

Bridgend County Children and Young People's Plan 2011-14

'Improving outcomes for children and young people'



Foreword

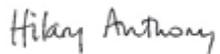
Since 2002 the Children and Young People's Partnership has been working to deliver improved services, activities and opportunities for Bridgend County's children and young people through bringing together local authority, health, youth justice and third sector (voluntary and community sector) agencies. The Partnership has a duty under Welsh Assembly Government guidance to develop and publish a three year Children and Young People's Plan.

Following twelve weeks of formal consultations with partners and stakeholders, including children and young people, this second plan for Bridgend County describes the agreed priorities of the Partnership and of children and young people. It sets out our ideas and proposals and continues to build on the progress made within the first plan to ensure that all children and young people are given every opportunity to thrive and prosper.

Writing the plan has, in many ways, been the easy part, now we have to make it a reality. All partners, including children and young people, by working together more closely, more effectively, and with common purpose *can* make a difference.

We hope that you will want to be a part of making this plan a reality, improving outcomes for all our children and young people here in the county of Bridgend.

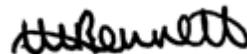
On behalf of the partnership agencies:



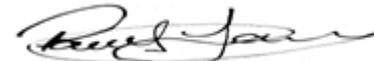
Bridgend County Borough Council



ABMU Health Board



Bridgend Association of Voluntary Organisations



South Wales Police

Bridgend County Children & Young People's Partnership



For more information about this plan and the Children & Young People's Partnership, please contact:

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Introduction, vision and values

Introduction

We want the county of Bridgend to be a good place in which to be a child or young person, or to bring up a family. We value the contribution that a child, young person, or a family can make to their local community. In Bridgend County, the Children and Young People's Partnership respect children and young people and want to know their views.

We want our children and young people to benefit from the Welsh Assembly Government's **seven Core Aims**, which reflect the UN Convention on the Rights of the Child. These are that **all children and young people** will be given every chance to:

have a flying start to life

by which we mean be born healthy into a secure and supportive family

have access to appropriate educational and learning opportunities

by which we mean be able to fulfil their potential as learners

be healthy and free from exploitation

by which we mean be healthy and secure individuals, free from exploitation by others

access play, leisure, sporting and cultural activities

by which we mean be able to participate in activities regardless of their skills and abilities

be listened to and treated with respect

by which we mean be able to have a say in all decisions which affect them and have an understanding of their rights and responsibilities

live in a safe home and community

by which we mean be safe and emotionally well supported within their home and local community

not be disadvantaged by poverty

by which we mean thrive and become confident and caring people regardless of their family's income.

This plan sets out the Partnership's hopes for the future, its plans to improve what's available to children, young people and their families, and the difference we aim to make.

Our Shared Vision

Bridgend County Children & Young People's Partnership wants all our children and young people to:

- thrive and make the best of their talents;
- live healthy and safe lives;
- be confident and caring individuals throughout their lives;
- know and receive their rights.

By listening to children and young people, and acting on what they have told us, we are focussing the plan on contributing to **six outcomes** for all children and young people. The outcomes behind the plan are that all children and young people will:

- learn and achieve
- participate and enjoy
- give and receive respect
- be healthy
- be safe
- be confident and self reliant

To achieve this, we will:

- value all children and young people, from all backgrounds and cultures and with all ranges of ability and experience;
- respond to their needs, including where they're identified by children and young people;
- provide our services differently, making them easier to use, to get to, and available when they are needed;
- help and support those children, young people and families who are most vulnerable or in need, such as;
 - those whose circumstances make them vulnerable or potentially vulnerable, *such as those in single parent households or who are single parents, children and young people looked after or leaving care, disabled children and young people, young carers and others in difficult circumstances;*
 - those who have special needs, *such as those who experience cognitive, communication and interaction disorders, behavioural and social difficulties, or with complex emotional and physical needs;*
 - those from different cultural groups, *such as those seeking asylum or refugee status, minority ethnic groups, travellers and gypsies.*

Recently developed local strategies, such as Disabled Children and Young People's Strategy are currently being implemented to address the needs of some of who are vulnerable and in need and therefore may not be prioritised within specific core aims.

Our values and principles

We value:

- children and young people's independence, uniqueness, experiences and backgrounds;
- what they say and what they achieve;
- their positive contribution to our communities;
- families and carers who nurture and support children and young people within their local communities;
- local partners and their contributions to improving the lives of children and young people;
- high quality, flexible and sustainable services that help children and young people identify their needs, make good choices and meet realistic ambitions;
- the workforce that delivers these services.

Our principles are that:

- children come first... *we see the child or young person, not their problems or characteristics;*
- all children are of equal worth... *they will all have the same entitlements, and the support they need;*
- children and young people will be heard... *we will listen and act;*
- children and young people deserve the best we can offer ... *we will work hard to provide good quality services at the right time in children's lives.*

How we produced the plan

The plan, which builds on that for 2008-11, has been produced by focussing on outcomes – **improving conditions of wellbeing for children and young people**. This involved all partners and stakeholders, including children and young people, parents and carers, and staff at all levels, in identifying how we work towards achieving improved outcomes for children and young people of Bridgend.

There are common threads running through the plan;

- early prevention which will reduce the need for higher level and crisis services;
- addressing established need, beginning with those in greatest need;
- joined-up services;
- inclusion as a key principle of service delivery, wherever possible;
- more sharing of resources, including but not only financial resources.

How we work with other Partnerships

Our key partners in delivering the vision are;

- Bridgend Local Safeguarding Children Board;
- Bridgend Health Social Care & Well-Being Partnership Board;
- Safer Bridgend – the Community Safety Partnership;
- Bridgend 14-19 Learning Network;
- Bridgend Regeneration and Environmental Partnership;
- The Communities First Partnerships.

Bridgend County Local Service Board monitors and oversees all the other partnerships.

Local and national strategies and plans provide legislative guidance, and support the underlying principles across the core aims.

These include:

- Children Act 2004 and the Children and Families Measure 2009
- Child Poverty Strategy for Wales (2010)
- WAG National Standards for Participation
- Iaith Pawb: A National Action Plan for a Bilingual Wales
- National Service Framework (2006)
- Safeguarding Children: Working Together under the Children Act 2004
- Childcare Act 2006
- Health, Social Care and Wellbeing Plan
- The 4,5,6 Integrated Working Framework
- Bridgend Participation Strategy
- Bridgend Disabled Children and Young People's Strategy
- Bridgend NEETs Strategy
- Children & Young People's Emotional Well Being Strategy
- Childcare Sufficiency Audit



Core Aim 1: Every child should have a flying start in life.

Introduction

Our aspiration is that every child should be born healthy into a secure and supportive family. Many factors may influence a child's start in life, including access to antenatal care, mother's diet and lifestyle choices, bonding, income levels, housing, being born with additional needs.

Reflection on last CYP Plan - making a difference

In the 2008-11 plan we have progressed in the following areas:

- promoting and developing childcare – a new childcare team has proved effective in improving networking and information sharing, opening a joint Welsh and English setting, improving training opportunities and the participation of young children in developing services; the Childcare Team continue to support existing childcare providers and develop new provision in areas of identified need. The areas of need for childcare provision will be identified through consultation with parents, carers and other key stakeholders as part of the 2011 Childcare Sufficiency Assessment and subsequent annual reviews.
- reducing the number of low weight births – continues to be a long term aspiration;
- providing support during pregnancy and immediately after the birth – a Multi-Agency Support Panel to assess and allocate referrals has provided improved support for those families with higher levels of need;
- promoting breastfeeding - proving effective, especially in the Flying Start areas where initiation has risen to 98%. The overall breastfeeding at initiation rate has gone up from 47.6% to 59% across Bridgend, still below the Wales target of 67%;
- supporting those parents and prospective parents at highest risk, whose children are most vulnerable - the Disabled Children's Team and the Inclusion Service support children with additional needs. Early Support materials have been introduced, with increased support for children on the autistic spectrum with Early Bird, Early Bird Plus and behaviour management training available to parents. A local Disabled Children and Young People's Strategy has been developed and is being implemented.

National and local strategies and plans related to this core aim include Safeguarding Children: Working Together under the Children Act 2004 (WAG), Childcare Act 2006 (WAG), National Service Framework 2006 (WAG), Children and Families Measure 2009 (WAG). Key local plans and programmes include Flying Start, Bridgend's plans for Breastfeeding, for Sexual Health, for Nutrition and the local Autistic Spectrum Disorder Action Plan, Bridgend Disabled Children and Young People's Strategy.

Outcomes for children and young people

All children and young people will be healthy at birth and thrive so that they will :

- be born to mothers who had received quality antenatal care;
- be breastfed until they are 6 months old;
- have good oral health;
- be fully immunised;

All children and young people will be safe in a supportive family so that they will :

- receive 'good enough' parenting;
- reach their full potential;

All children and young people will be confident and self reliant so that they will:

- live in self sufficient families.



The Audit of Needs tells us:

Birth weights

In recent years, there has been an increase in the number of low birth weights, from 90 in 2007 to 104 in 2009, representing 5.6% of live births in 2007 and 6.7% in 2009. Although relatively few in number, low birth weight is a significant indicator of wider health issues, and requires attention to be focussed on its causes and remedies.

Breast Feeding

Continuation breast feeding rates across Bridgend are still below the Welsh average of 67%. (UK Infant Feeding Report 2005). Breast feeding rates within the Princess of Wales hospital setting at initiation have increased by 9% with the introduction of the

UNICEF Baby Friendly Initiative. Rates have increased particularly in Flying Start areas but long term breast feeding remains a problem after mothers have left hospital.

Immunisation

Immunisations are key to keeping young children healthy. The annual uptake of the completed course of "5 in 1" vaccine, (diphtheria, tetanus, pertussis, polio, and HIB infection) scheduled at 2, 3 and 4 months of age in children is above the 95% Welsh Assembly Government target at 96.9%.

The uptake of one dose of MMR 1 (measles, mumps and rubella) by 2 years of age has increased slightly to 91.9% in 2010 but is still below the Welsh Assembly Government (WAG) target of 95%. At five years of age the annual uptake of two doses of MMR has increased to 82.7% but this is well below the WAG target of 95%.

Dental Caries

Oral health is an important component of general health. The main oral disease in children is dental caries (tooth decay). The data for 5 year olds are often used as an indicator for overall health, and will reflect factors such as diet. Bridgend's profile of child oral health is within the average range for Wales, but there are areas of concern. Statistics on children who are free from dental decay vary across the county but at just 42% in Garw and Ogmore valleys, they are amongst the worst in Wales. Anecdotal evidence is that the main causes of this difference are poor diet and a lack of awareness amongst parents of the importance of oral health.

Teenage Conceptions

Teenage pregnancy is closely associated with disadvantage and deprivation. For some young people it is a positive choice but for others it is a more negative experience. Children born to teenage mothers tend to be less healthy and more likely to become teenage mothers themselves. Teenage mothers are also more likely to;

- have mental health problems;
- be a lone parent;
- be unemployed and less qualified.

Teenage conception rates (under 18) in Bridgend are higher than the national average and after a long period of declining rates (since 1996) now appear to be increasing. The Bridgend under 18 conception rate for 2008 is 51.5 per 1,000 women aged 15-17 years (an increase from 45.2 in 2007, and from a low in 2004 of 44.0) against a Wales figure of 44.2. The under-16 rate appears to be following a similar trend, increasing over recent years from a low in 2004.

Priority actions

Be healthy at birth and thrive

Priority 1: To improve breast feeding rates we will:

- maintain UNICEF accreditation within Princess of Wales hospital;
- obtain UNICEF Accreditation in the community;
- develop breast feeding support groups in the community;
- develop the "Baby Friendly Scheme" across the Borough.

Priority 2: To improve oral health we will:

- provide oral health information within the Family Information Service;
- train childcare staff and develop oral health/ healthy eating policies;
- address inequalities by targeting oral health improvement programmes.

Priority 3: To reduce teenage pregnancies we will provide:

- accessible comprehensive information advice and support;
- accessible, young people friendly sexual health services, in places and at times that meet the needs of young people;

Be safe in a supportive family

Priority 4: We will work together so that:

- all children/young people on the child protection register will have plans in place, with clear outcomes identified;
- use the Multi-Agency Support Panel model to signpost families to the services they need, using a coordinated menu of parent support and Parenting programmes and 1:1 support to meet the needs of parents.

Be confident and self reliant

Priority 5: We will work together to provide:

- participation training for workers so that children/young people and their families contribute to their plans;
- a comprehensive Family Information Service;
- financial advice where there are high numbers of workless households;
- sexual health clinics for young people in appropriate venues.
- a plan for addressing the gaps in childcare provision will be developed following the completion of the Childcare Sufficiency Assessment 2011.

Core Aim 1 Action Plan: CYP Plan 2011-14

Core Aim 1 Outcome 1 : All children and young people will be healthy at birth and thrive

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To contribute to this, our priority will be that all babies will..

