MINISTRY OF DEFENCE

Directorate Children & Young People

Children & Young People's Strategy & Improvement Plan

2012-2013

Directorate Children & Young People

CONTENTS

Foreword

THE ADJUTANT GENERAL

The important work to support the broad range of needs[1] of the children and young people who belong to the Services community is underpinned by the Children Act 2004, for which, as the Adjutant General, I have the Defence-wide policy and implementation lead. The detailed development and direction of children and young people services is the responsibility of the Director Children and Young People and I look to her to lead on the implementation of this Plan.

The Children and Young People's Strategy and Improvement Plan 2012-2013 is not a detailed operational plan; it seeks to provide the overarching strategic framework for the delivery of children and young people's services. Its aim is to coordinate and concentrate, to best effect, the efforts of the broad range of organisations which contribute to the well-being of our children and young people in the Service community. The Plan outlines our top priorities for improvement and the action we will take at home and overseas.

In those areas where the MOD has direct responsibility for delivering services to achieve positive outcomes for children and young people, we must ensure that our work is effectively coordinated and directed. Where Service children and young people live in the UK, and where primacy for supporting them and improving their outcomes rests with local authorities, we will develop strong partnerships with Other Government Departments, the devolved administrations and local authorities to ensure that the unique needs of our children and young people are met.

The Children and Young People's Strategy and Improvement Plan sets out our direction for the period 2012-2013 during which time it will be subject to annual review. I expect it to inform planning at all levels, across all locations worldwide and across all services that support children and young people in the Services community.

Lieutenant General Sir Mark Mans KCB CBE

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1 Encompassing education, youth and community, health, social care and welfare

Introduction

DIRECTOR CHILDREN AND YOUNG PEOPLE (D CYP)

Mrs Lynda Fisher

I support the Adjutant General in his role as the Defence-wide strategic and policy lead for children and young people.

As the Defence Director for Children & Young People (D CYP), I am specifically responsible for:

- Providing the professional leadership and direction across the MoD for the development and implementation of children and young people's services.

- Developing the strategic governance framework which sets out the responsibilities and accountabilities at Command level for the implementation of the Plan priorities and through which key practitioners and stakeholders will work together, focused on shared priorities to ensure all children and young people belonging to the Service community overseas, are given the best possible opportunities to raise their aspirations and to achieve good outcomes.

- Championing the needs of children & young people who belong to the Services community within the UK, both at local authority and national levels and with key stakeholders.

I also take close professional interest in safeguarding arrangements for Cadets and those young military personnel and dependants overseas under 19 years and those up to age 25 previously classified as Looked After Children. We will work with relevant partners to take account of issues involving mental health, injury and bereavement or the impact this has on Service children and young people.

The Children & Young People's Strategy and Improvement Plan 2010-2013 sets out:

Our vision:

Harnessing the positive benefits of living in a Services community to ensure that every Service child and young person's experiences and opportunities help them to achieve the best possible outcomes whilst also supporting, protecting and intervening where needed, to help those most vulnerable, to achieve their ambitions.

Our top priorities:

1. Developing a unified and proactive strategy to mitigate the potentially adverse affects of mobility and deployment.

2. Promoting and supporting healthy life-styles to secure the physical, spiritual, social and emotional well-being of all Service children and young people.

3. Providing inspirational and exciting learning activities that ensure Service children and young people raise their expectations and achieve at the highest possible levels.

4. Ensuring that all our children and young people are supported and protected and that they are able to feel safe.

5. Providing a structured and coordinated range of play activities and opportunities for Service children and young people to have their voice heard and to help shape the services available to them whilst also encouraging them to make a positive contribution to their local community.

6. Providing access to a range of learning pathways so that our young people are able to meet the challenges of adulthood and be better prepared to enter the world of work.

Enabled by:

- Developing an improved data and information base so that we have a better understanding of the needs of Service children and young people.

- Developing a strategic programme plan and enabling frameworks to inform and coordinate the actions and services needed to deliver our priorities including the principles and actions necessary for an integrated, appropriately skilled and trained workforce and guidance and direction for the commissioning and delivery of services.

- Maintaining a robust communication strategy that ensures we effectively consult, share best practice and learn from those areas identified as requiring improvement.

The Children & Young People's Strategy & Improvement Plan 2012-2013 (The Plan)

- Specifies those **actions** that need to be taken in order to deliver the vision and secure the best possible outcomes for our children and young people. These are set out in our Improvement Plan.

- Where relevant, specifies **targets** and performance indicators to help us measure and monitor progress over the Plan period. These are set out in our Improvement Plan at Part 2.

Working together

The improvements in outcomes for Service children and young people set out in this Plan can only be achieved by effective integrated working between the broad range of services and agencies which support children and young people who belong to the MOD community. The Plan sets out how we will work together to make the Plan happen and to implement priority areas, achieve targets and coordinate the provision of services for our children and young people, as set out in the Governance Framework[2].

Recent Statutory Guidance[3] on the roles and responsibilities of the Directors of Children's Services outlines the duty to co-operate to improve children's well-being. D CYP will lead,

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2   D CYP Governance Framework, Aug 10

3   Department for Education (DfE): Statutory Guidance on The Roles and Responsibilities of The Director of Children's Services and the lead member of children's services (para 19)

promote and create opportunities to ensure co-operation with the full range of internal and external partners who provide services and support to service children and young people.

The Children & Young People's Trust Board

The MOD Children & Young People's Trust Board, which Adutant General (AG) chairs, supported by Command level Children & Young People's Boards and local Garrison/Station/ISODET[4] Partnership Boards, where they exist, will play a pivotal role by setting the strategic vision, focusing on specific challenges and priorities, and jointly developing and monitoring the impact of the Plan in order to ensure integrated provision by partners and stakeholders to improve well-being across all Children Act 2004 outcomes.

Measuring success

The mechanisms we will use to measure success are set out in Part 2, the Improvement Plan.

In developing and implementing The Plan, we will adhere to several key principles:

- Ensure that children and young people and their needs and aspirations are at the heart of the plan.

- Ensure that we identify, support and monitor the needs and provision for the most vulnerable children in our Service communities and intervene where necessary and as resources allow, to help children achieve their outcomes.

- Recognise and commit to the need to take collective responsibility and to follow an integrated, jointly-commissioned approach in achieving the best possible outcomes for children and young people.

- Jointly prioritise scarce resources to identified and agreed areas of need.

- Be flexible and adaptable to changing circumstances, needs and legislation.

- Ensure that the benefits of living within the Armed Forces community are maximised, whilst seeking to mitigate the adverse effects of mobility and deployment.

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4 Isolated Detachments

Each year, we[5] intend to update our progress against our targets and respond to new issues arising and to reflect any inspection and/or audit findings. In identifying priority action areas, this Plan seeks to support and provide further direction and guidance to overseas Commands including local Garrisons/Stations/ISODETS to develop their own Children & Young People's Plans, as well as seeking to influence and inform the development of government policy and relevant local authority[6] Children & Young People's Plans to ensure that the unique needs of Service families are identified and, where necessary, prioritised.

I am grateful to colleagues, both across the MOD and wider children's services community who have contributed to the development of this Plan and who continue to play a key role in its implementation and in monitoring its impact.

Part 1

Scope

The coordination and delivery of children and young people's services encompasses a broad spectrum of children and young people. Only by recognising and understanding the priorities for the different groups will it be possible to target our scarce resources where they are most needed.

Different challenges are faced in supporting children and young people depending on where they live in the world.

- Within the UK, Local Authorities (LAs) and the Devolved Administrations have primacy in delivering services and therefore the MOD's focus is mainly on championing the needs of Service children and young people and working with colleagues in DfE, devolved administrations and LAs to ensure that Service children are not disadvantaged[7]. We also work to highlight the particular challenges associated with mobility and separation resulting from operational deployments, training and routine posting recognising that the issues facing children, young people and their families in these circumstances also differ depending on where their family home is located and if the reason for separation is due to a bulk or individual posting.

- In overseas locations the MOD has direct responsibility for delivering services, for example, Service Children's Education (SCE) supports some 10,000 children across 36 schools (reducing to 33 in July 2012), or for ensuring that services are delivered through contract partners or protocols with host nations. It is recognised that the challenges facing children, young people and their families vary depending upon the overseas location and the size of the military community and MOD policy and guidance to Commands seeks to reflect those differences.

The MOD's Children's Education Advisory Service (CEAS) works in partnership with colleagues in schools, local authorities and devolved administrations to manage moves of and provide support to Service children, young people and their families. Particular challenges over the period of the plan are the re-basing of units and establishments within the UK, drawdown from Germany and the Service and civilian redundancy programmes.

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5   The MOD Children & Young People's Trust Board
6   Particularly those areas which have a high concentration of Service population
7   The Armed Forces Covenant Today and Tomorrow

Directorate Children & Young People (DCYP) also oversees support to the following groups:

- **Cadets**. Through the MOD Safeguarding Children Board, on which Deputy Chief of Defence Staff (Personnel and Training) (DCDS (Pers & Trg)), Reserve Forces and Cadets is represented, DCYP provides safeguarding advice and support to the Cadet organisations. DCYP will work in close co-operation with MOD and single Service cadet organisations to ensure that safeguarding policies and procedures are aligned with current legislation and that policies for cadets are coherent with government policy for young people.

- **Looked After Children**. Under the terms of the Children Act 2004 young people, including serving personnel and their dependants up to the age of 25 who have been previously classified as Looked After Children are within scope. For these groups DCYP will seek to exploit to best effect partnership arrangements at senior government level to ensure that Defence policies and provision of services for these groups are coherent and compatible with the Children Act 2004.

