CHILD FRIENDLY LAMBETH ACTION PLAN

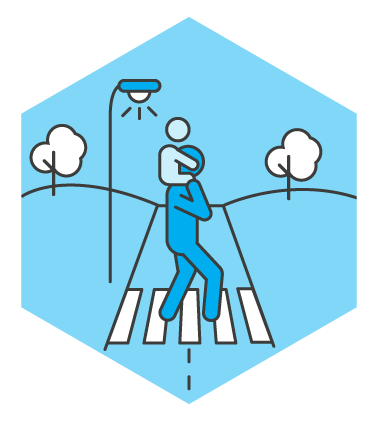
## TOWARDS RECOGNITION AS A UNICEF UK CHILD FRIENDLY CITY/COMMUNITY

2023- 2025

**Culture**

**Communication**

**Cooperation & Leadership**



**Safe & Secure**



**Child Friendly**

**Services**



**Equal & Included**

**(Our golden thread priority)**



**Place**

PEOPLE & GOVERNANCE

Programme Coordinator/s in Lambeth: Cath Millington – Assistant Director Child Friendly Lambeth

Karina Cruz Mosquera – Programme Manager

Latifaha Ireland – Care Experienced Officer

Programme Champions in Lambeth: Cllr Ben Kind – Cabinet Member Children and Young People

Cllr Judith Cavanagh – Child Friendly Lambeth Champion

Andrew Carter – Corporate Director Children and Young People

Latifa Bangura – CFL Young Person Champion

Lambeth Youth Council and Fight4Change

Scrutiny body in Lambeth: Children and Young People’s Scrutiny Committee

OUTCOMES

Key outcomes we are working towards:

1. Leaders within and beyond the council understand and value the importance of incorporating children’s rights and incorporating children’s rights, needs and views into decision making and champion this way of working
2. The child rights based approach is embedded across the council and wider partnership in working with children and young people, decision making and delivering services
3. Staff across the partnership and local media understand and value a children’s rights perspective when communicating and engaging with children and young people
4. All children and young people are better protected from all forms of violence and abuse in public and private spaces
5. When spaces are designed / redesigned, children and young people and their rights will be central to this at the earliest point in the process and their voices will have equity with others in the community
6. The views and experiences of children and young people are consistently used to inform the commissioning, design, development delivery and review of services

EQUAL AND INCLUDED – OUR GOLDEN THREAD

The equal and included priority area is the golden thread that runs through the delivery of our six priority areas. Our working groups and services delivering the actions contained within this plan will ensure:

1. We recognise and tackle inequality through everything we do within the programme
2. We adopt clear and explicit anti-racist and anti-discriminatory practices throughout our delivery
3. We will ensure a cross sectoral and partnership approach in our delivery
4. We will ensure diversity is visible and honour our history
5. We will ensure every effort is made to engage a diverse range of children and young people in our work and recognise the additional steps that need to be taken to reach out into our rich and diverse communities to engage

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| 1. CULTURE   **In Lambeth**   * Our workforce and partners, working with our most vulnerable children and young people have the knowledge to apply a child rights based approach * The child rights based approach is embedded across the council and wider partnership in working with children and young people, decision making and delivering services   Equal and Included:  Those services across the council and partnership working with our most vulnerable cohorts, including children looked after and care leavers, our children with SEND, our unaccompanied asylum seeking children and young people and those involved in the criminal justice system will be targeted. Our information and training will be in an accessible format and our pledge will be published in a variety of languages. Our children’s rights impact assessment will consider our most vulnerable groups to support good decision making. | | | | | | |
| **1.1 TRAINING AND RAISING AWARENESS** | | | | | | |
|  | Some progress  *6 months* | Meaningful progress  *12 months* | Significant progress  *18 months* | Sustainable progress  *2+ years* | Outcome | Impact |
| Actions | Further awareness raising of the CFL programme across the partnership and ambitions of the action plan supported by the internal comms strategy and workplan  Conduct a training audit across services in conjunction with learning and development  The programme and ethos is built into staff induction across the partnership via training and development team  Development of joint workforce plan including children’s rights training (around the 7 principles), CRIA application and use of participation toolkits developed  Commence children’s rights Training across the partnership (to include the pledge) | Stakeholder mapping to understand the key organisations to be targeted for inclusion in action plan delivery and training  Sector representation across all workstreams to support the implementation of the action plan  Targeted services received CR training (children’s social care, Police, Youth Justice Service, relevant VCS organisations, foster carers, elected members and young people) | Identify gaps in training take up and target for training  Understand the impact of training on practice/work in applying the 7 principles of a rights based approach  Targeting of newly elected members to undertake children’s rights training | Child rights training will be embedded across a variety of service areas and across the partnership  Piloting of train the trainer programme  Child rights training will remain mandatory for all newly Elected Members  Refresher training for wider group of elected members | Our workforce across all sectors, working with our most vulnerable children and young people have the knowledge to apply a child rights based approach | Staff, partners and young people are aware of the child friendly Lambeth programme and its ambitions set out in annual action plans and strategies  Council staff and political leaders will report confidence in applying a child rights-based approach in their work, case studies depicting direct work with vulnerable children will evidence the seven principles of a child rights-based approach in practice |
| Impact | 100% of staff inductions includes the CFL programme overview and principles  Children’s rights training is embedded into training through the workforce development plan  % increase in staff attending children’s rights training | Increased % of staff in targeted services have received children’s rights training  There are clear leads for each of the priority areas  Increase in number of sectors/services in delivery workstreams | 70% of all elected members received children’s rights training  % Increased number of practitioners understand how to apply children’s rights in their work  % increase in number of organisations receiving CR training  Young people benefit from practitioners understanding children’s rights | % increase of staff able to deliver children’s rights training internally  80% of newly elected members received children’s rights training | Measurable increase in the level of confidence of staff and elected members to talk about and apply a child rights based approach | As above (cumulative) |
| Means of verification (MoV) | Joint workforce plan  Numbers of meetings attended by CFL team to socialise the programme  Numbers of staff attending children’s rights training | Attendance list of delivery workstreams  Stakeholder mapping  Training attendance register | Training evaluation  Training register – elected members and services  Consultation report with young people  Perceptions survey with staff | Number of staff engaged on train the trainer  Lambeth training offer  Attendance register of elected members on children’s rights training | Staff / elected members survey cumulative |  |
| Summary assumptions |  | | | | | |
| **1.2 DEVELOPMENT OF PLEDGE FOR CHILDREN AND YOUNG PEOPLE** | | | | | | |
|  | Some progress  *6 months* | Meaningful progress  *12 months* | Significant progress  *18 months* | Sustainable progress  *2+ years* | Outcomes | Impact |
| Actions | Initial draft pledge co-produced with children and young people and council / partnership (including 3 key overarching messages) | Sign off of pledge to young people across the partnership and with young people  Dissemination of the pledge across the partnership  Services sign up to the pledge across the partnership  Link to the communications workstream to ensure the pledge is widely disseminated across the partnership and to children and young people | Evaluation of the successful application and impact of the pledge across the partnership undertaken with services / organisations and young people  Involvement of key groups of children and young people to assess the application of the pledge and its impact | Review of pledge to ensure it is still fit for purpose and revise aligned to evaluation if required | The child rights based approach is embedded across the council and wider partnership in decision making and delivering services | There is a clear child’s rights based pledge to children and young people that all services, organisations and young people understand and that it is applied practically and this is evidenced in their practice |
| Impact | Draft pledge developed across the partnership and co-produced with children and young people | Increase in number of services aware of the pledge  Increase in number of services that have signed up to the pledge  Increase in number of people and services aware of the pledge | % increase in services signed up to the pledge  Increased understanding of how the pledge can be applied | % increase in services signed up to the pledge  Revised pledge taking into account survey feedback | Increase in % of services across the partnership are signed up to pledge and actively put it into practice | Cumulative (as above) |
| Means of verification (MoV) | Draft pledge co-produced  Numbers of children and young people in co-producing the pledge | Minutes of meeting to sign off pledge  Number of services signed up  Publicity relating to pledge | Survey from services  Survey from young people  Evidence of application  Numbers signed up to the pledge | Revised pledge  Number of services signed up to pledge | Number of services signed up to the pledge  Evaluation report on impact and application | Cumulative (as before) |
| Summary assumptions |  | | | | | |
| **1.3 CHILDREN’S RIGHTS IMPACT ASSESSMENT (DECISION MAKING)** | | | | | | |
|  | Some progress  *6 months* | Meaningful progress  *12 months* | Significant progress  *18 months* | Sustainable progress  *2+ years* | Outcomes | Impact |
| Actions | Development and piloting of the CRIA In the council’s and wider organisations decision making processes | Training provided across council and partnership to effectively use the children’s rights impact assessment | Evaluation to understand the impact of the children’s impact assessment on decision making with the council and across the partnership | Children’s rights impact assessment embedded within the council’s and partners decision making processes | The child rights based approach is embedded across the council decision making processes | The council and partners take into account the children’s rights based approach to business planning and decision making and there is an increased number of completed CRIA’s with professionals reporting confidence in completing them |
| Impact | Children’s rights impact assessment part of templates  Increase in decision reports considering the needs of children and young people and the impact of any decisions on this group | Increase in numbers of staff trained across the partnership in using the CRIA | Review of how extensively and effectively the CRIA is being implemented and processes are reviewed  % increase in CRIA being used in decision making templates | 100% of relevant decisions utilise the CRIA | The CRIA is embedded in decision making and this can be evidenced | Cumulative (as above) |
| Means of verification (MoV) | Draft CRIA developed  Decision making templates  Minutes of meetings with partner organisations | Training logs  Completed CRIA’s | Review report  % of templates with completed CRIA | Completed CRIAs and policy | Evidence that the CRIA is embedded | Cumulative as before |
| Summary assumptions |  | | | | | |