- be born to mothers who received quality antenatal care;
- be breastfed until they are 6 months old;
- develop good oral health.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
Review ante-natal care and report to CYPP with recommendations	<ul style="list-style-type: none"> • Report to CYPP by March 2012. 	Staff time	<ul style="list-style-type: none"> • HSCWB • Children's Health Strategy • NSF for CYP Health and Maternity Services 	ABMU
Improve breastfeeding rates by developing a ABMUHB Breastfeeding Strategy and Action Plan which will : <ul style="list-style-type: none"> • maintain UNICEF Accreditation within Princess Of Wales hospital; • obtain UNICEF Accreditation in the community; • develop Breastfeeding support groups in the community; • develop the "Baby Friendly Scheme" across the Borough. 	<ul style="list-style-type: none"> • Form Task Group and agree Terms of Reference • complete consultation draft of strategy by December 2011 • prepare action plan to include prioritised actions • ABMUHB and partners to agree the strategy • publish strategy by April 2012 	Staff time	<ul style="list-style-type: none"> • HSCWB • Family Support • Child Poverty Strategy 	ABMUHB/ Bridgend Public Health Team/CYPP
Improve oral health <ul style="list-style-type: none"> • provide health information relating to oral health (including nutrition, hygiene etc) 	<ul style="list-style-type: none"> • Family Information Service to up-date 	Staff time	<ul style="list-style-type: none"> • HSCWB • Family Support Strategy 	Family Information Officer

<p>through the Family Information Service;</p> <ul style="list-style-type: none"> • develop oral health/ healthy eating policies and training within childcare settings; • address health inequalities affecting oral health <ul style="list-style-type: none"> • target oral health improvement programmes. • 0-3 years oral health programme via the health visiting service • Designed to Smile programme • support schools through the Healthy School Initiative 	<p>existing information, by December 2011</p> <ul style="list-style-type: none"> • Families & Nurture subgroup to commission by October 2011 • Report to Families & Nurture Subgroup by October 2011 • Complete programme and report to CYPP by March 2014 			<p>Families and Nurture Sub Group Chair</p> <p>ABMUHB/Bridgend Public Health Team with Cardiff and Vale University Health Board Community Dental Services</p>
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Core Aim 1 Outcome 2: All children and young people will be safe in a supportive family, so that

- all children will receive 'good enough' parenting;
- all children will reach their full potential

To contribute to this, our priority will be ensuring all children living in families for whom the local authority has responsibility will have :

- plans that are clear;
- parents supported appropriately to meet the needs identified in the plans.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<ul style="list-style-type: none"> • Ensure all children/young people on the child protection register will have plans in place, with clear outcomes identified; • Use the Multi-Agency Support Panel model to signpost families to the services they need, using a coordinated menu of parent support and Parenting programmes and 1:1 support to meet the needs of parents. 	<ul style="list-style-type: none"> • Report to Families & Nurture Subgroup by October 2011 • Review arrangements and report to Families & Nurture subgroup in December 2011 	<p>Staff time</p>	<ul style="list-style-type: none"> • HSCWB • Family Support Strategy • Disabled Children & Young People's Strategy • 4,5,6 Framework • Participation Strategy • Autistic Spectrum 	<p>Head of Safeguarding and Family Support</p> <p>Chair, MASP</p>

<ul style="list-style-type: none"> • Complete, consult on and adopt Family Support Strategy • Implement Family Support Strategy 	<ul style="list-style-type: none"> • Strategy in place By April 2012 • Report progress to CYPP by October 2012 		Disorder Plan	Head of Safeguarding and Family Support
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Core Aim 1 : Outcome 3 : All children and young people will be confident and self reliant

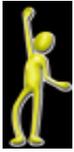
To contribute to this, our priority will be to support parents, children and young people to live in self sufficient families, and as a result :

- there will be fewer (unwanted) teenage pregnancies;
- children and families will contribute effectively to the plans made for their support;
- services including childcare will be available to support families into education, training or employment.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Provide sexual health services, through an effective Commissioning Plan, including:</p> <ul style="list-style-type: none"> • accessible comprehensive information, advice and support: • accessible, young people friendly sexual health services, in places and at times that meet the needs of young people. 	<ul style="list-style-type: none"> • Multi-agency Task & Finish group to develop Commissioning Plan: by October 2011; • Report to CYPP Board by October 2011 • Commission services through Cymorth programme by October 2011 	Staff time	<ul style="list-style-type: none"> • HSCWB • Family Support Strategy • Disabled Children & Young People's Strategy • 4,5,6 Framework • Participation Strategy 	ABMUHB/ BCBC Youth Service/ Bridgend Public Health Team
<p>Improve families confidence and self reliance and ability to contribute to plans by</p> <ul style="list-style-type: none"> • providing participation training for workers so that children/young people and their families contribute to their plans; 	<ul style="list-style-type: none"> • Review younger children's participation training pilot by September 2011 	Staff time Families First Funding	<ul style="list-style-type: none"> • Family Support Strategy • Disabled Children & Young People's Strategy • 4,5,6 Framework • Participation 	Chair, CYPP Joint Training Group

<ul style="list-style-type: none"> • providing financial advice services where there are high numbers of workless households; • address the gaps in childcare provision shown by Childcare Sufficiency Assessment 2011. 	<ul style="list-style-type: none"> • Proposals in Child Poverty Plan by 2012 • Childcare Sufficiency Assessment and Childcare Plan to contain proposals by October 2011 	Cymorth	<p>Strategy</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder Plan • Regeneration Strategy • Child Poverty Strategy • Childcare Strategy 	<p>Child Poverty Task Group Chair/CYP Partnership Support Officer</p> <p>Childcare Team Manager</p>
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Core Aim 2: Every child and young person should have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills.

Introduction

This Core Aim is about ensuring that all our children and young people are able to access and benefit from a very good range of learning opportunities that:

- lead to the achievement of high standards and increase self-confidence;
- are relevant to individual needs, as well as those of the wider community and the world of work;
- are flexible and allow for choice and diversity;
- prepare young people well for the next stages in their lives;
- are inclusive and open to all, without barriers;
- take place in a variety of settings, including informal as well as formal.

It covers education and training from pre-school and early learning, through to further and higher education and work-based learning.

Reflection on last CYP Plan –making a difference

Achievements and progress since the 2008-2011 plan was published include:

- successful implementation of the new Foundation Phase;
- extending the choice available to young people post 14 and post 16;
- a good Basic Skills Strategy for pre-school, through to secondary;
- a Strategy for Educational Inclusion;
- an ambitious programme to make our schools fit for the purpose of learning in the 21st Century;
- improving access to good quality information and advice;
- improving education of children who are looked after;
- improving attendance at school;
- reducing the number of young people not getting 25 hours of tuition.

National and local strategies and plans related to this core aim include the School Effectiveness Framework for Wales, Words Talk Numbers Count - the Basic Skills Strategy for Wales, Learning Pathways 14-19. Local strategies include the School Modernisation Programme, the Educational Inclusion Strategy, Iaith Pawb (A Bilingual Wales), Bridgend NEETs Strategy including the Keeping in Touch protocols.

Outcomes for children and young people:

All children and young people will realise their full learning potential and achieve their goals so that they:

- achieve learning goals that fulfil and extend their potential;
- gain qualifications that accredit their learning appropriately;
- benefit from high quality provision in a stimulating and supportive learning environment;

All children and young people will be included in learning and achievement, whatever their particular needs so that they:

- experience success and have a good degree of self-esteem;
- are valued equally for their abilities and achievements;
- receive the personal support they need;
- have access to clear and impartial information;
- can have a say in determining what is provided for them, and how;
- get guidance and information in the language of their choice.

All children and young people will progress in learning and into further and higher education, training and employment so that they:

- acquire the skills needed for life and work;
- move successfully through the transitions in their education;
- have a good choice of learning and career pathways.



The Audit of Needs tells us:

Achievement

Children's and young people's attainment within Bridgend County, overall, has continued to rise over the past three years, although the rate of improvement appears to have levelled off, as it has nationally, for 7 and 11 year olds. However, overall attainment remains either just at the Welsh average in the case of primary pupils, or a little below it, in the case of secondary pupils. Factors to be addressed include the difference in attainment:

- between boys and girls - boys do much less well than girls across the key stages, particularly in levels of literacy and in subjects with a strong emphasis on language;
- between young people from different socio-economic backgrounds, with a clear link between disadvantage and lower educational attainment;
- for those who attend school less often and those for whom there are other kinds of barriers to learning e.g. looked after children and young people

Inclusion

Too many young people are not fully included within our 'mainstream' educational provision. Some young people require support in highly specialised settings and we need to continue to make good quality provision for them. However, overall, a relatively high proportion of children and young people in Bridgend County are educated in special schools, units or classes, compared with the picture for Wales as a whole. Our aim is that all young people should be educated, wherever appropriate, in local mainstream school and that there should be the necessary skills, knowledge and capacity in those schools to meet the full range of needs. We are making some progress, but some young people remain, effectively excluded – not just from school, but from access to education. We also need to ensure that there is equality of opportunity and of treatment for the diverse mixture of groups of young people who make up the whole population. Some young people still encounter racist or homophobic abuse during their education, and we need sufficient resources to meet the needs of those for whom English is an additional language. Whilst we have now opened a Welsh-medium secondary school in Bridgend County, the opportunities for young people to make use of their bilingual skills outside of the school environment remain limited in many cases.

Progression

We need to reduce the number of young people who do not progress from school to further or higher education, training or into employment. The proportion of 16 year olds who are not progressing in this way has, over time, gradually declined, and there has been a significant fall in the number leaving education without a recognised qualification. However, in 2009, the proportion of Bridgend young people finishing Key Stage 4 and not remaining in education or training, or going to employment was 7.6% - which is well above the Welsh average and the fourth highest figure in Wales.

One factor is the low proportion of young people engaged in work-based training post 16. Those who face personal and social barriers to learning are particularly disadvantaged by the lack of appropriate opportunities for training. Some 'early intervention' and personal support programmes have clearly demonstrated the positive impact that the provision of personal support can have in getting young people re-engaged in a progressive learning pathway.

Priority actions

1. *So that all children and young people will ...***be able to reach their full learning potential and achieve their goals** *we will:*
 - raise standards of literacy and numeracy among currently underachieving groups/young people;
 - improve our analysis of the performance of specific groups;
 - increase looked after children and young people's attainment;
 - improve attainment at Key Stages 3 and 4;
 - improve links between achievement in formal, informal and non-formal, and extend accreditation;
 - increase opportunities for volunteering;
 - remove barriers to learning for vulnerable groups, such as reluctant attenders, teenage parents, young carers, pupils for whom English is an additional language, homeless young people and young offenders;
 - improve partnership between the home and the school, so that parents and carers can support their children's learning;
 - improve continuity in learning between key stages;
 - implement the School Effectiveness Framework

2. *So that all children and young people will ...* **be included in learning and achievement, whatever their particular needs** *we will:*
 - develop and implement a Youth Support Services Strategy;
 - improve the capacity of schools/settings to cater for additional needs;
 - improve support for pupils with moderate learning difficulties and behavioural, emotional and social difficulties;
 - improve the tracking of attainment and evaluation of the impact of provision;
 - extend Welsh medium formal, informal and non-formal learning;
 - improve attendance and reduce exclusions;
 - improve support for emotional well-being and mental health, and promote the associated actions for Core Aim 3 in our schools and other educational settings.

3. *So that all children and young people will ...* **progress in learning and into further and higher education, training and employment** *we will:*
 - extend choice and flexibility of provision for young people 14-19;
 - improve the cohesion of provision and equalise access to programmes;
 - improve support and information to help inform choices and decisions;
 - reduce the number of young people not in education, employment or training and track their progression up to 25yrs of age;
 - support transitions from education and training into employment and improve opportunities for work-based learning;
 - complete implementation of the Foundation Phase and improve progression into Key Stage 2.

Core Aim 2 Action Plan: CYP plan 2011-14

Core Aim 2 Outcome 1 : *All children and young people will ... be able to reach their full learning potential and achieve their goals*

- To contribute to this, our priority will be to raise children and young people's attainment levels by remove barriers to learning and improving communication amongst learning providers and support services.

Priority Actions	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Raise standards of literacy and numeracy among currently underachieving groups / young people:</p> <ul style="list-style-type: none"> Pre-school and Foundation Phase: Engage parents in LAP & NAP programmes Family Programmes: Improve communication between parents, school and college staff and pupils Key Stages 2 and 3: Implement National Literacy Plan on an annual basis according to funding Provide teacher professional development modules for teaching literacy Improve boys' literacy 	<ul style="list-style-type: none"> Engage parents in the school/ pre-school setting Language and Play and Number and Play programme s to develop skills for communicating and playing with their children. Provide opportunities for parents to engage with school staff, college tutors and pupils to develop literacy and numeracy skills in KS2 and KS3. March 2014 Deliver one to one literacy interventions; Guided Reading and Catch Up Literacy on a termly to annual basis. March 2012 Planned modules include First Steps to Reading, First Steps to Writing, Bridgend Talk Project, Leading Literacy across KS2, Engaging Boys in Literacy, and Literacy across KS3 Deliver target activities in four schools for 7 week periods to engage reluctant 	<p>Basic Skills Grant - LAP/NAP</p> <p>Staff time to co-ordinate programmes and provide training</p> <p>Basic Skills Grant - Family programmes</p> <p>School Effectiveness Grant</p> <p>ESF (11-13 Pre-VENT)</p>	<ul style="list-style-type: none"> The School Effectiveness Framework Basic Skills Strategy Learning Pathways 14-19. School Modernisation Programme; Educational Inclusion Strategy; NEETs Strategy. 	<p>Group Manager: Primary & Transition Learning BCBC</p>

<ul style="list-style-type: none"> • Improve standards of numeracy and implement National Numeracy Plan from 2013 onwards • Maintain Basic Skills Quality Standard 	<p>readers March 2012</p> <ul style="list-style-type: none"> • Deliver one to one literacy and numeracy intervention on a termly to annual basis. Interventions include: Catch Up Reading, Spotlight Maths March 2012 • Undertake support visits to assist schools prepare for the QS assessment, through structured support to address area for development, including the provision for basic skills learners March 2013 			
<p>Improve our analysis of the performance of specific groups:</p> <ul style="list-style-type: none"> • Improve and refine pupil-level tracking data and its evaluation 	<ul style="list-style-type: none"> • Develop and issue new format annual data sets that include key elements of the SEF core data sets and other information from PLASC, in order to provide information that supports analysis of the performance of specific groups of pupils March 2012 • Develop and refine further tools to drill down into the performance and progress of pupils with additional learning needs (see section on ALN pupil progress tracking below) 	<p>BCBC core budgets for Inclusion and School Improvement</p> <p>School Effectiveness Grant</p>	<ul style="list-style-type: none"> • Inclusion Strategy • BCBC Education Services post-inspection action plan • School Effectiveness Framework 	<p>Head of Learning, BCBC</p> <p>Chief Adviser</p> <p>Group Manager: Inclusion, BCBC</p>
<p>Support schools and teachers in increasing the level of looked after children and young people's (LAC) attainment:</p> <ul style="list-style-type: none"> • Support Key Stage 4 LAC 	<ul style="list-style-type: none"> • RAISE LAC grant will be used to 	<p>School Effectiveness Grant</p> <p>RAISE Grant & BSS</p>	<ul style="list-style-type: none"> • Inclusion Programme • NEETs Strategy. 	<p>LAC Education Officer, BCBC</p>

<ul style="list-style-type: none"> ○ Train LAC Education (LACE) staff to deliver Emotional Literacy Support and Student Assistance Program ○ Identify and support LAC at Key Stage 2 to ensure smooth transition to Key Stage 3. ○ Support LAC in pursuing further and higher education 	<p>continue to provide support for Key Stage 4 LAC March 2012</p> <ul style="list-style-type: none"> • Continue to provide high quality training to designated teachers on roles and responsibilities and offer advice and support when required. March 2012 • Train LACE learning support officers in ELSA and SAP and deploy them effectively to support LAC within their education setting. • Review Personal Education Plans (PEPs) effectively within the statutory LAC review process. • LACE after school club to continue to provide opportunities for LAC to access IT facilities, complete homework/course work and help increase social and emotional skills within the group • Promote and support LAC to attend the 'Coursework Mentoring Club' at Cardiff University and attending the 'Confident Futures Summer School' 	<p>Funding</p> <p>WAG 'Improving Connections Small Grant' LAC Education Coordinator/D esignated teachers</p> <p>LAC Education Coordinator, Independent Reviewing Officers, Designated teachers</p> <p>LAC Education (LACE) team time and resources</p>		
<p>Increase opportunities for volunteering through a partnership approach:</p> <ul style="list-style-type: none"> • Promote volunteer bureau (BAVO) and sign post young people interested in volunteering 	<ul style="list-style-type: none"> • Promote local volunteering initiatives such as Gwirvol/ Welsh Bac/ Duke of Edinburgh award scheme • Raise awareness of Volunteer Wales website • Promote the Volunteer Manager 	<p>Grant funded projects: Millennium Volunteer Award/Gwirv ol grants</p> <p>Staff time - youth workers</p>	<ul style="list-style-type: none"> • Learning Pathways 14-19. 	<p>BAVO Volunteer Development Officer</p> <p>Group Manager Post 14 Learning, BCBC</p>

