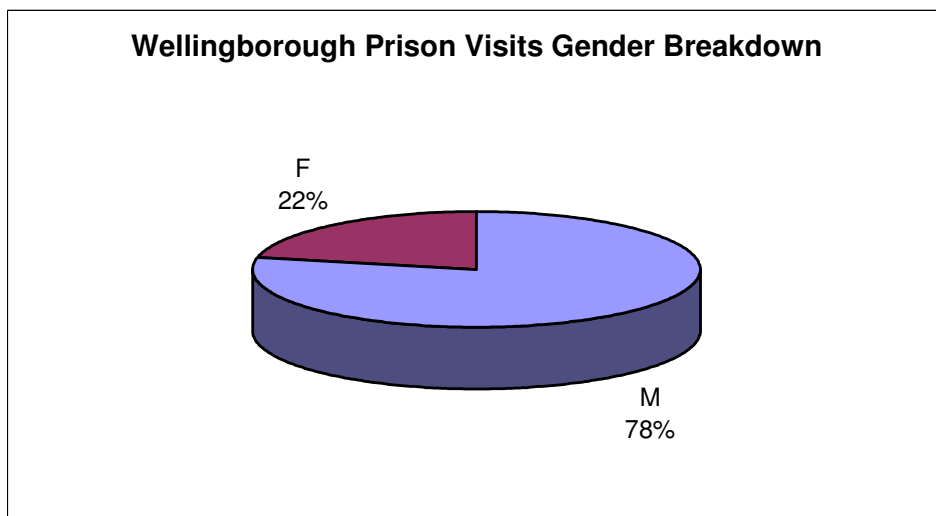
*"I was scared."*

**WELLINGBOROUGH PRISON VISITS**

Prison visits offer young people to experience the reality of prison life. We have successfully run this programme with Wellingborough for two years now and the schools have repeatedly asked for this provision to be rerun. The young people are taken on a tour of the Prison. They are then given an hours presentation from prisoners entitled 'Drugs and Crime Mean Doing Time' which is followed up by a Q & A session with the prisoners. 108 young people took part from 5 schools. The following visits have taken place in 2006 so far:

- Monday 20 February 2006 Highgate Wood School
- Monday 6 March 2006 Gladesmore Community
- Monday 20 March 2006 Park View Academy School
- Monday 27 March 2006 White Hart Lane School

Approximately 37 young people have attended the Wellingborough prison this year. A breakdown of gender and ethnicity of those young people who participated can be found below:



The prison visits tend to have a positive effect upon those young people who attend. Some feedback is listed below:

*"It is much worse than I thought. I didn't know the cell was that small... I would think twice about doing crime."*

*"I think all young people should be able to see that."*

*"Prison life is hard and it ain't a place I wanna go."*

*"I feel sorry for them people who went to prison."*

Contact Wellingborough Prison Education Coordinator Glen Banks at [gbanksycp@yahoo.co.uk](mailto:gbanksycp@yahoo.co.uk) for further information.

## **ANTI SOCIAL BEHAVIOUR WORKSHOPS**

After consultation with NDC Primary Schools the NDC Youth Crime Reduction worker became aware that young people of primary school age who would be making the transition from primary to secondary school were not aware of what constitutes Anti Social Behaviour (ASB) is and its sanctions.

It was concluded that an appropriate way to educate young people about ASB would be to develop and deliver a workshop using a partnership of the SSP, School Police Officers and NDC neighbourhood wardens.

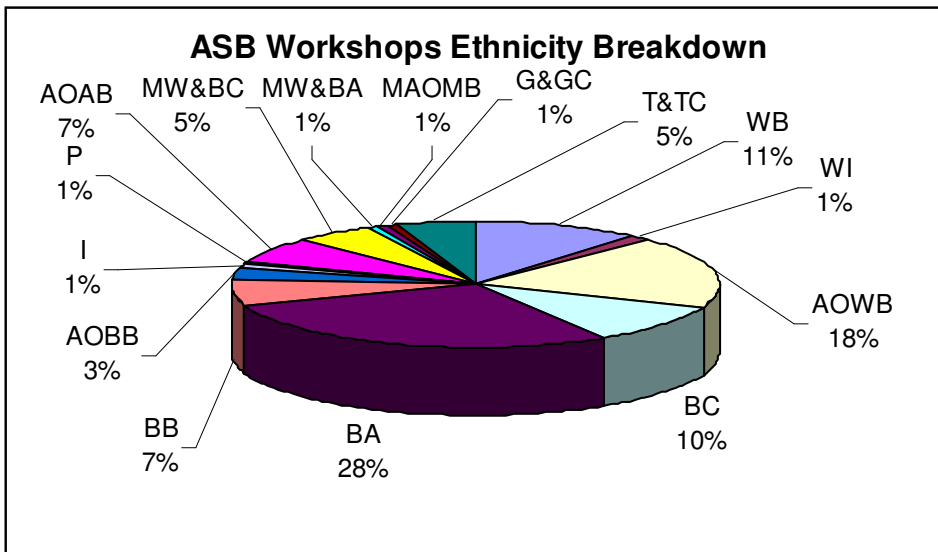
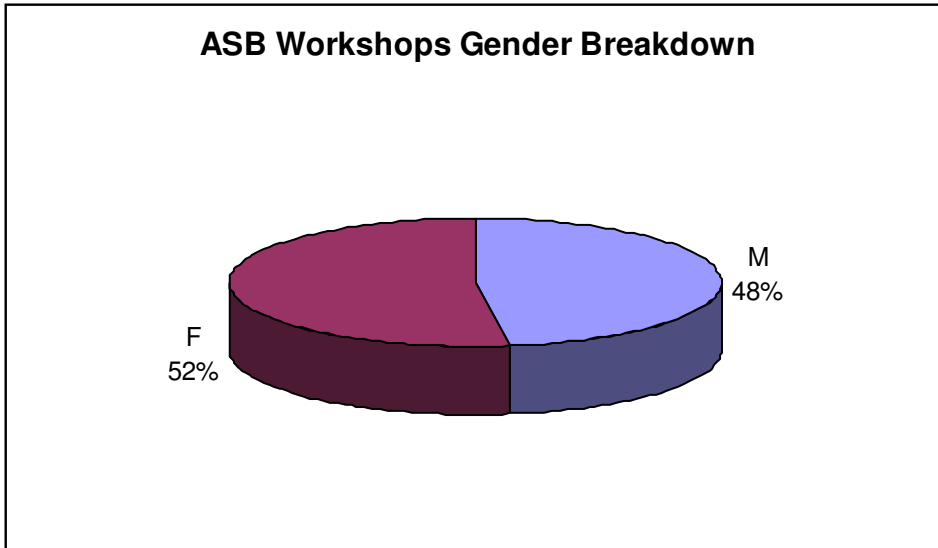
The NDC Youth Crime Reduction Worker organised a training session from the Anti Social Behaviour Action Team (ASBAT) for those who would be facilitating the workshops to learn more about ASB. A workshop plan was developed from the information gained in the training session by the SSP and additional research. The workshop consisted of a discussion around what ASB means to young people, brain storming of examples of ASB and a discussion of why and who the ASB affects in the community, introducing young people to Anti Social Behaviour Orders (ASBO's) and Acceptable Behaviour Contracts (ABC's) and finally a 'real experience' presentation from a victim of ASB. The workshop informs young people about the potential serious consequences of their actions in an informative style also encouraging empathy as and with potential victims of ASB. The 05/06 academic year is the second year the SSP have been facilitating ASB workshops in NDC Primary Schools.

During the winter term the SSP delivered ASB workshops to 211 young people from year 6 from the following schools:

Crowland  
St Ann's  
St Mary's  
St Ignatius  
Tiverton

Young people engaged positively with the workshops, brought their own experiences and opinions to discussions and enjoyed the interaction with the Police Officers and NDC Community Wardens. The following feedback came from year 6 teachers:

A breakdown of ethnicity and gender for the ASB workshops are shown below:



This project did not require any funding and was an example of partnership working as it was developed and delivered by the SSP team, NDC Wardens and Schools Officers.

