



2014-2018

The Staffordshire Children's Strategic Partnership.

Our Strategy for Children and Young People.



Part of the Staffordshire
Health and Wellbeing
Board.

June 2014

□ The foundations for virtually every aspect of human development – physical, intellectual, and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and wellbeing. □

(Marmot, 2010)

Contents

Part 1:

Foreword	3-4
Prevention and Early Intervention.....	4
Vision, Outcomes and Themes for Delivery.....	5-6
Connecting the Partnership Structure.....	7

Part 2:

The Voices of Children and Young People in Staffordshire.....	8
Their Narratives and Key Partnership Messages.....	8-20

Part 3:

Priorities for Action.....	21
Connecting the Strategy to Existing Delivery Infrastructures.....	21-25

Part 4:

How will we know we are Making a Difference and Next Steps	26
--	----

Appendices:

Appendix 1: Strategic Projects Overview.....	27-32
Appendix 2: National Drivers and an Underpinning Approach.....	33-36
Appendix 3: Life-course Aspirations.....	37-39

Part 1

Foreword – The Staffordshire Children’s Partnership

Staffordshire’s Health and Wellbeing Board is the overarching partnership group that brings together leaders of public services across the county. It has the responsibility for improving the health and wellbeing of the local population. In its over-arching strategy the Board has identified twelve areas for action that span all stages of life. For children and young people these are:

- **Starting Well – Giving Children the Best Start in Life**
- **Growing Well – Maximising Potential and Ability**

The Health and Wellbeing Board recognises the vital importance of working in partnership to deliver improved outcomes for children and young people. They have therefore established the Children’s Strategic Partnership to deliver a focus on the specific and particular needs of children and young people in Staffordshire and to lead on addressing the priorities that most affect them, including parenting and alcohol misuse.

The Children’s Partnership brings together representatives from organisations with lead responsibilities for commissioning or delivering services to the local population. It includes members from the County and District Councils, from Education, Clinical Commissioning Groups, NHS England, the Police and Fire Service, Children’s Safeguarding Bodies, the Voluntary and Community sector and from lead service organisations including Families First and the Staffordshire and Stoke on Trent NHS Partnership Trust. This provides extensive resources and tremendous expertise, together with passion, ambition and a commitment to making a difference to children’s lives.

The Children’s Partnership puts the voices of children and young people at the heart of what we do. Our insight and intelligence come from a wide range of local sources including school councils, the Youth Action Kouncil (YAK), young people’s parliament, children’s voice project, parent partnership groups, people’s panel and the citizen’s survey. These views and voices are the bed-rock of our approach to improving health and wellbeing outcomes for children.

There are around 193,000 children and young people (0-19 years) living in Staffordshire. The Joint Strategic Needs Assessment (JSNA, 2012¹), which should be read in conjunction with this strategy, is another key source of intelligence providing a measure of how well we are doing in delivering the best possible outcomes for our children and young people. It will continue to be utilised by the delivery groups responsible for making this strategy a reality to ensure that local needs are addressed. To translate our ambitions into actions, the Partnership has reviewed the wealth of work already taking place across Staffordshire (Appendix One). This will be built upon as partners take collective action to add value to the outcomes achieved for children.

¹ <http://www.staffordshire.gov.uk/health/PublicHealth/Staffordshire-Needs-Assessment-2012.pdf>

We echo the ambition set out in the Allen report (2011) that every baby, child and young person grows up with the basic social and emotional competencies that will give them the bedrock skills upon which an independent life is built. As part of investing in the foundations for independent living, the ethos and promotion of family self-help will be strengthened. We want to create a supportive environment that allows children and young people to build their resilience and fulfil their potential. We know that every child needs support to achieve their potential but that some children require extra help along the way because of the additional challenges they face or the extra-ordinary circumstances they cannot manage alone. For those children deemed at risk or vulnerable, we will scale up efforts around early intervention and further explore the protective or preventative factors, which could be developed through childhood, to guard against the problems that would emerge in adulthood. We have built a focus on “upstream” interventions into our plan, both to reduce demand on specialist services that saves valuable resources in the long term and to improve the lives and prospects of our next generation.

Prevention and Early Intervention

Early Intervention: Intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Early intervention may occur at any point in a child or young person's life.

(Centre for Excellence and Outcomes C4EO, 2010)

All partners across Staffordshire want to improve long-term outcomes for children, young people and families. Early intervention is central to delivering this. The county has been selected to be one of 20 Early Intervention Foundation (EIF) pilots, following a successful bid led by the Office of the Police and Crime Commissioner. The aim is to radically improve our approach to early intervention by moving towards a seamlessly integrated whole system approach.

The EIF provides independent advice and support to local authorities and other organisations. Government has designated the EIF as a ‘What Works Centre’ for the identification of best practice. Their role is to support each pilot to build the case for early intervention, share evidence and research, assist with the production of an evaluation framework and ensure effective measures are in place to demonstrate progress.

Within Staffordshire early intervention is about getting additional, timely and effective support and early help to children and young people who need it – enabling them to flourish and preventing costly, long-term and damaging outcomes. A partnership approach will help to tackle the longer term inter-generational cycle that can blight prospects.

The Children’s Partnership is committed to making early intervention a priority in Staffordshire. We recognize that change is required, together with a shift in focus to the causes rather than the symptoms of problems, to gain benefits that are measurably improving outcomes for children.

Our Vision, Outcomes and Delivery Themes:

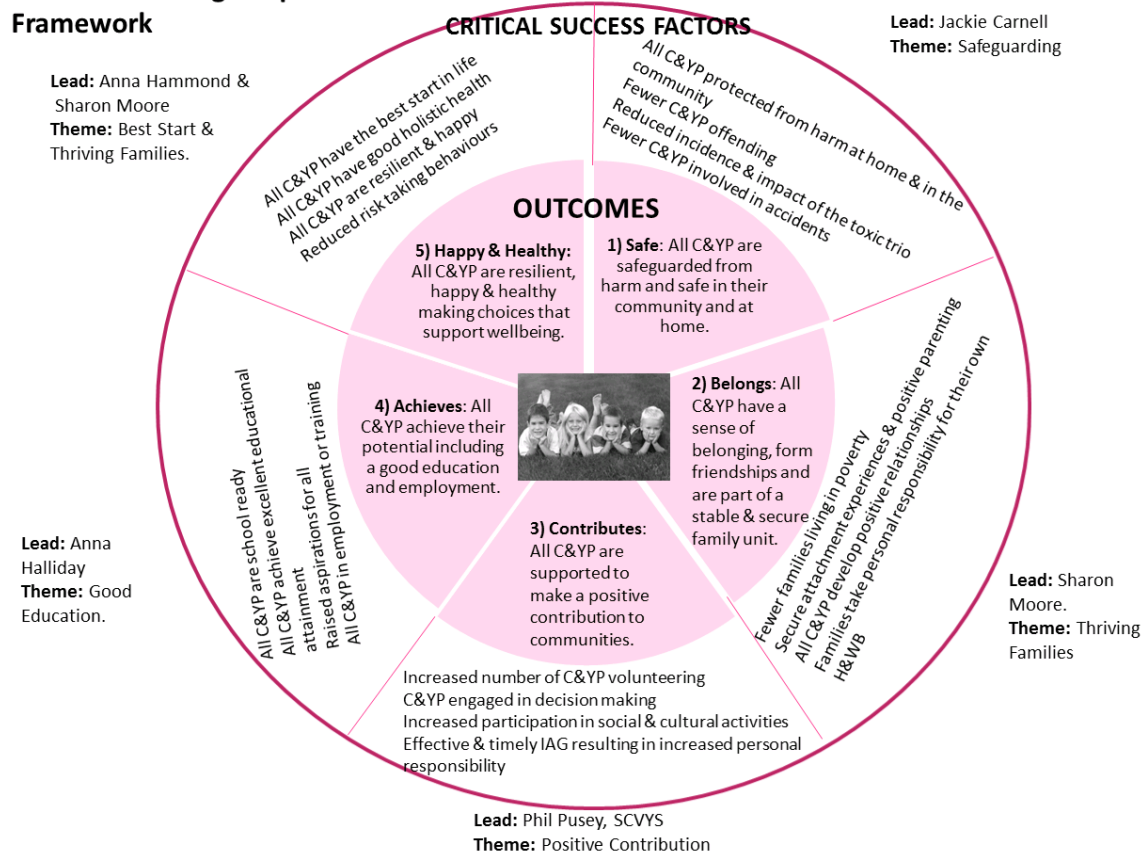
The Health and Wellbeing Board Partners share the vision that: **Staffordshire will be a place where improved health and wellbeing is experienced by all. It will be a good place to live. People will be healthy, safe and prosperous and will have the opportunity to grow up, raise a family and grow old, as part of strong, safe and supportive communities.**

To support this vision the overall aim of the Children's Partnership is expressed quite simply: **To achieve the best outcomes possible for all children and young people in Staffordshire.**

The Partnership has developed an outcomes framework for children and young (Figure One) that will allow for an outcomes based performance measuring and reporting system. This framework will assist with quantifying progress against the strategies vision, priorities and aspirations and makes explicit the outcomes we want all children and young people to achieve.

