

NOTICE OF MEETING

CORPORATE PARENTING ADVISORY COMMITTEE

Thursday, 11th July, 2024, 7.00 pm m (or at the rise of ASPIRE, whichever is the later) - George Meehan House, 294 High Road, Wood Green, London, N22 8JZ (watch the live meeting [here](#), watch the recording [here](#))

Members: Councillors Zena Brabazon (Chair), Felicia Opoku, Elin Weston, Lotte Collett, Marsha Isilar-Gosling, Cressida Johnson and Ibrahim Ali

Quorum: 3

1. **FILMING AT MEETINGS**

Please note this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings.

The Chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual, or may lead to the breach of a legal obligation by the Council.

2. **APOLOGIES FOR ABSENCE (IF ANY)**

3. **URGENT BUSINESS**

The Chair will consider the admission of late items of urgent business. Late items will be considered under the agenda item they appear. New items will be dealt with at item 10 below.

4. **DECLARATIONS OF INTEREST**

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the consideration becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member' judgement of the public interest.

5. MINUTES (PAGES 1 - 6)

To consider and agree the minutes of the meeting held on 27 February 2024.

6. PERFORMANCE REPORT (PAGES 7 - 14)

To consider performance in schools, including virtual school and health and education performance data.

7. STABILITY PANEL UPDATE (PAGES 15 - 26)

The purpose of this report is to update Members on the stability of our placements for children in care to Haringey.

8. REVIEW OF CORPORATE PARENTING STRATEGY (PAGES 27 - 58)

To review the corporate parenting strategy.

9. CARE LEAVERS TO BE CONSIDERED A PROTECTED CHARACTERISTIC UNDER EQUALITY ACT 2010 (VERBAL UPDATE)

To consider the ongoing work and actions to enable care leavers to be considered a protected characteristic under the Equality Act.- Verbal update.

10. ANY OTHER BUSINESS

Date of next meeting 17 October 2024.

Yeside Odumade, Principal Committee Co-ordinator
Email: Yeside.Odumade@haringey.gov.uk

Fiona Alderman
Head of Legal & Governance (Monitoring Officer)
George Meehan House, 294 High Road, Wood Green, N22 8JZ

Wednesday, 03 July 2024

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MINUTES OF THE CORPORATE PARENTING ADVISORY COMMITTEE MEETING HELD ON TUESDAY, 27TH FEBRUARY, 2024, 7:00PM – 8:45PM

PRESENT:

Councillors: Zena Brabazon, Felicia Opoku, Elin Weston, Lotte Collett, Cressida Johnson and Ibrahim Ali

1. FILMING AT MEETINGS

The Chair referred to the filming of meetings and this information was noted.

2. APOLOGIES FOR ABSENCE

Apologies of absence were received by Beverly Hendricks, AD for Safeguarding & Social Care.

3. URGENT BUSINESS

There were no items of urgent business.

4. DECLARATIONS OF INTEREST

There were no declarations of interest.

5. STAYING PUT ARRANGEMENTS - THE GUIDANCE AND THE IMPACT IN HARINGEY

Emma Cummergen, Head of Young Adult Service, introduced the report as set out at pages 1- 6 of the agenda pack.

The report detailed that when young people living in foster care turned aged 18, they were no longer legally in 'Care' and therefore fostering arrangements no longer applied. Staying Put was an arrangement that enabled a young person over the age of 18 to remain living with their carer if this was what the young person and the carer both wanted.

The meeting heard that:

- When a child was placed in care, the long term arrangements would be discussed at the outset and this would include their Staying Put arrangement that would enable a young person over the age of 18 to remain living with their carer.
- It was noted that more children were wanting to remain in their Staying Put arrangements. This showed placement stability and commitment.

- The number of care leavers that went to university had been increasing and this was also a result of placement stability.
- Staying put would support care leavers into independence by guiding them through their responsibilities including money management and their financial arrangements and.
- There were currently 31 staying put arrangements in place for care leavers. This included unaccompanied minors, young people with additional needs and young people waiting to go off to university.
- Every foster carer's financial arrangements were different to one another and they were encouraged to seek their own financial advice.
- In terms of the size of the cohort for the Staying Put arrangements, the service was supporting over 400 18+ (18-25 years of age).
- In regard to foster carers who decide to opt out of staying put arrangements, there was a concern of possible trauma for the young person. It was noted that to navigate these instances there were other services available that would help provide further support. An example is First Steps who provided psychological health screening and assessment for all looked-after children and young people in Haringey. Foster carers would also have the opportunity to explain their positions and these discussions would take place at a very early stage so that children and young people would be able to understand and make sense of what their journey through care would be like.

RESOLVED:

The Committee to note the report.

6. STABILITY PANEL - VERBAL UPDATE

Keith Warren, Head of Children in Care & Placements provided a verbal update and the meeting heard that:

- The purpose of Placement Stability Panel was to ensure there was early intervention to prevent children from having to change foster placement, change carers or change schools.
- Some children experienced several placement moves which affected their ability to form relationships and or attachments with adults, it affected their peer relationships at school and their ability to perform well. It primarily affected their self-esteem and self-confidence.
- Ofsted in the last inspection identified key strengths with the placement stability panel which aimed to prevent placements breaking down, and for support services to be mobilised at an earlier stage.
- The role of the placement stability panel in Haringey was to review and monitor the stability of placements for children in the care system. The panel was responsible for assessing the frequency of moves, the length of placements, and the overall well-being of the children involved.

- From 1st of April 2023 the Placement Stability Panel had reviewed 53 children who had two or more placement moves. 81% of those children had remained in their respective home/placements with support and intervention from the panel.
- There were two types of placement stability that were measured - short term stability and long term stability. Short Term Placement Stability was improving in line with statistical neighbours
- The panel was effective. Early intervention and support were provided to children at risk of placement disruption or breakdown.
- When a placement was disrupted, this would also come to the attention of the panel.

RESOLVED:

The Committee to note the information.

7. PRIVATE FOSTERING ANNUAL REPORT - 2022-23

Keith Warren, Head of Children in Care & Placements introduced the report as set out in the agenda pack.

The purpose of this report was to update Members on the private fostering notifications, assessments, and monitoring activity, and to provide a level of assurance that privately fostered children were being safeguarded well. The report covered the activity between September 2022 and September 2023.

The meeting heard that:

- The nature of private fostering meant that it was hard to have accurate data on the number of private fostering.
- In order to increase reporting, social workers were encouraged to go out into the community and different forums to develop relationships.
- Social workers would be encouraged to develop partnerships to ensure more referrals were taken in.
- The service had been working with partners to raise awareness of private fostering including developing links with the Haredi community in Haringey. It was noted that the lead social worker had built relationships with Rabbis and work had been carried out within the MASH team.
- Communications were also sent out and included private fostering flyers for schools, GP newsletters and the Haringey Fostering newsletter. In addition, private fostering champions were being identified across various partnerships.
- Most of the referrals were through educational institutions.

RESOLVED:

The Committee to note the report.

8. FOSTERING PANEL ANNUAL REPORT 2022-23

Shirley Walker introduced the report as set out at pages 7- 20 of the agenda pack.

This report covered the year from 1st April 2022 to 31st March 2023, providing details of the Fostering Panel activity and the range of assessments.

The Fostering Panel provided a quality assurance role that enabled it to challenge the quality of reports and feedback information on good practice, as well as that which falls short of the National Minimum Standards (NMS).

The meeting heard that:

- In terms of the feedback form children, the Committee noted that children had various options to give feedback including written feedback, voice notes and also receiving direct face to face feedback. Social workers also talked openly to the children to obtain further information and feedback.
- In terms of training for foster carers, this had been an ongoing challenge for Haringey. The way training was provided had evolved and now most training was done online virtually. This seemed to have worked really well, particularly for foster carers with children.
- Haringey has been considering a more bespoke form of training which included podcasts, information through BBC and private one to one discussions.
- In terms of feedback from a health perspective, it was noted that at the end of every clinic letter, there was a form with a QR code where feedback could be provided and it was usually always completed.
- The Committee recommended for a report on Health to be considered at a future Corporate Parenting Advisory Board.
- The Committee also recommended that this report be considered every 6 months as a review along with the annual full report.

RESOLVED:

The Committee to note the report.

9. FAMILY STRESS FACTORS WHICH LEAD TO PUBLIC LAW OUTLINE

RESOLVED:

The Committee agreed to defer this agenda item to the next meeting

10. CORPORATE PARENTING WEEK - VERBAL UPDATE

Keith Warren, Head of Children in Care & Placements provided a verbal on the corporate parenting week.

The meeting heard that:

- This was the very first corporate parenting week that Haringey had ever had and the service received positive feedback.
- For next year, the Council was planning to open up the event to wider communities and businesses with the intention of getting support for children within the borough.
- “Just giving” page collects funding for children in care and this would help contribute in them achieving their ambitions.
- The “Proud to be Me” initiative would help children of black and other minority backgrounds.

RESOLVED:

The Committee to note the information.

11. ANY OTHER BUSINESS

Lynn Carrington, Designated Nurse, Children in Care provided a verbal update on dental checks for Haringey Children in care as requested at the last meeting.

The meeting heard that:

- The Healthy Smiles Looked After Children's Oral Health Pilot started on 15.11.2021 to support children to have the statutory oral health assessments and access to routine NHS dental care during the COVID pandemic.
- The service aimed to refer children if they were unable to get a dental appointment.
- Whittington Health dental services will see also see Children in Care.
- For children who were living outside of London and SW's or carers inform the nurse of difficulties in booking appointments, then the CIC health team would contact their counterparts in other areas requesting which dentists in their area were seeing Children in Care.
- Some foster carers had reported they had been unable to get appointments for children who had recently moved to them.
- Social workers are encouraged to ensure that dental checks are recorded on children's casefiles.

CHAIR: Cllr Zena Brabazon

Signed by Chair

Date

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Report for: Corporate Parent Advisory Committee: 11 July 2024

Item number: 6

Title: Performance for Quarter 4 2023/24 with updates to April/May 2024 where available

Report

Authorised by: Ann Graham, Director Children's Services

Lead Officer: Richard Hutton, Performance and Business Intelligence
richard.hutton@haringey.gov.uk

Ward(s) affected: All

Report for Key/

Non Key Decision: Non key

1. Describe the issue under consideration

- 1.1. This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.
- 1.2. Section 2 contains performance highlights and key messages identifying areas of improvement and areas for focus. It provides an overall assessment relating to Children in Care so that Members can assess progress in key areas within the context of the Local Authority's role as Corporate Parent.
- 1.3. The report covers the fourth quarter of the year 2023/24 with updates for April and May 2024 where appropriate.

2. Recommendations

- 2.1. For members to note.

