

Ensure a Positive start to life for children, young people and their families

Activities that contribute to Priority 1 of the Health and Wellbeing Strategy

September 2015 to September 2016

Report from the Children's Trust Executive Partnership

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The Children's Trust Executive Partnership (CTEP) report to the Health and Wellbeing Board annually on progress against the Health and Wellbeing Plan Priority 1 - 'to ensure a positive start to life for children, young people and their families'

This report outlines

1. Activity taking place across the County Council  
Cambridgeshire County Council services are key providers of activities supporting Priority 1. Requests for examples of work were sent to Heads of Service
2. Activity taking place within the Area Partnerships Plans (Marked\*)  
There are 3 Children and Young People's Area Partnerships in Cambridgeshire, East Cambs and Fenland; South Cambs and Cambridge City and Huntingdonshire. Each partnership has an action plan and all relevant activities within the 3 Area Plans are included.
3. Examples of activity taking place within Area Partnership partner organisations (marked\*\*) Partners were invited to contribute any relevant activities to the report. Activities do not reflect the whole range of activities provided by partners

Area Partnership members were also asked

*What are the key areas of concern in your area with regard to children's health and what could be done to resolve them?*

Full details of responses to this question are included in Appendix 1. In summary points raised include

- It would be useful to include learning in making a positive start. Accelerating achievement; transitions to secondary school and being prepared for work are key concerns
- Better parenting to address lack of support for children and young people; lack of supervision of children; provision of meals; mal nutrition of children are issues identified by partners
- Violence in relationships is a concern
- Drug/alcohol and mental health problems for parents and young people and issues for young people caring for parents with problems are concerns
- Lack of exercise by children and young people is a concern
- How is delivery of Priority 1 actions co-ordinated? Who leads on an action and how do people get in touch if they want to contribute?

## The Contribution of Area Partnerships:

Area Partnership plans contributed 10 of the 32 listed projects in this exercise. In particular activities contributed to

- Reducing the impact of poverty on children and young people
- Creating opportunities for young people
- Increasing self-esteem and skills
- The Accelerating Achievement agenda

The projects listed have involved a wide range of partners including, universities; schools, Further Education Colleges, community partnerships and groups; District, City Councils and County Councils; arts organisations; voluntary organisations and Job Centre Plus

Area Partnership members work together to address local needs and develop actions that add value to the work of any one organisation. All 3 partnerships have a track record of developing work on small or zero budgets and testing new ideas and approaches.

Projects of common interest emerging for 2017 include emotional wellbeing; skills for employment and accelerating achievement

### **Cambs Health and Wellbeing Strategy. Priority 1**

Ensure a Positive start to life for children, young people and their families

Activities that support the delivery September 2015 - 2016

#### **Action 1**

Strengthen Our Multi-Agency Approach To Identifying Children Who Are In Poverty, Who Have Physical Or Learning Disabilities Or Mental Health Needs, Or Whose Parents Are Experiencing Physical Or Mental Health Problems

<b>Initiative</b>	<b>Holiday Lunch Programme**</b> Free lunches offered in various community buildings during all of the school holidays. In the summer we saw high numbers of families accessing the lunches – they are targeted at higher need neighbourhoods and families already in receipt of pupil premium or other benefits. The holiday lunches include a play element and the opportunity to find out more about food and nutrition –recipes are made available to families along with any leftovers!
<b>Lead organisation</b>	ChYpPS at Cambridge City Council
<b>Partners</b>	local churches and businesses offer food and volunteers
<b>Evidence of positive Outcomes</b>	High number attend Positive feedback from users Families coming to other activities at other times of the year increase in scrapstore membership Children being physically active and engaged in positive activities
<b>Barriers encountered</b>	We need to ensure that the offer targets families who need support but is still an open access offer – we want to avoid stigmatising families particularly for the holiday lunch programme. Not all schools give out the publicity and many rely on promoting services online which we know doesn't work for all families. Many children access our services independent of their parents, we are aware that many are not looked after during the holidays and are often left to their own devices, have little money and are hungry

<b>Initiative</b>	<b>Supporting parents eligible for Free 2's childcare to make positive steps into work*</b> Provides skills opportunities linked to local need. Developed information sharing with Job Centre Plus to facilitate bespoke support for families
<b>Lead organisation</b>	Children Centres – Wisbech, Whittlesey, Soham
<b>Partners</b>	Job Centre Plus
<b>Evidence of positive Outcomes</b>	Working with small numbers but information sharing means support is tailored more accurately to need
<b>Barriers encountered</b>	Capacity to develop the initiative. Plenty of ideas for projects and opportunities using local resources but no capacity to take forward