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| 1. CO-OPERATION AND LEADERSHIP   In Lambeth   * Leaders within and beyond the council understand and value the importance of children’s rights and incorporating children’s rights, needs and views into decision making and champion this way of working * Children and young people are actively involved in the decisions that affect their lives directly and indirectly   Equal and Included:  Children and young people who do not normally engage in youth forums will be reached to engage them in decision making, working with local community groups. We will explore a variety of methodologies to reach a wide range of children and young people of differing backgrounds and abilities and support them in having their voices heard by leaders and decision makers. The demographics of our champions will reflect the demographics of Lambeth’s children and young people | | | | | | |
| **2.1 CENTRAL BANK OF CONSULTATION** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Initial mapping undertaken to understand consultations undertaken across the partnership  Commence collation of consultations  Understanding of the impact of data/consent/GDPR/potential safeguarding issues to underpin development of the bank and develop policy aligned to this  Embed the protocols to the participation strategy to ensure synergy and clear guidance | Work with digital team to develop a central repository to house consultations with young people under thematic areas  Launch of central repository and scoping for further use of this site | Services when developing policy, strategy utilise the information within the central repository to underpin work with the voices of children and young people  Consultation findings are routinely stored in the central repository | The central repository is routinely used when commissioning and developing policy, strategy and process and used to inform decisions that impact on children and young people  Consultations across the partnership are routinely stored in the central repository | Leaders within and beyond the council understand and value the importance of incorporating children’s rights, needs and views into decision making and champion this way of working | There is a central place where all consultations with children and young people are stored for wider use.  The voices of children and young people are routinely considered by leaders, staff and services.  Young people’s views are incorporated into decision making and policy/strategy development in addition to further consultation where needed |
| IMPACT | There is an increase in the understanding of consultations undertaken by whom and with which groups of children and young people  Consultations are gathered into one place  GDPR and other legislation is understood  Draft protocols and GDPR and legally compliant | Numbers of children and young people feeding into development  % increase in services having access to consultations  Number of consultations housed in the central repository. | % increase in strategy, policy and decisions that are underpinned with the voices of children and young people  % increase in strategies and policies taking into account the needs of children and young people | % increase in strategy, policy and decisions that are underpinned with the voices of children and young people  % increase in the number of consultations stored in central repository | Children and young people’s voices and needs underpin the development of strategies, policies and decisions made that affect their lives, with them seeing the results of their opinions reflected in policy and strategy | Measurable increase in leaders, staff and services accessing consultations to underpin strategies, policies and decision making |
| MoV | List of consultations undertaken  Copies of consultations collated  Policy and guidance around information sharing / GDPR / Safeguarding | Central repository site developed.  Numbers of services accessing consultation  Number of consultations collated | Strategy and policy development  Content of central repository | Content of central repository  Strategy and policy examples | Examples of strategies and policies that have young people’s voices and needs evident at the centre of their development.  Case study presented to evidence children’s voices in policy and strategy | As before (cumulative) |
| Summary assumptions |  | | | | | |
| **2.2 CHAMPIONS PROGRAMME** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Mapping of participatory groups, including youth leadership networks  Identification of champion elected member for the programme  Thematic champions identified(such as sanctuary seeking children and young people)  Development of champion job description | Recruit from senior management teams across council, schools, partnership and local communities  Increased number of CYP champions for the programme  Work with culture champions around children’s rights | 100% of champions received UNICEF champions training  Identify opportunities for champions to promote the programme and children’s rights across the year  The feedback and experience of CYP champions sought and lessons learned to improve the impact of the role | Annual recruitment drive embedded to renew and refresh champions across the council, partnership and children and young people | Leaders within and beyond the council understand and value the importance of incorporating children’s rights, needs and views into decision making and champion this way of working | % increase in leaders across the council, other sectors and within the VCS and faith sectors that are visible champions of children’s rights.  Increase in children and young people becoming children’s rights champions |
| IMPACT | The champions role is understood and influences practice  There is an understanding of relevant youth groups across the borough  Increase in the number of champions | % increase in Culture champions recruited and engaged in the programme  % increase in young people are championing the programme  % increase in leaders championing children’s rights throughout their organisation | 100% champions understand children’s rights and champion the programme at events and in their services  There is an understanding of the impact of the champions role through feedback to continuously improve | Increase in children’s champions throughout the partnership | Measurable increase in leaders across the partnership who understand their role as champions and actively champion this way of working | As above (cumulative |
| MoV | Job description signed off  Mapping of youth groups  Joint working protocol for champions  Number of champions | Number of champions identified across the partnership including young people | Training attendance  Calendar of events  Survey from CYP champions | Training attendance  Number of champions | Numbers of children’s champions throughout the partnership  Perception survey as to their impact as champions | As before (cumulative) |
| Summary assumptions |  | | | | | |
| **2.3 PARTICIPATION STRATEGY AND PRINCIPLES** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Development of draft partnership participation strategy based on children’s rights and 3 principles for organisations to sign up to aligned to the pledge  Link the legal compliance protocols from consultation bank into the strategy including GDPR/safeguarding and informed consent | Dissemination of strategy and sign up to deliver the principles across the partnership  Training developed to accompany the strategy | Full roll out of the participation strategy  Initial review of impact on practice across the partnership | Embedding of the principles and strategy into organisations own policies and practice | Children and young people are actively involved in the decisions that affect their lives directly and indirectly | Children and young people feel they are able to influence decisions that affect their lives  Organisations across the partnership have a good understand of effective participation with children and young people and implement this in practice |
| IMPACT | Numbers of children and young people and staff who have co-designed the strategy and principles  Strategy is GDPR and legally compliant | Increase in number of organisations/services adopting the strategy | % increase in services and organisations signed up to the strategy and principles  Services are confident to apply the strategy and principles | % of services/organisations who confidently apply the principles and strategy routinely | Measurable increase in services/organisations who engage with children and young people in co-designing and creating services | As above (cumulative) |
| MoV | Draft strategy and principles  Legal compliance within strategy evident  Meeting minutes | Training package  Number of organisations adopting the strategy | Impact review report  Number of organisations/services signed up to the strategy | Organisations policies and procedures  Further increase in organisations signed up to the strategy | Minutes of meetings  Numbers of children and young people engaged in design | As above (cumulative) |
| Summary assumptions |  | | | | | |
| **2.4 INVOLVEMENT IN DECISION MAKING** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Review the programme youth governance structure to ensure it is robust and fit for purpose  Mapping of council and partnership governance structures to understand where and how decisions are made that impact on children and young people and how children and young people are involved  Initial discussions with Cllrs and young people to equip Cllrs to better listen to and better involved children and young people in their ward, scrutiny and decision making and how effective current practice is  Work with young people and schools to understand how best to educate children and young people about democracy and how councils work | Work undertaken with children and young people to direct how best they can be involved in decision making across governance structure  Support and training to boards on how to make their information child friendly and accessible  Scoping of mechanisms and areas of good practice in involving young people in working closely with elected members and local democracy  Pilot thinking in 1 primary and 1 secondary school to develop materials to support learning around democracy and decision making | Utilise the developed digital hub to house all relevant information and decisions made regarding children and young people  Work with boards to ensure children and young people are represented where appropriate and child friendly reports are produced  Piloting of new mechanisms for young people to be actively involved in local democracy (E.g. YP overview and scrutiny, mock council, shadow days)  Assess impact of pilot and roll out to wider school partnership to support children and young people in their learning around democracy and involvement | Review of governance structures to explore effectiveness and impact in engaging children and young people in debate, discussion and decision making and implement recommendations  Review of pilot projects for closer working with Cllrs to influence embedding chosen projects  Systems developed to support pupils in schools have their voices heard in key decisions made that affect their lives (e.g. voting systems) | Children and young people are actively involved in the decisional that affect their lives directly and indirectly | Children and young people feel they are able to influence decisions that affect their lives  Clear mapping of governance structures and where decisions made, how they involve children and young people and support increased involvement in decision making and debate |
| IMPACT | Increased number of children and young people understand where key decisions are made that affect children and young people’s lives and if young people are involved  % increase in children and young people integral to the programme governance structure | Increase in numbers of children and young people involved in developing ways to be involved in key decisions  Increase in relevant boards actively engaging children and young people and have child friendly information | Increased number of young people have access to accessible information relating to key decisions that affect them  Increased number of children and young people can influence these decisions | Measurable increase in number of children and young people involved in decision making.  Children and young people, councils officers and Cllrs have an increased awareness of the impact of young people being better involved in boards and key decisions | Measurable increase in number of children and young people involved in decision making Children and young people, councils officers and Cllrs have an increased awareness of the impact of young people being better involved in boards and key decisions through perceptions survey | % increase in children and young people involved in decision making  Increased opportunities for young people to have their voices heard |
| MoV | Scoping report  Meeting minutes  Revised governance structure (TOR) | Meeting minutes  Toolkit for boards  Pilot toolkit for schools  Case study of pilot | Child friendly reports  Relevant information housed on the digital hub | Impact reports  Case study  % increase in number of children and young people involved in boards and decision making  Systems within schools developed  Perceptions survey | Impact reports  % increase in number of children and young people involved in boards and decision making  Systems within schools developed  Perceptions survey | Cumulative as before |
| Summary assumptions |  | | | | | |

