

RBWM Children's Trust
Children and Young People Plan
2008-11



I feel safe in my garden (Samrina)

Royal Borough of Windsor & Maidenhead

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Foreword

Welcome to the Royal Borough's Children and Young People Plan (CYPP) 2008-2011. The Children and Young People Plan is our key strategic document setting out the Key Priorities for Children's Services within both the Council and its partner agencies for the next three years. Through these priorities we aim to improve the lives of children and young people so that they can *be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being*.

The Royal Borough's first Children and Young People Plan (2006-2008) was published in April 2006 and taken forward by the former Children and Young People's Strategic Partnership (CYPSP). Since then we have been listening to the views of children, young people, parents and carers and professionals to make sure that our Children's Services are designed around the particular needs of our children and young people. The Children and Young People Plan 2008-2011 builds on the significant progress made through our first plan and will now drive forward the work of Royal Borough's new Children's Trust.

The Plan reaffirms the strong commitment from the Council and all its partners to ensure that vulnerable children and young people are supported to overcome obstacles, and that every child and young person within the Royal Borough is happy, healthy, safe and able to achieve their full potential.

Councillor Mrs Quick
Lead Member for
Children's Services

Jim Gould
Corporate Director of
Learning and Care

The Children and Young People Plan 2008-11

Introduction

The purpose of this Children and Young People Plan is to provide a clear sense of direction for the development of children and young people's services in the Royal Borough of Windsor & Maidenhead from 2008 to 2011.

The Plan identifies priority areas for each of the *Every Child Matters* five outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being) plus additional priorities for children with disabilities and children in care. It outlines what will need to be done within each of these priority areas in order to meet the needs of our children and young people more effectively.

This Plan has been developed by the RBWM Children's Trust, which brings together all those involved in providing children's services locally into a single organisational focus to design and deliver integrated services around the needs of children and young people. Under the Children Act 2004, partners in the Children's Trust have a statutory duty to co-operate to safeguard children and young people and to improve their well-being.

The Children and Young People Plan 2008-11 is the result of extensive consultation with children and young people, parents and carers, practitioners, and voluntary and statutory partners. It is based on a comprehensive analysis of local needs and a review of the previous Children and Young People Plan 2006-08. It also takes into account the policy developments laid out in the government's 10-year Children's Plan *Building Brighter Futures*. The priorities identified in this Children and Young People Plan are reflected in the Local Area Agreement (LAA) that sets out the Council's and the Local Strategic Partnership's development priorities for the Borough as a whole.

We know from Ofsted inspections, and from children and families themselves, that children and young people generally thrive in the Royal Borough and that we are providing many excellent services. The majority of the Royal Borough's 31,500 children and young people can look forward to a healthy, safe, high-achieving life experience. They are encouraged to take part in voluntary, community and leisure activities and are well prepared for adulthood.

Whilst acknowledging that success, this Plan focuses on ways in which we can improve our services further to achieve the best possible outcomes for *all* our children and young people. It focuses on major developments and shared strategic priorities that relate to the particular needs of vulnerable children, and to areas where outcomes for all children and young people are underperforming.

Joint planning is an essential part of the overall process of developing local services to meet needs more effectively. Through the RBWM Children's Trust,

all the organisations working with children and young in the Royal Borough are working together to ensure that every child is empowered to lead a healthy and safe lifestyle and make the most of their potential. Monitoring the performance of local services is a continuous process, and work is currently ongoing to analyse further the health needs of children and young people locally through the Joint Strategic Needs Assessment.

This Plan sets out the Key Priorities of the RBWM Children's Trust for the next three years and the key pieces of work that will need to be undertaken to realise those priorities. The accompanying annual Action Plan sets out in detail how we are going to accomplish these.



"I feel happy
and safe
holding
my
mummy's
hand"

Growing up in the Royal Borough

The Royal Borough of Windsor and Maidenhead lies 20 miles to the west of London in the heart of Berkshire's 'silicon valley'. A small, mainly rural, unitary authority, it covers around 79 square miles with a population of approximately 139,000, of which about 20% are under-16. This population is increasing and is projected to grow to 143,600 by 2015.

The Royal Borough is generally affluent, with a much higher proportion of people employed in professional and managerial/technical jobs than the national average. House prices are amongst the highest in the country. There are fewer single parent households than the England average, and the overall percentage of children entitled to free school meals is low.

However, these headline statistics mask pockets of deprivation within the Borough where children and young people may be at risk of poorer outcomes. There are significant groups of vulnerable children and young people with considerably greater levels of need. For example, entitlement to free school meals is over 20% in certain schools and approximately 2,400 children live in low-income households.

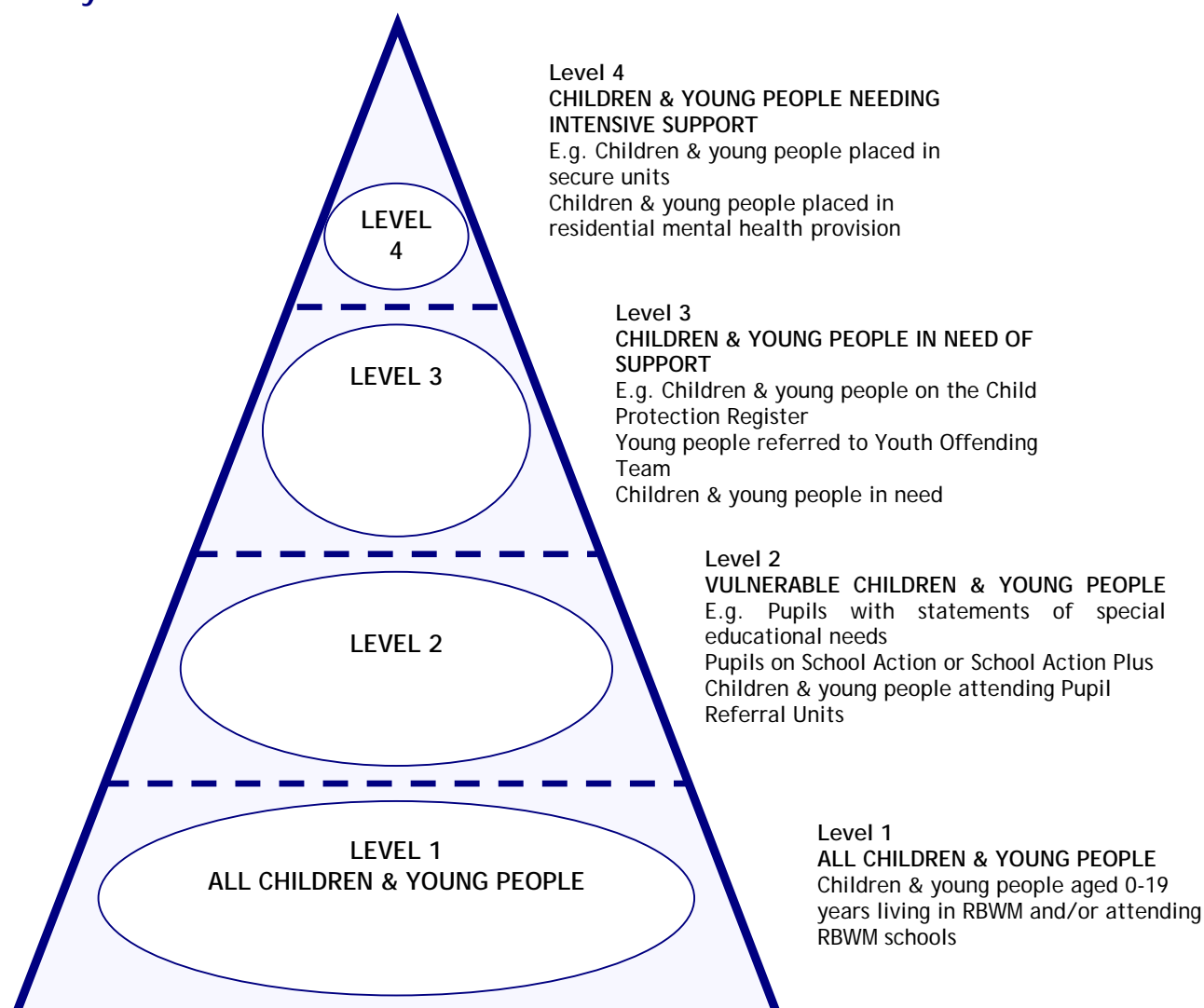
The Borough has an increasingly diverse population with around 7.5% from an ethnic minority. The two most significant non-white ethnic groups are Indian (2.4%) and Pakistani (1.7%). The proportion of children from ethnic minority backgrounds in RBWM schools, however, is considerably higher, with about