Endorsement

The framework and top priorities for the Children & Young People's Plan were formally endorsed at the MOD Children & Young People's Trust Board in January 2010 and updated in spring 2012. Membership of the Board is as follows:

- AG (Chair)

- D CYP (Vice-Chair)

- Independent Chair of the MOD Executive Safeguarding Board

- Commands: Fleet; Army (including Land Warfare Centre[8], HQ British Forces Germany[9], HQ Support Command[10] and HQ Support Command Forward); Air; Permanent Joint Headquarters[11]

- Head Reserve Forces & Cadets

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8   Representing Collective Training Establishments (CTEs)

9   Representing BFG and European Support Command and BFG CYP Board

10 Representing Brunei and Nepal

11 Representing the Permanent Joint Operating Bases (PJOBs) and Cyprus CYP Board

- Chief Executive Reserve Forces & Cadets Association
- MOD Surgeon General's Office
- MOD Head Teacher Representative (overseas)
- UK Head Teacher Representative[12]
- Families' Federations (x1)[13]
- Chair of the MOD Steering Group – (Representing Priority leads unless specifically required to attend in professional expert capacity)
- DCDS(Pers & Training)
- Service Recruiting & Training
- Head of Profession Youth Services and Community Development*
- Single Service welfare leads (if not otherwise represented)*
- Royal Military Police*
- Director of Education Service Children's Education*
- Head Children's Education Advisory Service*
- Director Social Work Soldiers, Sailors, Air Force Association Forces Help (SSAFA FH)*
- Director Operations & Clinical Services (SSAFA FH)*

*Also includes the role of Professional Advisor to the Board

External Professional Advisers to the Board

- Dept of Health
- Department for Education
- Local Authority Director of Children's Services representative

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12 From a school with a high proportion of Service children

13 Single Service Families' Federations represented though a single nominated representative possibly on a rotational basis

- Other professional experts may also be invited to attend as/when required for agenda items e.g., devolved administrations (routine policy updates provided through DCYP SO1 Policy), Dept. for Business Information & Skills, Dept for Communities & Local Government, Children's Commissioner/ or equivalent (England, Scotland, Wales and Northern Ireland)

Governance Framework

The governance arrangements for children and young people's services are set out in a separate document – the Governance Framework - which was subject to consultation with the partners listed above. The Governance Framework sets out agreed principles for "good" governance, defines roles and responsibilities and sets out the purpose and functions of the MOD Children & Young People's Trust Board. The arrangements for monitoring and evaluating the impact of the Plan against agreed priorities and targets are also set out within the governance arrangements. An MOD Steering Group made up of designated senior representatives from each of the partner agencies included in the main Executive Board will take the lead for developing the detailed Commissioning and Delivery Plans which will support the delivery of agreed actions to improve outcomes against our top priorities. The Steering Group will also take the lead in developing a performance profile based on national and locally/contextually relevant indicators which will be used to measure progress against the identified priorities. A full copy of the Governance Framework for the MOD Children & Young People's Trust Board and its supporting Executive Safeguarding Board are available through the Directorate Children and Young People multiuser mailbox: LF-PSC-CYP-Mailbox@mod.uk

The Need for a Plan

The Children and Young People's Strategy and Improvement Plan outlines how the MOD Children & Young People's Trust Board seeks to direct and coordinate activity across delivery organisations and stakeholders to ensure improved outcomes for children of the Service community living overseas. For Service families living in the UK, the statutory responsibility for delivering children's services lies within the local authority structure. However, the MOD, through DCYP and its Children & Young People's Trust Board, will be responsible for developing strategic links and championing the needs of Service children and young people in the UK context.

The MOD model of a 3-year rolling plan, which is updated annually. This ensures that priorities remain current and accurately reflect need, and that Delivery Plans are effective and achieving impact as demonstrated by rates of progress against the targets published in our Improvement Plan.

The MOD Children & Young People's Plan complies with the key requirements of the Children Act 2004 and includes:

- The development of an Executive-level Children & Young People's Trust Board and a supporting sub-group structure

- The development of Local Safeguarding Children's Boards at Command level and where appropriate at Garrison/Station/Isolated Detachment (ISODET) level

Context

The Planning Framework. Planning for children and young people who belong to the Service Community is influenced by many factors, internal and external. External factors include Government policy and primary legislation for children and young people living in the UK. Internal factors, associated with Service life, also impact directly on children and young people, and can include family separation resulting from operational deployments and overseas postings, as well as frequent moves. The single Services also face their own unique challenges and have developed policies and plans in support of children and young people within the context of their own operating environment. We have taken single Service arrangements into account in developing this Plan.

The National Landscape. The Education Act 2011, The Health and Social Care Bill, Early Years Foundation Stage Statutory Framework, Dame Tickell Review, Positive for Youth initiative, Cadet partnerships, provide the background for the continually evolving Children and Young People's Plan. The Armed Forces Community Covenant helped to promote an awareness of the impact that being part of the Service community can have on families, children and young people. This has been specifically reflected in the MOD £3M Support Fund for State Schools with Service Children and the DfE Service Pupil Premium which, together with the MOD Community Covenant Grant Scheme are all recognising the challenges faced by Service families, children and young people and offering opportunities to improve the outcomes for them. The plan continues to reflect in its priorities current national targets, where applicable, across the health, education, social care, early years and youth sectors. The plan also continues to develop good practice in delivery of priority outcomes through the development of an implementation framework that promotes integrated and partnership working, a well trained and qualified workforce and offers best practice, direction and guidance in commissioning and delivery of services for our children and young people.

The Services Environment. Children and young people belonging to the Services community, whether living in the UK or overseas, face challenges, many of which are beyond the experience of the majority of children living in communities across the UK. These challenges have a major effect in shaping our provision for children and young people.

Life, for many of our children and young people will be punctuated by frequent moves – of home and school – within the UK, and between UK and overseas. Such a lifestyle has many advantages and challenges and has implications for continuity of education, health provision and friendships. It can also mean geographic separation from extended family networks. For spouses seeking employment, opportunities whilst overseas are often few and far between. The mobility associated with Service life can present particular challenges to those spouses trying to pursue a long-term career.

At the more strategic level, today's global security environment, in particular, is also having a direct and significant impact on the lives of our children and families. The Government recognises that we are likely to face an ambiguous, complex and unpredictable security environment for the foreseeable future. Repeated operational deployments by a parent can have far-reaching consequences for Service families. This will certainly include lengthy periods of separation and dislocation. In extremis, it could mean bereavement, or the family having to accept and cope with the consequences of physical or mental damage to a parent as the result of operational deployment. In terms of operational deployment, the central issue that we work with is dealing with various levels of anxiety on a community-wide level. Children living within that environment therefore benefit from the promotion of factors which support emotional resilience.

Specific challenges over the period of the plan are the re-basing of units and establishments within the UK, drawdown from Germany and the Service and civilian redundancy programmes. With reducing numbers it is particularly challenging maintaining opportunities and provision for children overseas.

The Worldwide Services Community. The Services community is an amalgam of several disparate, geographically dispersed, communities spread between the UK, North and Central America, the South Atlantic, Western Europe, East Africa, the Mediterranean and the Far East. In total, an estimated 120 000+ children and young people belong to the Service community. The main overseas concentrations are Germany and Cyprus. Elsewhere, communities range from, literally, a handful of families, such as Kenya (≤ 40 children) to several hundred in communities in, for example, USA, Turkey, Gibraltar and Italy. Annex A provides an illustration of the dispersed nature of the global Service community.

Support

All support provided to children and young people, whether in the UK or overseas and whether provided by MOD agencies, statutory services or the voluntary sector, needs to be structured and targeted in order to have the greatest effect. However, it is also important to recognise that, at the core of support provision, lies the family. Consequently, whilst there are many services and organisations involved in providing support, the needs of children and young people will often be better met if their parents and carers have ready and consistent access to high quality information, advice and support. The extent to which children and their families need support will be determined by a range of factors but the key point is that they know it is there, how to obtain access to it and that it can be relied upon, particularly in respect of those issues that arise from Service-induced mobility and deployments.

Development of the Plan

Consultation. In developing the Plan, consultation was undertaken formally and informally with key partners and stakeholders to identify key themes, challenges and priorities. This took account of national and locally-identified priorities and issues which had previously been identified at MOD Children & Young People's Trust Board level, as well as Command level and local Garrison /station/ ISODET levels. In particular, we consulted partners and practitioners, both statutory and voluntary, who deliver/contribute to services for children and young people. Development of the Plan was, importantly, informed by the views of children and young people, expressed through communication with Community Development Workers, as well as school and community/Garrison-based surveys. Consultation will continue with children and young people and their families to refine the detail of the Plan.

Review and Monitoring. The Plan is reviewed and updated annually to ensure that it continues to reflect need and priorities and those areas where additional mitigating action is required in order to meet published targets.

Interface with other Strategic Plans. Although Children & Young People's Plans have been in place for some time at the Command and local level across the Armed Forces community, this is the first strategic-level plan which seeks to set direction and co-ordinate activity worldwide. The Plan sets out the targets and priorities to inform the provision and commissioning of high quality services to children and young people at the local level, whilst the framework is also sufficiently flexible to enable local/Command level Plans to be tailored to meeting local needs. It interfaces with and seeks to complement other Service-specific and MOD-level strategic plans, at various levels, examples of which include:

- MOD Executive Safeguarding Board Strategic Plan

- SCE Strategic Plan

- Single Service welfare health strategies

- British Forces Germany (BFG) Health Service Plan (GOC BFG)

- BF Social Work Service (Plan)

- Command/regional Children & Young People's Plans and LSCB Business Plans

How we will Work Together. The MOD Children & Young People's Strategy and Improvement Plan represents a shared commitment to realising the potential of every child and young person in the Services community, to identifying and providing and/or signposting the support and services that will enable the achievement of better outcomes.