Figure One:

Children & Young People's Outcomes Framework



To assist with prioritising the efforts of the Partnership, five themed areas for action have been identified (Table One). The themes have been informed by local and national research which sets out the common features that contribute to excellent opportunities and outcomes for children and young people. Lead champions have been identified for each theme and these have been linked to the outcomes framework.

Table One: Priority Themes for Action:

<p>1. The Best Start in Life: Pregnancy and Early Years – This includes support throughout pregnancy to age five through childcare, pre-school education, physical and emotional health. All children and young people regardless of their life circumstances should be supported to thrive particularly those deemed at risk or vulnerable. Early intervention, positive parenting and a reduction in inequalities are paramount here.</p>
<p>2. Thriving Families: Parenting, Good Lifestyle Choices, Health and Prosperity – This theme involves good relationships between parents and their children; a warm, firm and positive parenting style; a stable family unit; good relationships between children and extended family members and siblings. This is particularly important for those deemed at risk or vulnerable. All families will lead healthier lifestyles and make choices that support wellbeing taking personal responsibility and reducing risk taking behaviours. Families will help build resilience in young people and promote and support positive emotional wellbeing. Reducing the number of children and young people living in poverty, access to early help when required, positive parenting and reducing inequalities are paramount here.</p>
<p>3. Good Education: Raising Aspirations and Educational Attainment – This theme will work to ensure that all children have a solid foundation that promotes lifelong learning. All children and young people aged 5 to 18 will achieve good learning outcomes within formal education or training and variations in educational outcomes will reduce. This theme extends beyond getting young people work ready to actually supporting young people to form the behaviours, qualities and characteristics that will give them access to employment and volunteering opportunities.</p>
<p>4. Safeguarding: Protected and Safe from the Risk of Harm – This theme will safeguard children and young people from harm, reducing the incidence and impact of domestic violence, reduce accidents and focus on offending behaviour. All children and young people will have a safe place to live both in terms of their home and within their communities. This theme is also about preventing crime and understanding the root causes of crime and disorder.</p>
<p>5. Contributes: All Children and young people are Supported to Make a Positive Contribution to Communities. This theme will focus on encouraging and increasing the number of children and young people involved in volunteering, engaged in decision making and participating in social and cultural activities.</p>

To support these themed areas, a number of high level priorities for action have been set out later in this strategy. The priorities set out our high level commitments and cross cut and align with the identified themes and outcomes. Lead delivery groups will determine more specific and detailed actions to deliver and implement our shared priorities.

The scope of the Children's Partnership will be the needs of all children and young people from pre-conception up to age 19, and young people up to the age of 25 who have a disability or special educational need. In championing their interests the Partnership will also focus on the needs of the family.

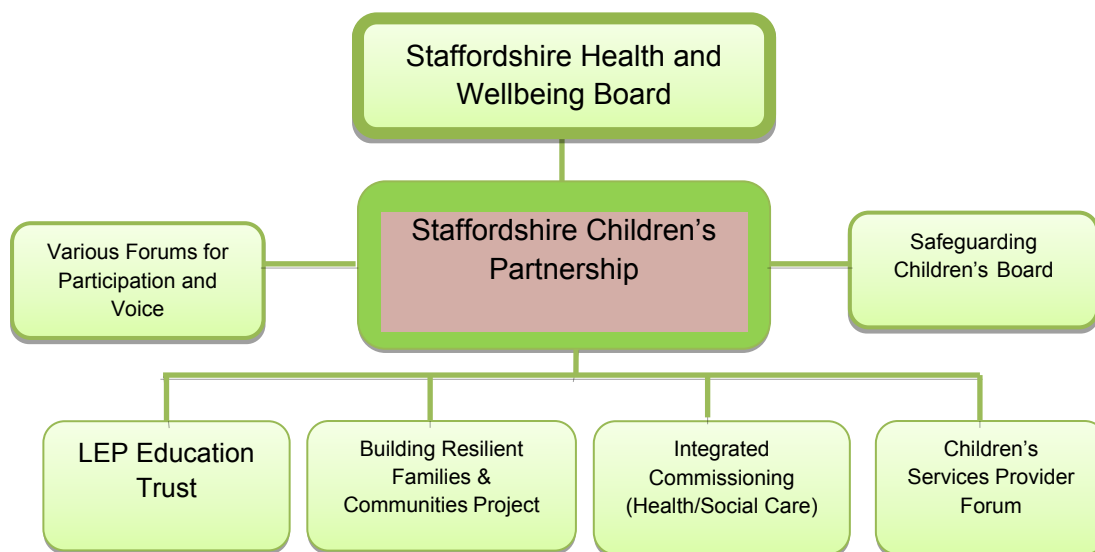
Connecting the Partnership Structure:

Commissioning responsibilities and organisational structures continue to evolve and change. In our strategy we aim to be clear about lead commissioning responsibilities, fostering open dialogue and shared exchange of information, intelligence and understanding between partners. There are many inter-dependencies between services commissioned by different lead organisations. For example, the pathway for a child with a special educational need can easily involve services commissioned by the school, the local authority, clinical commissioning groups and by the child's family through a personal budget.

Strong partnership and integrated approaches, with the needs of the child at the heart of the system, will shape the commissioning landscape. The Children's Partnership sets out to make best use of resources to add value and deliver a difference based on need. We will review the totality of commissioning and delivery impact on the outcomes for children and young people and recommend ways in which partners and resources can work in more integrated ways.

The diagram below aims to summarise the local partnership infrastructure. It represents the arrangements by which partners come together to collaborate and to hold each other to account for shared responsibilities.

Figure One: Staffordshire's Children's Partnership Structure.



A working agreement between the Children's Partnership, Health and Wellbeing and Safeguarding Boards has been drawn up. The Partnership recognises the role and priorities of the local Safeguarding Children's Board and ensures compliance with specific principles.

Our local partnership approach is also well-connected with national drivers and underpinning approaches. Pertinent national policy documents, including the Children's Society (2012) underpinning approach to promoting positive wellbeing for children and young people, have shaped our strategy and are referenced in Appendix Two. These provide a frame of reference to inform the work of our Partnership.

Part 2:

The Voices of Children, Young People and Families in Staffordshire

The voices of our children, young people and families underpin this strategy and are at the heart of the approach to drive change and improvement locally. There are multiple ways in which voices are heard to shape and inform our plans, including through the Children and Young People Survey (2013). The results of different phases of this survey will continue to inform the Partnership's work together with insight gained from other sources.

In summary there were 2366 responses in the initial phase of the Children's Survey. The following key points can be concluded:

- The overwhelming majority of respondents thought that their local area was either a 'Good' or 'Okay' place to live as a young person (94%).
- Nearly three-quarters were confident that they would be able to achieve their aspirations for their 18 year old self (74%).
- A large majority felt 'Happy' about their life (85%), very few respondents were 'Unhappy' (4%) and the remainder were 'Neither happy nor unhappy' (11%).
- Young people are most worried about: Exams (56%), future career/job (41%) followed by 'how I look' and 'money' (both 31%). Other responses included being bullied, school work, relationships and growing up.
- Overall 'parents/carers' were the most popular choice in response to a question asked about where would you go for help if you were worried. Followed by 'friends' and other family members (chosen by 78%, 63% and 42% respectively).
- The top three areas overall which young people would like to know more about were: Managing money (65%), cooking (62%) and managing feelings and emotions (51%).
- 'When asked about how safe they felt in a variety of situations, young people were most likely to feel safe 'At home' (98%) and 'At school' (95%) but were less likely to feel safe 'Online' (69%) and 'When out and about in the local area at night' (51%).
- Just over one-fifth of respondents said that they looked after someone in their family who has an illness or disability (21%).

Children and Young People: Their Narratives and Key Messages for the Partnership.

Our children and young people want and need different things at each stage of their growing up in Staffordshire. A number of short narratives have been written or informed by children and young people living in Staffordshire to express this. They are presented across a number of age ranges from conception through to early adulthood. The intention is to represent what a child or young person wants and needs in order to thrive and succeed in Staffordshire and to use this as the basis for our partnership work.

For each narrative we have highlighted **KEY PARTNERSHIP MESSAGES**. These are defined after each stage to highlight important considerations for the Children's Partnership. It should be noted that as some key messages are cross cutting and apply to all ages they have only been referenced in one stage to avoid repetition. From these key messages our aspirations and partnership priorities have been identified.