3. Reasons for decision

N/A

4. Background information

- 4.1. As at March 2024 there were 334 **children in care** (rate of 63 per 10,000). This is 29 fewer children than was reported in March 2023 and whilst still within the interquartile range of our statistical neighbours latest published rates of 60-69

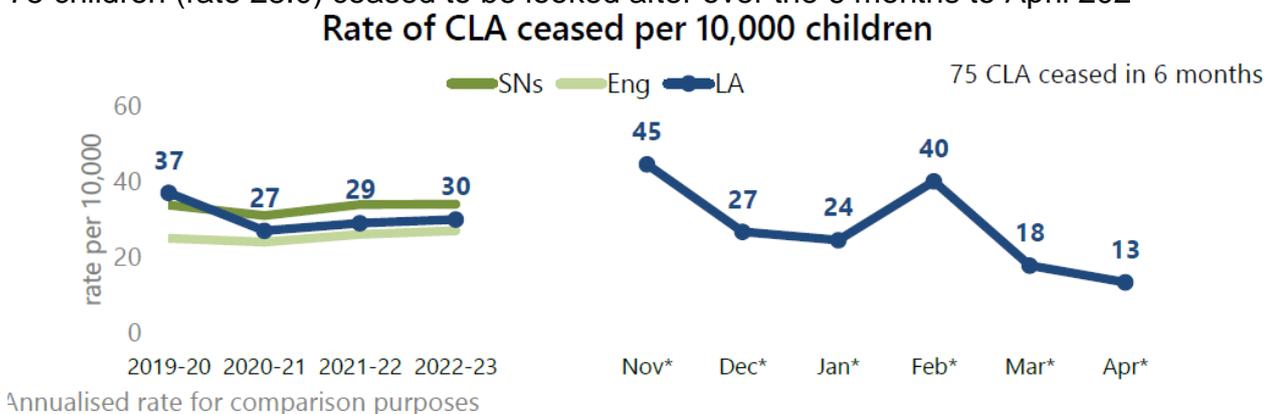
represents a change in rate of 10% since 2020 it is now the lowest rate for many years. This is a direct result of a combination of intentional work to enhance the support for children and their families.

- 4.2. The number of unaccompanied asylum seeker children (**UASC**) has fallen further to 24 0.04% 0-17 population, now some 30 children below the national transfer scheme threshold.

The rate of children becoming looked after over the past 6 months equates to 60 children. This is well below the rate for the 12 months 2022/23 with 141 children



- 4.3. 75 children (rate 28.0) ceased to be looked after over the 6 months to April 202



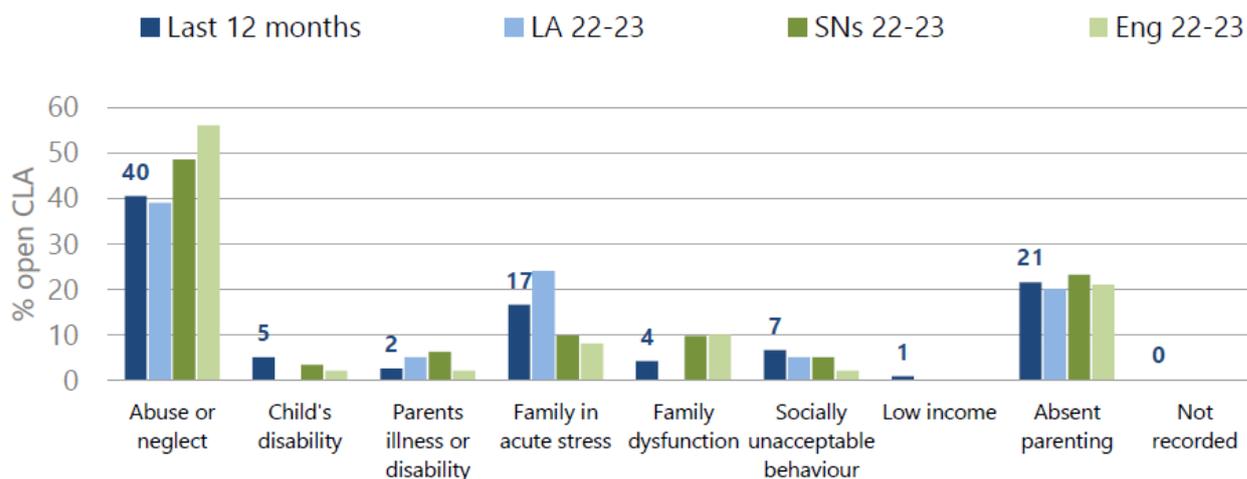
- 4.4. Of the 361 children looked after as at the end of December, 40 are aged 3 or under (20 fewer than in March 2022). Eight of these are placed with parents or family & friends and 3 with potential adoptive parents

CLA aged 3 or under

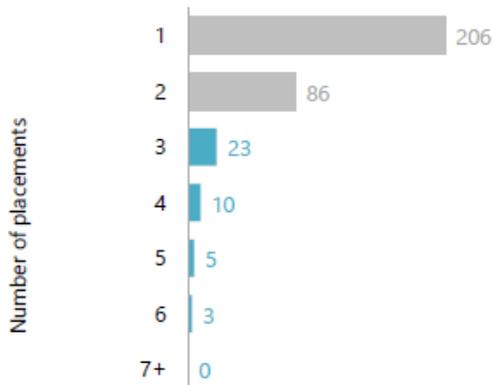
March 2020	March 2021	March 2022	March 2023	May 2023	Jul 2023	Dec 2023	March 2024
49	67	60	54	56	51	43	40

- 4.5. Family in acute stress has fallen as a reason **for starting to be looked after** from an unusually high percentage last year. Over the past 6 months only 17% of new Children Looked After fell into this category down from 21% in the 6 months to October and closer to our statistical neighbours' rate of 10%.

Comparing the primary need of CLA starters



- 4.6. As of May 2024, 77% of looked after children aged under 16 had an up-to-date Care Plan.
- 4.7. Of the 112 children in care aged 16 & 17 who require a pathway plan, 63% had up to date plans. Of children new in to care 64% (66) had their first (28 day) review of their care plan on time.
- 4.8. Personal education plans (PEPs) have performed well this year, with PEPs achieved during summer term reaching 95%, this dipped to 86% at Christmas but was 92% at the end of the spring term. Focus continues on the quality and impact of the plans, progress on which will be featured in future reports.
- 4.9. At the end of April, 10% (33) of children with an open episode of care had three or more placement moves in the last 12 months. This matches 2022/23 but is down on the previous 6 months and matches the London and statistical neighbour average.
- 4.10. Number of children and moves in placements are usually as part of the child's care plan and can be a positive benefit. For example, a 17-year-old moving into semi supported accommodation as part of their pathway to adulthood or a baby may from foster care to a mother and baby assessment unit, and then on to being placed with their permanent arrangements. 87% (292) of our looked after children have stayed in the same placement or have had only one move in past 12 months.



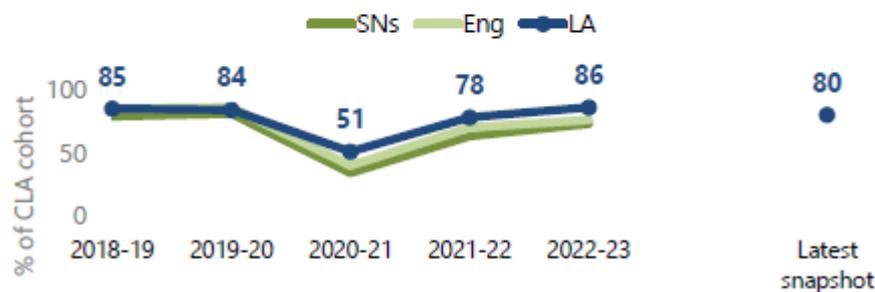
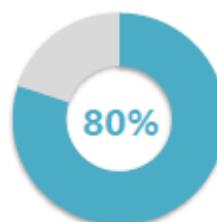
Children under 16 who had been in care for at least 2.5 years in the same placement for at least 2 years, is now 51% (46% 6 months ago). This indicator and the three or more placements indicator should be viewed together to gain a view of placement stability for Haringey’s children in care.



- 4.11. At the end of December, 88% of children who were looked after for at least 12 months had an **up-to-date health assessment**, this improved to **93% for April** in line with levels of our statistical neighbours’ (92%).
- 4.12. At the end of March 2021 only 51% of eligible children had up to date **dental visits**. This is now 80%. Unfortunately, dental checks have always been a challenging area.

Dental checks

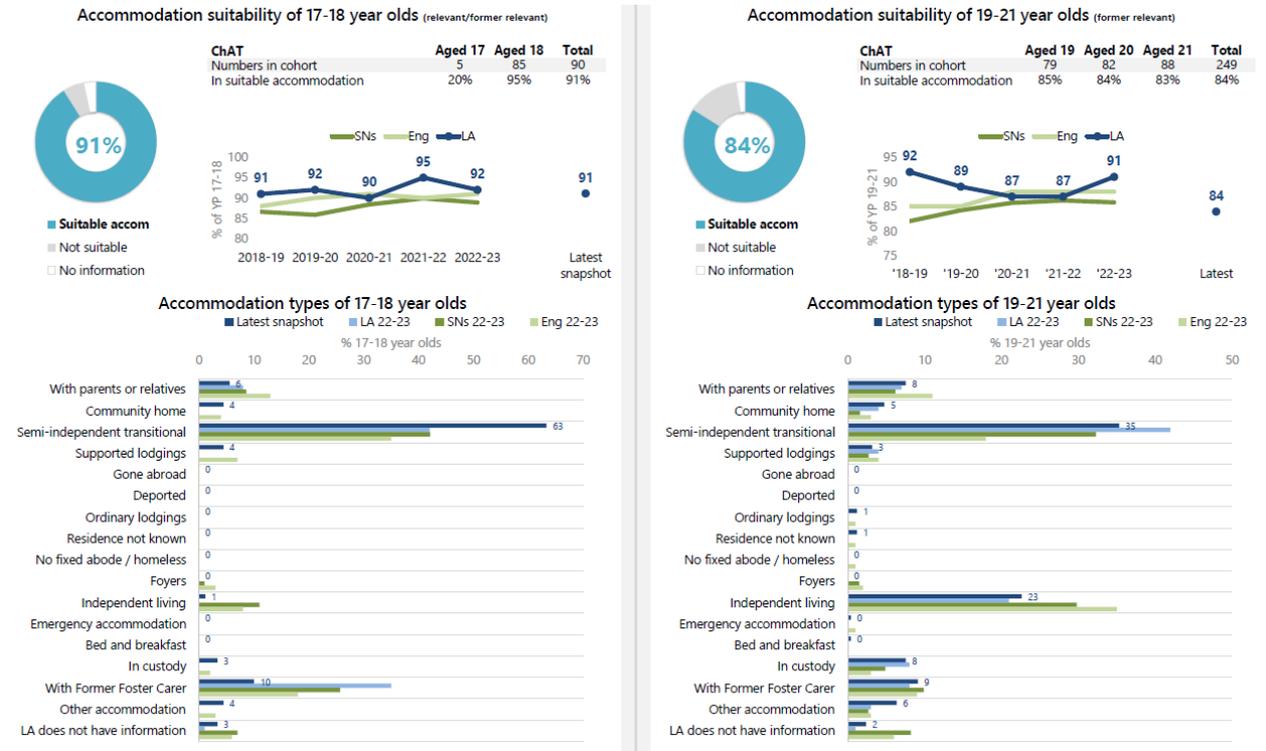
Current open CLA who have been looked after for at least 12 months who have had a dental check in the last 12 months.



- 4.13. There are now 921 **care leavers** in receipt of or eligible for leaving care services, an increase of 15 since the last quarter reported figure. In line with the latest clarifications from Ofsted, the figure includes young people who are:

Eligible	Age 16 or 17 Has been looked after for at least 13 weeks since age 14 (can be multiple periods) Currently looked after
Relevant	Age 16 or 17 Has been looked after for at least 13 weeks since age 14 (can be multiple periods) Looked after on or after their 16th birthday are no longer looked after
Former Relevant	Aged between 18 and 25 Previously an eligible or relevant child (see above definitions)
Qualifying	Aged between 16 and 21 (or 25 if in education) Looked after on or after their 16th birthday Not looked after for at least 13 weeks since age 14 or privately fostered after the age of 16 but before the age of 18 or were looked after prior to becoming subject to a SGO.