23% of children on roll from ethnic backgrounds other than 'White British'. This includes a growing number of children of Eastern European origin. The Borough also has a number of Traveller children and young people, including Travellers on permanent sites, Traveller families living in houses, and Traveller families moving through the area.

Differences between the local demographics and the school population are partly explained by the fact that RBWM maintained schools attract large numbers of applications from children and young people living in surrounding authorities: approximately 20% of pupils live outside the Borough's boundaries. Significant numbers of Royal Borough children attend schools in neighbouring authorities, and the relative affluence of many local families also means that there are considerable numbers of children and young people attending independent schools.

With two Army barracks in Windsor, parts of the town have a very transitory population. The average mobility rate in Borough schools is 11%, reaching 18% in the Windsor First Schools as a whole and 86% in one specific First School.

Pyramid of Need



The majority of the 31,500 0-19 year-olds living in the Royal Borough will be able to achieve good outcomes with the support of their families and the universal services provided for all children and young people such as schools, GPs, health visitors and Connexions (Level 1).

A smaller group of children and young people have additional support needs and require some targeted support, such as additional learning support or mentoring services (Level 2). Approximately 6,000 children and young people might fall into this category at any one time.

Some children require a specialist service to support them, due to a disability or special educational need, mental health issues, or adverse family circumstances (Level 3): around 800 children and young might be 'in need' at any one time. A very small group of children need intensive support (Level 4). This might include children and young people taken into the care of the council, or young offenders sentenced to custody.

Children and young people experience differing levels of vulnerability at different times in their lives, depending on their changing circumstances. The aim of the Children's Trust is to identify issues as early as possible so that appropriate services can be offered before needs escalate.



by Jamie

“Provide more
advice – for
both people
with problems
and the
mentors trying
to help them”

What have we done so far?

Review of Children & Young People's Plan 2006-08

In 2006, we made the following pledges for completion by 2008:

- ✓ *A Children's Trust model will be established and operational. The Children's Trust Partnership Board will measure success against a shared set of outcome measures. The Trust will be underpinned by a Joint Commissioning Strategy for children and young people, linked to a comprehensive needs analysis with an annual cycle of performance management and evaluation through the Children and Young People Plan for jointly delivered services.*

All these milestones have been met. RBWM Children's Trust arrangements were implemented in January 2008; key indicators have been identified in the development of the Children and Young People Plan 2008-11 and are reflected in the Local Area Agreement; a Joint Commissioning Strategy comes into effect from May 2008 and will underpin the delivery of the priorities contained in this Plan; a comprehensive needs assessment has been undertaken and specific work has been planned where gaps in data have been identified.

- ✓ *The Children's Services Authority will include a Lead Member and Director who is accountable for all services for children and young people and who works in partnership through the Children's Trust model with the Chief Executives of key statutory agencies and representatives from the voluntary sector.*

A Director of Children's Services and a Lead Member for Children's Services were appointed in 2006. Both play a lead role in the RBWM Children's Trust arrangements. All agencies named under the 'duty to co-operate' (Children Act 2004) are represented on the Children's Trust, and there is also representation from schools and colleges.

- ✓ *Children, young people and families will be represented on decision making forums and will have influenced the development and implementation of Children's Services locally. They will understand how to get their voice heard and have confidence that their views are taken into account.*

The Children's Trust arrangements include mechanisms for involving children, young people and parents/carers in decision-making. Evidence from the Participation Champions network indicates that there has been significant progress in building a culture of participation across all agencies working for and with children and young people in the Borough. There is a very strong commitment to Student Voice within schools and the results of the Tellus 2 survey indicate that pupils in the Royal Borough are exceptionally confident that their views are taken into account in the running of their schools.

- ✓ *A network of extended services will be established across the Royal Borough. This includes extended schools and six children's centres based in geographical areas of need. All schools will provide some extended services.*

A network of extended services has been established across the Borough with schools working in clusters to provide services for their communities. All schools are providing some extended services, with 37% providing the full core

offer in January 2008 (exceeding Government targets). 56% of schools are providing wraparound childcare, 78% are offering a varied menu of activities, 98% provide swift and easy referral to support services and 51% provide parenting support. Six Sure Start children's centres have been established for 0-5 year-olds and their families. The centres provide local and accessible Health Visitor clinics, Speech and Language drop-ins, employment advice and family support.

- ✓ *Universal and preventative services will be delivered through integrated Area Children's Teams based close to the communities they serve with an understanding of the needs of the local population and flexibility through Area Partnership Boards.*

Area Children & Young People's Teams have been established since September 2007, each headed by an Area Team Manager. The teams deliver front line services to schools and other providers, and to children and their families in order to improve outcomes for vulnerable children and young people. A number of new initiatives are already underway, including developing a model for individual multi-professional support and support for local providers. Further analysis of more localised data will be used as a tool to ensure support is targeted where the need is greatest.

- ✓ *The Local Safeguarding Children Board will be well established. Safeguarding and specialist services will align with Area Children's Teams and offer a seamless service.*

The Local Safeguarding Children Board (LSCB) was established in 2006 (as required by the Children Act 2004). An independent Chair has been appointed, there is a budget agreed by all partners, a Business Manager is in post and the LSCB and its sub-groups are working to agreed business plans. The LSCB is working with the five other Berkshire LSCBs to establish a Child Death Overview Panel, which is on course for operation in April 2008. Senior managers from Area Teams and Safeguarding and Specialist services work closely together. Children can be referred to Safeguarding and Specialist services through the Common Assessment Framework (CAF) so that children and their families experience a seamless service.

