

Children and Young People Strategic Alliance & FLOURISH

Update for VCSE Forum

June 2021

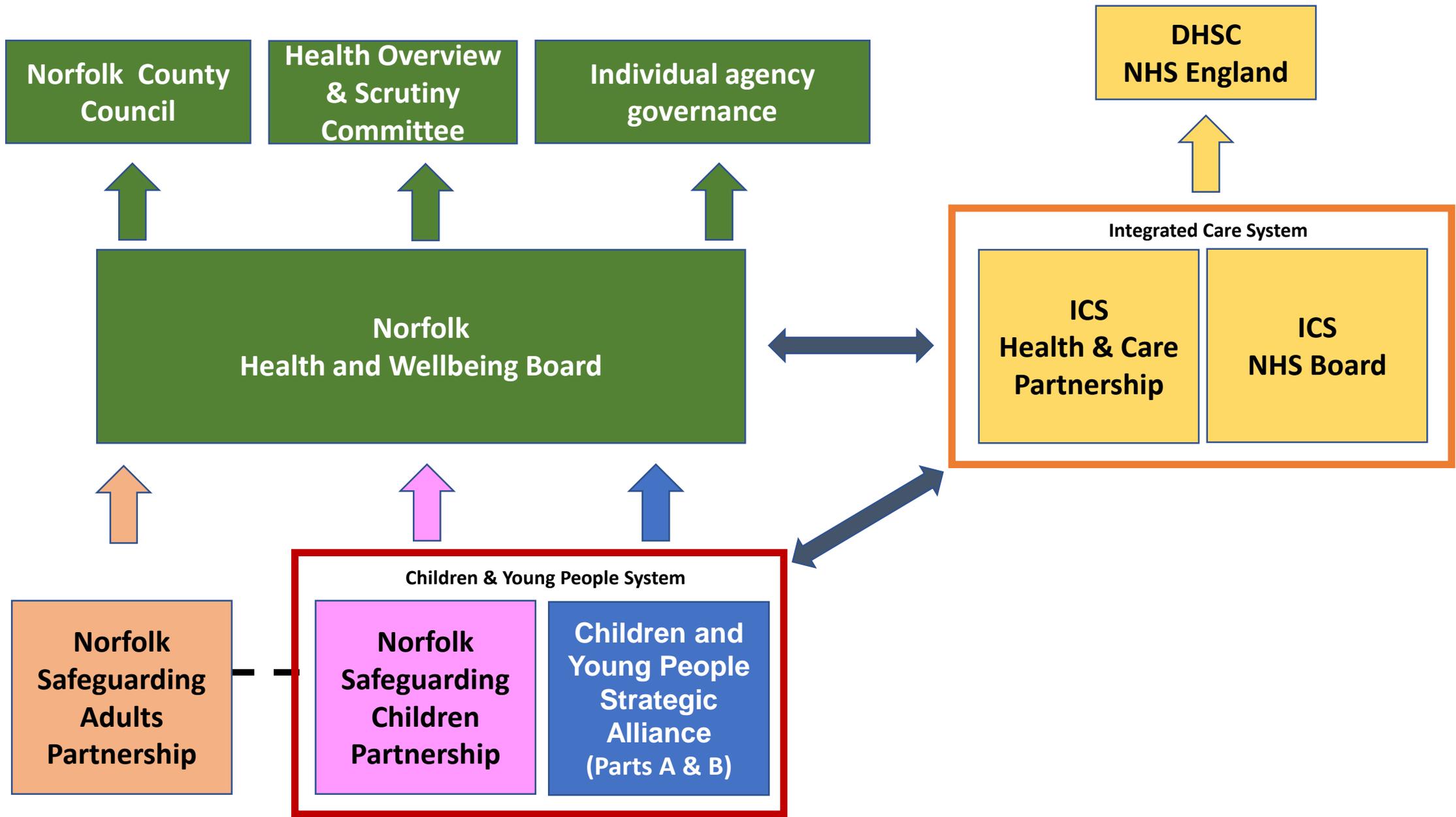


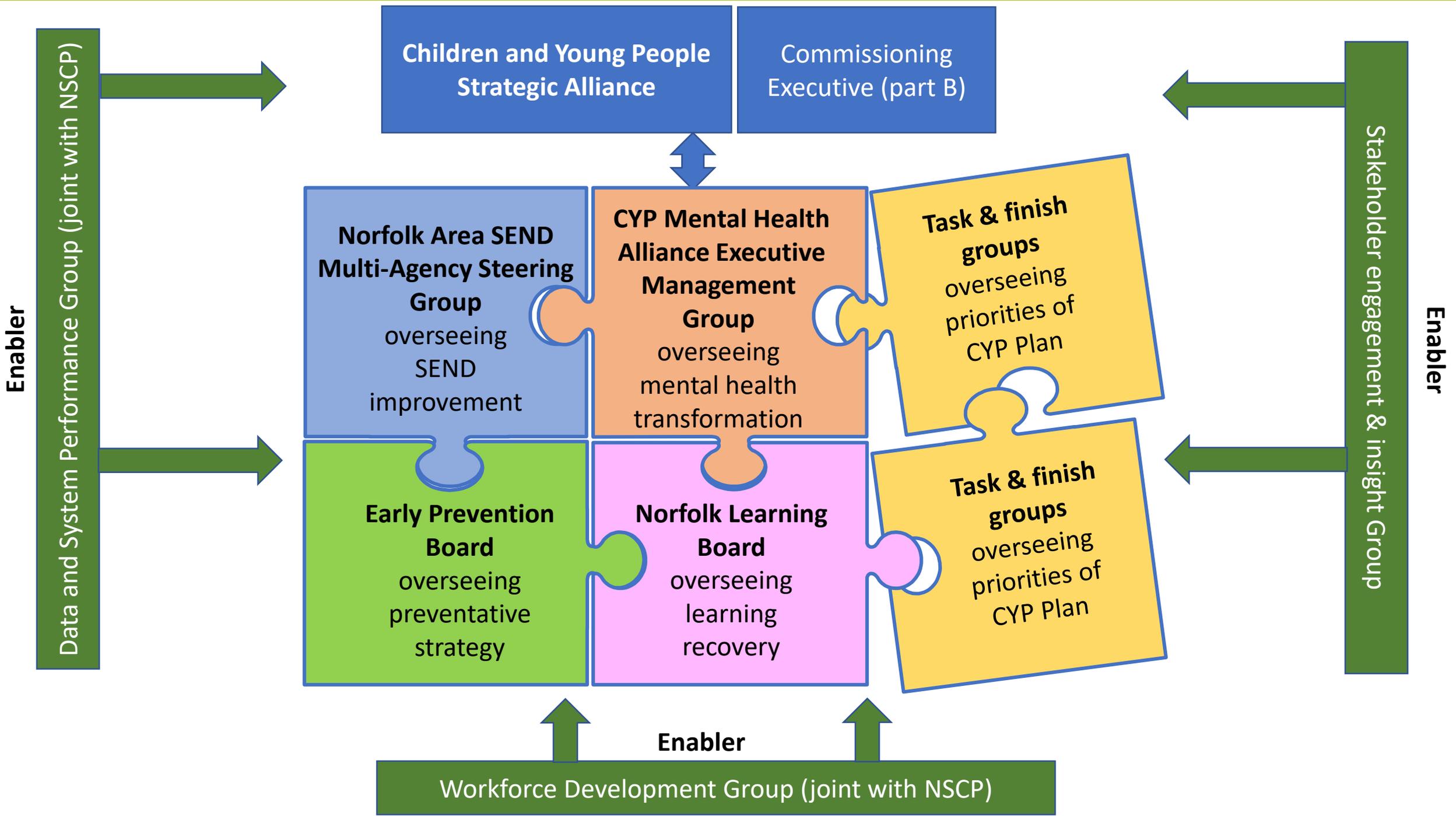


**We want all
children and
young people
in Norfolk to
FLOURISH**

Setting the scene

- We have strong partnership working and positive relationships across agencies, operationally and strategically, as evidenced by our strength working together during the pandemic
- The Children & Young People's Partnership Board and the Children and Young People's Alliance Board have merged to operate as the Children and Young People Strategic Alliance around a shared outcomes framework
- Norfolk's Safeguarding Children Partnership has also committed to adopting the framework
- We have a wealth of information about needs of children and the services we provide – but we don't know enough about 'outcomes' and 'effectiveness' for children
- We want impact and outcomes to drive our partnership delivery, commissioning, challenge and improvement as a system – ultimately making a difference for children and young people
- A multi-agency task and finish group has worked to develop FLOURISH as an outcomes framework, and young people drawn from our young people's participation network have reviewed and sharpened our impact and outcome statements.