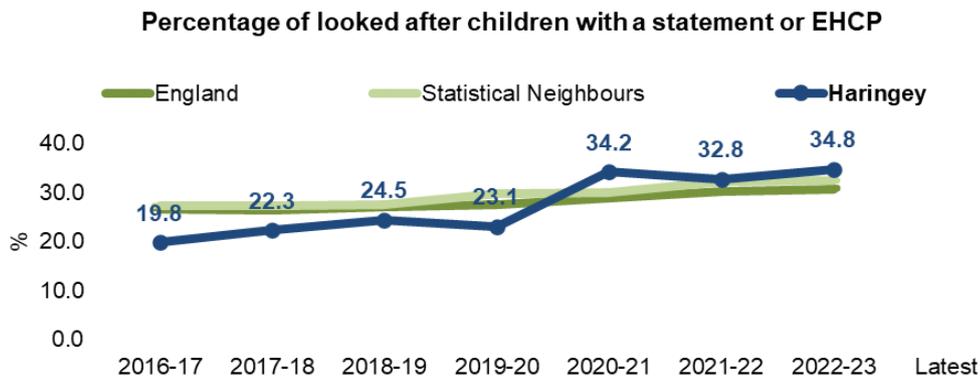
- 113 young people under the age of 18 who will be Eligible when they leave care,
 - 207 who are classed as “qualifying” (all but 37 are aged over 18)
 - 595 Former relevant
 - 6 Relevant
- 4.14. **97% of those aged 17–18 year-olds** were considered as **in touch with the local authority** up from 90% at the end of December. This increase was predicted once the changes to system and recording were fully embedded.
- 4.15. **92% of those aged 19–21 year-olds** were considered as **in touch with the local authority** down from 96 % at the end of December.



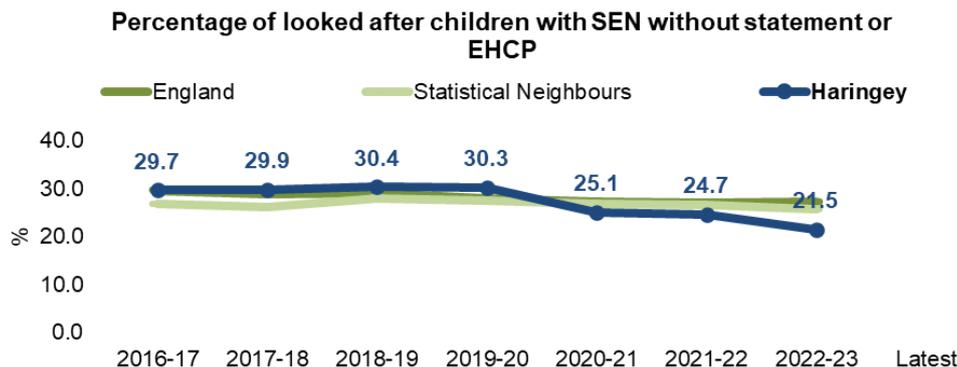
4.16. 30% of the 19–21-year-olds and 50% of 17–18-year-olds were known to be in **Education Employment or Training (EET)**.

4.17. 84% of **19–21-year-old care leavers** were known to be in **suitable accommodation** and 91% of 17–18-year-olds, up from 85% reported in December

4.18. **Education Health Care Plans (EHCP)**
Both the overall number of children with an EHCP and the percentage of CLA with a plan has increased steadily over time.



There has also been a steady decrease in the percentage of CLA who have SEN but have not been assessed as requiring a EHCP plan

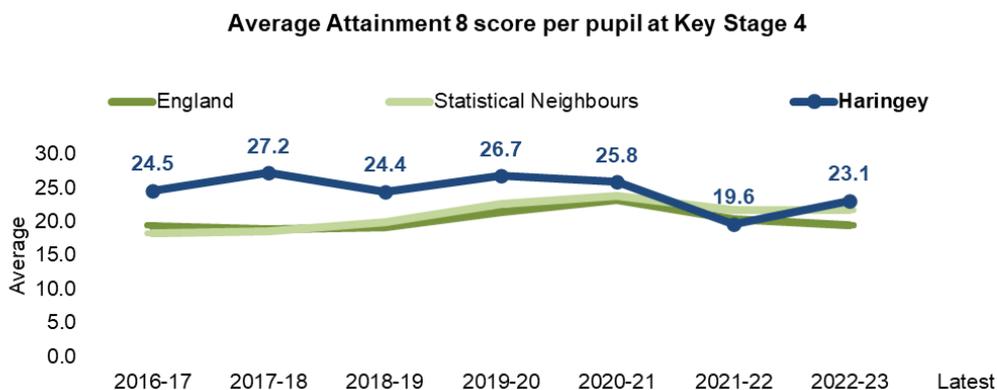


4.19. Of the 89 CLA currently with a EHCP plan 63% are currently placed at schools outside of Haringey

4.20. Virtual school

To support the champions model in future this report will include more details on specific issues relating to our CLA’s Educational progress.

Attain 8 score for CLA at key stage 4



4.21. Youth Justice Service

As of the end of March 2024 there were 68 active young people on the YJS caseload. This has increased to 73 as of the beginning of May 2024, and compares to 77 at the end of March 2023. Of the 73:

- 24% of the current cohort are also Children in Care,
- 7% are currently Children in Need and
- 7% have an active Child Protection Plan

5. Contribution to strategic outcomes

N/A

6. Use of Appendices
None

7. Local Government (Access to Information) Act 1985

Report for: Corporate Parenting Advisory Committee - 11 July 2024

Item number: 7

Title: Placements stability panel annual report 2023-2024

Report

authorised by: Ann Graham, Director, Children's Services

Lead Officer: Keith Warren, Head of Service, Children in Care

Ward(s) affected: N/A

1. Describe the issue under consideration

- 1.1 The purpose of this report is to update Members on the stability of our placements for children in care to Haringey.
- 1.2 This report covers the activity between April 2023 to March 2024.
- 1.3 The report will contain an analysis of the themes and patterns of placements where there has been a lack of placement stability. The report will also signal the issues with purchasing residential care.

2. Recommendations

- 2.1 Members to note the contents of the report.

3. Reasons for decision

N/A

4. Background information

- 4.1 Research highlights that children and young people who are removed from their families suffer both rejection, separation and feelings of loss, even if they have been mistreated. These feelings are further compounded when they experience multiple placements (Schofield and Beek 2005).
- 4.2 Placement instability reduces a child's opportunity to develop secure attachments. It may also exacerbate any existing emotional and behavioural difficulties (Schofield et al 2005) making it more difficult for a child or a young person to establish relationships with care givers contributing to further placement breakdowns and feelings of rejection (Munro and Hardy, 2006).
- 4.3 Placement instability refers to the frequent movement or disruption of children in their foster homes, residential care, and in semi-independent or supported accommodation. It can have detrimental effects on the overall well-being and

development of children leading to poor outcomes. The report aims to explore the themes and patterns observed in children's placements and to improve outcomes for children in care.

4.4 Legal framework and Policies

- 4.4.1 Councils' duties in relation to the placement of children in care are outlined in the [Children Act 1989](#) highlighted below:
- 4.4.2 Section 20 in the Children's Act allows for the accommodation of children with parental permission or where there is no person with parental responsibility. Councils do not have parental responsibility for these children but have a duty to provide and meet needs.
- 4.4.3 Section 21 places a duty on councils to provide accommodation for children in police protection, detention or on remand.
- 4.4.4 Section 31 gives the court the power to make a care order where a child is suffering, or likely to suffer, significant harm which is attributable to the care given to the child or the child being beyond parental control. This places a child in the care of the council applying for a care order and gives that council parental responsibility for the child.
- 4.4.5 Councils are corporate parents to all children who are looked-after by the local authority, even where they do not have parental responsibility for them.
- 4.4.6 The [Care Planning, Placement and Case Review statutory guidance](#) outlines issues that a council must consider when placing a child:
- Preference should be given to a placement with a connected person (e.g. a friend or relative).
 - Placements should be close to home, should not disrupt education (especially at key stage 4), enable siblings to live together, be suitable to a child's needs if they are disabled, and is within the local authority area, unless a "distant" placement is the most suitable option, for example if a child has complex treatment needs that cannot be met by services in the area or where this is necessary to effectively safeguard the child.
- 4.4.7 Section 22G of the Children Act (1989) places a duty on councils to take steps to ensure that they can provide sufficient accommodation within the authority's area to meet the needs of children in care.
- 4.4.8 The [Care Planning, Placement and Case Review \(England\) \(Amendment\) Regulations 2021](#) came into force on 9 September 2021. These regulations banned the placement of children under the age of 16 in unregulated settings. The [Supported Accommodation \(England\) Regulations 2023](#) introduced regulations and quality standards for supported accommodation for 16–17-year-old children in care and care leavers. These cover settings which were previously unregulated and mean that no children in care or care leavers under the age of 18 may now be placed in unregulated settings. Children under 16, under the Children Act 1989 and the 2021 regulations, should be placed in foster care, a children's home or a small number of other settings including a hospital; they should not be placed in unregulated supported accommodation.

5. Placement Stability Indicators

- 5.1 Haringey Council monitors placement stability in terms of short-term stability and long-term stability.
- 5.2 Short term placement stability is measured by children or young people having had three or more placements over the year. Table 1 notes that in 2023, 10 children were identified which was an improvement from 2020-21 and is in line with the national average but slightly above statistical neighbours.
- 5.3 In terms of long-term placement stability, this is measured by a child under the age of 16 years, who has been in placement for 2.5 years or more. In 2023, 71 children experience long term placement stability which is in line with the statistical neighbours but slightly lower than the national average.