- ✓ *Integrated processes including the use of the common assessment framework, a lead professional for children and young people causing concern and the sharing of information across agencies will be in place.*

The Common Assessment Framework (CAF) went live across the Borough in October 2007. This followed an intensive training period for professionals across both universal and specialist services. A locally agreed process flow chart and practitioner toolkit have been developed to support professionals in undertaking common assessments, in appointing a lead professional to co-ordinate services for individual children and families, and in sharing information so that children and families do not fall through the net or have to tell their story many times over. There is a CAF Co-ordinator in place to support this process. A review of the early implementation work will take place in Spring 2008 with a view to identifying areas for further development.

- ✓ *A comprehensive Workforce Strategy and Workforce Development Plan will ensure that all professionals are gaining common skills and accessing an*

integrated training programme that promotes cultural change.

A Workforce Strategy and plan has been put in place for 2007-2009, with key areas for action being Leadership and Management, Recruitment and Retention and Integrated Working. The partners have identified 25 core training opportunities which have been opened up to multi-agency participation. An ongoing common induction event has been implemented which will be open to all new starters in children services in the Borough. This will help to develop an integrated approach to working from day one for people starting a career in RBWM Children's Trust services. A website has been developed that provides the public and employees with a one stop shop web area for information about working for children in the Borough. An integrated Leadership competency framework has been developed and is being introduced across the services to provide a standard for partners to work to.

- ✓ *Outcomes for all children and young people will continue to improve. The outcomes for vulnerable children and young people will be moving closer to the average for the Royal Borough.*

Outcomes for children and young people are good and have improved in many areas across the five outcomes as highlighted in the 'What we have found' section for each outcome in this Plan. There is evidence that targeted activities have begun to narrow the gap in outcomes for some vulnerable groups including the stability of placements for children in care, the attainment and progress of pupils with special educational needs and the low proportion of vulnerable young people who are not in employment, education or training. However, improving these outcomes further will continue to sit at the heart of evaluating the success of our Children and Young People Plan into the future.

How we developed this Plan

This Children and Young People Plan was developed in partnership with a wide range of professionals and organisations delivering services to children and families in the Royal Borough. The views of children and young people and their families have been central in determining the Key Priorities.

Engaging Children and Young People

In January and February 2007, we asked children and young people through a special PSHE lesson to tell us about the issues that are most important to them. Over 700 pupils participated in the PSHE lesson, of whom just over four hundred sent in their votes to be collated (the majority from Years 5 and 6). The results indicated that the top priorities for children and young people in the Borough are:

1. Staying Safe
2. Training for Life
3. Mental Health
4. Doing Well at School
5. Helping Early

To explore these issues further, a 'Speakeasy' was held in November 2007, attended by 52 pupils aged 12 to 18 years from 13 middle and secondary schools across the Borough. At the Speakeasy, young people discussed four key issues: Staying Safe, Healthy Minds, Bullying and Healthy Schools. Concerns about personal safety were high on the agenda. In answer to the question "If I could do one thing for young people in the Borough, I would..." a significant majority of attendees said they would "make it safer."



Another key theme emerging from the Speakeasy was emotional health and well-being, particularly the high levels of stress experienced by young people (with 25% of attendees saying they felt stressed 'a lot') and their lack of awareness of the support services available to them (53% could only think of the names of '1 or 2' services that offer support to young people, and 15% could name none at all). There was concern that stigmatisation around mental health issues means that young people are not speaking up about their needs. Peer support and counselling services providing direct support in schools were recognised as extremely valuable, though PSHE lessons were not considered so useful, with 35% of attendees describing PSHE lessons as 'boring and irrelevant'. However, the Speakeasy did confirm the Tellus2 survey result indicating that young people in the Borough believe pupils have a high level of influence in their schools and that they are listened to when decisions are made.

Younger children were encouraged to express their thoughts on these same issues through an Artwork Competition for 3- to 11- year-olds. Children were asked to draw or paint a picture of somewhere they felt safe, or somewhere they felt happy, or of a healthy school. Among the 340 entries, the main themes that emerged were the role of friends and family in making children feel healthy and safe, and the importance attached to outdoor activities by

this age group. Their primary source of concern around the theme 'Stay Safe' was safety on or around roads. The winning entries from the Artwork Competition appear in this Plan.

The Tellus2 survey, published in November 2007, also provided an opportunity for young people's views to be included in this Plan. The survey indicated that young people generally feel that the Royal Borough is a good place to live. A significant majority of the young people questioned feel that there is enough to do in the local area and that information about activities for young people is good. A high percentage is happy with the sports clubs, parks and green spaces available locally. Only 21% of respondents said that they need 'a lot more/better things to do' (compared to 29% of young people nationally). Young people in the Royal Borough have high aspirations, with 62% hoping to go on to University and only 11% intending to 'get a job at 16'.

Children in Care and Care Leavers are currently being consulted through a series of one-to-one interviews and group events on the services they receive and the quality of care we provide as their Corporate Parents. Key messages from this work will be incorporated into a Pledge for Children in Care and will be taken forward through this Plan.

Young people were directly consulted on a young people's version of the draft Key Priorities for this Plan via School Councils and the Youth Forum. Approximately 85 young people participated in this consultation. There was general support that these are the right Key Priorities. However, the importance of taking into account every young person's individual needs and circumstances was emphasised by many of the young people consulted. 'Fun' was also identified as a gap by several groups of young people, though this had come low down the priority list in the earlier PSHE consultation.

"I feel happy holding
my mummy's
hand and
crossing the
road so the cars
don't go over me"



Parents' Voices

Parents and carers were invited to participate in developing this Plan at all stages. Four drop-in sessions were held in autumn 2007 for parents of children with special needs to explore their general concerns. The Parents in Partnership Forum was then formally consulted during the development of the Key Priorities. The draft priorities went out to public consultation on the Borough's website, with press coverage and emails to parents via a range of

schools encouraging them to comment. Foster carers were specifically targeted through their newsletter. A key message coming from the parents who responded was that all children can be vulnerable at some time (not just those with obvious disadvantages) and that every child has individual needs and circumstances.

Children's Services

Consultation with children's services professionals about the Key Priorities for 2008-11 included discussions at the Children and Young People's Strategic Partnership (CYPSP), the Council's Consultative Forums, the Admissions Forum, the Schools' Forum, the Local Safeguarding Children Board, and Headteacher and Governor meetings.

Comments from these sessions were considered alongside information from the detailed assessment of the needs of children and young people carried out in 2006, and our comprehensive annual review of progress of the priorities in the CYPP 2006-2008. Ofsted's Annual Performance Assessment (APA) of Children's Services 2007 also provided a clear indication of the needs of our young people.

The draft Key Priorities were subject to public consultation on the Council website during November and December 2007. An open forum for partner agencies took place on 29th November 2007. All the comments received through the formal consultation and the Open Forum were collated and taken into account when finalising the Key Priorities. The draft version of this Plan was then subject to further consultation with all stakeholders during February and March 2007 before final ratification.



**"Engage and
interest us"**

Our Vision for Children and Young People

Royal Borough of Windsor and Maidenhead

Children and Young People's Strategic Partnership

Vision and Values Statement for Children's Services



Our vision:

Together all partners will provide a high quality integrated service with Children and families at the centre, empowering every child and young Person to lead a healthy and safe lifestyle and enabling them to make the Most of their potential.