**CITIZENSHIP/MENTORS DEPARTMENT RESOURCES**

The SSP supported one NDC primary schools Park View Academy School by funding citizenship resources to support their work around the areas of crime / ASB, emotional literacy, bullying, etc. Schools and the Healthy Schools Coordinator for the borough were consulted to provide the schools with the best possible resources to support the positive citizenship work of the schools.

**DAY TRIPS**

The NDC Youth Crime Reduction Worker and Project Worker have been active throughout the year working with individuals and their families. These have including beauty day trips to CONEL, Cinema trips to reward young people for good behaviour and trips to Central London – taking young people out of the borough and encouraging them to aim higher. These trips have proven to be good incentives for young people to engage with project workers and encourage them to focus upon their mainstream education.

Many of the young people have been previously let down by adults / authority figures. By employing creative methods of intervention young people are able to quickly establish therapeutic relationships.



## **GROUP WORK**

The YCRC facilitates group work to tackle a range of issues faced by young people. I.e. Youth Justice.

'Youth Justice' group work is an innovative and interactive tool used by the YCRW to educate young people about crime and its consequences.

It aims to enable young people to make 'informed choices' about their behaviour. The Youth Justice Programme follows this format;

## **YOUTH JUSTICE PROGRAMME**

**Week1 - Initial session-Acceptable/  
Unacceptable Behaviour**

**Week 2 - Real life Examples/ Role Plays, What  
Happened Next**

**Week 3 - Police Workshop- the Law and Young  
People**

**Week 4 - Crown Court Visit**

**Week 5 Solicitor Talk/ Ex-Offender Workshop**

**Week 6 Prison Visit**

**Week 7- Prison Workshop/ Evaluation of group work**

**Coordination of Services (where/ if necessary)**

The Youth Justice Programme is unique in that it draws on skills and knowledge from a wide range of professions i.e. Police Officers to Prison staff. It also allows for assessments of young people by the YCRC and staff at the school to assess whether further support for the young person is necessary. For example, if the YCRC assess a particular young people to be at risk of offending or re-offending after the completion of the group, they will ensure that appropriate support is put in place for that young person.

The Youth Justice Programme has had a great deal of success with young people. The YCRC and the school the young people attend have noticed changes in the young people's behaviour and attitudes towards crime.

For example several young people after participating in the Youth Justice group stated that the group had enabled them to see that you should 'never go to prison.' Many young people stated that they did not realise the Criminal Justice System was 'like that' and they also stated that going to the Crown Court made them decide that 'I don't ever want to come here'.

Police checks are carried out before and after the Youth Justice Programme to assess it's impact on reducing crime. After completion of the programme only two young people who participated in the programme re-offended or offended. One of the young people who did offend came to the YCRC and their school and stated that due to the Youth Justice Programme did know about the Criminal Justice System and because of this was fully aware of the consequences of his actions. He also stated on numerous occasions that he was 'sorry for his actions', and 'wished he had not offended'.

***Importantly, 89% of young people assessed to be 'at risk' of offending by their school/ police records etc. who were included in the Youth Justice Programme, had not offended 3 months after the end of the programme (According to Police, CRIMINT, records).***

## **OTHER GROUP WORK**

The NDC Youth Crime reduction Coordinator also facilitates Self Esteem / Raising Confidence groups.

These groups are structured for young people identified by their school as having low self-esteem/confidence. They aims to educate young people about self-esteem and to aim to provide young people with 'key skills' in which to raise self-esteem and maintain high self-esteem levels. The group also aims to encourage young people to communicate and listen to others within the group in order to build on skills already developed by the young people.

All of the young people who attended the groups (during evaluations) said that they enjoyed themselves. During evaluations of individual sessions young people stated that:

- "I like the group because it gives me a chance to meet new people".
- "This group lets me learn about self-esteem, what it is and me"
- "I like this group because it lets me be more confident in class"
- "This group let's me open up"
- "I can see that I have good things about myself"
- "Today helped me see the good things about myself"
- "I am surprised how much easier this makes seeing my good points"

These groups run continuously within NDC secondary schools.

## **COORDINATION OF SERVICES**

A main part of the work of the Youth Crime Reduction Coordinator is to ensure that all schools have access to appropriate services.

The NDC YCRC has also coordinated services for schools/ learning provisions within the NDC.

For example;

The Tottenham Boxing Academy

The YCRW coordinated the following services for this Gladesmore School learning provision;

- Sexual health Sessions
- Cosmic- Drugs awareness sessions
- The Be Safe Project – Knife Crime Awareness workshops
- Ex- offender workshops

## Park View Academy

The YCRW has advised on actions and coordinated services for a particular group of young people assessed to be 'at risk' of offending at Park View Academy School;

- Leap- Conflict Resolution
- 4YP- Sexual Health
- Young Men's Group- Breakfree Project

## **FUTURE DIVERSIONARY PROJECTS (2006/7)**

### **THE COMEDY SCHOOL**

The Comedy School will run 'It's No Joke!' performances and workshops for the second year in all secondary schools in Haringey in the 2006/7 academic year.

### **CENTRAL SCHOOL OF SPEECH AND DRAMA**

A very successful partnership with the Central School of Speech and Drama and the SSP has taken place across the last two years. In partnership with the SSP four touring pieces of theatre and participatory workshops exploring the issues of Knife Crime and Homophobia for secondary school BIP students and ASB and Bullying for primary school NDC students have taken place. This summer the SSP have again begun to work with Drama and Applied Theatre in Education Students. This years project in Haringey; is a residency at the White Hart Lane School Inclusion Unit.

### **GROUP WORK**

Youth Justice and Self-esteem group work will continue to be facilitated in NDC secondary schools by the NDC Youth Crime Reduction Worker Coordinator.

### **RESTORATIVE JUSTICE**

Restorative Justice conferences will continue to be facilitated in those BIP schools that request the SSP services.

### **THE BE SAFE PROJECT**

The Youth Crime Reduction Coordinator has liased with the Be Safe Project and has organised for workshops on Knife Crime to be facilitated in all BIP Schools in May. The workshops will be followed by another workshop to be delivered by an ex-offender in June.

### **THE WELLINGBOROUGH PRISON DRUGS AND CRIME OUTREACH PROGRAMME**

The Youth Crime Reduction Coordinator has liased with this project and is in the process of organising 'ex-offender' talks to be delivered within BIP Secondary Schools. This will be a resource targeted a specific individuals assessed by their schools as being 'at risk' of offending, in order to prevent crime and anti-social behaviour.

### **VALUE LIFE 3 ANTI GUN CRIME MARCH / RALLY**

The SSP have helped funded and will be helping to coordinate elements of Gladesmore Community School's 'Value Life3 ' anti gun crime march, which will take place in June 2006. This is the third year Value Life has been organised by Gladesmore Community School.

The event was a major success attracting many young people and local community members with the message to stamp out gun crime in Haringey.

### **WELLINGBOROUGH PRISON**

Wellingborough Prison visits have been booked for 2006/7 for the following dates:

Monday 15 May 2006	Highgate Wood School
Monday 12 June 2006	Gladesmore Community
Monday 26 June 2006	Park View Academy School
Monday 10 July 2006	White Hart Lane School
Monday 2 October 2006	Highgate Wood School
Monday 16 October 2006	Gladesmore Community School
Monday 6 November 2006	Park View Academy School
Monday 20 November 2006	White Hart Lane School
Monday 22 Jan 2007	Highgate Wood School
Monday 5 Feb 2007	Gladesmore Community School
Monday 5 March 2007	Park View Academy School
Monday 26 March 2007	White Hart Lane School
Monday 23 April 2007	Highgate Wood School
Monday 7 May 2007	Gladesmore Community School
Monday 21 May 2007	Park View Academy School
Monday 11 June 2007	White Hart Lane School

Within Gladesmore School, these visits will be included into the Youth Justice Programme.

### **PINEAPPLE ARTS**

The SSP will apply for funding from the Tottenham Grammar School Foundation to run the Pineapple Arts project again in the 2006/7 holiday periods.

