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PLAY ... IT'S NATURAL! TOWARDS A CAMBRIDGE CITY NEIGHBOURHOOD PLAY STRATEGY FOR CHILDREN AND YOUNG PEOPLE 2008 – 2012 – Committee Report 2008	47
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Some Useful & Interesting Links For those really dedicated there is an 18 minute video that you can find by googling Steve Kiel and the importance of play – he believes failure to play has resulted in reduced productivity (in Bulgaria!).	
http://www.freeplaynetwork.org.uk/playlink/exhibition/index.html	
http://www.playlink.org/	
http://www.playengland.org.uk/	
http://www.injuryobservatory.net/documents/National_play_strategy.pdf	
http://www.playengland.org.uk/resources/people-make-play	
http://www.guardian.co.uk/society/2010/jan/06/importance-childrens-play-strategy	

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Community Development

A Strategy for Work With
Children and Young
People, 2004 -2008



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Appendices

- 1) Action Plan
- 2) Consultation Paper
- 3) Glossary

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Karla Wright
Jamie Adams
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James Stone-Lunde

Community Development Strategy for Work with Children and Young People

Executive Summary

1. Introduction



- 1.1 The report outlines a revised strategy for work with children and young people within the Community Development Service. The strategy covers the period 2004-2008.
- 1.2 This new strategy builds on the outcome of the Best Value Review of Community Development which was completed in March 2003 and also confirms the ways in which work with children and young people contributes to the achievement of Medium Term Objectives.
- 1.3 Increasingly, services for children and young people, particularly those at risk or regarded as vulnerable, are planned and delivered through partnerships of statutory and voluntary organisations. Consequently, an important consideration for this strategic review has been to clarify service priorities to provide a clear basis for negotiations with partners on joint projects and funding.

2.



Developing a Strategy

- 2.1 The approach to developing a strategy for children and young people has been shaped by five fundamental factors:
 - The outcome of the Community Development Best Value Review which concluded that the key role for Community Development was to “strengthen communities” through helping to create more inclusive,

sustainable and liveable communities and that children and young people were a priority in that process.

- The need to demonstrate the ways in which these services contribute to the Council's Medium Term Objectives, in particular, to objectives on Better Services, an Attractive Environment and Strong Economy and to a Healthy and Thriving Community.
- The development of a more "joined up" approach to the planning and delivery of services to children and young people, driven, to a considerable extent, by Government programmes, funding and guidance through initiatives such as Sure Start, the Children's Fund and Connexions. These, along with imminent legislation on services for children, at risk, will shape the future of services and the partnership agenda.
- Pressure on Council resources and financial targets established for Community Development through the Best Value process.
- The need to consult with stakeholders, including children and young people while developing strategic options.

3. Consulting on Options



3.1 During the Community Development Best Value Review, staff working with children and young people designed a range of options for the future direction of services. Following approval of the final report, in March 2003, these options, along with questions about service quality, were used to form the basis of a consultation paper and questionnaire for partners and a series of photo-boards for consulting children and young people. Consultations with voluntary and statutory organisations, Council Departments and children and young people were carried out in April and May.

3.2 The outcome and analysis of the consultations have been used to develop the proposed strategy. The key points are:

Comments from children and young people:

- 96% of children and young people felt the strategy was appropriate.
- For older children and young people, having good experiences and the opportunity to work through problems, was important.
- Younger children felt that it was important to help everyone get involved – removing barriers.

- Nearly all felt the most important things to be – helping to create a nice place to live and being listened to.

From Partners:

- Most respondents felt that the strategy was clear and complemented their work.
- The strategy should ensure that the role of the voluntary sector is acknowledged and valued.
- There needs to be clear links to the Council's Medium Term Objectives.
- The contribution of the service to community safety activities needs to be given a high priority.
- Is there enough emphasis on social exclusion?
- Defining your core business makes sense.
- 5-13 should definitely be the Council's specialist area.
- A website linked to the main Council one would be useful.
- Welcome the focus on community safety.
- Beware of overstating outcomes and creating unrealistic expectations.
- Promote the rights of children and the value of play.

4.



Proposed Strategy

The main components are:

4.1 Aim or Vision

To provide or enable the provision of a range of social, play and developmental opportunities which will enhance the skills and self esteem of children and young people. In building their confidence and capacity to be heard, the service aims to help them reach their full potential as active citizens involved in developing a healthy and thriving community, now and in the future.

4.2 Outcomes:

The creation of more **sustainable communities** by building the capacity for **children and young people to have their voices heard** in decisions which affect them and to become active in **shaping services** they receive.

The creation of more **inclusive communities** by working to **reduce disadvantage and by lifting the barriers** which may prevent children and young people **achieving their full potential**.

The creation of more **liveable communities** through enhancing access to **positive social, play and developmental experiences** in children and young people's **neighbourhoods**, particularly where there is **disadvantage and a lack of access** to opportunities.

4.3 Strategic Objectives:

Ref.	Objective.
CYP 1.	To provide or enable the provision of year-round play and youth facilities and activities in neighbourhoods, predominantly for 5-13 year olds.
CYP 2.	To promote and support the involvement of children and young people in the work of Area Committees.
CYP 3.	To develop and implement projects in response to problems arising from anti-social behaviour involving children and young people.
CYP 4.	To undertake work with children and young people who feel marginalized and socially excluded.
CYP 5.	To promote community cohesion and an understanding of the needs of children and young people.
CYP 6.	To promote and develop opportunities for children and young people, up to 19 years of age, to participate in making decisions which affect them and their communities.
CYP 7.	To provide support for voluntary organisations working with children and young people through grant aid and advice.
CYP 8.	To lead, participate in and support partnerships providing advocacy and services for and with children and young people.

4.3 Service Framework

The Service Framework would have four inter-related components:

- a) Children and Young People's Participation – Activities promoting the involvement of children and young people, up to the age of 19 years, in decisions which affect them.
- b) Neighbourhood Services – Providing, procuring and grant aiding activities for children and young people, aged 5-13 years of age, in neighbourhoods.
- c) Partnership Projects and Development – Leading and supporting the development of partnerships improving services for children and young people, in the city – this could involve jointly funded and delivered work.
- d) Special Projects – Specialist or targeted work with children and young people which the service has the knowledge, skills and capacity to deliver but which would require external funding.

A diagram showing the inter-relationship of these activities and providing examples of the types of work, in each area, is provided at the end of this summary. The diagram shows that the involvement of children and young people in decision making is central to the service's work. The inner ring reflects activities supporting participation and a contribution to Medium Term Objectives delivered mostly at neighbourhood level, while the ellipses indicate areas where we would be seeking to add value to our work, through partnerships. The outer ring represents specialist activities which the service has the capacity to deliver but which would require additional resources. Overall, the diagram illustrates the view that children and young people should be at the heart of community life and a commitment to helping those on the margins to become more engaged and involved.

5. Organisation and Resources



- 5.1 Financial targets for Community Development were established during the Best Value Review. In essence, Community Development budgets will be held at 2003/04 levels for the next five years. This will have an impact on expenditure on services for children and young people requiring flexibility on funding and management of services and a more entrepreneurial approach to seeking other sources of support.
- 5.2 It is also proposed that a new structure for services for children and young people is introduced by March 2004. The new structure would bring together all relevant activities creating a more coherent framework for planning, delivering and reviewing services. It would also provide a closer alignment with other partners' services and the emerging national agenda. An additional aim of the restructuring would be to reduce management and administrative costs by an estimated £15000.
- 5.4 In order to ensure that resources are invested in activities contributing to service priorities and Medium Term Objectives it is proposed that, from 2004/05, available budgets are allocated as follows:
- Children and Youth Participation and Neighbourhood Services – 70%
 - Partnership Projects and Development – 30%
 - Special Projects – External funding would be sought.
- 5.2 Given the nature of and priorities for services for children and young people there is limited capacity to raise income through increasing charges for services.

6.



Conclusion

This review is taking place at a time of unprecedented change in services for children and young people. New structures, services and relationships are being developed rapidly – the situation is changing - almost on a daily basis. There is also a renewed determination to ensure that children, young people and their carers are engaged in the process of change and the ongoing development and review of services. The City Council has invested resources in and maintained a commitment to innovation in meeting the needs of children and young people and in involving them in its work and decision making; an approach which is valued by users, partners and the wider community. The proposed strategy seeks to build on the many positive aspects of this work while taking account of the challenges and pressures arising from diminishing resources and a rapidly changing environment. Further improvements to services will need flexible thinking, management and organisation – and, perhaps most importantly, a willingness to take risks.

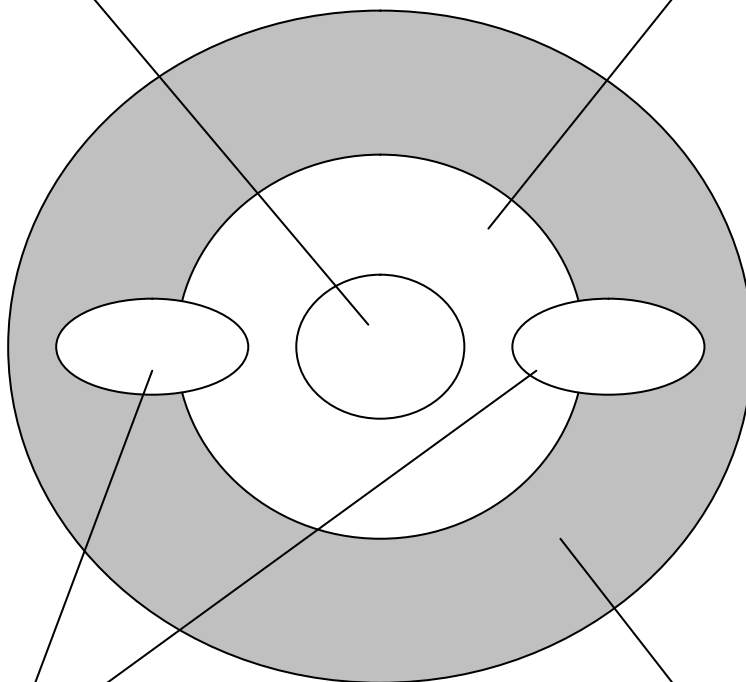
6. Recommendations

- a) **To approve the revised strategy for Community Development’s work with Children and Young People as set out in section 7 of the main report and summarised above.**
- b) **To approve the Children and Young People’s Service Action Plan set out in Appendix 1.**

**CAMBRIDGE CITY COUNCIL
STRATEGY FOR WORK WITH CHILDREN AND YOUNG PEOPLE
2004 – 2008**

- Children and Youth Participation:**
- Young Consultants
 - Young People's Action Groups
 - Hear by Right
 - UK Youth Parliament
 - Youth Conferences
 - Area Committees

- Neighbourhood Services:**
- Reccy Rangers
 - Playdaze
 - Neighbourhood Play projects
 - Thunderbirds Detached Team
 - Newton Q
 - The Dec



- Partnership Projects and Development:**
- The Dec
 - Targeted Detached Team Work
 - Energise
 - Equalities Work
 - Scrap Store
 - Children and Young People's Locality Group

- Special Projects:**
- YETI
 - Splash (Diversionsary holiday activities)
 - Heydaze
 - Summer Residentials

KEY:

What we will deliver if we can secure partnership funding

Our Core Business

Community Development Strategy for Work with Children and Young People 2004/08

1. Introduction

1.1 The purpose of this report is to:

- Set out the current contribution of Community Development to the improvement of children and young people's well-being in Cambridge.
- Identify the policy links with other council services which provide services to children and young people
- Sketch the policy and partnership context in which children and youth services are currently operating.
- Propose the potential future direction of children and youth activities in the light of these considerations.
- Recommend a four year strategic framework by which they can be delivered.

2. Context for the Report

2.1 There are a number of factors which indicate that there is a need to reconsider the way in which services to Children and Young People are delivered within Community Development. These factors provide the context in which recommendations will be made:

- The evolutionary growth of provision to under 19's delivered by different teams within the Community Development which needs to be rationalised.
- Recommendations emerging from Community Development's BVFSR and subsequent focussing on core priorities for the service as a whole and the establishment of financial targets.
- The rapidly changing partnership environment which is influencing how and what services to 0 – 19s are provided in the city.
- The need to identify how Community Development relates to these initiatives, including Sure Start, the Children's Fund and Connexions, in particular.

These factors will be explored in more detail in the report.

3 Children and Young People Living in Cambridge

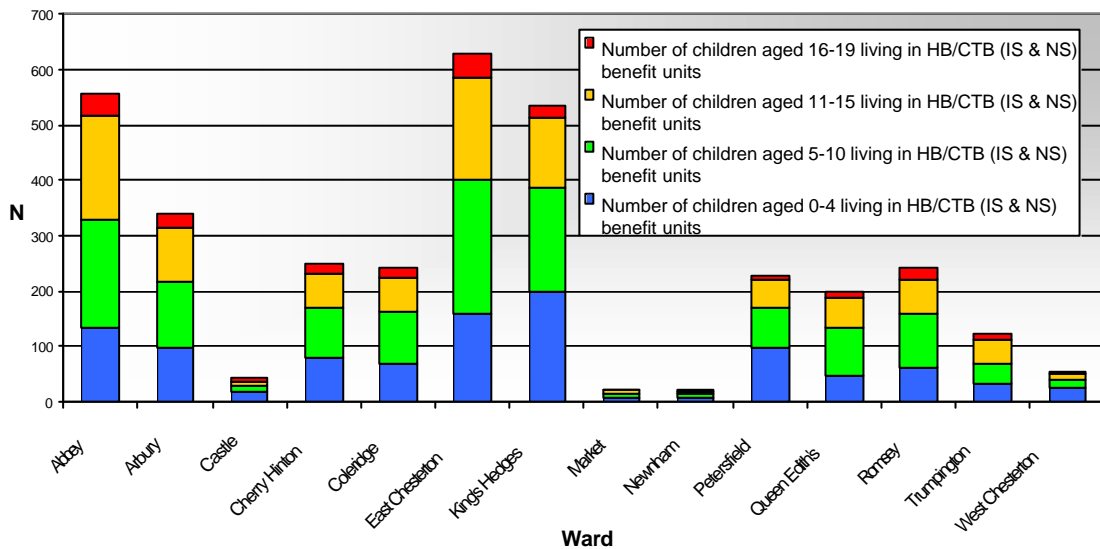
3.1 The 2001 census shows that Cambridge is a youthful city with an average age of 31 compared to 37 for the rest of the county – mainly attributable to the high number of students. Although more detailed data from the census has still to be published, the County Council's

Research Group forecasts that, in the age range 0-19, (therefore, excluding most students) the population will be 24,200 by 2006, an increase of around 2% (based on the Office for National Statistics' mid 2001 estimate).

3.2 Cambridge is, generally, an affluent, safe and attractive city in which many children, young people and their families enjoy a good quality of life and access to leisure, educational and other opportunities. However, these opportunities are not uniformly shared; a number of research projects and initiatives carried out and working in the city paint a different picture to the one normally associated with Cambridge.

3.3 The Council's Mapping Poverty Report, 2002, demonstrates that there are 1,846 Housing Benefit and Council Tax Benefit (HB/CTB) households (units) containing at least one child 0-19 years of age. This amounts to just under 25% of all of the HB/CTB benefit units in the city. In total, there are 3,487 children under 19 living in HB/CTB benefit units and their distribution, by ward, is shown in the diagram below. Overall, there has been a fall in the number of children living in households receiving benefits in the last two years, however, a longer-term study will be needed to establish whether or not this trend is sustainable and questions remain about the prevalence of households to move in and out of poverty.

Dependent children living in HB/CTB (IS & NS) benefit units broken down by age



3.4 Two recent Government initiatives, the Sure Start Programme and the Children's Fund have used indicators of deprivation to identify parts of the city which require support. In the case of Sure Start, an initiative targeting Children under 4 years and their families, Kings Hedges and Abbey are receiving extra resources channelled through a partnership of public services, the voluntary sector and local parents. While Abbey,

Kings Hedges, Arbury, East Chesterton and Romsey are to receive new investment, for up to three years, to assist with work with vulnerable children. The Connexions Service has also undertaken work on mapping needs.

- 3.5 Children and young people are one of the priorities for the Improving Health Partnership with concerns about smoking, unplanned pregnancies and drug and alcohol abuse, amongst the areas for attention.
- 3.6 Initial indications from juvenile crime figures for 2002/03 show an increase in the numbers of offenders and victims. This may be due to changes in recording methods and further analysis is being carried out. Anecdotal evidence from Youth Development Staff indicates a correlation between offences, victimisation, the fear of crime and other indicators of deprivation and stress.
- 3.7 When asked, most children and young people share the same concerns as adults. They worry about the quality of the environment; unsafe streets and open spaces; the impact of traffic and noise on their quality of life; having enough to do and, consistently, about being listened to. There will be more information about children and young people's views provided in section 6.

4. Current Provision

4.1 Children and Youth Service Resources 2003/04

Services	Budgets	Employees
Children	£369,490	9 Permanent 3 Fixed Term
Youth Development and Participation	£364,200	8 Permanent 17 Fixed Term
Totals	£733,690	17 Full Time Equivalents

Notes:

- Up to 80 casual staff are also employed to support youth and children's projects.
- Reccy Ranger Service delivered by Community Development but budget of an estimated £50500 held by Parks and Recreation Service.
- Children's services generate income of approximately £14000.
- Youth Development and Participation raised over £86000 from external sources last year.

Performance Information – 2002 2003

- 23,400 attendances at Children's Team activities
- 1180 half day sessions delivered in the Children's Team programme.
- £32.454 awarded from the Community Development Grants budget for work with children and families (4.5% of total grants budget)
- £79.163 awarded in grants for youth activities (10.6% of total grants budget)
- Young people were involved in 15 consultations about Council services through Youth Participation including on e.g. the budget; area committees; the Arts Plan; the BME Action Plan; skating.
- 888 young people in the City voted in the UK Youth Parliament elections organised locally by Youth Participation
- Almost 5000 young people made use of the Youth Participation programme.
- Young people were involved in national and international projects organised by Youth Participation and Youth Development e.g. the National Connexions Charter; the Hear by Right national pilot project; testing the Children and Young People's Unit training materials on tackling racism; the National Children's Bureau consultations on corporal punishment; YETI Europe.
- 13,000 attendances at Youth Development activities.
- The Dec youth bus received 5,100 visits.
- 3,300 attendances at the Newton Q

- 4.2 **Work with under 5s and families** – This is mostly delivered through **Neighbourhood Community Development Teams** based in community facilities. Supporting and building the capacity of local groups to respond to gaps in provision has led to the development of community groups working to meet the needs of families and younger children. Families with young children represent one of the highest user groups of community buildings during the day, and as such are likely to have most contact with community development staff. The work of the neighbourhood teams focuses on the building of social capital – formal and informal community networks - rather than direct provision. Work supported by the neighbourhood and facilities teams has an impact on older children and young people by enhancing the infrastructures through which provision can be improved and delivered.
- 4.3 Similarly, the **Voluntary Sector Support Team** works closely with the voluntary sector to build the capacity of local communities to respond to their own needs. This is through grant giving to priority groups and also by supporting voluntary management committees. Voluntary sector work with children and young people is a crucial element of the local service economy to under 19's in the city, helping to provide flexibility and choice. The voluntary sector support facilitated by Community Development has an influential role to play in shaping and informing services to this group.
- 4.4 The **Children's Team** has an established history of work with 5 – 14s using play as the principal tool of engagement. The work has been built around the high profile Playdaze summer programme, and increasingly, year-round neighbourhood provision in targeted wards. The team was reorganised in 2001 as part of a wider restructuring, with the CDO's (children) being located in neighbourhood teams, but the Children's Team identity was retained for the purpose of delivering a known, well-respected and trusted service. The team have also absorbed the management of **Reccy Rangers** who have become an important part of neighbourhood play provision developing positive use of open spaces.
- 4.5 **Community Arts** activities develop creative opportunities for children and young people. Examples include the band and sound room at the Meadows Centre, graffiti education and diversionary projects, partnership work on disability issues and in using arts based techniques to facilitate consultation.
- 4.6 **Youth Development and Participation** works primarily with 11 – 17s, although the services will work with young people outside these age ranges according to need. The work is built on youth work principles shared by other key providers in both the voluntary and public sectors. The service is delivered through open access facilities (the Netwon Q, and the Dec, Youth Bus) based in neighbourhoods, and also manages

a number of detached projects. Group work with targeted young people with specific needs ranges from facility based work on e.g. drugs to European exchanges. The more targeted work is often funded in partnership. Youth Participation works with groups in three neighbourhoods as well as a city wide 'Action Group'. In addition, youth conferences and the Young Consultants Scheme enable young people and the Council to have an ongoing dialogue about local needs for 11-17's. The Youth Participation team plays an important role in working with partner organisations to build capacity, skills and knowledge of this area of work.

4.7 Other Council departments deliver direct services to children and young people that play an important role in improving the quality of life and the environment for under 19's in Cambridge.

Key services include:

Services	Activities (examples)
Parks and Recreation	<p>Sports Development and Swimming</p> <ul style="list-style-type: none"> • Inclusive Sports programmes • Trips • GP referrals for YP • Informal recreation activities • Facilities management e.g. swimming and Village Centre • Grants <p>Parks and Recreation:</p> <ul style="list-style-type: none"> • Promoting play on recreation grounds for children and young people • Skate parks • Reccy Rangers (client)
Marketing and Promotions	<ul style="list-style-type: none"> • Childrens Festival • Party on the Piece • Projects/workshops
Corn Exchange	<ul style="list-style-type: none"> • Gigs/ events/ shows • Joint promotions
Environment and Planning	<ul style="list-style-type: none"> • Schools work • Local Plan • Street Scene • Section 106 funding • Traffic management policies and strategy.
Strategy and Partnerships	<ul style="list-style-type: none"> • Community Safety • Grants • Coordination of BME and other equalities work.
Democratic Services	<ul style="list-style-type: none"> • Promoting involvement in local

	elections.
Housing Services	<ul style="list-style-type: none"> • Temporary accommodation for vulnerable young people, including young parents. • Estate management • Grant aid to residents groups.

5. Moving On

5.1 This section of the report attempts to identify the factors which will influence the direction in which services develop over the next few years. These include – the contribution to Medium Term Objectives; the outcome of the Community Development Best Value Review and the evolving national and local partnership agenda.

5.2 Children and Young People’s Services have a contribution to make to, at least, three Medium Term Objectives:

- **Better Services** : By maintaining a strong commitment to equality of opportunity; through delivering and procuring services from the best provider; by improving access to services using appropriate information technology including the “web”; by supporting the involvement of children and young people in Area Committees; contributing to the development of the Council’s BME Project, in particular, where there is an emphasis on work with minority ethnic families and young people and by working with partners to develop and sustain access to community facilities for children and young people.

- **Strong Economy and Attractive Environment** : By contributing to reductions in crime and fear of crime through targeted work with children and young people at risk of offending or of becoming victims of crime; by developing the work of the Reccy Ranger Service in providing positive activities for children on open spaces and through fostering community involvement in and care for the local urban environment and open spaces; through liaison with the Planning Service on the development of community, play, childcare and youth facilities through the Local Plan and Planning Obligations Strategy.

- **Healthy and Thriving Communities** : By promoting voluntary services for children and young people through the provision of grant aid and support and advice to groups; ensuring access to good quality play and youth facilities in City Council premises e.g. the new centre in East Chesterton and by working in partnership with others to meet new needs in developing areas and where access is lacking; by involving children and young people in the work of Area Committees and by working to promote the health and well being of children and young people through the Improving Health Partnership and with colleagues, in health services, on other projects.

5.3 The Best Value Review of Community Development was completed in March 2003. The need for a revised strategy for work with children and

young people was one of the review's conclusions. The aim of Community Development and the outcomes to which all of its services should contribute were agreed as follows:

Aim

The purpose of community development in Cambridge is to develop and sustain, active, healthy and thriving communities, built on social justice, mutual respect and trust. Community development is about tackling the barriers that prevent people from living fulfilling lives and from participating in decisions that affect them.

The key task for Community Development is to Strengthen Communities by creating:

- More **liveable** communities – good places to live which have access to high quality community facilities.
- More **inclusive** communities – in which the barriers, preventing people from living fulfilling lives, are tackled and removed.
- More **sustainable** communities – who have the knowledge, skills and ambition to sustain healthy and thriving communities.

5.4 The review also concluded that the resources available for Community Development would remain at the 2003/04 level for the next five years.

5.5 The future direction of services for children and young people, especially those “at risk or vulnerable” is being shaped, most significantly, by events at a national and county level.

5.5 Government policies tackling child poverty, to reduce crime and anti-social behaviour and on improving the life chances of the most disadvantaged have led to the introduction of a bewildering number of new initiatives. The most wide ranging of these have been the introduction of tax credits for childcare etc. the Sure Start Programme for under 4s and their families, the Children's Fund and the Connexions Service. A Children and Young People's Unit have been charged with the responsibility for taking forward a number of strategic issues across Government including – designing policies around the needs and priorities of young people; prevention; co-ordination and leadership and continually improving services. Several high profile child protection cases have also brought about calls for changes to the law and the way in which services are organised. A new Minister for Children has been appointed and legislation is expected, imminently, to introduce new working practices and structures.

5.6 In response to the Government's drive to improve services and standards, the County Council has established a Children and Young People's Strategic Partnership (CYPSP) to provide direction, improve

co-ordination, delivery and monitoring of services in the County. The CYPSP has agreed to align its areas of work with those outlined by the Government's Children and Young People's Unit – health and well-being; achievement and enjoyment; participation and citizenship; protection; responsibility and inclusion. Work is under way to establish appropriate indicators by which to measure progress.

The partnership will also take an overview of the work of the Children and Young People's Locality Groups which have been set up in each District in the County and is considering an approach to each Local Strategic Partnership to assess how they add value to existing work with children and young people.

- 5.7 Issues concerning children and young people feature in a growing number of strategies and plans e.g. the Local Plan; Community Safety; Parks and Open Spaces; Sports Development; Homelessness etc. Organisations at all levels, from the Children's Play Council to small voluntary groups are developing, and being encouraged to develop, performance indicators and an evidence based approach to their work. All of this activity will help to develop mechanisms with which to measure progress towards the achievement of beneficial outcomes for the children and young people involved. However, there is also a pressing need to ensure that those for whom services are intended are engaged in shaping and reviewing provision.

6. Setting Direction

- 6.1 As section five illustrates, work with and for children and young people is undergoing a period of rapid change with efforts being made to focus outcomes on the most critical issues and to join-up services in order to maximise the benefits for those in most need. It is, therefore, a complex and challenging environment in which to plan and implement services.
- 6.2 During the Best Value Review of Community Development, staff working with children and young people developed a draft strategy and consultation process to test future options for services. The draft strategy was designed to ensure that there was a clear contribution to Community Development outcomes, the Medium Term Objectives and to the emerging partnership agenda. A Children and Young people's version of the strategy was designed in the form of a series of photo-boards, by a group of young people, and was used in schools and youth provision to consult 224 children and young people aged 9-15. The consultation process involved both partners and children and young people. A copy of the consultation paper can be found in appendix 2 The key findings were:

Consultation on a Draft Strategy - Findings

Comments from children and young people:

- 96% of children and young people felt the strategy was appropriate.
- For older children and young people, having good experiences and the opportunity to work through problems was important.
- Younger children felt that it was important to help everyone get involved – removing barriers.
- Nearly all felt the most important things to be – helping to create a nice place to live and being listened to.

From Partners:

- Most respondents felt that the strategy was clear and complemented their work.
- The strategy should ensure that the role of the voluntary sector is acknowledged and valued.
- There needs to be clear links to the Council's Medium Term Objectives.
- The contribution of the service to community safety activities needs to be given a high priority.
- Is there enough emphasis on social exclusion.
- Defining your core business makes sense.
- 5-13 should definitely be the Council's specialist area.
- A website linked to the Council's main one would be useful.
- Welcome the focus on community safety.
- Beware of overstating outcomes and creating unrealistic expectations.
- Promote the rights of children and the value of play.

6.3 Taking account of the opportunities and challenges set out previously and the outcomes of the consultation, it is proposed that Community Development's strategy for work with children and young people should be based on the following values and principles:

- The Council's endorsement of the UN Charter on the Rights of the Child.
- Activities which help to build, healthy and thriving communities in which children and young people are actively involved.
- Children and Young People have the right to have their voices heard.
- Everyone has the right to opportunities which help them fulfil their potential.
- All children and young people have the right to live, play and socialise safely.
- We should work towards lifting the barriers that prevent people from participating in decisions that affect them.
- Positive experiences, early in life can help prevent problems later.
- Using creative and innovative methods ensures that a diverse range of children and young people have opportunities to participate.
- We should be enablers as well as providers.

- We should play an active part in developing better services through partnerships.
- There should be a clear focus to our work complementing other services and maximising the benefit of the Council's investment in work with children and young people.
- We should build on our strengths.

6.4 The first part of the Best Value Review demonstrated that the service's knowledge, skills and experience were to be found in play work with 5-12 year olds; youth participation; youth development, particularly, in work targeting disadvantaged groups and communities; supporting community activity through grant aid and providing access to community facilities for pre-school children and families. It would seem appropriate, therefore, that these activities form the "strengths" upon which to build a new and refocused Children and Young People's Strategy. They also provide a set of core activities which need to be structured and delivered in a way which avoids duplication with, and complements the development of, Government sponsored programmes such as the Connexions Service and Sure Start.

7. A Revised Strategy

7.1 A revised strategy for work with children and young people could therefore be based on a vision which aims:

To provide or enable the provision of a range of social, play and developmental opportunities which will enhance the skills and self esteem of children and young people. In building their confidence and capacity to be heard, the service aims to help them reach their full potential as active citizens involved in developing a healthy and thriving community, now and in the future.

7.2 The outcomes which the strategy would seek to achieve would be:

- More **liveable** communities through enhancing access to positive social, play and developmental experiences in children and young people's neighbourhoods, particularly where there is disadvantage and a lack of access to opportunities.

We would do this through e.g. open access play opportunities, predominantly for 5-13 year olds delivered in parks, open spaces and community facilities; the Dec, youth bus; drop-in activities at the Newton Q; the Thunderbirds detached team and diversionary work in response to anti-social behaviour.

- More **inclusive** communities by working to reduce disadvantage and by lifting the barriers which may prevent children and young people achieving their full potential.

We would do this through e.g. investing in partnerships to help achieve change; delivering targeted work through holiday programmes and residential experiences for 8-16 year olds who may be struggling; detached work; self esteem work with groups and individuals who feel socially isolated.

- More **sustainable** communities by building the capacity of children and young people to have their voices heard in decisions which affect them and to become active in shaping services they receive.

We would do this through e.g. encouraging all children and young people to participate in making decisions within their communities, and be active in planning services; working with other services to help them involve children and young people; by investing in partnerships and the voluntary sector; work with those who are marginalized in order to tackle the barriers to active participation; investing in innovative approaches helping children and young people to express themselves and their needs.

7.3 The strategic objectives for the service would be:

Ref	Objective
CYP 1	To provide or enable the provision of year-round play and youth facilities and activities in neighbourhoods, predominantly for 5-13 year olds.
CYP 2	To promote and support the involvement of children and young people in the work of Area Committees.
CYP 3	To develop and implement projects in response to problems arising from anti-social behaviour involving children and young people.
CYP 4	To undertake work with children and young people who feel marginalized and socially excluded.
CYP 5	To promote community cohesion and an understanding of the needs of children and young people.
CYP 6	To promote and develop opportunities for children and young people, up to 19 years of age, to participate in making decisions which affect them and their communities.
CYP 7	To provide support for voluntary organisations working with children and young people through grant aid and advice.
CYP 8	To lead, participate in and support partnerships providing advocacy and services for and with children and young people.

7.4 To implement these objectives, activities would be organised in four inter-related areas of activity:

- Children and Young People’s Participation – Activities promoting the involvement of children and young people, of up to 19 years, in decisions which affect them.
- Neighbourhood Services – Providing, procuring and grant aiding neighbourhood activities for children and young people, aged 5-13 years of age which promote participation and contribute to the achievement of Community Development outcomes and the Medium Term Objectives.

- Partnership Projects and Development – Leading and supporting the development of partnerships improving services for children and young people, in the city – this could involve jointly funded and delivered work.
- Special Projects – Specialist or targeted work with children and young people which the service has the knowledge, skills and capacity to deliver but which would require additional, almost certainly, external, resources.

7.5 A diagram showing the inter-relationship of these activities and providing examples of the types of work, in each area, is set out below. The diagram shows that the involvement of children and young people in decision making is central to the service's work. The inner ring reflects activities supporting participation and a contribution to Medium Term Objectives delivered mostly at neighbourhood level, while the ellipses indicate areas where we would be seeking to add value to our work, through partnerships. The outer ring represents specialist activities which the service has the capacity to deliver but which would require additional resources. Overall, the diagram illustrates the view that children and young people should be at the heart of community life and a commitment to helping those on the margins to become more engaged and involved.

8. Resources and Organisation

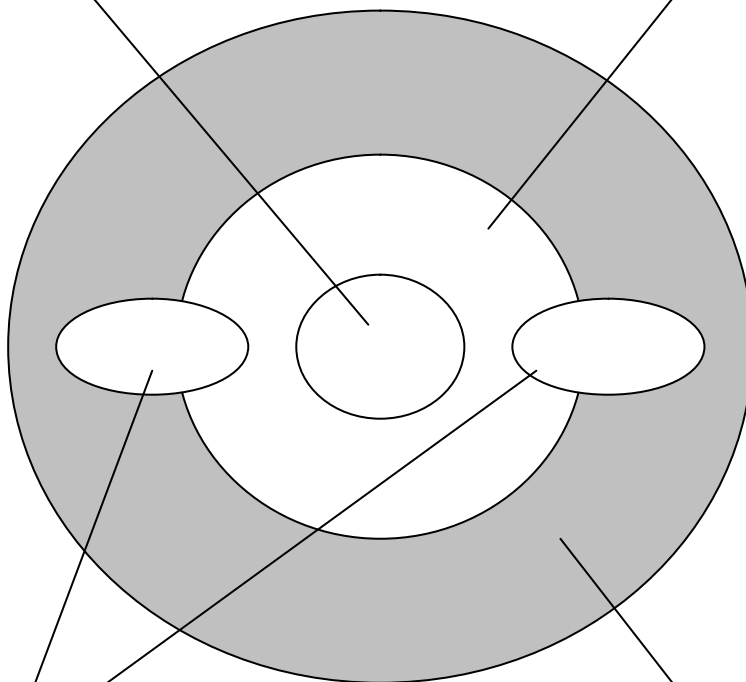
- 8.1 Financial targets for Community Development were established during the Best Value Review. In essence, Community Development budgets will be held at the 2003/04 level until 2008 (subject to the overall financial position of the Council). This will have an impact on expenditure on services for children and young people requiring the establishment of clear priorities, flexibility on funding and the management of services and a more entrepreneurial approach to seeking other sources of support.
- 8.2 It is also proposed that a new structure for services for children and young people is introduced by March 2004. The new structure would bring together all relevant activities creating a more coherent framework for planning, delivering and reviewing services. It would also provide a closer alignment with other partners' services and the emerging national agenda. An additional aim of the restructuring would be to reduce management and administrative costs by an estimated £15000.
- 8.3 Given the nature and priorities for services for children and young people there is limited capacity to raise income through increasing charges for service
- 8.4 In order to ensure that resources are invested in activities contributing to service priorities it is also proposed that, from 2004/05, available budgets are allocated as follows:

- Children and Youth Participation and Neighbourhood Services – 70%
- Partnership Projects and Development – 30%
- Special Projects – External funding required.

**CAMBRIDGE CITY COUNCIL
STRATEGY FOR WORK WITH CHILDREN AND YOUNG PEOPLE
2004 – 2008**

- Children and Youth Participation:**
- Young Consultants
 - Young People's Action Groups
 - Hear by Right
 - UK Youth Parliament
 - Youth Conferences
 - Area Committees

- Neighbourhood Services:**
- Reccy Rangers
 - Playdaze
 - Neighbourhood Play projects
 - Thunderbirds Detached Team
 - Newton Q
 - The Dec



- Partnership Projects and Development:**
- The Dec
 - Targeted Detached Team Work
 - Energise
 - Equalities Work
 - Scrap Store
 - Children and Young People's Locality Group

- Special Projects:**
- YETI
 - Splash (Diversionsary holiday activities)
 - Heydaze
 - Summer Residentials

KEY:

What we will deliver if we can secure partnership funding

Our Core Business

9. Conclusion

- 9.1 This review is taking place at a time of unprecedented change in services for children and young people. New structures, services and relationships are being developed rapidly – almost on a daily basis. There is also a renewed determination to ensure that children, young people and their carers are engaged in the process of change and the ongoing development and review of services. The City Council has invested resources and maintained a commitment to innovation in meeting the needs of children and young people and in involving them in its work and decision making; an approach which is valued by users, partners and the wider community. The proposed strategy seeks to build on the many positives aspects of this work while taking account of the challenges and pressures arising from diminishing resources and a rapidly changing environment. Further improvements to services will need flexible thinking, management and organisation – and, perhaps most importantly, a willingness to take risks.

10. Recommendations

- a) **To approve the revised strategy for Community Development’s work with Children and Young People as set out in section 7 of the report.**
- b) **To approve the Children and Young People’s Service Action Plan**

Appendices

- 1) Action Plans
- 2) Consultation paper
- 3) Glossary

Appendix One:

CHILDREN AND YOUNG PEOPLE'S STRATEGY 2004 – 2008

Key – CYP – Children and Young People (Service Objective)

KPI - Key Performance Indicator

MTO - Medium Term Objective

2004 - 08							
OUTCOME – More Liveable Communities							
KPI – Children and young people enjoy stimulating, safe play and youth activities in their neighbourhoods, especially where there is evidence of disadvantage and a lack of access to facilities, and are involved in decisions about service provision.							
Objective	Ref	MTO	Action	Target	Resources	Lead	Comment / Progress
To provide or enable the provision of year-round play and youth activities and facilities for 5-13 year olds	CYP 1	Healthy and Thriving Communities	600 Reccy Ranger sessions organized on 15 open spaces p.a.	Average take up - 25 sessions p.a.	Base budget	Paula Bishop/ Sally Roden	Aim to increase take up by 25% over 4 years.
			336 Dec Youth Bus sessions provided in 7 wards.	6000 visits made p.a.	Base budget	Janet Parish	Capital allocation from 106 funds required to refurbish bus by 2005.

			Introduction of city centre Dec sessions.	Sept 2004	Subject to partnership funding.	Janet Parish	
			150 sessions p.a. provided at Newton Cucumber	3600 visits made p. a.	Base budget – partnership funding will also be explored.	Janet Parish	10% increase in take up to be achieved by 2008 mainly through expansion of day time usage.
			Provision of summer holiday play and youth work programme	50 events/activities p.a. for 5-13 year olds	Base budget + partnership and external funding	Janet Parish/Paula Bishop/Sally Roden	Includes diversionary activities for vulnerable children and young people
			Programme of play and youth activities organised at East Chesterton Youth and Community Centre	Programme in place by Feb 2005	Base budget – partnership funding being explored	Sally Roden/Janet Parish	Outreach work being undertaken to establish programme

<p>To involve children and young people in the work of Area Committees.</p> <p>To make contact with and provide diversionary activities for young people who are involved in anti-social behaviour or at risk of becoming involved in crime.</p>	CYP 2	Better Services and Healthy and Thriving Communities	Annual participation programme established.	April 2004	Base budget	Lisa Pollitt/Liz Mantle	Will require flexible approach and variety of methods.
	CYP 3	Strong Economy and Attractive Environment	Thunderbirds detached youth work team operating in "hot spots" in response to incidents of anti-social behaviour etc.	50 sessions p.a.	Base budget funds one team. A second will be provided subject to external funding	Janet Parish	Sustained project work subject to external funding. Reccy Rangers and other youth workers are also involved in diversionary work.
			Anti graffiti education and diversionary projects delivered	2 p.a.		Base budget and external	Bridget Barclay Munro

			Programme of holiday diversionary activities organised for children and young people referred by to programme by the Police, Social Service and schools	50 children and young people involved over summer period	funding. External funding	Janet Parish/ Liz Mantle	Funding may be available until 2005
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2004 - 08							
OUTCOME – More Inclusive Communities							
KPI – Barriers that prevent children and young people reaching their potential and enjoying and participating in community life are removed.							
Objective	Ref	MTO	Action	Target	Resources	Lead	Comment / Progress
To undertake work with children and young people who feel marginalized and socially excluded.	CYP 4	Better Services and Healthy and Thriving Communities	Provision of multi-cultural activities at 2 Youth development and Participation events p.a.	Numbers of young people accessing youth development and participation	Base budget	Lisa Pollitt/ Janet Parish	Party on the Piece now includes a

			<p>Youth Development and Participation action plan and targets for equalities Work established by May 04 following focus groups with young people with disabilities and from BME communities.</p> <p>Production of 2 Youth Participation newsletters and other publications specifically reflecting issues of interest to young people with disabilities and from BME communities.</p> <p>“Heydaze” support programme for children with behavioural problems implemented.</p> <p>Promote physical activities for and with young people in neighbourhoods lacking opportunities and provision.</p>	<p>activities increases by 1% p.a. and reflects the profile for specific age groups and the population profile in specific wards by 2008.</p> <p>Up to 20 children, referred by schools and Social Services, involved in 2 summer camps and monthly group sessions.</p> <p>30 sessions p.a.</p>	<p>External funding – management costs currently met by base budget</p> <p>Joint initiative with Sports Development Service</p>	<p>Liz Mantle</p> <p>Janet Parish/Debbie Kaye.</p>	<p>multi-cultural element in the programme .</p> <p>Considering use of website</p> <p>Aim to cover all cost externally within two years</p>
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To promote community cohesion and improved understanding of the needs of children and young people.	CYP 5	Healthy and Thriving Communities and a Strong Economy and Attractive Environment	Provide support for young parents	1 session per week	Joint initiative with Romsey Mill	Janet Parish/ Chris Rose	Includes EU funding
			Improving access to health services for Bangladeshi families.	Programmes established in East Chesterton and Arbury	Joint initiative with Primary Care Trust	Louise Watts	Project funding available for one year – project being evaluated to learn lessons for mainstream services.
			Organisation of community event (or part of one) in key neighbourhoods in which young people have a leading role.	4 events p.a.	Base budget	Sally Roden/ Paula Bishop/ Lisa Pollitt/ Jo Mathieson	
			Use positive images of children and young people in service publicity.	Inclusion in all relevant publications/ community newsletters/ local media'	Base budget	All	Youth participation presenting positive image of young people

			Extend use of Youth Development and Participation web site and explore establishment of children's site.	Feasibility study on children's site completed by June 2004	Base budget	Liz Mantle/ Louise Appleton/ Miranda Bailey	through activities e.g. conferences.
			Working with young offenders on their needs and developing participation projects.	2004	Partnership funding	Lisa Pollitt/ Janet Parish	

2004- 08							
OUTCOME – More sustainable Communities							
KPI – Children and young people are involved in making decisions in their communities and the organisations supporting them are able to sustain their activities.							
Objective	Ref	MTO	Action	Target	Resources	Lead	Comment

To promote and develop opportunities for children and young people to participate in making decisions that affect them and their communities.	CYP 6	Better Services and Healthy and Thriving Communities	Sustain youth participation programmes - the city-wide action group, neighbourhood action groups and participation projects; the young consultants group, website and youth conferences.	Consultations completed, as required, in response to issues raised by young people and agencies seeking their views.	Base budget	Lisa Pollitt	/
			Implement actions arising from the "Hear by Right" Pilot Project	<p>Charter of Shared Values agreed by key partners by April 2004</p> <p>A young Consultants Guide for Departments produced by June 2004</p> <p>Support provided for members of the UK Youth Parliament</p> <p>Improved links with</p>	Base budget	Lisa Pollitt	Partnership funding being made available to support e.g. conferences - freeing up resources for new developments.