Our work will be underpinned by six key **values**:

- We believe that all children have the right to high aspirations for their future position in our communities as adults
- We believe that all children have the right to have fun as they play and learn in safe environments
- We believe in striving for excellence and are open to new ways of improving outcomes for children and young people
- We value children's views
- We value the skills and knowledge contributed by professionals, practitioners, volunteers, parents and carers from all backgrounds
- We value communication based on equity, honesty and respect

Three **approaches** will be central to the way we work:

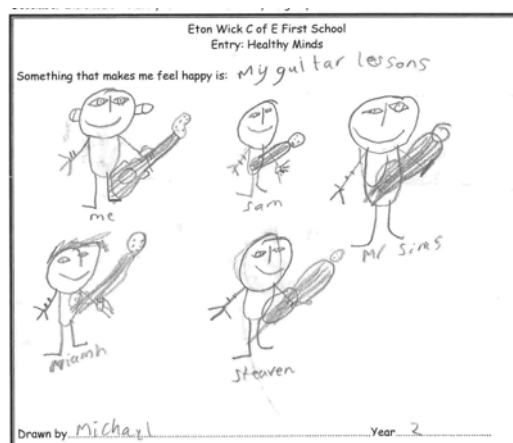
1. **child-centred**: we will put the needs of all children at the centre of our services, celebrating their diversity and listening to their voices and those of their families
2. **partnership**: we will work in co-ordinated and effective partnerships to provide joined-up services and maximise our impact
3. **prevention**: we will identify risks early and take preventative action, enabling children, young people and their families to receive help as soon as they need it

The Vision & Values Statement for Children's Services agreed in 2005 continues to be the guiding principle for all the work of the Children's Trust. The Children and Young People Plan 2008-11 reiterates our commitment to shifting the focus of children's services towards early intervention and prevention and identifies priority areas where more preventative work will be developed.

This Plan recognises that children and young people experience differing levels of vulnerability at different times in their lives, depending on changing circumstances. Whether or not an individual child will go on to experience negative outcomes in the long term is determined by a complex interplay of risk and protective factors. It is therefore essential that we build services that are responsive to the needs of individual children and families and that take a joined up approach to delivering support. All children, young people and families should be able to access the support they need to achieve good outcomes, regardless of race, disability, gender, or geography.

The Children's Trust has high ambitions for embedding children and young people's participation in decision-making in every aspect of our work. Levels of participation are already good: we want them to be excellent. We have set out to win the hearts and minds of all staff making decisions that affect children and young people, to support them to go that extra mile to ensure that children and young people have a real opportunity to influence decisions. A rolling programme of multi-agency staff training, and the ongoing Participation Champions Network, is equipping staff with the skills and motivation to involve children and young people in decision-making at all levels. This commitment has been formalised into a Participation Charter (written and designed by young people) that sets out the standards and ground rules for our participation work, against which young people will be able to hold us to account. Significant progress has been made in increasing participation within Children's Trust services, and we are determined to ensure that the voices of children and young people are heard and support decision-making in a systematic and sustainable way.

The Children's Trust also recognises the importance of the environment and sustainable development as a factor in the long-term well-being of our children and young people. It will not be possible to deliver on *Every Child Matters* without an understanding of how our actions today will affect the Borough and the planet that our children inherit tomorrow. At the heart of this Plan is the need to equip all children and young people with the skills they will need to make a success of the future and it is important for everyone involved in the Plan to work towards greater understanding of how more sustainable patterns of behaviour can be brought about.



Key Priorities 2008-11

Be Healthy

What we have found

Infants in the Royal Borough have a better chance of a good start in life than elsewhere. RBWM has considerably lower infant mortality rates than England as a whole, and 78.3% of mothers initiate breastfeeding their babies (compared to 68.9% England average). The childcare available for children provides a healthy environment and promotes healthy lifestyles. The number of childcare settings judged by Ofsted to be Outstanding or Good on the outcome 'Being Healthy' is higher than in comparative authorities.

There is active promotion of healthy lifestyles for children and young people in schools. 62% of schools have achieved National Healthy Schools Status (compared to 56% England average). However, there is more work to be done in persuading children and young people to adopt a healthy lifestyle. 69% of pupils surveyed in Years 6, 8 and 10 eat less than the recommended five portions of fruit and vegetables a day. RBWM has amongst the highest levels of car use for travel to school in the whole country, and less than 40% of schools (including independent schools) have developed School Travel Plans.

Although obesity rates in children in RBWM are slightly lower than in the rest of East Berkshire, they are still unacceptably high and pose a long-term risk to children's health. 13% of boys and 18% of girls in Reception year classes were classified as overweight in 2006/7, rising to 30% of boys and 23% of girls in Year 6.

The majority of young people do not smoke, drink alcohol or take drugs. 74% of pupils surveyed in Years 6, 8 and 10 have never smoked a cigarette and 43% have never drunk a whole alcoholic drink. 78% of Year 8 and 10 pupils surveyed have never taken drugs. Proportionally fewer young people are admitted to hospital with mental and behavioural disorders due to substance misuse in RBWM than in comparative authorities. However, 61 young people under 18 received treatment for drug use in 2006 and a quarter of pupils in Years 8 and 10 would like more advice on alcohol, smoking and drugs.

Teenage conceptions were about half the England average in 2005, a reduction of 17.5% since 1998. However, this is less than the target 40% reduction which was achieved elsewhere in East Berkshire. Local data indicates that the number of teenage pregnancies and under 18 conceptions rose in 2007.

Services for children requiring mental health treatment need improvement. 70% of young people who required specialist mental health services waited over 4 weeks to see a specialist in 2005 in RBWM (compared to 37% England average). Young people would like more access to services in school and in

the community that promote their emotional health and well being without stigmatising them.

What we will do

KEY PRIORITY BH1	Develop comprehensive mental health services to support children and young people's mental health and emotional well-being.
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Comprehensive mental health services need to be available for all children and young people, ranging from the promotion of emotional health and well-being to specialist interventions for more acute needs. The Children's Trust has established a 'Healthy Minds Partnership (CAMHS)' with multi-agency representation. The partnership aims to commission a fully integrated service meeting the needs of the local community and ensuring that practitioners working with children and young people at all levels understand their role and the contribution of all partners. In order to achieve this, we will:

- Implement a new integrated model of delivery across the partnership, supported by two primary mental health care workers within area teams.
- Develop an integrated and co-ordinated 'hub' for referrals.
- Develop an agreed pathway across the partnership, using the Common Assessment Framework (CAF) and other statutory assessments for decision-making purposes.
- In partnership across Berkshire East, commission an effective specialist child and adolescent mental health (CAMHS) service based upon a revised specification and best value principles.
- Monitor and evaluate the impact of the new integrated model.
- Improve access to the most appropriate intervention for individual children and young people and use stakeholder feedback for continuous improvement
- Develop awareness, understanding and the skills of the workforce in relation to emotional health and well-being through comprehensive professional development.
- Increase confidence in the ability of the services within the Royal Borough to understand and meet the needs of children, young people and their families.