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| 1. COMMUNICATION   **In Lambeth**   * **Staff across the partnership and local media understand and value a children’s rights perspective when communicating and engaging with children and young people** * **Children and young people have the right communication channels in place to access information and are able to feed back**   Equal and Included:  All forms of communication will take into account the needs and demographics of Lambeth’s children and young people. Consideration will be given to age and ability, including those young people with special educational needs and disability (SEND). Communications will be available in a variety of languages where appropriate. Young people with SEND will be engaged in the co-design of our work to ensure it meets their needs | | | | | | |
| **3.1 COMMUNICATION PRINCIPLES AND TOOLKIT** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Research to inform the development of child friendly communications principles to inform partnership communications | Drafting with children and young people the child friendly communication principles and associated toolkit for adoption across the partnership  Sign off of toolkit within the council and dissemination to wider partnership | Adoption of principles and toolkit across the partnership  Feedback gained as to usefulness of toolkit and any suggested improvements | The principles and toolkit are routinely used across the partnership when communicating with local communities or with children and young people directly | Staff across the partnership and local media understand and value a children’s rights perspective when communicating and engaging with children and young people | Communications across the partnership are chid friendly and accessible |
| IMPACT | There is an increased understanding of good practice in child friendly communications | Principles and toolkit drafted in co-production with young people | The partnership has an increased understanding of how to communicate with children and young people in a child friendly way  Increased number of services adopting the communication principles | Increased number of services adopting the communication principles  Increase in children and young people receive child friendly communications which they understand and are meaningful | There is an increase in services adopting and applying the principles to support child friendly communication | Services will communicate in a way that is child friendly and engaging  Children and young people will have access to child friendly, engaging and accessible information to support them  Information will be developed taking into account differing groups of children and young people to ensure accessibility |
| MoV | Research report | Draft toolkit and principles  Young people’s engagement evidence through minutes and survey | Finalised principles and toolkit  Evaluation | Examples of communications  Feedback from young people  Number of organisations using the toolkit and principles | Number of services adopting the toolkit | The toolkit  Number of organisations signed up to using the toolkit  Evidence of good comms |
| Summary assumptions |  | | | | | |
| **3.2 MEDIA CHAMPIONS** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Explore how local media and young people can become media champions and what that role will look like | Work with identified young people and local media champions to understand their roles | Positive news stories about young people evident in local media channels supported by media champions | Continuation of media champions role and the influence on the positive narrative within local media channels | Staff across the partnership and local media understand and value a children’s rights perspective when communicating and engaging with children and young people | Local media champions Lambeth’s children and young people |
| IMPACT | The role of a ‘media’ champion is explored and we understand its potential | Increase in media champions identified | Improvement in the narrative around children and young people within the media | Increase in media champions and they understand their roles  Continued improved change in narrative to positive stories about young people | Children and young people see good news stories  Media stories reflect a children’s rights perspective |  |
| MoV | Report and minutes | 5 champions identified  Media champion role/job description | Stories within the local media | Increase in number of media champions  Examples of stories within the local media | Examples of stories in the media  Increased number of media champions |  |
| Summary assumptions |  | | | | | |
| **3.3 DIGITAL HUB DEVELOPMENT** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Audit of current channels in place for the partnership to communicate with children and young people and effectiveness  Further consultation with young people to understand the best ways to communicate with them and with what information (targeting specific groups EASL, SEND) | Initial proposals co-produced with young people on the development of a digital hub for information  Proposal signed off and funding identified to develop | Pilot of digital hub in place  Initial evaluation undertaken to inform further development, including feedback mechanisms for young people  Information is accessible to age ranges and available in differing languages | Adoption of the digital hub across the partnership to support effective communication  The hub is routinely utilised to communicate to children and young people across Lambeth | Children and young people have the right communication channels in place to access information and are able to feed back | Children and young people have access relevant and accessible information |
| IMPACT | Increased understanding of how we currently communicate to children and young people and the effectiveness of these channels  Increased understanding around how young people prefer us to communicate | The digital hub is co-designed with children and young people  The digital hub meets the needs of children and young people | Increased number of children and young people involved in the pilot/testing of the hub  Increase in information is accessible to children and young people  Increase in communities whose first language is not English being able to access information | Increase in numbers of children and young people having access to a platform that houses accessible and relevant information | Increase in accessible information available to children and young people  Increase in children and young people accessing relevant information |  |
| MoV | Audit and evaluation | Number of young people involved  Initial proposals report  Minutes of meetings to develop and sign off | Pilot evaluation  Accessible information on the hub  Differing languages available | The content of the hub  Numbers of children and young people accessing the hub | The media hub live  Numbers accessing the hub  Qualitative feedback |  |
| Summary assumptions |  | | | | | |
| **3.4 TARGETED COMMUNICATION** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Understanding of information children looked after and care leavers require when coming into and being looked after | Review and co-production of coming into care packs for children and young people that are accessible and age appropriate  Scoping of appropriate apps to support children looked after and care leavers  Delivery of care leaver newsletter | All children and young people coming into care are given the right information to support them  Decision on app for children looked after and care leavers undertaken and piloting of this taken place  Staff receive training in using the app  Review of the online care leavers offer to ensure it is still relevant and appropriate | Further review of coming into care booklets and routine use of these  App in place to support children and young people who are looked after | Children and young people have the right communication channels in place to access information and are able to feed back | Children and young people feel that they have the right information to support them and to enable them to understand their rights |
| IMPACT | Increased understanding of the information children and young people require when coming into local authority care | Increase in children and young people having access to the relevant information to support them when coming into care  There is a better understanding of relevant apps available to support children looked after | 100% of children and young people coming into care have the right information to support them  There is a better understanding of relevant apps available to support children looked after | 100% children and young people coming into care have the relevant information to support them  Reviewed and updated information packs ensuring they are relevant and up to date  Increase in children and young people utilising the app to support them when in care | 100% of children and young people who are looked after and care leavers have access to the right information to support them |  |
| MoV | Scoping report with children and young people | Age appropriate coming into care packs co-produced  Scoping of apps SWAT analysis | % of young people coming into care with the booklet  Numbers of staff trained in use of the app  Local offer review report | The app in place  Numbers using the app  Booklet review and recommendations  Refreshed booklets | % of children and young people coming into care receiving the booklets  % usage of the app and feedback from young people re effectiveness |  |
| Summary assumptions |  | | | | | |