To provide grant aid, support and advice for voluntary organisations.	CYP 7	Healthy and Thriving Communities and Better Services.	Appoint Youth Participation Outreach Workers to provide a more flexible response to neighbourhood and city-wide issues.	schools More responsive service for young people and agencies wishing to consult and involve them.	Base budget – potential for external and partnership funding	Lisa Pollitt	
			Develop new opportunities for children’s participation in decision making linked, in particular, to Area Committees	Children have direct access to Area Committees.	Base budget	Liz Mantle/ Louise Appleton/ Miranda Bailley	
			Training provided for staff, other officers and councillors seeking to involve children and young people in their “business.”	2 courses p.a.	Base budget	Paula Bishop/ Liz Mantle/ Lisa Pollitt	
			Children and young people identified as a priority group in the revised Grants Strategy.	July 2003 Grants for children and youth activities available centrally and	Base budget	Chris Freeman	

To develop services through partnerships	CYP 8	Healthy and Thriving Communities and Better Services	Children and Youth Services stakeholder workshop organised to help councillors identify priorities for grant aid from 2005/06 onwards.	from Area Committees from 2004	Base budget	Chris Freeman	Potential to link priorities to other funding bodies			
			Lead the development of a Children and Young People's Locality Group promoting the strategic planning and delivery of services for children and young people in the city.	By may 2004			Group established and functioning independently by April 2004.	Base budget	Ken Hay	This group will link to the County Children and Young People's Strategic Partnership
			Participation in a range of partnerships including Community Safety; Sure Start; the Care and Education Partnership; the Primary Care Trust; Connexions and in Children's Fund activities	Improved performance across a range of services and more effective planning and evaluation			Base budget			

			Develop training for children and young people to assist them to take an active part in decision making	Programme in place April 2004	Base budget + potential for external funding	Lisa Pollitt/ Paula Bishop/ Janet Parish	
			Review the Scrapstore business plan	October 2004	Base budget	Miranda Bailey	

Annual Statement 2011-2012

Our vision

The Council has a clear vision for the future of our city, a vision which we share with Cambridge citizens and with partner organisations.

Cambridge – where people matter

- A city which is diverse and tolerant, values activities which bring people together and where everyone feels they have a stake in the community
- A city whose citizens feel they can influence public decision making and are equally keen to pursue individual and community initiatives
- A city where people behave with consideration for others and where harm and nuisance are confronted wherever possible without constraining the lives of all

Cambridge – a good place to live, learn and work

- A city which recognises and meets needs for housing of all kinds – close to jobs and neighbourhood facilities
- A city which draws inspiration from its iconic historic centre and achieves a sense of place in all of its parts with generous urban open spaces and well- designed buildings
- A city with a thriving knowledge-based economy that benefits the whole community and builds on its reputation as a global hub of ideas and learning
- A city where getting around is primarily by public transport, bike and on foot

Cambridge – caring for the planet

- A city in the forefront of low carbon living and minimising its impact on the environment from waste and pollution

Working towards this vision

1. Investing in Cambridge

For the first time this year we have expressed our 2011/12 strategy and programmes in seven portfolio plans. These plans are a clear expression of our strategic priorities and set out the steps we are taking this year towards meeting our vision.

They also express how we are investing in the future of Cambridge. We have put together a programme of investment across the city so that we can continue to build its future.

These new programmes include:

- celebrating the 2012 Olympics in Cambridge
- investing in new community facilities
- funding Citizens Advice Bureau (CAB) touchscreens
- providing more weekend cover by city rangers
- planting trees
- installing new play equipment
- refurbishing Silver Street toilets
- giving Parkside Pool new changing rooms
- investing in the crematorium
- improving the market
- expanding our car club
- extending recycling to include house-to-house battery collection
- cutting our carbon footprint
- investing in photovoltaic panels
- building council housing for older people
- growing new neighbourhoods

2. Changing the way we work

Working to save money

In Cambridge we started a programme of corporate restructure and a programme of savings reviews in 2009. As a result, we were able to find £2m of savings in this financial year.

We now have £3.6m of savings to find over the period 2012 to 2015 and we have already started to identify where we can work purposefully towards this goal, in preparation for our next round of financial planning.

Our priority is to protect our services and in particular we will prioritise services for vulnerable people, protect every day services we all use, and make sure we do well what we have only one chance to get right.

Transforming how we work

To achieve the above, on fewer resources than we have previously had, we need to transform how we work.

We will review our services to ensure that they are designed with our customers' wishes and needs in mind and also offer value for money. The establishment of the Customer Service Centre and the Homelink service are excellent examples of this.

Each service in the council must search for new ways of doing things, alone or with partners, and look for more ways in which money can be saved and resources can be released. We achieved this with our joint working with other authorities on new neighbourhoods and are actively exploring the potential to make better use of council property with our public sector partners.

We must be increasingly innovative and flexible so we can maximise the value for money which we offer and remove unnecessary bureaucracy. For example, we restructured the independent living service so we could compete competitively for Supporting People contracts.

We will improve what we do by learning from our own and others' experiences. For example, we are restructuring Streets and Open Spaces to create a project delivery team dedicated to bringing forward environmental projects more quickly.

We will continue to explore a variety of models for each service including sharing services with other councils, such as our recently established internal audit shared service and the new Home Aid arrangements. We will continue to decide on a case-by-case basis whether services are best offered in-house or by others, as we did with preventative maintenance services.

We need to be one council. We need increasingly to integrate our work as a council and ensure that all services are working together towards our common goals in a common culture. Good examples of this include staff working across services on local community safety issues and individual heads of service taking lead roles for each area committee.

Working closer to residents, and closely with partners

We are developing a code for consultation and community engagement for all the council to improve the way in which we learn from users of our services and the expertise that exists in Cambridge.

We are working on more effective engagement with residents and partners at a neighbourhood level, building on the work of the area committees. The North Area Committee pilot is spearheading new community planning and involvement, and across the city more decisions will be devolved to area committees so that they are made with enhanced resident and ward councillor input.

We are seeking to maximise partner engagement with area committees to make them more meaningful to our communities and to deliver an integrated approach to the problems of local communities, and we will play our part in new strategic joint working such as the Local Enterprise Partnership and strategic planning.

3. Translating our values into action

Openness and transparency – in the interests of public scrutiny and engagement, we will work further towards opening up how the council and its partners work. We will publish data, such as developer contributions, and encourage our partners such as the LEP to work openly.

Environment – we will continue to place care for the environment at the heart of every operation in the council, resourced through the Climate Change Fund, and will work towards low carbon living and working in the city.

Equalities – we will continue to find new ways in which we can identify and satisfy the needs of the more disadvantaged or minority members of our community and we will continue to promote a fair and equal culture within the council. We have continued to protect grants to community groups and provide extensive outreach work through our community development service.

Speaking up for Cambridge – we will speak up for what is right for this city at all levels of government, as we have done in challenging government lack of financial support on concessionary fares, and in advocating the case for a new station at Chesterton.

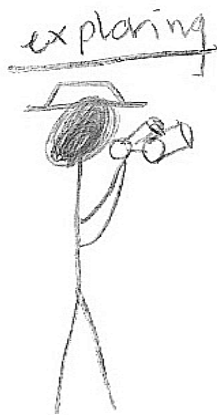
The council will find new and better ways to serve and work closely with our residents, for the benefit of Cambridge and its people.

PLAY ... It's Natural!

Cambridge City Neighbourhood Play Strategy For Children and Young People 2007 - 2012

Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child ... Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter ...

Best Play (2001)



'Exploring' by John (age 10) from Cherry Hinton

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Foreword

Cambridge is a unique, vibrant and rapidly growing city.

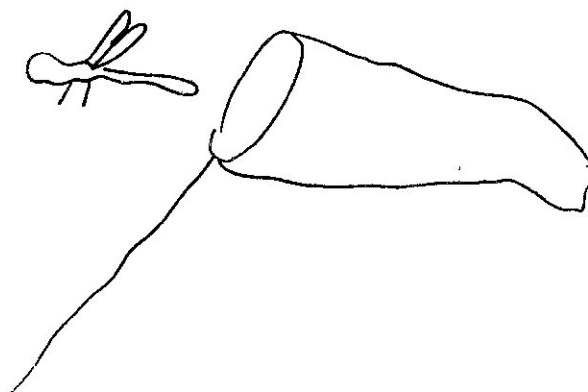
Play is highly beneficial, not just to children and young people, but to all our families and communities in Cambridge. Play is a vital component in a child's development, and Cambridge City Council along with our partners are committed to promoting an understanding of the importance of play. We are also committed to making good quality, sustainable and effective provision for play across the city for all children and young people.

This strategy will help underpin and embed a wider understanding of the value of play, and will demonstrate the value that we and the Cambridge Play Partnership believe we should attach to play.

Working towards increasing the quantity, and enhancing the quality of play opportunities for children and young people in Cambridge, are key aims for this strategy, as is the engagement of children and young people in helping to make this happen.

This strategy is an invitation for all those wishing to share in this valuable work and to help us in creating the right opportunities for current and future generations of local children.

Councillor Sheila Stuart - Executive Councillor for Community Development and Health
Councillor Ben Bradnack - Labour Spokesperson for Community Development and Health



'Catching butterflies' by Ashley Age 10 from Cherry Hinton

Introduction

Purpose and Scope

This Strategy focuses on the provision of free, accessible and exciting play experiences for children and young people aged 0 - 19 years in Cambridge City. It recognises that children and young people play in both formal and informal, supervised and unsupervised settings and play spaces and will make use of the resources and facilities available to them for play. It aims to highlight children and young people's own priorities for ***developing good quality, freely accessible, play opportunities*** near to where they live and to provide clear actions to enhance provision that meets the needs of children and young people across the city with particular reference to those that face the most barriers to play.

This Play Strategy recognises that play provision contributes to and impacts on a wide range of local and national agendas. To ensure that the recommendations and priorities of this Strategy can be taken forward at a broader strategic level a Play Partnership was formed in 2007 with representation from across City Council departments, Cambridgeshire County Council and the Voluntary Sector (see Appendix D). Members of the partnership also represent and champion play needs through their membership of other city and county forums and partnerships including the Cambridgeshire Children and Young People's Strategic Partnership.





This Strategy Aims to:

1. Influence how play provision develops in the city, focusing on innovative and exciting responses to local need
2. Highlight the importance of play in children's lives for their physical, social and emotional development
3. Complement and influence local and national strategies that relate to children's play and to the development of strong and vibrant communities
4. Be accessible to anybody that wants to read it particularly the very people it aims to serve - children and young people
5. Ensure that children and young people's voices are heard in the planning, design and development of play spaces and provision
6. Promote inclusive practice and ensure that all new projects are accessible to and meet the needs of children who are disadvantaged, disabled, or face barriers to good quality play
7. Promote play at a strategic level by identifying Children and Young People's Champions

The Case for Play

The Children's Play Council defines play in the following way:

"Play is an essential part of every child's life and vital to their development. It is the way children explore the world around them and develop and practise their motor skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child and freely chosen by the child. Children's play may or may not involve equipment or have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious".

Children, young people and adults all play! As we get older the words we use to describe our 'playing' may change and play needs do change as children grow older and become more independent. This strategy however recognises that regardless of age, play is **integral** to the processes of human development.

Through play, children and young people learn what cannot be taught. Good play experiences support healthy development, encouraging physical, emotional, cognitive, social, creative, psychological and imaginative growth. By playing, children and young people learn and develop as individuals, and as members of the community. Where there is adult support for play and 'being playful', children and young people feel more valued and respected.

Best Play's (2001) 'Best Play Objectives' encompass what play provision should do for children and young people and highlight the benefits that are experienced through play.

Objective 1: The provision extends the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it

Objective 2: The provision recognises the child's need to test boundaries and responds positively to that need

Objective 3: The provision manages the balance between the need to offer risk and the need to keep children and young people safe from harm

Objective 4: The provision maximises the range of play opportunities

Objective 5: The provision fosters independence and self-esteem

Objective 6: The provision fosters children's respect for others and offers opportunities for social interaction

Objective 7: The provision fosters the child's well-being, healthy growth and development, knowledge and understanding, creativity and capability to learn

Play is how children and young people learn to live in the world. It is well understood that play is crucial for the development of children and young people and accepted that councils should ensure the provision of quality play spaces. The council has a statutory duty, under the Children Act (2004), to provide provision for play and recreation as part of the five *Every Child Matters* outcomes, for all children and young people. Feedback from children and young people highlights how these outcomes relate to and have importance in their lives.



Five Key Outcomes	Feedback from Children and Young People
Being Healthy	<p>Play contributes to the healthy development of children on many levels; physical health and active lifestyles, develops resilience and self-esteem, promotes emotional well-being and can be therapeutic, encouraging positive mental health. Children and young people spoke about how they like to play and the importance of being active and what makes them happy:</p> <p><i>"I like playing outdoors and doing nature activities. Climbing rocks is fun and having swings and slides"</i></p> <p><i>"Playing with my friends makes me happy"</i></p> <p><i>"We like the opportunity to have something more exciting that stretches our imagination"</i></p>
Staying Safe	<p>Supervised play provision can encourage children to 'play out', encouraging community use of parks and open spaces. They spoke about fears about being bullied, 'stranger danger', traffic and that for some children, they don't get to play out much because of safety concerns:</p> <p><i>"I get quite scared when groups of chavs walk up to me in the road when I'm on my own"</i></p> <p><i>"If there weren't as many cars it would make it more of a community on the road. We could play outside the house with our friends and cycle without too much danger"</i></p> <p><i>"We have drugs people in our area but it would be nicer with out them selling, noisy neighbours, dogs barking all night, I can play in my back yard. I would like to feel safer in recs."</i></p> <p><i>"It's a good place to grow up because there's quite a few kids but not trouble makers, I love my street and feel very safe but sometimes boring!"</i></p>

<p>Enjoying and Achieving</p>	<p>Enjoyment is at the core of play, children choose what to do when they play and receive their own intrinsic rewards. They spoke about the importance of having fun and exciting things to do, and how they enjoyed playing:</p> <p><i>"We went on a river boat once, it was fun. I fell in and my feet got stuck in the clay. We laughed lots. It's fun when it's hot to run and jump in the river. I like the idea of having a boat where we could go and play."</i></p> <p><i>"I like climbing trees. It's fun and I have a great time"</i></p> <p><i>"I use my local park because it is a place where I can have fun and enjoy myself"</i></p> <p><i>"We just like having somewhere we can go and hang out and play games."</i></p> <p><i>"I would like to learn to do more things and make more friends"</i></p>
<p>Making a Positive Contribution</p>	<p>Good play provision allows children to be involved in decision-making and offers choice. Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community. They spoke about taking part in community events, responding to what's needed in their local area and showed empathy for others:</p> <p><i>"I'd make the community better by organising a fun day for the community and ask them how they want to change and then do the best we can to do what the community wants and needs"</i></p> <p><i>"Bring everyone together and make sure people have a nice time on a summer fun day on the park and try and raise money for children in need and for the chypps club by the community centre. And try to get more stuff that people can play with and enjoy like more colouring pens and paper and stuff like that."</i></p> <p><i>"I would spend half the money on street dance club and the rest on graffiti project to lower vandalism and other problems, and give young people something to do locally!"</i></p>

<p>Economic Well-Being</p>	<p>Play develops skills and interests in childhood that are transferable into adult life but many children are more concerned about what they have or don't have now and are vocal about the barriers that face them. Free and accessible play provision helps to reduce barriers to play. They spoke about concerns that leisure activities are expensive and not always close to where they live. Some feel excluded from clubs/activities because of lack of money.</p> <p><i>"We need cheaper things to do in the city centre"</i></p> <p><i>"I would give my whole family a once in a lifetime holiday and then £1000 to homeless children's charity, £1000 to cancer research, finally £1000 to animal welfare charity in my area!"</i></p>
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The right to play is also enshrined in the UN Convention on the Rights of the Child, which has been ratified by the British Government and was endorsed by Cambridge City Council in 1994.

Article 12

... To assure the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 31

... To recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

To play is not only a right for all children but an essential aspect of their development, culture and quality of life and their initiation into wider cultural and leisure experiences.

*'Play provision can be a space, some facilities or equipment or a set of activities intended to give children the opportunity to play. At its most successful, it offers children and young people as much choice, control and freedom as possible within reasonable boundaries'.
Getting Serious About Play (2004)*



Children and young people have a 'right to play' and the whole community can experience the benefits of good quality play provision. Occupied, happy, confident children and young people make positive contributions to their neighbourhoods.

'I like playing 40/40 in, tag, hide and seek with loads of friends. We have a den at Vinery Road, we made it with plastic and wood and it has a padlock on it. We just like having somewhere we can go and hang out and play games'.

'I like playing Frisbee outside. It's nice and safe playing in Cambridge. I like playing treasure trails and hunting games in the woods. I like building things in the park with materials like wood'.

'I like getting lots of sticks to use as weapons. I've got more than my brother! I like looking for the best ones and then taking them home. Sometimes I look for other things. A flat park with just grass is boring'.

'I like playing anywhere with water and mess!'

'We go splashing in puddles and looking for slugs and snails'.

The following 'Play Statements' have been drawn up as a response to recognising the importance and value of play for children and young people and the communities they live in, in Cambridge. These statements underpin this strategy and the vision for Play in Cambridge City that the Play Partnership will work towards achieving.

Our Play Statements

- A. We are committed to making sure that all children have access to rich, stimulating environments that offer challenge and provide opportunities to take 'acceptable' risks
- B. We understand that children and young people need opportunities to play on their own but, also very importantly with others
- C. We believe that children and young people enjoy a range of play opportunities but that the built environment is not always conducive to safe or accessible play. We will work alongside partner organisations to ensure that good quality play provision in new communities is prioritised
- D. We are committed to ensuring that environments, services and provision for play are fun, child friendly, welcoming and accessible to all children and young people
- E. We will provide good quality play opportunities that support and promote children and young people's health and well being
- F. We will continue to actively involve children and young people when developing all of our play opportunities and play spaces and engage with them other issues of local interest and importance that relate to their lives
- G. Play facilities for children and young people will comply with all legislative requirements and be 'safe enough'

Quality

Our vision for play in Cambridge needs to include reference to a commitment to quality. This covers quality issues in designated play areas and fixed play equipment management, recognising quality standards in supervised play provision (including workforce development) and ensuring that children and young people have access to a range of different play experiences.

Play areas with fixed play equipment have appropriate management systems in place to ensure that that facilities are maintained in good order and that damage is repaired promptly.

Responsibility for workforce development lies with the County Council and their Workforce Development Strategy '*Better Together*' applies to all sectors that provide services for children and young people, including Play work. Cambridge City Council staff working with children and young people in play and youth work settings have access to County training opportunities as well as Community Development's internal training plan.

The Community Development training programme aims to respond to identified staff need and the changing nature of work that is delivered, covering practical aspects of facility based provision (including 'The Dec' mobile youth and play provision, Participation projects, creative media, sports, arts and crafts ideas) and training in relevant theory to support a greater understanding of good practice in working with children and young people (e.g. issue based work, Play and Child Development, Health and Safety and Risk Management, Child Protection). This training programme is also offered to staff in other departments, volunteers and voluntary organisations in the City to support their work with children and young people.

Quality in provision will be judged on the degree to which children and young people are provided with opportunities to directly experience a wide range of play including:

- Free movement - including running, jumping, climbing, rolling, balancing
- Use of the natural elements - playing safely with earth, air, fire and water
- Being challenged, in relation to the physical environment - testing limits and capabilities, in social context and in private
- Experiencing a wide range of emotions - a sense of pain/pleasure, power/powerless, in/out of control

- Stimulation of the five senses
- Using fabricated and natural materials - tools, den building, art materials, making things
- Play with identity - dress-up and performing, role-play
- Social interacting - free interaction with individuals and groups of different gender, ages, ethnicity and culture
- Experience changes within both the natural and built environment - the seasons, transforming environments and involvement in building/demolishing



*'...it is important to recognise the diversity, complexity and richness of children's play. Recognising this level of variety and complexity is helpful when planning for play as it helps us think beyond play equipment and kick-around pitches'.
Planning for Play (2005)*

Inclusion

'Inclusion is the process of conceiving, designing, planning and maintaining of all parts of the physical and cultural community to cater for the widest spectrum of ability and need.'

'Let's Play Together: Play And Inclusion'. Barnardo's, October 2005

This Strategy aims to address *any* disabling barriers to play and take a proactive approach to inclusion that seeks to understand the needs of children who might be excluded, and actively address them. The Play Partnership will play a key role in addressing these needs through their links with specialist teams or voluntary groups working directly with children and families facing these barriers (e.g. Traveller and Gypsy children, Looked After Children, BME groups, Disability Teams, Young Carers, Specialist Health teams).

It is recognised that play can be particularly important at times of stress, change or transition in a child's life (e.g. family break-up, bereavement, changing schools, illness, traumatic events) but these may be the times when children feel most unable to access provision unless given extra support or encouragement to do so.

Inclusion is about valuing diversity and there is no single model of what inclusive provision should look like. Designers of play spaces and adults working with children at play have an obligation to ensure that play opportunities meet differing needs.



Risk and Challenge

This Strategy adopts the Play Safety Forum's Position Statement on Managing Risk in Play Provision (2002):

'Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury'

Work between Council departments to look at play space design and involving children and young people better in the planning of new or refurbished play areas have meant a clearer shared understanding of the importance of providing challenging and adventurous play environments.



'I am convinced that standardised play equipment is dangerous. When the distance between all the rungs on the climbing net or the ladder is exactly the same, the child has no need to concentrate on where he puts his feet. This lesson cannot be carried over into all the knobbly and asymmetrical forms with which one is confronted throughout life'

Helle Nebelong, Danish landscape architect quoted in 'Growing Adventure - Final report to the Forestry Commission' by Tim Gill (March 2006)

National and Regional Context

The following table outlines the strategic development of play in a national and regional context and how this links to the local picture:

National Context	How it links
<u>Best Play - What play provision should do for children (2000)</u>	'Best Play' sets out seven play objectives, which focus on the benefits that children gain from their play and the role of public provision in creating spaces and services that allow those benefits to be achieved. It looks at play provision in terms of 'outcomes' and from the point of view of children's needs and wishes in relation to their play.
<u>Getting Serious About Play - A Review of Children's Play (2002)</u>	The report sets out how best to invest the £200 million from the New Opportunities Fund, pledged in June 2001, for improving children's play opportunities. This national review of play cited The Cambridge City Council 'Reccy Ranger' project as an example of good practice in the delivery of free, open access community play projects.
<u>Every Child Matters (2003/2004) and The Children's Act (2004)</u>	The new Children Act (2004) provides the legal framework for the programme of reform outlined in 'Every Child Matters', setting out a framework of services that cover children and young people from 0-19.
<u>A Child's Place - Why Environment Matters to Children (2004) Green Alliance/Demos</u>	Recommends that greater consideration is given to children's needs when making decisions about the design of public space and also recommends that the link between children's well being and the environment is embedded in national policy.
<u>Big Lottery Fund - Children's Play Initiative 2005</u>	The Big Lottery Fund's Children's Play initiative is a £155 million programme. As part of this, BIG has awarded a grant of £15 million to the Children's Play Council to deliver the Play England project. The project offers support and advice to local authorities and agencies to help them develop play strategies and access grants from BIG's £124 million Children's Play programme.
<u>Cleaner, Safer, Greener (2002)</u>	Policy document promotes walking, cycling and active children's play and improved access for children and young people to public space. National planning guidance requirement for local authorities to assess current provision of open space and play facilities

	(PPG17).
<u>PlayDay 2006 survey - Play England</u>	80% of children in the UK said that they prefer to play outside although they don't all get the chance. Most of them said they would rather be playing out with friends, building dens and getting muddy rather than playing computer games on their own.
<u>Play, Naturally - A review of Children's Natural Play (2006)</u>	The report, by Stuart Lester and Martin Maudsley of Playwork Partnerships, looks at the benefits of play on children's health and well-being, and outlines what we should be doing to compensate for the loss of natural play space in recent years.
<u>Growing Adventure - Final Report to the Forestry Commission England (2006)</u>	This report sets out the activities, lessons, recommendations and outputs of Growing Adventure, a year-long project that aimed to develop the Forestry Commission's activity around children and young people's play and leisure.
<u>Extended Schools</u>	'Choice for parents, the best start for children; making it happen' commits to extended services in every school, including special schools, by 2010. Schools can work with local providers, agencies and other schools to provide access to what the Government calls a "core offer" of support consisting of: high quality childcare, varied menu of activities, parenting support, easy referral routes and wider community access to school facilities. Free play and informal recreation can make an important contribution to this core offer.
<u>Choosing Health (2004) and Choosing Activity: A Physical Activity Action Plan (2005)</u>	This action plan summarises how the commitments on physical activity presented in the public health white paper Choosing Health: Making Healthier Choices Easier will be delivered. It recognises the role active play has in promoting good physical health. Complements play agenda: <i>"... that all children and young people have access to a wide range of fun and challenging opportunities both in school, their local community and the countryside, with work in place to tackle the barriers that we know block participation, for example, lack of means of safe travel, lack of facilities, cost, busy traffic, threat of crime and neglect of local play areas" (p14).</i>

Regional Context	
<u>Time and Space to Play (2005)</u>	Cambridgeshire play policy framework and strategy 0 - 19 City involvement in consultation and development as partner organisation.
<u>The Big Plan 2006 - 2009 (2006)</u>	The Children and Young People's Strategic Partnership engage via Cambridgeshire's Office of Children & Young People with 2300 children and young people 0 - 19 (plus 650 parents and carers) around priorities for children and young people in the County.
Local Context	
<u>Parks and Open Spaces Strategy (2003)</u>	Cambridge City Council Includes audit of play areas, parks and open spaces in Cambridge. Highlights priorities for development and recommendations around improvements to play areas.
<u>Community Development Best Value Fundamental Service Review (BVFSR) (2004)</u>	'A Strategy for Work with Children and Young People, 2004 - 2008' prioritises the Council's delivery of neighbourhood play and youth projects focusing on enabling or providing year-round play and youth provision, removing barriers, enhancing access to services, community cohesion and children and young people's involvement in decision-making.
<u>'ChYpPS' (2005)</u>	The City Council's Children's Team, Youth Development Service and Youth Participation Team are amalgamated and form ChYpPS, The Children and Young People's Participation Service to deliver aims highlighted in the BVFSR.
<u>Play and Youth Audit (2006)</u>	ChYpPS gaps analysis audit of play and youth provision citywide. Results fed into ChYpPS action plans for the 4 areas (North, South, East and West) of the city.
<u>Open Space and Recreation Strategy</u>	Cambridge City Council Sets out the City Council's standards for the provision of open space and recreation facilities in new developments, and the protection of existing open space and recreation facilities
<u>Parks for Cambridge People - draft (2007)</u>	Cambridge City Council Strategy that sets out the following objectives: -Retain, plan and develop a diverse range of parks, open spaces, children's play areas and allotments that will cater for the needs of all sections of the community -Contribute to the city's Community Safety strategy

	<p>by working with partners to achieve reductions in the levels of crime and anti-social behaviour and to reduce people's fear of crime</p> <ul style="list-style-type: none"> -Support and work with communities and local groups to protect and enhance existing parks and open spaces and to develop new facilities where appropriate -Ensure that parks, open spaces, children's play areas and allotments contribute positively to the health and well being of people throughout the city -Improve the quality of parks, open spaces, children's play areas and allotments in Cambridge
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The Cambridge Context

Cambridge City Council has a long history of providing play services. The focus has always been to ensure children have access to good quality play in venues and spaces close to where they live. A strong commitment to supporting neighbourhood play through the Council's Community Development Service has been important for the development of children's play in Cambridge. Play services are delivered through ChYpPS (the Children and Young People's Participation Service).

There is a strong voluntary sector within the city and several after school and holiday clubs, but there are no other organisations in the City that provide the range of universal, free, open-access activities and events for children and young people that Cambridge City Council offer. This is however only one part of a varied jigsaw of provision for 0-19's that includes under fives groups (a mix of voluntary sector and commercial settings and Sure Start), after school and holiday clubs (mostly run by commercial providers), sports and arts based clubs (voluntary, private and statutory organisations) and a youth sector (led by Cambridgeshire County Council mostly in partnership with the voluntary sector).

There are approximately 25,600 children and young people in Cambridge between the ages of 0 and 19 years. That accounts for just under a quarter of the City's population. Of that figure approximately 5400 are under 5 years, and 10,000 are aged 5 to 14 years. With the massive growth anticipated in and around the city over the coming decade these figures are set to rise. (12,500 new homes are promised, 6000 on the edge of the city and 6,500 within existing built up areas).

As Cambridge is one of the biggest areas for new growth in the South East we believe that a dedicated play strategy for Cambridge will serve as a useful tool in helping to influence the quantity and quality of play provision in new communities.

Cambridge has an image as a vibrant wealthy University City with lots of high-tech investment, expensive accommodation and world famous landmarks. This view does not take into account the smaller pockets of disadvantage within the city and the varied social and economic make-up of the different wards. Much of the voluntary sector activity for children and young people in the city focuses on the areas of highest deprivation in wards in the North and East of Cambridge.

In 1999 the Young Person's survey found that the big issues affecting them were traffic, lack of parking, lack of fun things to do, litter and pollution and crime and vandalism. In 2004 the same issues were raised in the Citizen's Survey and again in the Big Plan (2006 - 2009). The city and county councils are committed to making Cambridge a safer place for pedestrians and cyclists including all children and young people. A programme of measures to manage traffic and reduce congestion is being implemented and further plans consulted on. In addition planning policies supporting the expansion of the city are seeking to create communities that not only provide adequate dedicated open space and recreation facilities but also safe streets. The city council has the issue of climate change and environmental improvement at the top of our political agenda that will contribute to sustainable communities.

Specific consultation about Play and services for children and young people is detailed below. The main topics that came out from the consultation form the basis for the action plan that this Play Strategy aims to deliver in order to improve outcomes for children and young people in the city.



'People Playing in Trees' by Max Age 8 from Abbey

Community Engagement

Date	Consultation type, methods and key themes
2003	<p><u>Jesus Green Skateboard Park</u> Method: Children and young people throughout Cambridge were consulted about skate provision in the city, through questionnaires, and consultation sessions at parks citywide. Key Theme: Improving inclusive Access to Outdoor Play / Natural Play Children and young people evidence the need for a city centre skateboard park and councillors are persuaded to install a ramp with temporary planning permission.</p>
2003	<p><u>Youth Conference</u> Method: A conference run by and for young people from the city to discuss issues and to celebrate being young in Cambridge. Key theme: Anti-Bullying Promoting the Positive Image of Children and Young People Issues highlighted included bullying, racism, the media and the image of children and young people. Led to the '<u>SmallPrint Bullying Guide</u>' which was written and designed by young people and 5000 copies distributed citywide.</p>
2003	<p><u>'Having your say' - Parks visioning exercise as part of Parks and Open Spaces strategy</u> Methods: 94 children from 2 schools took part through group work and a guided survey, asking about where they play, use of parks, barriers and solutions. Key theme: Improving inclusive access to Outdoor Play / Natural Play 53% responded that they usually play in parks and play areas, with other open spaces also mentioned by 23% of the children. There are a large number of children (43%) who only or mainly play in their gardens and don't play out unless supervised by parents or older siblings. Barriers to playing out were largely due to safety fears (of strangers, bullies, other children) traffic, and state of the park (cleanliness, type of equipment). Solutions offered included more supervision/supervised activities, better equipment and 'more security'.</p>

2003	<p><u>'WinterDaze' play programme (Oct to April) launched following neighbourhood consultation work</u></p> <p>Throughout WinterDaze events and activities children and young people are asked their views and ideas to help plan forthcoming summer provision.</p> <p>Key theme: Inclusive Supervised / Organised Play Opportunities</p> <p>Access to play and informal sports sessions on parks, safety, requests for more indoors provision during winter months.</p>
June to August 2004	<p><u>Coleridge Road Recreation Ground</u></p> <p>Method: Lunchtime consultation sessions run in local Primary Schools and 2 community consultation sessions at the park. Around 480 children were given the opportunity to draw or describe their ideas for the park and a voting system was used with visual aids, e.g. photographs of the current park, pictures of example equipment pieces, to give their preferred choice.</p> <p>Key themes: Inclusive Supervised / Organised Play Opportunities Improving Access to Outdoor Play / Natural Play</p> <p>Children and young people chose 'bold, challenging pieces of equipment with lots to do and things to climb'. They also ask for park wardens or some sort of visible presence / community supervision.</p>
2005	<p><u>'PlayDaze' summer programme reviews</u></p> <p>Methods: Children and young people are asked during the summer about their experience of PlayDaze activities and what they would like to see happening in their neighbourhoods throughout the year.</p> <p>Key theme: Trips, Activities, Residential</p> <p>They want more things to do e.g. water play, horse riding, more exciting, risky type activities, more organised activities and opportunities to do their own thing too. Want access to activities without it costing so much and for us to provide more trips and low cost residential opportunities. They like going on boat trips and fishing.</p>
Sept - Nov 2005	<p><u>WinterDaze Consultation</u></p> <p>Method: A consultation exercise was run in 8 Primary Schools and 1 Secondary School to gather the children and young people's preference for service delivery that Winter.</p> <p>Key themes: Inclusive Supervised / Organised Play Opportunities Improving Access to Outdoor Play / Natural Play</p> <p>500 children and young people were consulted with, with 79% stated a preference for play or informal sports activities outside on their local rec rather than indoor clubs.</p>

<p>October 2005</p>	<p><u>Launch of Children and Young People's Participation Service (ChYpPS)</u> Method: Before ChYpPS's October launch at half-term 350 children and young people were involved in the design of the ChYpPS logo and uniform. Key Themes: Promoting the Positive Image of Children and Young People Trained Workforce Need for a recognisable uniform for all staff, safety on parks and recs, profile and image of children and young people.</p>
<p>October 2006</p>	<p><u>Consultation about 'what makes a good play/youth worker'</u> Method: The children and young people developed their own list of criteria for what makes 'good workers', which led to questions they wanted to ask the interviewees and a session they wanted to run as a practical way of seeing how the interviewees worked with children and young people. Key Theme: Trained Workforce Most highly regarded qualities for staff were 'being playful' and 'having good ideas for things we can do'.</p>
<p>October 2006</p>	<p><u>Histon Road Recreation Ground</u> Method: Consultation with 138 children and young people on proposals to refurbish the play area through interactive sessions on parks, detached work, work in schools Key theme: Improving inclusive access to Outdoor Play / Natural Play Value of large open space for running around, importance of the 'wild' spaces - natural areas used for den making and exploring, need for more challenging equipment, need for informal sports provision</p>
<p>Summer 2006</p>	<p><u>SummerDaze</u> Community Development's first integrated play and youth summer programme is launched with more focus on free, open access provision on parks and recs. Methods: During spring term 2006, 500 children and young people were asked their views on what they wanted to do in the summer holidays through contact with ChYpPS. This info fed directly into area teams' plans for summer provision. Key Themes: Inclusive Supervised / Organised Play Opportunities Trips. Activities. Residentials Value of free open-access provision, more trips out of the city (including residentials), popularity of informal sports coaching in some areas, more exciting things to do, need for more family play activities in city centre, want a new 'Dec' youth bus.</p>
<p>2006</p>	<p><u>The Big Plan Consultation</u> Methods: 470 children and young people across the County are consulted on</p>

	<p>plans to improve all services through 'Dream Dare Do' and a further 1,850 are involved in further consultation on the actions that are prioritised.</p> <p>Key Themes: Inclusive Supervised / Organised Play Opportunities Trained workforce Improving Access to Outdoor Play / Natural Play Anti-Bullying Promoting the Positive Image of Children and Young People</p>
<p>August - October 2006</p>	<p><u>ChYpPS citywide audit of play and youth provision</u></p> <p>This audit looked at what neighbourhood provision is available for families, children and young people and to ask what is actually needed. The resulting gaps analysis enabled area teams to write informed area action plans and to develop ChYpPS projects for the 07/08.</p> <p>Methods: Mix of desk based research, consultation with partner agencies and direct consultation work with children and young people through schools, ChYpPS projects and outreach work.</p> <p>Key Themes: Trips. Activities. Residentials Inclusive Supervised / Organised Play Opportunities Improving Access to Outdoor Play / Natural Play</p> <p>Many children and young people valued current provision for children and young people, especially where it's free and on their doorstep. Some parks are seen as great places to play but others lack appeal or are seen as unsafe. They enjoy a wide mix of sports, creative and organised play activities as well as valuing places to just hang out with friends.</p> <p>Barriers to play - safe access to provision (practicalities of getting there), fears about safety (real or perceived threats), timing or type of provision on offer, money, transport, lack or confidence or of parental support in accessing provision, lack of awareness of provision, inclusion issues (whether cultural, behavioural, disability), some parks being run down, boring or not having the 'right sort' of stuff on it.</p> <p>Solutions - walking buses, safe routes to play, improving the image of children and young people, more groups/clubs (i.e. girl's or boy's groups, groups where 'you can try new things with your friends'), free activities at different times, better/different advertising, prioritising play areas with less/poorer facilities for refurbishment, improving community involvement in parks, ensuring more opportunities for children and young people to influence design, planning and running of play provision.</p>
<p>Feb - April 2007</p>	<p><u>'Question of the Month' in the north of the city</u></p> <p>Method: 'Question of the Month' is a consultation project where children and young people are asked a question that relates to either a local or national issue/theme. Children and young people can reply through text, email, or</p>

	<p>filling out the flier and returning it to ChYpPS staff.</p> <p>Key Themes:</p> <p>Targeted group work</p> <p>Inclusive Supervised / Organised Play Opportunities</p> <p>In February, March and April there was 173 responses from children and young people in the North of the City. From the responses ChYpPS has developed projects to focus on the feedback from the 'Questions' e.g. directing issue-based work, informing detached work and developing completely new projects.</p>
June 2007	<p><u>The Future of Jesus Green</u></p> <p>Consultation with 45 children and young people on proposed developments to Jesus Green (City Centre Park)</p> <p>Methods: focus group</p> <p>Key themes</p> <p>Inclusive Supervised / Organised Play Opportunities</p> <p>Improving Access to Outdoor Play / Natural Play</p> <p>Children and young people want to see Jesus Green work in lots of ways, they want to keep the Skateboard park but like to see organised competitions and activities there. They also want more provision on the park for children and young people and to be able to access the river.</p>
July 2007	<p><u>New Dec consultation</u></p> <p>Methods: 90 Children and Young People are involved with designing the interior and exterior of the new DEC mobile play and youth bus</p> <p>Key themes:</p> <p>Inclusive Supervised / Organised Play Opportunities</p> <p>Promoting the Positive Image of Children and Young People</p>
Summer 2007	<p><u>Consultation projects for Ramsden Square Park, Thorpe Way Rec, Cherry Hinton Hall, Bramblefields Local Nature Reserve, Church End Park</u></p> <p>Methods: Using creative and interactive techniques for gaining feedback from 350 children, young people and local residents on the development of local parks and open spaces including play sessions on the parks, use of Dec, photography, detached work, 'Planning for Real' type activities, focus groups.</p> <p>Key theme:</p> <p>Improving Access to Outdoor Play / Natural Play</p> <p>Need for better facilities on parks (equipped play areas/informal sports/wheeled sports) but also better access to natural/informal play spaces where you can run around, play, enjoy the outdoors, do exciting activities. Importance of outdoor play experiences highlighted (e.g. playing in mud, climbing trees, water play, den building, spaces for 'having adventures').</p>
Summer 2007	<p><u>'Question of the Summer' citywide:</u></p> <p>Method: Question of the summer is: 'We want children and young people to have good play experiences - tell us about where you play and what you like to</p>

	<p>do'. Over 100 Children and young people and families responded to Q of the Summer at ChYpPS activities across the city over the summer and at community events. Almost all of the respondents refer to outdoor play, playing in trees, having adventures and having things to do. Families who came to SummerDaze events at Jesus Green were also invited to give some feedback on the idea of a play boat. This was given a big thumbs up - many families commented that they would love to be able to give their children the opportunity to use the river safely and that other mooring spots would also encourage families to come down to the river.</p> <p>Key themes: Improving Access to Outdoor Play / Natural Play Inclusive Supervised / Organised Play Opportunities</p>
<p>Summer 2007</p>	<p><u>Project ideas, future plans 2007/2008 (Appendix G)</u></p> <p>Key themes: Natural play / themed outdoor play / organised outdoor adventure play</p>

Key Themes from Consultation

1) Improving Access to Outdoor Play / Natural Play

Creating more opportunities to explore the natural environment, providing more challenging play spaces and promoting outdoor play.

'I like climbing trees, I like tunnels and dens.

A nice space to run around, making dens, tree houses, rope swings over water'.

2) Supervised / Organised Play Opportunities

Structured play provision (indoor or outdoor) or activities and events that are promoted locally to children and young people.

'Once we went on the Rosie on the river and it had loads of cushions and cool places to chill out. It had a nice area indoors and outdoors to sit in the summer. I think a Play studio on the river would be great. It could have arts and craft clubs on it and PS2s'.



3) Promoting the Positive Image of Children and Young People
Involving children and young people in decisions that affect them and supporting champions who will ensure that children and young people's issues are on the agenda.

'It's your life not theirs'.

4) Anti-Bullying

Raising awareness and giving children and young people resources and resilience to manage and challenge bullying in and out of school.

'Bullying can hurt on the inside as well as out'

5) Trips, Activities, Residential

Providing more opportunities to discover what's on offer locally as well as outside of the city and making new friends.

*'Eating marshmallows and sausages
on the campfire was the best thing ever'*

6) Trained Workforce

Staff who know what they are doing, enjoy working and playing with children and young people and who understand the importance of keeping themselves and everyone around them safe.

*'Listen to us when we tell you stuff and ask us
What would make us behave better? '*

7) Targeted group work

Providing opportunities for children and young people who may find open access provision daunting or who need more specialist support to enable them to become involved in community activities.

'Going to girls group is the best thing I do all week. We've just started planning our camping trip and I know it's going to be wicked'

Play Audit

The citywide audit of provision carried out in October 2006 looked at play and leisure provision, facilities and providers for children, young people and their families across the city. The findings indicated that there is a good range of care provision for children, particularly for under 5s and for families, that there are a lot of outdoor play spaces many with fixed play provision and that particularly around the city centre there are some good commercial providers of sports and arts based activities. It also however highlighted that most of the 'play' provision is delivered by ChYpPS/City Council and that there are no other 'like' providers in the City. The voluntary sector provision is either very specialist and targeted at particular children and young people e.g. Romsey Mill or more likely to provide information and advice than specific activities e.g. Centre33.

