



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Working with Children, Young People and Families



Tackling Child Poverty: Guidance for Communities First Partnerships

The Vision:
Working Together to Eradicate
Child Poverty in Wales
by 2020



communities *first* cymunedau yn gyntaf



ISBN 978 0 7504 5246 5

© Crown copyright October 2009

CMK-22-10-125

E2410910

Ministerial Foreword



Brian Gibbons

Eradicating child poverty and improving the life chances of our most disadvantaged children and young people is at the very top of the Welsh Assembly Government's list of priorities.

Put simply, it is a matter of social justice to ensure that all children and young people here in Wales have the opportunities that many take for granted. Giving children from disadvantaged backgrounds the life chances and experiences normally denied to them is central to our efforts in trying to eradicate all forms of child poverty. As a significant proportion of children living in poverty are in Communities First areas, it is particularly important that those living and working in these areas are given the support they need to improve their lives and future prospects.



Leighton Andrews

Tackling child poverty is a key commitment in the 'One Wales' agreement and will require us to work across Government, here in Wales and with the UK Government, to deliver solutions.

It is not however, just about the role of Government. We know that we will not be able to meet the very challenging child poverty targets that we have set ourselves on our own. Success in reducing child poverty requires a commitment and action from a range of partner organisations across Wales, to provide quality support, services and to ensure that all children and young people benefit from their action and get a chance to fully participate in community life.

The latest income figures for child poverty in Wales, released by the Department for Work and Pensions, make sobering reading. After ten years in which the proportion of children living in poverty has reduced faster here in Wales than that for the UK as a whole, it is disappointing that the latest figures show an increase in the relative rate of child poverty for Wales.

It is clear therefore, that tackling child poverty must remain a key priority for the Welsh Assembly Government and we must increase our efforts to make progress. We have demonstrated our commitment through a number of new 'One Wales' commitments together with a range of existing policies and programmes aimed at improving the life chances of our most disadvantaged children and young people. These include employment support programmes, childcare initiatives, education and health programmes and, of course, our major anti-poverty programme Communities First.

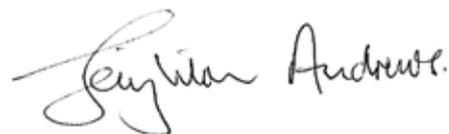
The Communities First programme is already making a positive impact on the experiences of children and young people in our most disadvantaged communities. From the start, virtually every local partnership has made it a priority to support children and young people and the benefits can already be seen in numerous projects and activities. But there is more that can be done to ensure that this work is embedded throughout the programme so that its legacy is an improved future for children and young people.

We recognise that Communities First Partnerships need the right tools and information to help them understand the role they can, and are already playing in our shared agenda to reduce child poverty in Wales. We hope that Partnerships will find this guidance helpful and that it will be a valuable resource to which they can turn for help and advice on what is a complex issue. The guidance has been developed jointly with a range of individuals, partnerships, agencies and young people. We are grateful to all of those who have submitted views and comments.

As we near the halfway mark in the historic 1997 pledge to eradicate child poverty by 2020, we must create a national mission to meet this promise. This is about ensuring that all levels of Government and all partners are working together with a shared objective. We are keen that the Assembly Government plays its part in accepting our responsibility to set the strategic policy direction and provide a clear line of sight from central government through to local level action. Communities First Partnerships are in the front line of this work and we very much hope that this guidance will help them to make an even greater contribution to improving the life chances of children, young people and their families in these areas.



Brian Gibbons
Minister for Social Justice
and Local Government



Leighton Andrews
Deputy Minister for Regeneration

Communities First Vision

The Welsh Assembly Government's Communities First Programme exists to provide local people with opportunities to play an active role in shaping the future of their community.

Communities First is based on the principle that poverty and disadvantage are created by a number of complex factors, such as poor educational achievement, poor housing and environmental factors, substance misuse, local job markets, benefit systems, stigma and perceptions about people and places etc.

If we want to address child poverty then first we must better understand the causes. Communities First provides opportunities for people living in disadvantaged areas and the agencies that deliver services in those communities to examine the realities of poverty and to learn and work together to address it. Communities First is about people challenging the barriers, whether they are real or perceived, which prevent children and young people from fulfilling their own potential. It is about supporting communities, groups and individuals to find their voices and use their skills and experiences to change, challenge, negotiate, persuade and jointly plan for the benefit of their communities and themselves.

The vision is underpinned by some key principles which include:

- Promoting social justice and creating an equitable environment where people believe in their ability to change things for the better;
- Ensuring that local people are involved in leading the Communities First process in their communities;
- Acknowledging that change requires time and therefore the Communities First programme is a long term investment in people and in communities;
- Enabling disadvantaged communities to make a long lasting difference to the life of their community and to the systems, policies and institutions which contribute to their disadvantage.
- Being clear about the changes we are trying to achieve in each local community, and showing how funding and action are helping to deliver those outcomes.

As a long term initiative with a progressive vision, Communities First has huge potential to advance the task of tackling child poverty within Wales. It is therefore essential that the child poverty guidance is viewed within the context of Communities First's overall purpose and values.



Contents

1. Aims of the guidance	1
2. What does child poverty mean?	2
3. Which groups are more at risk of child poverty?	5
4. What effect does living in poverty have on the lives of children and young people?	6
5. Why is this guidance necessary?	8
6. What is the Children and Families (Wales) Measure?	9
7. Working in partnership, locally and nationally	10
8. Who sits on the Children and Young People's Partnerships?	14
9. Why are Children and Young People's Plans so important?	14
10. Child Poverty Solutions Wales	16
11. What can Communities First Partnerships do?	17
12. Equalities	40
13. Child Protection	40
14. Evidence Base and Presenting a Case	41
15. Monitoring, Evaluation and Review	43
Annex A Glossary	45
Annex B UK Policy Context	47
Annex C Other activity to tackle child poverty	49
Annex D Example Work Plans	52
Annex E Additional Child Protection Information	62
Annex F Model Child Protection Policy	64
Annex G Ministerial Written Statement	66



1. Aim of the Guidance

This Guidance aims to ensure that the reader has:

- a better understanding of what child poverty is;
- an understanding of the action that can be taken to tackle child poverty in communities;
- an awareness of the UK and Welsh policy context;
- an understanding of the Assembly Government's Seven Core Aims for children and young people;
- a better understanding of how to start planning work;
- a better understanding of the roles of relevant partners and a means of identifying evidence to support partner engagement;
- an awareness of child protection issues;
- an understanding of where to get monitoring data; and
- an understanding of where to obtain further advice and guidance.

Many Communities First Partnerships across Wales have already prioritised work with children and young people through the use of dedicated youth workers or other staff, whose main area of work has been with children and young people and/or their families. This has resulted in many children and young people in many Communities First areas having opportunities and choices that they would not otherwise have had. There are a lot of good practice examples that have come from this work, some of which are included in this guidance.

As part of the consultation "Communities Next" the vision framework has been revised, to include child poverty as a dedicated theme. This decision was made partly to give the existing work the recognition it needed, but also to highlight the importance that the Welsh Assembly Government places on tackling child poverty and its commitment to put Communities First areas at the heart of its response to this challenge.

The clear message is that long term outcomes cannot be achieved by organisations working by themselves and so partnership working is the only effective way of bringing about long term change. There is an increasing need for local agencies and service providers to become actively engaged with Communities First Partnerships and for Communities First Partnerships to develop strategic links with agencies and service providers to ensure that the range of improvements that children and young people need and to which they are entitled are delivered. In terms of child poverty, this is particularly important in the case of Children and Young People Plans that will have a key role to play in the way that public agencies show how they are meeting their new responsibilities in the proposed Children and Families (Wales) Measure (See Section 6).

Whilst improving outcomes for children and young people have been a priority for Communities First Partnerships, services and support for the wider family have received less attention. Families that may be struggling or experiencing more difficulties may need to be supported to access services that can help them.

2. What does Child Poverty mean?

There is much confusion around what the term child poverty actually means. This is not surprising considering the number of different definitions that exist:

The European Union:

‘Persons, families and groups of persons whose resources (material, cultural and social) are so limited as to exclude them from the minimum acceptable way of life in the Member State to which they belong’.

The **UK Government** sets out three approaches to examining and measuring child poverty in the UK:

- **Absolute low income:** to measure whether the poorest families are seeing their income rise in real terms.
- **Relative low income:** to measure the number of children living in households below 60 per cent of median household income (after housing costs). Based on 2007/8 UK figures for a couple family with two children aged 5 and 14 this is equal to £322 per week and for a single parent with two children of the same age the figure is £239 per week.
- **Material deprivation and low income combined:** to provide a wider measure of people’s living standards. This indicator measures the number of children living in households that are both materially deprived and have an income below 70 per cent of median household income. Material deprivation looks at living standards such as:
 - A holiday away from home at least one week a year with family
 - Swimming at least once a month
 - Friends around for tea/snack once a fortnight
 - Celebrations on special occasions e.g. birthdays
 - Going on a school trip at least once a term

Which definition do we use in Wales?

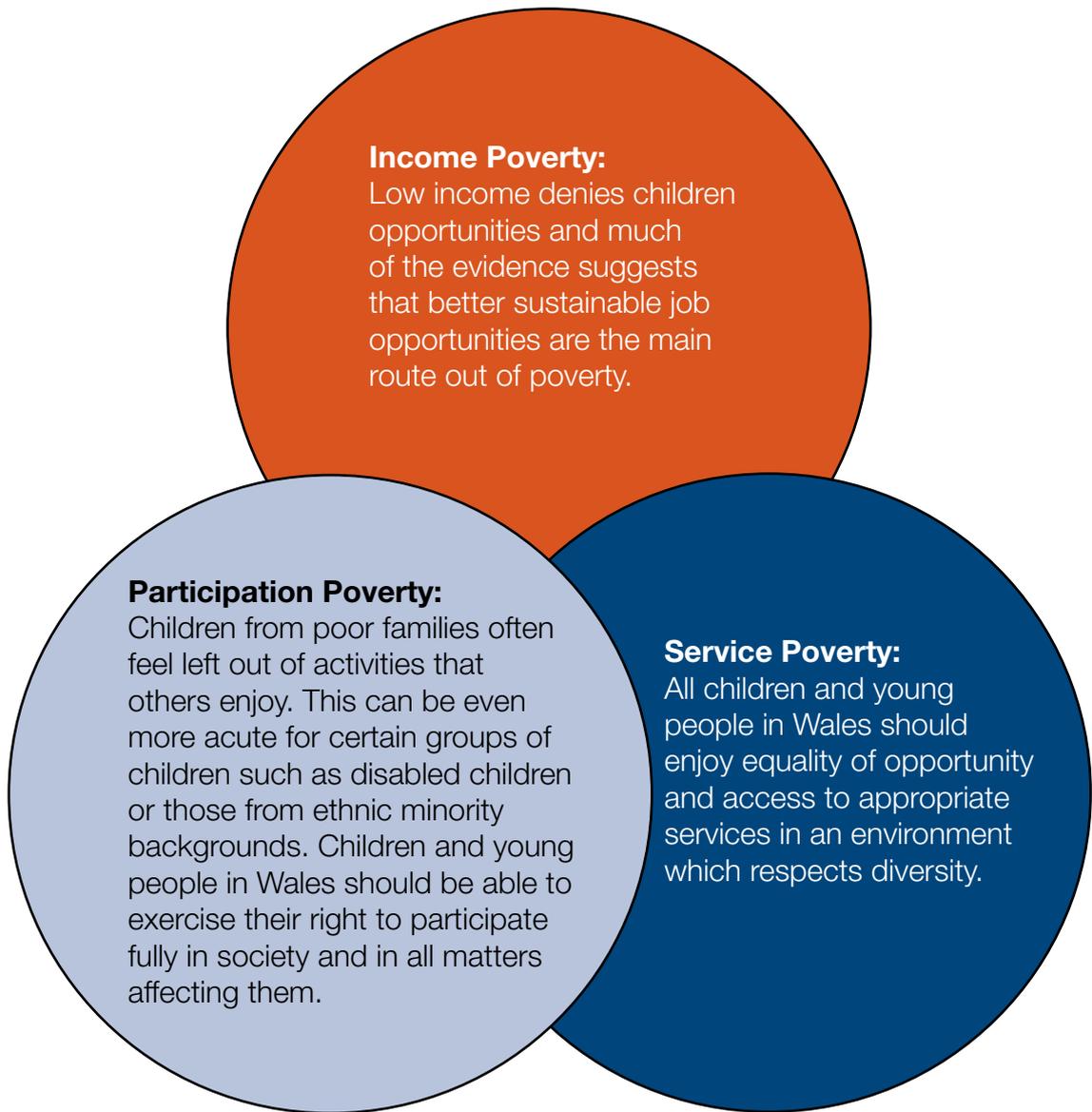
The Welsh Assembly Government has adopted the ‘headline’ indicator of child poverty which is based on a relative measure of low income. This reflects the Assembly Government’s view that it is an issue of social justice to ensure that the

living standards of the poorest keep up with the average in the general population. Whilst many of the mechanisms for addressing income poverty, such as benefits and the minimum wage, are the responsibility of the UK Government; the Assembly Government, through its role as a major employer, its influence over the public sector and choice over some aspects of the management of central Government policy can affect the impact of some non-devolved issues.