The Conception to Birth Stage

PIP'S STORY

My journey may begin as a twinkle in the eye of my mum and dad but my needs also start at this earliest point. I can't speak for myself yet, or make my presence felt, but my needs are real and will affect the way that the rest of my life shapes up.



I need my mum to take good care of herself so that I can grow well in her womb. I need her to be safe and well, to eat nutritious food and to avoid things that can do us harm. Being overweight or obese is bad for both of us and it can make things difficult when it's time for my arrival.

Mum please don't smoke or drink alcohol, things can go badly for me if you do. My brain development could suffer – so now is a great time to make some lifestyle changes. One day I want to make you proud when I go to school so helping me out now as my brain takes shape will be worth it in the future. Any drugs you take could affect me too – so speak to the nurses and doctors – they will help us both get on well.



I want to be a healthy weight when I'm born, not too small or too big, so checking out how I'm doing is a great idea. It might seem a bit scary – all these changes to your body – so regular checks with the midwife will keep us both on track. At our 12 week scan session you will hear my heartbeat and the whooshing sounds I make.

start my journey. There are lots of things you can do to help. The most important one is to watch out for my mum, make sure she is safe, supported and feeling good about herself (and me too).

If mum is feeling anxious or depressed, this could filter through to me. Help her to talk things through, sort out what is bothering her, or help her to seek advice from the doctor if things get to be a concern. Mum's emotional health affects me too, and could even link to my behaviour after I'm born. So avoid the chance of having a tiny tearaway on your hands and get some help at the earliest point.



Did you know that is not just mum's health that affects me? So Dad, my other family members and our friends, you're really important too as I

There are talking therapies and practical things that nurses, midwives and doctors can help with. So don't worry – be happy!



I want you to feel happy that I'm on my way, to feel wanted in those early days and throughout my life. I'm looking forward to making my entrance to the world and I want you to feel ready for it too. I don't actually need too much: somewhere warm, safe and clean to sleep, some clothes and fresh nappies and a few more basics to keep me clean. Lots of cuddles is important and the nourishment of my mum's milk. Quite simply, I need a family I can trust to love and care for me and to give me the very best start in life.

Key Messages - Conception to Birth

- Disadvantage starts before birth and can accumulate throughout life. Early action is required so the links between early disadvantage and poor outcomes throughout life can be broken.
- Conception to birth is a critically important developmental stage which can be impaired by maternal drug and alcohol use, obesity and smoking.
- Antenatal screening and support programmes should address social, emotional and mental wellbeing, as well as the physical aspects of pregnancy.
- A foetus or baby exposed to toxic stress can have their response to stress (cortisol) distorted in later life.
- Maternal health and wellbeing especially mental health and effective parenting skills are particularly important through this phase as they affect bonding and attachment post birth.

The Early Years Stage (Ages Birth to Four Years)

CALLUM'S STORY

Meeting my life-long carers for the first time made me feel safe and loved straight away. I love feeling your skin against mine but have to say, I wasn't too keen on the doctors and nurses testing me but we both know it is necessary and for my own good.



I've learnt that I can always rely on you to look after me when I'm upset. Mum's milk is full of nourishing goodness that helps me grow and form a great bond with her. The health visitor comes to see us to weigh me, support us all and monitor my progress; I've grown so quickly. I did feel miffed with you after you took me to get my injections but you assured me it so that I am protected from future ill health so it was worth it.



Hey, this colourful fruit and vegetables you let me try is wonderful. What I'm eating now affects how I develop and influences my eating habits in later life, so please set me up well. I'm not yet in control of my body so I constantly need nappy checking and changing, as well as general cleaning of my sticky face and hands. I'm enjoying my regular baths, splashing in the water and playing with my toys. Baby class or rhyme time session is fun to do together too. The stimulation and interaction is very important for my development and I love playing with other children and making friends and sharing, learning skills for when I start school.

Mum I'm very proud of you for getting back in shape after giving birth to me. You're happy when you're more active, and I enjoy the walks we have together. If only we could stop anyone smoking around me, I would be pleased. I dislike the smell, it makes me cough and I need you to be well and healthy so that you can look after me. If you are healthy then the chances are I might be too.

I like it when you praise and encourage me. I'm learning to walk which is allowing me to be more independent. You need to keep an eye on me to keep me safe, but please don't restrict me too much as I'm curious and keen to learn more. If the house and garden are safe it prevents me from seriously hurting myself whilst on my adventures. Remember to keep me safe from strangers too.



Although you get stressed out sometimes, going to work is helping us all as we can go on family days out and do fun things. Plus nursery is great. I love coming home to you though and knowing I have a stable, safe and caring environment. My bedroom gives me my own space – a play zone during the day and a safe place to sleep at night in my own bed.



I'm lucky as you don't argue around me, I hate it when you do. If you swear, I might too as I'm like a sponge, learning from your example all the time. I apologise for the trouble I can cause you sometimes, like when I want things my own way. I can be demanding and inconsolable, no matter

how long or how hard you try to comfort me. To tell the truth, I'm testing out you both and pushing boundaries to see what I can get away with – the trick is to set firm boundaries for me but not be too strict. It's best to be fair with me and my siblings so there is no rivalry or jealousy. I know you love us equally and give us the same amount of attention.

You're doing your best to provide me with all that you can, the best start at my age is crucial for my future development. What matters most to me is that I feel wanted and safe, have clean and fitting clothes and a house that is filled with love, learning and positive role models who are letting me explore, play, socialise and interact both at home, nursery and outside in the world. Stimulation appropriate to my age helps me develop my skills and abilities that set me up for a happy and healthy future.

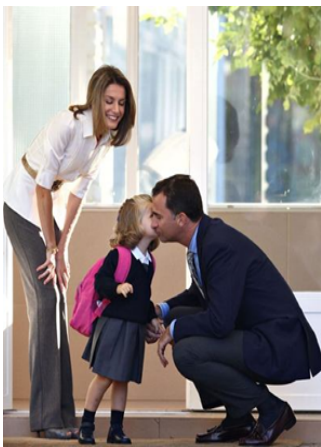
Key Messages Early Years (0-4)

- Early years have a powerful influence in terms of children's intellectual, emotional, physical and social development and the formation of children's ability to interact successfully with the world around them, both in early childhood and in later life.
- Early years provide the opportunity for children to play, learn and build the confidence and skills that will help them thrive and develop both before and when they start school, creating confident learners and participative citizens.
- Early years are a crucial period of change and a key moment for brain development. By the child's 1001st day, the brain has reached 80% of its adult weight.
- There is longstanding evidence that a baby's social and emotional development is affected by the quality of attachment to their parents/carers. This quality can be affected by a caregiver experiencing poor mental health, alcohol and drug abuse or domestic violence.
- Early intervention, positioned in the early years, is pivotal in improving outcomes later in life. This is particularly important for children deemed at risk or who are vulnerable such as, young offenders, looked after children or those with a special education need or disability preventing the need for costly and late intervention associated with times of crisis.

The Primary Years (ages Five to Ten Years)

LOGAN'S STORY

You prepare me for the big day and explain what to expect. You remind me about good manners, to sit quietly, not to be rude to the teacher or my classmates and to politely ask if I need help. We're going on a special shopping trip to make sure that I have all the right equipment such as pencils, a lunchbox, and an extra jumper in case mine gets lost. You buy me a pair of trainers for my P.E. lessons too and write my name on my bag so I know which one is mine.



On my first day of school – you take pictures and saying how proud you are. I'm crying as you drop me off, but I'm actually excited and I stop as I get settled in and say hello to my new friends. It's important I attend every day, unless I'm very poorly and the school knows, so I don't get behind on my work, miss my friends and so you don't get in trouble. The healthy packed lunches you make me are delicious and help me to work harder and play for longer, or I like school dinners which you know have been balanced to give me the goodness I need to grow.

You ask me what I want to be when I'm older. Your encouragement is so important– it makes me try harder at school, though I know you'll love me no matter how I do. Sometimes we walk home after school (which is healthy for both of us!) and sometimes we drive. I'm wearing my seatbelt, just like you tell me every time you start the engine. Most nights we eat healthy food for dinner and we sit down together to do my homework or read a book. Then its bath time and I get ready for a good nights sleep, I get very grumpy and I don't do well at school the next day if I am over-tired.



At the weekend I play in the garden and with the other children in our street. You check up on me to make sure that I'm ok. You have taught me well - "Don't talk to strangers, look both ways before crossing the road; wear your cycle helmet; and come back on time." Playing outside is better than being sat inside watching TV. I'm learning about socialising and sharing with others and using my imagination as we play games.