Activity/ Provision	Number in City
After school provision/ Holiday Provision	8
Skateboard Parks	7
Multi-use games areas	7
BMX parks	3
Sports Clubs which offer opportunities to children and young people	33 Clubs North 35 clubs East 36 clubs South 18 clubs West
Joint use community centres that include spaces hired for play provision	6
Average number of ChYpPS activity sessions per week	Indoor projects-19 Outdoor Reccy Ranger projects- 24
Additionally Cambridge has 4 pay as you go swimming pools, a range of commercial out of school provision offered by local sports centres depending on staffing and funding, 1 indoor soft play centre, several parks and open spaces with paddling pools, 4 local nature reserves. 1 indoor bowling alley and 3 cinemas.	

Our audit not only looked at what was going on in each area but also involved children and young people in different ways to get their feedback

on what they thought was missing and what they thought they would like more of. Based on the information that we already had from previous consultation exercises our expectations were met by most of the responses - they told us that they wanted things to be more accessible, cheaper and by that they also included more affordable or better still free transport, and for there to be more things to do. We also got some feedback on existing provision and noted that they are mostly happy with their neighbourhoods but would like things to be more exciting and that they like having some structured, organised activities. Of course, the feedback varies according to age but the common denominator is always a desire for things to do and safe places to do it in.

The PPG17 audit of outdoor play areas examines the quantity, quality and accessibility of the 69 children's play areas in Cambridge. Key issues are highlighted below and solutions to them are in our action plan.

Key Issues	Measure	Key Findings
Accessibility to children's play areas	NPFA classification and CEAP, LEAP and NEAP standards as outlined in City Council Open Space Standards 2002	There is reasonable access to play facilities in King's Hedges, East Chesterton, Romsey, and Abbey. Parts of Cherry Hinton, Coleridge and Arbury are also within a reasonable distance of play provision. The main areas of deficiency are Market and West Chesterton together with parts of Castle, Newnham, Trumpington, Queen Edith's and Cherry Hinton.
Quality and value of children's play areas	NPFA inspection standards, scoring play areas according to site quality and play value	Of 69 equipped play areas, 29 are assessed as high quality and high value; 16 as high site quality but low play value; 6 as low site quality and high play value and 25 as low value and low quality

Quantity of children's play equipment	There is no standard available for the provision of children's play equipment. A standard of one item of equipment per 40 children is proposed for Cambridge. This has been calculated to be average number of children per item of equipment throughout Cambridge at present.	The supply of equipment when assessed on a ward-by-ward basis varies across the City from 1 item per 25 children in Petersfield to 1 item per 260 children in West Chesterton. Wards with quantitative deficiencies of play equipment based on this standard are Cherry Hinton, East Chesterton, Queen Edith's and West Chesterton.
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Key Themes from Audit

1. Main play providers for school age children and young people in the City are Cambridge City Council through services delivered by ChYpPS. The main providers for structured play for under fives in the City are the voluntary sector although all open access provision is owned and managed by Cambridge City Council.
2. There is reasonable access to play areas for half of the City wards and the main areas of deficiency are Market and West Chesterton together with parts of Castle, Newnham, Trumpington, Queen Edith's and Cherry Hinton.
3. Out of 69 equipped play areas it has been identified that 25 are of low value and quality.
4. Wards with quantitative deficiencies of play equipment based on the proposed standard of 1 item of equipment per 40 children are

Cherry Hinton, East Chesterton, Queen Edith's and West Chesterton.

Cambridge Play Partnership Vision

To enable and support the provision of an integrated range of high quality play opportunities that is sufficient to meet the needs and aspirations of all children and young people in Cambridge.

For play and playfulness to play a more important part of all of our lives.

To feel safe enough to play and to have the freedom to have fun.

To enable all children and young people to play with the natural elements - earth, water, fire, air.

To make it easier for people of all ages to play outdoors on their own and with each other and for children, in particular, to discover the adventure in creating their own play.

To get more children and young people out and playing!

Cambridge Play Partnership Action Plan 2007 - 2012

ChYpPS = Children & Young People's Participation Service (Cambridge City Council)

OCYPS = Office of Children and Young People's Services (Cambridgeshire County Council)

CPP = Cambridge Play Partnership

3CV = City Partnership representing services working with children and young people from Cambridgeshire County Council, Cambridge City Council and the Voluntary Sector

CCYPSP = Cambridgeshire Children and Young People's Strategic Partnership

	Key Theme /Areas of Work	Actions	Lead	Partners	Achieved by	Funding	Review Date
1.0 Outdoor play areas							
1.1	Improving access to provision of play facilities in Market, West Chesterton, Castle, Newnham, Trumpington, Queen Edith's and Cherry Hinton	Review derelict and brownfield land that is unsuitable for development that could reveal sites for children's play areas depending on location and local needs. Investigate if there are school sites where the school has existing	Cambridge City Council Active (Communities Services)	OCYPS / schools/ Cambridgeshire Horizons	2010	Section 106 R&R	March 08

		<p>play facilities which could be made available for community use or spare land which could be developed for this purpose.</p> <p>New provision <i>may be</i> required where there will be a planned increase in population and <i>will be</i> required in areas outside the distance thresholds of each different type of open space or play in the adopted provision hierarchy containing sufficient people to justify new provision or where the level of existing provision fails to accord with the quantity standard</p> <p>Ensure that the sites for new children's play</p>					
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		areas are located in accordance with best practice principles rather than repeat the mistakes of the past in providing poor quality facilities on sites left over after planning					
1.2	Of 69 equipped play areas, 29 are assessed as high quality and high value; 16 as high site quality but low play value; 6 as low site quality and high play value and 25 as low value and low quality.	<ul style="list-style-type: none"> Existing 'high quality/high value' sites to be given highest level of protection as they are important in avoiding deficiencies in accessibility, quality or quantity Existing 'high quality/low play value' sites and 'low quality/high play value' sites to be enhanced to increase either quality or play value aspects <p>Review of 'low quality/low play value'</p>	Cambridge City Council Active (Communities Services)	OCYPS / schools/ Cambridgeshire Horizons	2010	Section 106 R&R	March 08

		<p>sites to determine if they are 'surplus to requirements', that the land would be better used for some other purpose, or if they would offer better value/quality if relocated</p>					
1.3	<p>The supply of equipment when assessed on a ward by ward basis varies across the City from 1 item per 25 children in Petersfield to 1 item per 260 children in West Chesterton. Wards with quantitative deficiencies of play equipment based on this standard are Cherry Hinton, East Chesterton, Queen Edith's and West Chesterton.</p>	<p>Review of play areas in wards with quantitative deficiencies to prioritise resources according to need and in view of accessibility to other provision in neighbouring wards</p> <p>Opportunities for new provision are likely to be related to areas of new housing development. Work with developers to provide or contribute</p>	<p>Cambridge City Council Active & Community Development (Community Services)</p>	<p>OCYPS</p>	<p>2010</p>	<p>Section 106 R&R</p>	<p>March 08</p>

		to new provision					
2.0 The Cambridge Play Partnership							
2.1	<i>Maintaining and sustaining the Cambridge Play Partnership</i>	Termly events and topics for discussion will include summer provision, transitions work in schools, responding to growth and promoting and training champions	ChYpPS	CPP	Ongoing from 2007	N/A at this stage	October 2007
2.2	Play Strategy	Review of strategy and wider promotion within 3 months of development 2011 /2012 Review of strategy and implementation for next 5 years	ChYpPS CPP	CPP	March 2008 2012	N/A at this stage ?	March 2008 March 2011
3.0 Improving Access to Outdoor Play / Natural Play							
3.1	Launch of Urban Adventure Play Programme	Forest School training	ChYpPS	CPP 3CV	June 2008	Forestry Commission	October 2007

		Play Boat	ChYpPS	CPP	March 2010	Big Lottery	December 2007
		Bramblefields Community Play Space	ChYpPS	CPP Local Nature Reserve Local Conservators Active Communities CPP	June 2009	Big Lottery	
		Cherry Hinton Hall Urban Adventure Play Base	ChYpPS	Active Communities CPP			
		Cherry Hinton Hall Play Trails		Active Communities Local nature reserve			
3.2	Adoption of 'Design Guidance of Play Spaces' to support the development of play provision in new communities	Produce guidance for local planners and developers based on principles of Forestry Commission's design guidance	CPP	Cambridgeshire Horizons	July 2008	Cambridge City Council	March 2007
3.3	Safe routes to Play	Simocco triangle pilot	Cambridge City	OCYPS	July 2008	Section 106	October

		project to promote safe routes linking play and leisure provision	Council	3CV		Cambridge City Council	2007
3.4	Reccy Ranger sessions on parks and open spaces city wide	To meet service plan PI for 07/08 and to review provision for 08/09. 09/10	ChYpPS	Active Communities 3CV	Ongoing	Cambridge City Council	October 2007
3.5	(From Big Plan) Reduce number 0 - 15 year olds injured or killed in road traffic accidents	Provide road safety education, including cycle training for all 10 - 11 year olds Improve safety in and around schools through School Crossing Patrol facilities and Safer Routes to School projects where appropriate	CCYSP			OCYPS	2008
4.0 Inclusive Supervised / Organised Play Opportunities							
4.1	Dec (mobile play and youth facility)	Launch of the new Dec Dec citywide programme for 07/08 and beyond	ChYpPS ChYpPS	 OCYPS 3CV	October 2007 March 2008	Section 106 Cambridge City Council Funding from	December 2007 October 2008

		(anticipated life of new facility 10 yrs)		CPP And others to be confirmed		hire	
4.2	SummerDaze & WinterDaze programmes	To include range of citywide activities including indoor and outdoor play (cookery, allotment project, art attack, partnership working on big citywide events eg: Folk Festival, Big Day Out)	ChYpPS	CPP 3CV OCYPS	Ongoing annually	Cambridge City Council Partnership funding as available & project dependent	October 2007
4.3	(From Big Plan) Review and improve opportunities for young people with additional needs whose conditions prevent them from being able to access leisure activities	Joint working with County Coordinator for Play to ensure inclusive open spaces Identifying size and nature of the service group and current good practice Identifying possible funding streams and operational	CCYSP		December 2009		

		partnerships					
5.00 Promoting the Positive Image of Children and Young People							
5.1	Countywide Agenda Day based in Cambridge	Conference on theme of Safe Play Outdoors	OCYPS	ChYpPS Change Makers	November 2007	OCYPS	
5.2	Children and Young People engaging with Area Committees	One off area committee for children and young people to attend at the Guildhall, Cambridge	Legal & Member Services	ChYpPS OCYPS	March 2008	Cambridge City Council	March 2008
		Review of the above area committee and recommendations to be collated and disseminated with action plan	Legal & Member Services	ChYpPS OCYPS	June 2008	N/A at this stage	June 2008
5.3	House Project - City Centre Venue project	Review of project	ChYpPS	City Centre Management City Centre traders	October 2007	Cambridge City Council Section 106	October 2007
		Set up new project with Local Secrets	Active Communities	ChYpPS OCYPS	April 2008	Local Secrets	March 2008
5.4	I'm a Councillor Get Me Out of Here	IAC 2007 to run with increase in take up and	Legal and Member	ChYpPS OCYPS	November 2007	Local democracy	March 2008

		identify member champions for children and young people for each area committee	Services			grant	
5.5	National Takeover Day	Question of the Month to ask what you would do if mayor for the day - children and young people selected to shadow mayor in November.	ChYpPS	OCYPS Legal and Member Services	December 2007	Cambridge City Council	June 2008
5.6	Youth Bank	Project review as money comes to an end	OCYPS	3CV CPP	March 2008	Government	March 2008
5.7	Radio Project - Takeover Radio	October Radio Day with 9 hours of broadcasting by children and young people	BBC Radio Cambridgeshire	ChYpPS 3CV Make a Difference	October 2007	BBC	January 2008
6.00 Anti-Bullying							
6.1	Reduce by 10% the % of children and young people afraid of going to school because of	Improve information sharing between agencies involved in providing services to	CCYSP		2009	OCYPS	

	bullying	<p>children and young people by:</p> <p>Raising awareness of bullying through support of national initiatives and promotion of local strategies</p> <p>Raising school's awareness of anti-bullying strategies</p>					
6.2	Work in schools to promote anti bullying guide	November programme of school based events to raise awareness	ChYpPS	CPP	Ongoing	Cambridge City Council	March 2008
7.00 Trips, Activities, Residentials							
7.1	SummerDaze & WinterDaze neighbourhood residentials	Identify funding and develop projects to meet local need	ChYpPS	CPP 3CV	Ongoing	Cambridge City Council Youth Bank	March 2008
7.2	Play Boat	Providing trips and residentials	CPP	3CV OCYPS			
7.3	HeyDaze - targeted	City-wide review and	ChYpPS	Steering group			

	group work with children and young people	expansion of funding					
8.00 Trained Workforce							
8.1	Forest Schools training	<p>6 Staff from ChYpPS undertake training from Bridgewater College (level 1 & 3)</p> <p>Roll out of training to other ChYpPS staff prior to launch of UAP in SummerDaze 2008</p> <p>Roll out of training to other staff working in the City Locality (supporting joint working initiatives citywide)</p>	ChYpPS			<p>July 08</p> <p>July 09</p> <p>March 09</p>	
8.2	Children and Young People's Recruitment Group	<p>Project developed with children and young people to train peers in recruitment</p> <p>Roll out of the above</p>	ChYpPS	CPP	June 2008	Cambridge City Council	March 2008

		corporately if appropriate control measures in place					
8.3	Inclusive Play Training	Delivered to all new staff as part of their induction Delivered on rolling ChYpPS programme annually					
9.00 Targeted Group Work							
9.1	PAYP (Positive Activities for Young People) Locally known as 'Splash'	Deliver 07/08 programme including quarterly reporting to Cambridge County Council Review of 07/08 programme in line with ChYpPS annual service review (Oct 07) Subject to review submit request to	Cambridge City Council ChYpPS	Cambridge City Locality Team	Delivery 07/08	LAA	October 07 & March 08

		deliver 08/09 programme and beyond to the LAA					
9.2	Girls Work	Soni Kuriz girls group become independent Continuation and development of Girls With Attitude (KH), Trumpington Girls, Get Along Gang (EC)	Arbury NCP ChYpPS	ChYpPS Brownsfield OCYPS	December 2008 Ongoing	Arbury NCP Cambridge City Council Cambridge City Council	March 2008 October 2007
9.3	City Wide Allocation and Referral Meetings	Establishment of new group to share information and jointly develop individual and group programmes in response to referrals	OCYPS	3CV YISP Children's Fund	Ongoing from October 2008	OCYPS	March 2009

Appendices

Appendix A - Cambridge at Play - reports and strategies

Appendix B - Cambridge at Play - in our neighbourhoods

Appendix C - Bibliography

Appendix D - Community Development strategy for working with children
and young people

Appendix E - SummerDaze 2007

Appendix F - About the Cambridge play partnership

Appendix G - Project ideas and future plans for SummerDaze

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To: Executive Councillor for Community Development & Health - Cllr Sheila Stuart
Report by: Children and Young People's Services Manager
Relevant scrutiny committee: Community Services Scrutiny Committee 17/1/2008

PLAY ... IT'S NATURAL

TOWARDS A CAMBRIDGE CITY NEIGHBOURHOOD PLAY STRATEGY FOR CHILDREN AND YOUNG PEOPLE 2008 - 2012

1. Executive summary

The purpose of this report is to enable members to consider the development of a Neighbourhood Play Strategy and an action plan supporting a Council bid for Big Lottery funding. Funding available from the Big Lottery for this initiative is £200,000.

2. Recommendations

The Executive Councillor is recommended:

- a) To support the development of the Cambridge Play Partnership
- b) To endorse the Play Statements. The Play Statements underpin the play strategy and the vision for Play in Cambridge City

Play Statements

- We are committed to making sure that all children have access to rich, stimulating environments that offer challenge and provide opportunities to take 'acceptable' risks
- We understand that children and young people need opportunities to play on their own but, also very importantly with others
- We believe that children and young people enjoy a range of play opportunities but that the built environment is not always conducive to safe or accessible play. We will work alongside partner organisations to ensure that good quality play provision in new communities is prioritised
- We are committed to ensuring that environments, services and provision for play are fun, child friendly, welcoming and accessible to all children and young people
- We will provide good quality play opportunities that support and promote children and young people's health and well being
- We will continue to actively involve children and young people when developing all of our play opportunities and play spaces and engage with them on other issues of local interest and importance that relate to their lives

- Play facilities for children and young people will comply with all legislative requirements and be 'safe enough'
- c) To support the Big Lottery Application and Action Plan
- d) To support the further development of the Neighbourhood Play Strategy (08 / 09) beyond the scope of the Big Lottery requirements

3. Background

3.1 The strategy aims to establish the values and principles of play, highlighting the importance of play for the development of children and young people of all ages. The theme that underpins the strategy is very much about natural play – that it is natural to play and that provision for play in a natural environment is also something that we believe needs to be enhanced. The purpose in developing a strategy, at this time, is to enable the Council to access funding allocated by the Big Lottery for play development in the city. To comply with the requirements of the Big Lottery, guidance has been followed which does not necessarily consider all aspects of play provision leaving scope for further development.

3.2 This strategy will be used as a starting point in our work with partners and children and young people citywide to develop a more comprehensive play strategy.

3.3 The strategy seeks to build on the principles that underpin Every Child Matters, the Best Play Objectives, the UN Convention on the Rights of the Child and inclusive practice.

3.4 The action plan focuses on 7 Key Themes:

1) Improving Access to Outdoor Play / Natural Play

Creating more opportunities to explore the natural environment, providing more challenging play spaces and promoting outdoor play

2) Supervised / Organised Play Opportunities

Structured play provision (indoor or outdoor) or activities and events that are promoted locally to children and young people

3) Promoting the Positive Image of Children and Young People

Involving children and young people in decisions that affect them and supporting champions who will ensure that children and young people's issues are on the agenda

4) Anti Bullying

Raising awareness and giving children and young people resources and resilience to manage and challenge bullying in and out of school

5) Trips, Activities and Residential

Providing more opportunities to discover what's on offer locally as well as outside of the city and making new friends

6) Trained Workforce

Staff who know what they are doing, enjoy working and playing with children and young people and who understand the importance of keeping themselves and everyone around them safe

7) Targeted group work

Providing opportunities for children and young people who may find open access provision daunting or who need more specialist support to enable them to become involved in community activities.

4. Implications

(a) Financial Implications

£200,000 from Big Lottery to develop the Urban Adventure Play (UAP) programme citywide

£5000 from the Forestry Commission to put staff through Forest Schools training to support the development of UAP.

It is anticipated that UAP will be integrated into Winter and SummerDaze programmes from Summer 08.

(b) Staffing Implications

Staff will be trained to deliver the Urban Adventure Play programme through external provision offered via Forest Schools training. Forest Schools training will cascade to other staff during the term of Big Lottery funding both internally and to other organisations signed up to the Cambridge Play Partnership.

(c) Equal Opportunities Implications

The Strategy aims to address *any* disabling barriers to play and take a proactive approach to inclusion that seeks to understand the needs of children who might be excluded, and actively address them. The Play Partnership will play a key role in addressing these needs through their links with specialist teams or voluntary groups working directly with children and families facing these barriers (e.g. Traveller and Gypsy children, Looked After Children, BME groups, Disability Teams, Young Carers, Specialist Health teams).

It is recognised that play can be particularly important at times of stress, change or transition in a child's life (e.g. family break-up, bereavement, changing schools, illness, traumatic events) but these may be the times when children feel most unable to access provision unless given extra support or encouragement to do so.

Inclusion is about valuing diversity and there is no single model of what inclusive provision should look like. Designers of play spaces and adults working with children at play have an obligation to ensure that play opportunities meet differing needs.

(d) Environmental Implications

The focus of the strategy is natural play – promoting places where children and young people can play in natural environments. Using natural materials, naturally created play spaces and with structured sessions that encourage children and young people to understand more about how they can protect the local environment. The Forest Schools training further supports this work, providing a basis for a range of outdoor play provision including den building, cooking outdoors, bug hunting and more!

5. Consultation

The projects that the Big Lottery will fund have come from feedback generated through extensive consultation with children and young people and other partner organisations including the Big Plan (OCYPS), local parks and open space consultations and Active Communities.

6. Options

Bidding for the Big Lottery funding has given us an opportunity to promote the natural play agenda and to focus our strategy on developing natural play spaces particularly with reference to new communities.

7. Background papers

These background papers were used in the preparation of this report:

PLAY ... IT'S NATURAL
TOWARDS A CAMBRIDGE CITY NEIGHBOURHOOD PLAY STRATEGY FOR
CHILDREN AND YOUNG PEOPLE 2008 – 2012

Big Lottery guidance

Time to Play, A Play Strategy for Cambridgeshire

6. Appendices

PLAY ... IT'S NATURAL
TOWARDS A CAMBRIDGE CITY NEIGHBOURHOOD PLAY STRATEGY FOR
CHILDREN AND YOUNG PEOPLE 2008 – 2012

7. Inspection of papers

To inspect the background papers or if you have a query on the report please contact:

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Manager

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June 2008 play it's natural.doc



Draft 5/07

Time and Space to Play

A play policy for Cambridgeshire

Our definition of play guides our approach in this document:

'Play is when you can be entirely yourself, have fun, feel good and gain skills for life.'

Contents

- Foreword
- Introduction
- Play Policy Aims
- Play Policy Statements
- Play Policy Implementation
- Appendix 1 – What are the Values that inform this Play Policy?
- Appendix 2 – Health and Well-being
- Appendix 3 – Equality and Inclusion
- Appendix 4 – Consultation with Cambridgeshire’s Children and Young People
- Appendix 5 – Quality Play
- Appendix 6 - Communities
- Appendix 7 – Legal Requirements and Good Practice
- Appendix 8 – County Play Implementation Plan

Foreword

To be added

Introduction

Cambridgeshire County Council recognises the importance of promoting play. The play policy (Time and Space to Play) supports the progress and development of play for all children and young people within each of the District Council areas in Cambridgeshire.

In addition, this play policy can be adopted by any organisation in Cambridgeshire concerned with, interested in or able to influence the development of children and young people’s play services. It is relevant to those providing play provision for children and young people up to the age of 18. However it is recognised that play does not stop at any particular age.

**“We do not stop playing because we grow old,
we grow old because we stop playing”**

George Bernard Shaw

What is play?

The Children’s Play Council defines play in the following way; “Play is an essential part of every child’s life and vital to their development. It is the way children explore the world around them and develop and practise their motor skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child and freely chosen by the child. Children’s play may or may not involve equipment or have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious”.

In brief play can be defined as being:

- freely chosen and controlled by the child
- spontaneous
- motivated from within the child
- very serious
- extremely good fun
- a process not a product
- solitary
- social

Play can and does happen anywhere.

Why Play?

Play is fundamental to our lives. Most of us have happy memories of playing as a child. Play enables children to understand and be a part of the world, it gives children an opportunity to be someone or something else. Through playing with others children can define who they are and how they develop relationships. Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community.

Play doesn't necessarily have an end product, such as a painting or a rocket ship made out of a pop bottle, but through play children develop physically, emotionally, creatively, socially, and intellectually.

Whilst playing children may be:

- physically active
- socialising with others
- occupying themselves and others
- discovering new skills
- taking risks
- facing challenges
- developing as an individual
- learning
- belonging
- being involved
- problem solving
- cooperating
- finding confidence
- boosting self esteem
- developing a sense of humour
- discovering new ideas
- forming opinions
- thinking
- exploring the world around them
- just being themselves

This policy outlines the relevance of providing accessible and good quality play opportunities for children and young people to a range of stakeholders¹.

Play Policy Aims

Cambridgeshire County Council's Play Policy aims to:

¹ Stakeholders and relevant parties include:

District and Parish Councils working to develop play services, childcare providers, youth services, extended services, country parks, educational establishments 0-19+, playwork and early years trainers, hospitals, prisons, arts and culture services, sport, leisure, open access play schemes, recreational activities, and the voluntary sector.

- raise awareness about what play is and the benefits
- set a standard for an ethos that supports good quality play
- provide a framework for agreed beliefs and principles
- ensure all relevant parties¹ take account of the Cambridgeshire Play Policy when planning services

Play Policy Statements

Cambridgeshire County Council intends to achieve the overall aims of the policy by seeking commitment to the following statements.

- children and young people's health and well-being are supported and promoted through the provision of good quality play opportunities **(See Appendix 2 – Health and Well-being)**
- all children and young people are included in and have equal opportunity to play **(See Appendix 3 – Equality and Inclusion)**
- children and young people are adequately and meaningfully consulted when developing play opportunities and spaces **(See Appendix 4 – Consultation with Cambridgeshire's Children and Young People)**
- children and young people are able to access varied and good quality play opportunities that are safe and offer challenge and risk **(See Appendix 5 – Quality Play)**
- children and young people's play is valued in the wider communities to which they belong **(See Appendix 6 – Communities)**
- children and young people's play facilities comply with all legislative requirements **(See Appendix 7 – Legal Requirements and Good Practice)**

Play Policy Implementation

In addition, Cambridgeshire County Council will implement the policy by:

- developing a County Play Partnership and Strategy
- supporting the District Councils in developing a local strategy that builds on the policy statements of the County Council Play Policy
- developing and implementing a project plan
- working with partner agencies and organisations
- working with providers to help ensure that legal requirements are met
- providing support and guidance

- seeking feedback
- monitoring and analysing data
- using the information gathered to further support stakeholders¹

What are the values that inform this play policy?

The United Nations Convention on the Rights of the Child

Play is recognised as a child's right under the United Nations Convention on the Rights of the Child.

Article 31

"States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

Article 12.1

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

Article 23.1

"States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community."

Article 24.1

"States Parties recognize the right of the child to the enjoyment of the highest standard of health...."

Ratified by the UK Government, 1991

Every Child Matters – Improving outcomes for children (2003)

Every Child Matters: A national framework for local change programmes to build services around the needs of children and young people in order to maximise opportunity and minimise risk.

Every Child Matters outlines five outcomes that matter the most to children and young people:

Being healthy: Enjoying good physical and mental health and living a healthy lifestyle.

Staying safe: Being protected from harm and neglect.

Enjoying and Achieving: Getting the most out of life and developing the skills for adulthood.

Making a Positive Contribution: Being involved with the community and not engaging in anti-social or offending behaviour.

Economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.

The Best Play Objectives

'Best Play' NPFA, Children's Play Council and PLAYLINK (2000); *what play provision should do for children* is a publication that sets out seven play objectives. These focus on the benefits that children gain from their play and the role of public provision in creating spaces and services that allow those benefits to be achieved. It looks at play provision in terms of 'outcomes' and from the point of view of children's needs and wishes in relation to their play.

The 'Best Play' Objectives

Objective 1

Extend the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it.

Objective 2

Recognise the child's need to test boundaries and respond positively to that need.

Objective 3

Manage the balance between the need to offer risk and the need to keep children safe from harm.

Objective 4

Maximise the range of play opportunities.

Objective 5

Foster independence and self-esteem.

Objective 6

Foster children's respect for others and offer opportunities for social interaction.

Objective 7

Foster the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.

Children's Charter for Play

1. All children need to play and have a right to play. Children of all ages should be able to play freely and confidently on their own and with other children.
2. Parents and other carers should respect and value their children's play and try to maximise their opportunities for safe and stimulating play within and outside the home.
3. All children should have equal access to play opportunities and services.
4. All children should be able to play safely outdoors wherever they live, in cities and in the countryside. Older children should also be able to get around safely on their own.
5. Central and local government and voluntary organisations should think creatively and strategically about children and their play needs.

6. All children should have access to a range of good quality early years, play and out-of-school services, such as play centres, holiday play schemes, adventure playgrounds, after-school clubs, playgroups, toy libraries and play buses.

7. All schools should support and facilitate children's play. Play and learning are not separate; play is part of learning and learning is part of play. Learning through play supports and enriches learning through formal education.

8. Play opportunities should challenge and stimulate children's abilities but not threaten their survival or well-being.

9. Hospital admissions, visits to a doctor, or a stay in temporary accommodation are some of the situations where children are in strange surroundings, perhaps experiencing fear, pain, anxiety and discomfort. They should be provided with play opportunities led by staff and volunteers who understand their special needs.

10. All Playwork, education and training should be flexible, adaptable, reflective of existing good practice in playwork and should involve a significant fieldwork practice component.

Children's Play Council (1998)

Getting Serious About Play

A major national play review, chaired by Frank Dobson MP in 2004, sets out in 'Getting Serious About Play', how to best invest the £200m lottery fund pledges made by the Labour party in 2001, for improving play opportunities.

Part of the report highlights the common elements of many successful play opportunities. These are probably best captured in the acronym **VITAL**- **V**alue based, **I**n the right place, **T**op quality, **A**ppropriate and **L**ong term.

Value based projects - where

- children and young people's interests and rights are respected
- all children and young people, whatever their ability or background welcomed especially those from disadvantaged groups
- children and young people's competences and abilities are respected

In the right place - play is

- close to children and young people's homes and schools on well-used travel routes in safe locations
- located in places children and young people and the wider community are happy with

Top quality – play opportunities are

- safe and welcoming and providing choice and variety
- well designed in relation to the surrounding space and community
- well-managed

Appropriate – play is

- shaped by local needs and circumstances
- complements other local opportunities
- takes account of all of the local community
- well planned

Long Term – play is

- sustainable beyond the lifetime of the NOF (Big Lottery) programme
- set up to be valued and respected as a part of the neighbourhood

The Cambridgeshire Play Policy makes links to, and contributes to other local and national policies relating to children and young people. This appendix explains those links and details some of the wide body of background research and literature, which underpins the principles, and policy statements of this policy.

Health and well-being

Children and young people's health and well-being are supported and promoted through the provision of good quality play opportunities.

Play Deprivation

The National Playing Fields Association report notes that play deprivation in children could manifest in the following ways:

- poorer ability in motor tasks
- lower levels of physical activity
- poorer ability to deal with stress and trauma
- ability to assess and manage risks is hindered
- poorer social skills
- difficulties in negotiating social situations such as conflict

The report gives details of some research undertaken in Zurich in 1995 (Huttenmoser and Degan-Zimmermann, 1995) which identifies that when starting at kindergarten children who had been deprived of the opportunity to play freely near their home showed less advanced social and motor development than their peers who had been able to play out freely.

Physical Health and Fitness

Currently there is a focus on childhood obesity and fitness levels. Research shows that children at play are as active as a child engaged in more formal forms of physical exercise.

The British Medical Journal reported in 2001 that there is "an obesity epidemic in young children and that the main solution should be to 'reduce television viewing and promote playing'. The report identifies that 'opportunities for spontaneous play may be the only requirement that young children need to increase their physical activity.'

The British Medical Journal (Vol. 322) (10 February 2001)

"Children and young people should achieve a total of at least 60 minutes of at least moderate intensity physical activity each day. At least twice a week this should include activities to improve bone health, muscle strength, and flexibility." This report supports the role of play in helping to achieve the 60-minute target through the accumulation of bouts of activity of varying duration throughout the day. Short periods of physical activity, as well as longer bouts, reflect the natural activity patterns of young children and includes: 'spontaneous play during breaks at school or close to home, walking to and from school' as well as programmed activity, such as PE, sport, swimming or games.

At least five a week: Evidence on the impact of physical activity and its relationship to health (2004).

The British Heart Foundation supports active play as a valuable source of exercise including spending more time out of doors and allowing friends over to play as well as taking children to local parks and playgrounds.

Get Kids On The Go (BHF, 2004)

At any age, exercise boosts energy and concentration and helps provide a restful night's sleep. Being unfit, often leads to increased tiredness.

Draft obesity guidance from the National Institute for Health and Clinical Excellence, published in November 2006, recognises that the environment in which people live, especially their access to safe spaces for play and physical activity, may influence their ability to maintain a healthy weight. It calls on local authorities to address the provision of cleaner, safer streets, and of safe spaces such as parks and playgrounds. It also calls on head teachers and school governors to undertake assessments of the school environment and of the impact of school policies on physical activity.

Department of Health – *Choosing Health White Paper (2004)*

The Government's White Paper sets out the key principles for supporting the public to make healthier and informed choices regarding their health.

Sport and physical activity are crucial if public health is to improve and "Choosing Health" recognises the following as important:

- the importance of increasing exercise in reducing the risk of chronic diseases and premature death
- the importance of effective action on diet and exercise in tackling heart disease, cancer, diabetes, strokes, high blood pressure and high cholesterol
- the role of Physical Education School Sport Club Links Strategy (PESSCL) in increasing PE and school sport opportunities
- the benefits of cycling, walking and easy access to sporting facilities
- the setting up of new initiatives to promote awareness of the benefits of physical activity including the use of pedometers

Mental Health

Research by the Mental Health Foundation (1999) recognises the importance of children being able to play and take risks and to use their own initiative. It is also essential for them to have opportunities to practise making and consolidating friendships and to deal with conflict – the basic skills needed in order to become 'emotionally literate', which increases their resilience to mental health problems.

Mental Health Foundation.

The Value of Children's Play and Play Provision: A Systematic Review of the Literature (Cole-Hamilton, Harrop et al, 2001)

The Mental Health Foundation estimates that at any time 20% of children and young people experience psychological problems. Their report Bright Futures states, "Opportunities for risk taking in unsupervised play help children build self-confidence and resilience, key protective factors for mental health. The report also recognises the importance of supervised play opportunities."

***Bright Futures: Promoting Children and Young People's Mental Health* (Mental Health Foundation, 1999).**

"Unhappiness can be caused by stress, argues Professor Sir Al Aynsley-Green, the Children's Commissioner for England, who is concerned about the numbers of unhappy children at school. With British children under constant pressure to achieve academically at school, Sir Al says a priority is to ask children what makes them happy at school, including their views on the curriculum. He strongly supports the government's Every Child Matters agenda, but says there has not been enough attention placed on children enjoying themselves."

***London Play News* (April 2007)**

Exercise releases natural chemicals such as serotonin into the brain and these can have a strong effect on mood; helping to reduce stress, anxiety and depression. Regular exercise has been shown to reduce symptoms of depression significantly.

Anti-social behaviour

According to the Home Office, anti-social behaviour is any activity that impacts on other people in a negative way.

The government's 'Respect Campaign' encourages people to work together to create a society in which respect is shown towards one another and where they live together in peace.

The Respect Action Plan details how the government will encourage respect in communities, including stamping out anti-social behaviour, by:

- supporting or challenging anti-social households
- tackling truancy and anti-social behaviour in schools
- providing activities for younger people
- strengthening local communities
- strengthening measures to tackle anti-social behaviour

"Increased participation in organised physical activities contributes significantly to social cohesion in a society that is becoming increasingly fragmented. It provides safe spaces for physical activity for children, increased opportunities to meet and mix for more transient sections of our community. A wide range of opportunities for physical activities, drawing on a wide range of cultures and traditions, also contributes to social inclusion and to positive engagement with young people and forms one of a range of strategies for reducing anti-social behaviour. Participation in sport, play and voluntary activities associated with sports and sports clubs, all contribute to community involvement and to civic pride and an engaged and active community is a major determinant in its regeneration." (Adapted from Brian Sutton, London Play)

Department for Education and Skills – *Youth Matters White Paper* (2005)

This document is a new strategy for 'providing opportunities, challenge and support to young people.'

It aims to address four key challenges:

- engage young people in positive activities and empowering them to shape the services they receive
- encourage young people to volunteer and be involved in their communities
- provide better information, advice and guidance to young people
- provide better and more personalised intensive support for young people in trouble.

Equality and inclusion

All children and young people are included in and have equal opportunity to play.

Inequality and Exclusion

Having a disability does not reduce the child's desire to play or explore the world around them. Opportunities for children to play are limited and the designs of play areas often do not cater for those with specific physical needs. This lack of opportunity to play can have a profound effect on children and their families by contributing to a feeling of isolation. Often parents and carers are unaware of the play facilities that are open to them.

“Inclusive play provision is open and accessible to all and takes positive action in removing disabling barriers so that disabled children and non-disabled children can participate.”

Alison John for Kidsactive and the Better Play Awards (2003)

Under the 1995 Disability Discrimination Act it is unlawful to discriminate against disabled people and permanent physical adjustments must be made to allow access to the outdoor and indoors; leisure centres, adventure playgrounds, play areas in parks and playgrounds.

Inclusion is about valuing diversity and there is no single model of what inclusive provision should look like. Designers of play space and adults working with children at play have an obligation to ensure that play opportunities to meet differing needs.

National Playing Fields Association recommends an action plan for local authorities and outlines how to ensure consideration for the play needs of disabled children.

***Can Play Will Play* (NPFA, 2004)**

Stakeholders¹ must ensure that all children can access play equipment and spaces.

Gypsy and Traveller Communities.

Cambridgeshire has the largest community of Gypsies and Travellers within the country and it is widely recognised that this group makes up the county's largest minority ethnic group.

It must be recognised that children and young people from all backgrounds, cultures and abilities have a need and a right to play.

In Cambridgeshire, The Children's Voices Project commissioned by the Ormiston Trust asked Gypsy and Traveller children about their experiences and consulted with them about their loves, hopes, fears and needs.

Children and young people said they loved to play. This consultation highlighted the lack of space on organised Traveller sites and the reluctance of some Traveller and Gypsy parents to leave the sites, and the reluctance of some local parents to allow their children to visit the sites to play with Traveller and Gypsy children.

"My friends in school always plays with me but when we're here, down here (on site), no one comes to play with me"

Thomas aged 7 years

The way to change attitudes and foster greater understanding of different cultures is to encourage the mixing of children in social situations. Through play this can be achieved.

Consultation with Cambridgeshire's Children and Young People.

Children and young people are adequately and meaningfully consulted with when developing play opportunities and spaces

The opinions of children and young people are essential when planning services with and for them. Project leaders must ensure that consultation is meaningful and aim to reach all potential users. Meaningful consultation takes the form of questions:

- where the answer is not already known
- that allow time to explore contentious issues
- that consider different approaches to consultation to allow children and young people full participation
- that offer a wide range of options beyond one model and give opportunities for hands on experience
- that manage expectations by making clear the possibilities
- that provide clear feedback
- that keep participants informed and part of the process throughout the project.

Quality Play

Children and young people are able to access varied and good quality play opportunities that are safe and offer challenge and risk.

Potential barriers to children's play

According to the Children's Play Council (CPC) parental and children's own fears about safety restrict their access to play areas. A reduction in the number of play spaces available to children is also a significant barrier.

Families on low incomes can be more likely to miss out on play time as many play facilities charge. Minority groups are also likely to be play deprived, according to the CPC "Too often the needs of different groups of children are overlooked. Older children, children who are disabled or have specific needs, children from black or minority ethnic communities, children in families with low incomes, children in rural areas and those in Traveller and refugee families, often have fewer play opportunities than others".

The following statistics are from a national opinion poll sponsored by the Royal Bank of Scotland (September 2004) of 1000 children aged 7- 12 years and parents across the UK.

- More than a third of children in the UK never play outdoors
- Nearly half of children in the UK spend more than 3 hours a day watching TV or playing computer games
- Two-thirds of parents in the UK are worried about letting their children play outside

A 'Sport and the Family' MORI survey found that 80% of parents believed "children today get less exercise because parents are afraid to let them go out alone". Meanwhile, children report busy roads, car pollution or lack of playground equipment as barriers to outdoor play (**Hesketh et al, 2005**).

Additionally, protests from neighbours about noise are another hindrance to active outdoor play. The impact of these negative attitudes has seen a dramatic reduction in the freedom of children to play outdoors. The radius from home in which children can roam alone (their play range) has shrunk to a ninth of what it was in 1970 (**Wheway and Millward, 1997**). The net effect was that a child of 9.5 years was allowed to play outside to the same extent as a 7-year-old in a similar survey conducted 20 years earlier.

The 'Healthy Living' Social Marketing Initiative: A review of the evidence
Department of Health (2007)

Playwork and Training

Playworkers are people who work professionally with children and facilitate play. It is their role to enhance the environment, creating opportunities for children to play in different ways with minimal intervention. They ensure that children are safe and able to

take on challenges and risks to stretch children's abilities. They provide a valuable service to children. Playworkers can be found practising in hospitals, immigration reception centres, prisons, out of school childcare, mobile play services, holiday play schemes and open access schemes. There are great benefits to having playworkers in the community as they can oversee the day-to-day safety of a space or play area. They can also ensure that all children have access to the space. Children enjoy and need to play away from constant close supervision, however, they express the need to feel that there is someone not too far away whom they can call and rely on.

Cambridgeshire's Workforce Development Strategy '*Better Together*' outlines how to develop and retain the workforce, through continuous professional development and qualification training. The strategy applies to all sectors, including Playwork, that provide services for children and young people. The Cambridgeshire Workforce Development Strategy '*Better Together*' contributes to the fulfilment of Cambridgeshire's Children and Young People's Plan 2006-2009. It is adopted by the Cambridgeshire Children and Young People's Strategic Partnership and is implemented by all sectors in working with children. It promotes:

- safe practice
- recruitment
- retention and development
- pay and rewards
- inter-agency multi-agency team working and workforce remodelling
- leadership, management and supervision
- the establishment of a skills framework
- equality and diversity

Cambridgeshire County Council is committed to 40% of all playworkers in out of school childcare having a Level 3 qualification or above in playwork by 2008. It is recognised that trained playworkers make a valuable contribution to achieving the Every Child Matters outcomes.

Providers of good quality play spaces

Support children and young people in their play by:

- allowing them choice and control of their play
- offering freedom to play
- creating access to a wide range of play opportunities, which are inviting and extend experiences and develop skills
- supporting their exploration to extend their understanding of diversity including disability and social, cultural and religious beliefs
- building confidence and self-esteem and empowerment
- ensuring that play offers challenge and risk
- promoting and ensuring health and well-being
- having a conscious awareness and understanding of individual needs when planning play provision
- observing children's rights
- actively and meaningfully consulting with children and young people when deciding on matters that will affect them
- actively encouraging the community to engage

- providing consistency
- ensuring that play is inclusive and offered equally.

Safety, Challenge and Risk

It is important that children, young people and their families can be confident that play spaces and facilities are safe places. Play opportunities also need to offer creative and exciting challenges and risk in order for children and young people to develop risk assessment skills, stretch physical skills and enable confidence building. In order to deliver this there must be safeguards in place. This means ensuring that:

- equipment and play spaces meet the required standards
- staff are properly trained, qualified and insured
- staff are properly vetted
- risk management and child protection policies are in place and adhered to
- adequate safety checks and maintenance routines are in place.

(For further information see Appendix 7)

Quality Assured Play

The local authority is committed to reflective practice so that playworkers and those working with children can ensure that the Every Child Matters outcomes are met.

It is recognised that there are also benefits when play settings engage in self-evaluation through quality assurance schemes.

Communities

Children and young people's play is valued in the wider communities to which they belong.

Education

Play is a vital part of the learning process. It is recognised that due to the structure and demands of the National Curriculum allowing children to play in the school day is a challenge. Some classrooms and outside areas are not well designed or equipped to provide a conducive environment for quality play opportunities. Some schools in Britain are removing playtime hours in order to try and tackle difficulties that can occur during the playtime / break time periods.