Table 1

	Haringey					Statistical Neighbours			
	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23
CiC Performance Table Placement 1 (Short term stability)									
Percentage of looked after children with three or more placements during the year	10	9	12	10	10	10.1	9.2	9.7	9.3
Number of looked after children	403	391	387	370	334	426.9	410.5	405.4	390.3
Number of looked after children with three or more placements during the year	39	36	45	36	33	42.2	36	38.7	36.8
CiC Performance Table Placement 2 (Long term stability)									
Of the looked after children continuously for at least 2.5 years and aged under 16 at 31 March, the percentage of looked after children in the same placement for at least 2 years	78	81	74	70	71	69.9	70.6	74.1	70.2
Number of children looked after continuously for at least 2.5 years and aged under 16 at 31 March	158	142	125	130		117.1	119.3	121.1	119.8
Of these, the number of looked after children in the same placement for at least 2 years	123	115	93	91		82	85.8	89.5	84.2

6. Placement Stability Panel

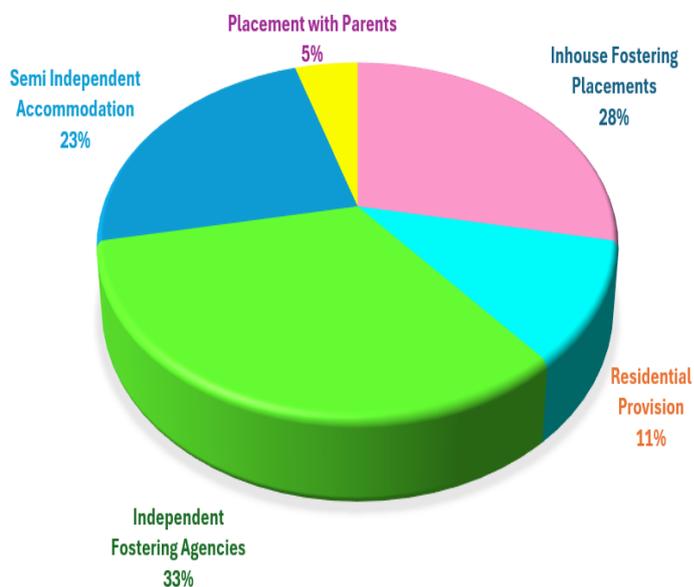
- 6.1 The Placement Stability Panel was formulated in (2020) to improve the experiences for children in care to minimise both placement disruption and placement breakdowns. The panel was initially set up during the Covid19 Pandemic to support placements where children and young people were experiencing challenges with issues around their mental health, non school attendance and the consequences of isolation. However, considering its success it has now be applied to all children in care.
- 6.2 The panel consists of designated leads, from the Virtual School, First Steps (Health), Designated Nurse for CIC, Designated Teacher for CIC, Supervising Social Workers, allocated Social Workers, the Independent Reviewing Officers,

Residential providers, Independent Fostering Agencies. Where possible young people also attend and advocate their own views about their placements, however it is acknowledged that further work is needed in this area to obtain the voices of our young people.

7. Source of Referrals to the Placement Stability Panel

- 7.1** There are five main areas where referrals are received for the placement stability panel. Independent fostering agencies (IFA), are the highest referrers to the panel at 33%. 21 children and young people referred were from April 2023 to March 2024. The referrals are made by the social worker allocated to the child at the request of the IFA's or the foster carers.
- 7.2** The children and young people placed within these placements have suffered significant trauma because of parental abuse and neglect. The behaviours are described as challenging and increased in complexity, many young people have EHCP's or are being assessed. Some young people are not in school and the independent foster carers report difficulties in managing the behaviours and the challenges in the placement
- 7.3** The primary request from Independent Fostering Agencies is respite support. Many Independent Fostering Agencies do not have Back up Carers and are limited in staffing capacity. This provides additional costs to the local authority if inhouse foster carers cannot be identified to bridge the gap.

Table 1. Sources or referrals to Placement Stability Panel.



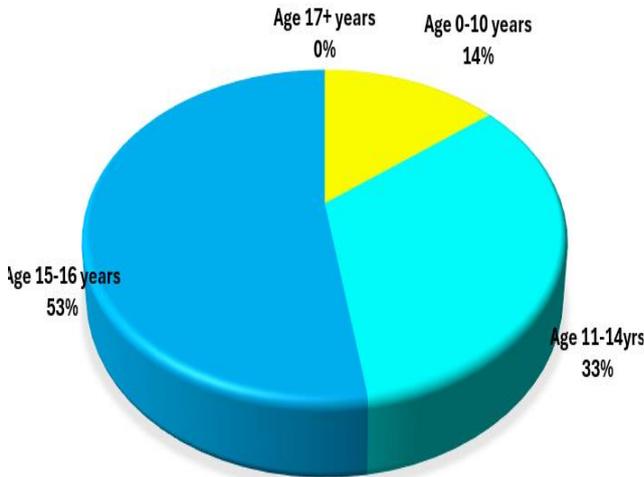
8. Independent Fostering Agencies

- 8.1** The IFA in this referral cohort have eighteen young people placed in their care, the ages range from 11-16 years. This cohort is higher than those placed with

our inhouse foster carers. There are three children between aged between 0-10 years referred from in house foster carers. Overall the adolescent cohort is described as more challenging.

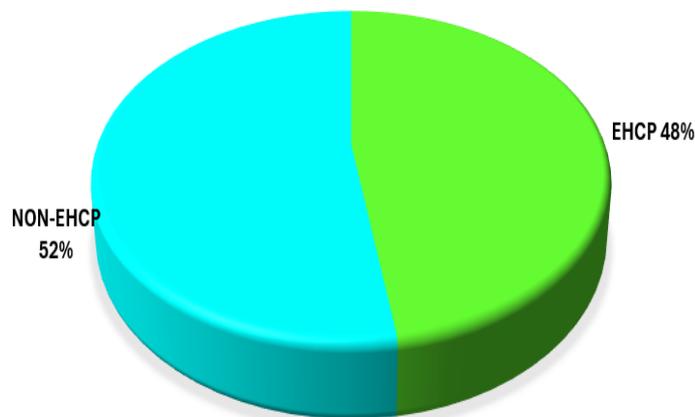
8.2 Eleven young people are female, and ten are male.

Table 2. Age and Placement Instability



9 Independent Fostering Agencies (IFA) | Children with Education Health Care plan (EHC)

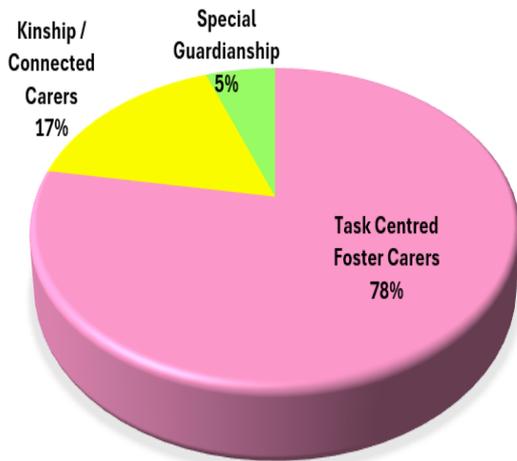
9.1 Ten young people placed in the IFA provisions have an EHCP which is 48% compared to 33% of children placed with in house foster carers. An Education, Health and Care (EHC) plan is a legal document for children and young people aged up to 25 years of age who need more support than is available through usual educational methods. The plans set out the additional support to meet those needs. Table 3 below: EHC cohort.



10 Inhouse Fostering |Placement Instability

- 10.1 The second highest referrer to the placement stability panel is from Inhouse Fostering. Allocated social workers make the referrals to the panel when they observed a likelihood of disruption or instability in a placement. Inhouse Fostering consists of Task Centred foster carers, Kinship/Connected/ Friends of Family Carers, and Special Guardianship Carers. There were 18 children identified in this cohort.
- 10.2 Research suggests that when placements are identified with family members, they are least likely to disrupt or breakdown. This view is supported by Josh MacAlister (2022) Stable Homes Built on Love Government Review.
- 10.3 The primary themes being highlighted at the stability panel was additional support for the children if they remained out of school to prevent placement breakdown. The children were reported to have challenging behaviours, deteriorating mental health, complexity of need. Partner agencies were able to mobilise support from within the child’s or young person’s networks.

Table 4. Inhouse Fostering Breakdown



10.4 Inhouse fostering placements | Gender and Placement Instability

Table 5.

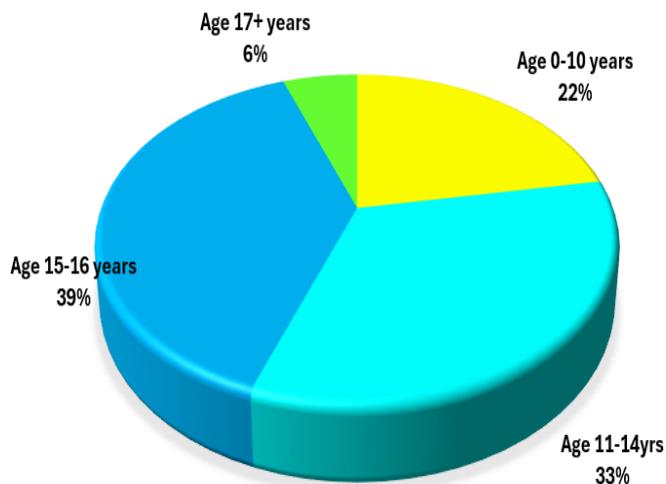


10.5 Table 5 illustrates that there is a higher percentage of females being placed with inhouse carers than males.

11 Inhouse Fostering Placement | Age and Placement Instability

11.1 In comparison with independent fostering agencies our inhouse fostering service has a more variable age range in terms of the cohort. However, the 11–16-year-olds are the largest cohort.

Table 6

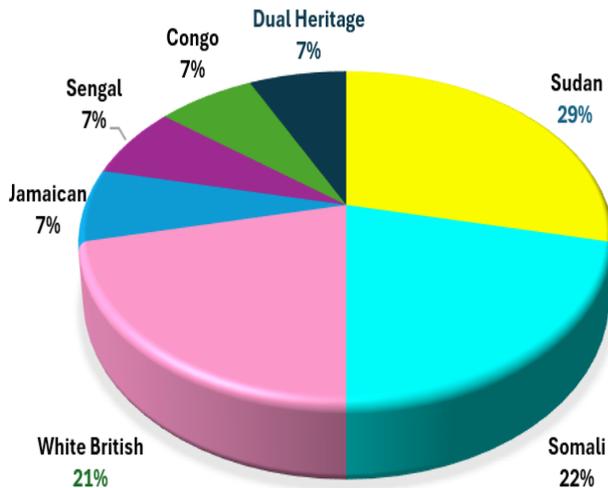


12. Semi Independent & supported Accommodation | Ethnicities of Young People

12.1 The semi-independent accommodation is the third highest cohort being referred to Placement Stability Panel. Whilst 15 young people were referred to the panel it is not an indicator of placement instability. Many young people are being accommodated at the age of 16 and 17years of age. Many young people are arriving

from abroad and claiming Asylum. The increase in Unaccompanied Asylum Seeking Young people has inflated the placement stability figures. Some UASC young people have had two or more placement moves and would be automatically included into the placement instability reporting. Table 7 shows the ethnicities of those young people being presented to placement stability plan. Many of the presentations made are positive planned moves. It should be noted that not all placement moves are negative. Young people moving into supported accommodation in line with their needs is a positive transition.

Table 7



13. Conclusion

13.1 The Stability Panel has significantly progressed and addressed the issues around placement instability. The reported figures for short term stability are in line with National figures, and long-term stability is in line with our statistical neighbours.

13.2 Further work is needed to create placement sufficiency with our inhouse foster carers in terms of recruitment and retention, and to upskill our foster carers to equip them to support our most vulnerable adolescence.

14. Contribution to strategic outcomes

N/A

15. Use of Appendices

Appendix 1 – Background information

16. Local Government (Access to Information) Act 1985

None

Appendix 1

A. The Residential Market | Competition and Markets Authority

In 2022, the Competition and Markets Authority (CMA) published its [market study into children's social care](#) in England, Scotland and Wales in response to concerns about how the placements market was operating.

The review considered two key issues: the availability of placements to meet children's needs, and the prices paid by councils for those placements.

The CMA identified that "there are significant problems in how the placements market is functioning, particularly in England and Wales." The residential market was described as broken. Among its findings, the CMA noted:

- a lack of placements of the right kind and in the right places
- higher prices and higher levels of profit than would be expected in a well-functioning market
- concerns about the levels of debt carried by the largest providers
- limitations on the ability of councils to engage effectively with the market
- difficulties for councils to accurately forecast need due to the relatively few placements bought by each council
- challenges in the out-dated regulatory system in England
- recruitment and retention challenges, and low wages, amongst children's homes workers.

