
Children's Service Advisory Committee

MONDAY, 27TH FEBRUARY, 2006 at 18:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN.

MEMBERS: Councillors Meehan (Chair), Harris, Adamou, Adje, Bax, Jean Brown, Hoban, Engert, Santry and Stanton

AGENDA

1. APOLOGIES FOR ABSENCE (IF ANY).

2. URGENT BUSINESS:

The chair will consider the admission of any late items of urgent business. Late items will be considered under the agenda item where they appear . New items will be dealt with at item 11 below.

3. 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 interest becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter if 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's judgement of the public interest.

4. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Standing Orders.

Presentation by Haringey Primary Care Trust

To receive a presentation by the Haringey PCT Public Health Directorate on their Annual Public Health Report 'Growing Up in Haringey' which focuses on children's health and the 5 ECM outcomes. The presentation will outline the key findings and recommendations from the report.

5. MINUTES: (PAGES 1 - 6)

To confirm and sign the minutes of the meeting of the Children's Service Advisory Committee held on 05 January 2006.

6. DECEMBER & JANUARY PERFORMANCE DATA FOR THE CHILDREN'S SERVICE: (PAGES 7 - 20)

(Report of the Director of the Children's Service): To inform Members of the Children's Service Advisory Committee of the performance of the Children's Service against national and local indicators.

7. CHILDREN'S WORKFORCE STRATEGY: (PAGES 21 - 30)

(Report from the Director of Children's Services) The report introduces the Government's Children's Workforce Strategy; explains what Haringey needs to have in place by April 2006; and notes what has been done to date.

8. UPDATE ON COMMON ASSESSEMENT FRAMEWORK: (PAGES 31 - 36)

(Report of the Director of Children's Services) To update on progress on the implementation of the Common Assessment Framework.

9. CHILDREN & YOUNG PEOPLE'S CONSULTATION LEAFLET - SUPPORTING NEEDS ASSESSMENT: (PAGES 37 - 154)

(Report from the Director of Children's Services) A needs assessment to inform the Children's and Young People's Plan 2006-9.

10. UPDATE ON E-CARE TRAINING (PAGES 155 - 158)

(Report of the Director Of Children's Services) To update Members on E – care training for children and families staff.

11. URGENT BUSINESS:

To deal with any new items of urgent business admitted at item 2 above.

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MINUTES OF THE CHILDREN'S SERVICE ADVISORY COMMITTEE
THURSDAY, 5 JANUARY 2006

Councillors Meehan (Chair), Harris, Adje, Bax, Jean Brown, Hoban, Engert, Santry and Stanton

Apologies Councillor (**none**)

Absent Councillor Adamou

| MINUTE NO. | SUBJECT/DECISION | ACTION BY |
|----------------|--|-----------|
| CSAC38. | URGENT BUSINESS None received. | |
| CSAC39. | APOLOGIES FOR ABSENCE (IF ANY) None received. | |
| CSAC40. | MINUTES RESOLVED: That the minutes of the meeting held on 28 November 2005 were confirmed and signed by the Chair. | |
| CSAC41. | DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS None received. | |
| CSAC42. | MENTAL HEALTH NEEDS OF LOOKED AFTER CHILDREN We received this report to inform Members of the findings and recommendations of the Tavistock Clinic's CAMHS Looked After Children & Adolescents Needs Assessment Report. The report also informed Members of the process of making the 'Care Stories' video of looked after adolescents and the progress for developing this into a formal training package. Members were complimentary of both the report and 'Care Stories' video. Officers assured Members that implementation of the report's recommendations was managed through partnership working at a strategic level. The size of service was dependant on the allocated government grant, although Officers were optimistic that this would be increased. In response to issues raised in the report over communication and fragmentation, Officers informed Members that a group was being pulled together to work on integrating support services for Looked After | |

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THURSDAY, 5 JANUARY 2006**

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| | <p>Children. Officers were confident that intra-worker communication on the ground was largely good, although potential inter-agency problems further up in the organisations did exist, and were being worked to be resolved. Officers assured Members that the resolution of communication and fragmentation issues was progressing the right direction.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report. 2. That Officers update the Committee in six months time with regards to progress on implementing the recommendations of the report. | DD (C+F) |
| <p>CSAC43.</p> | <p>NOVEMBER 2005 PERFORMANCE DATA FOR THE CHILDREN'S SERVICES</p> <p>We received the performance report for November 2005, which contained key performance data relating to children looked after, child protection, referrals and assessments, family support and staffing for members of the committee to consider. The data was compared to key performance indicators, which the Council was obliged to meet and contained the statutory requirements and local time scales for meeting these targets.</p> <p>Members were complimentary of the figures, recognising the continued improvement taking place across the service. However, staff turnover continued to give cause for concern, with the figures from the Tottenham office being particularly worrying. Officers assured Members that this problem was a national one, and that every effort was being taken to recruit and retain talented staff at Haringey. Details of general feedback and the process followed in staff 'Exit Interviews' was to be provided to a future meeting of the committee. The Leader of the Council noted that he was soon to visit the Child Protection team.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report. 2. That Officers provide to the committee details of both the procedure for and results from 'Exit Interviews' carried out with departing employees. | DD (D+P) |
| <p>CSAC44.</p> | <p>THE ADOPTION AND CHILDREN ACT 2002</p> <p>This report provided Members with an understanding of the key changes brought about by the implementation of the Adoption and Children Act</p> | |

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THURSDAY, 5 JANUARY 2006**

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| | <p>2002.</p> <p>Key points of the new Act included:</p> <ul style="list-style-type: none"> - Bringing adoption procedures into line with the Children's Act 1989, and 'Every Child Matters. - Providing a recognition of the importance of family origin, and existing family relationships - Extending 'residence orders' from 16 to 18 - Giving more support to Adopters - Providing an intermediary service when adults are chasing birth children - A new legal process <p>Officers assured Members that they had been preparing for a possible expansion of the service in light of the above new provisions.</p> <p>RESOLVED:</p> <p style="padding-left: 40px;">That we receive the report.</p> | |
| <p>CSAC45.</p> | <p>APA ASSESSMENT REPORT: CHILDREN'S SERVICES</p> <p>Members were informed of the good progress made in the Children's Service with regards the Annual Performance Assessment (APA). We noted the areas for improvement which had already been given appropriate attention, and were to be included in the Children and Young People's Plan for 2006-9.</p> <p>We further noted the grading of 3 out of 4 compared very well with other services across London and the country as a whole. We noted that measures were being taken to improve youth participation, and the importance of measuring and recording these activities when undertaken by young people.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report. 2. That the committee pass on their congratulations and thanks to all Members of staff in the Children's Service, in recognition of their hard work. 3. That Officers report back to the committee on the 'actions imposed', outlined in the report. 4. That Officers update the committee on the current status of the 'Youth Forum', and its level of activity. 5. That Officers update to the committee improvements made in light of the report's recommendations in due course. | <p>All to note</p> <p>Dir CS</p> <p>DD (C+F)</p> <p>DD (C+F)</p> |
| <p>CSAC46.</p> | <p>FRAMEWORK I - UPDATE</p> | |

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| | <p>This report provided Members with a briefing on the Training and Support provided to Children's Service staff prior to and since the implementation of Framework-i, together with figures for staff attendance at training.</p> <p>Together with the training schedule set out in the report, we learned that further training was taking place following the system's successful go-live. We further learned that the delivery of additional system functionality would further improve working, allowing for the automatic populating of appropriate data fields.</p> <p>The Assistant Director assured Members that appropriate management action would be undertaken to ensure that all staff attended training.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report. | |
| CSAC47. | <p>SAFEGUARDING CHILDREN IN EDUCATION</p> <p>This report updated Members on progress towards implementing the DfES guidance 'Safeguarding Children in Education', specifically in relation to the responsibilities of schools. We noted that revised guidance was due to be published in early 2006.</p> <p>Members expressed the expectation that all Schools should have a Child Protection policy, a programme of training for Governors, and a designated Governor on Child Protection issues. The Executive Member agreed to take action to strongly encourage all Schools to put these safeguards into operation within three months.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report. 2. That the Executive Member for the Children's Service write to the Heads and Chairs of Governors of all Schools without a Child Protection Policy, requiring them to draw one up, and implement the above measures, within a three month time-frame. | GM / Dir CS |
| CSAC48. | <p>DISCRIMINATORY INCIDENTS</p> <p>This report informed the CSAC of the number of discriminatory incidents reported in Haringey schools in 2004-5. It also provided an analysis into the number and nature of incidents by different categories, and outlined a programme of action in response to the analysis.</p> <p>We noted that the number of schools submitting discriminatory incident data to the Children's Service had increased from 67% in 2003/4 to 29%</p> | |

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| | <p>in 2004/5, with racially motivated incidents the most frequently reported for the last three years, followed by incidents based on the victim's gender.</p> <p>Members and Officers agreed on the importance of ensuring that all Schools submitted their data in this respect to facilitate guidance, information and policies to deal with situations when they occurred. We agreed the importance of Schools and Officers having a candid relationship based on support not stigmatisation. We noted the efficacy of peer mentoring, used in some Schools such as St. Ann's and Gladesmore, and expressed the desire for this experience to be captured and incorporated into Best Practice guidance.</p> <p>We further noted that in future regular reports of both Discriminatory Incidents and bullying were to be brought before the Local Safeguarding Children Board.</p> <p>RESOLVED:</p> <ol style="list-style-type: none"> 1. That we receive the report, amending Recommendation 1.6 to read as follows: "That data on incidents of discrimination and bullying are reported to the Local Safeguarding Children Board and Member Bodies on a regular basis with the action being taken to reduce such incidents." 2. That the Executive Member for the Children's Service, together with the Service's Director, write to the Heads and Chairs of Governors of Schools who had not submitted their data, reminding them of the importance of doing so. | <p>HMS</p> <p>GM / Dir CS</p> |
| <p>CSAC49.</p> | <p>URGENT BUSINESS</p> <p>There was no further urgent business.</p> | |

GEORGE MEEHAN

Chair

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Agenda item:

Children's Services Advisory Committee
On 27th February 2006

Report Title:

December 2005 and January 2006 Performance data for Children's Services
Report of: **The Director of The Children's Service**Wards(s) affected: **All**Report for: **Information****1. Purpose**

1.1 To inform Members of CSAC of the Children's Service performance against national and local indicators.

2. Recommendations

2.1 Members of CSAC are asked to endorse the contents of the report.

Report Authorised by: Sharon Shoesmith
Director of The Children's Service

Signature:

Contact Officer: David Holmes
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3. Executive Summary

3.1 This paper contains children's social care performance data for December including data relating to looked after children, child protection, referrals and assessments, family support and staffing.

4. Reasons for any change in policy or for new policy development

4.1 Not applicable

5. Local Government (Access to Information) Act 1985

5.1 Not applicable

6. Background

6.1 This paper contains children’s social care performance data for December 2005 and January 2006, including data relating to looked after children, child protection, referrals and assessments, family support and staffing.

7. Description

7.1 This report is the latest in a series of regular monitoring reports for CSAC

8. Consultation

Not applicable

9. Summary and conclusions

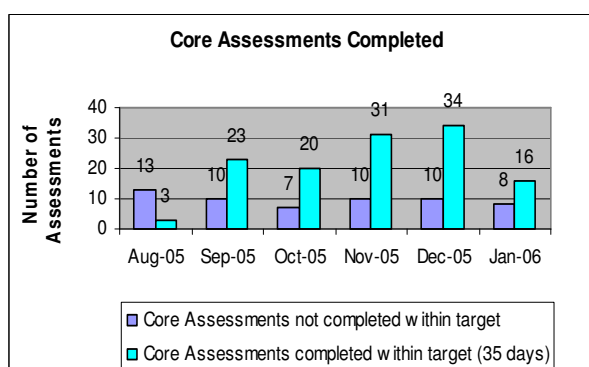
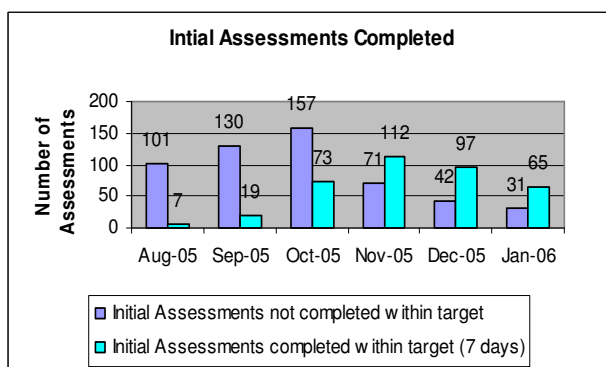
December 2005 and January 2006 data

9.1 Referrals and Assessments

9.1.1 197 referrals were received in December and 206 in January.

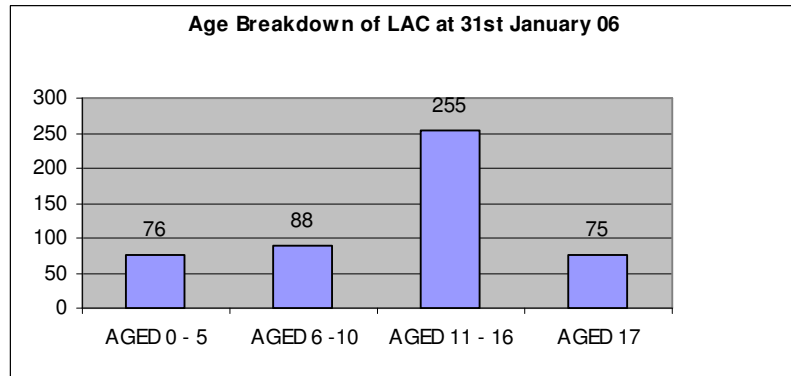
9.1.2 70% of initial assessments were completed in timescale in December and 68% in January evidencing a sustained improvement in performance in this area over the past three months. The year to date position for initial assessments in timescale is 39.7%. Our outturn for 2004/05 was 56%.

9.1.3 77% of core assessments were completed in timescale in December and 67% in January again evidencing a sustained improvement in performance. This indicator now forms part of the PAF (Performance Assessment Framework – PAF C64) set of indicators from April 2005. Our outturn for 2004/05 was 50.6%. The average of our comparator Boroughs was 55.4%. Our current year to date position is 63.9%.



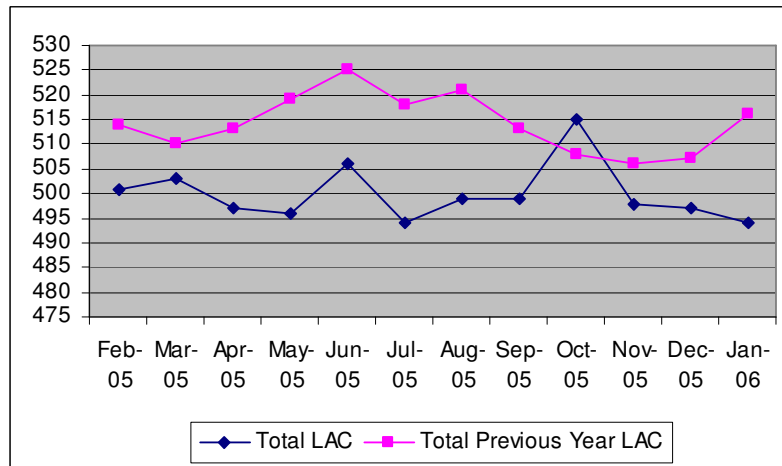
9.2 Children Looked After

9.2.1 The number of children looked after in December was 497 and this went down to 494 in January. The age breakdown of children looked after is demonstrated in the graph below:



9.2.2 At the end of December 93 LAC were unaccompanied minors and 92 at the end of January.

9.2.3 The following table demonstrates the differences in the total numbers of children looked after in comparison to the same period in the previous year. If we compare the number of children looked after at the end of January 2006 compared to the same time last year, we see that there are now 22 fewer looked after.



9.2.4 In December 15 children started to become looked after and 16 ceased. The figures for January were 22 starting and 15 ceasing. Care proceedings were initiated on 5 children in December and 4 children in January.

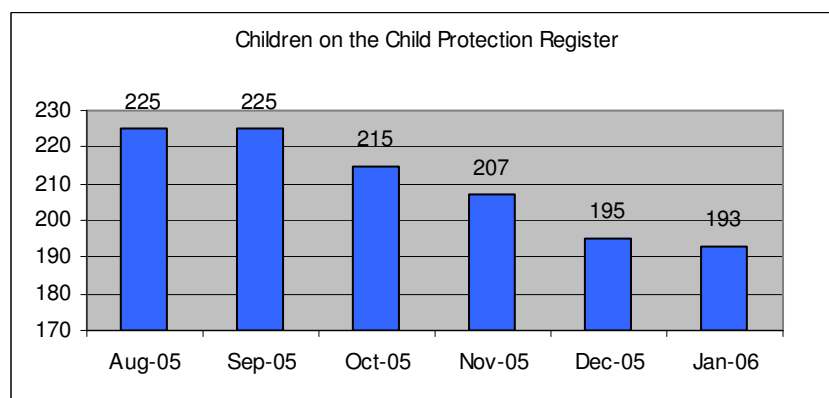
9.2.5 92.8% of looked after children had a review in timescale in December and 95.4% in January. Our year to date position is 93.8% and our target for 2005/06

is 96%. We need to at least maintain the level of performance achieved in January if we are to come very close to meeting our target.

- 9.2.6 In January 417 children required a Personal Education Plan (PEP) and, of those, 93% had one in place.
- 9.2.7 82% of looked after children had an up to date visit at the end of December and 82.9% in January. We are currently looking carefully at the recording of data about visits as we think this will improve our performance in this area.
- 9.2.8 The proportion of children looked after placed in foster care or placed for adoption was 74% in December and 73% in January. The proportion of children under 10 placed in foster care or placed for adoption (PAFC22) was 97% in December and January. Our outturn for 2004/05 was 98.4%, which put us into the top performance banding. From April 2005 this is no longer a PAF return.
- 9.2.9 The percentage of children who communicated their views to a statutory review (PAF C63) in December was 98.5% and 98.9% in January. Our outturn for this indicator was 93.7% in 2004/05 and our target for 2005/06 is 98%.
- 9.2.10 All looked after children had an allocated worker at the end of December. There was one child without an allocated worker at the end of January. This case has now been re-allocated. Our outturn for 2004/05 was 98.8%. In 2003/04 the average of our comparator boroughs was 97%.
- 9.2.11 Children missing from care – next update April 2006

9.3 Child Protection

- 9.3.1 The number of children on the Child Protection Register went down again in December to 195 and 193 in January.



- 9.3.2 Excellent performance around children on the Child Protection Register who were reviewed in timescale has continued throughout the year to date, with 100% of reviews being completed in timescale to the end of December. This dropped very slightly to 99.3% in January when one review was held out of timescale. The London average for this indicator in 2003/04 was 98%.

9.3.3 The percentage of children on the Child Protection Register who were visited in timescale in December was 92% and 90.2% in January. Our target for 2005/06 is 95%. This figure excludes those children registered in the last week of the month.

9.3.4 There were no children on the Child Protection Register without an allocated social worker at the end of December.

9.4 General overview of performance

9.4.1 This report shows generally good or improved performance across the range of statistical responsibilities. Our performance around allocation of children looked after and children on the child protection register remains good.

9.4.2 The number of family support cases without a named social worker was 6 at the end of December falling to 3 at the end of January. They were all in the Long Term Team in Tottenham. This number has reduced significantly over the past 4 months.

9.5 Key Thresholds

9.5.1 From April 2004, four of the PAF indicators now form part of the key thresholds that limit the judgements made for children's services if they are not met; these limits may in turn result in limits to star ratings. Current performance around these indicators is as follows:

9.5.2 PAF A1 – Stability of Placements of looked after children. This indicator looks at those children with 3 or more placements in the year. Our outturn for 2004/05 was 14.7%, which put us in the top performance banding (<16%). We have set a target to reduce this to 13% for 2005/06. Our performance at the end of January was 11.5%.

9.5.3 PAF C20 – Reviews of Child Protection cases. This calculates the percentage of children due a review in the year, reviewed in timescale. The 2004/05 outturn for this indicator was 100%. The year to date position for this indicator is 99.3%.

9.5.4 PAF A2 – Educational qualifications of looked after children. This indicator looks at all children aged 16+ who have left care in the year with one or more GCSEs at grades A*-G (or GNVQ equivalent). The 2004/05 outturn for this indicator was 34.2%. Our plan for 2005/06 is 45%. The year to date figure at the end of January is 34.4%.

9.5.5 PAF C23 – Adoptions of children looked after. By the end of March 2005 the percentage of children adopted was 5.1%. Our plan for 2005/06 is 6% (approximately 20 children). 13 children had been adopted by the end of January (3.9%) and a further 9 have dates scheduled for their final adoption hearing before the end of March.

9.6 Staffing

- 9.6.1 The staffing position in the Children's District Teams for the end of January is summarised in the attached appendix 1, including a breakdown of agency staff in service for less than 3 months and more than 3 months.
- 9.6.2 Both Service Managers are covered by permanent members of staff
- 9.6.3 There are 6 Senior Team Manager posts, 5 are covered by permanent staff, and 1 by an agency worker.
- 9.6.4 There are 14 Team Manager posts, 13 are covered by permanent staff, and someone is acting up into the other post.
- 9.6.5 There are 20 Senior Practitioner posts, 12 are covered by permanent staff, 5 are covered by agency workers and 3 are vacant.
- 9.6.6 There are 59 Social Worker posts, 22 are covered by permanent staff, there are 34.5 agency staff and 2.5 vacancies.
- 9.6.7 There are 10 Social Work Assistant (SWA) posts, 4.5 are covered by permanent staff, 2.5 by agency and 3 vacancies. There are 4 Social Services Officer posts, all are covered by permanent staff.

10 Recommendations

- 10.1 Members of CSAC are asked to endorse the contents of the report.

11 Comments of the Director of Finance

- 11.1 The activities mentioned above form part of the core activities of the authority for which budgetary provision in 2005/06 has been made.

12 Comments of the Head of Legal Services

- 12.1 Legal Services have been consulted on the contents of this Report and have no specific comments.

13 Equalities implications

- 13.1 The improving performance within the Children and Families branch of the Children's Service assists socially disadvantaged service users, especially children. The trend around growing numbers of children subject to safeguarding concerns suggests that more of these service users are being appropriately protected.

14 Use of Appendices / Tables / Photographs

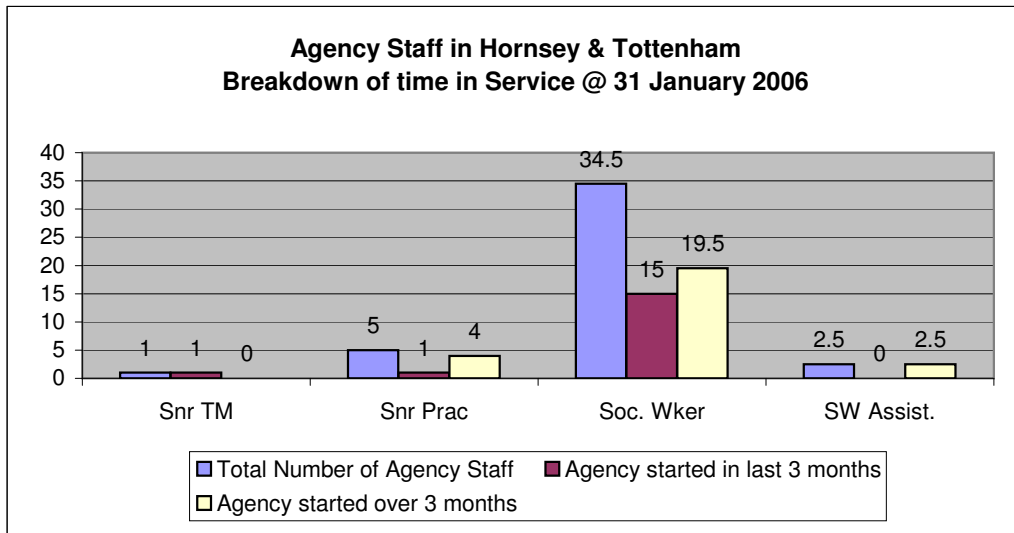
14.1 Appendix 1 – Staffing, including graph on agency staff – length of time in service

14.2 Appendix 2 – Timescales for key indicators

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Staffing for Children's Service - Hornsey & Tottenham District Teams @ 31 January 06

| Agency Staff | Snr TM | Snr Prac | Soc. Wker | SW Assist. |
|---------------------------------|--------|----------|-----------|------------|
| Total Number of Agency Staff | 1 | 5 | 34.5 | 2.5 |
| Agency started in last 3 months | 1 | 1 | 15 | 0 |
| Agency started over 3 months | 0 | 4 | 19.5 | 2.5 |



Of the 43 Agency staff employed, 17 started in the last 3 months (40%) and 26 (60%) have been employed

1 for over 3 months

APPENDIX**Timescales for key indicators**

| Indicator | Timescale for completion |
|-----------------------------------|---|
| Initial Assessments | 7 working days following the referral |
| Core Assessments | 35 working days following the completion of the initial assessment |
| LAC Reviews in timescale | Reviews due in a particular month – need to have taken place on or before the due date. Initial reviews have to take place by the 28 th day of being looked after, the 3 month review is due 3 calendar months after the date IPR held and subsequent 6 monthly reviews are held 6 calendar months from the last review. |
| Up to date Care Plan | All Care Plans must be reviewed at each LAC review. |
| LAC Visits | All looked after children to be seen at least every 42 days, with the exception of children in long-term stable placements, where the manager can agree to 3 monthly visits. |
| Visits to children on the CPR | Visits held in the calendar month |
| Reviews of Child Protection cases | The percentage of children who were due to have a review in the year, who were reviewed in timescale |
| Stability of Placements | Calculated monthly – looks at all children looked after who have had 3 or more placements in the year |

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Children's Services advisory Committee
On 27 February 2006

 Report Title: **Children's Workforce Strategy**

Forward Plan reference number (if applicable): N/A

Report of: Director of the Children's Service

Wards(s) affected: All

Report for: Information

1. Purpose

This paper:

- introduces the Government's Children's Workforce Strategy;
- explains what Haringey needs to have in place by April 2006; and
- notes what has been done to date.

2. Recommendations

- 2.1 CSAC is asked to note the content of this report and to comment on the draft vision for the Children's Workforce

Report Authorised by: Sharon Shoesmith
 Director
 The Children's Service

Contact Officer: David Holmes, Deputy Director Delivery and Performance
 Telephone 0208 489 3154
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3. Executive Summary

- 3.1 As part of the Change for Children Programme the Government has an ambition to develop and reform the workforce working with children and young people.
- 3.2 The aim is to improve the skills and quality of the workforce and to make working in services for children and young people more attractive so improving the recruitment

and retention of staff.

3.3 In 2005 the Government issued a draft strategy for consultation. The consultation period has closed and children's services authorities now need to respond to this initiative.

3.4 This report gives information about this Government initiative and developments in Haringey to date.

4. Reasons for any change in policy or for new policy development (if applicable)

Need to develop a strategy in response to the Government's initiative on reforming the children's workforce by April 2006.

5. Local Government (Access to Information) Act 1985

5.1 The Children's Workforce Strategy: Building a World-Class Workforce for Children, Young People and Families – Consultation document April 2005

5.2 The Children's Workforce Strategy: Building a World-Class Workforce for Children, Young People and Families - The Government's Response to the Consultation February 2006

5.3 Common Core of Skills and Knowledge for the Children's Workforce 2005

5.4 Common Assessment Framework for Children and Young People (CAF).

6. Background – What is the Children's Workforce Strategy?

6.1 The Children's Workforce Strategy was launched for consultation by DfES on 1 April 2005. The strategy sets out the Government's vision for the Children's Workforce and the national and local actions that are needed to realise this vision. There has been some debate inevitably over what constitutes the 'Children's Workforce'. Government guidance defines the term by listing the services that the Children's Workforce provides: 'The principal services used by children, young people and families are early years and childcare, play, health, schools and colleges, youth work, sport and leisure, family support and children's social care, as well as a wide range of specialist services.'

6.2. The four broad strategic challenges set out in the document include:

- Recruiting more people into the children's workforce;
- Developing and retaining more people within the children's workforce;
- Strengthening inter-agency and multi-disciplinary working; and
- Promoting stronger leadership, management and supervision.

6.3 The strategy was published alongside several linked documents: the Common Core of Skills and Knowledge for the Children's Workforce; draft guidance on the Common Assessment Framework (CAF); and a consultation document on the role of Lead Professional.

6.4 Together these initiatives should ensure better communication across professional and organisational boundaries throughout the entire children's workforce and equip

the workforce with a basic common core of skills and knowledge to enable them to deliver quality, well co-ordinated and consistent children's services.

6.5 The Government recently published a response to its consultation. In the response it announced the following key actions:

- To build an integrated qualifications framework, based on the Common Core of Skills and Knowledge that will help improve career pathways across the workforce. Simplified, streamlined, more transparent qualifications and development frameworks will also increase the confidence that employers, employees, students and children, young people and families have in the workforce;
- To develop new roles and new opportunities at graduate level in the early years' workforce.
- To use the joint DfES/DH Options for Excellence review to agree the challenges and way forward for social work and social care;
- To support the development of local workforce strategies.

6.6 It also announced a new Transformation Fund to:

- stimulate the supply of Early Years' Professionals through the development, delivery and accreditation of appropriate training routes and by covering the costs of fees, bursaries, mentoring and supply cover;
- provide a recruitment incentive for full day care settings in the private and voluntary sectors to employ graduate professional leaders for the first time;
- provide a quality premium for settings with an existing level 5 or level 6 professional leader to support the training and development of non-graduate staff;
- enable a higher proportion of the early years workforce to be trained to level and above; and
- train more staff to work with disabled children and those with SEN.

6.7 We understand that further details of the Transformation Fund will be set out in guidance to be issued by early March.

What we need to have in place by April 2006

6.8 By the end of April 2006 every local authority area will need to have in place an initial Children's Workforce Strategy. The strategy will be for the entire Children's Workforce across all agencies working with children and young people and will need wider ownership as it is developed and rolled-out.

6.9 The strategy will cover a number of different strands of work - some for immediate action, some for future development.

6.10 There is no expectation that the content of our strategy should have been delivered by April. What we do need to have in place is a strategy that shows how the areas identified within the Government guidance are going to be addressed in Haringey. Broadly, these areas are:

- A process for analysing service users' needs of the Children's Workforce in Haringey;
- A process for analysing the local and regional labour market;
- A process for determining whether the Children's Workforce currently has the capacity to deliver all services required, and to establish need for future growth;
- A process for auditing the current skills of our Children's Workforce (training audit) and the resources currently expended on workforce training;
- The development of Joint training events and a skills training programme for the Children's Workforce (to include Common Core of Skills, Common Assessment Framework, development of Lead Professionals);
- A process for developing a joined-up recruitment and retention strategy based on Children's Workforce Strategy materials; and
- Clear plans for consulting on the strategy.

What we have done to date

6.11 A steering group was established last autumn to raise multi-agency awareness of the need to develop a Children's Workforce Strategy. The steering group has representation from across relevant parts of the Council including the Children's Service, YOS, HR, OD&L and Economic Regeneration and partners such as PCT police, Connexions, LSC, voluntary sector etc.

6.12 Having considered the job to be done and in light of the Government guidance, the steering group decided to separate the work to develop a Children's Workforce Strategy into five component workstreams that together cover the substantive content of paragraph 6.10 above:

- Developing our vision for the Children's Workforce in Haringey
- Needs Analysis (service users, workforce (capacity, growth), labour markets)
- CAF and Lead Professional development
- Training Analysis (current skills, training audit, current spend, development of training programme/training events, Common Core of Skills)
- Recruitment and Retention (linked strategies)

6.13. The steering group also agreed that logically the first two areas set out in 6.9 above needed to be tackled first. This would help us to clarify both the end goal and our baseline starting position. At the same time it was agreed that we needed to move quickly on the third area set out in 6.12 – rolling out the Common Assessment Framework and Lead Professional guidance in Haringey. This last issue is the subject of a separate report to CSAC.

6.14 Two sub-groups were established to make rapid progress on developing the vision for the children's workforce and to manage the collection and collation of available data about the current Children's Workforce in Haringey. The '**Vision**' group has produced a draft vision (see Annex A) for the Children's Workforce that includes:

- an explanation as to why the strategy is being created;
- a definition of what we want the Children's Workforce to deliver for children, young people and their families in Haringey; and.
- the professional competencies that staff working within the Children's Service, and the wider Children's Workforce, will need to have/develop.

6.15 The '**Data**' group is working to produce:

- a preliminary needs analysis of service users drawing on the needs assessment prepared to support the development of the Children and Young People's Plan 2006-9;
- a list of the professionals who make up the Haringey Children's Workforce – supplemented by our own definition of the term 'Children's Workforce';
- a table showing the total number of people in our Children's Workforce;
- wherever possible, identification of services delivered by private and voluntary/community sector;
- wherever possible, identification of gaps in current workforce – in terms of both skills and numbers; and
- a preliminary analysis of the local Labour Market.

6.16 A data-gathering questionnaire has been sent out to relevant agencies in Haringey asking for a wide range of information about the current children's workforce. The vision statement once agreed, the product of the data group, the project plan for the implementation of the Common Assessment Framework and the Lead Professional guidance and our initial thinking on recruitment and retention are all being brought together into an initial Children's Workforce Strategy that will be available in draft in March. This will give us an initial strategy in advance of Government timescales that can then be consulted on and developed further during the course of the next year. The expectation from Government is that workforce strategies will be kept under regular review. It is suggested that the initial Children's Workforce Strategy should be brought back to a future meeting of CSAC for information and discussion.

7 Recommendations

7.1 You are invited to note the content of this report and to comment on the draft vision for the Children's Workforce.

8 Comments of the Director of Finance

8.1 The financial implications of the Children's Workforce Strategy have not yet been quantified. Any additional costs will need to be dealt with as part of the Council's normal budgetary and planning procedures. There are no immediate financial implications associated with the development of the strategy.

9 Comments of the Head of Legal Services

9.1 The proposed recommendations and actions put forward appear to have no adverse issues to consider in terms of any unlawful acts or breaches of employment or education legislation, at the present time.

9.2 When considering how to develop and reform the workforce working with children and young people the following requirements need to be borne in mind:

9.2.1 to undertake Criminal Record Bureaux checks;

9.2.2 the Rehabilitation of Offenders Act 1974 does not apply in terms of obligations placed on individuals to disclose criminal offences, pending prosecutions, cautions or convictions relating to young people on application forms and;

9.2.3 Haringey's internal policies in relation to recruitment of employees working with children and young people.

10 Equalities Implications

10.1 The overall aim of the workforce developments is to attract more people into work with children and young people and to improve the skills of the workforce. This development should impact on equalities in two ways. By improving skills, those working with children and young people should become better aware of equalities issues and their impact and how to respond to them sensitively. Attracting more people to work with children and young people will hopefully encourage more people from different backgrounds and circumstances to apply to join the children's workforce.

Annex A

Workforce Development Strategy

Developing the vision

1. The Government's vision is of a world-class workforce that:
 - strives to achieve the best possible outcomes for all children and young people;
 - is competent and confident;
 - people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers; and
 - parents/carers, children and young people trust and respect.
2. The national Common Core of Skills and Knowledge for the Children's Workforce sets out the basic skills and knowledge needed to enable effective multi-disciplinary working (including by volunteers). The skills and knowledge are described under six main areas:
 - Effective communication and engagement with children, young people and families;
 - Child and young person development;
 - Safeguarding and promoting the welfare of the child;
 - Supporting transitions;
 - Multi-agency working; and
 - Sharing information.
3. In Haringey, our aspiration is that every member of the children and young people's workforce will:
 - have the necessary skills, knowledge and experience to carry out their roles and responsibilities to the highest standards;
 - demonstrate an awareness of the diversity of our community and know what that means for the ways in which they will work with children, young people, families and colleagues;
 - keep the child or young person at the centre of their focus and to base decisions and interventions on the best available evidence;
 - know how to listen to children, young people and families and to reassure them that their views have been heard;
 - know how to communicate with children, young people and families that demonstrates respect and an appropriate understanding of their needs;
 - be committed to collaboration and partnership working with colleagues within and beyond the Children's Service;
 - have the confidence to challenge appropriately and to be challenged in order to provide better outcomes for children, young people and families.
 - be aware of their own professional competencies and limitations and to prioritise their own professional development to ensure that they are able to respond to changing service requirements.