<b>Initiative</b>	<b>Increasing the Up-take of Free School Meals *</b> Information sharing between County Council and District Councils means families applying for benefits who are eligible for Free School Meals can be identified. Follow up of eligible families is undertaken by the Educational Welfare Benefits Team (CCC)  Phase 2 will look at a wider range of benefits and how information sharing can lead individuals and families to the appropriate support quicker and more easily
<b>Lead organisation</b>	Educational Welfare Benefits Team (Cambs County Council)
<b>Partners</b>	District and City Councils
<b>Evidence of positive Outcomes</b>	Targeted approaches can be made to families eligible for Free School Meals
<b>Barriers encountered</b>	Not all young people in receipt of free school meals are taking up the meal itself

<b>Initiative</b>	<b>Support migrant families to access adequate childcare to reduce incidents of children left at home or in inappropriate situations*</b> Initial work explored what childcare was being used and why. Local community involved in designing solutions which involved local people training to provide a range of childcare options in their local community <ul style="list-style-type: none"> <li>• Baby sitting</li> <li>• Child Minding</li> <li>• Fostering</li> </ul>
<b>Lead organisation</b>	Rosmini Centre
<b>Partners</b>	
<b>Evidence of positive Outcomes</b>	Skill base of local community increased Increased awareness of what constitutes appropriate childcare Increased provision of more appropriate and accessible childcare
<b>Barriers encountered</b>	There have been barriers linking with statutory organisations but these have been resolved. Many of these are generated by lack of clarity of who to approach

<b>Initiative</b>	<b>FAB Project (Family and Baby)</b> Supporting vulnerable families that have babies admitted to Neonatal units. Provides non-medical emotional and social support and a pathway for transitioning into the community after discharge.  Joint project between Children's Centres and hospitals. Involves nominated family worker attending the Unit one morning a week to visit families and be available to help with issues around housing, finance applying for benefits or support, linking families to groups, and providing support on parenting, and accessing support for mental health issues
<b>Lead organisation</b>	Cambridgeshire Children's Centres (CCC)

<b>Partners</b>	NHS trusts Addenbrookes, Hinchingbrooke, Kings Lynn and Peterborough
<b>Evidence of positive Outcomes</b>	Significant reduction in families referred to Social Care from the units Having a family worker present on the units has given both staff and families access to support at a much earlier stage and therefore reduces the need to escalate to higher tier services
<b>Barriers encountered</b>	Need more contact time on the ward Some projects were delayed due to recruitment checks within the hospital, all are now up and running

<b>Initiative</b>	<b>Jack Warren Green Reccy Sessions and other one off play projects**</b> Weekly open access play sessions for children living on the Jack Warren Green estate in Abbey. Sessions deliver art and crafts, sport, forest schools activities and encourage the children to tell us the sorts of things they would like to do. This has led to one off projects eg arts projects with Kettles Yard. A high percentage of children who attend these sessions have a disability. Many children come from large families, live in social housing and there are high levels of disadvantage. We anecdotally know that there are quite a few workless families in the area.
<b>Lead organisation</b>	ChYpPS at Cambridge City Council
<b>Partners</b>	Metropolitan Housing
<b>Evidence of positive Outcomes</b>	Children engage in all sessions. They are familiar with the ChYpPS logo and come to events that we organise in the area, they are happy to join in with anything we offer! Children have ideas for projects they would like to see – levels of participation are high Safeguarding concerns – several logged for children in this area and we continue to monitor some of these families
<b>Barriers encountered</b>	<b>Resources.</b> We have funding to deliver this work from Metropolitan Housing but can only deliver one session a week. There are high needs and we could easily deliver more <b>Discrimination</b> - particularly from families who are negative about those with disabilities. E.g. children coming back from the Harbour School on the school minibus described by a parent as 'the dribble bus'

<b>Initiative</b>	<b>Cambridgeshire Time Credits Programme</b> Time Credits are a community currency which people earn for volunteering with participating organisations. For each hour they give they receive a credit which can be spent on a range of activities from after school clubs to entry to the Tower of London. The County Council are currently funding a three year programme with three priorities 1) Strengthening Families 2) Skills and employment 3) Supporting Older People A number of Time Credits Earn Partners support young people and parents with Mental Health issues
<b>Lead Organisation</b>	Cambs County Council
<b>Partners</b>	Include Lifecraft, Richmond Fellowship, Centre 33
<b>Evidence of positive outcomes</b>	52% can afford to do more 56% say had a positive impact on quality of life 52% feel happier 72% know more about services and support 52% have increased their social contact Partners report that the local networks enable them to make contact with other community organisations which opens out the network of support/engagement opportunities for their members
<b>Barriers Encountered</b>	

<b>Initiative</b>	<b>Online Applications for Education Welfare Benefits</b>
	<p>The Education Welfare Benefits Team is continually developing and implementing new systems to capture parents details for checking for Education Welfare Benefits entitlements linked to the introduction of the Universal Free School Meals (FSM); 15 hours Free child care for 2 years olds and Early Years Pupil Premium (EYPP)</p> <p>Parents can apply for 15 hours Free child care for 2 years olds (Funded 2 codes); Early years pupil premium and Free School meals in a single application</p>
<b>Lead Organisation</b>	Education Welfare Benefits team, Cambs County Council
<b>Partners</b>	Parents
<b>Evidence of positive outcomes</b>	<p>Increased number of codes issued for use within early years settings. June – Sept 2016 1,293 Funded 2's applications processed (almost double same period 2015)</p> <p>Families entitled to free school meals and with children entitled to early years pupil premium can now also apply for 15 hours free child care for 2 year old at the same time. This enables Education Welfare Benefits Team to check for Education Welfare Benefits entitlements throughout the child's school life</p> <p>1128 re-eligible claims have become active since July 2016</p>
<b>Barriers Encountered</b>	