MOD Children & Young People's Trust Board. The MOD Children & Young People's Trust Board is responsible for overseeing the development of the Plan, as well as assessing and evaluating progress in achieving targets laid down within it. The Board sets the strategic framework for the delivery of MOD-provided services to children and young people living in the Armed Forces community. Membership is multi-agency and reflects those key agencies, drawn from all quarters of the Armed Forces community, who are responsible for planning and delivering services to children and young people. It includes members of the voluntary sector, and draws on the suggestions of young people at the local level. The Trust Board partners and other stakeholders all have a role to play in improving outcomes for children and young people through working together effectively and through agreeing to take collective and/or individual responsibility for the specific priorities and actions within this Plan.

An Integrated Children and Young People's Services Strategy. With the appointment of a Director Children & Young People, the MOD took a significant step towards setting in place the expertise and the structures that will help to achieve an integrated children and young people's services strategy. The previously established quasi-Children & Young People's Board has been strengthened and re-focused, with representation from senior-level partners (internal and external) who will work together at an appropriately strategic level to ensure the necessary

direction of travel for the effective delivery of children and young people's services.   The Trust Board is supported in this work by:

- **Steering Group**
  The Steering Group will play a key role in developing the Strategic Programme Plan to inform the commissioning plans that will underpin the delivery of the priority outcomes, develop a robust performance management framework to track progress against the targets, define the risks and put in place appropriate mitigating actions.

- **Priority Leads**
  Each Priority Lead is responsible for co-ordination of work to deliver against the targets contained within the plan. Priority leads report through the Steering Group to the Trust Board.
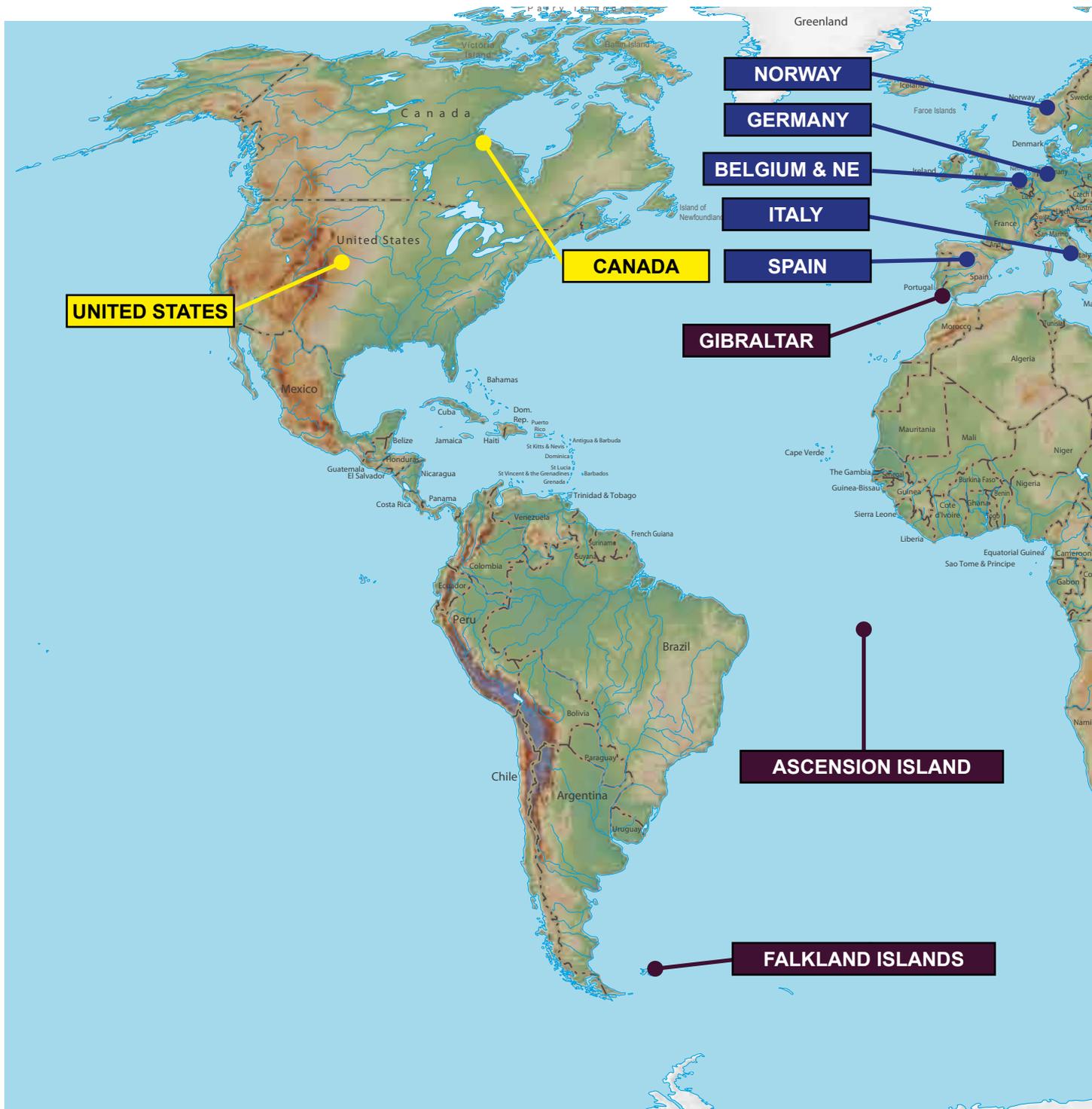
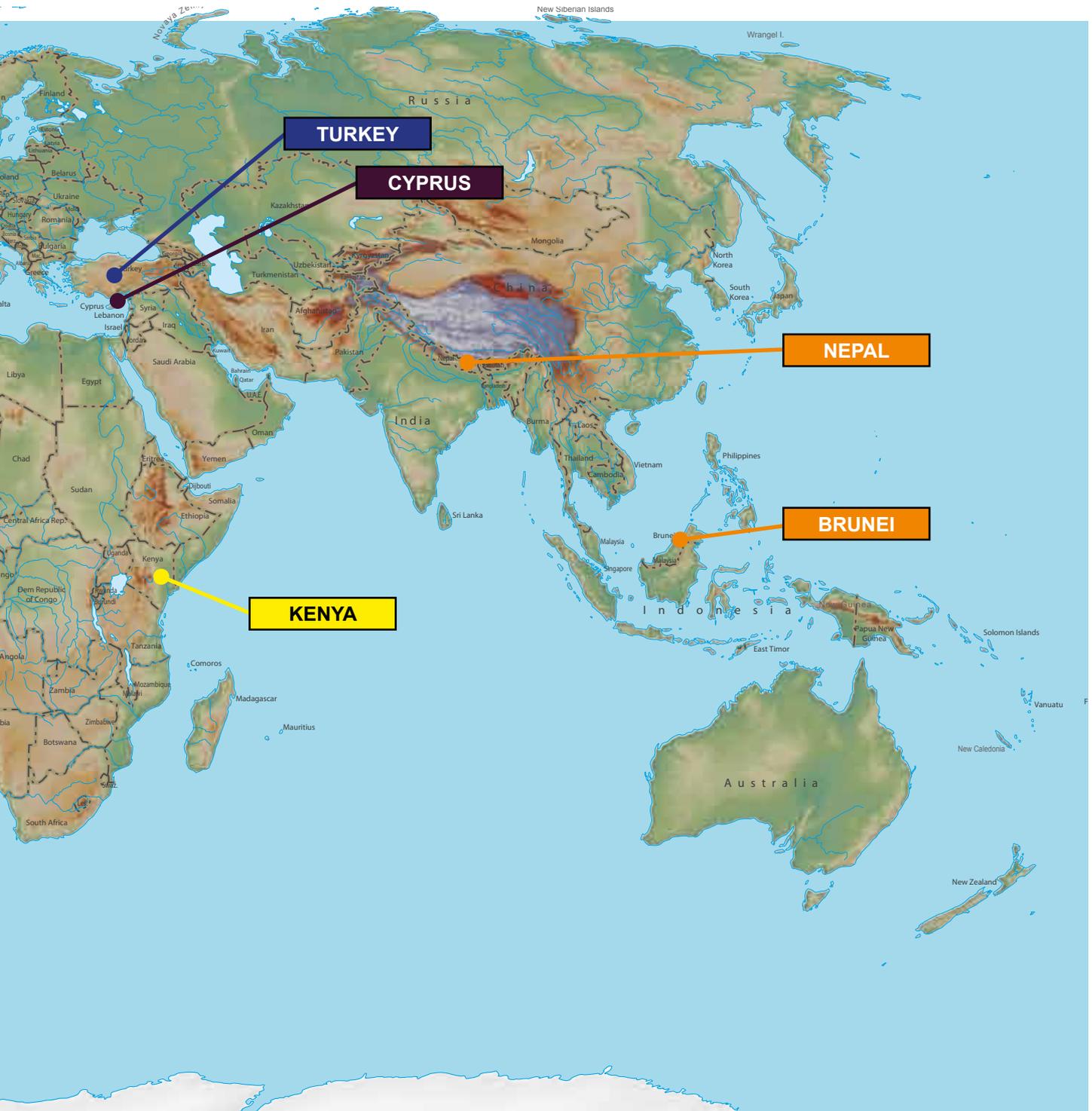- **MOD Safeguarding Children Board (SCB)**
  The SCB will take the lead on all safeguarding matters and identify the key actions, structures and support needed to ensure the safety and well-being of the Service children and young people community overseas; identify the safeguarding risks and monitor progress against them, keep the Trust Board informed of high-level risks and report progress against mitigating them.