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| 1. SAFE AND SECURE   **In Lambeth**   * **All children and young people are better protected from all forms of violence and abuse in public and private spaces** * **Professionals and services build good relationships with and listen to children and young people and co-produce plans and support to keep them safe**   Equal and Included:  We will engage with and listen to a wide age range of children and young people and of differing abilities. We will be culturally aware and appropriate in our work and learn from children and young people as we develop and deliver our action plan to better understand their cultures, differing needs and views. We will work closely with children looked after and those known to our Youth Justice Services to listen to their lived experiences and better understand their needs | | | | | | |
| **4.1 SAFER ON PUBLIC TRANSPORT** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Further consultation with children and young people to learn more about their experiences on public transport and their ideas to support them to keep safe  Work with young people to develop a campaign around their experiences on public transport | Share consultation with BTP and TfL on young people’s experiences of public transport  Continue to develop and publicise campaign around children and young people’s experience on public transport  Understand current Transport for London (TfL) and British Transport Police’s (BTP) reporting and complaints procedure for young people | Work with children and young people to co-produce advisory paper to BTP and TfL on potentially improved complaints and reporting procedure that is child friendly  Work with BTP and TfL to improve their reporting and complaints procedure for young people built on young people’s work  Exploration of bus stop help points  Work undertaken with young people on how they think they can be better supported to keep safe on public transport and share with respective services | Scoping of additional support that can be provided to young people on public transport built on young people’s ideas  Further consultation with young people to understand the impact of the work over previous 18 months | All children and young people are better protected from all forms of violence and abuse in public and private spaces | Increase the number of children and young people who feel safe on uses and feel able to get help whilst on public transport  Increased awareness of children and young people’s experience on public transport by TfL and BTP |
| IMPACT | Increased understanding of children and young people’s experiences on public transport  A campaign is developed by CYP around their lived experience and how to increase safety on public transport  % increase in young people understanding work that is being undertaken to make them safer on public transport and supporting co-design | Young people’s experiences shared with TfL and BTP  % increase in young people communicating their experiences to BTP and TFL  Copies of reporting and complaints procedures from BTP and TfL received | Report co-produced with young people to support child friendly reporting and complaints procedure  % increase in young people developing ideas about how to be safer on public transport  BTP and TfL understand young people’s experiences through the report being shared | % increase in young people reporting incidents to BTP and TfL  % increase in young people understanding how to feel safer on public transport |  |  |
| MoV | Development of campaign  Consultation results  Numbers of young people involved in consultation | Consultation reports sent to BTP and TfL  Numbers of young people involved in consultation  Copy of campaign information | Child friendly reporting and complaints procedure produced  Numbers of young people involved in consultation  Minutes of meeting re sharing young people’s experiences with TfL and BTP representatives | Numbers of reports and complaints received by TfL and BTP from young people  Survey results from children and young people | Perceptions survey and findings  Numbers accessing training | Perceptions survey and findings  Numbers accessing training |
| Summary assumptions |  | | | | | |
| **4.2 SAFER AT HOME** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Identify in-house and contracted services that may go into children’s homes for safeguarding training  Learn from other areas who have undertaken this work to inform project proposal  Develop safeguarding training pack for respective services in partnership with those services | Support in-house and contracted services in piloting training to their officers to support them in spotting signs of safeguarding issues  Gain feedback on the training from respective services  Scope safeguarding referrals to CSC  Source to support roll out of training to targeted services as a result of scoping | Support respective services and organisations to roll out training to embed thinking in day to day work  Respective services to understand the impact of the training on the way officers work | All respective services trained in safeguarding awareness  The training is embedded into their internal staff development cycle | All children and young people are better protected from all forms of violence and abuse in public and private | Children and young people who require additional support to stay safe are identified with the right services and support put in place. |
| IMPACT | Increased understanding of those services who can support early identification of safeguarding issues within the home  Draft training pack developed  Understanding of good practice in other areas | Increase in number of training sessions piloted by respective services to understand the effectiveness of the information  Targeted services have the right training in place to identify safeguarding issues | % increase in targeted services receiving training  % increase in awareness of safeguarding issues in services and know how to report them | % increase in relevant services working with in children’s homes having received training  Increase in understand signs of safeguarding and can report issues to the correct services | Measurable increase in those services going into children’s home having an understanding of safeguarding and can spot signs  Increase in children at risk of harm are referred to services by targeted services |  |
| MoV | Scoping report  Draft safeguarding training pack developed  Minutes of meetings meeting other areas | Training pack being piloted  Minutes of meetings to discuss pilot and feedback  Case study | Number of services received training  Survey report from services | Training records  Feedback survey from services | Perceptions and impact survey with targeted services  Increase in referrals from those targeted services |  |
| Summary assumptions |  | | | | | |
| **4.3 KEEPING YOURSELF SAFE** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Scoping of good practice and guidance for young people to recognise abusive behaviour (e.g. Westminster film)  Co-produce work with young people to look at the signs of abusive behaviour and how we can support young people to recognise this | Piloting of workshops with young people on recognising abusive behaviour  Co-produce with young people online campaign around recognising abusive behaviour and launch | Further dissemination of information and workshops across youth groups and schools/colleges  Feedback from young people on the effectiveness of the information and the online campaign | Information about how to recognise abusive behaviour is built into the system and routinely utilised by staff when working with young people  All young people have access to information about how to keep themselves safe | All children and young people are better protected from all forms of violence and abuse in public and private | Children and young people knowing where to access the right support when they need it  Children and young people are able to recognise behaviour that is abusive at home, relationships, in education setting and in communities |