<b>Initiative</b>	<b>Early Years Pupil Premium (EYPP) details collected Online and via Applications from Early Years settings</b>
	<p>Parents applying for Early Years Funding under the universal entitlement to childcare, supply their details on one application with the Early years setting.</p> <p>Details captured allow Educational Welfare Benefits Team to check entitlement of new children starting each term</p>
<b>Lead Organisation</b>	Education Welfare Benefits Team, Cambs County Council
<b>Partners</b>	Early Years Settings, parents
<b>Evidence of positive outcomes</b>	<p>Increased number of applications with parents details to that allow checking for entitlements to take place</p> <p>6500 EYPP claims made via new EYPP provider portal and online applications facility</p> <p>4,000 EYPP claims rolled over to FSM claims, 450 are active claims</p> <p>Where new process is embedded children's' entitlement to benefits can be re checked throughout their school life</p>
<b>Barriers Encountered</b>	Engaging all the settings to request families to complete the data with the signed declaration

<b>Initiative</b>	<b>School Information Management System report from Schools of Parents' details to check for FSM entitlements</b>
	Parents supply their details on 1 application when they join a new school. Information is collected by the school and sent to Education Welfare Benefits Team
<b>Lead Organisation</b>	Education Welfare Benefits Team, Cambs County Council
<b>Partners</b>	Schools; ICT Services Cambs County Council
<b>Evidence of positive outcomes</b>	<p>Increase applications with parents details to check for FSM entitlement, and recheck for entitlement throughout the child's school life</p> <p>2 000 new claims (from 103 schools) processed in 3 months. 130 now active</p>
<b>Barriers Encountered</b>	Engaging all schools to amend their admission form, to allow data collection to happen with the signed deceleration, in time for the September intake. Due to timing of project being signed off, some schools had already sent welcome packs to new starters. So implementation been phased over 2 years to allow all schools to update their admission forms to capture the details needed. Will be implemented by September 2017

<b>Initiative</b>	<b>District Council Data Sharing to check for Education Welfare Benefits entitlements*</b> Families agree when applying for House Benefit to allow their details to be shared with Education Welfare Benefits team to check for Education Welfare Benefits for all children agreed 2 to 19 years old
<b>Lead Organisation</b>	Education Welfare Benefits Team
<b>Partners</b>	Fenland District Council; East Cambs District Council
<b>Evidence of positive outcomes</b>	Increased applications with parents details that can be checked for FSM entitlement and rechecked for entitlement throughout the child's school life  60 applications processed from applications via District Councils. 24 entitled to benefits instantly  Easier to capture customers details at same time they are applying for a qualifying benefit  Same system currently being implemented with South Cambs and Cambridge City and will be rolled out to Huntingdonshire
<b>Barriers Encountered</b>	IT issues between Councils, took time to resolve but have now been worked around and data comes through securely

<b>Initiative</b>	<b>National Citizens Service Partnership with Castle and Granta Special Schools</b> 4 week NCS programme including 2 residentials to support the development of transferable life, social and employability skills. To promote and develop an awareness of social action and community resilience
<b>Lead Organisation</b>	Youth Support Services Cambs County Council
<b>Partners</b>	Cambridgeshire Community Foundation, Castle School, Granta School, various third sector organisations
<b>Evidence of positive outcomes</b>	All SEND and LAC young people completed the programme gaining accreditation and developing skills e.g one young person can now use public transport independently and another with profound SEND has a volunteering placement
<b>Barriers Encountered</b>	Additional funding was required to ensure sufficient support for the young people

<b>Initiative</b>	<b>Secondary Health Related Behaviour Survey, 2016</b> Responses from 7, 081 Year 8 (13/14 Years) and Year 10 (14/15 Years) pupils in 29 of 31 secondary schools across Cambridgeshire. Data is available by school, postcode and school and postcode to individual schools and on a locality, area, district and county basis  Data available on young people's mental and emotional wellbeing (worries, life satisfaction, adults they can trust, resilience and self- esteem), bullying, violence and aggression
<b>Lead Organisation</b>	Administered by the Education Wellbeing Team Funded by Public Health
<b>Partners</b>	Management Information, CFA and Public Health Intelligence
<b>Evidence of positive outcomes</b>	Data provides basis for cross service planning through informing the JSNA, commissioning (e.g. Public Mental Health Strategy) service planning (anti-bullying website work) and provides evidence of the impact of programmes (e.g. Anti-bullying).  SHEU, the Survey Team picked up a number of cause for concern replies (e.g. self-harming, suicidal feelings) from some student responses which although they are identifiable by year group and gender individual students are not identifiable. The child protection leads in each school were contacted and reinforced to all students in the year group the support and care available if they ask for help.
<b>Barriers Encountered</b>	Non-recurring funding for the Survey Two schools in East Cambridgeshire and Fenland committed to doing the survey but due to IT issues they didn't complete it - data is therefore incomplete for this area