When the Assembly Government published its current child poverty strategy "*A Fair Future for Our Children*"¹, thought was given to the wider effects of poverty and areas of activity that were within its control. The Child Poverty Task Force Report² identified three principle dimensions of poverty, which are income, service and participation, around which the Assembly Government's action on child poverty is based.

¹ <http://new.wales.gov.uk/topics/childreyoungpeople/childpoverty/strategy/fairfuture>.

² <http://wales.gov.uk/topics/childreyoungpeople/publications/reportchildpovertygroup;jsessionid=h0QrK30RT rCQ2YKh7rZLkg81mmFnMfl6Z1KH4Tb2NfgKBy9vJR3D!1922798813?lang=en>.



Whilst the main measure for child poverty is income related, what is clear is that a failure to address the wider aspects of deprivation will have a big effect on the wellbeing of children and young people.

3. Which groups are more at risk of child poverty?

- **Workless Households**

Unless all adults in the family are working (and at least half of them full time), the risks of being in low income are still high: 85% for unemployed families, 75% for other workless families and (notably) 30% for those where the adults are part-working.³

- **Looked after Children**

Care leavers are 50 times more likely to go to prison, 60 times more likely to be homeless and 88 times more likely to be involved in drug use than children and young people who have not been 'looked after' by Local Authorities.⁴

- **Young Carers**

- **Black Minority Ethnic (BME) Families**

14.5% of children in severe poverty are from Asian and Asian British ethnic origins. (UK Figures)⁵

- **Lone Parent Families**

For the period 2003/04 to 2005/06 40% of the children in low income households in the UK were in lone parent families (UK figures).⁶

- **Families coping with disability**

55% of families with disabled children live in or at the margins of poverty.⁷ 31% of households with children with one or more disabled adults were in poverty (UK figures).⁸

- **Larger families with 4 or more children**

In 2004/5 children in 4+ child families made up 19% of poor children in the UK.⁹

- **Households where working age adults have low or no qualifications**

Of those families that experienced persistent poverty between 2001-2004 19% involved working age adults with no qualifications. (UK Figures)¹⁰

³ Kenway, P. Palmer, G and Macinnes, T. (2007). Monitoring Poverty and Social Exclusion In Wales. York: Joseph Rowntree Foundation.

⁴ Barnardo's, Child Poverty Action Group, Children in Wales, the Children Society, NSPCC, SCF. (2000) *Wales' children, our future - A manifesto*.

⁵ Magadi M. and Middleton, S., (2007) *Severe Child Poverty in the UK London: Save the Children*.

⁶ <http://www.poverty.org.uk/Wo8/index.shtml#g2>.

⁷ H.M. Treasury (2004). Child Poverty Review. London: The Stationary Office

⁸ MacKay, S. and Atkinson, A. (2007). *Disability and caring among families with children, research report 460. London: Department for Work and Pensions*.

⁹ Bradshaw, J. Finch, N. Mayhew, E. Ritakallio, V. and Skinner, C. (2006) Children Poverty In Large Families, York, Joseph Rowntree Foundation.

¹⁰ Social Exclusion Task Force (2007) Reaching Out: Think Family, London, The Stationary Office.

4. What effect does living in poverty have on the lives of children & young people?

What follows are some examples of the effects that living in poverty can have on the lives of children young people and their families. This is by no means an exhaustive list but it will provide an idea of the range of issues that need to be tackled, to ensure more positive outcomes for children and young people in our communities.

Child poverty limits future life chances for: employment, training, enduring, positive family and social relationships, good physical and mental health and longevity and it affects childhood experiences profoundly.¹¹

Family Life

- Children from low income families often miss out on activities such as after-school clubs, school trips and inviting friends for tea.¹²
- Children from low income families are more likely to go without warm coats in winter, proper meals and heat in the home.¹³
- Children from low income families often have little or no space to play and live in areas with few shops or amenities.¹⁴
- 2% of couples and 8% of lone parents cannot afford two pairs of shoes for each child.¹⁵
- 12% of lone parents cannot afford celebrations with presents at special occasions.¹⁶
- 14% of the most disadvantaged families responding to the 2006/7 Department of Work and Pensions Household Below Average Income Survey¹⁷ were unable to let their child take up a hobby because of cost.
- Children who grow up in poverty are more likely to suffer low self esteem.¹⁸
- Poor families pay more for a number of basic services, including gas and electricity, banking and credit. The extra costs of pre-payment meters, door-step loans, fee-charging cash machine withdrawals, pay-as-you go phones for example are estimated to amount to about £1,000 a year. This is about 9% of the disposable income of an average sized family.¹⁹

¹¹ Bradshaw J and Mayhew E (2005) *The Wellbeing of children in the UK*, The University of York & Save the Children.

¹² Magadi M. and Middleton, S., (2007) *Severe Child Poverty in the UK* London: Save the Children.

¹³ Magadi M. and Middleton, S., (2007) *Severe Child Poverty in the UK* London: Save the Children.

¹⁴ Crowley A & Vulliamy C (2002) *Listen Up! Children and Young People Talk: About Poverty*. Save the Children.

¹⁵ Family and Children Study, 2004, [www.dwp.gov.uk/asad/asd5/rrs2006\).asp#facs2004](http://www.dwp.gov.uk/asad/asd5/rrs2006).asp#facs2004).

¹⁶ Family and Children Study, 2004, [www.dwp.gov.uk/asad/asd5/rrs2006\).asp#facs2004](http://www.dwp.gov.uk/asad/asd5/rrs2006).asp#facs2004).

¹⁷ http://research.dwp.gov.uk/asd/hbai_arc.asp.

¹⁸ Ermisch, J. Francesconi, M. and Pevalin, D. (2001) *Outcomes for children of Poverty*, DWP.

¹⁹ Save the Children/Family Welfare Association (2007) *The Poverty Premium: how poor households pay more for essential goods and services*, London: SCF/FWA.

Education

- Children who grow up in poverty are far less likely to do well in school and are much more likely to leave the education system with no qualifications at all.²⁰
- Parents who have themselves been disadvantaged in childhood are more likely to have children who do poorly at school.²¹
- Homeless children miss on average 25% of their schooling.²²
- Children from low income families both expect to receive lower quality schooling and anticipate worse educational outcomes.²³
- Research has shown that the gap for the educational achievement for children in poverty widens as time goes on. At the age of 3 a child from a low income family is likely to be, educationally, 9 months behind better off peers, by the age of 11 that gap widens to 12 months and by the age of 14 there is a 20 month gap.²⁴
- Children who live in bad housing are 5 times as likely to lack a quiet place to do homework as other children.²⁵

World of Work

- Adults with poor basic literacy and numeracy skills are up to five times more likely to be unemployed or out of the labour market than those with adequate skills.²⁶
- Young people who have grown up in low income households are more likely than their better off peers to be unemployed, work in low or unskilled jobs and to be poorly paid in adult life.²⁷

Health and Lifestyle

- Children from the lower socio economic groups are four times more likely to die in an accident and have nearly twice the rate of longstanding illness than those living in households with high incomes.²⁸

²⁰ Raffo, C. Dyson, A. Gunter, H. Hall, D. Jones, L. and Kalambouka, A. (2007) Education and poverty: A critical review of theory, policy and practice. Joseph Rowntree Foundation & University of Manchester.

²¹ Gregg, P, Harkness, S and MacMillan L (2006) Welfare to work policies and child poverty: A review of issues relating to the labour market and economy.

²² Mitchell, F., et al., Living in limbo: survey of homeless households living in temporary accommodation, Shelter, London, 2004.

²³ Horgan, G. (2007) The Impact of Poverty on Young Children's Experience of School, York, JRF.

²⁴ Hirsch, D. (2006) The cost of not ending child poverty How we can think about it, how it might be measured, and some evidence. Joseph Rowntree Foundation.

²⁵ http://england.shelter.org.uk/_data/assets/pdf_file/0004/173398/AgainstTheOdds_full_report.pdf.

²⁶ Renewal.net Basic skills, literacy, numeracy: Overview.
<http://www.renewal.net/Documents/RNET/Overview/Education/Basicskillsliteracy.doc>
(accessed December 2007).

²⁷ Narrowing the Gap: the final report of the Fabian Commission on Life Chances and Child Poverty. London, Fabian Society.

²⁸ Bradshaw, J. and Mayhew, E. (2005) The Wellbeing of children in the UK The University of York & Save the Children.

- Babies born into poor families are more likely to be premature and have low birth weight.²⁹
- Children in poorer families are more likely to suffer from respiratory infection, gastro-enteritis, dental caries and tuberculosis.³⁰
- Poverty can also affect the quality of a child's diet.³¹
- In terms of mental health, there is evidence that children from unskilled, working-class backgrounds are almost three times as likely to have mental health problems than children from professional backgrounds (14.5% compared to 5.2%).
- Homeless children have six times as many speech and stammering problems compared with non-homeless children.³²
- Children of parents who have never worked or are long term unemployed are 13 times more likely to die from unintentional injury and 37 times more likely to die from exposure to fire.³³
- Poverty shapes children's development. Before reaching his or her second birthday, a child from a poorer family is already more likely to show a lower level of attainment than a child from a better-off family. By the age of six a less able child from a rich family is likely to have overtaken an able child born into a poor family.

5. Why is this Guidance necessary?

Whilst good progress had been made in reducing child poverty in Wales since devolution (down from 35% in 1999-00 to 32% in 2007-08³⁴) progress has stalled. The Assembly Government recognises the scale of the current challenge and, in addition to the many relevant policies and programmes already in place across Departments, it has made a number of new policy commitments designed to add momentum to its efforts to reduce child poverty. The Assembly Government is also committed to using new law-making powers to boost action at national and local level. (See Section 6). It is clear that tackling child poverty in all its forms is complex and requires a strong partnership approach between government and a range of partners in the public, voluntary and private sector. The Welsh Assembly Government recognises that local service providers are absolutely key to ensuring better outcomes for our children and young people.

²⁹ Palmer, G. and Kenway, P. (2007) *Monitoring Poverty and Social Inclusion in Wales 2007*, York.

³⁰ Department for Children, Schools and Families (2007) *Children and Young People Today: Evidence to support the Development of the Children's Plan*.

³¹ Department for Children, Schools and Families (2007) *Children and Young People Today: Evidence to support the Development of the Children's Plan*.

³² Harker L, *Chance of a lifetime: the impact of bad housing on children's lives*, Shelter, 2006.

³³ Department for Children, Schools and Families (2007) *Children and Young People Today: Evidence to support the Development of the Children's Plan*.

³⁴ <http://research.dwp.gov.uk/asd/hbai.asp>.

These guidelines are mainly aimed at Communities First Partnerships and Co-ordinators. They should also be an important tool for anyone involved in activities in Communities First areas, including: volunteers, community development workers, local authority representatives, business people and local people. The most important purpose of this document is to ensure that each partnership fully understands its principles and uses it in conjunction with the main Communities First Programme Guidance to actively guide its work. Summary leaflets and other materials will be produced alongside this document to help with this.

