North Lincolnshire Children’s Strategy 2020
‘Children and Young People’s Challenge’

Safe Children Supported Families
Transformed Lives
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1 Welcome

Introduction

In North Lincolnshire, children and young peoples’ views are truly valued. A commitment to ‘Young Voice’ is seen at all levels, and children and young people are involved in decisions that affect them as individuals or as groups who use services.

We are provided with many opportunities to influence at a strategic level through the North Lincolnshire Youth Council (NLYC) or by being asked what it is like for us, living in North Lincolnshire through the regular Lifestyle Surveys.

The NLYC and wider young voice activities are a great opportunity for us, as young people to have a voice and make a difference in the local area.

In our young voice leadership roles, we are proud of the work the NLYC and other young people have done over the past few years. We’ve been working hard on our established campaigns as well as some new young people led projects during 2015-16.

The 2015-16 Children and Young People Plan (Refresh), identified priority areas which demonstrated a clear response to what young people have identified as being important to them and that the partnership are listening to the voice of children and young people. Through this collaborative approach with young people, partners have responded well to making a difference against the priority actions, the impact is summarised later in this document.

This Children’s Strategy 2020 presents the challenge from children and young people to partners, to invest in make a difference for all children living in North Lincolnshire. The NLYC has become more and more representative of young people in the area, and such we want to champion equity for all children and ensure that the voices of the most disadvantaged are heard. This strategy identifies challenges based on outcomes for children and young people (performance measures), on their lived experience (surveys and feedback) and where there are inequalities.

Our challenge to the Council, CCG, Police, Education providers, Health providers, Fire and Rescue and all of the other agencies that contribute to children being safe, enjoying good health and wellbeing and achieving their potential is to ensure that through your commissioning and delivery plans that you continue to listen to the voice of young people and that you share in committing to the challenges identified in this strategy.

Kian Borg-Jackson
Young Mayor

William McCullion
Member of Youth Parliament

Chloe Musgrave
Chair of NLYC
The Children's Strategy is set within the context of the Health and Wellbeing Strategy with a particular focus on the partnership action required to improve outcomes and reduce inequalities for children and young people living in North Lincolnshire, it also incorporates the priorities in the Local Safeguarding Children's Board Business Plan which reflects all partners working together to safeguard children and promote their welfare.

The strategy is informed by what we know about outcomes for children and young people and our service offer progress made so far, what children and young people have told us, through their lived experience and the outcomes we know about for children and young people populations, as collated within our Joint Strategic Assessment.

North Lincolnshire Council and partners are committed to work together to safeguard, promote and improve the health and wellbeing of children and young people. Good health and wellbeing for children and young people means good:

- Physical and mental health and emotional wellbeing
- Protection from harm and neglect
- Education, training and recreation
- Opportunities for contributing and being involved
- Economic wellbeing

As a partnership, by understanding what outcomes are being achieved for children and young people, what children and young people have told us and what our needs assessment tells us, we can work together to ensure we have:

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The Children and Young People's Partnership provides the opportunity for children and young people's voice to be at the heart of the work we do together and this strategy sets out the challenge from young people to partners about what we need to do individually and collectively to achieve better outcomes for children living in North Lincolnshire. The strategy articulates the challenges set for next four years and how we are going to get there. This Children's Strategy builds on the work we have done so far and our commitment to working in an integrated way.

**What we know about outcomes for children and young people**

Partners have worked together effectively for many years to improve outcomes for children and young people, delivering the priorities identified through the Children and Young People Plans. A review of the 2015-16 CYPP Refresh is available within the Appendices, but some headline outcomes include:

- Children in North Lincolnshire are more likely to remain living within their own families and communities than the national average
- Every school and college in North Lincolnshire has been judged by Ofsted to have effective safeguarding arrangements
- Regulated services for children's social care have been judged by Ofsted as good or better
- Teenage conception is at an all-time low.
- Vaccination rates for children aged five and younger are above national comparisons
- The rate of youth offending in North Lincolnshire is lower than the national and Humberside averages — consequently, there are below average proportions of young people within the youth justice system
2 Context and Drivers cont.

- The very large majority of Early Years settings have been judged good or outstanding by Ofsted.
- Most two year olds and almost all three year olds that are eligible for free-child care take up their places – the large majority of these children being from our more economically disadvantaged areas.
- The proportion of children aged 5 achieving a good level of development is in the top quartile nationally. The achievement of young children with English as an additional language has improved considerably and the gap to their peers narrowed to 10ppt.
- Most children and young people attend a school that has been judged good or outstanding by Ofsted – this is better than the England average.
- In 2015, the proportion of 16 year olds achieving 5A*-C including English and mathematics is well above national level: over the three years to 2015, North Lincolnshire was the most improved local authority for attainment in mathematics and English GCSE at grades A-C.
- The attainment gap between children eligible for free school meals and their peers has narrowed at every stage of education.
- Care leavers are supported to remain ‘staying put’ in their foster placements post 18 and the numbers doing so are increasing.

Understanding Our Population

There are approximately 35,000 children and young people in North Lincolnshire. The diagram right provides an extract of the different sizes of the children’s population by age and need.

The majority of children and young people in North Lincolnshire will grow up meeting their developmental milestones along the way. Some children, for whatever reason, are unable to meet the same milestones as their peers which can lead to inequalities in outcomes. In order to prevent poorer outcomes for these children, services work together to identify need early and by working with the child and their family identify what additional support can be put in place. The Helping Children and Families (Threshold Document) 2016, provides the framework for identifying and assessing additional need.
2 Context and Drivers cont.

**Strategic Needs Assessment**

Our strategic needs assessment informs us about which outcomes inequalities exist for certain vulnerable groups. Knowing our population has enabled us to focus our partnership action on a range of key challenges. This is further supported by additional needs analysis and feedback from children and families. Targeting specific cohorts and localities as identified through our needs assessment will enable more children and young people to reach their potential and contribute to reduced inequalities. This information has been used alongside what children and young people have told us to inform our challenges.