| IMPACT | Children and young people support the development of Information relating to recognising abusive behaviour | Accessible information is available for young people | Increased number of children and young people accessing the right information  The information is reviewed to ensure it is fit for purpose | A measurable increase in young people who are able to recognise abusive behaviour | Measurable increase in the number of children and young people who access information to support in keeping them safe and recognise abusive behaviour  Numbers of young people accessing information |  |
| MoV | Child friendly information produced  Feedback from sessions with young people | Workshops registers and agendas  Evaluation from workshops  Development of online campaign | List of workshops delivered and numbers of attendees  Survey from young people | Feedback from staff on use of information  Feedback from young people  Evidence of how and when the information is provided to young people | Feedback from young people |  |
| Summary assumptions |  | | | | | |
| **4.4 CHILD FRIENDLY CARE AND PLANNING** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Scope of children looked after’s experience in chairing their own reviews  Scope of plans and child friendly status (CSC, YJS, VCS)  Work with children looked after and care leavers to look at how plans can be more child friendly and owned by young people  Development of coming into care pack for children and young people in conjunction with children looked after and care leavers  Lambeth to sign up to care leavers covenant | Training with staff around supporting children looked after to chair their own reviews  Child friendly planning toolkit developed and piloted with staff and children and young people  Coming into care pack given to all children and young people entering care | Children looked after confidently chairing their own reviews  Roll out of child friendly planning toolkits across the relevant services with associated training  Evaluation of child friendly planning with children and young people to measure effectiveness and increased ownership and engagement | Children looked after feel able to chair their own reviews if they wish to do so confidently  All children looked after plans are child friendly and they are actively engaged in their care planning | Professionals and services build good relationships with and listen to children and young people and co-produce plans and support to keep them safe | Children and young people have child friendly plans in place to support their understanding, engagement and ownership |
| IMPACT | Understanding a baseline of the experiences of children looked after and confidence in chairing their own reviews and the status of current plans  % increase in numbers of children looked after and care leavers who understand their rights, have access to the right information to support them and what it means to become looked after  Lambeth adopt care leavers covenant | Staff report having the right skills to support children looked after in chairing their own reviews  % increase in the number of children looked after chairing their own reviews  100% children and young people coming into care have the right information to support them | Increase in children and young people looked after who have the confidence to chair their own reviews  40% of all plans are child friendly  % increase of staff engaged on the training  Qualitative feedback from staff and children and young people to support impact and continuous review | % increase in children and young people chairing their own reviews  % increase in child friendly care plans | Measured increase in children and young people looked after chairing their own reviews and having child friendly care plans |  |
| MoV | Baseline consultation report of experiences  Age appropriate coming into care booklets produced  Evidence of sign up to covenant | Training attendance and training pack  % of children coming into care with a booklet  Number of children looked after chairing their own reviews | % of children looked after chairing their own reviews  Case study of review chairing  Training attendance records | Numbers of children looked after chairing their own reviews  Child friendly care plan examples  Numbers of child friendly care plans | % increase in children and young people chairing their own reviews  % increase in child friendly plans |  |
| Summary assumptions |  | | | | | |
| **4.5 Young people know their rights when coming into contact with the legal, criminal and justice system** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Scope the current dissemination of stop and search cards for young people  Routinely hearing voices of young people to understand their experiences of custody  Work with existing partnership boards including Lambeth Made Safer and sub-groups to enable synergies | Review stop and search cards and measure effectiveness of these with children and young people  Co-produce a child friendly guide for young people coming into and leaving custody and pilot with YJS/Police  Pilot guide with young people | Full roll out across Lambeth of stop and search rights cards and further information  Review the guide and roll out with practitioners and children and young people | Young people are aware of their rights when they are stopped and searched  Dissemination of cards is routine in services  The guide is given to all young people entering custody and leaving custody and is inbuilt into those processes | Professionals and services build good relationships with and listen to children and young people and co-produce plans and support to keep them safe | % young people coming into contact with the justice system who feel there rights were clearly explained to them  An increase in young people knowing their rights when coming into contact with legal, criminal and justice system.  Lambeth will continue to advocate and seek evidence of progress that professionals, such a police learn from and improve the experiences of children and young people in custody |
| IMPACT | Increased Understanding of how widely stop and search cards are disseminated in Lambeth (numbers)  Feedback re children and young people’s lived experience of coming into and leaving custody | Increased understanding gained as to the use and effectiveness of stop and search cards in Lambeth  Pilot guide developed | % increase in young people who understand their rights when they are stopped and searched  % increase in young people who understand what will happen to them and who is there to support them when coming into custody and leaving custody | % increase in young people who are aware of their rights when they are stopped and searched  All young people will receive a child friendly pack to support them when entering and leaving custody | 100% young people entering custody have access to the right information  % increase in young people who understand their rights when topped and searched |  |
| MoV | Scoping report from children and young people on their experiences | Evaluation on use of stop and search cards including statistics  Child friendly young person’s guide developed | Feedback from young people  Increase in young people who have the stop and search rights card | Feedback report from young people  % of young people receiving guide when entering custody  Example of process where guide built in | Numbers of cards disseminated  % of young people receiving information when entering custody |  |
| Summary assumptions |  | | | | | |