The Welsh Assembly Government has recognised the important role of Communities First Partnerships in its overall child poverty agenda. A new child poverty theme has been included in the Communities First Vision Framework in order to increase the priority given to local action by Communities First partnerships to tackle all forms of child poverty. This guidance aims to help Communities First Partnerships in recognising the important role that they have to play in reducing child poverty and in supporting and encouraging better working with service providers.

6. What is the Children & Families (Wales) Measure?

The Welsh Assembly Government is aiming to make early use of new law-making powers to add weight to its action to tackle child poverty. The proposed Children and Families (Wales) Measure was introduced to the National Assembly on 2 March 2009. The proposed Measure shows the Assembly Government's commitment to providing support to those families and children in greatest need, who without additional support would be further disadvantaged. The Measure seeks to deliver a strategic and joined up approach to addressing child poverty. It will place a legal responsibility on Welsh Ministers to develop a new Child Poverty Strategy for Wales to be published in 2010.

The Welsh Assembly Government recognises the key role played by other partners in the shared fight against child poverty. As such it places a similar responsibility on a number of other public bodies, to identify and take actions in respect of their own objectives and strategies.

The proposed Measure makes legal provision for the 'One Wales' commitment to provide free full time high quality childcare for two year olds in areas of greatest need. It also provides a legal framework for activity currently funded by Cymorth. The Measure will also place a legal responsibility on local authorities to encourage and support the participation of children in local authority decisions which affect their lives, and improve the rules and enforcement powers in childminding and day care settings for children under eight years old.

Finally, the proposed Measure sets out arrangements for Integrated Family Support Teams which will improve the way in which services are organised and delivered to vulnerable children and families who have complex needs and require intense integrated support from highly skilled professionals.

7. Working in partnership, locally and nationally

The Assembly Government is clear that this is an issue that Communities First Partnerships cannot tackle alone. Developing strong local partnerships with key providers to support Communities First areas is therefore essential.

The Assembly Government has already issued guidance on the preparation of the Children's and Young People's Plans which clearly guided local Children and Young People's Partnerships to work with Communities First areas in their county. The Assembly Government will continue to support both Children and Young People's Partnerships and Communities First Partnerships in achieving these ambitious goals through tools such as the "Child Poverty Solutions" web site. (See section 12)

In each local authority area clear methods of communication and joint working between the Children and Young People's Partnership and local Communities First Partnership should be established. These arrangements will need to reflect local circumstances such as the number of Communities First areas and whether Communities First is hosted by the statutory or voluntary sector.

In many areas, particularly those with high numbers of Communities First Partnerships, there are 'Over Arching' Co-ordinators and central support teams. Where this is the case it is likely that they will be best placed to make arrangements for representation at Children and Young People's Partnerships.

Whatever arrangements are established it is essential that these are clear to Communities First Partnerships, Children and Young People's Partnerships and all their partners. Ideally arrangements should cover;

- having a named representative for Communities First Partnerships on the Children and Young People's Partnership;
- clear line of communication (both ways);
- clear reporting and data sharing protocols;
- shared understanding between Communities First Partnership and the Children and Young People's Partnership of roles and responsibilities.

All the Communities First Partnerships in the area should be involved in developing this local arrangement. Each one should be fully clear as to how they engage the local Children and Young People's Partnership when wishing to undertake work with children and young people.

The Assembly Government is also increasing its emphasis on the need for other national programmes, agencies and services to help meet the needs of Communities First areas. The Communities First Outcomes Fund has been established to assist in this process.

It is essential that the main (or “mainstream”) services and programmes of the Welsh Assembly Government, its agencies, local authorities and all other key partners are prioritised to enhance services in those areas of greatest need, as identified and evidenced in the Communities First areas by their partnerships (this is referred to as programme bending).

This process is perhaps more important in the area of Child Poverty than any other part of the programme. Many local services have clear responsibilities in respect of Children and Young People and these services should work to the maximum effect in Communities First areas in order to reduce levels of Child Poverty.

Put at its simplest, this means ensuring that key programmes and services are adjusted to better meet the needs of Communities First areas. In many cases this may be possible with small adjustments such as location or opening times, which may not require any additional resources.

In many cases the need for change will be more complex and it may be that additional resources are needed, perhaps to meet exceptional demand or for improvements to existing services such as extended opening hours or greater accessibility through more intensive engagement. This guidance contains varied examples of ways in which this can be achieved. The process may involve:

- Strengthening policies and strategies which improve mainstream engagement with Communities First
- Re-allocating resources towards the needs of Communities First areas
- Reshaping patterns of main programme service delivery to respond to the needs of local communities

The success of Communities First has always depended on these communities benefiting from a wider range of investment than the Communities First budget alone, which could not by itself deliver all the objectives of every partnership.

Equally, sustainable regeneration requires that effective partnership working is developed between communities and service providers. Identifying shared objectives is key to effective mainstreaming. Discussions should take place when developing work with Children and Young People to identify projects and activity which Communities First partnerships could help to deliver and for which mainstream funding is likely to be available.

In the most deprived areas, Communities First Partnerships, individually or as a group, must have the infrastructure in place to engage with Children and Young People’s Partnerships.

Case Study

Programme Bending

The Child's Road to Achievement and Prosperity in Glyncoch



Glyncoch Communities First Partnership has identified child poverty as a priority. There was particular concern that young people from the area did not seem to achieve their potential at GCSEs in spite of doing well at primary school. This was further highlighted when it was identified that their community was the only one in the school catchment area not to have a young person going to University.

The Partnership holds themed “programme bending” meetings where community needs have been mapped and are presented to relevant service providers. As a result of this the community secured a strong commitment from the schools and mainstream service providers to work on this issue. The local schools and learning providers have collectively developed action plans, so key partners and community members have a sense of collective ownership over the project. Community members and local head teachers now work together, to identify key issues effecting young people.

The Partnership secured the support of The People and Work Unit to develop the project which aims to help local children build their capacity to thrive in a learning environment, their families’ capacity to support them, also tackling the cultural attitudes that impact on achievement and life chances.

The project has four essential elements:

- Intensive work with a cohort of year six and seven pupils children and their families to build connections between the schools and families and help families to support children in learning. The intensive support will continue to GCSE results day.
- School/community learning support for children and families of other year groups.
- Life coach to support children to develop goals and the social and emotional skills to achieve them.
- Intensive support for adult learners to overcome barriers to learning and build a culture of learning within the family home.

What Changed:

The project is still in its early stages however to date:

- chronically low attendance amongst year seven pupils has improved dramatically

- for the first time, young people and families are accessing homework support
- more young people are accessing extra curricular activities and other services that the school has to offer
- young people who have had a reputation for challenging behaviour have developed personal goals and are making significant progress, possibly for the first time
- Five school leavers disengaged from education and employment are one year into a five year intensive programme to learn a trade. All are now keen learners and looking forward to college and apprenticeship opportunities.
- Adult learning has doubled within one year, and young people from Glyncoch are accessing university for the first time in years.

Why It Worked:

The local community have been given the opportunity to jointly have ownership of the project and the support to local young people. By working with The People and Work Unit the community has been able to recruit high quality staff. This has resulted in intensive, high quality, personal support where staff have developed positive relationships with the young people and their families. This has helped them to access opportunities that are already there and to engage more effectively with mainstream services, in addition to the specialist services offered by the project. The local schools and other support services are fully committed to the project and work closely to ensure they are meeting identified needs.

The project is subject to intensive evaluation throughout by the collection of qualitative and quantitative data via, surveys, interviews with young people, their families and other adults and the collection of attendance figures and test results.

Partners:

People and Work Unit
Cefn and Craig yr Hesg Primary Schools
Pontypridd High School
Glyncoch Community Partnership

Contact Details:

Name: Jenny O'Hara
E-mail: Jenny@glyncochcp.co.uk
Tel: 01443 486496

8. Who sits on the Children and Young People's Partnership?

As with Communities First Partnerships, the make up of Children and Young People's Partnerships will vary from area to area. The range of partners that were recommended for inclusion are:³⁵

- Local Health Board
- NHS Trust
- Welsh Assembly Government
- Lead Director for Children's Services
- Lead Member for Children's Services
- Senior Education Officer
- Senior Social Services Officer
- Youth Service
- Local Schools Representatives
- Local Safeguarding Children Board
- Chief Police Officer for the area
- Local Probation Board
- Youth Offending Team
- Welsh Medium Organisations
- Fire and Rescue Service
- Local
- County Voluntary Council
- Not for Profit Service providers

9. Why are Children & Young People Plans so important?

It is a legal requirement for Local authorities, to work with their partners to publish a Children and Young People's Plan.³⁶ These plans provide a three year strategic approach to the improvement of the wellbeing of children and young people. As you will see in Section 6 the Children and Young People's Plans will have an important role to play in the way public organisations show how they are meeting their new legal responsibility under the proposed Children and Families

³⁵ *Stronger Partnerships for Better Outcomes* http://wales.gov.uk/topics/educationandskills/publications/guidance/Children_young_people_action?lang=en

³⁶ Children Act 2004.

(Wales) Measure. Children and Young People's Partnerships, through their plans, have been advised that they should show clear evidence of working with Communities First partnerships within their area. Communities First Partnerships will also have to show evidence that they have engaged with the local Children and Young People's Partnership. By developing stronger links both parties will benefit from each others knowledge of an area and this will enable better targeting of resources towards those in greatest need.

The Assembly Government has adopted the **United Nations Convention on the Rights of the Child** as the basis for all its work for children and young people and this has been translated into the 7 Core Aims.

For further information on the Convention see <http://www.unicef.org/crc/>

The 7 core aims are used in local Children and Young People's Plans.

The 7 core aims are that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing; and
7. are not disadvantaged by poverty.

The following section of this guidance is arranged to reflect these seven aims. In addition to providing a consistent approach it is hoped that this format will assist Communities First Partnerships in planning their work in a way that reflects the statutory Children and Young People's Plans.

Local Children and Young People Partnerships should involve and consult Communities First Partnerships in the formation and development of new services in Communities First areas, as well as looking at more creative methods of delivering existing services.



10. Child Poverty Solutions Wales

<http://www.childpovertysolutions.org.uk/>

Child Poverty Solutions Wales is a joint initiative between the Welsh Assembly Government, Save the Children and the Welsh Local Government Association. The project consists of a website and two local authority pilot projects. The website has been designed to help local practitioners, policy makers, managers and strategists to develop local responses to reducing child poverty in Wales. It is proving to be a very useful resource for Children and Young People Partnerships. A recent addition sees the inclusion of pages with particular relevance to Communities First.

The toolkit sets out a policy process for developing a local approach to reducing child poverty. At each stage, guidance and advice can be found by clicking on the links. Material may be copied and used as required which can be adapted to meet local requirements.

In addition to the Toolkit the initiative also includes two Local Authority based pilot projects.

Gwynedd's Child Poverty Pilot Project

There are three elements of the project:-

1. Promote and develop young people's financial literacy skills through the curriculum.
2. Establish and maintain a Savings Scheme in partnership with the Credit Union.
3. Establish a Community Information Forum - including an information kiosk, debt helpline and a Multi-agency Information Forum.

Rhondda Cynon Taff's Child Poverty Pilot Project

The aim of this pilot is to use the Scrutiny process to improve approaches to tackling child poverty within the local authority.

The objectives are:

1. Improve the understanding of young people's needs.
2. Improve the fitness of services to meet that need.

3. Improve the connections between services.
4. Provide an evidence base for commissioning/decommissioning services.

11. What can Communities First Partnerships do?

The following section contains a description of each Core Aim, actions that might be taken by Communities First Partnerships and local service providers, a list of potential key/lead providers, case studies and examples of good practice from across Wales. Whilst these outline possible actions and contributions the list is not exhaustive, but it will provide a flavour of the different actions that can be taken to address child poverty in your area.

Core Aim 1 Have a flying start in life:

Supporting families, whatever their makeup, and making sure they have access to the advice they need will make a real impact on the long term outcomes for children.³⁷

Why is this Important?