Key Indicators
Effectiveness of child and adolescent mental health (CAMHS) services (NI 51) [LAA target]
Proportion of schools accredited by the National Healthy Schools Standard (NHSS): 97% of schools to achieve NHSS by December 2010 [LAA target]
Emotional health of children (NI 50)

“'Mental' makes it sound like someone is crazy. People may treat you differently – If you are mental you should be in an asylum or a cell”

KEY PRIORITY BH2	Develop integrated services to promote children and young people's physical health in order to improve sexual health and reduce levels of obesity and substance misuse.
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Integrated health services need to be provided for all children and young people to maintain optimum physical health. These services need to be local and accessible for all families living in the Borough. In order to achieve this, we will:

- Identify and develop locations and services (including Children's Centres, Extended Schools and Young People's Drop-In Clinics) which can provide a single point of access to enable parents/carers, children and young people to seek help, information and support for health issues.
- Work towards greater provision of early intervention and prevention services that enable parents/carers, children and young people to take steps to reduce risks to their health.
- Encourage children and young people to adopt healthy lifestyles and support schools to achieve and maintain National Healthy School status.
- Support schools to develop School Travel Plans and reduce the proportion of car journeys to school.
- Develop and implement the Berkshire East Primary Care Trust (PCT) Obesity Strategy.
- Develop and implement the Young People's Substance Misuse Plan in line with the National Drugs Strategy and Youth Alcohol Action Plan.
- Increase access to young people's sexual health drop-in services.
- Reduce health inequalities by focusing additional support on disadvantaged populations and disadvantaged areas.

The key indicators we will use to measure our success are:

Key Indicators
Obesity among primary school age children (NI 56) [<i>LAA target</i>]
Proportion of schools accredited by the National Healthy Schools Standard (NHSS): 97% of schools to achieve NHSS by December 2010 [<i>LAA target</i>]
Mode of travel to school (NI 198) [<i>LAA target</i>]
Under 18 conception rate (NI 112)
Prevalence of chlamydia in under 25 year olds (NI 113)
Substance misuse by young people (NI 115)

What we found

Young people's perceptions of their own safety is in line with the rest of England: three quarters of Year 6, 8 and 10 pupils surveyed say they feel 'very/quite safe' in their local area, 85% feel safe at school, and 95% feel safe at home. However, the Speakeasy event highlighted that concerns about personal safety are high on young people's agenda, and road safety is a concern for younger children especially. Work to address these concerns is being taken forward through the Community Safety Partnership Plan 2008-11.

The Local Safeguarding Children Board (LSCB) monitors the overall impact of child protection systems. There is evidence of impact on the reduction in serious injury and child deaths in road accidents. Ofsted inspections of schools and childcare settings indicate that good numbers of children are adopting safe behaviours in their personal lives. Although rates of bullying are similar to elsewhere in England, RBWM pupils have less confidence in how well their schools deal with bullying, with 36% responding that their school deals with bullying 'not very/not at all well' (compared to 30% England average).

The rates of child protection referrals and repeat referrals are low in comparison to those found nationally. Awareness of child protection issues amongst professionals is good, and referrals are made appropriately. All children subject to a child protection plan are reviewed on time and are allocated a qualified social worker. However, the development of earlier identification and prevention services would enable the provision of appropriate interventions at an earlier stage of need.

There are increasing numbers of children being looked after by the Council. Children from black and minority ethnic groups are currently over-represented in the child protection and children in care populations, although cohorts are small and skewed by large family groups. The stability of short-term placements for children in care is very good, and the percentage of children in care long term who remain in the same placement for two years is above the national average. Ofsted has judged the fostering service in the Royal Borough to be Outstanding: children requiring adoption are placed within appropriate timescales, and adoption numbers are excellent.

Nearly a third of children in care are placed in residential boarding schools or homes, a significantly higher percentage than nationally. This is largely attributable to the significant complex needs of the young people accommodated. As a consequence, a very low percentage of children aged 10 to 15 years are placed in foster care or for adoption.

What we will do

KEY PRIORITY SS1	Develop early intervention services for families, schools and community settings in order to improve outcomes for vulnerable children and young people.
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Keeping children and young people safe from harm is a key responsibility for all partners in the Children's Trust and requires close working with Adult Services. Locally, as well as nationally, family structures are changing, communities are more diverse, and some of the traditional support networks are less available for many families. In order to identify vulnerable children and young people earlier and provide them with appropriate support, we will:

- Further develop use of the Common Assessment Framework and improve information sharing through Contact Point in order to provide support to children and families at the earliest opportunity.
- Complete implementation of Children's Centres, Extended Schools and Capital Projects programmes and ensure that the services offered are responsive to local needs.
- Improve identification of children who are privately fostered and of young carers, and implement the Young Carers' Strategy.
- Work with schools and the youth service to educate children and young people about domestic abuse and develop support services for children and young people witnessing domestic abuse.
- Support schools to prevent and tackle bullying and review safeguarding practice for children placed in out-of-borough residential schools.
- Further develop ability to understand trends in demands for child protection services and evaluate thresholds of need and risk applied with respect to children experiencing neglect and children with a disability.

The key indicators we will use to measure our success are:

Key Indicators
Children who have experienced bullying (NI 69)
Number of Extended Schools (NI 88)
Number of Sure Start Children's Centres (NI 109)
Hospital admissions caused by unintentional and deliberate injuries to children (NI 70)
Initial assessments for children's social care carried out within 7 working days (NI 59)
Children becoming subject of a Child Protection Plan for a second or subsequent time (NI 65)
Percentage of referrals to children's social care going to assessment (NI 68)
Children who have run away from home / care overnight (NI 71)

**"Provide support to help young people get
out of trouble early on"**

KEY PRIORITY SS2	Develop care and education provision so that more children and young people with additional needs are educated and supported closer to home.
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In order to develop local capacity to meet the learning and care needs of our most vulnerable children and young people, we will:

- Work with all partners, including parents/carers and children and young people, to rebuild Holyport Manor School and develop outreach provision from the new special school.
- Include accessibility improvements wherever possible when alterations are being made to school buildings.
- Establish an effective panel and procedures to support schools in making provision for individual pupils with exceptional needs.
- Analyse outcomes from the Provision Management Audit and from P Scale attainment data to support inclusion of children with special educational needs in mainstream schools
- Develop fostering and respite care facilities to reduce numbers in residential care and implement the Social Care Placements Strategy.

The key indicators we will use to measure our success are:

Key Indicators
Services for disabled children (NI 54) [<i>LAA Target</i>]
Emotional and behavioural health of children in care (NI 58) [<i>LAA Target</i>]
Stability of children in care adopted following decision that the child should be placed for adoption NI 61)
Stability of placements for children in care (NI62 & 63)
Percentage of children in care aged 10 to 15 in foster placements or placed for adoption

“I feel happy with my friends”

What we found

The educational attainment of children and young people at all key stages in Royal Borough schools is well above the national average: most children achieve highly. However, a small minority of children fail to achieve their potential.

The proportion of young people achieving five or more GCSE grades A*-C (including English and Mathematics) is consistently well above the national average. However, there is a persistent cohort of young people who are leaving school with no qualifications: the overall percentage of young people that achieve at least one GCSE grade A*-G is lower than found in similar authorities.

The overall effectiveness of the majority of schools is good or better. Children in nursery and Foundation Stage classes in RBWM schools receive very good teaching with a higher than national proportion of Foundation Stages being judged good or outstanding. However, secondary and middle schools are judged less favourably, with a significantly smaller proportion of those inspected being judged 'Good' or 'Outstanding' than in similar authorities and nationally.