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| 1. CHILD FRIENDLY SERVICES   **In Lambeth**   * **The views and experiences of children and young people are consistently used to inform the commissioning, design, development delivery and review of services** * **Services are in place to meet identified needs and are child friendly, equitable and accessible**   Equal and Included:  The demographics of Lambeth will be reflected in our recruitment of young people and inspectors and commissioners. All training will be culturally appropriate and accessible to a range of abilities and ages. Young people will special educational needs and disabilities will have the same opportunities to engage as any other young person. Information will be accessible and translated where needed. In working with services, we will ensure design and redesign take into account the varying needs and abilities of Lambeth’s children and young people and recognise, meet the needs of and celebrate the cultural diversity of Lambeth’s communities | | | | | | |
| **5.1 YOUNG INSPECTORS AND YOUNG COMMISSIONERS PROGRAMME** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Work with children and young people to co-produce the young inspectors and young commissioners framework, building on good practice examples.  We will work to adopt this programme across the partnership and not just within the council | Application process designed  Young people received training as young inspectors and young commissioners (target those with SEND and service users)  Pilot inspection undertaken  Identification of specific programmes for young inspectors to be involved in across the partnership | 3 further service inspections undertaken by young inspectors  Further young people identified and trained as young inspectors  Young commissioners actively involved in commissioning of services as routine  Responsible procurement framework and guidance cites young commissioners as an integral part of the process | A rolling programme of inspections by young inspectors established and embedded.  A cycle of training delivered for new young inspectors joining the team  Young inspectors undertake inspections across council and partner services  Young commissioners are involved in commissioning of provision and services routinely across wider services | The views and experiences of children and young people are consistently used to inform the commissioning, design, development delivery and review of services | Young people’s experiences and views will shape the way we commission, develop and deliver our services across the partnership  Lambeth adopt a customer led approach across the partnership |
| IMPACT | Number of young person involved in developing a framework to develop the inspectors and commissioners programme | Number of young people trained as commissioners  Inspection reports  Increased understanding of how young people can support commissioning and in what areas | % increase in young inspectors  Ongoing feedback from young people on their involvement and experiences as a young commissioner or inspector  Increased number of services will have clear action plans in place to continuously improve built on the findings of youth led inspections  Increased number of young people involved in inspections | % increase in young people as young commissioners  Rolling programme of inspections embedded into routine work  Increase in the number of actions within service plans deriving from young inspectors work | Increased number of inspections undertaken by young inspectors  Increase in number of young people trained as young inspectors |  |
| MoV | Co-produced framework  Minutes of meetings | List of young people trained  Inspection report from pilot inspection.  Scoping of potential commissioning opportunities in which to involve young people.  Training packs developed | 3 inspection reports produced and service action plans.  Responsible procurement framework including young commissioners  Evidence that young people have been involved in procurement. Input and attendance | Inspection annual programme  Responsible procurement framework  Case study of young inspector | Number of inspections undertaken  Inspection reports  Number of young inspectors |  |
| Summary assumptions |  | | | | | |
| **5.2 CHILDREN’S RIGHTS IMPACT ASSESSMENT UNDERPINNING PROCUREMENT** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Understanding of Lambeth’s responsible procurement process and how a children’s rights impact assessment can be incorporated into this  CRIA underpins responsible procurement across the council | Drawing up of children’s rights impact assessment into the procurement framework  Training delivered to respective staff to ensure this is embedded | Evaluation on the impact of the CRIA on the responsible procurement process to assess the impact on the rights of the child  Work with partner organisations to develop a CRIA within wider procurement processes | CRIA fully embedded into the responsible procurement processes across the council  Partnership services have embraced and embedded the CRIA in their procurement processes | The views and experiences of children and young people are consistently used to inform the commissioning, design, development delivery and review of services | The rights and needs of children and young people are recognised and considered in procurement of services and provision across the partnership |
| IMPACT | Increased understanding of how the CRIA can fit into the responsible procurement process | The procurement process incorporates the CRIA  Majority of staff across procurement receive the CRIA training | Increased understanding of how the CRIA has impacted on responsible procurement. The impact on the rights of the chid are considered in the procurement of services  Number of other organisations adopting the CRIA | Increase in the number of CRIA’s undertaken |  |  |
| MoV | Minutes from meetings | Minutes evidencing framework signed off (procurement board and other relevant)  Draft framework incorporating the CRIA  Training pack  Training record | Evaluation report produced  Meeting minutes with partnership | Minutes of meetings  Examples of CRIA’s | Increase in the number of services and organisations that utilise the CRIA to understand the impact on children and young people’s rights and needs |  |
| Summary assumptions |  | | | | | |
| **5.3 CHILD FRIENDLY KITEMARK AND TOOLKIT** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Drafting of parameters and guidelines for child friendly kitemark with young people | Child friendly toolkit developed for council services, partnership services and local businesses  CF kitemark programme advertised widely | 15 services and business signed up to the child friendly kitemark programme  Training delivered on child friendly toolkit across council, partner services, VCS, faith sectors and businesses | Wider roll out of the toolkit and kitemark programme  Increased number of services and organisations gaining the child friendly kitemark | Services are in place to meet identified needs and are child friendly, equitable and accessible | Services who are in touch with children and young people are child and young person friendly and are welcoming and supportive |
| IMPACT | There is an increased understanding of what is required to gain a child friendly kitemark | Increase in services and organisation aware of the programme and what is involved in gaining accreditation | Increase in organisations applying for the CF kitemark  Increase in numbers attending training to understand requirements | % increase in number of services that are more child friendly in the way they work with and deliver services to children and young people | % increase in number of services and organisations that have gained the CF kitemark |  |
| MoV | Programme guidelines | Copy of advertising  Toolkit | Advertising of the programme  Training register  Number of services signed up | Sign up register  Case study of adoption and impact of toolkit | Number of services and organisations signed up |  |
| Summary assumptions |  | | | | | |
| **5.4 ACCESSIBILITY OF SERVICES** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Work with partners to explore opportunities to develop improved child friendly spaces and services (e.g GP surgeries, hospital areas) | Work with partners and respective service using children and young people to develop plans for identified areas/services | Commence roll out of plans to increase child friendly accessibility | Good examples of developments to be shared more widely across the partnership to increase child friendly services | Services are in place to meet identified needs and are child friendly, equitable and accessible | Services delivering support to children and young people are accessible and child friendly |
| IMPACT | Understanding of services to engage in the project | Number of services involved in discussions  Increased number of children and young people who use the services influencing design and delivery | % increase in services becoming more welcoming and accessible for children and young people  Increase in number of children and young people involved in developing accessible services | Increase in good practice examples are shared widely to influence further services to become more accessible  Increase in number of children and young people involved in developing accessible services |  |  |
| MoV | Minutes of meetings  List of initial partners and projects | Consultation results  Project proposals | Meeting minutes  Case study  Feedback from service users | List of projects identified  Numbers of children and young people engaged  Minutes of meetings |  |  |
| Summary assumptions |  | | | | | |