This core aim covers the early years in a child's life, 0 - 7 years. There is strong evidence that these early years are key to the future development and outcomes of a child's life. Every community wants to ensure that its children have the best possible start in life and are nurtured in a caring and safe environment. The links between poverty and child under-achievement are strong but there are many actions that can be taken to alleviate this.

Communities First Partnerships are well placed to understand the needs of their communities and particularly young families. Many Partnerships are already engaged in a wide range of activities which can support families. They are also well placed to represent the needs of the local community to key service providers helping to ensure that families receive the support that they need. There is clear evidence that well integrated services focusing on the family and child are effective and an important investment in improving the future life chances.

Communities First Partnerships could:

- Establish links with local primary schools and nursery providers in the area.
- Engage with Integrated Children's Centre or equivalent provider in the area.
- Raise awareness amongst new parents of the Parent's Money Advice Pack http://www.fsa.gov.uk/financial_capability/pgtm/.

³⁷Based on United Nations Convention on the Rights of the Child (UNCRC) Articles 3, 29 & 36.

- Work with partners to establish a Toy Library.
- Engage with Flying Start providers in the area (if applicable).
- Promote the use of community buildings for support groups and training opportunities for parents.
- Work with local health providers to overcome anxieties around immunisation.
- Undertake local analysis to identify gaps in child care provision within the area.
- Investigate options for establishing social enterprise child care service.
- Work with local providers to secure suitable play opportunities for under 7s and where appropriate ensure children are involved in the design.

Potential Key/Lead Partners:

Local Nursery
 Integrated Children's Centre
 Midwives/Health Visitors
 Flying Start
 G.P.s
 Local Health Board (LHB)
 Social Services
 Play providers

Case Study

Caia Park Early Years Forum Family Support Group

Description

The project works with vulnerable families and children to reduce the effects of poverty. It offers parents a range of support options and training on subjects such as confidence building, staying safe, budgeting, sewing, cookery and gardening. Parents work together to develop a six week programme through sessions designed to address their needs, this has included topical issues such as hair hygiene and swine flu. The project provides a warm welcoming environment, always starting by trying to boost confidence as many parents come with low self esteem. Parents are also encouraged to help each other.

Once parents and children feel comfortable in their groups they are encouraged to join group training sessions and then move on to training and other activities outside the group. The project also provides outings and activities at a subsidised price so that children can have access



to outings which their parents may otherwise not be able to afford. These include clothes and equipment exchange, laundry facilities, trips and events, training programmes and summer camp.

Parents and children attending summer camps are fully involved in setting ground rules, deciding how the budget is managed, planning the menus and working out a rota of chores. Through this they learn about budgeting, cookery, nutrition and negotiating skills in a fun environment whilst having a holiday at the same time.

All staff working for the Family Support group are themselves local parents and so fully appreciate the challenges faced by many local families.

Parents on the “Incredible Years” programme fill in a questionnaire at the first session and another at the last session. Out of 28 people finishing the course 27 reported an improvement in their relationship with their child and in their ability to cope.

Contact Details:

Name: Mrs. Pat Kearsley

E-mail: earlyyearsforum@caiapark.org

Tel: 01978 312489

Case Study

Canolfan Gofal Plant Tiddlywinks Childcare Centre Cyfyngedig - Ystalyfera and Godre'r Graig/Ystradgynlais



Description

Canolfan Gofal Plant Tiddlywinks Childcare Centre Cyfyngedig - Tiddlywinks for short - is a community based project servicing the town of Ystalyfera and surrounding communities in the Upper Swansea Valley, providing a fully comprehensive quality care, education and play facility for children aged six weeks to 13 years of age.

Tiddlywinks was established as a community business in 1996 and became a registered charity in 2002. Within 4 months of opening the Centre was running at full capacity. Managed by a board of voluntary directors, over 600 families and 1000 children have benefited from the service since its inception, 20% of whom have been children with special needs. The service provides a full day nursery, cylch meithrin

(Welsh medium playgroup), an out of school play club and holiday play care with a “pick up” and “drop off” service from/to schools and is housed in former bank premises situated in the centre of the town. At the end of 2002, due to increasing demand, the after school club facility opened an overflow facility for the older age group at Ysgol y Wern Primary School, Ystalyfera.

It is open five days a week, Monday to Friday, from 7a.m. to 7p.m., offering a stimulating environment for children, which helps them to learn and develop, whilst offering a unique service for working parents and opportunities for others to re-enter the workforce, take up training or further education. The organisation has assisted greatly in the regeneration of the community, which is within an area of high unemployment and local deprivation. To date 22 local jobs have been directly created by Tiddlywinks - the equivalent of 15 full time posts and 7 part time posts.

Since 2006, Tiddlywinks has been actively involved in moving forward the concept of an Integrated Children’s Centre within Ystalyfera and Godre’r Graig. This is based on the concept that the provision of education, care, family support and health services delivered locally in an integrated and coordinated way is a key factor in determining positive outcomes for children and their families.

Tiddlywinks was established prior to Communities First, but the Partnership is now on the Integrated Children’s Centre (ICC) Working Group as they move to extend the existing childcare facility and incorporate elements of the ICC concept, in particular a parents’ facility.

Parents have taken up work and training and over a third of current users would have to give up work if Tiddlywinks was not available and a further third have indicated that they would have to reduce their working hours.

Contact Details:

Name: Liz Cole

E-mail: lizcole@tiddlywinkscyf.org

Tel: 01639 849495

Core Aim 2
Have a comprehensive range of education and learning opportunities:

There have been various levels of success amongst Communities First Partnerships in establishing links with local education providers. The non threatening relationship that community development and youth workers have with harder to reach

children, young people and their families has great potential for overcoming the barriers, real or perceived, between school, pupil and family.³⁸

Why is this Important?

Making sure that every child gets the best education and support they need to do well at school or college has a major impact on how ready they are to enter adult life and so reduce further poverty. Children in poverty and living in deprived areas are amongst those least likely to do well at school.

Having a supportive family, community and access to a range of facilities and advice can make a big difference in improving outcomes for children at school. Communities First Partnerships are able to work closely with local schools, both primary and secondary, to support children and families from their areas to be fully engaged in education.

Communities First Partnerships could:

- Establish links with local education providers such as colleges, primary, and secondary schools.
- Work with local schools to develop mechanisms to record the successes young people achieve outside of the school day, e.g. Open College Network Accreditation via youth work, voluntary work and Children's University.
- Engage with local businesses and training providers to develop alternative learning experiences for young people.
- Engage with Integrated Children's Centre or equivalent provider in the area.
- Work with the Local Education Authority to develop Family Learning provision within the community.
- Work with local after school groups to develop homework clubs.
- Work with local schools to ensure that pupil representative bodies like School Councils reflect the full range of young people within the school.
- Engage with the development of Community Focussed Schools to ensure that all young people within the community are able to benefit from the provision available.
- Youth workers within Communities First areas working with schools to enhance the development of personal and social skills for young people.
- Promote anti bullying policies within the community.
- Raise awareness of the End Child Poverty Network document Tackling Child Poverty: Good Practice Guide for Schools www.endchildpovertywales.org.uk.

³⁸ Based on UNCRC Articles 23, 28, 29 & 32.

Key/Lead Partners: Local Schools
Youth Service
Local training providers
Integrated Children's Centre

Case Study

On Track Plus. Mountain Ash School Cluster



Description:

The 'On Track Plus' programme's main aim is to build on attachment to education and increase school attendance. Following on from the success the On Track Plus Programme achieved in Tylorstown, Rhondda Cynon Taff, it was agreed by the Mountain Ash Project Partnership, which included Detached Youth Workers, Communities First, Mountain Ash On Track and Mountain Ash Community School), that we would pilot a similar approach in Mountain Ash.

Following discussions with the Education Welfare Department it was agreed that the most effective way to achieve the necessary outcomes was to target those young people in years 7-9 with condoned parental absence and with an attendance rate of between 50% - 79%. As a partnership it was also agreed to add some young people who had very low attendance rates and some behavioural issues into the group, in the hope that they would be inspired by their peers and use this to improve their own attendance/behaviour.

Young people were identified through the school's Pupil Referral Panel and the School's Support Co-ordinator was responsible for completing the referrals for the Programme. Youth Workers undertook home visits and informed the families of what the programme entailed. Once parents and young people made a commitment to the programme, a process was in place with the Education Welfare Department to hold off any further action against the families until the programme had finished.

What Changed?

- Increased contact with professionals
- Better relationships with school personnel
- Better attitudes towards the importance of learning
- Development of social networks

- Opportunities to try new activities
- Increased self esteem, confidence and efficacy
- Attendance to school has increased for 6 out of the 9 attendees
- Young people and parents have been linked into external agencies

Why It Worked:

Partnership working with experienced youth workers, who already had knowledge and an understanding of the young people and their families they were working with, meant that there were less barriers to overcome and we could offer tailor made support.

How We Measured It:

Six out of the nine young people who completed the programme raised their school attendance and in one case attendance rose by over 70%.

In addition to the Programme's main aim, which is to build on attachment to education and increase school attendance, additional outcomes have also been achieved. Five out of the eight parents have been referred on to, and are now working with, various agencies. One family is receiving support from CAMHS, one parent has been referred onto a parenting support group and the other four parents have signed up for the Steps to Excellence course (self esteem/confidence building programme) run through Genesis. One parent is further exploring her options in relation to re-entering education to obtain a qualification in counselling. Some of the young people are now engaging more in activities offered through E3 (Extend, Enrich, Excite), Communities First, Detached Youth and On Track.

Contact Details

Name: Hayley John

E-Mail: Hayley.John@rhondda-cynon-taff.gov.uk

Tel: 01443 744152

Case study

Caerau Children & Youth Project (CCYP)

The project provides individual and small group support for learning and life skills at school for ages 10 - 16, through the Pupil Support Officer who also manages the team and an after-school ICT facility for children and young people aged 3 - 19 in the community of Caerau staffed by 3 ICT officers. A Home/School liaison officer provides emotional and practical support



for the most vulnerable families and works closely with the Youth Inclusion Support Panel. Funding is also in place for two detached youth workers who work 10 hours a week.

The project provides a key bridge between school, pupils, home and community, maximising opportunities and raising self esteem through improving skills, celebrating achievements and improving behaviour.

What Changed?

Children and young people have experienced increased participation in learning, skill building and life experiences. Year 6 children at Blaencaerau Junior School are supported through transition to senior school. Pupils from Caerau are supported when they attend the secondary school, increasing learning, improving attendance and addressing behaviour issues.

The ICT after-school facility has provided young people with the opportunity to develop and increase IT, literacy, numeracy and communication skills as well as having somewhere to access IT facilities for homework. It has given them a base in the community which supports learning and skills. Young people and their families also have the opportunity to take part in family days out and other activities that they may otherwise miss out on.

The family support has improved home/school links, improved attendance, encouraged good conduct and healthy lifestyles. Through the detached youth workers the young people are accessing services and opportunities. Targeting of areas has been used to help reduce anti social behaviour and engage hard to reach young people.

Why It Worked:

The project was based on a local needs assessment. The 2001 Welsh Index of Multiple Deprivation ranked Caerau in terms of education as the 2nd most deprived area in Wales. Children attending Blaencaerau Junior School historically did less well on transition to senior school than any other feeder group in the upper Llynfi Valley. Since 2003 a dedicated team has provided them with opportunities to experience success at school and to participate in the community. The project has also increased opportunities for diversionary activities through other projects including outward bound weekends and community arts projects. The most vulnerable families are supported during school visits and in accessing services. The chosen locations for the project has strengthened school and community links. Together we work towards a more inclusive community.

Contact Details

Name: Jan Clarke

E-mail: jclarke@maestegcs.bridgend.sch.uk

Tel: 07796991723

Core Aim 3

Enjoy the best possible health and are free from abuse, victimisation and exploitation:

Communities First Partnerships have all tackled health related issues to some extent. This Core Aim however, includes some of the more challenging aspects of wellbeing.³⁹

Why is this Important?

The health of children living in poverty is proven to often be far worse than that of other children. Poor health in childhood can have lasting effects that will be with a person throughout life. Helping children and young people to establish healthy lifestyles at an early age can have long term benefits. Poor health later in life is also likely to increase the risk of poverty.