<b>Initiative</b>	<b>Local Authority Anti-bullying Website</b> Support and guidance for schools, young people, parents, carers, families on how to prevent, reduce and respond to incidents of bullying. To be available on the Learn Together Cambridgeshire website. Content includes whole school review materials and details of support from within the Local Authority and from outside agencies. Will be linked to the Keep Your Head Website (Public Health)
<b>Lead Organisation</b>	Anti Bullying Steering Group
<b>Partners</b>	Cambs Race Equality and Diversity Service, Special Educational Needs And Disability Information, Advice and Support Service, Special Educational Needs and Disability Services, Education Wellbeing Team. Locality Teams, Early Years and Child Care, Education Officers, Pinpoint, Public Health, primary, secondary and special schools
<b>Evidence of positive outcomes</b>	Active and fully engaged Steering Group Positive feedback from schools, pupils and parent organisations when resources piloted Will monitor website 'hits'.
<b>Barriers Encountered</b>	No dedicated funding. Delay in placing on website (now to complete December 2016)

## Action 2

Develop integrated services across education, health, social care and the voluntary sector which focus on the needs of the child in the community, including the growing numbers of children with the most complex needs, and where appropriate ensure an effective transition to adult services

<b>Initiative</b>	<b>Heads Up*</b> Projects offering early intervention mental health support for 4-11yr olds via primary school delivered in East Cambs; Fenland and Cambridge City
<b>Lead organisation</b>	Ormiston
<b>Partners</b>	Schools, Locality Teams (Cambs County Council)
<b>Evidence of positive Outcomes</b>	Projects recently completed, awaiting final reports Lunchtime self-referral projects focussing on friendship and confidence activities attracted 30+ young people to every session (Cambridge City)
<b>Barriers encountered</b>	Difficult to engage schools in Cambridge City – possibly because referral to project required a CAF to be generated. Project leaders felt that given the level of concern they were addressing in the project a CAF was unnecessary

<b>Initiative</b>	<b>Friendly Fishes (Early Support Special Educational Needs and Disability (SEND) Groups)</b> Groups support SEND children referred in to Early support. Groups provide structured play session, with early learning goals and development assessments from the Early years foundation stage (EYFS) and supports parents in promoting the development of their child and access to other specialist services
<b>Lead organisation</b>	Specialist Teaching Team,
<b>Partners</b>	Children's Centre, Physiotherapist, occupational health, Speech and Language, parents
<b>Evidence of positive Outcomes</b>	Participants, at age 4, achieve better score in the early years foundation stage than a peer with a similar SEND profile who didn't attend group Participants transition better into Preschool and School, and have better support plans tailored to their needs
<b>Barriers encountered</b>	Significant reduction in SEND services reducing the level of support able to be provided to the families



<b>Initiative</b>	<b>Transgender Youth Support Project</b> A new support service for transgender young people which includes counselling and one to one support and advocacy and support through schools and learning
<b>Lead Organisation</b>	Youth Support Service Cambs County Council
<b>Partners</b>	Schools, SexYouality, Centre 33, Public Health
<b>Evidence of positive outcomes</b>	New service developed to meet identified need Engaged significant numbers of young people and their families – exceeding targets set Counselling service has attracted three times the initial target. All Youth Support Staff and some partners have completed gender awareness training Cambs County Council staff have increased confidence working with these issues
<b>Barriers Encountered</b>	Funding General awareness of gender issues amongst professionals

### Action 3

Support positive and resilient parenting, particularly for families in challenging situations, to develop emotional and social skills for children

<b>Initiative</b>	<b>SummerDaze**</b> Free open access programme of play opportunities promoted via SummerDaze brochure which goes out to all city children in primary schools and is posted on our website. Opportunities provided to encourage children to take part in different kinds of activities, some risk taking and to actively encourage parents to play with their children. Many parents are more interested in care provision where they don't have to do anything. We support parents to be more confident, developing their play skills and hopefully improving their relationships
<b>Lead organisation</b>	ChYpPS at Cambridge City Council
<b>Partners</b>	Cambridge University Museums, History Works, Abbey People, Sports Development at Cambridge City, Angling and Fish Preservation Society
<b>Evidence of positive Outcomes</b>	Numbers who attend Positive feedback from users Families coming to other activities at other times of the year Increase in scrapstore membership Children being physically active and engaged in positive activities
<b>Barriers encountered</b>	We need to ensure that the offer targets families who need support but is still an open access offer – we want to avoid stigmatising families particularly for the holiday lunch programme. Not all schools give out the publicity and many rely on promoting services online which we know doesn't work for all families. Many children access our services independent of their parents, we are aware that many are not looked after during the holidays and are often left to their own devices, have little money and are hungry