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| 1. PLACE   **In Lambeth**   * **When spaces are designed / redesigned, children and young people and their rights will be central to this at the earliest point in the process and their voices will have equity with others in the community** * **Children and young people feel safe and welcome in local communities and they have spaces to play, learn or simply spend time** * **Children and young people will be climate empowered, breathe cleaner air and our infrastructure will be child friendly**   Equal and included:  The differing needs and abilities of children and young people will be considered in design and redesign and a wide range of children and young people will be engaged consult with and to co-design. This will ensure cultural heritage id considered and celebrated in our spaces, and mobility issues, the needs of differing ages and the specific needs of vulnerable groups are considered. Children and young people will be engaged from our local housing estates, private homes, council accommodation and from housing association properties. | | | | | | |
| **6.1 PRINCIPLES OF PARTICIPATION AND ENGAGEMENT IN DESIGN** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Staff across regeneration services have received training in children’s rights  Drafting of co-design principles to inform strategy and service delivery  Adoption of the Lambeth Design Guide Supplementary Planning Document (SPD) to include child friendly design content to help applicants for planning permission understand the issues. | Development of co-design toolkit to be used by services co-produced with children and young people  Deliver training to embed use of the toolkit with inclusion of children’s rights training  Training for planning staff on delivering child friendly design through the SPD | Monitor the use of and impact of the toolkit and share learning of practice to further embed this practice (understanding weight and influence of children’s voices).  Through the Local Plan Review process establish planning policies that seeks child friendly design in all relevant development.  Understanding of how more marginalised children and young people influence design (neurodiverse, LGBTQ+, localities, those involved in gangs) | Routine use of principles and toolkit is all relevant work  A diverse range of children and young people are routinely engaged in planning and design | When Council owned / managed spaces are designed / redesigned, children and young people and their rights will be central to this at the earliest point in the process and their voices will have equity with others in the community. | All relevant activity involves children and young people effectively in co-design  Where relevant major planning applications are submitted applicants will be required, once the policy is in place, to show how they have taken into account the needs of children at the heart of their design thinking, including through engagement. |
| IMPACT | % increase in staff understanding how to incorporate child friendly principles and guidance into practice  Draft SPD in place | Increase in staffs understanding of how to engage with children and young people  % increase in wider groups of children and young people being involved and influencing design | Measured increase in staff reporting their confidence in engaging children and young people and the right tools are in place to do this to support this  % increase in more marginalised groups of children and young people are engaged in co-design | 100% of relevant work is co-designed with a diverse range of children and young people | Measured increase in number of children and young people involved in design and development and staffs confidence and skills to do this  All contractors consider the needs of children and young people in their designs and submissions |  |
| MoV | Supplementary planning guidance document  Training attendance  Draft principles co-produced | Report reviewing impact of SPD  Numbers of children and young people engaged  Co-design toolkit  Training attendance | Research report  Planning policy framework  Demographics of young people involved | Impact report on toolkit use  Numbers and demographics of CYP involved | % of projects that involve children and young people in design and development  Tenders and submissions |  |
| Summary assumptions |  | | | | | |
| **6.2 CHILDREN AND YOUNG PEOPLE CO-DESIGN SPACES AND PLACES** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
|  | Scoping of developments for young people to be engaged in at the earliest opportunity (Inc. Kerbside strategy, Waterloo Station Masterplan, Low Line, Playzones) | The implementation of strategies and projects identified have children’s voices and their rights at the heart of their design and development and feedback is gained on existing spaces they use  Develop companion guide to SPD including toolkit of measures to enable everyday play features into street design and redesign | Work with young people to gain further evidence to support policy change and ongoing research is co-ordinated throughout the borough | Employment, experience and training opportunities for young people identified in relevant services and reviewed on a six-monthly basis to create new opportunities | When Council owned / managed spaces are designed / redesigned, children and young people and their rights will be central to this at the earliest point in the process and their voices will have equity with others in the community | Children and young people are central to the development and design of places and spaces through their input in strategy, planning and project development |
| IMPACT | Measured increase in plans to engage young people in design programmes and strategies  % increase in young people being involved at the beginning of planning and design work | % increase in children and young people being involved in all relevant and current projects, policies and strategy implementation  % increase in planning applications considering the voices and needs of children and young people | 100% of relevant work and planning considers the voices and needs of children and young people in planning design and development | % increase in opportunities for young people to gain employment and learning in relevant services | 100% of all relevant areas of work considers the needs and listens to the voices of children and young people |  |
| MoV | List of current strategies, policies and programmes for young people to co-create | Minutes of meetings and project group attendance when co-creating | Consultation report  Case study of young people involved in project and impact | Number of young people gaining employment/experience | Evidence that children and young people’s voices are considered and incorporated into ongoing work |  |
| Summary assumptions |  | | | | | |
| **6.3 SAFE AND WELCOMING PLAY WHERE CHILDREN AND YOUNG PEOPLE LIVE** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Further research undertaken to support young people to play on their estates safely through further consultation with residents and children and young people (inc. Tim Gill research on play in a built environment)  Review and advertise the play streets initiative | Implementation of projects to support encouragement of play (Intergenerational work, gardening clubs, development of the playstreets initiative)  Exploration of digital play | Evaluation of staged roll out of projects to support play on estates  Further roll out of initiatives  Work undertaken around play with tenants and residents associations  Roll out of digital play initiatives | Further identification of projects to support welcoming and safe play for children and young people building on findings over 18 months to develop a rolling programme | Children and young people feel safe and welcome in local communities and they have spaces to play, learn or simply spend time | Children and young people feel welcomed on the estates that they live in and are able to play  There are an increased number of play projects available on local estates |
| IMPACT | Increased understanding of the issues faced by young people living on estates in relation to play and potential strategies to address this | % increase in the number of children and young people co-designing projects to support play on estates  % increase in number of children and young people feeling able to play where they live | Increased understanding of effectiveness of pilot projects to support play to inform roll out  % increase in number of children and young people feeling able to play where they live  % increase in play street applications  Increase in tenants and residents better understand the issues and supporting play where they live | % increase in effective projects on estates encouraging children’s play | Increased number of children and young people feeling welcome to play on their estates and local communities |  |