Annex A to Part 1:

Service Children and Young People Outside UK

Annex B to Part 1:

Service Children and Young People Inside UK

Map of UK showing military locations, with labelled cities: Aberdeen, Dundee, Edinburgh, Glasgow, Newcastle Upon Tyne, Sunderland, Middlesbrough, Belfast, Blackpool, Bradford, York, Hull, Leeds, Liverpool, Manchester, Dublin, Sheffield, Nottingham, Derby, Stoke-on-Trent, Leicester, Harwich, Birmingham, Ipswich, Gloucester, Luton, Southend-on-Sea, Newport, Swindon, Oxford, London, Swansea, Cardiff, Bristol, Reading, Brighton, Southampton, Bournemouth, Plymouth.

UK Military Locations

Part 2

Priorities and Key Actions

Areas for Improvement. The Strategy and Improvement Plan sets out the improvements which we intend to make during the period of the Plan to the well-being of children and young people in regard to the Children Act 2004 outcomes:

- Physical and mental health and emotional well-being
- Protection from harm and neglect
- Enjoying and achieving
- The contribution made by them to society
- Economic well-being

Identifying and Developing Priority Areas. The priorities identified have been shaped by a number of factors:

- Data on child outcomes
- Data on service performance
- Views of service managers and practitioners
- Views of children and young people
- Priorities previously identified in local area Children & Young People's Plans
- Consultation with Government Office and DfE
- National priorities and legislation
- Self-evaluation against national and local data sets

PRIORITY 1:

Develop a unified and proactive strategy to mitigate the potentially adverse affects of mobility, deployment, drawdown, re-basing and transition

- Supporting children and young people when parents are on active deployment - taking their needs into account pre, during and post-deployment.
- Targeting support to parents, children and young people prior to/immediately following a move including drawdown from Germany, re-basing in UK and transitioning out of the Services.
- In light of the Armed Forces Covenant and under the auspices of the Service Children & Young People's Forum (SCYPF), improving liaison, at the strategic level, with UK Government Departments and Devolved Government Departments and with key UK Local Authorities where significant numbers of Service families are resident, to ensure that the particular needs of Service children and young people resident in the UK are taken into account when planning services and targeting resources.
- Promoting the provision of advice, information and support available for parents in general.

- Promoting the provision of advice, information and support available for parents of children with additional and special educational needs and disabilities.

- Use existing mechanisms[14] and develop new mechanisms as appropriate to address cross-UK issues.

- Commission and make effective use of targeted research to support Service children and young people.

PRIORITY 2:

Promote and support healthy lifestyles to secure the physical, spiritual, social and emotional well-being of all Service children and young people

- Encouraging children and young people to lead healthy lifestyles through appropriate lifestyle choices, and providing them with the opportunity to participate in a range of activities that promote their spiritual, social, emotional and physical wellbeing.

- Ensuring the provision of appropriate healthcare services and exploring ways of optimising access to them.

- Providing positive actions for a healthy start in life (0-5 year olds).

- Improving the health of children and young people by developing coordinated interventions to address major health issues during childhood (4-14 year olds).

- Promoting responsible relationships (14-19 year olds).

- Undertaking a co-ordinated approach to addressing risk-taking behaviour to include life style, emotional well-being and relationships.

- Building on and developing the sexual health advice and support services to provide wider and informed choices for young people.

- Developing a workforce that can engage with children and young people as a mechanism to ensure child friendly services.

- Maximising the role of School Nurses in prevention and promotion of healthy living (diet and exercise).

- Promoting mental health within schools and other community settings.

- Reviewing the requirement for a development programme of training for school nurses to deliver Personal Social and Health Education (PSHE) within schools.

- Supporting the needs of children and young people with continuing care or complex care needs.

- Improving continuity of access to healthcare services at transition points.

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14 Children's Education Advisory Service (CEAS); Service Children in State Schools (SCISS); NI Service Children's Education Forum; Scottish Stakeholder Group; Chain of Command.

PRIORITY 3:

Provide inspirational and exciting learning activities that ensure Service children and young people raise their expectations and achieve at the highest possible levels

- Ensuring that the current high standards in Service Children's Education are maintained; that children and young people should experience good quality teaching; that they should have access to an exciting and stimulating curriculum, and the opportunity to participate in wider community activities before and after school hours and in school holidays.

- Achieving more effective integrated front-line delivery for children aged 0 to 5 overseas.

- Implementing, by all providers, of the Early Years Foundation Stage (EYFS) requirements.

- Ensuring Early Years provision which is of a high standard across all providers.

- Providing choice and flexibility for the EYFS that takes account of parental demand and children's needs.

- Effectively supporting pupils with English as an additional language in SCE schools and through partnership in UK and helping them achieve well.

- Improving the transition of records between schools in UK and overseas.

PRIORITY 4:

Ensure that all our children and young people are supported and protected and that they are able to feel safe

We will take all necessary steps to ensure the safety, security and protection from maltreatment and neglect of Service children and young people, so that they feel safe and are able to build resilience and self-confidence through:

- Ensuring all agencies adhere to MOD Safeguarding Policy as set out in JSP 834 and that the policy is updated annually or as required in line with published DfE Guidance (Working Together to Safeguard Children) for England or other relevant safeguarding guidance for the Devolved Administrations.

- Working in partnership with UK LAs and while recognising their primacy, championing and advocating on behalf of Service children.

- Ensure that safeguarding provision for young people participating in MOD sponsored Cadet and youth outreach activity is in line with MOD Safeguarding Policy (JSP 834).

- Ensuring that partner agencies and organisations work together in an integrated way to improve the safeguarding and well-being of all children.

- Implementing consistent approaches to early intervention and prevention.

- Improving our knowledge of the whereabouts of all Service children and young people overseas and in the UK in order to identify and support their needs.

- Improving performance against key safeguarding performance indicators

- Ensuring robust procedures are in place to support safe recruitment practice in accordance with UK guidance and that these practices are applied consistently across all Commands where adults are employed to work with children and young people.

- Ensuring consistent application of the student voice strategy to give all children and young people an opportunity to comment on their concerns.

- Improving links to third sector organisations that work with and support the MOD, to build additional capacity to support the most vulnerable children and young people and young serving personnel.

- Ensuring appropriate E-Safety (E-S) policies are in place and monitored.

PRIORITY 5:

Provide a structured and coordinated range of play activities and opportunities for Service children and young people (including Cadets and young Service personnel) to have their voice heard, providing support to help them participate in decisions that affect them and which shape the children and young people services available to them

We will empower children and young people to make a positive contribution to the communities where they live. Uphold their rights under the Convention on the Rights of a Child to have their views respected through consultation and their active participation in decision-making about the development of services in their local area, and the wider Services community:

- Improving engagement with and active involvement of children and young people in the development, delivery and evaluation of services/policies.

- Involving children and young people in the best way to help them make the transitions into adulthood and develop services to support this.

- Further strengthening the Speak Out programme (BFG), work with school councils and other similar means to increase the participation and representation of children and young people in the design, delivery and evaluations of children and young people's services.

- Developing and implementing the Hear By Right Standards: Working to a common minimum standard based on Hear By Right in a coordinated way.

- Improving information signposting and/or information provision to children and young people, ensuring that clear information is available about constructive activities and non-formal educational learning and training opportunities.

- Improving levels of accreditation and awards for constructive activities, non-formal educational learning, training opportunities, citizenship training and volunteering.

- Strengthening existing children and youth forum programmes and other similar means to enable participation e.g. Disability Forum.

- Working in partnership across Defence and with LAs to ensure Service children and young people have access to safe and exciting outdoor play areas.

- Facilitating opportunities to participate in wider community activities before and after school hours and in school holidays.

PRIORITY 6:

Provide access to a range of academic, work-related and work-based learning and volunteering opportunities to meet learner need in order that Service young people in Cyprus and Germany are able to meet the challenges of adulthood and to enter the world of work

We will focus on developing a realistic[15], affordable and good quality 14-19 offer overseas reflecting, where possible, the principles of the youth participation, skills and progression agenda by:

- Putting in place appropriate structures to support the Priority, so that learning opportunities for 14-19 year olds are planned and resourced in a co-ordinated way to best meet learner need.

- Increasing the Curriculum Offer available to each learner.

- Supporting young people into the learning pathways which best meets their needs.

- Ensuring provision continues to keep pace with government directives and curriculum development in England.

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15 Within the constraints of an overseas location and drawdown from Germany

Supporting Process Priorities

- Improving the accuracy of the data and information so that we have a better understanding of the needs of Service children and young people.

- Developing a Strategic Programme Plan to inform the actions and services needed to deliver our priorities; that promotes integrated and partnership working, not only across MOD but also with Other Government Departments (OGDs) and the Devolved Administrations; a well trained and qualified workforce and offers best practice, direction and guidance in commissioning and the delivery of services for our children and young people.

- Continuing to develop and improve a robust Communication Strategy that ensures we effectively consult, share best practice and learn from those areas identified as requiring improvement.

Local Community Interfaces

- In overseas locations, where certain services are delivered by local practitioners, ensuring that the particular needs of our children and young people are given due focus and attention.

- Ensure appropriate Services representation in UK and overseas on Local Safeguarding Children's Boards (LSCBs).

- Ensure appropriate representation[16] from local Service communities on LA admissions forums.

- Ensure representation, where appropriate, from the local Service community on school governing bodies.

- Engage locally to ensure the Service voice is heard on planning*.

- Promotion of the MOD Support Fund for State Schools with Service children across the UK.

- Promotion of the MOD Community Support Fund in line with the priorities of the Military Support Plan.