### **BOXING CLEVER**

It is expected that Boxing Clever will continue in Gladesmore School.

### **4YP SEXUAL HEALTH**

This intervention will continue in Gladesmore and as stated previously is open to other schools in the borough.

### **WOOD GREEN CROWN COURT VISITS**

Wood Green Crown Courts visits will continue throughout the year, which all schools can access. It is also worth noting that 'Inside Justice Week' begins takes place on Oct 17 to Oct 21 and Wood Green Crown Court are particularly interested in taking groups of students during this week. Within Gladesmore School these visit will be incorporated into the Youth Justice Programme.

### **ASB WORKSHOPS**

Due to the success of our ASB workshops we will be looking to roll these out into primary schools again for year 6 in 2007.

### **PVA RESIDENTIAL**

Park View Academy School mentors department will take 25 'at risk' young people away on an adventure weekend to Stubbers in Essex in May for intensive group work and develop good citizenship skills – this was funded in 2005 by the SSP.

# **haringey safer schools project**

PART OF THE SAFER SCHOOLS PARTNERSHIP  
c/o Muswell Hill Police Station, Tottenham Police Station,  
398 High Road, Tottenham, N17 9JA

# Safer Schools Annual Report

**APRIL 05 – MARCH 06**

VICTORIA LOFTHOUSE

APRIL 2006

<b>Executive summary</b>	<b>1</b>
<b>Project background</b>	<b>1</b>
<b>Safer Schools Project</b>	<b>3</b>
<b>The strategic location of the Haringey SSP</b>	<b>4</b>
<b>Target group</b>	<b>4</b>
<b>Aims and Objectives</b>	<b>4</b>
<b>Staffing update</b>	<b>6</b>
<b>Referral criteria</b>	<b>7</b>
<b>Recording Information</b>	<b>8</b>
<b>Keyword co-ordination</b>	<b>8</b>
<b>Monitoring Information</b>	<b>10</b>
<b>Operation Blunt</b>	<b>14</b>
<b>Conferences</b>	<b>14</b>
<b>Appendix</b>	
<b>Diversionsary Report 05-06</b>	<b>A</b>
<b>SSP Every Child Matters Outcomes</b>	<b>B</b>

## **Executive Summary**

This report summaries the evolvment and development of the Safer Schools Project, in reference to the unique structure and successful example of collaborative working between three national initiatives. The Safer Schools Partnership, Behaviour Improvement Programme and the New Deal for communities share common aspirations to tackle and reduce crime and disorder in some of the most deprived areas in the U.K. The report proceeds to describe the aims and objectives, service delivery and monitoring and evaluation systems in place. Qualitative and Quantative information provides analytical data on impact and success in achieving outcomes.

## **Project background**

The Metropolitan Police secured funding from the DfES Behaviour Improvement Programme for a Project Manager, Project Officer and Project Co-ordinator. In addition, a successful NDC (New Deal for Communities). The Project Manager is supervised by the Metropolitan Police Youth Inspector (John Leeson) who is also responsible for the management of the Youth Inclusion Support Program. The current management system enhances the cohesion of multi agency working.

## **Safer Schools Project**

The Safer Schools Project is a unique and specialised project that integrates and supports three Government initiatives:

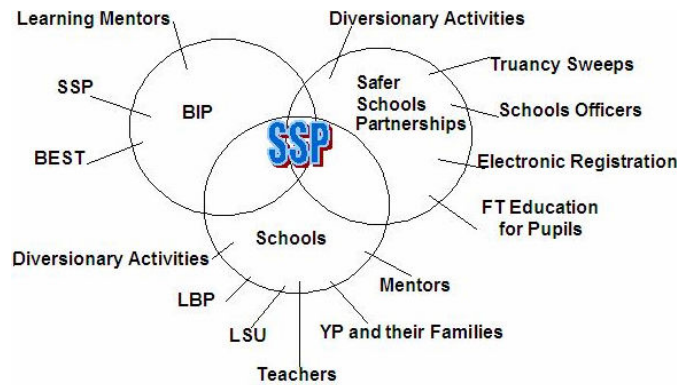
- Safer Schools Partnerships.
- DfES Behaviour Improvement Programme (BIP)
- New Deal For Communities (NDC)

These initiatives are part of a package of measures aimed at improving the local community (NDC) and improving poor behaviour and attendance in schools where these issues form significant barriers to learning and the young person's progress.

The Safer School Project works alongside the school police officers assigned to the BIP Schools (Highgate Wood, Gladesmore, White Hart Lane, Park View Academy) and the Behaviour Education Support Team in Haringey .The project undertakes more specialised one to one work with young people and their families/carers and also delivers diversionary activities aimed at those young people considered 'at risk' of offending or social exclusion. The aim is to facilitate therapeutic intervention and enable them to access other specialist services to meet their needs. The SSP approach to preventing youth crime and anti-social behaviour offers local areas a number of potential benefits.

## The Strategic Location of the Haringey SSP

The work of the SSP needs to operate within a broader strategy for preventing offending and anti-social behaviour by children/young people locally.



## The vision of Haringey SSP

The SSP team listen and seek to understand the multiple complex barriers young people face in today's society, which are preventing them from fully participating in the life of the school and its wider community.

To promote The Every Child Matters outcomes (refer to appendix B) and help in the identification and support with those with, or at risk of developing, emotional and behavioural problems, through the provision of multi agency support in target schools and to individual families. Emotional and behavioural problems refer to both to externalising problems such as aggression and defiance, and internalising problems such as anxiety and depression.

## The beliefs of Haringey SSP

- Each young person is an individual 'whole person' rather than a category of problems, status or circumstance
- We proactively seek, listen to and respect the views of young people and ensure that these young people are encouraged to participate in decisions that affect them
- All individuals have the right to live free from discrimination in the community

## Target group

- 10-16 yr olds
- Young offenders/re-offenders
- At risk of offending
- At risk of exclusion from mainstream education
- Low achievement/participation
- Anti social behaviour

## Aims

- Prevent and reduce truancy, crime and anti social behaviour both in the short term and long term
- Support young people back into education, by working with those at risk of truancy/exclusion



- Reduce and prevent drug related incidents
- Ensure young people are supported as they move from primary school to secondary education
- Provide access to quality diversionary activities and ensure those with interest or talent have access to programmes when the activity has ended
- Prevent and reduce bullying and violence experienced by pupils and staff and support victims of crime.
- Short term and long term impact

## **Objectives**

- Prevent children/young people referred to the SSP from becoming involved or further involved in offending and anti-social behaviour.
- Reduce the risk factors and increase the protective factors of children/young people involved or at risk of becoming further involved in offending and anti-social behaviour.
- Ensure that children/young people and their families are satisfied by the SSP intervention and that they receive services at the earliest opportunity.

## **How Haringey SSP Aims and Objectives are achieved:**

- Consulting with young people and implementing creative and innovative activities that build upon their strengths
- Working cohesively with external voluntary, public and statutory organisations to provide consistent and appropriate support and intervention to divert young people from social exclusion and criminality.
- Supporting vulnerable young people through the transitional phases in their education, and other aspects of their lives.
- Assisting schools in the implementation of restorative justice as a primary means of conflict resolution
- Delivering wider diversionary projects through citizenship classes and after school activities
- Striving to be a service which is responsive, inclusive and flexible whilst recognising all young people require consistency, stability, investment and support
- Extensive monitoring and evaluation will be used to provide quality assurance and evidence based practice.

Equality of access to services - the SSP is designed to support children/young people who have failed to access mainstream services in the past, particularly those with complex needs who have 'fallen through the gaps' between services and not met threshold or eligibility criteria for services.