**What does the data tells us?**

Understanding our populations and the needs of children and young people underpins our strategies and plans. This is achieved by collating and analysing hard and soft intelligence from a range a data sources, including the long standing surveys undertaken with children and young people. The North Lincolnshire Joint Strategic Assessment (NLJSA) incorporates comprehensive summaries across all life stages and also includes information about the economic factors, housing, leisure and transport to provide additional contextual information to give all agencies and stakeholders a single version of the truth. The NLJSA includes specific chapters about the overall populations of children and young people within the Best Start and Developing Well chapters. There is also a chapter which summarises what it is like for vulnerable children and young people living in North Lincolnshire which identifies areas that require further focus. The children and young people chapters can be found online at nldo.northlincs.gov.uk/IAS_Live/sa/

<table>
<thead>
<tr>
<th>BEST START - KEY POINTS FROM THE JSA CHAPTER</th>
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<tbody>
<tr>
<td>The birth rate has levelled off in recent years and is in line with national trends. Birth rates are highest in areas of higher deprivation and amongst black and minority ethnic (BME) communities including South Asian and Eastern European migrants.</td>
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<tr>
<td>Maintaining the recent increase in breastfeeding rates amongst local women and improving continuation of breastfeeding as local rates remain considerably lower than the regional or national average</td>
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<td>Sharing information across those working with families in the early years to ensure that those in need of early help and support are identified early by all professionals working with families and young children</td>
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<td>Maintaining our high levels of registration with Children’s Centres, especially in our most disadvantaged areas</td>
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<tr>
<td>Addressing the coexistence of parental mental illness, substance misuse and domestic abuse, which represent a constellation of risks for children and young people</td>
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### DEVELOPING WELL – KEY POINTS FROM THE JSA CHAPTER

<table>
<thead>
<tr>
<th>Educational attainment at all ages and for all age groups has improved since 2014 and at a faster rate than nationally</th>
<th>Raising educational attainment, particularly in Key Stage 2, which continues to lag behind the national average, and continuing the positive progress made in narrowing the gap between children receiving free school meals and their peers locally</th>
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<tr>
<td>There is still some progress to be made for children with Special Educational Needs, and for children with English as an additional language as the attainment gap has widened at some key stages for these groups (Key stage 4)</td>
<td>Improving children and young people’s resilience and addressing the key risk factors for poor emotional health and wellbeing, targeting support at those children and young people most at risk of poor emotional health and wellbeing</td>
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<td>Children’s literacy, language and communication skills need developing further in order to break cycles of inter-generational inequality</td>
<td>Improving the health and wellbeing of children that have poorer levels of health and wellbeing, including children with disabilities and long term conditions, children from disadvantaged areas, and ethnic minority children and young people who are above a healthy weight</td>
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<td>We need to continue efforts to reduce the number of children and young people killed or seriously injured in road accidents, including young drivers and their passengers.</td>
<td>Continuing the integration of services and ways of working for children, young people and their families with a particular focus on 13 - 19 year olds who are vulnerable to risk taking behaviours. This includes working together around the new Troubled Families Initiative (TFI) (locality called The Families Initiative) criteria to identify families that have complex needs and require additional support, particularly where there is crime, health issues, domestic abuse, poor school attendance, poverty, and children in need.</td>
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What children and young people tell us?

A key feature of our approach to developing the NLJSA is the inclusion of the voice of children and young people. The views of children and young people have been gathered through an Adolescent Lifestyle Surveys running every three years or so since 2004 and a Primary Lifestyle Survey which was introduced in 2014. The Adolescent Lifestyle Survey was originally designed to be completed by 11-15 year olds and covers a range of topics relating to health and wellbeing and the 2014 survey was extended to include college students for the first time. Following the success of the primary lifestyle survey a second Primary Lifestyle Survey has been undertaken in 2016. The development of the survey enables a rich source of information, using a core set of questions to identify changes in trends and improving outcomes. The outcomes of both lifestyle surveys have been used to inform the challenges within this strategy, as a representation of the lived experience of children and young people in North Lincolnshire. A few positive insights from the surveys include:

- Smoking, alcohol and drug use amongst adolescents continues to decline locally
- The majority of children and young people tell us that they have a positive outlook on life; most are happy and confident and feel they have a lot to be proud of.
- A very large majority of children and young people say that they have adults in their lives that they can talk to about their worries
- PHSE is rated highly by children and they were generally very positive about the usefulness of school lessons on healthy living
- An increasing number of young people recognise the value of volunteering and more young people are participating in young voice activities
- Almost all children and young people said they would know what to do and where to go for help if they felt safe online.
- Children and young people are aware of the need to work hard at school to succeed in life

There are many opportunities for children and young people to give their views about what it is like for young people growing up in North Lincolnshire and what their experiences are of the services that are delivered and how services could be developed.

The annual Make Your Mark ballot, asks young people what their top issues are they would like to be seen taken forward at both a national and local level. In 2015 the top issues voted by young people in North Lincolnshire were:

- Living wage
- Curriculum for life
- Mental Health and emotional wellbeing
- Transport
- Tackling racism and religious discrimination

The Children in Care quarterly question is a mechanism which enables all children in care to be consulted and share their views about a specific topic or theme pertinent to children in care which are set by members of the Children in Care Council in collaboration with managers from across the service. Recent topics have included:

- Mental health and support available to young people.
- Experiences within school due to being in care and the support available.
- Aspirations and interests and help required to achieve these

The Child and Family Feedback Framework ensures that every child and parent/carer who is involved with services has the opportunity to comment on at least a quarterly basis about their understanding of their plan, their level of involvement in their plan and whether they feel that they (or their children) are safer as a result. The vast majority of children and families (between 97% and 100% across the services) also feel that involvement is making them or their child safe.
3 Purpose

This Children’s Strategy gives a common framework and set of drivers for those commissioning and providing services that contribute to the wellbeing and safeguarding priorities. It will give all those working to improve wellbeing and reduce inequalities the same focus to achieve the outcomes.