* Forums for the provision of services for children and young people eg. Health and Wellbeing Boards[17] and Sure Start Children's Centres advisory boards and parent's forum.

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16 From tri-Service liaison point of view

17 As boards develop contact can be established through existing Local Authority Children's Services contacts.

MOD CYPP Priority 1:	Develop a unified and proactive strategy to mitigate the potentially adverse affects of mobility, deployment, drawdown, re-basing and transition
Priority Lead:	Assistant Director, Children & Young People (Information Advice and Support (AD CYP (IAS)) Head of CEAS
What?	**1.1 Consultation and Research**
How?	• Establish mechanisms for ongoing consultation with core stakeholders about the experiences Service families, children and young people have in respect of mobility and deployment • Enable children and young people to inform policy. Schools, LAs, local military Commanders (people who plan for, provide and experience it) • Draw together information available from research sources and publications • Commission research and improve understanding of what is needed and works for Service children and young people including the impact of injured and sick family members on children and young people and young carers
Progress Measures (ie how we will know we are moving in the right direction?)	• Stakeholders define what they perceive to be key factors and what works from their experience • Database of existing research evidence is maintained: risk factors and current knowledge about best practice • Mechanisms are in place to ensure valid data is available for performance management
Key Indicators (ie how we will know we have made a difference?)	• Evidence of increased capacity for the needs of children and young people to be met by the normal range of universal services, with a proportionate reduction in the requirement for targeted and specialist support
What?	**1.2 Engagement across the UK**
How?	• Ensure those with policy and decision-making responsibility at local and national levels are accurately informed on issues for Service Families arising from Mobility and Deployment • Develop processes of communication and information exchange to minimize the impact of the MOD change programme (rebasing, redundancy and drawdown) on children and young people • Support strategically , in respect of Service children and young people, community engagement • Influence the commitments contained in the Armed Forces Covenant to ensure the needs of Service children and young people are met as effectively as possible

How?	• Liaison with Devolved Administrations, OGDs and Department for Education to ensure the continuity of services for children and young people affected by drawdown and rebasing • Develop mechanisms for discussion across the Devolved Administrations to consider explicitly the needs of mobile Service children within and between Government areas • Develop a coherent strategy for working with voluntary and independent organization representing the interests of the Service community • Regular contact and consultation between and across the regions of the UK
Progress Measures (ie how we will know we are moving in the right direction?)	• Service children are referred to in local and regional legislation and guidance • Increased awareness of Service family issues at cross-Government, Devolved Administrations and LA levels • Those working with children and young people have a broad understanding of the range of issues that impact on Service children and young people and have actions in place to mitigate these
Key Indicators (ie how we will know we have made a difference?)	To be determined
What?	**1.3 Information Advice and Support**

How?	• Establish CEAS as an information, advice and support hub for Service families seeking information, advice and support about the education of their children
	
	• In respect of mobility:
	
	  • Transferable pupil records in a format that assists and supports the process of transfer and adjustment
	
	  • Special Needs documentation maintained in a format that is recognised and acted upon by each LA
	
	  • Continuity of support and consistency of approach for all children and young people with Special Educational Needs at the point of transfer
	
	• Develop and maintain high quality information and advice through a variety of media, drawing on evidence from research and consultation
	
	• Target support to parents, children and young people prior to and following a move
	
	• Ensuring the availability of timely, accessible and relevant support, information and advice, booklets and resource materials

How?	• Ensure that information and advice for families in, and moving between, different regions takes account of, and is clear about, local differences in access to services and provision • Inform and support the development of relevant MOD policy, where it has an impact on children and young people • Through the medium of the MOD Children & Young People's Trust Board Communications Plan, provide feedback to the Service community, on issues that affect the education of their children • Develop and promote information and training resources for schools which have Service children on roll • Develop and promote training resources for those support and voluntary organisations which are engaged in providing advice and information to Service families
Progress Measures (ie how we will know we are moving in the right direction?)	• Materials provided are accessible and accessed • Briefings and training presentations are accessible and accessed • Policy is revised, updated and promulgated as required • Schools (losing and receiving) are aware in advance of moves and of what is required to support children and young people at different stages of transition
Key Indicators (ie how we will know we have made a difference?)	• Service families report improved school admissions procedures and more Service families gain their first choice of school • Families of Service children with a Statement of Special Educational Needs experience a smooth and timely transfer of records within agreed National time scales
What?	**1.4 Address the particular needs of children and young people that are most vulnerable, with a particular focus on children with Special Educational Needs**
How?	• Promote the provision of advice, information and guidance available for parents of children with SEN and the particular issues that are generated by Mobility • Raise awareness of the variable level of specialist provision that is available between destinations outside of the UK (particularly where there are limitations) • Ensure that parents register with CEAS and seek advice before proceeding with an overseas move if they are aware their child may need specialist support • Promote good practice in schools to maintain adequate documentation that will inform a receiving school that special needs support will be required • Through direct support ensure that vulnerable children and young people receive timely assessment to identify their needs and have well-defined programmes of action in place

How?	• Through the development of appropriate documentation ensure that clear information is available to receiving schools about the types of supported that have been provided previously • Ensure that Devolved Administrations and OGDs have rigorous procedures in place that maintain documentation in a format that would be recognised and accepted by a receiving Devolved Administration or OGD
Progress Measures (ie how we will know we are moving in the right direction?)	• Children and young people about to move are given priority on waiting lists • When children and young people arrive at a school without documentation the assessments are carried out promptly and drawn together • Where a pupil requires statutory assessment the Code of Practice timescales are adhered to • Parents of more vulnerable children seek and are given advice when considering/planning for a move • Documents provided by outgoing Devolved Administrations and OGDs are acted upon by the receiving Devolved Administrations and OGDs
Key Indicators (ie how we will know we have made a difference?)	• Schools and Service families able to access, and take advantage of, support, information and advice • Increase in percentage of families that register before transfer outside of the UK • Increase in percentage of parents who express satisfaction with the services provided by CEAS/SCE
What?	**1.5 Identify and implement sustainable strategies to support the changes, transitions and life events associated with operational deployment**
How?	• Through the commitments in the Armed Forces Covenant work with Devolved Administrations and OGDs to ensure that the unique needs of Service children and young people affected by deployment are taken into account and that they are not disadvantaged by virtue of their connections with the Armed Forces • Through liaison, training and development of resources ensure that the emotional wellbeing of children and young people from Service families is given full consideration during periods when a close family member is deployed • Encourage schools and Devolved Administrations to include preparation in their Critical Incident planning procedures • Monitor and facilitate readily available targeted support for children and young people, young carers and families affected by injury or bereavement • Ensure that specialist treatment or support is accessible to those for whom the transitions present the greatest challenge

How?	• Service family issues relating to the impact of operational deployment taken into account in planning at the cross-Government, Devolved Administrations and LA levels • Targeted support for sick and injured personnel falling within scope of CA04
Progress Measures (ie how we will know we are moving in the right direction?)	• School aware and actively involved in supporting child(ren) and young people during all phases (before, during and after) of deployment of parent/close family member • Training and resource materials available from a central website and via local Hives and Unit Welfare Officers • School staff are aware of the ways in which the behaviour and wellbeing of children and young people may be affected • Positive support contingencies are prepared for and in place • Children and young people have access to counselling support services and relevant specialist mental health practitioners • Service children and young people are supported prior to, during and after operational deployment (reported through SCYPF) • Service families feel that they succeed in overcoming life-challenges with the encouragement and support of those that work with them (reported through SCYPF)
Key Indicators (ie how we will know we have made a difference?)	• To be determined
MOD CYPP Priority 2:	**Promoting and supporting healthy life styles to secure the physical, spiritual, social and emotional well-being of all Service children and young people**
Priority Lead:	Director Operations and Clinical Services BFG HS (British Forces Germany Health Service)
What?	**2.1 All children to have the best start in life and to have access to high quality healthcare from the womb, through early years and into adulthood**

How?	• Provide specialist support to parents to:
	  • Help them stop smoking(especially pregnant mothers)
	  • Encourage breast-feeding
	  • Give their children healthy meals
	  • Improve dental health
	  • Access maternity services in the first few weeks of conception
	  • Improve parenting skills

How?	• Implement the National Child measurement programme www.dh.gov.uk/en/Publichealth/Healthimprovement/healthyliving/DH_100123 across all Commands to monitor the growth and development of all children and young people in FS2 and in Year 7 to identify trends and respond to health needs • In Germany and overseas commands, continue screening FS2 children Basal Metabolic Index (BMI) • Commence screening Year 7 children as and when resources are made available • Explore opportunities to roll out Year 7 screening across all Commands where there are SCE schools, SSAFA FH Public Health Nurses/Health Visitors and SCE nurses
Progress Measures (ie how we will know we are moving in the right direction?)	• Develop targeted services that are informed by the outcome of a consultation process to be undertaken with families, carers and other key stakeholders • Midwives and Health Visitors to monitor breastfeeding incidence at birth, 6/8 weeks and 12 months across all Commands where SSAFA FH Midwives and Health Visitors are in post. Audit due 2012 • Review an annual data collection to monitor trends and compare where relevant with the UK • Screening for BMI at FS2 is maintained in Germany and overseas commands • Year 7 screening is implemented in Germany as resources become available • Screening programme extended to other Commands
Key Indicators (ie how we will know we have made a difference?)	• Increase in prevalence of breastfeeding at 6-8 weeks resulting in favourable comparisons with UK benchmarks • Reduction in obesity rates across Service children's population
What?	**2.2 Dental Health**
How?	• Develop a parallel programme to the NHS epidemiology programme (www.bascd.org) in all Commands where children receive a dental service
Progress Measures (ie how we will know we are moving in the right direction?)	• Review the school entry questionnaire (part of child health programme at five years) to ensure that the child has been seen by a dentist in the last twelve months
Key Indicators (ie how we will know we have made a difference?)	• Favourable comparison of the dental health of Service children with wider UK population • In Far Commands review comparators with dental health indicators of other relevant home countries from which children originate