PLAYLINK has worked with schools in highlighting the value of the play / break time periods. This work was as a response to being approached by schools requesting recommendations about play equipment. The schools indicated that they had concerns about bullying and an awareness that the play / break times were not working very well.

PLAYLINK identified "The break time period might have a positive contribution to make to children's development, that it offered a potential space for children to learn by different means – to learn what cannot be taught – that it need not simply be a time for 'letting off steam', appeared not to be considered. Break time was just that. A time for teachers to take a well earned break, to meet each other, have a coffee or eat their lunch. A period for children to move about, refuel, be outside (weather permitting) or be trapped inside in inclement weather."

Play At School (PLAYLINK, 1999)

The National Union of Teachers (NUT) is supporting the improvement of play opportunities in schools and is calling it Life Long Playing. It states; "All schools should support and facilitate children and young people's play. Play and learning are not separate; play is part of learning and learning is part of play. Learning through play supports and enriches learning throughout formal education."

"Children are not magically divorced from or inoculated against the pressures and pleasures they encounter in their out-of-school hours. Schools are part of, are affected by and have an effect on, the wider world children inhabit. If children are denied play opportunities, this will have an impact on school life as a whole.

Increasingly, the non-school environment is perceived as unsafe for children's play. Schools are one of the few places left where parents still feel it safe to send their children. This offers schools the opportunity to be part of the process of reawakening both parents and children to the possibilities and benefits of play."

Time To Play (NUT play policy, 2007)

Extended Schools

An Extended School acts as a focal point within its community for a range of services. The Government's ten year strategy 'Choice for parents, the best start for children; making it happen' commits to extended services in every school, including special schools, by 2010. Schools can work with local providers, agencies and other schools to provide access to what the Government calls a "core offer" of support consisting of:

- childcare 8am – 6pm all year round
- parenting and family support
- a varied menu of activities including sport and music clubs
- swift and easy referrals
- community use of facilities

Playwork and play settings can contribute to all the elements of the core offer.

Childcare, including before and after school as well as holiday schemes of high quality, are child-centred play environments employing staff that are appropriately trained.

A well-designed play programme offers a varied menu of activities. Play will take place inside and outside and will involve games and sports as well as creative activities including arts and crafts and gardening.

Parenting support is achieved through play. It brings parents and children together. A good quality provision will have a policy on how to involve parents and can act as a non-threatening point of contact.

Referrals for specialist support can be made to a play environment, as play can help a child work through difficult times and is well known for its therapeutic benefits.

Play spaces can be created as part of a school offering wider community access. In some communities, the school playing field provides the only green space.

With the lengthening of time potentially spent at school, it is crucial that sports, study support, and other activities are not offered at the expense of play opportunities.

Adapted from *Playwork in Extended Services* (Skills Active, 2006)

Youth Provision

Young people do not call their free time activities 'play' they are more likely to describe it as 'hanging out with mates'. It is important that this time is recognised as valuable. Young people and children do not need to be constantly occupied in order to be benefiting from an experience.

Young people:

- want to be heard
- need to be with friends
- need to feel safe and welcome
- want to feel free to occupy their own time
- like to be in control

Like play provision, youth provision strives to offer these things.

Youth Matters: Next Steps (2006); forms part of the wider Government youth offer that includes better support for families, more youth friendly accessible health services and greater access to sports, culture and the arts. As part of the Youth Matters framework, local authorities are expected to develop new and innovative ways of delivering services to young people and it is hoped that, together, we can share these new ways of working with others to bring about real and positive changes for young people.

Communities and sustainability

The Local Government White Paper 'Strong and Prosperous Communities' aims to give local people and local communities more power and influence to improve their lives.

The Cambridgeshire Play Policy (Time and Space to Play) relates to this as it has a key role in creating better services, better places and improving community cohesion. The white paper specifically mentions:

- local government as a strategic leader and place-shaper
- community safety
- health and well-being
- vulnerable people
- children, young people and families
- economic development, housing and planning

These areas of focus are relevant to the sustainability of Cambridgeshire's play services.

Strategic leaders need to consider the role of Local Area Agreements and other funding streams to develop and sustain play provision. During 2006/7 the Big Lottery Fund Programme for Children's Play has enabled Districts, Boroughs and Unitary Authorities to submit play project portfolios to receive grants for play provision.

Play in Special Circumstances

Play is a vital tool in supporting troubled or traumatised children. Play acts as a medium by which the child can express feelings or anxieties. The act of playing can be therapeutic in nature helping the child to come to terms with difficult experiences.

Careful thought given to the play needs of children and the provision of play space and play things, can alleviate feelings of unease and anxiety in strange or difficult surroundings such as social work offices, hospitals, prison visiting rooms.

Sport

Participating in sport is not necessarily 'playing'. Each has huge benefits and value. The relationship between the two and the differences can be hard to define. Three children in a park kicking a ball around may not be playing football because they are not playing universally recognised rules. Playing a football match requires some level of organisation and planning where as a kick-about can happen more freely and could be defined as play.

The need for children and young people to be involved in physical activity to combat health issues has increased the focus on sport. Sport however, does not appeal to everyone due to the pressure of performing the skills required and the element of competition. It is essential that those in a position to tempt children and young people into sporting activities are aware of the benefits of promoting an ethos centred around fun.

Legal requirements and good practice

Children and young people’s play facilities comply with all legislative requirements.

Cambridgeshire providers will meet all sector specific legal requirements including British Standards and will observe good practice in all work done to improve and sustain play opportunities for children and young people.

Managing Risk in Play Provision: a position statement

Play Safety Forum

Summary Statement

“We consider Managing Risk in Play Provision to be an important document that will contribute to the debate on the provision of children’s play.”

Health and Safety Executive

Introduction

The Play Safety Forum, a grouping of national agencies involved in play safety, has produced Managing Risk in Play Provision to support the work of those involved in play provision of any kind (for example play areas, playgrounds, adventure playgrounds, play centres and holiday playschemes). These include local authorities, voluntary organisations, play equipment manufacturers and inspection agencies. The statement has relevance to other settings and environments in which children play such as childcare provision, schools, parks and public open spaces. It will also be of interest to those involved in insurance and litigation in relation to play provision.

The statement has equal relevance to children and young people of all ages from 0 to 18, and it uses the term ‘children’ to cover the whole age range. It focuses on physical injuries resulting from accidents. However, the overall approach, namely that a balance should be struck between risks and benefits, is also relevant to agencies concerned with other issues such as the personal safety of children.

The statement is in two forms: a summary and a full statement. The summary aims to state the key points of the full statement in a more accessible form, for a non-technical audience.

Context

There is growing concern about how safety is being addressed in children’s play provision. Fear of litigation is leading many play providers to focus on minimizing the risk of injury at the expense of other more fundamental objectives. The effect is to stop children from enjoying a healthy range of play opportunities, limiting their enjoyment and causing potentially damaging consequences for their development.

This approach ignores clear evidence that playing in play provision is a comparatively low risk activity for children. Of the two million or so childhood accidents treated by hospitals each year, less than 2 per cent involve playground equipment.

Participation in sports like soccer, widely acknowledged as 'good' for a child's development, involves a greater risk of injury than visiting a playground. Fatalities on playgrounds are very rare – about one per three or four years on average. This compares with, for instance, over 100 child pedestrian fatalities a year and over 500 child fatalities from accidents overall. In response to this situation, and in order to ensure that children's needs and wishes are properly acknowledged, the Play Safety Forum has prepared this statement.

Full Statement

In any human activity, there is an element of risk. Three factors are central to determining whether or not the level of risk is acceptable or tolerable:

- the likelihood of coming to harm
- the severity of that harm
- the benefits, rewards or outcomes of the activity.

Judgements about the acceptability of risk are made on the basis of a risk assessment. Risk assessment and management are not mechanistic processes. They crucially involve making judgments about acceptability based on an understanding of the balance between risks and benefits. Even where there is a risk of fatal or permanent disabling injury, this risk may sometimes be tolerable. For instance, going paddling at the seaside involves an unavoidable risk of fatal injury, but this risk is tolerable for most people because in most circumstances the likelihood of coming to harm is very low and there are obvious benefits. Social and psychological factors are also important in risk assessment. Risks that are acceptable in one community may be unacceptable in another and policies should take this into account.

Almost any environment contains hazards or sources of harm. In many cases the existence of hazards can be justified, perhaps because they are impossible to remove or perhaps because their removal would have undesirable consequences or be too costly. Where the existence of a hazard can be justified, measures should be in place to manage it. In a controlled environment such as a workplace or a playground, those responsible are required by law to identify, and make informed judgements about, the hazards to which people are exposed. They must take steps to ensure that the risks are managed and controlled, so far as is reasonably practicable, while allowing the potential benefits to be delivered.

Children and Risk

All children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities, from a very young age and from their earliest play experiences. Children would never learn to walk, climb stairs or ride a bicycle unless they were strongly motivated to respond to challenges involving a risk of injury. Children with disabilities have an equal if not greater need for opportunities to take risks, since they may be denied the freedom of choice enjoyed by their non-disabled peers.

It is the job of all those responsible for children at play to assess and manage the level of risk, so that children are given the chance to stretch themselves, test and develop their abilities without exposing them to unacceptable risks. This is part of a wider adult social responsibility to children. If we do not provide controlled opportunities for children to encounter and manage risk then they may be denied the chance to learn these skills. They may also be more likely to choose to play in uncontrolled environments where the risks are greater.

Any injury is distressing for children and those who care for them, but exposure to the risk of injury, and experience of actual minor injuries, is a universal part of childhood. Such experiences also have a positive role in child development. When children sustain or witness injuries they gain direct experience of the consequences of their actions and choices, and through this an understanding of the extent of their abilities and competences. However, children deserve protection against fatal or permanently disabling injuries, to a greater degree than adults. Children have a range of physical competences and abilities, including a growing ability to assess and manage risk, which adults arguably tend to underestimate. However, children typically have less experience than adults of assessing the broad range of risks and hazards that they may encounter. So it is important to give them appropriate, controlled environments in which they can learn about risk.

Play Provision and Risk

Risk-taking is an essential feature of play provision, and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning environment. In the words of the play sector publication *Best Play*, play provision should aim to 'manage the balance between the need to offer risk and the need to keep children safe from harm'. While the same principles of safety management can be applied both to workplaces generally and play provision, the balance between safety and benefits is likely to be different in the two environments. In play provision, exposure to some risk is actually a benefit: it satisfies a basic human need and gives children the chance to learn about the real consequences of risk-taking.

Therefore it is acceptable that in play provision children may be exposed to the risk of minor and easily healed injuries such as bruises, grazes or sprains. On the other hand, play provision should not expose children to significant likelihood of permanent disability or life-threatening injuries. However, it may on occasions be unavoidable that play provision exposes children to the risk – the very low risk – of serious injury or even death. But this would only be tolerable in the following conditions:

- the likelihood were extremely low
- the hazards were clear to users
- there were obvious benefits
- further reduction of the risk would remove the benefits
- there were no reasonably practicable ways to manage the risk.

For example a paddling pool, even if shallow, involves a very low but irremovable risk of drowning (even with parental supervision), but this is normally tolerable. The likelihood is typically extremely low; the hazard is readily apparent; children benefit through their

enjoyment and through the learning experience of water play; and finally, further reduction or management of the risk is not practicable without taking away the benefits. Providers should strike a balance between the risks and the benefits. This should be done on the basis of a risk assessment. Crucially, this risk assessment should involve a risk-benefit trade-off between safety and other goals, which should be spelt out in the provider's policy. Given children's appetite for risk-taking, one of the factors that should be considered is the likelihood that children will seek out risks elsewhere, in environments that are not controlled or designed for them, if play provision is not challenging enough. Another factor is the learning that can take place when children are exposed to, and have to learn to deal with, environmental hazards. Play provision is uniquely placed to offer children the chance to learn about risk in an environment designed for that purpose, and thus to help children equip themselves to deal with similar hazards in the wider world.

Good Practice

Clear, well-understood policies, together with procedures that put these policies into practice, are the key to good practice in risk management in play provision. Policies should state clearly the overall objectives. Procedures, including risk assessment, should state how these policies are put into practice, giving guidance but also recognising the need for professional judgement in setting the balance between safety and other goals. Such judgements are clearly multidisciplinary in nature. For example, while they may contain an engineering dimension, of equal or greater importance is likely to be a knowledge of child development and play itself. The Children's Play Information Service (see References) has information on sources of authoritative, relevant guidance on good practice.

One valuable approach to risk management in play provision is to make the risks as apparent as possible to children. This means designing spaces where the risk of injury arises from hazards that children can readily appreciate (such as heights), and where hazards that children may not appreciate (such as equipment that can trap heads) are absent. This is particularly useful in unsupervised settings, where the design of the equipment and the overall space has to do most of the work in achieving a balanced approach to risk.

Safety in play provision is not absolute and cannot be addressed in isolation. Play provision is first and foremost for children, and if it is not exciting and attractive to them, then it will fail, no matter how safe it is.

Designers, managers and providers will need to reach compromises in meeting these sometimes conflicting goals. These compromises are a matter of judgement, not of mechanistic assessment. The judgements should be based on both social attitudes and on broadly based expert opinion informed by current best practice. They should be firmly rooted in objectives concerned with children's enjoyment and benefit. And they should take into account the concerns of parents.

Ultimately the basis of these judgements should be made clear in the policies of the play provider as written down in policy documents. These policies should in turn be understood and embodied in practice by all the key stakeholders.

Managing Risk in Play Provision: A Position Statement (3 August 2002)

References

Ball D (2002) Playgrounds – risks, benefits and choices, Contract Research Report No. 426/2002, Health and Safety Executive.
British Standards Institute (1998) BS EN 1176-1 Playground Equipment – Part 1, British Standards Institute

National Playing Fields Association, Children's Play Council and PLAYLINK (2000), Best Play: What play provision should do for children (available from National Children's Bureau)

Information on these and other relevant publications, and contact details for Play Safety Forum members, can be obtained from the Children's Play Information Service,
National Children's Bureau,
8 Wakley Street, London EC1V 7QE
(tel: 020 7843 6303, e-mail cpis@ncb.org.uk,
website www.ncb.org.uk/library/cpis)

THE PLAY SAFETY FORUM

The Play Safety Forum brings together the main national organisations in England with an interest in safety and children's play.

Members include representatives from providers, regulatory bodies and expert agencies. The aim of the Play Safety Forum is to build consensus on issues around risk and safety in relation to play provision. It is an independent body hosted by the Children's Play Council at the invitation of the Department for Culture, Media and Sport.

Play Safety Forum Members

Association of Play Industries
Child Accident Prevention Trust
Children's Play Council
Health and Safety Executive
Institute for Sport and Recreation Management
Institute of Leisure and Amenity Management
Kidsactive
Local Government Association
National Early Years Network
National Playing Fields Association
National Family and Parenting Institute
National Society for the Prevention of Cruelty to Children
PLAYLINK
Royal Society for the Prevention of Accidents
Adviser: David Ball, Centre for Decision Analysis and Risk Management, Middlesex University
Observer organisations: Department for Culture, Media and Sport, Play Wales

Health and Safety Executive / Local Authorities Enforcement Liaison Committee (HELA)

Local Authority Circular

- **Subject:** Standards
- **Open Government Status:** Open
- **LAC Number:** 79/2
- **Keywords:**
- **Revised:** February 2002
- **Review date:** February 2005

Safety in Children's Playgrounds

This SIM provides information on the physical standards expected in children's playgrounds, the management systems play providers should have in place and the relevance and status of applicable European Standards.

Background

1 Every year there are a significant number of accidents to children in playgrounds due to fixed play equipment (approximately 41,700 in 1998). There is one fatal accident every 3 to 4 years on average.

2 The main locations where equipment-related playground accidents occur are public playgrounds, parks, schools and public houses or restaurants.

3 There is considerable public interest and concern surrounding this area and both the Food and Entertainment and Services Sectors receive a significant number of queries from the field and other sources every year.

4 The Play Safety Forum, sponsored by the Department for Culture, Media and Sport, has been charged with taking forward the public debate on safety in children's playgrounds. The Sector is a member of the Forum. HSE has also commissioned research into playground safety and the report is expected to be available late 2001.

European Standards

5 There are 2 European Standards of particular relevance to this area. BS EN 1176 *Playground equipment* covers the requirements for the design, manufacture and installation of playground equipment. BS EN 1177 *Impact absorbing playground surfacing* specifies the requirements for surfacing to be used in children's playgrounds and the methodology for its testing. In common with other standards, these are not retrospective and are not legally binding. However all play providers should have them in mind when making decisions regarding playgrounds and equipment.

Impact-absorbing Surfacing

6 Impact-absorbing surfacing (IAS) covers a range of materials, for example, manufactured tiles, in-situ formed materials, loose particles and natural materials such as turf, bark and sand.

7 It should be noted that the installation of IAS is not a complete solution to the potential for injuries in a playground. Impact-absorbing surfacing is tested for its efficacy in reducing head injury severity and it may not be effective in reducing other injuries. The efficacy of IAS in reducing overall numbers of injuries is not proven. Of equal importance is maintenance of properly designed and installed equipment.

Action by Play Providers

8 All play providers (eg local authorities (LAs), parish councils) installing or significantly refurbishing existing play facilities (this includes the equipment and the site) should ensure that they meet the requirements of the EN Standards above.

9 Providers should also carry out a suitable and sufficient risk assessment on the play facility as simple compliance with the EN standards does not guarantee compliance with health and safety legislation. They should take account of the siting of the playground for instance. Bodies such as RoSPA can assist with this process.

10 Providers also need to ensure that there are appropriate management systems in place to ensure that facilities are maintained in good order and that damage is repaired promptly.

11 Where providers are responsible for older facilities, they should carry out a risk assessment. They should use the results of the assessment to prioritise any renewals, refurbishment or removal of equipment. They should also consider the installation of IAS as part of the assessment process.

Action by Inspectors

12 It is unlikely that inspectors will have the necessary experience or specialist equipment to inspect fixed playground equipment against current European standards. Such prescriptive equipment inspections must be carried out by a recognised competent person. Good evidence of competence would be membership of the Register of Play Inspectors International Ltd (RPIL). Inspectors should satisfy themselves that play providers have suitable management systems in place to: prioritise and action the areas of concern which fall out of regular inspections; carry out risk assessments; and implement the controls indicated by the assessment. This includes maintenance of equipment and any IAS provided. If such systems are absent or are inadequate then enforcement action should be considered in the normal manner.

13 Where play providers have carried out assessments and have prioritised items for action, these should be actioned within a reasonable time frame, attending to the areas of highest risk first and as a matter of urgency. Providers should consider temporary removal of a facility until remedial measures are taken. If action plans are not present or the timescale is unreasonably long, then enforcement action should be considered.

14 The presence of non-impact-absorbing surfacing in the impact area (see BS EN 1176) would be a matter of significant concern and enforcement action should be considered. The Sector view is that enforcement solely on the provision of IAS is inappropriate and should be combined with enforcement action on management systems.

Cambridgeshire's Play Project Implementation Plan

Objective	Action	Outcome
<p>1) To liaise with each district council regarding the development of their play policy, strategy and projects, and the development of play partnerships</p>	<p>Provide support to each district to audit, plan and develop quality play opportunities for children and young people.</p> <p>Encourage the development of purposeful play partnerships and develop a county strategy.</p> <p>Advice given on</p> <ul style="list-style-type: none"> • Value for money • Creative solutions • Consulting with children • Added value <p>Provide subject matter expertise to enable quality play opportunities</p> <p>Communicate the Playful Ideas element of the Big lottery funding and support applications.</p>	<p>Children are meaningfully consulted</p> <p>District councils work towards forming play partnerships to support projects at a local level and to try to ensure future sustainability and good quality provision</p> <p>District councils' plans represent, value, quality and creativity</p>

Appendix 8

Objective	Action	Outcome
<p>2) Work with a dedicated officer within the Inclusion Directorate to ensure that the needs of vulnerable children are represented.</p> <p>Work with the Ormiston Trust to identify opportunities for improving access to play for Traveller and Gypsy children and play service in prisons</p>	<p>Agree operational approach with Inclusion management.</p> <p>Work collaboratively with Inclusion team to shape and implement County Play Strategy</p> <p>Make links with Ormiston Trust and Traveller Liaison Group – Task group</p> <p>Ensure representation on EYCC Equalities Strategy Group</p>	<p>Effective links with Inclusion Officers. Inclusion embedded throughout.</p> <p>Work incorporated into the EYCC Equalities Strategy Group.</p>
<p>3) Communicate Cambridgeshire's Play Policy.</p>	<p>Showcase good play practice in Cambridgeshire</p> <p>Work collaboratively with Planning Partnership and Performance Area Managers</p> <p>Identify other stakeholders: Highways and Planning Parks and green spaces Arts and Culture Sport Health Transport</p>	<p>Effective and appropriate task group successfully formed to create, review and update policy.</p> <p>Play integral to area plans.</p> <p>Effective professional relationship with Area Planning, Performance and Partnership teams.</p> <p>Each partner considers play in future developments and plans.</p> <p>Successful networks created.</p>

Appendix 8

Objective	Action	Outcome
<p>4) Promote funding for play with Town and Parish Councils and voluntarily run groups</p>	<p>Share information with identified key officers within parish and district councils.</p> <p>Work with Cambridgeshire Acre around play services and facilities in rural areas</p> <p>Work with the CVS (Cambridgeshire Voluntary Services) to create capacity to develop innovative projects</p>	<p>CVS, Acre and other identified officers engaged with plans.</p>
<p>5) Enable collaborative work with Extended Services' developments and schools, Youth Services and Early Years and Childcare Service</p>	<p>Link with Extended Schools Development Coordinator</p> <p>Link to Childcare and Playwork Advisers regarding play opportunities in Out of School Childcare</p>	<p>Importance and value of quality play understood and represented in planning for extended services.</p> <p>A coordinated response to funding streams and project development of play and leisure opportunities that covers all age ranges.</p> <p>Promotion and guidance to new developments offered.</p> <p>Professional support given to teams.</p>
<p>6) Share good practice regarding children and young people's consultation and participation</p>	<p>Work with central Participation Team and District Councils to consider ways of engaging children and young people in feedback.</p>	<p>Children and young people feedback their experiences regarding:</p> <ul style="list-style-type: none"> • Quality • Access • Impact

Appendix 8

Objective	Action	Outcome
7) Ensure County Play Strategy Project Manager remains up to date with the subject matter	Attend national and regional events organised by Play England and other relevant organisations	County Play Strategy Project Manager is up to date with latest national and local developments.

Summary of the Children Act 2004

For a detailed legal account of what the Act does, copies of the Explanatory Notes and the Act itself are available from the Stationery Office. A full text of both is available at www.hmsso.gov.uk/acts.htm.

The following is a brief account of the key parts of the Act that specifically relate to the Change for Children programme in England.

Children's Commissioner – Part 1

Sections 1-9 provide for the establishment of a new Children's Commissioner for England, who will also have a role across the UK for reporting on non-devolved matters, working closely with counterparts in Wales, Scotland and Northern Ireland. The Commissioner's job will be to raise awareness of the best interests of children and young people and to report annually to Parliament, through the Secretary of State, on his findings.

Section 2 makes clear that the Commissioner will not act as a last court of appeal for individual cases. Instead the Commissioner will look at how bodies, including Government and the public and private sectors, listen to children and young people. The Commissioner will be able to highlight failures in complaints procedures and make recommendations for improvements.

Section 3 gives the Commissioner freedom to look at an individual case with wider implications, for the purpose of learning broader lessons to inform public policy. Subject to the appointment process we expect the first Commissioner to be in place by April 2005.

Children's Services in England – Part 2

Section 10 establishes a duty on Local Authorities to make arrangements to promote co-operation between agencies in order to improve children's well-being, defined by reference to the five outcomes and a duty on key partners to take part in those arrangements. It also provides a new power to allow pooling of resources in support of these arrangements.

Section 11 creates a duty for the key agencies who work with children to put in place arrangements to make sure that they take account of the need to safeguard and promote the welfare of children when doing their jobs.

Section 12 allows further secondary legislation and statutory guidance to be made with respect to setting up databases or indexes that contain basic information about children and young people to help professionals in working together to provide early support to children, young people and their families. Case details are specifically ruled out.

Summary of the Children Act 2004 cont/d

Sections 13-16 require that Local Authorities set up statutory Local Safeguarding Children Boards and that the key partners take part.

Section 17 and the associated repeals in Schedule 5 establish a single Children and Young People's Plan (CYPP) to replace a range of current statutory planning. Details of what the CYPP should cover will be set out in further secondary legislation and supported by guidance. There will be no requirement for the Secretary of State to approve the plan and Local Authorities categorised as excellent under Comprehensive Performance Assessment will be exempt from the requirement.

Sections 18 & 19 require Local Authorities to put in place a Director of Children's Services and Lead Member to be responsible for, as a minimum, education and children's social service functions. Local Authorities have discretion to add other relevant functions, for instance leisure or housing, to the role if they feel it is appropriate.

Sections 20-24 require an integrated inspection framework to be established by the relevant inspectorates to inform future inspections of all services for children. They also make provision for regular Joint Area Reviews to be carried out to look at how children's services as a whole operate across each Local Authority area.

Other provisions – Part 5

Sections 44-47 put stronger requirements on Local Authorities to manage and monitor the current statutory notification scheme for private fostering arrangements. They also allow for a registration scheme to be set up if the notification arrangements prove to be inadequate.

Section 49 allows for the secondary legislation to be made to bring in a minimum fostering allowance.

Section 50 makes changes to allow consistent intervention across Local Authority education and children's social service functions where it is shown to be necessary.

Section 52 puts a duty on the Local Authority in its role as the corporate parent to promote the educational achievement of looked after children. This will ensure that decisions on issues such as placement and stability support better educational achievement.



To: Executive Councillor for Community Development and Health
Report by: Paula Bishop, Children & Young People's Services Manager
Relevant scrutiny committee: Community Services Scrutiny Committee 1/7/2010
Wards affected: All Wards

BIG LOTTERY / URBAN ADVENTURE PLAY PROJECT APPRAISAL Not a Key Decision

1. Executive summary

In June 2008 the Community Services Committee approved the development of the Urban Adventure Play programme for the City Council including the 4 play projects supported by three year funding from the Big Lottery. A project appraisal for the purchase of the ChYpPS Community Play Boat was approved in July 2008.

This report accompanies the retrospective appraisals for the Urban Adventure Play Base at Cherry Hinton Hall and Bramblefields Play Installation, for additional S106 funding to be released to cover the cost of MCA certification for the ChYpPS Community Play Boat and a separate project appraisal for the Play Trails at Cherry Hinton Hall.

2. Recommendations

The Executive Councillor is recommended:

To approve the **Big Lottery Urban Adventure Play Portfolio Project Appraisal**
To approve the **Big Lottery Play Trails Project Project Appraisal**

3. Background

3.1 In 2005 funding was announced by the government to promote and develop national play provision for children and young people. The funding was allocated via the Big Lottery and Cambridge City Council's allocation of £200,000 was awarded in 2008. The funding supports the development of the Urban Adventure Play programme in the city for 3 years.

3.2 Urban Adventure Play (UAP) is the ChYpPS response to growing demands nationally and locally to take play back to basics, to promote

outdoor play, to encourage children to take more risks, find more challenging play environments and to have fun! Our version of this is limited by the urban landscape but as a city we are well provided with many good quality parks and open spaces. We are currently in the third year of a pilot programme training staff in the delivery of UAP, training others outside of the authority and delivering sessions both on and off the UAP site at Cherry Hinton Hall.

3.3 The Big Lottery funding has enabled us to develop 4 UAP projects:

- The Community Play Boat which will deliver open access and targeted sessions on board a customised narrow boat from temporary riverside moorings and be available for short residential projects
- Urban Adventure Play Base at Cherry Hinton Hall where staff and children and young people learn new skills to support outdoor living and adventurous play.
- Play Trails also at Cherry Hinton Hall which will be open access, promoted through the ChYpPS web pages and involve children, young people and local artists in the creation of interactive trails through the woods and around the pond.
- Bramblefields Community Play Space is another open access project to encourage greater ownership by children and young people of the LNR (local nature reserve) in East Chesterton. This project includes the installation of new 'natural' play equipment.

3.4 A project appraisal for the purchase of the ChYpPS Community Play Boat was approved in July 2008. Since then we have been required to re run the tendering process and have identified additional costs, we are requesting additional S106 resources to meet the cost of MCA certification.

3.5 Both Bramblefields LNR play installation and the Cherry Hinton Hall Urban Play Base have been in usage for over a year. Bramblefields was officially launched in September 2009 and is used on a daily basis. The base is a closed facility, operated by ChYpPS offering both training provision for staff and on site activity of small groups of children and young people.

4. Implications

4.1 **Finance** - the project has been funded by the Big Lottery for 3 years. There will be ongoing revenue costs beyond 2011 which will be met by the ChYpPS baseline budget.

4.2 **Staffing** – funding to provide staffing is covered in the first three years by revenue funding from the Big Lottery and match funding from the ChYpPS baseline budget.

4.3 **Equalities** – Our focus is to ensure open access to all of the sites and to promote the projects to groups and communities who are currently under represented on ChYpPS projects eg traveller children and children with disabilities.

5. Background papers

These background papers were used in the preparation of this report:

- Cambridge City Charter For Play – Community Services Committee June 2008

6. Appendices

- Capital Project Appraisal & Procurement Report for the Big Lottery Play Trails Project
- Capital Project Appraisal & Procurement Report for the Big Lottery Urban Adventure Play Portfolio

7. Inspection of papers

To inspect the background papers or if you have a query on the report please contact:

Author's Name: Paula Bishop
Author's Phone Number: 01223 - 457872
Author's Email: paula.bishop@cambridge.gov.uk

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Mrs Paula Bishop
Cambridge City Council
The Guildhall
Cambridge
CB2 3QJ

18 March 2011

Unique Reference Number: CPP/1/010271051
Project name: Urban Adventure Play

Dear Mrs Bishop

Children's Play
End of grant report

I am enclosing an End of grant report form, to enable you to update us on the progress of your portfolio over the last year; and tell us about how you have achieved your overall outcomes, any lessons learnt and plans for the future of your project.

Please complete and return your report to us by 21/4/11.

Once we have received your report, we will review it and let you know if it meets all our requirements or we may ask you for more information, if necessary.

I thought it may be helpful for me to explain that completing your End of grant report is an important condition of your grant. Please note that we could withhold payments on any other grants that your organisation holds with us if you do not return the form to us by the deadline.

If you have difficulty completing the End of grant report, or have any questions, please contact me immediately so that we can help.

I look forward to receiving your completed form

Yours sincerely

Barry Stephenson
Grants Officer

End of grant report



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Section One: Your Portfolio Details

Section Two: Your Portfolio Outcomes

Section Three: Declaration and Signatures

Beneficiary Monitoring

Portfolio programmes

At the end of each portfolio we ask you to complete an End of grant report. We must monitor and report externally on the outcomes your portfolio has achieved. This report helps us do this.

On this form we ask for details of the progress of your portfolio for the final year. In addition we also ask about how you have achieved your overall outcomes, any lessons learnt and details on the future of your portfolio.

Please return this form by the date specified in the attached letter. Remember that we will not be able to release any future payments unless we have received and reviewed this form.

Please remember to sign the form before returning it to us, and also make sure that you keep a copy for your records.

If you have any questions, please contact us.

Section one – Your portfolio details

1.1 Organisation name

Cambridge City Council

1.2 Unique Reference Number (URN) of this grant

CPP/1/010271051

1.3 Portfolio name

Urban Adventure Play

1.4 This report covers the period

1 April 2010 to 31 March 2011

Section two – Your Portfolio outcomes

2.1 Give a brief summary of how your portfolio progressed over its lifetime, concentrating on your portfolio's outcomes.

1.

To develop 4 innovative play projects by 2011, that enhance the range of quality open access play experiences available to 6330 children and young people across the city. We have developed and launched the 4 portfolio projects: The ChYpPS Community Play Boat, Bramblefields Community Space 4 Play, The Cherry Hinton Hall Play Trails and the ChYpPS Urban Adventure Play Base. Over the grant period we have had a total of 4357 attendances (please see appendix 1) at ChYpPS sessions. However two of the projects are open access and available for the public to use without a ChYpPS presence. It is impossible to put an exact figure on the number of children and young people using these site but our estimation would be in the region of at least 50 attendances per site, per week. Taking these figures into account we confidently believe that we have exceeded the 6330 target for the portfolio.

2.

To provide 6330 children and young people access to play opportunities that encourage them to explore their limits, be challenged and to learn how to take appropriate risks, by 2011. All of the 4 projects within the portfolio have had this outcome as the main driver behind the work, however we have found it difficult to measure. Attached is a report looking in detail at a couple of case studies that we carried out in order to be able to prove these softer outcomes. We believe it clearly evidences that we have successfully met the outcome.

3.

To involve 400 children & young people by 2011 in designing, planning and running community play projects close to or near to where they live. According to the statistics in appendix 1 we have had a total of 1781 attendances at consultation events and sessions over the course of the grant and over the 4 portfolio projects. To further evidence this we have compiled a consultation evaluation report. (Attached as appendix 3)

4.

To offer 6330 children and young people by 2011 the opportunity to develop greater well-being through improved access and facilities for outdoor play. The portfolio has delivered 2 new fixed play sites within the city, these sites are open access and available for public use all of the time. Please see appendix 1 for numbers attending whilst ChYpPS are at those sites delivering play activities and as stated in the response for outcome 1 we know that there has also been considerable use of the sites independently of ChYpPS.

2.2 Tell us about your progress towards achieving your portfolio outcomes in the last year of your portfolio. It is important that you let us know the date milestones have

been achieved if there has been a delay, tell us the impact on achieving the outcome.

Portfolio outcome 1:

Outcome: To develop four innovative play projects by 2011 that enhance the range of quality open access play experiences available to 6,300 children and young people across the city.

Milestone: Done an audit of children and young people in the city to see if and how they are accessing outdoor play opportunities.

Timescale: Year 3

Milestone: Establish each of the projects to a stage where each has been fully launched, children and young people are involved at all stages of planning and delivering and 50% of beneficiaries have been involved (3,150).

Timescale: Year 3

Milestone: Play Partnership promotional event celebrating each of the projects.

Timescale: Year 3

Milestone: Purchase all capital equipment and installed for all projects.

Timescale: Year 3

In the space provided below tell us more about your progress towards achieving this outcome. Explain how you have achieved the milestones and how you have measured this. Show progress towards numbers where appropriate and towards planned timescales. If you did not achieve this milestone within the planned timescales, tell us how this will affect your portfolio.

* Audit attached as appendix 4

* All 4 projects have been officially launched, the consultation report (appendix 3) and the Statistics (appendix 1) show that we have achieved this milestone

* Due to budget restraints from other partners it was decided that we would not hold this event, however all Play Partnership organisations have been involved in the launch events of the portfolio projects

* All capital equipment has been purchased and all installation complete

Portfolio outcome 2:

Outcome: To offer 6,300 children and young people by 2011 the opportunity to develop greater well being through improved access and facilities for outdoor play.

Milestone: Establish each of the projects to a stage where each has been fully launched, children and young people are involved at all stages of planning and delivering and 50% of beneficiaries have been involved (3,150).

Timescale: Year 3

In the space provided below tell us more about your progress towards achieving this outcome. Explain how you have achieved the milestones and how you have measured this. Show progress towards numbers where appropriate and towards planned timescales. If you did not achieve this milestone within the planned timescales, tell us how this will affect your portfolio

The ChYpPS Community Playboat

Official launch of boat on 22nd March 2011. Attendees included councillors, the Mayor, Colecraft and the Vikings. Press releases sent out before and after these events.

Boat 'Party' on 9th April 2011 launched the playboat to the wider community with 900 children, young people and families in attendance. The Vikings were fully involved in helping to plan and run this event. In addition to a number of day trips and a two night residential trip, the playboat is currently delivering 3 open access sessions a week. The boat is expected to be used on a daily basis throughout the summer holidays with regular moored sessions and boat trips for children & young people. Since the launch of the boat 1000 attendees have visited sessions.

UAP Base

The base has been used by ChYpPS groups on a regular basis since June 2009. To date, the base has been visited by 340 attendees. over 300 of these were children.

The base has been host to 2 ongoing projects visiting on a regular basis, 2 short term 6 week projects and 15 one-off taster sessions, 4 of these being in partnership with other youth work providers around the city.

One of the on-going projects that took place here was a video project. A group of 8 boys took part in a 6 week project, trialing all the various activities that take place at the base including den building, trust trails, team building, fire making, cooking and woodcraft. The boys filmed their experiences and activities and these will appear on our website to aid the promotion of the project.

The Play Trails project had a staged progression to being fully opened as this project is within a section of a well-used park and could not be closed to the public. Installs took place between October 2010 and February 2011. The site is now fully completed and open to the public.

Since the beginning of the Play Trails project, 1558 attendees have taken part in activities on site. Activities have included mini-beast hunts, natural art workshops, pond dipping, scavenger hunts and woodcraft activities.

A community action day took place on 26th March to complete the planting and soft landscaping as well as some pond clearance. 30 local volunteers were involved in the day.

Bramblefields

The Launch for Bramblefields Nature Reserve took place on 12th September 2009 and since this launch 587 attendees have taken part in ChYpPS activities on site. Activities at sessions have included natural art workshops, kelly kettles, pond dipping and woodcraft activities.

Children & young people were heavily involved in a variety of consultation events for the site and we worked closely with local schools and community

centres to ensure children & young people had their say. Children & young people were also involved in clearing the site and installing play equipment.

The 4 Big Lottery projects delivered by ChYpPS were all looking to achieve similar outcomes including the engagement of children and young people in natural play work, developing greater well being through improved facilities and play spaces, raising an awareness of and access to the new and improved play spaces. A report looking more closely at how these outcomes have been achieved using a number of case studies of children involved in the portfolio projects can be found in appendix 1.

Portfolio outcome 3:

Outcome: To involve 400 children and young people by 2011 in designing, planning and running community play projects close to or near to where they live.

Milestone: Establish each of the projects to a stage where each has been fully launched, children and young people are involved at all stages of planning and delivering and 50% of beneficiaries have been involved (3,150).

Timescale: Year 3

In the space provided below tell us more about your progress towards achieving this outcome. Explain how you have achieved the milestones and how you have measured this. Show progress towards numbers where appropriate and towards planned timescales. If you did not achieve this milestone within the planned timescales, tell us how this will affect your portfolio.

A separate report has been compiled which highlights the methods of consultation used, numbers of children involved and outcomes of consultation. (Report attached as an Appendix 3).

In total: 1781 children and young people were consulted in the design aspects of the 4 projects.

A core group of children called the Vikings have been consulted throughout delivery of the boat project. These children have been heavily involved in shaping what the boat looks like and how it is fitted out. They have visited the boat during the build process and helped to plan and deliver the official boat launch and the boat party. The Vikings will continue to be involved with the boat and we are currently setting up a pilot project for the Vikings which will involve them in testing out different activities that can take place on boat.

Portfolio outcome 4:

Outcome: To provide 6,300 children and young people access to play opportunities that encourage them to explore their limits, to be challenged and to learn how to take appropriate risks, by 2011.

Milestone: 4 site visits to boat builder

Timescale: Year 3

Milestone: Bramblesfield to deliver 16 events
Timescale: Year 3

Milestone: Community action day at Cherry Hinton
Timescale: Year 3

Milestone: Establish each of the projects to a stage where each has been fully launched, children and young people are involved at all stages of planning and delivering and 50% of beneficiaries have been involved (3,150).
Timescale: Year 3

Milestone: Launch events held for Boat and Cherry Hinton
Timescale: Year 3

Milestone: UAP to receive 150 attendances
Timescale: Year 3

Milestone: Water play guidance complete
Timescale: Year 3

In the space provided below tell us more about your progress towards achieving this outcome. Explain how you have achieved the milestones and how you have measured this. Show progress towards numbers where appropriate and towards planned timescales. If you did not achieve this milestone within the planned timescales, tell us how this will affect your portfolio.

The 4 Big Lottery projects delivered by ChYpPS all had common expected outcomes for the children and young people involved with including the provision of opportunities to explore limits and be challenged and the provision of safe environments in which to learn to take appropriate risks. A report looking more closely at how these outcomes have been achieved by looking at a number of case studies of children involved in the Big Lottery projects can be found in Appendix 2

All 4 projects have been fully launched and are in use on a regular basis.

* 4 Site visits to boat builder: With Vikings Nov 6th 2010 (on resi), 8th January 2011, 10th Jan (without Vikings), Delivery at Earith 28th January

* Bramblefields 16 events:

Since the launch of Bramblefields on 12th September 2009 there have been 23 sessions that 587 children & young people have attended. (Figures shown in Appendix 1)

* The Play Trails is fully launched.

In February half term, activities took place on site and included scavenger hunts, pond dipping, miniature raft building and natural art sculptures. 42 children and young people took part over a period of 2 hours and the session received local coverage in the newspaper and on Cambridge Evening News website.

A Community Action Day took place on 26th March on site and was the final

activity within the funded BL project. The event had 30 volunteers taking part in planting and clearing for the Play Trails site.

*** Launch Events for Boat**

The boat was officially launched on 22nd March, this event was an opportunity for local councillors, partner agencies and council officers to see the boat and talk to ChYpPS staff about how sessions and activities on the boat would run. The Vikings were heavily involved in this day and helped bring the boat down the river and moor up for the launch. Their parents were also invited to the event. On the 9th April we held a boat party on Jesus Green, this was an open access session for children & young people and their families to come and see the boat. We also had lots of other activities including face painting, arts and crafts and sports, in total we had over 900 visits on the day.

The UAP base has, to date, received 340 attendees. (figures shown in appendix 1)

* Water Play guidance is in draft form and attached as Appendix 5

2.3 Tell us about any unplanned additional outcomes you achieved this year. Tell us what the outcome was and how you measured it and when you achieved it.

Play Trails:

An unexpected outcome occurred throughout the development of the project. As the need for a site masterplan for Cherry Hinton Hall developed, the BL play trails plans were incorporated into the over-all main scheme. This improved relationships between various departments working at the council and working with Cherry Hinton Hall local residents & friends. The outcome of this is that the project feels more joined up with the other projects taking place on site and the local community and local friends group feel more ownership over the project - they are now able to contribute to the further development of the site and to Cherry Hinton Halls' sustainability.

2.4 Has your portfolio brought about the changes you expected it to?

Tell us what changes your portfolio brought about in the lives of people or organisations it helped. If your portfolio did not bring about expected changes explain the reasons for this.

Bramblefields:

The nature reserve is now used in a more positive way than before. Local children & young people and their families are using the site whilst ChYpPS are there and also using the site when sessions are not running. The project has also made local people more aware that the nature reserve exists so this has increased the use of the site.

Play Trails:

Cherry Hinton Hall nature area is now a child friendly space. The under-used nature area is welcoming to families and encourages exploration and adventure. Families bring children to interact with the wildlife, visit the ducks,

take part in activities that are not on offer through traditional play spaces. The local community are seeing the benefits of involving children and young people in nature projects and in introducing them to adventurous and risky activities. The site also offers educational value through the information and interpretation boards. Local schools have expressed an interest in using the site for ecology projects, geography and science lessons.