<ul style="list-style-type: none"> Promote the benefits of offering young people volunteer placements to local organisations 	<p>Network and Gwirvol initiative via BAVO volunteer bureau March 2014</p>	<p>Duke of Edinburgh award scheme</p>		
<p>Develop, with schools, strategies that will help to improve attainment at Key Stages 3 and 4:</p> <ul style="list-style-type: none"> Deliver training for Key Stage 3 practitioners, particularly in literacy and numeracy <p>Monitor, evaluate, challenge and, where appropriate, support and intervene to raise standards</p>	<ul style="list-style-type: none"> Continue to implement the Authority's Basic Skills Strategy, including implementation of the revised Basic Skills Quality Standard and provision of training for staff on reading skills development, talk in mathematics, engagement of boys in literacy, writing development and numeracy skills. Continue to work with children of schools to improve continuity and progression in curriculum planning and delivery in KS2 to KS3. Ensure that all annual performance reviews identify potential underachievement in core subjects through robust analysis of data March 2014 Provide differentiated and targeted support to those subject departments in secondary schools where there is a clear pattern of under-attainment March 2014 	<p>School Effectiveness Grant</p> <p>BCBC Adviser and Officer time</p>	<ul style="list-style-type: none"> School Effectiveness Framework Learning Pathways 14-19. 	<p>Head of Learning, BCBC</p>

<p>Remove barriers to learning for vulnerable groups, such as reluctant attenders; teenage parents, carers, pupils for whom English is an additional language, homeless young people and young offenders:</p> <ul style="list-style-type: none"> • Deliver Student Assistance Programme (SAP) • Develop and implement early intervention approaches • Provide short-term specialist interventions 	<ul style="list-style-type: none"> • Deliver the Pre-VENT programme 11-13 including delivery of SAP, which aims to remove barriers to learning with Key stage 3 pupils. March 2012 • Support schools in early intervention approaches for this range of young people. • Link the above to the Pre-VENT 14-19 programme. Sept 2012 • Deliver school phobic programme to specific 'at risk' students. 2011-14 	<p>ESF (11-13 Pre-VENT)</p> <p>Specialist project teams</p> <p>Pre-VENT 14-19 team and Learning Coaches deployed appropriately</p> <p>Vulnerable Groups team, Inclusion Service</p>	<ul style="list-style-type: none"> • Inclusion Programme • NEETs Strategy • Learning Pathways 14-19 • Pre-VENT 14-19 project business plan, outcomes and outputs • Inclusion Programme 	<p>Group Manager: Inclusion, BCBC</p> <p>EOTAS coordinator</p> <p>Basic Skills Management Team</p>
<p>Improve links between achievement in informal / non-formal and formal learning and extend accreditation:</p> <ul style="list-style-type: none"> • Achieve the Careers Education and Guidance Quality Kitemark. • Recognise and celebrate young people's success • Raise awareness of accredited learning opportunities 	<ul style="list-style-type: none"> • Support all schools to achieve the Careers Education and Guidance Quality Kitemark March 2014 • Hold annual ROA ceremonies to celebrate learners' achievements (formal and non-formal) • Promote and deliver an annual 2 day 14-19 Learning Pathways Event Deliver a programme to raise learners' 	<p>Careers Wales support, commissioned by the 14-19 Network</p> <p>Supporting resources</p> <p>Funding via the 14-19 Network ANDP grant Moodle.</p>	<ul style="list-style-type: none"> • Learning Pathways 14-19 • Youth Support Strategy • Inclusion Programme 	<p>Group Manager Post 14 Education, Training & Development</p>

	awareness of accredited learning opportunities in different settings March 2012	Funding Partnership resources		
Improve continuity in learning between key stages by working with schools to support effective transition:	<ul style="list-style-type: none"> provide opportunities for clusters of schools to develop Transition Action Plans, to ensure a continuous and progressive approach for supporting learners, from KS2 to KS3. provide a series of 'Course Awareness' Programmes to introduce year 11 students to new courses on offer 2011-14 Implement the Partnership Exchange management information system to ensure the transfer of relevant data to support the transition of 14-19 learners from one school / college to another September 2011 onwards 	<p>Transition Consultative Group time</p> <p>14-19 ANDP grant funding.</p> <p>On-going maintenance charges to be met by schools / Bridgend College</p>	<ul style="list-style-type: none"> Learning Pathways 14-19 	Group Manager Post 14 Education, Training & Development
<p>Implement the School Effectiveness Framework in partnership with schools: Develop and implement a Central South Wales Consortium strategy for SEF implementation</p> <p>Deliver key elements of the SEF in line with national strategy and requirements</p>	<ul style="list-style-type: none"> Work in partnership with other Central South Wales Consortium LAs to ensure coherence and consistency of approach to SEF implementation through agreed joint plan April 2010 Identify system leaders, to include headteachers, advisers and other school improvement officers Deploy system leaders into appropriate roles, to include: challenge and support role; 	<p>BCBC core school improvement budget</p> <p>School Effectiveness Grant</p>	<ul style="list-style-type: none"> School Effectiveness Framework BCBC Education Services post-inspection action plan 	Head of Learning, BCBC

<p>Re-organise current BCBC school improvement activity to align with the SEF</p>	<p>coaching and mentoring; professional learning community (PLC) facilitation and Leadership; supporting schools in challenging circumstances</p> <ul style="list-style-type: none"> • Re-organise the review and development programme and annual performance reviews (APRs) to incorporate the key challenge and support elements of the SEF September 2011 onwards • Ensure that Governing Bodies are aware of subject areas where shortcomings exist, and discuss with them how improvements can be achieved March 2013 			
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Core Aim 2 Outcome 2 : *All children and young people will ...* **be included in learning and achievement, whatever their particular needs**

- To contribute to this, our priority will be to improve and extend support services to meet individual needs of children and young people particularly those with additional needs.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Develop and implement a systematic and coherent Youth Support Services Strategy:</p> <ul style="list-style-type: none"> • Develop and implement a local Quality Mark with the Youth Options Consortium 	<ul style="list-style-type: none"> • Implement agreed Youth Support Strategy March 2012 	<p>BCBC Youth Service and CYPP core budgets</p> <p>Part funding from 14-19 Network</p>	<ul style="list-style-type: none"> • Youth Support Services post-inspection action plan • Youth Support Services Strategy • Learning Pathways 14-19 • NEETs Strategy / Prevent 14-19. 	<p>Principal Youth Service Officer, BCBC</p> <p>CYPP Co-ordinator</p>

<p>Improve the capacity of schools / settings to cater for a variety of additional needs:</p> <ul style="list-style-type: none"> • Implement the 'Building Capacity' strand of the Educational Inclusion Programme 	<ul style="list-style-type: none"> • Support schools in meeting the needs of all children and young people by providing extended and improved specialist outreach resource • Use the 'Building Capacity Tool' to identify school strengths and identify gaps September 2011-December 2012 • Provide a coherent programme of targeted training 2011-2014 • Create more flexible local control and accountability through the development of the 'Team Around the Pupil, Parent and School' (TAPPAS) and 'Planning and Reviewing in Partnership' (PRIP) approaches and their implementation on a cluster / zone basis 2011-12 	<p>BCBC Inclusion Service staff to provide outreach support</p> <p>School Effectiveness Grant</p>	<ul style="list-style-type: none"> • Inclusion Strategy • School Effectiveness Framework 	<p>Group Manager: Inclusion, BCBC</p>
<p>Improve support for pupils with moderate learning difficulties (MLD) and behavioural, emotional and social difficulties (BESD) preventative and early intervention work):</p> <ul style="list-style-type: none"> • Implement the 'Reviewing and Improving Provision' strand of the Educational Inclusion Programme 	<ul style="list-style-type: none"> • Further develop BESD / MLD provision through the National Attendance and Behaviour (NBAR) pilot project which identifies, assesses and provides intervention for these pupils. 	<p>Inclusion Service and Educational Psychology Service staff time</p> <p>BCBC funding for additional learning</p>	<ul style="list-style-type: none"> • Inclusion Strategy 	<p>Group Manager: Inclusion, BCBC</p> <p>Principal Educational Psychologist, BCBC</p>

	<p>March 2012</p> <ul style="list-style-type: none"> Integrate and embed the outcomes of the 'Unlocking the Potential of Special Schools' project March 2012 As part of the Inclusion Programme, review and adjust the pattern of provision of specialist support for MLD Review and amend the role of special classes, resource bases, units and special schools to reflect current and predicted patterns of need 2011-14 	<p>needs</p> <p>BCBC specialist teachers and support staff</p> <p>Research and development support from Sussex University</p>		
<p>Improve the tracking of attainment and evaluation of the impact of provision for pupils with ALN:</p> <ul style="list-style-type: none"> Implement the 'Evaluating Outcomes' strand of the Educational Inclusion Programme 	<ul style="list-style-type: none"> Measure pupil outcomes through the reviewing of data collected as part of the 'Planning and Reviewing in Partnership' (PRIP) annual process September 2011-December 2012 In the light of data collected, plan and implement appropriate changes to provision and the targeting of support September 2012 onwards Implement national reading test and, where appropriate, BKSB, and evaluate findings September 2011 onwards 	<p>Inclusion Specialised services in conjunction with schools' senior management teams</p>	<ul style="list-style-type: none"> Learning Pathways 14-19. Inclusion Programme BCBC Education Services post-inspection action plan 	<p>Group Manager Inclusion, BCBC</p>
<p>Extend provision for formal / informal / non-formal learning through the medium of Welsh:</p> <ul style="list-style-type: none"> Continue to implement the 	<ul style="list-style-type: none"> Strategic groups to drive forward the 	<p>Learning Pathways 14-19 ANDP grant.</p>	<ul style="list-style-type: none"> Learning Pathways 14-19 Youth Support Services Strategy 	<p>Group Manager Post 14 Education, Training &</p>

<p>targets and actions set out within the BCBC Welsh Education Scheme and 14-19 Annual Network Development Plan</p> <ul style="list-style-type: none"> • Support the promotion of bilingualism and Welsh Culture • Continue to review the provision of Welsh-medium education in BCBC 	<p>development of Welsh language learning.</p> <ul style="list-style-type: none"> • Develop Bilingual opportunities within all youth settings - resource packs and training to be delivered to organisations within Bridgend. • Extend the range of extra-curriculum activities on offer to young people within Welsh-medium schools. • Plan for development and implementation of new Welsh Education Strategic Plan from 2013 onwards 	<p>Welsh Education Grant</p> <p>Welsh Education Partnership</p>	<ul style="list-style-type: none"> • Bridgend Welsh Education Scheme • Welsh-Medium Education Strategy. Iaith Pawb. • School Modernisation Programme • Strategic Outline Case for Post-16 Transformation 	<p>Development</p> <p>Menter Bro Ogrwr</p> <p>Head of Strategy, Partnerships and Commissioning, BCBC</p>
<p>Improve attendance and reduce exclusions:</p> <ul style="list-style-type: none"> • Improve collaboration between partner agencies and groups to address barriers to attendance or accessing education. 	<ul style="list-style-type: none"> • Collect robust monthly pupil level attendance data to enable Education Welfare Officers (EWOs) to target intervention more effectively. • Formal meetings with headteachers (or representative) to discuss attendance targets • EWOs to form part of multi-agency community teams (MAC) to facilitate co-ordinated delivery of services across agencies • Introduction of alternative strategies to exclusion 	<p>Support for Children and Learners Team staff time</p>	<ul style="list-style-type: none"> • NEETs Strategy • Educational Inclusion Strategy 	<p>Group Manager for Support for Children and Learners</p>
<p>Improve support for emotional well-being / mental health:</p> <ul style="list-style-type: none"> • Develop and utilise a means of surveying the levels of emotional 	<ul style="list-style-type: none"> • ChEW Group members initially to develop questionnaire 	<p>Staff time</p> <p>Viewpoint licence</p>	<ul style="list-style-type: none"> • Health, Social Care and Wellbeing Strategy • Inclusion Programme 	<p>Principal Educational Psychologist</p>

<p>wellbeing of children and young people</p> <ul style="list-style-type: none"> • Develop a programme to address identified issue of negative attitudes to mental health and emotional well being 	<ul style="list-style-type: none"> • Schools to administer questionnaire to population sample • ChEW group membership to explore means of improving the attitudes towards mental health and • See actions in Core Aim 3 action plan 			
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Core Aim 2 Outcome 3 : All children and young people will ... progress in learning and into further and higher education, training and employment

- To contribute to this, our priority will be to support children and young people at transition in a supportive, coordinated and seamless manner.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Extend the range of choice and flexibility of provision for young people 14-19:</p> <ul style="list-style-type: none"> • Ensure that all schools meet the Learning and Skills Measure and that a sufficient number of appropriate learning options is offered across the range of domain areas at KS4 and Post 16 	<ul style="list-style-type: none"> • Annually produced Option Menu Analysis by 14-19 team. • Update the Prospectus of activities annually • Engage Non formal/informal learning providers and deliver high quality provision March 2014 	<p>Staff time for production of Option Menu and Prospectus of activities</p> <p>Careers Wales support</p>	<ul style="list-style-type: none"> • Learning Pathways 14-19 • Youth Support Services Strategy • Strategic Outline Case for Post 16 Transformation 	<p>Group Manager Post 14 Education, Training & Development</p>
<p>Improve the cohesion of provision and equalise access to programmes:</p> <ul style="list-style-type: none"> • Produce a curriculum framework for post 14 and post 16 	<ul style="list-style-type: none"> • Plan and deliver all learning provision in the context of this framework 	<p>Staff time</p>	<ul style="list-style-type: none"> • Educational Inclusion Strategy • 14-19 ANDP priorities • Strategic Outline 	<p>Group Manager Post 14 Education, Training & Development</p>

education in BCBC	<ul style="list-style-type: none"> • Ensure that all learners have equal access to an appropriate range of learning opportunities 2011-14 		Case for Post 16 Transformation	
<p>Give better support and information to young people to help inform choices and decisions:</p> <ul style="list-style-type: none"> • Help learners to access appropriate and impartial careers education, advice and guidance • Develop web based information resources 	<ul style="list-style-type: none"> • Learning Coaches to guide learners to appropriate learning and ensure that they are provided with impartial careers education, advice and guidance. • Continue to expand the scope of the Youth Service's Just@sk initiatives • Promote use of Moodle in all settings to provide learners with information about learning opportunities in appropriate formats 	<p>Careers Wales learning coach.</p> <p>Moodle</p> <p>Pre-Vent 14-19.</p>	<ul style="list-style-type: none"> • Learning Pathways 14-19 ANDP grant. • Youth Support Services Strategy 	Principal Youth Officer/ Group Manager Post 14 Education, Training & Development
<p>Reduce the number of young people not in education, employment or training and track the progression of young people up to the age of 25:</p> <ul style="list-style-type: none"> • Reduce the number of NEETs at 16, 17 and 18 • Track young people's progress, particularly those whose destinations are unknown 	<ul style="list-style-type: none"> • Develop and implement the local NEETs strategy March 2012 • Implement the local Keeping in Touch (KIT) protocol December 2012 • Pre Vent team to work in partnership to identify those at risk of becoming NEET and support them in learning pathways March 2013 	<p>Pre-Vent 14-19 programme. Match funded partners / organisations. Careers Wales (Mid Glamorgan & Powys). Youth Options Third sector service delivery</p>	<ul style="list-style-type: none"> • NEETs Strategy. • Educational Inclusion Strategy; • Basic Skills Strategy • 14-19 ANDP priorities. 	Group Manager Post 14 Education, Training & Development