The CMA recommended a more collective approach to engaging with the placements market and additional support for local authorities for forecasting, market shaping and procurement.

In 2024, the findings of the CMA remain the same with residential providers and independent fostering agencies increasing the prices of their services leaving local authorities with little manoeuvrability but to agree absorbent costs. The regulation of semi-independent provision has also impacted on providers increasing costs significantly and placing them back onto the local authorities who need to identify placements for children at the right time.

B. Independent Review of Children's Social Care

The [Independent Review of Children's Social Care](#) ("the Care Review") was launched in January 2021 with Josh MacAlister as the lead reviewer. The final report was published on 23 May 2022.

The review stated that “without a dramatic whole system reset, outcomes for children and families will remain stubbornly poor...and a flawed system will cost over £15 billion per year (up from £10 billion now).” The review recommended a “fundamental shift” to improve family help and child protection, work to enable more children to remain with family networks, and action to “fix the broken care market”, as well as ensuring children have a powerful voice in the decisions that affect them and improving outcomes for care experienced people. It was calculated that £2.6 billion in new spending over four years was needed to deliver the improvements proposed by the review.

Regarding placements for children in care, the review made a range of recommendations including:

- the development of new universal care standards for all types of care to guarantee care for every child in care, and provide the flexibility needed to ensure homes can meet the needs of children;
- moving the commissioning and running of children’s homes, recruitment and training of foster carers into new Regional Care Cooperatives to bring a wider choice of homes for children closer to where they live;
- a ‘new deal’ for foster care, involving recruiting thousands more foster carers, making more foster homes feel like loving family environments for children and providing significantly more support for foster carers.

C. Stable Homes, Built on Love

[Stable Homes, Built on Love](#) is the Government’s children’s social care reform strategy and was published on 2 February 2023. Its proposals were backed by £200 million of additional investment over two years, and were organised under six ‘pillars’ of reform:

- family help provides the right support at the right time so that children can thrive with their families
- a decisive multi-agency child protection system
- unlocking the potential of family networks
- putting love, relationships and a stable home at the heart of being a child in care
- a valued, supported and highly skilled social worker for every child who needs one
- a system that continuously learns and improves and makes better use of evidence and data.

The strategy includes specific plans in relation to placements for children in care:

- a fostering recruitment and retention programme, including regional recruitment hubs and rollout of the [‘Mockingbird’ programme. £36 million has been invested](#) in supporting over 60 per cent of councils to deliver this, with less intensive support also available to councils not engaged in the full programme.
- support for the children’s homes sector including exploring professional registration of the workforce and a leadership programme
- introducing a financial oversight regime for the largest providers of children’s homes and fostering agencies

- running two Regional Care Cooperative pathfinders
- set up an expert group to review standards of care, regulations and guidance.

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Report for: Corporate Parenting Advisory Committee - 11 July 2024

Item number: 8

Title: **Corporate Parenting strategy 2023-26**

Report

authorised by : Ann Graham, Director, Children's Services

Lead Officer: Bev Hendricks, Assistant Director, Children's Social care

Ward(s) affected: N/A

1. Describe the issue under consideration

1.1 This follows up from the previously agreed strategy and it is timely to remind all councillors and officers of their corporate parenting role.

2. Recommendations

2.1 That Members take note of their role and responsibilities.

3. Reasons for decision

N/A

4. Background information

4.1 The Corporate parenting strategy underpins how as corporate parents we act in all we do and every interaction we have with children and young people.

5. Contribution to strategic outcomes

N/A

6. Use of Appendices

Appendix 1 – Corporate parenting strategy

7. Local Government (Access to Information) Act 1985

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Being The Best Corporate Parents We Can Be

Our commitment to see children and young people
with care-experience flourish and thrive



Contents

- 1. An open letter from children and young people with care experience**
- 2. An open letter to children and young people with care experience**
- 3. What is corporate parenting?**
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- 5. Our promise to children and young people**
- 6. The Haringey approach to corporate parenting**
- 7. National corporate parenting principles**
- 8. Our plan of action and priorities**
- 9. Outcomes for children and young people with care experience**
- 10. Corporate Parenting Strategy cycle**
- 11. Delivering on our aims, making a difference and improving lives**
- 12. Appendices**

An open letter from children and young people with care experience

Dear Corporate Parents,

We are children and young people who have experience of Haringey care.

As our corporate parents, we want you to think about us and treat as if we were your own children.

Communication is really important to us. We like the Language that Cares commitment and would like you to go further by creating more opportunities for us to meet with lead people in the council that make decisions about us and that affect us. We know that you try to be honest with us, listen to us, and be open-minded and we know that when you cannot act on what we ask you will try to explain this to us. This make us feel that you are listening to our views not just about where we live and who cares for us but also about what we think about services, schools and how we feel. It is important that you continue to show how you respect us and our experience in the community in real ways.

An open letter to children and young people with care experience

Dear children and young people with care experience.

We are your corporate parents, with a responsibility to keep you safe and well, and support you to get the very best out of life.

We are all passionate about making your experience of being children in care to Haringey the best possible start in life and are able to access all the things that are needed to learn, grow and have fun. We want young people to go on to become well-rounded, resilient, and independent young adults who are engaged and thriving members of their local communities.

This means doing our very best for you to help you flourish and thrive. We want you to feel safe, loved and cared for. We want you to feel accepted for who you are, as unique individuals. We want you to be listened to, heard and understood in all that we do. We agree with you that having strong relationships with us, which are built on trust and respect, is fundamental to this.

As senior leaders in Haringey Council, alongside all our hard-working and dedicated staff and carers, we are committed to being the best possible corporate parents we can be. This is our plan of how we aim to do this together.

Andy Donald, Ann Graham, Keith Warren, Cllr Peray Ahmet, Cllr Zena Brabazon

Chief Executive, Director for Children's Services, Head of Service, Leader of Haringey Council, Lead Member

What is corporate parenting?

Corporate Parenting is our responsibility to be loving, caring and aspirational for all children and young people who are in our care or who have recently left our care as adults.

Above all else, this means protecting children and young people from harm and keeping them safe.

But, importantly, it is about always striving for their best interests, nurturing their ambitions and helping our children and young people get the most out of life. Ultimately, it means they become independent and thriving young adults.

At its heart, Corporate Parenting means always asking ourselves “would this be good enough for my child?”

Our vision for all children and young people

We believe that every child and young person in Haringey should have the best possible start in life and the opportunity to thrive. We want to ensure children and young people receive the right support, at the right time, and in the right place.

For children and young people with care experience, our vision is no different.

We recognize that children and young people, who have care-experience, can face additional challenges that others their age may not. As their corporate parents, and in spite of these obstacles, we want them to achieve good outcomes in all aspects of their lives.

For this reason, our ambition to be good corporate parents goes far beyond any laws. Instead, we have a moral, social and economic responsibility, as public services, civil society, local communities and wider society, to work together to equip and empower our care-experienced children and young people to succeed and thrive.

Our promise to children and young people

This is our promise to children and young people in our care. It has been developed by our young people and is rooted in their lived experience. While the Promise includes a range specific commitment, these five principles underpin how we, as corporate parents, want to act in all that we do and every interaction we have with children and young people.

Support You

To be happy, healthy and achieve your goals.

Inform You

To know what your background is, why you are in care, and understand all you need to know while you're in our care.

Respect You

To have your own space, be confident in who you are, and be treated fairly.

Involve You

To be included in conversations about you, get your voice heard, and help you be in control of your own lives as much as possible.

Celebrate You

To make happy memories, know your strengths as an individual and understand what you are capable of achieving.

The Haringey approach describes what our corporate parenting looks like in practice and how it feels. Children and young people have told us that feeling secure in who they are, their identity, and what they want to achieve in life is so important. As a result, we want our approach to corporate parenting to be about building relationships with each other which always have trust, respect and care at the centre. We will be aspirational for our children and young people and encourage them to be ambitious for themselves too. Our care and support will be there for them both in the good

times and the bad. It will be unconditional and fair - regardless of background, experiences, or personal choices in life.

As corporate parents in Haringey, we will work together, work restoratively and put the views and experiences of children and young people at the heart of what we do. **Working together**

Corporate parenting is a joint effort. Achieving the best possible outcomes for care-experienced children and young people cannot be done alone. That is why our plan for corporate parenting is

Hearing the voice of children and young people

agreed alongside children and young people, and by all partners. The Partnership includes Haringey Council, NHS, the Police, schools, the voluntary sector.

Together, as corporate parents, we will work collaboratively and constructively to be the best possible parents we can be. In practice, that means sharing knowledge, resources and expertise between us, wherever possible, to make sure we provide support in the most effective and consistent ways.

Working restoratively

‘Restorative Practice’ is a term used to describe the behaviours, interactions and approaches which help build positive, healthy relationships, find ways to get through difficulties and repair harm where there has been conflict. Working in restorative ways helps us get to know the children and young people we support better, build on their strengths as individuals and find solutions to problems together. An important part of this is identifying and understanding the impact of trauma so we can support recovery and resilience.

This approach will become who we are as corporate parents in Haringey, rather than a specific, conscious and time-limited thing that we do.

We will work with children and young people, to empower them to make positive decisions about their lives for themselves. Rather than us, the adults in positions of authority, doing things to them or for them.

We will expect everyone who works with children and young people, to know what it means to work restoratively and how to put this into practice. We are rolling out restorative practice over time by

running training sessions for staff across the Haringey Children and Families Partnership and developing our approach through mutual support and challenge in our meetings together.

As a result of this, we hope that children, young people, and their families, will have trust in us, feel that they have better relationships with the people who support them, and, ultimately, that they are able to achieve better outcomes in their lives.

All children and young people have the right to be listened to and have their views considered when adults make decisions which affect them. This is one of the United Nations Rights of a Child.

Our ambition in Haringey is to create a culture of engagement, which is shared across organizations and services, which put the views and interests of care-experienced children and young people at the heart of all that we do. This ambition is built on the belief that truly hearing the voice of the child means co-designing services with them and is far more than one-off pieces of consultation. We believe that our services will be fairer, more effective, and more sustainable as a result.

Our intentions for developing participation and engagement in Haringey will be set out in our Children and Young People’s Plan and Social Care Engagement Strategy.

Who helps us hear the voice of children and young people?

Making sure care-experienced children and young people are fully represented, and are able to make their voice heard is everyone’s responsibility. However, the following teams are just some of those who work directly with care experienced children

National Corporate Parenting Principles

young people and play a key role in delivering on our ambition to be the best corporate parents we can be by putting young people at the heart of all we do.

The Participation Team

The Participation Teamwork with children and young people to help them have their voice heard and make sure their lived experiences inform the design and delivery of local services. They run lots of groups, events and activities for young people where they can express themselves, meet others and have fun. Their purpose is to work with children and young people to ultimately effect positive change.

The health team for children and young people in care in Haringey

The Children in Care Health team are a mix of Nurses, Mental Health Practitioners and Doctors. They are a dedicated service for children and young people in care, and carry out all of the regular health assessments.

Independent Reviewing Officers (IROs)

IROs make sure care plans meet the individual needs of children and young people in care and take into account their views, interests and experiences. As the guardian of care plans, IROs often make suggestions about what will make the plan better and can challenge professionals if promises are not being kept. The role of IROs is also to check regularly if plans are clear, updated and being followed-up on. They also praise and celebrate when things go well.