Key to achieving the outcomes of the Big Lottery projects has been offering children and young people experiences that aren't normally available to them in play spaces that are accessible and inspiring. The children illustrated in the case studies have clearly benefited from having these opportunities within the UAP Base and on the Playboat project. Observations of the children offer extensive evidence of the positive impact that the projects have had in supporting and developing all areas of their development.

Children have been given more opportunities to explore their own personal boundaries by being provided with more challenging and risky play; they have had the opportunity to achieve academically in an informal environment; they have been allowed to explore the physical world through the body and senses, develop motor skills and demonstrate physical dexterity and strength; they have developed new ways to express themselves and listen to others with more understanding and empathy; they have developed new social skills through team working on activities and discussing and evaluating within the group; they have developed a sense of place in the world and a greater understanding and appreciation of their environment; and finally they have introduced a more varied awareness of the possibilities and opportunities available to them in the wider world.

In utilising the natural environment and by providing opportunities to gain new skills the Big Lottery Projects provide exciting and inspiring places to learn which are resource rich, safe and ever changing. The outcomes of providing such spaces for children and young people in Cambridge has been seen throughout the delivery of these projects and will hopefully continue to be seen in the future.

2.5 Attach examples to show how your organisation and individual projects have acknowledged the support of the Big Lottery Fund in all publicity produced covering the period of the grant. In the box below, give details of the examples.

SummerDaze brochure, publicising all ChYpPS summer events city wide (11,000 distributed)
Launch events leaflets
Articles in local paper
Letter to parents explaining site visits
ChYpPS UAP programme (5000)

2.6 Give examples of how your organisation and individual projects have followed BIG's equality principles.

I have attached Cambridge City Council's values statement as an example of how seriously we take equality. (appendix 6. All projects have completed individual EQIAs (Equality Impact Assessments).

Under the Disability Discrimination Act, we have to make "reasonable adjustments" so that we do not discriminate against disabled customers or employees, and this was fully considered in all 4 projects. We held several meetings with DDA experts to ensure that we were compliant.

2.7 Tell us about what you have learnt from delivering this portfolio. Include any examples of self-evaluation.

The big lottery grant money has enabled us as a team to have a much greater understanding of procurement, and major project management, it has made us look closely at how we deliver projects and especially look at realistic timescales.

Individually we have been able to gain training and increased skills in some very different work areas including narrowboat driving and Forest Schools..

2.8 What have you done in the last year to make the portfolio sustainable after the grant is finished?

When we originally were applying for this grant we identified the need to continue these projects after the grant had finished. At that point we made a commitment to ensure that revenue costs for these projects would be made available from the ChYpPS base line budget. This is what we have done.

The ChYpPS Community Playboat is currently delivering 3 weekly moored sessions along the Cam, which will continue until Summer 2011. These have been advertised locally in addition to on the website and through schools. The boat will then deliver additional moored sessions throughout summer in addition to weekly trips. It is expected that at least 3 weekly sessions will continue throughout the year, the costings for which have been built into the ChYpPS baseline budget.

Hire and booking arrangements are in the development stages at the moment and we will be ready to roll these out in the coming months.

The Vikings will be taking part in 6 week projects on the boat which will be a way of ensuring closed groups are workable. These projects will be photography, cooking and a helmsmanship course, and it is hoped that the Vikings may be able to assist with similar sessions through volunteering with us in the future.

The UAP base has detailed information about its potential use and hire/booking arrangements which is sent out to any internal or external agencies that are interested in using it. Sessions in the UAP Base are also built into our regular programme with Senior Workers taking groups of ch/yp's there for one off sessions and weekly programmes. Again, all the delivery of sessions has been built into the ChYpPS Baseline budget.

A variety of staff members take on responsibility for maintaining the base and monthly clearance days are programmed in to ensure the usability of the site.

2.9 Include in this report details of plans for the continuation of the portfolio. If the portfolio is finished, give details of the exit strategy.

The portfolio projects wanted to create a legacy so that the Urban Adventure Play programme can continue beyond the Big Lottery funding. Each project has differing ways of ensuring it's future sustainability.

Play Trails:

Activity sheets are being created that can be downloaded at home or at school from the council website so that children and their families can participate in nature and exploration activities at Cherry Hinton Hall without staff support. These activities will compliment the nature on-site and the seasons.

Regular advertised activities will continue to be provided on site in school holidays as part of the ChYpPS year round provision. A year round programme of events is being designed and will be promoted via the website and leaflets. Activities will include Bat Walks, Den building workshops, bookable activities etc.

UAP base:

Mini-video clips have been created to advertise the project, this will help promote the activities and the base. The base is being made available for hire to local youth providers. ChYpPS is currently exploring how we can package the UAP base and it's activities to schools and are currently in talks with local schools about trialing this next term.

The Boat:

Ongoing open access sessions on the boat will continue year round, we are currently running 3 per week and the boat will be heavily involved in the ChYpPS summer programme. We already have a number of boat trips booked for the Summer holidays. We have already a number of enquiries regarding the hire of the boat form other community groups and we are setting up a system to make this possible.

Bramblefields: A yearly plan for the nature reserve is being devised which will be advertised via a flyer in local schools and generally in the local area. This plan will be part of ChYpPS summer programme as well as offering activities year round. Activities will include bat walks, pond dipping, willow workshop and a mini beast hunt.

Section three – Declaration and signatures

This form must be signed and dated by an authorised signatory.

1. I declare that to the best of my knowledge, the information given in our End of grant report form is correct and complete.
2. I understand that the information provided in our End of grant report form may be circulated and discussed with any person or organisations helping the Big Lottery Fund evaluate our project.
3. I confirm that the management committee or governing body knows about this report and that all sections have been completed and that as far as I know all the information given in this report is accurate.

Title	Forenames (in full)	Surname
<input type="text"/>	<input type="text"/>	<input type="text"/>
Position in organisation		
<input type="text"/>		
Signature	Date	
<input type="text"/>	<input type="text"/>	

Beneficiary monitoring

Please note that this information is being gathered for monitoring purposes only and will not be used to review the progress of your grant. You need only complete the sections that are relevant to you.

1. Ethnic background of direct beneficiaries

Was your portfolio directed at, or of particular relevance to, people from a specific ethnic background?

No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>

If you have answered 'No' please go to question two. If you have answered 'Yes' please indicate the ethnic background of the people who benefited from your project, ticking up to three categories.

White	
British	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Any other White background	<input type="checkbox"/>

Mixed	
Mixed ethnic background	<input type="checkbox"/>

Asian or Asian British	
Indian	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>

Black or Black British	
-------------------------------	--

Caribbean	<input type="checkbox"/>
African	<input type="checkbox"/>
Any other Black background	<input type="checkbox"/>

Other ethnic background	
Chinese	<input type="checkbox"/>
Any other	<input type="checkbox"/>

2. Gender

Was your project directed at, or of particular relevance to, people of a specific gender?				
No	<input checked="" type="checkbox"/>			
Yes	<input type="checkbox"/>	if yes, please tick,	Male	<input type="checkbox"/>
			Female	<input type="checkbox"/>

3. Age

Was your project directed at, or of particular relevance to people of a particular age group?				
No	<input type="checkbox"/>			
Yes	<input type="checkbox"/>	if yes, please tick,	0-24 years	<input checked="" type="checkbox"/>
			25-64 years	<input type="checkbox"/>
			65+ years	<input type="checkbox"/>

4. Disability

Was your project directed at disabled people, or of particular relevance to people with disabilities?	
No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>

5. Faith

Was your project of particular relevance to people of a specific faith?

No

Yes

If yes, please indicate the faith of the people who benefited from your project (you may select more than one box)

Christian

Hindu

Jewish

Muslim

Sikh

Buddhist

Other

6. Sexual orientation

Was your project directed at, or of particular relevance to, lesbian, gay or bisexual people?

No

Yes

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Project Brief

Buy the boat	Karl	March 08
	Caroline	April 08
	Karl	April/May 08
	Janet	May 08
	Reccy Rangers	June 08 & ongoing
	Spw's	June 08 & ongoing
	Spw's	June 08 & ongoing
	Karl	May 08
	Karl	April 08

<p>at</p> <p>Consultation and engagement with children and young people on exterior and interior designs</p> <p>Fitting out with children and young people</p> <p>Writing water practice guidelines for universal use</p> <p>Environmental play sessions e.g. river dipping</p> <p>Play sessions whilst moored e.g. Jesus Green and Stourbridge Common.</p> <p>Residential use for ChYpPS and partner organisations</p> <p>Crew training for young people</p> <p>Certificate in community boat management gained</p>		
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Performance indicators and success criteria:			
Measure	How to collect data?	When to collect?	How to review/collate?
Attendance figures: Target of 600 children/young people per year	Project Record Forms	Every session	6 weekly - feedback into quarterly reviews
Number of sessions run: 50 sessions per year	Project Record Forms	Every session	Annual review
Customer satisfaction 50 pieces of positive feedback within the first year	Project Record Forms Compliments/complaints forms	Every session	Annual review
Evaluation:			
Look at measurable outcomes and how/when you will evaluate them during the project. End of project report (or yearly review) will need to include this information and evidence of participative evaluation with children and young people.			
Outcomes (Evidence to be gathered)	What will evaluation methods be?	When will evaluation take place?	By who?

<p>To provide opportunities for 50 children & young people to be involved in the design and development of the play boat project by 2011, in order to give children & young people greater involvement and ownership of the project</p>	<p>Consultation results and attendance at designated sessions</p>	<p>2008</p>	<p>ChYpPs</p>
<p>To increase number of neighbourhood play sessions at river side locations in Cambridge by 100% (50 2 hour moored sessions per year) up to 2011, in order to provide a wide range of good play experiences</p>	<p>Monitoring information from project record forms that are completed after every session</p>	<p>March 2008, 2009, 2010</p>	<p>ChYpPS</p>

<p>To provide a unique space that provides flexibility to increase opportunities for 120 children & young people to use the playboat for residential trips over the next 3 years, in order to help children improve confidence and independence through play</p>	<p>Monitoring information from project record forms that are completed after every session</p>	<p>March 2008, 2009, 2010</p>	<p>ChYpPS</p>
<p>To provide opportunities for 1800 children and young people to access play opportunities along the banks of the River Cam by 2011, in order to increase awareness of risk and test boundaries</p>	<p>Monitoring information from project record forms that are completed after every session</p>	<p>March 2008, 2009, 2010</p>	<p>ChYpPS</p>



To: Executive Councillor for Community Development and Health
Report by: Director of Customer and Community Services
Relevant scrutiny committee: Community Services 17/2/11
Wards affected: All

**Review of the Children and Young People’s Participation Service
Scoping Report
KeyDecision**

1. Executive summary

- 1.1 The Council gives a high priority to the needs of children, young people and their families. Since 2005 the Children and Young People’s Participation Service (CHYPPS) has provided a dedicated service addressing the social and recreational needs of children and young people and has promoted their participation in community life. Legislation, primarily the Children Act, with its emphasis on “joined up services and provision,” growing economic pressures on public expenditure and changes to Government priorities are providing the need and impetus for the review of the purpose and organisation of services for children and young people.
- 1.2 This report sets out the scope, methodology and timescale for a proposed review of the CHYPPS the outcome of which would be implemented from April 2012.

2. Recommendations

The Executive Councillor is recommended:

- 2.1 To approve the scope, methodology and timescale for the review of the Children and Young People’s Participation Service.

3. Background

- 3.1 The City Council has provided activities and facilities for children and young people for many years through its Community Development, Sports and Arts Services. The needs of children, young people and their families are also given a high priority in the Council’s Planning

and Housing functions. The priority for the proposed review will be to establish the future direction of the Children and Young People's Participation Service, including links with other services.

- 3.2 In 2005 the Children and Young People's Participation Service (CHYPPS) was created bringing together youth development, youth participation and play services within Community Development. This new service and the CHYPPS Strategy, which underpins its work, was the outcome of a major review involving many stakeholders, members as well as children and young people.
- 3.3 The focus for CHYPPS work has been on:
- The needs of 9 – 14 year olds
 - Play and youth provision in neighbourhoods where children and young people live, particularly areas lacking opportunities.
 - City-wide projects bringing children and young people together from different parts of the city.
 - Creating opportunities for children and young people to be actively involved in and consulted on issues that affect them, their families and neighbourhoods.
- 3.4 Recent initiatives include developing the Urban Play Project focusing on ways to create play opportunities from the whole environment; consultation on the provision of play equipment in growth areas and working with developers on play and youth strategies; events based in each of the four Areas and leading local contributions on national initiatives e.g. on anti-bullying work.
- 3.5 Since the introduction of the Children Act in 2004 a growing emphasis has been placed on working in partnership with other providers from both the public and voluntary sectors. Council officers now routinely work in partnership with colleagues from other sectors and also schools. These partnerships have jointly commissioned original research and projects on, for example work with Travellers, mental health services, family support and on improving access to social and recreational opportunities.
- 3.6 However, the recession, pressure on public expenditure and changes in Government policies in education and health, along with the potential for enhanced roles in the delivery of public services for the voluntary sector and social enterprises, are providing new challenges as well as opportunities to reconsider how the needs of children, young people and their families can be met in future.

4. Scope of the Review

- 4.1 This review will take place during a period of significant social and economic changes. It will therefore be important to understand the needs of children and young people and the trends, developments and innovations in services that are being developed locally and elsewhere to respond to these pressures. Fundamentally, the review should aim to establish the roles, priorities and outcomes for CHYPPS for the period 2012 – 2015 and its position, as a District Council service within a spectrum of providers. Proposed review objectives are:
- a) To define the purpose, priorities and outcomes of the CHYPPS.
 - b) To define the characteristics of the service's primary clients.
 - c) To consider the relative merits of universal, targeted and preventative activities and their relevance to CHYPPS.
 - d) To appraise different service delivery options.
 - e) To explore the most appropriate governance arrangements and how these arrangements can enhance the coordination and accountability of partnership and collaborative work.
 - f) To make clear how the CHYPPS contributes to the City Council's Vision

5. Management of Review

- 5.1 The review will be undertaken by a Panel of Members, the composition of which will be determined in accordance with the Council's Constitution. It will be chaired by a member of the majority party and the outcome of its work will be reported to the Community Services Scrutiny Committee. The Executive Councillor for Community Development and Health will attend meetings of the Panel. The Head of Community Development will be the lead officer and the costs of the review will be found from the Community Development budget.
- 5.2 Services for children and young people are complex and involve a wide range of stakeholders. The Panel will need to give careful consideration to how and when these stakeholders should be able to contribute to the work of the Panel and its conclusions. This will be particularly important in respect of the involvement of children, young people, parents and guardians. The review will also need to take account of existing relevant research into the needs and aspirations of children, young people and parents, who use city based services.

6. Methodology and Timetable

6.1

Review Activity	Target Date(s)
1. Appoint Panel	May 2011
2. Commission and consider quantitative and qualitative research/evidence – consult stakeholders.	May – July 2011
3. Review Panel considers evidence and appraises options.	Sept – Oct 2011
4. Production and scrutiny of draft Outcome Report	Nov 2011
5. Final Report	January 2012
6. Implementation	April 2012 Onwards

7. Implications

- 7.1 **Financial** – The outcome of the review will inform future funding for this service. The review will need to take account of reductions in resources for Children’s Services made by Cambridgeshire County Council, the availability of funding, generally, for independent providers and the City Council’s Medium Term Strategy.
- 7.2 **Environmental** – The review will be required to address how the CHYPPS contributes to the Council’s vision and objectives on sustainability.
- 7.3 **Equal Opportunities** – The service has consistently promoted equality of opportunity, inclusivity and fair access and treatment.
- 7.4 **Community Safety** – CHYPPS has worked closely with the Safer City Team and others in delivering services designed to divert young people at risk from becoming involved in anti-social behaviour and crime, and preventative work with children who are at risk through pressures at home, in school and/or in the wider community.
- 7.5 **Staffing** – The outcome of the review could have implications for the way services are delivered and the role(s) of staff. Implications for staff would be explored in line with the Council’s Organisational Change Policy.

8. Background papers

These background papers were used in the preparation of this report:

9. Appendices

10. Inspection of papers

To inspect the background papers or if you have a query on the report please contact:

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Cambridgeshire Children and Young People's
Strategic Partnership

CHILDREN AND YOUNG PEOPLE'S
ACTIVE INVOLVEMENT STRATEGY

2009 - 2012

**CONSULTATION,
DIALOGUE AND
DECISION
MAKING**

NOVEMBER 2009

Section One: Context

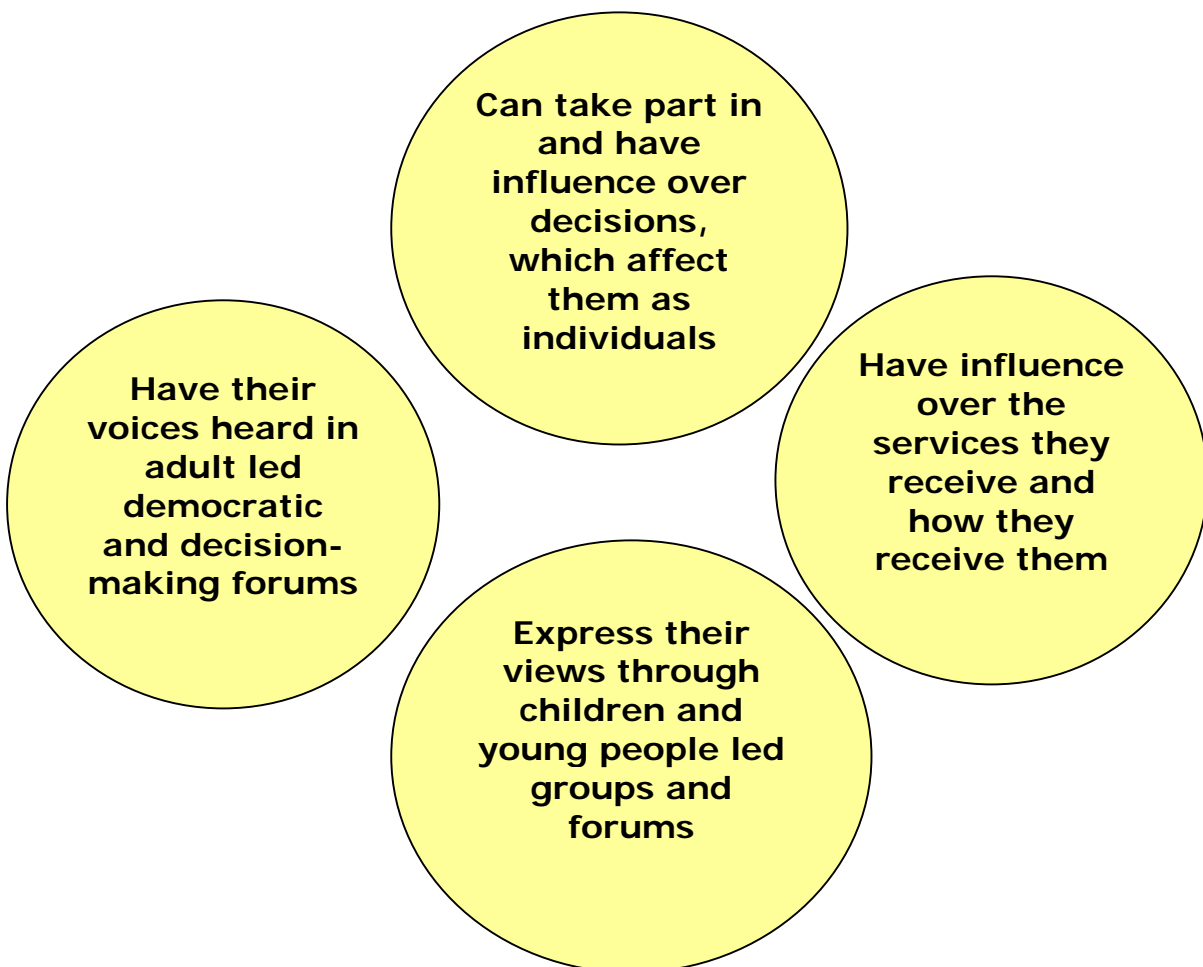
- 1.1 Children and young people's active involvement means providing opportunities for all children and young people to have a meaningful input to decisions that affect their lives. The purpose of this strategy is to ensure that all services work towards:
- Providing opportunities for children and young people to respond to adult led agendas
 - Providing opportunities for children and young people to identify and raise issues they think are important
 - Providing opportunities for children and young people to share in dialogue and decision-making beyond consultation
 - Making real changes to service provision or facilities based on what children and young people say
- 1.2 Children and young people's engagement is likely to feel most relevant at area, district and community level. Whilst this strategy sets out some of the countywide principles and standards for organisations to ensure active participation at all levels, delivery is most likely to be close to where children and young people live. This is particularly true for younger children who may be less able to travel independently, and for whom the development of services in a very local community may feel of more direct relevance.
- 1.3 Parents and carers play a crucial role in helping children and young people get their voice heard, particularly for the younger age group. Developing an ethos of participative practice for all our services is a core principle of our Children and Young People's Plan. In the context of wider service developments, we will work to ensure that families are active in supporting their children to express their needs. Parents and carers also need to have every opportunity to participate in service developments, and we will continue to secure this through the delivery of our Parent and Carer Involvement Strategy.
- 1.4 The Active Involvement Strategy has been developed within the context of the Children and Young People's Strategic Partnership by the Participation Partnership Task Group which has steered the work and is represented by a range of managers and practitioners from a wide range of organisations. The inter-relationships of the key groups is attached as Appendix 1.

- 1.5 This strategy sits alongside the Active Citizenship and Volunteering Strategy and Parent/Carer Support Strategy. The three strategies are designed to secure parents, carers and children and young people's participation in all aspects of community life. Each strategy supports the delivery of the 2009–2012 Children and Young People's Plan.
- 1.6 Finally the strategy looks to develop the skills of children and young people and the front line staff working with them to ensure access to a range of personal development opportunities.

Section Two: Our Vision

The vision of Cambridgeshire's CYPSP is to ensure that Children and Young People are actively involved in all aspects of decision making which impact on their lives

- 2.1 Our principles build around the four key entitlements for all children and young people which ensure they:



2.2 Why involving children and young people is a good thing

Cambridgeshire's Children and Young People's Strategic Partnership values the contribution of children and young people in developing services. Involving children and young people will help us deliver higher quality, more inclusive services, which are better used as a result. Getting involved helps children and young people develop

learning skills for life, helping to build more engaged future adult generations.

Children and young people have a right to be involved, as set out in Article 12 of the United Nations Convention on the Rights of the Child which gives children and young people the right to say what they think when adults make decisions which affect them, and it is now our legal duty to do so under the Children Act 2004.

2.3 **Our values**

The Charter of Shared Values developed with children and young people (Appendix 2) embodies the way in which organisations can put children and young people's well fare at the heart of organisational practice. A number of organisations have developed their own personalised charters. In either case the underpinning statements should be reviewed regularly with children and young people to assess their continuing currency.

Section Three: What we are going to do

- 3.1 Our activities are delivered against the seven standards for active involvement, which form the basis of the 'Hear By Right' framework. These are:
- Shared values
 - Strategy
 - Structures
 - Systems
 - Staff, elected members and trustees
 - Skills and knowledge
 - Style of leadership
- 3.2 The outcome led action planning aims to ensure that all children and young people are able to participate in decision-making and address the particular barriers and issues faced by some, and are delivered through a range of settings.
- 3.3 Lead Members and non executive Directors from each individual partner organisation represented on the CYPSP will be responsible for ensuring their agency develops its own action plan to demonstrate how they will deliver against the agreed set of annual outcomes. A completed action plan for Children and Young People's Services is shown as an example in Appendix 3. A blank template for partner organisations to complete is provided as Appendix 7.
- 3.4 A nominated lead officer and member of the Children's Trust Development Group will oversee the audit process on a yearly basis against the strategy and individual partner action plans as they relate to the CYPSP and its related sub groups. Areas, localities and schools will develop complementary processes as befits local arrangements.
- 3.5 Delivering the strategy supporting infrastructure will require the commitment of additional resources, although much can be achieved from within existing resources. Resources should be allocated through pooling budgets at a partnership level, and the commitment of individual organisations to deliver their own action plans.

3.7 Key challenges 2009– 2012

There is still much to do to ensure that children and young people are systematically heard. The CYPSP will therefore:

- Ensure that we change and challenge our services on the basis of our dialogue with children and young people
- Ensure that the resources we have are used jointly and effectively to secure engagement at all levels
- To ensure that the outcome from the involvement work we do is shared widely, and we don't ask children and young people to repeat themselves for different audiences
- Ensure that we develop, with children and young people, effective and inclusive mechanisms for them to engage with strategic partnerships on issues of relevance to them
- To continue to develop effective ways of involving groups which find it hard to access services, ensuring resources are adequate to do so (including for example, disabled children and young people with a disability, children looked after, children and young people from black and minority ethnic communities)
- Establish effective feedback mechanisms so that children and young people recognise the impact they have had on shaping services
- Develop the role and understanding of our Participation Champions
- Ensure that we are clear about and are delivering against our agreed standards for involvement
- Ensure children and young people are able to effectively engage as part of the Corporate Area Assessment in Cambridgeshire during 2009–2010
- Embed the role of children and young people in the appointment of all front line staff and adapt our HR procedures to accommodate this

Section Four: Model for strategic involvement in decision making through Partnerships

- 4.1 Children and Young People need to be involved in strategic decision making within both individual organisations, and within the context of the Children and Young People's Strategic Partnership. Individual organisations are responsible for taking forward the actions they have committed to in this strategy.
- 4.2 In addition, there is a need to develop effective and transparent processes at County, Area and Locality level to secure the engagement in key partnerships. These need to be processes which enable all children and young people to participate appropriately, irrespective of their age or ability.
- 4.3 The building blocks for children and young people's engagement is outlined in Appendix 4. The route into the CYPSP will be through an open membership "Youth Assembly". Young people can take up seats at the Youth Assembly to air their views and those whom they are advocating for, gain support from their peers and agree recommendations to go forward to the CYPSP.
- 4.4 Appendix 5 shows how individual organisations and partnerships are developing and delivering on the outcomes set out in the strategy which will provide the environment in which all children and young people can take part. In all cases, consideration needs to be given to how children and young people who find it harder to access decision making bodies, will be enabled to do so. A Children and Young People's Participation Champion role description is provided in Appendix 6. It is hoped that each partner will nominate their own Champion to monitor progress within their individual organisations.

Section Five: Accountability for Delivery of Strategy

5.1 Accountability and performance monitoring– partnerships

The strategy has both a CYPSP infrastructure and individual organisation dimension.

All infrastructure CYPSP activity will be reviewed and monitored by the Participation Partnership Task Group on an annual basis, forming the basis of an annual report on progress to the Children and Young People's Strategic Partnership. A nominated lead officer and member the Children's Trust Development Group will coordinate this.

Individual organisations will take forward actions in their own services/ agencies, developing their own plans, which stem from the set of common outcomes and standards in the strategy. The nominated lead officer will monitor the progress of individual plans as part of the audit process and report back to the Children's Trust Development Group.

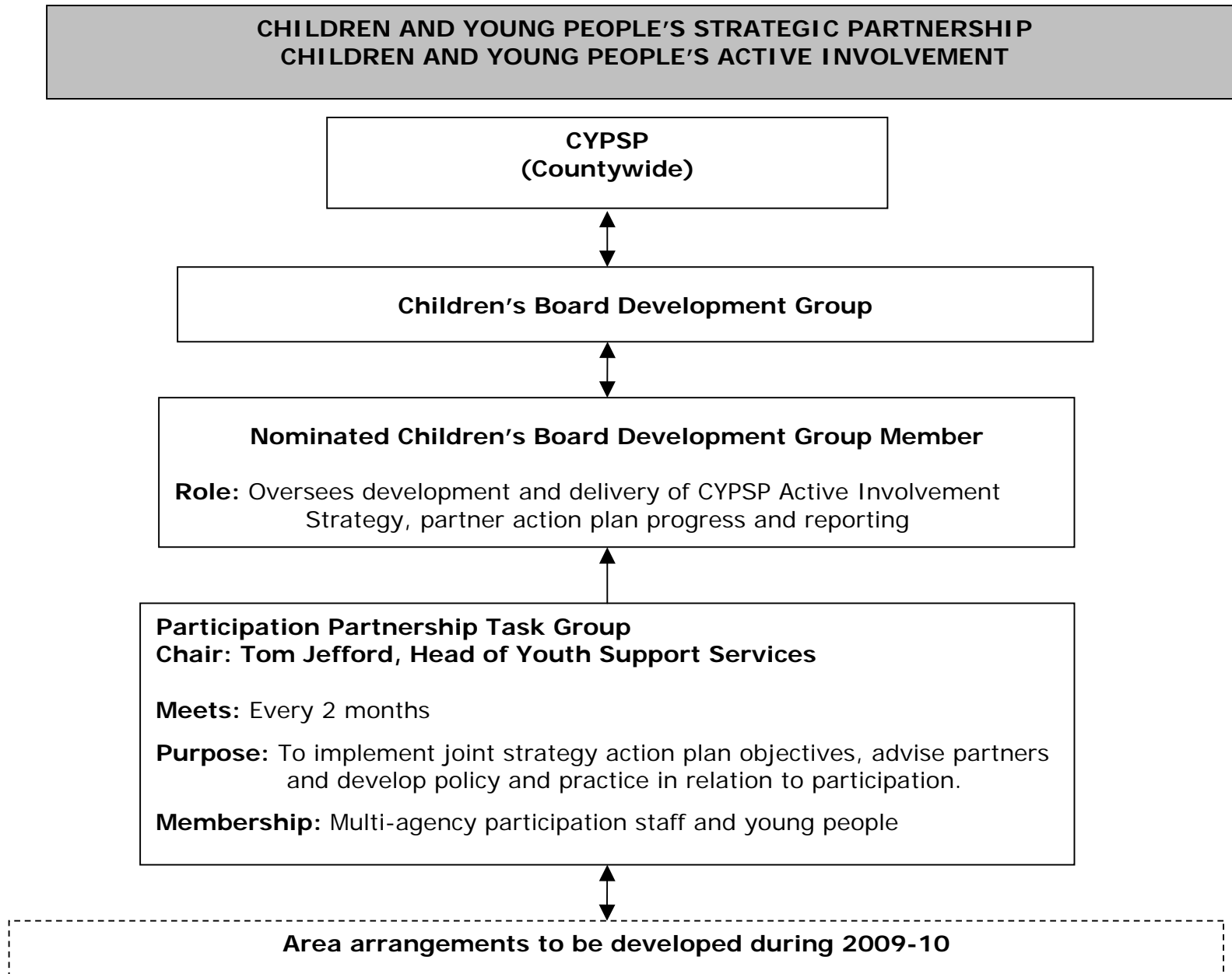
In both cases, progress will be reviewed and organisations/ partnerships awarded kite marks on the basis of audits undertaken by children and young people. The success of this will depend on the resource allocated to developing and delivering this project.

5.2 Review

The strategy will be reviewed in the autumn of 2011 in readiness for a revised strategy to underpin the 2012 - 2015 Children and Young People's Plan.

For more information about the strategy please contact:

Tom Jefford, Head of Participation and Young People's Services
Office of Children and Young People's Services
Cambridgeshire County Council
Tom.jefford@cambridgeshire.gov.uk





CHARTER OF SHARED VALUES

Rights

Our work helps children and young people to have their views and opinions heard on anything that affects them.

We will work to help children and young people to have their views and opinions heard on anything which affects them.

Listening

Listening to children and young people gives us the ability to improve our service and respond to their needs.

We will listen to children and young people in order to improve our service and respond to their needs.

Equal Opportunities

We believe that children and young people should have equal opportunities. We will support them by actively responding to barriers that cause discrimination.

We will support children and young people's right to equal opportunities by actively responding to barriers that cause discrimination.

Resources

It is important to identify and allocate resources to support the active involvement of children and young people.

We will identify and allocate resources to support the active involvement of children and young people (this could be a full financial budget or even just an hour or two of someone's time, it still needs to be committed!)

Privacy

We respect the privacy of all the people we deal with and will not share information without the permission of the person concerned, unless we have a legal duty to do so.

CYPS ACTIVE INVOLVEMENT STRATEGY ACTION PLAN 2009 - 2010

Outcomes	Supporting actions	Lead responsibilities	Time scales / resources	Risks identified
1. Shared Values				
1.2 Recruiting managers have sufficient skills in involving children and young people in recruitment of managers and operational field staff	<ul style="list-style-type: none"> • Build capacity in area teams to involve children and young people on recruitment panels: <ul style="list-style-type: none"> - Support locality teams - Run pilot - Guidelines completed and available 	CL PW/CB PW, CB	As required Complete by August 09	
1.3 Children and young people contribute to work performance processes	<ul style="list-style-type: none"> • Identify three teams to involve C&YP in annual appraisal process • All young people with a social worker 	Tbc CD	May-July 09 May-July 09	
1.4 Commissioned work includes the involvement of children and young people's in the procurement of services	<ul style="list-style-type: none"> • Agree process to involve C&YP in identifying contract criteria and assessment of tenders • Develop Children's Fund pilot 	HA/PW/MW/SW	Tbc	
2. Strategy				
2.1 Service Plans fully reflect the views of and data gathered from children and young people	<ul style="list-style-type: none"> • Engage C&YP in the review, priority setting and monitoring of the Big Plan2 • Service plan guidance is clear on the requirement to involve C&YP in setting priorities • Service plans are monitored and show evidence of C&YP involvement • Encourage and facilitate young people's engagement with and analysis of Health Related Survey data at local level 	Head of Planning & Partnership, JP	April 09 – March 10	

<p>2.3 Dedicated resource is identified to enable the involvement of children and young people</p>	<ul style="list-style-type: none"> • Draw down external income • Outsource training • Participation Team charges consultation fees 	<p>SW PW, CB</p>		<p>Agencies unable to identify specific resources to deliver strategy</p>
<p>3. Structures</p>				
<p>3.1 There are clear pathways and processes for children and young people's engagement with senior managers at county/area/district level</p>	<ul style="list-style-type: none"> • Further develop County Children and Young People's Assembly • 3 Assemblies to take place per year • New links made to school and community councils and other issue based groups. • Establish Children and Care Council • Develop appropriate mechanisms for involvement of 0-5s in each area • Continue to support mechanisms for involvement of 5-13s in each area and in particular increasing engagement of children from: faith based groups; female Black, Asian and Mixed heritage groupings; children from the Chinese and Traveller communities; and children with a Disability • Maintain and develop Junior Just Us group 8-13s supported by website • Ensure the increased engagement of young people from: faith based groups; the Chinese community; Black, Asian and mixed heritage groupings; male Travellers; and young people with a Disability • Maintain and support full UKYP representation across the County 	<p>CB CB AW, CB CD GH CD AW/CB CB</p>	<p>May 09, Sept 09, Jan 10, GH to agree Weekly Monthly Monthly meetings</p>	<p>Level of children's involvement through Kids Aloud groups subject to commissioned or targeted funding being made available</p>
<p>3.2 Practitioners are provided with opportunities to share and learn from best practice in participation work</p>	<ul style="list-style-type: none"> • Annual CYPSP event for workers and partners • Annual Report 	<p>AW AW</p>	<p>Feb 10 March 10</p>	

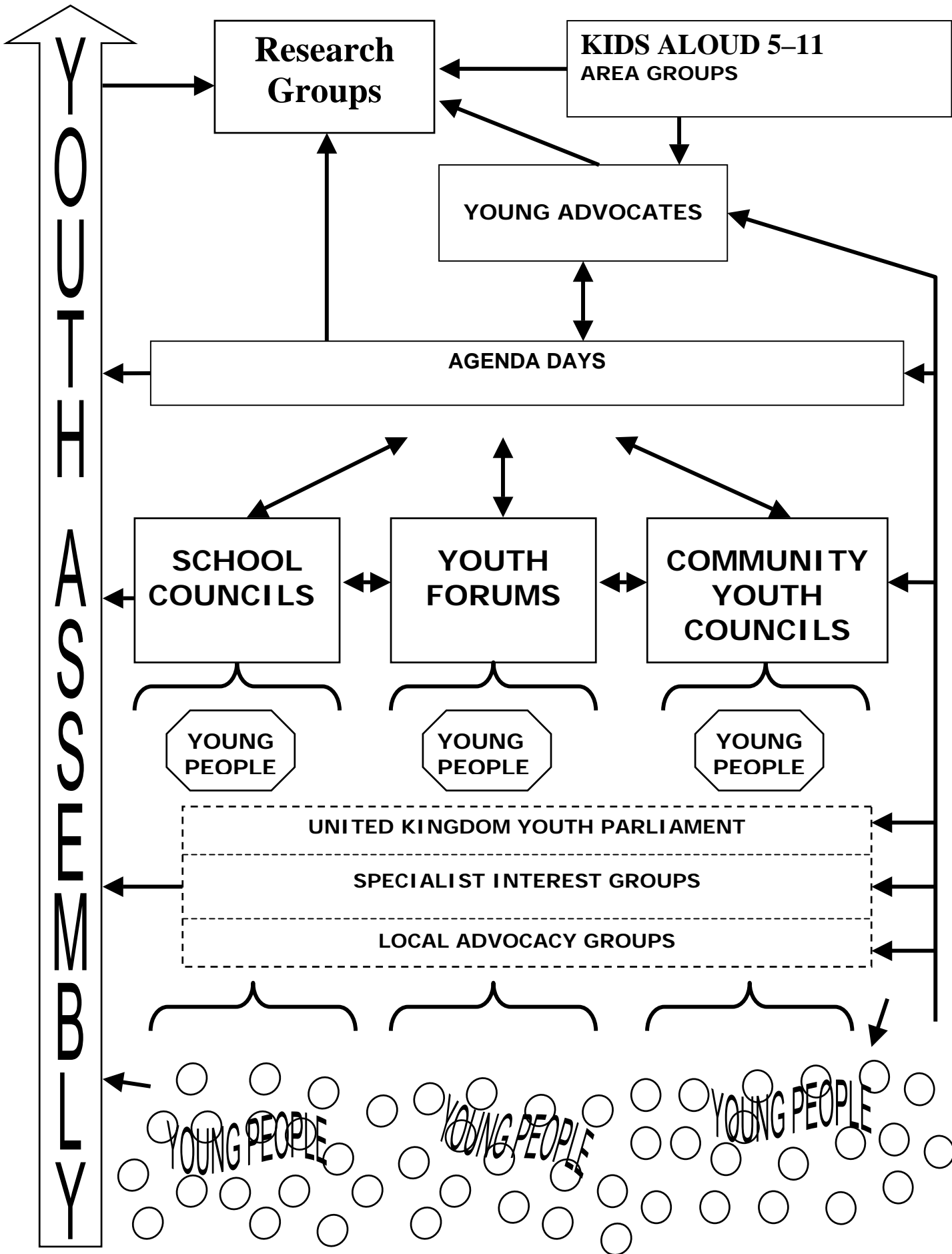
	<ul style="list-style-type: none"> • Links made with Participation Works • Data base of good practice developed • 'Increasing the Volume' celebration event for schools involved in the programme, and case studies available to all schools and OCYPYS staff. New programme planned for 2009-10 	PW AW/Research Team AT	As required Tbc Apr 2009 Nov 2009	
4. Systems				
4.1 C&YP contribute to quality assurance processes	<ul style="list-style-type: none"> • Young peoples Audit Team involved in annual audit of progress against service priorities in Big Plan • Young people trained and involved in Locality Quality Reviews • Quality frameworks for schools have been developed for adults (informed by CYP's ideas) and a CYP version has been developed to enable them to contribute to schools' self evaluation of CYP involvement. • Continue to disseminate these through training and the schools' portal. 	AW/CB/PW SW AT AT	July 09 From April 09 On going On going	
4.2 Children and Young Peoples involvement is embedded in service delivery	<ul style="list-style-type: none"> • Develop a kite marked Investing in Children and Young People (ICYP) membership scheme for Cambridgeshire • Seek external funding • 10 identified services achieve kite mark • Facilitate Agenda Days/ Conferences/ Young People's Research Groups 	AW AW Participation Team	Tbc As required	Activities listed subject to partner/external
4.3 The results of consultation and data collection undertaken with children and young people is accessible to all partners	<ul style="list-style-type: none"> • Maintain children and young people consultations on corporate database • Encourage and facilitate young people's engagement with and analysis of Health Related Survey data at local level 	Research Group JP	Tbc Apr 09 – Mar 10	

4.4 Children and young people receive feed back where they have been involved in developing services	<ul style="list-style-type: none"> • Establish local page on Participation works • What's Changed tool made available • Develop use of Youthoria as a feedback mechanism 	SW DB	Tbc April 09 - ongoing	
5. Members and Officers / Trustees / Governing Bodies				
5.1 Each service has identified Elected Lead Members and Senior Officers to act as Participation Champions	<ul style="list-style-type: none"> • Member and Senior Officer training • Regular strategy progress report updates to CYPSP 			
5.2 Ensure children and young people are involved in governance arrangements	<ul style="list-style-type: none"> • UKYP have access to Senior Management Team meetings and Cabinet members • Schools are encouraged to engage children and young people in Associate Governor roles 	AL/Council Chairman Tbc		
6. Skills and Knowledge				
6.1 Work force have sufficient skills to engage children and young people in consultation and dialogue to achieve positive changes in service delivery	<ul style="list-style-type: none"> • Delivery of the following programmes: <ul style="list-style-type: none"> - Young Lives training - Recruitment training - Respect Matters - Young people audit training - Dynamite - Foster Skills training - Fostering & Adoption Panel - Residential homes Children Disabilities - Are You Listening - 'Increasing the Volume' action research programme for schools - Social Work training – universities - Local Safeguarding Children's Board - Facilitator Training - Peer mentoring Training - IICYP Core Training Programme - IICYP Tailor Made Training for Service Providers 	PW, CB PW, CD, CB CD AW, CB PW CD CD CD PW AT CD CD AW/CB AW/CB/PW AW/SW AW/CB	As required " Rolling prog. July 09 Quarterly Rolling prog. Rolling prog. Rolling prog. Annually Annually Rolling prog. Rolling prog.	