<p>Support transitions from education and training into employment and improve opportunities for work-based learning (WBL):</p> <ul style="list-style-type: none"> • Work in partnership with National Training Federation Wales (NTfW) to establish more WBL pathways 	<ul style="list-style-type: none"> • 14-19 Network to continue to involve NTfW representation in key strategic groups March 2014 • Formal Learning Group and PSG to establish new WBL pathways for 14-19 learners at all levels 	<p>14-19 ANDP grant funding.</p> <p>Schools and other providers</p> <p>Pre-VENT 14-19 convergence funding.</p> <p>WBL providers / Bridgend College</p>	<ul style="list-style-type: none"> • Learning Pathways 14-19 	<p>Group Manager Post 14 Education, Training & Development, BCBC</p>
<p>Complete implementation of the Foundation Phase and improve progression into Key Stage 2:</p> <ul style="list-style-type: none"> • Provide high quality training and targeted support for schools and childcare settings • Deliver the Welsh Assembly Government's Transition Module 	<ul style="list-style-type: none"> • Continue to provide high quality training and targeted support for all schools and non maintained settings to enable them to effectively implement the Foundation Phase March 2014. • Deliver WAG module to 100% of Year 2 and Year 3 staff • Provide focused support for schools to effectively disseminate good practice and ensure a smooth transition from FP to KS2 March 2014 	<p>WAG Foundation Phase Grant.</p>	<ul style="list-style-type: none"> • Foundation Phase Access and Implementation Plans • School Effectiveness Framework 	<p>Group Manager: Primary and Foundation Learning, BCBC</p>



Core Aim 3: Every child and young person enjoys the best possible health, including freedom from abuse and exploitation

Introduction

This Core Aim addresses the health needs of children and young people and aims to keep them free from abuse and exploitation, with services that will help them to become healthier, promote their well-being and keep them safe in their homes and where they live. This includes:

- mental and emotional wellbeing as well as physical health;
- sexual health;
- substance misuse advice, prevention and treatment;
- nutrition and active lifestyles;
- safe homes and communities, including safe places to play;
- freedom from bullying, sexual and other forms of exploitation.

Reflection on last CYP Plan – making a difference

We identified a more integrated approach to service planning and delivery, particularly for vulnerable children and young people such as those who:

- are looked after by the local authority and those leaving our care;
- are disabled;
- have complex health needs;
- live with parents/carers whose parenting is compromised.

We have a model of integrated working that identifies types and levels of need in children and young people (4-5-6 framework) which provides a common language for all agencies to use. The Disabled Children and Young people's Strategy and action plan prioritises development of an integrated service, with the Early Support programme, a Disability Index (and Coordinator), and the Autistic Spectrum Disorder Action Plan as key components. A Children's Emotional Wellbeing group is working with the Health Social Care and Wellbeing Partnership, through the Local Service Board, to develop an integrated approach to mental health and emotional wellbeing.

We wanted good information services and early preventative action to help children and young people to be healthy, confident, well-informed and have good self-esteem so that they could reach their full potential. We have a nursing post for assessing the health

needs of looked after children, and a Healthy Schools scheme operational in all schools. A key worker for disabled young people provides a smooth transition between children and adult services, and an independent living equipment store is up and running;

National and local strategies and plans related to this core aim include Fulfilled lives, Supportive Communities (WAG 2007), National Service Framework (WAG 2006), Safeguarding Children: Working Together under the Children Act (WAG 2004), Children and Families Measure (WAG 2009). Local strategies include the Health Social Care and Wellbeing Plan and the 4-5-6 Framework for integrated working, Bridgend Emotional Well Being Strategy.

Outcomes for children and young people

<p>All children and young people will be healthy so that ;</p> <ul style="list-style-type: none">• older children and young people will enjoy good physical and emotional health and well-being;• where they develop mental health problems, they would receive the right support to meet their needs.
<p>All children and young people will be safe so that they will;</p> <ul style="list-style-type: none">• be free from abuse and exploitation.
<p>All children and young people will be self-confident and self-reliant so that they will;</p> <ul style="list-style-type: none">• make healthy choices in their daily lives;• benefit from information and services which promote good health and treat illness where it occurs;• develop good self-esteem and strong emotional health;



The Audit of Needs tells us:

Sexually Transmitted Infections (STIs) - The burden of sexual infection and ill health is predominantly borne by young people. In Bridgend sexual health services include Just @sk Information Shop, information bus & detached youth workers, the Youth Advisory Service, the School Nursing Service and the Youth Advice Sexual Health Nurse based with Just @sk.

Tobacco - Twenty three percent of the adult population of Bridgend smoke, slightly less than the all Wales average. An estimated 5,600 deaths per year in Wales and 1,000 deaths in the ABMU health board area, are caused by smoking, which is nearly 1 in 5 of all deaths. Smoking prevalence is highest in the population groups least able to afford to smoke.

Smoking prevention and reduction activities include ASSIST (A Stop Smoking in Schools Trial) which uses 'peer support' to help pupils stop, the Maternity Referral Pathway Project which supports pregnant smokers and their families to stop smoking, and enforcement of legislation on underage sales of tobacco.

Alcohol

The recent Chief Medical Officer's report (October 2010) stated that in Wales, 51% of men and 42% of women in the 16-24 years category had reported drinking above the recommended guidelines in the previous week. Bridgend is the local authority with the highest reported incidence of drinking above daily guidelines in Wales.

The Substance Misuse Training and Prevention Co-ordinator and the All Wales Core Programme delivered by the Schools Liaison Officer, South Wales Police, across all schools in Bridgend, provide preventative services.

Neglect and abuse

In Bridgend there is a population of children being harmed by neglect. The category most used when children are placed on the child protection register is neglect (54% at 31.03.2010). Between April 1st 2009 to 31st July 2010 390 children and young people were registered under the neglect and abuse category and 33 under the neglect category.

Self Harm

Definition of self harm as set out in **WAG Action Plan to Reduce Suicide and Self Harm 2009-2014** (APRSSH): *'Self harm may be defined as intentional self-poisoning or self-injury, irrespective of the nature of motivation or degree of suicidal intent.'* Bridgend's Child and Youth Counselling Service Annual Report (2009) states that approximately 1 in 8 young people have a presenting issue that includes self harm. Many people who die from suicide have harmed themselves in the past but it is not always possible to predict those who harm themselves will go on to complete suicide. Evidence shows that young men are reluctant to discuss their mental health or seek help when they are distressed. Protective factors against self harm include:

- good personal and social relationships;
- good mental health and resilience;
- reducing stigma associated with emotional and mental health;
- educational attainment and employment;
- tackling substance misuse issues.

Priority actions

1. Be Healthy: Sexual Health

- in line with National Institute for Health and Clinical Excellence (NICE) guidelines (2006) develop sexual health services for young people;
- improve the quality of Sex Relationship Education (SRE) within schools;

- training for the children and young people's workforce to increase awareness and knowledge in relation to sexual health.

2. Be Healthy: Tobacco

- improve local intelligence on children and young people and smoking;
- provide education and prevention projects to primary school children;
- continue with enforcement ;
- continue the pilot adolescent cessation project.

3. Be healthy: Alcohol

- improve local intelligence on children and young people and alcohol;
- continue to provide awareness training and prevention services.

4. Be Safe: Neglect & abuse

- develop a multi-agency neglect policy and practice guidance via BLSCB;
- agree procedures for social services and police to work together in cases of criminal neglect;
- train practitioners in health and education to spot early signs of neglect;
- develop a multi-agency keyworking model of service delivery to promote joint working.

5. Be Confident & self reliant: Emotional well-being

- promote MIND –ASIST & Mental Health First Aid training courses;
- use network of Healthy Schools Schemes, including PSE & Pastoral Care provision to raise awareness of information, advice and support;
- integrate suicide reduction activity into local plans;
- consult with children and young people about suicide and self harm for ideas for service delivery and improvements;
- disseminate research and other public information about suicide and self harm to inform local services, delivery and strategic planning.

	<ul style="list-style-type: none"> • Crucial Crew to continue in May 2011 with 1600 pupils from year 6 attending alcohol awareness lessons • Continue test purchasing until March 2014 • Continue the pilot adolescent smoking cessation project until September 2012 			<p>Public Protection</p> <p>Stop Smoking Wales/Public Health Wales</p>
<p>Improve sexual health by</p> <ul style="list-style-type: none"> • Developing sexual health services for young people in line with National Institute for Health and Clinical Excellence (NICE) guidelines (2006) • improve the quality of Sex Relationship Education (SRE) within schools; • training for the children and young people's workforce to increase awareness and knowledge in relation to sexual health. 	<ul style="list-style-type: none"> • Set up Sexual Health Task & Finish Group to • Review existing services • Identify service gaps • Commission services to meet the gaps October 2011 • Audit existing education materials and resources by January 2012 • Work PSE Co-ordinators and Health Schools to agree consistency throughout the county by September 2013 • Ensure training is identified as a need in the CYP Workforce Development Plan by April 2012 • Review training programmes By April 2013 • Develop a rolling programme of multi agency training by April 2013 	Staff time	<ul style="list-style-type: none"> • HSCWB • Family Support • Participation • 4,5,6 Framework 	<p>Families & Nurtures – to be identified following ABMUHB restructuring</p> <p>Susan Jones, School Nursing</p> <p>CYPP Support Officer</p>

Core Aim 3 Outcome 2 : All children and young people will be safe, and will be protected from neglect within their families

To contribute to this, our priorities will be :

- to identify cases of neglect;
- to address the causes of neglect, once identified.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Develop a multi-agency neglect policy and practice guidance by</p> <ul style="list-style-type: none"> • Agreeing procedures for social services and police to work together in cases of criminal neglect • Joint training of practitioners in health and education on early identification of neglect 	<ul style="list-style-type: none"> • Protocol between police and social services drafted for consultation by December 2011 • Protocol implemented by April 2012 • Training plan in place by March 2012 • Joint training begins April 2012 	Staff time	<ul style="list-style-type: none"> • Family Support Strategy • HSCWB • Participation Strategy • 4,5,6 Framework 	Head of Safeguarding and Family Support

Core Aim 3 Outcome 3 : All children and young people will be confident and self reliant, and safe from harm

To contribute to this, our priority will be to provide children and young people with the skills, information and opportunities to make healthy choices in their daily lives

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Implement the Children and Young People's Emotional Well-being Strategy including :</p> <ul style="list-style-type: none"> • Recommendations and actions from 'Improving Futures' • 	<ul style="list-style-type: none"> • Completed by April 2014 • Training programme in place by September 2011 	Staff time CYPP	HSCWB Emotional Wellbeing Strategy Youth Support	Trevor Guy BCBC ABMUHB

<p>Reduce the incidence of self harm and suicide by</p> <ul style="list-style-type: none"> • Promoting training such as MIND –ASIST training courses, Mental Health First Aid; • Provide appropriate information, advice and support in Healthy Schools’ Initiative. • Raise young people’s awareness and use of resources available. <p>PSE Co-ordinators and Healthy School Co-ordinators</p> <ul style="list-style-type: none"> • to achieve targets in the National Quality Award document; • integrate suicide and self harm prevention activity into Healthy Schools plans; • consult with children and young people on proposals, and modify in light of consultation; <p>Collect and disseminate research and other public information about suicide and self harm to inform local services, delivery and strategic planning.</p>	<ul style="list-style-type: none"> • Report to Joint Mental Health Planning Team and ChEW Group by December 2011 • Audit existing education materials and resources by January 2012 • By December 2012 • Report to CYPP Board by March 2014 • Report to Joint Mental Health Planning Team by June 2012 • Report to CYPP Board by December 2013 	<p>SNI Big Lottery</p>		<p>Chair, Healthy Schools Steering Group</p> <p>School Nursing Co-ordinator</p> <p>PSE Co-ordinators</p> <p>Stuart BurgeJones</p> <p>Bridge Mentoring Youthworks</p> <p>Joint Mental Health Team</p>
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Core Aim 4: Children and young people should have access to and opportunities to participate in high quality and safe play, sport, leisure and cultural activities

Introduction

This Core Aim involves the broad range of cultural activity that improves the quality of life of children and young people and the capacity of activities to deliver these improved outcomes to all children and young people, particularly addressing those who are under represented or face barriers to participation.

Reflection on last CYP Plan - making a difference

Successes and progress since the publication of the 2008-2011 Children and Young People's Plan include:

- play audit completed, Big Lottery Fund investment secured;
- a 3-year Welsh language sports programme with Urdd Gobaith Cymru;
- community playschemes and new Play4Life concept developed;
- 'Following the Flame' (a joint sport and arts initiative to inspire young people through the 2012 Olympic and Paralympic Games) started.

Further progress includes:

- More play opportunities for children with disabilities;
- Access to Leisure scheme removing cost as a barrier to participation;
- Looked After Children provided with free leisure card memberships;
- sports development initiatives in every Communities First area;
- increased opportunities for girls through the 5x60 initiative;
- support to children of an unhealthy weight and their families (MEND);
- free Swim Initiative included intensive swimming lessons;
- Positive Futures working with at risk young people through sport;
- a creative industries training programme to support vocational skills development in the arts;
- the Youth Arts programme includes dance, drama, music, creative writing and film-making;
- annual creative arts programme for young offenders;
- arts programmes for children with disabilities.

There are young people who are not engaged in these types of activities or who could engage further if the activities were modified to meet their needs. There are also opportunities for increased collaborative working between partners, including through commissioning.

National & local strategies & plans related to this core aim include the Play Policy Implementation Plan (WAG), Creating an Active Wales (WAG 2010), Arts in Health and Wellbeing (Arts Council Wales 2009), PE and School Sport Improvement Plan (WAG), Walking and Cycling Action Plan. Key local strategies include the Health, Social Care and Wellbeing Plan and the Food & Nutrition Strategy.

Outcomes for children and young people

All children and young people will be healthy so that they will:

- be of an appropriate healthy weight
- have a well balanced diet
- be emotionally and physically healthy

All children and young people will participate and enjoy so that they will:

- engage in activities free from financial, gender, geographical or other barriers
- be supported by both their communities and families



These two outcomes are linked based on the information produced by local research of children and young people. Where young people subjectively assess their health as poor there is a corresponding lower rate of take up of any form of activity and participation increases with improved perception of health and wellbeing.