You helped me when that boy was mean to me by sitting me down and talking to me, saying to ignore him – not to retaliate by hitting or saying mean things back. You're helping me build up my confidence and teaching me how to interact and deal with challenging situations. These are skills that I will use throughout my adult life so it is very important that you teach me right from wrong and the correct way to deal with difficult situations. I'm trying to show my appreciation by doing what I can to help around the house.



The main thing that matters most is that I'm being loved, encouraged, feel safe and have stability. I'm happy when everyone else is happy and my parents don't argue, swear, get drunk or smoke around me. I need great role models in my life so that when I grow up, I can be just like that too. My education is important to me, I know I will need to work hard in the future to get a good job or maybe go to college. My playtime is my time to unwind and socialise with my friends and I'm eating and drinking healthily so I will be in good shape for the next chapter of my life, starting secondary school. This time of my life allows me to grow in confidence, self-esteem and develop my personality, so that I'm starting to become the person I want to be and that you can be proud of.

Key Messages Primary Years (5-10)

- Some children are more likely than others to experience factors that hamper their development. A stable family unit together with effective parenting is essential for all children and young people.
- It's important to identify and direct early help to children who are deemed at risk or vulnerable and who may be suffering as a result of their parent's poor mental wellbeing, addiction to drugs / alcohol or from domestic violence.
- Children prepare to start school at age 4/5. By the end of this stage children are preparing to start their secondary education.
- Once at school it's vital that children and young people are able to develop skills for life and for work as well as attain qualifications.
- Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol.
- These years represent for a child a transition from a world in which they are dependent on their parent or other key adult to one in which they become more aware of themselves and develop holistically.

The Early Teenage Years (Ages Eleven to Fourteen)

WRITTEN BY MARY-KATE, AGE 14

Starting Secondary school has been an interesting experience, I felt happy because I knew I was going to get the chance to learn so many more subjects but at the same time sad as some of my friends were going to other high schools. Once I started it got easier because I got to know new friends and had the support of the teaching staff to help settle me in. They are also there to help me with homework, if I need guidance on school work or day to day questions. I need to start thinking about what subjects I would like to pursue for my GCSE years which are approaching fast. Again I know I can rely on the support of my teachers but also my family and carers.



Outside of school I have a nice home where I have my own space to chill out, but I also have space where I can hang out with my siblings and other family members. I always have enough healthy food to eat, but also the odd treat now and then! I know a healthy diet is important and if I have any concerns about my health I can make an appointment with my doctor or speak to the school nurse. As I am growing up I know I need to learn how to look after myself more, like learning how the washing machine works and cooking simple dishes, I do this with the help of my parents at home.

I feel safe at home with my family and out in the community I know if I feel unsafe, I can always speak to my local community police officer or my parents who would ensure the police knew my worries. There are other emergency services in our community like the fire service and ambulance who are there if I need them. Other people I rely on are my dentist, optician and local GP to help me stay healthy.

When I go out I like to visit the libraries as I love reading, this is my favourite past time. As a young teenager I like to have a variety of places I can go in my leisure time where I feel safe and can meet up with friends and other people my own age. Places like leisure centres, youth clubs and cinemas are important to me and having special prices for teenagers really helps us at the moment, I do not earn my own money. To access these clubs and activities I am starting to gain independence and trust by using public transport, having a good bus service where I live and a young persons bus pass really helps.



Key Messages Early Teenage Years (11-14)

- Children at this stage embark on their secondary education – it's vital they continue to develop skills for life and for work by concentrating on future GCSE attainment.
- Aspiration raising and developing skills which promote good emotional wellbeing and resilience are fundamental to independent living and to recover from set backs.
- Good social, emotional and psychological health helps protect children against behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol.
- Positive parenting continues to be essential as is building family resilience and personal responsibility.
- Young people will benefit from accessing information, advice and guidance in order to make positive lifestyle decisions and so that they are aware of the community assets available to them to improve health and wellbeing.
- Building personal confidence and self-esteem, particularly through puberty, is important to social, emotional and mental wellbeing

Late Teenage Years (Ages Fifteen to Eighteen)

WRITTEN BY ANNA, AGE 15

The summer holidays are coming to an end, which means I'm moving up to my final year of secondary school, Year 11. It's both exciting and terrifying, as while I am moving on to a new, more independent stage of my life, I have to take some BIG exams and make some BIG choices. School is so important right now, because I only have 7 months to learn everything I need for my exams. I need support not just from you, my parents, but everybody around me. I need my teachers to keep me occupied and interested in my lessons and run extra-curricular revision sessions, I need my family to provide me with somewhere quiet to study, I need school supplies such as calculators and geometry sets and revision guides. But I need leisure time to hang out with my friends so I can unwind. Life isn't all about being serious.

When things occasionally get tough at home, school's pastoral care always helps me out, and I always have somebody to talk to, like my tutor or school nurse. School nurses are great, as if I am ever feeling ill at school or have health worries, I know I have somebody to turn to. Health is also really important to me right now, so it's great to have free dental and optical care, if I sort it out while I am young, I won't have as many health problems when I get older. I am also getting to the age where people around me start to become sexually aware and embarrassing as it can be, it's important that I have somebody to talk to about this, so I know how to keep myself safe.



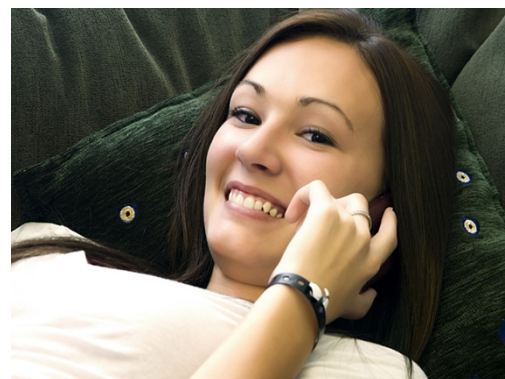
I get asked about what I want in my future a lot these days, and I know I'm not the only person my age who doesn't know what they want to do, so having a careers advisor in school helps, and so do all the websites that have information about what qualifications I need for a job and what kind of a wage I would earn. I do need lots of information about college, sixth form and apprenticeships, so I can choose the path that's right for me. Once I'm enrolled on one of these paths, I will need other kinds of support, such as materials for a college course, equipment in my apprenticeship, and school supplies for my sixth form courses. A laptop would be really helpful, but so many parents can't afford one, so a scheme to provide over 16s with laptops could benefit a lot of people.

What I do in my leisure time is really important. Having discount access to leisure centres with my young people's card is really good but not many people seem to know about it. A young people's swimming session is a really good idea, as I know lots of people that feel self-conscious showing their body around older people.

Getting opportunities to take part in youth groups is important to me, I think it's a shame there are not more about in my local area, as this encourages young people to sit at home playing video and computer games all day. This isn't healthy. Too many young people I

know find themselves with nothing to do but sit in McDonalds or graffiti on parks. The bus card is a brilliant service and almost everybody I know has one and uses it regularly.

While I travel all over Staffordshire, there are some areas which I don't really feel safe visiting, but I know that the emergency services are on hand and will always be supportive if I need them. It worries me that so much of Stafford hospital is closing down though, as for me and many other people, it is the closest hospital around and although I know that if my friends or I ever have troubles with cigarettes, drugs or alcohol there are confidential help lines, I don't really know who to talk to in person. If there is a service for this, it should be better advertised. I also don't know of any services for young people with mental health issues or recovering young offenders, which are two very important issues. So knowing what is available would be really helpful to lots of young people my age.



Despite all the things I have to worry about, I have even more to be happy about. I know I have somewhere nice to live, and I'll always have somebody to talk to about my worries. I'm nearly an adult now, so I'll need help to learn important life skills and somebody to rely on when I eventually move out, but I know I can always rely on my parents. I'm a little scared about growing up but I'm really excited at the same time. I guess I'm just being a teenager.

Key Messages Late Teenage Years (15-18)

- Young people at this stage prepare for and take their GCSE examinations and may go on to complete A-Levels or other qualifications. It is a time where decisions taken affect future prospects and job opportunities.
- The provision of good information, advice and guidance will help inform important decisions about further education, training, employment and volunteering.
- Aspiration raising and lifelong learning remain important priorities and good opportunities should be available to all young people.
- Poorer health and wellbeing outcomes are evident for children not in education, employment or training.
- Risk taking behavior heightens for some young people in regards to drug and alcohol use and sexual activity.
- Prevention and early intervention work is still a priority in late teenage years particularly for at risk and vulnerable young people.
- Building emotional resilience helps secure positive wellbeing outcomes.
- Where services are being accessed, there should be a smooth transition from children's to adult provision.
- Life-skills, including money management and budgeting skills, through having a bank account, are important preparations for adult life.