The Virtual School

Haringey's Virtual School aims to make sure all children in care enjoy their education, have access to the highest quality learning environments and achieve the best possible outcomes. Although it is not a real school, with buildings and classrooms, the Virtual School is much like any school in helping every child fulfil their potential and thrive throughout their educational journey. The Virtual School works with lots of different people to make sure we have the highest possible aspirations for children and young people's education and learning.

Our Plan of Action

To take into account the views, wishes and feelings of children and young people

To promote high aspirations, and seek to secure the best outcomes for children and young people

To act in the best interests, and promote the physical and mental health and wellbeing, of children and young people

For children and young people to be safe, and for stability in their home lives, relationships and education or work

To encourage children and young people to express their views, wishes and feelings

To prepare children and young people for adulthood and independent living

To help children and young people gain access to, and make best use of, services provided by the local authority and its relevant partners

We have a plan for how Haringey can be the best possible corporate parents we can be. We want to be clear about what is expected of us, what we want to achieve and how we aim to do that.

Essentially, the strategy is about one thing: making the lives and prospects of all care-experienced children and young people in Haringey better. It sounds simple, but it will take time, hard work and involve challenges along the way. But, by working together, holding each other to account, and delivering on our plan, we believe we can turn our words into positive outcomes in the lives of care-experienced children and young people across Haringey.

The lived experience of care

What we say in the strategy comes out of the conversations we've had, both with children and young people who are currently in care, and those who have recently left our care. Not only are they

the people who know first-hand what it is like to live in our care, but they are also the people who are most affected by what we say and do.

Understanding and acting on their views, interests and lived experiences is fundamental to being a good corporate parent. All children and young

people in care are different. We recognize that they all have their own individual strengths, needs and interests.

Over the last year, we have heard from children and young people with care experience in Haringey about the different parts of their lives. Under each part of our plan, we summarize what they have told us.

Getting the most out of life

Safe stable and caring place to call home

Trusted relationships and a strong sense of identity and belonging

Emotionally, physically, and mentally healthy and well

Learning, developing, having fun and achieving

Making their voice heard and influencing decision-making

Independence

Outcomes for children and young people

We have split the plan into seven outcomes, which cover every aspect of the lives and experiences of children and young people. If we make good progress against each of these, we will know we are doing what we set out to do. While we want every child or young person with care experience to achieve each of these outcomes, the specific things that we plan to do, to help us achieve each outcome, won't always apply to every child or young person. This will be based on their individual needs and circumstances.

So what's the plan?

Homes & Housing

- Build bridges to support more children and young people to remain safely with their families and avoid coming into care
- Enable more children in care to find a place to call home with families in Haringey.
- Promote stability for children in care by meeting their individual needs in the right place at the right time
- Help young people develop their independence and step forward successfully into early adulthood

Health & Wellbeing

- Promote good holistic health, wellbeing and resilience
- Improve our understanding of health and wellbeing needs among professionals, carers, and young people
- Design and deliver services as child-centered, trauma informed and rooted in the lived experience
- Support smooth transitions within and between services
- Provide timely and effective support for additional health needs

Learning, Developing & Having Fun

- Be aspirational for children and young people's education and learning
- Provide extra support for babies, children and young people with additional needs
- Support children to remain in school by avoiding exclusions and absences
- Make sure nurseries, schools and colleges are inclusive spaces for care experienced pupils
- Encourage young people to get involved in extracurricular activities

Listening, Hearing and Understanding

- Build bridges to support more children and young people to remain safely with their families and avoid coming into care
- Enable more children in care to find a place to call home with families in Haringey.
- Promote stability for children in care by meeting their individual needs in the right place at the right time
- Help young people develop their independence and step forward successfully into early adulthood

Being Safe & Protected

- Promote good holistic health, wellbeing and resilience
- Improve our understanding of health and wellbeing needs among professionals, carers, and young people
- Design and deliver services as child-centered, trauma informed and rooted in the lived experience
- Support smooth transitions within and between services
- Provide timely and effective support for additional health needs

Independence

- Work together to understand risks, vulnerabilities and needs in the home, in communities and online
- Respond together to harm, abuse and exploitation early, effectively and in child centered and trauma informed ways
- Work holistically with young people to avoid criminal behaviour and activity
- Prepare early for adulthood and independence
- Offer financial, practical and emotional support for young people who need it in early adulthood
- Support young people to take up further education, employment and training opportunities

Homes and Housing

Ensuring that children and young people have safe, stable and caring places to live and call home.

What children and young people say to us:

- Having stable and consistent placements means we can call those places home and be able to spread our wings.
- Finding suitable places to live, where we can stay as a young family after leaving care, means that we can be truly independent and better parents ourselves.
- We would like to live as close as possible to friends and family and the things we rely on in our lives.
- Social housing can be hard to get and private rental properties are very expensive at the moment.
- To Keep our relationships with foster carers after we turn 18.



We will:

- Work restoratively, and as early as possible, with families and communities so that more children and young people remain safely at home and avoid coming into care in the first place.
- Continue to support family members and friends to care for children when it is right and appropriate for them to do so.
- Support more children to be adopted into local family homes, through our regional adoption agency.
- Find loving, lasting and stable family homes in Haringey for children and young people in care, where they feel safe, able to be themselves, and close to local family and community links.
- Recruit, train and support more carers to provide homes for children and young people with additional needs, older young people and sibling groups so they can be safe, well, and cared for.

- Provide high-quality, registered support, care and accommodation for children and young people if they are in a crisis, with the aim of achieving stability and safety in their lives, and a smooth, swift, and lasting return home.
- Plan and prepare early for when young people leave care and help them understand what their housing options are in adulthood.
- Work together to find suitable housing options for young people leaving care, especially if they have a young family.
- Support young people to continue living with their foster family beyond the age of 18 if they, and their former foster carers, would like to. We will explore opportunities to extend this beyond the age of 21 too.

How we will know we are making a difference:

- Children and young people tell us that they are feeling safer, more stable and more cared for where they are living.
- Young people tell us that, where they are living - the type of place and who they are living with - is helping them be ready to live independently as they get older.
- Fewer children are coming into our care.
- More children and young people are living locally in Haringey with foster carers.
- Children and young people are moving between homes much less.
- More children and young people are living in suitable houses after they leave our care.
- More young people remain living with their former foster carers after leaving care, if everyone involved wants that.

What children and young people say to us:

- We need easier mental health services and emotional wellbeing support when we need it.
- Mental health and wellbeing support should take into account childhood trauma and what it's like to live in care.
- To us resilience is about being able to bounce forward after something difficult happens and maybe also about learning from our mistakes.
- It needs to be easier to carry on getting the right support after we turn 18.
- There should be some more advice, guidance and general support to help us be physically, mentally and emotionally healthy, well and resilient.
- Going to counselling and having therapy can be quite scary.
- Being healthy can be about your physical, emotional and mental health, they are all connected.
- Being healthy to me is about being able to function normally and do anything.
- Mental health and wellbeing support should take into account childhood trauma and what it's like to live in care.

Health and Wellbeing

We will:

- Promote good health and wellbeing in all aspects of children and young people's lives.
- Support young people to have good self-care and make healthy life choices for themselves and the people around them.
- Offer wellbeing and resilience advice, guidance and support, including online and some face-to-face support. Social workers, PAs and health professionals will help young people access the right service at the right time.
- Equip and empower young people to have the flexibility, wherever possible, to decide the health and wellbeing support they receive.
- Give young people a health passport after their 16th birthday, which outlines their health history and how they can access health care.
- Offer children and young people the opportunity to have an individual health review annually up to the age of 18.
- Make sure that young people turning 18, who no longer require an annual health assessment, are registered with a GP and a dentist, have their eyesight checked regularly, and understand how they can continue to be supported as a young adult.
- Support young people, wherever possible, to access dental care, eye care, mental health services, sexual health and drug and alcohol services.
- Advocate for improved access to health services, including dental and eye care, and mental health, that takes into account the lived experience of young people.
- Help young people, and their foster carers and PAs, understand mental health and wellbeing.
- Give children and young people time to get to know the adult working with them, so getting support is less scary.
- Make sure mental health support continues when young people become an adult if they need it, with clear transition plans so that the right referrals can be made at the right time.
- Support children and young people with special educational needs and/or disabilities (SEND) early, so they can be healthy, well and achieve good health and education outcomes.
- Make sure education, health care plans (EHCPs) are up to date, aspirational and represent the voice of the child.
- If a young person is becoming a parent, we will help them access the support they and their baby need. We want to be the best possible 'corporate grandparents' we can be.
- Join up pregnancy support services, and enhance the targeted health visiting offer, so that young people are supported during pregnancy and early parenthood.
- Make sure, as new parents, young people have opportunities to make their voice heard during pregnancy. This includes opportunities for mutual peer support with other young parents.

- Make sure, wherever possible and appropriate, help and support for health and wellbeing is consistent, wherever young people are living, and that it is provided either at home, within the community or at school or college.
- Make sure that, if support is being transferred within and between health services, this will be smooth, and that young people will still get the right level of support at the right time.

How we will know we are making a difference:

- Children and young people tell us that they feel more emotionally, physically and mentally healthy and well.
- Children and young people tell us that they don't feel as held back by their emotional or mental health needs and that they know what to do if they are feeling unwell.
- Children and young people tell us that they do not feel judged if they choose to have a baby and become a parent.
- Children and young people tell us that the health care and support they receive is more joined-up, consistent and is more tailored to their needs as an individual.
- Children and young people know who to turn to for support with their health and wellbeing, and that they trust that we will listen and care.
- More children and young people are registered with a GP and a dentist.
- All children and young people are fully up-to-date with all of their immunizations.
- More children and young people have health assessments which are up-to-date and on time.
- Children and young people have better emotional wellbeing and mental health.
- Fewer children and young people require inpatient care.

What children and young people say to us:

- Our mental health is often what stops us from fully engaging with education
- Some of us don't like going to school because of bullying.
- Having stability in the rest of our lives helps us to keep engaging with our education.
- We have to do fun things with our friends outside of school.
- Some of us need some extra support to access our education and groups and activities in the community.

We will:

- Be ambitious for children and young people's education and learning. This means keeping an up-to-date Personal Education Plan (PEP), which we will develop with the young person, that has their personal interests and ambitions represented throughout.

Learning, Developing & Having Fun

- Be aspirational for children and young people with special educational needs and/or disabilities and support them to achieve highly through high-quality, up-to-date and ambitious Education, Health and Care Plans (EHCP) and additional support provided by schools.
- Help children and young people feel safe, happy and well at school by working closely with schools. This includes supporting them if they are bullied, as well as working together to prevent bullying in the first place.
- Work with schools to make sure exclusions only happen as a last resort.
- Make sure children and young people have the technology they need to access any online learning.
- Support children and young people with transitions from one school to another to ensure their learning is continuous.
- Help children and young people take part in sport and leisure activities, as well as extra-curricular skills-building awards.
- Support babies and young children to grow and develop well in early life. This includes identifying and supporting any additional needs as early as possible when they first come into our care.