4. This vision will shape the continued development of the children and young people's workforce in Haringey. The Children's Service was established, with the support of the partners of the Children and Young People's Strategic Partnership on the basis of a number of aims for improving outcomes for children and young people. The service exists so that children and young people in Haringey:
 - are better safeguarded from harm;
 - have improved opportunities to develop and reach their potential;
 - receive support earlier if they experience difficulties; and
 - are able to access services faster due to better links between services.
5. Every member of the children and young people's workforce has the right to be clear about what is expected of them in their role and how they will be supported in their practice. The vision will be translated into practice through the workforce development strategy.
6. The Children's and young people's workforce consists of staff with great diversity in terms of experience, knowledge, skills, training, policies, practice and procedures, pay conditions and professional behaviours. These will continue to be essential to the delivery of high quality specialist services. The workforce development strategy will bring these strengths together and enable the organisation to develop the additional skills, knowledge and behaviours that will deliver our vision for children and young people.
7. This will provide an opportunity to develop new roles and professions and for staff to experience different ways of working. This may mean both inter-disciplinary and multi-disciplinary working with colleagues across all the agencies working with children, young people and families. Many staff have transferable skills that may be used in different settings and the strategy will support them to explore different career pathways.
8. Work will place with the different training providers to identify and maximise the possibilities for common accreditation of training and professional development. Training routes may continue to be different, but as a minimum, staff should expect to receive training that is consistent with the aspirations for the children and young people's workforce. This will be supported by initiatives at national policy level to relation develop common training for the children and young people's workforce.
9. The establishment of Children's Networks will be central to the delivery of the five ECM outcomes for children. The networks will facilitate inter-agency and multi-disciplinary working and provide opportunities to develop different ways of working together to improve outcomes for children, young people and families. The work of each network will be based on a thorough analysis of the needs of the local community, including the particular challenges of high levels of mobility and transience into and within Haringey. Therefore the context and needs within networks will change and evolve and the workforce development strategy will ensure that services are responsive to these changes. Wherever possible, we want the children and young people's workforce to reflect the local population in Haringey.
10. The workforce will continue to be based upon the specialist areas of skill and expertise that are currently held by staff. The intention is not to create a workforce of staff with

generic skills who can do everything. However, we will consider how to establish a broad base of understanding across staff and managers that will enable them to manage and contribute to partnership working. These will focus on the major policy frameworks underpinning the health, education and social care of children and young people. Examples of this might include:

- ensuring that all staff have an understanding of the Framework of Assessment;
- ensuring that all staff understand the principles of Working Together To Safeguard Children;
- ensuring that all staff are aware of the framework for delivering education, including the National Curriculum framework, key stage transitions and national testing and examination systems.

Staff at all levels will be supported through the strategy to understand the relevance of these frameworks for children and young people and the implications for their own role and practice. An example of this could be decisions taken about the timing of a care placement of a child/young person in relation to critical points in their education.

11. The strategy will ensure that managers are able to support their teams to deliver the vision for the service. The composition of teams may change and may include from staff from different disciplines and experience and the strategy will also include principles for the ensuring that the specialist aspects of the service continue to be subject to proper scrutiny and accountability.
12. The delivery of the vision for the Children's Service will be supported by change at every level. Our strategy will ensure that these changes are planned and managed at an appropriate pace and that the needs of children, young people and families are kept as our central focus. The strategy will change and adapt in line with the planned priorities outcomes for children and young people and families.

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Children Service Advisory Committee
On 27th February 2006

Report Title: Update on Common Assessment Framework

 Forward Plan reference number (if applicable): **N/A**

 Report of: **The Director of The Children's Service**

 Wards(s) affected: **All**

 Report for: **Information**
1. Purpose

1.1 To up date on progress on the implementation of the CAF

2. Recommendations

- 2.1 That members note contents of the report and the progress that has been made in preparing for the implementation of the CAF;
- 2.2 Members acknowledge the importance of securing multi-agency commitment to the CAF;
- 2.3 Members receive a report on the implementation of the pilot and the implications for wider rollout of the CAF;

 Report Authorised by: **Sharon Shoesmith**
Director of the Children's Service

Contact Officer:

| | |
|---|---------------|
| Alison Botham Service Manager Children's Service | 020 8489 3152 |
| Jan Doust Head of Access and Pupil Support Children's Service | 020 8489 3150 |

3. Executive Summary

3.1 This report sets out progress to date on preparing for the implementation of the Common Assessment Framework (CAF). All Local Authorities must have arrangements for the CAF to be in place by 2008. This is part of the overall government strategy to improve outcomes for children as set out in Every Child

Matters and the Change for Children programme. This links a number of related strands, including multi-agency working, role of Lead Professional and the Workforce Development strategy. Locally, these strands will be delivered primarily through the Children's Networks. This report provides an overview of the operation of the CAF within this context and the work that is currently being undertaken to ensure that staff are appropriately trained and prepared to begin implementation through a pilot initiative beginning in April 2006.

4. Reasons for any change in policy or for new policy development (if applicable)

- 4.1 There is an expectation set out in the Children Act 2004 that all local authorities will implement the CAF by 2008. This does not replace the existing statutory requirements for the assessment of children and young people with complex needs and those at risk of significant harm. However, the implementation of the CAF should lead to an earlier identification of children's needs and, in some cases, the provision of preventative services that may reduce the need for higher levels of service at a later stage.

5. Local Government (Access to Information) Act 1985

- 5.1 Every Child Matters - Change for Children 2004
 5.2 Common Assessment Framework 2005
 5.3 Children's Workforce Strategy 2005

6. Background

- 6.1 The Common Assessment Framework is a key element of the DfES change for Children Programme and is intended to be integral to the delivery of the five Every child Matters outcomes.
- 6.2 Currently children in need are subject to a number of different assessment processes. Children who do not meet the threshold for the input of specialist services may not trigger any assessment of need, beyond those in place in universal settings.
- 6.3 The CAF is a national standardised approach to the assessment of the needs of a child or young person. It will promote more effective, earlier identification of children's additional needs and improve multi-agency working.
- 6.4 It should provide a simple, non-bureaucratic process for a holistic assessment of a child's needs, taking account of the individual, family and community, and will reduce the number of assessments that a child or young person in need are subject to.

- 6.5 The assessments will assist in the early identification of need for children and their families who will benefit from family support services, or where a number of services are already involved and better planning and co-ordination of the services will benefit the child and their family.
- 6.6 The CAF will not replace existing assessment arrangements for children with higher levels of need, including those at risk of significant harm. These arrangements will continue to apply and referrals must not be delayed whilst a CAF is undertaken.
- 6.7 The CAF will be used by practitioners in all agencies and will support more effective communication and working together. The CAF will encourage greater sharing of information between practitioners, although there will still be a requirement for consent to be obtained from parents/carers. Information from the CAF will follow the child as they progress and should enable professionals to build up a picture over time.
- 6.8 A CAF Steering Group has been set up to ensure effective implementation in Haringey. This is a multi agency planning group that has been working on the implementation plan. It is anticipated that the implementation plan outline below will be agreed by the next steering group to be held shortly.
- 6.9 It is important to recognise that the CAF is part of the much broader programme of change for children and is linked to a number of other DfES initiatives to support this change. The CAF will be integral to the work of the children's Networks and is also closely linked to the Family Support Strategy, the Workforce Development Strategy and the role of the Lead Professional.

7. Description

- 7.1 In Haringey an assessment within the CAF will be undertaken when:
- there are concerns about a child that mean that she or he will not reach their full potential in relation to one or more of the five outcomes, and
 - it is likely that this cannot be resolved by the practitioner/s already involved, and the child and their family, and
 - an assessment is likely to result in additional services, or additional co-ordination and planning of existing services by a lead professional.
- 7.2 In the early stages of introducing the CAF, it is possible that there could be a large number of children referred who would not be appropriate referrals under existing arrangements. This is not the intention of the CAF and could have the affect of diverting resources away from the children who are most in need. Therefore very careful work is being undertaken to agree threshold criteria for when a CAF will be undertaken. These will be based on level of need and will ensure consistency across agencies, and settings.

- 7.3 The assessment will be undertaken by trained CAF assessors. These will be key practitioners working with children and families. In settings where there is not a trained CAF assessor, arrangements will be in place for the child to access to an assessment in the appropriate setting. The assessors will be provided with specific supervision and support in relation to this work, and consultation from specialist settings and practitioners will be available. Each setting will designate a manager who will act as a CAF co-ordinator who will oversee and monitor this work in their setting. Work is progressing to agree thresholds across agencies, and training for practitioners is being planned.
- 7.4 The implementation of the CAF will be a key priority within the establishment of the three Children's Networks. A panel will be established within each network a to review the assessments, agree Lead Professional responsibility, and make decisions about allocation of resources and services.
- 7.5 The CAF will be piloted within the first Children's Network, due to begin will in April 2006. Initially, this will focus on a small number of settings in order to ensure that thresholds have been appropriately set and consistently applied and staff undertaking the CAF are properly trained, supported and supervised. Progress and issues highlighted within the pilot will be used to inform the timescales for the wider implementation across each of the networks in Haringey.
- 7.6 The implementation plan for the CAF will link closely with developments on Children's Centres and Extended Schools and will reinforce the increasing role of universal settings in supporting vulnerable children and links with targeted and specialist services.

8. Consultation

- 8.1 The CAF is a statutory requirement and must be fully operational by 2008. Consultation on how this requirement will be implemented will be managed through the consultation forums already in existence. The outcomes from the pilot and will also be used as the basis for wider consultation on implementation across the whole borough.

9. Summary and Conclusions

- 9.1 The implementation of the CAF in Haringey has great potential to improve inter – agency working, and early intervention for children and young people in Haringey. Successful implementation will depend on:
- careful management of the pilot and a staged approach to implementation;
 - the commitment of all partner agencies and awareness raising across all professionals dealing with children, young people and their families;
 - joint multi agency training of staff who will be assessors and practitioners receiving an assessment
 - adequate management and support arrangements for the professionals who will be implementing the CAF;

- robust arrangements for the panel in relation to monitoring and reviewing the quality of the assessments and the impact on outcomes for children and young people; and
- ensuring that the pilot is used as a learning process and the outcomes are disseminated in order to inform the plans for wider implementation.

10. Recommendations

- 10.1 That members note the report and the progress that has been made in preparing for the implementation of the CAF;
- 10.2 Members acknowledge the importance of securing multi-agency commitment to the CAF;
- 10.3 Members receive a report on the implementation of the pilot and the implications for wider rollout of the CAF;

11. Comments of the Director of Finance

- 11.1 No financial implications. The expectation is that the implementation of the CAF will be supported by existing resources. In the longer term, the CAF may reduce the need for other types of assessments and enable some resources to be refocused on preventative strategies. It is too early to predict the scale of this.

12. Comments of the Head of Legal Services

- 12.1 No legal implications

13. Equalities Implications

- 13.1 A panel will oversee the implementation of the CAF and will monitor referrals and agree on the allocation of resources. Procedures will be in place to monitor the pattern of referrals and the allocation of resources in relation to equalities indicators.

14. Use of Appendices / Tables / Photographs

- 14.1 N/A

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KNOWING OUR CHILDREN AND YOUNG PEOPLE - PLANNING FOR THEIR FUTURES

A NEEDS ASSESSMENT TO INFORM OUR CHILDREN AND YOUNG PEOPLE'S PLAN 2006-9

- *What is your plan for the future? How long will it take before we see the benefits?*
- *The service would meet our needs and wants by us young people being able to say what we think out loud and what we want.*
- *Adults don't want to hear what young people have to say.*

Comments from three young people – Come and Be Heard Conference – 7 July 2005

- *Children should be treated as young people and not as a nuisance.*

Parent, EYDCP Consultation Event – 25 January 2005

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STATUS OF DOCUMENT

This document will be updated three times per year, in September, June and January, to take account of new or better sources of data, new guidance and research, new best practice and, of course, as needs change.

It will be permanently available on our website at www.haringey.gov.uk/cyp

This will ensure that the wealth of information contained in this document remains up to date and available to all.

FOREWORD

Children are our future. Above all we want them to be happy, healthy and safe with a bright future. That means we have to plan for that future - to make it the best we possibly can. We know a lot about children and young people in Haringey already and in April 2006 a 3 year plan for improving outcomes for children and young people will be published by our Children and Young People's Strategic Partnership.

This document: ***Knowing Our Children and Young People – planning for their futures***, tells us about growing up in Haringey today. It tells us what we know already, the progress we have made and what we are aiming for. It reflects the enormous improvements made in education, in social care and in health in recent years. It is understandably ambitious for even greater improvements and it relies upon us all continuing to work for the best possible life chances for our children.

The data in this document include information collected locally and nationally. In many cases we are able to compare the experiences of children and young people in Haringey with those across London and across the country. In some cases the information has been collected from the children and young people themselves and also includes what communities have told us.

We are pleased to present such detailed information about growing up in Haringey. It provides a starting point for what we want to work for next year and in the years that follow. We have seen great improvements over the last 5 years and we are now striving to create more opportunities and to transform achievements for our children and young people, especially for those who are the most vulnerable. Our ambitions will be set out in the Children and Young People's Plan 2006-9. We are currently consulting on the priorities for that plan.

This document is essential reading for everyone interested in improving the life chances for children and young people in Haringey. We thank you, on behalf of the partnership for children and young people, for the part you play in that endeavour.

Cllr George Meehan
Executive Member for Children and Young People

Sharon Shoesmith
Director
The Children's Service

INTRODUCTION

The development of a strategic, overarching plan for children and young people in every local authority area in the country is a cornerstone of both the Every Child Matters: Change for Children programme and the Children Act 2004. The development of such a plan in Haringey to cover the three years from April 2006-March 2009 (the 2006-9 Plan) is both a formidable challenge and a huge opportunity. But in fact the challenge and the opportunity are the same. The success of the 2006-9 Plan will be judged simply on whether it improved outcomes for children and young people.

If the 2006-9 Plan is to achieve its goal of improving outcomes for local children and young people over the next three years then it must:

- be based on a clear understanding of all relevant facts;
- identify and prioritise the most important issues;
- set clear and measurable targets for improvement in agreed priority areas over the next three years;
- be signed up to by everyone who can help to effect the improvements required; and
- be supported by clear action planning and robust and ongoing monitoring so that progress in priority areas is assured.

This document – *Knowing our Children and Young People – planning for their futures* - aims to satisfy the first and second requirements set out above. It provides a summary of the evidence we have available about current outcomes for children and young people in Haringey and in so doing provides a wide range of useful information to support the 2006-9 Plan.

It has been compiled from the latest data collected by many agencies working with children and young people in the borough, from relevant survey and consultation data and from a number of very detailed source documents that are referenced throughout the text and listed in Appendix A. The web-based version of this document contains links to the original source data.

Knowing our Children and Young People – planning for their futures does not seek to replace those data sources and documents but rather to present what we know about growing up as a child or young person in Haringey against the five outcome areas set out in Haringey's Change for Children programme:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic well-being.

The analysis of all this information has helped us to identify a number of key priorities that need to be addressed if outcomes for our children and young people are to be improved. **These priorities are summarised at Section 10.**

SECTION ONE – PARTNERSHIP WORKING

Partnership Working

The **Haringey Strategic Partnership (HSP)** was formally set up in April 2002 and builds upon years of experience in partnership working in Haringey. The HSP is a partnership body of key public sector, community and voluntary sector agencies in Haringey, it aims to improve public services through working together with Haringey stakeholders. The HSP has agreed key priorities for the borough for 2002-2007 which are set out in the Haringey Community Strategy and the Community Strategy Action Plan. This strategy is the overarching plan to improve the borough and is overseen by the HSP. The HSP also monitors the annual Neighbourhood Renewal Fund (NRF) programme. It has the following five Partnership theme boards :

- Better Places;
- Children and Young People;
- Enterprise;
- Safer Communities; and
- Well-being.

These five partnership boards work to achieve the agreed outcomes set out in the Community Strategy. The Community Strategy is performance managed through both national floor targets and local priorities. Haringey receives NRF funding because there is a gap between national and local outcomes in relation to these floor targets. A number of floor targets relate to services for children and young people. These are:

- Improving the foundation stage (see Section 7)
- Raising attainment at key stages 2 (See Section 7)
- Raising attainment at key stages 3 (See Section 7)
- Raising attainment at key stages 4 (See Section 7)
- Reducing under 18 conception rate (See Section 5)
- Reducing infant mortality rate (See Section 5)
- Reducing road traffic accidents – death/serious injury (under 18) (See Section 6)

From 2007, the HSP is required to have agreed a Local Area Agreement (LAA). The LAA is a three-year plan setting out priorities for Haringey agreed between central government and the Council and the Haringey Strategic Partnership (HSP). LAAs are a new approach to partnership working with HSP partners expected align or pool resources to achieve jointly agreed outcomes. There are four blocks in the Local Area Agreements:

- Safer and Stronger Communities Fund (SSCF)
- Enterprise and local economy
- Children and Young People
- Healthier Communities and Older People

The **Children and Young People's Strategic Partnership (CYPSP)** is the theme board of the HSP for children and young people. It is an overarching formal partnership for 0-19 year olds (and up to 25 where young people have a disability). Its membership includes the strategic leaders of all services for children and young people in Haringey.

However, the CYPSP also has an independent statutory function. The Children Act 2004 and the Every Child Matters agenda emphasised the value of partnership in enhancing the life chances of children and young people. Local authorities have been given a statutory responsibility under section 10 of the Act to lead on partnership development. The CYPSP is the body that will oversee this development. The CYPSP has representatives from the main agencies working with children and young people in Haringey; the Council, the PCT, Mental Health and Hospital Trusts, the Police, the Youth Offending Service, Learning and Skills Council, CONEL, Middlesex University, schools, the Probation Service and the voluntary sector.

The CYPSP draws upon the views of the wider community through the following forums:

Partnership Forum

The Partnership Forum has representatives of all the forums listed below together with the Networked Learning Communities and Children's Networks. It brings together a wide-ranging membership of about 70. The Forum meets three times a year and its major role is to monitor progress in the Children and Young People's Plan. The Partnership Forum will provide evaluations of progress that will be reported to the CYPSP.

The Forums represented on the Partnership Group are:

- Under 5s and Childcare Forum
- 5-11 Forum
- 11-19 Forum
- Parental and Community Involvement Forum
- The Children and Young People's Participation Forum

The first three forums, structured around age groups. As well as the needs of all children and young people in the relevant age group, they will be asked to take account of the needs of the priority groups of children and young people as defined in the Children and Young People's Plan. These forums will also be expected to show how they draw upon the views of children and young people and will be supported in that respect by the Children and Young People's Participation Forum.

The Parental and Community Involvement Forum will be responsible for drawing together the views of parents and the community from a range of sources.

The Children and Young People's Participation Forum will guide the involvement of children and young people's participation in shaping services in Haringey. The intention is to build upon good practice that exists in several services and to shape it into a more coherent strategy.

The Local Safeguarding Children Board (LSCB)

The Local Safeguarding Children Board (LSCB) is also established under the Children Act 2004. The Act places a duty on key people and agencies in every local authority area, to make arrangements to ensure that they take account of the need to safeguard and promote the welfare of children when they are providing their services. It also requires every Authority to establish a LSCB to support the delivery of these responsibilities. LSCBs are replacing the former Area Child Protection Committees (ACPCs). The functions of the LSCB are the development of policies and procedures; raising awareness about safeguarding and welfare issues; monitoring and evaluating the arrangements and safeguarding work; taking part in planning and commissioning exercises and organising child death and serious case reviews when required.

SECTION TWO – THE HARINGEY CONTEXT

This section presents some key facts about living in Haringey in 2005. It begins by considering current partnership working in Haringey. It then goes on to consider the geography of the borough and some of the key ways in which the borough can be divided: into areas assembly areas and wards, into east and west, into Children's Networks, and into networked communities of schools. The section next considers the significant deprivation prevalent within the borough and sets this within the context of child poverty levels in London. It then gives an overview of the population within the borough and considers diversity and transience within that population. It concludes with some key facts about the local economy together with recent employment, housing and crime and disorder data and a description of the key partnership structures within the borough.

Haringey – the place

Haringey is proud of its diversity, which helps make it a dynamic and rewarding place to live and work.

Covering 11.5 square miles in North London, the borough is home to over 224,000 people, with nearly half coming from ethnic backgrounds including Greek and Turkish Cypriot, African, African Caribbean, Indian, Pakistani and Bangladeshi and Irish. Recently Kurdish, Somali and Kosovan refugee communities have settled in Haringey too, all contributing to the ethnic and cultural evolution of the borough.

As one of the 32 London boroughs it is said that Haringey is an outer London borough with inner London challenges and significant differences in wealth, income, housing and employment exist within its boundaries. Haringey ranks as one of the most deprived boroughs in the country, leading to an injection of funds from European and central Government for regenerating the area.

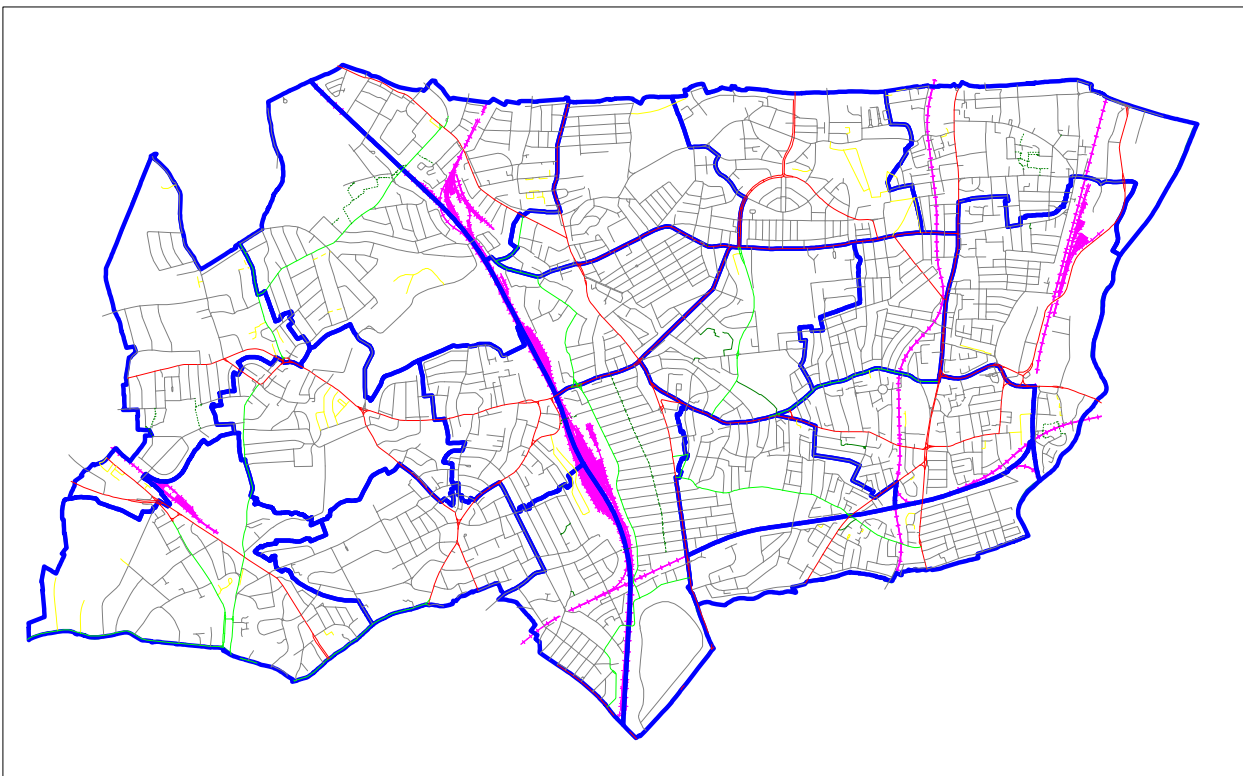
Some of Haringey's landmarks include Alexandra Palace, Tottenham Hotspur Football club and Bruce Castle.



Borough of Haringey within London

Figure 1 Source : Haringey Council

In this document we will often refer to the east and west of the borough. Most people understand this to mean the parts of the borough that lie east and west of the railway line that bisects the borough from North to South see figure 2 below.



East and West Haringey

Figure 2 source: Haringey Council



Ward boundaries within Haringey

Figure 3 source ; Haringey Council

The borough is divided into two parliamentary constituencies: Hornsey and Wood Green (Liberal Democrat) and Tottenham (Labour). To complete the political picture, Haringey and Enfield form one of the 14 constituencies of the Greater London Assembly (GLA). Currently this seat is held by Labour.

At a local level, the borough has 7 Area Assemblies see figure 4 below.

Area Assemblies

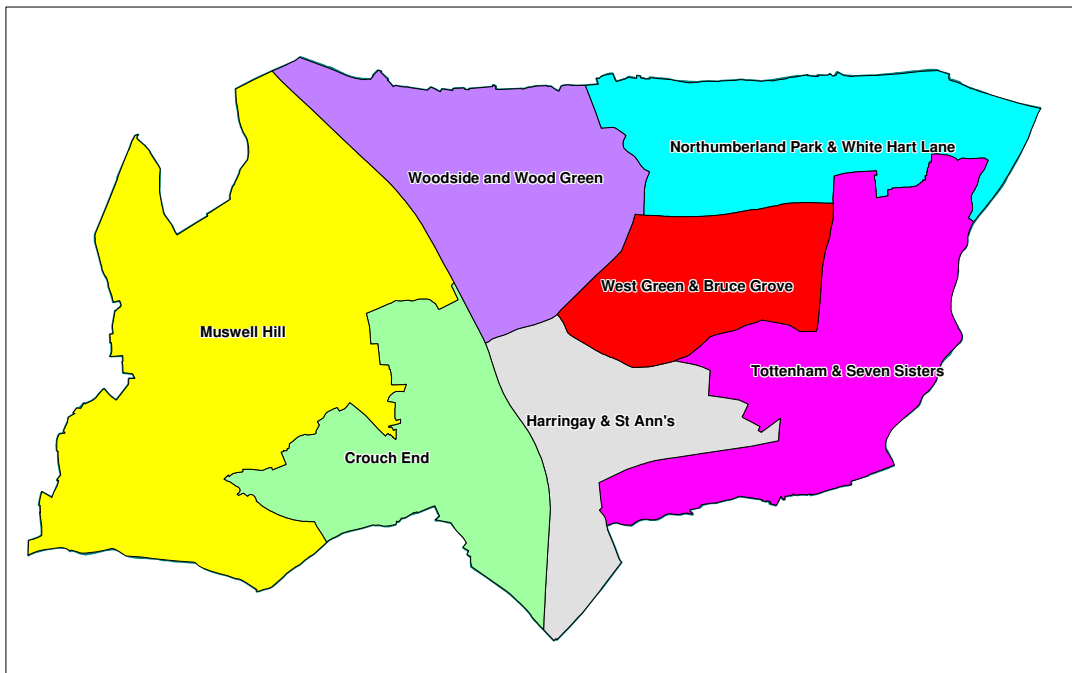
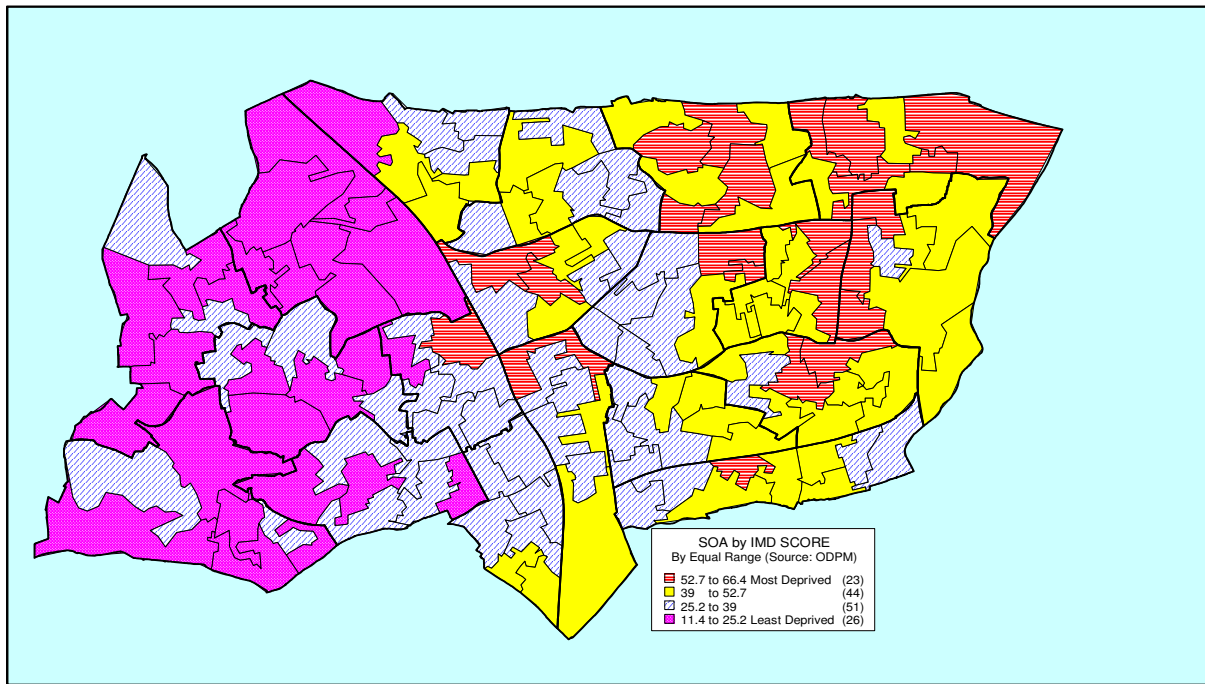


Figure 4 Source Haringey Council

Deprivation

There are significant differences in wealth, income, housing, employment and life expectancy within the borough with parts of the centre and the east experiencing considerably higher levels of deprivation than the west. Overall, Haringey is the 10th most deprived district in England of the 354 districts in total and ranks in the top 5 most deprived districts in London after Tower Hamlets, Hackney, Islington and Newham.



Most deprived areas in Haringey by Index of Multiple Deprivation

Figure 5 Source: ODPM 2004

The Index of Multiple Deprivation (IMD 2004) is a measure of multiple deprivation at the smallest area level. It captures the proportion of the population experiencing income, employment, health, education, housing, lack of services and environmental deprivation.

See web link for more detailed maps and further information on Super Output Areas http://www.haringey.gov.uk/district_level_summary_-_average_of_soa_scores.doc

Child Poverty

London children, particularly those in inner London, continue to experience the highest levels of child poverty and inequality in the UK with 38% of London children living in poverty (54% in inner London) compared with 29% nationally.

Proportion of children and young people eligible for free school meals by ward

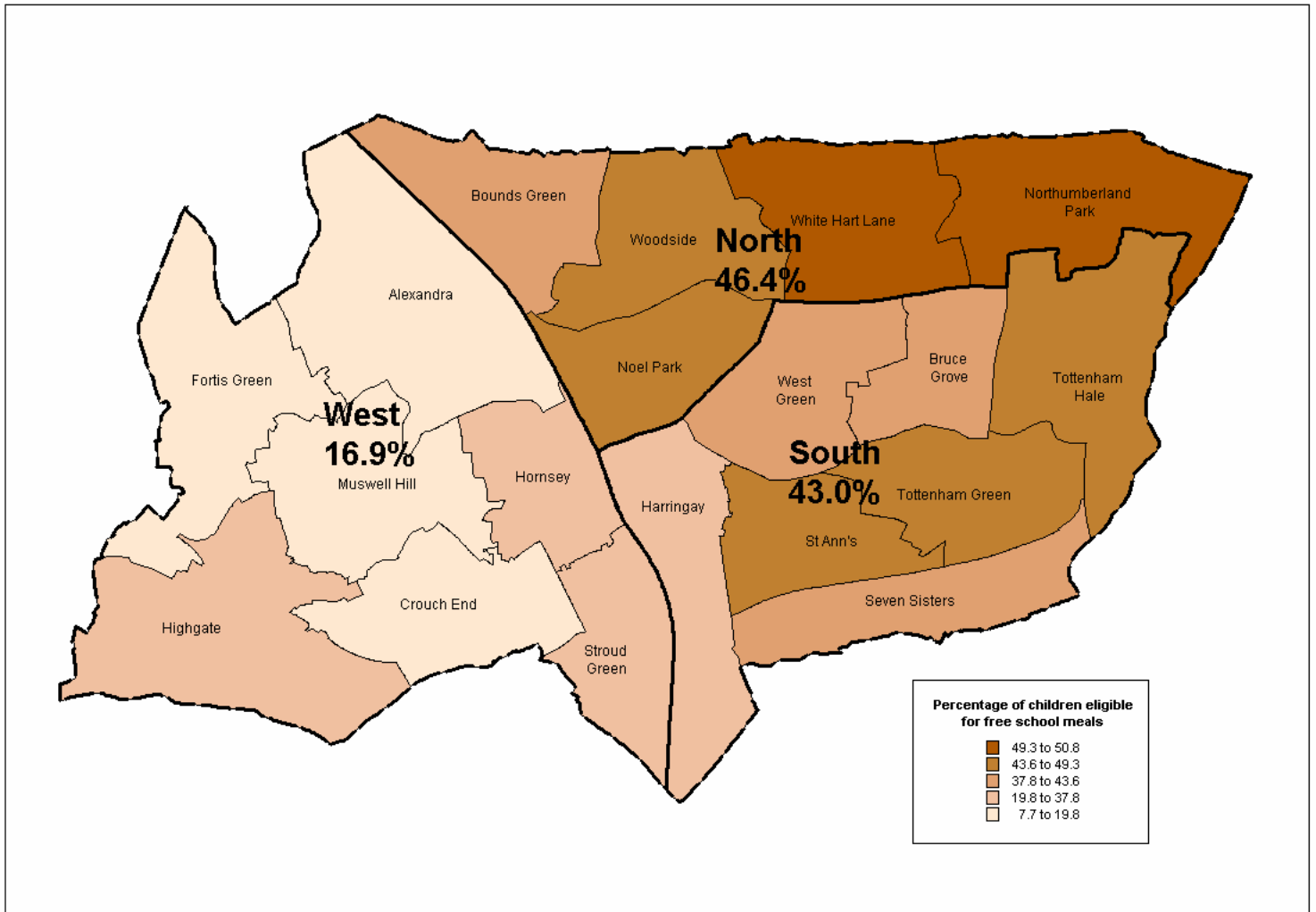


Figure 6 - Source Haringey Council, 2005

Relative deprivation is illustrated by eligibility for free school meals. The borough average of 39% (national average 17%) masks considerable difference by ward – 7.8% in Alexandra ward to 50.7% in White Hart Lane. At £28,122, average gross annual earnings in Haringey is lower than the London average of £31,488 but higher than the England average of £22,932. However, this masks the fact that 11.5% of households in Haringey have an annual income below £10,000.