Informed by what we know about outcomes for children and young people and what children and young people have told us, the Strategy has identified the areas where by doing more together we will be able to make a bigger difference for our population of children. These challenges should be incorporated into each organisations commissioning and delivery plans to demonstrate collective commitment.

This Children’s Strategy outlines:

• a clear outcomes framework
• the key challenges identified to contribute to improving outcomes for children and young people in North Lincolnshire
• the drivers that are required to contribute to addressing these challenges

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- our commitment to all children to ensure we reduce inequalities
- the need for members of the CYP Partnership to embed the challenges within their own organisations and ensure their commissioning and delivery plans reflect the content of this Children’s Strategy
- our commitment to integration and developing integrated delivery and commissioning models
- a consistent framework to engage with children and young people
- a mandate for partners to work with and influence all stakeholders to contribute to the challenges and the drivers agreed within this Children’s Strategy.

The strategy is underpinned by other partnership and agency plans, which focus on specific outcomes in more detail or specific groups of children. Delivery and actions within these plans will collectively contribute to this strategy.

Our strategic framework is summarised in the diagram below.
3 Purpose cont.

The Strategy summarised using the strategic outcomes framework

Equity and excellence for all our children and young people

OUTCOMES FOR CHILDREN

Children enjoy good health and emotional wellbeing
Children recognise and achieve their potential

PARTNERSHIP AMBITIONS

1. Reduce impact of smoking
2. Children maintain a healthy weight
3. Improve children’s resilience
5. Closing attainment gaps
6. Improved skills and employability

BUILDING FAMILY AND COMMUNITY CAPACITY

1. Reduce impact of smoking
2. Children maintain a healthy weight
3. Improve children’s resilience

DRIVERS

Building family and community capacity
Empowering children

Right service, right time, right place
Children and Young People Enjoy Good Health and Emotional Wellbeing

What impacts on children’s health and well-being

The more action that can be taken in the first three years of a child’s life, the better the outcome achieved for the child. Taking better care of our children’s early health and development is crucial. Getting it right for babies and young children lays a foundation for their whole life and reduces inequalities later in life. Children’s physical, social and cognitive development during the early years strongly influences their school readiness, educational attainment, economic participation and health.

Parents and the wider community play a major role in a child’s health and development, through positive parenting and creation of an environment that is safe, healthy and encourages active learning. However, issues such as parents’ health and lifestyle, social networks, financial resources and knowledge about parenting impact on whether they are able to nurture the health and development of their child. Expectant parents, existing parents, communities and services need to work together to ensure they have the support and skills to give children the best start in life.

Nationally, an estimated 1 in 10 children aged 5-15 years have a clinically diagnosed mental health disorder, which interferes with their social relationships and capacity to learn. Rates are slightly lower amongst 5-10 year olds, estimated at 8%. Between the ages of 11-16 years the rates are higher at 10% for girls and 13% for boys. Applied to local population, 2345 children may have a mental health disorder which would meet clinical diagnostic criteria.

National data also shows a strong social gradient in childhood obesity with rates of obesity at the age 5 years twice that for children attending schools in the most deprived 10% neighbourhoods compared with the least deprived 10% The local picture for children in this age group demonstrates that there is no statistically significant difference based on levels of deprivation. Local and national evidence shows that children from the most deprived backgrounds are more likely to leave primary school overweight or obese, with rates almost twice that of the least deprived, contributing to inequalities later in life.

Still birth rates in North Lincolnshire account for approximately 5 infant deaths per year. The still birth rate is in line with the national average. Modifiable factors include:

- Good maternal health pre and post conception
- Prevalence of diabetes
- Reducing smoking and drinking pre and post conception
- Reduction in passive smoking
- Access to high quality maternity services
- Healthy weight
What our needs assessment tells us:

Health and development outcomes have improved for younger children in North Lincolnshire:

- The Early Years Foundation Stage (EYFS) results show 70.1% of children achieved a ‘good level of development’, an increase of 5.4 percentage points on the previous year. This result is 3.8 percentage points above the England average and 4.7 above our statistical neighbours. The result places ranks North Lincolnshire 26th nationally – Quartile A
  - Vaccination uptake rates at 12 months remain above the national target of 95% and above regional and national rates. All local rates at 2 and 5 years are higher than nationally and are similar to or higher than the regional average.
  - Breastfeeding initiation in North Lincolnshire (66.5%) has continued to rise in 14/15, although the regional (69.9%) and national (73.3%) rates remain higher.
  - Children whose first language is other than English achieving a good level of development aged 5 has increased from 36% in 2013, to 56% in 2014 and the gap between these children and their peers has narrowed to 10 percentage points.
  - The gap between the proportion of Free School Meal (FSM) eligible children and non-FSM children, aged 5 years, achieving a good level of development also narrowed locally, from 22 percentage points in 2013, to 15 percentage points and is now lower than the national average.

And we also know:

- In North Lincolnshire, 9.7% of 5-6 year olds who participated in the National Child Measurement Programme in 2014/15 were assessed as at risk of being obese. This compares with 10.5% in 2007/8 and with a national rate in 2014/15 of 9.1%. The expected rise in levels of obesity amongst 5-6 year olds has been halted.
  - However, between the age of 5 and 11 years levels of obesity more than double. In 2014/15 20.2% of 10-11 year olds who participated in the programme in North Lincolnshire, were assessed as obese. This compares with 18.8% in 2007/8, and a national figure in 2014/15 of 19.1%. North Lincolnshire had the fourth highest rate of obesity recorded amongst 10-11 year olds in the Yorkshire and Humber Region.
  - The number of referrals to the Get Going weight management programme have increased over the last three years, from 139 in year 1, to 147 in year 2 and 166 in year 3.
  - Despite the proportion of pregnant women who are smokers at the time of delivery falling over the past decade there has been a recent increase. In 2009/10 26% of pregnant women were smokers at the time of delivery; this fell consistently to 16.4% in 2013/14 but rose again in 2014/15 to 19.2% where it has remained.
  - North Lincolnshire has a lower rate of low birth rate of term babies. Current performance suggests 2.6% (2014) which is less than both the Yorkshire and Humber and England averages.
  - In Barton, smoking rates amongst adults and pregnant women are a third more than the national average. In Brigg, low birth weight is at a higher rate than NL and England average, which can be affected by smoking. Whilst adult smoking prevalence in the Isle is the lowest in North Lincolnshire and in line with the local average, it is significantly above the national average. Amongst pregnant women it is also significantly above the England average.