Many Communities First areas have undertaken a wide range of work to improve the health of the community and develop better support services. This core aim also covers the more challenging aspects of health such as abuse. See Section 12 and Annex D & E for more information on Child Protection procedures.

The risk to a child of living in a household where there is alcohol or substance misuse increase if they live in a deprived area, these factors can be indicators of the risk of harm to family members.

Communities First Partnerships could:

- Undertake a community health audit to identify local perceptions of health and key requirements for service delivery.
- Link into Healthy Schools initiatives.
- Work with local schools to promote cashless cafeterias as a means of increasing the uptake of Free School Meals.
- Health Promotion activities.
- Establish links with drug and alcohol advice service providers to develop local provision, training opportunities and clear sign posting mechanisms.
- Establish links with sexual health advice service providers to develop local provision, training opportunities and clear sign posting mechanisms.

³⁹Based on UNCRC Articles 6, 18-20, 24, 26-29, 32-35, 37 and 40.

- Raise awareness of young people's mental health issues and work with service providers to develop appropriate signposting.
- Support the development of a local food co-op.
- Develop healthy cooking on a budget courses.
- Establish links with local Domestic Abuse Forum.
- Ensure key service providers are aware of issues around forced marriages.
- Develop robust Child Protection Policies and procedures in line with the All Wales Child Protection Procedures. See Annex D
- Ensure staff and community volunteers have appropriate child protection training.
- Develop links with the Local Safeguarding Children Board.
- Be aware of the Health Social Care and Wellbeing Strategy for your area.
- Work with local providers to develop affordable fitness activities.
- Raise awareness within the local community of the myths and facts relating to Asylum Seekers and Refugees.

Key/Lead Partners: Local Schools
 Substance Misuse Support projects
 Local Health Board
 Health Social Care and Wellbeing Group
 Domestic Abuse Forum
 Community Police
 Local Safeguarding Children Board

Case study

Curry Club

The Communities First Partnerships in Ebbw Vale have been running Curry Club at each of its five communities in the Ebbw Fawr valley for nearly two years. The Curry Club takes place once a month and the content of each meal is chosen by the young people themselves. In doing this they must choose the recipes, ingredients and budget for preparing the meal. Young people then take turns to help prepare the meal using fresh ingredients under supervision of youth workers. The Club helps young people to gain skills in cooking and budgeting as well as experiencing the enjoyment of preparing their own fresh meals.

Last Christmas young people then prepared a Christmas lunch for the residents of the local Old People's home. Under supervision the young people organised transport, prepared, cooked and served lunch for 15 older people at the youth club.

What Changed?

- Young people informally educated on healthy options/healthy living.
- Raising awareness of health issues.
- 300 individual young people involved in project valley - wide on a regular basis.
- Young people want to develop Saturday morning café at local provision.
- The number of young people engaged in Communities First has risen.
- Increase in involvement in other community projects by participants.
- Young people involving OAP's in tasting meals.

Why It Worked:

The Curry Club enabled young people to develop new skills and confidence in a non threatening environment. All the young people involved had an input into how the club was run and as a result gained a greater sense of belonging and control. The project provided a useful way of engaging young people who had previously not been involved in community activity.

Contact Details

Name: Nicola Dobbs

E-mail: nicola.dobbs@evad.org.uk

Tel: 01495 353100

Case Study

Girls Only! - Residential, Caerphilly

Young women aged 13-17 from Communities First areas across the borough were invited to attend a 'Girls Only!' overnight residential. To explore issues like; life skills, teenage pregnancy, emotional and sexual health; which have been identified as issues throughout Wales and within Caerphilly County Borough.

The purpose of the residential was to make young women aware of life skills concerning their health and well being now and in the future. The residential consisted of a series of workshops and sessions to explore and discuss the following topics:

- Relationships & Emotional Literacy
- Cookery & Nutrition

- Sexual Health
- Parenting Skills

The residential also covered aspects of pregnancy and birth, all dealt with in a safe, controlled and appropriate way by qualified practitioners. During the residential, the young women were also guardian to a 'virtual baby'. They were expected to feed, bathe and nurture this baby during the 24-hour period. The purpose of this was for them to experience what it is like to have a baby and the responsibilities involved.

The aim for the weekend was to accomplish the following;

- To encourage young people to interact with their peers from other communities.
- To build young people's confidence and self-esteem.
- To provide the opportunity for young people to explore Relationships & Emotional Literacy, Sexual Health, Parenting Skills and Contraception & Birth in a safe environment.
- To promote 'safe' sexual practices amongst young people.
- To allow young people to have a 'hands on' experience of being a new parent (virtual babies).
- To work with colleagues from other agencies/services and promote services that are available to young people.
- To challenge young people's perceptions and stereotypes of single parents/young mothers and sexual health services.

What Changed?

12 young women aged 13 - 17 attended the event and gained a better understanding of the long-term commitment, financial implications and the impact upon social activities of becoming a parent. Young people gained knowledge that would enable them to make informed choices relating to relationships and parenthood.

Why It Worked:

The event worked well in a residential setting, as young people were able to relax and explore the issues over a long period of time. It also was beneficial having a multi agency approach as there was specialist-qualified staff on site at all times to deal with any questions, queries or issues that arose.

Contact Details

Name: Joanne Harper - Senior Youth Participation Worker CCBC

E-mail: harpej@caerphilly.gov.uk

Tel: 01443 863208

Core Aim 4

Have access to play, leisure, sporting and cultural activities:

Developing local provision for play, sport, leisure and cultural activities has been a key area of work for Communities First. The next stage in this work is to ensure that there are no hidden barriers to participation, for example cost. Even a free activity can be exclusive if in order to take part young people need to pay for transport and lunch.⁴⁰

Why is this Important?

Ensuring children and young people have access to play, leisure, sport and cultural activities help to ensure full participation. These activities also help support other core aims such as health and education.

Children frequently say that access to these types of activities is important to them. It offers children and young people the opportunity to develop relationships among their peers and their own networks of friends. Children from Communities First areas may miss out on many of these opportunities, often due to lack of money. Many areas have done much to ensure that local children have access to as wide a range of opportunities as possible.

Communities First Partnership could:

- Engage with local providers to raise awareness of cost as a barrier to participation.
- Establish/promote cultural and sporting opportunities.
- Engage with partners to develop, support and promote holiday play-schemes including provision for over 11's.
- Develop arts and cultural opportunities both within communities and outside.
- Negotiate with service providers to ensure regular and affordable transport to facilities/activities.
- Assess local natural assets that would support the development of initiatives like, walking and cycling routes and green gyms.
- Support community activity in developing festivals and events.

⁴⁰Based on UNCRC Articles 15, 20, 29, 31.

- Engage with local providers to promote access to countryside activities.
- Engage with training providers to provide training opportunities to enable community volunteers of all ages to develop the skills required to support local provision.
- Engage with local providers to investigate mechanisms to ensure children and young people with disabilities, young carers and those living in rural areas are able to access provision.
- Engage with local faith groups providing activities and venues for children and young people.

Key/Lead Partners: Leisure Services
 Playscheme/Childcare providers
 Forestry Commission
 Parks Department
 Local training providers
 Faith Groups

Case study

Gym Project: Ebbw Vale

Description:

The Ebbw Vale and District Development Trust (EVAD) began a project based around exercise and healthy living. The aim of the project was to target young people who were NEET. The project took place in the Rassau area of Ebbw Vale. Every Friday at 11 am, two EVAD session workers would pick up participants in a mini bus and accompany them to the leisure centre where they could have use of the fitness suite, swimming pool, weights room, sauna and Jacuzzi.



What Changed?

- Participants began eating more healthily.
- Participants cut down on alcohol consumption.
- Anti social behaviour decreased by 64% in their area (community safety board).
- Participants began attending the leisure centre of their own accord.
- There was an increase in participation in other community projects.
- There was an increase in confidence and esteem.
- Participants began to change their lifestyle.

Why It Worked:

- Participants were motivated by the youth workers and by each other.
- Transport was free and from their doorstep.
- All activities were free.
- Participants developed a more positive outlook.
- Participants felt healthier, lost weight and felt that they looked better.

Of the ten participants who were NEET at the beginning of the programme, five entered full time employment and four returned to training and education.

Contact Details

Name: Carl Bainton

E-mail: carl.bainton@evad.org.uk

Tel: 01495 353100

Core Aim 5

Are listened to, treated with respect, and have their race and cultural identity recognised:

Communities First Partnerships have a key role to play in making sure that children, young people and families from Communities First areas are involved in the development of decisions that impact on their lives. Clearly, community engagement is a fundamental part of the role of Communities First Partnerships. Particular attention should be given to the inclusion of groups who are more vulnerable to poverty in this process, providing specific support if required. It is not acceptable to say these groups have not been consulted because they are 'hard to reach'.⁴¹

Why is this Important?

All children should have the right to be heard and have a say in decisions that affect their lives. Communities First Partnerships should ensure that children in their communities have a say in decisions that the Partnership takes that effects them. In many cases it may be that the Partnership should set up a forum for children to be able to participate in a safe environment. Partnerships should also encourage and support children from their area to be involved in wider structures wherever possible.

⁴¹Based on UNCRC Articles 2, 7, 8, 12-17 and 20.

Communities First Partnerships should:

- Actively involve Children, Young People and Families in Communities First decisions that impact on their lives.

Communities First Partnerships could:

- Develop a local youth forum where appropriate and ensure that the make up of the group is representative of the make up of the young people within the community.
- Enable service providers to access Communities First structures to consult children and young people to ensure involvement in wider consultations.
- Ensure young people's views and service information are clearly reflected in both Communities First newsletters and websites.
- Support engagement with the more hard to reach groups.
- Ensure service development within the community reflects the differing cultural requirements of the local population.
- Utilise the Participation Workers' Network for Wales and the National Standards for Participation <http://www.participationworkerswales.org.uk/>.
- Utilise the work of the office of the Children's Commissioner for Wales in the promotion of children's rights and welfare <http://www.childcomwales.org.uk/>.

Key/Lead Partners: Youth service
Youth forum
Public Sector Communication teams

Case study

I'm a Councillor Get Me Outta Here - Caerphilly

This is an annual initiative to engage young people in local democracy and improve their understanding of how it works. Young people are actively involved in choosing their champion. Local councillors, who want to be considered for the role, post youth manifestos and answer questions from young people. Young people then vote off each councillor, until a final candidate is selected and the winning councillor becomes youth champion for the year. The role is to champion young people's views within the borough.

At the start of this process the youth forum holds a day, where young people from various schools and projects are invited to participate in political speed dating, question time and to hear their manifestos before they go online. The day also includes a live reptile show where the councillors standing have to interact with reptiles, and eat bugs!

What Changed?

Since this process has started there is now a youth champion within the council, and this position is constantly gaining momentum. The project has raised young people's awareness of their right to a voice and actively engages them in local democracy.

Why It Worked:

This is a fun and interactive project, with a high profile that young people engage well with, many young people would otherwise have little interest in or experience of voting. It is supported by schools, Communities First and youth projects throughout the borough to ensure many young people are engaged.

Contact Details

Name: Clare Jones

E-mail: jonescl1@caerphilly.gov.uk

Tel: 01443 863292

Case Study

Viewpoint consultation, Rhondda-Cynon Taff



Description:

The project used an online survey tool, tailor made for young people in Rhondda Cynon Taff together with secondary schools, Communities First Partnerships, Youth Service, Princes Trust, Young Carer's Project and a range of other partners.

The aim of the project is to improve the range and quality of services offered to young people in the borough, by the Council and a range of partner organisations, including the Local Health Board & NHS Trusts, South Wales Police Authority and the voluntary sector. The project aims to ensure that services are led by needs, to encourage active voice and choice of young people and that they are able to have a direct say in services developed for them.

Findings from the survey are provided to the Local Service Board, who will support the Children & Young People's Partnership and other strategic partnerships to respond effectively to the issues raised by young people.