## **How SSP operates**

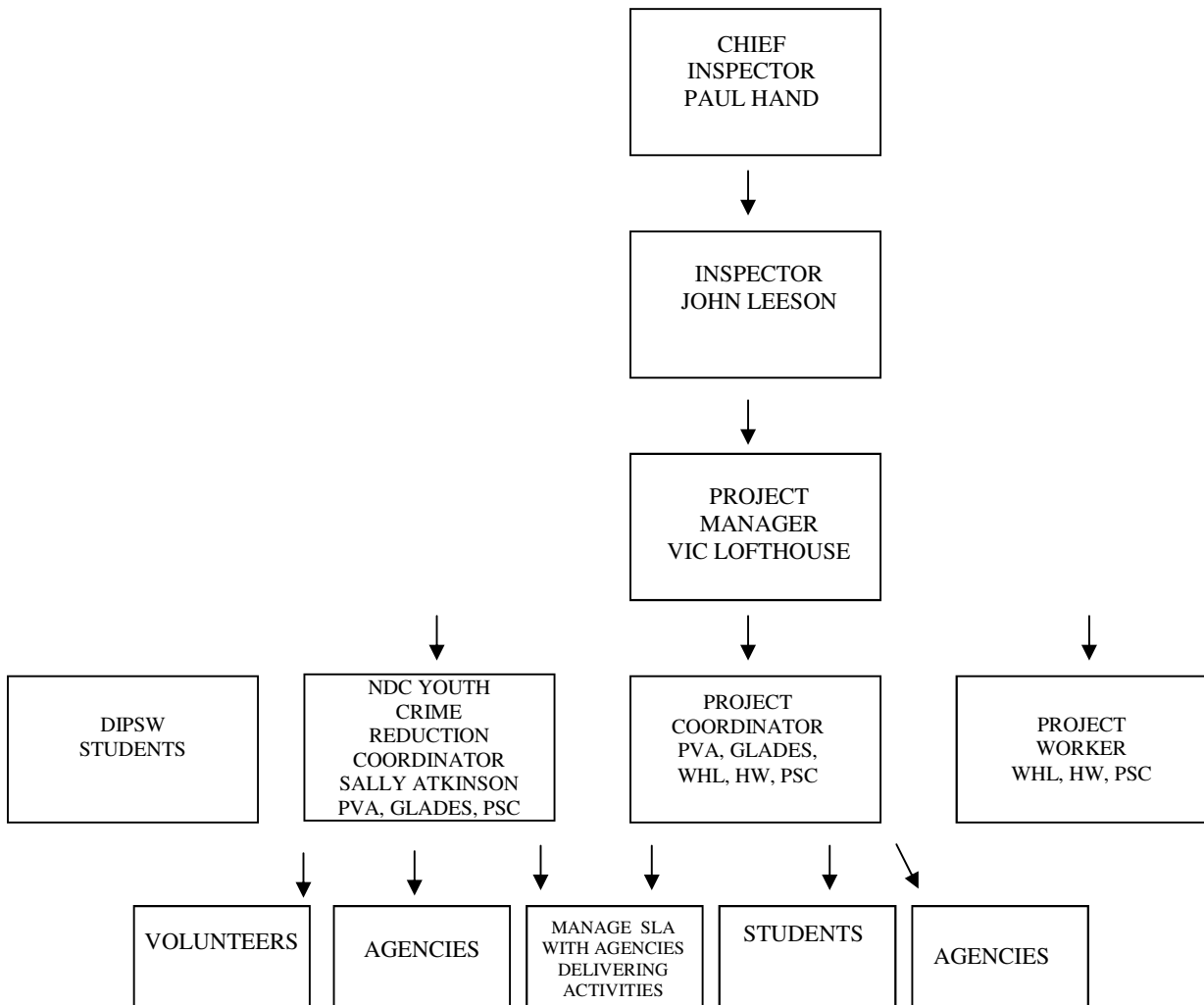
- Responsive to local needs within each school (whole school)
- Group support (for example, restorative Justice, Youth Justice Programmes)
- Intensive support to individual children and families on a case management basis
- Contribution to curriculum activities and implementation of out of schools diversionary activities

**Staffing update**

We have been successful in securing funding for the NDC YCR Co-ordinator post for further two years (06-08). Ekene Williams is currently on maternity leave and is due to return back to work August 06. This has impacted on the human resources within the team. Jamie Crabb reduced his hours in order to complete an MA. We have expanded our work with volunteers who are recruited via the MPS volunteer programme. In addition to facilitating a placement for a student from the University East London completing a BA (Hons) Social Work degree.

**Project Structure**

The team have worked hard to establish professional relationships with each school and have successfully gained an understanding of and fully integrated into school structures. Links have also been established with key agencies in Haringey.



**Operational Policies**

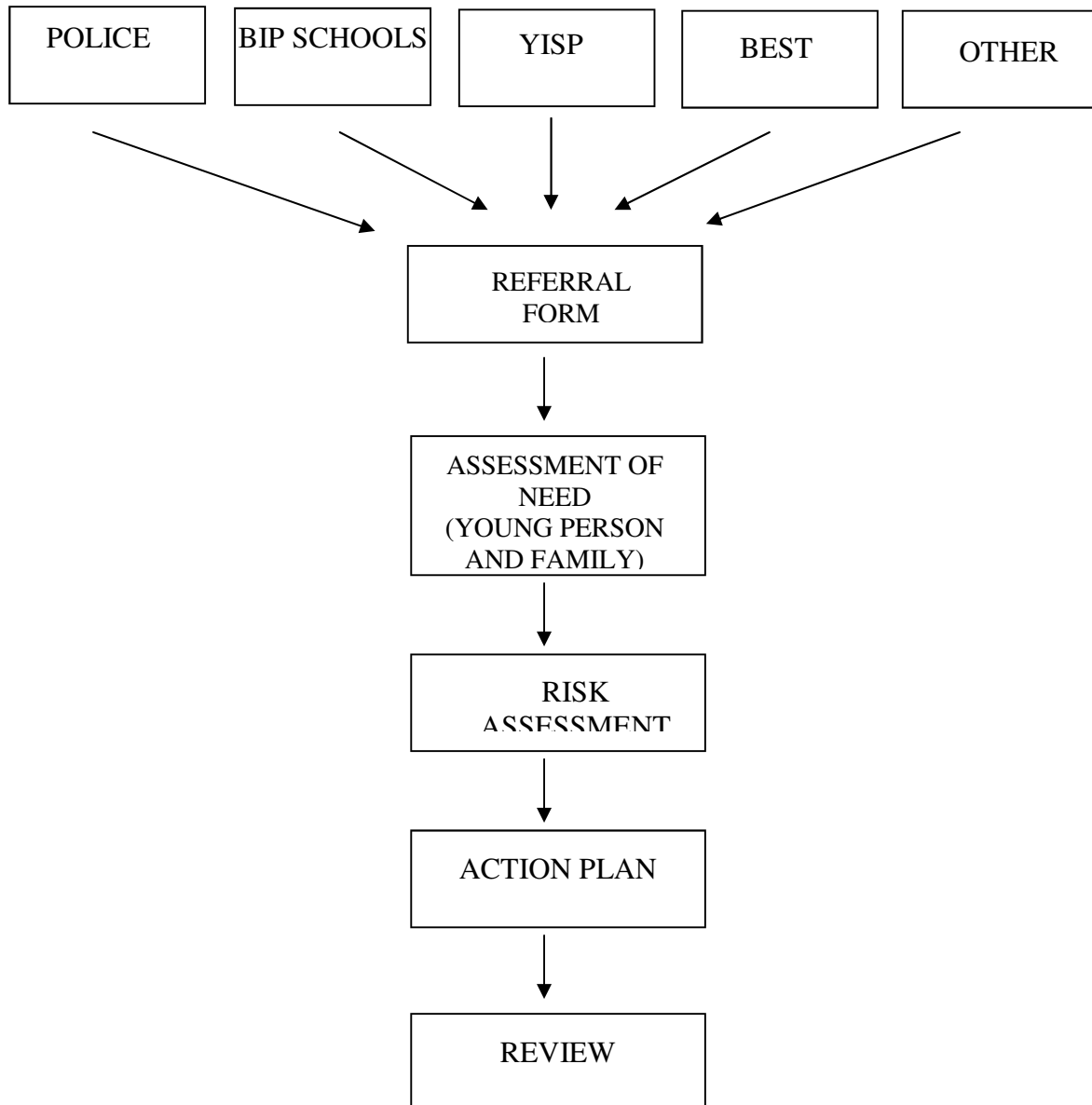
The Safer Schools Project has created policies and procedures specifically designed to promote safe and effective practice when working with the client group. In addition to MPS Policies and procedures.