What children have told us:

The most recent ALS and PLS surveys tell us:

- A very large majority felt that they had a lot to be proud of and that they liked to try new things.
  - For the small minority who said they worried a lot, the type of things they worried about were in relation to how they looked, being bullied in school and out of school, people making comments about them/their family on social media, letting their friends down and being popular. Children claiming FSM were more likely to worry compared with other children. They were also more likely to report worrying a lot about being bullied.
  - A very large majority said they could talk to their parents or carers about things that really bothered them.
4 Children and Young People Enjoy Good Health and Emotional Wellbeing cont.

• A very large majority also said they felt they could talk to staff in school about their worries.
• A large majority of children said they participated in sport/physical activity outside school. Children on free school meals and children from BME groups were least likely to say they participated in sport/exercise outside school. Teenage girls continue to be less physically active than boys and less interested in engaging in the range of sport based activities on offer than in previous years, in spite of their concerns about their body weight and body image.
• Young girls in particular are more likely to worry about how others perceive them, and as they reach their mid to late teens, to have lower self-esteem than boys.
• More than a third of children in each year group said they lived with smokers.
• Maternal smoking was higher than paternal smoking in all ethnic groups, with the exception of the some ethnic minority groups, where mothers were reported to smoke was as low as 3%

At a Square Table Creative Conversation about Emotional Wellbeing, young people told us:
• They need clear information from approved sources in a variety of forms to enable them to understand issues of emotional wellbeing and mental health.
• They want swift and confidential access to a trusted/supportive adult who knows what to do to help.
• The offer for emotional wellbeing and mental health services should be simple and available.
• Acute services should be young person friendly (age appropriate) with swift access and choice.
• Young people should be supported to build resilience.

The outcome of the Make Your Mark ballot in 2015 reinforced the importance of emotional wellbeing and mental health for young people as mental health services was voted in as being one of the top two areas for local, regional and national action for the second year running. As part of this, young people felt that services should be improved with young people’s help and mental health education should be compulsory and challenge stereotypes.

What more can we do

Encourage and promote participation in positive activities:
Emotional wellbeing and resilience can provide protective factors for children and young people. These can be developed through engagement in positive activities such as being involved in a sports or drama club, or participating in Duke of Edinburgh Awards or being part of a uniformed club such as Guides or Army Cadets. The number of young people taking up Duke of Edinburgh has increased with 123 achieving sectional awards compared with 57 in 2014/15.

Information, advice and guidance:
Our Youth Council have prioritised their work programme in response to enhancing young people’s emotional wellbeing and resilience. This has included promoting body image through ‘Be Unique’ campaign and promoting Positive Steps to emotional wellbeing. Young people are also involved in the development and implementation of an emotional wellbeing website and app.
Making every contact count:
A smoking cessation pilot was commissioned to support smoking secondary school age pupils to cut down and quit smoking. By working in partnership with secondary schools and taking a co-production approach over 750 pupils engaged with the project to discuss stopping smoking for themselves, friends or family. 300 used the support provided, with 24 quitting and staying quit and another 21 significantly cutting down. This project is reversing the effect of peer pressure and it is becoming the norm for smoking pupils to try to quit. Feedback from pupils who used the service and from school staff who supported it has been wholly positive.

Make use of resources available through national campaigns:
Breathe 2025 – ‘Inspiring a smokefree generation’
Time to change
Change4life

Who can contribute to this challenge:

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<tr>
<th>SERVICE/PROFESSION/PROVISION</th>
<th>CONTRIBUTING PLANS</th>
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What will success look like:
• More young people self report positive emotional wellbeing (through lifestyle surveys)
• More evidence of young people led messages and peer to peer support activities and impacts
• More young people report having a trusted family member or adult to talk to (lifestyle survey)
• More young people have a positive self-identity (lifestyle survey)
• Increased footfall to emotional wellbeing website and app
• Number of schools/settings with identified champions for emotional wellbeing
• Lower rates of hospital admissions for self-harm
• Lower rates of SDQ scores for Children in Care
• More families are accessing universal early help services available in their communities.
• More young people self report engagement in physical activities
• Increased take up of physical activities
• Reduction in access to high calorific food
• Sustainable Food Cities Award
• Reduction in obesity rates
• More young people self report they don’t smoke or live in smoking environments (through lifestyle surveys)
• Reduction in smoking rates at time of delivery
• Reduction in estimates of smoking prevalence for regular and occasional smokers (children and young people)
• Implementation of baby clear
• Number of schools/settings with identified champions to take responsibility for reducing smoking (and
5 Children and Young People Feel Safe and Are Safe

What impacts on children feeling safe and being safe

The number of young people engaging in risky behaviours including smoking, drinking alcohol and using drugs has dropped significantly in recent years and the teenage pregnancy rate has continued to decline and is in line with the national rate for the first time in almost 20 years.

However, in recent years the use of the internet has become embedded in the daily lives of children and social media is an inherent part of young people's lives. There is also an increased awareness of the risk of Child Sexual Exploitation (CSE) a type of sexual abuse in which children are sexually exploited for money, power or status. Although CSE is not necessarily a new risk that children face, the use of internet has increased the vulnerability of young people to grooming and abuse.

There is also an increase in the risk of children and young people being exposed to extremist behaviours and radicalisation. The PREVENT agenda has increased awareness through education programmes. The Counter-Terrorism and Security Act 2015 places a duty on specified agencies to have due regard to the need to prevent people from being drawn into terrorism.