Transition to Adulthood (Ages Nineteen to Twenty-Four Years)

WRITTEN BY LAURA, AGE 19

I moved to university in September 2012, moving from home into halls of residence was a huge and daunting step. However when I arrived at University the people who I met made me feel at ease and I was no longer nervous. The transition from home to University was rather straight forward as there were many support networks at University that I was introduced to and this made me feel settled in before I knew it! I think the biggest thing for me was to feel safe, the University halls has security that was 24 hour, however not all accommodation can offer this so it is always handy to know the number for the police, ambulance and fire service if there was ever any need for the services. To make myself feel safe I also make sure that I use roads that are well known and have street lights when it is dark, in the day I feel fairly safe but my advice to anyone would be to use roads that are familiar.

On the University campus there is a doctors surgery and a dentist so I was able to transfer from my home health centres to those at University. Other services at University include the 'Money doctor' and this can be used if an individual was in need of financial support such as budgeting. The enabling centre at University is aimed at supporting people who have a physical or mental disability and people who have recently left the care system and are 'care leavers'. This centre can provide support ranging from accommodation to educational support.



It is extremely important for people to have a social life to enable them to escape from the stresses that studying may bring. The students union provides students with somewhere to go to socialise and meet new people with the same interests. Furthermore it offers membership to clubs and societies where the opportunity to learn new sports are available.



Family is important to me and at University I ensured that I would contact my parents when I had the time, so I could tell them about the progress that I was making. Communication with family where possible can be a positive thing because a family can be a great support network. If it is not possible to talk to a family member then there is always someone to talk to at the telephone contact called the 'Samaritans' or childline. People on the other end of the phone are dedicated to taking time to listen to people if they have issues to do with anything in life.

Being healthy and active is vital for a healthy mind and body. At university there are many sports clubs that people can join and there is also a gym that is very popular. As well as exercise, diet is also

important which is why the university offers a 'meal plan' package so that students can learn to cook meals of their choice and have a healthy lifestyle.

I have talked a lot about university and the support that it can offer, however many institutions of education including schools and colleges offer the same! Libraries are situated in many towns and villages and computers are made available to use to research if you are interested in looking to find services that you may need. There are a few places where support can be found within Staffordshire that are most important to me, for example the leisure centre where there is a gym and a swimming pool to improve fitness. The library in the town centre is fantastic to work in, research and study. There is also a drug and alcohol support centre.

I found myself a job to make sure I had enough money to live. I also saved up to buy some driving lessons so I would be able to drive to the places that I needed too. Other than driving there are other transport methods such as walking, using the train or bus. Buses and trains can be expensive so there are schemes for young people of particular ages to get cheaper travel.

I face many challenges growing up and becoming the adult I want to be but the support and services that I receive do help me to do this. I would like to see that all young people are able to achieve to their full potential without having to struggle and overcome difficulties gaining the support they need. Young people are the future – everyone needs them to do well.

Key Messages Young Adulthood (19-24)

- It's imperative that all young people maximize their potential and ability in order to 'grow well' as they transition into adulthood.
- This is especially important for vulnerable groups such as looked after children, teenage parents and those with special education needs or disabilities. Additional and timely support should be well placed to help all children and young achieve their potential and comparable outcomes to their peers.
- Active, responsible and confident citizens can have greater control over their lives and wellbeing contributing effectively to society.
- Adopting personal responsibility and making good lifestyle choices will ultimately lead to better outcomes for young people and help lessen demand on more targeted and specialist services.
- Unemployment is linked with poorer health and wellbeing outcomes and difficulties in maintaining a healthy way of life.
- Lifelong learning and aspiration raising should continue to be promoted and excellent opportunities exist for all young people including social action and volunteering.

Part 3

Priorities for Action

In order to achieve the vision of securing the best possible outcomes for all children and young people in Staffordshire, a number of high level priorities and commitments have been identified:

1. All children and young people will *start* and *grow* well in Staffordshire regardless of their circumstances. Any variation in health and wellbeing outcomes between groups will be reduced in order to tackle inequalities.
2. Every child will reach appropriate developmental and social milestones as a result of secure attachment experiences, positive parenting, sound brain development and effective pre-school interventions so that all children are ready for school.
3. The foundations for independent living will be secured by building resilience, emotional wellbeing, and personal responsibility through early intervention. Robust plans for the prevention of poor outcomes will support children and young people to maximise their capabilities and have control over their own lives.
4. Where children and young people are identified as being at risk or vulnerable (children in care, those living in poverty or with a disability, young offenders or teenage parents), early help and support is essential to prevent problems and poor outcomes. In Staffordshire we will work towards the development of an effective early intervention offer which is cohesive, coordinated and delivers measurable benefit to young people.
5. For every child in Staffordshire we will raise attainment and realise aspiration with a particular focus on raising the attainment of the lowest achieving pupils. This priority also extends to cover lifelong learning and employment.
6. All children and young people will lead healthy and fulfilling lives and be supported to make healthy lifestyle choices and reduce risk taking behaviours. Where required, effective provision should be available for alcohol and drug, sexual health, mental health and healthy weight services to assist young people with returning to optimum health during times of challenge and need.
7. All children and young people will be safeguarded and protected from harm both within their home and communities.

Connecting the Strategy to Existing Delivery Infrastructures

The vision, outcomes and priorities set out here will be achieved through effective partnership working and new and innovative approaches linked to integrated commissioning and pooled resources. These high level priorities for action cross cut and align to the themes and outcomes identified in Part One. To support implementation, lead delivery groups will be tasked with determining more specific and detailed local action, based on health and wellbeing intelligence and insight. This will account for any variation in outcomes currently evident across the county in our 8 districts including reducing infant mortality in Newcastle-Under-Lyme and reducing teenage pregnancy rates in Cannock Chase and Tamworth.

By connecting the strategy to established delivery infrastructure we have a readiness for action through a relevant and streamlined commissioning and delivery mechanism. Each delivery group responsible for implementation of this strategy will:

- Have an identified lead officer tasked with reporting progress, opportunities and challenges to the Children’s Partnership Board on a regular basis.
- Share relevant delivery plans on an annual basis for the life of this strategy. The plans must contain local priority areas for action making clear what outcomes will be achieved for all children and young people and how this relates to the overarching priorities and aspirations defined in this strategy.
- Set out how progress and added value will be achieved and measured and report on KPIs linked to defined outcomes, priorities and aspirations.
- Work effectively across all delivery groups especially where themes or work are cross-cutting such as early intervention and prevention, parenting, reducing inequalities and alcohol.

Table 2 starts to set out the arrangements and leads:

Table Two: Partnership themes, associated strategy priorities, draft delivery infrastructures and arrangements.

CHILDREN'S PARTNERSHIP THEME	CORRESPONDING STRATEGY PRIORITIES. LOCAL PRIORITIES WILL ALSO BE INCLUDED DETERMINED BY NEED.	LEAD DELIVERY GROUP(S) AND NAMED OFFICER(S)	OTHER ASSOCIATED DELIVERY GROUPS
<p>1. The Best Start in Life: Pregnancy and Early Years – This includes support throughout pregnancy to age five through childcare, pre-school education, physical and emotional health. All children and young people regardless of their life circumstances should be supported to thrive particularly those deemed at risk or vulnerable.</p> <p>Early intervention, positive parenting and a reduction in inequalities are paramount here.</p>	<p>Strategy Priorities 1, 2, 3, 4, 6 and 7.</p> <p>Further priorities to be determined by leads that respond to local need and variation in outcomes.</p>	<p>Children, Young People and Maternity Commissioning Board.</p> <p>Lead: Anna Hammond, Chief Operating Officer for South East and Seisdon CCG.</p> <p>Early Years Group (FNP, Think 2, children's centres, healthy visitors etc.)</p> <p>Lead: Sharon Moore, County Commissioner for Families, SCC.</p> <p><i>(Integration of these groups to be considered)</i></p>	<p>Early intervention foundation project.</p> <p>District Partnerships i.e. local Health and Wellbeing Boards.</p> <p>Health Visitor steering group and FNP group.</p> <p>Children's Centre Board meetings.</p> <p>SEND forums.</p>
<p>2. Thriving Families: Parenting, Good Lifestyle Choices, Health and Prosperity – This theme involves good relationships between parents and their children; a warm, firm and positive parenting style; a stable family unit; good relationships between children and extended family members and siblings. This is particularly important for those deemed at risk or vulnerable. All families will lead healthier lifestyles and</p>	<p>Strategy Priorities 1, 2, 3, 4, 6 and 7.</p> <p>Further priorities to be determined by leads that respond to local need and variation in outcomes.</p>	<p>Early Intervention Foundation Project/BRFCS etc.</p> <p>Lead: Sharon Moore, County Commissioner for Families, SCC and Glynn Dixon, PCC.</p> <p>Further mapping required.</p>	<p>District Partnerships i.e. local Health and Wellbeing Boards.</p> <p>Health Visitor steering group and</p>