At school cluster level, the information is being shared with partners and importantly being interpreted for us by young people, to identify priorities for improvement. A whole range of issues are being identified,

for example - community safety and fear of crime; education and learning opportunities; basic skills; career aspirations; volunteering ideas; recreational, social, sporting and cultural ideas; personal support issues such as bullying and bereavement; the importance of family and much more.

What Changed?

The results of this extensive research have been shared with the various partners and this has allowed more effective working across departments and other organisations. As a result of the findings a number of priorities were identified and pilot projects have been established including:

- Blue light Programme: Young people said they wanted to go to club themed night on a Friday night and during weekends. Working collaboratively a Youth Events Coordinator has been employed; one aspect of the post is to roll out 'Club Fusion' events in each area.
- Young People's Website: Young people said they wanted one comprehensive Young People's Website to go to for information. A single point of information web site is now being developed for the county.

There was a range of questions in the online survey, which were included to inform the ongoing development of the Community School E3+ programme (Extend, Enrich, Excite) This offers a wide range of opportunities for young people to participate in extra curricular activities at the end of the school day and during school holidays.

Why It Worked:

By working collaboratively young people have been able to see how their views and opinions have shaped their local services. Young people feel empowered, valued and encouraged to participate in the planning of provision.

Sophie, a year twelve student from Ferndale Community School told how the results from the Survey had fed into the School's E3 programme. "Young people told us in the consultation that they had difficulties going to activities due to transport issues, the E3 programme has provided free transport to all its activities. It shows that the council is listening to us".

It has enabled service providers to work together around common aims and themes thus maximising efficiency and avoiding duplication of provision.

Contact Details

Name: Hayley John

E-mail: Hayley.John@rhondda-cynon-taff.gov.uk

Tel: 01443 744152

Core Aim 6

Have a safe home and a community which supports physical and emotional wellbeing:

Communities First Partnerships have a proven track record in supporting and promoting community safety initiatives within their communities. Whilst engaging with the police and other agencies is an important aspect of community safety this Core Aim includes much wider areas for consideration.⁴²

Why is this Important?

Living in a safe community has a direct impact on the quality of life of young people. Children living in poverty are more likely to suffer from accidents than their peers. The negative images of communities can directly impact on a child's self esteem.

Communities First Partnerships can do much to help improve both safety and perceptions in their communities.

Communities First Partnerships could:

- Engage with housing providers to promote fuel poverty issues.
- Engage with local Road Safety team to develop and promote local initiatives.
- Engage with local Fire & Rescue Service to promote the full range of initiatives they provide e.g. home safety checks, Young Fire-fighters, Operation Phoenix, arson reduction.
- Engage with the local media to overcome negative misconceptions about young people by promoting the positive contribution that young people make to their community.
- Engage with service providers who advocate on behalf of homeless young people.
- Link with Community Police and Trading Standards team to tackle any local shops selling alcohol and cigarettes to under age young people.

Key/Lead Partners: Housing Providers
Community Safety Partnerships
Fire Service
Community Police
Local Media
Trading Standards

⁴²Based on UNCRC Articles 19, 20, 25, 27, 32-35, 37 and 40.

Case study

Carmarthenshire Dads Group (Previously Llwynhendy Dads Group)



Description:

The project offers fathers, step fathers, grandfathers, or any other male child carers support and advice in an informal setting, to share experiences and discuss topics of interest and relevance to their lives and the lives of the children they care for.

The Dads Group offers male carers an opportunity to enhance their knowledge of caring for children, social situations and supports them in playing an active role in the family. It is also able to support and advise them in their work, career and educational choices, health and wellbeing, benefits and to share experiences with other male carers in similar situations. Llwynhendy Dads Group worked hard to become positive role models to other male carers in the area and they were the first group of this type to be created in Carmarthenshire.

What Changed?

Through networking and marketing and the success of the Llwynhendy group they increased the numbers of male carers attending and increased the activities they undertook. They constituted in April 2008, formed a committee and began applying for funding enabling them to become self sustaining.

The group has quickly become very successful and other areas wanted support to set up similar groups. With the support of Action for Children, Communities First and Plant Dewi they expanded into other areas of Carmarthenshire, meeting in other locations on different days. In June 2009 they became the Carmarthenshire Dads Group, retaining the same core aims and principles.

Why It Worked:

It worked because the members were all in similar situations to each other, with empathy and understanding for each other's needs. They all wanted to improve their situation and the impact they could make both at home, with their lives, and with the lives of others in their communities. There was strong partnership between the organisations that worked with them and this enabled them, with guidance, to grow in both strength and numbers.

Contact Details

Name: Paul Andrews

E-mail: paul.andrews@actionforchildren.org.uk

Tel: 01554 745150

Core Aim 7 Are not disadvantaged by poverty.

This Core Aim cuts across all the other Core Aims and the Communities First Vision Framework. There are however, opportunities for specific work that impacts on the reduction of income poverty and disadvantage for Children, Young People and Families. Many Communities First areas have already supported the delivery of benefits and debt advice but it may be useful to develop target approaches, working with partners. Supporting parents to become work ready and ensuring the accessibility of advice and support to find work should be given close consideration.⁴³

Why is this Important?

Poverty has a significant impact on families and children and Communities First areas are likely to have far higher proportions of families in poverty than other areas of Wales.

The affects of poverty on the home, family life and children is well evidenced. Helping families to overcome these disadvantages is something that every Communities First Partnership is actively involved in.

Communities First Partnerships could:

- Work with Job Centre Plus to establish local employment advice provision.
- Engage with training providers to develop local adult education training provision such as Basic Skills for adults or preparing for work sessions taking into account public transport timetables and with appropriate child care arrangements.
- Engage with providers to develop, support and promote flexible and affordable childcare and wrap around care.
- Undertake an audit of financial advice delivered locally.
- Engage with local debt advice providers to secure locally delivered provision and/or develop effective means of signposting.

⁴³Based on UNCRC Articles 6, 26, 27, 28.

- Engage local providers in the delivery of local benefit and tax credit advice sessions and/or deliver training for community based frontline staff and volunteers.
- Engage with local businesses, Further Education Colleges and Job Centre Plus to develop a programme of employment taster sessions.
- Develop links with the All Wales Illegal Money Lending Unit to deal with 'loan sharks' within communities.⁴⁴
- Support the establishment of local Credit Union collection points and pro-actively promote the benefits.
- Engage with local schools to raise awareness of the impact of the hidden cost of education e.g. school trips, school uniforms and additional school equipment.
- Train partnership members to undertake a poverty proofing exercise of existing and developing service provision - advice on this is available from the Child Poverty Solutions Website.
- Encourage partners to undertake the Social Inclusion Learning Programme.

Key/Lead Partners: Local training providers
 Job Centre Plus (JCP)
 Her Majesty's Revenue and Customs HMRC
 (Tax Credits)
 Citizen Advice Bureau (CAB)
 Local Authority Welfare Rights teams
 Department of Work and Pensions (DWP)
 All Wales Money lending Service
 Credit Union
 Schools

Case Study

Credit Union in Schools - Neath Port Talbot

Local provision of credit union facilities was identified as a priority by the Briton Ferry West Communities First partnership, whilst developing its action plan and having consulted the local community. As a result of close cooperation between the partnership and the Credit Union, the community now not only benefits from a collection point in the local council office, but also from two local primary schools who have also been supported to set up their own cash collection points. This means that pupils from the age of four years upwards attending Brynhyfryd and

⁴⁴<http://wales.gov.uk/topics/housingandcommunity/regeneration/debt/illegal/?lang=en>

Llansawel primary schools can start saving with as little as £1 a week. The partnership is presently working with the local secondary school to develop similar facilities so that young people can continue the saving habit throughout their school years.

Contact Details

Name: Angeline Spooner Cleverly

E-Mail: a.spooner-cleverly@neath-porttalbot.gov.uk

Tel: 01639 873033

Case Study

Fuelling Young Kids Project - Neath Port Talbot

The Welfare Right Unit in NPTCBC has recently secured funding from Scottish Power to work with local schools in Communities First Partnership areas in Neath Port Talbot. The project was put together after Communities First Partnerships became concerned that some families were not claiming the free school meals which they were entitled to. Evidence also suggested that these families were likely to be living in poverty and at high risk of fuel poverty. Increasing the take up of free school meals also benefits the schools in question, as they are able to receive grants for extra equipment for the children.

The overall aim of the project raises awareness and maximises benefit income amongst families most at risk of fuel and household poverty.

Working in Partnership, the Welfare Rights team ensures that the maximum take-up of free school meals, alongside benefit checks and giving advice on energy efficiency, social tariffs and debt are being utilised. This is achieved by being present at open evenings, parent's evening, Parent Teacher Association events, school fetes, sports days etc as well as Communities First events.

Contact Details

Name: Angeline Spooner Cleverly

E-Mail: a.spooner-cleverly@neath-porttalbot.gov.uk

Tel: 01639 873033

12. Equalities

When working with Children and Young people, as with all work, it is essential that Communities First Partnerships consider equalities in developing projects and work plans. This is not only to ensure that they comply with legislation but also to promote equalities in their communities through example. The Equalities and Human Rights Commission has seven equality strands:

- Disability
- Race
- Gender (including transgender)
- Age
- Religion/Belief/Non-belief
- Sexual Orientation
- Human Rights

You should also refer to the Communities First Race Equality Guidelines.⁴⁴

Legislative framework

Consideration should be given to how Communities First Partnerships are meeting equality law. The following legal equality responsibilities apply to all publicly funded organisations in Wales:

Race Relations (Amendment) Act 2000⁴⁵

Disability Discrimination Act 2005⁴⁶

Sex Discrimination Act 1975 (as amended by the Equality Act 2006)⁴⁷

More information about these duties can be found on the Equality and Human Rights Commission website:

<http://www.equalityhumanrights.com/en/wales/pages/wales.aspx>

13. Child Protection

The protection of children from abuse and neglect should be of the highest priority for all Communities First Partnerships. Having clear policies and a full understanding of them will reduce the risk of abuse and ensure that both staff and volunteers are clear what they need to do if faced with a disclosure. By being proactive Communities First Partnerships will reduce risks and be prepared to act when abuse is suspected.

⁴⁵ <http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/?lang=en>

⁴⁶ http://opsi.gov.uk/acts/acts2000/ukpga_20000034_en_1

⁴⁷ http://www.opsi.gov.uk/Acts/acts2005/ukpga_20050013_en_1

⁴⁸ http://www.opsi.gov.uk/si/si2008/uksi_20080656_en_1

Communities First Partnerships should ensure that:

- The welfare of the child and young person is paramount.
- All children and young people whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse should be taken seriously and responded to swiftly and in an informed manner.
- Staff and volunteers should be clear on how to respond in the right way.

Communities First Partnerships should develop procedures and guidelines in relation to the protection of children, young people and this will help to reduce the possibility of abuse.

See Annex D for more information on Child Protection

See Annex E for a Model Child Protection Policy

14. Evidence Base and Presenting a Case

Making the Case

Having identified local issues, consideration needs to be given to the best way to present a case of the need for local action to service providers.

This process is likely to be more effective if partnerships are able to support their argument with research evidence and statistics. The publications listed below are useful sources of information relating to child poverty evidence. Local knowledge and locally produced data is also important and may have equal value.

Children and Young People's Well-being Monitor for Wales

On 20th November 2008, the Welsh Assembly Government published the first Children and Young People's Well-being Monitor for Wales. The Monitor focuses on the well-being of children and young people aged 0 to 18 years in Wales, with a view to providing a holistic picture of their lives. It pulls together statistics and research from a range of different sources and reports on a variety of child well-being indicators, at an all Wales level. A central part of the Monitor will be monitoring progress on the Welsh Assembly Government's milestones and targets for child poverty. A second children and young people's well-being monitor will be produced in 2010. The Monitor will then be published on a three yearly basis to fit in with the planning cycle for Children and Young People's Plans.⁴⁹

⁴⁹ <http://wales.gov.uk/topics/childrenyoungpeople/publications/2008wellbeingmonitor/?lang=en>

WIMD: Child Poverty Index

The Welsh Index of Multiple Deprivation 2008 (WIMD) is the official measure of deprivation for small areas in Wales. It was developed for the Welsh Assembly Government by the Assembly's Statistical Directorate and the Local Government Data Unit - Wales. A similar index, relating just to households with children, has also been developed.