Both radicalisation and child sexual exploitation are forms of grooming and the techniques used by those exploiting children have many similarities including use of internet and technology to gain access to children and young people. Also the underlying vulnerability of those being exploited is also similar.

Social media is an inherent part of young people's lives and while it can be a great way of communicating, getting information and staying in touch, young people need to be responsible users to make sure they get the best out of it and keep themselves safe. Young people expressed specific views regarding their perceptions of social media and the use of mobile phones in schools. Our Youth Council have prioritised their work programme to focus on developing information and positive messages to help keep young people safe. As part of this, young people have led on a project to develop a Social Media Charter that sets out some ground rules and acceptable behaviours, including things that people can do to help keep themselves safe online. Young people are also engaged in the ongoing development of the Not in Our Community initiative.

What our needs assessment tells us:

The prevalence of internet use among children has seen a significant increase in children being exposed to on-line risks including accessing pornography, bullying, receiving sexual messages, contact with strangers and the sharing of harmful personal information and images.

Although levels of cyber bullying have only increased slightly, pupils have said that they are being bullied via electronic networking sites like Facebook. Schools are aware of this type of bullying but need to remain focused to ensure this problem does not proliferate further.

What children have told us:

The vast majority of children said they have access to the internet (across all social groups). When asked what they used the internet for, most said they used it to play games, watch videos and films. The majority said they used it to stay in touch with friends and relatives, while the minority said they like to chat and share pictures with friends. A very small minority said they used it to make new friends.

More boys said they were on line for at least three hours a day, with a small minority being on past midnight. A large majority said their parents checked what they were doing, while the others were unsure if they were checked or not. The vast majority said they would know what to do and where to go to get help if they felt safe online.

The Adolescent Lifestyle Survey conducted in 2014 indicated that 77% of children said they had their own smartphone or other device with internet access. Locally, just over half of all secondary age pupils, 51%, said they were aware of the online safety button, up from 47% in 2010. Awareness was lowest amongst Year 11s, at 43%. Overall, more than a fifth of pupils,
5 Children and Young People Feel Safe and Are Safe

22%, said they would like more information on keeping safe online.

Through the work to develop the social media charter, young people told us:

• They use social media even though they are under the age restrictions
• They were aware of how to report issues on social media
• They could identify good and bad behaviours on social media, but they were not fully aware of the implications of negative behaviours on social media
• School policies seem to differ widely in relation to the use of mobile phones

What more can we do

Promote the Social Media Charter:
Through the Youth Council, young people are actively involved in developing resources and sharing information to encourage positive behaviours on line.

Information, advice and guidance:
Young people representatives from the Youth Council and some who have experienced or are at risk of CSE contributed their perspectives as part of the ongoing development of the NIOC campaign. Focussing on the online element, they said that there was a need to raise awareness through the social media campaign and that personal insights as a means of getting messages across were more realistic. They also felt that developing interactive video games was a good way of getting messages across about good and bad choices.

Education and training:
North Lincolnshire Council provides ongoing support for e-safety in schools. 30 schools have attended e-safety training this year. This has included Schools Safeguarding Leads: CSE & Radicalisation in the Online World and Data Protection and Schools as well as the Think u Know LSCB e-safety training. Thirty schools have attended cyber-bullying training with regard to sharing information with parents.

Schools to implement guidance regarding sexting.

What will success look like:

• More young people self report they feel safe on line (through lifestyle surveys)
• Reduction of on line bullying
• Number of schools/settings adopting the social media charter
• Parents routinely receive information and advice in e-safety

Who can contribute to this Challenge:

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<tr>
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<tr>
<td>Schools, Parents, NLYC</td>
<td>NLC Children and Young People’s Plan</td>
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<td>Education and Skills Plan</td>
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6 Children Recognise and Achieve their Potential

What impacts on children achieving their potential

At every stage of learning and development, meaningful information and guidance helps children, young people and families to support learning, development and achievement of full potential. Throughout their learning, children and young people need to develop into independent learners and to actively investigate their ambitions and seek the progress routes that allow them to realise their aspirations. Robust information and support will help young people to identify and progress through their chosen pathways into employment, training and further or higher education. Through improved links between education providers, businesses and industry, information about the current and anticipated local and regional economies will fire young people’s imaginations and support them in planning for their futures. Young people will need to acquire the essential employability skills throughout their education and in other settings.

The majority of young people in North Lincolnshire succeed in education and make a positive transition to adult life and the world of work. But there remains a small proportion who do not, and who become NEET (not in education, employment or training). NEET is generally used for young people aged 16-18 years old rather than the adult population. For most young people, being NEET is a temporary outcome as they move between different education and training options. Non-participation in education, employment or training between the ages of 16 and 18 is a major predictor of later unemployment, low income, depression, involvement in crime and poor mental health.

Those eligible for free school meals, have been excluded or suspended from school, have their own child and those who have a disability are more likely to be NEET.

Educational outcomes for children on low incomes are known to be significantly lower than that of other children. This attainment gap exists preschool, and gets wider as children go through primary and secondary school.

The reasons for this are many and complex and include prior attainment, income and material deprivation, parental engagement with their children’s education, family composition, quality of parenting, parental attachment, parental background and school effectiveness.

What our needs assessment tells us:

There has been some notable achievements in relation to education outcomes for children in and young people in the area, and some areas where further improvement is required, including:

- Most outturn measures exceeding or in line with national for every age group, with performance at 5A* to C including English and maths well above the national level
- Seventh most improved local authority in England at key stage 2 (level 4+ combined reading, writing and maths)
- First most improved local authority in England for A to C in English and maths
- Reception year children eligible for FSM perform considerably better than their national peers. In 2015, 52% of 5-6 year olds eligible for FSM ‘achieved a good level of development’, compared with 45% nationally. However this was 16 percentage points below that of other 5-6 year olds in the authority, of which 68% achieved a good level of development. The largest gap was in literacy.