The Audit of Needs tells us:

Sport & Exercise

To achieve a physical health gain, children and young people should engage for 60 minutes or more on five or more days of the week in a range of moderate intensity activity. For year 9 students in Bridgend schools, less than half reach this level. Studies have shown that where people increase their levels of activity there is a correlating increase in emotional well being.

Self perception

There has been an increase in the number of young people who consider themselves to be “not at all healthy”, or unhealthy. Research suggests that this may be a response to national media coverage of health and lifestyle which is having a negative effect on self-perception of health, which is known to be linked to lower take up of activity. The second influencing factor is that of familial involvement highlighting the need for whole family interventions and focus.

Barriers to participation in activity

The barriers that young people identify to them taking part in activity include self-perceptions of “not good at this”, but also a lack of knowledge or information, high cost and previous poor experiences.

Data development issues are around the provision of harder local data on the relationships between health and lifestyle, particularly for arts and cultural, as well as sporting and physical activities. More information about the enjoyment and emotional wellbeing gains from participation in activities would also be useful.

Priority Actions:

To secure or develop:

1. sufficient opportunities for age appropriate play which is inclusive for ability, language, race or gender;
2. accessible opportunities for families to participate and enjoy together;
3. whole school cluster approaches which create links between schools and their communities;
4. extra curricular activities which support continuity of participation;
5. healthier and more active young people by implementing national programmes (Dragon Sport, 5 x 60 and PESS), targeting the less active;
6. activities to promote equality of gender, disability, race, and language;
7. community and voluntary sector opportunities, including volunteering;
8. enjoyable interventions designed in consultation with children and young people to meet their needs;
9. cultural opportunities for young people at risk and in deprived communities (e.g. the Summer Arts College for young offenders);
10. a more central role within the curriculum for cultural activities such as dance and creative arts.

Core Aim 4 Action Plan: CYP Plan 2011-14

Core Aim 4 Outcome 1 : *All children and young people will ... be healthy*

- **To contribute to this our priority will be to increase physical activity programmes in consultation with Children and Young People whilst targeting those who are less active.**

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Implement national active young people programmes</p> <ul style="list-style-type: none"> • Dragon Sport, • 5 x 60 • PE and School Sport - Working with new regional consortia • Target the less active where appropriate. 	<ul style="list-style-type: none"> • Operate 5 x 60 programme at 9 secondary schools by September 2010 • 'Girls First' programme within 5 x 60 initiative to promote gender equity by September 2010 • Develop community based activity programmes linked to Dragon Sport and 5 x 60 programme by September 2013 • Operate Dragon Sport activities at 48 primary schools by September 2010 	<p>Sport Wales funding</p> <p>Staff time</p>	<ul style="list-style-type: none"> • Creating an Active Wales • Sport Wales vision for Sport • BCBC outcome Agreement 	BCBC Sport & Physical Activity
<p>Develop and implement interventions that are enjoyable and designed in consultation with children and young people to meet their needs.</p> <p>Consult with year 6 pupils</p> <ul style="list-style-type: none"> • Consult with year 9 pupils • Consult with children with disabilities • Ensure welsh medium pupils are engaged in consultation • Monitor enjoyment levels of children and young people during curricular, extra curricular and community settings. 	<ul style="list-style-type: none"> • Consult with year 6 pupils during 2012 and 2014. • Consult with year 9 pupils during 2011 and 2013. • Consult with children with disabilities during 2011 and 2012. • Ensure welsh medium pupils are engaged in consultation by 2012 <ul style="list-style-type: none"> • Monitor enjoyment levels of children and young people during curricular, extra curricular and community settings by 2014 	<p>Sport and Physical Activity – BCBC URDD Disability Sport Wales</p>	<p>CYPP Local Authority Partnership Agreement Creating an Active Wales</p>	BCBC Sport & Physical Activity

Core Aim 4 Outcome 2 : *All children and young people will ... participate & enjoy*

- **To contribute to this priority we will provide age appropriate opportunities for children and their families to participate in activities regardless of their circumstances.**

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
<p>Secure sufficient opportunities for children and young people to engage in age appropriate play ensuring play is inclusive based on ability, language, race or gender.</p> <ul style="list-style-type: none"> • Conduct a Play sufficiency audit in response to guidance from WAG involving key stakeholders • Deliver a Community Play Development Programme supporting the creation of a Bridgend play network. • Operate Discovery Days and Teens programme for children and young people with disabilities. • Develop with Partners a School holiday play programmes. • Implement Play development training to build the capacity to deliver high quality play. • Utilise the Play 2 Learn resources for children within the foundation phase. 	<ul style="list-style-type: none"> • Conduct a Play sufficiency audit in response to guidance from WAG involving key stakeholders following guidance • Deliver a Community Play Development Programme supporting the creation of a Bridgend play network by 2012 • Operate Discovery Days and Teens programme for children and young people with disabilities by 2011 • Develop with Partners School holiday play programmes by 2011 • Implement Play development training to build the capacity to deliver high quality play by 2012 • Utilise the Play 2 Learn resources for children within the foundation phase by 2011 • Report to S&PE Sub Group 	<p>BCBC</p> <p>Big Lottery Fund</p> <p>Cymorth</p> <p>Town and Community Councils</p> <p>Play Wales and Chwarae Plant</p> <p>Schools and School improvement</p>	<p>BCBC Play Strategy</p> <p>WAG Play Policy</p> <p>Creating an Active Wales</p>	<p>CYPP</p> <p>Chwarae Plant</p> <p>BAVO Y Bont</p> <p>BCBC</p> <p>Chwarae Plant</p> <p>Children's Directorate</p>

<p>Provide opportunities for families to participate and enjoy together regardless of circumstance whilst ensuring that best practice is shared.</p> <ul style="list-style-type: none"> • Map existing opportunities for 'Active Families' and promotion of programmes and activities. • Reduce the impact of price as a barrier to participation by offering reduced cost or free access activities. • Provide training for parents to support children to be active and healthy. 	<ul style="list-style-type: none"> • Map existing opportunities for 'Active Families' and promotion of programmes and activities by 2012 • Reduce the impact of price as a barrier to participation by offering reduced cost or free access activities by 2014 • Provide training for parents to support children to be active and healthy by 2013 • Report to S&PE sub Group 	<p>BCBC</p> <p>BCBC WAG</p> <p>Sport Wales</p>	<p>HSCWB plan</p> <p>BCBC Play Strategy</p> <p>Better Health Successful Sport</p> <p>Creating an Active Wales</p>	<p>BCBC Sport & Physical Activity</p>
<p>Develop whole school cluster approaches to the development of activities whilst creating links between schools and their communities including private, community and third sector.</p> <ul style="list-style-type: none"> • Develop the Learning Communities model supporting community use of schools. • Utilise the Community Chest programme to support the development of voluntary sector groups. • Develop leadership skills amongst young people to support community activity delivery. • Work with welsh medium children and young people to develop appropriate community opportunities. 	<ul style="list-style-type: none"> • Develop the Learning Communities model supporting community use of schools by 2014 • Utilise the Community Chest programme to support the development of voluntary sector groups by 2011 • Develop leadership skills amongst young people to support community activity delivery by 2011-14 • Work with welsh medium children and young people to develop appropriate community opportunities by 2011-13 • Support transition of young people with disabilities into community settings by 2012 • Report to S&PE sub Group 	<p>Childrens Services</p> <p>Sport Wales</p> <p>Sport Wales</p> <p>URDD/Sport Wales</p> <p>Sport Wales</p>	<p>Learning Communities</p> <p>Creating an Active Wales</p> <p>Coaching plan for Wales</p> <p>Welsh Language Act</p>	<p>Childrens Services</p> <p>BCBC Sport & Physical Activity</p>

<ul style="list-style-type: none"> Support transition of young people with disabilities into community settings. 		Cymorth		
<p>Ensure that extra curricular activities support continuity of participation and are supported by appropriate community based opportunities.</p>	<ul style="list-style-type: none"> Report to S&PE sub Group 			
<p>To modify the activities available so that imbalances in participation based on equalities considerations, gender, disability, race, and language are addressed promoting increased equity.</p> <ul style="list-style-type: none"> Implement the Disability Sport Wales initiative to develop community opportunities for children and young people with disabilities. Develop extra curricular opportunities for young people at Ysgol Llangynwyd and in community settings. Support the development of opportunities in Communities First areas. Implement activities that increase participation by girls. 	<ul style="list-style-type: none"> Implement the Disability Sport Wales initiative to develop community opportunities for children and young people with disabilities by 2011-14 Develop extra curricular opportunities for young people at Ysgol Llangynwyd and in community settings by 2013 Support the development of opportunities in Communities First areas by 2014 Implement activities that increase participation by girls by 2014 Report to S&PE sub Group 	<p>FDSW/BCBC</p> <p>Sport Wales/URDD Menter Bro Ogwr</p> <p>Sport Wales</p> <p>Sport Wales</p>		BCBC Sport & Physical Activity
<p>To support a growth in community and voluntary sector opportunities, whilst encouraging young people, including those not engaged in</p>	<ul style="list-style-type: none"> Formalise a pathway for the development, deployment and retention of volunteers by 2013 Implement a time credit system that recognises the value of 			

<p>employment or education, to engage in volunteering.</p> <ul style="list-style-type: none"> • Formalise a pathway for the development, deployment and retention of volunteers. • Implement a time credit system that recognises the value of volunteering within cultural services. • Develop the skills and competencies of volunteers to support community activity. • Support transition for young people involved in school related activities to a community setting. • Develop a calendar of training opportunities available to young people monitoring uptake by NEETS. 	<p>volunteering within cultural services by 2014</p> <ul style="list-style-type: none"> • Develop the skills and competencies of volunteers to support community activity by 2014 • Support transition for young people involved in school related activities to a community setting by 2014 • Develop a calendar of training opportunities available to young people monitoring uptake by NEETS by • Report to S&PE sub Group 			
<p>Providing cultural opportunities for young people who face the danger of not realising their potential specifically those at risk and those living in are most deprived communities.</p> <ul style="list-style-type: none"> • Through further development of schemes such as the Summer Arts College for young offenders 	<ul style="list-style-type: none"> • Report to S&PE sub Group 			
<p>Placing culture more centrally within the curriculum</p> <ul style="list-style-type: none"> • through further development of dance and its place within the PE in Schools Sports Programme • through the development of arts mark in schools. 	<ul style="list-style-type: none"> • Report to S&PE sub Group 			



Core Aim 5: All children and young people will be listened to, treated with respect and be able to have their race and cultural identity recognised.

Introduction

Children and young people need to feel confident and optimistic about who they are, their place in society and their futures. To do this, they need to be involved in the decisions which affect their lives, understand and be accorded their rights and behave responsibly. We need to ensure that individual differences, be they to do with gender, race, colour, social background, cultural background, language, abilities or personal preferences are not barriers to any child or young person being given the respect they deserve.

Reflection on last CYP Plan - making a difference

In the 2008-11 Plan there were three strategic priorities for Core Aim 5:

- being listened to and having a voice in decisions that affect their lives;
- knowing their rights, the rights of others and understanding their responsibilities
- contributing positively to their community.

Some progress has been made towards addressing these strategic priorities:

- children and young people have been closely involved in producing the Participation Strategy, and disabled children and young people contributed to the Disabled Children and Young People's Strategy;
- young people in schools are routinely part of the consultation process when major changes in schools are proposed;
- School Councils are well established in all schools;
- an annual children and young people's conference, thematic consultation events (e.g. emotional well-being), youth justice developments and CYPP activities and events have been contributed to or planned by children and young people;
- youth support services have promoted knowledge and understanding of the UNCRC and WAG's 10 entitlements;
- the youth service carries out an annual consultation into young people's knowledge of access to their rights;
- a planned charter of young people's rights and responsibilities will now be a Children and Young People's Charter;
- there is much evidence of young people being prepared to help others:
 - community service as part of the Welsh Baccalaureate qualification;
 - the Duke of Edinburgh Awards and the Mayor's Awards;

- charity work through schools, the Youth Service elsewhere;
- 'Gwirvol' volunteering opportunities for young people (BAVO) ;
- Citizenship Award.

It is also recognised that there is more to be done:

- students having more direct input into schools' governing bodies;
- taking the views of Looked After Children into account;
- hearing the voices of "seldom heard" children and young people;
- a systematic approach to testing the perceptions of children and young people on a range of issues relevant to Core Aim 5.

National and local strategies and plans include the UN Convention on the Rights of the Child, WAG national standards for participation and for advocacy. Local strategies include Bridgend's Participation Strategy and the Disabled Children's Strategy.

Outcomes for children and young people

All children and young people will be confident and self reliant so that they will:

- have the skills and knowledge to make informed choices;
- be able to contribute to and influence matters that affect them;
- be at ease with their own identity;
- have a level of independence appropriate to their age

Children and young people will give and receive respect so that they will:

- gain self-respect;
- receive recognition and respect for themselves and their achievements;
- enjoy the rights to which they are entitled;
- contribute positively to the lives of others;
- recognise their responsibilities and act accordingly;
- not be discriminated against nor discriminate against others on grounds of race, religion, nationality, language, gender, social background, cultural background or disability;
- respect the environment;
- engage with and respect older generations.



The Audit of Needs tells us:

Levels of participation

All schools have school councils, there is an active Youth Council and some issue based community forums. It is acknowledged that school councils and the Youth Council are not necessarily representative of all children and young people; some are disengaged from their communities, do not want to contribute positively or feel that their voices will not be listened to.

Accessing entitlements and rights

- According to a Youth Service survey, not all children and young people are fully aware of their rights and responsibilities but progress is being made in increasing young people's awareness. The survey reports an increase of 17% of young people surveyed knowing about the entitlements of young people from 2007/08 to 2008/09.
- It is unlikely that all children and young people are aware of the availability of the local advocacy service, what it can offer or how to access it although current service demand demonstrates that young people need support to have their voices heard and address individual needs.
- In demonstrating respect for others, there are a very low number of recorded crimes or school exclusions relating to racially motivated incidents. The counselling service's analysis of its referrals does not show bullying or 'respect' issues as principal reasons for children referring themselves to the counsellor, and 'low level' bullying such as name calling, may go unreported.

Exercising responsibility

- The number of formal volunteering opportunities open to young people is limited, partly because of the safeguards that need to be in place for the protection of young people. BAVO's Gwirvol initiative has made some progress in this area. The majority of children and young people contribute in informal ways to their communities, for example, contributing to charitable events in the giving of their time.
- The influence of peers via structured leadership and volunteering programmes is highly important. Supporting young people to lead, organise activity and advocate the needs of children and young people is of great importance in shaping services which are appropriate to their needs. Bridgend young people participate in schemes such as the Duke of Edinburgh Award, Mayor's Award and Millennium Volunteers Award through a range of youth support services. Informal opportunities are also available with local sports clubs and community projects.