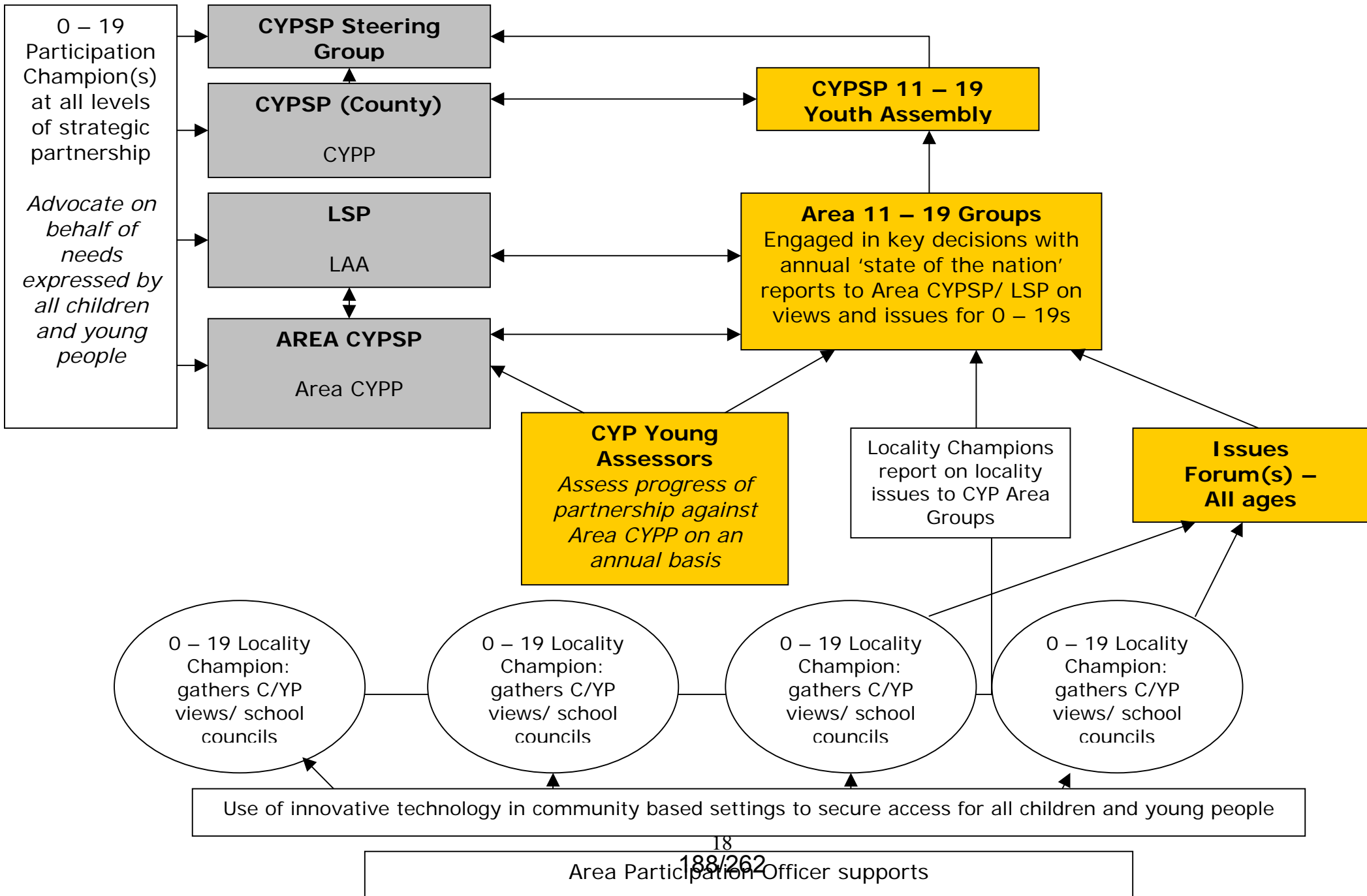
	<ul style="list-style-type: none"> Children and young people involved in joint training packages where possible 			
7. Leadership				
7.1 Robust accountability arrangements are in place for partnership engagement and monitoring the strategy	<ul style="list-style-type: none"> CYPS representatives regularly attend Participation Partnership Task Group CYPS representatives regularly attend Participation Strategy Group and make reports available as required 	TJ/SW TJ/SW		

KEY:

CB – Clare Bruges CL – Caz Dunne GW – Gemma Hope TJ – Tom Jefford AW – Allan Whyte
PW – Poppy Webber SW – Steve White JP – Jon Pratt AT - Annabel Talbot



Suggested 0 - 19 Engagement in Strategic Decision Making



JOB TITLE: Children and Young Peoples' Champion

PURPOSE: To ensure children and young peoples' active involvement remains high on the organisation's agenda.

MAIN DUTIES:

- To ensure there is adequate resources to sustain work with children and young people
- To ensure children and young peoples' active involvement is considered in relation to all decisions that have potential impact on them
- To be a vehicle for presenting children and young people's views into the decision making process
- To maintain regular contact with participation workers within the organisation
- To keep up to date with local issues affecting children and young people
- Meet children and young people on a regular basis
- To ensure that action takes place as a result of children and young peoples' active involvement
- To complete basic Child Protection Training and other appropriate training that will enhance the Children and Young Peoples' Champion role

PERSON SPECIFICATION:

- Be prepared to listen to children and young people
- Have good communication skills and be comfortable engaging with children and young people using a range of appropriate methods
- Be able to support children and young people without dominating or directing the agenda
- Be able to offer help and support to children and young people when asked
- Be open and approachable
- Committed to acting on children and young peoples' views

Recognition of the need and benefit of actively involving children and young people has been identified in a range of National, International and local government documents including

<p>United Nations Convention on the Rights of the Child – Article 12 (Ratified by UK Gov in 1991)</p>	<p>Whenever adults make a decision which will affect the lives of children in any way, children have the right to give their opinion, and to have it taken into consideration</p>
<p>Every Child Matters – Making a Positive Contribution</p>	<p>Consultation offers the best long-term guarantee of services meeting needs in a sustainable way</p> <p>An ongoing dialogue with children and young people is important to ensuring that policies and services are effectively evaluated and can evolve as necessary</p>
<p>Youth Matters</p>	<p>One of 4 key challenges... 'how to engage more young people in positive activities and empower them to shape the services they receive'</p> <p>We need to ' make services more responsive to what young people and their parents want'</p> <p>We need to 'put young people themselves in control of the things to do and places to go in their area'</p> <p>'we want young people to have more influence over what is being provided in each locality. They should have more opportunities to be involved in the planning and delivery of services and more opportunities to express their views during local inspections'</p>
<p>Youth Matters Next Steps 2006</p>	<p>68% of young people would like to help decide how local councils spend money on providing activities for young people</p>
<p>Aiming High for Young People 2007</p>	<p>Young people will have greater influence over resources spent on youth activities – 5% by 2010 and 25% by 2018</p> <p>Expects ' all local authorities to adopt good practice in engaging young people and to</p>

	ensure that young people, parents and communities know how to use the Community Call for Action to improve youth services'
Aiming High for Young People with Disabilities	Involvement of parents, carers and young people in identifying and participating in short breaks opportunities.
Children Act 2004 Section 53	Requires local authorities to give due consideration to the views of children and young people before determining what (if any) services to provide where these may impact on children and young people
School Self Evaluation Form (SEF) (see part 2 section A)	How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services. How often do you do this, and how do you ensure the impartiality of the information? Can you give examples of action you have taken based on their views, with an evaluation of the effectiveness of what you did?
National Curriculum for Citizenship	Key Stage 1 Pupils begin to take an active part in the life of their school and its neighbourhood Key Stage 2 Pupils develop their sense of social justice and moral responsibility and begin to understand that their choices and behaviour can effect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities
Working Together. Listening to the voices of children and young people Department for children, schools and families June 2008	We make decisions that impact on children and young people every day. Ensuring their views are heard and valued not only improves services for young people, but also has a positive impact on the school environment and the local community Local authorities and schools should endeavour to ensure that the children and young people they work with are not simply passive receivers of decisions and services,

	but contribute to them and ultimately, help to 'co-produce' them
Huntingdonshire Sustainable Community Strategy 2008	Outcome: Services that are designed and evaluated by children and young people

ACTIVE INVOLVEMENT STRATEGY ACTION PLAN 2009 – 2010 (ORGANISATION TEMPLATE)

Outcomes	Supporting actions	Lead responsibilities	Time scales / resources	Risks identified
2. Shared Values				
1.2 Recruiting managers have sufficient skills in involving children and young people in recruitment of managers and operational field staff				
1.3 Children and young people contribute to work performance processes				
1.4 Commissioned work includes the involvement of children and young people's in the procurement of services				
2. Strategy				
2.1 Service Plans fully reflect the views of and data gathered from children and young people				
2.3 Dedicated resource is identified to enable the involvement of children and young people				
3. Structures				
3.1 There are clear pathways and processes for children and young people's engagement with senior managers at county/area/district level				

3.2 Practitioners are provided with opportunities to share and learn from best practice in participation work				
4. Systems				
4.1 C&YP contribute to quality assurance processes				
4.2 Children and Young Peoples involvement is embedded in service delivery				
4.3 The results of consultation and data collection undertaken with children and young people is accessible to all partners				
4.4 Children and young people receive feed back where they have been involved in developing services				
5. Members and Officers / Trustees / Governing Bodies				
5.1 Each service has identified Elected Lead Members and Senior Officers to act as Participation Champions				
5.2 Ensure children and young people are involved in governance arrangements				
6. Skills and Knowledge				
6.1 Work force have sufficient skills to engage children and young people in				

consultation and dialogue to achieve positive changes in service delivery				
7. Leadership				
7.1 Robust accountability arrangements are in place for partnership engagement and monitoring the strategy				

KEY:

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The **Big Plan 2**

www.thebigplan2.co.uk

**Cambridgeshire's
Children and Young
People's Plans 2009-12**



**Children's Workforce
Strategy 2009-2012**

Introduction

Welcome to Cambridgeshire's second Big Plan. This is an important document which sets out the ambitions that Cambridgeshire County Council and the public bodies in Cambridgeshire have for our children and young people.

The Big Plan is our way of ensuring that we deliver improvements to all of the services that children and young people receive so that they can thrive and reach their potential whilst still enjoying childhood, whatever their background. Of course ensuring our children remain safe is critical to all of this.

We have achieved a lot over the last three years – but looking at data and listening to what children and young people, parents and practitioners (in both the statutory and voluntary sectors) have said over the last year, we've identified four main areas for improvement and this plan sets out how we will tackle these.

The Big Plan makes all the public services involved in children's services accountable for achieving these priorities. These are not easy tasks, but I am confident we will meet the challenge and, importantly, that our children and young people will be better off as a result.

Cllr Martin Curtis

Lead Member for Children and Young People
On behalf of the Cambridgeshire Children and Young People's Strategic Partnership.

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What is the Big Plan 2?

All local authorities, along with their partners, have the statutory responsibility to produce a Children and Young People's Plan. The Big Plan 2 is Cambridgeshire's second Children and Young People's Plan. The Plan sets the strategic priorities for children and young people's services and outlines how relevant organisations, working in partnership, plan to address these priorities. The Plan is developed and overseen by the Children and Young People's Strategic Partnership (CYPSP).

What is the Children and Young People's Strategic Partnership?

The CYPSP brings together representatives from a range of organisations and agencies. These organisations include: schools, colleges, the local district, city and county councils, NHS Cambridgeshire, health services, voluntary and community organisations, the Police, Fire Service, Jobcentre Plus and the Learning and Skills Council along with the Local Safeguarding Children Board (LSCB). The Partnership provides a forum for discussion and agreement of both strategy and practical action to improve outcomes for children and young people in Cambridgeshire. It is also responsible for delivering the children and young people's targets within Cambridgeshire's Local Area Agreement and supports joint work on government strategies such as Prevent and the child health strategy 'Healthy Lives, Brighter Futures'.

The CYPSP operates as a countywide group covering the Local Authority area for Cambridgeshire. It is supported by three area based Children and Young People's Partnerships for East Cambridgeshire and Fenland, South Cambridgeshire and Cambridge City, and Huntingdonshire who work with the District and City Council based Local Strategic Partnerships to deliver services for children and young people.

In November 2008, the Department of Children, Schools and Families provided new guidance on the role of Children's Trusts seeking to ensure faster improvements in outcomes for children and young people. During 2009, the Partnership will develop into a formal Children's Trust, with a Board led by members, trustees and non executive directors of the partner organisations, providing strategic direction and accountability. An executive group with the senior officers from the Partnership will support the Board and ensure that work is carried out. This development will meet the requirements of the new government guidance. The work plan to deliver this change is set out with the other action plans.

Safeguarding children and promoting their well-being is of the utmost importance to the Partnership. The independent chair of the Local Safeguarding Children Board (LSCB) is a member of the CYPSP in order to both support and challenge the partners to safeguard effectively. The LSCB is currently reviewing how it operates and its Strategic Development Plan will be monitored regularly by the CYPSP.

The vision for the Big Plan 2

We have high aspirations for children and young people in Cambridgeshire and want each and every child and young person to achieve their full potential.

By this we mean:

- to enjoy their childhood and teenage years
- be included and participate in their communities
- be healthy and safe
- be resilient
- be enabled to make informed choices about their life
- make the most of educational, training and employment opportunities
- make a successful transition to adult life



Working together

Strong partnership working is essential if we are to deliver the aspirations set out in this Plan. 'Working together' on the Big Plan 2 involves:

- planning together – now and for the future
- being committed to shared priorities and making things happen
- taking the very practical steps of training our workforces together
- pooling money
- jointly commissioning work
- safeguarding and promoting the welfare of children
- providing and sharing information
- ensuring that needs are met at the earliest stages
- integrating services and practices to make it easier to access them
- listening to and involving children, young people and their parents and carers when designing, delivering and evaluating the services and facilities we provide

Underpinning all of our work are the following delivery principles:

Access to the right services at the right time

Children and young people need to be able to access services when they need them. We will:

- plan our services to make sure that the needs of all children and young people are met
- design services with a focus on prevention and early intervention
- ensure there is continuity of support across key transition points

Inclusion

Each and every child has the right to the same opportunities. However, for some there are barriers to using services and some vulnerable groups are at greater risk of exclusion. We will:

- work pro-actively to remove barriers that prevent children and young people from using our services
- continue to be committed to addressing the issues of inclusion and access for those children and young people who are at greatest risk of exclusion

Involvement

We are committed to ensuring that the voices of children, young people and their parents/carers are at the centre of the decisions we make. We will:

- provide meaningful opportunities for them to participate in all aspects of decision-making which impact on their lives
- listen to their views, make real changes to service provision and facilities based on what they say and tell them how their ideas have made a difference
- provide them with opportunities to identify and raise issues they think are important
- view parents and carers as key partners and recognise the crucial role they play in achieving the outcomes set out in this plan

Working together

Our priorities can only be achieved if everyone works together. We will:

- promote, facilitate and enable improved joint working wherever possible
- look at opportunities to make the best use of what we have. This will include co-locating our services where it makes sense to do so and jointly plan, commission and fund services when it will be more efficient and effective

What we have achieved and monitoring progress

The first Big Plan

Since the first Big Plan, partners, children and young people have worked together to implement the actions we agreed. We have also learnt much from the implementation of our first plan and we are developing this plan accordingly.

The results of the work can be seen across Cambridgeshire with success in improving outcomes. For example more teenagers are staying in education, employment or training (including those in areas where there are traditionally fewer opportunities), more young people are doing well in GCSEs, fewer young people are entering the criminal justice system and the teenage conception rate has reduced.

Children and young people regularly take part in the Strategic Partnership meetings to support and challenge the Partnership, help the adults develop ideas and take decisions.

Underpinning our work has been the development of fourteen locality teams and twenty seven Children's Centres, made up of practitioners with different roles and from a range of organisations based in localities to help ensure services are delivered nearest to where people can access them.

We are not complacent: trying to ensure that we keep all children safe is always of concern and safeguarding arrangements, led by the Local Safeguarding Children Board, continue to be of the utmost importance.

The Big Plan 2

Delivery of the work identified in the plans will be carried out by a variety of people within teams from the partner organisations. Some of these services will be delivered through the Area Partnerships and some provided from countywide teams.

Monitoring progress

Performance will be measured against national indicators. However, as many of the national indicators can only be measured once a year, nor do they cover all the aspects we wish to include, we will use additional local indicators to help us see how our work is developing.

We will monitor the progress of our plan every three months and conduct a thorough review of progress on an annual basis. This will include Young Inspectors, from the Youth Assembly, carrying out their inspection and helping us understand what is going well and which areas of work need more attention or different approaches.

This annual review will be reported publicly through our website. The information it provides will allow us to adapt our plan where needed during the three years this plan covers.

The full review of the first Big Plan can be seen as part of our self assessment online www.thebigplan2.co.uk

Risk management

As part of our planning process we have identified risks to achieving improvements. One such risk is the impact of the economic downturn or recession: in Cambridgeshire, although we are seeing effects of the recession, as yet there is too little clear information on the scale of the impact it may have. Thus the partners have agreed to monitor the effect, particularly on housing, employment opportunities, domestic violence and emotional health and well-being.

What are the priorities?

Although good progress has been made since the first Big Plan, we recognise that there is still more to do to improve outcomes for children, young people and families.

To identify what we should focus on for the next three years, we have looked at:

- the views of children and young people from ongoing consultation and participation work. This includes the Young Inspectors audit of the last Big Plan, which highlights areas of success and where we can do more.
- the views of parents and carers gathered through a countywide consultation to inform the development of our Parent Support Strategy
- the views of professionals in the statutory and voluntary sectors
- what inspections of our services have said
- performance data and statistics, which tell us how children and young people in Cambridgeshire are doing. Cambridgeshire's Joint Strategic Needs Assessment for children and the Data Profile can be accessed at www.cambridgeshirepct.nhs.uk/default.asp?id=656

All of this information was considered together and four strategic priorities developed. The detail behind why each priority was selected is described in the priority section of this plan.

Our priorities for 2009-2012

- To help children and young people feel safe and happy in their communities
- To narrow the gap in outcomes for children and young people
- To improve outcomes for children and young people with learning difficulties and disabilities and complex needs
- To meet the needs of children and young people in areas of growth or demographic change

What are we going to do to deliver on these priorities?

Each of the priorities has an action plan, which details what we are going to do. These have been developed by action planning groups, made up of representatives from a range of partner organisations, including schools and the voluntary and community sector. The details in the action plans will develop through the life of the Big Plan 2.

The priorities chosen are improvement priorities and therefore do not cover all of the services for children and young people, but focus specifically on areas where we need to significantly improve outcomes over the next three years. These priorities will not be tackled in isolation from each other or existing work.

How do our priorities relate to the five Every Child Matters outcomes?

In the last Big Plan we organised our priorities under the five headings of: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being. For the Big Plan 2, all of the priorities contribute to more than one of these, so to show how strongly a priority is linked to each of the five outcomes we have used symbols.



Symbol for **Be healthy**

The symbol shown here reflects a **high link** to the outcome (large sized symbol, three bars)



Symbol for **Stay safe**

The symbol shown here reflects a **medium link** to the outcome (medium sized symbol, two bars)



Symbol for **Enjoy and achieve**

The symbol shown here reflects a **medium link** to the outcome (medium sized symbol, two bars)



Symbol for **Make a positive contribution**

The symbol shown here reflects a **low link** to the outcome (small sized symbol, one bar)



Symbol for **Achieve economic well-being**

The symbol shown here reflects a **low link** to the outcome (small sized symbol, one bar)

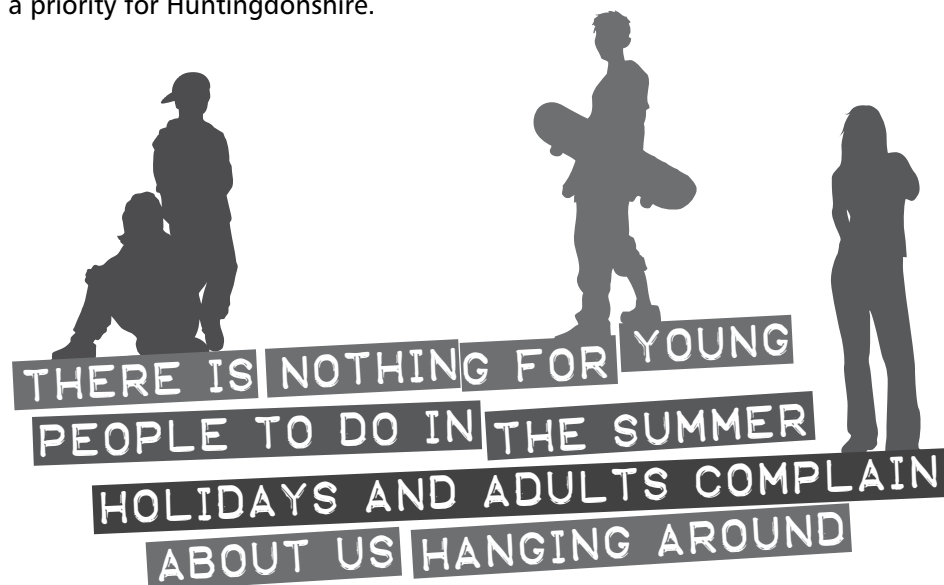
Priority 1.1 Safe places to play and access to positive activities

Why is this a priority?

This is a priority because children and young people in Cambridgeshire have told us that they are keen to have places to go and things to do in their spare time. Taking part in play and positive activities also allows children and young people the opportunity to grow and develop new skills.

At the moment there are a number of barriers that are preventing some children and young people from fully taking part in a variety of activities. Issues highlighted by children and young people include the safety of parks or places where they want to hang out, limited or poor quality facilities and a lack of suitable and accessible activities for all age ranges and abilities.

It is important that we address these barriers and provide all children and young people in Cambridgeshire with access to a range of positive activities and safe places to play. Huntingdonshire Area Partnership additionally identified this as a priority for Huntingdonshire.



What has already been done?

- Using money from government, work is underway to help us create more opportunities for play across Cambridgeshire
- A new adventure playground is being created in Fenland
- SureStart Children's Centres are providing more places for parents and young children to meet and play together across the county
- More activities for young people are being provided as the 'Youth Offer' is rolled out across the county
- The Youth Bank has allocated over £1 million in the last two years which has increased the amount of activities available to young people
- Over a quarter of a million pounds of LPSA reward funds have been allocated in Huntingdonshire to increase school holiday activities for 8-18 year olds
- In the last three years we have benefited from four of our schools becoming Specialist Sports Colleges (Comberton, Netherhall, Witchford and Hinchingsbrooke) which has led to 90% of young people in Cambridgeshire taking part in 2 hours of sports per week, an increase of 7% on the previous year
- Over the last three years we have attracted in excess of £2 million to provide several major top quality sports facilities based at school sites

Priority 1.1 Safe places to play and access to positive activities

What are the main challenges?

- Making the best use of the collective resources we have (recognising that the resource spent on youth work is low in comparison with other areas)
- Making sure the right information is communicated at the right time to young people so they know what is happening in their community
- Making sure that each and every child has the same opportunities to take part, wherever they live and whatever abilities they have

What we are going to do?

- Increase the skills and confidence of parents to play with their young children
- Create more dynamic and adventurous play for 8-12 year olds
- Create more informal opportunities for young people aged 13+ to play games and sports, meet with each other and with youth workers in safe places
- Make clear what every child and young person should be able to access so that future services can be planned to meet their needs
- Make sure there are enough skilled paid and voluntary workers delivering positive activities to children and young people who can also act as good adult role models
- Increase flexible access to leisure facilities, providing more opportunities for more children and young people to take part
- Develop arts facilities in areas where there are gaps
- Ensure children and young people with a disability have the same opportunities and that barriers to participation are actively removed
- Ensure that information about what there is to do is communicated in the best way to children, young people and parents
- Build parent and carer confidence to allow their children to play outside

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Increase the percentage of young people taking part in positive activities (*NI 110 and LAA Target*)
- Increase the percentage of schools providing access to extended services for children, young people and parents (*NI 88*)
- Every young person aged between 5 and 16 years will have the opportunity to participate in at least 5 hours of sport every week by 2011
- Children and young people's rating of parks and play areas (*NI 199*)

How this priority links to other plans and strategies

Play Pathfinder project ■ District Council Play Strategies ■ Cambridgeshire's Cultural Strategy ■ Children's Centres ■ Youth Offer ■ Parent Support Strategy (and the introduction of the Families Information Service) ■ Huntingdonshire, East Cambridgeshire, Fenland, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ 2012 Olympics ■ Building Schools for the Future

Priority 1.2 Tackling bullying and discrimination

Why is this a priority?

Bullying is a top concern for children and young people in Cambridgeshire. The results of Cambridgeshire's Health Related Behaviour Survey show that:

- 28% of children and young people are sometimes or often afraid of going to school because of bullying
- 24% say they have been bullied at or near school in the last 12 months
- 15% are subject to repeated incidents of bullying



What is bullying?

We define bullying as a persistent and deliberate attempt to hurt or humiliate someone. There may sometimes be misunderstanding about the meaning of the term 'bullying' – for example, one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

We recognise the significant and often long-lasting effects that bullying can have and strongly believe that every child should be supported to deal with bullying issues. Whilst lots of work has taken place around bullying, more needs to be done. Consultation with children and young people has highlighted that more activity needs to take place to deal with bullying outside of school, for example at the youth club, as bullying and intimidation can often stop some children and young people from accessing extended services and community facilities.

I NEEDED HELP FROM
MY DAUGHTER'S SCHOOL
WHEN SHE WAS BULLIED



What has already been done?

- A countywide anti-bullying strategy has been developed. Implementing the strategy is an ongoing piece of work
- A toolkit to help schools and settings develop anti-bullying policies is in place. This identifies different types of bullying and how they can be tackled
- An anti-bullying website has been launched: www.cambridgeshire.gov.uk/education/parents/welfare/bullying
- Anti-Bullying Input days have been provided for schools to help them enhance local strategies
- Considerable activity has taken place to raise the profile of bullying and encourage reporting, this includes locality based events run as part of Anti-Bullying Week and ongoing projects run by schools, locality teams and Voluntary and Community Sector Organisations
- The findings of the Young Inspectors review into the progress made against our priorities made in the first Big Plan highlighted lots of examples of schools using imaginative ways to help children and young people learn about bullying

Priority 1.2 Tackling bullying and discrimination

What are the main challenges?

- Bullying is often under reported and we need to make sure that children and young people are confident enough in the system for reporting and dealing with bullying to ask for help
- We need to ensure that all children and young people and their parents and carers have opportunities to access support for bullying
- Bullying doesn't just happen in schools and more work is needed to extend work into community settings
- Children and young people access a range of services and settings and we need to make sure that services work together to deal with bullying in a coordinated and consistent way
- The nature of different types of bullying can change over time and we need to make sure that our strategies for tackling bullying address these changes

What we are going to do:

- Develop a multi-agency partnership approach to bullying at both a county and local level
- Identify those groups and individuals who are at greater risk of bullying with a view to developing specific approaches and support. Groups identified so far are children and young people with learning difficulties or disabilities, Lesbian, Gay and Bi-Sexual young people and some Black and Minority Ethnic groups (including Gypsies and Travellers)
- Improve children and young people's perception, understanding and valuing of anti-bullying provision
- Make sure that anti-bullying work takes place in the community, not just schools
- Involve children and young people in the review and development of anti-bullying policies and interventions

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Reduce the percentage of children who have experienced bullying (*NI 69 LAA Target*)
- Reduce the incidents of repeated bullying (Health Related *Behaviour Survey, HRBS*)
- Reduce the number of young people who said that 'at least' sometimes they had been afraid to go to school because of bullying and those who said they had been bullied in or near school (*HRBS*)
- Increase the percentage of young people who said that their schools had anti-bullying measures in place (*HRBS*)
- Increase the percentage of pupils who said these measures (if existing) were 'helpful' or 'very helpful' in their schools (*HRBS*)
- Increase the percentage who think the school takes bullying seriously (*HRBS*)

How this priority links to other plans and strategies

Cambridgeshire's Anti-Bullying Strategy ■ East Cambridgeshire, Fenland and South Cambridgeshire Sustainable Community Strategies ■ Safe To Learn, Community Safety Partnership plans

Priority 1.3 Reducing accidents and intentional injuries to children and young people

Why is this a priority?

Reducing accidents and intentional injuries to children and young people is a priority within Cambridgeshire's Local Area Agreement. Injuries are the main reason for visits to emergency departments, admissions to hospitals and death in children aged 0-14 years in the UK. Accidents are the leading cause of injury to children and disproportionately affect children from lower socio-economic areas.

In Cambridgeshire, during the period from April 2001 – March 2007, a total of 7,626 children and young people (0-17 years) had emergency hospital admissions as a result of unintentional or deliberate injuries.

Within this priority, it is important to distinguish between the two types of injury: accidental and intentional. An accidental injury could be a fall or an accident on the road, whilst an intentional injury is classed as deliberate harm to a child or young person, which could be inflicted by another person, for example a family member, or in the case of self-harm, by the young person themselves.

The Director of Public Health has commissioned research into local statistics to help us understand the biggest causes of accidents and intentional injuries to children and young people in Cambridgeshire. Initial findings, using hospital admissions data, indicate that:

- falls are the predominant cause of injuries in those under 15 years old, in particular for those children under 5 years
- intentional self-harm is the main cause of injuries in young people aged 15-17 years old
- additional data sources show that road traffic accidents are also a significant cause of injuries in children and young people

Safeguarding children and young people and promoting their welfare both in the home and the community is of the utmost importance to the Partnership. Safeguarding arrangements run through all of our activity and the impact of these will be measured through this priority.



What has already been done?

- There is a well established Local Safeguarding Children Board (LSCB) which is supported by three Area Safeguarding Children's Committees to enable a focus on local need
- A Local Safeguarding Children Board Child Death Overview Committee is in place and ensuring all child deaths are reviewed
- The LCSB has supported the development of the role of Children's Safeguarding Champions in each partner agency with Section 11 responsibility
- Road safety educational and practical on-road cycle training has been provided for 10-11 year olds in all schools across the county
- Safety in and around schools has been improved through school crossing patrol facilities and Safer Routes to School projects
- The work of the Domestic Violence Strategy Group has concentrated on raising awareness and accurate recording so that prevalence is better understood

Priority 1.3 Reducing accidents and intentional injuries to children and young people

What are the main challenges?

- Services need to understand more about how they can tackle accident prevention
- Communities too need to be supported to work together to keep children safe at home, in the street, at school or when taking part in a community activity
- Services need to understand better how they can ensure safeguarding children is everyone's business and give their staff the confidence and competence to act when they are worried about a child or young person's welfare

What we are going to do

- Use information on where and how children get injured so that we can devise and implement activity to reduce the number of injuries. This activity will address the different needs in different areas and for different ages of children as identified in the analysis of information
- Improve advice and support for parents (through our Children's Centres, Parent Support Advisers) so that parents learn how to prevent accidents, in particular falls
- Provide safe, local places to go and things to do for young people so that they have positive things to do in their spare time
- Ensure that safeguarding is everyone's business
- Implement the Neglect Strategy across Cambridgeshire
- Develop more effective ways of using information about our safeguarding practice to improve outcomes for all children and reduce the number who are deliberately harmed within their families
- Work with the Domestic Violence Strategy to develop preventative activity and support for children at risk or affected by domestic violence
- Develop a 'Stay Safe' card for young people with learning difficulties and/or disabilities

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children and young people (*NI 70 LAA Target*) focused on; the number of falls of children aged 0-5, road traffic accidents involving children aged 0-16 and self harm amongst teenagers aged 15-17 especially boys
- Reduce the percentage of repeat incidents of domestic violence (*NI 32 LAA Target*)
- Reduce the number of children aged under 16 years killed or seriously injured in road traffic accidents (*NI 48*)
- Reduce the number of preventable child deaths, as recorded through the Child Death Review process

How this priority links to other plans and strategies

Cambridgeshire's Local Area Agreement ■ Domestic Violence Steering Group ■ Child Death Overview Panel (preventing child deaths) ■ Priority 2.2 ■ Community Safety Partnerships ■ East Cambridgeshire, Fenland and South Cambridgeshire Sustainable Community Strategies ■ Local Safeguarding Children Board, Child Health Promotion Programme ■ Sustainable School Travel Strategy

Priority 1.4 Reducing the number of children and young people involved in anti-social behaviour and criminal activity

Why is this a priority?

Within Cambridgeshire, anti-social behaviour is a neighbourhood priority across all of the districts. The Community Safety Strategic Assessments carried out during 2008 show that anti-social behaviour related to young people is a key issue for each of the districts. The main concerns regarding anti-social behaviour involve young people hanging around on the streets and underage drinking, which is often linked to criminal damage.

Whilst the data highlights that young people and anti-social behaviour is an issue, it also highlights that young people are not the biggest perpetrators of anti-social behaviour. For example, in East Cambridgeshire 30% of recorded incidents of anti-social behaviour referred to young people. This figure was lower in the other districts.

Confusingly the term 'anti-social behaviour' is used to describe 3 distinct sets of behaviours and actions: low level non-criminal activity such as hanging around outside of shops by young people, low level criminal activity such as criminal damage and serious criminal activity such as violent offences. In Cambridgeshire, there is a high level of reporting to the Police of young people simply hanging around where there is a high level of perceived threat by those young people. Young people have told us that they are concerned about society's negative attitudes towards groups of young people and that not all young people 'hanging around' are causing trouble. Tackling these perceptions is a priority for this plan and links to priority 1.5.

We know that anti-social behaviour problems that arise in childhood can escalate into offending in the teenage years. Changing this behaviour and life course is important. Evidence suggests that prevention activities that focus on the social, economic, personal and mental health needs of children and their families does reduce the cause of anti-social behaviour and prevent later criminal activity. This priority therefore has a high interdependency with other priorities in the plan. These include:

- Improving educational achievement for all and narrowing the gap for specific groups of children and young people
- Ensuring children and young people have safe places to play and can access positive activities
- Children and young people are healthy and are supported to make healthy lifestyle choices
- Ensuring that parents and families receive good support to develop relationships with their children and are best placed to help their children achieve good outcomes (Parent Support Strategy)
- Anti-bullying work



What has already been done?

- A range of positive activities and targeted preventative work around anti-social behaviour has been provided. The Fusion programme and the Proud to be Loud scheme have been particularly successful in reducing anti-social behaviour over the holiday period
- We have successfully reduced the number of premises selling alcohol to under 18s, through a range of activities including test purchasing and the Think 21 campaign, which aims to encourage retailers not to sell age restricted products to young people

Priority 1.4 Reducing the number of children and young people involved in anti-social behaviour and criminal activity

- Community Alcohol Partnerships, which bring together trading standards, police, local businesses and other relevant agencies to tackle street drinking by under-18s have been established in two areas
- Multi-agency Anti-Social Behaviour Problem Solving groups take place in all districts
- Established Youth Inclusion and Support Panels (YISPs) for 5-13 year olds offer multi-agency support in the areas of highest need. A recent evaluation undertaken by Newcastle University highlighted that children in high need areas demonstrated improvements in their mental health and well-being, were less likely to get into trouble and were doing better at school
- The number of young people who entering the youth justice system has been reduced, with 178 less people in 2007-08 compared to 2005-06

What are the main challenges?

- The rate of proven re-offending
- Community perceptions of anti-social behaviour

What we are going to do

- Improve community perceptions around anti-social behaviour
- Tackle alcohol related anti-social behaviour and underage drinking
- Engage children and young people in Neighbourhood Panels
- Strengthen local partnership working around anti-social behaviour and crime
- Review the suitability of housing provision for young people
- Further reduce the number of first time entrants to the criminal justice system
- Reduce the number of young people who re-offend

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA)

- Reduce the percentage of children and young people who worry 'quite a lot' or 'a lot' about crime (*HRBS*)
- Improve perceptions of anti-social behaviour (*NI 17*)
- Reduce the rate of first time entrants to the criminal justice system (*NI 111 LAA target*)
- Reduce the rate of proven re-offending by young offenders (*NI 19*)
- Reduce the percentage of young people within the youth justice system receiving a conviction in court who are sentenced to custody (*NI 43*)
- Increase the percentage of young offenders in suitable education, training and employment (*NI 45*)

How this priority links to other plans and strategies

5-13 Preventative Services Commissioning Strategy ■ Youth Crime Action Plan, East Cambridgeshire, Fenland, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ District Community Safety Plans ■ Equality and Community Cohesion in Cambridgeshire Schools ■ The Prevent Agenda

Priority 1.5 Promoting positive images of young people



Why is this a priority?

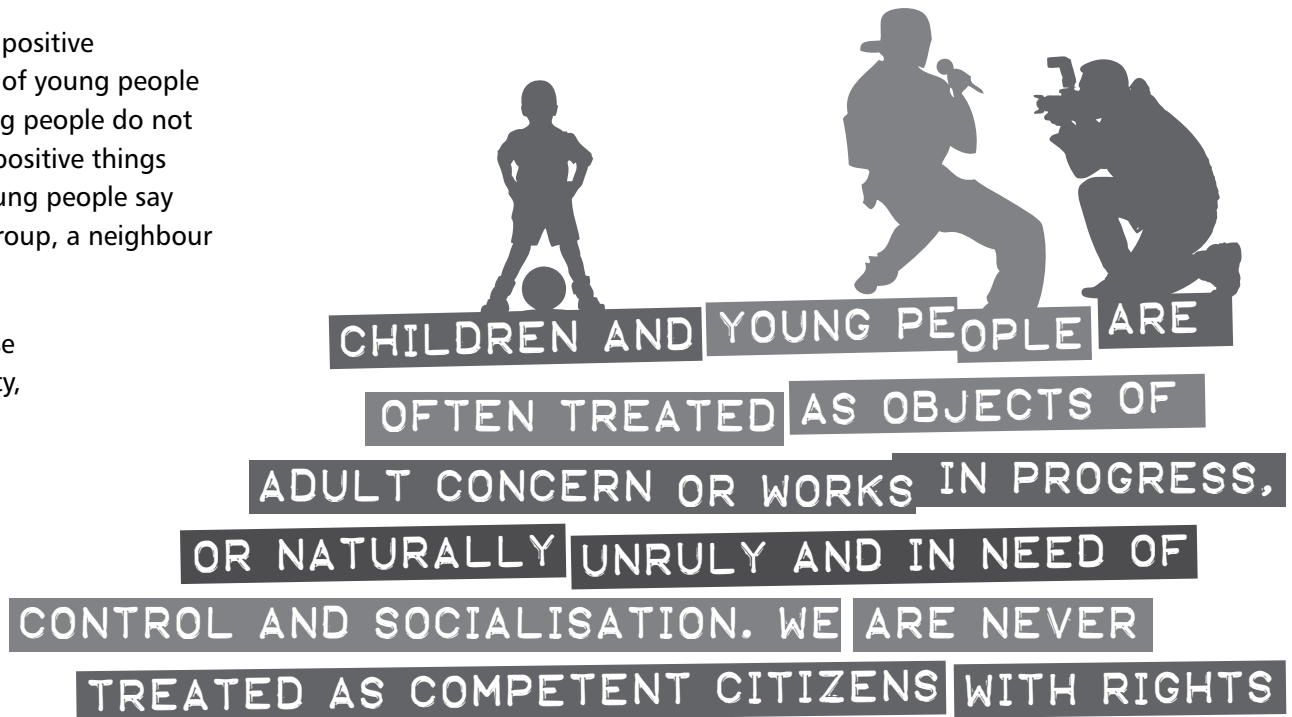
Children and young people are concerned that all young people are labelled 'bad' and would really like to change society's negative attitudes towards specific groups of young people.

Children and young people are keen to tell us that they have a positive contribution to make and that they want to change the image of young people that is portrayed through the media. Lots of children and young people do not conform to the negative stereotypes and actually do far more positive things than adults give them credit for. For example, two thirds of young people say they have given their time to help a charity, a local voluntary group, a neighbour or someone else in their local area in the last year.

Promoting positive images of young people is a priority because we are listening to children and young people across the county, who again and again are highlighting this as a top concern. We want to empower young people to change the way they are seen by society.

What has already been done?

- Workforce guidelines for challenging perceptions and creating positive images of children and young people have been developed, but these need to be effectively implemented
- A culture of volunteering is being promoted through the V programme
- Positive examples of intergenerational projects and young people contributing towards Parish Plans
- Workshops to help teenagers develop positive images
- 11 Million Take Over Day and I'm a Councillor Get Me Out Of Here have enabled children and young people to engage with Council members



Priority 1.5 Promoting positive images of young people

What are the main challenges?

- Barnardos recent research shows 49% of adults regard children as increasingly dangerous
- Effectively engaging the media in good news stories
- Ensuring meaningful participation of children and young people in promoting positive images
- Bridging the gap between children, young people and adults within their community
- Ensuring the workforce has the skills to effectively promote positive images of children and young people

What we are going to do

- Promote and enhance positive relationships between young people and the media
- Enable children and young people and adults to work together on issues that impact on their lives
- Improve adults' negative perceptions or attitudes to young people
- Increase knowledge about the positive things children and young people are doing
- Improve children and young people's positive image of themselves and each other

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve perceptions that people in the area treat one another with respect and dignity (*NI 23*)
- Local indicators to be established

How this priority links to other plans and strategies

The Kids are Alright ■ Huntingdonshire Sustainable Community Strategy ■
The Youth Offer ■ The Prevent Agenda

Priority 2.1 Improving outcomes for all and specific groups of children and young people

Outcomes for children and young people in Cambridgeshire are generally good. However, the statistics for the whole of the area hide some groups of children and young people who have poorer outcomes than others. These outcomes include health, educational attainment, and post-16 choices in education, employment and training.

The Joint Strategic Needs Assessment for Cambridgeshire identifies specific groups of children and young people who are more at risk of poorer outcomes than other children and young people, these are:

- Children and young people living in areas of deprivation: the areas of greatest deprivation in Cambridgeshire are in Wisbech, North Huntingdon, and the north east part of Cambridge City
- Vulnerable children and young people: these include Looked After Children, those with a disability and those who are homeless
- Children living with parents who have family problems: including parents misusing drugs and alcohol, involved in domestic violence and abuse or with physical or mental health problems and children acting as young carers
- Children and young people with lifestyle issues such as risky behaviour around alcohol and substance use, an unhealthy weight, and young people who become teenage parents

Improving outcomes for these children and young people is complex. We will focus on early intervention and prevention in order to break the cycle of deprivation.

We have broken down this priority into two areas of focus while recognising that work to address one of these areas will have benefits on the other and that action must be coordinated.

- Improving achievement for all and narrowing the gap for specific groups of children and young people
- Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

Priority 2.1 Improving achievement for all and narrowing the gap for specific groups of children and young people

Why is this a priority?

Children and young people in Cambridgeshire generally achieve well and educational attainment is good overall. However, for some children and young people there is an achievement gap, which means they do not do as well at school or in other settings as other children and young people. Statistical evidence shows that the groups of children and young people who are most at risk of not achieving their potential are children from some Black and Minority Ethnic groups, children looked after by the local authority, children in receipt of free school meals and those living in areas of deprivation.

These are also significant factors in the choices that a young person makes post-16. Across Cambridgeshire the numbers of young people not in education, employment or training are good compared with national figures. However, there are some groups of young people who do not secure places in education, employment and training.

We want to make sure that all children and young people are supported to achieve their potential and are able to access and sustain education, employment or training when they leave school or college.

What has already been done?

- Significant support has been provided to support a range of strategies to help all children and young people, as well as underachieving groups, to make more progress
- Implementation of Phase 1 and 2 Children's Centres
- Development of a Parenting Strategy



Priority 2.1 Improving achievement for all and narrowing the gap for specific groups of children and young people

What are the main challenges?