What?	2.3 Encourage children and young people to lead healthy lifestyles through appropriate choices and provide them with the opportunity to participate in a range of activities that promote their spiritual, social emotional and physical well being

How?	• Support all schools in using social, emotional, behavioural aspects of learning to encourage healthy lifestyles
	
	• Reduce obesity through work with individuals and groups:
	  • Improve food in schools and other community settings
	  • Provide food education
	  • Develop safe and healthy cooking skills
	  • Promote physical activity
	
	• Young people to have access to lifestyle clinics throughout the year in schools and primary care services
	
	• Germany (Current Position). There are lifestyle clinics in Rhine and Gutersloh which operate close to the schools and provide weekly access to medical and nursing consultations. There is Genito Urinary Medicine (GUM) input at the clinic in Gutersloh and young persons drop in centres in Rhine and Hohne
	
	• Whilst there is no direct Health Service input to the service in Prince Rupert School, the GUM team is working collaboratively with the school health team to improve access to Chlamydia testing. Exploration of additional clinic services is to be considered as part of the GUM integration action plan
	
	• Healthy Schools Steering Group now ceased in line with UK – schools will continue to support the initiative as part of whole school programme and for Ofsted inspections
	
	• Audit Ofsted inspections and reports on the schools PSHE
	
	• Increasing proportion of schools achieving or working towards Healthy Schools Status. Excluding those schools whose administration means that they have a different system of nutritional standards, e.g. AF North School

How?	**Overseas Commands** • Brunei lifestyle Drop In Clinics at Jerudong and Brunei International Schools • Cyprus Clinics in Secondary School provision • Canada Collaborative work with Palliser School Health Team • Gibraltar Health Promotion via SCE Primary School. And one to one in Independent provision • Nepal Collaborative work in British Independent School

Progress Measures (ie how we will know we are moving in the right direction?)	• Increased percentage of young people receiving information on sex and relationships • Increased percentage of young people receiving information and advice on drugs • The Occupational Health 'You're Welcome' tool kit to assess whether Primary Care services are used and are more user-friendly • GUM input extended to Rhine • Increase in number of young people who have access to lifestyle clinics throughout the year in schools and primary care services • Improved access to Chlamydia testing
Key Indicators (ie how we will know we have made a difference?)	• Increase in number of schools achieving Healthy Schools status • Increase in percentage of children and young people who report that their school always or usually helps them think about how to stay healthy by eating properly and taking regular exercise • Percentage of young people who think the information and advice they receive on sex and relationships is improving • Percentage of young people who think the information and advice they receive on drugs is improving • Percentage of young people who think Primary Care services are accessible and user friendly
What?	**2.4 Young people to be equipped to make positive choices, about their sexual health, their lives and minimise risk-taking behaviours**
How?	• All BFG secondary schools are offered support by the GUM team in delivery of PHSE programmes and other designated professionals as available in overseas Commands. In BFG all but Gloucester Hohne School take up the provision. See also comments, above, on lifestyle clinics and GUM input • Only young people who present at Primary Care can be monitored – many will self-diagnose and possibly terminate pregnancy without Primary Care awareness • Continued support for school drop in and support with PHSE by SPHNS/HVs • National Chlamydia screening programme (www.chlamydiascreening.nhs.uk/ps/index.html) • Reduce substance misuse by children and young people through the provision of education in schools youth clubs • Provide multi-agency support to schools and colleges to deliver high quality, personal, social and health education (PSHE) • Provide through a multi-agency approach – eg, SRE is delivered by health. Drug education is delivered by the police as experts in this field

Progress Measures (ie how we will know we are moving in the right direction?)	• Audit the number of referrals for under 18 years for Termination of Pregnancy recorded on the Patient Administrative System (NB Not possible in all far Commands and where families are registered with external private Practitioners as in Canada. (Generally a low incidence in comparison to UK)) • Reducing rates of teenage pregnancy and sexually transmitted diseases through provision of sexual health services • The number of children undertaking and completing the Drug Abuse Resistance Education (DARE) programme is increased
Key Indicators (ie how we will know we have made a difference?)	• Reduction in teenage conception rates • Increase in the percentage of the 15-24 population screened for Chlamydia in a variety of clinical and non-clinical settings • Reduction in the percentage of positive diagnoses of Chlamydia in the 15-24 population • Reduction in the percentage of children and young people frequently misusing substances
What?	**2.5 Children and young people who suffer from poor mental, physical or emotional health to have access to high quality healthcare that is, where possible, local and responsive to need**
How?	• Provide comprehensive CAMHS through an integrated approach across all commands • All Primary Health Care teams to contribute in a tiered approach to the mental health and well being of children and young people • The Social and Emotional Aspects Learning programme is offered in SCE schools
Progress Measures (ie how we will know we are moving in the right direction?)	• Increased self-assessment scores for CAMHS effectiveness • Formal arrangements are agreed to integrate the provision of CAMHS across all commands to ensure equity of service and robust governance systems are in place to protect children • Continue CAMHS service redesign in Germany and Cyprus • Increased links between CAMHS and Pupil and Family Services SCE to ensure coordinated approach to care packages • BFG develop a child and young person's survey to be trialled in Germany to consider access and perceptions of young people accessing care

Key Indicators (ie how we will know we have made a difference?)	• Increased percentage of children/young people expressing satisfaction with CAMHS service in terms of:
	   • Access
	   • Waiting times
	   • Outcomes of therapeutic interventions

MOD CYPP Priority 3:	**Providing inspirational and exciting learning activities that ensure Service children and young people raise their expectations and achieve at the highest possible levels**
Priority Lead:	Director Education SCE
What?	**3.1 Improve the quality of non-SCE Early Years provision**
How?	• Regulation and inspection regime to be revised and brought into line with the Early Years Foundation Stage (EYFS) Framework for inspection • Improved links between the outcomes of inspection and support for settings and child-minders • Agreed policy in place for EYFS • Strategic Lead appointed to implement strategy and ensure best use of resources • Early Years Strategic Group to be formed to ensure cooperation and collaboration between all partners
Progress Measures (ie how we will know we are moving in the right direction?)	• Reduced risks in child-care • Sufficient child-care to meet demand • More effective use of resources • Greater clarity on roles and responsibilities across providers and greater linkage between all partners
Key Indicators (ie how we will know we have made a difference?)	• Improved inspection outcomes/reports • Higher levels of parental satisfaction
What?	**3.2 Improve the quality of SCE Early Years provision**
How?	• The Early Years Quality Improvement Support Programme (EYQISP) to be implemented where appropriate
Progress Measures (ie how we will know we are moving in the right direction?)	• All settings are graded and resources targeted to meet areas of weakness
Key Indicators (ie how we will know we have made a difference?)	• Improved outcomes for children • All settings judged to be good or better

What?	**3.3 Maintain high standards in primary education**
How?	• All schools to be categorised against OfSTED criteria. Schools judged to be underachieving will be required to produce a Raising Achievement Plan (RAP) which will be monitored by the Assistant Director for Standards
Progress Measures (ie how we will know we are moving in the right direction?)	• Categorisation against OfSTED criteria completed and RAPs developed as necessary • Resources and support allocated in inverse proportion to success
Key Indicators (ie how we will know we have made a difference?)	• Maintain progression by two levels in English between Key Stage 1 and Key Stage 2, in line with, or above, national average • Increase in percentage of pupils achieving at level 4 or above in both English and Maths at Key Stage 2, in line with, or above, national average • Maintain progression by two levels in Maths between Key Stage 1 and Key Stage 2, in line with, or above the national average
What?	**3.4 Maintain high standards in secondary education**
How?	• All schools and departments to be categorised against OfSTED criteria. Schools and departments judged to be underachieving will be required to produce a Raising Achievement Plan (RAP) which will be monitored by the Assistant Director for Standards
Progress Measures (ie how we will know we are moving in the right direction?)	• Categorisation against OfSTED criteria completed and RAPs developed as necessary • Resources and support allocated in inverse proportion to success
Key Indicators (ie how we will know we have made a difference?)	• Results for GCSE to be in upper quartile for all results in England
What?	**3.5 Maintain low persistent absence rates**
How?	• Schools to monitor persistent absence rates and report accordingly
Progress Measures (ie how we will know we are moving in the right direction?)	• Data collated, analysed and reported

Key Indicators (ie how we will know we have made a difference?)	• Persistent absence rate in secondary schools is maintained at levels below the national average (Currently SCE 0.45% - England 4.4%) • Persistent absence rate in primary schools is maintained at levels below the national average (Currently SCE 1.2% - England 1.4%)
What?	**3.6 Maintain and develop inclusive practice and provision, in schools and other relevant services, to maximise the educational and social inclusion in overseas provision, of the maximum possible number of Service children with special/additional needs and disabilities**
How?	• Ensure good quality advice on Special Additional Education Needs (SAEN) to parents on posting • Ensure that children's needs are at the heart of the SAEN review process • Ensure schools and support agencies do their best to accommodate needs
Progress Measures (ie how we will know we are moving in the right direction?)	• Approval, by the Children and Young People's Trust Board, of revised strategies for meeting effectively overseas, on a multi-agency and multi-disciplinary basis, the additional/special needs and disabilities of every Service child needing to accompany their family to an overseas location, with the exception of a small minority whose needs are assessed to be too complex to meet
Key Indicators (ie how we will know we have made a difference?)	• x% of Service children assessed through the Enquiry process are placed successfully in overseas locations • y% of multi-agency assessments of children's SEN conducted by SCE are completed within the required timescale • z% of exit reviews record high levels of parental and professional satisfaction with the child's progress whilst in the overseas location • Robust transition arrangements between SCE, CEAS and other relevant services ensure that high quality information, advice and support is available to Service parents prior to, during and subsequent to their return to the UK (such arrangements should include those children and families who are required to return to the UK because, for whatever reason, the children's needs cannot be met adequately overseas) • w% of OfSTED inspections of SCE schools report favourably on their SEN provision and practice