<b>Initiative</b>	<b>Home Start - Volunteer based home-visiting service**</b> Some families with young children need additional support to cope with parenting and health issues in the family to give their children the best possible start in life. Home-Start Cambridgeshire provides early intervention through tailored weekly peer support in the family home for up to six months, as well as a weekly group for some families. This additional support helps families to better cope with stress and conflict in the family, and improve confidence in parenting. It helps families to achieve stronger family relationships, expand support networks and improve health and wellbeing  Home-Start Cambridgeshire services are delivered by 100+ trained volunteers. Home-Start co-ordinators recruit, train and supervise volunteers to support parents with young children. Volunteers support each family for 2 hours/week in the family home for up to 6 months
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<b>Lead organisation</b>	Home-Start Cambridgeshire
<b>Partners</b>	Referrers: Health Professionals, Social Care Services and Children's Centres
<b>Evidence of positive Outcomes</b>	Based on parents' self-reported progress: <ul style="list-style-type: none"> <li>- 97% improved bonding with their children</li> <li>- 97% improved management of children's behaviour</li> <li>- 96% coping better with mental health condition</li> <li>- 95% feeling more confident in their parenting skills</li> <li>- 91% feeling less stressed and anxious</li> </ul> <p>Parents are more willing to accept support from non-statutory service provider</p>
<b>Barriers encountered</b>	<ul style="list-style-type: none"> <li>- Referrals are not always made at the earliest opportunity</li> <li>- Some parents are reluctant to disclose concerns to statutory service providers and therefore do not receive timely support</li> <li>- CCC no longer supporting this service - securing alternative funds requires additional resources and expenses</li> <li>- Unable to replace departing volunteers due to unavailability of timely funding</li> </ul>

<b>Initiative</b>	<b>Community Reach Fund</b>
	Grass roots seed funding administered by Youth Support Service, Youth Community Co-ordinators to support parents of 0-19 years olds to deliver groups and projects in their communities to build resilience and self help
<b>Lead Organisation</b>	Youth Support Service, Cambs County Council
<b>Partners</b>	3 <sup>rd</sup> Sector organisations; Children's Centres; Parish Councils Area Partnerships
<b>Evidence of positive outcomes</b>	Development of several projects across the county including additional branches of Little Miracles, Parenting Groups, Holiday Clubs and specialist equipment to increase accessibility at numerous centres
<b>Barriers Encountered</b>	Capacity to build and sustain effective relationships with individuals requiring significant support with a variety of issues e.g governance, safeguarding and funding

<b>Initiative</b>	<b>Cambridgeshire Time Credits Programme</b>
	A range of earn partners use Time Credits as a community tool to help them reach their aims which include developing parenting skills for families in challenging situations
<b>Lead Organisation</b>	Cambs County Council
<b>Partners</b>	Children's Centres across roll out areas; Pinpoint (Cambs); Little Miracles (Fenland)
<b>Evidence of positive outcomes</b>	Additional activities after school and in community Practical tasks completed Personal skills developed Better relationships between community members and service providers
<b>Barriers Encountered</b>	

**Action 4**

Create and strengthen positive opportunities for young people to contribute to the community and raise self-esteem and enable them to shape the programmes with which they engage

<b>Initiative</b>	<b>Gamlingay Economic Development Project**</b> Young people identified who have difficulty in acquiring and retaining employment. Core problem appears to be that they are ill prepared to either get jobs or to keep them  Funding obtained from a local developer through s106 agreement to run a 2 year programme targeting these young people and in particular those who are NEET or at risk of becoming NEET  Currently delivering mentoring programme through the youth club and work experience and apprenticeship offers from local businesses
<b>Lead organisation</b>	Forward Gamlingay
<b>Partners</b>	Be Active
<b>Evidence of positive Outcomes</b>	To date local businesses have been very willing to participate
<b>Barriers encountered</b>	capacity to deliver this work as delivery relies mainly on volunteers

<b>Initiative</b>	<b>Children's Engagement Officer</b> Employed for 2 years—brief to engage children in the decision making of the Council via representation at area committees, local surveys, agenda days and Take Over Day  Focus on getting children to tell City Council what they like / dislike about their local communities, as well as the sorts of projects they would like to see delivered and the sorts of initiatives they think would work better with children's involvement
<b>Lead organisation</b>	Cambridge City Council
<b>Partners</b>	Various – depends on project
<b>Evidence of positive Outcomes</b>	Children recently attended the North Area Committee to tell councillors what they think of their neighbourhood  Children have completed two city wide surveys commenting on their neighbourhood  Children actively involved in improvements to local parks and open spaces
<b>Barriers encountered</b>	Adult agenda sometimes gets in the way of hearing what children have to say  Some children are reluctant to engage because they have given their views on things before and don't believe it will make a difference  Not all children are confident to speak out  Post is only funded for two years and this work takes time to develop