Data Development

While there is plenty of anecdotal evidence and some statistical evidence showing some success in addressing the 2008-11 priorities, the nature of the core aim and the lack of hard and reliable evidence about changes in attitude and changing practices continues to present a difficulty. This will need to be remedied in future, most likely through perception survey data.

Priority actions:

To encourage and support children and young people to **participate in making decisions about their own lives and to access their rights** we will:

- involve more of the “disengaged” in participation activity;
- increase the participation of Looked After Children in their own futures;
- promote the open access advocacy service.
- Promote the use of the UNCRC children’s rights impact assessments.

To encourage and support children and young people to **exercise responsibility** we will:

- develop a charter of children and young people’s rights and responsibilities and promote it;
- increase opportunities for children and young people to contribute positively to their communities and environment;
- promote the value of volunteering with potential providers;
- raise awareness of opportunities for community activities and serving others and the benefits to be gained.

Core aim 5 Action Plan: CYP Plan 2011-14

Core Aim 5 Outcome 1 : All children and young people **will be confident and self reliant** so that they will:

- have the skills and knowledge to make informed choices;
- be able to contribute to and influence matters that affect them;
- be at ease with their own identity;
- have a level of independence appropriate to their age

To contribute to this, our priority will be to encourage and support children and young people to participate in making decisions about their own lives and to access their rights.

Priority Actions	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Increase participation of young people identified as “disengaged” ;</p> <ul style="list-style-type: none"> • carry out anonymised survey of “disengaged” to gain feedback on participation opportunities • identify and address issues from the survey • increase local community based opportunities for children and young people to ‘have their say.’ 	<ul style="list-style-type: none"> • Participation task group to agree participation survey September 2011 • Survey of ‘disengaged’ completed by December 2011 • Develop and implement action plan to address issues raised in survey September 2012 • Promote local community based participation opportunities March 2012 	<p>Staff time</p> <p>Staff time</p>	<p>Participation Strategy</p>	<p>Youth Service/Youth Council CYPP Support Team/Participation Task Group YOS EWS PRE-VENT team</p>
<p>Increase the participation of Looked After Children in decisions about their own futures;</p> <ul style="list-style-type: none"> • establish focus group of LAC to offer perspective on generic issues. 	<ul style="list-style-type: none"> • Strengthen LACE & Safeguarding teams link with Participation task group July 2011 • Participation focus group of 	<p>Staff time</p>	<p>Participation Strategy</p>	<p>Safeguarding teams LACE team</p>

<ul style="list-style-type: none"> • set out and implement a clear protocol for seeking and recording individual LACs views on decisions to be made about their lives 	<p>LAC set up December 2011</p> <ul style="list-style-type: none"> • Develop and agree recording protocol December 2011 • Protocol in place February 2012 	<p>Staff time Recording mechanism</p>		
<p>Improve access to an advocacy service for children and young people;</p> <ul style="list-style-type: none"> • re commission local children and young people's advocacy service • raise awareness of the local children and young people's advocacy service access/referral systems 	<ul style="list-style-type: none"> • Continue to commission advocacy for children and young people. April 2011 • Promote awareness of the advocacy service and establish clear access/referral routes September 2011 	<p>CYPP time Funding for commissioned service</p> <p>Staff time and web space</p>	<p>Participation Strategy</p>	<p>CYPP Support team</p> <p>BCBC communications team Advocacy service</p>

Core Aim 5 Outcome 2 : All children and young people will **give and receive respect** so that they will:

- gain self-respect;
- receive recognition and respect for themselves and their achievements;
- enjoy the rights to which they are entitled;
- contribute positively to the lives of others;
- recognise their responsibilities and act accordingly;
- not be discriminated against nor discriminate against others on grounds of race, religion, nationality, language, gender, social background or disability;
- respect the environment;
- engage with and respect older generations.

To contribute to this, our priority will encourage and support children and young people to exercise responsibility.

Priority Actions	Steps and timing	Resources	Links to other plans and	Lead agency/person
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			strategies	
<p>Develop a charter of children and young people's rights and responsibilities and promote it</p> <ul style="list-style-type: none"> • agree the charter with stakeholders • promote the charter • monitor children and young people's awareness of their rights and responsibilities • Carry out UNCRC children's rights impact assessments 	<ul style="list-style-type: none"> • Agree and sign off charter with stakeholders June 2011 • Implement a programme to promote the charter in schools, youth clubs and other appropriate settings March 2012 • Review the effect of the charter on the awareness children and young people have about their rights and responsibilities and the degree to which they are being fulfilled March 2013 • Promote the use of the UNCRC children's rights impact assessments 	<p>CYPP staff time Publicity materials</p>	<p>Participation Strategy</p>	<p>CYPP Support Team Youth Service/Youth Council</p>
<p>Increase opportunities for children and young people to contribute positively to their communities;</p> <ul style="list-style-type: none"> • develop a menu of activities in school and community settings to provide opportunities for children and young people to be active citizens. • recognise the 	<ul style="list-style-type: none"> • Develop a menu of activities to promote active citizenship by March 2012 • Recognise the contributions of children and young people 	<p>Staff time to produce "offer"</p> <p>Publishing and promotion costs</p> <p>Administration</p>	<p>ESDGC Action Plan</p>	<p>Youth Service/Youth Council BAVO Volunteer Bureau Learning Communities team</p>

contributions of children and young people through local award schemes	through the “Bridgend Compact” – Citizenship Award, Mayor’s Award, Duke of Edinburgh Award, Welsh Baccalaureate annually March 2014	and materials costs		
Promote the value of volunteering with potential providers; <ul style="list-style-type: none"> partner organisations to utilise promotional material acknowledge and promote the benefits of volunteering 	<ul style="list-style-type: none"> Promote local volunteering opportunities through a partner approach Report on uptake of volunteering by young people to key partnerships March 2012 	Staff time	Learning Pathways 14-19	BAVO Volunteer Bureau Learning Communities team Youth Service
Raise awareness of opportunities for community activities and serving others and the benefits to be gained; <ul style="list-style-type: none"> promote community engagement opportunities with children and young people 	<ul style="list-style-type: none"> Run promotional campaign with children and young people in statutory and informal settings Communities First teams to report on levels of community engagement of young people March 2013 	Staff time Promotional material costs	Learning Pathways 14-19	BAVO Volunteer Bureau Communities First Learning Communities team Youth service



Core Aim 6: All children and young people should be able to be safe in their own home and community in which they live.

Introduction

Needs and priorities focused on ensuring children and young people feel safe in all aspects of their lives, both within their community and at home. This included accommodation needs, substance misuse, anti social behavior, domestic abuse, emotional wellbeing and road traffic collisions.

Reflection on last CYP Plan - making a difference

Progress against these priorities has been made, including:

- some joint funding of posts and activities;
- streamlining anti-social behaviour referrals and allocation of resources to support young people;
- more effective contributions to housing strategies;
- improved coordination and communication;
- improved working with the Domestic Abuse Reduction Forum;
- a Children's Emotional Well-being Group;
- new commissioning to improve the way in which needs are met;
- new approaches to counselling within schools, including primaries.

Further progress is needed in the areas of road safety and home safety.

National and local strategies and plans include the All Wales Youth Offending Strategy Delivery Plan (2009/11), Working Together to Reduce Harm (2008–18), the Substance Misuse Framework for Children and Young People (2008) and the Homelessness 10 Year Plan for Wales. Locally, key planning documents include the Annual Youth Justice Plan and the Crime & Disorder Plan 2008/2011, and a series of action plans under these, on domestic abuse, substance misuse (including alcohol) and housing.

In identifying outcomes and indicators for Core Aim 6, the overarching need to reduce poverty is considered and the strategic priorities of the Child Poverty Strategy for Wales, so that the chapter feeds strategically into Core Aim 7.

Outcomes for children & young people

All children and young people will be safe within their home and community so that they will:

- not be afraid;
- be free from abuse or neglect;
- not be victims of crime or bullying;
- live in appropriate safe accommodation;
- not be affected by substance misuse;
- be safe to play and travel.

Children and young people will give and receive respect so that they will:

- be able to form positive relationships;
- be listened to;
- be encouraged to challenge;
- not be stigmatised or segregated;
- celebrate diversity;
- value themselves and others.



The Audit of Needs tells us:

Homelessness

Bridgend had the highest level of homelessness applications by population in Wales in 2005/06, reducing by 37% in 2006/07 and a further 5% in 2007/08, but increasing in 2008/09. There has been a steady increase in the number of homeless young people being placed in temporary accommodation. A high percentage of those placed in temporary accommodation were 16 and 17 year olds (in 07/08 31%, in 08/09 30% and in 09/10 33%). The main causes of homelessness are loss of rented accommodation, parents/friends unwilling to accommodate and the breakdown of relationship with partner, often involving violence.

We need to achieve not only a reduction in young people presenting as homeless but also a reduction of young people living in what is considered inappropriate accommodation. There is a need to provide a range of accommodation to meet individual needs for example, accommodation for young people who have mental health problems.

Substance Misuse

Young people involved in substance misuse are putting their health and safety at risk as well as the safety of others. Whilst under the influence, young people are more likely to lose their inhibitions placing themselves at risk of exploitation. There is evidence to suggest that they are more likely to offend whilst under the influence of alcohol or drugs or in an effort to obtain alcohol or drugs. There has been a reduction in substance misuse referrals to substance misuse services within the Borough. The highest percentage of referrals for assessment and treatment is for those young people aged between 20 and 24, and then the teenage years where one would expect experimentation. However, rather than suggesting a decrease in problem alcohol and drug misuse, the Voices for Safe Choices consultation report (2009) suggests that the downturn in referrals for assessment and treatment is because children and young people do not see their alcohol or drug use as a problem and therefore do not self refer or agree to referral. Consultation responses demonstrated that young people do not view alcohol misuse in particular as a problem but more of a way to enjoy themselves.

Children and Young People as Victims of Crime

There has been an increase in the numbers of young victims of crime (18 years old or younger). Police records also show boys as victims of crime have increased to a greater extent than girls. Victims under 18 year old receiving support from the YOS Victim Offender Mediation Worker are mostly victims of assault, and there is a suggestion of a correlation between offences of assault and the level of alcohol misuse. The increase in the number of children and young people who are victims of crime is unacceptable, and tackling this will be a priority.

Domestic Violence

There has been an increase in the number of children and young people referred to Bridgend Women's Aid, but a reduction in the number of children accompanying their mothers in refuges. This may be because children and young people are receiving support at an early stage and being referred for help, rather than showing that domestic abuse affecting children is increasing. Early recognition and support will also raise awareness and may reduce the chances of these children repeating behaviours they have witnessed. Research has shown a correlation between domestic abuse, truancy and offending behaviour (Aberystwyth University Law Department), and a survey completed by a teenage magazine of over 2000 teenagers aged between 13 and 19 concluded that "1 in 10 teenagers may find themselves in an abusive relationship". "Good Practice on Domestic Abuse – Safeguarding Children" (WAG) recommends that the key to helping a child or young person affected by domestic abuse is to listen.

Hate Crime

A hate crime is any criminal offence that is motivated by hostility or prejudice based upon a victims disability, race, religion or belief, sexual orientation, transgender. Police figures show an increase in reported hate crime over the last three years but hate crime has been a priority for the police over the last two years and recording processes have changed along with an increase in public confidence to report incidents. There has been an increase in reporting of both disability and homophobic hate crimes within the Borough and racist hate crime has remained constant. During 2009/10 20% of recorded victims were aged 10–25 and 45% of perpetrators were aged 10–25.

First Time Entrants into the Criminal Justice System

Reducing the numbers of children and young people entering the criminal justice system for the first time has been a priority in Bridgend for some time, and a decrease in numbers indicates some success. The reduction of first time entrants is the result of effectively targeted prevention services delivered by a variety of voluntary and statutory providers.

Entry to the youth justice system has links to young people needing to be accommodated by the Local Authority, reoffending, young people going to custody, the need to address alcohol misuse amongst young people and ensure young people have a constructive use of their time and a safe place to live.

Bullying

Children & Young People of Bridgend County have identified through a number of consultations (most recently the CYPP Conference 2010) that bullying is a priority for them. A multi agency Bridgend County Anti Bullying task group is working to address the issues. Priorities are developing recording systems, agreeing a common definition and an audit of Anti Bullying policies and procedures across all sectors.

Priority Actions

Priority 1: Homelessness

- develop integrated services for children, young people and their families within Bridgend;
- review and develop services supporting young people at risk of homelessness or in need of housing support.

Priority 2: Substance misuse

- provide accessible information on early intervention and prevention;
- increase the range of assessment and treatment services and the times available;
- improve referral pathways;
- improve quality and suitability through staff training.

Priority 3: Children and young people as victims of crime

- prioritise children and young people within the Community Safety Partnership Crime and Disorder Delivery Plan.

Priority 4: Domestic abuse

- raise awareness through PSE programmes within schools and within youth groups;
- clear referral pathways should children or young people raise concerns;
- evidence based intervention programmes for children and young people.

Priority 5: Hate crime

- celebrate diversity through PSE Programmes and multi cultural events;
- evidence based intervention programmes for victims and perpetrators.

Priority 6: Reduction of first time entrants into the Criminal Justice System and of reoffending

- develop partnership approaches through the Community Safety Partnership, such as the Bureau to interventions and diversions;

Priority 7: Bullying

- develop early intervention through the Anti Bullying Strategy and multi agency Task Group.