What?	**3.7 Improve the transfer of pupil records**
How?	• North Yorkshire Local Authority successful application against MOD Support Fund for State Schools with Service Children. This covers the costs of a project manager and will cover the needs of Service children from all areas of UK and overseas working in partnership with SCE and CEAS
Progress Measures (ie how we will know we are moving in the right direction?)	• Improved communications on transfer of records between areas within the UK and between UK and SCE schools overseas • Improved understanding of similarities and differences between education provision across UK and overseas • Improved transfer of records i.e. schools receive records within the DfE recommended timeframe
Key Indicators (ie how we will know we have made a difference?)	• Pupils get settled into their schools and get on with their learning more quickly which leads to good progress • Teachers find the records useful and use them effectively to meet the needs of their pupils
MOD CYPP Priority 4:	**Ensure that all our children and young people are supported and protected and that they feel safe**
Priority Lead:	MOD Executive Safeguarding Board, AD Safeguarding
What?	**4.1 Safeguard vulnerable children and young people**

How?	• Implement the recommendations of the Defence Internal Audit Report into Safeguarding
	• Ensure all organisations working with children and young people adhere to the LSCB Safeguarding Children Procedures, Joint Services Publications and standing Orders relating to safeguarding and child protection
	• Ensure that agencies identify and agree appropriate thresholds for intervention
	• Ensure appropriate Service representation on LSCBs in UK where there are high concentrations of Service population
	• Ensure all staff working with children and young people receive safeguarding training by:
	  • Establishing a lead Child Protection Training Group
	• Ensure all agencies comply with legislation and Standing Orders with regard to recruitment of staff, by:
	  • Monitoring agencies to ensure they have procedures in place to ensure safer recruitment practices in accordance with vetting and barring requirements and that Criminal Records Bureau checks are in place

How?	• Ensure all Serious Case Reviews (SCRs) are held in line with national targets by:
	
	   • Circulating recent guidance on SCRs to all overseas commands, which ensures independence in the process and produces clear recommendations that impact on improved safeguarding practice
	
	   • Conducting audit of overseas LCSBs capacity to adhere to OfSTED criteria for effective reviews
	
	• Monitor and address/reduce any inequalities in ethnicity of children who are the subject of a Child Protection Plan
	
	• Implement information sharing procedures and address IT barriers

Progress Measures (ie how we will know we are moving in the right direction?)	• Publish guidance on establishing thresholds and receive local agreements on this • Procedures in place and reflected in LSCB Safeguarding Plans • Training Plan, which sets out the minimum training requirements for meeting the MOD's responsibilities to safeguard children and young people, developed and delivered • Targets published and staff aware of requirement • Receiving reports to Board on the capacity of commands to undertake SCRs in a multi-disciplinary forum linked to joint learning • Information on the quality of lessons identified from SCRs and Serious Case Evaluations is disseminated across all Commands
Key Indicators (ie how we will know we have made a difference?)	• Increase in percentage of Initial Assessments completed within 10 working days of referral • Increase in percentage of Core Assessments completed within 35 working days of their commencement • Percentage of referrals going on to Initial Assessments within approved timescales is in line with national indicators • Reduction in percentage of children and young people subject to a Child Protection Plan for a second or subsequent time • Reduction in Child Protection Plans lasting two years or more • All LSCBs have identified capacity to undertake SCRs • Lessons learned and applied • Reports to Board demonstrate desired outcome achieved

What?	**4.2 Prevent and address bullying, violence and abuse of children and young people**
How?	• Continue to implement the anti-bullying strategy and encourage an anti-bullying culture in schools • Continue to implement the e-safety strategy • Develop and implement the early intervention and prevention strategy
Progress Measures (ie how we will know we are moving in the right direction?)	• Progress in implementing anti-bullying strategy across all overseas Commands • Develop information campaign to encourage anti-bullying strategy awareness • Progress in implementing e-safety strategy and awareness of it
Key Indicators (ie how we will know we have made a difference?)	• Reduction in percentage of children experiencing bullying • Reduction in percentage of children who report being bullied • Anti-bullying strategy in place • Awareness-raising campaign on annual basis
What?	**4.3 Knowing the whereabouts of Service children and young people**
How?	• Set up working group under the MOD SCB Ops group to investigate all sources of information on the whereabouts of Service children • Work with partners across the MOD to improve cross-referencing of data on various databases
Progress Measures (ie how we will know we are moving in the right direction?)	• Developed database which demonstrates current levels of knowledge/assurance • Clear knowledge of MOD capacity to implement a child census • Increased knowledge of whereabouts of all Service children
Key Indicators (ie how we will know we have made a difference?)	• Reduction in percentage of vulnerable children (SEN, Looked After Children, and children subject to Child Protection Plans) who appear in overseas schools and/or garrisons without appropriate transition plans in place
MOD CYPP Priority 5:	**Provide a structured and coordinated range of play activities and opportunities for Service children and young people (including Cadets and young Service personnel) to have their voice heard, providing support to help them participate in decisions that affect them and which shape the children and young people services available to them**
Priority Lead:	Chief Community Development Officer, Army HQ (on behalf of single Services)

What?	**5.1 Provide opportunities for children and young people to engage in and influence decision-making which affects them**
How?	• Promoting the voice of children and young people in wider community agencies, eg, schools, transport, housing, environmental issues, communal play and youth activities • Implementing an ongoing coordinated and structured programme of seeking the views of children and young people about what they want • Facilitating participation in, eg, Hear by Right, UK Youth Parliament, schools councils, youth group management boards, Children & Young People Pledge • Consultation on MOD Children & Young People Strategy & Improvement Plan, Garrison/Station Welfare meetings, Children & Young People Strategic Boards • Representation through partnership contacts with stakeholders and service providers e.g. Children's Fund, Community Safety, Crime and Disorder Reduction Partnerships etc
Progress Measures (ie how we will know we are moving in the right direction?)	• Children and young people have the opportunity to participate in wider community issues and activities • Children and young people have opportunity to express their views • Children and young people have the opportunity to participate and are consulted on issues that affect them • Increased participation in service design • Children and young people's voice and influence will lead to significant changes for them and the wider community

Key Indicators (ie how we will know we have made a difference?)	• Evidence that children and young people's feedback has informed planning and decision making
	
	• Increased participation in UK Youth Parliament
	
	• Evidence of increased participation in consultations, practice initiatives, advisory or reference groups, network groups, parallel decision-making structures, designated committee places
	
	• Evidence of children and young people participating at levels:
	  • Listened to
	  • Supported in expressing their views
	  • Their views are taken into account
	  • They are involved in decision-making processes
	  • They share power and responsibility for decision-making
	
	• Evidence of children and young people from military communities represented on local 'civilian' service provision

What?	5.2 Increase opportunities for children and young people to make a positive contribution

How?	• Raising awareness of what positive activities are available and how to access information about them
	• Implement MOD Children & Young People's Trust Board strategy for the participation of children and young people
	• Enhancing activities available through extended schools and children's centres
	• Increase opportunities for children and young people to take part in musical/ cultural/ sporting activities beyond the Station boundary
	• Increase levels of children and young people participation in opportunities to volunteer in activities that improve conditions for:
	  • people with identified needs
	  • community development
	  • environments
	  • global issues

How?	• Develop opportunities for children and young people to participate in the delivery of training for staff and peers • Monitor developments relating to the National Citizen Service (NCS), which will act as the gateway to the Big Society for many young people, and identify scope for participation by Service children and young people
Progress Measures (ie how we will know we are moving in the right direction?)	• Information and guidance about positive activities is readily available and widely circulated • Participation strategy in place and being monitored • Increased range of positive activities in place • Positive feedback on contribution from tutors and learners
Key Indicators (ie how we will know we have made a difference?)	• Increased participation in positive activities • Increase in number of school pupil visits to local cultural events and sites of interest • Increase in number of exchange visits/contacts with local schools and youth groups • Inclusion of local culture/language elements in curriculum • Evidence of formal rewards and feedback from stakeholders/service providers and/or achievement in accredited learning

What?	**5.3 Improved coordination and standardisation of services to support children and young people to make a positive contribution**
How?	• Strengthen existing youth forum programmes and other similar means to enable participation • Implement the Hear by Rights Standards (contexts for participation and National Standards) • Implement the Quality In Play Standards • Implementation of Early Childhood Forums as set out by Play England • Agreed shared values are translated into practice
Progress Measures (ie how we will know we are moving in the right direction?)	• Programmes further developed and reinforced • Hear by Rights Standards implemented across a range of overseas locations • Quality in Play standards implemented across a range of overseas locations • Early Childhood Forums in place across a range of overseas locations
Key Indicators (ie how we will know we have made a difference?)	• Policy amendment/development throughout delivery services to reflect participation of children and young people in decision-making • Increased participation by Youth Forums and MOD Children & Young People Forum, UK Youth Parliament , and local initiatives at Garrison/Station and Team levels • Values are explicit in Mission Statement, Functional Competences, Recruitment, Target Objectives, Reporting, Performance/supervision and Training
What?	**5.4 MOD Children & Young People's Trust Board endorses and adopts shared values for the active involvement of children and young people**
How?	• Mainstream empowerment as an improvement priority for Service children and young people overseas • Local Station/Garrison children and young people communities are able to initiate and have more influence over the services that make a difference to their lives • A framework is created to enable service providers and local people to work together to improve the opportunities for children and young people living within the Service community (or surrounding area) • Empowerment of young single Servicemen/women to get involved and contribute to community activity