- The number of young people aged 16 to 18 years who are NEET in North Lincolnshire is 213. This represents 4.0% of all young people aged 16-18 known to the authority
- 91% of 16-17 year olds were in fulltime education in the third quarter of 2015, compared to 74% in the first quarter of 2002
- The gap has reduced between children eligible for free school meals and their peers who achieve level 4 or higher in reading at age 11 but is still wider than the national gap.
6 Children Recognise and Achieve their Potential

- In 2014/15 North Lincolnshire children eligible for free school meals achieved one of the highest performances in the region at GCSE (5 A-C including English and Maths) reducing the gap to be similar to national.
- In 2014 to 2015 the fixed rate period exclusion rate in North Lincolnshire was 8.71% which is significantly higher than the England rate of 3.88%.
- Attainment gaps for young children with English as an additional language are also of concern. However, these do seem to narrow as children move through the education system.
- There have been significant rises in attainment of groups of children including:
  - Children eligible for FSM
  - Children with English as an additional language
  - Children with special educational needs and disabilities
  - Children in care and especially the achievements of older children entering care

What children have told us:

Through the adolescent and primary lifestyle survey, we know that:

- Almost all children who took part in the primary lifestyle survey 2016 said their parents were pleased if they did well at school.
- Children claiming FSM were less likely to say their parents attended parents’ evenings, with some BME groups also being less likely. Children claiming FSM were also less likely to have somewhere quiet to do their homework and some BME children were the least likely to get parental help with school work. In contrast, children from the Gypsy/Traveller communities who say they got parental help has risen significantly.
- Almost all children agreed that if they worked hard at school they would succeed in life. Similarly almost all perceived that this was important to their parents too.
- A very large majority indicated that they though their parents wanted them to go on to college or university.
- The most popular careers were identified as footballer, sports personality, teacher, police officer, medicine/nursing and IT (designing games).
- Nearly half of young people said they hope to be studying at college or university at 18 years of age, though there were significant differences between boys and girls and between BME groups in this respect. A very small minority said that did not know what they wanted to do

Consultation with young people through youth voice events told us:

‘Yes, all young people, regardless of their issues and vulnerabilities, should receive the same opportunities and have the same chances in life.’

‘Young people should not be removed from mainstream schools for behavioural issues. Behavioural issues are usually a symptom of something else going on in their lives and this needs to be identified earlier to stop young people from having to be educated elsewhere.’

‘There is huge value in good quality work experience opportunities and that more could be done to ensure placements are fit for purpose’

‘work experience can add value to our CV and contribute to future employment and/or UCAS applications, help us to gain new skills and develop transferable skills and help make decisions about career paths.’

‘young people don’t think that there is much out there (in this area) and this can affect their aspirations. There should be more information given to them about the opportunities in the local area.’

‘the information about career pathways need to be clearer. The cost of tuition fees is a real barrier to young people going to university, though if they were told the real facts about when it has to be paid back, it becomes less scary.’
What more can we do

Promoting skills and opportunities:
Across North Lincolnshire, there are a number of events put on for children and young people, aimed at raising aspirations over the last academic year. There will be another exiting Festival of Skills and Opportunities this year aimed at different age groups and skills sector. More schools are involved with the council regeneration team to widen knowledge about local regeneration projects and engagement with business sectors. We can further maximise publicity opportunities through school newsletters, SPOC website, success stories in local media.

Information, advice and guidance:
The Humber LEP Gold Standard for Careers Education, Information, Advice and Guidance has been launched – this creates a great potential to improve quality of provision for all young people.

Promoting apprenticeship roles across partner organisations:
A wide range of career pathways have been developed across North Lincolnshire covering areas beyond vocational routes. The number, type and level of apprenticeships has increased, including supported internships.

Employability skills:
A common framework for developing employability skills has been established and is now also being used in infant and special schools. This framework is also been adapted and developed as part of the transitions work in preparation for adulthood with young people with learning disabilities.

Promote the engagement and participation of vulnerable young people post 16:
Partners can build on the success of the Engagement Panel where creative pathways have been developed for specific groups of vulnerable young people. This includes engagement with the Humber Springboard Programme, whereby 1 to 1 support with a dedicated personal advisor enables work opportunities to be explored and barriers removed. Further develop work-related learning for all 14-16 year olds from disadvantaged or vulnerable groups and embed a focussed use of the dreams and aspirations sections of the e-PEPs for looked after children to enable wider opportunities to be developed.

What will success look like:
- Improvements in learning outcomes for vulnerable groups
- Increased attainment
- Children and young people are enabled to attend school (reduction in fixed term exclusions)
- Increased employment opportunities for all, specifically those who have difficulties and disabilities
- More young people self report they have career aspirations (through lifestyle surveys)
- Reduction in young people not in education, employment or training (particularly vulnerable groups)
- Increase in young people in education, employment and training
- More young people achieving level 3 at age 19 (particularly vulnerable groups)

Who can contribute to this challenge:

<table>
<thead>
<tr>
<th>SERVICE/PROFESSION/PROVISION</th>
<th>CONTRIBUTING PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools, Early Years Providers, Colleges, Children’s Centres, Schools, Colleges, Businesses</td>
<td>Education and Skills Plan, Multi-agency looked after children and care leavers plan, Education and Economic Engagement Partnership business plan</td>
</tr>
</tbody>
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Driving Forward the Improvement of Outcomes for Children and Young People

People lead improvement. The driving force for further improving the outcomes of children and young people in North Lincolnshire must come from families, communities, professionals and children and young people themselves. This section outlines a common framework and the drivers that provide a common of approach for partners that will be necessary to achieve improved outcomes for children in North Lincolnshire and deliver the challenge.

Building Family and Community Capacity

Building family and community capacity describes the process of helping a family or a community to support itself. Research suggests that when a family or a community has strong ‘social capital’ or ‘assets’ wellbeing improves and deteriorating health outcomes lessen.