**Steering groups**

Networking – The Project Manager attends the following steering groups: PAYP SSG, BIP, Substance misuse, Faith groups, NDC Crime Theme Groups, Breakfast Club, Better Haringey, YCAG, Connexions Practitioners, Tackling Youth Crime and Victimisation, in addition to working closely with the YISP and a member of the Victim Support Management Committee.

**Referral criteria**

- SSP aims to offer a preventative approach but will also support young people who are socially excluded, involved in crime etc
- The young person should be exhibiting warning indications of emotional or behavioural problems.
- Aged between 10-16yrs



## Recording Information

All interventions are recorded (informal and formal contact). Information is documented fairly and accurately.

Each young person has a personal file where the information is collated and forms the basis of qualitative evidence-based practice.

## Information sharing

1. SSP operates under Data Protection Act 1998 and Crime and Disorder Act 1998 in relation to information sharing. **Confidentiality** is explained to each young person when work commences. MPS complies with the Freedom of Information Act 2000 and has signed up to the Haringey's Information Sharing Protocol.

## 1-2-1 Keywork Co-ordination

The method of the SSP keywork co-ordination role is to provide 1-2-1 holistic support to young people adopting a key-worker model. Referrals forms are based on the Youth Justice ASSET model core profile. Outstanding information is collated from relevant agencies. The 16 risks and protective factors form the risk and needs assessment. Individually tailored Action Plans are created and implemented with the young person, parent/carer to address identified need and reviewed six weeks periodically. The work involves a high degree of collaborative working between partner agencies in the voluntary and statutory sectors. We aim to refer and engage the young person, family/carer with agencies who can continue to address long term needs.

Project Workers promote safe therapeutic relationships and provide non-judgemental un-conditional support. We employ creative and innovative methods to engage those who are disenfranchised.

The keyworker acts as an advocate on behalf of the young person (aim to empower); for example, we ensure they receive a service they are entitled to from statutory organisations. In addition we acknowledge that we are not specialists in every area and we would seek specialised intervention where applicable i.e. sexual health. If the young person were apprehensive about attending an arranged meeting, we would ensure we accompany them to the initial meeting i.e. sexual health clinic. The keyworker plays a co-ordination role and will ensure that essential information is communicated between relevant agencies.

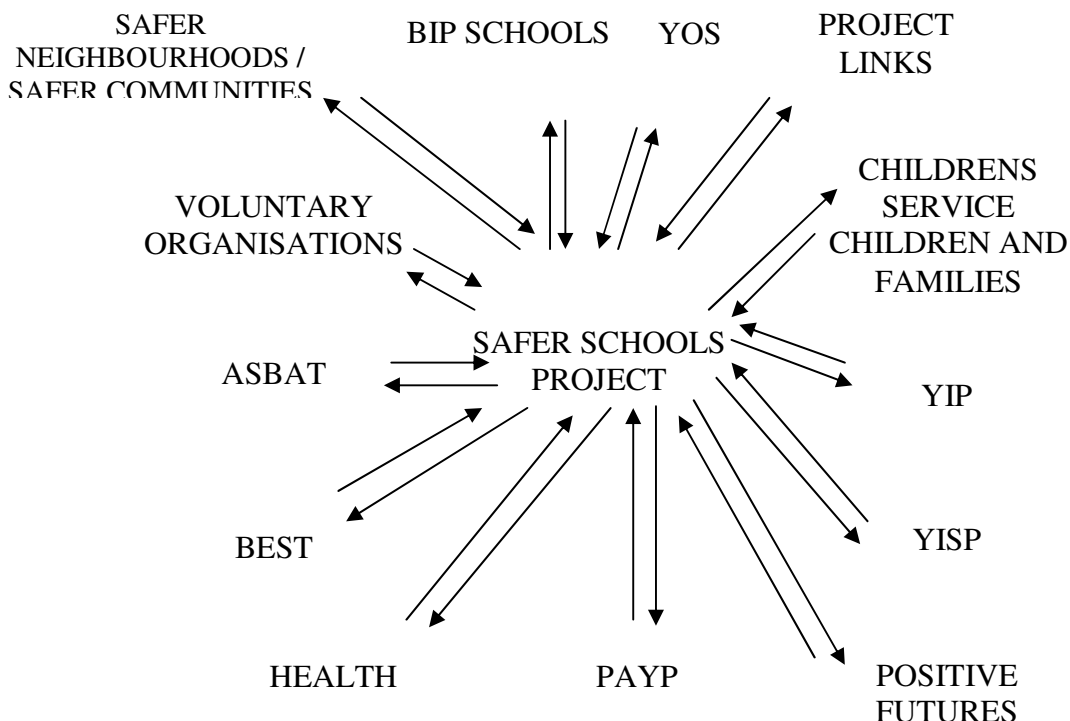
**Intensive** cases vary in hours per week and length of intervention. Normal practice would be to meet with young person minimum once per week and increase input in response to need i.e. crisis intervention. Time limit is flexible on length of intervention. We ensure that we empower the client and do not encourage dependency.

**Brief interventions** can also vary in intensity and time. This type of intervention is used if the young person does not fall into our referral criteria i.e. not in a BIP school. In order to ensure that the young person is not at risk of falling 'through the net' we will work with them until they have adequate support in place and another agency has taken responsibility.

### Examples of work undertaken with young people and their families (Inter Agency co-ordination)

- Child Protection referrals and attendance at Case Conferences
- Restorative Justice
- Supporting victims of crime
- Anger and conflict resolution skills
- Awareness of feelings/communication skills
- Consequence of Actions
- Self-esteem/confidence building
- Family Assessment and Support
- Housing support
- Referrals onto agencies: YISP, YIP, Connexions, PAYP, 4YP, DET (sexual health) etc
- Advocacy work on behalf of the young person/family e.g. Social Services/police
- Addressing attendance issues
- Referrals to diversionary activities e.g. Boxing club
- Informal support at school
- Referral to counselling
- Bereavement
- Mental Health
- Hygiene and appearance
- Future aspirations
- Social Skills

#### INTER AGENCY RELATIONSHIPS



It is important to highlight that it is difficult to assess the overall success of an intervention etc. Young people who are involved in crime and anti social behaviour often come from families with complex needs and live very chaotic and unstable lifestyles. We aim stabilise these young people, a 'success' may be very small but contributes towards the young person moving forward in a positive direction. We are looking at short term and long-term impacts. In addition we work with external agencies that also contribute to a positive outcome.

Concerns have been acknowledged around the relevance of this hierarchy within child psychiatry. For example, Fonagy (2002) points out that many outcomes of treatment are not quantifiable within scientific trials, such as individual quality of life and the functioning of the child in the social environment. Majority of evaluative studies do not isolate the impact of variables such as the timing of an intervention, the skills and style of those delivering it and the relationship between those delivering and those receiving intervention

### **Monitoring Information**

#### **Supervision**

Each member of the team receives monthly formal case supervision. This is a tool used to ensure safe, effective practice and a quality assurance mechanism.

#### **Statistics**

We have accessed 5023 young people in total via group work, diversionary projects, citizenship days and one to one keyworking with young people and their families.

The graphs below provide a breakdown of age, ethnicity, school, postcode and gender of the 73 young people who have received intensive one-to-one support, brief interventions and group work during 2005-06.