How we will know we are making a difference:

- Children and young people tell us that they are enjoying learning and being at school more and feel able to do the best they possibly can.
- Children and young people tell us that they have times where they can have fun and take part in activities that they want to do.
- Children and young people are changing schools less and are less likely to be excluded or be absent from school.
- Children and young people are achieving highly at school.
- Young children and babies, who are in our care, are developing well and are more likely to reach key development goals.
- Outcomes for our children and young people are the same as children who are not in care.

Relationships, Identity & Belonging



Ensuring that children and young people build trusted relationships with the people in their lives, are able to be themselves and are free from stigma

What children and young people say to us:

- Changing placement and workers regularly makes it harder to get to know and trust them.
- It's often hard to talk to foster carers about sex and relationship.
- Sometimes we can feel singled out as someone who is in care.
- We want to be able to contact our PA or Social worker easily when we really need them.
- It would be good to have more advice and support about healthy sex and relationship.
- Some of us would like to know who our birth families are and be supported to see them on our own terms.

We will:

- Help children and young people know their life-story and understand why they are living in care if they would like to
- Support children and young people to build and maintain good relationships with birth and extended families, wherever possible, to make sure they have strong support networks outside of our care.
- Develop relationships with children and young people, which are built on trust and respect.
- Celebrate achievements, events and key milestones.



- Reduce the stigma that children and young people often face because they are living or have lived in care. This includes the language that we use ourselves, the actions we take, and the way that services work to support them.
- Make sure all communication is understood, especially if English is not a young person's first language and/or if they have any speech, language or communication needs.
- Make sure everyone working with children and young people has an improved understanding of gender identity and sexual orientation, so that young people feel respected, supported and empowered to be themselves.
- Take steps to make sure we have a consistent workforce so that there are fewer changes in Personal Advisors, Social Workers and other professionals. Where a change needs to happen, we will tell children and young people about this as soon as possible, and before any change happens.
- Keep in touch with children and young people, through PAs, after they leave care, if they would like this. Even if a young person moves away from Haringey for any reason, we will still check in with them if they would like that.
- Understand the links between young people's sense of identity and belonging, and their mental health and wellbeing.
- Help children and young people learn about healthy sex and relationships.
- Support foster carers through their training and inductions, to help young people find it easier to talk to them about sex, relationships, identity and belonging.
- Support young people to develop wider networks and good relationships with the key adults in their lives.

How we will know we are making a difference:

Listening, Hearing & Understanding

- Children and young people tell us that they have stronger and more trustworthy relationships with the adults in their life.
- Children and young people tell us that they have supportive friendships and healthy romantic relationships (if they are in one).
- Social workers and personal advisers change much less, meaning children and young people are able to build better relationships with them over time.
- Children and young people are more likely to keep in touch with us after they leave care, so we can best help and support them if they need and want it.
- More young people benefit from Family Group Conferences, with the aim of developing strong links with family, friends, and their communities.

Ensuring that children and young people make their voice heard and shape how services are designed and delivered

What children and young people say to us:

- We want to make our voice heard about the things that affect us.
- We should be listened to whenever a decision is being made about our lives.
- We would like more opportunities to meet up with other care-experienced young people and support each other.
- We don't want to be spoken about as if we weren't there or as if we were just a statistic.

We will:

- Put the views, interests and lived experience of young people at the heart of how services are designed and delivered.
- Introduce children and young people to the Participation Team when they come into our care and let them know how they can make their voice heard.
- Set up opportunities for children and young people to meet other care-experienced young people.
- Enable care-experienced young people to play an active role in staff recruitment.
- Organize opportunities for children and young people to make their voice heard directly with the people who help make the decisions.
- Be honest with children and young people about what is possible to do and what is not, and why that is.
- Support children and young people to access independent visiting and advocacy services to make sure they are fully represented in the decisions affecting their lives.
- Make sure the views, interests and lived experiences of children and young people are listened to and taken into account in all individual plans and reviews.

- Proactively seek the views and experiences of children and young people who we may not hear from as much. For example, through the Youth Justice Service, Police, Youth Services and mental health services. We will make sure all services are informed and shaped by children and young people.
- Support children and young people to be active and engaged members of their community and wider society.



How we will know we are making a difference:

- Children and young people tell us that they are able to make their voice heard and feel that they have a say in the decisions which affect their life.
- What children and young people tell us about their lives and experiences in care, wherever possible, leads directly to positive changes, and we always let them know when and how that happens.
- We show that the views and interests of children and young people, are at the heart all levels of decision-making.
- We are held to account for the things that we agree we will do.
- More children and young people are making use of independent visiting and advocacy services while in care.
- More children and young people are regularly involved with participation groups, events and activities.

Safe and Protected

Ensuring that children and young people are safe and protected from harm, **abuse and exploitation**

What children and young people say to us:

- We want to feel safe In our homes, neighbourhoods and communities.

We will:

- Work together to protect children and young people from harm, abuse and exploitation, whether it happens inside or outside the home, or online.
- Make sure where children and young people live, study, work or have fun are safe and inclusive spaces.
- Support children and young people early to avoid criminal activity and risky behaviours.



- Continue to support children and young people and strive for their best outcomes unconditionally if they are in the youth or criminal justice system.
- Recognize young people 'as a young person first' in all interactions with the criminal justice system and police.
- Work restoratively with children and young people, if they come into contact with police officers and criminal justice system, making sure we build on their strengths, are child-centered, trauma informed and have their voice at the heart.
- Work together to understand the risks and vulnerabilities that children and young people may experience in life, making sure we take every step possible to avoid them being criminalized unnecessarily.

Independence

- Communicate and work closely between different agencies, at all levels, to share intelligence, knowledge and understanding of the issues affecting children and young people. Wherever possible, we will work together as partner agencies to achieve solutions to complex and multi-faceted harms.
- Improve our skill, knowledge and confidence in identifying and responding to child sexual abuse and sexually harmful behaviour to better support children and young people.
- Develop our understanding of exploitation and children who go missing from home, in order that our response to risks is effective and that we work with young people as early as possible to prevent contextual safeguarding risks and vulnerabilities.

How we will know we are making a difference:

- Children and young people tell us that they feel safer and more protected in their homes and communities.
- Children and young people are better protected from harm, abuse and exploitation.
- Children and young people are less likely to be involved in any criminal activity, either as a victim of crime or as an offender.

Ensuring that young people leave care and become independent and thriving adults.

What children and young people say to us:

- We would like work and training opportunities, to link in more with our own skills interests and circumstances.
- Financial and practical support is important in helping us live independently.
- Mental health need and instability in the rest of our lives might be why we are struggling to access work and training opportunities.
- We should be made aware of what support we are entitled to when we turn 18.
- We would like some advice, guidance and support about managing money including setting up bank accounts and renting.
- Apprenticeships and work experience are valuable in helping us take the first step in our working lives.

We will:

- Support young people to prepare, as early as possible, for adulthood and independence through practical, emotional and some financial support, advice and guidance.
- Help young people save some money regularly while they're in care to set them up for later in life.
- Help young people learn about managing money and living independently through a Tenancy-ready course.

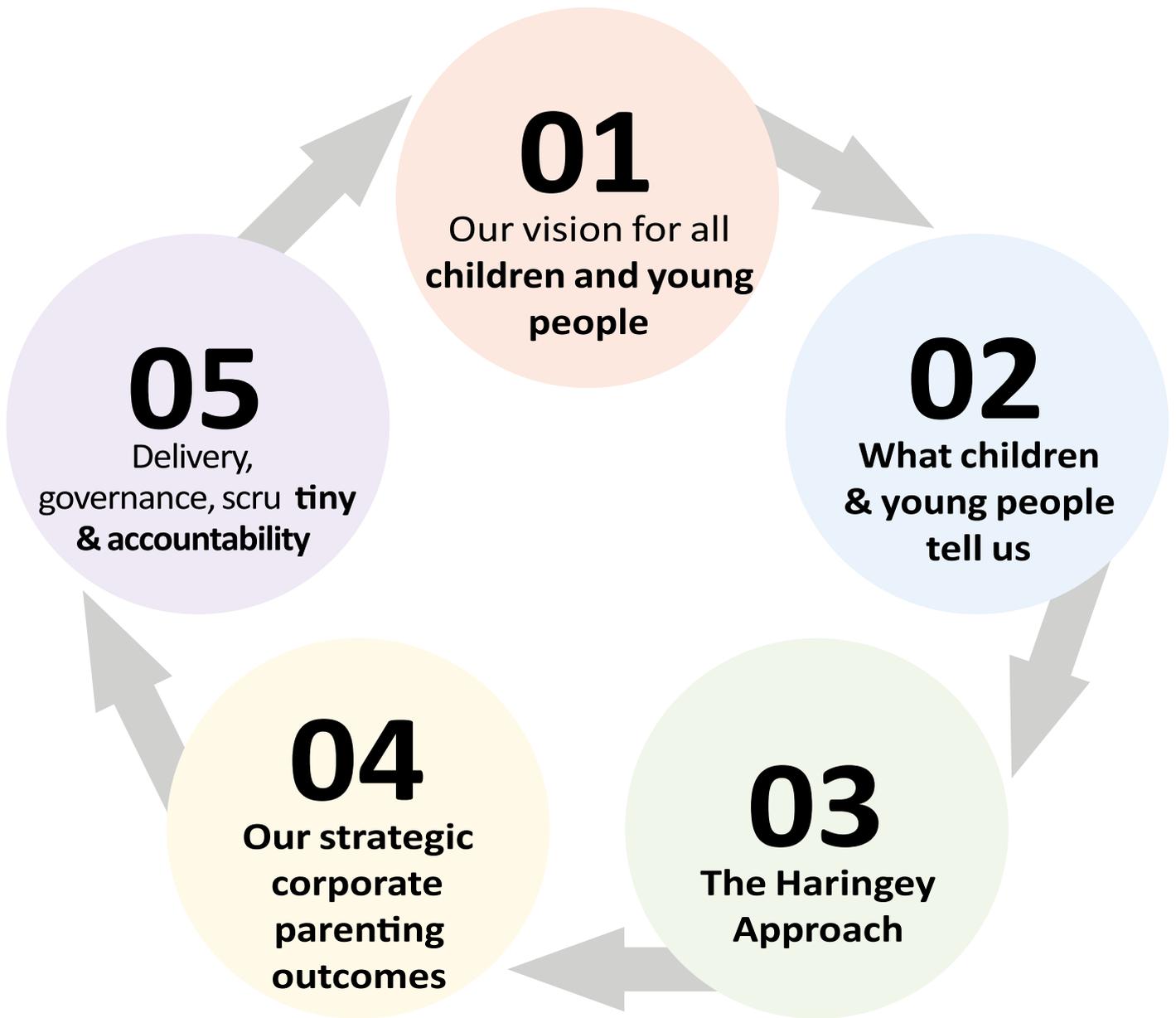


- Support young people practically, emotionally, and financially, if they are in Further or Higher Education, and link them into other forms of funding to make sure there are no barriers to being able to continue learning.
- Provide more apprenticeships, traineeships, work experience and internships, which cover a broader range of organizations and roles.
- Help young people take up education, employment and training opportunities by helping them get support for their mental health and wellbeing and overcome any logistical barriers like transport.
- Work with young people, from an early age, to build up their skills and confidence so that they are ready to take advantage of work and training opportunities.