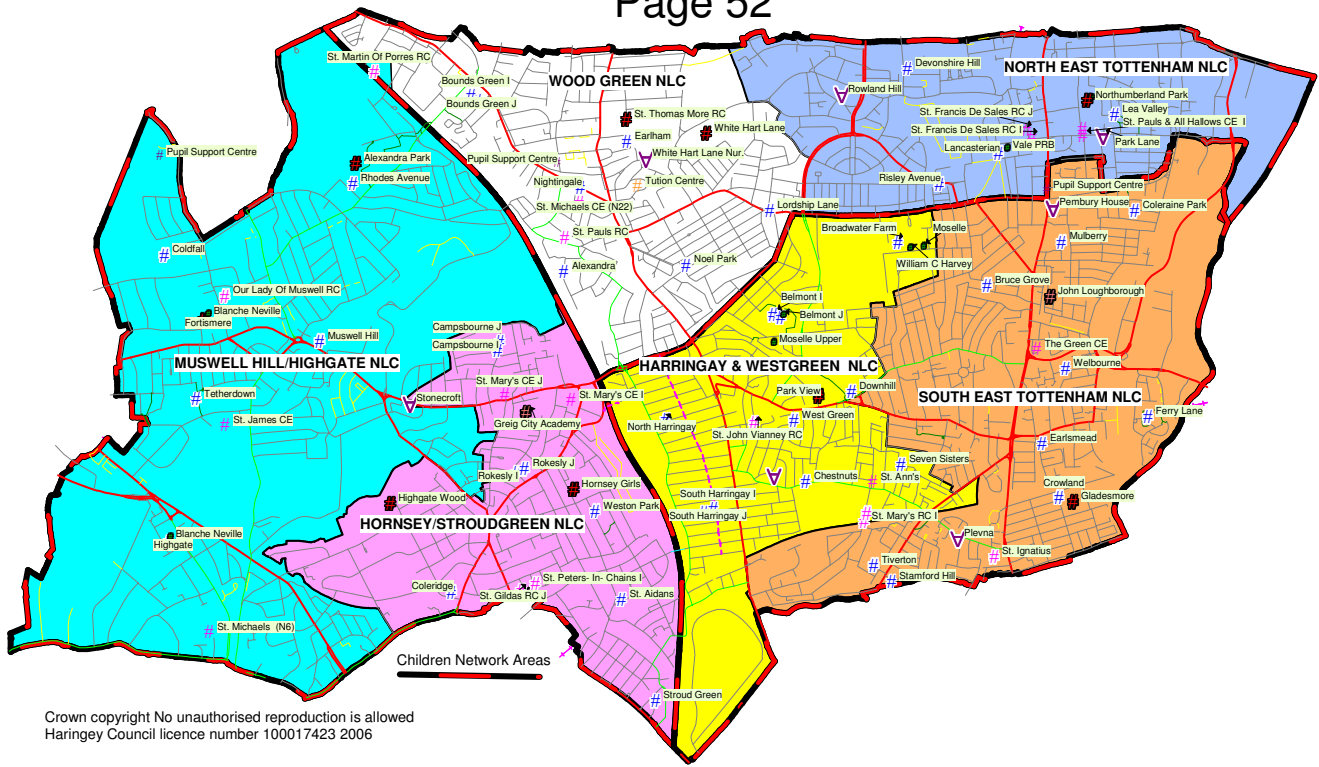
Children's Networks

In the future much service delivery to children and young people will be structured around three Children's Networks within the borough that map onto combinations of Area Assemblies and wards - see figure 5 below. These are essentially area-based networks designed to bring together a range of agencies working with children and young people in order to improve outcomes and deliver:

- more co-ordinated assessment that supports children and families;
- a greater focus on prevention and early intervention;
- more work focused on younger children to prevent further problems;
- a strong focus on safeguarding;
- better information sharing both within and between agencies;
- better partnership working;
- service development and integration (where that is the right thing to do);
- new processes (where existing process are not working or are not working well enough); and
- more resources going to children at an earlier stage.

Children's Networks will need to be flexible both in form and purpose depending on the improvements that they are seeking to effect. For example, in helping to deliver improved outcomes for children and young people, a Children's Network may simultaneously exist:

- to gather local data in relation to needs assessment;
- to gather views from the local population about the effectiveness of an existing service;
- to work with and health professionals, for example, health visitors to develop and improve their offer to children and young people;
- to plan for the development of services within a given area;
- to plan for the greater integration of services;
- to bring together different groups of professionals working with children, young people and families within the same geographical area; and
- to consider the allocation of services to individual children, young people and families.



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Networked Learning Communities of Schools (NLCs)

Figure 7 Source: Haringey Council

Each Children’s Network will contain two NLCs. NLCs already exist and are essentially clusters of neighbouring schools that work in close partnership to share good practice and to deliver joint initiatives. Figure 7 above shows the location of the six NLCs within the borough.

Population Structure

Haringey has a population of 224,000 people. with nearly half coming from ethnic backgrounds including Greek and Turkish Cypriot, African, African Caribbean, Indian, Pakistani and Bangladeshi and Irish. Recently Kurdish, Somali and Kosovan refugee communities have settled in Haringey too, all contributing to the ethnic and cultural evolution of the borough.

The population has grown by 8.6% since 1991 and is projected to grow by a further 5.4% by 2016 to 233,125. The male to female ratio is 50:50 and the age structure is similar to that of London as a whole although younger than the national average.

Haringey has a high proportion of young adults in the 20-39 age range and a low proportion of residents aged 45 and over. The borough has a high proportion of lone parent households.

Did you know that the population structure *within* the borough varies considerably? The east tends to have proportionately more young people and the west more older people.

Life Expectancy

Girls born in Haringey can expect to live as long as the England and Wales average for females (approximately 80 years), while life expectancy for boys in Haringey falls 1.5 years shorter (74.5 years) than the national expectation of 76 years. Life expectancy is also influenced by which part of Haringey the child grows up in.

Did you know that a boy growing up in Muswell Hill can expect to live 5.5 years longer than a boy growing up in White Hart Lane?

Diversity

Nearly half (48.94%) of Haringey's population comes from ethnic minority backgrounds. The borough has the sixth most ethnically diverse population in London.

According to the 2001 Census the largest groups are:

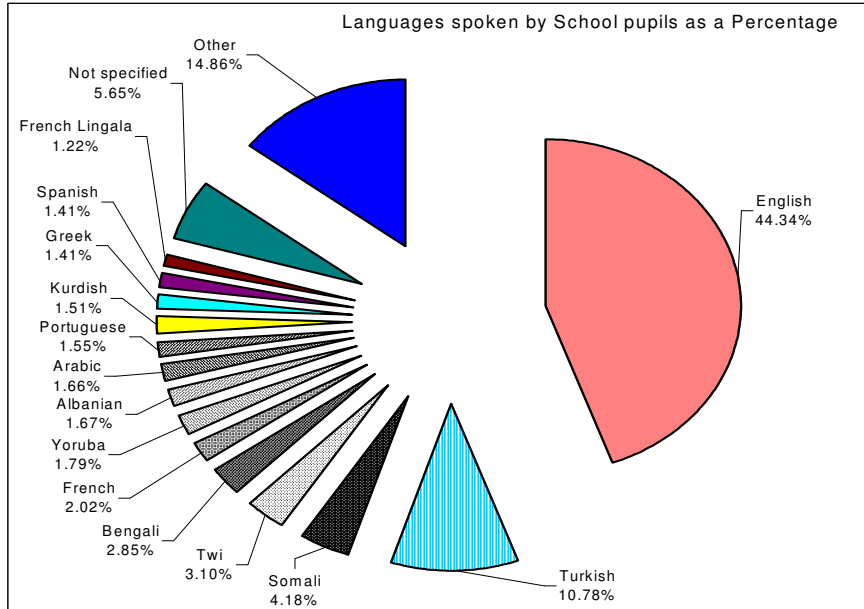
- Caribbean - 11%
- African - 10%
- Asian (Indian, Pakistani and Bangladeshi) - 8%
- Eastern European, Turkish and Kurdish - 5%
- Irish - 4%.

Did you know that in 2003 Haringey students reported the use of over 160 languages?

This linguistic diversity is reflected in the diagram below.

Main languages spoken in Haringey primary and secondary schools

Figure 8 Source: Haringey Council



Transience

Historically Haringey has had a high level of population turnover. The 2001 Census found a total of 36,336 migrants in Haringey, almost 10% of whom came from outside the UK. There are around 3,548 known asylum seekers in the Borough supported by Haringey Council and by the National Asylum Support Service. This number does not include asylum seekers placed by other local authorities in Haringey, those refused asylum that have not left and those here illegally. There is also a large number of people living in Haringey with refugee status and/or with extended leave to remain. Precise figures are not known.

Did you know that the 2001 census provides evidence that around 35,000 people living in Haringey were born in countries and world regions that have historically provided refugee and asylum seekers?

Economy

The majority of Haringey’s businesses are small - 95.2% of firms employ fewer than 24 people. The largest single employer is the council with 8500 people. The largest employment sectors are:

- retail and wholesale distribution (22.0%)
- real estate, renting and business activities (16.9%)
- manufacturing (8.8%)
- health and social work (8.0%)
- transport and communications (7.5%)
- hotels and catering (6.7%)

Did you know that Haringey is home to approximately 8,200 businesses, together employing some 59,800 people?

Employment

In October 2005 8,360 (7.8%) of Haringey residents were claiming Job Seekers Allowance. This is considerably higher than the rate for London (4.6%) and over twice the national rate (3.2%). Northumberland Park ward in Haringey has the highest unemployment rate out of all wards in London at 18.8%. The 2001 Census demonstrates that long-term unemployment is a serious issue facing Haringey. Over 50% of unemployed Haringey residents have not worked for over 2 years or have never worked. While there has been progress in reducing numbers unemployed (Job Seekers Allowance claimants down from 11,690 in October 1998 to 8,360 in October 2005) the overall proportion of residents in work has declined from 63.3% to 60.3% in the same period (London average 70%). This is especially so in the east of Haringey where only 45.5% of working age residents were employed in 2003/04.

Did you know that the participation of **adults in education** has increased over the last three years within the East of the Borough? This has been stimulated by the opening of four learning centres supported through Haringey Adult Learning Services.

Did you know that since 2001 a number of primary schools have offered parents work placement opportunities through a ten week accredited "Helping in Schools" course delivered by the Workers Educational Association (WEA)? A number of parents have progressed to becoming Classroom Assistants and furthering their qualifications in teaching.

Housing

There are about 97,101 dwellings in Haringeyⁱ. Of those: 46% are owner occupied; 17.4% are council rented; 10.8% are rented from a registered social landlord; and 24% are rented from a private landlord. Just over 55% of residents in Haringey live in flats, apartments or maisonettes. The average home in Haringey costs £275,358ⁱⁱ. The local council and housing associations provide about 27,463 affordable homes and over 19,000 households are waiting to be housed by the borough. When last assessed against the Government's Decent Homes Standard over 48% of Haringey council homes were classified as non-decent and tackling this is the subject of a major work programme. There are almost 5,500 households living in temporary accommodation. In 2002/03 over 1,300 households were accepted as homeless by the council.

Did you know that it is estimated that 31% of households in Haringey are living in unsuitable housing including major disrepair and unfitness (17,144 households) and overcrowding (6,310 households)? Haringey is addressing this through :

- Building on the successful Accredited Lettings Scheme to achieve higher levels of Assured Shorthold Tenancies (ASTs). This includes close working with local landlords and the landlords' forum. The council is improving the supply of good quality private sector provision, help prevent homelessness, and providing advice and assistance to landlords through outreach work.
- Delivering temporary to permanent schemes. We have two pilot temporary to permanent schemes, with delivery expected to produce 100 units per year from 2006/7 to 2010/11.
- Maximising access to existing stock and delivering an extensive new development programme: and
- Converting existing Private Sector Leased properties and Housing Association Leased properties into ASTs at point of expiry

Crime and Disorder

The trend for all crime in Haringey has seen a 2% reduction between April 2001 and March 2004. In contrast, all crime in London saw an increase during this period. Despite the overall downward trend, Haringey remains a "high volume" crime area and crime was the top personal concern in the Council's Annual Residents Survey (2004). Over 113,000 crimes were recorded in Haringey over this three-year period. Theft and handling (40.6%), violence against the person (14.1%), criminal damage (12.9%), and burglary (11.7%) were the most common types of crime. Currently Haringey has the highest number of residential burglaries in London (out of 32 boroughs), the 10th highest number of motor vehicle crimes, the 14th highest number of robberies and the 16th highest number of offences involving violence against the person.

The peak age for offending in Haringey is 18-25. Over the period April 2001-March 2004 there were approximately 115,000 victims and 27,000 accused residents in Haringey. Men accounted for 80% of all those accused.

Did you know that it is estimated that 25% of all children and young people living in Haringey have experience of domestic violence in their families?

Analysis

The data present a picture of a small but heavily populated London borough with an ethnically diverse population. The population has a high turnover and includes a significant number of refugees and asylum seekers.

The data describe comparatively high rates of long-term unemployment, poor housing and high rates of crime. The data also confirm the existence of severe deprivation within the borough concentrated in (but not exclusive to) the centre and east. Relative

deprivation levels are reflected in the fact that wealth, income, housing, employment and life expectancy all tend to be lower in the east than in the west of the borough.

Despite this backdrop considerable improvements have been made in education social care and health outcomes. The sections that follow give further detail.

SECTION THREE – KNOWING OUR CHILDREN AND YOUNG PEOPLE

This section focuses more closely on the data that are collected about children and young people living in Haringey. It presents population data and then breaks these data down into smaller sub-groups.

Population of Children and Young People

There are approximately 55,600 children and young people under 20 living in Haringey.

Did you know that around 11 babies are born in the borough every day? Without targeting services their life chances would be very different.

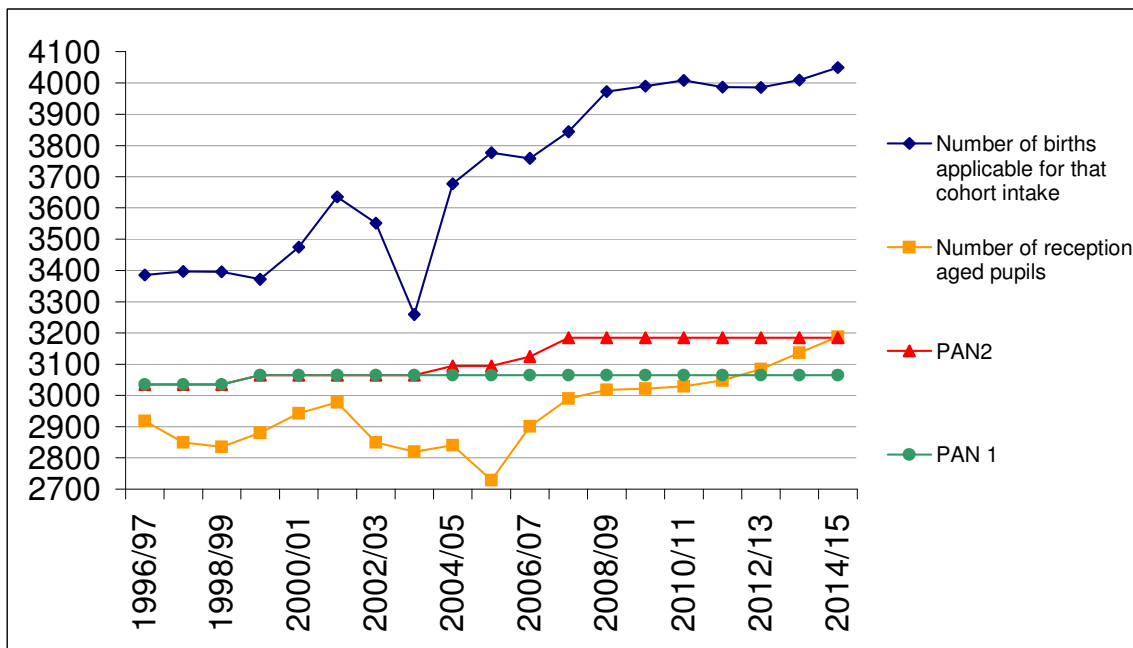
Population Structure

The number of pupils in Haringey Schools as at January 2005 was 34,393 (Including nursery age children). This total was made up as follows:

- Primary Total 16,675 (pupils of compulsory school age).
- Secondary Total 12,167 (including sixth form students).
- Special School pupils and students 279 (including post 16 children).
- Pupil support centre 108.

Primary School Pupils

The graph below shows the main trends affecting the overall planning for the growth in primary school places in Haringey.



Growth Trends Primary School Places

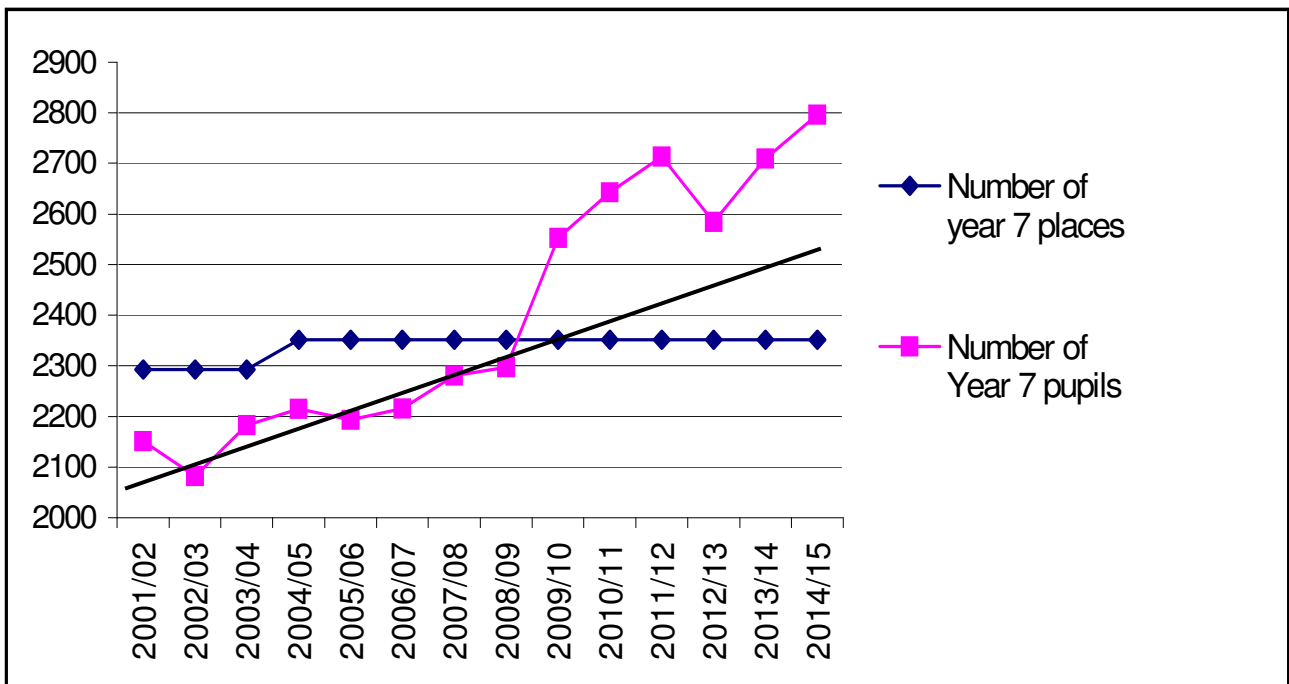
Figure 9 Source: Haringey Council

The upper line shows the number of live births for the relevant years of entry to school (thus children born 2000/01 entered reception in school year 2004/05). Although the numbers of births fluctuated in the late 90's the long-term trend is upwards and the early years of this decade show a return to the steady upward rise.

Secondary School Students

The overall picture is fairly clear: as in the primary sector, the long-term trend in school rolls is upwards and - given the pressures of a young population and major new housing developments – it will continue in that direction. In addition to demography, improving standards are also a significant factor in predicting secondary rolls making schools in the east of the borough increasingly popular. Currently, year 7 numbers are around 83% of year 6, mainly due to out-borough 'drift', predominantly to Enfield and Barnet. This 'drift' has begun to reduce as standards continue to improve across all community and VA secondary schools in Haringey. We expect this reduction to continue.

The graph below shows the trends affecting the overall plan for the growth in secondary student places in Haringey.



Growth Trends Secondary School Places

Figure 10 Source: Haringey Council

By age and gender

The population pyramid diagram below gives detailed information about the numbers of male and female children, young people and young adults in the Haringey population. It demonstrates a sharp increase in the projected number of very young children within the borough.

Population pyramid, Haringey 0-24 year old young people – mid 2004

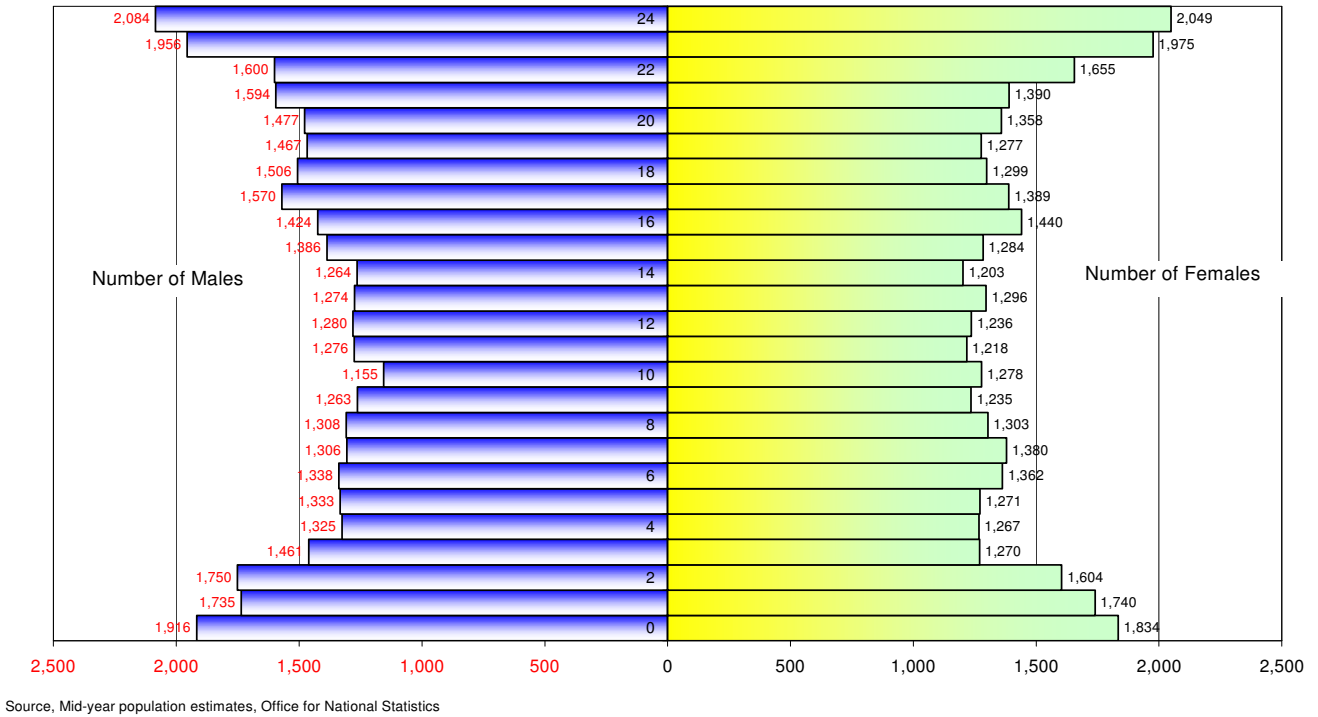
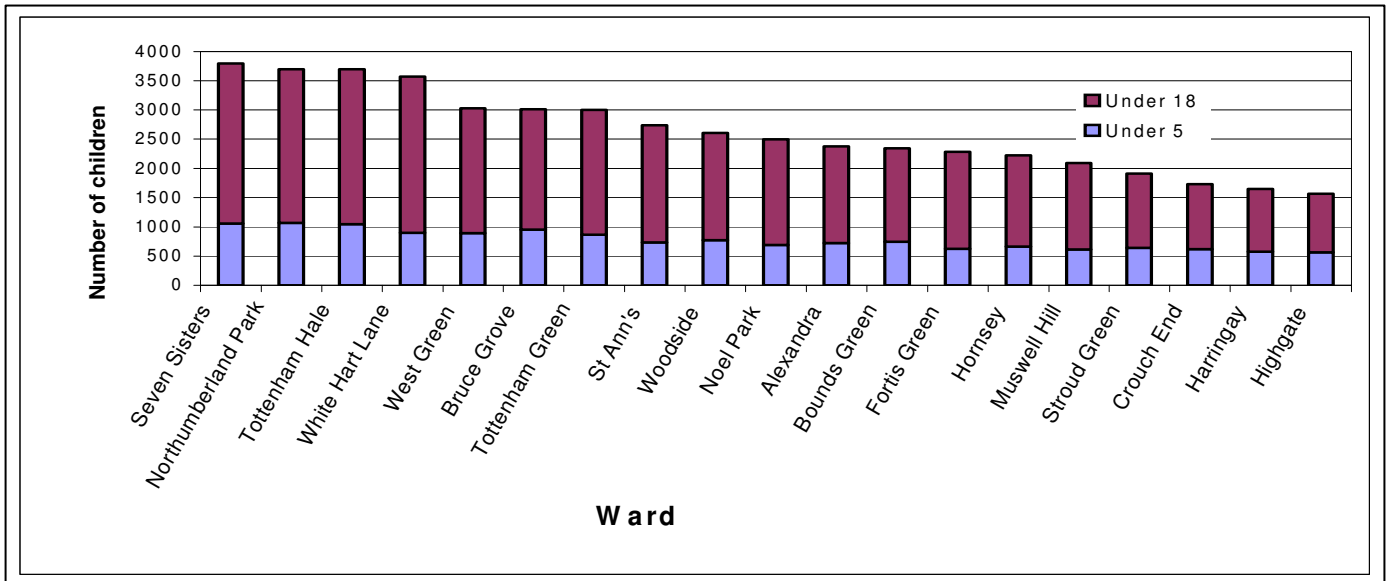


Figure 11- Source Mid-year population estimates Office for National Statistics

By age and ward

The population structure of individual wards varies considerably (see figure 12 below).



Number of children aged under 5 and aged under 18 by ward

Figure 12 - Source: Census 2001

Latest available data shows that the wards with the largest number of children aged under 18 in Haringey are Seven Sisters, Northumberland Park, Tottenham Hale and White Hart Lane. Under 5s varied between 5.5% and 8.5% of the population at ward level, varying from 565 in Highgate to 1,069 children in Northumberland Park.

By household

Of the 92,170 Haringey households that responded in the last Census, 37% (34,043) had children (England and London average - 39%).

Did you know that lone parents head 27% of all households with dependent children in Haringey, compared to 21% in London and 17% in England?

By ethnic background

The proportion of children from black and minority ethnic communities varies from 30% in Muswell Hill to 78% in Northumberland Park.

The main BME communities are largely settled in the east of the borough. Northumberland Park, Tottenham Hale and Bruce Grove have the highest Caribbean presence. The main African communities have also settled in the east of the borough. Their main presence are in wards such as Tottenham Green, West Green, Northumberland Park and Tottenham Hale.

Wards such as Harringay, Woodside, Noel Park, Seven Sisters and West Green have large Turkish, Kurdish and Greek communities. The newly arrived communities from Eastern European countries are increasingly settling in many of the Tottenham wards too.

The main communities classified as Asian, that is Chinese, Indian, Pakistani and Bangladeshi tend to be mainly concentrated in wards such as Noel Park, West Green, Harringay, Bounds Green and Woodside.

Haringey also has a growing mixed-ethnicity/dual-heritage population and this spread across the borough.

Cutting through the data

The 55,600 children and young people living in Haringey are not all the same. As we have seen already they will face different challenges even from birth.

The available data allows us to illustrate and quantify some of this difference in order to provide a more accurate picture of the challenges facing groups of children and young people in the borough. The following boxes highlight some of this difference in the context of the five Change for Children outcome areas:

- Be Healthy;
- Stay Safe;
- Enjoy and Achieve;
- Make a Positive Contribution; and
- Enjoy Economic Well-being.

Some are less safe than others

- More than 3,000 children during the year are the subject of referrals for social care support
- A significant number of children and young people will report concerns about bullying or their safety on the streets and
- 215 are on the Child Protection Register (equates to 44 per 10,000 population, London average 27 per 10,000). We know that children from black and ethnic minority families are over represented on the register

Some have particular health needs

- Estimates suggest nearly 14,000 5-15 year olds are not meeting the recommended guidelines for physical activity
- About 12,000 2-15 year olds are likely to be overweight, of whom 5500 are likely to be obese
- Over 5,000 young people are estimated to smoke
- An estimated 2,830 5-15 year olds suffer from a mental health disorder
- 2,230 have a limiting long-term illness and
- 438 children and their families do not have sole use of bath/shower and toilet amenities

Some may find it harder to make a positive contribution

- 723 are young carers
- 521 are children with disabilities voluntarily registered with Haringey Council
- 515 are looked after by Haringey Council
- 357 are unaccompanied asylum seeking children and
- 377 are registered with the Youth Offending Service

Some may find it harder to enjoy and achieve

- 1946 dependent children live in accommodation that is without Central Heating;
- 80 are students attending the Pupil Support Centre; and
- 28 were permanently excluded during the year.
- Only 17% of Kurdish boys achieve 5+ A* - C grades at GCSE

Some may find it harder to enjoy economic wellbeing

- 18,253 dependent children live in lone parent family households, of which 1,129 are male parent and 17,124 are female parent
- 8,013 dependent children live in households with parent(s) who have never worked and are long term unemployed
- At least 4,300 children are living in temporary accommodation and between 60 and 100 16-17 year olds per year are accepted by the Homelessness Assessment team as priority homeless
- About 600 16-18 year old young people are not in education, employment or training
- 445 are seeking asylum as part of a family; and
- 52 are registered as travellers

Summary

The complexity of this population data demonstrates why it is particularly unhelpful to generalise about children and young people in Haringey. We need to think about children and young people as individuals or in terms of needs-based groups.

The data illustrate the challenges that face many of the children and young people living in the borough. Challenges that unless addressed are likely to impact upon their health, wellbeing and life chances now as children and young people and on their future lives as adults, parents, employees and patients. In spite of these challenges many children and young people still achieve a great deal in their personal lives and in school.

The data also illustrate how some groups of children and young people in Haringey face an accumulation of difficulties as a result of their personal circumstances. For example, any given young person living in Haringey today may be overweight, bullied, smoke, have a mental disorder or be living in temporary accommodation or have all or any combination of these issues in their lives at any one time. This reinforces the need to consider our children and young people as individuals if we are serious about improving outcomes. There is a wider point to make here that is about valuing children and young people, listening to them and giving them opportunities to have their voice heard.

We do not yet have a data system that can capture all of the above information (and anything else we can measure) and give us tailored, real-time information by child or young person on request. The consequence of course is that different agencies may hold different and complementary information about children and young people as part of their agency records.

SECTION FOUR - VULNERABLE GROUPS OF CHILDREN AND YOUNG PEOPLE

This section presents key data about groups of children and young people in Haringey who are the most vulnerable:

- *Children or young people who are at risk of significant harm;*
- *looked after children and young people (including those placed for adoption);*
- *care leavers;*
- *refugee and asylum seeking children and young people;*
- *children and young people with additional needs;*
- *young carers;*
- *Travellers;*
- *teenage pregnancy and teenage parents;*
- *children and young people who are sick or have a long term illness;*
- *children and young people who have poor attendance at school or have been excluded; and*
- *children and young people who have offended or are at risk of offending*

Children or Young People who are at risk of significant harm

Protecting children from harm is one of the top priorities for the Children's Service and partner agencies. The Child Protection Register (CPR) records all those children who have been assessed as being at continuing risk of significant harm and in need of a child protection plan. In December 2005 197 children were on the CPR. This number has reduced significantly over the past 3 years from a high point of 303 children on the CPR in August 2003. The numbers of children on the Child Protection Register per 10000 children and young people in Haringey is 39.3 compared with the London (37.8) and national (29.7) averages. The reasons given for registration break down as follows: neglect (42.5%), physical abuse (18.4%), emotional abuse (34.3%), sexual abuse (4.8%).

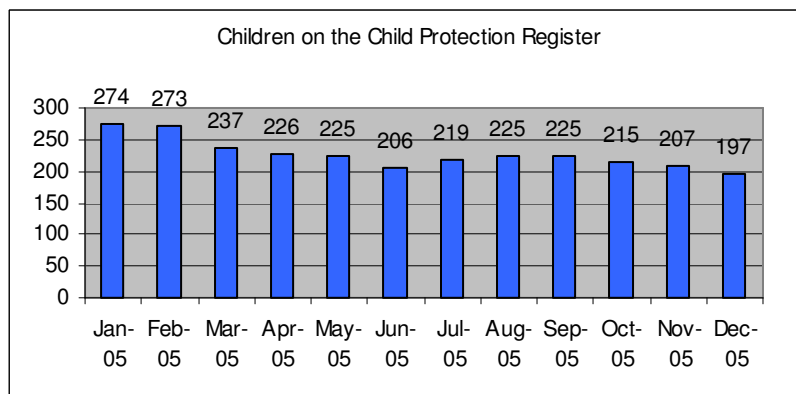


Figure 13 Source : Haringey Council

The percentage of children removed from the register and then re registered is slowly increasing – the consequence of rigorous monitoring of individual cases. Our year-to-date (YTD) figure at 31st December 2005 is 17.2% and our outturn for 2004/05 was

8.3%. This compares with London (12.5%) and national (12.7%) averages. At the same time, child protection planning and support work is more effective, with intensive scrutiny of child protection casework enabling a reduction in the numbers of children remaining on the CPR for more than two years. Our outturn for 2004/05 was 12.1% and the YTD figure is 6%. This brings us almost in line with the England average of 6.8%. All children on the CPR have an allocated social worker and 100% of child protection plans are reviewed within target timescales. This means that all children on the CPR have an up-to-date child protection plan that addresses their needs.

Empower children around their bodies and the ability to say no around being touched; and
Advise children from a very early age of any danger around us: talking to strangers, crossing the roads etc. This however, could start from home, nurseries, drop-in, schools and libraries.
 Views of two parents, EYDCP Consultation Event – 25 January 2005

Looked After Children and Young People

Many looked after children and young people first enter the looked after system as a consequence of abuse, neglect or family dysfunction and these negative experiences often have continuing and damaging effects on their health and welfare. They have a higher degree of physical and mental health need than their peers in the general population and their risk of developing mental health problems is estimated to be five times greater. ⁱⁱⁱ

Did you know that several surveys of looked after children and young people in the UK have found that a third had emotional and behavioural problems, including poor self esteem and self-image, and a quarter had a statement of special needs? ^{iv v}

Total Number of children looked after by Haringey Council

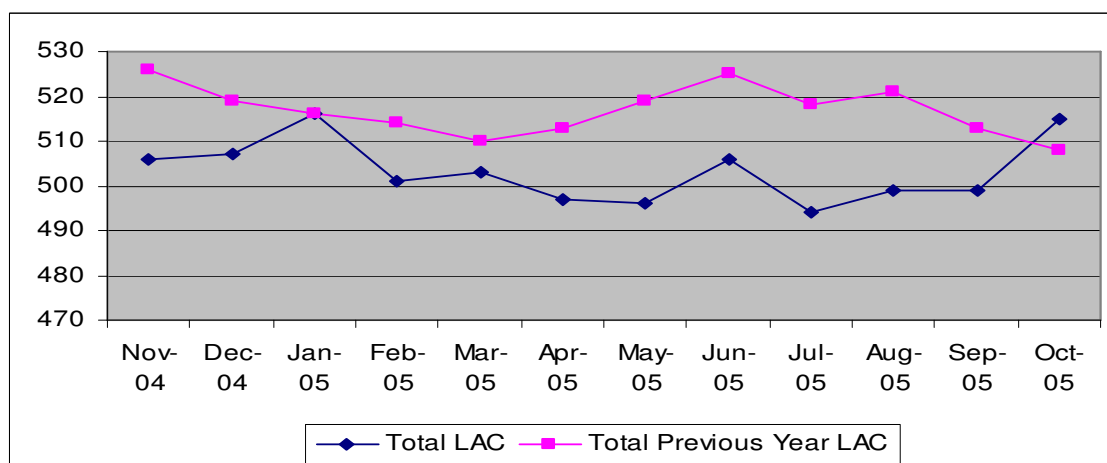


Figure 14 Source : Haringey Council - November 2005

As at October 2005 Haringey Council looked after 515 children and young people. This equated to 102 looked after children and young people per 10,000 children and young people in the general population - higher than the London average of 75. 104 of these were unaccompanied asylum-seeking children and young people. Of this total 50% of looked after children and young people are aged between 11 and 16 and 71% live in foster placements with the remainder placed in residential care or with family or friends. Over 80% of children and young people looked after were of Black or minority ethnic origin – an overrepresentation compared to the population of the borough (see Sections 1 and 2 above).

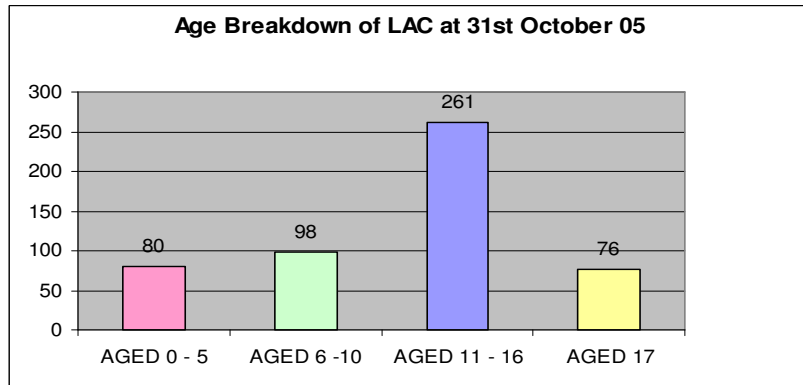


Figure 15 Source: Haringey Council, November 2005

Not all of our looked after children and young people live within the borough. About 61% are placed outside (often just outside Haringey's borders) but 23% are in placements that are more than 20 miles away. We are keen to reduce the number of children placed outside Haringey and our fostering strategy focuses on local recruitment - 15 new carers in Haringey have been approved this year. However, a high proportion of Haringey's foster carers live in neighbouring boroughs particularly Enfield. Children placed with these carers are able to maintain their local links and education placements. We have around 90 children placed with Haringey carers living in Enfield. A number of children placed outside the borough are in permanent placements or placed with relatives and the quality of the placement often mitigates the fact that the child is placed outside the borough.