Management Information collated and monitored

- Age
- Gender
- Area of Residence (postcode)
- Frequency of intervention
- Referral source
- School
- Offending
- Risk assessments/action plans
- Recorded learning outcomes
- Comprehensive case files (including interventions)
- Evaluations and feedback (schools, young people, partners, parents/carers, activities)

**KEY TO GRAPHS**

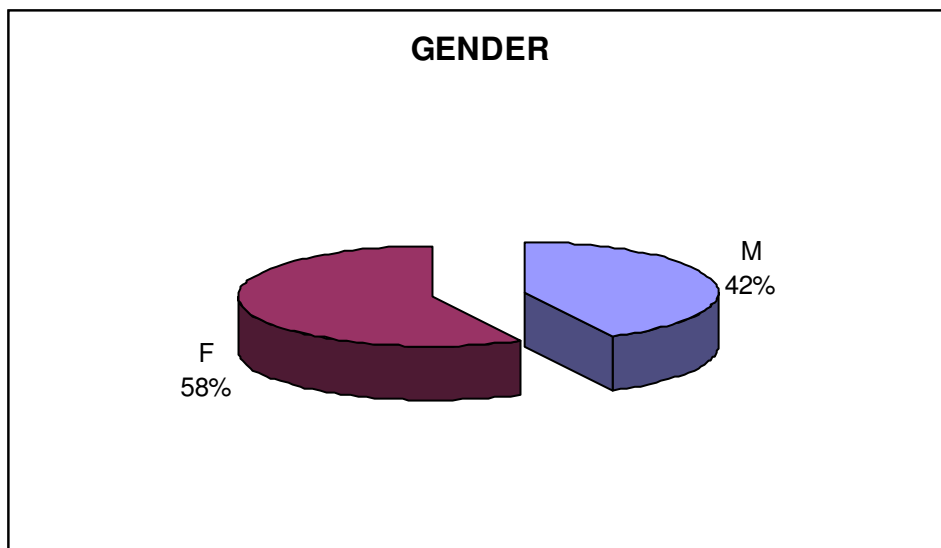
The following abbreviations appear on the following graphs:

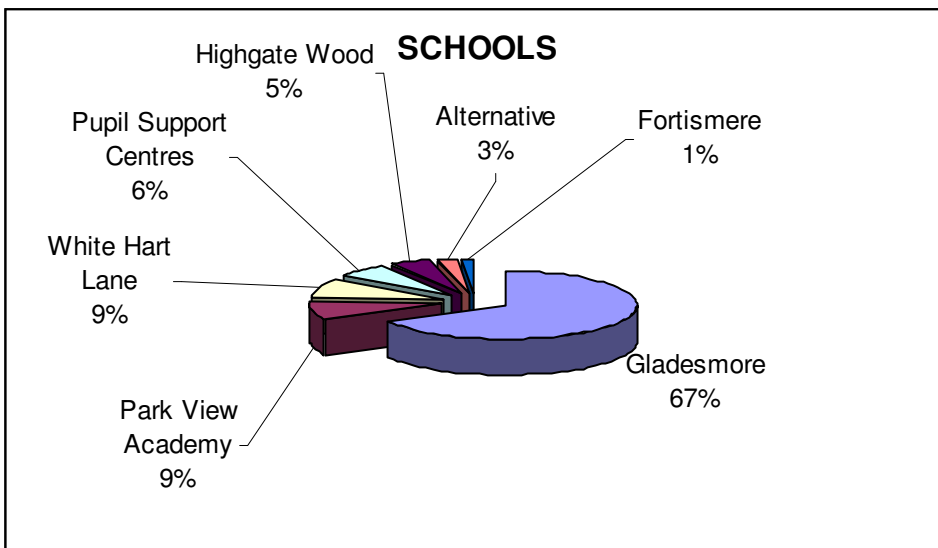
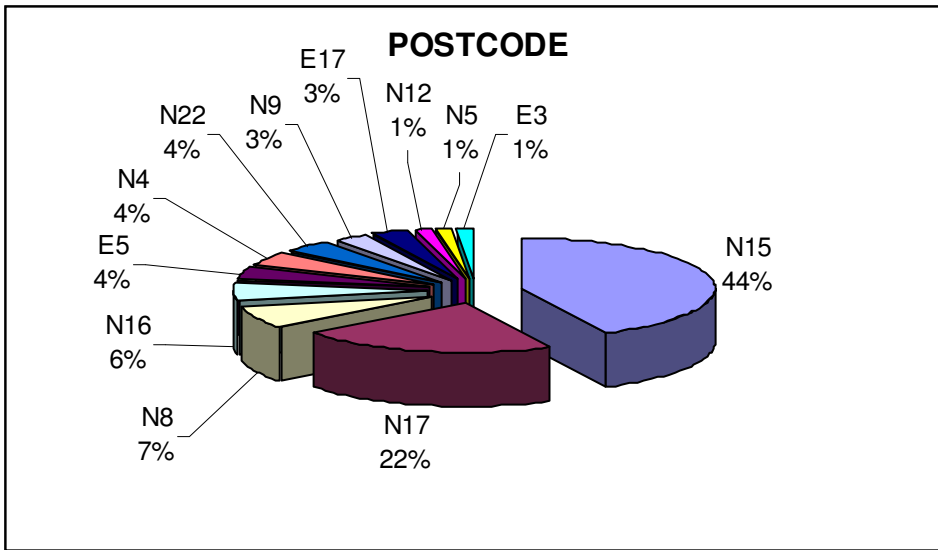
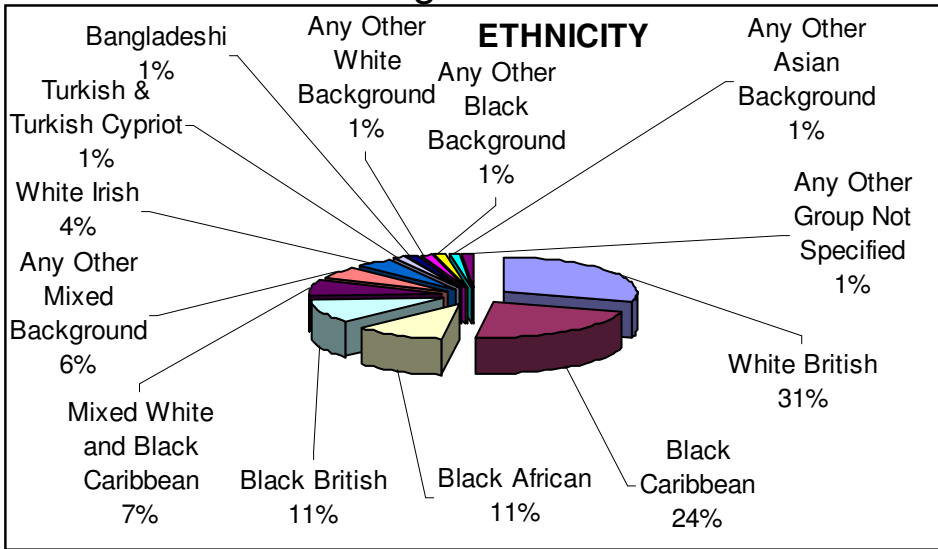
*Gender*