| MoV | Research report | Case study of projects introduced  Survey from young people  Digital play report | Evaluation of projects report  Children and young people’s perception report  Tenants and residents meeting minutes | Number of projects delivering on estates to encourage and facilitate play  Feedback report for children and young people | Feedback report from children and young people  Minutes from tenants and residents association meetings |  |
| Summary assumptions |  | | | | | |
| **6.4 HOUSING PLAY STRATEGY** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Identify further funding opportunities to support play spaces the S106 and grants  Further focussed consultation with children and young people to develop and design more play spaces and innovative equipment | Introduction of wi-fi points on play areas.  Audit on lighting in and around play areas  Installation of 3 new street gyms | QR codes installed on play areas to link to information on street games and storied about the local area  Further consultation to inform design of new play spaces | Annual review of our play spaces to assess if spaces are still fit for purpose and develop clear action plans to rectify  Children and young people routinely involved in design | Children and young people feel safe and welcome in local communities and they have spaces to play, learn or simply spend time | There are spaces that are co-designed with children and young people in which they can play |
| IMPACT | Increase in funding sourced to support play  % increase in children inputting into play design | % increase in young people have access to digital play and spaces are safe  3 new street gyms in place | % increase in young people encouraged to play and actively involved in design and development  Increase in number of visible QR codes | Number of play spaces to inform the development of next round of improvements  % increase in number of projects/programmes routinely involving children and young people | Increase in number of places and spaces that have involved children and young people in their design |  |
| MoV | Funding pots  Consultation reports | Number of new street gyms - photographs  Wi-Fi in place report  Audit of lighting | QR codes visible – photos and map  Consultation report | Scoping report  Case studies showing involvement of young people | Number of children involved in design  Designs produced |  |
| Summary assumptions |  | | | | | |
| **6.5 CLIMATE CHANGE** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Scope work already being undertaken by young people across Lambeth in relation to climate change  Identify good examples of young people’s climate activist toolkits to be used in schools and with youth groups | Identify climate activist champions and young people’s groups to champion this area of work  Co-produce local climate activist toolkits for Lambeth  Running of ‘think and do sessions’ in community spaces to co-create solutions led by young people | Pilot climate activist toolkit in 2 primaries, 1 secondary school and 2 youth forums  Link with existing delivery mechanisms (Teach the Teacher, Climate education)  Train climate community champions and host fun interactive sessions for the climate community  Gain feedback on toolkit and potential impact  Explore how climate champions can champion Lambeth’s climate action plan either through partnerships or youth led organisations | Roll out of climate activist toolkit across schools and youth forums to engage more young people  Monitor impact of climate change activists work  Development of institutions to build opportunities for young people to build visions for the future and understand skills and opportunities in the low carbon economy | Children and young people will be climate empowered, breathe cleaner air and our infrastructure will be child friendly | Young people are actively aware of climate change and are able to be active in their role to combat this  An increase in air quality where children and young people live and play |
| IMPACT | Increased understanding of information to support the programme  Better understanding of work already undertaken in this area | Increased number of climate champions in place and number of sessions to co-produce design of the programme | Understanding the effectiveness of the toolkit  Increase in number of schools engaging on the programme  Increase in number of children and young people identifying as climate champions and have engaged on training | Increase in number of children and young people become active climate champions  Number of institutions identified and engaged to support this work | Increased number of children and young people identifying as climate activists and have the knowledge and tools to do so |  |
| MoV | Scoping report  Examples of good practice | Numbers of young people identified  Minutes from think and do meetings  Toolkit | Pilot report  Meeting minutes  Number of workshops hosted in schools  Numbers of children and young people identified | Numbers of schools and others engaged  Number of students involved  Impact report  Number of institutions bought in | Increased number of climate activists  Increased number of schools and other services supporting the programme |  |
| Summary assumptions |  | | | | | |
| **6.6 SCHOOL STREETS PROGRAMME AND KERBSIDE STRATEGY** | | | | | | |
|  | Some  *6 months* | Meaningful  *12 months* | Significant  *18 months* | Sustainable  *2+ years* | Outcome | Impact |
| Actions | Young people involved in the implementation of the kerbside strategy  Implementation of ‘bike the borough’ with primary school children  Roll out of school streets programme introducing timed street closures on streets around schools (additional 5 school streets)  Integrate children and young people walking audits into the delivery of streets projects. | Young people co-design of parklets as part of kerbside strategy  Young people involved in reimagining the streets sessions  Additional 11 school streets implemented  Consideration of how we can integrate the school streets programme with the play streets initiative | Big shift car free days with young people involved in the planning and delivery  Your streets your way initiative to include needs of children and young people  An additional 5 school streets implemented | Young people routinely involved in the continued roll out of all initiatives  Increase in big shift car free days  Increase in young people using the peddle my wheels scheme  85% of all primary schools have the school streets initiative | Children and young people will be climate empowered, breathe cleaner air and our infrastructure will be child friendly | Children and young people are involved in the design of Lambeth’s child friendly infrastructure and it meets their needs  Lambeth’s streets are safer for children and young people travelling to and from school |
| IMPACT | Number of children and young people involved in the roll out of the kerbside Strategy  Increased take up of bikes to school  5 new school streets operational | Increased number of children and young people involved in designing parklets  Increased number of play streets within school street areas | Increased number of car free play streets for children and young people  Increase in number of schools engaged in school streets programme  % reduction in road accidents near schools | % increase in the number of programmes designing infrastructure that involve children and young people and consider their needs  85% of schools adopted the school streets initiative  % reduction in road accidents near schools | Overall increase in the number of school streets initiative  Increase in children and young people who are involved in planning and design |  |
| MoV | Case study re kerbside strategy  Numbers of young people involved in bike the borough  Additional 5 school streets implemented (report) | Number of children and young people actively involved  Number of parklets designed by young people and case study  Additional 11 school streets implemented | Big shift minutes considering CYP  Your streets your way implementation plan  Additional 5 school streets implemented | Car free day events report  Reports evidencing young people’s involvement in planning and design  85% (62 schools) have the school streets initiative |  |  |
| Summary assumptions |  | | | | | |

TIMELINE & KEY MILESTONES

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| --- | --- | --- |
| 2023 | Q1 | Final drafting of action plan |
| Q2 | Commence sign off process for action plan |
| Q3 | Action plan reaches final sign off at Cabinet  Launch of the action plan  Commencement of delivery phase |
| Q4 | Continuation of the delivery phase |
| 2024 | Q1 | End of 6 month initial phase of delivery and review |
| Q2 |  |
| Q3 |  |
| Q4 |  |
| 2025 | Q1 |  |