Much good work is already being done with this group of children and young people but there is no room for complacency. A significant improvement has been achieved in the numbers of children who have been looked after continuously for 12 months or more who had the appropriate health and dental checks - up from 66.3% 02/03 to 77% in 03/04. Haringey outturn for 04/05 was 80%. London and National averages are not available for 04/05 but were both 78% for 03/04. Current priorities include: ensuring that all looked after children and young people have their health (including mental health) care needs assessed on entry into care; educating them about health issues (including substance misuse); a strong focus on the health needs of children placed out of borough; and ensuring that health needs are considered when placements change.

Did you know that the CAMHS modernisation grant has been used in partnership with the TPCT and the Mental Health Trust to commission a whole CAMHS service for looked after children through the Tavistock and Portman Trust? The service (now in its third year) provides fast track mental health assessments and treatment for looked after children and young people, network consultation to in borough residential homes and a support and consultation service for foster carers. This service is delivering improved mental health outcomes for looked after children and young people. This in turn results in better educational attainment.

Did you know that we have a multi-agency complex cases panel that jointly commissions and reviews services for looked after children and young people who have mental health issues and require specialist placements or treatments? This is ensuring that mental health needs are being addressed in a timely and appropriate way and enables us to divert resources to in-borough services.

The Children’s Service had a positive inspection of our fostering service in 2004 and 2005. We have significantly improved placement quality and stability and strengthened our foster carer training programme. We have identified the looked after children and young people most likely to suffer placement breakdown and are targeting training and support towards them. Figure 16 below shows the considerable improvements that the Children’s Service has made in increasing placement stability for looked after children and young people in recent years bringing us much more in line with national averages.

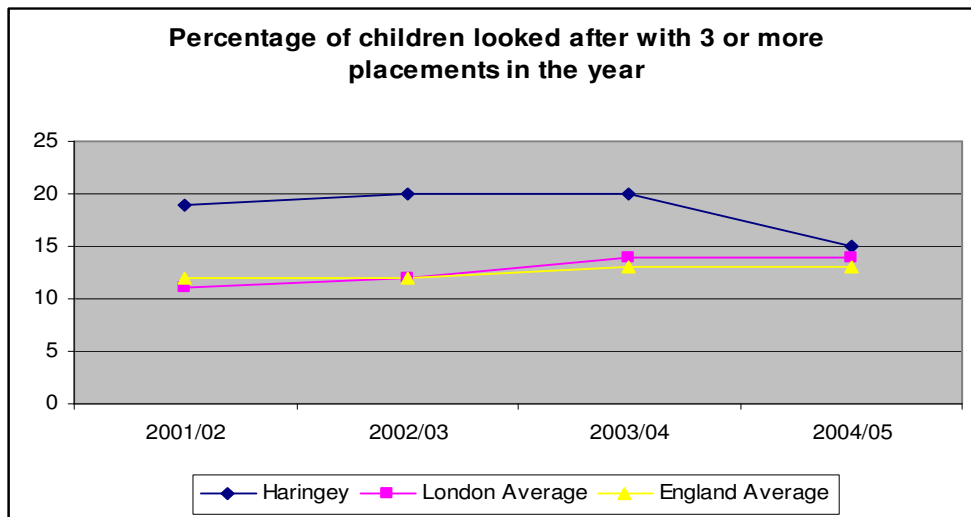


Figure 16 Source: Haringey Council, 2005.

38 high achieving looked after children and young people were asked^{vi} for advice on ways of improving educational outcomes for looked after children and young people. This is what they said mattered the most:

- Being like other people – not standing out as different, being given opportunities to have their voice heard and to participate in schools and out of school activities;
- Encouragement from others to do well;
- Attending school regularly (LAC attendance should be in line with schools average);
- Teachers and school support (designated teachers and governors should be in place (they are in Haringey ;
- Encouragement to aim for higher education;
- A “guardian angel” e.g. someone who asks about progress with coursework.

At the same time we have worked to improve educational outcomes for looked after children and young people. All looked after children and young people have access to specific educational support and will have a Personal Educational Plan developed to reflect their needs. This is against a context in which 20% of looked after children and young people have special educational needs.

Robust systems have been established to monitor school attendance of looked after children and young people, including those placed outside Haringey. This has had a positive impact on attendance and achievement levels and reduced the rate of placement breakdown e.g. attendance up from 76% (03/04) to 80% (04/05).

Looked after children and young people placed for adoption

The number of looked after children and young people adopted from care in Haringey is still lower than most of our comparator group. We have introduced a specialist permanency ‘partnership’ to address this issue made up of a specialist permanency social work team working alongside the adoption team together with a designated lawyer and independent reviewing officers. To reflect the very diverse backgrounds of our looked after children and young people we have also run targeted adopter recruitment campaigns with ethnic minority communities with strikingly good results.

Did you know that in 2004/05 Black and Ethnic Minority adopters accounted for 74% of all newly approved adopters?

We have also established a strong Adoption Support Service to support adoptive families. The Children’s Service has had a positive adoption inspection in November 2005.

Care Leavers

Care leavers are young people aged 18 to 24 who have been in the care of the local authority. Statistically, care leavers are much less likely to go into higher and further education and much more likely to have health problems, be unemployed or homeless than their peers. The Leaving Care Service within the Children’s Service in Haringey currently works with 395 care leavers. The percentage of care leavers with pathway plans has been slowly increasing to 90.8%.

Did you know that we have introduced a successful “Steps to Employability” work experience scheme for care leavers? This gave 8 care leavers an opportunity to have 4 weeks employment experience. The scheme was very popular and is being extended to 20 care leavers this year.

The participation in education, employment and training amongst care leavers is rising, from 34% to 51% over the last three years, closer to the London average of 56%. We have also introduced a new Personal Advisor service to support care leavers.

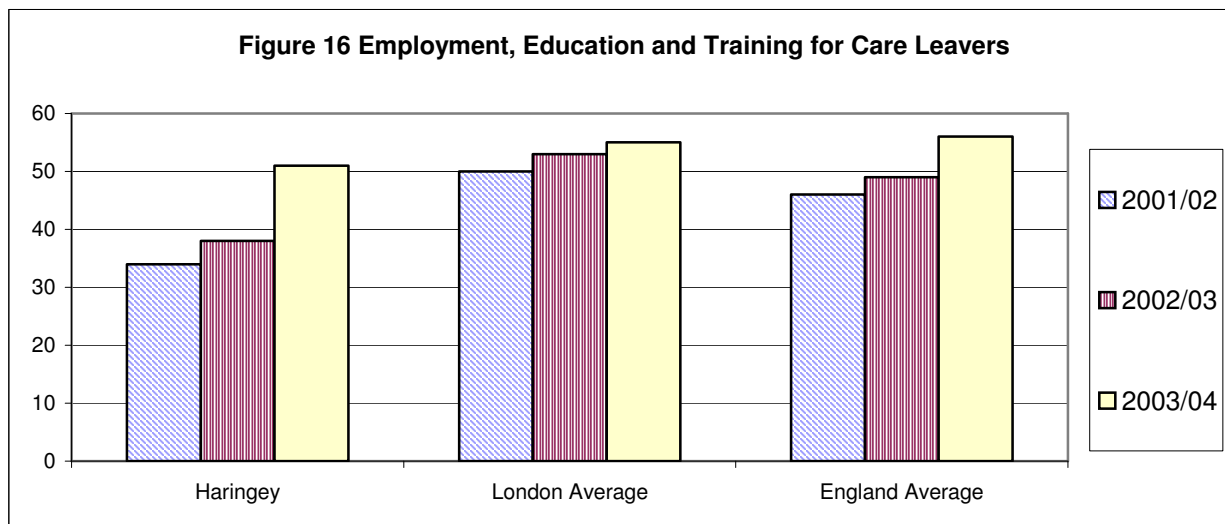


Figure 17 Source: Haringey Council

Did you know that we have 30 care leavers at university – above the national average. 13 care leavers began university in September 2005. These young people are reading a wide variety of subjects including law, social work, journalism and drama.

Refugee and Asylum seeking children and young people

As of June 2005 there were 445 under 18 year olds seeking asylum in Haringey as part of their family. In addition there were 357 unaccompanied asylum seeking children, a third of whom were care leavers aged 18 years or older. This group of children and young people may have had very traumatic experiences before coming to the UK.

Did you know that every school, community and library in Haringey has a “**Welcome to Haringey DVD**” in 14 community languages for newly arrived refugee and asylum seeking pupils and families, as well as those from settled communities, to promote their understanding of the UK education system? It provides essential information about the education system and schools in Haringey and signposts them to other agencies, which can provide advice and guidance on health, civic responsibility and general benefits issues in order to assist their integration into British Education and society.

Children and Young People with Additional Needs

Children and young people with disabilities are a diverse group including those with physical disabilities, learning difficulties, sensory impairments, and emotional/behavioural difficulties. Some may have multiple disabilities or a long-term health condition requiring on-going management and/or nursing care. Their quality of life is determined not only by their disability, but by poverty, negative attitudes and discrimination, and a disabling environment in which they may have unequal access to education, employment or leisure etc.^{vii} Despite this many achieve outstanding success and quality of life.

Max's story (Name changed)

Max is now 18 years old and studying Business Studies at the Lord Mayor Treloar Specialist College. Max was a pupil at the Vale Special School for children and young people with physical difficulties. The school is co-located with mainstream schools and Max undertook his studies at Northumberland Park Community Support with support from a range of specialist professionals from the Vale.

Max has ataxic cerebral palsy, a hearing impairment and communication difficulties. The professional team around Max included Teaching Assistants, specialist and class teachers, Physiotherapists and Occupational Therapists and the Hearing Impaired Service.

Max's difficulties with motor movements meant that writing was almost impossible for him. Max received specialist training in ICT and became so skilled in the use of his laptop that he can now type as fast as his peers can write.

Max overcame his difficulties in accessing the curriculum and his learning environment and achieved 8 GCSEs, including one A* grade, three A grades and four B grades.

In addition to participating in academic life at school, he learned to ride a bicycle and was the 400 metres and javelin champion for North East London.

He received the Head teacher award for the best student at Northumberland Park School, a particular achievement for a student on the roll of the Vale Special School.

Max was an excellent role model for his peers in mainstream and special settings and ably demonstrated the school's motto – the best of both worlds.

More provision for disabled children. Equal access to support and play services.
Parent, EYDCP Consultation Event – 25 January 2005

Luai 's thoughts (Name changed)

Luai likes making friends but we need you to learn how to make signs so we can talk to people at after school clubs (translated by a key worker for a young boy who is signing).

Big Brother Room – Come and Be Heard Conference – 7July 2005

The **Children's National Service Framework**^{viii} identifies the particular needs of children and young people and highlights the importance of promoting social inclusion, intervening early to support children and families, safeguarding particularly vulnerable children and supporting the transition to adulthood. It also raises the importance of appropriate palliative care for children with disabilities, including those with complex health needs.

There were 521 children and young people with disabilities on the voluntary register with Haringey Council as of August 2005. A disproportionately high number of children and young people on the register were of primary school age and from black ethnic groups. As a result of a very clear inclusion policy less than 1% of Haringey's 5 -15 year olds are placed in maintained special schools (England average 1.19%).

Did you know that the majority of children and young people with additional needs were registered with a learning, communication or behavioural disability?^{ix}

There are 1,270 children and young people in Haringey with statements of Special Educational Needs. This represents 2.9% of the school population and is in line with the England and London average and lower than all our statistical neighbours. There is a strong record of inclusion in Primary and Secondary schools and currently 61.3% attend mainstream schools which is above the London average and most of our statistical neighbours.

35.7% are placed in special schools and this is lower than average for London and statistical neighbours. Haringey has a slightly lower than average number of children (0.4%) placed in Early Years provision and similarly for resourced provision attached to mainstream schools (1.7%). There is a significantly lower than average number of children and young people with statements (1.4%) in education other than in school.

Completion of statutory assessments within the target timescale of 18 weeks, is good with 99% completed on time (excluding exceptions) and 72% completed on time (exceptions included). Exceptions apply to circumstances when it is not reasonable for the agencies concerned to meet those time scales, for example when a medical appointment needs to be rearranged, or there is involvement with several medical professionals.

Things that matter.....Taking into account different ways children communicate (making consultation accessible for disabled children).

Parent, EYDCP Consultation Event – 25 January 2005

Young carers

Caring for another person who has an illness, disability or who is vulnerable can be a rewarding activity, but it can also be mentally or physically demanding. Many young carers take on the kind of responsibility that an adult would looking after an ill or disabled member of their family. This often limits their personal, social and educational opportunities. Census data suggest that 723 children and young people in Haringey are providing care to members of their family. Through the charity NCH (National Children's Homes) Haringey is providing support to young carers. The Young Carers Project which is run by the charity NCH in partnership with Haringey to provide support and leisure activities for young carers.

Did you know that 61 local children and young people are caring for someone for more than 50 hours a week?

Travellers

Traveller and Roma families may be mobile or settled in housing. Haringey has two Traveller caravan sites housing Irish Travellers. Targeted projects for Traveller boys and Traveller girls include a football club and an education project with teenage Traveller girls. Often Traveller children have low levels of educational attainment and many do not stay on at schools after the age of 14. The Haringey Traveller Team works closely with Traveller, Gypsy and Roma children, young people and families, schools and other services to ensure access and raise achievement of pupils within this group.

Did you know that there are approximately 200 Travellers and 200 Roma in Haringey schools?

Teenage Pregnancy and teenage parents

Pregnancy in adolescence increases the risk of poor health and poor social outcomes for both mother and baby. In Haringey the rate of teenage conceptions is above the national average and steadily increased during the 1990s. 2003 data shows a Haringey conception rate to young women aged 15-18 of 71.0 per 1000 compared to 51.1 in London and 42.3 for England and Wales. The rate in Haringey has increased, whilst the national rate appears to have stabilised. The conception rate for under 16s has remained fairly static at 14.5 per 1000 in 2002 compared to 7.9 for England and Wales. But rates decreased slightly in 2003.

I think you should put your money towards teenage pregnancy, sex education because obviously what you're doing ain't working.

Young person, Big Brother Room – Come and Be Heard Conference – 7 July 2005

Under 18 conception rates vary between wards from 0 to 124 per 1000, with the highest rates in those wards with the highest levels of poverty and deprivation. In Haringey 15 of the 19 wards have under 18 conception rates amongst the highest 20% in England. Outcomes are improving - the Haringey conception rate dropped by 10.5% between 2002-2003. Only 3 other London boroughs achieved a greater drop.

Age 15-17 Conception rates in Haringey

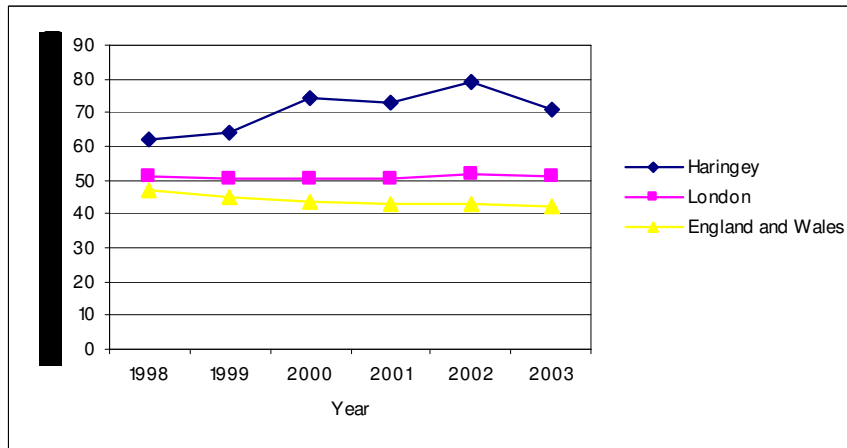


Figure 18 Source: Growing up in Haringey

Did you know that our Teenage Pregnancy Strategy targets support at vulnerable groups such as refugees and asylum seekers, Looked After Children and care leavers, young offenders and all young people living in wards with the highest conception rates?

Women who have their children in their teenage years experience higher levels of socio-economic deprivation, and lower levels of educational attainment for both themselves and their children. Their children are also more likely to experience illness or injury. The Haringey teenage pregnancy strategy aims to help teenage parents back into education, training and employment and to reduce long-term social exclusion. The number of funded childcare places available to teenage parents who want to return to education or training is being increased through the Care to Learn scheme.

Did you know that *Stepping Up* is a teenage parent support project running in Haringey? It helps teenage parents to access education, employment and training opportunities.

Children and Young People who are sick or have a long term illness

Over 2,230 (4.5%) dependent children and young people in Haringey aged under 18 were reported to have a limiting long-term illness in the last Census (2001). Data are not current available on the prevalence of particular conditions amongst children in Haringey, but may become available as GPs develop disease registers in their

practices.^x Children with long term conditions and their carers may require tailored support to enable them to treat or manage their condition thereby avoiding deterioration in their health and well-being and the need for admission to hospital. Support is also required to meet their emotional, developmental and educational needs. Primary care services play a very important role in helping children and families to manage conditions such as asthma, diabetes, epilepsy, sickle cell and thalasaemia, which were the case of a significant number of admissions/emergency admissions to hospital amongst under 18s in Haringey.^{xi}

Between 2001 and 2004 a total of 3,008 children under 19 years were admitted to hospital for planned treatment and care i.e. an elective admission rather than an emergency admission. Between April 2004 and March 2005 there were approximately 104,800 attendances at the North Middlesex University Hospital accident and emergency department (A&E), of which 28% were children aged under 18. This compares to 41,300 attendances at the North Middlesex Walk-in Centre, providing unscheduled health care services and located next to the A&E department, of which 35% were children aged under 18.^{xii}

Did you know that the rate of hospital admission for serious accidental injury (involving a stay of three or more days in hospital) is higher amongst boys than girls, and amongst younger children? It is also higher for under 5s in Haringey than elsewhere in London or England. See figure 18 below.

Hospital Admission rates for serious accidental injury

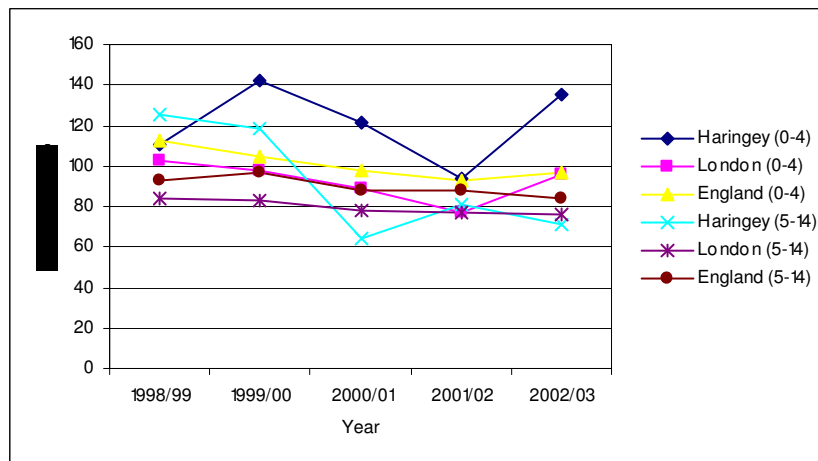
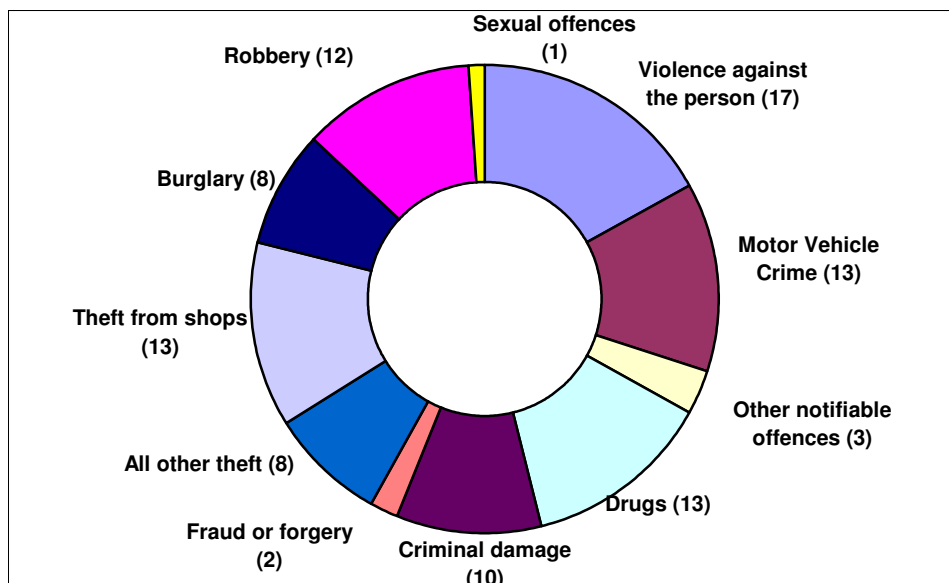


Figure 19 Source : Growing up in Haringey

Children and young people who have offended or are at risk of offending

Haringey has taken great strides in reducing youth crime yet the number of offences remain high in comparison to other London boroughs. Although Haringey ranked third highest in London in terms of numbers of youths accused of notifiable offences in 2004, it experienced a 9% decrease in youths so accused over the previous year. The borough has a high number of first time offenders, especially young men.

Between 2001/02 and 2003/04 there was a 23% increase in the numbers of young people working with the Haringey Youth Offending Service (YOS). Overall young people (10-17) were accused of committing just over a fifth (21%) of all crime in the borough during the period April 2001-March 2004 (see figure 21 below). During this period, young people were involved most frequently in street crime (65% of those accused). The numbers of youths accused of street crime in Haringey halved in 2004 compared to 2003. There is emerging evidence that this decline in street crime has been accompanied by an increase in burglary. 23% of all shoplifters, 47% of those accused of vehicle crime and 39% of those accused of criminal damage and residential burglary were between 10 and 17. During this 3 year period, crimes committed by young people took place most often during the week with Tuesdays and Thursdays being the days when youth crime was at its highest. The peak time for offending was between 2pm



Types of crimes committed by 10-17 children and young people in Haringey

Figure 20 Source : Haringey Crime and Drugs audit 2001 – 2004

and 6pm suggesting links with school closing hours. Crime was most prevalent in the hotspot areas such as Wood Green Shopping City, Turnpike Lane and Tottenham High Road at the Seven Sisters junction. The data underline the need to work with children before they reach secondary school and then throughout their secondary schooling. The vast majority of victims of youth crime are young people themselves. Nearly a third of reported street crime victims are aged 10-17.

Did you know that of all crime that is reported only 12% is reported by young people? This suggests a large amount of unreported youth on youth crime.

YOS

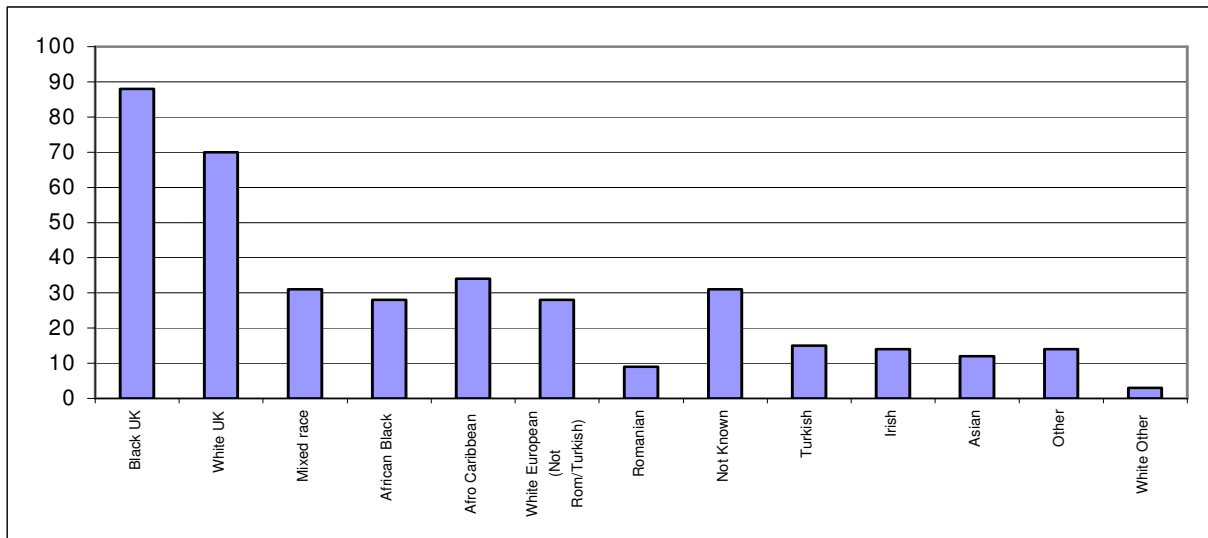
The new **Safer Communities Crime and Drug Strategy 2005-8** specifically focuses on young people and there are targets to reduce re-offending by young offenders. The Children's Service and the Youth Offending Service provide joint services to target young people involved in crime and those at risk of crime.

Haringey's **Youth Justice Plan** details the arrangements in place, or planned, to prevent offending and re-offending by children and young people in the borough. It includes an overview of the performance of the Youth Offending Service, progress made on improvement plans and key objectives for the year ahead. Examples of improvement work include:

- Targeted work with black and Roma young offenders. These communities are disproportionately represented in the Youth Justice system;
- **Innovative work** with families by parenting workers at the point when children and young people receive final warnings. This ensures that support is offered at an early opportunity to try and prevent further offending; and
- Participation in a North London pilot scheme which seeks to get young people into employment, education or training within 7 days of leaving custody.

Did you know that during each summer the Children's Service plus the Youth Offending Service in partnership with North London Connexions and the voluntary youth sector provide a range of activities? There has been a direct affect on the number of offences committed over the summer period.

In terms of **preventing** youth crime, the YOS works very closely with the Youth Service, the Youth Inclusion Programme and Positive Futures. The YOS is also developing a multi-agency Youth Crime Prevention Strategy. The Youth Offending Service employs two Parenting Workers who provide individual and group work to parents of young people who have **offended** or are at high risk of offending. Assistance is also offered at school level through a number of support agencies including a counselling service for parents and statutory work is undertaken with parents/carers on Parenting Orders through the youth justice system.



Ethnicity of Youth Offending Service active caseload numbers 2004

Figure 21 Source: Haringey YOS – June 05

Conclusions

This section has described the needs of some of the most vulnerable children in Haringey. Against the background of considerable deprivation described in Section One, we have shown that we have comparatively high numbers of both looked after children and children on the child protection register, although the latter have dropped significantly over the last two years. We also have considerable numbers of asylum seeking children and young people, children and young people with disabilities, and young carers and Traveller children and young people living within the borough. Haringey also has high teenage conception rates across most of the borough and high rates of youth offending.

All that said, considerable progress has been made in recent years to improve outcomes for our most vulnerable children and young people. We have described strong child protection practice, innovative work with looked after children and young people and good inspection reports. Targeted services are working responsively with young carers, travellers, pregnant school girls and teenage parents. The number of young people accused of offences is decreasing markedly.

Priorities

All vulnerable groups of children and young people are the focus of the 2006-09 Plan. Key priorities are to:

- improve life chances for looked after children and care leavers through improving health checks for this group, reducing the number of out of borough placements and supporting their educational achievement;
- improve outcomes for children with disabilities and those with additional needs, through the development of more accessible, better integrated services;
- reduce teenage conception rates and improve the provision of advice to children and young people on sex and relationships; and
- reduce the numbers of children and young people who are involved in crime or become victims of crime through further innovative targeted work in this area.

The next five sections consider the Every Child Matters outcome areas (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing) in turn. In each case the progress that has been made against the outcome is described together with the challenges that remain.

SECTION FIVE – BE HEALTHY

We want to enable our children and young people to be physically, mentally, emotionally, socially and sexually healthy. We want them to live healthy lifestyles and choose not to take illegal drugs. We also want to support our parents carers and families to promote healthy choices

Context

Given the deprivation that some of our children and young people experience, health needs are very important. Infectious diseases, accidents and injuries are all risks for our children and young people. Other health risks are less obvious as they do not necessarily result in immediate effects, (for example a poor diet or lack of physical activity), but are possibly as significant in the long term. A focus on prevention and early intervention, whilst at the same time seeking to reduce the effect of poverty and deprivation, could make a real difference to children's health into adulthood. Crucially this involves supporting families, mothers and children to ensure the best possible start in life, so breaking inter-generational cycles of ill-health. This support includes improving antenatal care and early years support especially in disadvantaged areas, reducing smoking, improving nutrition, supporting teenage and lone parents, and improving housing conditions.^{xiii}

Reducing Health Inequalities, Improving Health Outcomes

A major challenge is to reduce health inequalities particularly between those living in the east and west of the borough.

Did you know that The Health Inequalities Partnership Board is a senior multi-agency group that reports into the Haringey Strategic Partnership and has responsibility for driving forward the health inequalities agenda? Infant Mortality and Food and Nutrition strategies have been agreed and Physical Activity and Life Expectancy strategies are in development.

In Sections 1 and 2 we looked at the difference in **life expectancy** in different parts of Haringey. **Infant mortality** and the proportion of **low birth-weight babies** are key indicators of health and inequality. The most recent figures for infant mortality (2001-2002) show an improvement in Haringey from 7.4 deaths per 1000 live births in 1999-2001 to 6.9 per100 in 2001-2. This compares to 5.9 for London (5.8 in 1999-2001). Whilst rates IN Haringey are comparable to similar London Boroughs, infant mortality is higher in the East of the borough than the West.

Lone parent families, hard to reach minority ethnic groups and families with low incomes, have been identified as vulnerable groups to be prioritised for targeted interventions.

Did you know that in Haringey in 2004, 303 children (8.1%) had a low birth weight and 56 (1.5%) had a very low birth weight? These figures are in line with national figures.

The **Infant Mortality Action Plan** focuses on the following key areas:

- reducing teenage pregnancy;
- reducing smoking (e.g. a smoking cessation referral form is included with booking forms for maternity services);
- improving ante-natal and post-natal care including breast feeding support (e.g. peer support schemes have been established through Sure Start and we are looking to expand these through Children's Centres); and
- improving education, income and employment, and social support.

The Action Plan builds on existing examples of good practice and implementation is being monitored by the Children and Young People's Strategic Partnership.

Immunisations

Reported uptake of all childhood immunisations remains at an average of 85% which is the same as the London average, but below the national average of 92% and well below the national target rate of 95%. Although there has been some recent improvement, coverage still falls far short of that required to protect children from outbreaks of infectious diseases, particularly for measles, mumps and rubella (MMR) for which only 59% of 5 year olds in Haringey have received their first and second dose.

Did you know that lack of take-up of immunisation has already led to outbreaks of measles and mumps in parts of London, including cases in Haringey?^{xiv}

Healthy Lifestyles

A multi-agency **Food and Nutrition Strategy** has been agreed and there are a number of good examples of innovative work to help reduce childhood obesity. The Health Survey for England 2002^{xv} reported that one in six boys and girls aged 2-15 years was obese (16.6% and 16.7% respectively). In the absence of local data, this suggests that nearly 3,280 boys and 3,215 girls are obese in Haringey. In addition 2691 (13.6%) boys and 2753 (14.3%) girls are likely to be overweight.

Question: What help do you need to ensure your children are healthy?

Answer:

- More information to be provided to parents/carers
- Workshops on healthy lifestyles
- Need more healthy day events

Views of three parents, EYDCP Consultation Event – 25 January 2005

Did you know that almost half of the most deprived primary schools in the borough have **breakfast clubs**? The clubs target pupils who tend to arrive at school early, those

who do not normally get breakfast at home and those who rely on unhealthy drinks and snacks.

Work is also underway with nurseries to promote healthy eating. There are also some good examples of small-scale initiatives e.g. Cook and Eat Schemes and the development of the Community Nutrition Assistant role.

The **Healthy Schools Programme** (which aims to support children and young people in developing healthy behaviors) has been given a high profile locally. It has four key themes: Personal, Health and Social Education (including sex and relationships education), healthy eating, physical activity and emotional health and well-being and drugs education). 86% of primary schools and 75% of secondary schools are now participating in the Programme. The national programme has recently been restructured to introduce consistency between programmes across the country. The new national targets for involvement in the Healthy Schools Programme are:

- Half of all schools to achieve new healthy school status by December 2006; and
- All schools working towards being healthy schools by 2009.

The programme is currently re-auditing existing schools against the new audit, to ensure that they are meeting the new more rigorous national standards.

School Meals

Recent investment means that the majority of meals served in Haringey schools use fresh ingredients, and fruit and vegetables are always available.

Reducing Smoking

The 2002 Health Survey for England shows that 19% of young people smoke – this equates to 2,586 boys and 2,471 girls in Haringey. Children are also exposed to second-hand smoke from family and friends, over which they have little control.

Did you know that the Haringey Stop Smoking Service helps about 6 people aged under 18 each year to quit smoking? This indicates that few young people are accessing the service.

How do you plan to crack down on the number of underage users of drugs such as weed and cocaine?

Young person – Come and Be Heard Conference – 7 July 2005

QUIT the national charity that helps young people give up smoking makes regular visits to our secondary schools. The charity gives talks to young people in school assemblies about the dangers of smoking.

Drug misuse

More young Londoners (aged 16-29) claim in a recent survey to have taken illegal drugs than young people nationally. The survey^{xvi} of drug use by young people suggests a rapid increase in the proportion of young people ever having taken drugs from 5% of 11 year olds to 32% of 15 year olds. Young people were far more likely to take cannabis than any other drug. According to Government data the proportion of 16-24 year olds reporting that they have ever taken class A drugs has fallen by 24% since 1998 (see: www.drugs.gov.uk).

Did you know that the Drugs and Alcohol Education Support Team counselled 64 young people in the period April 2004 to March 2005, specifically in relation to drugs. A further 150 young people were counselled by the service during this period. The counselling service which operates in a majority of our secondary schools is clearly much in demand and providing a valued early intervention service.

Our combination of drug education, prevention and support services has been identified as a model of good practice in the government's ten year drug strategy 'Tackling Drugs to build a Better Britain'.

In Haringey, joint commissioning arrangements have been developed to support young people with substance misuse problems. The Haringey Drug Alcohol Action Team coordinates and commissions the Young Person's Substance Misuse Grant and is the strategic lead on young people and drugs in the borough. It commissions services such as the Drug Education Team and *Step Ahead*.(see box below):

Did you know that between April and December 2004, 74 young people were referred to **Step Ahead**, the young people's substance misuse treatment service in Haringey. 61% of those referred were male and over 90% were 14-18. Nearly all referrals were concerned with drug rather than alcohol abuse.

Alcohol misuse

A national survey of secondary school children aged 11-15 years suggests that nearly a quarter of pupils had drunk alcohol in the previous week, rising from 4% of 11 year olds to 45% of 15 year olds. The average weekly consumption among pupils who drink has risen to 10.7 units, with little difference between boys and girls – indicating an increase in the number of girls who drink and in the average number of units they consume

The Haringey Drugs and Alcohol Action Team aims to raise awareness of the risks of drugs and alcohol misuse, increasing the early identification of related problems and improving treatment and support services. It is also involved in efforts to reduce crime and anti-social behaviour.

There is multi-agency agreement about the need to develop a **Physical Activity Strategy**. A draft strategy has already been produced (see box below):

The draft Physical Activity Strategy brings together the Every Child Matters aspects of sports planning, the national Sports Strategy, the London Sports Strategy and the results of a local consultation exercise. The strategy aims:

- to increase the use of recreation facilities particularly for those groups currently under-represented (including children and young people); and
- to increase the involvement of young people in sport at recreation facilities and schools to promote inclusion and to reduce youth offending.

Oral Health

Tooth decay is one of most prevalent diseases in children and young people, despite enormous improvements in children's dental health.

Did you know that the **Haringey Sure Start tiny teeth programme** has increased the number of 0-2s registered with a dentist from 8% to 67%?

At September 2005, 63% of under-18s in Haringey were registered with a dentist which compares well with national figures (62%) and is much better than London as a whole (52.7%). One third of 5 year olds in Haringey had experienced dental decay as of 2003, fewer than the UK average of nearly 40%. However, inequalities in oral health are evident when comparing different schools with the average level of tooth decay being nearly four times higher in some schools than the Haringey average.

Can you give us more information on sex and relationships?

Not many students know about STIs and their effects. How can you change this and improve their knowledge?