CHILDREN'S PARTNERSHIP THEME	CORRESPONDING STRATEGY PRIORITIES. LOCAL PRIORITIES WILL ALSO BE INCLUDED DETERMINED BY NEED.	LEAD DELIVERY GROUP(S) AND NAMED OFFICER(S)	OTHER ASSOCIATED DELIVERY GROUPS
<p>make choices that support wellbeing through the adoption of personal responsibility and reducing risk taking behaviours. We will help build resilience in young people and promote and support positive emotional wellbeing.</p> <p>The quality of the environment and personal and public resources available to a child or young person as they grow up impacts on their outcomes. Children's personal resources are often determined by their parents' prosperity.</p> <p>Reducing the number of children and young people living in poverty/need, early help when required, positive parenting and reducing inequalities is paramount here.</p>			<p>FNP group.</p> <p>Children's Centre Board meetings.</p> <p>SEND forums.</p>
<p>3. Raising Aspirations and Educational Attainment – This theme will work to ensure that all children have a solid foundation that promotes lifelong learning. All children and young people aged 5 to 18 will achieve good learning outcomes within formal education or training and any variation in educational outcomes reduced. This is enhanced by access to and achievement within higher education. This theme extends beyond getting young people work ready to actually supporting young people into employment</p>	<p>Strategy Priorities 1, 3, 4, 5 and 7.</p> <p>Further priorities to be determined by leads that respond to local need and variation in outcomes.</p>	<p>Education Trust and SHIELD Strategic Board</p> <p>Lead: Anna Halliday, Commissioner for Education & Wellbeing, SCC.</p> <p>Further mapping required.</p>	<p>Children's Partnership identified area for further development.</p> <p>District Education Networks e.g. Tamworth</p>

CHILDREN'S PARTNERSHIP THEME	CORRESPONDING STRATEGY PRIORITIES. LOCAL PRIORITIES WILL ALSO BE INCLUDED DETERMINED BY NEED.	LEAD DELIVERY GROUP(S) AND NAMED OFFICER(S)	OTHER ASSOCIATED DELIVERY GROUPS
and volunteering opportunities.			Education and Skills Board. SEND forums.
<p>4. Children and Young People are Safe from the Risk of Harm – This theme will safeguarding all children and young people from harm, reducing the incidence and impact of domestic violence, reduce accidents and focus on repeat offending. All children and young people will have a safe place to live both in terms of their home and within their communities. This theme is also about getting upstream to prevent crime and understand the root causes of crime and disorder.</p>	<p>Strategy Priorities 1, 3, 4 and 7.</p> <p>Further priorities to be determined by leads that respond to local need and variation in outcomes.</p>	<p>Children's Safeguarding Board.</p> <p>Lead: Jackie Carnell, Independent Chair.</p>	<p>Local safeguarding partnerships.</p> <p>Local partnership arrangements focusing on safety and crime.</p> <p>Early Intervention Pilot Steering Group.</p>
<p>5. Contributes: All children & young people supported to make a positive contribution to communities. This theme will focus on encouraging and increasing the number of children and young people involved in volunteering, engaged in decision making and participating in social and cultural activities.</p>	<p>Strategy Priorities 1, 3, and 5.</p> <p>Further priorities to be determined by leads that respond to local need and variation in outcomes.</p>	<p>Lead: Phil Pusey, Chief Executive Officer, Staffordshire Council of Voluntary Youth Services.</p> <p>Further mapping required.</p>	<p>Excellence in Youth.</p> <p>Other TBD.</p>

Part 4

How will we know we are making a difference?

Firstly and most importantly we will ask a sample of Staffordshire's children, young people and families what impact the Partnership is making to improving health and wellbeing. This engagement, surveying and feedback will be done via a variety of means and across all ages including with our most vulnerable and at risk groups.

This will be supported by more formal assessments of the impact the Partnership is having across the county, including links to the JSNA. Thematic delivery groups will be responsible for driving change and improvement against the priorities, outcomes and aspirations set out here and as determined locally. They will be tasked with developing measurable delivery plans to make this a reality. Progress and performance will be reported regularly to the Children's Partnership and in turn up to the Health and Wellbeing Board.

An effective and robust performance management system is being established based on the outcomes framework referenced in Part One. This will permit for impact assessment on the ground and against the commitments set out in this strategy. Baseline measures will be established where they are not already known and targets set for improvement so we continuously strive to achieve more together, more effectively.

Next Steps

1. Task the appropriate delivery groups to take forward the overarching priorities and aspirations set out within this strategy as well as defining local priorities based on district need and variation in outcomes.
2. Formalise arrangements with delivery groups and leads to assess the current capabilities of delivering this strategy. This will include a gap analysis so all actions within the strategy are progressed.
3. Ensure that robust performance arrangements are in place to monitor progress against the strategies vision, priorities and aspirations and against the outcomes framework.
4. Monitor and report progress and performance, including to the Staffordshire Health and Wellbeing Board as required.
5. Continue to use the valuable insight from our children, young people and families to drive improvement and change so that every child *starts* and *grows* well in Staffordshire.
6. Ensure that resources add value and deliver a difference based on need. The Children's Partnership will review the totality of commissioning and delivery impact on the outcomes for children and young people, recommending ways in which partners and resources can work in a more integrated fashion.

APPENDICES

Appendix One – Overview of Strategic Projects and Developments:

The Health and Wellbeing Board has recognised the need to focus its energies carefully in order to make a difference in its early years of operation. Therefore it will prioritise the development of partnership approaches on parenting, alcohol and the frail elderly. The first two of these have particular implications for the work of the Children's Partnership.

The Children's Partnership will ensure that our strands of work are co-ordinated with the priorities of the Health and Wellbeing Board. Key strategic developments are outlined below:

Parenting

Getting the best start in life affects not only childhood years, but is an important determinant of future health and wellbeing. Maternal wellbeing and good parenting is essential to ensuring a safe, happy and healthy childhood. We want all children to have the opportunity to fulfil their potential and to be well prepared to prosper in adult life. We know that children's perception of their wellbeing varies with age. In Staffordshire, over 5,000 children are identified as being in need, with nearly a third of these under the age of 5. Our JSNA highlights a number of important areas where we need to work together to improve outcomes for children's health and wellbeing in matters ranging from obesity to educational attainment and unintentional injuries.

Working in partnership we will develop new approaches to supporting parents of children, starting during pregnancy and continuing through the early years. We will seek to strengthen the universal services available to all families and also to work together to build resilient families and communities, supporting early intervention and prevention so that problems do not escalate. Through our Children & Young People's Strategic Partnership we will develop a wellbeing approach, and use our resources to support better parenting and stronger families.

Alcohol

Around one in four adults in Staffordshire drink more than recommended amounts of alcohol. This consumption leads to a wide variety of health, crime and social problems across the life course, including foetal alcohol syndrome (FAS) in unborn babies, anti-social behaviour, domestic violence, troubled families, chronic health conditions (such as hypertension) and mortality from liver disease.

Along with other partners, such as Probation, we will work together through the Alcohol & Drug Executive Board (ADEB) to oversee the development and delivery of the strategy to reduce alcohol-related problems, not only for adults but also for the young people affected by drug and alcohol problems, and the anti-social behaviours that these perpetuate. The strategy will involve initiatives to educate and prevent problems, intervene early when issues arise, treat the most entrenched problems, regulate availability and enforce legal restrictions.

In addition to the Health and Wellbeing Board projects, there are a number of other key developments that are critical to the success of the strategy going forward. These include:

Staffordshire's Achieving Excellence for Young People

This is an approach led by Staffordshire County Council together with partners in order to achieve excellence for young people. It focuses on three outcomes: school ready, work ready and life ready. This evolving work will be shared with the Children's Partnership and deliver aspects of this strategy.

Emerging Youth Offer



Staffordshire's Resilient Families and Communities Strategy

The Staffordshire Building Resilient Families and Communities programme is working closely with the Department for Communities and Local Government (DCLG) to focus our attention upon the needs of a small number of families who are in difficulty and to test out our new 'Total Family' approach. For the first time we will jointly assess the needs of the family and put in place a Family Plan to deliver an integrated approach to behaviour change. The family as the 'co-designer and owner' of the solutions to their particular set of difficulties is of critical importance.

As part of the Children's Strategy 'life-course' and prevention approach, we will aim to make key links with this programme. We expect to see improvements for the family concerned and to gather evidence that can inform the development of our prevention and early intervention strategies and stem the flow of families into our systems. We also accept that in changing how we plan, deliver and commission services this will require organisational and systems redesign.