Sub group functions – SEND improvement

Norfolk Area SEND Multi-Agency Steering Group (NASMA)

- To be a multi-agency forum where information will be reported from all relevant agencies on areas of progress and development on the SEND reforms implementation.
- To provide a forum for discussion, debate and challenge and to have strong oversight of Norfolk's progress in the delivery of the SEND reforms, areas of concern and barriers to improvement.
- To be a forum that will monitor, evaluate, scrutinise and critically challenge all relevant stakeholders in their progress towards the delivery of the SEND reforms and ultimately understand:
 - How well we engage and work in a person-centred and co-productive way with children and young people with SEND and their parents/carers.
 - How well the area identifies children and young people with SEND at the earliest opportunity.
 - How well the area assesses and meets the needs for children and young people with SEND.
 - How well the area improves the overall outcomes for children and young people with SEND.
 - To support, cultivate and develop ongoing collaborative, partnership working across the system.
- To be well informed on SEND activity and progress nationally, regionally and locally so that this is communicated effectively across the wider multi-agency network.

Sub group functions – Mental Health transformation

Mental Health Alliance Executive Management Group

- To ensure delivery of the actions, impacts and outcomes for children and young people's mental health arising out of the Norfolk and Waveney Children and Young People's Alliance (mental health) transformation programme.
- To drive improvement within the system.
- To promote collaborative working.
- To collectively manage performance and risk.

Sub group functions – Early Prevention

Early Prevention Board

- To ensure we have a joined up approach to “early help” to improve outcomes and prevent children and young people needing specialist support.
- To develop a shared approach to understanding needs, including through developing a profiling tool for discussing needs across agencies, developing a single analysis and plan framework, and enabling use of shared information and reporting.
- To ensure local need identification, led by data and local relationships, is leading to coordination, resilience building and wrap around support, and is informing local place based early help commissioning.
- To align pathways and establish an integrated prevention “front door” that is multi-disciplinary, specialist but based on a common language, and operating effectively alongside other front doors e.g. CADS and mental health.
- To define and ensure there is a joined up early help system response at Tier 2.

Sub group functions – Learning recovery

Norfolk Learning Board

This is a strategic board with representation from across Norfolk's Education System

- To focus on recovery and future implications to support learning across the Norfolk education system
- To work collaboratively to scope out the strategy for both the short- and medium-term impact on Children's learning and experience of education
- To identify the key support and provision that is currently in place, and to identify the short and medium term additional, bespoke or realigned support and provision needed to mitigate any negative impact on children's learning
- To bring together the opportunities, ambitions, exploit relationships and enhance the offer to support outstanding learning and transition for all Norfolk children and young people.
- To contribute, and inform the wider COVID recovery programmes
- To scope future county-wide needs for a partnership approach to learning, curriculum, school-based support and development.



Enabling Function sub-groups

Data and System Performance Group (joint with NSCP – currently SSAG)

- To determine a partnership vision and strategy for use of children and young people's system data as a multi-agency tool
- To enable the Children and Young People Strategic Alliance to operate and determine priorities within a children and young people's plan that are based on a clear understanding of needs linked to the FLOURISH Outcomes Framework and the Joint Strategic Needs Assessment
- To provide data insight and reporting to support the Children and Young People Strategic Alliance and sub group discussion and decision-making including identifying significant trends and developments across the children and young people system
- To enable the Children and Young People Strategic Alliance and sub groups take account of best practice regionally and nationally

Workforce Development Group (joint with NSCP)

- To coordinate workforce development activity required to support the delivery against the priorities of the Children and Young People Strategic Alliance and the NSCP.
- To monitor and evaluate the effectiveness of training related to the safety and welfare of children across the children and families workforce in Norfolk.
- To provide guidance and support to agencies based on evidence and emerging knowledge on issues related to children and young people, and where appropriate to deliver and co-ordinate relevant learning activities.
- To work with the partnership to support agencies to meet Section 11 (of the Children Act, 2004) responsibilities related to workforce recruitment and safer working.
- To support the partnership in promoting and embedding a learning culture for services to become more reflective and implement changes to practice, in line with Working Together 2018.