<b>Initiative</b>	<b>Supporting Positive Emotional and Mental Health in the Community (Godmanchester)*</b> A range of community based initiatives; training and support that is aiming to promote positive emotional wellbeing; build resilience and increase community capacity to support those with mental health needs (emerging to crisis)
<b>Lead organisation</b>	Godmanchester Baptist Church
<b>Partners</b>	Community Groups, Schools, Town Council, Locality Team (CCC), Health Services
<b>Evidence of positive Outcomes</b>	Excellent feedback from 2 BLOB workshops (helping frontline practitioners and volunteers talk about mental health with service users) Community activities promoting positive mental health taking place Primary school using the BLOB Tree to encourage children to start to talk about mental health and emotions from reception
<b>Barriers encountered</b>	

<b>Initiative</b>	<b>Top Secret *</b> An arts based project that encourages young people to develop personal and work ready skills whilst participating in a professional performance project
<b>Lead organisation</b>	Festival Bridge
<b>Partners</b>	NIE Theatre Company, Ramsey Million Partnership; Hunts District Council; Cambs County Council; Hunts Regional College, Urban and Civic (Developers); schools
<b>Evidence of positive Outcomes</b>	Before and after assessments showed... <ul style="list-style-type: none"> <li>• Better appreciation of personal skills and qualities</li> <li>• Participation in new activities and experiences</li> <li>• Broadened awareness and interest in work/careers related to different art forms</li> </ul>
<b>Barriers encountered</b>	Difficult to get buy in from people with direct access to young people and to support recruitment. This kind of project would be really useful to young people who lack confidence; have limited aspirations or have difficult home environments but help to recruit and support participation by these groups is needed

<b>Initiative</b>	<b>Work Readiness (pilot project in Cambridge City)*</b> Support to targeted group of Y10 students preparing them for future; looking at work readiness; aspirations and confidence Referral criteria included potential to be NEET and needing additional support around transition into training or further education Run over 15 weeks, 1.5 hours a week after school Sessions included: CV writing, interview technique, visiting ARU, personality profiling, job search, looking at apprenticeships and going to college All offered the opportunity to take up work experience with the City Council
<b>Lead organisation</b>	ChYpPS at Cambridge City Council
<b>Partners</b>	School; Anglia Ruskin University
<b>Evidence of positive Outcomes</b>	2 participants completed work experience with City Council Waiting for final report
<b>Barriers encountered</b>	Finding right person to liaise with in school

<b>Initiative</b>	<p><b>Thriving**</b></p> <p>Improving young people's mental health services</p> <p>Commissioned to inform redesign of mental health services, this project ensure children and young people are listened to by people making decisions about mental health services. The report is helping to inform the redesign of local mental health services</p> <p>4 local groups of children and young people aged 8 -20 years were involved, including young carers. We wanted to find out about their opinions and experiences of mental health, including using mental health services. We also wanted to know what information would help them, and what words they use and understand when talking about mental health.</p> <p>They told us they wanted to see:</p> <ul style="list-style-type: none"> <li>• information provided using words and images that are meaningful to them;</li> <li>• stories of how other children and young people have managed different mental health problems; and</li> <li>• help to develop resilience; how to 'bounce back' after a difficult time.</li> </ul> <p>As part of Thriving, we also made a number of suggestions to help improve children and young people's emotional wellbeing and mental health. This includes:</p> <ul style="list-style-type: none"> <li>• promoting a better understanding of 'looking after yourself' and what this means, to help maintain good mental health and well-being;</li> <li>• investing in Peer to Peer support</li> <li>• encouraging schools to talk about mental health to their students, as well as it being a core element of their Personal Social and Health Education curriculum</li> <li>• promoting the value of counselling in schools as a significant investment in helping young people maintain good mental health.</li> </ul>
<b>Lead organisation</b>	Healthwatch Cambridgeshire
<b>Partners</b>	Healthwatch Peterborough
<b>Evidence of positive Outcomes</b>	<p>Thriving findings went to the Emotional Health and Wellbeing Board meeting on 4th May 2016. At this meeting the Board said that the learning points will be incorporated into their plans for redesigning services.</p> <p>Thriving also helped young people know more about mental health by fighting stigmas associated with it. It helped them be more confident when sharing their experiences of mental ill-health. Young people said that, after each session, they felt more confident about where to go if they ever needed help to cope with their mental health</p>
<b>Barriers encountered</b>	<p>It is sometimes difficult to approach the subject of mental health without touching on young people's sensibilities; it can be challenging when schools/youth groups are not prepared, or don't have the capacity, to provide the support that young people need.</p> <p>Due to the busy school schedule and the different ways schools work, every project needs to be tailored differently making it time consuming.</p>