The Department of Communities and Local Government has tasked Staffordshire with turning around the lives of 1,400 families where individuals:

- are involved in crime and anti-social behaviour (ASB);
- have children not in school;
- have an adult on out of work benefits; and
- Cause high costs to the public purse.

In taking this work forward we will take an evidence based approach using interventions that are seen to be effective in tackling the multiple problems faced by families. This includes:

- A **whole family** approach including **strengths based family assessments and plans**.
- **Active engagement** of the family in the process, **enabling them to identify what they see as their immediate problems and the best times to work with agencies**.
- An **intensive, flexible response** with support outside traditional working hours.
- Assertive and persistent **Key Worker** role.
- A multi-disciplinary **Team around the Family** and strong **multi-agency support** to minimise duplication and maximise impact.

We believe that we need to build resilience and raise aspirations within some families and communities so that we can put them back in control of their lives. This requires families to be given the skills and resources to cope themselves, whilst ensuring that should a family need to they can access the right help at the right time and in the right place². For those families identified within this Programme this will mean putting them back on the path to being able to function well as a family without the need for high levels of intervention in the future.

Staffordshire's Police and Crime Plan

This new multi-agency Police and Crime Plan is based around four priorities for Staffordshire, much of which will support the priorities of the Children's Partnership.

- Getting upstream to prevent crime. This includes understanding the root causes of crime and disorder e.g. family, community and environment, education, aspiration, employment, behaviour etc. and building on what work is done already and developing further evidence based interventions that work. This addresses the broader issues that can successfully impact e.g. interventions in childhood and with the family, promoting community capacity building, personal responsibility etc.
- Putting victims first includes improving support; understanding those that are most vulnerable of being victims or repeat victims; resolution that meets needs; improving satisfaction of those that have been victims.
- Effectively managing offending by fast and appropriate responses; efficient and effective justice that is seen to be done; tackling and targeting areas of key concern at a local level e.g. drugs, alcohol, anti-social behaviour etc.
- Public confidence including visible and effective police presence and public confidence; increased frontline capacity; accessibility; good information and

² Staffordshire County Council *Children and Young People's Commissioning Strategy 2012-2017*

signposting; responsiveness to community priorities at the local level and; supporting active citizenship.

Implementing New Commissioning Arrangements for Health and Public Health

The major reforms to the way that health services and public health are commissioned take full effect from April 2013. The new responsibilities and infrastructure provide excellent opportunities to begin to work differently in commissioning for improved outcomes. There are also risks and challenges in managing such significant change.

The responsibilities of Clinical Commissioning Groups (CCGs) are also important to the Staffordshire Children's Partnership. The Health and Wellbeing Board must consult with CCG's commissioning strategies (as guided by the NHS Commissioning Board) and will therefore form a vital part of the Health and Wellbeing Strategy that the Children's Partnership Strategy refers to.

In the arena of Public Health, a number of commissioning responsibilities transferred into top tier local authorities, with a contribution to local services also influenced by the NHS Commissioning Board through Local Area Teams and Public Health England. Furthermore, Public Health England has been established to improve the nation's health and wellbeing and reduce inequalities in health, collaborate with agencies across the health and social care service spectrum to provide a range of health protection services, working to ensure that national and local government, industry and the NHS continue to remove the inequalities and barriers to social health.

Public Health are responsible for commissioning a number of programmes that link to children and young people including school nurse services, alcohol, drug and smoking provision, physical activity and weight management and sexual health services.

The Health Visitor Call to Action and Family Nurse Partnership

The start of life is a crucial time for children and parents. Good, well resourced health visiting services can help ensure that families have a positive start, working in partnership with GPs, maternity and other health services, Sure Start Children's Centres and other early years services. The health visitor implementation plan sets out a call to action to expand and strengthen health visiting services. From October 2015 Staffordshire County Council Public Health team will take commissioning responsibility for the health visiting service (HCP 0-5 years) from NHS England.

The extension of the Family Nurse Partnership will give more young and disadvantaged mothers one to one support to bring up their babies. The Family Nurse Partnership is an intensive, structured, home visiting programme, which is offered to first time parents under the age of 20. A specially trained family nurse visits the mother regularly from early pregnancy until the baby is 2 years old and builds a close, supportive relationship with the family.

Locally the Family Nurse Partnership is working to agree and achieve shared outcomes for our children and their families; this includes our shared commitment to the full and consistent delivery of the healthy child programme and the transformation of Health Visiting, in line with

the Health Visitor Implementation Plan.³ This forms part of the overall recognition to work with families at the earliest opportunity, particularly in pregnancy and the early years to ensure that children are enabled to reach their full potential and get the best start in life. The partnership is committed to the expansion of evidenced based programmes such as the Family Nurse Partnership, in line with the Government commitment to supporting the needs of vulnerable young parents.

Education, Learning and Skills

A number of reforms in the education sector – including the growth in Academies, Free Schools and other new governance approaches such as federations and partnerships, all combine to create a very dynamic network of local provision. Each school, college or training provider has considerable freedom and flexibility to decide how to best meet the needs of the learners that attend that setting. However, working in partnership is a local strength and a valued approach to ensuring that local services integrate effectively in the best interests of children, young people and their families.

We want to ensure that Staffordshire has happy, healthy, well integrated and active communities that learn together, support each other, and enable all community members to prosper and thrive. This means that the partnership will support communities characterised by adults who feel motivated, valued, inspired and engaged in learning to improve their own lives, their families, and the communities they are part of.

Communities should have a range of accessible and affordable adult learning opportunities that contribute to personal, social and economic development and well-being with opportunities for adults, children and young people to learn from and with each other. To enable this all stakeholders, partners and agencies will recognise and value community and personal learning

In the early years we will support families and communities by taking a ‘whole child’ approach to raising aspirations and educational achievement across all the key social, emotional and physical development and educational stages. We will do this by supporting and encouraging;

- a (diverse) high quality provider base;
- independent learners;
- families who feel motivated, valued, inspired and engaged;
- Confident, competent parents and families.

A key tenet of the councils commissioning approach is the Staffordshire ‘family’ of schools, colleges and universities, which work together sustainably to lay the foundations for prosperous communities. This will ensure:

- sufficient high quality school places and facilities;
- world class standards of education;

³ (DH 2011) <https://www.gov.uk/government/policies/giving-all-children-a-healthy-start-in-life>

- independent, happy learners who achieve their potential and are keen and well prepared for future education, training and work;
- children, young people and families who make a positive contribution to their communities;
- A more equitable, healthy and sustainable community of learners and their families.

For adults we want;

- a world class skills base that provides a consistent source of competitive advantage for Staffordshire's economy;
- a skills system that develops the aspirations and ambitions of our people to be fit for the modern economy;
- local employers and local learners who take greater control and responsibility for ensuring that their learning needs are met;
- highly skilled and well qualified young people with the attitudes and ambitions to get jobs and make jobs;
- A diverse and responsive provider base that delivers high quality apprenticeships and training that is accessible, affordable and provides a good return on investment services that are appropriate to need and targeted or specialist.

Appendix 2

National Drivers: An underpinning approach to promote positive wellbeing for Children and Young People.

The Children's Society report *A Good Childhood* (2012) found six key things were important for a good childhood:

1. The quality of children's relationships and in particular achieving the balance between nurturing aspects of relationships – care, support and safety – and aspects relating to autonomy, respect and choice.
2. Children's feelings about themselves, including their physical and mental health, and how they feel about the way that they look.
3. Children's time use – and achieving the right balance of time between school work and leisure, and spending enough time in key social relationships with friends and family.
4. Where children live – including issues of safety at home, at school and in the local area, the facilities available to them and the relationship with adults in their community.
5. Having enough but not too much money and possessions, and the particular importance for children of having items and experiences which put them on a par with their peers.
6. Learning and development, and the close link between children's wellbeing in the present and their hopes and aspirations for the future.

The Children's Society believes that promoting positive well-being requires a fundamentally new approach using the six priorities, to make decisions which work for children. They challenge us to think about how our policies and approaches support creating these conditions:

Figure Two: The Children's Society six priorities for children's wellbeing.



These are some ways that local partners can work together to make sure that children have got access to the things that they need to achieve wellbeing.