The Engagement and Insight sub-group

The Stakeholder Engagement and Insight Group will function as an enabling sub-group of the Strategic Alliance

Purpose:

To provide an enabling function to the Strategic Alliance and system partners which supports effective, inclusive, high quality stakeholder engagement to inform priorities and decision-making across the children and young people system.

Key functions:

- To drive best practice for stakeholder engagement across the children and young people's system, underpinned by the principles of co-production, providing support and challenge to the Strategic Alliance and the wider children and young people's system
- To act as a 'community of interest' to support system partners to identify and progress opportunities for shared and coordinated engagement
- To act as a conduit to enable insight from a range of engagement across the system to inform the Strategic Alliance's decision making
- To support the Strategic Alliance to communicate its priorities and progress to children, young people, parent and carers and wider stakeholders, including through adopting a "you said, we did" approach

What is FLOURISH?

**We want all
children and
young people
in Norfolk to
FLOURISH**



Family and friends
Learning
Oppportunity
Understood
Resilience
Individual
Safe & secure
Healthy

FLOURISH includes ...

Impact Statements	Reflect the key long term, sustainable change we want to secure for children and young people as a system
Outcomes	Reflect the differences we want to make for children and young people which, if achieved, will lead to the impacts being secured. Outcomes need to be measurable in some way
Determinants	Reflect the things that we need to focus on or secure if we want to achieve the outcomes (and thereby the impact). Often these will be determined by research, professional knowledge and evidence on what we know is critical to the outcomes. We should be able to test the validity of the determinant by asking the question, <i>“What is the evidence that this is important?”</i>
Measures	A set of quantitative and qualitative measures which will evidence whether the outcomes (and thereby the impacts) are being achieved. In other words, how we demonstrate what works