Views of two young people – Come and Be Heard Conference – 7 July 2005

Sexual Health

Surveys^{xvii} suggest that young people are becoming sexually active at an earlier age. Young people who are becoming sexually active may be particularly vulnerable to sexual ill-health, including unwanted pregnancy or abortion, and exposure to sexually transmitted infections (STIs) and HIV. Improving the sexual health of young people is a key national and local priority. In 2002-2003 there were 1066 attendances at the young people's sexual health drop-in clinic at St Ann's Hospital in Haringey (71.5% female). 15% of the new and rebooked attendees were under 16 and 600 cases of sexually transmitted infections were treated. A comprehensive Sexual Health Strategy and Action Plan has been agreed by the Sexual Health Partnership Board and there is commitment to ensuring that sexual health promotion in schools forms an integral part of local preventative work and that all primary and secondary schools have a sex and relationship policy.

Did you know that 4YP is a mobile sexual health unit in Haringey that provides information and advice to young people. It has been shown to impact positively on teenage pregnancy rates and to improve the sexual health of young people in the borough.

Mental Health Services for Children and Young People

Successive Haringey TPCT health reports have highlighted the lack of useful data and information on the **mental health of children and young people in Haringey**. At the same time, there is evidence to suggest that many forms of mental health problems are becoming more frequent nationally.^{xviii} The latest Haringey TPCT health report *Growing Up in Haringey* estimates the prevalence of a range of mental health disorders amongst children and young people in Haringey. The numbers it quotes make sobering reading. For example it estimates that 1579 5-15 year olds have conduct disorders, 1281 have emotional disorders and 1132 are suffering from anxiety (see fig.23 below for further information).

Estimated prevalence of mental health disorders amongst children in Haringey

| Mental health disorder | National prevalence / Estimated numbers affected in Haringey | 5-10 year olds | 11-15 year olds | 5-15 year olds |
|-----------------------------------|---|-----------------------|------------------------|-----------------------|
| | Population size (GLA 2005) | 16325 | 13469 | 29794 |
| Emotional disorders | National Prevalence % | 3.3 | 5.6 | 4.3 |
| | Haringey (Total) | 539 | 754 | 1281 |
| Anxiety | National Prevalence % | 3.1 | 4.6 | 3.8 |
| | Haringey (Total) | 506 | 620 | 1132 |
| Depression | National Prevalence % | 0.2 | 1.8 | 0.9 |
| | Haringey (Total) | 33 | 242 | 268 |
| Conduct disorders | National Prevalence % | 4.6 | 6.2 | 5.3 |
| | Haringey (Total) | 751 | 835 | 1579 |
| Hyperkinetic disorders | National Prevalence % | 1.5 | 1.4 | 1.4 |
| | Haringey (Total) | 245 | 189 | 417 |
| Less common disorders | National Prevalence % | 0.5 | 0.6 | 0.5 |
| | Haringey (Total) | 82 | 81 | 149 |
| Any mental health disorder | National Prevalence % | 8.2 | 11.2 | 9.5 |
| | Haringey (Total) | 1339 | 1509 | 2830 |

Figure 22 Source: Mental Health of Children and Adolescents in Great Britain – Office for National Statistics 1999

The mental health of children and young people is closely intertwined with their physical and overall health and the environment in which they live. Risk factors fall into four main groups: child, family, environment and life events. Some of these risk factors interact, therefore increasing the risk of mental health problems for some young people. Early identification of people in distress, establishment of an early and accurate diagnosis and prompt and effective treatment is a key approach to reducing the impact of emotional disorders. Work to promote mental health must encompass the range of needs as children grow up, as some disorders are more likely to emerge in the teenage years e.g. psychoses, eating disorders and self harm.^{xix}

Did you know that between 2002-2004 there were 72 hospital admissions for mental health problems amongst young people and many of these admissions were drug-related?

Or that the Educational Support Team within the Children's Service counselled 170 children during 2003/04, two thirds of whom were girls? Many of those counselled were looked after children and young people.

Did you know that there has been increased investment to build capacity at Tier 3 and to reduce admissions, length of stay and the necessity for complex placements? A placement officer has also been appointed to review Tier 4 placements. In addition, the expansion of provision of Tier 1 and Tier 2 services is being explored through training of generic practitioners and provision for example of brief intervention infant mental health services in children's centres. At a strategic level, a joint strategy/action plan is being developed.

Conclusions

This section has described the health needs of children and young people in Haringey. A major challenge is to reduce health inequalities, particularly between those living in the east and west of the borough, for example through reducing infant mortality in the east of the borough.

We have seen that uptake of immunisations in Haringey remains well below national target levels and that our children and young people need to be supported in making healthier choices about their lifestyles. We are working to reduce obesity, smoking, alcohol and substance abuse amongst our children and young people and to improve their physical health and knowledge of healthy eating. At the same time we are working to provide quality mental health services for children and young people within the borough.

We have seen evidence of improved outcomes in some areas – for example Haringey has better than average standards of oral health amongst children and we have noted the need to try and collect more and better more local data for example in relation to the mental health of children and young people. We have highlighted a number of successful targeted initiatives such as the Healthy Schools Programme and 4YP.

Priorities

In order to enable children and young people to be more healthy we intend to:

- focus on increasing emotional well-being and self esteem including preventing more young people developing mental health needs.
- reduce teenage conception rates through improved provision of advice to children and young people on sex and relationships .

- improve information to parents and young people together with better opportunities to develop healthier life styles, for example through sport, leisure and improved school meals.

SECTION SIX - STAY SAFE

We want our children and young people to be safe from maltreatment, neglect, violence and sexual exploitation, safe from accidental injury or death, from bullying and discrimination, safe from crime and anti-social behaviour in and out of school and have security, stability and be properly cared for. We also want parents carers and families to provide safe and stable home lives.

The Haringey **Local Safeguarding Children Board (LSCB)** is a key multi-agency strategic partnership set up under the Children Act 2004 which focuses on safeguarding children and young people and promoting their welfare. In 2005/6, the LSCB:

- strengthened its multi-agency work to protect children and young people from harm;
- produced a joint protocol and practice guidance for work with children who go missing from home or from care;
- is working with churches and faith groups in the production of a multi-faith child protection procedural template; and
- is running a comprehensive and very well attended multi-agency training programme covering a range of issues around the safeguarding of children.
- advised on and endorsed child protection procedures for Sure Start and for Tottenham Hotspur Football Club;

LSCBs were introduced as a legal requirement by the Children Act 2004. They are the key mechanism in each local area for agreeing how organisations will work together to safeguard and promote the welfare of children and for monitoring how well they do it. The way they work is governed by statutory regulations that were issued in 2005.

LSCBs have responsibilities around the development of policies and procedures on different areas of safeguarding; training and development; awareness raising; and monitoring and evaluation – including the review of practice in cases resulting in the death or serious injury of a child. A key objective of LSCBs is to ensure that agencies work together effectively to protect children.

In order to manage these responsibilities, Haringey's LSCB has established six multi-agency sub-groups, each of which reports to the main Board. Sub-groups cover the following areas:

- Policy & Procedures
- Prevention
- Quality Assurance
- Training & Development
- Serious Case Review
- Health

The LSCB has a very broad approach to safeguarding and has within its remit issues such as accidents and injury, safety in school (including bullying), community safety

including the impact of crime on communities and safety in the context of safe play space and safe recreation space, road safety, fire safety, race discrimination and domestic violence. These issues are considered in turn below:

Accidents and injury – see discussion in Section 3 where we noted the higher than average hospital admission rates for serious accidental injury for under 5s in Haringey.

When are you going to take bullying seriously?
Young person – Come and Be Heard Conference – 7 July 2005

Child Protection in school

Every school has trained, designated teachers for child protection who receive training and cascade it to others. All schools are required to have a policy for Child Protection. Child protection training is provided for childminders 3 times a year. Procedures have been developed to ensure that the safety needs of any child without a school place are considered by the Children's Service.

Did you know that a School Safe system operates in conjunction with the police providing early warning of potential dangers to schools from members of the public?

The Children's Service is working with schools to raise awareness of discriminatory incidents and schools have adopted procedures for recording and reporting incidents covering race, gender, sexuality, disability and religion.

Did you know that seminars have been run for schools to raise awareness of inter-ethnic conflict?

Did you know that the jointly police and school led **Safer Schools Partnership** in Haringey has had considerable impact in reducing crime and victimisation amongst young people and in reducing the number of incidents and crimes in schools and the related community?

101 Haringey children aged 9-11 were recently surveyed about school safety. This is what they said:

- 62 thought it was helpful to have police officers in school
- 58 said there were no areas in schools where they felt unsafe
- 20 said they felt unsafe in the toilets
- 8 felt unsafe in the school grounds
- 7 felt unsafe in the playground
- 57 said they had been bullied or picked on or called nasty names
- 17 said they had had their things taken
- 20 said that they had been deliberately hurt at school

Source – Viewpoint Transition Questionnaire, Haringey Children's Fund

considerable amount of work already in Haringey it is clearly an issue of continuing concern to children and young people in the borough. This is evidenced by the responses given to questions asked about bullying in a recent survey of school age children and young people in Haringey:

19% of primary age pupils said that they had been bullied or badly treated often or quite often by other children in school that year. A further 35.9% said that they had been bullied or badly treated once or twice that year.

Haringey Primary Schools – Attitudes to School Questionnaire 2004

8.7% of secondary age pupils said that they had been the victim of bullying often or quite often in the last school year. A further 25.8% said that they had been bullied once or twice.

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

78.4% of primary age pupils said that there was bullying in their schools.

Haringey Primary Schools – Attitudes to School Questionnaire 2004

80.1% of secondary age pupils said that there was bullying in their schools

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

Did you know that St Ann's primary school piloted the '**Peer Mediation**' project first in their own school and then across 21 primary schools in Haringey? The project trains a core group of Year 1- Year 6 pupils in counselling skills, which helps them to support their peers in the playground i.e. to help them find more peaceful solutions to arguments and to encourage them to make friends. The benefits of the project are to encourage them to make friends. The benefits of the project are apparent both in the playground, which is a calmer place and within each classroom. The mentors have practised the skills in the playground to help their peers who are unhappy, being bullied or are finding it difficult to control their emotions.

Children and young people have lots of ideas about how bullying could be tackled:

Q. What can you do for the bullies?

Answer

- More talking
- More consequences for troubled children
- Bullies have somewhere to take their anger out
- Listen to bullies' problems e.g. at home, counselling
- Anger management and
- More places in school to trust to go to talk

Young people – Come and Be Heard Conference – 7 July 2005

Having someone to talk to in schools when they have a problem is clearly important to children and young people. In a recent survey just over half of young people surveyed in secondary schools reported that they did have an adult in their schools that they could talk to if they had a problem. Peer mentoring schemes are run in some of our schools and we hope that this good practice will be extended.

57.1% of secondary age girls and 53% of secondary age boys said there was an adult in their school they could talk to if they had a problem.

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

Did you know that awareness of how to tackle some aspects of specific bullying has been raised through a range of initiatives including a seminar 'Tackling Homophobic Bullying' run for head teachers with the Safer Schools Partnership?

Community Safety

Crime is top of the list of concerns for Haringey residents and the council is working closely with the police and other agencies to make life harder for criminals. The box below lists some of the key achievements made in 2005 in relation to crime reduction:

- **Crime in Haringey down overall**
- **52 crack houses closed**
- **5 neighbourhood wardens working with police**
- **Projects across our schools tackling knife crime**
- **'Shopwatch' scheme cutting crime in Wood Green Shopping City**

Concern about crime and community safety is shared by children and young people living in the borough. For example, 101 children in Haringey aged 9-11 were recently surveyed about the concerns about community safety. Their most common concerns are set out below:

- Gangs (41 responses)
- Strangers (41 responses)
- Getting lost (38 responses)
- Being mugged (35 responses)
- Being offered drugs (26 responses)
- Being run over (25 responses)

Source – Viewpoint Transition Questionnaire

Reducing Youth Crime is a key focus for the partnership between the police, safer communities, the youth offending service and the Children's Service. (see discussion about youth offending in section 3)

Safe Play and Recreation Space for Children and Young People

Children, young people and parents are all agreed on the need for children and young people to have more safe places in which to meet and to play.

As part of its **Open Space Strategy**, Haringey Council aims to:

- create safe open space environments that can be enjoyed by all sections of the community; and
- develop the education role of open space, particularly for young people, in order to promote greater knowledge and understanding of the importance of the natural environment.

The strategy recognises that the majority of schools within the borough do not have adequate levels of provision of external recreational space and playing fields and therefore often have to make use of nearby parks and open spaces to provide elements of the PE curriculum.

Many children and young people congregate together in order to feel safe. They are now labelled as anti-social or intimidating. But they have nowhere to go and nothing to do.

Parent, EYDCP Consultation Event – 25 January 2005

Parks need to be clean and safe

Parent, EYDCP Consultation Event – 25 January 2005

What can you do to make parks and public toilets clean and keep them clean throughout the day?

Young person – Come and Be Heard Conference – 7 July 2005

Did you know that as part of the Haringey Strategic Partnership's drive to create a greener environment. The Council has:

- removed over 5,500 abandoned cars
- removed over 50,000 square metres of graffiti; and
- introduced a Community Volunteers scheme encouraging residents to look after their local environment.

Source: Resident's update November 2005.

Road Safety

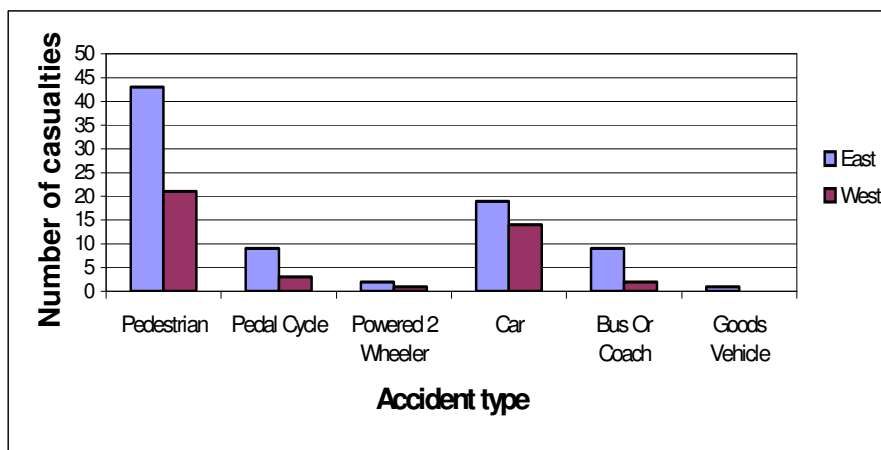
Road traffic accidents are the leading cause of accidental fatalities in children and young people, accounting for nearly half of all such fatalities. Pedestrians are at far greater risk than cyclists or passengers. The 10-14 age group has the highest proportion of all pedestrian casualties and a quarter of all pedestrian casualties for the 3-18 age group occur on journeys to and from school.

Between April 2004 and January 2005, 16 children and young people were killed or injured in road traffic accidents in the borough. In 2003 37 children were killed or seriously injured as a result of road accidents with twice as many boys as girls. Boys aged 12-15 are the highest casualties. **The Mayor's Road Safety Plan** has set a target to reduce child casualties by 50% by the year 2010. This target is also highlighted in **Haringey's Borough Policing Plan 2005-6**.

Did you know research across London has shown that black African-Caribbean children have a significantly higher rate of pedestrian casualties than other groups.

Child road traffic accident casualties in Haringey 0-15 years, 2004

Figure 23 Source: LRSU 2005



Did you know that 32 of our schools have school travel plans in place and 33 have plans in preparation? This won Haringey the School Travel Borough of the Year prize at London's Sustainable Transport Awards 2005

Fire Safety

The London Safety Plan 2005/8 for London's fire and rescue service contains a commitment to engage more activity with young people to deter them away from antisocial behaviour. Schools will remain a focus of prevention work so that children learn at an early age what they can do to make themselves and their families safer. Work will also be expanded with young people outside of school settings. This work will help young people to understand what happens if cars or property are set on fire. This provides an outlet for their curiosity, in a safe environment, and helps to develop a sense of responsibility.

Discriminatory incidents

Discriminatory incidents recorded in schools cover pupils and adults and are categorised in the following way; racial, homophobic, disability, sexual and religious discrimination. All schools are required to submit discriminatory incident data as part of the following local agreements and statutory legislation:

- LEA Discriminatory Policy & Procedure
- Race Relations (Amendment) Act 2000
- DfES Circular 10/99 Social Inclusion-Dealing with Racial and Sexual Harassment.

In 2003/4 the percentage of schools submitting data was 67% This figure rose to 69% in the academic year 2004/5.

In the 2004/5 academic year we saw a decrease in the total number of incidents reported by schools. 180 incidents were recorded in 2004/5 compared to 256 in 2003/4.

Of the 180 incidents recorded by schools in 2004/5, the type of incident most frequently recorded was racially motivated, followed by incidents categorised as sexual, homophobic, religious or disability discrimination. This represents a 29% reduction from the previous year.

Did you know the number of Schools recording discriminatory incident data has risen from under 38% in 2001/2 to 69% in 2004/5.

The reduction of incidents reported by schools is due to better recording of incidents and raised awareness by teaching staff in tackling discriminatory incidents between students.

In 2004/5 the ethnic group with the largest number of victims recorded in primary schools was African pupils followed by Caribbean pupils. This contrasts with 2003/4 when Caribbean pupils were the largest group followed by African pupils. In secondary schools the ethnic group with the largest number of victims recorded was White British pupils, followed by Caribbean and Kurdish pupils.

Domestic Violence

It is estimated that children are affected in 90% of domestic violence incidents. In 2004/5, police recorded 1949 domestic violence victims of crime and 3,515 incidents in Haringey. The number of children affected by these incidents is unknown but it is estimated that 25% of all children and young people living in Haringey have experience of domestic violence in their families. Nationally it is estimated that 75% of children on the child protection register live in households where domestic violence occurred. The pioneering one stop shop Hearthstone Centre in Haringey has helped 1,300 domestic violence survivors.

Conclusions

This section has focused on the safety of children and young people in Haringey. We have highlighted the effective work of the Local Safeguarding Children Board and the Safer Schools Partnership, the need to make the safeguarding of children and young people everyone's business and the need to raise awareness of child protection procedures and safe recruitment practice. We have highlighted successes in addressing specific safety issues, in creating cleaner, greener spaces where children and young people feel safe and in establishing school travel plans. We have shown that bullying, safety on the streets and having safe places to play and meet are all key issues for children and young people in the borough.

Priorities

In order to further improve the safety of children and young people we intend to:

- Ensure procedures that safeguard children and young people are fully implemented throughout all statutory and voluntary agencies in Haringey that work to support children and young people.
- Continue to work to reduce bullying by working directly with young people to understand the complexity of the issue and enable them to work with professionals to offer more effective solutions.
- Work with key partners both within the Council and beyond to create more safe places for children and young people to go.
- reduce the number of children and young people who are involved in crime or become victims of crime through further innovative targeted work in this area.

SECTION SEVEN – ENJOY AND ACHIEVE

We want all our children to be ready for school and to attend and enjoy school, achieving national standards at the end of their primary years and at the age of 16. As they become young adults we want them to continue their learning in higher and further education. We want them to achieve good personal and social development and enjoy recreation. We want parents to be able to share in their child's learning and be able to support them through the school system.

Context

Haringey has 63 primary (including infant and junior) schools, 10 secondary schools, a City Academy, 4 special schools and a pupil support centre. In addition there is off site provision and study support centres for children and young people with additional needs. Ten Children's Centres are planned for 2006 (nine are already designated) and a further 8 planned for 2008.

There has been substantial improvement in standards of attainment in Haringey over the last five years. There are currently no schools in Haringey in special measures.

What has contributed to the improvements made in recent years?

Key levers have been:

- Strong leadership, especially of headteachers.
- prompt intervention at whole-school level and for underperforming groups of pupils;
- building local capacity for self-evaluation and improvement;
- improved recruitment and retention of school leaders and high quality learning and teaching consultancy support;
- better use of target-setting;
- a relentless focus on standards of attainment and improved rates of pupil progress;
- the national strategies for school improvement particularly for the core subjects and targeted groups of underperforming pupils;
- Improved use of pupil performance data and improved targeted intervention for the most vulnerable groups of pupils; significantly pupils with SEN in the mainstream, Black British pupils and Somali and Turkish speaking pupils and those pupils living in Neighbourhood Renewal Fund wards;
- prompt collective support and intervention for schools causing concern; and
- the promotion of collaborative working, especially through Networked Learning Communities of schools (NLCs).

The Early Years

Foundation Stage Profile (FSP) data for 2003-4 shows that overall achievement is lower for Haringey children than national averages. This means that children in Haringey begin Key Stage 1 (age 5) less well-equipped than their counterparts elsewhere. FSP data shows more Haringey children achieving the lower and middle scale points and fewer achieving the higher scale points than the national average.

Did you know that Youth Music offers grants between £5,000- £15,000 for up to 6 to 12 months for all early years settings through the First Steps programme? These grants are designed to encourage and support regular creative music making activities for young children. Parents, carers and families are then encouraged to continue music-making with their children. We know that music-making can help children learn to work in groups and develop listening, speaking and singing skills. It can also help children to learn how to watch, share and collaborate whilst developing their physical co-ordination.

Analysis of Ofsted inspections shows that all our current early years provision is at least satisfactory and some is good or outstanding. Our drive to improve the quality of provision has led to the development of a local authority protocol and self-evaluation framework for all Early Years and Play settings.

We have exceeded our target that 85% of all 3 year olds access early years education and there are sufficient places in nursery for all 4 years olds whose parents want to take them up. Sure Start, Children's Centres and regeneration programmes have also enabled us to develop better early years support facilities in the east of the borough. By March 2006 the Children's Centres core offer will reach 7,559 children under 5 in the most deprived wards. By March 2008 it will reach 14,759 - a 92% increase.

Q. How can we help children enjoy and achieve in the early years?

Answer:

- Good start at home first!
- More parental classes on how to support your child's learning e.g. ESOL, discussion with parents on how children learn.
- Home/school support sessions where parents can get together and share knowledge about what they have used to help their child.
- Schools need to become social centres for local parents to meet and network and feel part of the community.

Views of four parents, EYDCP Consultation Event – 25 January 2005

Key Stage 1 (7 year olds)

Over the last five years, Haringey's rate of progress at the end of Key Stage 1 has been very similar to the national rate but remains below the national average. In 2005 some apparent decline in reading, writing and mathematics at Level 3 can be accounted for by a change to the assessment arrangements.

In 2005, the percentage of pupils achieving L2+ has improved by 1% to 79% in reading, by 2% to 76% in writing and by 2.5% to 87.5% in mathematics. The percentage achieving L3 decreased from 23% to 22% in reading, from 14% to 13% in writing and from 23% to 18% in mathematics (this substantial reduction is also reflected in the national trend). Nationally at L2+ there has been a 1% improvement in reading, no change in writing and a 1% improvement in mathematics. At L3+, nationally there has been a 2% fall in reading, a 1% fall in writing and a 5% fall in mathematics.

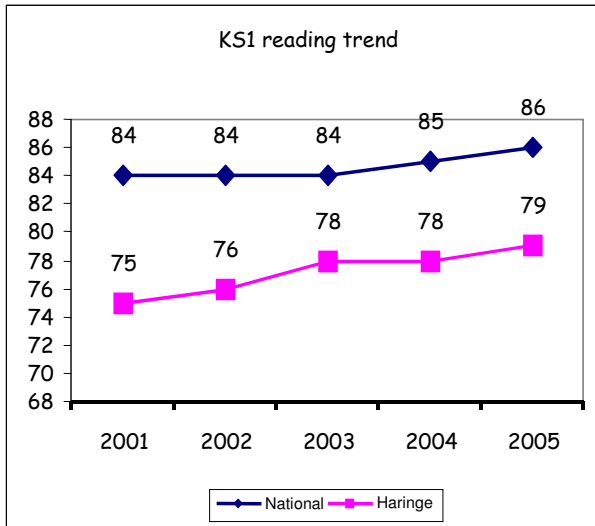


Figure 24 Source: Haringey Council

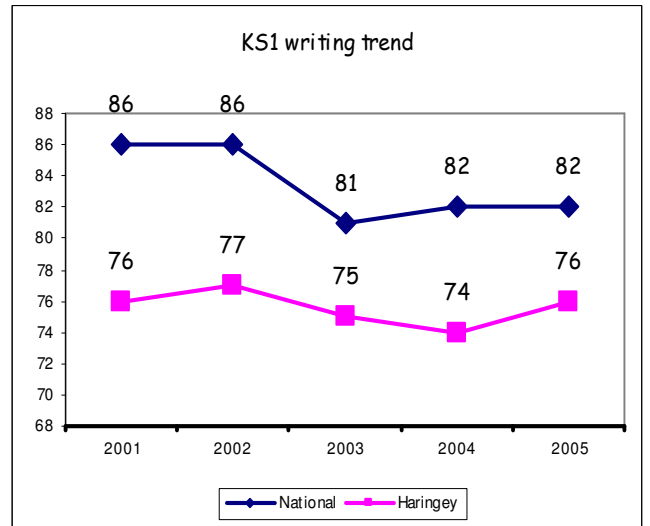


Figure 25 Source: Haringey Council

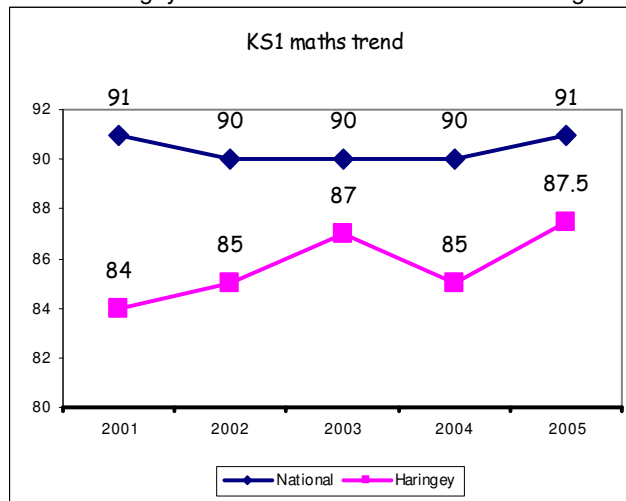


Figure 26 Source: Haringey Council

Gender

At Key Stage 1, girls outperform boys in reading by 11% at L2+ and 6% L3+ (national 8% and 10% respectively). In writing by 13% at L2+ and 6% at L3+ (national 11% and 10%). The results in mathematics are closer; girls outperform boys by 3% at L2+, boys outperform girls by 4% at L3+. These differences are similar to national results.

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73.5% of primary age girls and 60.5% of primary age boys said that they were happy when at school.

Haringey Primary Schools – Attitudes to School Questionnaire 2004

From a sample of 630 primary pupils

39.8% of primary age pupils said that they read on their own for fun outside school every day. 16.3% said they never did this.

Haringey Primary Schools – Attitudes to School Questionnaire 2004

Ethnic Minority Pupils

At Key Stage 1, there continues to be a substantial difference in attainment between White British pupils and pupils from the other large ethnic groups. This is particularly significant at the higher levels of achievement. Thirty seven percent of White UK pupils attain L3+ in reading compared to 21% African Caribbean, 15% African, 6% Turkish and 24% White Other pupils. In writing, the comparative L3+ figures are: 20% White UK, 11% African Caribbean, 8% African, 2% Turkish and 18% White Other. Mathematics L3+ figures are 28% White UK, 15% African Caribbean, 10% African, Turkish 8% and 25% White Other.

Mobility

2164 (77%) of KS1 pupils were at their school for more than 2 years prior to taking KS1. 643 (23%) were at their school for less than 2 years. There is a 15% to 20% difference in the percentage of pupils attaining L2+ and 2B+ in reading, writing and mathematics between pupils who have been at their school for more than two years compared to pupils with less than two years. Traveller, Congolese, Somali, Kosovan, Kurdish and Turkish pupils continue to be some of the most mobile at Key Stage 1.

English As An Additional Language (EAL)

At the end of Key Stage 1, 477 pupils (18% of cohort) at EAL Stage 3 and above continue to attain higher standards in reading, writing and mathematics than pupils without EAL.

Did you know as part of our implementation of the **Primary National Strategy** we are particularly focusing on the achievement of black and minority ethnic pupils, looked after children and travellers?

Special Educational Needs (SEN)

There were 701 pupils at the end of Key Stage 1 who had special educational needs (25% of cohort). 61 pupils had statements of special educational needs, twelve of these pupils were attending special schools. Most pupils with statements follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

Eligibility for free school meals

There were 1022 pupils eligible for free school meals, 1733 not eligible. 53% of eligible pupils and 75% of not eligible obtained Reading level 2B+. The figures for level 3 are 10% and 30% respectively. Writing and mathematics have similar differences.

High Attaining Pupils

At Key Stage 1 there has been a reduction in the percentage of high attaining pupils (pupils attaining L3+). In reading the figure fell by 1% to 22% (nationally a 2% fall to 27%), in writing a 1% decrease to 13% (nationally a 1% fall to 15%), and in mathematics a 5% decrease to 18% (nationally a 5% fall to 23%).

Low Attaining Pupils

At Key Stage 1 there continues to be a slight reduction in the percentage of low attaining pupils. In reading the percentage of pupils who attained a W (working towards level 1) fell from 5.3% to 5.1% (nationally the 2005 figure is 3%). Writing fell from 7.3% to 6.8% (5% nationally) and mathematics fell from 4.3% to 3.4% (2% nationally).

Looked After Children

There has been an overall reduction of the percentage of pupils achieving L2+ in reading (50% to 47%) and writing (50% to 41%) and improvement in mathematics (61% to 65%) Haringey results for Looked After Children are 7% below the 2004 national in reading and writing and 1% above in mathematics. The number of Looked After Children in 2005 was 17. This means that each child is approximately 6% of the cohort and that changes in the attainment of a few children can have a significant effect on the percentage variation year on year.

Did you know that value added is a way of measuring the progress that children make from one Key Stage to the next. It looks at where children are at Key Stage 1 and what progress they made in four years to the end of Key Stage 2. Information produced by the DfES shows that Haringey children made better than average progress from Key Stage 1 to Key Stage 2. Haringey came joint 42nd (out of 150) local authorities in this measure.

Key Stage 2

Overall, Haringey's rate of progress since 2002 at Key Stage 2 has been roughly in line with the national trend. At level 4 and above (L4+), English has improved by 5% in Haringey compared to national improvement of 4%. Mathematics in Haringey has improved by 1% compared to a 2% gain nationally. In science the Haringey result has dropped by 1% whilst the national result has not changed.

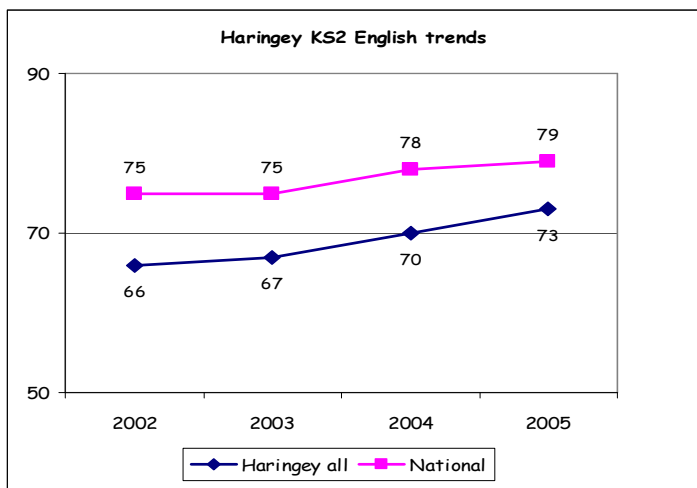


Figure 27 Source: Haringey Council

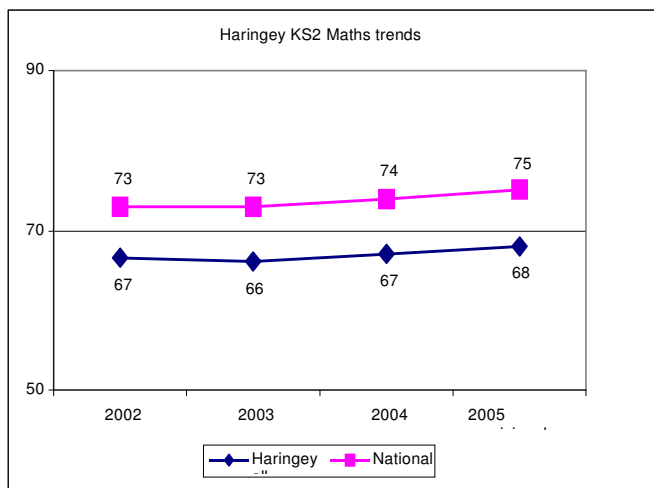


Figure 28 Source: Haringey Council

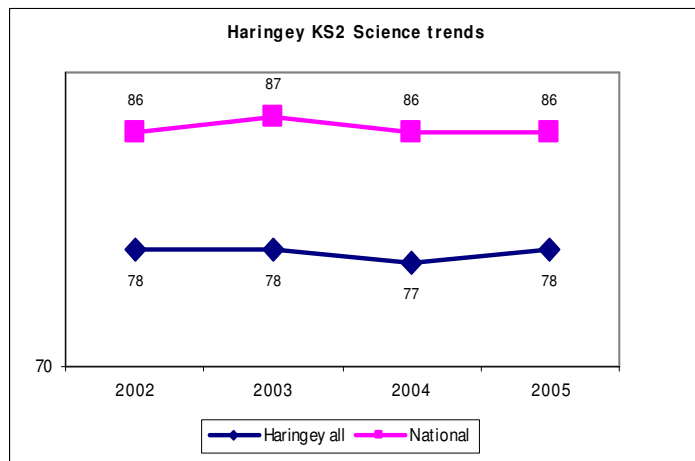


Figure 29 Source: Haringey Council

In 2005 in English, the percentage achieving L4+ has improved from 70% to 73%. In mathematics the improvement is from 67% to 68%. In science, results improved from 77% to 78%. The percentage of pupils achieving L5+ in English has remained at 25%, and mathematics has decreased by 1% to 25%. The result in science has increased by 2% to 38%. Targets for the end of Key Stage 2 have not been met.

Nationally, in 2005, at L4+ there has been an increase of 1% in English and mathematics and no change in science. At L5+ the English result is 27%, the mathematics result is 31% and the science result is 47%.

A continuing concern is lack of progress in science at Key Stage 2. To some extent this remains a consequence of schools concentrating on English and mathematics. The LA has developed a science strategy, which has been in place for a little over a year, and the science consultant is targeting those schools where there is a significant gap between the science results and those in English and mathematics. We are also pursuing links with King's College in terms of specialist teaching input for schools.

Although Haringey is following the national trend, our rate of overall improvement still needs to increase in order for us to close the gap on national results. To address this issue the LA will work closely with schools to ensure they have appropriate pupil tracking systems and procedures in place, that pupils' progress is monitored regularly and teacher's plans for learning are in place to meet the needs of all pupils.

There remains a significant gap between the results in the east and west of the borough. In English Key Stage 2 Level 4 and above, for example, the difference in 2002 between east and west was 23%, in 2005 the gap is 21%. The gap in maths remains at 18%.

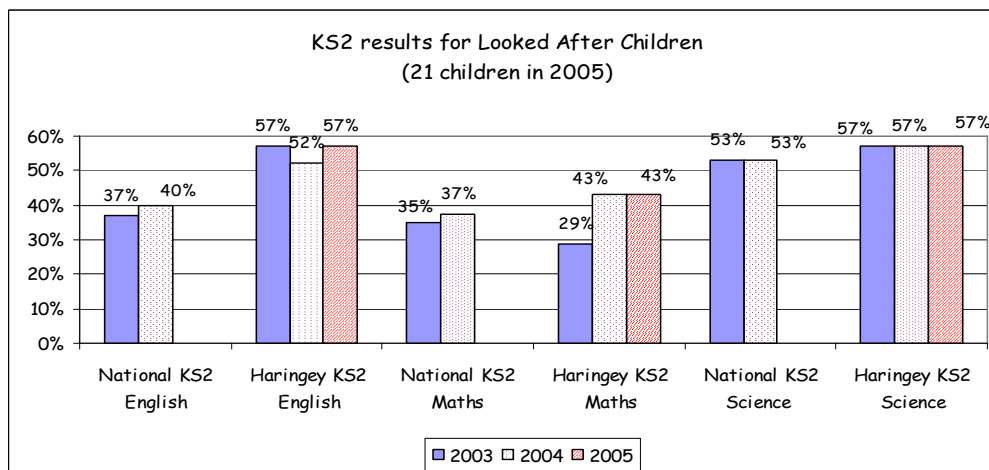
Gender

Haringey's results mirror the national picture with girls outperforming boys in English at L4+ by 8% and at L5+ by 10% (national difference is 10% at L4+ and 12% at L5+). This is reversed in maths with boys outperforming girls at L4+ by 2% and at L5+ by 5% (national picture is 1% at L4+ and 5% at L5+). In science, boys outperform the girls at L4+ by 2% (against a national picture of girls outperforming boys by 1% and at L5+ by 1% (nationally boys outperform girls by 2%).