How we will know we are making a difference:

- Young people tell us that they feel more able to live independently as a young adult and sort out things like budgeting, paying rent and bills, and claiming financial support.
- Young people tell us that their ambitions for life - like jobs, homes, families, and education - feel more achievable and that they are more motivated to reach them.
- More young people have an up-to-date Pathway Plan (meaning it has been reviewed with the young person in the last 6 months) after they turn 16.
- More young people are either studying, working, or on a training scheme or apprenticeship.
- More young people are learning to drive, so that they can be more independent in adult life.
- More young people are attending University.

The Strategy Cycle



Delivering on our aims, making a difference and improving lives

Checking on progress

Checking on our progress is a vital part of the process. This is how we will know and understand what difference we are making. By doing this, it enables us to get to the bottom of why something might not be happening quite the way it should, allowing us to put it right. Checking on progress will require a combination of quantitative measures, and hearing the voice and lived experience of children and young people.

We will continue to engage closely with care-experienced children and young people to understand their experiences, identify where more work still needs to be done and co-develop shared solutions. They will hold us accountable to what we commit to doing.

Governance Structure

This strategy is about improving the lives of children and young people who experience care. The key to this

is turning words on a page into actions and outcomes.

Being accountable

To make sure we do what we say we will, we will be accountable to children and young people with care experience, to the public (through our elected members), and to each other.

Putting our plans into practice

We will work together to deliver a set of strategic actions, which will be outlined in the Corporate Parenting Actions Plan and delivered through multi-agency groups.

Scrutiny

The role of Elected Members

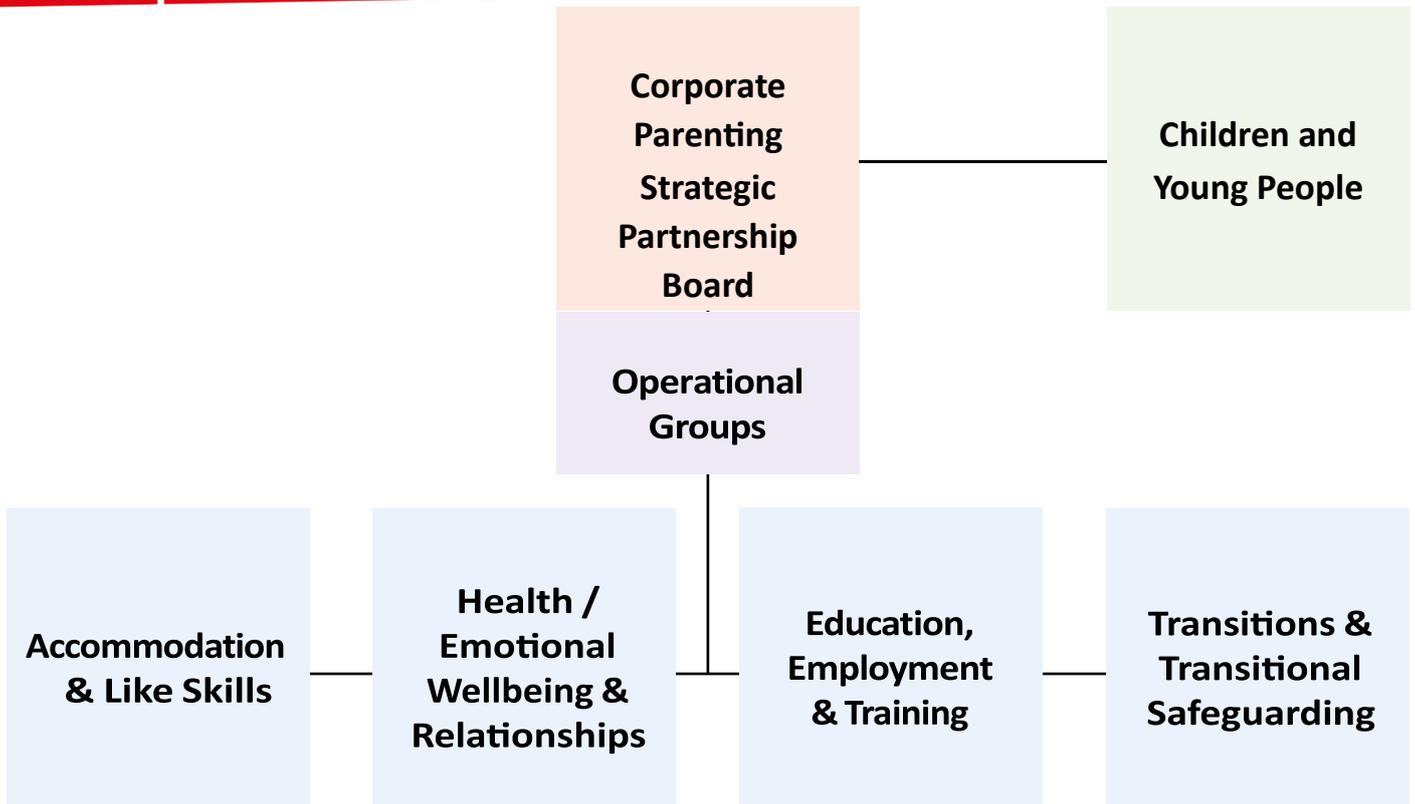
Councillors play a fundamental role in protecting and supporting care-experienced children and young people by advocating for improved services for care-experienced young people, as well as scrutinising and challenging services to achieve optimal outcomes.

Elected members will scrutinise the delivery of our aims and principles as set out in this strategy, through the Corporate Parenting Strategic Partnership Board. Working with children and young people, to act as a ‘critical friend’, they will check on progress to make sure children and young people with care-experience are seeing improved outcomes in their lives.

Governance, accountability and scrutiny arrangements

These are the groups and reporting structures through which we will deliver our strategy, be accountable to what we say we will do, and ultimately make sure we are achieving positive outcomes for care-experienced children and young people in Haringey.

Participation and Engagement



Safety and Protection from Harm (Cross-Cutting Theme)

Corporate Parenting Strategic Partnership Board

- Development and partnership sign up to Corporate Parenting Strategy
- Agree shared strategic priorities
- Oversight of Corporate Parenting Action plan
- Oversight of performance and outcomes in priority areas
- Participation of children and young people

Operational Groups

- Voice of children and young people
- Themes from monthly challenge forum
- Quantitative data
- Management of Permanence Tracker
- Themes from audit and IRO challenge
- Child level information
- Action plans and progress updates

Our Social care Engagement Strategy sets out how we will listen, hear, and understand the children and young people we care for. We want principles and approaches of participation, engagement and co-production to be a part of all that we do in Haringey. This means all adults, who work with care experienced

children and young people, are skilled, knowledgeable and committed to putting their voice at the heart of both individual and strategic decision-making.

Children and young people’s toolkit

The image below is a toolkit for children and young people to use to make sure they are getting their voice heard and are involved in the decision-making process.

	LISTEN	HEAR	UNDERSTAND
Whattoask ofadults	<ul style="list-style-type: none"> • Are my views & opinions in my plan? Have you considered my views in your organisations plans? • Where am I in your strategic plans? 	<ul style="list-style-type: none"> • How do you know whose voice you are hearing? • Can you listen to me in lots of different ways? • When did you ask me? • Have things changed? • How do you know I am involved? 	<ul style="list-style-type: none"> • How will you use what I say to change what you do? • What difference will it make to me? • Who will check that it has? • Who will tell me and how? • How will you know how well you’re doing for me? • Show me, tell me, prove it!
Whatto expect	<ul style="list-style-type: none"> • To be asked first. • To be given a choice of when, how & who you share your views, opinions and experiences with. • To be asked in lots of different ways by workers, surveys, online & in groups. • To be given a choice of when, how & who you share your views, opinions and experiences with. • To be offered support in expressing your Views & opinions e.g. Mind of my Own, Advocacy & Stand Up Speak Up Groups. 	<ul style="list-style-type: none"> • To be listened to & for adults to act on what you say. • To be given opportunities to discuss your views, opinions & experiences through Stand Up Speak Up groups. • Skilled workers who are committed to listening to you & know what to do with what you say. • To be considered an equal partner in developing plans that leads to a better service for you. 	<ul style="list-style-type: none"> • To be told how your views have affected decision making. • Workers to explain to you why decisions are made & how your views were used. • To be told about your rights & democracy & how to have a say. • Your views & feedback to inform staff development & training. • Changes to be made and we will make sure you know are cold.

The Promise

Inform me!

We will...

- Talk to you about why you are in care and help you understand more about your family.
- Help you understand what happens when you become an adult and leave care.
- Make sure you know a person you trust who you can speak to for support.
- Let you know all you need to know.
- Speak to you in ways you understand and that are caring.
- Let you know personally if we are no longer going to be able to work with you or are leaving.

Involve me!

We will...

- Include you and listen to you in meetings.
- Use positive language if we are talking about you.
- Ask you about which possessions you want to keep and who you want to stay in touch with.
- Try to let you stay overnight at your new place, to test it out, if you need to move home.
- Try to give you choices about things, based on your views and wishes.
- Help you get your voice heard.
- Do what we say we're going to do. We won't make a promise if we can't keep it.
- Protect your confidentiality by not telling your foster carers what you tell us unless you are at risk of serious harm. If we need to tell other people, we will explain that to you.

We will...

- Celebrate your achievements - we will have high ambitions and aspirations for you.
- Celebrate religious festivals with you, or help you celebrate them with others.
- Celebrate your 'moving in to foster-family day' each year if you would like that.

Respect me!

We will...

- Check your bedroom sensitively and ask your consent. We will respect your personal space and belongings.
- Not make you stand out as being in care. We will have a conversation with you to find out what you prefer.
- Treat you fairly and equally in the family so that you feel at home.
- Try to make sure that if you stay over with other people, that you know them and enjoy being with them.
- Understand what it means to be a teenager and the need to take some controlled risks in life.
- Understand and respect your identity, including your religion or beliefs, sexual orientation, gender identity, disabilities or health needs and ethnicity.
- Help you keep hold of your birth language and culture.

Support me!

We will...

- Help you make happy memories.
- Support you to make friends and stay in touch with all the people who are important to you.
- Support you to build your confidence and overcome your fears.
- Support you to do your best in school - especially if you're having difficulties at school, like with bullying.
- Help you find work experience opportunities related to what you're interested in.
- Support you where possible to have a mobile phone and use it safely from age 11.
- Support you to have a healthy lifestyle in body and mind.
- Support you with opportunities to try new things and explore your interests, ambitions and aspirations.

If you feel that a Promise is not being followed, please talk this through with your foster carer, social worker or IRO. Occasionally there are very particular reasons why something might not be possible.

This should be explained to you in a way you understand.

Strategy Summaries

- Young People's version

- Easy-read version

Appendix

Legislative Context

Legislation

- [Children Act 1989](#)
- [Children \(Leaving Care\) Act 2000](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Children and Social Work Act 2017](#)

Statutory Guidance

- [Applying Corporate Parenting principles to looked-after children and care leavers](#)
- [Working Together to Safeguard Children 2018](#)

National Strategies & Reviews

- [Keep on Caring: supporting young people from care to independence](#)
- [The Independent Review of Children's Social Care \(The Case for Change\)](#)
- [National Implementation Advisor for Care Leavers: Second Report](#)

Needs Profile

- Haringey Corporate Parenting Needs Profile

Using language that cares

Check out this [Video](#) to find out more from our young people about the importance of using language that cares. We are working with young people and professionals to make sure we are communicating in the best ways.

Jargon buster

We've put together a useful guide on the [SUSU website](#), explaining what a lot of the different words and phrases we use mean.