What Do Children Need?	How Can They Get It?
1) The conditions to learn and develop	<ul style="list-style-type: none"> • Have opportunities for free play • Get high quality and appropriate education and care • Have positive relationships with adults
2) A positive view of themselves and an identity that is respected	<ul style="list-style-type: none"> • Be comfortable with their appearance • Be physically and mentally healthy • Are respected and valued for who they are
3) Enough of what matters	<ul style="list-style-type: none"> • Have the items and experiences that matter • Have some financial autonomy through pocket money • Live in a household which is economically stable
4) Positive relationships with their family and friends	<ul style="list-style-type: none"> • Be active participants in decisions that affect them • Have caring, loving relationships • Spend time with their family and with friends
5) A safe and suitable home environment and local area	<ul style="list-style-type: none"> • Be, and feel, safe at home and in their local area • Live in good quality housing • Have space at home that is theirs for privacy
6) Opportunity to take part in positive activities to thrive	<ul style="list-style-type: none"> • Have a say in how they use their time • Have affordable activities in their local area • Have access to outdoor spaces for play

National Directives and Drivers

There is a wealth of research and policy at national level that is relevant to shaping and informing local plans. The past two years in particular have seen numerous high-level reports and policies that display several consistent themes including: early intervention; a 'life course approach to planning'; having a single co-ordinating body for children and young people at local authority level in an effective partnership with other organisations and; engaging children and young people themselves in services.

The Marmot Review (2010) *Fair Society Healthy Lives: A Strategic Review of Health Inequalities in England Post-2010* advocated 'proportionate universalism', to apply efforts to improve the overall health and socio-economic determinants of health to all, but with greater concentration to those at the base of the social gradient. The 'life course' approach is central to this, reducing inequalities at the beginning of the child's life in physical and social development, ensuring high quality maternity services and building the resilience of children across the social gradient.

The WAVE Trust (2013) highlights that conception to age 2 as the age of opportunity. The early years of life are a crucial period of change and a key moment for brain development. Events that happen to children and babies lead to structural changes that have life-long

ramifications. This is supported by a recent cross Government manifesto set out in ‘1001 critical days’ (2013) highlights the importance of acting early to enhance outcomes for children. Evidence demonstrates by the 1001st day, the brain has reached 80% of its adult weight. Ensuring that the brain achieves its optimum development and nurturing during this peak period of growth is therefore vitally important, and enables babies to achieve the best start in life.

Furthermore, around 26% of babies in the UK are estimated to be living within complex family situations, which can heighten risks for the babies’ wellbeing, where there are problems such as substance misuse or mental illness. This can lead to poor attachment which affects future social and emotional development. The best chance to turn this around is during the 1001 critical days. At least one loving, sensitive and responsive relationship with an adult caregiver teaches baby to believe that the world is a good place and reduces the risk of them facing disruptive issues in later life.

An earlier report on *Early Intervention: The Next Steps* (2011), points not only to the importance of early intervention in health, but also referring to policies and programmes helping to give children aged 0-3 the ability to reach their full potential in the education system, making them ‘genuinely ready for school’.

The Munro Review (2010) presented a series of recommendations that government should reform an already over-bureaucratic child protection system and so, following consultation, the Government has published the statutory guidance *Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children* (2013). This sets out how organisations should work together to safeguard and promote the welfare of children. The guidance informs the Partnerships’ inter-agency working, and in conjunction with the main provisions contained within the Children and Families Bill - taking forward the Coalition Government’s commitments to improve services for vulnerable children - will be a key area of legislation that the Partnership should monitor in the delivery of its outcomes.

In January 2012, the Secretary of State for Health launched the development of a Children and Young People’s Health Outcomes Strategy by establishing a Forum composed of individuals with a wide range of expertise and a shared commitment to improving health care for children and young people. The forum was asked to look at the health outcomes that matter the most to children and young people and consider how well these are supported by the NHS and Public Health Outcomes Frameworks. This work resulted in a conversation with some two thousand people – children, young people and their families and those working in the wider health and social care system. Their messages, plus what we know locally from children and young people living in Staffordshire, are the building blocks of our strategy. To support this review, Government asked that Health and Wellbeing Boards sign up to a national pledge to demonstrate commitment to giving every child the best start in life. Staffordshire’s partners are committed to making this a reality in our County.

The Government has already made a commitment to children’s rights and participation; under Article 12 of the *United Nations Convention on the Rights of the Child* (UNCRC), children and young people’s views should be respected by adults when making decisions on matters that affect them. Involving children and young people in the evaluation of services

that affect their lives enhances services and helps children to become more engaging citizens in later life.

Appendix 3: Life-course Aspirations

As children and young people change and mature, the services and support they need will also change. We want to be able to understand the journey our children and young people take in Staffordshire to ensure that we help them achieve the best possible outcomes as they grow up. Therefore we developed the lifecourse aspirations.

Most aspirations identified at the key stages in the lifecourse approach apply throughout childhood and adolescence, but will be shaped by age. We also need to take account of the individual needs and circumstances of each child or young person when considering each key stage. The lifecourse aspiration approach proposes that it is important for all children and young people to:

Pregnancy and birth	The early years
<p>be happy and positive</p> <p>have access to sufficient material resources</p> <p>have a positive network of families, friends and communities for support</p> <p>have positive affectionate bonds with their babies</p> <p>have good maternal physical and mental health</p> <p>be confident in making well-informed family planning decisions</p> <p>be well informed about the benefits of breastfeeding</p> <p>make positive choices for the health of the unborn child, for example not smoking</p> <p>have a child-friendly, safe and secure home environment</p> <p>have access to a network of professional support and services that are relevant to their needs</p> <p>have a safe labour and birth</p> <p>have babies with a healthy birth weight</p>	<p>be happy and positive</p> <p>have access to sufficient material resources</p> <p>have positive and supportive relationships within the family unit</p> <p>able to make friends, play with others and share</p> <p>have a basic understanding of authority, positive social behaviours and boundaries</p> <p>able to communicate positively and deal with frustration</p> <p>maintain a healthy weight through active play and healthy eating habits</p> <p>receive all scheduled immunisations</p> <p>explore, practice and extend numeracy and literacy skills</p> <p>achieve well at the Early Years Foundation Stage Profile</p> <p>be inquisitive and open to trying new things</p> <p>able to solve simple problems and consider a set of low risk decisions, with support</p> <p>live in a child-friendly, safe, secure and stimulating home environment, that supports their development</p> <p>have access to services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be ready for primary school</p>

The primary years	The secondary years	Young adulthood
be happy and positive, enjoying their education and community	be happy and positive, enjoying their education and community	be happy and positive in their outlook
have access to sufficient material resources	have access to sufficient material resources	have access to sufficient material resources
have positive, supportive relationships within the family unit, friends and with authority figures	have positive relationships and support networks with their family, friends and community	have secure, positive relationships with family, friends, and communities that support their independence
able to interact in a positive way within a team	able to interact positively in team of their peers	able to interact positively in team of peers or colleagues
have emotional sensitivity and tolerance towards the people and things around them	able to use emotional sensitivity and tolerance to display respect and responsibility towards others, themselves, and their community	have developed social responsibility, emotional sensitivity and tolerance to enable them to participate positively in opportunities
be confident in themselves, engaged and able to deal with setbacks	have a positive self-image through understanding and accepting their personal strengths and weaknesses	have a positive self-image through understanding and accepting their personal strengths and weaknesses
maintain a healthy weight through physical activity and healthy eating habits, with a basic understanding of why this is important	continue to be physically active and maintain good healthy eating habits, in school and in their communities	make an independent decision to continue to be physically active and eat healthily as a routine part of their lives
receive all scheduled immunisations	receive all scheduled immunisations	continue to develop financial and money management skills
have good basic numeracy and literacy levels, including appropriate reading ability and basic arithmetic	know how to handle money, budget and prioritise for necessities	continue in education, or secure employment or training
achieve well at key stage 1 to provide a good foundation for excellent key stage 2 attainment	participate in education, employment and/or training that leads to the achievement of a level 3 qualification	have a broad set of skills that employers value
be inquisitive and imaginative as a complement to their academic achievement	understand how their personal interests, strengths and learning choices relate to the world of work	continue to cultivate positive behaviours, make positive life choices and take considered risks
extend problem solving skills and take reasoned decisions about their safety, with support	able make well informed positive life choices that promote their own safety	engaged with opportunities for positive progress
have ambition, aspirations and drive for the future	have the ambition and drive to challenge themselves to succeed	have a safe, secure and stable place to live
live in a safe, secure and stable home environment, that supports their learning and development	live in a safe, secure and stable home environment, that supports their development	able to access and navigate relevant services, independently or with advocacy if needed
have access to services and support that are relevant to their needs	able to identify and access services and support that are relevant to their needs	able to access stimulating and enjoyable leisure and cultural opportunities
able to access stimulating and enjoyable leisure and cultural opportunities	able to access stimulating and enjoyable leisure and cultural opportunities	transition successfully to adult's services, if further support is necessary
be ready for secondary school	be well prepared for the transition to further or higher education, training or employment	