Looked after Children

At KS2 results have improved (since 2004) by 5% for English and remained the same for maths and science. All results are above the national 2004 figures for Looked After Children. The number of Looked After Children at KS2 in 2005 is 21. This means that each child is approximately 5% of the cohort.

Figure 30 Source: Haringey Council



Ethnic Minority Pupils

In English at L4+, African, African-Caribbean and Turkish pupils' attainment has improved since 2004 by 4%, 4% and 2% respectively compared to a 7% rise for UK White pupils. The achievements of Kurdish pupils remained the same. These improvements build on the gains made in 2004. The differences between boys and girls attainment in most of the ethnic groups are not significantly different to national differences – when the size of the cohort is taken into account. For African Caribbean, African, Kurdish, Turkish and White UK pupils, the differences are 14%, 8%, 6%, 11% and 11% in favour of girls.

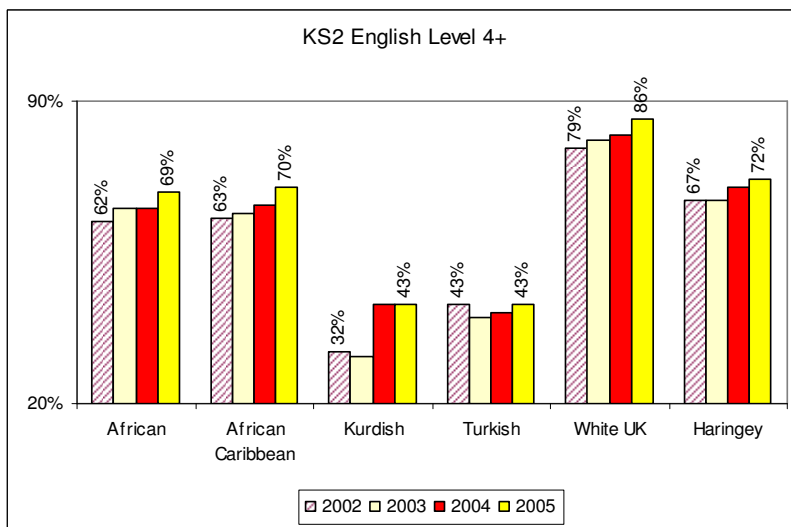


Figure 31 Source: Haringey Council

In mathematics at L4+, African, African-Caribbean, Turkish and Kurdish pupils' attainment has improved by 3%, 2%, 8% and 1% respectively compared to a 4% rise for UK White pupils. The differences between boys and girls attainment for African Caribbean pupils is 4%, White UK 2% in favour of girls, Kurdish, African and Turkish are 14%, 5% and 6% in favour of boys.

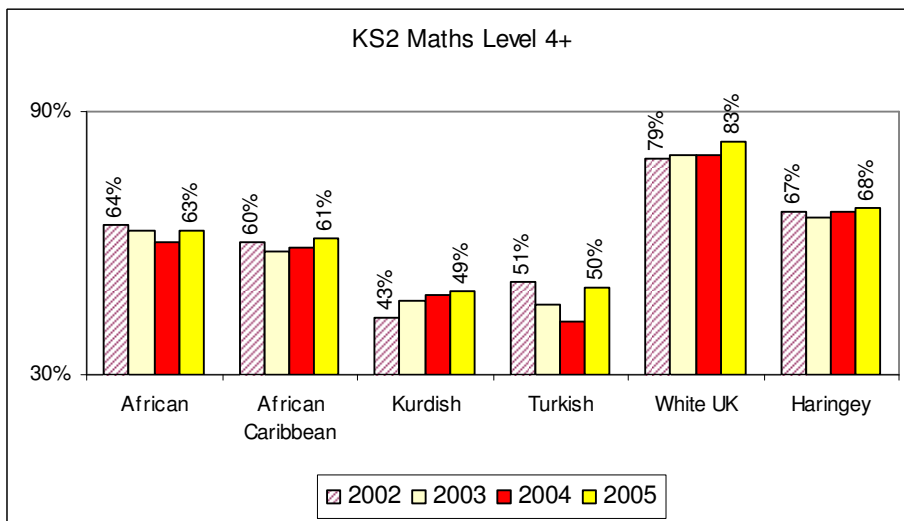


Figure 32 Source: Haringey Council

In science, at L4+, African, African-Caribbean, Turkish, Kurdish pupils' attainment has improved by 4%, 3%, 6%, 4% respectively compared to a 1% rise for UK White pupils.

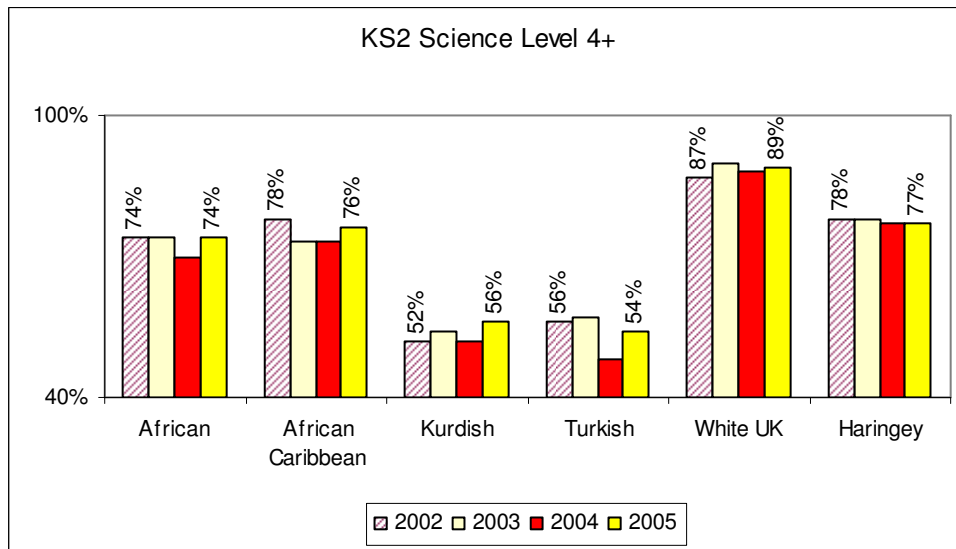


Figure 33 Source: Haringey Council

At L5+ 44% (+5) of White UK pupils attained L5+ compared to 16% (-1) African Caribbean, 18% (+1) African and 10% (+6) Kurdish and 6% Turkish. Figures in brackets show 2004 results. In mathematics, the comparative L5+ figures are 43% (-1) White UK, 11% (-4) African Caribbean, 16% African, 8% (-1) Turkish and 10% (+2) Kurdish.

In science, the figures are 59% (+2) White UK, 27% (+3) African Caribbean, 28% (+5) African, 17% (+3) Turkish and 14% Kurdish (no change). Figures in brackets show 2004 results.

This year, a further cohort of primary schools in Haringey are participating in the DfES EAL programme. This programme is expressly designed to train primary teachers in methods that will accelerate the progress of pupils approaching fluency in English.

Mobility

At the end of Key Stage 2, 548 pupils (21%) were at their school for less than three Years prior to taking the Key Stage 2 tests. The attainment of these 'mobile' pupils is significantly below 'non mobile' pupils. In English, for example, 58% of mobile pupils attain L4+ compared to 76% of non-mobile pupils. Similar differences occur in mathematics and science.

English as an Additional Language (EAL)

At the end of Key Stage 2 pupils with EAL Stage 4 and above attain higher in English, mathematics and science than pupils without EAL. There were 483 pupils who were at

EAL stages 1 to 3 who sat the tests and whose overall results were significantly below the average attainment.

Special Educational Needs (SEN)

There were 798 pupils at the end of Key Stage 2 with special educational needs (30% of cohort). 104 pupils had statements of special educational needs. Twenty five of these pupils were attending special schools. Most pupils who have statements follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that describe performance below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

Eligibility for free school meals

There were 1022 pupils eligible for free school meals, 1643 not eligible. 58% of eligible pupils and 78% of not eligible obtained English level 4+. The figures for level 5+ are 11% and 32% respectively. Mathematics and science have similar differences.

High attaining pupils

At Key Stage 2 there has been a slight decrease in the percentage of high attaining pupils (pupils attaining L5+, a level above the expected level). In English the figure decreased by 1% to 24% (nationally it stayed the same at 27%), in mathematics the figure decreased by 1% to 25% (nationally there was no change at 31%) and in science it increased by 2% to 38% (nationally it rose by 5% to 47%).

Low attaining pupils

At Key Stage 2 there has been a small decrease in the percentage of low attaining pupils in English, but a slight increase in mathematics and science. In English the percentage of pupils attaining L2 and below has decreased from 12.8% to 10.1% (nationally the figure has increased to 7%). Mathematics has decreased from 11% to 10.1% (nationally it increased from 5% to 6%) and science has increased from 6.2% to 6.8% (nationally it has increased from 2% to 3%)

Value Added - Key Stage 1 To Key Stage 2

The attainment of pupils at Key Stage 1 is matched to their attainment at Key Stage 2, and their progress is compared with nationally expected progress. Haringey has matched 2035 pupils out of 2626 who took the Key Stage 2 tests in 2005. The reason for pupils not being matched is usually because they have arrived from abroad and have not been in England for Key Stage 1. Results in English show that matched pupils in Haringey did slightly better than expected; about 53 more pupils achieved L4+ English than expected nationally. The number at L5+ was 80 above that which is to be expected nationally. These figures represent a considerable increase from 2004 when 4 more pupils than expected reached L4+ and 53 more pupils than expected reached L5+. In mathematics matched pupils did better than expected at L4+ by 21 pupils and at L5+ by 19 pupils. In science, Haringey fell short by 57 pupils at L4+, a reduction of

30 on 2004, but 57 more pupils than expected reached L5+. We will continue our focus on higher achieving pupils in the coming terms. The expansion of the EiC gifted and talented project to all Haringey primary schools and the dissemination of gifted and talented strategies to all primary schools will support implementation. We also need to develop and implement effective strategies to meet the learning needs of newly-arrived pupils. The targeted pupils' team will carry this out.

Key Stage 2 – Schools Targets

These are national targets aimed to be achieved by 2008. The target for Key Stage 2 is to substantially reduce the number of schools where fewer than 65% of pupils achieve level 4+ in English and maths. There are 18 schools in Haringey that in 2005 are below the floor target in English and 19 schools below the target in maths. These are both very good improvements from 1999 when there were 29 schools below the target in English and 30 schools below the target in maths. The work to reduce this number continues.

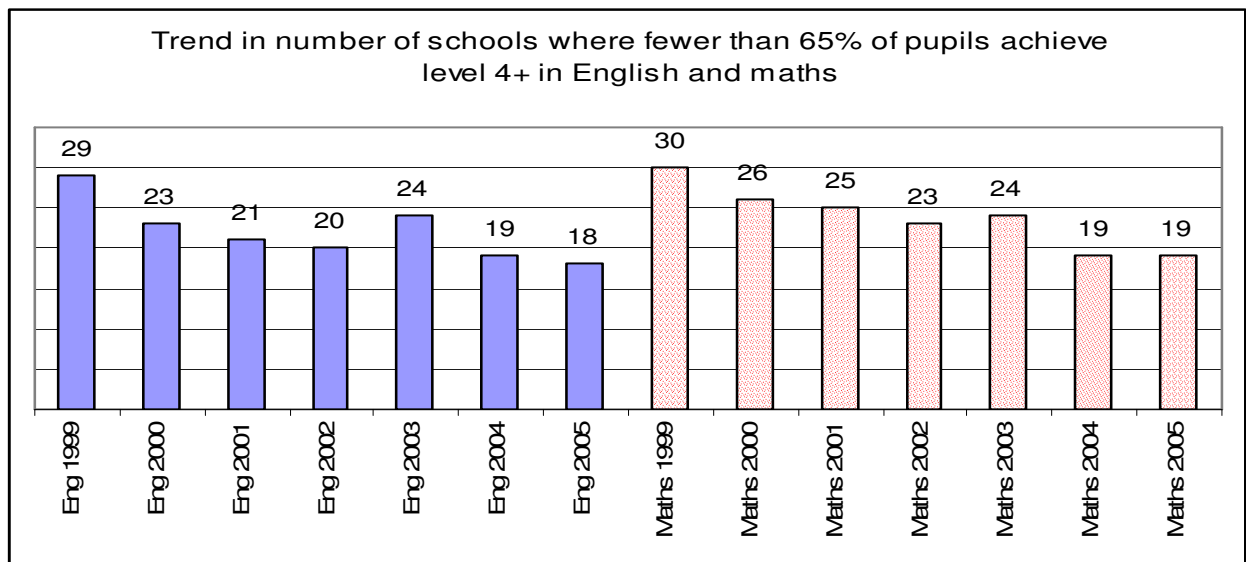


Figure 34 Source: Haringey Council

Did you know that all lower-performing schools receive an individual programme of intervention focused on raising standards? In all cases this support is provided in line with the schools' participation in one or more of the national and local initiatives specifically aimed at raising standards in such schools.

A number of schools improved their results substantially in 2005 with Alexandra Primary being named as one of the top 100 most improved schools. Almost half the schools in Haringey attain results above and well above the national average in English, mathematics and science. Many schools in Haringey continue to attain results well above the national average in English, maths or science.

Ofsted Inspections

There have been two primary school inspections (Earlsmead and Campsbourne Junior Schools) plus an inspection to remove special measures from Downhills primary due to the substantial improvements led by the new headteacher.

Key Stage 3

Haringey's rate of progress (since 2001) at Key Stage 3 has been significantly better than the national. In English Haringey has improved by 17%, national by 10%, since 2001. The 16% gap that existed in 2001 between Haringey and the national has been reduced to 9% in 2005. This year Haringey saw its results improve by 6% (national 3%). Park View Academy and St Thomas More improved their English results by 20% and 14% respectively.

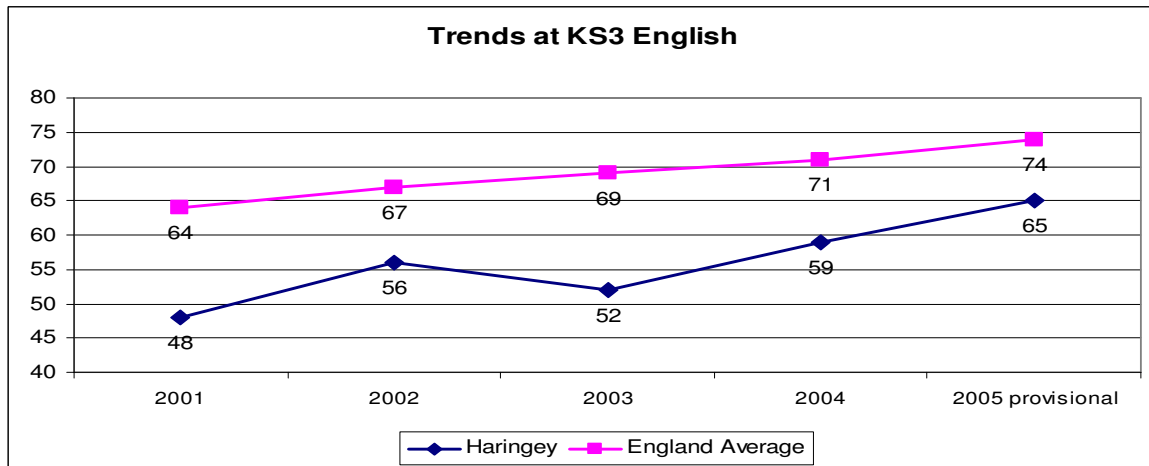


Figure 35 Source: Haringey Council

In mathematics Haringey has improved (since 2001) by 14%, national by 9%. The 18% gap that existed in 2001 between Haringey and the national has been reduced to 12% in 2005. This year Haringey's results improved by 4% (national 1%). Some schools in the east of the borough made significant improvements in the past five years and the overall upward trend is encouraging, although there was a shortfall in the number of pupils expected to achieve at higher levels. The key challenge now is to keep up the pace in order to close the gap between Haringey and the national average. Improving standards in mathematics remains a key priority.

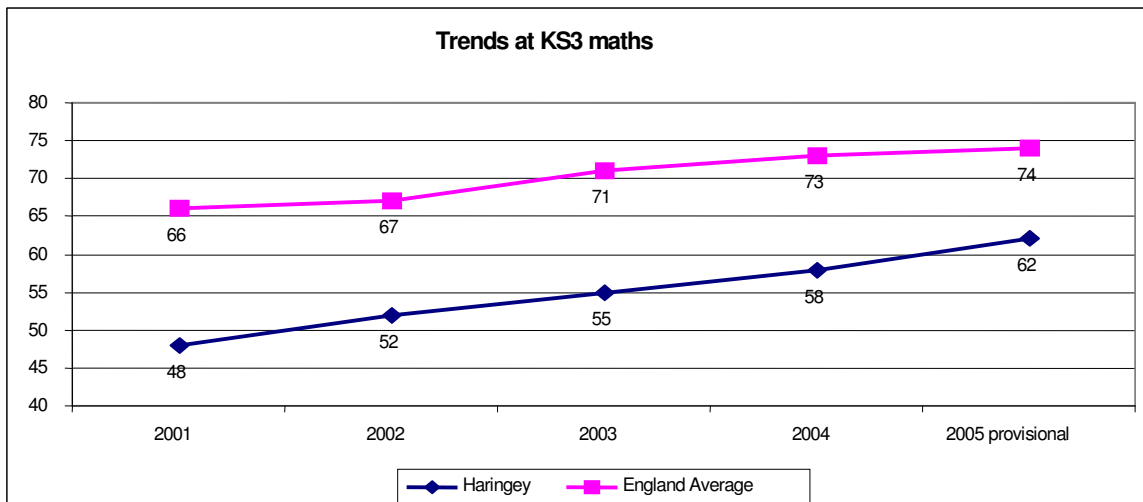


Figure 36 source Haringey Council

In science Haringey has improved (since 2001) by 10%, national by 4%. The 24% gap that existed in 2001 between Haringey and the national has been reduced to 18% in 2005. This year Haringey's results improved by 1% (national by 4%). Standards in science at Key Stage 3 are too low in too many schools and consequently too many pupils do not achieve what is expected of them. Science is a key priority and we will seek ways to make significant improvements in the next three years by improving the quality of leadership, teaching and learning in science.

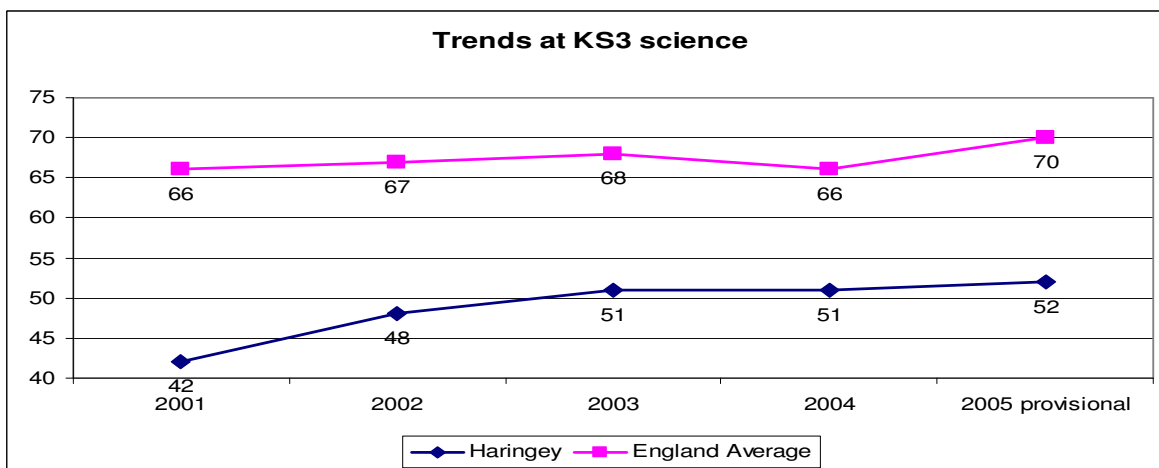


Figure 37 Source: Haringey Council

Whilst the improvement trend is encouraging, there remain very substantial gaps between Haringey's results and the national. Key Stage 3 standards in all three core subjects remain a priority for action.

Gender

The pattern of achievement between boys and girls is very similar to that found nationally. In English, girls outperform boys at level 5+ by 15% (national by 13%) and by 20% at level 6+ (national by 13%). In mathematics, girls and boys have very similar results at level 5+ 62% and 61% (national 74% and 73%) and at level 6+ 39% and 40% (national both are 53%). In science girls outperform boys at level 5+ by 4% (national by 1%) and at level 6+ by 7% (national boys outperform girls by 2%)

65% of secondary age girls and 58% of secondary age boys said that they were happy when at school.

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

28.9% of secondary age pupils said that they read on their own for fun outside school every day. 17.4% said they hardly ever did this.

Haringey Secondary Schools – Attitudes to school Questionnaire 2004

Looked After Children

Results for Looked After Children at KS3 are very similar to national results. English has declined from 29.3% (in 2004) to 26.5%, maths from 27% to 26.5%, science from 20% to 18%. The number of Looked After Children at KS3 in 2005 is 34. This means that each child is approximately 3% of the cohort.

Ethnic Minority Pupils

Achievement for almost all pupils from ethnic minority heritages is much improved and the rate of progress in some cases is ahead of the rate of progress of White UK pupils. African pupils have improved by 8% since 2004 (by 19% since 2002), Caribbean pupils by 6% (7% since 2002), Turkish pupils by 12% (9% since 2002), White UK by 6% (6% since 2002), Kurdish pupils declined by 1%, but have improved by 5% since 2002.

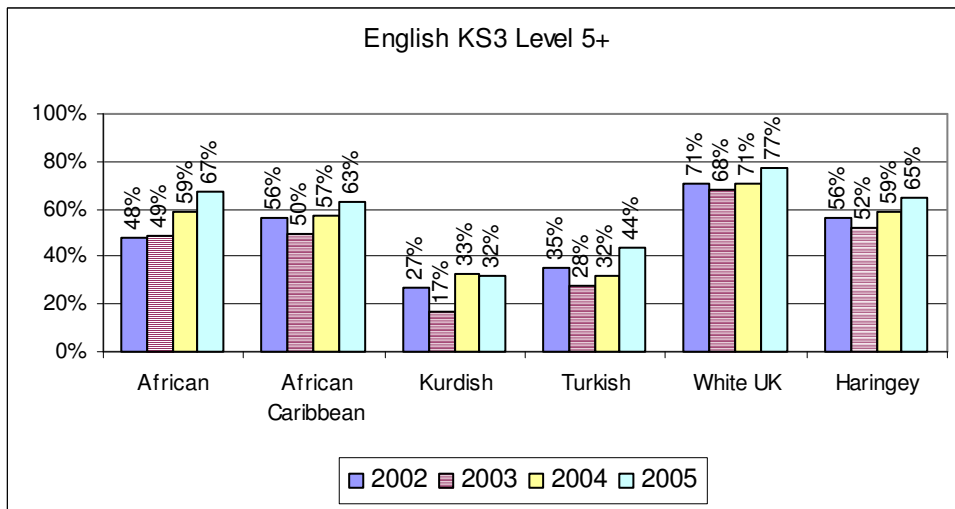


Figure 38 Source: Haringey Council

In mathematics African pupils have improved by 8% since 2004 (by 20% since 2002), Caribbean pupils by 9% (10% since 2002), Turkish pupils by 2% (12% since 2002), White UK by 2% (10% since 2002), Kurdish pupils declined by 3% and also by 1% since 2002.

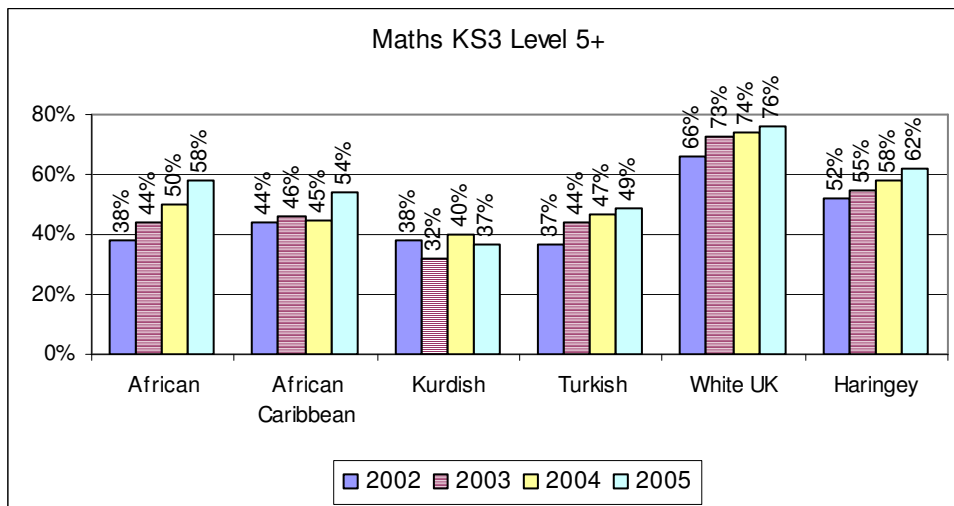


Figure 39 Source: Haringey Council

In science African pupils have declined by 3% since 2004 (improved by 5% since 2002), Caribbean pupils improved by 2% (2% since 2002), Turkish pupils improved by 6% (by 9% since 2002), White UK by 1% (5% since 2002), Kurdish pupils declined by 2% (declined by 3% since 2002)

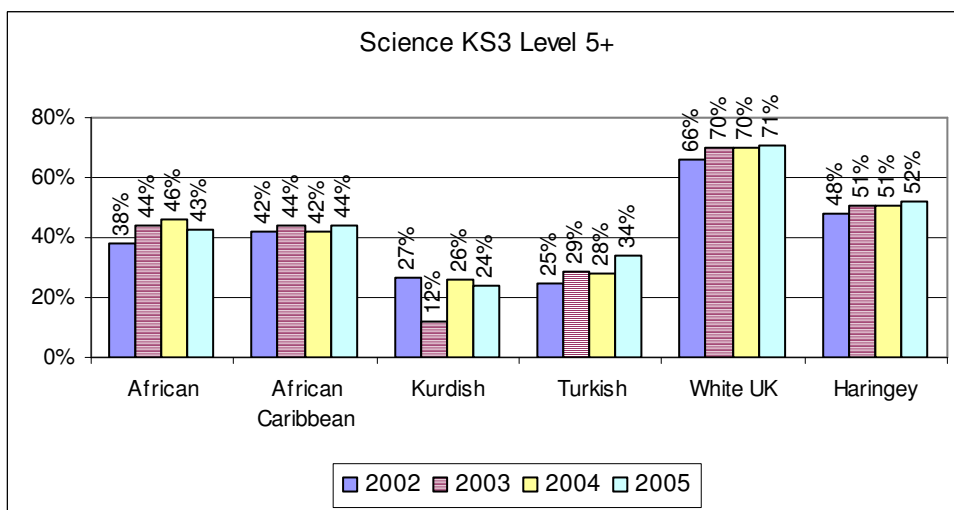


Figure 40 Source: Haringey Council

High attaining pupils

Progress for high attaining pupils (since 2002) has been faster than the progress nationally. At Key Stage 3 there has been an overall increase in the percentage of high attaining pupils (L6+). Since 2004 English increased by 3% to 28% (national increased by 1% to 35%). In mathematics the figure increased by 2% to 39% (national increased by 1% to 53%). Science remained at 24% (national increased by 3% to 37%)

Low attaining pupils

A high proportion of students are low achievers but the number is now reducing fast. In English the (provisional) percentage has reduced (from 2004) from 17% to 13.5% (nationally it is 9%). Mathematics has reduced from 20% to 18% (nationally 9%). Science has increased from 21% to 22% (nationally 9%).

Special Educational Needs (SEN)

There were 558 pupils at the end of Key Stage 3 who had special educational needs (27% of cohort). 88 of these pupils had statements of special educational needs Thirty one of these pupils were attending special schools. Most statemented pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

Eligibility for free school meals

There were 805 pupils eligible for free school meals, 1217 not eligible. 53% of eligible pupils and 73% of not eligible obtained English level 5+. The figures for level 6+ are 17% and 35% respectively. Mathematics and science have similar differences.

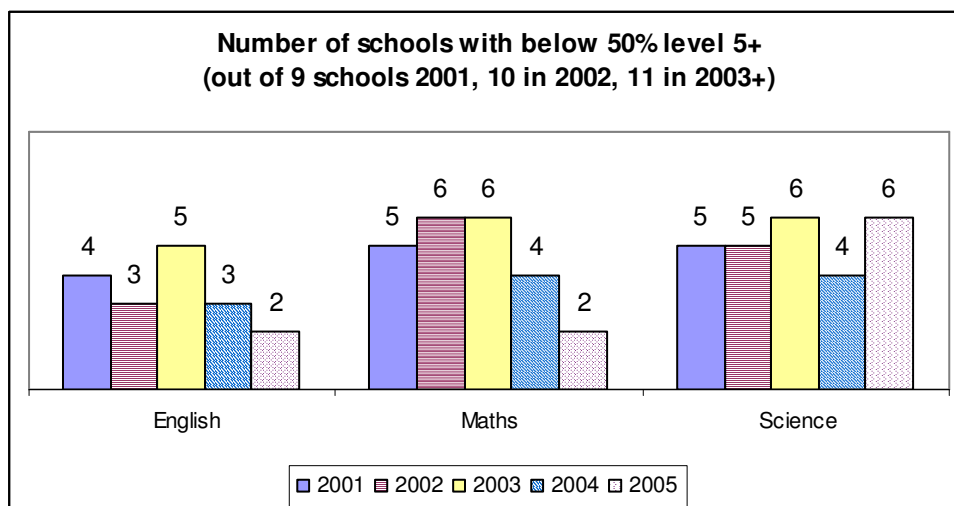
Value Added KS2 (2002) to KS3 (2005)

The attainment of pupils at Key Stage 2 is matched to their attainment at Key Stage 3, and their progress is compared with nationally expected progress. Haringey has matched 1779 pupils out of 2092 who took the Key Stage 3 tests in 2005. The reason for pupils not being matched is usually because they have arrived from abroad and have not been in England for Key Stage 2. This analysis indicates good value added in English, where 40 more pupils than expected attained level 6+, and a further 30 more than expected attained level 5. Maths value added indicates a shortfall of 90 pupils to achieve level 6, science a shortfall of 70 pupils to achieve level 6 and another 20 pupils to achieve level 5.

Floor targets

The national KS3 floor targets are to reduce (by 2008) the number of schools where fewer than 50% of pupils attain below level 5+ in English, maths and science. Provisional data indicate that there are 2 schools below the floor target in English (3 in 2004), 2 schools below target in maths (4 in 2004) and 6 schools below target in science (4 in 2004)

Figure 41 Source: Haringey Council



Key Stage 4

Haringey's rate of progress (since 2001) at Key Stage 4 has been at more than twice the national rate. In the main 5+ A* - C indicator Haringey has improved by 17%, compared to the estimated national increase of 7%. The 19% gap between Haringey and the national has now been reduced to 9%. This year Haringey saw its results improve by 4% (national by 3%). However, the new 5+ A* - C (Including English and maths) indicator shows the significant challenge facing Haringey schools in their drive to improve standards.

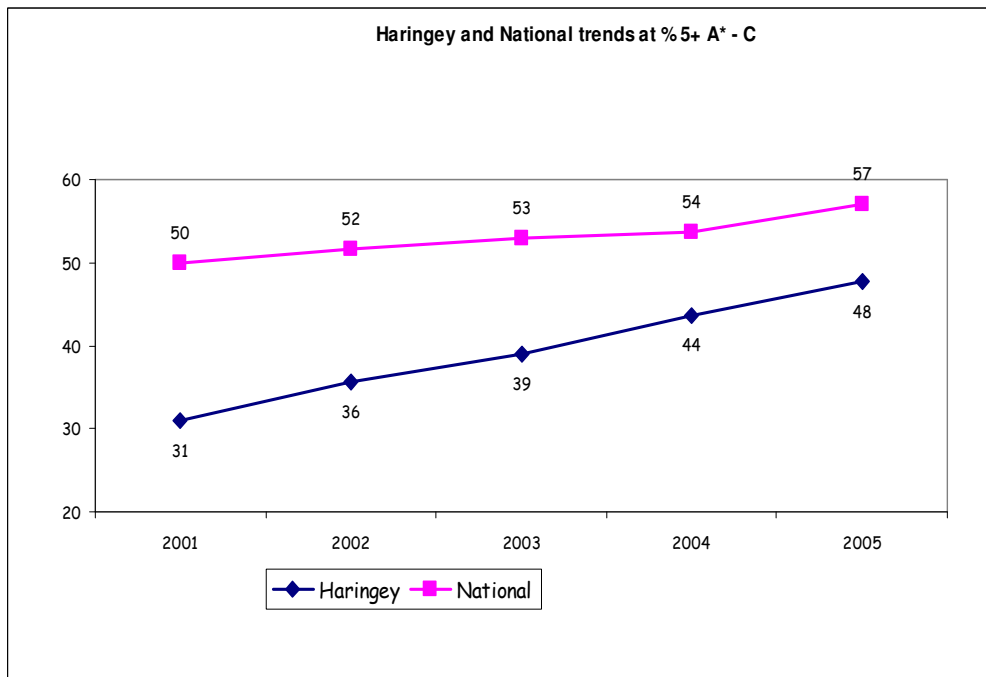


Figure 42 Source: Haringey Council

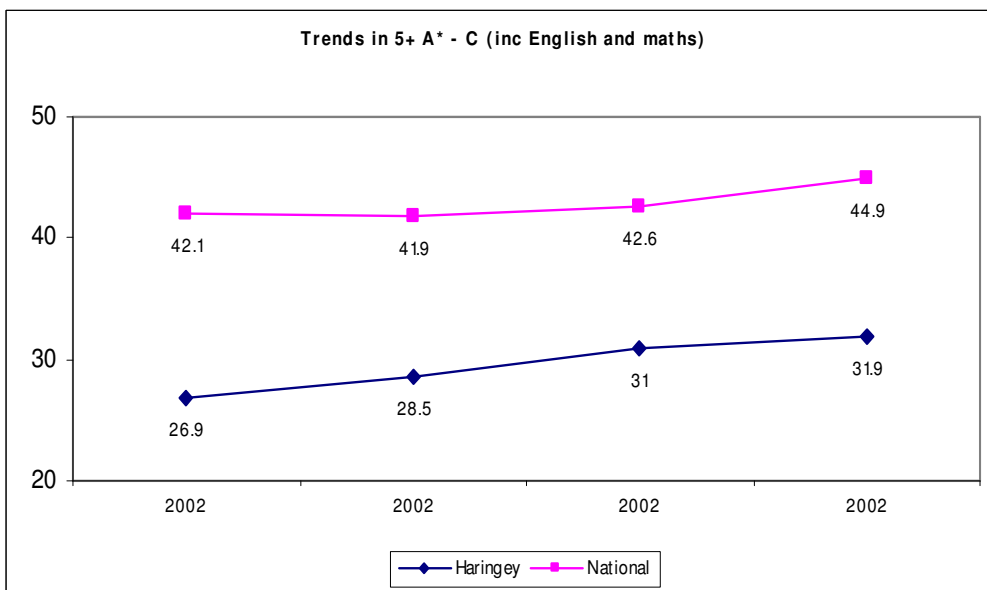


Figure 43 Source: Haringey Council

Achievement in the west of the borough is just above the national average at 58% compared to the east at 42%. The difference in achievement between schools in the east compared with schools in the west has reduced from 30% in 2001 to 16% in 2005.