The majority of children and young people enjoy school. However, a significant minority of Year 6, 8 and 10 students surveyed said that smaller classes would help them do better. Access for Royal Borough children to their preferred school is very good.

The attainment and progress of pupils with special educational needs is generally high in all Key Stages when compared to similar pupils nationally. Outcomes for Black and minority ethnic children and young people are in line with other groups, with the exception of those of Pakistani origin who achieve less well. Boys are underachieving in writing skills compared to girls.

A significant number of children and young people with specific and complex needs are educated outside the Borough. The council has a successful bid in place to fund the rebuilding of Holyport Manor Special School to enable a higher proportion of children and young people with special educational needs to be educated closer to home.

Young people feel that there is a lot to do in the local area. Significantly fewer young people than the national average say that more sports clubs, children's activities or parks are needed to make the Royal Borough a better place to live.

What we will do

KEY PRIORITY EA1	Narrow the attainment gap so that vulnerable and potentially underachieving children achieve the highest possible standards.
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To raise the attainment of underachieving children whilst maintaining the highest possible standards for all the Borough's pupils, we will:

- Work through Extended Schools to provide support for vulnerable children at the earliest opportunity.
- Develop the Primary Strategy for Change to support a sustainable, fit-for-purpose environment in primary schools that promotes opportunities for integrated family-centred services.
- Pilot ways of using pupil level data to develop action planning for the lowest attainers (including those with special educational needs).
- Raise the attainment of pupils of Pakistani origin by identifying those pupils most at risk of underachievement, establishing a Saturday School, and using community mentors to support learning.
- Target boys' literacy skills at Key Stages 2 and 3 through extra training for teachers, the implementation of visual literacy strategies in schools, and Digismart ICT clubs.
- Increase the proportion of pupils achieving at least one qualification at the end of Key Stage 4 by ensuring that all partners work together to identify pupils potentially in this cohort and provide them with targeted support and guidance, by helping parents to understand how they can support their children's learning at all ages, and by developing models of personalised learning to engage disaffected learners.
- Raise the attainment of children with special educational needs (SEN) by building capacity for personalised learning in all schools and supporting schools to manage provision for pupils with additional needs and to use P Scale data to develop personalised action plans for pupils.

The key indicators we will use to measure our success are:

Key Indicators
Percentage of pupils of Pakistani origin attaining 5+ A*-C at GCSE: increase to 48% by 2010 [<i>LAA target</i>]
Percentage of pupils of Pakistani origin achieving Level 5 at the end of Key Stage 3 in all three subjects of English, Maths and Science: increase to 57% by 2010 [<i>LAA target</i>]
Proportion of pupils achieving at least one qualification at the end of Key Stage 4: increase to 99.5% by 2010 [<i>LAA target</i>]
Boys' performance in writing: increase the percentage of boys attaining Level 4+ in writing at Key Stage 2 to 65% by 2010 [<i>LAA target</i>]
Boys' performance in English: increase the percentage of boys attaining Level 6 in English at Key Stage 3 to 38% by 2010 [<i>LAA target</i>]
Gap between SEN and non-SEN groups' achievement at both Key Stage 2 and at GCSE (NI 104 & 105)
Attainment of children in care at Key Stages 2 and 4 (NI 99, 100, 101)

“Acknowledge when we are stressed”

“Sometimes our emotional health needs to be prioritised over other things!”

KEY PRIORITY EA2	Improve life chances for all children and young people by raising the proportion of middle and secondary schools judged by OFSTED inspectors to be good/outstanding.
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Working in partnership with all middle and secondary schools, we will:

- Support middle and secondary schools to achieve Healthy Schools status and to implement the SEAL (Social and Emotional Aspects of Learning) curriculum.
- Support schools in their work to revise the secondary curriculum to improve provision for personalised learning.
- Support Behaviour and Attendance through effective self-evaluation models.
- Provide dedicated support for middle school leadership teams to ensure effective systems for self-evaluation and pupil tracking.
- Develop a programme of continuing professional development for middle school teachers.
- Work with libraries, museums and arts centres to provide access to a wide range of resources and creative learning methods.
- Facilitate those schools judged as ‘Good’ and ‘Outstanding’ by Ofsted to share their expertise with other schools.
- Recruit and deploy Advanced Skills Governors to strengthen school leadership.
- Maintain secondary school buildings so that the curriculum can continue to be delivered in appropriate spaces prior to the arrival of Building Schools for the Future monies, with the ambition that all schools should become environmentally sustainable in the long term.

The key indicators we will use to measure our success are:

Key Indicators
Percentage of pupils attaining 5+ A*-C at GCSE (NI 75 & NI 78): increase to 62% by 2010 [<i>LAA target</i>]
Secondary schools judged as having good or outstanding standards of behaviour (NI 86)
Secondary school persistent absence rate (NI 87)
Ofsted judgements of middle and secondary schools

Make a Positive Contribution

What we found

Student voice is very strong in RBWM schools and pupils have confidence that their views are listened to. 58% of Year 8 and 10 pupils surveyed responded that their views were listened to a 'great deal/fair amount' in the running of their school, compared to only 52% England average. Young people are less confident that their views are listened to in decisions about the local area (though this is in line with the national average). All children in care are supported to have their views heard during statutory reviews.

Highly valued targeted parenting support is available for those most in need, and attendance at parenting courses is increasing each year. However, recent data indicates that 65% of local parents would like more information on how to deal with their teenagers, and there is work to be done to ensure that all parents have access to timely, relevant and non-stigmatising parenting advice.

The proportion of schools and childcare settings judged by Ofsted to be 'Good' or 'Outstanding' for Making a Positive Contribution is well above the national average. Attendance rates in RBWM schools are better than the national average and behaviour is judged as good or better in over 90% of schools. School exclusion rates have been low for several years but showed a sharp increase in 2006/7.

There were no Anti-Social Behaviour Orders (ASBOs) served on young people under 18 in RBWM in 2007, but there were 27 Acceptable Behaviour Contracts (ABCs). The most common reason that young people are reported to the Anti-Social Behaviour team is for 'hanging around'.

The number of young people reached by the Youth Service well exceeds the national target. Youth activity programmes are concentrated in trouble spots at times when they will be most effective.

Rates of youth offending are stabilising. The number of young people going to custody is very low and there is positive rehabilitation into the community for those leaving custody.

**"We want to see more support for young people who
are in trouble"**

What we will do

KEY PRIORITY MPC1	Support parents, carers and the community to nurture children and young people's social and emotional development and promote positive relationships.
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Evidence shows that parents have a significant impact on outcomes for children and young people right across the *Every Child Matters* five outcomes. A positive parenting style can act as a protective factor against multiple disadvantages. Although there are many examples of excellent support being provided to parents within the Borough, agencies need to work together in a more cohesive manner to provide a structured continuum of support from early intervention and preventative services (that all parents may require at some time) through to the use of enforcement measures where things have gone wrong. In order to achieve this, we will:

- Develop and implement a three-year Parenting Strategy to include all agencies delivering parenting support services within the Royal Borough.
- Establish a 'parenting care pathway' so that parents can move with ease through levels of support appropriate to their needs.
- Ensure that all parenting support is based on evidence and demonstrates clear outcomes for both parents and children.
- Remove barriers for 'hard to reach' parents (including fathers) in accessing parenting support services.
- Ensure that staff are appropriately trained and responsive to parents' needs thereby promoting early interventions to reduce the need for crisis interventions.
- Provide parenting support through mainstream universal services in order to de-stigmatise services.