- We recognise the crucial role that parents have to play in supporting their children's learning and aspirations. Enabling more parents to be better involved in a child's care, learning and development is therefore a key aim
- Addressing the needs of those living in deprivation

What we are going to do

- Improve outcomes for all children 0-7
- Improve outcomes for all children 11-19
- Narrow the achievement gap for Looked After Children, some Black and Minority Ethnic (BME) groups and children with Special Educational Needs and/or Learning Difficulties and Disabilities
- Narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection
- Reduce the number of young people not in education, employment or training (NEET)

How this priority links to other plans and strategies

East Cambridgeshire, Fenland, Huntingdonshire, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ Children's Plan Building Brighter Futures ■ 14-19 Strategy ■ Building Schools for the Future ■ Prevent Agenda ■ Parent Support Strategy

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Increase the percentage of children achieving in the Early Years Foundation Stage (NI 72 LAA target)
- Increase the percentage of children achieving level 4 or more in English and Maths at Key Stage 2 (NI 73 LAA target)
- Increase the percentage of young people achieving 5 or more A*-C grades at GCSE or equivalent including English and Maths (NI 75 LAA target)
- Reduce the percentage of persistently absent secondary school students (NI 87 LAA target)
- Narrow the gap between the lowest achieving 20% children and the rest in the Early Years Foundation Stage Profile (NI 92 LAA target)
- Increase the percentage of children making progress by 2 levels in English and in Maths between Key Stage 1 and 2 (NI 93 and 94 LAA target)
- Increase the percentage of Looked After Children reaching level 4 in English, and level 4 in Maths at Key Stage 2; and increasing the percentage achieving 5 A*-C GCSE or equivalent (including English and Maths) (NI 99, 100 and 101 LAA target)
- Increase the percentage rate of attainment of specific groups of children from BME backgrounds (NI 107, NI 108)
- Reduce the percentage of children in poverty (NI 116)
- Reduce the percentage of 16-18 year olds who are NEET (not in education, employment or training) (NI 117, LAA target)
- Reduce the percentage of 19 year olds who have been in care who are NEET (NI 148)

Priority 2.2 Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

Why is this a priority?

We want to enable all children and young people to be as healthy and well as they can be. In order to do this we need to ensure that children, young people and their families have access to the information and support they need and want. In the early stages of a child's life, this means supporting parents to give their children a healthy start and as children get older we need to make sure that they are supported to make informed choices about their health and additionally do not become involved in risky behaviours, such as drug and alcohol misuse.

There are currently significant levels of health inequality in some parts of Cambridgeshire. This means that there are differences in health experience and health outcomes for different groups, including differences in life expectancy.

What has already been done?

- Develop a Joint Strategic Needs Assessment for children and young people and begin to commission for outcomes to meet needs
- Significant investment in health visiting and midwifery capacity in areas of highest need to promote breastfeeding and maternal and child health
- Implementation of a transformation programme to improve mental health support for children and young people
- Investment in screening programmes to improve identification for specific conditions
- Introduction of a C-Card condom scheme to help reduce teenage conceptions
- Improved commissioning arrangements for substance misuse work
- Well developed strategies and support for healthy weight
- Good involvement of schools in the Healthy Schools programme



Priority 2.2 Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

What are the main challenges?

- Young people tell us that access to information and support is not equally available across all of the county
- Develop further arrangements for comprehensive, holistic assessments, action planning and review, information sharing and shared access to records
- Addressing the needs of those children and families living in deprivation
- Staff shortages and recruiting appropriately qualified and experienced staff
- Response to 'Healthy Lives, Brighter Futures' – the new national strategy for children and young people's health

What we are going to do

- Improve health outcomes for all children and young people
- Narrow the gap in health outcomes

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve the emotional health of children (NI 50)
- Improve the effectiveness of child and adolescent mental health services (CAMHS) (NI 51)
- Increase the percentage of children and young people eating school lunches (NI 52)
- Reduce the percentage of children who have an unhealthy weight in primary school reception and year 6 classes (NI 55, NI 56, LAA Target)
- Increase the percentage of children and young people taking part in high quality PE and sport (NI 57)
- Improve the emotional and behavioural health of looked after children (NI 58)
- Reduce the under 18 conception rate (NI 112, LAA Target)
- Increase the number of young people screened for Chlamydia and reduce the percentage of under 25 year olds with it (NI 113)
- Reduce the percentage of young people frequently misusing substances, including illegal drugs, alcohol and volatile substances (NI 115, LAA Target)

How this priority links to other plans and strategies

Teenage Pregnancy Strategy ■ Healthy Weight Strategy ■ Substance Misuse Strategy ■ Priority 2.1 ■ CAMHS Commissioning Strategy ■ Change 4 Life ■ Child Health Promotion Programme ■ Youth Alcohol Action Plan ■ East Cambridgeshire, Fenland, Huntingdonshire, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ Children's Plan Building Brighter Futures ■ 2012 Olympics ■ Parent Support Strategy ■ Homelessness Strategies ■ Supporting People Commissioning Strategy and Outcomes Framework

Priority 3 To improve outcomes for children and young people with learning difficulties and disabilities and complex needs

Why is this a priority?

There is a new national initiative, Aiming High, which includes a 'core offer' or statement of the standards that all families with disabled children can expect to get across the country from local services. The new requirements come with additional funding to support short breaks, but implementing the Aiming High programme for disabled children is ambitious and requires support from all partners working together effectively.

The Joint Area Review of Cambridgeshire recommended that health and the county council should review the way they jointly managed the delivery of services to children with complex needs who were or likely to be placed outside of Cambridgeshire.

There are differences in the rates between the geographic areas of Cambridgeshire that young people with learning difficulties and disabilities go into education, employment or training after completing statutory education.

What has already been done?

- A new Transitions Board has been established to improve transitions arrangements for 14-25 year olds with complex needs
- An integrated care pathway is being developed for children and young people with disabilities
- An audit against the National Service Framework for children with disabilities and complex needs has been carried out and will inform the development of this action plan
- An Every Disabled Child Matters (EDCM) Strategy Group is in place and Cambridgeshire has signed up to the EDCM charter
- The EDCM group will play a key role in supporting the development of action for this priority. Significantly, the involvement of young people representatives, carers groups and voluntary organisations in the decision-making process is a key feature of this action plan



Priority 3 To improve outcomes for children and young people with learning difficulties and disabilities and complex needs

What are the main challenges?

- The requirement to provide the Aiming High core offer for disabled children and young people by 31 March 2011
- Ensuring that children and young people with learning difficulties and disabilities (LDD) and complex needs are equally considered in the implementation of the other priorities within the Big Plan

What we are going to do

- Make it easier for children and young people and their parents and carers to get the information and support they need
- Implement a joint commissioning strategy for integrated services for children and young people with LDD and complex needs. This will include:
 - Further developing the integrated care pathway
 - Seeking to improve housing provision for children
 - Continued focus on early intervention
 - Achieving the Aiming High core offer criteria for information, assessment and participation and deliver the improvements to short breaks, childcare, transition support and palliative care

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve the percentage of parents satisfied with services received by disabled children (*NI 54, LAA Target*)
- Increase the percentage of young people with LDD in Education, Employment or Training
- We will monitor the outcomes for children and young people with learning disabilities and difficulties and special educational needs within all the other priorities

How this priority links to other plans and strategies

This priority must have close links and interdependencies with all of the priorities in the Big Plan 2.

Priority 4 To meet the needs of children and young people in areas of growth or demographic change

Why is this a priority?

Cambridgeshire is forecast to be the fastest growing county over the next 15 years, with an estimated population increase of 15%. Between 2006 and 2021, 58,000 houses have to be built, concentrated in and around Cambridge and in the county's market towns. The new town at Northstowe and sites around Cambridge City alone will provide around 28,000 new houses. This means that the population of Cambridge and surrounding areas will grow by a third.

Evidence shows that new communities tend to have populations that are younger than the rest of the surrounding areas and retain a younger population for a longer time. We want to make sure that we are able to meet the needs of the children, young people and their families in areas of growth, now and in the future.

This priority is about more than providing the physical infrastructure that new communities need. It is about ensuring that the wider needs of children, young people and their families can be met for example, their social and emotional needs. Additionally, it is important that we consider how we will support new communities to develop and promote social cohesion. In order to support new communities effectively we need to be pro-active in identifying what some of the needs and requirements of children and young people in new communities might be, and ensure that local services plan and secure provision accordingly.

What has already been done?

Locally a significant amount of work has already been undertaken by organisations and services in response to the growth agenda:

- Partnership arrangements focused on delivering the growth agenda in Cambridgeshire have been established. These are led by Cambridgeshire Horizons
- Work has been undertaken to research and examine the numbers of children and young people forecast from developments and plan the physical infrastructure required, for example, schools
- Two multi-agency projects have also been established to coordinate planning for Northstowe and Cambridge Fringe developments
- There is a huge amount of knowledge and learning which has been gained from our existing new communities, for example, Cambourne. It will be crucial that this learning is considered in planning for our new communities of the future
- The CYPSP held a stakeholder workshop in early March, which brought together a range of organisations and agencies to consider what needs to be available for children, young people and families in our new communities



Priority 4 To meet the needs of children and young people in areas of growth or demographic change

What are the main challenges?

- Identifying what the needs of a community will be before it is established is a huge challenge. Proactive research and planning will be essential if we are to deliver what children and young people actually need from day one of a new community. Additional challenges are that each new community will have different needs and these needs will change over time
- Growth will affect all services in the statutory and voluntary sector – it will be crucial to ensure that services understand the potential impact of growth and have the capacity to respond accordingly

What we are going to do

- Ensure that children and young people are part of the vision for new communities
- Develop a way of assessing the potential needs of children and young people and map the types of services and levels of provision that will be required. This will involve examining the learning gained from previous new developments
- Work to seek services are in place in the early days of a new community
- Ensure that there is a joined up approach to planning and securing provision for children, young people and families in new communities
- Plan and secure provision which is focused on social capital and promoting social cohesion, as well as physical infrastructure

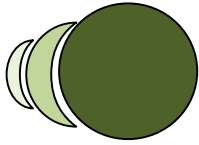
How we will measure our achievement

This information was not available at time of print - please visit www.thebigplan2.co.uk for updates

How this priority links to other plans and strategies

Cambridge City Sustainable Community Strategy ■ East Cambs Sustainable Community Strategy ■ Huntingdonshire Sustainable Community Strategy ■ Fenland Sustainable Community Strategy ■ South Cambs Sustainable Community Strategy ■ Local Development Frameworks ■ Cambridgeshire Horizons ■ Regional Spatial Strategy

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Juliet Snell
Community Consultant
and Facilitator

*Children and young people living in
deprivation, the disaffected and those at risk
of disaffection*

*A REVIEW OF EVIDENCE FOR THE SOUTH
CAMBRIDGESHIRE AND CAMBRIDGE CHILDREN
AND YOUNG PEOPLE'S AREA PARTNERSHIP*

Draft 3

March 2010

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Appendix 1: Extract from Research Brief

Appendix 2: List of interviewees

Appendix 3: List of written evidence sources

Appendix 4: Maps of the 20% most deprived LSOAs in Cambridge City

Appendix 5: Maps of the 20% most deprived LSOAs in South Cambridgeshire

Readers with limited time can get an overview by reading sections 1 and 5

My thanks go to all who offered their time and support to this project.

1 INTRODUCTION

1.1 Deprivation and disaffection- the impact on children and young people.

Children and young people who live in poverty have worse outcomes and life chances than those who do not. There is a direct correlation between child poverty and child well-being and the impacts go beyond simply 'not having'.

“the bottom fifth of children lead radically different lives from the top fifth; fewer or no holidays away, much more cramped living space, fewer places to play or opportunities to swim and a lack of means to entertain friends”¹

“Poverty is not simply about being on a low income and going without – it is also about being denied power, respect, good health, education and housing, basic self-esteem and the ability to participate in social activities.”²

As well as these bad experiences, being poor puts children and young people at risk. Poverty has a negative impact on health, educational achievement and social participation.

“in terms of later life, poverty in childhood is one of the five most powerful and consistent predictors of subsequent disadvantage”³

“children from poor families fare less well than others in terms of mental health, school achievement, substance misuse and teenage pregnancy”⁴

School absence is correlated with deprivation, and is related to school attainment, disruptive behaviour and children's safety⁵. Children living in poverty are disadvantaged by lack of resources to get the educational benefits of money, and also cultural barriers of poor aspirations and scepticism about education⁶.

South Cambridgeshire and Cambridge City are relatively affluent parts of the country and the majority of children and young people achieve well in school. However, some do not, and deprivation had been shown as a key indicator of poor outcomes locally too. The latest version of the Cambridgeshire children and young people's plan sets out to narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection⁷.

1.2 Why this research and why now?

The Big Plan 2 (2009 – 2012) outlines the collective priorities for improving outcomes for children and young people in Cambridgeshire. The South Cambridgeshire and Cambridge Children and Young People's Area Partnership (SCCCYPAP) has a key role in the delivery of the plan priorities, both in relation to the Children's Trust Board

¹ “A good childhood- searching for values in a competitive age” The Landmark report for the Children's Society” Richard Lanyard, Judy Dunn 2009.

² <http://www.cpag.org.uk/povertyfacts/index.htm>

³ See 1

⁴ See 1

⁵ “ABSENCE FROM SCHOOL: A STUDY OF ITS CAUSES AND EFFECTS IN SEVEN LEAs” Heather Malcolm, Valerie Wilson, Julia Davidson and Susan Kirk The SCRE Centre, University of Glasgow.

⁶ “The Extra Mile- How Schools succeed in raising aspirations in deprived communities” DCSF

⁷ <http://www.cambridgeshire.gov.uk/NR/rdonlyres/0C0030A7-12C0-4780-9C51-54163EDA8724/0/BigPlan2Priority2.pdf>

(formerly Children and Young People's Strategic Partnership) and the Local Strategic Partnership⁸. Discussions are currently focussing on the future role of the Area Partnership in relation to the following three functions:

1. Identifying local need and priorities
2. Commissioning joint work
3. A scrutiny role in relation to performance against shared priorities

The Partnership has decided to focus its activity on two of the Big Plan 2 priorities:

- Impact of Growth and demographic change
- Children and young people living in deprivation, the disaffected and those at risk of disaffection

At its July meeting 2009, the Partnership agreed to commission some research to clarify and hone the priority needs for children and young people in the area in relation to the second of these priorities. This was with a view to influencing future commissioning decisions, and potentially joint commissioning arrangements between members of the Partnership itself.

The scope of this research was therefore to pull together existing evidence on the needs of children and young people in South Cambridgeshire and Cambridge City, focusing on the following:

- Needs in relation to deprivation
- Needs in relation to disaffection and risk of disaffection
- Priority geographical areas
- Priority groups
- Current activity with these needs and groups

I have been asked to look objectively at the existing data and seek evidence, and then to make recommendations how needs and priorities should be ranked. This work was to take 10 days of consultant time, with an extension of 5 days for phase 3. A summary of the original research brief is given in appendix 1.

This report is for area partnership members and their colleagues, to be used as a foundation for future work.

⁸ Local strategic partnerships (LSPs) exist in nearly all local authority areas in England. They bring together representatives from the local statutory, voluntary, community and private sectors to address local problems, allocate funding, discuss strategies and initiatives.

2 METHODS

2.1 Planning

I held early meetings with a few key members of the partnership (individually or in groups), representing the stakeholders involved, in particular district councils, county council, voluntary and community sector and health partners. These partners were asked for comment and agreement on approach and methods and support in reaching other stakeholders.

At this stage I also asked stakeholders to help me put this project in the context of existing work in county and district councils. Especially on deprivation, there is county level scoping work underway, examination of whether existing indicators correlate well to broader indicators of deprivation, and there will be work needed to meet the requirements of the National Child Poverty strategy. I was told that models for collecting evidence of need and local examples of good practice would be valued at county level. From district councils there was a strong view that the approach to this priority should not be too top-down, and must take account of local issues. From all stakeholders I spoke to there was a wish for qualitative data and processes that include local knowledge so that this research produces information that can have an impact in neighbourhoods and communities.

This research has been carried out in two distinct phases; using hard data to identify communities of children and young people at risk of deprivation and disaffection, and then qualitative evidence from the wider partnership of children and young people's services to explore the needs of children and young people and facilitate a discussion about what could be done better.

Eight people were interviewed in the planning phase.

2.2 Deprivation and disaffection; the issue of definitions

Both of these are terms that can be taken to have a narrow or a wide definition. For example, in its narrowest sense, deprivation can be seen as the absence of financial wealth, and in its widest sense to be the absence of wealth, health, well-being, social and educational opportunities and happiness. In the case of disaffection, we could see it as merely describing children and young people who do not engage with formalised learning or employment or about wider engagement in society.

This issue about definition is important in this project, because to take too narrow a definition would not take account of the complexity and range of children and young people's experiences, but to take too wide a definition would mean that what is essentially a two to three week piece of work could stretch beyond recognition and in trying to do too much, do too little.

For this reason I began with narrow definitions and then invited the partnership of organisations working with children and young people to explore issues from this starting point.

2.3 The quantitative evidence that was used

For both deprivation and disaffection, existing mappings⁹ gave data at ward level and upwards (localities, districts and areas). This report does not aim to simply replicate this data. The data profile of children and young people in Cambridgeshire of November 2009 offers a wide range of information about children and young people in the county, and I recommend it is read by partnership members.

To be able to explore issues in rural communities better and meet the need to look at individual neighbourhoods, I searched for evidence at the smallest geographical area possible. This was often at Lower Level Super Output Area (LSOA)¹⁰.

2.3.1 Measures of deprivation

Taking the narrowest definition of deprivation, the main measure we have is the 2007 Income Deprivation Affecting Children Index (IDACI¹¹). This index is a subset of the Income Deprivation Domain and gives the percentage of children in each LSOA that live in families that are income deprived (i.e. in receipt of benefits such as Income Support, Job-seekers Allowance (Income based) Working Families Tax Credit or Disabled Person Tax Credit 2).

I have looked both at the level of the index for each LSOA and the ranking of LSOAs against each other. In order to explore what the impact is of using such a narrow definition of deprivation, I have compared the IDACI with a broader measure- the Local Index of Child Well-being 2009¹². The seven domains (individual indices) included in the Child Well-Being Index (CWI) are:

- Material Well-Being
- Health
- Education
- Crime
- Housing
- Environment
- Children (at risk of being) in Need

2.3.2 Measures of disaffection and risk of disaffection

Taking a lead from the areas of work in the Big Plan 2, I have searched for measures of disaffection in the areas of;

- Absence from school
- Educational achievement: data from Foundation Stage Profile, KS1, KS2 and GCSE data.
- Not in employment, education or training
- School Exclusions
- Police recorded incidents of anti-social behaviour.

Unfortunately, only one of these measures, the last, is robust at LSOA level.

⁹Children and Young People's Joint Strategic Needs Assessment 2008 and corresponding data profile 2009; see www.cambridgeshire.gov.uk

¹⁰Lower Layer Super Output Areas (LSOAs) are used for reporting local statistics, and are formed from groupings of Output Areas. Their key advantages are that they are small, reasonably consistent in size and, unlike wards, are not subject to regular boundary change. In England and Wales LSOAs have a minimum size of 1,000 residents, with an average of around 1,500 residents

¹¹ <http://www.dcsf.gov.uk/cgi-bin/inyourarea/idaci.pl>

¹² <http://www.communities.gov.uk/publications/communities/childwellbeing2009>

2.4 The qualitative evidence that was used.

From the first phase where groups of children and young people who were at higher risk of living in deprivation or being disaffected were identified, a list of geographical areas and demographic groups was made. This list was sent out via area partnership members to any stakeholders that it was felt might be able to offer evidence, and through Voluntary and Community Sector (VCS) networks. People were asked to either submit evidence (consultations, evaluations or monitoring data) or to contact me for a qualitative interview. Some interviewees were targeted to ensure a good spread of evidence, and others volunteered to give evidence.

There was very little written evidence submitted. This suggests that little evaluation or consultation work has been done in the areas of deprivation and disaffection, and the partnership may need to consider if there is any need to do so, not least because they may want to evaluate the impact of any new work they undertake. Notably, I had no direct participation evidence from deprived or disaffected children and young people

In contrast there was a big response from partners who wanted to be interviewed, and in the end the restricting factor was consultant time. The list of geographical and demographic communities was widely welcomed as having identified children and young people whose needs had not been discussed before, and this seemed to engage a wide range of partners, most notably school head teachers.

Interviews were unstructured, and involved first a discussion about the data that had given rise to the list of communities, and then a discussion about the needs of children and young people in these communities, and any examples of good practice. Inevitably, interviewees illustrated their evidence with case studies, highlighted gaps in services, and made suggestions for different ways of doing things. A list of interviewees is given in appendix 2.

19 people were interviewed in phase 2. Notes from interviews were transcribed and subjected to a thematic analysis¹³.

2.5 Consultation and Action Planning phase

At the end of the qualitative phase, a “final” report was presented to the SCCCY PAP at its January 2010 meeting. The partnership considered the report and agreed a further phase (“phase 3”) to involve partners who had not yet been involved in the project, to consult on findings and to:

“provide some concrete proposals for how and where the partnership may take the recommendations forward”¹⁴

14 people were interviewed in phase 3. A sub-group of the SCCCY PAP then came to a facilitated action planning meeting to consider a third draft of the report and propose an action plan.

¹³ Thematic analysis is a process that can be used with most qualitative information. It is a way of seeing, making sense of related material, systematically observing situations, groups, organisations, interactions, cultures and behaviours. The process is regularly used by psychologists, sociologists, ethnographers, historians, and many in other fields.

¹⁴ “Deprivation and Disaffection report; proposed next steps” 29/1/10, Sarah Ferguson

2.6 Who was involved in this project

From the beginning of planning to the end of phase 3, 41 people were interviewed or contributed to the project. Of these;

- 6 contributed in telephone interviews, the remainder in face-to-face unstructured interviews or focus groups
- 15 were county council employees (excluding school staff)
- 6 were school head teachers or deputy head teachers
- 9 worked for district councils
- 6 worked in the Voluntary and Community Sector
- 3 worked in health services

3 FINDINGS FROM THE QUANTITATIVE PHASE

3.1 What the evidence says about deprivation

3.1.1 The most deprived areas

There are 158 LSOAs in Cambridge City and South Cambridgeshire, 68 in Cambridge and 90 in South Cambridgeshire. As a starting point, I have examined the 20% most deprived of these.

To explore the level of correlation between a narrow and a wider measure of deprivation, each of the 20% (32) most deprived LSOAs rankings for the IDACI and the CWI are compared.

LSOA name	Ward	IDACI ranking in City and S Cambs (narrow definition)	CWI ranking in City and S Cambs (wide definition)	Difference between rankings
Cambridge 006F	Abbey	1	3	-2
Cambridge 003B	East Chesterton	2	2	0
Cambridge 001D	Kings Hedges	3	5	-2
South Cambs 002A	Cottenham	4	12	-8
Cambridge 001E	Kings Hedges	5	10	-5
Cambridge 006D	Abbey	6	1	5
Cambridge 006B	Abbey	7	6	1
Cambridge 001A	Kings Hedges	8	4	4
South Cambs 007B	Milton	9	21	-12
Cambridge 003C	East Chesterton	10	14	-4
Cambridge 003E	East Chesterton	11	7	4
South Cambs006E	Impington	12	13	-1
Cambridge 002E	Arbury	13	17	-4
Cambridge 001C	Kings Hedges	14	12	2
Cambridge 009C	Romsey	15	8	7
Cambridge 011D	Cherry Hinton	16	19	-3
Cambridge 003D	East Chesterton	17	20	-3
Cambridge 006C	Abbey	18	15	3
Cambridge 009A	Romsey	19	18	1
Cambridge 002F	Arbury	20	23	-3
Cambridge 004D	West Chesterton	21	34	-13
Cambridge 006E	Abbey	22	9	13
Cambridge 002D	Arbury	23	11	12
Cambridge 013C	Queen Edith's	24	37	-13
Cambridge 008C	Petersfield	25	22	3
Cambridge 008E	Petersfield	26	32	-6
Cambridge 011B	Cherry Hinton	27	26	1
Cambridge 006A	Abbey	28	46	-18
Cambridge 001F	Kings Hedges	29	27	2
Cambridge 005D	Castle	30	24	6
South Cambs016E	Linton	31	49	-18
Cambridge 007C	Market	32	50	-18

I have included a comparison between the two measures. Looking for significant mismatches, there are a number of LSOAs where the two measures don't agree. In some LSOAs there is a higher level of financial deprivation, but when deprivation is looked at in a wider context (health, housing, environment etc), the deprivation is less severe. In others the reverse is true.

In one case, Abbey, a ward has both these cases within it. Does this suggest that in some parts of the ward children and young people are better protected from the wider impacts of deprivation on well-being, or maybe reflect problems with the reliability of the data. Given that the Big Plan 2 sets the task of exploring alternative measures of indicators of deprivation, this should be explored.

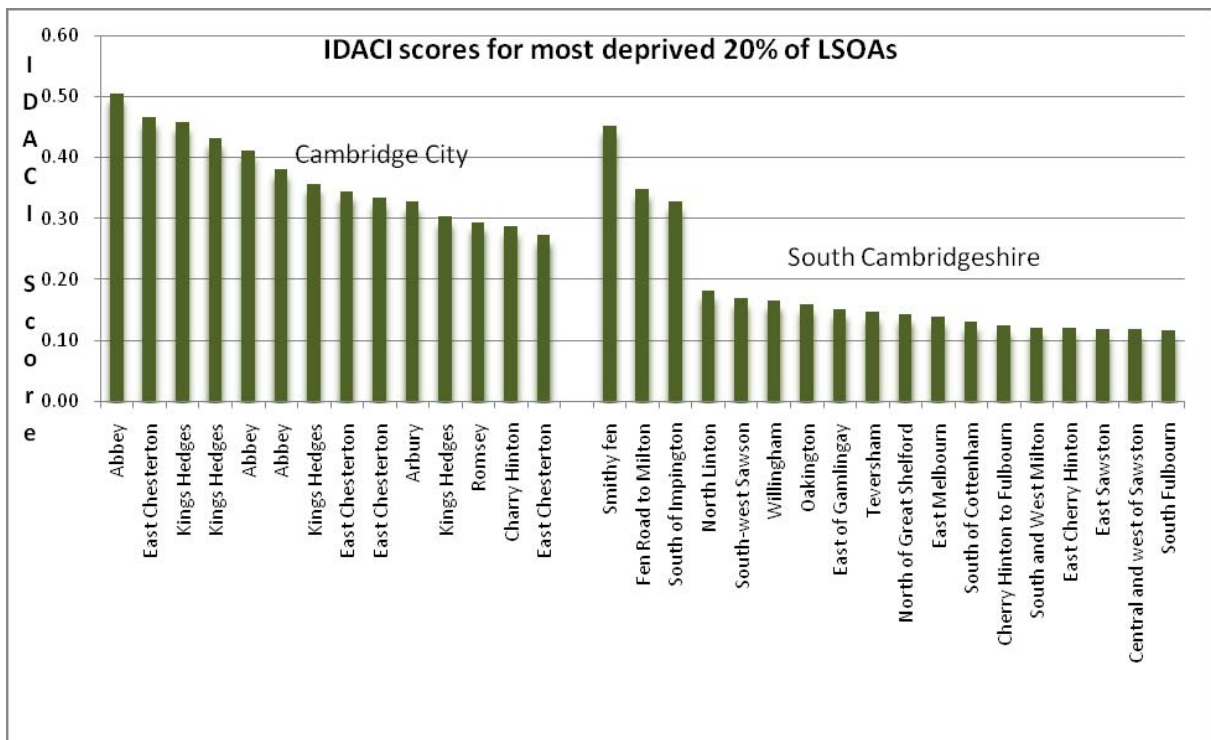
To return to the research brief, I am using the narrow definition of deprivation to identify communities where children and young people live in material deprivation, and exploring how those communities look in terms of demography and needs.

Looking at the most deprived areas across the two districts, they are largely in the already well recognised parts of Cambridge City, and also to the north of Cottenham.

However, this research aims to look more deeply at the needs of children and young people who are living in small areas of high deprivation that may not be recognised because they are in otherwise affluent wards. For this reason, I then focused in on each district and looked at the small pockets of deprivation as well as wards that have previously been identified.

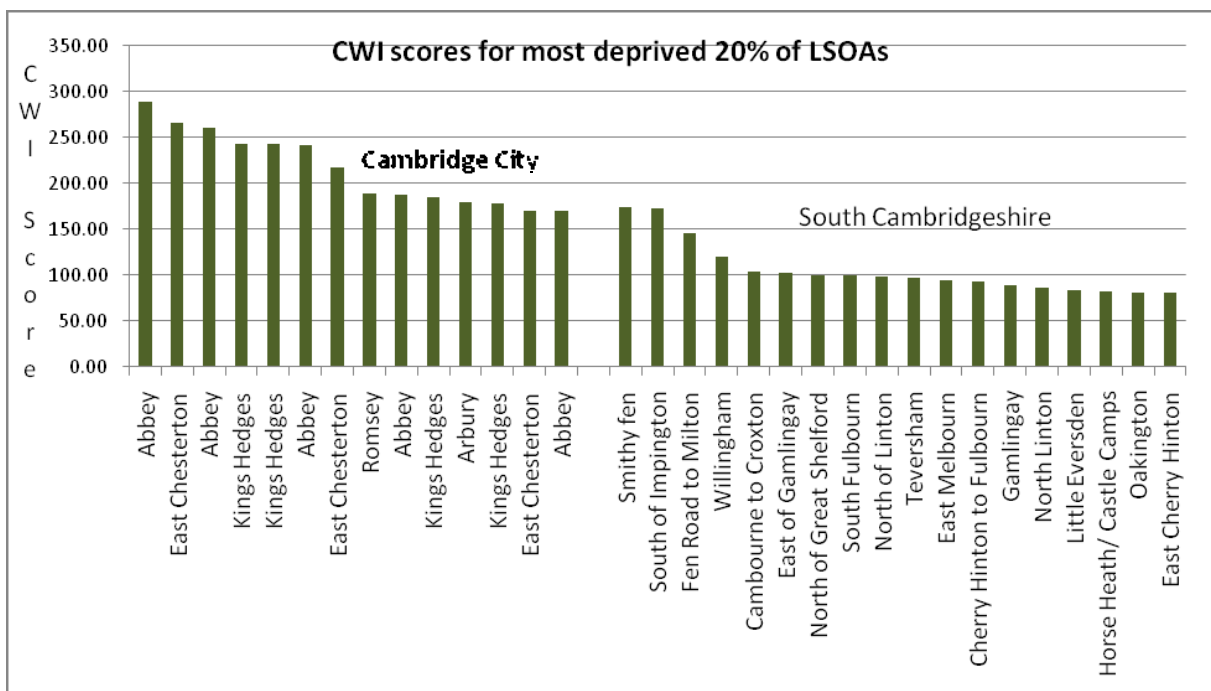
3.1.2 Pockets of deprivation

The chart below shows the IDACI score for the 14 most deprived LSOAs in Cambridge City and 18 most deprived LSOAs in South Cambridgeshire, the 20% most deprived in each case. On the horizontal axis are the ward names in the case of City and my best description of location in the case of South Cambridgeshire. Appendix 4 shows maps of the 20% most deprived LSOAs in Cambridge City and Appendix 5 the 20% most deprived in South Cambridgeshire.



We can see that in the City material deprivation is concentrated largely in a few areas; Abbey, East Chesterton and Kings Hedges, with pockets of deprivation in Romsey, Arbury and Cherry Hinton. In South Cambridgeshire the picture is different with 3 LSOAs having high levels of deprivation comparable with those in the City. In addition to this there are high levels of deprivation between Cherry Hinton and Fulbourn, in and around Sawston and otherwise in isolated parts of villages such as Melbourn and Linton.

A corresponding chart for the CWI measure follows:



When looking at this broader definition of deprivation, the pattern in both districts is similar at the most deprived areas. In South Cambridgeshire, however, some new areas emerge, such as Horse Heath/ Castle Camps, Cambourne and Little Eversden.

It is clear that the highest deprivation in South Cambridgeshire is largely related to an assumed higher numbers of Travellers/Gypsy/Roma communities living in these areas. This guided me to look at the needs of Traveller/Gypsy/Roma children and young people in phase 2.

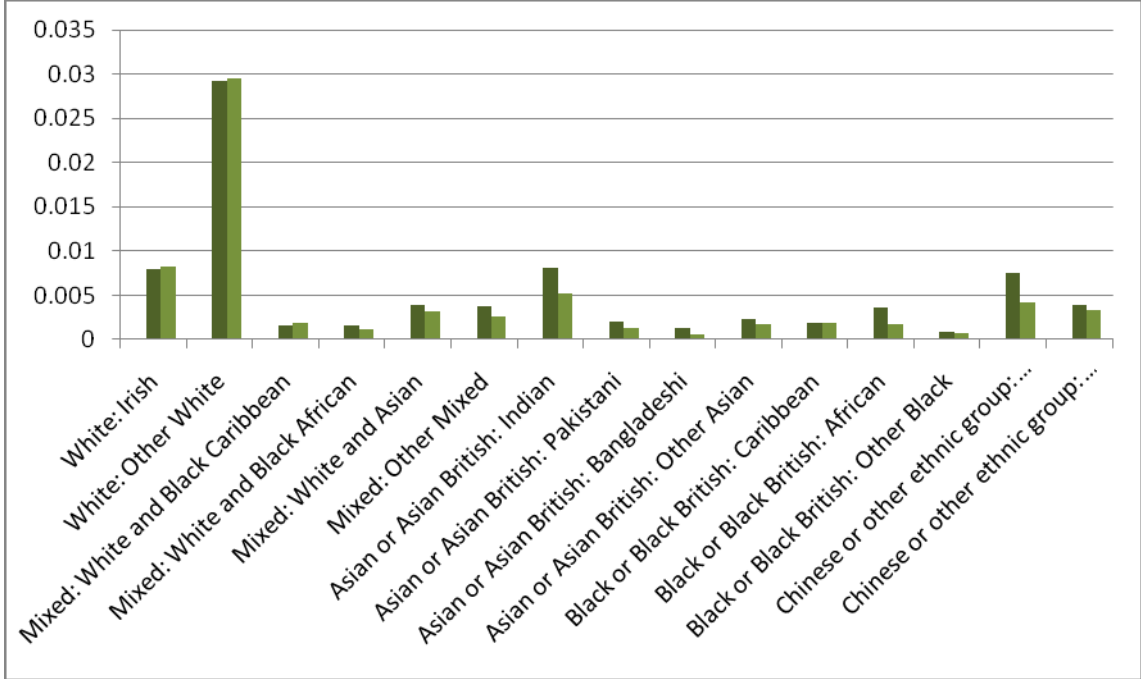
3.1.3 Demographic characteristics of areas with a high IDACI score

This section looks at the 20% of all LSOAs in each district that have the highest IDACI score, and searches for demographic characteristics that set these areas apart.

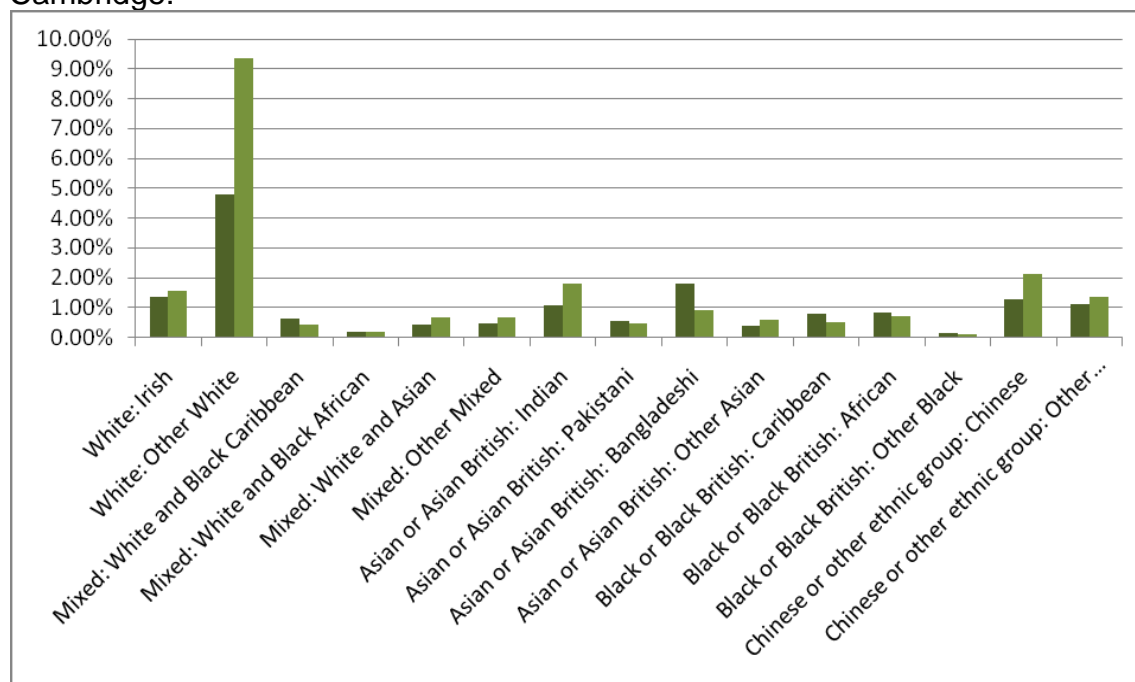
Ethnicity

Looking first at ethnicity, the charts below show for each district how the more deprived LSOAs compare to the district as a whole. The charts below shows the ethnic profile of non-white British communities in the 20% most deprived LSOAs (dark green) compared with the district as a whole (light green), in terms of people other than “white british”.

South Cambridgeshire:



Cambridge:



In South Cambridgeshire numbers are probably too low to be significant, though deprived areas do have higher than average proportions of Black and Asian communities. In the city there are some over-represented communities in deprived areas, notably Bangladeshi, Caribbean and African communities.

Worklessness

The table below shows extracts of data from the Office of National Statistics on economic in the more deprived areas of Cambridge and South Cambridgeshire as compared to the districts as a whole.

Area	Households with dependent children	Households with no adults in employment: With dependent children
Cambridge	23.1%	3.3%
20% most deprived LSOAs in Cambridge	27.8%	6.4%
South Cambridgeshire	30.7%	1.6%
20% most deprived LSOAs in S Cambs	28.9%	2.7%

This suggests a particular issue with children in work-less households in the deprived areas of the city, but no significant issue in the deprived areas of South Cambridgeshire.

Lone Parents

Also from the Office of National Statistics, I have looked at data on the proportion of households in an area that include a lone parent looking after dependent children. The results are in the table below:

Area	Proportion of all households that are households where a lone parent looks after dependent children
Cambridge	7.3%
20% most deprived LSOAs in Cambridge	11.2%
South Cambridgeshire	6.0%
20% most deprived LSOAs in S Cambs	7.8%

This would suggest that there is a correlation between deprivation and lone parent status, particularly in the city.

3.2 What the evidence says about disaffection and risk of disaffection

The data used to identify communities where higher proportions of children and young people are disaffected or at risk of disaffection has been selected based firstly on the approach taken in Big Plan 2, and then opportunistically on data available. Unlike for deprivation, there is not a single clear set of measures available at LSOA level, and so what follows is often collated at ward or locality level or above. The two main data sources are the 2008 data profile, and data shared with me by the County Council Research Group and school improvement team.

3.2.1 School attendance

The 2009 data profile gives information about school attendance patterns according to their locality of residence, ethnic heritage or socio-economic deprivation (as defined by receiving free school meals).

In the year 2007/8, the following are key statistics relevant to disaffection from the data profile:

Average absence rates (Primary Schools) 07/8 (sessions missed as % of possible sessions)

Area/ group	Average absence rate
Cambridgeshire	5.0
South Cambridgeshire and City	5.1
City North	5.6
City South	5.7
Sawston and Linton	4.3
Bassingbourn, Melbourn, Comberton and Gamlingay	4.5
Cottenham and Swavesey	4.9
Children eligible for free school meals (county)	4.6 ¹⁵
Children of Bangladeshi heritage (county)	9.5
Children of Pakistani heritage (county)	8.8
Children of Roma/Gypsy Heritage (county)	17.2
Children of Irish Traveller Heritage (county)	34.2

Attendance rates at secondary school across the county are generally about 2% points lower. They are not given for minority groups in the data profile.

¹⁵ To my reading, this absence rate is lower than average, though the text of the data profile says that it is higher. This needs checking with the authors of the data profile to see if it is an error. Other evidence suggests that children receiving school meals attend school less.

Data can now also focus on pupils with a consistently low attendance rate.

The City and South Cambridgeshire wards in the worst 20% for Cambridgeshire for proportion of primary and secondary pupils having an absence rate of 20% or more are:

<i>Ward</i>	<i>% of primary children who have an absence rate of 20% or more</i>	<i>Ward</i>	<i>% of secondary children who have an absence rate of 20% or more</i>
Milton	6.9	East Chesterton	13.2
Cottenham	6.9	Abbey	11.9
East Chesterton	4.2 (down 2.6% from last year)	Teversham	11.8
Meldreth	3.9	Cherry Hinton	10.5
King's Hedges	3.8	Kings Hedges	10.4
Teversham	3.8	Trumpington	10.3
Abbey	3.7	Harston and Hauxton	10.1
Arbury	3.5	Newnham	10.0
Sawston	2.9		
Petersfield	2.9		

Data about trends tells us that attendance rates across Cambridge and South Cambridgeshire are slowly rising in primary age, and largely static in secondary age. These trends are broadly the same in localities.

In 2007/8 authorised absence accounted for around 84% of all absence. In South Cambridgeshire and Cambridge City rates of authorised absence dropped and rates of unauthorised absence rose in the last 3 years.

New data sources for school absence will become available in spring 2010 as the county council improves data collection systems.

3.2.2 Exclusions

Below are figures for 07/8 fixed terms exclusion instances as a % of pupils on roll,

Area	Primary: Instances of fixed term exclusions as a % of student roll	Secondary: Instances of fixed term exclusions as a % of student roll
Cambridgeshire	0.8	8.1
South Cambridgeshire and City	0.6	7.1
City North	0.6	11.6
City South	0.3	5.6
Sawston and Linton	1.0	7.4
Bassingbourn, Melbourn, Comberton and Gamlingay	1.0	5.4
Cottenham and Swavesey	0.3	5.5

Permanent exclusions are rare in Cambridgeshire; in 2007/7 there were 8 from secondary schools and one from primary schools.

Schools vary in exclusion patterns, and comparisons should be made with caution, but these figures reflect the other disaffection measures regarding North Cambridge.

Children and young people who are more likely to be receive fixed term exclusions are boys (though there is a recent rise in exclusions of girls), Black Caribbean pupils, Traveller pupils and those eligible for a free school meal.

3.2.3 School attainment

The 2009 data profile gives detailed information about school attainment by age, gender and subject for each district over the last 6 years.

The table below shows the wards that are within the 20% lowest performing wards as Key stages 1, 2 and 3.

% pupils with average point scores below 9 in end of KS1 Tests 2008: Worst 20% Wards for Cambridgeshire, by ward of residence	% pupils with average point scores below 21 in end of KS2 Tests 2008: Top 20% Wards for Cambridgeshire	% pupils with no GCSE passes above grade D 2008
Girton Waterbeach Abbey Coleridge Queen Edith's Fowlmere and Foxton	East Chesterton Coleridge Abbey Trumpington Arbury	Trumpington Romsey Abbey

This is in places a confusing picture of attainment particularly at primary age, and there needed to be further exploration of this information and what lies behind it.

In phase 3, more detailed and useful data on 2009 attainment in schools was provided by the County Council Standards and Effectiveness Service. Key relevant issues are drawn out here, but the complete data is too lengthy for this report.