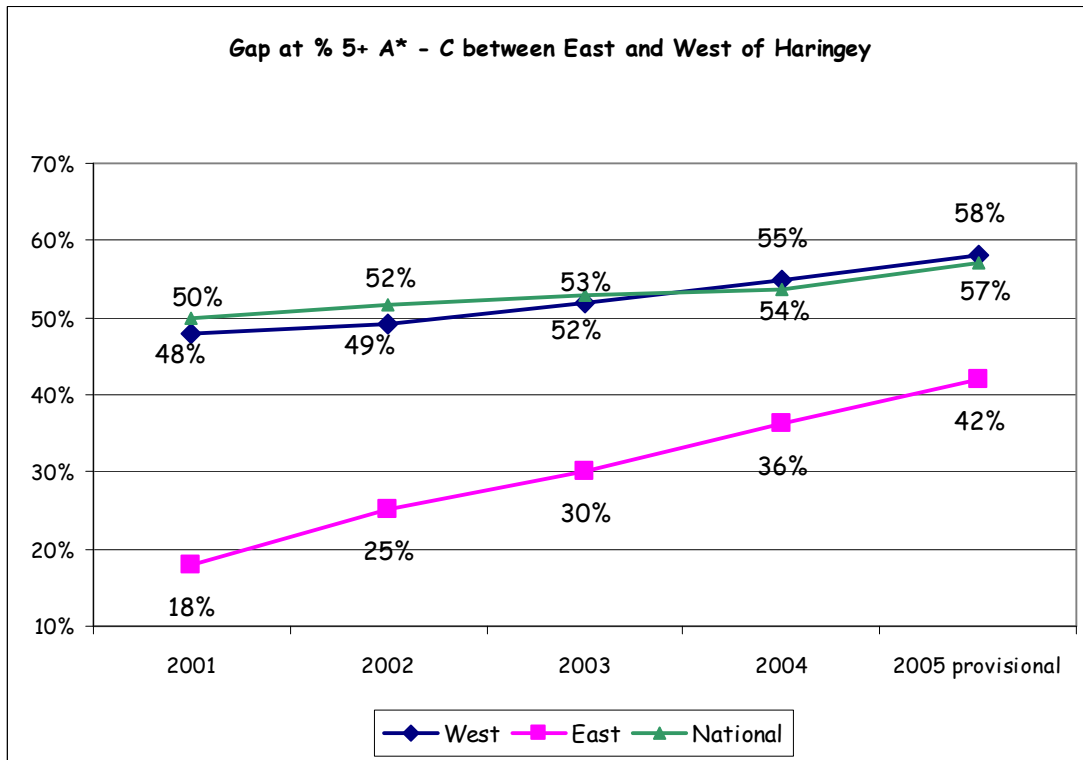


Figure 44 Source: Haringey Council

The percentage of young people achieving 5 or more A* to G grades at GCSE has improved steadily over the last 5 years. The gap has closed between Haringey and National results from almost 10% to just less than 3% between 2001 and 2005. For students achieving 1 or more A* to G grades at GCSE the gap of just over 2% compared to the national figure over the 5 year period has remained, although there has been an improving trend since 2003.

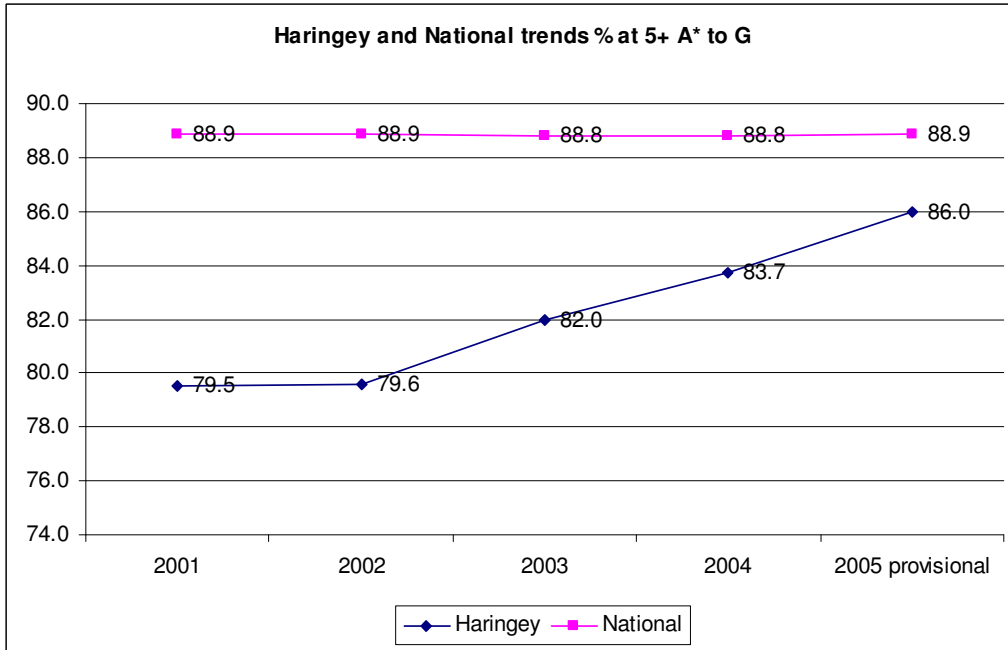


Figure 45 Source: Haringey Council

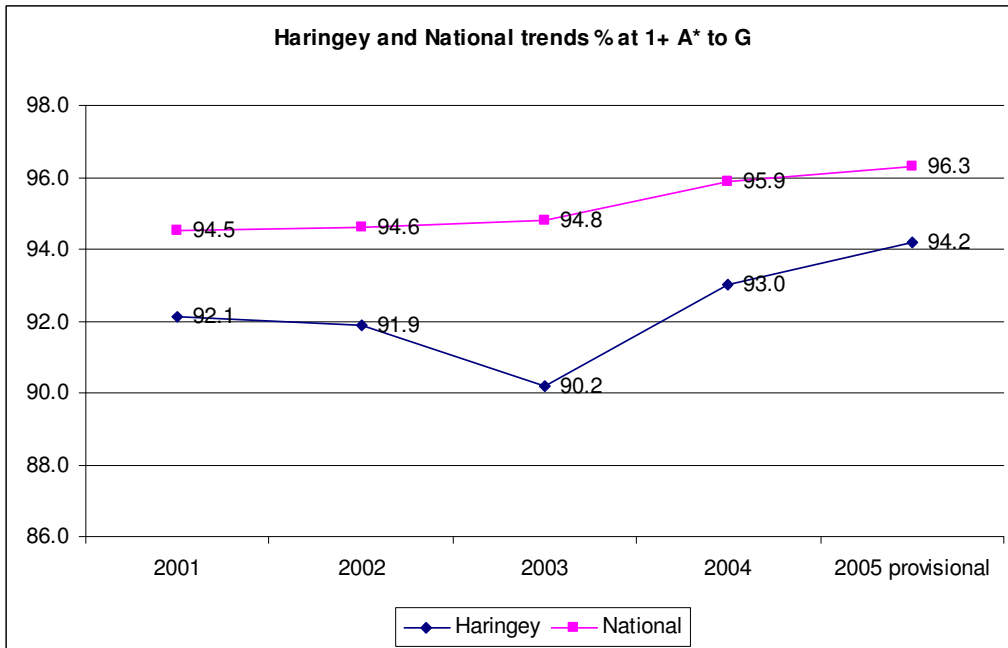


Figure 46 Source: Haringey Council

Gender

In the main 5+ A* - C indicator, girls outperform boys by 10%. The national difference in 2005 is 10%.

Looked After Children

At GCSE results have remained the same on the 5+ A* - C indicator and declined slightly on the 5+ A* - G indicator. They have improved slightly in the 1+ A* - G indicator. The number of Looked After Children at KS4 in 2005 is 59 (57 in 2004). The results in all three indicators remain slightly above the national 2004 results.

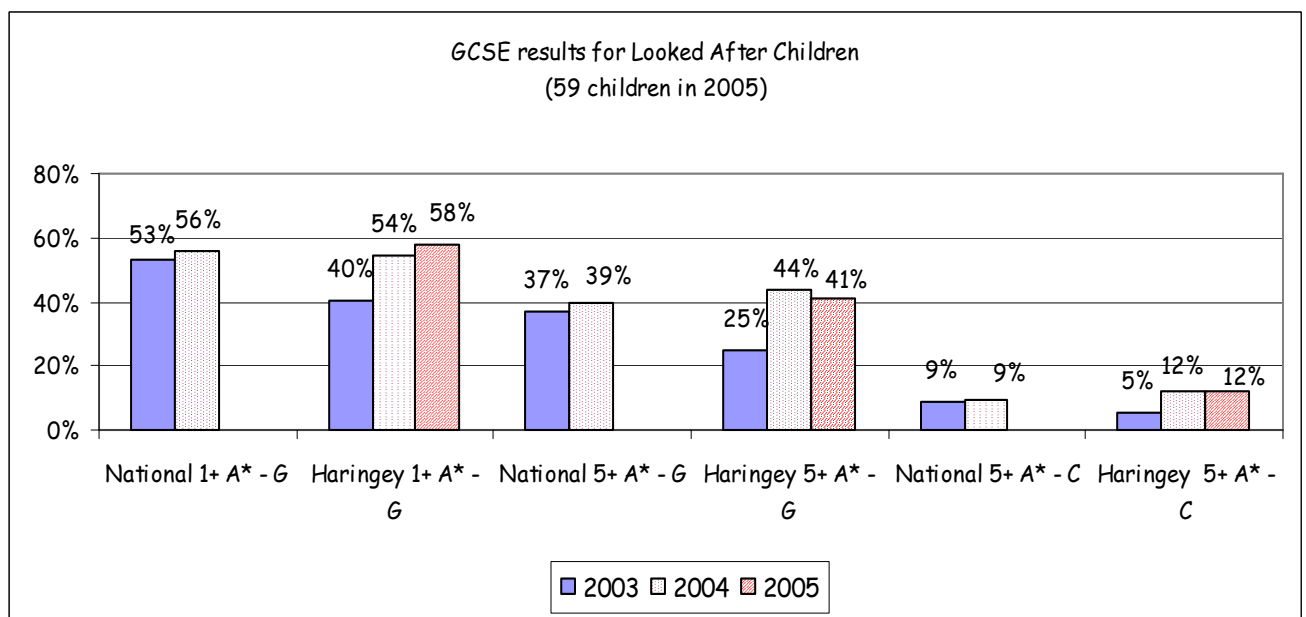


Figure 47 Source: Haringey Council

Ethnic minority pupils

The continuing improvement at GCSE is reflected in the performance of the larger ethnic groups in Haringey. There is real evidence that the gap between ethnic minority groups and White UK pupils is closing. In the 5+ A* - C indicator, African pupils have improved by 11% since 2004 (15% since 2002), Caribbean pupils by 10% (20% since 2002), Turkish pupils by 6% (19% since 2002). Kurdish pupils declined by 5% in 2004, but have improved by 14% since 2002. White UK pupils improved by 3% (4% since 2002)

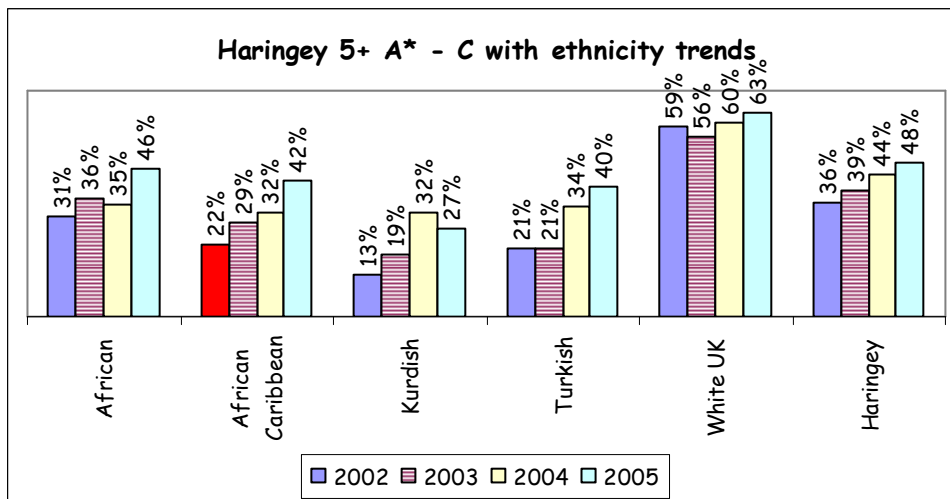


Figure 48 Source: Haringey Council

The 5+ A* - G indicator also shows continued improvement for the different ethnic groups. African pupils have improved by 4% since 2004 (6% since 2002), Caribbean pupils by 3% (6% since 2002), Turkish pupils by 4% (7% since 2002). Kurdish pupils by 1% in 2004, (8% since 2002). White UK pupils improved by 4% (4% since 2002)

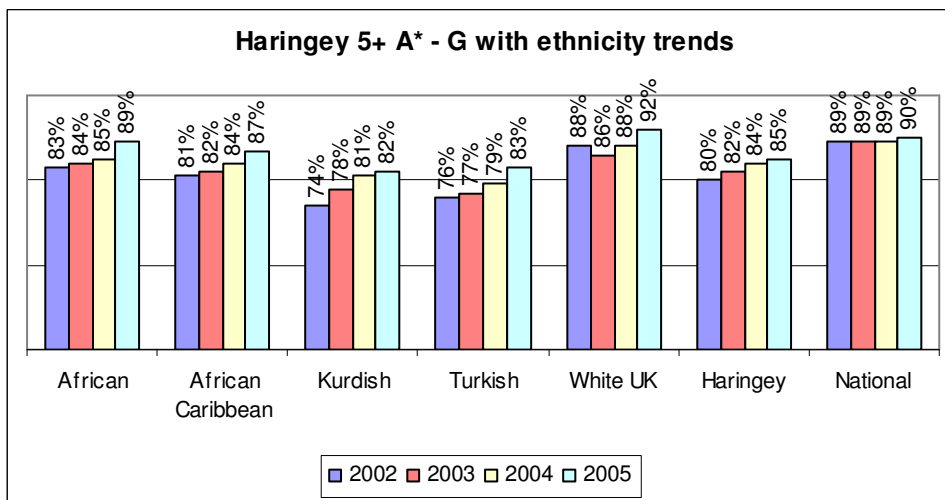


Figure 49 Source: Haringey Council

The graph below shows the continuing improvement in the 1+ A* - G indicator for the different ethnic groups. Haringey's overall results in this indicator are now 2% below national results.

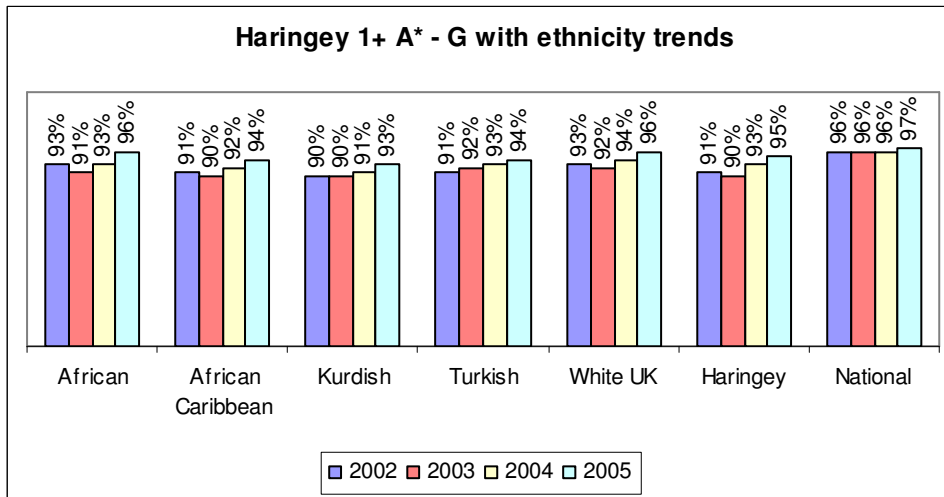


Figure 50 Source: Haringey Council

Special Educational Needs (SEN)

There were 609 pupils at the end of Key Stage 4 who had special educational needs (30% of cohort). 71 of these pupils had statements of special educational needs. Sixteen of these pupils were attending special schools. Most stated pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

Eligibility for free school meals

There were 772 pupils eligible for free school meals, 1301 not eligible. 42% of eligible pupils and 53% of not eligible pupils obtained 5+ A* - C GCSE grades.

87% of secondary age girls and 79% of secondary age boys said that they were always or usually well behaved at school.

79.5% of secondary age girls and 80.4% of secondary age boys said they worked as hard as they could in school.

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

Value added KS2 to GCSE and KS3 to GCSE

Value added data published by the DfES gives Haringey a score of 1003.1 (national is 989.1) for KS2 to GCSE. This places Haringey in 11th place (out of 149 Local Authorities). A similar value added measure looking at the progress of pupils from KS3 to GCSE gave Haringey a value of 1015.4 (national is 992.9) and placed it in 8th place. These are very encouraging statistics from the DfES and demonstrate the improving capacity of secondary schools to ensure that pupils in Haringey make good progress from different starting points when they enter secondary schools.

Key Stage 3 and Key Stage 4 – Targets for Schools

These are national targets aimed to be achieved by 2008. The target for Key Stage 3 is that by 2008 in all schools, at least 50% of pupils should achieve level 5 or above in each of English Maths or Science. At Key Stage 4 floor targets for 2006 for all secondary schools to achieve at or above 25% attaining 5+A*-C grades was met in Haringey in 2004.

Since September 2005 there have been three secondary school inspections. (Gladesmore, St Thomas More and Highgate Wood). Headlines are:

- the quality of education was judged as good in 2 and satisfactory in 1.
- teaching was judged as good in 2 and unsatisfactory in 1.
- learning was judged as good in 2 and unsatisfactory in 1.
- leadership and management were judged as being very good in 1 good in 1 and satisfactory in 1.
- pupils' care and guidance were judged to be outstanding in 2 and good in 1

Post 16

Post 16 - A level results

| Trend in % A-E passes | 2003 | 2004 | 2005 |
|--|--------|-------|-------|
| Haringey Number of A level exams taken | 822 | 881 | 949 |
| Haringey % A-E | 95.30% | 96% | 96% |
| National % A-E | 95.4% | 96.0% | 96.2% |

The percentage of students in Haringey achieving A to E grades is in line with national results.

There has been a reduction in the total average point score for Haringey pupils from 208.7 to 186.5 (national increased from 269.2 to 273.7).

New Sixth Form Centre

To address the increasing numbers of young people achieving 5+A* - C grades who have no sixth form opportunities the local authority is working in partnership with the London North LSC to provide an exciting new Sixth Form centre. The centre will be fully inclusive and will serve the whole of the borough, but in particular, the secondary schools in the east of the borough, The Centre is scheduled to open in September 2007. Working in partnership with local secondary schools, The Children's Service is determined to make this new provision a catalyst for improving the life chances of young people in the area. East Haringey secondary schools are already operating in a strong collegiate partnership and are each developing new courses, open across the collegiate, to provide progression pathways to the new sixth form centre.

Bright Futures

The strategy for raising standards for Haringey's young people 11-19 is set out in Bright Futures (2005). The strategy unpins the Building Schools for the Future initiative which will refurbish or rebuild our secondary schools over the next 5 years. The overall aim is to:

- finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century;
- support secondary schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality;
- transform outcomes for vulnerable individuals and groups;
- enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people;
- assist all our partners with a stake in the future of young people to work together to provide the best possible opportunities for young people; and
- invest in services that support young people.

Attendance and Exclusion

Attendance in primary schools

Attendance levels in Haringey rose in primary schools during the 2004-05 academic year to 93.62% (national average 94.6%) compared to 93.4% in 03/04. Primary schools have reduced both authorised absence from 6.4% (2002) to 5.5% (2004) and unauthorised absence from 1.7% (2002) to 1.2% in 2005 leading to an overall improvement in the average level of attendance in the LEA. Primary school attendance in England improved by 0.06% compared to a 0.22% improvement in Haringey.

These improvements represent approximately 11,300 extra sessions being attended. This is equivalent to 30 children who may have truanted for a full year now attending for a full year. These gains are based on much more rigorous systems for managing

attendance that will provide a firm foundation for measuring further improvement in the coming years.

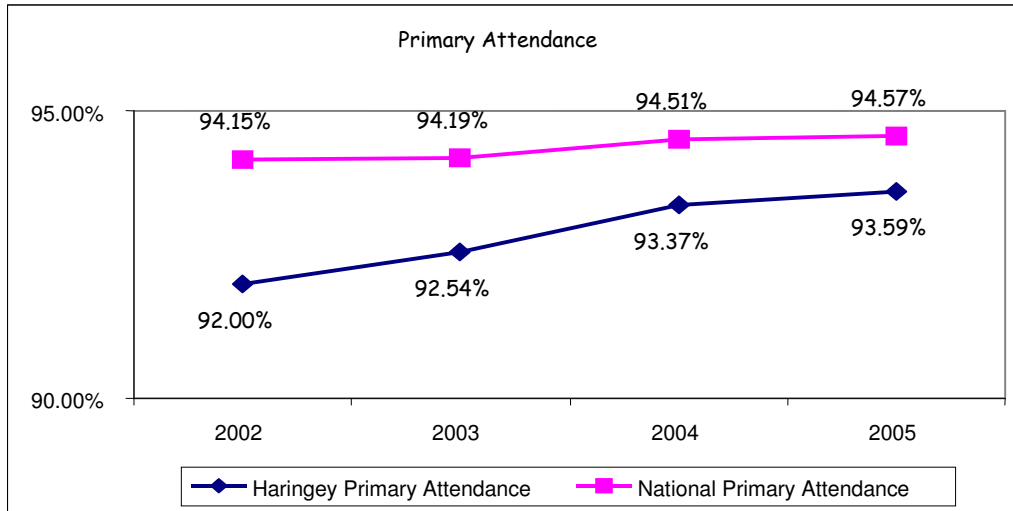


Figure 51 Source: Haringey Council

Exclusions in primary schools

There were no permanent exclusions from primary schools in 2004/05 (2 in 2003/04).

Attendance in secondary schools

The attendance in seven secondary schools improved in 2004/05 and fell in four schools. Overall secondary attendance has improved by 0.12% since 2004. This represents approximately 4,000 additional sessions attended. Since 2002 Haringey's attendance has improved by 1.57% (national by 0.9%), representing approximately 51,000 additional sessions attended. Authorised absence reduced from 8% (2002) to 6.75% (2005) and unauthorised absence from 2.2% (2002) to 1.9% (2005).

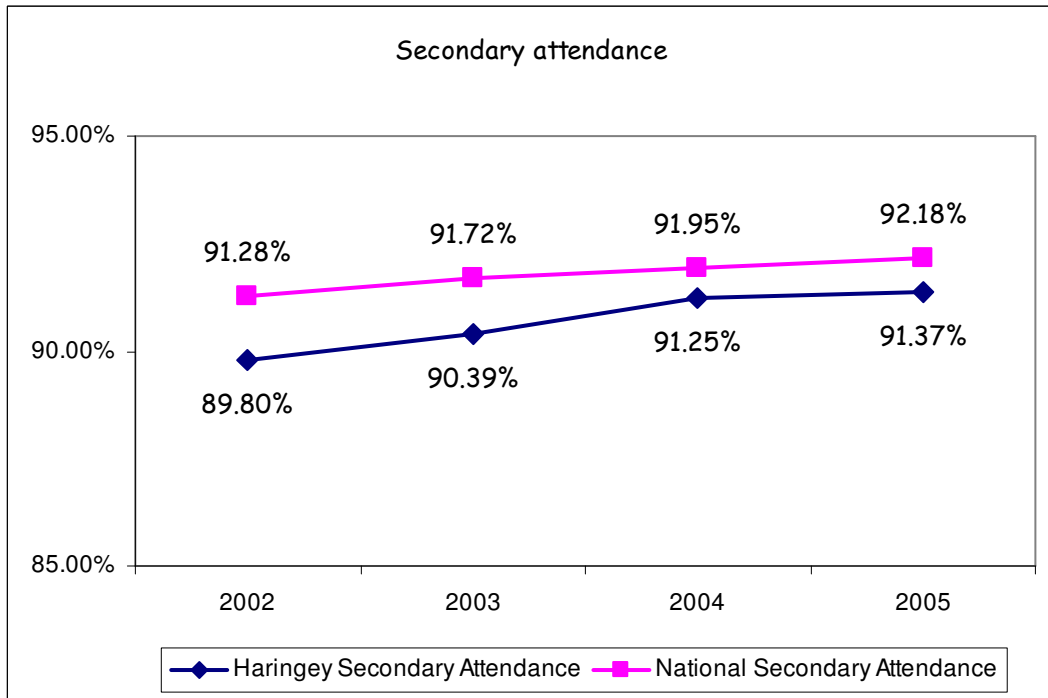


Figure 52 Source: Haringey Council

Exclusions in secondary schools

There were 28 permanent exclusions from secondary schools in the 2004/05 academic year. This is a significant increase on the 20 exclusions in 2003/04. The number of exclusions represents approximately 0.25% of the secondary school population. This figure is in line with the national 2004 figure for secondary school exclusions. The level of fixed term exclusion can be high where it is used to avoid the need for permanent exclusion. This practice is monitored and discouraged. Haringey is part of the DfES Behaviour Improvement Programme.

Conclusions

This section has demonstrated the significant progress that has been made over the past five years in improving the educational attainment of our children and young people. Our schools and children and young people have shown every year that the link between disadvantage and achievement can be broken.

We have seen improvements and enhanced provision in the early years and increased attendance and fewer exclusions. Our schools are performing well in inspections and we have an exciting new 11-19 strategy, a new Sixth Form Centre in development and a visionary Building Schools for the Future bid.

All that said, there is no room for complacency. We still have some way to go before Haringey pupils reach national average levels of attainment at age 11, while at age 16 this is now on track to be achieved in two years. We want to focus on the attainment levels of children and young people who have newly arrived in the country, those who may be in the borough for only a short time and learners from some ethnic minority groups.

Priorities

We intend finally to break the link between disadvantage and achievement by:

- further improving the quality of early years education
- improving the English language skills of children using English as an additional language (EAL) at Key Stages 1 and 2
- continuing to reduce the negative effects of mobility in the achievement of children in Key Stages 1 and 2
- involving parents more in the education of children in the primary years
- engaging more children from vulnerable groups in enrichment opportunities e.g. through extended schools
- improving standards at Key Stage 3
- improving the number of young people achieving 5+A*- C grades so that Haringey meets the national average by 2008
- continuing to target and improve the achievement of students from all parts of the community in Haringey
- developing work based learning
- ensuring that no young person leaves a Haringey secondary school without a formal qualification.

SECTION EIGHT – MAKE A POSITIVE CONTRIBUTION

We want our children and young people to engage in decision making and to support the community and environment by being law-abiding, showing positive behaviour in and out of school, to develop positive relationships and choose not to bully or discriminate. We want them to develop self-confidence to deal successfully with life changes and challenges and develop enterprising behaviour. We also want parents, carers and families to support and promote positive behaviour.

The diversity of Haringey makes this outcome for our children and young people of vital importance.

Citizenship education has an important place in the curriculum of all schools within its focus not only in participation but also in developing the skills to live in a community that embraces many cultures and faiths.

Participation and involvement

The Children's Service is developing a wide ranging strategy to enable children and young people from all Haringey's communities to participate and to put their views forward to those in Haringey who make decisions on their behalf.

What do you think making a positive contribution means?

- Benefits people
- Anything else you can do
- Contribute your time – e.g. to schools
- Help promote workshops - get involved
- Borough Council for young people
- Any positive contribution to family
- Suggest to help
- Family day out
- Manners
- Taking care of younger siblings

Young people – Come and Be Heard Conference – 7 July 2005

Did you know that all secondary schools in Haringey and approximately half of primary schools have a School Council or Forum for participation? Many schools use their councils as a forum for involving pupils in developing their school improvement plans and in interviewing candidates for jobs.

Over 1,500 pupils From 7 secondary and 21 primary schools take part in the Junior Citizens Forum Haringey will also be electing a Young Mayor. The Youth Service has been successful in engaging with hard to reach groups of young people and involving them in activity planning.

If you want young people to turn up to meetings, provide them with information. Young people should start at the beginning, even if it's only a small % of them. We understand that we won't know about some issues, but it only takes one young person to tell a group of friends what it's all about. We're not interested in leaflets, best form of communication is word of mouth – it's very powerful.

Young person – 13 June 2005 participation event

I would like to be consulted by posters, letters, adverts and phone calls.

Young person – Come and Be Heard Conference – 7 July 2005

Two high profile events have taken place this year which have encouraged young people to participate in decisions that affect their lives and their community? On 7 July 2005 we held a *Come and Be Heard* Conference – 150 young people had the opportunity to attend workshops around the 5 Every Child Matters outcomes areas. Feedback from young people who attended that event appears throughout this document. On 17 October 2005 at a special *Question Time*, local young people had the opportunity to pose questions to a panel made up of senior managers from the Children's Service, Police, Health, Environmental Services and the Executive Member for children and young people.

A further follow up event is being held on the 3 February 2006. It is being organised in partnership with the Haringey Community Police Consultative Group. The theme for the day will be 'Staying Safe'. It will be a solution-focused day where the young people attending will have the opportunity to tell us what they think should be done to combat issues such as bullying and street crime. The outcome of this day will be presented by the young people to the Local Safeguarding Children Board (LSCB) which will then be responsible for delivering follow up action.

Did you know as part of the 'Staying Safe' event being held on the 3rd February 2006 we are hosting consultative and participative workshops with young people on improving school and Children's response to tackling homophobic, race, religious, sexual and disability incidents of harassment and bullying. These workshops will result in children led solutions to tackling all forms of bullying and harassment.

The 'Staying Safe' event builds upon the the previous training event held in 7 July 2004 which raised awareness of the issues surrounding homophobic bullying and to encouraged the borough's schools and organisations working with young people to implement a holistic approach in tackling homophobia. Basic training on how best to tackle the sensitive issue of homophobia and highlight the legislative requirements for

schools and organisations to address relating to homophobia was provided at this event.

What are the most important issues facing young people now?

- Career and examination choice at 14,16 and 18;
- Relationships and peer pressure;
- Healthy lifestyles, including safer sex, drug and alcohol use;
- Crime and fear of crime; and
- Education

Haringey young people's collated responses to consultation on Youth Green Paper.

In 2006 the Young People's Participation Strategy will include the election of a Young Mayor and the establishment of a forum focused solely on young people's participation. Young people will be enabled to contribute their views to a range of other forums including the Local Safeguarding Children Board.

Good examples of participation work going on across the borough include:

- The Children's Fund 'Participation crew' - a panel of young people who feed back the views of other young people on the provision of services;
- Exposure Youth Media – works with children and young people to produce a young people's magazine, videos and posters. It is recognised nationally as hosting one of the best interactive websites for young people;
- As part of the **Building Schools for the Future** programme students were asked for their views on Haringey's draft *Bright Futures* secondary strategy and the future design of their schools;
- Looked After Children activity days working in partnership with Tottenham Hotspur Football Club;
- A Junior Citizen's Awards Scheme targeted at Year 5 and Year 6 pupils based around three themes: Serving, Learning and Growing. It is intended that pupils make a positive contribution to the community while they carry out a number of activities to gain a certificate as a junior citizen. There are currently 21 schools (1545 pupils) engaged; and
- Young people are encouraged to participate through a number of celebratory events, for example, the Achievement Awards for African & African Caribbean Academic Excellence, Language Awards and Achievement Awards for Looked After Children.

Did you know that the Care Leaving Service involves young people in many aspects of their work. In 2003/04 young care leavers helped to develop the **Leaving Care Handbook and DVD** and were involved in designing their own meeting room. They have also been involved with the recruitment of volunteers as part of the Personal Advisors contract. Work is being developed in the Leaving Care Team to involve care leavers in the selection process for new staff

Recycling/Better Haringey

Many schools are involved in the Council's high profile initiative –“**Better Haringey**” in which children and young people can contribute their views on a range of environmental issues from recycling to use of green spaces.

Did you know that 15 schools are participating in the *Better Haringey* recycling competition and over 80% of schools are now recycling?

Enterprising Activity

There are good examples of civic activity amongst young people in Haringey including Health for Young People which provides training to young people who become Community Health Mentors who deliver health advice and information to their peers. Haringey was one of the pathfinder Authorities for enterprise education and The National Young Entrepreneur of the year in 2004 was a pupil from Gladesmore School. Haringey also supports the Careers Academy of Finance, which provides internships and career pathways for promising young people to enter blue chip companies. We intend to extend this into ICT, Performing Arts and Science Academies. The challenge is to spread this enterprising attitude more widely in a borough that has one of the highest levels of unemployment in the country.

Contribution of Youth Service

In 2004/5 only 13.19% of young people in Haringey were in contact with the Youth Service and we intend to increase that number to 25% this year. Although the Children's Service offers a high level of bursaries and free places to ensure financial constraints does not deter children and young people from getting involved in the Youth Service we need to increase take-up of these opportunities.

Did you know that we asked young people to help us understand the reasons behind the disappointing take-up rates? They told us that the branding and quality of our provision did not match the standards within the commercial sector for recreational and sporting facilities. To tackle this, Connexions (in conjunction with the Youth Service) has trained groups of **young people as inspectors** of youth facilities and provision. They have begun to inspect various institutions and are awarding kite marks to those deemed to be providing quality services for young people.

The Youth Service has recently received a significant boost to its capital budget from the local authority to build two new centres in Haringey. One will offer greater access and support for agencies offering the Duke of Edinburgh's Award Scheme. The other in

Bruce Grove will provide an administrative base for youth services as well as a state of the art new facility delivering opportunities in media, sound and vision production. This will provide the base for Haringey's Youth Forum and Youth Parliament.

The **Youth Service** in Haringey has five key priorities:

- To enable more young people to have a say;
- To develop and deliver an inspiring, diverse and challenging curriculum that encourages young people to take part in both formal and informal learning opportunities;
- Effective self-evaluation and professional training for staff and a trainee scheme that encourages an increasing number of local young people into the Service;
- Effective management of Youth Service assets and resources; and
- Effective partnership working.

As well as providing a range of different resources for young people, the Youth Service has a target to be in contact with a minimum of 25% of the 13 to 19 population in Haringey (4,625 young people). It also provides an information, advice and counselling service available to all young people in Haringey.

Wider opportunities

A wide range of opportunities are on offer to children and young people in Haringey through schools, the voluntary and community sector, the Youth Service and through other routes but it is notable that children and young people when consulted are always keen for more things to do and places to go.

- *Children need safe and stimulating places to play. Where these do not exist, they create their own entertainment that often now gets labelled as anti-social behaviour.*
- *Show them that they are valued by consulting them on what they would like to have available in the evening activities, entertainment and what stops them from using current facilities?*

Views of two parents, EYDCP Consultation Event – 25 January 2005

Cultural/Faith awareness

Developing young people's understanding of **faith communities and other cultures** has always been seen as high profile in Haringey. Haringey has many faith communities and the Haringey Agreed Syllabus for RE was fully implemented in all schools.

Schools teach many aspects of faith awareness and knowledge of different cultures as part of their PSHE and citizenship curriculum. In recent section 10 inspections of the Pupil Support Centre and 12 primaries, 83.3% were deemed to be good or very good in the provision they made for spiritual, moral, social and cultural development.

Did you know that the Children's Service has been instrumental in the launch of the Faith in Education web based resource. The new web pages were officially launched in December 2005 and are aimed at schools via the curriculum and employers and the wider community. The key aim of the Faith in Education Directory is to teach pupils to understand and value the broad range of faiths practised in Haringey and the world around them. The web resource was designed in partnership with SACRE whose members consist of a range of Haringey faith groups

Conclusions

This section has showcased how children and young people in Haringey are making a positive contribution to daily life within the borough. Children and young people are recycling, getting involved in enterprising activity and developing greater cultural and faith awareness. At the same time opportunities for children and young people to participate in decisions that affect their lives and community are growing. Substantial investment in the Youth Service is creating high quality new facilities for children and young people in the borough to enjoy.

Priorities

In order to enable children and young people to make a greater contribution we will:

Give children and young people a stronger voice by

- promoting a better image of young people; drawing attention to their positive contributions.
- fully implementing our Strategy for young people's participation.
- working with the Metropolitan Police, Environmental Service and the voluntary sector to increase the number of safe places children and young people can go.
- open new youth facilities and continue to build on the quality of what is on offer to young people; and
- supporting the Citizenship curriculum as a vital part of what children and young people learn at school.

SECTION NINE – ACHIEVE ECONOMIC WELLBEING

We want our young people to engage in further education, employment or training when they leave school so that they can live in decent homes, contribute to sustainable communities, have access to transport and material goods and live in households free from low income. We want parents, carers and families to be supported to be economically active.

Context

As we have seen already the relative levels and distribution of deprivation, particularly within the east of the Borough, translate into poverty, poor health, poor housing and high levels of unemployment. Lone parents head 27% of households with dependant children. This combination of circumstances can impact significantly on a child or young person's chances of achieving economic well-being.