Progress Measures (ie how we will know we are moving in the right direction?)	• Input 'community empowerment' into community action planning • Community 're-design' and 'activity' developed in full consultation with Service children and young people • Framework for community empowerment developed
Key Indicators (ie how we will know we have made a difference?)	• Inclusive community profiling and action planning will develop a joined up and a well consulted service • Focused services offered to single young Servicemen/ women in full consultation with them
What?	**5.5 Design development plan (with children and young people) to ensure shared values from 5.4 are visible, accessible and measurable**
How?	• New strategy for participation of children and young people
Progress Measures (ie how we will know we are moving in the right direction?)	• Evidence of research of starting point (e.g. mapping matrix) and progression • Evidence of children and young people participating in planning, delivery, monitoring and evaluation of service management
Key Indicators (ie how we will know we have made a difference?)	• ARMY/RAF/RN Children & Young People Pledge • Evidence that participation by children and young people is safe, sound and effective: covering consent, protection, safety, access, transport, complaints, incentives and rewards • Resources are identified
What?	**5.6 Development of Child Friendly Communities- with other stakeholders – DE, RMP etc**
How?	• Develop communities that consider children's needs and interests • Engage children and young people in Station/Garrison decisions about how their services are designed and developed • Implement Participation Works/Hear by Right strategies for the participation of children and young people • Aiming High strategy – aimed at taking steps to foster a more positive approach to young people across society • Recognising and rewarding excellence • Adoption/implementation of the 'Manifesto for Children's Play and the Play Strategy

Progress Measures (ie how we will know we are moving in the right direction?)	• More support to volunteers working with children and young people to deliver positive activities • Consultation with children and young people prior to setting activity plans etc • Public space is designed, managed and supervised with a better understanding of children and their need to play • All paid and voluntary staff can access the relevant training (eg Play Work) • After school, clubs and holiday schemes have quality standards for play provision as well as safety and wellbeing • Development of a robust and relevant inspection programme • Policies are updated regularly and kept up to date and relevant • Using – 'Together we can' - http://togetherwecan.direct.gov.uk/ • Take Part- www.takepart.org

Key Indicators (ie how we will know we have made a difference?)	• The development and implementation of assurance frameworks to assess the impact of:
	  • Quality in Play (QiP)
	  • Hear by Rights
	  • Achievement awards
	  • Aiming High
	  • Play Work training

What?	**5.7 Implementation of Localised Indicator's (LI) – Linking with Quality in Play and Hear By Right Standards**
How?	• **LI1- Participation** – Children and young people's participate in positive activities and are fully consulted on service design • **LI2 – Child Friendly Communities** – To make military neighbourhoods child-friendly places where children and young people feel safe • **LI3 – Diversionary Activities** - To provide children and young people with the space and opportunity to take part in diversionary activities after school and during the holidays • **LI4 – Quality** - Children and young people's activity is effectively inspected and quality assured on a regular basis • **LI5 - Rights** - The MOD Children & Young People's Trust Board to be guided by the Convention on the Rights of the Child • **LI6 – Values** - The shared values are made visible and accessible to a wide range of staff and children and young people by, for example, through single Service mission statement, charter or pledge

How?	• **LI7 – Policy** - The agreed shared values are used to set policy and review performance across the MOD • Policies are in place to make sure children and young people's participation is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards • **LI8 – Partnership working** - Link with a range of local, regional and national organisations and initiatives that are established, maintained and resourced • **LI9 – Training**- Staff appropriately qualified and there is capacity for staff to gain skills for the safe, sound and effective participation of children and young people • **LI10- Community Empowermen**t - giving people and communities more of a say on the services they receive and where they live (Communities in control: real people, real power - White Paper, Strong and Prosperous Communities – A Local Government White Paper)
Progress Measures (ie how we will know we are moving in the right direction?)	• More support to volunteers • Consultation with children and young people prior to setting activity plans etc • Public space is designed, managed and supervised with a better understanding of children and their need to play • All paid and voluntary staff can access the relevant training (eg Play Work) • After school, clubs and holiday schemes have quality standards for play provision as well as safety and wellbeing • Development of a robust and relevant inspection programme • Implementation of Quality Standards (eg – Quality in Play) • Policies are updated regularly and kept up to date and relevant • Using – 'Together we can' - http://togetherwecan.direct.gov.uk/ • Take Part- www.takepart.org
Key Indicators (ie how we will know we have made a difference?)	To be determined

MOD CYPP Priority 6:	**Provide access to a range of academic, work-related and work-based learning and volunteering opportunities to meet learner need in order that Service young people in Cyprus and Germany are able to meet the challenges of adulthood and to enter the world of work**
Priority Lead:	14-19 Strategy Group
What?	**6.1 Put in place appropriate structures to support the Priority, so that learning opportunities for 14-19 year olds are planned and resourced in a co-ordinated way to best meet learner need**
How?	• Strengthen local partnerships with the appointment of Partnership Managers under the direction of 14-19 lead • Expand provision of work-based learning arm of SCE • Consider voluntary teaching qualification (VTQ) becoming part of SCE • All MOD contractors, partners and all overseas units should be aware of and actively encouraged to engage with and support the 14-19 agenda • Governance for 14-19 is provided through the MOD Children & Young People's Trust Board • Review of 14-19 Funding Formula including schools and other forms of provision to reflect the costs of each type of learning, thereby enhancing cost-effectiveness so as to improve the opportunities and flexibility to meet individual learner need
How?	• Improve data collection and analysis to enable monitoring of progress and outcomes as set out in the strategy – specifically agree protocols with schools, other learning providers and employers on information flows into CORE+ • Connect CORE+ data to National Client Caseload Information System
Progress Measures (ie how we will know we are moving in the right direction?)	• 14-19 Strategy Group is fully functioning holding to account progress against the above actions through key indicators

Key Indicators (ie how we will know we have made a difference?)	• Numbers and percentages of 16-19 year olds participating in education, employment and training analysed by age, gender and ethnic group
	• Numbers of learners starting and percentages completing apprenticeships
	• Number of learners at 19 years of age:
	    • Achieving a level 2 qualification
	    • Achieving a level 3 qualification based on achievement at age 16 in an SCE school

Key Indicators (ie how we will know we have made a difference?)	• Percentages learners achieving 5 A* to C at GCSE with and without English and maths • Destination reports of learners aged 16-19
What?	**6.2 Increase the Curriculum Offer available to each learner**
How?	• Expand work-based provision through VTS and VTQ and other work-based learning providers and employers • Expand school-based provision through enhanced collaboration between and within schools • Expand provision through collaboration within local partnerships • Developing an action plan for workforce development to enable the implementation of 14-19 curriculum changes
Progress Measures (ie how we will know we are moving in the right direction?)	• Increase in learning and training opportunities for young people in all areas • Workforce development plan in place and linked to wider CYPP workforce development
Key Indicators (ie how we will know we have made a difference?)	• Numbers and percentages of 16-19 year olds participating in education, employment and training analysed by age, gender and ethnic group • Numbers of learners starting and percentages completing apprenticeships

Key Indicators (ie how we will know we have made a difference?)	• Number of learners at 19 years of age:
	  • Achieving a level 2 qualification
	  • Achieving a level 3 qualification based on achievement at age 16 in an SCE school
	• Percentages of learners achieving 5 A* to C at GCSE with and without English and Maths
	• Destination reports of learners aged 14-19

What?	**6.3 Young people are supported into the learning pathway which best meets their needs**
How?	• Develop early identification, intervention and support systems for young people at risk of disengagement • Access to information advice and guidance (IAG) which meets national standards
Progress Measures (ie how we will know we are moving in the right direction?)	• Clear support systems in place and available to young people overseas • Careers IAG is in place and quality assured through achievement of MATRIX standards
Key Indicators (ie how we will know we have made a difference?)	• Numbers and percentages of 16-19 year olds participating in education, employment and training analysed by age, gender and ethnic group

Key Indicators
(ie how we will know we have made a difference?)
	• Number of learners starting and percentage completing apprenticeships
	• Number of learners at 19 years of age:
	  • Achieving a level 2 qualification
	  • Achieving a level 3 qualification
	    based on achievement at age 16 in an SCE school
	• Percentage learners achieving 5 A* to C at GCSE with and without English and Maths
	• Positive learner and parent feedback on CEIAG
	• Destination reports of learners aged 14-19

What?	**6.4 Provision continues to keep pace with government directives and curriculum development in England**
How?	• Monitoring policies and pilots on the Raising the Participation Age and implementing best practice in the SCE context • Monitoring outcomes from the review of the National Curriculum and implementing best practice in the SCE context • Monitoring outcomes from the Wolf Review and implementing best practice in the SCE context
Progress Measures (ie how we will know we are moving in the right direction?)	• Regular and consistent liaison and training with English schools, WBL providers and local authorities
Key Indicators (ie how we will know we have made a difference?)	• OfSTED inspections reporting positively on curriculum provision in secondary schools and work-based learning providers • Leadership teams reviewing curriculum plans to meet new recommendations and best practice in England

Harnessing the positive benefits of living in a Services community to ensure that every Service child and young person's experiences and opportunities help them to achieve the best possible outcomes whilst also supporting, protecting and intervening where needed, to help those most vulnerable, to achieve their ambitions

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SERVICE CHILDREN'S EDUCATION

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