The key indicators we will use to measure our success are:

Key Indicators
Emotional health of children (NI 50)
Secondary school persistent absence rate (NI 87)

"I feel happy when I have a nice day and don't get shouted at"

KEY PRIORITY MPC2	Reduce disaffection amongst vulnerable young people through targeted youth support.
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The teenage years are a time of transition. Most young people in the Borough deal successfully with the challenges of these years. However, some need additional support to prevent difficulties turning into lasting problems. To ensure that vulnerable young people get the support they need to continue on the path to success, we will:

- Identify young people at risk of not achieving the five outcomes and provide tailor-made packages of early support co-ordinated by a lead professional and shaped by the views and experiences of young people themselves.
- Provide tailored positive activities within disadvantaged local areas to target specific vulnerable young people.
- Provide information, advice and guidance to vulnerable young people in ways that are accessible and appropriate and enable them to access development opportunities and positive activities.
- Provide community-based drugs and alcohol education within targeted localities.
- Develop further integrated working between community services (such as Community Wardens and the police) and Children's Services.

The key indicators we will use to measure our success are:

Key Indicators
Percentage of 16 to 18 year olds not in education, employment or training (NI 117): reduce to 3.3% by November 2010 [<i>LAA target</i>]
First time entrants to the Youth Justice System aged 10-17 (NI 111)
Substance misuse by young people (NI 115)
Young people's participation in positive activities (NI 110)

“Consider and treat the
underlying causes of
anti-social
behaviour”

Achieve Economic Well Being

“Increase awareness of where
to find support”

What we found

Young people in the Royal Borough have high aspirations for their future. 62% of pupils surveyed in RBWM schools plan to go to university when they leave school, significantly higher than the 50% national average.

The Royal Borough has very high rates of young people staying in education and/or training post-16, well above the national average and higher than similar authorities. The proportion of young people not in employment, education or training is low, in particular for groups of vulnerable young people including teenage mothers. The numbers of young people with learning difficulties and disabilities in employment, education or training is significantly above the national target.

The range of educational and vocational options for 14-19 year-olds has been extended, but further work needs to be done to ensure that all young people are able to benefit from suitable education and training options. Too many young people are leaving courses early in Years 8 to 11 and Years 12 and 13 (both at school and Further Education colleges). There is also a need to ensure that curriculum planning for this age group is clearly based on local skills needs and demand from young people.

There is accessible, impartial information available to help young people make good choices at age 14 and 16. However, 19% of pupils surveyed in Years 8 and 10 said they wanted ‘a lot more or better information and advice’.

There is a wide range of adult, community and family learning on offer within the Borough with targeted provision in particular areas of need.

What we will do

EWB1	Develop and enable access to the full range of learning opportunities (including educational and vocational) for 14- to 19-year-olds so that all young people are able to benefit from employment, education and training.
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RBWM is a high performing area but has a small proportion of young people who do not achieve their full potential in learning or who leave school with no qualifications. In order to address this we will:

- Create a 14-19 Strategy to consolidate partnership working between all learning providers.
- Utilise Labour Market Information to support the development of learning opportunities tailored to the needs of employers and of young people.
- Develop specialised Diplomas (in Health, Society and Development, Landbased and Environment, and Engineering) and ensure that impartial information, advice and guidance is available for young people and their parents around the new diplomas.
- Review the range of lifeskills support available to young people within schools to ensure provision is tailored to meet different needs and that it reaches the right young people at the right time.

The key indicators we will use to measure our success are:

Key Indicators
Percentage of 16 to 18 year olds not in education, employment or training (NI 117): reduce to 3.3% by November 2010 [<i>LAA target</i>]
Range of vocational options for 14-19 year olds: increase provision through introduction of specialised diplomas [<i>LAA target</i>]
Care leavers in employment, education or training (NI 148)
Achievement of Level 2 and Level 3 qualifications by age 19 (NIs 79, 80, 81, 82)

“What is the point
of asking us
what we want
if you ignore
what we say!”

Children in Care

“Running rocket experiments makes
me feel happy”

What we found

There are increasing numbers of children being looked after by the Council. On 31st December 2007, there were 80 children and young people in care. The majority of children who remain in care are there because they have suffered abuse or neglect.

Outcomes for individual children in care are reviewed regularly and children contribute to their care planning. There is good partnership working to ensure that children in care have access to high quality health care. Children in care receive an annual health assessment and regular dental check-ups.

All children in care have Personal Education Plans, which support good performance in relation to school attendance. The educational attainment of children in care is generally in line with expectations. However, overall outcomes for children in care are significantly lower than the Borough average.

What we will do

CIC1	Reduce the gap in quality of outcomes for children in care through the implementation of government requirements regarding best practice.
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Children in care are one of the most vulnerable groups in society. The White Paper *Care Matters: Time for a Change* set out the government's proposals for improving the lives of children in care. It acknowledged that although outcomes for these children had improved, they had not kept pace with other children. The Government identified the importance of strong Corporate Parenting in securing for children in care no less than we would expect for our own children. The Royal Borough has welcomed the *Care Matters* proposals and is committed to implementing local change to improve outcomes for our children in care.

Care Matters outlines 177 national and local recommendations. RBWM Children's Trust will set up an Implementation Group to coordinate the actions required from all partners to make this transformational change. The Implementation Group will work closely with the Corporate Parenting Forum to drive progress in the following areas:

- Corporate parenting
- Family and parenting support
- Care placements
- Delivering a first class education

- Promoting health and well being
- Transition to adulthood
- Role of the practitioner

The key indicators we will use to measure our success are:

Key Indicators
Emotional and behavioural health of children in care (NI 58) [<i>LAA target</i>]
Stability of placements for children in care (NI62 & 63)
Attainment of children in care at Key Stages 2 and 4 (NI 99, 100, 101)
Children in care missing 25 or more days schooling a year
Care leavers in employment, education or training (NI 148)
Care leavers in suitable accommodation (NI 147)

“I feel happy in the park near the willow tree”

“Swinging on the swing makes
me feel happy”



Children with Learning Difficulties and/or Disabilities

What we found

In January 07, 667 children and young people living in the Royal Borough had statements of special educational needs and there were a total of 698 statemented pupils at RBWM schools. 2771 children and young people were on School Action or School Action Plus.

The attendance of secondary school pupils with an identified special educational need is below that of other pupils in the Borough. However, attainment and progress of pupils with special educational needs is generally high at all Key Stages when compared to similar pupils nationally.

The numbers of young people with learning difficulties and disabilities who go on to employment, education or training is significantly above the national target. However, children and young people with learning difficulties and disabilities often face difficulties in independent travel to school and other locations.

There has been good progress in the development of Speech, Language and Communication services locally for pre-school children. However, provision of paediatric therapy services (occupational therapy, physiotherapy, and speech and language therapy) is currently insufficient to meet needs. There are long waiting times for paediatric occupational and physiotherapy services, inhibiting children's development and their ability to function independently.