<b>Initiative</b>	<p><b>My Own Mind – young people's mental health**</b></p> <p>Report on Ely College students' attitudes to stress and anxiety. Sixth Form and Social Care Students explored opinions and experiences of mental health of other students and their ideas for making support work better</p> <p>Survey and 2 focus groups – total of 107 students participating</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Ever feel stressed or anxious?</li> <li>• What makes them stressed or anxious?</li> <li>• Coping strategies</li> </ul> <p>Findings:</p> <ul style="list-style-type: none"> <li>• Most had felt stressed and anxious at least once, at some point in their lives</li> <li>• Felt most stressed by exams; things that occurred at school; outside home</li> <li>• Almost half keep stressful and anxious feelings to themselves</li> <li>• Lots talk to friends and or family members about their feelings</li> <li>• Most have enough help to cope with stress and anxiety</li> </ul>
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	<ul style="list-style-type: none"> <li>• Girls said talking to someone would help them cope</li> <li>• Boys prefer doing some kind of activity, running/gym</li> </ul> <p>What young people recommend:</p> <ul style="list-style-type: none"> <li>• Stigma should be tackled. Understand how young people themselves feel about stress and how to deal with it</li> <li>• Recognise the importance of talking to someone</li> <li>• Use real life examples of how people deal with stress and anxiety</li> <li>• Young people in helping each other</li> <li>• Having a quiet room in college for students to go if they need help</li> <li>• More opportunities to talk confidentially and informally with teachers</li> <li>• Support provided in familiar and comfortable settings</li> </ul>
<b>Lead organisation</b>	Healthwatch Cambridgeshire
<b>Partners</b>	Ely Sixth Form College
<b>Evidence of positive Outcomes</b>	<ul style="list-style-type: none"> <li>• Issues raised with schools, County Council, the Clinical Commissioning Group and other organisations</li> <li>• Recommendations incorporated into the plans for redesigning children and young people's mental health services.</li> <li>• helped young people know more about mental health by fighting stigmas associated with it</li> <li>• Young people felt more confident about where to go if they ever needed help to cope with their mental health</li> <li>• After the project the school started working with Centre33 on counselling support</li> <li>• Healthwatch Cambridgeshire has returned to the school to work with different groups of young people and continue the discussions on mental health</li> </ul>
<b>Barriers encountered</b>	<p>It is sometimes difficult to approach the subject of mental health without touching on young people's sensibilities, it can be challenging when schools/youth groups are not prepared, or don't have the capacity, to provide the support that young people need</p> <p>Due to the busy school schedule and the different ways schools work, every project needs to be tailored differently making it time consuming</p>

<b>Initiative</b>	<b>Cambridgeshire Time Credits Programme</b>
	Time Credits are supporting young people's voice through the work of Voice; Wisbech youth groups and a range of Cambs County Council and Cambridge Housing Society groups
<b>Lead Organisation</b>	Cambs County Council
<b>Partners</b>	Cambridge Housing Society; Wisbech Youth Group; North and South Cambridge Locality teams; Railway House, Ely Young Peoples Project; The Staithe; 120 Mill Road
<b>Evidence of positive outcomes</b>	Positive feedback from young people engaged
<b>Barriers Encountered</b>	

**Action 5**

Recognise the impact of education on health and wellbeing and work to narrow local gaps in educational attainment

<b>Initiative</b>	<b>Research to understand the impact of interventions to prevent young people becoming NEET(not in education, employment or training)*</b>
	A 5 year longitudinal study of the impact of transitions projects in Fenland on young people's risk of becoming NEET
<b>Lead organisation</b>	Anglia Ruskin University
<b>Partners</b>	Schools, Locality Teams (CCC)
<b>Evidence of positive Outcomes</b>	Transitions project appear to: <ul style="list-style-type: none"> <li>• Show that teachers are accurate in identifying children of concern</li> <li>• Be effective at improving emotional symptoms or 'mental fitness'</li> <li>• Have little impact on behavioural symptoms</li> <li>• Suggest that early intervention should be targeted, not universal</li> <li>• Have a sustained impact over the first year at secondary school</li> </ul>
<b>Barriers encountered</b>	

<b>Initiative</b>	<b>Soham Vocabulary Project (pilot)*</b>
	Aims to increase vocabulary of pre-school children. 6 weekly sessions supported by local services with different theme each week. Interaction involves promoting new vocabulary and promoting key messages to parents. Take away resources include a story about the visitor of the day
<b>Lead organisation</b>	Soham Partnership
<b>Partners</b>	Children Centre, primary school, local services eg fire/police/district council
<b>Evidence of positive Outcomes</b>	Not yet complete but initiative will be evaluated
<b>Barriers encountered</b>	

<b>Initiative</b>	<b>Readiness for School (Pilot project South Cambs)**</b>
	Ensures children are adequately prepared to make a good start in school, leading to higher achievement levels
	Volunteer based home-visiting program aims to achieve <ul style="list-style-type: none"> <li>- good morning and bedtime routines</li> <li>- use of stimulating materials in the home</li> <li>- parental engagement with child's development</li> <li>- child able to play and share with other children</li> <li>- child able to use the toilet independently and understand basic hygiene</li> <li>- basic self-help skills such as putting on coat and shoes</li> <li>- child recognises own name when written down and can use a pencil/crayon</li> </ul>
<b>Lead organisation</b>	Home-Start Royston and South Cambridgeshire
<b>Partners</b>	Home-Start Cambridgeshire
<b>Evidence of positive Outcomes</b>	Too early to report
<b>Barriers encountered</b>	