- M Male
- F Female

*Ethnicity*

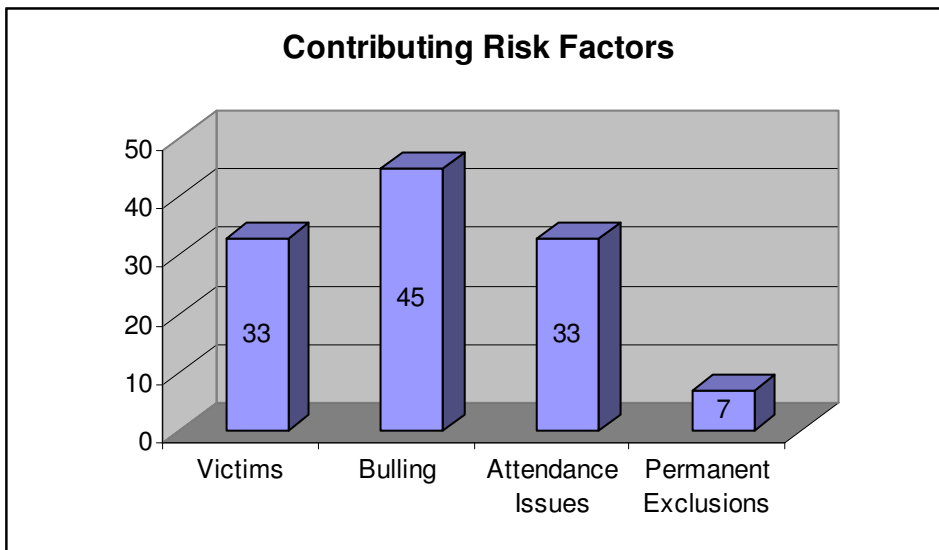
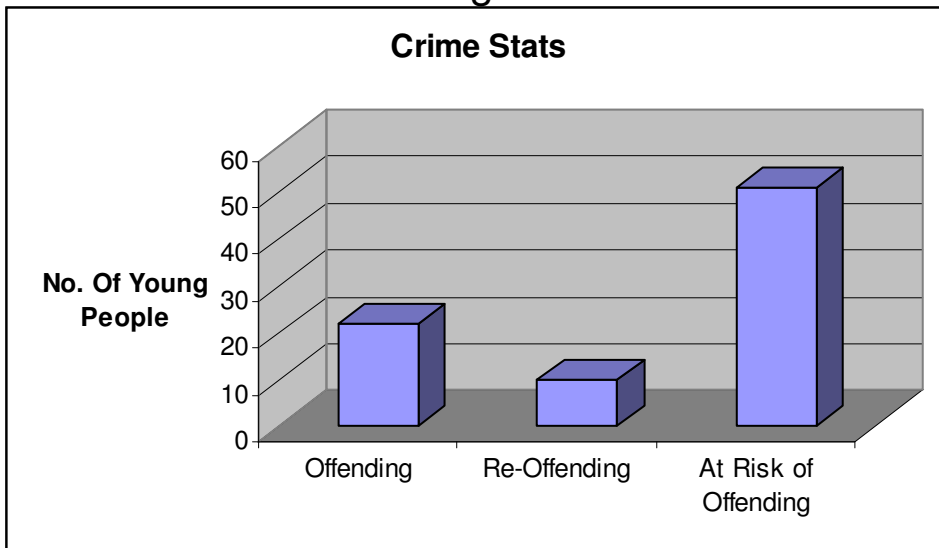
- WB White British
- WI White Irish
- AOWB Any Other White Background
- BC Black Caribbean
- BA Black African
- BB Black British
- AOBB Any Other Black Background
- I Indian
- P Pakistani
- B Bangladeshi
- C Chinese
- AOAB Any Other Asian Background
- MW&BC Mixed White and Black Caribbean
- MW&BA Mixed White and Black African
- MW&A Mixed White & Asian
- MAOMB Mixed – Any Other Mixed Background
- G&GC Greek & Greek Cypriot
- T&TC Turkish & Turkish Cypriot
- AOGNS Any Other Group Not Specified





Please note the above figures reflect the absence of the Project Worker (maternity leave) and her caseload was young people with high support needs/required longer interventions.





70% of young people were identified as 'at risk' by referral agencies, fell into more than six categories within a core profile. 30% of young people were already involved in criminal activity (PNC) at point of referral. Only 14% of all young people (at risk and offending) continued to offend following SSP intervention.

\* Please note approx ten young people had entrenched negative behaviours and rated as high risk within the core profile assessment. These young people did engage with the project, however, external complex factors inhibited positive changes. It is important to highlight that quantitative data indicates that these young people experienced periods of stability, improved behaviour and reduced offending.

**SUCCESS STORIES**

Attendance rates of one young person that worked rose from 30-40% - 98% (Feb. 2006)

A young person who assessed as 'at risk' of offending, did not offend throughout their time working with the YCRC (approx 1 year).

One young person stated that working with the YCRC enabled them to develop skills such as conflict resolution so that they could 'deal with their own problems'. They also stated that they were able to use the skills developed within their own life. This young person had previously been at high risk of involvement in fights/disputes at school due to not being able to control their anger. This young person has never committed an offence, according to police records. Their behaviour at school also greatly improved.

## **Group Work/Restorative Justice/Diversions Activities (appendix A)**

*Please refer to diversionary report.*

### **Operation Blunt**

We are currently working with Met Police & Partnership agencies implementing Operation Blunt (anti knife crime operation). SSP is working with the police to ensure adequate planning and preparation is carried out prior to any operation i.e. education for young people around knife crime, disposal mechanisms and support

### **London Boxing Academy (Alternative to exclusion programme)**

Gladesmore and the Pupil Support Centre frequently experience situations with some young people who have potential but are unable to offer them mainstream education, which is suitable and flexible in order to meet their needs and capitalise on their skills. Often these young people are victims of circumstance and are accustomed to very chaotic and abusive lifestyles. It has been acknowledged whilst these young people need to take responsibility for themselves and their actions, they do deserve a unique approach in attempt to assist to become well balanced and emotionally stable citizens

We have secured £20,000 to support and develop an education programme. The focus is on prevention and early intervention in attempt to deviate at risk youngsters away from a life of criminality and prevent the domino effect of social barriers that accompany deviancy and crime. The programme is achieving exceptional results with exemplary attendance figures.

### **Conferences**

The Safer Schools Project has organised three conferences:

#### **Homophobic Bullying Conference**

The Safer Schools Project in conjunction with the LGBT Police officer organised a conference on the 7<sup>th</sup> July 2004. Responsive to schools individual needs in addressing and supporting issues. The conference evolved following a serious incident of homophobic bullying in a school. In order to respond to the incident effectively we acknowledged that a 'whole school' approach was required to ensure pupils and staff felt safe. Young people received an educational drama production aimed at providing accurate information to young people and challenging perceptions. Teachers at the school received information and training to assist them in consistently addressing issues around homophobia/hate crime.

All Head Teachers, Lead Behaviour Professionals/PSHE co-ordinators in Haringey were invited to attend. The aim of the day was to raise awareness about Homophobic bullying in schools and the negative impact it has on young people, provide basic training and cover legislation (sec 28 repealed Nov 03 and the changes in the Sexual Orientation Discrimination Act Dec 03). A comprehensive report has been produced and will shortly be circulated. The report includes feedback from the day and future actions points for schools and the LEA in order to keep the topic at the top of schools agenda's. The LEA will be taking responsibility for monitoring and reviewing the action points.

## Gun Crime Conference

On the 12<sup>th</sup> November 2004 the Safer Schools Project organised a tri borough gun crime conference (Haringey, Hackney & Waltham Forest). Match funding was secured via Working Links in association with the From Boyhood to Manhood Foundation (who are working on the governments Anti Gun Crime initiative – Calling the Shots) and the Met Police. The conference was held at the City Hall – Mayors Council Chambers. 200 young people and 70 professionals attended from the three boroughs, including pupils from Gladesmore Community Schools, White Hart Lane and Park View Academy who performed on the day. The aims of the conference were to explore the issues surrounding gun crime across the three boroughs, ascertain young peoples views and opinions and opportunity for professionals to network and sharing good practice. Senior officers from the Met police presented and answered questions from the audience in attempt to begin to break down barriers between young people and the police. An ex-offender gave a presentation to the young people and had a powerful impact and challenged their opinion and behaviour. Evaluation and feedback indicate that this was a very successful event and young people found it useful. A report will shortly be compiled. The day was filmed by Sky and London Tonight and was included in the recent BBC documentary on Trident.

## Your Voice Your Choice

SSP chaired the steering group and supported Sergeant James Clune in organising a conference for young people. The Aims and Objectives of the day:

- Improve on unreported crime in the borough – breaking down the barriers between young people and the police.
- Explore the issues why young people are reluctant and lack confidence in the police
- Build a coherent strategy to support young people and victims
- Explore what provision is available on the borough to support victims of crime
- Empower young people and aim to make the day a positive experience
- Improve provision for victims of crime.

Discussions and workshops were designed to discover ways of encouraging victims and witnesses of crime to come forward and report them to the police. Approx. 100 young people attended from nine secondary schools in the borough (including Pupil Referral Unit). Evaluation feedback forms from young people indicated they had really enjoyed the day and information ascertained from the seminar will be fed into the research and survey unit in Scotland Yard and used to inform policy.