Disabled children are supported to communicate their views about their own care planning via a range of communication tools, including written, signs, symbols, photographs and objects. The Parent Partnership service for parents of children with special needs is effective: parents are supported to influence decisions about local services and 96% of parents said that the service had met their needs for information and advice.

However, there is a need to integrate services for children with the most complex needs so that families receive a seamless service with fewer assessments, multi-agency care plans and an identified key worker co-ordinating their care.

**"My friends when I am sad always cheer
me up"**

What we will do

LDD1	Develop an integrated multi-agency service for children with complex needs that puts children and families' needs at the centre.
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Services for children with complex needs must be built around the child and his/her family in response to assessed need. Service provision must be child-centred and delivered in a co-ordinated multi-agency manner and must be delivered as close to the child's home as possible and within local communities. In order to achieve this we will:

- Work towards the provision of multi agency co-ordinated services from the point of referral through identification and assessment to delivery.
- Identify a key worker for every child in order to co-ordinate the care plan for children accessing more than one service.
- Develop the local special school provision to enable children and young people to receive education close to their homes and communities.
- Ensure that children and young people are supported during periods of transition.
- Provide a range of flexible family support options that promote inclusion: including day care, overnight short breaks and access to mainstream services in the community and providing the option of Direct Payment arrangements.
- Ensure that disabled children are safeguarded and protected from harm.
- Ensure access to appropriate opportunities and choices to include preparation for employment and access to youth and leisure facilities.
- Provide support for siblings of disabled children.
- Explore a new model of service provision for paediatric occupational therapy and physiotherapy to reduce waiting times.
- Review the Home-to-School Transport Policy for pupils and students with special educational needs

The key indicator we will use to measure our success is:

Key Indicators
Services for disabled children (NI 54) [<i>LAA Target</i>]

Working in Partnership

The Key Priorities cannot be delivered by any agency working alone. Organisations delivering services for children and young people in the Royal Borough have been working together through the Children and Young People's Strategic Partnership (CYPSP) since 2003. In January 2008, this became the **RBWM Children's Trust**.

The purpose of the Children's Trust is to ensure integrated front line delivery, integrated processes, integrated strategy and inter-agency governance across all agencies delivering services for children, in order to improve outcomes for children and young people. The Children's Trust includes the Council, the Primary Care Trust, the Police, the Fire Service, Connexions, schools and colleges, and voluntary and community organisations.

The Children's Trust **Executive Board** is responsible for developing and monitoring the Children and Young People Plan. The Board identifies priorities for children and young people locally and any gaps in service provision, and is chaired by the Lead Member for Children's Services. RBWM Children's Trust also has a **Commissioning Group** composed of key budget holders within the Council and partner agencies, which ensures that available resources are directed towards the priority needs of children and young people.

There are five **Outcome Groups** aligned to the Children's Trust (one for each of the five *Every Child Matters* outcomes) plus groups relating to Children in Care and Disabled Children. The outcome groups draw together all the issues locally around that particular outcome and are responsible for collating information for key pieces of work such as the Children and Young People Plan and the Ofsted Annual Performance Assessment. The lead officers of the outcome groups regularly report on progress to the Executive Board.

RBWM Children's Trust values highly the voice of children, young people and their families and has links to **Sounding Boards** to ensure they are engaged in the strategic development of the children's services locally. The Making a Positive Contribution Outcome group uses its links with the Youth Forum, for example, to access the views of children and young people. In addition, a network of Participation Champions disseminates best practice and influences the development of participation within individual services and partner organisations.

The Trust also has important links to the **Local Safeguarding Children Board (LSCB)** and to Council **Consultative Forums** such as the Children and Young People's Consultative Forum.

Resources

The first task of the Children's Trust Commissioning Group will be to look at current spending across the Children's Trust partners and to develop

proposals for the joint commissioning of services and pooling budgets so that resources can be deployed more efficiently to meet the Key Priorities. A Joint Commissioning Strategy has been developed that identifies priority areas where joint commissioning arrangements could provide services more effectively to meet the needs identified in this Plan.

Where joint commissioning arrangements are not identified, it is the responsibility of all partner agencies to fund activities from their separate budgets. The Action Plan indicates where additional resources will be needed from grants or from redirection of resources. The Capital Projects Programme will be deployed to support the implementation of the Key Priorities.

To place children, young people and their families at the heart of service delivery, we need to continue to develop an integrated children's services workforce. Locally, the Children's Workforce Strategy 2007-09 has started to deliver on the following initiatives:

- A children services leadership competency framework underpinning the behaviours required for good leadership at all levels of the Children's Trust
- A common induction event that provides new starters a chance to understand how they fit in the wider children's services setting and an opportunity to meet peers from across the workforce
- The development of training opportunities across East Berkshire to deliver a core skill set to multi-agency participants
- The launch of a new website promoting careers working for children across the Borough
- The implementation of the Common Assessment Framework for putting the child at the centre of multi-agency support
- The development of generic children's services roles that draw together skills and competencies from across the Children's Trust

The launch of the national Children's Workforce Action Plan in 2008 will be an opportunity for us to assess the progress we have made locally and to re-prioritise the actions needed to accelerate the development of an integrated workforce to deliver the priorities laid out in this Plan.

How will we know if we have succeeded?

Monitoring the Children and Young People Plan 2008-11

The success of this Plan will be measured by whether outcomes for children and young people improve. Changes in the Key Indicators will act as a guide to whether the Plan is making a difference to children and young people in the priority areas. Through the Local Area Agreement (LAA), precise improvement targets will be agreed for each of the next three years, setting out in an open and measurable contract our ambition for real change in the lives of children, young people and their families.

Underpinning the Children and Young People Plan 2008-11 will be an annual Action Plan that sets out in detail the activities to be completed each year and the concrete, measurable results that will be achieved. The Action Plan will detail how the Children and Young People Plan links to the operational plans of individual teams and services. The Action Plan will be reviewed regularly by the Children's Trust Executive Board to make sure that we are on track to delivering the vision and that outcomes for children and young people are improving as a result. RBWM Children's Trust will publish a detailed Review of the Children and Young People Plan every year.

A wide range of other indicators will also be monitored to ensure that local services continue to improve and to deliver excellence. This will include setting annual ambition targets for the children and young people indicators in the National Indicator Set used by government to determine the Council's overall performance. RBWM Children's Trust will use benchmarking to challenge our performance, comparing and evaluating outcomes for children and young people in the Royal Borough with those in similar local authority areas.

Most of all, listening to children, young people and their families, and actively engaging their views on our services, will help to increase the understanding of all the Children's Trust partners as to what we are doing well, whether we are moving in the right direction, and where we can do better.

List of Abbreviations

APA	Annual Performance Assessment
ABC	Acceptable Behaviour Contracts
ASBOs	Anti-Social Behaviour Orders
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CYPSP	Children and Young People's Strategic Partnership
LAA	Local Area Agreement
LSCB	Local Safeguarding Children's Board
NHSS	National Healthy Schools Standard
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
PCT	Primary Care Trust
PSHE	Personal, Social and Health Education
RBWM	Royal Borough of Windsor and Maidenhead



"I feel
safe in my
mummy's
bed"