<http://www.statswales.wales.gov.uk/ReportFolders/ReportFolders.aspx>

Local Area information

As a part of the development of Children and young People's Plans, Children and Young People Partnerships will have produced local children's needs assessments which may contain useful information. The Child Poverty Solutions Wales website <http://www.childpovertysolutions.org.uk> will also contain useful information on available quantitative data (**See Section 10**).

Eradicating Child Poverty - Measuring Success

'*Eradicating Child Poverty: Measuring Success*' published in October 2006 is a paper outlining the Assembly Government's cross-cutting 2010 milestones and 2020 targets to measure progress towards eradicating child poverty by 2020.⁵⁰

Below is a list of useful sites that hold data that can help you to monitor child poverty both locally and nationally:

- Stats Wales <http://www.statswales.wales.gov.uk/index.htm>
- Department for Work and Pensions http://www.dwp.gov.uk/resourcecentre/research_analysis_stats.asp
- The Poverty Site <http://www.poverty.org.uk/>
- Office of the Chief Social Research Officer <http://wales.gov.uk/about/aboutresearch/social/ocsropage/?lang=en>
- Children In Wales <http://www.childreninwales.org.uk/publications>
- Joseph Rowntree Foundation <http://www.jrf.org.uk/>
- Inland Revenue <http://www.hmrc.gov.uk/stats/personal-tax-credits/menu.htm>
- Tax Credit Statistics <http://www.hmrc.gov.uk/stats/personal-tax-credits/menu.htm>
- Centre for Economic and Social Justice <http://www.cesi.org.uk/research>
- National Energy Action <http://www.nea.org.uk>
- Child Poverty Action Group <http://www.cesi.org.uk/research>
- Bevan Foundation <http://www.bevanfoundation.org>

⁵⁰ <http://newydd.cymru.gov.uk/dsjlg/publications/childreynyoung/measuresuccess/reporte.jsessionid=W5JhKwZWx1C4F5hzLkMXyL19xyMKLvQmMfQXk0z7n26cPSn141Xw!-1895006922?cr=5&lang=en>

- Ministry Of Justice (local repossessions statistics) <http://www.justice.gov.uk/publications/mortgatelandlordpossession.htm>
- Data Unit Wales <http://www.dataunitwales.gov.uk/Home.asp?lang=en>
- National Public Health Service <http://www.wales.nhs.uk/sites3/documents/368/ChildrenProfile200407.pdf>
- UK Statistics Authority <http://www.statistics.gov.uk/hub/index.html>
- Census <http://www.ons.gov.uk/census/index.html>

15. Monitoring, Evaluation and Review

To support a work plan and to maximise impact, local partnerships will need to have a clear outline of what it is that you want to achieve and how they will know they've achieved it. To ensure effective monitoring it is important that against each action you have clearly identified **SMART** targets:

- Specific** What the issue is, why it's an issue, what it is that the partnership wants to achieve?
- Measurable** What is the baseline figure for the current situation, what would that figure need to be to show progress? How will you know/prove you've reached your goal? When using qualitative data (personal stories) you will need to identify a mechanism for measuring 'distance travelled'
- Achievable** Is the desired outcome practical? Can the partnership actually do something about it?
- Relevant** Why is it important? What are the benefits of taking this action? What are the implications of not doing anything?
- Time Bound** What is the deadline? How long will it take to bring about change? Some actions will have a relatively short time requirement but many actions relating to child poverty will require much longer timescales, even with these actions it is sensible to identify regular points in time at which progress will be reviewed.

Working within a community setting is not an exact science and it is inevitable that unexpected problems and setbacks will occur. Therefore a degree of flexibility within the monitoring process is acceptable. Having SMART targets could act as an early warning system if things do go wrong. Should this occur it is advisable to review the situation and develop revised SMART targets in consultation with all the relevant partners.



Glossary

After Housing Costs

Relative poverty is measured after housing cost because people need to meet mortgage and rent payments. It is the money that is left after those payments that is the best measure of someone's standard of living.

Children and Young People's Partnership

Each local authority area has a Children and Young People's Partnership (CYPP) which brings together a range of organisations that deliver services for children and young people, who then work together to improve outcomes through the development of CYPP Plans.

Children and Young People's Partnership Plans

Local authorities are required under the Children's Act 2004 to work with their partners to publish a Children and Young People's Plan. These plans seek to improve the well being of children and young people.

Communities First Outcomes Fund

The Outcomes Fund, has been in place since 1 April 2009 and funds activities which deliver real improvements at local level in terms of tackling key priorities for Communities First such as child poverty, economic inactivity and job creation.

Communities First Visions Framework

The Communities First Vision Framework sets out the key aims for the Communities First initiative. It was developed to encourage a holistic approach to tackling poverty and social exclusion. The themes within the Framework are; Jobs and Business, Education and Training, Environment, Health and Wellbeing, Crime and Community Safety, and Child Poverty.

Deprivation

Having poor access to goods, services and resources.

Devolution

Under the Government of Wales Act 1998 responsibility for a range of issues including health, education, economic development, culture, the environment and transport was transferred from UK Government to the National Assembly for Wales. Similar changes took place in Scotland and Northern Ireland.

Integrated Family Support Teams

The introduction of IFST's will see an important change in the way care and support services are organised and delivered to ensure a 'whole family' approach.

Median

If every household in the UK was lined up in order of income from richest to poorest the household that was in the middle of that line would be the median household income for the country.

NEET

NEETs are young people aged 16-18 not engaged in education, employment or training.

One Wales

“One Wales: A Progressive Agenda for Wales” is the Assembly Government’s four year programme for improving the quality of life of people in all of Wales’s communities, from all walks of life, and especially the most vulnerable and disadvantaged.

Over-Arching Co-ordinators

In local authority where there are large numbers of Communities First areas there is an over- arching Communities First Co-ordinator. The purpose of this role is to act as a single point of contact between the local authority and the various Communities First Partnerships.

Persistent Poverty

Families who have lived in poverty for at least three out of the last four years.

Public Sector

The public sector includes UK Government, Welsh Assembly Government, the police, fire services, Job Centre Plus, health services, local government services including education, transport, housing, environment etc.

Severe Poverty

Having an income below 50% of the median and where the children have gone without two of the specified necessities because the family cannot afford them and where an adult lacks at least one.

Social Justice

Social Justice is about every one of us having the chances and opportunities to make the most of our lives and use our talents to the full.

The Measure

‘Measure’ is the term used to describe the new law making powers available to the Welsh Assembly Government. The Children and Families (Wales) Measure is a planned legal process which will provide a clear direction for the Welsh Assembly Government’s aim of improving the quality of life and equality of opportunity for disadvantaged children and families across Wales.

Policy Context

UK Government Policy Context

It is recognised that many of the levers to tackle child poverty, particularly to reduce income poverty, lie with the UK Government through action on tax and benefits and in relation to employment support programmes. On that basis, the Welsh Assembly Government is committed to working closely with the UK Government and to complementing UK Government programmes with initiatives at the Wales level. The Welsh Assembly Government's 'Want to Work' programme, Genesis initiative and benefit take up campaigns are examples of where the Assembly Government is seeking to add value to UK Government programmes.

The UK Government's vision for the next decade is a situation where everyone plays their role in tackling child poverty. The UK Government has stated that communities, local authorities, service providers, employers and families should all play their part in a 'contract out of poverty'. In November 2008 the Prime Minister announced plans at the UK level to legislate on its commitment to eradicate child poverty by 2020. The Bill was introduced to the House of Commons on 11 June 2009.

In summary the Bill includes provision for the following:

- Establish four **income targets** to be met by 2020, which will define the eradication of child poverty.
- Require the Secretary of State to publish a **UK child poverty strategy**, which must be revised every three years. The strategy will set out the policies that will put in place to meet the targets.
- Require **Scottish and Northern Irish ministers** to publish child poverty strategies.
- Establish a **child poverty Commission** to provide advice on the development of the child poverty strategies.
- Require the Secretary of State to publish **annual progress reports**.
- Place duties on **local authorities and other delivery partners** to work together to tackle child poverty, conduct a local needs assessment, produce a child poverty strategy and take child poverty into account in the production and revision of their Sustainable Communities Strategies and Local Area Agreements.

In relation to Wales, it has been agreed that the provision in the proposed Children and Families (Wales) Measure will be referenced in the UK Bill and cover plans to develop and report against a new child poverty strategy for Wales.

The Welsh Assembly Government has used new legislative powers to develop the proposed Children and Families (Wales) Measure which will place a duty on public organisations to evidence their commitment to tackling child poverty. (See Section 6).

Other activity to tackle Child Poverty

This is not an exhaustive list but will give you a flavour for the type of activity currently taking place.

Cross Cutting

- **Child Poverty Expert Group**
<http://wales.gov.uk/topics/childrenyoungpeople/childpoverty/childpoverty/?lang=en>
- **Children and Young People Plans**
See Sections 8 & 9
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/children_and_young_people/cypplansfinal/?lang=en
- **Child Poverty Solutions Wales & Pilots**
See Section 13
<http://www.childpovertysolutions.org.uk/>
- **Statistics Wales Website - regular up dates pf crosscutting targets**
http://www.statswales.wales.gov.uk/ReportFolders/ReportFolders.aspx?CS_referer=&CS_ChosenLang=en
- **Communities First Partnerships**
<http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/?lang=en>

Income Poverty

- **New Deal**
http://www.jobcentreplus.gov.uk/JCP/Customers/outofworkhelplookingforwork/Getting_job_ready/Programmes_to_get_you_ready/New_Deal/index.html
- **Want 2 Work**
- **Genesis**
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/104009-wag/genesis/?lang=en
- **ReACT**
<http://wales.gov.uk/topics/educationandskills/learners/worklearning/gettingbacktowork/redundancyaction/?lang=en>
- **Developing a Financial Inclusion Strategy**
<http://wales.gov.uk/consultations/closedconsultations/housing/fistrategy/?lang=en>
- **Integrated Children Centres**
WEBLINK NEEDED

- **Fuel Poverty**
<http://wales.gov.uk/topics/environmentcountryside/energy/fuelpoverty/?lang=en>
- **Welsh premium to the Child Trust Funds**
<http://wales.gov.uk/topics/housingandcommunity/regeneration/debt/ctf/?lang=en>
- **Credit Union**
<http://wales.gov.uk/topics/housingandcommunity/regeneration/debt/creditunions/?lang=en>
- **Disabled Children Benefits Take Up Campaign**
<http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/?lang=en>
- **Benefit Take Up**
http://www.childpovertysolutions.com/UserFiles/file/Take_Up_The_Challenge%5B1%5D.pdf

Service Poverty

- **RAISE**
<http://wales.gov.uk/topics/educationandskills/learningproviders/schools/raise/?lang=en>
- **School Effectiveness Framework**
<http://wales.gov.uk/topics/educationandskills/educationskillsnews/schooleffectivenessframework/?lang=en>
- **Childcare Strategy**
<http://wales.gov.uk/topics/childrenyoungpeople/publications/childcareisforchildren/?lang=en>
- **On Track**
- **NEET**
<http://wales.gov.uk/topics/educationandskills/publications/guidance/reducingneet/?lang=en>
- **National Service Framework**
<http://www.wales.nhs.uk/sites3/home.cfm?OrgID=334>
- **Flying Start**
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/104009-wag/flyingstart/?lang=en
- **Free School Breakfast Initiative**
<http://wales.gov.uk/topics/educationandskills/learningproviders/schools/foodanddrink/breakfast/?lang=en>
- **Play Strategy**
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/104009-wag/play/?lang=en

- **Substance Misuse**

<http://wales.gov.uk/dsjlg/publications/commmunitysafety/strategy/plane.pdf?lang=en>

Participation Poverty

- **Funky Dragon**

<http://www.funkydragon.org/>

- **Climbing Higher**

<http://wales.gov.uk/topics/cultureandsport/publications/climbinghigher/?lang=en>