Overall themes

Over the past two years Cambridgeshire's performance at Foundation Stage Profile¹⁶ has declined by eight percentage points in contrast to a six percentage point improvement across England. In City and South Cambridgeshire there were some localities where performance was below, and some above the county average:

<i>Locality</i>	<i>Diff from county average</i>
Cambridge North	-1.3
Cambridge South	-6.5
Sawston & Linton	4.6
Bassingbourn et al	2.6
Cottenham & Swavesey	-1.7

In key stage one there was widespread improvement in 2009. In general Cambridgeshire scores are now around two percentage points above national rates, and in line with the county's statistical neighbour¹⁷ group. In key stage two Cambridgeshire's performance is broadly in line with national and regional performance, but behind that of statistical neighbours. At GCSE performance is generally above or in line with national rates. The percentage achieving 5+ A*-C

¹⁶ The Foundation Stage Profile replaces statutory baseline assessment on entry to primary school.

¹⁷ Each local authority has a set of statistical neighbours. These are authorities who are deemed to be similar in characteristics for comparison purposes. It was developed to enable comparison between the performance of similar local authorities. Statistical neighbours are identified by finding the other authorities with the most similar values for a set of variables.

including English and maths is above national and regional rates and slightly above the average for Cambridgeshire’s statistical neighbour authorities.

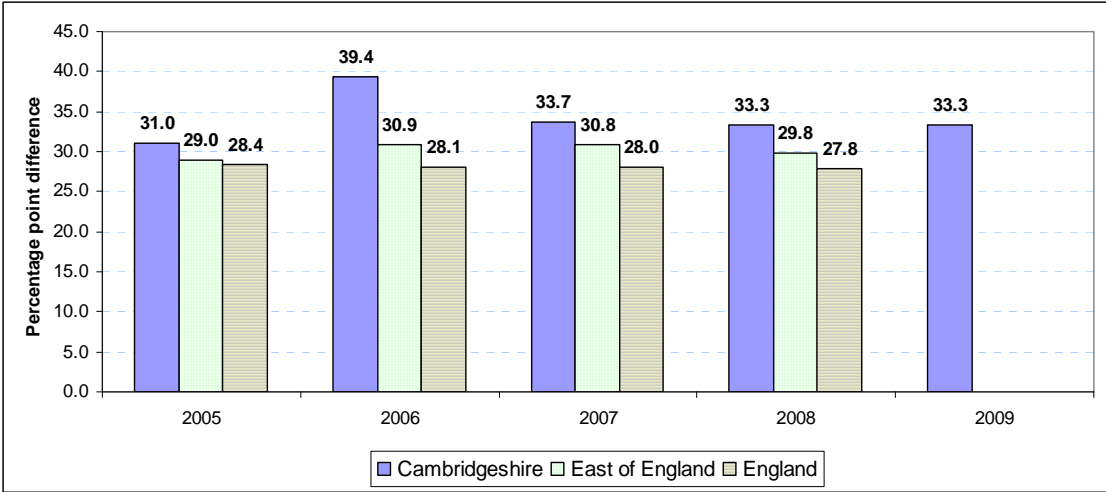
The impact of deprivation

At all stages from foundation stage profile through to GCSE, the cohort of children in the lowest 20% of attainment has disproportionate proportions of children entitled to free school meals and those living in areas of high deprivation. For example the table below shows the percentage point difference between all Cambridgeshire pupils and those eligible for a Free School Meal attaining L2+ in Reading at key stage 1:

	2004	2005	2006	2007	2008	2009
All Cambs pupils	87.7	87.8	87.0	85.2	84.6	86.2
Those eligible for FSM	71.8	68.6	76.3	67.8	64.5	69.4
<i>Difference</i>	-15.9	-19.2	-10.8	-17.4	-20.1	-16.7

The gap fluctuates over years, but shows no indication of narrowing consistently.

Looking at GCSE age, at just over 33 percentage points the attainment gap in Cambridgeshire is in line with previous years, and has remained above regional and national rates. The following chart shows the larger gap in Cambridgeshire.



Ethnicity

Data on attainment and ethnic origin should be read with caution as for some communities the size of cohorts are very small. Throughout the age range, Traveller/Gypsy/Roma children trailed behind others, with the cohort increasingly smaller at higher ages. Other children and young people that were more likely to perform less well were Black Caribbean, mixed Black Caribbean & White, Bangladeshi, Pakistani, and children with a home language other than English, particularly those with an Eastern European home language, with some variations at different age ranges. Chinese and Indian children generally performed above the county average.

Other factors

Other children who were at more risk of poor attainment at school are boys, children born in the summer and those with Special educational needs. It should also be

noted that many children will be affected by several risk factors. For example, the average attainment at key stage 1 of an Autumn-born White British girl living in Bassingbourn, Melbourn, Comberton & Gamlingay Locality is 96.6%, while the average for a Boy living in Cambridge City on FSM is 68.8%.

3.2.4 Anti-social behaviour incidents:

The following data was provided by the County Council Research Group. It is presented here as contextual information, as it shows the wards where children and young people may live in a more stressful and aggressive environment, but it should be noted that the data is for people of any age, and is therefore not a measure of children and young people carrying out anti-social behaviour. It also described where incidents took place, rather than where the perpetrator was from, hence the prevalence of City Centre locations.

Reported incidents at ward level:

Ward	Incidents per 1000 of population
Market	181.8
Abbey	87.9
Arbury	76.8
King's Hedges	75.7
Petersfield	74.5
East Chesterton	71.5
Trumpington	66.0
Coleridge	63.0
Romsey	62.0
Fulbourn	56.9

AT LSOA level:

Description of LSOA location	ASB Incidents Rate per 1,000 residents at LSOA level
Town Centre	302
West end of Victoria Road	180
Town Centre	156
West Abbey	146
Town Centre	144
Town Centre	141
Cherry Hinton to Fulbourn	129
South West Kings Hedges	129
East Chesterton near Milton Road	123
Central Kings Hedges	119
Cherry Hinton Road/Ring Road	115
Romsey near Ring Road	108
South of Impington	107
North Trumpington	104
Abbey South	99
North Arbury	99
South of Town Centre	97
Central Abbey	96
South West of Parker's Piece	95

West Romsey	89
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Despite the above figures needing to be interpreted with caution, they tend to reinforce other measures in suggesting that the areas of Cambridge that are high priority as Abbey, East Chesterton, Kings Hedges. However, it is important to be clearer about what constitutes anti-social behaviour, and who by, to avoid using flawed data to stigmatise young people in deprived areas.

3.2.5 Incidents of Criminal damage:

Ward	Rate of incidents per 1000 population
Market	31.8
Petersfield	24.7
Abbey	24.4
East Chesterton	23.1
Arbury	23.0
Milton	21.4
Trumpington	20.5
Coleridge	19.8
Histon and Impington	19.7
King's Hedges	19.5

With similar caveats as the last section, this evidence again reinforces the priority of some areas of the City.

3.2.6 Youth service contact and participation

Below is information about contact and participation by young people aged 13-19 with publically funded youth services in 2007/8:

Area	Contact as % population	Participation as % population
Cambridgeshire	20.9	8.3
South Cambridgeshire and City	24.2	10.1
City North	20.8	10.2
City South	21.2	9.5
Sawston and Linton	20.3	9.6
Bassingbourn, Melbourn, Comberton and Gamlingay	23.6	11.1
Cottenham and Swavesey	38.2	9.7

This evidence may show in some ways the willingness of children and young people to get involved in activities, but also the level of service by Youth services.

3.2.7 Not in Education, Employment or Training (NEET)

In August 2009 there were 875 young people aged 16 to 18 years who were NEET, of which:

188 (43.1 per 1,000 population) lived in Cambridge City and
81 (14.9 per 1,000 population) lived in South Cambridgeshire.

South Cambridgeshire had a noticeably low rate of NEET. The 2009 data profile breaks down NEET figures by locality for three main high risk groups; teenage mothers, young people with learning difficulty or disability (LDD) and care leavers.

Though numbers were low, proportions of NEET teenage mothers and young people with LDD appeared significantly higher in the city.

3.3 The communities of children and young people at risk of deprivation and disaffection, based on the data

The data presented in this section came from multiple sources and was from a range of years, and so does not categorically identify the highest priority communities. Instead, it gave me a foundation for phase 2, where I could look for consensus about the children and young people at risk and their needs.

After planning meetings, Orchard Park was added to the list in acknowledgement of the fact that there are clearly issues in that community but its residents are so newly arrived that data profiles do not yet reflect their needs.

However, the list of places and groups was very much welcomed by the partnership, and there was no disagreement that the list represented recognised areas of deprivation and disaffection, and case study evidence reinforced the groups identified. In South Cambridgeshire in particular, there was a strong agreement in the research that these communities needed more attention than they had previously had.

As a result of phase 1, qualitative evidence was invited about the following communities in phase 2:

City:

Abbey
Kings Hedges
East Chesterton
Romsey
Arbury
Cherry Hinton
Trumpington

South Cambridgeshire:

Cottenham and Smithy Fen
Between Impington and Kings Hedges
Willingham
Oakington
Cambourne
Fulbourn
Gamlingay
Sawston and Linton
East Melbourn
Teversham
North of Great Shelford
Orchard Park

Demographic groups:

Traveller/Gypsy/Roma

Work-less households
Lone parents families
Young Carers
Bangladeshi community
Caribbean community
African community

In addition, any evidence about children and young people who had been missed in this phase was invited. As a result, evidence was offered about Eastern European communities. It should be noted that data was not available about Lesbian, Gay, bisexual and questioning young people and better information about any issues of deprivation or disaffection for this community would be welcomed.

4 FINDINGS FROM THE QUALITATIVE PHASE

From the thematic analysis of interviews and other qualitative evidence sources a number of areas of need emerged. Some were consistently present in the majority of evidence sources.

I noticed a strong consensus on many of these themes, and also that the themes often cut across several different communities. The themes are described below in order of prevalence.

4.1 Theme 1; Support to Parents

This was the most prevalent theme, and few interviewees and evidence sources did not touch on it in some way. The majority of interviewees prioritised it above other needs. Many of the workers I spoke to worked in services where they were funded or set up to work primarily with children and young people, but wished that work extended more to parents. Many recognised the resources needed for such work, but felt that without more support to parents, work with children and young people may be counter-productive.

“we can do lots of things in schools but the key gap is support to parents”

“it’s resource intensive at first but has good effects in the long run”

The needs that were identified were:

1. Parents needed support in their homes and local communities; i.e. on Traveller sites, in homes, through existing informal baby and toddler groups.

“schools should proactively contact [Traveller] families- but not with written materials- they should get out to the sites”

“we would love to be able to run a parents group after the youth club”

2. Parents in these communities may often have had negative experiences of school and so find it hard to engage with their children’s school. This created cycles of disaffection that it took work with both parents and children to break.

“it takes exceptional luck to break that cycle”

However, parents were keen to access support; a consultation with parents, including many marginalised communities showed that support with behaviour, learning and school were among the highest needs.

3. In these communities, evidence sources said that parents will often have one or several of these issues:

- Lone parenthood
- Overcrowded housing
- Mental health problems
- Alcohol misuse
- Domestic Violence

- Not able to drive/ no car
- Isolation
- Frequent moves

These issues would often have an effect on children and young people's isolation and ability to engage with learning, and the family's material deprivation. Often young people were missing school as a result of family crises, parent's ill health or frequent moves.

4. Parents needed support with helping children and young people to attend school and learn, and behaviour management, and this support should be targeted.

"Families get stressed and the first thing to go is going to school"

"sometimes low self-esteem [in young people] is reinforced by poor parenting- simply can't get the young people out of bed"

"if you can target support with literacy, why can't you target support with parenting?"

5. Parents needed access to learning opportunities themselves, both to improve their skills and to encourage them to act as a role model to their children.

"Family learning or art courses in schools can help to engage parents"

"further education- tackle employment issues, low self-esteem"

6. Parents needed opportunities to mix with a wide range of other parents, especially in rural communities.

"getting out, mixing, seeing choices and options"

7. That parents who moved often or were newly arrived, such as Travellers in housing, migrant worker families, young and lone parents in social housing, victims of domestic violence and parents in new communities needed information about their communities proactively given to them as they moved in, with an on-going offer of support and sign-posting to services.

"In a new community parents have often left their existing social networks behind"

"It may be as simple as explaining how to use a key meter or set up a phone line"

For some communities, this information might require certain content. For example, workers with Traveller/Gypsy/Roma communities identified a need for support and information about cultural norms in settled life and to help them cope in their new community. Some families would need advice about access to support with furnishing your home, coping with utilities and accessing community activities.

Such information would of course be of use to others in these communities. A consultation with parents of young children in East Chesterton found that the biggest

barrier to accessing services was not knowing where to go. A county wide consultation with parents found that poor access to information was the largest barrier parents found in getting support.

4.1.1 Examples of good practice

Parenting Support Advisors/ better parent support in schools

Most interviewees discussed the Parent Support Advisor (PSA) role, and with just one exception the role was valued highly.

“The biggest impact has been the PSA- lucky as we have one between two schools and so we can respond very quickly”

The success factors of this role were seen as:

- Home visiting.
- Targeting issues of low self-esteem, isolation, managing behaviour.
- Experienced PSAs, in particular with a background in social work or youth work.
- Being flexible about who is worked with.
- Focusing on preventative work.
- Working together with Educational Welfare Officer, School and specialised services such as translators.

The factors that were seen as undermining the success of the PSA role were:

- Not having enough PSA time. All schools identified this as a problem, and saw that the restricted amount of support meant that the PSA was targeted at high need families to the detriment of preventative work.
- Basing the amount of PSA time available on deprivation index in rural areas at too large a geographical level hides pockets of deprivation.
- Being inflexible about the families that are worked with.
- Workers being too young or inexperienced in work with marginalised families.

There were some other examples of good support to parents in schools. One school had replaced parents evenings with a regular morning drop-in, and had found that otherwise hard to reach parents had accessed this. Community engagement events, home visits by schools and other school-to-home initiatives were all seen as beneficial particularly for marginalised communities.

Home Visiting Support

All interviewees and evidence sources who spoke about the importance of supporting parents felt that the most appropriate way of doing this was to offer support to parents at home. Often this was because of the need to engage parents who may find accessing help at schools or other community venues difficult.

In addition to feedback about PSAs, I was also given an evaluation of the Children's Centre Home Visiting team. This is a service run across nine children's centres which aims to enable Children's Centres to support families who are not accessing their services. The team actively engage with hard-to-reach and marginalised communities, such as families where there is domestic abuse, mental health issues, drug and alcohol misuse, those living in temporary accommodation and those in

poverty. As such this service targets exactly the children and families that this research has identified as at risk.

The service targets work at levels 2 and 3¹⁸, offering early intervention and preventative work. The evaluation shows it to be both responsive and flexible (according to feedback from families and referrers). The evaluation identified that the service was successful in reducing the risk factors affecting children and young people, most notably isolation and difficulty accessing services, difficulties with parenting, and the negative effects of poverty and poor housing.

In this research, evidence sources have said that in order to improve outcomes for deprived and disaffected children and young people, parents need more support, and support would be most effective if delivered in the home. The evaluation findings of the home visiting team would seem to support this, in that home support to parents reduced the risk factors that were seen as affecting deprived and disaffected children.

New home information packs/ parent-to-parent support

Several interviewees identified the need for information for families. A key risk factor in relation to deprivation and disaffection was mobility and new arrival. This might be newly housed Traveller/Roma/Gypsy families, re-housed victims of domestic violence, service personnel, families in new communities or young parents accessing new housing. Another group who were identified as in need of information and support were Eastern European families who face language barriers.

The need for these families was to have access to simple and useful information about their home and community. For some this information would need to be delivered verbally and may need to come with some support or sign-posting. Issues were often of a low level- such as how to set up utilities, housing rights, how to register at school, and where local services are.

In South Cambridgeshire, some parish councils have developed new resident welcome packs that are distributed via GPs and estate agents.

In Cambourne there had been such a service at Monkfield Primary School when the school was new. There was a new parents pack, and arrangements to provide parent-to-parent buddying on the play-ground.

4.1.2 Specific suggestions that were made in this research about supporting parents

- Multi-agency home visiting, perhaps hosted in children's centres
- New family information packs.
- Workers trained in delivering parenting courses able to offer anywhere in districts so that areas where there are no resources to train a worker can access.
- Better capacity to offer living with teens and similar courses.

¹⁸ The model of staged intervention describes levels of need in children and young people. Universal level is all children aged 0-19. Level 1 is enhanced level- children and families requiring additional advice, support and information. Level 2 is children with additional needs, vulnerable children who are at risk of exclusion. Level 3 are children in need- with complex needs that may be chronic and enduring. Level 4 is children with complex and/or acute needs- in need of protection, children with critical and/ or high risk needs, children with complex and enduring needs.

- Shared contract for Eastern European translation to reduce cost.

4.2 Theme 2; The impact of poverty on children and young people's access to activities and networks of support

The 2009 Youth Summit identified priorities for young people in the City. Amongst the highest were need places to go and hang out, access to activities and the high cost of public transport.

Many interviewees in this project saw that children and young people who lived in poverty had poorer access to activities and networks of support. This was particularly compounded in rural areas, both by lack of access and by the fact that relatively affluent neighbours would have good access.

“what has an impact on mental health is relative deprivation- the loss of self-esteem and self-respect leads to conflict”

The sorts of activities that children and young people were restricted from were visiting friends and having friends over, sport and leisure activities, after school activities and clubs and youth activities. Such networks and activities were seen as reducing risk of harm and poor outcomes by raising aspirations, improving self-esteem, skills and health and simply increasing the number of people a child or young person could turn to for help.

“we need to normalise, make things fun, and let help communities do things together”

The reasons for the poor access were:

- Parents not able to drive
- Parents do not have a car
- Poor public transport or after school transport
- Poor or unsafe cycle networks

“just stuck in the village- couldn't go and get a break from it”

- Repeated crises or young carer status keeping young people at home to look after family/siblings.
- Shortage of local youth-friendly venues
- Cultural barriers of feeling unwelcome in local venues (in particular Traveller/Gypsy/Roma children and young people and poor children in affluent areas)
- Racist bullying
- Poor aspirations and low parental motivation

“most are just content to be here in the village- don't get away often-some have never even been to London”

Evidence from the G2G card¹⁹ shows that the card is best used by city centre young

¹⁹ Since its launch, the g2g Card has provided nearly 2,000 young people in Cambridgeshire with access to activities that previously may have been out of their reach. Each card is pre-loaded by Cambridgeshire County Council with money for the

people, and then by young people in “satellite villages and those with good transport links to the city. It is worst used by young people from isolated rural villages.

The 2009 Youth Summit identified priorities for young people in the City. Amongst the highest were need places to go and hang out, access to activities and the high cost of public transport.

I spoke to three separate workers who had undertaken some kind of analysis of geographical access to community activities or youth provision for children and young people. None of these were aware of the others.

4.2.1 Examples of good practice

There were few examples of trying to combat mobility and access problems for children and young people, but there were some projects which had particularly identified the issues of access to local activities.

Youth Bus provision

Two projects in the area provide mobile Youth provision using double-decker buses that go out to villages, recreation grounds and Traveller sites. They both provide general youth club provision, but are equipped to also host training and support events.

The Connections bus service is run by a registered charity, and visits eight villages in rural Cambridgeshire. It aims to advance education and training and provide recreation activities. The service is due to be extended to Smithy Fen Traveller Sites.

The Dec is run by Cambridge City Council Children and Young People’s participation Service. It is equipped with computing and gaming facilities and space for projects, and is able to operate as a cafe. It regularly attends recreation grounds around the City, as well as the Fen Road Traveller site, rotating locations and targeting those with poorer local provision. It is a trusted brand by young people and can be a way of engaging young people in further projects.

Partners describe the success of the buses as being able to establish Youth provision in places where there is no appropriate venue. Relationships made with staff on the buses can be extended to offer more in-depth support and sign-posting to young people that need it. On the Fen Road Traveller site, the Dec has had good success in engaging the whole community, in particular parents.

4.3 Theme 3: The need for non-academic and vocational learning opportunities

From data we have seen that Cambridgeshire is not doing well in closing the gap between all children and those living in deprivation in their school attainment, and that the gap is larger than that in other authorities. There are strong correlations between deprivation and not engaging well with school. It continues to be a priority for the wider partnership and schools specifically to close this gap.

cardholder to spend on a broad range of educational and recreational activities, including sports, arts, dance and residential activity holidays. The scheme is for 13-16 year olds who are in receipt of free school meals or young people who are looked after. Some 17-year olds may be eligible if they meet the above criteria and are in full-time education

When interviewees discussed the reasons for children and young people in the communities identified not engaging with learning and school, they talked about low self-esteem, low academic skills, poor achievement in the past and not seeing their future in academic qualifications.

“young people start secondary school already feeling like failures, and schools are set up for intellectual success. Those who struggle to attain from primary school come with a ‘can’t do’ attitude and therefore don’t try”

“children and young people who play up are the ones who are struggling in the classroom- they fall behind with their work and then struggle to get back”

In 2008/9, of all GCSE or equivalent qualifications:

- 1.8% were entries for vocational GCSEs (which rate as double awards because they have double the content of a full GCSE),
- 1.5% were BTEC certificates and diplomas.

Several evidence sources talked about the success that vocational courses have in engaging disaffected young people and their families in school. This theme came in particular from secondary schools.

“students do better if they are on appropriate courses- results, behaviour, morale”

In phase 3 of this project a debate emerged about vocational and non-academic learning. One argument was that academic achievement at GCSE is the key route out of poverty and it is important to emphasise this for deprived and disaffected children and young people.

“5 grade A-C’s is important- it’s the passport. We shouldn’t write children off by assuming it’s not for them”

While others also supported the importance of children and young people achieving at school, there were concerns that this set up an emphasis on academic learning that some children, young people and families may not value or share, and that this in turn could cause disaffection.

For some families (in particular but not only Traveller/Gypsy/Roma communities), there is a strong emphasis on skills as opposed to qualifications. Skills are seen as a means to economic independence, in particular through self-employment, but also to effective living and community membership. Families might value these skills while not valuing the qualifications that may come with them. Partners in health and the VCS, in particular supported this view, with a wish to see more support for children and young people to learn skills that supported their current and later adult life, and identified the positive cycle of engagement that could come from learning such skills. Examples might be IT skills, health care and parenting skills, numeracy and literacy and construction or horticultural skills.

“The importance of skills- not qualifications, just life-skills- that allow young people to function better”

“The key driver is still self-employment, and so the value of a qualification is yet to be demonstrated- value skills more highly”

Some VCS partners also identified the need to look for learning outcomes as identified by young people, not just by the adult world. I was unable to find any participation or consultation evidence from children and young people themselves to inform this debate.

4.3.1 Examples of good practice

The “Extra Mile” initiative run by the Department of Children, Schools and Families focuses work on raising aspirations on children in communities where there have been generations of poverty. It looked at schools in deprived areas where young people were able to achieve well, and described and promoted the characteristics of these schools.

The schools that did well for deprived pupils were characterised by:

- Dynamic “can do” leadership
- Strong quality assurance on curriculum, teaching and pupil progress
- Ensure quality of classroom experience
- Shape the curriculum to serve the needs of their intake.
- Track progress regularly and respond quickly
- Creative recruitment and retention
- Bringing in local heroes
- Teaching about successful ways of talking, writing and behaving in the wider world
- Non-negotiable standards of behaviour and mutual respect (teachers and pupils)
- Socially attuned to local community- local issues, local values
- Use rewards and incentives
- Teachers work to earn respect
- Do more outreach work “Most work with Families”
- Everyone is expected to take part “avoidance and disengagement are seen in the same light as disruptive behaviour: as something to be resolved”

Several evidence sources spoke of vocational courses in schools, such as diplomas, B-TECs and work placements as good practice that engaged disaffected young people effectively, and had good effects on wider issues such as mental health and behaviour. However, in each case it was also raised that there were too few of these opportunities to go around, and that future funding arrangements threatened to make this worse. Vocational courses in schools are substantially more expensive for the school than GCSEs. There were some examples given of great progress with disaffected young people and families being undone when funding ran out and vocational training was withdrawn.

4.4 Issues raised about particular communities

4.4.1 Traveller/Gypsy/Roma

I spoke to four workers whose only or main role was to work with Traveller/Gypsy/Roma families. Many teachers and youth workers also commented on the needs of these communities, and I examined an extensive research project with Cambridgeshire Travellers.

A common theme was the fact that Traveller/Gypsy/Roma communities are going through a period of change, with increasing numbers moving into housing and/or becoming more settled. There are fewer good pitches available and more people being moved on more often. This change was seen as presenting new opportunities for some, but also new pressures on the whole community.

“for Travellers this is a new and different generation- often the first to settle. This has both opportunities and stresses- there’s a worry that a way of life is being lost- and parents may see education as part of that loss”

As discussed above, Traveller/Gypsy/Roma children and young people were at the highest risk of deprivation and disaffection in both quantitative and qualitative evidence sources and as the largest minority ethnic community in the area, they must have high priority.

“in health terms, Travellers are arguably the most socially excluded group in society”

Low life-expectancy, high birth rate and large families mean that Traveller/Gypsy/Roma communities have high proportions of children and young people.

Research has shown that Traveller children and young people have the worst school attendance and attainment of their peers, with declining attendance from primary age onwards.

“only 64% of Traveller children on school rolls in the academic year 2002/3 prior to SATS (year 6) were still in education the academic year following”

Attendance was best amongst housed Travellers and in large private Irish Traveller sites, and worst amongst road-side Travellers. There was a perception that both for Traveller/Gypsy/Roma communities and for schools, school absence was more tolerated than for other children and young people, despite a parental wish to have their children learn key skills.

“many Gypsies and Travellers are well motivated to ensure that their children attend at school, being concerned how to equip their children for dealing with an increasing bureaucratized and literate society”

Interviewees described an interest and enthusiasm amongst many Traveller/Gypsy/Roma children and young people to learn new skills and try activities, and in some cases gain qualifications.

However, evidence from Traveller/Gypsy/Roma communities shows there are a number of barriers to them accessing education or leisure opportunities and activities:

- Alienation- not feeling valued or well represented in schools.
- Accommodation problems
- Financial and practical difficulties such as buying school uniforms, accessing washing facilities.
- Negative experiences such as racism, bullying and cultural misunderstanding
- Parental concerns about curriculum and influence of other children and young people.
- Cultural priorities, may require absence to attend family events and travel.

“I’ll meet a young Traveller all excited about signing up for a course at college- I see them a month later and they only went once- the environment put them off”

There has been a reduction in numbers of road-side Travellers/Gypsy/Roma in recent years, and as there is no new capacity on sites, it was suggested that this meant as many as half of Traveller/Gypsy/Roma families are in housing. While research suggests that housed Traveller/Gypsy/Roma children and young people are more likely to attend school, there is also a higher risk of mental health issues, poor physical health and conflict for housed families.

There was also a suggestion that more Traveller/Gypsy/Roma young people are signing on as unemployed than before, and in the current recession there is more financial deprivation as some key traditional industries are hard hit. The deprivation data in phase 1 suggested (rather than showed conclusively, because statistics tend not to include Travellers as an ethnic group) that Traveller/Gypsy/Roma communities suffer financial deprivation and this will have all the same affects on the children in these communities as it does in any other.

It was noted that Traveller/Gypsy/Roma communities often access information about what is happening by word of mouth. This meant that personal relationships and trust are important and that it was important to ensure that services were of good quality and engaged positively.

Things that were seen as improving good engagement of Traveller/Gypsy/Roma families in school, learning and activities were:

- Having a whole organisation attitude of welcoming Travellers/Gypsy/Roma, from the leadership down
- Offering support on issues for the whole family, such as poor housing or access to basic amenities
- Focussing attention on transfer to secondary school
- Actively and positively following up on school absence
- Having multi-agency work with shared priorities that are negotiated with the young person and family, rather than each agency there for their own outcomes.

“just listening with respect”

- Changing learning environments to be less formalised
- Personally contacting families on sites and understanding the culture

“culturally sensitive outreach is necessary to engage with Gypsies/Travellersand our survey found positive experiences of some health professionals, where seen as culturally well-informed and sympathetic”

- Actively tackling racist bullying
- Focussing learning skills and preparing for financial productivity as well as academic qualifications
- Engaging parents in adult learning
- Offering vocational courses in schools
- Providing good verbal information about what is available.

Specific suggestions that were made in this research for improving outcomes for Traveller/Gypsy/Roma children and young people.

- Make second-hand school uniforms available in schools
- Improve engagement and joint working with social care services
- Introduce multi-agency presence at sites

“if all services linked up and co-funded outreach works we would see change much quicker”

- Deliver adult education on “The Dec” and Connections Bus that go out to sites, particularly on literacy, IT skills, passing written driving test.
- Offer practical skills training to young people to engage with learning; nursing skills, parenting skills, construction and horticultural skills, chain saw licence.

4.4.2 Families affected by poor mental health or alcohol misuse

Lone parents and workless households in particular were described as more likely to have poor mental health and substance misuse problems, but there were some communities where mental health problems in particular cut across demographic groups. Poor mental health in parents and children and young people was raised in particular in interviews with South Cambridgeshire partners. Often, this was alongside alcohol misuse.

“[young people] may start drinking in the home and then come to rely on alcohol to socialise”

In some villages poor mental health was described by some as problematic at a community level. It was aggravated by transport isolation and families with poorer social and family networks. Often mothers were on their own, either because they were lone parents or because fathers are away at work for long hours. Isolation and stress leads to mental ill health, and sometimes spiralling alcohol misuse.

The impact on children and young people was seen as low attendance and behaviour problems. There was a request for more counselling services and mental health support in schools and to ensure that schools have break-out space for individual work to be done with children.

4.4.3 Eastern European families

Schools, VCS organisations, Health workers, Connexions and Children's Centres raised the needs of Eastern European families. Schools said that it could be difficult for Eastern European students to integrate and this caused issues of behaviour and attainment. Health workers also identified some young children in circumstances of high family stress and insecure living environments. There are some families in and around Cambridge living in very poor housing and acute deprivation.

A key gap was access to translation and good information for families. Several services were buying expensive and inappropriate translation services that often failed to meet need because it was inappropriate to the sensitive needs of families, unreliable and of poor quality. Family support workers reported that the levels of need in Eastern European families were much higher, due to the need for support with every aspect of life. The most common need was for support with access to services and understanding of local systems.

There was also a need for children and young people's services to better map and understand Eastern European communities, in terms of numbers and needs.

4.4.4 Families affected by domestic violence

VCS organisations, schools and health workers raised the high prevalence of domestic violence in more deprived communities, and the impact this had on children and young people's well-being and ability to learn.

A South Cambridgeshire primary school reported that they had been tracking attainment to experiences of domestic violence, and found that witnessing domestic violence had the worst affect on attainment, more so than deprivation.

Several schools raised the issue of communication about domestic abuse from the police. They felt the current system was inadequate. The child or young person would be attending school often soon after the incident, and as the first service to be in contact with the child, schools felt that they should be informed much earlier so that they could respond to the child's needs immediately.

"a full report goes out to health and social care, but not the school. We have the child here in school often the same day it has happened, but we are unable to make a timely response"

Interviewees also talked about the risk to children and young people when they had to move because of domestic violence. Support in refuges was valued, but there was sometimes a shortage of specific services for children and young people. When victims were re-housed from the refuge, there was often a subsequent family crisis when support tapered. Health workers reported the high prevalence of poor mental health for children and young people affected by domestic violence, and suggested a more pro-active response to identify needs early on.

This evidence tied in with the wider issue of providing targeted support to families as they moved to new areas, ensuring quick links to activities, services and support in their new area.

4.4.5 Bangladeshi Community

The data from phase 1 identified 2 black and minority ethnic communities as being more at risk of deprivation and disaffected. However, the correlation was not very strong, and the data also showed that the most acutely deprived areas were less ethnically diverse than the 20% most deprived. In phase 2, I was only given evidence about the needs of children and young people of Bangladeshi origin.

There were some inconsistencies about whether children and young people of Bangladeshi origin were at higher risk of deprivation or disaffection or not, though the data suggests that they are more likely to live in poverty, and have lower levels of school attendance (see sections 3.1 and 3.2) In phase 2, some schools had issues of poor attendance and achievement, while other schools reported no concern.

One primary school had noticed that there was sometimes a tendency for children and young people to be kept of school for illness too readily, and had found that a joint approach by a community language speaking teaching assistant and the school nurse had been successful.

A secondary school noticed that Bangladeshi families had engaged well with a targeted welcome event for new pupils coming into year 7.

4.4.6 Children and young people not in school

Several interviewees from councils, the VCS and health raised the issue of children and young people who were not in school because of school exclusions or because their family was in the process of moving, due to emergency or crisis. It is beyond the remit of this report to go into this area in enough depth. The data I was given in phase 1 did not represent clearly the issues for these young people, and I was told that there would be better data on the different categories of absence available from spring 2010.

However, one consistent theme was that interviewees felt it would be helpful if clear information could be given to children and young people and their families about the category of exclusion or absence, and what their options were.

“clarity on categories would be useful, not least for young people and their families”

It would also be helpful if information about absence from school, including children and young people only attending part of a school day, managed moves, short-term and long-term exclusions or suspensions could be made more public so that people outside of the education system could understand school practices on exclusion. Interviewees recognised that schools were inevitably concerned with the needs of the majority of their students, and so may be less inclined to try and keep children and young people who did not “fit” in the school.

“ultimately schools have their own best interests at heart”

“marginalised children and young people are being more marginalised by the system”

Whatever the category, interviewees felt that there were children and young people “not welcome in school”.

In the case of family emergency, there were several groups where the situation of the family may well lead to prolonged absences, or frequent missed days; families affected by domestic violence, Travellers/Gypsy/Roma, and families where parents have poor mental health or substance misuse problems. Interviewees felt that the impact on children and young people of these absences was sometimes overlooked in a time of emergency, but that school could be stabilising for the child, and good attendance could improve chances of breaking cycles of disaffection.

Health sector interviewees noted that often patterns of absence or of disruptive behaviour in schools could often have a health aspect. For example, low tolerance to noise, poor hygiene, stealing food, extreme tiredness or sudden aggression could all be symptoms of a problem that a child might need help with.

4.4.7 Homeless 16-19 year olds

Two evidence sources raised a particular issue about a shortage of good supported housing for 16-19 year-olds. Both described the same issue- that most housing for homeless young people of this age was inappropriate for their needs.

“the ones that are good have supervision. They take on young people working towards specific goals and they receive support to achieve- so most of the young people there are focused on achieving something”

The shortage of such housing meant that young people living in inappropriate supported housing who tried to continue with their education would find that they lived with a shortage of study spaces, poor learning environment and lack of peer motivation. Young people were often put under pressure by other residents who were using drugs and found that they had to move out and return to living on friends’ sofas in order to continue studying.

In phase 3, district council housing departments pointed out that 16 and 17 year old young people who referred themselves as homeless are now referred to social care services for a complete assessment of their need. It was not possible in this project to find evidence on what needs these assessments uncover and how well these needs are met.

4.5 Ranking of need; discussion

It was a part of the research brief (see Appendix 1) to make suggestions about how needs of children and young people living in deprivation, the disaffected and those at risk may be ranked or prioritised.

So far, this report has shown and discussed a number of different rankings; ranking of actual deprivation using statistics and indicators, ranking of needs as described by evidence from workers and researchers and gaps in services.

No one way of ranking need would be appropriate on its own, and a set of criteria are

needed. It is beyond the capacity of this project to do this ranking exercise in isolation. The various rankings in this report need to be considered alongside issues of what is achievable at area level, what is appropriate to multi-agency work and what work is already underway within the Big Plan2.

In November 2009, I took an interim report to the SCCCY PAP and asked for guidance from the partnership about how they would like me to address the issue of ranking. It was agreed that it was important to consider levels of need and prevalence of problems.

However, the meeting decided it was inappropriate for me to suggest ranking of communities, but that I should propose a framework by which ranking and prioritising could be discussed in the future.

A number of criteria were suggested, and have since been added to by phase 3 discussions:

- Potential for Impact
- Existing Interventions and longevity of any work
- Scale of issues (numbers, impact)
- Appropriate to area level work
- Achievability of timescale
- The views and input of children and young people themselves
- Potential for local community ownership.
- Ability to provide long-term funding or work rather than short initiatives

Various interviewees from all sectors said that VCS organisations and community groups needed to be better supported to remain sustainable, by creating longer contracts and grants, looking for longer term community based outcomes and by requiring monitoring and evaluation proportionate to the size of the project.

5 Summary of main findings and recommendations

This report summarises a review of existing evidence about the needs of children and young people living in deprivation or who are disaffected in Cambridge City and South Cambridgeshire. It is for use by the SCCCYPPAP to prioritise their work and identify areas where the partnership could work together towards the best outcomes for children and young people in need.

The existing data on deprivation has till now been used at relatively large statistical areas (wards and upwards). One aspect of this project that was welcomed by the partnership was the opportunity to look at smaller pockets of deprivation, and so different communities were included.

5.1 Which communities and groups?

There are two main types of deprived area that I looked at using quantitative and qualitative evidence. The first was areas of Cambridge City where there are consistently high levels of deprivation and need. These wards (East Chesterton, Abbey and Kings Hedges) have seen and do see a number of initiatives and interventions from statutory and voluntary sector providers. The levels of deprivation are highest in these areas, and are compounded by the fact that deprived families are in high concentration. Some of these communities can see themselves as isolated and culturally separate from the rest of the City.

The second kind of area is small parts of otherwise affluent communities. These were mostly, though not all, in South Cambridgeshire, in villages such as Fulbourn, Gamlingay, Sawston, Linton, Melbourn and Teversham. There were also some small pockets of deprivation in the City. The evidence suggests that children and young people in these communities can feel the effects of deprivation differently to those in the first group because their peers are largely more affluent, and because services are less likely to reach out to these areas.

The data sources I looked at did not have good information about Traveller/Gypsy/Roma children and young people, but the deprivation data showed that areas where there are large sites had by far the highest levels of deprivation in South Cambridgeshire, and from this I surmised that in terms of deprivation, Traveller/Gypsy/Roma communities are in acute need. Qualitative evidence unanimously supported this.

The data on disaffection was less easily available and very little was available at smaller statistical group level. However it seemed to closely follow deprivation data. Children and young people living in deprivation were far more likely to not go to school or do less well when there. The “attainment gap” is worse in Cambridgeshire than most other authorities and has not decreased in recent years.

The deprivation and disaffection data taken together allowed me to identify places on which to focus attention in the qualitative phase. Looking at the geographical places, there were some common characteristics of the communities that lived there. These were high numbers of lone parents, high levels of illness (and so presumably Young Carers), higher numbers of workless families, and higher number of some Black and Minority Ethnic communities. It should be noted, however, that the most acutely

deprived areas were less ethnically diverse than other deprived areas, and this was borne out in the qualitative evidence.

To summarise: From quantitative data; the high priority groups were Traveller/Gypsy/Roma children and young people, children and young people in families affected by lone parenthood, illness and worklessness. In Cambridge City there were areas where deprivation and disaffection were very prevalent across whole wards. In rural South Cambridgeshire there were isolated pockets of deprivation. In both districts new communities had higher proportions of children and young people living in deprivation or who were disaffected.

From qualitative data, there were also high numbers of children and young people in families affected by poor mental health, domestic violence, alcohol misuse and substance misuse.

5.2 What are the needs?

Some needs that were identified in qualitative evidence were common to all deprived communities of children and young people and were raised by most people that I spoke to:

The need for support to parents

- Needing support in their homes and local communities.
- Negative experiences of school creating cycles of disaffection.
- Multiple family problems such as lone parenthood, mental health issues, alcohol misuse, isolation or domestic violence.
- Needing support with behaviour management and accessing learning.
- Needing access to adult learning opportunities.
- Needing opportunities to mix with other parents.
- Needing access to good information about services and how to access them.

The need for better access for children and young people living in deprivation to access activities and support

Children and young people living in deprivation, particularly but not only those in rural areas, were restricted from accessing sports and leisure activities, visiting friends, using school activities and independently accessing support services. These things were seen as having potential to protect them from poor outcomes and offering them opportunities to break out of deprivation or disaffection.

This was because of poor access to safe and affordable transport, poor local venues and activity provision, family crises and low parental motivation or resources to help them access these.

The need for non-academic and vocational learning opportunities to improve engagement with learning

Children and young people in the communities identified as being more deprived or

at risk of disaffection, often had engaged well with vocational or non-academic learning. There was a shortage of these opportunities (such as diplomas, B-Techs, work placements) available, and schools reported finding them difficult to fund. Some noted that though vocational courses are more costly to run than academic ones, their costs are low as compared to the cost of NEET or otherwise disaffected children and young people.

There were some specific needs that were described for particular groups:

- Traveller/Gypsy/Roma
- Families affected by poor mental health or alcohol misuse
- Eastern European families
- Families affected by domestic violence
- Bangladeshi Community
- Children and young people not in school
- Homeless 16-19 year olds

The details of these needs can be found in the main body of the report.

To summarise: From qualitative evidence from workers; The needs of children and young people in deprived areas, the disaffected and those at risk of disaffection were for support to whole families, easier access to activities and support for young people, and access to non-academic and vocational learning opportunities.

5.3 My recommendations

These are my recommendations to the SCCCY PAP:

5.3.1. I recommend that the following groups of children and young people are prioritised in the delivery of services at all levels of need.

- Traveller/Gypsy/Roma
- Those living in areas of overall high deprivation, as described in this report and as new data identifies.
- Those living in rural pockets of deprivation, where the rest of the community is more affluent, as described in this report and as new data identifies.
- Children of lone parents.
- Children and young people whose families are affected by ill health, especially mental health, alcohol and drug misuse.
- Children and young people whose families are affected by domestic violence.
- Children and young people of some BME communities and Eastern European migrant workers.

5.3.2 I recommend that the partnership considers two key questions in their next phase of planning.

The first is how to work well alongside and support areas of work that are already underway within Big Plan 2, and to ensure that locality, district, area and county work fit logically together and take into account the needs of children and young people that have been identified in this report. I recommend that the partnership look for

opportunities to support, strengthen and improve the following services/ areas of work:

Home-based support to parents and information sources for families.

This could be:

- School to home liaison
- Support with behaviour
- Proactive information sources for vulnerable families
- Adult education and learning opportunities
- More parent groups and chances for parent-to-parent support

Local initiatives to improve access to activities for young people.

This could be:

- Commissioning more local activities and services for deprived children and young people from community groups.
- Supporting parish councils and neighbourhood panels to consider the needs of local deprived children and young people and come up with new local solutions. There is a potential area of work called “shared places” that emerged from the 2009 Youth Summit
- Increasing the reach of mobile activities.
- Increasing the mobility of young people by looking at innovative transport solutions.

Opportunities for vocational and non-academic learning.

This could be:

- Extending the debate about vocational and academic learning and seeking children and young people’s views on this.
- Ensuring that work experience opportunities are maintained and developed.
- Ensuring that diplomas and B-Tecs in schools are maintained and developed.

5.3.3. The second is that the partnership use this report and their knowledge of work on the ground to identify “quick wins”- small projects that could have good outcomes for deprived children and young people that are not covered in the Big Plan.

These could be:

- School uniform swap schemes
- Access to washing facilities
- Better study spaces and InformationTechnology access for children and young people.
- Adult education/ skills tasters on Traveller sites (using Connections bus and The Dec)
- Car share schemes for access to activities.
- Mapping of cycle networks and their appropriateness for access to activities.
- Driving theory courses and driving lesson bursaries.