

## Appendix C Children and Young People's Plan Summary of key issues from feedback received

Comments included:

- 'Great to have a succinct/2 side plan'
- 'The priorities are sound and clear'
- 'The lay out is appealing and the language is clear'
- 'An attractive, concise but comprehensive document'
- 'The attached document looks good captures all we want to achieve'
- 'Commended the way in which it had been presented on 'a page'.
- 'The basic vision and structure of the plan looks good.'

| You Said   | We Did (or are currently doing...)  |
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| <b>PAGE 1</b>  |   |
| <b>Our Priorities</b>  |   |
| Does the reference to vulnerable groups include young carers?  | Vulnerable groups are not listed individually. The reference to 'vulnerable children and young people' does however include young carers.<br><br>The associated Equality Impact Assessment includes: <i>'To consider young carers in the action planning associated with the CYPP.'</i> |
| There is a need to consider the impact and prevention of bullying within the priorities  | CYPP updated. Priorities now reference the need to tackle bullying.   |
| Young people found the word 'obsessions' an unusual choice as it is usually associated with other terms such as 'compulsive, phobia, addiction etc.<br><br>Some organisations felt that there could be negative connotations of this word. The word 'commitments' was suggested as an alternative.<br><br>Feedback also included that the word 'obsession' was useful as it reflected those key areas which require focus. | 'Obsessions' now replaced with 'passions' (as suggested by children and young people).  |
| <b>How?</b>  |   |
| Is there a gap for children and young people who are a) older than 1,001 days, and b) those who are adolescents? Do we need to capture the relevant 'calls to action' in the 2016 DPH Report?  | Research suggests that there is a need to focus on these two cohorts.<br><br>The priorities and passions cut across all age groups.<br><br>Reference is now made to the DPH report in CYPP.   |
| Need to link with other strategic objectives including the provision of suitable housing for families and young people.  | CYPP updated now includes: <i>'Provision of suitable housing for families and young people. Building social &amp; community links so that families are part of a wider community (Housing Strategy)'</i>  |

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| <p>Young people engaged with didn't like the term 'adolescent'.</p> <p>Teenager was suggested as an alternative.</p>   | <p>CYPP updated. '<i>Adolescent</i>' replaced with '<i>teenager</i>'.</p>   |
| <p>'Living in a family in poverty' should be added to the list of adverse experiences. Poverty could be the primary root cause, or at least a strong contributory factor, in all the other experiences on the list.</p>  | <p>The CYPP supports the need to break the intergenerational poverty cycle e.g.</p> <ul style="list-style-type: none"> <li>• If a child arrives at school ready to learn they are much more likely to achieve the best outcomes.</li> <li>• Improving educational outcomes across every key stage, helping children and young people to become work ready.</li> <li>• Closing the attainment gap for disadvantaged pupils.</li> </ul> |
| <p><b>General Comments</b></p>   |   |
| <p>Those future iterations of the plan include more detail with regards to the responsibilities of partners as well as Central Bedfordshire Council.</p>   | <p>Champion to be identified for each how 'bubble' within the Plan.</p>   |
| <p>Include our promotion of accessible/inclusive services for children with disabilities and additional needs</p>  | <p>CYPP aligned to SEND Vision which includes 'ensure a clear understanding of the universal services provided and the pathways to more specialist support.</p>   |
| <p>More could be made of the need to foster healthy relationships within a diverse community to improve integration and understanding?</p>   | <p>CYPP updated to include Building social &amp; community links so that families are part of a wider community (Housing Strategy)</p>  |
| <p>Could extra curricular activities be included, youth clubs, sports clubs</p>  | <p>Reference in the children's version of the Plan.</p>   |
| <p>Attendance at middle and upper schools needs a higher profile in the Plan</p>   | <p>Attendance and exclusion measures will support delivery of our passion 'Improving educational outcomes across every key stage'. To be monitored by the Partnership Vision for Education Board.</p>   |
| <p>Feedback from children also included:</p> <ul style="list-style-type: none"> <li>• Don't think everyone is aware of how to access support</li> <li>• Needs to address the structural environment that a child grows up</li> <li>•</li> <li>• Knowing how to form friendships is very important</li> <li>• Professionals need to concentrate on helping to make better memories for young people.</li> <li>• There are different opportunities for those who don't do well at school.</li> <li>• Need to feel safe to be happy</li> <li>• Emotional health is very important</li> <li>• Have to learn to trust yourself</li> </ul> | <p>Promoting the services we provide - added to the CYPP.</p> <p>Housing Strategy now referenced.</p> <p>The feedback that follows is being taken into consideration in the development of the children's version of the Plan.</p>  |

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| <ul style="list-style-type: none"> <li>• Our personal goals and aspirations are all different</li> <li>• It was hard to understand (the wording was hard). Sounded like a social worker / teacher talking</li> <li>• Once explained to one group of young people they all agreed that the Plan reflected what was important.</li> <li>• Plan needs to say how it will utilise social media.</li> <li>• More needs to be done for young people services – not just for targeted groups but for every young person living in Central Bedfordshire.</li> </ul> |   |
| <p>No mention of care leavers</p>   | <p>Covered by reference to ‘vulnerable groups’</p>                                  |
| <p>No reference to schools and their primary role needs more focus on schools.</p>  | <p>CYPP updated to show its alignment with the Partnership Vision for Education</p> |

Feedback received on measures is being considered separately and will inform the development of performance frameworks.