- **Cymorth**

<http://wales.gov.uk/topics/childrenyoungpeople/childpoverty/funding/cymorth/?lang=en>

Example Work Plans

Plan A Example plan of a Communities First Area that is beginning increased work with young people.			
Outcomes	Objectives	Tasks/Activities	Targets
<p>Youth Engagement: To provide young people with a range of activities in the local community.</p>	<p>To ensure that all young people in the community have a voice in activities and projects that effect them and representation on the Partnership.</p>	<p>Establish and facilitate a children and young peoples group for the area.</p> <p>To ensure the group is represented at the full partnership.</p> <p>Ensure the Partnership has clear links to the Children and Young People's Partnership.</p> <p>Support the development of a community centre youth evening.</p> <p>Engage with council youth service.</p>	<p>4 sub-group meetings to be held yearly.</p> <p>40 Young People consulted.</p> <p>Report to be presented twice a year. Partnership to provide full feedback.</p> <p>Local Authority Over-arching Co-ordinator to report to Partnership on children's issues twice yearly.</p> <p>25% increase in use of existing youth club.</p> <p>Increase youth service provision by 6 hrs per week.</p>

Plan A (continued)

Outcomes	Objectives	Tasks/Activities	Targets
<p>Increase the skills and confidence of young people in achieving their potential in education.</p>	<p>To work in partnership with agencies including the local primary and comprehensive schools to facilitate the delivery of improved support for young people from the community.</p> <p>Help parents in supporting their children at school.</p> <p>To develop local projects to support young people in learning.</p>	<p>Establish local schools project steering group with representatives from both schools and other agencies.</p> <p>Identify pupils most at risk of disengagement from school and agree suitable support.</p> <p>Arrange local event for parents to meet teachers.</p> <p>Establish homework club one evening a week.</p> <p>Arrange team building residential for homework club members.</p>	<p>Support options agreed and pupils identified. Information sharing agreed.</p> <p>20 young people to receive additional support in the community and at school.</p> <p>20 Parents attending event.</p> <p>10 new parents attending Parent/Teacher evening.</p> <p>20 young people using club.</p> <p>1 weekend residential for regular attendees.</p>

Plan B

This plan is for a Communities First Partnership which has a strong record of working with children and young people. It covers all seven core aims and is to illustrate the types of activity that might be undertaken - it is unlikely that any Partnership would cover all these activities.

Outcomes	Objectives	Tasks/Activities	Targets
<p>Children in Our Community have a Flying Start in Life.</p>	<p>To work with local childcare providers (including Flying Start) to ensure sufficient care is available locally.</p>	<p>Arrange task and finish group with early year's service providers.</p> <p>Support Community Centre in establishing a new toddlers group.</p> <p>3 key providers to link through group to Communities First Partnership to discuss local needs and accessibility.</p> <p>Work with Flying Start to promote Flying Start Health visitor service.</p>	<p>50 children accessing existing and new programmes run by providers in the community by March (10% increase)</p> <p>15 Children accessing new group by November.</p> <p>1 key provider signed by to develop improved service by March.</p> <p>10 additional parents successfully using service by February.</p>

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
Young people achieve their potential in education.	<p>To improve the relationship between fathers and their children.</p> <p>To ensure that young families have access to support and advice.</p> <p>Establish closer working relations with local primary and secondary schools.</p>	<p>Establish a local fathers group.</p> <p>Provide 5 courses in parenting related skills.</p> <p>Run Family Support day and regular advice surgeries with key advice and support services. E.g. health Visitor CAB.</p> <p>Set up schools working group by June.</p> <p>Develop action plan for supporting improved attainment of local children.</p>	<p>10 fathers accessing group on regular basis by November.</p> <p>20 fathers accessing training.</p> <p>10 fathers reporting increased confidence as a father.</p> <p>30 parents at event.</p> <p>20 accessing advice and support.</p> <p>All key providers and support agencies on working group (8).</p> <p>Identify key baseline data Nov.</p>

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
	<p>Deliver a range of out of school and holiday learning provision.</p>	<p>Identify young people whose attendance levels are below average.</p> <p>Provide support and mentoring for those at risk of exclusion.</p> <p>Work with local college and youth service to identify suitable opportunities.</p> <p>8 learning opportunities delivered over year.</p>	<p>10 young people engaged in support in conjunction with youth service.</p> <p>20% increase in attendance rates for young people receiving support.</p> <p>4 young people supported in avoiding exclusion.</p> <p>4 informal vocational learning opportunities.</p> <p>2 informal vocational learning opportunities targeted for young people not in education or training.</p> <p>2 training opportunities for young people during the summer.</p> <p>50 young people including 10 NEET young people involved in learning opportunities.</p>

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
<p>Children in our community enjoy good health.</p>	<p>Engage with relevant providers to improve young people's health in the area.</p>	<p>Developed a mountain biking group with link into the development of a local trail.</p> <p>Trust Fund application for bikes and equipment.</p> <p>Link with Social Services to develop activities for young people with mental health issues.</p> <p>Develop a school based healthy eating initiative and allotment.</p> <p>Run young people's get cooking group in primary school.</p> <p>Provide 2 weekly exercise sessions in community centre with council sports development team.</p>	<p>10 young people attending regularly by September.</p> <p>Funding bid for trail by March.</p> <p>5 young people supported by March.</p> <p>20 young people.</p> <p>Allotment established by February.</p> <p>20 children accessing regular cooking sessions.</p> <p>10 young people regularly exercising by August.</p> <p>Fitness of attendees increased by 20% i.e. increased stamina.</p>

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
Children and young people locally have access to play.	To improve young peoples access to play.	Support local social enterprise to establish new crèche facility and play group.	30 children are able to access local play facilities.
		Promote council toy library service.	15 new people using toy library.
	Improve local play facility.	Consultation on refurbishment of local play area in conjunction with primary school.	30 young people consulted.
		Agree lease of play area to community centre.	Lease agreed July.
		Complete CFAP application for play equipment.	£100, 000 application by October.
			New play area completed March.

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
<p>Children and Young People in the community are listened to and have a say in what we do.</p>	<p>To increase the number of young people involved in projects affecting them.</p>	<p>Establish and maintain a Youth Forum for the local area.</p> <p>Enable children to contribute to the Communities First programme in a meaningful way and able to influence local decisions.</p>	<p>Forum established by June.</p> <p>15 young People regularly attending the group.</p> <p>4 actions from forum included in next work plan.</p>
<p>Our Community is a safe place for Children and Young People.</p>	<p>Promote respect and understanding for different culture and religions, with young people.</p> <p>To raise awareness of the risks of alcohol and drugs.</p>	<p>Meet with local Race Equality Council together with 2 neighbouring Partnerships.</p> <p>Arrange 1 joint event facilitated by key providers.</p> <p>Work with local substance misuse team to arrange local campaign in schools and youth club.</p> <p>Include article in newsletter.</p> <p>Run 6 sessions in schools and youth clubs.</p>	<p>20 young people from local community attending.</p> <p>30 young people attending.</p>

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
Families, children and young people are not disadvantaged by poverty.	To ensure families are able to access financial advice that supports them in providing for their family.	Facilitate a meeting of partner advice agencies and plan activity. Meet with local advice services.	10 debt advice sessions by March.
			10 benefits advice sessions by March £100,000 increase in benefits.
		Refer local people to specialist advice services.	50 people signposted to debt management and finance advice.
	Provide employment advice to families and young parents.	Work in Partnership with Job Centre Plus (JCP) and Integrated Children's Centre to provide specialist advice.	15 parents to commence seeking employment and relevant support. 5 parents supported into employment.

Plan B (continued)

Outcomes	Objectives	Tasks/Activities	Targets
		Promote service through local groups and newsletter. Work with training providers to provide entry level training.	15 Parents receiving training.

Child Protection

The categories of abuse:

- Physical Abuse: non accidental injuries, bruising, wounding, burns, fractures
- Neglect: the chronic inattention to basic needs
- Sexual abuse: the involvement of children or young people in sexual activity. This includes the abuse of a position of trust
- Emotional Abuse or neglect: persistent emotional ill treatment such as the extreme denial of love, affection or approval

Why have a policy?

By law children have the right to be protected from abuse and harm at all times and in all situations. This guidance has been designed to help your Partnership protect these rights.

Child Protection is the responsibility of every adult who has involvement with children.

What should be in it?

- A statement on the law on Child Protection
- A statement on the organisation's responsibilities for developing and maintaining a child-safe environment
- Information on bullying and other forms of child abuse
- Information making it clear to staff and volunteers who they should contact about any particular aspect of the policy
- Consideration of the best-practice procedures to be put in place
- A list of the contact people in your area for advice, guidance and referral to statutory agencies

Existing procedures

If the Partnership or host employer currently has rules and regulations governing dealing with these issues, it may be that these existing rules will have to be incorporated into your new written policy. You should take professional advice about what you need to do if you already have rules and regulations governing these issues before you plan to implement a new policy/procedure.

Also ensure that the policy is in harmony with any related policies and procedures that you have in place, and cross-reference to them.

Contracts of employment

It will be advisable to include a clause in the employment contract which requires the employee to act in accordance with the Child Protection policy and specifies the consequences of not doing so.

Training and development

Anyone within your Partnership who is working with, or is likely to work with children, should receive training on the policy and how to implement it. It is also relevant that existing staff promoted into management positions should have their training needs assessed.

Staff and volunteers should also be trained to recognise the possible indicators of abuse in children.

Policy Review

Set a date to evaluate the effectiveness of the policy, perhaps annually, and nominate a person to take responsibility for this. Changes to the policy may also be required by changes in legislation and new case law.

Model Child Protection Policy

This document is only intended as a guide and not a one size fits all policy.

The following headings provide a framework for an effective child protection policy which will help to safeguard and promote the welfare of children and young people.

1. Guiding principles

The Communities First Partnership should insert its own value statement which should reflect its own ethos and take into account of the following:

- The Welfare of the Child is Paramount (The Children Act 1989).
- Children and young people have the right to protection from neglect and abuse.
- Everyone has a responsibility for the protection of children and young people and for reporting concerns.
- In any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the young person must come first.

Designated member of staff for child protection

The Partnership should clearly identify within the policy a senior member of staff who is appropriately trained and charged with responsibility for coordinating child protection matters within the partnership. The role of the designated person should include the following responsibilities:

- To provide the point of contact for staff and volunteers who have concerns or information that a child or young person may be suffering abuse now, or has done in the past or is likely to in the future.
- To make any necessary referrals to social services and police.
- To ensure the partnership contributes fully to the child protection process.

Action to be taken by Partnership staff and volunteers

All staff and volunteers have a duty to be vigilant to the indicators of abuse and to refer concerns to the designated member of staff for Child Protection. The abuse of children and young people is a crime. It is not the role of partnership staff or volunteers to investigate, but staff and volunteers should be clear about their role and the procedure for reporting to the designated person:

- Any concerns that a child or young person is suffering or is likely to be suffering some form of abuse.

- Any allegations of abuse against staff/volunteers.
- Any disclosures of abuse.

Record keeping

Record keeping is an important element of the child protection process and the partnership should have a clear policy regarding the making and keeping of notes and records. In addition staff should be made aware of the requirement of the child protection policy to record:

- The reason for the concern
- What was said or witnessed
- Dates and times of incidents
- Date and time when notes were made.

Such records form evidence and may be used in the child protection investigation and any subsequent legal proceedings, they should be kept safely.

Allegations against staff and volunteers

Although rare, professionals are sometimes abusers. The partnership will have in place a policy for the management of allegations and will wish to make clear to staff, volunteers and service users that;

- The partnership will not tolerate inappropriate behaviours and
- Has a policy to protect staff and volunteers who disclose information regarding abuse by colleagues towards pupils.
- Any allegation against a member of staff or volunteer will be referred to the appropriate line manager, who will seek advice from the local social services department.

Confidentiality

Staff cannot keep confidential a disclosure of abuse and must refer the matter on to the designated person.

All referrals should be made with the knowledge that during any subsequent investigation the source (i.e. the partnership) may be made known.

Written Statement

<http://wales.gov.uk/about/cabinet/cabinetstatements/2009/090716poverty/?lang=en>