Flourish Outcomes Framework – Impact and Outcomes statements

F amily & Friends Children and young people are safe, connected and supported through positive relationships and networks	L earning Children and young people are achieving their full potential and developing skills which prepare them for life	O pportunity Children and young people develop as well-rounded individuals through access to a wide range of opportunities which nurture their interests and talents	U nderstood Children and young people feel listened to, understood and part of decision-making processes	R esilience Children and young people have the confidence and skills to make their own decisions and take on life's challenges	I ndividual Children and young people are respected as individuals, confident in their own identity and appreciate and value their own and others' uniqueness	S afe & Secure Children and young people are supported to understand risk and make safe decisions by the actions adults and children and young people themselves take to keep them safe and secure	H ealthy Children and young people have the support, knowledge and opportunity to lead their happiest and healthiest lives
<ul style="list-style-type: none"> • As many CYP as possible are able to live safely with family • Where CYP are not able to live with their family, they have the support they need to build a stable foundation of positive relationships • CYP have positive childhood experiences in their homes, schools and communities • CYP have the support they need from their parents and carers • CYP have positive role models and trusted adults in their lives • CYP have the skills and opportunities to develop positive friendships and relationships which support them throughout their lives 	<ul style="list-style-type: none"> • CYP establish a great early years foundation for learning and see the benefit in becoming lifelong learners • CYP enjoy learning and developing skills and feel positive about what they can achieve • CYP have good engagement with learning in and out of school, including attendance and extra-curricular opportunities • CYP make the best possible progress in learning and education • CYP are supported by families, professionals and communities at all stages of their development • YP are equipped with the skills and confidence to live as independently as possible 	<ul style="list-style-type: none"> • CYP have improved equity of opportunity through the removal of barriers including improved economic, geographical and digital inclusion • CYP have a wide range of education, employment, training, social and community activities available to them • All CYP, at every age and regardless of disability or additional needs, have access to opportunities that suit their needs and ambitions • CYP have the emotional, personal and practical support they need to make the most of the opportunities available 	<ul style="list-style-type: none"> • CYP are active, respected and included members of their communities as individuals and collectively • All CYP voices are influential in all decisions made about their lives • CYP feel adults respect their views and opinions and promote CYP influence • CYP know their rights, how to make their views known and are confident to speak up • CYP are confident that all strategies and services for CYP have their needs and ambitions at their heart • CYP are confident that their voice will make a difference and can see the impact they are making 	<ul style="list-style-type: none"> • CYP can understand and make good decisions and are empowered to do so • CYP know what independence entails and are able to transition in the best way for them • CYP are supported to try new things, have a variety of experiences and be curious and aspirational • CYP understand life can be complicated and know asking for help is OK • CYP can recognise when they need help and have choice and control over the support they receive • CYP have a range of options for support and advice 	<ul style="list-style-type: none"> • CYP are understood and valued as individuals and in their social groups • CYP understand and value each other • CYP and others on their behalf are able to tackle prejudice and discrimination • CYP have safe spaces to explore, develop and become confident in their identity as they grow • CYP's self-expression is prioritised, promoted and respected • CYP have a range of opportunities to influence the wider world 	<ul style="list-style-type: none"> • CYP are free from exploitation, abuse and neglect • Fewer CYP enter/re-enter the criminal justice system • CYP are safe and secure in all settings, including where they live • CYP feel that families, professionals and communities understand and carry out their role in keeping them safe • CYP trust the people and systems that are there to help keep them safe, know where to go for help and feel confident and able to do so • CYP know what to do to keep each other safe • CYP are supported to understand and take appropriate risks 	<ul style="list-style-type: none"> • CYP have the best achievable physical and mental health • CYP know how to get healthy and keep healthy and are confident in their own self care • CYP have choice in how they access health services, including the best possible virtual health experience • CYP are supported at the earliest possible stage, reducing crises • CYP know when and where to go for help with physical and mental health and have confidence and trust to do so

Flourish Outcomes Framework – Determinants

Universal Determinants – applicable across all FLOURISH impacts

- Effective early identification and intervention
- Skilled and understanding workforce
- Choice and control
- Effective, accessible information, advice and guidance
- Aligned, easy pathways
- Targeted support
- Integrated system working
- Accessible, engaging opportunities
- Sufficient, effective support networks

Tailored Determinants – particular to individual FLOURISH impacts

F amily & Friends	L earning	O pportunity	U nderstood	R esilience	I ndividual	S afe & Secure	H ealthy
<ul style="list-style-type: none"> • Effective, accessible universal preventative services • Risk and safety mitigation and management • Edge of care support • Safe, stable places to live • Healthy peer relationships • Trusted, safe relationships with adults 	<ul style="list-style-type: none"> • Effective, sufficient, high quality learning provision • Access to life-long learning and skills development • Inclusive and preventative practices • Peer support • Good home learning environments • Engagement with learning 	<ul style="list-style-type: none"> • Understanding of inequalities and barriers • Removal of barriers • Availability of pathways 	<ul style="list-style-type: none"> • System commitment to participation • Embedded co-production • Empowerment of children and young people • Engaging promotion • Children, Young People and Family-led planning • Feedback and encouragement • Advocacy of children and young people's views 	<ul style="list-style-type: none"> • Basic needs are met • Effective transition planning • Risk coaching and mitigation 	<ul style="list-style-type: none"> • Respectful relationships • Promotion of understanding and acceptance • Pro-active challenge from individual to system level • Safe environments • Peer support • Inclusive, person-centred service design and delivery 	<ul style="list-style-type: none"> • Safe environments • Effective perpetrator deterrent and prosecution • Preventative interventions • Effective safety promotion • Understanding of risk • Community and peer understanding and support • Effective, timely information sharing and communication • Trusted relationships with adults and agencies 	<ul style="list-style-type: none"> • Prioritisation of prevention and wellbeing • Holistic approaches to clinical and social needs • Healthy environments • Understanding risk and impact of choices on healthy lifestyles • Healthy behaviours

Using FLOURISH to develop a partnership children and young people's plan and inform joint commissioning