<b>Initiative</b>	<b>Wisbech Adventure Playground</b> Free play providing opportunities for children to learn to cooperate, collaborate, develop their creativity and their personal development. Play leaders ensure safety and child protection, generate programmes and structures in consultation with children and families. It is all inclusive in its approach
<b>Lead Organisation</b>	Cambs County Council
<b>Partners</b>	Local councillors; organisations working across Waterlees ward
<b>Evidence of positive outcomes</b>	Partnership workshop informed 20:20 programme; Waterlees Community Plan; Wisbech Garden Plan 1500 children and families attending play day in August 2016 Case studies show impact on community integration, behaviour, attendance at school and safeguarding
<b>Barriers Encountered</b>	

<b>Initiative</b>	<b>Anti- bullying Tools and Resources</b> Programme to prevent, respond to and reduce the incidence of bullying
<b>Lead Organisation</b>	Personal Social and Health Education Service
<b>Partners</b>	Primary Schools
<b>Evidence of positive outcomes</b>	Positive feedback from participating schools
<b>Barriers Encountered</b>	

<b>Initiative</b>	<b>Conflict Resolution and Peer Mediation Programme</b> Train peer mediators to help children address their disputes and reach solutions. An aid to promoting positive relationships and readiness to learn
<b>Lead Organisation</b>	Personal Social and Health Education Service
<b>Partners</b>	Primary Schools
<b>Evidence of positive outcomes</b>	Positive feedback from participating schools
<b>Barriers Encountered</b>	



## **Key areas of concern regarding children's health A response from Area Partnership Members and member Organisations**

### **Forward Gamlingay**

We have ongoing problems with drug abuse and even though Forward Gamlingay has worked for over 10 years to make a difference to this I do not think we have had any impact.

We are aware that a worrying number of young people think that violence is acceptable in their own relationships.

We have a lot of gypsy and traveller families but children are well integrated and we have a gypsy youth worker. However, keeping the boys in education is very difficult and keeping tabs on where they are is impossible due to our position on the county boundary.

We have far too many young people leaving school completely unprepared for work and with no qualifications and nothing to put on a CV. The fault for this must rest in part with the schooling they receive which is delivered out of county at the moment. However, Gamlingay is in the process of becoming a feeder for CMAT which we are hopeful will mean things will improve

We have quite a number of young carers - generally for parents with substance abuse and/or mental health problems

### **Home Start**

The five years between birth and school are vital for a child's development. What goes on inside a family during these years strongly determines the opportunities and life chances children have. Children who are raised in a stable, loving, family environment are more likely to have a positive and healthy future.

Improving the mental health of parents is key to improving the mental health of children and young people. For maximum impact, this should be focused on children aged 0-3 in particular. There is increasing evidence to suggest that the ideal age to impact on a child's development and improve social and emotional capability is from age 0-3 years.

Home-Start Cambridgeshire's early intervention is targeted 100% at the above and yet this type of service is not a priority for the CCC as evidenced by withdrawal of funds. There is scope to work in partnership with statutory services and non-statutory organisations but it is very difficult without some support from CCC. Home-Start Cambridgeshire will continue to seek and secure funds to ensure families have access to Home-Start support in their own homes but cannot guarantee this will always be the case without some financial support from CCC.

### **Cambridge City Council**

We have concerns about the following:

- Children who are left to play out very late in the afternoon / evening who do not have a time to be in or know if there will be a meal available when they get home
- Children who are malnourished, this is different to the obesity agenda although we think there are some children who are obese and eat badly we are also aware of some very underweight children
- Children who are not getting enough exercise, or time outside of their organised activities (hot housed or not allowed out to play)
- Younger children with mental health issues including low self-esteem and confidence as well as children who find the transition from primary to secondary challenging

### **South Cambs and Cambridge City Area Partnership**

Resources:

- Lack of resources for 1:1 or small group work
- Community Development, long term support needed to build community capacity
- Work supporting families where children are falling behind in achievement is only addressing the tip of the iceberg

Gaps:

- Family support is often lacking
- Prevention – needs to be recognised, encouraged and developed
  
- Need to include learning in ensuring a positive start. Cambridgeshire is not making the progress desired and is not closing the gap between those in poverty (pupil premium) and SEND children and "normal" children.

Delivery:

- Is there any co-ordination of activities under each action? How are gaps and overlaps identified?
- Are initiatives working together?
- Who is leading and how does anyone wanting to contribute get in touch?
- Voluntary and Community Sector are involved in delivery but are they involved in development?
- Need to look at wider contribution organisations can/do make not just specialist services. How do we recognise/measure these?