Childcare, Sure Start and Children's Centres

In order to enable parents to continue in employment or take up new employment opportunities 492 **childcare places** were developed during 2004-05. The majority (465) of those places were in the most deprived wards. Work on the Extended Schools Childcare Pilot has created childcare places for working parents by linking places around schools and adjusting hours of existing providers (300 childcare places). The work has targeted lone parents and from Jan-April 2005, 111 lone parents were engaged in the project. Evaluation indicates 65% of lone parents worked with in 2004 have progressed to jobs. We have a well-established Childcare Information Service, currently handling 5,060 calls per year.

Need more flexible childcare

Parent, EYDCP Consultation Event – 25 January 2005

Did you know that there have also been **increases in family support services** for families with young children through the development of 5 Sure Start programmes and an increasing number of Children's Centres in the most deprived areas of the borough and through regeneration programmes? These provide support groups, parenting support training and volunteering opportunities. Regeneration and Children's Fund money has facilitated the establishment of breakfast clubs in some of our schools, enhancing children's nutrition and learning and providing support to parents who work or wish to work.

Children's Centres roll-out in Haringey:

10 Children's Centres will be established by April 2006 and nine are already designated. Together they will provide more than 500 new childcare places by 2006 and an additional 200 childcare places by 2008. In addition they will offer services to some 7,500 children in deprived wards by April 2006 and 14,750 by 2008 through a range of providers including local childcare providers, or local childminders, so that parents can choose the option which best meets their childcare needs. The first 10 centres are: White Hart Lane; Stonecroft; Broadwater Farm; Noel Park; Rowland Hill; Pembury; Plevna; Woodlands Park; Stroud Green; and Park Lane. A further 8 Children's Centres will follow by April 2008.

Did you know that a range of services for young children and their families will be available through Children's Centres including learning opportunities, parenting support, parent and toddler groups, child and family health services, access to training etc. By the end of March 2006 these services will be available to more than 8,000 children under 5 in the most deprived wards. By March 2008, services will be available to more than 14,000 young people across the borough.

Family Literacy, Family Numeracy, Keeping up With the Children, Here We Grow, Share groups and workshop provision are all available across the borough to **promote and support family learning** giving parents wide opportunities to understand and participate in their children's learning through a wide range of activities. Parents are also given the chance to develop their own life skills and are offered appropriate guidance on accessing further learning and career paths. Wider Family Learning provision offers sessions for parents and children to enjoy learning together through art, music, drama and dance based projects. Approximately half the schools and other learning settings currently access this provision. The work however received national acclaim and was identified as an example of good practice by the DfES.

Housing

A survey of the condition of council owned housing in 2003 showed that almost 60% of Haringey properties did not meet the decent homes standard and that high levels of investment were needed if all properties were to be made decent by 2010. With the support of tenants, the Council is in the process of setting up an Arms Length Management Organisation (ALMO) that will enable us to obtain funding (initially estimated to be in the region of £128 million) so that we can make all homes decent by 2010.

The Council is also working to increase the proportion of vulnerable households in the private sector, including families with children, who are living in decent homes. Work

includes the delivery of energy efficiency measures, which will also help address issues of fuel poverty.

The key objectives of the Council's **Housing Strategy 2002-8** are:

- Improve housing services to residents across the tenures;
- Maximise the supply of affordable homes, increasing access and housing choice;
- Improve community safety, sustainability and cohesion in our most deprived communities and create opportunities for people to achieve and succeed; and
- Regenerate our neighbourhoods, achieving decent homes for all and improve the environment.

Haringey has also over 4,000 households with children living in temporary accommodation although none in bed and breakfast. Housing Service projects include innovative development work with registered social landlords and the procurement of high quality temporary accommodation on long leases so that families in temporary accommodation can stay in one place until they are eligible to move to permanent housing. A new prevention and options approach to housing need and homelessness is being introduced, which looks to expand the range of housing options available and offers access to mediation and support services.

In line with the government's objectives of increasing choice across sub-regional and regional areas, Haringey has joined Home Connections. This will see all boroughs and many RSL partners across the North London Sub-Region operating the same Choice Based Lettings system. The system is web based and enhances customer access and choice by offering a range of access routes.

The government has set a target of reducing temporary accommodation usage by 50% by 2010, which will have major implications for local policy development. An Action Plan has been developed to help us to meet this target.

Overcrowding is an issue in Haringey. A 'severe overcrowding' initiative has been implemented, which has enabled us to move households from severely overcrowded conditions to larger accommodation that meets their needs.

The Priority Needs Order 2002 places new obligations on the Council to assist homeless 16 and 17 year olds with accommodation. The Council recognises that a combination of accommodation and support is necessary. The local Connexions partnership has placed a key worker within the Housing Office to support young homeless people and floating support services are also available.

Did you know?

In 2004/06 Haringey had the largest Housing Association development programme in North London. £70 million worth of funding provided an extensive programme of 936 new homes, 494 as affordable rented homes and 442 as affordable home ownership.

Many homeless families are in temporary accommodation and hostels. Children cannot invite others home.

Parent, EYDCP Consultation Event – 25 January 2005

Primary pupils were asked what clubs/activities they would like their school to run that it did not at the moment. The most popular responses were: Football; swimming; tennis; basketball; cricket; dance; sports; art club; cooking; rugby; drama; and gymnastics.

Haringey Primary Schools – Attitudes to School Questionnaire 2004

Secondary pupils were asked what clubs/activities they would like their school to run that it did not at the moment. The most popular responses were: Swimming; football; dance; drama; tennis; basketball; art club; ICT; music; and skateboarding.

Haringey Secondary Schools – Attitudes to School Questionnaire 2004

Extended Schools

Three of our secondary schools are already extended schools, offering activities and support to pupils from 8am to 6pm and helping parents who are in, or want to start, full time work. Extended schools provide a tremendous opportunity for schools to work in partnership with one another and with their communities in order to develop the five elements of the Government's extended schools offer: childcare, enrichment activities, parenting support, swift referral to specialist services and improved community access to schools facilities (see box below):

Extended Schools in Haringey

An audit against the Government's core extended schools offer has been conducted with all schools and results made available to all Network Learning Communities (NLCs). It provides an excellent basis on which to understand current extended schools activity and to spot gaps and opportunities for development. The Extended Schools grant this year is being distributed amongst NLCs with some money reserved for central co-ordination and projects. We have deliberately chosen to target money at NLC level to ensure that schools work together in developing their plans for extended services. In addition, an Extended Schools Development Manager has been appointed. This preparatory work puts us in a strong position to develop a robust extended schools strategy with links in strongly to our future plans for the Youth Service, for play services, for early years and child care and for parental involvement. Implementation of the strategy will be monitored by an inter-agency steering group.

14-19 provision, especially opportunities for vocational and work-based learning

Haringey has made good progress on improving opportunities for young people aged 14-19. The Haringey policy for the 14-19 phase of education, and the findings of the Area Wide inspection of post-16 provision have established the foundation on which all subsequent 14-19 developments have been built.

Did you know that Haringey's 14-19 strategy has, since 2003, resulted in significant improvements including:

- increased collaboration across the secondary school and FE sectors;
- an expanded curriculum offer and delivery across the 14-19 phase;
- development of a detailed statement of student entitlement;
- expanded 14-16 vocational offers;
- review of, and planned changes to, Post-16 provision in east Haringey;
- increased use of work-related learning; and
- increased delivery of enterprise activities in schools.

All this work has contributed to better outcomes for young people, including increased attendance and improved behaviour. The impact has been especially noticeable in stretching and re-engaging students at the boundary of achieving level 2 qualifications by age 16, so that they are better qualified to continue into post -16 education or employment. Level 2 qualifications are up from 39% in 2002-03 to the current level of 48%. Bright Futures - the Haringey strategy for young people 11-19 (see Section Six above for more details) will be the vehicle that will carry forward 14-19 developments in the future.

Current Post 16 educational attainment rates are described in Section seven above. A key challenge is to encourage more young people into post 16 education. We are aiming to increase participation by **opening a new sixth form centre** (see Section 6 above) and broadening curriculum pathways in all schools. Nearly 20% more students at KS4 are studying a range of **vocational** courses than in 2003 and joint planning is underway to increase the range and quantity of **vocational pathways**. The majority of secondary schools have a 14-19 curriculum manager developing the vocational curriculum in KS4.

We need to do more to improve the provision of information and advice available to help young people and their families to find further training or work. This is being addressed through the deployment of Connexions Staff to schools and by developing a closer relationship with the Library Service. More students are achieving through accreditation such as BTEC and NVQ in addition to their GCSEs. Students say that these approaches are more motivating, help them to achieve well and open up their options for post 16 study.

There is variable performance in **Work based learning** which is an area targeted for further improvement. In the NVQ and framework achievements two providers exceeded their target but overall success rates in framework achievement remain unacceptably low. Almost half of E2E learners achieve a positive destination outcome. Figures for “Starts” and “In Learning” of 16-18 year old learners taking **apprenticeships** have shown a steady increase since 2000. In that year there were 22 young people “in learning” and 8 “starts” across the range of apprenticeships on offer, by 2005 the figure had risen to 20 “starts” with 44 “in learning” helping to exceed the overall required target but more progress is required. Reducing **worklessness** is a priority for our Community Strategy.

Young People Not in Education, Employment or Training (NEET).

The number of local young people falling into the NEET category has reduced substantially but remains a target. To 31 October 2005 the adjusted figure for young people NEET was 13.9%, a considerable improvement on recent figures but still a long way from the national target of 8.6%. There has been a striking improvement in the number of Looked After Children entering the “in education, employment or training” category (EET). Of young offenders supervised by the YOS 73% are in full time EET. Crucial to the success of young people in Haringey is access to high quality impartial advice and guidance to reduce NEET levels and provide young people with meaningful direction.

Did you know that The Council is committed to the establishment of the pan-London September guarantee that will support every young person in Haringey with an offer of an appropriate learning programme or employment by the end of September after the completion of year 11? Crucial to the success of the September guarantee is the early identification of young people at risk, improved data handling and the identification of relevant provision.

Did you know that the Children’s Service is working with Job Centre Plus, CoNEL, Connexions, the LSC and local schools to improve educational attainment and to improve participation in education and training? This should lead to increasing levels of employment amongst young people and their parents.

The **Learning and Skills Council (North) Annual Plan 2005-6** includes within its priorities:

- increasing and improving on the 14-16 work related learning offer ensuring appropriate progression routes are embedded in the post-16 curriculum;
- work with providers to improve retention, achievement and progression for all young people aged 16-19, placing greater emphasis on generic skills of employability; and
- working closely with Connexions to reduce the number of young people not in education, training or employment or not known – especially in Haringey.

A partnership approach to promoting employment and skills continues to develop through the work of the **Haringey Employment Partnership**, further supported by the development of the **Enterprise Group**. Further details of progress and plans are described in Haringey’s **Community Strategy** and **Employment and Skills Strategy**.

Did you know that a Community Resource Room in Tottenham is open daily to provide advice and support on employment and training to new parents?

A continued drive to improve curriculum pathways, to provide relevant options post 16 and to increase the advice, guidance and support provided to young people, matched to a strong provision in schools, colleges and the workplace should help us to reduce NEET levels further. Haringey Council is now the lead contract body for the North London Connexions Partnership (Connexions) placing us in a strong position to achieve the vision set out in the Green Paper on Youth. The number of young people aged 16 to 19 who are not registered with Connexions is high in comparison with statistical neighbours.

Did you know that Connexions has agreed to locate five Connexions Personal Advisers in schools within the East of the Borough to prevent young people leaving schools falling into the NEET category?

Key challenges that we face in reducing the NEET figure are the mobility of the population and an inability to locate young people who leave the borough. Work is being taken forward by Prospects Careers in partnership with the Children's Service and every secondary school to improve the collection of data relating to young people who fall into the "unknown" category, learning from practice elsewhere.

Did you know that by January 2006 all schools will have individual destination data for their young people and will establish a school action plan and target for reduction of the NEET figures. By 2007 individual school destination data will be publicly available.

89.1% of primary age girls and 91.3% of primary age boys said that their parents/carers/family were interested in how they did at school.
Haringey Primary Schools – Attitudes to School Questionnaire 2004

Conclusions

This section has described the rapid progress that is being made to transform the provision of childcare and enrichment opportunities within the borough including the development of 18 Children's Centres and a borough-wide extended schools strategy. At the same time it has highlighted the challenges that face some of our children and young people as a result of poor housing or homelessness. Whilst acknowledging the progress that has been made already, we have highlighted the need to substantially reduce the number of young people who are not in education, employment or training.

Priorities

We want to improve levels of economic well-being by :

- delivering an ambitious programme of early years education and childcare, reaching almost 15,000 children giving them a good start and their families (especially lone parents) help to improve their economic well-being.
- reduce the number of young people between the ages of 16 and 19 who are not in education, employment or training, especially those looked after by the local authority.
- Improve the percentage of young people qualified to level 2 and to level 3.

SECTION TEN - PRIORITIES

A tremendous amount of data has been presented in this document but there are a number of common themes that really stand out. We have already highlighted the following priorities within the body of this document:

Priorities from Section Four - Vulnerable Groups of Children and Young People

All vulnerable groups of children and young people are the focus of the 2006-09 Plan. Key priorities are to:

- improve life chances for looked after children and care leavers through improving health checks for this group, reducing the number of out of borough placements and supporting their educational achievement;
- improve outcomes for children with disabilities and those with additional needs, through the development of more accessible, better integrated services;
- reduce teenage conception rates and improve the provision of advice to children and young people on sex and relationships; and
- reduce the numbers of children and young people who are involved in crime or become victims of crime through further innovative targeted work in this area.

Priorities from Section Five – Be Healthy

In order to enable children and young people to be more healthy we intend to:

- focus on increasing emotional well-being and self esteem including preventing more young people developing mental health needs.
- reduce teenage conception rates through improved provision of advice to children and young people on sex and relationships
- improve information to parents and young people together with better opportunities to develop healthier life styles, for example through sport, leisure and improved school meals.

Priorities from Section Six – Stay Safe

In order to further improve the safety of children and young people we intend to:

- Ensure procedures that safeguard children and young people are fully implemented throughout all statutory and voluntary agencies in Haringey that work to support children and young people.
- Continue to work to reduce bullying by working directly with young people to understand the complexity of the issue and enable them to work with professionals to offer more effective solutions.
- Work with key partners both within the Council and beyond to create more safe places for children and young people to go.
- reduce the number of children and young people who are involved in crime or become victims of crime through further innovative targeted work in this area.

Priorities from Section Seven – Enjoy and Achieve

We intend finally to break the link between disadvantage and achievement by:

- further improving the quality of early years education
- improving the English language skills of children using English as an additional language (EAL) at Key Stages 1 and 2
- continuing to reduce the negative effects of mobility in the achievement of children in Key Stages 1 and 2
- involving parents more in the education of children in the primary years
- engaging more children from vulnerable groups in enrichment opportunities e.g. through extended schools
- improving standards at Key Stage 3
- improving the number of young people achieving 5+A*- C grades so that Haringey meets the national average by 2008
- continuing to target and improve the achievement of students from all parts of the community in Haringey
- developing work based learning

Priorities from Section Eight - Make A Positive Contribution

In order to enable children and young people to make a greater contribution we will:

Give children and young people a stronger voice by

- promoting a better image of young people; drawing attention to their positive contributions.
- fully implementing our Strategy for young people's participation.
- working with the Metropolitan Police, Environmental Service and the voluntary sector to increase the number of safe places children and young people can go.
- open new youth facilities and continue to build on the quality of what is on offer to young people; and
- supporting the Citizenship curriculum as a vital part of what children and young people learn at school.

Priorities from Section Nine – Achieve Economic Wellbeing

We want to improve levels of economic well-being by :

- delivering an ambitious programme of early years education and childcare, reaching almost 15,000 children giving them a good start and their families (especially lone parents) help to improve their economic well-being.
- reduce the number of young people between the ages of 16 and 19 who are not in education, employment or training, especially those looked after by the local authority.
- Improve the percentage of young people qualified to level 2 and level 3 .

Some of these emerging priorities are similar. We have therefore grouped them into 13 key priority areas which we think may need to be reflected in our 2006-09 Plan. We are consulting on these key priority areas until 24th February 2006. The key priority areas are as follows:

P1 Improve life chances for looked-after children and care leavers.

P2 Improve outcomes for children with disabilities and those with additional needs.

P3 Improve mental health services for children and young people.

P4 Reduce teenage pregnancies.

P5 Tackle bullying.

P6 Have more safe places for children and young people to go.

- P7 Reduce the number of children and young people who are involved in crime.**
- P8 Improve attainment in schools for all young people**
- P9 Improve outcomes for children and young people who move home or school frequently.**
- P10 Improve the quality of services for children under 5.**
- P11 Give children and young people a stronger voice.**
- P12 Hear the views of children and young people and act upon them.**
- P13 Work to ensure that all young people between the ages of 16 and 19 are in education, jobs or training.**

APPENDIX A - ORIGINAL SOURCE MATERIAL

Documents

- ❑ Data available on Harinet (Council's own website)
- ❑ Haringey Children and Young People's Plan 2005-6
- ❑ Haringey Strategic Partnership (HSP) Action Plan 2005-6
- ❑ Haringey Community Safety and Drugs Strategy (HSP)
- ❑ Haringey Crime and Drugs Audit 2001-4 (Haringey Council)
- ❑ Haringey Annual Performance Assessment 2005 – self-assessment
- ❑ Haringey Annual Performance Assessment Dataset
- ❑ Detailed analysis of Key Stages 1 – 4, Post 16 results and attendance and exclusion data (Haringey Council, 2005)
- ❑ Education Inclusion Policy (Haringey Council, 2003)
- ❑ SEN Policy/SEN Strategic Plan (Haringey Council, 2004)
- ❑ School Place Planning Annual Report (Haringey Council, 2005)
- ❑ Building Schools for the Future (update report) (Haringey Council, 2005)
- ❑ Asset Management Plan Statement of Priorities (Haringey Council)
- ❑ Bright Futures – Secondary Strategy (Haringey Council, 2005)
- ❑ Education Development Plan 2002-7 (Haringey Council)
- ❑ Haringey Primary Strategy (draft only - not yet published)
- ❑ Haringey Youth Service Business Plan (Haringey Council)
- ❑ Sport and Physical Activity Strategy (Haringey Council)
- ❑ Transport Strategy (Haringey Council)
- ❑ Learning and Skills Council (North): Annual Plan 2005-6
- ❑ *Growing Up in Haringey* – Haringey Health Report 2005 – Haringey TPCT
- ❑ Strategic Service Development Plan (LIFT) – Haringey TPCT
- ❑ Local Delivery Plan 2005-8 – Haringey TPCT
- ❑ Youth Justice Plan
- ❑ Action plan for NSF for Children, Young People and Maternity Services (draft only – not yet published)
- ❑ Choosing Health (particularly Chapter 3 - *Children and young people – starting on the right path*) Department of Health (2004)
- ❑ Haringey Policing Plan 2005-6
- ❑ *London Youth Crime: A Year on Year Comparison* – Government Office for London (2005)
- ❑ London Safety Plan 2005/8 - London Fire and Emergency Planning Authority
- ❑ Connexions (North London) Business Plan 2005-6
- ❑ *The State of London's Children* Report – Mayor of London (2004)
- ❑ *Breaking Point – Examining the disruption caused by pupil mobility* – Association of London Government (2005)

Survey Data

- LBH Children in Need User Experience Survey 2005
- Attitudes to School Questionnaire – Collated responses from Haringey Primary Schools (2004)
- Attitudes to School Questionnaire – Collated responses from Haringey Secondary Schools (2004)

2005 - Consultation/Discussion Events

- 25 January – Early Years DCP consultation event for parents
- 4 April – event involving children aged 5-11
- 7 July – ‘Come and be heard’ Young Persons Conference - a consultation event for 150 children and young people to come and share their views on the 5 Outcomes.
- September 14 – Children and Young People Strategic Partnership conference - ‘Improving Outcomes for Children and Young People in Haringey’ Multi agency event for over 400 practitioners from across the borough. External speakers at this event included Al Aynsley-Green The Children’s Commissioner , Anne Jackson DfES, Althea Efunshile DfES.
- September 28 - consultation at HarCEN annual conference on the development of the Children and Young Peoples Plan 06-09. This conference was aimed at professionals working within the Voluntary Sector from across Haringey.
- 19 October – ‘Question Time’ participation event for 60 young people from across the borough, allowing them to pose questions to a panel of senior representatives. These included representation from Haringey Council, Metropolitan Police, Primary Care Trust and the Executive member for Children and Young People .
- 27 October – A multi-agency debate involving a number of professionals working with children and young people on the content and development of the Children and Young People Plan 06-09. This meeting was used to sound out key priority areas.

Presentations on the Children and Young People’s Plan to the following groups who were given the opportunity to comment on the emerging priorities for the Plan;

- 3 November – Partnership Forum
- 17 November - Local Safeguarding Children Board

- 21 November - Children and Young People's Strategic Partnership
- 22 November – Under 5's Play and Childcare Forum
- 22 November – Gypsy Travellers team meeting
- 6 December - Secondary Heads meeting
- 6 December – Over 11 carers
- 7 December - Primary Heads meeting
- 9 December – SEN Managers Awayday

2006

- 9 and 11 January – Governors Annual Conference

APPENDIX B – Summary of results 2005 (2004 in brackets)

| | Haringey | National |
|------------------------------------|-----------------|-----------------|
| Key Stage 1 | | |
| % Reading level 2+ | 79 (78) | 86 (85) |
| % Writing level 2+ | 76 (74) | 82 (82) |
| % Maths level 2+ | 87.5 (85) | 91 (90) |
| | | |
| % Reading level 2B+ | 66 (63) | 73 (71) |
| % Writing level 2B+ | 53 (54) | 61 (62) |
| % Maths level 2B+ | 68 (66) | 74 (75) |
| | | |
| Key Stage 2 | | |
| % English level 4+ | 73 (70) | 79 (78) |
| % Maths level 4+ | 68 (67) | 75 (74) |
| % Science level 4+ | 78 (77) | 86 (86) |
| | | |
| % English level 5+ | 25 (25) | 27 (27) |
| % Maths level 5+ | 25 (26) | 31 (31) |
| % Science level 5+ | 38 (36) | 47 (42) |
| | | |
| Key Stage 3 | | |
| % English level 5+ | 65 (59) | 74 (71) |
| % Maths level 5+ | 62 (58) | 74 (73) |
| % Science level 5+ | 52 (51) | 70 (66) |
| | | |
| % English level 6+ | 28 (25) | 35 (34) |
| % Maths level 6+ | 39 (37) | 53 (52) |
| % Science level 6+ | 24 (24) | 37 (34) |
| | | |
| Key Stage 4 | | |
| % 5+ A* - C | 48 (44) | 57 (54) |
| % 1+ A* - G | 94.2 (93) | 96.3 (95.9) |
| | | |
| Post 16 Advanced | | |
| % A – E grades | 96 (96) | 96 (96) |
| Total average point score | 186.5 (208.7) | 273.7 (269.2) |
| Average point score per exam entry | 71.9 (74.0) | 79.6 (78.7) |

APPENDIX C – Glossary

Abbreviations

| | |
|-----------|--|
| A & E | Accident and Emergency |
| CAMHS | Children and Adolescent Mental Health Services |
| CoNEL | College of North East London |
| DfES | Department for Education and Skills |
| DAAT | Drug and Alcohol Action Team |
| ESOL | English for Speakers of Other Language |
| EYDCP | |
| GPs | General Practitioners |
| PSC (PRU) | |
| PSHE | Personal, Social and Health Education |
| SSI | Social Services Inspectorate |

Glossary

Annual Residents' Survey

The Haringey Residents Survey is part of a London-wide survey that has been running since 1991. The survey measures concerns of Haringey Residents, their image of the borough they live in and perceptions of the quality of a range of services. Every year a London-wide survey is done in September/October and Haringey's survey is done in November/December.

Asylum Seeking Children

Children who have applied to the government of a country other than their own for protection or refuge ('asylum') because they are unable or unwilling to seek the protection of their own government. Sometimes children are 'unaccompanied' by adults.

Change for Children Programme

Name for major programme to change the way children's services are delivered. Changes are intended to improve the outcomes for children and young people in being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The law for these five outcomes and the change programme is in the Children Act 2004.

Child Protection Register

If someone thinks that a child may be at risk of harm then children's Social Services will organise a meeting of people who work with and know the child. If they decide that the child is at risk and needs protection then the child or young person's name will be placed on the child protection register.

Children and Young People's Strategic Partnership (CYPSP)

CYPSP brings together senior representatives of services working children and young people to plan and develop future services. The CYPSP is set up as part of the duty for local services to co-operate created by the Children Act 2004. The CYPSP reports to the Haringey Strategic Partnership

Children's Centre

Provides a local network of services for children aged 0-4 and their families, including childcare and early education, family support and health services.

Children's Centre core offer

The minimum services that a centre must provide if it is to be a Children's Centre.

Children's Service

The services for children and young people which used to be provided by Social Services and all education services have joined together in a new Council department called The Children's Service with its own Director.

Community Strategy

This is a document produced by the Haringey Strategic Partnership which sets out the priorities for Haringey over a number of years.

Decent Homes Standard

The Government has issued detailed guidance on how to define a 'decent home' for the purposes of measuring progress against the target. In brief, a decent home will pass four tests:

1. it must meet the current statutory minimum standard for housing
2. it must be in a reasonable state of repair
3. it must have reasonably modern facilities and services
4. it must provide a reasonable degree of thermal comfort

Determinants of Health

The factors which have been found to have the most significant influence on health are widely known as the 'determinants of health'. These range from individual lifestyle factors such as whether you smoke to your environmental factors such as your housing, occupation and access to transport.

Drug Alcohol Action Team (DAAT)

DAATs are local partnerships responsible for delivering the national drug and alcohol strategies at a local level. They have representatives from the local authority (education, social services, housing), health, police, probation, the prison service and the voluntary sector.

Employment and Skills Strategy

This document, produced by the Haringey Employment Partnership is a genuine partnership approach to tackle the high rates of economic inactivity. It sets out clear, identifiable and achievable objectives for all the partners and providers in Haringey. It provides a framework within which we can build strong links with employers both locally and across the region.

Every Child Matters: Change for Children programme

When the Government started to develop the programme for changing the delivery of children's services it was called Every Child Matters. When the Children Act 2004 was passed the name changed to Change for Children.

Faith Communities/ Faith Leaders

Foster Carers

People who care for look after children and young people in their own homes. They must be approved and registered by the local authority.

Foundation Stage Profile

The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged 3 to the end of the reception year in primary school.

Green Paper

A document issued by Government describing ideas and proposals for new laws. A Green Paper is issued for consultation and people are asked to send comments and replies by a certain date.

Haringey Strategic Partnership (HSP)

The HSP is the overarching forum for partnership development in the borough. It is responsible for the Community Strategy, which sets out the priorities for improving the quality of life in Haringey.

Index of Multiple Deprivation (IMD)

Measure used by Government to assess how deprived, or not deprived, an area is

Job Centre Plus

Provides help and advice on jobs and training for people who can work and financial help for those who cannot.

Key Stage 1,2, 3, 4

The National Curriculum says when things must be taught by describing broad 'key stages'. Children's progress is assessed through national tests and tasks at the end of each key stage. KS1 covers ages 5-7 years, KS2 ages 7-11, KS3 ages 11-14 years and KS4 ages 14-16 years.

Learning and Skills Council (LSC)

The LSC was set up under the Learning and Skills Act 2000, and has statutory responsibility for planning, funding and improving the quality of post-16 education and training, up to but not including higher education, in England. It operates through 47 local arms, known as local LSCs.

Local Safeguarding Children Board (LSCB)

Partnership bringing together representatives of services working with children and young people. The work of the partnership focuses on the protection and safeguarding.

Looked After Children (LAC)

Children and young people who cannot live with their own families and are looked after by the local authority.

Low Birth-Weight Babies

Children who are born weighing under 2,500 grams are defined as having a low birth weight, and less than 1,500 grams as having a very low birth weight. Low

Mental Health Trust

The body which delivers mental health services. For Haringey this is the Barnet, Enfield and Haringey Mental Health Trust.

Mobile Pupils

Pupils who change schools often and do not stay long at any one school. This is usually because their families move frequently.

National Asylum Support Service (NASS)

Has responsibility for housing asylum seeking families.

National Service Framework (NSF)

NSF describe standards for the delivery of health services (and sometimes social care services) to certain groups of people for certain medical conditions. There is a NSF for Children, Young People & Maternity Services. This sets out a ten year programme for standards for child health and social care, preconception and maternity.

Needs Assessment

An assessment of what individuals require in order to achieve, maintain or restore an acceptable level of social independence or quality of life.

Registered Social Landlord (RSL)

Registered Social Landlords are independent housing organisations registered with the Housing Corporation under the Housing Act 1996. Most are housing associations, but there are also trusts, co-operatives and companies.

Sure Start

A Government programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support. Funding is provided to

set up Sure Start programmes in the 20% most deprived areas of the country. Haringey currently has 5 Sure Start programmes.

TPCT

Teaching Primary Care Trust

Youth Offending Service (YOS)

The YOS is a multi agency service with representatives from the police, probation service, social services, health, and education. The YOS specialises in tackling youth crime and dealing with young offenders by identifying suitable programmes to help prevent further offending for each young offender and undertaking work to prevent children and young people offending in the first instance.

APPENDIX D – Endnotes

ENDNOTES

ⁱ 2005 HIP submission.

ⁱⁱ Fordhams Housing Need Update 2005.

ⁱⁱⁱ Meltzer,H. and Gatwood R, 2000, Mental health of children and adolescents in Great Britain, Office for National Statistics.

^{iv} Rodrigues, V.C. 2004, Health of looked after by local authorities. Public Health, July 2004. 188: 370-376.

^v Flemming, P. et al 2005. An exploration of the health and social wellbeing needs of looked after young people – a multi-method approach. Journal of Interprofessional Care. Jan 2005: 19(1): 35-49.

^{vi} Jackson, S. National Institute of Education study. 1999.

^{vii} Growing Up in Haringey - Haringey Health Report 2005, Haringey Teaching Primary Care Trust p.25.

^{viii} National Service Framework for Children, Young People and Maternity Services, Department of Health, (2004),

^{ix} Growing Up in Haringey, op cit. p.25.

^x Growing Up in Haringey, op cit. p.23.

^{xi} Growing Up in Haringey, op cit. p.24.

^{xii} Growing Up in Haringey, op cit. p.27.

^{xiii} Growing Up in Haringey, op cit. p.3.

^{xiv} For further information about take up in Haringey of all immunisations see: Growing Up in Haringey, p.23.

^{xv} Growing Up in Haringey, op cit. p.30.

^{xvi} Fuller,E. (Ed), 2005, Smoking, drinking and drug use among young people in England in 2004, Health and Social Care Information Centre, UK. As quoted in Growing Up In Haringey, op cit. p.32.

^{xvii} Erens, B. et.al, 2003, national survey of sexual attitudes and lifestyles II: reference tables and summary support. NatCen, as quoted in Growing Up in Haringey, op cit. p.33.

^{xviii} Hagel, A., 2004, Time Trends in Adolescent Well-being. The Nuffield Foudation.

^{xix} Growing Up in Haringey (2005) op cit and DfES NS* for children and young people and Maternity Services (2004)

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Children Service Advisory Committee On 27th February 2006

Report Title: Update on e -care (Framework I) training

Forward Plan reference number (if applicable): **N/A**

Report of: **The Director of The Children's Service**

Wards(s) affected: **All**

Report for: **Information**

1. Purpose

1.1 To update members on E-care training for children and families staff

2. Recommendations

2.1 That members note the report

Report Authorised by: **Sharon Shoesmith
Director of the Children's Service**

Contact Officer: Cecilia Hitchen
Telephone: 020 8489 1496
Email: Cecilia.Hitchen@haringey.gov.uk

3. Executive Summary

3.1 All staff were subject to an extensive training programme prior to Framework I go live in July 2005. A report detailing the training programme was presented to Members of CSAC in December 2005. This paper provides members with an update on the training programme and outstanding issues.

4. Reasons for any change in policy or for new policy development (if applicable)

4.1 N/A

5. Local Government (Access to Information) Act 1985

5.1 Framework-i Update - Item 10, 5th January 2006 CSAC report

6. Background

- 6.1 Framework I went live in July 2005. Ahead of implementation, the service went through an examination of business processes from which was derived the "to be" model for e care. For children and families changes to process included the implementation of the Integrated Children's System, ICS which is the government model for electronic recording of case records.
- 6.2 All staff went through an extensive training programme prior to "go-live". For Children and Families ICS training was made available before framework I training.
- 6.3 Subsequent to "go-live" an extensive business support programme has been in place involving off-site and desk-based training, face to face and helpdesk support.
- 6.4 Notwithstanding the above, there remain some issues about the usage of Framework I which still need to be addressed.
- 6.5 These issues are predominantly of a change management rather than a system nature. They reflect the starting point of the individuals and teams concerned. Issues of this nature are to some extent inevitable with the scale of the change some staff have had to work with.
- 6.6 For staff from children and families this has included the implementation of ICS, Framework I, tech refresh and the transition from Social Services to the Children's Service. Indeed given the scale of the change user acceptance of Framework I is good, and its implementation has gone remarkably well. Checks with staff across children and families confirm this view.

7. Description

- 7.1 The Children's Business support Team have completed a series of three part events targeting Managers and superusers.

| Programme Item | Content | Attendees |
|---|---|--|
| Event 1: Overview Workshop 1dx4 | Business processes, how these relate to FWi episodes and workflow and the impact on timescales and performance | Mgrs, Superusers, Perf (all services) 69 members of staff attended |
| Event 2: Training 1dx5 | Classroom specific training on Children in Need, Child Protection and LAC FWi processes. | Mgrs, Superusers, Perf (all services except F&A and L Care) 48 members of staff attended |
| Event 3: Recap Workshop 5xhalf day | Recap on the one day workshop and training. Assessment of attendees learning via an exercise, test and self evaluation. | Mgrs, Superusers, Perf (all services except F&A and L Care) 42 members of staff attended |

7.2 Specific classroom training and support for Social Work and administrative staff has also been completed. 134 members of staff attended.

7.3 Three further training days were held in February, all of these were fully booked. Due to demand five further dates have now been added when completed at the end of the month all children and families staff will have received training.

7.4 In addition to programmed events on site support has been and continues to be provided to staff in the Children's Service:

- Tottenham, Unaccompanied Minors, Hornsey and the Disabled Children's Team were provided with follow up on site support after classroom training
- Child protection staff received specific work-related training on site.
- Review Team have received specific work related training on site.
- Leaving Care service received on site support through a workshop and individual training.
- The Looked After Children's Service are currently receiving a combination of classroom training and on site support.
- Family support are currently receiving a combination of classroom training and on site support.

8. Summary and Conclusions

The introduction of Framework I has raised a number of change management issues and occurred in parallel with a number of other changes for staff in children and families.

An extensive programme of training and support has take place but there remain issues to be addressed.

These issues can be categorised as change management or system issues.

Change Management Issues

- In common with many staff groups there has been in some areas a fear of or resistance to IT.
- In some areas there are issues of basic competence in relation to use of IT.
- In some parts of Children and Families the level of staff turnover means that there is an ongoing need to train and support staff.
- ICS as a system is not particularly user friendly, and has not yet been rolled out across all local Authorities.
- The system is not always been used consistently, although this is improving.

System Issues

- Some parts of the workflow need to be revisited in the light of experience of using the system. (The "to-be" model was signed off some 18 months ago, and naturally users can now see changes that will benefit the service).
- Some of the forms within the system (primarily ICS which have been set by Dfes need to be revised).
- Pre population needs to be implemented.

9. Recommendations

9.1 To extend the business support programme to the end of the financial year.

9.2 To establish a small team within The Children's Service to consolidate Framework I ensuring that the data is complete and accurate, and to work on a programme of change requests designed to improve the efficiency and ease of use of the system.

10. Comments of the Director of Finance

10.1 This report relates to 2005/06 financial year and there has been a £157,000 capital programme provided to E-care as agreed in PBPR. The extension of training programme to Children and Families staff has no financial impact; however, there is potential additional £50,000 call over by E-care by the end of financial year.

11. Comments of the Head of Legal Services

11.1 The Head of Legal Services has been consulted on the content of this report and has no specific comments to make.

12. Equalities Implications

12.1 There are no equality implications at this stage of the project. However, we will continue to monitor this area and liaise with the Children's Service Equalities Officer to ensure that all equality implications are considered.

13. Use of Appendices / Tables / Photographs

13.1 N/A