Collectively, agencies and organisations that work with children and their families can promote support and develop the capacity within families and communities. Increasingly, families and communities must take greater responsibility for their own wellbeing and for finding solutions to help achieve positive outcomes. High quality engagement, timely and effective support and the willingness to have the honest conversation are essential to nurturing family and community resilience.

A Strong Community

Schools
Children’s Centres
Libraries
Community Centres
Leisure Centres
Transport
Advice and guidance

Network of Support
Being Active
Being involved and having influence
Respect
Trust and Neighbourliness

Community Facilities

Social Capital

Quality of Life

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Through good quality information children and families will have the resources to ‘self-help’. This will include enabling families to maximise economic wellbeing, including access to information and advice about debts or benefits and access into work. Partners in North Lincolnshire can facilitate the availability of this, through the community facilities described above. For example, opportunities for developing skills and volunteering through children’s centres and access into work based programmes through the Action Station.

Enabling children and families to understand their rights and responsibilities is fundamental to people and communities to be empowered to achieve good outcomes. There are a two key ‘offers’ to that enable this:

- **Early Help Offer**
- **SEND Offer**

The expectation is that families and communities become more independent, so that they can have greater choice and control of their lives. This means that most people will help themselves by accessing universal services. We are committed as a partnership to removing any barriers for people accessing universal entitlements for example by considering the needs of families with children with disabilities, or parents who have a disability and by extending the principle of ‘poverty proofing’ that schools are adopting. Targeted support will assist the small minority of people that need extra help to access their universal entitlements. Reliance on specialist services will reduce further.

**Early Help, Self Help and Resilience**

Our ambition is to help children and families stay independent of services. We have an embedded approach to prevention and early intervention and partners have pledged to undertake early help. Prevention can be defined as: “working together to promote positive outcomes, to increase the resilience of children and communities and to prevent the need for children and families to become dependent on specialist help”. Early help means providing support as soon as a problem emerges or children and families have additional needs, at any point in a child’s life, from the foundation years through to the teenage years.

There is a need for a shift to an approach that moves more people using their own strengths and assets found within families and communities to achieve good outcomes independent of intervention. We want more people to be accessing information, advice and guidance as part of a self-help and self-care culture rather than relying on public services to deal with the consequences of poor outcomes. This includes reducing risk factors and promoting protective factors within families, communities and children themselves in order to increase resilience to risk.

The Organisational Model has been represents a framework to describe the level of need a child, young person or family may have and the nature of support that is available at each level. Through dynamic application of the organisational model, more people will help themselves by accessing their universal entitlements; thereby, reducing the demand and requirement at the specialist level. The organisational model has been refined to describe how children and families will access help at the earliest point and at the lowest level. Where help is necessary to achieve people being independent of services this should be timely and provided in the least intrusive way - building on the strengths of families to keep children safe, well and achieving.
Helping Children and Families (Threshold Document 2016-2020) describes the types of services available for supporting children and families to stay independent and the thresholds applied in accessing a service.

**Universal**

The majority of children have their needs met and achieve good outcomes through the support of their parents and immediate family members and by accessing their universal entitlement with no help or intervention from the council or partners over and above this.

Universal have long(er) term involvement with children and families and play a key role in helping them throughout stages of life. Services are encouraged to help and support children and families to resolve need at this level.

**Targeted – informal**

For some children, although most of their needs are being met by their parents and immediate family, there are low level concerns that start to emerge that need more structured and focused help, primarily from one professional or agency, to prevent needs from escalating and to support them through times that may be challenging. This could include a little more help accessing information, advice and guidance or their universal entitlement. Early help assessment tools may be used to help children and families identify their strengths, help them to resolve any issues and empower them to make decisions.

**Targeted – formal**

Our aim is that where children are not having all of their needs met, not achieving good outcomes, not able to access their universal entitlements or there is a risk of family breakdown that we identify swiftly. Where there is growing concern of factors that are prevalent such as

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7 Driving Forward the Improvement of Outcomes for Children and Young People cont.
ongoing lower level neglect, domestic abuse, adult or child mental health problems, substance misuse, anti-social and or risk taking behaviour, and it may be difficult to engage family members to create change, a formal assessment is needed to form a more structured and co-ordinated support plan with the family. An early help assessment should be undertaken to understand how agencies can best work together with the family to reduce the level of need and enable them to access their universal entitlements on their own and in a timely way.

Targeted support is intended to be short term, with clear outcomes identified in the plan that support resilience within the family.

**Specialist – acute/chronic**

A small minority of very vulnerable children and young people need specialist help and support led by children’s social work or other specialist service. When there are significant concerns about the safety and wellbeing of a child, the child has been harmed or likely to be harmed, or universal and targeted intervention has not created sufficient change and there is risk of long term significant impairment in terms of health and development an assessment should be completed under the Children Act 1989 to determine the needs of the child, giving regard to their wishes and feelings, and to then decide whether services should be provided as part of a child in need, child protection, or child in care plan.

This also includes children who need to be accommodated because they have been abandoned.

Specialist services can be provided to those with acute need where the goal is to create change and support them to manage with longer term support from universal provision and chronic need where they will require long term support i.e. those looked after, disabled children.

The Risk Analysis Framework will be used to assess and manage risk.
Empowering Children

It is well known that people’s needs are best met when local children and their families and communities are put at the centre of commissioning and delivery of services. As a CYP Partnership we are committed to prioritising the voice of children and young people who remain at the centre of all we do. Children and young people’s views are used to directly shape and influence planning, priority setting and service delivery across the children and young people’s workforce and specifically in relation to this Children’s Strategy.

As part of the commitment to integrated working, partners across the Health and Wellbeing Board have pledged their commitment to collaborate and engage with children and young people at an individual, service and strategic level. This is articulated in the Service User Engagement Statement which is included in the Integrated Working Suite of Documents. We have also pledged our commitment to ensure there are sufficient systems and processes in place to enable participation at every level by a range of children and young people including those who are more vulnerable.

The CYP Partnership supports many opportunities for the voice of children and young people to be heard and celebrated.

How will we achieve this?