**Reports are available for the above conferences from on the Safer Schools Website.**





This page is intentionally left blank



## haringey strategic partnership

for children & young people

### **AGENDA ITEM** 16

### **MEETING**

**Children and Young People's Strategic Partnership Board  
22 January 2007**

### **TITLE**

**Children's Network Development Update, South Network,  
Improvements For The Individual In Need**

### **SUMMARY**

This report describes aspects of the work that has been undertaken in the South Network pilot Children's Network and the expansion of this into the North and West Children's Networks. The report focuses on the areas of work related to the ways in which targeted and specialist services work with individual children and young people and the steps that are being taken to establish an integrated 'team around the child' approach. The report also highlights the systems for multi-agency working that are being established, including the role of staff from the range of teams and services in establishing an integrated approach.

### **RECOMMENDATIONS**

1. That the CYPSP continue to endorse the work in progress;
2. That individual agencies within the CYPSP continue to review their own practice in relation to delivering the 'team around the child' approach and reflect the move to more integrated service delivery within their own planning processes;
3. That the CYPSP continues to monitor the implementation of the Children's Networks approach and request a further update in April 2007.

### **LEAD OFFICER(S)**

Jan Doust, Head of the Children's Network South, The Children & Young People's Service, Haringey Council

## **Introduction**

1. The Children's Service exists so that children and young people in Haringey:
  - are better safeguarded from harm;
  - have improved opportunities to develop and reach their potential;
  - receive support earlier if they experience difficulties; and
  - are able to access services faster due to better links between services.
2. Our vision in Haringey is that we want every child and young person in Haringey to be happy, healthy and safe as defined by the five Every Child Matters (ECM) outcomes for children. Above all, we want vulnerable children and young people to get support to enjoy the same opportunities as any other child or young person.
3. In Haringey, the agreed model for the delivery of this change programme is the Children's Network approach. Primarily this means that the service will be delivered through three geographical areas – south, north and west using multi-disciplinary approaches within these localities. Some very specialist services will continue to be delivered on a borough-wide basis but will have strategic links to the Children's Networks to ensure that there is a consistent approach.
4. The Children and Young People's Service was established in April 2005, amalgamating the services for children and young people that were formerly managed by the Local Education Authority and Social Services. The Director for the Children's Service and Lead Member for Children's Services were appointed in line with statutory guidance.
5. The Children and Young People's Strategic Partnership (CYPSP) agreed the model of Children's Networks in July 2005 as one of the key delivery vehicles for the vision for children and young people. At the same time, the links between Council Services and the Teaching Primary Care Trust (TPCT) were strengthened to ensure greater alignment of services to children and young people. The CYPSP continued to monitor this phase of work and continue to receive monitoring and update reports.

## **South Children's Network Pilot**

6. The South Network was launched in April 2006 as a pilot for the broader model. The pilot focussed on:
  - ensuring that the information on the model was shared with universal services;
  - preparing staff working in targeted and specialist services to understand and move to a network model of service delivery;
  - auditing existing approaches used by universal, targeted and specialist services within the South Network;
  - using the results of audit and evaluation of work in the South Network to inform the model across all three networks.
7. The initial audit of cases referred to targeted and specialist teams showed that:



- a significant number of children referred to targeted and specialist teams from universal settings;
  - a significant proportion of these children were referred to more than one team;
  - a significant number of these children subject to more than one assessment, undertaken by different teams; and
  - a significant number of these children were receiving interventions from one than one team at the same time.
8. In relation to the processes for responding to referrals, the initial audit showed that some aspects of existing systems do not always support the 'team around the child' approach. Initial concerns were that:
- teams do not routinely know who else is involved in a case;
  - teams do not routinely refer to each others assessments or the intervention plan before taking up a referral;
  - there are separate referral processes, thresholds and decision-making systems for a number of teams and services and independent decision-making on responses to each referral;
  - there is no established model joint planning and management of cases where this would be appropriate; and
  - there is a need to develop the lead professional role.
9. In order to address these concerns and to plan for a more integrated approach, the decision was taken September 2006, to roll-out the work undertaken in the pilot South Network across all three networks and to begin to replace these existing systems with more common processes of referral, assessment, decision-making and intervention. The implementation phase of this work is beginning in January 2007.

### **Changes to processes for work with individuals**

10. From January 2007, where universal services have concerns that the needs of individual children and young people cannot be met by the universal service alone, a single referral form will be in place to refer children and young people for advice, support or intervention.
11. Concerns about infants, children or young people who may be at risk of significant harm or have been harmed or abused will continue to be made using the All London Child Protection Procedures and referred directly to the Children and Families Referral and Assessment Services.
12. Referrals for very specialist health services will continue to be made using the existing procedures for accessing these services.
13. All other targeted services will be delivered through a single process of referral, assessment and intervention. In the first phase, this will be used for referrals from Health Visitors and SENCOs and replaces the previous systems of referral to the following services:
- Request for Statutory Assessment of Special Educational Needs
  - Education Psychology Service
  - Education Welfare Service

- Early Years Speech and Language Therapy
  - Speech, Language and Communication Service
  - Primary and secondary Behaviour Support Teams
  - Teenage pregnancy services delivered by the Children and Young People's Service
  - Drugs Education worker located within Children and Young People's Service
  - Pupil and Family Mediation Officer;
  - Parental Outreach Team.
14. The Head of each Children's Network provides a single point of contact for all referrals. Criteria are in place to inform decisions on which referrals will continue to be dealt with by single teams and those that require a multi-agency approach.
15. A Children's Network Panel has been established to oversee and manage the referral processes and to manage the transition to multi-agency working. The panel meets fortnightly and comprises of senior managers from the Children and Young People's Service and the Teaching Primary Care Trust. Clear timescales have been set out for each of the stages of the referral, decision-making and intervention stages of this process.
16. Over time, all referral processes will be merged into a single process, based on the Common Assessment Framework. However, these need to be trialled, refined and embedded before they can be extended to include those services with responsibility for children and young people with the most complex needs and those that are most at risk.
17. Specialist borough-wide services will continue to contribute to the overall process at a strategic level and will share information as appropriate in order to increase the effectiveness and coordination of the services that are involved in the multi-agency approach.

### **Delivering the 'team around the child' approach**

18. The primary purpose to the changes summarised in this paper are to ensure that there is a strong partnership between universal, targeted and specialist services that are joined up at the point of delivery and are configured around the needs of individual children and young people. This means that boundaries around individual teams and services are loosened and that there is much greater flexibility for work to be planned and delivered across teams, including the Children and Young People's Service, other Council partners, TPCT, Police and voluntary and community organisations.
19. The intended outcomes of moving to this approach include:
- Universal settings will relate to a multi-disciplinary support team rather than a number of different agencies providing different services;
  - Children and young people will be supported by a multi-disciplinary team comprising of different specialists, rather than being referred to a number of different agencies at different times and receiving independent interventions;
  - Professionals working within targeted and specialist teams will continue to relate to vertical management and professional supervision structures but will have an increasing accountability to the horizontal structures within the Children's Network model;

- strong strategic and operational links between the teams and services that contribute to the multi-agency team and those that will continue to provide borough-wide specialist services.
20. There is recognition that moving to the 'team around the child' approach will require some changes to existing practices within individual teams and services and that members of staff need to be involved in the development of this approach. In addition, there also needs to opportunities for staff to develop the skills of joint working and to continue to improve their understanding of the roles and responsibilities of their partners in other teams.
21. To begin to address the change management and staff development processes, a core multi-disciplinary team of staff from across the ranges of services has been established in the South Children's Network and is now meeting fortnightly to develop the practices and procedures for joint working that will deliver the 'team around the child' approach. Similar arrangements are underway to develop these teams in the North and West Networks and these will be in place during February 2007.

s:\cs\dirf\allf\delivery and performance\cypsp\supporting material\2007\children's networks jan 07.doc

This page is intentionally left blank