Core Aim 6 Action Plan: CYP Plan 2011-14

Core Aim 6 Outcome 1 : *All children and young people will* **live in a safe home and environment**

- **To contribute to this our priority will be** - to provide a range of accommodation to meet individual needs

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Homelessness - Developing integrated services for children and young people within Bridgend</p> <ul style="list-style-type: none"> • Develop an agreed framework for joint commissioning, using the Bridgend Children's Services tool kit and the learning from the "Joining up commissioning of accommodation and support for 16 – 25 year olds" tool kit (published via the Commissioning Support Programme) 	<ul style="list-style-type: none"> • Develop an agreed framework for joint commissioning, using the Bridgend Children's Services tool kit and the learning from the "Joining up commissioning of accommodation and support for 16 – 25 year olds" tool kit (published via the Commissioning Support Programme) by March 2014 	Existing Services	4, 5, 6 Paving Document Connecting Families Project Emotional Well being Strategy Disabled CHYPS Strategy Family Support Strategy Supporting People Operational Plan Local Housing Strategy	Trevor Guy Les Jones Angie Bowen
<p>Developing a service able to support young people aged 16-21 in need through a risk of homelessness or in need of housing support through the CYPP and Supporting People Sub Groups and Aftercare services</p> <ul style="list-style-type: none"> • Write a joint report to Cabinet to seek Member approval for this Plan 	<ul style="list-style-type: none"> • Write a joint report to Cabinet to seek Member approval for this Plan by March 2014 	Identify need for releasing officer time to project manage development of a multi agency Young People's Support Service	Children Services Residential Re-design 14-19 NEETS strategy Substance Misuse Strategy Connecting Families Project Supporting People Operational Plan Local Housing Strategy	Colin Turner and Satwant Pryce

<p>Create a single gateway into all supported accommodation services, including emergency accommodation.</p> <ul style="list-style-type: none"> • Review of SP services - Identification of which services are most successful in terms of outcomes and any gaps in provision. • To have high expectations of providers of support to young people and reflect this in commissioning process 	<ul style="list-style-type: none"> • Review of SP services - Identification of which services are most successful in terms of outcomes and any gaps in provision by March 2014 • To have high expectations of providers of support to young people and reflect this in commissioning process by March 2014 	<p>Review existing Supporting People arrangements</p>	<p>Supporting People Operational Plan Local Housing Strategy</p>	<p>Angie Bowen</p>
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Core Aim 6 Outcome 1 : *All children and young people will ... Live in a safe home and environment*

- **To contribute to this our priority will be :** to provide accessible Substance Misuse information, improve the quality of and the access to services available and support services with training and appropriate screening tools

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
<p>Provide accessible information on early intervention and prevention through increased prevention services and targeted campaigns;</p>		<p>Funding already approved through CYP SMAT finance</p>	<p>CYP /PET Action Plan Working together to reduce harm - WAG 10 year strategy</p>	<p>Claire Fauvel</p>

<ul style="list-style-type: none"> In consultation with Young People Leaflets & websites will be updated 	<ul style="list-style-type: none"> In consultation with Young People Leaflets & websites will be updated March 2012 		SMAT Commissioning Strategy 2010-2012 Health Social Care Well Being Strategy 2011-16	
<p>Improve access to services by increasing the range of services available and the times these services are available for assessment and treatment and improve referral pathways;</p> <ul style="list-style-type: none"> Develop Out of hour's provision to be through a pilot initiative to begin with this will then inform the 2011/12 provision. To be delivered outside of Bridgend Town Centre 	<ul style="list-style-type: none"> Out of hours provision to be developed through a pilot initiative to begin with this will then inform the 2011/12 provision. To be delivered outside of Bridgend Town Centre by March 2014 	Funding already approved through CYP SMAT finance	CYP /PET Action Plan Working together to reduce harm - WAG 10 year strategy SMAT Commissioning Strategy 2010-2012 Health Social Care Well Being Strategy 2011-16	Claire Fauvel
<p>Improve the quality and suitability of services offered through staff training and the Substance Misuse Action Team Children and Young Peoples Commissioning Plan.</p> <ul style="list-style-type: none"> Support training and appropriate screening tools for generic workers to respond to Substance Misuse to be developed through a Train the Trainer development programme 	<ul style="list-style-type: none"> Support training and appropriate screening tools for generic workers to respond to Substance Misuse to be developed through a Train the Trainer development programme by March 2014 	Funding already approved through CYP SMAT finance	CYP /PET Action Plan Working together to reduce harm - WAG 10 year strategy SMAT Commissioning Strategy 2010-2012 Health Social Care Well Being Strategy 2011-16	Claire Fauvel

Core Aim 6 Outcome 1 : *All children and young people will ...* **Live in a safe home and environment**

- **To contribute to this our priority will be :** to prevent Children and Young People becoming Victims of Crime

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
<p>Multi agency service delivery aimed at reducing the number of crimes committed against Children & Young People</p> <ul style="list-style-type: none"> • Strategic Assessment Plan to be finalised March 2011 • Launch of Bureau Jan 2011 	<ul style="list-style-type: none"> • Strategic Assessment Plan to be finalised March 2011 • Launch of Bureau Jan 2011 	SCF funding	<p>CSP strategic assessment plan</p> <p>Youth Justice Plan Crime & Disorder Delivery Plan All Wales Youth Offending Strategy</p>	<p>John Davies</p> <p>Caroline Dyer</p>

Core Aim 6 Outcome 2 : *All children and young people will ...* **Be treated with respect and give respect to others in return**

- **To contribute to this our priority will be :** To raise awareness of Domestic abuse amongst young people

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
Information workshops and events to raise awareness through PSE programmes within schools and within youth groups.	<ul style="list-style-type: none"> • Currently being developed by the Domestic Abuse Forum Children's and Young Persons Sub Group as an action from the Domestic Abuse Delivery Plan 2011 – 2013 	Domestic Abuse Forum Children's & Young Persons Sub Group	<p>Domestic Abuse Strategic Action & Delivery Plan</p> <p>Children's and Young Persons Sub Group Delivery Plan</p>	Charlotte Porter

<p>Develop evidence based intervention programmes for children and young people, both for victims and perpetrators backed by appropriately trained staff.</p> <ul style="list-style-type: none"> • Training being accessed by women's Aid to be taken forward via Train the Trainers via service delivery 	<ul style="list-style-type: none"> • Training being accessed by women's Aid to be taken forward via Train the Trainers via service delivery – 2011/2012 	Paid via changing needs - SCF	CSP strategic assessment plan Crime & Disorder Delivery Plan	John Davies Charlotte Porter
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Core Aim 6 Outcome 2 : All children and young people will ... Be treated with respect and give respect to others in return

- **To contribute to this our priority will be :** to raise awareness of diversity amongst children and young people

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
<p>Celebrate diversity through schools PSE Programmes and multi cultural events;</p> <ul style="list-style-type: none"> • Revisit and require some info from Steve Jones SWPolice 	<ul style="list-style-type: none"> • Revisit and require some info from Steve Jones SWPolice by March 2014 			
<p>Develop evidence based intervention programmes for victims and perpetrators of hate crime backed by appropriately trained staff.</p> <ul style="list-style-type: none"> • Revisit and require some info from Steve Jones SWPolice 	<ul style="list-style-type: none"> • Revisit and require some info from Steve Jones SWPolice by March 2014 			

Core Aim 6 Outcome 2 : *All children and young people will ...* **Be treated with respect and give respect to others in return**

- To contribute to this our priority will be :** Reduce the number of first time entrants through early intervention programmes

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
Development of the Bureau approach to restorative justice interventions, through a partnership approach between the Youth Offending Service, Crown Prosecution Service, Police and multi agency Prevention Panel;		Existing funding	Youth Justice Plan Crime & Disorder Delivery Plan Children's' Directorate Business Plan	Caroline Dyer Steve Rees
Continue the development of early intervention projects such as Restorative Justice in Schools through the Anti Bullying Strategy and multi agency Task Group. <ul style="list-style-type: none"> • Presentation to council May 2011 • Audit of current practice in schools underway • Gap analysis being carried out 2011 	<ul style="list-style-type: none"> • Presentation to council May 2011 • Audit of current practice in schools underway • Gap analysis being carried out 2011 	Existing funding		Anti Bullying Task Group – Chair Zenda Caravaggi

Core Aim 6 Outcome 2 : *All children and young people will ...* **Be treated with respect and give respect to others in return**

- **To contribute to this our priority will be :** to develop a Borough wide anti bullying definition, recording and referral pathway

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person (s)
<p>Develop recording systems and agree a common definition as well as an audit of anti bullying policies and procedures across all sectors;</p> <ul style="list-style-type: none"> • Draft Recording form requires discussion • Common definition to be agreed • Half day event to establish pathways of working and referral 	<ul style="list-style-type: none"> • Draft Recording form requires discussion – Sept 2011 • Common definition to be agreed April 2011 • Half day event to establish pathways of working and referral – April 2011 	Existing	Emotional Well Being Strategy Domestic Abuse Strategy	Anti Bullying Task Group – Chair Zenda Caravaggi
<p>Continue to address the issue of cyber bullying through a partnership approach.</p> <ul style="list-style-type: none"> • Identify best practice. Raise awareness of cyber bullying 	<ul style="list-style-type: none"> • Identify best practice. Raise awareness of cyber bullying – Sept 2011 	Existing	Emotional Well Being Strategy Domestic Abuse Strategy	Anti Bullying Task Group – Chair Zenda Caravaggi



Core Aim 7: Poverty should not stop children and young people living a full life, achieving and succeeding.

Introduction

If all children and young people in Bridgend were able to live a full life, achieve and succeed, regardless of their family income, we would hope to experience;

- equal access to activities, services and participation for all children and young people;
- improved levels of self-confidence, self esteem and self reliance;
- better health through good nutrition, more active lifestyles and better care;
- more stable family relationships, with fewer stresses and conflicts within families;
- improved levels of attainment in schools, through more equal access to opportunities to learn and achieve;
- young people leaving school equipped to access further or higher education or employment through acquired skills and personal qualities;
- families able to provide for their children's basic needs and to accumulate savings to guard against crises;
- families occupying a clean, safe and secure home.

National and local strategies and plans which will influence the approach taken to child poverty include the **Child Poverty Strategy for Wales** (WAG 2010). Its vision is "a Wales where no child or young person is disadvantaged by poverty".

Outcomes for children and young people

No children and young people in poorer households will be prevented by poverty from accessing their entitlements under core aims 1, 3, 4, 5 and 6 so that they will :

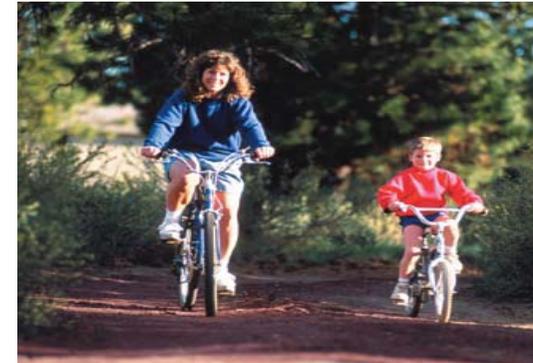
- be healthy;
- be safe;
- participate and enjoy;
- give and receive respect.

All children and young people will learn and achieve, and be confident and self reliant so that in adult life they will:

- be financially secure;
- live independent lives.

All children and young people will be financially secure so that they will live in households that have :

- sufficient income to meet the family's basic needs;
- savings;
- all benefits to which they are entitled being paid;
- a stable tenure;
- one or more of the adults in employment;
- all the adults in the family equipped, or becoming equipped, for entering employment.



The Audit of Needs tells us:

Families in workless households

WAG's Child Poverty Strategy proposes that the most effective approach to child poverty is to provide opportunities, encouragement and incentives for adults in workless households with children to enter employment. Approximately half of all workless households contain children. Households with children are almost twice as likely to be workless as is the case for all households (about one in four compared to about one in seven for all households). Over half of workless households contain children, and of all children in poor households, about half are in workless households. However, the children who live in households where adults are in work, but are still in poverty, must not be neglected.

One approach to helping workless adults into employment is to help them gain qualifications, which we know increases employability. Whilst the numbers of adults without qualifications is falling, we do not know if this applies to adults in families with children, or whether those adults are seeking work, in work, or retired.

Secure housing tenure

A roof over one's head is a basic essential, and most people in the Borough will have a place they can call home. For some families, and for some young people, that will either not be the case, and they will be homeless, or their lack of security of tenure will be such that they will be at risk of becoming homeless. The number of families temporarily housed in bed and breakfast accommodation is declining, although there is less success in moving families quickly on to more suitable accommodation. More needs to be done.

Other situations of insecure tenure that require further investigation include:

- the use of bed and breakfast accommodation for young people;

- households of one or more young people;
- house repossessions;
- arrears of rent;
- in which tenure insecure housing is concentrated - private sector rented, Registered Social Landlords or home ownership?

There are also assumptions that need further testing around why families are unable to manage their budgets to the extent that they go so far into arrears that their housing security is compromised.

Acquiring savings

Having some savings is considered to be a key indicator of financial security as without savings any family is at high risk of financial crisis, and possibly (as a result) of other sorts of crisis, if any sudden unexpected demands are placed on the family. For poorer families opportunities to save may appear to be limited.

Does the approach taken by credit unions encourage the growth of membership and accumulation of savings? Membership of local credit unions does fluctuate from year to year, and savings fluctuate in line with membership. However, for individual members, it is clear that there is a growth in savings over time, and so the incentive to save appears to be working. Junior savers (under 16 years) may be helped to develop good saving habits and local credit union experience suggests that, with the help of families including grandparents, children can be encouraged to save.

Families with little apparent “surplus income” can acquire savings. Credit Unions are not the only way in which savings can be accumulated, but there are undoubtedly lessons to be learned from looking at the ways in which smaller savers are (or are not) encouraged to join banks and financial institutions.

Priority actions

In order to improve or contribute to the achievement of positive outcomes for children and young people in poorer households, we will concentrate our efforts over the next 3 years upon the following priority actions:

Priority 1: Reducing the effects of poverty through core aims 1 to 6, so that children and young people will be healthy, be safe, participate and enjoy, give and receive respect, learn and achieve, and be confident and self-reliant.

Priority 2: Reducing the number of workless households with children, through providing adults in those households with the necessary skills and qualities, including self confidence, motivation and qualifications, to enter into work or to become equipped to seek work.

Priority 3: Adults in workless households with children will be encouraged (provided with the opportunity) to gain qualifications, so that in order to provide a financially secure environment for children, adults will learn and achieve, and be confident and self-reliant.

Priority 4: Issues that affect security of tenure will be considered and addressed.

Priority 5: Acquiring savings, taking loans, and budget management will be a priority for development. This will include how children and young people can acquire savings and develop good budget and income management skills.

Core Aim 7 Action Plan: CYP Plan 2011-14

Core Aim 7 Outcome 1 : All children and young people will be healthy, safe, participate and enjoy, give and receive respect and be financially secure, regardless of their family’s level of income.
 To contribute to this, our priority will be that “a comprehensive approach to reducing the level and impact of child poverty will be produced, published and implemented.

Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Agree the structure for the comprehensive approach, based on the Child Poverty Strategy for Wales and the priorities of the Core Aim chapter of Bridgend County Children and Young People’s Plan.</p> <ul style="list-style-type: none"> • Form Child Poverty Task Group; • Develop plan template for agreement of CYPP Board; • Establish methodology for development of details within priorities (using OBA, and involving children, young people and families); • Draft Plan and consult; • Report to CYPP Board following consultations. 	<ul style="list-style-type: none"> • Task Group formed end April 2011. • Establish working arrangements end April 2011. • Draft Plan May 31st 2011 • Report to CYPP Board August 22nd 2011. 	<p>Staff and partners’ time, costs of participation programme.</p>	<ul style="list-style-type: none"> • HSCWB Strategy • Community Safety Strategy • 14-19 Network ANDP • Regeneration Strategy • Convergence Plans and Programmes • Communities First Plans • Community Focussed Schools Programme 	<p>Lead to be identified, supported by CYPP Manager</p>

Core Aim 7 Outcome 1 : All children and young people will be healthy, safe, participate and enjoy, and give and receive respect. To contribute to this, our priority will be that “all sections of the plan consider how the impact of poverty on children and young people will be minimised”.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Examine Core Aim 1-6 chapters of the 2011-14 CYP Plan - will children and young people living in poorer households be likely to receive the outcomes specified?</p> <ul style="list-style-type: none"> • develop pro forma checklist • apply, with Core Aim Partnership Support Officer • report findings to CYPP Sub Groups • continue to report within monitoring cycle of each Sub Group 	<ul style="list-style-type: none"> • Report to Business Planning Group 8th August 2011; • Report to CYPP Board August 22nd 2011 	Staff time	<ul style="list-style-type: none"> • Health, Social Care & Wellbeing • Safer Bridgend • CYPP strategies and plans : <ul style="list-style-type: none"> • Participation • Disabilities • Emotional Wellbeing • Youth Support 	CYPP Manager
<p>Monitor progress for children and young people in poorer households through development of appropriate outcome indicators and data sources</p> <ul style="list-style-type: none"> • OBA exercise to refine outcomes and indicators. 	Report to CYPP Board August 22 nd 2011	Staff time	<ul style="list-style-type: none"> • Health, Social Care & Wellbeing • Safer Bridgend • CYPP strategies and plans : <ul style="list-style-type: none"> • Participation • Disabilities • Emotional Wellbeing • Youth Support 	Lead to be identified, supported by CYPP Manager

Core Aim 7 Outcome 2 : All children and young people will learn and achieve and be confident and self reliant.
 To contribute to this, our priority will be providing opportunities, skills and personal qualities for children and young people including those living in poorer households which will increase their chances of being financially secure and independent into and throughout their adult lives.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Check that children and young people living in poorer households are likely to receive the outcomes specified in Core Aim 2, 3, 4 and 5 chapters of the 2011-14 CYP Plan.</p> <ul style="list-style-type: none"> • Develop pro forma checklist • Apply, with Core Aim Partnership Support Officer • Report findings to CYPP Sub Groups • Continue to report within monitoring cycle of each Sub Group 	<ul style="list-style-type: none"> • Report to Sub Group meetings July and August 2011. • Report to CYPP Board August 22nd 2011 	Staff time	<ul style="list-style-type: none"> • Participation • 14-19 Plan • NEETs Strategy • Children and Young People's Charter • Basic Skills Strategy • Inclusion Strategy • Emotional Wellbeing 	CYPP Manager
<p>Monitor progress for children and young people in poorer households through development of appropriate outcome indicators and data sources</p> <ul style="list-style-type: none"> • OBA exercise to refine outcomes and indicators. 	<ul style="list-style-type: none"> • Report to CYPP Board August 22nd 2011 	Staff time	<ul style="list-style-type: none"> • CYPP strategies and plans : • Participation • Disabilities • Emotional Wellbeing • Youth Support • NEETs • Basic Skills 	CYPP Manager

Core Aim 7 Outcome 3 (priority 1) : All children and young people will be financially secure.
 To contribute to this, our priority will be to reduce the number of workless households with children, or of young adults. Adults in workless households with children will be encouraged (provided with the opportunity) to gain qualifications, so that in order to provide a financially secure environment, adults will learn and achieve, and be confident and self-reliant.

Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Promote adult learning leading to vocational qualifications</p> <p>Develop strategic plan with partners to promote adult learning within workless adult population</p> <ul style="list-style-type: none"> • identify partners • identify support needed by adults <p>Identify :</p> <ul style="list-style-type: none"> • workless households with children • levels of qualifications within those households • opportunities to gain vocational qualifications • opportunities to apply those qualifications within the jobs market 	<p>Strategic plan by end December 2011</p> <p>Identification of target population and subsequent actions by end April 2012</p>	Staff time	<ul style="list-style-type: none"> • Regeneration Strategy • Communities First programme • Basic Skills Strategy 	Lead from Basic Skills Team or Adult Learning
<p>Identify opportunities for Convergence programmes to support poorer households to gain qualifications</p> <ul style="list-style-type: none"> • Audit activities of Convergence programmes and identify relevance to child poverty aims 	By end September 2011	Staff time	<ul style="list-style-type: none"> • Regeneration Strategy • Communities First programme • Basic Skills Strategy 	Project Manager (a Convergence Programme)

<ul style="list-style-type: none"> • Liaise with Regeneration Funding Team (Bridgend Specialist European Team) to coordinate opportunities 				
Promote opportunities to apply vocational qualifications in the job market		Staff time plus resources to be identified in plan	<ul style="list-style-type: none"> • Regeneration Strategy • Communities First programme • Basic Skills Strategy 	

Core Aim 7 Outcome 3 (priority 2) : All children and young people will be financially secure.
To contribute to this, our priority will be that children and young people live in a household with a secure tenure.

Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
Review support available to homeless families	Report from P & SE Sub Group to CYPP Board on 17 th October 2011	Staff time	<ul style="list-style-type: none"> • Housing Strategy • Youth Justice Plan • Regeneration Strategy • Community Safety Strategy 	Homelessness Unit Manager supported by CYPP Support Officer
Identify (estimate) numbers and characteristics of families at risk of becoming homeless	Report on methodology and first findings from P & SE Sub Group to CYPP Board on 17 th October 2011	Staff time	<ul style="list-style-type: none"> • Housing Strategy • Youth Justice Plan • Regeneration Strategy • Community Safety Strategy 	Homelessness Unit Manager supported by CYPP Support Officer
Identify (estimate) numbers and characteristics of families in homes with insecure tenure.	Report on methodology and first findings from P & SE Sub Group to CYPP Board on 17 th October 2011	Staff time	<ul style="list-style-type: none"> • Housing Strategy • Youth Justice Plan • Regeneration Strategy • Community Safety Strategy 	Homelessness Unit Manager supported by CYPP Support Officer

Develop and implement detailed plan to reduce numbers of families in insecure tenure.	Produce plan by end March 2012	Staff time plus resources to be identified in plan	<ul style="list-style-type: none"> • Housing Strategy • Youth Justice Plan • Regeneration Strategy • Community Safety Strategy 	Homelessness Unit Manager supported by CYPP Support Officer
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Core Aim 7 Outcome 3 (priority 4) : All children and young people will be financially secure.
To contribute to this, our priority will be that households are enabled to acquire savings, take necessary loans, and manage budgets effectively.

Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
Audit opportunities within Bridgend for poorer households to establish savings etc <ul style="list-style-type: none"> • Consult financial institutions • Consult families (adults and children) 	By March 31 st 2012, reporting to CYPP Board April – June 2012.	Staff time		CYPP Support Officer
Establish factors which are effective in providing saving opportunities etc for poorer households	By March 31 st 2012, reporting to CYPP Board April – June 2012.	Staff time		CYPP Support Officer
Develop action plan in more detail to cover : <ul style="list-style-type: none"> • Promotion of opportunities • Support which will assist families to save • Support which will enable financial institutions to provide opportunities Publish proposals and consult	By March 31 st 2012, reporting to CYPP Board April – June 2012. September to December 2012	Staff time plus resources to be identified in plan		CYPP Manager



Workforce Development

Vision

The Partnership's ambitions for Bridgend's children and young people depend on a sufficient, motivated, skilled workforce, including paid and voluntary workers. Our vision is that '*Bridgend's children & young people's workforce will be inclusive, competent, sufficient in capacity and skills and fit for purpose in serving the needs of children and young people. We aim to achieve this through excellent practice in workforce planning, recruitment, retention, training and development, so as to maintain the highest standards in delivery and client satisfaction for all the children and young people's services provided.*'

National and local strategies related to workforce development include the **Common Core of Skills, Knowledge and Understanding for the children and young people's workforce in Wales (2008)**. This provides a set of 'common values for practitioners that promote equality, respect diversity and challenge stereotypes helping to improve the life chances of all children and young people and to provide more effective and integrated services.' Delivering the Common Core is the basis of most of the planning described below.

Welsh Language and Culture

Awareness of Welsh language and culture is integral in working with children and young people in Wales. In accordance with Iaith Pawb (A National Action Plan for a Bilingual Wales) services should be provided in the chosen language where possible. Iaith Pawb aims to bring about increased use and visibility of the Welsh language in all aspects of everyday life, including education, leisure and cultural activities. This will be reflected across all the occupational areas.

Reflection on last CYP Plan for Workforce Development

In the 2008-11 Plan, the proposed approach was based on:

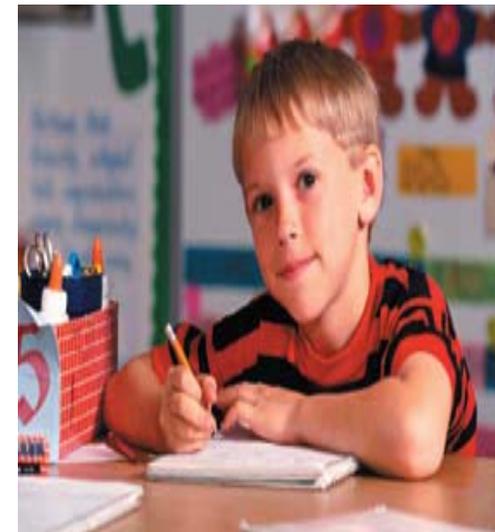
- adoption of the Common Core of Skills, Understanding and Knowledge for the Children and Young People's Workforce (the Common Core);
- the importance of Continuing Professional Development;
- recognition and acknowledgement of the value of the workforce, up to and including, but not solely, professional level;
- co-ordination across partner agencies, including the third sector.

It also recognised a number of barriers, including coordination across workforce sectors to deliver the Common Core, quality assurance of training, and resources for training and coordination. Progress has been made with each of these.

Outcomes for children and young people

To deliver all the identified outcomes for all children and young people within this plan we need to ensure we have the right people, in the right place with the right skills and knowledge.

Effective communication and engagement <ul style="list-style-type: none">• Listening, questioning, understanding and responding;• Respecting culture and language including Welsh language and culture;• Involving children and young people in services and decisions;• Demonstrating understanding, trust, respect and honesty.
Child and young person development <ul style="list-style-type: none">• Knowing about developmental changes for a child or young person;• Listening actively and responding to concerns about changes;• Making considered decisions, providing or signposting to additional sources of information and advice;• Appreciating the impact of transitions on child development.
Safeguarding and promoting the welfare of the child or young person <ul style="list-style-type: none">• Acknowledging responsibility to safeguard and promote the welfare of children and young people;• Ensuring children and young people are free from harm;• Identify appropriate sources of help and support in a timely manner.
Supporting transitions <ul style="list-style-type: none">• Understanding a child or young person in the context of their life;• Managing the process of transition to reach a timely positive outcome.
Multi-agency and partnership working <ul style="list-style-type: none">• Being clear and confident about your own role and the role of others;• Actively seeking and respecting the input of others;• Communicating effectively with other practitioners and professionals.



Sharing information

- Sharing information in a timely and accurate way;
- Being aware of procedures for confidentiality and information sharing;
- Ensuring the child, young person and carer understands information sharing.

Priority Actions - Approach

A strategic approach to workforce planning will be adopted which identifies the workforce development implications of the CYP Plan through the completion of a planning template for each of seven workforce sectors: childcare; health; schools; social care; third sector, substance misuse and youth justice. The template covers:

- data on the existing workforce;
- a SWOT analysis of the current position;
- recruitment and retention issues;
- changes likely to affect the workforce (legislation, regulation etc);
- future workforce requirements (numbers);
- training and development implications;
- action plan for each workforce sector.

Work already underway to promote joint training opportunities across all agencies, particularly through the use of the BCBC web based workforce development resource, will continue to be a priority.

Workforce Development Action plan: CYP Plan 2011-14

Workforce Development Outcome 1 : To take a strategic approach to workforce planning
To contribute to this, our priority will be to analyse current workforce and plan to address workforce issues and requirements.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Produce a workforce development plan incorporating each of the seven workforce sectors:</p> <ul style="list-style-type: none"> • set joint strategic workforce planning objectives • complete an analysis of current workforce • analyse current workforce skills, knowledge and competencies in line with WAG Common Core • address gaps and recruitment/retention issues 	<ul style="list-style-type: none"> • Agree joint strategic workforce planning objectives with workforce area leads June 2011 • Collate baseline data and analyse current workforce October 2011 • Complete an analysis of workforce skills, knowledge and competencies Jan 2012 • Identify gaps and recruitment/retention issues December 2011 • Develop action plans for each workforce sector to address identified gaps and issues May 2013 	<p>Agency & CYPP staff time</p> <p>Training /CPD budgets</p>	<p>Children & Young People's Workforce Strategy for Wales, WAG</p> <p>Corporate Development Plan</p> <p>SCDWP</p> <p>Schools Workforce Development Plan</p> <p>Children's Directorate Commissioning Strategy</p> <p>LSCB Business plan</p> <p>Youth Justice plan</p> <p>Youth Support Strategy</p>	<p>Lead of workforce in Childcare; Women & Child Health; Schools: Substance misuse; Third Sector ;Youth Justice; Youth Work.</p>

Workforce Development Outcome 2 : To have an appropriately skilled children and young people 's workforce
To contribute to this, our priority will be to promote the joint training opportunities through a collaborative approach, sharing resources and knowledge.

Priority Action	Steps and timing	Resources	Links to other plans and strategies	Lead agency/person
<p>Develop a comprehensive training plan incorporating each of the seven workforce sectors:</p> <ul style="list-style-type: none"> • Complete and collate results of training needs analysis 	<ul style="list-style-type: none"> • Analyse the findings of training needs analysis for each workforce sector December 2011 • Address training needs and gaps April 2013 	Staff time	Children & Young People's Workforce Strategy for Wales, WAG Corporate Development Plan SCDWP Schools Workforce Development Plan Children's Directorate Commissioning Strategy LSCB Business plan Youth Justice plan Youth Support Strategy	Joint Training Group chair & CYPP support team
<p>Deliver training through a collaborative approach:</p>	<ul style="list-style-type: none"> • Expand current web base pilot project to include other agencies and workforce sectors. Sept 2011 	Staff time		CYPP support team
<p>Share training resources and information.</p>	Further develop membership and contribution to CYPP Joint Training Group. (July 2011)	Staff time		CYPP support team

Conclusion

This plan has been developed through the contribution of many people, in coming forward with ideas, writing the chapters, expressing their views, and in making everyone with an interest in our children and young people aware of the plan and its priorities. As the leading representatives of the partners said at the beginning of this document, we need all those people to stay involved, to help make the plan a reality, including children and young people themselves.

As the Chair of Bridgend County Children and Young People's Partnership, I am aware of how much needs to be done if all children and young people in Bridgend County are to achieve all the things of which they are capable. I am also aware of how much has already been done, and of the very high level of commitment there is on the part of those who have been involved in bringing this plan to completion.

Over the coming months, there will be opportunities to become involved, as someone working in the area, as a volunteer with a local organisation, as an interested citizen, or in many other ways. On behalf of the partnership, I can promise that we will do our utmost to realise these aspirations and improve outcomes for local children and young people. I ask you, everyone who lives or works in Bridgend County, to do the same.

A handwritten signature in black ink that reads "Alana Davies". The signature is written in a cursive style with a large initial 'A'.

Councillor Alana Davies
Chair, Bridgend County Children & Young People's Partnership



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