• Young people are actively supported and encouraged to take up their membership of the CYP Partnership to represent young people’s views.

• Partners will continue to support the local Youth Elections process and champion the elected Young Mayor and Member of Youth Parliament throughout their terms in office and their programme of young voice activities.

• There will be continued support to the range of cohorts across our young people population to take part in mechanisms by which young people can have their say about issues that matter to them in a range of formal and informal environments. At a local level, examples of these groups include the Children in Care Council, Feeling Safe Group and Young Carers Group. There are also opportunities for young people to engage at a regional and national level i.e. through Regional Steering Groups linked to the mental health and devolution.

• Ongoing promotion and support to the work of the Youth Council. Partners across the children and young people’s workforce will consult and collaborate with the NYLC on key strategies.

• Actively support young people across the area to engage in the UK Youth Parliament’s annual ballot of youth voice ‘Make Your Mark’, which helps to shape national and local campaigns for the year ahead.

• Continue the longstanding commitment to facilitating annual debate events at which young people from local schools, colleges and alternative education are encouraged and supported to attend to debate on issues that matter to them.

• Promote the development and participation in the Lifestyle Surveys. The outcomes are used to help shape and influence planning, prioritisation and service delivery and enable children and young people to be involved in developing communications to ensure their peers are made aware of the outcomes of the survey using media that is relevant to them.

• Ensure topical issues emerging from young people’s views as well as national and local drivers are captured and discussion encouraged via a square table format.

• Encourage and support young people to be involved in recruitment processes, particularly for positions where there is a focus on engagement or with responsibilities for children and young people’s outcomes.
Developing the Workforce

North Lincolnshire has a strong record of recruiting and developing a skilled, professional workforce capable of making a significant difference to the lives of children and young people in the area. Our ambition is that every member of the children’s workforce is equipped to meet a broad range of children’s development needs at the first point of contact, to be able to work confidently with families to build their capacity and to ensure that the right service is available at the right time and in the right place.

Moreover, the children’s workforce of the future needs to be equipped to work in more integrated ways. The commitment to integrated working across the children and young people’s workforce to achieve agreed outcomes is articulated in the Integration Statement, agreed by the Health and Wellbeing Board. This provides the basis on which to further develop across the workforce to achieve the ambition of the ‘right service, at the right time, in the right place, with the right management’.

Partners across the Health and Wellbeing Board have agreed the conditions for successful integration. As a means of fostering a common understanding and shared culture, a suite of documents have been developed to demonstrate partners’ commitment to building strong foundations, focussing on:

- A common language
- Common knowledge and skill set
- Information and data sharing
- Single Organisational Model
- Risk Principles
- Lead Professionals
- Shared Performance Framework
- Joint Commissioning

Additionally, to further reflect the commitment to integrated working, there is also a common understanding across the workforce in relation to:

- Collaboration and Engagement
- Culture
- Equality and Diversity
8 Monitoring and Review

How will we demonstrate our success to children and young people?

- The challenges and drivers will be clearly visible in key strategies, commissioning and delivery plans of partner organisation, agencies and wider partnerships (denoted in the Bookcase of Plans).
- Through these plans, progress against the challenges and monitoring of key Outcomes Frameworks will be monitored and reported on through governance arrangements.
- As part of this, there will also be opportunities to report on impact on the outcomes from commissioned work.
- Progress will also be measured through area wide inspection frameworks, such as Joint Targeted Area Inspection, Special Educational Needs and Disabilities and Single Inspection Framework/Local Safeguarding Children Board as well as through outcomes and inspection judgement of our regulated services.
- Through the CYP Partnership, there will be opportunities for stakeholders to share progress through exceptions reporting as a means of enabling and facilitating impact and outcomes. In addition, young people and other stakeholders will be encouraged to undertake a challenge and support role to ensure continued progress.

Progress against this CYP Challenge will be reviewed annually and challenges refreshed as required based on continued input from children and young people and based on what our needs analysis tells us.
Closing Reply: Accepting the challenge from children and young people

We are delighted to accept the challenge presented by children and young people.

Through our respective roles we are responsible for leading, shaping and influencing service delivery to ensure we achieve better outcomes for children living in North Lincolnshire. We do this by working in partnership with other local agencies and by involving our children and young people in the development and delivery of local services to address the needs of all children and young people, their families and carers, including the most disadvantaged and vulnerable.

Over the next 4 years we will endeavour to deliver against the challenges identified and report our progress, with partners through the children and young people’s partnership.

We will continue to champion children, young people and their families and ensure that they are at the centre of all we do, through meaningful collaboration and engagement.

Going forward, the council and its partners are well-placed to ensure high quality provision and services and to identify when things need to improve or be developed to maximise the life chances of all children and young people. This can be achieved by putting in place a strategic framework through which all plans can be aligned.

We welcome the continued support and commitment from our partners and would ask that you join us in accepting the challenge and contribute in achieving the success outlines against the challenges.

Cllr David Rose
Cabinet Member Children Learning & Families, Chair of CYP Partnership

Denise Hyde
Director of People
Partner Sign Up to Challenge
11 Consultation Feedback

We want to ensure we engage all stakeholders, including children and young people and that there is on-going opportunity to contribute to achieving our outcomes and challenges, so if you have any comments or views on this CYP Challenge or any data relating to children and young people’s outcomes that you would like to feed into the next North Lincolnshire Joint Strategic Assessment please contact us partnership.planning@northlincs.gov.uk

Particularly we would be interested to hear your thoughts on the questions below:

1. What do you think of the outcomes and challenges?
2. Is there anything else that needs to be done to improve children and young people’s wellbeing or do you have any ideas how we could do things differently?
3. What other services, agencies and/or organisations can contribute to the challenges?
4. Are you aware of any specific voluntary and community groups and activities that are making or could contribute the challenges?
5. What other plans contribute to the delivery of the outcomes and challenges?
6. Are there any examples of progress, impact and outcomes that would be helpful as part of the on-going review and refresh process?